

# Understanding King County Racial Inequities

## King County Racial Disparity Data

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Prepared by Francesca Murnan, Public Policy Intern, and Alice Park, Community Impact Manager

**LIVE UNITED**



United Way of King County

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For more information, contact: Alice Park at [apark@uwkc.org](mailto:apark@uwkc.org) or (206) 461 – 3754.

# Project Background

## **Looking Ahead: 2015-2020 Strategic Plan**

United Way of King County (UWKC) brings caring people together to give, volunteer and take action to help people in need solve our community's toughest challenges. In 2014, UWKC adopted an ambitious five-year strategic plan to focus investments and increase the community impact across King County in four areas of work: early learning, family stability, ending homelessness and supporting youth. As part of our 2015 – 2020 Strategic Plan, we will take into account issues that disproportionately affect communities of color and work closely with those affected to create and fund solutions that enable greater equity. UWKC envisions a community where individuals and families in King County have homes, students graduate and families are financially stable. To achieve this vision, we will continue coordinated efforts with nonprofit organizations, funders, volunteers and governments to achieve the following goals in the next five years:



## **Addressing Racial Equity: Targeted Strategies**

Acknowledging that racial and ethnic disparities persist across the United States and result in disproportionate impacts for people of color in a number of social determinants of well-being is a foundational component of working towards racial equity in our communities. To reach the 2015-2020 Strategic Plan goals, UWKC will employ a series of strategies to respond to emerging community needs and service gaps, make strategic investments in nonprofit agencies and employ a range of social change strategies. One key strategy is to identify and target racial and ethnic disparities in financial stability, education and other indicators of well-being for communities of color in King County.

A root cause of racial and ethnic disparities is structural racism<sup>1</sup>, often defined as the normalization and legitimization of historical, cultural, institutional and interpersonal dynamics that work to the detriment of communities of color.<sup>2</sup> Unlike individual racism, structural racism encompasses larger systems that work to create and maintain dominant white culture to the detriment of people of color.

Addressing racial equity will continue to be a high priority for UWKC's community impact work. This report examines local, regional and national data to identify populations impacted by racial disparities in a variety of indicators. Using this information and the knowledge of our community partner agencies, UWKC will proactively and collaboratively work to develop strategies to eliminate disparities at the service, systems and policy level.

## **Scope and Intended Use of Racial Disparity Data**

This report highlights racial disparities for select community well-being indicators. It is intended to inform UWKC's community impact planning and track our progress in addressing racial disparities related to our four focus areas. It also identifies potential areas for partnership with other human service, government, advocacy organizations

<sup>1</sup> [Race Forward: The Center for Racial Justice Innovation](#)

<sup>2</sup> Lawrence, K. and Keleher, F. Race and Public Policy Conference: Intergroup Resources (2004). Chronic Disparity: Strong and Pervasive Evidence of Racial Inequalities in Poverty Outcomes: Structural Racism.

and other stakeholders to eliminate racial and ethnic disparities. Data may be used by staff, Impact Councils, the Racial Equity Subcommittee, policy advocates and community-based organizations.

#### *Data notations*

- The data included in this report is compiled from various local, state and national sources. Local data is presented when possible. Many of these agencies use different data collection methods and assign different population categories or collect data in different years, therefore the tables may not always align with one another.
- Federal standards mandate that race and ethnicity (Hispanic origin) are distinct concepts requiring two separate questions when collecting data from an individual. "Hispanic origin" is meant to capture the heritage, nationality group, lineage, or country of birth of an individual (or his/her parents) before arriving in the United States. Persons of Hispanic ethnicity can be of any race and are included in other racial categories. In general, the broad racial/ethnic categories used in this report are: Hispanic, Non-Hispanic, White Non-Hispanic, Black/African American, American Indian/Alaska Native (AIAN), Asian, Native Hawaiian/Pacific Islander (NHPI), White, and Multiple Race. Racial/ethnic groups are combined when sample sizes are too small for valid statistical comparisons of more discrete groups.<sup>3</sup>
- In many cases, the broad race categories used for data collection diminish disparities that may exist within racial and ethnic categories. For example, the category Asian or Other Pacific Islander does not reflect disparities in smaller ethnic categories including, but not limited to: Chinese, Vietnamese, Laotians, Filipinos and Samoans, particularly recently arrived immigrants.
- Racial misclassification of American Indians/Alaska Natives (AIAN), incorrectly classifying AIAN as another race, in data and surveillance systems has been well documented.<sup>4</sup> This results in statistically significant under-counting of AIAN. Therefore disparities, may be masked, may not be statistically significant or may be larger than what is observed.<sup>5</sup> Misclassification is higher for urban-based AIAN.

## Definition of Terms

Definitions of key terms used in this report are provided below.

**Racial Disparity**<sup>6</sup> – Significant differences between racial/ethnic populations on particular indicators or in specific circumstances, including, but not limited to:

- Access to care/services/resources/opportunities
- Unequal treatment by/within systems/institutions
- Community level outcomes (i.e., graduation; employment) and/or indicators of well-being (i.e., income; health; education)

**Racial Disproportionality** – Exists when the level of racial/ethnic representation relative to specific indicators/circumstances is different from the group's level of representation in the general population (over representation or under-representation).

**Racial Equity** – Exists when we cannot predict group advantage or disadvantage by race/ethnicity. It can be measured through changes in specific indicators that show reduced gaps in racial disparities and reductions in racial disproportionality.

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<sup>3</sup> [Communities Count](#)

<sup>4</sup> Jim MA, AJPH 2014; Frost F, J Natl Cancer Inst. 1992; Puukka E, AJPH, 2005; Arias E, Vital Health Stat, 2008.

<sup>5</sup> L. Burhansstipanov, [Urban Indian Health Institute](#)

<sup>6</sup> Annie E. Casey Foundation Race Matters Toolkit

**Systemic/Structural Racism** - A system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity. It identifies dimensions of our history and culture that have allowed privileges associated with “whiteness” and disadvantages associated with “color” to endure and perpetuate over time. Structural racism is not something practiced among a few people or institutions, but is a feature of the social, economic and political systems in which we all exist.<sup>7</sup>

**Disproportionality Index** – An indicator developed by Hill<sup>8</sup> as a means of comparing the levels of disproportionality among various ethnic groups. For example, in a community where 40% of children entering foster care are African American, and only 20% of the child population is African American, the disproportionality index would be 2.0, indicating African Americans are twice as represented in foster care as they are in the general population.

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<sup>7</sup> Aspen Institute

<sup>8</sup> [CASA](#)

# King County at a Glance: Changing Demographics 2000-2013

## Population Snapshot 2013

Table 1 shows the population distribution by race/ethnicity in King County in 2013.

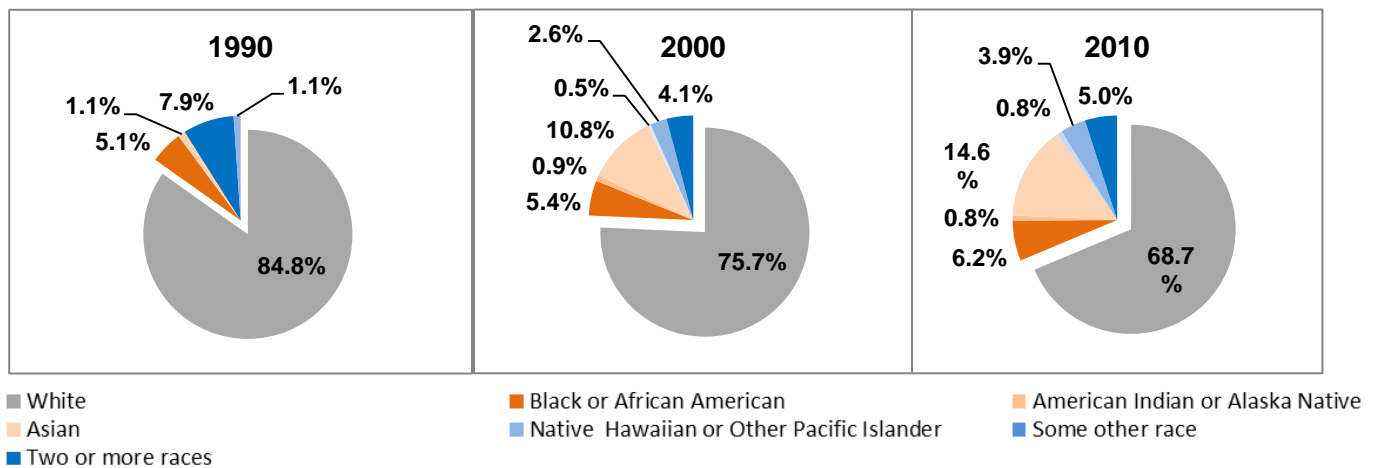
Race/Ethnicity	Number	Percent
American Indian/Alaskan Native-Non-Hispanic	14,081	1%
Asian/Pacific Islander- Non-Hispanic	329,959	17%
Black/African American- Non-Hispanic	137,641	7%
White- Non-Hispanic	1,313,183	66%
Hispanic/Latino	187,026	9%
<b>Total:</b>	<b>1,981,890</b>	<b>100%</b>

Data Source: Office of Financial Management estimates obtained through Public Health – Seattle & King County.

## Increase in Communities of Color

Over the past twenty years, King County’s overall population has increased by roughly 420,000 people.<sup>9</sup> According to US Census data, the number of self-identified Asian, Native Hawaiian and Pacific Islander, Black and African American, American Indian and Alaska Native and other races has continued to significantly increase in King County. The Seattle Metro area is becoming increasingly more diverse.<sup>10</sup> Whites comprised 88% of the population in 1980 compared to 68% in 2010. By 2040, Whites are projected to become the minority group compared to people of color, making up 45% of the population. **Figure 1** shows U.S. Census data depicting the changing population percentages by race for King County from 1990-2010.

Figure 1. King County population by race 1990-2010.



## Diversity of Languages Spoken

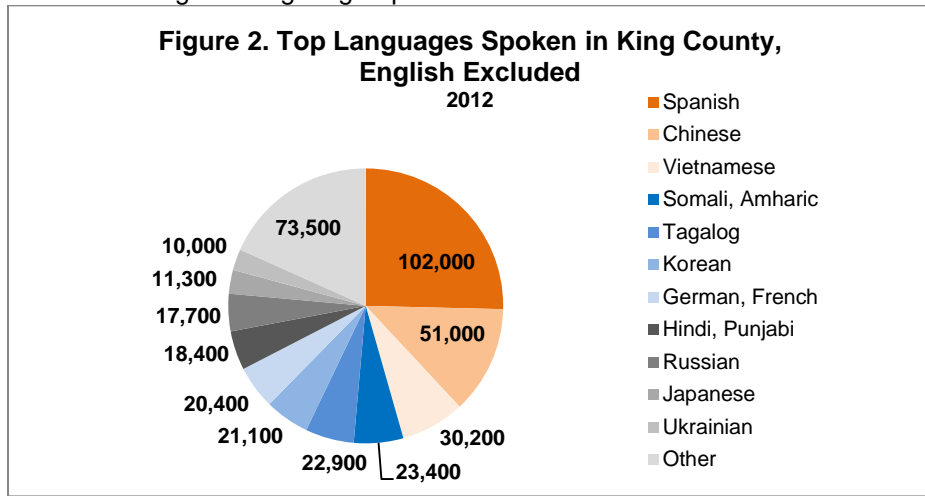
Figure 2 shows the top twelve languages other than English spoken in the home. The use of languages other than English is trending upwards. In King County, the percentage of people who speak languages besides English rose from 18.4% in 2000 to 25.4% in 2011. This can be largely attributed to growing immigrant communities. In 2008, the largest group was 70,064 immigrants from Southeast Asia.<sup>11</sup> The Somali community in

<sup>9</sup> [United State Census Bureau. Web. Sept. 2015](#)

<sup>10</sup> [M Pastor](#)

<sup>11</sup> C. Felt. [King County Demographics](#)

Seattle has grown rapidly over the past 20 years due to refugees resettling in the area, and Somali children are the second largest bilingual group in the Seattle Public School district.<sup>12</sup>

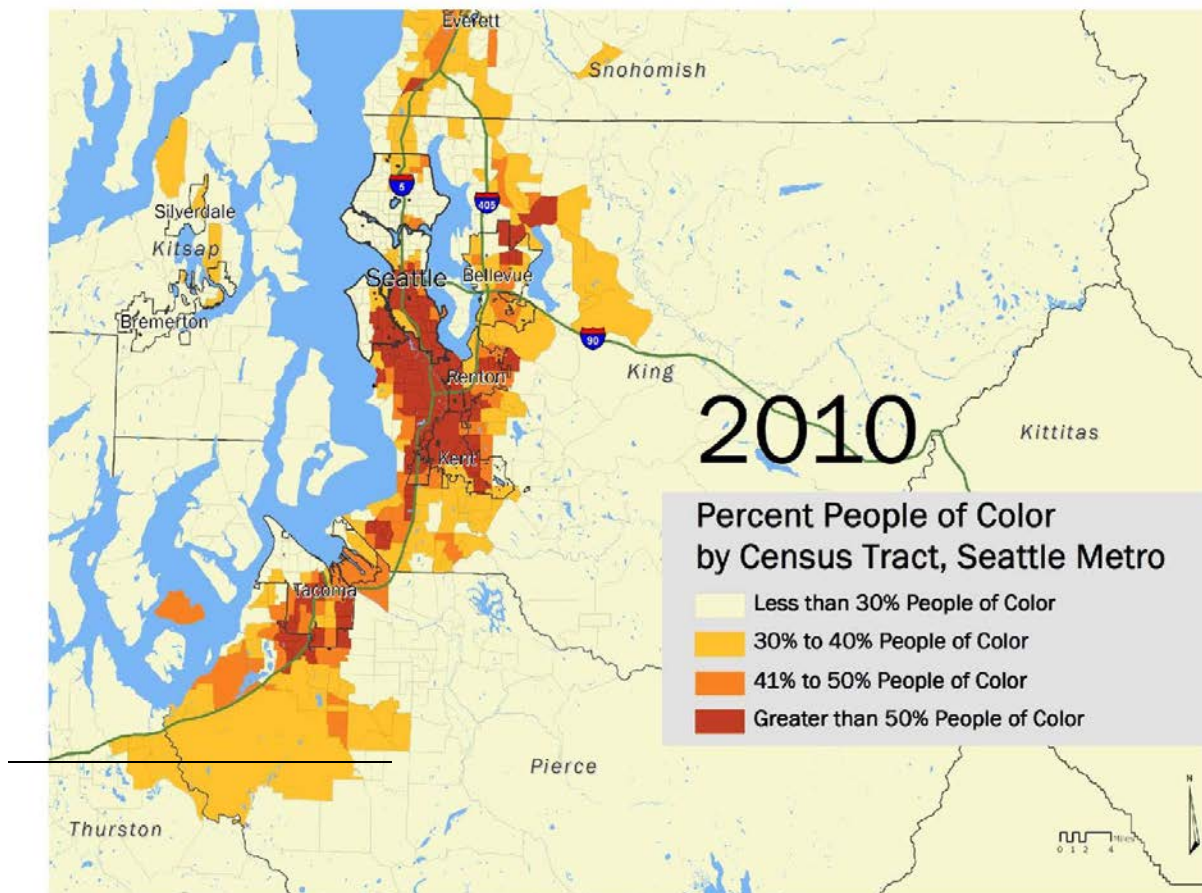


Data source: King County Demographics 2012, C Felt.

### Geographic Spread of Changing Demographics

The geographic distribution of growth in communities of color in 2010 is illustrated in **Figure 3**. The map demonstrates the largest percentages of communities of color in south Seattle and south King County. The changing demographics and significant growth in communities of color highlights the importance of focusing on racial disparities and where efforts might be focused.

**Figure 3.** 2010 Seattle Metro percent people of color by census tract (Source: M Pastor).



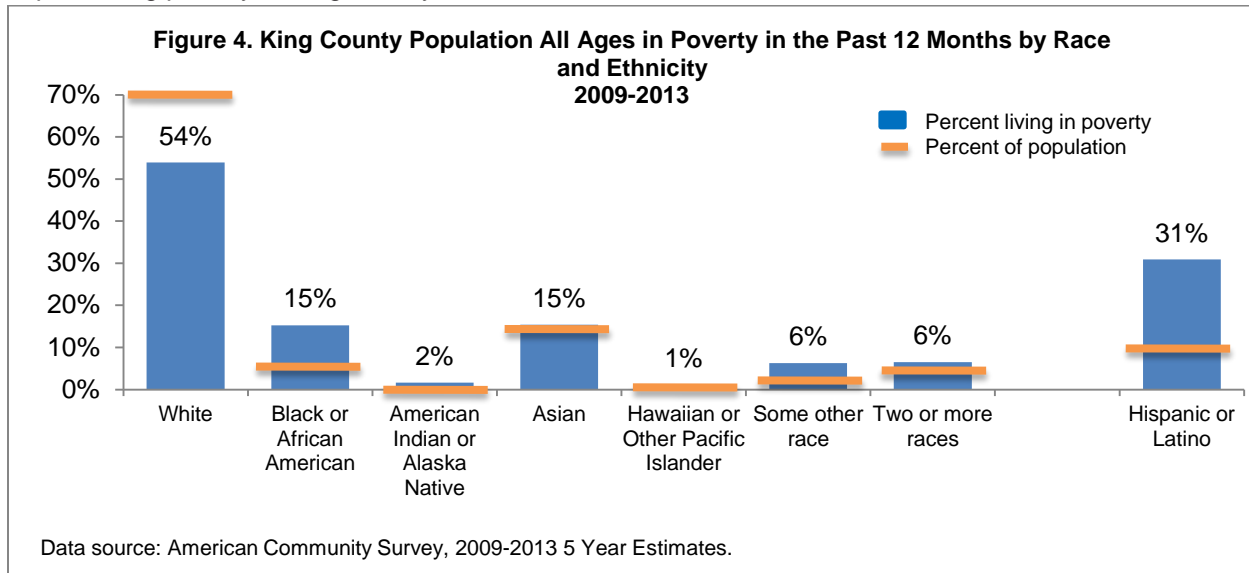
# Over-Arching Disparities

Circumstances such as homelessness, unemployment, lack of access to quality preschool programs and disengagement from school do not occur in isolation. Individuals and families at risk of experiencing these conditions are impacted by overlapping factors that increase their vulnerability to experience poorer social and economic outcomes. Common over-arching disparities that impact all four of UWKC’s focus areas include poverty, income and educational attainment.

## Poverty

Poverty and economic insecurity are underlying issues that are closely linked to embedded racial inequities. People of color are disproportionately poor as a result of oppression, historical disadvantages and discriminatory practices that have been institutionalized.<sup>13</sup> This creates and/or perpetuates barriers to services, resources and opportunities, and impedes the ability to meet critical needs, including but not limited to food, housing, education and employment.

**Figure 4** and **Appendix B** show the King County population living in poverty by race/ethnicity in relation to each group’s population percent. The orange bars represent the total population proportion of each race or ethnic category and the blue bars represent the proportion of each category within the population experiencing poverty. White and Asian populations have a lower percentage living in poverty compared to their percent of the population, while every other race/ethnic category is disproportionality over represented in the total population of people experiencing poverty. American Indian/Alaska Native, Black/African American, and Native Hawaiian and Pacific Islander populations have the greatest disparities in rates of over representation in the population experiencing poverty in King County.



## Income, Net Wealth and Assets

### ***Income Gap between Communities of Color and Whites***

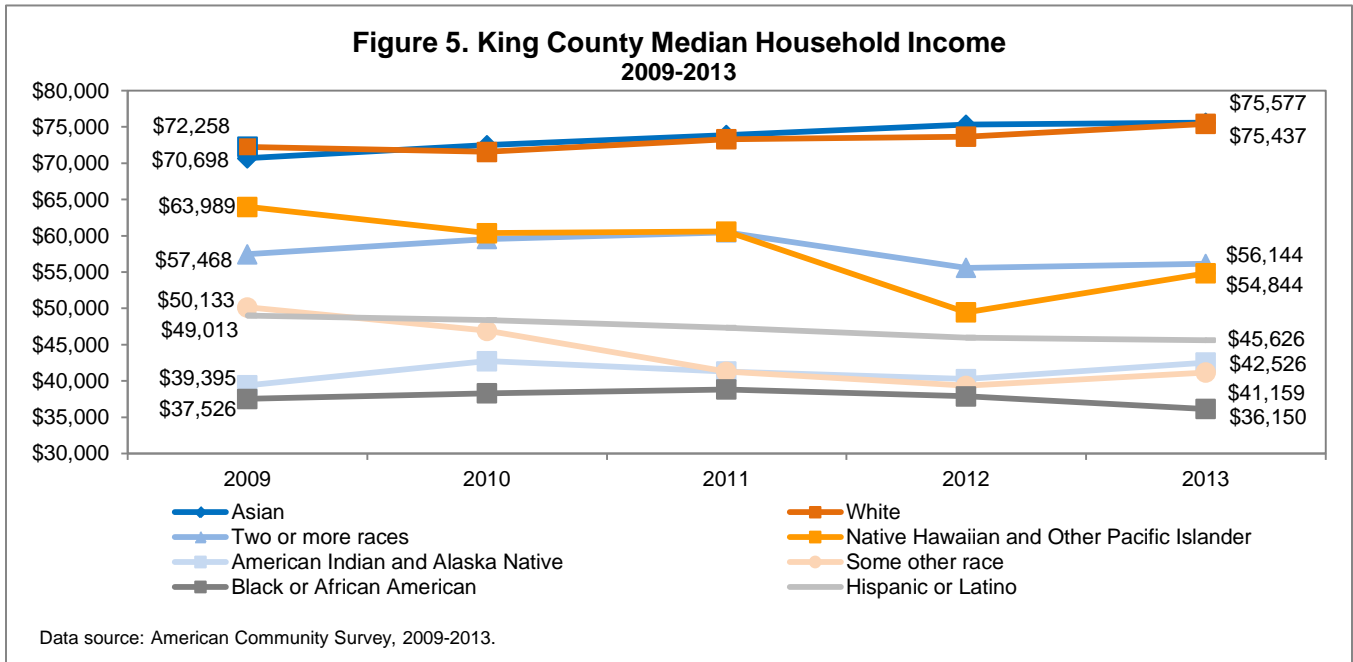
A livable wage and stable income provide the means for individuals and families to meet day to day needs and accrue monetary resources to weather unexpected crises and plan for the future. Embedded racial inequities

<sup>13</sup> Delgado R and Stefanic J, Critical Race Theory



such as disproportionate unemployment and/or representation in part time, temporary, low wage and non-benefit jobs undermine income security for particular populations of color.

Nationally, household median incomes for whites and people of color have shown an increasing gap since 2007. In 2013, the Federal Reserve estimated that the difference in median incomes for people of color and whites is \$22,200; this gap in median income has grown by \$5,400 since 2007.<sup>14</sup> In King County, the median income gap between whites and some groups of people of color is more drastic. Black/African American residents earned an estimated median income of \$36,150, while whites earned an estimated median income of \$75,437 (Figure 5).

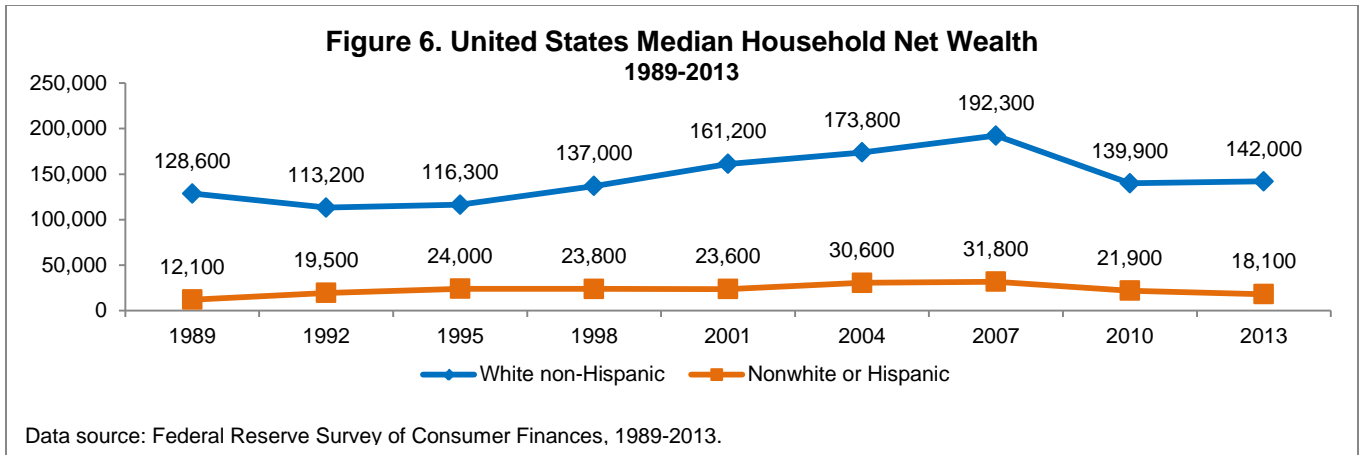


### Net Wealth

Income alone is not sufficient to ensure a life out of poverty. Net wealth is a crucial determinate of economic stability. Net wealth accounts for the total sum of accumulated assets (money plus property/possessions that can be liquidated into money) *minus* the sum of debt/financial obligation. Assets enable families to survive set-backs and build a strong economic base that supports future success. Inequities such as differential access to and/or eligibility for asset-building programs and public benefits, and racially discriminatory and/or predatory lending institutions diminish the ability of some populations of color to build wealth for future generations.

Figure 6 illustrates the gap in median household net wealth for communities of color and whites in the United States. While the gap has decreased since the height of the economic recession in 2007, there remains a median net wealth gap was \$123,900 in 2013.

<sup>14</sup> Federal Reserve Survey of Community Finances, 1989-2013.



### Asset Poverty

Asset poverty is an estimation of a household's net worth including all potentially liquid assets that can be used by a household to meet expenses for up to three months in times of emergency or unexpected financial burdens.<sup>15</sup> Assessing a household's asset poverty is an indicator of financial stability in times of crisis for families and individuals. Low or no assets can greatly impact a household's financial stability. Research has shown that households that have adequate assets also have less economic stress.<sup>16</sup>

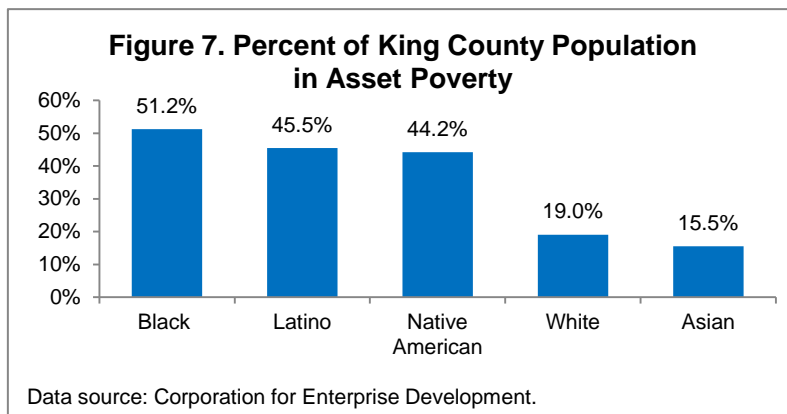


Figure 7 highlights the racial disparities in asset poverty for Black, Latino and Native households in King County.<sup>17</sup> Higher rates of asset poverty for these households indicate a stronger likelihood of severe financial instability in times of crisis. About half of Black, Latino and Native households are considered to be in asset poverty in King County.

### Educational Attainment

Educational attainment is linked to lasting impacts on poverty reduction for future generations, and at the same time, poverty is often a strong barrier to higher education opportunities. A college degree greatly increases an individual's ability to obtain gainful employment and achieve upward socio-economic mobility.<sup>18</sup> In addition there is a correlation between parent education level and a child's academic success.<sup>19</sup> Additional factors that impede access to college include, but are not limited to: under-sourcing of public schools in poorer communities;

<sup>15</sup> "Asset Poverty Rate." Corporation for Enterprise Development. Web. Sept. 2015. <http://scorecard.assetsandopportunity.org/latest/measure/asset-poverty-rate>

<sup>16</sup> Brandolini, A., Magri, S., Smeeding, T. "Asset-Related measures of Poverty and Economic Stress." (2009). Pages 22-23. Web. Sept. 2015. <http://www.oecd.org/site/progresskorea/43626536.pdf>

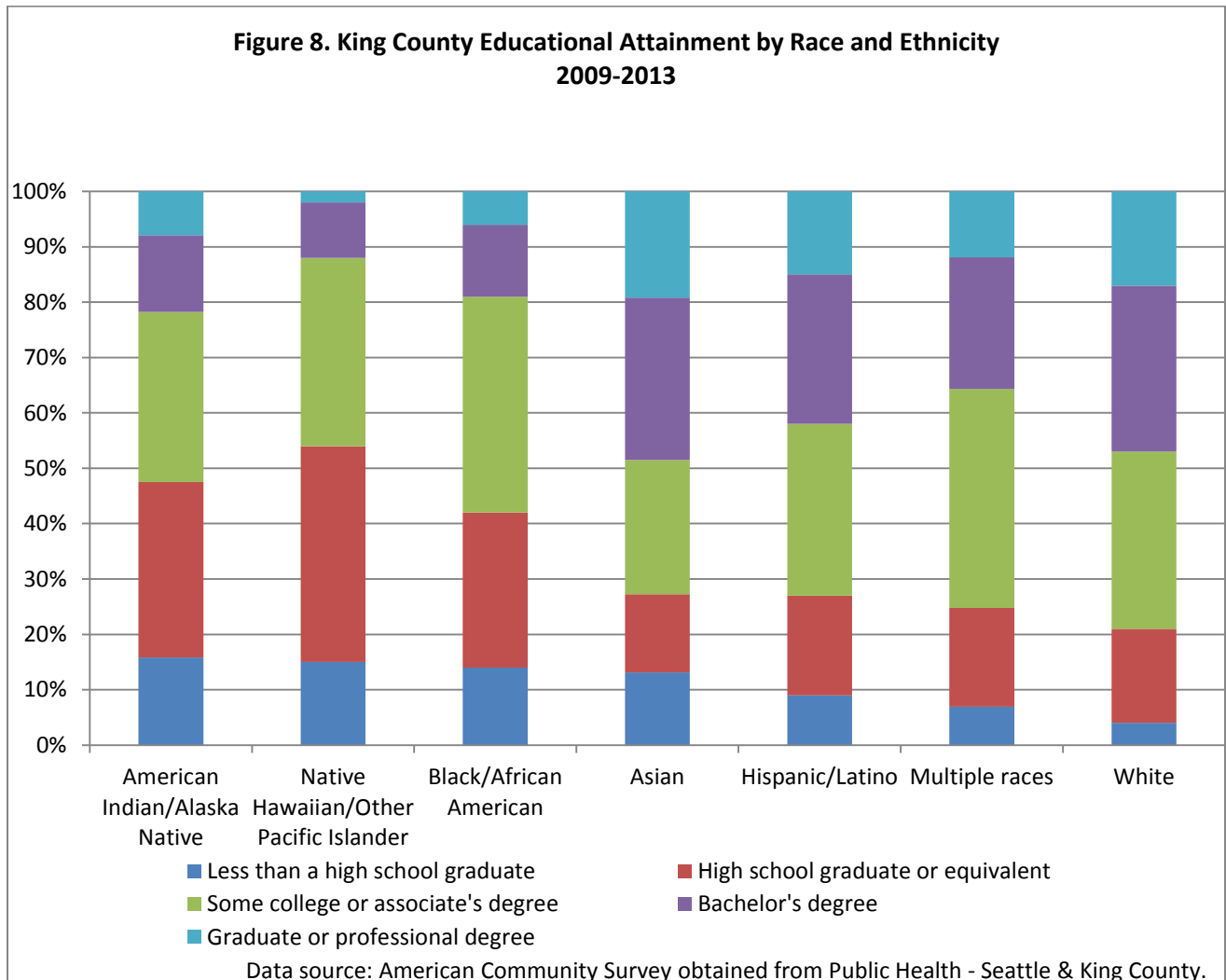
<sup>17</sup> Estimates calculated by Beacon Economics, based on U.S. Census Bureau's 2004 Survey of Income and Program Participation, Wave 6 (2006) and 2005-2007 American Community Survey

<sup>18</sup> "Pennsylvania's Best Investment: The Social and Economic Benefits of Public Education." Mitra, D. Web. Sept. 2015. [http://www.elc-pa.org/wp-content/uploads/2011/06/BestInvestment\\_Full\\_Report\\_6.27.11.pdf](http://www.elc-pa.org/wp-content/uploads/2011/06/BestInvestment_Full_Report_6.27.11.pdf)

<sup>19</sup> "Long-term Effects of Parent's Education on Children's Educational and Occupational Success: Mediation by Family Interactions, Child Aggression, and Teenage Aspirations." Dubow, E., Boxer, P., Rowell Huesmann, L. Web. Sept. 2015. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2853053/>

differential experience/treatment within public school systems; inability to pay the cost of higher education; other economic, geographic, environmental and systemic issues.

**Figure 8** illustrates the educational attainment of King County residents by race/ethnicity. Disparities in education appear for a number of racial categories. The percentage of American Indian/Alaska Native, Native Hawaiian/other Pacific Islander, Black/African American and Asian with less than a high school degree was more than twice the percent for Whites. American Indian/Alaska Native, Native Hawaiian/other Pacific Islander, Black/African American and Hispanic/Latino residents were less likely compared to Whites to obtain post-secondary degrees including Bachelor's, graduate and professional degrees.



# Early Learning

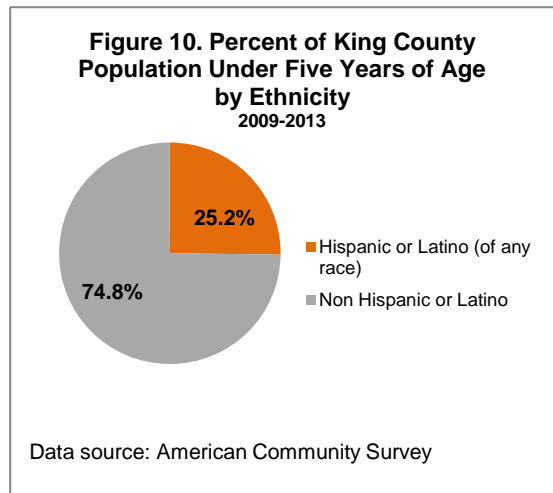
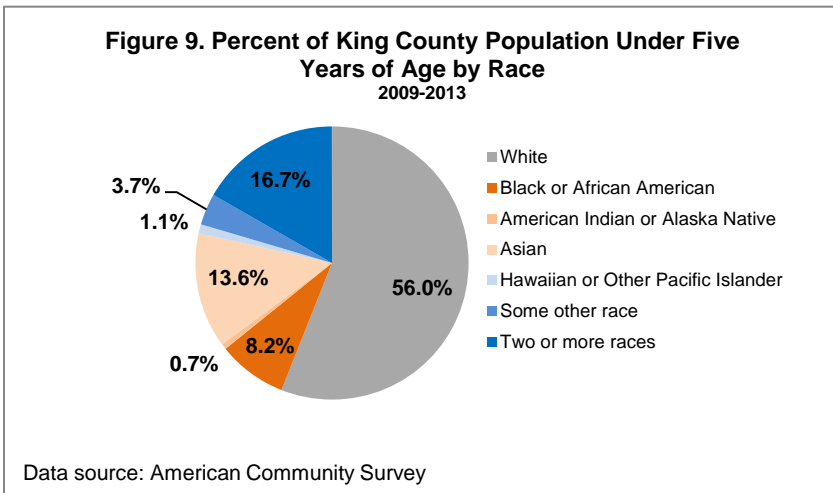
UWKC invests over \$8,000,000 annually in three key areas: support for parents, early intervention for children with developmental delays and quality childcare. In the next five years, UWKC and its partners envision a county where 80% of children are ready for Kindergarten.

Exposure to early learning programs, quality childcare and parent engagement/support can help bridge academic achievement gaps in later years; however, for some populations of color, embedded racial inequities such as poverty and access to community resources and support programs produce differences in children’s prospects for school readiness. Systemic policies and practices often work against families and children of color in multiple ways to compromise early learning outcomes. Children of color experience poverty at a disproportionately higher rate, access early intervention services at lower rates than the county average, and eligible children are less likely to enroll in preschool. Moreover, lack of access to healthcare for mothers can adversely impact infant health, putting children at increased risk for developmental delays and school-age learning disabilities. The implications of limited or no access to quality early learning is reflected in children of color demonstrating lower levels of Kindergarten readiness.

The following section highlights some of the racial disparities in early learning indicators for children in King County and Washington State. From the early stages of life to later academic performance in elementary school, racial disparities are evident for many communities of color.

## Population Estimates

Figures 9 and 10 show the King County population under age 5 by race/ethnicity.



\*American Community Survey collects Hispanic/Latino as ethnicity. All Hispanic or Latino respondents are recorded under a single race category.

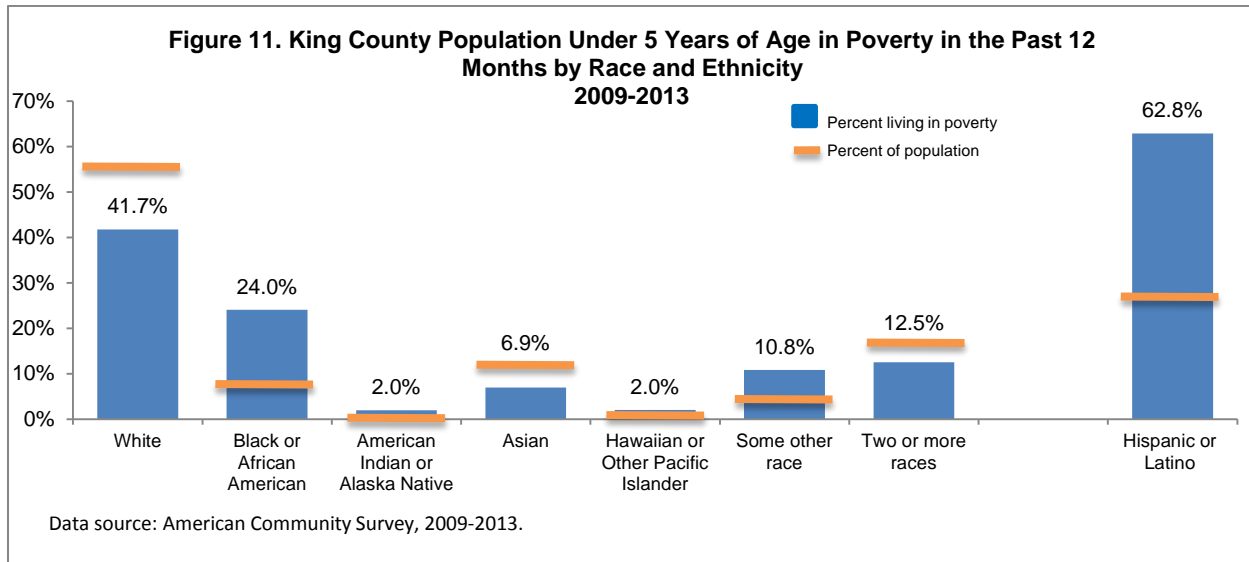
## Early Childhood Poverty

Children in families with low incomes are more likely to have limited access to high quality child care, early education, and health care; and more stressful family and neighborhood circumstances.<sup>20</sup> Children living in poverty are less likely to have positive child development outcomes, impacting their ability to enter school well-prepared for academic achievement.<sup>21</sup>

<sup>20</sup> Race Matters

<sup>21</sup> Yeung, J., Linver, M., and Brooks-Gunn, J. "How Money Matters for Young Children’s Development: Parental Investment and Family Processes." (2002). Child Development. Vol. 73, Number 6. Pages 1861-1879. Web. Sept. 2015. [http://www.istor.org/stable/3696422?seq=1#page\\_scan\\_tab\\_contents](http://www.istor.org/stable/3696422?seq=1#page_scan_tab_contents)

In King County, African American, American Indian/Alaska Native, Pacific Islander and Hispanic families experience poverty at a disproportionately higher rate (**Figure 11** and **Appendix B**). American Indian/Alaska Native children under the age of five are more likely to experience poverty than non- American Indian/Alaska Native. The percent of American Indian/Alaska Native children experiencing poverty is 46%, yet they represent less than 1% of the total population under five. Black/African American children under five also experience high rates of poverty with nearly half (45.5%) living in poverty.



\*American Community Survey collects Hispanic/Latino as ethnicity. All Hispanic or Latino respondents are recorded under a single race category.

## Early Childhood Health

### ***Prenatal Care Access and Childhood Health***

Maternal and infant health are fundamental indicators of social and emotional well-being in the early years of life. Mothers that access consistent and early prenatal care reduce the risk of adverse health outcomes in childhood and beyond. Infant health problems, such as developmental delays, malnourishment, and other more severe medical conditions are a strong predictor of lower pre-school cognitive abilities.<sup>22</sup>

Utilization of medical services is often lower for populations of color due to various socio-economic barriers, including: lack of health care coverage, language and cultural differences between the provider and potential users, mistrust of government systems or institutional providers, and lack of knowledge about available services and supports.<sup>23-24</sup> The consequences of these and other embedded inequities increase the likelihood of poor infant health outcomes such as preterm birth and low birth weight, both of which show similar disparities by race/ethnicity, putting these children at risk for developmental delays and poor school readiness.<sup>25</sup>

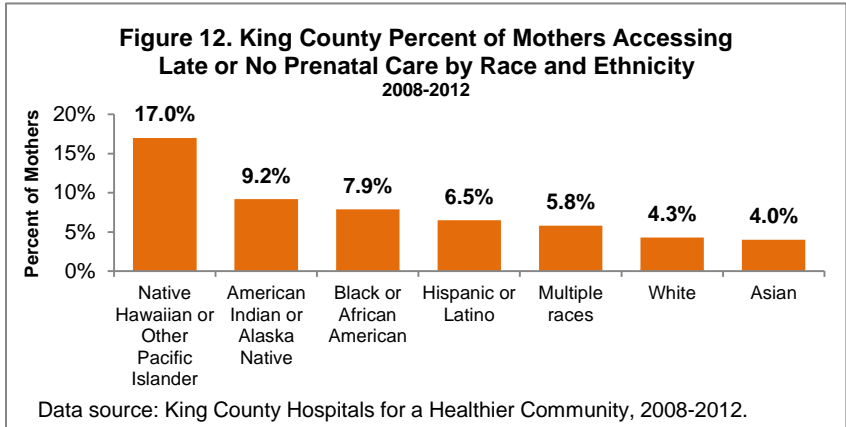
<sup>22</sup> "What is prenatal care and why is it important?" Eunice Kennedy Shriver National Institute of Child Health and Human Development. Web. Sept. 2015. <http://www.nichd.nih.gov/health/topics/pregnancy/conditioninfo/Pages/prenatal-care.aspx>

<sup>23</sup> Lia-Hoagberg, B., Rode, P., Skovholt, C., et al. "Barriers and motivators to prenatal care among low-income women." (1990). Social Science and Medicine. Vol. 30, Issue 4.

<sup>24</sup> "Reproductive Health Disparities for Women of Color." (2004). Office of Human Rights and International Affairs. Web. Sept. 2015. <http://www.naswdc.org/diversity/Equity1204.pdf>

<sup>25</sup> Health of mothers and infants by race/ethnicity. August 2015. Public Health-Seattle & King County; Assessment, Policy Development & Evaluation Unit.

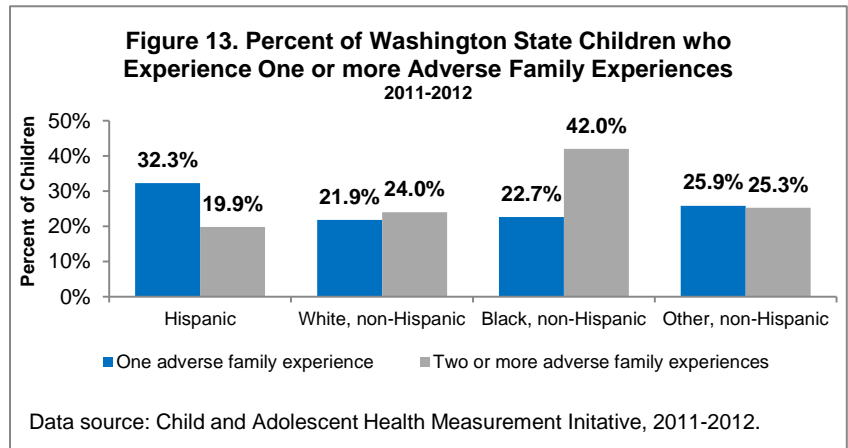
**Figure 12** highlights the racial disparities in prenatal care access in King County. Nearly 20% of Native Hawaiian/other Pacific Islanders mothers access late or no prenatal care. American Indian/Alaska Natives, Black/African Americans, and Hispanic/Latino also experience high rates of late or no prenatal care.



### Adverse Childhood Experiences

Research has continued to link Adverse Childhood Experiences (ACE) to poorer health and quality of life outcomes in childhood and adulthood.<sup>26</sup> Adverse Childhood Experiences encompasses a wide variety of traumatic events including physical and emotional abuse and neglect, and family dysfunction indicators such as domestic violence, household substance abuse, household mental health conditions, parental separation or divorce and household members that are incarcerated.<sup>27</sup> ACEs lead to childhood toxic stress and trauma that have lasting impacts on mental and physical well-being. Children that experience multiple ACEs throughout their childhoods are more likely to have difficulty learning, adapting and thriving later in life.

Studies illustrate the disproportionate occurrence of ACEs among Black/African American and Hispanic/Latino populations. The Child and Adolescent Health Measurement Initiative estimates that 42% of Black/African American children in Washington have experienced at least two or more adverse family experiences (**Figure 13**).



### Access to Early Intervention Services

State early intervention services are a part of a national model to screen and detect developmental delays and disabilities in the earliest stages of life and to provide critical and timely support and services for children and families. Through family resource coordination, developmental services, occupational and physical therapy and speech/language therapy, children and families are better equipped to succeed at home, childcare, preschool and beyond.<sup>28</sup> Although access to early intervention services is universal, research has shown that some populations are less likely to remain in early intervention services. The National Institutes of Health found racial disparities for eligible Black children maintaining early intervention services until the age of three. Black children were found to be five times less likely to receive services as toddlers than white children.<sup>29</sup> In King County, projected eligibility and enrollment numbers suggest some populations are likely underrepresented in early intervention services.

<sup>26</sup> Anda, R., Felitti, V., Bremner, J., et al. :The enduring effects of abuse and related adverse experiences in childhood." (2006). European Archives of Psychiatry and Clinical Neuroscience. Vol. 256, Issue 3, pp 174-186.

<sup>27</sup> "Adverse Childhood Experiences Study." Centers for Disease Control and Prevention. (2014). Web. Sept. 2015. <http://www.cdc.gov/violenceprevention/acesstudy/findings.html>

<sup>28</sup> Early Support for Infants and Toddlers. Washington State Department of Early Learning. Web. Sept. 2015. <http://www.del.wa.gov/development/esit/Default.aspx>

<sup>29</sup> Feinberg, E., Silverstein, M., Donahue, S., Bliss, R. "The impact of race on participation in Part C early intervention services." National Institutes of Health. Web. Sept. 2015. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3138901/>

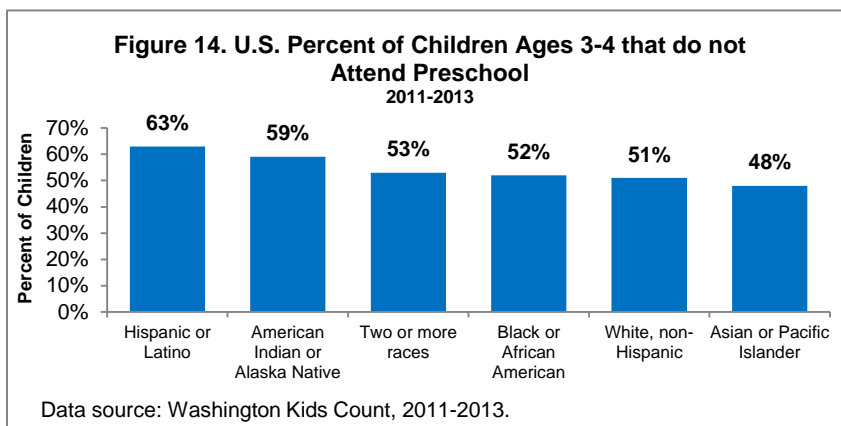
Using projections from a national study, King County estimates that 13% of the general population will be eligible for early intervention services, yet the majority of race and ethnic groups are likely underserved relative to births.<sup>30</sup> Analysis of King County data by race and ethnicity indicates that some communities are more underserved than others. On average King County serves about 2.1% of the projected eligible early intervention population.<sup>31</sup> Asian, Black/African American, Native Hawaiian/Pacific Islander and white children in King County all access early intervention services at a rate lower than the county average.<sup>32</sup>

## Impact of Inequities on School Readiness

Childhood health, adverse childhood experiences and early intervention services are all strong indicators of how a child will perform in elementary school and beyond. Early reading and math skills affect academic outcomes in third grade. Further, grade level reading proficiency by the end of the third grade is a strong predictor of future success, including high school graduation and advanced education, employment outcomes and successful adulthood.<sup>33</sup> A crucial consequence of not having many of the basic necessities for a healthy childhood such as health care, healthy foods, safe and stable housing, and non-toxic, low-stress environment and/or household situation is that young children of color are at greater risk of entering school without sufficient readiness for success.<sup>34</sup> These challenges often follow the student through their educational experience. The following indicators reflect many of the racial and ethnic disparities that originate in early childhood and manifest throughout a child's educational journey.

### Access to Early Learning Programs

Early learning programs such as high-quality preschools improve children's ability to thrive in Kindergarten and into a child's academic career.<sup>35</sup> Yet not all children experience equal access to quality and affordable early learning programs. **Figure 14** shows that Hispanic/Latino, American Indian/Alaska Native and Black/African American children are less likely to attend a preschool program between the ages of 3 and 4. Children and families from these populations may experience financial barriers to accessing high-quality affordable preschool programs due to higher rates of poverty. Additional barriers include culturally and linguistically appropriate services for parents, caretakers and children including preschool programs, parental engagement and childcare services and affordable and accessible transportation services or access to local preschool programs within a family's residential community.



### Kindergarten Readiness

The implications of limited or no access to quality early learning opportunities can impact a child's ability to be prepared for Kindergarten. In Washington, many children of color demonstrate lower levels of Kindergarten preparedness in language, literacy and math. **Figure 15** illustrates that only one third of Hispanic/Latino and Pacific Islanders demonstrate characteristics for Kindergarten readiness.

<sup>30</sup> "King County Plan for Early Intervention Services. (2014). King County Department of Community and Human Services: Developmental Disabilities Division. Web. Sept. 2015.

<sup>31</sup> Ibid.

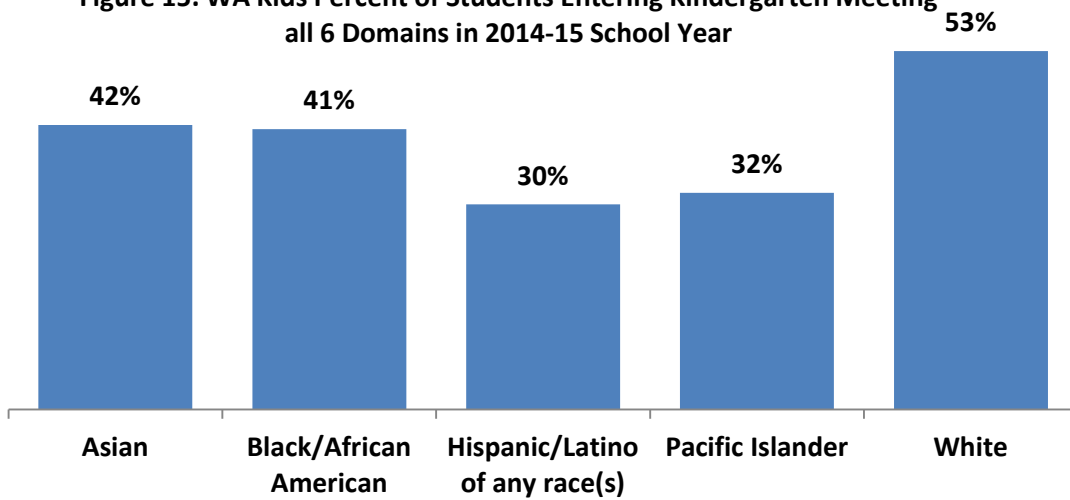
<sup>32</sup> Ibid.

<sup>33</sup> Annie E. Casey Foundation. Early Warning! Why Reading by the End of Third Grade Matters, 2010.

<sup>34</sup> Cooper, J., Masi, R., and Vick, J. "Social-emotional Development in Early Childhood." (2009). National Center on for Children in Poverty. Web. Sept. 2015. [http://www.nccp.org/publications/pub\\_882.html](http://www.nccp.org/publications/pub_882.html)

<sup>35</sup> "Pre-kindergarten: What the research shows." Center for Public Education. Web. Sept. 2015. <http://www.centerforpubliceducation.org/Main-Menu/Pre-Kindergarten/Pre-Kindergarten/Pre-kindergarten-What-the-research-shows.html>

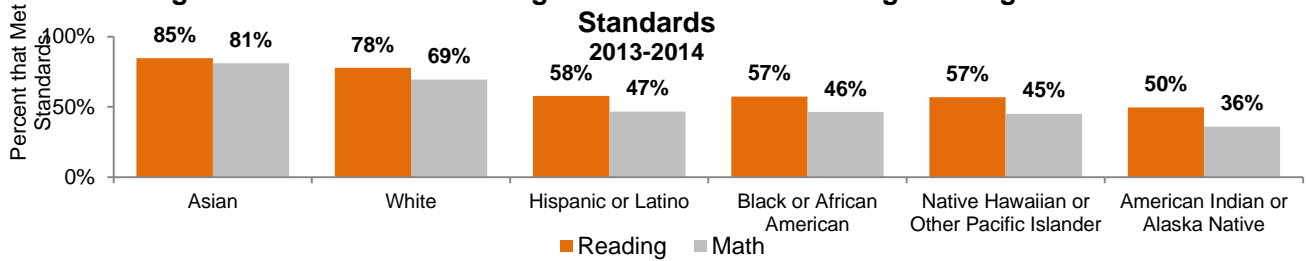
**Figure 15. WA Kids Percent of Students Entering Kindergarten Meeting all 6 Domains in 2014-15 School Year**



**Third Grade Reading and Math Standards**

Beyond Kindergarten, academic disparities between children of color and white children persist. **Figure 16** illustrates the impact of these disparities in third grade reading and math scores in Washington State. Hispanic/Latino, Black/African American, Native Hawaiian/other Pacific Islander and American Indian/Alaska Native children continue to have poorer academic performance than their Asian and white counterparts.

**Figure 16. Percent of Washington Third Graders Meeting Reading and Math Standards 2013-2014**



Data source: Office of the Superintendent of Public Instruction, 2013-2014.



# Supporting Youth

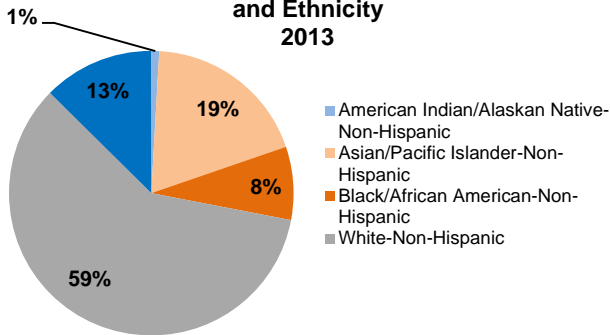
In FY2016, UWKC invested \$5,514,345 to ensuring all youth in our community have the opportunity to graduate from high school and access post-secondary education and training that leads to good paying jobs and careers. In the next five years, we will engage 50% of youth who are disconnected in King County in a program that leads to high school equivalency and career skills. In addition, we have an explicit racial equity goal that 60% of youth of color in the program gain college credits.

Successful youth development and transition into adulthood require a stable home and family life; a quality educational experience; a supportive community; constructive out-of-school time; leadership opportunities; and other positive conditions that promote a healthy adolescence. For many youth of color, higher rates of poverty; family instability; homelessness; differential treatment within the school system; and a host of other inequities and disadvantages compromise their ability to achieve positive outcomes.

## Population Estimates

There were 242,674 youth and young adults ages 15-24 in King County in 2013 (OFM estimates). Of these youth/young adults, 59% were non-Hispanic White and 41% were people of color (Figure 17). The Seattle Metro area is becoming increasingly more diverse. There has been rapid growth among youth of color between 2000-2010, predominantly in the Latino as well as the Asian/Pacific Islander population (Figure 18).

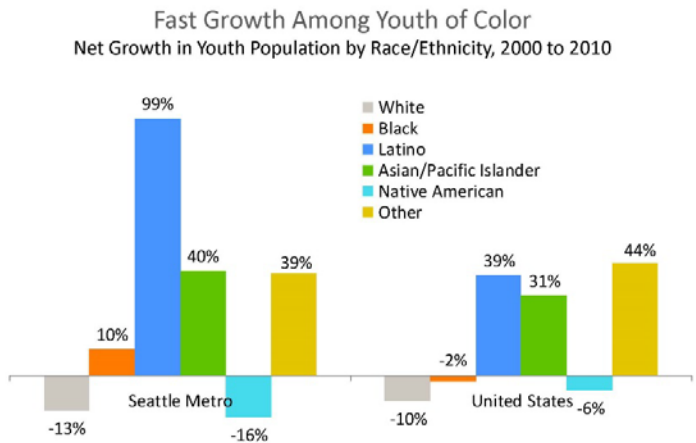
**Figure 17. King County Percent of Youth/Young Adult Ages 15-24 by Race and Ethnicity 2013**



Data source: Washington State Office of Financial Management, Forecasting Division, single year intercensal estimates 2001-2014, January, 2015. Obtained from WA DOH

**Figure 18.**

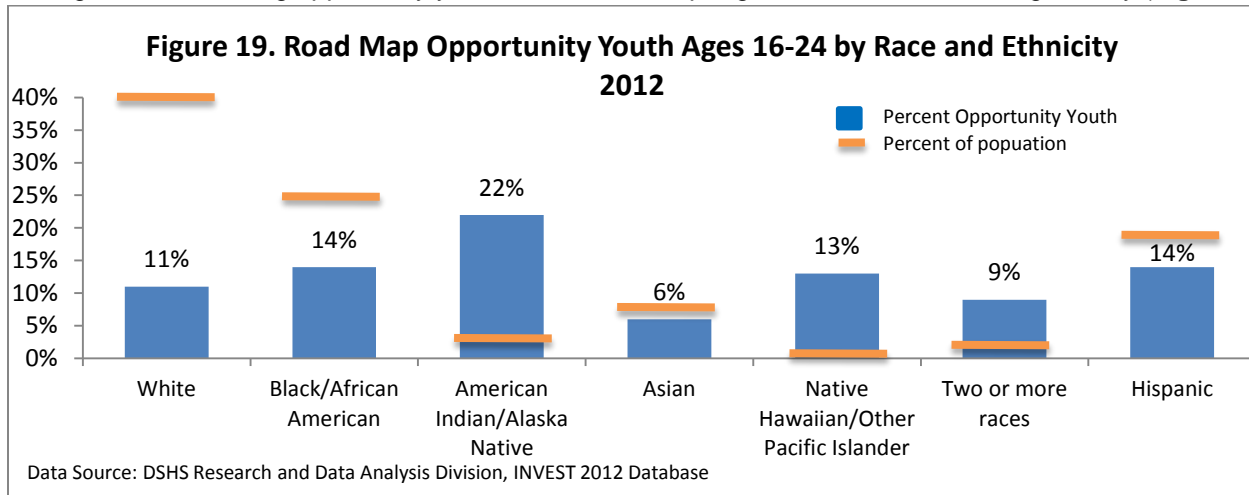
## Change Across Generations Race/Ethnicity



## Opportunity Youth

Youth who are neither in school nor employed represent opportunity youth, and a disproportionate percentage of these youth are from minority and low-income populations. Being engaged neither in school nor work has multiple adverse consequences, including the loss of an early opportunity to acquire knowledge, expertise and credentials that can lead to higher lifetime earnings and economic mobility; and/or gain valuable work experience and skills. Additionally, not being engaged at a job, higher education, civic and/or other productive pursuits leaves time open for less desirable activity. Risk factors for becoming Opportunity Youth include: juvenile rehabilitation involvement; foster care placement; receipt of child welfare services; history of homelessness, arrest or conviction; substance

use; and mental health needs.<sup>36</sup> American Indian/Alaska Native, Hispanic and Black/African American youth have the highest risk of being opportunity youth in the Road Map region of South Seattle/King County (**Figure 19**).



In WA State in 2013, 15% of American Indian/Alaska Native and 12% of Black/African American youth were not in school and not working. This is about twice the rate for Whites (6%) and more than twice the rate for Asian/Pacific Islanders (5%). Rates are also higher for Hispanic/Latino, with 18% not in school and not working.<sup>37</sup>

## Risk Factors for becoming Opportunity Youth

### ***Disparate Educational Opportunity and or Treatments***

Disparities in rates and severity of discipline for children of color channel these students on a path for dropping out of school. Exclusionary discipline negatively impacts academic success and a student’s relationship with the educational system. Higher disciplinary exclusions are associated with higher drop-out rates, and exclusionary discipline causes significant loss of instructional time as the majority of disciplined students are not receiving educational services for the duration of their exclusion.<sup>38</sup>

Unequal treatment for children of color begins in Kindergarten at age 5 and continues through high school, or the point at which the student drops out. National and local data show stark disparities:

- Data from 177 of Washington’s 295 school districts show that students of color were 1.5 times more likely to be disciplined than their white peers, and Native Hawaiian/Pacific Islanders, American Indians/Alaskan Natives and Black/African Americans were more than twice as likely to be disciplined.
- Students of color receive more severe discipline for minor misconduct.
- Black/African American, American Indian/Alaska Native and Latino students are more likely to be expelled or suspended than white students for the same or even less serious infractions.
- White students were nearly twice as likely to receive education services during exclusions as students of color.

Statewide, Black/African American and American Indian/Alaska Native are around twice as represented among students suspended/expelled compared to their representation in the general population (**Figure 20**).<sup>39</sup>

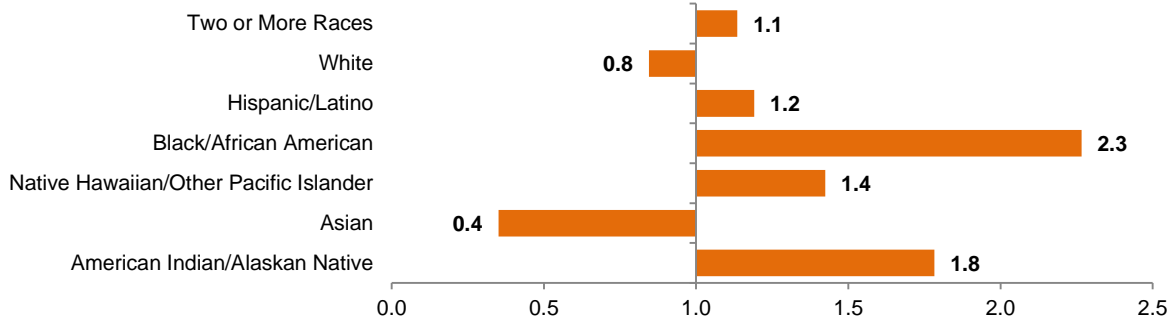
<sup>36</sup> [DSHS Opportunity Youth Data Project Findings, July 20, 2015.](#)

<sup>37</sup> Measure of America using Seattle’s Race proportions, 2007-2011.

<sup>38</sup> Reclaiming Students/ The Educational and Economic Costs of Discipline in Washington State report, 2012.

<sup>39</sup> The composition index looks at groupings of students and measures whether they are suspended at a rate proportionate to their representation in the total student population. Numbers greater than one indicate the group makes up more of the suspensions/expulsions than their representation in the population generally.

**Figure 20. Disproportionality Index for Washington State School Discipline by Race and Ethnicity**



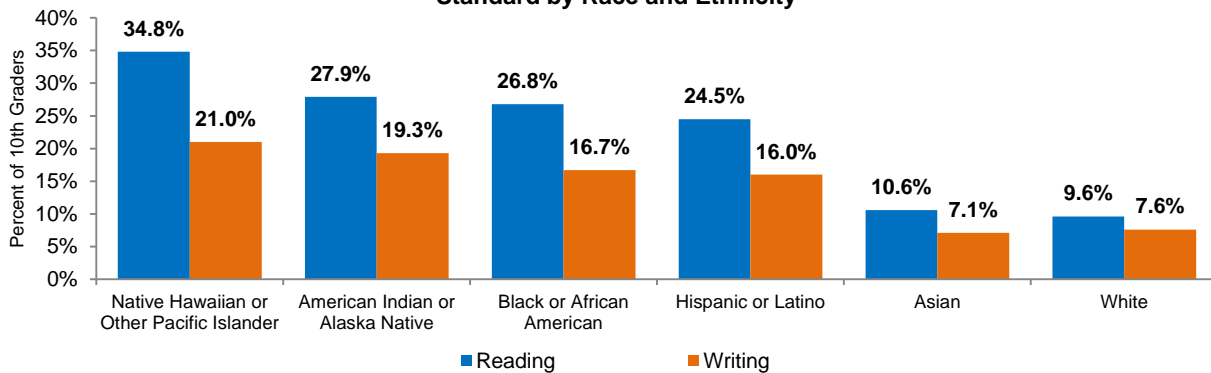
Data source: Office of the Superintendent of Public Instruction, 2013-2014.

Seattle Public Schools shows the suspension/expulsion rate for Black/African American students was four times higher, the rate for Latino students was over twice the rate, and the rate for other races was nearly twice the rate for White students in 2013-14. Students of color were suspended for low-level offenses such as “disruptive conduct”, “disobedience” or “rule-breaking,” illustrating the enormous role individual judgment plays in disciplining children. For example, only 119 suspensions were for clear-cut violations such as alcohol, tobacco or drugs compared to 7,479 incidents for “other behavior.”<sup>40</sup> In a new study released October 2015, Seattle schools had some of the widest racial and income-based opportunity gaps among 50 cities included in the study.<sup>41</sup> The problem is so severe that the U.S. Department of Education/Department of Justice launched an investigation into Seattle Public Schools’ disciplinary practices. In response, Seattle Public Schools adopted a policy on “Ensuring Educational and Racial Equity” and drafted an action plan for [“Accelerating Achievement for African American Males and Other Students of Color.”](#) The action plan outlines a set of goals and measures encompassing: training on culturally responsive teaching; partnerships with families and community; and data-informed, equitable resource allocation.

### ***Tenth Grade Reading/Writing Scores and Standardized Testing***

Tenth grade math and reading scores provide an indicator of academic achievement, and disparities persist into high school success. Data on the percent of 10<sup>th</sup> graders who met state standards comes from the High School Proficiency Exam (HSPE). Students who do not meet standards do not get to graduate. **Figure 21** shows all racial/ethnic groups lag behind Asian and White in reading and writing standards.

**Figure 21. Percent of Washington State 10th Graders Below Reading and Writing Standard by Race and Ethnicity**



Data source: Office of the Superintendent of Public Instruction, 2013-2014.

<sup>40</sup> [Race dramatically skews discipline, even in elementary school](#), Seattle Times, 2015.

<sup>41</sup> [Seattle Times, October 7, 2015.](#)

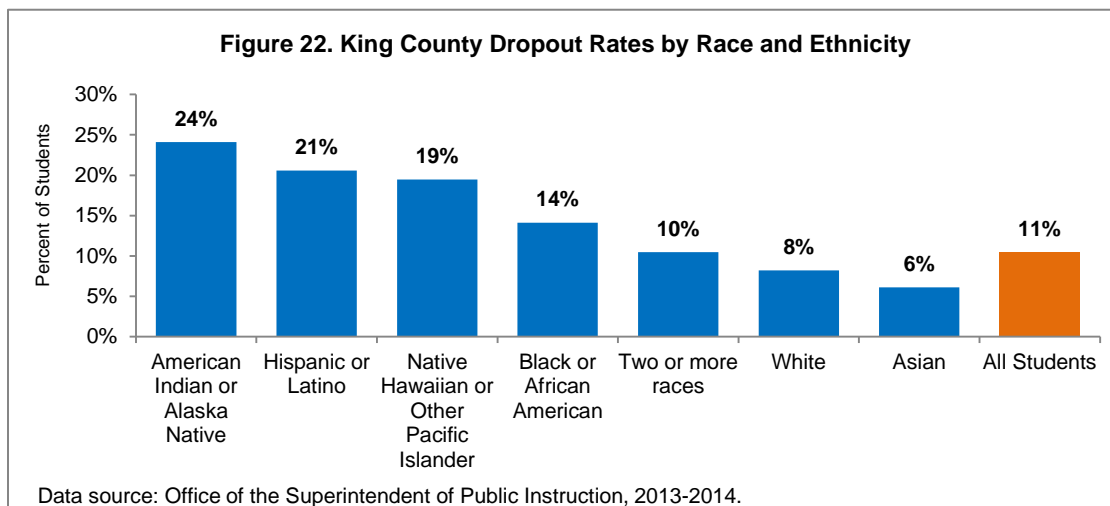
Decades of research have documented the biases in standardized tests, with students of color bearing the brunt of discrimination. Across age groups, standardized tests discriminate against low-income students, English language learners, and students of color.<sup>42</sup> The consequences of biased testing are far-reaching and include being held back a grade, low self-esteem, increased likelihood of dropping out, denial of access to merit scholarships based on test scores, and suspension/expulsion of students of color to boost test scores.<sup>43</sup>

### Teen Birth Rates

Teen pregnancy is the leading cause of high school drop out for girls. Fewer than 2 in 100 girls who give birth before age 18 finish college by age 30, and only 4 in 10 teen moms finish high school, limiting the opportunities they can offer to their children.<sup>44</sup> Illegal discrimination against these girls by school administrators, teachers, counselors and fellow students is a major contributing factor to their high dropout rates. When teens drop out of school, they likely face a life of economic insecurity.<sup>45</sup> While teen birth rates have declined, disparities continue to exist. In 2008-2012, the birth rate for Latina teens was over 8 times the rate for Asian teens (31.1 vs. 3.8 births per 1,000 females age 15-17). The birth rate among American Indian/Alaska Native teens (20.4 births per 1,000 females) was higher than that of all other groups except Latinas.<sup>46</sup>

### High School Dropout

High school graduates are more likely to be employed, make higher taxable income and less likely to engage in criminal behavior or require social services.<sup>[16]</sup> As shown in **Figure 22**, American Indian/Alaskan Native,



Hispanic/Latino, Native Hawaiian/other Pacific Islander and Black/African American students have dropout rates over twice those of Asian and White students.

### Child Protective Services and Foster Care System Involvement

Children require a family and home environment in which they are nurtured, protected and supported. Due to multiple, often complex factors, not all parents are able to adequately provide for their children’s physical, emotional and social well-being, and child protective services may be needed to ensure children have the best possible life outcomes. However, inequitable and/or ineffective policies and practices within and beyond the child protective system are among the factors that contribute to disparate experiences and results for children of color, including the disproportionate representation of children of color in foster care.<sup>47</sup> These policies/practices often result in:

<sup>42</sup> [Pure factsheet](#); Gould, 1981; Kohn, 2000; Popham, 2004.

<sup>43</sup> [Fairtest factsheet](#)

<sup>44</sup> [Communities Count](#)

<sup>45</sup> [American Civil Liberties Union](#)

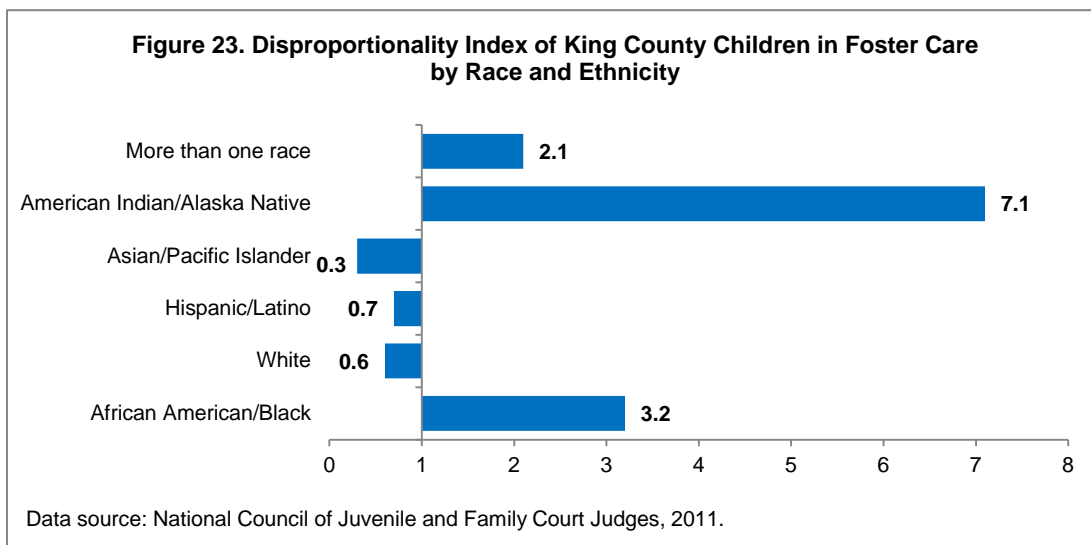
<sup>46</sup> Data source: King County Hospitals for a Healthier Community

<sup>47</sup> *Race Matters in Advancing Child Welfare*, Race Matters Institute, January, 2013.

- Inequitable treatment within one’s community, including: access to protective and other support services and the likelihood of being reported to protective services.
- Differences in decision-making with regard to: investigation of reports; provision of in-home services; and out-of-home placement, including kinship care.
- Lack of culturally competent and language appropriate services.
- Lack of appropriate options for children from immigrant families.

In King County, children of color make up about one-third of all children in the region, but nearly half of children in foster care. Children and youth who have been placed in foster care are more likely to experience homelessness as adults, and it is estimated that one third of all homeless parents spent some part of their childhood in foster care.<sup>48</sup> A recent study found being African American as the third predictive factor for becoming homeless among foster children.<sup>49</sup>

The disproportionality index shows that American Indian/Alaska Natives are over seven times and Black/African Americans are over three times as represented in foster care as they are in the general population (**Figure 23**). Multiracial (more than 1 race) are twice as represented in foster care as they are in the general population.



### **Juvenile Justice Involvement**

The lack of academic success, particularly coupled with severe disciplinary actions such as suspension and expulsion result in youth who are not connected to school through educational support services and/or left unsupervised. This leaves youth more susceptible to juvenile justice system involvement. Locally as well as nationally, youth of color are disproportionately represented among those that are referred to and/or detained in correctional custody. In 2014, 77% of Juvenile Rehabilitation Administration (JRA) admissions in King County were among non-white youth, and Black/African American youth made up 41% of JRA admissions. In addition, a Washington State Department of Social and Health Services study found that:

- The disproportionate arrest rate is highest for African-American youth.
- All youth of color are referred to juvenile court at a much higher rate than White youth.
- Youth of color youth are diverted from detainment significantly less often than White youth.
- American Indian and African American youth are disproportionately securely detained.

<sup>48</sup> [Committee to End Homelessness](#)

<sup>49</sup> Youth at Risk of Homelessness, WA State DHHS, Jan 2015

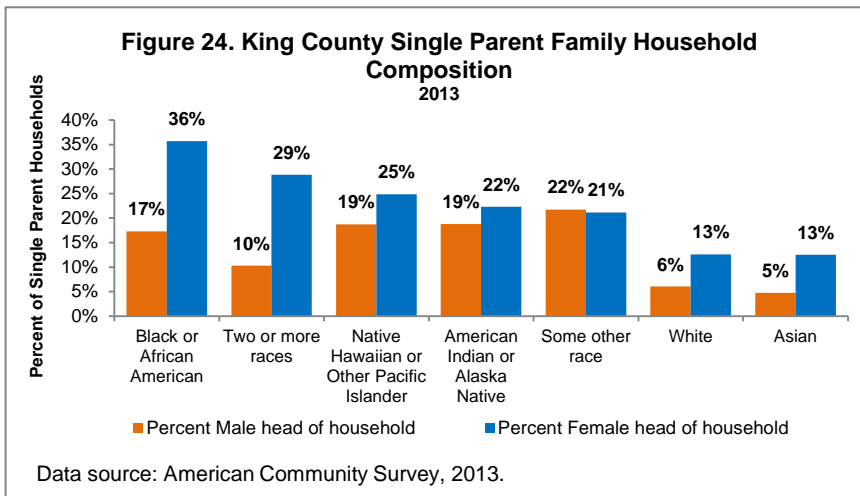
# Family Stability

Using strategies to address child nutrition, financial stability and crisis intervention, UWKC has a goal to move 50,000 people out of poverty in the next five years. Prominent racial/ethnic disparities continue to exist in poverty rates. Black/African American and Hispanic/Latino children live in poverty at rates twice as high as white children in the United States.<sup>50</sup> As shown in **Appendix B**, of the estimated 1.9 million people living in King County, 11.5% were living in poverty based on five year estimates from the American Community Survey. Poverty rates in King County have increased from 1999 - 2013, especially in the suburbs.<sup>51</sup>

To truly move people out of poverty will require addressing the underlying determinants and manifestations of poverty in King County. Although the underlying causes of poverty are numerous, employment, wages, family composition and education were identified as the leading causes of poverty.<sup>52</sup> These are the same indicators that show large racial and ethnic disparities, creating a cumulative disadvantage for many communities of color that experience hardship in more than one area. Cumulative disadvantages lead to higher rates of poverty and intergenerational poverty. The National Poverty Center describes how cumulative disadvantages for communities of color are a primary determinant of poverty in the United States. Discrimination, attitudes and culture have been shown to contribute to racial differences in poverty.<sup>53</sup> Additional racial and ethnic disparities in other outcomes such as health, education and social networks also work to exacerbate inequalities in poverty rates.<sup>54</sup> Understanding the underlying racial and ethnic disparities that contribute to poverty is a central component of creating effective anti-poverty programs, investment strategies and policy solutions.

## Household Composition

The financial strain and limited mobility placed on single parent households can lead to higher rates of poverty. Additionally, a history of gender discrimination in education, employment, wages and housing has resulted in higher rates of single female parent households living in poverty. The confluence of these factors often results in the higher likelihood of unmarried female households living in poverty compared to unmarried male households or married couple households.



**Figure 24** illustrates the makeup of single parent households in King County by race/ethnicity. Thirty-six percent of Black/African American households with children and 25% of Native Hawaiian/other Pacific Islander households with children are characterized as unmarried female households.

<sup>50</sup> Chih Lin, A., Harris, D. "The Colors of Poverty: Why Racial and Ethnic Disparities Persist." (2009) National Poverty Center. Web. Sept. 2015. [http://www.npc.umich.edu/publications/policy\\_briefs/brief16/PolicyBrief16.pdf](http://www.npc.umich.edu/publications/policy_briefs/brief16/PolicyBrief16.pdf)

<sup>51</sup> C. Felt. [King County Demographics](#)

<sup>52</sup> Haskins, R. "Fighting Poverty the American Way." (2011). The Brookings Institution. Web. Sept. 2015. [http://www.brookings.edu/~media/research/files/papers/2011/6/20-fighting-poverty-haskins/0620\\_fighting\\_poverty\\_haskins.pdf](http://www.brookings.edu/~media/research/files/papers/2011/6/20-fighting-poverty-haskins/0620_fighting_poverty_haskins.pdf)

<sup>53</sup> Chih Lin, A., Harris, D. "The Colors of Poverty: Why Racial and Ethnic Disparities Persist." (2009) National Poverty Center. Web. Sept. 2015. [http://www.npc.umich.edu/publications/policy\\_briefs/brief16/PolicyBrief16.pdf](http://www.npc.umich.edu/publications/policy_briefs/brief16/PolicyBrief16.pdf)

<sup>54</sup> Ibid.

## Poverty and Geography

The link between poverty and geography is increasingly used to identify areas of poverty density, inform anti-poverty programming and guide strategic planning and policy development to alleviate poverty. Concentrated or high density rates of poverty are known to contribute to poorer health, education, housing, employment and safety outcomes.<sup>55</sup> The causes of concentrated poverty have been linked to long-term economic downturns, increasing numbers of lower-skilled immigrants and refugees, increasing trends in single parent households, suburbanization of the middle class, racially discriminatory housing, lending and land-use policies and gentrification.<sup>56</sup> In a recent study, Seattle ranked as the 4<sup>th</sup> fastest gentrifying city in the nation.<sup>57</sup>

It is also known that concentrated areas of poverty can lead to greater barriers for households and communities to move out of poverty. The compounding effects of multiple economic and social disadvantages for individuals can result in community level disadvantages including disinvestment in the labor force and local economies, lower investments in public education systems, higher rates of criminal activity, and higher rates of negative health outcomes.<sup>58</sup>

**Figure 25. Race and quality of life indicators, King County, 2015.**

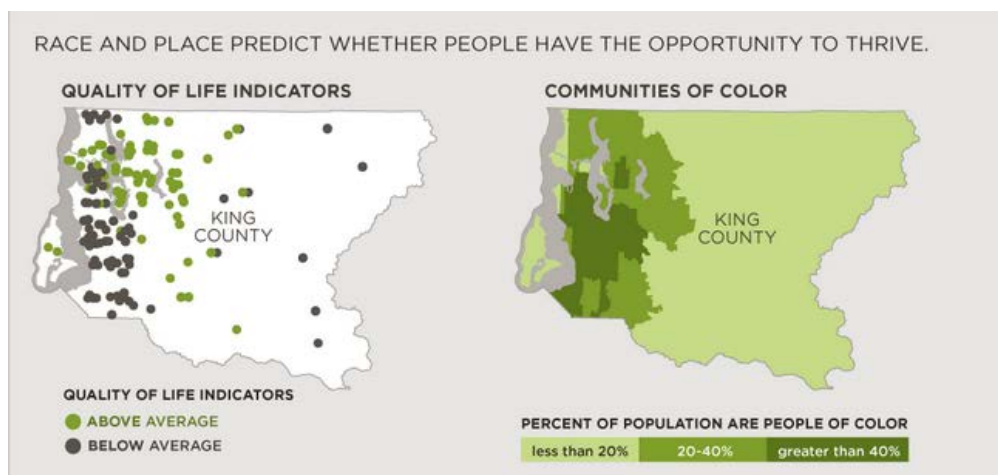


Image obtained from the King County Executive, 2015.

**Figure 25** illustrates the geographic overlay between poorer health, economic and social outcomes and where communities of color live. The quality of life indicators include education, unemployment, income, adult obesity, uninsured rates and life expectancy. While pockets of poverty exist in North and East King County, concentrated areas with below average

quality of life indicators overlap with areas in which a larger percent of people of color reside in South Seattle and south King County. Understanding the connection between poverty, geography and race/ethnicity has the potential to guide anti-poverty strategies to address long standing racial and ethnic disparities across many outcomes.

## Economic Insecurity

Addressing economic insecurity is a key component of sustained poverty alleviation. Through income supports like tax credits and public benefits, financial empowerment programs and job training, UWKC leverages State and Federal resources to address economic insecurity. Common indicators of economic insecurity include unemployment, underemployment, financial literacy, wages, asset wealth and others. Additional underlying social factors include educational attainment and health. Households with limited access to financial resources are more likely to live in households with persistent poverty and/or slip into poverty in times of crisis or economic downturns.

<sup>55</sup> Berube, A. "The Geography of U.S. Poverty and its Implications." (2007). The Brookings Institution. Web. Sept. 2015. <http://www.brookings.edu/~media/research/files/testimony/2007/2/13childrenfamilies-berube/20070213.pdf>

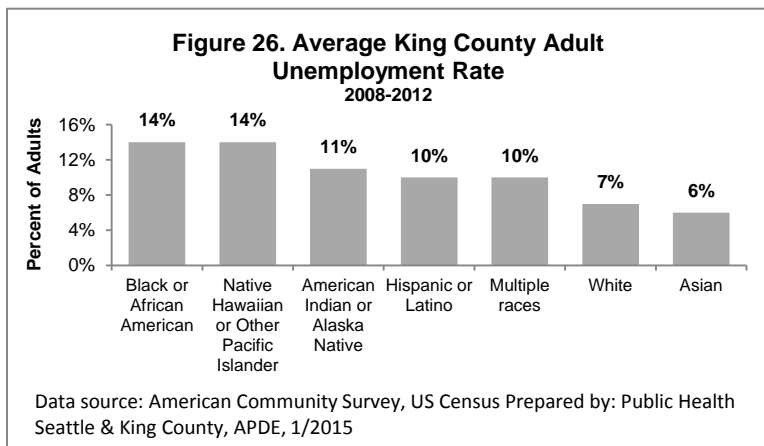
<sup>56</sup> Ibid.

<sup>57</sup> [Gentrification in America Report, Governing, 2015](#)

<sup>58</sup> Ibid.

Implicit racial bias impacts employment, housing, credit and consumer markets and is a key cause of racial inequalities in a variety of social and economic outcomes.<sup>59</sup> Discrimination in access to employment, rental and housing markets, and consumer discrimination result in less favorable outcomes for communities of color.<sup>60</sup> Fueling these poorer outcomes are systems of structural and institutional racism that produce policies, procedures and work to legitimize behaviors and norms that determine how resources and opportunities are allocated, often to the detriment of communities of color.

In many indicators, communities of color experience economic insecurity at higher rates than whites. One common indicator is unemployment. Beginning in the 1940s, there has been a persistent gap between white and black unemployment rates, with blacks experiencing unemployment at twice the rate of whites; the gap persists to present times.<sup>61</sup> The longstanding and persistent gap in employment rates reflects the persistence and severity of racial inequality in the United States. Similar gaps appear in King County; **Figure 26** shows the average unemployment rates by race and ethnicity. Black/African American and Native Hawaiian/Pacific Islander communities experience the highest unemployment rate at 14% compared to 7% for whites. American Indian/Alaska Native and Hispanic/Latino populations also experience higher rates of unemployment than their white counterparts.



## Food Insecurity

In 2014, 32.8 million adults and 15.3 million children in the United States were characterized as food insecure, comprising 14 percent of all households.<sup>62</sup> Common characteristics of food insecure homes include limited access to quality, variety and desirability of foods as well as reduced food intake.<sup>63</sup> The determinants of food security span race and ethnicity, immigration status, household composition, disability status, age, and socioeconomic status.<sup>64</sup> Many households may have more than one of these characteristics, resulting in an increased likelihood of food insecurity.

Food insecurity can result in adverse health, social and economic outcomes for child, adults and elder populations. Among children, food insecurity can cause cognitive and physical developmental delays.<sup>65</sup> Adults may experience diminished health, increased illness and mental health conditions that impact quality of life and employment.<sup>66</sup> Elder populations often experience increased chronic health conditions and declined health due to hunger and malnutrition.<sup>67</sup> The implications can be far reaching and place additional strains on the healthcare system and social services.

<sup>59</sup> Pager, D. and Shepherd, H. "The Sociology of Discrimination: Racial Discrimination in Employment, Housing, Credit and Consumer Markets." (2008). Annual Review of Sociology. Vol.34:181-209.

<sup>60</sup> Ibid.

<sup>61</sup> Fairlie, R. and Sundstrom, W. "The Racial Unemployment Gap in Long-Run Perspective." The American Economic Review. Vol. 87, No. 2 pp. 306-310. Web. Sept. 2015.

<sup>62</sup> "Hunger and Poverty Fact Sheet." Feeding America. Web. Sept. 2015. <http://www.feedingamerica.org/hunger-in-america/impact-of-hunger/hunger-and-poverty/hunger-and-poverty-fact-sheet.html>

<sup>63</sup> USDA. <http://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/definitions-of-food-security.aspx>

<sup>64</sup> "Current and Prospective Scope of Hunger and Food Security in American: a Review of Current Research. RTI International. Web. Sept. 2015. [http://www.rti.org/pubs/full\\_hunger\\_report\\_final\\_07-24-14.pdf](http://www.rti.org/pubs/full_hunger_report_final_07-24-14.pdf)

<sup>65</sup> Ibid.

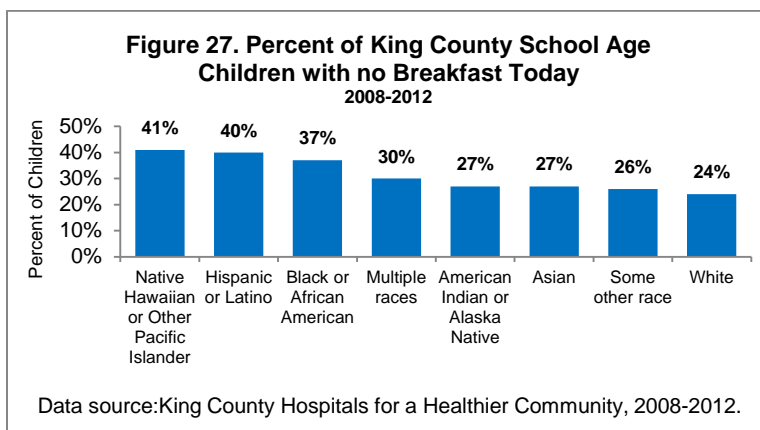
<sup>66</sup> "Current and Prospective Scope of Hunger and Food Security in American: a Review of Current Research. RTI International. Web. Sept. 2015. [http://www.rti.org/pubs/full\\_hunger\\_report\\_final\\_07-24-14.pdf](http://www.rti.org/pubs/full_hunger_report_final_07-24-14.pdf)

<sup>67</sup> Ibid.



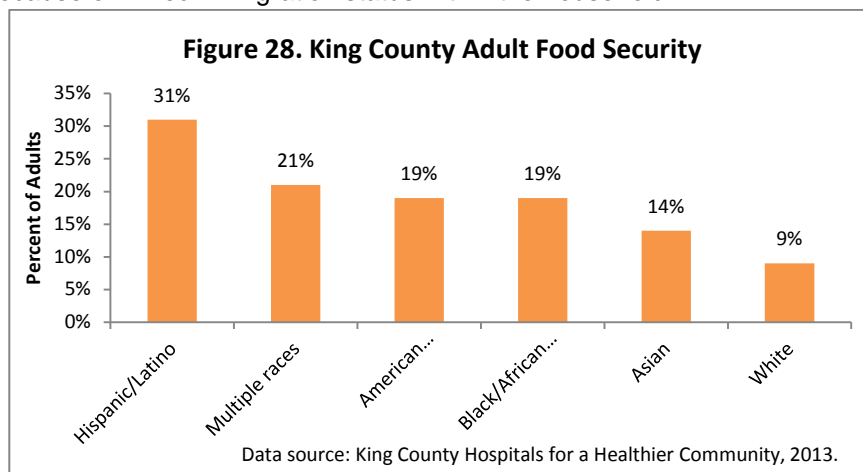
## Childhood Hunger

Racial disparities for childhood hunger are prevalent and often reflect poverty trends. **Figure 27** illustrates the prevalence of childhood hunger in King County by measuring the percent of children with access to breakfast. Forty-one percent of Native Hawaiian/other Pacific Islander children report not having access to breakfast. Hispanic/Latino and Black/African American children also experience high rates of no access to breakfast, with 40% and 37% respectively not accessing breakfast. Racial disparities within childhood hunger can inform best practices and strategies to address access to breakfast, and access to other healthy and nutritious foods for communities of color through culturally specific and targeted efforts.



## Adult Food Insecurity

Racial disparities for adult hunger are similar to childhood hunger (**Figure 28**). In King County, Hispanic/Latino populations experience food insecurity at higher rates than other populations. This trend prevails throughout the United States, with Hispanic/Latino populations experiencing disproportionate rates of food insecurity compared to white households<sup>68</sup> and lower rates of enrollment in government nutrition programs like SNAP (Supplemental Nutrition Assistance Program), where roughly one half of eligible Latino households participate in the program.<sup>69</sup> For some Latino households enrollment into public benefit programs can be deterred by misconception of program eligibility because of mixed immigration status within the household.<sup>70</sup>



<sup>68</sup> Coleman-Jenson, A., Rabbot, M., Gregory, C., and Singh, A. "Food Security in the United States in 2014." (2015). Web. Sept. 2015. <http://www.ers.usda.gov/publications/err-economic-research-report/err194.aspx>

<sup>69</sup> USDA's Food and Nutrition Service "Reaching Low-Incomes Hispanics with Nutrition Assistance." Web. Sept. 2015. <http://www.fns.usda.gov/sites/default/files/reaching.pdf>

<sup>70</sup> "Profiles of Latino Health: A Closer Look at Latino Child Nutrition." National Council of La Raza. (2010). Web. Sept. 2015. [http://www.nclr.org/images/uploads/pages/Jan12\\_Profiles\\_Issue\\_11.pdf](http://www.nclr.org/images/uploads/pages/Jan12_Profiles_Issue_11.pdf)

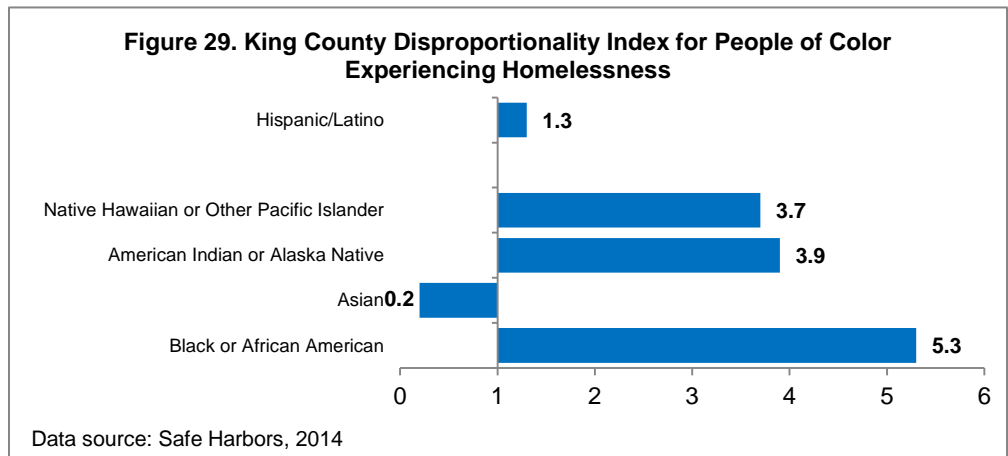
# Ending Homelessness

UWKC is committed to ending homelessness to ensure every person in King County has a safe and decent place to call home. We invested \$9,297,789 in fiscal year 2016 in a continuum of services to make homelessness **rare, brief** and a **one-time** occurrence. United Way invests in a range of programs that provide immediate shelter, short-term assistance and permanent supportive housing for our community’s most vulnerable people. We also invest in mental and physical health and chemical dependency services that help individuals experiencing homelessness gain and retain stable housing. Equally important, United Way invests in key system-change efforts. These investments include funding for data collection and analysis, support for the Committee to End Homelessness, and engagement in public policy and advocacy. In the next five years, our goals are to: reduce the number of unsheltered people in the annual One Night Count by 50% (2015 = 3,772), increase to 95% the number of people who have experienced homelessness that do not return within two years (2015 = 85%); and reduce the number of youth of color who are homeless by 10 percentage points (2015 = 67%).

## Population Estimates

### Adults Experiencing Homelessness

People of color collectively comprise approximately 27% of the general population in King County, yet, they represent 57% of people who are homeless.<sup>71</sup> Black/African Americans are over five times and Native Hawaiian/Other Pacific Islander and American Indian/Alaska Native are about four times as represented among people experiencing homelessness as they are in the general population (**Figure 29**).

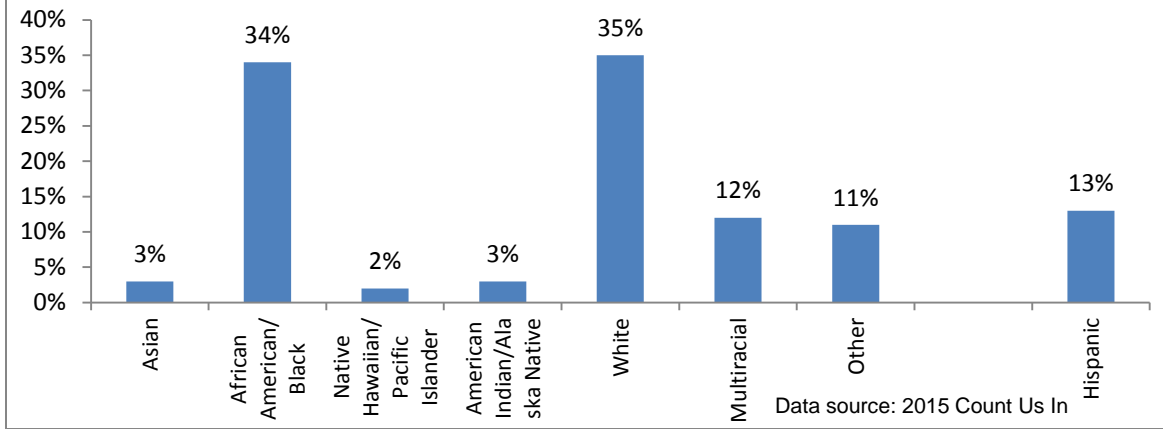


### Youth Experiencing Homelessness

Youth of color are disproportionately represented among homeless youth and young adults. UWKC has a goal to reduce the number of youth of color who are homeless by 10 percentage points. From the 2015 Count Us In report, homeless and unstably housed youth were 51% people of color, whereas people of color comprise 29% of all King County residents. Among youth/young adults experiencing homelessness, 34% identified as Black/African American, 13% as Hispanic and 12% as multiracial (**Figure 30**).

<sup>71</sup> [Committee to End Homelessness](#)

**Figure 30. King County Unaccompanied Youth Experiencing Homelessness, Ages 12-25, 2015**



## Disparities in Factors Contributing to Homelessness

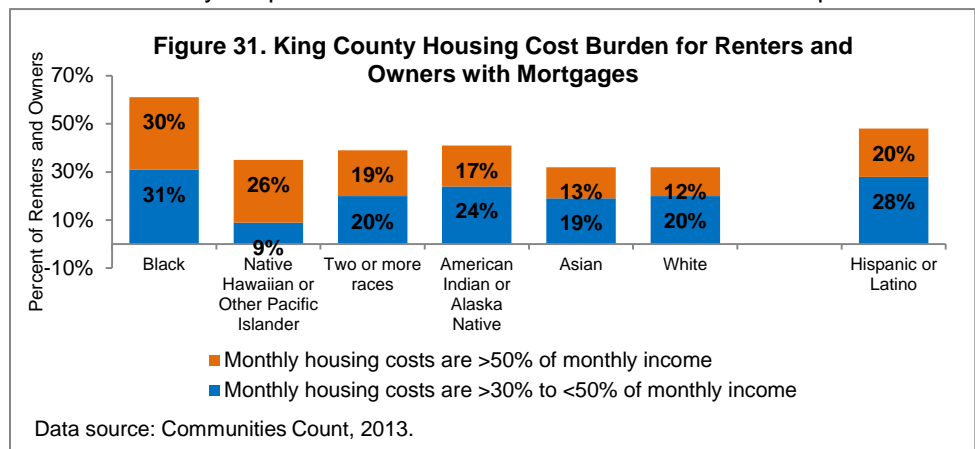
### **Poverty and Income**

Factors contributing to homelessness include: poverty, income insecurity, under/unemployment, and the lack of affordable housing. People of color are especially at risk as they have higher rates of poverty and economic instability. As described in the overarching disparities section of this report, the reason certain populations of color are disproportionately poor is due to historical disadvantage and discriminatory practices that have created barriers to opportunities in education and employment that persist due to systemic and structural racism.

### **High Housing Cost Burden**

Finding affordable housing is a major challenge for many low-income people in our region. People of color were more likely than whites to live in unaffordable housing. Rental and mortgage-holding households who spend at least 30% of income on housing are considered cost-burdened, and households spending at least half of income on housing are considered severely cost-burdened.

**Figure 31** indicates that households headed by Hispanic/Latino and Black/African Americans experience the highest housing cost burden of any racial or ethnic group. From 2010 to 2013, housing cost burden decreased for whites and Asians, but did not change significantly for other racial/ethnic groups. Among households headed by Black/African Americans, the proportion of cost-burdened households increased from 55% to 61% (*data not shown*).<sup>72</sup>



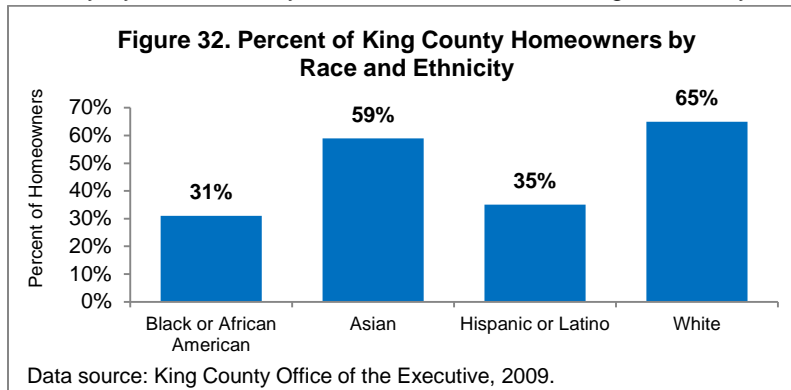
### **Homeownership Rates**

Owning a home serves as a vital asset for a family and without, it leaves households of color with a reduced ability to have a stable home and accumulate wealth.<sup>73</sup> Historically, members of some racial/ethnic groups have

<sup>72</sup> [Communities Count](#)

<sup>73</sup> Gotham, 2000

suffered discrimination in buying homes and accessing home mortgages. Due to a legacy of discriminatory housing policy, racial/ethnic groups, particularly Blacks, were denied access to homeownership. **Figure 32** shows that homeownership rates vary by race/ethnicity, and are lower than average for every racial/ethnic group of color.



# Summary

The King County area is becoming increasingly diverse, particularly among young people. The growth in youth of color regionally is occurring at a faster rate than for the U.S. as a whole, especially among Hispanic/Latinos. Half of the population growth among people of color can be attributed to immigration, and this is reflected in the increasing diversity of languages spoken in the area. The Seattle area also has seen larger growth compared to the U.S. as a whole in Somali/Amharic speakers. The refugee population in King County has been growing steadily, with the majority settling in South King County. Place matters – pockets of poverty exist in North and East King County, with high poverty rates, communities of color and refugee populations concentrated in South King County. People of color are concentrated in South Seattle and South King County. Quality of life indicators including education, employment, income and health have below average rates for those living in South King County, the same areas in which people of color reside. Drawing the parallels among our four focus areas, we may begin to understand how racial disparities originated, which may provide guidance for how to ameliorate disparities.

**The link to family stability and poverty.** A key overarching disparity is poverty. People of color are disproportionately poor as a result of historical disadvantages and discriminatory practices that have been institutionalized. Structural racism continues to perpetuate barriers to services, resources and opportunities, and the income gap between people of color and whites is growing. People of color are overrepresented among those in asset poverty and have lower net wealth. Living in poverty impedes the inability to meet critical needs, including healthcare, education, employment and housing.

**The link to early learning.** Lack of access to healthcare impacts a mother's health, which can directly translate to infant health. Late or no prenatal care is associated with higher rates of preterm births and low birth weight, which in turn puts infants/children at increased risk for developmental delays and school-age learning disabilities. Children of color access early intervention services at lower rates than the county average, and eligible children of color are less likely to enroll in preschool. The implications of limited or no access to quality early learning is reflected in children of color demonstrating lower levels of Kindergarten readiness.

**The link to school success and opportunity youth.** Academic disparities present at Kindergarten persist into third and tenth grade with all racial/ethnic groups aside from Asian lagging behind whites. Exacerbating disparities, children of color are at increased risk of experiencing adverse childhood experiences and facing food insecurity, both of which impede learning. The implications of differential school success by race/ethnicity can be seen in educational attainment, where students of color are less likely to graduate from high school or to complete post-secondary education. People of color are overrepresented among opportunity youth. Higher teen birth rates among people of color may contribute to the overrepresentation of youth of color among opportunity youth. In particular, we cannot ignore the systemic and structural factors which limit the opportunity for school success for students of color that include:

- Disproportionality in discipline rates results in higher rates of suspension/expulsion for students of color, beginning as early as age 5. This starts children of color on a path towards disengagement with the school system.
- Biases are endemic in who gets suspended for what. Students of color are more likely to be suspended for low level offenses such as disruptive behavior versus clearcut violations such as alcohol/drug use.
- Biases in standardized testing, the tool used to evaluate students, leads to discrimination against students of color.
- Disproportionality in the juvenile justice system leads to over-representation and more harsh treatment for people of color.

**The link to homelessness.** The structural barriers that limit educational opportunities and increase juvenile justice involvement for people of color influences the ability to obtain employment and living-wage jobs. Research has shown the lack of a high school diploma to be associated with homelessness for individuals and families. The same structural factors that lead more people of color into poverty similarly contribute to a higher risk of becoming

homeless, including access to healthcare, differential treatment in the healthcare system, and discrimination in housing and lending resulting in low home ownership rates for people of color. Children and youth who have been placed in foster care are more likely to experience homelessness as adults, and children of color make up nearly half of children in foster care. A recent study in King County found being African American as the third predictive factor for becoming homeless among foster children.

## Discussion

Racial disparities are pervasive in all four UWKC focus areas and the underlying causes are overlapping. A history of discrimination and racism that has become institutionalized continues to perpetuate racial disparities. It has been more than 20 years since UWKC began emphasizing racial equity. As part of our 2015 – 2020 Strategic Plan, we will take into account issues that disproportionately affect communities of color and work closely with those affected to create and fund solutions that enable greater equity. Examples of UWKC’s racial equity work include the following:

### *Organizational*

- Staff were trained on the Annie E. Casey Race Matters toolkit.
- We have a Diversity, Equity and Inclusion Advisory Committee, an internal staff workgroup with representation by senior leadership to increase equity within UWKC.
- We have a dedicated staff person focused on racial equity housed within the grantmaking planning and evaluation department to ensure racial equity is embedded in funding priorities.
- We have two racial equity goals, one for youth homelessness and one for Reconnecting Youth, specified in the 2015-2020 Strategic Plan, and we include racial equity measures and actions in our Strategy and Investment Plan.

We can and should do more to address structural barriers to equity within UWKC. UWKC could: identify and revise inequitable policies/procedures; increase diversity in staffing, especially within senior leadership; increase diversity in decision-making bodies such as Impact Councils, committees and board; continue training with staff to recognize biases; and ensure an equitable grantmaking process. Specific racial equity goals exist for two of our focus areas, and should be developed and tracked for all four UWKC focus areas. Increasing community engagement and input would also help to counter potential bias by having diverse input into decision-making processes, including creation of new strategies, investment areas, funding decisions and contract requirements.

### *Community Input*

- We have a Community Building Committee (CBC) comprised of community volunteers responsible for approving and recommending funding levels, strategic plans and assuring accountability for our investments, and there is a Racial Equity Subcommittee whose charter is to recommend strategies and activities to increase successful outcomes for all populations while decreasing disparities for populations of color.
- We have Impact Councils, one for each of our focus areas comprised of community volunteers to ensure community input in the development and selection of strategies to pursue for each of our focus areas and to guide our grantmaking.

### *Programming*

- We are in our 23<sup>rd</sup> year of offering Project LEAD, a program to support people of color leaders to play leadership roles on boards to ensure voice in decision-making processes.

### *Grantmaking*

- Our application for funding includes questions on racial equity at multiple levels, including senior leadership/board, staff, in organizational policies and procedures, decision-making, the population served, community engagement and involvement of participants in program development. These questions reflect best practices in services that promote racial equity. We are especially interested in funding organizations that demonstrate the capacity to effectively serve populations to reduce identified racial disparities.
- We spearheaded the campaign to support the Parent-Child Home Program, a home visiting model with proven results especially for families of color.

- We invested in the Racial Equity Technical Assistance (TA) project to provide cultural competency TA to mainstream agencies and organizational capacity TA to culturally-specific agencies.
- Our New Solutions portfolio funds community-driven solutions to address emerging issues with priority given to projects that address racial and/or economic disparities. UWKC defines this as projects that actively seek to reduce structural and/or systemic gaps in access, outcomes, opportunities or treatment based on race/ethnicity or economic standing.

We can and should do more to address potential inequities in our grantmaking. This might include: continued focus on communities of color; continued targeting of investments in south Seattle and South King County; and increase funding to culturally-specific organizations who understand the language, history and culture of specific populations.

#### *Systems Change*

- We work on policy advocacy to address systems level issues, use a racial equity screening tool for determining inclusion on UWKC's legislative agenda and aligned our policy agenda with the Racial Equity Team as relates to our four focus areas.
- We participate in the City of Seattle's Race and Social Justice Community Roundtable and Restorative Justice organizing committee, Philanthropy Northwest's Leadership & Dialogue cohort on Diversity, Equity & Inclusion, and the Gates Foundation National Equity Project as part of moving forward a regional equity effort.

Recognizing that we cannot change systemic barriers alone, it will take partnering and collaboration with other efforts to address structural and systemic racism regionally. King County's Equity Strategic Plan and the City of Seattle Race and Social Justice Initiative, and the Puget Sound Regional Equity Network should be examined to determine where we could collectively align racial equity efforts.

## Additional Resources

### Race Matters Toolkit:

<http://www.aecf.org/resources/race-matters/>

### Racial Equity Analysis Tool:

City of Seattle Race and Social Justice Initiative

<http://www.seattle.gov/rsji/>

King County Disproportionality Coalition Racial Equity Tool

<http://www.del.wa.gov/publications/elac-gris/docs/020315RaceEquityAnalysisToolKingCoDisproportionalityCoalition.pdf>

King County Equity and Inclusion

<http://www.kingcounty.gov/elected/executive/equity-social-justice.aspx>

### Trainings:

Cultures Connecting

<http://culturesconnecting.com/>

The People's Institute Northwest for Survival and Beyond

<http://www.pinwseattle.org/>

### Data Tools:

City of Seattle Race and Social Justice Initiative Racial Equity Indicators

<http://rsji.org/indicators/index.html>

National Equity Atlas

<http://nationalequityatlas.org/>

### Other Resources:

Center for Social Inclusion

<http://www.centerforsocialinclusion.org/>

Haas Institute for a Fair and Inclusive Society

<http://diversity.berkeley.edu/haas-institute>

Kirwan Institute for the Study of Race and Ethnicity

<http://kirwaninstitute.osu.edu>

National Equity Project

<http://nationalequityproject.org/>

Philanthropic Initiative for Racial Equity

<http://www.racialequity.org>

Race Forward: The Center for Racial Justice Innovation

<https://www.raceforward.org/>

Racial Equity Tools

<http://www.racialequitytools.org/home>



## Appendix A – Summary of Data Tables/Graphs

	Data Measure	Measure Description	Source
Demographics	King County Population Snapshot 2013	King County population by race	American Community Survey 2009-2013
	Changing King County Population Demographics 1990-2010	King County population by race	United States Census 1990, 2000, 2010
	Diversity of Languages Spoken	Top languages spoken in King County, 2012	King County Demographics, 2012 (C Felt)
	Geographic Spread of Changing Demographics	Percent people of color by census tract, Seattle Metro, 2010	2010 U.S. Census
Over-arching Disparities	Poverty	King County population all-ages in poverty in the past 12 months by race/ethnicity	American Community Survey 2009-2013
	Income	King County median household income	American Community Survey 2009-2013
	Net Wealth	United States median household net wealth	Federal Reserve: Survey of Consumer Finances 1989-2013
	Asset Poverty	Percent of King County population in asset poverty	Corporation for Enterprise Development - 2004 Survey of Income and Program Participation, Wave 6 (2006) and 2005-2007 American Community Survey
	Educational Attainment	King County educational attainment by race/ethnicity	American Community Survey 2009-2013
Early Learning	Population Under Age 5	Percent of King County population <5 by race/ethnicity	American Community Survey, 2009-2013
	Poverty for Population Under Age 5	King County population <5 in poverty by race/ethnicity	American Community Survey, 2009-2013
	Access to Prenatal Care	King County percent of mothers accessing late/no prenatal care by race/ethnicity	King County Hospitals for a Healthier Community, 2008-2012
	Adverse Childhood Experiences	Percent of WA children experiencing 1 or more adverse family experiences	Child and Adolescent Health Measurement Initiative, 2011-2012
	Access to Early Learning Programs	National percent of children ages 3-4 that do not attend preschool	Washington Kids Count 2011-2013
	Kindergarten Readiness	Percent of Students Entering Kindergarten Meeting all 6 Domains	WAKIDs 2014-15
	Third Grade Reading and Math	Percent of WA third graders meeting reading/math standards	Office of the Superintendent of Public Instruction, 2013-2014
Supporting Youth	Population Age 15-24	King County population age 15-24, 2013	WA Office of Financial Management single year intercensal estimates 2001-2014, January 2015
	Growth Among Youth of Color	Net growth in youth population, Seattle Metro and U.S.	2000-2010 U.S. Census, M. Pastor
	Opportunity Youth	Road Map Youth Ages 16-24 Years by Race and Ethnicity 2012	DSHS Research & Data Analysis Division, INVEST 2012 Database
	School Discipline	WA state disproportionality index for school discipline	Office of the Superintendent of Public Instruction, 2013-2014
	10 <sup>th</sup> Grade Reading and Writing Scores	WA State 10 <sup>th</sup> graders below reading and writing standards	Office of the Superintendent of Public Instruction, 2013-2014
	High School Dropout	King County dropout rates	Office of the Superintendent of Public Instruction, 2013-2014
	Foster Care	King County disproportionality index for children in foster care	National Council of Juvenile and Family Court Judges, 2011
Family Stability	Household Composition	King County single parent family household composition	American Community Survey, 2013
	Poverty and Geography	King County quality of life indicators and communities of color	King County Executive, 2015
	Unemployment	King County unemployment rate	American Community Survey, US Census, 2008-2012
	Childhood Hunger	King County percent school age children with no breakfast	King County Hospitals for a Healthier Community, 2008-2012
	Adult Food Insecurity	King County adult food security	King County Hospitals for a Healthier Community, 2013
Ending Homelessness	Adults Experiencing Homelessness	King County disproportionality index for people of color experiencing homelessness	Safe Harbors, 2014
	Youth Experiencing Homelessness	King County unaccompanied youth ages 12-25 experiencing homelessness	Count Us In, 2015
	Housing Cost Burden	King County housing cost burden for renters and owners with mortgages	Communities Count 2013
	Homeownership Rates	King County percent homeowners	King County Office of the Executive, 2009

## Appendix B

<b>2009-2013 King County Population All Ages in Poverty for the Past 12 Months by Race/Ethnicity</b>					
<b>Race/Ethnicity</b>	<b>Population</b>	<b>% of total population</b>	<b>Number below poverty</b>	<b>% race/ethnicity below poverty</b>	<b>% of Total Pop below poverty</b>
White	1,354,642	69.6%	120,208	8.9%	54%
Black/African American	119,839	6.2%	34,014	28.4%	15%
American Indian/Alaska Native	15,226	0.8%	3,672	24.1%	2%
Asian	288,395	14.8%	34,301	11.9%	15%
Hawaiian/Other Pacific Islander	14,288	0.7%	2,282	16.0%	1%
Some other race	50,684	2.6%	13,908	27.4%	6%
Two or more races	102,347	5.3%	14,428	14.1%	6%
Total population	1,945,421	100.0%	222,813	11.5%	100%
Hispanic or Latino	175,260	12.3%	43,000	24.5%	31%

King County Population in Poverty in the Past 12 Months by Race and Ethnicity. Data obtained from American Community Survey, 2009-2013 5 Year Estimates. American Community Survey collects Hispanic/Latino as ethnicity. All Hispanic or Latino respondents are recorded under a single race category.

<b>King County Population Under 5 in Poverty for the Past 12 Months by Race/Ethnicity</b>					
<b>fRace/Ethnicity</b>	<b>Population</b>	<b>Percent of total population</b>	<b>Number below poverty</b>	<b>% race/ethnicity below poverty</b>	<b>% of Total Pop below poverty</b>
White	71,287	56.0%	8,219	11.5%	41.7%
Black/African American	10,412	8.2%	4,733	45.5%	24.0%
American Indian/Alaska Native	843	0.7%	388	46.0%	2.0%
Asian	17,340	13.6%	1,364	7.9%	6.9%
Hawaiian/Other Pacific Islander	1,357	1.1%	401	29.6%	2.0%
Some other race	4,743	3.7%	2,131	44.9%	10.8%
Two or more races	21,253	16.7%	2,460	11.6%	12.5%
Total population	127,235	100.0%	19,696	15.5%	100.0%
Hispanic or Latino	19,956	25.2%	7,310	36.6%	62.8%

\*American Community Survey collects Hispanic/Latino as ethnicity. All Hispanic or Latino respondents are recorded under a single race category.