Tracking and Analyzing Regional Equity: The ACS and Ambiguities of Time and Space

Experiences of the Regional Equity Atlas and Greater Portland Pulse

Meg Merrick, Ph.D.
Institute of Portland Metropolitan Studies
Portland State University
merrickm@pdx.edu

Presentation Outline

- Overview of the Regional Equity Atlas and Greater Portland Pulse
- Criteria for measuring equity
- Equity Analysis Sweet Spot and Implications of the ACS
- Examples:
  - Long Form to ACS: Child Poverty
  - Dealing with Uncertainty: Examples from the Regional Equity Atlas 2.0

Regional Equity Atlas 2.0

- Partnership: Coalition for a Livable Future, Metro, PSU
- Region: bi-state; 4 counties; 40 cities
- Focus: social equity
- Indicator priority:
  - ***spatial resolution*** over temporal resolution
- *Primary funders:* Metro; PSU; cities of Portland, OR and Vancouver, WA

Greater Portland Pulse

- Partnership: Metro, PSU
- Region: bi-state; 4 counties; 40 cities
- Focus: 9 consensus-based outcomes – *social equity embedded*
- Indicator priority:
  - ***temporal resolution*** over spatial resolution
- *Primary funders*: Robert Wood Johnson; Kaiser Permanente; NW Health Foundation

In an Equitable Region . . .

- Coalition for a Livable Future

All people have *access to the resources* necessary for meeting their basic needs and advancing their health and well-being.

All people have the *power to shape the future* of their communities through public decision-making processes that are transparent, inclusive, and engage the community as full partners.

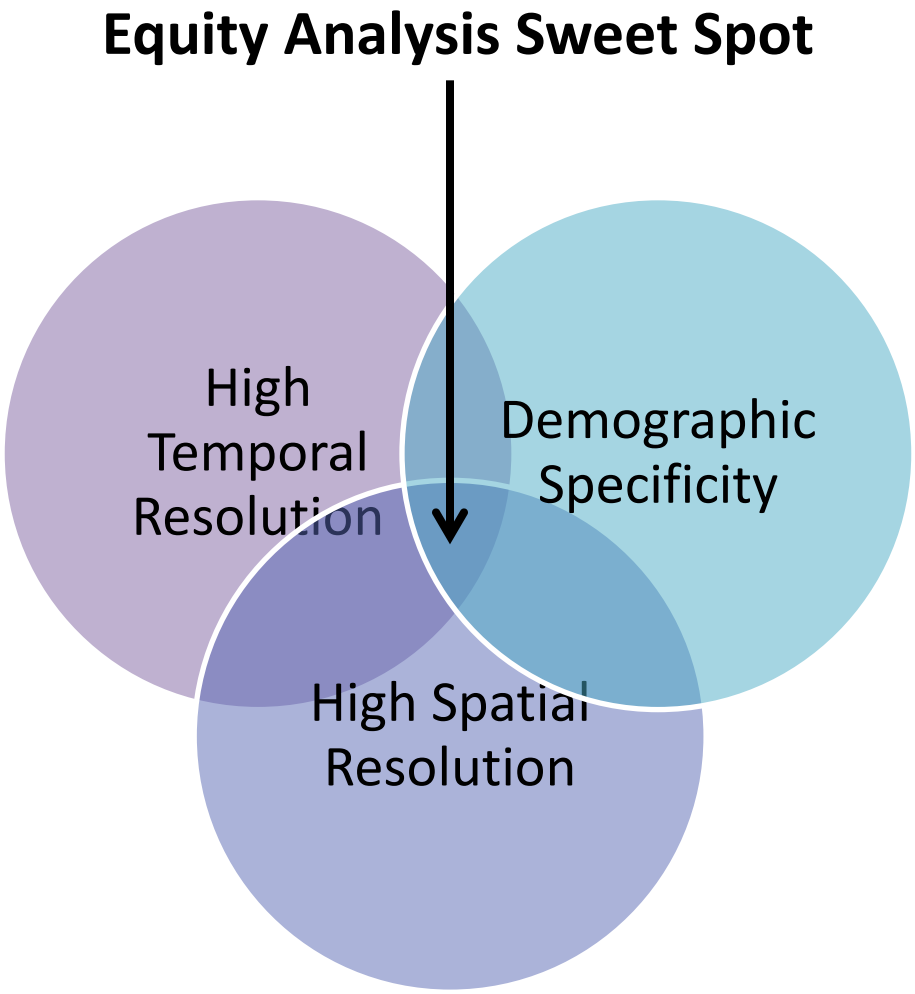
All communities experience the benefits and share the costs of growth and change.

All people are able and have the *opportunity to achieve their full potential* and realize their vision for success.

Greater Portland Pulse's Equity Panel's Criteria

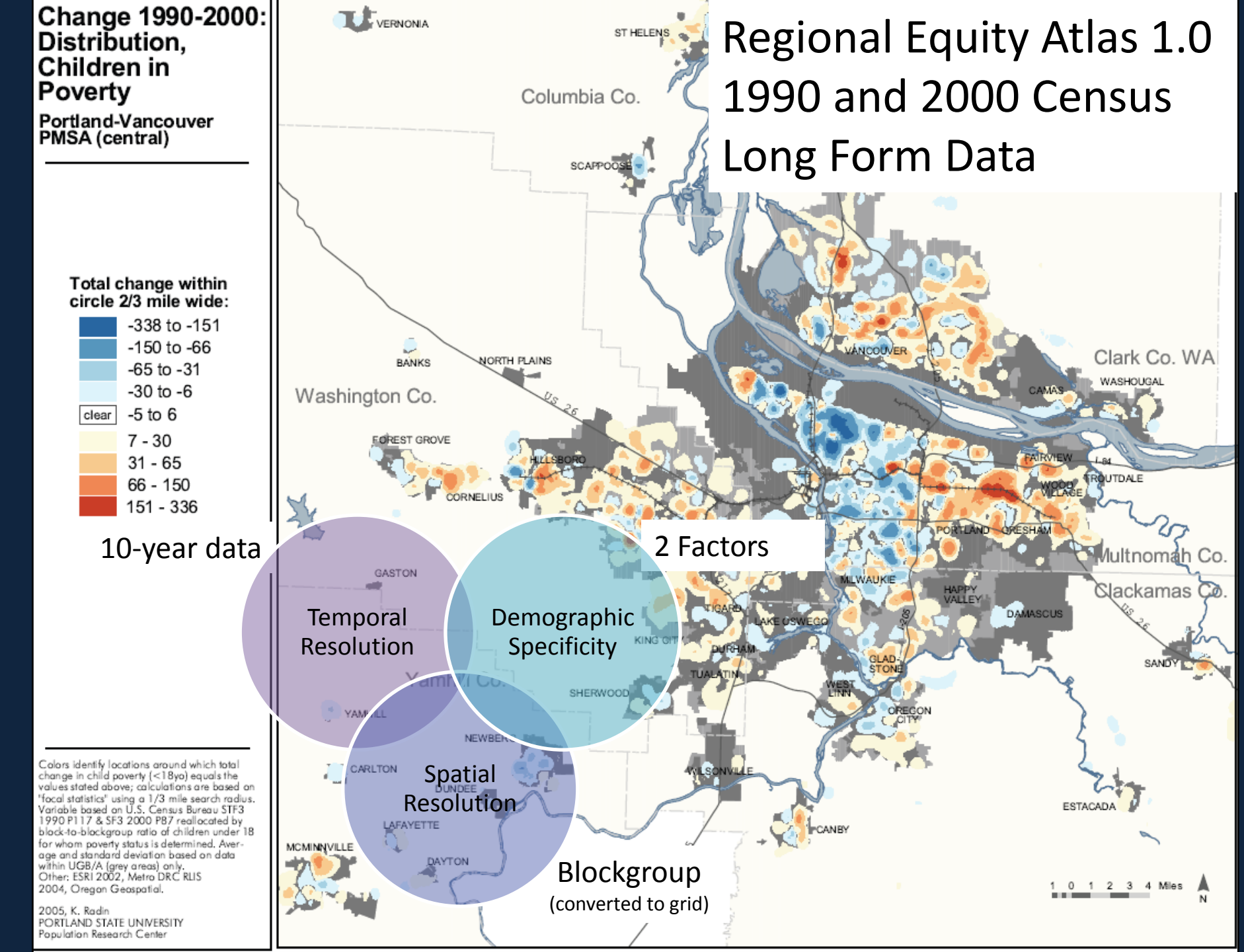
- Disaggregation: *whenever possible the indicator data should be broken down by race, ethnicity, age, and income*
- Mapping: *to understand the effects of place-based issues, it is critical to map as many indicators as possible to a neighborhood level*
- Data Availability: *to address the lack of disaggregated data at the neighborhood level, a list of "aspirational" indicators should be developed*
- Community Perspective: *the issues must be seen from the perspective of diverse communities*

Equity Analysis and Implications of the ACS

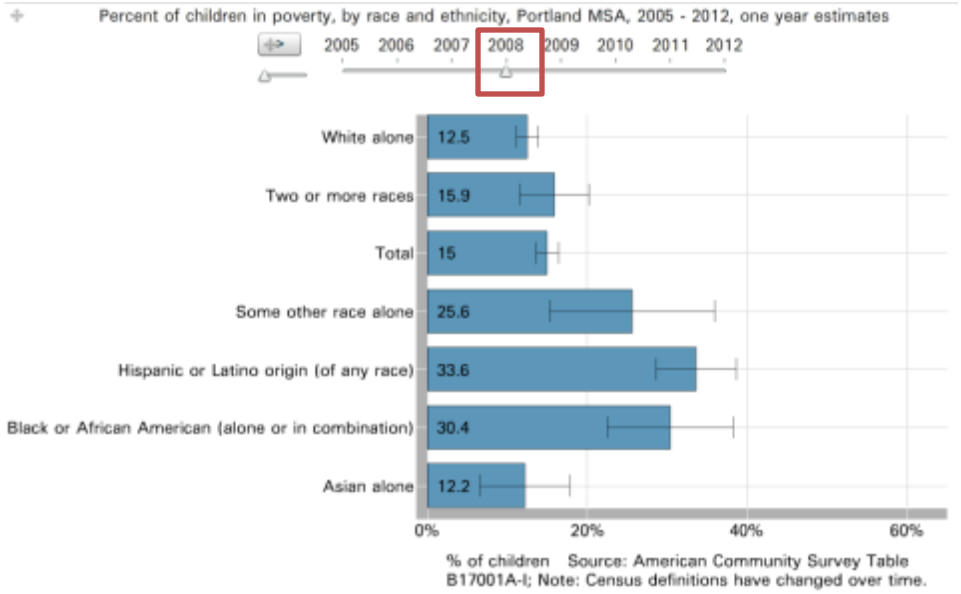


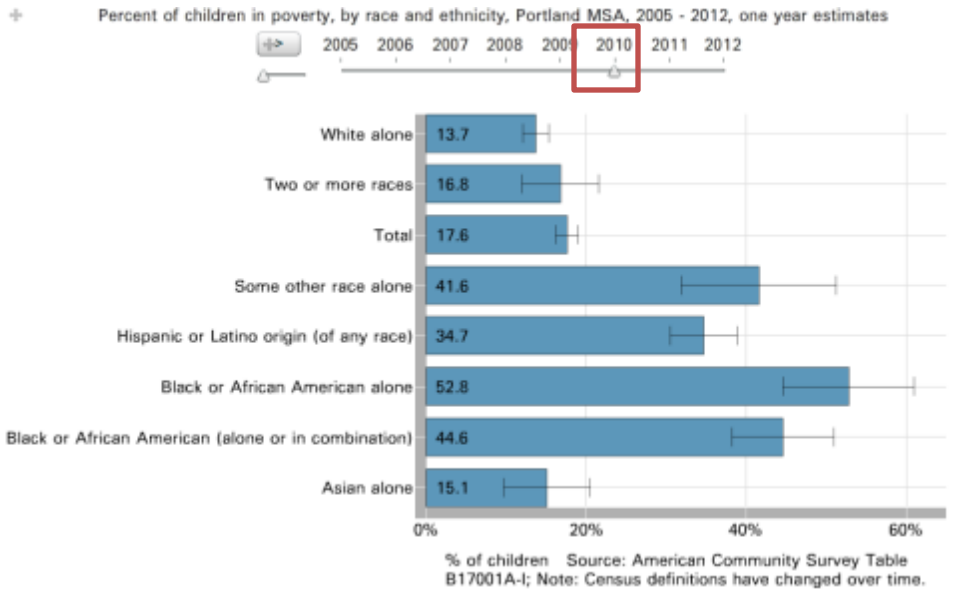
Regional Equity: Child Poverty
From the Census Long Form to the ACS

Regional Equity Atlas 1.0
1990 and 2000 Census Long Form Data

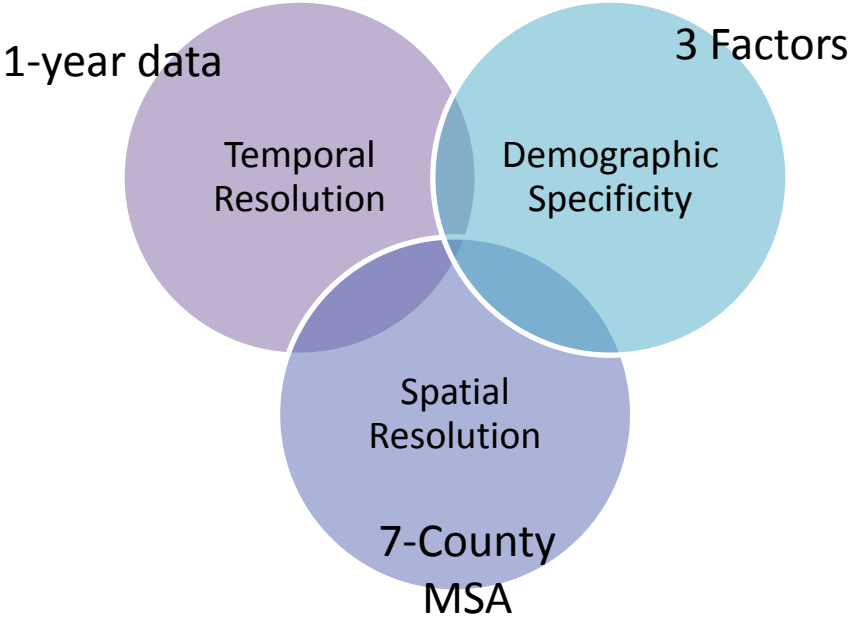


% Children in Poverty by Race & Ethnicity, Portland-Vancouver MSA



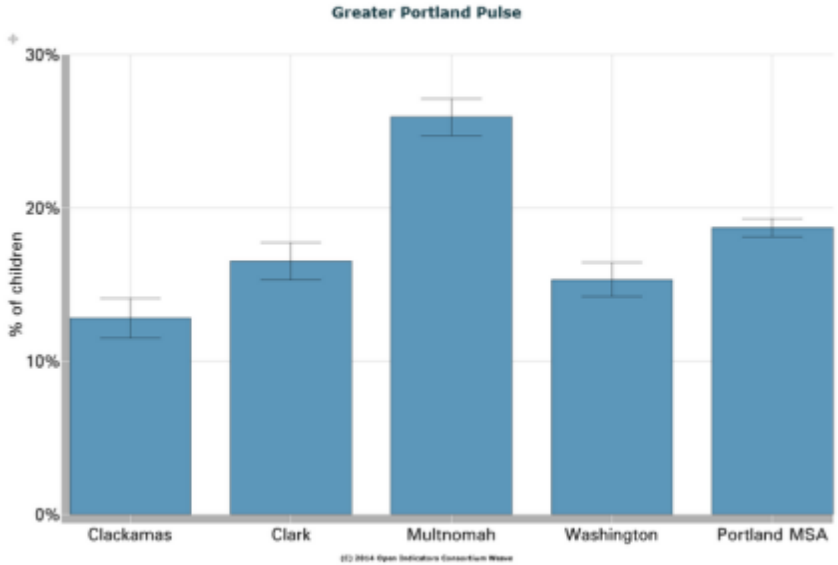


Greater Portland Pulse ACS 1-year MSA Data

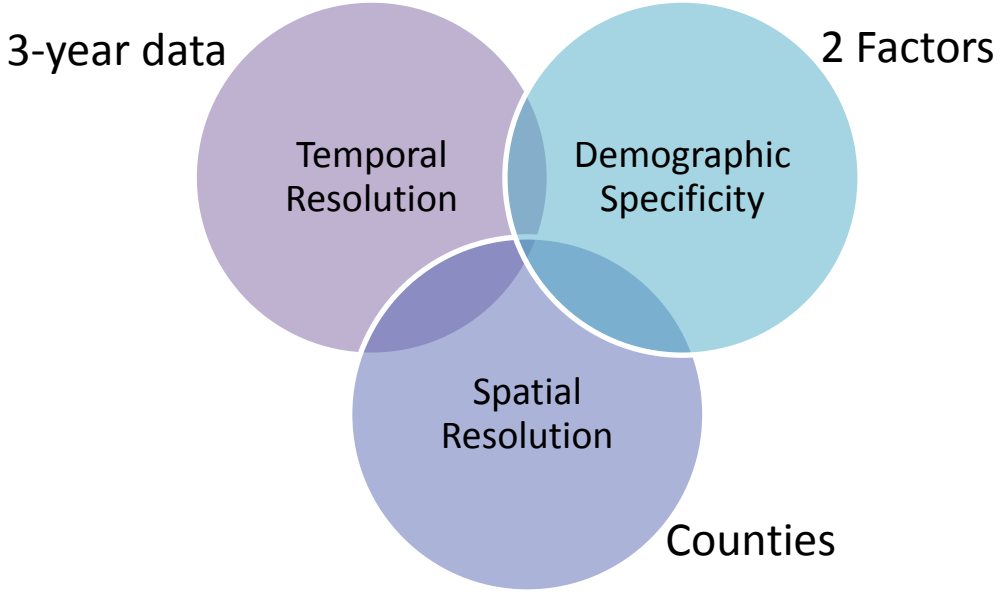


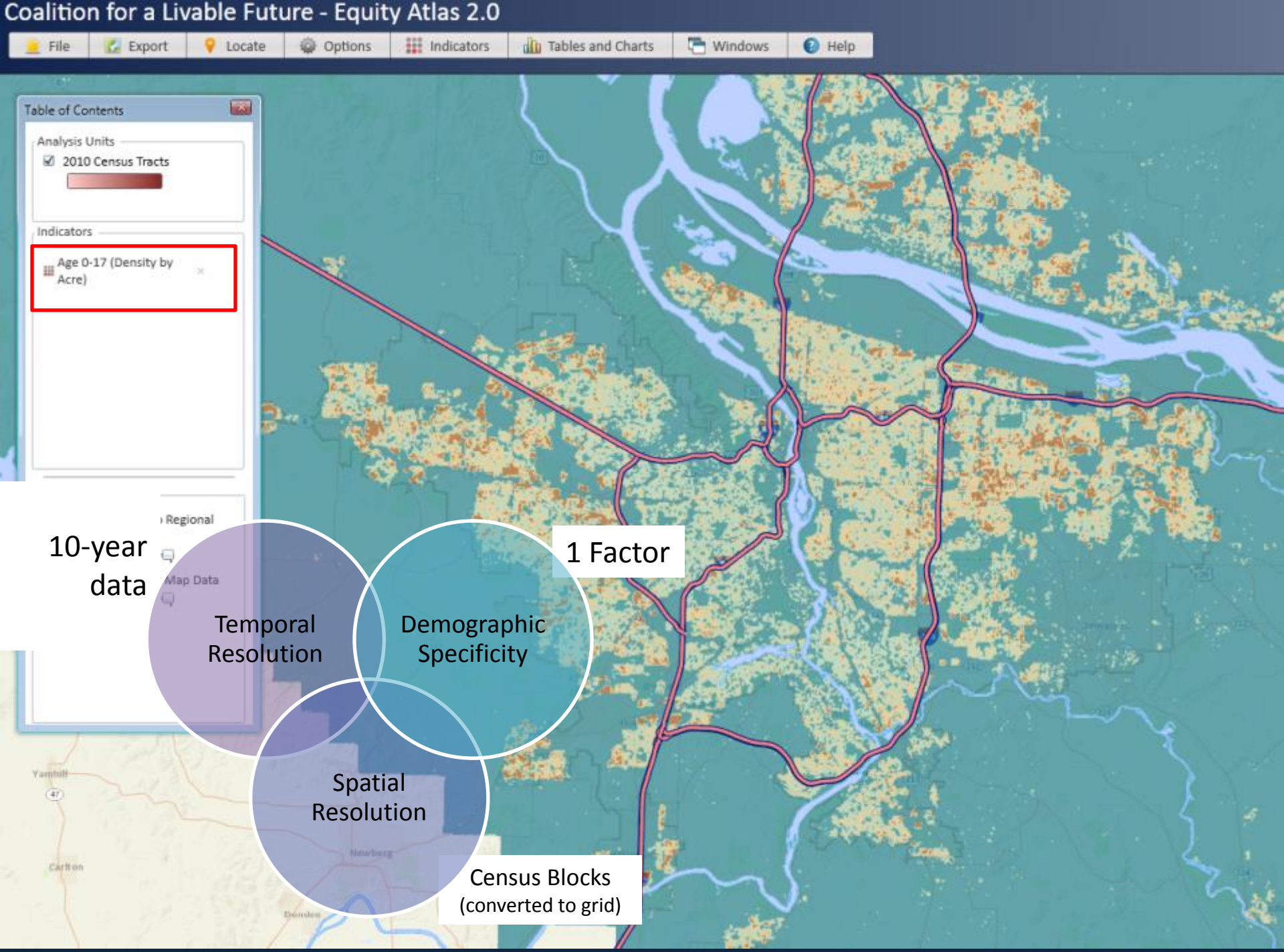
Greater Portland Pulse
ACS 3-year County-level Data

Percent of children in poverty, Portland MSA, 2009-2012, three year estimates



Source: American Community Survey Table B17001

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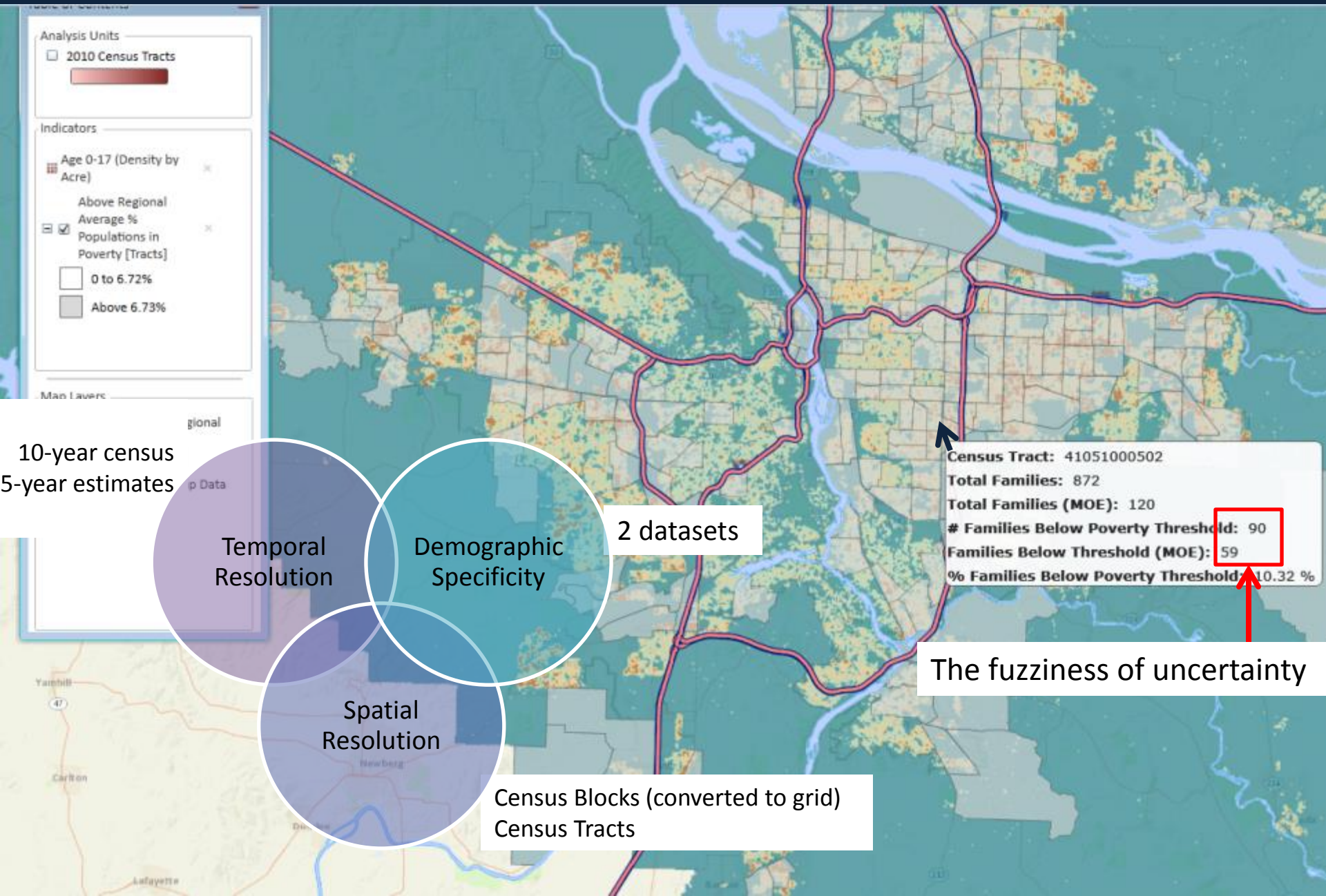
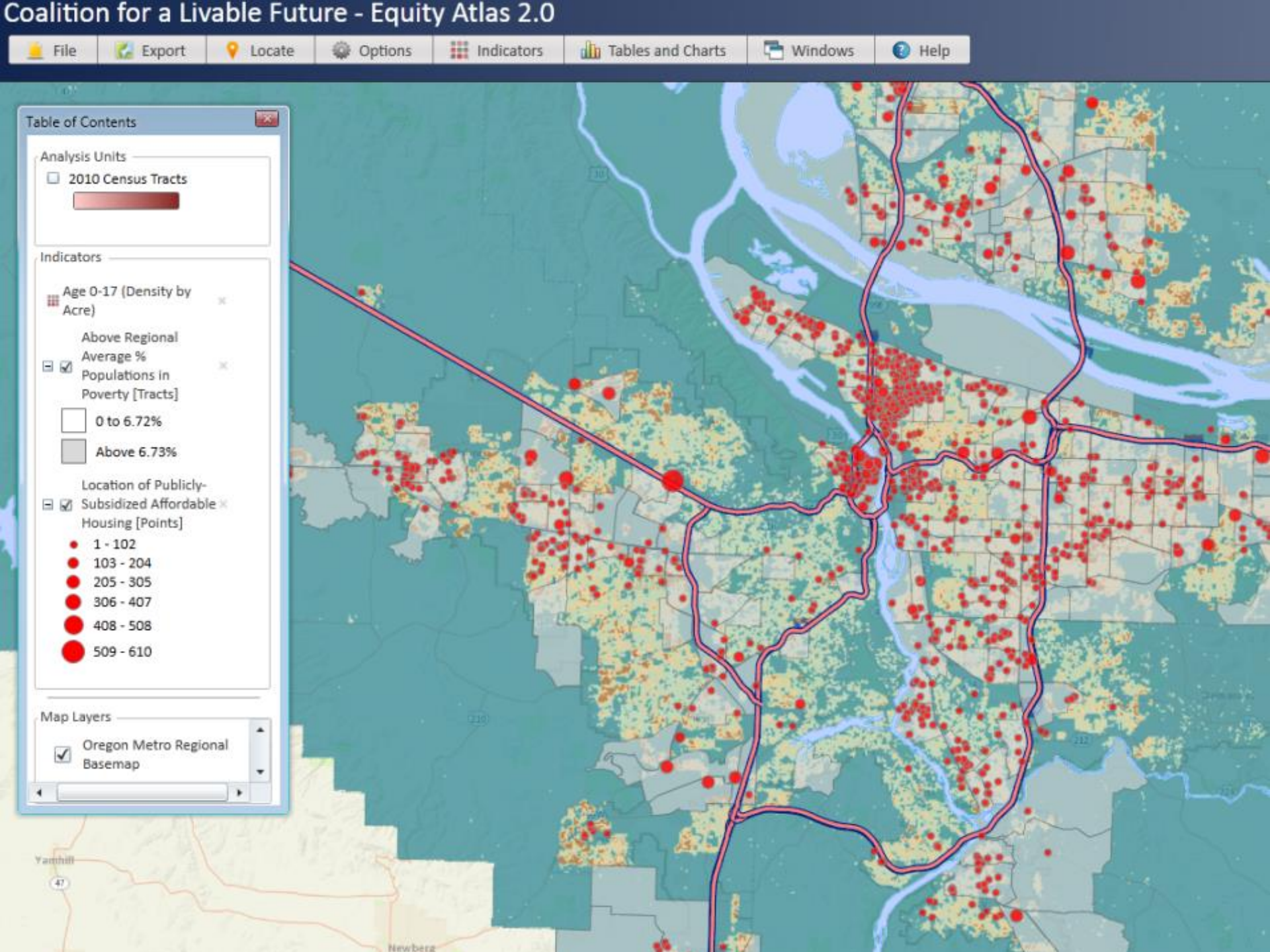
Indicators
Age 0-17 (Density by Acre)
Regional
Map Data
10-year data
Temporal Resolution
Demographic Specificity
1 Factor
Spatial Resolution
Census Blocks
(converted to grid)

Regional Equity Atlas 2.0

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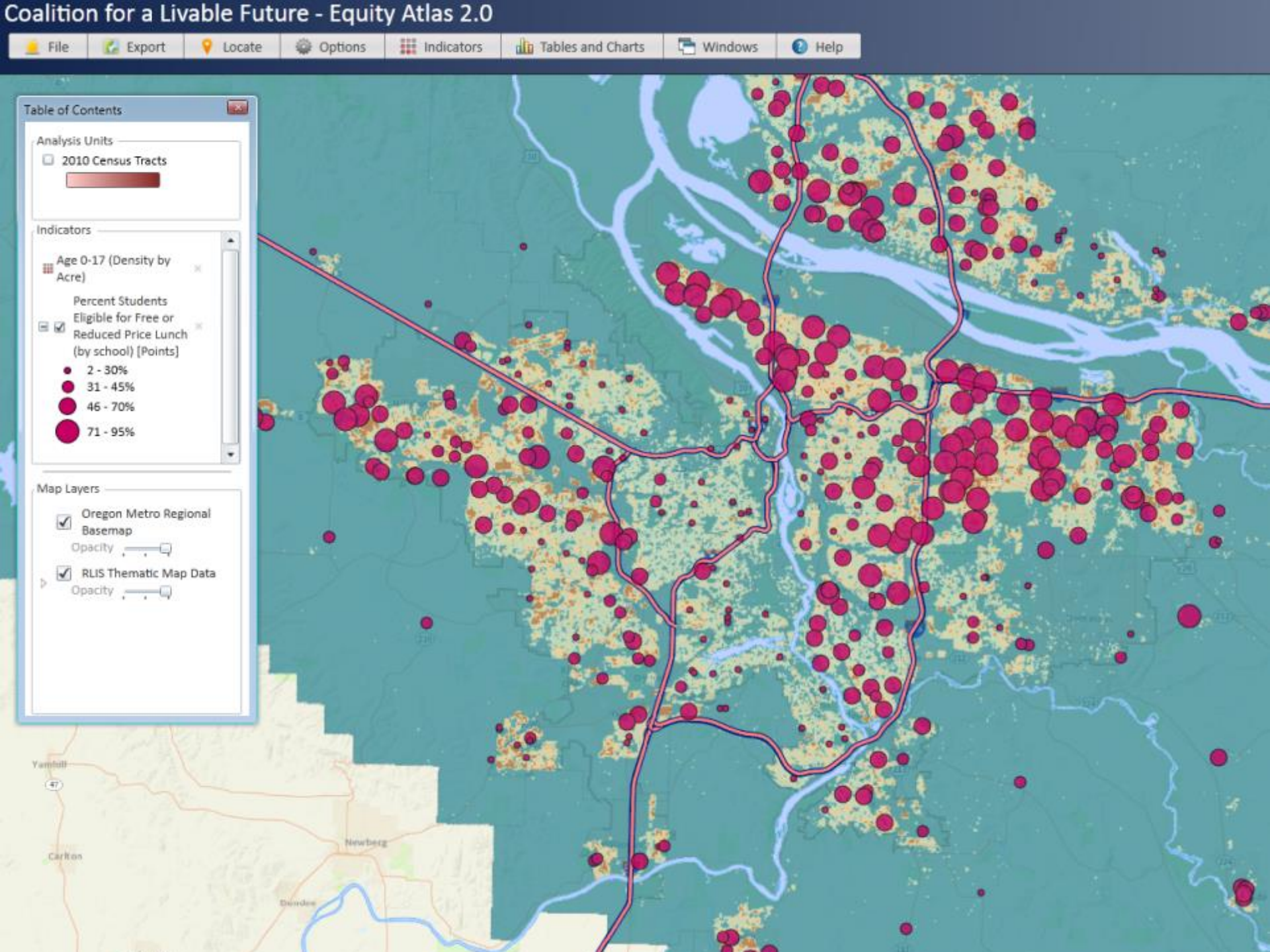
Above Regional Average % Populations in Poverty [Tracts]
0 to 6.72%
Above 6.73%
Location of Publicly-Subsidized Affordable Housing [Points]
1 - 102
103 - 204
205 - 305
306 - 407
408 - 508
509 - 610
Map Layers
Oregon Metro Regional Basemap
Yamhill
47
Newberg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Percent Students Eligible for Free or Reduced Price Lunch (by school) [Points]
2 - 30%
31 - 45%
46 - 70%
71 - 95%
Map Layers
Oregon Metro Regional Basemap
Opacity
RLIS Thematic Map Data
Opacity
Yamhill
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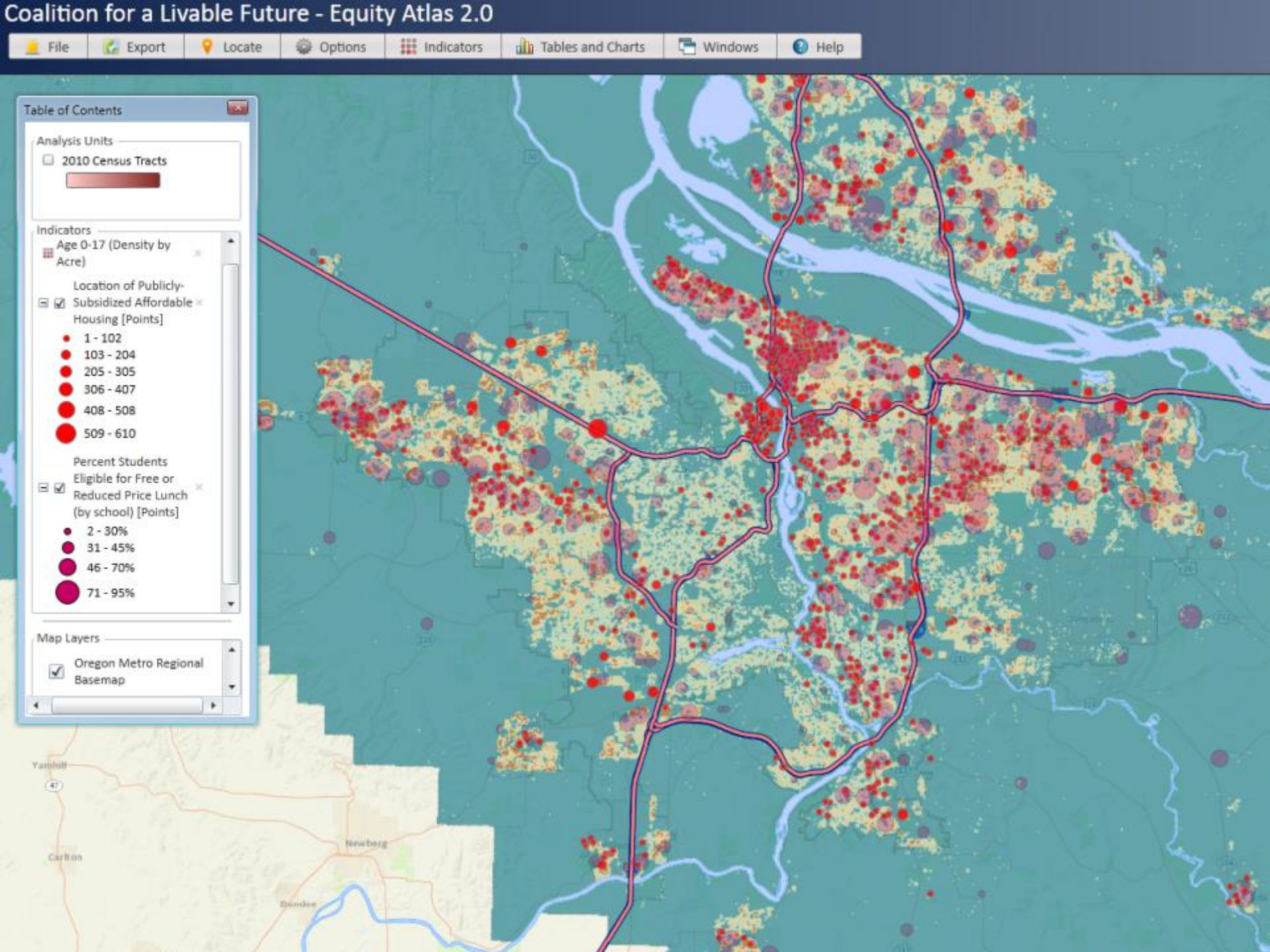
Carlton
Newberg
Dundee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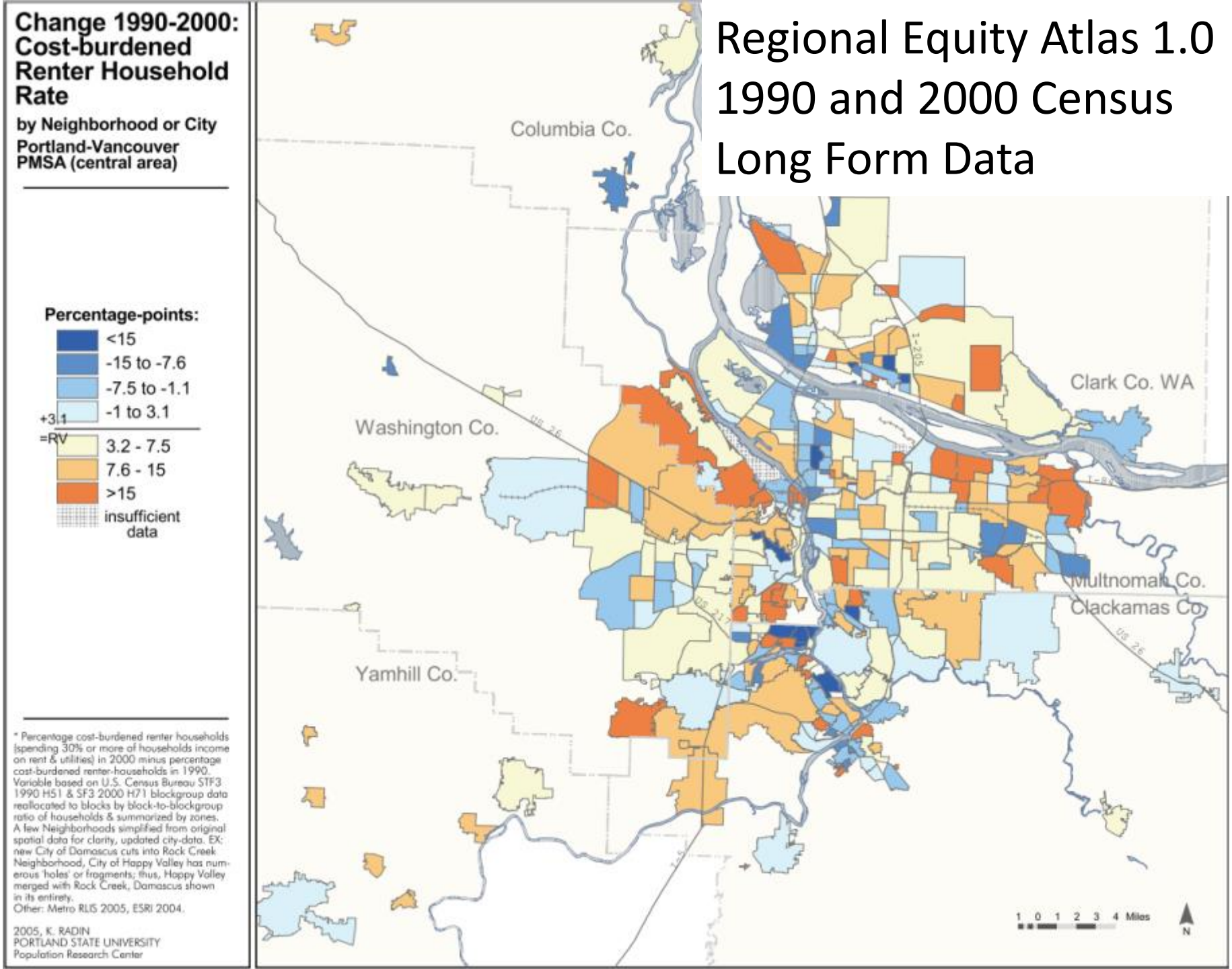
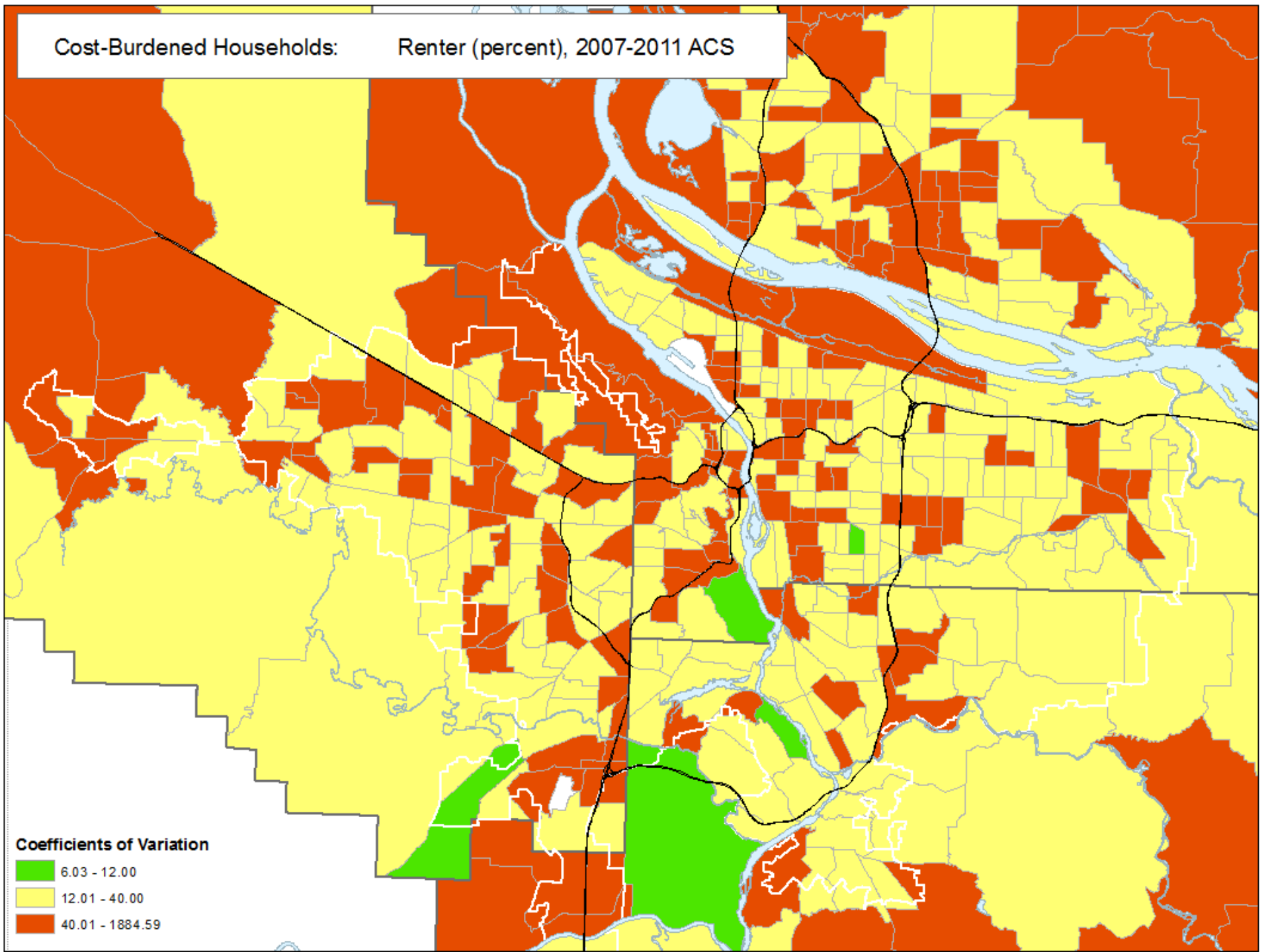
Dundee

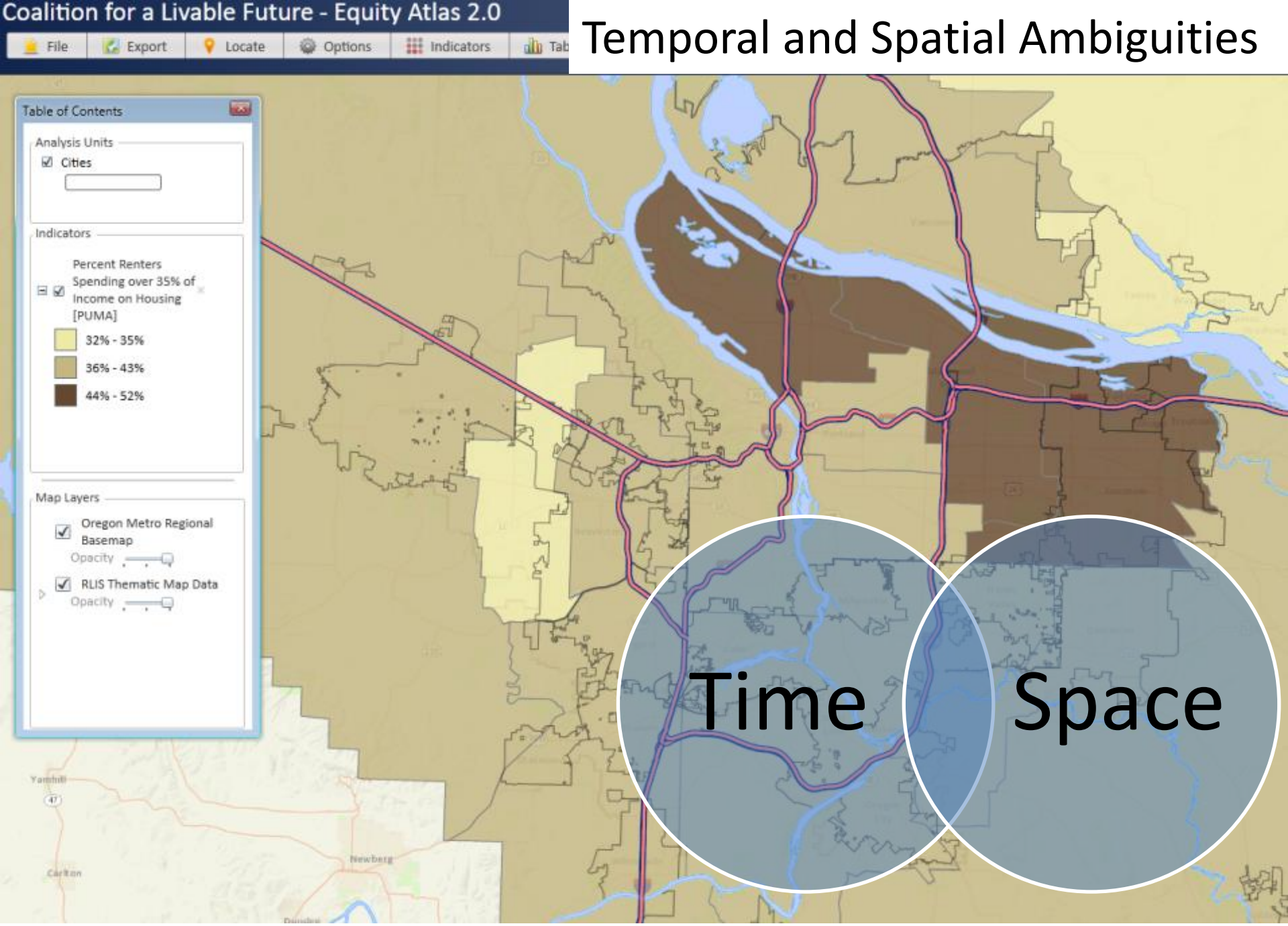
Regional Equity Atlas 2.0
Dealing with Uncertainty:
- Aggregating up
- Adding other data sources

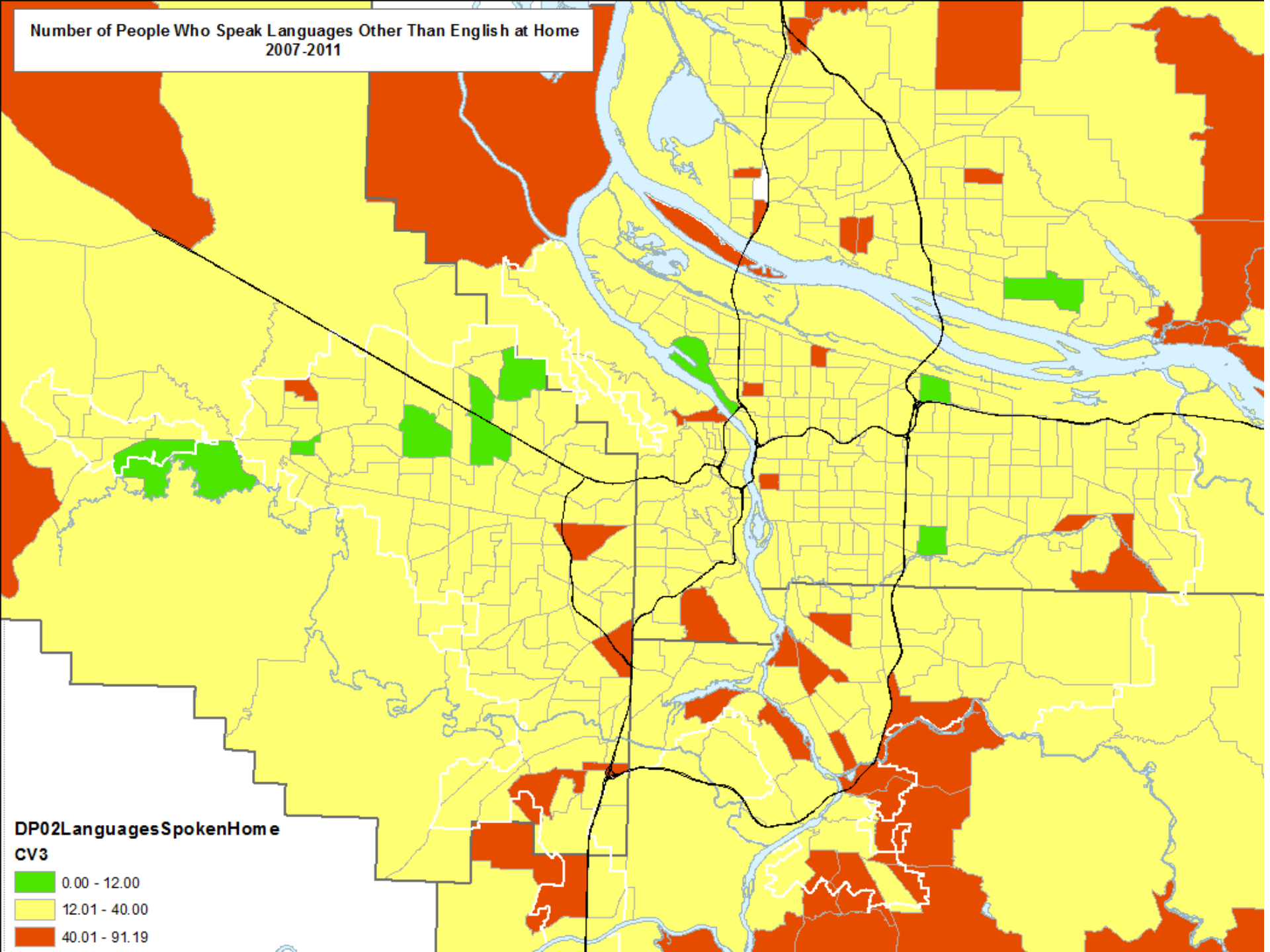
Regional Equity Atlas 1.0
1990 and 2000 Census Long Form Data

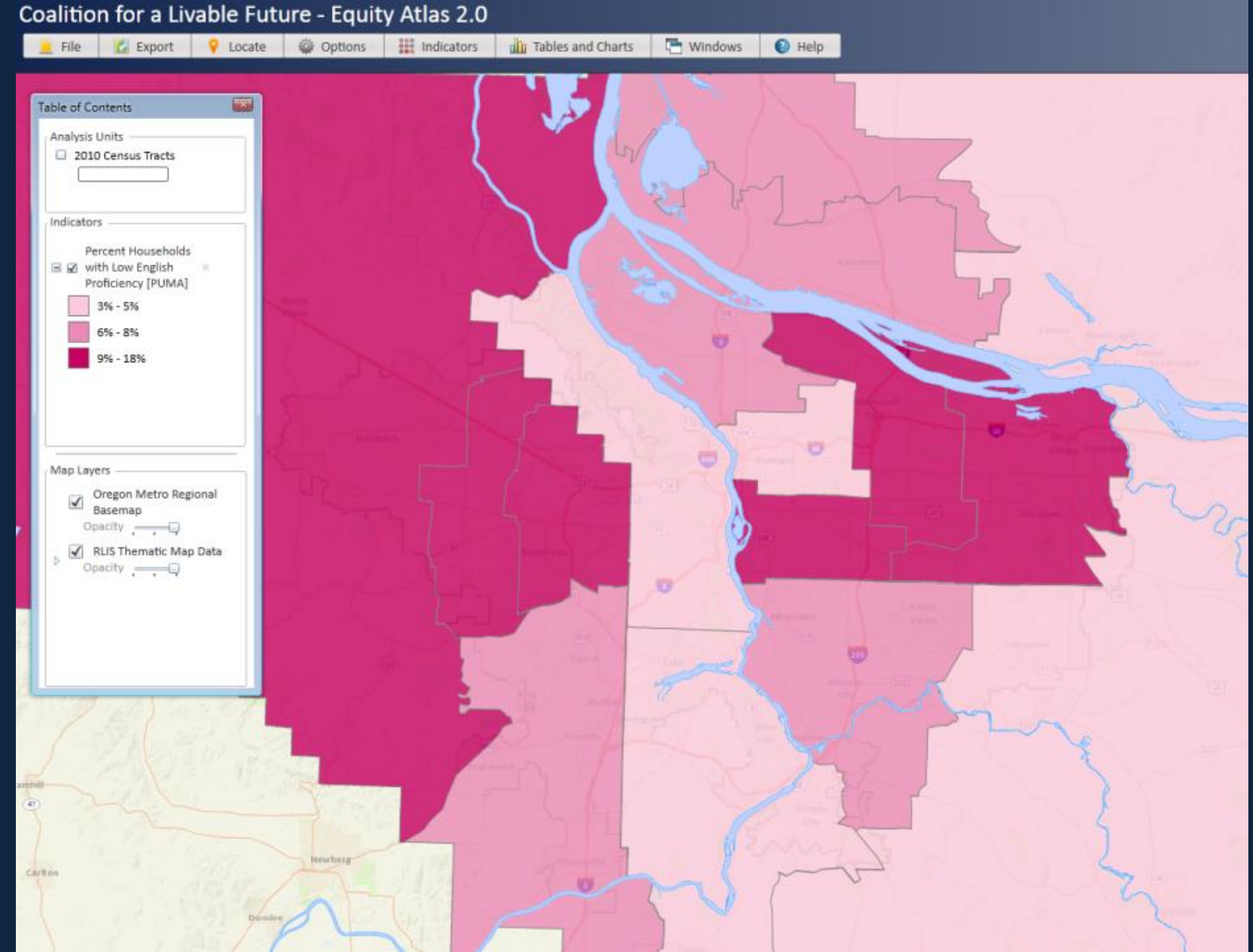



Cost-Burdened Households: Renter (percent), 2007-2011 ACS
Coefficients of Variation
6.03 - 12.00
12.01 - 40.00
40.01 - 1884.59

Temporal and Spatial Ambiguities




Number of People Who Speak Languages Other Than English at Home
2007-2011
DP02LanguagesSpokenHome
CV3
0.00 - 12.00
12.01 - 40.00
40.01 - 91.19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Percent Households with Low English Proficiency [PUMA]
3% - 5%
6% - 8%
9% - 18%
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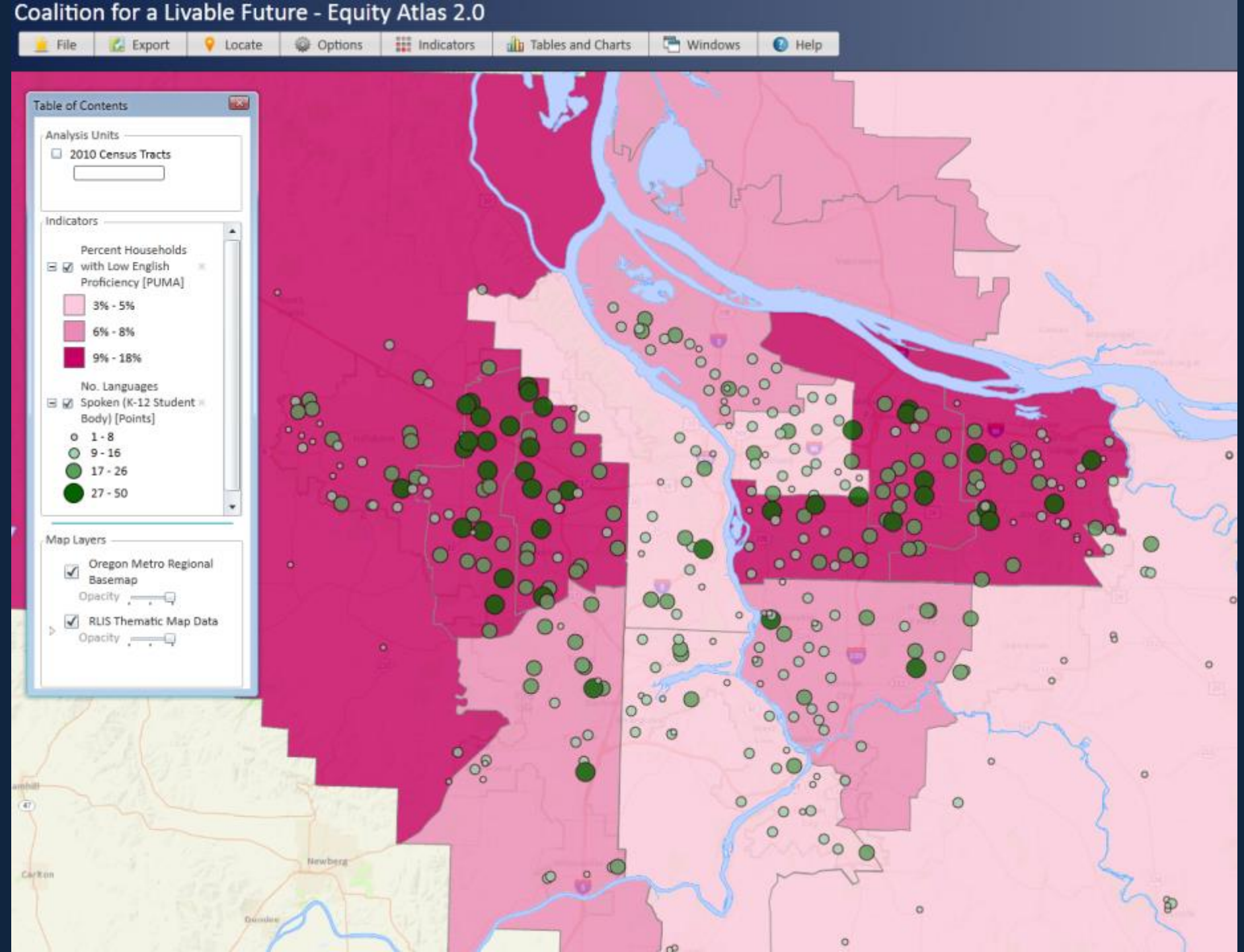
RLIS Thematic Map Data
Opacity
Newberg
Carlton
Dundee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6% - 8%
9% - 18%
No. Languages Spoken (K-12 Student Body) [Points]
1 - 8
9 - 16
17 - 26
27 - 50
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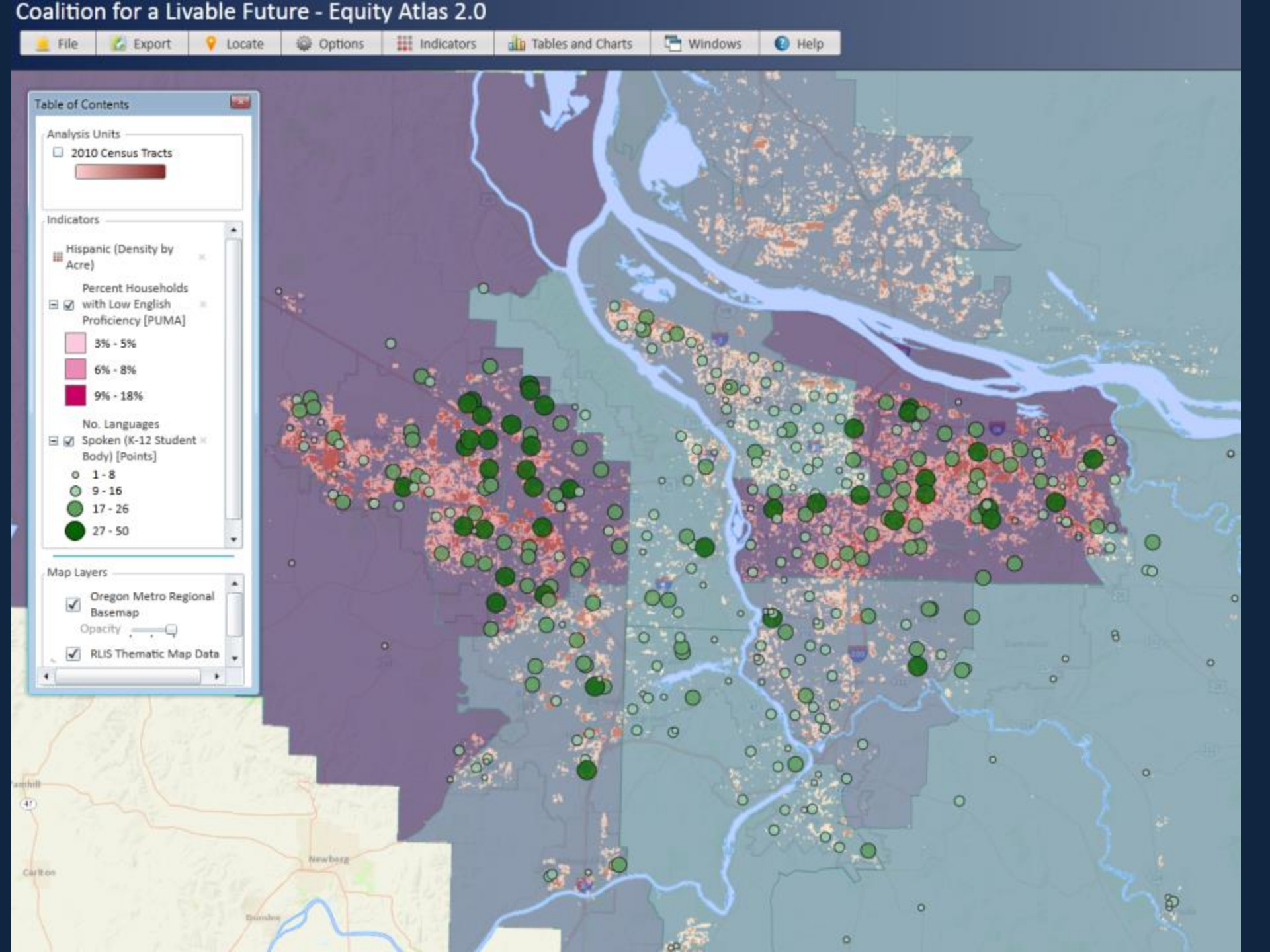
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Percent Households with Low English Proficiency [PUMA]
3% - 5%
6% - 8%
9% - 18%
No. Languages Spoken (K-12 Student Body) [Points]
1 - 8
9 - 16
17 - 26
27 - 50
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Carlton

In our quickly changing world,
as local governments are increasingly interested in tracking social equity conditions in ways that allow them to *geographically and demographically target* and address problems, demographic data (particularly race/ethnicity, *income*, and age) that are reliable at the neighborhood level (Census tracts) and *comparable over time* are increasingly important.

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