Children of Metropolitan St. Louis:

A Data Book for the Community

Vision for CHILDREN at Risk

Thirteenth Edition › 2024

Introduction

In this Section

Acknowledgements

Vision for Children at Risk's thirteenth 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 Breann 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 Chief Executive Officer, 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, Dennis O'Connor, 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 Saundra Irish at Brightpoint, Michael Austrin at Child Care Aware of Missouri, and the multiple individuals within the Missouri Department of Social Services, Missouri Department of Health and Senior Services, Illinois Department of Human Services, Illinois Department of Children and Family Services, and the Illinois Department of Public Health for partnering with us and contributing key child well-being data to this report. We know just how stretched staff capacity is and truly appreciate the time and effort it took to provide us, and by extension the community, with this important data.

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And a tremendous thank you to our partners at the Norman J. Stupp Foundation for their commitment to making this child well-being data book more accessible to the community through their generous, ongoing support of Vision for Children at Risk's data work.

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 NORMAN J. STUPP FOUNDATION FOR THEIR SUPPORT OF THIS REPORT

Norman J. Stupp
FOUNDATION
Commerce Trust Company, Trustee

About Vision for Children at Risk

Who We Are

We are a nonprofit **dedicated to promoting the well-being of children, families, and the community.** Over the past three decades, we have advocated tirelessly to change the relentless inequities that persist in our region's systems. The work of building a better future for children at risk has never been easy, but it has always been rewarding. We do it by sticking to what we know works: engaging with the experience, passion, and creative voices of our community members. Our team is committed to empowering families and uplifting communities. We cultivate active collaborations to develop new ideas and methods for protecting our community's youngest and most vulnerable members.

What We Do

We promote the well-being of children, youth, and their families, with a primary focus on those impacted by socioeconomic risk and racial inequity. 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

Why We Do It

We believe that the neighborhood in which a child lives should not determine the limits of their future. **We know that change is possible when you empower parents and engage with communities as partners in the work of protecting our region's children.**

Our Core Values

www.visionforchildren.org

About the Children's Data Center

The Children's Data Center is an interactive online tool that serves as a go-to place to find data on child and family well-being in the St. Louis region. We have taken a fresh look at the data and content we publish biennially in this Data Book and made it accessible in a new way. It offers easily accessible data that focuses attention on inequities in child well-being outcomes. The Data Center is helping us all use data to drive change, creating a better future for children.

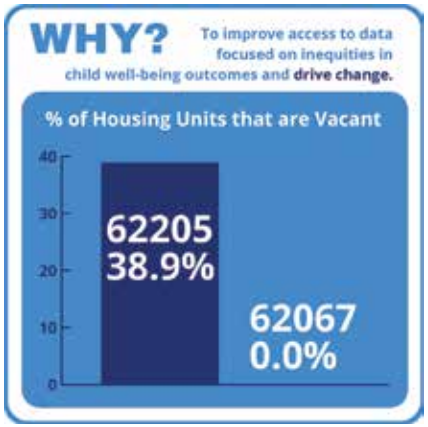
Features:

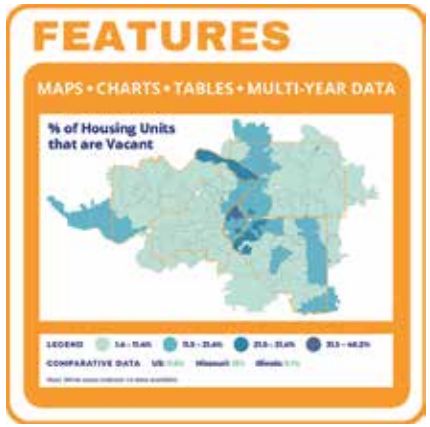
- **Regional Data:** This engaging, interactive data center currently contains data on 5 counties, 138 zip codes, and over 60 school districts in the St. Louis region.
- **Easy to Navigate:** Users can explore the data through a guided step-by-step process, selecting an indicator and geographies they are most interested in.
- **Comprehensive Data:** Includes 6 fundamental need areas and more than 40 indicators related to child well-being from cradle to career.
- **Interactive:** Results can be viewed in several ways including interactive maps that help users better visualize and understand the story the data is telling.
- **Quick Reports:** Users can produce a snapshot, or "Quick Report" of the zip code, county, or school district of interest.
- **Customized Reports:** Allows for tailored reports to users' specific needs: you can select a targeted group of geographies and multiple years of data for a child well-being indicator of interest.

Who is the Children's Data Center for?

YOU! We have designed this tool with you in mind, whether you work for an organization supporting children and families and need content for your grants, are a community advocate wanting to prepare for your next meeting with a legislator, or simply want to better understand the indicators that impact children's well-being. We invite you to utilize this tool today and bookmark it for ongoing use.

https://www.visionforchildren.org/childrens-data-center/





Foreword

The strength, vitality and viability of the entire 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 and families 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.

Data, both quantitative and qualitative, is a powerful tool. It can tell a compelling story. It can mobilize community-led advocacy and action. And data can inform and lead to better, more equitable public policy. For more than thirty years, 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. The data reported in the *Children of Metropolitan St. Louis* report are intended to provide a foundation for informed, strategic, collaborative community-centered action aimed at addressing the well-being of all children in the St. Louis region, but particularly those children who face the most severe risks to their well-being. 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. We must also use this data to inform how we strengthen, reform, and reimagine the systems that serve children and families.

Child Well-being is at Risk

More than 480,000 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, parents, change-makers, and leaders of St. Louis. They are vital to the prosperity of our region. Analysis of the data reported in the 2024 edition of the *Children of Metropolitan St. Louis* data book finds that 116,000 of those children—a startling 24 percent of children living in the St. Louis region—reside in ZIP codes where risks to their well-being are severe. An additional 64,000 children reside in ZIP codes where risks to their well-being are high.[1] This means that the well-being of an alarming 1 out of every 3 children in the St. Louis region is significantly at risk. Compared to data reported in the 2020 edition of the *CMSL* these numbers are unchanged. The data are clear: St. Louis is failing its children and families, 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, 10 of them—55 percent—have a "severe" risk rating. This compares to 32 percent of ZIP codes in St. Clair County, 20 percent of ZIP codes in St. Louis County, 17 percent of ZIP codes in Madison County, and no ZIP codes in St. Charles County. 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, 85 percent 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 and families facing immense risks to their well-being. And increasingly, we have fewer children in the middle. As long as we have some ZIP codes where no child lives in poverty and others where more than 75 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. And as long as we have some school districts where nearly every child graduates from high school and others where only half 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, resource allocations, policies, and programs and using the data to strategically target the children and families that face the most threats to their well-being, we can start to address these long-standing inequities, thus benefiting the St. Louis region as a whole.

Liz Hoester, Data and Research Coordinator
Vision for Children at Risk

[1]*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 comparative national data for a select set of indicators related to child well-being.*

About this Book

This is the thirteenth edition of the *Children of Metropolitan St. Louis* (*CMSL*) data book published over the past 30 years. The CMSL provides data on more than 40 key indicators related to child and family 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 data are provided at the ZIP code level. Educational data is reported at the school district level; crime statistics are reported for municipalities or, in the case of St. Louis City, at the neighborhood level.

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 and families in our region.

Efforts to address the needs of children and families 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 basic population and demographic data. Then, in the core 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 throughout the cradle-to-career spectrum.

Focus on Equity and Community Voice

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 future editions of our report. To that end, when Vision for Children at Risk began data collection for the eleventh edition of the CMSL in 2020, we researched, collected, and requested data disaggregated by race and ethnicity for as many of our indicators as possible. Through that process, Vision for Children at Risk discovered that while disaggregated data is often collected by state agencies and other data sources, it is not always easy to obtain.

In this thirteenth edition of the *CMSL*, at the beginning of each Fundamental Need Area you will find a Focus on Equity section. This section contains disaggregated data for key indicators related to each Fundamental Need Area. The purpose of these tables is to present, in no uncertain terms, how we as a region are doing when it comes to issues of equity. Additionally, Vision for Children at Risk believes that the lived experiences (qualitative data) of children and families is as important a source of data as the quantitative data (the numbers) and that this qualitative data must be incorporated and considered equally when making data-driven recommendations and decisions that impact children and families. That is why in this edition of the CMSL you will find examples of community voice in these Focus on Equity sections. Each Focus on Equity section features the invaluable expertise and perspectives of both organizational leaders in the community and from our dedicated staff and Parent Advisory Council leaders. Vision for Children at Risk is committed to continuing to further expand and integrate how qualitative data is used throughout all our work and particularly how it is incorporated 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 solutions and 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.

School districts are the geographical measure used for educational data, and jurisdictional boundaries are the geographical measure used for crime data.

Notes on the Data

Vision for Children at Risk strives to report the most current, accurate data available. The data in this report come from a variety of data sources. Each data source presents a unique set of data limitations which impacts, among other things, the "data lag" related to the most current data available. Vision for Children at Risk continually strives to better understand the limitations of each data source, particularly as it relates to issues of equity. Throughout the report percentages and rates have been calculated for each of the indicators included in the report to allow for more useful and appropriate comparisons across geographies. For a variety of reasons, in some cases data are simply not available for a particular geography. In these cases, this is indicated on the data tables and the maps. In addition, some ZIP codes have very small populations which may distort rates and percentages. Therefore, we have noted ZIP codes that have a low child population on the data tables. A number of other factors, such as changes in geographical boundaries, in legislation/policy, in data collection and reporting systems, and in funding streams can greatly influence the indicators and should be taken into account when interpreting and using 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 maps featured in this report allow the user to better visualize the data and get a sense of what child well-being "looks like" 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. Vision for Children at Risk feels it is critical that we are able to illustrate the patterns of inequity that exist in our region and that the maps are a very effective way to do this. Additionally, we are committed to continually examining the ways in which biases can be baked into the data and to exploring alternative ways of presenting and visualizing the data that are anchored in equity.

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Population and Demographics

In this Section

Today, we live in a privileged society where annual demographic data provides insights into the intricate patterns of demographic change. As we move beyond the demographic shocks caused by COVID-19, we are gaining a deeper understanding of the demographic hurdles confronting our local government, schools, institutions, communities, and families. There are three key trends that require our attention as we seek to address the disparities and contradictions in quality of life outcomes in St. Louis and its surrounding suburbs.

Instead of using population growth as the metric of success, we can discuss reducing childhood poverty, creating attainable housing, and providing access to quality education.

1. The St. Louis Metropolitan Statistical Area (MSA) and several of its counties have more deaths than births. One of the demographic shocks from COVID-19 is that it accelerated existing demographic trends, including the emergence of a "demographic winter." Historically, the St. Louis MSA has reported more births than deaths. However, declining fertility rates and increasing death rates had projected deaths to outnumber births sometime in the 2030s. The 2020 birth and death data were a shock for many. The region went from a net natural increase of 9,993 in 2011 to a net natural decline of 2,163 in 2020. The 2023 data show some progress, but the 2023 birth numbers are now equivalent to the 2019 death numbers. In the past year alone, the region experienced a decline of 2,301 births. If the region experiences another decline of 2,000 or more births, this would make the birth numbers equivalent to the 2014 death numbers. What does this mean? The St. Louis MSA is heading into a long-term demographic winter and will most likely join Pittsburgh and Cleveland. These birth and death trends will have long-term impacts on local schools, universities, and the future workforce.
2. Coupled with the reality of a long-term demographic winter, families with children continue to leave the city. The post-COVID trends are unsettling. St. Louis City has experienced a decline of 19,811 residents since 2020, with about 65% of this decline attributed to the decrease in the Black or African American population. From 2019 to 2022, there was a decline of 5,042 Black or African American families with children and a decline of 441 White families with children. Additionally, there are indications of a corresponding decline among Latino families with children. This is one of the most important policy discussions that should be happening among leaders today. Why is there a decline in families with children in the city? The perception of crime, quality of schools, safe neighborhoods, attainable housing, employment opportunities, and available childcare are important factors that may influence or be the tipping point for many families with children. Given the declining fertility rate in Missouri, the MSA, and the city and major counties, we will have fewer families not only in the city but throughout the region and state.
3. COVID had an impact on our children. The evidence is coming in, but it is becoming clear that many of our children were negatively affected by COVID and Zoom classes. We are starting to see improvements in some of the scores, but we have a long way to go. We need to provide opportunities for all children and be intentional about our efforts to improve access to opportunities for children who will become the next generation of leaders, public intellectuals, parents, teachers, and more.

We must confront the reality that we will have fewer children in the region if it continues to experience net negative migration. Declining fertility rates are a global, national, and state trend. Too often, we define success by population growth. St. Louis City and the region are in a unique position to be leaders in redefining success by focusing on quality of life and creating lifelong learning opportunities for our children. Instead of using population growth as the metric of success, we can discuss reducing childhood poverty, creating attainable housing, and providing access to quality education. The opportunity to lead the country and define success differently is at the doorstep of the city and region. We all need to come together to invest in the future success of the city and region, which lies in our children.

J.S. Onésimo (Ness) Sándoval, Professor
Saint Louis University

Percent of Population Under Age 5

Importance of this Indicator

It is critical 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, safe, affordable childcare and housing uniquely affect children under age five and influence their future well-being. Monitoring population trends enables child serving systems, program providers, policy makers, and community advocates to plan for, and respond to, demographic shifts in the community and to provide solutions that best meet the needs of children and families, as well as to target limited resources more strategically to address the inequities found in early childhood outcomes in the St. Louis region.

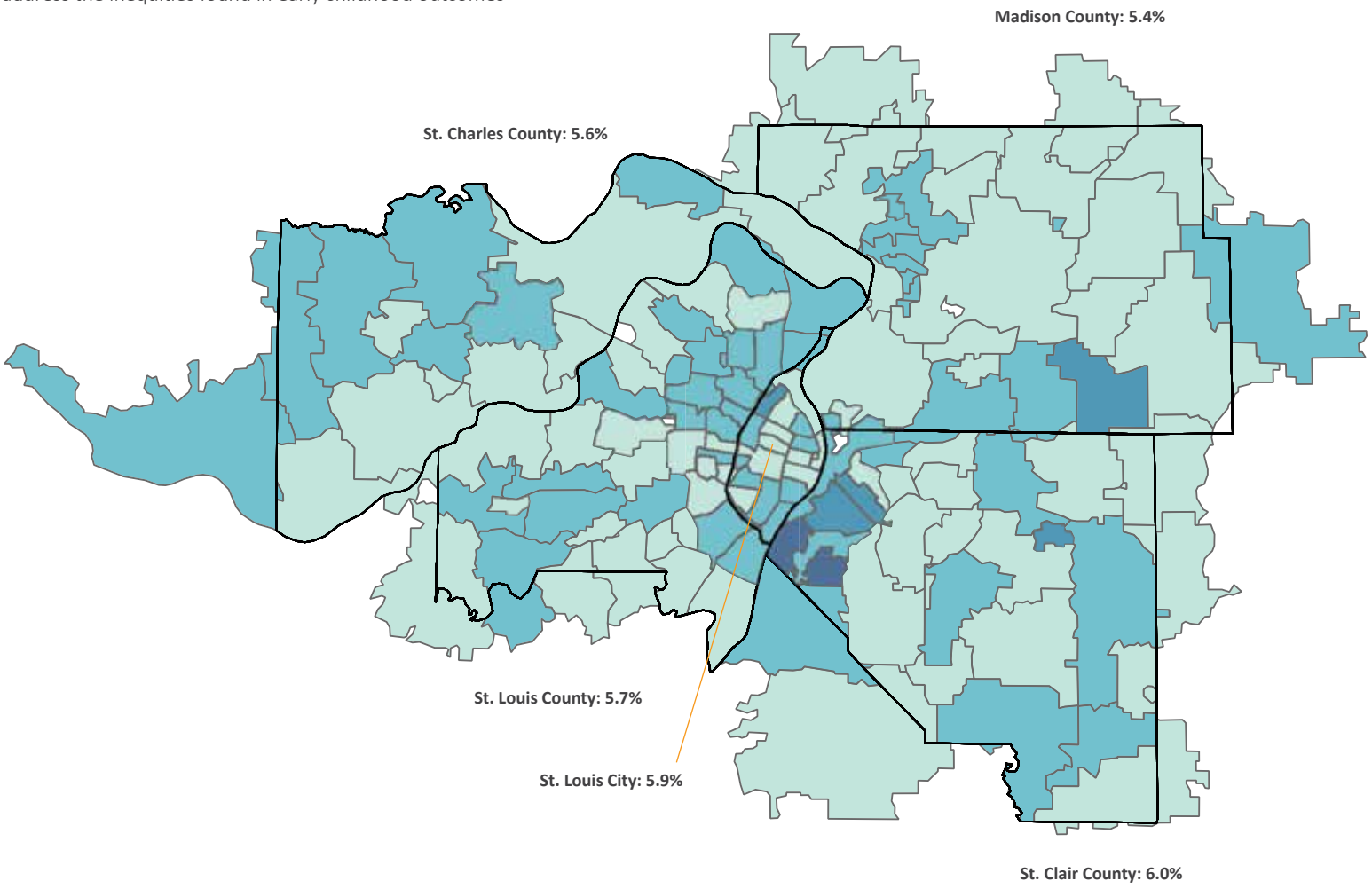
LEGEND

- 0.8 – 5.6%
- 5.7 – 10.3%
- 10.4 – 15.1%
- 15.2 – 19.8%

White areas indicate no data available.

COMPARATIVE DATA

- US: 5.7%
- Missouri: 5.9%
- Illinois: 5.7%



Percent of Population Under Age 5

ZIP	% Under 5	ZIP	% Under 5	ZIP	% Under 5	ZIP	% Under 5	ZIP	% Under 5	ZIP	% Under 5
†62001	5.1	†62090	6.0	†62255	6.7	63034	7.7	63114	7.5	63137	8.4
62002	5.0	62095	6.0	†62257	3.2	63038	7.1	63115	4.3	63138	7.5
62010	6.0	62097	2.8	62258	6.9	63040	4.8	63116	6.1	63139	8.2
62012	5.5	62201	5.8	62260	4.1	63042	7.2	63117	6.6	†63140	6.2
62018	7.1	62203	2.5	62264	5.9	63043	4.9	63118	7.4	63141	4.2
†62021	3.1	62204	7.4	62265	4.5	63044	4.3	63119	5.5	63143	5.1
62024	5.7	62205	2.1	62269	6.9	63049	4.8	63120	10.7	63144	5.5
62025	5.2	62206	11.6	62275	7.1	63069	5.5	63121	5.9	63146	7.0
62034	5.5	62207	12.9	62281	12.3	63074	7.4	63122	5.7	63147	5.0
62035	4.1	62208	5.1	†62282	5.3	63088	4.1	63123	5.7	63301	4.6
62040	5.5	62220	6.0	62285	3.7	†63101	3.3	63124	4.7	63303	5.4
†62046	7.2	62221	4.6	†62289	1.8	†63102	1.2	63125	6.8	63304	4.6
62048	2.8	62223	4.3	62293	4.2	63103	3.2	63126	5.4	63332	2.2
†62058	4.9	62225	12.4	62294	8.2	63104	4.8	63127	2.4	63341	3.5
†62059	11.9	62226	4.9	62298	4.9	63105	3.3	63128	5.2	63348	6.0
62060	2.4	62232	4.3	63005	3.7	63106	9.5	63129	4.9	63357	7.7
62061	5.1	62234	6.0	63011	5.8	63107	5.9	63130	5.7	63366	5.8
62062	3.6	62236	5.9	63017	5.0	63108	2.5	63131	4.4	63367	4.9
62067	0.8	62239	6.4	63021	5.7	63109	5.5	63132	6.0	63368	6.6
62074	3.1	62240	19.8	63025	7.9	63110	5.4	63133	8.5	†63373	5.7
62084	7.8	62243	3.2	63026	5.0	63111	6.6	63134	9.4	63376	6.0
62087	6.1	62249	4.9	63031	4.4	63112	7.3	63135	8.0	63385	6.1
62088	2.7	62254	2.7	63033	4.9	63113	3.7	63136	5.7	†63386	2.9

Data Notes

DEFINITION

The percentage of the total population under 5 years of age.

DATA SOURCE

United States Census Bureau. American Community Survey. ACS Demographic and Housing Estimates. ACS 5-Year Estimates Data Profiles: 2022. Table: DP05. Accessed at https://data.census.gov/.

CALCULATION

(Population under age 5/Total population) 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 Population Under Age 18

Importance of this Indicator

It is critical to monitor where young children reside in our region, areas in which there are higher concentrations of children, and the demographic trends of this age group. Monitoring population trends enables child serving systems, program providers, policy makers, and community advocates to plan for, and respond to, demographic shifts in the community and to provide solutions that best meet the needs of children and families, as well as to target limited resources more strategically to address the inequities in child well-being outcomes found throughout the cradle to career spectrum in the St. Louis region.

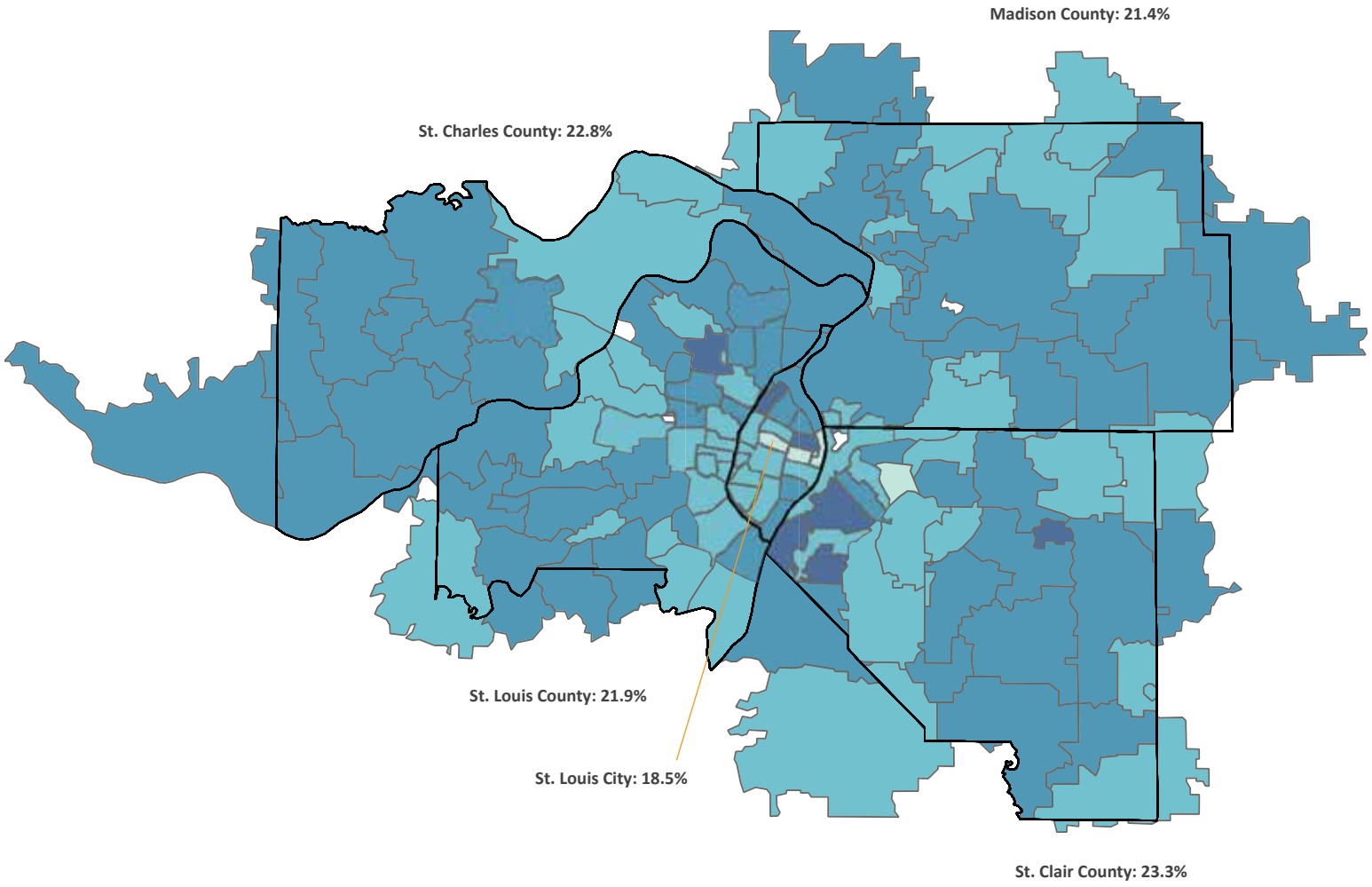
LEGEND

- 1.2 – 11.1%
- 11.2 – 20.9%
- 21.0 – 30.8%
- 30.9 – 40.6%

White areas indicate no data available.

COMPARATIVE DATA

- US: 22.1%
- Missouri: 22.3%
- Illinois: 22.1%



Percent of Population Under Age 18

ZIP	% Under 18	ZIP	% Under 18	ZIP	% Under 18	ZIP	% Under 18	ZIP	% Under 18	ZIP	% Under 18
†62001	16.5	†62090	16.1	†62255	28.1	63034	24.7	63114	21.4	63137	28.8
62002	21.5	62095	23.1	†62257	13.9	63038	27.3	63115	21.4	63138	26.2
62010	22.5	62097	15.2	62258	24.5	63040	25.1	63116	20.5	63139	17.0
62012	23.2	62201	17.8	62260	18.4	63042	20.1	63117	19.4	†63140	18.2
62018	26.9	62203	10.6	62264	22.3	63043	20.2	63118	24.2	63141	17.9
†62021	13.4	62204	29.2	62265	22.2	63044	22.9	63119	20.8	63143	19.0
62024	19.0	62205	12.9	62269	27.7	63049	21.4	63120	32.2	63144	17.7
62025	21.5	62206	36.2	62275	22.9	63069	18.1	63121	20.3	63146	17.5
62034	23.2	62207	30.3	62281	29.0	63074	24.1	63122	24.9	63147	24.8
62035	16.8	62208	22.7	†62282	18.4	63088	17.4	63123	18.6	63301	17.0
62040	21.8	62220	23.8	62285	23.1	†63101	9.0	63124	18.8	63303	19.2
†62046	30.1	62221	23.0	†62289	10.3	†63102	1.2	63125	21.9	63304	22.3
62048	20.4	62223	18.4	62293	20.1	63103	7.6	63126	21.0	63332	24.3
†62058	21.4	62225	40.6	62294	27.1	63104	14.0	63127	20.3	63341	21.9
†62059	29.1	62226	19.8	62298	19.2	63105	17.9	63128	17.8	63348	26.6
62060	15.6	62232	17.0	63005	22.2	63106	32.6	63129	18.9	63357	28.3
62061	26.1	62234	20.8	63011	22.4	63107	23.1	63130	17.0	63366	22.4
62062	17.8	62236	25.4	63017	20.8	63108	8.1	63131	25.8	63367	24.4
62067	17.6	62239	17.5	63021	22.3	63109	15.2	63132	23.8	63368	26.1
62074	27.5	62240	40.1	63025	28.6	63110	15.0	63133	24.8	†63373	14.7
62084	22.2	62243	21.7	63026	23.4	63111	24.4	63134	33.7	63376	22.4
62087	24.4	62249	22.0	63031	23.3	63112	18.6	63135	24.9	63385	28.9
62088	19.7	62254	14.8	63033	24.4	63113	13.6	63136	24.8	†63386	24.9

Data Notes

DEFINITION

The percentage of the total population under 18 years of age.

DATA SOURCE

United States Census Bureau. American Community Survey. ACS Demographic and Housing Estimates. ACS 5-Year Estimates Data Profiles: 2022. Table: DP05. Accessed at https://data.census.gov/.

CALCULATION

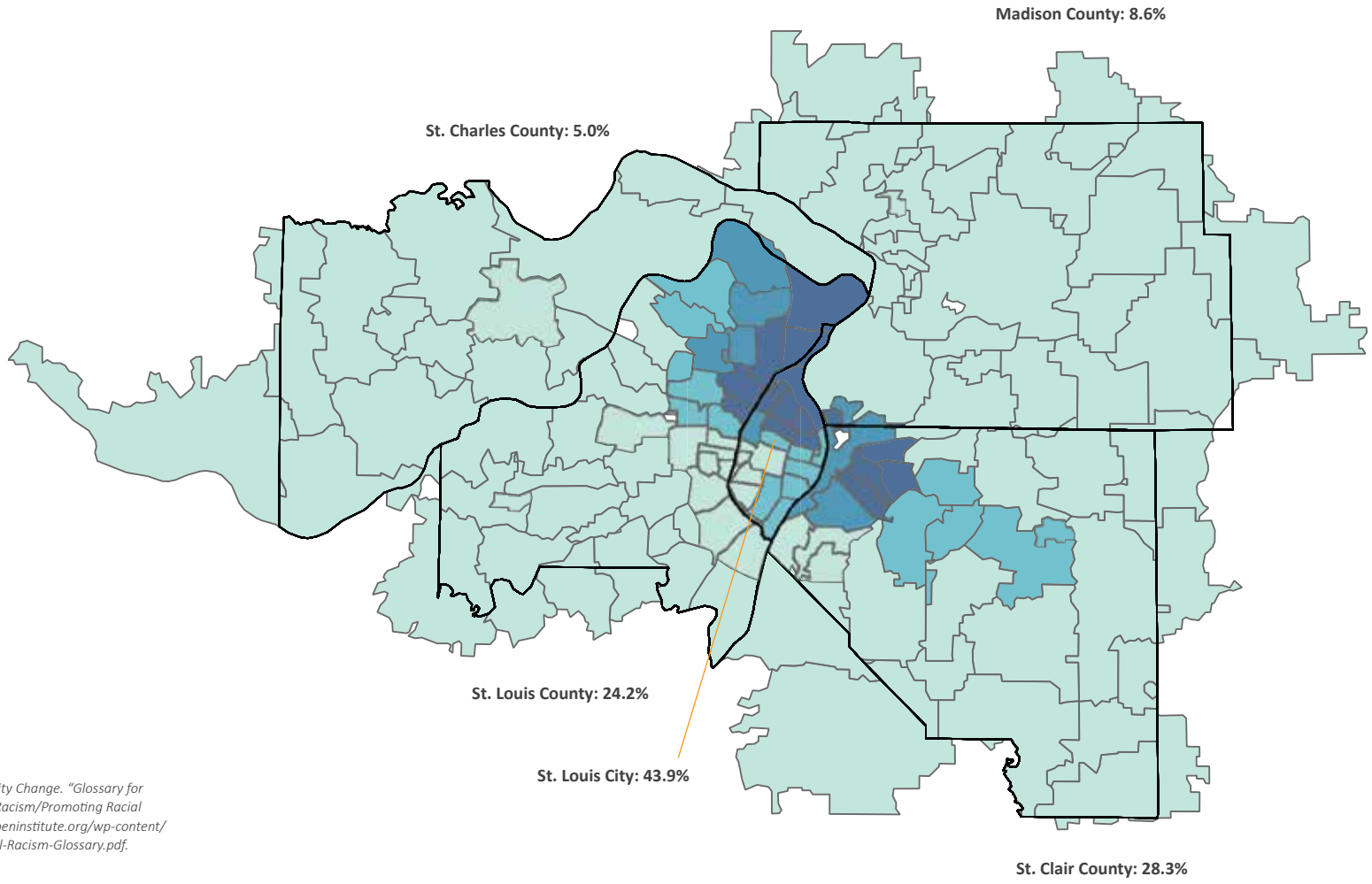
(Population under age 18/Total population) X 100. Calculations made by Vision for Children at Risk.

**No Data Available.*
†Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

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 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.[1] The ramifications of these policies and practices are evident in the significant disparities that are often found in child well-being outcomes among children from different racial and ethnic groups. It is critical that this is taken into consideration when making policy recommendations, implementing strategic initiatives, and investing limited resources that are aimed at improving and addressing inequities in child well-being outcomes throughout the cradle to career spectrum in the St. Louis region.



LEGEND

- 0.0 – 24.0%
- 24.1 – 48.0%
- 48.1 – 71.9%
- 72.0 – 95.9%

White areas indicate no data available.

COMPARATIVE DATA

- US: 12.5%
- Missouri: 11.3%
- Illinois: 13.9%

[1]*The Aspen Institute. Roundtable on Community Change. "Glossary for Understanding the dismantling of Structural Racism/Promoting Racial Equity Analysis". Accessed at https://www.aspeninstitute.org/wp-content/uploads/files/content/docs/rcc/RCC-Structural-Racism-Glossary.pdf.*

Black/African American Population

ZIP	% Black	ZIP	% Black	ZIP	% Black	ZIP	% Black	ZIP	% Black	ZIP	% Black
†62001	0.0	†62090	86.1	†62255	0.1	63034	64.3	63114	30.2	63137	81.7
62002	19.9	62095	7.5	†62257	0.0	63038	0.8	63115	95.9	63138	81.4
62010	1.0	62097	0.4	62258	2.4	63040	0.7	63116	24.6	63139	16.0
62012	0.1	62201	56.4	62260	0.0	63042	40.0	63117	7.4	†63140	50.5
62018	6.7	62203	92.6	62264	0.0	63043	14.2	63118	44.3	63141	7.2
†62021	0.0	62204	88.1	62265	3.1	63044	17.2	63119	8.4	63143	10.3
62024	1.6	62205	95.9	62269	13.0	63049	0.5	63120	88.5	63144	3.2
62025	5.3	62206	65.8	62275	0.0	63069	4.2	63121	82.6	63146	14.7
62034	7.2	62207	94.3	62281	0.0	63074	31.6	63122	3.7	63147	93.2
62035	6.2	62208	31.1	†62282	0.0	63088	6.8	63123	3.5	63301	6.3
62040	9.1	62220	21.7	62285	1.7	†63101	40.3	63124	2.0	63303	6.9
†62046	1.7	62221	27.2	†62289	0.0	†63102	39.6	63125	4.8	63304	4.5
62048	0.0	62223	27.0	62293	0.1	63103	39.6	63126	1.7	63332	0.1
†62058	0.0	62225	29.8	62294	1.5	63104	40.0	63127	1.9	63341	0.1
†62059	95.9	62226	25.9	62298	0.6	63105	8.1	63128	1.2	63348	1.7
62060	62.1	62232	9.6	63005	1.6	63106	91.9	63129	2.9	63357	0.9
62061	0.0	62234	11.8	63011	2.2	63107	90.3	63130	33.5	63366	4.4
62062	6.3	62236	0.7	63017	3.8	63108	26.6	63131	1.1	63367	5.4
62067	1.4	62239	3.0	63021	2.2	63109	4.7	63132	29.7	63368	4.0
62074	0.0	62240	2.5	63025	0.3	63110	19.8	63133	88.7	†63373	1.0
62084	3.0	62243	0.7	63026	1.2	63111	42.3	63134	66.5	63376	4.7
62087	2.7	62249	0.2	63031	40.0	63112	63.9	63135	68.5	63385	5.6
62088	0.2	62254	9.2	63033	68.6	63113	91.9	63136	89.9	†63386	1.3

Data Notes

DEFINITION

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

DATA SOURCE

United States Census Bureau. American Community Survey. ACS Demographic and Housing Estimates. ACS 5-Year Estimates Data Profiles: 2022. Table: DP05. Accessed at https://data.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 one percent for the majority of ZIP codes 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.

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 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.[1] The ramifications of these policies and practices are evident in the significant disparities that are often found in child well-being outcomes among children from different racial and ethnic groups. It is critical that this is taken into consideration when making policy recommendations, implementing strategic initiatives, and investing limited resources that are aimed at improving and addressing inequities in child well-being outcomes throughout the cradle to career spectrum in the St. Louis region.

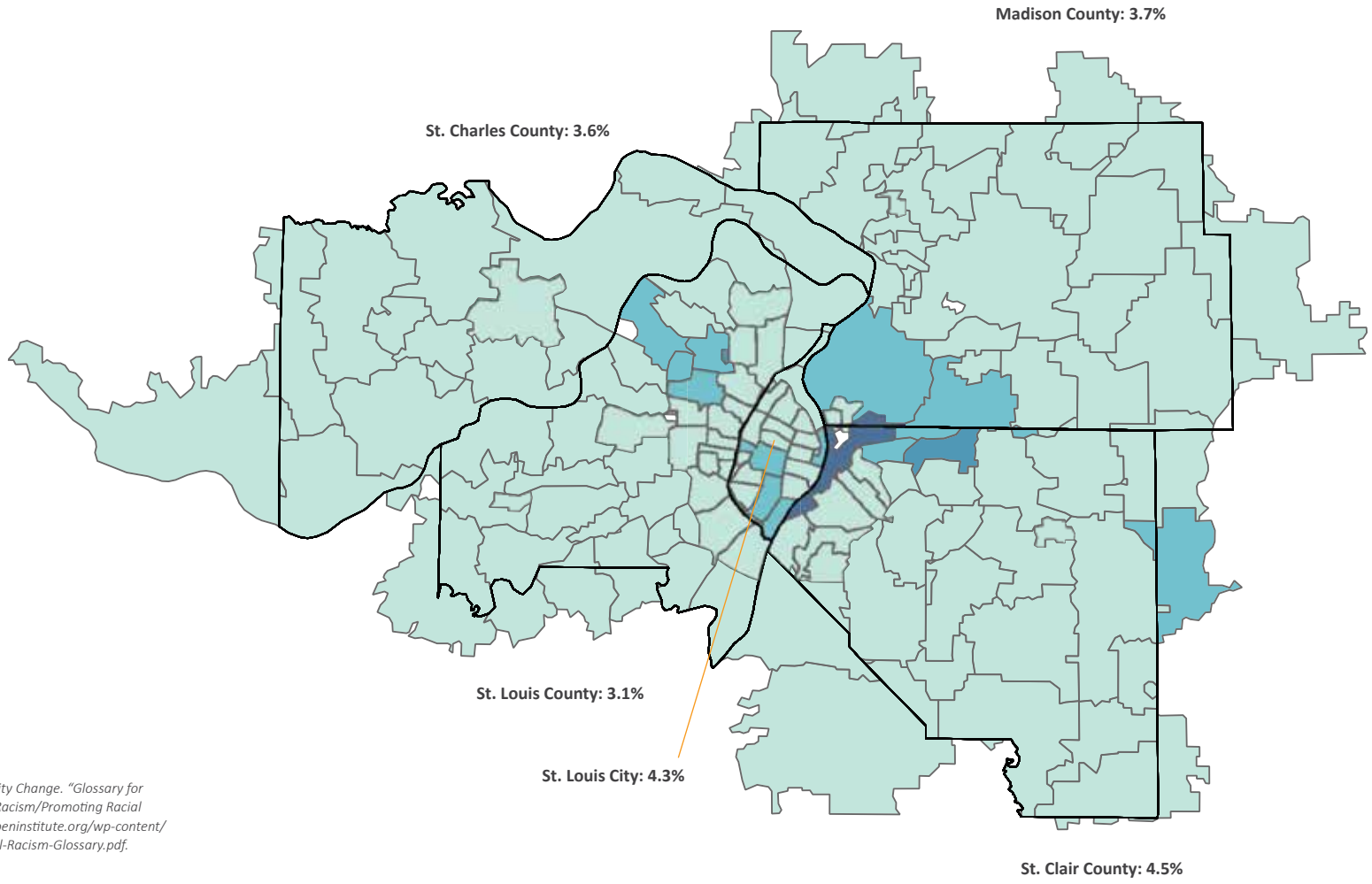
LEGEND

- 0.0 – 6.7%
- 6.8 – 13.5%
- 13.6 – 20.2%
- 20.3 – 26.9%

White areas indicate no data available.

COMPARATIVE DATA

- US: 18.7%
- Missouri: 4.6%
- Illinois: 17.8%



[1]*The Aspen Institute. Roundtable on Community Change. "Glossary for Understanding the dismantling of Structural Racism/Promoting Racial Equity Analysis". Accessed at https://www.aspeninstitute.org/wp-content/uploads/files/content/docs/rcc/RCC-Structural-Racism-Glossary.pdf.*

Hispanic/Latino Population

ZIP	% Latino	ZIP	% Latino	ZIP	% Latino	ZIP	% Latino	ZIP	% Latino	ZIP	% Latino
†62001	1.2	†62090	3.4	†62255	0.0	63034	3.5	63114	9.5	63137	0.2
62002	2.1	62095	1.7	†62257	2.0	63038	2.0	63115	0.6	63138	1.1
62010	1.1	62097	0.0	62258	6.7	63040	6.0	63116	6.9	63139	4.8
62012	2.1	62201	26.9	62260	0.4	63042	2.5	63117	1.5	†63140	14.4
62018	4.9	62203	0.3	62264	0.8	63043	3.8	63118	5.7	63141	2.1
†62021	1.1	62204	8.7	62265	7.3	63044	10.1	63119	3.3	63143	3.1
62024	2.1	62205	0.0	62269	4.7	63049	1.6	63120	0.8	63144	2.0
62025	3.0	62206	1.4	62275	0.9	63069	1.1	63121	0.8	63146	2.4
62034	4.3	62207	0.0	62281	0.6	63074	13.5	63122	2.2	63147	0.0
62035	1.8	62208	3.4	†62282	0.9	63088	4.0	63123	3.8	63301	5.5
62040	7.7	62220	3.6	62285	0.7	†63101	3.9	63124	1.9	63303	4.2
†62046	0.7	62221	4.7	†62289	2.0	†63102	7.5	63125	2.8	63304	3.4
62048	4.6	62223	4.5	62293	1.2	63103	3.7	63126	4.5	63332	3.2
†62058	0.6	62225	6.6	62294	2.5	63104	3.3	63127	0.2	63341	0.4
†62059	5.1	62226	2.9	62298	0.7	63105	3.2	63128	0.8	63348	0.6
62060	3.4	62232	14.6	63005	3.9	63106	1.6	63129	2.5	63357	0.9
62061	3.2	62234	9.2	63011	3.9	63107	1.4	63130	2.3	63366	4.4
62062	2.3	62236	2.5	63017	2.7	63108	3.4	63131	1.9	63367	4.0
62067	1.9	62239	0.5	63021	4.1	63109	2.9	63132	1.8	63368	3.4
62074	0.7	62240	0.2	63025	3.8	63110	7.1	63133	2.0	†63373	3.9
62084	0.7	62243	0.9	63026	2.4	63111	8.3	63134	11.8	63376	2.1
62087	4.2	62249	1.0	63031	2.5	63112	4.7	63135	1.4	63385	3.0
62088	0.3	62254	3.7	63033	0.8	63113	1.1	63136	0.6	†63386	0.0

Data Notes

DEFINITION

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

DATA SOURCE

United States Census Bureau. American Community Survey. ACS Demographic and Housing Estimates. ACS 5-Year Estimates Data Profiles: 2022. Table: DP05. Accessed at https://data.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 one percent for the majority of ZIP codes 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 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.[1] The ramifications of these policies and practices are evident in the significant disparities that are often found in child well-being outcomes among children from different racial and ethnic groups. It is critical that this is taken into consideration when making policy recommendations, implementing strategic initiatives, and investing limited resources that are aimed at improving and addressing inequities in child well-being outcomes throughout the cradle to career spectrum in the St. Louis region.

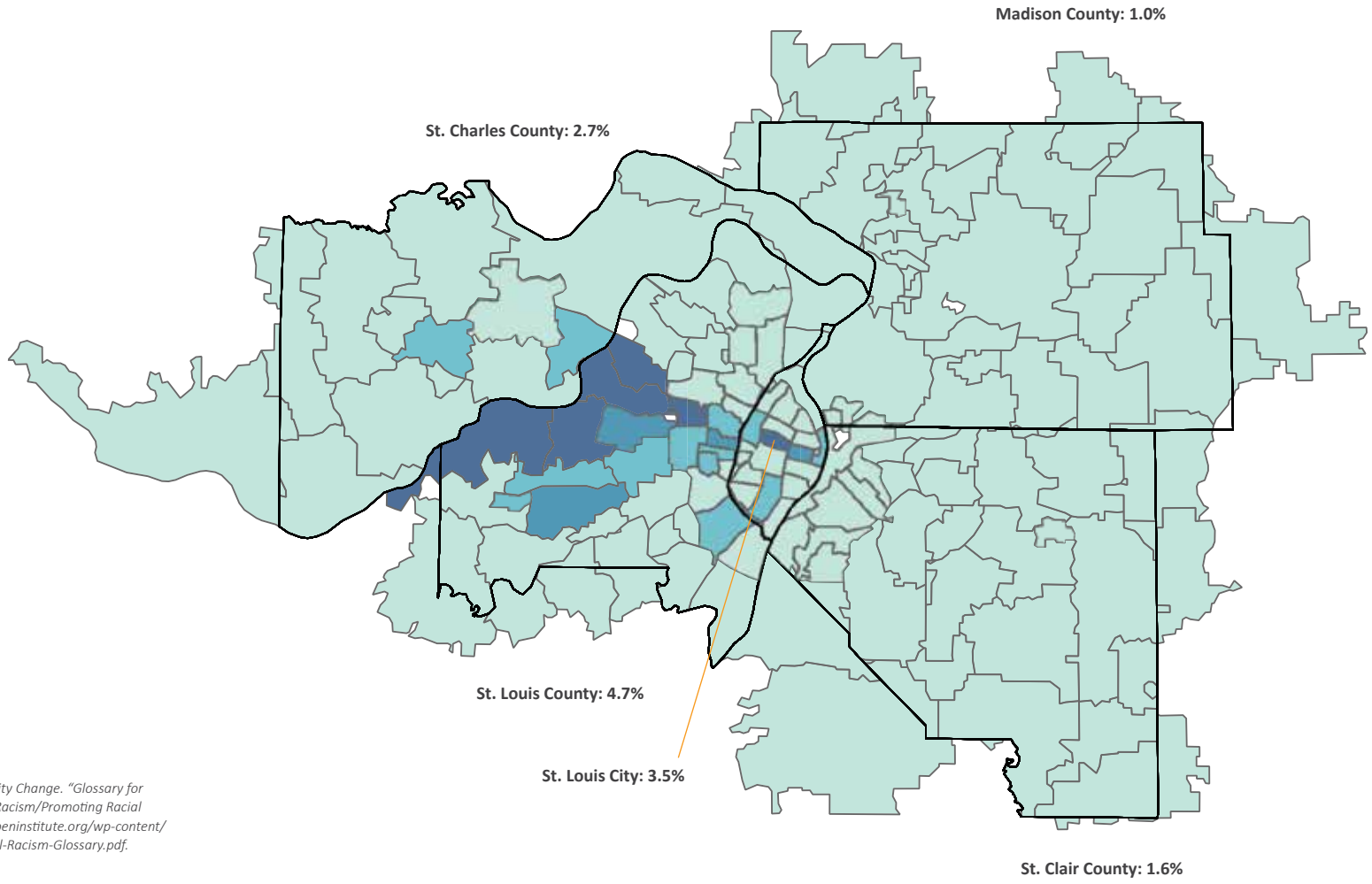
LEGEND

- 0.0 – 4.0%
- 4.1 – 7.9%
- 8.0 – 11.9%
- 12.0 – 15.8%

White areas indicate no data available.

COMPARATIVE DATA

- US: 5.8%
- Missouri: 2.1%
- Illinois: 5.8%



[1]*The Aspen Institute. Roundtable on Community Change. "Glossary for Understanding the dismantling of Structural Racism/Promoting Racial Equity Analysis". Accessed at https://www.aspeninstitute.org/wp-content/uploads/files/content/docs/rcc/RCC-Structural-Racism-Glossary.pdf.*

Asian Population

ZIP	% Asian
†62001	0.0
62002	0.9
62010	0.2
62012	0.0
62018	0.0
†62021	0.0
62024	0.0
62025	1.8
62034	1.2
62035	0.1
62040	1.1
†62046	0.1
62048	0.0
†62058	0.1
†62059	0.0
62060	0.0
62061	0.5
62062	2.8
62067	0.0
62074	0.0
62084	0.9
62087	0.2
62088	0.8

ZIP	% Asian
†62090	0.0
62095	0.0
62097	0.1
62201	0.6
62203	0.7
62204	0.8
62205	2.1
62206	1.4
62207	0.3
62208	1.0
62220	1.1
62221	1.8
62223	0.8
62225	1.4
62226	2.2
62232	0.0
62234	0.9
62236	0.3
62239	0.0
62240	0.0
62243	1.8
62249	2.7
62254	0.5

ZIP	% Asian
†62255	0.0
†62257	0.0
62258	2.3
62260	0.0
62264	0.2
62265	0.8
62269	3.6
62275	0.0
62281	0.2
†62282	0.0
62285	0.0
†62289	0.0
62293	0.3
62294	0.5
62298	1.0
63005	13.2
63011	7.4
63017	12.5
63021	10.2
63025	2.0
63026	1.6
63031	0.5
63033	0.8

ZIP	% Asian
63034	2.0
63038	3.9
63040	5.6
63042	2.8
63043	15.7
63044	2.8
63049	1.3
63069	1.1
63074	1.4
63088	3.0
†63101	3.7
†63102	6.4
63103	8.0
63104	2.5
63105	10.2
63106	0.0
63107	0.0
63108	13.0
63109	1.1
63110	3.7
63111	1.3
63112	4.6
63113	0.1

ZIP	% Asian
63114	2.8
63115	0.0
63116	5.7
63117	6.1
63118	2.8
63119	2.4
63120	0.1
63121	1.1
63122	2.0
63123	4.3
63124	7.2
63125	2.5
63126	1.1
63127	1.8
63128	1.3
63129	1.6
63130	6.6
63131	5.3
63132	14.7
63133	0.1
63134	0.3
63135	0.1
63136	0.4

ZIP	% Asian
63137	0.1
63138	0.1
63139	3.4
†63140	0.7
63141	10.6
63143	2.1
63144	6.0
63146	15.8
63147	0.0
63301	2.5
63303	4.8
63304	1.9
63332	0.1
63341	0.0
63348	0.0
63357	2.3
63366	2.7
63367	1.7
63368	5.5
†63373	0.4
63376	1.9
63385	2.0
†63386	0.0

Data Notes

DEFINITION

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

DATA SOURCE

United States Census Bureau. American Community Survey. ACS Demographic and Housing Estimates. ACS 5-Year Estimates Data Profiles: 2022. Table: DP05. Accessed at https://data.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 one percent for the majority of ZIP codes 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.

White Population

Importance of this Indicator

Public policies, institutional practices and cultural representations, past and present, work in various, often reinforcing ways to perpetuate 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.[1] The ramifications of these policies and practices are evident in the significant disparities that are often found in child well-being outcomes among children from different racial and ethnic groups. It is critical that this is taken into consideration when making policy recommendations, implementing strategic initiatives, and investing limited resources that are aimed at improving and addressing inequities in child well-being outcomes throughout the cradle to career spectrum in the St. Louis region.

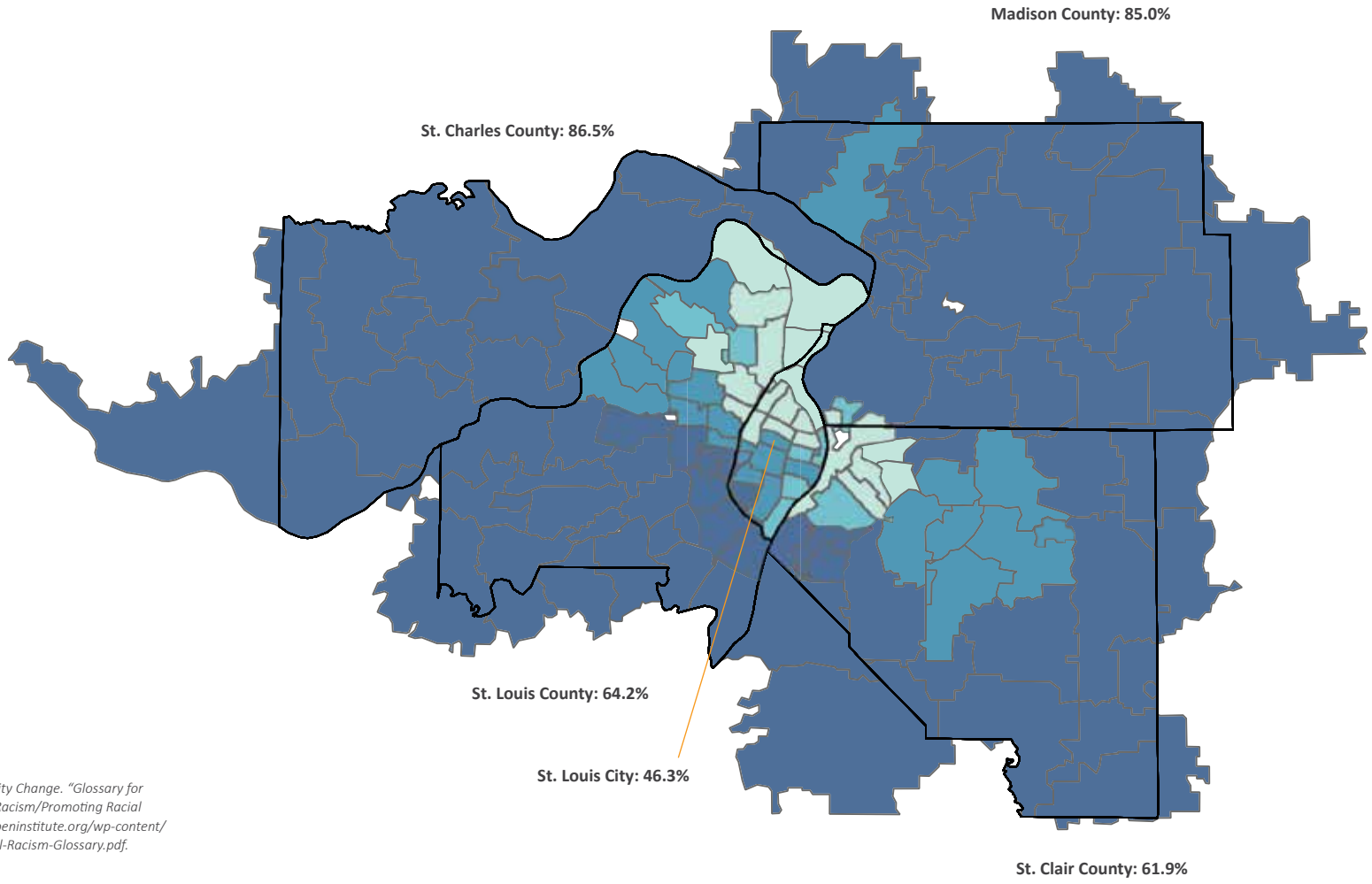
LEGEND

- 1.5 – 25.9%
- 26.0 – 50.4%
- 50.5 – 74.8%
- 74.9 – 99.2%

White areas indicate no data available.

COMPARATIVE DATA

- US: 65.9%
- Missouri: 79.4%
- Illinois: 65.8%



[1]*The Aspen Institute. Roundtable on Community Change. "Glossary for Understanding the dismantling of Structural Racism/Promoting Racial Equity Analysis". Accessed at https://www.aspeninstitute.org/wp-content/uploads/files/content/docs/rcc/RCC-Structural-Racism-Glossary.pdf.*

White Population

ZIP	% White	ZIP	% White	ZIP	% White	ZIP	% White	ZIP	% White	ZIP	% White
†62001	98.6	†62090	2.9	†62255	99.0	63034	22.3	63114	54.0	63137	15.1
62002	72.3	62095	87.5	†62257	91.9	63038	91.1	63115	1.7	63138	13.6
62010	95.8	62097	98.6	62258	84.9	63040	81.2	63116	60.0	63139	73.5
62012	96.2	62201	18.0	62260	97.2	63042	46.7	63117	82.6	†63140	40.9
62018	87.2	62203	4.6	62264	94.8	63043	63.1	63118	44.0	63141	77.0
†62021	97.5	62204	2.2	62265	88.5	63044	70.1	63119	80.1	63143	75.1
62024	94.7	62205	1.5	62269	73.1	63049	91.9	63120	2.7	63144	81.9
62025	88.6	62206	26.7	62275	97.1	63069	85.2	63121	13.0	63146	65.0
62034	85.9	62207	1.9	62281	97.3	63074	52.9	63122	86.8	63147	3.7
62035	88.6	62208	55.4	†62282	99.2	63088	83.9	63123	86.0	63301	84.0
62040	82.5	62220	70.1	62285	96.9	†63101	52.6	63124	85.4	63303	81.4
†62046	95.6	62221	60.7	†62289	96.7	†63102	45.0	63125	86.4	63304	89.4
62048	92.8	62223	64.1	62293	96.1	63103	46.4	63126	92.0	63332	97.0
†62058	87.0	62225	61.4	62294	94.3	63104	50.7	63127	93.9	63341	94.8
†62059	1.7	62226	64.1	62298	97.2	63105	73.4	63128	93.9	63348	96.4
62060	31.9	62232	78.1	63005	75.6	63106	5.8	63129	91.0	63357	95.2
62061	94.3	62234	78.6	63011	82.6	63107	7.8	63130	54.0	63366	85.6
62062	86.8	62236	95.7	63017	76.7	63108	56.4	63131	88.5	63367	86.9
62067	96.8	62239	94.7	63021	79.3	63109	91.3	63132	50.5	63368	84.9
62074	96.5	62240	96.5	63025	89.1	63110	68.7	63133	8.6	†63373	94.3
62084	95.1	62243	93.0	63026	89.6	63111	44.8	63134	19.6	63376	88.2
62087	88.6	62249	93.2	63031	51.5	63112	25.1	63135	26.0	63385	88.5
62088	96.7	62254	83.8	63033	25.7	63113	5.9	63136	6.6	†63386	97.7

Data Notes

DEFINITION

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

DATA SOURCE

United States Census Bureau. American Community Survey. ACS Demographic and Housing Estimates. ACS 5-Year Estimates Data Profiles: 2022. Table: DP05. Accessed at https://data.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 one percent for the majority of ZIP codes 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.

Multiracial Population

Importance of this Indicator

Public policies, institutional practices and cultural representations, past and present, work in various, often reinforcing ways to perpetuate 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.[1] The ramifications of these policies and practices are evident in the significant disparities that are often found in child well-being outcomes among children from different racial and ethnic groups. It is critical that this is taken into consideration when making policy recommendations, implementing strategic initiatives, and investing limited resources that are aimed at improving and addressing inequities in child well-being outcomes throughout the cradle to career spectrum in the St. Louis region.

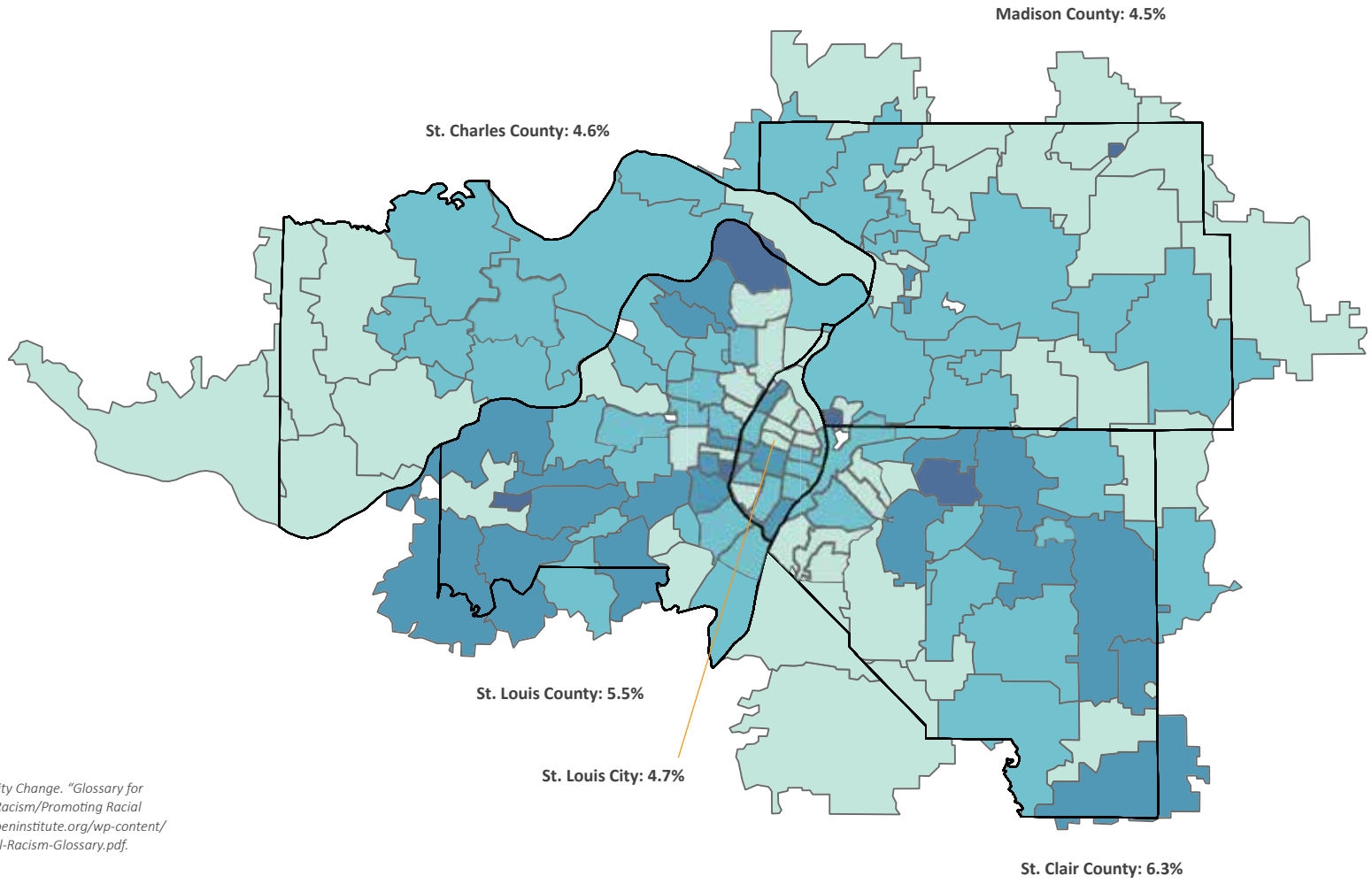
LEGEND

- 0.3 – 3.5%
- 3.6 – 6.6%
- 6.7 – 9.8%
- 9.9 – 12.9%

White areas indicate no data available.

COMPARATIVE DATA

- US: 8.8%
- Missouri: 5.4%
- Illinois:7.5%



[1]*The Aspen Institute. Roundtable on Community Change. "Glossary for Understanding the dismantling of Structural Racism/Promoting Racial Equity Analysis". Accessed at https://www.aspeninstitute.org/wp-content/uploads/files/content/docs/rcc/RCC-Structural-Racism-Glossary.pdf.*

Multiracial Population

ZIP	% Multiracial	ZIP	% Multiracial	ZIP	% Multiracial	ZIP	% Multiracial	ZIP	% Multiracial	ZIP	% Multiracial
†62001	0.5	†62090	10.9	†62255	0.9	63034	10.7	63114	5.3	63137	2.6
62002	6.1	62095	4.6	†62257	7.9	63038	3.2	63115	1.3	63138	3.7
62010	2.7	62097	0.9	62258	7.4	63040	11.2	63116	6.4	63139	5.7
62012	2.9	62201	5.2	62260	1.2	63042	8.8	63117	3.5	†63140	3.8
62018	4.6	62203	1.8	62264	5.0	63043	4.8	63118	5.9	63141	3.8
†62021	2.5	62204	4.2	62265	6.2	63044	4.6	63119	8.1	63143	10.4
62024	3.7	62205	0.5	62269	9.5	63049	5.5	63120	8.5	63144	8.6
62025	3.7	62206	5.0	62275	1.4	63069	8.5	63121	2.3	63146	3.5
62034	4.7	62207	0.8	62281	2.5	63074	4.6	63122	6.9	63147	2.2
62035	5.0	62208	11.7	†62282	0.8	63088	5.9	63123	5.4	63301	5.3
62040	5.3	62220	5.4	62285	1.3	†63101	0.8	63124	3.1	63303	4.9
†62046	2.5	62221	7.4	†62289	2.8	†63102	5.1	63125	5.1	63304	3.8
62048	3.0	62223	7.7	62293	3.5	63103	4.2	63126	3.9	63332	0.3
†62058	12.9	62225	6.2	62294	2.5	63104	5.8	63127	2.3	63341	3.0
†62059	2.4	62226	5.7	62298	0.8	63105	7.2	63128	3.4	63348	1.8
62060	3.4	62232	9.0	63005	8.5	63106	2.2	63129	4.2	63357	1.3
62061	3.9	62234	5.8	63011	7.1	63107	0.9	63130	5.0	63366	5.8
62062	4.2	62236	1.5	63017	6.6	63108	2.7	63131	4.2	63367	5.0
62067	1.9	62239	2.3	63021	7.5	63109	2.7	63132	4.3	63368	4.3
62074	2.9	62240	1.0	63025	6.8	63110	6.8	63133	2.5	†63373	4.2
62084	0.8	62243	4.4	63026	6.9	63111	8.8	63134	4.9	63376	4.7
62087	8.1	62249	3.7	63031	7.0	63112	4.3	63135	4.2	63385	3.5
62088	2.1	62254	6.0	63033	3.5	63113	1.7	63136	2.7	†63386	1.0

Data Notes

DEFINITION

The percentage of the total population self-identifying as "Two or more races" on the American Community Survey.

DATA SOURCE

United States Census Bureau. American Community Survey. ACS Demographic and Housing Estimates. ACS 5-Year Estimates Data Profiles: 2022. Table: DP05. Accessed at https://data.census.gov/.

CALCULATION

(Total Multiracial 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 one percent for the majority of ZIP codes 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.

Family Support

In this Section

Community Voice › Family Support

To support families our community needs to continue to be MOTIVATED for change. Children and family well-being is key to a stronger and healthier St. Louis Region. To best support families we must be intentional and resourceful. The data you will find in this section challenges us to create new strategies and commitments for change.

Segregation must transform to a congregation of St. Louisans working together to support ALL children and families to yield positive progress outcomes for the region. Connections and relationships among organizations, agencies, and communities are vital if we want to see change. We cannot take one another for granted.

We are the leaders for tomorrow's children and families in the St. Louis Region. Let's stay motivated and connected. Let's continue to work together for a positive and brighter future for children and families.

Sam Blue, Family Engagement Specialist
Vision for Children at Risk

Family Support is the first, and perhaps most important, need of children. Children are dependent on families to provide for their basic needs, protect them from harm, and to nurture them. Families should be the primary source of their child's physical, social-emotional, and spiritual development. Without the support of a family and the appropriate care of a nurturing adult, it can be difficult for children to thrive and reach their full potential. As a society we say that families are responsible for their child's well-being and development. However, if this is what we assert, we must also be willing to examine how well we are supporting families in this effort and whether we are readily providing families, particularly the most vulnerable families, with the appropriate supports and resources they need to successfully raise their children to be thriving, productive adults. The broader society–faith communities, early childhood centers, schools, non-profit organizations, social service agencies, and governmental policies–can all contribute to strengthening the family system. As children exist in the context of the family, so too do families exist in the context of communities.

It is critical to note that family support looks different for every household, every community, and every culture. We must remember that parents are the experts on their families.

It is critical to note that family support looks different for every household, every community, and every culture. We must remember that parents are the experts on their families. They have the knowledge of what supports and resources they need to meet their families' needs.

Studies show that when families are connected to resources and have the needed supports, they are less likely to have negative outcomes in the areas of physical and mental health, education, and in the legal system. But what happens when those opportunities for learning and obtaining the resources needed to support your family are not readily available? How does that parent move forward? Family support can help families move forward and improve outcomes for themselves and their children. Family support comes in many forms and can fall into several categories. Two of those categories are community-based programming and economic and concrete support.

Community-based programming is when there are services and activities that are focused on strengthening families, children and their communities through a variety of mechanisms. These programs are set up to strengthen families by providing support to parents and caregivers. They may focus on concrete support, knowledge of parenting and child/youth development, knowledge of social and emotional competence, parental resiliency, and helping build positive social connections and community for families. Some community-based programs may focus on prevention while others provide a remedy for an ongoing issue. It is also critical to consider whether these programs are culturally responsive and if they serve the most resource deficit and underserved communities in the St. Louis region where these community-based programs are needed most.

Economic and concrete support is another form of family support and strengthening. A growing body of evidence shows that economic stability and family well-being are related and that families do better when they have access to concrete services and can achieve economic stability. According to research from Chapin Hall, economic and concrete supports are "protective factors" that can prevent families from becoming involved in the child welfare system. The evidence indicates that increasing access to these supports may be an effective strategy to prevent child maltreatment, keep families together, and address racial inequities.[1] Expanding Medicaid, bolstering TANF programs, increasing child care subsidies and increasing the minimum wage are all ways we can provide economic stability services and supports that will strengthen families and improve child well-being outcomes.

We know strengthening and supporting families, especially the most vulnerable, is key to improving child and family well-being outcomes in our community. By providing family support through such forms as community-based programming and economic and concrete supports we can improve child and family well-being in our community. We must be willing to examine inequities in our communities in order for family support efforts to best meet the needs of our most vulnerable families. The data in this section of the *Children of Metropolitan St. Louis* data book can assist us in this process so we best support and strengthen families in the region, leading to improved child, family and community well-being for all.

Pat Oliver, Parent Services Administrator
YWCA Metro St. Louis Early Education Program

[1]*Chapin Hall. A Key Connection: Economic Stability and Family Well-being. Accessed at https://www.chapinhall.org/project/a-key-connection-economic-stability-and-family-well-being/.*

Focus on Equity

Family Support

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. The previous pages in this section feature voices from the community: comments from an organizational leader with deep knowledge related to family support, and insights and lived experiences from one of our dedicated Family Engagement Specialists as they engaged in critical conversations about this data and shared their perspectives.

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

SOURCE: POVERTY

United States Census Bureau. American Community Survey. Poverty status in the past 12 months by sex and age. ACS 5-Year Estimates Detailed Tables: 2022. Tables: B17001, B, D, G, H, I. Accessed at https://data.census.gov/.

SOURCE: MEDIAN INCOME

United States Census Bureau. American Community Survey. Median Family Income in the Past 12 Months (in 2022 Inflation-Adjusted Dollars). ACS 5-Year Estimates Detailed Tables: 2022. Tables: B19113, B, D, G, H, I. Accessed at https://data.census.gov/.

SOURCE: UNEMPLOYMENT

United States Census Bureau. American Community Survey. Employment Status. ACS 5-Year Estimates Subject Tables: 2022. Tables: S2301. Accessed at https://data.census.gov/.

**No Data Available.*

Percent of Children Under 18 Living in Poverty

	YEAR	OVERALL	BLACK	LATINX	ASIAN	WHITE	MULTIRACIAL
UNITED STATES	2022	17.6%	30.6%	23.0%	10.2%	9.7%	17.7%
MISSOURI	2022	16.6%	34.4%	24.1%	7.7%	12.0%	19.1%
St. Louis City	2022	29.1%	39.2%	29.0%	10.8%	3.7%	19.0%
St. Louis County	2022	13.4%	30.5%	14.9%	5.2%	4.8%	10.0%
St. Charles County	2022	5.5%	12.1%	12.9%	4.1%	3.7%	12.0%
ILLINOIS	2022	15.6%	35.6%	18.8%	10.0%	8.2%	16.1%
St. Clair	2022	20.5%	42.6%	28.5%	4.2%	7.0%	19.2%
Madison County	2022	15.1%	45.0%	13.0%	1.7%	9.4%	23.8%

Median Family Income

	YEAR	OVERALL	BLACK	LATINX	ASIAN	WHITE	MULTIRACIAL
UNITED STATES	2022	$92,148	$63,338	$69,470	$123,165	$103,092	$80,092
MISSOURI	2022	$83,420	$57,785	$65,473	$110,968	$88,862	$72,855
St. Louis City	2022	$74,301	$49,164	$69,620	$79,066	$104,607	$60,454
St. Louis County	2022	$105,469	$60,086	$71,396	$137,324	$121,707	$107,449
St. Charles County	2022	$116,016	$107,907	$94,173	$118,169	$119,716	$110,096
ILLINOIS	2022	$96,948	$60,033	$75,482	$126,376	$112,140	$85,432
St. Clair	2022	$83,055	$54,171	$74,223	$68,393	$101,779	$79,091
Madison County	2022	$84,308	$48,134	$64,019	$107,292	$95,477	$69,861

Unemployment Rate

	YEAR	OVERALL	BLACK	LATINX	ASIAN	WHITE	MULTIRACIAL
UNITED STATES	2022	5.3%	8.9%	6.2%	4.4%	4.4%	6.9%
MISSOURI	2022	4.3%	7.6%	4.5%	3.4%	3.7%	6.0%
St. Louis City	2022	5.4%	9.3%	2.5%	2.1%	3.0%	5.3%
St. Louis County	2022	4.3%	7.1%	4.2%	2.6%	3.2%	7.2%
St. Charles County	2022	3.1%	4.6%	3.9%	3.5%	2.9%	6.1%
ILLINOIS	2022	6.0%	13.2%	6.4%	4.1%	4.6%	7.3%
St. Clair	2022	5.7%	9.1%	3.9%	5.7%	4.3%	7.5%
Madison County	2022	5.2%	11.8%	8.3%	0.5%	4.5%	8.9%

Percent of Children Under Age 5 Living in Poverty

Importance of this Indicator

In 2022, nearly 1 in 5 children lived in families with incomes below the poverty line. Poverty levels among American Indian/Alaska Native, Black, Hispanic, and multiracial children, children living in single-mother families, and children under five were higher.[1] Being raised in poverty (defined as income of $27,750 or less in 2022, for a family of four with two children) 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.[2] There are stark, persistent disparities in the poverty rates of children of different races and ethnicities. In 2022, 10 percent of non-Hispanic white children and 11 percent of Asian children were living in poverty, compared with 30 percent of Black children, 22 percent of Hispanic children, and 18 percent of multiracial children.[3] 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.

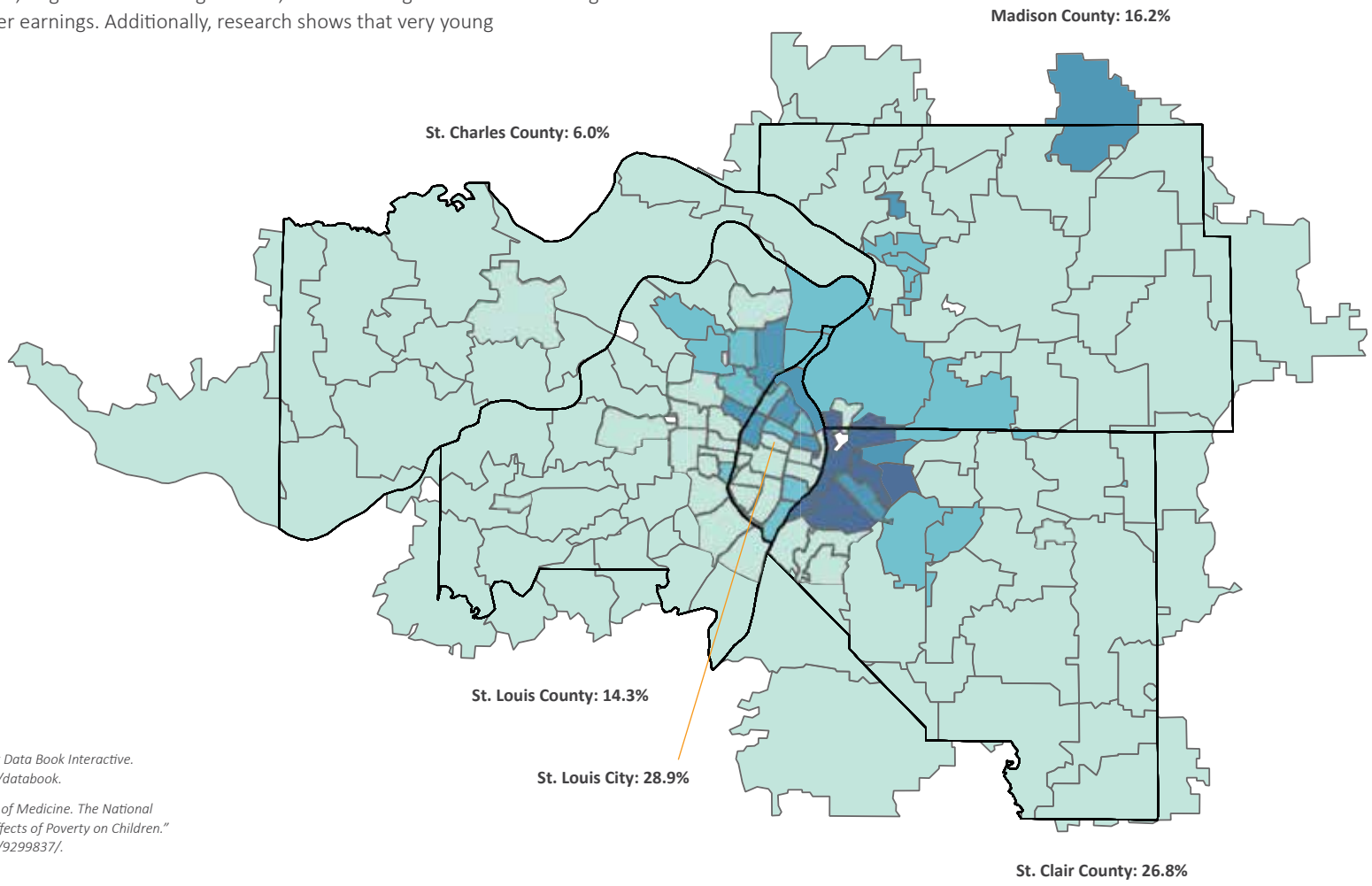
LEGEND

- 0.0 – 25.0%
- 25.1 – 50.0%
- 50.1 – 75.0%
- 75.1 – 100.0%

White areas indicate no data available.

COMPARATIVE DATA

- US: 18.1%
- Missouri: 18.4%
- Illinois: 16.9%



[1,3]Annie E. Casey Foundation. 2024 Kids Count Data Book Interactive. Accessed at https://www.aecf.org/interactive/databook.

[2]National Institute of Health. National Library of Medicine. The National Center for Biotechnology Information. "The Effects of Poverty on Children." Accessed at https://pubmed.ncbi.nlm.nih.gov/9299837/.

Percent of Children Under Age 5 Living in Poverty

ZIP	% Poverty
†62001	0.0
62002	23.8
62010	8.9
62012	23.0
62018	74.4
†62021	0.0
62024	16.0
62025	6.4
62034	5.9
62035	3.2
62040	28.6
†62046	0.0
62048	0.0
†62058	0.0
†62059	25.3
62060	0.0
62061	0.0
62062	0.0
62067	0.0
62074	21.1
62084	35.2
62087	29.8
62088	60.5

ZIP	% Poverty
†62090	90.5
62095	42.6
62097	21.1
62201	78.7
62203	80.0
62204	53.8
62205	100.0
62206	79.8
62207	53.9
62208	12.8
62220	20.1
62221	16.7
62223	27.1
62225	6.5
62226	28.9
62232	2.4
62234	26.5
62236	6.1
62239	11.2
62240	3.0
62243	7.0
62249	0.0
62254	2.2

ZIP	% Poverty
†62255	13.5
†62257	0.0
62258	16.4
62260	4.2
62264	12.0
62265	0.0
62269	6.1
62275	7.2
62281	0.9
†62282	5.9
62285	0.0
†62289	42.9
62293	17.2
62294	0.0
62298	3.9
63005	2.1
63011	1.3
63017	4.8
63021	3.4
63025	0.0
63026	6.7
63031	13.6
63033	11.7

ZIP	% Poverty
63034	18.8
63038	0.0
63040	2.4
63042	35.0
63043	7.3
63044	22.2
63049	15.8
63069	3.8
63074	17.2
63088	19.1
†63101	91.4
†63102	0.0
63103	0.0
63104	10.4
63105	1.7
63106	61.5
63107	28.6
63108	11.2
63109	2.9
63110	9.3
63111	29.0
63112	59.8
63113	37.4

ZIP	% Poverty
63114	18.2
63115	63.3
63116	19.4
63117	0.8
63118	32.2
63119	4.9
63120	44.3
63121	40.4
63122	1.1
63123	7.4
63124	0.0
63125	16.4
63126	0.7
63127	0.0
63128	2.3
63129	7.9
63130	9.0
63131	1.4
63132	8.7
63133	56.9
63134	41.2
63135	35.3
63136	51.0

ZIP	% Poverty
63137	48.5
63138	34.9
63139	10.9
†63140	*
63141	5.4
63143	25.5
63144	0.0
63146	6.0
63147	51.1
63301	13.7
63303	3.9
63304	5.1
63332	0.0
63341	0.0
63348	0.6
63357	1.6
63366	11.0
63367	0.7
63368	4.3
†63373	0.0
63376	3.4
63385	6.4
†63386	0.0

Data Notes

DEFINITION

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

DATA SOURCE

MO & IL: United States Census Bureau. American Community Survey. ACS Poverty status in the past 12 months. ACS 5-Year Estimates Data Profiles: 2022. Table: S1701. Accessed at https://data.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.

**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 18 Living in Poverty

Importance of this Indicator

In 2022, nearly 1 in 5 children lived in families with incomes below the poverty line. Poverty levels among American Indian/Alaska Native, Black, Hispanic, and multiracial children, children living in single-mother families, and children under five were higher.[1] Being raised in poverty (defined as income of $27,750 or less in 2022, for a family of four with two children) 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.[2] There are significant, persistent disparities in the poverty rates of children of different races and ethnicities. In 2022, 10 percent of non-Hispanic white children and 11 percent of Asian children were living in poverty, compared with 30 percent of Black children, 22 percent of Hispanic children, and 18 percent of multiracial children.[3] 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.

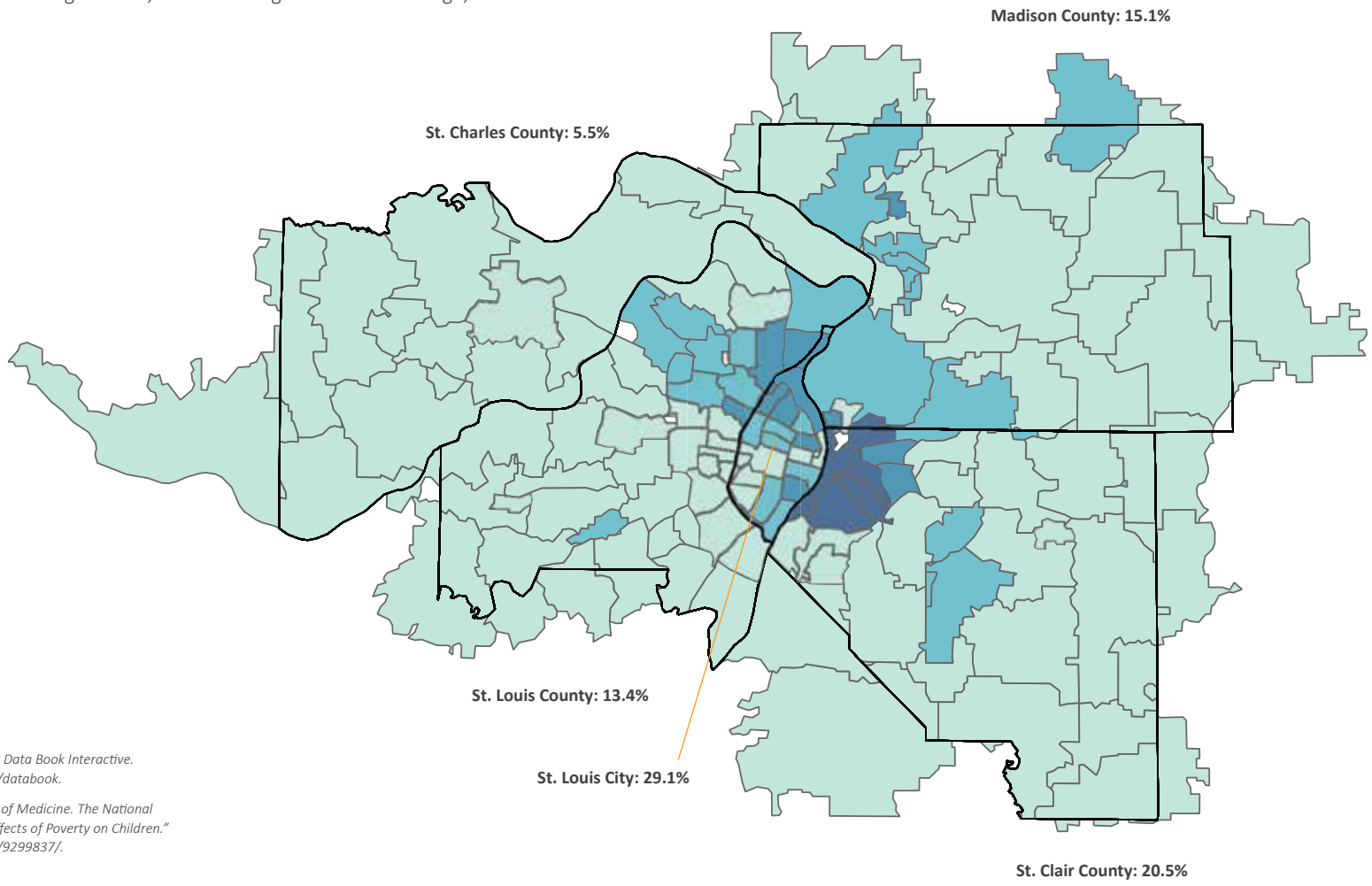
LEGEND

- 0.0 – 18.9%
- 19.0 – 37.9%
- 38.0 – 56.8%
- 56.9 – 75.7%

White areas indicate no data available.

COMPARATIVE DATA

- US: 16.7%
- Missouri: 16.6%
- Illinois: 15.6%



[1,3]Annie E. Casey Foundation. 2024 Kids Count Data Book Interactive. Accessed at https://www.aecf.org/interactive/databook.

[2]National Institute of Health. National Library of Medicine. The National Center for Biotechnology Information. "The Effects of Poverty on Children." Accessed at https://pubmed.ncbi.nlm.nih.gov/9299837/.

Percent of Children Under Age 18 Living in Poverty

ZIP	% Poverty	ZIP	% Poverty	ZIP	% Poverty	ZIP	% Poverty	ZIP	% Poverty	ZIP	% Poverty
†62001	1.4	†62090	47.1	†62255	7.4	63034	9.3	63114	21.4	63137	49.0
62002	28.3	62095	35.4	†62257	14.3	63038	0.9	63115	49.2	63138	25.1
62010	13.3	62097	6.8	62258	13.6	63040	2.3	63116	19.4	63139	10.6
62012	17.3	62201	75.7	62260	1.9	63042	28.9	63117	1.9	†63140	*
62018	45.0	62203	41.7	62264	9.8	63043	7.6	63118	38.7	63141	8.5
†62021	0.0	62204	43.5	62265	7.2	63044	22.8	63119	6.8	63143	15.8
62024	9.2	62205	60.9	62269	4.1	63049	8.7	63120	42.1	63144	4.7
62025	3.7	62206	60.1	62275	4.0	63069	5.9	63121	28.8	63146	4.5
62034	10.2	62207	63.1	62281	2.6	63074	19.1	63122	2.9	63147	56.7
62035	12.8	62208	10.6	†62282	3.4	63088	22.4	63123	8.2	63301	11.2
62040	23.2	62220	23.3	62285	3.0	†63101	*	63124	0.0	63303	3.5
†62046	0.0	62221	10.2	†62289	24.4	†63102	0.0	63125	13.6	63304	5.6
62048	16.9	62223	14.7	62293	12.8	63103	8.7	63126	3.9	63332	0.7
†62058	0.0	62225	7.0	62294	2.3	63104	26.1	63127	1.3	63341	0.0
†62059	24.0	62226	21.7	62298	4.8	63105	3.5	63128	1.3	63348	1.1
62060	10.5	62232	13.7	63005	2.3	63106	48.5	63129	6.1	63357	1.0
62061	0.5	62234	25.5	63011	6.7	63107	21.4	63130	10.2	63366	8.3
62062	0.0	62236	6.3	63017	3.4	63108	20.3	63131	2.8	63367	0.7
62067	7.3	62239	6.0	63021	4.8	63109	8.2	63132	7.8	63368	4.1
62074	6.6	62240	3.5	63025	4.8	63110	7.5	63133	51.1	†63373	7.9
62084	34.8	62243	10.4	63026	7.4	63111	33.9	63134	36.8	63376	4.5
62087	23.3	62249	0.5	63031	11.5	63112	32.6	63135	31.6	63385	6.9
62088	31.3	62254	17.1	63033	14.9	63113	28.1	63136	51.8	†63386	0.0

Data Notes

DEFINITION

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

DATA SOURCE

United States Census Bureau. American Community Survey. ACS Poverty status in the past 12 months. ACS 5-Year Estimates Data Profiles: 2022. Table: S1701. Accessed at https://data.census.gov/.

CALCULATION

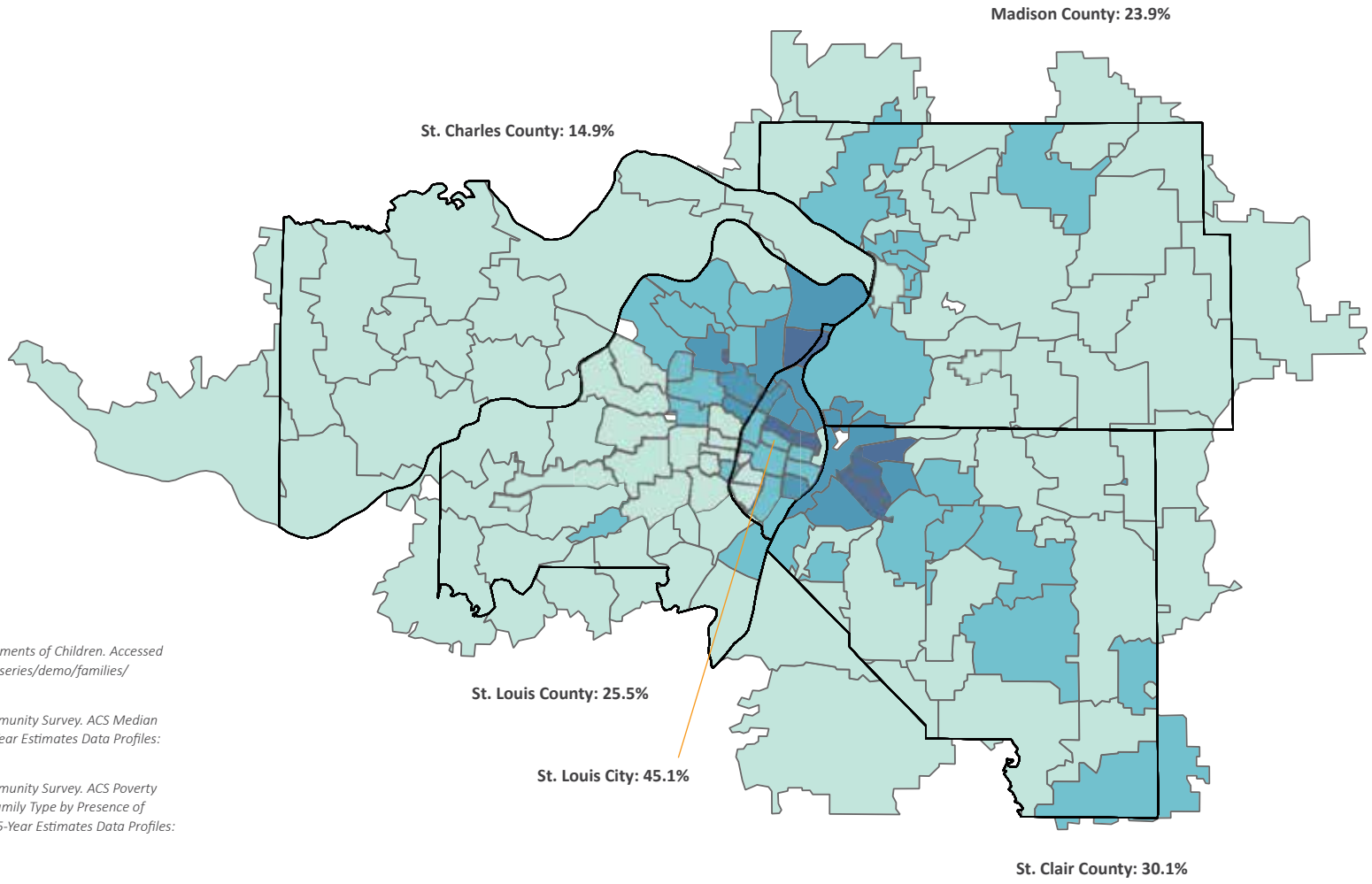
(Number of children under 18 living below Federal Poverty Level/Total number of children under 18 for whom poverty status is determined) X 100. Calculations made by Vision for Children at Risk.

**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 period from 1960-2022, the percentage of children living with only their mother nearly tripled from 8 percent in 1960 to 23 percent in 2022. During this same period of time the percentage of children living with only their father increased from 1 percent in 1960 to 9 percent in 2022.[1] Data show that both Missouri and Illinois closely mirror 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. In 2022, married-couple households had the highest median family income of $119,934, followed by single-father households with $55,671. Single-mother households had the lowest median family income with $35,779.[2] Furthermore, in 2022, 40 percent of single-mother families had incomes below the poverty level, while 16 percent of single-father families, and 6 percent of married-couple families had incomes below the poverty level.[3] 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.



LEGEND

- 0.0 – 25.0%
- 25.1 – 50.0%
- 50.1 – 75.0%
- 75.1 – 100.0%

White areas indicate no data available.

COMPARATIVE DATA

- US: 23.2%
- Missouri: 23.4%
- Illinois: 23.2%

[1]*U.S. Census Bureau. Historical Living Arrangements of Children. Accessed at https://www.census.gov/data/tables/time-series/demo/families/children.html.*

[2]*United States Census Bureau. American Community Survey. ACS Median Family Income in the Past 12 Months. ACS 5-Year Estimates Data Profiles: 2022. Table: B19126.*

[3]*United States Census Bureau. American Community Survey. ACS Poverty Status in the Past 12 Months of Families by Family Type by Presence of Related Children Under 18 Years by Age. ACS 5-Year Estimates Data Profiles: 2022. Table: B17010.*

Percent of Households Headed by Single Mothers

ZIP	% Single Mom
†62001	0.0
62002	39.5
62010	23.5
62012	24.2
62018	46.4
†62021	0.0
62024	15.8
62025	12.9
62034	23.4
62035	21.5
62040	31.5
†62046	11.3
62048	22.6
†62058	3.2
†62059	100.0
62060	68.0
62061	8.1
62062	8.2
62067	15.6
62074	7.4
62084	28.4
62087	38.1
62088	10.7

ZIP	% Single Mom
†62090	74.8
62095	41.5
62097	33.3
62201	53.8
62203	53.3
62204	80.1
62205	96.9
62206	65.0
62207	91.6
62208	40.2
62220	22.5
62221	29.0
62223	30.1
62225	10.2
62226	33.1
62232	17.3
62234	21.5
62236	13.1
62239	20.5
62240	39.2
62243	33.2
62249	15.6
62254	23.2

ZIP	% Single Mom
†62255	8.6
†62257	33.0
62258	6.7
62260	0.0
62264	14.8
62265	17.1
62269	21.1
62275	5.9
62281	8.5
†62282	10.8
62285	6.6
†62289	54.2
62293	16.1
62294	12.8
62298	16.3
63005	8.2
63011	10.7
63017	9.3
63021	11.9
63025	8.3
63026	11.6
63031	35.4
63033	44.1

ZIP	% Single Mom
63034	22.5
63038	5.5
63040	13.7
63042	46.6
63043	13.8
63044	30.1
63049	14.2
63069	11.2
63074	45.6
63088	33.1
†63101	78.2
†63102	0.0
63103	44.6
63104	47.0
63105	19.8
63106	80.3
63107	69.6
63108	43.8
63109	17.4
63110	30.0
63111	49.7
63112	38.9
63113	76.3

ZIP	% Single Mom
63114	35.3
63115	71.1
63116	37.8
63117	7.6
63118	53.1
63119	14.3
63120	68.4
63121	61.0
63122	14.0
63123	18.2
63124	13.5
63125	27.8
63126	16.1
63127	3.5
63128	17.1
63129	19.8
63130	19.8
63131	4.5
63132	33.6
63133	74.1
63134	50.9
63135	44.8
63136	67.9

ZIP	% Single Mom
63137	82.5
63138	54.1
63139	21.8
†63140	100.0
63141	19.8
63143	32.6
63144	23.4
63146	17.4
63147	58.4
63301	21.5
63303	14.5
63304	14.1
63332	10.8
63341	0.0
63348	15.1
63357	14.7
63366	16.3
63367	7.6
63368	15.4
†63373	13.2
63376	13.8
63385	15.0
†63386	0.0

Data Notes

DEFINITION

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

DATA SOURCE

MO & IL: United States Census Bureau. American Community Survey. ACS Households and Families. ACS 5-Year Estimates Data Profiles: 2022. Table: S1101. Accessed at https://data.census.gov/.

CALCULATION

(Number of female householders, no spouse 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

Rising wage inequality has been a defining feature of the American economy for nearly four decades. In fact, between 1979 and 2019, low- and middle-wage workers in the U.S. labor market experienced only a few short years of strong growth in real (inflation-adjusted) wages. However, between 2019 and 2023, workers in the bottom half of the wage distribution have seen historically fast wage growth, even in the face of high inflation.[1] Further, historically disadvantaged groups—such as women, Black and Hispanic workers, young workers, and workers with less than college degree—have experienced particularly strong wage growth in recent years.[2] Notably, between 2019 and 2023, hourly wage growth was strongest at the bottom of the wage distribution. However, despite this growth, in 2023, the 10th-percentile average hourly wage was $13.52. While this was a 12.1% increase from 2019, it is still far from sufficient to make ends meet: Even if that 10th-percentile worker worked full time, their annual pay would only be $28,120. Any wage rate below $15 an hour is insufficient to meet a one-person (no children) basic family budget in any county or metro area in the United States.[3] Faster growth for low-wage workers did not happen by chance. It happened because of intentional policy decisions made during the pandemic recession. Thoughtful policymaking going forward can drive further improvements in low- and middle-wage workers' standard of living.[4] This is a critical step in growing a strong, diverse regional economy that provides families with the economic opportunities that allow every parent to adequately support all the needs of their family.

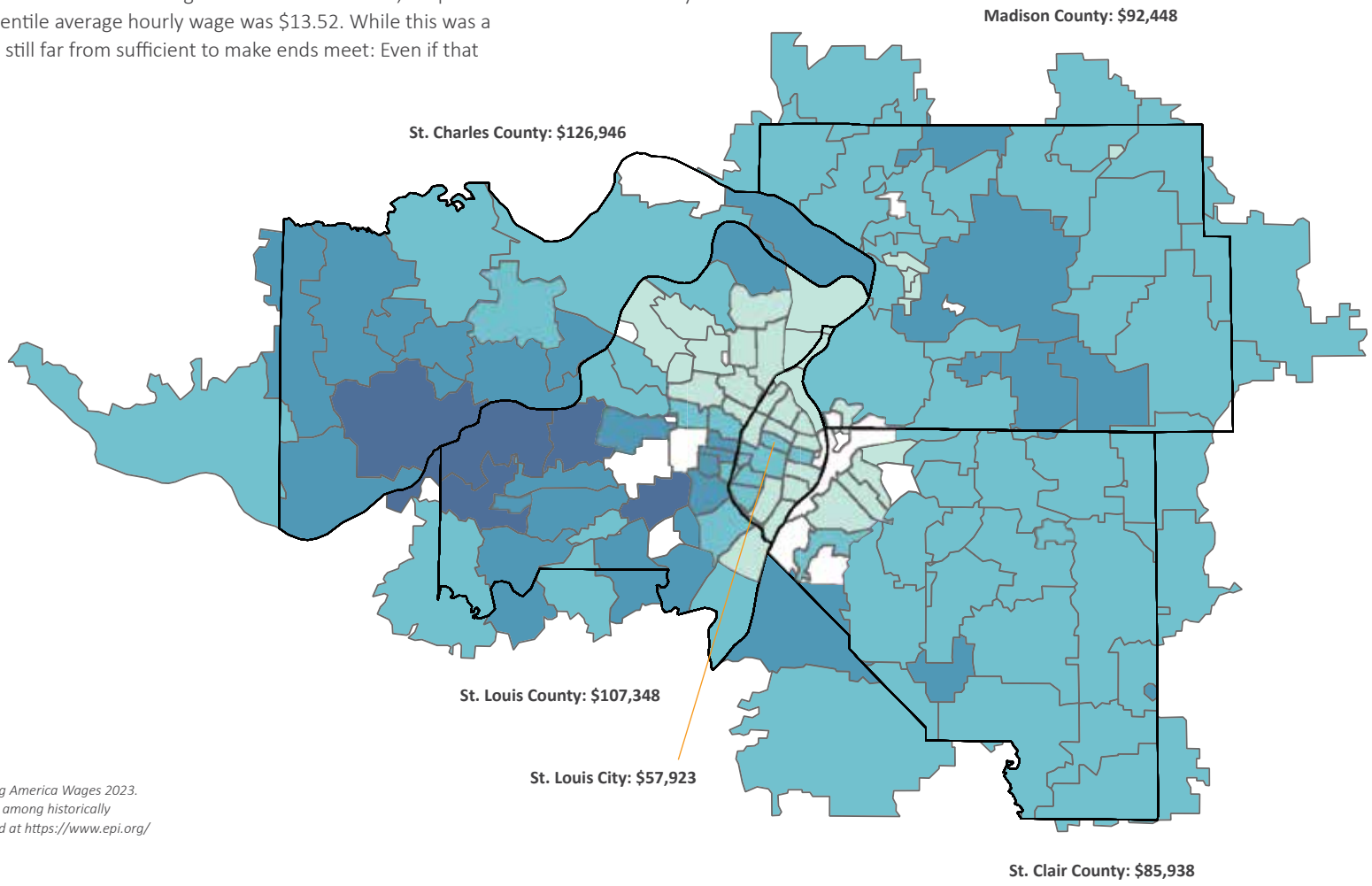
LEGEND

- $ 8,421 – $65,854
- $ 65,855 – $123,287
- $ 123,288 – $180,719
- $ 180,720 – $238,152

White areas indicate no data available.

COMPARATIVE DATA

- US: $90,621
- Missouri: $84,231
- Illinois: $98,076



[1,2,3,4]*Economic Policy Institute. State of Working America Wages 2023. "Fastest wage growth over the last four years among historically disadvantaged groups". March 2024. Accessed at https://www.epi.org/publication/swa-wages-2023/.*

Median Family Income

ZIP	Income
†62001	$117,829
62002	$69,432
62010	$80,977
62012	$91,806
62018	*
†62021	$145,781
62024	$84,206
62025	$143,594
62034	$122,411
62035	$91,295
62040	$67,562
†62046	$123,750
62048	$75,938
†62058	$59,750
†62059	$8,421
62060	$26,174
62061	$86,181
62062	$164,934
62067	$80,160
62074	$82,885
62084	$54,750
62087	$62,159
62088	$77,813

ZIP	Income
†62090	*
62095	$69,500
62097	$102,569
62201	*
62203	*
62204	$36,875
62205	$32,857
62206	$29,180
62207	$20,455
62208	$86,543
62220	$75,250
62221	$87,750
62223	$78,773
62225	$85,939
62226	$73,965
62232	$112,614
62234	$73,152
62236	$152,656
62239	$69,835
62240	*
62243	$107,692
62249	$114,069
62254	$120,595

ZIP	Income
†62255	$93,634
†62257	$88,958
62258	$121,250
62260	$122,447
62264	$82,411
62265	$69,286
62269	$119,485
62275	$109,583
62281	$130,781
†62282	$136,250
62285	$158,717
†62289	$67,000
62293	$117,802
62294	$130,683
62298	$117,364
63005	$238,152
63011	$160,667
63017	$213,750
63021	$136,319
63025	$136,808
63026	$126,422
63031	$72,898
63033	$63,097

ZIP	Income
63034	$130,548
63038	$210,664
63040	$167,279
63042	$59,622
63043	$113,385
63044	$44,449
63049	$96,580
63069	$101,250
63074	$47,690
63088	$97,625
†63101	*
†63102	*
63103	$83,488
63104	$59,960
63105	$169,423
63106	$22,340
63107	$45,754
63108	$77,462
63109	$121,806
63110	$116,188
63111	$46,197
63112	$43,750
63113	$49,655

ZIP	Income
63114	$39,944
63115	$30,775
63116	$65,038
63117	$164,107
63118	$43,834
63119	$149,803
63120	$29,364
63121	$39,110
63122	$183,875
63123	$89,984
63124	*
63125	$62,190
63126	$126,250
63127	*
63128	$125,227
63129	$112,686
63130	$122,375
63131	*
63132	$116,816
63133	$28,158
63134	$34,297
63135	$42,300
63136	$28,676

ZIP	Income
63137	$26,458
63138	$44,440
63139	$98,875
†63140	*
63141	$166,618
63143	$89,350
63144	$144,000
63146	$113,463
63147	$36,395
63301	$99,215
63303	$134,028
63304	$145,476
63332	$153,640
63341	$194,839
63348	$135,156
63357	$81,953
63366	$115,617
63367	$157,348
63368	$133,092
†63373	*
63376	$115,839
63385	$124,971
†63386	$135,508

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: United States Census Bureau. American Community Survey. ACS Median Income in the past 12 months (in 2022 inflation-Adjusted Dollars). ACS 5-Year Estimates Data Profiles: 2022. Table: S1903. Accessed at https://data.census.gov/.

**No Data Available.*

†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. However, it is important to note that the unemployment rate does not capture workers who have "dropped out" of the labor market and are no longer actively looking for work. Nationally, in July of 2024 the unemployment rate stood at 4.3 percent, down dramatically from a historic high of 14.7 percent in April 2020, just a month into the COVID-19 pandemic.[1] However, as the economy continues to recover from the unprecedented impacts of the pandemic, it is critical to remember that the economic impacts of the pandemic varied dramatically by gender, race/ethnicity, and wage level. Tellingly, data from 2022 show that the labor market continued to rebound from the recession caused by the COVID-19 pandemic. However, a familiar pattern remained with the unemployment rate for Asians (2.8 percent) and whites (3.2 percent) remaining notably lower than the unemployment rate for Hispanics/Latinos (4.3 percent), people categorized as being Two or More Races (5.5 percent), and Blacks/African Americans (6.1 percent).[2] Further, Black and Latina women, who disproportionately work in the most tenuous and low-wage jobs due to occupational segregation, have experienced significant job losses since the crisis began and have recovered fewer jobs than white women and men.[3] 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 every parent to adequately support all of the needs of their family.

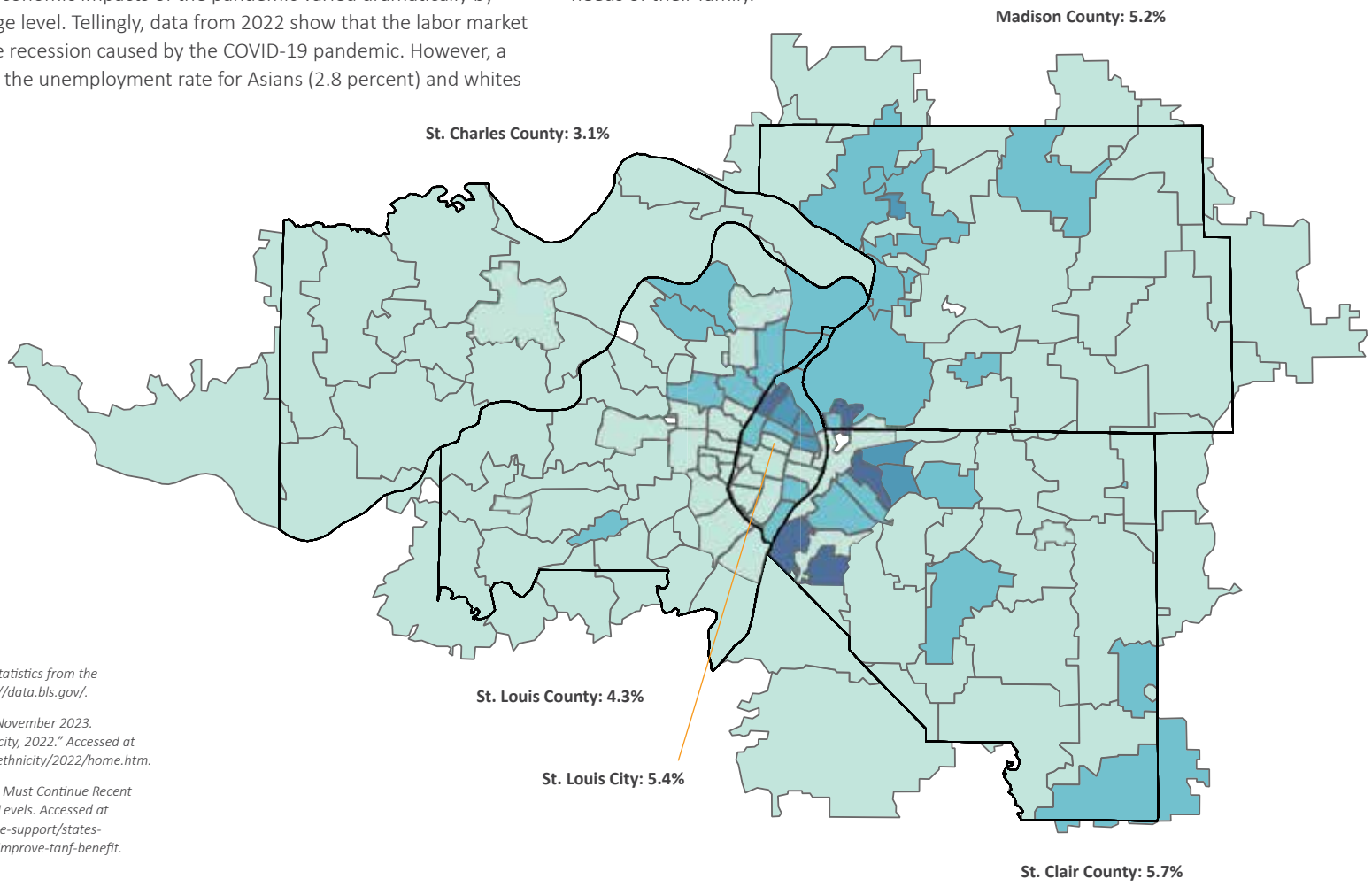
LEGEND

- 0.0 – 5.7%
- 5.8 – 11.3%
- 11.4 – 17.0%
- 17.1 – 22.6%

White areas indicate no data available.

COMPARATIVE DATA

- US: 5.3%
- Missouri: 4.3%
- Illinois: 6.0%



[1] *U.S. Bureau of Labor Statistics. Labor Force Statistics from the Current Population Survey. Accessed at https://data.bls.gov/.*

[2] *U.S. Bureau of Labor Statistics. BLS Reports. November 2023. "Labor force characteristics by race and ethnicity, 2022." Accessed at https://www.bls.gov/opub/reports/race-and-ethnicity/2022/home.htm.*

[3] *Center on Budget and Policy Priorities. States Must Continue Recent Momentum to Further Improve TANF Benefit Levels. Accessed at https://www.cbpp.org/research/family-income-support/states-must-continue-recent-momentum-to-further-improve-tanf-benefit.*

Unemployment Rate

ZIP	% Unemployed	ZIP	% Unemployed	ZIP	% Unemployed	ZIP	% Unemployed	ZIP	% Unemployed	ZIP	% Unemployed
†62001	4.5	†62090	10.3	†62255	5.2	63034	4.6	63114	6.4	63137	7.2
62002	6.0	62095	6.0	†62257	10.2	63038	2.8	63115	12.3	63138	8.1
62010	6.3	62097	5.8	62258	3.8	63040	4.8	63116	4.3	63139	2.2
62012	5.7	62201	3.3	62260	5.2	63042	11.0	63117	1.9	†63140	1.1
62018	14.1	62203	15.4	62264	3.5	63043	2.3	63118	6.7	63141	2.3
†62021	4.6	62204	14.4	62265	3.1	63044	5.1	63119	3.3	63143	1.8
62024	3.1	62205	18.2	62269	3.4	63049	3.8	63120	20.6	63144	2.0
62025	5.6	62206	10.2	62275	2.2	63069	1.4	63121	8.6	63146	2.5
62034	4.1	62207	7.5	62281	0.8	63074	5.2	63122	2.4	63147	8.3
62035	4.5	62208	5.9	†62282	4.3	63088	7.0	63123	3.1	63301	3.3
62040	7.1	62220	6.2	62285	4.6	†63101	3.6	63124	1.6	63303	2.0
†62046	0.4	62221	3.0	†62289	9.1	†63102	1.5	63125	4.5	63304	4.2
62048	6.6	62223	5.6	62293	2.2	63103	4.4	63126	2.3	63332	4.1
†62058	4.2	62225	1.5	62294	2.8	63104	2.6	63127	3.4	63341	3.4
†62059	12.1	62226	5.2	62298	2.1	63105	2.2	63128	4.5	63348	1.0
62060	17.2	62232	5.2	63005	2.0	63106	12.2	63129	3.6	63357	5.0
62061	2.7	62234	4.4	63011	2.5	63107	12.4	63130	2.0	63366	3.8
62062	7.4	62236	1.1	63017	3.4	63108	4.1	63131	2.3	63367	3.5
62067	0.0	62239	2.1	63021	3.3	63109	1.6	63132	4.2	63368	2.9
62074	0.2	62240	22.6	63025	4.0	63110	2.6	63133	4.6	†63373	1.6
62084	3.0	62243	5.2	63026	2.7	63111	9.5	63134	3.7	63376	2.9
62087	8.2	62249	2.6	63031	6.5	63112	5.9	63135	5.4	63385	3.0
62088	1.5	62254	1.2	63033	5.5	63113	10.3	63136	10.0	†63386	4.1

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

MO & IL: United States Census Bureau. American Community Survey. ACS Employment Status. ACS 5-Year Estimates Data Profiles: 2022. Table: S2301. Accessed at https://data.census.gov/.

**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 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 is unable to work and to ensure families have sufficient income for rent and other basic expenses such as utilities, transportation, school supplies and personal hygiene 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.[1] In 2023, the monthly benefit for a typical family of three in Missouri was $292, only 14 percent of the federal poverty level. The grant has not been increased or adjusted for inflation in Missouri since the program was enacted in 1996 and has lost 46 percent of its purchasing power in that time. Illinois is better serving families with their TANF program.

As of July 2023, the monthly benefit for a typical family of three in Illinois was $576. Additionally, Illinois tied its benefit to 30 percent of the federal poverty level beginning in October 2019.[2] States' long-standing and unfettered ability to set benefit levels has perpetuated policies that, while rooted in historical racism, do not just affect Black families. Inadequate and shrinking benefits affect all families facing a crisis or struggling to pay for the basics.[3] States can reverse course by increasing benefit levels, establishing mechanisms to prevent benefits from eroding in the future, providing housing supplements and other additional payments, and ending policies that attempt to control behavior by reducing or taking away benefits.[4]

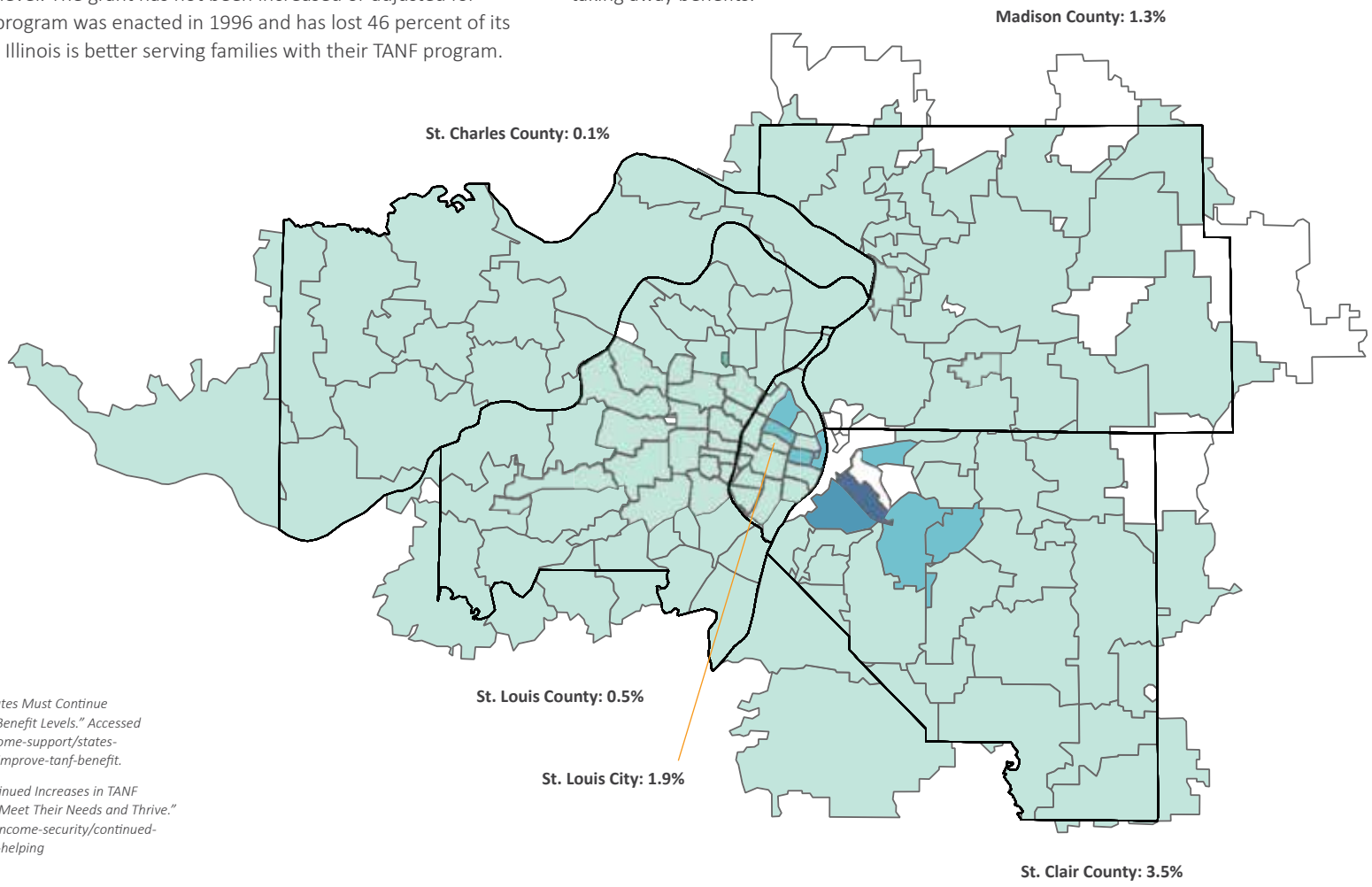
LEGEND

- 0.0 – 3.0%
- 3.1 – 6.0%
- 6.1 – 8.9%
- 9.0 – 11.9%

White areas indicate no data available.

COMPARATIVE DATA

- US: 2.0%
- Missouri: 0.7%
- Illinois: 1.8%



[1,3,4]Center on Budget and Policy Priorities. "States Must Continue Recent Momentum to Further Improve TANF Benefit Levels." Accessed at https://www.cbpp.org/research/family-income-support/states-must-continue-recent-momentum-to-further-improve-tanf-benefit.

[2] Center on Budget and Policy Priorities. "Continued Increases in TANF Benefit Levels Are Critical to Helping Families Meet Their Needs and Thrive." Accessed at https://www.cbpp.org/research/income-security/continued-increases-in-tanf-benefit-levels-are-critical-to-helping

Percent of Children Receiving TANF

ZIP	% TANF	ZIP	% TANF	ZIP	% TANF	ZIP	% TANF	ZIP	% TANF	ZIP	% TANF
†62001	0.0	†62090	*	†62255	0.0	63034	0.6	63114	0.8	63137	1.6
62002	1.9	62095	1.0	†62257	0.0	63038	0.1	63115	3.2	63138	1.3
62010	0.0	62097	0.0	62258	0.5	63040	0.0	63116	1.4	63139	0.6
62012	*	62201	*	62260	0.0	63042	1.0	63117	0.1	†63140	5.7
62018	0.0	62203	*	62264	0.0	63043	0.3	63118	2.2	63141	0.1
†62021	*	62204	5.9	62265	0.0	63044	0.3	63119	0.1	63143	0.7
62024	2.5	62205	*	62269	0.8	63049	0.1	63120	1.6	63144	0.2
62025	0.0	62206	7.8	62275	*	63069	0.0	63121	1.5	63146	0.1
62034	0.0	62207	11.9	62281	0.0	63074	0.7	63122	0.0	63147	1.9
62035	0.0	62208	1.7	†62282	*	63088	0.1	63123	0.3	63301	0.3
62040	2.3	62220	2.1	62285	0.0	†63101	5.2	63124	0.0	63303	0.2
†62046	*	62221	1.5	†62289	0.0	†63102	3.3	63125	0.9	63304	0.1
62048	0.0	62223	3.1	62293	*	63103	3.3	63126	0.1	63332	0.0
†62058	0.0	62225	0.0	62294	0.0	63104	2.0	63127	0.0	63341	0.0
†62059	*	62226	3.5	62298	1.3	63105	0.0	63128	0.2	63348	0.0
62060	*	62232	1.3	63005	0.0	63106	2.5	63129	0.1	63357	0.0
62061	*	62234	1.1	63011	0.0	63107	1.9	63130	0.8	63366	0.1
62062	0.0	62236	0.0	63017	0.0	63108	2.0	63131	0.0	63367	0.0
62067	0.0	62239	0.0	63021	0.1	63109	0.4	63132	0.6	63368	0.1
62074	0.0	62240	0.0	63025	0.0	63110	0.4	63133	2.0	†63373	0.0
62084	0.0	62243	0.0	63026	0.1	63111	2.5	63134	0.8	63376	0.0
62087	0.0	62249	0.0	63031	0.6	63112	2.0	63135	1.7	63385	0.1
62088	*	62254	0.0	63033	0.8	63113	3.5	63136	1.8	†63386	0.0

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 April 2024.

IL: Illinois Department of Human Services. Freedom of Information Act request. Data as of April 2024.

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. 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 for fiscal year 2024 was $598/month.[1] 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.[2] 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.[2] Further, the SNAP program often plays a critical role during times of crisis such as the Covid-19 pandemic when added program flexibility allowed states to provide emergency benefit supplements, maintain benefits to households with children missing school meals, and ease program administration during the pandemic.[4] However, it is important to remember that states often use this type of program flexibility is vastly different ways that can result in varying levels of additional support for families in times of unprecedented need. Given the significant role SNAP plays in helping families make ends meet, lifting children out of poverty, improving child well-being outcomes, and helping families during times of crisis it is important that we advocate for and protect this program.

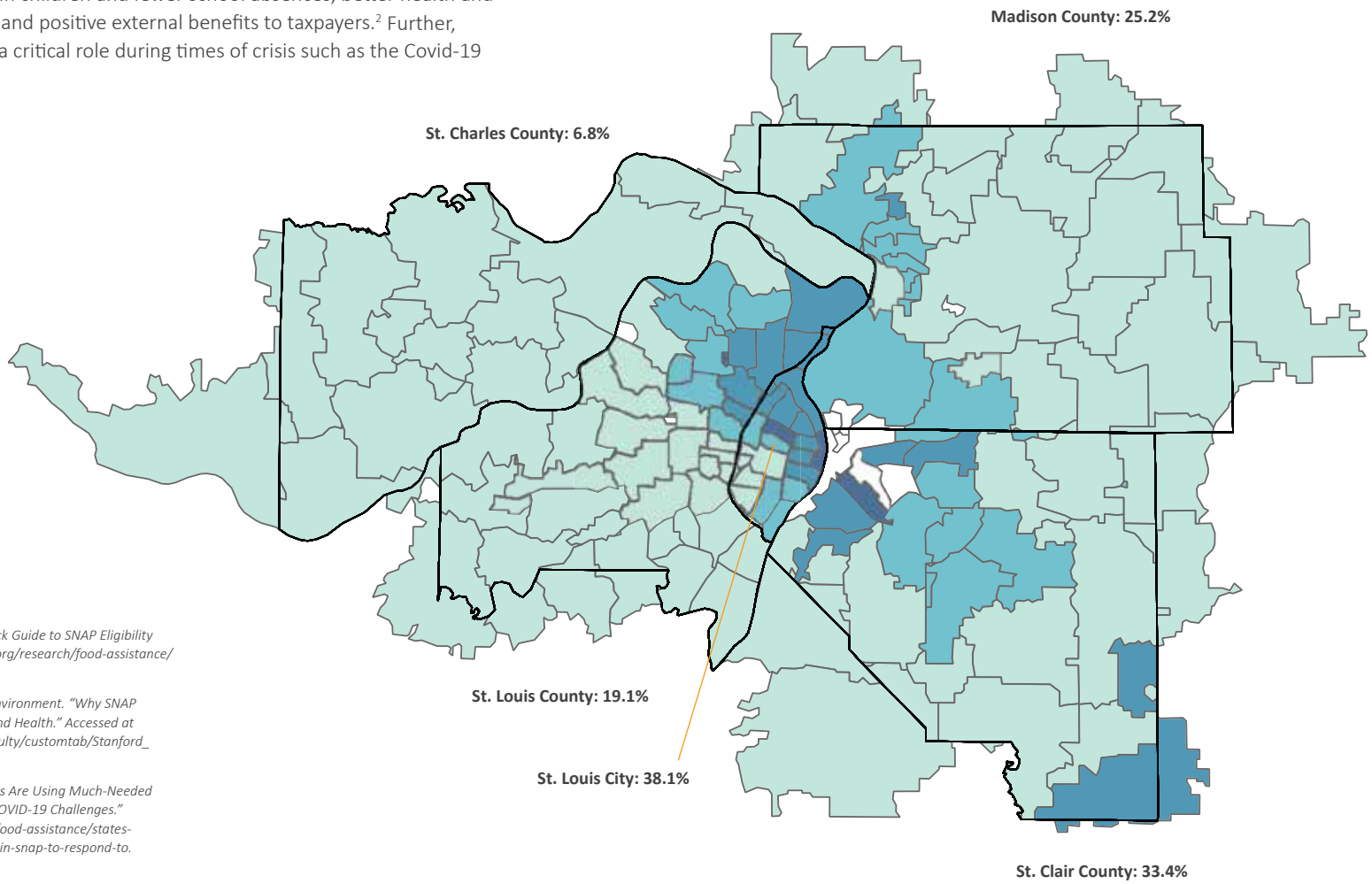
LEGEND

- 0.0 – 21.7%
- 21.8 – 43.4%
- 43.5 – 65.0%
- 65.1 – 86.7%

White areas indicate no data available.

COMPARATIVE DATA

- US: 22.5%
- Missouri: 19.3%
- Illinois: 27.0%



[1]*Center on Budget and Policy Priorities. A Quick Guide to SNAP Eligibility and Benefits. Accessed at https://www.cbpp.org/research/food-assistance/a-quick-guide-to-snap-eligibility-and-benefits.*

[2,3]*Stanford Center on Food Security and the Environment. "Why SNAP Matters: Effects on Poverty, Food Insecurity and Health." Accessed at https://gspp.berkeley.edu/assets/uploads/faculty/customtab/Stanford_FSE_Hoynes_1-21-16.pdf.*

[4]*Center on Budget and Policy Priorities. "States Are Using Much-Needed Temporary Flexibility in SNAP to Respond to COVID-19 Challenges." Accessed at https://www.cbpp.org/research/food-assistance/states-are-using-much-needed-temporary-flexibility-in-snap-to-respond-to.*

Percent of Children Receiving SNAP

ZIP	% SNAP
†62001	8.9
62002	42.1
62010	15.6
62012	0.8
62018	47.5
†62021	0.0
62024	39.1
62025	8.0
62034	6.0
62035	19.4
62040	43.1
†62046	0.0
62048	20.8
†62058	13.3
†62059	*
62060	*
62061	6.9
62062	5.5
62067	14.6
62074	5.4
62084	24.5
62087	37.1
62088	1.0

ZIP	% SNAP
†62090	*
62095	29.0
62097	19.4
62201	*
62203	*
62204	45.9
62205	*
62206	61.4
62207	76.7
62208	23.8
62220	30.1
62221	26.2
62223	31.6
62225	4.0
62226	33.7
62232	44.0
62234	29.2
62236	3.3
62239	44.5
62240	11.8
62243	7.5
62249	9.4
62254	19.4

ZIP	% SNAP
†62255	20.8
†62257	54.8
62258	9.8
62260	7.8
62264	10.1
62265	0.0
62269	13.0
62275	0.0
62281	3.2
†62282	18.5
62285	6.0
†62289	26.8
62293	0.0
62294	6.4
62298	6.1
63005	0.3
63011	2.7
63017	2.0
63021	4.4
63025	2.0
63026	2.4
63031	27.9
63033	36.5

ZIP	% SNAP
63034	15.9
63038	2.0
63040	1.2
63042	38.5
63043	10.4
63044	13.3
63049	0.2
63069	0.2
63074	25.1
63088	9.0
†63101	83.2
†63102	86.7
63103	47.4
63104	45.4
63105	0.6
63106	59.1
63107	50.6
63108	32.8
63109	9.0
63110	14.9
63111	40.4
63112	40.0
63113	86.1

ZIP	% SNAP
63114	31.2
63115	60.1
63116	26.5
63117	3.5
63118	37.7
63119	3.6
63120	45.5
63121	53.0
63122	2.2
63123	13.9
63124	0.3
63125	20.3
63126	4.6
63127	1.9
63128	4.2
63129	7.0
63130	22.2
63131	0.5
63132	17.6
63133	58.3
63134	33.3
63135	50.1
63136	60.1

ZIP	% SNAP
63137	52.3
63138	46.3
63139	7.6
†63140	79.2
63141	2.7
63143	9.4
63144	2.7
63146	8.0
63147	49.9
63301	14.2
63303	8.3
63304	4.0
63332	2.6
63341	3.4
63348	2.5
63357	0.2
63366	8.5
63367	4.0
63368	4.0
†63373	8.9
63376	5.4
63385	8.0
†63386	10.8

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 April 2024.

IL: Illinois Department of Human Services. Freedom of Information Act request. Data as of April 2024.

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.*
†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

As of April 2024, about half of all children in the United States (37 million) were insured through Medicaid or the Children's Health Insurance Program (CHIP), the vast majority (30 million) through Medicaid.[1] 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.[2] 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.[3] During the COVID-19 public health emergency children had stability in their Medicaid coverage due to a federal "continuous coverage" requirement. This policy provision proved critical in keeping children enrolled and covered during this public health emergency by alleviating the cumbersome burdens families have to navigate in order to keep their children enrolled in these health insurance programs. However, this protection expired in all states by March 2023. At that time, states began rechecking eligibility for everyone enrolled in Medicaid, including children. This mass eligibility redetermination has resulted in millions of children losing their Medicaid coverage and becoming uninsured for a period of time.[4]

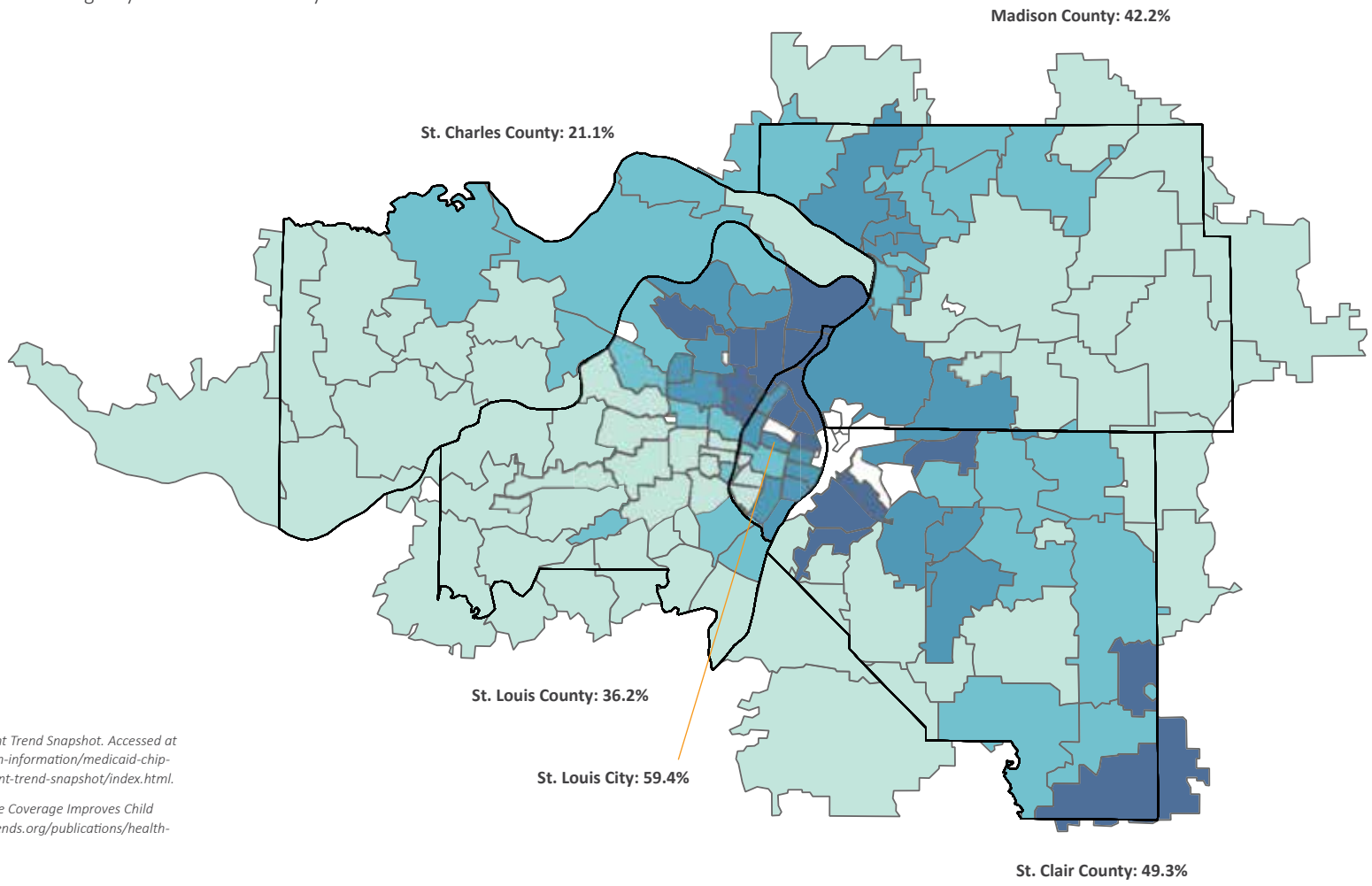
LEGEND

- 0.0 – 22.9%
- 23.0 – 45.8%
- 45.9 – 68.7%
- 68.8 – 91.6%

White areas indicate no data available.

COMPARATIVE DATA

- US: 50.9%
- Missouri: 43.9%
- Illinois: 47.8%



[1,4] *Medicaid.gov. Medicaid and CHIP Enrollment Trend Snapshot. Accessed at https://www.medicaid.gov/medicaid/program-information/medicaid-chip-enrollment-data/medicaid-and-chip-enrollment-trend-snapshot/index.html.*

[2,3] *Child Trends. Publications. "Health Insurance Coverage Improves Child Well-Being." Accessed at https://www.childtrends.org/publications/health-insurance-coverage-improves-child-well/.*

Percent of Children Enrolled in Medicaid/CHIP

ZIP	% Medicaid	ZIP	% Medicaid	ZIP	% Medicaid	ZIP	% Medicaid	ZIP	% Medicaid	ZIP	% Medicaid
†62001	21.6	†62090	*	†62255	30.1	63034	31.5	63114	65.6	63137	69.7
62002	60.4	62095	49.2	†62257	91.6	63038	7.2	63115	80.6	63138	73.7
62010	31.0	62097	31.5	62258	23.3	63040	6.1	63116	50.2	63139	21.7
62012	0.0	62201	*	62260	21.7	63042	71.9	63117	11.8	†63140	*
62018	68.5	62203	*	62264	26.9	63043	30.7	63118	62.1	63141	12.2
†62021	29.8	62204	53.8	62265	1.7	63044	38.3	63119	12.1	63143	26.0
62024	57.3	62205	*	62269	24.3	63049	0.8	63120	55.6	63144	10.7
62025	18.0	62206	75.5	62275	2.5	63069	2.2	63121	81.2	63146	22.2
62034	15.8	62207	86.6	62281	10.4	63074	54.4	63122	8.3	63147	69.2
62035	36.1	62208	41.2	†62282	32.8	63088	25.8	63123	35.2	63301	34.1
62040	67.0	62220	48.4	62285	14.3	†63101	*	63124	2.8	63303	24.2
†62046	6.9	62221	42.1	†62289	*	†63102	*	63125	41.7	63304	15.8
62048	36.4	62223	50.9	62293	0.0	63103	62.8	63126	17.0	63332	9.7
†62058	38.8	62225	2.3	62294	15.7	63104	66.4	63127	11.6	63341	14.1
†62059	*	62226	52.8	62298	0.0	63105	6.1	63128	17.2	63348	8.0
62060	*	62232	79.5	63005	3.8	63106	76.6	63129	22.6	63357	0.8
62061	15.3	62234	52.1	63011	11.8	63107	73.2	63130	41.4	63366	24.8
62062	15.0	62236	8.9	63017	9.4	63108	48.4	63131	3.0	63367	13.4
62067	31.6	62239	77.9	63021	15.7	63109	22.6	63132	35.3	63368	14.7
62074	17.7	62240	17.6	63025	9.3	63110	30.2	63133	79.2	†63373	24.8
62084	44.5	62243	19.2	63026	8.4	63111	66.2	63134	53.8	63376	20.1
62087	54.7	62249	21.5	63031	50.6	63112	61.9	63135	74.5	63385	20.8
62088	2.9	62254	33.3	63033	57.5	63113	*	63136	82.6	†63386	20.0

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 April 2024.

IL: Illinois Department of Human Services. Freedom of Information Act request. Data as of April 2024.

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 (MO)

Importance of this Indicator

All children benefit from loving, supportive, safe environments that include stable, permanent relationships with caring adults. When a child's own family is unable, even with support, to provide adequate, safe care for the child, the state is responsible for ensuring appropriate alternative care arrangements. Alternative care includes foster care (non-relative, kinship, and therapeutic homes), adoptive homes, group homes, residential treatment facilities, hospitals, and independent living. Research suggests that, when foster care placement is necessary, children and youth living with families experience better outcomes than those who live in group placements; these better outcomes are especially noticeable for children who are placed with kinship care families (e.g., grandparents raising grandchildren).[1] Between 2018 and 2022 the number of children nationwide in alternative care placement decreased from 443,000 children in 2018 to 368,530 children in 2022.[2] Black children are overrepresented in the child welfare system in general, and the foster care system, in particular. In 2022, Black children accounted for 23 percent of children in foster care, compared to their share of 14 percent of the United States' population while Hispanic children accounted for 22 percent of children in foster care, compared to their share of 26 percent of the population. White children accounted for 43 percent of children in foster care, compared to their share of 49 percent of the United States' population.[3] This pattern of over representation and disparity is evident in Missouri (at both the state and regional levels) and raises concerns of implicit and explicit racial bias and issues of equity in the child welfare system.

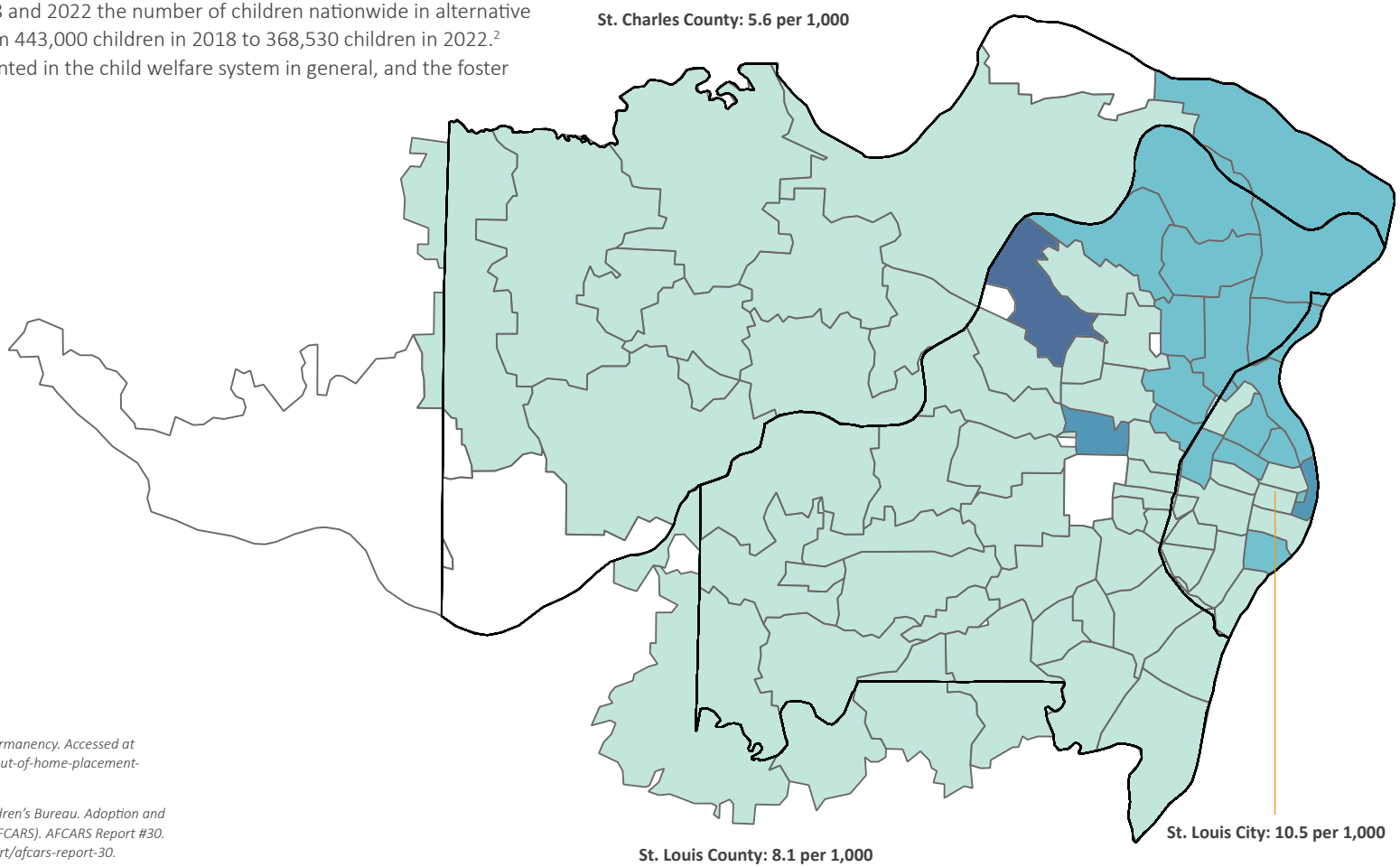
LEGEND

- 0.5 – 12.0
- 12.1 – 23.5
- 23.6 – 35.0
- 35.1 – 46.5

White areas indicate no data available.

COMPARATIVE DATA

- US: 5.0 per 1,000
- Missouri: *



[1]*Child Trends. Out-of-home Placement and Permanency. Accessed at https://www.childtrends.org/research-topic/out-of-home-placement-and-permanency.*

[2,3]*Administration for Children & Families. Children's Bureau. Adoption and Foster Care Analysis and Reporting System (AFCARS). AFCARS Report #30. Accessed at https://www.acf.hhs.gov/cb/report/afcars-report-30.*

Children Living in Alternative Care per 1,000 (MO)

ZIP	Alt. Care
63005	0.5
63011	2.6
63017	1.0
63021	3.6
63025	3.8
63026	2.5
63031	13.9
63033	16.7
63034	14.7
63038	0.5
63040	2.3
63042	10.1
63043	5.4
63044	46.5
63049	0.5
63069	2.9
63074	6.3
63088	2.7
†63101	16.0
†63102	33.3
63103	11.5
63104	8.5
63105	0.9
63106	7.8
63107	12.5
63108	6.0
63109	7.7
63110	8.3
63111	10.5
63112	13.2
63113	17.1
63114	9.8
63115	14.7
63116	4.1
63117	2.7
63118	12.3
63119	5.0
63120	9.6
63121	13.9
63122	0.7
63123	5.2
63124	*
63125	5.7
63126	4.7
63127	2.8
63128	7.3
63129	3.7
63130	11.6
63131	0.8
63132	27.4
63133	19.1
63134	7.6
63135	14.0
63136	15.6
63137	16.5
63138	15.2
63139	5.3
†63140	*
63141	4.0
63143	4.6
63144	3.8
63146	6.9
63147	12.3
63301	10.8
63303	5.5
63304	5.8
63332	*
63341	1.3
63348	2.8
63357	*
63366	5.5
63367	4.6
63368	4.4
†63373	*
63376	5.7
63385	4.7
†63386	23.1

Data Notes

DEFINITION

The rate of children (per 1,000) placed in alternative care living arrangements which includes foster care (non-relative, kinship, and therapeutic homes), adoptive homes, group homes, residential treatment facilities, hospitals, and independent living arrangements.

DATA SOURCE

Missouri Department of Social Services. Children's Division. Data Request. Data for calendar year 2023.

CALCULATION

([Number of children in alternative care x 1,000]/Total population under age 18). 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.

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

Importance of this Indicator

In Missouri, Children's Division uses a two-track system as it relates to child abuse and neglect, responding to serious allegations with investigations, and to less severe allegations with family assessments. In both cases the goal is assuring the child's safety. For the purposes of this report, the 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 overrepresented in the Missouri child welfare 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 welfare 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, as a strategy to reduce and prevent child maltreatment.

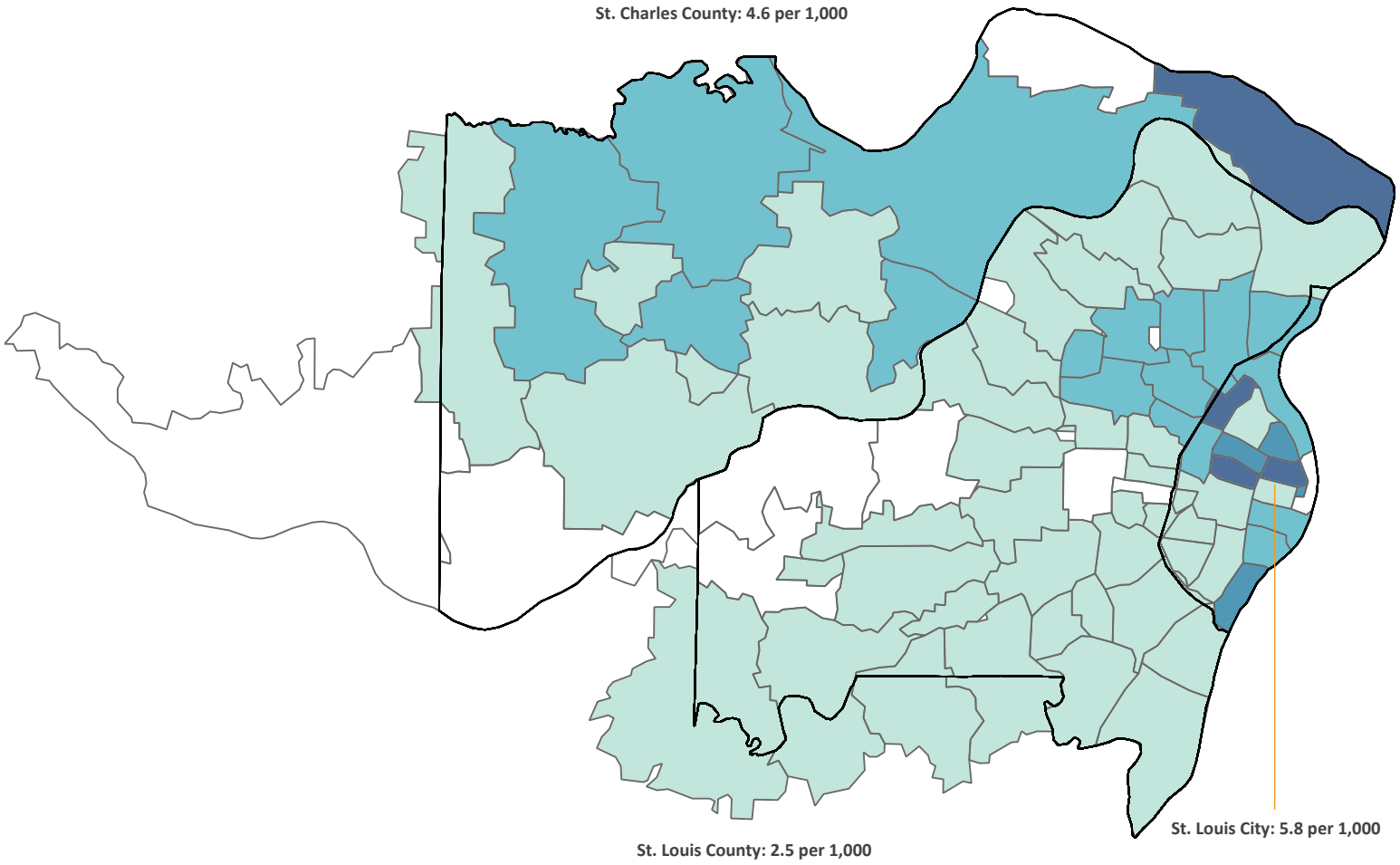
LEGEND

- 0.0 – 3.9
- 4.0 – 7.7
- 7.8 – 11.6
- 11.7 – 15.4

White areas indicate no data available.

COMPARATIVE DATA

- US: *
- Missouri: 8.4 per 1,000



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

ZIP	Abuse Rate
63005	*
63011	1.0
63017	*
63021	0.4
63025	0.6
63026	0.2
63031	3.3
63033	2.6
63034	1.5
63038	*
63040	0.9
63042	3.3
63043	2.7
63044	2.8
63049	1.3
63069	0.7
63074	5.0
63088	3.4
†63101	8.0
†63102	*
63103	2.9
63104	5.2
63105	1.2
63106	11.7
63107	9.2
63108	12.6
63109	1.3
63110	2.8
63111	9.5
63112	5.5
63113	11.6
63114	4.6
63115	3.8
63116	3.3
63117	*
63118	6.8
63119	1.7
63120	13.7
63121	6.9
63122	0.1
63123	1.5
63124	*
63125	2.5
63126	2.2
63127	0.0
63128	1.9
63129	1.2
63130	1.8
63131	0.2
63132	2.4
63133	6.6
63134	4.7
63135	5.3
63136	7.1
63137	7.0
63138	3.9
63139	1.1
†63140	*
63141	1.1
63143	1.2
63144	0.6
63146	1.8
63147	6.2
63301	7.4
63303	5.7
63304	1.3
63332	*
63341	1.3
63348	0.7
63357	*
63366	5.7
63367	2.7
63368	4.6
†63373	*
63376	3.7
63385	6.5
†63386	15.4

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

Missouri Department of Social Services. Children's Division. Data Request. Data for calendar year 2023.

CALCULATION

([Number of substantiated CAN victims X 1,000]/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.

Maternal and Child Health

In this Section

Community Voice › Maternal and Child Health

What I want families in our community to know is that maternal health is important not only for the mother but also for the baby's development and future life. The complex nature of pregnancy requires the mother to make sure her nutrition, including prenatal vitamins, and exercise are an important focus of her pregnancy. In our community many women deal with low iron levels, gestational diabetes, and as the data in this section show, low birth weight and preterm births.

Access to childbirth education and doulas are a key factor to helping families and our community improve these outcomes. But many babies in our city do not make it to their 1st birthday which is a sad reality for many families. We need to change how women and children are cared for in our community. Better prenatal care for mothers and healthcare for babies, as well as better childcare and early childhood education all lead to healthier children, families, and communities in our region.

Carmen Southall-Wamhoff, Parent Advisory Council Leader
Vision for Children at Risk

At the St. Louis City Department of Health, we take a data-driven approach to everything we do. And what the data is telling us is, quite frankly, a travesty. We know that the City of St. Louis has consistently been one of the worst performers in terms of maternal mortality, infant mortality and all of the other primary indicators of maternal child health.

When we dive deeper, the data also tells us that communities of color, our Black and brown mothers and babies, are bearing a disproportionate share of this burden. Black babies are three times as likely as white babies to die before the end of their first year of life. Low birth weight, preterm delivery and injury or death from maternal pregnancy complications also plague these minoritized populations at a greater rate. Within moments of taking their first breath outside the womb, these children—and their parents—are faced with an uphill climb to achieve the level of basic health that other populations are afforded as a matter of course.

The structural determinants of health that feed inequity–access to consistent housing, nutritious food, safe neighborhoods, and basic healthcare–must be mitigated in order for these communities to thrive.

As we consider maternal child health, we can't limit the scope only to people of child-bearing age and children in utero or newly born. We must take a holistic approach to health across the entire lifespan. Not only are these minoritized communities lagging behind in maternal child health outcomes, they are also several times more likely to suffer from chronic disease such as diabetes, high blood pressure, and obesity. All of these conditions affect a mother's ability to experience a healthy pregnancy and to recover postpartum. Not only that, the environment that produced these disparities in generations of mothers and fathers will continue to influence the health outcomes for future generations if we in the public health realm don't come together to break the cycle.

More than any other group, the health trajectory of Black and brown children's lives is determined from the moment of conception. The structural determinants of health that feed inequity—access to consistent housing, nutritious food, safe neighborhoods, and basic healthcare—must be mitigated in order for these communities to thrive. Our charge, then, as public health professionals and community organizations, is to ensure that Black and brown mothers are supported through all stages of maternal care, including prenatal, perinatal and postnatal. And while access to care is our primary concern, the quality of that care can't be compromised. We must collaborate on an approach that is culturally-appropriate, trauma-informed and designed to fill in the gaps that are left by even well-meaning federal and state agencies.

So how do we identify and fill these gaps? We go into our communities and support those who are already striving to fulfill a recognized need. We have incredible women who are creating community birthing experiences, who are training doulas and midwives to provide culturally-congruent care, and who are finding ways to ensure that the mental health of new moms doesn't fall through the cracks.

But we can't stop there. We have to make safe neighborhoods a priority. We have to ensure that socioeconomic mobility is something that these families can realize. We have to engage local, state, and national leaders and encourage them to enact policies that enable our communities to take charge of their own health. Because without these measures, a focus on maternal child health will never be comprehensive, and that is what our communities deserve.

Dr. Matifadza (Mati) Hlatshwayo Davis, MD, MPH, FIDSA
Director of Health City of St. Louis

Focus on Equity

Maternal and Child Health

Maternal and Child Health to critical to a child's overall well-being and future life outcomes. And increasingly we know that maternal and child health cannot be viewed in isolation from the social determinants that significantly impact health outcomes.

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. The previous pages in this section feature voices from the community: comments from an organizational leader with deep knowledge related to maternal and child health, and insights and lived experiences from one of our Parent Advisory Council leaders as they engaged in critical conversations about this data and shared their perspectives.

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 birth outcomes and child well-being in our region.

Percent of Babies Born with Inadequate Prenatal Care

	YEAR	OVERALL	BLACK	LATINX	WHITE
UNITED STATES	2022	17.5%	26.2%	23.1%	13.1%
MISSOURI	2022	20.0%	33.7%	32.5%	15.5%
St. Louis City	2022	34.1%	45.7%	59.3%	12.8%
St. Louis County	2022	21.0%	32.0%	43.7%	11.7%
St. Charles County	2022	13.7%	16.8%	30.6%	11.4%
ILLINOIS	2022	10.9%	19.3%	14.6%	7.2%
St. Clair County	2022	13.8%	20.2%	15.1%	8.7%
Madison County	2022	10.7%	17.7%	24.4%	8.4%

Percent of Babies Born Preterm

	YEAR	OVERALL	BLACK	LATINX	WHITE
UNITED STATES	2022	10.4%	14.6%	10.1%	9.4%
MISSOURI	2022	11.3%	15.5%	10.9%	10.5%
St. Louis City	2022	12.5%	15.0%	9.7%	10.3%
St. Louis County	2022	12.2%	16.6%	11.9%	10.0%
St. Charles County	2022	11.2%	16.1%	7.9%	11.0%
ILLINOIS	2022	10.6%	15.2%	10.3%	9.5%
St. Clair County	2022	12.5%	15.3%	10.8%	10.6%
Madison County	2022	10.3%	15.1%	8.5%	9.7%

Percent of Babies Born with Low Birthweight

	YEAR	OVERALL	BLACK	LATINX	WHITE
UNITED STATES	2022	8.6%	14.7%	7.9%	7.1%
MISSOURI	2022	9.1%	16.5%	8.2%	7.8%
St. Louis City	2022	11.6%	16.6%	7.0%	6.8%
St. Louis County	2022	10.0%	16.0%	9.9%	6.5%
St. Charles County	2022	7.9%	13.1%	7.9%	7.2%
ILLINOIS	2022	8.6%	15.5%	7.7%	6.9%
St. Clair	2022	11.8%	17.9%	5.8%	8.1%
Madison County	2022	8.8%	18.0%	7.3%	7.5%

Infant Mortality Rate (per 1,000 Live Births)

	YEAR	OVERALL	BLACK	LATINX	WHITE
UNITED STATES	2022	5.5	11.1	5.1	4.4
MISSOURI	2022	6.0	11.8	5.2	5.0
St. Louis City	2022	8.9	13.4	5.1	5.0
St. Louis County	2022	5.9	10.9	4.0	3.3
St. Charles County	2022	5.1	12.2	*	4.5
ILLINOIS	2022	5.7	11.8	5.5	3.9
St. Clair County	2022	8.7	*	*	*
Madison County	2022	5.8	*	*	*

Data Notes

DATA SOURCE

Data for these tables came from:

US: Centers for Disease Control and Prevention.

MO: Missouri Department of Health & Senior Services. Bureau of Health Care Analysis and Data Dissemination. Data request. 2022 data.

IL: Illinois Department of Public Health. Freedom of Information Act request. 2022 data.

**No Data Available.*

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. There are significant maternal and infant health disparities across birth outcomes.

Differences in health insurance coverage and access to care play a role in driving worse maternal and infant health outcomes for people of color.[1] However, inequities in broader social and economic factors and structural and systemic racism and discrimination are primary drivers for maternal and infant health. Notably, disparities in maternal and infant health persist even when controlling for certain underlying social and economic factors, such as education and income, pointing to the roles racism and discrimination play in driving disparities.[2] To give every child the best start in life it is imperative that all women have access to comprehensive, affordable preconception and prenatal care.

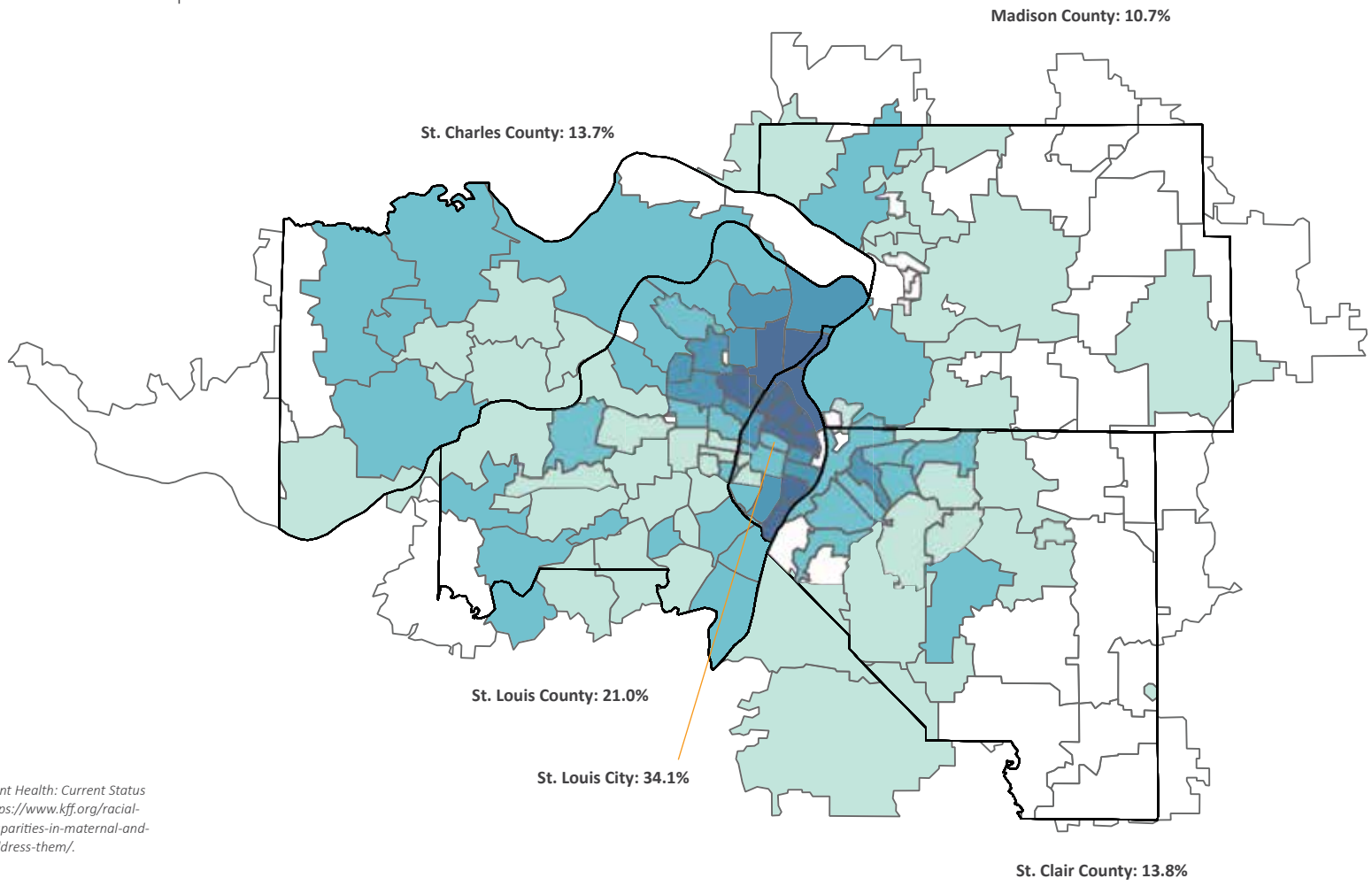
LEGEND

- 0.0 – 13.3%
- 13.4 – 26.7%
- 26.8 – 40.0%
- 40.1 – 53.3%

White areas indicate no data available.

COMPARATIVE DATA

- US: 17.5%
- Missouri: 20.0%
- Illinois: 10.9%



[1,2]KFF. "Racial Disparities in Maternal and Infant Health: Current Status and Efforts to Address Them." Accessed at https://www.kff.org/racial-equity-and-health-policy/issue-brief/racial-disparities-in-maternal-and-infant-health-current-status-and-efforts-to-address-them/.

Percent of Babies Born with Inadequate Prenatal Care

ZIP	% Inadqt. Care	ZIP	% Inadqt. Care	ZIP	% Inadqt. Care	ZIP	% Inadqt. Care	ZIP	% Inadqt. Care	ZIP	% Inadqt. Care
†62001	*	†62090	*	†62255	*	63034	26.2	63114	39.3	63137	40.7
62002	14.2	62095	6.4	†62257	*	63038	26.5	63115	51.2	63138	35.1
62010	7.3	62097	*	62258	*	63040	11.4	63116	36.3	63139	12.1
62012	*	62201	24.3	62260	0.0	63042	25.5	63117	8.5	†63140	*
62018	*	62203	25.9	62264	*	63043	16.3	63118	42.2	63141	12.4
†62021	0.0	62204	22.2	62265	*	63044	26.6	63119	8.7	63143	18.4
62024	12.2	62205	30.9	62269	10.6	63049	0.0	63120	43.5	63144	5.7
62025	8.1	62206	26.1	62275	*	63069	*	63121	41.2	63146	11.0
62034	7.9	62207	26.5	62281	*	63074	27.4	63122	6.5	63147	40.5
62035	5.7	62208	9.3	†62282	0.0	63088	13.4	63123	15.6	63301	16.5
62040	18.9	62220	14.1	62285	12.8	†63101	40.6	63124	12.8	63303	12.7
†62046	*	62221	10.6	†62289	*	†63102	*	63125	19.4	63304	11.5
62048	*	62223	6.8	62293	*	63103	32.2	63126	8.3	63332	8.0
†62058	*	62225	10.6	62294	*	63104	29.9	63127	15.2	63341	24.1
†62059	*	62226	10.8	62298	4.5	63105	13.0	63128	11.5	63348	*
62060	12.5	62232	18.5	63005	12.7	63106	50.7	63129	15.5	63357	*
62061	*	62234	12.3	63011	12.4	63107	47.2	63130	17.6	63366	17.0
62062	*	62236	8.6	63017	14.2	63108	24.7	63131	9.0	63367	14.8
62067	*	62239	22.4	63021	12.5	63109	13.5	63132	17.5	63368	12.4
62074	*	62240	*	63025	16.0	63110	18.9	63133	33.3	†63373	*
62084	*	62243	*	63026	11.1	63111	53.3	63134	34.9	63376	11.1
62087	*	62249	8.0	63031	22.9	63112	34.5	63135	36.4	63385	13.4
62088	*	62254	*	63033	27.1	63113	42.2	63136	41.7	†63386	*

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 Department of Public Health defines inadequate prenatal care as care beginning in the third trimester of pregnancy.)

DATA SOURCE

MO: Missouri Department of Health & Senior Services. Bureau of Health Care Analysis and Data Dissemination. Data request. 2022 data.

IL: Illinois Department of Public Health. Freedom of Information Act request. 2022 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

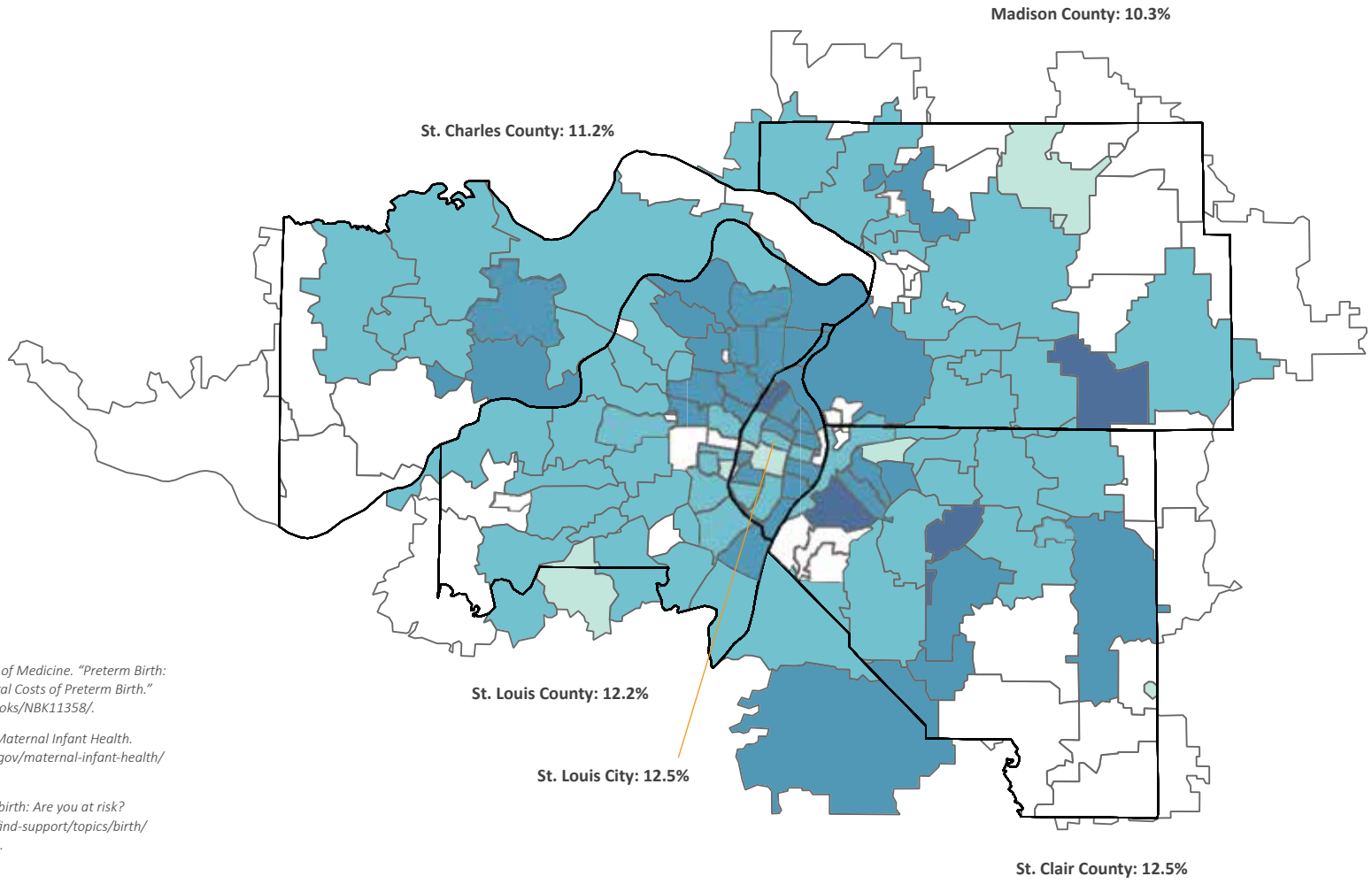
Data were suppressed for ZIP codes with fewer than five births and/or five occurrences in accordance with state data suppression policies.

**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.[1] 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 much higher than every other race and ethnicity.[2] However, it is likely that genetic, societal, 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.[3] These factors, along with the inequity in birth outcomes, should be considered when discussing strategies to improve birth outcomes throughout the region.



LEGEND

- 0.0 – 6.3%
- 6.4 – 12.5%
- 12.6 – 18.8%
- 18.9 – 25.0%

White areas indicate no data available.

COMPARATIVE DATA

- US: 10.4%
- Missouri: 11.3%
- Illinois: 10.6%

[1]National Institute of Health. National Library of Medicine. "Preterm Birth: Causes, Consequences, and Prevention. Societal Costs of Preterm Birth." Accessed at https://www.ncbi.nlm.nih.gov/books/NBK11358/.

[2]Centers for Disease Control and Prevention. Maternal Infant Health. Preterm Births. Accessed at https://www.cdc.gov/maternal-infant-health/preterm-birth/index.html.

[3]March of Dimes. Preterm labor and preterm birth: Are you at risk? Accessed at https://www.marchofdimes.org/find-support/topics/birth/preterm-labor-and-preterm-birth-are-you-risk.

Percent of Babies Born Preterm

ZIP	% Preterm	ZIP	% Preterm	ZIP	% Preterm	ZIP	% Preterm	ZIP	% Preterm	ZIP	% Preterm
†62001	*	†62090	*	†62255	*	63034	10.8	63114	16.2	63137	18.6
62002	10.3	62095	10.4	†62257	*	63038	*	63115	18.7	63138	17.4
62010	14.6	62097	0.0	62258	13.3	63040	*	63116	8.4	63139	14.0
62012	*	62201	11.4	62260	10.5	63042	17.5	63117	9.6	†63140	*
62018	*	62203	15.5	62264	*	63043	12.4	63118	13.1	63141	7.1
†62021	*	62204	0.0	62265	*	63044	12.1	63119	9.6	63143	5.8
62024	7.3	62205	14.7	62269	11.4	63049	0.0	63120	19.6	63144	9.0
62025	6.7	62206	20.1	62275	*	63069	*	63121	14.4	63146	10.0
62034	6.4	62207	16.7	62281	25.0	63074	8.4	63122	8.6	63147	16.2
62035	8.9	62208	9.3	†62282	0.0	63088	8.2	63123	11.1	63301	12.4
62040	12.7	62220	15.8	62285	12.8	†63101	18.8	63124	*	63303	10.1
†62046	0.0	62221	9.7	†62289	*	†63102	*	63125	13.3	63304	12.5
62048	*	62223	6.8	62293	*	63103	10.2	63126	11.2	63332	*
†62058	*	62225	6.7	62294	8.4	63104	13.7	63127	*	63341	*
†62059	*	62226	19.5	62298	16.1	63105	*	63128	9.1	63348	*
62060	*	62232	9.2	63005	7.9	63106	16.4	63129	10.9	63357	*
62061	*	62234	11.1	63011	8.9	63107	17.0	63130	12.1	63366	10.2
62062	9.2	62236	12.1	63017	8.0	63108	11.1	63131	12.0	63367	8.9
62067	*	62239	*	63021	10.7	63109	10.7	63132	15.4	63368	9.4
62074	*	62240	*	63025	6.9	63110	6.3	63133	16.0	†63373	*
62084	*	62243	*	63026	12.0	63111	12.5	63134	13.4	63376	13.2
62087	*	62249	9.2	63031	14.0	63112	11.5	63135	16.8	63385	11.6
62088	*	62254	11.3	63033	17.4	63113	13.3	63136	17.1	†63386	*

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. Bureau of Health Care Analysis and Data Dissemination. Data request. 2022 data.

IL: Illinois Department of Public Health. Freedom of Information Act request. 2022 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 were suppressed for ZIP codes with fewer than five births and/or five occurrences in accordance with state data suppression policies.

**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

While some babies born with low birthweight are born healthy, many infants born with a low birthweight are at an increased risk of many health conditions, as well as an increased rate of infant mortality.[1] 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, affecting everything from their kindergarten readiness to high school completion. Babies who are born weighing too little may be more likely to have certain health conditions later in life, including: diabetes, heart disease, high blood pressure and have an increased chance of having a school-age learning disability.[2] The most effective way to reduce the number of infants born with low birthweight is to focus on preventative measures such as ensuring all woman 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.[3]

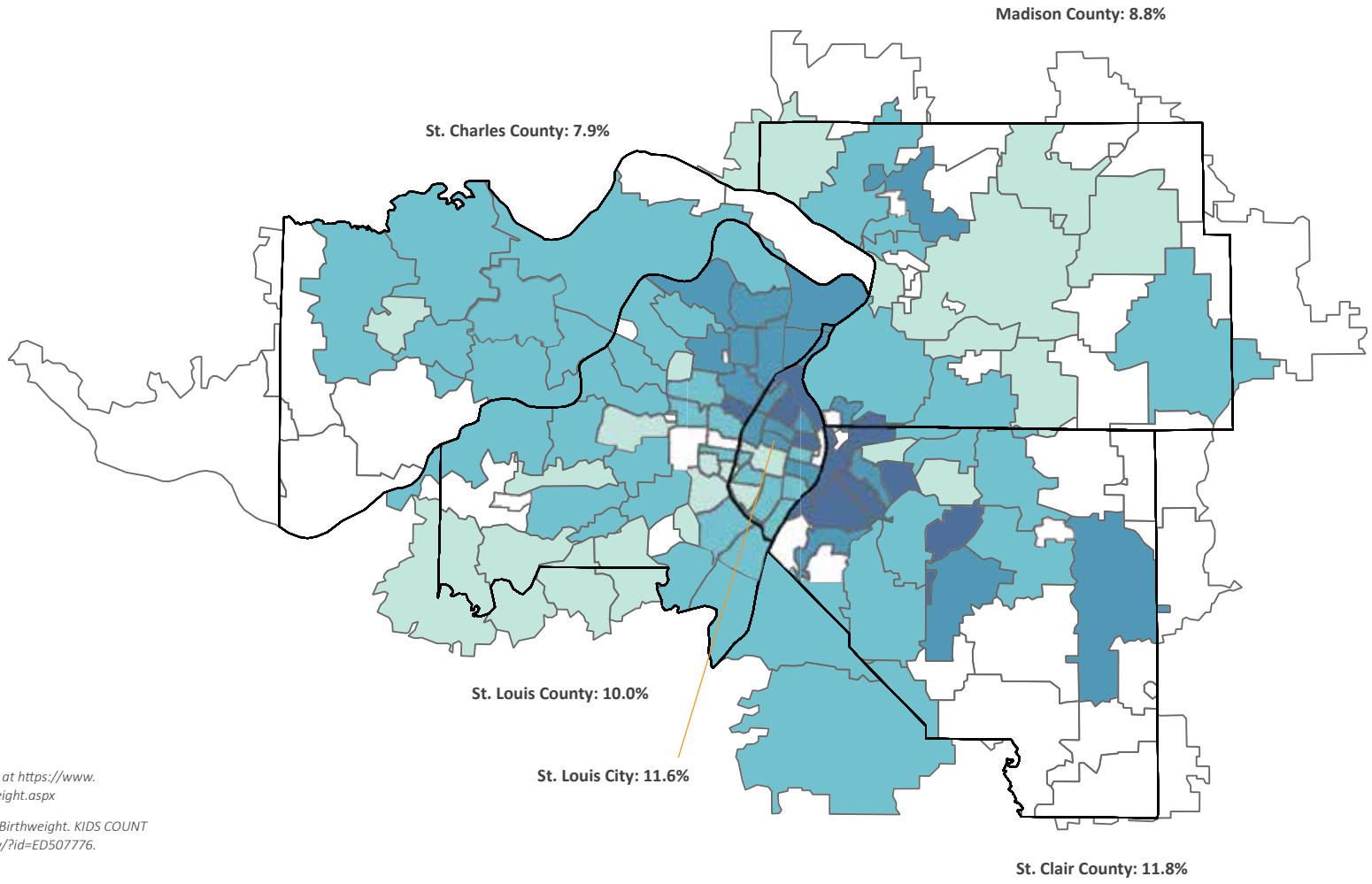
LEGEND

- 0.0 – 6.2%
- 6.3 – 12.4%
- 12.5 – 18.5%
- 18.6 – 24.7%

White areas indicate no data available.

COMPARATIVE DATA

- US: 8.6%
- Missouri: 9.1%
- Illinois: 8.6%



[1,2] *March of Dimes. Low Birthweight. Accessed at https://www.marchofdimes.org/complications/low-birthweight.aspx*

[3] *Shore, B. & Shore, R. (2009). Preventing Low Birthweight. KIDS COUNT Indicator Brief. Accessed at https://eric.ed.gov/?id=ED507776.*

Percent of Babies Born with Low Birthweight

ZIP	% Low BW
†62001	0.0
62002	10.3
62010	13.8
62012	*
62018	*
†62021	*
62024	12.2
62025	5.4
62034	4.3
62035	4.4
62040	11.7
†62046	0.0
62048	0.0
†62058	*
†62059	*
62060	14.6
62061	*
62062	*
62067	*
62074	*
62084	*
62087	*
62088	*

ZIP	% Low BW
†62090	*
62095	9.6
62097	0.0
62201	18.6
62203	24.1
62204	0.0
62205	13.2
62206	19.6
62207	23.5
62208	5.3
62220	13.0
62221	7.4
62223	6.8
62225	*
62226	20.3
62232	9.2
62234	10.5
62236	8.6
62239	14.3
62240	*
62243	*
62249	6.3
62254	*

ZIP	% Low BW
†62255	*
†62257	*
62258	14.7
62260	10.5
62264	*
62265	*
62269	8.3
62275	*
62281	*
†62282	*
62285	*
†62289	*
62293	*
62294	5.2
62298	7.7
63005	7.1
63011	5.9
63017	8.7
63021	7.0
63025	4.6
63026	5.8
63031	12.6
63033	13.9

ZIP	% Low BW
63034	12.3
63038	*
63040	*
63042	11.2
63043	9.5
63044	8.9
63049	0.0
63069	0.0
63074	5.6
63088	9.3
†63101	*
†63102	*
63103	11.9
63104	14.2
63105	*
63106	22.1
63107	15.1
63108	12.6
63109	6.0
63110	5.8
63111	10.7
63112	13.8
63113	14.8

ZIP	% Low BW
63114	11.3
63115	20.5
63116	7.1
63117	6.4
63118	10.6
63119	5.1
63120	18.5
63121	16.0
63122	6.9
63123	10.2
63124	*
63125	11.0
63126	4.7
63127	*
63128	6.7
63129	7.3
63130	7.2
63131	8.3
63132	11.2
63133	24.7
63134	12.9
63135	15.4
63136	17.0

ZIP	% Low BW
63137	18.2
63138	17.0
63139	9.1
†63140	*
63141	4.7
63143	5.8
63144	4.9
63146	10.8
63147	18.9
63301	10.3
63303	6.3
63304	8.5
63332	*
63341	*
63348	*
63357	*
63366	7.3
63367	5.2
63368	7.0
†63373	*
63376	8.1
63385	9.1
†63386	*

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. Bureau of Health Care Analysis and Data Dissemination. Data request. 2022 data.

IL: Illinois Department of Public Health. Freedom of Information Act request. 2022 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 were suppressed for ZIP codes with fewer than five births and/or five occurrences in accordance with state data suppression policies.

**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 (IMR) 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, significant disparities exist in infant mortality rates by race and ethnicity, with the mortality rate for Black infants being more than twice that of white infants.[1] Black women specifically have unique health needs resulting from their experiences with both racism and sexism, and their health must be supported holistically—before, during, and after pregnancy—so they and their infants can live full, healthy lives.[2] It is critical that these disparities in infant mortality rates, as well as the underlying factors that inequitably effect different segments of a community, be considered when initiatives and policies aimed at reducing the Infant Mortality Rate are implemented.

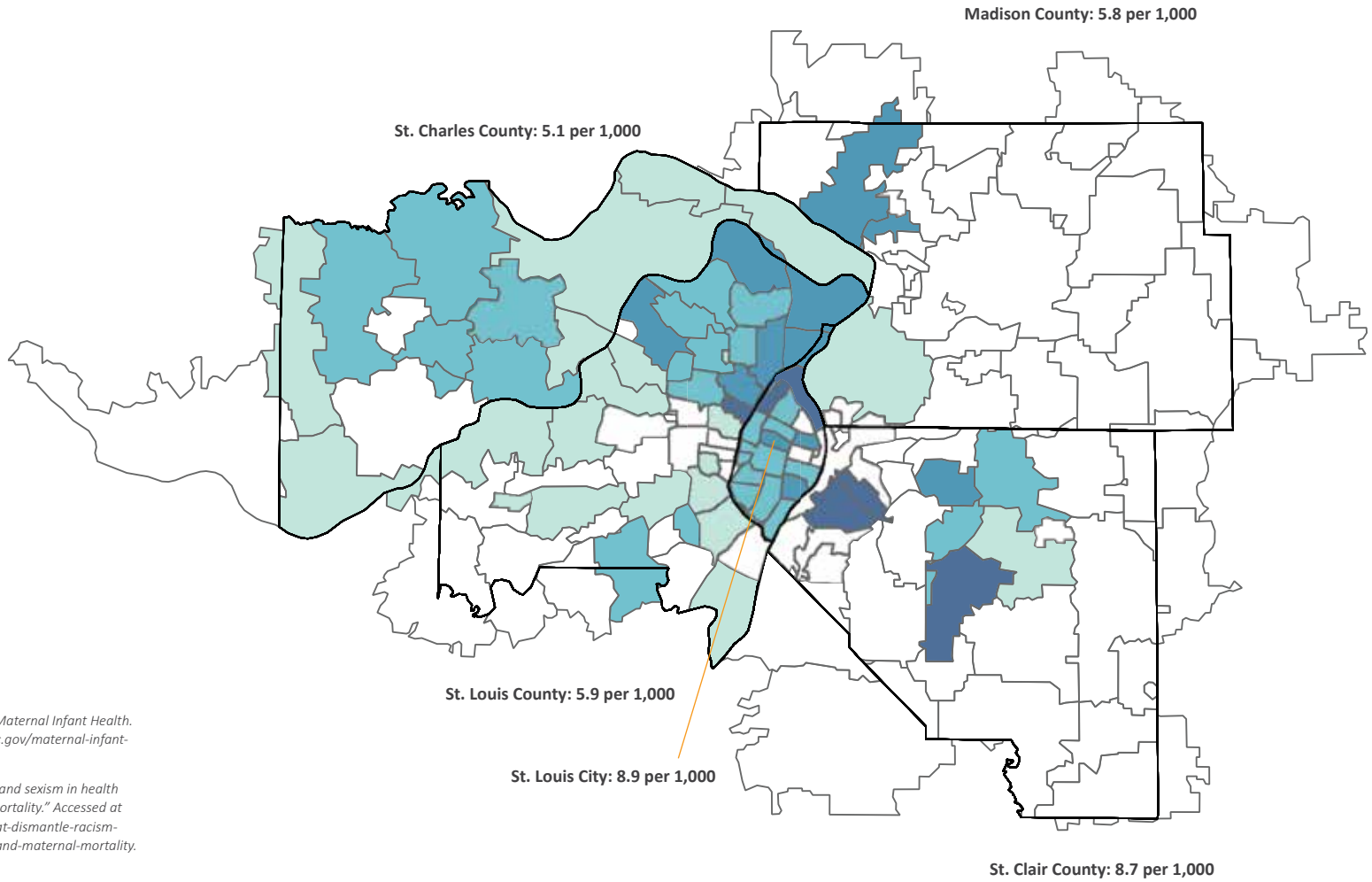
LEGEND

- 0.0 – 4.7
- 4.8 – 9.4
- 9.5 – 14.1
- 14.2 – 18.8

White areas indicate no data available.

COMPARATIVE DATA

- US: 5.5 per 1,000
- Missouri: 6.0 per 1,000
- Illinois: 5.7 per 1,000



[1]*Centers for Disease Control and Prevention. Maternal Infant Health. Infant Mortality. Accessed at https://www.cdc.gov/maternal-infant-health/infant-mortality/index.html.*

[2]*Child Trends. "Policies that dismantle racism and sexism in health care may reduce Black infant and maternal mortality." Accessed at https://www.childtrends.org/blog/policies-that-dismantle-racism-sexism-health-care-may-reduce-black-infant-and-maternal-mortality.*

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

ZIP	IMR	ZIP	IMR	ZIP	IMR	ZIP	IMR	ZIP	IMR	ZIP	IMR
†62001	*	†62090	*	†62255	*	63034	13.0	63114	9.2	63137	12.1
62002	11.3	62095	*	†62257	*	63038	*	63115	9.4	63138	11.5
62010	*	62097	*	62258	*	63040	0.0	63116	4.8	63139	6.7
62012	*	62201	*	62260	*	63042	9.1	63117	*	†63140	0.0
62018	*	62203	*	62264	*	63043	4.3	63118	12.9	63141	*
†62021	*	62204	*	62265	*	63044	12.8	63119	3.3	63143	*
62024	12.6	62205	*	62269	5.4	63049	*	63120	15.7	63144	0.0
62025	*	62206	18.2	62275	*	63069	*	63121	13.4	63146	3.8
62034	*	62207	18.8	62281	*	63074	7.1	63122	3.2	63147	18.1
62035	*	62208	10.7	†62282	*	63088	*	63123	4.7	63301	4.5
62040	3.8	62220	14.4	62285	*	†63101	*	63124	*	63303	4.0
†62046	*	62221	3.6	†62289	*	†63102	*	63125	*	63304	5.2
62048	*	62223	*	62293	*	63103	*	63126	6.8	63332	0.0
†62058	*	62225	*	62294	*	63104	7.4	63127	*	63341	*
†62059	*	62226	8.2	62298	*	63105	*	63128	*	63348	0.0
62060	*	62232	*	63005	0.0	63106	11.7	63129	2.6	63357	*
62061	*	62234	*	63011	*	63107	*	63130	3.3	63366	5.0
62062	*	62236	*	63017	3.9	63108	10.5	63131	*	63367	*
62067	*	62239	*	63021	2.0	63109	5.4	63132	*	63368	6.7
62074	*	62240	*	63025	*	63110	7.9	63133	18.5	†63373	0.0
62084	*	62243	*	63026	6.1	63111	7.4	63134	6.9	63376	5.1
62087	*	62249	*	63031	5.8	63112	8.7	63135	8.4	63385	6.3
62088	*	62254	*	63033	7.4	63113	8.3	63136	12.7	†63386	0.0

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. Bureau of Health Care Analysis and Data Dissemination. Data request. 2018-2022 data.

IL: Illinois Department of Public Health. Freedom of Information Act request. 2018-2022 data.

CALCULATION

([Number of infant deaths X 1,000]/Total number of live births). Calculations made by Vision for Children at Risk.

NOTE

Data were suppressed for ZIP codes with fewer than five infant births and/or five 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 Under Age 6 without Health Insurance

Importance of this Indicator

Access to affordable health care can influence children's physical and emotional health, as well as influence their capacity to reach their full potential as adults. Health care coverage 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 insurance experience higher educational attainment and other positive long-term outcomes. Health coverage strongly promotes high school and college completion, leading to employment and economic success.[1] However, insurance coverage by itself does not guarantee that children will receive appropriate and timely care. Multiple barriers may inhibit access to care, including time constraints, out-of-pocket costs, possible lost wages, transportation availability, the supply of providers who accept a child's insurance plan, and actual or perceived prejudice (on the basis of race/ethnicity or income, for example).[2] 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 programs and policies that maintain this high rate of coverage, that bring down the cost of health care, and that address the other barriers that inhibit access to care.

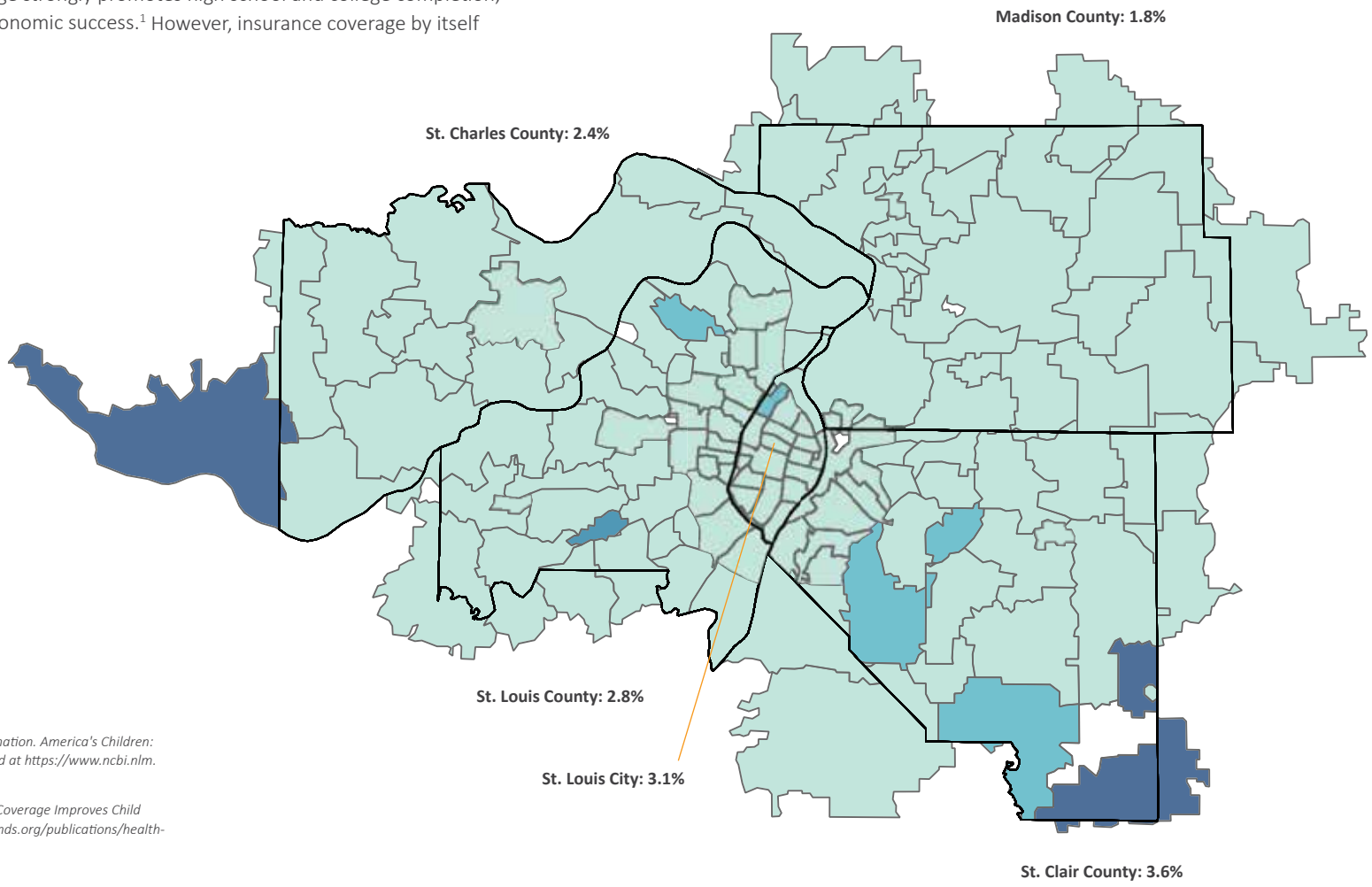
LEGEND

- 0.0 – 9.4%
- 9.5 – 18.8%
- 18.9 – 28.1%
- 28.2 – 37.5%

White areas indicate no data available.

COMPARATIVE DATA

- US: 4.4%
- Missouri: 5.9%
- Illinois: 2.8%



[1]*The National Center for Biotechnology Information. America's Children: Health Insurance and Access to Care. Accessed at https://www.ncbi.nlm.nih.gov/books/NBK230385/.*

[2]*Child Trends. Publications. Health Insurance Coverage Improves Child Well-Being. Accessed at https://www.childtrends.org/publications/health-insurance-coverage-improves-child-well/.*

Percent of Children Under Age 6 without Health Insurance

ZIP	% Uninsured	ZIP	% Uninsured	ZIP	% Uninsured	ZIP	% Uninsured	ZIP	% Uninsured	ZIP	% Uninsured
†62001	0.0	†62090	0.0	†62255	*	63034	0.0	63114	2.2	63137	0.0
62002	2.6	62095	5.3	†62257	37.5	63038	2.0	63115	0.9	63138	0.0
62010	0.0	62097	0.0	62258	1.4	63040	7.3	63116	5.4	63139	0.7
62012	0.0	62201	2.9	62260	15.0	63042	15.2	63117	0.0	†63140	0.0
62018	0.0	62203	0.0	62264	10.1	63043	6.8	63118	2.1	63141	0.0
†62021	0.0	62204	0.0	62265	0.0	63044	4.5	63119	1.1	63143	5.0
62024	0.0	62205	0.0	62269	2.4	63049	3.5	63120	12.4	63144	2.4
62025	2.7	62206	0.7	62275	3.7	63069	4.9	63121	1.2	63146	0.4
62034	5.2	62207	5.1	62281	0.0	63074	7.7	63122	0.1	63147	0.0
62035	0.0	62208	0.0	†62282	0.0	63088	18.9	63123	1.6	63301	1.4
62040	1.6	62220	2.9	62285	0.0	†63101	0.0	63124	0.0	63303	4.2
†62046	0.0	62221	1.0	†62289	0.0	†63102	0.0	63125	1.1	63304	0.0
62048	0.0	62223	0.0	62293	1.9	63103	0.0	63126	3.5	63332	0.0
†62058	0.0	62225	0.0	62294	0.0	63104	4.0	63127	0.0	63341	0.0
†62059	0.0	62226	12.3	62298	0.0	63105	0.0	63128	0.0	63348	0.0
62060	8.6	62232	0.0	63005	1.6	63106	7.5	63129	0.4	63357	37.1
62061	0.0	62234	2.7	63011	0.0	63107	9.2	63130	8.3	63366	1.0
62062	6.0	62236	0.0	63017	0.3	63108	0.0	63131	0.7	63367	0.0
62067	0.0	62239	0.0	63021	0.7	63109	0.0	63132	0.0	63368	4.2
62074	0.0	62240	0.7	63025	2.0	63110	0.6	63133	8.1	†63373	0.0
62084	5.8	62243	5.6	63026	1.5	63111	1.0	63134	8.3	63376	2.5
62087	0.0	62249	1.5	63031	5.1	63112	4.5	63135	7.3	63385	4.0
62088	0.0	62254	5.6	63033	4.1	63113	6.0	63136	7.3	†63386	0.0

Data Notes

DEFINITION

The percentage of children under age six without health insurance.

DATA SOURCE

United States Census Bureau. American Community Survey. ACS Selected Characteristics of Health Insurance Coverage in the United States. ACS 5-Year Estimates Data Profiles: 2022. Table: S2701. Accessed at https://data.census.gov/.

CALCULATION

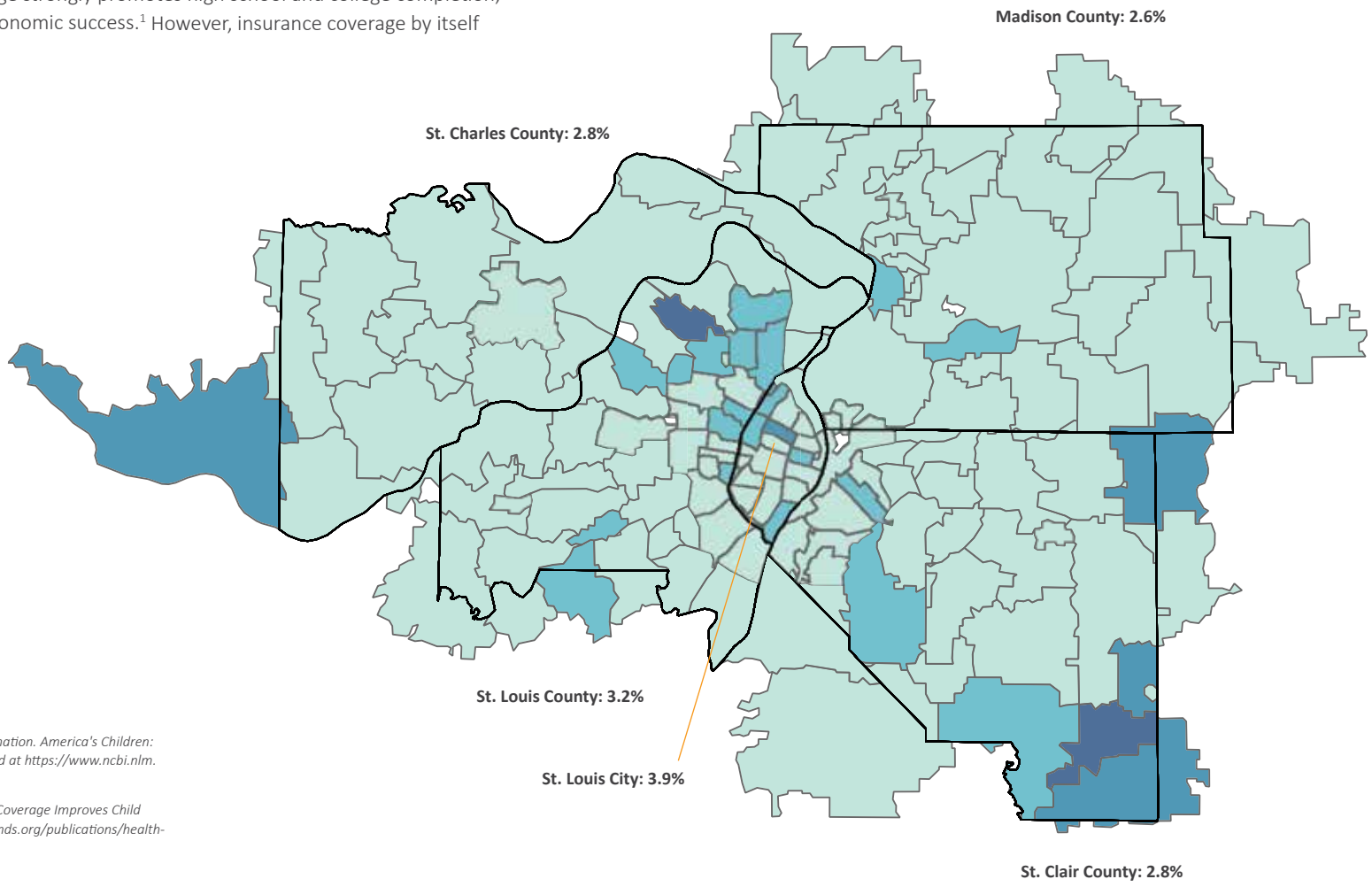
(Number of children under age 6 with no health insurance/Total number of children under 6) X 100. Calculations made by Vision for Children at Risk.

**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 19 without Health Insurance

Importance of this Indicator

Access to affordable health care can influence children's physical and emotional health, as well as influence their capacity to reach their full potential as adults. Health care coverage 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 insurance experience higher educational attainment and other positive long-term outcomes. Health coverage strongly promotes high school and college completion, leading to employment and economic success.[1] However, insurance coverage by itself does not guarantee that children will receive appropriate and timely care. Multiple barriers may inhibit access to care, including time constraints, out-of-pocket costs, possible lost wages, transportation availability, the supply of providers who accept a child's insurance plan, and actual or perceived prejudice (on the basis of race/ethnicity or income, for example).[2] 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 programs and policies that maintain this high rate of coverage, that bring down the cost of health care, and that address the other barriers that inhibit access to care.



LEGEND

- 0.0 – 5.1%
- 5.2 – 10.2%
- 10.3 – 15.2%
- 15.3 – 20.3%

White areas indicate no data available.

COMPARATIVE DATA

- US: 5.3%
- Missouri: 6.2%
- Illinois: 3.4%

[1]*The National Center for Biotechnology Information. America's Children: Health Insurance and Access to Care. Accessed at https://www.ncbi.nlm.nih.gov/books/NBK230385/.*

[2]*Child Trends. Publications. Health Insurance Coverage Improves Child Well-Being. Accessed at https://www.childtrends.org/publications/health-insurance-coverage-improves-child-well/.*

Percent of Children Under Age 19 without Health Insurance

ZIP	% Uninsured	ZIP	% Uninsured	ZIP	% Uninsured	ZIP	% Uninsured	ZIP	% Uninsured	ZIP	% Uninsured
†62001	0.0	†62090	0.0	†62255	20.3	63034	0.3	63114	4.7	63137	1.4
62002	2.9	62095	2.0	†62257	11.1	63038	3.0	63115	3.1	63138	2.5
62010	0.0	62097	0.0	62258	4.1	63040	4.4	63116	4.0	63139	0.5
62012	0.0	62201	0.9	62260	7.2	63042	17.4	63117	1.7	†63140	3.4
62018	0.0	62203	3.7	62264	7.5	63043	5.3	63118	2.7	63141	1.4
†62021	0.0	62204	1.1	62265	4.7	63044	4.8	63119	1.2	63143	7.5
62024	1.5	62205	0.0	62269	2.8	63049	9.1	63120	6.1	63144	2.7
62025	2.6	62206	1.1	62275	3.8	63069	3.1	63121	3.6	63146	1.6
62034	7.8	62207	7.6	62281	0.8	63074	6.2	63122	0.9	63147	1.0
62035	0.2	62208	0.2	†62282	0.0	63088	8.7	63123	2.1	63301	2.3
62040	3.2	62220	2.1	62285	2.2	†63101	0.0	63124	0.0	63303	3.1
†62046	0.0	62221	4.4	†62289	0.0	†63102	0.0	63125	1.8	63304	1.9
62048	10.0	62223	1.0	62293	10.8	63103	7.6	63126	4.5	63332	0.0
†62058	1.8	62225	0.5	62294	2.6	63104	2.3	63127	2.4	63341	0.0
†62059	0.0	62226	3.5	62298	1.5	63105	1.9	63128	1.3	63348	0.0
62060	2.5	62232	1.3	63005	2.7	63106	3.9	63129	0.7	63357	11.6
62061	0.6	62234	2.6	63011	2.2	63107	3.8	63130	7.0	63366	3.5
62062	3.8	62236	0.0	63017	1.0	63108	1.5	63131	0.4	63367	1.0
62067	3.3	62239	0.0	63021	2.8	63109	0.6	63132	0.0	63368	4.0
62074	2.2	62240	0.6	63025	0.7	63110	0.2	63133	5.6	†63373	4.0
62084	3.6	62243	1.8	63026	4.0	63111	7.6	63134	7.3	63376	3.1
62087	4.3	62249	2.1	63031	4.9	63112	9.3	63135	6.7	63385	3.5
62088	0.0	62254	1.7	63033	5.3	63113	10.5	63136	5.5	†63386	1.5

Data Notes

DEFINITION

The percentage of children under age 19 without health insurance.

DATA SOURCE

United States Census Bureau. American Community Survey. ACS Selected Characteristics of Health Insurance Coverage in the United States. ACS 5-Year Estimates Data Profiles: 2022. Table: S2701. Accessed at https://data.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

Community Voice › Early Childhood Development

It is important for the broader community to know that in the high poverty areas of St. Louis, you don't have many choices for quality early childhood options. Even with the state-run programs, the best performing locations are in South City. Another challenge is that many of the quality programs have limited space and a waiting list. If we want children to be kindergarten ready and to improve child well-being outcomes, we need to change the early childhood system.

We shouldn't be ok with the systems that run low quality centers. The quality of the curriculum needs to change. We need to pay early childhood teachers and staff higher wages. We should use data, like the data in this section, to help guide the size and location of the facilities in order to meet the enrollment needs of the community. For me, serving on the Policy Council at my child's child care center allows my voice to be heard and for me as a parent to assist in strengthening the program. We all must find ways to make our voices heard and to change this system. This is how we will give more children opportunities to thrive in the first 5 years of life.

Mia Daugherty, Family Engagement Specialist
Vision for Children at Risk

Enter an early childhood classroom and you will hear children singing. Many of their songs are filled with messages of hope and sharing. Their young voices can help each one of us reflect on our own values and actions with regard to equity for ALL children. My favorite is:

"It's mine but you can have some,
With you I'd like to share it.
'Cause if I share it with you,
You'll have some too."

These simple thoughts and actions become a foundation for learning life lessons of belonging and caring for others. Research and personal experience tell us that empathy and caring are present in the youngest of infants and toddlers. Families and childcare providers nurture these qualities in the routines of a child's day. However, it is apparent that long standing principles of "sharing the wealth" have been derailed for many children and their families. The availability and affordability of quality care for children, from both the healthcare and childcare perspectives, has become a gaping divide of critical opportunities in our region. During the aftermath of the Covid Pandemic, the situation has only worsened. As you will read in the data reports of this publication, the zip code areas where children and families live in poverty are the same areas most desperately in need of additional, affordable quality resources. How can we thrive as a region while so many of our children and families are living in poverty? We belong to each other in this world, inclusive of our differences of culture, race, politics, lifestyles, and circumstances of life. Our children are counting on us to take action: "It's mine but you can have some" is a way forward toward equity. Enriching the lives of others has a clear ripple effect of enriching our own lives in the process. We must have hope and we must take action to enable quality opportunities for the safe and nurturing care of each other's children, not just our own.

How can we do better? Appreciate and respect the passion with which families approach the dreams they have for their children. The early childhood years are the foundation for those dreams. As a community we must do better in addressing the disparities and inequities that confront us in the data of this publication, naming the contributing factors that stand in the way of our children's development and wellbeing.

Our region has seen the promising emergence, and at times demise, of worthwhile projects, committees, and groups focused on the needs of healthy child development. Over the years, ongoing funding remains a key issue for sustaining deserving efforts to meet the needs of children of all abilities, zip codes and ethnicities. Many of our region's zip codes are racially segregated to the point of isolation from each other resulting in isolation from quality supports and opportunities. Thankfully, I have seen a trend over 35 years in this field that offers hope and direction. During the '80's, '90's and early 2000's, early childhood providers were very competitive in identifying and offering services to families with children. In more recent years, we have enjoyed the shared successes of collaboration. The emphasis has shifted from a territorial mindset of "Let us do it all for you" to a community-based model of referrals and partnerships designed to truly listen to the voices of families and work towards a common goal of options for families to consider. We now have thriving partnerships in our region making the best use of their individual skills while encouraging the family to be the leader and decision maker of their child's team and future. This family-centered, collaborative approach is a way of supporting families and all children where they are and assisting them in going where they want to be.

We must have hope and we must take action to enable quality opportunities for the safe and nurturing care of each other's children, not just our own.

True, not every entity is on board with this philosophy, but change is coming from the dedicated groups and families who are leading us forward. We can provide more than hope for the future. We can take action and speak up for policy changes, advocate for training and funding for your teachers, reach out and support another family, welcome children of all abilities into your child's circle of friends, actively participate in neighborhood safety groups, join a parent committee that reflects your concerns and values, and of course vote! In these instances, children are the beneficiaries of more equitable quality experiences and supports.

Let's enable our children to experience a promising future, "cause if I share it with you, you'll have some too."

Kate Hannon, Senior Consultant
Belle Children's Services of St. Louis Arc

Focus on Equity

Early Childhood Development

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.[1] 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.[2]

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 children and families 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.

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 equity, access, affordability, and quality.

However, just as the early childhood system is complex so are the data. These indicators need to be considered in relation to other demographic indicators in this report such as the child population, 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.

[1]Center on the Developing Child. Harvard University. "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/.

[2]Heckman. The economics of human potential. Accessed at https://heckmanequation.org/.

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

	YEAR	OVERALL	BLACK	WHITE
UNITED STATES	2022	45.6%	*	*
MISSOURI	2022	43.6%	*	*
St. Louis City	2022	50.6%	28.6%	61.5%
St. Louis County	2022	57.1%	44.1%	62.3%
St. Charles County	2022	53.9%	*	*
ILLINOIS	2022	51.9%	*	*
St. Clair	2022	56.3%	50.1%	55.6%
Madison County	2022	61.8%	*	*

Data Notes

SOURCE

United States Census Bureau. American Community Survey.
ACS School Enrollment. ACS 5-Year Estimates Data Profiles: 2022.
Table: S1401. Accessed at https://data.census.gov/.

NOTE

In order to estimate the "Percent of Children (ages 3-4) Enrolled in a Pre-Kindergarten Program" for Black children vs. white children ZIP codes were assigned a majority status based on the racial makeup of each ZIP code. ZIP codes in which there was no racial majority were omitted.

**No Data Available.*

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. Almost two-thirds of parents with infants and/or toddlers that experience child care struggles report being late for work or leaving work early, and more than half report being distracted at work or missing full days of work. Further, an overwhelming 85 percent of primary caregivers said problems with child care hurt their efforts or time commitment at work.[1] Analyses indicate that working families lose $78 billion per year in forgone earnings due to child care challenges. Meanwhile, productivity problems cause employers to lose $23 billion annually and taxpayers, in turn, lose $21 billion each year in lower federal and state/local tax revenue due to child care challenges faced by their workforce.[2] 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 St. Louis region.

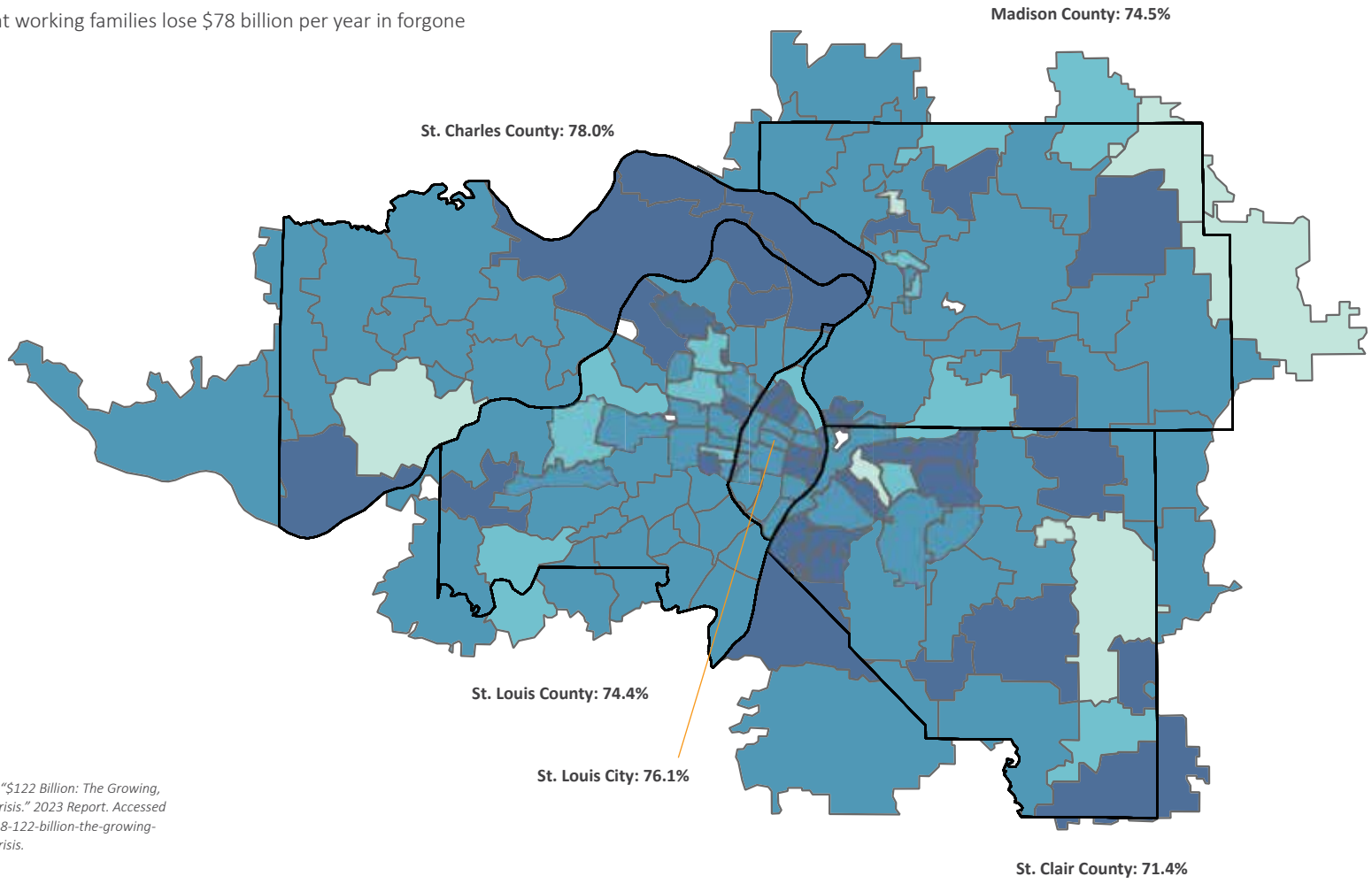
LEGEND

- 28.3 – 46.2%
- 46.3 – 64.2%
- 64.3 – 82.1%
- 82.2 – 100.0%

White areas indicate no data available.

COMPARATIVE DATA

- US: 67.3%
- Missouri: 70.6%
- Illinois: 70.7%



[1,2]Council for a Strong America. ReadyNation. "$122 Billion: The Growing, Annual Cost of the Infant-Toddler Child Care Crisis." 2023 Report. Accessed at https://www.strongnation.org/articles/2038-122-billion-the-growing-annual-cost-of-the-infant-toddler-child-care-crisis.

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

ZIP	% Workforce	ZIP	% Workforce	ZIP	% Workforce	ZIP	% Workforce	ZIP	% Workforce	ZIP	% Workforce
†62001	90.4	†62090	100.0	†62255	54.1	63034	85.2	63114	63.2	63137	80.4
62002	76.5	62095	73.0	†62257	100.0	63038	91.7	63115	89.0	63138	87.2
62010	79.6	62097	75.8	62258	45.1	63040	67.9	63116	77.7	63139	77.7
62012	75.8	62201	76.9	62260	68.7	63042	84.9	63117	61.3	†63140	100.0
62018	35.2	62203	51.5	62264	68.7	63043	74.6	63118	74.6	63141	76.9
†62021	62.2	62204	85.9	62265	75.3	63044	90.3	63119	80.4	63143	69.0
62024	88.1	62205	42.1	62269	68.1	63049	72.0	63120	88.8	63144	98.7
62025	76.1	62206	71.5	62275	39.7	63069	78.3	63121	79.0	63146	58.3
62034	80.1	62207	87.8	62281	74.9	63074	80.8	63122	75.5	63147	58.6
62035	76.9	62208	82.3	†62282	81.0	63088	70.6	63123	78.5	63301	84.3
62040	65.0	62220	75.4	62285	100.0	†63101	100.0	63124	79.4	63303	73.3
†62046	82.1	62221	69.6	†62289	100.0	†63102	100.0	63125	75.5	63304	72.3
62048	68.4	62223	77.0	62293	78.2	63103	100.0	63126	81.8	63332	97.4
†62058	34.3	62225	41.1	62294	86.1	63104	86.8	63127	80.7	63341	28.3
†62059	100.0	62226	68.5	62298	76.1	63105	69.5	63128	74.5	63348	75.1
62060	100.0	62232	83.6	63005	81.8	63106	78.6	63129	69.6	63357	77.0
62061	66.9	62234	57.9	63011	70.6	63107	78.1	63130	81.6	63366	74.0
62062	79.5	62236	93.9	63017	60.3	63108	65.8	63131	71.6	63367	81.0
62067	100.0	62239	100.0	63021	70.3	63109	66.3	63132	79.2	63368	79.6
62074	41.7	62240	99.1	63025	63.8	63110	74.3	63133	88.9	†63373	100.0
62084	56.1	62243	88.5	63026	72.0	63111	78.3	63134	60.9	63376	77.3
62087	77.6	62249	79.7	63031	72.5	63112	68.2	63135	67.3	63385	82.1
62088	61.6	62254	85.9	63033	91.2	63113	81.9	63136	81.2	†63386	100.0

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

United States Census Bureau. American Community Survey. ACS 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. ACS 5-Year Estimates Data Profiles: 2022. Table: B23008. Accessed at https://data.census.gov/.

CALCULATION

([Children under 6 years: living with two parents: both parents in labor force + Children under 6 years: living with one parent: living with father: in labor force + Children under 6 years: living with one parent: living with mother: in labor force]/Number of children under 6) 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.

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 settings. 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 and provide for their families. 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 equity issues related to the quality, accessibility and affordability of care.

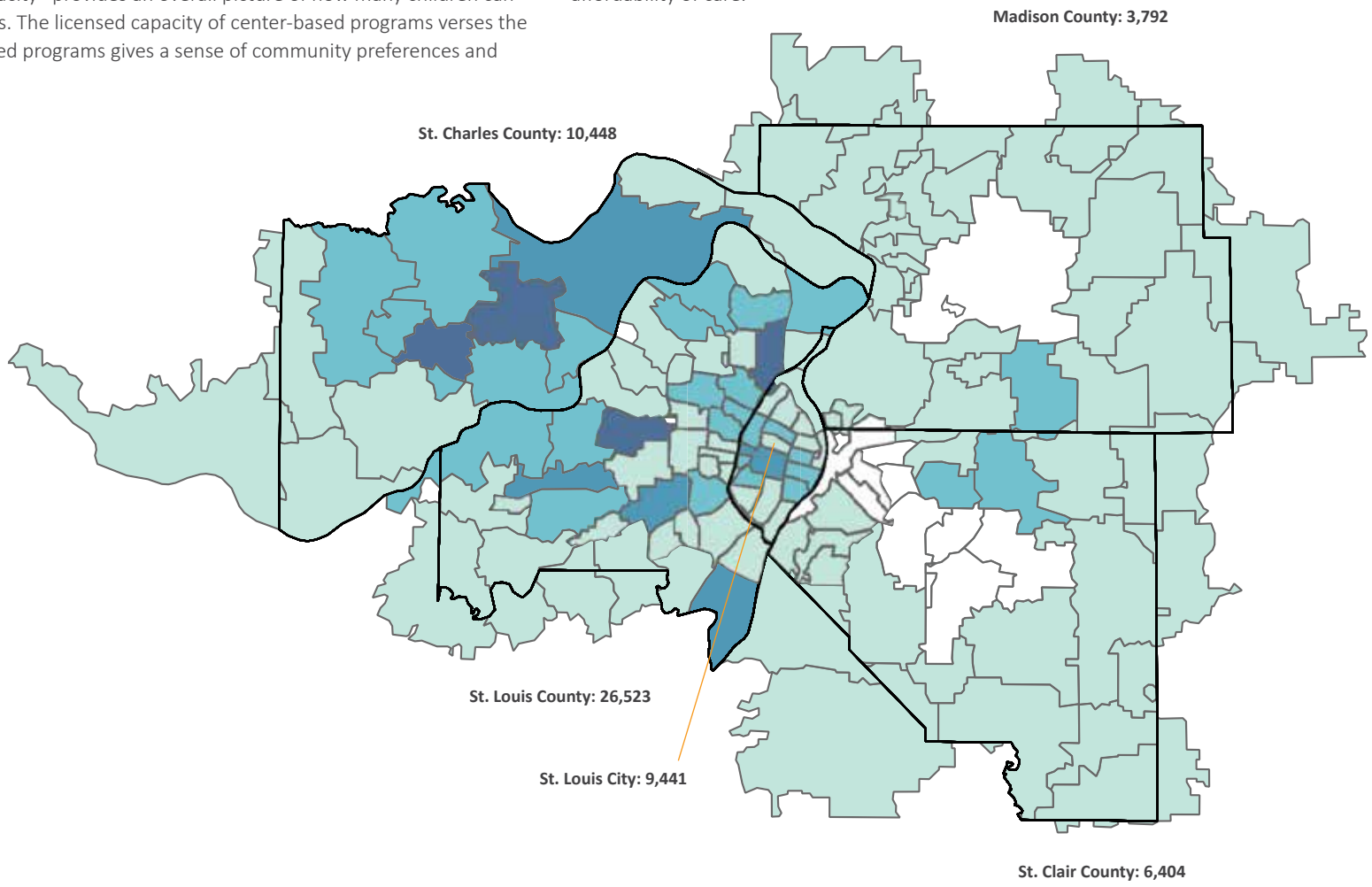
LEGEND

- 0 – 687
- 688 – 1,373
- 1,374 – 2,060
- 2,061 – 2,746

White areas indicate no data available.

COMPARATIVE DATA

- US: *
- Missouri: *
- Illinois: *



Total Licensed Child Care Capacity

ZIP	Capacity	ZIP	Capacity	ZIP	Capacity	ZIP	Capacity	ZIP	Capacity	ZIP	Capacity
†62001	53	†62090	28	†62255	0	63034	300	63114	1,125	63137	655
62002	416	62095	22	†62257	16	63038	113	63115	551	63138	867
62010	40	62097	0	62258	238	63040	212	63116	537	63139	739
62012	0	62201	*	62260	74	63042	880	63117	92	†63140	0
62018	0	62203	*	62264	80	63043	636	63118	1,007	63141	2,131
†62021	0	62204	*	62265	0	63044	320	63119	1,054	63143	236
62024	270	62205	*	62269	762	63049	381	63120	505	63144	646
62025	*	62206	388	62275	0	63069	0	63121	1,277	63146	626
62034	642	62207	*	62281	48	63074	256	63122	1,645	63147	510
62035	212	62208	692	†62282	44	63088	209	63123	591	63301	1,685
62040	282	62220	*	62285	83	†63101	0	63124	351	63303	1,117
†62046	63	62221	*	†62289	0	†63102	0	63125	594	63304	891
62048	0	62223	*	62293	0	63103	772	63126	455	63332	0
†62058	0	62225	0	62294	762	63104	1,023	63127	289	63341	123
†62059	0	62226	*	62298	485	63105	371	63128	643	63348	48
62060	16	62232	22	63005	847	63106	337	63129	1,617	63357	0
62061	0	62234	223	63011	1,974	63107	528	63130	1,063	63366	1,336
62062	157	62236	494	63017	1,370	63108	386	63131	250	63367	964
62067	0	62239	144	63021	1,009	63109	405	63132	156	63368	2,401
62074	12	62240	0	63025	571	63110	1,455	63133	756	†63373	0
62084	80	62243	189	63026	610	63111	597	63134	454	63376	2,680
62087	12	62249	442	63031	1,006	63112	756	63135	539	63385	1,257
62088	0	62254	40	63033	805	63113	742	63136	2,746	†63386	0

Data Notes

DEFINITION

The total number of licensed child care "seats".

DATA SOURCE

MO: Child Care Aware of Missouri. Data request. Data as of February 2024.

IL: Brightpoint (formerly Children's Home + Aid). Data request. Data as of June 2024.

CALCULATION

Data provided by Child Care Aware of Missouri and Brightpoint.

NOTE

The total licensed child care capacity for the East St. Louis area (ZIP codes 62201, 62202, 62203, 62204, 62205, and 62207) was 1,099. The total licensed child care capacity for the Belleville/Swansea area (ZIP codes 62220, 62221, 62223, 62226) was 1,527. Individual totals for these ZIP codes were not available at the time of data collection.

**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 (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 settings. 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 and provide for their families. 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 equity issues related to the quality, accessibility and affordability of care.

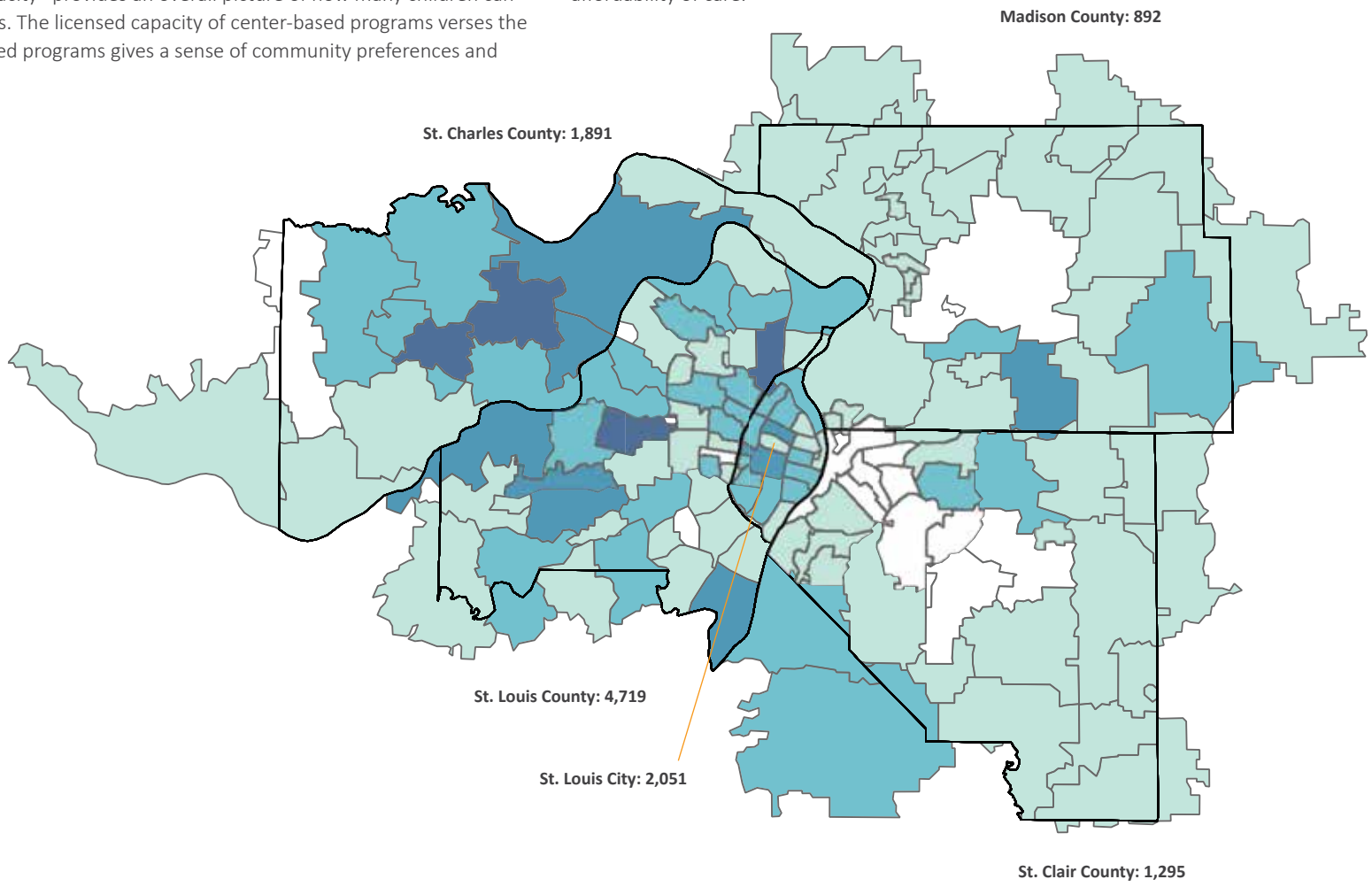
LEGEND

- 0 – 99
- 100 – 197
- 198 – 296
- 297 – 394

White areas indicate no data available.

COMPARATIVE DATA

- US: *
- Missouri: *
- Illinois: *



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

ZIP	Capacity	ZIP	Capacity	ZIP	Capacity	ZIP	Capacity	ZIP	Capacity	ZIP	Capacity
†62001	17	†62090	0	†62255	0	63034	16	63114	111	63137	52
62002	97	62095	0	†62257	0	63038	0	63115	111	63138	106
62010	0	62097	0	62258	72	63040	35	63116	108	63139	114
62012	0	62201	*	62260	18	63042	163	63117	*	†63140	0
62018	0	62203	*	62264	18	63043	134	63118	110	63141	394
†62021	0	62204	*	62265	0	63044	32	63119	85	63143	8
62024	39	62205	*	62269	158	63049	42	63120	134	63144	165
62025	*	62206	43	62275	0	63069	0	63121	179	63146	166
62034	183	62207	*	62281	18	63074	28	63122	175	63147	108
62035	63	62208	137	†62282	11	63088	32	63123	85	63301	263
62040	42	62220	*	62285	27	†63101	0	63124	48	63303	213
†62046	14	62221	*	†62289	0	†63102	0	63125	47	63304	185
62048	0	62223	*	62293	0	63103	189	63126	*	63332	0
†62058	0	62225	0	62294	207	63104	172	63127	48	63341	24
†62059	0	62226	*	62298	167	63105	91	63128	90	63348	*
62060	0	62232	0	63005	214	63106	92	63129	199	63357	0
62061	0	62234	54	63011	225	63107	28	63130	180	63366	180
62062	54	62236	120	63017	163	63108	53	63131	48	63367	150
62067	0	62239	12	63021	233	63109	107	63132	23	63368	353
62074	0	62240	0	63025	115	63110	274	63133	118	†63373	0
62084	0	62243	54	63026	122	63111	73	63134	90	63376	387
62087	0	62249	104	63031	122	63112	150	63135	76	63385	136
62088	0	62254	25	63033	145	63113	228	63136	314	†63386	0

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 February 2024.

IL: Brightpoint (formerly Children's Home + Aid). Data request. Data as of June 2024.

CALCULATION

Data provided by Child Care Aware of Missouri and Brightpoint.

NOTE

The center-based licensed child care capacity for children under age two for the East St. Louis area (ZIP codes 62201, 62202, 62203, 62204, 62205, and 62207) was 189. For the Belleville/Swansea area (ZIP codes 62220, 62221, 62223, 62226) it was 244. Individual totals for these ZIP codes were not available at the time of data collection.

**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 settings. 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 and provide for their families. 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 equity issues related to the quality, accessibility and affordability of care.

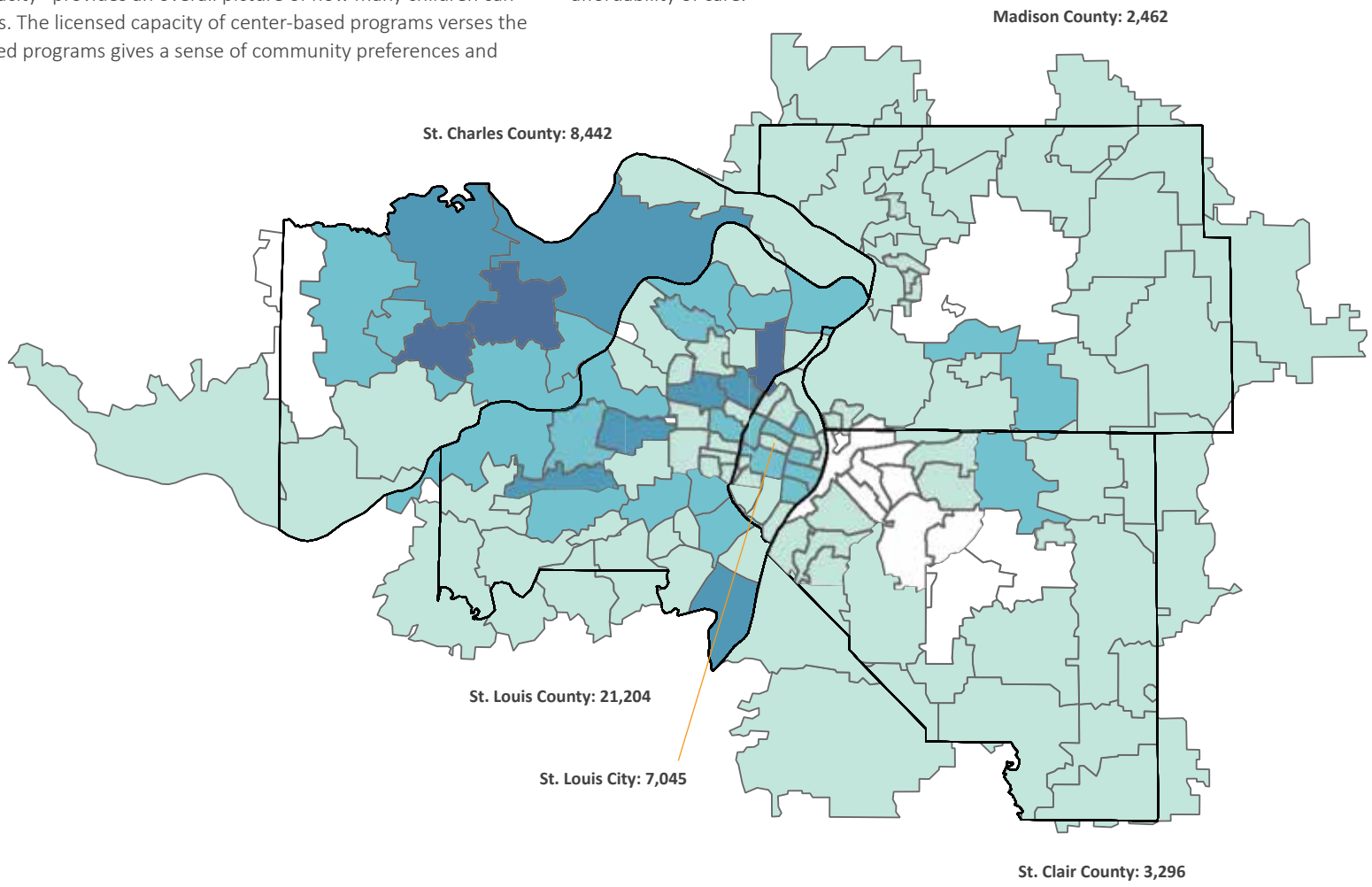
LEGEND

- 0 – 458
- 459 – 917
- 918 – 1,375
- 1,376 – 1,833

White areas indicate no data available.

COMPARATIVE DATA

- US: *
- Missouri: *
- Illinois: *



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

ZIP	Capacity	ZIP	Capacity	ZIP	Capacity	ZIP	Capacity	ZIP	Capacity	ZIP	Capacity
†62001	36	†62090	0	†62255	0	63034	91	63114	965	63137	424
62002	280	62095	0	†62257	0	63038	0	63115	284	63138	675
62010	0	62097	0	62258	142	63040	78	63116	316	63139	367
62012	0	62201	*	62260	48	63042	635	63117	48	†63140	0
62018	0	62203	*	62264	50	63043	432	63118	720	63141	1096
†62021	0	62204	*	62265	0	63044	254	63119	621	63143	228
62024	223	62205	*	62269	517	63049	184	63120	371	63144	373
62025	*	62206	60	62275	0	63069	0	63121	1,098	63146	460
62034	459	62207	*	62281	30	63074	228	63122	911	63147	268
62035	149	62208	364	†62282	33	63088	177	63123	506	63301	990
62040	154	62220	*	62285	56	†63101	0	63124	100	63303	795
†62046	49	62221	*	†62289	0	†63102	0	63125	396	63304	629
62048	0	62223	*	62293	0	63103	547	63126	155	63332	0
†62058	0	62225	0	62294	527	63104	801	63127	161	63341	99
†62059	0	62226	*	62298	310	63105	84	63128	279	63348	*
62060	0	62232	0	63005	633	63106	245	63129	985	63357	0
62061	0	62234	132	63011	1,331	63107	467	63130	846	63366	958
62062	72	62236	358	63017	521	63108	237	63131	202	63367	544
62067	0	62239	116	63021	743	63109	260	63132	133	63368	1,833
62074	0	62240	0	63025	376	63110	853	63133	425	†63373	0
62084	68	62243	135	63026	450	63111	352	63134	364	63376	1,812
62087	0	62249	283	63031	640	63112	494	63135	443	63385	782
62088	0	62254	15	63033	660	63113	463	63136	1,793	†63386	0

Data Notes

DEFINITION

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

DATA SOURCE

MO: Child Care Aware of Missouri. Data request. Data as of February 2024.

IL: Brightpoint (formerly Children's Home + Aid). Data request. Data as of June 2024.

CALCULATION

Data provided by Child Care Aware of Missouri and Brightpoint.

NOTE

The center-based licensed child care capacity for children age two to five for the East St. Louis area (ZIP codes 62201, 62202, 62203, 62204, 62205, and 62207) was 462. For the Belleville/Swansea area (ZIP codes 62220, 62221, 62223, 62226) it was 630. Individual totals for these ZIP codes were not available at the time of data collection.

**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 settings. 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 and provide for their families. 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 equity issues related to the quality, accessibility and affordability of care.

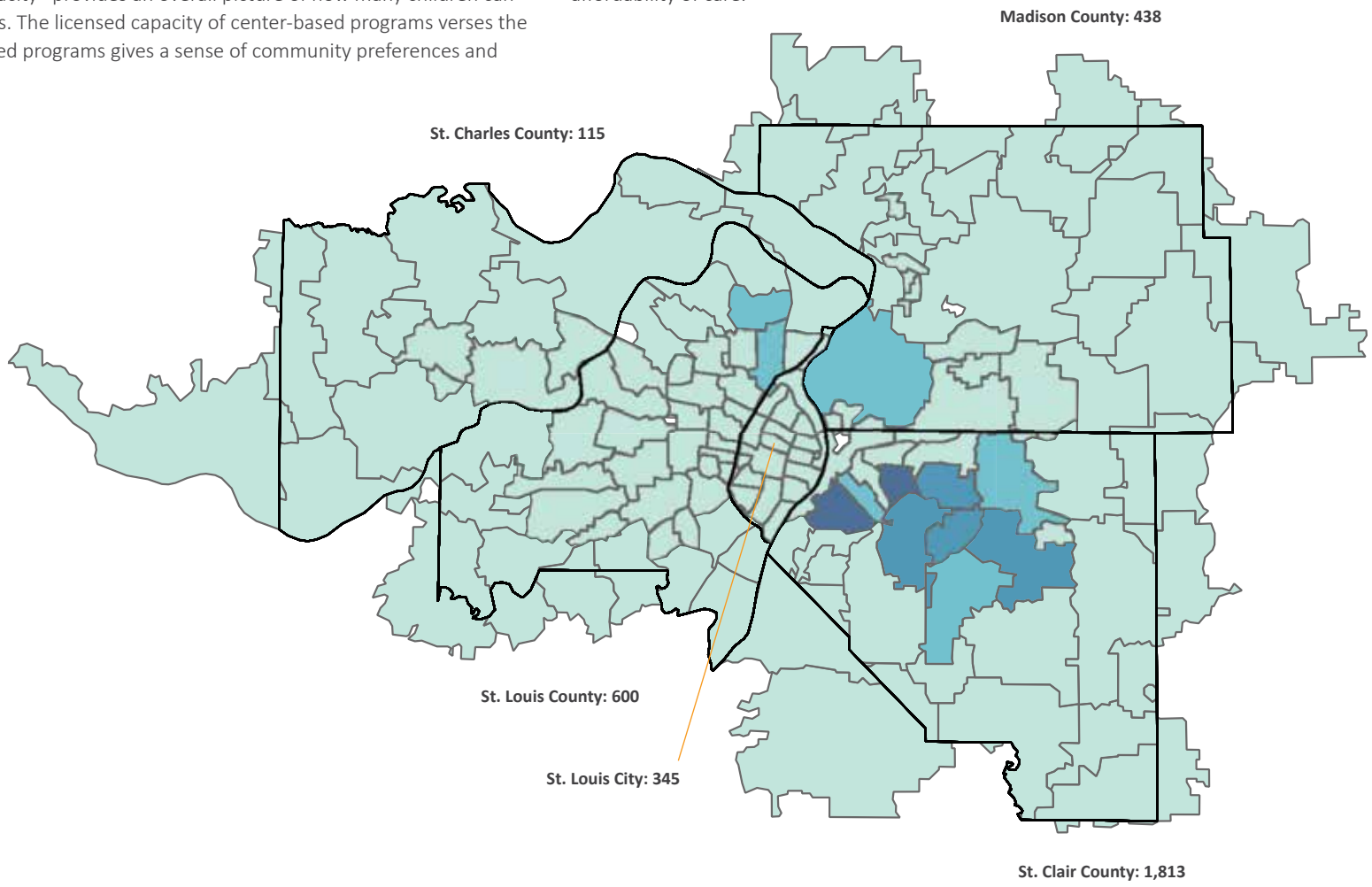
LEGEND

- 0 – 71
- 72 – 143
- 144 – 214
- 215 – 285

White areas indicate no data available.

COMPARATIVE DATA

- US: *
- Missouri: *
- Illinois: *



Licensed Child Care Capacity: Home-Based

ZIP	Capacity
†62001	0
62002	39
62010	40
62012	0
62018	0
†62021	0
62024	8
62025	12
62034	0
62035	0
62040	86
†62046	0
62048	0
†62058	0
†62059	0
62060	16
62061	0
62062	31
62067	0
62074	12
62084	12
62087	12
62088	0

ZIP	Capacity
†62090	28
62095	22
62097	0
62201	22
62203	223
62204	39
62205	57
62206	285
62207	107
62208	191
62220	137
62221	211
62223	147
62225	0
62226	185
62232	22
62234	37
62236	16
62239	16
62240	0
62243	0
62249	55
62254	0

ZIP	Capacity
†62255	0
†62257	16
62258	24
62260	8
62264	12
62265	0
62269	87
62275	0
62281	0
†62282	0
62285	0
†62289	0
62293	0
62294	28
62298	8
63005	0
63011	10
63017	10
63021	10
63025	10
63026	10
63031	30
63033	104

ZIP	Capacity
63034	30
63038	0
63040	0
63042	0
63043	0
63044	0
63049	0
63069	10
63074	20
63088	0
†63101	0
†63102	0
63103	0
63104	10
63105	0
63106	0
63107	30
63108	10
63109	10
63110	10
63111	20
63112	40
63113	50

ZIP	Capacity
63114	20
63115	40
63116	30
63117	0
63118	40
63119	18
63120	10
63121	10
63122	20
63123	20
63124	0
63125	20
63126	0
63127	0
63128	20
63129	20
63130	0
63131	0
63132	0
63133	0
63134	20
63135	30
63136	90

ZIP	Capacity
63137	20
63138	40
63139	35
†63140	0
63141	0
63143	0
63144	8
63146	0
63147	10
63301	0
63303	10
63304	20
63332	0
63341	0
63348	0
63357	0
63366	20
63367	0
63368	25
†63373	0
63376	20
63385	20
†63386	0

Data Notes

DEFINITION

The total number of licensed, home-based child care "seats".

DATA SOURCE

MO: Child Care Aware of Missouri. Data request. Data as of February 2024.

IL: Brightpoint (formerly Children's Home + Aid). Data request. Data as of June 2024.

CALCULATION

Data provided by Child Care Aware of Missouri and Brightpoint.

**No Data Available.*

†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 therefore it is critical 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 childcare during non-traditional hours such as on the weekends or during the evening hours in order to support their 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.

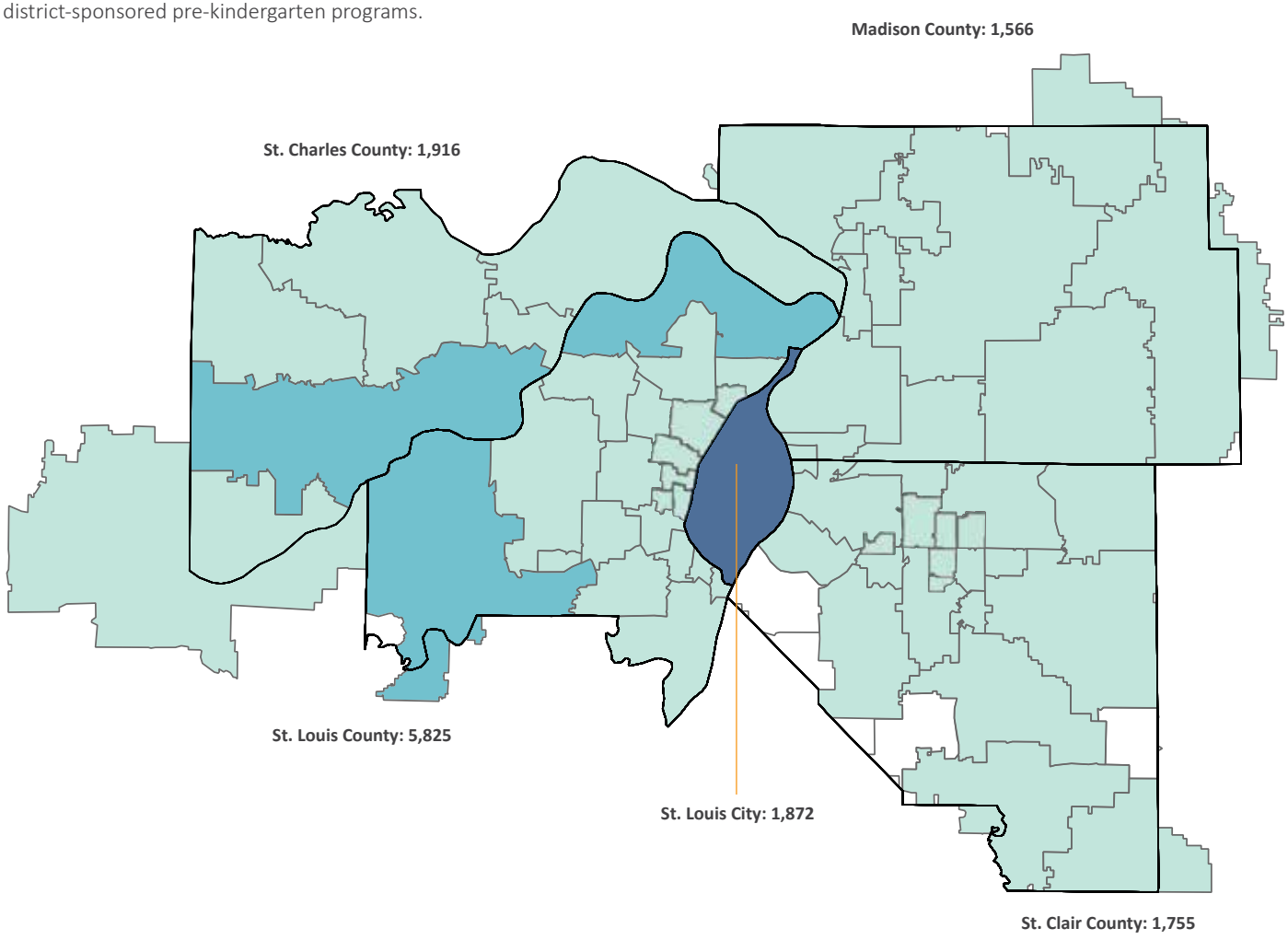
LEGEND

- 13 – 478
- 479 – 943
- 944 – 1,407
- 1,408 – 1,872

White areas indicate no data available.

COMPARATIVE DATA

- US: *
- Missouri: 37,580
- Illinois: 82,735



School District Pre-K Enrollment

County/District	Enrollment
ST. LOUIS CITY	
St. Louis Public	1,872
ST. LOUIS COUNTY	
Affton	199
Bayless	51
Brentwood	69
Clayton	75
Ferguson-Florissant	364
Hancock Place	93
Hazelwood	660
Jennings	118
Kirkwood	302
Ladue	227
Lindbergh	318
Maplewood-Richmond Hts.	144
Mehlville	288
Normandy Schools Collab.	105
Parkway	326
Pattonville	210
Ritenour	124
Riverview Gardens	202
Rockwood	672
Special School District	904
University City	110
Valley Park	57
Webster Groves	207
ST. CHARLES COUNTY	
Francis Howell	639
Ft. Zumwalt	276
Orchard Farm	214
St. Charles	257
Washington	124
Wentzville	406
ST. CLAIR COUNTY	
Belle Valley	62
Belleville SD 118	241
Belleville TWP HSD 201	*
Brooklyn	14
Cahokia	145
Central	39
Dupo	*
East St. Louis	441
Freeburg CCSD 70	41
Freeburg CHSD 77	*
Grant	38
Harmony	68
High Mount	24
Lebanon	32
Marissa	55
Mascoutah	172
Millstadt	36
New Athens	32
O'Fallon CCSD 90	117
O'Fallon TWP HSD 203	*
Pontiac-W Holliday	51
Shiloh Village	13
Signal Hill	28
Smithton	*
St. Libory	*
Whiteside	75
Wolf Branch	31
MADISON COUNTY	
Alton	243
Bethalto	58
Collinsville	188
East Alton	117
East Alton-Wood River	*
Edwardsville	152
Granite City	245
Highland	115
Madison	43
Roxana	114
Staunton	77
Triad	132
Venice	17
Wood River-Hartford	65

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 2023 school year.

IL:Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2023 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.[1] Recent research also concludes that providing high-quality early childhood education can prevent the achievement gap, improve health outcomes, and boost life-time earnings.[2] 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.[3] 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.

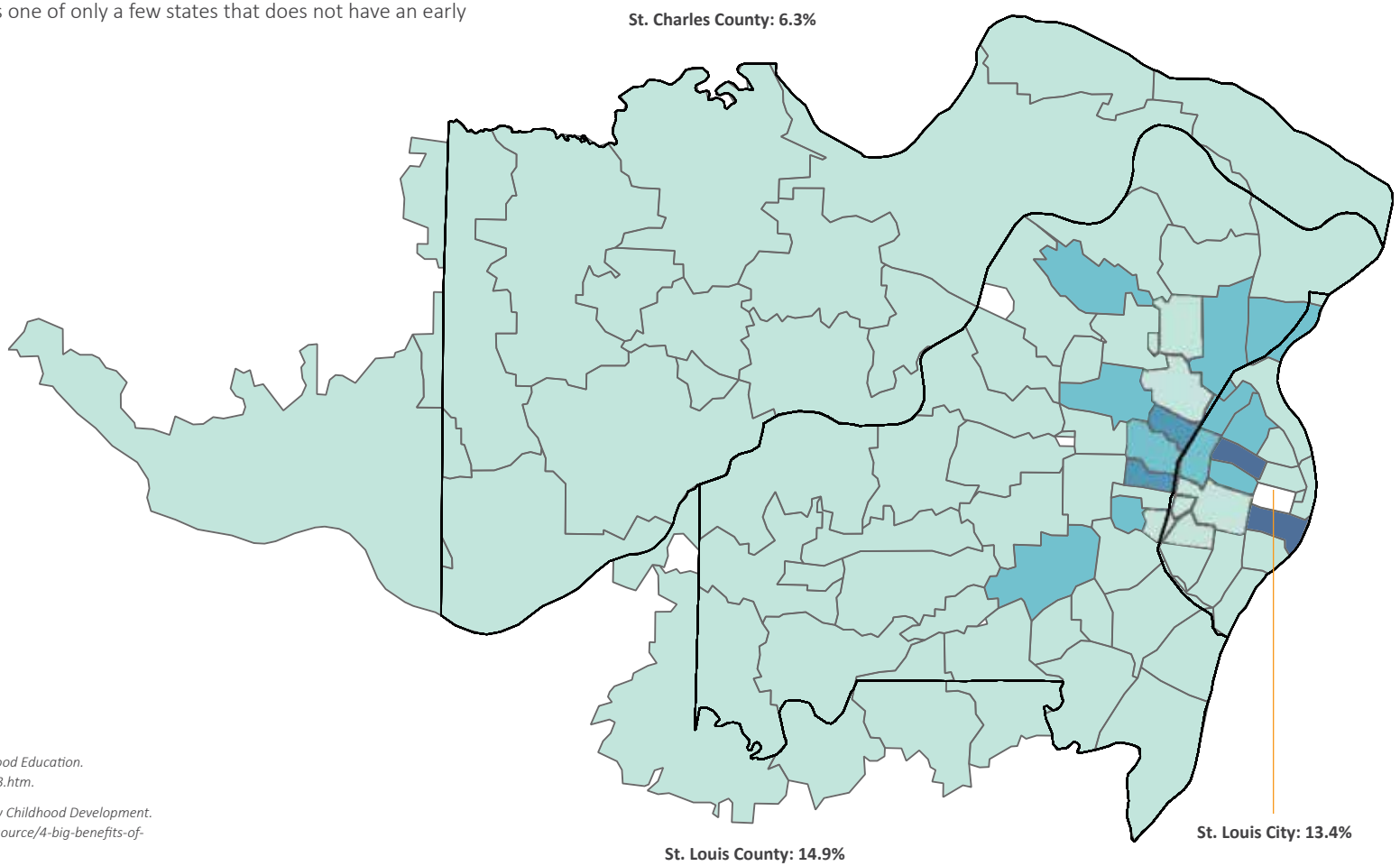
LEGEND

- 0.0 – 18.9%
- 19.0 – 37.8%
- 37.9 – 56.6%
- 56.7 – 75.5%

White areas indicate no data available.

COMPARATIVE DATA

- US: *
- Missouri: *



[1]*National Education Association. Early Childhood Education. Accessed at http://www.nea.org/home/18163.htm.*

[2,3]*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
63005	14.3
63011	18.6
63017	15.5
63021	10.7
63025	14.5
63026	6.8
63031	9.6
63033	12.9
63034	0.0
63038	0.0
63040	0.0
63042	25.2
63043	0.0
63044	0.0
63049	0.0
63069	0.0
63074	0.0
63088	0.0
†63101	0.0
†63102	0.0
63103	*
63104	59.2
63105	38.4

ZIP	% Accredited
63106	18.7
63107	0.0
63108	20.2
63109	0.0
63110	18.0
63111	0.0
63112	22.3
63113	75.5
63114	24.6
63115	22.2
63116	0.0
63117	0.0
63118	10.4
63119	18.7
63120	32.5
63121	7.9
63122	34.2
63123	7.2
63124	0.0
63125	5.4
63126	0.0
63127	0.0
63128	6.5

ZIP	% Accredited
63129	7.0
63130	34.8
63131	17.1
63132	7.1
63133	56.1
63134	18.7
63135	16.9
63136	24.2
63137	25.3
63138	18.9
63139	6.9
†63140	0.0
63141	7.6
63143	0.0
63144	23.0
63146	15.3
63147	10.3
63301	8.7
63303	15.9
63304	0.7
63332	0.0
63341	0.0
63348	0.0

ZIP	% Accredited
63357	0.0
63366	4.2
63367	9.0
63368	13.8
†63373	0.0
63376	2.6
63385	0.0
†63386	0.0

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

MO: Child Care Aware of Missouri. Data request. Data as of February 2024.

CALCULATION

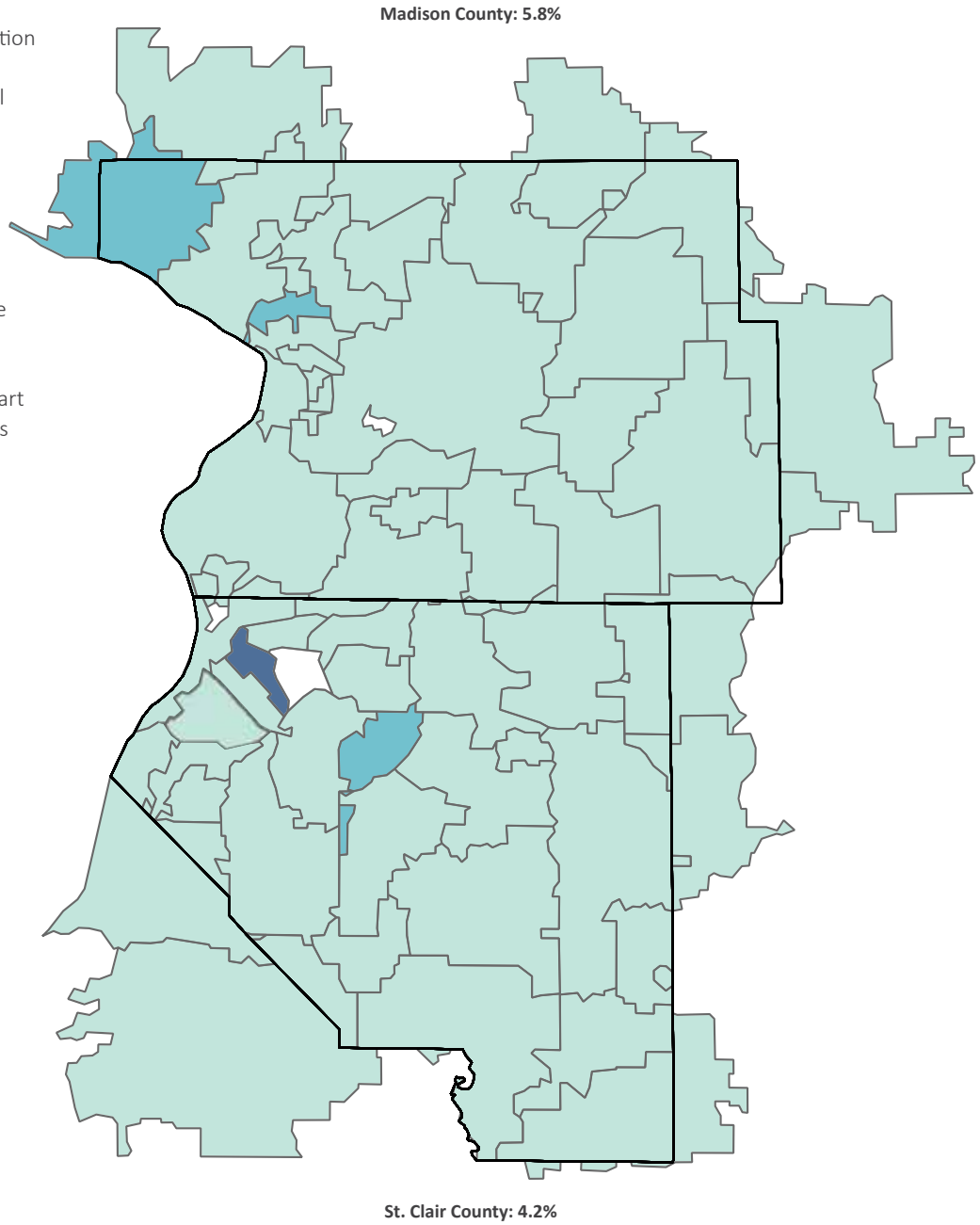
(Number of accredited early childhood "seats"/Total number of children under age 5) X 100. Calculation by Vision for Children at Risk.

**No Data Available.*
†Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

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.[1] Recent research also concludes that providing high-quality early childhood education can prevent the achievement gap, improve health outcomes, and boost life-time earnings.[2] 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.[3] 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. ExcleRate 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.



LEGEND

- 0.0 – 17.8%
- 19.9 – 35.6%
- 35.7 – 53.3%
- 53.4 – 71.1%

White areas indicate no data available.

COMPARATIVE DATA

- US: *
- Illinois: *

[1]*National Education Association. Early Childhood Education. Accessed at http://www.nea.org/home/18163.htm.*

[2,3]*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
†62001	0.0
62002	4.7
62010	0.0
62012	0.0
62018	0.0
†62021	0.0
62024	22.9
62025	9.3
62034	17.8
62035	18.6
62040	3.8
†62046	0.0
62048	0.0
†62058	0.0
†62059	0.0
62060	0.0
62061	0.0
62062	0.0
62067	0.0
62074	0.0
62084	0.0
62087	0.0
62088	0.0

ZIP	% Accredited
†62090	0.0
62095	0.0
62097	0.0
62201	0.0
62203	*
62204	0.0
62205	71.1
62206	0.0
62207	1.4
62208	5.7
62220	6.4
62221	1.8
62223	2.1
62225	0.0
62226	21.6
62232	0.0
62234	0.0
62236	0.0
62239	0.0
62240	0.0
62243	0.0
62249	0.0
62254	0.0

ZIP	% Accredited
†62255	0.0
†62257	0.0
62258	0.0
62260	0.0
62264	0.0
62265	0.0
62269	3.5
62275	0.0
62281	0.0
†62282	0.0
62285	0.0
†62289	0.0
62293	0.0
62294	8.9
62298	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

IL: Brightpoint (formerly Children's Home + Aid). Data request. Data as of June 2024.

CALCULATION

([Number of bronze, silver, gold and/or accredited early childhood "seats"]/Total number of children under age 5) X 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

Over the past decade the cost of child care has risen roughly 36 percent, outpacing the rise in inflation during that time, according to data from the Bureau of Labor Statistics.[1] For many families child care costs can exceed the cost of housing, college tuition, transportation, food, or health care. 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. The lack of affordable, high-quality early childhood education not only impacts the economic stability and growth of families, but also impacts the health and well-being outcomes of the future workforce by depriving children of nurturing, stimulating environments that support healthy brain development while their parents work.[2] Almost three-quarters of working parents reported that access to child care is a challenge. And more than half said it is a significant challenge to find child care that is either affordable or high quality.[3] 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. 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.

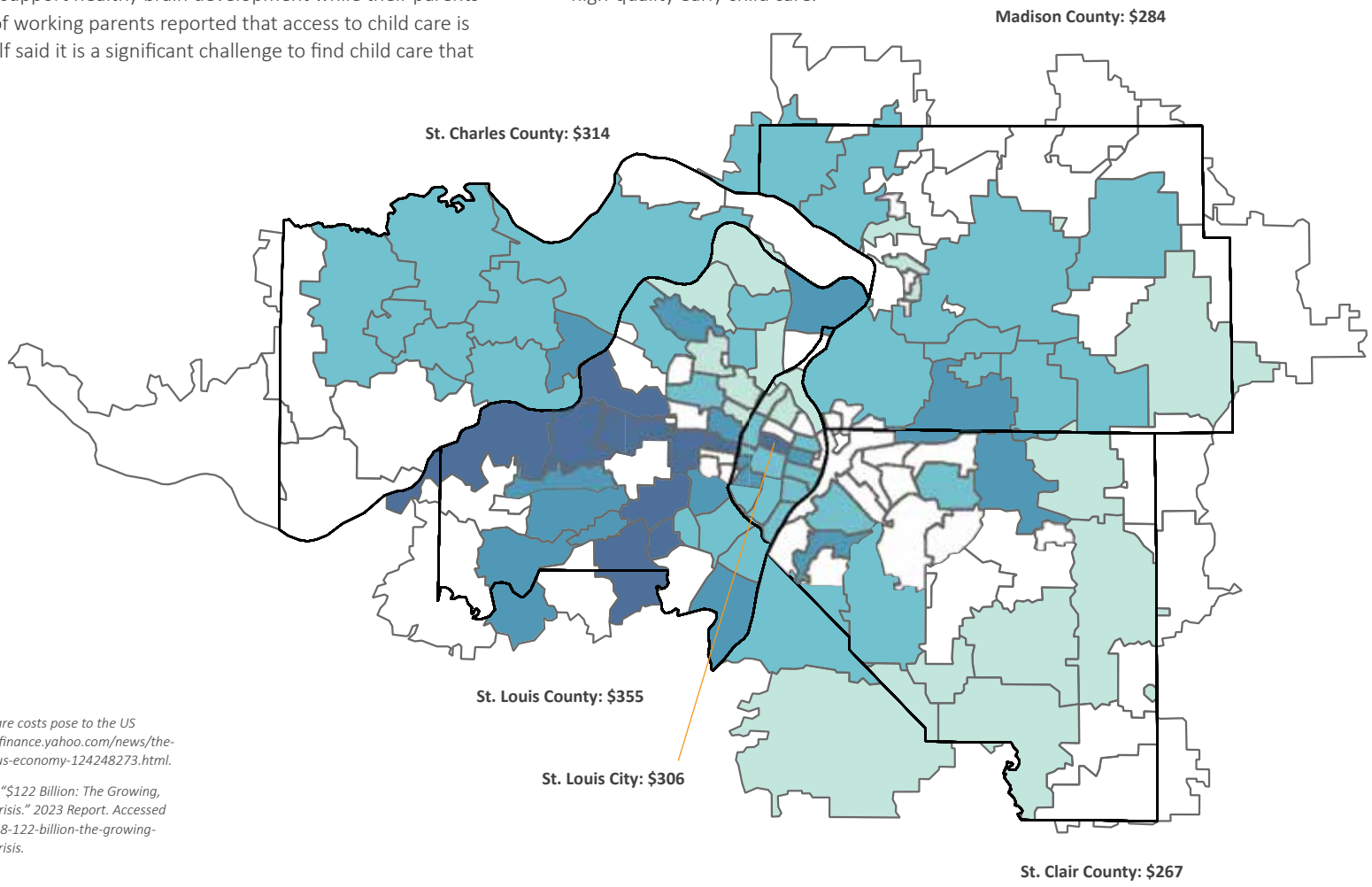
LEGEND

- $150 – $248
- $249 – $347
- $348 – $445
- $446 – $543

White areas indicate no data available.

COMPARATIVE DATA

- US: *
- Missouri: *
- Illinois: *



[1]*Yahoo! Finance. "The threat that high childcare costs pose to the US economy." January 2024. Accessed at https://finance.yahoo.com/news/the-threat-that-high-childcare-costs-pose-to-the-us-economy-124248273.html.*

[2,3]*Council for a Strong America. ReadyNation. "$122 Billion: The Growing, Annual Cost of the Infant-Toddler Child Care Crisis." 2023 Report. Accessed at https://www.strongnation.org/articles/2038-122-billion-the-growing-annual-cost-of-the-infant-toddler-child-care-crisis.*

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

ZIP	Cost	ZIP	Cost	ZIP	Cost	ZIP	Cost	ZIP	Cost	ZIP	Cost
†62001	$288	†62090	*	†62255	*	63034	$211	63114	$260	63137	*
62002	$315	62095	*	†62257	*	63038	*	63115	$200	63138	$350
62010	*	62097	*	62258	$248	63040	*	63116	$315	63139	$402
62012	*	62201	*	62260	$305	63042	$356	63117	*	†63140	*
62018	*	62203	*	62264	$196	63043	*	63118	$295	63141	$543
†62021	*	62204	*	62265	*	63044	$255	63119	$387	63143	*
62024	$230	62205	*	62269	$411	63049	*	63120	$150	63144	*
62025	$318	62206	$270	62275	*	63069	*	63121	$193	63146	$452
62034	$343	62207	*	62281	$268	63074	*	63122	$456	63147	$248
62035	$269	62208	$320	†62282	$215	63088	$415	63123	$314	63301	$333
62040	$305	62220	*	62285	$215	†63101	*	63124	$504	63303	$357
†62046	$242	62221	*	†62289	*	†63102	*	63125	$312	63304	$323
62048	*	62223	*	62293	*	63103	$358	63126	$319	63332	*
†62058	*	62225	*	62294	$320	63104	$285	63127	$450	63341	*
†62059	*	62226	*	62298	$233	63105	$485	63128	*	63348	*
62060	*	62232	*	63005	$447	63106	$335	63129	$350	63357	*
62061	*	62234	$375	63011	$388	63107	*	63130	$358	63366	$287
62062	$300	62236	$267	63017	$465	63108	$465	63131	*	63367	$283
62067	*	62239	$400	63021	$416	63109	$341	63132	*	63368	$332
62074	*	62240	*	63025	$405	63110	$279	63133	$205	†63373	*
62084	$194	62243	$224	63026	$481	63111	$280	63134	$209	63376	$300
62087	*	62249	$211	63031	$246	63112	$330	63135	$253	63385	$300
62088	*	62254	$170	63033	$318	63113	*	63136	$207	†63386	*

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 February 2024.

IL:Brightpoint (formerly Children's Home + Aid). Data request. Data as of June 2024.

CALCULATION

MO: (Avg. weekly cost [0-12 months] + Avg. weekly cost [One Year Old])/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

Over the past decade the cost of child care has risen roughly 36 percent, outpacing the rise in inflation during that time, according to data from the Bureau of Labor Statistics.[1] For many families child care costs can exceed the cost of housing, college tuition, transportation, food, or health care. 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. The lack of affordable, high-quality early childhood education not only impacts the economic stability and growth of families, but also impacts the health and well-being outcomes of the future workforce by depriving children of nurturing, stimulating environments that support healthy brain development while their parents work.[2] Almost three-quarters of working parents reported that access to child care is a challenge. And more than half said it is a significant challenge to find child care that is either affordable or high quality.[3] 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. 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.

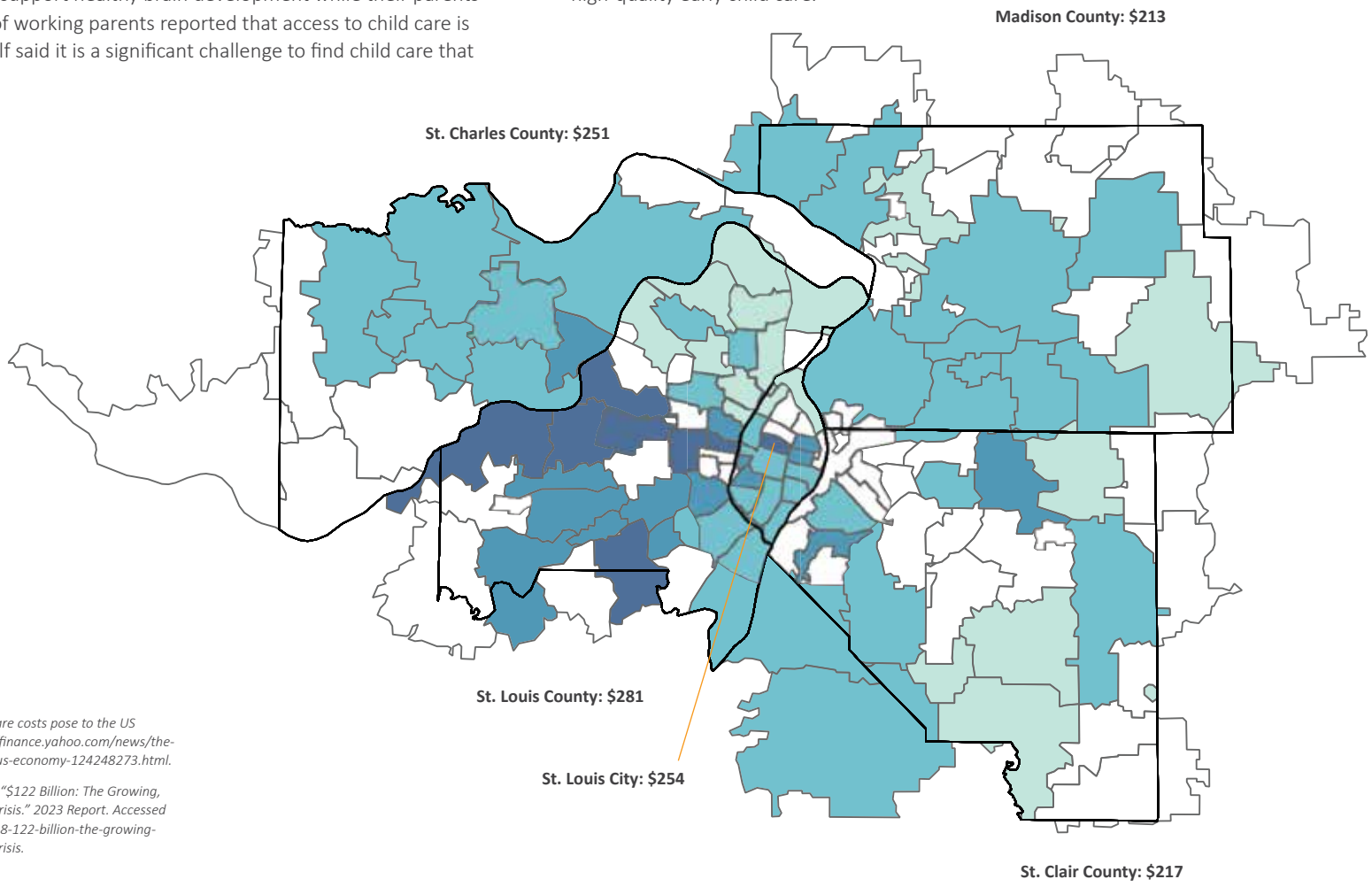
LEGEND

- $117 – $199
- $200 – $281
- $282 – $363
- $364 – $445

White areas indicate no data available.

COMPARATIVE DATA

- US: *
- Missouri: *
- Illinois: *



[1]*Yahoo! Finance. "The threat that high childcare costs pose to the US economy." January 2024. Accessed at https://finance.yahoo.com/news/the-threat-that-high-childcare-costs-pose-to-the-us-economy-124248273.html.*

[2,3]*Council for a Strong America. ReadyNation. "$122 Billion: The Growing, Annual Cost of the Infant-Toddler Child Care Crisis." 2023 Report. Accessed at https://www.strongnation.org/articles/2038-122-billion-the-growing-annual-cost-of-the-infant-toddler-child-care-crisis.*

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

ZIP	Cost
†62001	$221
62002	$233
62010	$117
62012	*
62018	*
†62021	*
62024	$187
62025	$248
62034	$273
62035	$204
62040	$215
†62046	$179
62048	*
†62058	*
†62059	*
62060	*
62061	*
62062	$218
62067	*
62074	*
62084	$189
62087	*
62088	*

ZIP	Cost
†62090	*
62095	*
62097	*
62201	*
62203	*
62204	*
62205	*
62206	$215
62207	*
62208	$235
62220	*
62221	*
62223	*
62225	*
62226	*
62232	*
62234	$229
62236	$222
62239	$335
62240	*
62243	$171
62249	$195
62254	$170

ZIP	Cost
†62255	*
†62257	*
62258	$201
62260	$218
62264	$166
62265	*
62269	$315
62275	*
62281	$243
†62282	$188
62285	$178
†62289	*
62293	*
62294	$248
62298	$201
63005	$394
63011	$317
63017	$390
63021	$342
63025	$321
63026	$398
63031	$190
63033	$193

ZIP	Cost
63034	$174
63038	*
63040	*
63042	$277
63043	*
63044	$193
63049	*
63069	*
63074	*
63088	$348
†63101	*
†63102	*
63103	$291
63104	$247
63105	$404
63106	$292
63107	*
63108	$434
63109	$248
63110	$230
63111	$220
63112	$218
63113	*

ZIP	Cost
63114	$203
63115	*
63116	$240
63117	*
63118	$234
63119	$320
63120	$150
63121	$160
63122	$342
63123	$240
63124	$414
63125	$248
63126	$201
63127	$355
63128	*
63129	$278
63130	$286
63131	*
63132	*
63133	$173
63134	$183
63135	$202
63136	$161

ZIP	Cost
63137	*
63138	$176
63139	$314
†63140	*
63141	$445
63143	*
63144	*
63146	$380
63147	$186
63301	$249
63303	$289
63304	$253
63332	*
63341	*
63348	*
63357	*
63366	$235
63367	$234
63368	$267
†63373	*
63376	$229
63385	$255
†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 February 2024.

IL: Brightpoint (formerly Children's Home + Aid). Data request. Data as of June 2024.

CALCULATION

MO: (Avg. weekly cost [2 Years Old] + Avg. weekly cost [Three to 5 Years Old])/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.*
†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

Over the past decade the cost of child care has risen roughly 36 percent, outpacing the rise in inflation during that time, according to data from the Bureau of Labor Statistics.[1] For many families child care costs can exceed the cost of housing, college tuition, transportation, food, or health care. 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. The lack of affordable, high-quality early childhood education not only impacts the economic stability and growth of families, but also impacts the health and well-being outcomes of the future workforce by depriving children of nurturing, stimulating environments that support healthy brain development while their parents work.[2] Almost three-quarters of working parents reported that access to child care is a challenge. And more than half said it is a significant challenge to find child care that is either affordable or high quality.[3] 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. 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.

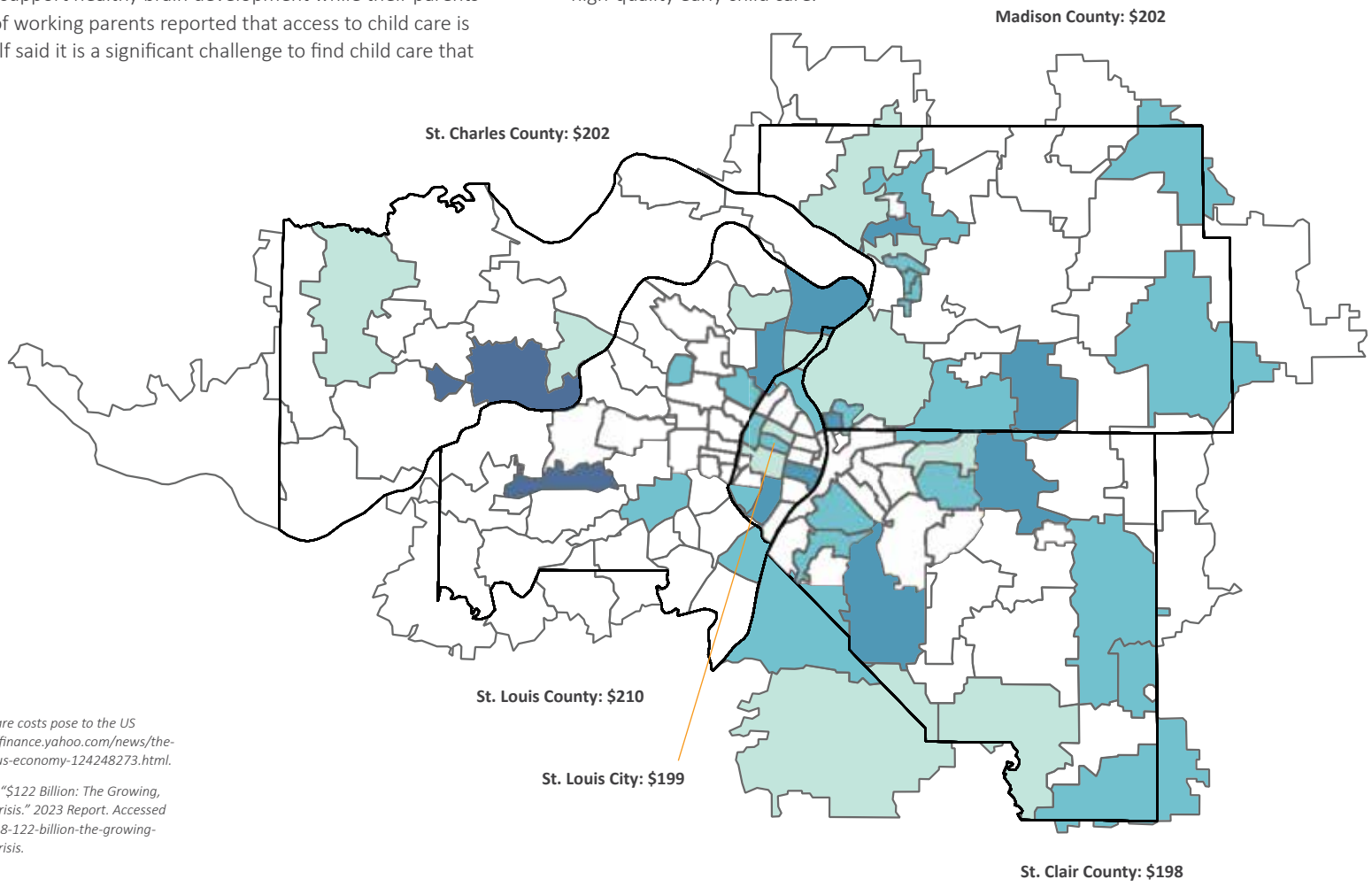
LEGEND

- $130 – $175
- $176 – $221
- $222 – $266
- $267 – $312

White areas indicate no data available.

COMPARATIVE DATA

- US: *
- Missouri: *
- Illinois: *



[1]*Yahoo! Finance. "The threat that high childcare costs pose to the US economy." January 2024. Accessed at https://finance.yahoo.com/news/the-threat-that-high-childcare-costs-pose-to-the-us-economy-124248273.html.*

[2,3]*Council for a Strong America. ReadyNation. "$122 Billion: The Growing, Annual Cost of the Infant-Toddler Child Care Crisis." 2023 Report. Accessed at https://www.strongnation.org/articles/2038-122-billion-the-growing-annual-cost-of-the-infant-toddler-child-care-crisis.*

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

ZIP	Cost
†62001	*
62002	$175
62010	$220
62012	*
62018	*
†62021	*
62024	$235
62025	*
62034	*
62035	*
62040	$160
†62046	*
62048	*
†62058	*
†62059	*
62060	$215
62061	*
62062	*
62067	*
62074	$180
62084	$215
62087	$215
62088	*

ZIP	Cost
†62090	$235
62095	$165
62097	*
62201	*
62203	*
62204	*
62205	*
62206	$185
62207	*
62208	$208
62220	*
62221	*
62223	*
62225	*
62226	*
62232	$175
62234	$189
62236	$200
62239	$215
62240	*
62243	*
62249	$192
62254	*

ZIP	Cost
†62255	*
†62257	$215
62258	$198
62260	$250
62264	$155
62265	*
62269	$225
62275	*
62281	*
†62282	*
62285	*
†62289	*
62293	*
62294	$225
62298	$150
63005	*
63011	$300
63017	*
63021	*
63025	*
63026	*
63031	*
63033	$169

ZIP	Cost
63034	*
63038	*
63040	*
63042	*
63043	*
63044	*
63049	*
63069	*
63074	$180
63088	*
†63101	*
†63102	*
63103	*
63104	$265
63105	*
63106	*
63107	*
63108	$217
63109	$200
63110	$150
63111	*
63112	$182
63113	$158

ZIP	Cost
63114	*
63115	*
63116	$235
63117	*
63118	*
63119	*
63120	*
63121	$200
63122	$195
63123	*
63124	*
63125	$221
63126	*
63127	*
63128	*
63129	*
63130	*
63131	*
63132	*
63133	*
63134	*
63135	*
63136	$223

ZIP	Cost
63137	$163
63138	$243
63139	*
†63140	*
63141	*
63143	*
63144	*
63146	*
63147	$185
63301	*
63303	$130
63304	$312
63332	*
63341	*
63348	*
63357	*
63366	*
63367	*
63368	*
†63373	*
63376	*
63385	$165
†63386	*

Data Notes

DEFINITION

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

DATA SOURCE

MO: Child Care Aware of Missouri. Data request. Data as of February 2024.

IL: Brightpoint (formerly Children's Home + Aid). Data request. Data as of June 2024.

CALCULATION

MO: (Avg. weekly cost [0-12 months] + Avg. weekly cost [One Year Old])/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: Home-Based (Ages 2-5)

Importance of this Indicator

Over the past decade the cost of child care has risen roughly 36 percent, outpacing the rise in inflation during that time, according to data from the Bureau of Labor Statistics.[1] For many families child care costs can exceed the cost of housing, college tuition, transportation, food, or health care. 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. The lack of affordable, high-quality early childhood education not only impacts the economic stability and growth of families, but also impacts the health and well-being outcomes of the future workforce by depriving children of nurturing, stimulating environments that support healthy brain development while their parents work.[2] Almost three-quarters of working parents reported that access to child care is a challenge. And more than half said it is a significant challenge to find child care that is either affordable or high quality.[3] 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. 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.

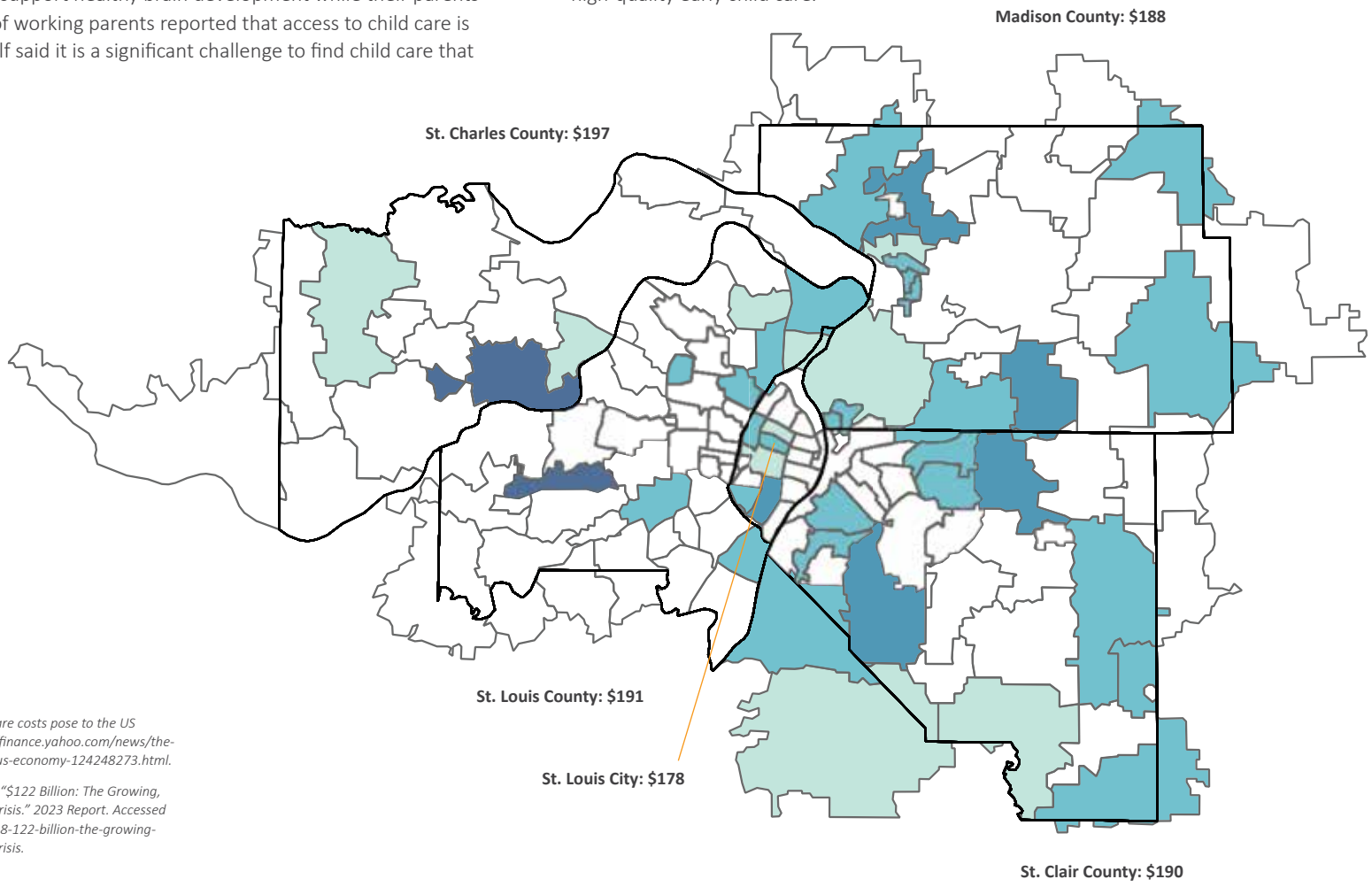
LEGEND

- $120 – $165
- $166 – $211
- $212 – $256
- $257 – $301

White areas indicate no data available.

COMPARATIVE DATA

- US: *
- Missouri: *
- Illinois: *



[1]*Yahoo! Finance. "The threat that high childcare costs pose to the US economy." January 2024. Accessed at https://finance.yahoo.com/news/the-threat-that-high-childcare-costs-pose-to-the-us-economy-124248273.html.*

[2,3]*Council for a Strong America. ReadyNation. "$122 Billion: The Growing, Annual Cost of the Infant-Toddler Child Care Crisis." 2023 Report. Accessed at https://www.strongnation.org/articles/2038-122-billion-the-growing-annual-cost-of-the-infant-toddler-child-care-crisis.*

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

ZIP	Cost
†62001	*
62002	$175
62010	$220
62012	*
62018	*
†62021	*
62024	$222
62025	*
62034	*
62035	*
62040	$155
†62046	*
62048	*
†62058	*
†62059	*
62060	$190
62061	*
62062	*
62067	*
62074	$170
62084	$190
62087	$190
62088	*

ZIP	Cost
†62090	$187
62095	$150
62097	*
62201	*
62203	*
62204	*
62205	*
62206	$183
62207	*
62208	$189
62220	*
62221	*
62223	*
62225	*
62226	*
62232	$175
62234	$189
62236	$200
62239	$190
62240	*
62243	*
62249	$179
62254	*

ZIP	Cost
†62255	*
†62257	$190
62258	$185
62260	$250
62264	$155
62265	*
62269	$220
62275	*
62281	*
†62282	*
62285	*
†62289	*
62293	*
62294	$225
62298	$150
63005	*
63011	$300
63017	*
63021	*
63025	*
63026	*
63031	*
63033	$151

ZIP	Cost
63034	*
63038	*
63040	*
63042	*
63043	*
63044	*
63049	*
63069	*
63074	$175
63088	*
†63101	*
†63102	*
63103	*
63104	*
63105	*
63106	*
63107	*
63108	$168
63109	$200
63110	$150
63111	*
63112	$196
63113	$120

ZIP	Cost
63114	*
63115	*
63116	$235
63117	*
63118	*
63119	*
63120	*
63121	$200
63122	$170
63123	*
63124	*
63125	$200
63126	*
63127	*
63128	*
63129	*
63130	*
63131	*
63132	*
63133	*
63134	*
63135	*
63136	$198

ZIP	Cost
63137	$125
63138	$199
63139	*
†63140	*
63141	*
63143	*
63144	*
63146	*
63147	*
63301	*
63303	$130
63304	$301
63332	*
63341	*
63348	*
63357	*
63366	*
63367	*
63368	*
†63373	*
63376	*
63385	$160
†63386	*

Data Notes

DEFINITION

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

DATA SOURCE

MO: Child Care Aware of Missouri. Data request. Data as of February 2024.

IL: Brightpoint (formerly Children's Home + Aid). Data request. Data as of June 2024.

CALCULATION

MO:(Avg. weekly cost [Two Years Old] + Avg. weekly cost [Three to Five Years Old])/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.*
†Denotes ZIP codes with a child population less than 300. Extra caution should be used when interpreting this data.

Quality Education

In this Section

I, as a parent, was saddened to see some of the data related to the school district that serves my north city zip code. I've had to search for resources and advocate for my children's success in education related fields. The change we need is open communication in the school systems and access to the needed resources in the community.

Parents are forever learners just as our children are. Community leaders need to have awareness of different situations and have accommodations made for families so that success doesn't hang on the environment or lack of social stability. The statistics show a grave future for our children, but we can stop that if we all work together to provide access to quality education and services, and not on a limited basis. The funding is there, it's all in how we choose to spend it.

Alicia Gant, Parent Advisory Council Leader
Vision for Children at Risk

Dr. George Washington Carver's assertion that "Education is the key that unlocks the golden door to freedom"[1] underscores the transformative potential of education. This potential gives us hope, even in the face of continued systemic educational disparities in the St. Louis region. Educational disparities in St. Louis are a pressing issue reflecting broader systemic inequity. Children's futures are heavily influenced by socioeconomic and racial divides. Addressing the root causes of these disparities requires acknowledging and rectifying historical and systemic injustices that perpetuate inequity in our education system.[2]

Challenges caused by COVID-19 over the past four years have negatively affected educational outcomes, disrupting learning environments, causing mental health struggles for students and teachers, and widening existing inequities. Shortages of teachers and bus drivers have further strained educational infrastructure and support systems.[3] The Digital Divide exacerbates disparities in learning opportunities, as students without reliable access to computers and the internet struggle to complete assignments or participate in distance learning programs. This lack of access has highlighted the need for digital equity.[4]

If we want quality education where all kids can succeed, our actions today must reflect that future.

Many students endure chronic trauma due to pervasive poverty, compounded by the impact of neighborhood violence, which erodes their sense of safety essential for effective learning and overall well-being. The availability of mental health services for students can significantly impact their ability to learn and fully engage in school. Barriers to accessing these services include a shortage of mental health providers, prohibitive costs of care, and societal stigma surrounding mental health. Challenges with insurance coverage and transportation can further compound these barriers.[5]

Students with special education needs require personalized support, while high mobility rates can disrupt educational continuity, leading to gaps in learning and a lack of stable support systems. Additionally, students experiencing homelessness face significant challenges due to unstable living situations and trauma, impacting their academic performance and engagement. Ensuring these students have consistent access to educational opportunities and support is crucial for their success.

Academic performance indicators such as third-grade reading and eighth-grade math scores are critical benchmarks. Michelle Obama emphasizes that "The ability to read, write, and analyze; the confidence to stand up and demand justice and equality; the qualifications and connections to get your foot in the door and take your seat at the table—all of that starts with education."[6] Early literacy predicts future achievement, while proficiency in middle school math prepares students for high school and beyond. These indicators serve as vital measures of progress and help identify areas needing improvement.

This year marks 10 years since the killing of Mike Brown and the beginning of the Ferguson Commission's work. Their *Forward Through Ferguson Report* urges us to examine how systemic racial inequalities contribute to educational disparities and focus on creating equity by addressing their root causes. Building equity is not just the responsibility of a few individuals, groups or even one system alone, but rather a collective duty of the entire community.[7] It requires targeted interventions, collaboration, and a commitment to ensuring that all students have access to quality education. Community-driven actions are not just important but essential to improving educational outcomes. Emphasizing support for teachers and expanding programs for marginalized students are critical steps toward achieving educational equity.[8]

Alice Walker reminds us to "Look closely at the present [we] are constructing" for "it should look like the future [we] are dreaming."[9] If we want quality education where all kids can succeed, our actions today must reflect that future. May the data inform our steps toward that goal. It's not enough to pick up the medicine; we've got to take it! Only through consistent, community-wide effort can we build an education system that truly serves every student.

Christina Brimm, MSW, Senior Social Worker and Joshua Saleem, Staff Attorney
Education Justice Program, Legal Services of Eastern Missouri

[1]George Washington Carver, quoted in "Education Quotes," Brainy Quote, accessed July 8, 2024, https://www.brainyquote.com/quotes/george_washington_carver_104252

[2]St. Louis Education Equity Report. 2023. https://ouramericaabc.com/equity-report/st.-louis/education

[3]"The Disparate Impacts of COVID-19 on America's Students." US Dept. of Education. US Dept. of Education, June 9, 2021. https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf

[4]"The Digital Divide in Education: Navigating Learning Inequities." Robert F. Smith. August 29, 2023. https://robertsmith.com/blog/digital-divide-in-education/#bridging-the-digital-divide-in-education

[5]National Institute of Mental Health. "Barriers to Mental Health Services." Accessed July 1, 2024. https://www.nimh.nih.gov/health/publications/nimh-strategic-framework-for-addressing-youth-mental-health

[6]Obama, Michelle. Becoming. New York: Crown Publishing Group, 2018.

[7]Ferguson Commission. STL Forward through Ferguson: A Path Toward Racial Equity. St. Louis: Ferguson Commission, 2015. https://forwardthroughferguson.org/wp-content/uploads/2015/09/101415_FergusonCommissionReport.pdf

[8]"Still Separate Still Unequal." STL Forward Through Ferguson. September 1, 2020. https://stillunequal.org/

[9]Alice Walker, quoted in "Education Quotes," Brainy Quote, accessed July 8, 2024, https://www.brainyquote.com/quotes/george_washington_carver_104252.

Focus on Equity

Quality Education

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. The previous pages in this section feature voices from the community: comments from community leaders with deep knowledge related to quality education, and insights and lived experiences from one of our Parent Advisory Council leaders as they engaged in critical conversations about the data and shared their perspectives.

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 educational outcomes and child well-being in our region.

Data Notes

DATA SOURCE

Data for these tables came from:

US: National Center for Education Statistics (NCES).

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 2022.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2022 school year.

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	ASIAN	WHITE	MULTIRACIAL
UNITED STATES	2022	87.0%	81.0%	83.0%	94.0%	90.0%	*
MISSOURI	2023	89.9%	79.9%	86.5%	94.7%	92.3%	89.1%
St. Louis City	2023	69.4%	68.7%	56.6%	91.4%	75.8%	*
St. Louis County	2023	90.0%	83.4%	86.5%	95.9%	94.5%	87.9%
St. Charles County	2023	93.9%	90.5%	90.5%	97.8%	94.7%	89.3%
ILLINOIS	2023	87.6%	80.1%	85.5%	94.7%	90.7%	84.2%
St. Clair County	2023	87.8%	80.9%	80.7%	*	93.2%	85.1%
Madison County	2023	85.6%	68.1%	73.5%	*	88.9%	63.5%

Percent Proficient/Advanced in 3rd Grade Reading

	YEAR	OVERALL	BLACK	LATINX	ASIAN	WHITE	MULTIRACIAL
MISSOURI	2023	42.4%	20.8%	32.1%	51.4%	48.2%	41.2%
St. Louis City	2023	20.3%	13.8%	24.7%	26.3%	60.5%	38.1%
St. Louis County	2023	44.7%	19.5%	27.8%	66.7%	59.1%	38.9%
St. Charles County	2023	52.6%	30.7%	37.0%	52.1%	55.6%	45.7%
ILLINOIS	2023	28.8%	13.2%	17.2%	53.9%	38.9%	33.3%
St. Clair County	2023	29.2%	12.0%	24.8%	24.7%	43.4%	25.9%
Madison County	2023	23.5%	8.7%	14.3%	30.3%	27.6%	17.5%

Percent Proficient/Advanced in 8th Grade Math

	YEAR	OVERALL	BLACK	LATINX	ASIAN	WHITE	MULTIRACIAL
MISSOURI	2023	30.0%	11.5%	24.7%	42.5%	35.6%	26.7%
St. Louis City	2023	8.7%	4.8%	*	18.5%	34.0%	*
St. Louis County	2023	20.9%	3.4%	6.1%	37.6%	32.3%	7.0%
St. Charles County	2023	43.8%	16.1%	32.8%	73.1%	46.4%	34.0%
ILLINOIS	2023	25.7%	7.7%	14.5%	62.5%	34.7%	27.8%
St. Clair	2023	28.0%	8.6%	29.8%	27.3%	43.1%	21.6%
Madison County	2023	23.5%	5.0%	10.1%	38.0%	28.8%	12.9%

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 poverty levels within a given school district. 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 has been identified as a powerful stressor for families, with significant negative implications for child health and development; these include impacts on the physical, social, cognitive, and behavioral development of children.[1] Students cannot learn and reach their full academic potential if their most basic needs, like hunger, are not met.

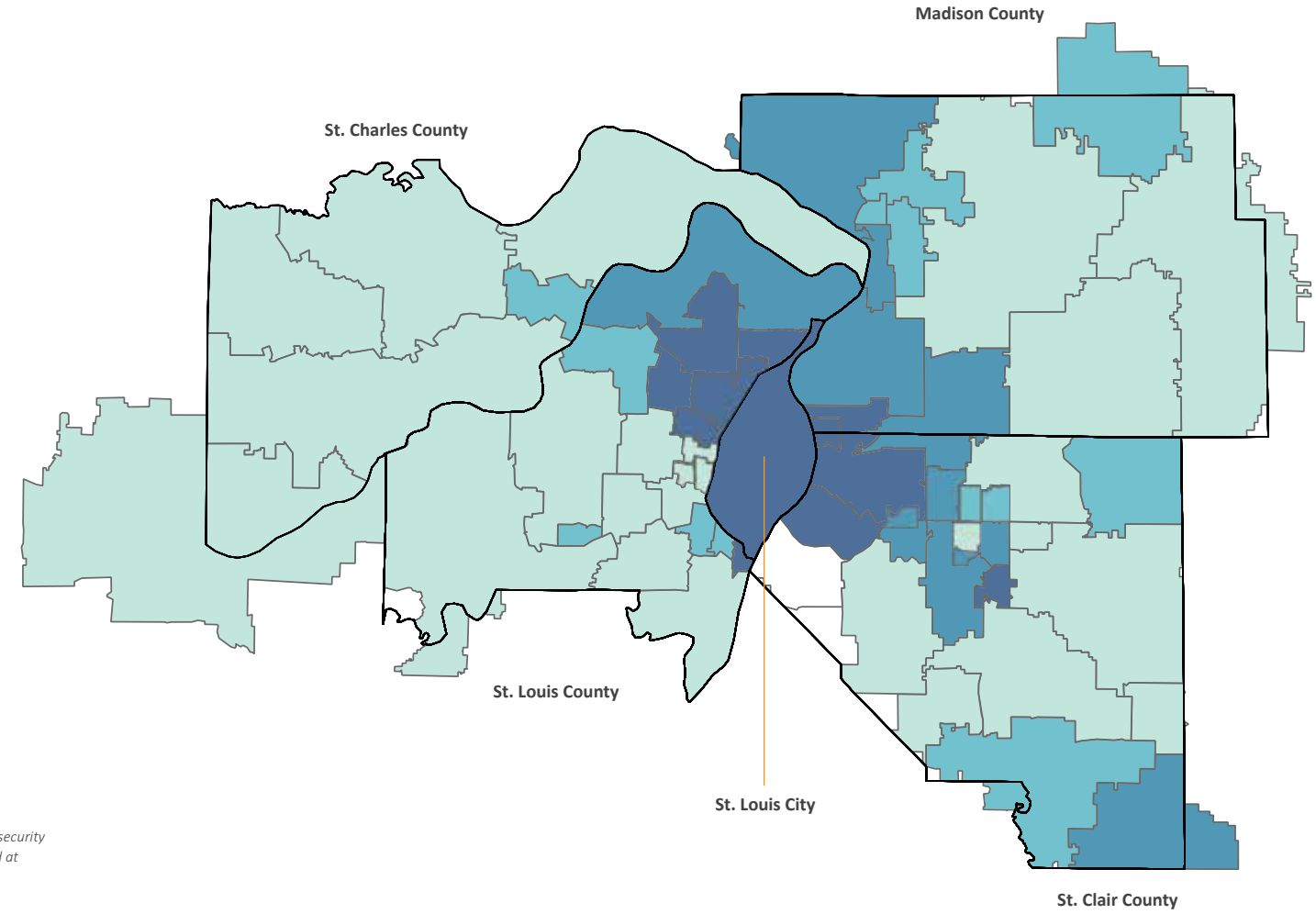
LEGEND

- 8.0 – 31.0%
- 31.1 – 54.0%
- 54.1 – 77.0%
- 77.1 – 100.0%

White areas indicate no data available.

COMPARATIVE DATA

- US: 53.3%
- Missouri: 47.4%
- Illinois: 49.0%



[1]*National Institute of Health. National Library of Medicine. The National Center for Biotechnology Information. "Food Insecurity and Child Development: A State-of-the-Art Review". Accessed at https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8431639/.*

Percent of Students Who Are Eligible for Free/Reduced Lunch

County/District	% Eligible
ST. LOUIS CITY	
St. Louis Public	100.0
ST. LOUIS COUNTY	
Affton	35.7
Bayless	52.7
Brentwood	18.1
Clayton	9.1
Ferguson-Florissant	99.9
Hancock Place	100.0
Hazelwood	69.4
Jennings	100.0
Kirkwood	9.0
Ladue	8.0
Lindbergh	13.5
Maplewood-Richmond Hts.	30.9
Mehlville	26.0
Normandy Schools Collab.	99.7
Parkway	19.0
Pattonville	45.9
Ritenour	99.9
Riverview Gardens	100.0
Rockwood	11.9
Special School District	59.1
University City	99.8
Valley Park	36.3
Webster Groves	10.2
ST. CHARLES COUNTY	
Francis Howell	14.2
Ft. Zumwalt	18.9
Orchard Farm	24.3
St. Charles	35.0
Washington	25.4
Wentzville	14.8
ST. CLAIR COUNTY	
Belle Valley	79.4
Belleville SD 118	72.4
Belleville TWP HSD 201	50.5
Brooklyn	97.2
Cahokia	94.8
Central	52.4
Dupo	*
East St. Louis	99.5
Freeburg CCSD 70	26.6
Freeburg CHSD 77	11.7
Grant	61.1
Harmony	69.3
High Mount	72.5
Lebanon	40.8
Marissa	56.8
Mascoutah	23.0
Millstadt	21.5
New Athens	31.6
O Fallon CCSD 90	25.0
O Fallon TWP HSD 203	25.0
Pontiac-W Holliday	52.7
Shiloh Village	29.2
Signal Hill	60.4
Smithton	12.3
St. Libory	15.9
Whiteside	58.1
Wolf Branch	20.7
MADISON COUNTY	
Alton	57.7
Bethalto	41.4
Collinsville	62.5
East Alton	50.9
East Alton-Wood River	61.2
Edwardsville	22.3
Granite City	66.0
Highland	28.1
Madison	96.0
Roxana	52.8
Staunton	41.4
Triad	18.6
Venice	100.0
Wood River-Hartford	73.7

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 2023.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2023 school year.

CALCULATION

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

NOTE

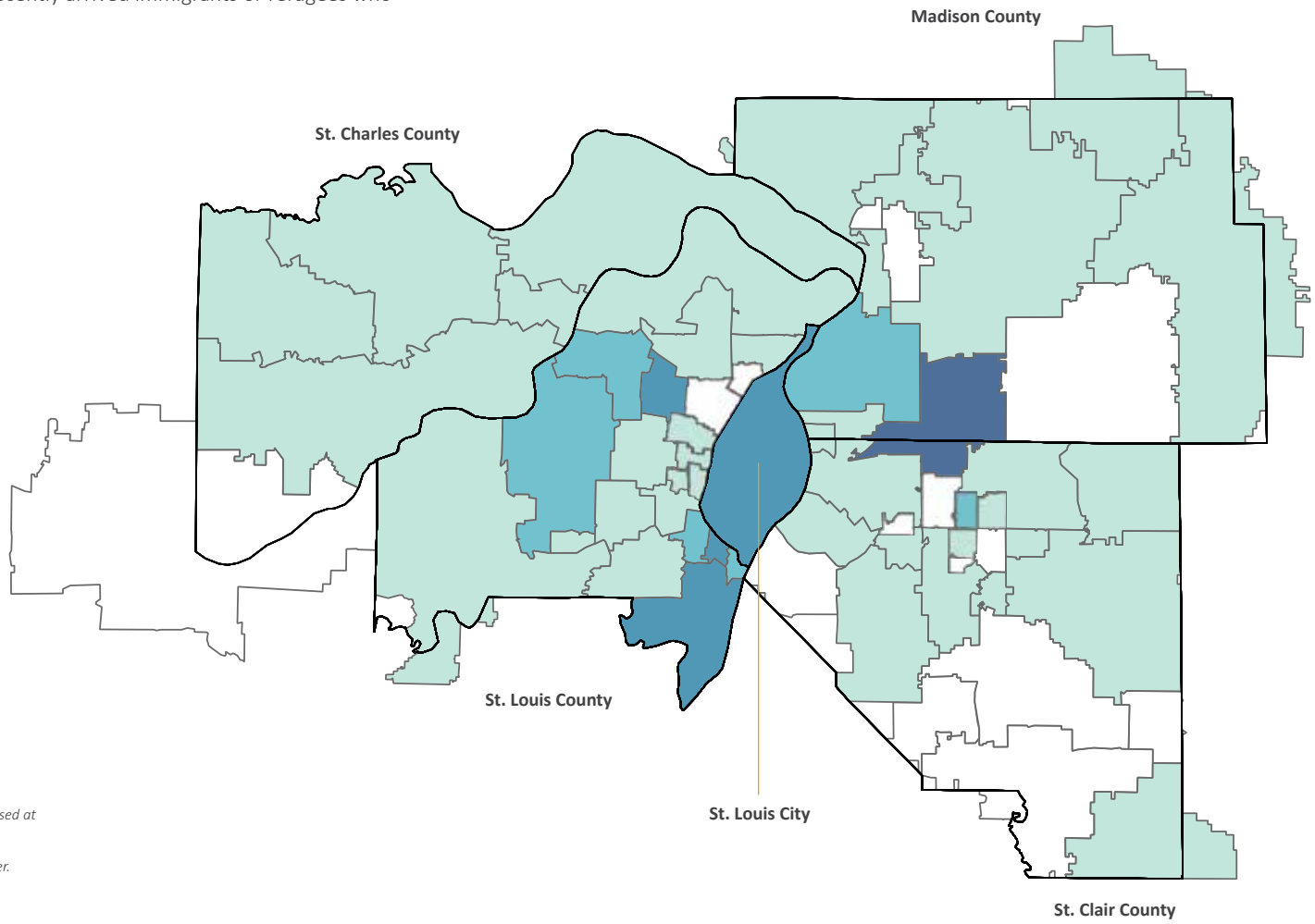
Due to the particularities of some school districts and limitations of the mapping software, the following school districts are not displayed on the map but are included on the data table: Belleville TWP HSD 201, East Alton-Wood River, Freeburg CHSD 77, O Fallon TWP HSD 203 and the Special School District. 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

More than one in five children speak a language other than English at home.[1] 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.[2] 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, family mobility, 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.[3] 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 post-secondary education.[4] 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 St. Louis region.



LEGEND

- 0.0 – 3.8%
- 3.9 – 7.6%
- 7.7 – 11.4%
- 11.5 – 15.2%

White areas indicate no data available.

COMPARATIVE DATA

- US: 10.6%
- Missouri: 2.9%
- Illinois: 14.6%

[1]The Annie E. Casey Foundation. Kids Count Data Center. Accessed at https://datacenter.kidscount.org/.

[2,3,4]The Glossary of Education Reform. English-Language Learner. Accessed at http://edglossary.org/english-language-learner/.

Percent of Students Who Are English Language Learners

County/District	% ELL
ST. LOUIS CITY	
St. Louis Public	7.7
ST. LOUIS COUNTY	
Affton	7.5
Bayless	11.4
Brentwood	2.8
Clayton	1.7
Ferguson-Florissant	0.9
Hancock Place	6.9
Hazelwood	1.7
Jennings	*
Kirkwood	0.7
Ladue	2.9
Lindbergh	3.4
Maplewood-Richmond Hts.	1.5
Mehlville	9.3
Normandy Schools Collab.	*
Parkway	4.2
Pattonville	6.5
Ritenour	10.9
Riverview Gardens	0.5
Rockwood	2.1
Special School District	*
University City	2.8
Valley Park	3.2
Webster Groves	0.0
ST. CHARLES COUNTY	
Francis Howell	2.4
Ft. Zumwalt	3.2
Orchard Farm	2.6
St. Charles	2.8
Washington	*
Wentzville	1.2
ST. CLAIR COUNTY	
Belle Valley	2.4
Belleville SD 118	0.6
Belleville TWP HSD 201	0.5
Brooklyn	0.0
Cahokia	0.4
Central	2.0
Dupo	*
East St. Louis	1.5
Freeburg CCSD 70	*
Freeburg CHSD 77	*
Grant	*
Harmony	1.3
High Mount	*
Lebanon	0.0
Marissa	0.0
Mascoutah	2.3
Millstadt	0.0
New Athens	*
O Fallon CCSD 90	0.4
O Fallon TWP HSD 203	1.1
Pontiac-W Holliday	5.5
Shiloh Village	0.0
Signal Hill	*
Smithton	*
St. Libory	*
Whiteside	*
Wolf Branch	2.0
MADISON COUNTY	
Alton	1.0
Bethalto	0.6
Collinsville	15.2
East Alton	*
East Alton-Wood River	*
Edwardsville	1.5
Granite City	5.9
Highland	0.6
Madison	2.0
Roxana	*
Staunton	0.0
Triad	*
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 2023.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2023 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.[1] Students experiencing homelessness 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.[2] Additionally, homeless students face significant gaps in high school graduation rates compared to their peers.[3]

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 students experiencing homelessness, have the funding, resources, training, and policies and procedures in place to best meet the needs of these students.

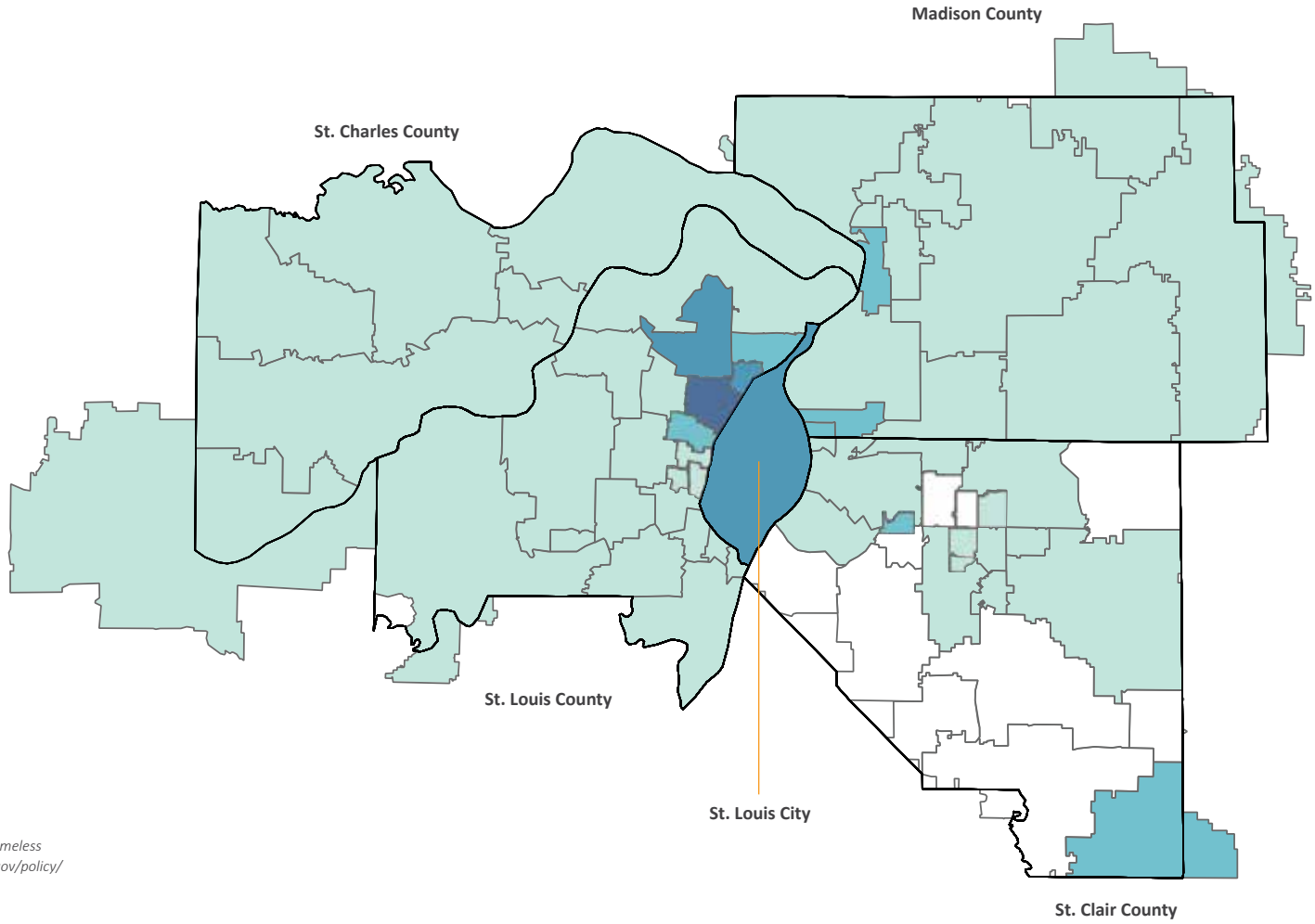
LEGEND

- 0.0 – 9.3%
- 9.4 – 18.5%
- 18.6 – 27.8%
- 27.9 – 37.0%

White areas indicate no data available.

COMPARATIVE DATA

- US: 2.2%
- Missouri: 4.0%
- Illinois: 2.3%



[1,2,3]*U.S. Department of Education. Supporting the Success of Homeless Children and Youth. Fact Sheet. Accessed at https://www2.ed.gov/policy/elsec/leg/essa/160315ehcyfactsheet072716.pdf.*

Percent of Students Who Are Homeless

County/District	% Homeless
ST. LOUIS CITY	
St. Louis Public	18.6
ST. LOUIS COUNTY	
Affton	3.8
Bayless	0.6
Brentwood	1.7
Clayton	1.1
Ferguson-Florissant	23.2
Hancock Place	5.8
Hazelwood	5.3
Jennings	19.6
Kirkwood	0.9
Ladue	0.5
Lindbergh	0.6
Maplewood-Richmond Hts.	4.8
Mehlville	2.4
Normandy Schools Collab.	37.0
Parkway	1.9
Pattonville	4.4
Ritenour	9.2
Riverview Gardens	13.2
Rockwood	1.3
Special School District	1.4
University City	13.0
Valley Park	2.0
Webster Groves	0.9
ST. CHARLES COUNTY	
Francis Howell	1.0
Ft. Zumwalt	0.8
Orchard Farm	3.7
St. Charles	2.7
Washington	1.9
Wentzville	0.6
ST. CLAIR COUNTY	
Belle Valley	2.3
Belleville SD 118	8.7
Belleville TWP HSD 201	2.2
Brooklyn	9.2
Cahokia	7.5
Central	5.3
Dupo	*
East St. Louis	5.4
Freeburg CCSD 70	*
Freeburg CHSD 77	*
Grant	*
Harmony	*
High Mount	7.8
Lebanon	*
Marissa	13.9
Mascoutah	0.3
Millstadt	*
New Athens	*
O'Fallon CCSD 90	0.3
O'Fallon TWP HSD 203	0.5
Pontiac-W Holliday	*
Shiloh Village	4.5
Signal Hill	10.2
Smithton	*
St. Libory	*
Whiteside	1.5
Wolf Branch	0.0
MADISON COUNTY	
Alton	3.9
Bethalto	2.3
Collinsville	8.1
East Alton	4.5
East Alton-Wood River	7.3
Edwardsville	0.3
Granite City	5.9
Highland	1.8
Madison	14.0
Roxana	3.3
Staunton	5.1
Triad	0.6
Venice	13.0
Wood River-Hartford	11.2

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 2023.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2023 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.*

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. This may be voluntary, such as a student changing schools to participate in a new program, or involuntary, such as being expelled or escaping from bullying. Student mobility is often related to residential mobility, such as when a family moves due to safety or affordability concerns, becomes homeless, or moves due to changes in a parent's employment.[1] 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. 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 and better-trained teachers especially challenging.[2] We must ensure that school districts, particularly those with high mobility rates, have the funding, resources, training, and policies and procedures in place to best meet the needs of these students.

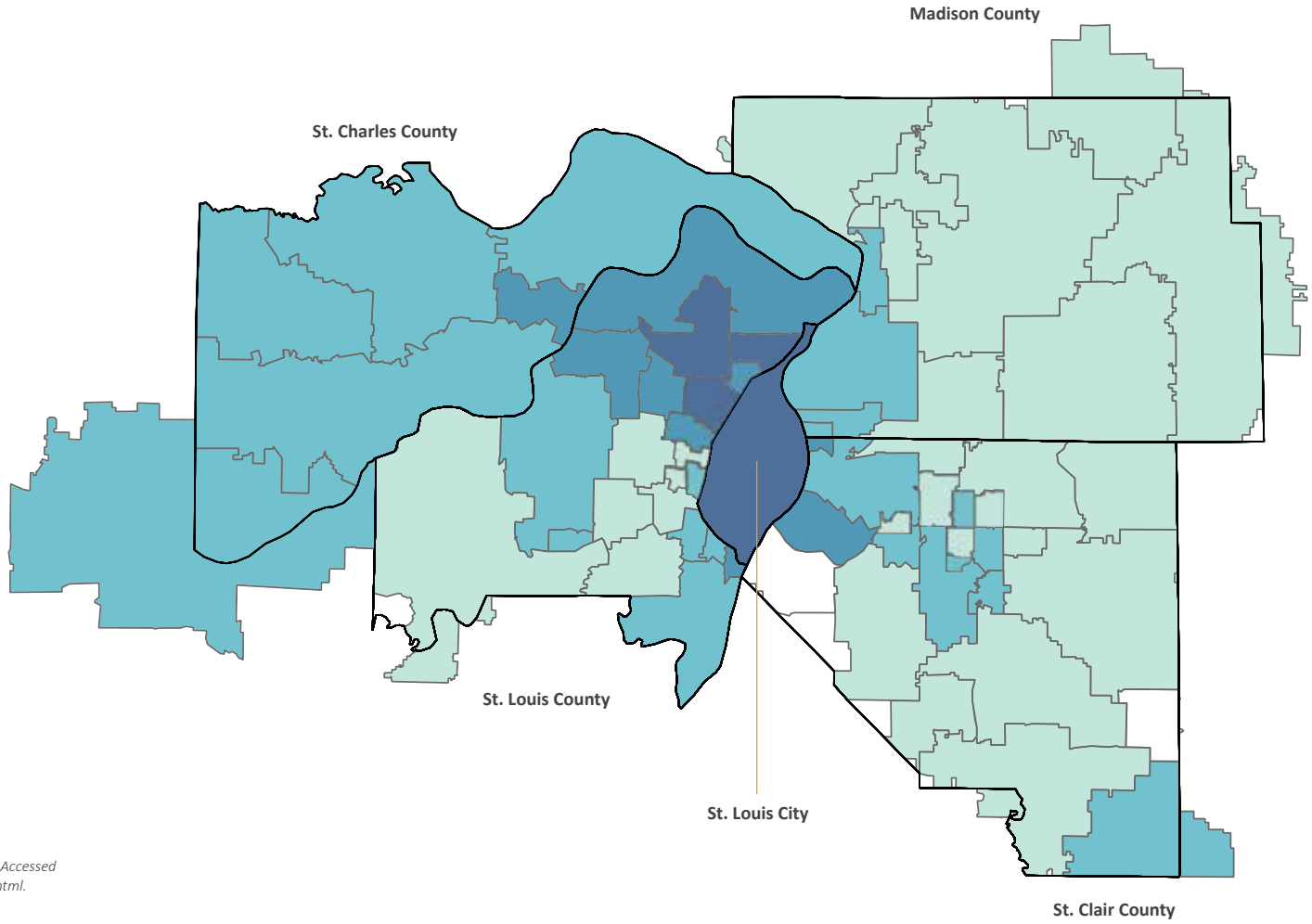
LEGEND

- 2.3 – 10.6%
- 10.7 – 18.9%
- 19.0 – 27.2%
- 27.3 – 35.5%

White areas indicate no data available.

COMPARATIVE DATA

- US: *
- Missouri: 20.1%
- Illinois: 7.4%



[1,2]*Education Week. "Student Mobility: How It Affects Learning." Accessed at https://www.edweek.org/ew/issues/student-mobility/index.html.*

Student Mobility Rate

County/District	% Mobility
ST. LOUIS CITY	
St. Louis Public	34.4
ST. LOUIS COUNTY	
Affton	13.6
Bayless	18.6
Brentwood	10.2
Clayton	9.8
Ferguson-Florissant	31.6
Hancock Place	22.3
Hazelwood	26.8
Jennings	24.9
Kirkwood	8.3
Ladue	10.2
Lindbergh	7.5
Maplewood-Richmond Hts.	11.5
Mehlville	13.0
Normandy Schools Collab.	35.2
Parkway	16.6
Pattonville	19.3

County/District	% Mobility
Ritenour	20.9
Riverview Gardens	35.5
Rockwood	7.5
Special School District	73.1
University City	26.9
Valley Park	15.8
Webster Groves	7.0
ST. CHARLES COUNTY	
Francis Howell	12.1
Ft. Zumwalt	13.2
Orchard Farm	13.9
St. Charles	20.2
Washington	14.1
Wentzville	14.4
ST. CLAIR COUNTY	
Belle Valley	11.1
Belleville SD 118	12.1
Belleville TWP HSD 201	13.5
Brooklyn	21.1

County/District	% Mobility
Cahokia	19.3
Central	8.9
Dupo	*
East St. Louis	16.4
Freeburg CCSD 70	4.9
Freeburg CHSD 77	5.2
Grant	9.6
Harmony	12.7
High Mount	16.0
Lebanon	8.7
Marissa	10.7
Mascoutah	10.1
Millstadt	5.1
New Athens	5.4
O'Fallon CCSD 90	5.1
O'Fallon TWP HSD 203	7.3
Pontiac-W Holliday	12.0
Shiloh Village	7.4
Signal Hill	9.3

County/District	% Mobility
Smithton	2.3
St. Libory	*
Whiteside	11.7
Wolf Branch	7.2
MADISON COUNTY	
Alton	9.3
Bethalto	5.4
Collinsville	8.9
East Alton	8.9
East Alton-Wood River	19.8
Edwardsville	4.9
Granite City	12.7
Highland	4.4
Madison	14.8
Roxana	8.9
Staunton	9.2
Triad	3.8
Venice	12.0
Wood River-Hartford	11.0

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 2023.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2023 school year.

CALCULATION

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

NOTE

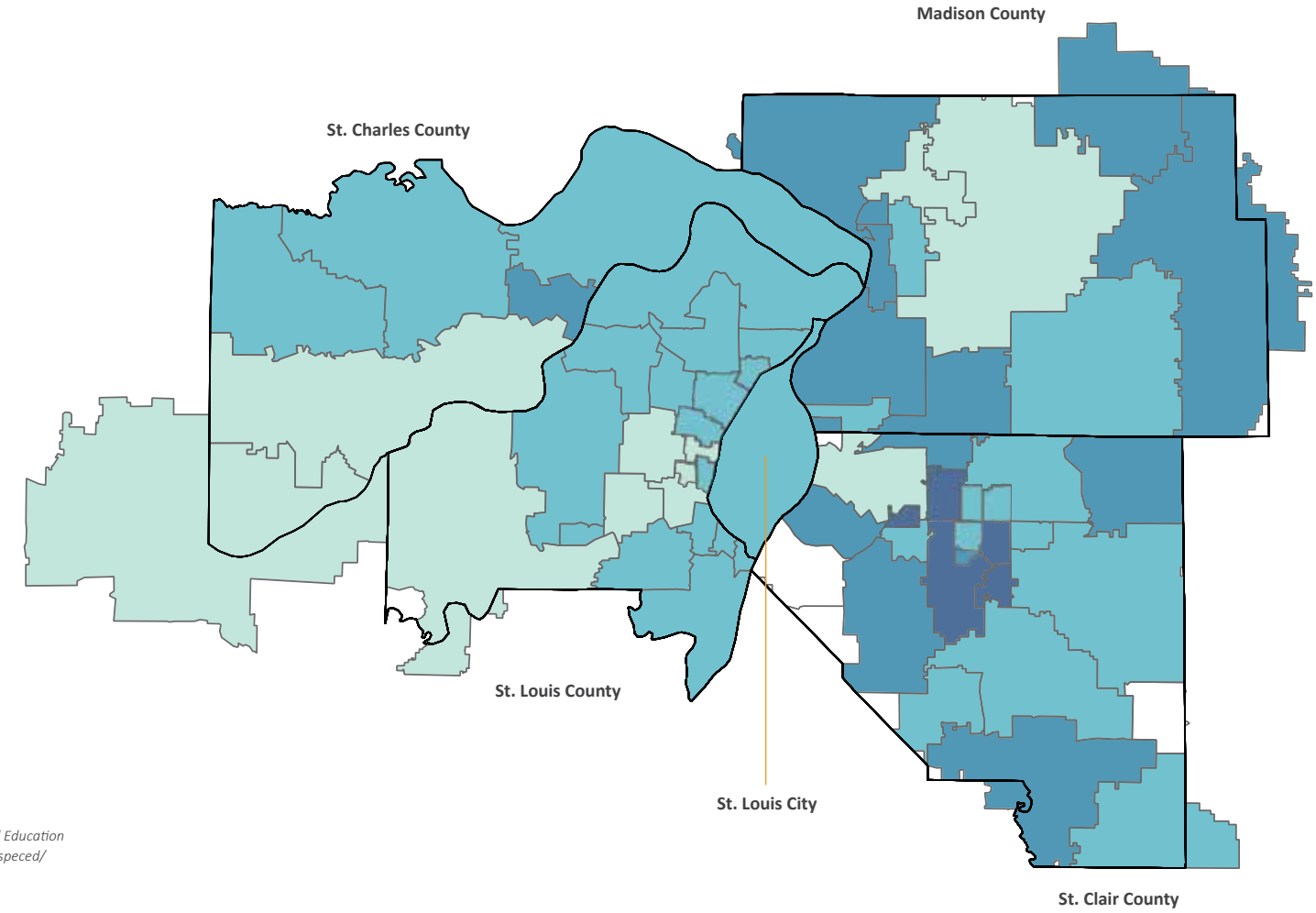
Due to the particularities of some school districts and limitations of the mapping software, the following school districts are not displayed on the map but are included on the data table: Belleville TWP HSD 201, East Alton-Wood River, Freeburg CHSD 77, O Fallon TWP HSD 203 and the Special School District. 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 ostensibly 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 and learning challenges. 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 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.[1] 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. However, even with this policy in place, many families face numerous challenges to accessing and navigating these services. It is critical that we support families in accessing and understanding the services available to their children.



LEGEND

- 9.4 – 13.6%
- 13.7 – 17.7%
- 17.8 – 21.9%
- 22.0 – 26.0%

White areas indicate no data available.

COMPARATIVE DATA

- US: 15.0%
- Missouri: 13.4%
- Illinois: 15.0%

[1] *U.S. Department of Education. A Guide to the Individualized Education Program. Accessed at https://www2.ed.gov/parents/needs/speced/iepguide/index.html.*

Percent of Students With An IEP (Individualized Education Program)

County/District	% IEP
ST. LOUIS CITY	
St. Louis Public	13.8
ST. LOUIS COUNTY	
Affton	15.8
Bayless	13.9
Brentwood	12.9
Clayton	11.2
Ferguson-Florissant	14.7
Hancock Place	14.6
Hazelwood	15.5
Jennings	17.2
Kirkwood	13.3
Ladue	11.7
Lindbergh	15.9
Maplewood-Richmond Hts.	16.0
Mehlville	15.0
Normandy Schools Collab.	14.6
Parkway	14.6
Pattonville	15.3

County/District	% IEP
Ritenour	17.4
Riverview Gardens	14.9
Rockwood	13.3
Special School District	56.4
University City	14.5
Valley Park	14.1
Webster Groves	13.1
ST. CHARLES COUNTY	
Francis Howell	12.3
Ft. Zumwalt	15.4
Orchard Farm	15.1
St. Charles	18.2
Washington	9.4
Wentzville	14.8
ST. CLAIR COUNTY	
Belle Valley	24.0
Belleville SD 118	26.0
Belleville TWP HSD 201	19.0
Brooklyn	*

County/District	% IEP
Cahokia	20.0
Central	16.0
Dupo	*
East St. Louis	12.0
Freeburg CCSD 70	16.0
Freeburg CHSD 77	9.0
Grant	24.0
Harmony	14.0
High Mount	18.0
Lebanon	19.0
Marissa	17.0
Mascoutah	14.0
Millstadt	18.0
New Athens	20.0
O'Fallon CCSD 90	16.0
O'Fallon TWP HSD 203	15.0
Pontiac-W Holliday	16.0
Shiloh Village	16.0
Signal Hill	24.0

County/District	% IEP
Smithton	14.0
St. Libory	*
Whiteside	23.0
Wolf Branch	15.0
MADISON COUNTY	
Alton	21.0
Bethalto	12.0
Collinsville	18.0
East Alton	19.0
East Alton-Wood River	20.0
Edwardsville	12.0
Granite City	21.0
Highland	18.0
Madison	16.0
Roxana	14.0
Staunton	20.0
Triad	15.0
Venice	21.0
Wood River-Hartford	20.0

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 2023.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2023 school year.

CALCULATION

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

NOTE

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**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.[1] 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).[2]

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.[3] 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.[4]

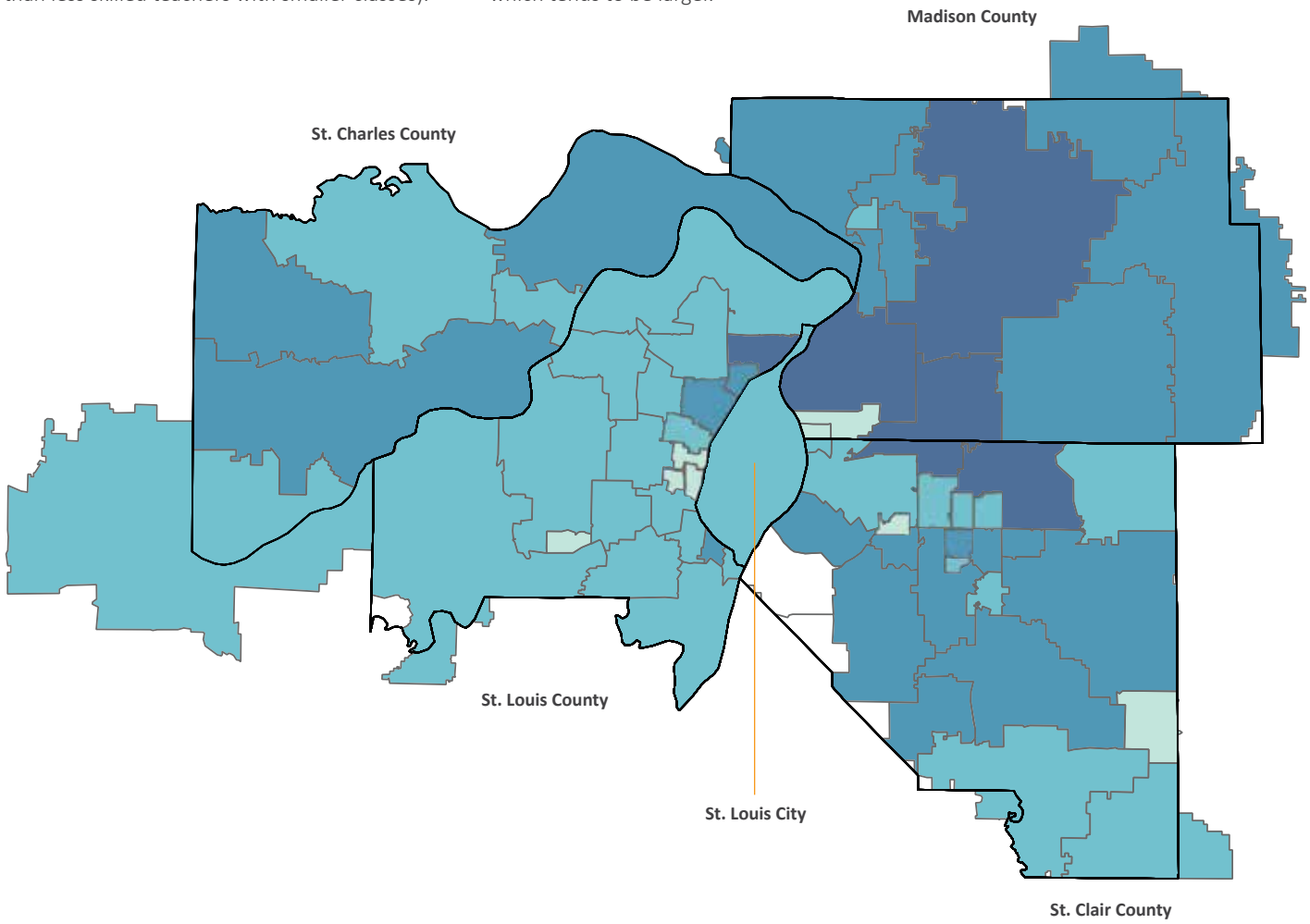
LEGEND

- 8 – 12
- 13 – 16
- 17 – 20
- 21 – 24

White areas indicate no data available.

COMPARATIVE DATA

- US: 15
- Missouri: 16
- Illinois: 17



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

Student/Teacher Ratio

County/District	Ratio
ST. LOUIS CITY	
St. Louis Public	15
ST. LOUIS COUNTY	
Affton	15
Bayless	17
Brentwood	9
Clayton	11
Ferguson-Florissant	15
Hancock Place	14
Hazelwood	16
Jennings	19
Kirkwood	16
Ladue	14
Lindbergh	16
Maplewood-Richmond Hts.	12
Mehlville	15
Normandy Schools Collab.	17
Parkway	15
Pattonville	16
Ritenour	16
Riverview Gardens	22
Rockwood	16
Special School District	31
University City	13
Valley Park	12
Webster Groves	14
ST. CHARLES COUNTY	
Francis Howell	19
Ft. Zumwalt	16
Orchard Farm	18
St. Charles	13
Washington	16
Wentzville	18
ST. CLAIR COUNTY	
Belle Valley	16
Belleville SD 118	17
Belleville TWP HSD 201	19
Brooklyn	13
Cahokia	20
Central	14
Dupo	*
East St. Louis	16
Freeburg CCSD 70	19
Freeburg CHSD 77	17
Grant	15
Harmony	19
High Mount	15
Lebanon	14
Marissa	15
Mascoutah	19
Millstadt	18
New Athens	15
O'Fallon CCSD 90	24
O'Fallon TWP HSD 203	20
Pontiac-W Holliday	14
Shiloh Village	19
Signal Hill	9
Smithton	17
St. Libory	8
Whiteside	18
Wolf Branch	17
MADISON COUNTY	
Alton	20
Bethalto	19
Collinsville	22
East Alton	15
East Alton-Wood River	19
Edwardsville	21
Granite City	22
Highland	19
Madison	11
Roxana	18
Staunton	17
Triad	20
Venice	10
Wood River-Hartford	18

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 2023.

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CALCULATION

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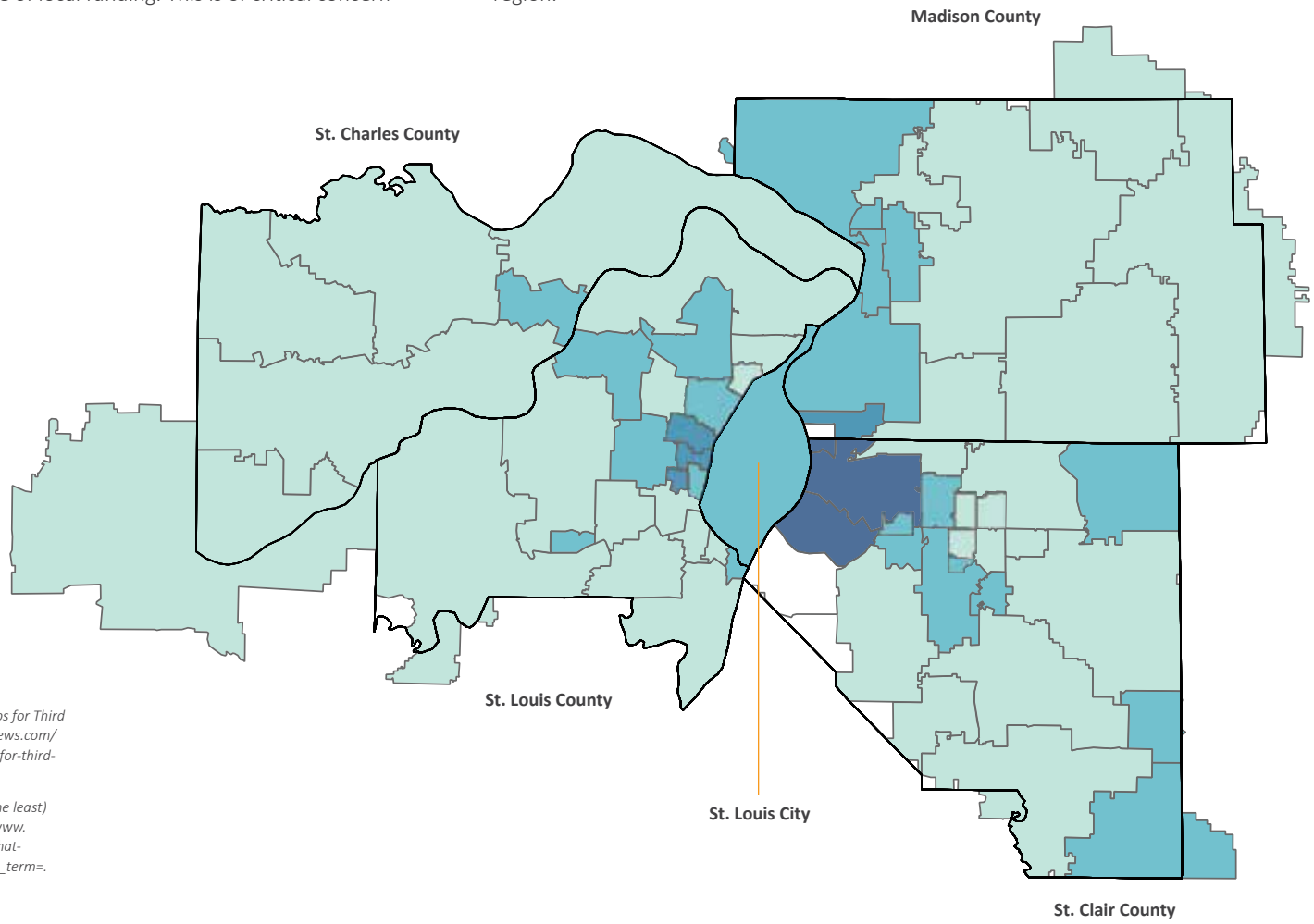
**No Data Available.*

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 low-income 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 low-income and special needs students in the school system rises.[1] 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.[2] This is particularly alarming as students in low-income 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 bring greater equity to educational funding across low- and high-income areas if we want to improve child well-being outcomes for all children in the St. Louis region.



LEGEND

- $9,306 – $13,867
- $13,868 – $18,428
- $18,429 – $22,989
- $22,990 – $27,550

White areas indicate no data available.

COMPARATIVE DATA

- US: $16,280
- Missouri: $13,154
- Illinois: $17,952

[1] *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.*

[2] *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*

Average Spending per Student

County/District	$ per Student
ST. LOUIS CITY	
St. Louis Public	$17,222
ST. LOUIS COUNTY	
Affton	$12,414
Bayless	$11,136
Brentwood	$20,734
Clayton	$21,398
Ferguson-Florissant	$13,968
Hancock Place	$14,953
Hazelwood	$12,407
Jennings	$11,252
Kirkwood	$13,263
Ladue	$14,911
Lindbergh	$10,830
Maplewood-Richmond Hts.	$15,809
Mehlville	$10,903
Normandy Schools Collab.	$17,308
Parkway	$13,686
Pattonville	$15,893
Ritenour	$11,965
Riverview Gardens	$10,364
Rockwood	$11,627
Special School District	$266,594
University City	$18,500
Valley Park	$14,984
Webster Groves	$12,991
ST. CHARLES COUNTY	
Francis Howell	$11,959
Ft. Zumwalt	$12,744
Orchard Farm	$13,269
St. Charles	$16,717
Washington	$13,163
Wentzville	$12,089
ST. CLAIR COUNTY	
Belle Valley	$15,160
Belleville SD 118	$16,347
Belleville TWP HSD 201	$15,144
Brooklyn	$25,301
Cahokia	$23,221
Central	$11,981
Dupo	*
East St. Louis	$27,550
Freeburg CCSD 70	$10,692
Freeburg CHSD 77	$12,282
Grant	$15,764
Harmony	$14,437
High Mount	$15,960
Lebanon	$16,559
Marissa	$14,872
Mascoutah	$11,960
Millstadt	$11,194
New Athens	$11,328
O'Fallon CCSD 90	$10,033
O'Fallon TWP HSD 203	$12,941
Pontiac-W Holliday	$11,417
Shiloh Village	$11,595
Signal Hill	$17,174
Smithton	$10,044
St. Libory	$14,906
Whiteside	$10,495
Wolf Branch	$11,602
MADISON COUNTY	
Alton	$14,109
Bethalto	$13,161
Collinsville	$12,641
East Alton	$14,576
East Alton-Wood River	$16,269
Edwardsville	$12,085
Granite City	$15,161
Highland	$11,439
Madison	$20,941
Roxana	$16,290
Staunton	$9,306
Triad	$10,048
Venice	*
Wood River-Hartford	$15,246

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 2022.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2022 school year.

CALCULATION

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NOTE

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**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.[1] 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.[2] 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.

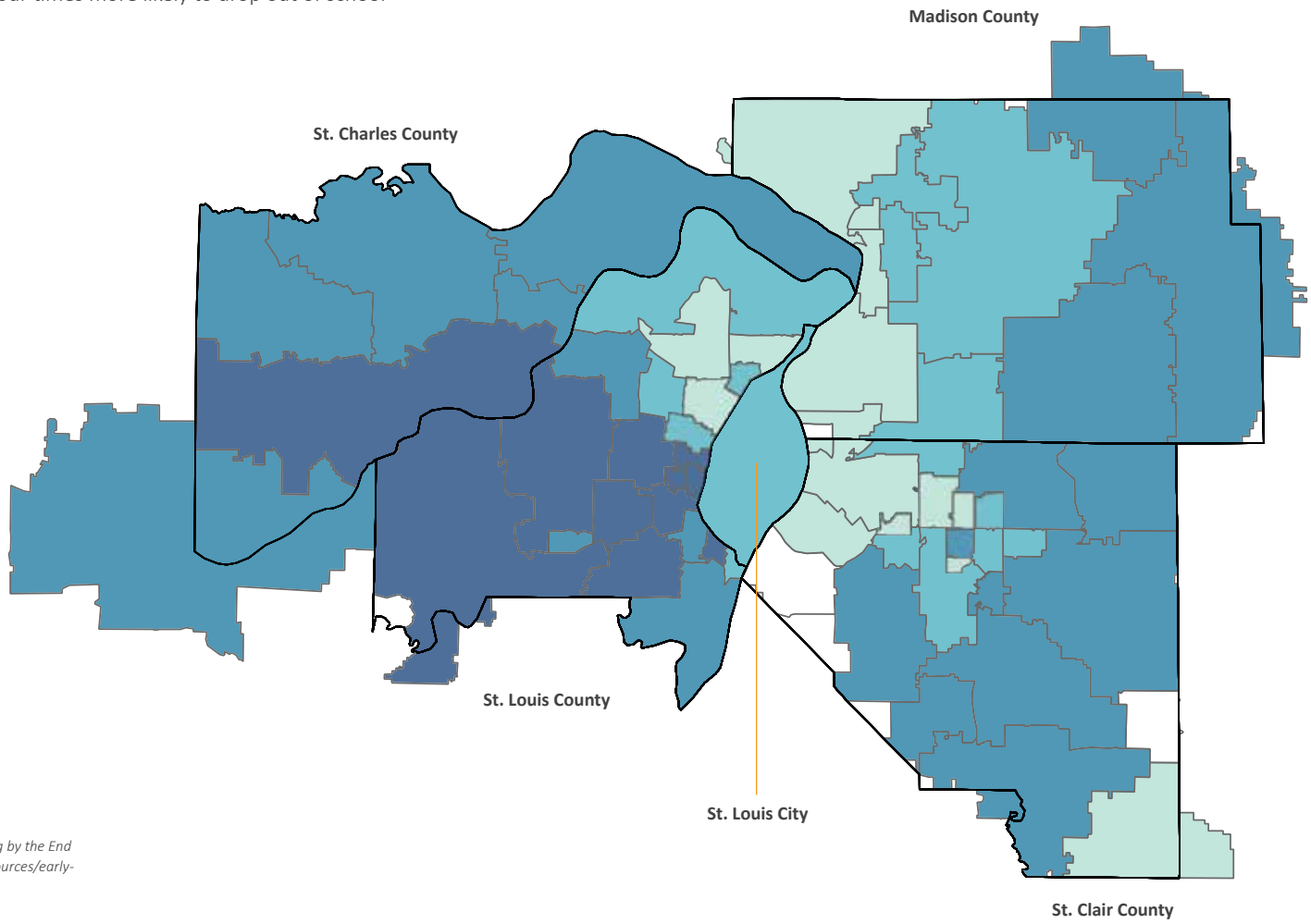
LEGEND

- 0.0 – 18.6%
- 18.7 – 37.2%
- 37.3 – 55.7%
- 55.8 – 74.3%

White areas indicate no data available.

COMPARATIVE DATA

- US: *
- Missouri: 42.4%
- Illinois: 28.8%



[1,2]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
ST. LOUIS CITY	
St. Louis Public	20.4
ST. LOUIS COUNTY	
Affton	41.6
Bayless	59.8
Brentwood	72.7
Clayton	74.3
Ferguson-Florissant	16.1
Hancock Place	24.0
Hazelwood	27.3
Jennings	29.4
Kirkwood	67.1
Ladue	73.1
Lindbergh	56.5
Maplewood-Richmond Hts.	55.8
Mehlville	48.0
Normandy Schools Collab.	11.7
Parkway	58.5
Pattonville	42.9
Ritenour	29.6
Riverview Gardens	9.2
Rockwood	57.1
Special School District	*
University City	24.9
Valley Park	41.1
Webster Groves	69.6
ST. CHARLES COUNTY	
Francis Howell	60.3
Ft. Zumwalt	50.5
Orchard Farm	53.9
St. Charles	53.5
Washington	51.4
Wentzville	47.1
ST. CLAIR COUNTY	
Belle Valley	37.6
Belleville SD 118	19.5
Belleville TWP HSD 201	*
Brooklyn	0.0
Cahokia	3.1
Central	27.8
Dupo	*
East St. Louis	12.3
Freeburg CCSD 70	39.0
Freeburg CHSD 77	*
Grant	12.5
Harmony	28.9
High Mount	17.2
Lebanon	46.9
Marissa	13.8
Mascoutah	52.6
Millstadt	46.5
New Athens	50.0
O'Fallon CCSD 90	42.7
O'Fallon TWP HSD 203	*
Pontiac-W Holliday	17.5
Shiloh Village	32.8
Signal Hill	14.3
Smithton	48.0
St. Libory	*
Whiteside	23.0
Wolf Branch	38.8
MADISON COUNTY	
Alton	11.6
Bethalto	22.8
Collinsville	22.4
East Alton	10.1
East Alton-Wood River	*
Edwardsville	32.8
Granite City	8.8
Highland	39.6
Madison	4.3
Roxana	21.7
Staunton	37.3
Triad	41.9
Venice	*
Wood River-Hartford	9.4

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 2023.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2023 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.

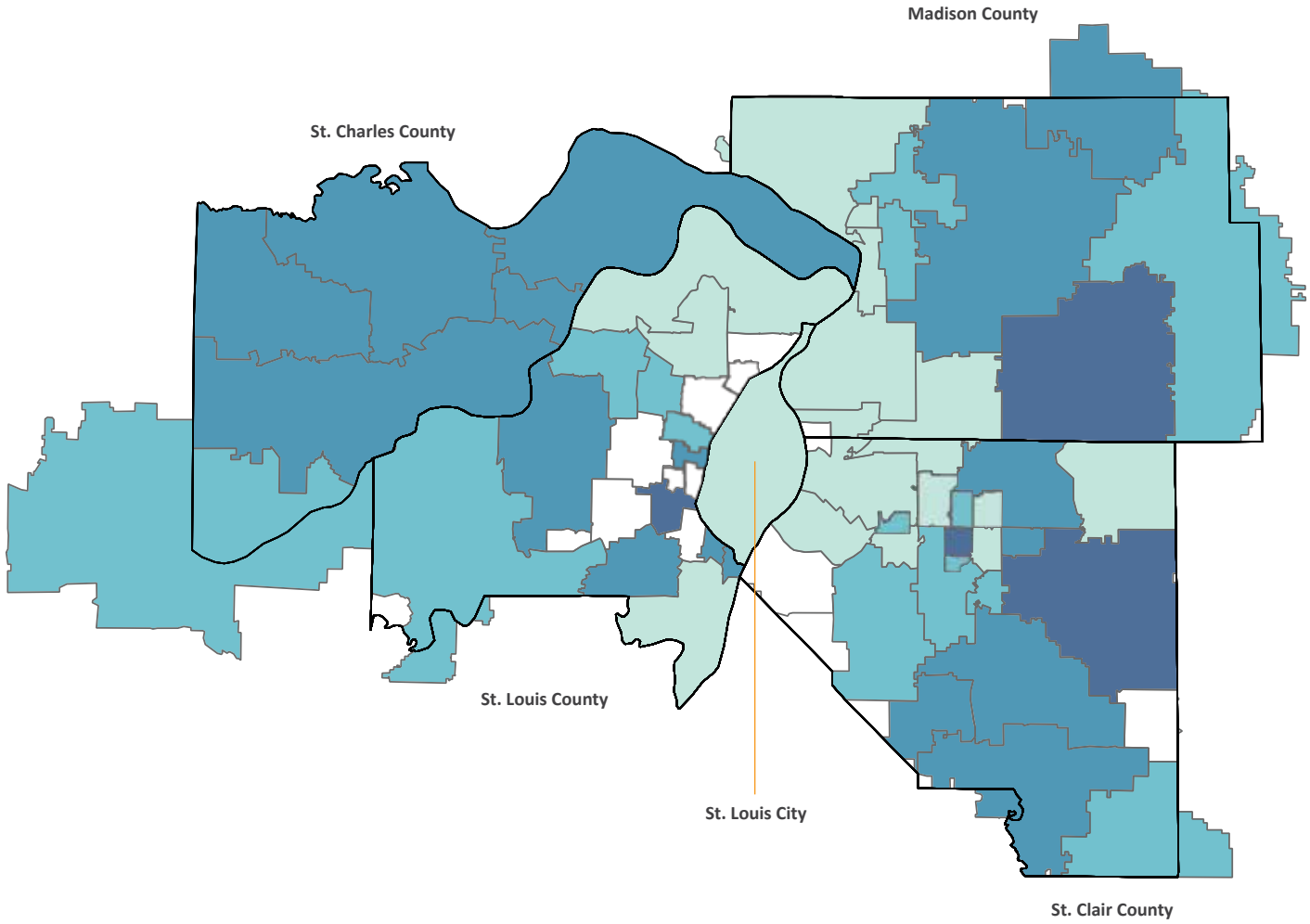
**No Data Available.*

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 and to secure better-paying jobs.[1] Overall, mathematics scores have been rising for all students.

However, white students continue to outscore their Black and Hispanic peers. In 2022, nationally, 35 percent of white students scored "at or above proficiency" in 8th grade mathematics on the National Assessment of Educational Progress (NAEP) Mathematics Assessment, compared to just 9 percent of Black students and 14 percent of Hispanic students.[2] 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 important to future success. It is critical that we find ways to address this notable achievement gap.



LEGEND

- 0.0 – 16.6%
- 16.7 – 33.2%
- 33.3 – 49.7%
- 49.8 – 66.3%

White areas indicate no data available.

COMPARATIVE DATA

- US: *
- Missouri: 30.0%
- Illinois: 25.7%

[1]*Education Week. What Kind of Math Matters? Accessed at https://www.edweek.org/teaching-learning/what-kind-of-math-matters/2007/06.*

[2]*National Center for Education Statistics. National Assessment of Educational Progress. The Nation's Report Card. Accessed at https://www.nationsreportcard.gov/ndecore/xplore/nde.*

Percent of Students Proficient/Advanced in 8th Grade Math

County/District	% Proficient
ST. LOUIS CITY	
St. Louis Public	8.7
ST. LOUIS COUNTY	
Affton	*
Bayless	41.9
Brentwood	*
Clayton	43.0
Ferguson-Florissant	11.6
Hancock Place	40.7
Hazelwood	9.2
Jennings	*
Kirkwood	*
Ladue	*
Lindbergh	36.5
Maplewood-Richmond Hts.	*
Mehlville	15.4
Normandy Schools Collab.	*
Parkway	41.7
Pattonville	22.9
Ritenour	19.4
Riverview Gardens	*
Rockwood	29.4
Special School District	*
University City	19.8
Valley Park	*
Webster Groves	56.9
ST. CHARLES COUNTY	
Francis Howell	48.2
Ft. Zumwalt	47.4
Orchard Farm	38.2
St. Charles	34.7
Washington	31.3
Wentzville	42.5
ST. CLAIR COUNTY	
Belle Valley	25.2
Belleville SD 118	19.3
Belleville TWP HSD 201	*
Brooklyn	*
Cahokia	0.5
Central	11.0
Dupo	*
East St. Louis	2.3
Freeburg CCSD 70	47.8
Freeburg CHSD 77	*
Grant	7.9
Harmony	12.9
High Mount	21.1
Lebanon	12.8
Marissa	23.4
Mascoutah	66.3
Millstadt	32.5
New Athens	46.1
O'Fallon CCSD 90	40.6
O'Fallon TWP HSD 203	*
Pontiac-W Holliday	29.7
Shiloh Village	39.4
Signal Hill	31.4
Smithton	36.3
St. Libory	*
Whiteside	12.8
Wolf Branch	54.4
MADISON COUNTY	
Alton	10.0
Bethalto	29.0
Collinsville	12.6
East Alton	14.8
East Alton-Wood River	*
Edwardsville	41.8
Granite City	7.1
Highland	32.2
Madison	0.0
Roxana	21.5
Staunton	37.7
Triad	51.3
Venice	*
Wood River-Hartford	3.0

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 2023.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2023 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

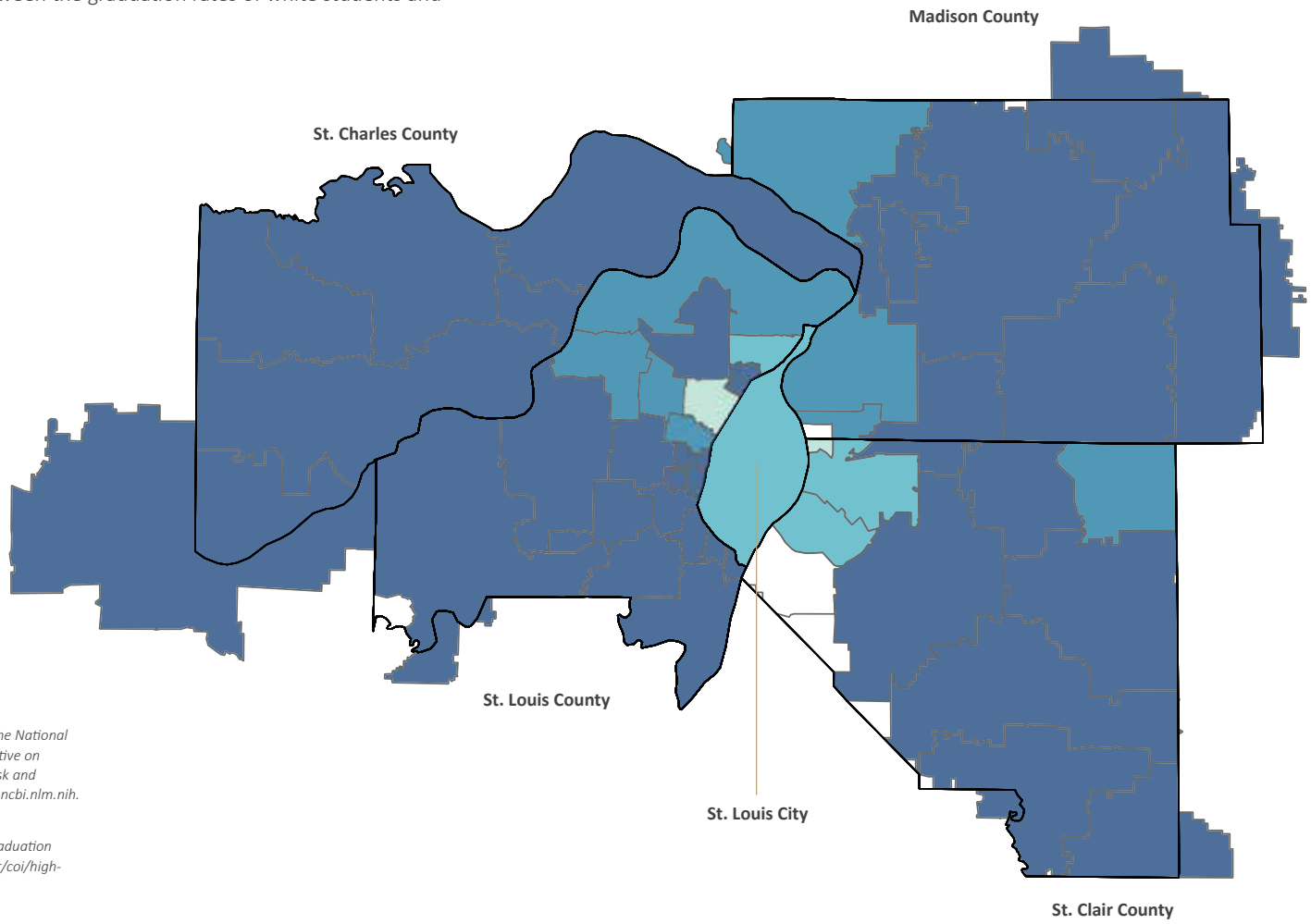
Due to the particularities of some school districts and limitations of the mapping software, the following school districts are not displayed on the map but are included on the data table: Belleville TWP HSD 201, East Alton-Wood River, Freeburg CHSD 77, O Fallon TWP HSD 203 and the Special School District. 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 outcomes, or have children who will also live in poverty.[1] Additionally, dropouts are up to six times more likely than high school graduates to report ever having been arrested.[2] Moving just one student from dropout to high school graduate would yield more than $250,000 in higher tax revenues and lower government expenditures over that student's lifetime.[3] 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.[4] 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.



LEGEND

- 41.7 – 56.3%
- 56.4 – 70.9%
- 71.0 – 85.4%
- 85.5 – 100%

White areas indicate no data available.

COMPARATIVE DATA

- US: 87.0%
- Missouri: 89.9%
- Illinois: 87.6%

[1,2,3]National Institute of Health. National Library of Medicine. The National Center for Biotechnology Information. "A Public Health Perspective on School Dropout and Adult Outcomes: A Prospective Study of Risk and Protective Factors from Age 5 to 27." Accessed at https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4877222/.

[4]National Center for Education Statistics. Public High School Graduation Rates. Accessed at https://nces.ed.gov/programs/coe/indicator/coi/high-school-graduation-rates.

Four-Year Graduation Rate

County/District	Grad Rate
ST. LOUIS CITY	
St. Louis Public	69.7
ST. LOUIS COUNTY	
Affton	90.0
Bayless	93.9
Brentwood	96.5
Clayton	99.5
Ferguson-Florissant	93.3
Hancock Place	98.8
Hazelwood	82.7
Jennings	86.0
Kirkwood	98.4
Ladue	97.9
Lindbergh	94.7
Maplewood-Richmond Hts.	100.0
Mehlville	93.1
Normandy Schools Collab.	53.3
Parkway	94.6
Pattonville	84.0
Ritenour	72.9
Riverview Gardens	66.6
Rockwood	95.6
Special School District	45.5
University City	83.9
Valley Park	95.2
Webster Groves	97.5
ST. CHARLES COUNTY	
Francis Howell	95.6
Ft. Zumwalt	94.2
Orchard Farm	90.9
St. Charles	89.0
Washington	92.8
Wentzville	94.8
ST. CLAIR COUNTY	
Belle Valley	*
Belleville SD 118	*
Belleville TWP HSD 201	91.7
Brooklyn	41.7
Cahokia	60.4
Central	*
Dupo	*
East St. Louis	68.7
Freeburg CCSD 70	*
Freeburg CHSD 77	95.0
Grant	*
Harmony	*
High Mount	*
Lebanon	81.8
Marissa	93.2
Mascoutah	95.4
Millstadt	*
New Athens	88.6
O'Fallon CCSD 90	*
O'Fallon TWP HSD 203	94.3
Pontiac-W Holliday	*
Shiloh Village	*
Signal Hill	*
Smithton	*
St. Libory	*
Whiteside	*
Wolf Branch	*
MADISON COUNTY	
Alton	75.7
Bethalto	95.2
Collinsville	87.5
East Alton	*
East Alton-Wood River	88.2
Edwardsville	91.5
Granite City	71.5
Highland	91.4
Madison	81.0
Roxana	86.3
Staunton	87.1
Triad	96.9
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 2023.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2023 school year.

CALCULATION

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

NOTE

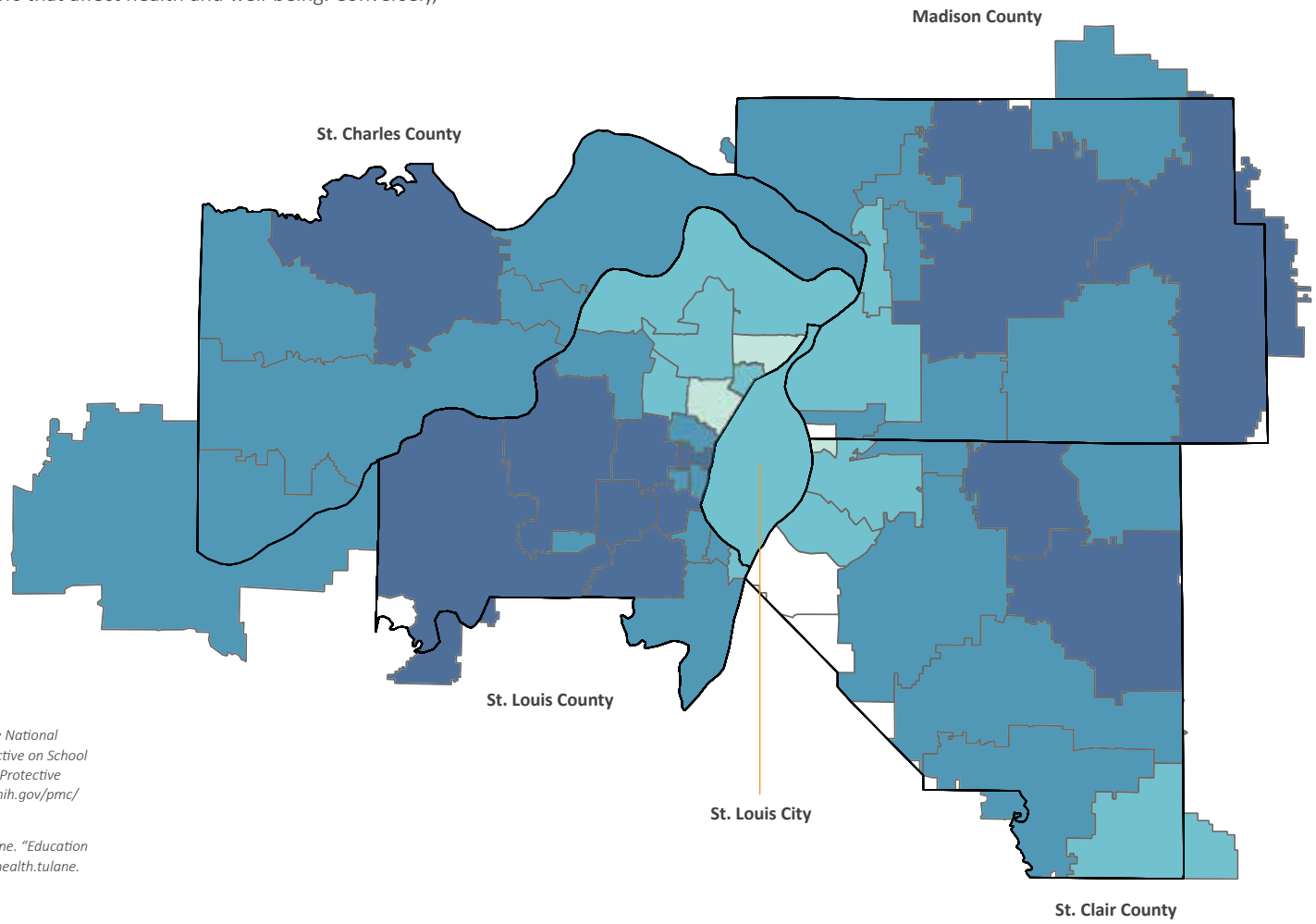
Due to the particularities of some school districts and limitations of the mapping software, some school districts are not displayed on the map but are included on the data table. Additionally, some Illinois school districts only serve grades pre-K through 8th grade or grades 9-12 and therefore may not 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.[1] 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. Higher levels of educational attainment make it more likely a person can access quality healthcare, find employment that pays a living wage, and live in a safe, non-polluted environment, all factors that affect health and well-being. Conversely, people who live in lower socioeconomic conditions are at greater risk for a host of health issues, including higher rates of disease, mental illness, and premature death.[2] The affordability of post-secondary and higher education opportunities is a critical issue in this country. Given the connection between educational attainment, individual well-being, and broader societal well-being, it is imperative that we advocate for and implement policies that increase access to post-secondary and higher education opportunities, particularly for students for whom these opportunities would otherwise be out of reach.



LEGEND

- 13.0 – 33.1%
- 33.2 – 53.3%
- 53.4 – 73.4%
- 73.5 – 93.5%

White areas indicate no data available.

COMPARATIVE DATA

- US: *
- Missouri: 56.5%
- Illinois: 65.0%

[1]National Institute of Health. National Library of Medicine. The National Center for Biotechnology Information. "A Public Health Perspective on School Dropout and Adult Outcomes: A Prospective Study of Risk and Protective Factors from Age 5 to 27." Accessed at https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4877222/.

[2]Tulane University. School of Public Health and Tropical Medicine. "Education as a Social Determinant of Health." Accessed at https://publichealth.tulane.edu/blog/social-determinant-of-health-education-is-crucial/.

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

County/District	% College
ST. LOUIS CITY	
St. Louis Public	50.0
ST. LOUIS COUNTY	
Affton	64.1
Bayless	72.3
Brentwood	73.2
Clayton	93.5
Ferguson-Florissant	49.1
Hancock Place	45.1
Hazelwood	53.3
Jennings	36.1
Kirkwood	84.4
Ladue	92.8
Lindbergh	80.4
Maplewood-Richmond Hts.	71.8
Mehlville	70.0
Normandy Schools Collab.	31.5
Parkway	80.3
Pattonville	71.5
Ritenour	36.3
Riverview Gardens	23.6
Rockwood	83.8
Special School District	30.2
University City	59.0
Valley Park	60.3
Webster Groves	79.9
ST. CHARLES COUNTY	
Francis Howell	73.2
Ft. Zumwalt	78.5
Orchard Farm	57.2
St. Charles	65.6
Washington	58.4
Wentzville	68.2
ST. CLAIR COUNTY	
Belle Valley	*
Belleville SD 118	*
Belleville TWP HSD 201	56.0
Brooklyn	13.0
Cahokia	39.0
Central	*
Dupo	*
East St. Louis	41.0
Freeburg CCSD 70	*
Freeburg CHSD 77	68.0
Grant	*
Harmony	*
High Mount	*
Lebanon	63.0
Marissa	46.0
Mascoutah	74.0
Millstadt	*
New Athens	55.0
O'Fallon CCSD 90	*
O'Fallon TWP HSD 203	75.0
Pontiac-W Holliday	*
Shiloh Village	*
Signal Hill	*
Smithton	*
St. Libory	*
Whiteside	*
Wolf Branch	*
MADISON COUNTY	
Alton	63.0
Bethalto	60.0
Collinsville	56.0
East Alton	*
East Alton-Wood River	44.0
Edwardsville	78.0
Granite City	47.0
Highland	77.0
Madison	55.0
Roxana	58.0
Staunton	67.0
Triad	69.0
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 2023.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2023 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

Schools are one of the first places where dreams start coming alive. All youth should have opportunities to help their dreams come alive. Youth development staff should provide encouragement and let youth know that real dreams can come true and help support those dreams.

Schools, church youth programs, and after school programs should be inclusive to all youth, not just some youth. I feel that staff who work with youth could use more compassion and understanding and show more love. Some children serve as mothers and fathers when they get home with their sisters and brothers due to their parents and caregivers working to make ends meet. Schools and youth development programs need to give them something they can relate to by instilling education in them; showing them there is hope. They need to help youth create goals and earn their trust and love. Youth need someone they can talk to and that can relate to their situations.

I also feel youth should be educated about black history. Teaching black students about black history so they can discover their inner being of where they come from as a people would be positive for their development.

Paulette Brooks, Parent Advisory Council Leader
Vision for Children at Risk

The African proverb "It takes a village to raise a child" should be the foundation to guide our efforts in youth development. The proverb conveys the message that it takes many people to provide a safe, healthy environment for children, where children are given the security they need to develop, flourish and thrive. This requires an environment where children's voices are heard and where multiple people including parents, siblings, extended family members, neighbors, teachers, professionals, community members and policy makers, ("the villagers"), care for a child.[1]

Youth today have more access to information, demonstrate significant resiliency and are more aware of their needs. However, these same youth are exposed to more violence, family stressors and societal pressures. How a youth experiences and engages with family and community can significantly impact their overall well-being and their development. To provide youth with the best opportunities to thrive we must address the inequities and the disparities that exist throughout all of our youth-serving systems.

A collaborative effort must be made to address the inequities and disparities that continue to contribute to poor mental health outcomes for youth, families and communities.

The former U.S. Surgeon General David Satcher quoted, "There is no health without mental health." Mental health and youth development are highly correlated. Additionally, maternal mental health has been identified as an important factor in child and youth development. When a mom experiences depression, anxiety or stress, children may have an increased risk of developing social, emotional, behavioral and cognitive impairments. These impairments can affect the child's capacity for learning and relating to others. In early childhood and adolescent development, adverse childhood experiences (ACEs) such as physical and emotional abuse and neglect, as well as household dysfunction (including but not limited to a person experiencing domestic violence and/or instability due to incarceration or substance use) can negatively impact the mental health and development of youth. Adverse childhood experiences can create a constant cycle of toxic stress, and these experiences can be stored in the body causing the body's stress response system to stay activated. Toxic stress can impair school readiness, academic achievement, emotion regulation, problem solving, physical health and mental health.

In referring back to "it takes a village to raise a child," a collaborative effort must be made to address the inequities and disparities that continue to contribute to poor mental health outcomes for youth, families and communities. For underserved populations (African Americans, Alaskan Natives, American Indians, Asians, Hispanics, LGBTQIA+, people with disabilities, people with low socioeconomic status and people living in rural communities, etc.) efforts such as expanding youth and family services, increasing prevention services and mental health screenings, improving maternal health and access to services, creating family-centered policies, and expanding services in schools and non-traditional places can assist in eliminating inequities.

Eliminating inequities and improving outcomes in youth development must be the focus of everyone who touches the lives of youth. Some of these remedies take time, but what we can do now is to shift the narrative of adverse childhood experiences to increase positive childhood experiences (PCEs). PCEs positively affect youth development and health outcomes and protect future adult mental health. In the Healthy Outcomes for Positive Experiences (HOPE) framework, (the foundation of PCEs), people are defined by their strengths and their challenges.[2] The HOPE framework identifies Four Building Blocks of HOPE that help children and youth grow into healthy, resilient adults:

- **Relationships** with other children and adults through interpersonal activities
- **Environments** that are safe, equitable, stable environments for living, playing, and learning at home and school
- **Engagement** in social and civic activities to develop a sense of belonging and connectedness
- **Emotional growth** through playing and interacting with peers for self-awareness and regulation

Increasing these opportunities for youth creates a foundation for youth to succeed and thrive. Children's experiences of safe, stable, and nurturing relationships and environments promotes healthy child development and adult mental health and buffers against the negative impacts of adverse childhood experiences.[3]

Charise Baker, LPC, Statewide Clinical Coordinator
Missouri Department of Mental Health-Children's Office

1. Rupert, et al. "It Takes A Village to Raise a Child: Understanding and Expanding the Concept of the 'Village'". Frontier in Public Health. 2022. Accessed at http://doi.org/10.3389/fpubh.2022.756066.

2. Sege R, et al. "Responding to Aces With Hope: Health Outcomes From Positive Experiences." Academic Pediatrics. 2017. Accessed at https://www.academicpedsjnl.net/article/S1876-2859(17)30107-9/fulltext.

3. Sege et. al. "Prevalence of Positive Childhood Experiences Among Adults: Behavioral Risk Factor Surveillance System, Four States, 2015-2021." Morbidity and Mortality Weekly Report. Accessed at https://www.cdc.gov/mmwr/volumes/73/wr/mm7317a3.htm.

Focus on Equity

Youth Development

Beyond formal schooling, young people need constructive opportunities for growth and development in structured, well-supervised settings. Such an environment allows youth to develop both general life competencies and employment skills. Virtually every child can benefit from out-of-school programs that offer opportunities for positive development and an avenue for avoiding problem behaviors. For those young people who face the most challenges, the availability of such programs can mean the difference between a life with a positive, upward trajectory and one that is on an uncertain, sometimes tragic, course.

A critical step toward promoting positive youth development is the establishment of safe settings and high-quality programs through which young people can acquire life and employment skills and focus on a career development plan that provides the foundation for life-long economic opportunity. Contact with caring adults, mentoring programs, tutoring opportunities, and sports programs all provide settings in which youth can acquire skills and develop relationships with positive role models. While schools are providing more and more of these services with very limited resources, they are not capable of shouldering the burden alone; the community at large must provide resources for the adequate provision of comprehensive youth development services.

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 that 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 youth 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.

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. The previous pages in this section feature voices from the community: comments from an organizational leader with deep knowledge related to youth development, and insights and lived experiences from one of our Parent Advisory Council leaders as they engaged in critical conversations about the data and shared their perspectives.

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

SOURCE: TEEN MOTHERS

US: Centers for Disease Control and Prevention.

MO: Missouri Department of Health & Senior Services. Bureau of Health Care Analysis and Data Dissemination. Data request. 2022 data.

IL: Illinois Department of Public Health. Freedom of Information Act request. 2022 data.

SOURCE: DROPOUT RATE

US: National Center for Education Statistics (NCES).

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 2022.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2022 school year.

**No Data Available.*

Percent of Babies Born to Teen Mothers

	YEAR	OVERALL	BLACK	LATINX	WHITE
UNITED STATES	2022	4.0%	5.8%	6.1%	2.6%
MISSOURI	2022	4.8%	7.2%	7.6%	4.0%
St. Louis City	2022	5.6%	9.1%	8.1%	0.7%
St. Louis County	2022	3.1%	6.3%	7.1%	0.7%
St. Charles County	2022	1.7%	3.6%	4.2%	1.4%
ILLINOIS	2022	3.5%	6.6%	5.3%	2.1%
St. Clair County	2022	3.5%	5.9%	5.0%	1.7%
Madison County	2022	3.6%	5.4%	8.5%	2.9%

Dropout Rate

	YEAR	OVERALL	BLACK	LATINX	ASIAN	WHITE	MULTIRACIAL
UNITED STATES	2022	5.3%	5.7%	7.9%	1.9%	4.3%	*
MISSOURI	2023	1.8%	3.9%	3.0%	0.6%	1.2%	1.9%
St. Louis City	2023	10.5%	10.8%	16.9%	*	5.9%	*
St. Louis County	2023	2.7%	4.9%	3.6%	*	1.0%	1.8%
St. Charles County	2023	1.1%	1.2%	2.0%	*	1.1%	0.5%
ILLINOIS	2023	2.9%	5.1%	3.2%	1.0%	2.1%	3.7%
St. Clair County	2023	3.5%	5.3%	0.9%	*	1.7%	*
Madison County	2023	3.4%	5.5%	1.3%	*	2.8%	2.8%

Percent of Babies Born to Teen Mothers

Importance of this Indicator

Adolescence is a critical period in which youth experience significant brain development and begin taking risks, developing autonomy, and exploring new social relationships. During this period many adolescents begin engaging in sexual activity, which underscores the importance of ensuring their access to comprehensive sexual and reproductive health (SRH) education and services.[1] Despite significant declines in recent decades, the United States still has the highest rate of teen pregnancy among industrialized nations.[2] Moreover, Black, Hispanic, and Native American youth have significantly higher rates of unplanned pregnancy and STIs than their white counterparts—a result of unequal access to SRH services, low levels of sex education, higher rates of provider distrust (often due to provider bias and experiences of discrimination when receiving care), and lower rates of effective contraceptive use.[3] Further, research finds that teen pregnancies can have immediate and long-term negative effects for teen parents and their children, as well as create substantial social and economic costs to our society. Additionally, pregnancy and birth are significant contributors to high school dropout rates among girls, and their children also are more likely to have lower school achievement and drop out of high school.[4] Because teen childbearing has negative effects on the well-being of both the baby and the teenage parent(s), it is critical that we invest and implement evidence-based, culturally appropriate strategies and programs proven to reduce the number of babies born to teenagers.

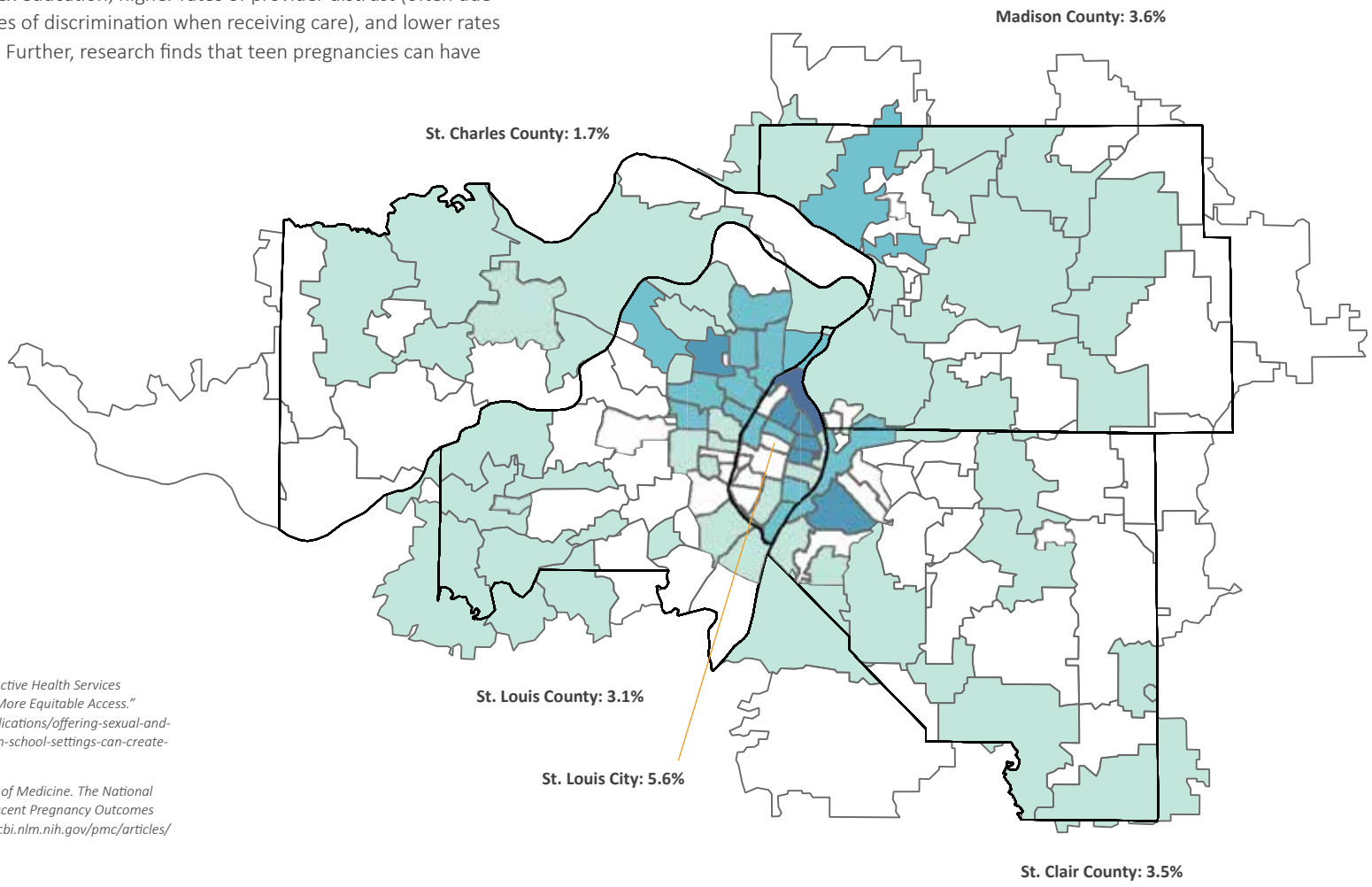
LEGEND

- 0.0 – 4.7%
- 4.8 – 9.4%
- 9.5 – 14.1%
- 14.2 – 18.8%

White areas indicate no data available.

COMPARATIVE DATA

- US: 4.0%
- Missouri: 4.8%
- Illinois: 3.5%



[1,2,3]*Child Trends. "Offering Sexual and Reproductive Health Services to Adolescents in School Settings Can Create More Equitable Access." Accessed at https://www.childtrends.org/publications/offering-sexual-and-reproductive-health-services-to-adolescents-in-school-settings-can-create-more-equitable-access.*

[4]*National Institute of Health. National Library of Medicine. The National Center for Biotechnology Information. "Adolescent Pregnancy Outcomes and Risk Factors." Accessed at https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10002018/.*

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	†62090	*	†62255	*	63034	*	63114	5.7	63137	8.7
62002	5.7	62095	8.0	†62257	0.0	63038	0.0	63115	10.2	63138	4.6
62010	*	62097	0.0	62258	*	63040	0.0	63116	4.3	63139	*
62012	*	62201	8.6	62260	0.0	63042	4.0	63117	*	†63140	*
62018	*	62203	*	62264	0.0	63043	*	63118	7.2	63141	*
†62021	0.0	62204	*	62265	*	63044	4.8	63119	*	63143	*
62024	*	62205	*	62269	2.3	63049	0.0	63120	*	63144	0.0
62025	0.0	62206	9.5	62275	*	63069	0.0	63121	6.2	63146	*
62034	*	62207	*	62281	0.0	63074	4.5	63122	*	63147	16.2
62035	3.8	62208	*	†62282	0.0	63088	0.0	63123	1.3	63301	1.7
62040	4.5	62220	*	62285	0.0	†63101	18.8	63124	0.0	63303	2.2
†62046	0.0	62221	3.5	†62289	*	†63102	0.0	63125	4.3	63304	*
62048	0.0	62223	*	62293	*	63103	11.9	63126	*	63332	*
†62058	*	62225	*	62294	*	63104	2.8	63127	0.0	63341	*
†62059	*	62226	*	62298	*	63105	0.0	63128	*	63348	*
62060	*	62232	*	63005	0.0	63106	10.0	63129	*	63357	*
62061	0.0	62234	4.2	63011	0.0	63107	11.3	63130	2.6	63366	1.8
62062	*	62236	0.0	63017	*	63108	*	63131	*	63367	*
62067	0.0	62239	*	63021	*	63109	*	63132	5.6	63368	1.8
62074	*	62240	0.0	63025	0.0	63110	*	63133	8.6	†63373	*
62084	*	62243	*	63026	*	63111	9.0	63134	9.7	63376	1.9
62087	*	62249	*	63031	3.6	63112	6.3	63135	6.6	63385	1.7
62088	*	62254	*	63033	7.0	63113	9.4	63136	8.6	†63386	*

Data Notes

DEFINITION

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

DATA SOURCE

MO: Missouri Department of Health & Senior Services. Bureau of Health Care Analysis and Data Dissemination. Data request. 2022 data.

IL: Illinois Department of Public Health. Freedom of Information Act request. 2022 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 were suppressed for ZIP codes with fewer than five births and/or five occurrences in accordance with state data suppression policies.

**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 many jobs. A high school diploma is also associated with higher incomes and lower unemployment while young adults with low education and skill levels are more likely to live in poverty and to receive government assistance.[1] High school dropouts are also more likely to become involved with the criminal justice system and have poorer health, including poor mental health, when they are older.[2] Such negative outcomes, along with diminished labor force participation, exact a high economic toll on society. Relative to individuals who complete high school, the average high school dropout costs the economy approximately $272,000 over his or her lifetime in terms of lower tax contributions, higher reliance on Medicaid and Medicare, higher rates of criminal activity, and higher reliance on welfare.[3] 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.[4] While the dropout rate has been declining among all youth for decades, disparities continue to persist, with American Indian/Alaska Native, Hispanic, and Black youth continuing to drop out at higher rates than their white peers.

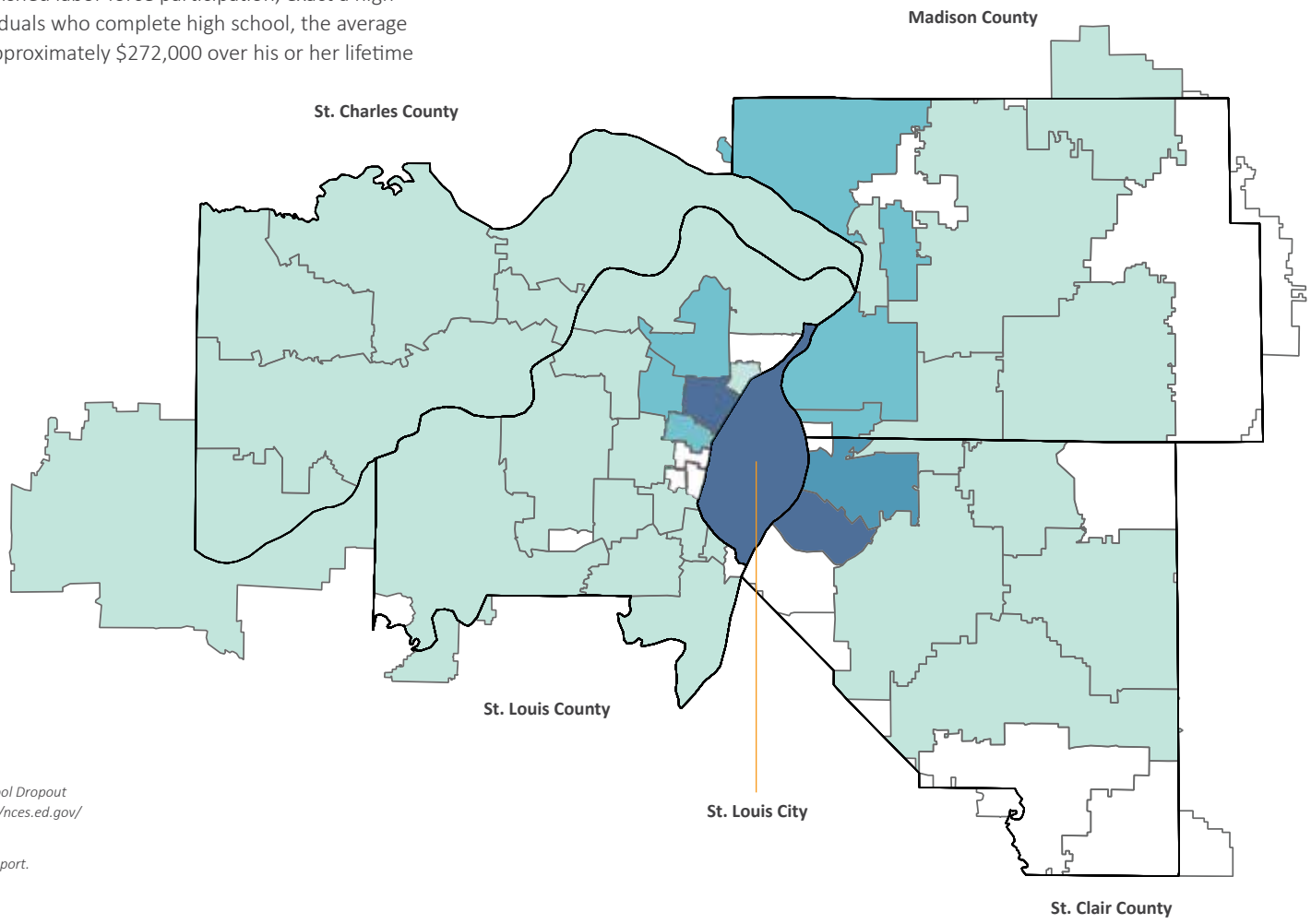
LEGEND

- 0.4 – 3.7%
- 3.8 – 6.9%
- 7.0 – 10.2%
- 10.3 – 13.4%

White areas indicate no data available.

COMPARATIVE DATA

- US: 5.3%
- Missouri: 1.8%
- Illinois: 2.9%



[1,2,3]*National Center for Education Statistics. Trends in High School Dropout and Completion Rates in the United States. Accessed at https://nces.ed.gov/programs/dropout/intro.asp.*

[4]*Dropout Risk Factors and Exemplary Programs: A Technical Report. Accessed at https://files.eric.ed.gov/fulltext/ED497057.pdf.*

Dropout Rate

County/District	Dropout Rate
ST. LOUIS CITY	
St. Louis Public	10.5
ST. LOUIS COUNTY	
Affton	2.6
Bayless	1.5
Brentwood	*
Clayton	*
Ferguson-Florissant	4.8
Hancock Place	*
Hazelwood	1.6
Jennings	2.6
Kirkwood	0.4
Ladue	0.4
Lindbergh	1.0
Maplewood-Richmond Hts.	*
Mehlville	1.2
Normandy Schools Collab.	13.4
Parkway	1.0
Pattonville	2.4
Ritenour	6.1
Riverview Gardens	*
Rockwood	0.8
Special School District	1.4
University City	3.9
Valley Park	*
Webster Groves	1.0
ST. CHARLES COUNTY	
Francis Howell	0.6
Ft. Zumwalt	1.1
Orchard Farm	2.2
St. Charles	2.3
Washington	1.3
Wentzville	1.0
ST. CLAIR COUNTY	
Belle Valley	*
Belleville SD 118	*
Belleville TWP HSD 201	2.4
Brooklyn	*
Cahokia	13.0
Central	*
Dupo	*
East St. Louis	8.4
Freeburg CCSD 70	*
Freeburg CHSD 77	1.7
Grant	*
Harmony	*
High Mount	*
Lebanon	*
Marissa	*
Mascoutah	3.0
Millstadt	*
New Athens	*
O'Fallon CCSD 90	*
O'Fallon TWP HSD 203	0.9
Pontiac-W Holliday	*
Shiloh Village	*
Signal Hill	*
Smithton	*
St. Libory	*
Whiteside	*
Wolf Branch	*
MADISON COUNTY	
Alton	6.9
Bethalto	*
Collinsville	3.0
East Alton	*
East Alton-Wood River	2.9
Edwardsville	2.3
Granite City	4.7
Highland	*
Madison	6.8
Roxana	5.9
Staunton	3.7
Triad	1.5
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 2023 school year.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2023 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

Community Voice › Safe Neighborhoods and Strong Communities

When it comes to safe neighborhoods and strong communities, I would like the broader community to know more of the personal struggles and challenges that families face like finding quality affordable housing and safe neighborhoods for kids to play and grow in. I think there are resources to help families in these communities, but our communities need more programs and resources. Programs like Parent Cafés help build strong community by connecting people together.

One of the main issues for families is when their struggles continue to be overlooked. To create safe neighborhoods and strong communities we need more community centers that offer free programs and more mentors for children. This would help keep kids off the streets and help keep families safe.

Thomastine Richardson, Parent Advisory Council Leader
Vision for Children at Risk

Exactly a decade ago this year, my colleagues and I told the story of a little girl named Jasmine. She was a grayscale image across two pages of the *For the Sake of All* report, but her journey resonated with people from St. Louis and beyond.[1] Hers were actually two stories based on two very different trajectories in life. In one, she had all of the resources necessary to thrive in early childhood, through the school years, and into a meaningful career and secure retirement. Her other story described the lack of supports across these critical periods of development—despite her and her family's best efforts—and the more challenging outcomes associated with this version of her reality. The moral of Jasmine's stories was this: supportive environments play an essential role in determining the quality, and even the length, of life. And dynamics that begin in the earliest years of life have profound effects much later into adulthood.

It ought to be possible to find safe green spaces, neighborhood services and amenities, and housing that allows children and their families to live in dignity no matter where one resides in St. Louis.

Unfortunately, the conditions necessary for children to thrive are not equally distributed across the St. Louis region. Some children live in comfortable homes on safe, walkable streets, with access to wide open green spaces to play and explore. Other children pass by vacant lots and crumbling buildings as they make their way home, and the lack of investment in their neighborhoods is not lost on them. In fact, it sends a sad but clear message about how much their community values them. What is more, everything from environmental pollutants to unsafe and inadequate housing to violent crime takes a toll on the physical and mental health of children and their families. As the late children's champion and SLU professor Dr. Norm White used to say, it puts them not just at risk but in risk. This disparate experience of the surrounding environment explained, in part, the 18-year gap in life expectancy between the 63105 and 63106 zip codes also reported in *For the Sake of All* in 2014.

A set of conscious choices over several decades drew the map of inequity we observe in our region. Federal, state, and local policies coupled with the private actions of industries such as banking and real estate produced highly segregated neighborhoods with crushing concentrations of poverty drawn along stark racial lines that persist to this day. Conscious choices drew this reality, and conscious choices have the potential to create a much different one.

Indeed, we saw the dramatic effects of conscious policy choices during the Covid-19 pandemic when a commitment to children at the federal level produced historic reductions in child poverty. According to the nonpartisan Center on Budget and Policy Priorities, the failure to extend the 2021 expansion of the Child Tax Credit resulted in an additional 3 million children in poverty in 2022. This is especially troubling in states like Missouri, where reductions in child poverty were as high as 51% on average, according to the Brookings Institution. It is hoped that federal lawmakers revisit this opportunity to address a critical issue for our nation's children.

At the local level, we also have the opportunity to act boldly, decisively, and collaboratively to create environments conducive to health and thriving for our region's children. We need to invest in the development of safe, affordable housing in areas of opportunity, remediate and reimagine vacant land and property, and ensure that evidence-informed and community-engaged strategies to reduce violent crime are in place. It ought to be possible to find safe green spaces, neighborhood services and amenities, and housing that allows children and their families to live in dignity no matter where one resides in St. Louis.

At a time when population levels continue to decline, we also need to give families a compelling reason to stay in the St. Louis region. That must go beyond a focus on crime and the development of the built environment to include economic incentives like asset-building opportunities for children and young adults. Innovations like Baby Bonds, Child Development Accounts, and college promise programs all signal a belief in all of our children's futures and provide tangible resources to seed their success. They should be deployed alongside a set of multi-generational supports to bolster both the income and the wealth of families with children.

There are thousands of children like Jasmine in our region who need the adults who control policy and resources to make choices that result in a story with a much happier ending. And we are not at a loss in terms of what to do. We know how to create contexts that result in excellent outcomes for some of the children of St. Louis. We must decide that every child deserves them and then work together to make it so.

Jason Q. Purnell, PhD, MPH, President
James S. McDonnell Foundation

1. https://evaluationcenter.wustl.edu/items/for-the-sake-of-all/

Focus on Equity

Safe Neighborhoods and Strong Communities

Too many children in the St. Louis region live in neighborhoods where there are imminent threats to their safety and well-being. Many children in our region confront the reality of living in housing and/or a neighborhood that has suffered from years of neglect and disinvestment. They may live in homes where the landlord is non-responsive to requests regarding heat, plumbing, and basic maintenance issues. Their neighborhood may be characterized by vacant lots, abandoned homes, trash, high crime rates and streets, streetlights, sidewalks and sewers in need of major repair. All families should have access to safe affordable housing located in safe, healthy, strong communities that allow their children to grow and develop into thriving, productive members of the community.

In many areas in the St. Louis region basic commercial services are severely lacking. For example, grocery stores that sell a wide range of healthy foods are often nonexistent or are located miles away. Often filling this void are gas station convenience marts that overwhelmingly sell heavily processed, low quality, packaged snacks. Further, this lack of commercial businesses in many parts of our region makes completing everyday errands very challenging. With a lack of pharmacies in many areas getting a prescription filled for the occasional, acute illness or for the maintenance of a long-term health condition can be extremely difficult. This lack of retail also makes it hard to purchase everyday household items, personal care products, school supplies, and clothes for one's family. For residents dependent upon public transportation completing these errands may require multiple bus and/or metro transfers and hours spent simply trying to get from one's neighborhood to the parts of town where one can access these retail opportunities.

Further contributing to the financial instability of families and the overall economic health of neighborhoods is the lack of banks and credit unions in many areas. It is crucial that residents can relatively easily get to a bank and are able to establish credit, checking and savings accounts. Forming a relationship with a bank can be instrumental in securing mortgages and home and business loans. Access to banks and credit unions is particularly important in low-income neighborhoods where check-cashing, payday loan, and title-loan establishments significantly outnumber community banks and credit unions. These establishments use a number of predatory practices and charge outrageously high fees and interest rates for their services. These establishments have no interest in helping residents become financially stable and are often a factor that contributes to residents living paycheck to paycheck.

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 specific 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 racial and ethnic groups from one neighborhood to the next.

In the Focus on Equity pages of the Safe Neighborhoods and Strong Communities section of this report you will find 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. The previous pages in this section feature voices from the community: comments from an organizational leader with deep knowledge related to safe neighborhoods and strong communities, and insights and lived experiences from one of our Parent Advisory Council leaders as they engaged in critical conversations about the data and shared their perspectives.

In the pages that follow this 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.

Percent of Housing Units that are Vacant

	YEAR	OVERALL	BLACK NBHDS.	WHITE NBHDS.
UNITED STATES	2022	10.8%	*	*
MISSOURI	2022	12.0%	*	*
St. Louis City	2022	17.7%	29.1%	11.4%
St. Louis County	2022	7.1%	14.4%	5.0%
St. Charles County	2022	3.5%	*	*
ILLINOIS	2022	8.4%	*	*
St. Clair	2022	12.6%	28.0%	8.4%
Madison County	2022	8.3%	20.4%	8.2%

Data Notes

DATA SOURCE

United States Census Bureau. American Community Survey. ACS Selected Housing Characteristics. ACS 5-Year Estimates Data Profiles: 2022. Table: DP04. Accessed at https://data.census.gov/.

NOTE

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.

**No Data Available.*

Percent of Households that are Cost-Burdened

	YEAR	OVERALL	BLACK	WHITE
UNITED STATES	2022	31.2%	*	*
MISSOURI	2022	25.8%	*	*
St. Louis City	2022	33.9%	42.6%	28.8%
St. Louis County	2022	27.2%	39.2%	23.8%
St. Charles County	2022	19.7%	*	*
ILLINOIS	2022	29.9%	*	*
St. Clair	2022	27.4%	42.4%	23.6%
Madison County	2022	24.4%	41.6%	24.0%

Data Notes

DATA SOURCE

United States Census Bureau. American Community Survey. ACS Selected Housing Characteristics. ACS 5-Year Estimates Data Profiles: 2022. Table: DP04. Accessed at https://data.census.gov/.

NOTE

In order to estimate the "Percent of Households that are Cost-Burdened" 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.

**No Data Available.*

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.[1] 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.[2]

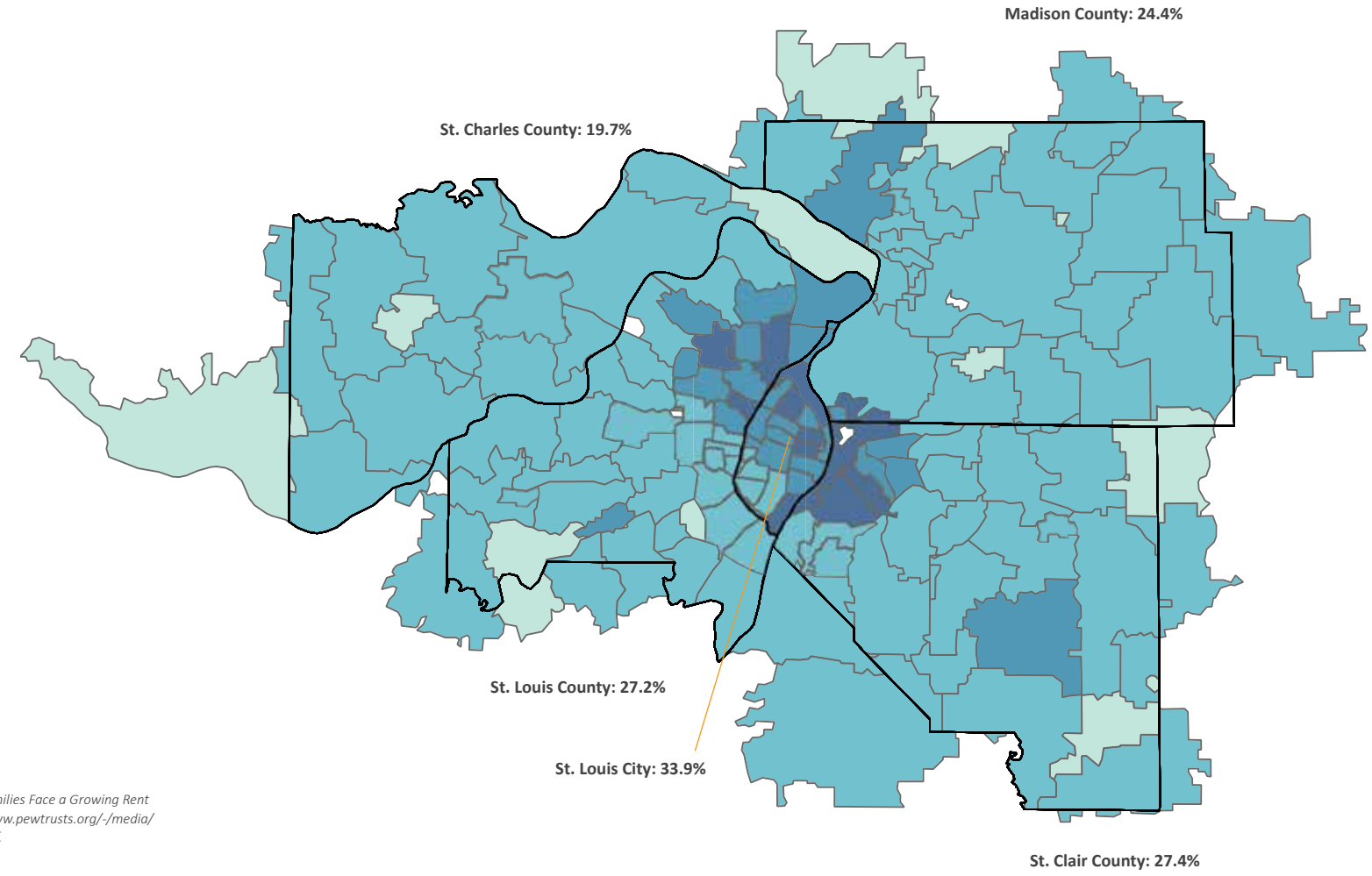
LEGEND

- 6.0 – 17.6%
- 17.7 – 29.3%
- 29.4 – 40.9%
- 41.0 – 52.5%

White areas indicate no data available.

COMPARATIVE DATA

- US: 31.2%
- Missouri: 25.8%
- Illinois: 29.9%



[1,2]The Pew Charitable Trusts. "American Families Face a Growing Rent Burden." April 2018. Accessed at https://www.pewtrusts.org/-/media/assets/2018/04/rent-burden_report_v2.pdf.

Percent of Households that are Cost-Burdened

ZIP	% Burdened
†62001	23.2
62002	31.9
62010	21.8
62012	14.7
62018	27.1
†62021	8.0
62024	21.4
62025	22.8
62034	24.2
62035	19.4
62040	26.4
†62046	6.0
62048	20.6
†62058	20.0
†62059	46.4
62060	44.1
62061	21.1
62062	15.0
62067	21.3
62074	22.7
62084	22.2
62087	24.5
62088	22.9

ZIP	% Burdened
†62090	31.5
62095	26.7
62097	28.1
62201	47.1
62203	34.5
62204	37.1
62205	37.1
62206	48.7
62207	41.9
62208	22.7
62220	26.0
62221	25.6
62223	29.0
62225	29.3
62226	26.3
62232	19.8
62234	27.1
62236	18.2
62239	19.5
62240	25.3
62243	33.1
62249	19.0
62254	17.8

ZIP	% Burdened
†62255	13.6
†62257	23.3
62258	23.3
62260	19.3
62264	22.4
62265	26.7
62269	22.2
62275	21.0
62281	27.6
†62282	11.8
62285	23.0
†62289	19.8
62293	16.6
62294	19.7
62298	20.0
63005	20.0
63011	21.7
63017	21.2
63021	21.0
63025	16.9
63026	18.8
63031	26.1
63033	35.8

ZIP	% Burdened
63034	21.6
63038	19.4
63040	22.2
63042	37.6
63043	19.3
63044	22.1
63049	18.3
63069	29.0
63074	31.5
63088	35.9
†63101	31.5
†63102	33.4
63103	44.6
63104	31.2
63105	28.3
63106	52.5
63107	38.9
63108	38.6
63109	26.0
63110	29.4
63111	41.1
63112	40.1
63113	33.9

ZIP	% Burdened
63114	33.5
63115	49.2
63116	27.9
63117	26.9
63118	33.9
63119	26.1
63120	40.8
63121	40.9
63122	21.4
63123	22.8
63124	28.7
63125	20.9
63126	16.5
63127	27.6
63128	26.8
63129	19.2
63130	29.8
63131	19.8
63132	27.1
63133	45.6
63134	43.8
63135	34.6
63136	46.8

ZIP	% Burdened
63137	40.8
63138	39.4
63139	21.1
†63140	41.5
63141	26.9
63143	25.0
63144	20.5
63146	27.7
63147	42.0
63301	20.3
63303	18.7
63304	17.8
63332	22.8
63341	18.2
63348	21.3
63357	14.4
63366	22.0
63367	15.0
63368	20.3
†63373	25.9
63376	20.8
63385	19.1
†63386	14.6

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: United States Census Bureau. American Community Survey. ACS Selected Housing Characteristics. ACS 5-Year Estimates Data Profiles: 2022. Table: DP04. Accessed at https://data.census.gov/.

CALCULATION

(Number of cost-burdened households/Total number of occupied 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.

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.[1] 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.

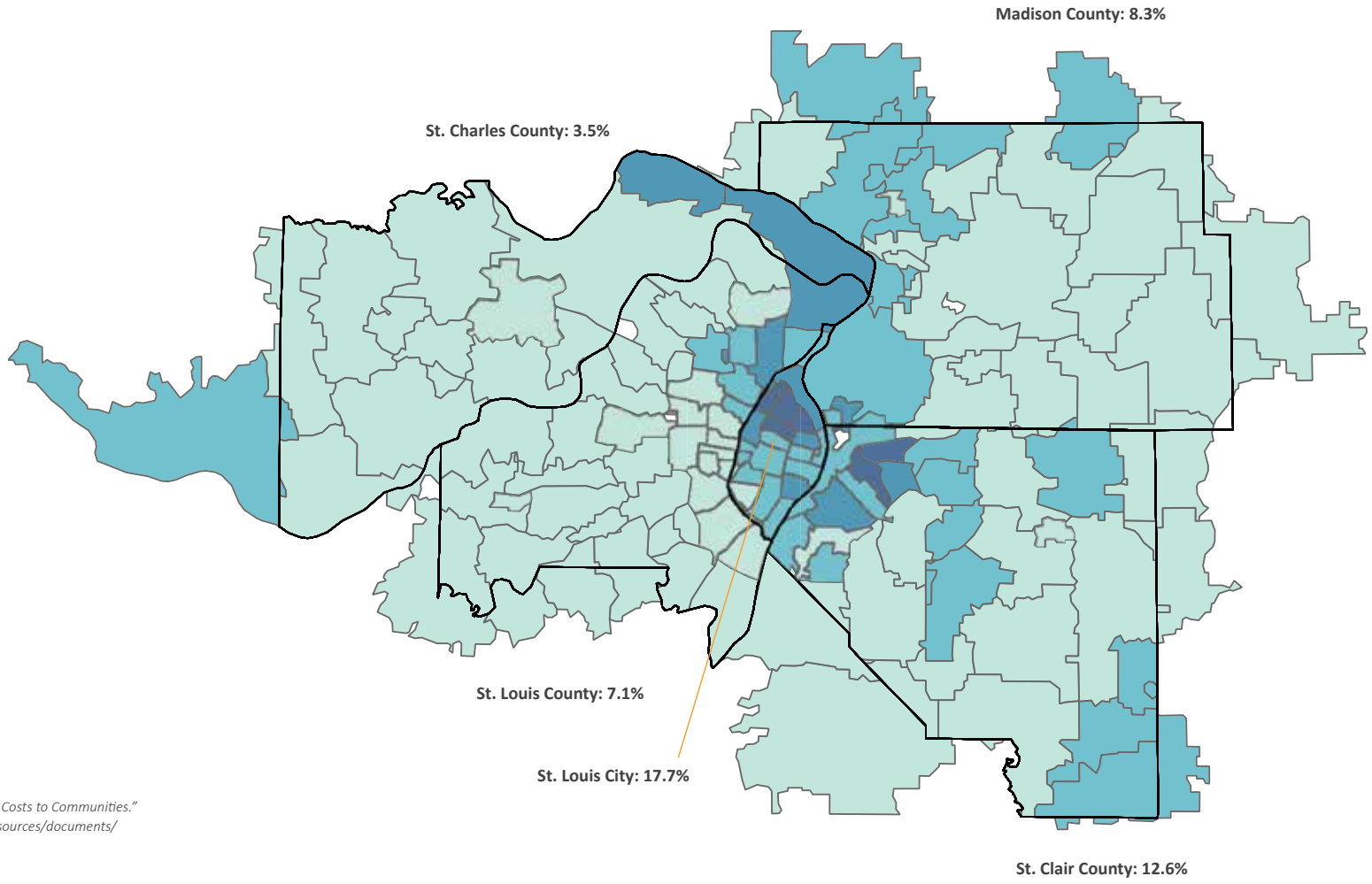
LEGEND

- 0.0 – 9.7%
- 9.8 – 19.5%
- 19.6 – 29.2%
- 29.3 – 38.9%

White areas indicate no data available.

COMPARATIVE DATA

- US: 10.8%
- Missouri: 12.0%
- Illinois: 8.4%



[1] *HUD Exchange. "Vacant Properties: The True Costs to Communities." Accessed at https://files.hudexchange.info/resources/documents/VacantPropertiesTrueCosttoCommunities.pdf.*

Percent of Housing Units that are Vacant

ZIP	% Vacant	ZIP	% Vacant	ZIP	% Vacant	ZIP	% Vacant	ZIP	% Vacant	ZIP	% Vacant
†62001	7.4	†62090	18.1	†62255	9.8	63034	4.8	63114	5.6	63137	14.9
62002	12.2	62095	9.4	†62257	17.6	63038	7.9	63115	34.9	63138	20.1
62010	9.8	62097	6.0	62258	8.2	63040	2.6	63116	12.1	63139	10.2
62012	18.0	62201	19.2	62260	3.1	63042	9.3	63117	6.5	†63140	23.0
62018	9.7	62203	28.5	62264	6.0	63043	3.2	63118	20.4	63141	6.4
†62021	13.9	62204	33.8	62265	3.4	63044	8.1	63119	5.5	63143	6.4
62024	10.5	62205	38.9	62269	5.9	63049	6.2	63120	34.5	63144	6.1
62025	6.5	62206	26.9	62275	8.4	63069	6.4	63121	15.1	63146	4.8
62034	3.0	62207	18.6	62281	6.9	63074	5.0	63122	5.6	63147	20.3
62035	6.6	62208	11.4	†62282	13.8	63088	1.6	63123	4.9	63301	6.6
62040	11.1	62220	12.6	62285	2.0	†63101	17.9	63124	7.4	63303	4.3
†62046	6.7	62221	7.5	†62289	9.1	†63102	16.5	63125	7.4	63304	2.5
62048	11.5	62223	7.7	62293	4.1	63103	14.6	63126	4.9	63332	4.8
†62058	15.8	62225	5.7	62294	4.2	63104	10.7	63127	4.7	63341	3.3
†62059	33.3	62226	12.2	62298	6.8	63105	6.6	63128	4.7	63348	3.9
62060	20.9	62232	10.8	63005	0.6	63106	21.8	63129	3.4	63357	11.0
62061	0.8	62234	6.4	63011	3.2	63107	38.4	63130	7.0	63366	2.7
62062	2.3	62236	6.3	63017	5.3	63108	15.6	63131	3.2	63367	1.9
62067	0.0	62239	2.7	63021	3.5	63109	6.5	63132	3.6	63368	2.3
62074	3.5	62240	13.7	63025	3.7	63110	12.3	63133	17.3	†63373	23.4
62084	9.4	62243	4.6	63026	3.8	63111	17.2	63134	10.9	63376	3.4
62087	14.1	62249	3.3	63031	7.2	63112	20.4	63135	12.4	63385	2.1
62088	12.4	62254	12.6	63033	9.1	63113	33.1	63136	19.9	†63386	22.8

Data Notes

DEFINITION

The percentage of total housing units that are vacant.

DATA SOURCE

MO & IL: United States Census Bureau. American Community Survey. ACS Selected Housing Characteristics. ACS 5-Year Estimates Data Profiles: 2022. Table: DP04. Accessed at https://data.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.

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.[1] 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.[2] 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.

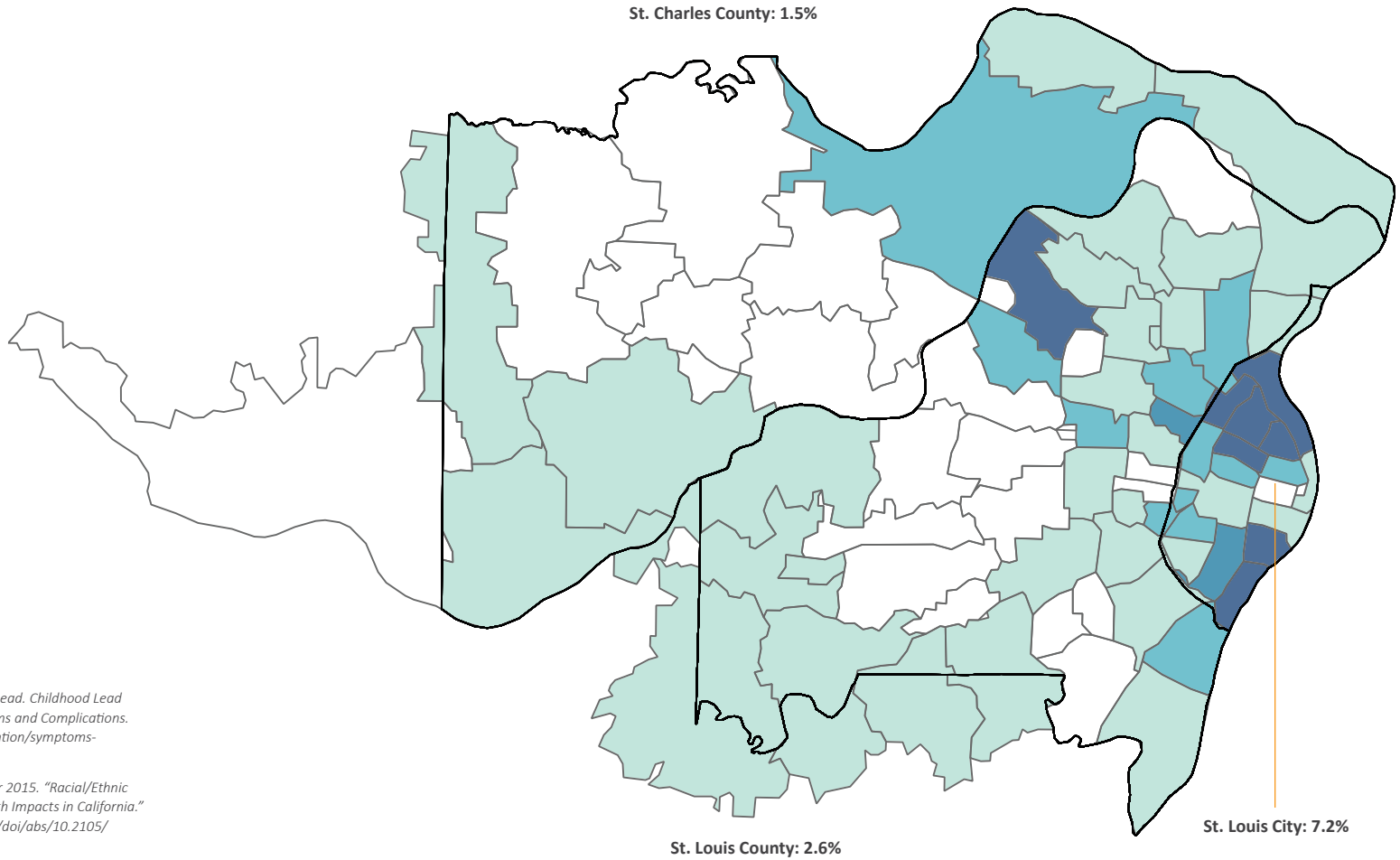
LEGEND

- 0.0 – 3.1%
- 3.2 – 6.2%
- 6.3 – 9.3%
- 9.4 – 12.4%

White areas indicate no data available.

COMPARATIVE DATA

- US: 2.5%
- Missouri: 5.8%



[1]*Centers for Disease Control and Prevention. Lead. Childhood Lead Poisoning Prevention. Lead Exposure Symptoms and Complications. Accessed at https://www.cdc.gov/lead-prevention/symptoms-complications/index.html.*

[2]*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
63005	0.0
63011	*
63017	*
63021	*
63025	0.0
63026	0.0
63031	1.2
63033	1.7
63034	*
63038	0.0
63040	0.0
63042	2.9
63043	5.9
63044	10.8
63049	0.0
63069	0.0
63074	*
63088	*
†63101	*
†63102	0.0
63103	*
63104	2.7
63105	*

ZIP	% Lead
63106	4.3
63107	11.8
63108	6.0
63109	1.7
63110	3.1
63111	9.5
63112	5.8
63113	11.3
63114	2.6
63115	9.4
63116	8.8
63117	*
63118	12.4
63119	1.0
63120	11.1
63121	4.8
63122	2.3
63123	3.1
63124	0.0
63125	4.2
63126	*
63127	*
63128	*

ZIP	% Lead
63129	2.6
63130	2.5
63131	*
63132	5.9
63133	8.1
63134	1.6
63135	2.5
63136	3.6
63137	1.5
63138	2.6
63139	3.6
†63140	0.0
63141	*
63143	3.4
63144	0.0
63146	*
63147	10.4
63301	3.6
63303	*
63304	*
63332	0.0
63341	0.0
63348	0.0

ZIP	% Lead
63357	*
63366	*
63367	*
63368	*
†63373	0.0
63376	*
63385	*
†63386	0.0

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

MO: Missouri Department of Health & Senior Services. Bureau of Environmental Epidemiology. Environmental Public Health Tracking Program (EPHT). Data Request. 2023 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

Requests were made to the Illinois Department of Health to obtain the Illinois data for this indicator. However, the data were not available at the time of publication of this report.

**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 DATA › US: * per 1,000 › MO: 25.9 per 1,000 › IL: 19.0 per 1,000

Geography	Crime Rate
ST. LOUIS CITY	**77.1**
Academy	74.7
Baden	86.7
Benton Park	54.5
Benton Park West	71.7
Bevo Mill	59.7
Botanical Heights	73.6
Boulevard Heights	34.8
Carondelet	97.6
Carr Square	75.1
Central West End	85.1
Cheltenham	68.3
Clayton-Tamm	53.7
Clifton Heights	45.8
College Hill	90.1
Columbus Square	73.8
Compton Heights	38.7
Covenant-Blu/Grand Ctr	119.0
DeBaliviere Place	93.7
Downtown	210.8
Downtown West	215.2
Dutchtown	76.4
Ellendale	62.8
Fairground	107.2
Forest Park SE	123.8
Fountain Park	122.8
Fox Park	61.7
Franz Park	41.6
Gravois Park	95.7
Hamilton Heights	96.5
Hi-Point	44.2
Holly Hills	40.6
Hyde Park	85.9
Jeff Vanderlou	111.0

Geography	Crime Rate
Kings Oak	275.4
Kingsway East	93.1
Kingsway West	71.0
Kosciusko	*
La Salle	159.9
Lafayette Square	57.3
Lewis Place	67.0
Lindenwood Park	34.9
Marine Villa	95.7
Mark Twain	69.7
Mark Twain 1-70 Ind.	184.0
McKinley Heights	60.0
Midtown	69.5
Mount Pleasant	81.6
Near N. Riverfront	448.1
North Hampton	46.5
North Point	59.8
North Riverfront	*
O'Fallon	45.4
Old North St. Louis	88.0
Patch	105.6
Peabody-Darst-Webbe	65.5
Penrose	63.3
Princeton Heights	36.1
Riverview	190.1
Shaw	46.4
Skinker-DeBaliviere	59.5
Soulard	121.4
South Hampton	41.4
Southwest Garden	54.3
St. Louis Hills	37.1
St. Louis Place	65.9
The Gate District	66.7
The Greater Ville	78.1

Geography	Crime Rate
The Hill	104.5
The Ville	100.9
Tiffany	108.2
Tower Grove East	58.5
Tower Grove South	59.2
Vandeventer	88.2
Visitation Park	50.9
Walnut Park East	74.4
Walnut Park West	89.0
Wells-Goodfellow	75.8
West End	64.1
Wydown-Skinker	19.6
ST. LOUIS COUNTY	**24.4**
Ballwin	7.0
Bel Nor	14.8
Bella Villa	8.2
Bellefontaine Nghbrs	39.2
Berkeley	70.8
Breckenridge Hills	32.4
Brentwood	45.4
Bridgeton	65.1
Calverton Park	22.3
Chesterfield	12.8
Clayton	11.6
Country Club Hills	47.5
Crestwood	15.1
Creve Coeur	17.1
Des Peres	37.7
Edmundson	92.6
Ellisville	8.1
Eureka	7.3
Ferguson	42.6
Florissant	25.6
Frontenac	26.4

Geography	Crime Rate
Glendale	3.6
Hazelwood	34.4
Hillsdale	11.9
Kirkwood	16.7
Ladue	8.7
Lakeshire	6.0
Manchester	11.6
Maplewood	81.4
Maryland Heights	20.8
Moline Acres	28.7
Normandy	40.0
Northwoods	12.0
Olivette	12.7
Overland	27.1
Pagedale	44.4
Richmond Heights	91.2
Riverview	49.5
Rock Hill	8.8
Shrewsbury	39.8
St. Ann	25.0
St. John	29.8
Sunset Hills	16.6
Town & Country	13.9
University City	25.0
Velda City	136.7
Warson Woods	2.5
Webster Groves	9.4
Woodson Terrace	47.7

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

Geography	Crime Rate
ST. CHARLES COUNTY	**9.2**
Cottleville	2.2
Foristell	59.6
Lake St. Louis	8.4
O'Fallon	8.0
St. Charles	11.9
St. Peters	17.2
Wentzville	12.1
ST. CLAIR COUNTY	**11.9**
St. Clair CO SO	*
Belleville	22.4
Brooklyn	*
Cahokia	*
Caseyville	17.4
Centreville	*
Collinsville	20.1
Columbia	*
Dupo	13.9
East Carondelet	*

Geography	Crime Rate
East St. Louis	*
Fairmont City	7.3
Fairview Heights	34.9
Fayetteville	*
Freeburg	6.8
Lebanon	6.1
Lenzburg	*
Marissa	*
Mascoutah	4.4
Millstadt	3.6
New Athens	4.8
New Baden	4.6
O'Fallon	15.9
Sauget	*
Shiloh	9.9
Smithton	*
Swansea	12.6
Washington Park	*

Geography	Crime Rate
MADISON COUNTY	**16.0**
Madison CO SO	11.0
Alton	38.8
Bethalto	12.5
Collinsville (MCA)	22.6
East Alton	13.3
Edwardsville	6.5
Fairmont City (MCA)	*
Glen Carbon	19.0
Granite City	27.0
Grantfork	11.8
Hamel	*
Hartford	6.0
Highland	8.7
Marine	*
Maryville	6.0
Pontoon Beach	15.4
Roxana	16.7

Geography	Crime Rate
South Roxana	9.5
Troy	5.1
Wood River	20.4

Data Notes

DEFINITION

The crime rate includes: criminal homicide/negligent manslaughter, rape, robbery, aggravated assault/battery, burglary, larceny/theft, motor vehicle theft, and arson.

DATA SOURCE

MO: St. Louis County & St. Charles County: Missouri State Highway Patrol. Criminal Justice Information Services. Crime Statistics. Crime in Missouri. Accessed at https://showmecrime.mo.gov/public/Browse/browsetables.aspx. 2023 data.

St. Louis City: St. Louis Metropolitan Police Department. NIBRS Crime Statistics. Comparison by Neighborhood. 2023 December (PDF). Accessed at https://o13741.p3cdn1.secureserver.net/wp-content/uploads/2024/06/23-DEC.pdf. 2023 data.

IL: Illinois State Police. Illinois Uniform Crime Reporting. I-UCR. Crime in Illinois Online. Report Center. NIBRS Reports. Group A Offense Report. Accessed at https://ilucr.nibrs.com/Report/GroupACrimeReport. 2023 data.

CALCULATION

([Total number of crimes x 1,000]/Total population). Calculations made by Vision for Children at Risk.

**No Data Available.*

Violent Crime Rate per 1,000 Individuals

COMPARATIVE DATA › US: 3.8 per 1,000 › MO: 4.6 per 1,000 › IL: 2.8 per 1,000

Geography	Violent Crime
ST. LOUIS CITY	**13.5**
Academy	22.5
Baden	25.3
Benton Park	3.4
Benton Park West	14.9
Bevo Mill	7.4
Botanical Heights	7.5
Boulevard Heights	2.4
Carondelet	15.9
Carr Square	23.3
Central West End	6.9
Cheltenham	7.9
Clayton-Tamm	7.7
Clifton Heights	3.2
College Hill	42.6
Columbus Square	24.8
Compton Heights	0.0
Covenant-Blu/Grand Ctr	19.1
DeBaliviere Place	7.1
Downtown	38.0
Downtown West	27.4
Dutchtown	17.6
Ellendale	5.1
Fairground	39.8
Forest Park SE	10.4
Fountain Park	34.4
Fox Park	7.5
Franz Park	1.8
Gravois Park	22.2
Hamilton Heights	41.2
Hi-Point	2.3
Holly Hills	4.1
Hyde Park	26.4
Jeff Vanderlou	29.5

Geography	Violent Crime
Kings Oak	65.9
Kingsway East	32.4
Kingsway West	20.0
Kosciusko	*
La Salle	26.7
Lafayette Square	1.4
Lewis Place	16.9
Lindenwood Park	1.9
Marine Villa	15.8
Mark Twain	21.8
Mark Twain 1-70 Ind.	48.8
McKinley Heights	9.6
Midtown	5.7
Mount Pleasant	16.2
Near N. Riverfront	144.3
North Hampton	2.0
North Point	13.8
North Riverfront	136.4
O'Fallon	11.1
Old North St. Louis	26.9
Patch	18.3
Peabody-Darst-Webbe	12.7
Penrose	21.9
Princeton Heights	1.1
Riverview	57.9
Shaw	3.9
Skinker-DeBaliviere	4.6
Soulard	15.4
South Hampton	3.9
Southwest Garden	5.1
St. Louis Hills	1.6
St. Louis Place	15.4
The Gate District	9.4
The Greater Ville	25.7

Geography	Violent Crime
The Hill	5.6
The Ville	28.7
Tiffany	25.1
Tower Grove East	5.4
Tower Grove South	6.4
Vandeventer	21.1
Visitation Park	10.8
Walnut Park East	23.2
Walnut Park West	38.3
Wells-Goodfellow	29.3
West End	12.3
Wydown-Skinker	1.8
ST. LOUIS COUNTY	**3.8**
Ballwin	0.7
Bel Nor	1.5
Bella Villa	4.1
Bellefontaine Nghbrs	10.2
Berkeley	19.4
Breckenridge Hills	7.2
Brentwood	1.1
Bridgeton	7.2
Calverton Park	6.3
Chesterfield	0.7
Clayton	0.8
Country Club Hills	11.1
Crestwood	1.2
Creve Coeur	0.7
Des Peres	0.3
Edmundson	2.4
Ellisville	0.6
Eureka	0.6
Ferguson	7.6
Florissant	2.7
Frontenac	1.2

Geography	Violent Crime
Glendale	0.2
Hazelwood	5.3
Hillsdale	5.9
Kirkwood	1.6
Ladue	0.7
Lakeshire	2.0
Manchester	0.3
Maplewood	4.1
Maryland Heights	2.5
Moline Acres	5.7
Normandy	8.6
Northwoods	3.9
Olivette	0.7
Overland	5.4
Pagedale	16.0
Richmond Heights	7.0
Riverview	16.4
Rock Hill	1.3
Shrewsbury	0.5
St. Ann	3.2
St. John	6.2
Sunset Hills	1.6
Town & Country	0.3
University City	2.8
Velda City	63.1
Warson Woods	0.0
Webster Groves	0.9
Woodson Terrace	6.5

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

Geography	Violent Crime
ST. CHARLES COUNTY	**1.5**
Cottleville	0.7
Foristell	6.4
Lake St. Louis	1.6
O'Fallon	0.9
St. Charles	2.1
St. Peters	2.3
Wentzville	2.0
ST. CLAIR COUNTY	**1.9**
St. Clair CO SO	*
Belleville	4.1
Brooklyn	*
Cahokia	*
Caseyville	4.9
Centreville	*
Collinsville	2.2
Columbia	*
Dupo	2.4
East Carondelet	*

Geography	Violent Crime
East St. Louis	*
Fairmont City	2.9
Fairview Heights	3.2
Fayetteville	*
Freeburg	0.7
Lebanon	1.2
Lenzburg	*
Marissa	*
Mascoutah	0.2
Millstadt	0.5
New Athens	0.5
New Baden	0.3
O'Fallon	1.6
Sauget	*
Shiloh	1.8
Smithton	*
Swansea	1.0
Washington Park	*

Geography	Violent Crime
MADISON COUNTY	**2.4**
Madison CO SO	1.1
Alton	8.7
Bethalto	0.9
Collinsville (MCA)	2.5
East Alton	3.0
Edwardsville	0.3
Fairmont City (MCA)	*
Glen Carbon	0.3
Granite City	5.1
Grantfork	0.0
Hamel	*
Hartford	0.7
Highland	0.9
Marine	*
Maryville	1.2
Pontoon Beach	1.8
Roxana	4.2

Geography	Violent Crime
South Roxana	0.5
Troy	1.1
Wood River	2.1

Data Notes

DEFINITION

The violent crime rate includes: criminal homicide/negligent manslaughter, rape, robbery, and aggravated assault/battery.

DATA SOURCE

MO: St. Louis County & St. Charles County: Missouri State Highway Patrol. Criminal Justice Information Services. Crime Statistics. Crime in Missouri. Accessed at https://showmecrime.mo.gov/public/Browse/browsetables.aspx. 2023 data.

St. Louis City: St. Louis Metropolitan Police Department. NIBRS Crime Statistics. Comparison by Neighborhood. 2023 December (PDF). Accessed at https://o13741.p3cdn1.secureserver.net/wp-content/uploads/2024/06/23-DEC.pdf. 2023 data.

IL: Illinois State Police. Illinois Uniform Crime Reporting. I-UCR. Crime in Illinois Online. Report Center. NIBRS Reports. Group A Offense Report. Accessed at https://ilucr.nibrs.com/Report/GroupACrimeReport. 2023 data.

CALCULATION

([Total number of violent crimes x 1,000]/Total population). Calculations made by Vision for Children at Risk.

**No Data Available.*

Advocacy and Civic Engagement

In this Section

A Holistic Approach to Change › Advocacy and Civic Engagement

For decades Vision for Children at Risk (VCR) has been serving families who live in the highest-risk, most under-resourced zip codes in the City of St. Louis and St. Louis County, who experience persistent patterns of inequity resulting from decades of disinvestment. These families and their children face poverty and violent crime rates higher than the national average. These conditions were brought about by decades of systemic racism, and our organization focuses on addressing both the daily impacts and the root causes. Over the years, VCR's work in the field of child well-being in this region has brought with it a wealth of knowledge about the experiences of the people who make up these communities and the data that tells their stories. From our conversations with families, as well as our strong background in the collection of data related to child and family well-being, we have reached a crucial conclusion: anyone who hopes to support the well-being of these communities must reckon with the chronic and debilitating denial of access they face to even the most basic structures of well-being, including financial well-being.

Our vision is a region where a child's life outcomes are not determined by race, and where every family can access the necessary resources for a good quality of life, regardless of their zip code.

VCR is uniquely equipped to help families understand and navigate these barriers to access. For over 30 years, VCR has tracked key child well-being indicators that consistently show patterns of inequity where risk and need are highly concentrated. In addition, VCR also specializes in direct community engagement. For decades, VCR has established itself as a trusted ally in these communities through years of dedication and collaboration. Our organization places a high value on community voices and lived experiences, recognizing that the most effective solutions emerge from those directly affected by the issues. Our Community Café model–a series of open conversations hosted by VCR as a dialogue between community members and service providers–has allowed our organization to truly partner with the families.

VCR believes that no great change for the community can be made in silo. We believe in the importance of data-driven decision making and community-led work for meaningful change. By including non-profit partners and community members as co-creators of solutions, we serve as both the facilitator and the knowledge management network in St. Louis. Our emphasis on racial equity and inclusive practices constantly pushes both our team and our partners to evolve in our approach to social justice. VCR is a leader across practice areas within the work of advancing child well-being, and we share our experience and resources with partners with which we regularly engage. But the greatest value we bring to all our partners is the way our work amplifies community voices and empowers the people in our communities who have spent their lives navigating racial inequity and socio-economic disparities to improve the lives of their children. Our vision is a region where a child's life outcomes are not determined by race, and where every family can access the necessary resources for a good quality of life, regardless of their zip code. And it is only when the non-profit community as a whole values families as partners that this vision can be realized.

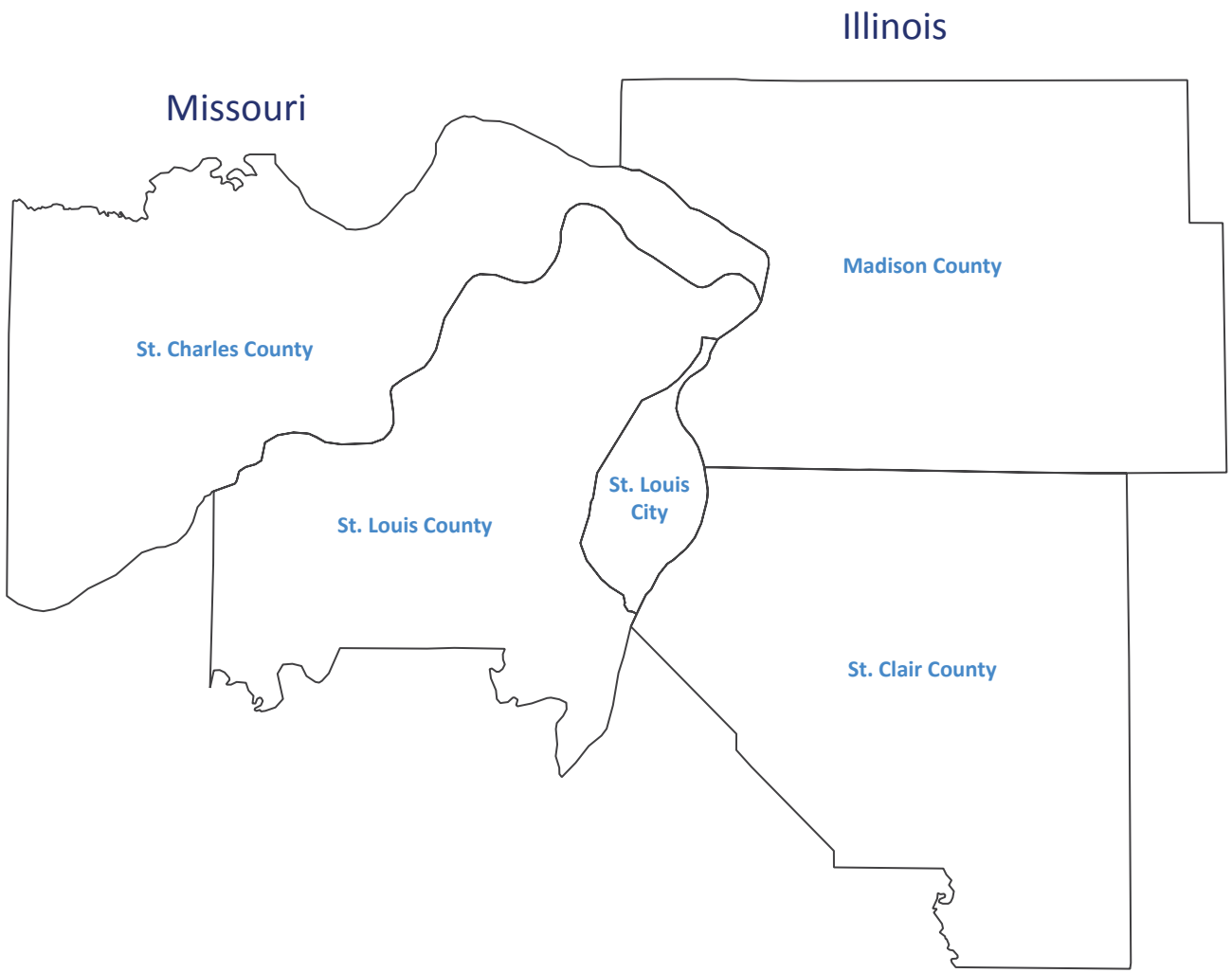
VCR provides the platform, spotlight, and microphone to the leaders within the communities we serve, and this revolutionary approach has improved every project that we, or any of our partners, have brought to life in the decades that we have been serving St. Louis. We believe that child well-being cannot happen without, or in isolation of, family well-being. That is why so much of our work is dedicated to providing support by walking alongside our families, connecting communities, and fighting for a more equitable society. Our holistic approach posits that it is only when our social systems are just and properly valuing the well-being of children, and supporting families and caregivers, can our efforts be impactful and sustainable.

Sanaria Sulaiman, Chief Executive Officer
Vision for Children at Risk

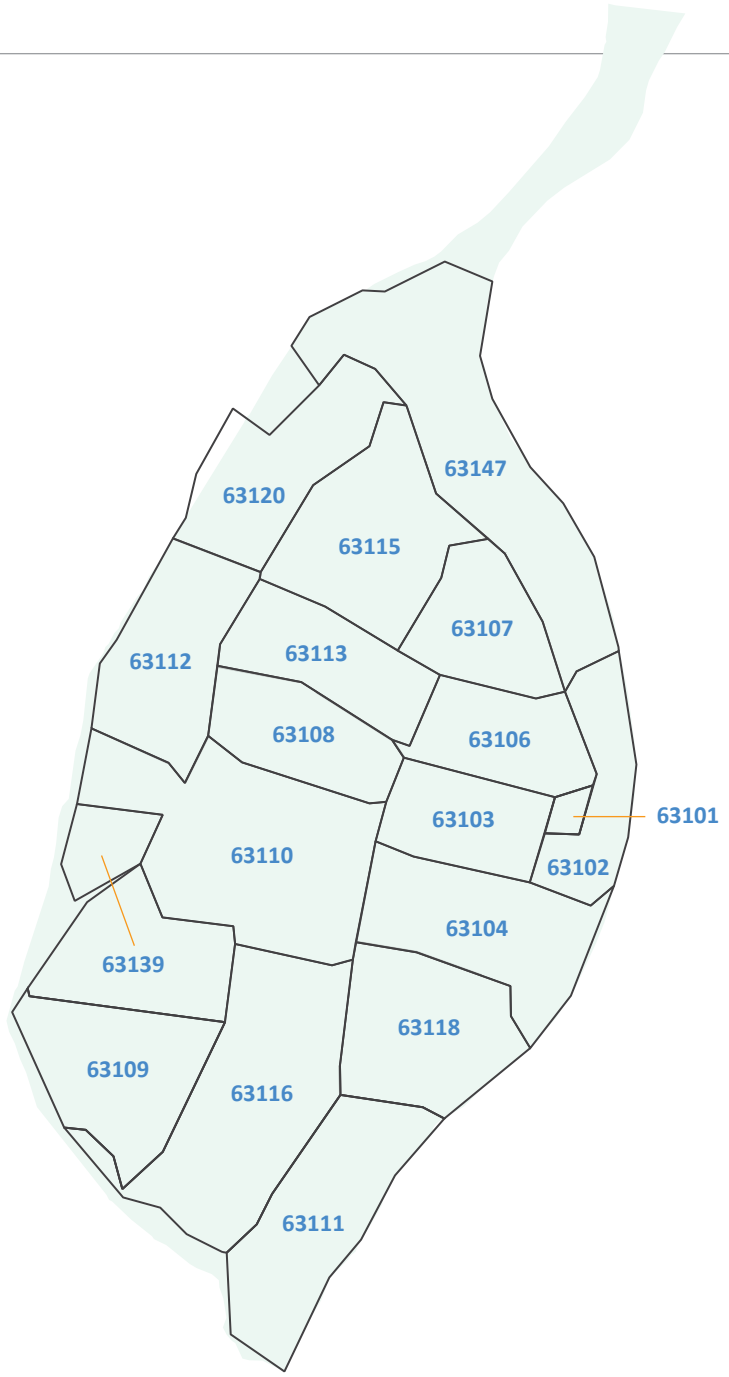
Reference Maps

In this Section

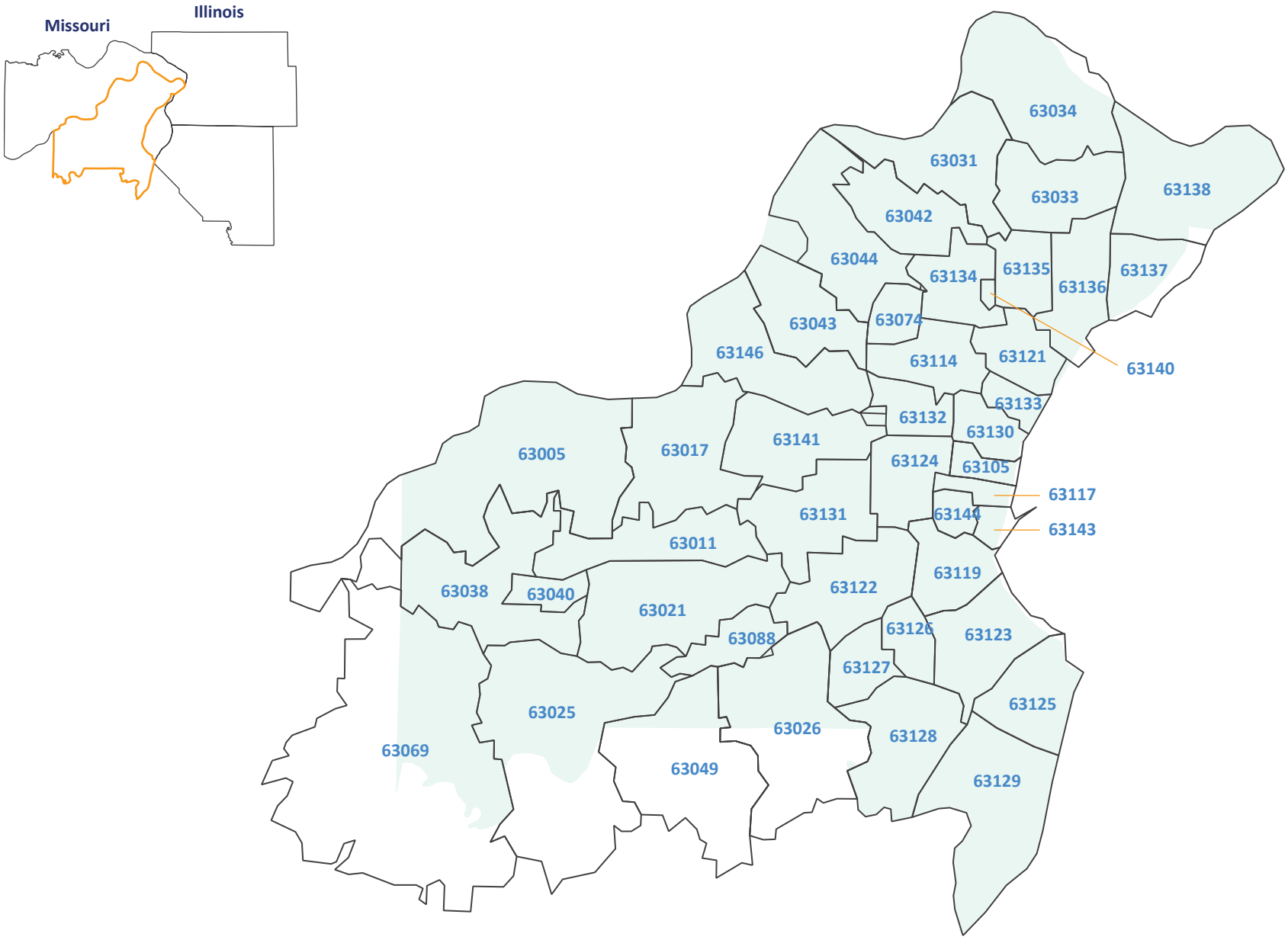
County Map


Illinois
Missouri
Madison County
St. Charles County
St. Louis City
St. Louis County
St. Clair County

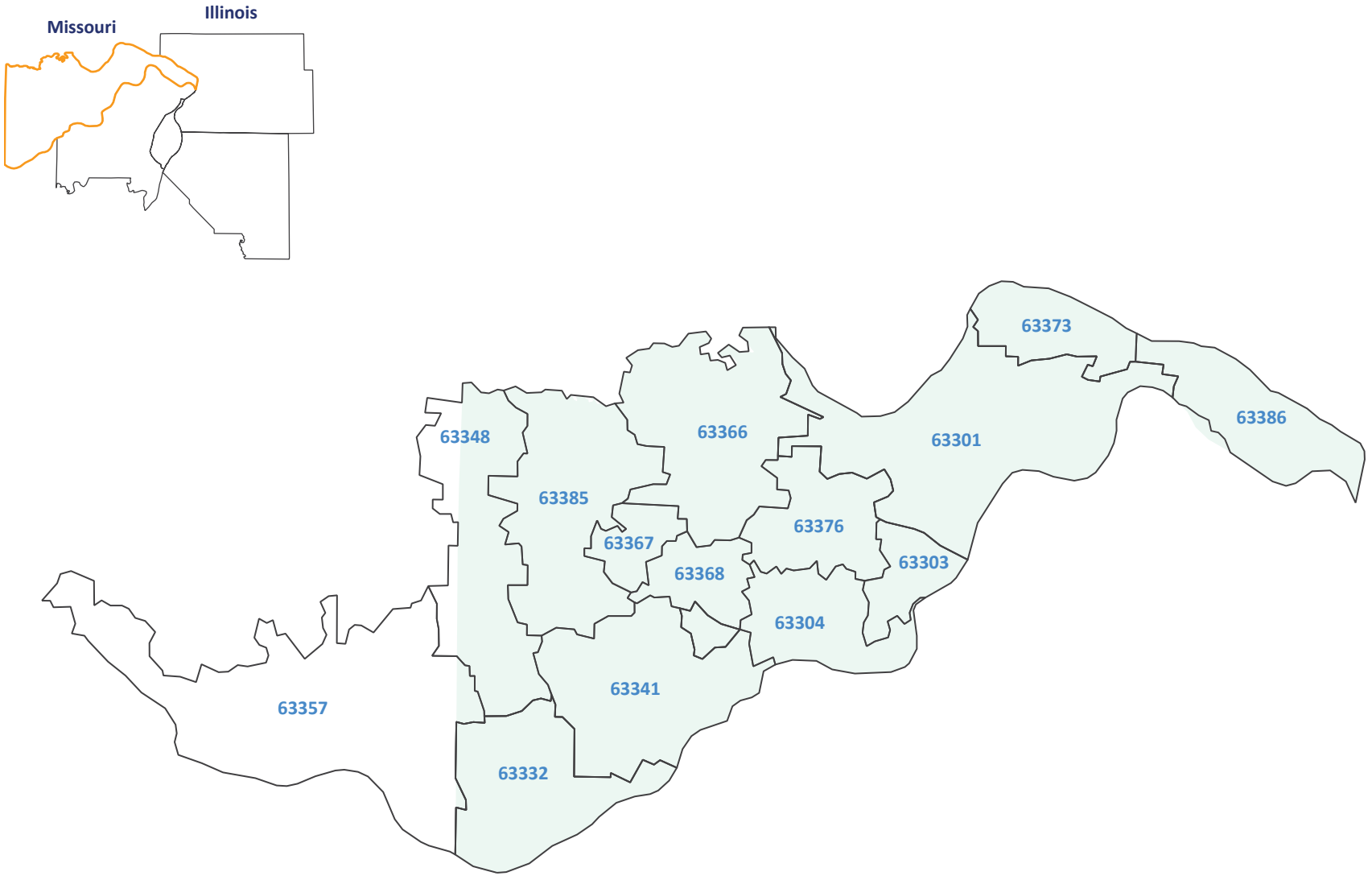
St. Louis City ZIP Code Boundaries



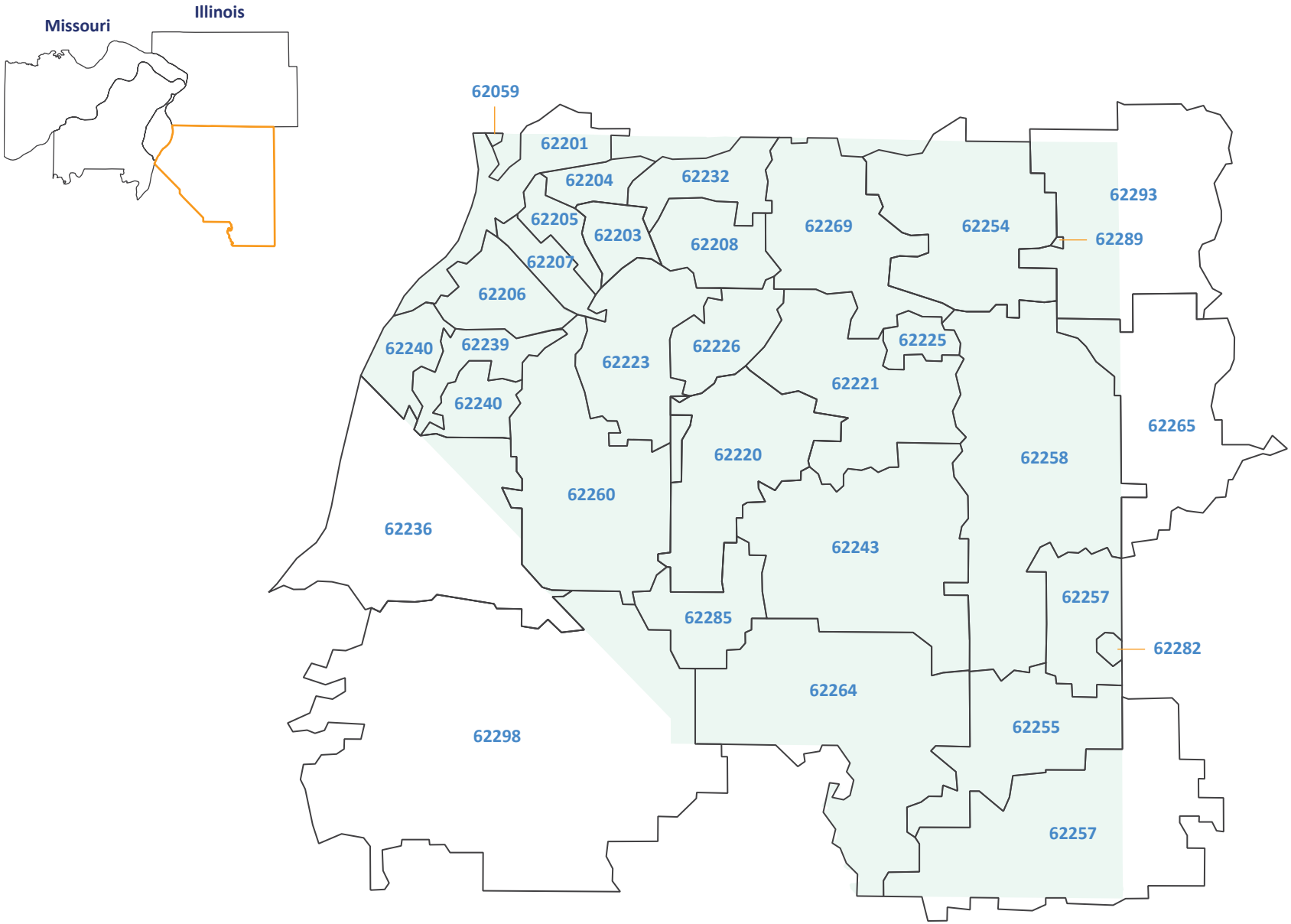
St. Louis County ZIP Code Boundaries



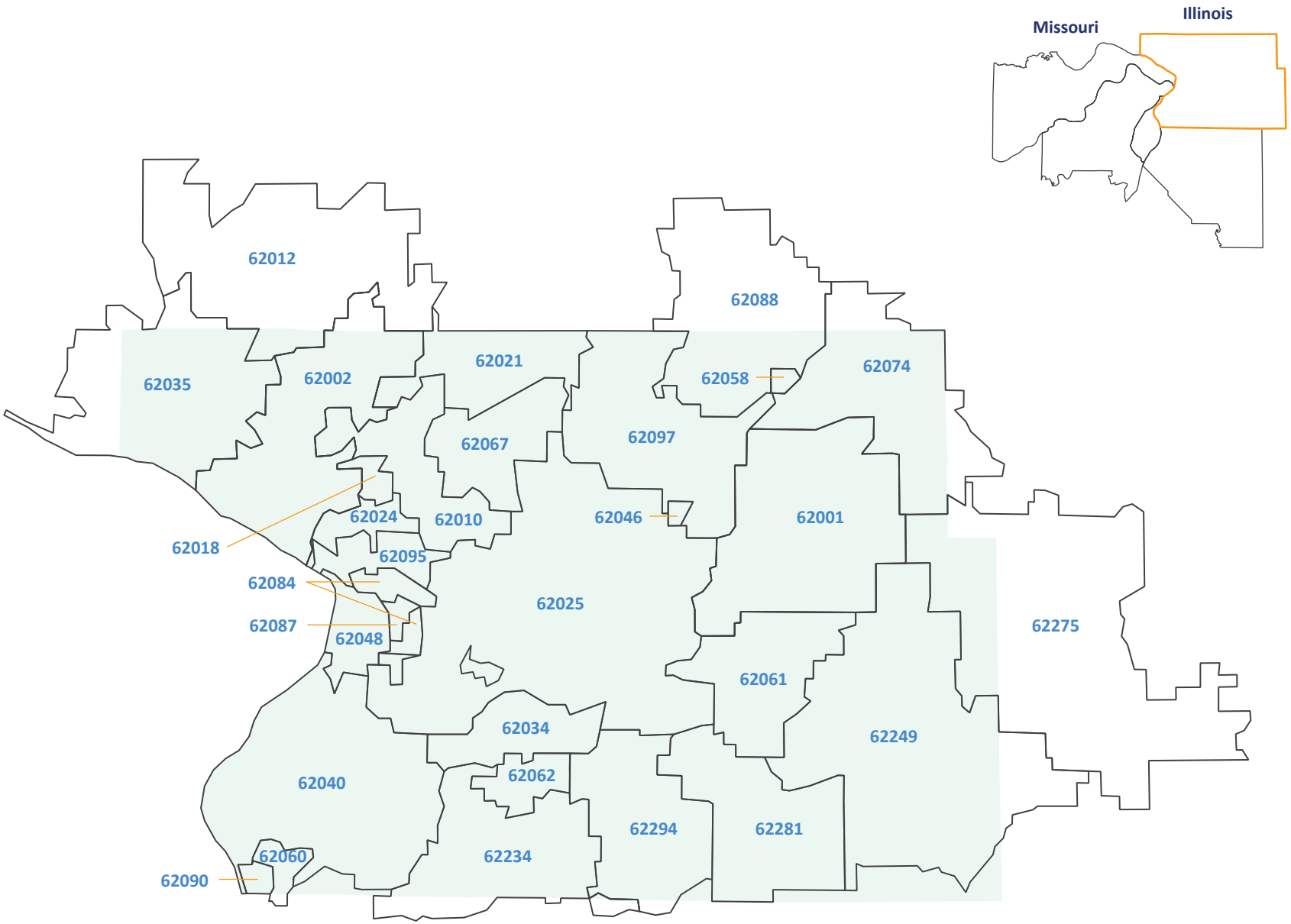
St. Charles County ZIP Code Boundaries



St. Clair County ZIP Code Boundaries

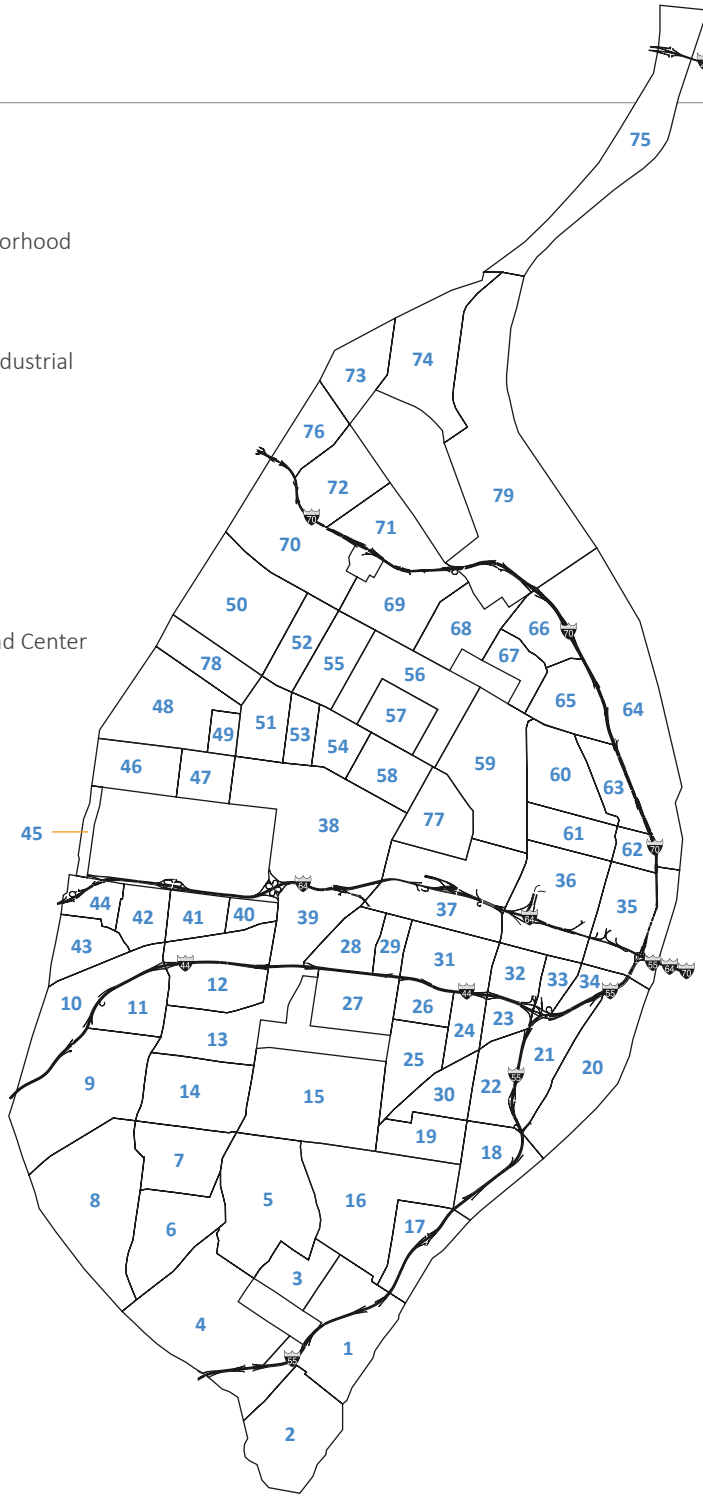


Madison County ZIP Code Boundaries



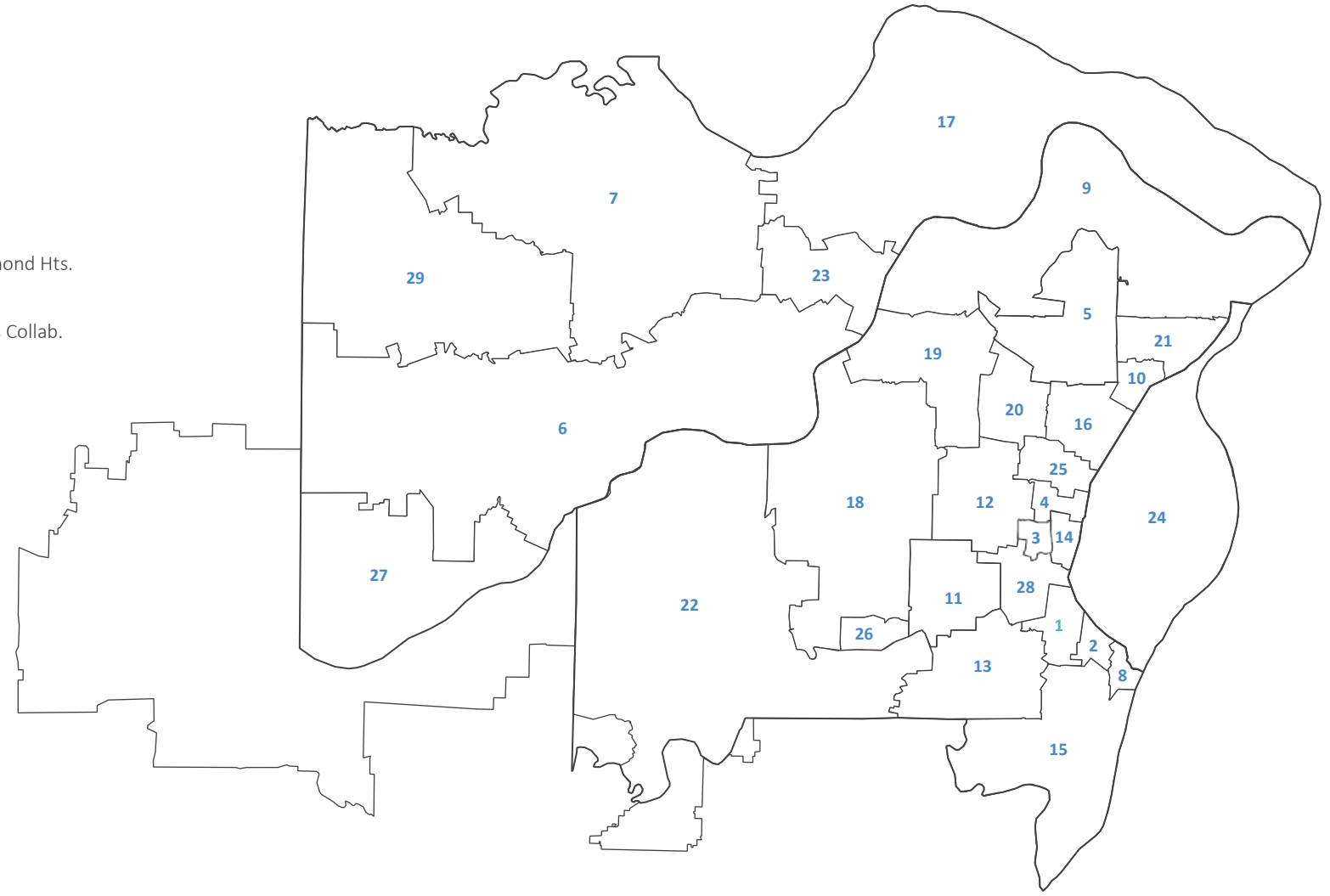
City of St. Louis Neighborhoods

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



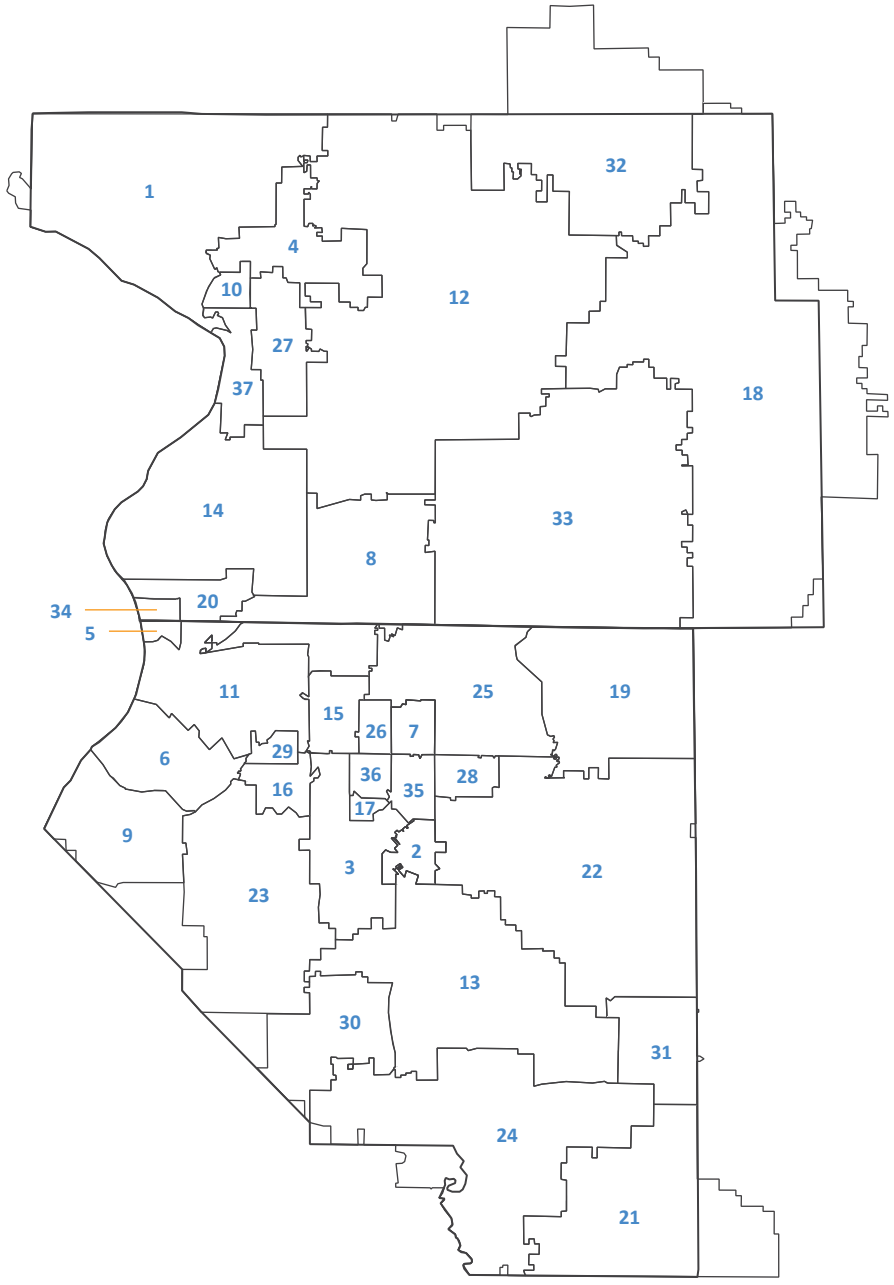
Missouri School District Boundaries

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



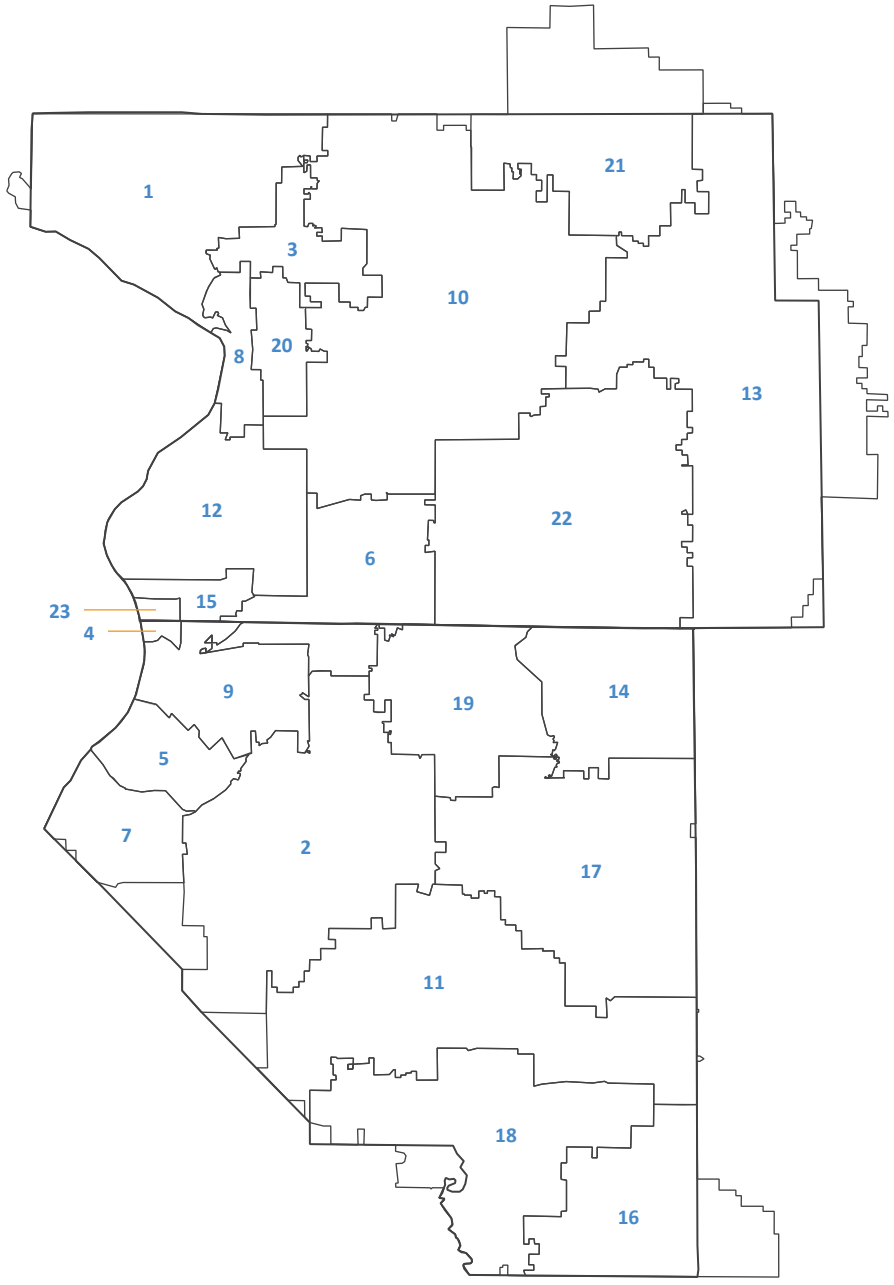
Illinois Elementary and Middle School District Boundaries

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



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



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AON Account Executive

Bob Buck, Vice-Chair
Retired Financial Advisor

Thomas Nolan, Secretary
Community Volunteer

Michael Dozier, Treasurer
Federal Reserve Bank of St. Louis

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Maggie Callon, MSW, LCSW | Program Manager, Saint Louis University

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Josh Morris | Branch Manager, Regions Bank

Dennis O'Connor, MD | Retired Pediatric Hematologist/Oncologist

Michael O'Connor, MD | Retired Pediatrician

Jamala Rogers | Youth Council for Positive Development

Pastor Ron Stephens | Pastor, Temple Church of Christ

Vision for CHILDREN at Risk

Vision for CHILDREN at Risk

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