



Stepping Stones Supplement

Disaggregated Measures of Wellbeing of Children and Families in in Charlottesville and Albemarle



UVA CENTER FOR COMMUNITY PARTNERSHIPS
IN PARTNERSHIP WITH THE CITY OF CHARLOTTESVILLE
AND ALBEMARLE COUNTY

JULY 2026



Center for Community Partnerships

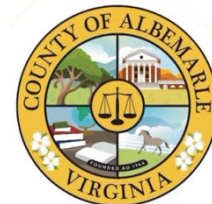


Table of Contents

Introduction	2
Considerations	2
Education	4
Students Eligible for Special Education Services.....	4
High School Graduation Rate.....	7
Post-Secondary Enrollment.....	13
Economic and Family Stability	19
Youth Labor Force Participation and Unemployment	19
Children Living below Poverty Threshold.....	24
Students Identified as Economically Disadvantaged	27
Assessments and Investigations by Child Protective Services	30
Children in Foster Care	33
Health	36
Low Birth-Weight Infants.....	36
Infant Mortality	39
Contributors	43
About the Center for Community Partnerships.....	43
About the Charlottesville Department of Human Services (DHS).....	43
About Albemarle County Human Services Programs.....	43
Project Repository	44
Citation	44
Appendix.....	45
Data Sources by Figure	45

Introduction

The Stepping Stones 2026 Report provides trend data for a selection of outcomes on the well-being of children and families in the City of Charlottesville and Albemarle County. *This report is a supplement to the Stepping Stones 2026 Report to present disaggregated data for a subset of measures related to Education, Economic and Family Stability, and Health.*

Disaggregated data is data that is broken down and analyzed by race, ethnicity, or other defined subgroups. Racially and other disaggregated data is valuable for equity assessments and promoting equitable policy making. Equity assessments provide understanding on whether current policies and institutions are impacting or serving subgroups differently; equitable policy making ensures that new policies will produce more equal outcomes across different populations.

Summary statistics for the population as a whole can mask vastly different experiences and outcomes among distinct populations. As shown in this supplement, many of the measures of youth and community well-being vary by race, ethnicity, socioeconomic status, or geography. Some groups of people are disproportionately harmed or benefited. Working towards health and well-being for the youth in our region must mean *all* youth.

Our approach to this supplemental report follows the principles from the primary report: we seek to make the work open, reproducible, and contextualized. We use publicly available data and data requested from state-level agencies, our work is documented so that it can be reproduced by others, and we provide context alongside the data, including an overview of how each measure matters for youth well-being.

Considerations

Understanding the full context of these data is especially important when considering racial and ethnic disparities. Youth of color are disproportionately impacted by many of the included outcomes relative to white youth due to the long history of racial inequality in policies, investments and opportunities. We hope that highlighting the disparate outcomes of youth in our region raises questions about what leaders, educators, and stakeholders can do to ensure all youth, regardless of their racial or ethnic identity, have equal opportunity to thrive in our community.

The table below provides the racial and ethnic composition of Charlottesville and Albemarle youth (residents under 18 years old). It is important to note the proportion of a subgroup in the overall population when considering the outcomes in this report. If 40% of youth in a certain racial group experience a particular outcome, knowing whether that racial group constitutes 2% or 80% of the overall population matters for understanding the number of youth impacted.

Table 1: Youth Population Estimates by Race and Ethnicity in Albemarle County, City of Charlottesville and Virginia in 2024

	Albemarle	Charlottesville	Virginia
Total Population Under 18	22,438	7,480	1,890,833
White	67%	55%	52%
White, Non-Hispanic	65%	52%	50%
Black	9%	18%	19%
Multiracial	13%	18%	16%
Hispanic	12%	12%	16%
Asian	5%	5%	6%
Other Racial Identities	5%	4%	6%
American Indian or Alaskan Native	0.5%	0%	0.4%
Native Hawaiian or Other Pacific Islander	0%	0%	0.1%

Data Source: U.S. Census Bureau, American Community Survey 5-year estimates

Table 1: Youth population in Albemarle / Charlottesville / VA, disaggregated by racial and ethnic subgroups: White (67% / 55% / 52%), White, Non-Hispanic (65% / 52% / 50%), Black (9% / 18% / 19%), Multiracial (13% / 18% / 16%), Hispanic (12% / 12% / 16%), Asian (5% / 5% / 6%), Other Racial Identities (5% / 4% / 6%), American Indian or Alaskan Native (0.5% / 0% / 0.4%), and Native Hawaiian or Other Pacific Islander (0% / 0% / 0.1%).

There are additional challenges that arise in racially disaggregated data. First, different data sources use different racial categories and language to describe them. The federal government currently mandates five categories for race and two for ethnicity: American Indian or Alaskan Native, Asian, Black, Native Hawaiian or Other Pacific Islander, and White for race, and Hispanic or Latino and not Hispanic or Latino for ethnicity. None of the data sources for the included measures in this report go beyond these categories, and some include only a portion of them. Additionally, some agencies that collect this data make a distinction between race and ethnicity, while others do not. Thus, a person who is Black and Hispanic might be recorded as belonging to the Black racial category and the Hispanic ethnic group in one dataset, while another dataset will only record them as Hispanic. Finally, it is not always clear who assigned an individual to a racial category (e.g., do individuals self identify, are they identified by their parents, or are they identified by agents within the relevant institution?). In this report, our goal is to be transparent about each data source and their choices around racial and ethnic categories.

Multiple concerns have been raised about the use of racially disaggregated data, primarily around privacy or surveillance and around the potential for misinterpretation. Breaking down data by race and ethnicity within local jurisdictions, and especially for small populations, may unintentionally reveal individuals. Marginalized populations who have been historically surveilled by governments may feel especially distrustful of racially disaggregated data and vulnerable to identification. In addition, research shows there is a tendency to interpret disparities as the fault of individual and group traits in ways that reinforce stereotypes, rather than recognizing how disparities are products of structural inequities. While racial categories

are socially constructed – that is, they reflect a social definition of race as recognized in the United States and not a biological or anthropological definition – showing differences by race can contribute to the stigmatization of groups who have been subject to historical and ongoing structural oppression.

We adopt a set of strategies to make the disaggregated data useful while attempting to minimize these potential harms. We show disaggregated measures only for subgroups that make up at least five percent of our youth population to minimize the chance that individuals could be identified within small communities. Because of the composition of Charlottesville and Albemarle, this means we only show measures for White, Black, Hispanic, Asian, and Multiracial subgroups. Additionally, a brief narrative is provided for each measure to ensure the data points can be interpreted alongside relevant context. Race and ethnicity are only one of the ways the data are disaggregated in this report; some of the included measures are shown by geography (census tracts) and for students identified as economically disadvantaged (for school districts).

Education

STUDENTS ELIGIBLE FOR SPECIAL EDUCATION SERVICES

Special education services are intended to ensure students with disabilities have access to a meaningful public education. Nationally, Black and Native American students are more likely to be referred for special education services than are White and Asian students (e.g., [Why are So Many Students of Color in Special Education?](#)), while rates for Hispanic students tend to be comparable to those in the overall population.

These differences were once thought to be explained by the expectations educators have for students of color as a result of racial bias. However, [recent research](#) has shown that differences observed between racial groups tend to disappear once other important student characteristics are taken into account, like socioeconomic status. That is, the fact that more Black and Native American students are referred to special education services has more to do with the close tie between historical and current economic inequality and race than it does with race alone. However, examining the percent of students in each racial group who receive special education services can help guide decisions about allocating educational resources, especially as inequitable referral rates can serve to segregate children, affording fewer opportunities to children of color.

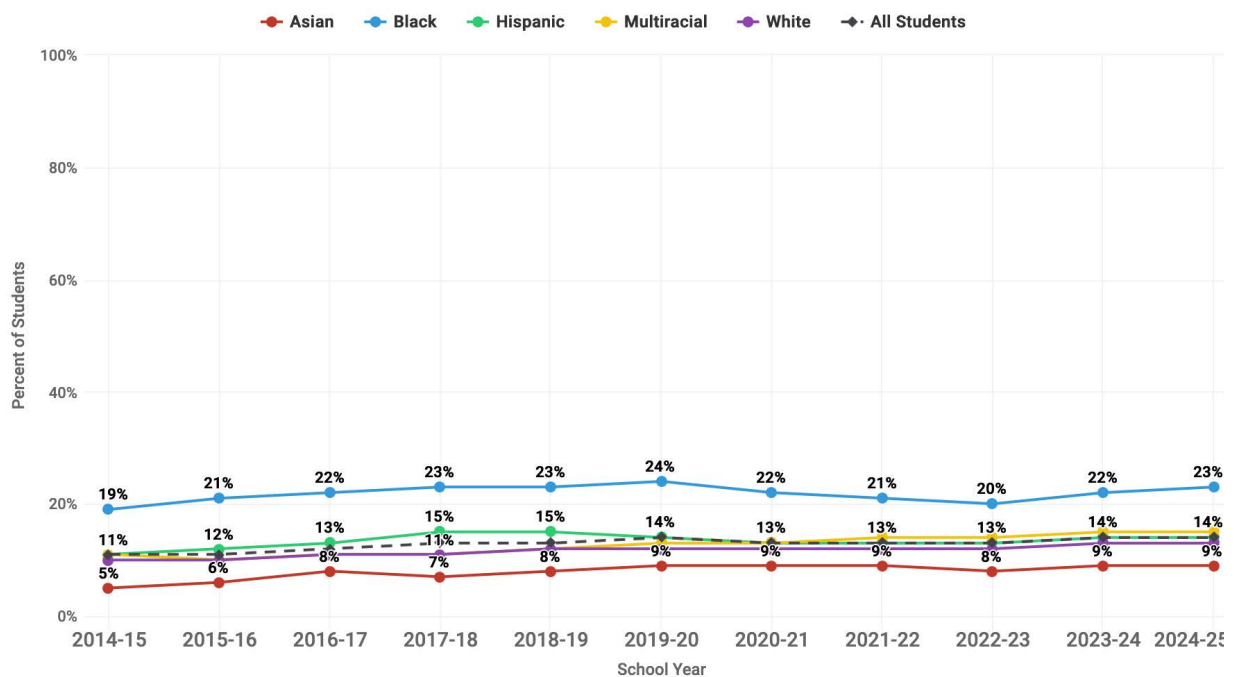
The following figures show the percent of students eligible to receive special education services by race and ethnicity. Students eligible for special education include those with disabilities like hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; intellectual disability; specific learning disability; serious emotional disturbance; or multiple disabilities. [See VDOE for more details.](#)

Notable Trends

- In both ACPS and CCS, the gap between Black students eligible for special education and other groups is significant. In 2024, over 20% of Black students (over 1 in 5) in both school districts were eligible to receive special education services. These rates have remained relatively steady over the past decade.

Albemarle County Public Schools

Percent of Students Identified to Receive Special Education Services in Albemarle County Public Schools by Race and Ethnicity



Data Source: Virginia Department of Education

Figure 1: Percent of students identified to receive special education services by race and ethnicity for the 2014-15 through 2024-25 school years at ACPS.

Charlottesville City Schools

Percent of Students Identified to Receive Special Education Services in Charlottesville City Schools by Race and Ethnicity

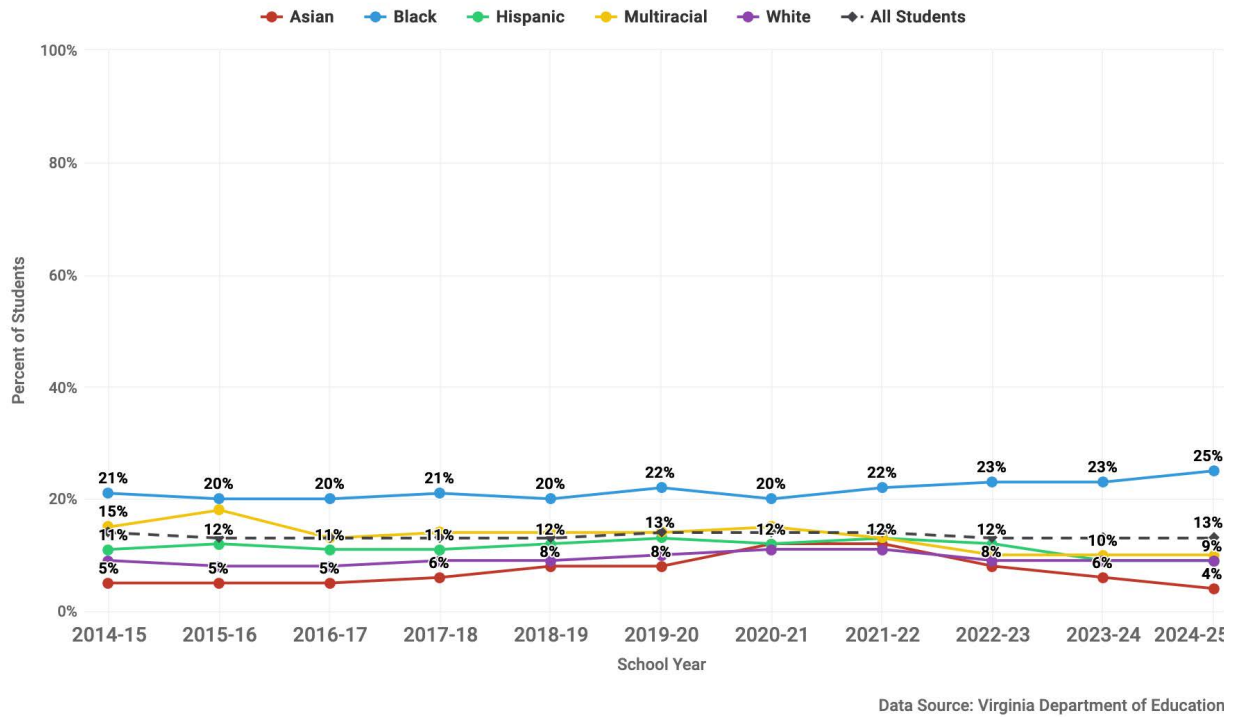


Figure 2: Percent of students identified to receive special education services by race and ethnicity for the 2014-15 through 2024-25 school years at CCS.

Virginia Public Schools

Percent of Students Identified to Receive Special Education Services in Virginia Public Schools by Race and Ethnicity

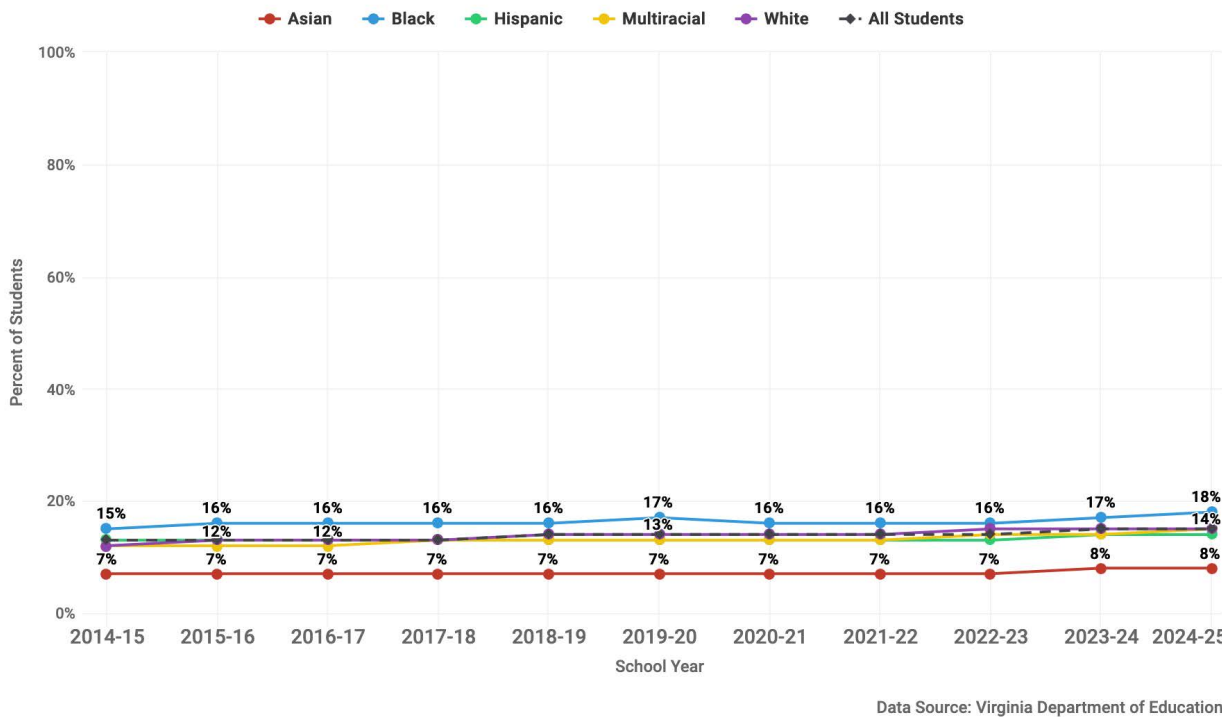


Figure 3: Percent of students identified to receive special education services by race and ethnicity for the 2014-15 through 2024-25 school years at Virginia public schools.

HIGH SCHOOL GRADUATION RATE

On-time graduation is an important indicator of whether localities are preparing students for college or career readiness, as a high school diploma is a standard requirement for many jobs and for accessing higher education. Disparities in high school graduation rates can coincide with other outcomes, from better employment and income prospects to better health and life expectancy. Nationally, racial disparities in graduation rates are even more pronounced by gender: across all race and ethnicity, boys are less likely to graduate than girls, with a wider gender gap for Black and Hispanic youth.

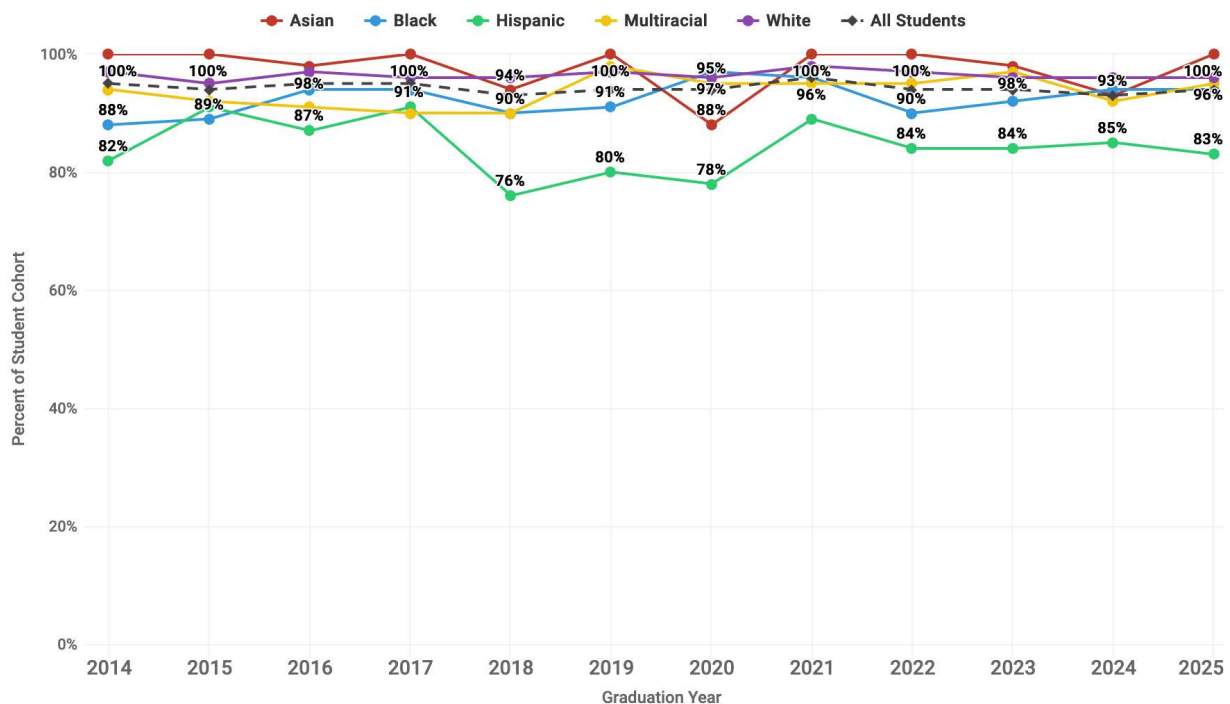
The figures below show the percentage of public school students that graduated within four years of entering high school by race and ethnicity, and separately for economically disadvantaged students. Graduates are defined as students who earn one of the following Board of Education approved diplomas: Advanced Studies Diploma, Standard Diploma, Modified Standard Diploma, Special Diploma, General Achievement Diploma.

Notable Trends

- In both ACPS and CCS, the gap in on-time graduation rates between Hispanic students and other groups is significant, similar to statewide trends. This gap is especially wide in CCS, with a graduation rate for Hispanic students of 66% in 2025, the lowest rate within the past decade.
- The graduation rate for students identified as economically disadvantaged at ACPS has remained below the overall student graduation rate over this period: 88% of economically disadvantaged students graduated on time compared to 94% of all students in 2025.
- At CCS, the graduation rate for students identified as economically disadvantaged has remained similar to overall CCS graduation rates for the last few years. The graduation rate for economically disadvantaged students and students overall was around 86% at CCS in 2025, lower than the graduation rate for both groups statewide, around 90% in 2025.

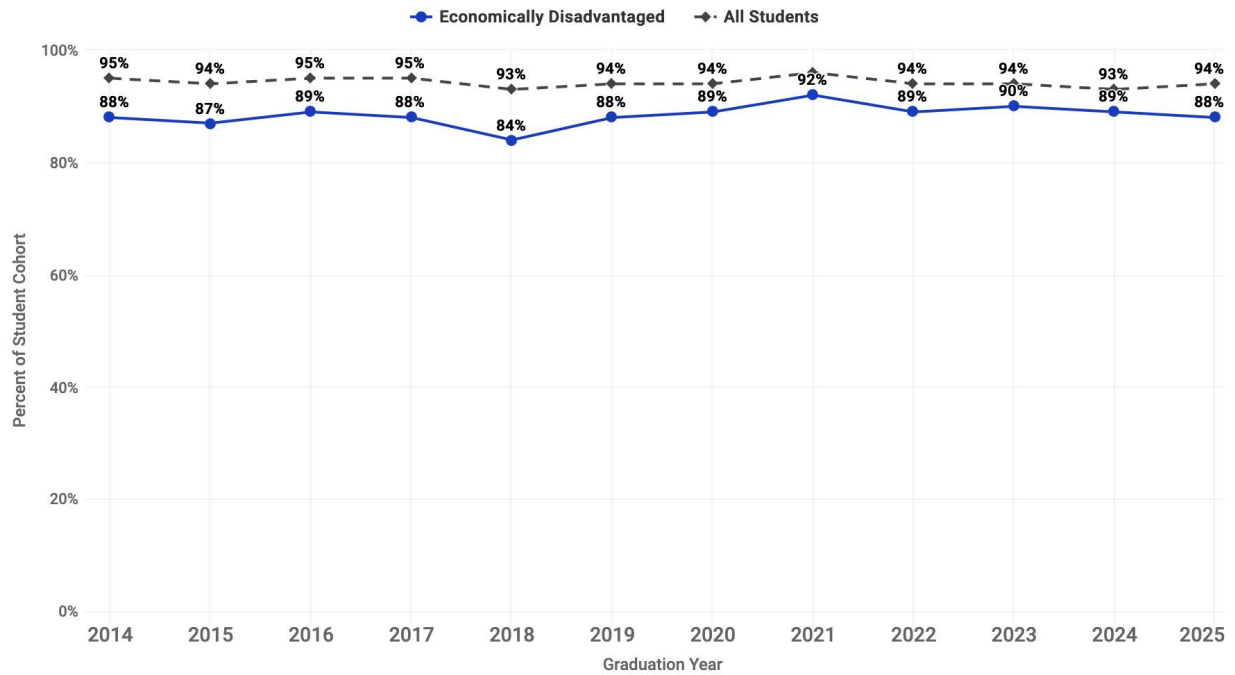
Albemarle County Public Schools

Percent of Student Cohort Graduating in Four Years in Albemarle County Public Schools by Race and Ethnicity



Data Source: Virginia Department of Education

Figure 4: Percent of student cohort graduating in four years by race and ethnicity, and economically disadvantaged students for 2014-2025 at ACPS.

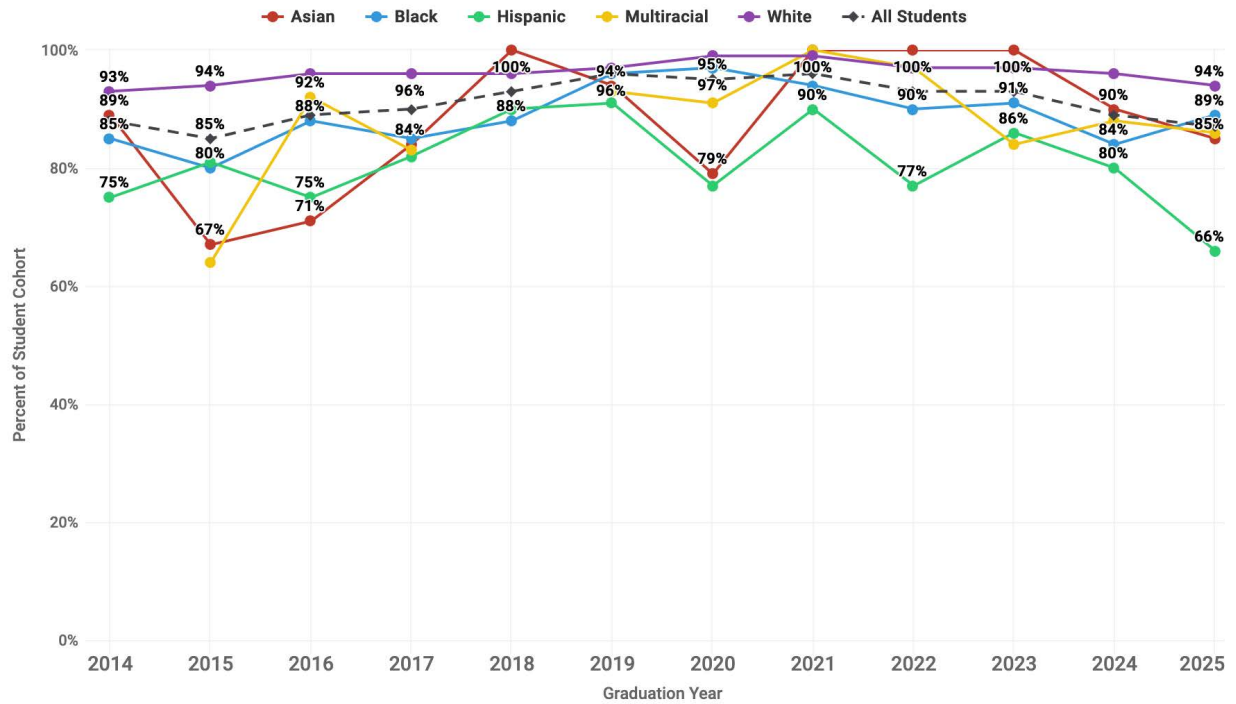
Percent of Student Cohort Graduating in Four Years in Albemarle County Public Schools by Economically Disadvantaged

Data Source: Virginia Department of Education

Figure 5: Percent of student cohort graduating in four years by race and ethnicity, and economically disadvantaged students for 2014-2025 at ACPS.

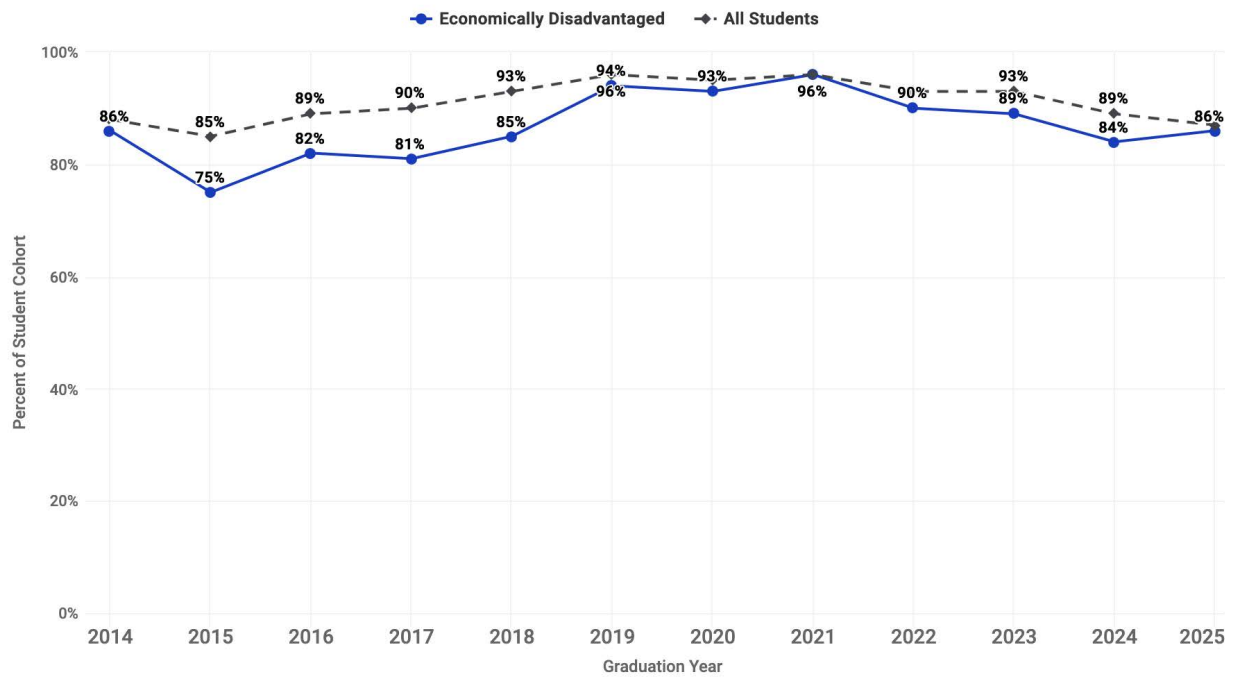
Charlottesville City Schools

Percent of Student Cohort Graduating in Four Years in Charlottesville City Schools by Race and Ethnicity



Data Source: Virginia Department of Education

Figure 6: Percent of student cohort graduating in four years by race and ethnicity, and economically disadvantaged students for 2014-2025 at CCS.

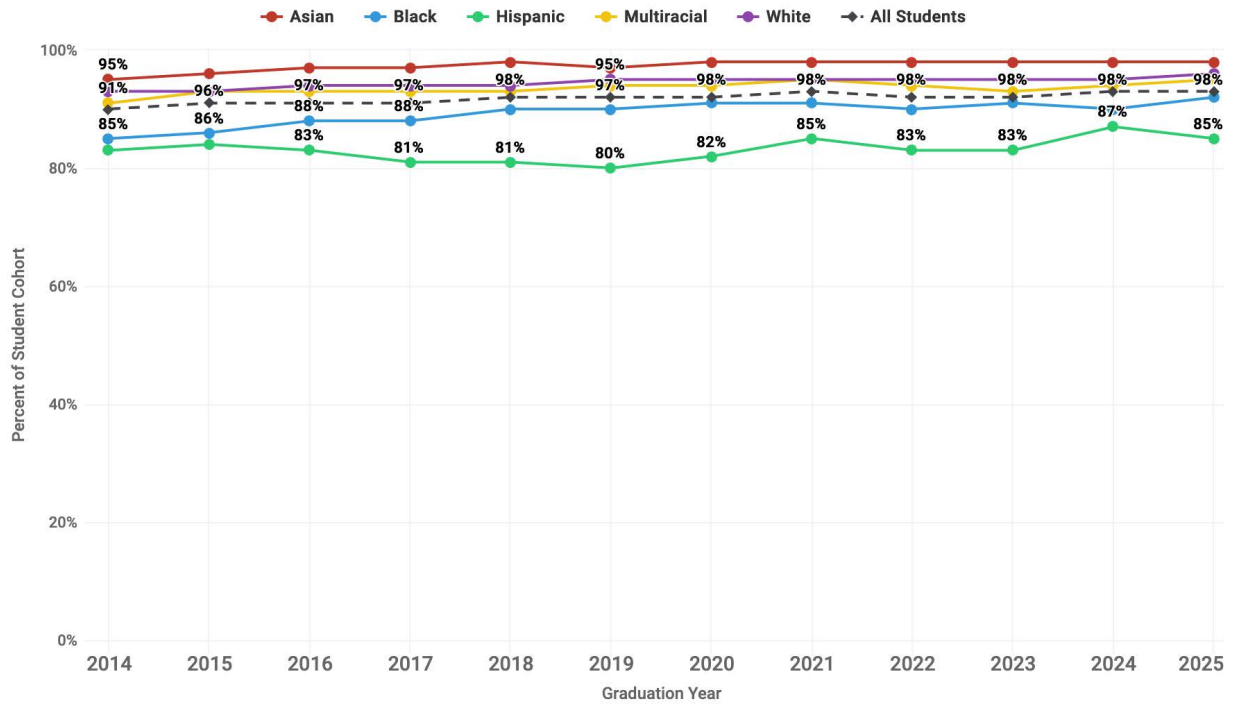
Percent of Student Cohort Graduating in Four Years in Charlottesville City Schools by Economically Disadvantaged

Data Source: Virginia Department of Education

Figure 7: Percent of student cohort graduating in four years by race and ethnicity, and economically disadvantaged students for 2014-2025 at CCS.

Virginia Public Schools

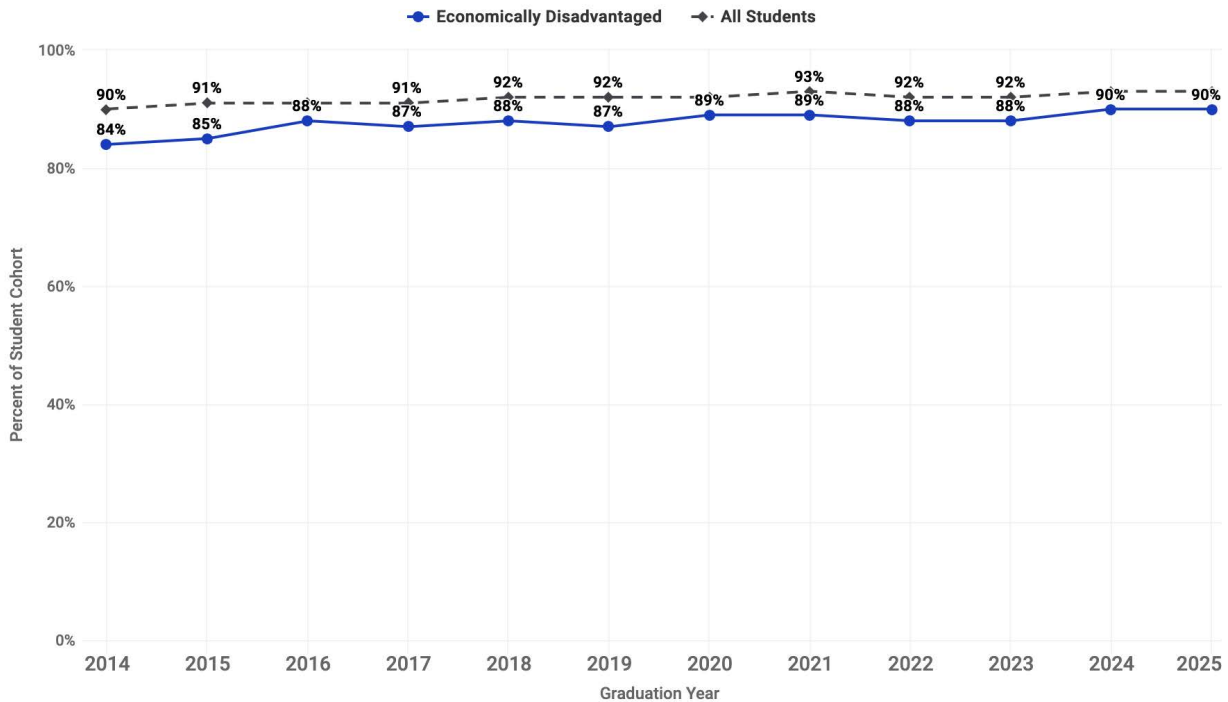
Percent of Student Cohort Graduating in Four Years in Virginia Public Schools by Race and Ethnicity



Data Source: Virginia Department of Education

Figure 8: Percent of student cohort graduating in four years by race and ethnicity, and economically disadvantaged students for 2014-2025 at Virginia public schools.

Percent of Student Cohort Graduating in Four Years in Virginia Public Schools by Economically Disadvantaged



Data Source: Virginia Department of Education

Figure 9: Percent of student cohort graduating in four years by race and ethnicity, and economically disadvantaged students for 2014-2025 at Virginia public schools.

POST-SECONDARY ENROLLMENT

Post-secondary enrollment captures the percent of graduating high school seniors who enroll in an institute of higher education within 16 months of graduating. College graduates enjoy more job security, higher wage, and better health, among other positive outcomes. But rates of college going (and degree attainment) vary substantially by race and ethnicity and by socioeconomic status. While college enrollment has been declining in the U.S. since 2010, nationally the rates for Black and Hispanic students have fallen faster than the rate for White students. These racial disparities in post-secondary enrollment serve to perpetuate racial disparities in income and wealth and to restrict the economic mobility of young people.

The figures below show enrollment in a 2-year or 4-year college or university by race and ethnicity, and separately for economically disadvantaged students.

Notable Trends

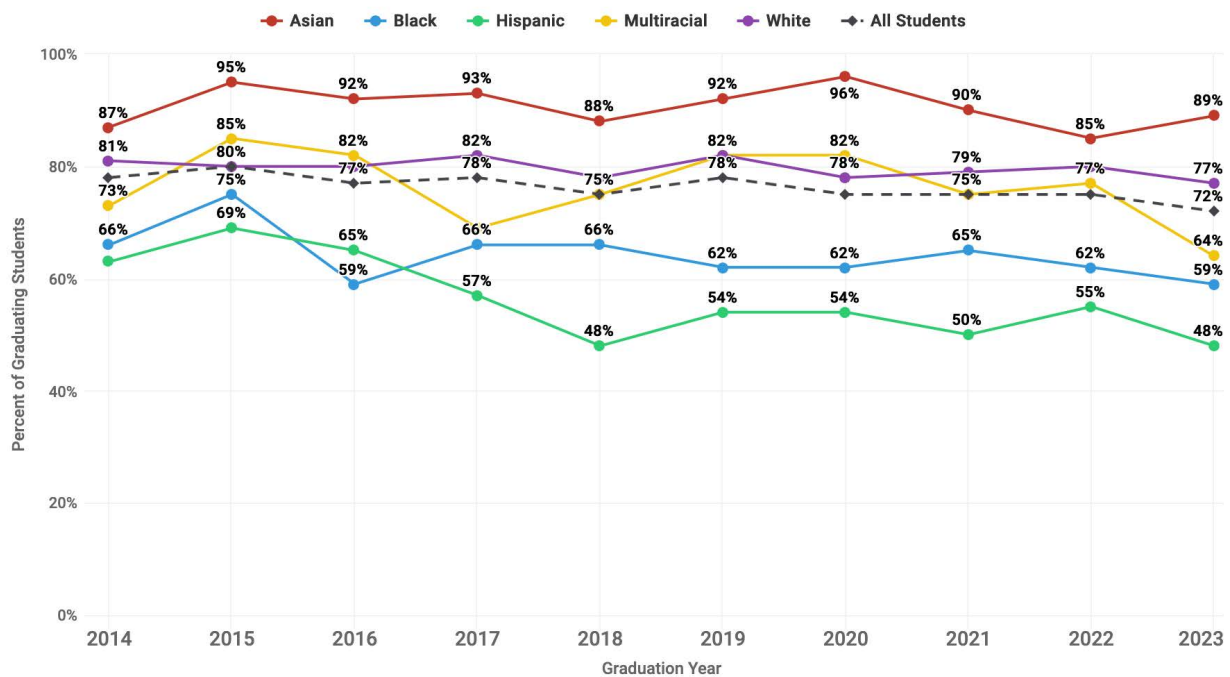
- For ACPS graduates, there has been a decline in college enrollment for Black and Hispanic students over the past decade. In the most recent data available, 59% of Black graduates and 48% of Hispanic graduates enrolled in post-secondary education,

compared to 89% of Asian and 77% of White graduates.

- In ACPS, graduating students identified as economically disadvantaged are around 25% less likely to enroll in college compared to the overall rate for graduating students. While there have been declines among both populations, the decline in college enrollment for economically disadvantaged students has been steeper.
- For CCS, college enrollment has declined for Black students in recent years, with a decade low of 43% of Black students in 2023. This represents a significant racial gap between Black students and other groups.
- In CCS, around half (53%) of economically disadvantaged graduating students enrolled in post-secondary education, less than the overall rate for graduating students.

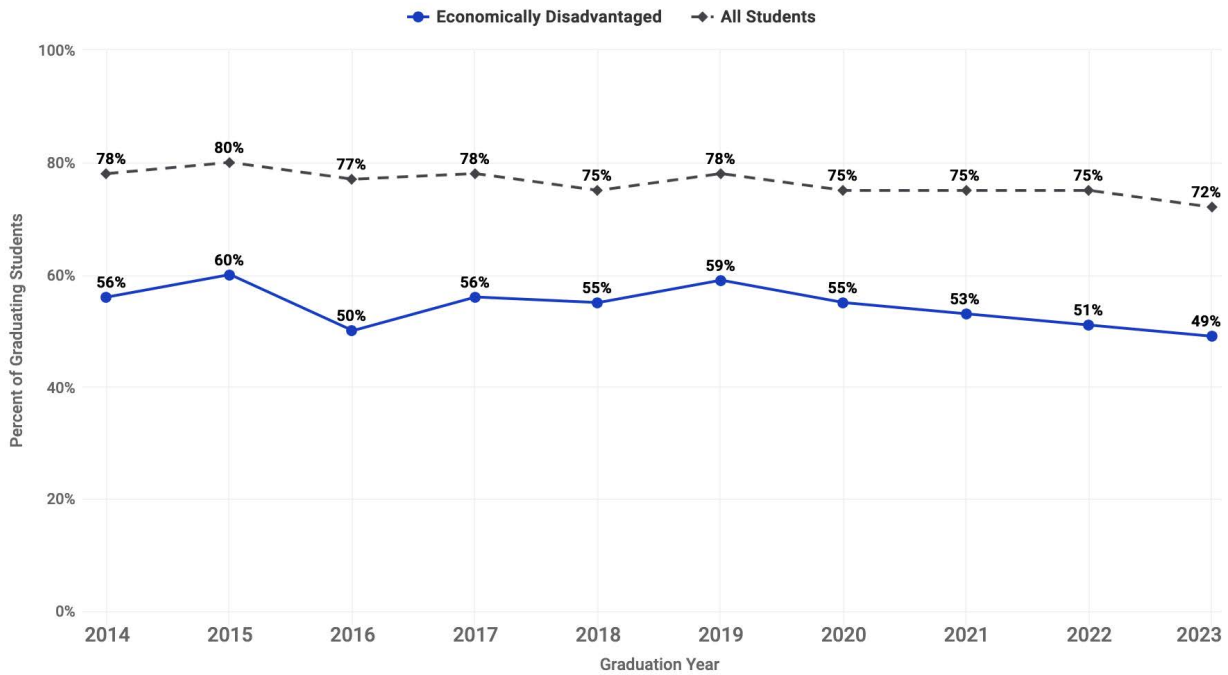
Albemarle County Public Schools

Percent of Graduating Students Enrolled in a Post-Secondary Institution in Albemarle County Public Schools by Race and Ethnicity



Data Source: Virginia Department of Education

Figure 10: Percent of graduating students enrolled in a post-secondary institution by race and ethnicity, and economically disadvantaged students for 2014-2023 at ACPS.

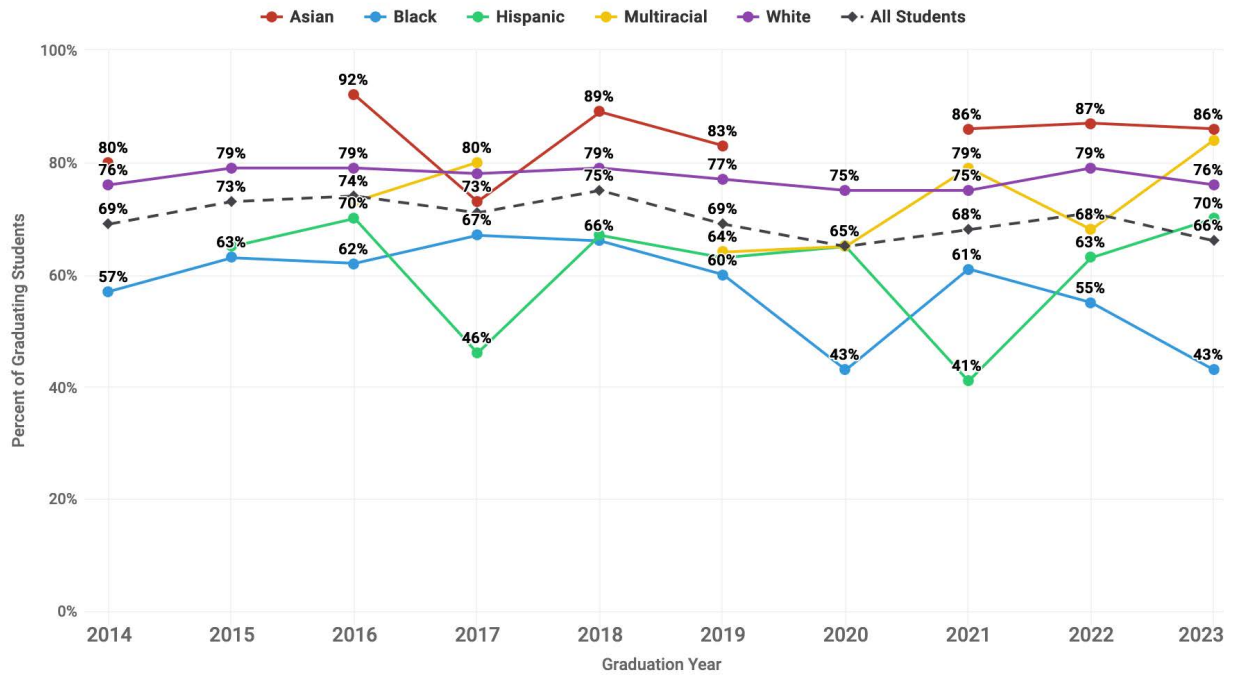
Percent of Graduating Students Enrolled in a Post-Secondary Institution in Albemarle County Public Schools by Economically Disadvantaged

Data Source: Virginia Department of Education

Figure 11: Percent of graduating students enrolled in a post-secondary institution by race and ethnicity, and economically disadvantaged students for 2014-2023 at ACPS.

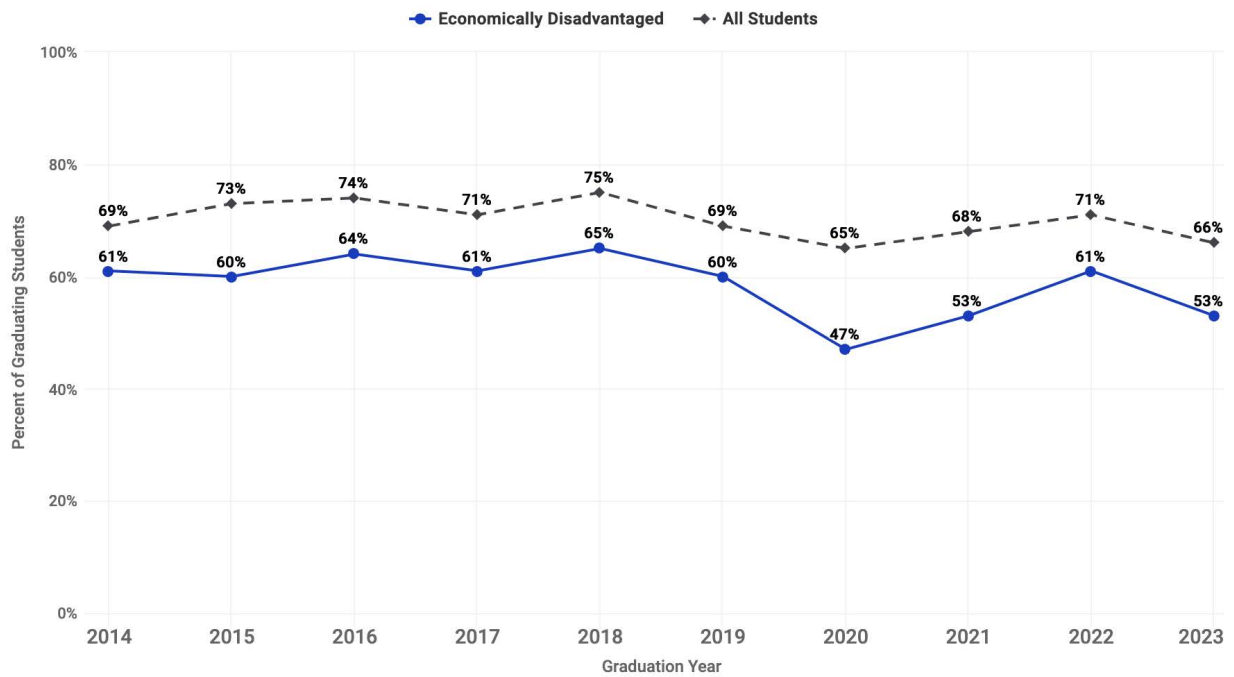
Charlottesville City Schools

Percent of Graduating Students Enrolled in a Post-Secondary Institution in Charlottesville City Schools by Race and Ethnicity



Data Source: Virginia Department of Education

Figure 12: Percent of graduating students enrolled in a post-secondary institution by race and ethnicity, and economically disadvantaged students for 2014-2023 at CCS.

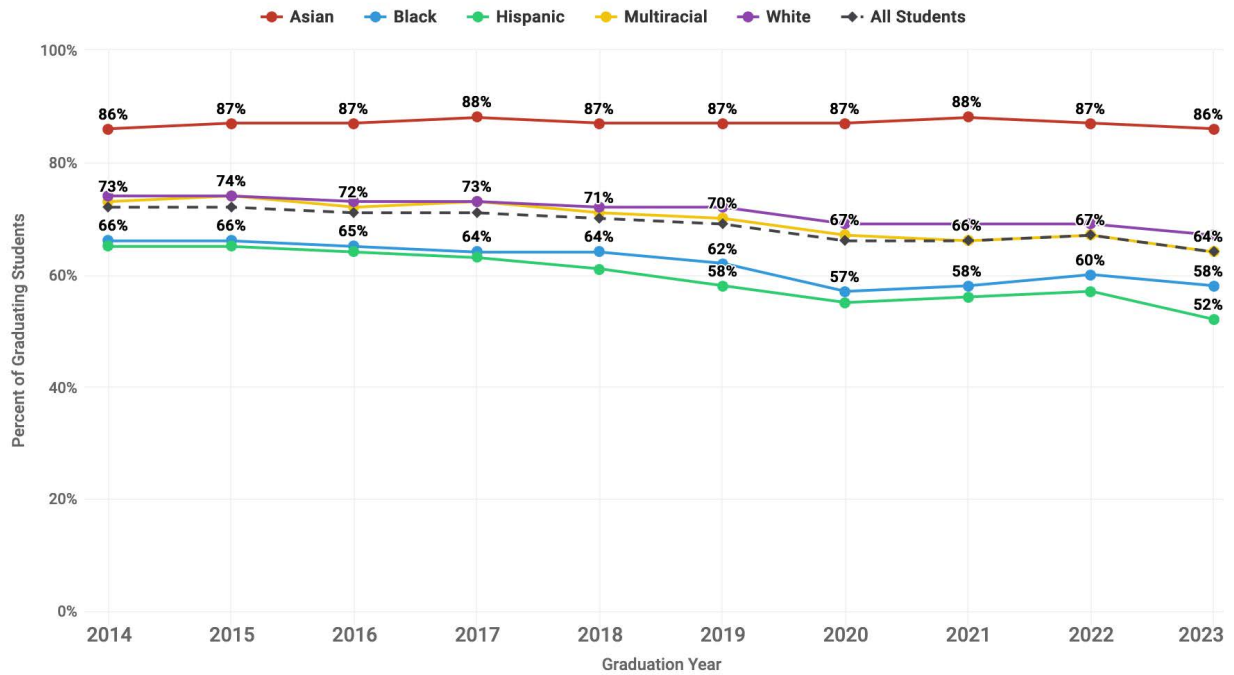
Percent of Graduating Students Enrolled in a Post-Secondary Institution in Charlottesville City Schools by Economically Disadvantaged

Data Source: Virginia Department of Education

Figure 13: Percent of graduating students enrolled in a post-secondary institution by race and ethnicity, and economically disadvantaged students for 2014-2023 at CCS.

Virginia Public Schools

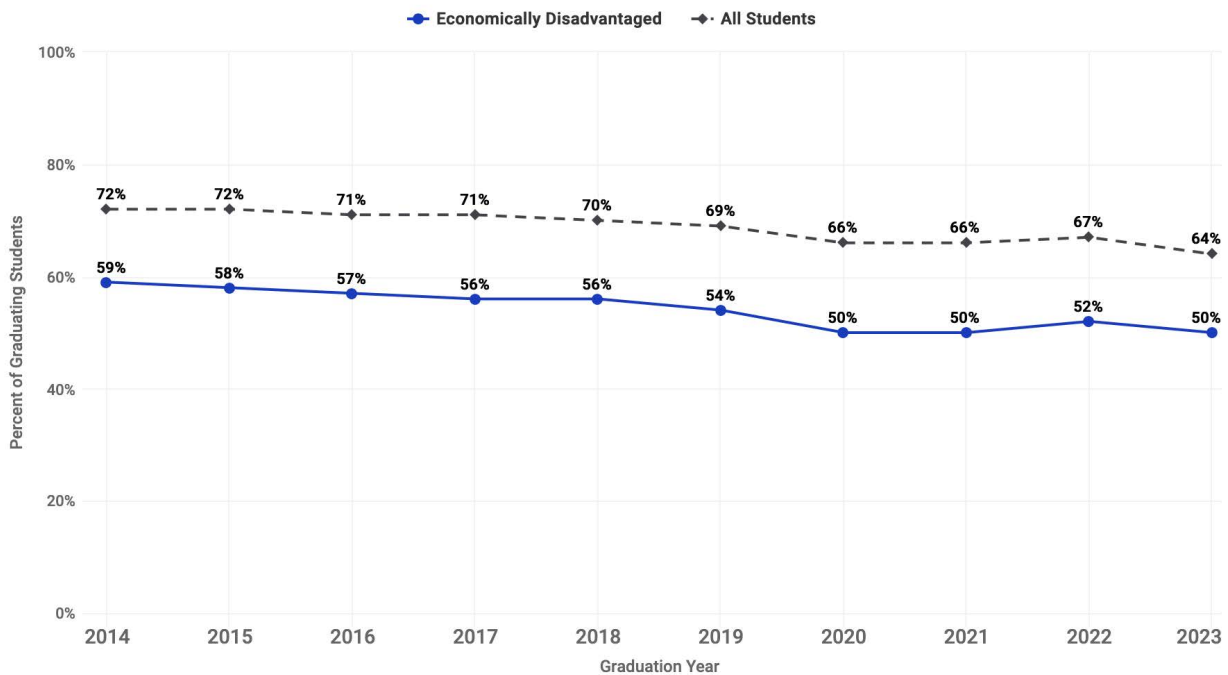
Percent of Graduating Students Enrolled in a Post-Secondary Institution in Virginia Public Schools by Race and Ethnicity



Data Source: Virginia Department of Education

Figure 14: Percent of graduating students enrolled in a post-secondary institution by race and ethnicity, and economically disadvantaged students for 2014-2023 at Virginia public schools.

Percent of Graduating Students Enrolled in a Post-Secondary Institution in Virginia Public Schools by Economically Disadvantaged



Data Source: Virginia Department of Education

Figure 15: Percent of graduating students enrolled in a post-secondary institution by race and ethnicity, and economically disadvantaged students for 2014-2023 at Virginia public schools.

Economic and Family Stability

YOUTH LABOR FORCE PARTICIPATION AND UNEMPLOYMENT

Labor force participation among young people and youth unemployment can shed light on both the health of the economy and the well-being of young people. Youth employment has positive implications for future life outcomes; however, youth employment rates are very low relative to historical standards. High unemployment rates for youth may suggest an unavailability of jobs for youth or a mismatch between the skills that young people possess and the skills employers are seeking.

The youth labor force participation rate – the number of 16-19 year olds who are employed or are seeking employment as a percentage of the number of residents aged 16-19 – and the youth unemployment rate – the number of 16-19 year olds who have reported that they do not have a job but are ready to work and have been seeking employment within the last 4 weeks – are shown for each census tract in Charlottesville and Albemarle. Exploring this data geographically can highlight where local youth are more likely to be in the labor force and unemployed, compared to local and statewide trends. As young people may be more restricted

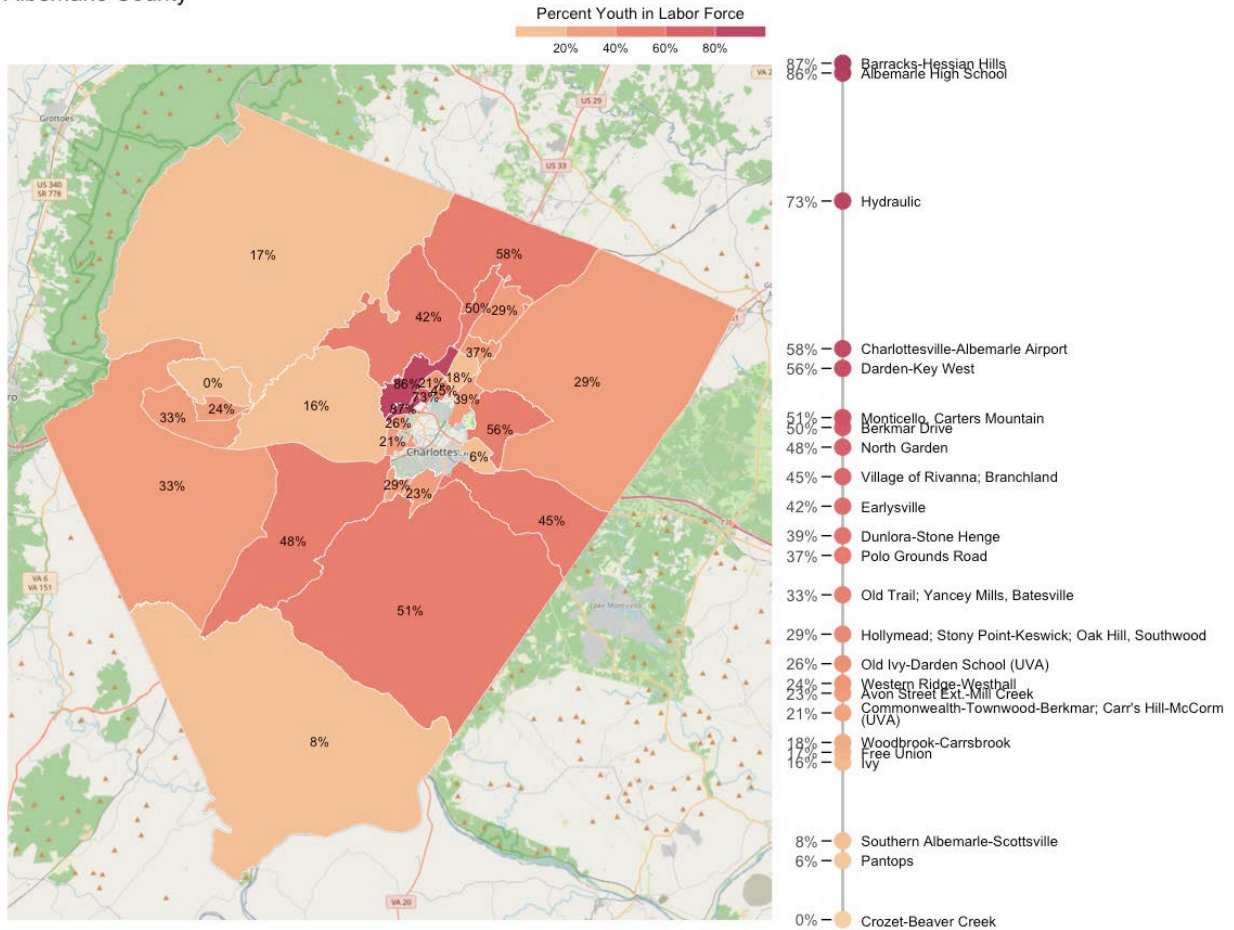
in their ability to travel larger distances for work, jobs nearby can be a priority.

Notable Trends

- The Stepping Stones 2026 report showed that both Albemarle and Charlottesville youth are less likely to be in the labor force compared to state-wide trends. However, there is variation within both the county and city in youth employment. While 40% of Virginia youth are part of the labor force, some tracts in Albemarle and Charlottesville are near or well above the state average. In the county, areas around Barracks-Hessian Hills and Albemarle High School have estimates of youth labor force participation over 86%, with other tracts in the county above 50%. In the city, half the census tracts have estimates of the percent of youth in the labor force higher than the state average, with Belmont at the highest at 83%.
- Youth unemployment rates also vary within the county and city. While labor force participation has remained steady statewide, youth unemployment has decreased statewide over the past decade, at 13% in 2024. Some areas, including Barracks-Hessian Hills in Albemarle county, have seen growth in both youth labor force participation and youth unemployment at higher rates than state trends.
- The majority of census tracts in both the city and county have relatively low estimates of youth unemployment rates, showing that most youth that want to work are employed. There are a few areas, however, where nearly one quarter of youth in the labor force are unemployed.

Albemarle County Census Tracts

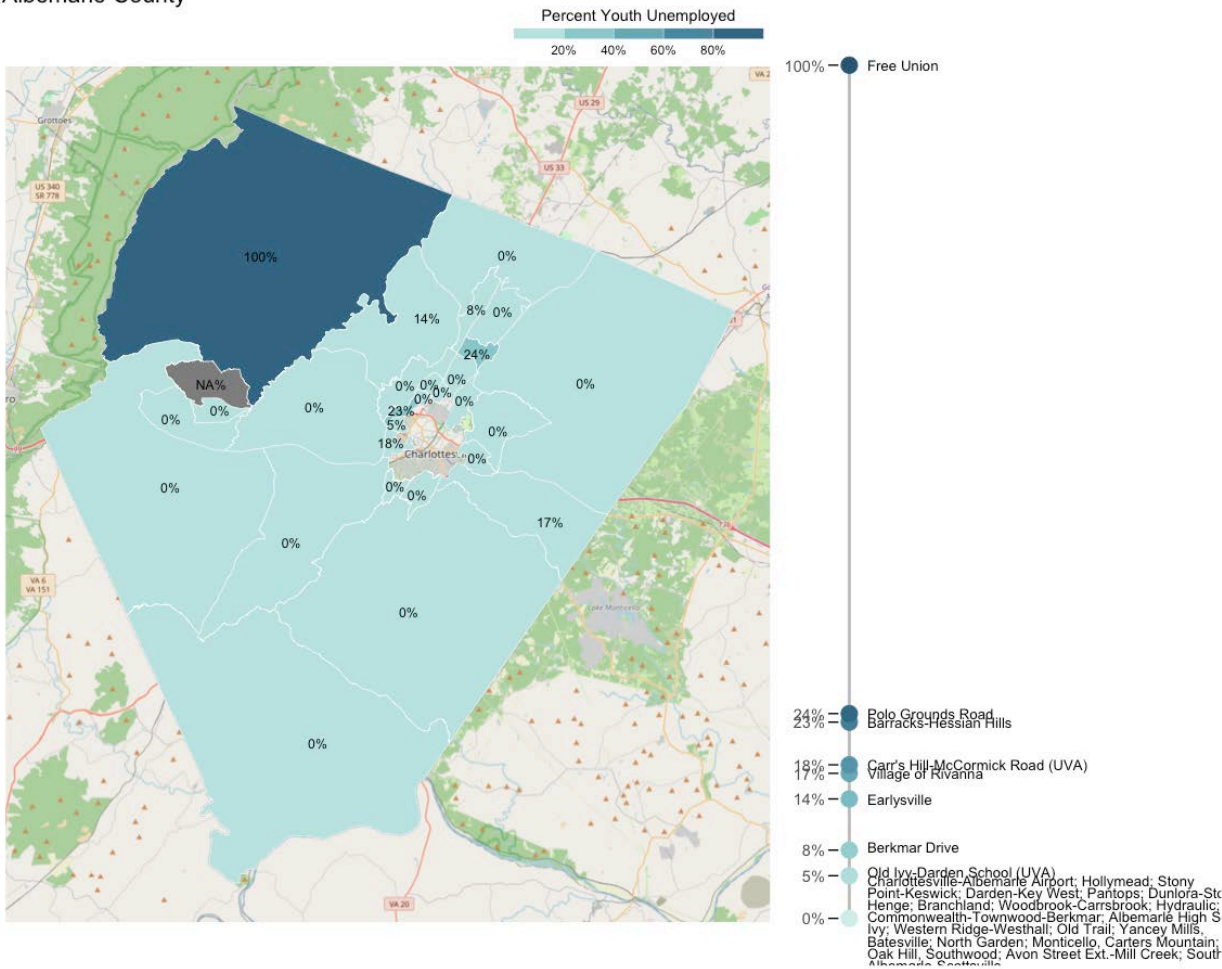
Percent of Youth (16-19) Participating in the Labor Force by Census Tract
Albemarle County



Data Source: U.S. Census Bureau, American Community Survey 5-year estimates

Figure 16: Percent of youth (16-19) participating in the labor force by census tract, 2024, for Albemarle County.

Percent of Youth (16-19) Experiencing Unemployment by Census Tract
Albemarle County

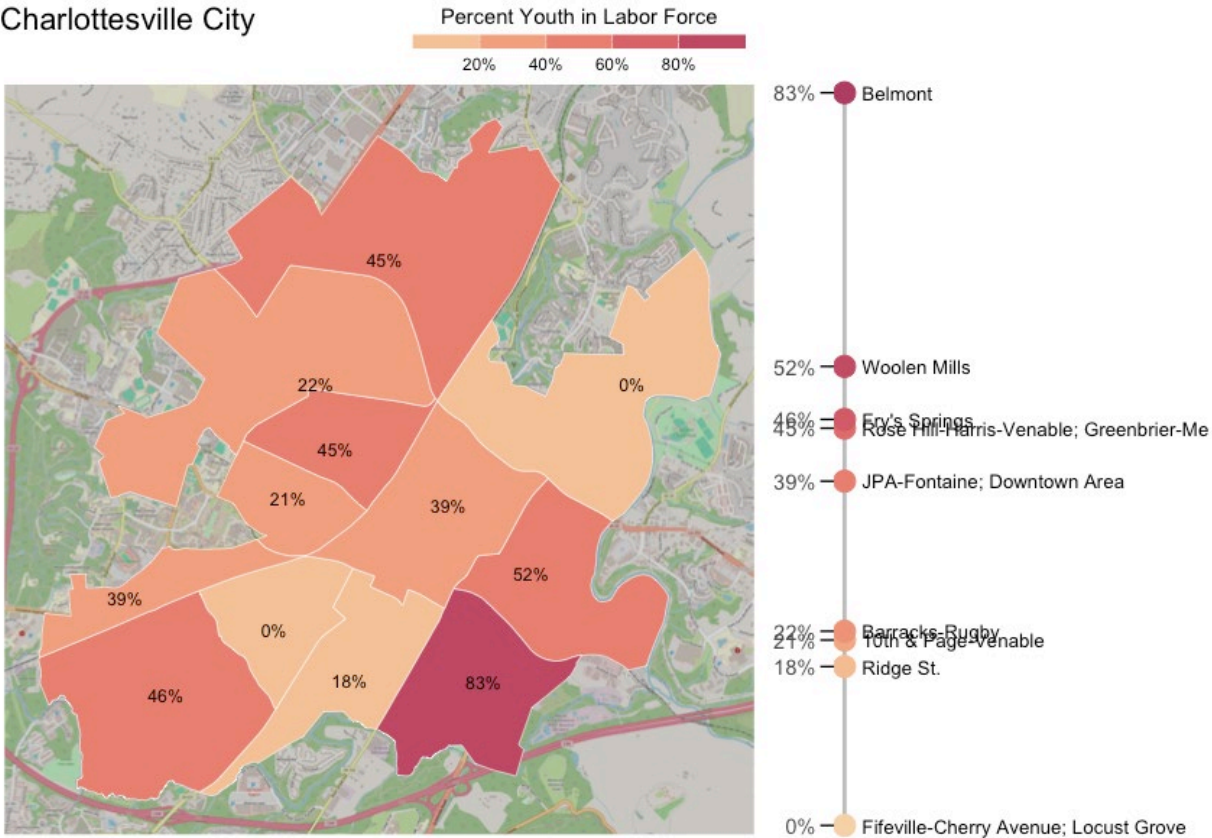


Data Source: U.S. Census Bureau, American Community Survey 5-year estimates

Figure 17: Percent of youth (16-19) in the labor force experiencing unemployment by census tract, 2024, for Albemarle County.

Charlottesville Census Tracts

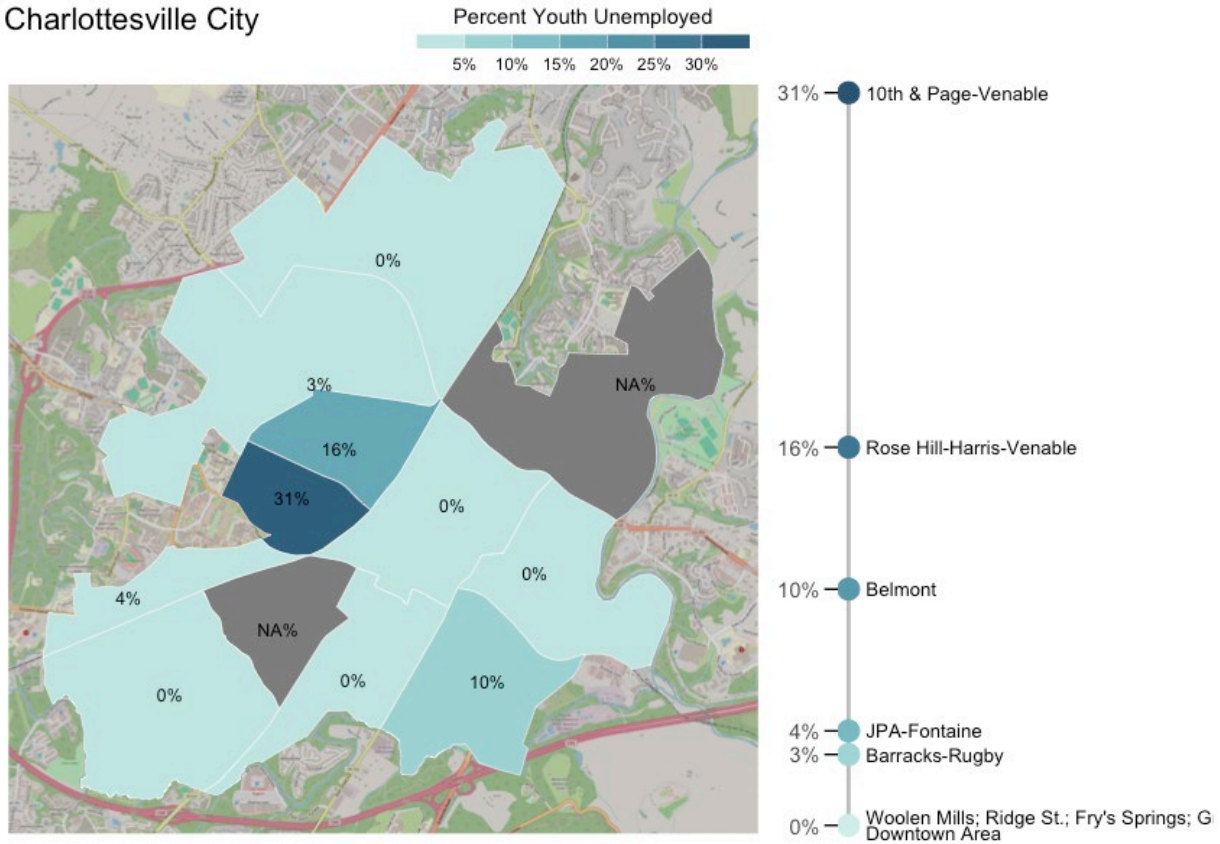
Percent of Youth (16-19) Participating in the Labor Force by Census Tract
Charlottesville City



Data Source: U.S. Census Bureau, American Community Survey 5-year estimates

Figure 18: Percent of youth (16-19) participating in the labor force by census tract, 2024, for Charlottesville City.

Percent of Youth (16-19) Experiencing Unemployment by Census Tract Charlottesville City



Data Source: U.S. Census Bureau, American Community Survey 5-year estimates

Figure 19: Percent of youth (16-19) in the labor force experiencing unemployment by census tract, 2024, for Charlottesville City.

CHILDREN LIVING BELOW POVERTY THRESHOLD

Childhood poverty has wide-ranging and long-term repercussions, from inadequate nutrition and limited access to health care services, to unstable housing and greater exposure to environmental toxins. Racial disparities in poverty and child poverty are long standing in the US, with Black, Native, and Hispanic populations among the groups most impacted by poverty. Research has shown how these disparities are created and reinforced through state and federal policies.

The figures below show the percentage of children by race and ethnicity living in families with incomes below the federal poverty level. In 2024, the federal poverty level for a family of four was \$31,200. Falling below the poverty threshold indicates severe economic insecurity.

Notable Trends

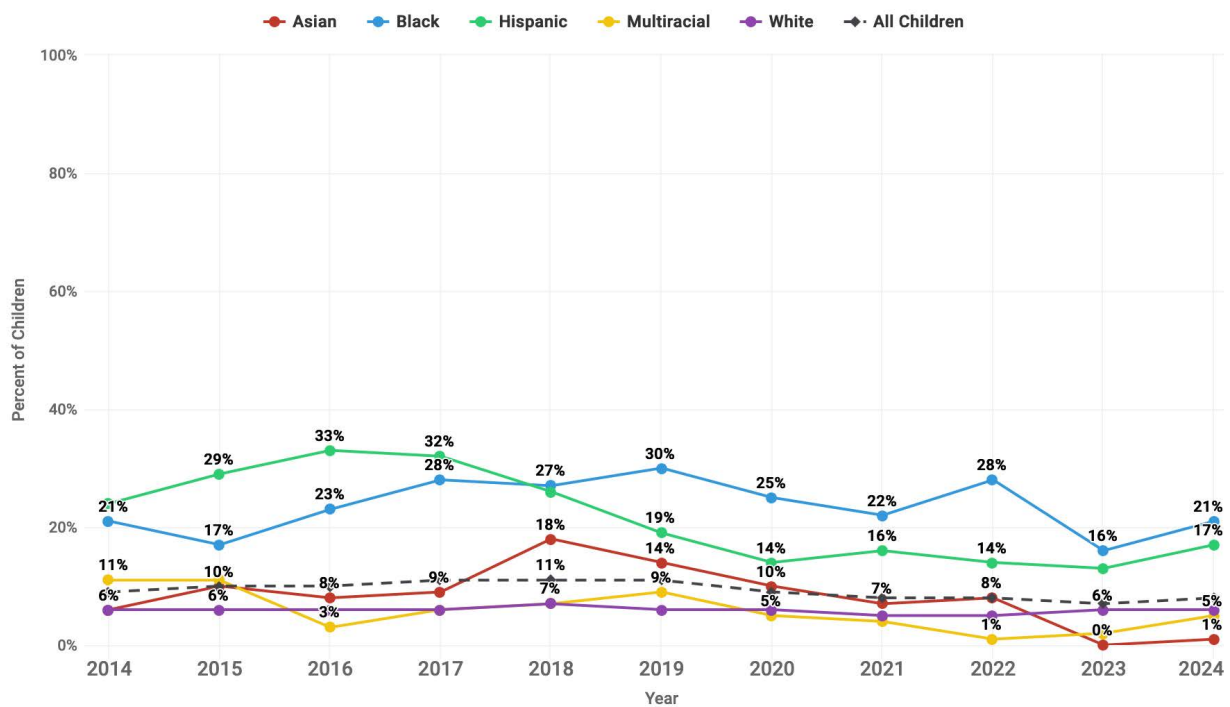
- Black and Hispanic children are more likely to be living in poverty than any other racial

group in Albemarle County, following state-wide trends. In the city of Charlottesville, Black children have consistently had higher rates of living in poverty than others, though there has been considerable growth in the rate of child poverty among Asian families in recent years.

- The gap in outcomes between Black and White children is significant. In 2024, 21% of Black children in Albemarle experienced poverty compared to 6% of White children. In Charlottesville, this gap was even larger, with nearly half (47%) of Black children living in poverty compared to 6% of White children.
- The percent of children in poverty has been relatively steady in Albemarle across all subgroups, the poverty rate for Black children in Charlottesville has been steadily increasing over the past decade.

Albemarle County

Percent of Children Living below the Poverty Threshold in Albemarle by Race and Ethnicity



Data Source: U.S. Census Bureau, American Community Survey 5-year estimates

Figure 20: Percent of children living below the poverty threshold by race and ethnicity, 2014-2024, for Albemarle County.

Charlottesville City

Percent of Children Living below the Poverty Threshold in Charlottesville by Race and Ethnicity

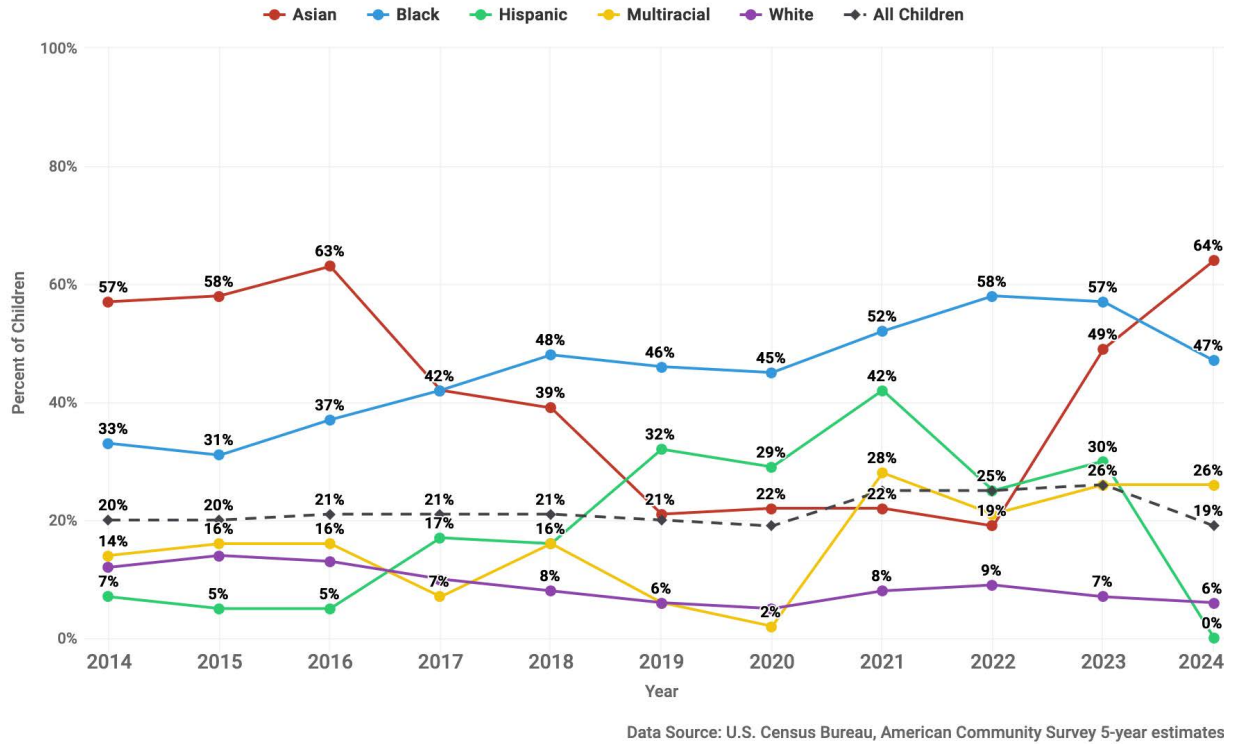


Figure 21: Percent of children living below the poverty threshold by race and ethnicity, 2014-2024, for Charlottesville City.

Virginia

Percent of Children Living below the Poverty Threshold in Virginia by Race and Ethnicity

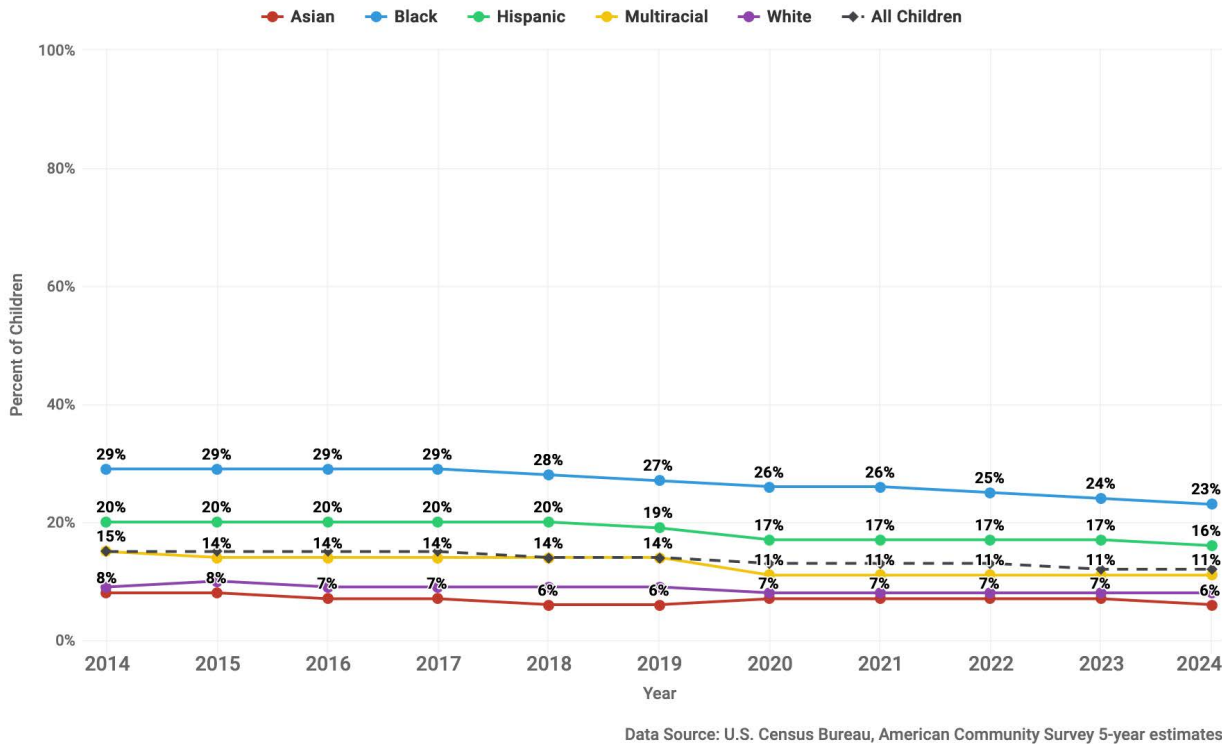


Figure 22: Percent of children living below the poverty threshold by race and ethnicity, 2014-2024, for Virginia.

STUDENTS IDENTIFIED AS ECONOMICALLY DISADVANTAGED

Students in economically disadvantaged households face additional barriers to learning, from the impact of inadequate nutrition on concentration to the effect on development from growing up with long-term exposure to stress. Like poverty, the experience of economic disadvantage among students is shaped by race, with the same policies and structures that generate racially disparate rates of poverty producing disparate rates of economic disadvantage. The challenges to education faced by economically disadvantaged students is one of the ways racial advantage and disadvantage impacts intergenerational poverty and economic mobility.

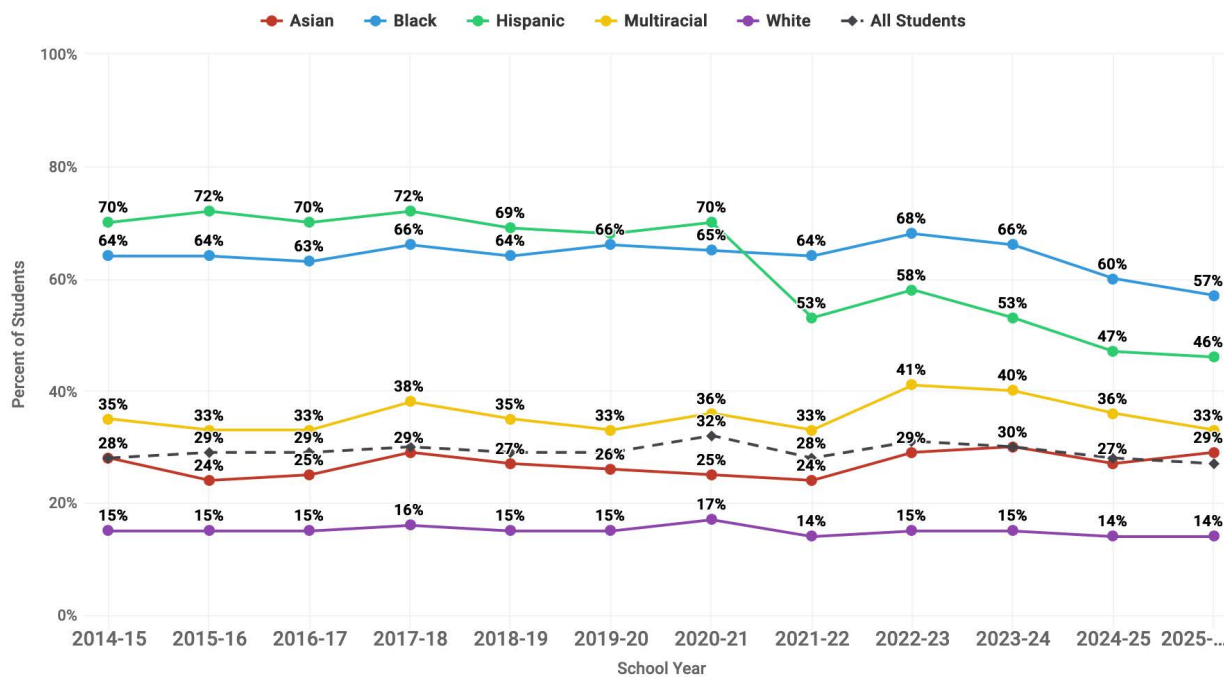
Students are identified as economically disadvantaged if they meet one or more of the following conditions: eligible for free or reduced meals (family income is within 130% or 185% of federal poverty threshold), are eligible for TANF, Medicaid and/or Head Start, or identified as from a migrant family, experiencing homelessness, or in foster care. The measure below is the percent of students by race and ethnicity who meet any of the above conditions.

Notable Trends

- In ACPS, Black and Hispanic students are more likely to be identified as economically disadvantaged compared to their White classmates. This gap is also reflected state-wide.
- Mirroring the results for child poverty above, Black and Asian students in CCS are more likely to be identified as economically disadvantaged.
- In ACPS, the percent of Hispanic identified as economically disadvantaged has decreased since the 2020-21 school year, from a high around 70% to 46% in 2024. This is still nearly half of all Hispanic students enrolled in ACPS.
- In CCS, the percent of Black students identified as economically disadvantaged has remained consistently high over the past decade. In 2024, nearly 3 of every 4 Black students enrolled in CCS were economically disadvantaged (72%), compared to around 1 in 8 White students (13%).

Albemarle County Public Schools

Percent of Students Identified as Economically Disadvantaged in Albemarle County Public Schools by Race and Ethnicity

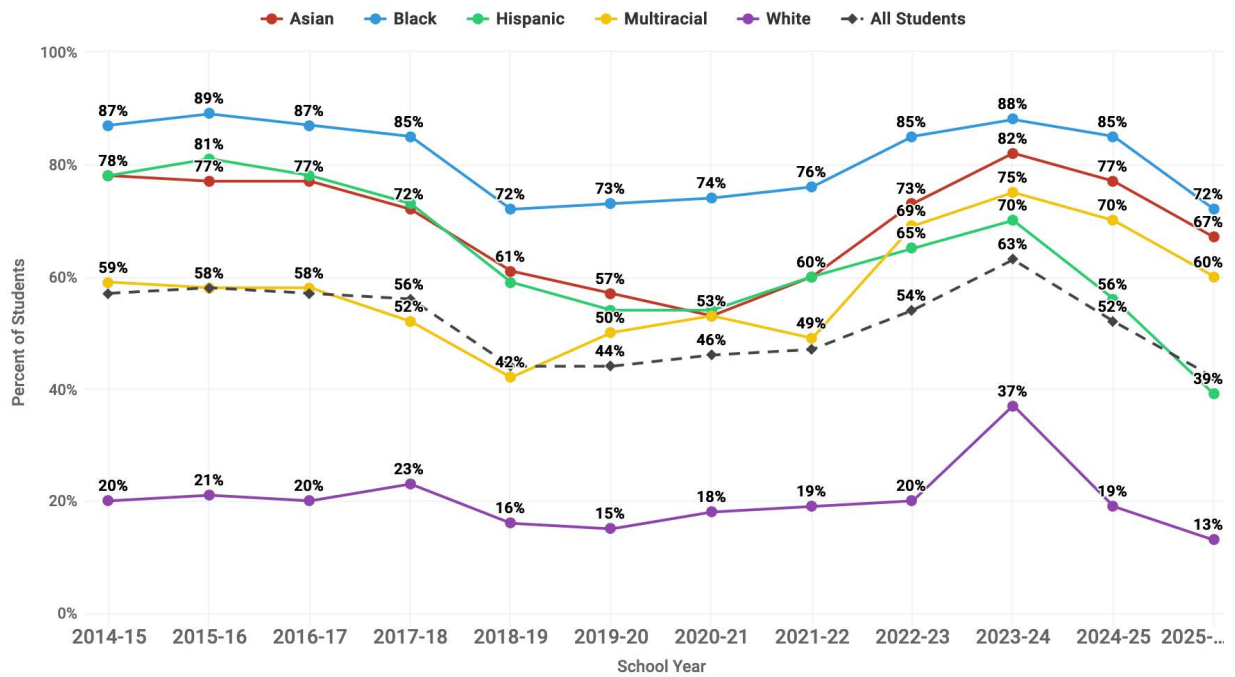


Data Source: Virginia Department of Education

Figure 23: Percent of students identified as economically disadvantaged by race and ethnicity for the 2014-15 through 2025-26 school years in ACPS.

Charlottesville City Schools

Percent of Students Identified as Economically Disadvantaged in Charlottesville City Schools by Race and Ethnicity

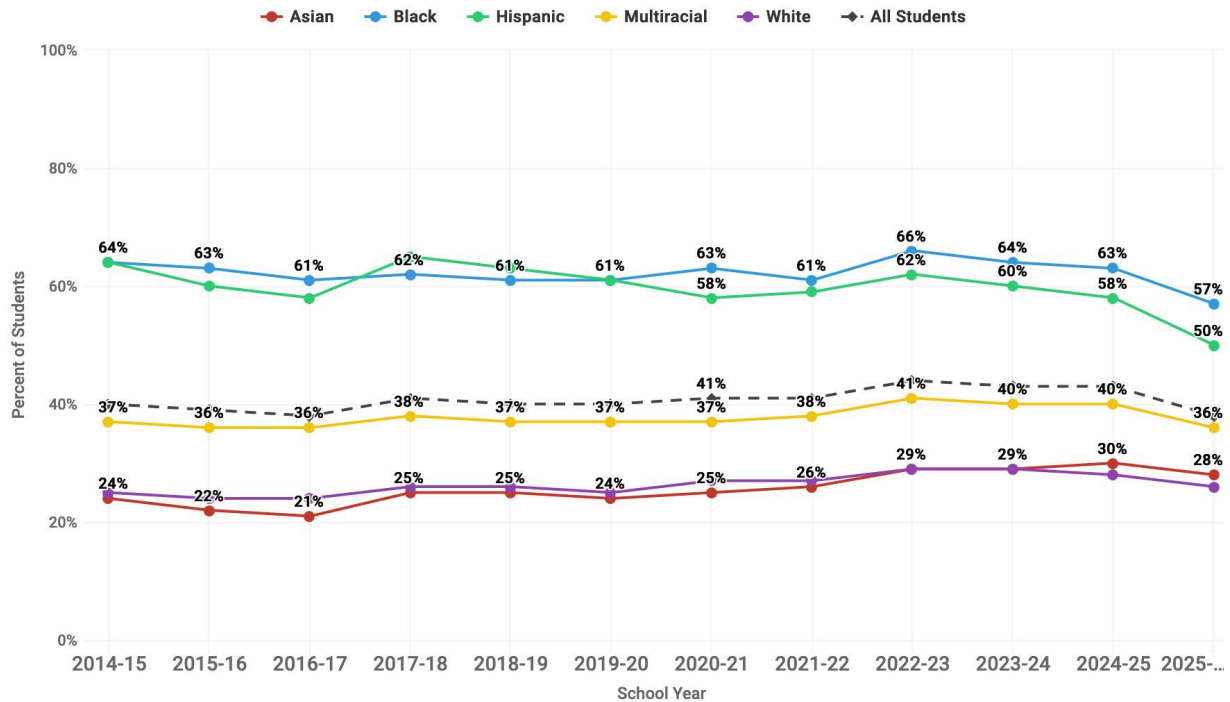


Data Source: Virginia Department of Education

Figure 24: Percent of students identified as economically disadvantaged by race and ethnicity for the 2014-15 through 2025-26 school years in CCS.

Virginia Public Schools

Percent of Students Identified as Economically Disadvantaged in Virginia Public Schools by Race and Ethnicity



Data Source: Virginia Department of Education

Figure 25: Percent of students identified as economically disadvantaged by race and ethnicity for the 2014-15 through 2025-26 school years in Virginia public schools.

ASSESSMENTS AND INVESTIGATIONS BY CHILD PROTECTIVE SERVICES

Reports of potential child neglect or abuse are one indicator of child well-being. Upon receiving a referral, CPS determines whether a case should be accepted for followup through a family assessment for lower-risk cases, focused on identifying needed supports and services, or an investigation for more severe allegations. Childhood maltreatment, in addition to having an immediate and negative impact on children, has been linked to later physical, psychological, and behavioral consequences. Accepted cases, though, are not equivalent to the presence of abuse or neglect. In Charlottesville, Albemarle, and statewide in 2024, less than a quarter of accepted referrals lead to an investigation and less than one-third of investigations lead to a finding of abuse or neglect.

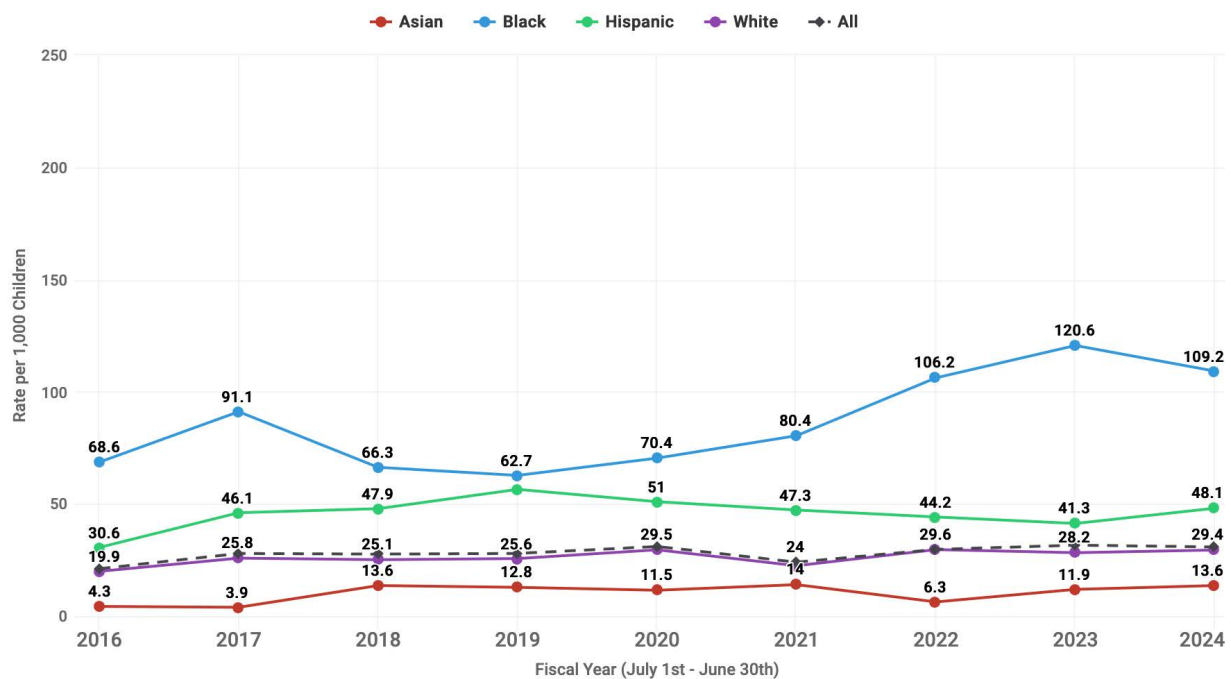
The following figures show the rate per 1,000 children of referrals to Child Protective Services accepted for assessment or investigation by race and ethnicity.

Notable Trends

- In Albemarle and Charlottesville, the rate of accepted referrals to CPS is higher for Black and Hispanic children compared to other groups. In Albemarle, the rate per 1,000 Black children has increased in recent years. In Charlottesville, the rate for Black children has decreased from a high of 207 per 1,000 children in 2017, but saw an uptick in 2024.

Albemarle County

Referrals to Child Protective Services Accepted for Assessment or Investigation in Albemarle by Race and Ethnicity

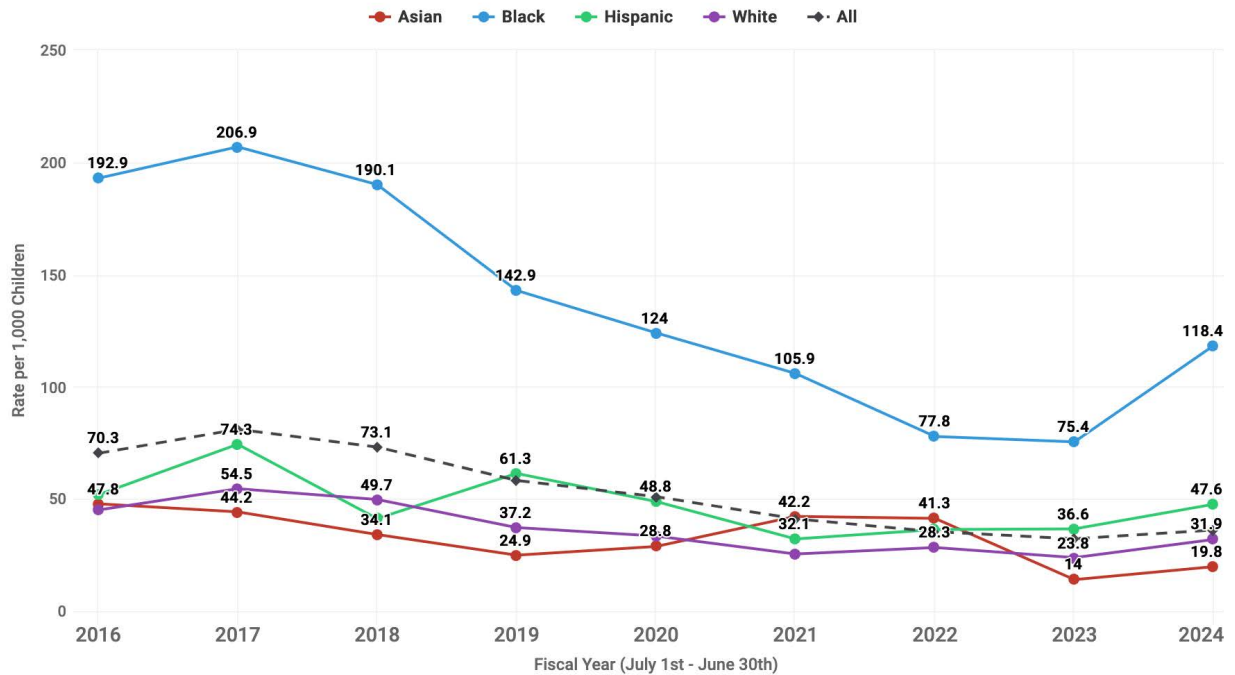


Data Source: Virginia Department of Social Services

Figure 26: Referrals to child protective services accepted for assessment or investigation by race and ethnicity, rate per 1,000 children, for fiscal years 2016-2024 for Albemarle County.

Charlottesville City

Referrals to Child Protective Services Accepted for Assessment or Investigation in Charlottesville by Race and Ethnicity

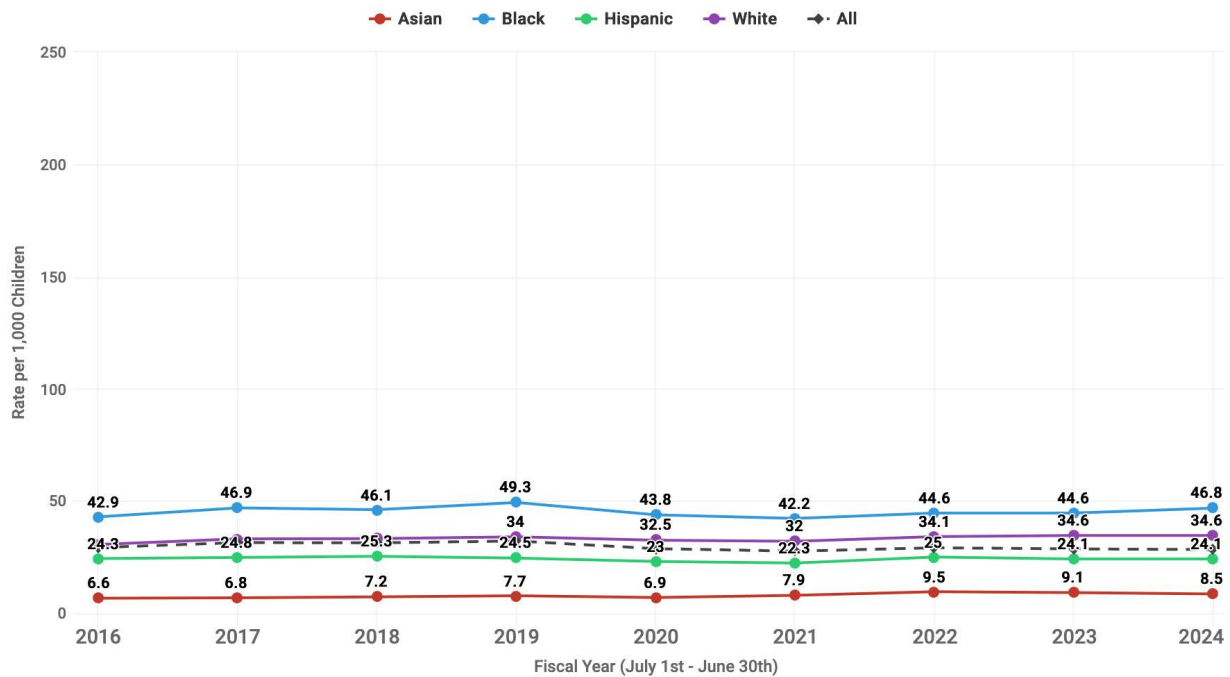


Data Source: Virginia Department of Social Services

Figure 27: Referrals to child protective services accepted for assessment or investigation by race and ethnicity, rate per 1,000 children, for fiscal years 2016-2024 for Charlottesville City.

Virginia

Referrals to Child Protective Services Accepted for Assessment or Investigation in Virginia by Race and Ethnicity



Data Source: Virginia Department of Social Services

Figure 28: Referrals to child protective services accepted for assessment or investigation by race and ethnicity, rate per 1,000 children, for fiscal years 2016-2024 for Virginia.

CHILDREN IN FOSTER CARE

Children in foster care are among our most vulnerable youth. The rate of family separation is both an indicator of child welfare and of the unmet need or underinvestment in policies and resources to support families in the community. Neglect, often a proxy for the effects of poverty, is one of the most common reasons for a child's removal from the home nationally, including "failure to provide adequate nutrition, supervision, health care, clothing, or housing." Research has long shown that minoritized populations, especially Black children, are overrepresented in foster care, and legal and social researchers have repeatedly documented the ways child welfare systems are entangled with race.

The following figures show the rate per 1,000 children in foster care by race and ethnicity.

Notable Trends

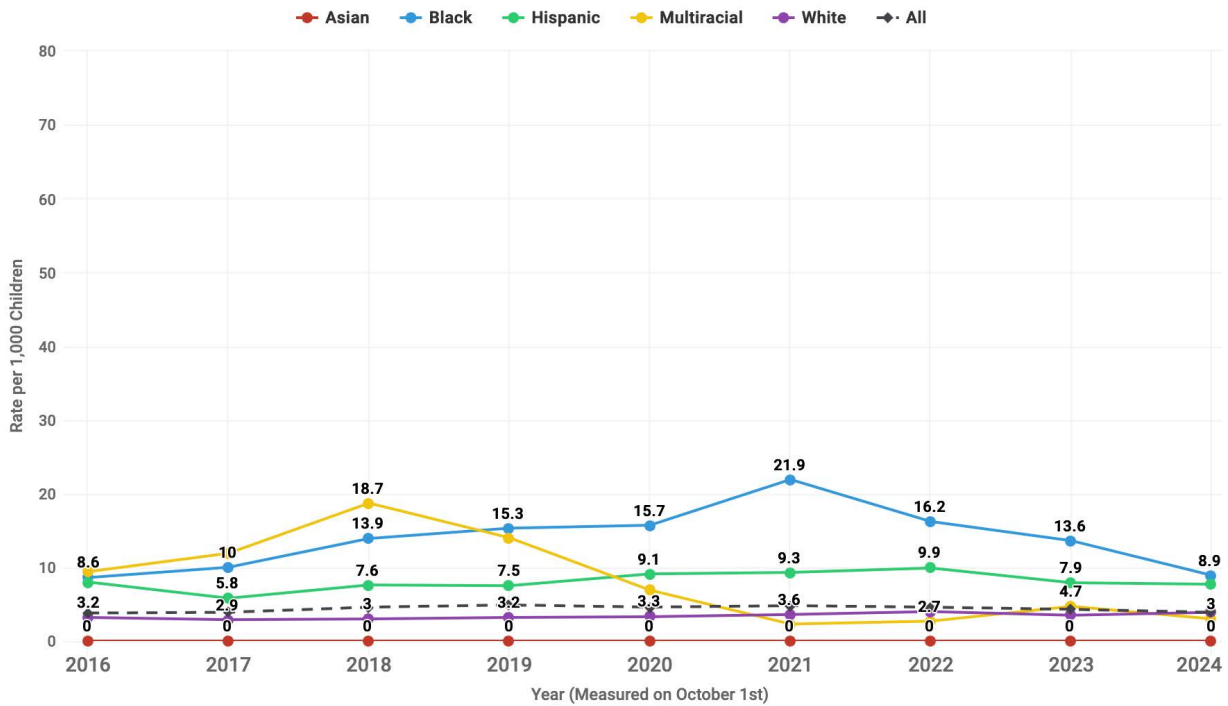
- In Albemarle, the gap between the rate of Black and Hispanic children and other groups in foster care is significant. There has been some decrease in the rate of Black children in

care, while other groups remained relatively steady over the period shown.

- In Charlottesville, there is a significant gap between the rate of Black children in foster care compared to other groups. Although the rate of Black children in care has dropped from a period high around 40 per 1,000 children, the rate has risen again in the most recent year of data.

Albemarle County

Rate of Children in Foster Care in Albemarle by Race and Ethnicity

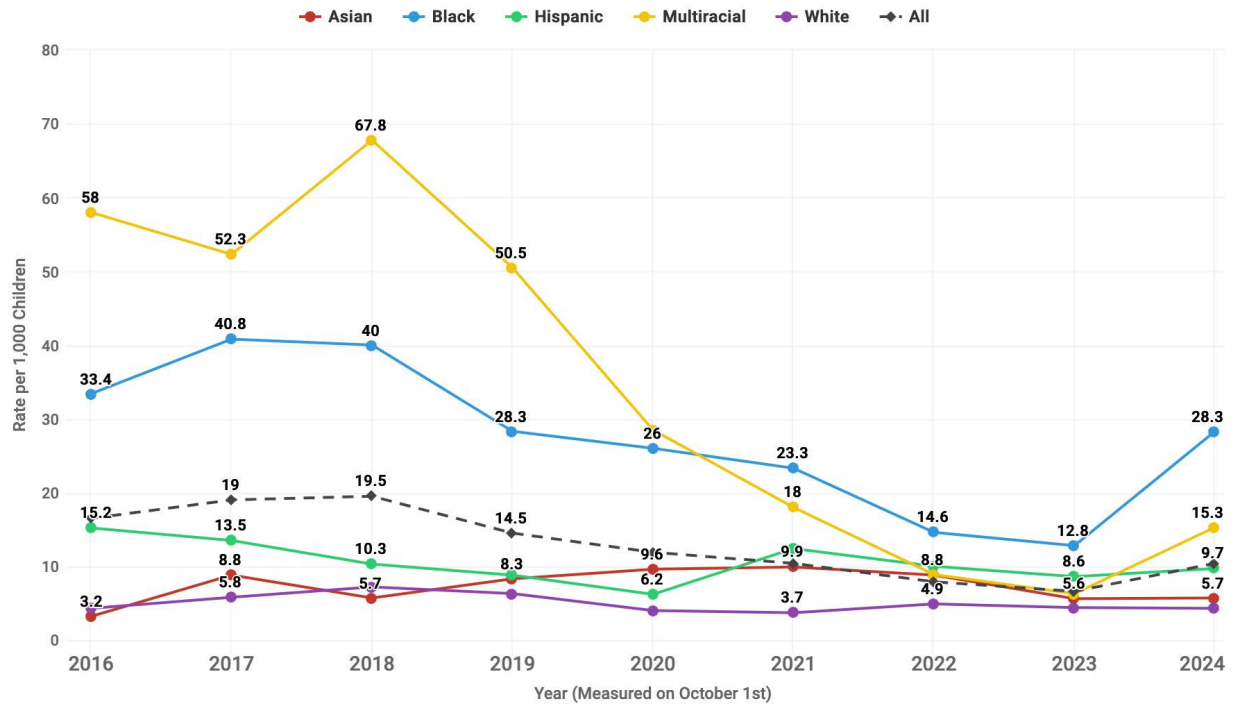


Data Source: Virginia Department of Social Services

Figure 29: Children in foster care by race and ethnicity, rate per 1,000 children in Albemarle County for 2016-2024, measured in October of each year.

Charlottesville City

Rate of Children in Foster Care in Charlottesville by Race and Ethnicity

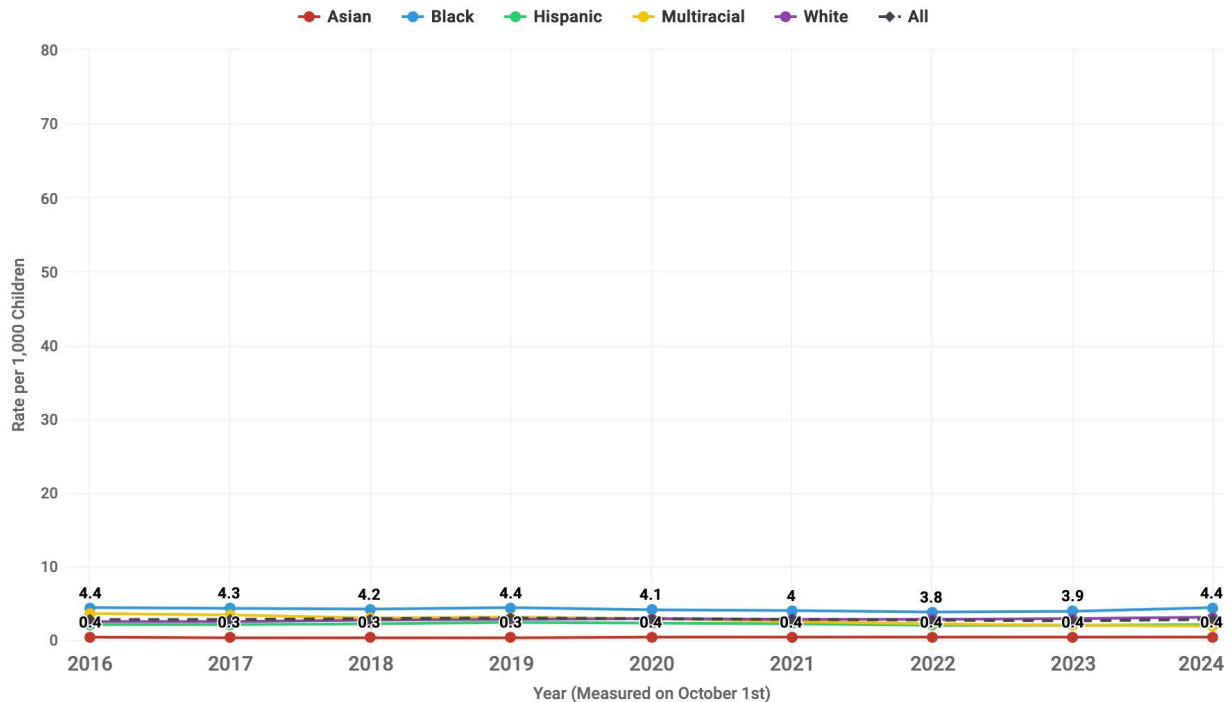


Data Source: Virginia Department of Social Services

Figure 30: Children in foster care by race and ethnicity, rate per 1,000 children in Charlottesville City for 2016-2024, measured in October of each year.

Virginia

Rate of Children in Foster Care in Virginia by Race and Ethnicity



Data Source: Virginia Department of Social Services

Figure 31: Children in foster care by race and ethnicity, rate per 1,000 children in Virginia for 2016-2024, measured in October of each year.

Health

LOW BIRTH-WEIGHT INFANTS

The rate of low birth-weight infants, defined as those born weighing less than 2,500 grams (about 5.5 lbs), is an indicator of both maternal health and infant health. Due to inequitable access to maternal care and education, low birth-weight infants are more likely among families of color relative to White families. Recent research found that low birth-weight infants are more common in non-Hispanic Black families, non-Hispanic Asian families, and foreign-born Hispanic families. The racial inequities in this outcome are associated with cascading health inequalities, as being a low birth-weight infant predicts many other poor health outcomes.

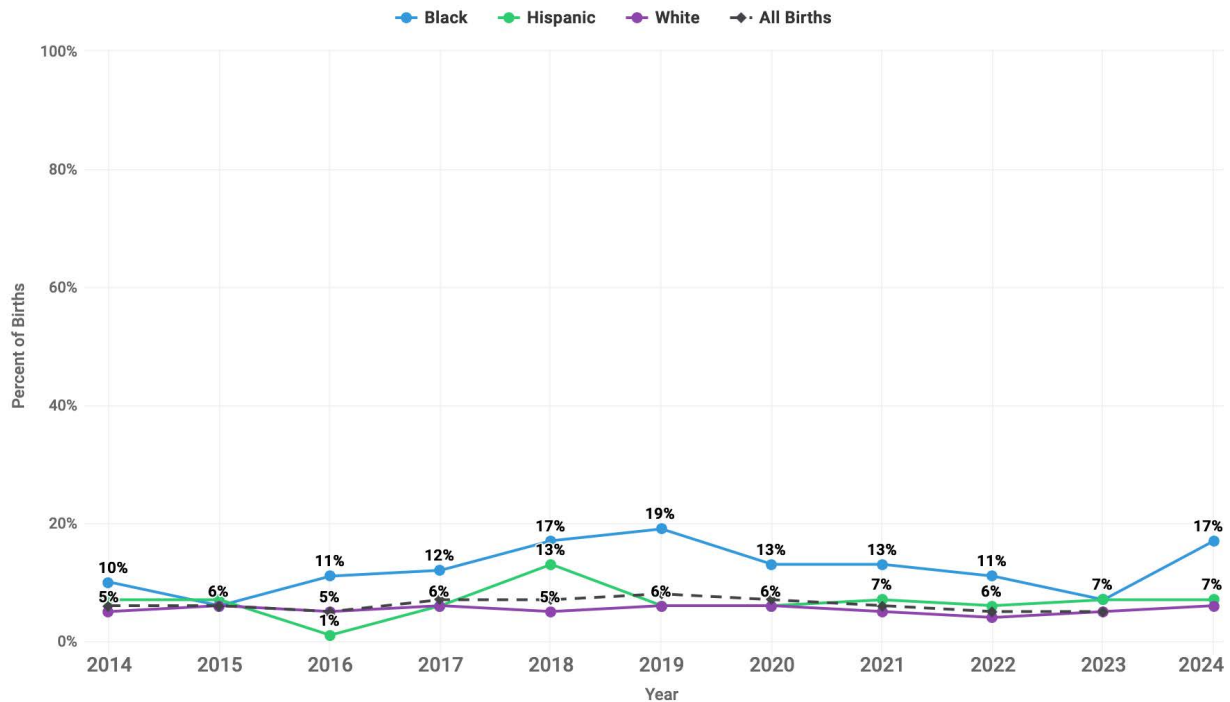
The figures below show data from the Virginia Department of Health (VDH), which records the percentage of low birth-weight babies by maternal race and ethnicity.

Notable Trends

- Babies born under 5.5 lbs are more common in Black families compared to White families in Albemarle, Charlottesville, and state-wide.
- The gap has been significant in both Albemarle and Charlottesville, with a high around 20% in both localities for Black infants, compared to around 6% of White babies.

Albemarle County

Percent Low Birth-Weight Babies in Albemarle by Race and Ethnicity

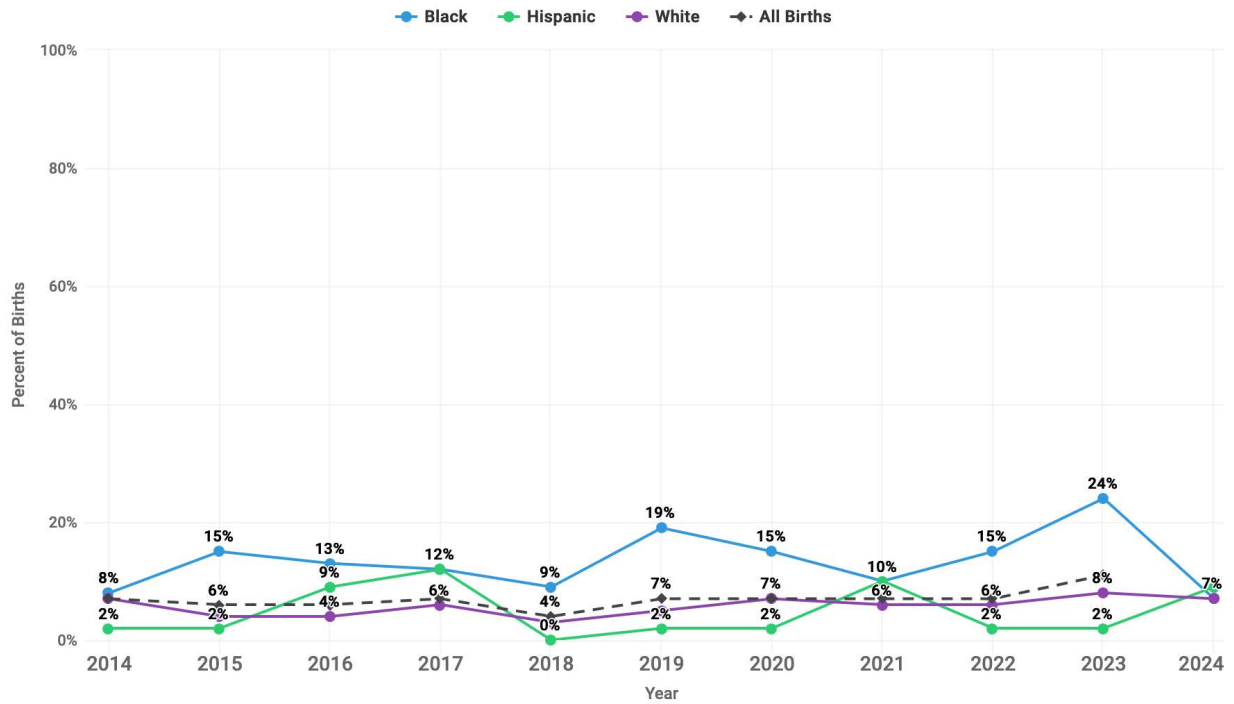


Data Source: Virginia Department of Health, Maternal & Child Health Epidemiology Unit

Figure 32: Percent of babies born weighing under 2,500 grams (5.5 lbs) by race and ethnicity, 2014-2024, for Albemarle County.

Charlottesville City

Percent Low Birth-Weight Babies in Charlottesville by Race and Ethnicity

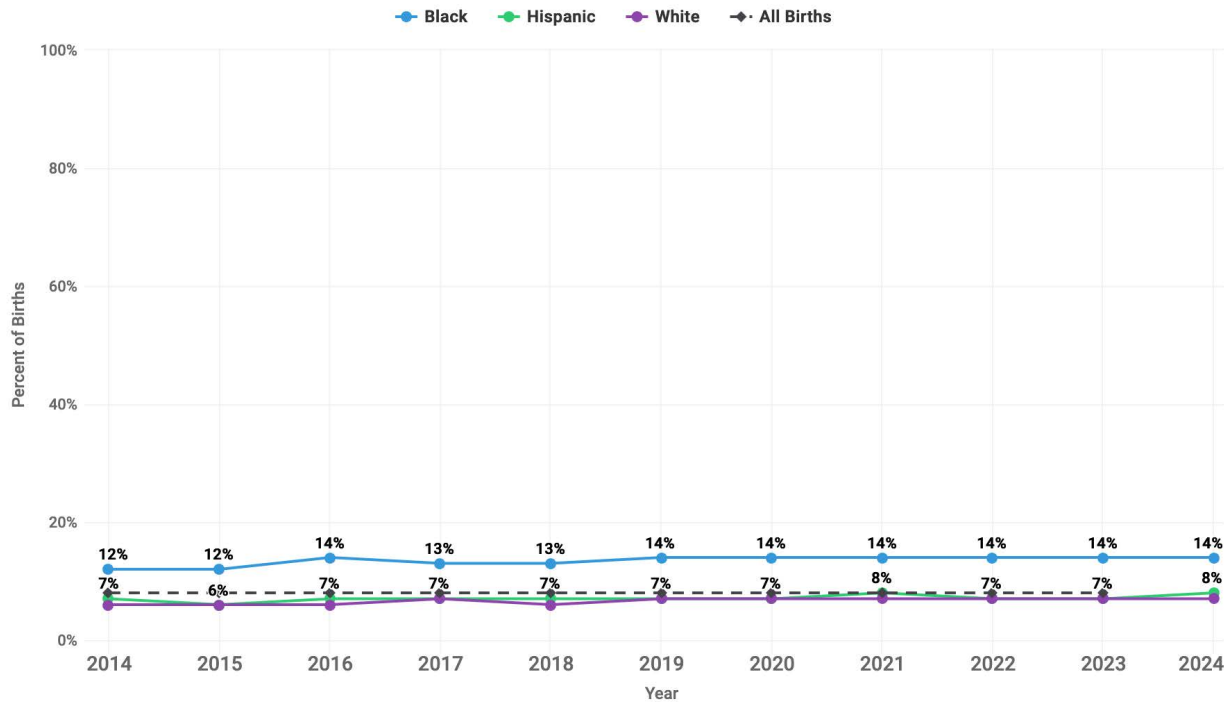


Data Source: Virginia Department of Health, Maternal & Child Health Epidemiology Unit

Figure 33: Percent of babies born weighing under 2,500 grams (5.5 lbs) by race and ethnicity, 2014-2024, for Charlottesville City.

Virginia

Percent Low Birth-Weight Babies in Virginia by Race and Ethnicity



Data Source: Virginia Department of Health, Maternal & Child Health Epidemiology Unit

Figure 34: Percent of babies born weighing under 2,500 grams (5.5 lbs) by race and ethnicity, 2014-2024, for Virginia.

INFANT MORTALITY

Much like low birth-weight, infant mortality is an indicator of infant health and family access to health care. Infant mortality refers to the rate of babies who die before their first birthday per 1,000 live births, and it is a tragedy that disproportionately impacts Black families in part because these families are less likely to receive prenatal and postnatal care. The most common causes of infant mortality include birth defects, preterm births and low birth-weight, maternal complications during pregnancy, Sudden Infant Death Syndrome, and injuries.

The figures below show data from the Virginia Department of Health's (VDH), which records infant mortality rate by maternal race and ethnicity. The rate is calculated as a 3-year rolling average due to the low number of infant deaths recorded locally each year.

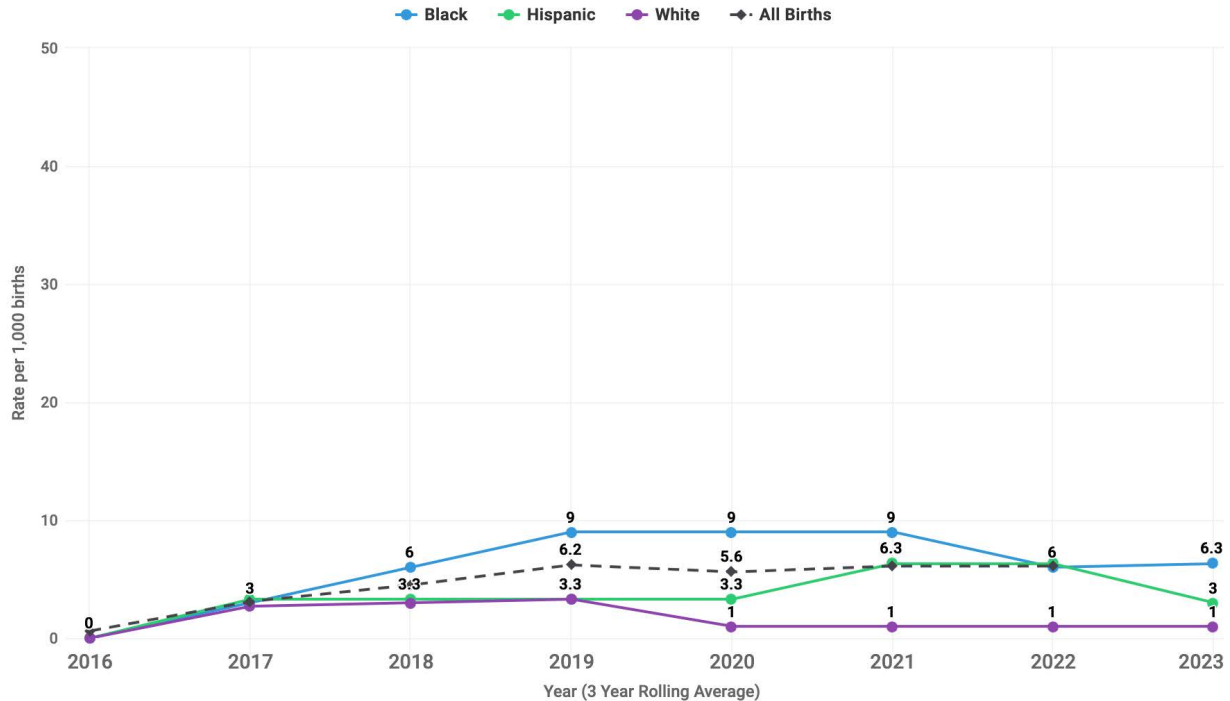
Notable Trends

- In recent years, the infant mortality rate has been higher for Black and Hispanic babies compared to White babies.

- While infant mortality rates are generally lower in both Albemarle County and Charlottesville relative to the state, the racial gap has widened in both localities, with the rate decreasing slightly for White babies and increasing some for Black babies.

Albemarle County

Infant Mortality Rate in Albemarle by Race and Ethnicity

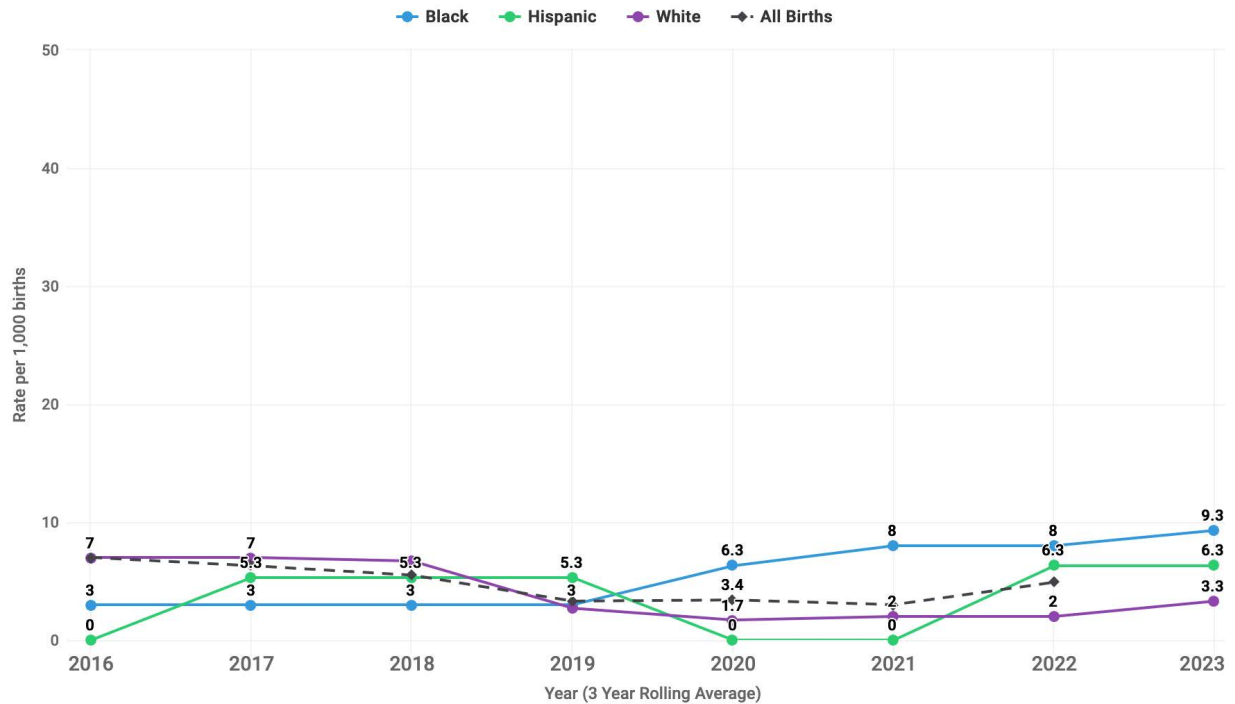


Data Source: Virginia Department of Health, Maternal & Child Health Epidemiology Unit

Figure 35: Rate per 1,000 births of infants who died before their 1st birthday by race and ethnicity, 2016-2023, for Albemarle.

Charlottesville City

Infant Mortality Rate in Charlottesville by Race and Ethnicity

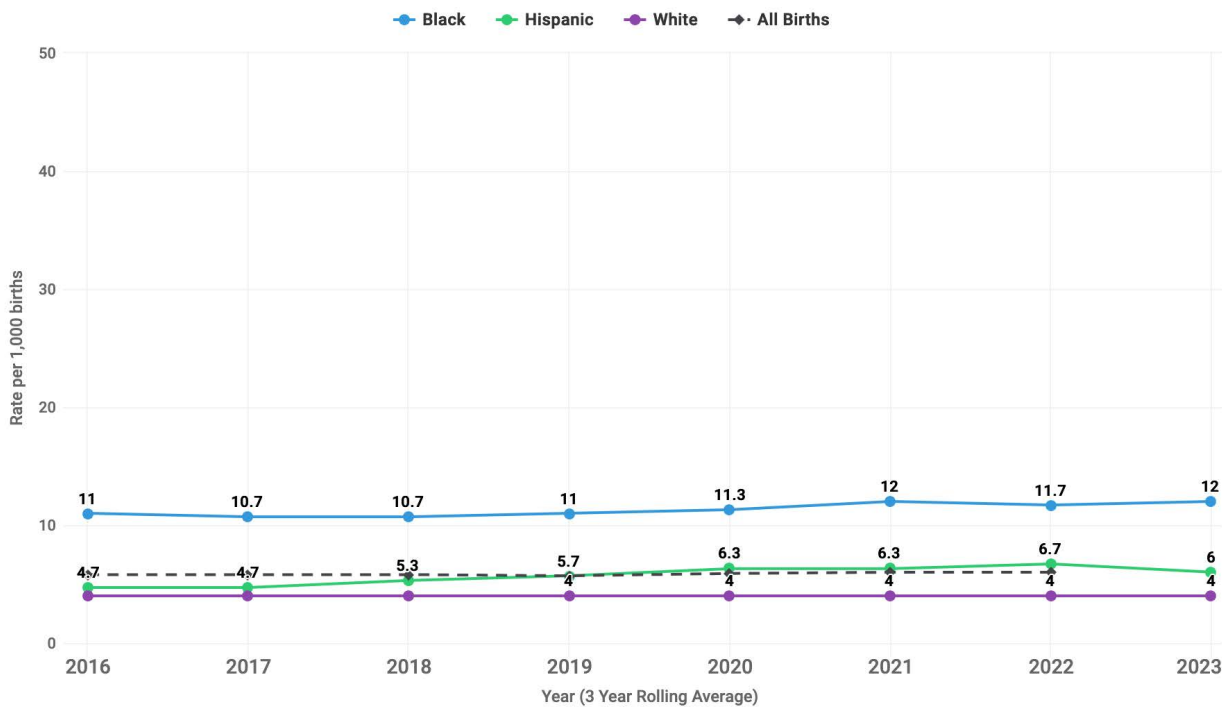


Data Source: Virginia Department of Health, Maternal & Child Health Epidemiology Unit

Figure 36: Rate per 1,000 births of infants who died before their 1st birthday by race and ethnicity, 2016-2023, for Charlottesville City.

Virginia

Infant Mortality Rate in Virginia by Race and Ethnicity



Data Source: Virginia Department of Health, Maternal & Child Health Epidemiology Unit

Figure 37: Rate per 1,000 births of infants who died before their 1st birthday by race and ethnicity, 2016-2023, for Virginia.

Contributors

The Stepping Stones 2026 Report and Supplement is a collaboration of many contributors, including:

- Elizabeth Mitchell, Senior Research Specialist, Center for Community Partnerships, University of Virginia
- Michele Claibourn, Director of Community-Centered Analysis, Center for Community Partnerships, University of Virginia and Assistant Professor, Batten School of Leadership and Public Policy, University of Virginia
- Misty Graves, Director, City of Charlottesville Department of Human Services
- Kaki Dimock, Chief Human Services Officer, Albemarle County
- Mary Stebbins, Director, Albemarle County Department of Social Services

ABOUT THE CENTER FOR COMMUNITY PARTNERSHIPS

Established in 2019, the mission of the UVA Center for Community Partnerships is to build mutually beneficial partnerships in university communities by advancing a transformative approach to the fundamental research mission, which will, in turn, reform institutional values, pedagogy, and operations. We envision universities that serve local communities by bringing rich research resources to bear and equipping students to lead in building a more just society.

Community-Centered Analysis centers on community-driven partnerships to provide advocates, as well as civic and private sector leaders, with data and metrics, contextualized analysis, interactive maps and data visualizations, and narrative storytelling as a resource in pursuit of a more just region.

ABOUT THE CHARLOTTESVILLE DEPARTMENT OF HUMAN SERVICES (DHS)

The City of Charlottesville's Department of Human Services (DHS) was created in 2010 to serve as a human services policy advisor to the City Manager in order to implement the social policy initiatives of the Charlottesville City Council. The vision of the Charlottesville City DHS is to serve as the community's premier provider in meeting the therapeutic needs of youth and families, supporting the community's efforts to improve equity, and address poverty and its impacts.

Charlottesville DHS provides a variety of services and programs that improve and support the resilience, health, and well-being of youth, families, residents and community organizations. They support initiatives that make a positive impact on youth development, juvenile justice involvement, foster care, financial stability, housing stability, re-entry and community well-being.

ABOUT ALBEMARLE COUNTY HUMAN SERVICES PROGRAMS

Albemarle County Human Services Programs include the Department of Social Services, the

Office of Housing, which includes an affordable policy division and a housing voucher division, the Human Services Response Team (HART), and programs aimed at improving community access and engagement in county services. These services are unified by an interest in improving Albemarle County's well-being and resilience.

PROJECT REPOSITORY

The work supporting this Stepping Stones 2026 Report and Supplement, including our data collection documentation and the corresponding data, is publicly available on GitHub at <https://github.com/virginiaequitycenter/stepping-stones-2026>.

CITATION

UVA Center for Community Partnerships. Stepping Stones Supplement Report: Disaggregated Measures of Wellbeing of Children and Families in in Charlottesville and Albemarle. Published July 2026.

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

Appendix

DATA SOURCES BY FIGURE

Figure	Source
Table 1: Youth population in Albemarle / Charlottesville / VA, disaggregated by racial and ethnic subgroups.	U.S. Census Bureau, American Community Survey 5-year estimates, "Sex by Age." 2020-2024. Table B01001A-I.
Figure 1: Percent of students identified to receive special education services by race and ethnicity for the 2014-15 through 2024-25 school years at ACPs.	Virginia Department of Education, "December 1 Build-A-Table." 2010-2025. https://p1pe.doe.virginia.gov/buildatable/dec1
Figure 2: Percent of students identified to receive special education services by race and ethnicity for the 2014-15 through 2024-25 school years at CCS.	Virginia Department of Education, "December 1 Build-A-Table." 2010-2025. https://p1pe.doe.virginia.gov/buildatable/dec1
Figure 3: Percent of students identified to receive special education services by race and ethnicity for the 2014-15 through 2024-25 school years at Virginia public schools.	Virginia Department of Education, "December 1 Build-A-Table." 2010-2025. https://p1pe.doe.virginia.gov/buildatable/dec1
Figure 4: Percent of student cohort graduating in four years by race and ethnicity, and economically disadvantaged students for 2014-2025 at ACPs.	Virginia Department of Education, "Cohort Graduation Build-A-Table", Virginia On-Time Graduation Rate, 2014-2025. https://p1pe.doe.virginia.gov/buildatable/cohortgraduation
Figure 5: Percent of student cohort graduating in four years by race and ethnicity, and economically disadvantaged students for 2014-2025 at ACPs.	Virginia Department of Education, "Cohort Graduation Build-A-Table", Virginia On-Time Graduation Rate, 2014-2025. https://p1pe.doe.virginia.gov/buildatable/cohortgraduation
Figure 6: Percent of student cohort graduating in four years by race and ethnicity, and economically disadvantaged students for 2014-2025 at CCS.	Virginia Department of Education, "Cohort Graduation Build-A-Table", Virginia On-Time Graduation Rate, 2014-2025. https://p1pe.doe.virginia.gov/buildatable/cohortgraduation
Figure 7: Percent of student cohort graduating in four years by race and ethnicity, and economically disadvantaged students for 2014-2025 at CCS.	Virginia Department of Education, "Cohort Graduation Build-A-Table", Virginia On-Time Graduation Rate, 2014-2025. https://p1pe.doe.virginia.gov/buildatable/cohortgraduation
Figure 8: Percent of student cohort graduating in four years by race and ethnicity, and economically disadvantaged students for 2014-2025 at Virginia public schools.	Virginia Department of Education, "Cohort Graduation Build-A-Table", Virginia On-Time Graduation Rate, 2014-2025. https://p1pe.doe.virginia.gov/buildatable/cohortgraduation
Figure 9: Percent of student cohort graduating in four years by race and ethnicity, and economically disadvantaged students for 2014-2025 at Virginia public schools.	Virginia Department of Education, "Cohort Graduation Build-A-Table", Virginia On-Time Graduation Rate, 2014-2025. https://p1pe.doe.virginia.gov/buildatable/cohortgraduation
Figure 10: Percent of graduating students enrolled in a post-secondary institution by race and ethnicity, and economically disadvantaged students for 2014-2023 at ACPs.	Virginia Department of Education, State Fiscal Stabilization Fund Indicator (C)(11), "Postsecondary Enrollment Reports." 2014-2023. https://p1pe.doe.virginia.gov/postsec_public/
Figure 11: Percent of graduating students enrolled	Virginia Department of Education, State Fiscal Stabilization

in a post-secondary institution by race and ethnicity, and economically disadvantaged students for 2014-2023 at ACPS.	Fund Indicator (C)(11), "Postsecondary Enrollment Reports." 2014-2023. https://p1pe.doe.virginia.gov/postsec_public/
Figure 12: Percent of graduating students enrolled in a post-secondary institution by race and ethnicity, and economically disadvantaged students for 2014-2023 at CCS.	Virginia Department of Education, State Fiscal Stabilization Fund Indicator (C)(11), "Postsecondary Enrollment Reports." 2014-2023. https://p1pe.doe.virginia.gov/postsec_public/
Figure 13: Percent of graduating students enrolled in a post-secondary institution by race and ethnicity, and economically disadvantaged students for 2014-2023 at CCS.	Virginia Department of Education, State Fiscal Stabilization Fund Indicator (C)(11), "Postsecondary Enrollment Reports." 2014-2023. https://p1pe.doe.virginia.gov/postsec_public/
Figure 14: Percent of graduating students enrolled in a post-secondary institution by race and ethnicity, and economically disadvantaged students for 2014-2023 at Virginia public schools.	Virginia Department of Education, State Fiscal Stabilization Fund Indicator (C)(11), "Postsecondary Enrollment Reports." 2014-2023. https://p1pe.doe.virginia.gov/postsec_public/
Figure 15: Percent of graduating students enrolled in a post-secondary institution by race and ethnicity, and economically disadvantaged students for 2014-2023 at Virginia public schools.	Virginia Department of Education, State Fiscal Stabilization Fund Indicator (C)(11), "Postsecondary Enrollment Reports." 2014-2023. https://p1pe.doe.virginia.gov/postsec_public/
Figure 16: Percent of youth (16-19) participating in the labor force by census tract, 2024, for Albemarle County.	U.S. Census Bureau, American Community Survey 5-year estimates, "Sex by Age by Employment Status." 2020-2024. Table B23001.
Figure 17: Percent of youth (16-19) in the labor force experiencing unemployment by census tract, 2024, for Albemarle County.	U.S. Census Bureau, American Community Survey 5-year estimates, "Sex by Age by Employment Status." 2020-2024. Table B23001.
Figure 18: Percent of youth (16-19) participating in the labor force by census tract, 2024, for Charlottesville City.	U.S. Census Bureau, American Community Survey 5-year estimates, "Sex by Age by Employment Status." 2020-2024. Table B23001.
Figure 19: Percent of youth (16-19) in the labor force experiencing unemployment by census tract, 2024, for Charlottesville City.	U.S. Census Bureau, American Community Survey 5-year estimates, "Sex by Age by Employment Status." 2020-2024. Table B23001.
Figure 20: Percent of children living below the poverty threshold by race and ethnicity, 2014-2024, for Albemarle County.	U.S. Census Bureau, American Community Survey 5-year estimates, "Poverty Status by Sex by Age." 2014-2024. Table B17001A-I.
Figure 21: Percent of children living below the poverty threshold by race and ethnicity, 2014-2024, for Charlottesville City.	U.S. Census Bureau, American Community Survey 5-year estimates, "Poverty Status by Sex by Age." 2014-2024. Table B17001A-I.
Figure 22: Percent of children living below the poverty threshold by race and ethnicity, 2014-2024, for Virginia.	U.S. Census Bureau, American Community Survey 5-year estimates, "Poverty Status by Sex by Age." 2014-2024. Table B17001A-I.
Figure 23: Percent of students identified as economically disadvantaged by race and ethnicity for the 2014-15 through 2025-26 school years in ACPS.	Virginia Department of Education, "Fall Membership Build-A-Table." 2014-2026. https://p1pe.doe.virginia.gov/buildatable/fallmembership
Figure 24: Percent of students identified as economically disadvantaged by race and ethnicity for the 2014-15 through 2025-26 school years in CCS.	Virginia Department of Education, "Fall Membership Build-A-Table." 2014-2026. https://p1pe.doe.virginia.gov/buildatable/fallmembership

Figure 25: Percent of students identified as economically disadvantaged by race and ethnicity for the 2014-15 through 2025-26 school years in Virginia public schools.	Virginia Department of Education, "Fall Membership Build-A-Table." 2014-2026. https://p1pe.doe.virginia.gov/buildatable/fallmembership
Figure 26: Referrals to child protective services accepted for assessment or investigation by race and ethnicity, rate per 1,000 children, for fiscal years 2016-2024 for Albemarle County.	Virginia Department of Social Services, Individual Accepted Referrals reports for SFY 2016 through SFY 2025, Data retrieved by request.
Figure 27: Referrals to child protective services accepted for assessment or investigation by race and ethnicity, rate per 1,000 children, for fiscal years 2016-2024 for Charlottesville City.	Virginia Department of Social Services, Individual Accepted Referrals reports for SFY 2016 through SFY 2025, Data retrieved by request.
Figure 28: Referrals to child protective services accepted for assessment or investigation by race and ethnicity, rate per 1,000 children, for fiscal years 2016-2024 for Virginia.	Virginia Department of Social Services, Individual Accepted Referrals reports for SFY 2016 through SFY 2025, Data retrieved by request.
Figure 29: Children in foster care by race and ethnicity, rate per 1,000 children in Albemarle County for 2016-2024, measured in October of each year.	Virginia Department of Social Services, Foster Care Data Reports, "Children Demographics." 2016-2024. https://www.dss.virginia.gov/research-and-planning/reports-data/fc-data-reports/
Figure 30: Children in foster care by race and ethnicity, rate per 1,000 children in Charlottesville City for 2016-2024, measured in October of each year.	Virginia Department of Social Services, Foster Care Data Reports, "Children Demographics." 2016-2024. https://www.dss.virginia.gov/research-and-planning/reports-data/fc-data-reports/
Figure 31: Children in foster care by race and ethnicity, rate per 1,000 children in Virginia for 2016-2024, measured in October of each year.	Virginia Department of Social Services, Foster Care Data Reports, "Children Demographics." 2016-2024. https://www.dss.virginia.gov/research-and-planning/reports-data/fc-data-reports/
Figure 32: Percent of babies born weighing under 2,500 grams (5.5 lbs) by race and ethnicity, 2014-2024, for Albemarle County.	Virginia Department of Health, Office of Information Management, Division of Health Statistics. Data compiled from Virginia Vital Statistics. Report by the Division of Population Health Data, Office of Family Health Services
Figure 33: Percent of babies born weighing under 2,500 grams (5.5 lbs) by race and ethnicity, 2014-2024, for Charlottesville City.	Virginia Department of Health, Office of Information Management, Division of Health Statistics. Data compiled from Virginia Vital Statistics. Report by the Division of Population Health Data, Office of Family Health Services
Figure 34: Percent of babies born weighing under 2,500 grams (5.5 lbs) by race and ethnicity, 2014-2024, for Virginia.	Virginia Department of Health, Office of Information Management, Division of Health Statistics. Data compiled from Virginia Vital Statistics. Report by the Division of Population Health Data, Office of Family Health Services
Figure 35: Rate per 1,000 births of infants who died before their 1st birthday by race and ethnicity, 2016-2023, for Albemarle.	Virginia Department of Health, Office of Information Management, Division of Health Statistics. Data compiled from Virginia Vital Statistics. Report by the Division of Population Health Data, Office of Family Health Services
Figure 36: Rate per 1,000 births of infants who died before their 1st birthday by race and ethnicity, 2016-2023, for Charlottesville City.	Virginia Department of Health, Office of Information Management, Division of Health Statistics. Data compiled from Virginia Vital Statistics. Report by the Division of Population Health Data, Office of Family Health Services

Figure 37: Rate per 1,000 births of infants who died before their 1st birthday by race and ethnicity, 2016-2023, for Virginia.

Virginia Department of Health, Office of Information Management, Division of Health Statistics. Data compiled from Virginia Vital Statistics. Report by the Division of Population Health Data, Office of Family Health Services