Analysis of Early Years Health and Education Outcomes and Indicators with a Focus on Boys of Color

Presented by Urban Strategies Council to Oakland Starting Smart and Strong Task Force
March 29, 2017

Funded by Oakland Starting Smart and Strong
What Was the Goal of the Project?

As part of its commitment to an equity focus, the Oakland Starting Smart and Strong Initiative (OSSSI) requested baseline data for an array of health and education metrics to better understand, explore, and address disparities for boys of color and others.
What Questions Did the Project Address?

- What are the greatest disparities in health and education outcomes for boys of color?
- Are there other subgroups by gender or race/ethnicity that are experiencing significant disparities?
- What other data do we need to explore in order to identify leverage points for improving policy and practice to support our most disadvantaged children, particularly boys of color?
How Did We Identify and Collect Data?

✓ We collected the most recent and most useful available data for each metric.

✓ We looked at data for ages 0-4 and 5-8 to see what disparities exist in the early years before children begin school; and as they move through the early grades.
Health Outcomes and Indicators

**Health**
- Low Birth Weight
- Asthma Diagnosis
- Dental Issues
- Immunization

**Wellness (Basic Needs: Food, Shelter, Safety)**
- Low income/poverty
- Foster Care
- Homelessness
- Death by Violence of Friends or Family Members
# Education Outcomes and Indicators

<table>
<thead>
<tr>
<th>Pre-Kindergarten/Transitional Kindergarten (TK)</th>
<th>TK-3rd grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten Experience</td>
<td>English Learner status</td>
</tr>
<tr>
<td>School Readiness</td>
<td>Enrollment in Special Education</td>
</tr>
<tr>
<td>Early Literacy</td>
<td>Reading Proficiency</td>
</tr>
<tr>
<td>Chronic Absence</td>
<td>Chronic Absence</td>
</tr>
<tr>
<td>Suspension</td>
<td>Suspension</td>
</tr>
<tr>
<td></td>
<td>Math Proficiency</td>
</tr>
</tbody>
</table>
What Did We Find?

Compared to Girls of Color, Boys of Color are more likely to:

- develop asthma early in life and visit the ER for asthma
- be less prepared for school
- be enrolled in Special Education
- not be meeting targets for literacy development in Transitional Kindergarten (TK) and 3rd grade
- be suspended in the early grades
- have friends or family members die by violence
What Did We Find?

Compared to White boys, Boys of Color are more likely to:

- have multiple health challenges early in life (low birth weight, dental)
- live in a low-income household
- have had friends or family die by violence
- have had no preschool experience
- be behind on developing pre-literacy skills (PK)
- not be reading proficiently in 3rd grade
- be enrolled in Special Education
What Did We Find?

African American boys were most prone to have health issues emerging before kindergarten (low birth weight, asthma, dental) along with chronic absence and suspension in the early grades, significant trauma, and lack of reading and math proficiency in third grade.

Latino boys had the lowest rates of preschool participation, pre-literacy skill development before kindergarten (PK, TK) and the highest rates of English Learner status in third grade.

Both African American and Latino boys had the lowest rates of overall readiness for school (kindergarten).
African American women were nearly 4 times more likely to have a low birth weight baby than White women and about twice as likely as Asian and Latina women.
# Health: Low Birth Weight

## Low Birth Weight (LBW) Births in Oakland By Race of Mother, 2014

<table>
<thead>
<tr>
<th>Race</th>
<th>Percentage LBW</th>
<th>Total # of births</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>13.1%</td>
<td>1,063</td>
</tr>
<tr>
<td>American Indian</td>
<td>NA</td>
<td>11</td>
</tr>
<tr>
<td>Asian</td>
<td>6.5%</td>
<td>743</td>
</tr>
<tr>
<td>Native Hawaiian and other Pacific Islanders (NHOPI)</td>
<td>NA</td>
<td>60</td>
</tr>
<tr>
<td>Multi Race</td>
<td>4.9%</td>
<td>164</td>
</tr>
<tr>
<td>Latino</td>
<td>5.6%</td>
<td>1,702</td>
</tr>
<tr>
<td>Unknown</td>
<td>9.4%</td>
<td>512</td>
</tr>
<tr>
<td>White</td>
<td>3.7%</td>
<td>1,148</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7.1%</strong></td>
<td><strong>5,405</strong></td>
</tr>
</tbody>
</table>

Source: Alameda County Public Health Department
Health: Reported Asthma Diagnoses

• **African American girls and boys** had the highest reported rates of asthma in their first two years of elementary school, more than three times higher than their White counterparts (2015-16).

• **African American boys aged 0-4** were almost four times as likely to have visited the emergency department for asthma as Latino boys, and almost 10 times as likely as White boys (2012-14).
### Health: Reported Asthma Diagnoses

**OUSD Students with Reported Asthma Diagnoses, 2015-16**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>TK (%)</th>
<th>K (%)</th>
<th>Total #</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>14%</td>
<td>15%</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>2%</td>
<td>6%</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Latino</td>
<td>3%</td>
<td>7%</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Multiple Ethnicity</td>
<td>0%</td>
<td>8%</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>4%</td>
<td>4%</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>TK (%)</th>
<th>K (%)</th>
<th>Total #</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>10%</td>
<td>12%</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>0%</td>
<td>3%</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Latino</td>
<td>2%</td>
<td>4%</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Multiple Ethnicity</td>
<td>7%</td>
<td>8%</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>3%</td>
<td>3%</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Source: Oakland Unified School District

NB: Sub-populations with a total count less than 10 were not included.
# Health: Reported Asthma Diagnoses

**Emergency Dept. visits where Asthma was Primary Diagnosis, Oakland Children Under 5, 2012-2014**

<table>
<thead>
<tr>
<th>Male</th>
<th>Age &lt;5</th>
<th>Age-specific rate per 100,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>366</td>
<td>4,274.7</td>
</tr>
<tr>
<td>Asian</td>
<td>16</td>
<td>343.6</td>
</tr>
<tr>
<td>Latino</td>
<td>195</td>
<td>1,164.2</td>
</tr>
<tr>
<td>White</td>
<td>32</td>
<td>436.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Female</th>
<th>Ages &lt;5</th>
<th>Age-specific rate per 100,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>215</td>
<td>2,528.1</td>
</tr>
<tr>
<td>Asian</td>
<td>11</td>
<td>248.2</td>
</tr>
<tr>
<td>Latino</td>
<td>122</td>
<td>781.0</td>
</tr>
<tr>
<td>White</td>
<td>20</td>
<td>293.8</td>
</tr>
</tbody>
</table>

Source: Alameda County Health Department.
Note: Sub-populations with a count fewer than 10 were not included.
# Health: Dental Issues

**Emergency Dept. Visits Where Dental was Primary Diagnosis among Oakland Children Under 5, 2012-2014**

<table>
<thead>
<tr>
<th></th>
<th>Age &lt;5</th>
<th>Age-specific rate per 100,000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Male</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>56</td>
<td>654.1</td>
</tr>
<tr>
<td>Asian</td>
<td>13</td>
<td>279.2</td>
</tr>
<tr>
<td>Latino</td>
<td>90</td>
<td>537.3</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>55</td>
<td>646.7</td>
</tr>
<tr>
<td>Asian</td>
<td>17</td>
<td>383.6</td>
</tr>
<tr>
<td>Latino</td>
<td>61</td>
<td>390.5</td>
</tr>
</tbody>
</table>

African American boys and girls had the highest rates of ER visits for dental issues. Latino boys also had rates far above average.

Source: Alameda County Public Health Department
Note: Sub-populations with a count fewer than 10 were not included
Wellness: Immunization

Alameda County 2-year-olds Up to Date on 4-3-1 Immunizations, 2014

African American 2-year-olds had the lowest rates of immunization.

Source: Alameda County Public Health Department  (from EKRS Survey)
Note: 4-3-1 immunizations are for DTaP, Polio and MMR.
Wellness: Low Income/Poverty

Students Eligible for Free and Reduced Price Lunch, TK-3rd Grade, by Race/Ethnicity for 2015-16

Children of color participated in the school lunch program at rates three to four times higher than White children.

Source: Oakland Unified School District (OUSD)
Wellness: Homelessness

• Parents of 212 (1.5%) of TK-3rd grade students reported being homeless (2015-16).

• African American boys represented the greatest number of homeless children in TK-3rd grade. There were nearly 5 times more African American boys homeless than Latino boys.
Wellness: Homelessness

Number of Homeless TK-3rd Grade Students by Race/Ethnicity, 2015-16

Source: Oakland Unified School District
Wellness: Foster Care

• While the percentage of OUSD TK-3rd graders in foster care was low (less than 1%), African American boys were more likely to be in foster care than any other subpopulation.

• There were 25 African American boys and 17 African American girls in foster care in 2015-16, while all other sub-populations had fewer than 10 total.

Source: Oakland Unified School District
Wellness: Violent Death of Friends or Family - Males

Nearly 60% of American Indian/Alaskan Native and African American boys reported that they have had friends or family members die by violence.

Source: OUSD, California Health Kids Survey
Wellness:
Violent Death of Friends or Family - Females

OUSD 5th Grade Females Responding to the Question: Have any of your friends or family members ever died by violence?

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Yes, one person</th>
<th>Yes, two or more</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am Ind/AN</td>
<td>19%</td>
<td>29%</td>
<td>52%</td>
</tr>
<tr>
<td>Asian</td>
<td>12%</td>
<td>8%</td>
<td>80%</td>
</tr>
<tr>
<td>Black/AfAm</td>
<td>19%</td>
<td>34%</td>
<td>47%</td>
</tr>
<tr>
<td>Filipino</td>
<td>47%</td>
<td>0%</td>
<td>53%</td>
</tr>
<tr>
<td>Hispanic/Latina</td>
<td>20%</td>
<td>13%</td>
<td>67%</td>
</tr>
<tr>
<td>Native H/Other PI</td>
<td>20%</td>
<td>20%</td>
<td>60%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>15%</td>
<td>22%</td>
<td>63%</td>
</tr>
<tr>
<td>White</td>
<td>8%</td>
<td>5%</td>
<td>87%</td>
</tr>
</tbody>
</table>

Girls had lower rates than boys of having had friends or family members die by violence. The highest rates were among African Americans (53%) and American Indian/Alaskan Natives (48%).

Source: OUSD, California Health Kids Survey
Of 309 center and family-based PK centers in Oakland, about one quarter (79) so far participate in the Quality Rating and Improvement System (QRIS). Just over two thirds (53) of those participating have been rated.
## Education: Enrollment in Quality PK

<table>
<thead>
<tr>
<th>Oakland QRIS PK Centers by High Quality Rating and Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total QRIS Centers</strong></td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td><strong>Center-Based PK</strong></td>
</tr>
<tr>
<td><strong>Family Based PK</strong></td>
</tr>
</tbody>
</table>

Nearly two thirds of children enrolled in QRIS PKs are attending high quality PK centers.

Source: First 5 Alameda County
PK Quality and City Council Districts

Legend
PK Quality Score
- High (4-5)
- Low (2-3)

Source: First 5 Alameda County
PK Quality and No High School Diploma (Age+24)

Legend

PK Quality Score
High (4-5)

PK Quality and No High School Diploma (Age+24)
0 - 38
39 - 91
92 - 167
168 - 267
268 - 415
416 - 734

Source: American Community Survey 2011-2015 5Y Est. and First 5 Alameda County
OUSD Demographics

OUSD TK-3rd Grade Enrollment by Race/Ethnicity for 2015-16 (14,082 Students)

Source: Oakland Unified School District
Latino boys and girls were least likely to have attended preschool. Nearly 25% did not attend.
African American and Latino boys had the lowest levels of overall school readiness at 29% each.
Latino boys were the least far along in language and literacy development in PK.

Source: OUSD, Desired Results Developmental Profile
Latino boys had the lowest levels of early literacy in TK, and boys of color had lower levels of early literacy than girls of color.

Source: Oakland Unified School District, Individual Growth & Development Indicators of Early Literacy
Latino, African American, and multi-ethnic boys have the highest rates of Special Ed enrollment in kindergarten. Kindergarten boys in every subgroup have higher rates of Special Ed enrollment than K girls.

Source: Oakland Unified School District
While Asian males have the highest rate of English Learner status in kindergarten, the percentage of Latino males and females who are English Learners surpasses all other subpopulations in third grade.

Source: Oakland Unified School District
Note: Sub-populations with a total count fewer than 10 were not included.
African American and Latino males have the lowest levels of 3rd grade reading proficiency, at 11% and 13%, respectively.

Source: Oakland Unified School District, California Smarter Balanced Assessment Consortium (SBAC) standardized test.
Education: Math Proficiency (3rd Grade)

Math Proficiency of 3rd Grade Students by Gender and Race/Ethnicity for 2015-16

African American and Latino males have the lowest rates of 3rd grade math proficiency. Girls of color have higher rates than boys of color.

Source: Oakland Unified School District, California Smarter Balanced Assessment Consortium (SBAC) test
African American girls and boys have the highest rates of chronic absence in grades TK-3.
African American boys have the highest rates of suspension in TK, 1st, 2nd and third grade. African American and Latino boys have higher average suspension rates than all other subpopulations.

Suspension rates for girls are not presented as they were extremely low, representing fewer than 11 students for each race/ethnicity.
What are the Greatest Disparities in Outcomes for Boys of Color?

Compared to Girls of Color, Boys of Color are more likely to:

• be diagnosed with asthma before kindergarten

• not be ready for school (kindergarten)

• not be meeting target vocabulary levels in Transitional Kindergarten

• be enrolled in Special Education in kindergarten

• not be reading proficiently by third grade

• not be proficient in math by third grade

• be suspended in the early grades (TK-3)

• have had friends or family members die by violence
What are the Greatest Disparities in Outcomes for Boys of Color?

Compared to White boys, Boys of Color are much more likely to:

• be born at a low birth weight

• be diagnosed with asthma before kindergarten

• visit the ER for dental problems before kindergarten

• participate in the National School Lunch Program

• have had friends or family members die by violence

• have had no preschool experience

• be less far along in approaching developmental benchmarks for literacy in PK

• not be reading proficiently by third grade

• not be proficient in math by third grade
Are there particular subgroups by gender and race/ethnicity that are experiencing significant disparities?

African American boys had the highest rates of all subpopulations for:

- being diagnosed with and visiting the ER for asthma before kindergarten
- visiting the ER for dental issues before kindergarten
- not reading proficiently by third grade
- not being proficient in math by third grade
- chronic absence in the early grades (TK-3)
- suspension in the early grades (TK-3)
Are there particular subgroups by gender and race/ethnicity that are experiencing significant disparities?

Latino boys had the highest rates of all subpopulations for:
• starting kindergarten without preschool experience
• low levels of pre-literacy skills in PK
• low levels of vocabulary development in TK
• being an English Learner in third grade
Missing Data/Unavailable

• Health care access and use by race/gender
• Referrals for mental/behavioral health issues in early and later grades
• Referrals for dental issues in early and later grades
• Referrals for asthma in early and later grades
• Gender/race breakdown of children attending quality PKs
• Waiting list for PK subsidized seats by race and gender of child
• Special Education Enrollment in PK
• Suspension in PK
• Math proficiency in PK/TK
Addendum: Data Collection and Methodology

In order to identify and analyze the most useful data for this report, we:

✓ Reviewed education and health outcomes and indicators from existing initiatives (Oakland Starting Smart and Strong, My Brother’s Keeper, Oakland Promise, etc.)

✓ Consulted with data experts across systems and agencies focused on young children (Oakland Unified School District, Alameda County Public Health Department, Alameda County Child Care Coordinating Council, First 5 Alameda County, Oakland Starting Smart & Strong Lead Planning Team, etc.)

✓ Reviewed metrics from other established baseline assessments and dashboards for early childhood health and education (e.g. Fresno Birth to 5 Prioritized Indicators)
Questions

1. What did you find the most surprising?

2. What other data do we need?

3. How can we use this information to set useful performance benchmarks, goals and strategies for supporting boys of color and other disadvantaged subpopulations?