



## Lincoln Vital Signs: Race Equity Trends 2024





JULY 2024

## Prepared By



The University of Nebraska Public Policy Center is a university-wide, multidisciplinary research and outreach center committed to addressing complex issues by linking academic research, stakeholder opinions, and practical experience through innovative and creative solutions.

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The authors gratefully acknowledge the assistance of their colleagues at the Public Policy Center: Stacie Kotschwar, PhD; Taylor St. Cin, and Kyle Brown.

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# Acknowledgements

## Sponsors

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**The following organizations contributed leadership and financial support:**

Acklie Charitable Foundation  
Ameritas Life Insurance Corp.  
Buffett Early Childhood Fund  
City of Lincoln - Mayor's Office  
Community Health Endowment  
Cooper Foundation  
Duncan Family Trust  
Foundation for Lincoln Public Schools  
Lancaster County  
Lincoln Chamber of Commerce  
Lincoln Community Foundation  
Nebraska Children and Families Foundation  
Sherwood Foundation  
United Way of Lincoln and Lancaster County  
University of Nebraska Foundation  
Woods Charitable Fund

## Special Thanks

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**The following individuals assisted in the collection, analysis, or presentation of this report:**

Marco Barker – University of Nebraska-Lincoln  
Karen Bell Dancy – YWCA  
Eric Buchanan – Buffett Early Childhood Fund  
Marquesha Frost – Nebraska Children and Families Foundation  
Alec Gorynski – Lincoln Community Foundation  
Victoria Grasso – Cooper Foundation  
Romero Guerra – El Centro de las Americas  
Meagan Liesveld – United Way  
Selina Martinez – Lincoln Community Foundation  
TJ McDowell – City of Lincoln Mayor's Office  
Michelle Paulk – Lincoln Community Foundation  
Nancy Petitto – Civic Nebraska  
Lori Seibel – Community Health Endowment  
Sandra Washington – City of Lincoln City Council

# Acknowledgements

## Data Walks

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As part of the input process to the **Race Equity Trends 2024** edition of **Lincoln Vital Signs**, community input was gathered through a series of four “Data Walks.” Thank you to those who helped facilitate these events, and to the organizations who provided space for these events:

- Educare Lincoln
- Willard Community Center
- Hartley Elementary School
- F Street Community Center

Information provided by community members who attended these events lead to more in-depth examination of data that was of interest to the community. Thank you to the community members who voiced their ideas and concerns, and helped to shape the results of this edition.

# Executive Summary

Since 2014, **Lincoln Vital Signs** has been a community-wide data resource. The Lincoln Vital Signs: Race Equity Trends 2024 report is sponsored by Lincoln's and Nebraska's largest public and private charitable organizations. This focus issue continues the tradition of providing credible, reliable information about Lincoln. Data from the report are used by organizations and individuals to inform decisions, spark connections, and spur collaboration. You can view the report, along with new interactive graphs, at [lincolnvitalsigns.org](https://lincolnvitalsigns.org).

**Lincoln Vital Signs: Race Equity Trends 2024** presents data in chapters covering: Community Profile, Financial Well-Being, Housing and Neighborhoods, Education, and Health. For the purposes of this report, data is broken out and presented by race and ethnicity to highlight the diversity of our community, and to identify opportunities to increase prosperity for all Lincoln residents.

## **Note about the data:**

Racial and ethnic groups included in the report are dependent on the primary data source. We included all groups on which data was provided; however, sources differed in what they provided.

## **Key Findings:**

- 1. Lincoln is growing more diverse, a trend that will likely continue.**
- 2. Lincoln does well in a number of areas when considering racial equity.**
- 3. While diversity is increasing, persistent disparities exist.**
- 4. Financial factors are related to children's educational outcomes.**

# Key Findings & Highlights

## **Lincoln Vital Signs: Race Equity Trends 2024 finds:**

### **1. Lincoln is growing more diverse, a trend that will likely continue.**

- Over time, our population has become more diverse, with the percentage of residents of color growing in the past decade.
- When compared with adults, there is an even higher percentage of children (under age 18) identifying with non-white races and ethnicities, indicating that the overall trend toward increasing diversity will continue. This growing diversity can be seen in both our overall population as well as in Lincoln Public Schools enrollment.
- People moving into Lincoln currently drives our population growth; in the past 5 years, the percentage of people moving into Lincoln who identify as one or more non-white racial or ethnic groups has grown.

### **2. Lincoln does well in a number of areas when considering racial equity.**

- People serving on City Boards and Commissions, who are appointed by the Mayor, are representative of the racial and ethnic make-up of the city.
- Measures of racial segregation have been low since 1990 for almost all racial or ethnic groups in Lincoln.
- Workforce participation and employment rates are higher for some racial and ethnic groups than the city-wide average; this is the case for those who identify as Asian, as Latino/a or Hispanic, and as two or more races.
- The majority of Lincoln's population, across all racial and ethnic groups, have achieved some education after high school.

# Key Findings & Highlights

## 3. While diversity is increasing, persistent disparities exist.

- Disparities in educational attainment exist.
  - Compared to Lincoln overall, a high rate of adults 25 years of age or older with less than a high school degree exists among Lincoln residents who identify as Latino/a or Hispanic, Asian, Black or African American, and two or more races.
  - Although a majority of Lincoln's adult population has received at least some college or an Associate's degree, disparities in education increase for those receiving a Bachelor's degree or higher; residents who identify as Latino/a or Hispanic, Black or African American, or two or more races have lower rates of receiving a Bachelor's degree than the Lincoln population overall.
- Black or African American residents, and Native American residents, experience lower employment rates than the Lincoln city-wide average.
- Median household incomes are lower for most non-white households; only white and Asian households have average incomes higher than the Lincoln city-wide average.
- Severe housing cost burden is disproportionately experienced by non-white households.
- Housing wealth is disparately distributed. This is likely related to lower rates of home loan applications, combined with lower home loan approval rates, across all non-white racial or ethnic groups.
- Rates of not having a primary care doctor are substantially higher for Lincoln residents who are Latino/a or Hispanic, Asian or Native Hawaiian or Other Pacific Islander, Black or African American, and Native American or Alaska Native.



# Key Findings & Highlights

## 4. Financial factors are related to children's educational outcomes.

- Students identifying as racial and ethnic groups that have higher average median household incomes (white and Asian) are more likely than students identifying with other races or ethnicities to:
  - Achieve third grade language arts proficiency;
  - Be identified for the gifted program;
  - Graduate.

The City of Lincoln, Lincoln Public Schools, and many businesses, non-profits, and other organizations currently have programs working to address areas of disparity identified in this report and promote equitable opportunities. Learn more at [lincolnvitalsigns.org](https://lincolnvitalsigns.org).

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### Note About Race Ethnicity Categories

See note at the end of this report for information on the Office of Management and Budget (OMB) race and ethnicity standards and the race category of Middle Eastern or North African (MENA) descent and how these impact the data in this report.

## Lincoln Vital Signs: Helping Lincoln Prosper

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Lincoln Vital Signs helped Lincoln become aware of our opportunities and challenges and led to a community-wide agenda-setting process, Prosper Lincoln ([prosperlincoln.org](http://prosperlincoln.org)). Thousands of people were involved in setting the initial community agenda focusing on Early Childhood, Employment Skills, and Innovation.

The results of the initial Prosper Lincoln community agenda (2017-2019) were impressive, including: hundreds of new high-quality early childhood placements; \$600,000 raised to support access to early childhood programs for low-income families; local companies mobilizing to support access to high-quality early childhood care for young families; hundreds of businesses connecting with public agencies to recruit employees; thousands of university and high school students connecting to internships and careers offered by local employers; and businesses implementing new practices to remove barriers and recruit valued employees.

### **From 2020-2024, Prosper Lincoln has deepened and broadened the work with five areas of focus:**

- 1. Early Childhood - All children will have access to high-quality early childhood care and education** leading to a more available workforce today and a smarter workforce tomorrow.
- 2. Innovative Workplace - People will have careers and employers retain skilled talent in a culture of innovation** to fuel economic success for businesses and lift workers out of poverty.
- 3. Affordable Housing - All residents will live in affordable housing** leading to healthier and more stable families.
- 4. Strong Neighborhoods - Neighborhoods will thrive through investments in people and places** creating robust and attractive places for residents to live.
- 5. Civic Investment - Major new civic investments will create sustainable opportunities to work, live, and play** resulting in a stronger and more vibrant city.

Be informed.  
Get involved.

Lincoln Vital Signs



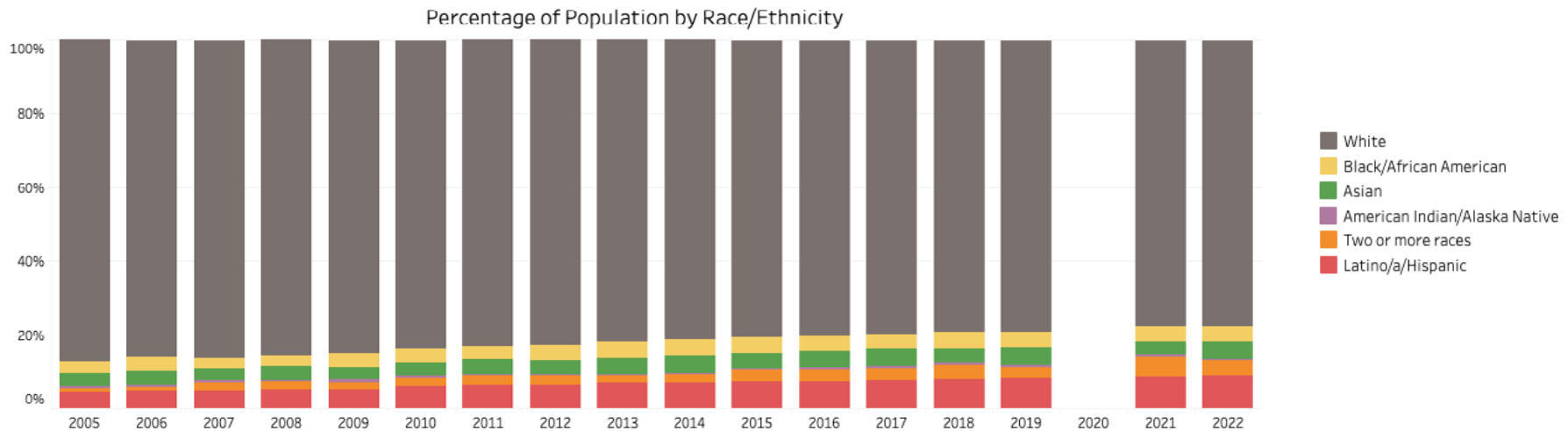


## Community Profile

**Lincoln is becoming more racially and ethnically diverse.** Over the past decade, the number of people of color has increased by 19,841, or about 43%, while the White-non-Hispanic population has increased 7,393, or about 3%. As Lincoln's population continues to grow, children are more ethnically and racially diverse than the adult population. The diversity of Lincoln is reflected on city government boards and commissions.

# Race/Ethnicity in Lincoln

Lincoln is becoming more diverse



**Figure 1**

While the majority (77.6%) of Lincoln’s population identifies as White and non-Hispanic, Lincoln has become more ethnically and racially diverse over the past decade. In the past ten years, the number of people of color has increased from 45,770 in 2012 to 65,611 in 2022, or about 43%, while the White non-Hispanic population increased over the same timeframe from 219,619 to 227,012, or about 3%.

- From 2012 to 2022, the overall proportion of people of color has increased from 17.2% to 22.4%.
- Lincoln’s fastest growing ethnic groups, as a proportion of the population are Hispanic or Latino/a and those who identify as two or more races.
- From 2012 to 2022:
  - Lincoln’s Hispanic/Latino/a population increased from 6.4% to 8.8%.
  - Lincoln’s population of individuals who identify as two or more races has increased from 2.5% to 4.3%.

- Lincoln’s Asian population increased from 3.9% in 2012 to 4.7%.
- Lincoln’s Black or African American population remained consistent, from 3.9% to 4.1%.
- Lincoln’s American Indian or Alaska Native population remained consistent, from 0.5% to 0.3%.
- Lincoln’s White population decreased from 82.8% to 77.6%.

**NOTES**

U.S. Census Bureau, American Community Survey, 1-year estimates, Table DP05. Data for the year 2020 was not available.

Race/ethnic groups that make up less than one quarter of one percent of the population do not appear on the chart.

Data for the year 2020 was not available.

# Race/Ethnicity by Age

Lincoln's children are more ethnically and racially diverse than the adult population

Race/Ethnicity by Age Group (5-Year Average)

	2012 - 2016			2017 - 2021		
	Younger than 18 Years	18 to 64 Years	65 Years or Older	Younger than 18 Years	18 to 64 Years	65 Years or Older
White	70.8%	82.5%	93.5%	67.7%	79.2%	92.1%
American Indian/Alaska Native	0.8%	0.7%	0.4%	0.9%	0.7%	0.3%
Asian	4.5%	4.8%	2.4%	3.8%	5.2%	2.7%
Black/African American	5.9%	4.3%	1.5%	4.8%	4.4%	1.7%
Latino/a/Hispanic	12.0%	6.3%	2.1%	13.7%	7.3%	2.4%
Two or More Races	8.0%	2.0%	0.4%	12.8%	4.4%	1.5%

Table 1

Lincoln's children (younger than 18 years of age) are more ethnically and racially diverse than the adult population. Over time, Lincoln is expected to become increasingly diverse.

- 32.3% of Lincoln's children are children of color.
- 18.5% of Lincoln's adult population 18 to 64 years of age are people of color.
- 6.5% of Lincoln residents age 65 or older are people of color.

**NOTES**

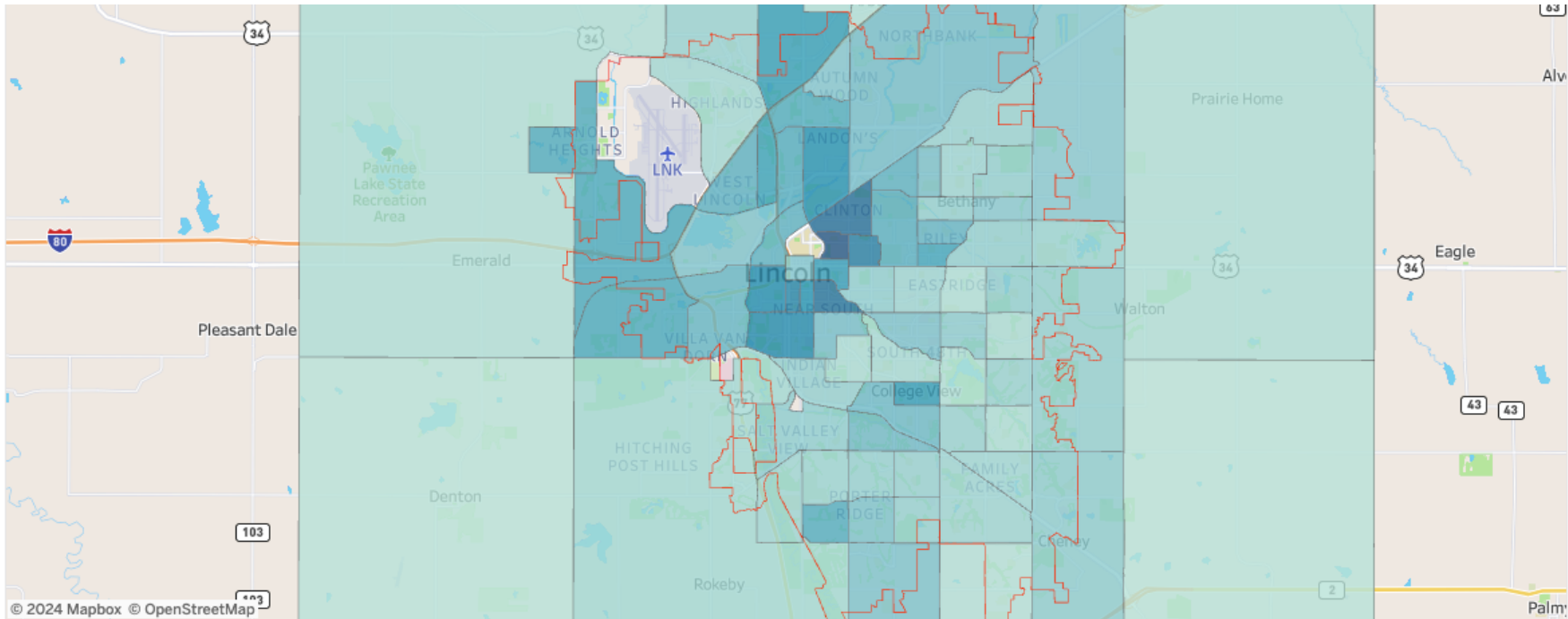
U.S. Census Bureau, American Community Survey, 5-year estimates, Table B01001 series.

Latino/a/Hispanic category has some overlap with other categories.

Groups that make up less than one quarter of one percent of the population do not appear in the table.

# Race/Ethnicity Map

Dirversity across Lincoln varies by geography



Percentage non-white



## Map 1

As shown on this map, the area of greatest diversity in Lincoln is downtown and northwest of downtown.

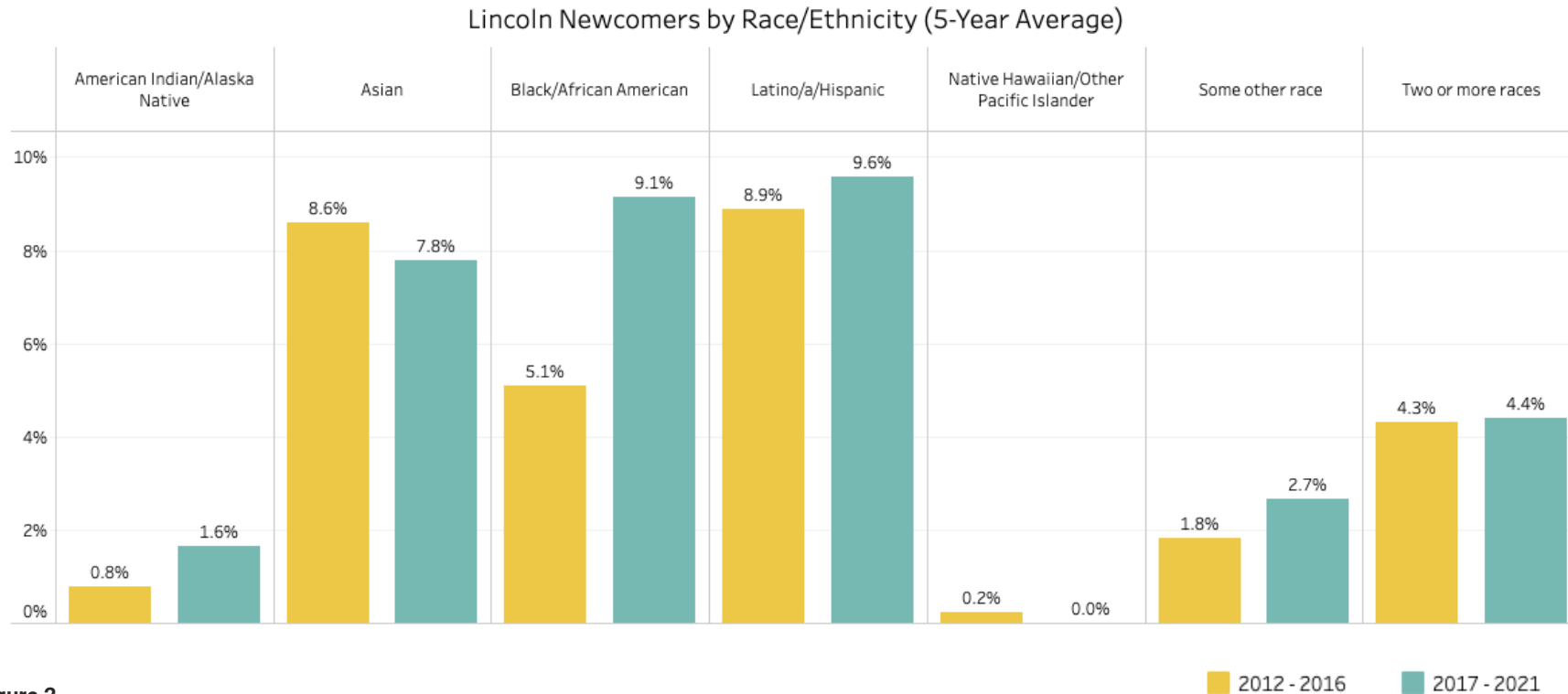
- The highest percentage of residents of color (62.1%) live in Census tract 7 (represented by the darkest area on the map).
  - In this area, 40.2% identified as Asian, and 37.9% identified as White.

## NOTES

U.S. Census Bureau, American Community Survey, 5-year estimates, Table DP05.

# Newcomers by Race/Ethnicity

The proportion of newcomers of color has gradually increased



**Figure 2**

Over the last decade, on average, about 8% of Lincoln’s population moved to the city in the previous 12 months. In 2021, newcomers<sup>1</sup> to Lincoln had moved from:

- Other places in Nebraska (4.5%).
- Other places in the United States outside Nebraska (3.1%).
- Other places outside the United States (0.6%).

In Lincoln, about half of newcomers to the city are between the ages of 18 and 24; this influx of young adults may be attributable to Lincoln’s multiple postsecondary institutions.

The proportion of newcomers who identify as non-white has gradually increased in recent years. The proportion of newcomers identifying as Black

or African American has seen the greatest increase in the past five years.

From 2016 to 2021, the proportion of newcomers who:

- Identify as Black or African American increased from 5.1% to 9.1%.
- Identify as Latino/a or Hispanic increased from 8.9% to 9.6%.
- Identify as American Indian or Alaska Native doubled from 0.8% to 1.6%.
- Identify as Some Other Race increased from 1.8% to 2.7%.
- Identify as Asian decreased from 8.6% to 7.8%.
- Identify as White decreased from 72.9% in 2016 to 69.0% in 2021.
- Identify as Two or More Races has remained consistent, from 4.3% to 4.4%.



# Newcomers by Race/Ethnicity Cont.

The proportion of newcomers of color has gradually increased

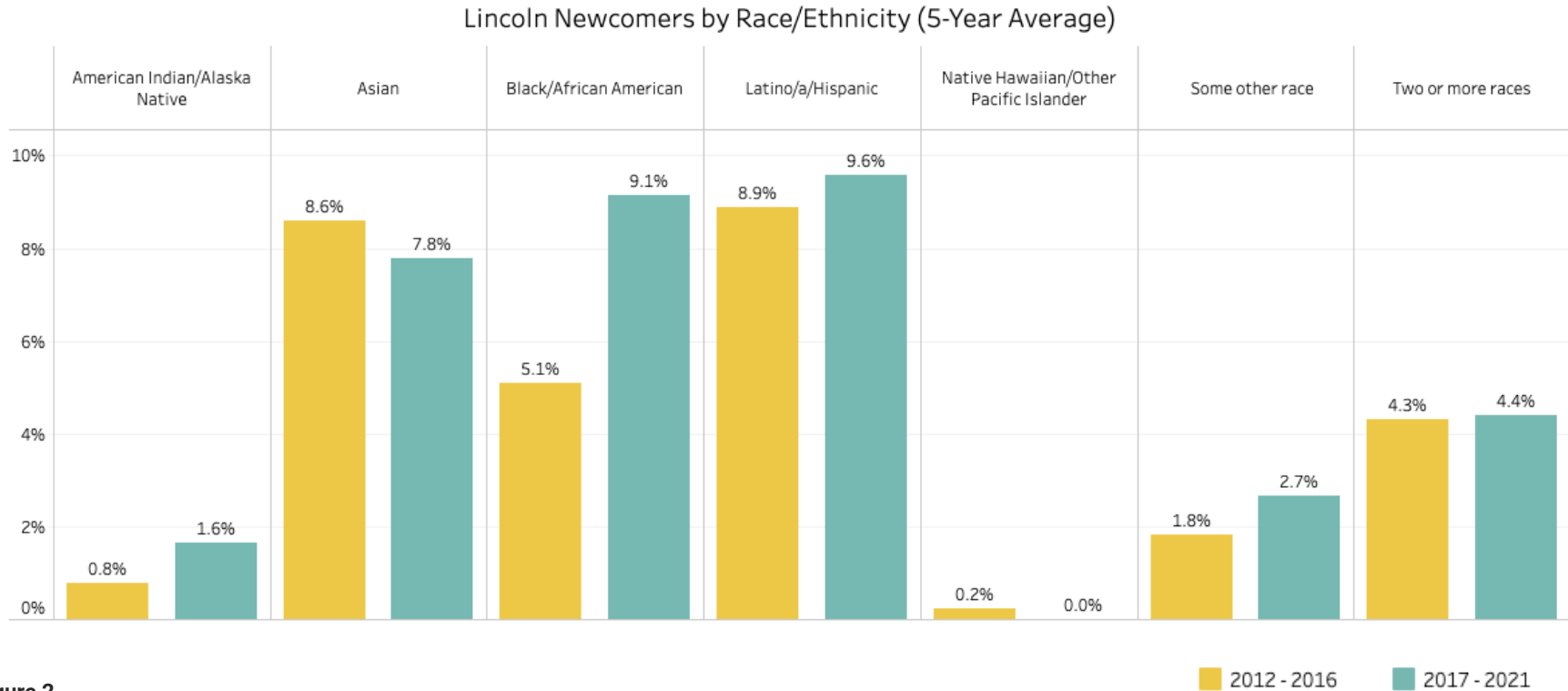


Figure 2

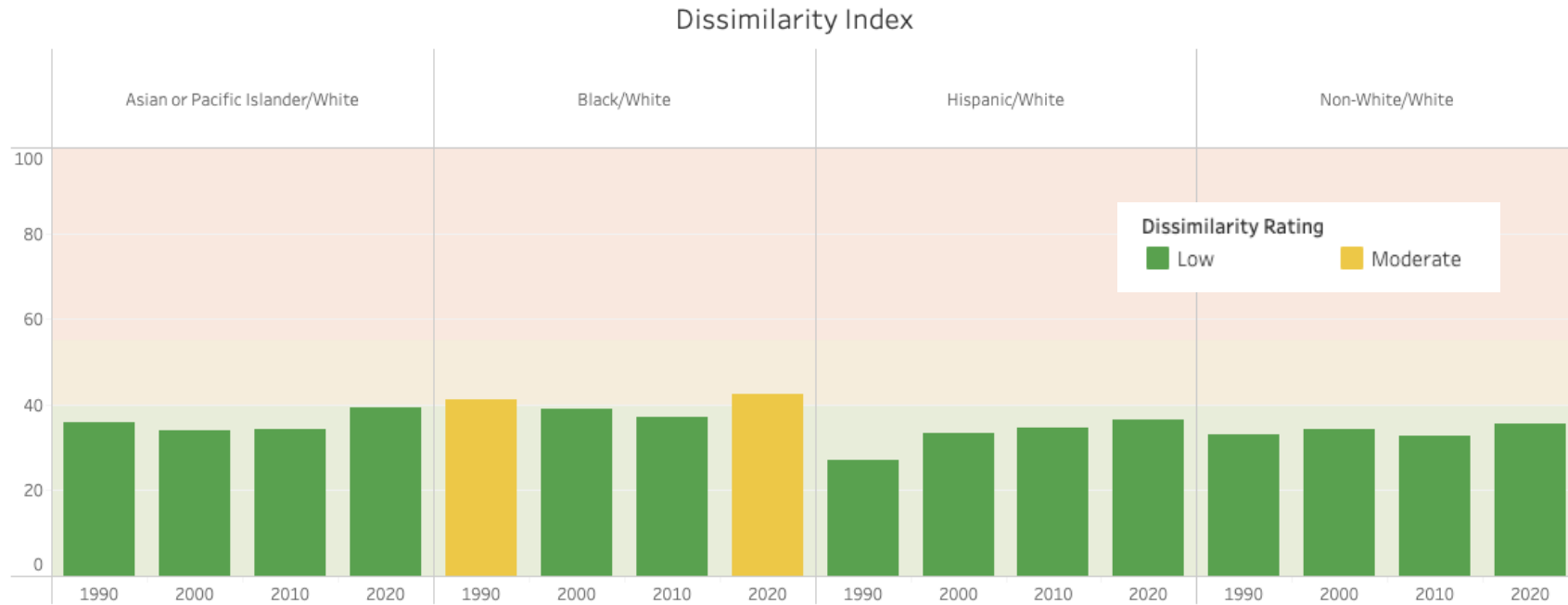
**NOTES**

U.S. Census Bureau, American Community Survey, 5-year estimates, Table S0701.

Residents one year of age or older. Those who identify as Latino/a/Hispanic may also be counted in other racial categories. Race/ethnic groups that make up less than one quarter of one percent of the population do not appear on the chart.

# Racial Diversity Index

There is moderate to low levels of segregation between racial/ethnic groups in Lincoln



**Figure 3**

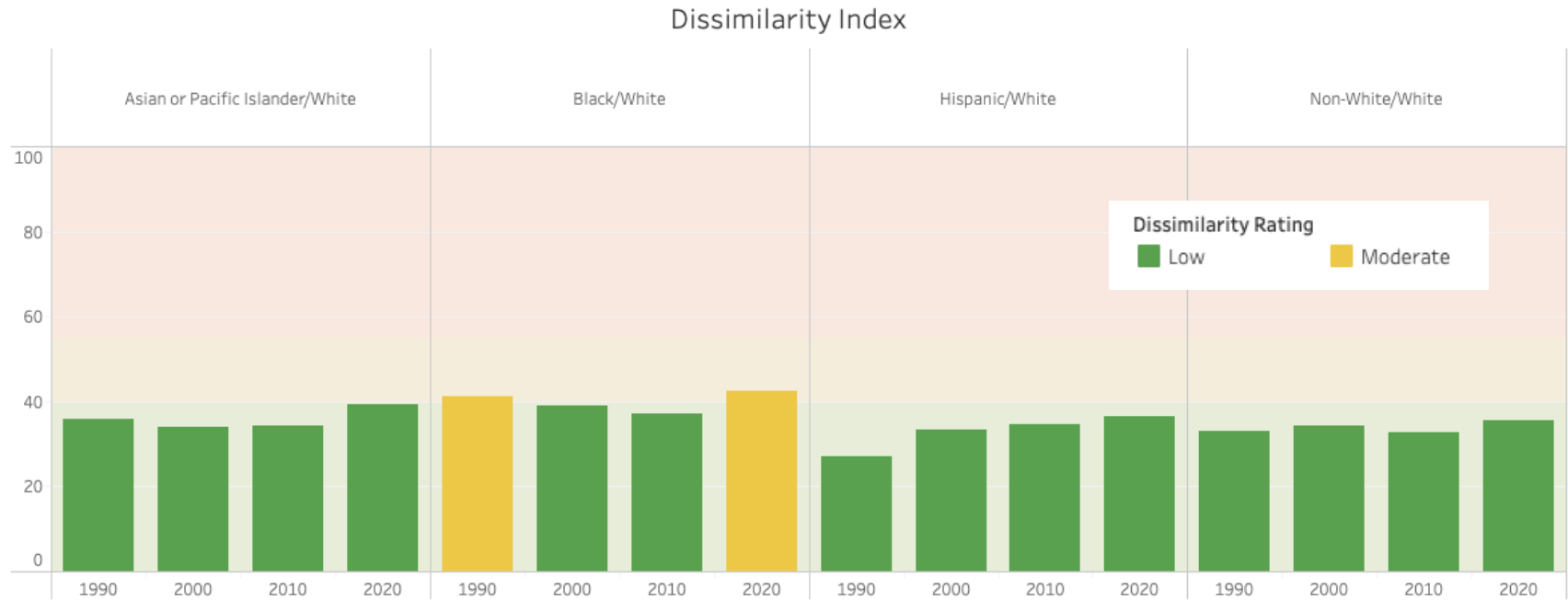
The U.S. Department of Housing and Urban Development dissimilarity index measures how closely, or separately, two racial/ethnic groups live to one another. On a scale from 0-100, with 0 being perfect integration and 100 being perfect segregation, a community's score on the dissimilarity index can give insight into the geographic separation of racial or ethnic groups in the community. Lower scores indicate more integration among racial and ethnic groups, while higher scores indicate more segregation. Communities with scores below 40 are considered to have low segregation, communities with scores 40 to 54 are considered to have moderate segregation, and communities with scores 55 and above are considered to have high segregation. Scores are calculated by comparing two ethnic groups to each other. Here, we show levels of integration/segregation with White residents in Lincoln.

Most non-white ethnic groups in Lincoln have low levels of segregation from White residents, with the exception of Lincoln's Black or African American population, which currently experiences a moderate level of segregation from White residents.

- The dissimilarity index score has increased for all racial/ethnic groups from 2010 to 2020.
- From 2010 to 2020, the dissimilarity index score for the proximity of Black or African American residents to White residents has increased by 5.5 points.
  - The 2020 dissimilarity index score is 42.5, indicating a moderate level of segregation.
  - The last time there was a moderate level of segregation was in 1990.

# Racial Diversity Index Cont.

There is moderate to low levels of segregation between racial/ethnic groups in Lincoln



**Figure 3**

- The dissimilarity index for Asian American or Pacific Islander residents has increased 5 percentage points over the last ten years, from 34.3 to 39.3.
- The dissimilarity index for Latino/a/Hispanic residents has increased slightly, from 34.5 in 2010 to 36.5 in 2020.

**NOTES**

U.S. Department of Housing and Urban Development, Affirmatively Furthering Fair Housing Racial/Ethnic Dissimilarity Trends, 1990-2020.

# Local Boards & Commissions by Race/Ethnicity

Representation on local boards and commissions is diverse

Representation Among Local Boards and Commissions

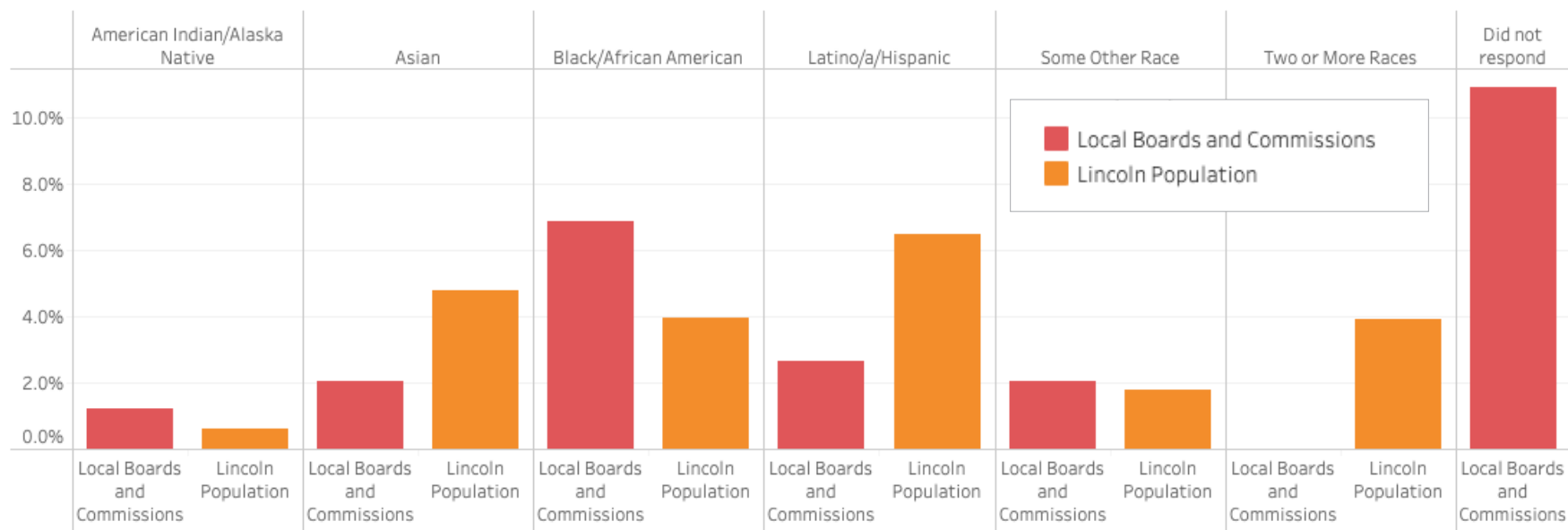


Figure 4

There are 496 seats on 58 boards or commissions across the city, with a median board size of 7 people.<sup>2</sup> The majority of city board and commission appointees in Lincoln identify as White (74.3%), in proportion to the overall Lincoln population 18 or older (78.5%). Some non-white racial and ethnic groups, including American Indian or Native Alaskan, and Black or African American groups, have a higher proportion of representation on city boards and commissions when compared to the Lincoln population. Hispanic or Latino/a and Asian groups have a lower proportion of individuals appointed compared to the Lincoln population.

- 6.9% of appointees identified as Black or African American, while Black or African American individuals make up 3.9% of the Lincoln 18 or older population.
- 1.2% of appointees identified as American Indian or Alaska Native, while American Indian or Alaska Native individuals make up 0.6% of the Lincoln 18 or older population.

- 2.6% of appointees identified as Hispanic or Latino/a, while Hispanic or Latino/a individuals make up 6.5% of the Lincoln 18 or older population.
- 2.0% of appointees identified as Asian, while Asian individuals make up 4.8% of the Lincoln 18 or older population.
- Race or ethnicity is unknown for 10.9% of city board and commission appointees.

**NOTES**

City of Lincoln, Boards and Commissions Data, Total Current Appointments as of December 22, 2022.

U.S. Census Bureau, American Community Survey, 5-year estimates, B01001 Series.

# Community Profile Notes

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1. “Newcomers” are defined by the U.S. Census as those who moved into a geographic location in the previous 12 months. In other words, newcomers are anyone who has moved into Lincoln in the past 12 months from elsewhere in Nebraska, from another U.S. state, or from another country.
2. <https://www.lincoln.ne.gov/City/Boards-Commissions>

**See Note About Race Ethnicity Categories**



## Financial Well-Being and Work

Lincoln's working age population exhibits high **workforce participation, high employment, and high educational attainment** across most racial and ethnic groups. However, **differences exist** across racial and ethnic groups in terms of **household incomes, individual earnings, and housing wealth**. Detailed Home Mortgage Disclosure Act (HMDA) information provides insights into lower rates of home loan applications and application approvals for some groups of people of color, possibly contributing to unequal and lower share of housing wealth and homeownership across Lincoln.

# Workforce Participation & Employment Rates by Race/Ethnicity

Lincoln has high workforce participation and employment rates across groups

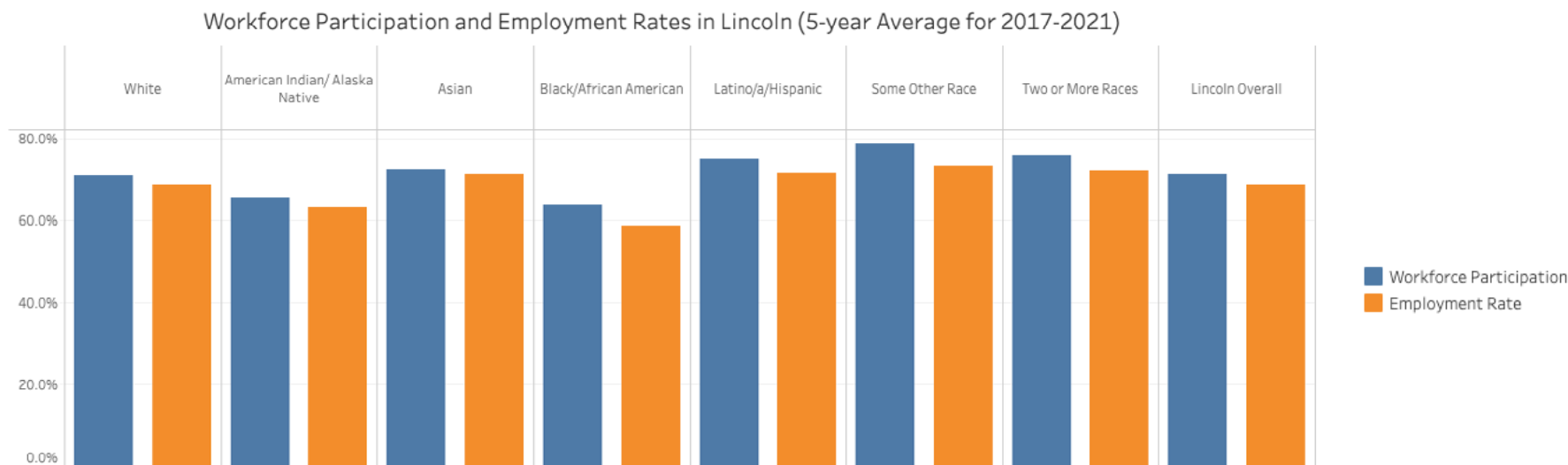


Figure 5

## WORKFORCE PARTICIPATION RATE

In 2017 through 2021, the average workforce participation rate<sup>1</sup> of Lincoln residents was 71.1%.

- 63.8% of Black or African American residents participated in Lincoln’s workforce, which is 7.3 percentage points lower than the Lincoln average.
  - This difference in workforce participation has changed since 2016, when Black or African American residents had a higher workforce participation rate than Lincoln overall.
- 65.6% of American Indian or Alaska Native residents participated in Lincoln’s workforce, which is 5.5 percentage points lower than the Lincoln average.

- 71.0% of White residents participated in Lincoln’s workforce, which is about the same as the Lincoln average.
- 72.6% of Asian residents participated in Lincoln’s workforce, which is 1.5 percentage points higher than the Lincoln average.
- 75.0% of Latino/a or Hispanic residents participated in the workforce, which is 3.9 percentage points higher than the Lincoln average.
- 75.7% of residents reporting Two or More Races participated in the workforce, which is 7.5 percentage points higher than the Lincoln average.
- 78.6% of residents reporting Some Other Race participated in the workforce, which is 7.5 percentage points higher than the Lincoln average.

# Workforce Participation & Employment Rates by Race/Ethnicity Cont.

Lincoln has high workforce participation and employment rates across groups

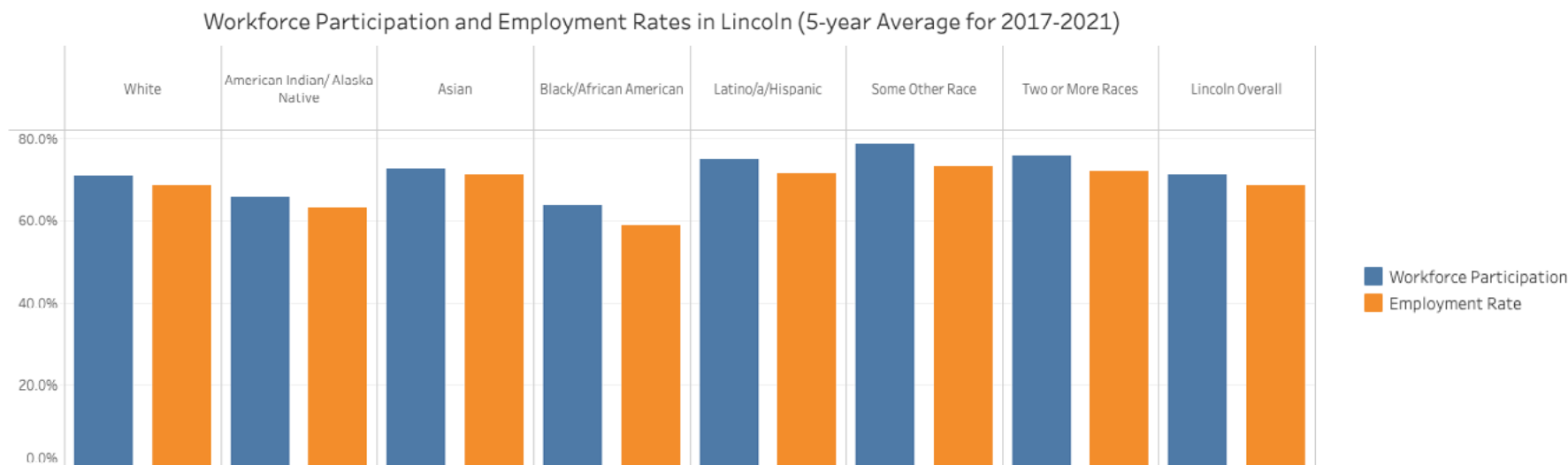


Figure 5

## EMPLOYMENT RATE

In 2017 through 2021, the average employment rate<sup>2</sup> in Lincoln was 68.5%. However, there are some differences in employment to population ratios by race/ethnicity.

Some groups had the same or higher employment than the overall Lincoln average:

- 68.6% of White residents are employed, which is about the same as the Lincoln average.
- 71.2% of Asian residents are employed, which is 2.7 percentage points higher than the Lincoln average.
- 71.5% of Latino/a or Hispanic residents are employed, which is 3.0 percentage points higher than the Lincoln average.

- 72.0% of residents reporting Two or More Races are employed, which is 3.5 percentage points higher than the Lincoln average.
- 73.4% of residents reporting Some Other Race are employed, which is 4.9 percentage points higher than the Lincoln average.

Some groups had lower employment than the overall Lincoln average:

- 63.2% of American Indian or Alaska Native residents are employed, which is 5.3 percentage points lower than the Lincoln average.
- 58.8% of Black or African American residents are employed, which is 9.7 percentage points lower than the Lincoln average. However, this group has a lower workforce participation rate overall, at 63.8%, and workforce participation is an upper limit on the employment rate.



# Workforce Participation & Employment Rates by Race/Ethnicity Cont.

Lincoln has high workforce participation and employment rates across groups

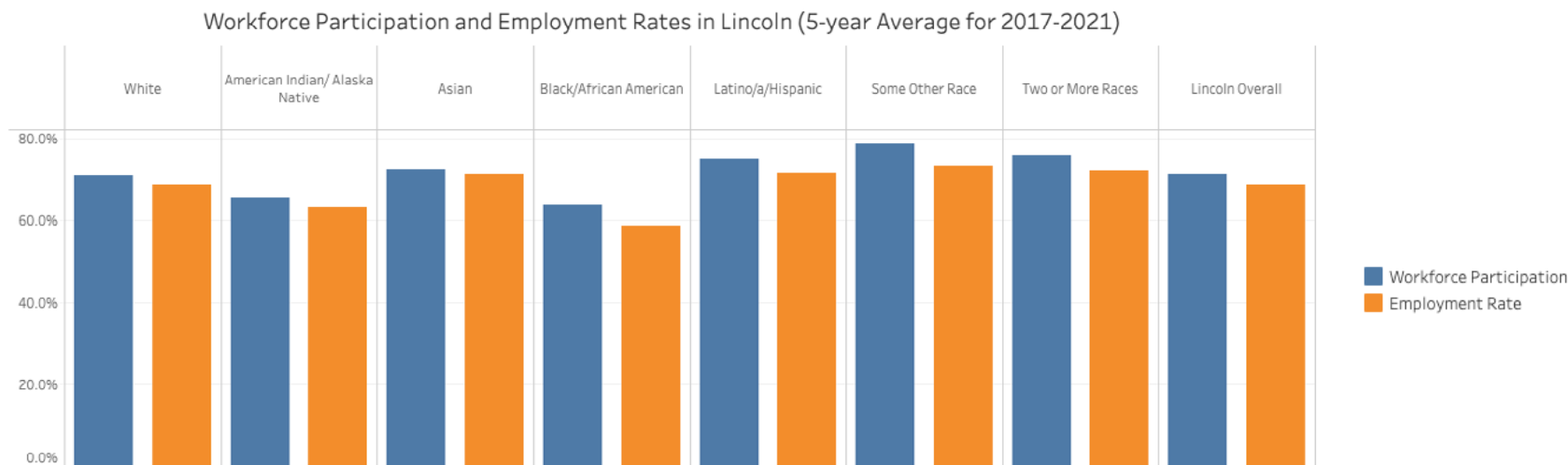


Figure 5

Research continues to find inequality persists in hiring and employment decisions, especially for African American applicants.<sup>3</sup> Unlike during the pre-civil rights era, when hiring discrimination was overt, the effects of discrimination are now harder to measure. Researchers often measure its consequences by looking at disparities in large datasets and through job application experiments that use in-person and résumé correspondence experimental designs. A drawback to analyzing disparities in large data sets is that it can be difficult to account for all factors that can influence hiring decisions.

However, researchers can more confidently measure the effects of racial discrimination using experiments. Experiments allow researchers to carefully manage the application process in which matching pairs of applicants are made to be as similar as possible on all employment-relevant characteristics except race. An audit of all available experiments analyzing call back rates conducted between 1989 and 2017 found no

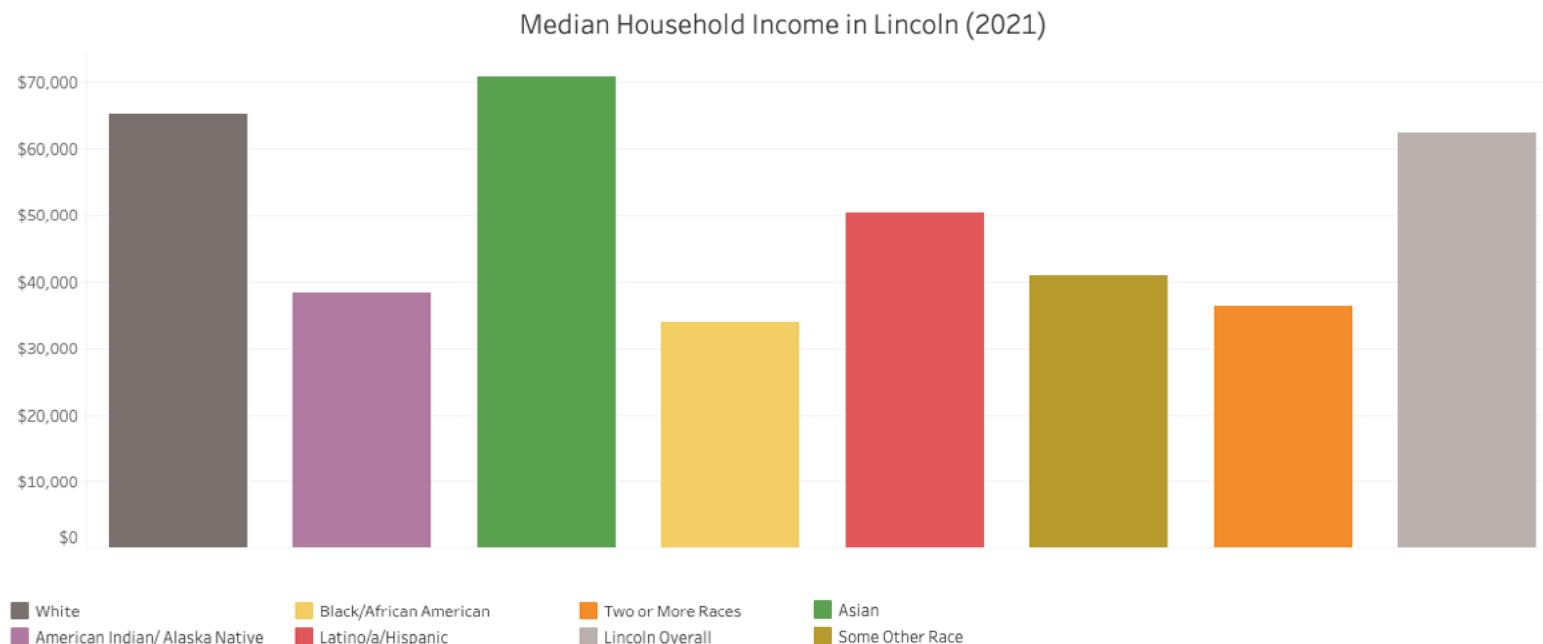
change in the levels of hiring discrimination against African Americans across that period.<sup>4</sup> On average, White people received 36% more callbacks than African Americans and 24% more callbacks than Latinos. However, this audit found evidence of possibly declining employment discrimination against Latinos.

**NOTES**

U.S. Census Bureau. American Community Survey, ACS 5-Year Estimates Subject Tables, Table S2301, 2021.

# Median Household Income by Race/Ethnicity

Disparities exist in median household income by race and ethnicity



**Figure 6**

Household income<sup>5</sup> is a widely accepted measure of financial well-being. There are large disparities across racial and ethnic groups in median household income.

The overall Lincoln median household income in 2021 was \$62,566

- The median White household income was \$65,103 or 4.1% higher than the Lincoln median.
- The median American Indian and Alaska Native household income was \$38,417 or 38.6% lower than the Lincoln median.
- The median Asian household income was \$70,780 or 13.1% higher than the Lincoln median.
- The median Black or African American household income was \$33,941 or 45.8% lower than the Lincoln median.

- The median Latino/a or Hispanic household income was \$50,359 or 19.5% lower than the Lincoln median.
- The median household income for householders reporting as Some Other Race was \$40,989 or 35.5% lower than the Lincoln median.
- The median household income for householders reporting as Two or More Races was \$36,309 or 42.0% lower than the Lincoln median.

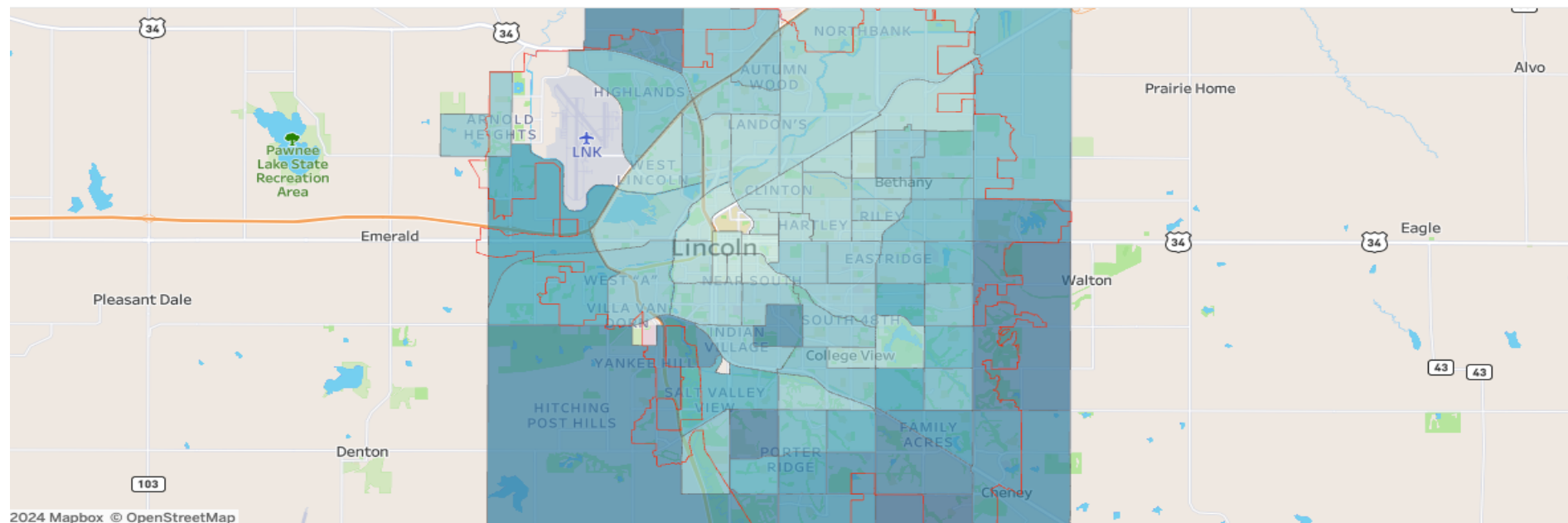
**NOTES**

U.S. Census Bureau, American Community Survey, 5-year estimates, table S1903.

# Median Household Income by Race/Ethnicity

Median household income varies across Lincoln

Median Household Income by Census Tract (2021)



Median Household Income (dollars)



## Map 2

When Census tracts in Lincoln are ranked by median household income, the lowest 10% of Census tracts had a median household income average of \$30,453. These census tracts were primarily all located near downtown Lincoln and had an average non-white population of 33.4%. The median household income average for Census tracts in the top 10% of household income across Lincoln was \$127,516. These census tracts were mostly located towards the edges of the city to the North, South, and East and had an average non-white population of 9.6%.

There was a difference of \$97,063 between the top 10% and lowest 10% of Census tract household incomes across Lancaster County. The difference in average percent of non-white population in these areas illustrates the wide income gaps present between white and non-white households.

### NOTES

U.S. Census Bureau, 2017-2021 American Community Survey 5-Year Estimates, table S1901.

# Median Individual Earnings by Race/Ethnicity

Disparities exist in median earnings by race and ethnicity

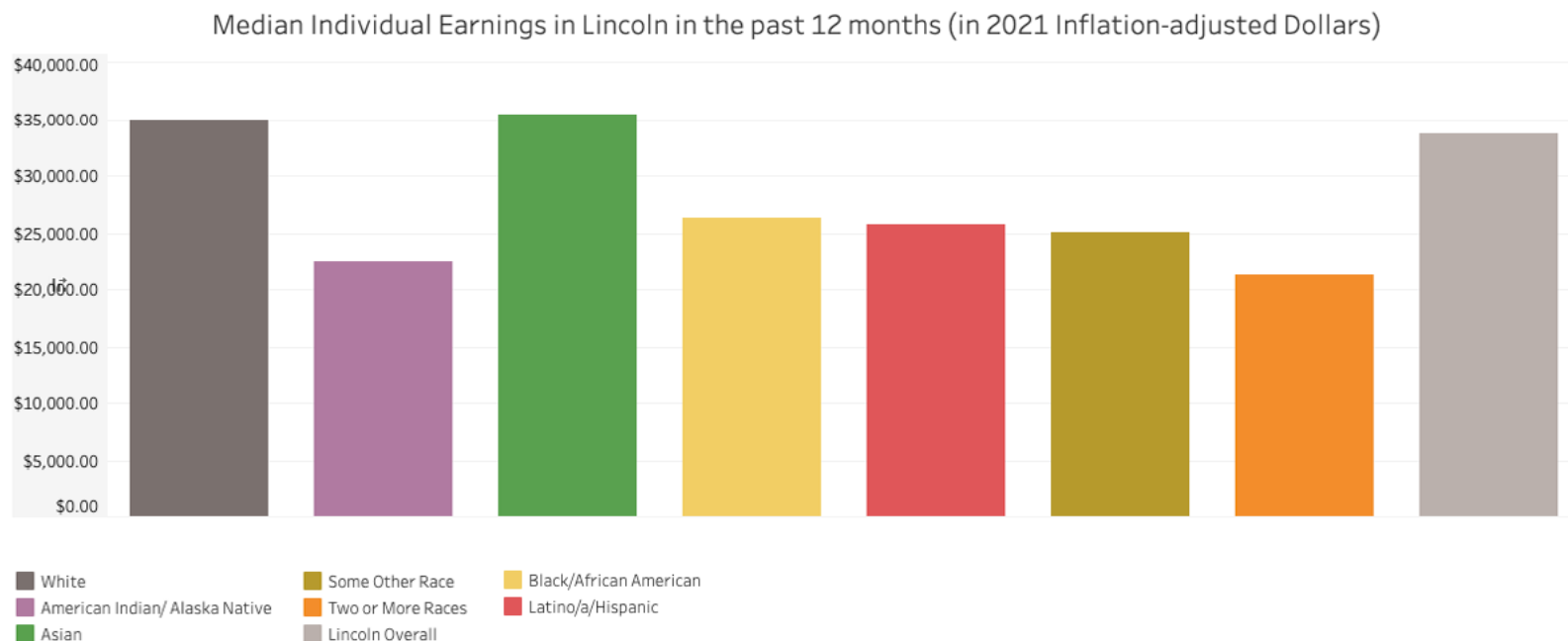


Figure 7

Median earnings<sup>6</sup> from work for individuals 16 and over in Lincoln averaged \$33,631 in 2021 and varied by race and ethnicity.

- Asian residents had median earnings of \$35,449 or 5.4% above the Lincoln median.
- White residents had median earnings of \$35,008 or 4.1% above the Lincoln median.
- Black or African American residents had median earnings of \$26,314 or 21.8% below the Lincoln median.
- Latino/a or Hispanic residents had median earnings of \$25,726 or 23.5% below the Lincoln median.
- American Indian or Alaska Native residents had median earnings of \$22,472 or 33.2% below the Lincoln median.

- Residents identifying as Some Other Race had median earnings of \$25,010 or 25.6% below the Lincoln median.
- Residents reporting being of Two or More Races had median earnings of \$21,273 or 36.7% below the Lincoln average.

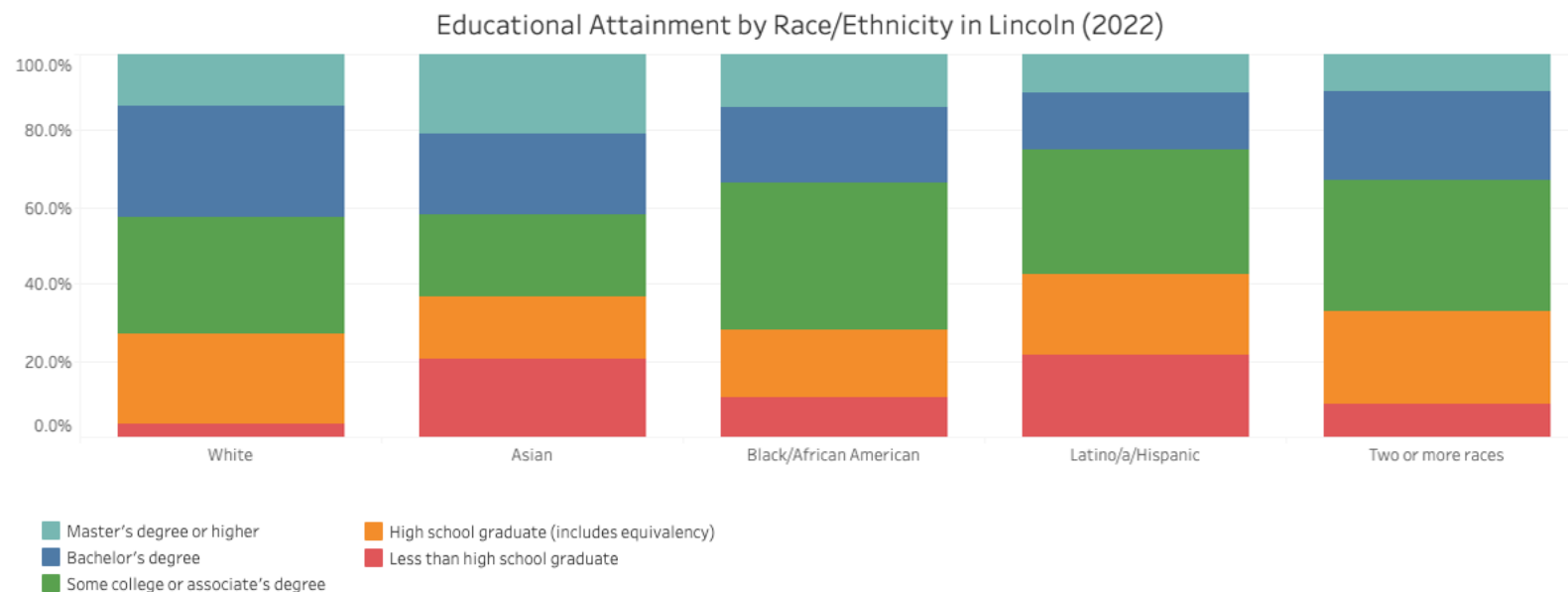
## NOTES

U.S. Census Bureau, American Community Survey, 5-year estimates, B20017 series.

Population 16 years and over with earnings in the past 12 months. Latino or Hispanic category has some overlap with other categories.

# Educational Attainment by Race/Ethnicity

The educational profile, or educational attainment<sup>7</sup>, of those 25 years and over varies by race and ethnicity



**Figure 8**

In 2022, a sizable proportion of Lincoln’s adult population had received some education after high school, with at least some college or an associate degree. This includes:

- 73.0% of White residents
- 72.1% of Black or African American residents
- 63.5% of Asian residents
- 57.5% of Latino/a or Hispanic residents
- 67.1% of residents identifying as Two or More races

Over the next 10 years, jobs requiring more postsecondary education are expected to grow faster than jobs requiring only some college, a high school diploma, or less.<sup>8</sup> Meanwhile, there may be financial or other barriers encountered by some racial and ethnic groups in obtaining at

least a 4-year college degree; disparities in education received increase for higher levels of education.

Lincoln residents attaining at least a 4-year college degree include:

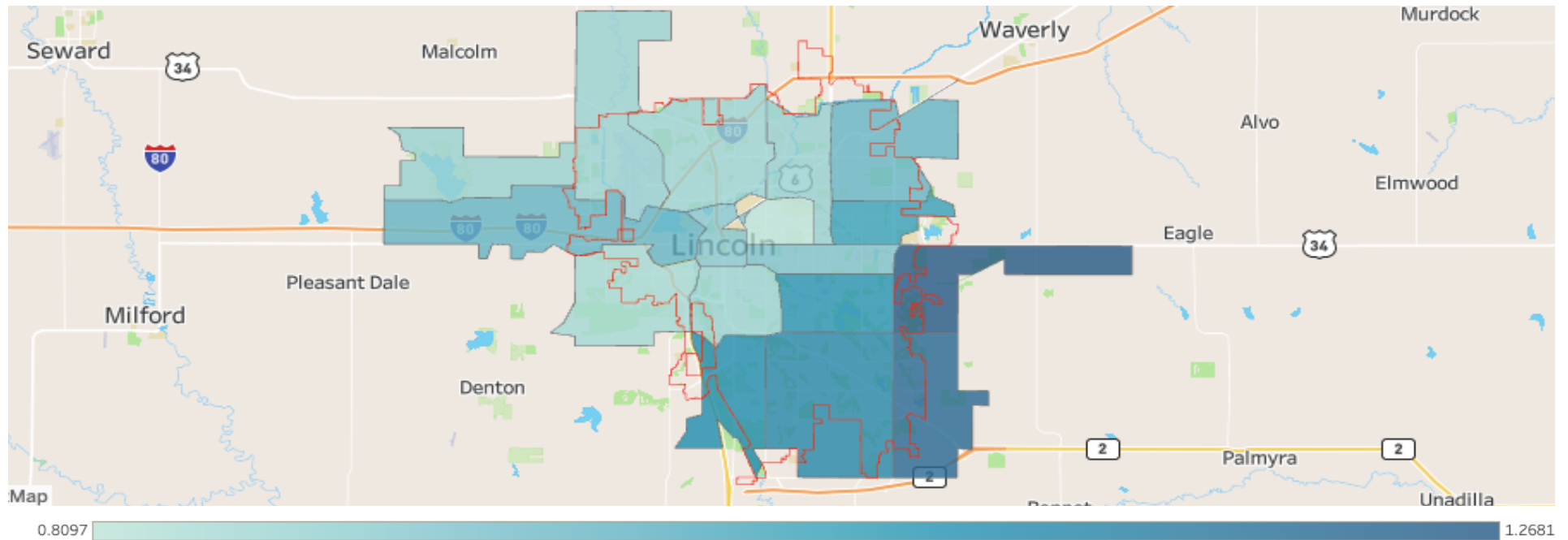
- 42.4% of White residents
- 33.7% of Black or African American residents
- 41.8% of Asian residents
- 25.0% of Latino/a or Hispanic residents
- 32.8% of residents identifying as Two or More races

**NOTES**

U.S. Census Bureau. American Community Survey, ACS 1-Year Estimates Detailed Tables, Table B15002 Series, 2022.

# Economic Connectedness Map

Economic connectedness is higher in south and east areas of Lincoln



Map 3

Economic connectedness<sup>9</sup> is a measure of interaction across different socioeconomic groupings that computes the share of high-income friends among low-income people. It is found to be a strong predictor of upward mobility.<sup>10</sup> Children who grow up in communities with more interactions of persons of varying socioeconomic groups are much more likely to rise out of poverty as adults.<sup>11, 12</sup>

Economic connectedness data is available for Lincoln at the zip code level. It is drawn from privacy-protected Facebook data on 21 billion friendships, as indicated by user friend lists. This map is intended to illustrate the extent to which people with different characteristics (e.g., low vs. high socioeconomic status) are friends with each other; specifically, it is the share of high (above median) income friends among people with low (below-median) incomes. Higher economic connectedness in a zip code indicates there are more low-income individuals with high-income friends

in that zip code. Please see the cited research if you are interested in additional details about how this data was obtained.

Zip codes throughout most of Lincoln exhibit average economic connectedness. Zip codes in the South and East of Lincoln generally have higher levels of economic connectedness.

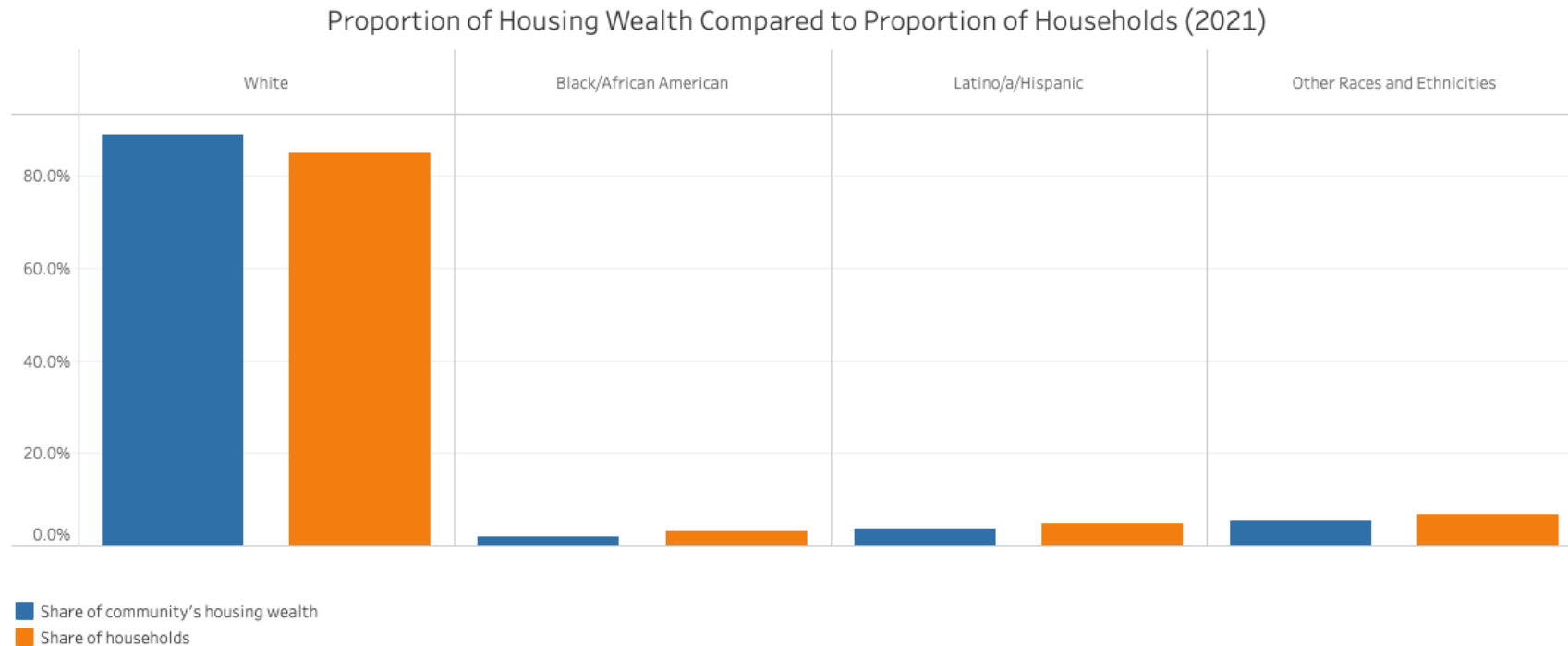
## NOTES

Chetty, Raj, et al. (2022a). Social Capital I: Measurement and Associations with Economic Mobility. *Nature*, 608(7921), 108–121.

Chetty, Raj, et al. (2022b). Social Capital II: Determinants of Economic Connectedness. *Nature*, 608(7921), 122–134.

# Housing Wealth by Race/Ethnicity

Housing wealth is disproportionately held when compared to the overall population of Lincoln



**Figure 9**

Housing wealth<sup>13</sup> is an indicator of upward mobility. It is defined as the share of a community's housing wealth held by a group of people adjusted for the number of households<sup>14</sup> of the same group. This figure presents the proportion of housing wealth controlled by households of different races and ethnicities and the proportion of households in Lincoln identified as having a householder of each race and ethnicity. The greater the gap between these percentages, the more inequality in housing wealth in the community.

- Black or African American households make up 3.2% of Lincoln households and possess 1.9% of Lincoln's housing wealth – the largest proportional gap of any group.

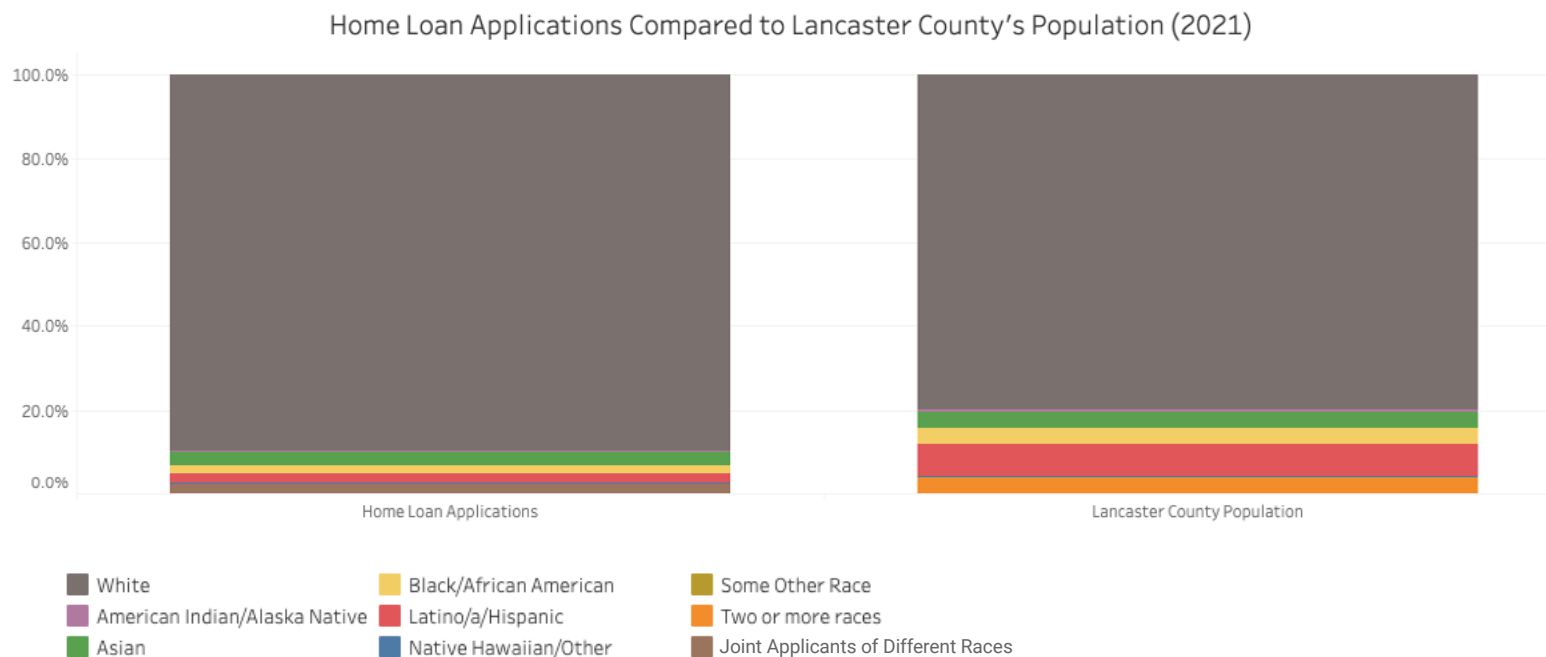
- Latino/a or Hispanic households make up 4.8% of Lincoln households and possess 3.8% of Lincoln's housing wealth.
- Lincoln householders of Other Races and Ethnicities make up 6.9% of Lincoln households and possess 5.3% of Lincoln's housing wealth.
- White households make up 85.0% of Lincoln households and possess 89.0% of Lincoln's housing wealth.

**NOTES**

U.S. Census Bureau, American Community Survey, 1-year estimates, Public Use Microdata Sample (via Urban Institute).

# Home Loan Applications by Race/Ethnicity

In 2021, home loan application outcomes varied by race and ethnicity in Lancaster County



**Figure 10**

Information about loan applications is available for applicants with an address in Lancaster County. This data is from all mortgage lenders, some of which are national, and is not limited to mortgage lenders or banks with physical offices in Lancaster County.

Non-white residents are not pursuing homeownership at the same rate as white residents. In Lincoln:

- Latino/a or Hispanic residents represent 7.5% of Lancaster County's population, and submitted 2.5% of home loan applications.
- Black or African American residents represent 3.7% of Lancaster County's population, and submitted 2.0% of home loan applications.
- Asian residents represent 4.2% of Lancaster County's population, and submitted 3.2% of home loan applications.
- American Indian or Alaska Native residents represent 0.4% of Lancaster County's population, and submitted 0.3% of home loan applications.

- White residents represent 80.0% of Lancaster County's population, and submitted 89.6% of home loan applications.
- Joint applicants who were of different races submitted 2.3% of home loan applications.

## NOTES

U.S. Census Bureau. American Community Survey, ACS 5-Year Estimates Detailed Tables, Table B01001 Series, 2022.

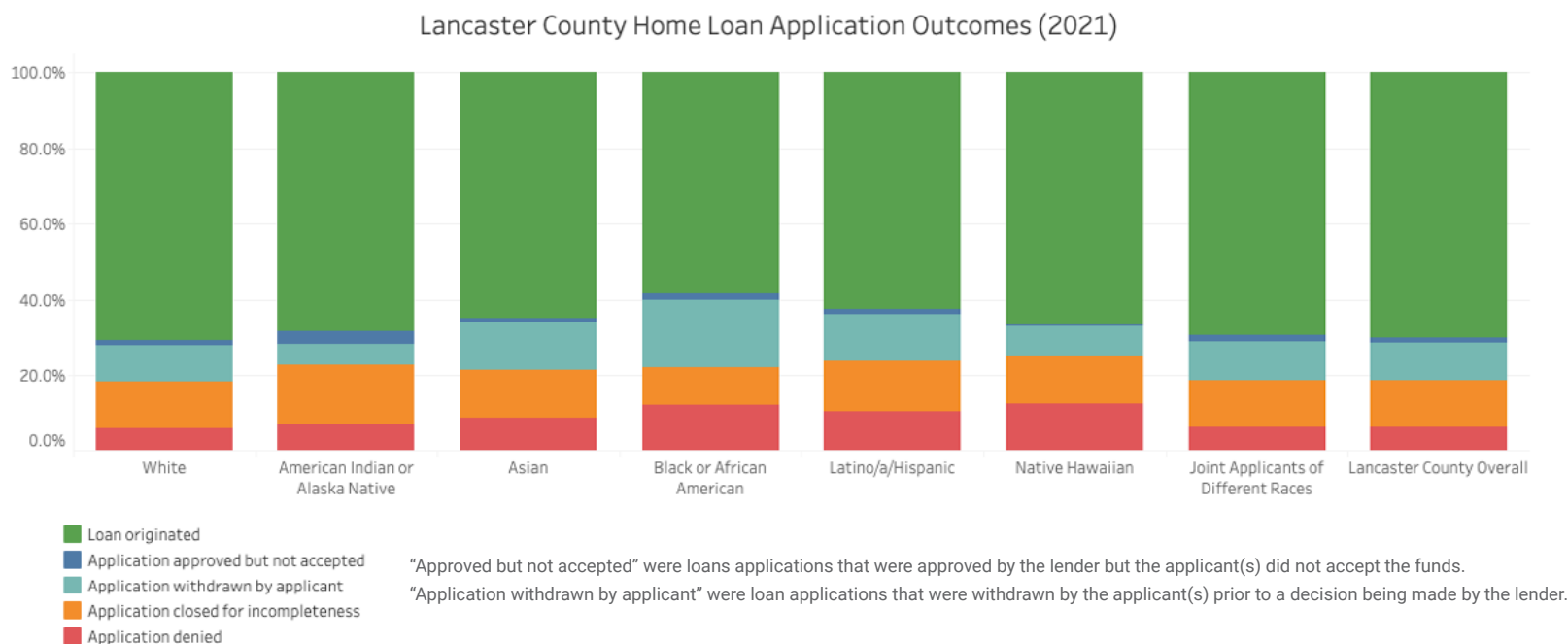
Federal Financial Institutions Examination Council, Consumer Financial Protection Bureau, Home Mortgage Disclosure Act Data.

Includes only applications that contained race or ethnicity information. Race and ethnicity designations with counts in the single digits are suppressed to protect privacy; this includes applicants identifying with two or more races.



# Home Loan Application Outcomes by Race/Ethnicity

In 2021, home loan application outcomes varied by race and ethnicity in Lancaster County



**Figure 11**

Overall, 70.0% of home loan applications were approved in Lancaster County in 2021.

- 58.2% of home loans applied for by Black or African American applicants were approved and granted, 11.8 percentage points lower than the overall Lancaster County approval rate.
- This group also had the highest percentage of applications withdrawn by applicants, and application denials across all groups.
- 62.5% of home loans applied for by Hispanic or Latino applicants were approved and granted, 7.5 percentage points lower than the overall Lancaster County approval rate.
- 64.8% of home loans applied for by Asian applicants were approved and granted, 5.2 percentage points lower than the overall Lancaster County approval rate.

- 66.7% of home loans applied for by Native Hawaiian or Pacific Islander applicants were approved and granted, 3.3 percentage points lower than the overall Lancaster County approval rate.
- Home loans applied for by American Indian or Alaska Native applicants, by White applicants, and by joint applicants of different races, were approved at the same level as Lancaster County overall at about 70%.

## NOTES

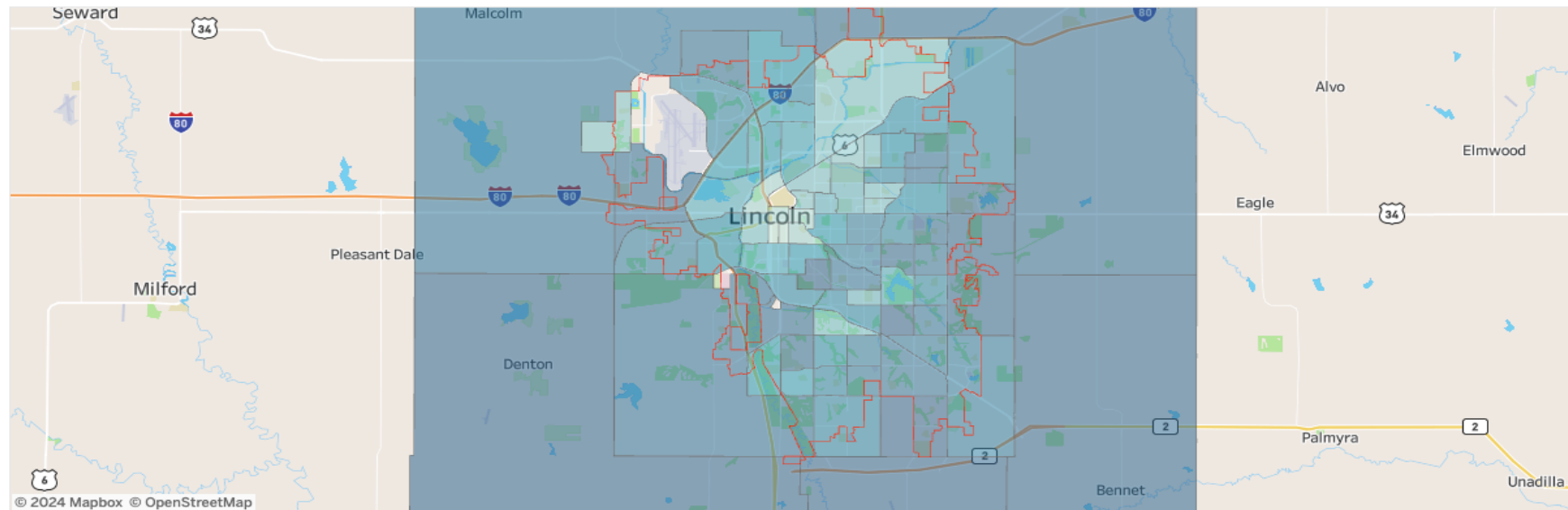
Federal Financial Institutions Examination Council, Consumer Financial Protection Bureau, Home Mortgage Disclosure Act Data.

Includes only applications that contained race or ethnicity information. Race and ethnicity designations with counts in the single digits are suppressed to protect privacy; this includes applicants identifying with two or more races.

# Race & Ethnicity - Proportion of Population Living in Owner-Occupied Housing by Census Tract

Lincoln residents of color are more likely to live in neighborhoods with lower rates of home ownership

Proportion of Population Living in Owner-Occupied Housing by Census Tract (2021)



## Map 4

This map displays the percentage of the population in each of Lincoln's Census tracts who live in owner-occupied housing, as well as the residents of each census tracts by race and ethnicity. This indicates where in Lincoln people are more likely to own their homes.

The Census tracts that have larger proportions of people of color also tend to be tracts where fewer people own their homes. This map is related to the [Housing Wealth graph](#), which shows that inequities exist in housing wealth by race and ethnicity.

## NOTES

U.S. Census Bureau, American Community Survey, ACS 1-Year Estimates Detailed Tables, Table B25033, 2021.

# Financial Well-Being and Work Notes

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1. The workforce participation rate represents the number of people in the labor force (working or actively looking for work) as a percentage of the working age noninstitutional population. In other words, the participation rate is the percentage of the population aged 16 to 64 who are either working (including serving in the U.S. Armed Forces) or actively looking for work.
2. The employment rate represents the number of people employed as a percentage of the working age noninstitutional population, which the civilian labor force and all members of the U.S. Armed Forces. In other words, the employment rate is the percentage of the population aged 16 to 64 who are working. This rate cannot be higher than the workforce participation rate.
3. Pager, D. & Shepherd, H. (2008). The Sociology of Discrimination: Racial Discrimination in Employment, Housing, Credit, and Consumer Markets. *Annual Review of Sociology*, 34(1), 181-209.
4. Quillian, L., Pager, D., Hexel, O., & Midtbøen, A. H. (2017). Meta-analysis of field experiments shows no change in racial discrimination in hiring over time. *Proceedings of the National Academy of Sciences of the United States of America*, 114(41), 10870–10875.
5. The sum of the income of all people 15 years and older living in the household. A household includes related family members and all the unrelated people, if any, such as lodgers, foster children, wards, or employees who share the housing unit. A person living alone in a housing unit, or a group of unrelated people sharing a housing unit, is also counted as a household. [https://www.census.gov/glossary/#term\\_Employed?term=Household+income](https://www.census.gov/glossary/#term_Employed?term=Household+income)
6. Individual earnings include wage or salary income, net income (gross receipts minus expenses) from nonfarm and farm self-employment, Armed Forces pay, commissions, tips, piece-rate payments, and cash bonuses. Earnings represent the amount of income received regularly before deductions for personal income taxes, Social Security, bond purchases, union dues, Medicare deductions, etc.
7. Refers to the highest level of education completed in terms of the highest degree or the highest level of schooling completed. This data is available for the population 25 years of age and over.
8. Bureau of Labor Statistics, Occupational Employment Statistics Program, Table 5.2 Employment, wages, and projected change in employment by typical entry-level education (Employment in thousands). Washington, DC: U.S. Department of Labor.

# Financial Well-Being and Work Notes Cont.

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9. Definition of economic connectedness used in cited research: Two times the share of high-socioeconomic status friends among low-socioeconomic status individuals, averaged over all low-SES individuals in the county. See equations (1), (2), and (3) of Chetty et al. (2022)\* for a formal definition.
10. Chetty, R, et al. (2022). Social Capital and Economic Mobility. Opportunity Insights. [https://opportunityinsights.org/wp-content/uploads/2022/07/socialcapital\\_nontech.pdf](https://opportunityinsights.org/wp-content/uploads/2022/07/socialcapital_nontech.pdf)
11. Chetty, Raj, et al. (2022a). Social Capital I: Measurement and Associations with Economic Mobility. Nature, 608 (7921), 108–121.
12. Putnam, R. D. Our Kids: The American Dream in Crisis (Simon and Schuster, 2016).
13. Housing wealth is based on self-reported housing value, does not account for the extent of mortgage debt, and does not account for other important demographic variations such as differences in age composition across race and ethnic groups.
14. Households are classified by the race and ethnicity of the householder. In this data, “Other Races and Ethnicities” are all races and ethnicities that are not included in the other categories; this classification was created by the data source, and more detailed data is not available.

**See Note About Race Ethnicity Categories**



## Housing and Neighborhoods

Disparities exist in poverty and housing-related measures by race and ethnicity in Lincoln. The incidence of **poverty and related measures** – such as **food insecurity, lack of health insurance, and housing cost burden** – **tend to be higher for Lincoln residents of color than for White residents.** Lower incomes influence where people live. On average, groups with lower incomes and higher poverty are more likely to reside in older housing and substandard rental housing. Greater incidence of poverty is also related to greater likelihood that people of color in Lincoln may experience homelessness.

# Poverty and Race – Percent

People of color experience higher rates of poverty in Lincoln

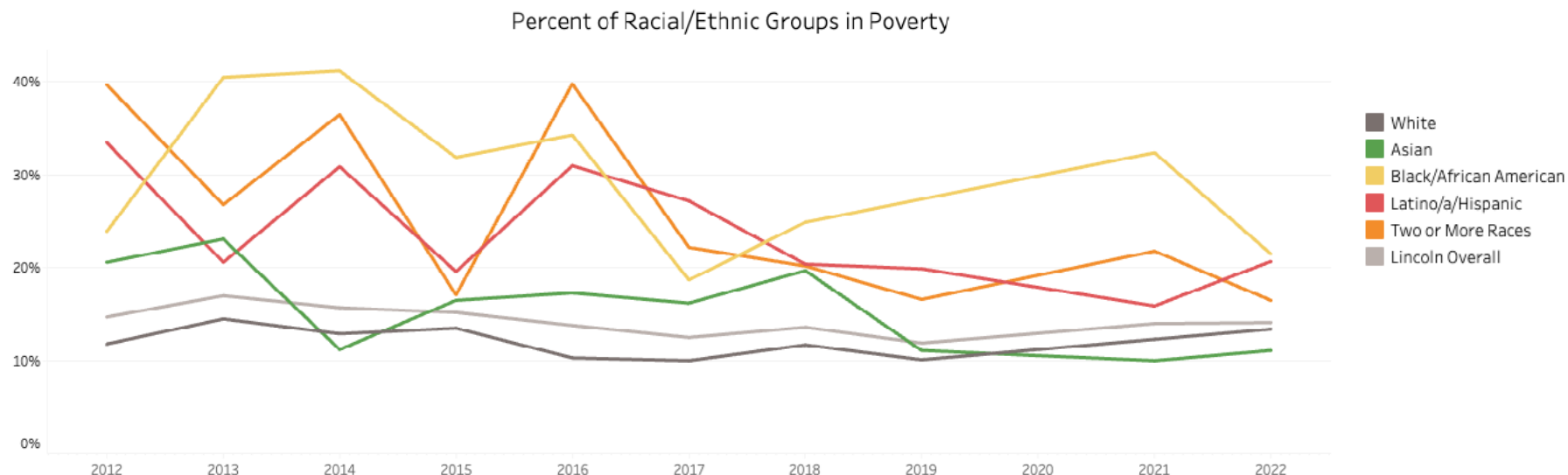


Figure 12

Lincoln’s overall poverty rate is about the same as a decade ago; the poverty rate was 14.6% in 2012 and 14.0% in 2022. Poverty rates vary by race and ethnicity. The highest rates of poverty in Lincoln in 2022 were experienced by Black or African American residents and by Latino/a or Hispanic residents.

- The rate of poverty among Black or African American residents has fluctuated in the past decade and is now about the same as it was in 2012 (23.8% in 2012, 21.4% in 2022).
- The rate of poverty among Latino/a or Hispanic residents has decreased from 33.4% in 2012 to 20.6% in 2022.
- Rates of poverty for White residents have been steady over the past decade and were 13.3% in 2022.
  - Until 2021, White residents have had the lowest poverty of all races/ethnicities; in 2021 and 2022, Asian residents had the lowest rate of poverty.
- Starting in 2021, Asian residents have had the lowest rate of poverty, at 11.0% in 2022.

- The rate of poverty among those identifying as Two or More Races has decreased from near 40% in 2012 to 16%, near the overall rate for the city.

## NOTES

U.S. Census Bureau, American Community Survey, 1-year estimates, Table S1701.

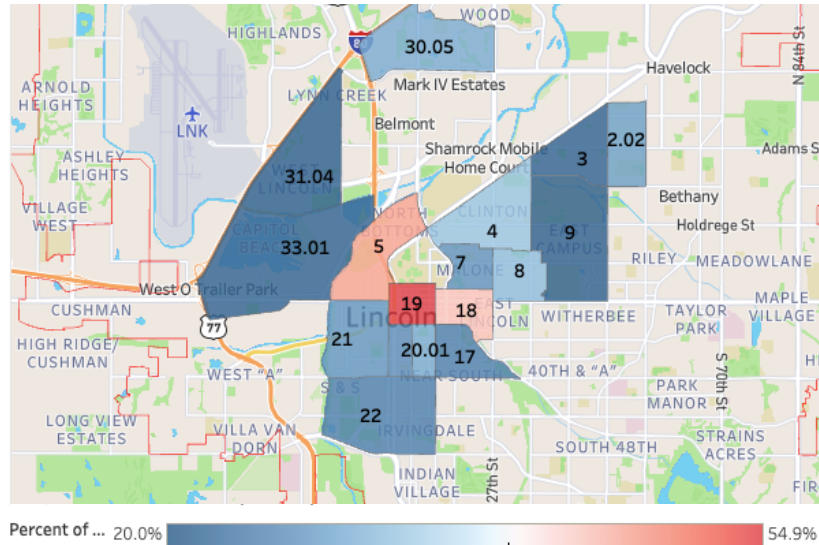
Chart includes race/ethnic groups that make up 0.5% or more of Lincoln’s population. Estimates unavailable in 2019 for Black/African American and in 2020 for all groups.

The federal poverty level is determined annually based on size of the family, the number of children, and a measure of income needed to purchase food and other essential goods and services. In 2021, for example, the poverty threshold was \$27,575 for a family of four that included two related children less than 19 years of age. The 2021 poverty threshold for one person under age 65 was \$14,097, or about \$38.62 a day.

# High and Extreme Poverty Map

Higher levels of poverty experienced in Lincoln's more diverse neighborhoods

High and Extreme Poverty by Census Tract (2021)



Census Tract	Poverty Rate	HS Grad Rate	Unemployment Rate	College Enrollment
19	54.9%	93.9%	5.8%	65.1%
5	47.1%	94.4%	9.3%	41.9%
18	44.6%	91.9%	2.4%	36.4%
4	33.5%	78.0%	4.4%	18.9%
8	32.3%	86.1%	6.4%	20.1%
30.05	30.3%	89.9%	1.4%	21.2%
20.01	30.0%	88.0%	5.2%	20.5%
2.02	28.7%	91.3%	5.1%	40.3%
21	27.7%	84.2%	2.0%	25.2%
7	27.4%	82.3%	4.5%	44.1%
20.02	26.6%	78.6%	3.5%	17.4%
22	24.8%	82.6%	4.8%	8.9%
17	24.8%	80.8%	5.3%	8.2%
33.01	21.1%	97.7%	3.8%	17.4%
3	21.1%	90.9%	4.3%	15.3%
9	20.7%	90.6%	1.3%	37.5%
31.04	20.6%	83.0%	5.6%	10.4%
Lincoln Overall	13.0%	93.2%	3.4%	16.3%

## Map 5

A high poverty area is defined by the USDA as an area where greater than 20% of residents live below the poverty level<sup>1</sup>. Living where poverty is concentrated between 20% of households (high poverty) and 40% of households (extreme poverty) is the point “where neighborhood poverty begins to negatively affect individual well-being for area residents regardless of their own poverty status.”<sup>1</sup> In these areas, poverty’s effects, such as reduced opportunities for economic advancement, become “more structurally and demographically systemic,” and often also more persistent and enduring over time.<sup>1</sup>

Census tracts classified as extreme poverty areas are those with more than 40% of residents in poverty.

At this concentrated level of poverty, individuals residing in such neighborhoods are more likely to experience poor housing and health conditions, higher crime and high school dropout rates, as well as isolation from employment opportunities.<sup>2</sup>

There are 17 census tracts in Lincoln that exceed the 20% high poverty threshold, and three of these census tracts exceed the 40% extreme poverty threshold.

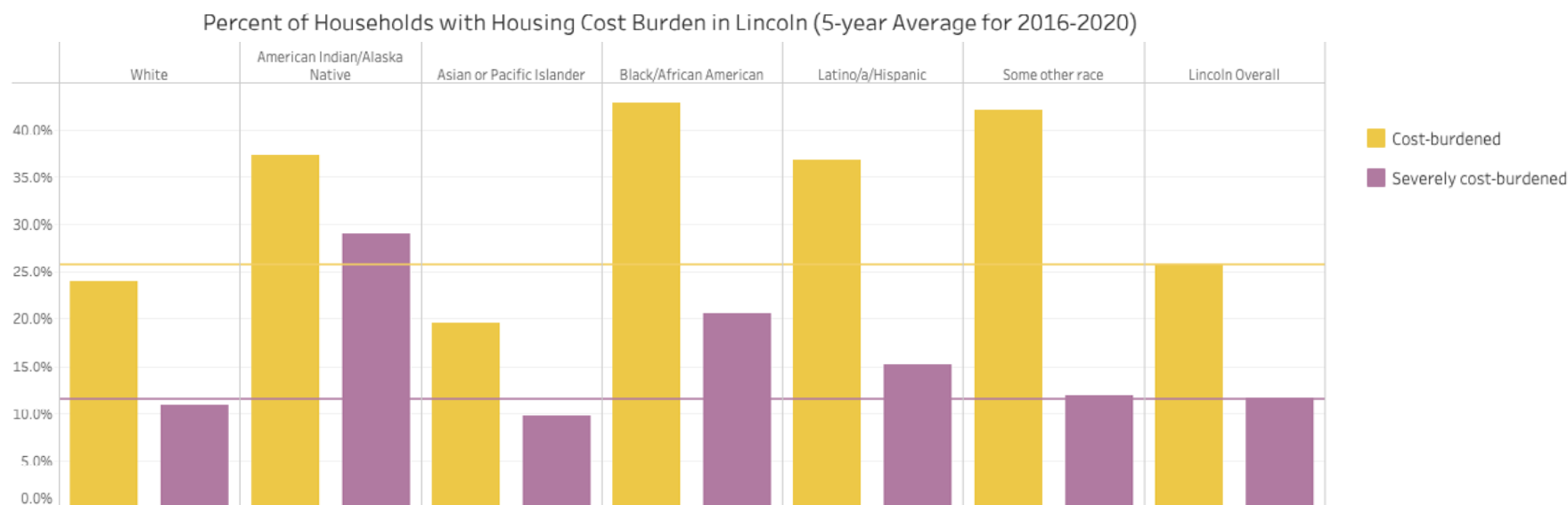
- All three census tracts classified as extreme poverty areas are near the University of Nebraska-Lincoln city campus and have higher than average percentages of adult residents enrolled in college than Lincoln as a whole.
- Two of the census tracts classified as extreme poverty areas (5 and 19) have an unemployment rate much higher than the overall rate for Lincoln, while the other (18) has a slightly lower unemployment rate than the city.
- All three census tracts classified as extreme poverty areas have high school graduation rates comparable to the overall Lincoln average.
- Tracts 5 and 18 have a higher percentage of people of color than Lincoln overall.
  - Tract 19 has a slightly higher proportion of White population than Lincoln overall.

## NOTES

U.S. Census Bureau, American Community Survey, 5-year estimates, Table S1701.

# Severe Housing Costs Burden By Race/Ethnicity

Disparities exist by race and ethnicity in households racing severe housing cost burden



**Figure 13**

A standard measure of housing affordability is the percentage of household income devoted to housing costs. The US Department of Housing and Urban Development recommends housing costs (including utilities) not exceed 30% of a household’s income and that the percentage should decrease for lower income households.<sup>3</sup>

Severe housing cost burden is defined as housing costs (including utilities) greater than 50% of household income.<sup>4</sup> Severe housing cost burdens leave households less able to afford other necessities like food, transportation, and health care.

Overall, 11.9% of Lincoln households spend more than 50% of their income on housing.

- 23.0% of households identified as American Indian or Alaska Native spend greater than 50% of their income on housing.
- 19.8% of households identifying as Black or African American spend greater than 50% of their income on housing.
- 18.1% of households identifying as Asian or Pacific Islander spend

greater than 50% of their income on housing.

- 17.9% of households identifying as Two or More Races spend greater than 50% of their income on housing.
- 14.1% of households identifying as Latino/a or Hispanic spend greater than 50% of their income on housing.
- 11.2% of households identifying as White spend greater than 50% of their income on housing.

## NOTES

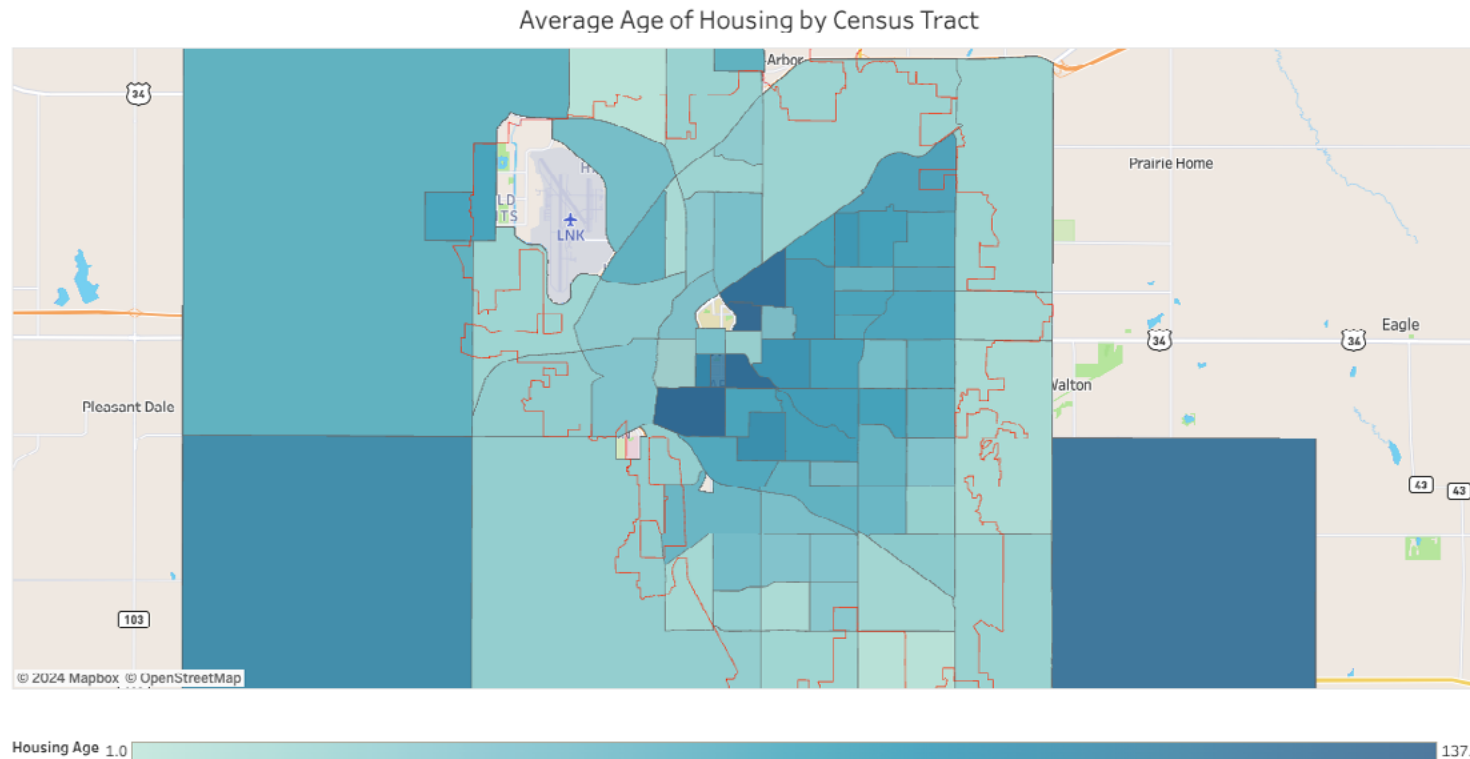
US Dept of Housing and Urban Development, Office of Policy Research. (2020). Affirmatively Furthering Fair Housing Data and Mapping Tool (AFFH-T). AFFHT0006, Table 10. <https://egis.hud.gov/affht/>

Households are considered cost burdened when they spend more than 30% of their income on rent, mortgage, and other housing needs such as utilities and property taxes. Households are considered severely cost burdened when they spend more than 50% of their income on rent, mortgage, and other housing needs.



# Average Age of Housing by Census Tract

Lincoln's older neighborhoods are home to higher proportions of people of color



## Map 6

This map shows age of housing across Lincoln. Comparing to the [Race Ethnicity map](#) showing the distribution of where people of various races and ethnicities live in Lincoln, we can see that Lincoln's oldest neighborhoods tend to also have higher proportions of residents of color. Older housing is more likely to have higher heating and cooling costs, higher upkeep, and to contain lead pipes and/or paint, which can lead to serious health effects, for both children and adults.

Lead exposure can seriously harm children's health and development through damage to the brain and nervous system, slowed growth and development, learning and behavioral problems, and hearing and speech problems.<sup>5</sup> Lead exposure also poses health risks for adults including damage to the heart, kidneys, and brain.<sup>6</sup>

Older homes are more likely to contain lead paint with the likelihood decreasing to reflect changing regulations and manufacturer practices over

time. According to the EPA,<sup>7</sup> homes built:

- Before 1940 have about an 87% chance of containing lead paint.
- 1940-1959 have about a 69% chance.
- 1960-1977 have a 24% chance.

Lead was banned from consumer products in 1978.<sup>7</sup>

Lincoln's older neighborhoods also tend to have a higher number of rental housing complaints deemed justified by the City of Lincoln Building and Safety Department, as shown on the [Rental Housing Complaints map](#).

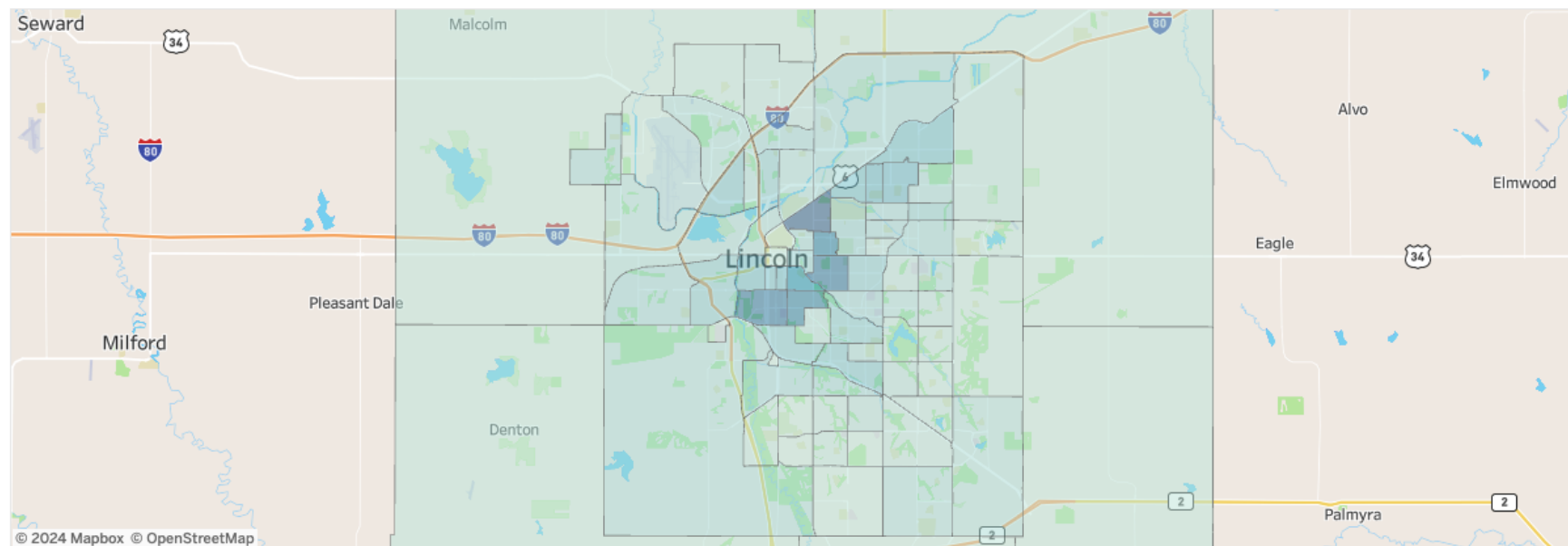
## NOTES

City of Lincoln (2023). Open Data and Performance Management. <https://opendata.lincoln.ne.gov/>

# Rental Housing Complaints by Census Tract Map

More rental housing complaints are reported in older areas of Lincoln

Rental Housing Complaints by Census Tract



Map 7

Related to the increased likelihood of **Housing Cost Burden**, the burden of residing in substandard housing may also fall more often on Lincoln residents of color.

The map displays housing complaints deemed justified by the City of Lincoln Building and Safety Department between April 2021 and April 2023 for each city census tract. Greater numbers of violations tend to be recorded in older neighborhoods where higher proportions of people of color reside. The **Housing Age Map** shows that Lincoln neighborhoods with older housing also tend to have higher proportions of residents of color. Furthermore, Census tracts with more complaints tend to be those with the **highest incidence of poverty**.

These housing complaint data are likely incomplete as only three- or more unit properties are required to register with the city as rental housing properties. One- and two-unit properties with a history of a housing code violations are required to register with the city. However, just over one hundred have done so since the change in the city code four years ago.

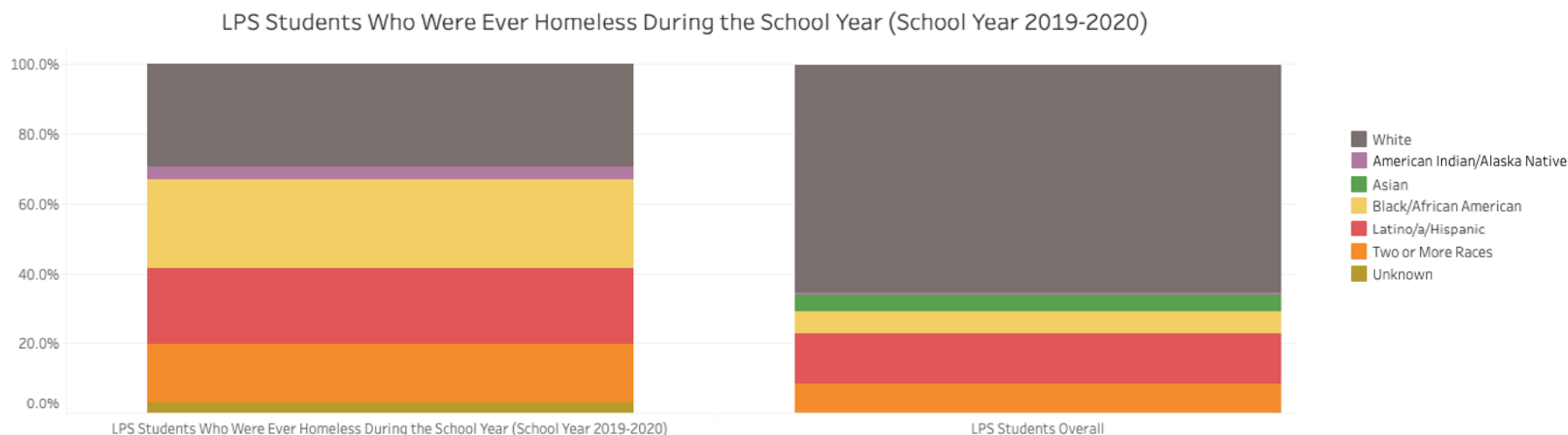
## NOTES

Lincoln Building and Safety Department Citizen Access data portal, April 23, 2021, through April 24, 2023. Retrieved April 28, 2023 from <https://www.lincoln.ne.gov/City/Departments/Building-Safety/Online-Permit-Applications-and-Inspections/Citizen-Access-Information>.

Data includes multiple complaints for some addresses.

# Student Homelessness by Race/Ethnicity

Students of color disproportionately experience homelessness



**Figure 14**

In the most recent data available, 236 Lincoln Public Schools student were identified as experiencing homelessness in the 2019-2020 school year:

- 29.2% of students who were homeless during the school year identified as White compared to 65.3% of the overall student population.
- 25.4% of students who were homeless during the school year identified as Black or African American compared to 6.6% of the overall student population.
- 21.6% of students who were homeless during the school year identified as Latino/a or Hispanic compared to 14.3% of the overall student population.
- 16.9% of students who were homeless during the school year identified as Two or More Races compared to 8.4% of the overall student population.

- 3.8% of students who were homeless during the school year identified as American Indian or Alaska Native compared to 0.6% of the overall student population.

**NOTES**

US Department of Education. (2021). Homeless Student Enrollment Data by Local Education Agency: School Year 2019-20.

The Education for Homeless Children and Youth (EHCY) program, authorized under the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. § 11431 et seq.) defines homeless persons as individuals who lack a fixed, regular, and adequate nighttime residence. Data is suppressed for groups if student count is between 0 and 2 and is reported as unknown. Race and ethnicity data was first available for the 2019-2020 School Year.

# Housing and Neighborhoods Notes

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1. USDA, Economic Research Service. (n.d.) *Poverty Area Measures - Background and Uses*. <https://www.ers.usda.gov/data-products/poverty-area-measures/background-and-uses/>
2. USDA, Economic Research Service. (2023). *Rural Poverty and Well-Being*. <https://www.ers.usda.gov/topics/rural-economy-population/rural-poverty-well-being/>
3. Schwartz, M., & Wilson, E., (n.d.) *Who can afford to live in a home?: A look at data from the 2006 American Community Survey*. Washington, DC: United States Census Bureau.
4. US Dept of Housing and Urban Development. (2020). Office of Policy Research. (2020). *Affirmatively Furthering Fair Housing Data and Mapping Tool (AFFH-T) Data Documentation*. <https://www.hud.gov/sites/dfiles/FHEO/documents/AFFH-T-Data-Documentation-AFFHT0006-July-2020.pdf>
5. Centers for Disease Control. n.d. *Health Effects of Lead Exposure*. <https://www.cdc.gov/nceh/lead/prevention/health-effects.htm>
6. Spivey A. (2007). The weight of lead. Effects add up in adults. *Environmental health perspectives*, 115(1), A30–A36. <https://doi.org/10.1289/ehp.115-a30>
7. Environmental Protection Agency (2024). *Protect Your Family From Sources of Lead Exposure*. <https://www.epa.gov/lead/protect-your-family-sources-lead>

**See Note About Race Ethnicity Categories**



## Education

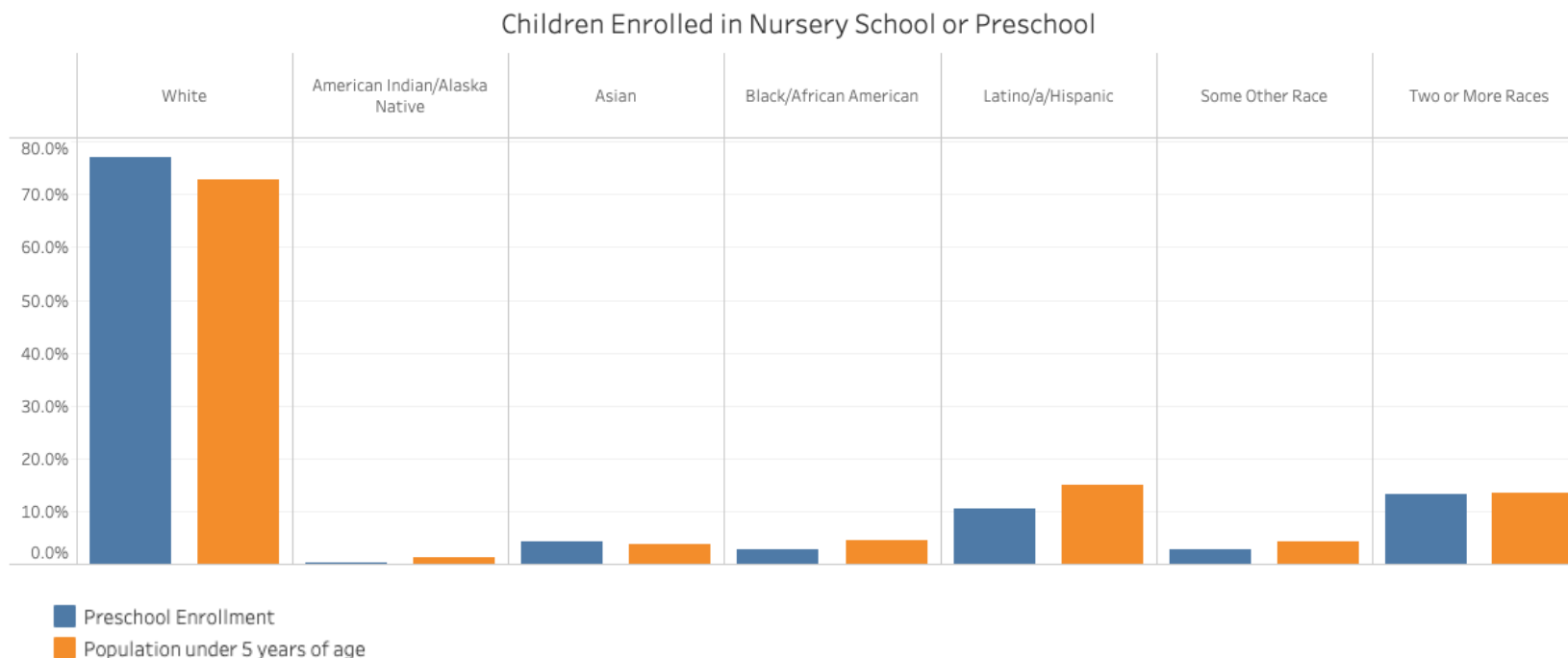
Education provides broad benefits to a community. Communities with more educated populations tend to earn higher average salaries.<sup>1</sup> However, the benefits of education are not always equally distributed. Disparities persist in educational test scores and attainment of Lincoln students by race/ethnicity. Research illustrates that multiple factors can serve as barriers to educational outcomes and attainment, including economic and historical factors, such as redlining, that segregate schools by race and family wealth creating inequitable school academic opportunities.<sup>2,3,4</sup> Educational disparities observed in Lincoln Vital Signs over the past decade continue to persist.

Lincoln students from households that tend to have higher average levels of income and caregiver educational attainment also tend to have better average performance in school. Study after study demonstrates that there is a strong relationship between a student's educational outcomes (as measured by test scores and grades), their household income, and the educational level of their caregivers, regardless of race or ethnicity. This relationship has been found in studies looking at the individual, school, district, state, and national level.<sup>5</sup> In other words, differences in educational outcomes for children cannot be separated from differences in family income and educational attainment.



# Young Children Enrolled in Preschool by Race/Ethnicity

Disparities exist in preschool enrollment for some racial/ethnic groups



**Figure 15**

Preschool, or nursery school,<sup>6</sup> attendance has been shown to have a positive impact on children’s lives. It has been shown to improve development of their social-emotional skills and to improve their later academic achievement.<sup>7</sup> Preschool attendance also likely improves children’s earnings later in life.<sup>8</sup> Being able to send children to preschool can enable some parents/caregivers to work, impacting families’ financial well-being.

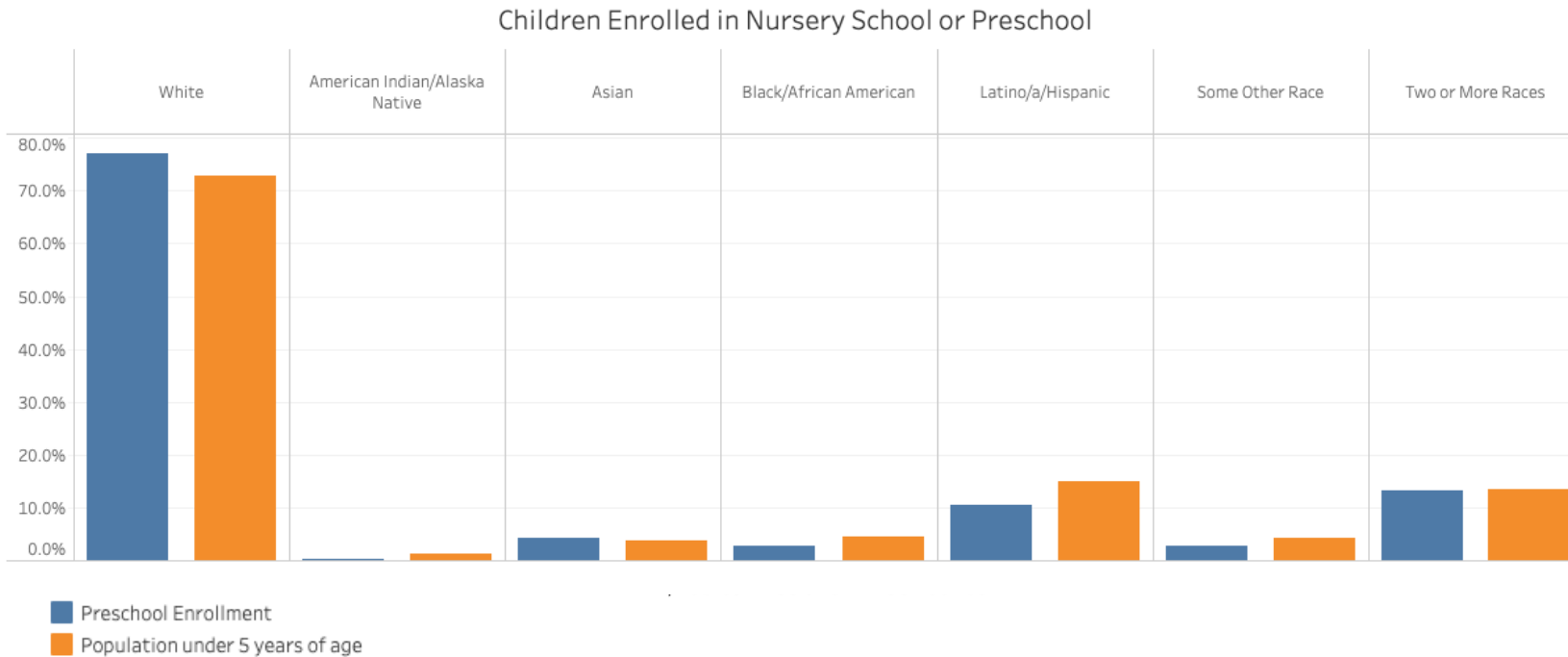
Some racial and ethnic groups in Lincoln have lower enrollment in preschool than would be proportional to their size in the overall population. This is particularly true for American Indian or Alaskan Native children, Black or African American children, and Latino/a or Hispanic children. Systemic, familial, cultural, and economic factors, including preschool costs, impact preschool enrollment decisions for all families.

In Lincoln:

- 77.00% of children enrolled in preschool are identified as White.
  - 72.8% of children under 5 years of age are identified as White.
- 4.3% of children enrolled in preschool are identified as Asian.
  - 3.8% of children under 5 years of age are identified as Asian.
- 0.3% of children enrolled in preschool are identified as American Indian or Alaska Native.
  - 1.3% of children under 5 years of age are identified as American Indian or Alaska Native.
- 2.6% of children enrolled in preschool are identified as Black or African American.

# Young Children Enrolled in Preschool by Race/Ethnicity Cont.

Disparities exist in preschool enrollment for some racial/ethnic groups



**Figure 15**

- 4.5% of children under 5 years of age are identified as Black or African American.
- 10.4% of children enrolled in preschool are identified as Latino/a or Hispanic.
- 14.9% of children under 5 years of age are identified as Latino/a or Hispanic.
- 2.6% of children enrolled in preschool are identified as Some Other Race.
- 4.1% of children under 5 years of age are identified as Some Other Race.
- 13.2% of children enrolled in preschool are identified with Two or More Races.

- 13.4% of children under 5 years of age are identified with Two or More Races.

**NOTES**

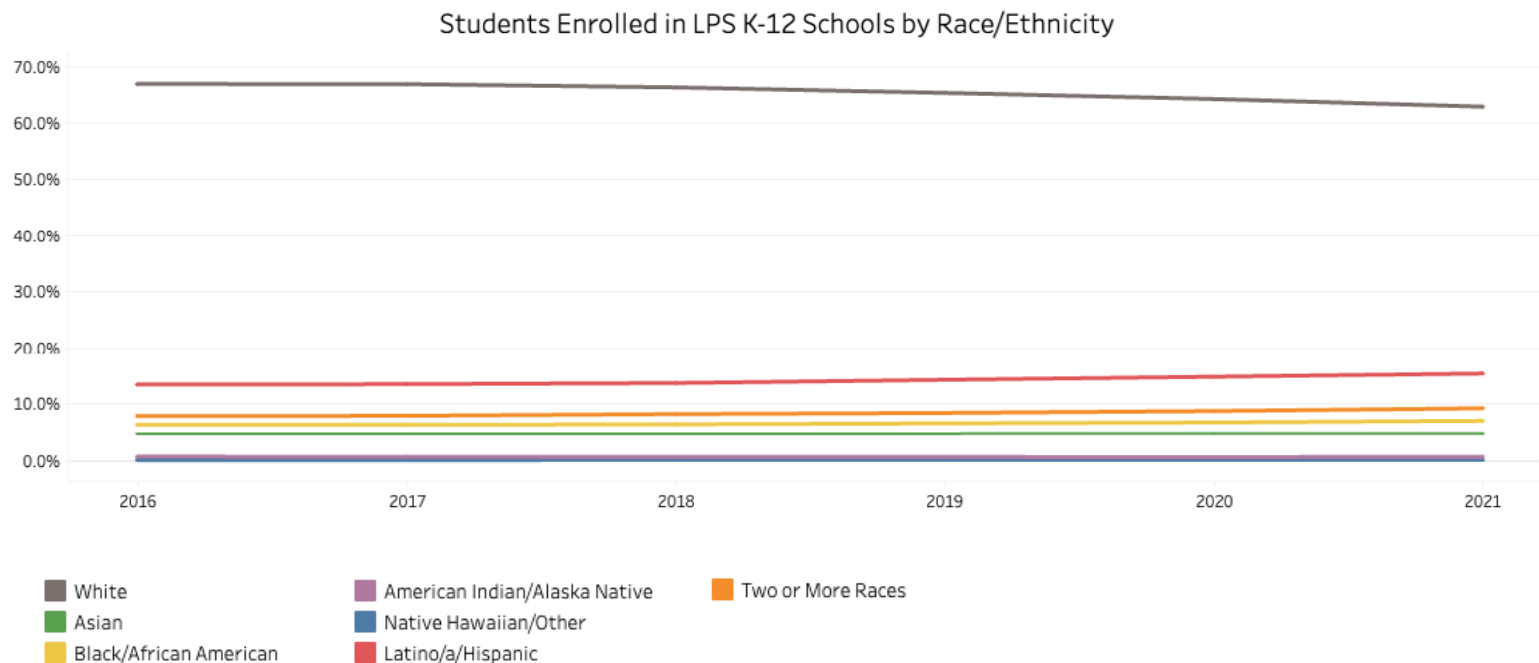
U.S. Census Bureau, American Community Survey, 2021 5-year estimates, Tables DP05 and B14007 series.

Latino or Hispanic category has some overlap with other categories.



# Students Enrolled in LPS K-12 Schools by Race/Ethnicity

Students of color comprise one third of the Lincoln Public Schools K-12 student population



**Figure 16**

The relative percentage of students enrolled in K-12 Lincoln Public Schools (LPS) by race/ethnicity has remained relatively steady from school year 2016-2017 through school year 2021-2022. The percentage of students identified as Latino/a/Hispanic or as Two or More Races increased about two percentage points each, while the percentage of students identified as White decreased about four percentage points over that timeframe. Students of color comprise about one third of the LPS K-12 student population. Growing diversity among youth indicates that future diversity within the population of Lincoln overall will continue to increase.

In the 2021-2022 school year:

- 62.9% of the student population identified as White (26,252 students) compared to 77.4% of the overall Lincoln population in 2021.
- 15.4% of the student population identified as Latino/a or Hispanic (6,436 students) compared to 8.5% of the overall Lincoln population in 2021.

- 9.2% of the student population identified as Two or More Races (3,839 students) compared to 5.6% of the overall Lincoln population in 2021.
- 7.0% of the student population identified as Black or African American (2,936 students) compared to 4.2% of the overall Lincoln population in 2021.
- 4.8% of the student population identified as Asian (1,987 students) compared to 3.5% of the overall Lincoln population in 2021.
- 0.6% of the student population identified as American Indian or Alaska Native (260 students) compared to 0.4% of the overall Lincoln population in 2021.
- 0.1% of the student population identified as Native Hawaiian or Other Pacific Islander (37 students).

# Students Enrolled in LPS K-12 Schools by Race/Ethnicity Cont.

Students of color comprise one third of the Lincoln Public Schools K-12 student population

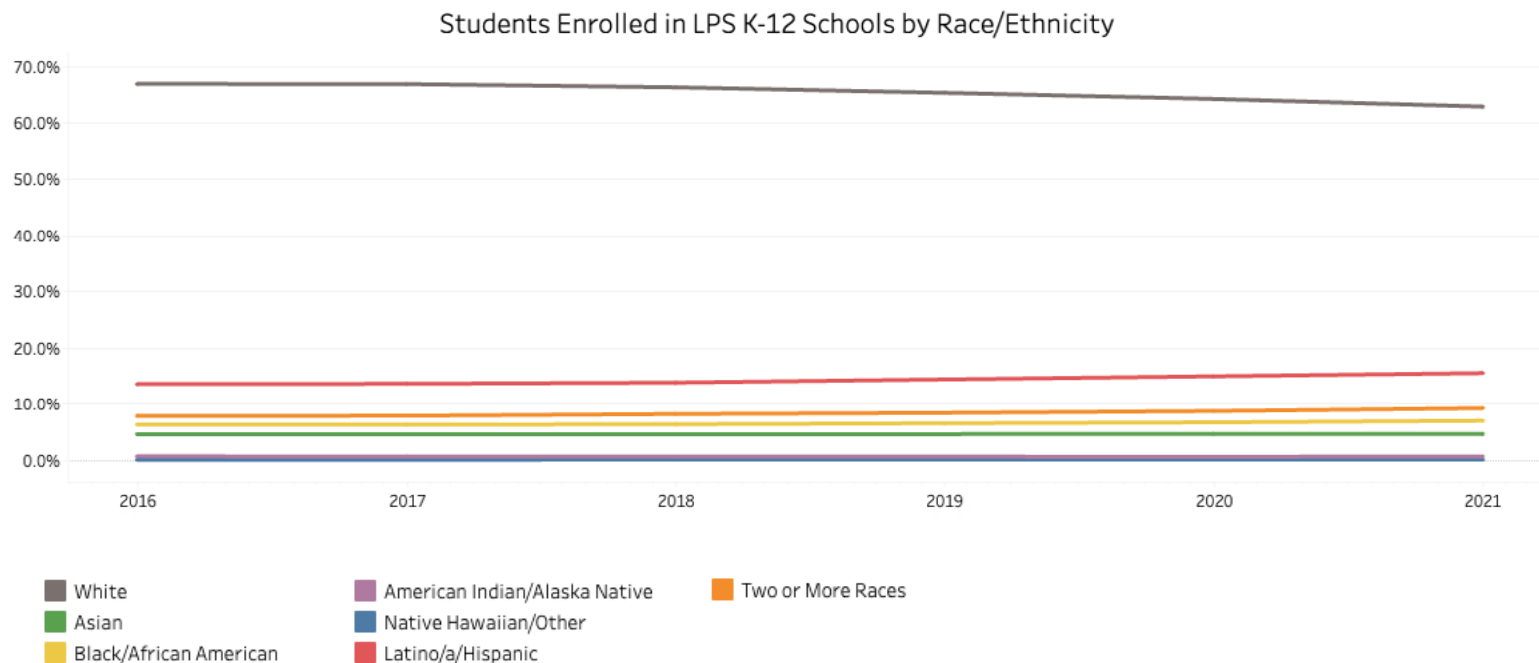


Figure 16

## NOTES

Nebraska Department of Education. (2022). Nebraska Education Profile (formerly Nebraska State of Schools Reports). Data does not include students who attend private school or who are home-schooled.

American Indian or Alaskan Native students and Native Hawaiian or Other Pacific Islander students each make up less than 1% of student population and are not easily visible in the figure. You can see numbers and percentages of these students by hovering your mouse over the thin blue or purple lines that you may see in the middle of the bars.

U.S. Census Bureau, American Community Survey, 2021 ACS 1-year estimates, Table DP05.

# Students Attending High Poverty Schools by Race/Ethnicity

Students of color are more likely to attend a high poverty school in Lincoln

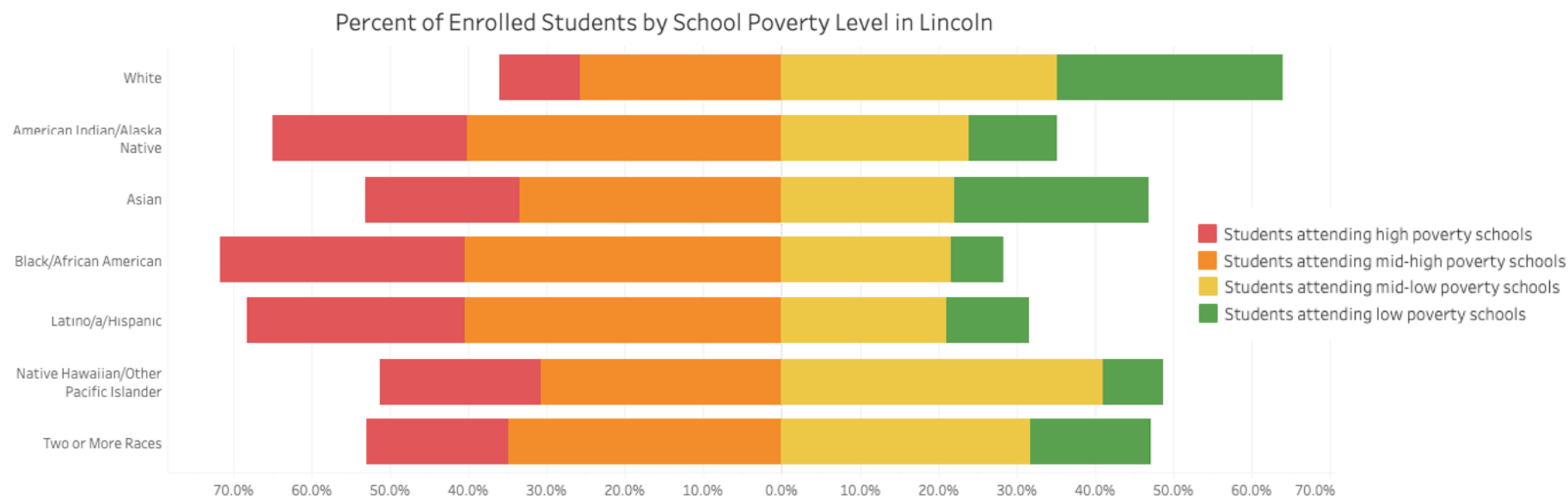


Figure 17

In the 2022-2023 school year, students of color in Lincoln were more likely to attend high poverty schools, as defined by greater than 75% participation in the free or reduced-price lunch program at a school.<sup>9</sup> Research illustrates multiple economic and historical factors, such as redlining, continue to segregate schools by race and family wealth creating inequitable school academic opportunities.<sup>2,3,4,5</sup>

Research finds clear evidence that segregation by average school poverty rates “is consistently the single most powerful correlate of achievement gaps” between White and Black students. This suggests that strategies to reduce school segregation by poverty may lead to meaningful reductions in academic achievement gaps.<sup>10</sup>

Concentration of poverty has also been found to limit **economic mobility**. Economic connectedness<sup>11</sup> is a measure of cross-class interaction that measures the share of high-income friends among low-income people. It is found to be a strong predictor of upward mobility.<sup>11</sup> Children who grow up

in communities with more cross-class interactions are much more likely to rise out of poverty as adults.<sup>12,13</sup>

- 36.0% of students who identified as White attend a mid-high or high poverty school.
- 51.3% of students who identified as Native Hawaiian or Other Pacific Islander attend a mid-high or high poverty school.
- 53.2% of students who identified as Asian attend a mid-high or high poverty school.
- 64.9% of students who identified as American Indian or Alaska Native attend a mid-high or high poverty school.
- 68.3% of students who identified as Latino/a or Hispanic attend a mid-high or high poverty school.
- 71.6% of students who identified as Black or African American attend a mid-high or high poverty school.

# Students Attending High Poverty Schools by Race/Ethnicity Cont.

Students of color are more likely to attend a high poverty school in Lincoln

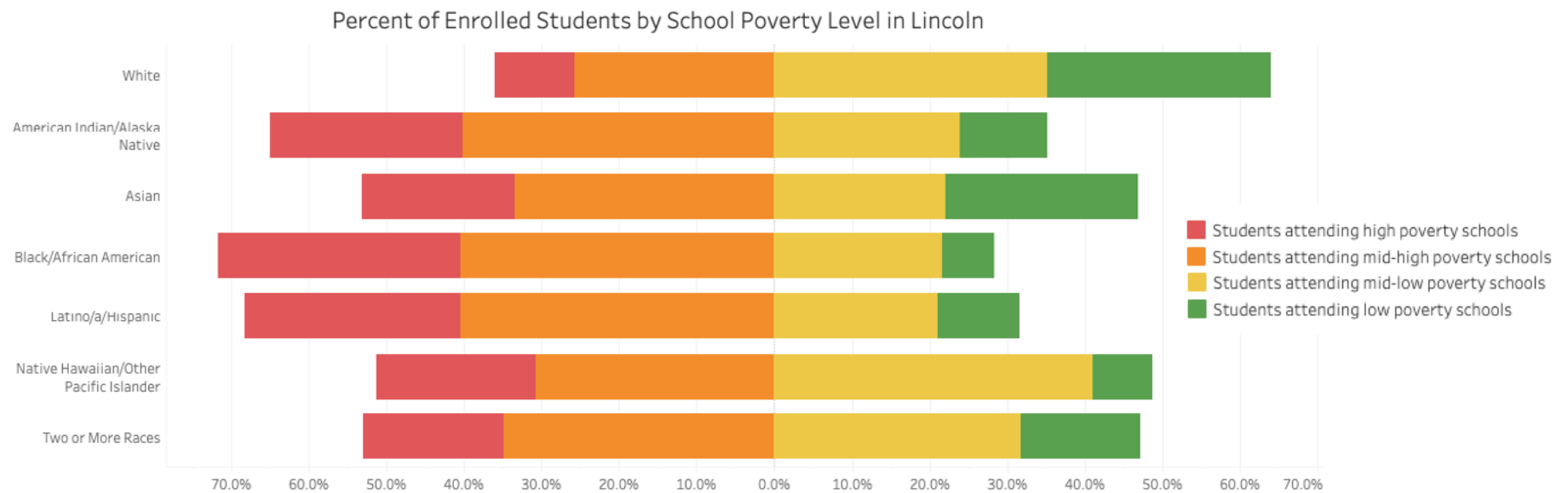


Figure 17

- 53.0% of students who identified as Two or More Races attend a mid-high or high poverty school.

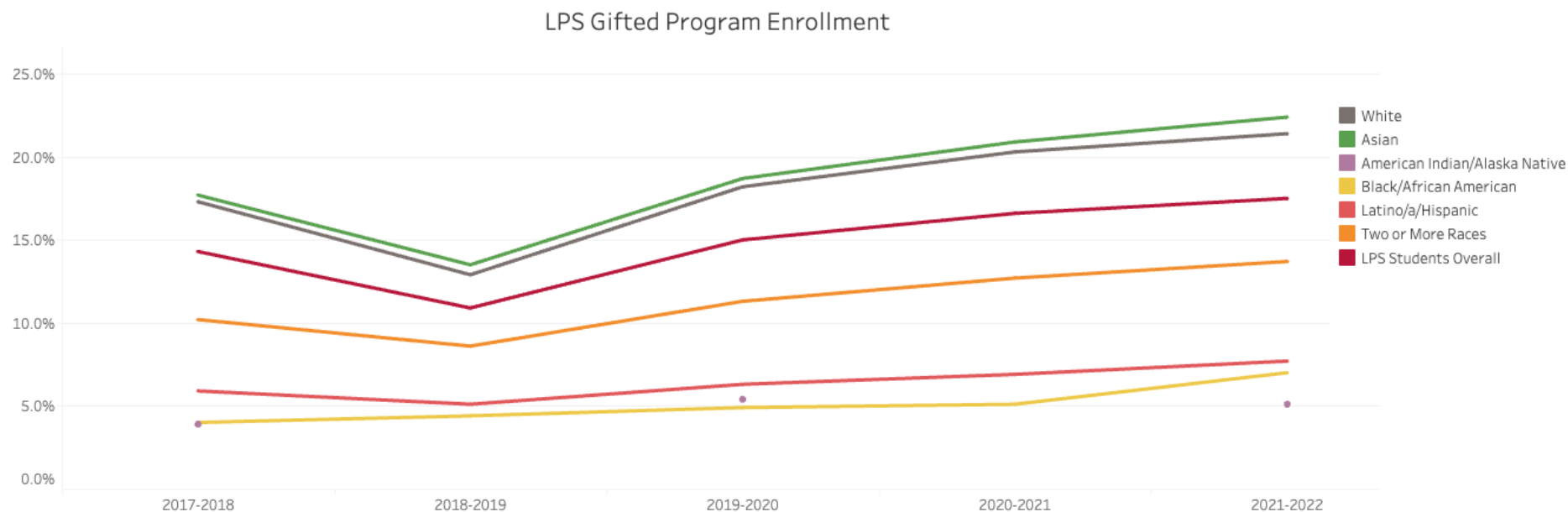
**NOTES**

Lincoln Public Schools. (2022). 2022-23 Annual Statistical Handbook, Student Section. <https://home.lps.org/assessment/stats/>

Mid-high poverty schools are those in which 50.1% to 75% of students participate in the free or reduced-price lunch program. High poverty schools are those in which greater than 75% of students participate in the free or reduced-price lunch program.

# Gifted Program Enrollment by Race/Ethnicity

Students of color are less likely to be indentified and enroled in the LPS program for gifted students



**Figure 18**

Lincoln Public Schools offers differentiated curricula for students identified as gifted at all schools, but there are disparities in which students tend to be identified as gifted by race and ethnicity. After being recommended for identification as gifted (“by anyone including a parent, teacher, or themselves”), students are evaluated for admission to the gifted program by their building’s facilitator based upon their grades and class performance, work, behavioral checklists, standardized test scores, or IQ scores.<sup>14</sup>

Study after study demonstrates that children from lower income households perform less well in school on average than those from higher income households.<sup>5</sup> There exists a strong relationship between students’ educational outcomes, their household income, and the educational attainment of their caregivers, regardless of race or ethnicity. This relationship has been found in studies looking at the individual, school, district, state, and national level. In other words, differences in educational outcomes cannot be separated from differences in caregiver’s background.<sup>5</sup>

In Lincoln, there is a strong and significant negative relationship between

the percentage of students eligible for the free/reduced price lunch program in a school and the percentage of students enrolled in the gifted program at that school.<sup>15</sup> In other words, the higher the percentage of students from households experiencing poverty, the lower the percentage of students enrolled in the gifted program at a school tends to be. This analysis was performed using school-level data, as data on whether individual students who are enrolled in the gifted program are also eligible for free or reduced-price lunch is not available.

Further, research finds another source of the observed disparities to be standardized tests themselves. One study, comparing Black and White students’ standardized test scores for students in poverty-concentrated, socioeconomically mixed, and affluent-concentrated school contexts found that the proportion of students scoring higher in affluent-concentrated contexts to be higher than in poverty-concentrated contexts for both groups. However, there was consistent gap between Black and White students across all three socioeconomic contexts, suggesting that the gap by race is as much

# Gifted Program Enrollment by Race/Ethnicity Cont.

Students of color are less likely to be indentified and enroled in the LPS program for gifted students

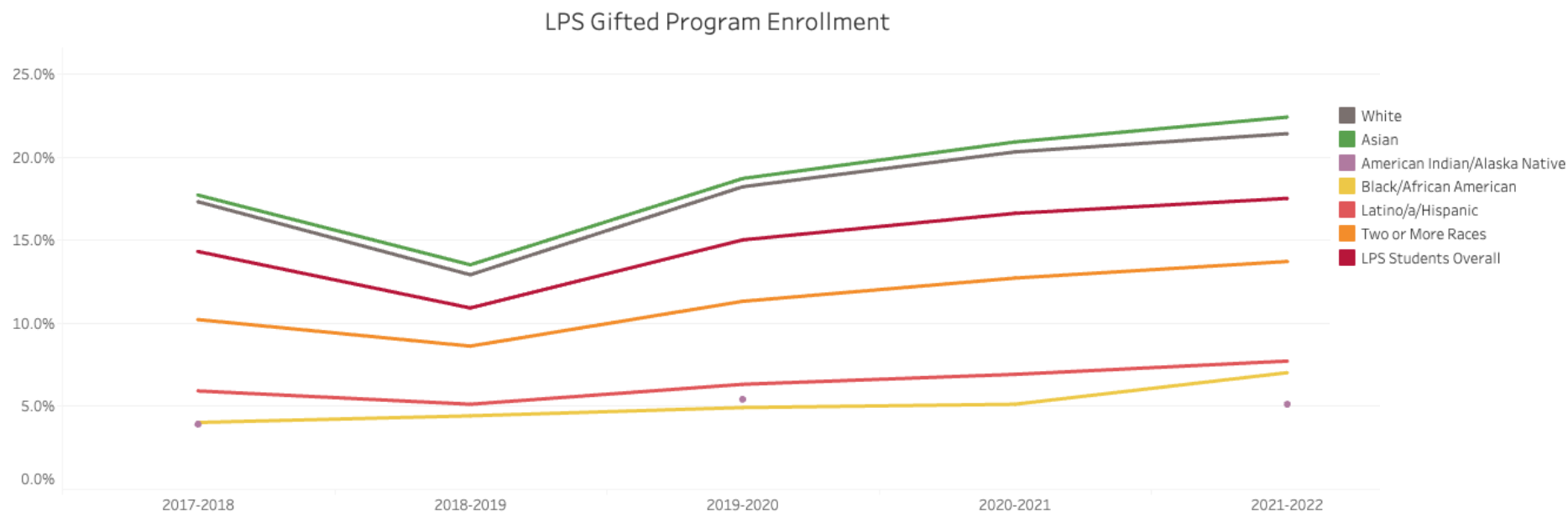


Figure 18

a function of the test and how it is constructed, as it is a function of the students taking the test.<sup>16</sup>

Students' experience with English should also be consider among the multitude of factors that can influence achievement on standardized testing. Compared to non-Hispanic White students, Latino/a/Hispanic students, on average, enter kindergarten with lower average math and reading skills, but the gap narrows by about a third within the first two years of school and then remains relatively stable for the remainder of elementary school.<sup>17</sup> In this same study, those children from homes where English was not spoken had the lowest average reading and math scores entering kindergarten but made the largest gains in the early years of school.

- Overall, 17.5% of students in Lincoln Public Schools are enrolled in the gifted program in the 2020 to 2021 school year.
- Lincoln students who identified as Asian (22.4% enrolled) or White (21.4% enrolled) were more likely to be enrolled in the LPS gifted

program than the overall rate.

- On average, these groups have median household incomes and adult

## NOTES

Nebraska Department of Education. (2022). Nebraska Education Profile (formerly Nebraska State of Schools Reports).

Percent of Lincoln Public School children who are enrolled in the program for gifted students. Data in some years is unpublished for American Indian/Alaska Native students to protect privacy of low numbers of student.

Per 92 Nebraska Administrative Code 3-001.01C. Section 79-1107(3)R.R.S., a gifted or high ability learner means a student who gives evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires accelerated or differentiated curriculum programs in order to develop those capabilities fully.

# Third Grade Language Arts Differential

Significant disparities by race/ethnicity and family income in third grade language arts proficiency remain

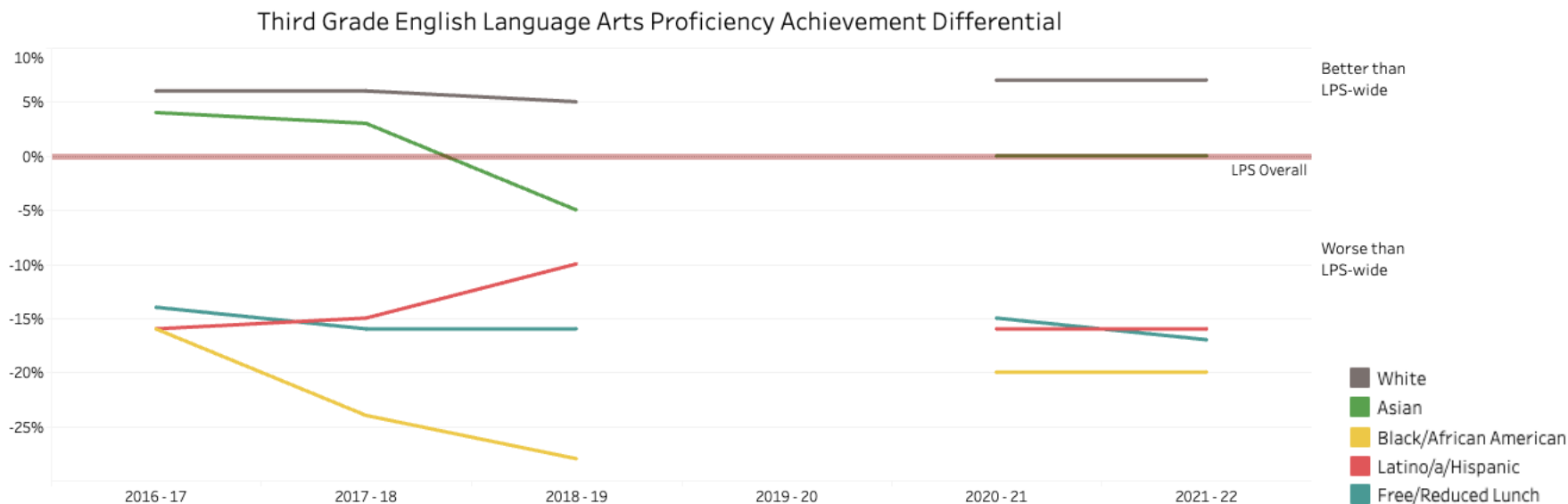


Figure 19

Disparities exist in English Language Arts (ELA) proficiency by race/ethnicity and income. The relationship between household incomes and academic achievement has been studied extensively, finding performance in school to be strongly associated with children’s family income and their parent educational attainment.<sup>5</sup>

Concentration of poverty in schools is correlated with gaps in average student test scores. Research using 3rd through 8th grade math and ELA testing scores to examine the effect of school segregation on academic achievement found average school poverty rates between schools to be “consistently the single most powerful correlate of achievement gaps” between White and Black students. This suggests that strategies to reduce school segregation by poverty may lead to meaningful reductions in academic achievement gaps.<sup>10</sup>

Further, students experience with English should also be considered among the multitude of factors that can influence achievement on standardized

testing. Compared to non-Hispanic White students, Latino/a/Hispanic students, on average, enter kindergarten with lower average math and ELA skills, but the gap narrows by about a third within the first two years of school and then remains relatively stable for the remainder of elementary school.<sup>17</sup> In this same study, those children from homes where English is not spoken had the lowest average ELA and math scores upon entering kindergarten but made the largest gains in the early years of school.

In the 2021 to 2022 school year, 54% of students were ELA proficient, as measured by standardized testing.

- 37.0% of students who receive free/reduced lunch (a proxy for low income)<sup>18</sup> were ELA proficient, which was 17 percentage points lower than the overall LPS student population.
- 61.0% of students identified as White were ELA proficient, which was 7 percentage points higher than the overall LPS student population.

# Third Grade Language Arts Differential Cont.

Significant disparities by race/ethnicity and family income in third grade language arts proficiency remain

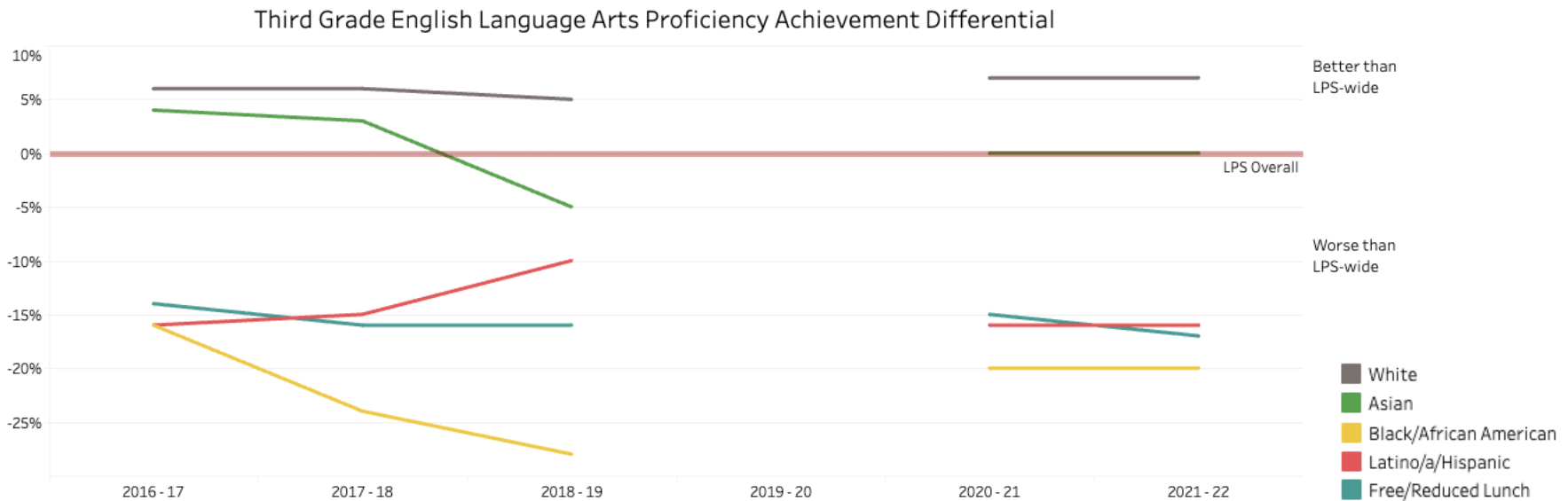


Figure 19

- 54.0% of students identified as Asian were ELA proficient, which was the same as the overall LPS student population.
- 38.0% of students identified as Latino/a or Hispanic were ELA proficient, which was 16 percentage points lower than the overall LPS student population.
- 34.0% of students identified as Black or African American were ELA proficient, which was 20 percentage points lower than the overall LPS student population.

**NOTES**

Nebraska Department of Education. (2022). Nebraska Education Profile (formerly Nebraska State of Schools Reports), Nebraska Student-Centered Assessment System.

Note that for the 2020 to 2021, and 2021 to 2022 school years, there is a perfect overlap of Asian student English Language Arts scores with the

district-wide average; the line representing these student scores overlays the “LPS Overall” baseline for these years.

The NSCAS English Language Arts test from 2016-17 and later is not comparable to standardized tests from earlier years. Due to the COVID-19 pandemic, the NDE cancelled the 2019 – 2020 NSCAS assessment; therefore, there are no results from that year.



# Graduation Rate Differential

Significant disparities by race/ethnicity and family income in Lincoln Public Schools graduation rates persist

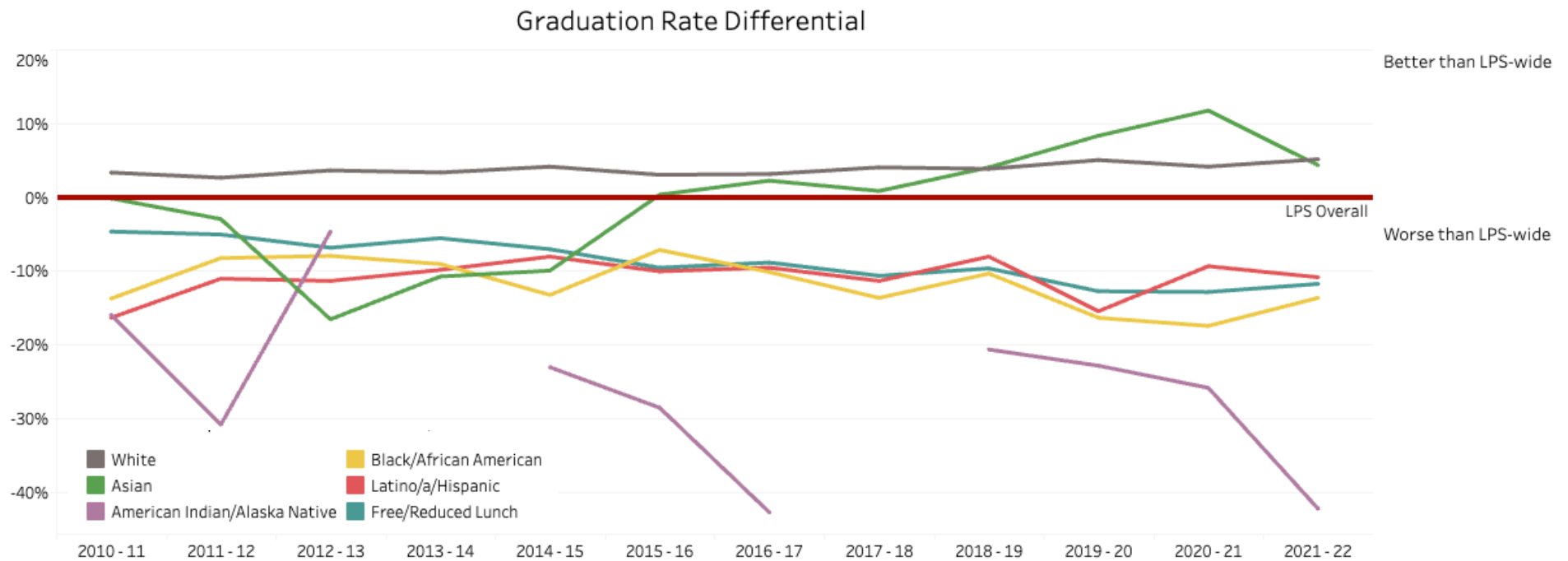


Figure 20

Children from lower income families begin formal schooling well behind their more affluent peers in terms of academic skills, and they often never close these gaps during subsequent school years, affecting their educational attainment such as completing high school.<sup>19</sup> Growing up in neighborhoods with greater concentrations of poverty has also been found to have a severe impact on the likelihood that children graduate from high school.<sup>20</sup> One study found the interaction of living in a low income household and overall childhood experience of living in the lowest 20% of neighborhoods as defined by household income reduced the likelihood of high school graduation for Black students by 25% and for White students by 10%.<sup>21</sup>

Students of color in Lincoln are more likely to attend **schools with higher concentrations of poverty** and attend those schools because they are located in their **neighborhoods**.

In the 2021-2022 school year, 82.3% of LPS students graduated.

- 70.5% of students eligible for free or reduced-price lunch (a proxy for low-income)<sup>18</sup> graduated from LPS in the 2021-22 school year, which is 11.8 percentage points less than the overall LPS student population.
- 71.4% of students who identify as Latino/a or Hispanic graduated from LPS in the 2021-22 school year, which is 10.9 percentage points lower than the overall LPS student population.

# Graduation Rate Differential Cont.

Significant disparities by race/ethnicity and family income in Lincoln Public Schools graduation rates persist

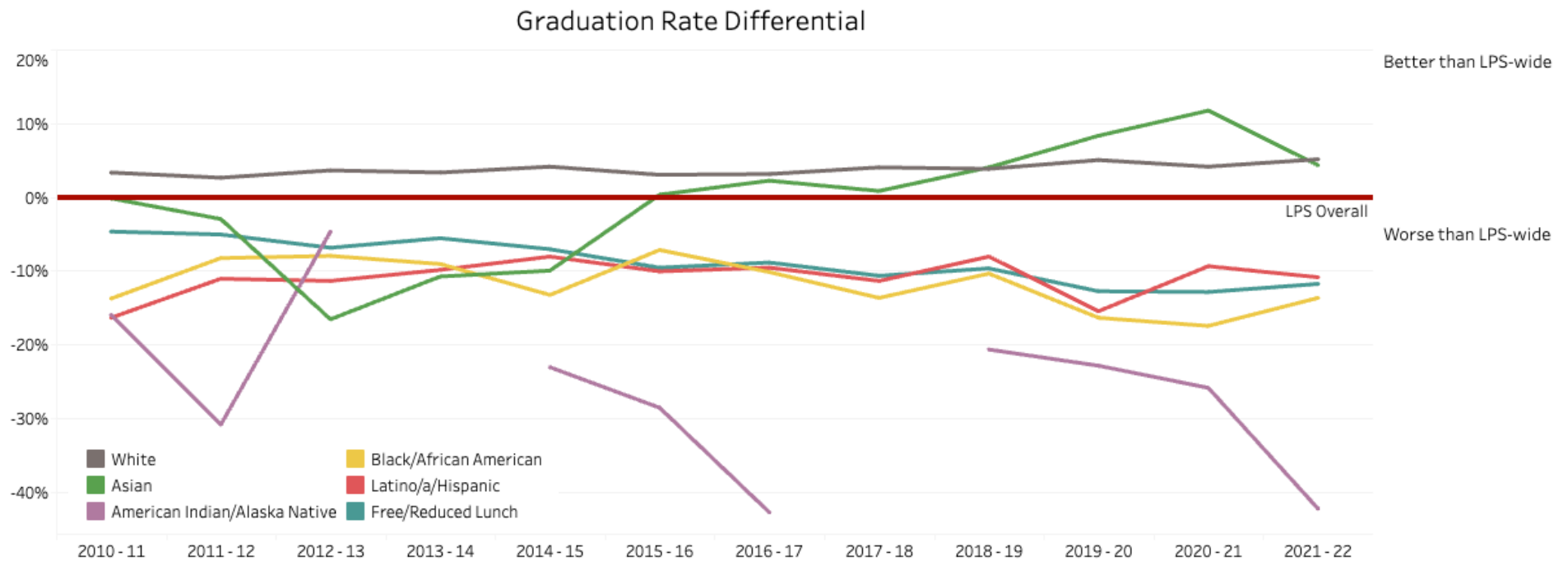


Figure 20

- 68.6% of students who identify as Black or African American graduated from LPS in the 2021-22 school year, which is 13.7 percentage points lower than the overall LPS student population.
- 40.0% of students who identify as American Indian or Alaska Native graduated from LPS in the 2020-21 school year, which is 42.3 percentage points lower than the overall LPS student population.
- About 87.0% of students identified as Asian or White graduated from LPS in the 2021-22 school year, which is about 5 percentage points higher than the graduation rate for the overall LPS student population.
  - Both Asian and White households have higher median incomes than for Lincoln overall.

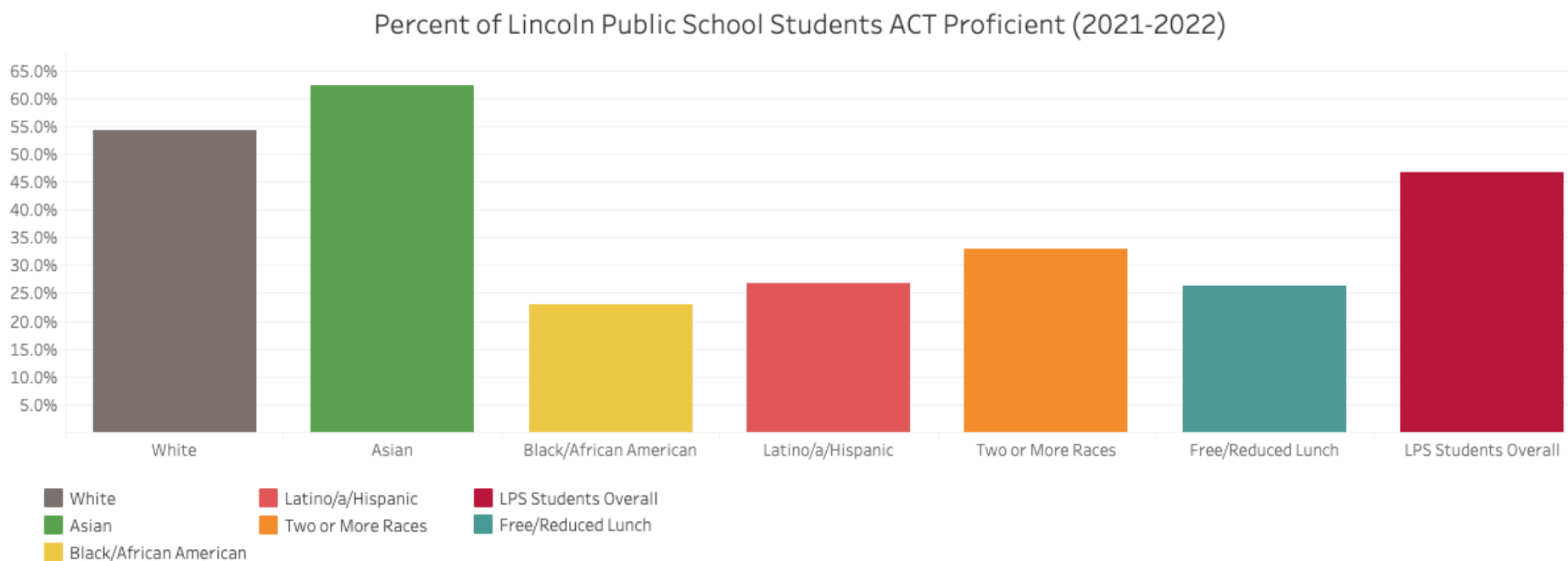
### NOTES

Nebraska Department of Education. (2022). Nebraska Education Profile (formerly Nebraska State of Schools Reports).

Four-year graduation rates are reported here to allow for comparison with nationally reported data. Data suppressed for American Indian/Alaska Natives for 2013-14, and for 2017-18, to protect privacy of small number of students.

# ACT Proficiency by Race/Ethnicity & Income

Disparities in ACT proficiency exist by race/ethnicity and income for Lincoln Public School students



**Figure 21**

A complex set of factors influence student achievement on college admission exams such as the ACT and SAT. Concerns also exist about the predictive validity of college admission exams, such as the ACT and SAT, as research finds similar, or even stronger, correlations between high school GPA and first-year college GPA compared to correlations between standardized exam score and first-year college GPA.<sup>22</sup> However, college admissions testing is still important for students as it can be a determining factor for admission, scholarships, and course placement.

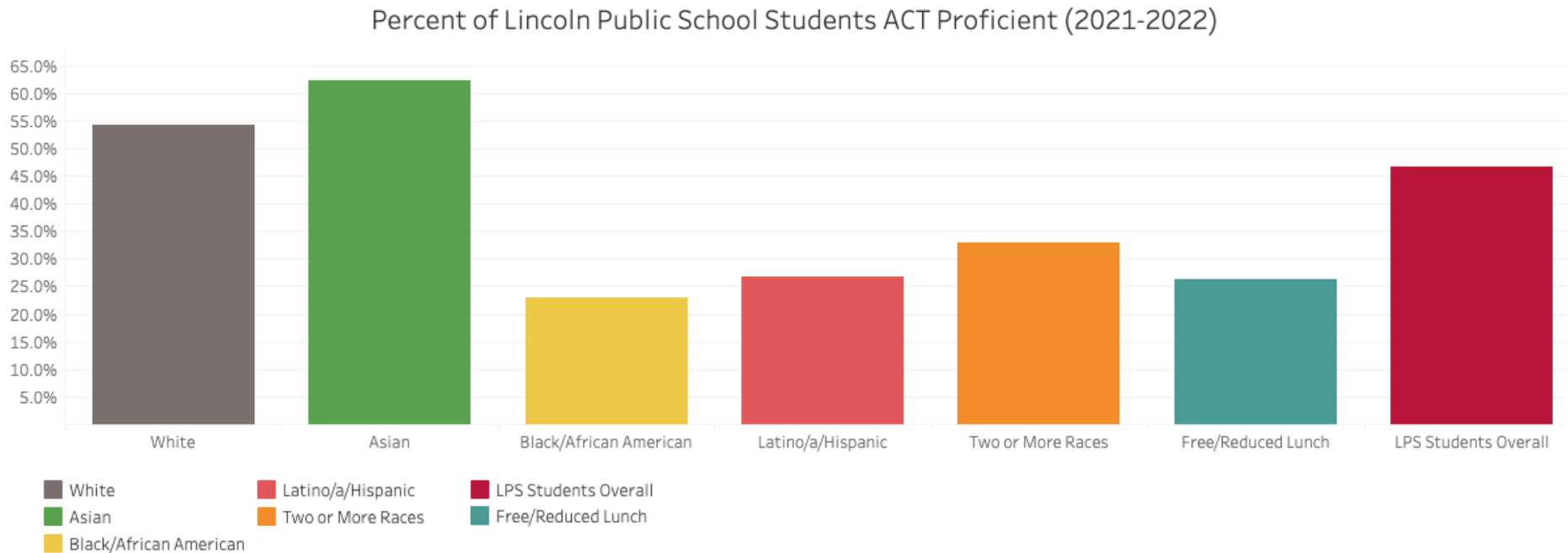
Family income and exposure to poverty are key factors associated with academic achievement. Children in low-income families begin formal schooling well behind their more affluent peers in terms of academic skills, and they often never close these gaps during subsequent school years.<sup>19</sup> There exists a strong relationship between students' educational

outcomes, their household income, and the educational attainment of their caregivers, regardless of race or ethnicity. This relationship has been found in studies looking at the individual, school, district, state, and national level. In other words, differences in educational outcomes cannot be separated from differences in caregiver's background.<sup>23</sup>

Disparities in standardized admissions testing has been a focus of research for decades, and some colleges have attempted to avoid testing bias against students of color and students from less economically advantaged backgrounds in their admission process by not requiring ACT or SAT scores for admission and instead using a more holistic approach that focuses on students' extracurricular activities and character merits. This, however, may also serve to continue disparities by using definitions of merit that favor wealthier families, and wealthier families may also be

# ACT Proficiency by Race/Ethnicity & Income Cont.

Disparities in ACT proficiency exist by race/ethnicity and income for Lincoln Public School students



**Figure 21**

in a better position to more vigilantly pursue these activities to secure college admission, presenting a dilemma for students, colleges, and policymakers.<sup>23</sup> In the 2021 to 2022 school year:

- Overall, 46.7% of all LPS students meet ACT expectations.
- 26.3% of students eligible for free or reduced-price lunch (a proxy for low-income)<sup>18</sup> met ACT expectations.
- 54.3% of students identified as White met ACT expectations.
- 62.3% of students identified as Asian met ACT expectations.
- 23.0% of students identified as Black or African American students met ACT expectations.

- 26.7% of identified as Latino/a or Hispanic students met ACT expectations.
- 33.0% of students identified as Two of More Races met ACT expectations.

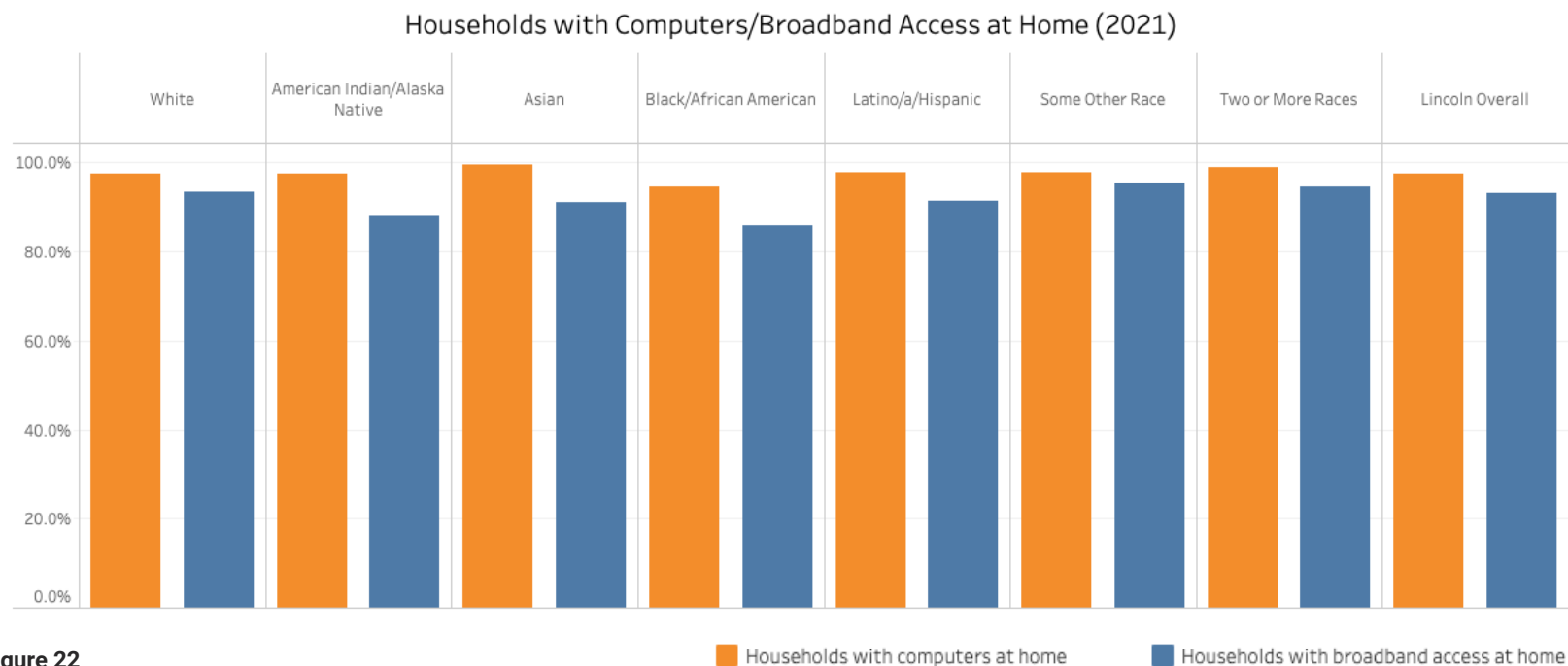
**NOTES**

Nebraska Department of Education. (2022). Nebraska Education Profile (formerly Nebraska State of Schools Reports).

Percent of Lincoln Public School students meeting ACT expectations reported as an average percent across subjects (English Language Arts, Mathematics, Science).

# Households with Digital Access by Race/Ethnicity

High proportions of Lincoln residents live in households with a computer, yet disparities exist in broadband access



**Figure 22**

Overall, an estimated 98% of all Lincoln households have a computer.<sup>24</sup> Estimates of household computer ownership across all race/ethnicity groups were near the estimate for all Lincoln households.

However, there are differences between groups in broadband access. The Federal Communications Commission currently defines broadband as internet access with download speeds of at least 25 Mbps and upload speeds of at least 3 Mbps.<sup>25</sup>

An estimated 93% of Lincoln households have a computer with broadband access. Disparities in access are observed, in particular, for American Indian or Alaska Native households and for African American or Black households.

- 93.5% of White households have broadband access at home.
- 88.1% of American Indian or Alaska Native households have broadband access at home.

- 91.1% of Asian households have broadband access at home.
- 85.9% of African American or Black households have broadband access at home.
- 91.3% of Latino/a/Hispanic households have broadband access at home.
- 95.4% of households with a householder who identifies as Some Other Race have broadband access at home.
- 94.5% of households with a householder who identifies as Two of More Races have broadband access at home.

**NOTES**

U.S. Census Bureau, American Community Survey, 2021 5-year estimates, table S2802.

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**See Note About Race Ethnicity Categories**





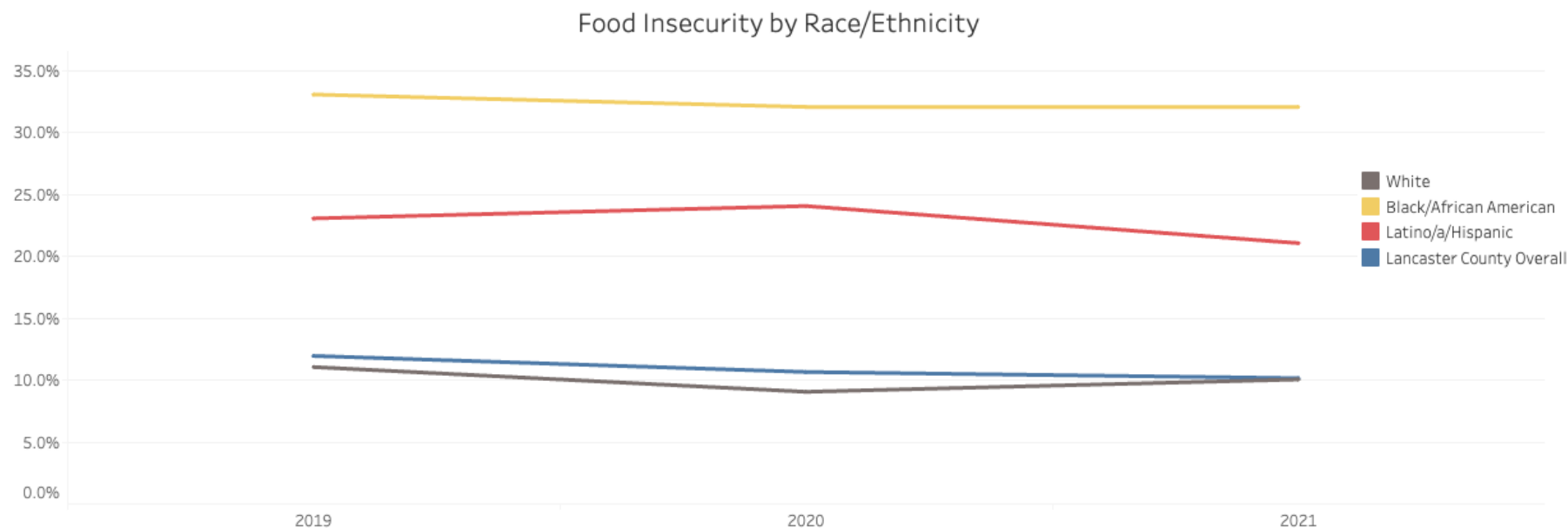
## Health

Disparities by race and ethnicity exist in **both accessing preventive care and health-related outcomes** for Lincoln’s residents. Lincoln residents of color are less likely to have a primary care provider, which has been found to lead to lower likelihood of receiving routine preventive care, cancer screenings, diagnostic and preventive screening, diabetes care, and health counseling.<sup>1</sup>

There are also disparities by race or ethnicity in the incidence of depression and poor mental health days, prenatal care and low birth weights, and injury-related deaths.

# Food Insecurity by Race/Ethnicity

Disparities exist in food insecurity by race and ethnicity in Lancaster County



**Figure 23**

Food insecurity negatively impacts health. For children, it can also impede physical and mental development. The U.S. Department of Agriculture (USDA) defines food insecurity as limited or uncertain availability of nutritionally adequate and safe foods, or limited or uncertain ability to acquire acceptable foods in socially acceptable ways.<sup>2</sup> In other words, household access to healthy food is not consistent, leading to reduced intake and/or reduced nutritional quality, variety, and desirability in household members’ diets.<sup>3,4</sup> Food insecurity may reflect households needing to make trade-offs with other important basic needs, such as health care or housing.

Using Current Population Survey data and USDA food insecurity measures, Feeding America, a hunger-relief nonprofit organization, estimated local food insecurity rates by analyzing several factors, including poverty, unemployment, homeownership, and disability at the county level.<sup>5</sup> This

dataset finds people of color in Lancaster County more likely to be food insecure than White residents.

- Overall, 11.9% of Lancaster County residents face food insecurity.
- One-third, or 33.0% of residents who identify as Black or African American face food insecurity.
- Nearly one-fourth, or 23.0% of residents who identify as Latino/a or Hispanic face food insecurity.
- 11.0% of residents who identify as White face food insecurity.

**NOTES**

Feeding America, Map the Meal Gap.

Chart includes all race/ethnic groups available from source.

# Healthcare Access by Race/Ethnicity

Differences by race/ethnicity exist for adults with a primary care provider

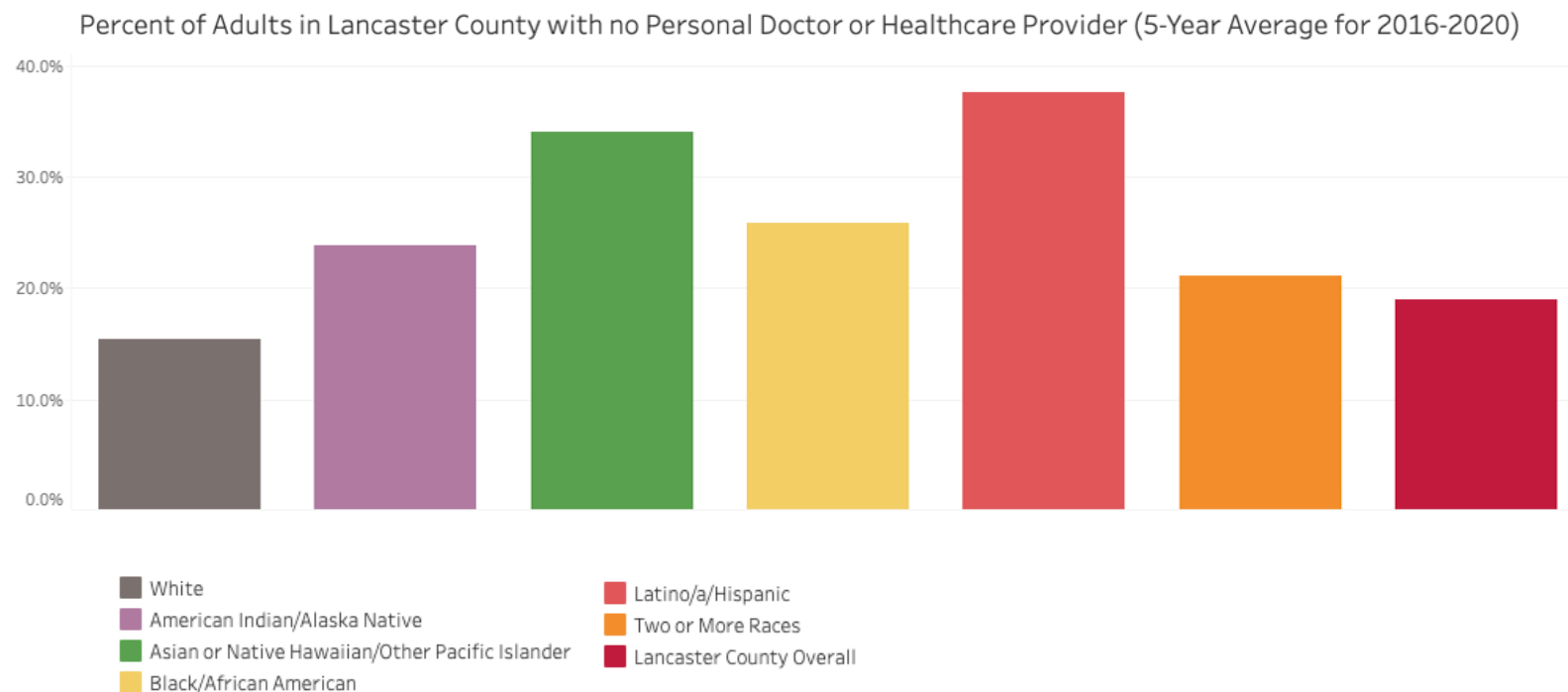


Figure 24

Adults with primary care are significantly more likely to receive routine annual preventative visits and screenings, diagnostic screenings, cancer screenings, diabetes care, and health counseling, such as smoking cessation.<sup>1</sup>

Overall, 18.9% of Lancaster County residents report not having a primary care provider. However, disparities exist by race and ethnicity.

- 15.4% of those who identify as White report not having a primary care provider.
- 23.9% of those who identify as American Indian or Alaska Native report not having a primary care provider.
- 25.9% of those who identify as Black or African American report not having a primary care provider.

- 34.0% of those who identify as Asian or Native Hawaiian or Other Pacific Islander report not having a primary care provider.
- 37.6% of those who identify as Latino/a or Hispanic report not having a primary care provider.
- 21.0% of those who identify as being of Two or More Races report not having a primary care provider.

**NOTES**

Behavioral Risk Factor Surveillance System (BRFSS), Nebraska DHHS. Percent within race or ethnicity based on number of adults 18 and older without primary care provider by population size for race or ethnicity.

# Uninsured Population by Race/Ethnicity

The percentage of people without health insurance in Lincoln has decreased for most groups in the past decade

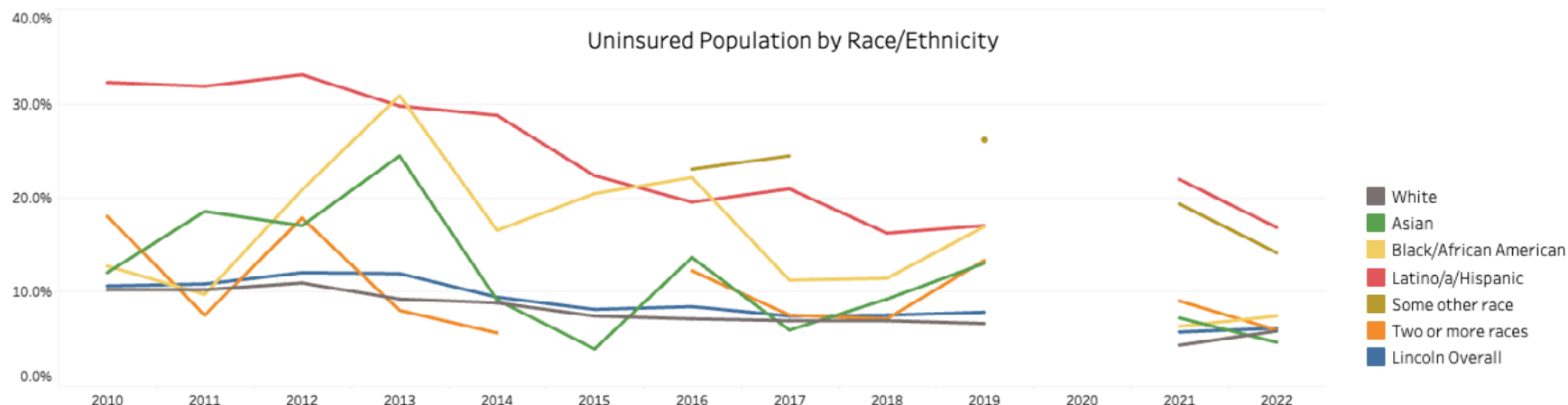


Figure 25

Although the overall rates of persons without health insurance<sup>6</sup> coverage fluctuates, generally the number and rate of those without coverage has been declining over the past 10 years, which is a positive trend. However, Latino/a or Hispanic residents are still more than twice as likely to be without health coverage compared to other Lincoln residents.

- In Lincoln overall, rates of not having health insurance are half what they were a decade ago.
  - 6.1% of Lincoln residents were without health insurance in 2022, down from 12.0% in 2012.
- 5.8% of residents who identify as White in Lincoln were without health insurance in 2022, down from 10.9% in 2012.
- 4.6% of residents who identify as Asian in Lincoln were without health insurance in 2022, down from 17.0% in 2012.
- 7.4% of residents who identify as Black or African American in Lincoln were without health insurance in 2022, down from 20.8% in 2012 and from a high of 30.8% in 2013.
- 16.8% of residents who identify as Latino/a or Hispanic were without health insurance in 2022, down from 33.0% in 2012.

- In 2022, this was more than twice the rate of any other race or ethnic group.
- 14.1% of residents who identify as Some Other Race were without health insurance in 2022. This is down from 23.0% in 2016, the first year data is available for this group.
- 5.9% of residents who identify as Two or More Races were without health insurance in 2022, down from 17.8% in 2012.

## NOTES

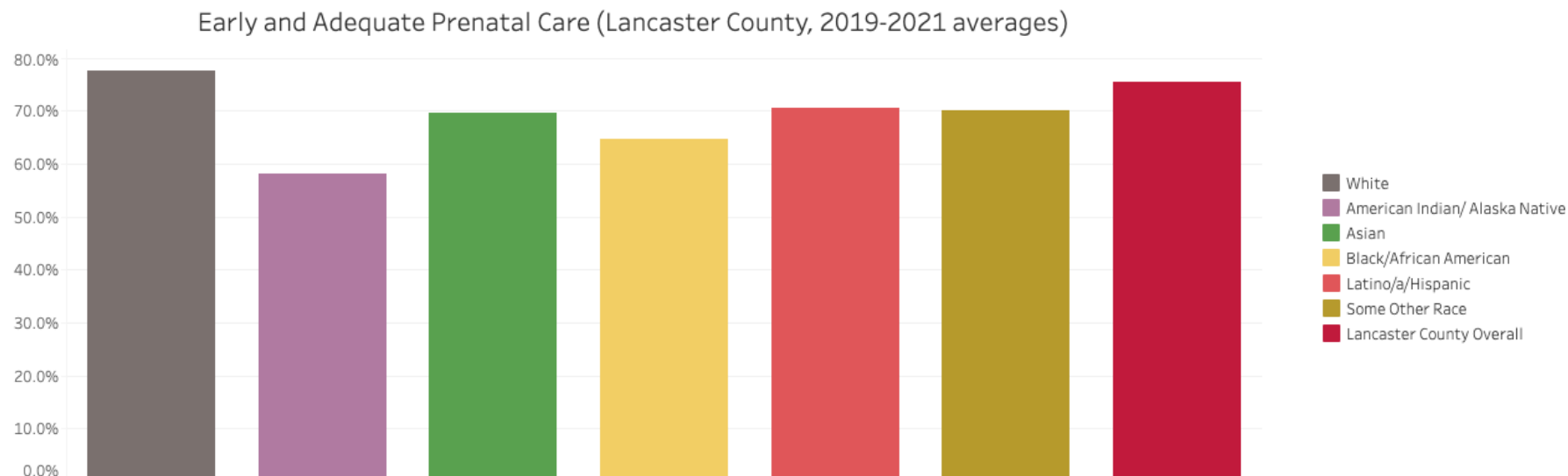
U.S. Census Bureau, American Community Survey, 1-year estimates, Table S2701.

2020 ACS 1-year data unavailable from the U.S. Census Bureau. Data for some racial or ethnic groups suppressed in some years due to low sample sizes, to protect privacy.

The data in this figure includes those enrolled in private health coverage as well as public health coverage; public health coverage includes CHIP for children aged 18 and under; Medicaid for low-income adults, seniors, and those living with a disability; Medicare for those aged 65 and over; and VA health coverage for eligible veterans.

# Early and Adequate Prenatal Care by Race & Ethnicity for Lancaster County

Disparities exist in access and utilization of adequate prenatal care



**Figure 26**

Early and adequate prenatal care is defined as care beginning in the first four months of pregnancy and receiving at least 80% of prenatal care visits or examinations recommended by health care professionals.<sup>7</sup>

Inadequate prenatal care has been found to be associated with poor birth outcomes. Compared to adequate care, inadequate care is associated with increased risk of prematurity, stillbirth, and higher infant mortality.<sup>8</sup>

Overall, 75.6% of expectant mothers in Lancaster County received at least adequate prenatal care between 2019 and 2021.

- 77.7% of those who identified as White received at least adequate prenatal care.
- 70.6% of those who identified as Latino/a or Hispanic received at least adequate prenatal care.
- 69.6% of those who identified as Asian received at least adequate prenatal care.

- 64.6% of those who identified as Black or African American received at least adequate prenatal care.
- 58.2% of those who identified as American Indian or Alaska Native received at least adequate prenatal care.
- 70.2% of those who identified as Some Other Race received at least adequate prenatal care.

## NOTES

Lincoln-Lancaster County Health Department, Online Vital Statistics Reporting System. National data from Centers for Disease Control and Prevention, National Vital Statistics System.

# Low Birth Weight by Race/Ethnicity

Disparities exist in incidence of low birth weight by race and ethnicity in Lancaster County

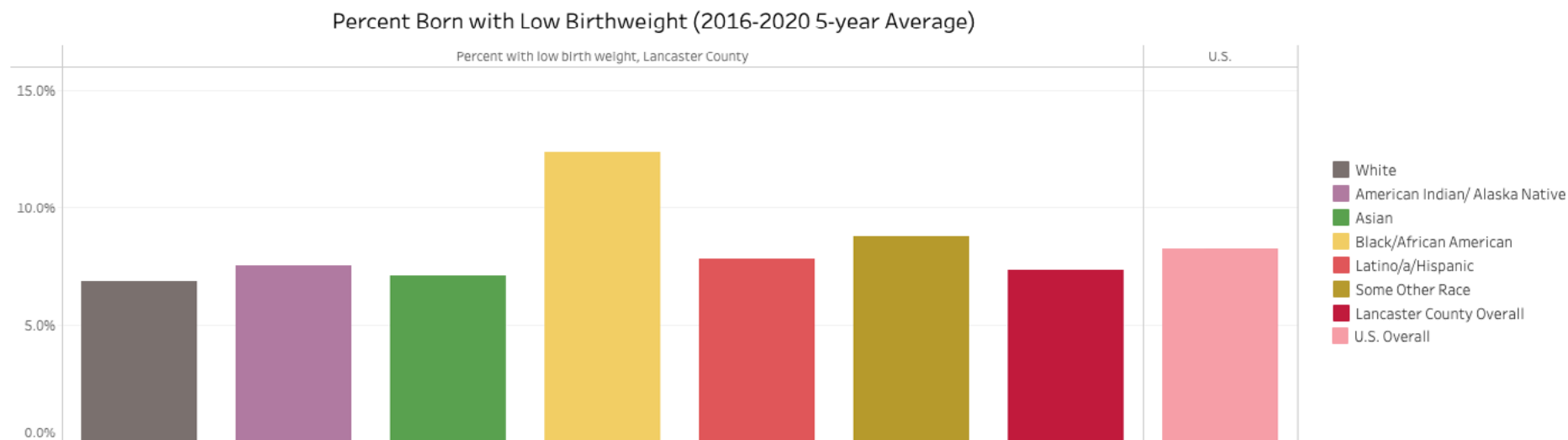


Figure 27

Children who are born at a low birth weight (less than 2,500 grams or 5 pounds, 8 ounces) have increased risk of death and need for long-term medical care compared to those born with weights above that threshold.<sup>9,10</sup>

Lancaster County has a lower overall percentage of children who are born at a low birth weight than the U.S.

From 2016 to 2020, the average percentage of children born at a low birth weight in Lancaster County was 7.3%, compared to the 8.3% of children who were born at a low birth weight in the U.S.

However, disparities in the incidence of low birth weight in Lancaster County exist by race and ethnicity.

- 6.8% of infants identified as White were born at low birth weight.
- 7.1% of infants identified as Asian were born at low birth weight.
- 7.5% of infants identified as American Indian or Alaska Native were born at low birth weight.

- 7.8% of infants identified as Latino/a or Hispanic were born at low birth weight.
- 12.4% of infants identified as Black or African American were born at low birth weight, higher than the national average.
- 8.7% of infants identified as Some Other Race were born at low birth weight.

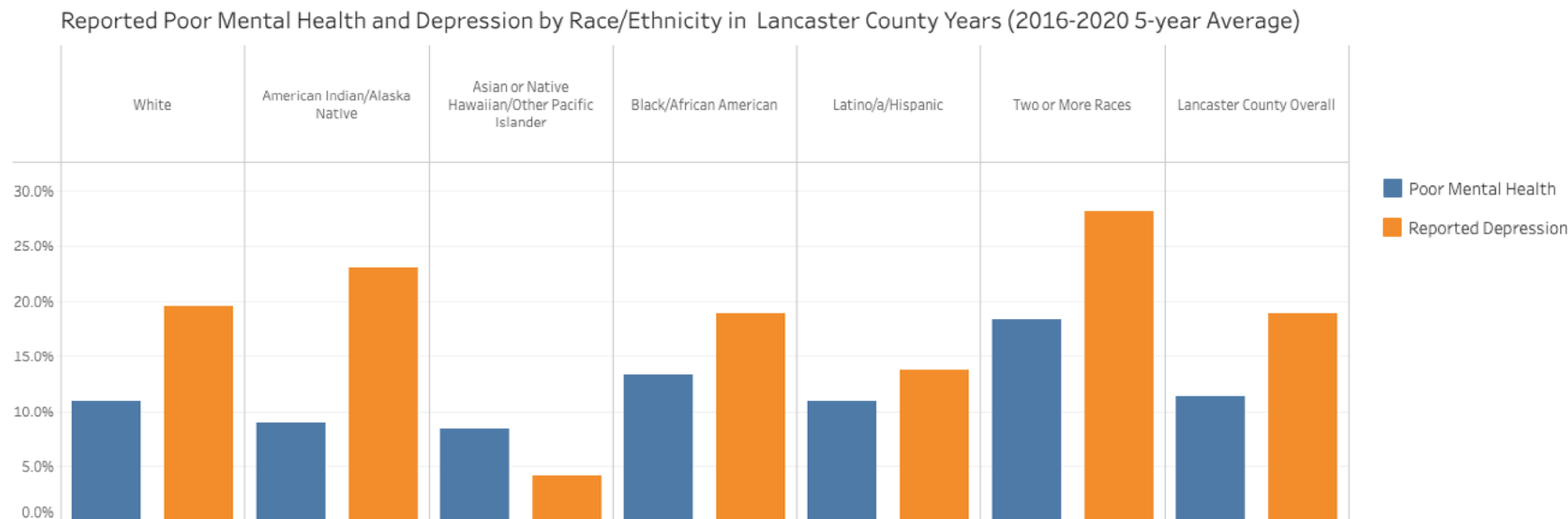
### NOTES

Lincoln-Lancaster County Health Department, Online Vital Statistics Reporting System. National data from Centers for Disease Control and Prevention, National Vital Statistics System.

Low birth weight births are defined as live births with a birth weight of less than 2,500 grams (5 pounds, 8 ounces)

# Reported Poor Mental Health and Depression by Race/Ethnicity

American Indian/Alaska Native residents and residents identifying as being two or more races are disproportionately diagnosed with depression



**Figure 28**

Mental health is a key component of an individual’s overall well-being. Nationally, 21% of adults aged 18 or older experienced mental illness in 2020, while 6% of adults experienced a serious mental illness (e.g., schizophrenia, manic-depressive disorder, and severe depressive disorder).<sup>11</sup>

Overall, 11.4% of Lancaster County residents reported poor mental health (including stress, depression, and problems with emotions) on 14 or more of the previous 30 days (as a five-year average of survey results).

- 8.5% of those who identified as Asian or Native Hawaiian or Other Pacific Islander reported 14 or more poor mental health days in the past 30 days.
- 9.0% of those who identified as American Indian or Alaska Native reported 14 or more poor mental health days in the past 30 days.

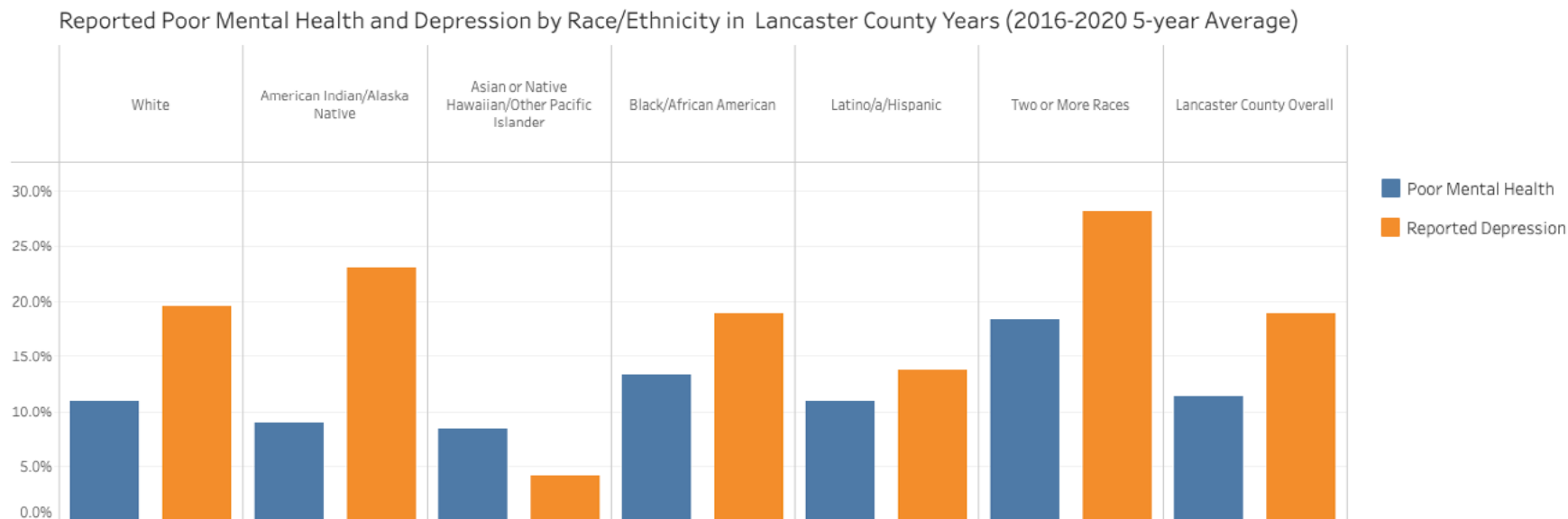
- 10.9% of those who identified as White reported 14 or more poor mental health days in the past 30 days.
- 10.9% of those who identified as Latino/a or Hispanic reported 14 or more poor mental health days in the past 30 days.
- 13.3% of those who identified as Black or African American reported 14 or more poor mental health days in the past 30 days.
- 18.4% of those who identified as being of Two or More Races reported 14 or more poor mental health days in the past 30 days.

An estimated 18.9% of adults in Lancaster County report being ever having been told by a health professional that they have a depressive disorder.

- Rates of those who identified as Black or African American, and those who identified as White, did not differ substantially from the overall county-wide rate.

# Reported Poor Mental Health and Depression by Race/Ethnicity Cont.

American Indian/Alaska Native residents and residents identifying as being two or more races are disproportionately diagnosed with depression



**Figure 28**

- 18.9% of those who identified as Black or African American reported having ever been told by a health professional they had a depressive disorder.
- 19.6% of those who identified as White reported having ever been told by a health professional they had a depressive disorder.
- 4.1% of those who identified as Asian or Native Hawaiian or Other Pacific Islander reported having ever been told by a health professional they had a depressive disorder.
  - This is 14.8 percentage points lower than the county-wide rate.
- 13.7% of those who identified as Latino/a or Hispanic reported having ever been told by a health professional they had a depressive disorder.
  - This is 4.6 percentage points lower than the county-wide rate.
- 23.0% of those who identified as American Indian or Alaska Native

reported having ever been told by a health professional they had a depressive disorder.

- This is 4.1 percentage points higher than the county-wide rate.
- 28.2% of those who identified as being of Two of More Races reported having ever been told by a health professional they had a depressive disorder.
  - This is 9.3 percentage points higher than the county-wide rate.

**NOTES**

Behavioral Risk Factor Surveillance System (BRFSS), Nebraska DHHS.

Percentage of adults 18 and older who report that they have ever been told by a doctor, nurse, or other health professional that they have a depressive disorder (depression, major depression, dysthymia, or minor depression).



# Injury Deaths by Race/Ethnicity

White residents have a higher rate of injury-related deaths in Lancaster County

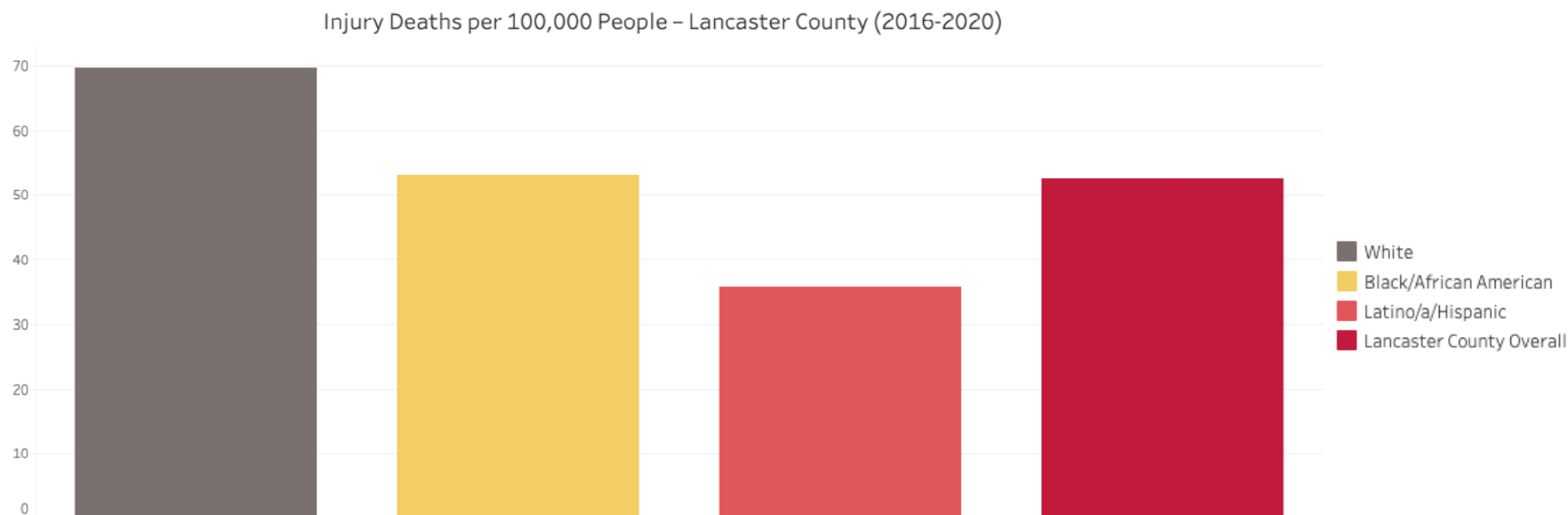


Figure 29

The Centers for Disease Control and Prevention tracks injury-related deaths resulting from unintentional accidents, suicide, homicide, overdose, and other causes.

From 2016-20, the overall rate of deaths by injury per 100,000 population for Lancaster County was 52.6.

- For those who identified as White, the deaths by injury rate was 69.6 per 100,000 population.
- For those who identified as Black or African American, the deaths by injury rate was 53.2 per 100,000 population.
- For those who identified as Latino/a or Hispanic, the deaths by injury rate was 35.8 per 100,000 population.

## NOTES

National data from Centers for Disease Control and Prevention, National Vital Statistics System.

Due to small yearly population sizes, some race and ethnicity data are suppressed by the data source to protect privacy. Rates are presented as five-year estimates for the groups that are available.

# Health Notes

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6. Rates of insurance coverage are presented here for all ages together; when restricting age, to the working age population of 19 to 64, for example, source data was suppressed in 2022 for several race and ethnic groups, and back to 2017 for some groups, so comparisons of recent years for this age group were not possible. Reasons for lack of coverage may be different depending on age of an individual.
7. Martin, Joyce A., and Michelle J.K. Osterman. (2023). Changes in prenatal care utilization: United States, 2019-2021. *National Vital Statistics Report* 75(4).
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**See Note About Race Ethnicity Categories**

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# Data Indicators/Sources

Racial and ethnic groups included in the report are dependent on the primary data source. We included all groups on which data was provided; however, sources differed in what they provided.

As was the case for past Lincoln Vital Signs reports, indicators for this study are measures of the strength and health of our community as well as the challenges. The indicators are meant to:

- **Reflect fundamental interests and concerns of the community, families, and individuals**
- **Serve as reliable sources using valid sampling and measurement approaches**
- **Be available for past years and repeatable for future years**
- **Measure outcomes, rather than inputs or outputs**

There is some variation in reporting of racial and ethnic categories within the study based on availability from the data source. For most data used in the study, categorization is based on self-identification. At a minimum, the Census Bureau reports five racial categories: White, Black/African American, American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander. Persons may choose more than one race. When population sizes of racial groups are small, access to specific data about these populations may be suppressed by the Census Bureau. The Census Bureau also collects Latino/a/Hispanic origin (popularly called “ethnicity”). Ethnicity is a separate and distinct concept from race. That is, an individual may claim any race along with Latino/a/Hispanic origin. For purposes of presentation, race and ethnicity are often reported in a single graphic figure. Further, we have shortened titles of racial/ethnicity categories, in most cases.

The Census Bureau has an obligation to produce accurate, relevant statistics about the nation’s economy and people. The data collection issues experienced by the 2020 ACS severely affected the data quality of these statistics, therefore, the Census Bureau decided not to release the standard ACS 1-year data for 2020. Instead of providing the standard 1-year data products, the Census Bureau released experimental estimates from the 1-year data. This includes a limited number of data tables for the nation, states, and the District of Columbia. *Due to the experimental nature of these ACS 2020 1-year estimates, they are not included in this Lincoln Vital Signs report.*



# Data Indicators/Sources Cont.

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## **Note on Race Ethnicity Categories for Lincoln Vital Signs Race Equity Trends 2024:**

### **OMB race and ethnicity standards; Combined presentation/shortened titles; Excluded due to sample size:**

There is some variation in reporting of racial and ethnic categories within this report based on availability from the data source. Most of these data are from the U.S. Census Bureau and other federal agencies that are reported in accordance with 1997 U.S. Office of Management and Budget (OMB) standards, and generally reflect a social definition of race based upon self-identification. The Census Bureau reports a minimum of five race categories (American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White) and two ethnicity categories (Hispanic or Latino and Not Hispanic or Latino). Ethnicity, as specified by OMB, is treated as a separate and distinct concept from race. Respondents may choose more than one race, along with ethnicity. However, for purposes of presentation, race and ethnicity are often reported in a single graphic figure. Further, we have shortened titles of race and ethnic categories, in most cases. When population sizes of racial groups are small, access to specific data about these populations may be excluded and/or unavailable due to privacy concerns for small populations.

### **MENA**

Under the OMB standards, the U.S. Census Bureau currently classifies people with Middle Eastern or North African (MENA) descent as White, while many people of MENA descent may not identify as White. Research by the Census Bureau and recommendations from several groups suggest reforming federal data collection by adding a “Middle Eastern or North African” box, and to remove people with MENA origins from the white category. However, these recommendations have not yet been implemented, which may impact current data.

# Data Sources

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## **Affirmatively Furthering Fair Housing Tool (AFFH-T)**

### **U.S. Department of Housing and Urban Development**

The AFFH-T is a dynamic online mapping and data-generating tool for communities to aid in their completion of fair housing planning. The data provided in the AFFH-T is not exhaustive and should not supplant local data or knowledge that is more robust. It represents a baseline effort to assemble consistent, nationally available data from a variety of sources compiled into one location and local data and knowledge remain important.

## **American Community Survey**

### **United States Census Bureau**

The American Community Survey (ACS) is a relatively new survey conducted by the U.S. Census Bureau. It uses a series of monthly samples to produce annually updated data for the same small areas (census tracts and block groups) formerly surveyed via the decennial census long-form sample. Initially, 5 years of samples will be required to produce these small-area data. Once the Census Bureau has collected 5 years of data, new small-area data will be produced annually. The Census Bureau also will produce 3-year and 1-year data products for larger geographic areas. The ACS includes people living in both housing units (HUs) and group quarters (GQs). The ACS is conducted throughout the United States and in Puerto Rico.

## **Behavioral Risk Factor Surveillance System (BRFSS)**

### **Centers for Disease Control and Prevention**

The BRFSS is an ongoing, monthly, state-based telephone survey of the adult population. The survey provides state-specific information on behavioral risk factors and preventive health practices. Major changes to BRFSS survey methods began in 2011, meaning that comparison of data prior to 2011 to that after 2011 is not recommended.

## **Boards and Commissions Data**

### **City of Lincoln**

Data for the composition of Lincoln Boards and Commissions was obtained upon request from the City of Lincoln Mayor's Office. This information is not produced in a serialized manner and represents a snapshot in time.

# Data Sources Cont.

---

## **Building and Safety Department Citizen Access data portal**

### **City of Lincoln**

Data for housing complaints was obtained directly through the Building and Safety access portal. This information is not produced in a serialized manner and represents a snapshot in time.

## **Consumer Financial Protection Bureau, Home Mortgage Disclosure Act Data (HMDA)**

### **Federal Financial Institutions Examination Council**

The Home Mortgage Disclosure Act (HMDA) requires many financial institutions to maintain, report, and publicly disclose loan-level information about mortgages. These data help show whether lenders are serving the housing needs of their communities; they give public officials information that helps them make decisions and policies; and they shed light on lending patterns that could be discriminatory. The public data are modified to protect applicant and borrower privacy. HMDA was originally enacted by Congress in 1975 and is implemented by Regulation C.

## **Homeless Student Enrollment Data by Local Education Agency Report**

### **US Department of Education EDFacts**

The US Department of Education began publicly releasing privacy-protected student assessment achievement data at the school and LEA level for many subgroups of students, including homeless students. These assessment data are available starting with SY 2009-10 on the EDFacts Initiative website. It was deemed that homeless student enrollment data would be valuable to the public, as well as to agencies and organizations serving homeless children and youth. ED finalized the privacy protection and data quality review methodology for this dataset and began releasing these LEA homeless student enrollment datasets in 2016, starting with SYs 2013-14 and 2014-15. Since then, ED has released the latest available files after they are certified by states in the late spring.

## **Lincoln Public Schools Statistical Handbooks**

### **Lincoln Public Schools**

The Annual Statistical Handbook contains basic statistical information about Lincoln Public Schools. It is intended to provide the user with current information about public education in the community of Lincoln, Nebraska.

# Data Sources Cont.

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## **Map the Meal Gap**

### **Feeding America**

The primary goal of the Map the Meal Gap analysis is to more accurately assess food insecurity at the community level. Map the Meal Gap generates two types of community-level data: county-level food insecurity and child food insecurity estimates by income categories, and an estimate of the food budget shortfall that food insecure individuals report they experience.

## **National Vital Statistics System (NVSS)**

### **Centers for Disease Control and Prevention**

The National Vital Statistics System is the oldest system of inter-governmental data sharing in Public Health. These data are provided through contracts between NCHS and vital registration systems operated in the various jurisdictions legally responsible for the registration of vital events– births, deaths, marriages, divorces, and fetal deaths. Mortality data from the National Vital Statistics System (NVSS) are a fundamental source of demographic, geographic, and cause-of-death information.

## **Online Vital Statistics Reporting System**

### **Lincoln-Lancaster County Health Department**

Vital records data include information on births and deaths occurring to Lancaster County residents. Birth and death records are an excellent source of population data to determine rates of birth, pregnancy, prenatal care, birth weight, infant mortality, and numerous other birth outcomes and causes of death. Birth certificate data are collected from various sources; including the mother, clinic, and hospital with most of the information coming from the hospital and other medical records. As for the source of data from death certificates, the cause of death is reported by the attending physician or coroner/medical examiners. Funeral directors and the families often are the sources of information about the person's demographic characteristics.

# Data Sources Cont.

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## **Open Data & Performance Management**

### **City of Lincoln**

Lincoln's open data website offers "one stop shopping" for many of the City's most popular data applications and reports. This data is provided free and without license by the City. The site consists of three types of data: tabular data, spatial data, and documents. Tabular and spatial data may be downloaded by users in a machine-readable format, such as spreadsheet or shapefile. This website was used to collect age of housing across Lincoln for the recent Lincoln Vital Signs special edition.

## **Statistics & Facts About Nebraska Schools Reports**

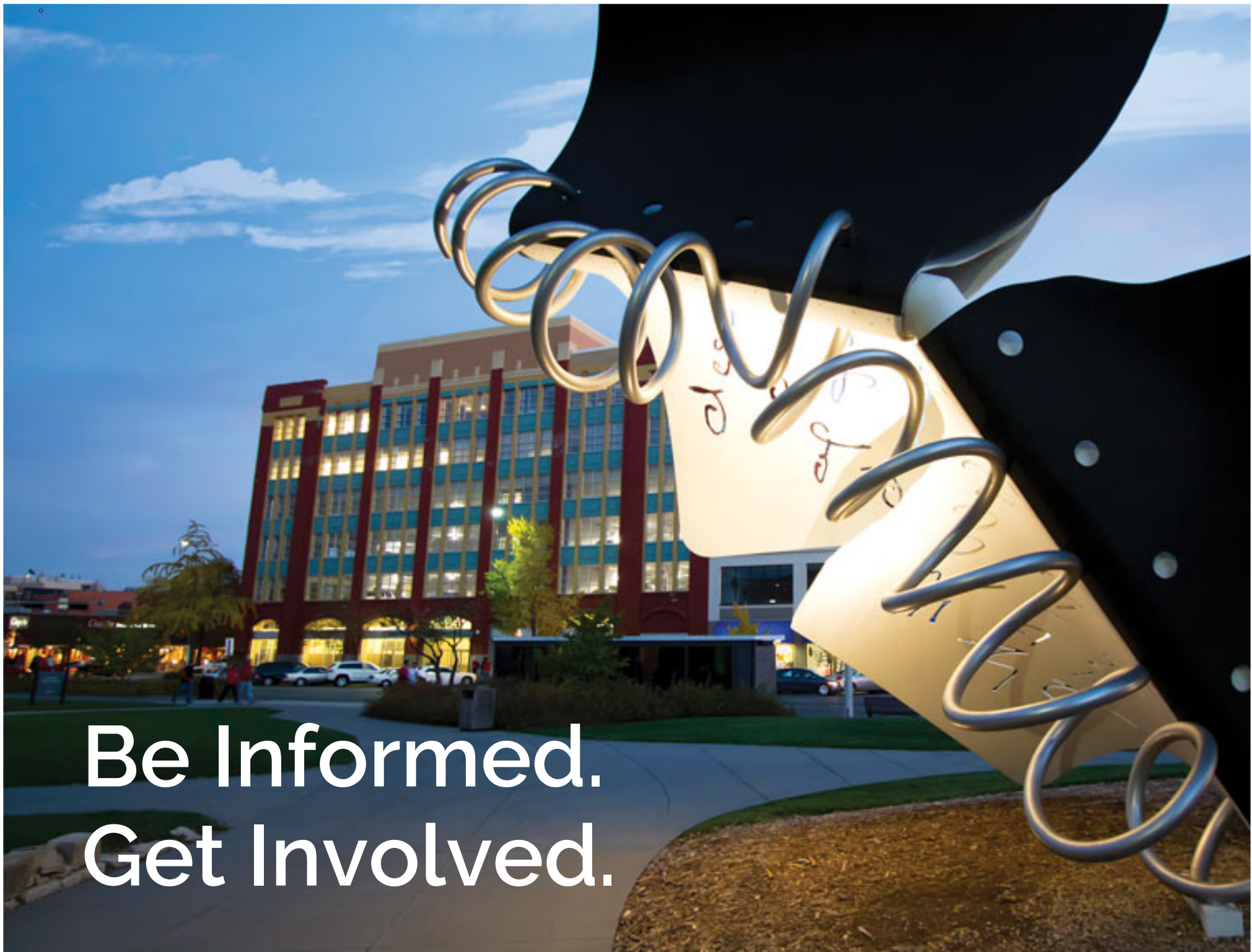
### **Nebraska Department of Education**

This is a series of reports that were included in a publication called Statistics and Facts About Nebraska Schools. The reports include state-level reports, district and school level reports for public districts, nonpublic systems and State Operated systems (Special Purpose Schools). Most of the reports relate to the Fall Membership (student counts as of the last Friday in September, Nebraska's official counting day). Other reports include School District Census by County and Full-Time Equivalency (F.T.E) of Certificated Personnel by Assignment and Gender.

## **Upward Mobility Indicators**

### **Urban Institute Upward Mobility Framework**

The Urban Institute's Upward Mobility Framework, which identifies 24 predictors that influence mobility from poverty for adults, families, and children, served as inspiration for many of the metrics presented in this report. Data published by the Urban Institute was from Mobility Framework measures was utilized where noted for the recent Lincoln Vital Signs special edition.



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Get Involved.**



**Lincoln Vital Signs**

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