



# Florida Life Course Indicator Report

## Social Capital



This section details the following life course indicators related to **social capital**:

**LC-57.** Fourth Grade Proficiency

**LC-58.** Incarceration Rate

**LC-59.** Voter Registration

**Suggested Citation:** Holicky, A., Phillips-Bell, G. (2016 December). Florida Life Course Indicator Report; Tallahassee, Florida: Florida Department of Health.

**Life Course Theory looks at health as an integrated continuum** where biological, behavioral, psychological, social and environmental factors interact to shape health outcomes across the course of a person's life. The adoption of the Life Course Theory into public health practice requires movement away from isolated efforts and encourages broader thinking about the factors impacting health. Instead of concentrating on one health disease or condition at a time, the Life Course Theory looks to social, economic and environmental factors as underlying causes of persistent inequalities in health.

**The indicators in the report were calculated according to guidelines published by the Association of Maternal and Child Health Programs.** For each indicator, a brief description of the topic and definition, connection to the Life Course Theory, and data source are provided in the report. When possible, a state-level estimate for each indicator was calculated with 95% confidence intervals (CI) and Florida's status was compared to the nation. The indicators were then stratified by race/ethnicity when available and appropriate.



## LC-57: Fourth Grade Proficiency

It is well known that education is closely related to health; those with higher educational attainment live healthier and longer lives. Education attainment can also be used as a measure of social capital. Social capital can be defined as networks, together with shared norms, values and understandings that facilitate cooperation within or among groups.<sup>1</sup> Social capital is a collective resource that benefits the health of a community. Dimensions of social capital include civic participation, norms of reciprocity, and trust in others.

Social capital is produced through education in three ways<sup>2</sup>:

1. Students practice social capital skills, such as participation and reciprocity
2. Schools provide forums for community activity
3. Through civic education, students learn how to participate responsibly in their society

This indicator serves as a marker of educational attainment, a social determinant of health, and a measure of social capital.

**Data source:** National Assessment of Educational Progress (NAEP), 2015

**Numerator:**

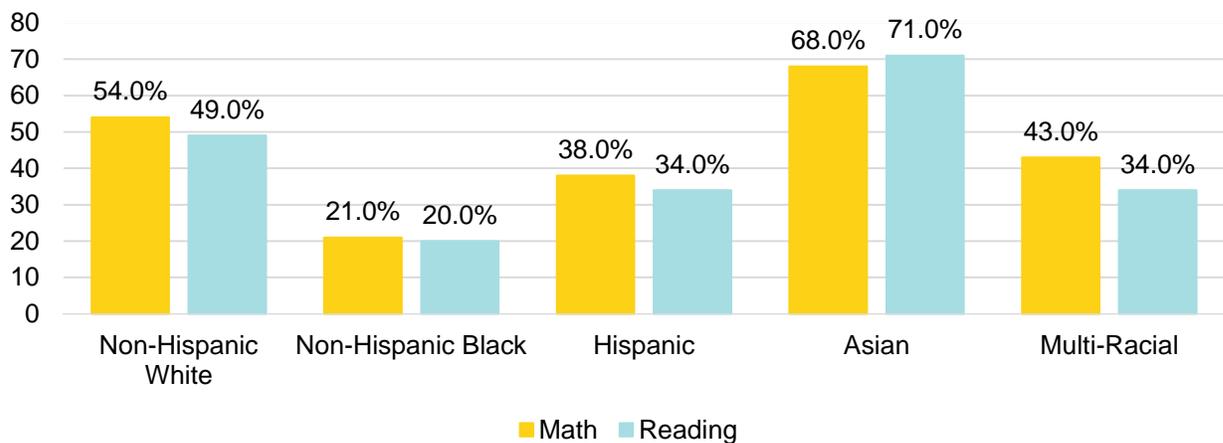
- a. Number of fourth grade public school students scoring proficient or above on math
- b. Number of fourth grade public school students scoring proficient or above on reading

**Denominator:** Total enrolled fourth graders in public schools

Table 1: Percent of Fourth Grade Public School Students Scoring Proficient or Above in Math and Reading, 2015		
Subject	Nation	Florida
Math <sup>3</sup>	39.0%	42.0%
Reading <sup>4</sup>	35.0%	39.0%

The percentage of 4<sup>th</sup> grade public school students in Florida who performed at or above the NAEP Proficient level for math was 42% and reading was 39% (Table 1). In 2015, the average 4<sup>th</sup> grade reading score for female students was 7 points higher than that for male students. However, 4<sup>th</sup> grade math scores differed by only two point by gender, which was not statistically significant.

**Figure 1: Percent of Fourth Grade Public School Students Scoring Proficient or Above in Math and Reading in Florida, by Race/Ethnicity 2015<sup>3,4</sup>**



Proficiency in math and reading of Florida public school students varies by race/ethnicity (Figure 1). Scoring at or above proficiency for both subjects were highest among Asian students, followed by non-Hispanic White students. Scoring at or above proficiency for both subjects was lowest among non-Hispanic Black students. Racial and ethnic categories reported here were defined by the NAEP and differences were not tested for significance.

## LC-58: Incarceration Rate

Incarceration is a complex public health issue that affects both individuals and communities simultaneously. When a person is incarcerated, their life course can be altered as their health, education, and career can be affected.<sup>5</sup> In particular, incarcerated youth face a number of challenges including lower educational attainment and higher rates of adult criminality.<sup>5</sup> Family members of incarcerated individuals are also affected; having an incarcerated family member is considered an adverse childhood experience as it introduces stress and instability into the household.

Social capital, the aspects of support and cohesion within the social environment of communities, can be disrupted by incarceration. Communities with high incarceration rates are more likely to have a high rate of female headed households and unemployment.<sup>6</sup> The stigma associated with high incarceration rate communities may impact unemployment; businesses may not hire members of the community or locate their establishment in these communities.<sup>7</sup>

### LC-58A: Juvenile Incarceration Rate

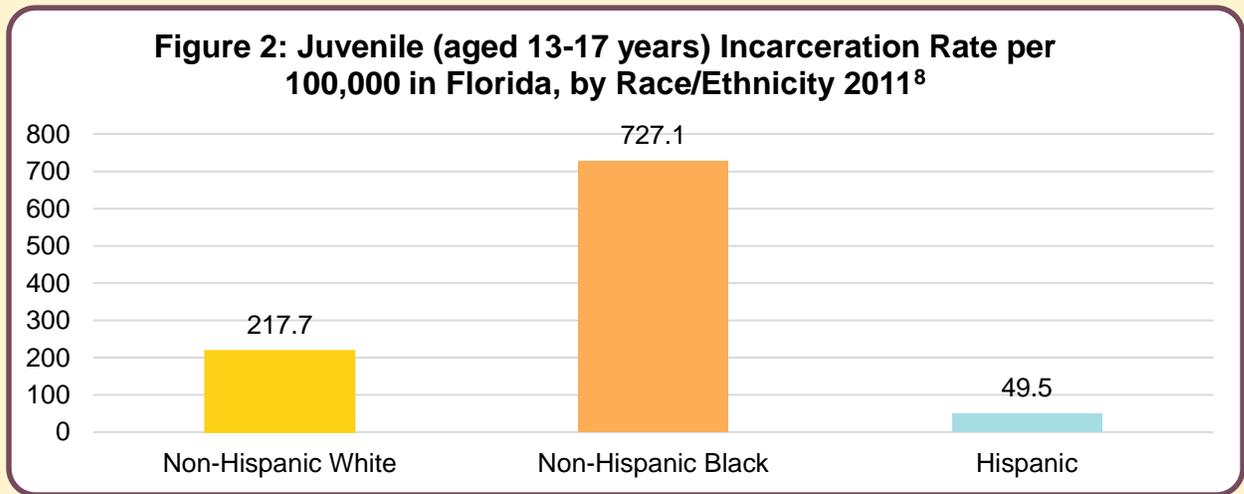
**Data source:** Office of Juvenile Justice and Delinquency Prevention, 2011

**Numerator:** Number of juveniles aged 13-17 years, male or female, detained or committed in residential placement

**Denominator:** Total population aged 13-17 years

<b>Table 2: Juvenile (Aged 13-17 Years) Incarceration Rate per 100,000, 2011<sup>8</sup></b>	
<b>Nation</b>	<b>Florida</b>
246.7	275.9

The incarceration rate for juveniles detained or committed in residential placement was higher in Florida than the nation in 2011 (Table 2).



Juvenile incarceration rate differs by race/ethnicity in Florida (Figure 2). Rates were three times higher among Black, non-Hispanic juveniles than any other racial/ethnic group in Florida. Numbers for the following racial groups were too small to report: American Indian, Asian and other. These rates were not tested for significance.

### LC-58B: Adult Incarceration Rate

**Data source:** Bureau of Justice Statistics, 2013

**Numerator:** Number of adults aged 18 years and over imprisoned

**Denominator:** Total population of adults aged 18 years and over

<b>Table 3: Adult Incarceration Rate per 100,000, 2013<sup>9</sup></b>	
<b>Nation</b>	<b>Florida</b>
478.2	523.7

The adult incarceration rate was higher in Florida than the nation in 2013 (Table 3). Incarceration rates are much higher among males than females. In 2013, the incarceration rate was 995.3 per 100,000 males compared to 72.3 per 100,000 females. Nationally, incarceration rates vary by race/ethnicity; the incarceration rate was five times higher for non-Hispanic Black adults and three times higher for Hispanic adults when compared to non-Hispanic White adults.<sup>9</sup> Florida-specific incarceration data were not available by race/ethnicity.

## LC-59: Voter Registration

Increased social capital has been shown to have a positive influence on health. Dimensions of social capital include civic participation, norms of reciprocity, and trust in others.<sup>10</sup> One common way to gauge civic participation is through voter registration. Regular voters are more likely to be White, older and have higher educational attainment.<sup>11</sup> Thus, increasing social capital within communities will come from recruiting those populations who traditionally are not registered to vote and encouraging them to engage in civic participation.

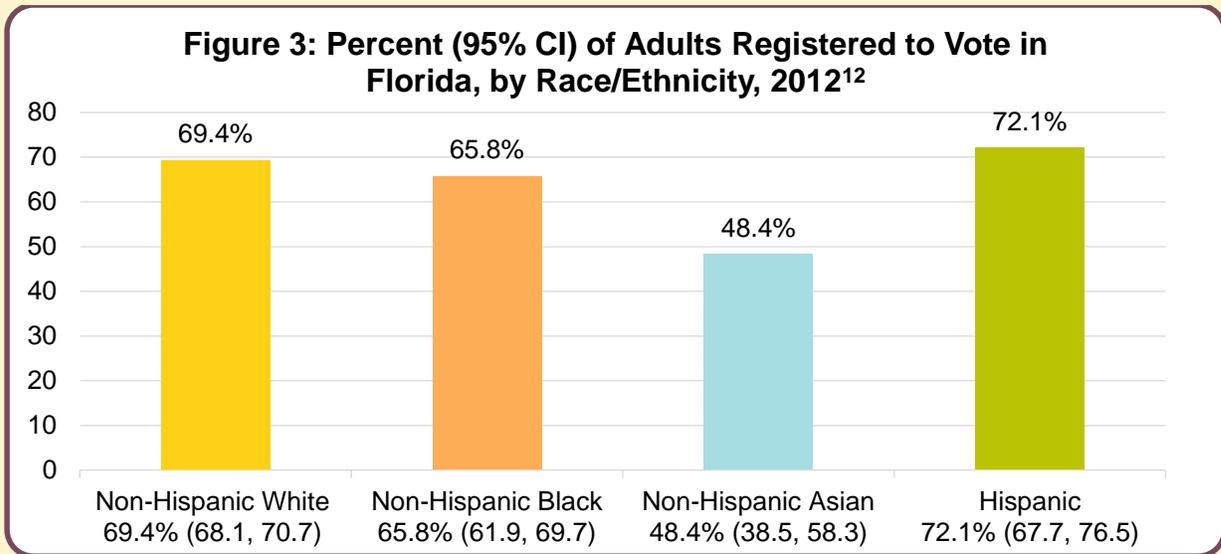
**Data source:** Current Population Survey, United States Census Bureau, 2012

**Numerator:** Number of adults reported that they are registered to vote

**Denominator:** Total eligible population (citizens)

Table 4: Percent (95% CI) of Adults Registered to Vote, 2012 <sup>12</sup>	
Nation	Florida
71.2% (70.9, 71.5)	68.3% (67.1, 69.5)

The percent of adults registered to vote in Florida was lower than the national average (Table 4). When considering voter registration, it is important to remember that certain populations are not eligible to register to vote. Examples include those who are incarcerated, committed to mental institutions and non-citizens. Citizens were included in the percentage above if they self-reported being registered to vote, regardless of whether they actually voted.



In Florida, voter registration varies with race/ethnicity (Figure 3). The percent of self-reported voter registration was highest among Hispanic citizens. The percent of voter registration was significantly lower among Non-Hispanic Asian citizens. The racial and ethnic groups reported were based on ACS categories.

## References

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