KIDS COUNT

2015 DATA BOOK

STATE TRENDS IN CHILD WELL-BEING

THE ANNIE E. CASEY FOUNDATION

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ACKNOWLEDGMENTS

The Annie E. Casey Foundation's *KIDS COUNT Data Book* could not be produced and distributed without the help of numerous people. The publication was produced under the general direction of Laura Speer and Florencia Gutierrez. Other Casey staff who contributed to this report include Sue Lin Chong, Ryan Fox, Lisa Hamilton, John Hodgins, Michael Laracy, Norris West and Mollie Willis. Nancy Cauthen provided writing and research support.

The Population Reference Bureau was instrumental in the development of the KIDS COUNT index and in the collection and organization of data presented in this book. We are especially grateful to Jean D'Amico and Kelvin Pollard.

Special thanks are also due the staff at KINETIK, for design and production services; the staff at Fenton, for helping to promote the *Data Book*; and Jayson Hait of eye4detail, for proofreading and copyediting.

Finally, we would like to thank the state KIDS COUNT projects (see page 50), for making the *Data Book* available to national, state and local leaders across the country. Permission to copy, disseminate or otherwise use information from this *Data Book* is granted as long as appropriate acknowledgment is given.

Outreach Partners

The Annie E. Casey Foundation wishes to thank our outreach partners for their support and assistance in promoting and disseminating the 2015 *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 2015 *KIDS COUNT Data Book* can be viewed, downloaded or ordered at: www.aecf.org/2015db

To learn more about the Annie E. Casey Foundation's 2015 KIDS COUNT Outreach Partners, please visit: www.aecf.org/outreachpartners

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FOREWORD

2015 KIDS COUNT DATA BOOK

After numerous years of depressing economic news, many positive trends signal that the economy is finally recovering from the deep recession. Job growth and consumer spending are up, while unemployment is down. Nonetheless, there are warning signs that the recovery may be leaving the lowest-income families behind, disproportionately affecting workers of color and their children. We know from research that low family income can have negative effects on children. When very young children experience poverty, particularly if that poverty is deep and persistent, they are at high risk of encountering difficulties later in life — having poor adolescent health, becoming teen mothers, dropping out of school and facing poor employment outcomes.

The child poverty rate has remained stubbornly high. At 22 percent in 2013, it was still several percentage points higher than before the recession.

It is imperative for the long-term success of our nation that we collectively work toward solutions — at all levels of government, in the private sector and in our individual communities — to reduce disparities and expand opportunities for the next generation.

An Uneven Recovery for Low-Income Families

Let's start with the good news. With 2.95 million jobs created, 2014 was the best year of job growth in the United States since 1999.[1] For 12 consecutive months, from March 2014 through February 2015, the economy added more than 200,000 jobs per month.[2] Although there was a drop in jobs created in March 2015, the numbers have since rebounded.[3] At 5.4 percent, April's national unemployment rate was at its lowest level since April 2008.[4]

But there are some worrisome economic indicators for families in the bottom half of the income scale, particularly African Americans and Latinos. Although new job growth has occurred at all wage levels, it has been disproportionate in low-wage sectors, such as retail and food services, and in some of the lower-wage positions within health care and home care.[5] And, a stagnating federal minimum wage has exacerbated low wages.

During the last three months of 2014, the unemployment rate for whites and Asian Americans was roughly 4.5 percent, compared with a devastating 11 percent for African Americans and 6.7 percent for Latinos. Unemployment rates for whites, Latinos and Asian Americans were nearly back down to their pre-recession levels, while unemployment among blacks was still 2.4 percentage points higher than it was before the downturn.[6] As of April 2015, 17.6 percent of African-American workers and 14.4 percent of Latino workers were jobless or working only part time when they wanted full-time work.[7] And, rates of long-term unemployment remain high: Nearly 30 percent of unemployed workers have been jobless for more than six months.[8]

These negative economic trends directly affect children. In 2013, nearly a third of children (31 percent) were living in families where no parent had full-time, year-round employment. The child poverty rate has remained stubbornly high. At 22 percent in 2013, it was still several percentage points higher than before the recession. When the data for 2014 are available, we assume that they will show some improvement.

But even if the child poverty rate is currently 20 percent or even 18 percent, these are unacceptably high levels of economic hardship, given what we know about family income, child development and future opportunity. The federal poverty level is widely acknowledged to be an inadequate measure of even a minimally decent standard of living. For 2015, the Department of Health and Human Services poverty guideline is only $24,250 for a family of four.[9] Researchers who have quantified basic living expenses in specific localities across the country find that, at a minimum, families need an income of at least twice the federal poverty level to cover basic expenses for housing, food, transportation, health care and child care.[10]

One of the most troubling trends for child well-being is that the percentage of children living in concentrated poverty continues to increase. In 2000, 9 percent of children lived in census tracts where the poverty rate of the total population was 30 percent or more. That figure rose to 14 percent for the period from 2009 to 2013.[11]

The Annie E. Casey Foundation is dedicated to improving the futures of children whose socioeconomic and familial circumstances put them at risk, and these recent trends concern us greatly. As we describe below, the evidence is clear: Low family income, low levels of parental education and inadequate housing in a high-poverty neighborhood pose risks to children and are associated with diminished prospects later in life.

How Parental Income and Education Affect Children

Research tells us that there are multiple mechanisms through which low family income places children at risk, particularly very young children. In fact, the risks start before birth. Pregnant women with inadequate nutrition and chronic health conditions associated with poverty, such as obesity, high blood pressure and diabetes, are at risk of delivering babies with low birthweight.[12] Low birthweight can lead to health and developmental problems and is a leading cause of infant mortality.[13]

Young children raised in low-income households may get insufficient food and nutrients, which can negatively impact physical development. When children go to school hungry, they are unable to focus their full attention on learning. Inadequate housing can expose children to toxins and other health hazards.

Juggling work, child care and transportation is challenging for all parents. The added stress of struggling to pay the bills puts low-income parents at higher risk of depression, substance abuse and domestic violence than higher-income parents. Furthermore, all of these factors can negatively impact parenting and, in turn, children's well-being, particularly their social and emotional development. Children raised in low-income families have less access than their higher-income peers to enriching early experiences, such as high-quality preschool, books and a rich language environment at home.

Research also indicates that boosting low family income, especially early in a child's life, can have lasting positive effects on cognitive development, health, academic achievement and even adult work hours and earnings.[14] Neuroscience provides evidence of why the earliest years are so critical: Early brain development plays a key role in establishing the neural functions and structures that shape future cognitive, social, emotional and health outcomes.[15] One study found that for families with annual incomes below $25,000, providing them with an additional $3,000 during a child's preschool years was associated with a 17 percent increase in their earnings as adults.[16]

Increasing parents' education and training is one way to increase family income by helping parents qualify for higher-paying jobs. More highly educated women are more likely to use contraceptives and

It is encouraging that the rate of children living with a parent who lacks a high school diploma decreased from 16 percent to 14 percent in the years since the recession.

to have fewer children.[17] And, parents with more education are more likely to engage in healthy behaviors and lifestyles for themselves and their children.[18]

It is encouraging that the rate of children living with a parent who lacks a high school diploma decreased from 16 percent to 14 percent in the years since the recession. While that's good news, the majority of jobs that pay family-supporting wages now require some amount of postsecondary education, training or certification. This means that we need to do much more to increase educational attainment among today's youth. Low-income young people have high educational aspirations and are enrolling in community colleges in larger numbers than ever before. But the escalation of college costs combined with limited amounts of need-based aid often lead students to enroll part time, instead of full time, so that they can work. The multiple challenges of working, studying, paying for school and managing family obligations derail the hopes of many young community college students: Only two in five complete a degree of any kind within six years of starting their studies.[19]

A Two-Generation Approach to the Challenges Ahead

The Casey Foundation has long promoted two-generation strategies for helping children to thrive and succeed as they meet life's challenges. Research confirms what is grounded in common sense: The best way to facilitate optimal outcomes for today's children is to address their needs, while providing tools and assistance to their parents. Last fall, the Foundation released a report, *Creating Opportunity for Families: A Two-Generation Approach*, which outlined three critical strategies for strengthening whole families:

- Provide parents with multiple pathways to get family-supporting jobs and achieve financial stability.
- Ensure access to high-quality early childhood education and enriching elementary school experiences.
- Equip parents to better support their children socially and emotionally and to advocate for their kids' education.[20]

The reality is, however, that the post-recession economy poses serious obstacles to making progress on the first strategy because of a dearth of family-supporting

jobs. During the past 40 years, wages have declined for workers without higher education as many U.S. manufacturing jobs moved offshore and were replaced by lower-paying, non-union jobs at home. Only the most highly educated and highly paid workers have seen their wages grow, while inflation-adjusted wages for the lowest-income workers have slowly but gradually fallen, and those for middle-income workers have remained flat.[21]

There are few jobs available that pay family-sustaining wages to workers without at least an associate degree. Even if every low-wage worker were to obtain an associate degree, there simply would not be enough well-paying jobs to go around. State and federal programs that boost income, including the Earned Income Tax Credit (EITC) and Supplemental Nutrition Assistance Program (SNAP), help individual families a great deal. But ultimately, we cannot sustain a healthy national economy without more jobs that pay higher wages.

Compounding this issue, low-wage hourly jobs are increasingly subject to unpredictable and irregular schedules, which makes it difficult for parents to arrange child care and transportation; erratic schedules also lead to volatile incomes.[22] Exacerbating these challenges is the fact that the majority of workers in low-wage jobs lack paid time off when they are sick, have a sick child, give birth, have an extended illness or need to care for a family member who is elderly or has a chronic illness. The United States is alone among economically advanced nations in lacking such provisions.

The challenge is as clear as it is urgent. We must renew our commitment to one of our nation's primary values: Individuals who are willing to work hard should be able to provide for their families. We don't need to accept the current proliferation of low-quality jobs as inevitable. States, localities and businesses are increasingly experimenting with innovative strategies to turn low-quality into high-quality jobs.

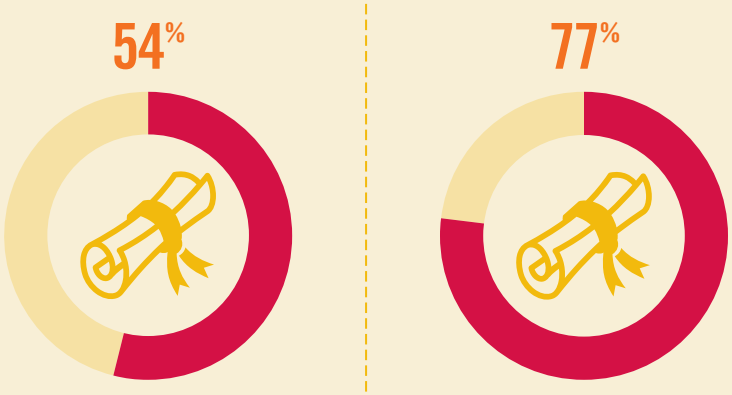
FIGURE I

Impact of Family Structure and Parental Education on Children

Parents' education level influences a wide range of factors that impact children, from family income and the likelihood of growing up in poverty to the child's own educational attainment. However, during the past several decades, education has increasingly influenced the likelihood of marriage, which can be a major protective factor for children.[23]

Today, single-parent families are likely to be economically stressed for two key reasons: There are fewer potential adult earners in the household, and single parents are less likely to have the higher education often necessary to earn a family-supporting income. Three out of four children (77 percent) living in two-parent households have at least one parent with a degree beyond high school, compared with 54 percent of children living with a single parent.[24]

PERCENTAGE OF HOUSEHOLDS WHERE AT LEAST ONE PARENT HAS A DEGREE BEYOND HIGH SCHOOL



SOURCE Population Reference Bureau's analysis of data from the U.S. Census Bureau, 2013 American Community Survey, Public-Use Microdata Sample (PUMS).

FIGURE 2

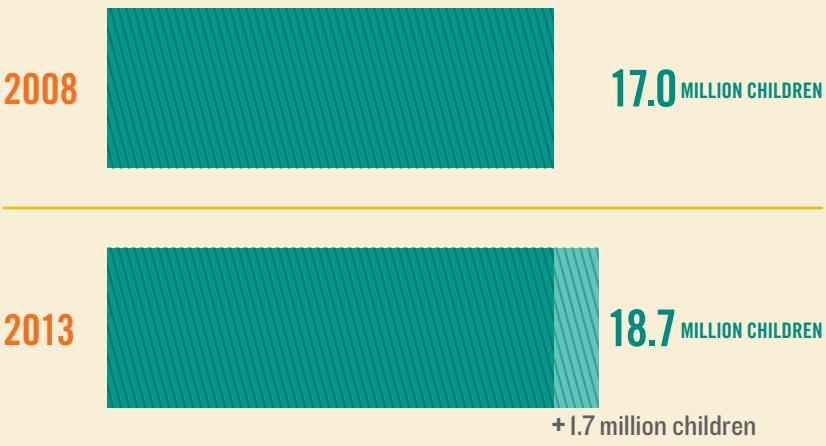
Impact of Family Economic Well-Being on Children

Millions of low-income U.S. families with children face considerable daily obstacles that can threaten the entire family's stability and lead to lifelong difficulties for their kids. A family-supporting job that provides a steady source of parental income and opportunities for advancement is critical to moving children out of poverty.

But having a job, even one that pays enough to support a family, is only part of the solution. Working parents need access to paid time off to adequately care for themselves and their children. Access to affordable, high-quality, flexible child care is critical for all working parents with young children, but the need is especially great for those parents working in low-paying jobs with irregular, often erratic work hours.[25]

Even several years after the recession ended, the number of children living in low-income working families continues to increase. In 2013, one in four children, 18.7 million, lived in a low-income working family in the United States. This is 1.7 million more than in 2008. And, 27 percent of children in low-income working families are younger than age 6.[26]

CHILDREN LIVING IN LOW-INCOME WORKING FAMILIES



SOURCE U.S. Census Bureau, 2008 and 2013 American Community Surveys.

For example, retailers such as Costco and QuikTrip invest in their employees by paying higher wages, providing benefits and giving workers greater control over their schedules and more autonomy and training than offered by their competitors. Combined with smart operational choices, these businesses and others have managed to create loyal, seasoned workforces, while producing high levels of customer satisfaction and remaining profitable for shareholders.[27]

During the past few years, a handful of states and numerous cities have passed paid sick leave laws to ensure that even low-wage workers have a minimum number of paid days to use when they are sick or have a sick child; three states have passed paid family leave legislation.[28] Over time, states have been gradually modernizing the eligibility provisions of their Unemployment Insurance (UI) programs to expand access to those who were traditionally excluded, such as part-time and low-wage workers, as well as those who leave a job for compelling family reasons.[29] Providing temporary support for unemployed workers increases labor force attachment, protects against long-term joblessness and lifts consumer spending when unemployment is widespread.

Higher pay, paid sick and family leave, employee input into scheduling and UI benefits during temporary spells of unemployment can make a world of difference in the lives of workers and their children by boosting family income, reducing parental stress and increasing parents' capacity to invest in their kids. Creating more good jobs is key to widening the pathways out of poverty, laying the foundation for the next generation and producing a healthy and productive national economy for the decades ahead. We must find the political will to take on these challenges.

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.

Four domains comprise the KIDS COUNT index 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/2015db.)

This year's *Data Book* presents both current data and five-year trends, comparing data from 2008 with those from 2013, which are often the most recent 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 five years reveals positive and negative developments in child well-being nationally (see Figure 3). 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. Of particular significance, after increasing every year since 2008, the child poverty rate finally declined slightly in 2013, to 22 percent.

It's important to note that in 2013, the year of our most recent data, the national unemployment rate was 7.4 percent, but has since dropped to 5.4 percent.[30] Given these latest gains in employment, one of the key factors to improving the economic well-being of families, we expect to see continued progress in the Economic Well-Being domain in the data for 2014 and 2015.

In contrast, three of the four Education indicators — which cover preschool to high school graduation — showed some

Profile Pages Online

National and state profiles providing current and trend data for all 16 indicators are available at www.aecf.org/2015db. National and state data are also available in Appendix 2, on page 42.

FIGURE 3

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

ECONOMIC WELL-BEING

Children in poverty
2013
22%
16,087,000 CHILDREN
WORSENED
2008 18%

Children whose parents lack secure employment
2013
31%
22,837,000 CHILDREN
WORSENED
2008 27%

Children living in households with a high housing cost burden
2013
36%
26,339,000 CHILDREN
IMPROVED
2008 39%

Teens not in school and not working
2013
8%
1,347,000 TEENS
UNCHANGED
2008 8%

EDUCATION

Children not attending preschool
2011–13
54%
4,428,000 CHILDREN
WORSENED
2007–09 53%

Fourth graders not proficient in reading
2013
66%
N.A.
IMPROVED
2007 68%

Eighth graders not proficient in math
2013
66%
N.A.
IMPROVED
2007 69%

High school students not graduating on time
2011/12
19%
N.A.
IMPROVED
2007/08 25%

HEALTH

Low-birthweight babies
2013
8.0%
315,099 BABIES
IMPROVED
2008 8.2%

Children without health insurance
2013
7%
5,234,000 CHILDREN
IMPROVED
2008 10%

Child and teen deaths per 100,000
2013
24
18,888 DEATHS
IMPROVED
2008 29

Teens who abuse alcohol or drugs
2012–13
6%
1,410,000 TEENS
IMPROVED
2007–08 8%

FAMILY AND COMMUNITY

Children in single-parent families
2013
35%
24,647,000 CHILDREN
WORSENED
2008 32%

Children in families where the household head lacks a high school diploma
2013
14%
10,533,000 CHILDREN
IMPROVED
2008 16%

Children living in high-poverty areas
2009–13
14%
10,067,000 CHILDREN
WORSENED
2006–10 11%

Teen births per 1,000
2013
26
273,105 BIRTHS
IMPROVED
2008 40

N.A. NOT AVAILABLE

Notably, with 81 percent of high school students graduating on time in 2011/12, the U.S. high school graduation rate is at an all-time high.

steady improvement during the past five years. Notably, with 81 percent of high school students graduating on time in 2011/12, the U.S. high school graduation rate is at an all-time high. Although more children are attending preschool today than 10 years ago, the most recent data show a slight drop in the preschool attendance rate at the national level.

Similarly, child health continued to improve, with gains in all four indicators. Despite higher unemployment and a decline in employer-sponsored health insurance coverage during the past several years, fewer children lacked access to health insurance coverage in 2013 than before the recession.

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 2013 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 higher than 30 percent in 2009–13. This is a significant increase from 11 percent in 2006–10 and 9 percent in 2000.

Overall, developments in child well-being during the past five years demonstrated important progress in some areas, while highlighting the substantial work that remains 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 4). 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 to have health insurance coverage, to attend preschool and to live in families where the household head has a high school diploma than the national average. American Indian families with children were less likely to have 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 twice as likely as the average child to live in high-poverty neighborhoods and to live in single-parent families. American Indian children were twice as likely to lack health insurance coverage, and Latino children were the most likely to live with a household head who does not have a high school diploma.

In April 2014, the Foundation released *Race for Results: Building a Path to Opportunity for All Children*,[31] 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 features the new Race for Results Index, which compares how children are progressing on key milestones across racial and ethnic groups at the national and state levels. For more information, access the report at www.aecf.org/race4results.

FIGURE 4

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	2013	22%	39%	37%	14%	33%	14%	23%
Children whose parents lack secure employment	2013	31%	48%	50%	23%	37%	24%	36%
Children living in households with a high housing cost burden	2013	36%	50%	32%	34%	47%	27%	38%
Teens not in school and not working	2013	8%	12%	15%	5%	10%	6%	7%

EDUCATION		National Average	African American	American Indian	Asian and Pacific Islander	Hispanic	Non-Hispanic White	Two or More Races
Children not attending preschool	2011–13	54%	52%	59%	48%	63%	51%	53%
Fourth graders not proficient in reading	2013	66%	83%*	78%*	49%*	81%	55%	61%*
Eighth graders not proficient in math	2013	66%	86%*	79%*	40%*	79%	56%	63%*
High school students not graduating on time	2011/12	19%	32%*	32%*	7%*	24%	15%	N.A.

HEALTH		National Average	African American	American Indian	Asian and Pacific Islander	Hispanic	Non-Hispanic White	Two or More Races
Low-birthweight babies	2013	8.0%	12.8%	7.5%	8.3%	7.1%	7.0%	N.A.
Children without health insurance	2013	7%	6%	16%	7%	12%	5%	6%
Child and teen deaths per 100,000	2013	24	33	26	15	19	23	N.A.
Teens who abuse alcohol or drugs	2013^	5%	5%*	7%*	2%*+	5%	6%	4%*

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	2013	35%	67%	52%	16%	42%	25%	43%
Children in families where the household head lacks a high school diploma	2013	14%	13%	19%	11%	35%	6%	9%
Children living in high-poverty areas	2009–13	14%	32%	30%	8%	24%	5%	12%
Teen births per 1,000	2013	26	39	31	9	42	18	N.A.

*Data are for non-Hispanics. ^These are single-year race data for 2013. Data in index are 2012–13 multiyear data. +Data results do not include Native Hawaiians/Pacific Islanders. N.A. Data not available.

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 New Hampshire and Massachusetts. Minnesota's number one ranking marks the first time in nearly a decade that a New England state did not hold the top spot for child well-being in our report. The three lowest-ranked states were Louisiana, New Mexico and Mississippi.

The map on page 17 shows the distinct regional patterns that emerged from the state rankings. All of the northeastern states were in the top 10 in terms of overall child well-being, apart from Maine, Pennsylvania, New York and Rhode Island. 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, Utah and Nebraska, which were in the top 10.

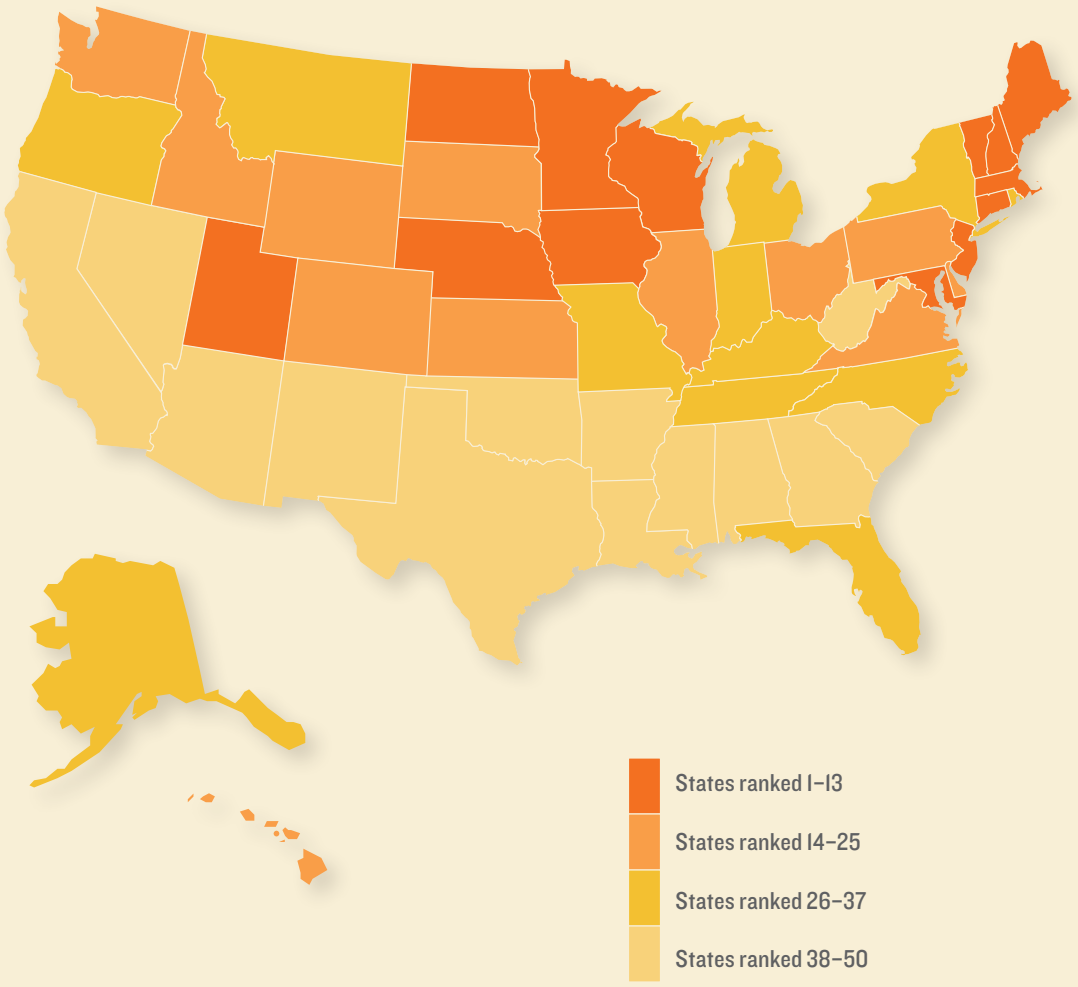
States in the Southeast, Southwest and Appalachia — where the poorest states are located — populated the bottom of the overall rankings. In fact, with the exception of California, the 15 lowest-ranked states were located in these regions. States in the Southwest occupied three of the five lowest rankings 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 among the top 10 states in the Education domain, but placed 44th in the Health of its children. Wyoming ranked second for Economic Well-Being, but was among the worst 10 states for Health. For all states, the index identifies bright spots and room for improvement.

Overall Child Well-Being by State: 2015

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: 2015

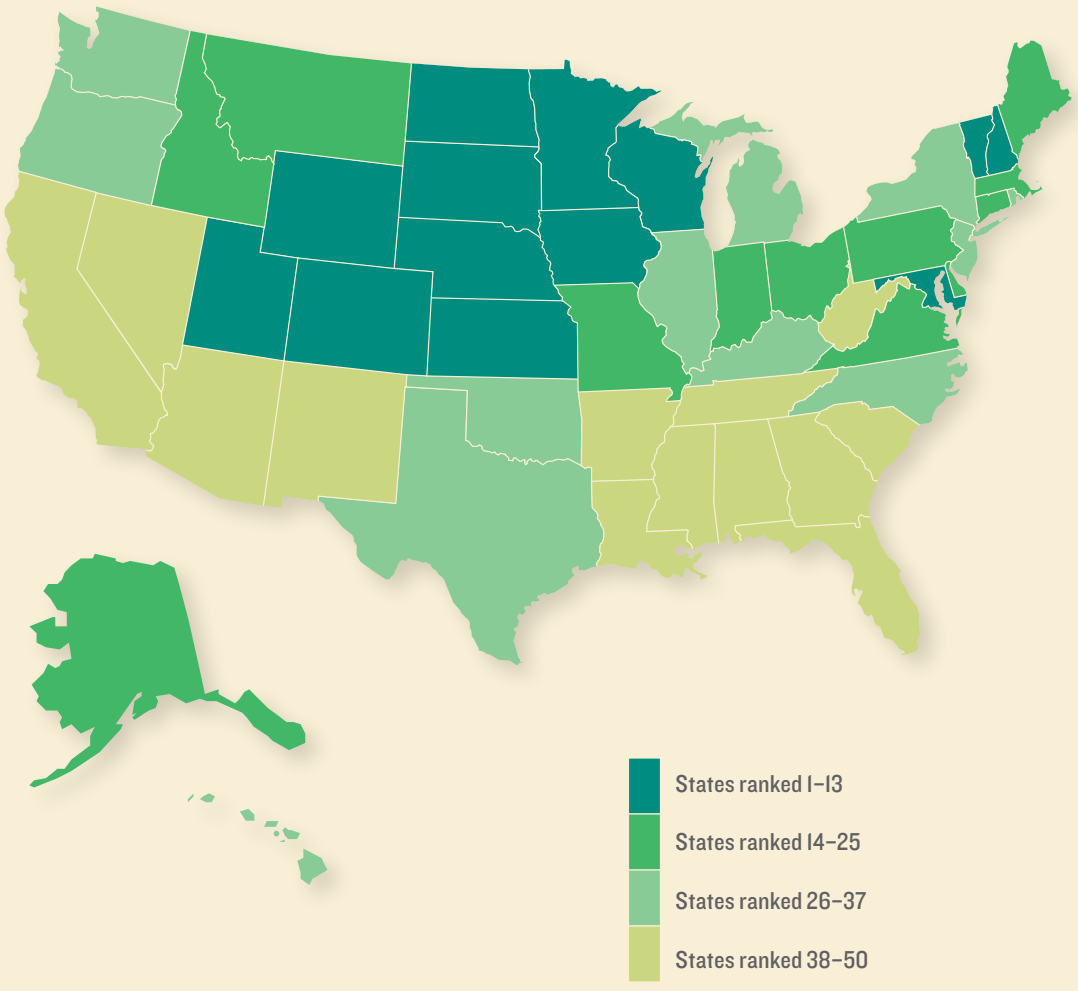
1	Minnesota
2	New Hampshire
3	Massachusetts
4	Iowa
5	Vermont
6	Connecticut
7	North Dakota
8	New Jersey
9	Utah
10	Nebraska
11	Maryland
12	Maine
13	Wisconsin
14	Virginia
15	Kansas
16	Wyoming
17	Pennsylvania
18	South Dakota
19	Washington
20	Illinois
21	Colorado
22	Idaho
23	Ohio
24	Hawaii
25	Delaware
26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

ECONOMIC WELL-BEING

DOMAIN RANKINGS

A State-to-State Comparison of Economic Well-Being: 2015

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, in turn, can compromise parenting.[32] 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.[33]



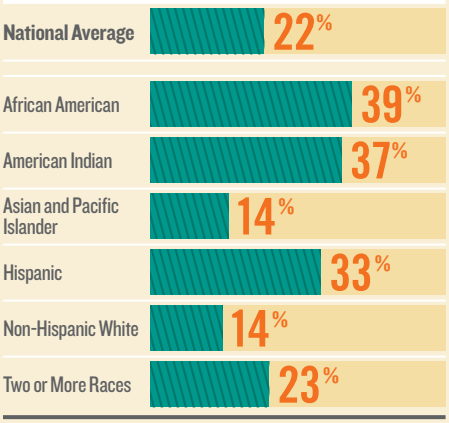
Economic Well-Being Domain Rank: 2015

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

Children in poverty

Growing up in poverty is one of the greatest threats to healthy child development. Already high compared with other developed nations, the child poverty rate in the United States increased dramatically as a result of the economic crisis. The official poverty line in 2013 was $23,624 for a family of two adults and two children. Poverty and financial stress can impede children's cognitive development and their ability to learn. It can contribute to behavioral, social and emotional problems and poor health. 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.[34]

PERCENTAGE OF CHILDREN IN POVERTY BY RACE AND HISPANIC ORIGIN: 2013



SOURCE U.S. Census Bureau, 2013 American Community Survey.

DATA HIGHLIGHTS

- Nationally, 22 percent of children (16.1 million) lived in families with incomes below the poverty line in 2013, up from 18 percent in 2008 (13.2 million), representing nearly 3 million more children in poverty. After climbing for several years, the child poverty rate dropped between 2012 and 2013 for the first time since the start of the recession.

- The rate of child poverty for 2013 ranged from a low of 10 percent in New Hampshire, to a high of 34 percent in Mississippi.

- The child poverty rate among African Americans (39 percent) was more than double the rate for non-Hispanic whites (14 percent) in 2013.

Children whose parents lack secure employment

Without at least one parent employed full time, children are more likely to fall into poverty. Yet, 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. The recession exacerbated both unemployment and underemployment. 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 $9.39 per hour — $2.14 more than the current federal minimum wage — working 40 hours per week for 50 weeks per year just to reach the poverty line.

DATA HIGHLIGHTS

- In 2013, three in 10 children (22.8 million) lived in families where no parent had full-time, year-round employment. Since 2008, the number of such children climbed by nearly 2.7 million.

- North Dakota had the lowest percentage of children in families without secure parental employment in 2013 (20 percent). Mississippi had the highest rate, at 39 percent.

- Roughly half of all American Indian children (50 percent) and African-American children (48 percent) had no parent with full-time, year-round employment in 2013, compared with 37 percent of Latino children, 24 percent of non-Hispanic white children and 23 percent of Asian and Pacific Islander children.

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 unlikely to be able to meet all of their basic needs if housing consumes one-third or more of their income.

DATA HIGHLIGHTS

- Across the nation, 36 percent of children (26.3 million) lived in households with a high housing cost burden in 2013, compared with 39 percent in 2008 (29.2 million). 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.

- In 2013, California had the highest percentage of children — 48 percent — living in households that spent more than 30 percent of income on housing. North Dakota had the lowest, at 19 percent.

- Roughly half of African-American children (50 percent) and Hispanic children (47 percent) lived in households with a high housing cost burden in 2013, compared with 27 percent of non-Hispanic white children.

ECONOMIC WELL-BEING

Teens not in school and not working

Teens who leave school and do not become part of the workforce are at high risk of experiencing negative outcomes as they transition to adulthood. The percentage of teens not in school and not working (sometimes referred to as "opportunity" or "disconnected" youth) includes young people ages 16 to 19 who are not engaged in school or the workforce. While those 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.

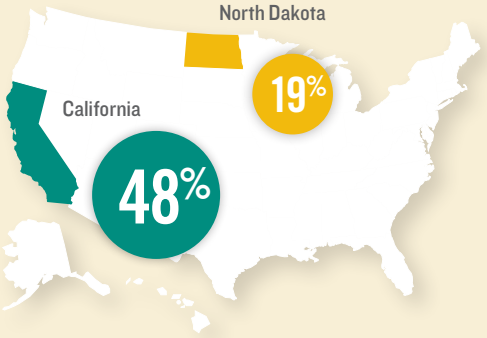
DATA HIGHLIGHTS

- Nationally, 8 percent of youth were disconnected from both work and school in 2013. About 1.3 million teens between the ages of 16 and 19 were neither enrolled in school nor employed. This indicator has not changed dramatically over time, but in 2013, more young people were not in school and not working than in 1990.[35]

- At 3 percent, Nebraska had the lowest rate of teens not in school and not working in 2013. In contrast, Mississippi and Louisiana had the highest rate, at 12 percent.

- American Indian, African-American and Latino 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 CHILDREN LIVING IN HOUSEHOLDS WITH A HIGH HOUSING COST BURDEN: 2013



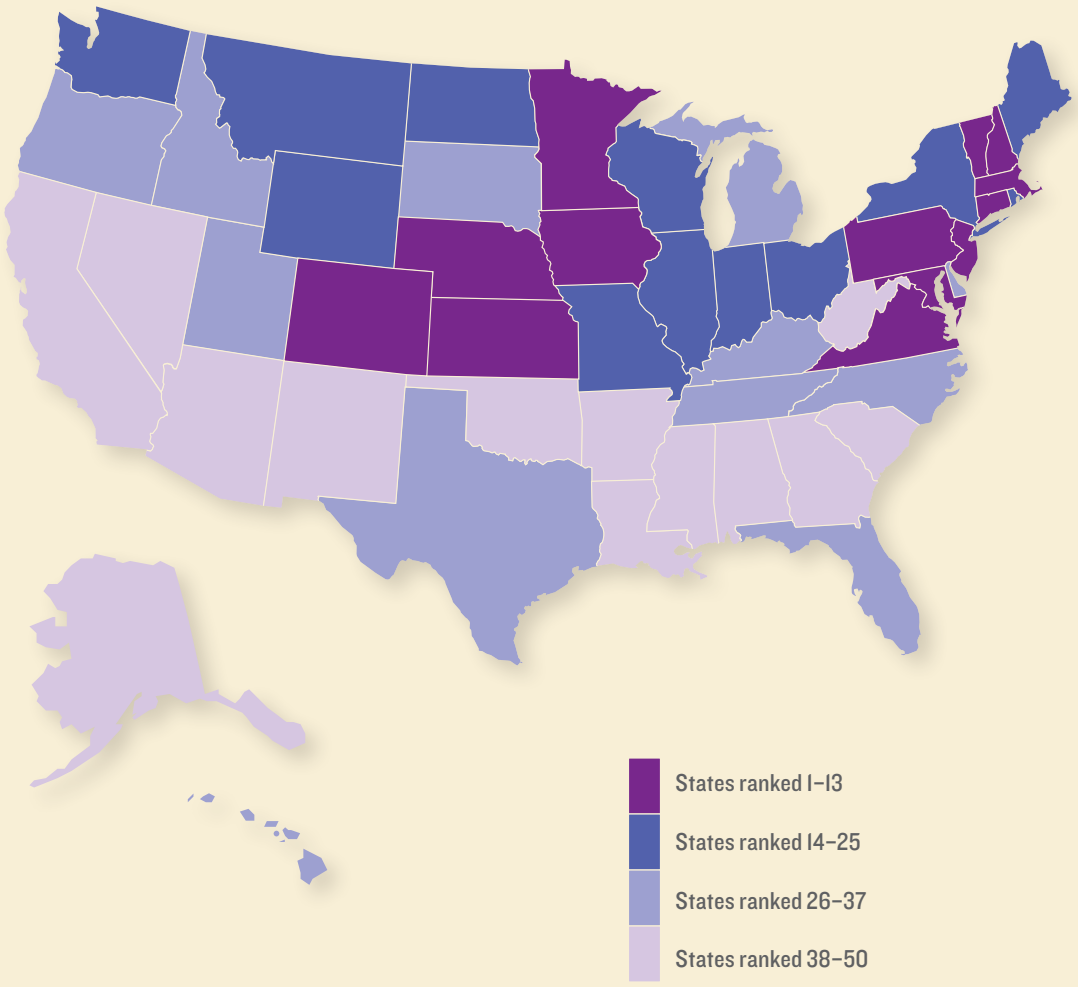
SOURCE U.S. Census Bureau, 2013 American Community Survey.

EDUCATION

DOMAIN RANKINGS

A State-to-State Comparison of Education: 2015

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.[36] Addressing the achievement gap will be key to our future workforce competing on a global scale.



Education Domain Rank: 2015

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

EDUCATION

Children not attending preschool

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. Head Start and the expansion of state-funded programs since the 1990s have greatly increased access to preschool.[37] But many children, especially 3-year-olds, continue to be left out, exacerbating socioeconomic differences in educational achievement.

DATA HIGHLIGHTS

- During 2011–13, 4.4 million 3- and 4-year-olds were not attending preschool, representing more than half (54 percent) of all children in that age group. The rate of attendance has remained steady since 2007–09, when 53 percent of 3- and 4-year-olds did not participate in any pre-K programs.

- In 2011–13, Connecticut and New Jersey, at 37 and 39 percent, respectively, had the lowest percentages of 3- and 4-year-olds not attending preschool. The states with the highest percentages of children not attending preschool in 2011–13 were Nevada (69 percent) and Idaho (68 percent).

- More than half of African-American and non-Hispanic white 3- and 4-year-olds were not in any pre-K programs; the percentage was nearly the same for Asian and Pacific Islander children (48 percent). The rates were noticeably higher for Latinos (63 percent) and American Indians (59 percent).

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, and therefore, mastery of reading becomes a critical component in their ability to keep up academically. Children who reach fourth grade without being able to read proficiently are more likely to drop out of high school, reducing their earning potential and chances for success.[38] Although improvements in reading proficiency have occurred since the early 1990s, progress has been slow and gaps remain. Since 1998, the percentage point gap between low-income fourth graders and their higher-income peers has actually grown from 26 to 31 percentage points.[39]

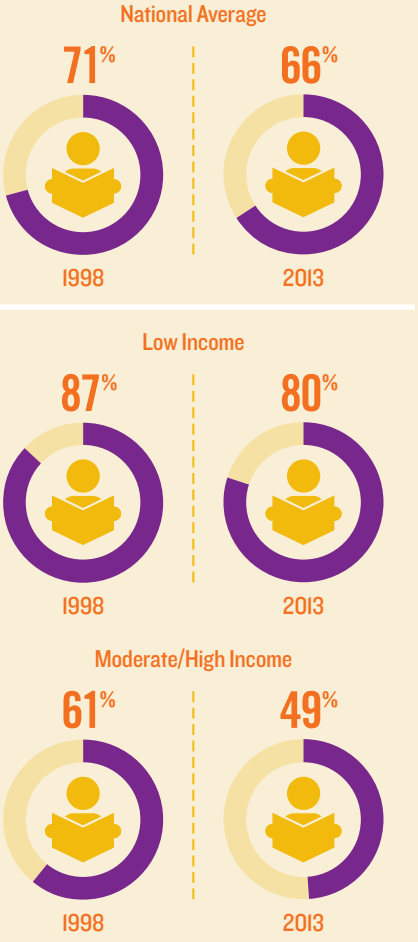
DATA HIGHLIGHTS

- An alarming 66 percent of fourth graders in public school were reading below the proficient level in 2013, 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 2013, Massachusetts had the lowest percentage of public school fourth graders not proficient in reading, 53 percent, compared with a high of 79 percent in Mississippi and New Mexico.

- More than 80 percent of African-American and Latino fourth graders and 78 percent of American Indian fourth graders were not proficient in reading, compared with 55 percent of non-Hispanic whites and 49 percent of Asian and Pacific Islanders. Although these figures are deeply troubling, fourth-grade reading levels have improved since 2007 for all groups.

PERCENTAGE OF 4TH GRADERS WHO SCORED BELOW PROFICIENT READING LEVEL



SOURCE U.S. Department of Education, National Center for Education Statistics, 1998 and 2013 National Assessments of Educational Progress.

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.[40] 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. Since 1996, the gap in math proficiency between low-income eighth graders and their higher-income peers has grown from 21 to 29 percentage points.[41]

DATA HIGHLIGHTS

- Nationwide, two-thirds (66 percent) of public school eighth graders were not proficient in math in 2013, compared with 69 percent in 2007.
- At 45 percent, Massachusetts had the lowest percentage of eighth graders not proficient in math in 2013. Alabama had the highest rate, at 80 percent. Massachusetts was the only state in which more than 50 percent of eighth graders were proficient in math.
- In 2013, 56 percent of non-Hispanic white eighth graders were below the proficient level, compared with 79 percent of Latinos and American Indians and 86 percent of African Americans. But eighth-grade math achievement improved for all racial and ethnic groups from 2007 to 2013, including a 6 percentage point improvement for Latinos.

EDUCATION

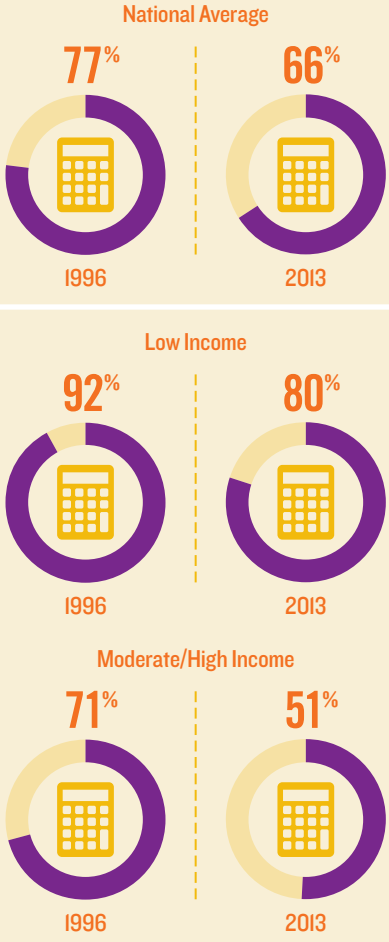
High school students not graduating on time

Students who graduate from high school on time are more likely to continue to postsecondary education and training; they are more employable and have higher incomes than students who fail to graduate.[42] In 2013, median annual earnings for someone without a high school diploma ($20,100) were 74 percent of those of a high school graduate ($27,400) and 40 percent of the median earnings of someone with a bachelor's degree ($50,100).[43] High school graduates have better health outcomes, make healthier choices and are less likely to engage in risky behavior.[44]

DATA HIGHLIGHTS

- Nationally, one in five (19 percent) high school students did not graduate on time in the 2011/12 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 Vermont, to a high of 40 percent in Nevada.
- In 2011/12, 15 percent of non-Hispanic white students did not graduate from high school on time. The rate for African Americans and American Indians was more than twice as high.

PERCENTAGE OF 8TH GRADERS WHO SCORED BELOW PROFICIENT MATH LEVEL

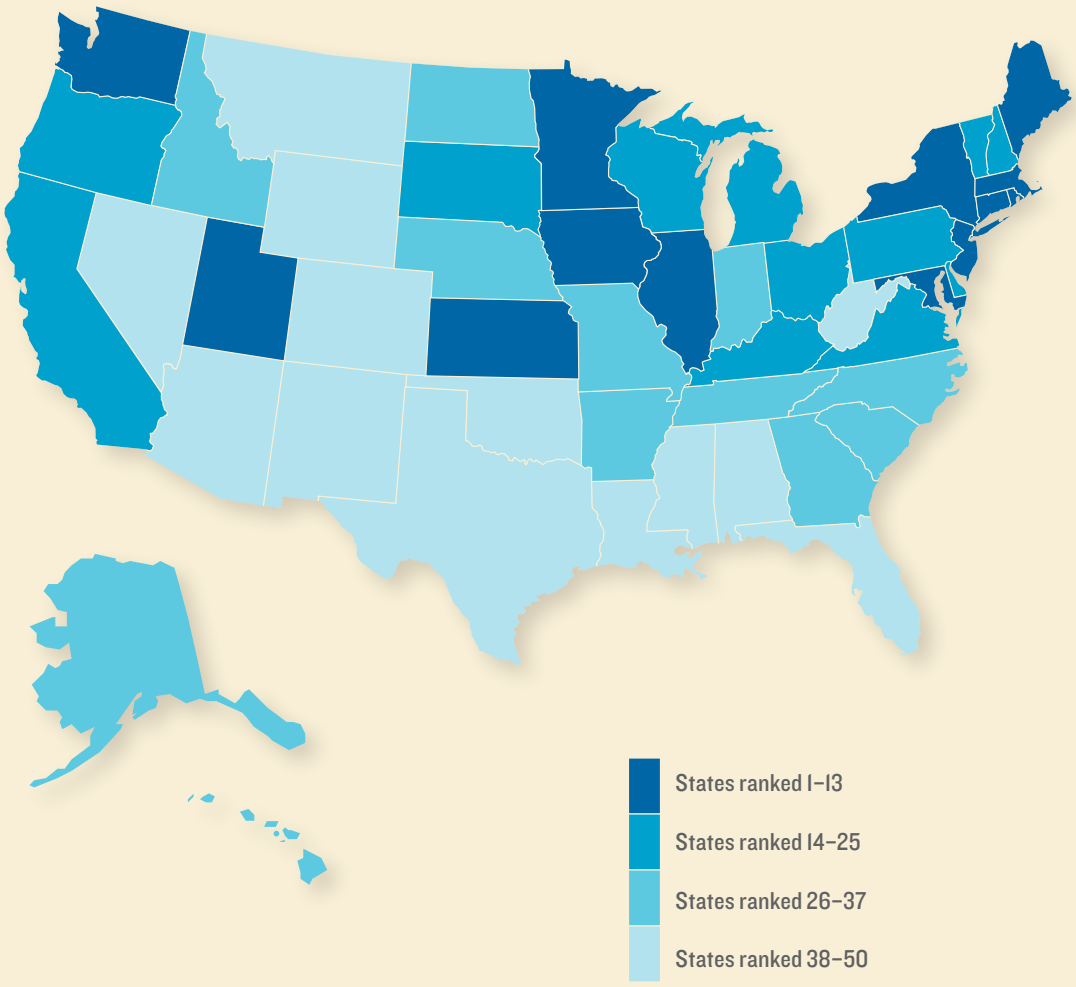


SOURCE U.S. Department of Education, National Center for Education Statistics, 1996 and 2013 National Assessments of Educational Progress.

HEALTH

A State-to-State Comparison of Health: 2015

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: 2015

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

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 and are at greater risk of dying within the first year of life. Although increases in multiple births during the past two decades have contributed to the rise in rates of low-birthweight babies, many factors can lead to a low birthweight among single births. Smoking, poor nutrition, poverty, stress, infections and violence can increase the risk of a baby being born with a low birthweight.[45]

DATA HIGHLIGHTS

- Nationally, low-birthweight babies represented 8.0 percent of all live births in 2013. 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.[46]

- Alaska had the lowest percentage of low-birthweight babies in 2013 — 5.8 percent of live births — while Mississippi had the highest, 11.5 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 2013. Although this represents a decline from a high of 13.4 percent in 2008, it is still close to twice the low-birthweight rate for Latinos (7.1 percent) and 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 receive treatment after their condition has worsened, putting them at greater risk of hospitalization. Having health insurance can protect families from financial devastation when a child experiences a serious or chronic illness. 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.

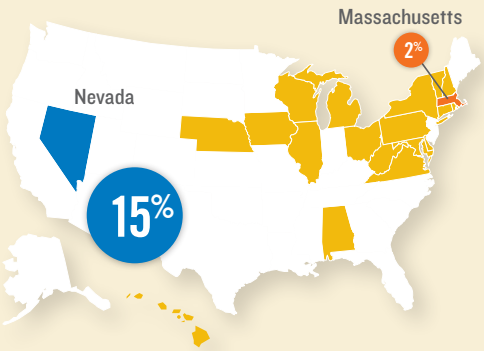
DATA HIGHLIGHTS

- Across the nation, 7 percent of children (5.2 million) lacked health insurance in 2013. That is a 30 percent improvement from 2008, when 10 percent of children were uninsured.

- In 19 states, the District of Columbia and Puerto Rico, the percentage of children without health coverage was 5 percent or less in 2013. Massachusetts had the lowest rate, 2 percent, compared with a high of 15 percent in Nevada.

- American Indian (16 percent) and Latino (12 percent) children were far more likely to be uninsured than their Asian and Pacific Islander (7 percent), African-American (6 percent) and non-Hispanic white (5 percent) peers.

CHILDREN WITHOUT HEALTH INSURANCE: 2013



SOURCE U.S. Census Bureau, 2013 American Community Survey.

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.[47] As children move into their mid- and late-teenage years, they encounter new risks that can be deadly. In 2013, accidents, homicides and suicides accounted for 72 percent of deaths to teens ages 15 to 19.[48]

DATA HIGHLIGHTS

- In 2013, 18,888 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 12,200 fewer deaths in 2013.

- Massachusetts had the lowest rate, 16 deaths per 100,000 children and youth in 2013. Alaska fell at the other end of the spectrum, with a child and teen death rate of 38 per 100,000.

- The 2013 mortality rates for African-American and American Indian children and teens (33 and 26 per 100,000, respectively) were higher than the death rates for children and youth of other racial and ethnic groups.

HEALTH

Teens who abuse alcohol or drugs

Teen alcohol and drug abuse are associated with a variety of potentially harmful behaviors, such as engaging in risky sexual activity, driving under the influence, abusing multiple substances and committing crimes. Alcohol and drug abuse among adolescents can cause both short- and long-term physical and mental health problems and exacerbate existing conditions. Teen substance abuse is also associated with poor academic performance and 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.

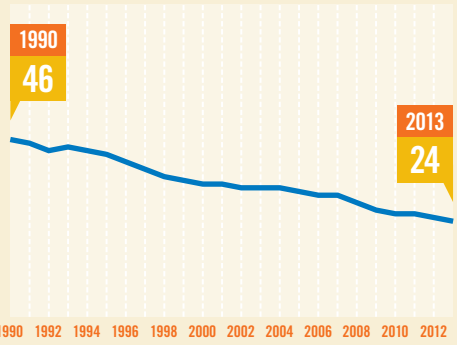
DATA HIGHLIGHTS

- In 2012–13, 6 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 5 percent in 16 states to a high of 7 percent in seven states.

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

CHILD AND TEEN DEATH RATE: 1990–2013



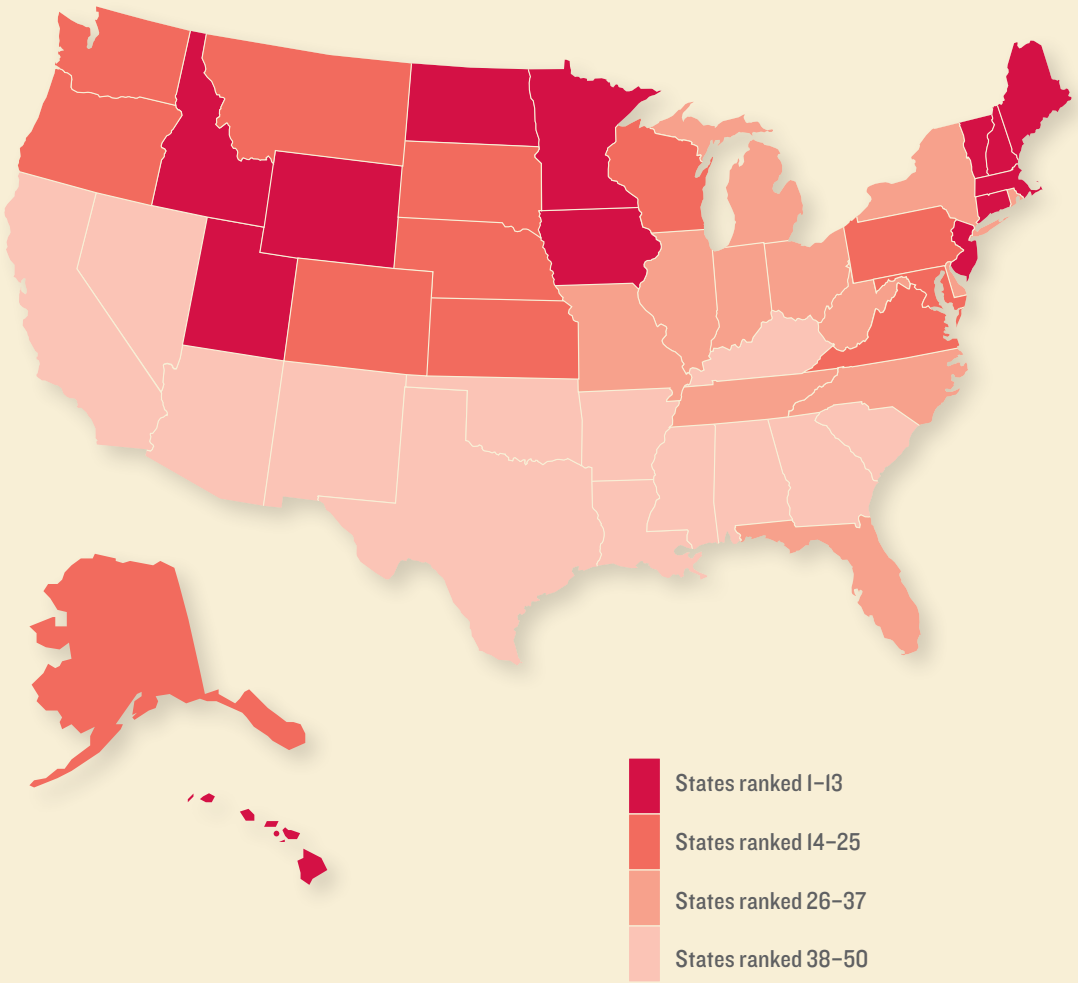
SOURCE Centers for Disease Control and Prevention, National Center for Health Statistics, 1990–2013 Vital Statistics.

FAMILY AND COMMUNITY

DOMAIN RANKINGS

A State-to-State Comparison of Family and Community: 2015

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 and addressing the well-being of both parents and 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: 2015

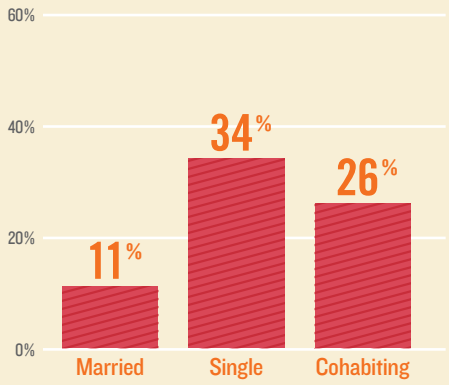
1	New Hampshire
2	Utah
3	Vermont
4	Minnesota
5	Maine
6	North Dakota
7	Wyoming
8	Massachusetts
9	Iowa
10	Connecticut
11	Hawaii
12	New Jersey
13	Idaho
14	Virginia
15	Wisconsin
16	Alaska
17	Maryland
18	Washington
19	Montana
20	Nebraska
21	Oregon
22	Colorado
23	South Dakota
24	Kansas
25	Pennsylvania
26	Missouri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

FAMILY AND COMMUNITY

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 2013, 34 percent of single-parent families had incomes below the poverty line, compared with 11 percent of married couples with children.[49] 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.[50]

SUPPLEMENTAL CHILD POVERTY RATE BY FAMILY STRUCTURE: 2013



SOURCE Population Reference Bureau's analysis of Supplemental Poverty Measure data from IPUMS-CPS, University of Minnesota, www.ipums.org.

DATA HIGHLIGHTS

- The percentage of children living in single-parent families rose from 32 percent in 2008 to 35 percent in 2013, representing an increase of nearly 2 million children.
- Nearly one in four of the 24.6 million children living with an unmarried parent in 2013 was living with cohabiting domestic partners, compared with only 16 percent in 1990.
- At the state level, the percentage of children living in single-parent families in 2013 ranged from a low of 19 percent in Utah, to a high of 48 percent in Mississippi.
- Two-thirds (67 percent) of African-American children, more than half (52 percent) of American Indian children and 42 percent of Latino children lived in single-parent families in 2013. By comparison, 25 percent of non-Hispanic white children and 16 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. Children whose parents have not graduated from high school are at greater risk of being born with a low birthweight and having health problems, and they are more likely to smoke and binge drink when they are older. Their school readiness and educational achievement are also at risk.[51] More highly educated parents are better able to provide their children with economic stability and security, which, in turn, enhances child development. During the past several decades, parental education levels have steadily increased.

DATA HIGHLIGHTS

- In 2013, 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.[52]
- In New Hampshire, only 4 percent of children lived in families not headed by a high school graduate, the lowest percentage in the country. At 23 percent, California had the highest rate.
- More than one-third (35 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).

FAMILY AND COMMUNITY

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 high rates of crime and violence, unemployment and other problems. Concentrated neighborhood poverty negatively affects poor children, as well as those who are better off.[53] High-poverty areas are defined here as census tracts where the poverty rates of the total population are 30 percent or more.

DATA HIGHLIGHTS

- During the period from 2009 through 2013, 14 percent of children lived in high-poverty areas nationwide, a total of 10.1 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.[54] 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 Vermont lived in areas of concentrated poverty, while 27 percent of Mississippi's children lived in high-poverty areas.

- African-American, American Indian and Latino children were much more likely to live in high-poverty areas than were children from other racial and ethnic groups. Their rates were 32 percent, 30 percent and 24 percent, respectively.

Teen births

Teenage childbearing can have long-term negative effects for both the mother and 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.[55] Although the teen birth rate is now at a historic low, the teen birth rate in the United States remains the highest among all affluent countries.[56]

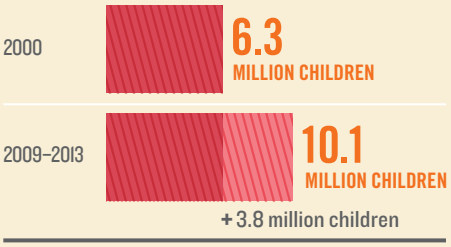
DATA HIGHLIGHTS

- In 2013, there were more than 273,000 babies born to females ages 15 to 19. That translates into a birth rate of 26 births per 1,000 teens, which is less than half the rate in 1990, 60 births per 1,000 teens.[57]

- Among the states, the teen birth rate for 2013 ranged from a low of 12 births per 1,000 teens ages 15 to 19 in Massachusetts, to a high of 44 per 1,000 in Arkansas.

- At 42 births per 1,000 teenage girls, the teen birth rate for Latinos was the highest across major racial and ethnic groups. Although it remained high, the 2013 rate for births to Latino teens was the lowest rate on record.[58]

CHILDREN LIVING IN HIGH-POVERTY AREAS



SOURCE U.S. Census Bureau, 2000 Decennial Census and 2009–2013 American Community Survey.

CONCLUSION

CONCLUSION

This year's *KIDS COUNT Data Book* provides some hopeful signs. The latest data show continued incremental improvement in educational achievement and child health and safety, as well as a record low level of teen births. After continuing to climb since 2008, child poverty finally decreased slightly in 2013; hopefully, the data for 2014 will show a further decline.

At the same time, the steady increase in children growing up in high-poverty neighborhoods is troubling. The gulf continues to widen between children growing up in strong, economically secure families that are embedded in thriving communities and children who are not. And, while African-American and Latino children continue to fall disproportionately into the latter group, large numbers of children of all racial and ethnic groups are facing economic conditions that can impede long-term success.

The recession dealt a heavy blow to family economic security, creating risks for children. The job market has been slow to recover, particularly for the least-educated workers, and new employment opportunities have been disproportionately focused on low-wage and insecure jobs. While work-related benefits for low-income families and food assistance continue to lift many children out of poverty — and keep many others from falling into poverty — the weak labor market for workers without a college degree remains one of the primary obstacles to further reducing economic hardship among children and families.

If we want to ensure that the next generation is prepared to effectively compete in a global economy that is increasingly technology driven and dependent on a well-educated workforce, then we must act. With the right investments, we can provide all families and children with the opportunity to reach their full potential and, in the process, strengthen both our economy and our nation.

ENDNOTES

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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

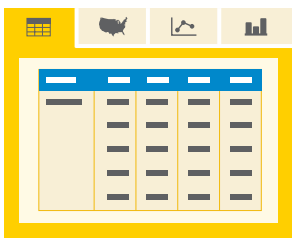
Hundreds of child well-being indicators at your fingertips to encourage policies and support smart decisions for children and families.

1 SEARCH

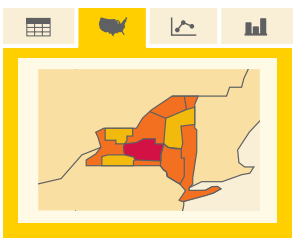
Enter any location, topic or keyword into the powerful search engine to find the statistics most relevant to your community.

2 VISUALIZE

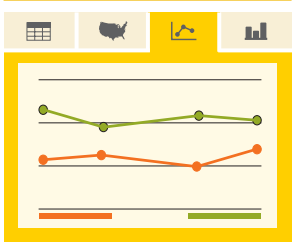
Create custom profiles



Create maps



Create line graphs



Create bar charts

3 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.

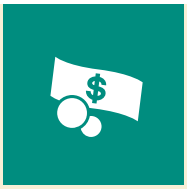
APPENDICES

APPENDIX I

Child Well-Being Rankings

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

N.R. Not Ranked.



ECONOMIC WELL-BEING INDICATORS

	Children in poverty: 2013		Children whose parents lack secure employment: 2013		Children living in households with a high housing cost burden: 2013		Teens not in school and not working: 2013	
State	Number	Percent	Number	Percent	Number	Percent	Number	Percent
United States	16,087,000	22	22,837,000	31	26,339,000	36	1,347,000	8
Alabama	298,000	27	381,000	34	339,000	31	26,000	10
Alaska	22,000	12	66,000	35	51,000	27	4,000	8
Arizona	421,000	26	520,000	32	573,000	35	36,000	10
Arkansas	202,000	29	245,000	34	211,000	30	17,000	10
California	2,121,000	23	3,159,000	34	4,438,000	48	175,000	8
Colorado	207,000	17	333,000	27	418,000	34	17,000	6
Connecticut	113,000	15	229,000	29	300,000	38	10,000	5
Delaware	36,000	18	63,000	31	72,000	35	3,000	6
District of Columbia	30,000	27	47,000	42	45,000	40	3,000	11
Florida	969,000	24	1,327,000	33	1,707,000	42	86,000	9
Georgia	651,000	27	814,000	33	908,000	36	56,000	10
Hawaii	40,000	13	83,000	27	131,000	43	6,000	10
Idaho	81,000	19	109,000	26	121,000	28	7,000	8
Illinois	616,000	21	914,000	30	1,080,000	36	50,000	7
Indiana	345,000	22	475,000	30	437,000	28	26,000	7
Iowa	115,000	16	165,000	23	158,000	22	8,000	5
Kansas	132,000	19	175,000	24	191,000	27	10,000	6
Kentucky	251,000	25	346,000	34	277,000	27	20,000	8
Louisiana	304,000	28	382,000	34	346,000	31	29,000	12
Maine	45,000	18	83,000	32	80,000	31	4,000	6
Maryland	180,000	14	348,000	26	478,000	35	22,000	7
Massachusetts	223,000	16	428,000	31	502,000	36	18,000	5
Michigan	524,000	24	751,000	33	713,000	32	44,000	8
Minnesota	177,000	14	314,000	24	332,000	26	14,000	5
Mississippi	246,000	34	286,000	39	240,000	33	22,000	12
Missouri	304,000	22	427,000	30	417,000	30	24,000	7
Montana	47,000	21	70,000	31	59,000	26	4,000	7
Nebraska	81,000	18	100,000	22	119,000	26	4,000	3
Nevada	148,000	23	224,000	34	261,000	39	16,000	11
New Hampshire	27,000	10	69,000	25	95,000	35	4,000	5
New Jersey	333,000	17	559,000	28	891,000	44	30,000	6
New Mexico	157,000	31	176,000	35	169,000	33	12,000	10
New York	950,000	23	1,367,000	32	1,858,000	44	78,000	7
North Carolina	566,000	25	743,000	32	752,000	33	47,000	9
North Dakota	19,000	12	33,000	20	31,000	19	2,000	5
Ohio	591,000	23	843,000	32	794,000	30	42,000	7
Oklahoma	223,000	24	284,000	30	264,000	28	20,000	10
Oregon	182,000	22	283,000	33	332,000	39	17,000	8
Pennsylvania	516,000	19	822,000	30	866,000	32	44,000	6
Puerto Rico	463,000	57	446,000	55	274,000	34	36,000	16
Rhode Island	45,000	22	73,000	34	92,000	43	4,000	6
South Carolina	292,000	27	376,000	35	349,000	32	22,000	8
South Dakota	38,000	19	53,000	25	42,000	20	3,000	6
Tennessee	390,000	27	506,000	34	481,000	32	31,000	9
Texas	1,741,000	25	2,073,000	29	2,268,000	32	133,000	9
Utah	130,000	15	186,000	21	272,000	30	12,000	7
Vermont	19,000	15	37,000	29	40,000	32	2,000	5
Virginia	288,000	16	480,000	26	639,000	34	33,000	7
Washington	295,000	19	489,000	31	578,000	36	26,000	7
West Virginia	100,000	27	144,000	38	97,000	25	9,000	10
Wisconsin	237,000	18	343,000	26	393,000	30	16,000	5
Wyoming	18,000	13	32,000	23	29,000	20	1,000	5

EDUCATION INDICATORS

	Children not attending preschool: 2011–13		Fourth graders not proficient in reading: 2013		Eighth graders not proficient in math: 2013		High school students not graduating on time: 2011/12	
State	Number	Percent	Number	Percent	Number	Percent	Number	Percent
United States	4,428,000	54	N.A.	66	N.A.	66	N.A.	19
Alabama	73,000	59	N.A.	69	N.A.	80	N.A.	25
Alaska	13,000	63	N.A.	73	N.A.	67	N.A.	21
Arizona	120,000	67	N.A.	72	N.A.	69	N.A.	23
Arkansas	44,000	55	N.A.	68	N.A.	72	N.A.	22
California	547,000	54	N.A.	73	N.A.	72	N.A.	18
Colorado	70,000	51	N.A.	59	N.A.	58	N.A.	18
Connecticut	30,000	37	N.A.	57	N.A.	63	N.A.	14
Delaware	12,000	54	N.A.	62	N.A.	67	N.A.	23
District of Columbia	3,000	25	N.A.	77	N.A.	81	N.A.	29
Florida	226,000	51	N.A.	61	N.A.	69	N.A.	25
Georgia	146,000	52	N.A.	66	N.A.	71	N.A.	30
Hawaii	18,000	51	N.A.	70	N.A.	68	N.A.	22
Idaho	33,000	68	N.A.	67	N.A.	64	N.A.	16
Illinois	158,000	47	N.A.	66	N.A.	64	N.A.	18
Indiana	108,000	61	N.A.	62	N.A.	62	N.A.	20
Iowa	43,000	53	N.A.	62	N.A.	64	N.A.	11
Kansas	46,000	56	N.A.	62	N.A.	60	N.A.	11
Kentucky	67,000	58	N.A.	64	N.A.	70	N.A.	18
Louisiana	64,000	50	N.A.	77	N.A.	79	N.A.	28
Maine	16,000	58	N.A.	63	N.A.	60	N.A.	13
Maryland	79,000	52	N.A.	55	N.A.	63	N.A.	16
Massachusetts	62,000	42	N.A.	53	N.A.	45	N.A.	14
Michigan	127,000	54	N.A.	69	N.A.	70	N.A.	23
Minnesota	78,000	55	N.A.	59	N.A.	53	N.A.	12
Mississippi	44,000	52	N.A.	79	N.A.	79	N.A.	32
Missouri	88,000	56	N.A.	65	N.A.	67	N.A.	14
Montana	15,000	62	N.A.	65	N.A.	60	N.A.	14
Nebraska	29,000	55	N.A.	63	N.A.	64	N.A.	7
Nevada	53,000	69	N.A.	73	N.A.	72	N.A.	40
New Hampshire	13,000	46	N.A.	55	N.A.	53	N.A.	13
New Jersey	84,000	39	N.A.	58	N.A.	51	N.A.	13
New Mexico	35,000	62	N.A.	79	N.A.	77	N.A.	26
New York	203,000	45	N.A.	63	N.A.	68	N.A.	22
North Carolina	148,000	58	N.A.	65	N.A.	64	N.A.	21
North Dakota	12,000	62	N.A.	66	N.A.	59	N.A.	9
Ohio	160,000	55	N.A.	63	N.A.	60	N.A.	16
Oklahoma	63,000	59	N.A.	70	N.A.	75	N.A.	21
Oregon	58,000	60	N.A.	67	N.A.	66	N.A.	22
Pennsylvania	157,000	53	N.A.	60	N.A.	58	N.A.	12
Puerto Rico	37,000	44	N.A.	N.A.	N.A.	N.A.	N.A.	38
Rhode Island	12,000	53	N.A.	62	N.A.	64	N.A.	24
South Carolina	71,000	59	N.A.	72	N.A.	69	N.A.	28
South Dakota	16,000	65	N.A.	68	N.A.	62	N.A.	17
Tennessee	101,000	61	N.A.	66	N.A.	72	N.A.	17
Texas	475,000	60	N.A.	72	N.A.	62	N.A.	18
Utah	64,000	60	N.A.	63	N.A.	64	N.A.	22
Vermont	6,000	51	N.A.	58	N.A.	53	N.A.	7
Virginia	110,000	54	N.A.	57	N.A.	62	N.A.	16
Washington	110,000	60	N.A.	60	N.A.	58	N.A.	21
West Virginia	27,000	64	N.A.	73	N.A.	76	N.A.	20
Wisconsin	83,000	61	N.A.	65	N.A.	60	N.A.	8
Wyoming	9,000	56	N.A.	63	N.A.	62	N.A.	20

N.A. Not Available.

HEALTH INDICATORS

	Low-birthweight babies: 2013		Children without health insurance: 2013		Child and teen deaths per 100,000: 2013		Teens who abuse alcohol or drugs: 2012–13	
State	Number	Percent	Number	Percent	Number	Rate	Number	Percent
United States	315,099	8.0	5,234,000	7	18,888	24	1,410,000	6
Alabama	5,805	10.0	48,000	4	389	33	22,000	6
Alaska	658	5.8	22,000	12	75	38	3,000	5
Arizona	5,897	6.9	192,000	12	473	28	34,000	6
Arkansas	3,312	8.8	39,000	6	249	33	13,000	6
California	33,753	6.8	673,000	7	1,927	20	182,000	6
Colorado	5,718	8.8	102,000	8	339	26	27,000	7
Connecticut	2,820	7.8	34,000	4	148	17	15,000	5
Delaware	900	8.3	9,000	4	57	26	4,000	6
District of Columbia	875	9.4	3,000	2	28	22	2,000	6
Florida	18,346	8.5	445,000	11	1,061	25	79,000	6
Georgia	12,064	9.5	238,000	10	741	28	43,000	5
Hawaii	1,562	8.2	9,000	3	73	23	7,000	7
Idaho	1,545	6.9	38,000	9	109	24	8,000	6
Illinois	12,898	8.2	125,000	4	765	24	50,000	5
Indiana	6,569	7.9	130,000	8	505	30	32,000	6
Iowa	2,561	6.6	30,000	4	171	22	11,000	5
Kansas	2,721	7.0	44,000	6	216	28	12,000	5
Kentucky	4,845	8.7	60,000	6	270	25	17,000	5
Louisiana	6,901	10.9	63,000	6	432	37	22,000	6
Maine	911	7.1	15,000	6	71	25	5,000	5
Maryland	6,088	8.5	59,000	4	320	22	24,000	5
Massachusetts	5,505	7.7	21,000	2	243	16	27,000	6
Michigan	9,331	8.2	90,000	4	592	25	47,000	6
Minnesota	4,398	6.4	72,000	6	258	19	21,000	5
Mississippi	4,458	11.5	56,000	8	281	36	14,000	6
Missouri	6,033	8.0	98,000	7	428	29	27,000	6
Montana	913	7.4	22,000	10	82	34	5,000	7
Nebraska	1,682	6.4	25,000	5	129	26	10,000	6
Nevada	2,810	8.0	99,000	15	164	24	13,000	6
New Hampshire	841	6.8	10,000	4	57	19	7,000	7
New Jersey	8,469	8.3	112,000	6	373	17	36,000	5
New Mexico	2,333	8.9	43,000	9	151	28	12,000	7
New York	18,847	8.0	171,000	4	871	19	85,000	6
North Carolina	10,432	8.8	144,000	6	624	26	45,000	6
North Dakota	679	6.4	13,000	8	53	30	3,000	6
Ohio	11,808	8.5	141,000	5	678	24	48,000	5
Oklahoma	4,297	8.1	95,000	10	368	37	15,000	5
Oregon	2,841	6.3	50,000	6	197	22	19,000	6
Pennsylvania	11,219	8.0	147,000	5	680	23	55,000	6
Puerto Rico	3,846	10.5	27,000	3	225	25	N.A.	N.A.
Rhode Island	746	6.9	12,000	5	40	17	5,000	6
South Carolina	5,496	9.7	73,000	7	306	26	21,000	6
South Dakota	766	6.3	13,000	6	77	35	3,000	5
Tennessee	7,307	9.1	85,000	6	455	29	26,000	5
Texas	32,159	8.3	888,000	13	1,878	25	134,000	6
Utah	3,567	7.0	85,000	9	202	22	13,000	5
Vermont	401	6.7	4,000	3	37	27	3,000	7
Virginia	8,182	8.0	101,000	5	419	21	35,000	6
Washington	5,547	6.4	95,000	6	345	21	31,000	6
West Virginia	1,955	9.4	20,000	5	140	34	7,000	6
Wisconsin	4,668	7.0	61,000	5	294	21	28,000	6
Wyoming	660	8.6	8,000	6	47	32	3,000	7

N.A. Not Available.

FAMILY AND COMMUNITY INDICATORS

	Children in single-parent families: 2013		Children in families where the household head lacks a high school diploma: 2013		Children living in high-poverty areas: 2009–13		Teen births per 1,000: 2013	
State	Number	Percent	Number	Percent	Number	Percent	Number	Rate
United States	24,647,000	35	10,533,000	14	10,067,000	14	273,105	26
Alabama	427,000	41	150,000	13	188,000	17	5,392	34
Alaska	54,000	30	16,000	9	6,000	3	708	30
Arizona	570,000	37	303,000	19	382,000	24	7,232	33
Arkansas	253,000	38	102,000	14	123,000	17	4,155	44
California	3,030,000	35	2,146,000	23	1,485,000	16	30,505	24
Colorado	359,000	30	162,000	13	103,000	8	3,834	23
Connecticut	250,000	33	64,000	8	71,000	9	1,606	13
Delaware	76,000	40	30,000	14	8,000	4	728	25
District of Columbia	57,000	55	16,000	14	35,000	33	637	32
Florida	1,517,000	40	510,000	13	564,000	14	13,962	25
Georgia	933,000	40	359,000	14	418,000	17	10,322	30
Hawaii	86,000	30	22,000	7	18,000	6	976	25
Idaho	107,000	26	50,000	12	21,000	5	1,425	26
Illinois	976,000	34	398,000	13	371,000	12	10,525	25
Indiana	520,000	35	187,000	12	198,000	12	6,742	30
Iowa	211,000	30	56,000	8	31,000	4	2,289	22
Kansas	207,000	30	85,000	12	64,000	9	2,869	30
Kentucky	337,000	36	119,000	12	165,000	16	5,410	39
Louisiana	479,000	46	168,000	15	210,000	19	5,811	39
Maine	84,000	34	13,000	5	11,000	4	697	17
Maryland	467,000	36	132,000	10	52,000	4	3,690	19
Massachusetts	433,000	32	110,000	8	123,000	9	2,734	12
Michigan	767,000	36	215,000	10	393,000	17	7,872	24
Minnesota	356,000	29	101,000	8	76,000	6	2,950	17
Mississippi	326,000	48	108,000	15	198,000	27	4,347	43
Missouri	455,000	35	138,000	10	139,000	10	5,814	30
Montana	70,000	33	15,000	7	17,000	7	855	28
Nebraska	131,000	30	55,000	12	37,000	8	1,552	25
Nevada	235,000	37	130,000	20	91,000	14	2,604	30
New Hampshire	79,000	30	11,000	4	6,000	2	560	13
New Jersey	602,000	31	203,000	10	172,000	8	4,188	15
New Mexico	210,000	43	90,000	18	125,000	24	2,959	43
New York	1,449,000	36	639,000	15	772,000	18	11,128	18
North Carolina	823,000	38	327,000	14	324,000	14	9,020	28
North Dakota	43,000	28	8,000	5	11,000	7	563	24
Ohio	918,000	37	262,000	10	388,000	14	10,352	27
Oklahoma	316,000	36	136,000	14	131,000	14	5,310	43
Oregon	253,000	31	111,000	13	62,000	7	2,594	22
Pennsylvania	901,000	35	279,000	10	313,000	11	8,657	21
Puerto Rico	437,000	56	139,000	17	731,000	84	5,706	45
Rhode Island	83,000	41	30,000	14	31,000	14	659	18
South Carolina	420,000	42	138,000	13	161,000	15	4,763	32
South Dakota	64,000	33	15,000	7	21,000	10	812	29
Tennessee	532,000	38	180,000	12	235,000	16	7,105	35
Texas	2,383,000	36	1,520,000	22	1,332,000	19	37,525	41
Utah	168,000	19	74,000	8	32,000	4	2,254	21
Vermont	39,000	33	6,000	5	1,000	1	317	15
Virginia	569,000	32	179,000	10	91,000	5	5,300	20
Washington	461,000	30	202,000	13	99,000	6	4,386	21
West Virginia	131,000	37	43,000	11	35,000	9	2,178	40
Wisconsin	393,000	31	115,000	9	122,000	9	3,692	20
Wyoming	38,000	29	8,000	6	5,000	3	540	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 to 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.

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 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 2013, a family of two adults and two children fell in the "poverty" category if their annual income fell below $23,624. 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. The 2013 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 2013 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

Children not attending preschool is the percentage of children ages 3 and 4 who were not enrolled in nursery school or preschool during the previous two months. Children enrolled in kindergarten are excluded from this analysis. Due to small sample size, the three-year American Community Survey was used to increase 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 nonmedically. 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 may 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 2013, a family of two adults and two children fell in the "poverty" category if their annual income fell below $23,624. 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
KIDS COUNT Alaska
http://kidscount.alaska.edu
907.786.5431

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

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
404.527.7394

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

Idaho
Jannus
www.idahokidscount.org
208.388.1014

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
Social Science Research Center
http://kidscount.ssrc.msstate.edu
662.325.8079

Missouri
Family and Community Trust
www.mokidscount.org
573.526.3581

Montana
Montana KIDS COUNT
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 & Families
www.ccf.ny.gov
518.473.3652

North Carolina
NC Child
www.ncchild.org
919.834.6623

North Dakota
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*. 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.

701 St. Paul Street
Baltimore, MD 21202
www.aecf.org

Printed and bound in the United States of America on recycled paper using soy-based inks.

ISSN 1060-9814

Designed by KINETIK
www.kinetikcom.com

Photography © Jason Miczek and Cynthia Sambro-Rier

Data compiled by
Population Reference Bureau
www.prb.org

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