A REVIEW OF THE FIRST SEVEN STATE KIDS COUNT ANNUAL REPORTS

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In this review of the first seven of the annual state level kids count reports, we were asked by the Center for the Study of Social Policy to address three broad issues; indicator choice and interpretation; data presentation; and strategies for maintaining interest in Kids Count reports over the four year period of the grant and beyond. Reports produced in 1991 for the following states were reviewed: Arizona, California, Iowa, Kentucky, New Jersey, North Carolina and Ohio.

I. INDICATOR CHOICE AND INTERPRETATION

There are many factors to consider in choosing a core set of indicators and supporting facts to present in these annual fact books. The factors include: the theoretical (what is important and why), the political (what is politically salient), the practical (what data are available), and the technical (are the measures reliable, annually updatable, and so on).

THE THEORETICAL

In deciding what is important to measure, it is helpful to be guided by a comprehensive theoretical framework of child well-being. One attempt to develop such a framework grows out of child development research, and is sometimes referred to as the whole child perspective (Sattler, 1982)(Zill and Coiro, 1992). This approach seeks to produce a developmental profile of the child by looking at measures from several developmental domains or spheres of well-being.

Working within this perspective, Zill and Coiro have delineated five substantive domains of well-being: material well-being; physical health and safety; cognitive development and academic achievement; emotional well-being; and moral development and social behavior. Within each domain, the approach concentrates on the developmental milestones appropriate to each age, and to the

factors which promote or retard progress towards these milestones.

Kids Count organizations need not adopt this particular perspective, although we have found it to be most helpful in our own work. The point is that an integrative perspective of children's well-being, and a familiarity with the theory and research within each substantive domain of well-being, can strengthen the impact of Kids Count profiles. A grounding in theory offers a number of substantial benefits.

- It assures that all important aspects of children's well-being, not only the ones for which measures are easily available, are addressed.

- It guides the selection of indicators, helping to sort out the more important from the less important from the unimportant measures.

- It provides a framework for systematically relating the measures to each other. For example, it helps to explain how poverty and female headship are related, and how it is that those in turn may affect child health and academic performance. More generally, a knowledge of existing theory and research is necessary to explain to the readers of the annual fact books the larger social context from which a particular measure is drawn, a necessary exercise if the reader is to understand the full importance of the measure.

Several of the reports offered a large array of measures, but with little sense of their relative importance or their relationship to one another. Readers of these fact books may feel overwhelmed by a tidal wave of data. A judicious choice of a smaller number of key indicators would make for a more telling presentation. Other measures can be brought in as supporting facts to flesh out the stories being told about these key measures.

Some of the reports reported no indicators in one or more important domains of well-being. In some cases this was due to a

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lack of available state and local measures, such as is often the
case with measures of children's emotional well-being or moral
development. In other cases however, omissions seemed to result
from a lack of awareness of important issues or of available data
sources. If important measures of well-being are not available
for a state, they should not simply be omitted from the report.
Data from national sources and from other, similar states can be
used to inform the reader. In addition, reports should discuss
the absence of good measures for their state, highlighting the
need for such data. The California report did a particularly
good job in this respect.

Several of the reports seemed to concentrate overly on conditions
most common to poor and desperate populations. Though partly a
result of the nature of the data available, it is also a
reflection of a common mind set which thinks more in terms of
wretchedness than in the more complex notion of well-being.
Children from every socioeconomic and race/ethnic background face
barriers to their well-being, though the severity and nature of
those barriers may differ by group. Interest in Kids Count
reports could be broadened by choosing a collection of issues and
measures which reflect problems faced by the full spectrum of
children in a state.

Several of the reports provided little textual support to their
indicators, opting instead for a series of stand-alone tables and
graphics. This, we believe, reduces the impact of the report.
While some readers are comfortable with tables and graphs, others
absorb information more easily from text. Descriptive text also
gives the authors the opportunity to explain the significance of
the numbers. This issue is addressed in more detail below.

In organizing the indicators, it may be useful to make
distinctions between direct measures of children's well-being and
measures of environmental factors known or believed to promote or

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impede favorable development. Direct measures of well-being tell us something concrete about the well-being of children. Examples would include the percent of seventeen year olds who can read at an "adept" level for their age, or the percent of pre-schoolers who have been adequately immunized against communicable diseases.

Environmental measures would include measures of the family, neighborhood, school, and peer group environments. Specific examples here would include children in single parent families, percent of children living in high crime neighborhoods, and the average student/teacher ratio in public schools.

THE POLITICAL

An ultimate goal of these state Kids Count projects is to improve state and local public policies towards children. It is important, therefore, that indicators of well-being that are particularly salient to the conditions and politics of the state be included. For example, Arizona has had a particular problem with child drowning, and considerable efforts have been made within the state to reduce the number. For that reason, the number of child deaths by drowning was one of the core indicators in their report.

In choosing the particular form an indicator will take, it is important to consider which specific measures have currency with policy makers in the state. In the state Kids Count meeting of June, 1992 several participants pointed out that it confuses the public discourse to have a number of slightly different measures of similar concepts being used by various organizations. The point was also made that there was wisdom in using an indicator with which policy makers are familiar (unless it is manifestly inferior to available alternatives) inasmuch as the officials are more likely to understand and give credence to it.

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THE PRACTICAL

Ideally one moves from the theoretical to the practical, from an
awareness of what is important to the search for what is
available. In the first seven state reports, a wide variety of
state and federal data sources were used. A comparative listing
of the measures used in each of the seven reports appears by
state in Table 1. This table also indicates whether the measure
was available at the state or county level, whether time trends
were shown, and whether race specific data were used. Variables
are presented by substantive domain.

In Table 2, we list most of the measures used in the state
reports, and many new measures. Whenever possible, specific
sources have been listed. When data are generally available from
state administrative sources, those sources are listed in generic
fashion (they may or may not be available in a particular state).
Details concerning the specific data sources cited in Table 2 are
given in the Appendix.

Both of these tables are meant to be used as sources of
information and inspiration for present and future Kids Count
projects. One word of caution is in order, however. Table 2 is
something of a laundry list (albeit an organized one), containing
far more measures than one would ever want to use in a single
state report. In a number of cases there are several versions of
essentially the same indicator from different sources. The table
should be viewed as a large menu from which one can draw
inspiration and make some careful choices.

In the June meeting of state Kids Count representatives, Bob
Greenstein of the Center on Budget and Policy Priorities pointed
out the dangers of using AFDC receipt data as a measure of deep
poverty, a practice followed in a majority of the reports
reviewed. Trends in program participation rates are often
affected by changes in administrative practices or eligibility

rules. A reduction in AFDC participation over time may result from a true reduction in deep poverty, or from more restrictive eligibility requirements or administrative practices.

For this reason, AFDC participation levels should not be used as a core indicator representing deep poverty, and any presentation of such data should be made with caution. More generally, any analysis of trends in program participation rates should be sensitive to the fact that administrative practices and rules can and do affect participation rates. As another example, juvenile incarceration rates, a standard indicator in these reports and the national Kids Count report, are known to be sensitive to changes in enforcement and placement policy.

THE TECHNICAL

The national Kids Count Data Book provides guidelines for the organization of indicators presented in the annual state fact books. It distinguishes between core and secondary indicators of children's well-being. Core indicators are tracked over time and reported on each year. In general, core indicators directly measure child well-being, although some of the more critical family environment characteristics (e.g. single parenthood, poverty) are included as well. Secondary indicators include all important child indicators that fail to meet the criteria for core indicators (listed below), and most environmental measures.

In addition to the features cited above, core indicators should have the following characteristics.

- They should be limited in number so that the reader can focus on a limited set of issues.

- They should reflect the most important aspects of child well-being across the spectrum of substantive domains.

- They should be updatable every year (every two years at the outside).

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- They should be reliable, and comparable across the jurisdictions for which they are reported (i.e. data reported for counties should actually be measuring the same thing in the same way so that comparisons can be made).

- One should be able to use the indicators to establish quantifiable policy goals.

Though many of the secondary indicators are used to flesh out the messages of the core indicators, others are important in their own right. The Decennial Census, for example, is full of valuable and unique information on the condition of children which certainly belongs in the annual fact books when the data are timely.

There needs to be some level of coordination between the state and national Kids Count fact books, and among state efforts as well. One of the functions that the state Kids Count reports can perform is to offer added informational detail to the data and trends presented in the national Kids Count Fact Book. In addition, it is desirable to have as much data as possible available for cross state comparisons, inasmuch as these give added interest and relevance to the reports.

All state Kids Count groups, for example, are expected to include the nine core indicators used in the national annual fact book. In reviewing the seven state fact books, however, there was a great deal of variation in the extent to which states did include these measures. Table 3 shows for each of the state reports and for each of the nine indicators whether the indicator was used in the state report. If a similar variable was used, a description is given in the table.

Admittedly, when indicators are being used at the county level, it is not always possible to get reliable data for the national core indicators. In addition, there are instances in which a

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state may have a measure that is clearly superior to the one used in the national fact book, or may have a slightly different measure that is commonly used by state policy makers. In general, however, there is room in all of the state reports for closer coordination with the indicators used in the national report.

To improve coordination of activities across state groups in general, we recommend that the Annie E. Casey Foundation set up a computer bulletin board with a national service such as Compuserve, so that state Kids Count organizations can talk and share information directly. Perhaps when such a system is in place, state groups will find it easier to discuss issues related to indicator choice, and to come to some consensus in particular areas. The convening of a steering group that would attempt to come up with mutually agreed upon guidelines for cross-state coordination should also be considered.

TEXTUAL SUPPORT FOR INDICATORS

The utility and the impact of the statistics and trends reported in these annual fact books is greatly increased when accompanied by a thoughtful supporting text. Such text should describe the social and policy contexts which give the indicators their full meaning and importance. There was a great deal of variation in the quality and extent of the supporting text in the seven state reports reviewed. The lack of explanatory text greatly reduces the utility of the fact books. In the future, we recommend that all state reports provide textual support for their facts in order to orient and inform the reader.

Such text should describe what the indicators indicate. It should tie the indicator to the wider social context, looking at the causes that produce the events or conditions represented by the indicators, and the consequences that can flow from them. It should address how it is that the various indicators, and the social forces that they represent, are related. When trends are

presented, the text should offer some analysis of the forces that may be producing them (e.g. economic change, immigration, changes in government policy).

A description of the policy context gives the reader a sense of what has been done, and concrete ideas of what can be done to address some of the problems represented in the data. Several of the reports addressed this need successfully and in different ways. California provided a series of "success stories" throughout the report, describing local programs that have been particularly successful in addressing some of the problems highlighted in their data presentation. Iowa presented the results of state level, bi-partisan working groups of policy makers and service providers who were asked to come to consensus on concrete policy goals for particular areas of child well-being.

II. DATA PRESENTATION

METHODS OF COMPARISON
The presentation of data for the purposes of inspiring action, particularly political action, is in large part the art of making effective and appropriate comparisons. A data point has little meaning without an appropriate reference. Comparison with some absolute or relative standard, however, provides the context for the kind of critical thinking and policy discussions which Kids Count reports are meant to inspire.

In the seven state reports reviewed, one can identify three strategies of comparison: time trends; inter-area comparisons (e.g. county-county, state-nation); and comparison with recognized standards of performance. We will briefly discuss each in turn, describing their uses and potential pitfalls.

Time Trends

Historical trends show the reader the direction and magnitude of change in children's well-being in his or her area. Lack of measurable progress or declines in well-being often indicate that old policies need to be revamped and/or new policy approaches considered. In addition, yearly measurement of children's well-being, the heart of the Kids Count effort, will become important tools for evaluating new policy efforts over time.

There is a concern expressed by some of the state Kids Count grantees that the display of improving trends in particular well-being measures will lead only to self-congratulations and inaction among policy-makers. This is a valid concern, but should not keep one from spreading the good news where it exists. A certain amount of good news may even be beneficial to action, demonstrating to the reader that the situation of children can be improved. To avoid complacency, it is important that trend analyses be used in conjunction with other standards of comparison that help define new and reasonable goals for the future.

The projection of trends into the future can be a powerful tool in these reports, particularly for indicators that have exhibited sustained positive or negative trends in the past. After all, policy debates are fundamentally about where we want to be in the future. They offer a picture of the future while there is still time to change it. We recommend that greater and more systematic use be made of this technique in future reports.

Inter-area Comparisons

Inter-area comparisons have been used extensively in both the national and the state reports. Such comparisons can have at least two purposes. The first is to show geographically where children are experiencing the most problems. The second is to show how particular jurisdictions measure up in taking care of

their children.

Almost all of the state reports made extensive use of the technique of ranking to make comparisons across counties within their respective states. Two methods were used, explicit and implicit. In explicit ranking, each county is assigned an ordered rank, ranging from one to the total number of counties. This is the technique used in the national Kids Count report. In implicit ranking, county values are displayed together on a table, map, or graph, but it is left to the reader to draw his or her own comparisons.

Explicit ranking is both intuitively appealing, and a powerful and politically provocative form of comparison. As such, great care should be taken in its use, and in interpreting the results. There are several major problems with the use of explicit ranking among counties.

First, due to either very small differences or unstable data, a county is often not significantly better or worse off than those surrounding it in the ranking. Depending on the indicator, this lack of a real difference may extend quite far up and down the ranking scale. There are a number of potential solutions to this problem.

- Confidence intervals can be displayed with county values. A confidence interval represents the range of values within which the actual value falls with a high degree of probability. With these intervals, one can quickly compare across counties to see where statistically significant differences exist. Table 4 is an example of such a display, taken from a recent report from the Bureau of the Census. The chief drawback to this approach is that it is often difficult to get the sampling information necessary to produce such intervals.

- The continuous ranking can be divided into larger groups, such as quartiles or quintiles. This will reduce the problem, since significant differences are more likely to exist across such groups than between

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individual counties.

- Explicit ranking can be abandoned altogether, opting for a strategy of implicit ranking. Such a strategy, used in several of the state reports, exhibits data for each county in formats (tables and maps) which invite informal comparisons across counties by the reader, but do not present the data in any rank order. While this does not directly solve the problem (since the readers may make unwarranted comparisons), it downplays the importance of ranking while giving the readers a sense of how particular counties are faring relative to other areas within the state.

Second, simple ranking gives the impression that the difference between one county and the next is about the same all the way up and down the ranking scale, when in fact this is almost never the case. Often, a majority of the counties within a state will cluster within a limited range of values. This situation is represented in graph 1. Here, the difference between one county and its neighbor on the graph is much larger at the low and high ends of the ranking scale than in the middle. One answer to this problem is precisely to graph county values in this way as an augmentation to the simple ranking procedure, as is done in the 1993 national Kids Count Data Book for states.

Third, ranking fails to take into account the unique burdens borne or advantages enjoyed by each county. This is not a problem insofar as one is using the ranking procedure to identify where the greatest need exists. But because ranking is also inevitably interpreted as a comment about how well a county takes care of its children, simple ranking can often lead to unfair judgements. Ideally, one does not want to punish a poor county which may in fact be making extraordinary efforts on behalf of its children, nor exalt a rich county simply because its children have relatively fewer problems.

How large a role does population composition play in determining scores on indicators of children's well-being? An analysis of

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data from the 1991 national Kids Count Data Book predicted to
each of the nine indicators using only percent minority and the
per capita income of the state populations (see Table 5). Those
two variables alone accounted for over 70 percent of the variance
in four of the nine indicators.

There are a number of potential solutions to this problem as
well. A simple ranking can be adjusted by controlling for
population characteristics that affect the indicator of interest.
This can be done through a simple regression procedure that
estimates the expected value of the indicator given those
population characteristics. The expected and actual values can
then be compared for each county, noting when the expected value
falls significantly above or below the actual value (see graph
2).

Alternatively, the data can be reported separately by race,
income group, or by other population characteristics that may be
driving the value of the indicator. A major limitation with this
approach is that data are often not recorded separately for these
groups.

It can be very useful in these state reports to look beyond the
boundaries of the state for comparisons with other states, the
nation as a whole, and even to other countries. This is
particularly important for the poorer states, where even the more
prosperous counties may reflect levels of children's well-being
that are low or mediocre in the wider context.

All seven of the state reports used such comparisons in their
reports to some extent. Comparisons with other states and with
national averages were used most often and were the most
generally instructive. Several reports made good use of
international comparisons (see especially the Iowa report).
Comparisons with other developed countries are useful in that

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these are the United States' main competitors in the
international economy. Comparisons with third world countries can
be quite powerful when the comparison is unfavorable, as is
sometimes the case when looking at infant mortality rates. In
general, however, international comparisons are likely to be less
meaningful for state readers, and should be used sparingly.

Comparison with a Recognized Standard
For many measures of well-being, it is clear that the ideal value
is the extreme: either none, as would be the case for measures of
childhood death, diseases, and other health problems, cases of
violence, neglect, delinquency, child poverty; or all, as with
early prenatal care and high school graduation. To be most useful
for policy purposes, however, a standard or goal should offer a
realistic and attainable target which can be reached within a
reasonable time frame. This is usually something less than the
extreme.

The federal government has put forward a series of concrete goals
for the country in the areas of health and education to be
reached by the year 2000. These include target levels for low
birth weight (5% of all births), infant mortality (7 per 1000
live births), death for children ages 1-14 (28 per 100,000),
prenatal care in the first trimester (90%), and high school
graduation (90%). These goals were prominently featured in the
state report from Kentucky.

Some states have defined their own specific goals in these and
other areas. When these are available they should be used, both
because they reflect a degree of political consensus within the
state, and because they take into account the current status of
children within the state as the goals are set. The national
goals may set sights too high for the poorer states, and too low
for the most prosperous states. If a state has not set such
goals, it is an important opportunity for the state Kids Count

organization to encourage their formation. Iowa, for example, has
set up bi-partisan working groups of state notables to define
such goals. The initial reports of these groups appear in their
first annual fact book.

THE RARE EVENT PROBLEM
The incidence of many important events related to children's
well-being can be very low for any given year at the county
level, and is a particular problem for counties with small
populations. Such low numbers tend to bounce around a lot from
year to year due to random variation. This becomes a problem when
the data are used to produce rates, county rankings, or to
identify trends over time, particularly when the population base
on which they are calculated is small. This is a problem faced
by all state Kids Count groups. Trends, ranks, and rates were
sometimes produced based on very small numbers.

There are a number of strategies which can be used to address
this problem, several of which were adopted in some of the annual
reports reviewed.

First, data can be combined or averaged over several years. This
creates larger, more stable estimates. Both California and
Kentucky used this technique effectively in their reports. Two
versions of this technique are common. Two or three adjacent
years can be combined, and compared over time (for example, the
1982-84 period might be compared to the 1985-87 period).
Alternatively, moving averages can be computed, where the 1988
estimate is actually an average of the numbers for that year and
the years to either side. Here, 1988 (which is actually the
average of 1987-89) can be compared to 1989 (which is actually
the average of 1988-1990). The latter technique is used by the
national Kids Count to produce state level child poverty rates.
Both techniques are useful.

Second, raw numbers can be presented unaccompanied by rates, comparisons or rankings. Arizona took this strategy on occasion, showing "*" instead of population rates when reliable rates could not be produced. This strategy can be useful when there are only a few problem counties for a particular measure.

Third, data can be aggregated up to larger geographical areas within the state. For example, data can be presented for clusters of contiguous county groups. Finally, certain indicators can be presented at the state level only.

NUMBERS, PERCENTS AND RATES

These are all important means of conveying information with data. Each of them tells us something slightly different, and should be used and interpreted with that in mind. For example, if the child population is on the rise in a particular area, the numbers of children experiencing some difficulty may be on the rise and require a policy response, even though the rate or percent of children with such problems stays constant or even drops. Alternatively, when the rates of problems increase, the appropriate policy response may differ somewhat depending on whether the actual number of children with such problems is rising or falling.

When reporting rates or percents, it is important to provide the reader with some means of gauging their precision. Reporting the raw numbers on which they are based can provide some sense of the figure's precision. Better yet, present the standard errors or confidence intervals when they can be calculated, since this gives the reader a clear sense of the range of likely values represented by the estimated rate or percent. Several of the reports reviewed presented rates and percents unaccompanied by raw numbers, standard errors, or confidence intervals, leaving readers without the tools to assess their precision. Such measures are particularly important in determining the

significance of differences between counties or in trends over time.

III. **MAINTAINING INTEREST IN KIDS COUNT REPORTS**
Forming an integrated strategy for four years worth of annual reports is not an easy task. Clearly, follow-ups to the first year report should involve more than simply adding an additional year of data to tables and charts. What follows are a few suggestions for follow-up strategies to first-year reports.

Grantees whose first year reports were long on data but short on explanatory text could concentrate on producing a more textually rich report for year two, one which gives a social and policy context to their indicators of children's well-being.

Grantees can maintain interest in reports for years two through four and beyond by featuring a particular domain of children's well-being in each year's report, such as health, education, issues related to teens, etc. While one would certainly continue to report and interpret data for all domains of well-being, special attention could be given to a particular set of related issues.

Grantees can present their data in new ways. For example, they may wish to look at urban and rural areas, or at cities and metropolitan areas rather then simply looking at counties. Census tract level analysis might be featured for a particular city or portion of a city, as was done in the Iowa report.

Finally, organizations can maintain interest in the Kids Count effort generally by developing publications targeted to particular audiences.

- Special users guides could be developed for community organizations to facilitate their use of the annual

reports as they plan their own activities. For example, a user's guide for churches can offer suggestions for ways to use information contained in the report as they plan their community outreach activities and their own internal programs for children, youth and their families.

- Separate local reports for particular counties or metropolitan areas can be produced. These reports may feature census tract and other sub-county level data. Alternatively, one could produce a "how-to" book for training local organizations who wish to produce Kids Count reports for their locality.

- Short, easily digested report card style publications can be produced which contain the essential facts and points for distribution to individuals who would not normally read a report like the annual fact book. Individual adult citizens, particularly parents, are good targets for such publications. California's Kids Count organization, Children Now, offers such a publication.

- Occasional press releases can be produced throughout the year on hot topics within a state, or to showcase newly available data. For example, Kids Count groups in Michigan, Kentucky and New Mexico are releasing county-by-county tables and charts of new 1990 Census data as it becomes available. This is a great service in itself, and also serves to keep the Kids Count effort in the public eye between annual reports.

- Special publications targeted to the children themselves could be produced. Children are able to effect their own lives and the lives of other children in positive ways. The data presented in the annual fact books can inform children in empowering ways if properly presented. Kids Count organizations may wish to work with state and local school systems to develop mini-curricula for specific age groups.

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TABLE 1

	Direct or Environ- mental measure	AZ	CA	IA	KY	NC	NJ	OH
STATE AND COUNTY INDICATORS USED IN STATE KIDS COUNT REPORTS								
COGNITIVE DEVELOPMENT AND ACADEMIC ACHIEVEMENT								
pre-school participation	E	S(t),C(t) by program	S(t)					S,C
dropout	D	S(t) R ,C(t) R	S(t),C(t)			S(t),C	S,C	
high school graduation	D			S(t),C	C(t)	S(t)		
drop out/graduate ratio	D							S(t),C
state student achievement scores	D	S R ,C R	S(t),C(t)				S,C	S R,C
SAT scores	D		S(t)			S(t),C		
college bound students	D		S(t)					
children limited english proficient	D	S(t),C(t)						
enrollment (public)	E	S, C						S(t),C
risk factors associated w/ mental health problems (8 factors, not separately identified in text)		S,C						

TABLE 1

STATE AND COUNTY INDICATORS USED IN STATE KIDS COUNT REPORTS								
	Direct or Environ- mental measure	AZ	CA	IA	KY	NC	NJ	OH
DEMOGRAPHICS								
child population		S(t)	S(t),C(t)	S(t),C	C	S(t),C	S,C	S(t),C(t)
age				S(t)				
child pop. as % of total population		S(t)		S(t)				S,C
race/ethnicity		S(t),C(t)	S,C			S,C		S,C
family structure	E			S(t),C		S(t),C	S,C	
children in new divorces and dissolutions	E							S(t),C
children born out of wedlock	E				C			S(t),C(t)
unmarried teen births	E		S(t),C(t)	S(t),C				S(t) R C(t)
teen births	E	S(t) R C(t) R (13-18)		S(t), C (16-17)	C(t) (12-17, 12-19)	S(t),C	S,C	S(t) R C(t)
births		S,C			C			S(t),C(t)
infant mortality	D	S(t) R C(t)	S(t),C(t)	S(t),C	C(t)	S(t),C	S,C	S(t),C(t)
child mortality	D			S(t),C	C(t)	S(t)	S,C	
teen mortality	D					S		
child AIDS deaths	D					S(t)		

S = state, C = county, R = race breakdown, t = time trend

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TABLE 1

STATE AND COUNTY INDICATORS USED IN STATE KIDS COUNT REPORTS								
	Direct or Environ- mental measure	AZ	CA	IA	KY	NC	NJ	OH
youth violent death	D			S(t),C (teens)				
homicide	D	S(t) R C(t) R (0-18)	S(t) (0-19)					
suicide	D	S(t) R C(t) (15-19) (rur/urb)						
child drownings (ages 0-4)	D	S(t),C(t)						
youth unemployment	D		S(t)			S(t)		
working mothers, children < age 6	D	S,C				S		
PHYSICAL HEALTH & SAFETY								
low birth weight	D	S(t) R C(t) R		S(t),C	C(t)	S(t),C	S,C	S(t) R, C(t)
inadequate immunization	D	S(t) (rur/urb)	S(t)					
nutrition	D		S(t)					
hungry children	D		S					
drug exposed infants	D		S					

S = state, C = county, R = race breakdown, t = time trend   3

TABLE 1

STATE AND COUNTY INDICATORS USED IN STATE KIDS COUNT REPORTS								
	Direct or Environmental measure	AZ	CA	IA	KY	NC	NJ	OH
uninsured children	E	S	S(t)					
prenatal care	E	S(t) R ,C(t) R	S(t)		C(t)	S(t)	S,C	S(t), C(t)
subsidized dental care; poor who did not participate			S,C					
mental health	D	S R, C R	S			S(t)		
syphilis, gonorrhea, herpes, ages 0-19	D	S(t) R ,C(t) R						
diagnosed HIV,ages 0-19	D	S(t)						
abuse/neglect	D	S(t),C(t)	S(t)		C	S(t),C	S,C	
sexual abuse	D	S(t)			C			
child dependency	D	S(t)			C			
DRUGS:								
drug/alcohol use	D	S(t)						
alcohol	D	S(t)	S(t)			S(t)		
cocaine	D	S(t)	S(t)			S(t)		
marijuana	D	S(t)	S(t)			S(t)		
inhalants	D	S(t)						
hallucinogens	D	S(t)						
tobacco use	D		S(t)			S		

S = state, C = county, R = race breakdown, t = time trend

TABLE 1

	Direct or Environmental measure	AZ	CA	IA	KY	NC	NJ	OH
STATE AND COUNTY INDICATORS USED IN STATE KIDS COUNT REPORTS								
incarcerated juveniles	D	S(t),C(t)	S(t),C			S,C	S,C	
juvenile arrests	D	S(t) R C(t) R (violent/ other)				S(t)		
MATERIAL WELL-BEING								
children in poverty	E	S(t),C	S(t)			S(t)		S,C
very poor children (afdc)	E	S(t)R, C(t) R	S(t),C(t)		C	S,C	S,C	S(t),C
child support receipt	E		S(t),C(t)			S(t) (aggreg.)		S(t), (aggreg.),C (ave.)
children eligible for child support	E							S(t)
median income of families w/ children	E					S(t)		
homeless children	E	S, C	S					
CONTEXTUAL DATA								
fair market rent	E						S(t),C(t)	

S = state, C = county, R = race breakdown, t = time trend   5

TABLE 1

STATE AND COUNTY INDICATORS USED IN STATE KIDS COUNT REPORTS								
	Direct or Environmental measure	AZ	CA	IA	KY	NC	NJ	OH
ave. residential property value	E		S,C					
student/teacher ratio	E		S(t)					
per pupil expenditures	E		S(t)		C	S(t)		
median income	E						S(t),C(t)	
unemployment rate	E						S,C	S(t)
violent crime rate	E						S(t),C(t)	
per capita personal income	E		S,C			C		
population density	E		S,C					
overall poverty rate	E							S(t)
average cost of child care	E							S,C
primary care doctors per 10,000 population	E					C		
PROGRAM DATA								
AFDC children	E	S(t) R ,C(t) R	S(t),C(t)		C	S(t)	S,C	S(t),C
receiving foodstamps	E	S(t) R ,C(t) R			C	S(t)		

S = state, C = county, R = race breakdown, t = time trend   6

TABLE 1

STATE AND COUNTY INDICATORS USED IN STATE KIDS COUNT REPORTS								
	Direct or Environ- mental measure	AZ	CA	IA	KY	NC	NJ	OH
medicaid receipt or eligibility	E				C	S(t)		S,C
WIC receipt	E	S(t),C(t)						S(t),C(t)
subsidized school lunch	E	S(t),C(t)			C			S,C
AHCCCS enrollment	E	S(t) R .C(t) R						
births covered by AHCCCS	E	S(t)						
children in foster care	D	S(t),C(t)	S(t),C	S(t),C				
children in out-of-home placement	D	S(t) R, C(t)				S(t),C	S,C	
time in department of social services custody (months)	D					S(t)		
child care		S, C (approved spaces)	S,C			S		

S = state, C = county, R = race breakdown, t = time trend

TABLE 2

LIST OF POSSIBLE MEASURES FOR STATE KIDS COUNT ANNUAL FACT BOOKS, AND THEIR SOURCES
(possible core indicators are shaded)

INDICATOR	DETAILS	PERIODICITY	DATA SOURCES
COGNITIVE DEVELOPMENT AND ACADEMIC ACHIEVEMENT			
Enrollment, Public and Private	Available by grade and race/hispanicity	Annual	State Depts. of Education
Average days absent from school	Available by school level (elementary, etc.)	Annual	State Depts. of Education
Graduation rate	% ninth graders who graduate 4 years later	Annual	U.S. Dept. of Education, National Center for Education Statistics, and State Depts. of Education
pre-primary school participation rate	Can get an approximate rate by dividing # enrolled by # 3-5 year olds. Rate will be off somewhat since some of those enrolled will be age six, but will be useful for comparisons across time.	Decennial	Decennial Census (STF3-A)
participation rate of those eligible for Head Start			State Depts. of Human Services
Reading, Math, Language and Science Ability (mean, % below grade level, % 2+ grade levels below, % 1+ grades above)	Usually available for a variety of grades. Tests used may vary by school system in some states.	Annual	State Depts. of Education

1

TABLE 2

LIST OF POSSIBLE MEASURES FOR STATE KIDS COUNT ANNUAL FACT BOOKS, AND THEIR SOURCES
(possible core indicators are shaded)

INDICATOR	DETAILS	PERIODICITY	DATA SOURCES
SAT Math and Verbal	Can be broken down by sex and race	Annual	U.S. Dept. of Education, National Center for Education Statistics
NAEP Math Scores (4th and 8th grade) mean, and % above "proficient"	Done in 40 states + D.C. Many family background and school measures available on each student.	Semi-Annual	National Assessment of Educational Progress
NAEP Reading scores (4th grade only) mean, and % above "proficient"	"	"	"
NAEP Science Scores, mean, and % above "proficient"	"	every 4 years	"
% students with 3+ types reading materials in the home	"	semi-annual	"
% students reading 10+ pages per day	"	semi-annual	"
% doing 1+ hours homework per week	"	semi-annual	"
% students absent < 3 days per month	"	semi-annual	"
% students watching 6+ hours of T.V. per day	"	semi-annual	"

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TABLE 2

LIST OF POSSIBLE MEASURES FOR STATE KIDS COUNT ANNUAL FACT BOOKS, AND THEIR SOURCES
(possible core indicators are shaded)

INDICATOR	DETAILS	PERIODICITY	DATA SOURCES
% of students ages 7-17 behind age for grade		Annual	State Depts. of Education
% students who have completed Algebra by the 9th grade		Annual	"
linguistic isolation: children in families who speak a foreign language at home, and who do not speak english "very well"	available by race/hispanicity	Decennial	Decennial Census (STF3-A)
rate of parental involvement in school	PTA membership	Annual	State Depts. of Education
DEMOGRAPHICS			
child population	available by detailed age group for 1990	Annual	Decennial Census, and March Current Population Survey
Child population as % of total population		Annual	"
Race/ethnicity	Detailed breakdowns available from Census.	Decennial	Decennial Census (STF3-A)
% of children in single parent families	can look at by race, poverty status	Decennial	Decennial Census (STF3-A)

TABLE 2

LIST OF POSSIBLE MEASURES FOR STATE KIDS COUNT ANNUAL FACT BOOKS, AND THEIR SOURCES
(possible core indicators are shaded)

INDICATOR	DETAILS	PERIODICITY	DATA SOURCES
% of children who will live in a single parent home for some time before age 18	statistical projection based on age specific census data. Must be calculated from raw data.	Decennial	Decennial census (PUMS)
children in doubled-up households	"	Decennial	Decennial Census (PUMS)
% of women with children under age 6 who are in work force	will be broken down by family structure and race	Decennial	Decennial Census (STF3-A)
% of women with children ages 6-17 who are in work Force	"	"	"
employment status of both parents		"	"
teen unemployment		Annual	U.S. Dept. of Labor, and State Depts. of Labor
teen idleness rate	youth ages 16-19 who are not working and not in school	Decennial	Decennial Census (STF3-A)
# runaway youth each year		Annual	
births	available by race	Annual	National Center for Health Statistics, *Vital Statistics, and State Depts. of Human Services*

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TABLE 2

LIST OF POSSIBLE MEASURES FOR STATE KIDS COUNT ANNUAL FACT BOOKS, AND THEIR SOURCES
(possible core indicators are shaded)

INDICATOR	DETAILS	PERIODICITY	DATA SOURCES
percent of all births to single teens	available by race	Annual	"
percent of all teen births out of wedlock	available by race	Annual	"
percent of all births out of wedlock	available by race	Annual	"
teen pregnancy rate		Semi-annual	YRBSS
ever gotten someone pregnant (teens)		"	"
infant mortality rate	available by race	Annual	"
child death rate (1-14)	"	"	"
teen violent death rate		Annual	National Center for Health Statistics, *Vital Statistics, and State Depts. of Human Services*
teen Suicide Rate		Annual	National Center for Health Statistics, *Vital Statistics, and State Depts. of Human Services*
teen Homicide Rate		Annual	"
child motor vehicle fatality (ages 0-18)		Annual	"

TABLE 2

LIST OF POSSIBLE MEASURES FOR STATE KIDS COUNT ANNUAL FACT BOOKS, AND THEIR SOURCES
(possible core indicators are shaded)

INDICATOR	DETAILS	PERIODICITY	DATA SOURCES
PHYSICAL HEALTH & SAFETY			
INFANTS AND YOUNG CHILDREN:			
% low birth weight births	below 5.5 pounds	Annual	National Center for Health Statistics, *Vital Statistics*, and State Depts. of Health
% very low birth weight births	below 2.5 pounds	Annual	"
% mothers not receiving prenatal care in 1st trimester		Annual	"
% mothers not receiving any prenatal care		Annual	"
rate of immunization for children age 2 and under	usually retrospective data taken time of kindergarten entry	Annual	State Depts. of Health
young children w/ high blood lead levels			NHANES (national), State Depts. of Health, or local hospital records

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TABLE 2

LIST OF POSSIBLE MEASURES FOR STATE KIDS COUNT ANNUAL FACT BOOKS, AND THEIR SOURCES
(possible core indicators are shaded)

INDICATOR	DETAILS	PERIODICITY	DATA SOURCES
drug exposed births		Annual	State Depts. of Health, or local hospital records
# of boarder babies		Annual	"
ALL CHILDREN:			
incidence of immunizeable diseases in children			"
# children under age 13 with HIV/AIDS	Available for all states, and most metropolitan areas	Annual	Annual HIV/AIDS Surveillance Report, U.S. Center for Disease Control
% of children covered by health insurance	may require 3 year moving averages for smaller states. Can be calculated at state level only.	Annual	March Current Population Survey
rate of obesity among children	separately by age and race	Every few years	NHANES (national), possibly State Depts. of Health
Reported cases of child abuse		Annual	State Depts. of Human Services or Justice
Reported cases of child neglect		Annual	"

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TABLE 2

LIST OF POSSIBLE MEASURES FOR STATE KIDS COUNT ANNUAL FACT BOOKS, AND THEIR SOURCES
(possible core indicators are shaded)

INDICATOR	DETAILS	PERIODICITY	DATA SOURCES
% of children whose family members have been victims of crime within past year	would have to be constructed from raw data, national Crime Victimization Survey. Reliable state estimates available for approximately 20 most populous states.	Annual	National Crime Victimization Survey (NCVS)
TEENS:			
teen abortion rate		Annual	State Depts. of Human Services, or Facts-At-A-Glance
rate of venereal disease for teens		Annual	State Depts. of Health, Federal Center for Disease Control (CDC)
teen nutrition index	based on dietary questions from the YRBSS (would have to construct from raw data)	Semi-annual	YRBSS
rate of sexually active teens		"	"
birth control use among sexually active teens	available for males and females, by type	"	"
teen physical fitness index	based on questions concerning physical activity from the YRBSS (would have to construct from raw data)	"	"
Rate of teen participation in organized sports		"	"

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TABLE 2

LIST OF POSSIBLE MEASURES FOR STATE KIDS COUNT ANNUAL FACT BOOKS, AND THEIR SOURCES
(possible core indicators are shaded)

INDICATOR	DETAILS	PERIODICITY	DATA SOURCES
Rate of seat belt usage among teens		"	"
Teen Drug Use:			
% binge drinking		semi-annual	YRBSS
% cocaine use		"	"
% tobacco use		"	"
% steroid use without prescription	separately by sex	"	"
MATERIAL WELL-BEING			
child poverty rate	can be broken down by race/hispanicity,family structure, age of child	Decennial	Decennial Census (STF3-A)
child poverty rate	uses three or five year rolling averages	Annual	March Current Population Survey
deep child poverty	households with <75% of poverty	Decennial	Decennial Census (PUMS)
mean family income for families with children	can be broken down by race/hispanicity, family structure, age of child. (must be calculated from aggregate income data)	Decennial	Decennial Census (STF3-A)

TABLE 2

LIST OF POSSIBLE MEASURES FOR STATE KIDS COUNT ANNUAL FACT BOOKS, AND THEIR SOURCES
(possible core indicators are shaded)

INDICATOR	DETAILS	PERIODICITY	DATA SOURCES
% of families with children under age 18 who are spending 30+% of income on housing		Quadrennial Decennial	American Housing Survey Decennial Census, special HUD tabulations
# children living in sub-standard housing	Can be broken down by race/hispanicity, family structure, and income. Available for certain metropolitan areas only, not for states.	Quadrennial	American Housing Survey
children living in temporary shelters		Annual	State Depts. of Human Services
child support enforcement rate		Annual	U.S. Dept. of Health and Human Services
MORAL DEVELOPMENT AND VALUES	With the exception of crime data, their is a lack of information in this area at the state and sub-state levels. One must rely primarily on national surveys. The importance of the topic merits attention even so.		
racial tolerance			
educational aspirations	available by sex, race, and income	1988,1990, 1992	NELS88
occupational aspirations	"	1988,1990, 1992	NELS88
social responsibility	we have a range of social values questions here.	One time	NSC

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TABLE 2

LIST OF POSSIBLE MEASURES FOR STATE KIDS COUNT ANNUAL FACT BOOKS, AND THEIR SOURCES
(possible core indicators are shaded)

INDICATOR	DETAILS	PERIODICITY	DATA SOURCES
teen attitudes towards teenage pregnancy and fatherhood			No source identified
non-status offense juvenile arrest rate	generally available by race and other background characteristics.	Annual	State Depts. of Justice or Juvenile Justice, and the FBI's Uniform Crime Reports
juvenile arrest rate for violent crimes		Annual	"
Juvenile arrest rate for cocaine distribution		Annual	"
Juvenile Custody rate		Annual	Federal Office of Juvenile Justice and Delinquency Prevention
EMOTIONAL WELL-BEING			
Self-esteem	national level only	1988, 1990, 1992	NSC, and NELS88
personal efficacy	national level only		"
Considered suicide in last 12 months	this is available at the state level	"	YRBSS

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TABLE 2

LIST OF POSSIBLE MEASURES FOR STATE KIDS COUNT ANNUAL FACT BOOKS, AND THEIR SOURCES
(possible core indicators are shaded)

INDICATOR	DETAILS	PERIODICITY	DATA SOURCES
Attempted suicide in last 12 months	this is available at the state level	"	YRBSS
sense of safety			No source has been identified
mental health status	national level only. Can be constructed from questions in the NSC	one time	NSC
CONTEXTUAL DATA			
County level violent crime rates.		Annual	State Depts. of Justice
% children living in extreme poverty neighborhoods	extreme poverty areas are defined as census tracts with 40+% poverty	Decennial	Decennial Census (STF3-A)
% children in areas with very high female headship rates	perhaps 30+% or 40+%	Decennial	Decennial Census (STF3-A)
% children living in highly racially isolated neighborhoods	children who live in census tracts which are 90+% people of their own race.	Decennial	Decennial Census (STF3-A)
Average expenditure per pupil		Annual	U.S. Dept. of Education, National Center for Education Statistics

TABLE 2

LIST OF POSSIBLE MEASURES FOR STATE KIDS COUNT ANNUAL FACT BOOKS, AND THEIR SOURCES
(possible core indicators are shaded)

INDICATOR	DETAILS	PERIODICITY	DATA SOURCES
PROGRAM DATA			
rate of children in families receiving AFDC	rate for average month in year	Annual	State Depts. of Human Services
∮ children in families receiving WIC		Annual	"
rate of children in families receiving foodstamps	rate for average month in year. May possibly be used as an indicator to track trends in child poverty on an annual basis.	Annual	"
rate of children receiving subsidized school lunch		Annual	State Depts. of Education or Human Services
average annual cost of daycare			
children in daycare	number, or perhaps ratio of need to available licensed spaces		State Depts. of Human Services
participation in youth oriented programs	will be broken down by organization (YMCA, Scouting, church youth groups, summer camps)	Annual	numbers will come from the various organizations.
children in foster care		Annual	State Depts. of Human Services

TABLE 2

LIST OF POSSIBLE MEASURES FOR STATE KIDS COUNT ANNUAL FACT BOOKS, AND THEIR SOURCES
(possible core indicators are shaded)

INDICATOR	DETAILS	PERIODICITY	DATA SOURCES
average # months in foster care		Annual	"
# children in child welfare custody		Annual	"

TABLE 3

Use of Core Indicators in State KIDS COUNT Reports
for County Profiles

National KIDS COUNT Core Indicators of Children's Well-being	Arizona	California	Iowa	Kentucky
1. Percent low birthweight babies	Yes	Yes	Yes	Yes
2. Infant mortality rate	Yes	Yes	Yes	Yes
3. Child death rate (ages 1-14)	Different measure (child drownings)	No	Yes	Different measure (ages 1-17)
4. Teen violent death rate (ages 15-19)	Different measure (teen suicides)	No	Yes	No
5. Percent all births that are to single teens	Different measure (rate & % births to teens)	Different measure (unmarried teen birth rate)	Yes	Different measure (teen birth rate)
6. Juvenile custody rate (ages 10-15)	Different measure (detention & correctional)	Different measure (10-17 year olds)	No	No
7. Percent graduating high school	Different measure (dropout rate)	Different measure (dropout rate)	Yes	Yes
8. Percent children in poverty	Estimate & different measure (% AFDC)	Different measure (% AFDC)	No	Different measure (% AFDC)
9. Percent children in single-parent families	No	No	Different measure (% of families)	No

(continued)

TABLE 3
(continued)

Use of Core Indicators in State KIDS COUNT Reports
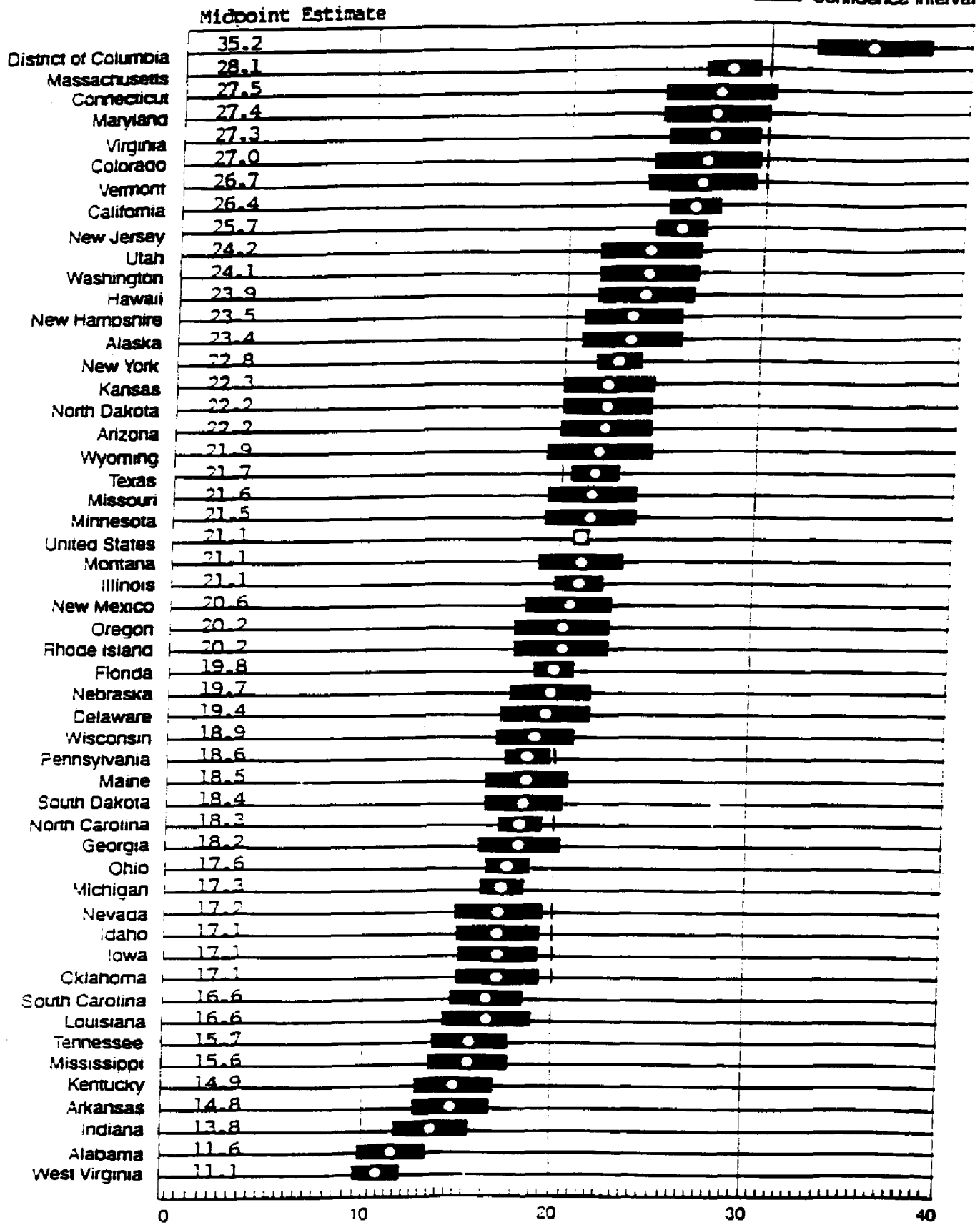## for County Profiles

National KIDS COUNT Core Indicators of Children's Well-being	New Jersey	North Carolina	Ohio
1. Percent low birthweight babies	Yes	Yes	Yes
2. Infant mortality rate	Yes	Yes	Yes
3. Child death rate (ages 1-14)	Yes	No	No
4. Teen violent death rate (ages 15-19)	Different measure (all teen deaths)	No	No
5. Percent all births that are to single teens	Different measure (teen birth rate)	Different measure (teen birth rate)	Different measure (% of births to all teens)
6. Juvenile custody rate (ages 10-15)	Different measure (all juvenile ages)	Yes	No
7. Percent graduating high school	Different measure (dropout rate)	Different measure (dropout rate)	Different measure (dropout rate)
8. Percent children in poverty	Different measure (% AFDC)	Different measure (% AFDC)	Different measure (% AFDC & % families)
9. Percent children in single-parent families	Yes	Yes	No

TABLE 4

Percent Completing Four or More Years of College, by State, March 1989 Persons age 25 and over

Legend: ○ Midpoint ■ Confidence interval

Midpoint Estimate

State	Midpoint Estimate
District of Columbia	35.2
Massachusetts	28.1
Connecticut	27.5
Maryland	27.4
Virginia	27.3
Colorado	27.0
Vermont	26.7
California	26.4
New Jersey	25.7
Utah	24.2
Washington	24.1
Hawaii	23.9
New Hampshire	23.5
Alaska	23.4
New York	22.8
Kansas	22.3
North Dakota	22.2
Arizona	22.2
Wyoming	21.9
Texas	21.7
Missouri	21.6
Minnesota	21.5
United States	21.1
Montana	21.1
Illinois	21.1
New Mexico	20.6
Oregon	20.2
Rhode Island	20.2
Florida	19.8
Nebraska	19.7
Delaware	19.4
Wisconsin	18.9
Pennsylvania	18.6
Maine	18.5
South Dakota	18.4
North Carolina	18.3
Georgia	18.2
Ohio	17.6
Michigan	17.3
Nevada	17.2
Idaho	17.1
Iowa	17.1
Oklahoma	17.1
South Carolina	16.6
Louisiana	16.6
Tennessee	15.7
Mississippi	15.6
Kentucky	14.9
Arkansas	14.8
Indiana	13.8
Alabama	11.6
West Virginia	11.1

Horizontal axis: 0   10   20   30   40

Source: Current Population Reports, Series P-20

Table 5. Prediction of KIDS COUNT Child Well-Being Indicators from Ethnic Composition and Per Capita Income of State Population

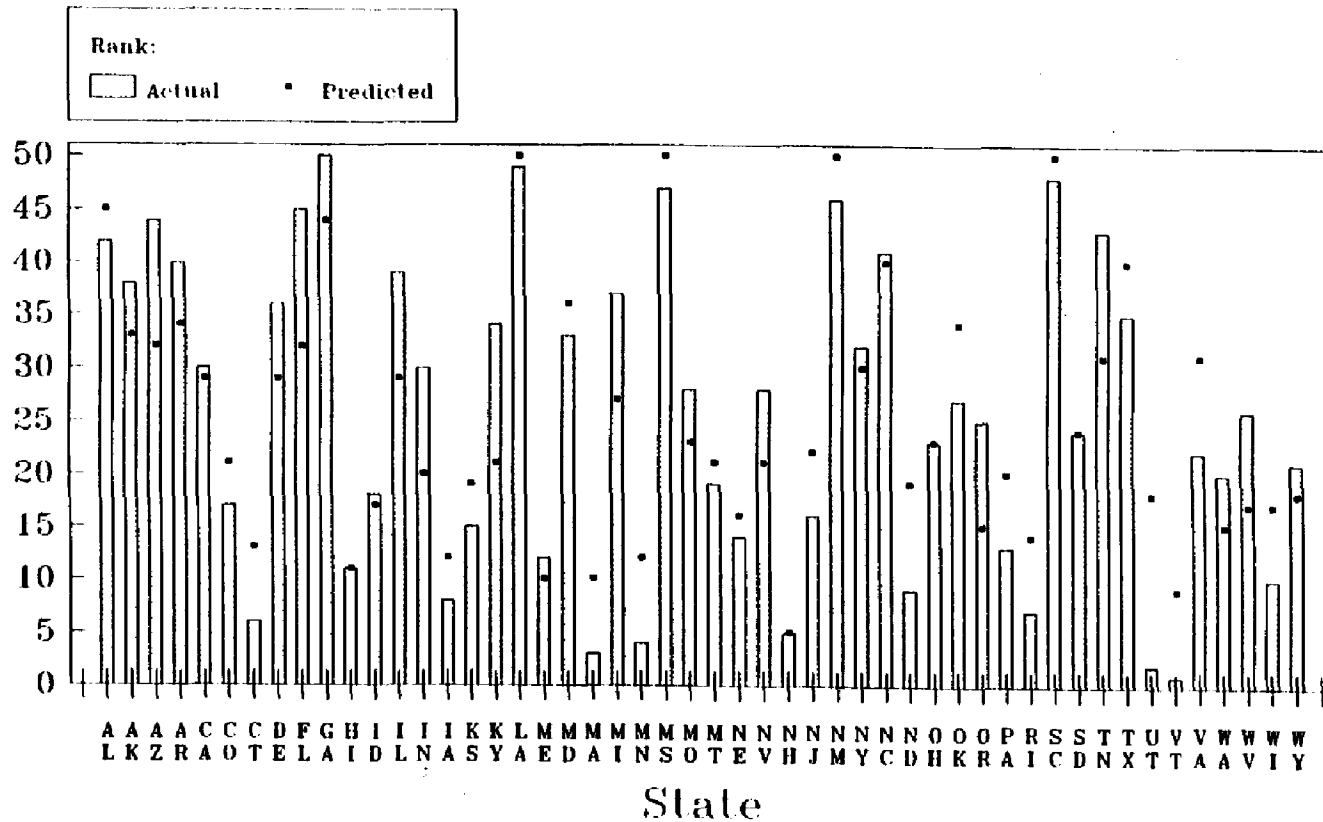|			Regression Coefficients (Betas) for.....				
Indicator	Multiple Correlation Coefficient(R)	Proportion of Variance Accounted for	Percent Blacks in State Population	Percent Hispanics in State Population	Per Capita Income	Percent Am. Indians in State Population	Percent Asians in State Population
National Composite Rank	.87***	75%	.81***	.31***	-.25**	.31***	-.03
Percent of Births to Unmarried Teenagers	.87***	76%	.82***	.17*	-.32***	.06	-.00
Percent Low Birth Weight	.88***	78%	.85***	.24**	-.09	-.10	.10
Infant Mortality Rate	.86***	73%	.85***	-.05	-.04	.33***	-.14+
Percent Children in Poverty	.85***	72%	.56***	.29**	-.63***	.08	.07
High School Graduation Rate	.69***	47%	-.64***	-.35**	-.01	-.16	-.17
Child Death Rate	.72***	53%	.46***	.23*	-.28*	.45***	-.19+
Teen Violent Death Rate	.68***	47%	.09	.19	-.45***	.42**	-.10
Juvenile Incarceration	.42	17%	.15	.24	.18	.26+	.02
Standard Math Test Score	.79***	63%	-.70***	-.35**	.17	-.01	-.33**

*** p <.001
** p <.01
* p <.05
+ p <.10

Source: ZILL, N. (1991, July). "Improving KIDS COUNT: Review of an Annual Data Book on the Condition of Children in the 50 States of the U.S." Washington, DC: Child Trends.

Graph 1
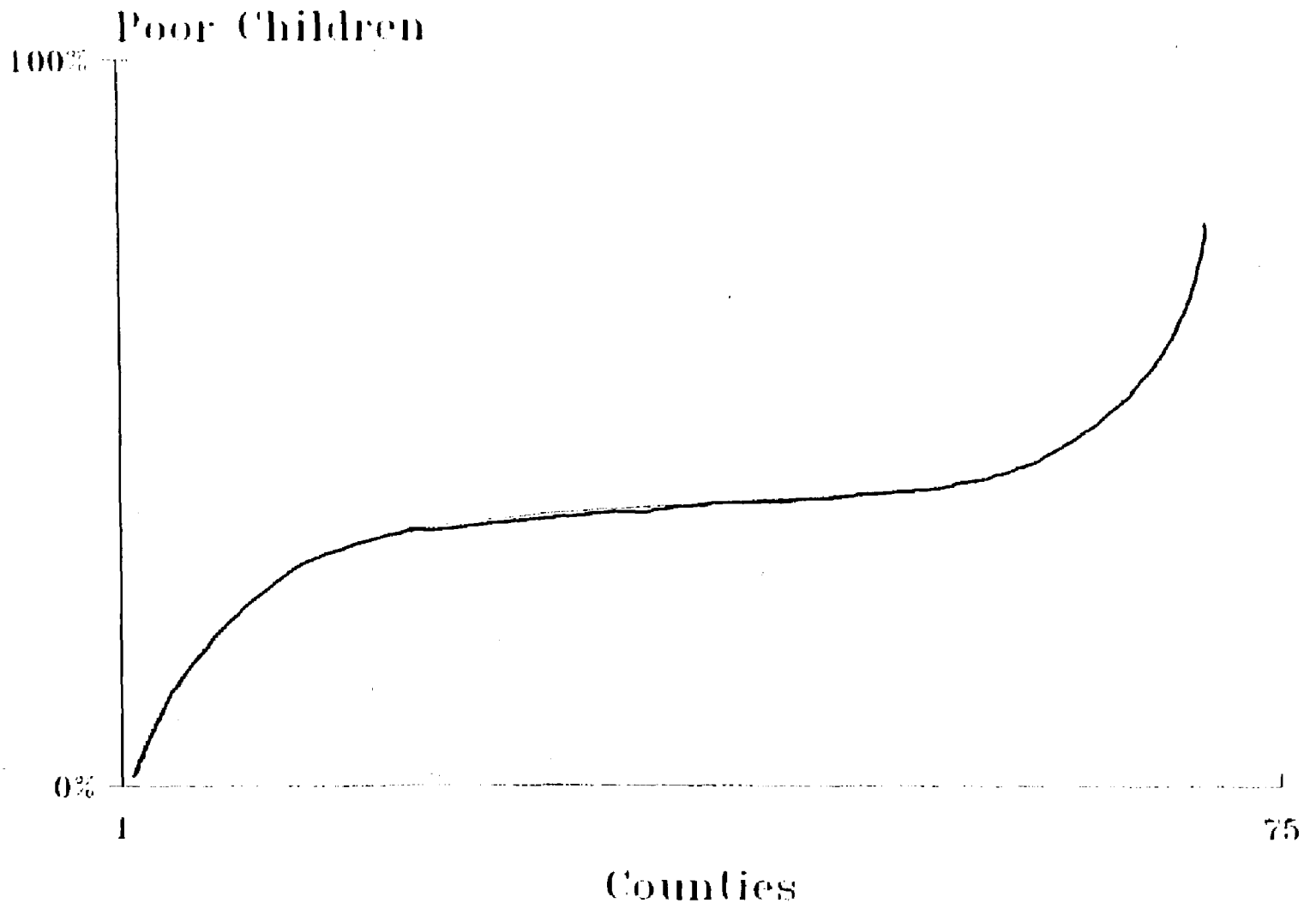
Graph 2

National Composite Rank:
Actual vs. Predicted

Rank:

☐ Actual   • Predicted

State

APPENDIX

LIST OF DATA SOURCES REFERRED TO IN THE TABLE OF INDICATORS

American Housing Survey

The American Housing Survey is a source of information on the quantity and quality of America's Housing stock. It contains detailed information on the condition of the housing units, and on the inhabitants. There is both a national survey (conducted every two years) and a metropolitan survey. The national survey does not yield reliable state estimates, unfortunately. The metropolitan survey covers a total of 44 major metropolitan areas throughout the country. Each of the metropolitan areas is surveyed once every four years. For more information, contact Data User Services, Dept. of the Census at (301) 763-4100.

Decennial Census:

The decennial census is a very important source of information on children. It is unique in that it offers good data at many different levels of geography, including states, counties, and census tracts. It is an excellent source for tracking longer historical trends. Here are a list of the data files which will be of the most use to state Kids Count organizations.

> **STF3-A files:** These files consist of a series of cross-tabulations of the characteristics of persons, families and households. Indicators are often available separately by such characteristics as race, age and family structure. Data are available for many geographic levels, including counties and census tracts. Similar data for 1980 and earlier censuses are available on 9-track tape, and in Census publications. To order a codebook and/or the files (currently available on CD-ROM) for your state, call the Census User Services at (301) 763-4100. Or, you may wish to contact your State Data Center.
>
> **NCES 1990 Census tabulations:** The National Center for Education Statistics, U.S. Dept. of Education is producing special tabulations on children from the 1990 Census. Tabulations will be available for each school district in the country, which in many states coincides with counties. The data will be distributed by CD-ROM. The data is expected to be available in the Spring of 1993. For more information, contact Ted Drews' office,

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National Center for Education Statistics at (202) 219-1731.

HUD 1990 Census Tabulations: The Dept. of Housing and Urban Development is producing a set of cross-tabulations of housing characteristics by person and household characteristics. The data will be available for counties and jurisdictions larger than 25,000 persons. Some data is expected to be available at the census tract level and below. For more information, contact Cathy Nelson, Chief Demographer, Office of Research and Analysis, HUD, at (202) 708-1821. The expected release date for this data is May, 1993.

PUMS files: The 1990 Census Public Use Microdata Sample (PUMS) is a one in one hundred sample of the U.S. population. It contains individual person records of all of the information gathered in the census long form. Data can be created, however, for county groups, metropolitan areas, and states, but not for individual counties. These files are expected to be released in the summer of 1993. For more information, call the Census User Services at (301) 763-4100.

Facts-At-A-Glance

Facts-At-A-Glance is a yearly publication which presents the latest data and research results relating to teen pregnancy, birth, abortion, and related issues. Data are presented both for states and large metropolitan areas across the country. This publication has been produced for more than ten years, making it an excellent source of trend data. to order, please call Child Trends, Inc. at (202) 223-6288.

HIV/AIDS Surveillance.

This is a quarterly report which gives data on the incidence of HIV/AIDS for individual states and metropolitan areas. Cases for children under age 13 are identified separately. For more information, contact the National AIDS Information Clearinghouse at 1-800-458-5231.

March Current Population Survey (CPS)

The March Current Population Survey is a large annual survey of the U.S. population containing a great deal of demographic, income, and employment information on household members. Some reliable state level data on children and their families can be produced for the more populous states if one uses three to five year averages. The larger the

state population, the more reliable the estimates will be. For codebooks and data, contact Data User Services, U.S. Bureau of the Census at (310) 763-4100.

National Assessment of Education Progress

National and State assessments of student academic abilities in a variety of study areas. Students are tested in the 4th and 8th grades. The survey also provides a lot of interesting background information on student family background, study habits, T.V. viewing habits, and more. Exams in each academic area are to be carried out every two to four years.

At present the following 40 states and U.S. possessions participate in these surveys:
Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Guam, Hawaii, Idaho, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maryland, Michigan, Minnesota, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, Texas, Virgin Islands, Virginia, West Virginia, Wisconsin, Wyoming.

The results of the first math assessment are already available in published form from the source listed below. A second Math assessment is scheduled for release in December 1992. The results of the first reading assessment are to be released in June of 1993. An assessment in the area of science is also planned. Detailed cross-tabulations of ability scores by characteristics of the student, the student's family, and his or her school are available on diskette from the National Center for Education Statistics (NCES). State data are also published periodically, and are also available through NCES.

Source: John Mathews
                 National Center for Education Statistics
                 Educational Assessment Division
                 555 New Jersey Avenue, NW
                 Washington, D.C. 20208-5653
                 (202) 219-1690

National Crime Victimization Survey
Description: This is a very large, ongoing survey which attempts to measure the frequency and nature of various crimes committed in the United States. The characteristics of offenders and victims are recorded, along with the details surrounding the crimes.

Data from this survey is considered superior to report, arrest, and incarceration data in the sense that it reflects the true rates of crimes, reported and unreported.

Periodicity: The survey was begun in 1973, and has been collected regularly since then. Households are interviewed twice a year for three years.

Coverage: Interviews are done in all of the 50 states and the District of Columbia. Sample sizes are sufficiently large in 20 states that separate reports are available. No county level data can be produced from this data source. The 20 states are:

CA, FL, GA, IL, IN, LA, MD, MA, MI, MO, NJ, NY, NC, OH, PA, TN, TX, VA, WA, WI

Availability: Each year selected tabulations from this survey are printed in the publication "Criminal Victimization in the United States". The tables from this publication are also available separately for the states listed above. They must be special ordered, and are available for a nominal charge.

Limitations: Information in published tables relevant to children are limited to a couple of tables which show age of victim by type of crime, and age of offender by type of crime. Victim data are not available for those under age 12. For those who require data not published in the tables, raw data files can be purchased from the Bureau of Justice Statistics. Using that raw data one could, for example, look at crime victimization of families containing children.

Contact: For a copy of the national report, contact:
NCJ Reference Service
P.O. Box 6000
Rockville, MD 20850
(800) 732-3277

To order tables for specific states, contact:
Marilyn Monahan
Crime Surveys Branch, Demographic Surveys
Division, Bureau of the Census,
(301) 763-1735.

NHANES II and III
These are extensive medical and biometric surveys of
the U.S. population. Information collected include:
specific diseases and other pathological conditions;
data on other physical attributes including height,
weight, blood pressure, serum cholesterol, blood lead
levels; psychological assessments; and demographic and
socioeconomic data. Data from NHANES II, a survey taken
between 1982 and 1984, is currently available. NHANES
III will be in the field from 1988-1994. NHANES II
contains data on some 9605 children. NHANES III, when
it becomes available, will contain data for
approximately 15,000 persons under the age of 20.

For more information, contact Dr. Christopher Sempos,
NCHS, at (301) 436-7485, or Dr. Ronette Briefel and
(301) 436-3473.

National Educational Longitudinal Survey, 1988 (NELS88)
The National Educational Longitudinal Survey of 1988
(NELS88) is a longitudinal study of a national probability
sample of eighth graders, some 25,000 in all. Student
surveys contain information on personal and family
background characteristics, relationship with parents,
language use, opinions about self, attitudes, values,
educational and career plans, jobs and chores, school life,
school work, and extracurricular activities. Academic
achievement scores are also available. Follow-up surveys
were done in 1990 and 1992. State data cannot be generated
from this data set. However, the unique data which it
contains makes it an important source of information even
so. For more information, contact Jeffrey Owings, National
Center for Health Statistics, U.S. Dept of Education, (202)
219-1737.

National Survey of Children (NSC)
This is a nationally representative longitudinal survey of
children designed as a broad assessment of the social,
physical, and psychological characteristics of U.S.
children, and of the family and neighborhood circumstances
in which they grow up. Interviews were held in 1976, with
follow-ups in 1981 and 1987.

Data from the first two interviews are available on CD ROM
from the following source:
Data Archive on Adolescent Pregnancy and Pregnancy
Prevention

Sociometrics Corporation
(415) 321-7846

All three waves of data are available on 9 track tape from
Child Trends, (202) 223-6288.

Uniform Crime Reports (UCR):

These reports contain arrest data for those under age 18.
Data are available by type of offense, for the state as a
whole, and by county. Ask for "Arrest by State" data for
your state. For more information, contact the Uniform Crime
Reporting Program, FBI, at (202) 324-2614.

Youth Risk Behavior Surveillance Survey

Description: A semi-annual survey of high school students
                grades 9-12. Questions are asked about a host
                of risk-related behaviors. Students can be
                identified by sex, race, age, grade, and by
                self reported class rank.

Periodicity: Produced every two years. Data currently
                available for 1991 for most states and cities
                listed below.

Coverage: At present 21 states, the District of
                Columbia, the Virgin Islands,Puerto Rico, and
                10 metropolitan areas.

        States: AL, CO, FL, GA, HA, ID, IA, IN, MT,
                        NB, NJ, NM, NY, OR, PA, SC, SD, TN,
                        UT, WI, WY

        Met Areas: Chicago, Dallas, Fort Lauderdale,
                        Jersey City, Miami, Philadelphia,
                        San Diego, Boston, New York City,
                        San Francisco.

Availability: The coordinating agency, Federal Center for
                Disease Control, does not require that the
                data be made publicly available. One should
                contact the local survey head regarding
                access to the data.

Limitations:

                Some questions were not asked in some states
                in 1991, though it appears that virtually all
                states will use the complete survey in 1993.
                In addition, it is not representative of all
                teenagers since it fails to interview those
                not in high school.

                About one half of the state surveys collected
                in 1991 did not meet minimum CDC quality
                standards necessary to be considered a

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representative sample (this is expected to improve in the 1993 round). Surveys not meeting the minimum criteria were not given the weights necessary for the production of state or city population numbers.

Contact: The national coordinator for this survey is Laura Kahn, of the Center for Disease Control in Atlanta. Contact her to get the name of the survey head in your state, and for a copy of the survey questionnaire. (404) 488-5330.