Ranking States Based on Improvement in Child Well-Being During the 1990s

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EXECUTIVE SUMMARY

Each year since 1990, the Annie E Casey Foundation has released a *KIDS COUNT Data Book* assessing child well-being in each state based on 10 key statistical indicators. Each year, states are ranked based on the most recent data available. This publication uses the KIDS COUNT data from 1990 to 2000 to assess <u>improvements</u> in child well-being in each state during the 1990s. The states are then ranked on the basis of improvements during the decade.

It is important to understand that improvement in child well-being is quite different than the level of child well-being in a state. When states are simply ranked against each other at a point in time, it is not clear whether child well-being is improving or deteriorating collectively or for any given state.

For each year from 1990 to 2000, we created a state composite index of child well-being based on the 10 KIDS COUNT indicators using methodology developed by Land and Associates. The movement of this index over time indicates if child well-being is improving or deteriorating.

Between 1990 and 2000, the KIDS COUNT Index showed a 14 percent improvement in child well-being nationwide, but this masks significant variation across states and over time. Most states (46 out of 50) showed improvement in child well-being during the 1990s. California exhibited the biggest improvement during the 1990s (up 23 percent), followed closely by Maryland and New Jersey (up 21 percent each). Two states (Nebraska and Wisconsin) experienced slight declines in overall well-being during the 1990s, and two other states (Kansas, North Dakota) showed no change over the decade.

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Introduction

Since 1990, the KIDS COUNT project of the Annie E. Casey Foundation has tracked the status of children and families in the United States based on the performance of 10 statistical indicators. The national *KIDS COUNT Data Book* uses these 10 key indicators of child well-being to build an overall index of child well-being in each state, and uses that index to rank states. See Table 1 for a list of the 10 KIDS COUNT indicators.

Table 1. KIDS COUNT Indicators
Child Deaths, ages 1-14
Teen Births, ages 15-17
Teen Deaths, ages 15-19
Infant Mortality
Non-secure Employment
Idle Teens
Child Poverty
High School Dropouts
Low Birth Weight
Single Parent

In the KIDS COUNT Data Book, changes over time are presented graphically for each indicator in each state, but there is no systematic comparison of changes across

states. Comparing the rank from one year to the next does not reflect absolute improvement (or deterioration) because the ranks are always relative to other states. The well-being of children in states may well be improving even though there is no change in relative rank. This report uses the ten KIDS COUNT indicators to assess increases and decreases in absolute child well-being for each state in the 1990s.

Despite the emergence of many regular reports containing child and family data, there is no agreement on specific criteria to measure child well-being.[1] As Elizabeth L. Pollard and Patrice D. Lee conclude in their review of the literature on child well-being, "well-being is a commonly used but inconsistently defined term frequently included in the study of child development." [2] but Pollard and Lee go on to state, "There is little agreement in the research literature on how to best measure child well-being." [3]

One way to build a consensus on the meaning of child well-being is to move from a conceptual definition to an operational definition. In this report, we develop an operational definition of child well-being by constructing a 10-indicator KIDS COUNT Index of child well-being for each state. By examining changes in the index, we can quantify how much states improved or deteriorated over the 1990s as the 10 KIDS COUNT indicators function as a comprehensive measurement of child well-being.

Year- to-year changes in the state-level index are usually quite small and may not provide a reliable assessment of real trends. It is difficult to tell whether year-to-year changes reflect true change or simply random fluctuations. Also, since gains made during one short period may be negated by declines in the next short period, a longer prospective provides a more definitive assessment of changes. Examination of longer

trends is likely to reveal more reliable patterns because they usually capture more change. Therefore we look at one ten-year period (1990 to 2000) and two five-year periods (1990 to 1995 and 1995 to 2000).

The Data

The data used in this study come from the annual *KIDS COUNT Data Book* that has been issued by the Annie E. Casey Foundation every year since 1990.[4] The *KIDS COUNT Data Book* uses 10 key measures to consistently measure the educational, social, economic, and health status of children state-by-state since 1990. Indicators are reported individually and used collectively to rank states in terms of overall child well-being. For a more detailed description of the ten measures used by KIDS COUNT, see Appendix A.

The 10 KIDS COUNT measures possess three important attributes:[1] They reflect several important areas of a child's well-being including health, material well-being, educational attainment, behavioral concerns, and social relationships.[2] The indicators reflect experiences across a range of developmental stages—from birth through early adulthood.[3] They are consistently measured over time, permitting legitimate comparisons across states. The detailed criteria used to select KIDS COUNT indicators are spelled out each year in the annual *KIDS COUNT Data Book*. While the indicators represent a combination of negative outcomes and risk factors, the fact that all the indicators reflect problems facilitates interpretation. For each indicator, a lower value signifies a better child outcome for a state. However, this property will be inverted when we construct an index so that higher values indicate better outcomes.

The indicators are all derived from federal government statistical agencies, and represent the best available state-level data on child well-being. Measures based on analysis of the 12-month Current Population Survey (CPS) and the March CPS—Nonsecure Employment, Single Parent, Idle Teens, and High School Dropouts—are averaged over three years to increase sample size and reduce estimation error.

Except for the child poverty measure, each of the 10 measures in our KIDS COUNT Index is reported annually since 1990. The Small Area Income and Poverty Estimates (SAIPE) child poverty data used in the KIDS COUNT Data Book are available for only seven of the 11 years—1990, 1994, and 1996 to 2000. The 1995 child poverty figure was estimated by averaging the 1994 and 1996 values; and child poverty values for 1991, 1992, and 1993 used in this analysis were derived by interpolating from the 1990 and 1994 values.

Methods

Using these 10 KIDS COUNT indicators, we constructed an index of child well-being for each state. Similar to the Dow Jones Average or the Gross Domestic Product, the index provides an overall assessment of a complex, multi-dimensional phenomenon in a single number. This approach is similar to the Fordham Index of Social Health, which combines 16 social indicators, representing the well-being of Americans at different stages of life, to assess the overall quality of life in the United States.[5]

To construct an index, we applied the methodology developed by Kenneth C. Land[6] and Associates in their index construction work:

KIDS COUNT Child Well-Being Index (KCCWBI) in Year t = $(1/N)\{100 - \Sigma_I [((\Delta R_t - R_r)/R_r) \times 100]\}$.

- N denotes the number of indicators on which the composite index is based (N equals 10)

- R_t designates the child well-being indicator rate in the year t > base year r.

- R_r designates the indicator rate in the reference or base year r.

- T is years 1991 to 2000

- Base year r is 1990.

For each year t, we calculated the indicator's index value which also reflects the percentage change in the indicator from the base year r to the year t. To do this, we subtracted the indicator's value in the base year r from the value in the year t and divided this difference by the base year value. We multiplied each year's change ratio by 100 to obtain the percent change in the rate from the base year value. We then subtracted this percent change from 100 to provide an indicator index value in a particular year. Values over 100 indicate improvements, whereas values under 100 indicate worsening trends.

For each year, the values for the ten indicators are averaged to construct an annual overall index of child well-being for each state. Each indicator is weighted equally in the composite index calculation. The index values are rounded to the nearest whole number because we do not feel the state-level measures are strong enough to merit distinctions to a tenth of a percent. National index values for each of the ten indicators for each year from 1990 to 2000 are shown in Appendix B.

Results

Between 1990 and 2000, the KIDS COUNT child well-being index showed a 14 percent improvement in child well-being in the country as a whole, but this masks significant variation across states. The overall change in the composite index value for each state is shown in Table 2, where states are ranked based on the change in the composite index between 1990 and 2000, with rank 1 reflecting the most improvement.

The vast majority of states (46 out of 50) showed improvement in child well-being during the 1990s. California exhibited the biggest improvement during the 1990s (up 23 percent), followed closely by Maryland and New Jersey (up 21 percent each). Two states (Kansas and North Dakota) showed no change, and two states (Nebraska, and Wisconsin) experienced slight declines in overall child well-being during the 1990s. The overall index value for each state for each year from 1990 to 2000 is shown in Appendix C.

It is not surprising that the ranking of states based on improvements in child well-being during the 1990s is quite different than the ranking based on 2000 data. However, it is noteworthy that New Jersey and Minnesota experienced exceptional improvements during the 1990s and were in the top five states based on 2000 data. On the other hand, none of the states that had the least improvement during the 1990s were in the bottom five based on 2000 data.

Best Five States Based On:		**Worst Five States Based On:**	
2000 Data	**Change 1990-2000**	**2000 Data**	**Change 1990-2000**
Minnesota	California	Mississippi	Wisconsin
New Hampshire	Maryland	Louisiana	Nebraska
Utah	New Jersey	Alabama	North Dakota
New Jersey	Michigan	Arkansas	Kansas
Iowa	Minnesota	New Mexico	Montana

Table 1. States Ranked Based on Change in Child Well-Being 1990 to 2000

Rank	State	Percent Change in KCCWI 1990-2000
	US Average	114
1	California	123
2	Maryland	121
2	New Jersey	121
4	Michigan	119
4	Minnesota	119
6	Florida	118
6	Illinois	118
8	Massachusetts	116
8	Indiana	116
8	Georgia	116
8	New York	116
12	Nevada	115
12	Washington	115
12	Connecticut	115
15	Utah	114
15	Pennsylvania	114
15	Virginia	114
18	Oklahoma	113
18	Missouri	113
18	Alabama	113
21	New Hampshire	112
21	Louisiana	112
23	Texas	111
23	Kentucky	111
23	Tennessee	111
26	Colorado	110
26	North Carolina	110
28	Idaho	109
28	Ohio	109
28	Wyoming	109
28	South Dakota	109
28	Mississippi	109
33	South Carolina	108
34	Vermont	107
34	Arkansas	107
34	Alaska	107
37	Iowa	106
37	Maine	106
37	Arizona	106
37	Rhode Island	106
41	West Virginia	105
41	Hawaii	105
41	New Mexico	105
44	Delaware	104
44	Oregon	104
46	Montana	101
47	Kansas	100
47	North Dakota	100
49	Nebraska	99
50	Wisconsin	98
Not Ranked	DC	122

Child Well-Being Trends in the Early and Late 1990s

O'Hare and Bramstedt[7], as well as Land and Associates[8], show that child well-being improved much more in the second half of the 1990s than in the first half. We separately examine state changes in child well-being for the first half of the 1990s (1990-95) and the second half of the decade (1995-2000) because the social and economic conditions were quite different in these two periods.

Changes between 1990 and 1995 and between 1995 and 2000 are shown in Table 2. In the country as a whole, and in most states, the well-being index remained relatively flat during the first half of the 1990s, and increased markedly during the second half of the 1990s. Between 1990 and 1995, sixteen states showed zero or negative change; and the highest percent improvement was for Massachusetts with a 9 percent gain. The trends are much improved in the second half of the 1990s. Almost half of the states, 24, show 10 percent or greater improvement between 1995 and 2000. California exhibited the greatest improvement for this period at 18 percent.

Table 2. Five-Year Changes in Child Well-Being 1990-1995 and 1995-2000

Rank	State	Percent Change in KCCWBI	Percent Change in KCCWBI
Based on 1990-2000 change	State	1990-1995	1995-2000
1	California	5	18
2	Maryland	4	17
2	New Jersey	7	14
4	Michigan	8	11
4	Minnesota	2	17
6	Florida	3	15
6	Illinois	2	15
8	Massachusetts	9	7
8	Indiana	7	9
8	Georgia	3	13
8	New York	-1	17
12	Nevada	7	9
12	Washington	5	10
12	Connecticut	0	15
15	Utah	7	7
15	Pennsylvania	-1	15
15	Virginia	3	11
18	Oklahoma	4	9
18	Missouri	3	10
18	Alabama	4	9
21	New Hampshire	6	7
21	Louisiana	2	10
23	Texas	1	11
23	Kentucky	1	11
23	Tennessee	1	10
26	Colorado	7	3
26	North Carolina	-1	11
28	Idaho	6	4
28	Ohio	-1	11
28	Wyoming	1	8
28	South Dakota	6	3
28	Mississippi	2	6
33	South Carolina	-3	11
34	Vermon	4	4
34	Arkansas	1	6
34	Alaska	8	-2
37	Iowa	-2	8
37	Maine	7	0
37	Arizona	-4	10
37	Rhode Island	-1	7
41	West Virginia	-1	7
41	Hawaii	8	-3
41	New Mexico	-6	11
44	Delaware	6	-2
44	Oregon	-6	10
46	Montana	5	-3
47	Kansas	0	0
47	North Dakota	-3	
49	Nebraska	0	-1
50	Wisconsin	0	-2

Conclusion

We used the ten indicators regularly reported in the KIDS COUNT Data Book to recreate a composite index of child well-being for each of the 50 states for the years 1990 to 2000. The majority of the states showed improvement in child well-being between 1990 and 2000, but there was extensive variation in changes during the 1990s. Three states improved by more than 20 percent, but two states showed no improvement, and two showed slight declines.

As with the national trends, most of the state-level improvements were in the second half of the 1990s. Falling unemployment rates during the 1990s are associated with improvement in child outcomes. We found no strong regional patterns for the states that improved the most, but the five states that performed the worst are all located in the Great Plains or upper Midwest. States with larger minority populations tended to exhibit more improvements over the period than those with smaller minority populations. We also found greater improvements in child well-being among states with more generous or integrated state policies regarding support for low income families.

Appendix A. KIDS COUNT Indicators:

Data Book Definitions and Data Sources

Percent Low-Birth Weight Babies is the share of live births weighing less than 2,500 grams (5.5 pounds). The data are reported by place of mother's residence, not place of birth. Each year, there are a small number of births in which the weight of the newborn is not recorded, and births of unknown weight are not included in these calculations. In 1999, 4,804 births were of unknown weight.

Infant Mortality Rate (deaths per 1,000 live births) is the number of deaths occurring to infants under 1 year of age per 1,000 live births. The data are reported by place of residence, not place of death.

Child Death Rate (deaths per 100,000 children ages 1-14) is the number of deaths to children between ages 1 and 14, from all causes, per 100,000 children in this age range. The data are reported by place of residence, not place of death.

Rate of Teen Deaths by Accident, Homicide, and Suicide (deaths per 100,000 teens ages 15-19) is the number of deaths from accidents, homicides, and suicides to teens between ages 15 and 19, per 100,000 teens in this age group. (Earlier editions of the *KIDS COUNT Data Book* referred to this measure as the Teen Violent Death Rate.) The data are reported by place of residence, not the place where the death occurred. Beginning with data for 1999, causes of death have been reclassified to be consistent with the Tenth Revision of the *International Classification of Diseases* (ICD-10), which replaces the Ninth Revision (ICD-9) that had been used for 1979–1998 data. To facilitate better comparability over time, accident, homicide, and suicide data for 1990 through 1998 were re-tabulated using the new ICD-10 codes. Using the new classification on this measure removes deaths due to "adverse effects" (such as bad reactions to medication) from the "accident" category, and removes deaths as a result of legal intervention (such as executions) from the "homicide" category. ("Adverse effects" and "legal intervention" account for less than 1 percent of all deaths from accident, homicide, and suicide. For more on the effects of the new ICD revision, please see Centers for Disease Control and Prevention, National Center for Health Statistics, "Comparability of Cause of Death Between ICD-9 and ICD-10: Preliminary Estimates," *National Vital Statistics Reports*, Vol. 49, No. 2, May 18, 2001.)

Teen Birth Rate (births per 1,000 females ages 15-17) is the number of births to teenagers between ages 15 and 17 per 1,000 females in this age group. Data reflect the mother's place of residence, rather than place of birth. This measure of teenage childbearing focuses on the fertility of all females, ages 15 to 17, regardless of marital status. We focus on births to 15- to 17-year-olds rather than the broader age range of 15- to 19-year-olds because there is a strong consensus that births to females ages 15 to 17 are more problematic. We omitted births to females under age 15, since less than 5 percent of teen births occurred to females in that age group. The inclusion of females

under age 15 in the denominator would dramatically lower the rate, providing an unrealistic assessment of the risk being faced by 15- to 17-year-old females.

Percent of Teens Who Are High School Dropouts (ages 16-19) is the percentage of teenagers between ages 16 and 19 who are not enrolled in school and are not high school graduates. Those who have a GED or equivalent are included as high school graduates in this measure. The measure used here is defined as a "status dropout" rate by the National Center for Education Statistics (NCES) as shown in their publication *Dropout Rates in the United States: 2000* (p. 2). We used data from the Current Population Survey (CPS) because it provides systematic information for all states. Currently, only 37 states and the District of Columbia have submitted event dropout data to the NCES that meet quality and comparability levels needed to justify publishing estimates (see NCES, *Dropout Rates in the United States: 2000*, p. 8). For the measure presented here, we focus on teens ages 16 to 19 rather than young adults ages 16 to 24 (which is the focus of *Dropout Rates in the United States: 2000*) because a large share of 18- to 24-year-olds migrate across state lines each year. The high interstate migration rates of 18- to 24-year-olds confound the connection between state policies and programs and state dropout rates. This measure is based on analysis of the 12-month CPS file maintained by the U.S. Bureau of Labor Statistics. Each month, the CPS asks respondents in about 60,000 households nationwide questions regarding their activities related to the labor force and education. A yearly average was calculated based on responses for the 9 months students typically are in school (September through May). The figures shown here represent 3-year averages. For example, the figure for 1999 represents an average of data from 1998 to 2000. We label this figure as a 1999 estimate because 1999 is the midpoint of the 3-year period. Like all estimates derived from samples, these figures contain some amount of random error. The Bureau of Labor Statistics suggests that state rankings based on these figures should be used with caution.

Percent of Teens Not Attending School and Not Working (ages 16-19) is the percentage of teenagers between ages 16 and 19 who are not enrolled in school (full- or part-time) and not employed (full- or part-time). This measure is sometimes referred to as "idle teens" or "disconnected youth." This measure is based on analysis of the 12-month Current Population Survey (CPS) file maintained by the U.S. Bureau of Labor Statistics. Each month, the CPS asks respondents in about 60,000 households nationwide questions regarding their activities related to the labor force and education. Questions regarding school enrollment and employment are asked of all 16- to 19-year-olds in the sample each month. A yearly average was calculated based on responses for the 9 months students typically are in school (September through May). The figures shown here represent 3-year averages. For example, the figure for 1999 represents an average of data from 1998 through 2000. We label this figure as a 1999 estimate because 1999 is the midpoint of the 3-year period. Like all estimates derived from samples, these figures contain some amount of random error. The Bureau of Labor Statistics suggests that state rankings based on these figures should be used with caution.

Percent of Children Living in Families Where No Parent Has Full-Time, Year-Round Employment is the share of all children under age 18 living in families where no parent has regular, full-time employment. This measure is very similar to the measure called "Secure Parental Employment," used by the Federal Interagency Forum on Child and Family Statistics in its publication *America's Children: Key National Indicators of Well-Being*. For children living in single-parent families, this means the resident parent did not work at least 35 hours per week, at least 50 weeks in the previous calendar year. For children living in married-couple families, this means neither parent worked at least 35 hours per week, at least 50 weeks in the previous calendar year. Children living with neither parent also were listed as not having secure parental employment. The figures shown here reflect 3-year averages. For example, the figure for 1999 reflects an average of data from 1998 through 2000. We label this figure as a 1999 estimate because 1999 is the midpoint of the 3-year period. For any given year, employment data are collected in March of the following year.

Percent of Children in Poverty is the share of children under age 18 who live in families with incomes below the U.S. poverty threshold as defined by the U.S. Office of Management and Budget. The federal poverty definition consists of a series of thresholds based on family size and composition. In 1998, the poverty threshold for a family of two adults and two children was $16,530. Poverty status is not determined for people in military barracks or institutional quarters, or for unrelated individuals under age 15 (such as foster children). Since the 2000 *Data Book*, we have used information from the Small Area Income and Poverty Estimates (SAIPE) series of the U.S. Census Bureau which provides annual state level estimates of income and poverty (including child poverty). This series was developed to help the U.S. Department of Education distribute roughly $8 billion each year in Title I funds. In addition, it is now used in connection with the federal welfare reform legislation passed in 1996. The SAIPE program uses a model-based estimation technique to create annual state- and county-level income and poverty estimates, as well as income and poverty estimates for school districts in odd-numbered years. State-level estimates currently are available for 1989, 1993, and each year from 1995 through 1998. (County-level estimates are also available for each of the years listed above, with the exception of 1996.) Because the most recent SAIPE estimate for child poverty is for 1998, we used it in our calculation of the National Composite Rank for this year's *KIDS COUNT Data Book*—even though this year's composite ranking is based on 1999 data for the other nine indicators.

Percent of Families With Children Headed by a Single Parent is the percentage of all families with "own children" under age 18 living in the household, who are headed by a person—male or female—without a spouse present in the home. "Own children" are never-married children under 18 who are related to the householder (head of household) by birth, marriage, or adoption. This measure is based on analysis of the 12-month Current Population Survey (CPS) file maintained by the U.S. Bureau of Labor Statistics. Questions regarding family type are collected for all family households each month. A yearly average was calculated based on responses for the 12 months in the calendar year. The figures shown here represent 3-year averages. For example, the figure for 1999

represents an average of data from 1998 through 2000. We label this figure as a 1999 estimate because 1999 is the midpoint of the 3-year period. Families with either spouse in the military are not included in this analysis because their inclusion would introduce a small bias in our estimate. The CPS sample does not include families where the only adult in the family is in the military, but it does include military families where one of the spouses is in the civilian labor force. Therefore, the only military families included in the CPS are two-parent families where one spouse is in the civilian labor force and one is in the military. This discrepancy would introduce a slight downward bias in the estimate of the percent of children in single-parent families if military families were included. Like all estimates derived from samples, these figures contain some amount of random error. The Bureau of Labor Statistics suggests that state rankings based on these figures should be used with caution.

Appendix B. Values for each of 10 indicators in KCCWBI: 1990 to 2000

	Infant Mortality Rate	Percent Low Birth Weight	Child Death Rate	Teen Death Rate from Accident, Homicides and Suicides	Teen Birth Rate Age 15-17	High School Dropout Rate	Rate of Idle Teens	Percent of Children with no securely employed parent	Child Poverty Rate	Percent of children in single-parent families	Overall Child Well-Being Index
1990	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1991	102.8	97.9	99.4	99.8	96.7	103.9	98.9	97.8	96.0	97.6	99.1
1992	107.4	98.1	105.7	106.2	99.1	109.3	100.3	95.8	92.1	95.5	100.9
1993	109.1	96.4	102.5	102.9	99.1	110.7	103.4	96.0	88.1	92.8	100.1
1994	112.8	95.5	106.5	103.4	99.7	108.1	105.6	97.6	84.2	90.9	100.4
1995	117.5	95.0	108.8	108.0	104.0	105.9	105.9	101.6	89.0	89.2	102.5
1996	120.4	93.8	113.3	113.2	109.7	105.1	108.6	105.2	93.9	88.2	105.1
1997	121.5	92.2	117.9	118.5	114.4	106.8	112.8	108.4	95.4	87.9	107.6
1998	121.8	91.3	121.4	123.3	118.9	107.7	116.5	112.3	98.5	87.2	109.9
1999	123.3	90.7	122.9	125.5	123.5	107.4	118.7	117.0	103.6	87.2	112.0
2000	124.9	91.3	128.1	128.0	128.1	107.7	117.3	119.1	112.8	85.8	114.3
1990-2000 percent change	24.9	-8.7	28.1	28.0	28.1	7.7	17.3	19.1	12.8	-14.2	14.3

APPENDIX C. KIDS COUNT Child Well-Being Index Value for Each State For Each Year from 1990 to 2000

Year	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
US Average	100	99	101	100	100	102	105	108	110	112	114
Alabama	100	102	106	104	104	104	105	109	110	109	113
Alaska	100	101	99	101	107	108	111	106	113	115	107
Arizona	100	96	100	98	96	96	97	103	101	105	106
Arkansas	100	99	102	101	103	101	101	98	100	104	107
California	100	98	101	100	101	105	110	113	116	119	123
Colorado	100	101	99	102	104	107	110	110	109	108	110
Connecticut	100	96	102	99	96	100	100	99	101	108	115
DC	100	94	95	89	89	94	91	100	108	110	122
Delaware	100	105	108	111	111	106	109	102	104	107	104
Florida	100	102	103	102	100	103	107	112	114	116	118
Georgia	100	100	103	102	102	103	103	107	108	110	116
Hawaii	100	106	101	106	105	108	105	106	103	109	105
Idaho	100	100	101	102	106	106	105	106	105	105	109
Illinois	100	98	101	100	98	102	107	112	113	115	118
Indiana	100	95	97	101	104	107	112	115	115	114	116
Iowa	100	100	105	102	101	98	99	102	102	106	106
Kansas	100	100	99	97	94	100	96	101	100	99	100
Kentucky	100	97	101	101	102	101	103	104	110	112	111
Louisiana	100	101	100	97	100	102	105	107	112	111	112
Maine	100	98	106	102	108	107	107	106	105	108	106
Maryland	100	97	100	100	104	104	112	112	115	117	121
Massachusetts	100	99	102	103	105	109	113	114	114	117	116
Michigan	100	96	99	101	103	108	112	113	114	117	119
Minnesota	100	100	101	99	96	102	107	111	113	113	119
Mississippi	100	102	101	102	100	102	104	108	110	109	109
Missouri	100	98	99	96	99	103	103	106	111	116	113
Montana	100	104	99	103	108	105	103	102	104	102	101
North Carolina	100	96	98	98	97	99	101	104	105	107	110
North Dakota	100	100	96	94	95	97	101	100	91	99	100
Nebraska	100	103	101	97	97	100	91	91	94	98	99
Nevada	100	99	105	107	106	107	108	109	108	113	115
New Hampshire	100	99	105	104	104	106	113	109	111	108	112
New Jersey	100	100	99	100	102	107	111	112	112	117	121
New Mexico	100	100	102	97	96	94	89	96	98	103	105
New York	100	97	100	98	98	99	102	105	108	110	116
Ohio	100	100	101	99	100	99	103	105	106	108	109
Oklahoma	100	99	103	102	104	104	105	104	108	110	113
Oregon	100	100	99	97	98	94	96	96	100	103	104
Pennsylvania	100	100	100	99	96	99	101	103	107	110	114
Rhode Island	100	98	102	97	103	99	104	95	101	109	106
South Carolina	100	98	99	97	96	97	100	107	109	108	108
South Dakota	100	103	103	107	103	106	101	103	104	106	109
Tennessee	100	96	99	100	101	101	104	104	110	113	111
Texas	100	100	100	99	98	101	101	103	107	109	111
Utah	100	104	106	103	106	107	110	107	109	112	114
Vermont	100	99	95	93	100	104	100	104	97	106	107
Virginia	100	103	106	105	101	103	105	108	109	115	114
West Virginia	100	99	97	94	99	99	102	104	109	108	105
Washington	100	103	107	109	106	105	106	110	116	116	115
Wisconsin	100	96	95	89	91	100	104	108	101	97	98
Wyoming	100	100	98	105	101	101	96	103	99	100	109

ENDNOTES

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