KIDS COUNT

DATA BOOK

STATE TRENDS IN CHILD WELL-BEING

2016

THE ANNIE E. CASEY FOUNDATION

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Outreach Partners

The Annie E. Casey Foundation wishes to thank our outreach partners for their support and assistance in promoting and disseminating the 2016 *KIDS COUNT Data Book*. With the help of our partners, data on the status and well-being of kids and families are shared with policymakers, advocates, practitioners and citizens to help enrich local, state and national discussions on ways to improve outcomes for America's most vulnerable children.

The 2016 *KIDS COUNT Data Book* can be viewed, downloaded or ordered at www.aecf.org/2016db.

To learn more about the Annie E. Casey Foundation's 2016 KIDS COUNT Outreach Partners, please visit www.aecf.org/outreachpartners.

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FOREWORD

2016 KIDS COUNT DATA BOOK

The past few years have brought some positive developments for families and children. Economic growth has been steady, with nearly 13 million new jobs created since the end of the recession.[1] More children have health insurance. The high school graduation rate is rising, and fewer teens are abusing drugs and alcohol. Births to teenage mothers continue to decline and are at a record low.[2] These improvements in the well-being of young people are due in part to federal, state and local policies that are helping prepare the next generation for the future.

To improve the well-being of children, our elected leaders must address the economic obstacles facing workers at the bottom half of the income scale.

Yet, if we dig a little deeper, it quickly becomes clear that all is not well. The overall unemployment rate is almost down to its pre-recession level, but it remains above the national average for African Americans and Latinos, for workers with only a high school diploma or less and for young adults. Even as more affluent families have recovered, the child poverty rate remains high. The steep cost of college is making it difficult for young people to obtain the skills and credentials that lead to greater earnings and economic mobility. Far too many parents are struggling to provide for their families and are deeply concerned about the future prospects for their children.

So it's not surprising that economic insecurity is one of the electorate's primary concerns this election season. Voters across the political spectrum are demanding that officials prioritize policies to address their bread-and-butter concerns. As public pressure mounts for policymakers to find common ground and take action, our next president and a new Congress will have a rare opportunity to forge a bipartisan policy agenda to reduce poverty, increase opportunity and restore hope for today's parents and the young people who will lead our country going forward.

The Growing Opportunity Gap: Critical Challenges Facing Low-Income Families, Children and Youth

More than two decades of research make it clear that growing up in a low-income family can have profound effects on children. Particularly when experienced by young children, poverty can impede their cognitive, social and emotional development and contribute to poor health. Continuing to ignore these issues increases a child's likelihood of experiencing difficulties later in life, such as dropping out of school, becoming a teenage parent and facing poor employment outcomes.

These consequences explain why the stubbornly high child poverty rate is so troubling. Despite the economic recovery, the child poverty rate remained at 22 percent in 2014, unchanged from the prior year.[3] Even this figure substantially understates the proportion of children facing economic hardship. Researchers estimate that families need an income that is at least twice the federal poverty level — $48,016 for a family of four[4] — to cover basic expenses for housing, food, transportation, health care and child care.[5] In 2014, 44 percent of children lived in households with incomes less than twice the poverty level.[6] And, 30 percent of children lived in families where no parent had full-time, year-round employment.[7] We cannot allow economic hardship to limit the potential of nearly half of all American children.

Declining Opportunity for Workers Without a College Degree

To improve the well-being of children, our elected leaders must address the economic obstacles facing workers at the bottom half of the income scale. The recession deepened the problem of long-term unemployment: In April, nearly 26 percent of the unemployed had been jobless for six months or more, compared with 16 percent to 18 percent in the years prior to the downturn.[8] Some jobless workers become so discouraged that they drop out of the labor market altogether.

As a result, a smaller percentage of working-age adults are in the labor force now than before the recession.[9]

Even when parents find work, many families are still struggling and unable to get ahead because the economic crisis exacerbated a much longer-term trend: a steep decline in the availability of high-quality jobs that pay high school graduates middle-class incomes. Blue-collar jobs that once provided high school graduates with a reliable ticket to the middle class have disappeared or been replaced with lower-paying — sometimes temporary — positions with few or no benefits.[10] Although job creation has been steady since the end of the recession, the new jobs have been disproportionately concentrated in low-wage sectors such as retail and food service.[11] Workers in these jobs often experience income volatility and have unpredictable schedules that conflict with their roles as parents.[12]

Wages have not yet returned to pre-recession levels; in 2014, the median income was 13 percent lower than in 2004.[13] But most worrisome is the longer-term trend: Workers in the bottom 10 percent of the income scale have seen their real, inflation-adjusted wages decline since 1979, while wages have risen 40 percent for those in the top 5 percent.[14]

Education and Income Gaps Among Parents Fuel Widening Disparities Among Kids[15]

The long-term decline in economic opportunity for workers without a bachelor's degree has contributed to a growing opportunity gap among children. The typical life experiences of children in low-income families with non-college-educated parents have become

increasingly different, and separate, from those of children in families with highly educated parents.

Parents with at least a bachelor's degree have far more money, on average, to invest in their children's enrichment — through books, tutors, music and dance lessons, sports, museums and other educational activities — than parents with only a high school diploma. And as the earnings gap between college and high school graduates has widened, so too has the resource advantage that accrues to children of the most highly educated. The children in affluent families are also more likely than those in low-income families to grow up in two-parent households, doubling their economic advantages.

In addition to the aforementioned enriching activities, the resource gap extends to parental time, which also enhances a child's development. College-educated parents spend far more time with their children than do parents with less education. However, parents of *all* education levels are interacting more with their young children than parents did 20 years ago. Those struggling to make ends meet — who may be juggling multiple jobs or schedules that constantly change — find it much more difficult to carve out time for playing games as a family, checking in with the kids at the dinner table or reading to their children at bedtime.

Advantages that start at birth continue to accumulate as kids grow up. By the time children enter kindergarten, the children of higher-income, college-educated parents already have an enormous head start over kids from less advantaged families. Their cognitive

and social-emotional skills are often far more developed, and their vocabularies are more extensive.

Because of increased residential segregation by socioeconomic status, higher-income kids typically attend more highly resourced schools, whether public or private, with smaller classes and more experienced teachers. They are more likely to live in stable, safe neighborhoods and less likely to experience violence and conflict than their low-income peers. Because economic and racial disparities are closely intertwined, these trends have impeded progress for African-American and Latino children.

None of this is to say that kids of less educated, low-income parents are doomed to failure — they're not. Children are incredibly resilient and have the potential to overcome adversity. The point is that declining economic opportunities and the intense stress that economic hardship places on families have stacked the odds against children growing up in low- to moderate-income households. They have fewer opportunities for moving up than the previous two generations.

A Tough Labor Market for Young People Diminishes Future Prospects

Although it is critical to address declining economic opportunities for today's parents without a college degree to improve the life chances of their young children, we must simultaneously take steps to reverse the troubling labor market trends for the young adults who will become tomorrow's parents. Among recent high school graduates, the unemployment rate is 28 percent for blacks, 17 percent for Latinos and 15 percent for whites. Many high school grads who want full-time work can find only part-time jobs. Others have become frustrated and stopped looking for work.[16] Involvement with the juvenile justice system derails educational and employment prospects for an alarming number of young people; most of them are youth of color and are already facing significant barriers.

Recent high school grads who are lucky enough to have a job earn, on average, $10.66 an hour. When adjusted for inflation, that amount is less than this group earned in 2000. Even full-time, year-round work at this level — though most low-wage jobs are neither full time nor year-round — yields an annual income of roughly $22,000, which is below the poverty level for a family of four.[17]

A college degree has long been viewed as a ticket to better opportunities. But the cost of postsecondary education has become prohibitive for low-income young people because of rising tuition and a shift in financial aid away from needs-based grants to loans. Although the percentage of low-income students entering college has gradually increased over time, only a small portion actually complete a degree; high costs and the need to earn money lead many low-income students to drop out.[18] Family income is now more highly correlated with college completion than with academic ability. In other words, low-performing, high-income kids are more likely to obtain a college degree than high-performing, low-income kids.[19]

Only a third of young workers between 24 and 29 years old have a bachelor's degree or higher. However, among young adults of color, even college graduates face a tough labor market. The unemployment

Family income is now more highly correlated with college completion than with academic ability. In other words, low-performing, high-income kids are more likely to obtain a college degree than high-performing, low-income kids.

We believe that our nation can, and must, find common ground on policy solutions to address the devastating economic instability experienced by millions of American families.

rate for recent African-American college grads is 9.4 percent; for Latinos, it's 6.5 percent.[20]

To increase opportunity for young people, policymakers must confront several issues. Access to postsecondary degrees is increasingly becoming a privilege available primarily to the already privileged. Talented low-income high school graduates need more support to obtain a college education — not only financial assistance, but also adequate guidance in high school. Young people with only a high school diploma need better job opportunities that pay family-supporting wages. In addition, we must reform our approach to juvenile justice so that young people are held accountable, but provided with a positive path forward.

Finding Our Way Forward

Diminished opportunity for children raised in low-income families results in a huge loss of human potential. On an individual level, it betrays the promise of this country's aspirations and values. Collectively, insufficient investment in our nation's human capital poses an urgent economic and moral threat to the nation's future. However, recent progress in other areas of child well-being demonstrates that sensible public policy could help turn the tide. We believe that our nation can, and must, find common ground on policy solutions to address the devastating economic instability experienced by millions of American families.

The Promise of Starting With Core American Values

We believe that the most fruitful path forward begins with policymakers coming together around broadly shared American values. Last year, a report by the American Enterprise Institute and the Brookings Institution shared the findings of a bipartisan working group on poverty and opportunity that identified three such values: opportunity, responsibility and security.[21]

- **Opportunity:** Individuals, regardless of background, should be given the chance to achieve their full potential.
- **Responsibility:** Individuals should be accountable for things they can control. We all have mutual responsibility when it comes to family members and our fellow citizens.
- **Security:** Given that there are things beyond our control — such as health crises, accidents and recessions — social insurance can provide some measure of protection.

The Closing the Opportunity Gap project of the Saguaro Seminar at Harvard's Kennedy School of Government also brought together experts with wide-ranging perspectives. Both groups identified policy ideas to reduce poverty and inequality, to increase opportunity and, ultimately, to ensure that family background is not the primary determinant of one's destiny in the land of the American Dream.[22] These efforts generated promising solutions to some of our most pressing challenges, enabling us to move toward our shared vision of a nation that provides opportunity, rewards responsibility and ensures some measure of security:

- We can increase opportunity by expanding access to high-quality pre-K and early childhood services so that all children are prepared to succeed in school and by expanding access to higher education and training so that low-income young people have a fair chance to develop their potential.

- We can reward responsibility by increasing the Earned Income Tax Credit for low-income workers who do not have dependent children, a strategy that makes work pay for those struggling to get by on low wages.

- We can also ensure a measure of security to low-income parents of young children by providing paid family leave that helps them balance their obligations at home and in the workplace.

A Call to Action on Behalf of America's Children and Families

We acknowledge that our leaders have the unenviable task of finding solutions to challenges that have been in the making for four decades. The American people are expecting the next president and Congress to address their urgent concerns about economic inequality, stagnant wages, the dearth of good jobs for workers without a four-year college degree and the obstacles low-income students face in obtaining postsecondary education and training. On their behalf, we call on our country's current and potential leaders across the political spectrum to seize this unique moment by taking bold and decisive action to reduce economic insecurity and restore the American promise of opportunity.

Patrick T. McCarthy
President and CEO
The Annie E. Casey Foundation

TRENDS

STATUS OF CHILDREN

Since 1990, KIDS COUNT has ranked states annually on overall child well-being using an index of key indicators.

The KIDS COUNT index uses four domains to capture what children need most to thrive: (1) Economic Well-Being, (2) Education, (3) Health and (4) Family and Community. Each domain includes four indicators, for a total of 16. These indicators represent the best available data to measure the status of child well-being at the state and national levels. (For a more thorough description of the KIDS COUNT index, visit www.aecf.org/2016db.)

This year's *Data Book* presents both current data and multiyear trends, which most often compare data from 2008 with those from 2014, the most recent year available. They allow us to assess how the country's children have fared in the aftermath of the economic crisis. State rankings focus only on the most recent data.

National Trends in Child Well-Being

Comparing data during the past six or so years reveals positive and negative developments in child well-being nationally (see Figure 1). Broadly speaking, children experienced gains in the Education and Health domains, but setbacks in the Economic Well-Being and Family and Community domains.

Two of the four Economic Well-Being indicators got worse, showing that families with children have not fully recovered from the deep recession, despite being several years into the recovery. Although still not back up to their pre-recession rates, most economic indicators have improved since 2010. Nonetheless, in 2014, child poverty remained stagnant at 22 percent after seeing its first drop since 2008 in 2013.

It's important to note that in 2014, the year of our most recent data, the national unemployment rate was 6.2 percent, but has since declined to 5.0 percent.[23] Given these gains in employment — one of the key factors to improving the economic well-being of families — we expect to see ongoing progress in the Economic Well-Being domain data for 2015 and 2016.

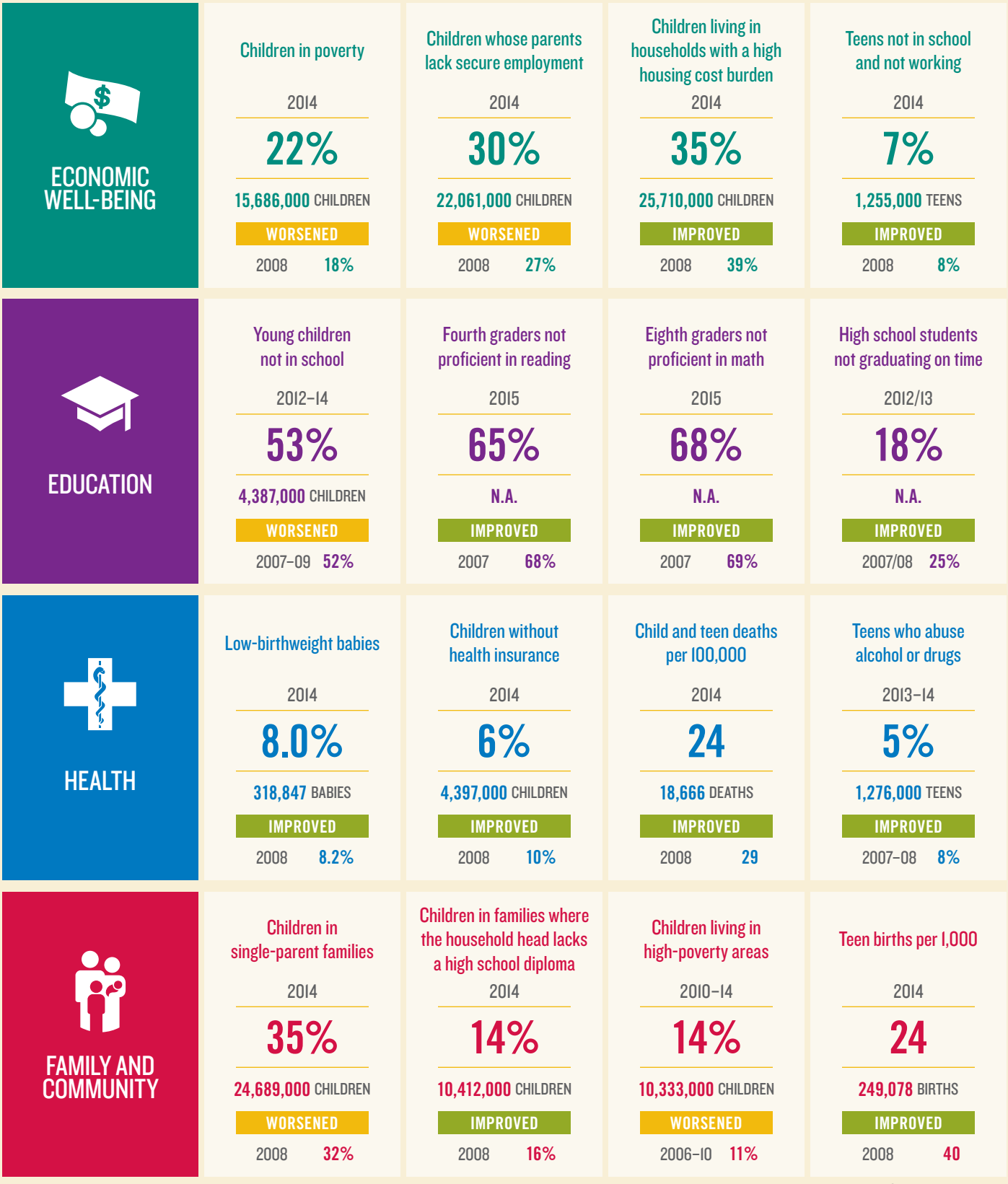
In contrast, three of the four Education indicators — which cover preschool to high school graduation — showed some steady improvement. Notably, with 82 percent of

Profile Pages Online

National and state profiles providing current and trend data for all 16 indicators are available at www.aecf.org/2016db. National and state data are also available in Appendix 2, on page 42.

FIGURE I

National Trends in 16 Key Indicators of Child Well-Being by Domain



N.A. NOT AVAILABLE

high school students graduating on time in 2012/13, the U.S. high school graduation rate is at an all-time high.

Similarly, child health continued to improve, with gains in all four indicators. The largest improvement was in the rate of children without health insurance. Fewer children lacked access to health insurance coverage in 2014 than before the recession, despite higher unemployment and a decline in employer-sponsored health insurance coverage during the past several years.

Trends in the Family and Community domain were mixed. The teen birth rate continued its dramatic decline, reaching a new all-time low. And, a smaller percentage of children were living with parents who lack a high school diploma. However, the percentage of children living in single-parent families was higher in 2014 than in 2008.

Especially troubling is the steady increase in the likelihood of children growing up in a high-poverty neighborhood. At the national level, 14 percent of children lived in areas where poverty rates were at or above 30 percent in 2010–14. This is a significant increase from 11 percent in 2006–10 and 9 percent in 2000.

Overall, developments in child well-being since 2008 demonstrated important progress in some areas, while highlighting the substantial work necessary to improve the prospects for the next generation.

Racial Gaps in Child Well-Being

Perhaps the most striking finding is that despite tremendous gains during recent decades for children of all races and income levels, inequities among children remain deep and stubbornly persistent (see Figure 2). On nearly all of the measures that we track, African-American, American Indian and Latino children continued to experience negative outcomes at rates that were higher than the national average. There are a few notable exceptions. African-American children were more likely than the national average to have health insurance coverage, to be in school as young children and to live in families where the household head has a high school diploma. American Indian families with children were less likely to experience a high housing cost burden, and both American Indian and Latino children were more likely to be born at a healthy birthweight. Latino children and teens also had a lower death rate than the national average.

However, on many indicators, children of color continued to face steep barriers to success. African-American children were significantly more likely than the average child to live in single-parent families and high-poverty neighborhoods. American Indian children were twice as likely to live in neighborhoods with limited resources and to lack health insurance. And Latino children were the most likely to live with a household head who does not have a high school diploma and to not be in school when they are young. Latinas also have the highest teen birth rate.

Today, in 12 states, children of color are the majority of the child population, and demographers predict that children of color will be the majority of all children in America before the end of the current decade. The future success of our nation depends on our ability to ensure that all children have the chance to be successful.

In April 2014, the Foundation released *Race for Results: Building a Path to Opportunity for All Children*,[24] which explores what it takes for all children to become successful adults and the barriers to opportunity that continue to exist for many children of color. This KIDS COUNT Policy Report compares how children are progressing on key milestones across racial and ethnic groups at the national and state levels. The report will be updated in 2017 and will include a special focus on children living in immigrant families. For more information, access the report at www.aecf.org/race4results.

Fewer children lacked access to health insurance coverage in 2014 than before the recession, despite higher unemployment and a decline in employer-sponsored health insurance coverage during the past several years.

FIGURE 2

National Key Indicators by Race and Hispanic Origin

ECONOMIC WELL-BEING		National Average	African American	American Indian	Asian and Pacific Islander	Hispanic	Non-Hispanic White	Two or More Races
Children in poverty	2014	22%	38%	36%	13%	32%	13%	22%
Children whose parents lack secure employment	2014	30%	47%	48%	22%	35%	23%	35%
Children living in households with a high housing cost burden	2014	35%	49%	32%	34%	46%	26%	37%
Teens not in school and not working	2014	7%	11%	13%	4%	9%	6%	8%

EDUCATION		National Average	African American	American Indian	Asian and Pacific Islander	Hispanic	Non-Hispanic White	Two or More Races
Young children not in school[#]	2010–14	53%	49%	57%	46%	60%	50%	52%
Fourth graders not proficient in reading	2015	65%	82%*	78%*	47%*	79%	54%	62%*
Eighth graders not proficient in math	2015	68%	88%*	81%*	42%*	81%	58%	65%*
High school students not graduating on time	2012/13	18%	31%*	32%*	5%*	22%	14%	N.A.

HEALTH		National Average	African American	American Indian	Asian and Pacific Islander	Hispanic	Non-Hispanic White	Two or More Races
Low-birthweight babies	2014	8.0%	12.8%	7.6%	8.1%	7.1%	7.0%	N.A.
Children without health insurance	2014	6%	5%	14%	6%	10%	5%	5%
Child and teen deaths per 100,000	2014	24	34	25	13	19	23	N.A.
Teens who abuse alcohol or drugs	2014^	5%	4%*	5%*	2%*+	6%	5%	3%*

FAMILY AND COMMUNITY		National Average	African American	American Indian	Asian and Pacific Islander	Hispanic	Non-Hispanic White	Two or More Races
Children in single-parent families	2014	35%	66%	53%	17%	42%	25%	42%
Children in families where the household head lacks a high school diploma	2014	14%	13%	17%	11%	34%	6%	10%
Children living in high-poverty areas	2010–14	14%	32%	31%	8%	24%	5%	12%
Teen births per 1,000	2014	24	35	27	8	38	17	N.A.

#Data are from 5-year ACS data and are not comparable to the national average using 3 years of pooled 1-year ACS data. *Data are for non-Hispanics. N.A. Data not available.
^These are single-year race data for 2014. Data in index are 2013–14 multiyear data. +Data results do not include Native Hawaiians/Pacific Islanders.

OVERALL CHILD WELL-BEING

OVERALL CHILD WELL-BEING

National data mask a great deal of state-by-state and regional variations in child well-being. A state-level examination of the data reveals a hard truth: A child's chances of thriving depend not just on individual, familial and community characteristics, but also on the state in which she or he is born and raised. States vary considerably in their amount of wealth and other resources. State policy choices also strongly influence children's chances for success.

We derive a composite index of overall child well-being for each state by combining data across the four domains: (1) Economic Well-Being, (2) Education, (3) Health and (4) Family and Community. These composite scores are then translated into a single state ranking for child well-being.

Minnesota ranked first among states for overall child well-being, followed by Massachusetts and Iowa. This is the second year in a row that Minnesota held the top spot that had been dominated by New England states for several years. The three lowest-ranked states were Louisiana, New Mexico and Mississippi.

The map on page 19 shows the distinct regional patterns that emerged from the state rankings. Northeastern states composed half of the top 10 in terms of overall child well-being; excluded were Maine, Pennsylvania, Rhode Island and New York. Most of the states in the Midwest and Mountain regions ranked in the middle on overall child well-being, with the exception of Minnesota, Iowa, North Dakota, Nebraska and Utah, which were in the top 10.

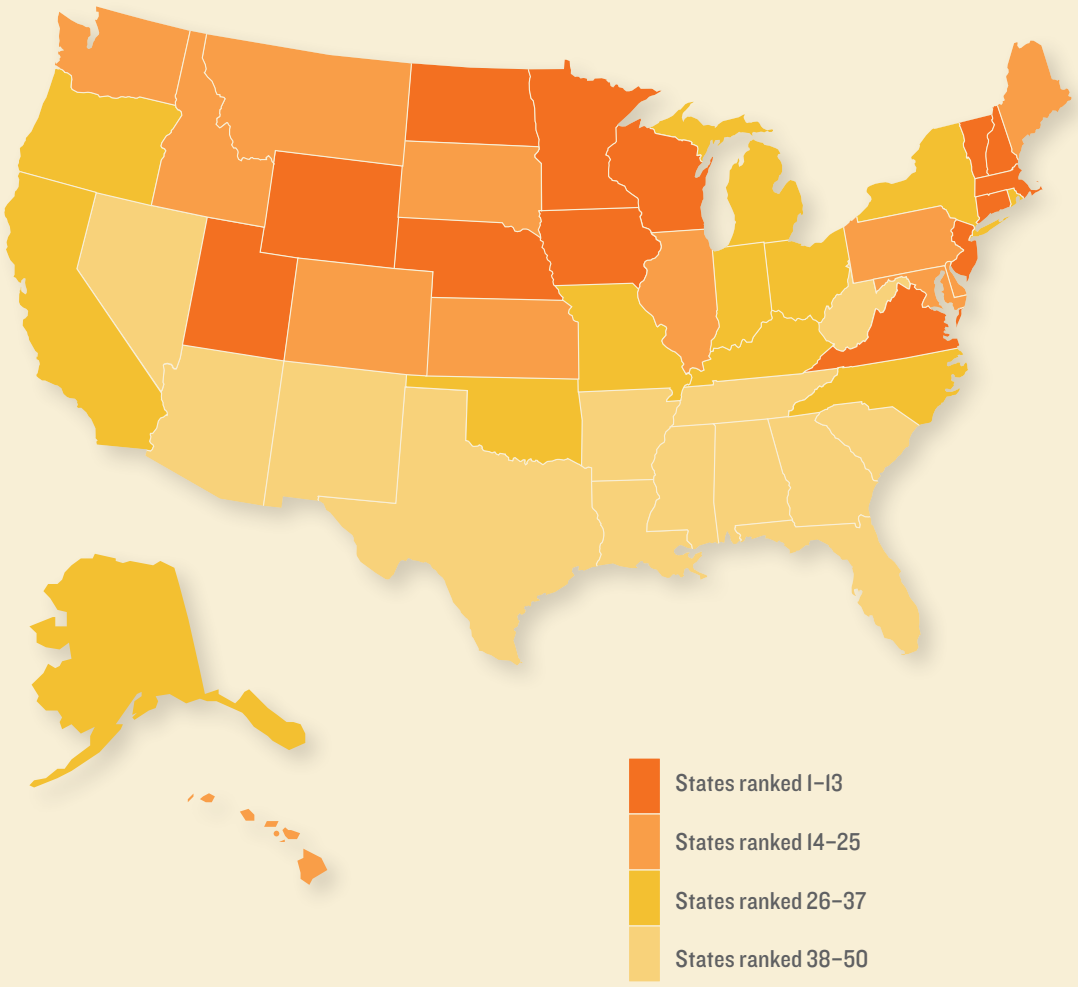
States in the Southeast, Southwest and Appalachia — where the poorest states are located — populated the bottom of the overall rankings. In fact, with the exception of California, the 15 lowest-ranked states were located in these regions. States in the Southeast occupied three of the five lowest rankings for child well-being.

Although they are not ranked against states, children in the District of Columbia and Puerto Rico experienced some of the worst outcomes on many of the indicators we track. When available, the data for the District of Columbia and Puerto Rico are included in Appendix 2.

As will be explored in the sections that follow, the overall rankings obscure some important variations within states. Although most states' rankings did not vary dramatically across domains, there were a few exceptions. For example, Colorado ranked 12th in the Education and Economic Well-Being domains, but placed 43rd in the Health of its children. Wyoming ranked first for Economic Well-Being, but was among the worst three states for Health. For all states, the index identifies bright spots and room for improvement.

Overall Child Well-Being by State: 2016

The map below illustrates how states ranked on overall child well-being by state. The overall rank is a composite index derived from the combined data across the four domains: (1) Economic Well-Being, (2) Education, (3) Health and (4) Family and Community.



Overall Rank: 2016

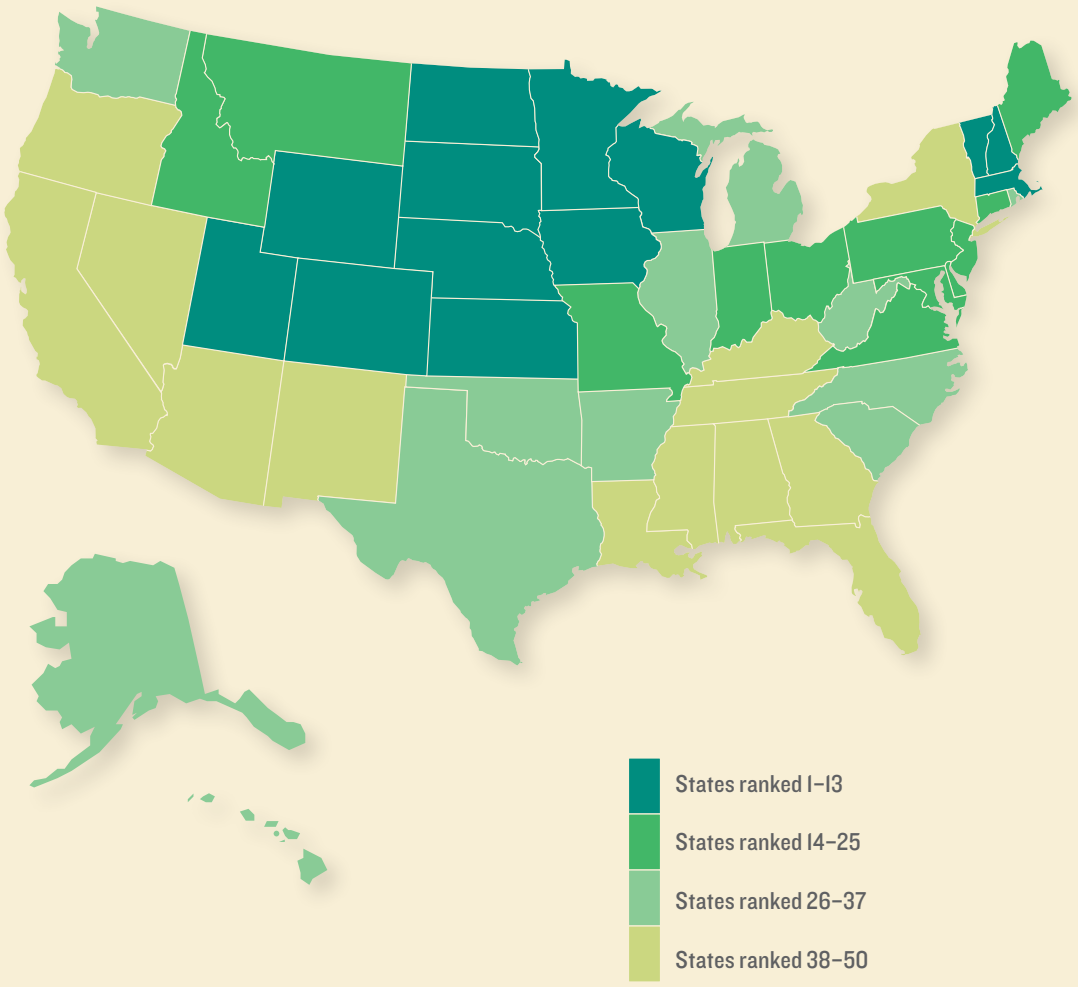
1	Minnesota
2	Massachusetts
3	Iowa
4	New Hampshire
5	Connecticut
6	Vermont
7	New Jersey
8	North Dakota
9	Nebraska
10	Utah
11	Virginia
12	Wyoming
13	Wisconsin
14	South Dakota
15	Washington
16	Maryland
17	Maine
18	Pennsylvania
19	Kansas
20	Colorado
21	Illinois
22	Idaho
23	Hawaii
24	Montana
25	Delaware
26	Ohio
27	Rhode Island
28	Missouri
29	New York
30	Indiana
31	Michigan
32	Oregon
33	Alaska
34	North Carolina
35	Kentucky
36	California
37	Oklahoma
38	Tennessee
39	West Virginia
40	Florida
41	South Carolina
42	Georgia
43	Texas
44	Arkansas
45	Arizona
46	Alabama
47	Nevada
48	Louisiana
49	New Mexico
50	Mississippi

ECONOMIC WELL-BEING

DOMAIN RANKINGS

A State-to-State Comparison of Economic Well-Being: 2016

To help children grow into successful, productive adults, their parents need well-paying jobs, affordable housing and the ability to invest in their children's future. When parents are unemployed or earn low wages, they may struggle to meet their children's most basic needs. Economic uncertainty also increases parental stress, which can compromise parenting.[25] The negative effects of poverty on children also increase the chances of poor outcomes for youth and young adults, such as teen pregnancy and failure to graduate from high school.[26]



Economic Well-Being Domain Rank: 2016

1	Wyoming
2	North Dakota
3	Minnesota
4	Iowa
5	Nebraska
6	South Dakota
7	New Hampshire
8	Utah
9	Kansas
10	Vermont
11	Massachusetts
12	Colorado
13	Wisconsin
14	Idaho
15	Virginia
16	Connecticut
17	Maryland
18	Delaware
19	Montana
20	New Jersey
21	Missouri
22	Pennsylvania
23	Maine
24	Indiana
25	Ohio
26	Washington
27	Illinois
28	Michigan
29	Oklahoma
30	North Carolina
31	West Virginia
32	Hawaii
33	Texas
34	Rhode Island
35	Alaska
36	Arkansas
37	South Carolina
38	Kentucky
39	Arizona
40	Nevada
41	Oregon
42	Tennessee
43	New York
44	Florida
45	Georgia
46	Alabama
47	California
48	New Mexico
49	Mississippi
50	Louisiana

ECONOMIC WELL-BEING

Children in poverty

Growing up in poverty is one of the greatest threats to healthy child development. The child poverty rate in the United States increased dramatically as a result of the economic crisis and has yet to return to pre-recession levels. The official poverty level in 2014 was $24,008 for a family of two adults and two children. Poverty can impede cognitive development and a child's ability to learn. It can also contribute to behavioral, social and emotional problems and can lead to poor health outcomes. The risks posed by economic hardship are greatest among children who experience poverty when they are young and among those who experience persistent and deep poverty.[27]

DATA HIGHLIGHTS

- Nationally, 22 percent of children (15.7 million) lived in families with incomes below the poverty line in 2014, up from 18 percent (13.2 million) in 2008, representing nearly 2.5 million more children in poverty. After climbing for several years, the child poverty rate dropped between 2012 and 2013 and remained unchanged in 2014.

- The rate of child poverty for 2014 ranged from a low of 13 percent in Maryland, New Hampshire, Utah and Wyoming, to a high of 30 percent in New Mexico.

- The child poverty rates among African Americans (38 percent) and American Indians (36 percent) were nearly three times the rate for non-Hispanic whites (13 percent) in 2014. The rate for Hispanics (32 percent) was also significantly higher.

Children whose parents lack secure employment

Having access to secure employment can contribute to the financial stability and well-being of families. Unfortunately, too many parents lack the education and skills needed to secure a good full-time job and are forced to piece together part-time or temporary work that does not provide sufficient or stable income. Even a full-time job at a low wage does not necessarily lift a family out of poverty. Without access to benefits and tax credits, a single parent with two children would need to earn $9.54 per hour — $2.29 more than the current federal minimum wage — working 40 hours per week for 50 weeks per year just to reach the poverty level.

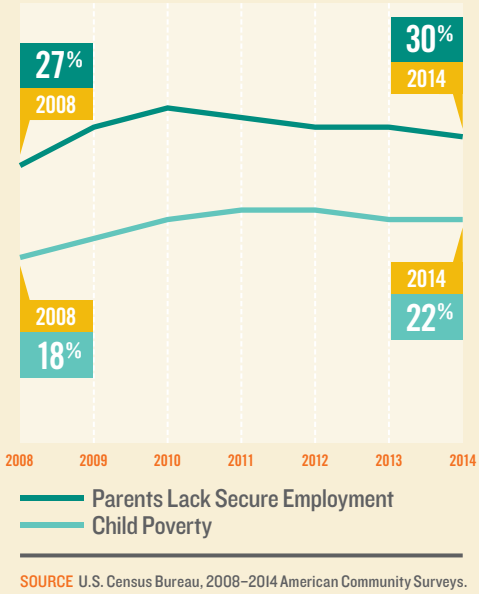
DATA HIGHLIGHTS

- In 2014, three in 10 children (22.1 million) lived in families where no parent had full-time, year-round employment. The rate of parents without secure employment has steadily declined since 2010. Despite this positive trend, many families are still struggling economically, with more children living in poverty in 2014 than during the recent recession.

- At 20 percent, Utah had the lowest percentage of children in families without secure parental employment in 2014. Mississippi, New Mexico and West Virginia had the highest rate (36 percent).

- Roughly half of all American Indian children (48 percent) and African-American children (47 percent) had no parent with full-time, year-round employment in 2014, compared with 35 percent of Latino and multiracial children, 23 percent of non-Hispanic white children and 22 percent of Asian and Pacific Islander children.

PERCENTAGE OF CHILDREN WHOSE PARENTS LACK SECURE EMPLOYMENT AND PERCENTAGE OF CHILDREN LIVING IN POVERTY: 2008–2014



SOURCE U.S. Census Bureau, 2008–2014 American Community Surveys.

Children living in households with a high housing cost burden

Family income is only one component of financial security; the cost of basic expenses also matters. Housing is typically one of the largest expenses that families face. This measure identifies the proportion of children living in households that spend more than 30 percent of their pretax income on housing, whether they are renters or homeowners. Low-income families, in particular, are more likely to experience a housing affordability problem. Paying high housing costs limits the resources they have for other necessities like food, health care, transportation and child care.[28]

DATA HIGHLIGHTS

- Across the nation, 35 percent of children (25.7 million) lived in households with a high housing cost burden in 2014, compared with 39 percent (29.2 million) in 2008. The rate of families with disproportionately high housing costs has increased dramatically since 1990. It peaked in 2010, at the height of the recent housing crisis, when 41 percent of children lived in families with a high housing cost burden. The rate has steadily declined since then.

- At 47 percent, California had the highest rate of children living in households that spent more than 30 percent of income on housing in 2014. North Dakota had the lowest, at 17 percent.

- Roughly half of African-American children (49 percent) and Hispanic children (46 percent) lived in households with a high housing cost burden in 2014, compared with 26 percent of non-Hispanic white children.

ECONOMIC WELL-BEING

Teens not in school and not working

Teens ages 16 to 19 who are not in school and who are not part of the workforce (sometimes referred to as "opportunity" or "disconnected" youth) are at high risk of experiencing negative outcomes as they transition to adulthood. These youth may have difficulty gaining the skills and knowledge needed to become self-sufficient. Their limited skills and work history restrict future higher wages and employability.[29] While those individuals who have dropped out of school are clearly vulnerable, many young people who have finished school but are not working are also at a disadvantage in terms of achieving economic success in adulthood.

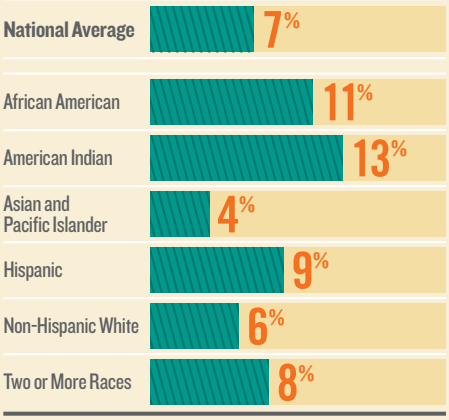
DATA HIGHLIGHTS

- Nationally, 7 percent of youth were disconnected from both work and school in 2014. About 1.3 million teens between the ages of 16 and 19 were neither enrolled in school nor employed.

- At 4 percent, Minnesota and Wyoming had the lowest rate of teens not in school and not working in 2014. In contrast, Alaska and Louisiana had the highest rate, at 11 percent.

- American Indian, African-American, Latino and multiracial teens had considerably higher rates of neither being in school nor working than their non-Hispanic white and Asian and Pacific Islander counterparts.

PERCENTAGE OF TEENS NOT IN SCHOOL AND NOT WORKING: 2014



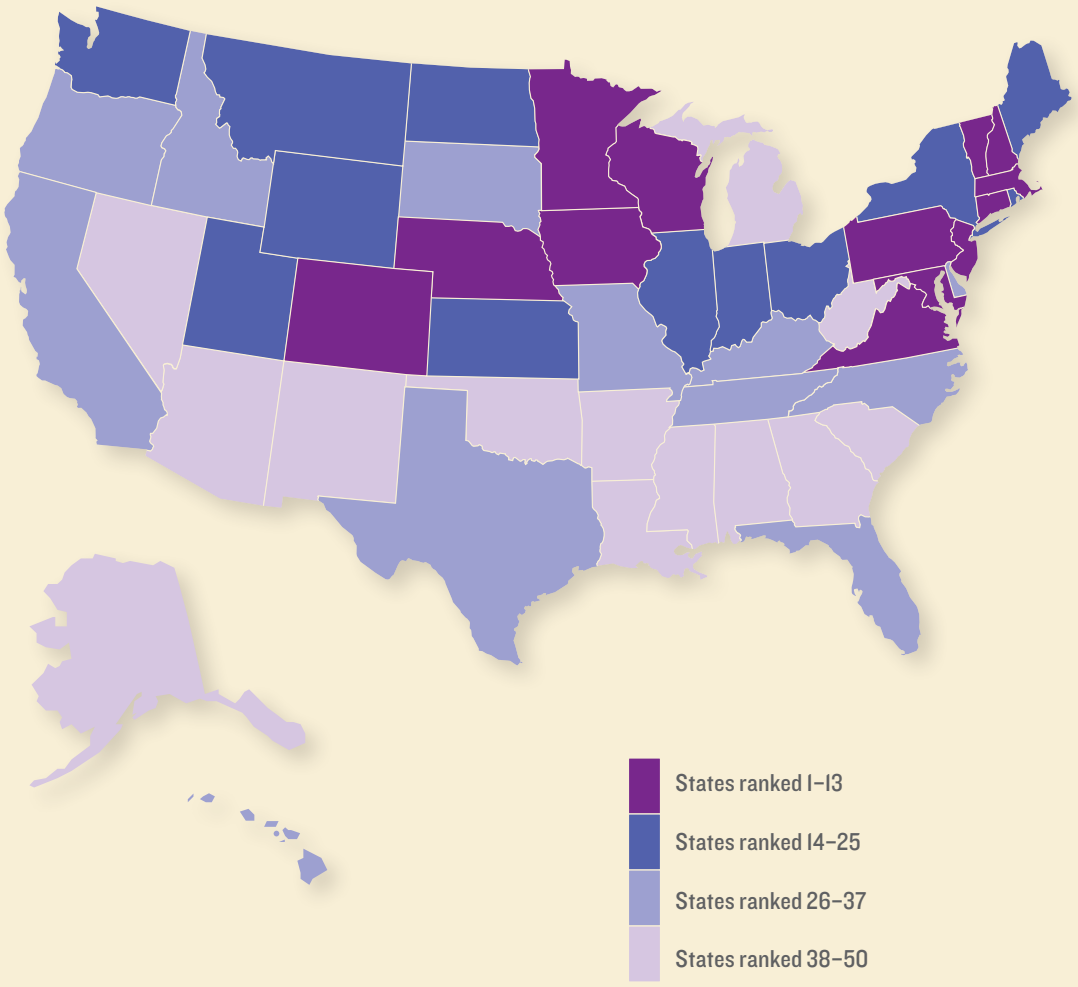
SOURCE U.S. Census Bureau, 2014 American Community Survey.

EDUCATION

DOMAIN RANKINGS

A State-to-State Comparison of Education: 2016

Establishing the conditions that promote successful educational achievement for children begins with quality prenatal care and continues into the early elementary school years. With a strong and healthy beginning, children can more easily stay on track to remain in school and graduate, pursue postsecondary education and training and successfully transition to adulthood. Yet the United States continues to have significant gaps in educational achievement by race and income.[30] Addressing the achievement gap will be key to our future workforce competing on a global scale.



Education Domain Rank: 2016

1	Massachusetts
2	New Jersey
3	Connecticut
4	New Hampshire
5	Vermont
6	Minnesota
7	Wisconsin
8	Nebraska
9	Virginia
10	Pennsylvania
11	Iowa
12	Colorado
13	Maryland
14	North Dakota
15	Maine
16	Illinois
17	Ohio
18	Wyoming
19	New York
20	Kansas
21	Utah
22	Washington
23	Indiana
24	Montana
25	Rhode Island
26	Missouri
27	Kentucky
28	North Carolina
29	Delaware
30	Florida
31	South Dakota
32	Texas
33	Hawaii
34	Oregon
35	California
36	Tennessee
37	Idaho
38	Arkansas
39	Georgia
40	Michigan
41	Alaska
42	Oklahoma
43	South Carolina
44	Arizona
45	Louisiana
46	West Virginia
47	Mississippi
48	Alabama
49	Nevada
50	New Mexico

Young children not in school

The foundation of brain architecture and subsequent lifelong developmental potential are laid down in a child's early years.[31] High-quality prekindergarten programs for 3- and 4-year-olds play an important role in preparing children for success and lead to higher levels of educational attainment, career advancement and earnings. Although Head Start and the expansion of state-funded programs since the 1990s have greatly increased access to preschool and kindergarten,[32] many children, especially 3-year-olds, continue to be left out, exacerbating socioeconomic differences in educational achievement.

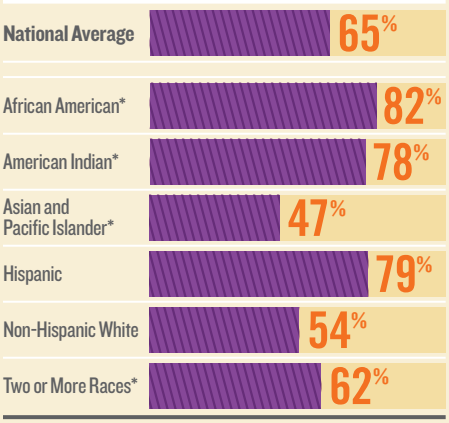
DATA HIGHLIGHTS

- During 2012–14, 4.4 million 3- and 4-year-olds were not in school, representing more than half (53 percent) of all children in that age group. The rate of attendance has remained virtually unchanged since 2007–09, when 52 percent of 3- and 4-year-olds did not participate in any school programs.

- In 2012–14, Connecticut and New Jersey, at 34 percent and 36 percent, respectively, had the lowest shares of 3- and 4-year-olds not in school. The states with the highest percentages of young children not in school in 2012–14 were Idaho (69 percent) and Nevada (68 percent).

- Roughly half of African-American, non-Hispanic white and multiracial 3- and 4-year-olds were not in any school programs; the percentage was nearly the same for Asian and Pacific Islander children (46 percent). The rates were noticeably higher for Latinos (60 percent) and American Indians (57 percent).

PERCENTAGE OF 4TH GRADERS WHO SCORED BELOW PROFICIENT IN READING: 2015



*Data are for non-Hispanics.
SOURCE U.S. Department of Education, National Center for Education Statistics, 2015 National Assessment of Educational Progress.

EDUCATION

Fourth graders not proficient in reading

Proficiency in reading by the end of third grade is a crucial marker in a child's educational development. By fourth grade, children use reading to learn other subjects. Therefore, mastery of reading is critical for them to keep up academically. Children who reach fourth grade without being able to read proficiently are more likely to disengage and drop out of school. Low reading proficiency also reduces their earning potential and chances for career success as adults.[33] Although improvements in reading proficiency have occurred since the early 1990s, progress has been slow, and gaps remain.

DATA HIGHLIGHTS

- An alarming 65 percent of fourth graders in public school were reading below the proficient level in 2015, a slight improvement from 2007, when the figure was 68 percent.

- State differences in fourth-grade reading levels among public school students were wide. In 2015, Massachusetts had the lowest percentage of public school fourth graders not proficient in reading, 50 percent, compared with a high of 77 percent in New Mexico.

- In 2015, 82 percent of African-American, 79 percent of Latino, 78 percent of American Indian and 62 percent of multiracial fourth graders were not proficient in reading, compared with 54 percent of non-Hispanic whites and 47 percent of Asian and Pacific Islanders. Although these figures are deeply troubling, fourth-grade reading levels have improved since 2007 for all groups.

Eighth graders not proficient in math

Competence in mathematics is essential for success in the workplace, which increasingly requires higher-level technical skills. Students who take advanced math and science courses are more likely to graduate from high school, attend and complete college and earn higher incomes.[34] Even for young people who do not attend college, basic math skills help with everyday functioning and improve employability. Ensuring that children have early access to high-quality mathematics education is critical for their success in both school and life.

DATA HIGHLIGHTS

- Nationwide, more than two-thirds (68 percent) of public school eighth graders were not proficient in math in 2015. Although this is a slight improvement from the 2007 rate of 69 percent, the rate was lower in 2013 (66 percent).

- At 49 percent, Massachusetts had the lowest percentage of eighth graders not proficient in math in 2015. Alabama had the highest rate, at 83 percent. Massachusetts was the only state in which more than half of eighth graders were proficient in math.

- In 2015, 58 percent of non-Hispanic white eighth graders were below the proficient level, compared with 88 percent of African Americans and 81 percent of both Latinos and American Indians. But eighth-grade math achievement improved for all racial and ethnic groups from 2007 to 2015, including improvements of 9 percentage points for Asian and Pacific Islanders and 4 points for Latinos.

EDUCATION

High school students not graduating on time

Students who graduate from high school on time are more likely to pursue postsecondary education and training; they are more employable and have higher incomes than students who fail to graduate.[35] In 2014, median annual earnings for someone without a high school diploma ($20,500) were 74 percent of those of a high school graduate ($27,800) and 41 percent of the median earnings of someone with a bachelor's degree ($50,500).[36] High school graduates have better health outcomes, make healthier choices and are less likely to engage in risky behavior.[37]

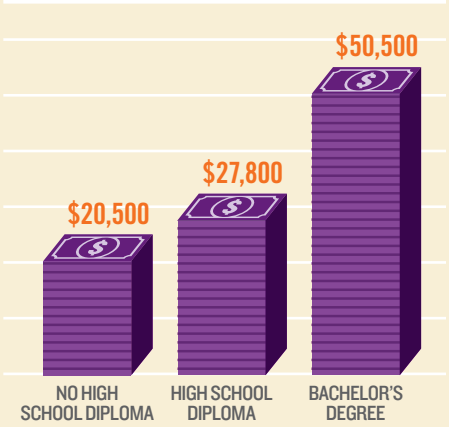
DATA HIGHLIGHTS

- Nationally, about one in five (18 percent) high school students did not graduate on time in the 2012/13 school year. Steady improvements have occurred since 2007/08, when 25 percent did not graduate in four years.

- Among the states, the percentage of high school students not graduating from high school in four years ranged from a low of 7 percent in Nebraska and Wisconsin, to a high of 33 percent in Nevada.

- In 2012/13, 14 percent of non-Hispanic white students did not graduate from high school on time. The rates for African-American and American Indian students were more than twice as high.

MEDIAN EARNINGS BY EDUCATIONAL ATTAINMENT: 2014

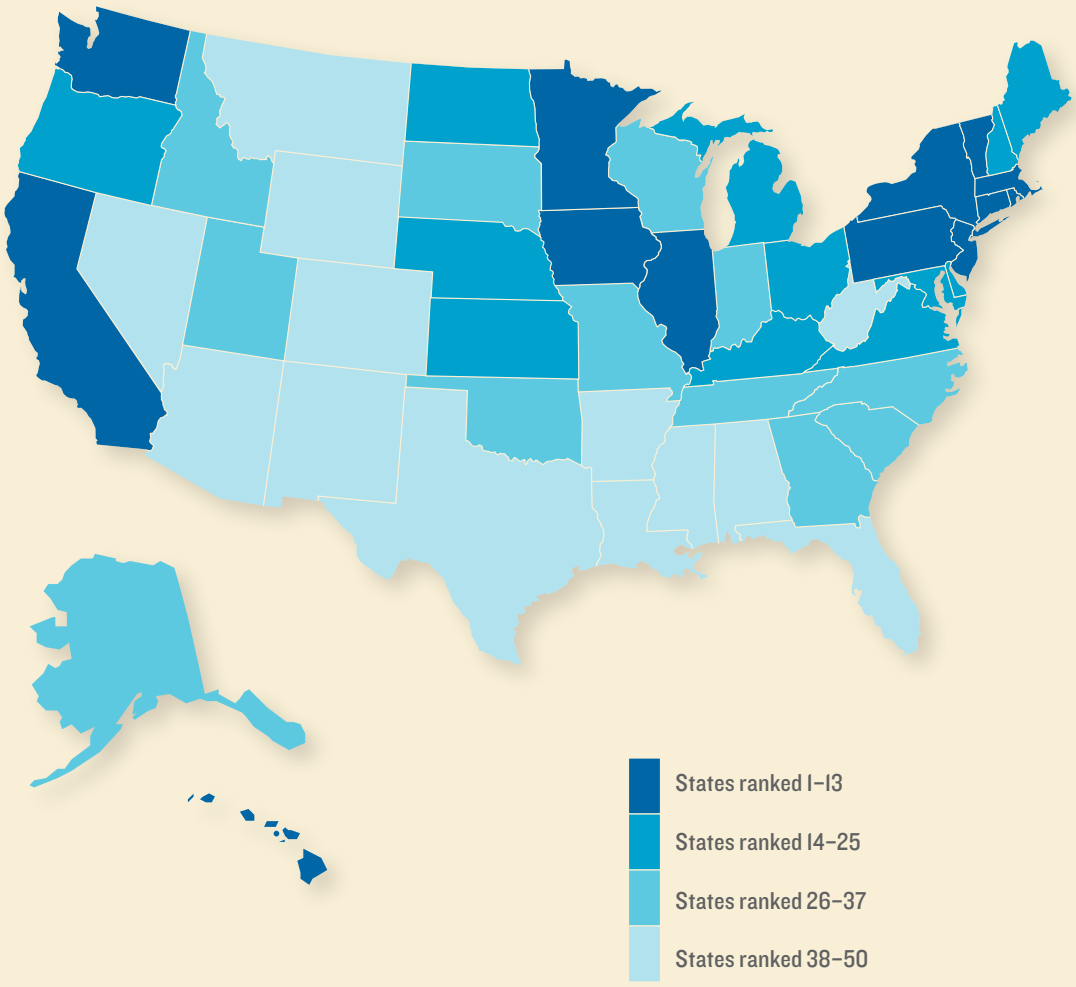


SOURCE U.S. Census Bureau, 2014 American Community Survey.

HEALTH

A State-to-State Comparison of Health: 2016

Children's health is the foundation of their overall development, and ensuring that they are born healthy is the first step toward increasing the life chances of disadvantaged children. Poverty, poor nutrition, lack of preventive health care, substance abuse, maternal depression and family violence put children's health at risk. Poor health in childhood impacts other critical aspects of a child's life, such as school readiness and attendance, and can have lasting consequences on his or her future health and well-being.



Health Domain Rank: 2016

1	Minnesota
2	Connecticut
3	Iowa
4	Massachusetts
5	Washington
6	Rhode Island
7	New York
8	Hawaii
9	Illinois
10	Vermont
11	California
12	New Jersey
13	Pennsylvania
14	Michigan
15	Virginia
16	Kentucky
17	North Dakota
18	Delaware
19	Ohio
20	Maine
21	Nebraska
22	Maryland
23	Oregon
24	Kansas
25	New Hampshire
26	South Dakota
27	Utah
28	Tennessee
29	Wisconsin
30	Idaho
31	Indiana
32	Missouri
33	North Carolina
34	Oklahoma
35	Alaska
36	Georgia
37	South Carolina
38	Texas
39	Montana
40	Nevada
41	West Virginia
42	Alabama
43	Colorado
44	New Mexico
45	Arizona
46	Arkansas
47	Florida
48	Wyoming
49	Mississippi
50	Louisiana

HEALTH

Low-birthweight babies

Babies born with a low birthweight (less than 5.5 pounds) have a high probability of experiencing developmental problems and short- and long-term disabilities. They are also at a greater risk of dying within the first year of life. Increases in multiple births during the past two decades have contributed to the rise in rates of low-birthweight babies. Among single births, smoking, poor nutrition, poverty, stress, infections and violence can increase the risk of a baby being born with a low birthweight.[38] Compared with other affluent countries, the United States has among the highest percentages of babies born with a low birthweight.[39]

DATA HIGHLIGHTS

- Nationally, low-birthweight babies represented 8.0 percent of all live births in 2014. After gradually increasing over time, the percentage of low-birthweight babies has remained relatively stable for the past several years and is now slightly below the four-decade high of 8.3 percent reached in 2006.[40]

- Alaska had the lowest percentage of low-birthweight babies in 2014 — 5.9 percent of live births — while Mississippi had the highest, 11.3 percent.

- Among racial and ethnic groups, African-American babies were most likely to be born with a low birthweight, 12.8 percent of live births in 2014. Although this represents a decline from 13.4 percent in 2008, it is still close to twice the low-birthweight rates for Latinos (7.1 percent) and for non-Hispanic whites (7.0 percent).

Children without health insurance

Children without health insurance coverage are less likely than insured children to have a regular health care provider and to receive care when they need it. They are also more likely to begin receiving treatment after their condition has worsened, putting them at greater risk of hospitalization. Although the provision of employer-sponsored health insurance is declining, and most low-wage and part-time workers lack employer coverage, public health insurance has resulted in increased coverage among children during the past decade. Having health insurance can protect families from financial devastation when a child experiences a serious or chronic illness and can help children remain healthy, active and in school.

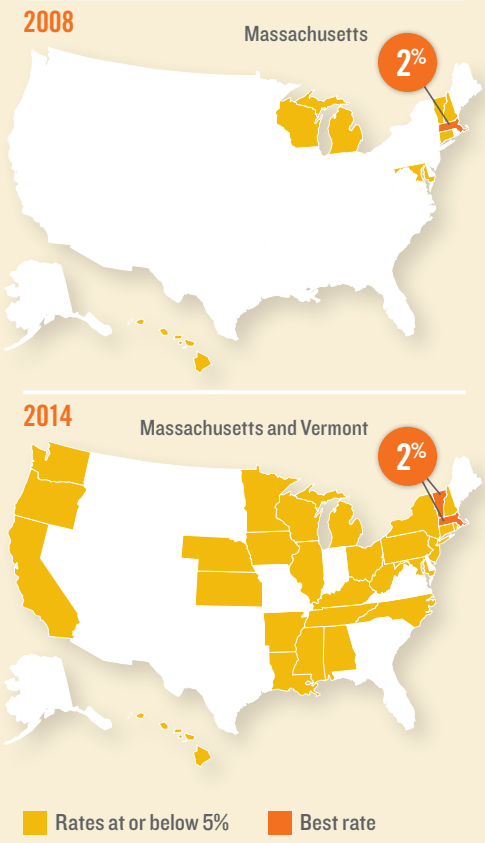
DATA HIGHLIGHTS

- Across the nation, 6 percent of children (4.4 million) lacked health insurance in 2014. That is a 40 percent improvement from 2008, when 10 percent of children were uninsured.

- In 29 states, the District of Columbia and Puerto Rico, the percentage of children without health coverage was 5 percent or less in 2014. Massachusetts and Vermont had the lowest rate, 2 percent, compared with a high of 11 percent in Alaska and Texas.

- Although the likelihood of being uninsured has declined for all racial groups, American Indian (14 percent) and Latino (10 percent) children were far more likely to be uninsured than their Asian and Pacific Islander (6 percent), African-American (5 percent), multiracial (5 percent) and non-Hispanic white (5 percent) peers.

PERCENTAGE OF CHILDREN WITHOUT HEALTH INSURANCE: 2008 AND 2014



SOURCE U.S. Census Bureau, 2008 and 2014 American Community Surveys.

Child and teen deaths

The child and teen death rate (deaths per 100,000 children ages 1 to 19) reflects a broad array of factors: physical and mental health; access to health care; community factors (such as violence and environmental toxins); use of safety practices; and, especially for younger children, the level of adult supervision. Accidents, primarily those involving motor vehicles, were the leading cause of death for children and youth, accounting for 30 percent of all deaths among children ages 1 to 14.[41] As children move into their mid- and late-teenage years, they encounter new risks that can be deadly. In 2014, accidents, homicides and suicides accounted for 73 percent of deaths to teens ages 15 to 19.[42]

DATA HIGHLIGHTS

- In 2014, 18,666 children and youth ages 1 to 19 died in the United States, which translates into a mortality rate of 24 per 100,000 children and teens. The rate declined dramatically from 1990, when it was 46 per 100,000, resulting in roughly 12,412 fewer deaths in 2014.

- Connecticut and Rhode Island had the lowest rate, 15 deaths per 100,000 children and youth in 2014. Mississippi fell at the other end of the spectrum, with a child and teen death rate of 39 per 100,000.

- The 2014 mortality rate for African-American children and teens (34 per 100,000) was noticeably higher than the death rates for children and youth of other racial and ethnic groups.

HEALTH

Teens who abuse alcohol or drugs

Abuse of alcohol and drugs can negatively impact cognitive growth of the teenage brain during a critical time of development.[43] Abuse of these substances by teens is linked to such harmful behaviors as engaging in risky sexual activity, driving under the influence, abusing multiple substances and committing crimes. Alcohol and drug abuse are also linked to short- and long-term physical and mental health problems, poor academic performance and an increased risk of dropping out of school. The negative consequences of teen alcohol and drug abuse can carry over into adulthood. Overall, alcohol and drug use by adolescents have declined during the past decade, although patterns vary by substance.

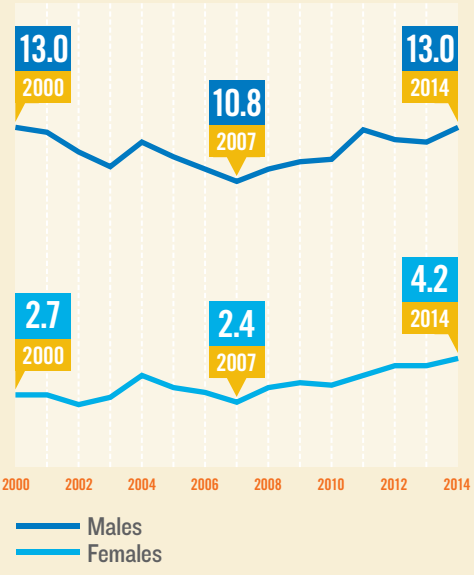
DATA HIGHLIGHTS

- In 2013–14, 5 percent of teens ages 12 to 17 had abused or were dependent on alcohol or drugs during the past year, declining from 8 percent in 2007–08.

- There is little variability in the substance abuse rates across states. Rates range from a low of 4 percent in Iowa, Kentucky, Minnesota and Oklahoma to a high of 6 percent in 16 states and the District of Columbia.

- Among racial and ethnic groups, Asian teens were the least likely (2 percent) to abuse or be dependent on alcohol or drugs.

TEEN SUICIDE RATES (PER 100,000 YOUTH AGES 15–19): 2000–2014



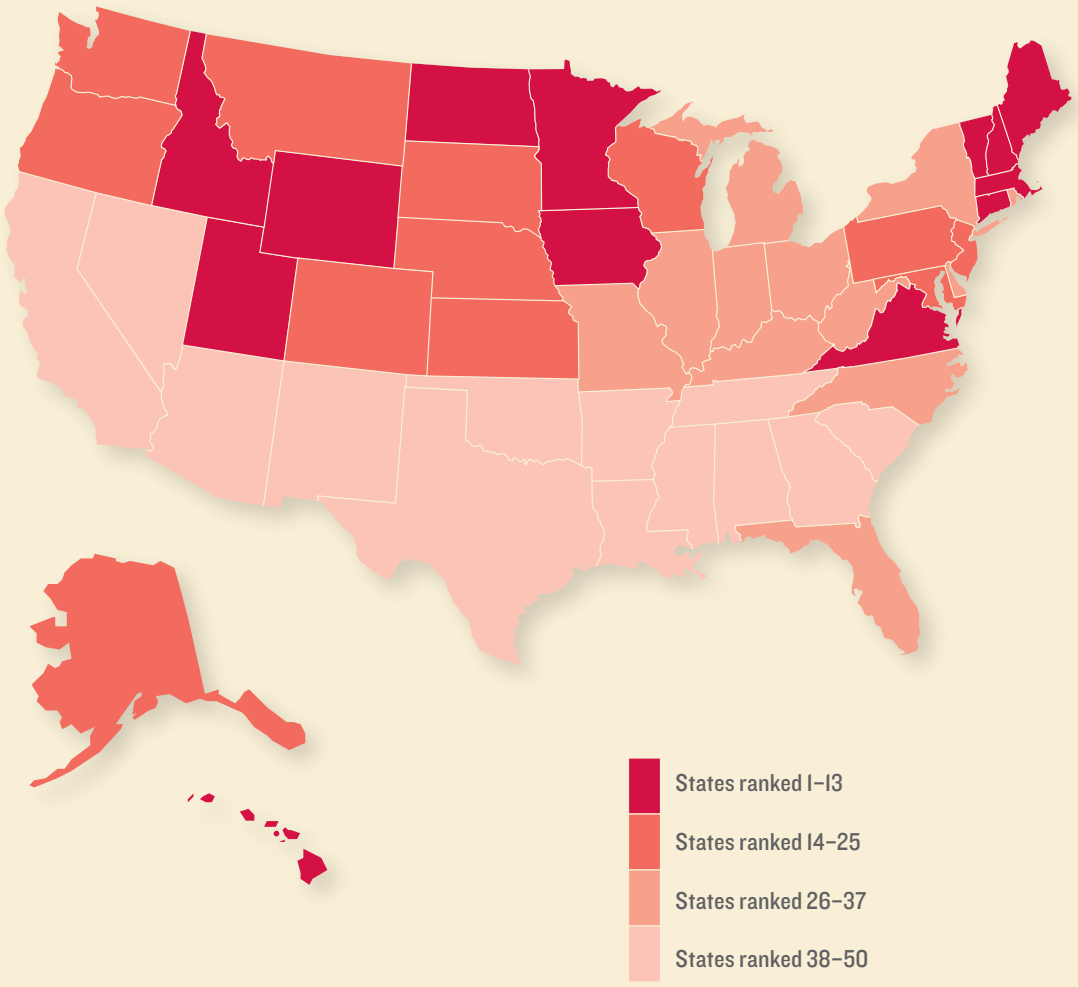
SOURCE Centers for Disease Control and Prevention, National Center for Health Statistics, 2000–2014 Vital Statistics.

FAMILY AND COMMUNITY

DOMAIN RANKINGS

A State-to-State Comparison of Family and Community: 2016

Children who live in nurturing families and are part of supportive communities have better social-emotional and learning outcomes. Parents struggling with financial hardship are more prone to stress and depression, which can interfere with effective parenting. These findings underscore the importance of two-generation strategies that strengthen families by mitigating their underlying economic distress, while addressing the well-being of children. Where families live also matters. When communities have strong institutions and the resources to provide safety, good schools and quality support services, families and their children are more likely to thrive.



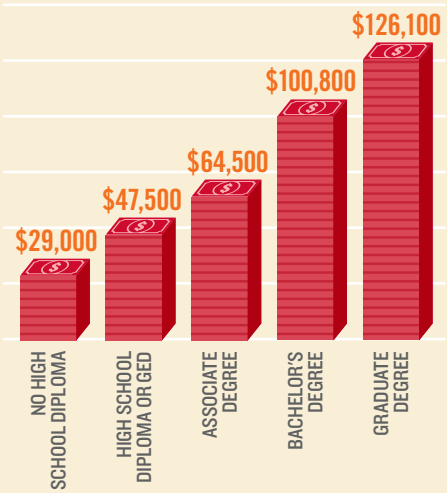
Family and Community Domain Rank: 2016

1	New Hampshire
2	Utah
3	Vermont
4	Minnesota
5	Iowa
6	North Dakota
7	Wyoming
8	Massachusetts
9	Maine
10	Virginia
11	Connecticut
12	Hawaii
13	Idaho
14	New Jersey
15	Montana
16	Alaska
17	Washington
18	Wisconsin
19	South Dakota
20	Maryland
21	Nebraska
22	Colorado
23	Oregon
24	Kansas
25	Pennsylvania
26	Missouri
27	Illinois
28	Delaware
29	Michigan
30	Rhode Island
31	Ohio
32	Indiana
33	West Virginia
34	New York
35	Florida
36	North Carolina
37	Kentucky
38	Oklahoma
39	Tennessee
40	Georgia
41	California
42	South Carolina
43	Alabama
44	Nevada
45	Arkansas
46	Arizona
47	Texas
48	Louisiana
49	New Mexico
50	Mississippi

Children in single-parent families

Children growing up in single-parent families typically have access to fewer economic or emotional resources than children in two-parent families. In 2014, 36 percent of single-parent families had incomes below the poverty line, compared with 8 percent of married couples with children.[44] Compared with children in married-couple families, children raised in female-headed households are more likely to drop out of school, to have or cause a teen pregnancy and to experience a divorce in adulthood.[45] Nearly one in four of the 24.7 million children living with an unmarried parent in 2014 was living with cohabiting domestic partners, compared with only 16 percent in 1990.

MEDIAN FAMILY INCOME BY FAMILY HEAD'S EDUCATIONAL ATTAINMENT: 2014



SOURCE U.S. Census Bureau, 2014 American Community Survey, 1-year PUMS.

DATA HIGHLIGHTS

- The percentage of children living in single-parent families rose from 32 percent in 2008 to 35 percent in 2014, representing an increase of 2 million children.
- At the state level, the percentage of children living in single-parent families in 2014 ranged from a low of 19 percent in Utah, to a high of 47 percent in Louisiana and Mississippi.
- Two-thirds (66 percent) of African-American children, more than half (53 percent) of American Indian children and 42 percent of both Latino and multiracial children lived in single-parent families in 2014. By comparison, 25 percent of non-Hispanic white children and 17 percent of Asian and Pacific Islander children lived in single-parent households.

Children in families where the household head lacks a high school diploma

Higher levels of parental education are strongly associated with better outcomes for children, including higher educational achievement. Children growing up with parents who have not graduated from high school have fewer socioeconomic advantages. They are at greater risk of being born with a low birthweight, having health problems, entering school not ready to learn and having poor educational outcomes.[46] More highly educated parents are better able to provide their children with economic stability and security, which enhances child development. During the past several decades, parental education levels have steadily increased.

DATA HIGHLIGHTS

- In 2014, 14 percent of children lived in households headed by an adult without a high school diploma. While the indicator improved only slightly since 2008, there has been substantial improvement since 1990, when 22 percent of children lived with parents who lacked a high school diploma.[47]
- In Vermont, only 4 percent of children lived in families not headed by a high school graduate, the lowest rate in the country. At 23 percent, California had the highest.
- More than one-third (34 percent) of Latino children lived in households headed by someone without a high school diploma. That is more than two and a half times the rate for African-American children (13 percent) and nearly six times the rate for non-Hispanic white children (6 percent).

Children living in high-poverty areas

Concentrated poverty puts whole neighborhoods at risk. High-poverty neighborhoods are much more likely than moderate- and upper-income communities to have worse health outcomes, higher crime rates and violence, inadequate schools and limited access to job opportunities. Concentrated neighborhood poverty negatively affects all children living in the area — not only poor children, but also those who are economically better off.[48] High-poverty areas are defined here as census tracts where the poverty rates for the total population are 30 percent or more.

DATA HIGHLIGHTS

- During the period from 2010 through 2014, 14 percent of children lived in high-poverty areas nationwide, a total of 10.3 million children. Between 1990 and 2000, the likelihood that a child would grow up in an area of concentrated poverty declined from 11 percent to 9 percent.[49] The rate increased over the next decade, with the biggest increases occurring after the recession.

- Variation among the states was wide: Only 1 percent of children in Wyoming lived in areas of concentrated poverty, while 27 percent of Mississippi's children lived in high-poverty areas.

- African-American (32 percent), American Indian (31 percent) and Latino (24 percent) children were much more likely to live in high-poverty areas than their multiracial (12 percent), Asian and Pacific Islander (8 percent) and non-Hispanic White (5 percent) counterparts.

FAMILY AND COMMUNITY

Teen births

Teenage childbearing can have long-term negative effects for both the mother and the newborn. Teens are at higher risk of bearing low-birthweight and preterm babies. And, their babies are far more likely to be born into families with limited educational and economic resources, which function as barriers to future success.[50] Children born to teen mothers tend to have poorer academic and behavioral outcomes and are more likely to engage in sexual activity and become teen mothers themselves. Although currently at a historic low, the teen birth rate in the United States remains the highest among all affluent countries.[51]

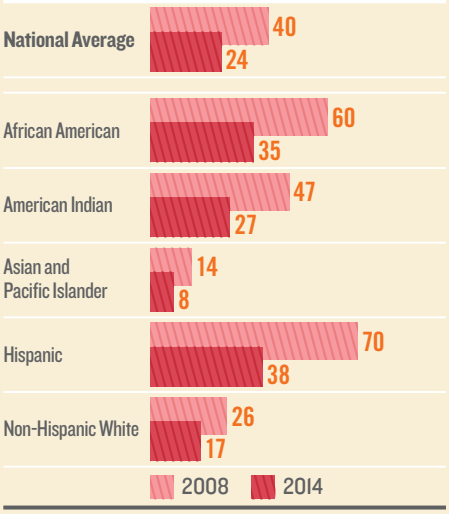
DATA HIGHLIGHTS

- In 2014, there were 249,078 babies born to females ages 15 to 19. That translates into a birth rate of 24 births per 1,000 teens, which is less than half the rate in 1990, 60 births per 1,000 teens.[52]

- Among the states, the teen birth rate for 2014 ranged from a low of 11 births per 1,000 teens ages 15 to 19 in Massachusetts and New Hampshire, to a high of 40 births per 1,000 in Arkansas.

- At 38 births per 1,000 15- to 19-year-old girls, the teen birth rate for Latinas was the highest across major racial and ethnic groups, followed closely by the rate for African Americans (35 per 1,000). Although it remained high, the 2014 teen birth rate was the lowest rate on record for both groups.[53]

TEEN BIRTHS PER 1,000 FEMALES: 2008 AND 2014



SOURCE Centers for Disease Control and Prevention, National Center for Health Statistics, 2008 and 2014 Vital Statistics.

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KIDS COUNT DATA CENTER

Access Data on Child Well-Being Through the KIDS COUNT Data Center

The Annie E. Casey Foundation's KIDS COUNT Data Center provides access to hundreds of child well-being indicators related to education, employment and income, health, poverty and youth risk factors. Data are available for the nation and for states, as well as for cities, counties and congressional districts. Site features include powerful search options; attractive and easy to create tables, maps and graphs; and ways to share information through social media on how children are faring.

datacenter.kidscount.org

Mobile Site

All indicators currently found on the KIDS COUNT Data Center can be accessed quickly and easily anytime, anywhere on your mobile device at mobile.kidscount.org.

KIDS COUNT data center

datacenter.kidscount.org

Hundreds of child well-being indicators at your fingertips to support smart decision making and good policies for children and families.

SEARCH

Enter any location, topic or keyword into the powerful search engine to find the statistics most relevant to your community.

Now search by characteristic

Seamlessly connect to state- and national-level statistics in three areas: age, family nativity and race and ethnicity. The largest of these areas — race and ethnicity — includes a game-changing 44 markers for evaluating child and family well-being.

VISUALIZE

Create custom profiles, maps, line graphs and bar charts with the data that you find.

SHARE

Post data visualizations on Facebook, add custom graphics to Tumblr and tweet about how the well-being of your state's children compares with the region and nation.

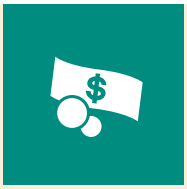
APPENDICES

APPENDIX I

Child Well-Being Rankings

State	Overall Rank	Economic Well-Being Rank	Education Rank	Health Rank	Family and Community Rank
Alabama	46	46	48	42	43
Alaska	33	35	41	35	16
Arizona	45	39	44	45	46
Arkansas	44	36	38	46	45
California	36	47	35	11	41
Colorado	20	12	12	43	22
Connecticut	5	16	3	2	11
Delaware	25	18	29	18	28
District of Columbia	N.R.	N.R.	N.R.	N.R.	N.R.
Florida	40	44	30	47	35
Georgia	42	45	39	36	40
Hawaii	23	32	33	8	12
Idaho	22	14	37	30	13
Illinois	21	27	16	9	27
Indiana	30	24	23	31	32
Iowa	3	4	11	3	5
Kansas	19	9	20	24	24
Kentucky	35	38	27	16	37
Louisiana	48	50	45	50	48
Maine	17	23	15	20	9
Maryland	16	17	13	22	20
Massachusetts	2	11	1	4	8
Michigan	31	28	40	14	29
Minnesota	1	3	6	1	4
Mississippi	50	49	47	49	50
Missouri	28	21	26	32	26
Montana	24	19	24	39	15
Nebraska	9	5	8	21	21
Nevada	47	40	49	40	44
New Hampshire	4	7	4	25	1
New Jersey	7	20	2	12	14
New Mexico	49	48	50	44	49
New York	29	43	19	7	34
North Carolina	34	30	28	33	36
North Dakota	8	2	14	17	6
Ohio	26	25	17	19	31
Oklahoma	37	29	42	34	38
Oregon	32	41	34	23	23
Pennsylvania	18	22	10	13	25
Puerto Rico	N.R.	N.R.	N.R.	N.R.	N.R.
Rhode Island	27	34	25	6	30
South Carolina	41	37	43	37	42
South Dakota	14	6	31	26	19
Tennessee	38	42	36	28	39
Texas	43	33	32	38	47
Utah	10	8	21	27	2
Vermont	6	10	5	10	3
Virginia	11	15	9	15	10
Washington	15	26	22	5	17
West Virginia	39	31	46	41	33
Wisconsin	13	13	7	29	18
Wyoming	12	1	18	48	7

N.R. Not Ranked.



ECONOMIC WELL-BEING INDICATORS

	Children in poverty: 2014		Children whose parents lack secure employment: 2014		Children living in households with a high housing cost burden: 2014		Teens not in school and not working: 2014	
State	Number	Percent	Number	Percent	Number	Percent	Number	Percent
United States	15,686,000	22	22,061,000	30	25,710,000	35	1,255,000	7
Alabama	303,000	28	372,000	34	341,000	31	25,000	10
Alaska	29,000	16	59,000	31	61,000	33	5,000	11
Arizona	408,000	26	515,000	32	545,000	34	31,000	8
Arkansas	184,000	26	233,000	33	197,000	28	14,000	8
California	2,047,000	23	2,993,000	33	4,279,000	47	155,000	7
Colorado	190,000	15	311,000	25	403,000	32	17,000	6
Connecticut	114,000	15	216,000	28	295,000	38	10,000	5
Delaware	35,000	18	61,000	30	66,000	32	3,000	5
District of Columbia	29,000	26	46,000	40	42,000	36	3,000	10
Florida	948,000	24	1,283,000	32	1,672,000	41	78,000	8
Georgia	646,000	26	783,000	31	876,000	35	55,000	10
Hawaii	44,000	15	90,000	29	126,000	41	6,000	10
Idaho	80,000	19	104,000	24	120,000	28	6,000	7
Illinois	593,000	20	858,000	29	1,027,000	34	49,000	7
Indiana	333,000	22	474,000	30	434,000	27	27,000	7
Iowa	109,000	15	158,000	22	158,000	22	10,000	5
Kansas	126,000	18	181,000	25	190,000	26	11,000	6
Kentucky	260,000	26	356,000	35	286,000	28	19,000	8
Louisiana	306,000	28	381,000	34	359,000	32	28,000	11
Maine	48,000	19	82,000	32	84,000	33	4,000	6
Maryland	173,000	13	332,000	25	481,000	36	24,000	8
Massachusetts	208,000	15	384,000	28	471,000	34	17,000	5
Michigan	493,000	23	711,000	32	663,000	30	35,000	6
Minnesota	189,000	15	306,000	24	326,000	25	10,000	4
Mississippi	212,000	29	267,000	36	228,000	31	18,000	10
Missouri	287,000	21	419,000	30	388,000	28	21,000	7
Montana	41,000	19	65,000	29	60,000	27	4,000	7
Nebraska	74,000	16	101,000	22	109,000	23	5,000	5
Nevada	144,000	22	211,000	32	246,000	37	12,000	9
New Hampshire	34,000	13	64,000	24	88,000	33	3,000	5
New Jersey	316,000	16	531,000	26	852,000	42	27,000	6
New Mexico	146,000	30	182,000	36	156,000	31	10,000	9
New York	937,000	23	1,361,000	32	1,859,000	44	73,000	7
North Carolina	549,000	24	697,000	30	740,000	32	38,000	7
North Dakota	24,000	15	37,000	22	29,000	17	3,000	6
Ohio	594,000	23	826,000	31	760,000	29	38,000	6
Oklahoma	208,000	22	284,000	30	261,000	27	19,000	9
Oregon	182,000	22	283,000	33	323,000	38	17,000	8
Pennsylvania	514,000	19	797,000	30	856,000	32	44,000	7
Puerto Rico	449,000	58	420,000	54	256,000	33	32,000	15
Rhode Island	42,000	20	67,000	32	90,000	42	4,000	7
South Carolina	289,000	27	356,000	33	346,000	32	19,000	7
South Dakota	37,000	18	48,000	23	44,000	21	3,000	6
Tennessee	384,000	26	479,000	32	489,000	33	30,000	9
Texas	1,729,000	25	2,036,000	29	2,321,000	33	132,000	9
Utah	119,000	13	178,000	20	249,000	28	14,000	8
Vermont	19,000	16	34,000	28	39,000	32	2,000	5
Virginia	291,000	16	474,000	25	624,000	33	27,000	6
Washington	276,000	18	467,000	29	548,000	34	27,000	8
West Virginia	92,000	25	138,000	36	92,000	24	7,000	7
Wisconsin	235,000	18	338,000	26	380,000	29	18,000	6
Wyoming	17,000	13	33,000	24	31,000	22	1,000	4

EDUCATION INDICATORS

	Young children not in school: 2012–14		Fourth graders not proficient in reading: 2015		Eighth graders not proficient in math: 2015		High school students not graduating on time: 2012/13	
State	Number	Percent	Number	Percent	Number	Percent	Number	Percent
United States	4,387,000	53	N.A.	65	N.A.	68	N.A.	18
Alabama	72,000	58	N.A.	71	N.A.	83	N.A.	26
Alaska	13,000	61	N.A.	70	N.A.	68	N.A.	20
Arizona	118,000	65	N.A.	70	N.A.	65	N.A.	24
Arkansas	43,000	53	N.A.	68	N.A.	75	N.A.	20
California	548,000	52	N.A.	72	N.A.	73	N.A.	16
Colorado	67,000	49	N.A.	61	N.A.	63	N.A.	17
Connecticut	28,000	34	N.A.	57	N.A.	64	N.A.	13
Delaware	12,000	52	N.A.	63	N.A.	70	N.A.	23
District of Columbia	3,000	19	N.A.	73	N.A.	81	N.A.	22
Florida	223,000	50	N.A.	61	N.A.	74	N.A.	24
Georgia	142,000	50	N.A.	66	N.A.	72	N.A.	30
Hawaii	18,000	49	N.A.	71	N.A.	70	N.A.	22
Idaho	33,000	69	N.A.	64	N.A.	66	N.A.	18
Illinois	156,000	46	N.A.	65	N.A.	68	N.A.	17
Indiana	106,000	60	N.A.	60	N.A.	61	N.A.	19
Iowa	41,000	52	N.A.	62	N.A.	63	N.A.	11
Kansas	45,000	56	N.A.	65	N.A.	67	N.A.	12
Kentucky	67,000	58	N.A.	60	N.A.	72	N.A.	17
Louisiana	62,000	49	N.A.	71	N.A.	82	N.A.	27
Maine	15,000	55	N.A.	64	N.A.	65	N.A.	13
Maryland	79,000	51	N.A.	63	N.A.	65	N.A.	14
Massachusetts	63,000	41	N.A.	50	N.A.	49	N.A.	12
Michigan	126,000	53	N.A.	71	N.A.	71	N.A.	22
Minnesota	79,000	55	N.A.	61	N.A.	52	N.A.	9
Mississippi	44,000	51	N.A.	74	N.A.	78	N.A.	32
Missouri	88,000	57	N.A.	64	N.A.	69	N.A.	13
Montana	15,000	61	N.A.	63	N.A.	61	N.A.	15
Nebraska	30,000	57	N.A.	60	N.A.	62	N.A.	7
Nevada	51,000	68	N.A.	71	N.A.	74	N.A.	33
New Hampshire	14,000	47	N.A.	54	N.A.	54	N.A.	13
New Jersey	81,000	36	N.A.	57	N.A.	54	N.A.	11
New Mexico	34,000	59	N.A.	77	N.A.	79	N.A.	28
New York	206,000	42	N.A.	64	N.A.	69	N.A.	22
North Carolina	145,000	57	N.A.	62	N.A.	67	N.A.	20
North Dakota	12,000	63	N.A.	63	N.A.	61	N.A.	9
Ohio	159,000	55	N.A.	62	N.A.	65	N.A.	15
Oklahoma	61,000	57	N.A.	67	N.A.	77	N.A.	21
Oregon	56,000	58	N.A.	66	N.A.	66	N.A.	23
Pennsylvania	157,000	53	N.A.	59	N.A.	64	N.A.	12
Puerto Rico	34,000	40	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Rhode Island	12,000	52	N.A.	60	N.A.	68	N.A.	21
South Carolina	70,000	56	N.A.	67	N.A.	74	N.A.	26
South Dakota	15,000	61	N.A.	65	N.A.	66	N.A.	16
Tennessee	100,000	60	N.A.	67	N.A.	71	N.A.	18
Texas	472,000	58	N.A.	69	N.A.	68	N.A.	16
Utah	61,000	59	N.A.	60	N.A.	62	N.A.	18
Vermont	6,000	49	N.A.	55	N.A.	58	N.A.	11
Virginia	109,000	53	N.A.	57	N.A.	62	N.A.	15
Washington	112,000	60	N.A.	60	N.A.	61	N.A.	20
West Virginia	27,000	63	N.A.	70	N.A.	79	N.A.	19
Wisconsin	80,000	55	N.A.	63	N.A.	59	N.A.	7
Wyoming	9,000	58	N.A.	59	N.A.	65	N.A.	18

N.A. Not Available.

HEALTH INDICATORS

	Low-birthweight babies: 2014		Children without health insurance: 2014		Child and teen deaths per 100,000: 2014		Teens who abuse alcohol or drugs: 2013–14	
State	Number	Percent	Number	Percent	Number	Rate	Number	Percent
United States	318,847	8.0	4,397,000	6	18,666	24	1,276,000	5
Alabama	5,989	10.1	42,000	4	410	35	20,000	5
Alaska	672	5.9	21,000	11	64	33	3,000	5
Arizona	6,086	7.0	162,000	10	440	26	33,000	6
Arkansas	3,432	8.9	34,000	5	253	34	13,000	6
California	33,586	6.7	497,000	5	1,850	19	167,000	5
Colorado	5,769	8.8	70,000	6	310	23	26,000	6
Connecticut	2,763	7.6	29,000	4	128	15	13,000	5
Delaware	908	8.3	12,000	6	50	23	3,000	5
District of Columbia	934	9.8	2,000	2	31	24	2,000	6
Florida	19,065	8.7	378,000	9	1,131	26	80,000	6
Georgia	12,385	9.5	189,000	8	687	26	40,000	5
Hawaii	1,462	7.9	10,000	3	57	18	5,000	5
Idaho	1,471	6.4	34,000	8	123	27	8,000	6
Illinois	12,929	8.2	100,000	3	741	23	49,000	5
Indiana	6,715	8.0	113,000	7	449	27	28,000	5
Iowa	2,675	6.7	23,000	3	176	23	11,000	4
Kansas	2,759	7.0	39,000	5	200	26	12,000	5
Kentucky	4,922	8.8	43,000	4	296	28	15,000	4
Louisiana	6,786	10.5	58,000	5	431	37	20,000	6
Maine	960	7.6	16,000	6	68	24	5,000	5
Maryland	6,345	8.6	43,000	3	293	20	26,000	6
Massachusetts	5,351	7.5	21,000	2	261	17	25,000	5
Michigan	9,545	8.4	83,000	4	577	24	38,000	5
Minnesota	4,595	6.6	49,000	4	291	21	18,000	4
Mississippi	4,374	11.3	39,000	5	300	39	12,000	5
Missouri	6,163	8.2	100,000	7	414	28	23,000	5
Montana	920	7.4	18,000	8	70	29	4,000	6
Nebraska	1,775	6.6	25,000	5	127	26	8,000	6
Nevada	2,972	8.3	64,000	10	169	24	12,000	5
New Hampshire	852	6.9	12,000	4	56	19	6,000	6
New Jersey	8,315	8.1	92,000	5	398	19	36,000	5
New Mexico	2,282	8.8	36,000	7	165	31	9,000	5
New York	18,722	7.9	138,000	3	819	18	71,000	5
North Carolina	10,720	8.9	119,000	5	652	27	40,000	5
North Dakota	704	6.2	12,000	7	44	24	3,000	5
Ohio	11,800	8.5	126,000	5	636	23	45,000	5
Oklahoma	4,238	8.0	82,000	9	351	35	13,000	4
Oregon	2,842	6.2	39,000	5	197	22	18,000	6
Pennsylvania	11,713	8.3	139,000	5	614	21	44,000	5
Puerto Rico	3,713	10.8	26,000	3	192	23	N.A.	N.A.
Rhode Island	765	7.1	7,000	3	36	15	4,000	6
South Carolina	5,435	9.4	60,000	6	357	31	18,000	5
South Dakota	804	6.5	12,000	6	71	32	3,000	5
Tennessee	7,297	9.0	78,000	5	461	29	24,000	5
Texas	32,744	8.2	784,000	11	1,863	25	115,000	5
Utah	3,572	7.0	85,000	9	261	28	13,000	5
Vermont	432	7.1	3,000	2	29	21	3,000	6
Virginia	8,130	7.9	107,000	6	429	22	29,000	5
Washington	5,705	6.4	75,000	5	328	19	27,000	5
West Virginia	1,852	9.1	11,000	3	146	36	7,000	6
Wisconsin	4,911	7.3	58,000	4	309	22	28,000	6
Wyoming	704	9.2	8,000	6	47	32	3,000	6

N.A. Not Available.

FAMILY AND COMMUNITY INDICATORS

	Children in single-parent families: 2014		Children in families where the household head lacks a high school diploma: 2014		Children living in high-poverty areas: 2010–14		Teen births per 1,000: 2014	
State	Number	Percent	Number	Percent	Number	Percent	Number	Rate
United States	24,689,000	35	10,412,000	14	10,333,000	14	249,078	24
Alabama	412,000	40	153,000	14	192,000	17	5,009	32
Alaska	54,000	31	15,000	8	8,000	4	645	28
Arizona	569,000	37	275,000	17	388,000	24	6,622	30
Arkansas	259,000	39	90,000	13	119,000	17	3,782	40
California	2,996,000	34	2,069,000	23	1,535,000	17	27,025	21
Colorado	367,000	31	155,000	12	100,000	8	3,377	20
Connecticut	252,000	34	67,000	9	71,000	9	1,420	12
Delaware	80,000	42	24,000	12	12,000	6	616	21
District of Columbia	57,000	53	16,000	14	30,000	28	565	28
Florida	1,547,000	40	492,000	12	594,000	15	12,816	23
Georgia	930,000	39	352,000	14	422,000	17	9,661	28
Hawaii	91,000	32	21,000	7	17,000	6	893	23
Idaho	108,000	26	48,000	11	25,000	6	1,303	23
Illinois	965,000	34	383,000	13	362,000	12	9,591	23
Indiana	539,000	36	186,000	12	208,000	13	6,223	28
Iowa	202,000	29	55,000	8	37,000	5	2,048	20
Kansas	212,000	31	77,000	11	65,000	9	2,674	28
Kentucky	328,000	35	127,000	12	166,000	16	4,877	35
Louisiana	488,000	47	175,000	16	235,000	21	5,270	36
Maine	86,000	35	14,000	5	16,000	6	655	16
Maryland	466,000	36	139,000	10	54,000	4	3,379	18
Massachusetts	425,000	32	130,000	9	117,000	8	2,404	11
Michigan	762,000	36	211,000	9	390,000	17	6,967	21
Minnesota	348,000	28	101,000	8	77,000	6	2,709	15
Mississippi	322,000	47	106,000	14	201,000	27	3,853	38
Missouri	457,000	35	143,000	10	142,000	10	5,232	27
Montana	63,000	30	17,000	7	16,000	7	807	26
Nebraska	132,000	29	55,000	12	42,000	9	1,390	22
Nevada	248,000	39	133,000	20	94,000	14	2,448	29
New Hampshire	78,000	31	15,000	5	9,000	3	484	11
New Jersey	612,000	32	204,000	10	198,000	10	3,678	13
New Mexico	193,000	41	89,000	18	135,000	26	2,543	38
New York	1,450,000	36	641,000	15	779,000	18	9,954	16
North Carolina	811,000	37	314,000	14	328,000	14	8,280	26
North Dakota	47,000	29	8,000	5	10,000	6	564	24
Ohio	942,000	38	273,000	10	387,000	14	9,473	25
Oklahoma	317,000	36	127,000	13	121,000	13	4,802	39
Oregon	269,000	33	107,000	12	73,000	8	2,390	20
Pennsylvania	905,000	35	267,000	10	350,000	13	7,892	19
Puerto Rico	440,000	59	125,000	16	702,000	84	4,901	40
Rhode Island	80,000	39	26,000	12	30,000	14	590	16
South Carolina	432,000	43	152,000	14	167,000	15	4,297	28
South Dakota	60,000	30	12,000	6	23,000	11	735	26
Tennessee	523,000	37	191,000	13	242,000	16	6,756	33
Texas	2,416,000	36	1,536,000	22	1,329,000	19	35,063	38
Utah	168,000	19	84,000	9	52,000	6	2,163	19
Vermont	41,000	35	4,000	4	2,000	2	307	14
Virginia	552,000	31	185,000	10	90,000	5	4,859	18
Washington	457,000	30	190,000	12	110,000	7	4,092	19
West Virginia	130,000	37	38,000	10	32,000	8	1,972	37
Wisconsin	408,000	33	110,000	8	130,000	10	3,378	18
Wyoming	35,000	27	10,000	7	2,000	1	545	30

About the Index

The KIDS COUNT index reflects child health and education outcomes as well as risk and protective factors, such as economic well-being, family structure and community context. The index incorporates a developmental perspective on childhood and includes experiences across life stages, from birth through early adulthood. The indicators are consistently and regularly measured, which allows for legitimate comparisons across states and over time.

Organizing the index into domains provides a more nuanced assessment of child well-being in each state that can inform policy solutions by helping policymakers and advocates better identify areas of strength and weakness. For example, a state may rank well above average in overall child well-being, while showing the need for improvement in one or more domains. Domain-specific data can strengthen decision-making efforts by providing multiple data points relevant to specific policy areas.

The 16 indicators of child well-being are derived from federal government statistical agencies and reflect the best available state and national data for tracking yearly changes. Many of the indicators are derived from samples, and like all sample data, they contain some random error. Other measures (such as the child and teen death rate) are based on relatively small numbers of events in some states and may exhibit some random fluctuation from year to year.

We urge readers to focus on relatively large differences across states, as small differences may simply reflect small fluctuations, rather than real changes in the well-being of children. Assessing trends by looking at changes over a longer period of time is more reliable. State data for past years are available at the KIDS COUNT Data Center (datacenter.kidscount.org).

The *KIDS COUNT Data Book* utilizes rates and percentages because that is the best way to compare states with one another and to assess changes over time within a state. However, our focus on rates and percentages may mask the magnitude of some of the problems examined in this report. Therefore, data on the actual number of children or events are provided in Appendix 2 and at the KIDS COUNT Data Center.

We include data for the District of Columbia and some data for Puerto Rico in the appendices of the *Data Book*, but not in our state rankings. Because they are significantly different from any state, the comparisons are not instructive. It is more useful to look at changes for these geographies over time or to compare the District with other large cities. Data for many child well-being indicators for the 50 largest cities (including the District of Columbia) are available at the Data Center, which also contains some data for children and families in the U.S. Virgin Islands.

Definitions and Data Sources

Domain Rank for each state was obtained in the following manner. First, we converted the state numerical values for the most recent year for each of the four key indicators within each domain into standard scores. We summed those standard scores in each domain to get a total standard score for each state. Finally, we ranked the states on the basis of their total standard score by domain in sequential order from highest/best (1) to lowest/worst (50). Standard scores were derived by subtracting the mean score from the observed score and dividing the amount by the standard deviation for that distribution of scores. All measures were given the same weight in calculating the domain standard score.

Overall Rank for each state was obtained in the following manner. First, we converted the state numerical values for the most recent year for each of the 16 key indicators into standard scores. We summed those standard scores within their domains to create a domain standard score for each of the 50 states. We then summed the four domain standard scores to get a total standard score for each state. Finally, we ranked the states on the basis of their total standard score in sequential order from highest/best (1) to lowest/worst (50). Standard scores were derived by subtracting the mean score from the observed score and dividing the amount by the standard deviation for that distribution of scores. All measures were given the same weight in calculating the total standard score.

Percent Change Over Time Analysis was computed by comparing the most recent year's data for the 16 key indicators with the data for the base year. To calculate percent change, we subtracted the rate for the most recent year from the rate for the base year and then divided that quantity by the rate for the base year. The results are multiplied by 100 for readability. The percent change was calculated on rounded data, and the "percent change" figure has been rounded to the nearest whole number.

Economic Well-Being Indicators

Children in poverty is the percentage of children under age 18 who live in families with incomes below 100 percent of the U.S. poverty threshold, as issued each year by the U.S. Census Bureau. In calendar year 2014, a family of two adults and two children fell in the "poverty" category if their annual income fell below $24,008. Poverty status is not determined for people living in group quarters (such as military barracks, prisons and other institutional quarters) or for unrelated individuals under age 15 (such as foster children). The data are based on income received in the 12 months prior to the survey. SOURCE: U.S. Census Bureau, American Community Survey.

Children whose parents lack secure employment is the share of all children under age 18 living in families where no parent has regular, full-time, year-round employment. For children living in single-parent families, this means that the resident parent did not work at least 35 hours per week, at least 50 weeks in the 12 months prior to the survey. For children living in married-couple families, this means that neither parent worked at least 35 hours per week, at least 50 weeks in the 12 months prior to the survey. Children living with neither parent are also listed as not having secure parental employment because those children are likely to be economically vulnerable.

Definitions and Data Sources

The 2014 estimate for this measure should not be compared with estimates prior to 2008 because of substantial changes made to the 2008 American Community Survey questions on labor force participation and number of weeks worked. SOURCE: U.S. Census Bureau, American Community Survey.

Children living in households with a high housing cost burden is the percentage of children under age 18 who live in households where more than 30 percent of monthly household pretax income is spent on housing-related expenses, including rent, mortgage payments, taxes and insurance. SOURCE: U.S. Census Bureau, American Community Survey.

Teens not in school and not working 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 "opportunity" or "disconnected" youth. The 2014 estimate for this measure should not be compared with estimates prior to 2008 because of substantial changes made to the 2008 American Community Survey questions on labor force participation and number of weeks worked. SOURCE: U.S. Census Bureau, American Community Survey.

Education Indicators

Young children not in school is the percentage of children ages 3 and 4 who were not enrolled in school (e.g., nursery school, preschool, or kindergarten) during the previous three months. Due to small sample size, these data are based on a pooled three-year average of one-year American Community Survey responses to increase the accuracy of the estimates. SOURCE: U.S. Census Bureau, American Community Survey.

Fourth graders not proficient in reading is the percentage of fourth-grade public school students who did not reach the proficient level in reading as measured by the National Assessment of Educational Progress (NAEP). Public schools include charter schools and exclude Bureau of Indian Education schools and Department of Defense Education Activity schools. SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress.

Eighth graders not proficient in math is the percentage of eighth-grade public school students who did not reach the proficient level in math as measured by the National Assessment of Educational Progress (NAEP). Public schools include charter schools and exclude Bureau of Indian Education schools and Department of Defense Education Activity schools. SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress.

High school students not graduating on time is the estimated percentage of an entering freshman class not graduating in four years. The measure is derived from the Averaged Freshman Graduation Rate (AFGR), which uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of regular diplomas awarded four years later. SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD).

Health Indicators

Low-birthweight babies is the percentage of live births weighing less than 2,500 grams (5.5 pounds). The data reflect the mother's place of residence, not the place where the birth occurred. SOURCE: Centers for Disease Control and Prevention, National Center for Health Statistics, Vital Statistics.

Children without health insurance is the percentage of children under age 18 not covered by any health insurance. The data are based on health insurance coverage at the time of the survey; interviews are conducted throughout the calendar year. SOURCE: U.S. Census Bureau, American Community Survey.

Child and teen deaths is the number of deaths, from all causes, to children between ages 1 and 19 per 100,000 children in this age range. The data are reported by the place of residence, not the place where the death occurred. SOURCES: **Death Statistics:** Centers for Disease Control and Prevention, National Center for Health Statistics, Vital Statistics. **Population Statistics:** U.S. Census Bureau, Population Estimates.

Teens who abuse alcohol or drugs is the percentage of teens ages 12 to 17 reporting dependence on or abuse of either illicit drugs or alcohol in the past year. Illicit drugs include marijuana, cocaine, heroin, hallucinogens, inhalants or prescription drugs used non-medically. These data are based on a two-year average of survey responses. SOURCE: Substance Abuse and Mental Health Services Administration, National Survey on Drug Use and Health.

Family and Community Indicators

Children in single-parent families is the percentage of children under age 18 who live with their own unmarried parent, either in a family or subfamily. In this definition, single-parent families include cohabiting couples. Children living with married stepparents are not considered to be in a single-parent family. SOURCE: U.S. Census Bureau, American Community Survey.

Children in families where the household head lacks a high school diploma is the percentage of children under age 18 living in households where the household head does not have a high school diploma or equivalent. SOURCE: U.S. Census Bureau, American Community Survey.

Children living in high-poverty areas is the percentage of children under age 18 who live in census tracts where the poverty rates of the total population are 30 percent or more. In calendar year 2014, a family of two adults and two children fell in the "poverty" category if their annual income fell below $24,008. The data are based on income received in the 12 months prior to the survey. The census tract level data used in this analysis are only available in the five-year American Community Survey. SOURCE: U.S. Census Bureau, American Community Survey.

Teen births is the number of births to teenagers between ages 15 and 19 per 1,000 females in this age group. Data reflect the mother's place of residence, rather than the place of the birth. SOURCES: **Birth Statistics:** Centers for Disease Control and Prevention, National Center for Health Statistics, Vital Statistics. **Population Statistics:** U.S. Census Bureau, Population Estimates.

Primary Contacts for State KIDS COUNT Projects

The Annie E. Casey Foundation provides funding and technical assistance for a national network of KIDS COUNT projects in every state, the District of Columbia, the U.S. Virgin Islands and the Commonwealth of Puerto Rico. These projects, listed on the following pages, measure and report on the status of children at the state and local levels. They use the data to inform public debates and encourage public action to improve the lives of children.

The state KIDS COUNT projects publish a range of data-driven materials — state data books, special reports, issue briefs and fact sheets — that help policymakers and citizens identify the needs of children and families and develop appropriate responses to address these needs. Much of the local-level data collected by the state KIDS COUNT grantees are available at datacenter.kidscount.org.

State Grantees

For more information about the network of state KIDS COUNT grantees, including mailing addresses, please visit www.kidscount.org.

Alabama
VOICES for Alabama's Children
www.alavoices.org
334.213.2410

Alaska
Alaska Children's Trust
www.alaskachildrenstrust.org
907.248.7676

Arizona
Children's Action Alliance
www.azchildren.org
602.266.0707

Arkansas
Arkansas Advocates
for Children & Families
www.aradvocates.org
501.371.9678

California
Children Now
www.childrennow.org
510.763.2444

Colorado
Colorado Children's Campaign
www.coloradokids.org
303.839.1580

Connecticut
Connecticut Association
for Human Services
www.cahs.org
860.951.2212 ext. 246

Delaware
University of Delaware
www.dekidscount.org
302.831.3462

District of Columbia
DC Action for Children
www.dcactionforchildren.org
202.234.9404

Florida
Florida KIDS COUNT
University of South Florida
www.floridakidscount.org
813.974.7411

Georgia
Georgia Family Connection
Partnership, Inc.
www.gafcp.org
404.507.0488

Hawaii
Center on the Family
University of Hawaii
www.uhfamily.hawaii.edu
808.956.3760

Idaho
Idaho Voices for Children
www.idahovoices.org
208.336.5533

Illinois
Voices for Illinois Children
www.voices4kids.org
312.456.0600

Indiana
The Indiana Youth Institute
www.iyi.org
317.396.2700

Iowa
Child & Family Policy Center
www.cfpciowa.org
515.280.9027

Kansas
Kansas Action for Children
www.kac.org
785.232.0550

Kentucky
Kentucky Youth Advocates
www.kyyouth.org
502.895.8167

Louisiana
Agenda for Children
www.agendaforchildren.org
504.586.8509

Maine
Maine Children's Alliance
www.mekids.org
207.623.1868

Maryland
Advocates for Children and Youth
www.acy.org
410.547.9200

Massachusetts
Massachusetts Budget
and Policy Center
www.massbudget.org
617.426.1228

Michigan
Michigan League for Public Policy
www.mlpp.org
517.487.5436

Minnesota
Children's Defense
Fund — Minnesota
www.cdf-mn.org
651.227.6121

Mississippi
Mississippi KIDS COUNT
Social Science Research Center
Mississippi State University
www.kidscount.ssrc.msstate.edu
662.325.8079

Missouri
Family and Community Trust
www.mokidscount.org
573.526.3581

Montana
Montana KIDS COUNT
Bureau of Business
and Economic Research
University of Montana
www.montanakidscount.org
406.243.5113

Primary Contacts for State KIDS COUNT Projects

Nebraska
Voices for Children in Nebraska
www.voicesforchildren.com
402.597.3100

Nevada
Center for Business and
Economic Research — UNLV
http://kidscount.unlv.edu
702.895.3191

New Hampshire
New Hampshire Kids Count
http://nhkidscount.org
603.225.2264

New Jersey
Advocates for Children
of New Jersey
www.acnj.org
973.643.3876

New Mexico
New Mexico Voices for Children
www.nmvoices.org
505.244.9505

New York
New York State Council
on Children and Families
www.ccf.ny.gov
518.473.3652

North Carolina
NC Child
www.ncchild.org
919.834.6623

North Dakota
North Dakota KIDS COUNT
North Dakota State University
www.ndkidscount.org
701.231.5931

Ohio
Children's Defense Fund — Ohio
www.cdfohio.org
614.221.2244

Oklahoma
Oklahoma Institute
for Child Advocacy
www.oica.org
405.236.5437

Oregon
Children First for Oregon
www.cffo.org
503.236.9754

Pennsylvania
Pennsylvania Partnerships
for Children
www.papartnerships.org
717.236.5680

Puerto Rico
Institute for Youth Development
(Instituto del Desarrollo
de la Juventud)
http://juventudpr.org/en
787.728.3939

Rhode Island
Rhode Island KIDS COUNT
www.rikidscount.org
401.351.9400

South Carolina
Children's Trust of South Carolina
www.scchildren.org
803.733.5430

South Dakota
South Dakota KIDS COUNT
www.usd.edu/sdkidscount
605.677.6432

Tennessee
Tennessee Commission
on Children and Youth
www.tn.gov/tccy
615.741.2633

Texas
Center for Public Policy Priorities
http://cppp.org/kidscount
512.823.2871

U.S. Virgin Islands
Community Foundation
of the Virgin Islands
www.cfvi.net
340.774.6031

Utah
Voices for Utah Children
www.utahchildren.org
801.364.1182

Vermont
Voices for Vermont's Children
www.voicesforvtkids.org
802.229.6377

Virginia
Voices for Virginia's Children
www.vakids.org
804.649.0184

Washington
KIDS COUNT in Washington
www.kidscountwa.org
206.324.0340

West Virginia
West Virginia KIDS COUNT
www.wvkidscount.org
304.345.2101

Wisconsin
Wisconsin Council on
Children & Families
www.wccf.org
608.284.0580

Wyoming
Wyoming Community Foundation
www.wycf.org
307.721.8300

ABOUT THE ANNIE E. CASEY FOUNDATION AND KIDS COUNT

The Annie E. Casey Foundation is a private philanthropy that creates a brighter future for the nation's children by developing solutions to strengthen families, build paths to economic opportunity and transform struggling communities into safer and healthier places to live, work and grow.

KIDS COUNT®, a project of the Annie E. Casey Foundation, is a national and state-by-state effort to track the status of children in the United States. By providing policymakers and citizens with benchmarks of child well-being, KIDS COUNT seeks to enrich local, state and national discussions concerning ways to secure better futures for all children.

At the national level, the initiative develops and distributes reports on key areas of well-being, including the annual *KIDS COUNT Data Book* and periodic reports on critical child and family policy issues. The initiative also maintains the KIDS COUNT Data Center (**datacenter.kidscount.org**), which uses the best available data to measure the educational, social, economic and physical well-being of children. Additionally, the Foundation funds a nationwide network of state-level KIDS COUNT projects that provide a more detailed, community-by-community picture of the condition of children.

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THE ANNIE E. CASEY FOUNDATION

@aecfnews
@aecfkidscount

701 ST. PAUL STREET
BALTIMORE, MD 21202
410.547.6600
WWW.AECF.ORG