Children of Metropolitan St. Louis:

A Data Book for the Community

Vision for CHILDREN at Risk

Twelfth Edition › 2022

IN LOVING MEMORY OF RICHARD PATTON

This edition of the *Children of Metropolitan St. Louis (CMSL)* data book is dedicated to Rich Patton, Vision for Children at Risk's visionary leader for over 25 years. As a core member of the founding team that wrote the first *CMSL* report three decades ago, Mr. Patton was well aware of the stark disparities in our region and the need to ensure that the issues and solutions were visible, comprehensible, and actionable to the community at large, especially to those that had the power to make impactful decisions. He started the organization's focus on data and research and continued to ensure this was at the root of all decision-making.

Among the many inspirations that Mr. Patton brought to our work is the reconceptualization of data as a core focus area. From the beginning of his tenure, Mr. Patton understood that the only way to meaningfully combat inequity in our region was to account for both its impact on the people in our community and the practical outcomes of the initiatives designed to serve them. He once told us that "[t]he alternative courses for the St. Louis region are clear: we can put ourselves on an upward trajectory by acknowledging our problems and acting on available opportunities to correct them; or we can stay on our present course and accept more decline. The choice is ours." We will always remember his commitment to meaningful conversations and his keen ability to get everyone in the room together to collectively advocate on behalf of children.

In remembering Mr. Patton, we remember the journey that he started us on, and we push on with renewed clarity. We will stay the course and not shy away from difficult conversations as we work side by side with our families and partners to build a better future for children. We will continue to be guided by data, research, and family voice. We will raise our collective voices for a better future for children in the St. Louis region.

Sanaria Sulaiman
Executive Director
Vision for Children at Risk

Introduction

In this Section

Acknowledgments

Vision for Children at Risk's twelfth 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 Executive Director, Sanaria Sulaiman, and our Board of Directors who contributed to this report in countless ways. Thank you to the dedicated members of Vision for Children at Risk's Research Committee for sharing their guidance throughout the production of this report: Maggie Callon, Marga Fronmuller, Robert Mai, 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 Children's Home + Aid, Michael Austrin at Child Care Aware of Missouri, and the multiple individuals within the Missouri Department of Social Services, the Illinois Department of Human Services, the 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.

Special thanks to Ruth Ehresman, Deanna Finch, Lora Gulley, Serena Muhammad, Jamala Rogers, and Vetta L. Sanders Thompson for contributing their thoughts and expertise in the section introductions of this data book. We also offer our immense gratitude to our dedicated Parent Advisory Council members for their engagement and participation in our efforts to explore, grow, and integrate community voice into our organizational data work, including this data book.

And a tremendous thank you to our partners at the Deaconess Foundation for making this critical child well-being data more accessible to the community through their generous, ongoing support of the production and printing of the *CMSL Data Book*.

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

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

DEACONESS FOUNDATION

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

Foreword

The eleventh edition of the *Children of Metropolitan St. Louis (CMSL)* data book was published in February 2020, a time when few could imagine the ways in which a global pandemic, and the related economic upheaval, would impact nearly every aspect of our daily lives. A time when no one could truly predict just how severely child well-being and family stability would be threatened. The cost, in every sense of the word, these events would have on children, youth, and families both in the short-term and the long-term; effects that we as an inextricably interconnected society will undoubtedly be feeling for years to come.

Less surprising are the ways in which the pandemic exposed the fragility of the systems that serve children and families. Systems such as the childcare system, the education system, the health care system, and the social safety net system. For decades advocates have been tirelessly trying to draw attention to the critical changes that need to be implemented to strengthen these systems and address the inequities that are built into their structure and design. The pandemic made the faults in these systems impossible to ignore. However, for those committed to affecting change to these systems that impact, and ostensibly support and promote child and family well-being, we know how fleeting these moments are and the immense barriers to realizing significant, long-term system change.

Furthermore, and perhaps most troubling, as with every crisis that unfolds in this country, we have seen a startling yet familiar pattern unfold during the pandemic: on almost every indicator of measure significant and distressing disparities and inequities have been revealed related to the impact of the pandemic based upon race, ethnicity, gender and income level. These inequities existed long before the pandemic, but the pandemic has laid them bare once again.

As Vision for Children at Risk worked on this twelfth edition of the *Children of Metropolitan St. Louis* data book the impacts of the pandemic on child and family well-being were at the forefront of our mind. Because the data within this report come from a number of different sources, and as with all data sources there is an unavoidable lag between the most current data available and the present day, it will be some time before we can grasp the full extent to which children and families have been impacted by this public health and economic pandemic. However, with some indicators we are already seeing the damage: the data show notable drops in the percentage of students who are proficient or advanced in third grade reading and eighth grade math. Concerningly, these declines were significantly larger for Black students than white students, deepening an already wide achievement gap. It is already clear that the pandemic is illuminating the same patterns of inequitable outcomes in child and family well-being that the *CMSL* has revealed across the St. Louis region since the first publication of this data book in 1991.

Child Well-being is at Risk

Nearly 500,000 children reside in the five core counties of the St. Louis region (St. Louis City, St. Louis County, and St. Charles County in Missouri and Madison and St. Clair counties in Illinois). These children are the future residents, workers, parents, change-makers, and leaders of St. Louis. They are vital to the prosperity of our region. Analysis of the data reported in the 2022 edition of the *Children of Metropolitan St. Louis* data book finds that 134,000 of those children – an astonishing 27 percent of children living in the St. Louis region – reside in ZIP codes where risks to their well-being are severe. An additional 45,000 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: even before seeing the full effects of the pandemic on children and families it is evident that St. Louis is failing its children, and in doing so we are jeopardizing the well-being of the entire community.

Inequities in Child Well-Being

The significant risks to child well-being confronting more than one-third of the children in our region are not uniformly distributed across all ZIP codes. The data consistently show patterns of inequity in ZIP codes where risk and need are highly concentrated. Many of these high-risk ZIP codes are located in the City of St. Louis. Of the 18 ZIP codes that fall within the boundaries of St. Louis City, 12 of them – or 66 percent – have a "severe" risk rating. This compares to 32 percent of ZIP codes in St. Clair County, 24 percent of ZIP codes in St. Louis County, 23 percent of ZIP codes in Madison County, and zero percent of 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, 95 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 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 children live in poverty and others where more than 70 percent of children live in poverty, we cannot thrive as a region. As long as the median family income for Black families is less than half that of white families in four out of the five counties in our region, St. Louis will not reach its full potential. As long as we have some school districts where nearly every child graduates from high school and others where only 58 percent of students graduate, we will continue to see the St. Louis region

struggle to grow and prosper. By holding equity at the center of all investments, resource allocations, policies, and programs and using the data to strategically target those most in need throughout our region, we can start to address these long-standing disparities, thus benefiting the St. Louis region as a whole.

The Power of Data

Data is a powerful tool. Data can tell a compelling story. Data can mobilize community action. And data can inform better, more equitable public policy. Over the past quarter-century, Vision for Children at Risk has remained steadfast in our commitment to provide the St. Louis community with accurate, reliable data on the well-being of our children. This is more critical than ever due to the fact that over the past several years we have witnessed the development of a social and political climate where data and facts are often disputed, refuted, and at times, willfully disregarded and ignored. Furthermore, increasingly "misinformation" is intentionally being used as a strategy to cause confusion, illicit anger and hate, and to generally wear down the public, leading to division and disengagement that only make it more challenging to address the issues that will improve child well-being outcomes. The pandemic has exacerbated this situation. Vision for Children at Risk will continue to work as we have for over 30 years to provide the community with accurate, reliable data that can be used to counter these problematic forces so we can collectively work to improve child well-being in our region.

The data reported in the *Children of Metropolitan St. Louis* report are intended to provide a foundation for informed, strategic, collaborative community action aimed at addressing the well-being of all children in the St. Louis region, but particularly those children who face the most severe risk to their well-being. This will be even more critical as we continue to recover from the havoc caused by the pandemic. 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; the systems that the pandemic tested tremendously and in which endemic weaknesses were revealed.

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

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

Efforts to address the needs of children must be data-driven, strategic, and focused if they are to be successful. The goal of this report is to provide accurate, reliable data to serve as the foundation for informed, strategic, collaborative community action. This report begins with 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

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 twelfth 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 community 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 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 quotes from our Parent Advisory Council Leaders as they engaged in critical conversations about the data and shared their thoughts and perspectives. Vision for Children at Risk is committed to continuing to expand and refine the Focus on Equity section in future editions of this report, particularly as it relates to community voice.

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, 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.

Contents

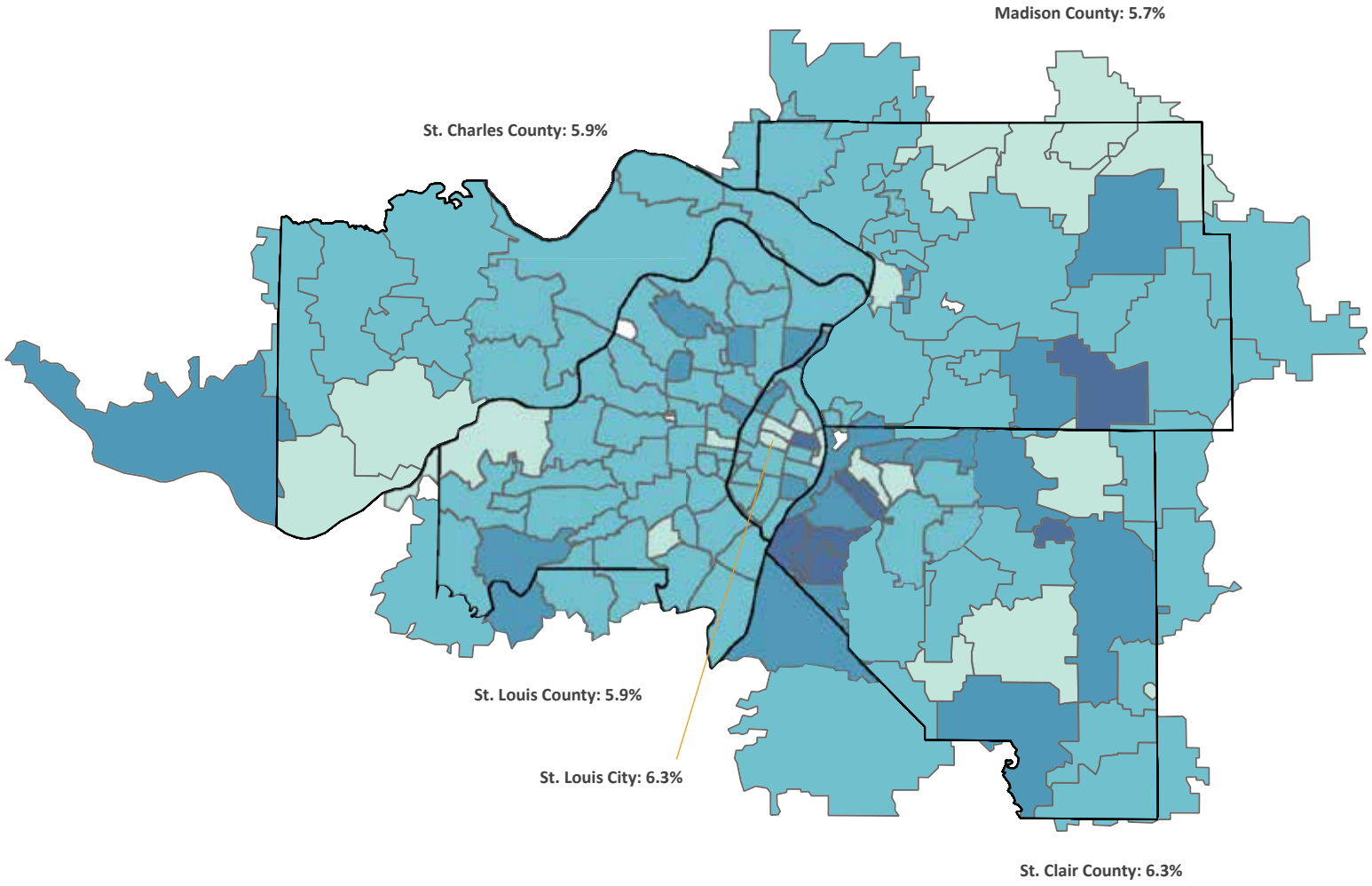
Population and Demographics

In this Section

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, affordable childcare uniquely affect children under age five and influence their future well-being. It is especially important to consider this data when making policy recommendations, implementing strategic initiatives, and investing limited resources that are aimed at improving and addressing inequities in early childhood outcomes in our region.



LEGEND

- 1.2 – 4.1%
- 4.2 – 7.1%
- 7.2 – 10.1%
- 10.2 – 13.1%

White areas indicate no data available.

COMPARATIVE DATA

- US: 6.0%
- Missouri: 6.1%
- Illinois: 5.9%

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	8.1	†62090	7.1	†62255	6.6	63034	6.5	63114	6.5	63137	8.1
62002	5.4	62095	6.1	62257	5.8	63038	6.8	63115	5.6	63138	7.0
62010	6.5	62097	3.1	62258	7.2	63040	6.7	63116	6.6	63139	7.0
62012	4.5	62201	7.6	62260	5.8	63042	7.7	63117	6.1	†63140	6.5
62018	6.8	62203	2.6	62264	7.9	63043	4.4	63118	8.4	63141	4.8
†62021	2.6	62204	7.7	62265	5.4	63044	4.6	63119	6.4	63143	4.9
62024	6.6	62205	3.1	62269	7.4	63049	4.8	63120	8.0	63144	6.4
62025	5.1	62206	7.3	62275	6.9	63069	5.6	63121	5.5	63146	6.8
62034	6.5	62207	10.8	62281	13.1	63074	9.0	63122	6.1	63147	5.7
62035	4.5	62208	5.2	†62282	1.7	63088	5.1	63123	4.9	63301	5.2
62040	5.5	62220	6.6	62285	3.1	63101	5.4	63124	4.9	63303	5.5
†62046	5.9	62221	5.7	†62289	7.0	†63102	2.5	63125	7.0	63304	5.2
62048	3.3	62223	5.0	62293	5.8	63103	4.9	63126	5.5	†63332	1.3
†62058	2.8	62225	10.9	62294	8.0	63104	6.8	63127	2.9	63341	2.7
†62059	4.6	62226	5.8	62298	5.1	63105	3.3	63128	5.7	63348	5.2
62060	4.4	62232	7.2	63005	3.8	63106	10.4	63129	4.2	63357	8.3
62061	5.9	62234	6.1	63011	6.1	63107	3.9	63130	5.1	63366	6.5
62062	4.4	62236	7.5	63017	5.1	63108	2.5	63131	4.6	63367	6.2
62067	1.6	62239	10.4	63021	6.7	63109	5.7	63132	5.8	63368	6.1
†62074	1.2	62240	10.5	63025	9.2	63110	7.0	63133	9.6	†63373	6.9
62084	6.7	62243	2.9	63026	5.9	63111	6.3	63134	7.0	63376	5.8
62087	7.6	62249	5.8	63031	6.1	63112	6.6	63135	7.2	63385	7.1
62088	3.5	62254	2.0	63033	5.3	63113	3.6	63136	6.6	†63386	4.5

Data Notes

DEFINITION

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

DATA SOURCE

MO & IL: United States Census Bureau. American Community Survey. ACS Demographic and Housing Estimates. ACS 5-Year Estimates Data Profiles: 2020. 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 children reside in our region, areas in which there are higher concentrations of children and youth, and the demographic trends of this age group. It is particularly important to consider this data when it comes to making policy recommendations, 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 our region.

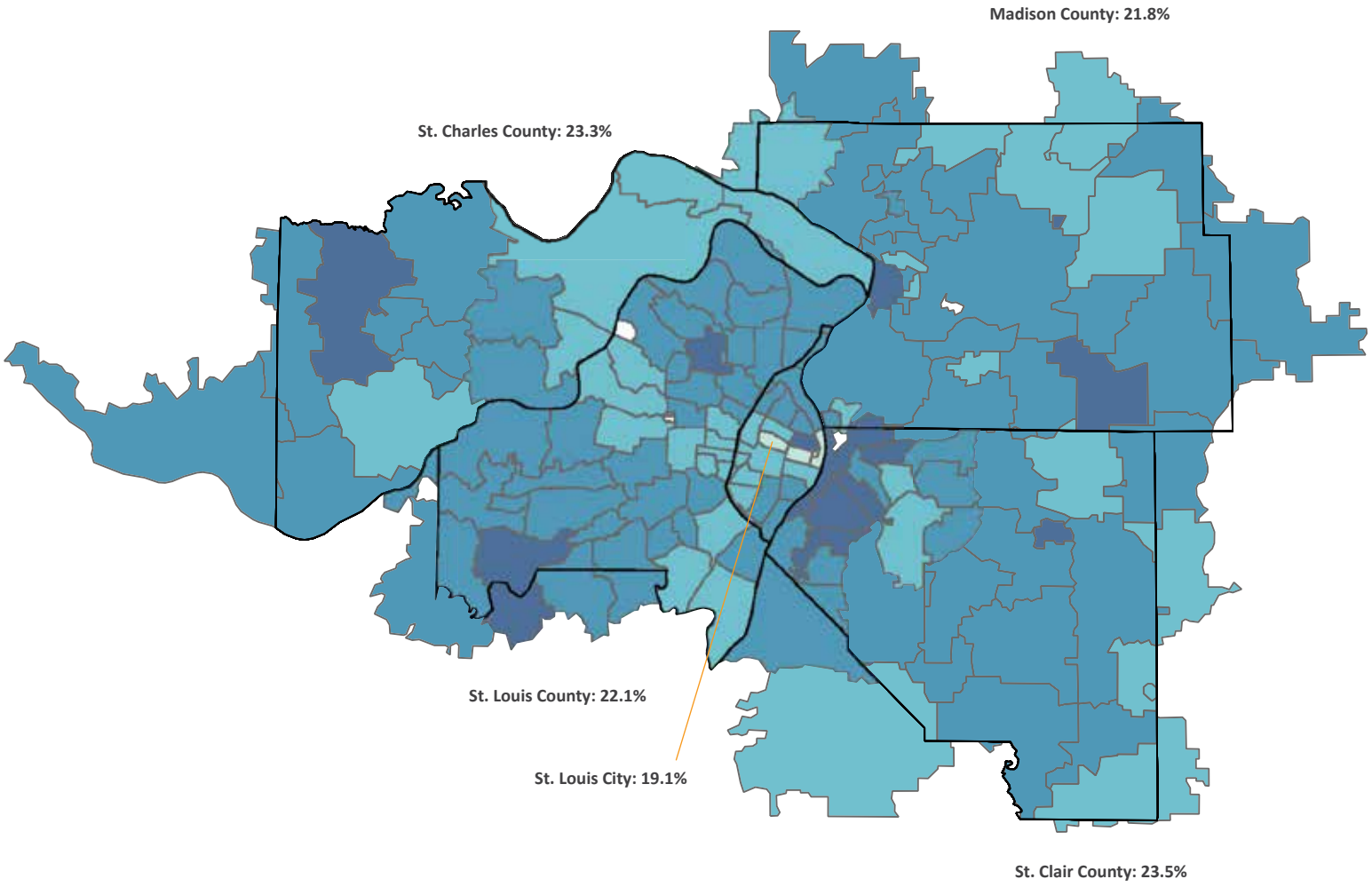
LEGEND

- 3.0 – 11.4%
- 11.5 – 19.8%
- 19.9 – 28.2%
- 28.3 – 36.7%

White areas indicate no data available.

COMPARATIVE DATA

- US: 22.4%
- Missouri: 22.5%
- Illinois: 22.5%



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	16.9	†62090	21.9	†62255	27.0	63034	22.3	63114	20.6	63137	26.4
62002	22.3	62095	22.6	62257	17.3	63038	28.0	63115	22.5	63138	24.9
62010	23.4	62097	18.8	62258	26.7	63040	27.2	63116	22.2	63139	15.1
62012	21.0	62201	29.6	62260	21.0	63042	21.4	63117	18.7	†63140	23.1
62018	25.3	62203	12.2	62264	25.1	63043	19.4	63118	24.8	63141	18.2
†62021	11.8	62204	29.9	62265	18.6	63044	22.6	63119	21.2	63143	18.8
62024	20.2	62205	20.0	62269	25.8	63049	21.2	63120	26.2	63144	18.1
62025	21.3	62206	31.1	62275	22.6	63069	20.3	63121	21.0	63146	16.4
62034	24.6	62207	28.7	62281	33.3	63074	23.7	63122	25.6	63147	23.8
62035	17.0	62208	23.6	†62282	17.7	63088	20.0	63123	17.3	63301	17.4
62040	22.5	62220	22.9	62285	20.7	63101	9.3	63124	18.0	63303	19.0
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62060	14.9	62232	22.8	63005	24.5	63106	33.7	63129	18.2	63357	27.5
62061	24.6	62234	21.7	63011	23.1	63107	22.0	63130	18.2	63366	23.0
62062	15.9	62236	26.3	63017	21.9	63108	7.2	63131	25.0	63367	25.0
62067	26.6	62239	29.2	63021	23.3	63109	15.6	63132	24.2	63368	27.1
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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 often exist in child well-being outcomes among children of different racial or 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 our region.

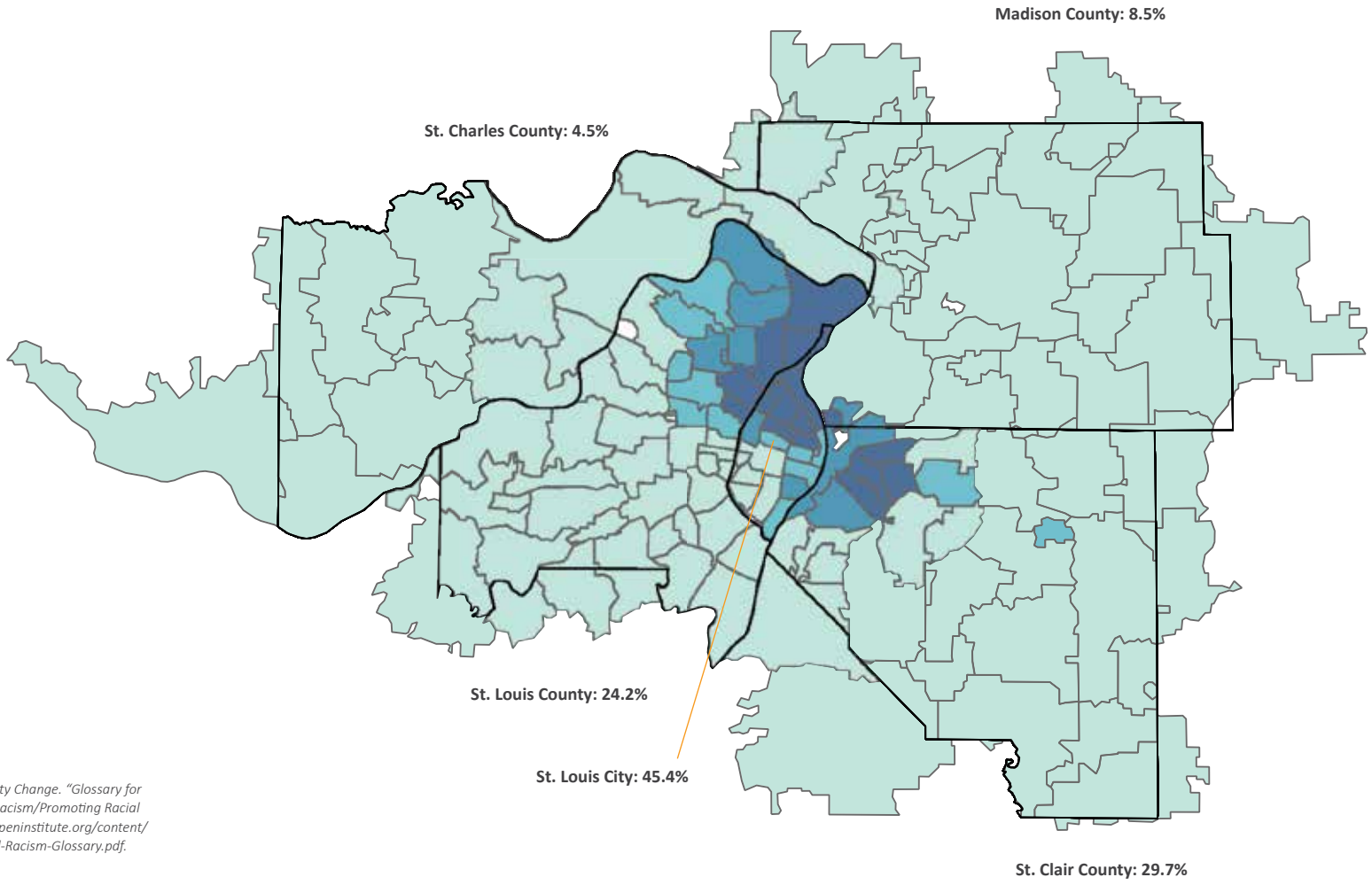
LEGEND

- 0.0 – 24.4%
- 24.5 – 48.9%
- 49.0 – 73.3%
- 73.4 – 97.8%

White areas indicate no data available.

COMPARATIVE DATA

- US: 12.2%
- 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://assets.aspeninstitute.org/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	88.8	†62255	0.0	63034	64.7	63114	27.0	63137	80.7
62002	19.9	62095	5.0	62257	0.0	63038	1.1	63115	97.8	63138	79.7
62010	0.9	62097	0.0	62258	3.5	63040	0.8	63116	24.2	63139	13.3
62012	0.2	62201	65.8	62260	0.1	63042	37.4	63117	8.7	†63140	56.7
62018	1.3	62203	95.3	62264	0.5	63043	11.8	63118	51.0	63141	5.8
†62021	0.0	62204	90.7	62265	4.4	63044	17.9	63119	7.4	63143	14.7
62024	3.1	62205	94.9	62269	10.8	63049	0.1	63120	96.5	63144	3.1
62025	6.6	62206	63.5	62275	0.0	63069	5.1	63121	82.9	63146	14.9
62034	3.6	62207	97.1	62281	0.0	63074	33.6	63122	4.3	63147	92.0
62035	6.9	62208	32.5	†62282	0.0	63088	5.9	63123	2.5	63301	4.6
62040	8.4	62220	14.4	62285	1.0	63101	41.0	63124	1.9	63303	7.2
†62046	0.0	62221	20.7	†62289	0.0	†63102	34.9	63125	4.2	63304	3.7
62048	0.0	62223	21.3	62293	0.3	63103	39.4	63126	1.4	†63332	0.2
†62058	0.0	62225	28.5	62294	1.6	63104	44.5	63127	1.8	63341	0.3
†62059	94.2	62226	24.1	62298	0.5	63105	7.3	63128	1.5	63348	0.6
62060	63.2	62232	7.7	63005	1.2	63106	91.6	63129	2.0	63357	1.0
62061	0.0	62234	10.6	63011	1.7	63107	90.6	63130	33.8	63366	3.7
62062	6.4	62236	0.0	63017	3.8	63108	32.4	63131	2.0	63367	4.2
62067	0.0	62239	4.4	63021	2.5	63109	4.0	63132	28.3	63368	4.7
†62074	0.4	62240	2.3	63025	0.2	63110	23.6	63133	92.3	†63373	0.0
62084	1.2	62243	0.1	63026	1.0	63111	43.1	63134	69.1	63376	4.0
62087	5.2	62249	1.4	63031	38.9	63112	66.4	63135	66.4	63385	5.0
62088	0.1	62254	16.1	63033	64.3	63113	93.4	63136	89.8	†63386	0.6

Data Notes

DEFINITION

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

DATA SOURCE

MO & IL: United States Census Bureau. American Community Survey. ACS Demographic and Housing Estimates. ACS 5-Year Estimates Data Profiles: 2020. 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 often exist in child well-being outcomes among children of different racial or 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 our region.

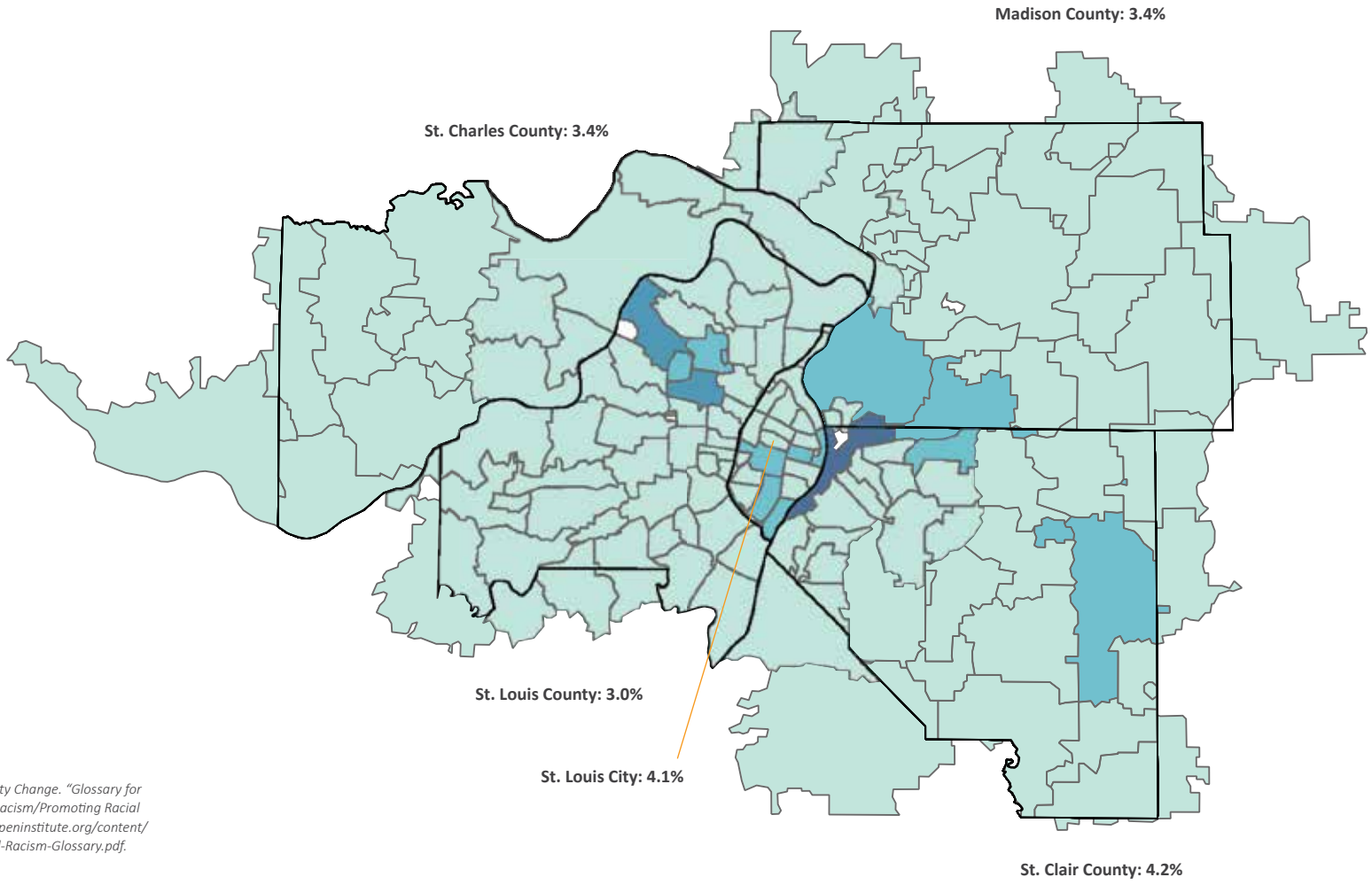
LEGEND

- 0.0 – 5.6%
- 5.7 – 11.3%
- 11.4 – 17.0%
- 17.1 – 22.7%

White areas indicate no data available.

COMPARATIVE DATA

- US: 18.2%
- Missouri: 4.3%
- Illinois: 17.2%



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

Hispanic/Latino Population

ZIP	% Latino
†62001	0.6
62002	1.6
62010	1.8
62012	1.7
62018	3.5
†62021	0.0
62024	1.3
62025	2.2
62034	3.6
62035	1.4
62040	8.4
†62046	1.2
62048	0.2
†62058	1.3
†62059	1.2
62060	1.5
62061	0.7
62062	2.1
62067	0.0
†62074	1.4
62084	1.2
62087	3.2
62088	0.2

ZIP	% Latino
†62090	3.4
62095	0.2
62097	1.8
62201	22.7
62203	0.5
62204	4.6
62205	2.4
62206	1.4
62207	0.2
62208	3.7
62220	4.5
62221	4.1
62223	3.0
62225	7.2
62226	2.9
62232	10.6
62234	8.4
62236	1.4
62239	1.7
62240	0.0
62243	2.0
62249	1.5
62254	1.4

ZIP	% Latino
†62255	2.4
62257	0.1
62258	6.5
62260	1.4
62264	0.3
62265	2.7
62269	4.8
62275	0.4
62281	0.4
†62282	1.7
62285	0.4
†62289	7.0
62293	0.3
62294	3.3
62298	1.3
63005	3.5
63011	4.1
63017	2.5
63021	3.9
63025	3.4
63026	2.5
63031	2.0
63033	2.1

ZIP	% Latino
63034	2.9
63038	0.0
63040	3.2
63042	2.9
63043	3.7
63044	11.9
63049	1.0
63069	2.4
63074	9.1
63088	1.3
63101	1.7
†63102	9.4
63103	6.2
63104	2.8
63105	3.7
63106	1.5
63107	0.4
63108	3.6
63109	3.5
63110	5.9
63111	7.9
63112	5.3
63113	1.3

ZIP	% Latino
63114	11.4
63115	0.6
63116	6.9
63117	2.8
63118	5.1
63119	2.3
63120	0.9
63121	0.7
63122	2.4
63123	3.1
63124	1.0
63125	2.4
63126	3.5
63127	2.2
63128	1.0
63129	2.3
63130	2.0
63131	1.9
63132	2.7
63133	1.1
63134	6.5
63135	2.6
63136	0.4

ZIP	% Latino
63137	0.2
63138	1.3
63139	3.3
†63140	9.8
63141	3.4
63143	2.3
63144	4.0
63146	2.4
63147	0.3
63301	4.8
63303	5.1
63304	2.4
†63332	4.8
63341	0.6
63348	0.9
63357	1.2
63366	3.3
63367	4.1
63368	3.0
†63373	1.1
63376	2.5
63385	2.8
†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

MO & IL: United States Census Bureau. American Community Survey. ACS Demographic and Housing Estimates. ACS 5-Year Estimates Data Profiles: 2020. 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 often exist in child well-being outcomes among children of different racial or 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 our region.

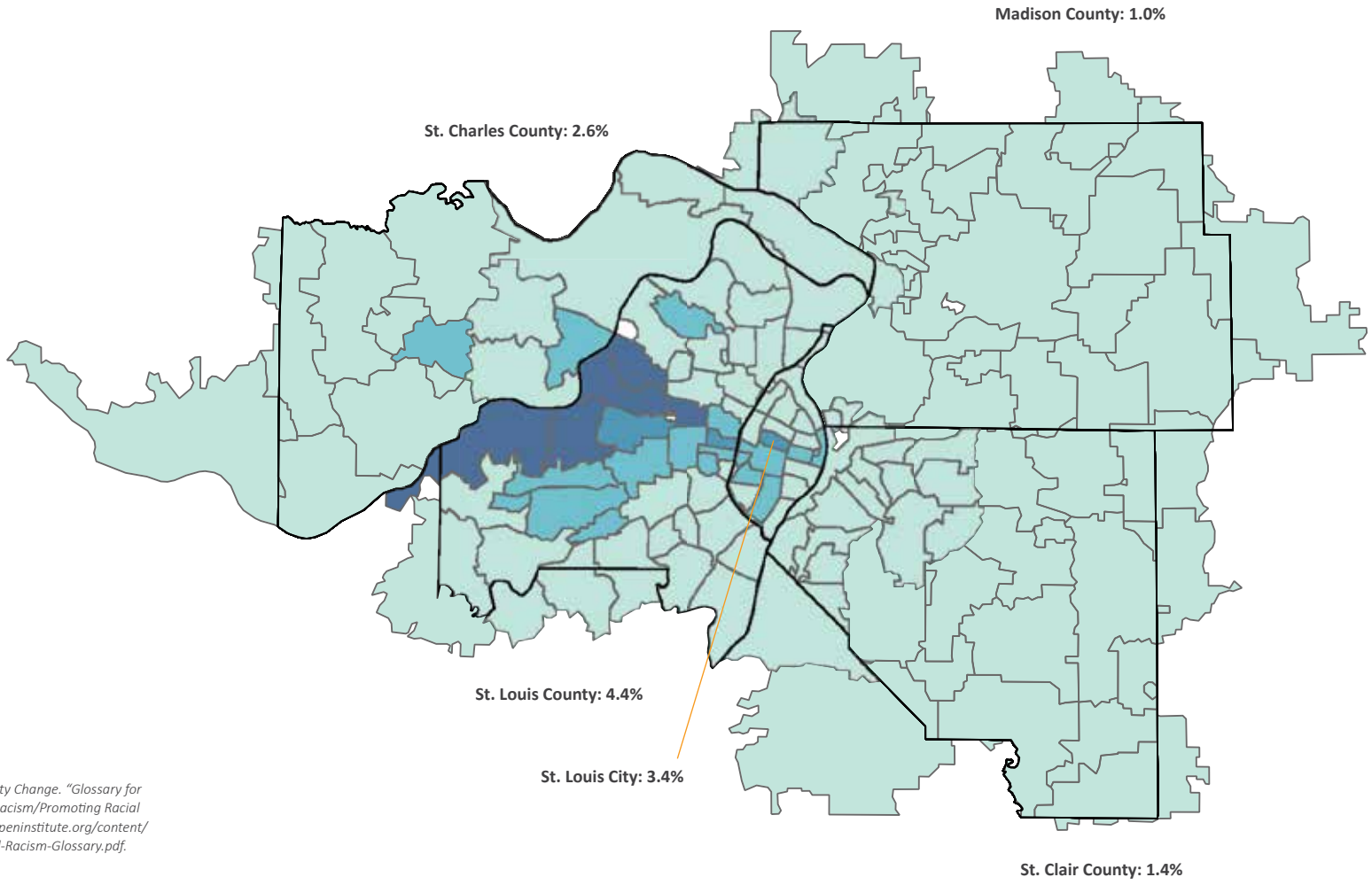
LEGEND

- 0.0 – 4.0%
- 4.1 – 8.1%
- 8.2 – 12.1%
- 12.2 – 16.2%

White areas indicate no data available.

COMPARATIVE DATA

- US: 5.6%
- Missouri: 2.0%
- Illinois: 5.5%



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

Asian Population

ZIP	% Asian
†62001	0.0
62002	0.4
62010	0.5
62012	0.0
62018	0.0
†62021	0.0
62024	0.7
62025	1.6
62034	2.1
62035	0.7
62040	0.7
†62046	0.0
62048	0.0
†62058	0.0
†62059	0.0
62060	0.0
62061	0.8
62062	3.8
62067	1.6
†62074	0.0
62084	0.7
62087	0.0
62088	0.9

ZIP	% Asian
†62090	0.0
62095	0.8
62097	0.1
62201	0.4
62203	1.1
62204	0.5
62205	0.0
62206	0.8
62207	0.0
62208	1.6
62220	0.7
62221	2.5
62223	0.4
62225	1.9
62226	1.4
62232	0.2
62234	1.5
62236	0.9
62239	0.0
62240	0.0
62243	1.0
62249	2.0
62254	0.1

ZIP	% Asian
†62255	0.0
62257	0.0
62258	1.8
62260	0.0
62264	0.1
62265	0.0
62269	3.6
62275	0.9
62281	0.1
†62282	1.3
62285	0.2
†62289	0.0
62293	0.1
62294	1.3
62298	1.4
63005	12.8
63011	5.7
63017	12.8
63021	7.6
63025	1.5
63026	2.0
63031	1.2
63033	1.0

ZIP	% Asian
63034	1.0
63038	2.9
63040	6.4
63042	4.5
63043	16.2
63044	3.6
63049	2.2
63069	0.6
63074	1.9
63088	4.3
63101	5.6
†63102	5.4
63103	8.1
63104	1.6
63105	11.5
63106	0.0
63107	0.0
63108	9.5
63109	1.1
63110	4.7
63111	1.2
63112	3.1
63113	0.1

ZIP	% Asian
63114	2.6
63115	0.0
63116	5.6
63117	7.7
63118	3.1
63119	1.5
63120	0.6
63121	0.8
63122	1.6
63123	3.8
63124	6.7
63125	2.7
63126	1.6
63127	1.8
63128	1.8
63129	1.7
63130	5.8
63131	7.1
63132	14.8
63133	0.1
63134	0.2
63135	0.4
63136	0.2

ZIP	% Asian
63137	0.1
63138	0.0
63139	4.8
†63140	0.0
63141	11.0
63143	2.6
63144	5.4
63146	12.9
63147	0.0
63301	1.6
63303	4.3
63304	2.2
†63332	0.0
63341	0.0
63348	0.1
63357	1.9
63366	2.6
63367	1.2
63368	5.1
†63373	0.0
63376	2.0
63385	2.2
†63386	0.0

Data Notes

DEFINITION

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

DATA SOURCE

MO & IL: United States Census Bureau. American Community Survey. ACS Demographic and Housing Estimates. ACS 5-Year Estimates Data Profiles: 2020. 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 often exist in child well-being outcomes among children of different racial or 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 our region.

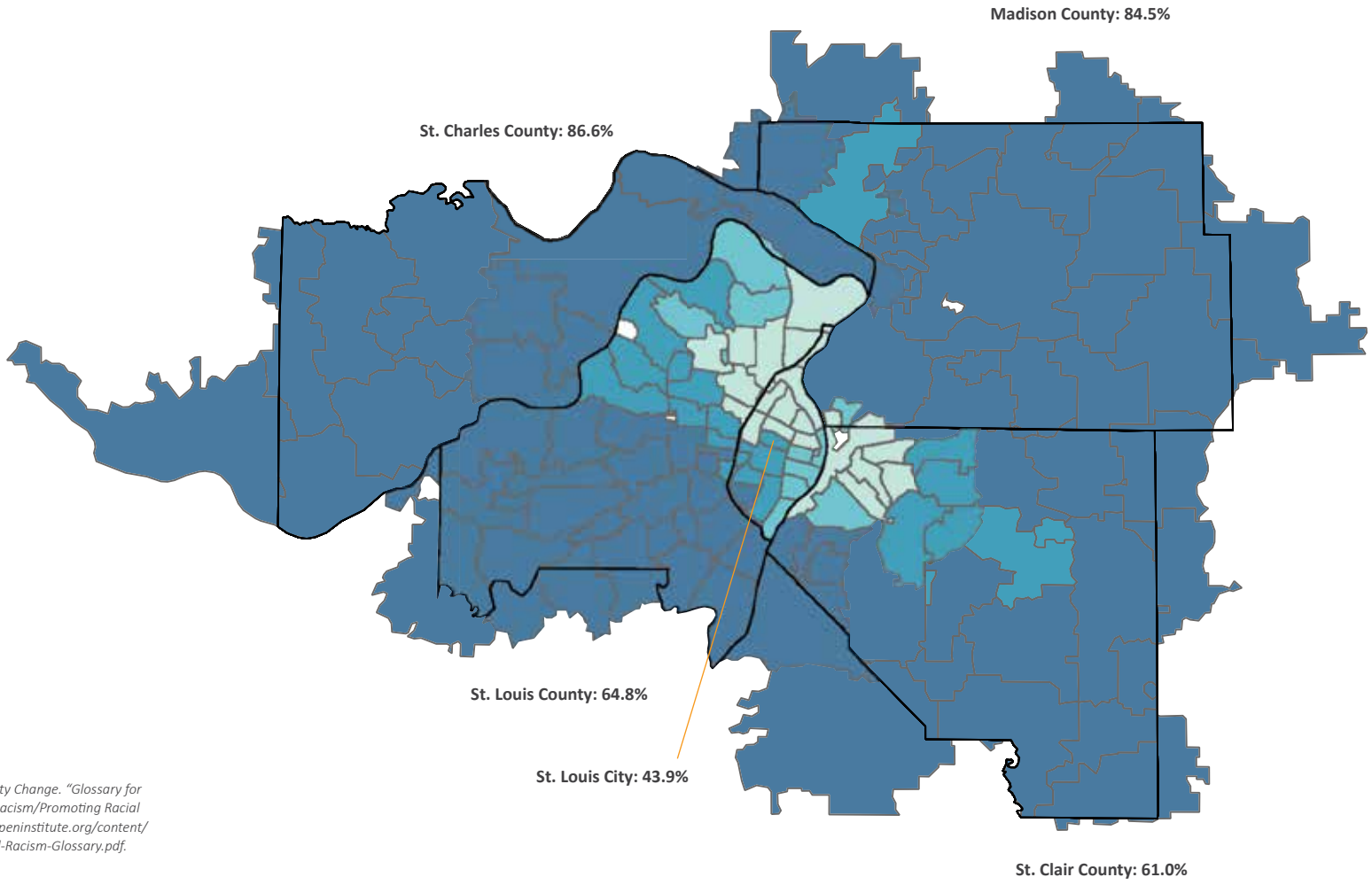
LEGEND

- 0.6 – 25.4%
- 25.5 – 50.3%
- 50.4 – 75.1%
- 75.2 – 100.0%

White areas indicate no data available.

COMPARATIVE DATA

- US: 60.1%
- Missouri: 78.8%
- Illinois: 60.8%



[1]*The Aspen Institute. Roundtable on Community Change. "Glossary for Understanding the dismantling of Structural Racism/Promoting Racial Equity Analysis". Accessed at https://assets.aspeninstitute.org/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	99.4	†62090	2.7	†62255	97.4	63034	26.8	63114	54.8	63137	16.8
62002	73.4	62095	90.5	62257	99.3	63038	94.8	63115	0.6	63138	16.0
62010	95.5	62097	95.3	62258	84.3	63040	83.2	63116	59.6	63139	75.1
62012	96.7	62201	10.1	62260	97.7	63042	49.7	63117	78.4	†63140	29.1
62018	93.6	62203	2.9	62264	99.0	63043	65.2	63118	36.7	63141	77.6
†62021	100.0	62204	2.3	62265	91.2	63044	63.5	63119	83.2	63143	73.5
62024	93.6	62205	2.2	62269	76.2	63049	91.9	63120	0.9	63144	79.9
62025	87.4	62206	32.2	62275	97.7	63069	86.3	63121	13.1	63146	66.5
62034	86.9	62207	1.5	62281	97.6	63074	52.7	63122	87.2	63147	3.5
62035	89.7	62208	54.0	†62282	94.6	63088	86.4	63123	87.4	63301	85.0
62040	80.1	62220	76.6	62285	98.1	63101	49.7	63124	85.2	63303	80.0
†62046	97.7	62221	67.0	†62289	93.0	†63102	44.3	63125	88.2	63304	89.2
62048	99.6	62223	71.9	62293	97.8	63103	43.3	63126	92.6	†63332	94.9
†62058	86.8	62225	53.5	62294	90.0	63104	48.6	63127	93.0	63341	97.1
†62059	1.9	62226	67.3	62298	96.2	63105	73.6	63128	93.7	63348	96.1
62060	32.3	62232	73.6	63005	77.5	63106	5.4	63129	92.6	63357	95.3
62061	98.3	62234	77.4	63011	83.6	63107	7.9	63130	53.6	63366	88.0
62062	84.9	62236	96.6	63017	77.1	63108	52.2	63131	86.7	63367	87.6
62067	98.4	62239	93.2	63021	82.1	63109	88.8	63132	50.6	63368	83.5
†62074	98.0	62240	97.1	63025	91.4	63110	62.3	63133	4.5	†63373	97.9
62084	95.0	62243	94.7	63026	89.3	63111	41.1	63134	21.3	63376	88.5
62087	87.8	62249	94.1	63031	53.4	63112	22.4	63135	24.2	63385	88.2
62088	97.3	62254	80.4	63033	29.1	63113	4.1	63136	6.2	†63386	96.4

Data Notes

DEFINITION

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

DATA SOURCE

MO & IL: United States Census Bureau. American Community Survey. ACS Demographic and Housing Estimates. ACS 5-Year Estimates Data Profiles: 2020. 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 often exist in child well-being outcomes among children of different racial or 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 our region.

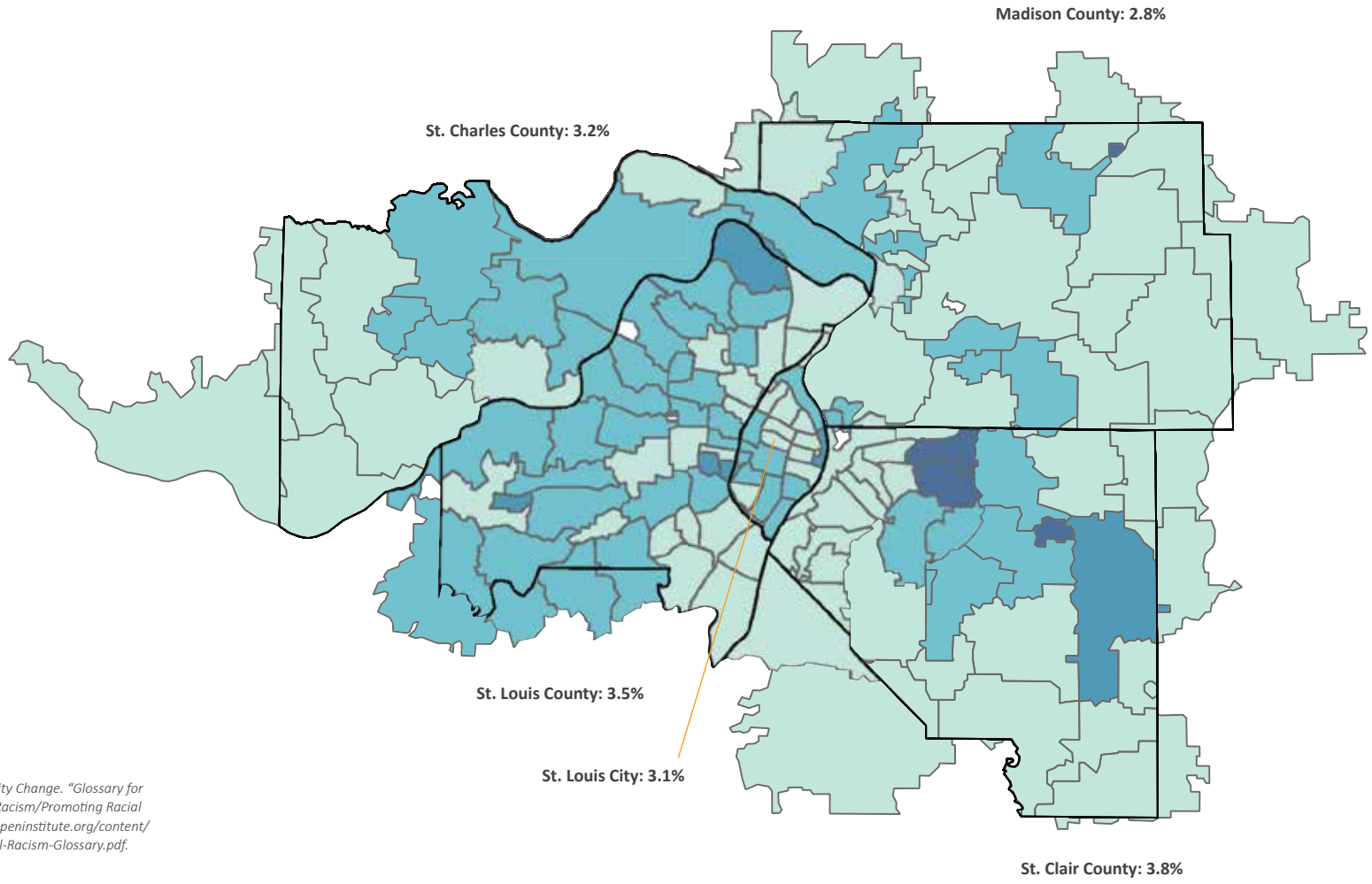
LEGEND

- 0.0 – 2.9%
- 3.0 – 5.8%
- 5.9 – 8.7%
- 8.8 – 11.7%

White areas indicate no data available.

COMPARATIVE DATA

- US: 5.2%
- Missouri: 3.5%
- Illinois: 4.2%



[1]*The Aspen Institute. Roundtable on Community Change. "Glossary for Understanding the dismantling of Structural Racism/Promoting Racial Equity Analysis". Accessed at https://assets.aspeninstitute.org/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	0.0	†62090	5.5	†62255	0.2	63034	6.0	63114	3.8	63137	1.7
62002	4.8	62095	3.3	62257	0.7	63038	1.1	63115	0.7	63138	2.8
62010	1.3	62097	3.3	62258	6.8	63040	6.5	63116	3.4	63139	3.8
62012	1.8	62201	1.1	62260	0.7	63042	5.6	63117	2.8	†63140	1.2
62018	1.5	62203	0.1	62264	0.1	63043	3.1	63118	3.3	63141	3.0
†62021	0.0	62204	1.8	62265	2.2	63044	3.3	63119	5.8	63143	6.9
62024	1.4	62205	1.9	62269	4.7	63049	4.5	63120	1.1	63144	7.9
62025	2.5	62206	1.4	62275	0.6	63069	5.1	63121	1.5	63146	3.0
62034	3.8	62207	0.5	62281	1.7	63074	3.7	63122	4.6	63147	3.3
62035	1.3	62208	8.8	†62282	2.5	63088	2.3	63123	2.7	63301	3.9
62040	2.9	62220	3.7	62285	0.3	63101	1.4	63124	1.8	63303	3.7
†62046	0.0	62221	5.5	†62289	0.0	†63102	6.0	63125	2.0	63304	2.8
62048	0.2	62223	4.2	62293	1.6	63103	2.9	63126	0.8	†63332	0.1
†62058	11.7	62225	8.8	62294	3.9	63104	2.5	63127	1.1	63341	1.4
†62059	2.6	62226	4.3	62298	0.4	63105	4.1	63128	2.0	63348	2.4
62060	3.1	62232	9.2	63005	5.0	63106	1.7	63129	1.6	63357	0.5
62061	0.6	62234	2.8	63011	5.1	63107	1.0	63130	4.2	63366	3.1
62062	3.0	62236	1.0	63017	4.1	63108	2.1	63131	2.1	63367	3.2
62067	0.0	62239	0.7	63021	4.9	63109	2.4	63132	3.0	63368	3.9
†62074	0.1	62240	0.5	63025	3.6	63110	5.8	63133	2.0	†63373	1.1
62084	1.4	62243	2.1	63026	5.3	63111	5.5	63134	2.3	63376	3.1
62087	4.4	62249	1.2	63031	4.4	63112	4.2	63135	5.2	63385	2.1
62088	1.5	62254	2.6	63033	3.0	63113	1.1	63136	2.8	†63386	3.0

Data Notes

DEFINITION

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

DATA SOURCE

MO & IL: United States Census Bureau. American Community Survey. ACS Demographic and Housing Estimates. ACS 5-Year Estimates Data Profiles: 2020. 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

FROM OUR PARENT ADVISORY COUNCIL LEADERS

"I think one of the solutions is we just have to continue to do what we're doing right now…we have to stay positive. We have to stay motivated. We have to continue to fight, whether it's your house or not. We know the system needs changing."

"I think the data doesn't show that there's a lot of family members that are bonded together. You have older generations helping younger generations because they realize that this is a critical time."

Children are our greatest resource, and they need their families to reach their full potential. However, not all children and families have access to the resources needed to fulfill their promise. Children growing up in low-income communities are more likely to experience poorer childhood and adult outcomes. In our region, children of color are more likely to grow up in low-income communities, resulting in a pattern of inequity that is difficult to break. Families are our best hope of protecting children and avoiding the negative consequences so often described in research and discussed in the media. These negative outcomes include higher rates of school suspension, high school dropout, contact with the legal system, and poorer health outcomes.[1] While strong families cannot remedy structural inequity, these families can promote child well-being. Children living in strong families are more likely to experience the social connections that support curiosity, healthy relationships, and resiliency. To fulfill this role, parents and caretakers need Concrete Support, which can facilitate contact and opportunities to build Social Connections and Parental Resiliency. Many readers will recognize these as three of the protective factors that promote child well-being.

As major organizing principles in our society, race/ethnicity and socioeconomic status can have a significant effect on lived experience. Our region and communities must overcome segregation and polarization to protect our most precious resource, our children.

Inequities in access to the resources, services and support vital to child well-being existed prior to COVID-19, but the pandemic made them difficult to ignore.[2] As our community seeks a return to normalcy, we must remember and act on this increased awareness of inequities and their consequences. First, the pandemic reminded us that families are the first line of care, resources, and support for children. We realized that in our increasingly complex and demanding society families cannot thrive and meet the needs of children alone. Second, as is often the case, the burdens of the lingering pandemic,[1] rising inflation and other worrying economic trends are experienced more deeply by low-income African American/Black and Latina families.[3] Consider a rarely discussed consequence of the pandemic, the devastation of parental loss, with African American children, 14% of the population, over-represented with 20% experiencing parental loss.[4]

The data in the *Children of Metropolitan St. Louis Data Book* clearly describe the inequities in our region, including disparities in income, education, and other factors that reduce families' abilities to support child well-being. A history of residential and educational segregation, facilitated by housing and lending policies and practices, and discrimination in employment and pay structurally produced the pattern of inequities that exist. In this region, African American/Black and Hispanic families have lower median incomes, less wealth, and lower rates of home ownership than White families.[5] Lower levels of home ownership among non-White families in the region contributes to disparities in household net worth that deprive many families of concrete supports.[5]

There have been changes that should remind us that we could do more to support families and children. Thanks to Missouri voters, a ballot measure expanded Medicaid in 2020. Medicaid Expansion assures that parents have access to healthcare to assure their ability to provide and care for their children, regardless of their income. Given this victory, what might we imagine to improve the availability and affordability of quality early childhood care and education?

As major organizing principles in our society, race/ethnicity and socioeconomic status can have a significant effect on lived experience. Our region and communities must overcome segregation and polarization to protect our most precious resource, **our children**. We must commit to change so that problematic ideologies and resulting biases lose their functional and psychological appeal. In this way, we may move forward in the work of supporting the families and communities that support our children.

Vetta L. Sanders Thompson, Ph.D.
E. Desmond Lee Professor of Racial and Ethnic Studies
Associate Dean, Equity, Diversity & Inclusion
Brown School at Washington University in St. Louis

[1] *Ekono, M., Yang, J., & Smith, S. (2016). Young Children in Deep Poverty. New York: National Center for Children in Poverty, Mailman School of Public Health, Columbia University*

[2] *Gracia, J. N. (2020). COVID-19's disproportionate impact on communities of color spotlights the nation's systemic inequities.* Journal of Public Health Management and Practice*, 26(6), 518-521.*

[3] *Siripurapu, Anshu. (2022). The U.S. Inequality Debate. https://www.cfr.org/backgrounder/us-inequality-debate. Retrieved August 24, 2022*

[4] *Kidman R, Margolis R, Smith-Greenaway E, Verdery AM. Estimates and Projections of COVID-19 and Parental Death in the US.* JAMA Pediatr. *2021;175(7):745–746. doi:10.1001/jamapediatrics.2021.0161*

[5] *Ruff, Connie. (2022). How wealth inequality shapes life in the St. Louis region. https://news.stlpublicradio.org/economy-business/2022-01-26/how-wealth-inequality-shapes-life-in-the-st-louis-region. Retrieved August 24, 2022*

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: from a community leader with deep knowledge related to family support, and from our Parent Advisory Council Leaders as they engaged in critical conversations about the data and shared their thoughts and 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: 2020. Tables: B17001, B, D, G, H. 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 2020 Inflation-Adjusted Dollars). ACS 5-Year Estimates Detailed Tables: 2020. Tables: B19113, B, D, G, H. Accessed at https://data.census.gov/.

SOURCE: UNEMPLOYMENT

United States Census Bureau. American Community Survey. Poverty status in the past 12 months by sex and age. ACS 5-Year Estimates Detailed Tables: 2020. Tables: B17001, B, D, G, H. 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	2020	17.5%	31.8%	24.7%	10.6%	10.6%	17.6%
MISSOURI	2020	17.4%	34.0%	25.0%	9.9%	13.4%	19.8%
St. Louis City	2020	30.0%	37.5%	29.6%	20.1%	14.2%	18.9%
St. Louis County	2020	13.0%	29.1%	14.8%	5.9%	5.0%	11.1%
St. Charles County	2020	6.1%	16.5%	11.0%	2.5%	4.4%	16.3%
ILLINOIS	2020	16.2%	36.3%	19.9%	9.1%	9.2%	15.7%
St. Clair	2020	21.0%	40.8%	32.9%	1.1%	7.7%	22.8%
Madison County	2020	16.2%	47.1%	19.5%	3.1%	11.3%	22.3%

Median Family Income

	YEAR	OVERALL	BLACK	LATINX	ASIAN	WHITE	MULTIRACIAL
UNITED STATES	2020	$80,069	$54,037	$58,243	$105,032	$89,259	$72,045
MISSOURI	2020	$72,834	$49,250	$56,221	$92,945	$76,588	$61,261
St. Louis City	2020	$60,978	$40,477	$64,836	$48,665	$91,651	$56,974
St. Louis County	2020	$90,540	$51,717	$62,340	$117,276	$106,503	$87,373
St. Charles County	2020	$102,422	$80,842	$77,177	$100,924	$103,939	$104,565
ILLINOIS	2020	$86,251	$51,666	$63,376	$110,620	$97,608	$74,249
St. Clair	2020	$77,323	$42,535	$63,015	$99,038	$89,258	$61,706
Madison County	2020	$80,946	$33,318	$60,431	$101,466	$84,908	$59,188

Unemployment Rate

	YEAR	OVERALL	BLACK	LATINX	ASIAN	WHITE	MULTIRACIAL
UNITED STATES	2020	5.4%	9.2%	6.2%	4.3%	4.4%	7.8%
MISSOURI	2020	4.5%	8.2%	5.1%	3.0%	3.9%	7.2%
St. Louis City	2020	5.8%	10.2%	2.4%	3.5%	2.9%	6.3%
St. Louis County	2020	4.5%	7.9%	6.1%	1.8%	3.2%	9.8%
St. Charles County	2020	3.0%	4.7%	2.5%	2.5%	2.9%	3.4%
ILLINOIS	2020	6.0%	13.5%	6.5%	4.1%	4.4%	8.5%
St. Clair	2020	5.4%	9.9%	2.5%	4.1%	3.7%	5.2%
Madison County	2020	5.4%	12.7%	7.3%	4.5%	4.7%	9.3%

Percent of Children Under Age 5 Living in Poverty

Importance of this Indicator

In 2020, nearly 1 in 5 children lived in families with incomes below the poverty line. Poverty levels among Black and Hispanic children, children living in single-mother families, and children under five are higher.[1] Being raised in poverty (defined as income of $26,246 or less in 2020, 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 2020, 11 percent of both non-Hispanic white and Asian children were poor, compared with 32 percent of Black children, and 25 percent of Hispanic 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.

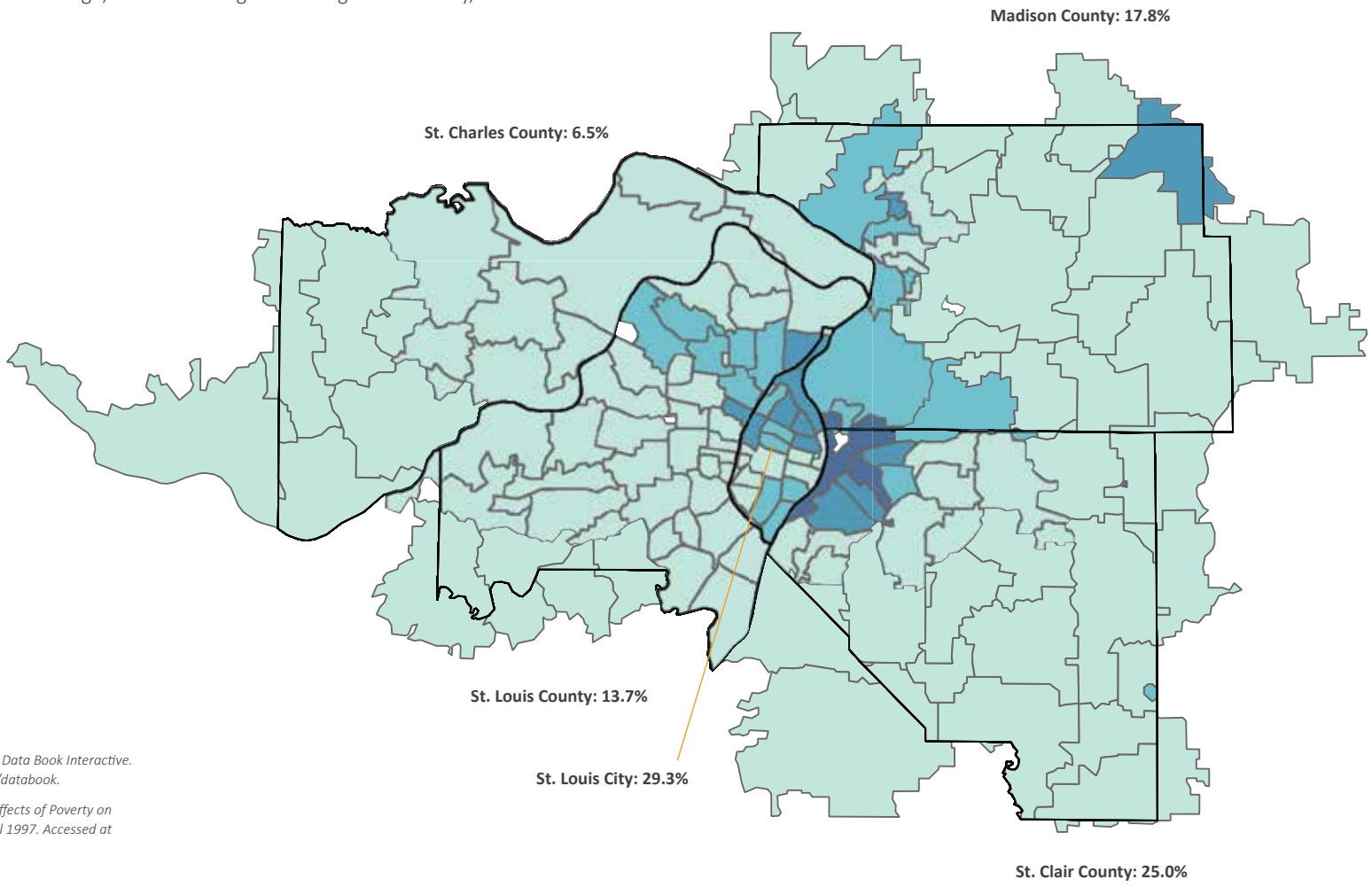
LEGEND

- 0.0 – 22.5%
- 22.6 – 45.0%
- 45.1 – 67.5%
- 67.6 – 90.0%

White areas indicate no data available.

COMPARATIVE DATA

- US: 19.1%
- Missouri: 19.3%
- Illinois: 17.6%



[1,3]Annie E. Casey Foundation. 2022 Kids Count Data Book Interactive. Accessed at https://www.aecf.org/interactive/databook.

[2]Brooks-Gunn, Jean and Duncan, Greg. "The Effects of Poverty on Children." The Future of Children. Summer/Fall 1997. Accessed at https://pubmed.ncbi.nlm.nih.gov/9299837/.

Percent of Children Under Age 5 Living in Poverty

ZIP	% Poverty	ZIP	% Poverty	ZIP	% Poverty	ZIP	% Poverty	ZIP	% Poverty	ZIP	% Poverty
†62001	0.0	†62090	69.0	†62255	4.5	63034	20.3	63114	10.0	63137	49.4
62002	36.7	62095	20.5	62257	6.2	63038	0.0	63115	46.5	63138	19.4
62010	9.5	62097	0.0	62258	21.6	63040	1.3	63116	26.6	63139	13.7
62012	16.9	62201	89.9	62260	2.3	63042	36.8	63117	0.5	†63140	*
62018	50.0	62203	31.0	62264	8.7	63043	7.1	63118	38.8	63141	3.1
†62021	0.0	62204	66.8	62265	0.0	63044	27.3	63119	5.4	63143	17.2
62024	25.1	62205	80.4	62269	6.1	63049	17.5	63120	43.7	63144	0.0
62025	3.6	62206	62.3	62275	2.6	63069	8.8	63121	33.6	63146	6.6
62034	4.4	62207	57.3	62281	2.8	63074	20.5	63122	0.6	63147	46.7
62035	10.3	62208	19.4	†62282	25.0	63088	17.7	63123	5.8	63301	17.1
62040	22.8	62220	15.5	62285	7.1	63101	0.0	63124	0.0	63303	6.0
†62046	0.0	62221	19.2	†62289	90.0	†63102	0.0	63125	10.0	63304	2.3
62048	37.9	62223	10.7	62293	2.9	63103	0.0	63126	3.4	†63332	0.0
†62058	9.1	62225	10.9	62294	6.7	63104	11.2	63127	0.0	63341	0.0
†62059	31.6	62226	17.8	62298	1.1	63105	8.9	63128	2.7	63348	0.0
62060	43.2	62232	13.9	63005	1.9	63106	55.1	63129	5.8	63357	1.1
62061	4.9	62234	26.7	63011	1.0	63107	50.1	63130	12.8	63366	7.8
62062	0.0	62236	2.9	63017	3.8	63108	26.7	63131	4.7	63367	2.2
62067	0.0	62239	10.4	63021	2.9	63109	3.7	63132	16.4	63368	1.6
†62074	53.3	62240	13.9	63025	0.0	63110	12.8	63133	53.8	†63373	0.0
62084	16.5	62243	0.0	63026	12.7	63111	42.5	63134	26.5	63376	7.0
62087	40.6	62249	15.2	63031	19.9	63112	50.6	63135	37.0	63385	6.8
62088	17.4	62254	0.0	63033	20.6	63113	36.5	63136	42.2	†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: 2020. 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 2020, nearly 1 in 5 children lived in families with incomes below the poverty line. Poverty levels among Black and Hispanic children, children living in single-mother families, and children under five are higher.[1] Being raised in poverty (defined as income of $26,246 or less in 2020, 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 2020, 11 percent of both non-Hispanic white and Asian children were poor, compared with 32 percent of Black children, and 25 percent of Hispanic 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.

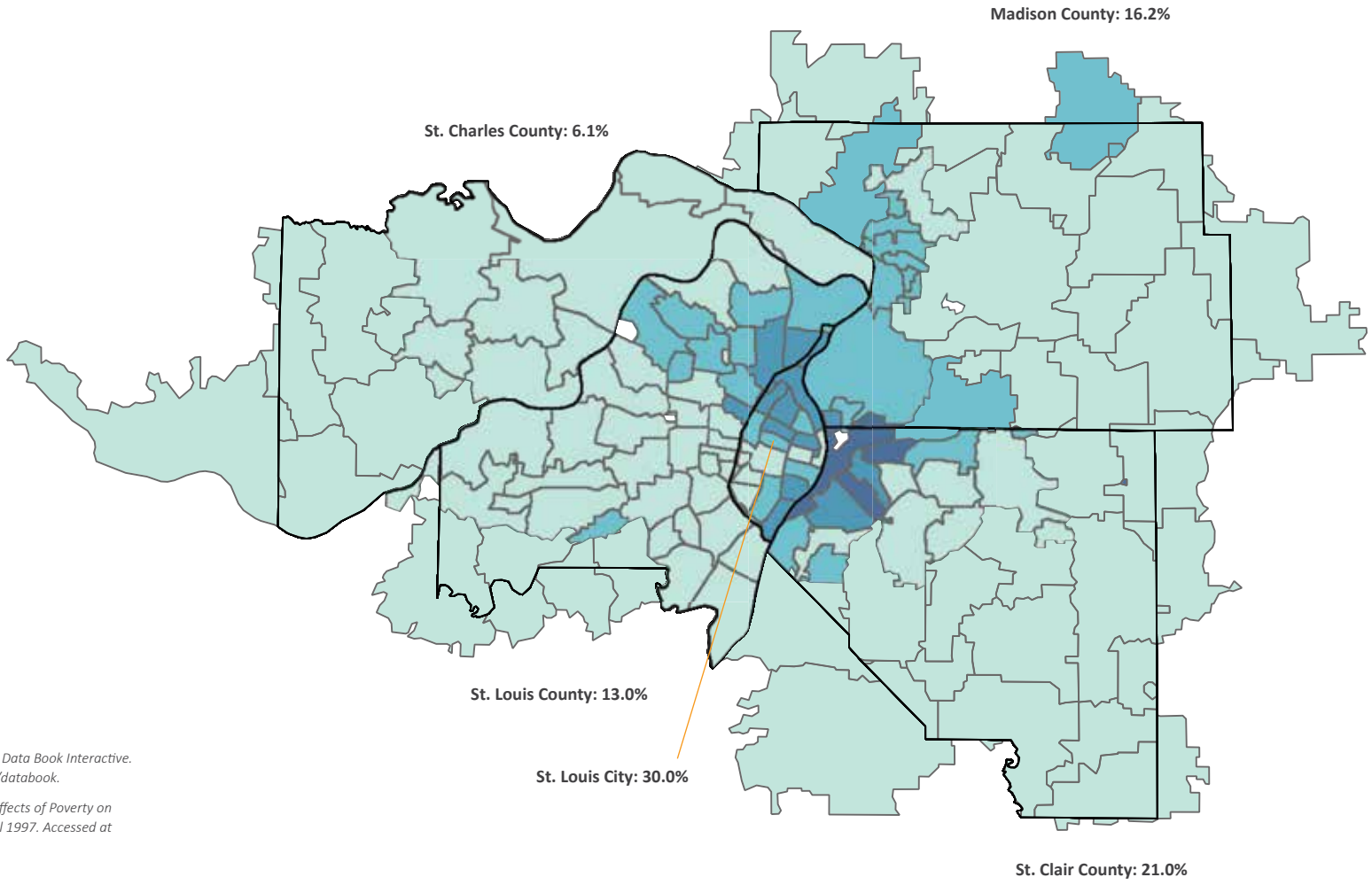
LEGEND

- 0.0 – 18.5%
- 18.6 – 37.1%
- 37.2 – 55.7%
- 55.8 – 74.3%

White areas indicate no data available.

COMPARATIVE DATA

- US: 17.5%
- Missouri: 17.4%
- Illinois: 16.2%



[1,3]Annie E. Casey Foundation. 2022 Kids Count Data Book Interactive. Accessed at https://www.aecf.org/interactive/databook.

[2]Brooks-Gunn, Jean and Duncan, Greg. "The Effects of Poverty on Children." The Future of Children. Summer/Fall 1997. 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	1.6	†62090	49.3	†62255	6.5	63034	7.8	63114	18.2	63137	47.4
62002	30.9	62095	29.7	62257	16.3	63038	5.0	63115	42.3	63138	22.0
62010	10.1	62097	5.1	62258	15.9	63040	1.5	63116	26.1	63139	13.9
62012	11.4	62201	71.5	62260	3.0	63042	24.8	63117	1.2	†63140	*
62018	35.2	62203	18.5	62264	10.7	63043	9.0	63118	38.1	63141	7.7
†62021	0.0	62204	61.7	62265	7.1	63044	19.4	63119	4.4	63143	11.7
62024	19.8	62205	39.8	62269	4.3	63049	16.6	63120	42.9	63144	3.2
62025	3.5	62206	44.0	62275	4.2	63069	9.3	63121	23.1	63146	4.8
62034	7.2	62207	65.5	62281	1.3	63074	22.8	63122	5.0	63147	53.0
62035	17.9	62208	12.4	†62282	9.4	63088	26.4	63123	8.7	63301	12.3
62040	24.0	62220	15.8	62285	3.8	63101	37.9	63124	2.6	63303	10.3
†62046	0.0	62221	12.2	†62289	74.3	†63102	0.0	63125	9.8	63304	5.3
62048	24.0	62223	7.2	62293	2.9	63103	4.2	63126	6.6	†63332	0.7
†62058	19.1	62225	4.8	62294	4.0	63104	21.9	63127	4.7	63341	0.0
†62059	65.4	62226	11.8	62298	0.6	63105	5.4	63128	2.8	63348	0.0
62060	22.7	62232	22.3	63005	1.7	63106	43.2	63129	5.5	63357	2.2
62061	4.0	62234	23.3	63011	4.1	63107	36.8	63130	10.5	63366	6.3
62062	0.0	62236	3.3	63017	3.9	63108	33.3	63131	4.1	63367	1.7
62067	4.7	62239	13.7	63021	3.9	63109	8.0	63132	10.8	63368	4.1
†62074	6.4	62240	24.9	63025	0.0	63110	8.5	63133	47.4	†63373	10.0
62084	30.5	62243	6.1	63026	8.5	63111	39.1	63134	26.0	63376	4.9
62087	22.2	62249	9.9	63031	15.3	63112	28.1	63135	32.2	63385	5.9
62088	19.3	62254	3.7	63033	19.5	63113	38.6	63136	43.7	†63386	0.0

Data Notes

DEFINITION

The percentage of children under age 18 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: 2020. Table: S1701. Accessed at https://data.census.gov/.

CALCULATION

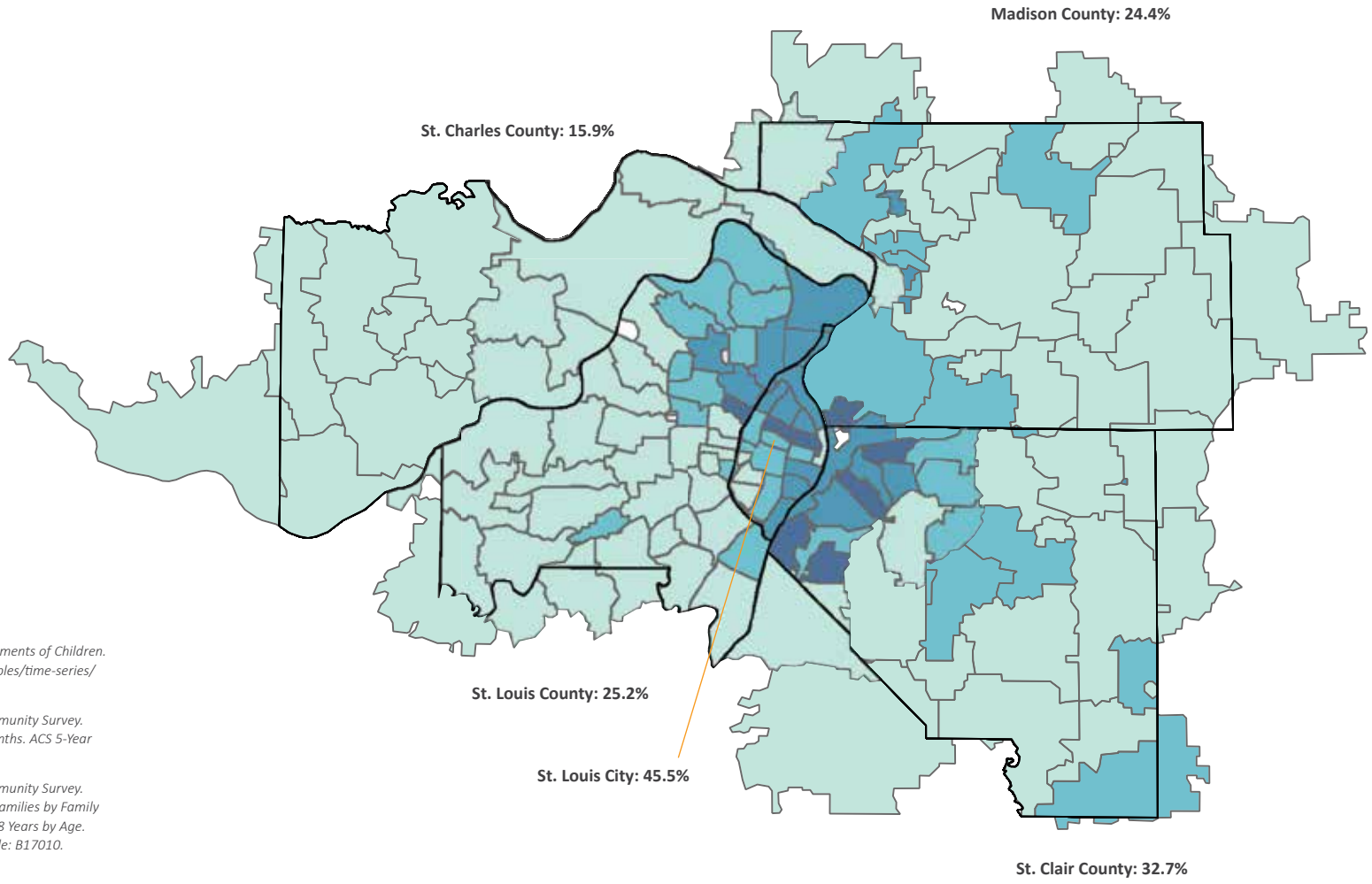
(Number of children under 18 living below Federal Poverty Level/Total number of children under 18 for whom poverty status is determined) X 100. Calculations made by Vision for Children at Risk.

**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 1960-2021, the percentage of children living with only their mother nearly tripled from 8 to 22 percent and the percentage of children living with only their father increased from 1 to 5 percent.[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. For family households, married-couple households had the highest median family income in 2020 ($103,364), followed by households headed by single fathers ($47,375). Single mother households had the lowest median family income ($30,681).[2] Furthermore, in 2020, 53 percent of single-mother families had incomes under the Federal Poverty Level, while 7 percent of married-couple families lived in poverty.[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 – 24.1%
- 24.2 – 48.2%
- 48.3– 72.3%
- 72.4 – 96.5%

White areas indicate no data available.

COMPARATIVE DATA

- US: 23.4%
- Missouri: 23.6%
- Illinois: 23.4%

[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: 2020. 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: 2020. Table: B17010.*

Percent of Households Headed by Single Mothers

ZIP	% Single Mom
†62001	11.0
62002	43.1
62010	18.9
62012	22.9
62018	50.6
†62021	0.0
62024	14.8
62025	11.1
62034	22.3
62035	22.3
62040	28.9
†62046	10.0
62048	24.1
†62058	12.8
†62059	*
62060	81.9
62061	5.0
62062	11.0
62067	0.0
†62074	14.8
62084	26.2
62087	51.9
62088	9.3

ZIP	% Single Mom
†62090	72.4
62095	34.8
62097	27.5
62201	66.7
62203	51.7
62204	80.6
62205	71.8
62206	56.4
62207	96.5
62208	24.9
62220	24.8
62221	36.7
62223	21.1
62225	12.1
62226	30.1
62232	30.7
62234	24.6
62236	10.6
62239	31.6
62240	78.1
62243	21.5
62249	18.8
62254	22.9

ZIP	% Single Mom
†62255	4.8
62257	35.0
62258	13.5
62260	13.2
62264	8.3
62265	17.2
62269	19.8
62275	3.6
62281	3.0
†62282	3.8
62285	7.7
†62289	57.1
62293	11.3
62294	11.0
62298	13.2
63005	5.4
63011	10.1
63017	10.8
63021	12.7
63025	6.3
63026	13.4
63031	31.2
63033	42.6

ZIP	% Single Mom
63034	30.4
63038	6.2
63040	19.2
63042	41.3
63043	18.1
63044	20.2
63049	18.8
63069	6.8
63074	44.4
63088	27.1
63101	88.7
†63102	0.0
63103	36.1
63104	54.1
63105	19.2
63106	77.8
63107	67.5
63108	42.4
63109	17.8
63110	35.4
63111	49.6
63112	43.1
63113	79.6

ZIP	% Single Mom
63114	35.1
63115	70.4
63116	33.3
63117	9.9
63118	54.9
63119	11.3
63120	59.6
63121	56.3
63122	13.0
63123	17.6
63124	15.3
63125	25.8
63126	18.8
63127	4.7
63128	18.6
63129	18.9
63130	18.2
63131	7.2
63132	27.6
63133	76.1
63134	52.7
63135	47.2
63136	69.9

ZIP	% Single Mom
63137	61.9
63138	58.6
63139	20.8
†63140	*
63141	19.9
63143	40.1
63144	22.7
63146	18.5
63147	62.6
63301	22.0
63303	17.9
63304	14.6
†63332	3.3
63341	0.0
63348	7.1
63357	6.6
63366	17.4
63367	9.9
63368	15.1
†63373	11.5
63376	16.3
63385	15.3
†63386	6.0

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: 2020. Table: S1101. Accessed at https://data.census.gov/.

CALCULATION

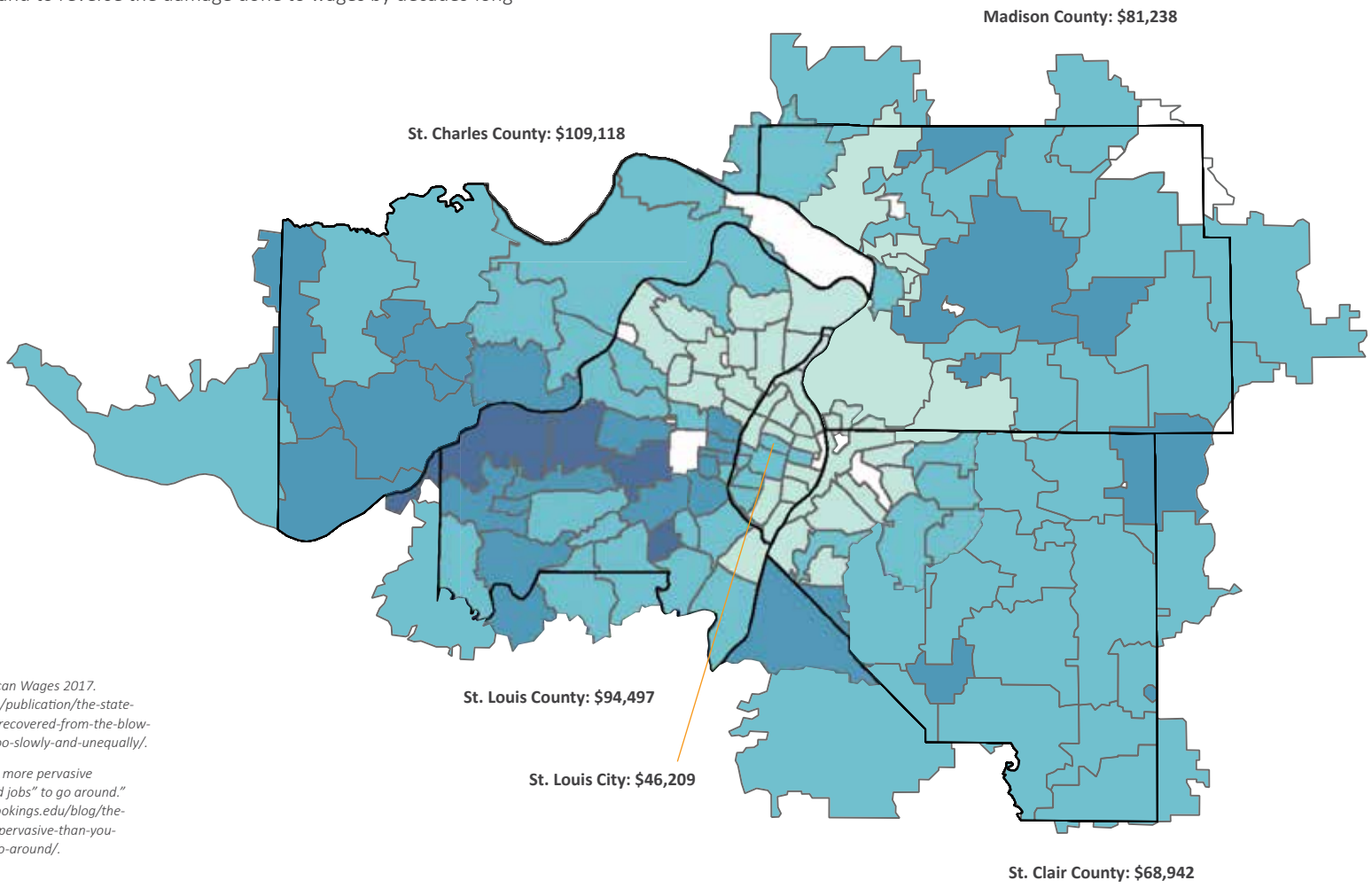
(Number of female householders, no spouse present, with own children under 18/Total number of households with own children under 18) X 100. Calculations made by Vision for Children at Risk.

**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. This means that despite the broad-based wage growth that has been observed over the past several years, most workers are just making up lost ground rather than getting ahead. This trend is further exacerbated by the occurrence of marked inflation in the aftermath of the economic impacts of the COVID-19 pandemic. Furthermore, large gaps in income remain by gender, race, and educational level, and some of these gaps are increasing. Of particular note: throughout the wage distribution, black–white wage gaps are larger today than in 2000.[1] Much more work remains to be done to reduce wage disparities by gender and race and to reverse the damage done to wages by decades-long trends of rising inequality and wage stagnation. Concerningly, recent research has found that a large percentage of newly created employment positions are low quality, low-wage jobs, and that due to occupational segregation women, people of color, and those with low levels of education are the most likely to stay in these low-wage jobs.[2] It is critical, for both the well-being of children and the vitality of the region, that we maintain a strong, growing, diverse regional economy that provides families with the economic opportunities that allow every parent to adequately support all of their families' needs.



LEGEND

- $11,020 – $63,599
- $63,600 – $116,178
- $116,179 – $168,757
- $168,758 – $221,336

White areas indicate no data available.

COMPARATIVE DATA

- US: $77,445
- Missouri: $72,033
- Illinois: $83,907

[1] *Economic Policy Institute. The State of American Wages 2017. March 2018. Accessed at https://www.epi.org/publication/the-state-of-american-wages-2017-wages-have-finally-recovered-from-the-blow-of-the-great-recession-but-are-still-growing-too-slowly-and-unequally/.*

[2] *The Brookings Institution. "Low-wage work is more pervasive than you think, and there aren't enough "good jobs" to go around." November 2019. Accessed at https://www.brookings.edu/blog/the-avenue/2019/11/21/low-wage-work-is-more-pervasive-than-you-think-and-there-arent-enough-good-jobs-to-go-around/.*

Median Family Income

ZIP	Income	ZIP	Income	ZIP	Income	ZIP	Income	ZIP	Income	ZIP	Income
†62001	$96,250	†62090	$25,938	†62255	$98,750	63034	$100,691	63114	$46,065	63137	$36,635
62002	$49,338	62095	$57,238	62257	$73,438	63038	$168,750	63115	$26,750	63138	$38,294
62010	$88,958	62097	$90,762	62258	$81,000	63040	$138,472	63116	$52,745	63139	$87,331
62012	$88,864	62201	$17,596	62260	$86,250	63042	$52,500	63117	$153,056	†63140	*
62018	*	62203	$40,328	62264	$76,000	63043	$91,013	63118	$37,817	63141	$162,713
†62021	$128,571	62204	$17,137	62265	$73,917	63044	$56,033	63119	$131,719	63143	$71,378
62024	$80,675	62205	*	62269	$104,496	63049	$86,148	63120	$26,766	63144	$134,479
62025	$126,602	62206	$26,823	62275	$99,048	63069	$98,750	63121	$37,425	63146	$111,481
62034	$105,703	62207	$11,020	62281	$104,528	63074	$43,893	63122	$152,904	63147	$27,548
62035	$77,254	62208	$83,966	†62282	$132,798	63088	$64,904	63123	$83,869	63301	$83,950
62040	$61,233	62220	$64,807	62285	$135,755	63101	*	63124	*	63303	$111,402
†62046	$95,833	62221	$77,993	†62289	*	†63102	*	63125	$54,442	63304	$120,426
62048	$71,250	62223	$70,000	62293	$117,250	63103	$81,723	63126	$98,706	†63332	$135,675
†62058	*	62225	$75,789	62294	$108,646	63104	$35,259	63127	$169,952	63341	$163,375
†62059	$16,250	62226	$83,713	62298	$107,847	63105	$139,355	63128	$109,153	63348	$130,843
62060	$22,456	62232	$75,449	63005	$217,708	63106	$24,527	63129	$104,841	63357	$76,250
62061	$125,991	62234	$60,429	63011	$144,643	63107	$37,788	63130	$124,455	63366	$101,476
62062	$140,724	62236	$124,390	63017	$182,819	63108	$67,969	63131	$221,336	63367	$127,330
62067	$70,901	62239	$71,509	63021	$115,371	63109	$102,798	63132	$101,387	63368	$118,328
†62074	*	62240	$31,292	63025	$122,380	63110	$96,583	63133	$29,531	†63373	$103,125
62084	$51,250	62243	$105,227	63026	$108,904	63111	$30,431	63134	$35,054	63376	$103,260
62087	$53,194	62249	$97,783	63031	$68,919	63112	$60,265	63135	$33,902	63385	$107,559
62088	$84,773	62254	$74,439	63033	$60,482	63113	$39,365	63136	$27,324	†63386	*

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 2020 inflation-Adjusted Dollars). ACS 5-Year Estimates Data Profiles: 2020. 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 2022 the unemployment rate fell to 3.5%, down dramatically from a historic high of 14.7% 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 comparing unemployment rates from 2020 to 2021 show that unemployment dropped for all groups, but a familiar pattern remained with the white unemployment rate (4.7%) remaining notably lower than the Asian (5.0%), Hispanic/Latino (6.8%), and Black/African American (8.6%) unemployment rates. 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.[2] 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 their families' needs.

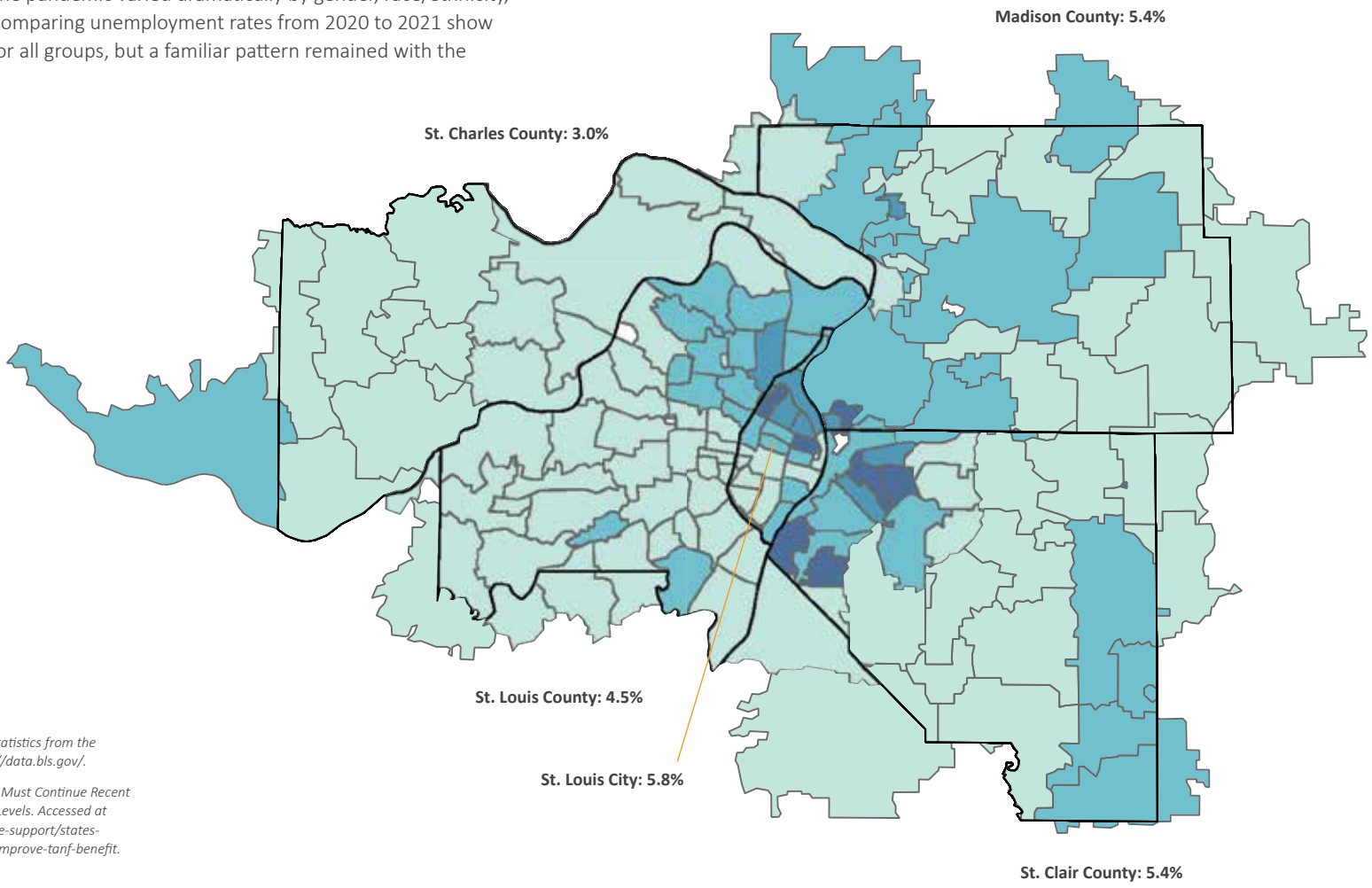
LEGEND

- 0.0 – 4.7%
- 4.8 – 9.5%
- 9.6 – 14.2%
- 14.3 – 19.0%

White areas indicate no data available.

COMPARATIVE DATA

- US: 5.4%
- Missouri: 4.5%
- 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] *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	5.3	†62090	13.7	†62255	6.7	63034	3.7	63114	4.8	63137	7.1
62002	7.5	62095	5.1	62257	5.8	63038	3.5	63115	11.1	63138	9.4
62010	2.1	62097	3.3	62258	5.2	63040	3.4	63116	4.1	63139	2.6
62012	5.1	62201	5.4	62260	4.7	63042	7.6	63117	2.9	†63140	1.2
62018	14.0	62203	17.8	62264	2.3	63043	3.5	63118	7.2	63141	2.0
†62021	3.2	62204	12.9	62265	1.9	63044	4.4	63119	3.5	63143	1.3
62024	4.9	62205	15.7	62269	3.4	63049	4.7	63120	18.9	63144	1.2
62025	6.5	62206	9.5	62275	3.8	63069	2.5	63121	9.2	63146	2.4
62034	4.0	62207	13.8	62281	2.0	63074	5.1	63122	2.7	63147	9.9
62035	3.6	62208	4.6	†62282	9.1	63088	7.1	63123	3.9	63301	2.6
62040	5.8	62220	4.1	62285	3.2	63101	0.0	63124	1.0	63303	1.9
†62046	0.0	62221	3.3	†62289	14.9	†63102	3.4	63125	4.7	63304	3.9
62048	3.7	62223	5.2	62293	0.8	63103	4.9	63126	2.6	†63332	0.5
†62058	4.5	62225	4.0	62294	2.8	63104	4.2	63127	3.5	63341	1.8
†62059	19.0	62226	3.2	62298	2.8	63105	2.0	63128	4.8	63348	0.6
62060	15.4	62232	2.9	63005	1.2	63106	18.0	63129	2.9	63357	5.3
62061	1.2	62234	5.6	63011	2.7	63107	12.2	63130	3.7	63366	3.4
62062	6.9	62236	2.4	63017	2.6	63108	6.0	63131	2.5	63367	4.1
62067	4.3	62239	6.9	63021	3.4	63109	2.0	63132	3.2	63368	2.5
†62074	2.5	62240	15.4	63025	3.3	63110	2.9	63133	8.7	†63373	2.3
62084	4.1	62243	4.1	63026	4.2	63111	6.7	63134	7.2	63376	3.2
62087	9.5	62249	3.4	63031	6.6	63112	8.4	63135	8.5	63385	3.3
62088	5.2	62254	1.4	63033	7.3	63113	9.3	63136	10.0	†63386	2.2

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: 2020. 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(s) is unable to work and to ensure families have sufficient income for rent and other basic expenses such as food, clothing, transportation, and personal care products. Studies show boosting families' incomes not only helps them meet their basic needs in the short term, but also builds well-being from childhood through adulthood, including improved academic, health, and long-term economic outcomes for children.[1] In 2021, the monthly benefit for a typical family of three in Missouri was $292, only 16 percent of the FPL. The grant has not been increased or adjusted for inflation since the program was enacted in 1996 and has lost 41 percent of its purchasing power in that time.[2] Illinois is better serving families with their TANF program. As of July 2021, the monthly benefit for a typical family of three in Illinois was $543. Additionally, Illinois tied its benefit to 30 percent of the federal poverty level beginning in October 2019. 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]

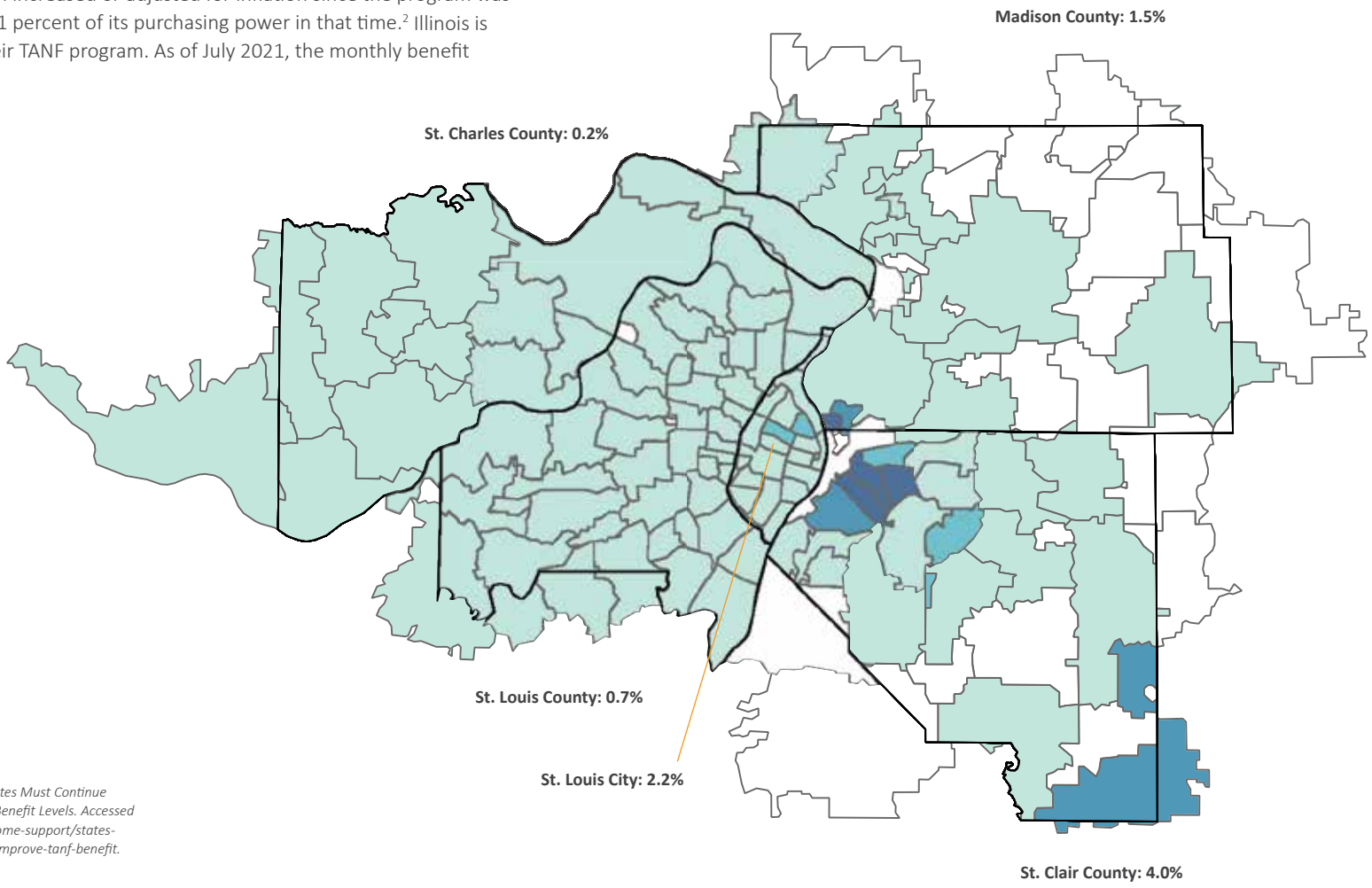
LEGEND

- 0.0 – 3.8%
- 3.9 – 7.7%
- 7.8 – 11.5%
- 11.6 – 15.4%

White areas indicate no data available.

COMPARATIVE DATA

- US: 1.9%
- Missouri: 0.8%
- Illinois: 1.8%



[1,2,3,4]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.

Percent of Children Receiving TANF

ZIP	% TANF	ZIP	% TANF	ZIP	% TANF	ZIP	% TANF	ZIP	% TANF	ZIP	% TANF
†62001	*	†62090	15.4	†62255	*	63034	0.4	63114	1.0	63137	2.7
62002	2.9	62095	1.7	62257	8.5	63038	0.0	63115	2.7	63138	2.0
62010	0.6	62097	*	62258	0.7	63040	0.0	63116	1.4	63139	0.3
62012	*	62201	*	62260	0.9	63042	1.1	63117	0.1	†63140	2.6
62018	2.3	62203	12.2	62264	1.8	63043	0.3	63118	2.9	63141	0.1
†62021	*	62204	7.0	62265	*	63044	0.8	63119	0.1	63143	1.1
62024	3.0	62205	13.9	62269	1.4	63049	0.3	63120	3.3	63144	0.0
62025	0.3	62206	9.4	62275	*	63069	0.4	63121	2.7	63146	0.2
62034	0.4	62207	12.2	62281	*	63074	0.9	63122	0.1	63147	1.9
62035	0.4	62208	1.6	†62282	*	63088	0.5	63123	0.5	63301	0.5
62040	2.5	62220	2.2	62285	*	63101	5.5	63124	0.1	63303	0.2
†62046	*	62221	2.1	†62289	*	†63102	2.8	63125	0.6	63304	0.2
62048	*	62223	3.7	62293	*	63103	1.4	63126	0.0	†63332	0.0
†62058	*	62225	*	62294	*	63104	2.0	63127	0.0	63341	0.6
†62059	*	62226	4.0	62298	*	63105	0.0	63128	0.1	63348	0.0
62060	8.0	62232	2.9	63005	0.0	63106	3.1	63129	0.1	63357	0.1
62061	*	62234	1.6	63011	0.1	63107	4.4	63130	0.9	63366	0.3
62062	*	62236	*	63017	0.1	63108	3.5	63131	0.0	63367	0.1
62067	*	62239	1.1	63021	0.1	63109	0.4	63132	0.5	63368	0.1
†62074	*	62240	2.5	63025	0.1	63110	0.6	63133	3.8	†63373	1.1
62084	*	62243	*	63026	0.2	63111	2.0	63134	1.9	63376	0.1
62087	1.6	62249	0.4	63031	0.7	63112	2.6	63135	1.2	63385	0.2
62088	*	62254	1.4	63033	1.1	63113	5.7	63136	2.7	†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 2022.

IL: Illinois Department of Human Services. Freedom of Information Act request. Data as of May 2022.

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 in 2022 was $520/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.[3] 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.

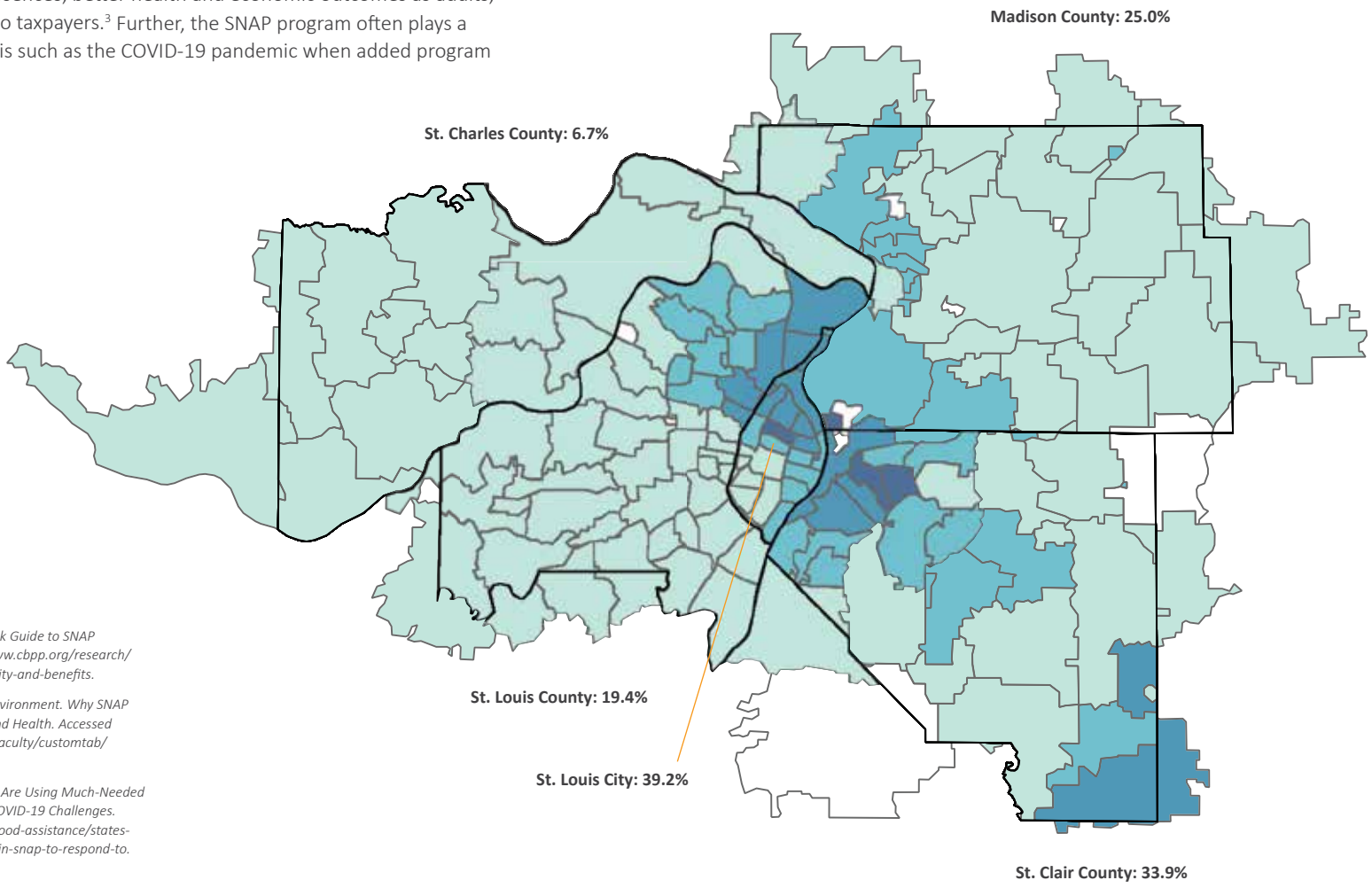
LEGEND

- 0.0 – 24.1%
- 24.2 – 48.2%
- 48.3 – 72.3%
- 72.4 – 96.5%

White areas indicate no data available.

COMPARATIVE DATA

- US: 24.4%
- Missouri: 19.2%
- Illinois: 26.8%



[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	ZIP	% SNAP	ZIP	% SNAP	ZIP	% SNAP	ZIP	% SNAP	ZIP	% SNAP
†62001	5.4	†62090	93.2	†62255	28.7	63034	17.5	63114	33.0	63137	62.8
62002	39.6	62095	32.4	62257	48.3	63038	1.8	63115	58.9	63138	58.2
62010	15.1	62097	14.0	62258	10.5	63040	0.5	63116	23.4	63139	8.1
62012	0.9	62201	58.6	62260	8.1	63042	40.1	63117	4.7	†63140	26.9
62018	*	62203	96.5	62264	11.8	63043	10.4	63118	40.7	63141	2.7
†62021	13.3	62204	37.6	62265	0.0	63044	13.7	63119	4.1	63143	13.3
62024	35.6	62205	88.1	62269	15.0	63049	11.9	63120	61.3	63144	2.3
62025	8.4	62206	69.7	62275	1.7	63069	10.5	63121	55.0	63146	9.0
62034	7.9	62207	63.0	62281	4.3	63074	27.6	63122	2.6	63147	55.8
62035	19.3	62208	23.2	†62282	17.6	63088	7.1	63123	14.9	63301	13.7
62040	40.3	62220	35.3	62285	7.4	63101	56.7	63124	0.5	63303	7.7
†62046	*	62221	28.0	†62289	28.4	†63102	42.3	63125	21.5	63304	3.7
62048	13.6	62223	30.7	62293	*	63103	45.8	63126	4.0	†63332	2.5
†62058	26.9	62225	4.4	62294	8.5	63104	42.8	63127	2.9	63341	3.5
†62059	*	62226	35.1	62298	*	63105	1.2	63128	3.6	63348	4.3
62060	*	62232	41.1	63005	0.6	63106	62.0	63129	7.0	63357	4.3
62061	8.8	62234	30.1	63011	2.4	63107	64.9	63130	22.6	63366	9.1
62062	8.9	62236	0.3	63017	1.9	63108	40.6	63131	0.4	63367	3.0
62067	14.2	62239	25.6	63021	4.1	63109	8.4	63132	18.6	63368	4.2
†62074	9.4	62240	29.1	63025	2.7	63110	17.8	63133	55.0	†63373	19.6
62084	24.4	62243	9.7	63026	8.9	63111	41.7	63134	36.3	63376	5.6
62087	30.0	62249	11.7	63031	27.9	63112	47.8	63135	44.5	63385	7.6
62088	0.9	62254	23.9	63033	37.0	63113	96.4	63136	59.7	†63386	18.1

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 2022.

IL: Illinois Department of Human Services. Freedom of Information Act request. Data as of May 2022.

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 June 2021, about half of children in the United States (40 million) were insured through Medicaid or the Children's Health Insurance Program (CHIP), the vast majority in 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 have had stability in their Medicaid coverage due to a continuous coverage requirement. However, this protection is likely to expire sometime in 2022. States will have to recheck eligibility for everyone enrolled in Medicaid, including children. It is estimated that when mass eligibility redetermination happens at least 6.7 million children are likely to lose their Medicaid coverage and are at considerable risk for becoming uninsured for some period of time. Children in all states are at risk of losing their health insurance, however, children living in Missouri have been flagged as being especially at risk.[4]

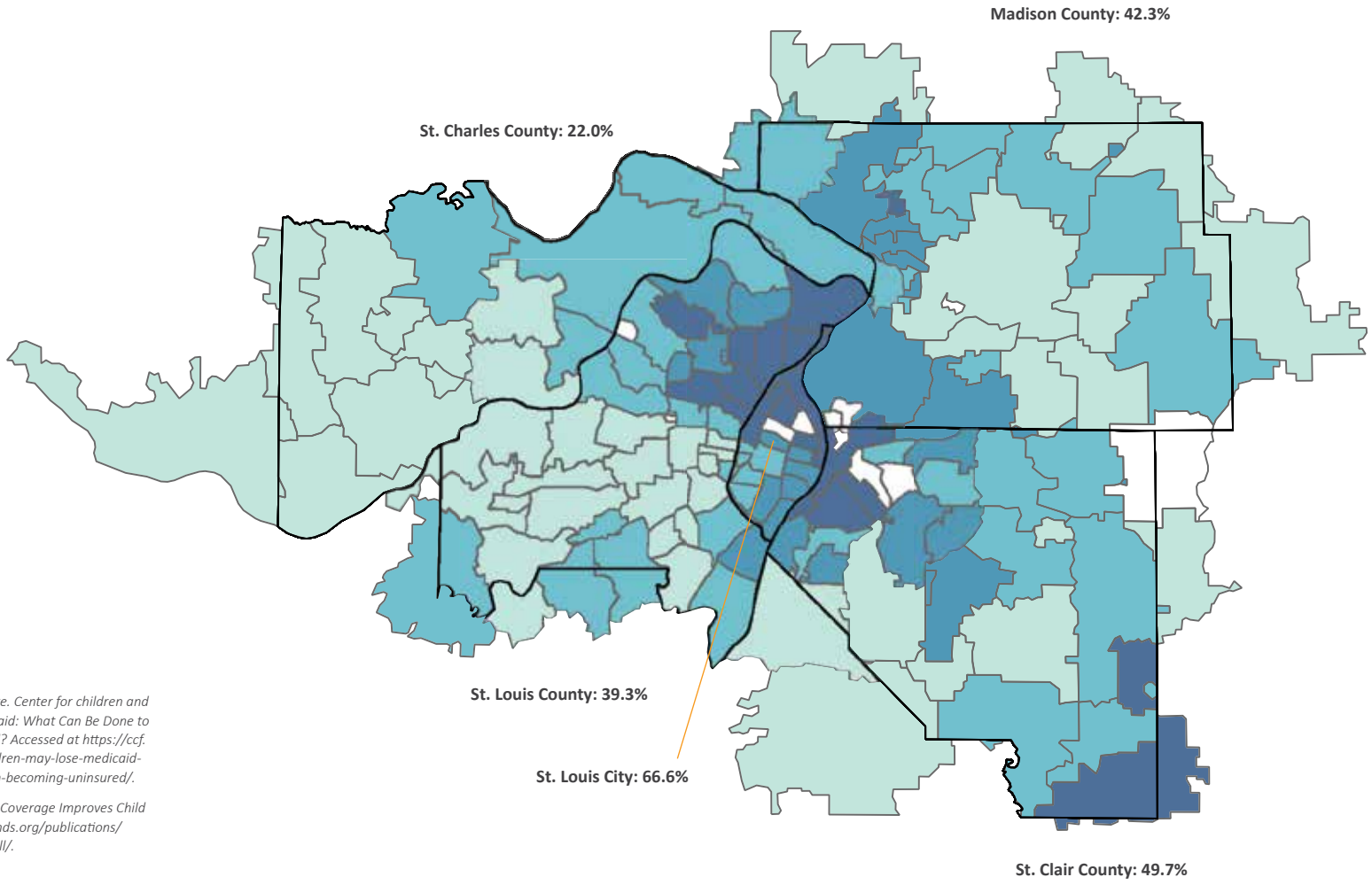
LEGEND

- 0.5 – 24.0%
- 24.1 – 47.6%
- 47.7 – 71.1%
- 71.2 – 94.7%

White areas indicate no data available.

COMPARATIVE DATA

- US: 55.3%
- Missouri: 47.8%
- Illinois: 47.9%



[1,4] *Georgetown University Health Policy Institute. Center for children and Families. Millions of Children May Lose Medicaid: What Can Be Done to Help Prevent Them From Becoming Uninsured? Accessed at https://ccf.georgetown.edu/2022/02/17/millions-of-children-may-lose-medicaid-what-can-be-done-to-help-prevent-them-from-becoming-uninsured/.*

[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	30.0	†62090	*	†62255	40.9	63034	36.8	63114	78.3	63137	89.3
62002	58.4	62095	53.8	62257	74.2	63038	6.8	63115	92.8	63138	94.7
62010	31.9	62097	31.2	62258	24.3	63040	6.1	63116	54.5	63139	26.9
62012	1.2	62201	79.7	62260	19.2	63042	75.3	63117	17.1	†63140	53.8
62018	81.0	62203	*	62264	27.0	63043	32.4	63118	70.0	63141	12.5
†62021	29.6	62204	44.6	62265	4.5	63044	43.4	63119	15.0	63143	35.8
62024	54.1	62205	*	62269	28.7	63049	37.6	63120	82.7	63144	12.0
62025	18.8	62206	84.7	62275	5.6	63069	36.9	63121	82.6	63146	26.4
62034	18.4	62207	72.1	62281	9.6	63074	60.2	63122	10.1	63147	84.8
62035	38.2	62208	39.2	†62282	41.2	63088	26.3	63123	42.7	63301	37.4
62040	62.2	62220	56.0	62285	17.9	63101	93.6	63124	3.3	63303	25.5
†62046	14.8	62221	43.3	†62289	59.5	†63102	78.9	63125	49.2	63304	16.3
62048	25.4	62223	50.7	62293	*	63103	64.7	63126	18.4	†63332	9.3
†62058	51.9	62225	3.5	62294	20.8	63104	67.8	63127	9.7	63341	18.9
†62059	*	62226	56.1	62298	0.5	63105	7.9	63128	17.6	63348	19.1
62060	*	62232	67.8	63005	3.3	63106	84.7	63129	25.6	63357	18.2
62061	21.3	62234	52.2	63011	12.4	63107	*	63130	42.1	63366	28.4
62062	24.6	62236	1.0	63017	9.7	63108	61.9	63131	3.7	63367	13.7
62067	24.6	62239	43.3	63021	16.1	63109	25.3	63132	44.0	63368	16.1
†62074	18.4	62240	49.3	63025	12.2	63110	39.2	63133	88.9	†63373	29.3
62084	55.9	62243	21.8	63026	25.1	63111	70.7	63134	65.9	63376	20.5
62087	46.1	62249	25.8	63031	52.3	63112	79.6	63135	74.4	63385	20.9
62088	2.9	62254	38.1	63033	62.2	63113	*	63136	89.6	†63386	33.7

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 2022.

IL: Illinois Department of Human Services. Freedom of Information Act request. Data as of May 2022.

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.

Maternal and Child Health

In this Section

FROM OUR PARENT ADVISORY COUNCIL LEADERS

"I do know that a lot of Black mothers have either lost their lives or the baby does not make it to their first birthday. There are a plethora of reasons why those babies don't make it to their first birthdays. I will say that the data in itself is accurate."

"We talk about how African-American babies naturally have stress, trauma, just coming out the womb, just dealing with the environments they're in. Their living conditions is way higher and it plays a lot on their lives."

Focus on Equity › Maternal and Child Health

Maternal and infant health are widely used as indicators to judge the overall health of a country, state and community. We know a child's health begins before birth and is inextricably tied to maternal health even before pregnancy. This makes maternal and child health essential to the overall health of communities. Maternal and child health issues are wide-ranging and cut across the entire spectrum of child well-being. Healthy birth outcomes and early identification and treatment of developmental delays and disabilities, as well as other health conditions, can enable children to reach their full potential.

As well, a child's overall well-being cannot be viewed in isolation from the impact social determinants of health has on health outcomes. Children need stable homes, quality health care, ample nutritious food, good schools, safe neighborhoods, and access to resources and opportunities that enable them to reach their potential, yet the data consistently show significant risks to child well-being in our region are not uniformly distributed across all zip codes.

To improve maternal and child health, we need a multi-faceted approach that addresses health across the lifespan, improves access to quality care, addresses social determinants of health and provides greater economic security.

The determinants that influence maternal health also affect pregnancy outcomes and infant and child health. The March of Dimes most recent Report Card gives St. Louis a failing grade on all key health indicators for moms and babies. Infant deaths in St. Louis City and St. Louis County consistently remain above the national average. When disaggregated by race, Black babies in St. Louis are nearly three times more likely to die before their first birthday than white babies. The impact of these deaths is substantial, especially in neighborhoods where families struggle to get access to the most basic of needs, like safe housing, food and health care. These differential rates of infant deaths by race in St. Louis reflect systemic issues that cross multiple sectors of our society.

Pre-existing health disparities were painfully magnified with the COVID-19 pandemic, pointing to a greater demand for health equity. Efforts to address persistent disparities in maternal, infant, and child health continue to use a life course perspective aimed at improving the health of women and infants before, during, and after pregnancy through a variety of trauma-informed, culturally congruent interventions and attention to emerging public health concerns. To improve maternal and child health, we need a multi-faceted approach that addresses health across the lifespan, improves access to quality care, addresses social determinants of health and provides greater economic security.

Our collective future will be shaped by our commitment to bring about systemic change at a pace, scale and depth where we can achieve equity in maternal and infant health policies and practices. We need a region that affords everyone the opportunity to reach their best health which means supporting the leadership of those with lived experience and addressing inequities in the places where people are born, grow, live, work, learn and age. We will know we have succeeded when health disparities are eliminated.

Lora Gulley
Director Community Mobilization and Advocacy
Generate Health STL

Focus on Equity

Maternal and Child Health

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: from a community leader with deep knowledge related to maternal and child health, and from our Parent Advisory Council Leaders as they engaged in critical conversations about the data and shared their thoughts and 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	2020	22.3%	31.1%	27.7%	17.2%
MISSOURI	2020	20.2%	32.8%	28.8%	16.5%
St. Louis City	2020	28.4%	36.3%	40.5%	14.8%
St. Louis County	2020	19.3%	30.8%	26.1%	11.4%
St. Charles County	2020	11.5%	20.9%	21.5%	9.9%

Percent of Babies Born Preterm

	YEAR	OVERALL	BLACK	LATINX	WHITE
UNITED STATES	2020	10.1%	14.4%	9.8%	9.1%
MISSOURI	2020	11.0%	15.0%	9.8%	10.2%
St. Louis City	2020	12.4%	15.3%	10.8%	8.8%
St. Louis County	2020	11.9%	15.4%	10.3%	9.9%
St. Charles County	2020	10.5%	14.4%	11.5%	10.1%
ILLINOIS	2020	10.3%	14.8%	10.2%	9.1%
St. Clair County	2020	12.3%	14.3%	10.7%	10.9%
Madison County	2020	10.4%	12.3%	7.7%	10.2%

Percent of Babies Born with Low Birthweight

	YEAR	OVERALL	BLACK	LATINX	WHITE
UNITED STATES	2020	8.2%	14.2%	7.4%	6.8%
MISSOURI	2020	8.7%	15.2%	7.0%	7.4%
St. Louis City	2020	12.6%	16.6%	11.3%	7.3%
St. Louis County	2020	10.0%	15.5%	6.1%	6.5%
St. Charles County	2020	7.6%	15.5%	7.7%	6.6%
ILLINOIS	2020	8.3%	14.5%	7.3%	6.7%
St. Clair	2020	11.6%	15.8%	9.6%	8.7%
Madison County	2020	9.0%	12.1%	*	8.8%

Infant Mortality Rate (per 1,000 Live Births)

	YEAR	OVERALL	BLACK	LATINX	WHITE
UNITED STATES	2019	5.4	10.6	5.0	4.5
MISSOURI	2020	5.9	12.1	5.6	5.4
St. Louis City	2020	8.7	13.3	5.5	4.3
St. Louis County	2020	6.1	10.9	4.3	3.9
St. Charles County	2020	4.8	10.6	4.1	4.5
ILLINOIS	2020	6.0	12.9	5.5	4.5
St. Clair County	2020	9.4	15.3	*	5.8
Madison County	2020	6.9	15.3	*	5.6

Data Notes

DATA SOURCE

Data for these tables came from:

US: Centers for Disease Control and Prevention. Reproductive Health. Accessed at https://www.cdc.gov/reproductivehealth/data_stats/index.htm.

MO: Missouri Department of Health & Senior Services. Missouri Information for Community Assessment (MICA). Accessed at http://health.mo.gov/data/mica/MICA/. 2020 data.

IL: Illinois Department of Public Health. Freedom of Information Act request. 2020 data.

**No Data Available.*

Percent of Babies Born with Inadequate Prenatal Care (MO)

Importance of this Indicator

Prenatal care is essential to ensuring the best possible outcomes for both the mother and child during pregnancy and after the baby is born. Prenatal care plays a critical role in decreasing adverse birth outcomes, such as preterm births and low birthweight births, which can have life-long effects on overall child well-being. Increasingly, practitioners are noting the importance of preconception care as a key component of improving both maternal and child health. Preconception care involves such things as developing a reproduction plan, controlling current health conditions, and discussing the importance of exercise, nutrition, and maintaining a healthy weight before a woman becomes pregnant. To give every child the best start in life it is imperative that all women have access to comprehensive, affordable preconception and prenatal care.

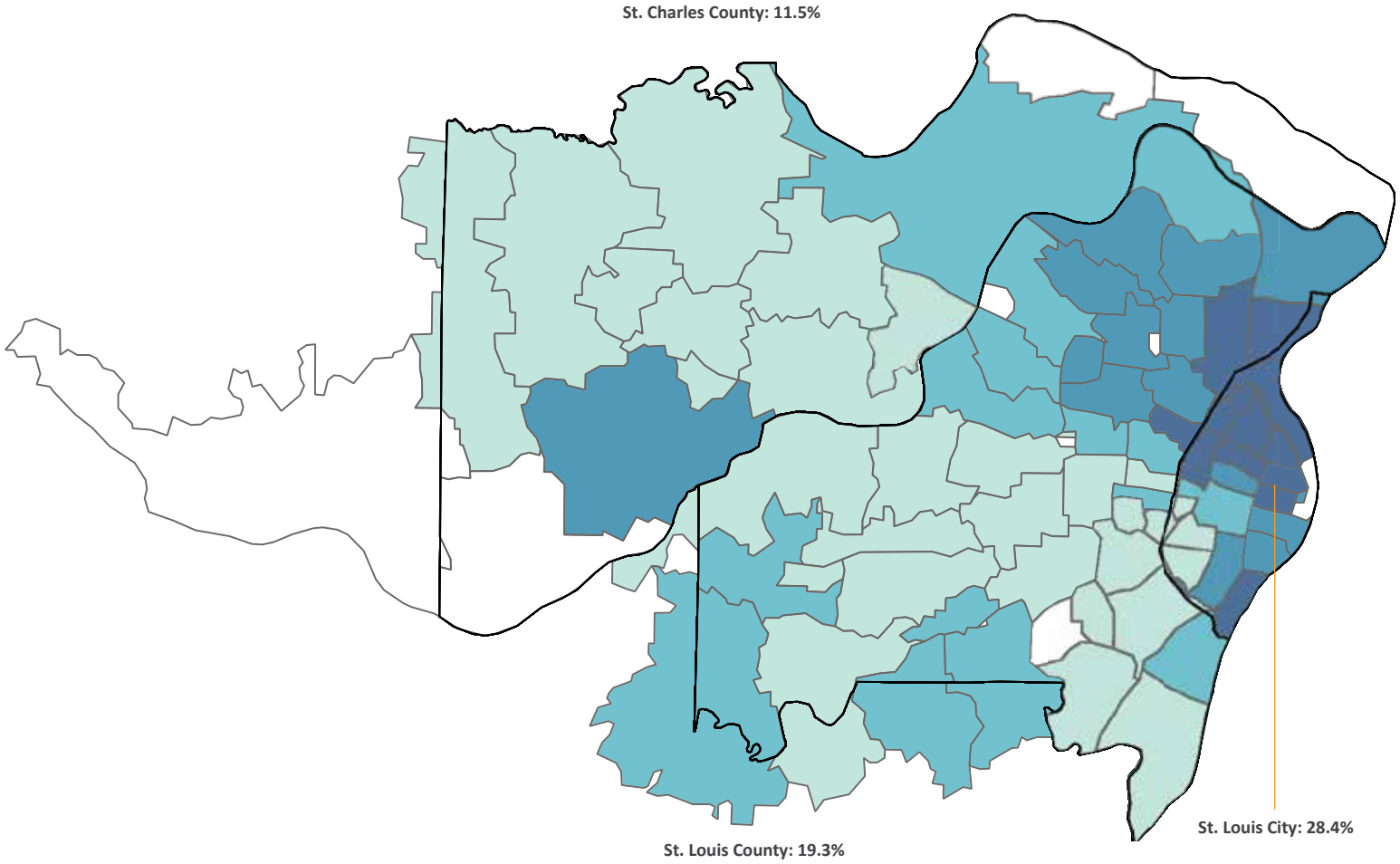
LEGEND

- 5.1 – 14.4%
- 14.5 – 23.8%
- 23.9 – 33.1%
- 33.2 – 42.5%

White areas indicate no data available.

COMPARATIVE DATA

- US: 15.0%
- Missouri: 20.2%



Percent of Babies Born with Inadequate Prenatal Care (MO)

ZIP	% Inadqt. Care
63005	5.1
63011	9.5
63017	10.7
63021	12.1
63025	13.4
63026	15.7
63031	24.6
63033	26.8
63034	23.1
63038	22.9
63040	9.5
63042	27.0
63043	15.3
63044	20.5
63049	19.2
63069	15.0
63074	24.3
63088	14.6
63101	31.0
†63102	*
63103	33.3
63104	25.7
63105	9.4

ZIP	% Inadqt. Care
63106	36.9
63107	42.4
63108	27.4
63109	10.5
63110	15.4
63111	38.7
63112	38.1
63113	42.5
63114	24.2
63115	35.7
63116	28.8
63117	16.0
63118	29.8
63119	11.3
63120	38.2
63121	30.5
63122	7.8
63123	12.7
63124	13.3
63125	17.4
63126	10.7
63127	*
63128	12.7

ZIP	% Inadqt. Care
63129	10.1
63130	18.3
63131	6.2
63132	21.7
63133	33.3
63134	31.4
63135	32.0
63136	36.9
63137	33.3
63138	30.6
63139	9.3
†63140	*
63141	11.0
63143	12.4
63144	6.9
63146	15.0
63147	36.7
63301	15.4
63303	10.5
63304	7.5
†63332	*
63341	25.7
63348	8.9

ZIP	% Inadqt. Care
63357	8.0
63366	13.9
63367	11.2
63368	12.1
†63373	*
63376	10.1
63385	10.1
†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.)

DATA SOURCE

MO: Missouri Department of Health & Senior Services. Missouri Information for Community Assessment (MICA). Accessed at http://health.mo.gov/data/mica/MICA/. 2020 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

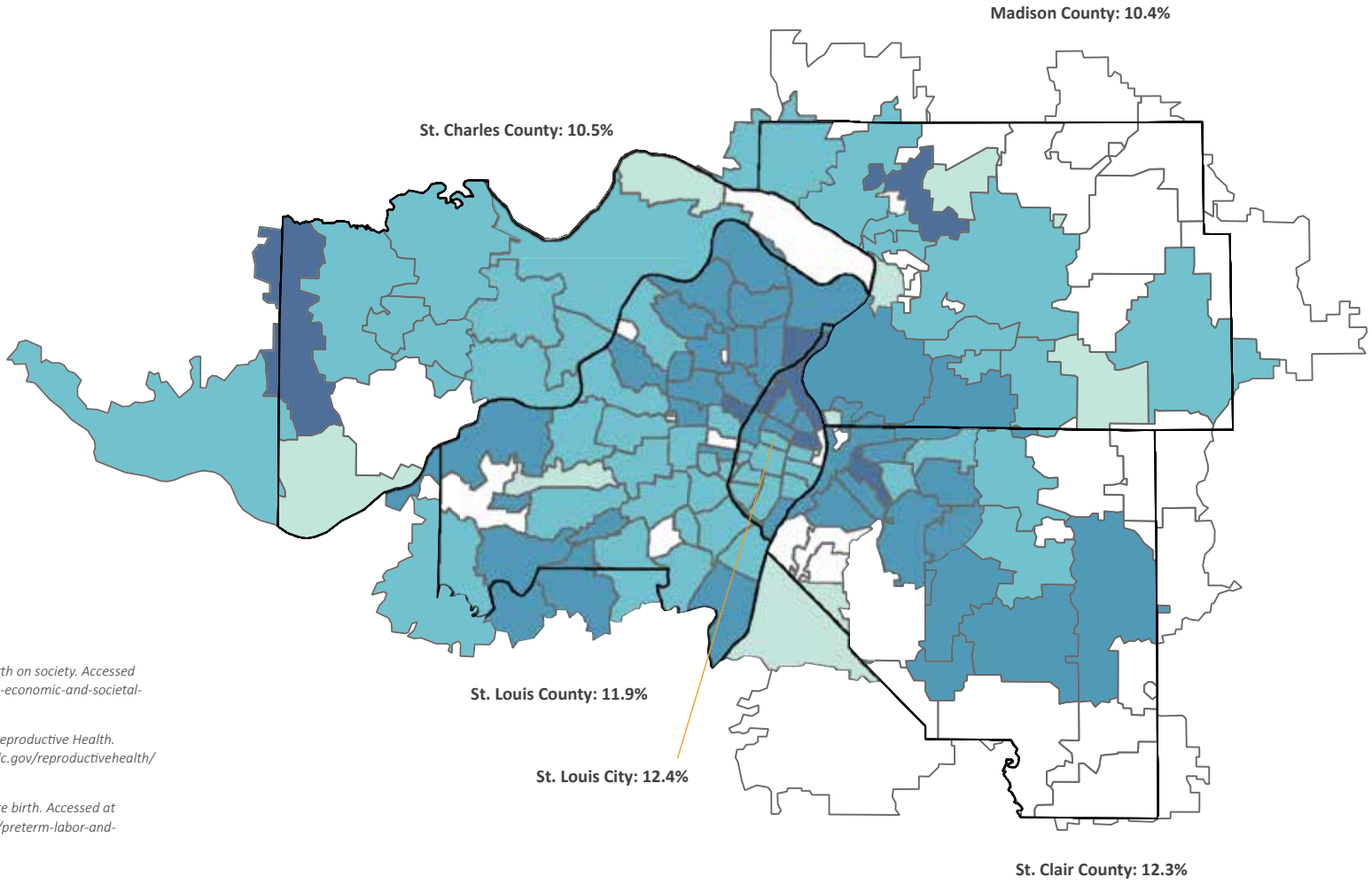
Data were suppressed for Missouri ZIP codes with fewer than five births in accordance with state data suppression policies.

**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, have particular importance given the significant segregation that exists in the St. Louis region and should be considered when discussing strategies to improve birth outcomes throughout the region.



LEGEND

- 0.0 – 5.8%
- 5.9 – 11.6%
- 11.7 – 17.4%
- 17.5 – 23.2%

White areas indicate no data available.

COMPARATIVE DATA

- US: 10.1%
- Missouri: 11.0%
- Illinois: 10.3%

[1]*March of Dimes. The impact of premature birth on society. Accessed at http://www.marchofdimes.org/mission/the-economic-and-societal-costs.aspx.*

[2]*Centers for Disease Control and Prevention. Reproductive Health. Premature Births. Accessed at https://www.cdc.gov/reproductivehealth/maternalinfanthealth/pretermbirth.htm.*

[3]*March of Dimes. Preterm labor and premature birth. Accessed at http://www.marchofdimes.org/complications/preterm-labor-and-premature-birth.aspx.*

Percent of Babies Born Preterm

ZIP	% Preterm	ZIP	% Preterm	ZIP	% Preterm	ZIP	% Preterm	ZIP	% Preterm	ZIP	% Preterm
†62001	*	†62090	0.0	†62255	*	63034	13.1	63114	12.1	63137	18.0
62002	9.4	62095	7.1	62257	*	63038	*	63115	15.5	63138	15.3
62010	18.1	62097	*	62258	11.7	63040	15.9	63116	11.1	63139	8.9
62012	*	62201	12.5	62260	*	63042	12.9	63117	12.3	†63140	*
62018	*	62203	11.3	62264	*	63043	13.2	63118	11.6	63141	11.6
†62021	*	62204	12.0	62265	*	63044	10.8	63119	7.9	63143	11.5
62024	9.2	62205	20.0	62269	10.7	63049	14.1	63120	18.7	63144	8.6
62025	9.8	62206	13.0	62275	*	63069	11.3	63121	13.6	63146	8.8
62034	6.6	62207	15.0	62281	0.0	63074	16.2	63122	7.3	63147	20.8
62035	10.7	62208	14.1	†62282	*	63088	12.5	63123	9.6	63301	10.2
62040	12.7	62220	11.8	62285	14.3	63101	*	63124	7.1	63303	9.9
†62046	0.0	62221	8.7	†62289	*	†63102	*	63125	11.3	63304	9.5
62048	0.0	62223	14.9	62293	*	63103	11.5	63126	9.5	†63332	0.0
†62058	*	62225	*	62294	9.4	63104	11.6	63127	*	63341	*
†62059	*	62226	11.9	62298	*	63105	*	63128	6.6	63348	23.2
62060	12.8	62232	10.3	63005	17.2	63106	18.1	63129	12.8	63357	10.2
62061	*	62234	11.7	63011	5.7	63107	16.1	63130	11.3	63366	11.0
62062	10.2	62236	0.0	63017	9.5	63108	10.2	63131	7.8	63367	9.9
62067	0.0	62239	*	63021	10.5	63109	6.6	63132	13.9	63368	9.3
†62074	*	62240	*	63025	12.8	63110	10.1	63133	23.2	†63373	0.0
62084	*	62243	15.0	63026	9.2	63111	16.8	63134	15.0	63376	11.1
62087	*	62249	9.2	63031	12.9	63112	13.8	63135	14.7	63385	10.6
62088	*	62254	*	63033	15.5	63113	11.9	63136	13.9	†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. Missouri Information for Community Assessment (MICA). Accessed at http://health.mo.gov/data/mica/MICA/. 2020 data.

IL: Illinois Department of Public Health. Freedom of Information Act request. 2020 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

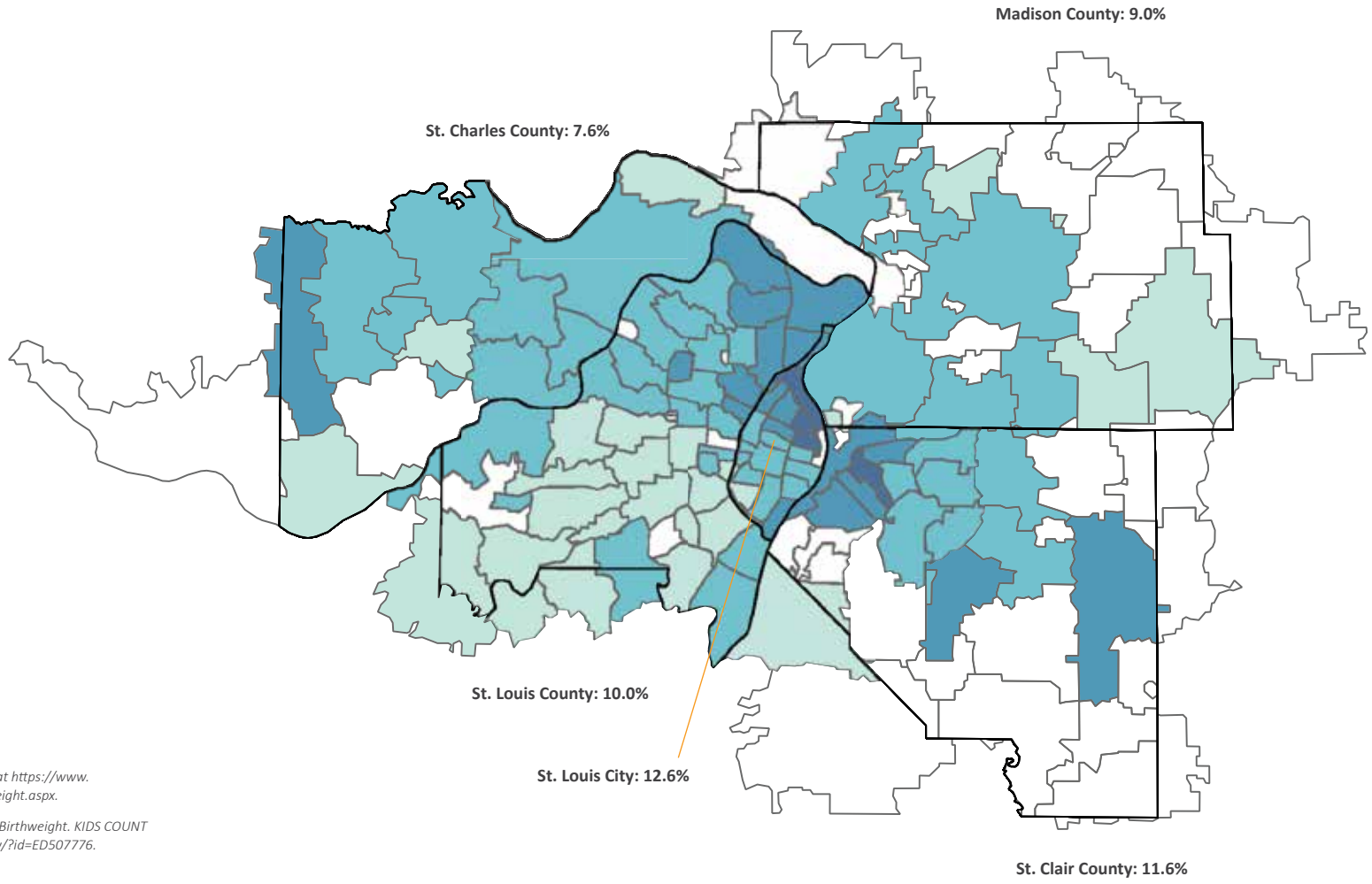
Data were suppressed for ZIP codes with fewer than five births in Missouri and ZIP codes with fewer than ten births in Illinois in accordance with state data suppression policies.

**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. 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.[1] 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.[2]



LEGEND

- 0.0 – 6.7%
- 6.8 – 13.5%
- 13.6 –20.3%
- 20.4 – 27.1%

White areas indicate no data available.

COMPARATIVE DATA

- US: 8.2%
- Missouri: 8.7%
- Illinois: 8.3%

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

[2]*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	*
62002	11.5
62010	13.3
62012	*
62018	*
†62021	*
62024	*
62025	7.8
62034	*
62035	*
62040	11.8
†62046	0.0
62048	*
†62058	*
†62059	*
62060	*
62061	*
62062	*
62067	0.0
†62074	*
62084	*
62087	*
62088	*

ZIP	% Low BW
†62090	0.0
62095	9.7
62097	*
62201	14.6
62203	9.9
62204	17.3
62205	27.1
62206	14.3
62207	15.0
62208	12.0
62220	14.0
62221	8.4
62223	11.8
62225	*
62226	11.9
62232	10.3
62234	9.8
62236	0.0
62239	*
62240	*
62243	*
62249	4.6
62254	*

ZIP	% Low BW
†62255	*
62257	*
62258	13.8
62260	*
62264	*
62265	*
62269	8.0
62275	*
62281	0.0
†62282	*
62285	*
†62289	*
62293	*
62294	9.4
62298	*
63005	13.1
63011	4.4
63017	6.5
63021	6.2
63025	6.1
63026	8.1
63031	12.7
63033	14.1

ZIP	% Low BW
63034	13.8
63038	*
63040	9.5
63042	10.2
63043	11.8
63044	7.2
63049	6.2
63069	4.5
63074	15.7
63088	5.2
63101	21.4
†63102	*
63103	9.0
63104	10.0
63105	*
63106	20.6
63107	21.2
63108	12.2
63109	5.7
63110	8.5
63111	15.7
63112	12.6
63113	14.9

ZIP	% Low BW
63114	8.9
63115	16.4
63116	9.4
63117	9.4
63118	13.2
63119	5.1
63120	15.4
63121	15.9
63122	6.6
63123	6.2
63124	5.1
63125	7.8
63126	4.1
63127	*
63128	6.1
63129	8.3
63130	8.5
63131	4.7
63132	11.7
63133	20.2
63134	12.7
63135	11.7
63136	14.8

ZIP	% Low BW
63137	20.3
63138	16.2
63139	10.7
†63140	*
63141	6.1
63143	6.2
63144	10.3
63146	9.4
63147	22.5
63301	7.2
63303	8.6
63304	6.8
†63332	0.0
63341	*
63348	16.1
63357	*
63366	8.5
63367	8.6
63368	6.3
†63373	0.0
63376	7.6
63385	7.0
†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. Missouri Information for Community Assessment (MICA). Accessed at http://health.mo.gov/data/mica/MICA/. 2020 data.

IL: Illinois Department of Public Health. Freedom of Information Act request. 2020 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 in Missouri and ZIP codes with fewer than ten births in Illinois 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 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.

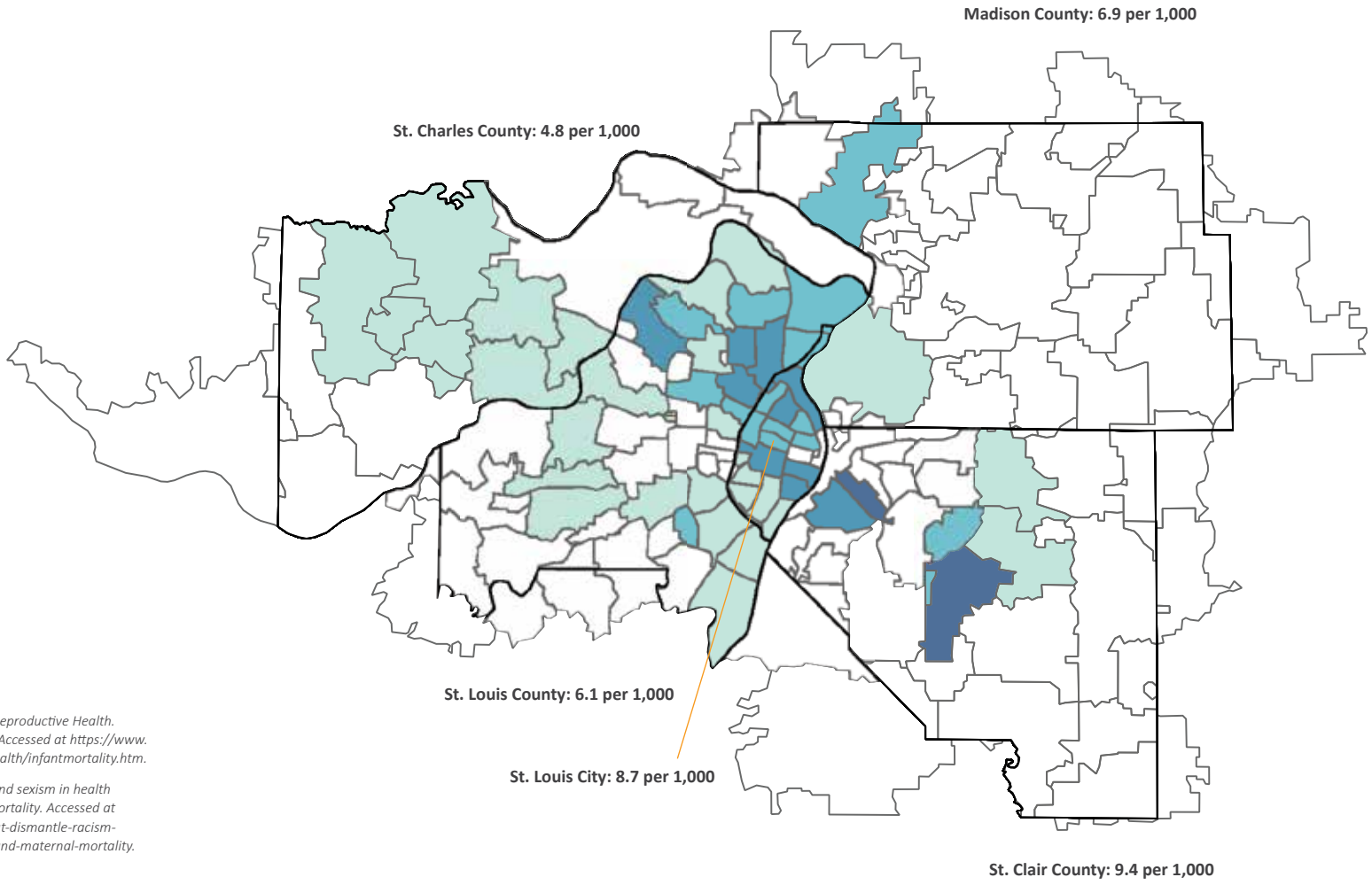
LEGEND

- 2.8 – 7.4
- 7.5 – 12.1
- 12.2 – 16.7
- 16.8 – 21.4

White areas indicate no data available.

COMPARATIVE DATA

- US: 5.4 per 1,000
- Missouri: 5.9 per 1,000
- Illinois: 6.0 per 1,000



[1]*Centers for Disease Control and Prevention. Reproductive Health. Maternal and Infant Health. Infant Mortality. Accessed at https://www.cdc.gov/reproductivehealth/maternalinfanthealth/infantmortality.htm.*

[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	6.9	63114	7.6	63137	9.8
62002	10.4	62095	*	62257	*	63038	*	63115	12.2	63138	10.6
62010	*	62097	*	62258	*	63040	*	63116	3.7	63139	4.3
62012	*	62201	*	62260	*	63042	9.4	63117	*	†63140	*
62018	*	62203	*	62264	*	63043	*	63118	14.0	63141	*
†62021	*	62204	*	62265	*	63044	12.8	63119	3.6	63143	*
62024	*	62205	*	62269	5.7	63049	*	63120	7.7	63144	*
62025	*	62206	13.8	62275	*	63069	*	63121	13.4	63146	2.8
62034	*	62207	21.4	62281	*	63074	*	63122	3.9	63147	14.6
62035	*	62208	*	†62282	*	63088	*	63123	3.2	63301	*
62040	7.1	62220	17.4	62285	*	63101	*	63124	*	63303	3.5
†62046	*	62221	7.0	†62289	*	†63102	*	63125	5.9	63304	5.7
62048	*	62223	*	62293	*	63103	*	63126	9.9	†63332	*
†62058	*	62225	*	62294	*	63104	12.3	63127	*	63341	*
†62059	*	62226	7.6	62298	*	63105	*	63128	*	63348	*
62060	*	62232	*	63005	*	63106	9.0	63129	5.6	63357	*
62061	*	62234	*	63011	2.9	63107	8.9	63130	4.1	63366	4.4
62062	*	62236	*	63017	6.3	63108	9.4	63131	*	63367	3.6
62067	*	62239	*	63021	3.6	63109	3.9	63132	*	63368	4.2
†62074	*	62240	*	63025	*	63110	13.2	63133	9.4	†63373	*
62084	*	62243	*	63026	*	63111	5.5	63134	5.5	63376	6.3
62087	*	62249	*	63031	4.5	63112	9.5	63135	12.5	63385	5.6
62088	*	62254	*	63033	8.1	63113	7.7	63136	13.5	†63386	*

Data Notes

DEFINITION

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

DATA SOURCE

MO: Missouri Department of Health & Senior Services. Missouri Information for Community Assessment (MICA). Accessed at http://health.mo.gov/data/mica/MICA/. 2016-2020 data.

IL: Illinois Department of Public Health. Freedom of Information Act request. 2016-2020 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 Missouri ZIP codes with fewer than five infant deaths over the five-year period and Illinois ZIP codes with fewer than 10 infant deaths over the five-year period.

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

Percent of Children Under Age 6 without Health Insurance

Importance of this Indicator

Health care can influence children's physical and emotional health, as well as influence their capacity to reach their full potential as adults.[1] Health insurance plays a critical role in the early identification of physical and developmental delays in young children, in ensuring that children receive life-saving immunizations, and in the prevention/management of chronic health conditions that can have long-term effects on overall health and well-being. Furthermore, children who have health insurance are more likely to have improved education and economic outcomes that benefit the community as a whole. However, insurance coverage by itself does not guarantee that children will receive appropriate and timely care. Multiple barriers may impact a family's ability to access 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] It is likely that health care will continue to remain a contentious political and policy issue for years to come. Given the evidence that children's health insurance coverage is associated with multiple benefits that accrue into adulthood, it is critical that we advocate for the programs and policies that maintain this high rate of coverage and that we address the barriers that inhibit access to care.

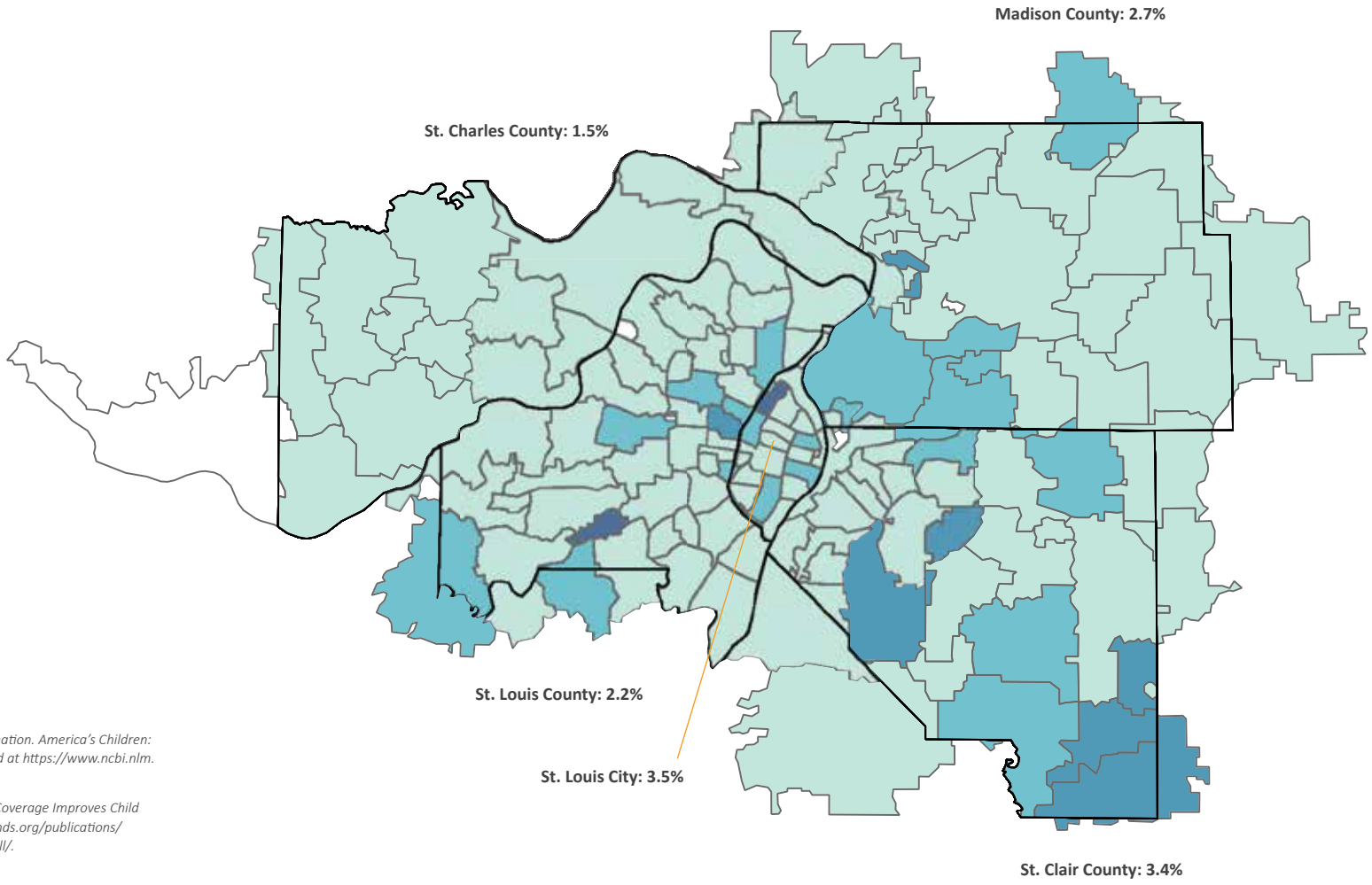
LEGEND

- 0.0 – 4.3%
- 4.4 – 8.7%
- 8.8 – 13.1%
- 13.2 – 17.5%

White areas indicate no data available.

COMPARATIVE DATA

- US: 4.3%
- Missouri: 5.4%
- Illinois: 2.5%



[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	12.8	63034	0.0	63114	4.7	63137	0.1
62002	2.6	62095	0.0	62257	12.9	63038	0.0	63115	0.9	63138	1.8
62010	0.0	62097	0.0	62258	0.0	63040	0.0	63116	5.3	63139	3.5
62012	0.0	62201	1.3	62260	11.4	63042	0.0	63117	0.0	†63140	0.0
62018	1.4	62203	0.0	62264	5.8	63043	2.3	63118	3.5	63141	8.0
†62021	0.0	62204	0.0	62265	0.0	63044	0.0	63119	1.3	63143	4.9
62024	0.0	62205	0.0	62269	0.3	63049	5.3	63120	13.6	63144	0.0
62025	3.0	62206	0.0	62275	3.3	63069	4.9	63121	1.4	63146	2.2
62034	4.7	62207	0.0	62281	0.0	63074	2.9	63122	0.5	63147	0.0
62035	0.5	62208	0.0	†62282	0.0	63088	17.5	63123	3.7	63301	0.9
62040	7.0	62220	2.6	62285	4.1	63101	0.0	63124	2.1	63303	0.7
†62046	0.0	62221	0.8	†62289	0.0	†63102	0.0	63125	0.4	63304	0.0
62048	0.0	62223	0.9	62293	0.0	63103	0.0	63126	0.0	†63332	0.0
†62058	0.0	62225	0.0	62294	0.0	63104	5.8	63127	0.0	63341	0.0
†62059	0.0	62226	12.5	62298	0.0	63105	0.0	63128	0.1	63348	0.0
62060	5.3	62232	6.8	63005	1.4	63106	4.6	63129	1.4	63357	*
62061	0.0	62234	8.2	63011	0.0	63107	4.1	63130	12.7	63366	0.6
62062	7.0	62236	0.0	63017	1.5	63108	3.7	63131	0.7	63367	0.0
62067	0.0	62239	0.0	63021	1.2	63109	0.8	63132	0.0	63368	3.3
†62074	0.0	62240	1.9	63025	2.2	63110	0.6	63133	6.1	†63373	0.0
62084	9.8	62243	7.6	63026	2.7	63111	2.0	63134	1.0	63376	3.0
62087	0.0	62249	1.2	63031	2.3	63112	4.8	63135	1.2	63385	2.2
62088	5.6	62254	7.5	63033	4.0	63113	3.1	63136	5.7	†63386	0.0

Data Notes

DEFINITION

The percentage of children under age six without health insurance.

DATA SOURCE

MO & IL: United States Census Bureau. American Community Survey. ACS Selected Characteristics of Health Insurance Coverage in the United States. ACS 5-Year Estimates Data Profiles: 2020. 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

Health care can influence children's physical and emotional health, as well as influence their capacity to reach their full potential as adults.[1] Health insurance plays a critical role in the early identification of physical and developmental delays in young children, in ensuring that children receive life-saving immunizations, and in the prevention/management of chronic health conditions that can have long-term effects on overall health and well-being. Furthermore, children who have health insurance are more likely to have improved education and economic outcomes that benefit the community as a whole. However, insurance coverage by itself does not guarantee that children will receive appropriate and timely care. Multiple barriers may impact a family's ability to access 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] It is likely that health care will continue to remain a contentious political and policy issue for years to come. Given the evidence that children's health insurance coverage is associated with multiple benefits that accrue into adulthood, it is critical that we advocate for the programs and policies that maintain this high rate of coverage and that we address the barriers that inhibit access to care.

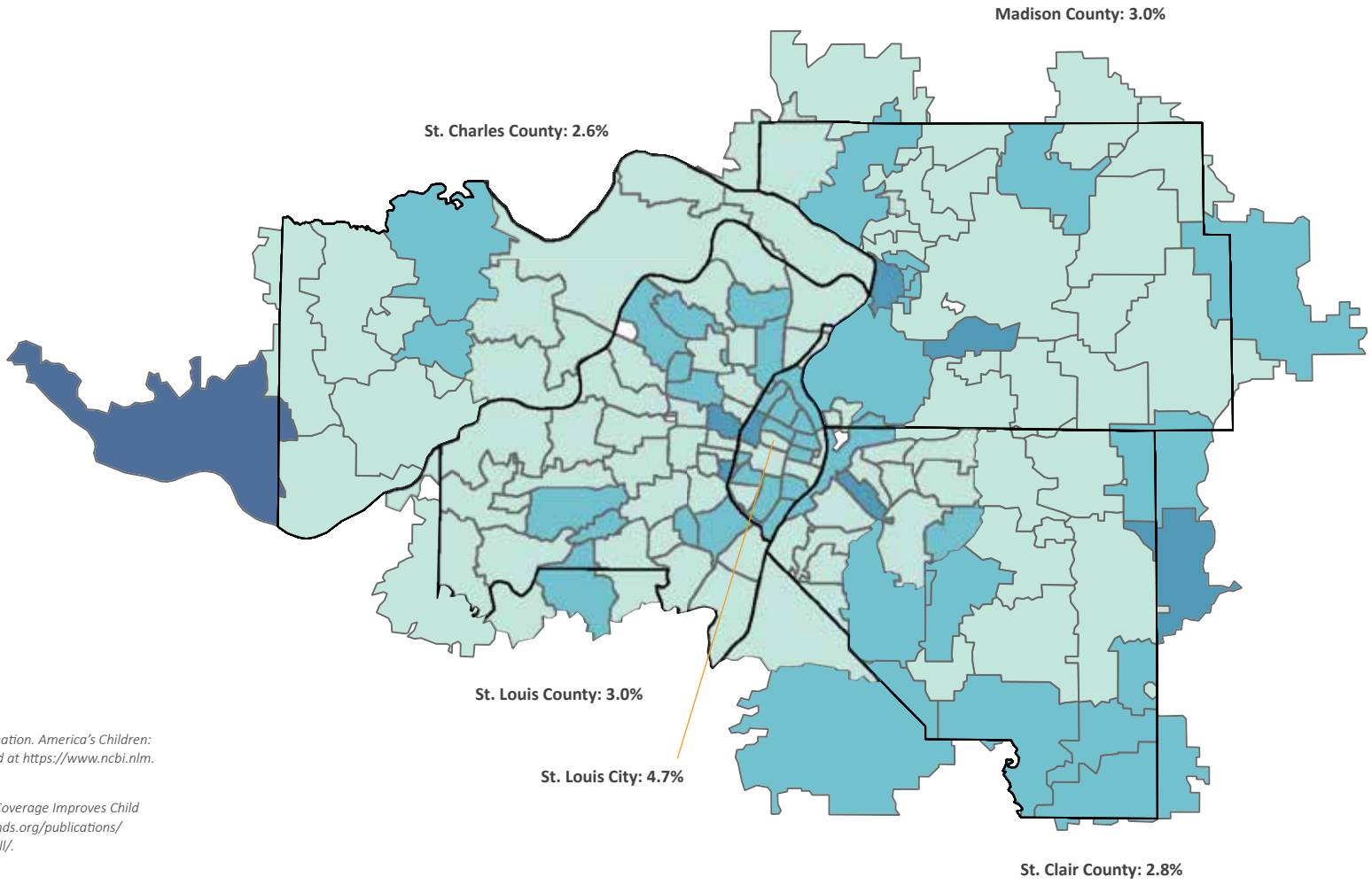
LEGEND

- 0.0 – 3.5%
- 3.6 – 7.1%
- 7.2 – 10.6%
- 10.7 – 14.2%

White areas indicate no data available.

COMPARATIVE DATA

- US: 5.2%
- Missouri: 5.8%
- Illinois: 3.1%



[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	0.7	†62090	1.4	†62255	4.2	63034	1.1	63114	6.9	63137	2.0
62002	3.9	62095	0.0	62257	4.9	63038	2.3	63115	4.6	63138	0.6
62010	0.7	62097	4.5	62258	1.4	63040	0.0	63116	6.2	63139	4.4
62012	0.0	62201	4.2	62260	5.4	63042	6.1	63117	0.8	†63140	4.3
62018	0.4	62203	1.4	62264	3.7	63043	1.7	63118	5.7	63141	3.1
†62021	0.0	62204	1.9	62265	8.9	63044	5.9	63119	1.3	63143	9.1
62024	1.7	62205	2.8	62269	1.7	63049	5.8	63120	5.2	63144	0.0
62025	2.8	62206	0.3	62275	6.2	63069	2.2	63121	2.6	63146	2.5
62034	8.2	62207	8.9	62281	0.4	63074	4.0	63122	1.2	63147	4.1
62035	1.2	62208	0.0	†62282	0.0	63088	5.9	63123	3.9	63301	2.1
62040	5.3	62220	3.8	62285	3.0	63101	0.0	63124	1.3	63303	1.7
†62046	1.6	62221	2.4	†62289	0.0	†63102	0.0	63125	2.6	63304	2.2
62048	9.0	62223	1.1	62293	5.2	63103	6.5	63126	4.4	†63332	0.2
†62058	1.9	62225	0.4	62294	1.1	63104	3.4	63127	0.0	63341	0.0
†62059	*	62226	5.2	62298	3.7	63105	0.2	63128	0.4	63348	0.1
62060	2.5	62232	3.5	63005	2.5	63106	3.7	63129	2.7	63357	14.2
62061	0.5	62234	3.4	63011	1.8	63107	6.7	63130	8.6	63366	3.7
62062	2.1	62236	0.3	63017	1.4	63108	1.9	63131	0.4	63367	0.5
62067	2.7	62239	0.6	63021	4.9	63109	1.2	63132	3.5	63368	3.9
†62074	0.3	62240	1.2	63025	1.1	63110	0.2	63133	3.3	†63373	0.0
62084	3.8	62243	1.6	63026	3.4	63111	4.9	63134	3.4	63376	3.3
62087	3.7	62249	1.8	63031	3.1	63112	9.5	63135	2.5	63385	2.0
62088	3.3	62254	2.5	63033	5.3	63113	4.4	63136	4.4	†63386	0.0

Data Notes

DEFINITION

The percentage of children under age 19 without health insurance.

DATA SOURCE

MO & IL: United States Census Bureau. American Community Survey. ACS Selected Characteristics of Health Insurance Coverage in the United States. ACS 5-Year Estimates Data Profiles: 2020. 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

FROM OUR PARENT ADVISORY COUNCIL LEADERS

"Due to the COVID mandates, my kids have had a really hard time just trying to get into daycare. And I feel like my kids' generation is having a difficult time even getting registered in school, so it's affecting me because I can't even go back to work and I can't do the things I need to do to get done around the house or just pay for the simple bills…not being able to put them in daycare or school, it affects me because I can't go out and help provide with the things that they need."

"I'm certain [the data] doesn't capture family gatherings. It doesn't capture…the knowledge that passes. All of us we spend time with each other. I know I do."

If we could remember the early pandemic days, in 2020, suddenly the significant role of childcare providers and educators to each community's ability to survive and thrive was understood in most every response and recovery conversation in the St. Louis region. Yard signs, billboards, and commercials popped up with sentiments of "childcare is essential" – just as essential as our nurses, doctors, emergency personnel, and first responders. Educators and advocates celebrated that *finally* we were getting the attention from the rest of the community, from business owners and legislators to those who have had the privilege of finding and affording high quality care, and even those without young children at all.

With parents losing jobs from shuttered businesses, up to 40% of our St. Louis childcare settings could not stay open even if they wanted. Further, for those providers who were able to stay open there was a time where every month childcare workers received new, ambiguous guidelines from folks who knew nothing about the wide variables in childcare settings. Subsidies were not paid on time, subsidy rules changed monthly, communication was never clear, and childcare workers who were already stressed and worn out from their rigorous duties expressed their frustration and outrage at the inequitable system that was created long before the pandemic.

Taxpayers are paying for the lack of affordable, accessible, high-quality early childhood education one way or another. We are paying for epidemic poverty, low reading scores, low graduation rates, poor mental health, high crime, and prison beds.

Further, parents who were first-responders and expected to work (healthcare workers, emergency personnel, grocery workers, non-profit services agencies, bus drivers, mail carriers – most everyone) needed affordable, accessible, high-quality childcare. With childcare businesses closed and an existing lack of high-quality slots available, parents had to choose whether to take their children to a friend, family or neighbor during work, risking putting their children in the hands of those under-equipped in child development, or to not work at all.

This decision has been a decision that many families in St. Louis have had to make for decades. Not because of a pandemic, but because the current childcare system barely supports the majority of families, and certainly does not support our most vulnerable families- the young families striving to rise above poverty or to further their education and careers in order to create a better future for their children. Childcare subsidies have historically been too low in Missouri, and it forces each parent living right above the poverty line (already low) to decide if going to work and taking their children to high quality learning settings will still afford them gas, groceries, rent and utilities, or if it's more valuable for them to not work, putting themselves back under the poverty line in order to receive more subsidies and services from the State.

When our children do not have access to high quality early education, families cannot enter or stay in the workforce confidently or build their skills to advance their careers or acquire higher wages. Child trauma isn't being buffered; developmental screenings are not taking place; the foundation for social-emotional and cognitive development is not being formed; child health and safety needs aren't being met; children are not entering kindergarten confidently; and children are not staying out of the pipeline to prison. The remedy is accessible, affordable, high-quality education where children and families have access to opportunities for success.

Taxpayers are paying for the lack of affordable, accessible, high-quality early childhood education one way or another. We are paying for epidemic poverty, low reading scores, low graduation rates, poor mental health, high crime, and prison beds.

Our childcare providers are still suffering from the effects of COVID-19. Many teachers have left the field completely leaving childcare and afterschool settings without the capacity to serve as many children as they could previously. Because of the prohibitive cost of providing quality childcare and the lack of proportional subsidies, most teachers in St. Louis do not get paid living wages or offered health benefits, and yet have the most important and stressful jobs in history. Their livelihoods matter for the sake of our child's lives and the long-term success of our community.

What else is it going to take for us to understand that whether we are a parent or not, the lack of affordable, accessible, and high-quality childcare is not just a pandemic problem. It is a systemic child-wellbeing problem, an economic problem, an "us" problem. It is time to make children a priority, all together.

Deanna Finch
Executive Director
United 4 Children

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

[2]heckmanequation.org

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

	YEAR	OVERALL	BLACK	WHITE
UNITED STATES	2020	47.3%	*	*
MISSOURI	2020	45.6%	*	*
St. Louis City	2020	54.0%	43.7%	60.3%
St. Louis County	2020	60.9%	50.0%	63.8%
St. Charles County	2020	53.4%	*	*
ILLINOIS	2020	54.6%	*	*
St. Clair	2020	61.3%	51.0%	62.2%
Madison County	2020	57.9%	46.3%	58.3%

Data Notes

DATA SOURCE

United States Census Bureau. American Community Survey. ACS School Enrollment. ACS 5-Year Estimates Data Profiles: 2020. 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. Analyses indicate that working families lose an estimated $28.9 billion in wages because they do not have access to affordable child care and paid family and medical leave.[1] Child care options make it possible for parents to work, and to work more hours, enabling parents to provide additional income for their family in the short term, as well as increased attachment to the labor force and higher earnings in the long-term.[2] Additionally, research shows that child care assistance helps working parents experience fewer missed days, schedule changes, and lost overtime hours.[3] With the overwhelming majority of parents participating in the workforce, child care is an issue that affects most families in this country. Providing access to affordable, high-quality early child care is critical to parents' ability to participate in the workforce and support their families. Implementing policies and making investments that increase access to affordable, high-quality child care options would not only improve individual child well-being outcomes, but also strengthen families and the economic vitality of the region.

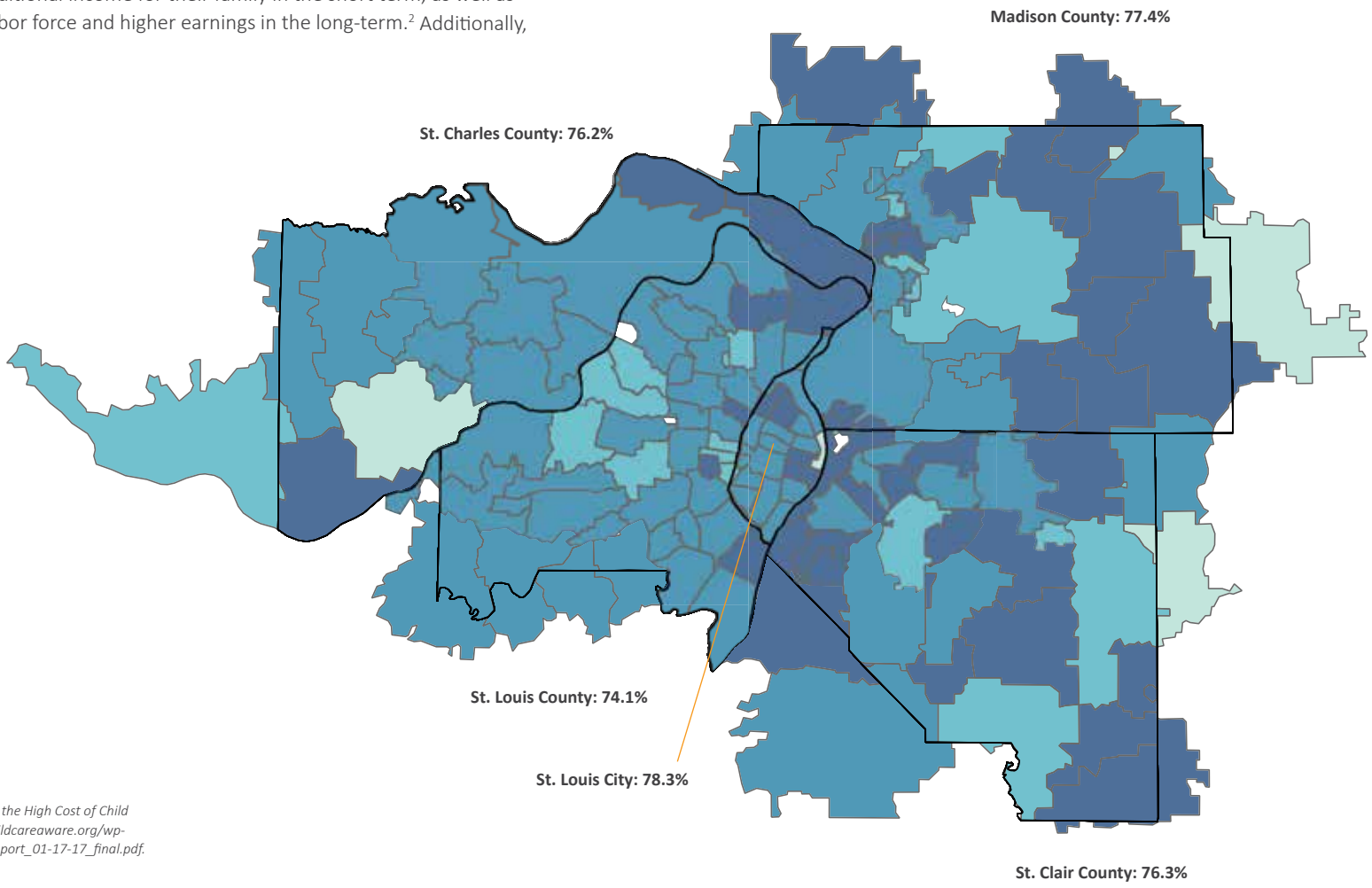
LEGEND

- 32.8 – 49.6%
- 49.7 – 66.4%
- 66.5 – 83.2%
- 83.3 – 100.0%

White areas indicate no data available.

COMPARATIVE DATA

- US: 66.7%
- Missouri: 70.0%
- Illinois: 70.0%



[1,2,3]*Child Care Aware of America. "Parents and the High Cost of Child Care." 2016 Report. Accessed at http://usa.childcareaware.org/wp-content/uploads/2017/01/CCA_High_Cost_Report_01-17-17_final.pdf.*

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

ZIP	% Workforce	ZIP	% Workforce	ZIP	% Workforce	ZIP	% Workforce	ZIP	% Workforce	ZIP	% Workforce
†62001	92.8	†62090	100.0	†62255	89.8	63034	82.1	63114	67.7	63137	79.7
62002	79.0	62095	88.2	62257	95.1	63038	81.1	63115	94.7	63138	85.8
62010	82.7	62097	92.5	62258	65.1	63040	75.6	63116	73.1	63139	74.2
62012	86.8	62201	83.9	62260	69.7	63042	81.9	63117	64.9	†63140	51.6
62018	60.1	62203	84.5	62264	65.0	63043	61.5	63118	79.5	63141	73.5
†62021	55.9	62204	71.4	62265	48.3	63044	71.9	63119	74.7	63143	66.0
62024	84.0	62205	67.6	62269	67.8	63049	72.1	63120	88.5	63144	84.9
62025	60.9	62206	70.5	62275	32.8	63069	82.5	63121	74.4	63146	58.4
62034	74.6	62207	83.4	62281	84.9	63074	77.1	63122	76.7	63147	69.5
62035	80.5	62208	70.8	†62282	100.0	63088	71.6	63123	75.1	63301	78.2
62040	77.3	62220	77.8	62285	95.8	63101	100.0	63124	77.4	63303	76.9
†62046	96.2	62221	84.8	†62289	55.0	†63102	48.3	63125	84.3	63304	73.7
62048	78.1	62223	64.3	62293	80.8	63103	92.0	63126	81.7	†63332	96.6
†62058	36.4	62225	52.6	62294	87.3	63104	90.3	63127	78.5	63341	43.9
†62059	50.0	62226	88.0	62298	79.2	63105	64.8	63128	73.3	63348	81.0
62060	94.7	62232	84.3	63005	70.1	63106	81.8	63129	71.0	63357	58.9
62061	88.8	62234	69.1	63011	67.5	63107	82.7	63130	78.1	63366	67.0
62062	80.8	62236	92.9	63017	59.8	63108	71.3	63131	64.6	63367	75.1
62067	100.0	62239	100.0	63021	69.2	63109	67.5	63132	70.8	63368	78.4
†62074	81.0	62240	98.8	63025	77.2	63110	82.0	63133	90.0	†63373	91.3
62084	51.3	62243	89.1	63026	73.5	63111	69.0	63134	67.5	63376	77.1
62087	81.2	62249	86.7	63031	77.9	63112	80.5	63135	65.9	63385	81.3
62088	84.0	62254	100.0	63033	92.7	63113	83.0	63136	82.3	†63386	88.9

Data Notes

DEFINITION

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

DATA SOURCE

MO & IL: 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: 2020. 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. 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.

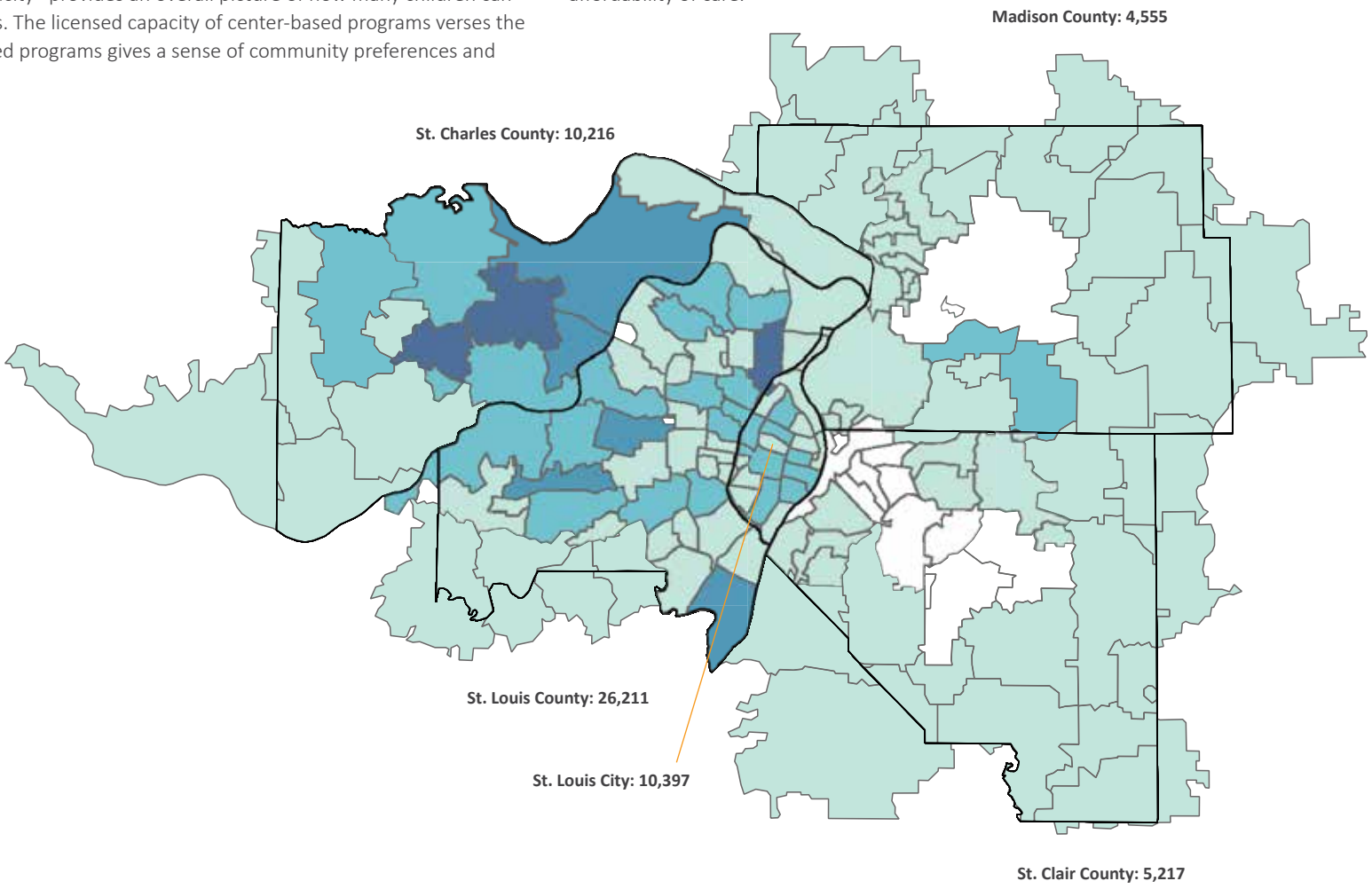
LEGEND

- 0 – 603
- 604 – 1,206
- 1,207 – 1,809
- 1,810 – 2,413

White areas indicate no data available.

COMPARATIVE DATA

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



Total Licensed Child Care Capacity

ZIP	Capacity
†62001	55
62002	542
62010	105
62012	0
62018	0
†62021	0
62024	224
62025	*
62034	648
62035	141
62040	272
†62046	63
62048	0
†62058	0
†62059	0
62060	24
62061	0
62062	219
62067	0
†62074	16
62084	98
62087	12
62088	0

ZIP	Capacity
†62090	39
62095	26
62097	0
62201	*
62203	*
62204	*
62205	*
62206	395
62207	*
62208	449
62220	*
62221	*
62223	*
62225	172
62226	*
62232	14
62234	242
62236	0
62239	66
62240	0
62243	206
62249	358
62254	26

ZIP	Capacity
†62255	0
62257	16
62258	246
62260	47
62264	57
62265	98
62269	568
62275	0
62281	0
†62282	44
62285	143
†62289	0
62293	0
62294	765
62298	0
63005	784
63011	1,577
63017	796
63021	976
63025	497
63026	488
63031	828
63033	818

ZIP	Capacity
63034	189
63038	170
63040	113
63042	824
63043	572
63044	283
63049	0
63069	0
63074	300
63088	149
63101	0
†63102	0
63103	736
63104	991
63105	292
63106	395
63107	515
63108	319
63109	413
63110	1,025
63111	498
63112	824
63113	636

ZIP	Capacity
63114	1,091
63115	743
63116	715
63117	60
63118	820
63119	698
63120	502
63121	1,185
63122	1,168
63123	601
63124	148
63125	436
63126	155
63127	270
63128	427
63129	1,220
63130	1,042
63131	250
63132	156
63133	686
63134	565
63135	595
63136	2,413

ZIP	Capacity
63137	253
63138	579
63139	536
†63140	0
63141	1,391
63143	198
63144	582
63146	640
63147	475
63301	1,269
63303	1,230
63304	795
†63332	20
63341	123
63348	0
63357	0
63366	1,113
63367	597
63368	2,204
†63373	0
63376	1,987
63385	878
†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 July 2022.

IL: Children's Home + Aid. Data request. Data as of July 2022.

CALCULATION

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

NOTE

The total licensed child care capacity for the East St. Louis area (ZIP codes 62201, 62202, 62203, 62204, 62205, and 62207) was 1,304. The total licensed child care capacity for the Belleville/Swansea area (ZIP codes 62220, 62221, 62223, 62226) was 1,456. 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. 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.

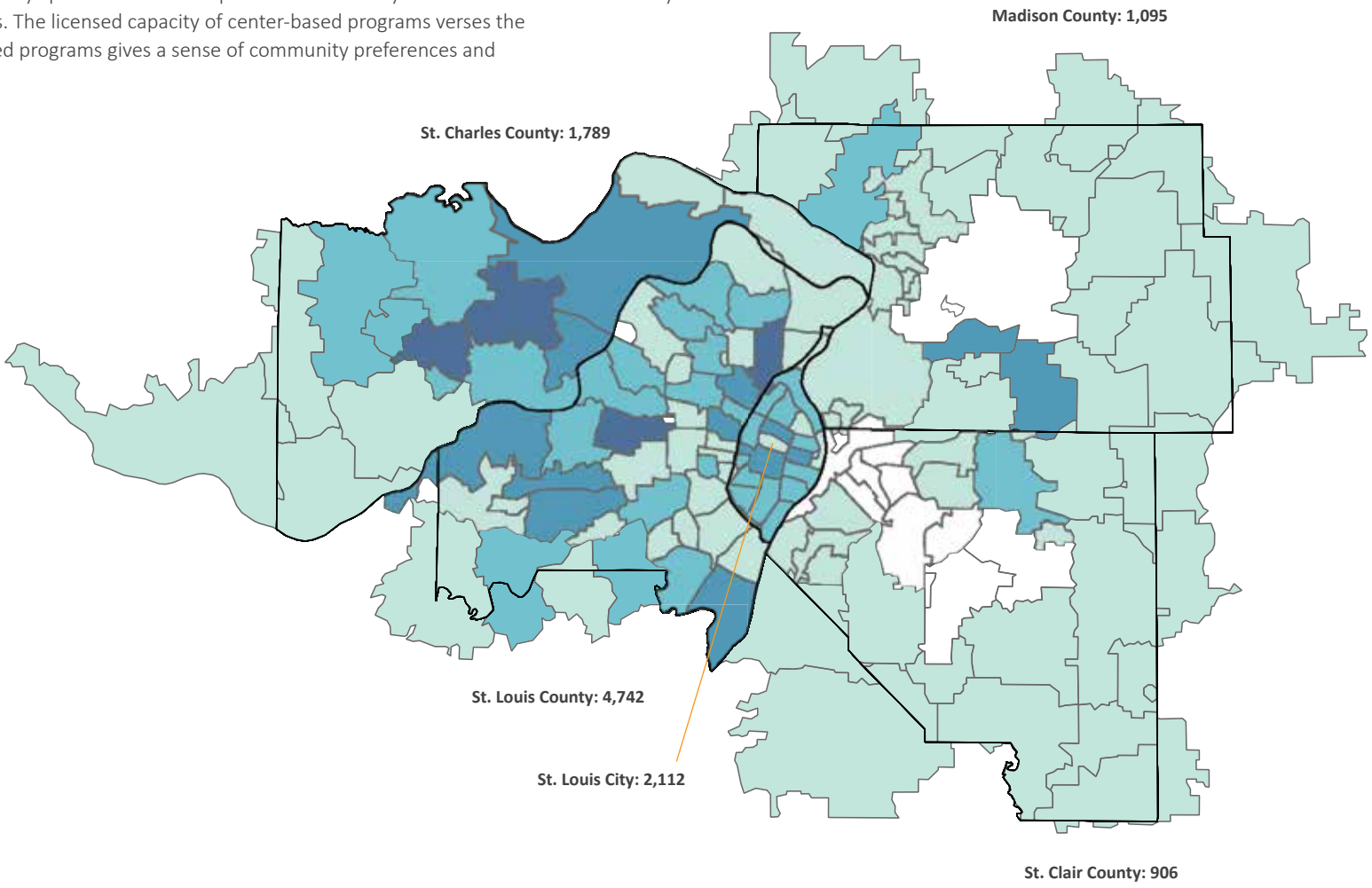
LEGEND

- 0 – 91
- 92 – 183
- 184 – 274
- 275 – 366

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	18	†62090	0	†62255	0	63034	16	63114	124	63137	44
62002	146	62095	0	62257	0	63038	24	63115	137	63138	74
62010	12	62097	0	62258	72	63040	35	63116	108	63139	114
62012	0	62201	*	62260	12	63042	132	63117	0	†63140	0
62018	0	62203	*	62264	9	63043	134	63118	110	63141	366
†62021	0	62204	*	62265	0	63044	32	63119	85	63143	8
62024	12	62205	*	62269	135	63049	0	63120	134	63144	177
62025	*	62206	48	62275	0	63069	0	63121	271	63146	180
62034	191	62207	*	62281	0	63074	44	63122	175	63147	106
62035	37	62208	83	†62282	11	63088	32	63123	85	63301	255
62040	49	62220	*	62285	39	63101	0	63124	48	63303	260
†62046	16	62221	*	†62289	0	†63102	0	63125	47	63304	156
62048	0	62223	*	62293	0	63103	189	63126	0	†63332	0
†62058	0	62225	50	62294	201	63104	172	63127	64	63341	24
†62059	0	62226	*	62298	0	63105	91	63128	97	63348	0
62060	0	62232	0	63005	198	63106	92	63129	199	63357	0
62061	0	62234	39	63011	227	63107	20	63130	189	63366	164
62062	79	62236	0	63017	167	63108	54	63131	48	63367	138
62067	0	62239	12	63021	233	63109	104	63132	23	63368	353
†62074	0	62240	0	63025	111	63110	258	63133	133	†63373	0
62084	18	62243	54	63026	100	63111	145	63134	133	63376	319
62087	0	62249	80	63031	111	63112	117	63135	80	63385	120
62088	0	62254	10	63033	125	63113	204	63136	328	†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 July 2022.

IL: Children's Home + Aid. Data request. Data as of July 2022.

CALCULATION

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

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 214. For the Belleville/Swansea area (ZIP codes 62220, 62221, 62223, 62226) it was 229. 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. 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.

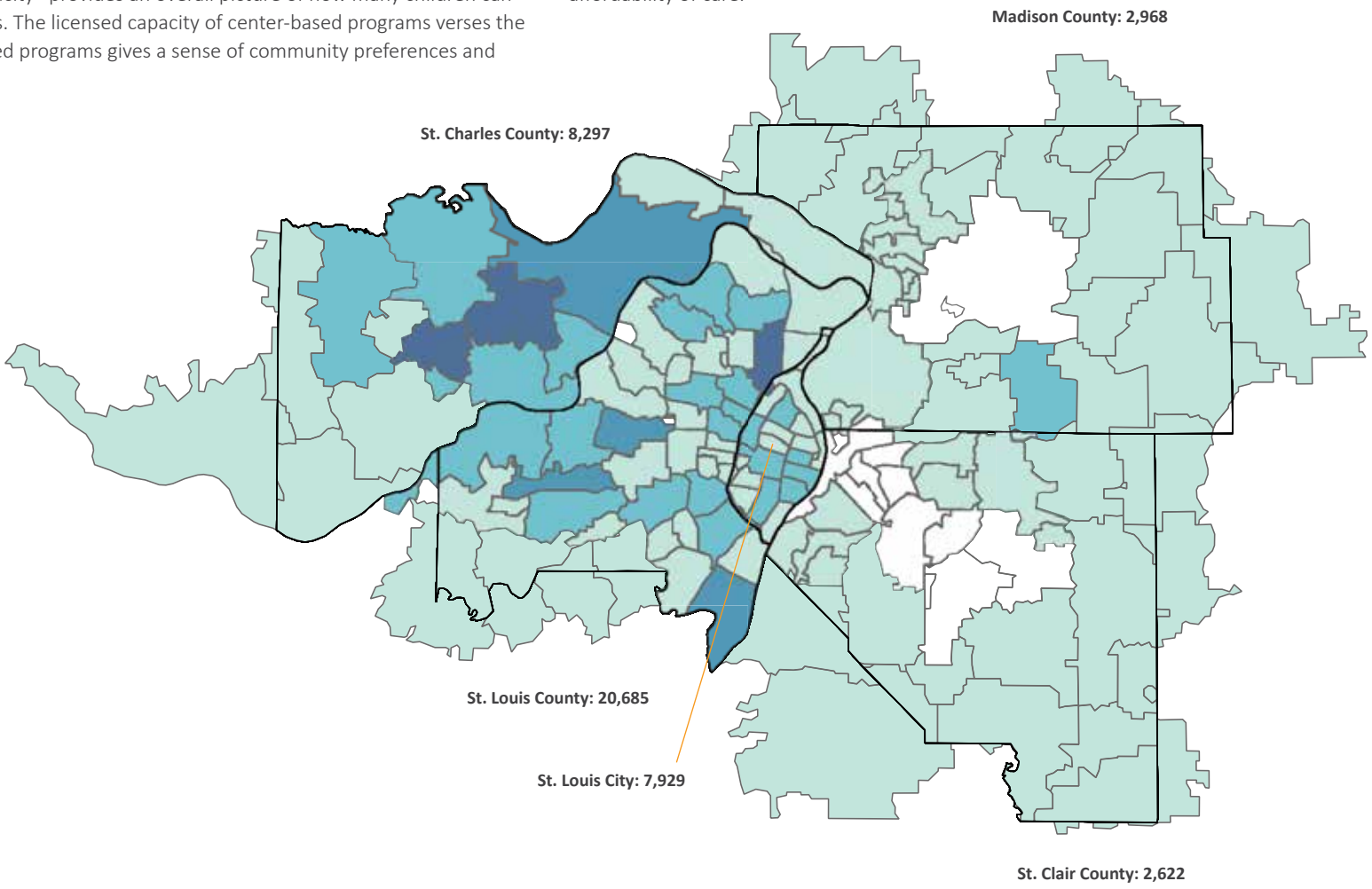
LEGEND

- 0 – 494
- 495 – 989
- 990 – 1,483
- 1,484 – 1,978

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	37	†62090	0	†62255	0	63034	123	63114	947	63137	131
62002	352	62095	0	62257	0	63038	146	63115	556	63138	465
62010	45	62097	0	62258	140	63040	78	63116	587	63139	386
62012	0	62201	*	62260	28	63042	692	63117	60	†63140	0
62018	0	62203	*	62264	36	63043	434	63118	660	63141	1,015
†62021	0	62204	*	62265	0	63044	241	63119	595	63143	180
62024	176	62205	*	62269	433	63049	0	63120	358	63144	397
62025	*	62206	82	62275	0	63069	0	63121	904	63146	460
62034	457	62207	*	62281	0	63074	236	63122	911	63147	359
62035	104	62208	194	†62282	33	63088	117	63123	506	63301	1,014
62040	159	62220	*	62285	104	63101	0	63124	100	63303	960
†62046	47	62221	*	†62289	0	†63102	0	63125	369	63304	609
62048	0	62223	*	62293	0	63103	547	63126	155	†63332	20
†62058	0	62225	122	62294	538	63104	809	63127	206	63341	99
†62059	0	62226	*	62298	0	63105	201	63128	300	63348	0
62060	0	62232	0	63005	578	63106	303	63129	1,001	63357	0
62061	0	62234	132	63011	1,340	63107	465	63130	854	63366	929
62062	128	62236	0	63017	619	63108	255	63131	202	63367	459
62067	0	62239	36	63021	743	63109	299	63132	133	63368	1,831
†62074	0	62240	0	63025	376	63110	757	63133	518	†63373	0
62084	70	62243	144	63026	388	63111	353	63134	412	63376	1,638
62087	0	62249	242	63031	687	63112	667	63135	475	63385	738
62088	0	62254	16	63033	598	63113	382	63136	1,978	†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 July 2022.

IL: Children's Home + Aid. Data request. Data as of July 2022.

CALCULATION

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

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 658. For the Belleville/Swansea area (ZIP codes 62220, 62221, 62223, 62226) it was 596. 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. 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.

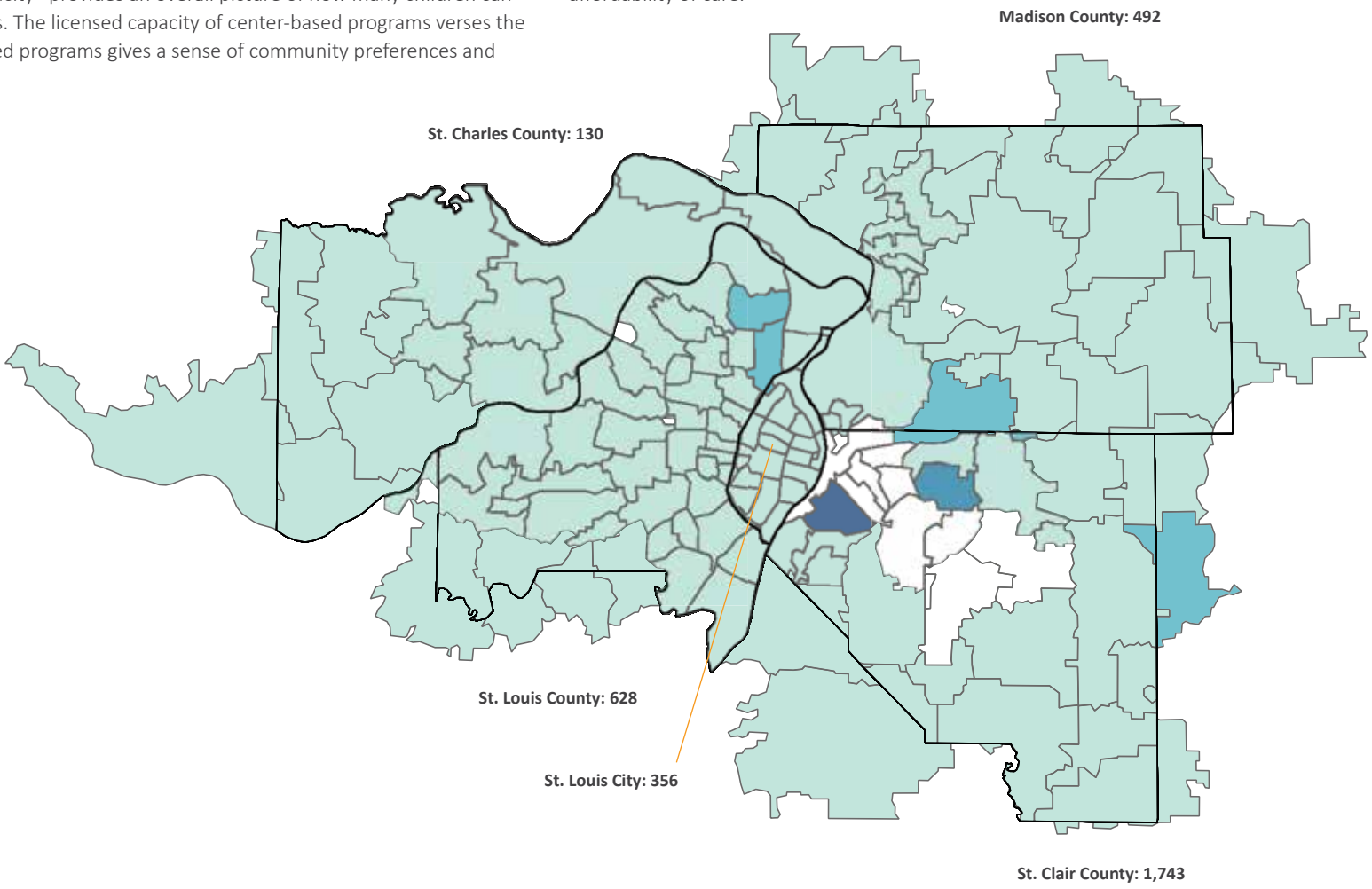
LEGEND

- 0 – 66
- 67 – 132
- 133 – 198
- 199 – 265

White areas indicate no data available.

COMPARATIVE DATA

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



Licensed Child Care Capacity: Home-Based

ZIP	Capacity	ZIP	Capacity	ZIP	Capacity	ZIP	Capacity	ZIP	Capacity	ZIP	Capacity
†62001	0	†62090	39	†62255	0	63034	50	63114	20	63137	10
62002	44	62095	26	62257	16	63038	0	63115	50	63138	40
62010	48	62097	0	62258	34	63040	0	63116	20	63139	36
62012	0	62201	*	62260	7	63042	0	63117	0	†63140	0
62018	0	62203	*	62264	12	63043	4	63118	50	63141	10
†62021	0	62204	*	62265	98	63044	10	63119	18	63143	10
62024	36	62205	*	62269	0	63049	0	63120	10	63144	8
62025	28	62206	265	62275	0	63069	0	63121	10	63146	0
62034	0	62207	*	62281	0	63074	20	63122	20	63147	10
62035	0	62208	172	†62282	0	63088	0	63123	10	63301	0
62040	64	62220	*	62285	0	63101	0	63124	0	63303	10
†62046	0	62221	*	†62289	0	†63102	0	63125	20	63304	30
62048	0	62223	*	62293	0	63103	0	63126	0	†63332	0
†62058	0	62225	0	62294	26	63104	10	63127	0	63341	0
†62059	0	62226	*	62298	0	63105	0	63128	30	63348	0
62060	24	62232	14	63005	8	63106	0	63129	20	63357	0
62061	0	62234	71	63011	10	63107	30	63130	8	63366	20
62062	12	62236	0	63017	10	63108	10	63131	0	63367	0
62067	0	62239	18	63021	0	63109	10	63132	0	63368	20
†62074	16	62240	0	63025	10	63110	10	63133	0	†63373	0
62084	10	62243	8	63026	0	63111	0	63134	20	63376	30
62087	12	62249	36	63031	30	63112	40	63135	40	63385	20
62088	0	62254	0	63033	95	63113	50	63136	107	†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 July 2022.

IL: Children's Home + Aid. Data request. Data as of July 2022.

CALCULATION

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

NOTE

The home-based licensed child care capacity for the East St. Louis area (ZIP codes 62201, 62202, 62203, 62204, 62205, and 62207) was 468. For the Belleville/Swansea area (ZIP codes 62220, 62221, 62223, 62226) it was 631. 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.

School District Pre-K Enrollment

Importance of this Indicator

Increasingly, school districts are playing a larger role in the early childhood system by providing early childhood development opportunities through district-sponsored pre-kindergarten programs. Over the past several years there has been an increase in the number of school districts offering pre-kindergarten programs (generally serving children ages 3-4), as well as the expansion of pre-kindergarten programs by districts that already had programs in place. It is important to note that school districts are exempt from the licensing standards that apply to other early childhood programs and it is important that the proper mechanisms are in place to ensure that children are receiving safe, quality early childhood education in these district-sponsored pre-kindergarten programs. Additionally, we must keep in mind that while school districts may provide families with an affordable, quality early childhood education option for older children, we need to ensure that families have access to quality, affordable infant/toddler care (a type of care already in short supply) in their community as well. Furthermore, there are many families in need of care during non-traditional hours such as on the weekends or during the evening hours in order to support work schedules. We need to make sure families have access to a spectrum of early childhood development options that allow them to meet all their child care needs.

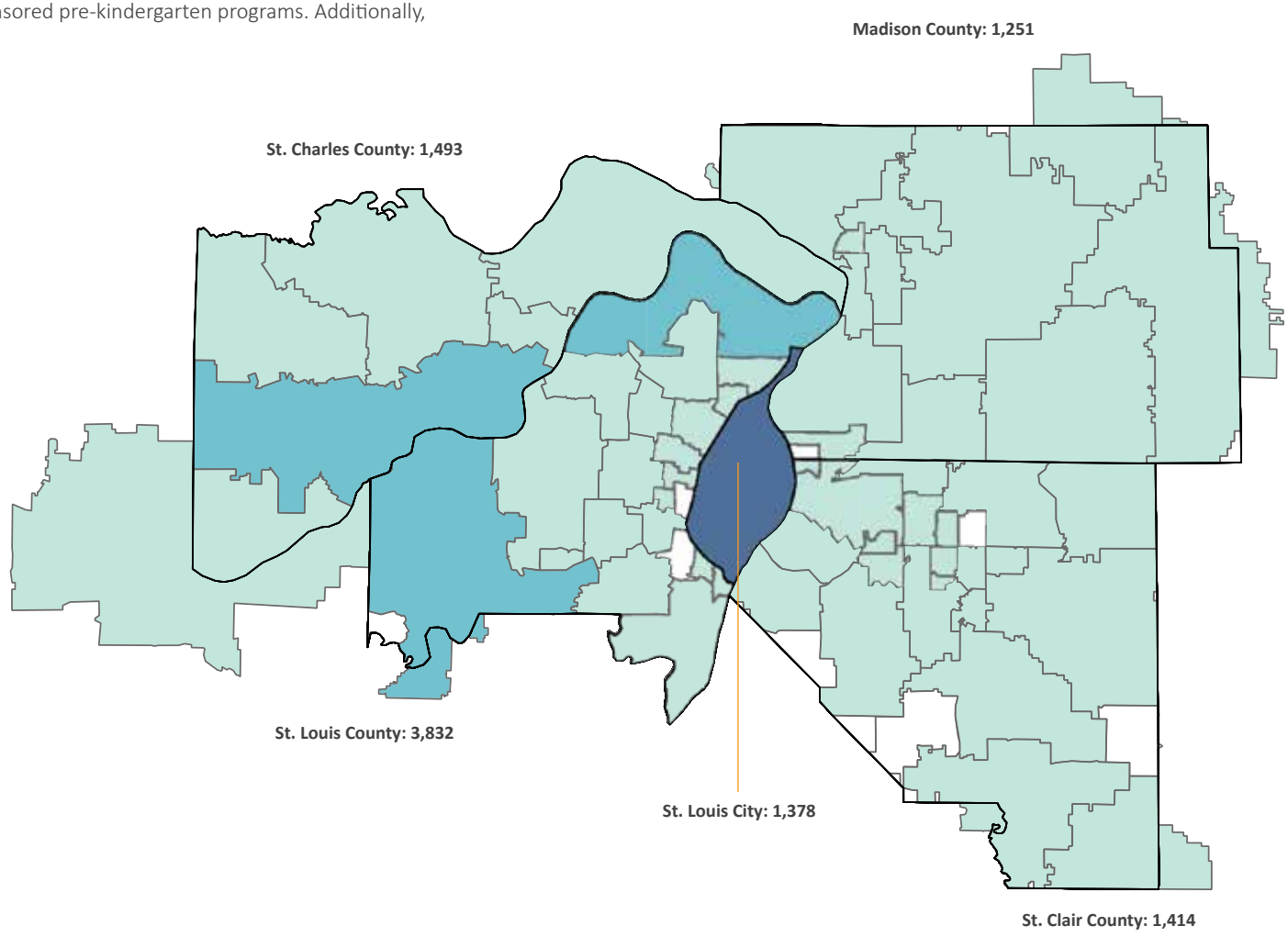
LEGEND

- 12 – 353
- 354 – 695
- 696 – 1,036
- 1,037 – 1,378

White areas indicate no data available.

COMPARATIVE DATA

- US: *
- Missouri: 29,656
- Illinois: 68,067



School District Pre-K Enrollment

County/District	Enrollment
ST. LOUIS CITY	
St. Louis Public	1,378
ST. LOUIS COUNTY	
Affton	*
Bayless	19
Brentwood	42
Clayton	72
Ferguson-Florissant	321
Hancock Place	30
Hazelwood	479
Jennings	53
Kirkwood	271
Ladue	163
Lindbergh	180
Maplewood-Richmond Hts.	*
Mehlville	206
Normandy Schools Collab.	57
Parkway	163
Pattonville	155

County/District	Enrollment
Ritenour	48
Riverview Gardens	155
Rockwood	395
Special School District	767
University City	112
Valley Park	51
Webster Groves	93
ST. CHARLES COUNTY	
Francis Howell	497
Ft. Zumwalt	225
Orchard Farm	143
St. Charles	189
Washington	94
Wentzville	345
ST. CLAIR COUNTY	
Belle Valley	70
Belleville SD 118	198
Belleville TWP HSD 201	*
Brooklyn	13

County/District	Enrollment
Cahokia	126
Central	*
Dupo	71
East St. Louis	294
Freeburg CCSD 70	31
Freeburg CHSD 77	*
Grant	22
Harmony	48
High Mount	26
Lebanon	19
Marissa	30
Mascoutah	146
Millstadt	12
New Athens	31
O Fallon CCSD 90	96
O Fallon TWP HSD 203	*
Pontiac-W Holliday	43
Shiloh Village	29
Signal Hill	30

County/District	Enrollment
Smithton	*
St. Libory	*
Whiteside	67
Wolf Branch	12
MADISON COUNTY	
Alton	139
Bethalto	53
Collinsville	137
East Alton	80
East Alton-Wood River	*
Edwardsville	148
Granite City	213
Highland	105
Madison	45
Roxana	95
Staunton	74
Triad	105
Venice	*
Wood River-Hartford	57

Data Notes

DEFINITION

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

DATA SOURCE

MO: Missouri Department of Elementary & Secondary Education. Missouri Comprehensive Data System. Accessed at https://apps.dese.mo.gov/MCDS/home.aspx. Data from school year 2021.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2021 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.

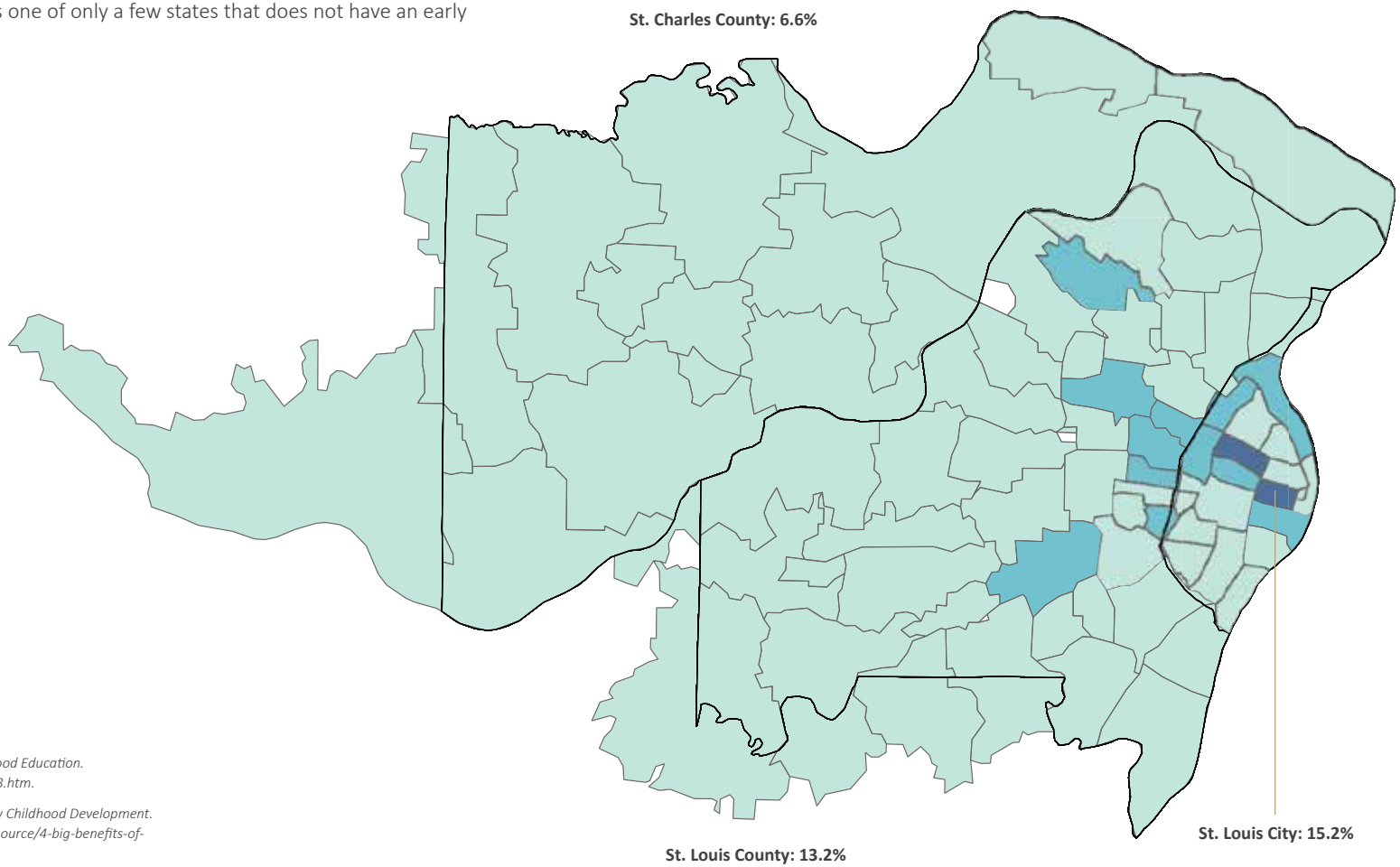
LEGEND

- 0.0 – 20.5%
- 20.6 – 41.1%
- 41.2 – 61.6%
- 61.7 – 82.2%

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	14.7
63011	17.4
63017	8.3
63021	9.1
63025	14.2
63026	9.4
63031	5.1
63033	10.2
63034	0.0
63038	0.0
63040	0.0
63042	23.7
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	82.2
63104	38.6
63105	39.5

ZIP	% Accredited
63106	14.8
63107	0.0
63108	24.8
63109	0.0
63110	13.7
63111	0.0
63112	24.7
63113	62.1
63114	28.6
63115	16.5
63116	5.1
63117	0.0
63118	3.4
63119	15.3
63120	24.9
63121	4.3
63122	35.8
63123	8.2
63124	0.0
63125	5.2
63126	0.0
63127	0.0
63128	5.8

ZIP	% Accredited
63129	8.1
63130	39.8
63131	17.1
63132	8.3
63133	37.1
63134	18.6
63135	18.0
63136	16.7
63137	9.4
63138	7.8
63139	8.9
†63140	0.0
63141	7.0
63143	35.1
63144	20.4
63146	15.9
63147	29.8
63301	7.0
63303	7.8
63304	0.0
†63332	0.0
63341	0.0
63348	0.0

ZIP	% Accredited
63357	0.0
63366	3.9
63367	7.5
63368	19.1
†63373	0.0
63376	2.7
63385	7.3
†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 July 2022.

CALCULATION

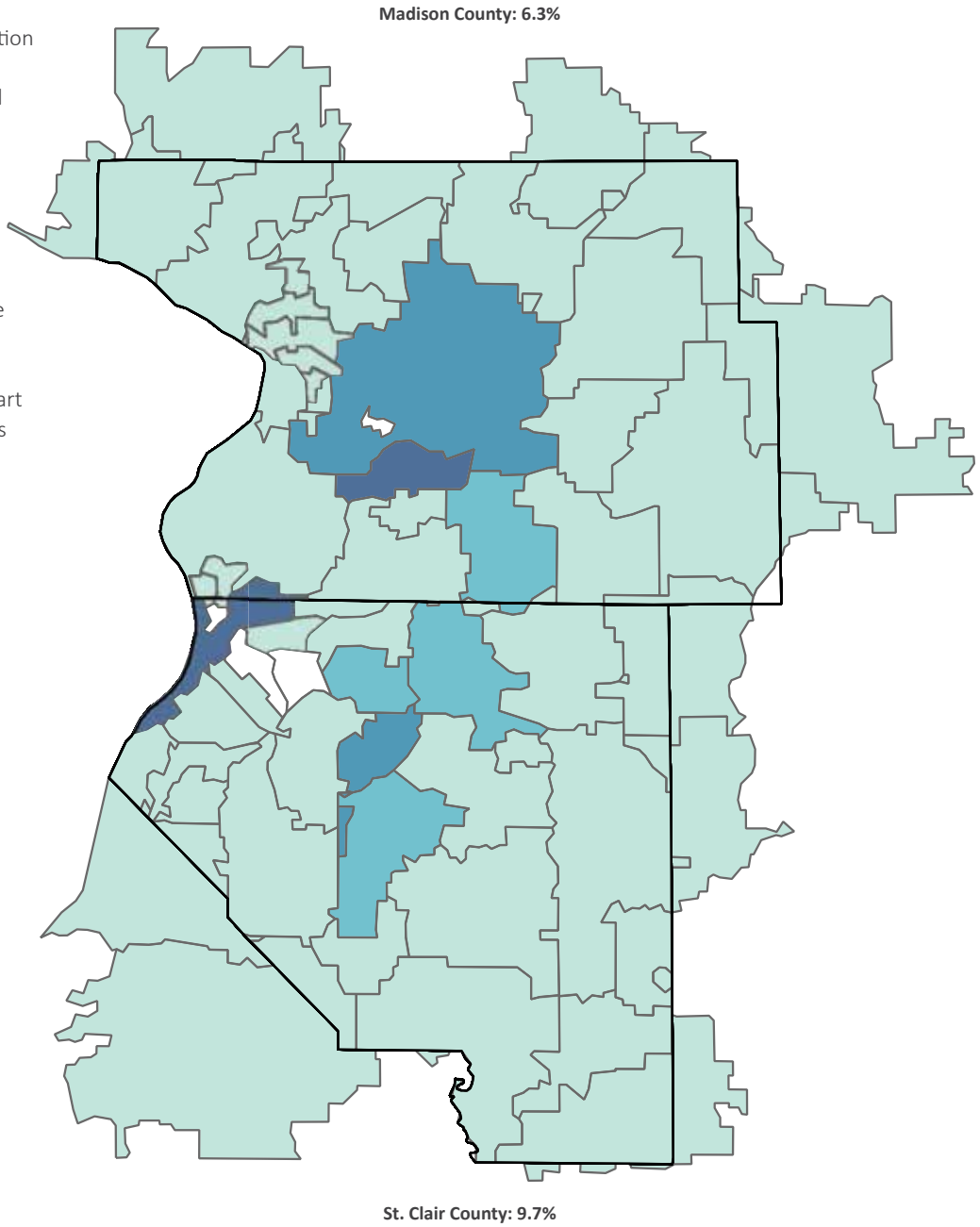
(Number of accredited early childhood "seats"/Total number of children under age 5) X 100. Calculation by Vision for Children at Risk.

**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 – 8.0%
- 8.1 – 16.0%
- 16.1 – 24.0%
- 24.1 – 32.1%

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/.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	4.2
62010	7.8
62012	0.0
62018	0.0
†62021	0.0
62024	0.0
62025	18.4
62034	28.3
62035	0.0
62040	0.0
†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	32.1
62203	*
62204	0.0
62205	*
62206	0.0
62207	0.8
62208	14.5
62220	13.8
62221	5.5
62223	1.8
62225	0.0
62226	17.6
62232	0.0
62234	5.2
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	10.2
62275	0.0
62281	0.0
†62282	0.0
62285	0.0
†62289	0.0
62293	0.0
62294	12.3
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: Children's Home + Aid. Data request. Data as of July 2022.

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

For many families, child care costs can exceed the cost of housing, college tuition, transportation, food, or health care.[1] This often leaves families with few options but to make sacrifices in the quality, reliability, and potential safety of the child care they use in order to make ends meet. It is important to note that there are substantial differences in the average weekly cost of child care for different types of care with the cost of infant/toddler care being significantly higher than care for 2-5 year olds and the cost of center-based care being higher than that of home-based care. High-quality, affordable early childhood education is not only critical to improving child well-being outcomes and to producing a strong, competitive future workforce, but it also plays a key role in the strength of the current economy. A lack of affordable, quality child care has a significant impact on families and on employers' bottom lines. Child care options make it possible for parents to work, and to work more hours, enabling parents to provide additional income for their family in the short-term, as well as increased attachment to the labor force and higher earnings in the long-term.[2] 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.

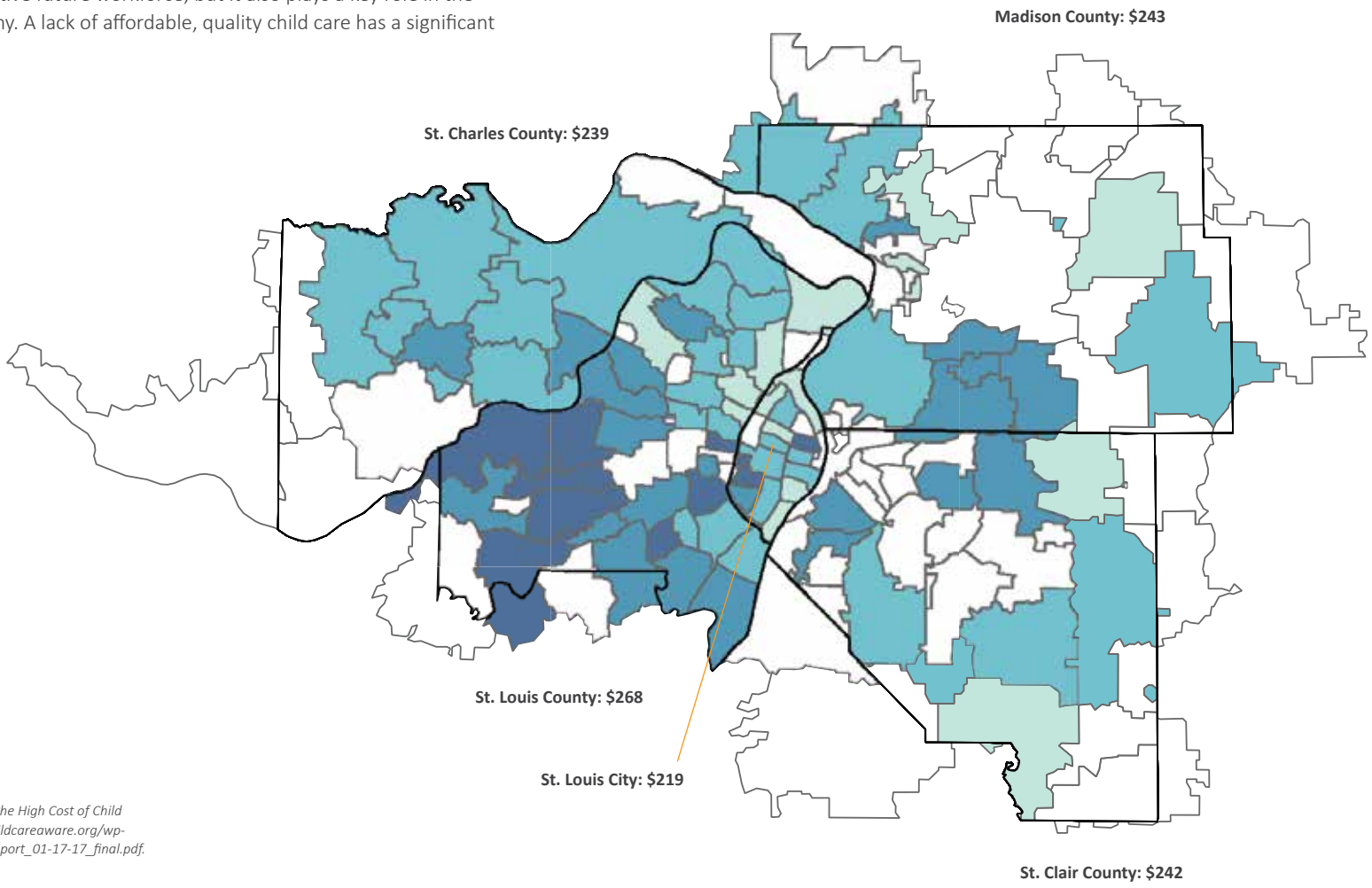
LEGEND

- $115 – $187
- $188 – $260
- $261 – $333
- $334 – $406

White areas indicate no data available.

COMPARATIVE DATA

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



[1,2] *Child Care Aware of America. "Parents and the High Cost of Child Care." 2016 Report. Accessed at http://usa.childcareaware.org/wp-content/uploads/2017/01/CCA_High_Cost_Report_01-17-17_final.pdf.*

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

ZIP	Cost
†62001	$180
62002	$250
62010	$150
62012	*
62018	*
†62021	*
62024	$300
62025	*
62034	$292
62035	$233
62040	$250
†62046	$242
62048	*
†62058	*
†62059	*
62060	*
62061	*
62062	$290
62067	*
†62074	*
62084	$165
62087	*
62088	*

ZIP	Cost
†62090	*
62095	*
62097	*
62201	*
62203	*
62204	*
62205	*
62206	$270
62207	*
62208	$279
62220	*
62221	*
62223	*
62225	*
62226	*
62232	*
62234	$285
62236	*
62239	$300
62240	*
62243	$221
62249	$197
62254	$155

ZIP	Cost
†62255	*
62257	*
62258	$220
62260	$260
62264	$178
62265	*
62269	$289
62275	*
62281	*
†62282	$210
62285	$203
†62289	*
62293	*
62294	$274
62298	*
63005	$336
63011	$338
63017	$362
63021	$354
63025	$386
63026	$298
63031	$190
63033	$202

ZIP	Cost
63034	$189
63038	$279
63040	*
63042	$300
63043	$283
63044	$187
63049	*
63069	*
63074	*
63088	$273
63101	*
†63102	*
63103	$239
63104	$247
63105	$392
63106	$339
63107	*
63108	$233
63109	$296
63110	$224
63111	$115
63112	*
63113	$159

ZIP	Cost
63114	$215
63115	$200
63116	$259
63117	*
63118	$159
63119	$356
63120	$145
63121	$161
63122	$285
63123	$242
63124	*
63125	$230
63126	$230
63127	$406
63128	$309
63129	$261
63130	$242
63131	*
63132	$230
63133	$150
63134	$200
63135	$193
63136	$181

ZIP	Cost
63137	*
63138	$159
63139	$343
†63140	*
63141	$312
63143	*
63144	$314
63146	$312
63147	$148
63301	$206
63303	$268
63304	$214
†63332	*
63341	*
63348	*
63357	*
63366	$244
63367	$212
63368	$287
†63373	*
63376	$236
63385	$247
†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 July 2022.

IL: Children's Home + Aid. Data request. Data as of July 2022.

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

For many families, child care costs can exceed the cost of housing, college tuition, transportation, food, or health care.[1] This often leaves families with few options but to make sacrifices in the quality, reliability, and potential safety of the child care they use in order to make ends meet. It is important to note that there are substantial differences in the average weekly cost of child care for different types of care with the cost of infant/toddler care being significantly higher than care for 2-5 year olds and the cost of center-based care being higher than that of home-based care. High-quality, affordable early childhood education is not only critical to improving child well-being outcomes and to producing a strong, competitive future workforce, but it also plays a key role in the strength of the current economy. A lack of affordable, quality child care has a significant impact on families and on employers' bottom lines. Child care options make it possible for parents to work, and to work more hours, enabling parents to provide additional income for their family in the short-term, as well as increased attachment to the labor force and higher earnings in the long-term.[2] 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.

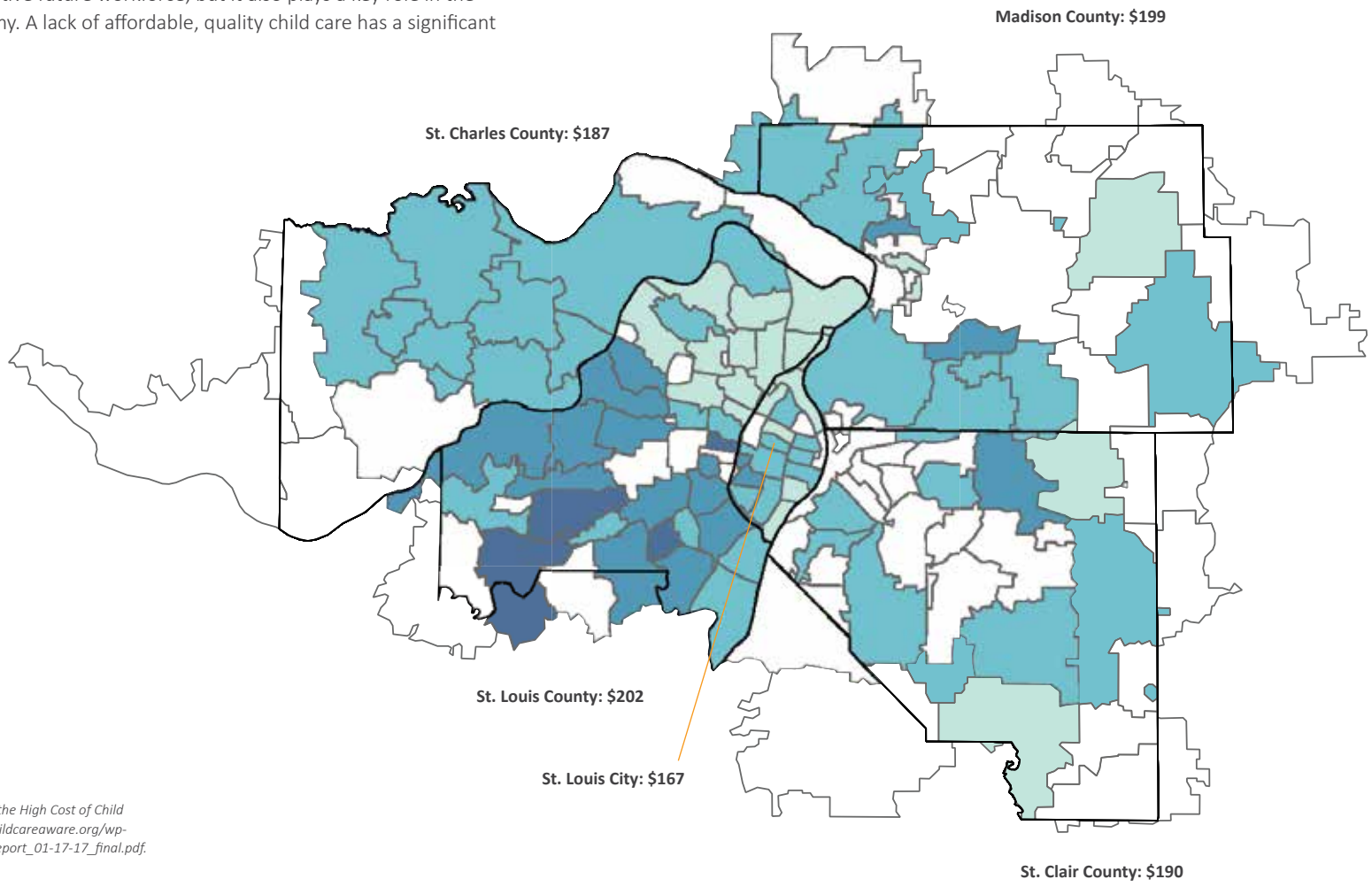
LEGEND

- $96 – $157
- $158 – $219
- $220 – $281
- $282 – $343

White areas indicate no data available.

COMPARATIVE DATA

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



[1,2] *Child Care Aware of America. "Parents and the High Cost of Child Care." 2016 Report. Accessed at http://usa.childcareaware.org/wp-content/uploads/2017/01/CCA_High_Cost_Report_01-17-17_final.pdf.*

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

ZIP	Cost
†62001	$148
62002	$213
62010	$167
62012	*
62018	*
†62021	*
62024	$257
62025	*
62034	$232
62035	$171
62040	$178
†62046	$179
62048	*
†62058	*
†62059	*
62060	*
62061	*
62062	$206
62067	*
†62074	*
62084	$152
62087	*
62088	*

ZIP	Cost
†62090	*
62095	*
62097	*
62201	*
62203	*
62204	*
62205	*
62206	$210
62207	*
62208	$218
62220	*
62221	*
62223	*
62225	*
62226	*
62232	*
62234	$205
62236	*
62239	$212
62240	*
62243	$186
62249	$174
62254	$155

ZIP	Cost
†62255	*
62257	*
62258	$174
62260	$177
62264	$157
62265	*
62269	$233
62275	*
62281	*
†62282	$188
62285	$172
†62289	*
62293	*
62294	$219
62298	*
63005	$266
63011	$260
63017	$258
63021	$284
63025	$306
63026	$228
63031	$153
63033	$152

ZIP	Cost
63034	$161
63038	$214
63040	*
63042	$209
63043	$249
63044	$141
63049	*
63069	*
63074	*
63088	$194
63101	*
†63102	*
63103	$184
63104	$190
63105	$343
63106	$187
63107	*
63108	$196
63109	$198
63110	$182
63111	$96
63112	*
63113	$129

ZIP	Cost
63114	$133
63115	$175
63116	$210
63117	*
63118	$108
63119	$249
63120	$112
63121	$128
63122	$237
63123	$237
63124	*
63125	$174
63126	$176
63127	$317
63128	$276
63129	$205
63130	$183
63131	*
63132	$193
63133	$105
63134	$148
63135	$154
63136	$130

ZIP	Cost
63137	$128
63138	$122
63139	$273
†63140	*
63141	$255
63143	*
63144	$243
63146	$246
63147	$106
63301	$157
63303	$218
63304	$168
†63332	*
63341	*
63348	*
63357	*
63366	$179
63367	$166
63368	$218
†63373	*
63376	$178
63385	$178
†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 July 2022.

IL: Children's Home + Aid. Data request. Data as of July 2022.

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.

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

Importance of this Indicator

For many families, child care costs can exceed the cost of housing, college tuition, transportation, food, or health care.[1] This often leaves families with few options but to make sacrifices in the quality, reliability, and potential safety of the child care they use in order to make ends meet. It is important to note that there are substantial differences in the average weekly cost of child care for different types of care with the cost of infant/toddler care being significantly higher than care for 2-5 year olds and the cost of center-based care being higher than that of home-based care. High-quality, affordable early childhood education is not only critical to improving child well-being outcomes and to producing a strong, competitive future workforce, but it also plays a key role in the strength of the current economy. A lack of affordable, quality child care has a significant impact on families and on employers' bottom lines. Child care options make it possible for parents to work, and to work more hours, enabling parents to provide additional income for their family in the short-term, as well as increased attachment to the labor force and higher earnings in the long-term.[2] 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.

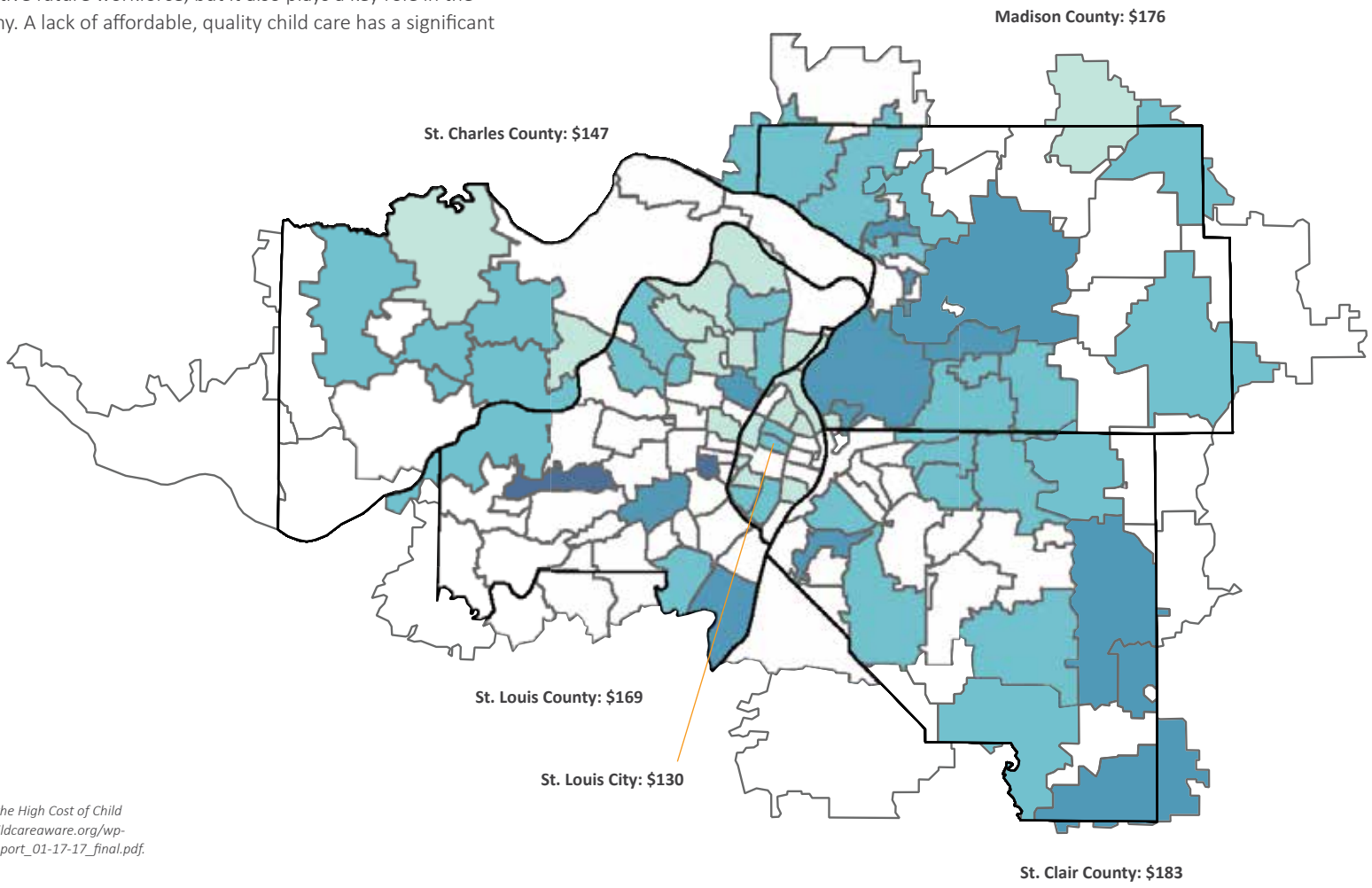
LEGEND

- $89 – $141
- $142 – $194
- $195 – $247
- $248 – $300

White areas indicate no data available.

COMPARATIVE DATA

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



[1,2] *Child Care Aware of America. "Parents and the High Cost of Child Care." 2016 Report. Accessed at http://usa.childcareaware.org/wp-content/uploads/2017/01/CCA_High_Cost_Report_01-17-17_final.pdf.*

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

ZIP	Cost
†62001	*
62002	$150
62010	$150
62012	*
62018	*
†62021	*
62024	$215
62025	$208
62034	$217
62035	$150
62040	$218
†62046	*
62048	*
†62058	*
†62059	*
62060	$195
62061	*
62062	$150
62067	*
†62074	$185
62084	*
62087	$200
62088	$140

ZIP	Cost
†62090	$140
62095	$170
62097	*
62201	*
62203	*
62204	*
62205	*
62206	$187
62207	*
62208	$187
62220	*
62221	*
62223	*
62225	*
62226	*
62232	$165
62234	$175
62236	*
62239	$200
62240	*
62243	$150
62249	$160
62254	$158

ZIP	Cost
†62255	*
62257	$200
62258	$199
62260	$180
62264	$155
62265	*
62269	$192
62275	*
62281	*
†62282	*
62285	*
†62289	*
62293	*
62294	$155
62298	*
63005	$150
63011	$300
63017	*
63021	*
63025	*
63026	*
63031	$120
63033	$166

ZIP	Cost
63034	$136
63038	*
63040	*
63042	$138
63043	$165
63044	$165
63049	*
63069	*
63074	$160
63088	*
63101	*
†63102	*
63103	*
63104	*
63105	*
63106	*
63107	$89
63108	$180
63109	$150
63110	*
63111	*
63112	$115
63113	$171

ZIP	Cost
63114	*
63115	$90
63116	$185
63117	*
63118	$118
63119	*
63120	*
63121	$200
63122	$215
63123	*
63124	*
63125	*
63126	*
63127	*
63128	$178
63129	$200
63130	$125
63131	*
63132	*
63133	*
63134	$103
63135	$106
63136	$154

ZIP	Cost
63137	$133
63138	*
63139	$130
†63140	*
63141	*
63143	*
63144	$295
63146	*
63147	$125
63301	*
63303	$130
63304	$180
†63332	*
63341	*
63348	*
63357	*
63366	$125
63367	*
63368	$150
†63373	*
63376	$153
63385	$145
†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 July 2022.

IL: Children's Home + Aid. Data request. Data as of July 2022.

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

For many families, child care costs can exceed the cost of housing, college tuition, transportation, food, or health care.[1] This often leaves families with few options but to make sacrifices in the quality, reliability, and potential safety of the child care they use in order to make ends meet. It is important to note that there are substantial differences in the average weekly cost of child care for different types of care with the cost of infant/toddler care being significantly higher than care for 2-5 year olds and the cost of center-based care being higher than that of home-based care. High-quality, affordable early childhood education is not only critical to improving child well-being outcomes and to producing a strong, competitive future workforce, but it also plays a key role in the strength of the current economy. A lack of affordable, quality child care has a significant impact on families and on employers' bottom lines. Child care options make it possible for parents to work, and to work more hours, enabling parents to provide additional income for their family in the short-term, as well as increased attachment to the labor force and higher earnings in the long-term.[2] 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.

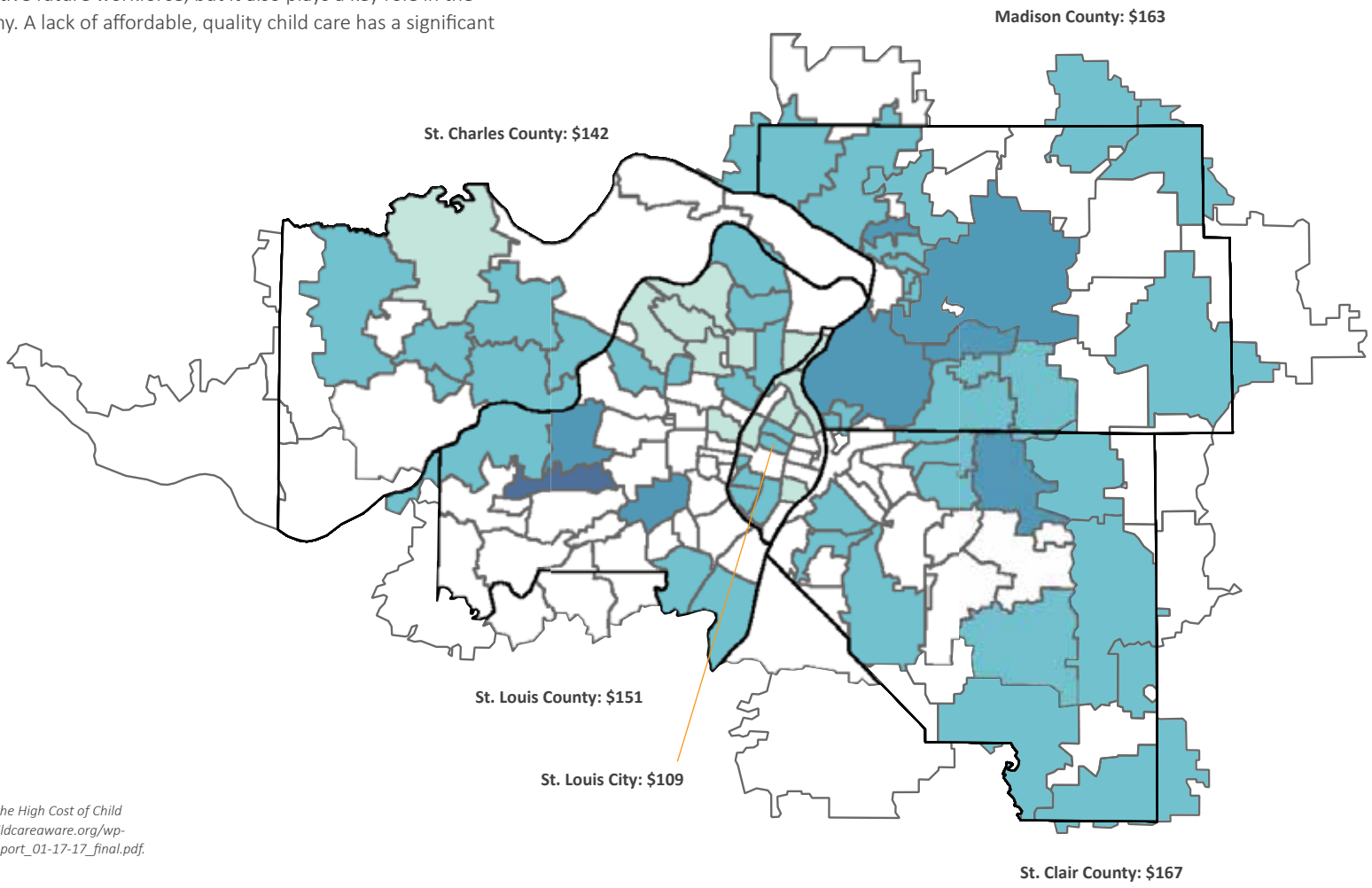
LEGEND

- $69 – $126
- $127 – $184
- $185 – $242
- $243 – $300

White areas indicate no data available.

COMPARATIVE DATA

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



[1,2] *Child Care Aware of America. "Parents and the High Cost of Child Care." 2016 Report. Accessed at http://usa.childcareaware.org/wp-content/uploads/2017/01/CCA_High_Cost_Report_01-17-17_final.pdf.*

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

ZIP	Cost	ZIP	Cost	ZIP	Cost	ZIP	Cost	ZIP	Cost	ZIP	Cost
†62001	*	†62090	$137	†62255	*	63034	$128	63114	*	63137	$118
62002	$150	62095	$140	62257	$175	63038	*	63115	$75	63138	*
62010	$150	62097	*	62258	$175	63040	*	63116	$165	63139	$130
62012	*	62201	*	62260	$180	63042	$125	63117	*	†63140	*
62018	*	62203	*	62264	$155	63043	$165	63118	$95	63141	*
†62021	*	62204	*	62265	*	63044	$125	63119	*	63143	*
62024	$193	62205	*	62269	$186	63049	*	63120	*	63144	*
62025	$190	62206	$171	62275	*	63069	*	63121	$170	63146	*
62034	$212	62207	*	62281	*	63074	$160	63122	$203	63147	$93
62035	$127	62208	$137	†62282	*	63088	*	63123	*	63301	*
62040	$203	62220	*	62285	*	63101	*	63124	*	63303	$130
†62046	*	62221	*	†62289	*	†63102	*	63125	*	63304	$165
62048	*	62223	*	62293	*	63103	*	63126	*	†63332	*
†62058	*	62225	*	62294	$155	63104	*	63127	*	63341	*
†62059	*	62226	*	62298	*	63105	*	63128	$150	63348	*
62060	$170	62232	$165	63005	$150	63106	*	63129	$153	63357	*
62061	*	62234	$173	63011	$300	63107	$69	63130	$125	63366	$125
62062	$133	62236	*	63017	$220	63108	$147	63131	*	63367	*
62067	*	62239	$172	63021	*	63109	$130	63132	*	63368	$150
†62074	$168	62240	*	63025	*	63110	*	63133	*	†63373	*
62084	$162	62243	$150	63026	*	63111	*	63134	$90	63376	$153
62087	$175	62249	$150	63031	$120	63112	$90	63135	$100	63385	$129
62088	$137	62254	$150	63033	$130	63113	$138	63136	$135	†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 July 2022.

IL: Children's Home + Aid. Data request. Data as of July 2022.

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.

Quality Education

In this Section

FROM OUR PARENT ADVISORY COUNCIL LEADERS

"And I think there needs to be more mental health help services out there. Not only at schools…A lot of people out there don't want to admit, or don't want to take certain medications, knowing that they need it. There's got to be a way that we can reach these people, or these people can be reached for these services."

"For me, coming from the special education background in school, the strength that a lot of people don't know about my family is… well, is that I clinged to my special education teachers."

Nelson Mandela's words are familiar to many of us: *Education is the most powerful tool which you can use to change the world.* I believe that. I care deeply about children, and my first career was teaching.

The education of our children should rightly be one of our highest priorities as a City, a region, a nation, and a world community. Data in this *Children of Metropolitan St. Louis Data Book* again indicate continued inequity in education systems across the region. To be more specific, it is racial inequity that we must tackle to assure that all our children are prepared to be engaged citizens, supportive parents and workers who are able to contribute their best effort in our workforce.

The *Youth at the Center* section of the Ferguson report begins with this paragraph. *It is impossible to know how society will change in the next few generations, and our (the Ferguson Commission) goal was not to plan for specific contingencies. Rather, our hope was to learn from our history and our current state, to examine our current structures and systems to see which hold children back and which build them up, and to recommend new policies, structures and systems that do less holding back and more building up.*

That is a huge and daunting task, and recent developments present unprecedented challenges. Did any of us imagine in 2019 that the COVID virus would force us to close schools, design virtual education opportunities, make tough decisions about masks, vaccinations, and public health? Could any of us imagine the fall-out from COVID? Anxiety and depression in youth and parents, home lives in chaos as working parents struggled to care for children, increased unemployment, and more unhoused families? Could any of us imagine the battles over curriculum that includes the history of racism and its legacy, of school board elections fought over banning books? Could any of us imagine that we cannot find teachers for every classroom, and we cannot hire enough bus drivers to transport children to their schools? Can we imagine the increased trauma for children, youth and school personnel that results from the unspeakable tragedy of gun violence not only in neighborhoods, but in schools, grocery stores and churches?

We cannot ignore the external world of our children. They bring that world with them to the classroom. I had students whose homes had the electricity and gas turned off. There were kids living out of suitcases, and those who carried knives for protection at bus stops. I taught in a Black high school and when I did extracurricular activities with young women in the community, I vicariously experienced the prejudice and racist remarks they were subjected to. These realities could not be ignored when the class bell rang. We must meet each child where they are if we are to effectively educate them. But we cannot lose sight of the need to evaluate our educational structures and system; to ask tough questions about their effectiveness, to build on what is successful and fix what is broken.

To be more specific, it is racial inequity that we must tackle to assure that all our children are prepared to be engaged citizens, supportive parents and workers who are able to contribute their best effort in our workforce.

Malcolm X stated that *Education is our passport to the future, for tomorrow belongs to the people who prepare for it today.* It is our sacred responsibility to all our children to assure that each is ready to step into the future. How well we fulfill that responsibility will shape the future of all of us.

Ruth Ehresman
Former Advocacy Coordinator
Vision for Children at Risk

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: from a community leader with deep knowledge related to quality education, and from our Parent Advisory Council Leaders as they engaged in critical conversations about the data and shared their thoughts and 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 2021. IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2021 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	2019	86.0%	80.0%	82.0%	89.0%	93.0%	*
MISSOURI	2021	89.2%	78.8%	86.1%	91.7%	95.0%	88.4%
St. Louis City	2021	73.3%	72.7%	68.5%	73.1%	95.4%	*
St. Louis County	2021	88.5%	80.1%	83.1%	93.6%	98.2%	90.3%
St. Charles County	2021	94.3%	90.3%	92.9%	94.9%	96.9%	90.7%
ILLINOIS	2021	86.8%	77.9%	83.6%	90.9%	95.1%	83.2%
St. Clair County	2021	86.2%	80.1%	77.3%	91.4%	*	77.4%
Madison County	2021	84.6%	72.1%	67.8%	87.4%	*	70.2%

Percent Proficient/Advanced in 3rd Grade Reading

	YEAR	OVERALL	BLACK	LATINX	ASIAN	WHITE	MULTIRACIAL
MISSOURI	2021	41.9%	15.4%	30.1%	51.7%	48.7%	40.3%
St. Louis City	2021	12.9%	7.4%	*	23.3%	46.9%	31.3%
St. Louis County	2021	40.1%	13.5%	27.7%	62.6%	58.2%	40.4%
St. Charles County	2021	52.1%	28.2%	36.3%	59.3%	55.3%	47.1%
ILLINOIS	2021	28.0%	10.2%	15.0%	50.2%	35.6%	28.6%
St. Clair County	2021	25.9%	9.1%	22.8%	*	39.8%	19.8%
Madison County	2021	24.7%	5.3%	13.2%	28.6%	29.0%	14.3%

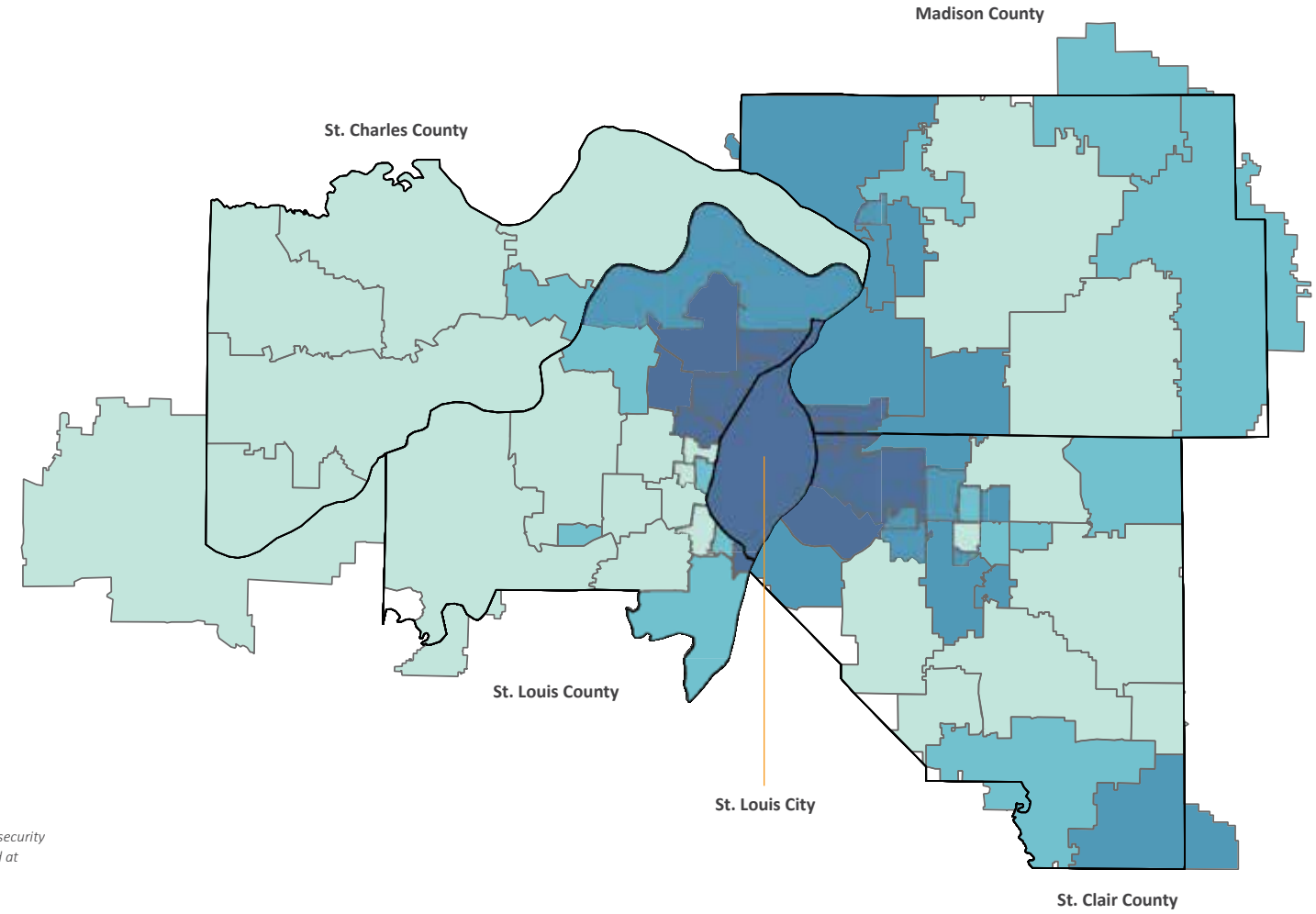
Percent Proficient/Advanced in 8th Grade Math

	YEAR	OVERALL	BLACK	LATINX	ASIAN	WHITE	MULTIRACIAL
MISSOURI	2021	27.3%	8.5%	20.2%	41.9%	32.5%	22.7%
St. Louis City	2021	5.7%	3.2%	7.6%	*	24.3%	*
St. Louis County	2021	20.7%	8.5%	15.4%	42.0%	32.2%	15.1%
St. Charles County	2021	40.8%	19.7%	29.2%	50.6%	44.4%	33.1%
ILLINOIS	2021	26.1%	6.8%	15.1%	63.9%	32.1%	25.1%
St. Clair	2021	21.4%	4.8%	22.5%	*	35.5%	18.0%
Madison County	2021	23.2%	2.0%	5.0%	38.8%	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 school district poverty. The National School Lunch Program is a critical program addressing childhood hunger and food insecurity, so much so that the program has been expanded to ensure that low-income children continue to receive regular, nutritious meals in the summer months when school is not in session. Food insecurity 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

- 4.6 – 28.4%
- 28.5 – 52.3%
- 52.4 – 76.1%
- 76.2 – 100.0%

White areas indicate no data available.

COMPARATIVE DATA

- US: 52.1%
- Missouri: 45.9%
- Illinois: 48.1%

[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	99.5
ST. LOUIS COUNTY	
Affton	26.5
Bayless	39.6
Brentwood	14.8
Clayton	6.2
Ferguson-Florissant	100.0
Hancock Place	100.0
Hazelwood	57.7
Jennings	100.0
Kirkwood	9.0
Ladue	7.3
Lindbergh	4.6
Maplewood-Richmond Hts.	34.5
Mehlville	28.5
Normandy Schools Collab.	98.8
Parkway	19.9
Pattonville	35.2

County/District	% Eligible
Ritenour	100.0
Riverview Gardens	100.0
Rockwood	11.9
Special School District	58.9
University City	99.5
Valley Park	28.7
Webster Groves	11.2
ST. CHARLES COUNTY	
Francis Howell	13.7
Ft. Zumwalt	15.4
Orchard Farm	20.3
St. Charles	28.6
Washington	21.5
Wentzville	12.9
ST. CLAIR COUNTY	
Belle Valley	72.9
Belleville SD 118	68.4
Belleville TWP HSD 201	46.0
Brooklyn	97.3

County/District	% Eligible
Cahokia	93.6
Central	56.4
Dupo	62.1
East St. Louis	99.6
Freeburg CCSD 70	24.1
Freeburg CHSD 77	12.9
Grant	53.6
Harmony	66.1
High Mount	66.7
Lebanon	33.1
Marissa	61.5
Mascoutah	17.3
Millstadt	22.3
New Athens	39.2
O'Fallon CCSD 90	23.7
O'Fallon TWP HSD 203	20.5
Pontiac-W Holliday	47.0
Shiloh Village	31.9
Signal Hill	55.4

County/District	% Eligible
Smithton	11.3
St. Libory	22.2
Whiteside	49.2
Wolf Branch	18.5
MADISON COUNTY	
Alton	54.9
Bethalto	44.9
Collinsville	55.9
East Alton	63.9
East Alton-Wood River	60.4
Edwardsville	17.5
Granite City	59.1
Highland	29.6
Madison	98.4
Roxana	52.5
Staunton	41.8
Triad	20.3
Venice	100.0
Wood River-Hartford	70.9

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 2021.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2021 school year.

CALCULATION

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

NOTE

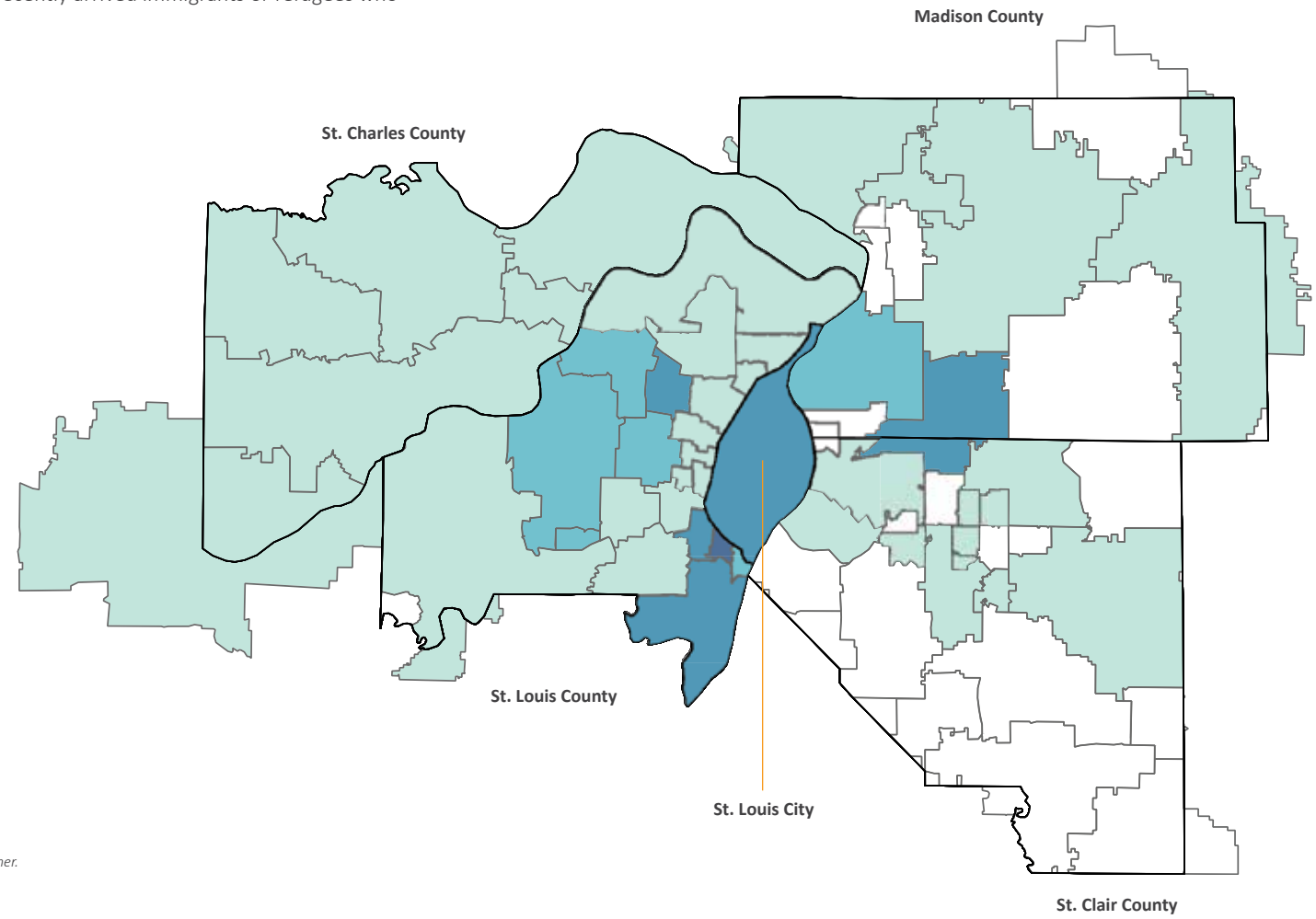
Due to the particularities of some school districts and limitations of the mapping software, the following school districts are not displayed on the map but are included on the data table: Belleville TWP HSD 201, East Alton-Wood River, Freeburg CHSD 77, O'Fallon TWP HSD 203 and the Special School District.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

**No Data Available.*

Percent of Students Who Are English Language Learners

Importance of this Indicator

Nearly one in four children speaks 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, familial transiency, or non-citizenship status. Some English language learners are also recently arrived immigrants or refugees who may have experienced war, social turmoil, persecution, and significant periods of educational disruption.[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 postsecondary 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 region.



LEGEND

- 0.3 – 4.7%
- 4.8 – 9.3%
- 9.4 – 13.8%
- 13.9 – 18.4%

White areas indicate no data available.

COMPARATIVE DATA

- US: 10.4%
- Missouri: 3.8%
- Illinois: 12.9%

[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	10.1
ST. LOUIS COUNTY	
Affton	10.1
Bayless	18.4
Brentwood	2.9
Clayton	2.3
Ferguson-Florissant	1.2
Hancock Place	8.4
Hazelwood	2.7
Jennings	0.3
Kirkwood	1.0
Ladue	5.4
Lindbergh	4.4
Maplewood-Richmond Hts.	3.0
Mehlville	10.7
Normandy Schools Collab.	2.5
Parkway	5.3
Pattonville	8.0
Ritenour	12.9
Riverview Gardens	0.7
Rockwood	2.8
Special School District	0.6
University City	3.4
Valley Park	5.4
Webster Groves	0.5
ST. CHARLES COUNTY	
Francis Howell	3.0
Ft. Zumwalt	3.6
Orchard Farm	3.5
St. Charles	4.4
Washington	1.0
Wentzville	1.4
ST. CLAIR COUNTY	
Belle Valley	2.5
Belleville SD 118	0.8
Belleville TWP HSD 201	0.3
Brooklyn	*
Cahokia	0.3
Central	3.4
Dupo	*
East St. Louis	1.2
Freeburg CCSD 70	*
Freeburg CHSD 77	*
Grant	*
Harmony	2.6
High Mount	2.9
Lebanon	*
Marissa	*
Mascoutah	1.0
Millstadt	*
New Athens	*
O'Fallon CCSD 90	0.4
O'Fallon TWP HSD 203	0.6
Pontiac-W Holliday	3.1
Shiloh Village	*
Signal Hill	*
Smithton	*
St. Libory	*
Whiteside	*
Wolf Branch	2.0
MADISON COUNTY	
Alton	0.6
Bethalto	0.6
Collinsville	12.9
East Alton	*
East Alton-Wood River	*
Edwardsville	0.8
Granite City	5.0
Highland	0.7
Madison	*
Roxana	*
Staunton	*
Triad	*
Venice	*
Wood River-Hartford	*

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 2021.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2021 school year.

CALCULATION

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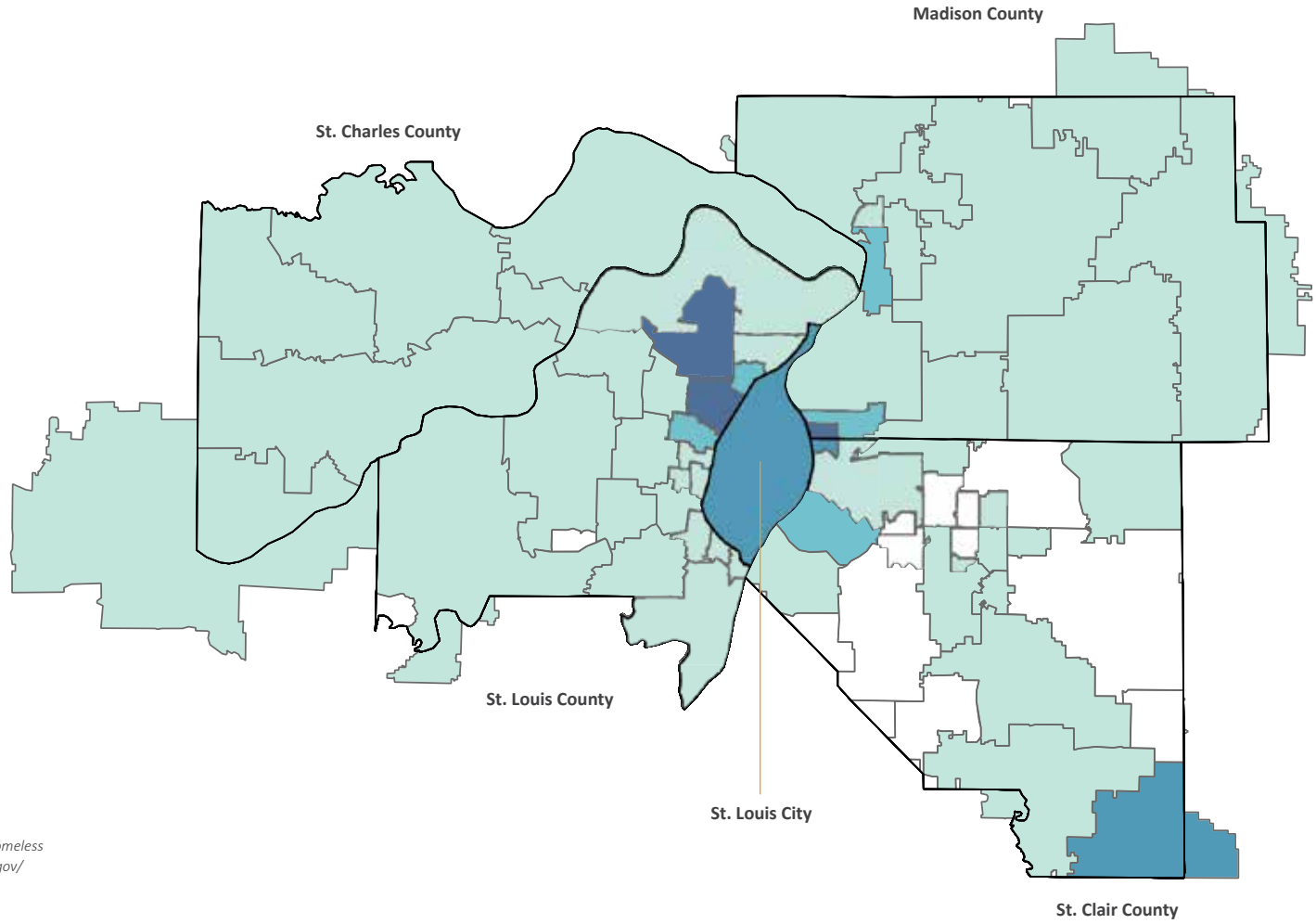
**No Data Available.*

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] Homeless students are at a greater risk of being chronically absent than their non-homeless peers. Chronic absenteeism is associated with lower academic achievement and higher dropout rates.[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 homeless students, have the funding, resources, training, and policies and procedures in place to best meet the needs of these students.



LEGEND

- 0.2 – 6.0%
- 6.1 – 11.8%
- 11.9 – 17.6%
- 17.7 – 23.5%

White areas indicate no data available.

COMPARATIVE DATA

- US: 2.5%
- Missouri: 2.4%
- Illinois: 1.7%

[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	15.7
ST. LOUIS COUNTY	
Affton	1.7
Bayless	0.3
Brentwood	0.8
Clayton	1.0
Ferguson-Florissant	19.2
Hancock Place	2.9
Hazelwood	1.2
Jennings	7.5
Kirkwood	0.3
Ladue	0.7
Lindbergh	0.4
Maplewood-Richmond Hts.	2.8
Mehlville	1.6
Normandy Schools Collab.	21.1
Parkway	0.6
Pattonville	1.2
Ritenour	4.2
Riverview Gardens	5.2
Rockwood	0.9
Special School District	1.2
University City	7.5
Valley Park	*
Webster Groves	0.6
ST. CHARLES COUNTY	
Francis Howell	0.3
Ft. Zumwalt	0.4
Orchard Farm	2.8
St. Charles	0.8
Washington	0.7
Wentzville	0.4
ST. CLAIR COUNTY	
Belle Valley	1.8
Belleville SD 118	4.6
Belleville TWP HSD 201	2.2
Brooklyn	17.1
Cahokia	8.5
Central	3.8
Dupo	5.4
East St. Louis	2.4
Freeburg CCSD 70	1.7
Freeburg CHSD 77	*
Grant	*
Harmony	*
High Mount	4.1
Lebanon	3.1
Marissa	16.5
Mascoutah	*
Millstadt	*
New Athens	4.9
O'Fallon CCSD 90	*
O'Fallon TWP HSD 203	0.4
Pontiac-W Holliday	*
Shiloh Village	3.8
Signal Hill	*
Smithton	*
St. Libory	*
Whiteside	1.1
Wolf Branch	*
MADISON COUNTY	
Alton	1.1
Bethalto	1.7
Collinsville	4.9
East Alton	3.3
East Alton-Wood River	10.4
Edwardsville	0.2
Granite City	4.2
Highland	2.1
Madison	11.2
Roxana	2.3
Staunton	3.1
Triad	0.6
Venice	23.5
Wood River-Hartford	10.1

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 2021.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2021 school year.

CALCULATION

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**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 becomes homeless or moves due to changes in a parent's job.[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.

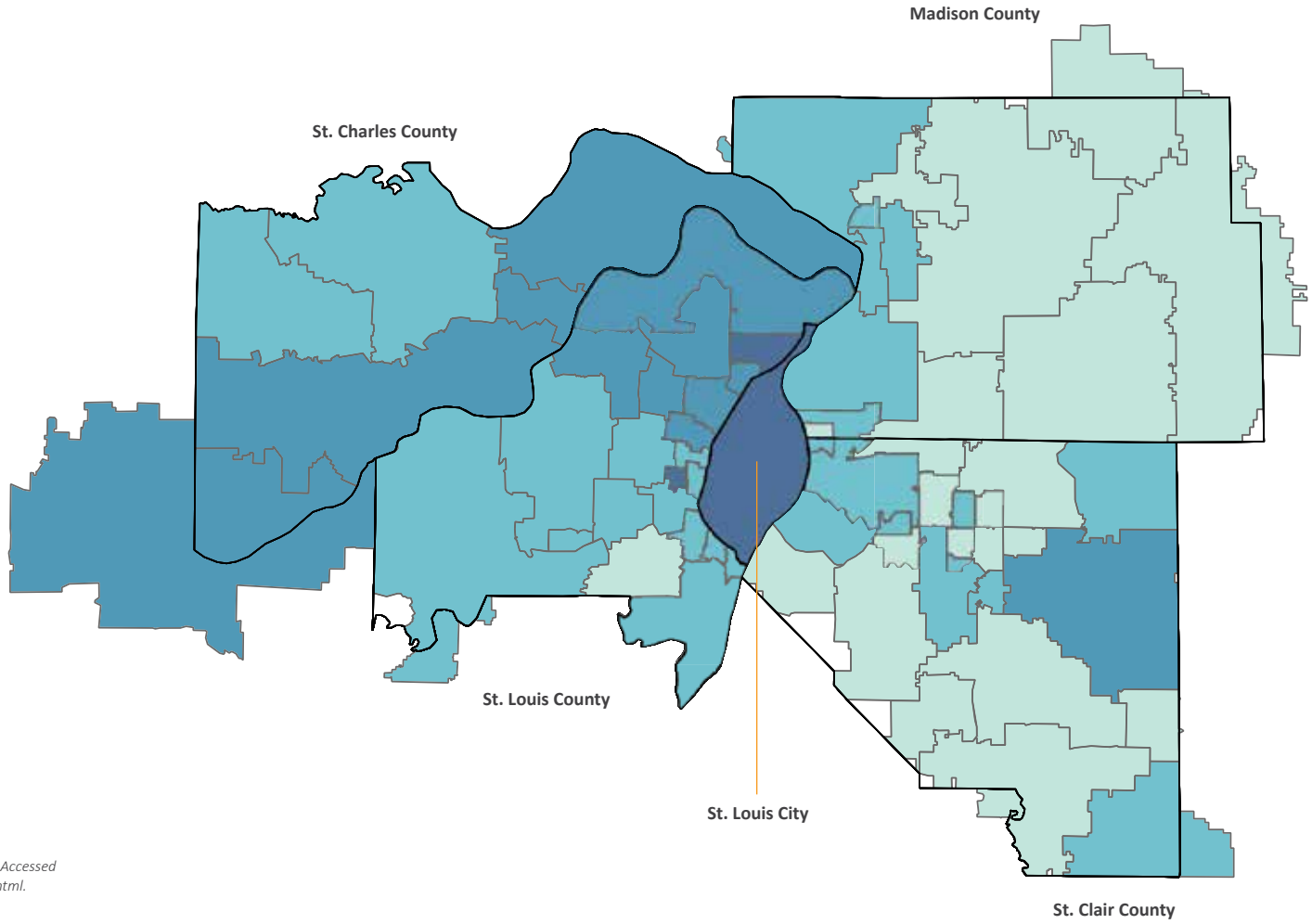
LEGEND

- 3.3 – 8.6%
- 8.7 – 14.0%
- 14.1 – 19.3%
- 19.4 – 24.7%

White areas indicate no data available.

COMPARATIVE DATA

- US: *
- Missouri: 19.4%
- Illinois: 6.1%



[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	22.1
ST. LOUIS COUNTY	
Affton	10.4
Bayless	13.0
Brentwood	22.2
Clayton	9.8
Ferguson-Florissant	15.7
Hancock Place	9.9
Hazelwood	18.6
Jennings	14.9
Kirkwood	9.5
Ladue	10.4
Lindbergh	8.2
Maplewood-Richmond Hts.	10.5
Mehlville	8.7
Normandy Schools Collab.	18.0
Parkway	11.8
Pattonville	16.7
Ritenour	18.4
Riverview Gardens	24.7
Rockwood	9.0
Special School District	65.7
University City	17.0
Valley Park	12.4
Webster Groves	11.0
ST. CHARLES COUNTY	
Francis Howell	14.7
Ft. Zumwalt	12.5
Orchard Farm	16.0
St. Charles	18.2
Washington	15.7
Wentzville	14.0
ST. CLAIR COUNTY	
Belle Valley	10.4
Belleville SD 118	12.2
Belleville TWP HSD 201	18.2
Brooklyn	13.7
Cahokia	11.4
Central	7.5
Dupo	8.0
East St. Louis	13.6
Freeburg CCSD 70	6.2
Freeburg CHSD 77	5.0
Grant	6.9
Harmony	8.0
High Mount	10.7
Lebanon	9.2
Marissa	13.8
Mascoutah	16.6
Millstadt	4.1
New Athens	5.9
O'Fallon CCSD 90	7.0
O'Fallon TWP HSD 203	5.0
Pontiac-W Holliday	10.2
Shiloh Village	6.8
Signal Hill	10.2
Smithton	4.0
St. Libory	3.3
Whiteside	6.9
Wolf Branch	5.1
MADISON COUNTY	
Alton	11.7
Bethalto	5.7
Collinsville	7.3
East Alton	11.7
East Alton-Wood River	15.0
Edwardsville	7.4
Granite City	9.0
Highland	4.2
Madison	11.7
Roxana	10.0
Staunton	6.7
Triad	4.5
Venice	5.1
Wood River-Hartford	11.4

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 2021.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2021 school year.

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**No Data Available.*

Percent of Students With An IEP (Individualized Education Program)

Importance of this Indicator

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to eligible infants, toddlers, children and youth with disabilities 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 public school child who receives special education and related services must have an Individualized Education Program (IEP). Each IEP must be designed to meet the specific needs of the student and must be a truly individualized document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve the educational outcomes for children with disabilities and learning challenges.[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 firmly 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.

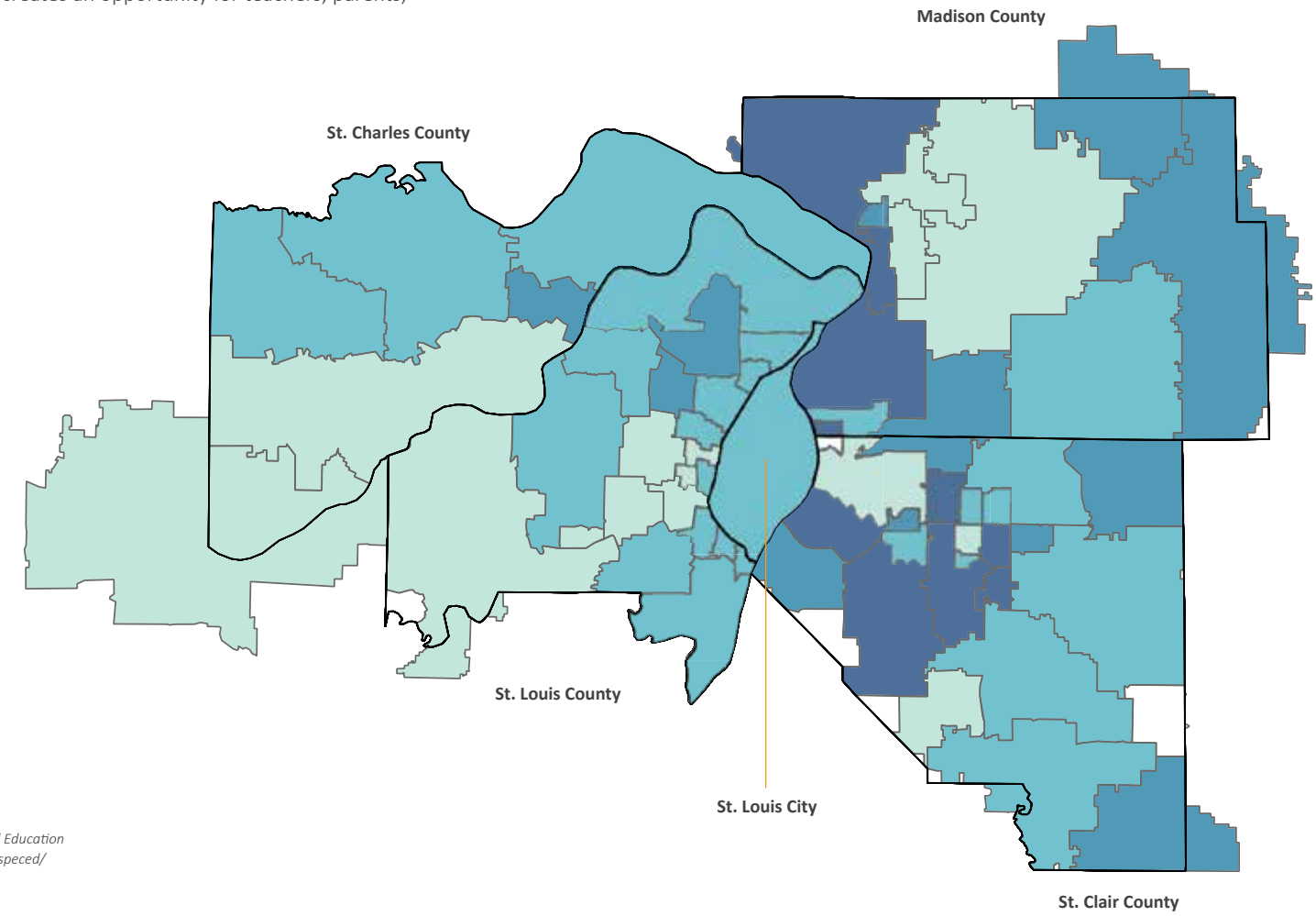
LEGEND

- 10.7 – 13.8%
- 13.9 – 16.8%
- 16.9 – 19.9%
- 20.0 – 23.0%

White areas indicate no data available.

COMPARATIVE DATA

- US: 15.0%
- Missouri: 13.5%
- 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	14.8
ST. LOUIS COUNTY	
Affton	15.7
Bayless	15.2
Brentwood	13.6
Clayton	10.7
Ferguson-Florissant	17.6
Hancock Place	16.1
Hazelwood	15.5
Jennings	16.5
Kirkwood	13.4
Ladue	11.3
Lindbergh	14.9
Maplewood-Richmond Hts.	14.6
Mehlville	15.3
Normandy Schools Collab.	14.5
Parkway	14.4
Pattonville	15.1

County/District	% IEP
Ritenour	16.8
Riverview Gardens	15.5
Rockwood	13.2
Special School District	67.2
University City	14.7
Valley Park	11.4
Webster Groves	12.9
ST. CHARLES COUNTY	
Francis Howell	11.5
Ft. Zumwalt	15.3
Orchard Farm	15.0
St. Charles	17.9
Washington	12.9
Wentzville	14.4
ST. CLAIR COUNTY	
Belle Valley	22.0
Belleville SD 118	23.0
Belleville TWP HSD 201	19.0
Brooklyn	*

County/District	% IEP
Cahokia	21.0
Central	16.0
Dupo	18.0
East St. Louis	13.0
Freeburg CCSD 70	15.0
Freeburg CHSD 77	11.0
Grant	20.0
Harmony	15.0
High Mount	16.0
Lebanon	19.0
Marissa	17.0
Mascoutah	14.0
Millstadt	20.0
New Athens	16.0
O'Fallon CCSD 90	16.0
O'Fallon TWP HSD 203	14.0
Pontiac-W Holliday	16.0
Shiloh Village	18.0
Signal Hill	18.0

County/District	% IEP
Smithton	13.0
St. Libory	*
Whiteside	23.0
Wolf Branch	13.0
MADISON COUNTY	
Alton	20.0
Bethalto	13.0
Collinsville	18.0
East Alton	18.0
East Alton-Wood River	22.0
Edwardsville	12.0
Granite City	20.0
Highland	19.0
Madison	15.0
Roxana	12.0
Staunton	19.0
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 2021.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2021 school year.

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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]

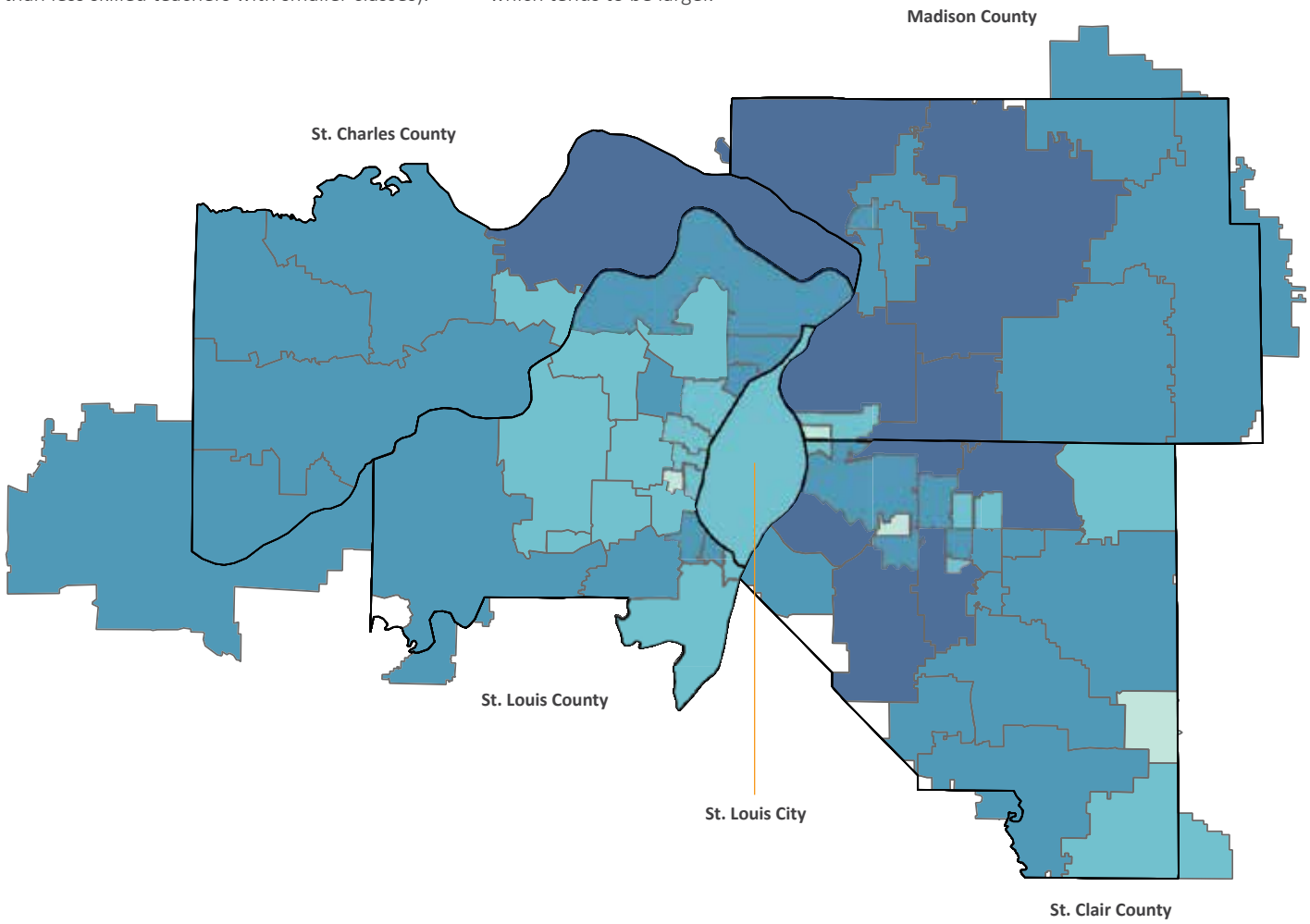
LEGEND

- 8.0 – 11.7
- 11.8 – 15.5
- 15.6 – 19.2
- 19.3 – 23.0

White areas indicate no data available.

COMPARATIVE DATA

- US: 16
- Missouri: 16
- Illinois: 18



[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	16
Bayless	19
Brentwood	10
Clayton	12
Ferguson-Florissant	15
Hancock Place	15
Hazelwood	16
Jennings	18
Kirkwood	15
Ladue	13
Lindbergh	19
Maplewood-Richmond Hts.	12
Mehlville	15
Normandy Schools Collab.	15
Parkway	15
Pattonville	15
Ritenour	17
Riverview Gardens	17
Rockwood	16
Special School District	*
University City	13
Valley Park	13
Webster Groves	14
ST. CHARLES COUNTY	
Francis Howell	18
Ft. Zumwalt	16
Orchard Farm	20
St. Charles	14
Washington	16
Wentzville	18
ST. CLAIR COUNTY	
Belle Valley	18
Belleville SD 118	21
Belleville TWP HSD 201	21
Brooklyn	14
Cahokia	20
Central	15
Dupo	16
East St. Louis	17
Freeburg CCSD 70	17
Freeburg CHSD 77	18
Grant	17
Harmony	19
High Mount	14
Lebanon	15
Marissa	13
Mascoutah	19
Millstadt	20
New Athens	16
O'Fallon CCSD 90	22
O'Fallon TWP HSD 203	21
Pontiac-W Holliday	15
Shiloh Village	18
Signal Hill	11
Smithton	17
St. Libory	8
Whiteside	19
Wolf Branch	17
MADISON COUNTY	
Alton	20
Bethalto	19
Collinsville	20
East Alton	17
East Alton-Wood River	22
Edwardsville	20
Granite City	23
Highland	19
Madison	15
Roxana	17
Staunton	18
Triad	19
Venice	11
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 2021.

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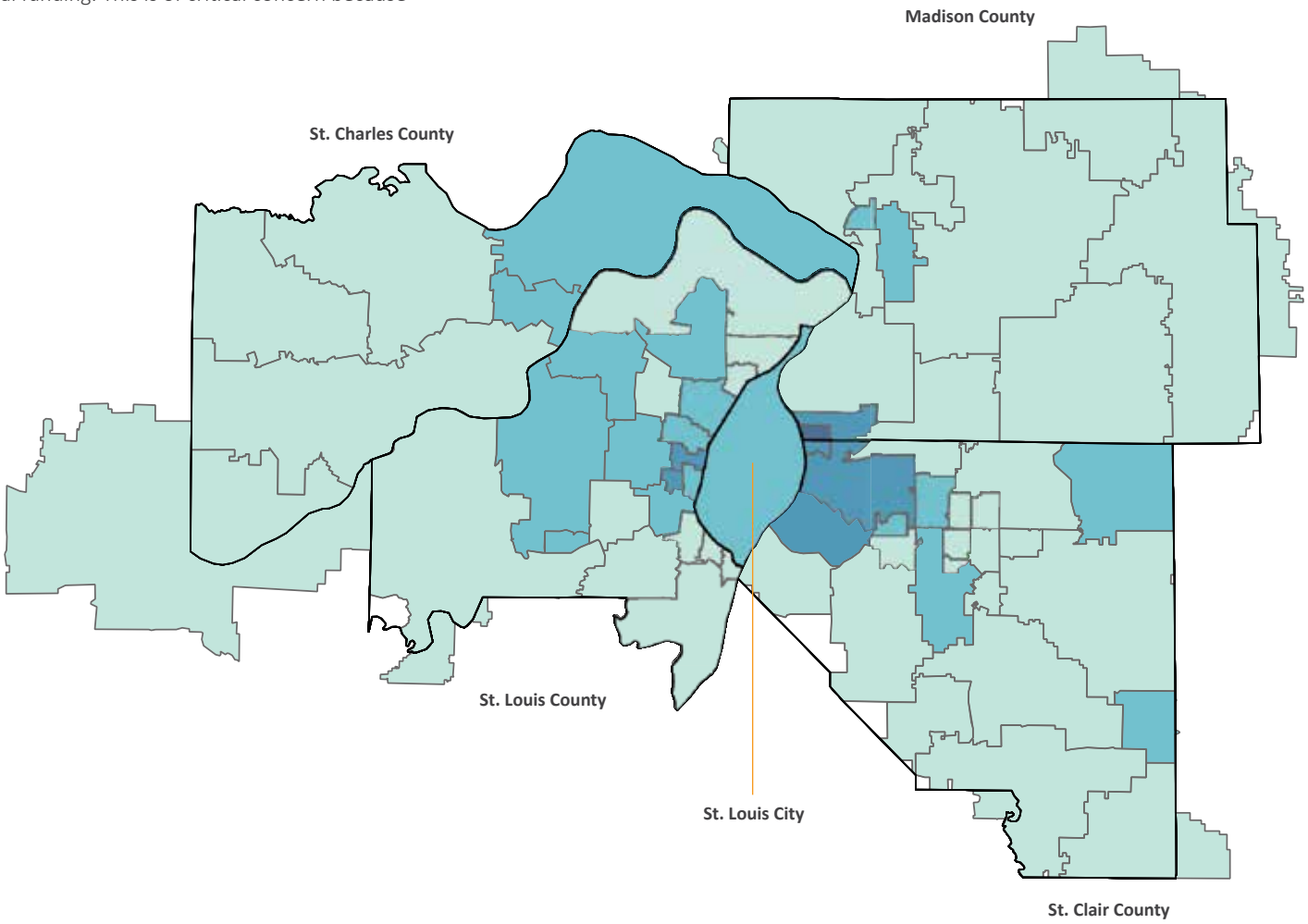
**No Data Available.*

Average Spending per Student

Importance of this Indicator

Funding for public education comes from three sources: local, state, and federal money. On average funding for public school districts consists of 45 percent local money, 45 percent state money, and 10 percent federal money. Over the past decade there has been a decline in federal funding. Federal agencies distribute money based on the number of poor and special needs children in a given district. However, these formulas are based on a percentage of the money that Congress appropriates. When Congress appropriates less, schools get less – even as the number of poor and special needs students in the school system rises.[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 poor districts tend to have more challenges that require greater resources to adequately address than students in more affluent districts. It is imperative that we advocate for policies and legislation that 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

- $7,881 – $12,154
- $12,155 – $16,428
- $16,429 – $20,701
- $20,702 – $24,975

White areas indicate no data available.

COMPARATIVE DATA

- US: $13,701
- Missouri: $11,436
- Illinois: $14,747

[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	$15,562
ST. LOUIS COUNTY	
Affton	$10,671
Bayless	$10,394
Brentwood	$19,111
Clayton	$18,343
Ferguson-Florissant	$13,144
Hancock Place	$11,718
Hazelwood	$11,007
Jennings	$10,689
Kirkwood	$11,148
Ladue	$13,361
Lindbergh	$9,576
Maplewood-Richmond Hts.	$12,785
Mehlville	$9,592
Normandy Schools Colla.	$13,713
Parkway	$12,490
Pattonville	$14,040
Ritenour	$9,690
Riverview Gardens	$9,207
Rockwood	$10,509
Special School District	$203,761
University City	$15,469
Valley Park	$12,989
Webster Groves	$12,381
ST. CHARLES COUNTY	
Francis Howell	$11,463
Ft. Zumwalt	$11,801
Orchard Farm	$12,841
St. Charles	$14,499
Washington	$11,253
Wentzville	$10,488
ST. CLAIR COUNTY	
Belle Valley	$11,434
Belleville SD 118	$12,663
Belleville TWP HSD 201	$13,690
Brooklyn	$17,133
Cahokia	$17,070
Central	$9,606
Dupo	$11,672
East St. Louis	$18,674
Freeburg CCSD 70	$8,169
Freeburg CHSD 77	$11,490
Grant	$12,995
Harmony	$11,012
High Mount	$12,099
Lebanon	$13,031
Marissa	$11,890
Mascoutah	$10,607
Millstadt	$10,027
New Athens	$10,381
O'Fallon CCSD 90	$8,841
O'Fallon TWP HSD 203	$11,717
Pontiac-W Holliday	$10,461
Shiloh Village	$9,412
Signal Hill	$12,475
Smithton	$7,881
St. Libory	$12,686
Whiteside	$8,671
Wolf Branch	$10,432
MADISON COUNTY	
Alton	$11,507
Bethalto	$10,063
Collinsville	$10,669
East Alton	$13,567
East Alton-Wood River	$13,265
Edwardsville	$9,436
Granite City	$10,215
Highland	$9,381
Madison	$19,932
Roxana	$13,411
Staunton	$7,975
Triad	$9,631
Venice	$24,975
Wood River-Hartford	$12,138

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 2020.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2020 school year.

CALCULATION

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

NOTE

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

**No Data Available.*

Percent of Students Proficient/Advanced in 3rd Grade Reading

Importance of this Indicator

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

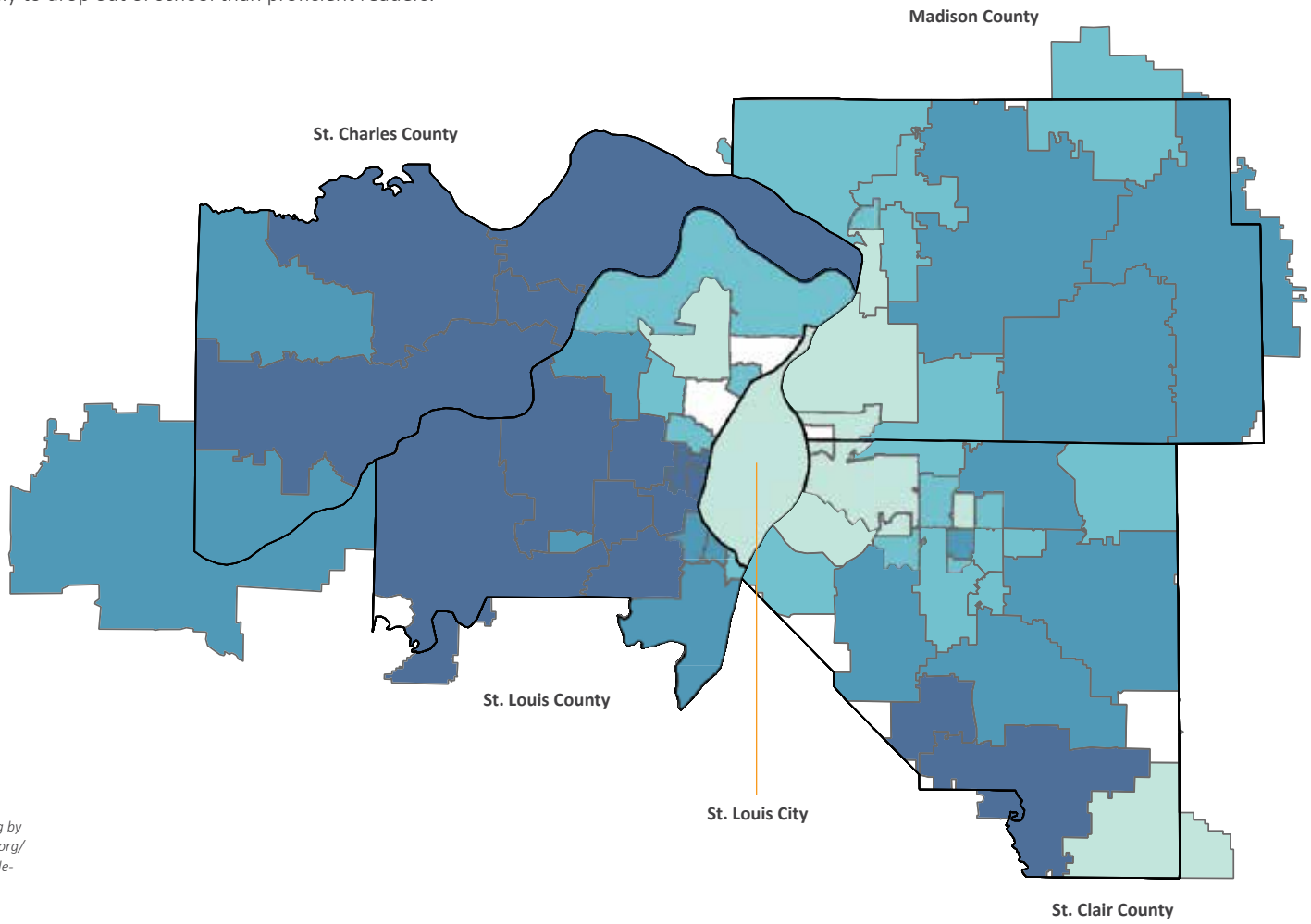
LEGEND

- 0.0 – 17.6%
- 17.7 – 35.3%
- 35.4 – 53.0%
- 53.1 – 70.7%

White areas indicate no data available.

COMPARATIVE DATA

- US: *
- Missouri: 41.9%
- Illinois: 28.0%



[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	13.7
ST. LOUIS COUNTY	
Affton	39.9
Bayless	48.0
Brentwood	57.8
Clayton	70.7
Ferguson-Florissant	13.8
Hancock Place	27.6
Hazelwood	18.6
Jennings	19.2
Kirkwood	61.2
Ladue	67.8
Lindbergh	57.0
Maplewood-Richmond Hts.	54.9
Mehlville	41.1
Normandy Schools Collab.	*
Parkway	60.9
Pattonville	38.1
Ritenour	19.5
Riverview Gardens	*
Rockwood	59.1
Special School District	*
University City	19.6
Valley Park	37.3
Webster Groves	66.8
ST. CHARLES COUNTY	
Francis Howell	57.1
Ft. Zumwalt	54.4
Orchard Farm	55.9
St. Charles	54.4
Washington	44.7
Wentzville	47.6
ST. CLAIR COUNTY	
Belle Valley	19.4
Belleville SD 118	22.7
Belleville TWP HSD 201	*
Brooklyn	0.0
Cahokia	2.4
Central	21.3
Dupo	24.6
East St. Louis	3.9
Freeburg CCSD 70	52.8
Freeburg CHSD 77	*
Grant	23.1
Harmony	31.5
High Mount	30.4
Lebanon	32.0
Marissa	12.9
Mascoutah	41.7
Millstadt	36.1
New Athens	66.7
O'Fallon CCSD 90	40.0
O'Fallon TWP HSD 203	*
Pontiac-W Holliday	9.9
Shiloh Village	29.9
Signal Hill	10.3
Smithton	61.4
St. Libory	*
Whiteside	21.7
Wolf Branch	43.9
MADISON COUNTY	
Alton	27.8
Bethalto	24.5
Collinsville	20.0
East Alton	24.1
East Alton-Wood River	*
Edwardsville	40.1
Granite City	8.4
Highland	46.7
Madison	14.3
Roxana	23.0
Staunton	29.0
Triad	38.5
Venice	*
Wood River-Hartford	13.6

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 2021.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2021 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 2019, nationally, 44% 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 14% of Black students and 20% 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.

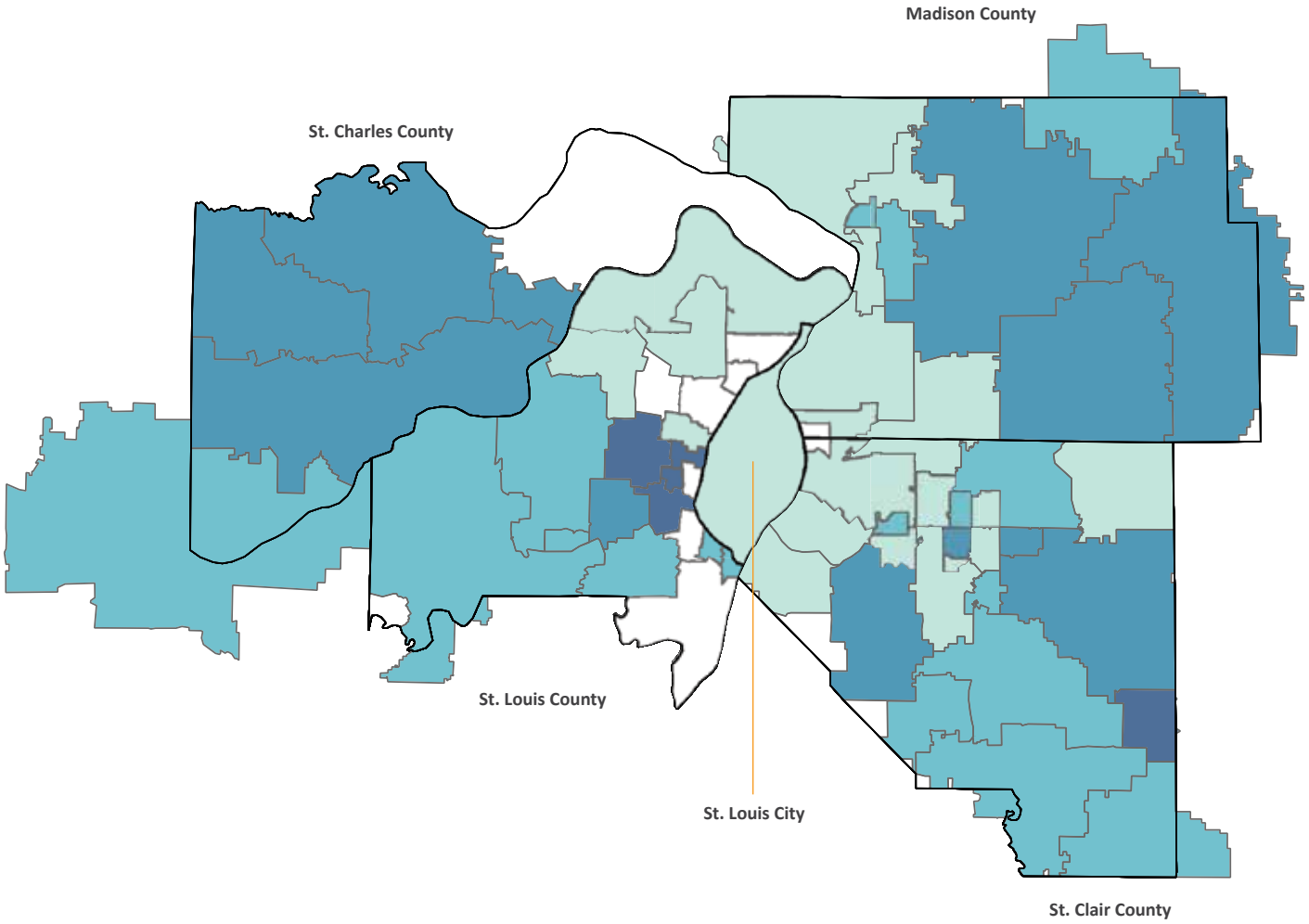
LEGEND

- 0.0 – 18.0%
- 18.1 – 36.0%
- 36.1 – 54.0%
- 54.1 – 72.1%

White areas indicate no data available.

COMPARATIVE DATA

- US: *
- Missouri: 27.3%
- Illinois: 26.1%



[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	5.8
ST. LOUIS COUNTY	
Affton	*
Bayless	24.5
Brentwood	72.1
Clayton	64.3
Ferguson-Florissant	5.8
Hancock Place	34.6
Hazelwood	14.7
Jennings	*
Kirkwood	50.3
Ladue	55.0
Lindbergh	35.4
Maplewood-Richmond Hts.	*
Mehlville	*
Normandy Schools Collab.	*
Parkway	23.8
Pattonville	17.1
Ritenour	*
Riverview Gardens	*
Rockwood	18.8
Special School District	*
University City	7.5
Valley Park	28.8
Webster Groves	55.5
ST. CHARLES COUNTY	
Francis Howell	45.0
Ft. Zumwalt	41.7
Orchard Farm	*
St. Charles	52.8
Washington	25.8
Wentzville	41.4
ST. CLAIR COUNTY	
Belle Valley	18.5
Belleville SD 118	11.5
Belleville TWP HSD 201	*
Brooklyn	*
Cahokia	0.0
Central	5.5
Dupo	1.8
East St. Louis	1.9
Freeburg CCSD 70	34.1
Freeburg CHSD 77	*
Grant	14.1
Harmony	9.5
High Mount	6.3
Lebanon	2.7
Marissa	22.7
Mascoutah	51.2
Millstadt	40.6
New Athens	31.0
O'Fallon CCSD 90	33.8
O'Fallon TWP HSD 203	*
Pontiac-W Holliday	26.6
Shiloh Village	41.6
Signal Hill	25.8
Smithton	34.9
St. Libory	60.0
Whiteside	13.5
Wolf Branch	50.0
MADISON COUNTY	
Alton	11.1
Bethalto	17.5
Collinsville	11.5
East Alton	23.4
East Alton-Wood River	*
Edwardsville	42.0
Granite City	2.8
Highland	39.0
Madison	0.0
Roxana	28.5
Staunton	26.7
Triad	48.7
Venice	*
Wood River-Hartford	17.2

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

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IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2021 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

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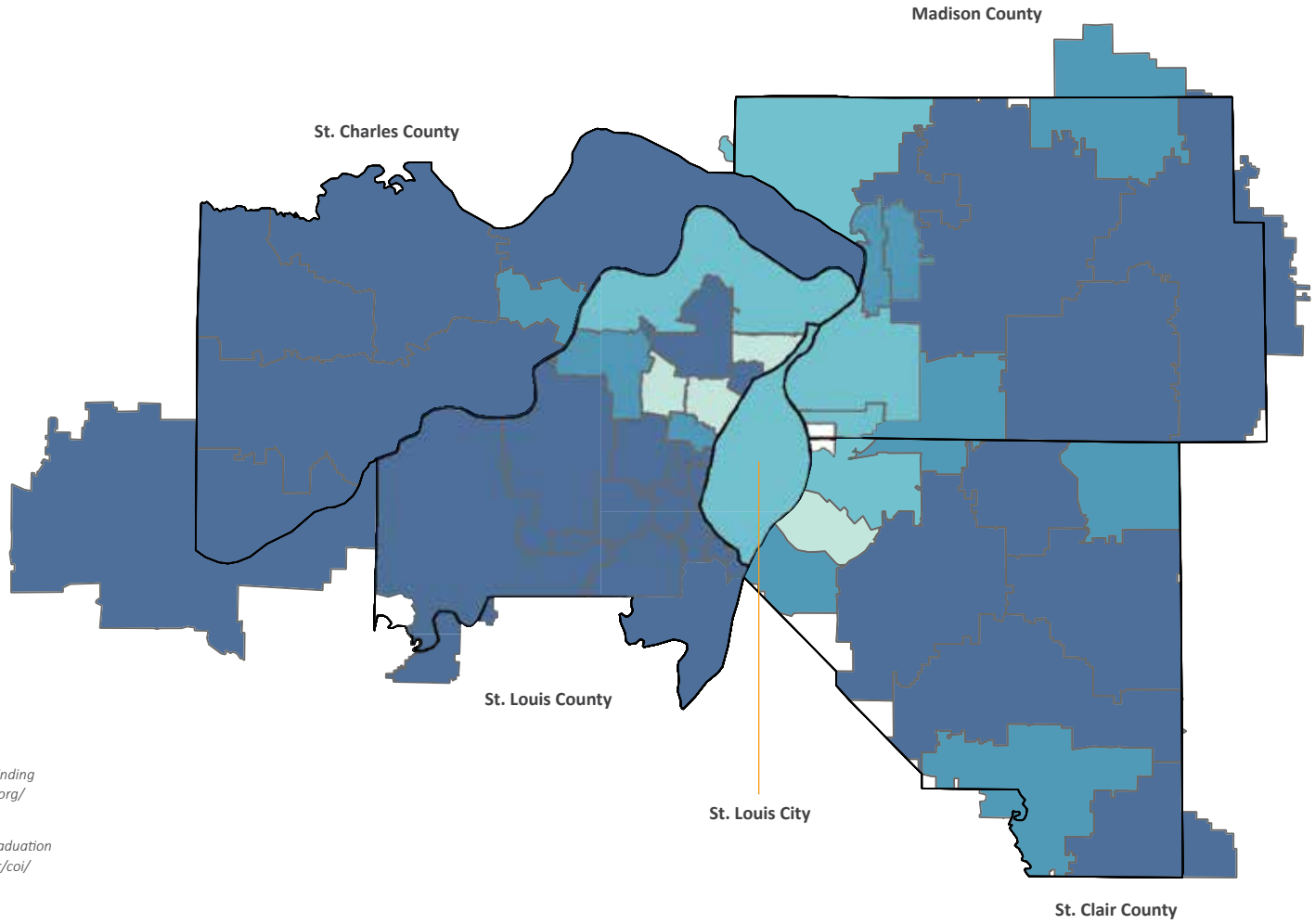
**No Data Available.*

Four-Year Graduation Rate

Importance of this Indicator

Students who graduate from high school are more likely to experience success in college and career and to become productive, engaged members of society. High school graduates are less likely than high school dropouts to be unemployed, live in poverty, have poor health or have children who will also live in poverty.[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 $200,000 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

- 57.7– 68.1%
- 68.2 – 78.6%
- 78.7 – 89.1%
- 89.2 – 99.6%

White areas indicate no data available.

COMPARATIVE DATA

- US: 86.0%
- Missouri: 89.2%
- Illinois: 86.8%

[1,2,3]America's Promise Alliance. High School Graduation Facts: Ending the Dropout Crisis. Accessed at https://www.americaspromise.org/high-school-graduation-facts-ending-dropout-crisis.

[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	73.3
ST. LOUIS COUNTY	
Affton	92.7
Bayless	96.4
Brentwood	94.4
Clayton	99.6
Ferguson-Florissant	94.0
Hancock Place	90.1
Hazelwood	77.4
Jennings	96.0
Kirkwood	97.6
Ladue	97.9
Lindbergh	96.5
Maplewood-Richmond Hts.	97.6
Mehlville	93.2
Normandy Schools Collab.	66.1
Parkway	92.3
Pattonville	87.5
Ritenour	67.1
Riverview Gardens	57.7
Rockwood	95.4
Special School District	60.6
University City	80.5
Valley Park	92.2
Webster Groves	93.7
ST. CHARLES COUNTY	
Francis Howell	96.4
Ft. Zumwalt	93.8
Orchard Farm	97.6
St. Charles	84.2
Washington	93.0
Wentzville	95.5
ST. CLAIR COUNTY	
Belle Valley	*
Belleville SD 118	*
Belleville TWP HSD 201	91.0
Brooklyn	*
Cahokia	61.6
Central	*
Dupo	80.3
East St. Louis	70.1
Freeburg CCSD 70	*
Freeburg CHSD 77	89.7
Grant	*
Harmony	*
High Mount	*
Lebanon	88.4
Marissa	92.3
Mascoutah	91.6
Millstadt	*
New Athens	83.0
O'Fallon CCSD 90	*
O'Fallon TWP HSD 203	90.5
Pontiac-W Holliday	*
Shiloh Village	*
Signal Hill	*
Smithton	*
St. Libory	*
Whiteside	*
Wolf Branch	*
MADISON COUNTY	
Alton	73.4
Bethalto	93.1
Collinsville	87.4
East Alton	*
East Alton-Wood River	85.2
Edwardsville	91.3
Granite City	74.3
Highland	91.5
Madison	71.0
Roxana	83.1
Staunton	85.7
Triad	93.0
Venice	*
Wood River-Hartford	*

Data Notes

DEFINITION

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

DATA SOURCE

MO: Missouri Department of Elementary & Secondary Education. Missouri Comprehensive Data System. Accessed at https://apps.dese.mo.gov/MCDS/home.aspx. Data from school year 2021.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2021 school year.

CALCULATION

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

NOTE

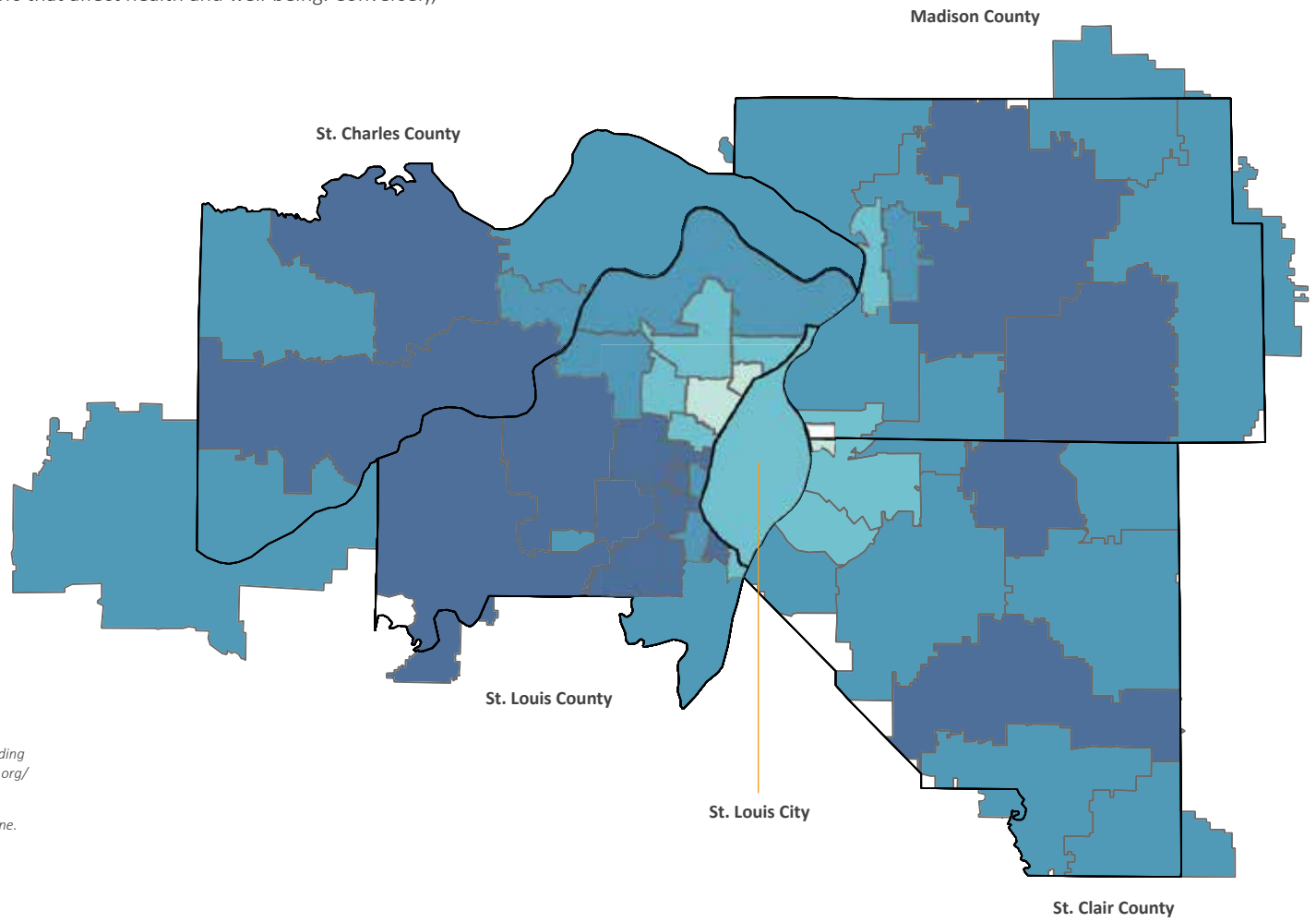
Due to the particularities of some school districts and limitations of the mapping software, some school districts are not displayed on the map but are included on the data table. Additionally, some Illinois school districts only serve grades pre-K through 8th grade or grades 9-12 and therefore may not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

**No Data Available.*

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

Importance of this Indicator

Educational attainment is a powerful predictor of well-being. Young adults who have completed higher levels of education are more likely to achieve economic success than those who have not. Completing more years of education also protects against unemployment and qualifies one for a broader range of jobs.[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 certain to remain an issue for the foreseeable future. Given the connection between educational attainment, individual well-being, and broader societal well-being, it is imperative that we implement policies that increase access to higher education opportunities, particularly for students for whom these opportunities would otherwise be out of reach.



LEGEND

- 10.0 – 30.5%
- 30.6 – 51.0%
- 51.1 – 71.5%
- 71.6 – 92.1%

White areas indicate no data available.

COMPARATIVE DATA

- *
- Missouri: 58.9%
- Illinois: 69.0%

[1]*America's Promise Alliance. High School Graduation Facts: Ending the Dropout Crisis. Accessed at https://www.americaspromise.org/high-school-graduation-facts-ending-dropout-crisis.*

[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	46.6
ST. LOUIS COUNTY	
Affton	56.9
Bayless	78.1
Brentwood	75.9
Clayton	92.1
Ferguson-Florissant	40.2
Hancock Place	42.9
Hazelwood	51.1
Jennings	29.4
Kirkwood	87.9
Ladue	90.9
Lindbergh	79.7
Maplewood-Richmond Hts.	70.5
Mehlville	70.2
Normandy Schools Collab.	23.3
Parkway	86.6
Pattonville	69.9
Ritenour	43.4
Riverview Gardens	43.4
Rockwood	86.7
Special School District	23.2
University City	50.6
Valley Park	63.7
Webster Groves	87.0
ST. CHARLES COUNTY	
Francis Howell	79.8
Ft. Zumwalt	82.3
Orchard Farm	66.1
St. Charles	58.9
Washington	60.5
Wentzville	71.4
ST. CLAIR COUNTY	
Belle Valley	*
Belleville SD 118	*
Belleville TWP HSD 201	60.0
Brooklyn	10.0
Cahokia	42.0
Central	*
Dupo	52.0
East St. Louis	43.0
Freeburg CCSD 70	*
Freeburg CHSD 77	76.0
Grant	*
Harmony	*
High Mount	*
Lebanon	60.0
Marissa	59.0
Mascoutah	71.0
Millstadt	*
New Athens	54.0
O'Fallon CCSD 90	*
O'Fallon TWP HSD 203	79.0
Pontiac-W Holliday	*
Shiloh Village	*
Signal Hill	*
Smithton	*
St. Libory	*
Whiteside	*
Wolf Branch	*
MADISON COUNTY	
Alton	61.0
Bethalto	62.0
Collinsville	56.0
East Alton	*
East Alton-Wood River	47.0
Edwardsville	79.0
Granite City	54.0
Highland	70.0
Madison	36.0
Roxana	61.0
Staunton	59.0
Triad	76.0
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 2021.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2021 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

FROM OUR PARENT ADVISORY COUNCIL LEADERS

"I guess what I think needs to change is that everyone needs to be looked at equally. You know, don't look at their skin color, don't look at where they grew up at, don't look at their parents, if they were well off or not, just look at the individual as an individual and nothing else. Everyone should have the same opportunities whether you're poor, rich, black, or white and be equal."

"We need more mentors. We need more black, strong mentors for our African-American children. We really do."

Youth development. The term implies action. Building. Growth. What is painfully clear is that this metamorphosis doesn't always happen to its fullest for our most vulnerable. These are the children—who the late Dr. Norman White often reminded us—have been placed in risk. Our society resorts to magical thinking and holds onto an unrealistic narrative about how a child reaches their destiny as a teen and young adult. We have a voluminous body of research and empirical data on what children need to become healthy, successful adults.

From educators, we sometimes hear why Johnny didn't learn the basics before now. Employers lament about how young workers are ill-prepared for a demanding workforce. Healthcare providers wonder aloud why young people are saddled with medical issues at a young age. Criminologists and sociologists are more eager to project a life of crime and self-destruction than affirm a path of mental, physical and emotional competency. What this means is that even when the limited doors of opportunity open, many of the youth who are the focus of Vision for Children at Risk are simply unable to confidently walk through the door.

If we are paying attention to the formative years of a child, the outcomes are just as predictable as when we don't pay attention. Children are not just small adults; they have particular needs that must be prioritized and met at each development stage.

Each edition of the *Children of Metropolitan St. Louis: A Data Book for the Community* gets sharper and more thorough in the data collection and its analysis. Yet there remains a disconnect between what we objectively know and what we've systematically done to reduce the stark inequities in child well-being in our region. The data is clear and accurate. These are not hidden figures. The focus on equity must be intentional and persistent.

It is difficult to discuss the state of youth and young adults without looking at the data indicators that start in the mother's womb. During pre-natal care, is the mother made aware of any factors in her lifestyle that will compromise a healthy baby coming into the world? Does the child and mother have access to comprehensive health care? Does the family live in a neighborhood where the well-being of families is paramount, free of violence and poverty? Will parents be able to place the child in a safe and affordable daycare center? Do the parents have jobs that pay a living wage and other benefits, so that they can escape the vile jaws of poverty? Is the school that child will attend partnering with parents to plan their academic success?

If we are paying attention to the formative years of a child, the outcomes are just as predictable as when we don't pay attention. Children are not just small adults; they have particular needs that must be prioritized and met at each development stage. When we don't set this in motion and closely monitor their environment, the statistics for dropout rates, academic failure, juvenile crime and preventable disease (like diabetes) that are doomed to emerge later are allowed to guarantee negative outcomes.

Vision for Children at Risk has never been shy about tackling the R word. They work from a racial equity lens to better understand the disparities that children and families face. They are about the collecting of data and engaging in advocacy; they are not set up to do implementation. That is the responsibility of government agencies, policy and law makers, social service partners, and communities. VCR is providing the watering hole for all of us to come drink and get rejuvenated for the journey ahead on behalf of our children and their families. They cannot make us drink. They can provide us with the information to rally all the stakeholders who are genuinely committed to creating a world where children are celebrated and valued as they grow and develop into caring and responsible adults.

Jamala Rogers
VCR Board Member
Director, Youth Council for Positive Development

Focus on Equity

Youth Development

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: from a community leader with deep knowledge related to youth development, and from our Parent Advisory Council Leaders as they engaged in critical conversations about the data and shared their thoughts and 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. Missouri Information for Community Assessment (MICA). Accessed at http://health.mo.gov/data/mica/MICA/. 2020 data. IL: Illinois Department of Public Health. Freedom of Information Act request. 2020 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 2021. IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2021 school year.

**No Data Available.*

Percent of Babies Born to Teen Mothers

	YEAR	OVERALL	BLACK	LATINX	WHITE
UNITED STATES	2020	4.4%	6.5%	6.9%	3.0%
MISSOURI	2020	5.2%	7.9%	8.1%	4.5%
St. Louis City	2020	6.0%	10.0%	6.8%	0.8%
St. Louis County	2020	3.3%	6.5%	5.1%	1.2%
St. Charles County	2020	2.0%	3.2%	4.8%	1.8%
ILLINOIS	2020	4.1%	7.9%	6.2%	2.4%
St. Clair County	2020	5.2%	8.3%	6.2%	2.6%
Madison County	2020	4.8%	7.4%	7.0%	4.1%

Dropout Rate

	YEAR	OVERALL	BLACK	LATINX	ASIAN	WHITE	MULTIRACIAL
UNITED STATES	2020	5.3%	4.2%	7.4%	2.4%	4.8%	6.5%
MISSOURI	2021	1.6%	2.8%	2.6%	0.4%	1.3%	1.8%
St. Louis City	2021	6.1%	6.2%	7.7%	3.2%	5.4%	*
St. Louis County	2021	1.5%	2.3%	6.9%	*	0.8%	3.7%
St. Charles County	2021	1.1%	1.8%	6.1%	*	1.0%	1.5%
ILLINOIS	2021	2.5%	4.0%	2.6%	0.8%	2.1%	3.3%
St. Clair County	2021	3.0%	4.0%	2.1%	0.6%	2.1%	4.1%
Madison County	2021	3.4%	5.5%	4.8%	1.8%	2.8%	4.0%

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.

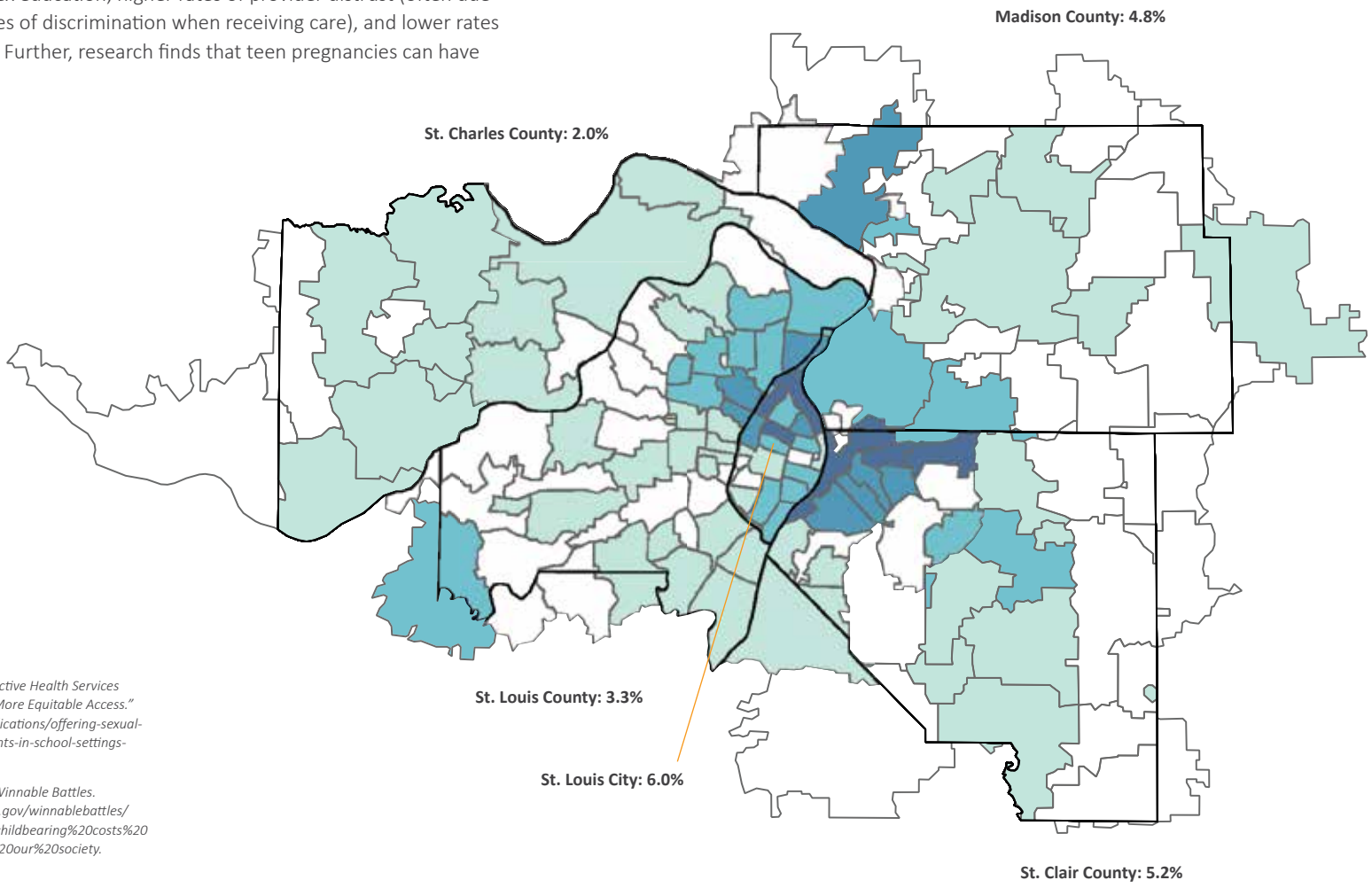
LEGEND

- 0.0 – 4.0%
- 4.1 – 8.0%
- 8.1 – 12.0%
- 12.1 – 16.0%

White areas indicate no data available.

COMPARATIVE DATA

- US: 4.4%
- Missouri: 5.2%
- Illinois: 4.1%



[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]*Centers for Disease Control and Prevention. Winnable Battles. Teen Pregnancy. Accessed at https://www.cdc.gov/winnablebattles/report/teenPregnancy.html#:~:text=Teen%20childbearing%20costs%20U.S.%20taxpayers,economic%20costs%20to%20our%20society.*

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	*	†62090	*	†62255	*	63034	*	63114	5.7	63137	8.3
62002	8.2	62095	*	62257	*	63038	*	63115	6.8	63138	6.1
62010	*	62097	0.0	62258	*	63040	0.0	63116	4.5	63139	*
62012	*	62201	12.5	62260	*	63042	3.9	63117	0.0	†63140	*
62018	*	62203	9.9	62264	0.0	63043	*	63118	7.9	63141	*
†62021	*	62204	16.0	62265	*	63044	*	63119	*	63143	*
62024	6.1	62205	9.4	62269	1.6	63049	*	63120	12.2	63144	0.0
62025	3.1	62206	8.1	62275	0.0	63069	5.3	63121	10.2	63146	*
62034	*	62207	10.5	62281	*	63074	4.9	63122	*	63147	15.0
62035	*	62208	*	†62282	0.0	63088	*	63123	1.1	63301	1.7
62040	6.8	62220	3.2	62285	0.0	63101	*	63124	0.0	63303	*
†62046	0.0	62221	4.4	†62289	*	†63102	0.0	63125	2.6	63304	3.0
62048	*	62223	*	62293	*	63103	*	63126	*	†63332	0.0
†62058	*	62225	0.0	62294	*	63104	7.6	63127	0.0	63341	0.0
†62059	*	62226	6.5	62298	*	63105	0.0	63128	2.3	63348	*
62060	*	62232	13.4	63005	*	63106	6.9	63129	2.1	63357	*
62061	0.0	62234	5.0	63011	*	63107	9.3	63130	3.6	63366	2.3
62062	*	62236	0.0	63017	0.0	63108	5.1	63131	0.0	63367	*
62067	0.0	62239	*	63021	0.9	63109	1.5	63132	3.3	63368	2.3
†62074	*	62240	0.0	63025	*	63110	3.7	63133	9.1	†63373	0.0
62084	0.0	62243	0.0	63026	3.9	63111	5.5	63134	6.8	63376	2.7
62087	*	62249	*	63031	3.8	63112	8.8	63135	5.7	63385	1.2
62088	*	62254	*	63033	5.2	63113	14.9	63136	7.2	†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. Missouri Information for Community Assessment (MICA). Accessed at http://health.mo.gov/data/mica/MICA/. 2020 data.

IL: Illinois Department of Public Health. Freedom of Information Act request. 2020 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

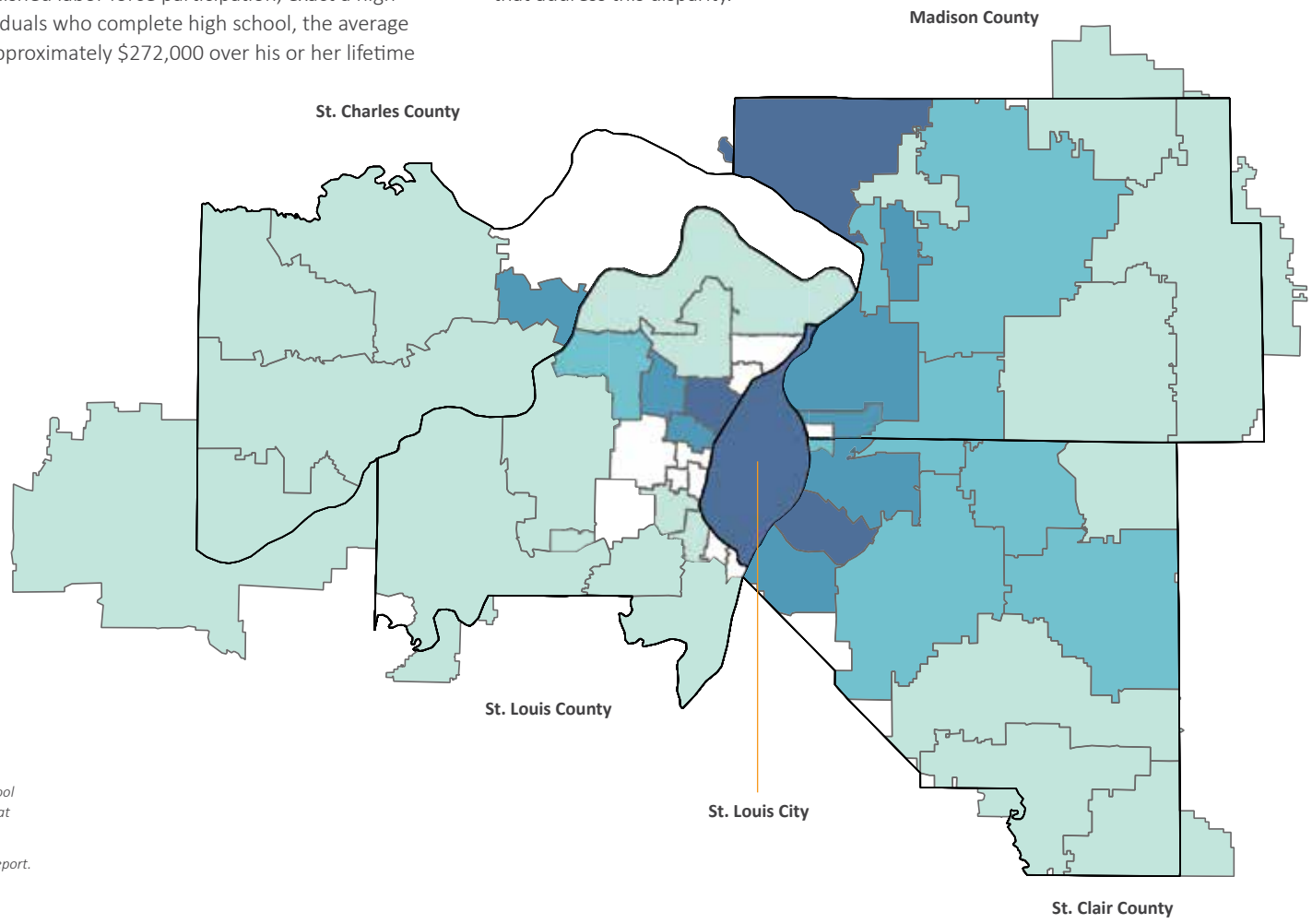
Data were suppressed for ZIP codes with fewer than five births in Missouri and ZIP codes with fewer than ten births in Illinois in accordance with state data suppression policies.

**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 Black and Hispanic youth continuing to drop out at the highest rates. It is critical that we invest in policies, strategies, and programs that address this disparity.



LEGEND

- 0.5 – 2.2%
- 2.3 – 4.0%
- 4.1 – 5.8%
- 5.9 – 7.6%

White areas indicate no data available.

COMPARATIVE DATA

- US: 5.3%
- Missouri: 1.6%
- Illinois: 2.5%

[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	6.1
ST. LOUIS COUNTY	
Affton	1.3
Bayless	*
Brentwood	*
Clayton	*
Ferguson-Florissant	0.9
Hancock Place	*
Hazelwood	1.4
Jennings	*
Kirkwood	*
Ladue	*
Lindbergh	0.5
Maplewood-Richmond Hts.	*
Mehlville	0.9
Normandy Schools Collab.	7.6
Parkway	0.6
Pattonville	2.7

County/District	Dropout Rate
Ritenour	5.0
Riverview Gardens	*
Rockwood	0.8
Special School District	1.1
University City	5.0
Valley Park	1.6
Webster Groves	0.8
ST. CHARLES COUNTY	
Francis Howell	0.7
Ft. Zumwalt	1.0
Orchard Farm	*
St. Charles	4.1
Washington	1.7
Wentzville	0.8
ST. CLAIR COUNTY	
Belle Valley	*
Belleville SD 118	*
Belleville TWP HSD 201	2.3
Brooklyn	3.1

County/District	Dropout Rate
Cahokia	6.9
Central	*
Dupo	4.7
East St. Louis	5.5
Freeburg CCSD 70	*
Freeburg CHSD 77	1.9
Grant	*
Harmony	*
High Mount	*
Lebanon	1.4
Marissa	0.7
Mascoutah	2.4
Millstadt	*
New Athens	2.1
O'Fallon CCSD 90	*
O'Fallon TWP HSD 203	2.5
Pontiac-W Holliday	*
Shiloh Village	*
Signal Hill	*

County/District	Dropout Rate
Smithton	*
St. Libory	*
Whiteside	*
Wolf Branch	*
MADISON COUNTY	
Alton	5.9
Bethalto	2.2
Collinsville	2.6
East Alton	*
East Alton-Wood River	3.9
Edwardsville	2.6
Granite City	4.7
Highland	1.9
Madison	5.1
Roxana	4.4
Staunton	1.1
Triad	1.3
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 2021 school year.

IL: Illinois State Board of Education. Illinois Report Card. Accessed at https://www.illinoisreportcard.com/. Data from 2021 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

FROM OUR PARENT ADVISORY COUNCIL LEADERS

"Get some housing, some positive housing for the kids. Get them a place where they can stay, where they can feel comfortable at, where they can play, where they can just enjoy life. Stabilize. People don't want to be going from house to house to house."

"All of them [neighborhoods in St. Louis] to me is good because you've got good people in all neighborhoods."

"If we could sit out on our porch again. It's been a while since I could sit out on my porch. I have certain times that I go out. I got certain times I can sit on my porch. I got certain times where I can sit around the playground, and I got certain times I go to the store."

We envision a St. Louis region where communities enjoy quiet nights and the sounds of children playing during the days. That simple statement paints a vivid picture of what safety and wellness look like – the ability to have peace and respite in one's home and neighborhood and the security of knowing that children can be outside together playing and having fun. So when I think about safe neighborhoods and strong communities it really hinges on our ability to create conditions that allow children and families to experience that level of peace and wellness. Yet, on too many streets in our region that tranquility is rare. Instead, many residents hear gunfire at all hours of the day and night and frequently witness violence that results in the loss of life. This problem is even more acute when we consider the fact that children in the City of St. Louis are killed or injured by gun violence at 10x the national average. The grief and trauma that result from regularly experiencing and witnessing violence have an unmeasurable toll on the mental health and development of children and youth. We know that this is unacceptable and it is not the future that we want for our children. While the drivers of violence are complex, solutions informed by community input and based in evidence, do work to mitigate risk and increase protective factors.

The lives of our children and families should not be dictated by short funding cycles or even organizational life cycles. We need long-term investment in the evidence-based programs that work and support for the people who do that work.

There have been times when St. Louis has gotten it right. In 2019, the St. Louis Area Violence Prevention Commission (VPC) conducted a study to understand what caused a dip in violent crime in the early 2000s.[1] That report provided an overview of successful programs, key partnerships, and federal initiatives that contributed to the decline. The key take away from the report was that consistency and stability are critical factors in deterring violence. As a region, we must have the discipline to choose a strategy and see it through, not to abandon it just as soon as it starts to show results. The lives of our children and families should not be dictated by short funding cycles or even organizational life cycles. We need long-term investment in the evidence-based programs that work and support for the people who do that work.

Research tells us that in order to build the protective factors that children need to thrive, we must invest at the individual, family, neighborhood, and City level. Young people learn by example, so we must change individual norms around violence. Teaching young people decision-making skills, self-regulation, and conflict resolution are important ways to equip them to solve problems without resorting to violence. This includes being intentional about modeling and teaching healthy relationship skills as a domestic violence prevention strategy. We need to strengthen the support systems needed to build healthy families. This means greater access to living wage jobs, education, and training that provide upward economic mobility for families. Poverty is a known risk factor for violence, just as gainful employment is a protective factor. Finally, we must acknowledge our shared fate as a region and sharpen our focus on equity. We know which zip codes and neighborhoods have experienced sustained disinvestment as evidenced by vacant lots and crumbling houses. We must invest in a comprehensive vacancy abatement and remediation effort to create the built environments our children deserve. Together, we can build a region where all children feel safe and loved.

Serena Muhammad
Deputy Director
Saint Louis MHB

[1] *More information about this study can be found at: https://publichealth.wustl.edu/crime-trends/.*

Focus on Equity

Safe Neighborhoods and Strong Communities

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: from a community leader with deep knowledge related to safe neighborhoods and strong communities, and from our Parent Advisory Council Leaders as they engaged in critical conversations about the data and shared their thoughts and 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	2020	11.6%	*	*
MISSOURI	2020	13.0%	*	*
St. Louis City	2020	18.9%	29.4%	11.1%
St. Louis County	2020	7.2%	13.7%	5.4%
St. Charles County	2020	4.4%	*	*
ILLINOIS	2020	9.1%	*	*
St. Clair	2020	13.3%	23.4%	9.4%
Madison County	2020	9.4%	21.1%	9.1%

Data Notes

DATA SOURCE

United States Census Bureau. American Community Survey. ACS Selected Housing Characteristics. ACS 5-Year Estimates Data Profiles: 2020. 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 makeup 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	2020	31.3%	*	*
MISSOURI	2020	25.8%	*	*
St. Louis City	2020	35.5%	43.6%	29.5%
St. Louis County	2020	27.1%	39.0%	23.7%
St. Charles County	2020	19.8%	*	*
ILLINOIS	2020	30.4%	*	*
St. Clair	2020	29.7%	45.8%	24.6%
Madison County	2020	24.7%	47.6%	23.9%

Data Notes

DATA SOURCE

United States Census Bureau. American Community Survey. ACS Selected Housing Characteristics. ACS 5-Year Estimates Data Profiles: 2020. Table: DP04. Accessed at https://data.census.gov/.

NOTE

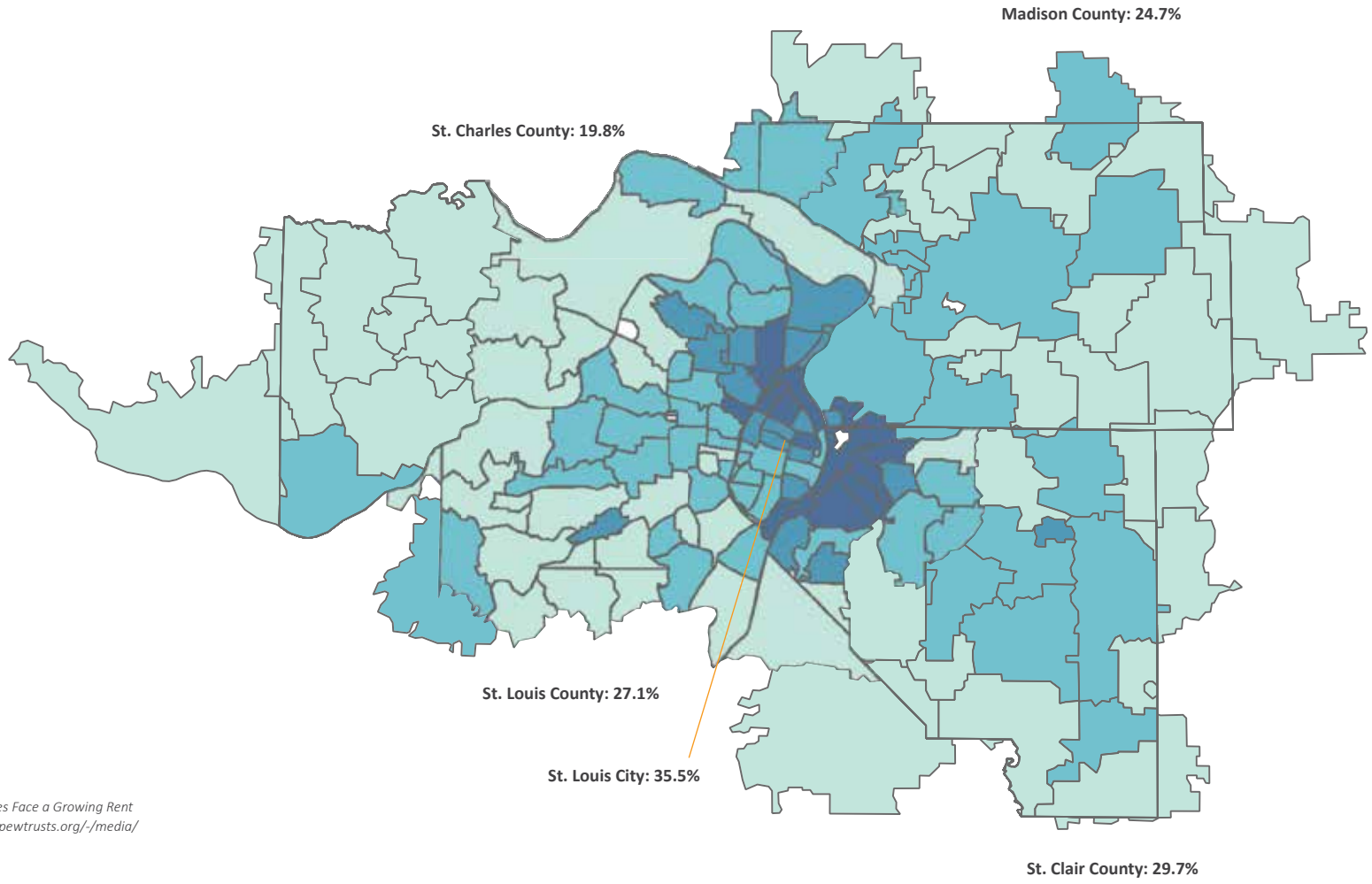
In order to estimate the "Percent of Households that are Cost-Burdened" in Black neighborhoods vs. white neighborhoods ZIP codes were assigned a majority status based on the racial makeup of each ZIP code. Zip codes in which there was no racial majority were omitted.

**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

- 11.3 – 22.4%
- 22.5 – 33.6%
- 33.7 – 44.8%
- 44.9 – 56.0%

White areas indicate no data available.

COMPARATIVE DATA

- US: 31.3%
- Missouri: 25.8%
- Illinois: 30.4%

[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	ZIP	% Burdened	ZIP	% Burdened	ZIP	% Burdened	ZIP	% Burdened	ZIP	% Burdened
†62001	24.4	†62090	42.3	†62255	25.3	63034	25.0	63114	32.5	63137	40.9
62002	30.8	62095	27.5	62257	15.9	63038	15.5	63115	49.9	63138	40.3
62010	21.7	62097	18.7	62258	23.8	63040	20.4	63116	30.4	63139	23.9
62012	11.3	62201	46.1	62260	20.8	63042	35.2	63117	21.9	†63140	43.8
62018	26.4	62203	40.0	62264	20.7	63043	19.7	63118	38.0	63141	25.0
†62021	13.4	62204	45.3	62265	16.1	63044	19.9	63119	25.6	63143	26.9
62024	16.9	62205	49.2	62269	21.8	63049	19.3	63120	45.5	63144	22.3
62025	23.2	62206	47.1	62275	16.9	63069	32.2	63121	40.2	63146	25.7
62034	22.3	62207	45.9	62281	18.5	63074	29.7	63122	19.8	63147	45.9
62035	22.5	62208	26.6	†62282	12.9	63088	34.4	63123	22.0	63301	21.6
62040	26.8	62220	24.4	62285	22.2	63101	30.8	63124	28.0	63303	20.1
†62046	13.2	62221	26.0	†62289	17.8	†63102	30.6	63125	23.5	63304	16.9
62048	18.9	62223	31.0	62293	15.6	63103	37.9	63126	17.6	†63332	23.4
†62058	22.4	62225	41.5	62294	20.1	63104	30.8	63127	33.5	63341	18.1
†62059	46.4	62226	27.1	62298	21.6	63105	29.5	63128	28.0	63348	19.5
62060	48.9	62232	20.6	63005	18.4	63106	56.0	63129	19.4	63357	15.4
62061	20.5	62234	27.8	63011	22.6	63107	40.5	63130	28.7	63366	21.8
62062	17.1	62236	17.7	63017	23.6	63108	39.2	63131	23.5	63367	16.2
62067	18.5	62239	29.5	63021	21.1	63109	24.6	63132	32.2	63368	20.2
†62074	17.6	62240	43.8	63025	12.2	63110	29.9	63133	48.5	†63373	22.5
62084	25.9	62243	26.0	63026	18.4	63111	48.1	63134	39.8	63376	20.0
62087	32.7	62249	18.0	63031	24.5	63112	44.6	63135	37.0	63385	18.7
62088	24.4	62254	27.4	63033	32.6	63113	35.5	63136	46.8	†63386	20.4

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: 2020. 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.

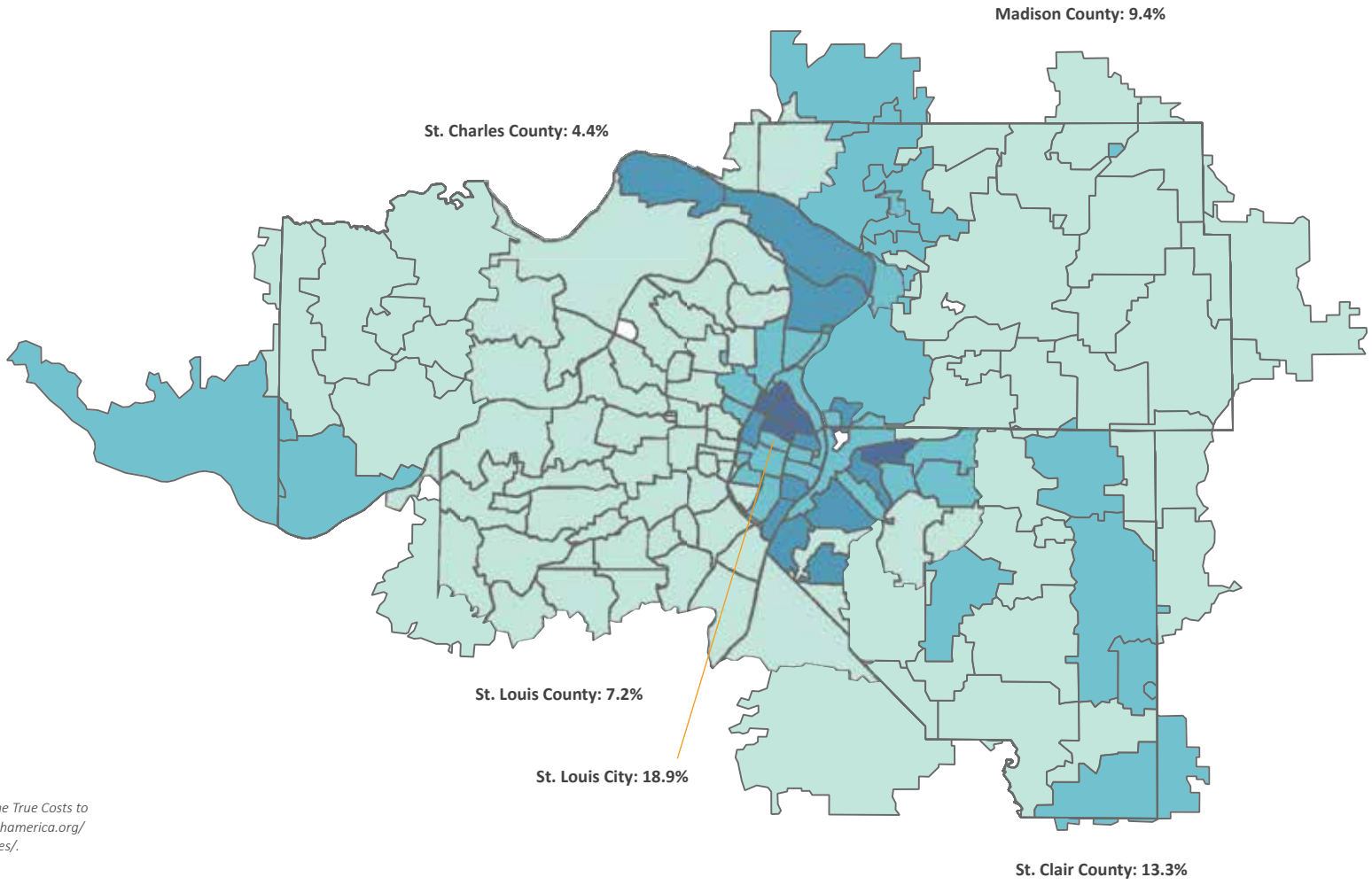
LEGEND

- 1.4 – 11.1%
- 11.2 – 20.8%
- 20.9 – 30.5%
- 30.6 – 40.2%

White areas indicate no data available.

COMPARATIVE DATA

- US: 11.6%
- Missouri: 13.0%
- Illinois: 9.1%



[1]*Smart Growth America. Vacant Properties: The True Costs to Communities. Accessed at https://smartgrowthamerica.org/vacant-properties-the-true-cost-to-communities/.*

Percent of Housing Units that are Vacant

ZIP	% Vacant	ZIP	% Vacant	ZIP	% Vacant	ZIP	% Vacant	ZIP	% Vacant	ZIP	% Vacant
†62001	11.1	†62090	13.2	†62255	9.7	63034	5.2	63114	8.2	63137	15.4
62002	13.3	62095	11.5	62257	19.4	63038	7.8	63115	38.1	63138	21.0
62010	12.1	62097	4.6	62258	12.3	63040	1.4	63116	11.7	63139	11.5
62012	14.8	62201	18.0	62260	4.5	63042	8.5	63117	6.6	†63140	18.1
62018	14.5	62203	18.7	62264	8.3	63043	2.3	63118	22.9	63141	4.0
†62021	3.5	62204	31.4	62265	4.4	63044	8.6	63119	5.9	63143	7.3
62024	14.1	62205	30.4	62269	7.1	63049	5.9	63120	34.7	63144	6.1
62025	6.9	62206	23.9	62275	7.7	63069	6.1	63121	15.7	63146	5.0
62034	5.4	62207	13.8	62281	5.6	63074	9.5	63122	6.7	63147	20.7
62035	6.4	62208	13.9	†62282	11.5	63088	4.0	63123	3.9	63301	6.3
62040	12.3	62220	15.9	62285	3.6	63101	12.2	63124	6.5	63303	4.8
†62046	6.6	62221	8.0	†62289	7.3	†63102	14.6	63125	7.6	63304	3.0
62048	17.2	62223	8.7	62293	5.0	63103	15.4	63126	4.6	†63332	12.6
†62058	15.6	62225	6.4	62294	2.2	63104	12.0	63127	3.9	63341	7.2
†62059	33.3	62226	10.5	62298	5.0	63105	7.9	63128	3.1	63348	8.7
62060	22.8	62232	16.0	63005	1.4	63106	21.0	63129	3.7	63357	14.3
62061	2.6	62234	6.4	63011	4.6	63107	40.2	63130	8.1	63366	4.2
62062	4.2	62236	4.7	63017	4.9	63108	14.8	63131	3.6	63367	3.6
62067	4.8	62239	4.7	63021	3.5	63109	5.6	63132	5.3	63368	2.7
†62074	5.8	62240	25.2	63025	7.5	63110	12.9	63133	16.6	†63373	27.2
62084	8.2	62243	4.7	63026	3.9	63111	21.0	63134	11.0	63376	4.2
62087	13.3	62249	5.1	63031	8.1	63112	25.6	63135	10.0	63385	4.5
62088	9.4	62254	15.2	63033	7.4	63113	33.4	63136	17.9	†63386	23.7

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: 2020. 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.

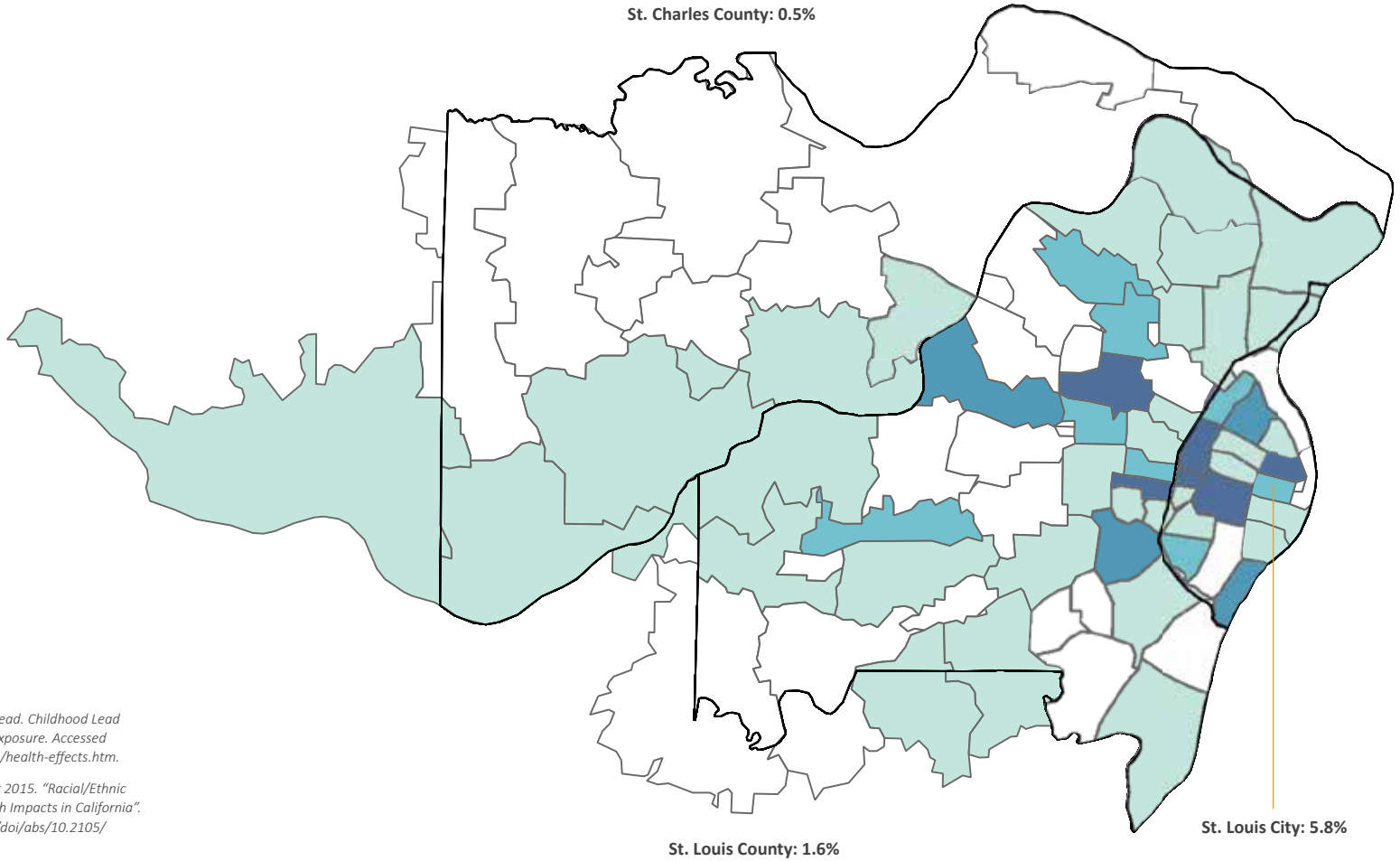
LEGEND

- 0.0 – 2.4%
- 2.5 – 4.9%
- 5.0 – 7.3%
- 7.4 – 9.8%

White areas indicate no data available.

COMPARATIVE DATA

- US: 2.6%
- Missouri: 2.8%



[1]*Centers for Disease Control and Prevention. Lead. Childhood Lead Poisoning Prevention. Health Effects of Lead Exposure. Accessed at https://www.cdc.gov/nceh/lead/prevention/health-effects.htm.*

[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	*
63011	0.0
63017	4.6
63021	*
63025	0.0
63026	*
63031	0.8
63033	1.0
63034	0.0
63038	0.0
63040	0.0
63042	*
63043	3.9
63044	*
63049	*
63069	0.0
63074	*
63088	*
63101	*
†63102	*
63103	*
63104	4.1
63105	0.0

ZIP	% Lead
63106	3.2
63107	9.7
63108	2.4
63109	1.3
63110	3.9
63111	8.3
63112	6.8
63113	9.2
63114	1.4
63115	9.8
63116	6.0
63117	*
63118	9.7
63119	1.6
63120	7.1
63121	2.5
63122	*
63123	1.6
63124	0.0
63125	0.9
63126	*
63127	*
63128	*

ZIP	% Lead
63129	*
63130	2.2
63131	0.0
63132	*
63133	3.3
63134	1.5
63135	3.6
63136	2.1
63137	1.2
63138	1.7
63139	1.1
†63140	0.0
63141	*
63143	*
63144	0.0
63146	2.2
63147	6.5
63301	*
63303	*
63304	0.0
†63332	0.0
63341	0.0
63348	0.0

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

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. Environmental Public Health Tracking Program (EPHT). Accessed at https://healthapps.dhss.mo.gov/MoPhims/EPHTHome. 2019 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 during our data collection period.

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

Crime Rate per 1,000 Individuals

COMPARATIVE DATA › US: * per 1,000 › MO: 30.7 per 1,000 › IL: 19.4 per 1,000

Geography	Crime Rate
ST. LOUIS CITY	**78.4**
Academy	82.4
Baden	111.4
Benton Park	56.1
Benton Park West	72.2
Bevo Mill	54.3
Botanical Heights	63.5
Boulevard Heights	36.4
Carondelet	105.2
Carr Square	73.8
Central West End	71.4
Cheltenham	74.6
Clayton-Tamm	43.0
Clifton Heights	38.1
College Hill	137.6
Columbus Square	108.2
Compton Heights	43.0
Covenant-Blu/Grand Ctr	103.3
DeBaliviere Place	55.3
Downtown	261.7
Downtown West	184.0
Dutchtown	81.3
Ellendale	89.5
Fairground	172.0
Forest Park SE	96.0
Fountain Park	150.7
Fox Park	61.3
Franz Park	46.9
Gravois Park	113.6
Hamilton Heights	117.1
Hi-Point	40.0
Holly Hills	45.0
Hyde Park	114.9
Jeff Vanderlou	104.1
Kings Oak	209.6
Kingsway East	80.3
Kingsway West	70.7
La Salle	109.4
Lafayette Square	55.0
Lewis Place	67.7
Lindenwood Park	33.3
Marine Villa	99.6
Mark Twain	75.5
Mark Twain 1-70 Ind.	225.1
McKinley Heights	74.3
Midtown	49.0
Mount Pleasant	75.2
Near N. Riverfront	562.0
North Hampton	49.4
North Point	71.8
North Riverfront	*
O'Fallon	69.1
Old North St. Louis	115.6
Patch	131.9
Peabody-Darst-Webbe	91.3
Penrose	69.6
Princeton Heights	34.6
Riverview	186.0
Shaw	43.9
Skinker-DeBaliviere	42.3
Soulard	89.8
South Hampton	40.0
Southwest Garden	39.5
St. Louis Hills	34.9
St. Louis Place	100.2
The Gate District	49.1
The Greater Ville	80.1
The Hill	86.4
The Ville	86.2
Tiffany	83.1
Tower Grove East	71.5
Tower Grove South	60.5
Vandeventer	69.1
Visitation Park	80.1
Walnut Park East	130.6
Walnut Park West	108.2
Wells-Goodfellow	108.2
West End	58.7
Wydown-Skinker	22.3
ST. LOUIS COUNTY	**27.5**
Ballwin	9.2
Bel Nor	19.4
Bel Ridge	33.8
Bella Villa	18.0
Bellefontaine Nghbrs	56.4
Berkeley	49.3
Breckenridge Hills	39.6
Brentwood	43.4
Bridgeton	77.3
Calverton Park	16.6
Chesterfield	18.6
Clarkson Valley	5.4
Clayton	15.6
Country Club Hills	37.0
Crestwood	18.2
Creve Coeur	20.5
Des Peres	42.3
Edmundson	79.7
Ellisville	12.2
Eureka	16.7
Ferguson	59.0
Flordell Hills	86.4
Florissant	27.4
Frontenac	25.5
Glendale	7.5
Hazelwood	38.4
Hillsdale	34.2
Kirkwood	19.5
Ladue	15.6
Lakeshire	7.2
Manchester	15.7
Maplewood	62.7
Maryland Heights	28.7
Moline Acres	40.6
Normandy	33.9
Northwoods	28.0
Oakland	5.9
Olivette	18.8
Overland	46.1
Pagedale	49.9
Richmond Heights	58.1
Riverview	55.3
Rock Hill	12.1
Shrewsbury	41.7
St. Ann	24.1
St. John	49.2
Sunset Hills	21.9
Town & Country	14.6
University City	29.8
Velda City	108.5
Vinita Park	61.7
Warson Woods	11.6
Webster Groves	8.4
Woodson Terrace	36.0

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

Geography	Crime Rate
ST. CHARLES COUNTY	**15.2**
Cottleville	4.8
Foristell	57.0
Lake St. Louis	24.1
O'Fallon	12.9
St. Charles	22.3
St. Peters	21.0
Wentzville	15.5
ST. CLAIR COUNTY	**20.3**
St. Clair CO SO	*
Belleville	32.3
Brooklyn	32.9
Cahokia	49.8
Caseyville	49.9
Centreville	9.3
Collinsville	8.0
Columbia	0.0
Dupo	30.2
East Carondelet	*

Geography	Crime Rate
East St. Louis	38.9
Fairmont City	2.5
Fairview Heights	33.4
Fayetteville	*
Freeburg	12.0
Lebanon	1.6
Lenzburg	2.1
Marissa	37.6
Mascoutah	5.2
Millstadt	10.1
New Athens	15.9
New Baden	35.9
O'Fallon	15.2
Sauget	262.2
Shiloh	10.2
Smithton	3.9
Swansea	18.6
Washington Park	24.3

Geography	Crime Rate
MADISON COUNTY	**17.3**
Madison CO SO	15.8
Alton	42.0
Bethalto	9.4
Collinsville (MCA)	18.9
East Alton	16.3
Edwardsville	6.4
Fairmont City (MCA)	0.0
Glen Carbon	8.2
Granite City	32.0
Grantfork	3.0
Hamel	25.8
Hartford	11.9
Highland	14.1
Marine	*
Maryville	7.5
Pontoon Beach	*
Roxana	22.9

Geography	Crime Rate
South Roxana	32.6
Troy	6.2
Wood River	38.2

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: https://showmecrime.mo.gov/public/View/dispview.aspx. 2020 data.

St. Louis City: St. Louis Metropolitan Police Department. NIBRS Crime Statistics. Report: CRM0013-BY. Part 1 Crime Comparison Based on UCR Reporting. Neighborhood Report. Years Compared: 2019-2020. Months included: January- December. Accessed at https://www.slmpd.org/crimestats/CRM0013-BY_202012.pdf. 2020 data.

IL: Illinois State Police. Crime in Illinois 2020 Annual Uniform Crime Report. Section I- Index Crime Offense & Crime Rate Data. Accessed at https://isp.illinois.gov/StaticFiles/docs/CrimeReporting/cii/cii20/Index%20Crime.pdf. 2020 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: 4.4 per 1,000 › MO: 5.4 per 1,000 › IL: 4.0 per 1,000

Geography	Violent Crime
ST. LOUIS CITY	**20.0**
Academy	32.7
Baden	43.7
Benton Park	6.7
Benton Park West	16.0
Bevo Mill	8.6
Botanical Heights	10.9
Boulevard Heights	3.8
Carondelet	19.1
Carr Square	37.6
Central West End	9.6
Cheltenham	4.0
Clayton-Tamm	3.8
Clifton Heights	3.2
College Hill	58.7
Columbus Square	53.6
Compton Heights	1.4
Covenant-Blu/Grand Ctr	23.7
DeBaliviere Place	10.4
Downtown	67.6
Downtown West	41.4
Dutchtown	22.1
Ellendale	7.9
Fairground	76.9
Forest Park SE	14.5
Fountain Park	65.1
Fox Park	9.8
Franz Park	2.2
Gravois Park	35.4
Hamilton Heights	50.8
Hi-Point	1.9
Holly Hills	5.2
Hyde Park	42.7
Jeff Vanderlou	45.9

Geography	Violent Crime
Kings Oak	65.9
Kingsway East	34.8
Kingsway West	22.3
La Salle	33.1
Lafayette Square	6.0
Lewis Place	32.4
Lindenwood Park	2.7
Marine Villa	25.7
Mark Twain	28.9
Mark Twain 1-70 Ind.	113.1
McKinley Heights	9.6
Midtown	8.3
Mount Pleasant	24.2
Near N. Riverfront	136.7
North Hampton	6.1
North Point	25.6
North Riverfront	220.8
O'Fallon	34.1
Old North St. Louis	47.0
Patch	35.2
Peabody-Darst-Webbe	36.8
Penrose	28.0
Princeton Heights	2.0
Riverview	45.5
Shaw	4.2
Skinker-DeBaliviere	3.8
Soulard	11.7
South Hampton	4.1
Southwest Garden	3.6
St. Louis Hills	1.5
St. Louis Place	39.4
The Gate District	9.4
The Greater Ville	33.9
The Hill	6.4

Geography	Violent Crime
The Ville	33.6
Tiffany	17.5
Tower Grove East	11.6
Tower Grove South	9.5
Vandeventer	27.9
Visitation Park	26.0
Walnut Park East	49.7
Walnut Park West	52.3
Wells-Goodfellow	46.1
West End	20.3
Wydown-Skinker	0.0
ST. LOUIS COUNTY	**4.4**
Ballwin	0.6
Bel Nor	2.9
Bel Ridge	5.3
Bella Villa	1.4
Bellefontaine Nghbrs	19.5
Berkeley	12.8
Breckenridge Hills	9.5
Brentwood	1.3
Bridgeton	6.4
Calverton Park	4.7
Chesterfield	0.9
Clarkson Valley	0.4
Clayton	1.1
Country Club Hills	11.3
Crestwood	1.5
Creve Coeur	1.4
Des Peres	1.3
Edmundson	9.7
Ellisville	1.3
Eureka	1.0
Ferguson	6.9
Flordell Hills	32.5

Geography	Violent Crime
Florissant	3.9
Frontenac	1.3
Glendale	0.3
Hazelwood	6.6
Hillsdale	12.9
Kirkwood	1.6
Ladue	0.3
Lakeshire	2.9
Manchester	0.4
Maplewood	5.3
Maryland Heights	2.9
Moline Acres	12.0
Normandy	12.2
Northwoods	5.5
Oakland	1.5
Olivette	1.1
Overland	5.4
Pagedale	16.4
Richmond Heights	4.0
Riverview	16.7
Rock Hill	0.2
Shrewsbury	1.6
St. Ann	3.3
St. John	9.0
Sunset Hills	1.2
Town & Country	0.7
University City	4.3
Velda City	52.4
Vinita Park	14.6
Warson Woods	1.1
Webster Groves	0.5
Woodson Terrace	4.5

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

Geography	Violent Crime
ST. CHARLES COUNTY	**1.9**
Cottleville	0.0
Foristell	1.6
Lake St. Louis	1.1
O'Fallon	1.3
St. Charles	2.7
St. Peters	2.5
Wentzville	2.4
ST. CLAIR COUNTY	**3.4**
St. Clair CO SO	*
Belleville	5.8
Brooklyn	12.9
Cahokia	6.8
Caseyville	7.1
Centreville	1.2
Collinsville	1.8
Columbia	0.0
Dupo	1.3
East Carondelet	*

Geography	Violent Crime
East St. Louis	11.2
Fairmont City	1.2
Fairview Heights	2.3
Fayetteville	*
Freeburg	0.5
Lebanon	0.2
Lenzburg	0.0
Marissa	7.2
Mascoutah	0.4
Millstadt	0.5
New Athens	1.1
New Baden	4.5
O'Fallon	2.5
Sauget	6.1
Shiloh	1.2
Smithton	0.0
Swansea	1.7
Washington Park	3.4

Geography	Violent Crime
MADISON COUNTY	**2.8**
Madison CO SO	2.2
Alton	8.2
Bethalto	0.4
Collinsville (MCA)	2.3
East Alton	4.3
Edwardsville	0.3
Fairmont City (MCA)	0.0
Glen Carbon	0.6
Granite City	7.7
Grantfork	3.0
Hamel	6.2
Hartford	2.2
Highland	1.0
Marine	*
Maryville	0.9
Pontoon Beach	*
Roxana	2.8

Geography	Violent Crime
South Roxana	4.5
Troy	1.8
Wood River	3.1

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: https://showmecrime.mo.gov/public/View/dispview.aspx. 2020 data.

St. Louis City: St. Louis Metropolitan Police Department. NIBRS Crime Statistics. Report: CRM0013-BY. Part 1 Crime Comparison Based on UCR Reporting. Neighborhood Report. Years Compared: 2019-2020. Months included: January- December. Accessed at https://www.slmpd.org/crimestats/CRM0013-BY_202012.pdf. 2020 data.

IL: Illinois State Police. Crime in Illinois 2020 Annual Uniform Crime Report. Section I- Index Crime Offense & Crime Rate Data. Accessed at https://isp.illinois.gov/StaticFiles/docs/CrimeReporting/cii/cii20/Index%20Crime.pdf. 2020 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

FROM OUR PARENT ADVISORY COUNCIL LEADERS

"They [the studies and reports] don't see Black people like me who go out in the community to help other Black folks and who advocate and empower Black people to take back your power and revitalize your own community. There are lots of Black people working together now."

"One thing that I always emphasize is make sure that community has a seat at the decision-making table...I don't think there will ever be a solution, but I will say the one anecdote that I have in mind is that transparency and compassion and the willingness to work together. I think that's what's going to reduce a lot of issues that we have today."

A Holistic Approach to Change › Advocacy and Civic Engagement

Vision for Children at Risk has developed a holistic approach to change that informs everything we undertake. The North Star of our work is, as it has always been, the wellbeing of the children in our community. We strive to create a world where our children can thrive, physically and mentally, no matter the zip code in which they live.

In order for it to be possible for children to live well, their families need support and allies from which they can draw strength. So much of our work is dedicated to providing this kind of support by 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 value the wellbeing of all our region's children can our efforts be impactful and sustainable.

Our families are valued partners.
We believe that families and communities must be included as leaders in the (re)creation and implementation of the systems, policies, and practices that impact their lives. Child well-being cannot be separated from family well-being.

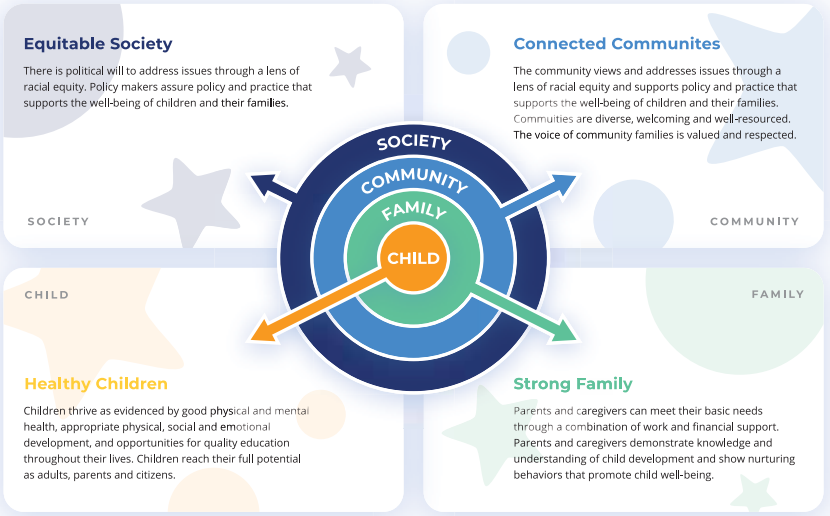
The work to build a more equitable society – one that supports child wellbeing – requires a thorough commitment to racial equity. At VCR, we focus our efforts on the policies and institutional systems that impact our community, and thereby impact the lives of every family we serve. Our families are valued partners. We believe that families and communities must be included as leaders in the (re)creation and implementation of the systems, policies, and practices that impact their lives. Child well-being cannot be separated from family well-being.

Effecting change for children and families on this scale presents some formidable challenges. From our earliest days, our organization has valued data collection as a means to overcome those challenges. Data is uniquely persuasive in advocacy efforts because it precisely reveals the impact that inequity has in our region. That kind of precision holds us all accountable, and it offers us the incredible opportunity to measure the impact of our efforts to change things for the better.

This year, VCR has revisited our data collection practices, with an eye to ensuring that even this aspect of our work aligns fully with our core values. We have decided to incorporate a new dimension to our existing work in this focus area. In addition to the dedicated effort to gather accurate quantitative data on disparities in our region as they impact families, we have also been hard at work gathering qualitative data – stories of lived experience that come directly from the community members who live and work in our region. We believe that the complete truth of the situation can only be understood when these forms of data are combined. To know the numbers can only take us so far; we have to give the spotlight to the individual experience as well.

As a result, this edition provides even stronger evidence for the theory that animates all of VCR's practice: it is only by collective action that our community can overcome the deep and damaging patterns of racial inequity that continue to burden our region's families. This means that our entire society – including organizations, institutions, parents, and civic leaders – shares in the responsibility. It is our collective duty to come together, guided by the data we have, to lift up the stories of our community members and take action as a unified partnership with families and organizations to work for meaningful change.

Sanaria Sulaiman
Executive Director
Vision for Children at Risk

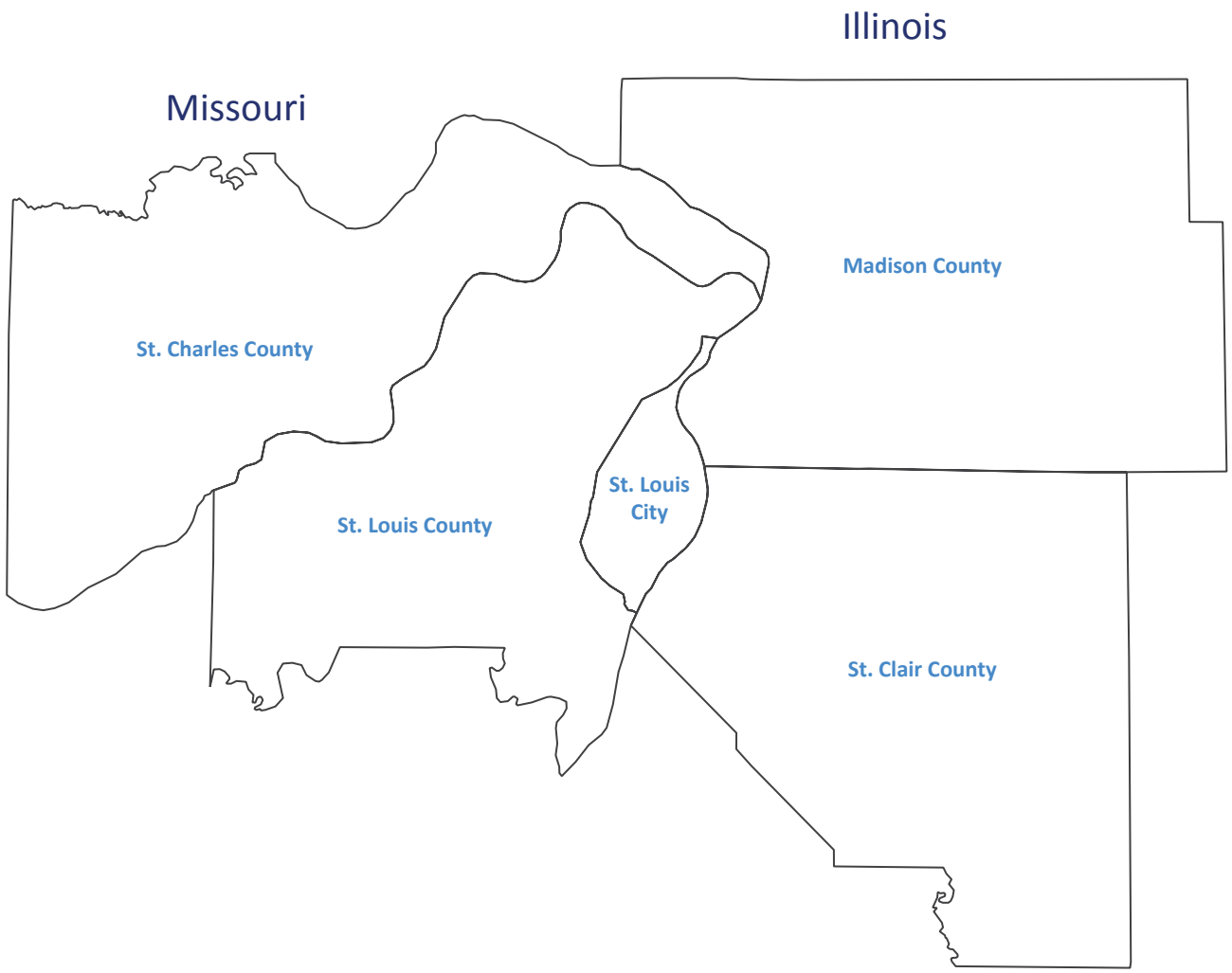


https://www.visionforchildren.org/advocacy/a-holistic-approach-to-change/

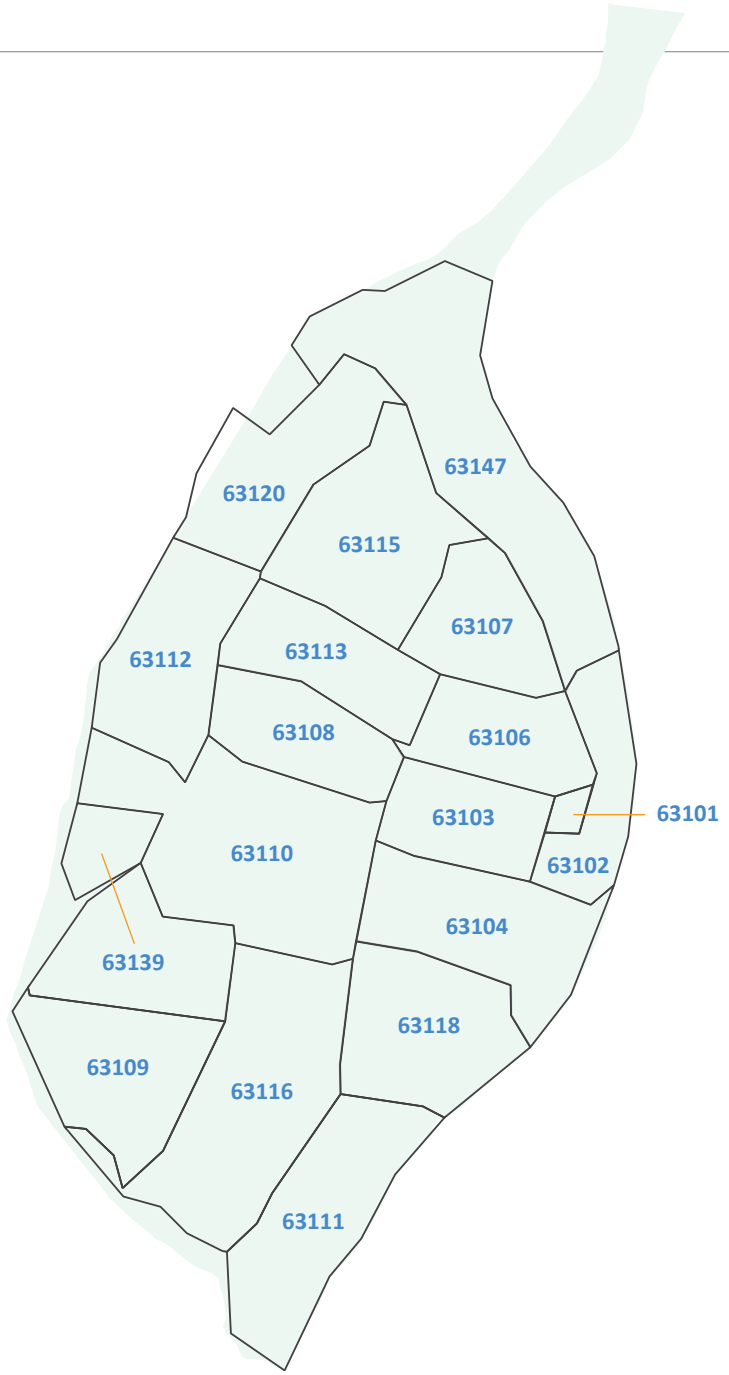
Reference Maps

In this Section

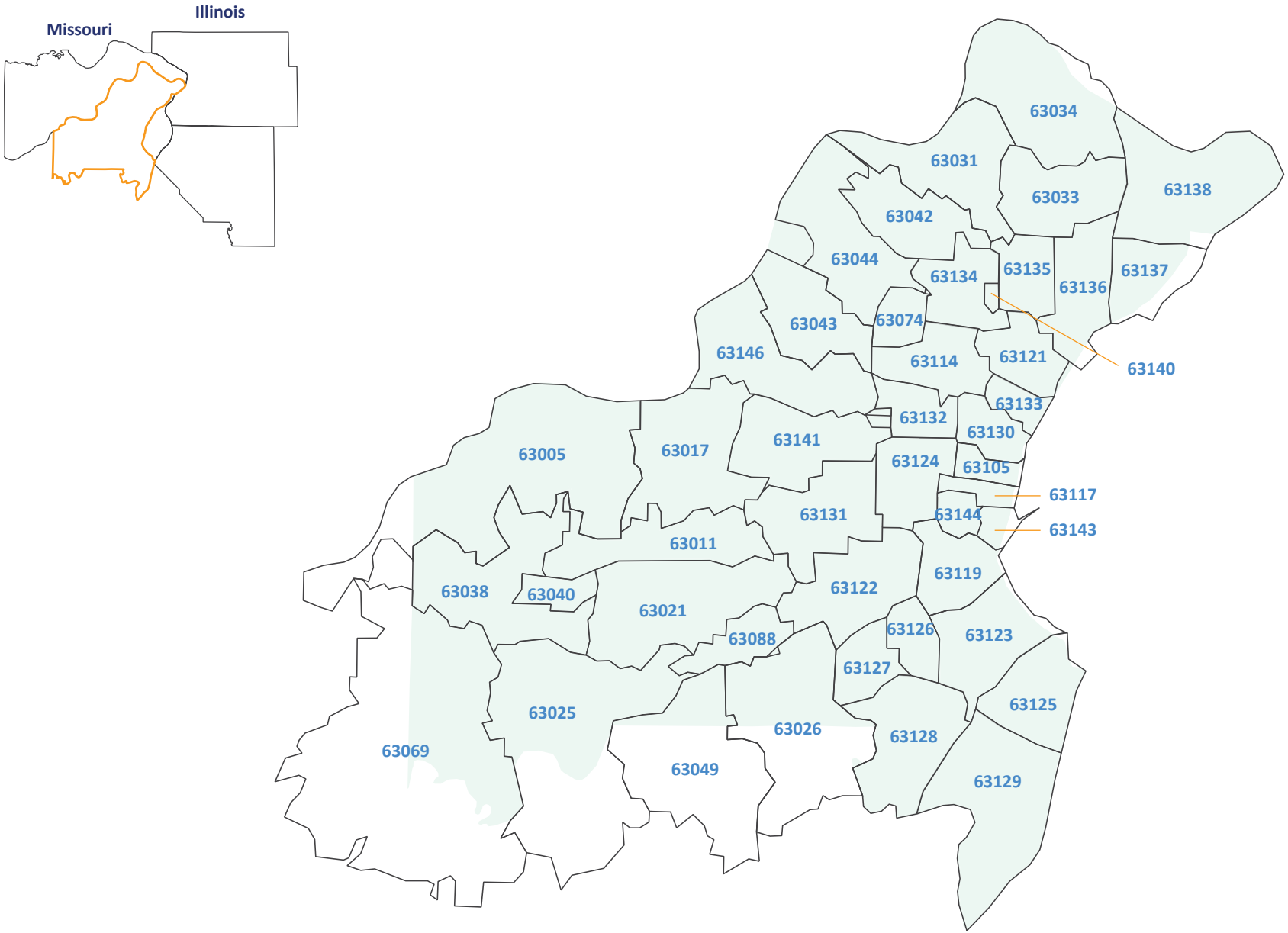
County Map


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

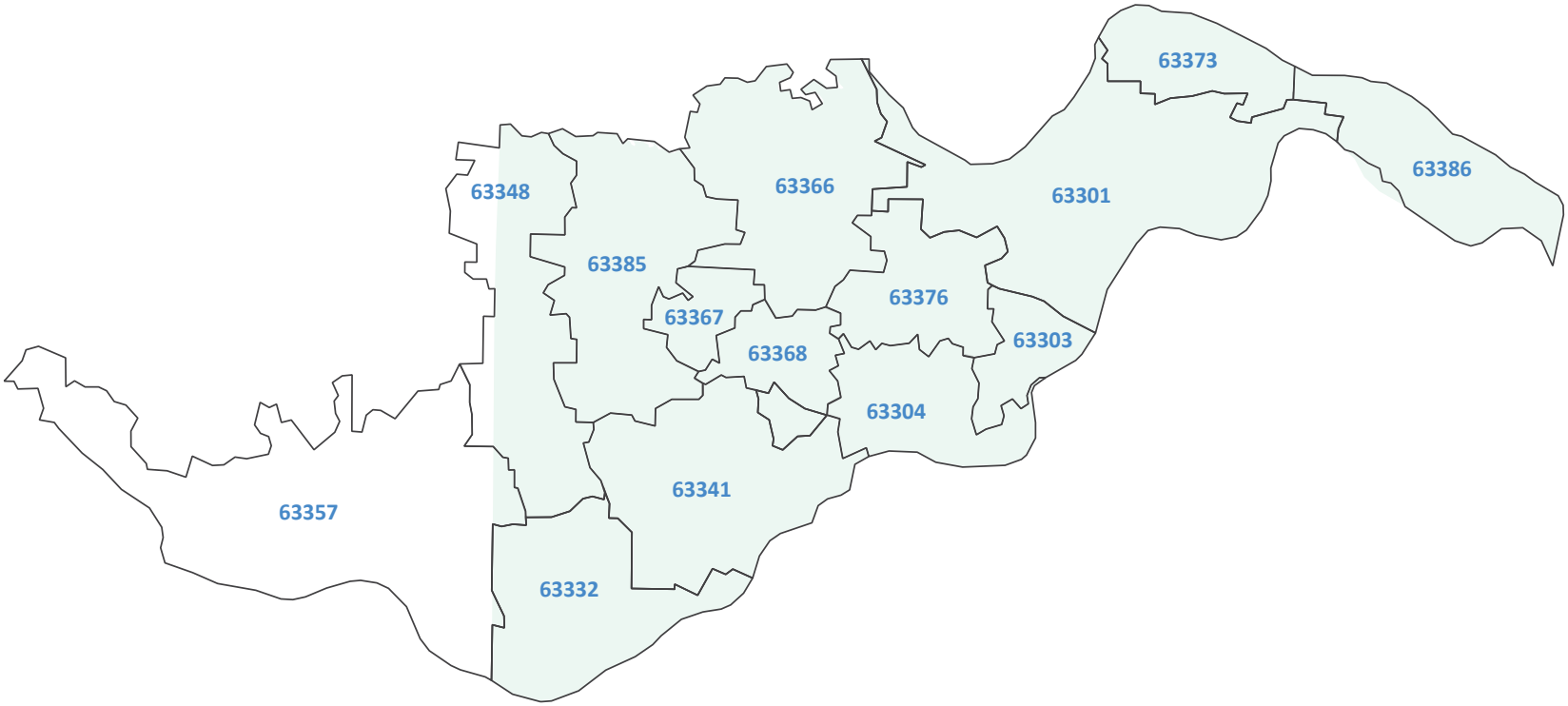
St. Louis City ZIP Code Boundaries



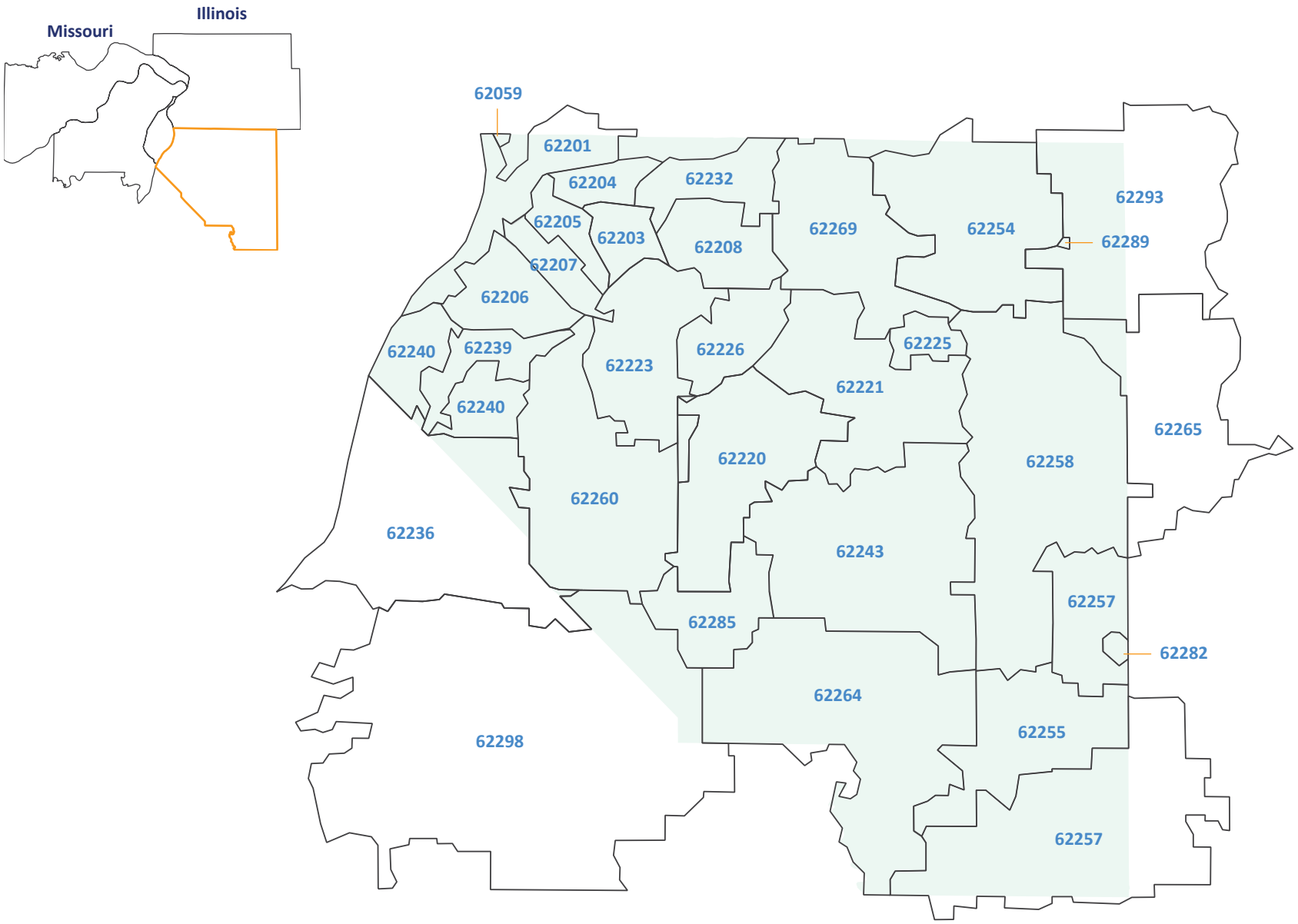
St. Louis County ZIP Code Boundaries



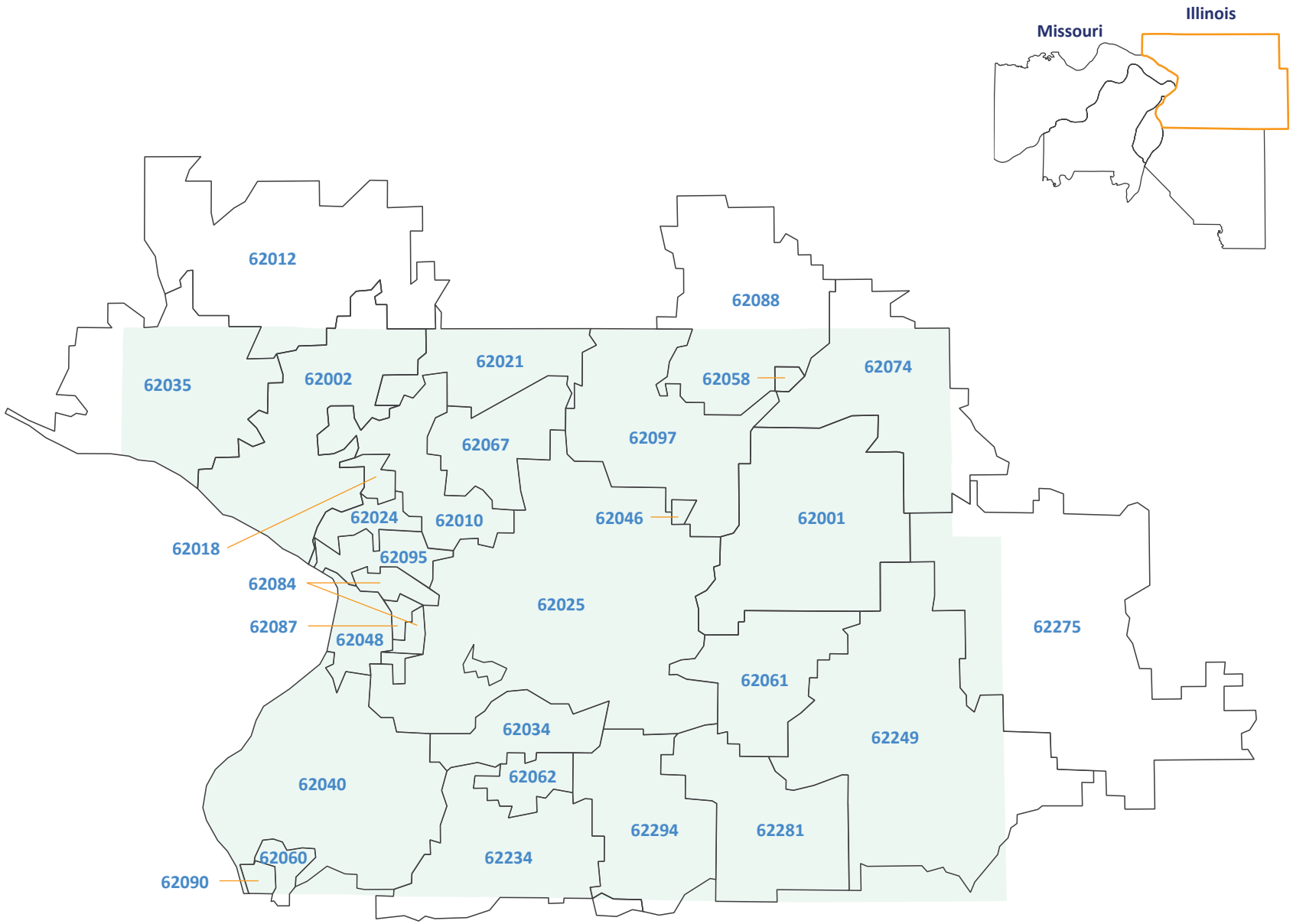
St. Charles County ZIP Code Boundaries



St. Clair County ZIP Code Boundaries

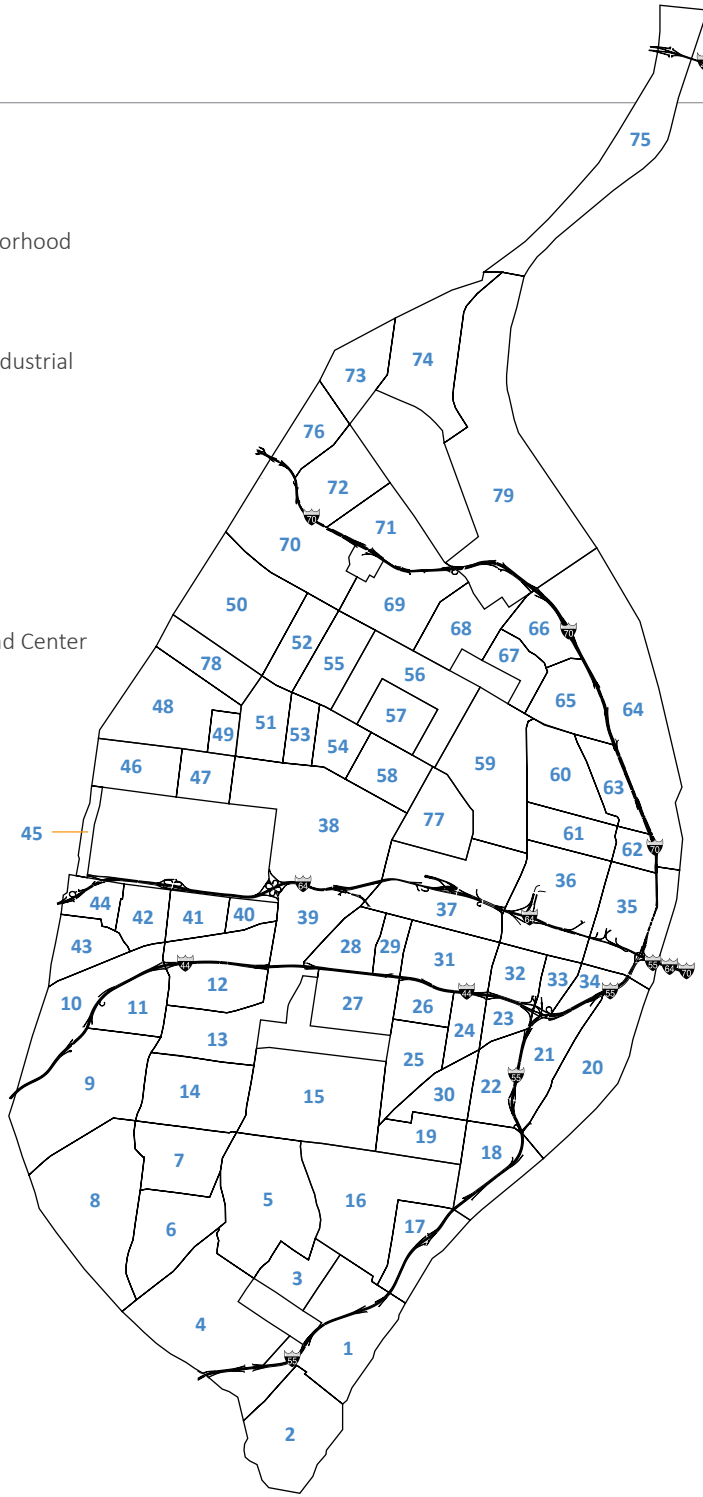


Madison County ZIP Code Boundaries



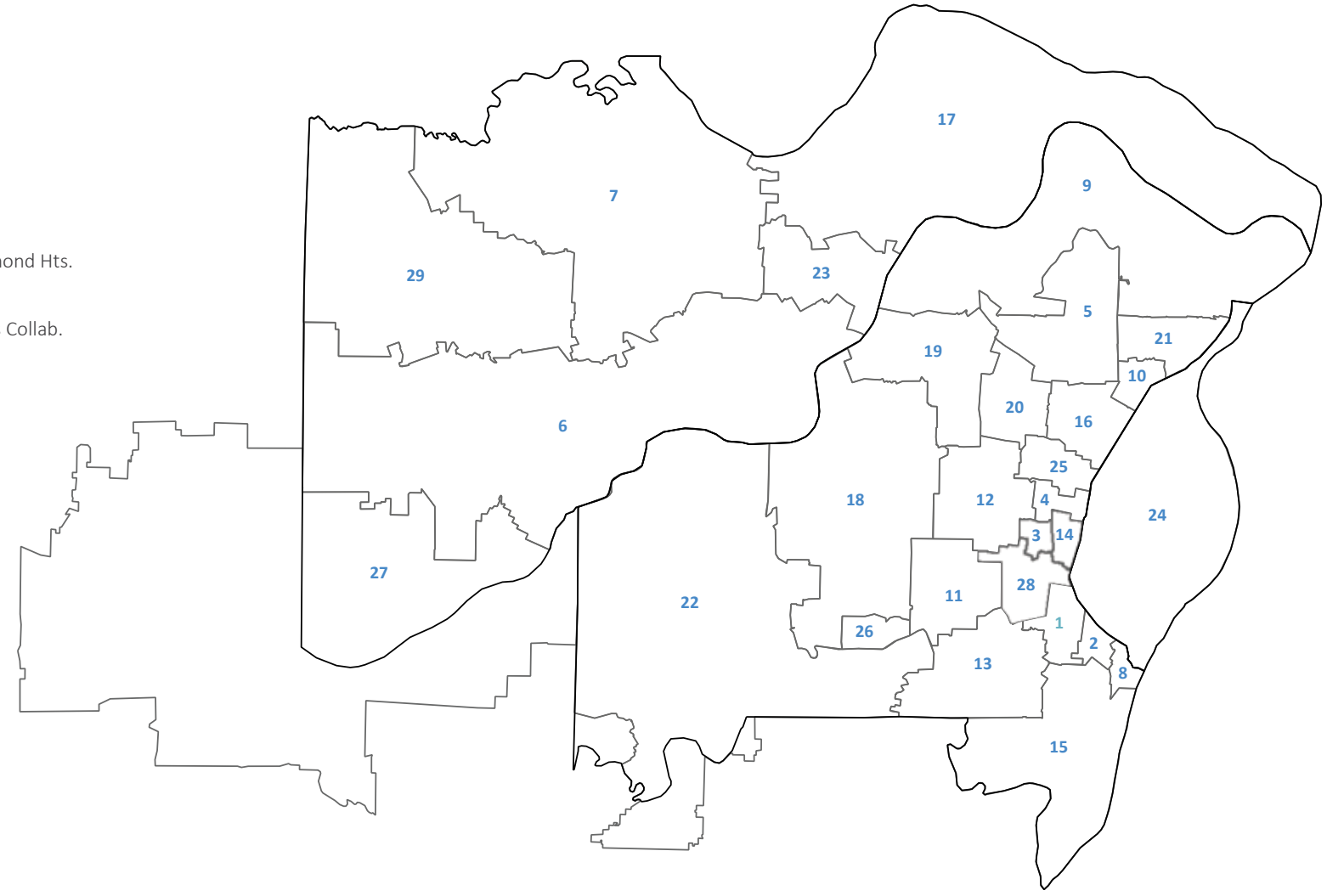
City of St. Louis Neighborhoods

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



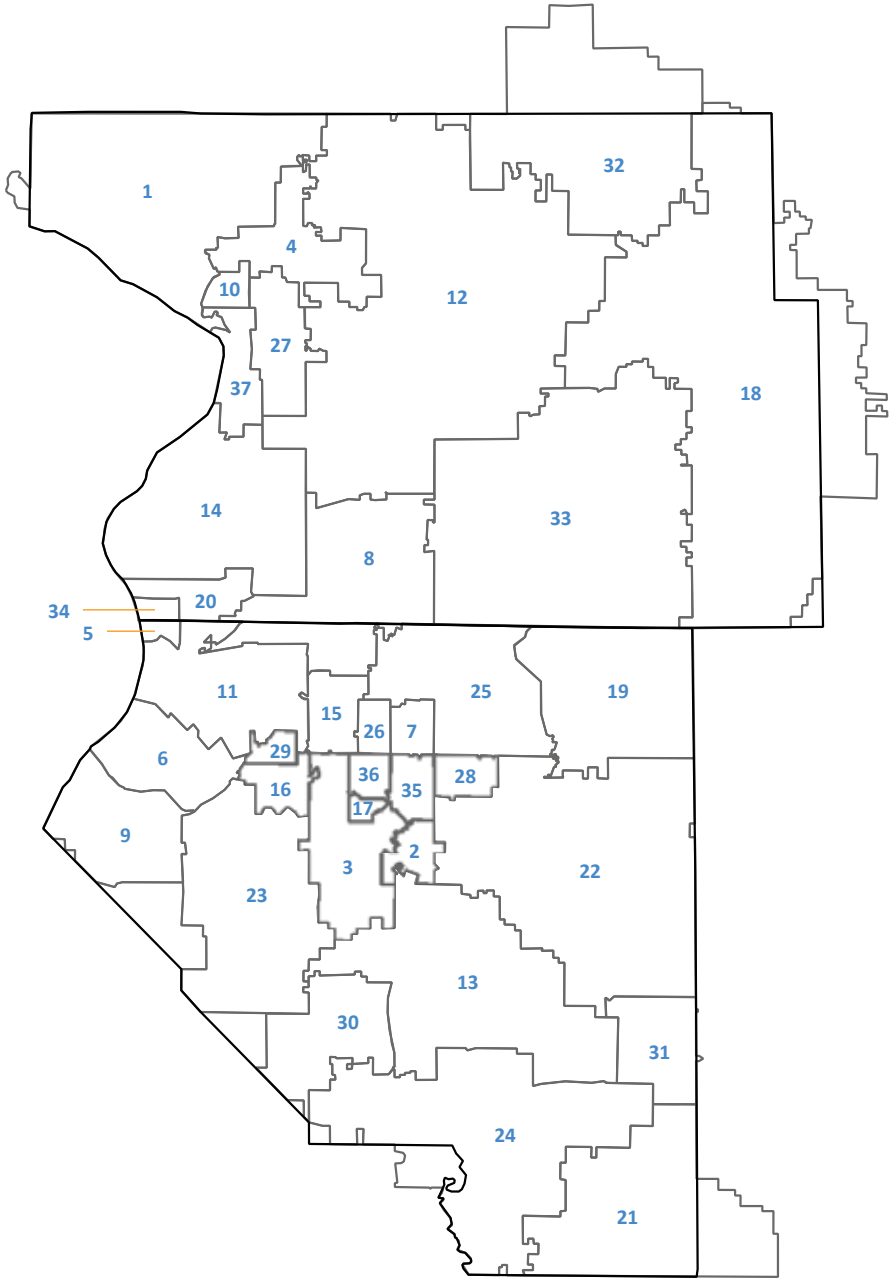
Missouri School District Boundaries

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



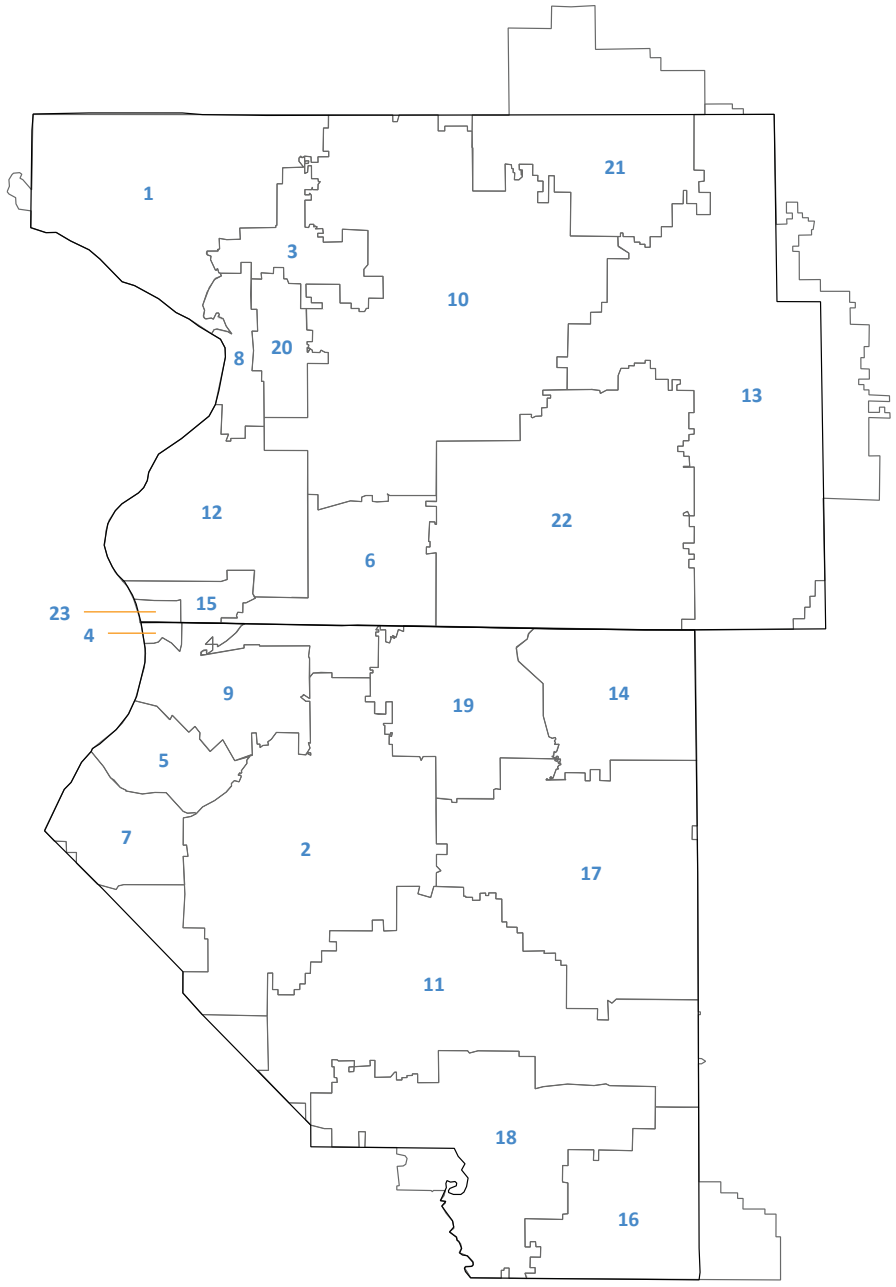
Illinois Elementary and Middle School District Boundaries

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
30 Venice



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