

Intergenerational Poverty: Kids and Communities

A Special Report by Voices for Utah Children

2014



ACKNOWLEDGEMENTS

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INTRODUCTION

The 2013 KIDS COUNT Data Book shows that Utah children experience greater well-being compared to their peers across the nation. Although Utah slipped in ranking from 11 in 2012 to 14 in 2013, Utah kids overall are doing well. But this ranking hides what is going on in some Utah communities where a child's chances of thriving depends not just on individuals and familial characteristics but also on the community in which a child is born and raised. This brief examines six zip codes that are plagued with high numbers of children living in intergenerational poverty (IGP). In these six codes, 1,000 children or more are living in intergenerational poverty (Appendix 1).

In 2012, the Utah Legislature embarked on an ambitious journey to obtain a greater understanding of intergenerational poverty in Utah. Currently, Utah is the only state in the nation requiring the gathering of data through the establishment and maintenance of a system designed to track intergenerational poverty. In accordance with the law, the Utah Department of Workforce Services (DWS) is required to issue an annual report on intergenerational poverty by September 30.¹

Recognizing that subsequent action will be necessary as a result of the data, the Legislature established two working groups. These groups will evaluate the data and establish policies and programs designed to, “measurably reduce the incidence of children in the state who remain in the cycle of poverty and welfare dependency as they become adults,” through the establishment of five and ten year plans.²



Although the data compiled by the DWS, as well as other agencies administering policies and programs, are designed to address the complex issues confronting low-income Utahns, a full understanding of the challenges facing the 52,426 children impacted by the situation cannot be obtained simply by analyzing participation in public assistance programs. Children are not only shaped by the families in which they grow up but also by the communities in which they live.

Increasingly, research is showing that children raised in poverty or

low-income are more likely to remain there as adults.³ Fortunately, there are factors that reverse that fact through the establishment of geographies of opportunity—places that connect people and families to quality public schools, affordable housing, transportation, and other community assets such as outdoor space, religious institutions, after school programs, and quality child care centers.⁴

This report takes a closer look at the environment in which children experiencing intergenerational poverty are growing up in Utah by evaluating four domains of child well-being: Education, Economic Well-Being, Health, and Family and Community.⁵ Due to limitations acquiring zip code level data and confidentiality issues protecting children in intergenerational poverty, it is difficult to look at the well-being of the intergenerational poverty children specifically. Instead, most of the report evaluates data within the zip codes across all residents. In many cases, the data is generated by the U.S. Census Bureau but there is substantial information that was provided by various state agencies, including the Department of Health, Utah State Office of Education and the Department of Workforce Services. The brief also includes data from non-profits throughout Utah.



Unfortunately, the data demonstrates that the communities in which high numbers of intergenerational poverty children are living place additional handicaps on them and limit their access to equal opportunities for success. As this report establishes, the educational outcomes and health outcomes for children within these zip codes are worse than the outcomes for all Utah children. Additionally, compounding the challenges are limited resources within communities such as inadequate access to licensed child care centers, greater substantiated abuse and neglect cases, limited employment among the parents, and a greater percentage of children growing up in single-parent households.

As the issue of intergenerational poverty gains attention, understanding the breadth of challenges confronting these children will hopefully result in the development of evidence-based policies and programs proven to improve outcomes for children and their parents, while also providing the data necessary to increase resources for established programs that are resulting in the greatest outcomes for children.

¹ Department of Workforce Services, *Intergenerational Poverty in Utah*, September 2012 (October 2013), https://jobs.utah.gov/wi/pubs/Poverty_Report_web.pdf; *Utah's Second Annual Report on Intergenerational Poverty, Welfare Dependency and the Use of Public Assistance*, September 2013 (October 2013), <http://jobs.utah.gov/edo/intergenerational/igp13.pdf>.

² The legislation established the Intergeneration Welfare Reform Commission and the Intergenerational Poverty Advisory Committee, UTAH CODE §35A-9-101 et seq.

³ Pew Charitable Trusts, Economic Mobility Project, *Pursuing the American Dream: Economic Mobility Across Generations*, July 2012, http://www.pewstates.org/uploadedFiles/PCS_Assets/2012/Pursuing_American_Dream.pdf; David Leonhardt, "In Climbing Income Ladder, Location Matters," *New York Times*, July 23, 2013 (November 23, 2013), http://www.nytimes.com/2013/07/22/business/in-climbing-income-ladder-location-matters.html?hpw&_r=0.

⁴ Congress, House, Appropriations Subcommittee on Transportation, Housing and Urban Development, and Related Agencies, FY2011 Budget Request for HUD: Hearing before the House Appropriations Subcommittee on Transportation, Housing and Urban Development, and Related Agencies, 111th Cong., February 23, 2010.

⁵ These domains replicate the domains established by the Annie E. Casey Foundation 2013 KIDS COUNT Data Book which is available online at <http://www.aecf.org/~media/Pubs/Initiatives/KIDS%20COUNT/123/2013KIDSCOUNT-DataBook/2013KIDSCOUNTDataBookr.pdf>.

This report contains a wealth of data. There is additional data available on our website where indicated.

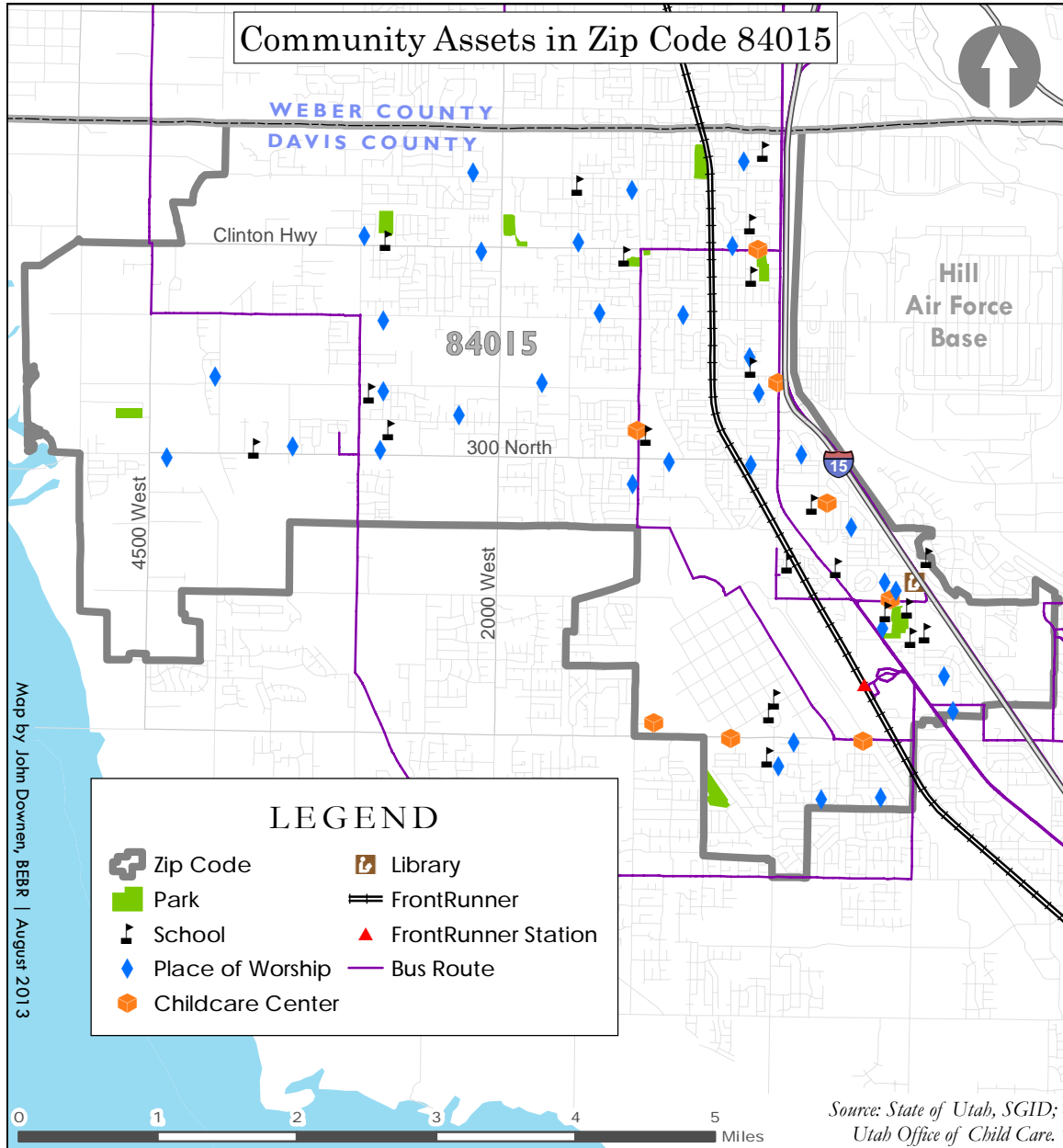
DEMOGRAPHICS



“The future which we hold in trust for our own children will be shaped by our fairness to other people's children.”

Marian Wright Edelman

Clearfield Zip Code 84015



84015

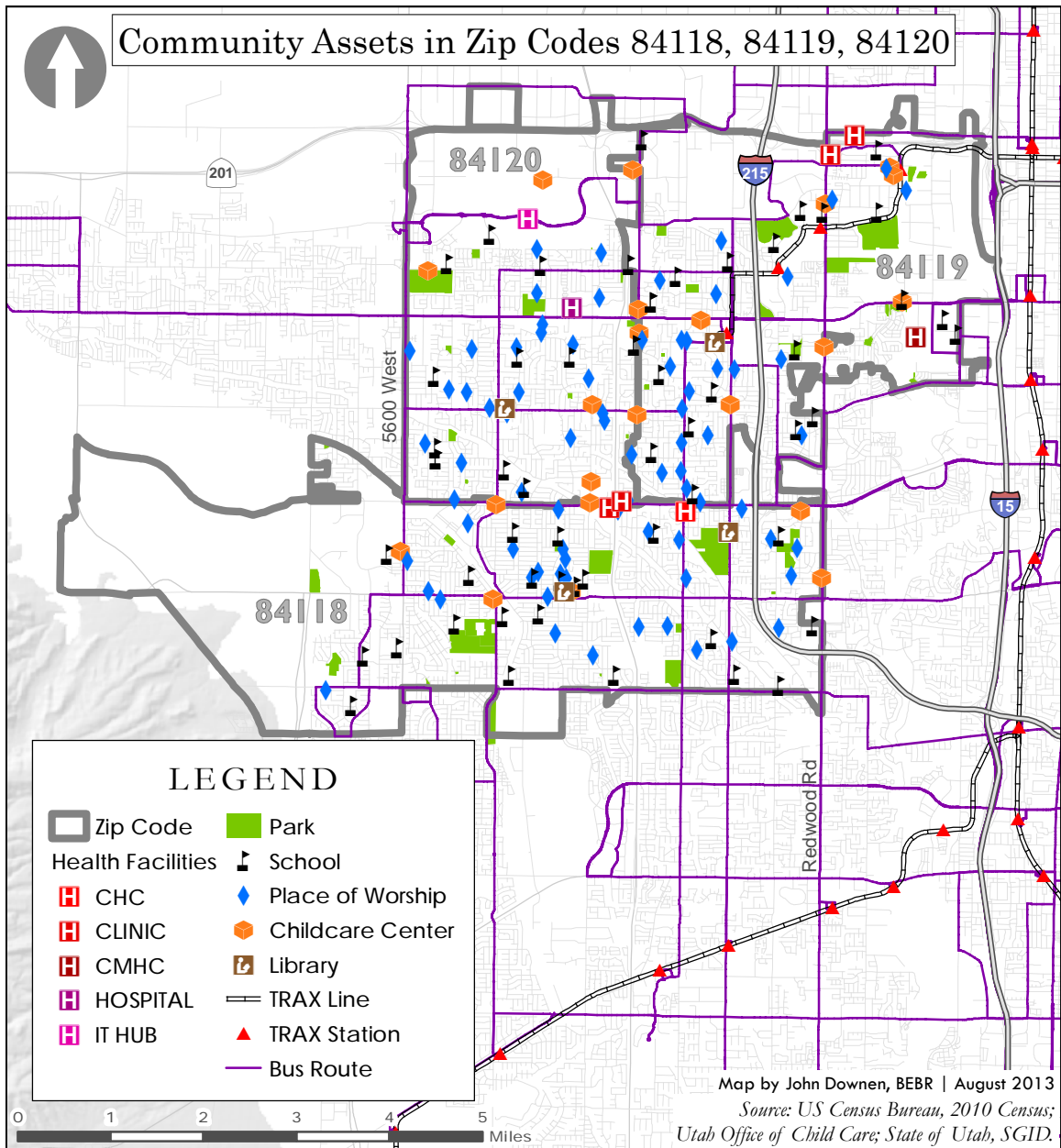
Population Overview		
	Total Count	Percentage
Total Population	61,022	
Intergenerational Poverty Population	2497	4%
Child Population	21,774	36%
Intergenerational Poverty Child Population	1550	7%
Ages 0-5	609	
Ages 6-9	414	
Ages 10-14	345	
Ages 15-17	116	

Race of Intergenerational Poverty Children		
American Indian	16	1%
Asian	4	0%
Black	47	3%
Pacific Islander	11	1%
Unknown	357	24%
White	1,049	71%

Ethnicity of Intergenerational Poverty Children (of any race)		
Hispanic	303	20%
Non-Hispanic	1,181	80%

Households with Children		
Total	8,938	
Married Couple Households	6,906	77%
Single Female w/Children	1,553	17%
Single Male w/Children	479	5%

Salt Lake County Zip Codes



84118

Population Overview		
	Total Count	Percentage
Total Population	65,637	
Intergenerational Poverty Population	2,652	4%
Child Population	21,261	32%
Intergenerational Poverty Child Population	1,478	7%
Ages 0-5	658	
Ages 6-9	428	
Ages 10-14	363	
Ages 15-17	119	

Race of Intergenerational Poverty Children		
American Indian	33	2%
Asian	16	1%
Black	51	3%
Pacific Islander	27	2%
Unknown	450	30%
White	1,022	69%

Ethnicity of Intergenerational Poverty Children (of any race)		
Hispanic	326	22%
Non-Hispanic	1,152	78%

Households with Children		
Total	8,213	
Married Couple Households	6,326	77%
Single Female w/Children	1,276	16%
Single Male w/Children	611	7%

84119

Population Overview		
	Total Count	Percentage
Total Population	53,098	
Intergenerational Poverty Population	3,143	6%
Child Population	14,751	28%
Intergenerational Poverty Child Population	1,857	13%
Ages 0-5	788	
Ages 6-9	515	
Ages 10-14	384	
Ages 15-17	170	

Race of Intergenerational Poverty Children		
American Indian	82	4%
Asian	31	2%
Black	138	7%
Pacific Islander	63	3%
Unknown	450	24%
White	1,093	59%

Ethnicity of Intergenerational Poverty Children (of any race)		
Hispanic	477	26%
Non-Hispanic	1,380	74%

Households with Children		
Total	5,941	
Married Couple Households	3,983	67%
Single Female w/Children	1,540	26%
Single Male w/Children	418	7%

84120

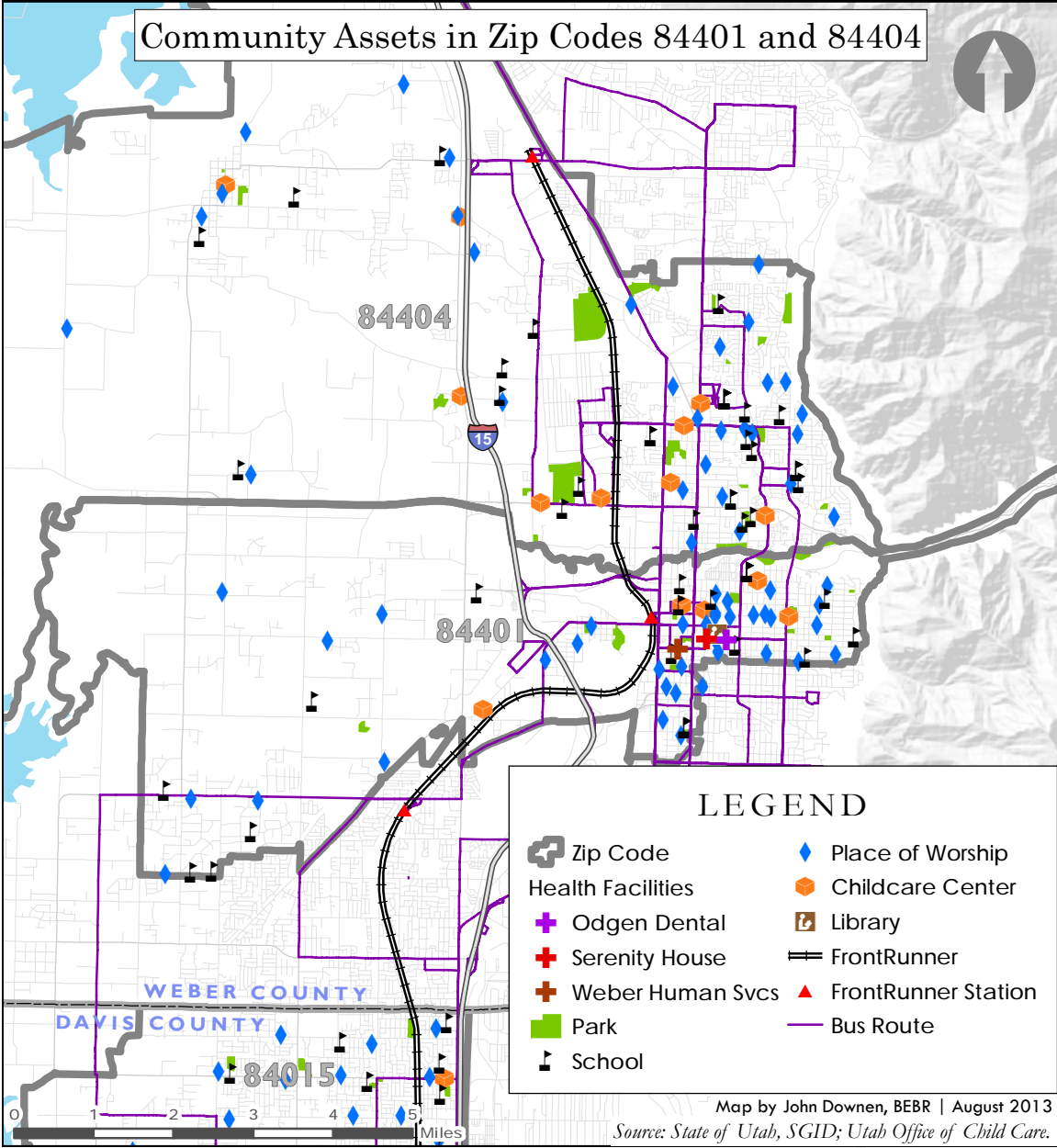
Population Overview		
	Total Count	Percentage
Total Population	47,306	
Intergenerational Poverty Population	2,574	5%
Child Population	14,575	31%
Intergenerational Poverty Child Population	1,476	10%
Ages 0-5	608	
Ages 6-9	415	
Ages 10-14	339	
Ages 15-17	114	

Race of Intergenerational Poverty Children		
American Indian	57	4%
Asian	30	2%
Black	48	3%
Pacific Islander	63	4%
Unknown	359	24%
White	919	62%

Ethnicity of Intergenerational Poverty Children (of any race)		
Hispanic	391	26%
Non-Hispanic	1,085	74%

Households with Children		
Total	5,999	
Married Couple Households	3,972	66%
Single Female w/Children	1,291	22%
Single Male w/Children	736	12%

Weber County Zip Codes



84401

84404

Population Overview		
	Total Count	Percentage
Total Population	34,848	
Intergenerational Poverty Population	3,039	9%
Child Population	10,693	31%
Intergenerational Poverty Child Population	1,650	15%
Ages 0-5	745	
Ages 6-9	444	
Ages 10-14	338	
Ages 15-17	123	

Population Overview		
	Total Count	Percentage
Total Population	55,076	
Intergenerational Poverty Population	3,479	6%
Child Population	16,850	31%
Intergenerational Poverty Child Population	1,898	11%
Ages 0-5	755	
Ages 6-9	537	
Ages 10-14	417	
Ages 15-17	189	

Race of Intergenerational Poverty Children		
American Indian	37	2%
Asian	7	0%
Black	77	5%
Pacific Islander	8	0%
Unknown	392	24%
White	1,129	68%

Race of Intergenerational Poverty Children		
American Indian	39	2%
Asian	6	0%
Black	73	4%
Pacific Islander	4	0%
Unknown	492	26%
White	1,284	68%

Ethnicity of Intergenerational Poverty Children (of any race)		
Hispanic	600	36%
Non-Hispanic	1,050	64%

Ethnicity of Intergenerational Poverty Children (of any race)		
Hispanic	548	29%
Non-Hispanic	1,350	71%

Households with Children		
Total	4,601	
Married Couple Households	3,069	67%
Single Female w/Children	1,190	26%
Single Male w/Children	342	7%

Households with Children		
Total	7,350	
Married Couple Households	5,241	71%
Single Female w/Children	1,590	22%
Single Male w/Children	519	7%

EDUCATION



“Liberty cannot be preserved without a general knowledge among the people... And the preservation of the means of knowledge among the lowest ranks is of more importance to the public than all the property of the rich men in the country...”

- John Adams

Education is an important key for children to emerge from poverty. Obtaining a quality education through at least high school decreases unemployment and provides the opportunity to have a job which pays a wage sufficient to provide for one's family. During the Great Recession and its aftermath, individuals with some college education were employed in greater numbers than those who failed to graduate high school. In 2011, Utahns who failed to graduate from high school were more than three times as likely to be unemployed than those with even some college education.¹

The ability to obtain a quality education is particularly challenging for low-income and minority children.² In the six zip codes of interest, the demographics of the student population place these students at risk for failing to achieve academic success.³ The student population in these areas is comprised of large low-income populations, as well as large minority populations—both of which are risk factors for limited academic success. Although Utah's student population is becoming more racially diverse, these six zip codes already have minority enrollment significantly higher relative to the demographics statewide. Similarly, there are a significant percentage of English Language Learners (ELL) in these zip codes.⁴

Additionally, these zip codes include a high percentage of economically disadvantaged children. Economically disadvantaged children are those who receive free or reduced lunch. In five out of the six zip codes, two-thirds or more of the children are receiving free and reduced lunch. This is significantly more than the 37 percent of students receiving free or reduced lunch statewide. According to research, children experiencing economic challenges at home suffer academically.

Educational challenges confronting low-income and minority children are well documented and reveal serious obstacles to opportunity for these children. These challenges appear early when many enter school not ready to learn. As early as age three, low-income and minority children experience learning deficits that their middle- and upper- income peers do not experience at the start of their formal education.⁵ In many cases, these deficits continue and are reflected through standardized test scores, dropout rates, and low graduation rates. Moreover, these deficits make teaching these students a challenge for educators. As a result, poor communities often have higher percentages of beginning teachers than schools with lower poverty rates.⁶ (Appendix 3)

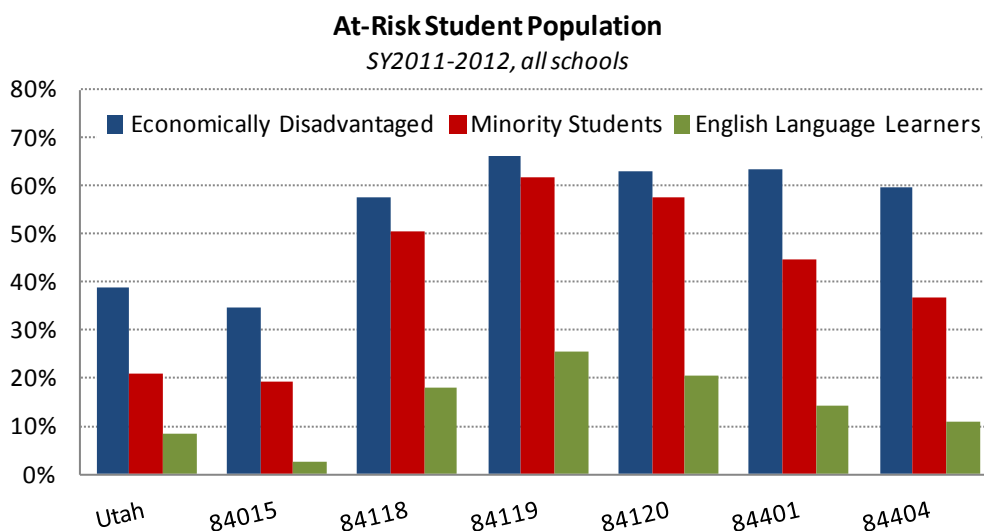
“Quality early childhood programs for disadvantaged children more than pay for themselves in better education, health and economic outcomes.”

--James J. Heckman, Nobel Laureate in Economics, University of Chicago

The educational data relevant to the children living within the six zip codes reflect similar negative educational outcomes beginning in the early grades and continuing through high school, leading to dropping out of high school. These communities must improve educational outcomes for these children to ensure that they grow up with equal opportunities to success as their middle- and upper- income peers.

ENROLLMENT DEMOGRAPHICS

In the zip codes with high intergenerational poverty among kids, many of those children come from backgrounds that jeopardize their ability to reach their full potential. Typically, the rates of children who are economically disadvantaged, minority and ELL are higher in those areas than the state rates, with the exception of 84015, the Clearfield area. For many of the indicators analyzed, this zip code is an outlier than the other five zip codes with high numbers of children living in intergenerational poverty. (Additional data available online.)



Source: Utah State Office of Education, PSD Gateway.

EARLY EDUCATIONAL SUPPORTS

Establishing a solid foundation for children's healthy growth and development begins before birth and continues into early elementary school. With a strong and healthy beginning, it is much easier to keep children on track to stay in school and graduate, pursue a post-secondary education and training, and successfully transition to adulthood.

Research in the area of child development indicates that children who are nurtured and well cared for in the first five years of their lives have better social-emotional, language, and learning outcomes. These positive outcomes lead to more positive behavior and academic achievement in the early school years. Unfortunately, these positive outcomes are more difficult to achieve in homes where parents are struggling with financial hardship. Early childhood development programs have been shown to be a cost-effective way for reducing the harmful effects of economic hardship.

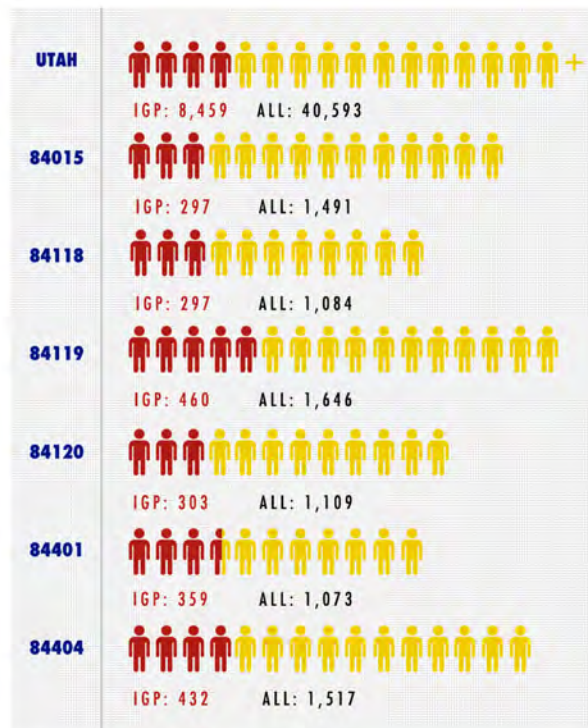
Utah provides a home visitation program and parent support programs for economically disadvantaged families but invests very little in programs that serve families with children birth to five years old. In addition to the statewide home visitation program, home visitation programs operate in Salt Lake County and in Weber County. Despite these programs, waiting lists in all of the areas are long and at-risk families are unable to access services placing the parents and their children at greater risk.

Home Visitation Program Participants



In addition to home visitation programs, the Early Head Start Program and licensed child care centers provide needed developmental enrichment to children who may not be receiving it at home. Since many families living in poverty struggle with transportation, it is important that there are child care centers proximate to where families live. Additionally, since the cost of child care may be prohibitively expensive for families living in poverty, Utah provides child care assistance to working families, including many of whom are living in intergenerational poverty, so that they can place their children in licensed child care facilities and maintain employment. Unfortunately, this assistance is not available to parents who are actively seeking employment which presents challenges for accessing child care in order to attend job interviews.⁷

Children Served by Child Care Assistance



High quality preschool programs improve school readiness, particularly for at-risk students (i.e., minorities and economically disadvantaged students). Research conducted by Voices for Utah Children shows that the achievement gap can be virtually eliminated for at-risk children when they attend high quality preschool programs.⁸ Unfortunately, access to high quality preschool for these children is limited and as result, many enter kindergarten significantly behind their more affluent peers.

Early Childhood Programs & Enrollment

	84015	84118	84119	84120	84401	84404
Head Start Programs w/5 Mile Radius	8	4	*4	1	3	6
Head Start Enrollment	144	187	132	34	340	276
Head Start Waiting List	70	420	420	420	76	109
School District Pre-K Programs	2	7	8	3	0	0
School District Pre-K Enrollment	41	188	300	**42	0	0
School District Pre-K Waiting List	0	14	75	0	0	0
NAEYC Accredited (<= 5 mile radius)	1	1	4	1	n/a	n/a
State Licensed Childcare Facilities	31	30	36	24	18	30

Note: Enrollment excludes special education enrollments.

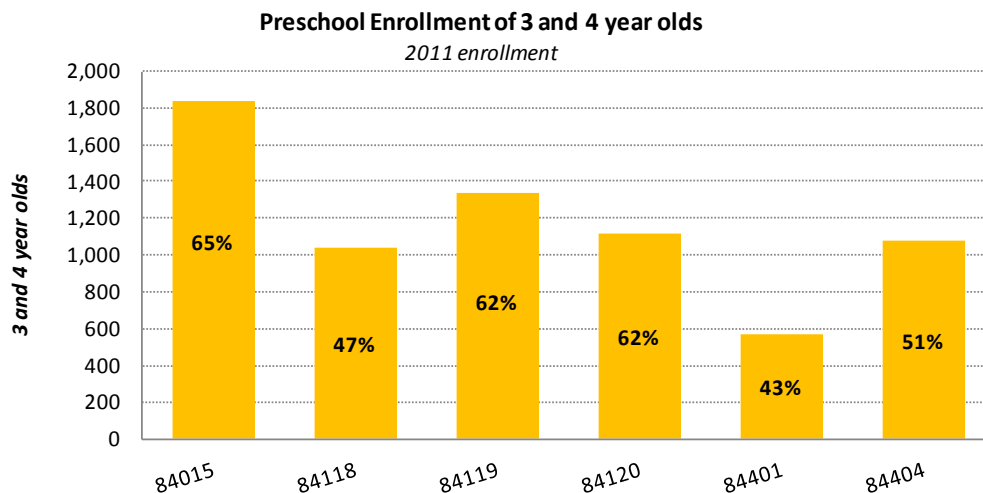
*2 Head Start and 2 Early Head Start

**84120 consists of only non Title 1 Pre-K programs.

Although the recently approved federal budget reversed harmful cuts to the Head Start Program, there are currently 547 children on the Head Start waiting list in Salt Lake County alone.

Despite the proven importance of early childhood education, only 55 percent of Utah children are attending preschool compared to 61 percent nationally. In high poverty zip codes, preschool attendance is even lower. Although there are licensed child care facilities operating in all of the high poverty zip codes, not all child care facilities are designed to prepare children for kindergarten.

The poor performance on Utah standardized tests among low-income students may be attributed to the lack of access to high quality preschool. Among the relevant zip codes, students are struggling to reach the state average on language arts, math and science scores.



Source: U.S. Census Bureau, ACS 5-year Estimates, 2007-2011.

ELEMENTARY SCHOOL ATTENDANCE

Establishing good attendance beginning in kindergarten is another predictor of academic success. Children who attend school regularly, beginning in kindergarten, perform better on standardized tests and are more likely to graduate from high school than their peers who are regularly absent.

In fact, 64 percent of children who regularly attend school in kindergarten and first grade read on grade level after third grade compared to only 43 percent of children who miss 9 or more days of school both years.⁹ These negative academic outcomes tend to follow these children throughout their academic careers making it difficult to make up academic ground that was lost in the early years. This lost ground tends to lead to more absences in middle school and high school. In Utah, children who were chronically absent experienced negative academic outcomes, including the following: more likely to be reading below grade level; performing poorly on standardized tests; obtaining lower grade point averages (GPA); and more likely to drop out of high school than students who attend school regularly.¹⁰ (Additional data available online.)

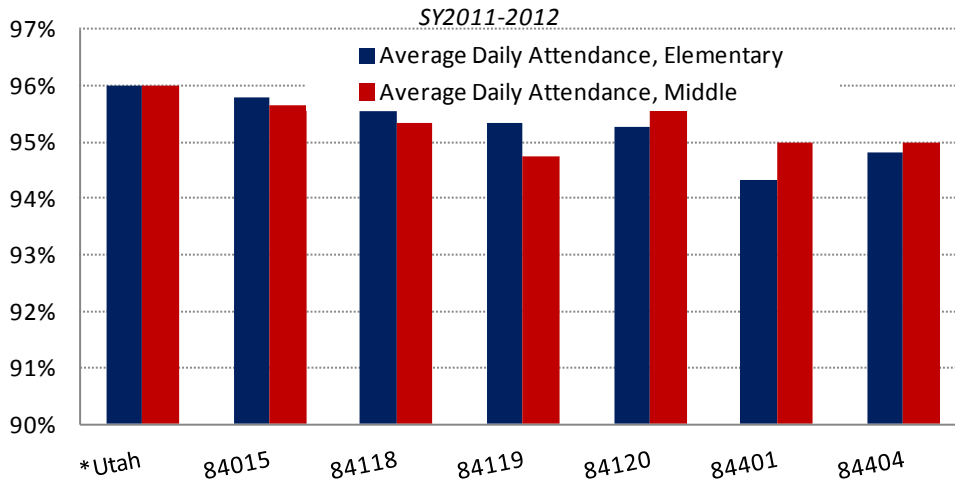
Only 55 percent of Utah children are attending preschool compared to 61 percent nationally.

In Utah, all schools report average daily attendance rates. Average daily attendance is a measure of the percentage of students at school on any given day. The measure is reported by each school annually and provides an indication of the percentage of the student body present throughout the year. Although important, particularly for funding, this indicator obscures the number of individual students who are chronically absent. Chronically absent students are those missing ten percent or more, or eighteen days, of school each year. These chronically absent students come from families of all income levels, although rates are higher among those living in poverty.¹¹

The average daily attendance rates in the high intergenerational poverty zip codes do not raise flags with attendance problems in the schools. In Utah, the average daily attendance rate was 96 percent. Most of the schools in the target zip codes are within one percent of that average daily attendance rate.



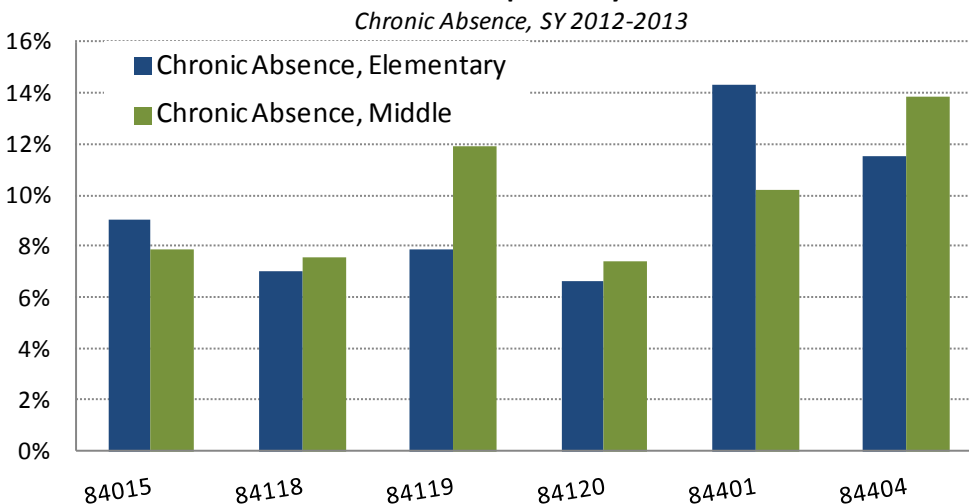
AVERAGE DAILY ATTENDANCE OBSCURES TROUBLE



Source: Utah State Office of Education, PSD Gateway, accessed 5/8/13.
 *Utah average daily attendance is a statewide average for all schools.

However, this indicator obscures the number of children who are missing 18 or more days of school each year. Recently, the Utah State Office of Education (USOE) began reporting chronic absence rates by school. For purposes of this report, only elementary and middle school chronic absence rates are included. Not only does research show that attendance in the early years is correlated with academic outcomes but high schools throughout Utah define absence differently making comparison of chronic absence rates in the high schools difficult.¹²

Hundreds of Students Impacted by Chronic Absence



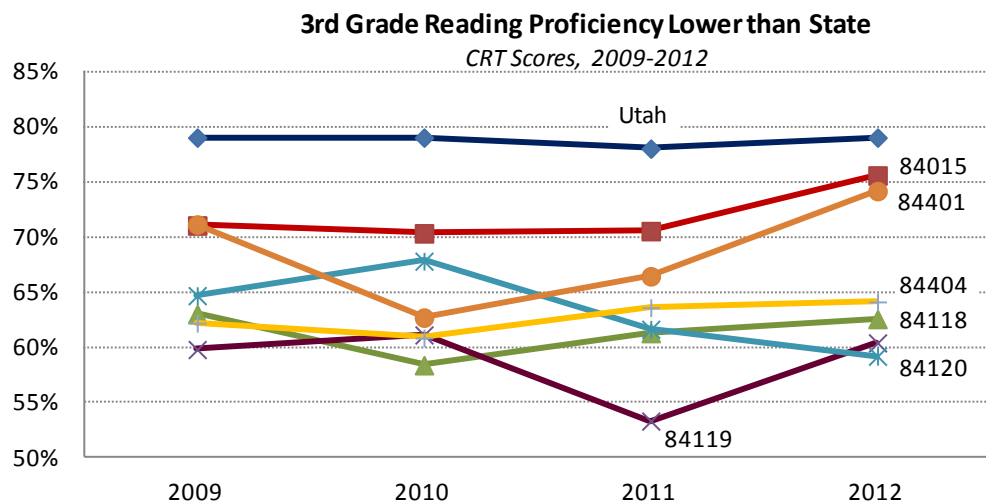
Source: Utah State Office of Education

Recognizing high rates of absenteeism is important in developing strategies and supports in schools to return children to the classroom and increase their opportunities to success. Where schools respond to these absences and develop strategies to support families whose children are missing a significant amount of school, students can achieve academic success.

ACADEMIC PERFORMANCE

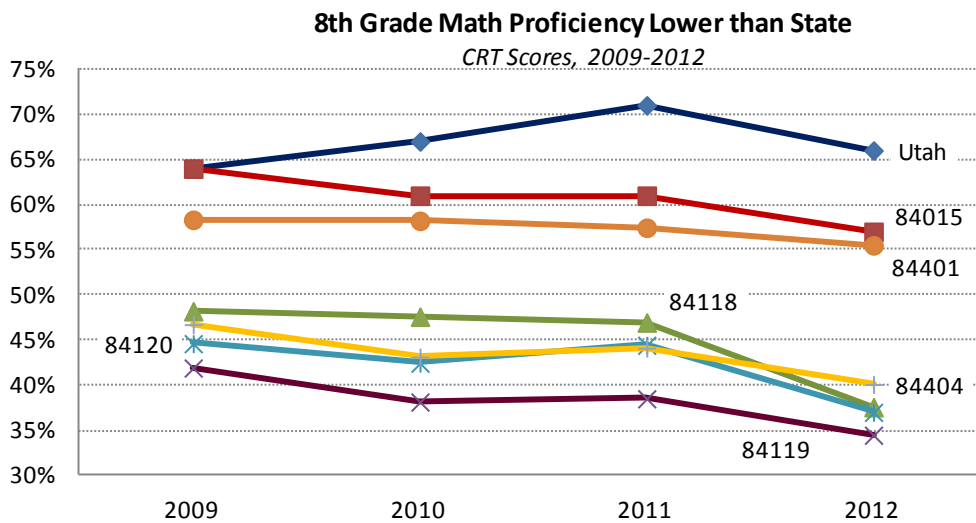
Standardized test scores are an important measure of student performance. The scores provide important information on student aptitude in designated subjects. In some years, scores in particular subjects are especially important where proficiency in a subject area is foundational to academic advancement. For example, in third grade and eighth grade, proficiency scores on reading and math, respectively, are particularly important and are necessary for future academic achievement.

Proficiency in reading by the end of third grade is a crucial marker in a child's educational development. In the early years, learning to read is a critical building block of education. Beginning in fourth grade, reading is necessary to learn about other subjects, and therefore, mastery of reading becomes critical in a student's ability to keep up academically. Children who reach fourth grade without being able to read proficiently are more likely to drop out of high school, reducing their earning potential and chances for success.¹³ Students living in each of the target zip codes are performing below the state average on third grade reading proficiency tests. Although there have been some fluctuations in these scores since 2009, only one zip code, 84401, has seen substantial improvement in reading proficiency scores.



Source: Utah State Office of Education.

In eighth grade, competence in mathematics is essential for success in the workplace. The influence of high school student's math proficiency on later earnings has grown steadily over time. Not only are students with strong math skills more likely to attend and complete college, their employability also improves. As with the third grade reading proficiency scores, students in the target zip codes are struggling to attain important math skills relative to the rest of the state. In most of the schools, fewer than 50 percent of the students are proficient in math compared with two-thirds of the students proficient in math statewide.¹⁴



Source: Utah State Office of Education.

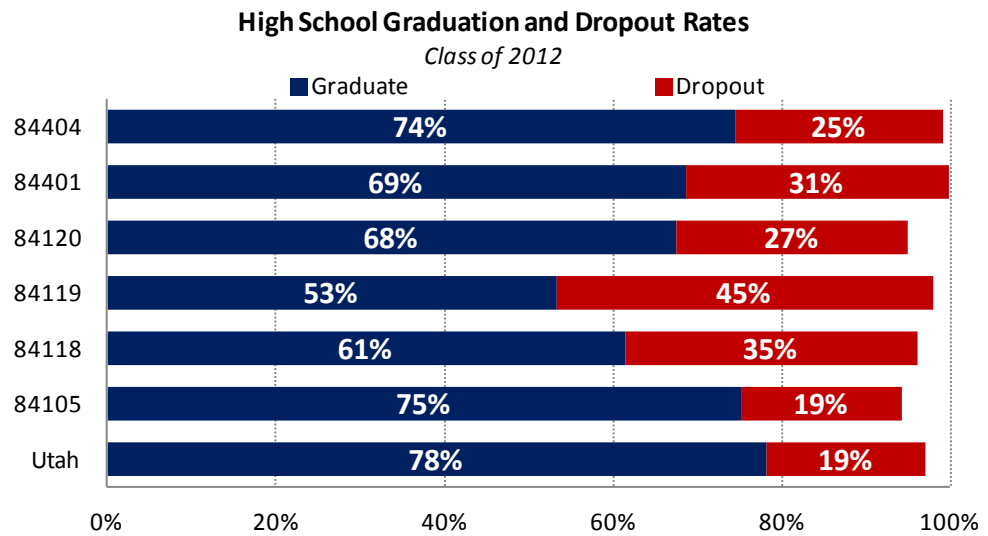
Similar disparities in standardized test performance were observed on the Criterion Referenced Test (CRT) Language Arts, Math and Science. (Additional data available online.)

HIGH SCHOOL

Students who graduate from high school on time are more likely to continue to post-secondary education and training. These students are more employable and have higher incomes than students who fail to graduate.¹⁵ In 2011, median annual earnings for someone without a high school diploma (\$18,800) were 70 percent of those of someone who graduated high school (\$26,700) and 39 percent of the median earnings of someone with a bachelor's degree (\$48,300).¹⁶

Children in economically disadvantaged homes tend to drop out of high school in higher numbers. That is indeed the case. (Appendix 4). With the exception of Clearfield (84015), the other areas with high intergenerational poverty are experiencing high dropout rates and correspondingly low graduation rates. This data presents long-term economic challenges not only for the student, but the Utah economy.

In 2011, median annual earnings for someone without a high school diploma (\$18,800) were 70 percent of those of someone who graduated high school (\$26,700) and 39 percent of the median earnings of someone with a bachelor's degree (\$48,300).



Source: Utah State Office of Education

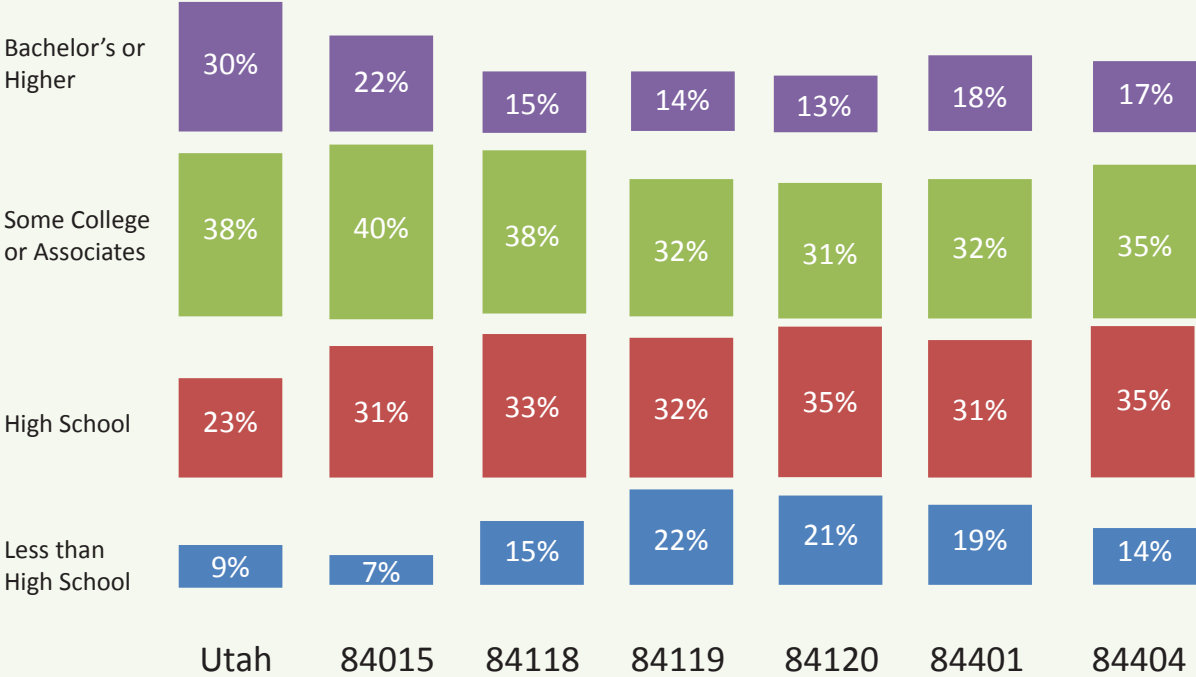
Schools that offer Advanced Placement classes (AP) provide opportunities for students to receive a comprehensive education.¹⁷ Access to AP courses is particularly valuable to low-income students given that students accrue college credit while in high school rather than paying for the credit through a more costly, post-secondary institution. Unfortunately, few students take advantage of AP courses. Fewer than one in five students take the courses and of those students, approximately half, take the AP test. The low test rate may be attributed to the cost of the exams which is an expense accrued by the student, not the school. Unfortunately, the students in the target zip codes who take the AP exam are passing the AP test in fewer numbers and therefore, are not receiving college credit for the course. (Appendix 4)

POST-SECONDARY EDUCATION

Although a college degree greatly increases the chance of moving up the economic ladder, a four-year diploma eludes most low-income students. Adults who have gone on to attend college and receive a bachelor's or even associate's degree is quite low in areas of high intergenerational poverty. This is in part due to the rising tuition costs and financial aid policies that make it more difficult for students with financial need to access college, as well as poor academic outcomes.

In Utah, more than two-thirds of the population between the ages of 25 years old and 64 years old, either attended some college, obtaining an associate's degree or bachelor's degree or higher. The rates are much lower for the zip codes with high intergenerational poverty, with the exception of the Clearfield area.

Educational Attainment, 25-64 year olds



Source: U.S. Census Bureau, ACS 5-year estimates, 2007-2011

- ¹ Economic Policy Institute analysis of the U.S. Census Bureau, Community Population Survey.
- ² Sean F. Reardon (2011). *The widening academic achievement gap between the rich and the poor: New evidence and possible explanations*. In R. Murnane & G. Duncan (eds.), *Whither opportunity? Rising inequality and the uncertain life chances of low income children*. New York, NY: Russell Sage Foundation Press.
- ³ The educational data, in most cases, was calculated by averaging the figures for the schools in each zip code. Appendix 2 contains the list of all schools—elementary, junior high and high school—by zip code. Each of the school districts within the zip codes provided the names of the schools children living within each of the six zip codes are eligible to attend. It is not necessarily the case that the school is located in one of the six zip codes.
- ⁴ In 2011, Utah minority students made up twenty-one percent of the student population.
- ⁵ Betty Hart & Todd Risley, “The Early Catastrophe,” (2004). *Education Review*, 77 (1), 100-118.
- ⁶ Dennis Gagnon & Marybeth J Mattingly, *Beginning Teachers are more Common in Rural, High-Poverty, and Racially Diverse Schools*, Carsey Institute, <http://www.carseyinstitute.unh.edu/publications/1B-Gagnon-Mattingly-Beginning-Teachers.pdf> (November 27, 2013).
- ⁷ In Governor Herbert’s FY2015 budget request he included additional funding for child care for families seeking employment. The subsidy is temporary (60 days) after a parent has lost a job. The Utah legislature will determine whether this additional appropriation is included in the final budget.
- ⁸ Janis Dubno, *A Sustainable Financing Model: High Quality Preschool for At-Risk Children*, Voices for Utah Children, <http://www.utahchildren.org/issues/early-care-and-education> (December 10, 2013).
- ⁹ Attendance Works, *Attendance in the Early Grades*, <http://www.attendanceworks.org/wordpress/wp-content/uploads/2013/02/AW-InfographicFINAL.jpg> (December 10, 2013).
- ¹⁰ University of Utah Education Policy Center, *Research Brief: Chronic Absenteeism*, http://uepc.utah.edu/_documents/chronic-absenteeism-research-brief.pdf (December 10, 2013).
- ¹¹ Low income children in Utah, i.e. those receiving free or reduced lunch, were 90 percent more likely to be chronically absent than a student who did not receive free or reduced lunch. http://uepc.utah.edu/_documents/chronic-absenteeism-research-brief.pdf.
- ¹² USOE urges caution when comparing chronic absence rates among high schools. Due to high school schedules and student participation in extracurricular activities, each school reports absence differently.
- ¹³ The Annie E. Casey Foundation, *2013 Data Book: State Trends in Child Well-Being*, <http://www.aecf.org/KnowledgeCenter/Publications.aspx?pubguid={3259C901-9198-41AE-845E-9EADB1CFC8D7> (October 15, 2013).
- ¹⁴ This is based on CRT scores on the Pre Algebra exam. Students who took the Algebra I and Geometry tests performed better on the subject specific exams.
- ¹⁵ The Annie E. Casey Foundation, *2013 Data Book: State Trends in Child Well-Being*, 27.
- ¹⁶ Ibid.
- ¹⁷ Rich, Motoko, “Pulling a More Diverse Group of Achievers into the Advanced Placement Pool,” *New York Times*, November 26, 2013, <http://www.nytimes.com/2013/11/27/us/pulling-a-more-diverse-group-of-achievers-into-the-advanced-placement-pool.html?hp> (November 27, 2013).

ECONOMIC WELL-BEING



“ . . . to lift artificial weights from all shoulders, to clear the paths of laudable pursuit for all, to afford all an unfettered start and fair chance in the race of life.”

-Abraham Lincoln

Economic security in childhood increases the chances that children will become successful, productive adults. Today, research shows that growing up in an economically secure home is critical given that one's economic status as a child has a strong bearing on that child's economic status as an adult.¹

When parents lack economic security due to low incomes or unemployment, they are unable to meet a child's most basic needs for food, sufficient housing, adequate medical care, and high quality child care. Inadequate family income and economic uncertainty causes stress for parents, which can lead to anxiety, depression, increased risk of substance abuse, and domestic violence. These conditions often compromise parenting and can lead to an increased chance of poor outcomes for children, such as teen pregnancy, failure to graduate from high school, poor health and lack of secure unemployment. These types of patterns often result in intergenerational poverty.

Since 2000, Utah's poverty rate has increased 47 percent. In 2011, 13 percent of Utah's child population were living in poverty. Not surprisingly, the increase in poverty coincides with increasing rates of unemployment that occurred during the Great Recession. For many, this temporary *situational* poverty is mitigated once parents return to work.² However, the economic recovery has eluded those suffering from *intergenerational* poverty.³ In many of these families, parents lack an education beyond high school presenting a significant challenge in obtaining consistent employment or employment paying an adequate wage. In addition to limited access to low-skill jobs, lack of affordable housing exacerbates poverty and significantly hampers a family's ability to emerge from its grasp.

Utah's youth are now at risk for entering this cycle of economic insecurity.⁴ As the Great Recession continued and in its aftermath, there was a significant increase in unemployment among Utah's youth. More and more teens are finding themselves not working and not in school. This is particularly troubling given that obtaining early job skills is important in achieving economic success in adulthood.⁵

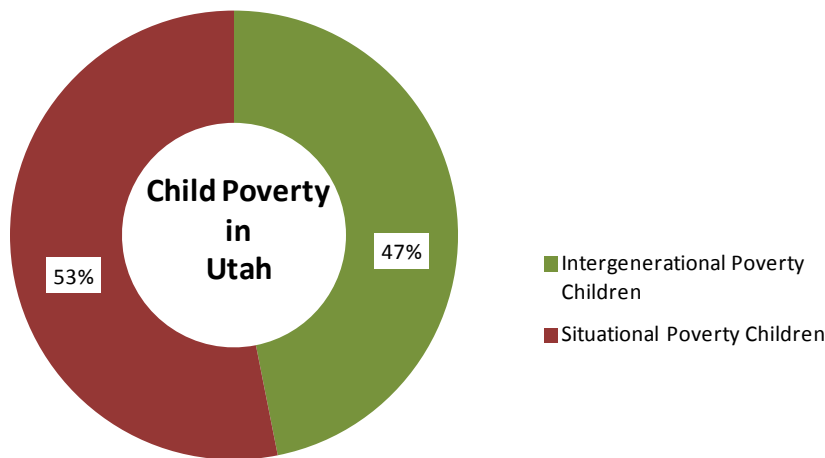


Fortunately, there are policies that are effective in providing the working poor with a path out of poverty, including the Earned Income Tax Credit (EITC), the Child Tax Credit, and nutritional assistance. According to the U.S. Census Bureau’s supplemental poverty measure, both the EITC and the Supplemental Nutrition Assistance Program (SNAP) have played a critical role in lifting people out of poverty and demonstrate positive impacts on both parents and children. In Utah, more than 57 percent of SNAP recipients in Utah are children, providing them with critical nutrition necessary to maintain good health and focus during the school day.

POVERTY

Growing up in poverty presents challenges to healthy child development. When children experience economic stress within their families, their cognitive development, behavior, and ability to learn is impacted. The risks increase in children who experience poverty at either a young age or persistently.

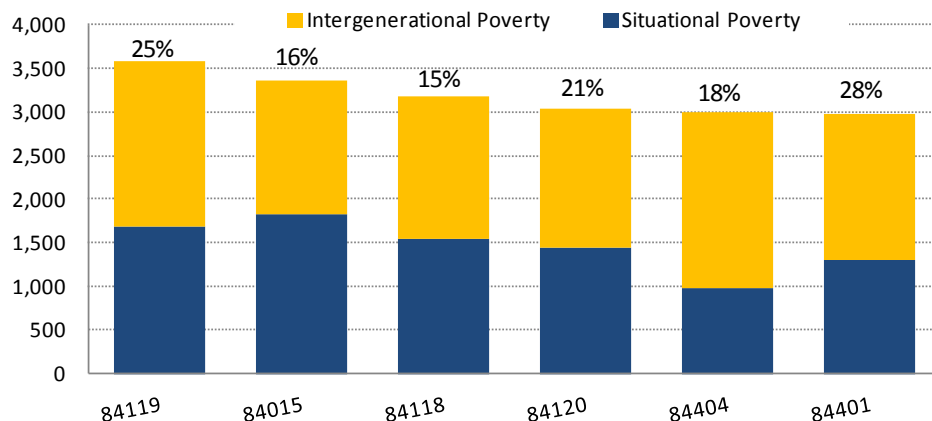
Utah has seen its child poverty rate increase dramatically since 2000. In 2000, children living in poverty totaled 71,765 and comprised 10 percent of the child population. In 2011, the number of children living in poverty nearly doubled which could fill 2,166 school buses! Nearly half of these children are living in intergenerational poverty which creates its own set of unique barriers to economic security.



Source: U.S. Census Bureau, ACS 5-year Estimates, 2007-2011; Utah Department of Workforce Services.

In all six zip codes with high intergenerational poverty among children, the poverty rate grew dramatically between 2000 and 2011. By 2011, child poverty rates were higher in the six zip codes than statewide and nearly one in five of Utah’s children living in poverty reside within the high intergenerational poverty areas. In Ogden, 28 percent of the children are living in poverty; half of whom are living in intergenerational poverty. Although Ogden has the largest percentage of children living in poverty, its child poverty rate did not grow as much as other areas. Between 2000 and 2011, growth in child poverty increased significantly in both the Clearfield-area (84015) and the West Valley area (84120), where the child poverty rate rose 104 percent and 98 percent, respectively.

Child Poverty, 2011

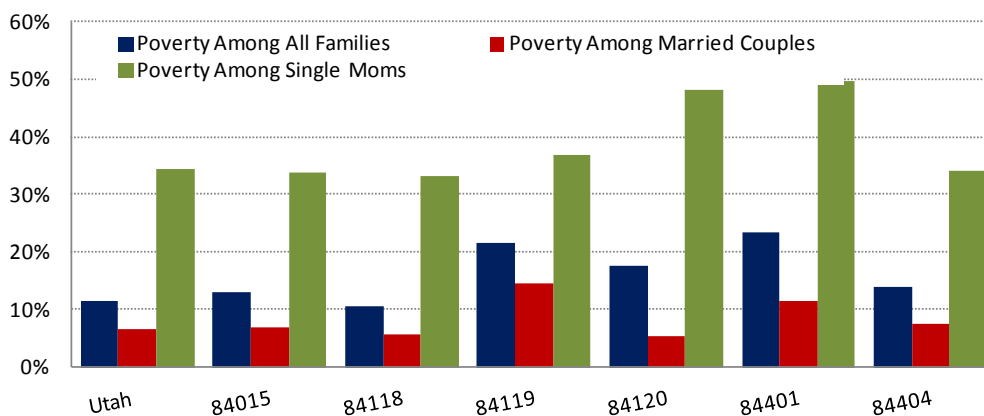


Source: U.S. Census Bureau, ACS 5-year Estimates, 2007-2011; Utah Department of Workforce Services.

In 2011, the number of children living in poverty could fill 2,166 school buses!

Poverty among children living in single-parent households is staggering and significantly higher than in two-parent households in which there is potential for both parents to be employed. Although Utah has one of the lowest rates of single-parent households in the nation, the rate of single-parent households among the high intergenerational poverty zip codes is greater than the statewide rate. In Utah, 34 percent of the families living in poverty are headed by single mothers; in the high intergenerational poverty zip codes, as much as half of the families living in poverty are headed by single mothers. In these single-parent households, the supports needed for children living in poverty are different from those in two-parent households.

Poverty Among Families with Children, 2011

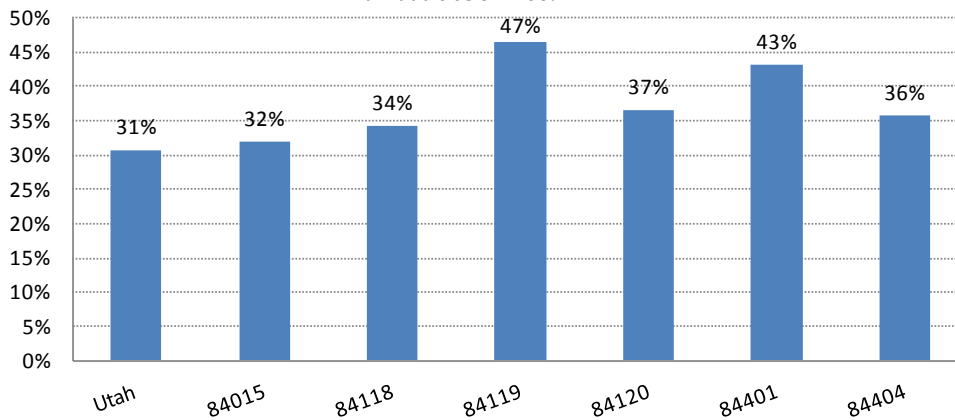


Source: U.S. Census Bureau, ACS 5-year Estimates, 2007-2011.

These intergenerational poverty zip codes not only have higher rates of poverty but also a greater percentage of the population is low-income. Low-income families are those families living below 200 percent of the federal poverty level which equates to \$47,100 or less per year.⁶ Areas in which low-income families are segregated from middle-class families, the likelihood of upward mobility decreases.⁷ In Clearfield, the percent of individuals living below 200 percent of poverty is slightly lower than in the other areas of high intergenerational poverty.

Low-Income Rates High

Individuals below 200% FPL

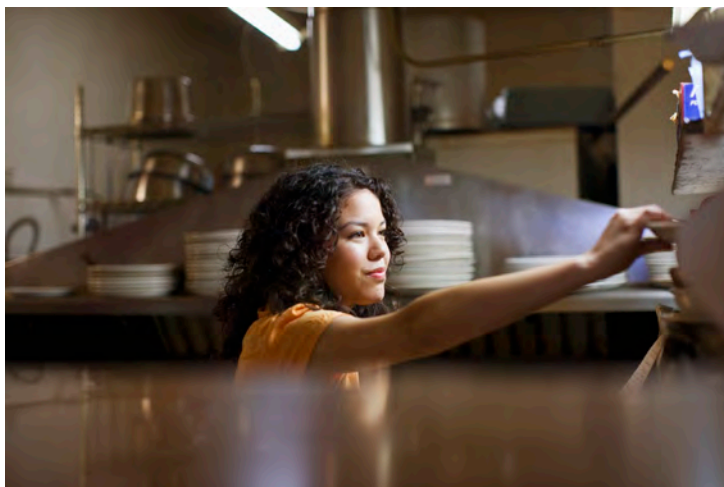


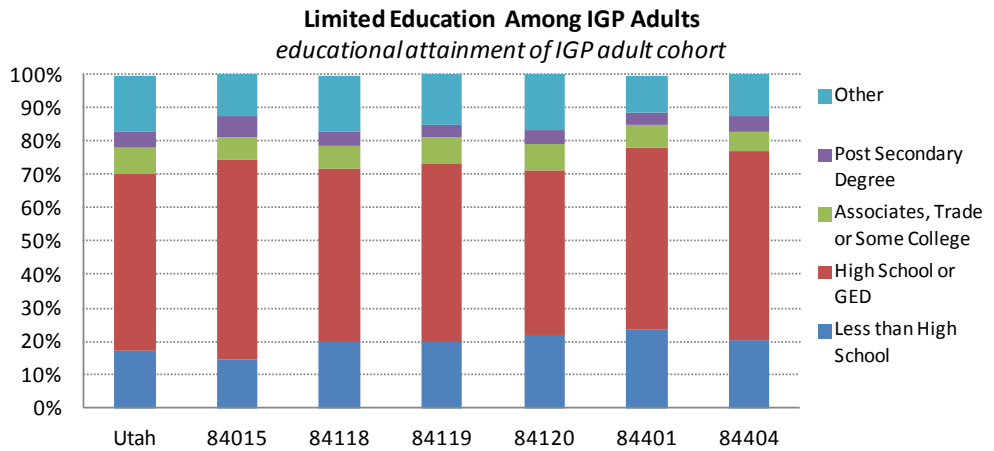
Source: U.S. Census Bureau, ACS 5-year Summary, 2007-2011

Employment

The Great Recession resulted in high unemployment rates throughout Utah. When parents are unemployed, the family is more likely to fall into poverty. Although the unemployment rate in Utah is declining, for families living in intergenerational poverty the economic recovery has been elusive. This is particularly troubling for children born into families at the lower end of the income scale. These children will have a difficult time improving their economic position relative to their peers.

Parents who either lack employment or forced to piece together part-time or temporary jobs are particularly vulnerable to poverty. Even those parents who have full-time employment are increasingly finding their income insufficient to lift them out of poverty. Additionally, many parents who grew up in poverty and now have children living in poverty likely received limited education as children and therefore, lack the education and skills needed to obtain a good job as an adult. In fact, the vast majority of the Utah intergenerational poverty adult cohort lack an education beyond high school.

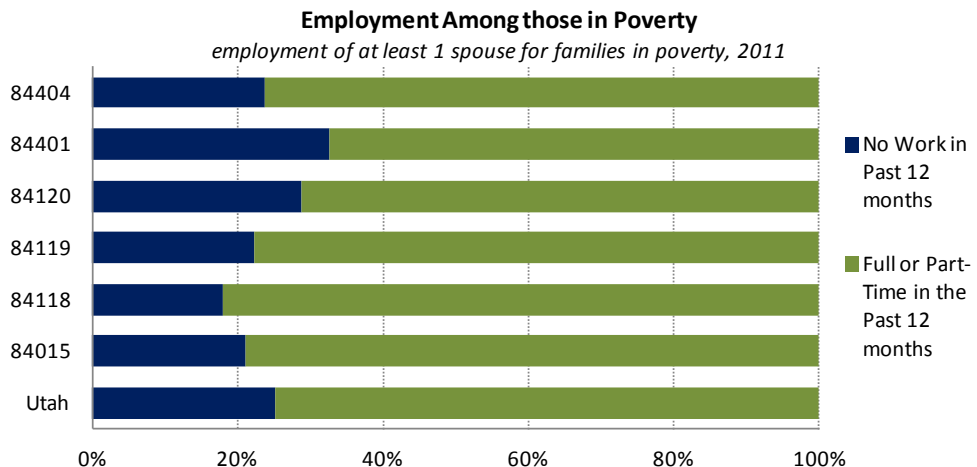




Source: Utah Department of Workforce Services.

In 2011, the majority of children living in the six intergenerational poverty zip codes lived in homes where the head of the household worked full-time. In fact, with the exception of Ogden and areas of the western part of Salt Lake County, these householders were engaged in full-time work at a greater rate than the Utah statewide average. Although many children did live in families whose parent was fully employed, more than a quarter of the children lived in families where the head of household lacked full-time, year-round employment making them vulnerable to poverty. Although the overall unemployment rates among the high intergenerational poverty areas are only slightly higher than the state average, one can assume that the unemployment rate among those living in intergenerational poverty is much higher. Although this data is not available, the rate of employment among those living in poverty (situational or intergenerational) is available.

Contrary to conventional wisdom, the majority of families living in poverty have at least one spouse working either full- or part-time. A small percentage of those living in poverty did not



Source: U.S. Census Bureau, ACS 5-year Estimates, 2007-2011.

work at all. This indicates that families in poverty make every effort to obtain economic security for their families. Despite these ongoing efforts, families find it difficult to escape poverty. It may be that people lack the skills necessary to obtain a higher wage job; the low-skill jobs in which they are working is not providing a wage sufficient to emerge from poverty; or they lack sufficient attachment to the labor force.

In homes where there were two parents, more than two-thirds of those households had both parents working. This fact demonstrates the need for two incomes in a household to provide for the economic needs of their families, although with two parents working expenses related to transportation and child care often increase.

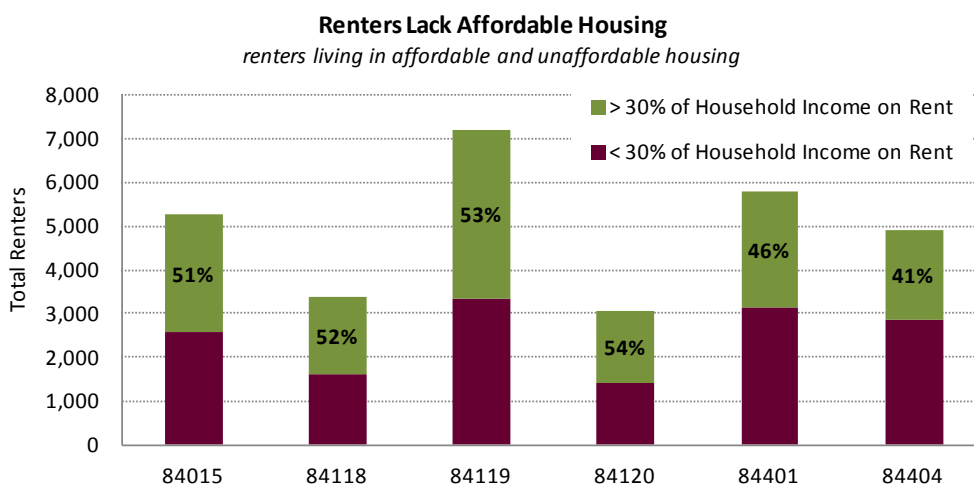
HOUSING

Income generated through employment is only one factor of financial security. The cost of basic expenses such as housing is another significant factor. A home that a family can afford provides a safe and secure environment for children while also connecting them to a school, religious, and social community. When housing is unstable, children often perform poorly in school and suffer negative behavioral and social consequences.

A determination of whether housing is affordable is based on the percentage of one's income being spent on housing, whether they are renters or homeowners. When a family spends 30 percent or more on housing that housing is not considered affordable because it leaves little money to meet all of a family's basic needs including food, transportation, child care, and medical expenses.

In Utah, 30 percent of all housing is renter occupied. Of those renters, 47 percent are paying more than 30 percent of their household income toward rent. This rate is not dramatically different than of those living in the high intergenerational poverty zip codes. In the Ogden zip

As many as 1 in 6 youth in the high intergenerational poverty zip codes are disconnected youth.



Source: U.S. Census Bureau, ACS 5-year Estimates, 2007-2011.

47 percent of renters in Utah are paying more than 30 percent of their household income toward rent.

code (84401), almost half of the households are renter-occupied. This area has a high concentration of renters, representing more than a quarter of all the renters in Weber County. Interestingly, a smaller percentage of those renters are paying more than 30 percent of their income toward rent as compared to in the other six zip codes. This may be an indication that there is more affordable housing available in Ogden than in the other areas, although the quality of the housing is questionable.

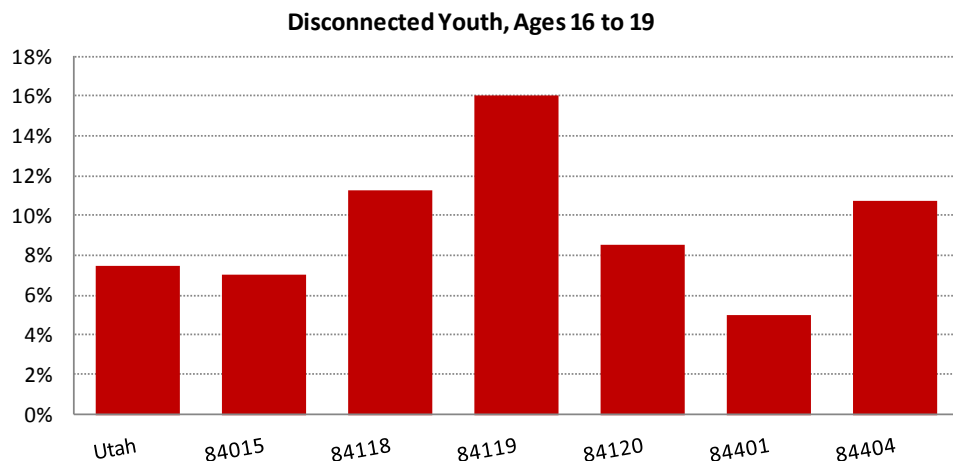
There are several rental assistance programs in place that help increase the availability of affordable housing for low-income families. These programs include housing vouchers, also known as Section 8 vouchers; tax credit housing units; public housing; and housing assistance (Appendix 6).

DISCONNECTED YOUTH

A 2012 report released by the Annie E. Casey Foundation highlighted the dramatic increase of unemployed youth, particularly since the start of the Great Recession. Even with a high school diploma, youth are having trouble finding work, resulting in missed opportunities to gain “early work experience, missing the chance to build knowledge and the job-readiness skills that come from holding part-time and starter jobs.”⁸

The loss of talent entering the workforce, as well as the loss of lifetime earnings potential, has profound consequences for these young people and the Utah economy. It presents significant challenges for Utah’s future as well, given that many of these young people are starting families of their own, placing their children at-risk for economic insecurity.

The percentage of teens not in school and not working (sometimes referred to as “disconnected youth” or “idle teens”) includes people ages 16 to 19. While those who have dropped out of school are clearly vulnerable, even those who finished school but not working are also at a disadvantage in terms of achieving economic success in adulthood. These youth



Source: U.S. Census Bureau, ACS 5-year Estimates, 2007-2011.

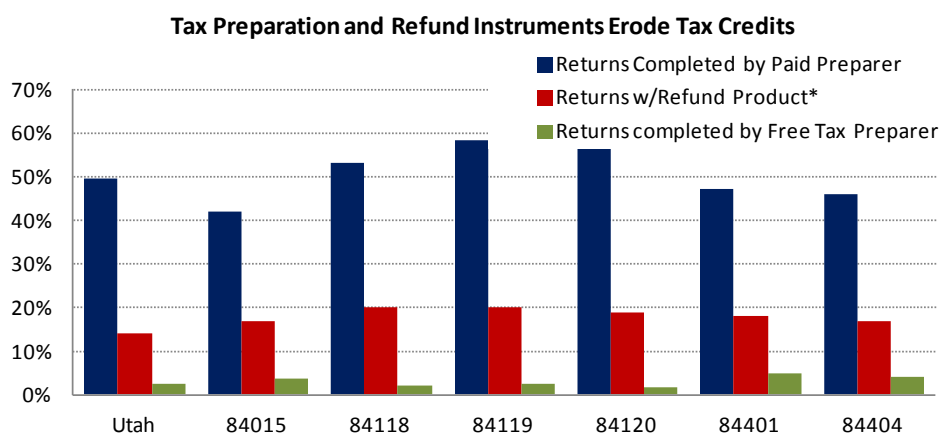
will require unique interventions, such as internships, to provide the critical skills necessary to obtain employment, as well as connecting these young people to jobs and opportunity.

In 2011, there were 13,178 youth who were not working and not in school or 7.1 percent of the youth. In the high intergenerational poverty zip codes, the percentage of disconnected youth is as high as 16 percent, or one in six youth. These youth will need to obtain jobs skills and employment soon if there will be real progress to end intergenerational poverty.

ECONOMIC SUPPORTS

There are programs designed to improve the economic well-being for children living in families experiencing poverty. There are two significant tax policies that mitigate the impact of poverty: the Earned Income Tax Credit (EITC) and the Child Tax Credit (CTC). In addition, the food stamp program known as Supplemental Nutrition Assistance Program (SNAP) help families meet their children’s nutritional needs at home while returning money to the economy.

In Utah, nearly one in five working taxpayers receive the federal EITC. Although this seems like a large percentage, it underestimates the number of those families who are eligible for the tax cut. In fact, nearly 25 percent of those eligible for the EITC are failing to claim it because many low-income workers are unaware of the tax credit. Increasing the uptake of the federal EITC could help many working poor families obtain resources to provide for their families.⁹



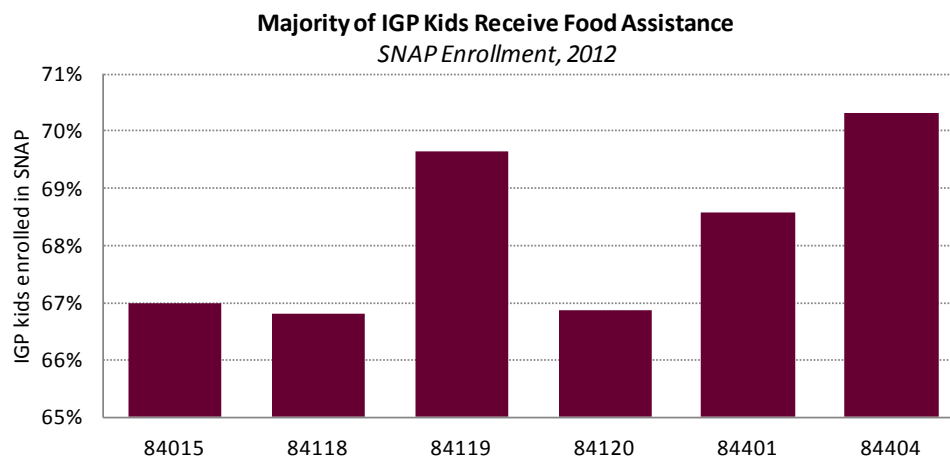
Source: Internal Revenue Service, derived by Brookings Institute.

*Refund Instruments are derived from TY2011 data.

preparers and expensive refund instruments sold by these paid preparers. Only a small fraction of those eligible for these credits are utilizing free, Volunteer Income Tax Assistance (VITA) programs. Both paid preparers and refund instruments drastically reduce the amount of tax credit available to these families. The refund instruments provide quick access to tax refunds rather than waiting for the return from the government which allows taxpayers to pay bills,

get a car repaired or purchase food for their family. However, obtaining these instruments costs as much as \$100, in addition to any charges imposed to complete and file the taxpayer's taxes for the year.

SNAP benefits are another critical resource for families living in poverty. Not only do these benefits help parents keep their children from going hungry but they are typically spent within two weeks, putting the money back into the local economy. Over a quarter of a million Utahns receive SNAP benefits, of which 57 percent are children. Fortunately, the majority of children living in intergenerational poverty are receiving food assistance through SNAP. Unfortunately, recent proposals in Congress to significantly cut funding for SNAP could harm Utah's vulnerable children if approved.¹⁰



Source: Utah Department of Workforce Services.

¹ Pew Charitable Trusts, Economic Mobility Project, *Pursuing the American Dream: Economic Mobility Across Generations*, July 2012, http://www.pewstates.org/uploadedFiles/PCS_Assets/2012/Pursuing_American_Dream.pdf.

² Situational poverty is temporary poverty that is generally traceable to a specific incident or time period within the lifetime of a person and is not continued to the next generation. UTAH CODE §35A-9-4(a)-(b).

³ Intergenerational poverty is poverty in which two or more successive generations of a family continue in the cycle of poverty and government dependence. UTAH CODE §35A-9-102(2)(a).

⁴ Youth are children ages 16 to 19 years old.

⁵ The Annie E. Casey Foundation, *Youth and Work: Restoring Teen and Young Adult Connections to Opportunity*, Summer 2012 (December 11, 2013), <http://www.aecf.org/KnowledgeCenter/Publications.aspx?pubguid={3213DA55-8216-4065-B408-D7A521CDD990}>.

⁶ <http://www.medicaid.gov/Medicaid-CHIP-Program-Information/By-Topics/Eligibility/Downloads/2013-Federal-Poverty-level-charts.pdf>, accessed August 22, 2013.

⁷ Raj Chetty, Nathaniel Hendren, Patrick Kline, and Emmanuel Saez, *The Economic Impacts of Tax Expenditures: Evidence from Spatial Variation Across the U.S.*, July 2013, <http://obs.rc.fas.harvard.edu/chetty/website/IGE/Executive%20Summary.pdf>, (August 22, 2013); noting that when poor children live in economically diverse communities they have better outcomes.

⁸ Annie E. Casey Foundation, *Youth and Work: Restoring Teen and Young Adult Connections to Opportunity*, 2.

⁹ The City of San Antonio has engaged in an outreach campaign to its residents so they can be educated about the EITC and CTC, as well as pay for free tax preparation services by operating a City Volunteer Income Tax Assistance Program (VITA).

¹⁰ At time of publication, Congress was negotiating a final agreement on the total reduction in SNAP benefits. Program reductions range from \$8 billion to as much as \$40 billion.

HEALTH



“Healthy citizens are the greatest asset any country can have.”

-Winston Churchill

Health is critical for the well-being of children and families. The high costs associated with health care present obstacles to good health for economically disadvantaged families, adding to their challenges of maintaining employment and obtaining a quality education for their children.

Poverty, poor nutrition, lack of preventive health care, substance abuse, maternal depression, and family violence put children's health at risk. Poor health in childhood impacts critical aspects of their development, including school readiness and attendance and may have lasting consequences on their future health and well-being. A healthy start puts children on the path to becoming healthy adults, fully able to obtain and maintain employment.

Children's health, beginning at birth, is the foundation of their overall development. The health and well-being of infants is tied to their mother's health during pregnancy. Access to prenatal care helps ensure that children have a healthy start and that they are in a better position to improve their life chances throughout their development. Increasingly, as private employers eliminate health insurance benefits, access to quality health care becomes increasingly difficult for families. This is particularly true for low-income parents. Less than one-third of low-income adults in Utah are currently covered by an employer-sponsored health insurance plan. Fortunately for children, public health insurance has increased to make up for the decrease in availability and affordability of private health insurance but many Utah families are left uninsured.

ACCESS TO HEALTH CARE

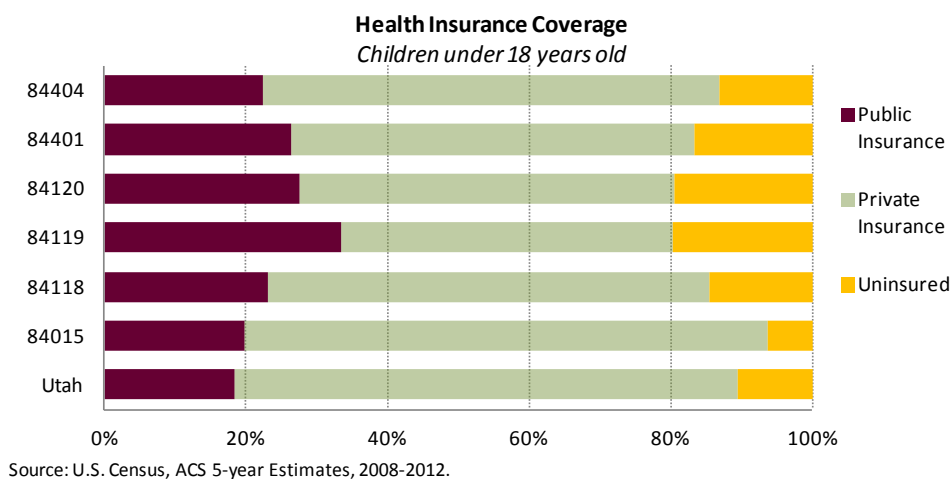
In order for people to maintain good health and prevent illness, they need access to medical care. Health care must be accessible from birth through childhood and adulthood. Although parents make great efforts to obtain health care for their children, they frequently ignore it for themselves. This jeopardizes their ability to care for their children if their own health deteriorates.

The first requirement of maintaining employment is to show up for work every day. When families cannot access health care either due to cost or limited availability of health providers, they jeopardize their ability to fulfill this requirement. That could be due to an illness of the worker or a member of his or her family.

Children without health insurance coverage are less likely than insured children to have a regular health care provider and receive care when they need it. They are also more likely to receive treatment after the condition has worsened which increases treatment costs and places the child at greater risk of hospitalization. Moreover, when a family has health insurance they are protected from financial devastation if a child experiences a serious or chronic illness.

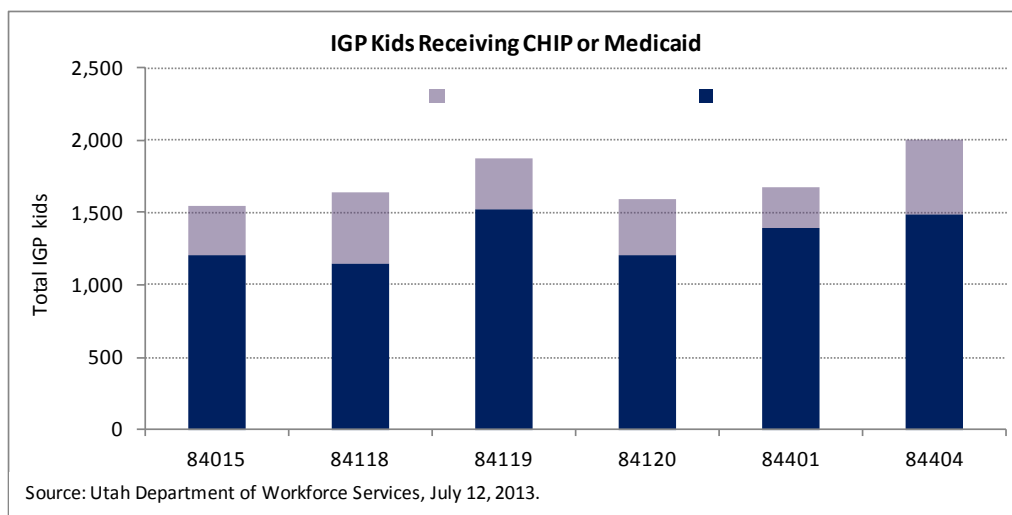
In 2012, Utah children were uninsured at a rate of eleven percent and fifteen percent of Utah adults were uninsured with higher rates in the high intergenerational poverty zip codes.¹ The percentage of children lacking insurance is one of the highest rates in the nation.² While

employer-sponsored health insurance is declining and private health insurance is prohibitively expensive for most families, public health insurance is available to low-income families through either Medicaid or the Children’s Health Insurance Program (CHIP). Despite this fact, approximately 56 percent of uninsured children are income-eligible for public health insurance.³

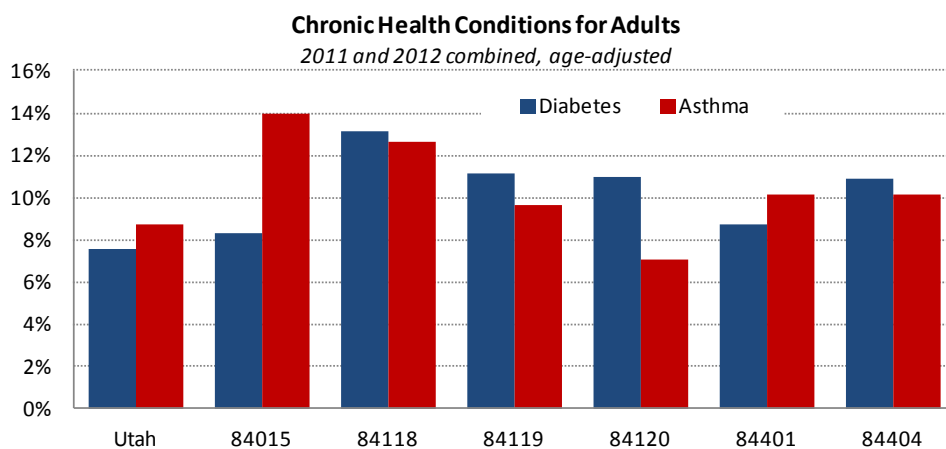


Children who are part of the intergenerational poverty cohort are accessing public insurance benefits in significant percentages. In most areas, intergenerational poverty children represent more than 20 percent of all children enrolled in public health insurance. In the Ogden area, nearly one-third of the enrollees are children from the intergenerational poverty cohort. Additionally, among the intergenerational poverty child cohort, approximately three in four children are receiving medical benefits through Medicaid or CHIP. In some zip codes the rate is higher. This is valuable for these families who are already living in poverty. It protects them from even greater financial challenges if a child were to get seriously ill.

Intergenerational poverty children represent more than 20 percent of all children enrolled in public health insurance.



Access to medical insurance is particularly important for families with chronic health conditions. Without access to health care, many of these conditions worsen and lead to an inability to work or attend school. Although there is limited access to data regarding children with chronic illness, the percentage of adults with chronic illness such as asthma and diabetes is higher in the areas of high intergenerational poverty.



Source: Source: Utah Department of Health, Behavioral Risk Surveillance, 2011 and 2012 combined, age-adjusted data.

It does not help low-income families if they have medical insurance coverage but limited access to health professionals who accept public insurance. Fortunately, areas of high intergenerational poverty have sufficient access to doctors and medical clinics that accept public insurance, with the exception of Clearfield (84015) which is classified as a Health Professional Shortage Area (HPSA).⁴ In most of the areas of high intergenerational poverty there are sufficient doctors to care for the population, although fewer individuals in those zip codes have a personal doctor (Appendix 7).

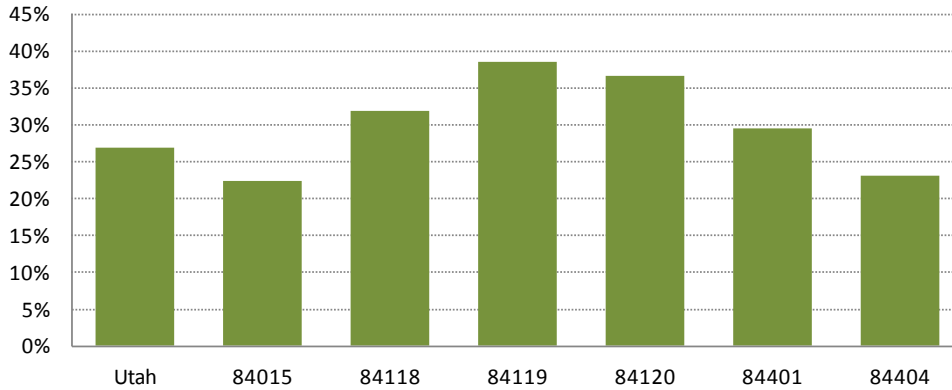
EARLY CHILD HEALTH

Even before a child is born, their well-being must be tended to through prenatal care of the mother. Prenatal care helps maintain the health of the mother, decreases risks of complications and increases the likelihood that the baby is born healthy. Babies of mothers who do not get prenatal care are three times more likely to have a low birth weight and five times more likely to die than those born to mothers who do get care.

Low-income and nonwhite women are at the greatest risk for poor birth outcomes, increasing their need for prenatal care.⁵ However, many of these women receive either inadequate prenatal care or no care at all. This increases their possibility of preterm births which may result in a disability, imposing long-term financial burdens on families. In Utah, more than a quarter of the women are not receiving prenatal care in their first trimester. In the Salt Lake County zip codes, even more women are not receiving prenatal care in their first trimester, placing them and their unborn children at risk.

Babies of mothers who do not get prenatal care are three times more likely to have a low birth weight and five times more likely to die than those born to mothers who do get care.

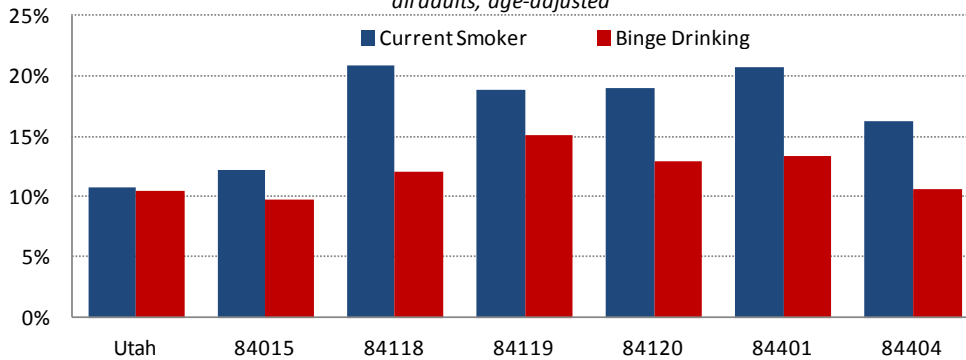
Pregnant Women Not Receiving Prenatal Care in First Trimester
2009-2011



Source: Utah Department of Health.

In some cases, failure to receive prenatal care can result in low birth weight babies. Smoking, poor nutrition, poverty, stress, infections, and violence can also increase the risk of a baby being born with low birth weight. For these babies, the odds against thriving are much greater. Babies born with low birth weight (less than 5.5 pounds) have a high probability of experiencing developmental problems and short- and long-term disabilities. Also, these babies are at greater risk of dying within the first year of life.

Risk Factors for Poor Health
all adults, age-adjusted



Source: Utah Department of Health, Behavioral Risk Surveillance, 2011 and 2012 combined, age-adjusted data.

When a child is born with developmental issues, addressing those developmental challenges early is critical to creating conditions that can still promote successful educational achievement. The costs associated with caring for a child with disabilities can be extraordinary. Utah, with the assistance of the federal government, provides early intervention services to infants and toddlers who experience developmental challenges to minimize the potential adverse affects and maximize healthy development. By enrolling children in income-based, early intervention programs, costs for caring for these children can be minimized for the family and improve outcomes for the child.

In 2012, there were 6,562 Utah infants and toddlers referred to the Utah Department of Health Baby Watch Early Intervention Program.⁶ These referrals, in addition to those already receiving early intervention services resulted in a total of 10,051 children receiving services. The vast majority of families referred to Baby Watch enroll in the program. Those families living within the six zip codes are accessing Baby Watch services to a greater extent than those families statewide with the exception of 84015 which seems to have a much lower enrollment rate despite being eligible for services.

Baby Watch Early Intervention			
	Referred	Eligible And Enrolled	Eligible & Enrolled
Utah	7,720	3,860	59%
84015	236	83	40%
84118	116	77	71%
84119	173	101	62%
84120	125	74	64%
84401	74	48	79%
84404	138	88	75%

Source: Department of Health, Baby Watch Early Intervention Program.

Of the 116 teen pregnancies among intergenerational poverty children, 23 percent were from the zip codes referenced throughout this report.

TEEN BIRTH RATE

Among those at the highest risk of poverty are teen parents. Teenage childbearing can have long-term negative effects for both the mother and the newborn. Teens tend to be at greater risk of bearing low-birth weight and preterm babies. Moreover, teen moms and their children are at greater risk for dropping out of school, remaining single parents, and living in poverty. Teen pregnancy often results in diminished economic prospects for two generations, parent and child, and an increased reliance on public benefits.⁷

Utah has a relatively low teen birth rate of 15.5 per 1,000 females, ages 15-17. Teen pregnancy rates tend to be higher in lower income regions.⁸ The teen birth rate among the statewide intergenerational poverty cohort is 28.5, nearly twice the overall statewide rate, increasing the likelihood that these parents and their children will end up in poverty or continue living in poverty. Of the 116 teen pregnancies among intergenerational poverty children, 23 percent were from the zip codes referenced throughout this report.

Teen Birth Rate

	Utah	84015	84118	84119	84120	84401	84404
Teen Birth per 1,000 females, ages 15-17	15.5	13.8	25.4	44.3	38.6	38.6	24.6

Source: Utah Department of Health, 2007-2011.



¹ U.S. Census Bureau, 2012 ACS 1-year estimates.

² The Annie E. Casey Foundation, *2013 Data Book: State Trends in Child Well-Being*, <http://www.aecf.org/KnowledgeCenter/Publications.aspx?pubguid={3259C901-9198-41AE-845E-9EADB1CFC8D7}>.

³ Utah Behavioral Risk Factor Surveillance System (BRFSS).

⁴ The U.S. Department of Health and Human Services defines an Health Professional Shortage Area as one in which the physician to population ratio is 1:3,500.

⁵ U.S. Department of Health and Human Services, Health Resources and Services Administration, *Child Health USA 2013*, October 2013, <http://mchb.hrsa.gov/chusa13>.

⁶ Baby Watch Early Intervention Program, *The Utah Baby Watch Early Intervention Program Annual Report, July 1 2011-June 30, 2012*, <http://www.utahbabywatch.org/docs/publicinformation/bweipreport.pdf>.

⁷ Elizabeth Terry-Humen, Jennifer Manlove, and Kristin A. Moore, *Playing Catch-Up; How children Born to Teen Mothers Fare*, January 2005, <http://www.thenationalcampaign.org/resources/pdf/pubs/PlayingCatchUp.pdf>.

⁸ One study found that teens living in communities with high levels of income inequality were five percentage points more likely to give birth as a teenager than those in low inequality communities. The researchers concluded that inequality makes the teens believe that there is little chance of economic mobility so they stop investing in their own economic progress. http://economix.blogs.nytimes.com/2012/04/03/income-inequality-and-teenage-pregnancy/?_r=1, accessed August 22, 2013.



FAMILY & COMMUNITY



“Each of our children represents either a potential addition to the productive capacity and the enlightened citizenship of the nation, or, if allowed to suffer from neglect, a potential addition to the destructive forces of the community.”

-Theodore Roosevelt

The environment in which a child is raised plays an important role in generating a lifetime of opportunity. In addition to the other domains of child well-being, the home environment and the child’s surrounding community are factors impacting a child’s achievement into adulthood.

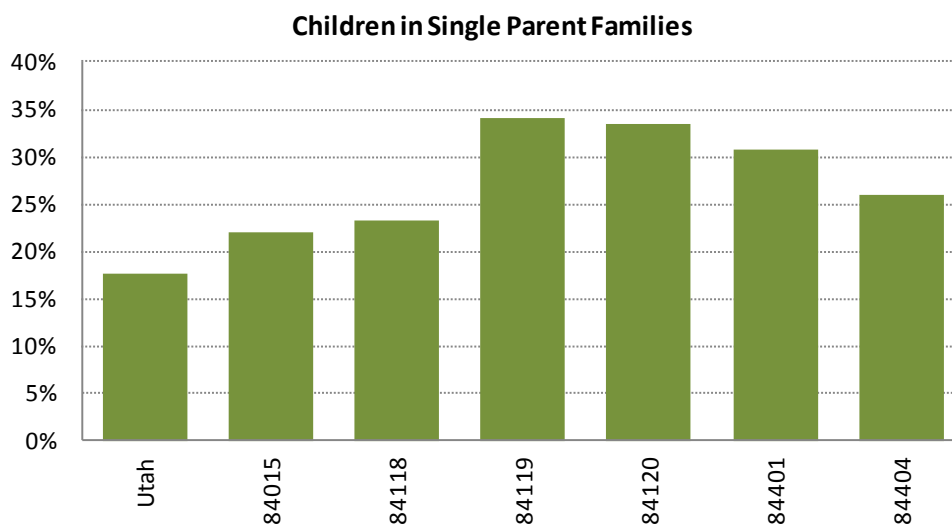
The role parents play in a child’s life is immense and cannot be understated. When a child is nurtured and well cared for, especially during his early years, he is likely to have better social-emotional, language, and learning outcomes. These outcomes in turn lead to greater achievements into adulthood. Parents are both the most important adults in a child’s life and the biggest contributor to a child’s future. When a child grows up in a single-parent household or experiences abuse or neglect either within or outside the family, the child’s success may be impeded. In homes experiencing poverty and other barriers, parents’ ability to provide adequate support, nurturing, or security to a child is challenged.

In addition to familial experiences, the communities in which children grow up play a significant role in their social and emotional development. Children need to grow up in communities that connect people and families to jobs, transportation, well-functioning services, and other public assets. Families and their children are more likely to thrive when communities have strong social and cultural institutions, good role models for children, resources to ensure safety, good schools, and quality support services.

In 2011, 34 percent of children growing up in single-parent families were living in poverty. In comparison, only 7 percent of children living in two-parent families were living in poverty.

CHILDREN IN SINGLE-PARENT FAMILIES

Children growing up in single-parent families typically do not have the same resources, financial or otherwise, as children growing up in two-parent families. In 2011, 34 percent of Utah children growing up in single-parent families were living in poverty, increasing the risk of stress, anxiety, and depression for the parents and possibly interfering with effective parenting. In comparison, only 7 percent of children living in two-parent families were living in poverty. Unfortunately, these children are more likely to drop out of school, have or cause teen pregnancy, and experience divorce as an adult.



Source: U.S. Census Bureau, ACS 5-year Estimates, 2007-2011.

While Utah has a much smaller percentage of its child population living in single-parent families as compared with the nationwide percentage, the zip codes with high intergenerational poverty have a much greater percentage of children living in single-parent families than the state.¹

CHILD WELFARE

A child experiencing abuse or neglect, often leading to foster care, is at increased risk for negative outcomes into adulthood. Although removal from an abusive situation is desirable, it is incredibly disruptive to a child and may lead to increased stress. Oftentimes, when children lack adequate protection and support from their parents or other adults leading to abuse or neglect, these children experience toxic stress. Increasingly, research is showing that toxic stress is a factor in decreasing opportunity and for a variety of negative outcomes including suicide, drug abuse, teen pregnancy, reduced academic success, difficulty maintaining employment, and challenges engaging in stable relationships.²

Adults within the intergenerational poverty cohort had much greater interactions with the Division of Child & Family Services (DCFS) when they were children. The Utah Department of Workforce Services has found a correlation of services provided by DCFS, including foster care, instances of abuse and neglect, and intergenerational public assistance usage.³ Although similar data is not available for the intergenerational poverty, child cohort data is available for all Utah children.

In 2013, there were 9,240 substantiated cases of child abuse. Of those cases, 19 percent occurred within the six zip codes analyzed in this report. In 15 percent of the substantiated cases of abuse, the children were removed from the home and placed in foster care. In four of the six zip codes, the rate of placement in foster care was lower than the state average. However, in the Ogden-area, the rate of foster care placement resulting from a substantiated case of child abuse is much higher.

19 percent of substantiated abuse and neglect cases occurred in the six zip codes.

Substantiated Cases of Abuse and Child Protective Services Custody

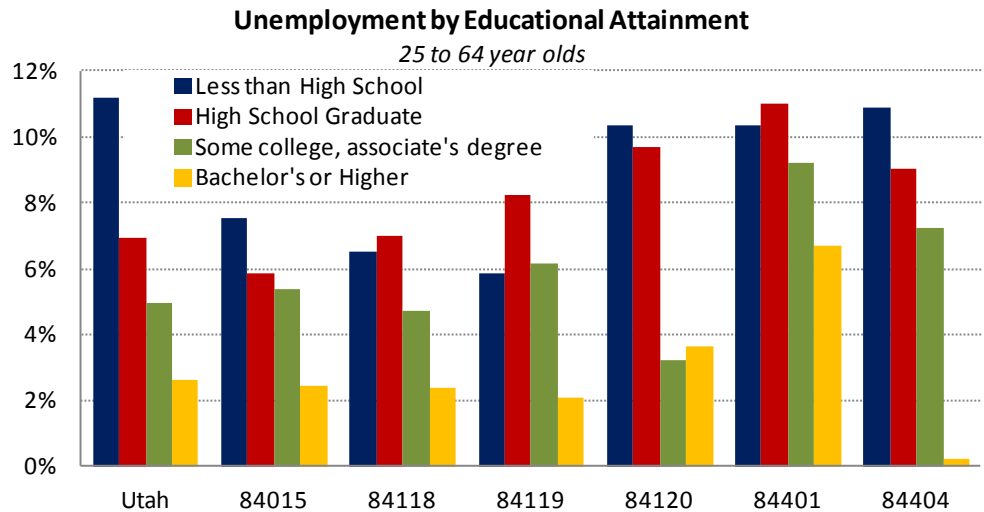
	Utah	84015	84118	84119	84120	84401	84404
Substantiated Cases of Abuse	9,240	235	213	305	313	347	350
Children Placed in Custody through CPS Investigation	1,405	25	17	24	34	88	73
CPS Investigation leading to Custody	15%	11%	8%	8%	11%	25%	21%

Source: Utah Division of Child and Family Services, FY2013 data.

EDUCATIONAL ATTAINMENT

It is no surprise that providing the opportunity for children to succeed and reduce the risk of poverty, requires a two-generation strategy that simultaneously helps parents put their families on a path to economic success while focusing on children’s social, emotional, cognitive, and physical development from birth. The educational attainment of a child’s parent has substantial impact on a family’s economic security. Typically, families in which the head of the household obtains a high level of education are more economically secure than those families in which the head of household either fails to graduate high school or merely has a high school diploma.

This was not always the case. Good jobs with a chance for advancement were once plentiful for hard-working high school graduates but those jobs are largely non-existent today. Where they do exist, the wages are typically so low that it is virtually impossible for these families to be considered middle-class and most are among the working poor. Although some high school graduates and dropouts are able to obtain low-skill employment, most are employed sporadically and experience high rates of unemployment, including long-term unemployment.

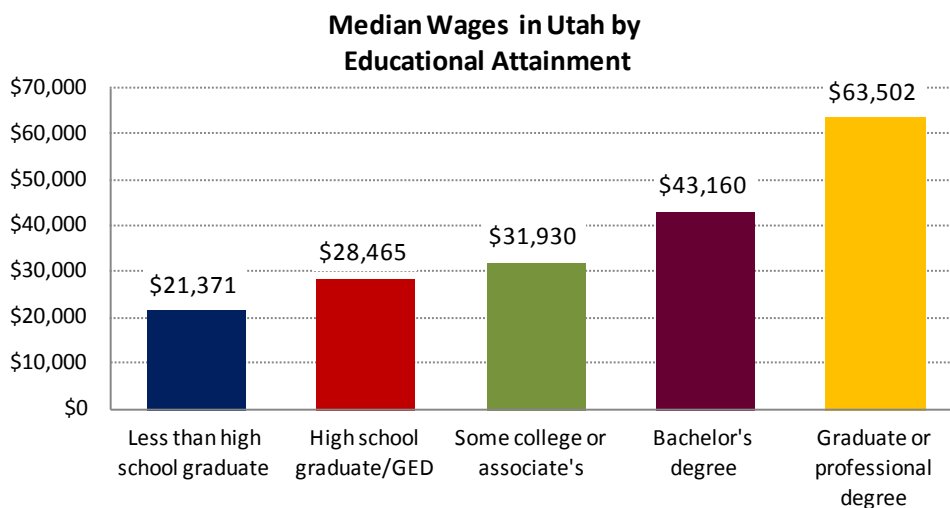


Source: U.S. Census Bureau, ACS 5-year Estimates, 2007-2011.

Unfortunately, failing to continue one’s education into the post-secondary years is not only harmful to the head of household but their children also pay a price for their limited education. Children in these homes are much more likely to experience health challenges, more likely to be unprepared to start school, and in jeopardy of poor academic outcomes. This in turn continues the pattern of limited economic security and greater poverty into the next generation. In contrast, children born into families with highly educated parents are better able to provide their children with economic stability and security, which in turn enhances child development.

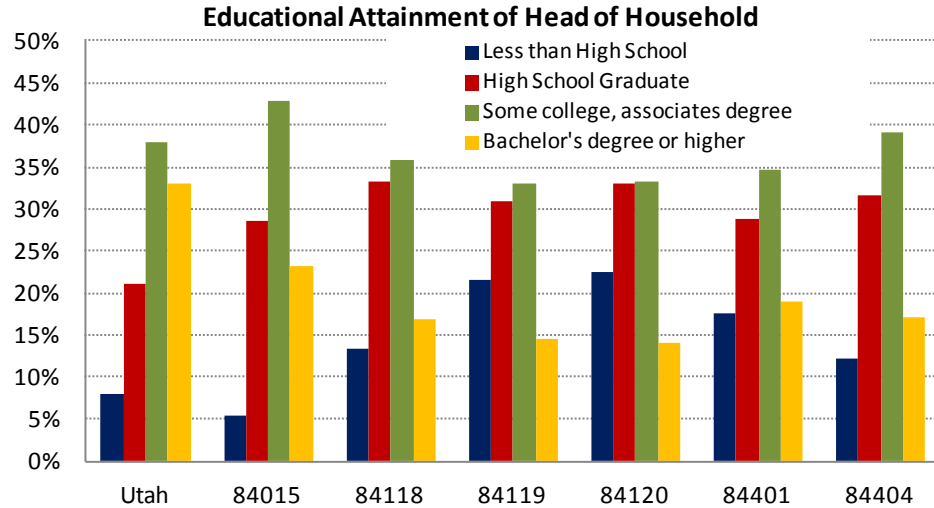
Median earnings for someone with a college degree are twice the amount of someone who fails to graduate from high school. Although a college degree greatly increases the chance of moving up the economic ladder, a four-year diploma is increasingly out of reach for low-income young people. Tuition costs have increased dramatically at the same time that financial aid policies have made it more difficult for students with financial need to attend college.⁴

Not only are median wages greater with higher levels of education but they are also greater for men. There is a substantial gap between the wages of men and the wages of women, regardless of their educational attainment. This is particularly problematic for those living in poverty given the high rate among single-parent households, the majority of which are headed by a woman. For example, women in Utah with a high school diploma earn a median wage nearly \$16,000 less than their male counterpart. This wage differential makes it difficult for a single woman living in poverty to meet the economic needs of her family (Appendix 8).



Source: U.S. Census Bureau, ACS 5-year Estimates, 2007-2011.

The majority of all Utah families are headed by an adult with some post-secondary education. This can be anything from a trade certificate to a Master's Degree. In contrast, a much smaller percentage of the families living in the six zip codes with high intergenerational poverty are headed by an adult with some post-secondary education. Rather, a greater percentage are headed by an adult with a high school diploma or less, in some cases over 50 percent of the families. There is limited data available with respect to the intergenerational poverty adult cohort in these zip codes; however, among the statewide intergenerational poverty cohort, over fifty percent received only a high school diploma or GED and a mere 6.3 percent had either an associate's or bachelor's degree. This may explain why the intergenerational poverty adult cohort is overrepresented in three low-paying, high turnover, job sectors including the administrative/waste management sector, which includes telemarketing and other contact centers; the retail trade sector; and the accommodation and food services sector.⁵



Source: U.S. Census Bureau, ACS 5-year Estimates, 2007-2011.

COMMUNITY ASSETS

In ending the cycle of poverty, emphasis must be placed on establishing communities of opportunity. Children growing up in communities with liabilities and limited assets are exposed to limited opportunity.

One valuable community asset is the availability of quality afterschool programs. Afterschool programs provide valuable out-of-school time (OST) opportunities for children, improving outcomes for children and youth in a variety of ways. Participation in quality programs improves academic achievement, school attendance, student engagement, work-study habits, and social and emotional development. Additionally, OST programs keep kids healthy and safe, support working families, and foster strong links among schools, families, and communities. The supports and services that high quality OST opportunities provide are especially important for low-income and minority youth who often lack sustained access to enriching activities and academic support during non-school hours.

Although there are many indicators that can be evaluated for purposes of determining community assets and liabilities, for purposes of this report, the table to the right provides a summary of the following assets; afterschool programs, banks, credit unions, dentists, grocery stores, libraries, mental health and substance abuse centers, recreational and sports facilities and religious institutions. The following community liabilities are included in the data; check cashing and payday lenders, convenience stores, fast food restaurants and tobacco stores. Additionally, the table provides information on access to job training institutions such as apprenticeship programs, junior colleges and trade and technical schools.

In addition to the listed assets, communities need access to affordable transportation that connects people to jobs. Utah’s public transportation has expanded over the past decade and has received praise as one of the best transit systems in the nation with regard to connecting people to job centers.⁶ Although transit is available in the six zip codes highlighted in this report, the extent of the access varies. The zip codes maps provided in the “Demographics” section of this report, illustrate the locations of bus and rail lines in each zip code.

Table of Community Assets & Liabilities

	84015	84118	84119	84120	84401	84404
<u>Community Assets</u>						
After School Programs	10	10	13	8	8	2
Apprenticeship Programs	0	0	3	0	0	0
Banks	5	5	18	8	11	7
College, University or Professional School	1	0	1	0	0	0
Credit Unions	9	13	6	7	9	10
Dentists	24	19	13	9	11	17
Grocery Stores	5	9	12	8	9	11
Junior College	0	0	2	0	1	0
Libraries	1	2	1	0	*2	0
Mental Health & Substance Abuse Centers	5	2	2	0	5	3
**Pharmacies	3	2	2	2	1	2
Recreational and Sports Facilities	5	2	2	2	5	1
Religious Organizations	4	4	5	2	8	6
Technical or Trade Schools	0	0	1	3	0	0
<u>Community Liabilities</u>						
Check Cashing & Payday Lending	2	7	1	0	1	5
Convenience Stores	0	17	16	0	19	20
Fast Food Restaurants	29	37	46	33	15	13
Tobacco Stores	1	1	1	4	1	2

¹ In the United States, thirty-percent of the children are living in single-parent families. In Utah, only 123,219 or 16 percent of children are living in single-parent families.

² David Bornstein, *Protecting Children from Toxic Stress*, New York Times, October 30, 2013. http://opinionator.blogs.nytimes.com/2013/10/30/protecting-children-from-toxic-stress/?_r=0. See also, *The Adverse Childhood Experiences Study*, <http://acestudy.org/>.

³ See *Utah's Second Annual Report on Intergenerational Poverty, Welfare Dependency and the Use of Public Assistance*, 18-21.

⁴ Voices for Utah Children. *Jobs Deficit Soars, Young Utahns Suffer*; establishes that costs associated with college for in-state residents grew 21% from 2007 to 2010. October, 2011

⁵ *Utah's Second Annual Report on Intergenerational Poverty Welfare Dependency and the Use of Public Assistance*, 12-13.

⁶ Adie Tomer; Elizabeth Kneebone; Robert Puentes; Alan Berube, *Missed Opportunity: Transit and Jobs in Metropolitan America*, <http://www.brookings.edu/research/reports/2011/05/12-jobs-and-transit>.

CONCLUSION



“The economic benefits of investing in children have been extensively documented. Investing fully in children today will ensure the well-being and productivity of future generations for decades to come. By contrast, the physical, emotional and intellectual impairment that poverty inflicts on children can mean a lifetime of suffering and want – and a legacy of poverty for the next generation... “

Carol Bellamy, former Director of UNICEF

Children in Utah fare better than most of their peers nationwide but are still at risk for not attaining their full potential. We still have a child poverty rate that jeopardizes the future of too many children. Utah’s ability to remain a state where children living in poverty have the opportunity to become more prosperous than their parents is dependent on whether the state can fully understand and address the factors that cause intergenerational poverty.¹ The Utah Legislature’s charge to the Department of Workforce Services (DWS) to develop a tracking system revealing trends in intergenerational poverty will provide insight into those factors.

Information from the new tracking system will be especially useful in revealing specific characteristics of those living in intergenerational poverty. However, it is also important to evaluate the communities in which these families reside. As research continues to demonstrate, neighborhoods where children live are a significant factor in economic mobility. In an effort to increase mobility for children living in poverty, a community must do its part to provide the foundation for opportunity, including quality schools, adequate transportation for employment and safe streets. Family structure also plays a critical role in providing the foundation for success in school, work, and life.

This report attempts to evaluate indicators which may shed light on the communities and families in which the largest number of children living in intergenerational poverty find themselves growing up. In addition to the data being collected by DWS, this evaluation of the environment surrounding children living in intergenerational poverty will provide valuable information to policymakers, governmental agencies, community organizations and businesses to prioritize resources, as well as data-driven policies and programs to those areas requiring the most attention.



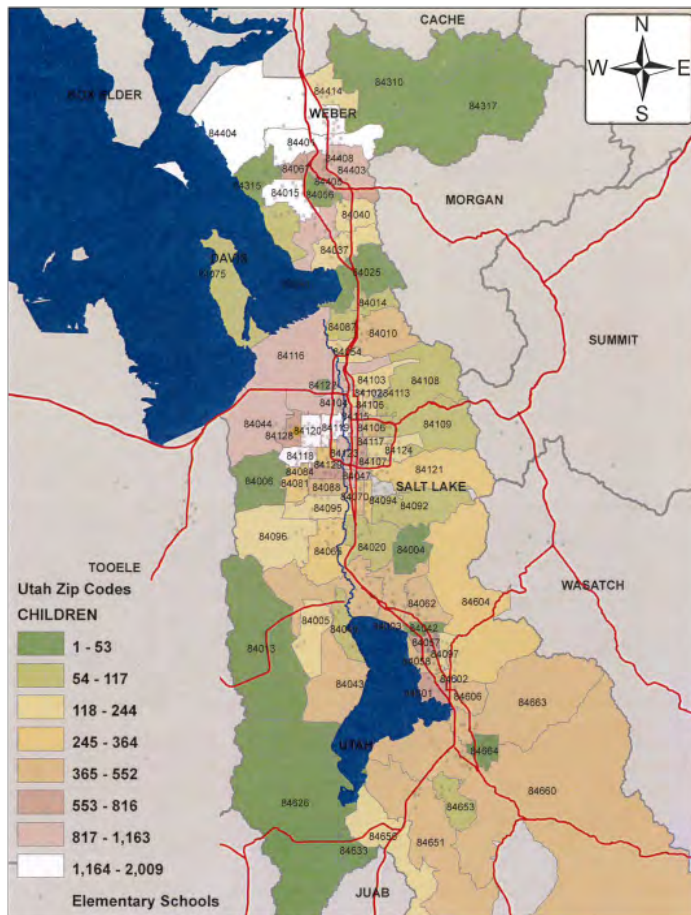
¹ Raj Chetty, Nathaniel Hendren, Patrick Kline, Emmanuel Saez and Nicholas Turner, The Equality of Opportunity Project, <http://www.equality-of-opportunity.org/>, January 2014.

APPENDIX

Appendix 1: Intergenerational Poverty Kids Along the Wasatch Front

The six zip codes analyzed in this report were provided by the Department of Workforce Services. The locations were based on the number of Utah children classified as living in intergenerational poverty in the 2012 cohort. The zip codes include the following and are indicated on the map below in pink: 84015 (Clearfield Area, Davis County); 84118 (Kearns and Taylorsville, Salt Lake County); 84119 (West Valley City area, Salt Lake County); 84120 (West Valley City area, Salt Lake County); 84401 (Ogden area, Weber County); and 84404 (Harrisville/Marriott-Slaterville area, Weber County).

Since research began on this report, DWS evaluated its 2013 data and added three zip codes that have 1,000 children or more living in intergenerational poverty. Data related to these zip codes are not included in this report but are as follows: 84041 (Layton area, Davis County); 84074 (Tooele area, Tooele County); and 84116 (Salt Lake City, Salt Lake County).



Appendix 2: Schools by Zip Code and District

84015

Davis District

Clinton School
Doxey School
Fremont School
Holt School
Lakeside School
Parkside School
Sunset School
West Clinton School
West Point School
North Davis Jr. High
Sunset Jr. High
West Point Jr. High
Clearfield High
Northridge High
Syracuse High

84118

Granite District

Beehive School
David Gourley School
Diamond Ridge School
Jim Bridger
Oquirrh Hills School
Silver Hills School
South Kearns School
Thomas W. Bacchus School
West Kearns School
Kearns Jr. High
Kennedy Jr. High
Jefferson Jr. High
Hunter High
Kearns High

84119

Granite District

Granger School
Harry S. Truman School
Hillsdale School
Pioneer School
Redwood School
Robert Frost School
Rolling Meadows School
Stansbury School
Taylorsville School
Eisenhower Jr. High
Granite Park Jr. High
West Lake Jr. High
Valley Jr. High
Granger High
Taylorsville High

84120

Granite District

Academy Park School
Carl Sandburg School
Hunter School
Jackling School
Monroe School
Philo Farnsworth School
Valley Crest School
Hunter Jr. High
John F. Kennedy Jr. High
Valley Jr. High
West Lake Jr. High
Granger High School
Hunter High School

84401

Ogden or Weber District

Country View School (Weber)
Dee School
James Madison School
Kanesville School (Weber)
Odyssey School
Polk School
Taylor Canyon School
Wasatch School
West Haven School (Weber)
Mound Fort Jr. High
Mount Ogden Jr. High
Rocky Mountain Jr. High (Weber)
Ben Lomond High
Ogden High

84404

Ogden or Weber District

Bonneville School
Canyon View School (Weber)
Farr West School (Weber)
Gramercy School
Heritage School
Hillcrest School
Horace Mann School
Lincoln School
Pioneer School (Weber)
Plain City School (Weber)
Highland Jr. High
Mound Fort Jr. High
Ben Lomond High School
Fremont High (Weber)

Note: Alternative high schools and charter schools were not included in this report.

Appendix 3: Teacher Experience by School

84015

	Title I School	FTE in 2nd Year of Teaching	FTE in 1st Year of Teaching
Clinton Elementary	N	3.7%	3.7%
Doxey Elementary	Y	10.5%	0.0%
Fremont Elementary	Y	5.3%	0.0%
Holt	Y	7.1%	0.0%
Lakeside	N	2.9%	5.9%
Parkside	N	4.5%	0.0%
Sunset Elementary	Y	11.1%	5.6%
West Clinton	N	5.9%	5.9%
West Point Elementary	N	0.0%	10.7%
N. Davis JH	N	8.3%	6.3%
Sunset JH	N	4.7%	4.7%
West Point JH	N	8.0%	0.0%
Clearfield HS	N	4.2%	1.4%
Northridge HS	N	3.2%	2.1%
Syracuse HS	N	11.1%	6.7%
Davis District		6.0%	3.7%

84118

Beehive	N	0.0%	3.6%
David Gourley	Y	8.2%	4.1%
Diamond Ridge		0.0%	42.6%
Jim Bridger	N	20.4%	20.4%
Oquirrh	Y	12.1%	12.1%
Silver Hills	N	0.0%	0.0%
S. Kearns	Y	0.0%	0.0%
Thomas W. Bacchus	N	0.0%	4.9%
West Kearns	Y	21.3%	8.5%
Kearns JH	Y	21.3%	14.2%
Kennedy JH	N	12.5%	2.5%
Jefferson JH	N	7.7%	7.7%
Hunter HS	N	5.0%	1.3%
Kearns HS	N	7.8%	1.6%
Granite School District		8.4%	6.3%

	Title I School	FTE in 2nd Year of Teaching	FTE in 1st Year of Teaching
<u>84119</u>			
Granger School	Y	3.3%	13.3%
Harry S. Truman School	N	10.5%	10.5%
Hillsdale School	Y	6.9%	3.4%
Pioneer School	N	0.0%	21.7%
Redwood School	Y	14.0%	14.0%
Robert Frost School	N	10.8%	10.8%
Rolling Meadows School	Y	10.0%	25.0%
Stansbury School	Y	10.7%	0.0%
Taylorville School	N	14.6%	0.0%
Eisenhower Jr. High	N	2.9%	8.7%
Granite Park Jr. High	Y	12.7%	8.5%
West Lake Jr. High	Y	12.8%	7.7%
Valley Jr. High	N	3.2%	3.2%
Granger High	N	4.9%	6.6%
Taylorville High	N	11.9%	7.5%
Granite School District		8.4%	6.3%
<u>84120</u>			
Academy Park School	N	13.3%	8.9%
Carl Sandburg School	N	10.8%	27.0%
Hunter School	N	4.0%	0.0%
Jackling School	N	16.3%	8.2%
Monroe School	Y	7.8%	19.6%
Philo Farnsworth School	Y	3.9%	15.7%
Valley Crest School	N	15.9%	6.3%
Hunter Jr. High	N	14.2%	2.4%
John F. Kennedy Jr. High	N	12.5%	2.5%
Valley Jr. High	N	3.2%	3.2%
West Lake Jr. High	Y	12.8%	7.7%
Granger High School	N	4.9%	6.6%
Hunter High School	N	5.0%	1.3%
Granite School District		8.4%	6.3%

	Title I School	FTE in 2nd Year of Teaching	FTE in 1st Year of Teaching
84401			
Country View School	N	0.0%	0.0%
Dee School	Y	13.6%	4.5%
James Madison Elementary		0.0%	0.0%
Kanesville School	N	0.0%	3.0%
Odyssey Elementary		17.8%	24.9%
Polk School	Y	7.7%	0.0%
Taylor Canyon School		N/A	N/A
Wasatch School	N	0.0%	14.3%
West Haven School	N	7.1%	0.0%
Mound Fort Jr. High	Y	6.2%	14.0%
Mount Ogden Jr. High	N	2.5%	4.9%
Rocky Mountain Jr. High	N	4.8%	2.4%
Ben Lomond High School	N	0.0%	2.0%
Ogden High	N	4.4%	5.7%
Ogden School District		6.8%	8.4%
Weber School District		5.7%	4.0%
84404			
Bonneville School	Y	23.2%	13.9%
Canyon View	N	0.0%	0.0%
Farr West School	N	4.3%	2.9%
Gramercy School	Y	7.7%	19.2%
Heritage Elementary		8.3%	8.3%
Hillcrest School	Y	4.3%	0.0%
Horace Mann	N	8.7%	8.7%
Lincoln School	Y	0.0%	12.1%
Pioneer School	N	8.2%	4.1%
Plain City	N	16.7%	3.3%
Highland Jr. High	Y	7.8%	2.6%
Mound Fort Jr. High	Y	6.2%	14.0%
Ben Lomond High School	N	0.0%	2.0%
Fremont High	N	1.6%	3.9%
Ogden School District		6.8%	8.4%
Weber School District		5.7%	4.0%

Source: Data reported by schools in 2009 to the U.S. Department of Education, Civil Rights Data Collection, <http://ocrdata.ed.gov/>, accessed October, 2013.

Appendix 4: High School Dropout Rates

	All Students	Asian	African American/Black	American Indian	White	Hispanic/Latino	Pacific Islander	Economically Disadvantaged	ELL	Students w/ Disabilities
<u>84015</u>										
Clearfield HS	3%	3%	6%	14%	3%	3%	0%	5%	3%	9%
Northridge HS	2%	3%	2%	20%	2%	3%	0%	4%	3%	5%
Syracuse HS	2%	0%	0%	n<10	3%	2%	0%	3%	2%	3%
<u>84118</u>										
Hunter HS	5%	11%	7%	4%	4%	8%	3%	6%	14%	10%
Kearns HS	4%	0%	8%	0%	4%	5%	2%	5%	7%	7%
<u>84119</u>										
Granger High	11%	7%	12%	16%	9%	14%	9%	13%	19%	8%
Taylorsville High	3%	2%	7%	10%	2%	6%	2%	4%	10%	1%
<u>84120</u>										
Granger High School	11%	7%	12%	16%	9%	14%	9%	13%	19%	8%
Hunter High School	5%	11%	7%	4%	4%	8%	3%	6%	14%	10%

	All		African American/Black		American Indian		White		Hispanic/Latino		Pacific Islander		Economically Disadvantaged		ELL		Students w/Disabilities	
	Students		Asian	American/Black	Indian	White	Hispanic/Latino	Islander	Economically Disadvantaged	ELL	Students w/Disabilities							
84401																		
Ben Lomond High	2%	0%	0%	9%	3%	2%	n<10	3%	1%	3%	1%	3%	1%	2%				
Ogden High	2%	n<10	0%	0%	n<10	1%	3%	n<10	6%	3%	7%	4%	2%	4%				
84404																		
Ben Lomond High	2%	0%	0%	9%	3%	2%	n<10	3%	1%	3%	1%	3%	1%	2%				
Fremont High	2%	0%	6%	0%	1%	8%	n<10	4%	7%	2%	2%							

Source: Utah State Office of Education, 2010-2011, *Single Year Dropout Rate Report*.

Note: n<10 indicates the number of students in that group is less than 10 so dropout rate is not reported to protect student identity.

Appendix 5: Advanced Placement Data

	Enrolled in AP Classes	Students Taking AP Test	Students Passing AP Test	Pass Rate
<u>84015</u>				
Clearfield High School	240	143	98	69%
Northridge High School	322	259	198	76%
Syracuse High School	351	210	124	59%
<u>84118</u>				
Hunter High School	335	174	92	53%
Kearns High School	271	111	56	50%
<u>84119</u>				
Granger High School	335	121	62	51%
Taylorsville High School	436	267	164	61%
<u>84120</u>				
Granger High School	335	121	62	51%
Hunter High School	335	174	92	53%
<u>84401</u>				
Ben Lomond High School	109	N/A	N/A	N/A
Ogden High School	287	N/A	N/A	N/A
<u>84404</u>				
Ben Lomond High School	109	N/A	N/A	N/A
Fremont High School	338	192	118	61%

Source: Utah State Office of Education. At the time of publication, Ogden School District did not have complete AP data available.

Appendix 6: Housing Assistance

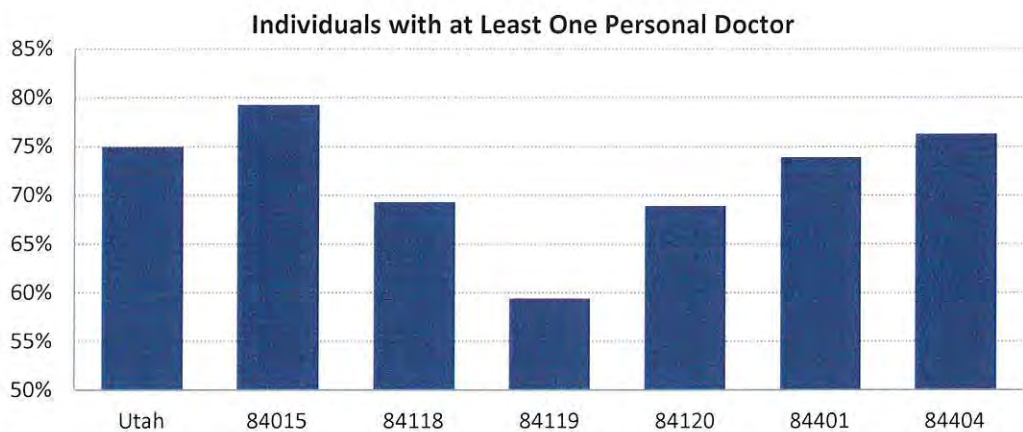
Maps of each zip code along with the locations of various housing assistance is available online.

	Housing Choice Vouchers¹	Tax Credit Units	Public Housing Units	Assisted Units
Davis County Totals	314	571	20	195
84015	314	571	20	195
Salt Lake County Totals	1,038	933	218	98
84118	221	89	32	19
84119	596	488	118	79
84120	221	356	68	—
Weber County Totals	624	876	200	782
84401	254	738	64	380
84404	370	138	136	402

¹ HCV data for Salt Lake County are from the Housing Authorities of Salt Lake County, Salt Lake City, and West Valley. The data points in the map represent actual locations of voucher holders. The data for Davis and Weber counties are from HUD and are reported by 2000 census tracts, the boundaries of which do not necessarily coincide with ZCTA boundaries. Thus, these totals are only approximate. Source: University of Utah, BEBER derived from the Housing Authorities of Salt Lake County, Salt Lake City, and West Valley. Numbers for Davis and Weber counties, as well as all data on assisted units, are from HUD SCRPG FHEA data.

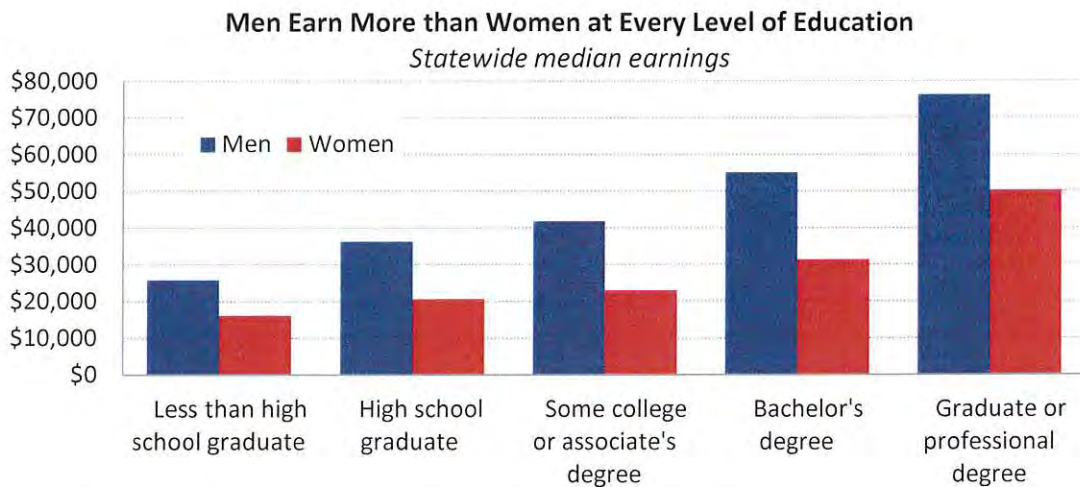
Appendix 7: Access to Physicians and Personal Doctor

	84015	84118	84119	84120	84401	84404
Family Medicine	5	14	17	22	12	6
General Practice	0	0	2	0	0	0
Internal Medicine	0	2	5	9	0	0
Nurse Practitioner	0	0	1	1	0	0
Pediatrician	0	2	3	9	0	3
Women's Health	1	0	2	12	1	1



Source: Utah Department of Health, Behavioral Risk Factor Surveillance System, age-adjusted, 2011-2012.

Appendix 8: Wages Among Women



Source: U.S. Census Bureau, ACS 5-year Estimates, 2007-2011.

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