

# **The Uneven Distribution of Risk Factors for Children**

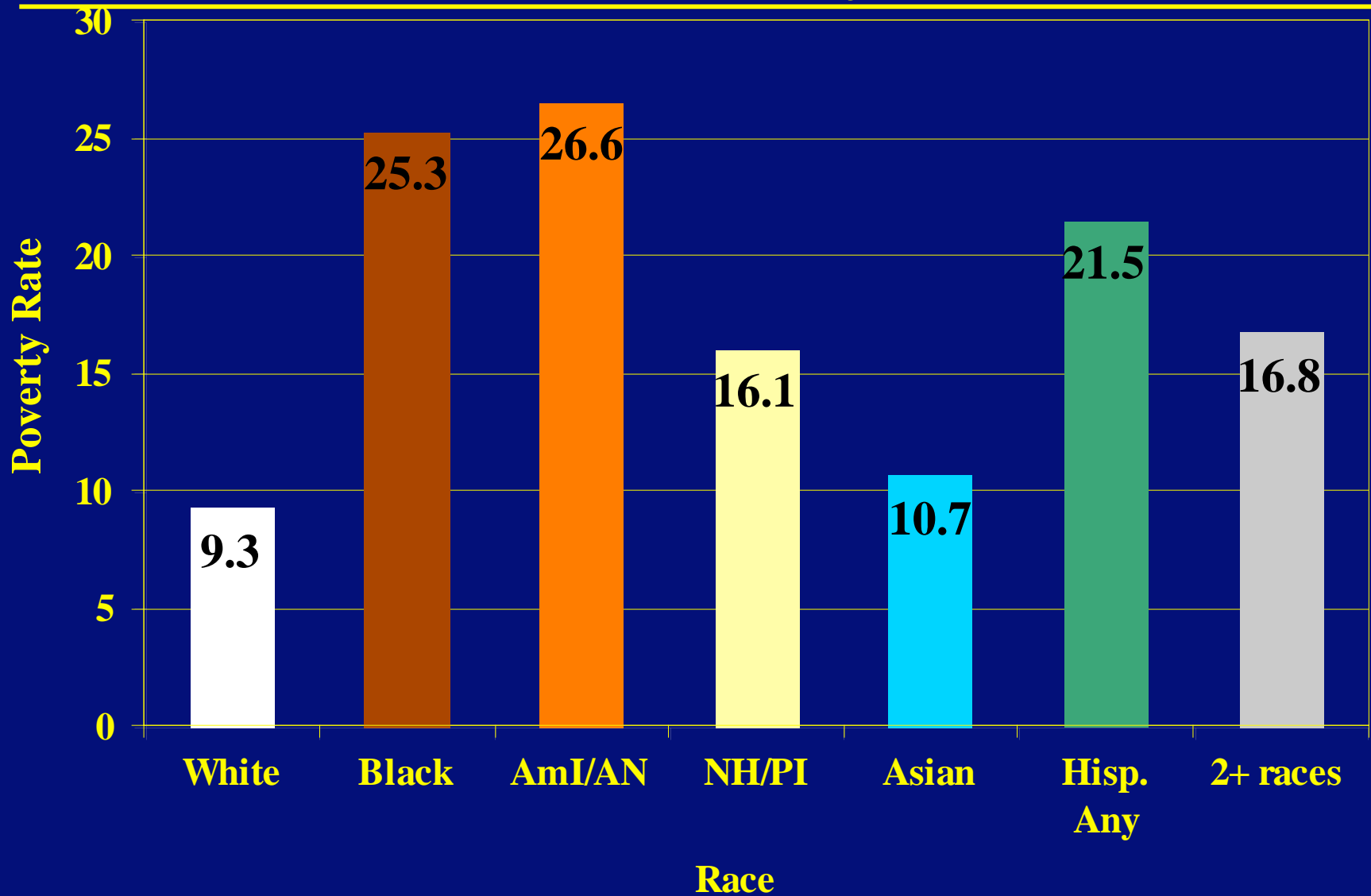
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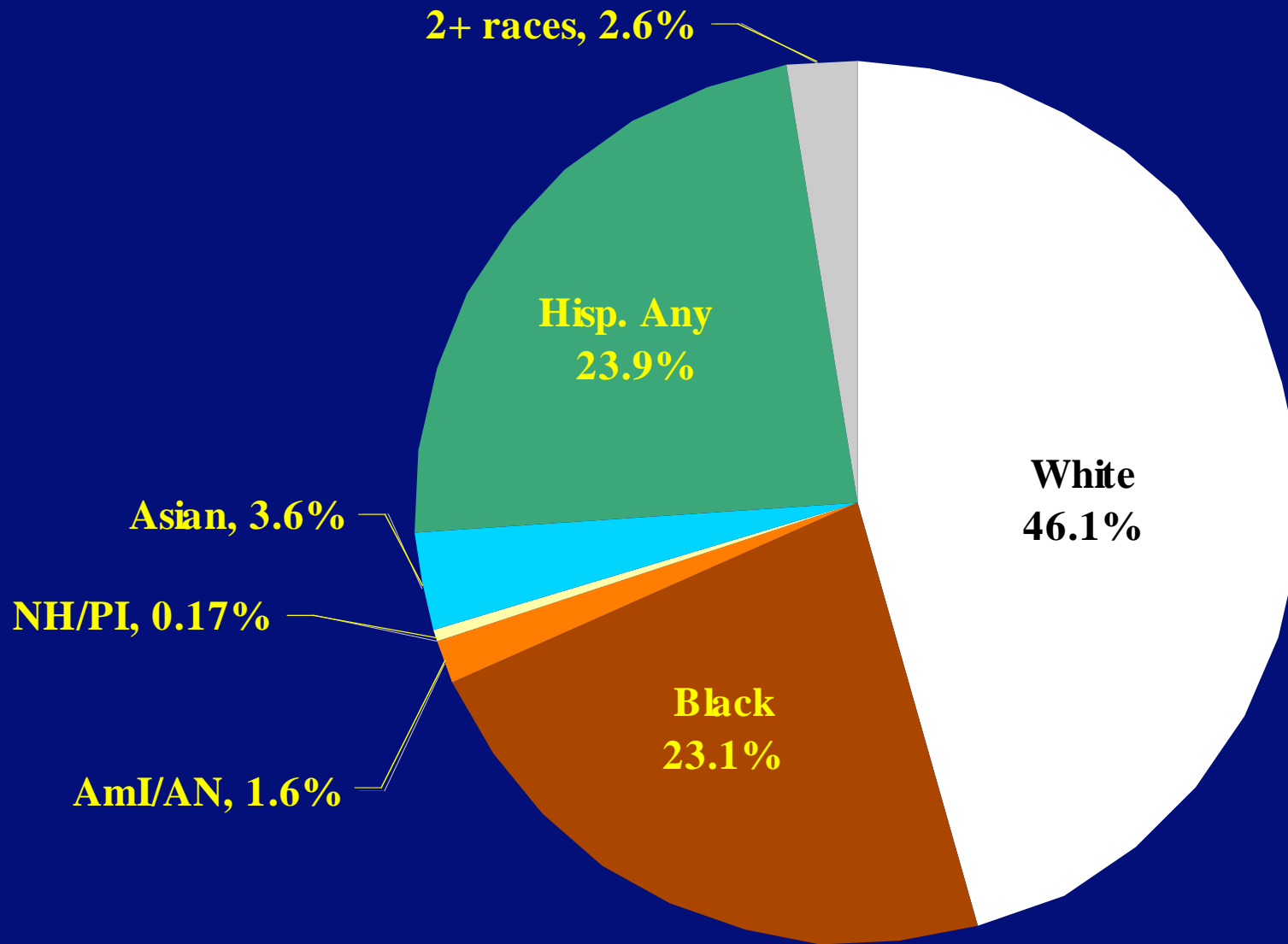
# Percentage of Persons in Poverty by Race and Ethnicity



U.S. Census 2006

# Racial/Ethnic Composition of People in Poverty in the U.S.

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## SAT Scores by Income

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<b>Family Income</b>	<b>Median Score</b>
<b>More than \$100,000</b>	<b>1129</b>
<b>\$80,000 to \$100,000</b>	<b>1085</b>
<b>\$70,000 to \$80,000</b>	<b>1064</b>
<b>\$60,000 to \$70,000</b>	<b>1049</b>
<b>\$50,000 to \$60,000</b>	<b>1034</b>
<b>\$40,000 to \$50,000</b>	<b>1016</b>
<b>\$30,000 to \$40,000</b>	<b>992</b>
<b>\$20,000 to \$30,000</b>	<b>964</b>
<b>\$10,000 to \$20,000</b>	<b>920</b>
<b>Less than \$10,000</b>	<b>873</b>

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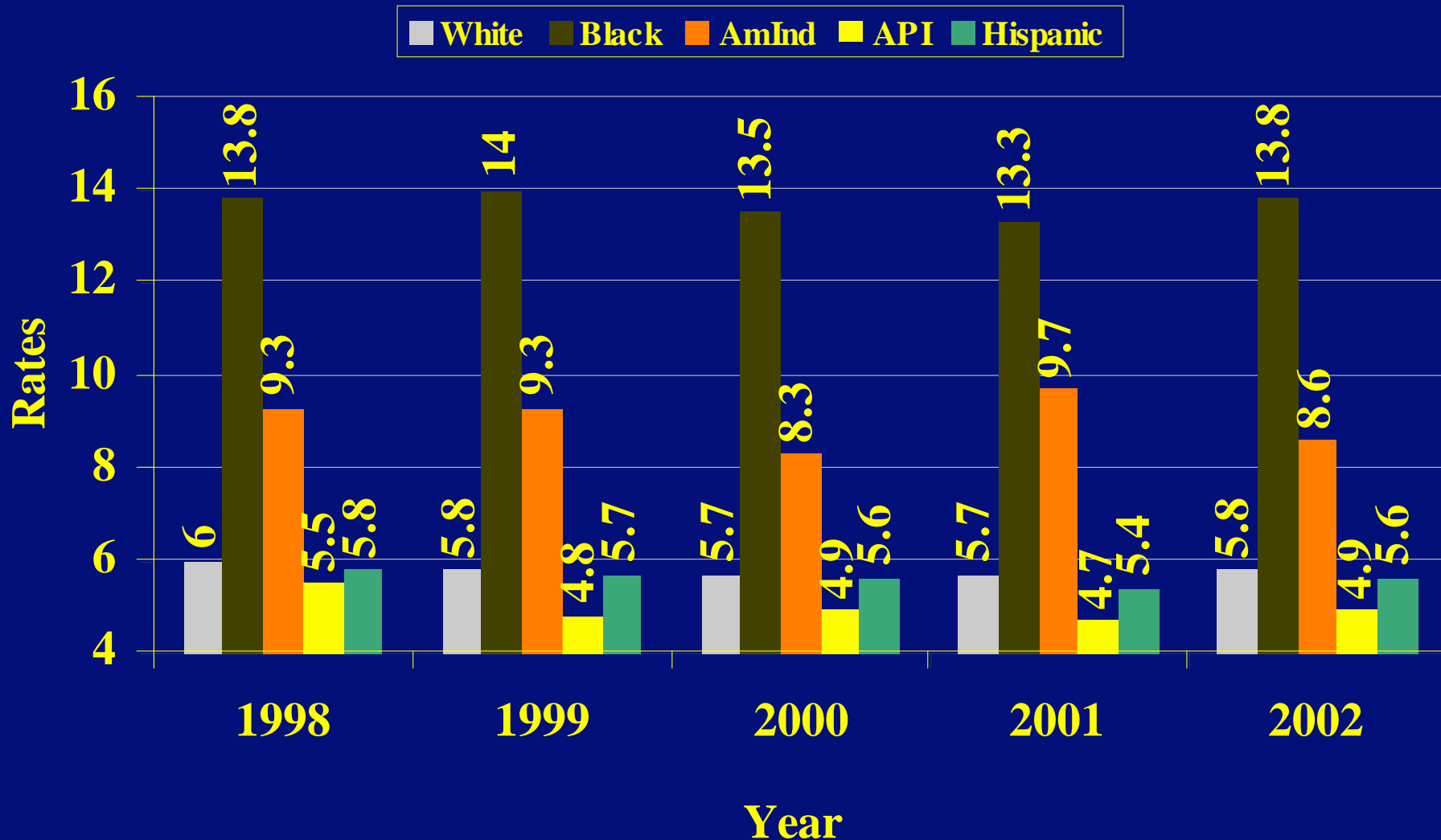
Source: (ETS) Mantsios; N=898,596

# Educational Challenges: Today and Tomorrow

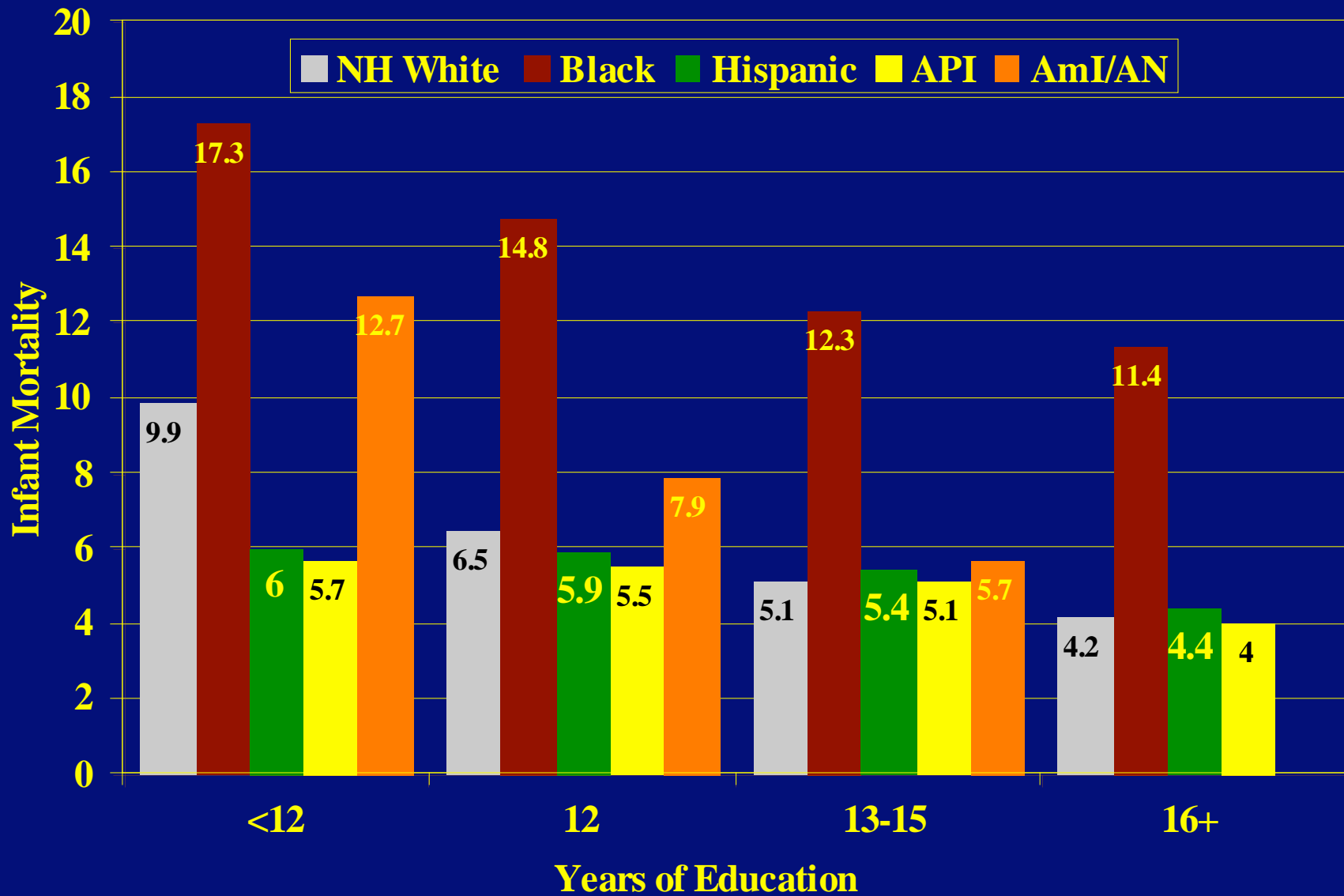
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- In 2005, about half of 4<sup>th</sup> grade and 8<sup>th</sup> grade Black and Latino students performed Below Basic in reading and math (NAEP)
- By 2020, 30% of working-age U.S. adults will be Latino and African American.
- Beyond ethnicity: In 2005, 38% of all students scoring in the lowest quintile on reading and math were white.

# Increasing Infant Mortality



# Infant Mortality by Mother's Education, 1995



# **Social Policies Matter**

Observed U.S. Patterns are NOT  
Inevitable

<b>Country</b>	<b>% Children Child Poverty (%)</b>		
	<b>1 Parent HH</b>	<b>1 Parent</b>	<b>Other</b>
<b>Spain</b>	<b>2</b>	<b>32</b>	<b>12</b>
<b>Italy</b>	<b>3</b>	<b>22</b>	<b>20</b>
<b>Mexico</b>	<b>4</b>	<b>28</b>	<b>26</b>
<b>France</b>	<b>8</b>	<b>26</b>	<b>6</b>
<b>Ireland</b>	<b>8</b>	<b>48</b>	<b>14</b>
<b>Germany</b>	<b>10</b>	<b>51</b>	<b>6</b>
<b>United States</b>	<b>19</b>	<b>55</b>	<b>16</b>
<b>United Kingdom</b>	<b>20</b>	<b>46</b>	<b>13</b>
<b>Sweden</b>	<b>21</b>	<b>7</b>	<b>2</b>

Source: UNICEF (United Nations Children's Fund), 2000

# Family Structure and SES

Compared to children raised by 2 parents those raised by a single parent are more likely to:

- grow up poor
- drop out of high school
- be unemployed in young adulthood
- not enroll in college
- have an elevated risk of juvenile delinquency and participation in violent crime.

# Determinants of Family Structure

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- Economic marginalization of males (high unemployment & low wage rates) is a central determinant of high rates of female-headed households.
- Marriage rates are positively related to average male earnings.
- Marriage rates are inversely related to male unemployment.

## Child Poverty Rates

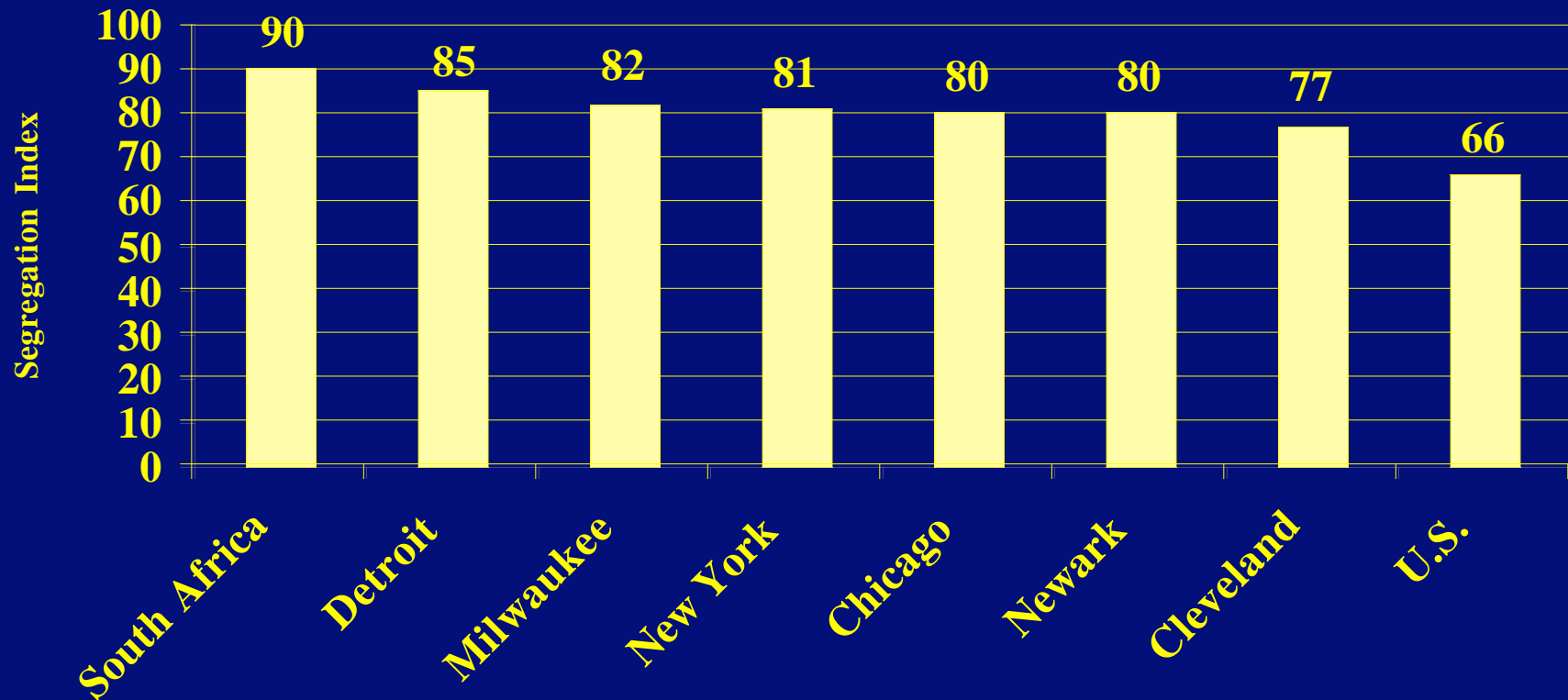
Country	Before Taxes	After Taxes
Netherlands	16.0	7.7
Spain	21.1	12.3
Sweden	23.4	2.6
Canada	24.6	15.5
Italy	24.6	20.5
United States	26.7	22.4
Australia	28.1	12.6
France	28.7	7.9
United Kingdom	36.1	19.8
Poland	44.4	15.4

Source: UNICEF (United Nations' Children's Fund), 2000

# **Major Policy Challenge for the U.S.**

How to reduce the concentration of  
poverty and social disadvantage that  
co-occurs with Residential Segregation

# American Apartheid: South Africa (de jure) in 1991 & U.S. (de facto) in 2000



Source: Massey 2004; Iceland et al. 2002; Glaeser & Vigitor 2001

## Residential Segregation and SES

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A study of the effects of segregation on young African American adults found that the elimination of segregation would erase black-white differences in

- Earnings
- High School Graduation Rate
- Unemployment

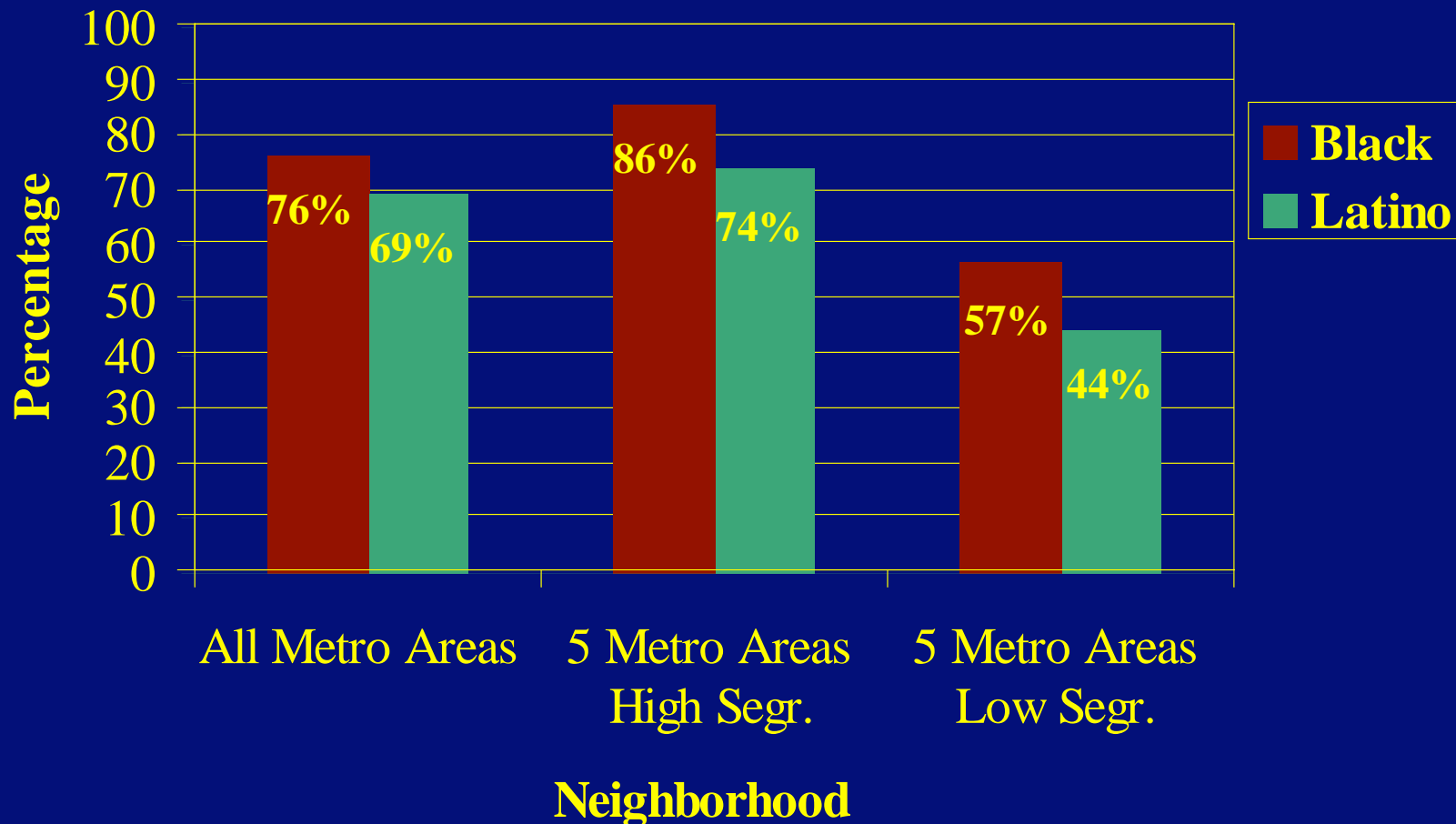
And reduce racial differences in single motherhood by two-thirds

# Racial Differences in Residential Environment

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- In the 171 largest cities in the U.S., there is not even one city where whites live in ecological equality to blacks in terms of poverty rates or rates of single-parent households.
- “The worst urban context in which whites reside is considerably better than the average context of black communities.”  
p.41

# Proportion of Black & Latino Children in Poorer Neighborhoods Than Worst Off White Children



# Conclusions

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1. Inequalities in child development outcomes are created by larger inequalities in society.
  2. SES and racial/ethnic disparities in child outcomes reflect the successful implementation of social policies.
  3. Eliminating them requires political will for and a commitment to new strategies to improve living and working conditions.
  4. Our great need is to begin in a systematic and comprehensive manner, to use all of the current knowledge that we have.
  5. Now is the time
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# A Call to Action

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“The only thing necessary for the triumph [of evil] is for good men to do nothing.”

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Edmund Burke, British Philosopher