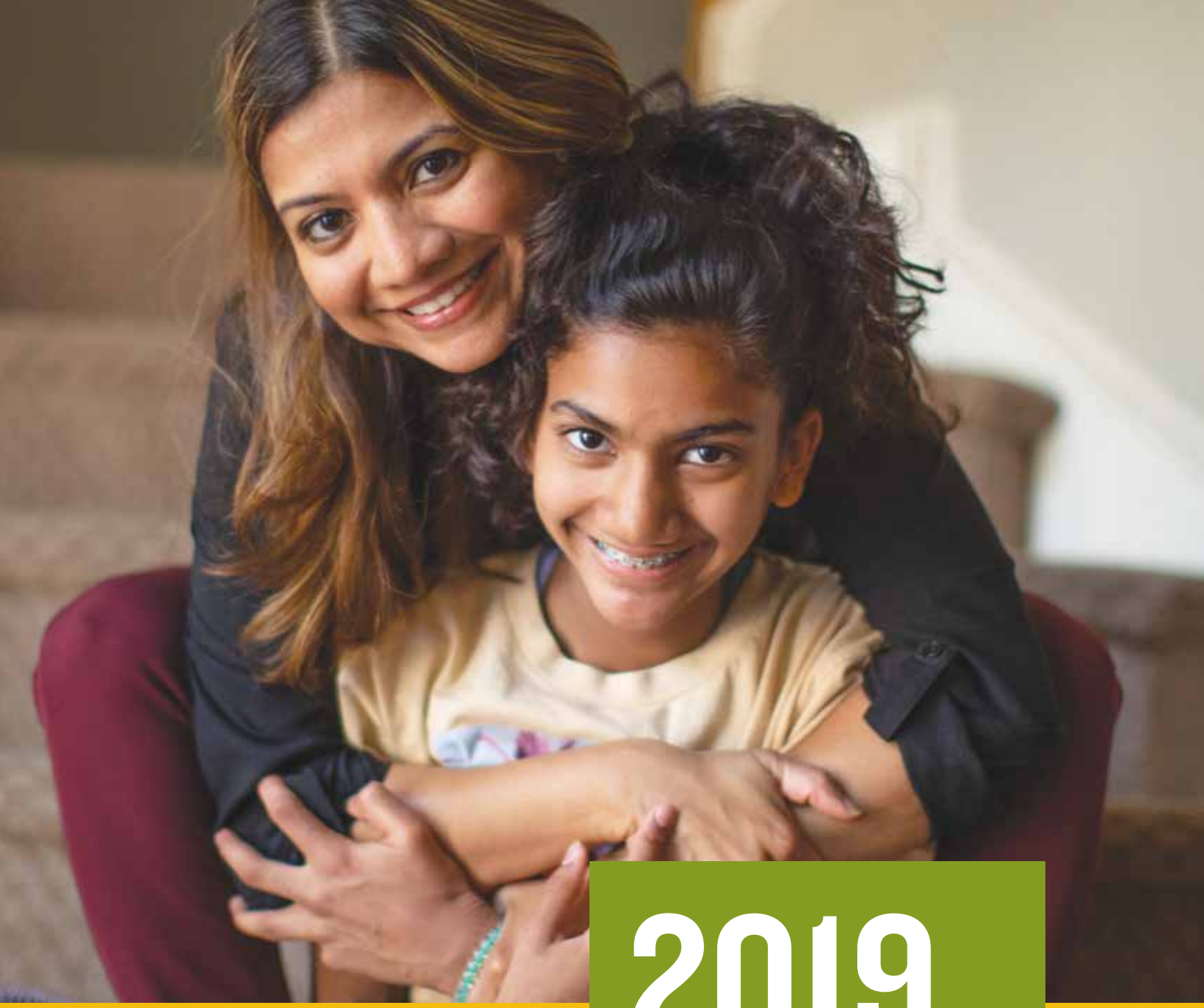

2019 KIDS COUNT DATA BOOK

STATE TRENDS IN CHILD WELL-BEING

THE ANNIE E. CASEY FOUNDATION

2019
KIDS COUNT DATA BOOK

STATE TRENDS IN CHILD WELL-BEING

ACKNOWLEDGMENTS

The Annie E. Casey Foundation's *KIDS COUNT Data Book* is made possible by the contributions of many. Jean D'Amico, Kelvin Pollard and Alicia VanOrman of the Population Reference Bureau were instrumental in the development of the KIDS COUNT® index, as well as in the collection and organization of data presented.

In addition, the Foundation's KIDS COUNT organizations (see page 63) and national outreach partners (see www.aecf.org/outreachpartners) are critical to making the *Data Book* available to national, state and local leaders across the country.

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FOREWORD

BY LISA M. HAMILTON
PRESIDENT AND CEO
THE ANNIE E. CASEY FOUNDATION

When the Annie E. Casey Foundation published its first *KIDS COUNT Data Book* in 1990, there were 64 million children in America. Now, almost three decades later, there are close to 74 million.

That's millions more young lives with boundless potential and infinite worth. Millions more contributors to our economy, our communities and our nation.

This 30th edition of the *Data Book* examines how America's child population has changed, demographically and geographically. Many of the contrasts are dramatic:

- In 1990, 69 percent of kids in America were white. By 2017, that figure was 53 percent.[1] Clearly, the nation's future depends on creating opportunity for all kids.
- Some 18 million children are immigrants or the sons and daughters of immigrants.[2] The share of children with at least one immigrant parent has doubled since 1990, from 13 to 26 percent.[3]
- Every state where child population growth has outpaced the national average is in the South or West. Texas alone has nearly 2.5 million more kids, accounting for more than a quarter of the national increase.

A lot has changed since 1990, but the Casey Foundation's goal remains the same. We want all children to have a bright future — not only because every child ought to have the chance to enjoy a happy, healthy life but also because when kids do well, America is stronger. Today's kids will be tomorrow's community leaders, workers and parents. And in many ways, today's kids are doing better: More are graduating from high school, avoiding drugs and alcohol and delaying pregnancy until after their teenage years.

But are we as a nation doing better by children compared to a generation ago? While we have stepped up for kids in some areas, we have fallen profoundly short in other ways. Notably, we have failed to reduce racial and ethnic disparities among children and dismantle the obstacles that so many children of color encounter on the road to adulthood.

Addressing these failures remains critical, as many states that have continually been near the bottom of the Foundation's annual KIDS COUNT index rankings are the same ones that have seen tremendous growth in their child population.

The best news revealed by the data is that when we as a nation make children our priority, we equip them for success in school and beyond. If we can do more to enable all kids to do well, then all of us must — for their sake and for America's. As the opening sentence of the first *Data Book* put it, "Children make up one-quarter of this nation's population and all of its future."

TABLE 1

Many States With Tremendous Growth in Their Child Population Continue to Perform Poorly on the KIDS COUNT Index

Rankings for States With Child Population Growth That Outpaced the 1990–2017 National Average[4]

State	1990 KIDS COUNT Ranking	2019 KIDS COUNT Ranking
Arizona	39	46
Colorado	28	20
Delaware	26	25
Florida	42	37
Georgia	49	38
Idaho	31	18
Nevada	32	47
North Carolina	37	33
Oregon	21	31
South Carolina	45	39
Tennessee	46	36
Texas	43	41
Utah	11	7
Virginia	22	10
Washington	19	16

Note: This table reflects point-in-time KIDS COUNT rankings, not a direct data comparison.

GROWTH IN THE CHILD POPULATION: AN OVERVIEW

The country looked a lot different when the Casey Foundation published the first *KIDS COUNT Data Book.* In 1990, Cleveland, Ohio, was more populated than Austin, Texas; nearly three decades later, Cleveland's population was far less than half that of Austin.[5] In 1990, Michigan had just one less seat in the U.S. House of Representatives than Florida, but in the last reapportionment, Michigan had only 14 seats, while Florida had 27.[6] Although the U.S. population rose from 250 million in 1990 to 326 million in 2017, neither the overall increase nor the growth of the child population was distributed evenly among states.

Geography

The number of children actually peaked in 2009, at 74.1 million,[7] and declined slightly since then to 73.7 million in 2017. Texas (which added 2.5 million kids), Florida (1.2 million) and California (1.1 million) accounted for half the total growth in the number of kids since 1990 (see Table 2). Every state but four in the South and West saw its child population grow;[8,9] conversely, a majority of states in the Northeast and four states in the Midwest saw theirs decrease.

- In 11 of the 15 states whose child population growth surpassed the national average since 1990, the influx of people from other states — not international immigration — was the biggest factor in overall population growth since 2010.[10] In the other four, natural increases (births exceeding deaths) have been the largest driver.[11]
- Immigration may not be the primary factor behind growth, but it has unquestionably changed the child population in most states, as it always has in America. In percentage terms, immigration in 2017 was comparable to individual years during the period between 1860 and 1920.[12] In 38 states and the District of Columbia, the percentage of children in immigrant families at least doubled from 1990 through 2017. In 20 states, it at least tripled. In 12 states — led by North Carolina, Tennessee, Nebraska and Arkansas — the share of children in immigrant families at least quadrupled.[13]

Race and Ethnicity

America is much more diverse than it was in 1990, and the nation's child population reflects that trend. In 2017, Latino kids represented 25 percent of children in the United States, up from 12 percent; Asian and Pacific Islander kids were 6 percent of the total, up from 3 percent. The percentages of African-American and American Indian children held steady at 15 percent and 1 percent, respectively.

TABLE 2

California, Florida and Texas Account for Half of the Nation's Recent Child Population Growth

Change in the Number of Children by Location: 1990–2017

Location	Number of Children: 1990	Number of Children: 2017	Change in Number of Children	Percentage Change
United States	64,218,512	73,655,378	9,436,866	15%
Alabama	1,050,041	1,095,473	45,432	4%
Alaska	177,502	184,928	7,426	4%
Arizona	1,006,040	1,633,490	627,450	62%
Arkansas	620,933	705,540	84,607	14%
California	7,980,501	9,060,136	1,079,635	14%
Colorado	881,640	1,261,833	380,193	43%
Connecticut	752,666	743,826	-8,840	-1%
Delaware	165,628	204,484	38,856	23%
District of Columbia	112,632	124,492	11,860	11%
Florida	2,988,807	4,201,983	1,213,176	41%
Georgia	1,747,363	2,514,698	767,335	44%
Hawaii	279,983	305,744	25,761	9%
Idaho	313,373	443,792	130,419	42%
Illinois	2,940,837	2,897,185	-43,652	-1%
Indiana	1,437,209	1,573,409	136,200	9%
Iowa	719,366	731,947	12,581	2%
Kansas	662,641	712,538	49,897	8%
Kentucky	945,951	1,010,539	64,588	7%
Louisiana	1,205,984	1,108,403	-97,581	-8%
Maine	308,066	252,634	-55,432	-18%
Maryland	1,180,426	1,347,506	167,080	14%
Massachusetts	1,353,806	1,369,955	16,149	1%
Michigan	2,459,633	2,176,649	-282,984	-12%
Minnesota	1,176,680	1,298,657	121,977	10%
Mississippi	733,660	713,567	-20,093	-3%
Missouri	1,316,423	1,382,971	66,548	5%
Montana	223,677	228,889	5,212	2%
Nebraska	430,068	475,733	45,665	11%
Nevada	316,406	685,463	369,057	117%
New Hampshire	277,454	258,773	-18,681	-7%
New Jersey	1,818,187	1,979,018	160,831	9%
New Mexico	453,538	488,090	34,552	8%
New York	4,281,643	4,154,497	-127,146	-3%
North Carolina	1,625,804	2,302,346	676,542	42%
North Dakota	170,920	175,772	4,852	3%
Ohio	2,778,491	2,605,235	-173,256	-6%
Oklahoma	841,715	959,285	117,570	14%
Oregon	742,436	873,619	131,183	18%
Pennsylvania	2,799,168	2,664,515	-134,653	-5%
Puerto Rico	N.A.	656,796	N.A.	N.A.
Rhode Island	225,923	207,332	-18,591	-8%
South Carolina	921,041	1,104,674	183,633	20%
South Dakota	199,453	214,856	15,403	8%
Tennessee	1,220,200	1,507,502	287,302	24%
Texas	4,906,220	7,366,039	2,459,819	50%
Utah	627,122	926,699	299,577	48%
Vermont	143,296	116,825	-26,471	-18%
Virginia	1,520,670	1,869,176	348,506	23%
Washington	1,301,545	1,645,816	344,271	26%
West Virginia	436,797	369,718	-67,079	-15%
Wisconsin	1,302,869	1,282,644	-20,225	-2%
Wyoming	136,078	136,483	405	<.5%

Source: Centers for Disease Control and Prevention, National Center for Health Statistics Bridged-Race Population Estimates, https://wonder.cdc.gov/bridged-race-population.html.
N.A.: Not available.

Every state has a greater percentage of children of color than three decades ago,[14] but changes have not occurred uniformly across the country. Here's a sampling:

- Since 1990, California and New Mexico have become states where the majority of children are Latino. Texas will soon follow.
- The Sun Belt in particular is changing: In 1990, Latino kids made up only 1 percent of children in Alabama, Arkansas, North Carolina, South Carolina and Tennessee. By 2017, the percentage of Latino children in those states ranged from 8 percent (Alabama) to 16 percent (North Carolina).
- Three decades ago, Asian and Pacific Islander kids accounted for at least 5 percent of the child population in only three states: California, Hawaii (where they have long been the majority) and Washington. Since then, 12 more states have joined the list.[15]
- Idaho, Maine, Montana, North Dakota, South Dakota and Vermont saw the largest percentage increases in their African-American child population.

HOW KIDS ARE FARING NATIONALLY

By 11 of the 16 KIDS COUNT index measures of child well-being, things have improved since 1990. The teen birth rate has fallen 68 percent and is at an all-time low. The percentage of children without health insurance has dropped by 62 percent. The percentages of 3- and 4-year-olds attending preschool and teens graduating from high school have increased. But the progress seen in some areas indicates that our nation has few excuses for not supporting the well-being of America's children in every way possible.

The child poverty rate was 18 percent in 1990. It was also 18 percent in 2017, representing 13.4 million children living in poverty. Parents were working hard to provide for their families: Children were more likely in 2017 to have at least one parent who had full-time, year-round employment. But more families faced high housing costs, and a greater percentage lived in high-poverty areas. Even as the economy has grown, many kids and their families are still being left behind.

We as a country also have failed to eliminate the racial and ethnic inequities that in part prompted the publication of the first *Data Book*. Because these barriers persist even with the broad progress of the past three decades, it is more urgent than ever for policymakers and other leaders at all levels to fulfill their responsibility to address them. For an analysis of the latest data, see page 12 in the Trends section.

A CALL TO ACTION

The growth and changes we see in the child population, and in how kids are faring, present a reality that the nation's leaders can't ignore: More children find themselves living in states that historically have not led in providing all kids with what they need to thrive — as the *KIDS COUNT Data Book* has shown over the past three decades. This is an important trend to understand, as our focus remains on ensuring all children in the United States, no matter where they live, can succeed and thrive.

We have the data, knowledge and evidence of what it takes to make that vision a reality. It's not impossible to achieve.

Count All Kids

The premise of KIDS COUNT has always been that good data can help drive good decisions. The U.S. census is one of the most important tools for learning how children, families and communities are faring, and the 2020 count offers a critical opportunity to collect the data necessary to guide policymakers and other leaders over the next decade.

The 2010 census missed more than 2 million children younger than 5, many of them kids of color or in low-income families.[16] If we as a nation don't make a concerted effort to count every child in 2020, we could miss even more. About 4.5 million kids live in places — from dense urban areas to rural expanses to tribal communities — where completing an accurate count is especially challenging. The stakes are high: Fifty-five major federal programs — including Head Start and children's health insurance — allocate more than $880 billion each year based on census data.[17]

Complete count committees — groups established at the national, state, local and tribal levels with leaders from government, education, business, health care and other fields — will be essential. These committees must develop specific plans to ensure every child is counted. This should include outreach to families who are regularly left out and education to help people complete census forms correctly. An accurate census requires all of us to participate, and it demands leaders in every sector and community get involved. After all, we'll have to live with the results for 10 years.[18]

Use Data to Develop and Invest in Policies That Work

The troubling trends we see in child and family well-being reflect policy choices made over decades. By using reliable data to make smart decisions, federal, state and local leaders can improve the lives of kids and families. We've seen this happen in a variety of ways. To name a few:

- More children have health insurance coverage than in 1990, primarily because of the Children's Health Insurance Program and the Affordable Care Act with state Medicaid

expansion. States that have not expanded access to Medicaid should do so, and they should cover all children, regardless of their immigration status.[19]

- Federal and state earned income tax credit (EITC) and child tax credit programs have been effective tools for reducing poverty, enabling parents to use more of their income to meet their children's needs.[20] States without these programs should adopt them, and those that have them should make them available to more individuals, including young parents and other young adults.[21] Of the 15 states where child population growth exceeded the 1990–2017 national average, 10 did not have a state EITC,[22] and child poverty matched or was worse than the national average in all of them except Idaho and Utah.
- Education is the only area in which all KIDS COUNT index measures of child well-being showed improvement since 1990 — but the United States ranks only in the middle of the pack among affluent countries in science, math and reading proficiency.[23] States should continue to prioritize investments in education, from preschool through high school and beyond. High-growth states must ensure their public schools keep up with increases in the child population.

Address Racial and Ethnic Inequities

In 1990, when the first *Data Book* was published, many politicians, academic experts and nonprofit and philanthropic leaders focused on what was wrong with kids. Often, they were thinking primarily about children of color. The result was not only narratives but also public policies that reflected this thinking — and that ignored, reinforced or erected even more obstacles that often derail African-American, American Indian and Latino kids. They discounted the incredible individual potential of these children. It's no wonder that, three decades later, we still see the same disparities.

Our nation can do better. Public policies must acknowledge and tear down the long-standing obstacles that perpetuate racial and ethnic disparities, and conversations about reshaping those policies must include the children, families and communities they will affect.

THE NEXT 30 YEARS

This foreword to the 30th *KIDS COUNT Data Book* is my first as president and CEO of the Annie E. Casey Foundation. I assumed leadership of the Foundation with great excitement and a profound sense of responsibility. The challenges facing our nation's children are considerable — but so too are the opportunities.

Whatever changes the next 30 years bring, Casey's mission will remain as clear and unwavering as when we released our first *Data Book*: creating a brighter future for all kids, where children have the chance to realize their full potential.

I want that for my child, and we should want that for all children, regardless of their ZIP code, their family's income or their race, ethnicity or immigration status. Ensuring all kids have opportunity is our collective responsibility — yours, mine and ours as a nation. ■

TRENDS

The Casey Foundation sees promising improvements in the well-being of the nation's children and families as a result of expanded public investments and an improved economy. Data for 2017 show that more parents were financially stable and had reasonable housing costs, more children had access to health insurance and more teens graduated from high school on time and avoided becoming parents themselves. Broadly speaking, the nation helped children experience gains in the Economic Well-Being domain, with promising but mixed results in the Health, Education and Family and Community domains.

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

The KIDS COUNT index captures what children need most to thrive, using four domains: (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/resources/the-new-kids-count-index/.)

This year's *Data Book* presents current data and multiyear trends, which — whenever possible — compare data from 2010 with those from 2017, the most recent year available for most indicators. State rankings are based on the data.

NATIONAL TRENDS IN CHILD WELL-BEING

Data over a recent period of seven or so years reveal encouraging trends in child well-being nationally, with improvements in 11 out of the 16 indicators (see Table 3). Data for 2017 show that more parents were financially stable and lived without burdensome housing costs, more teens graduated from high school and delayed childbearing, and gains in children's health insurance coverage continue to be something to celebrate. Broadly speaking, the nation helped children experience progress in the Economic Well-Being domain, with promising but mixed results in the Health, Education and Family and Community domains.

All four Economic Well-Being indicators improved since 2010. Fewer children were living in poverty, more parents were employed and fewer families were spending a disproportionate amount of their income on housing costs. The most improvement was in the percentage of children living in households with a high housing cost burden, where the rate dropped from 41 percent in 2010 to 31 percent in 2017. Nonetheless, families continue to struggle to make ends meet. In 2017, nearly one in five children lived in poverty.

In 2017, the national unemployment rate was 4.4 percent; it has since declined to 3.6 percent.[24] Given this change in unemployment — one of the key factors to improving the financial stability of families — the Foundation expects to see ongoing progress in this area.

Meanwhile, two of the four Education indicators — fourth-grade reading proficiency and high school graduation — showed improvement. Notably, with 85 percent of high school students graduating on time in the 2016–17 school year, the nation's graduation rate reached an all-time high.

The Health domain saw mixed results. Far fewer children lacked access to health insurance in 2017. The Foundation attributes this drop to expanded public health coverage (i.e., the Affordable Care Act, the Children's Health Insurance Program and Medicaid expansion). Even with these advancements, between 2016 and 2017, the number of children without insurance increased for the first time in the past decade. Data also show that the percentage of babies born with a low birth weight had increased for the third year in a row. These recent trends are something to watch.

Trends in the Family and Community domain, for the most part, were encouraging. The teen birth rate continued its decline, reaching a new low, and a smaller percentage of children were living with parents who lacked a high school diploma. The percentage of children living in single-parent families remained unchanged between 2010 and 2017. During this period, more than one-third of children lived in single-parent families, which tend to have fewer resources in terms of time and money and the opportunities those often provide.

TABLE 3: NATIONAL TRENDS

16 Key Indicators of Child Well-Being by Domain

ECONOMIC WELL-BEING

CHILDREN IN POVERTY US: 13,353,000	22% 2010	18% 2017	BETTER
CHILDREN WHOSE PARENTS LACK SECURE EMPLOYMENT US: 20,075,000	33% 2010	27% 2017	BETTER
CHILDREN LIVING IN HOUSEHOLDS WITH A HIGH HOUSING COST BURDEN US: 22,908,000	41% 2010	31% 2017	BETTER
TEENS NOT IN SCHOOL AND NOT WORKING US: 1,171,000	9% 2010	7% 2017	BETTER

EDUCATION

YOUNG CHILDREN (AGES 3 AND 4) NOT IN SCHOOL US: 4,223,000	52% 2009–11	52% 2015–17	SAME
FOURTH-GRADERS NOT PROFICIENT IN READING US: N.A.	68% 2009	65% 2017	BETTER
EIGHTH-GRADERS NOT PROFICIENT IN MATH US: N.A.	67% 2009	67% 2017	SAME
HIGH SCHOOL STUDENTS NOT GRADUATING ON TIME US: N.A.	21% 2010–11	15% 2016–17	BETTER

N.A.: Not available

HEALTH

LOW BIRTH-WEIGHT BABIES US: 318,873	8.1% 2010	8.3% 2017 WORSE
CHILDREN WITHOUT HEALTH INSURANCE US: 3,925,000	8% 2010	5% 2017 BETTER
CHILD AND TEEN DEATHS PER 100,000 US: 20,337	26 2010	26 2017 SAME
TEENS WHO ABUSE ALCOHOL OR DRUGS US: 1,028,000	5% 2015–16	4% 2016–17 BETTER

FAMILY AND COMMUNITY

CHILDREN IN SINGLE-PARENT FAMILIES US: 24,001,000	34% 2010	34% 2017 SAME
CHILDREN IN FAMILIES WHERE THE HOUSEHOLD HEAD LACKS A HIGH SCHOOL DIPLOMA US: 9,557,000	15% 2010	13% 2017 BETTER
CHILDREN LIVING IN HIGH-POVERTY AREAS US: 8,545,000	13% 2008–12	12% 2013–17 BETTER
TEEN BIRTHS PER 1,000 US: 194,377	34 2010	19 2017 BETTER

Especially troubling was the number of kids growing up in high-poverty neighborhoods, which can signal a lack of community resources and economic challenges for the children who live there. Although the percentage of children in high-poverty neighborhoods declined for the second year in a row, 12 percent of the nation's children continued to live in communities where poverty rates were at or above 30 percent in 2013–17.

Overall, the positive strides in some areas of child well-being, driven by effective policies, provide encouragement that the nation can advance the substantial work needed to improve the prospects of its youngest generation.

RACIAL INEQUITIES IN CHILD WELL-BEING

Despite gains for children of all races during the reporting period, the nation's racial inequities remain deep, systemic and stubbornly persistent (see Table 4). Data show that children of color lack the opportunities and support they need to thrive, in large part because of national, state and local policies and practices that undermine their well-being and success. As a result, nearly all index measures show that children with the same potential experience disparate outcomes. A few notable exceptions: African-American kids were more likely than the national average to be in school as young children and to live in families in which the head of the household has at least a high school diploma. American Indian families with children were less likely to be burdened with high housing costs. Latino kids were more likely to be born at a healthy birth weight, and Latino children and teens had a lower death rate than the national average.

As a result of generations-long inequities and systemic barriers that persist, children of color face high hurdles to success on many indicators. African-American children were significantly more likely to live in single-parent families and high-poverty neighborhoods. American Indian kids were almost three times as likely to lack health insurance and more than twice as likely to live in neighborhoods with more limited resources than the average child. And Latino children were the most likely to live with a head of household who lacked a high school diploma and to not be in school when they were young.

Although Asian and Pacific Islander children tend to fare better than their peers, disaggregated data show that stark differences exist within this population. For example, 41 percent of Burmese and 32 percent of Hmong children lived in poverty compared with 11 percent of Asian and Pacific Islander children overall. And 63 percent of Burmese children lived in a family where the head of household lacked a high school diploma — almost five times higher than the national average.[25]

In 2017, kids of color were the majority of the child population in 14 states, the District of Columbia and Puerto Rico. Demographers predict children of color will represent the majority of all U.S. kids by 2020.[26] The future success of our nation depends on our ability to ensure all children have the chance to be successful.

NATIONAL AND STATE DATA PROFILES ONLINE

National and state profiles providing current and trend data for all 16 indicators are available for download at www.aecf.org/databook. In addition, the KIDS COUNT Data Center features an interactive look at the KIDS COUNT index at datacenter.kidscount.org.

TABLE 4: KEY INDICATORS

By Race and Hispanic Origin

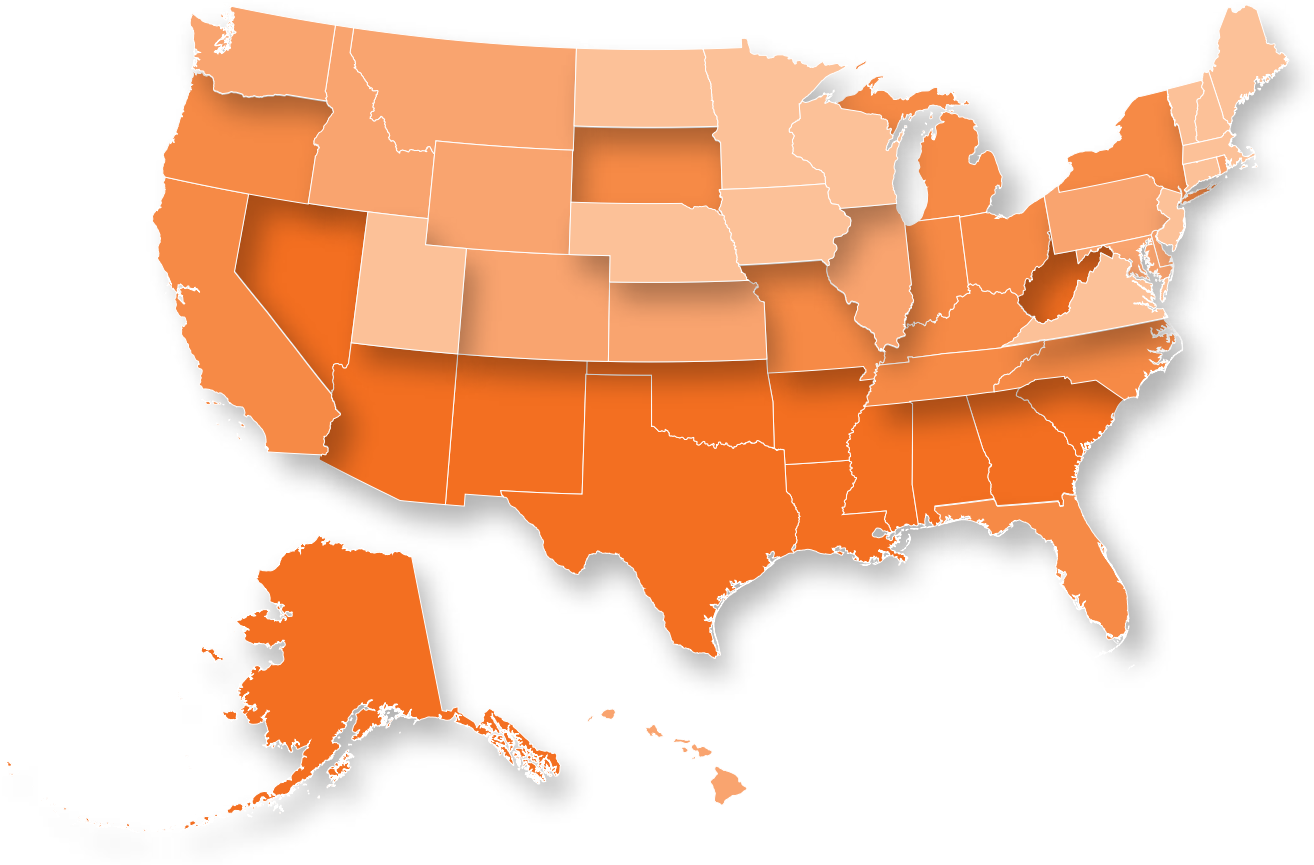
		National Average	African American	American Indian	Asian and Pacific Islander	Latino	White (Not Hispanic)	Two or More Races
ECONOMIC WELL-BEING								
Children in poverty	2017	18%	33%	33%	11%	26%	11%	19%
Children whose parents lack secure employment	2017	27%	42%	47%	21%	32%	21%	31%
Children living in households with a high housing cost burden	2017	31%	45%	30%	31%	42%	22%	34%
Teens not in school and not working	2017	7%	10%	13%	4%	8%	5%	7%
EDUCATION								
Young children (ages 3 and 4) not in school	2013–17*	52%	49%	56%	46%	59%	51%	51%
Fourth-graders not proficient in reading	2017	65%	81%†	79%†	44%†	78%	54%	60%†
Eighth-graders not proficient in math	2017	67%	87%†	81%†	38%†	80%	57%	64%†
High school students not graduating on time	2016–17	15%	22%†	28%†	9%†	20%	11%	N.A.
HEALTH								
Low birth-weight babies	2017	8.3%	13.4%	8.3%	8.5%	7.4%	7.0%	8.9%
Children without health insurance	2017	5%	5%	13%	4%	8%	4%	4%
Child and teen deaths per 100,000	2017	26	38	29	15	21	25	N.A.
Teens who abuse alcohol or drugs	2017‡	4%	3%†	5%†	2%†§	4%	4%	5%†
FAMILY AND COMMUNITY								
Children in single-parent families	2017	34%	65%	54%	15%	41%	24%	41%
Children in families where the household head lacks a high school diploma	2017	13%	12%	16%	10%	31%	5%	8%
Children living in high-poverty areas	2013–17	12%	28%	28%	6%	19%	4%	10%
Teen births per 1,000	2017	19	29	22	6	29	13	19

* Data are from five-year American Community Survey (ACS) data and are not comparable to the national average using three years of pooled one-year ACS data.
† Data are for non-Hispanic children.
‡ These are single-year data for 2017. Data in index are 2016–17 multiyear data.
§ Data results do not include Native Hawaiian/Pacific Islander children.
N.A.: Not available

OVERALL CHILD WELL-BEING

National data mask a great deal of state and regional variations in child well-being. A child's chances of thriving depend not only on individual, family and community characteristics but also on the state in which she or he is born and raised. States vary considerably in their wealth and other resources. Policy choices and investments by state officials and lawmakers also strongly influence children's chances for success.

A STATE-TO-STATE COMPARISON OF OVERALL CHILD WELL-BEING: 2019



RANKINGS AND KEY

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

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

This year, New England states hold two of the top three spots for overall child well-being. New Hampshire ranks first, followed by Massachusetts and Iowa. Mississippi (at 48th place), Louisiana (49th) and New Mexico (50th) are the three lowest-ranked states.

The map on page 19 shows the distinct regional patterns that emerge from the state rankings. Six of the top 10 states in terms of overall child well-being are in the Northeast, including New Jersey (fifth), Vermont (sixth), Connecticut (eighth) and Maine (ninth). States rounding out the top 10 are Minnesota (fourth), Utah (seventh) and Virginia (10th).

States in Appalachia, as well as the Southeast and Southwest — where families have the lowest levels of household income — populate the bottom of the overall rankings. In fact, except for California and Alaska, the 18 lowest-ranked states are in these regions.

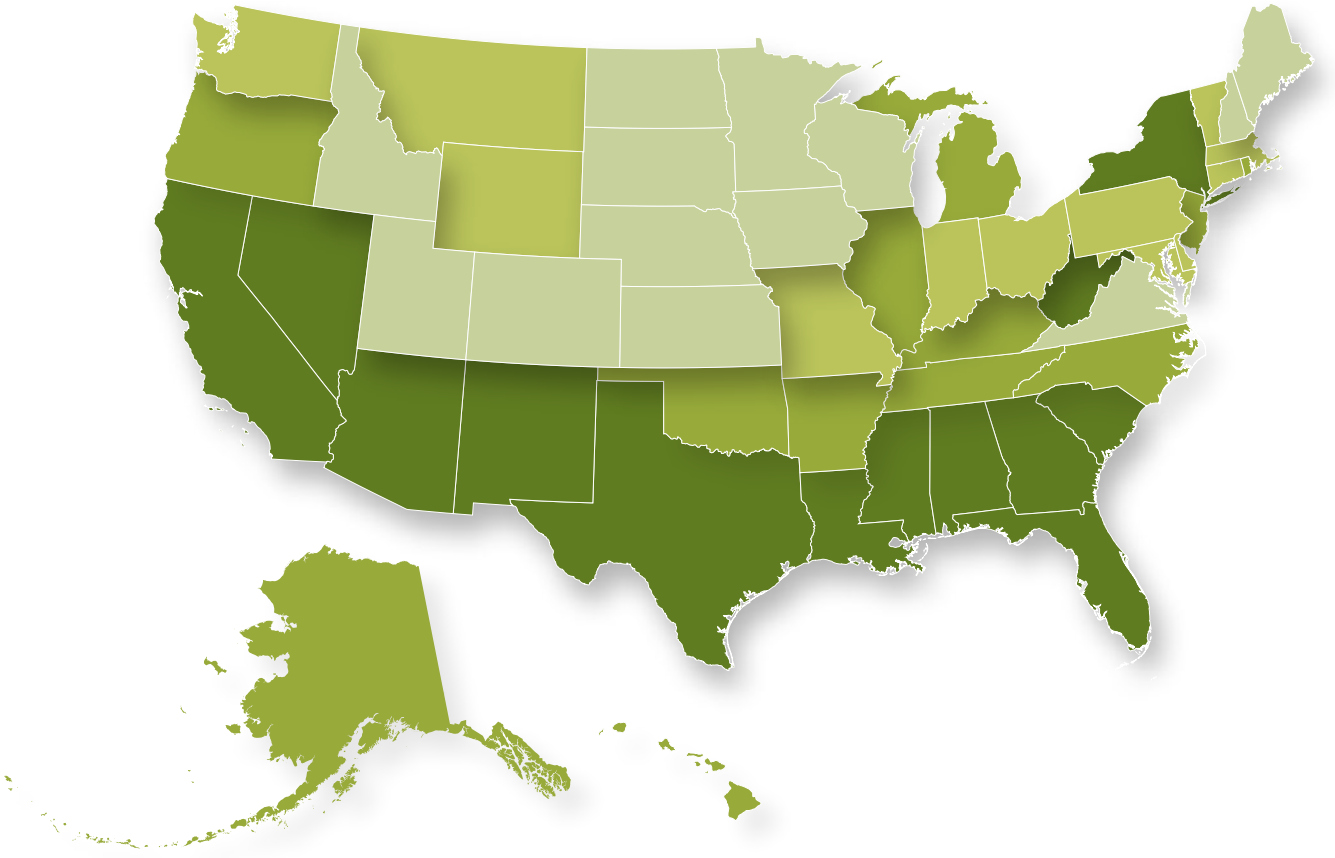
Although they are not ranked against states, children in the District of Columbia and Puerto Rico experienced some of the worst outcomes on many of the indicators the Foundation tracks. When available, the data for the District of Columbia and Puerto Rico are included on pages 53–57.

In addition to differences across states, the overall rankings obscure important variations within states. Although most state rankings did not vary dramatically across domains, there are a few exceptions. For example, Wyoming ranks ninth for Family and Community but 49th for Health. California ranks seventh for Health but 46th for Economic Well-Being. For all states, the index identified bright spots and room for improvement. ■

ECONOMIC WELL-BEING

To help children grow into prepared, productive adults, parents need jobs with family-sustaining pay, affordable housing and the ability to invest in their children's future. When parents are unemployed or earn low wages, their access to resources to support their kids' development is more limited, which can undermine their children's health and prospects for success in school and beyond.[27] The negative effects of poverty on kids can extend into their teenage years and young adulthood, as they are more likely to contend with issues such as teen pregnancy and failing to graduate from high school.[28]

A STATE-TO-STATE COMPARISON OF ECONOMIC WELL-BEING: 2019



RANKINGS AND KEY

1. North Dakota
2. Iowa
3. Minnesota
4. Utah
5. Nebraska
6. Kansas
7. Wisconsin
8. Maine
9. South Dakota
10. New Hampshire
11. Idaho
12. Colorado
13. Virginia
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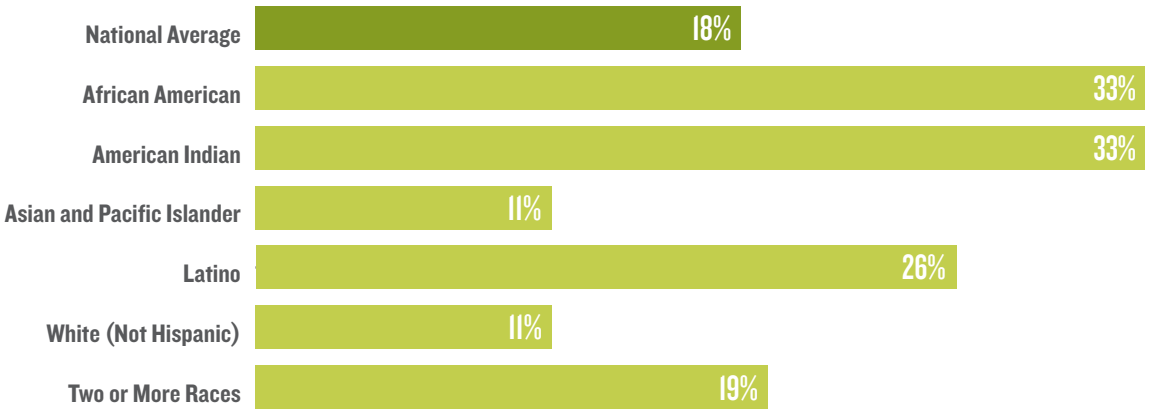
42. New York
43. Arizona
44. Alabama
45. Florida
46. California
47. Mississippi
48. West Virginia
49. New Mexico
50. Louisiana

Black and American Indian Children More Likely to Grow Up in Poverty

Children in Poverty by Race: 2017



Source: U.S. Census Bureau, 2017 American Community Survey.

CHILDREN IN POVERTY

Growing up in poverty is one of the greatest threats to healthy child development. It increases the likelihood that a child will be exposed to factors that can impair brain development and lead to poor academic, cognitive and health outcomes. It also can result in higher rates of risky health-related behaviors among adolescents.[29] Extended exposure to poverty also contributes to worse economic and health outcomes for adults.[30] The official poverty level in 2017 was $24,858 for a family of two adults and two children. 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.[31]

Data Highlights

- Nationally, 18 percent of children (13.4 million) lived in families with incomes below the poverty line in 2017, down from 22 percent (15.7 million) in 2010, representing 2.4 million fewer kids in poverty. After climbing for several years, the child poverty rate has fallen for three consecutive years. As a result, the poverty rate almost reached levels not seen since before the Great Recession.
- The child poverty rate for 2017 ranged from a low of 10 percent in New Hampshire to a high of 28 percent in Louisiana. In Puerto Rico, 58 percent of children lived in poverty.
- The poverty rate among African-American and American Indian children (33 percent for both) was three times the rate for white and Asian and Pacific Islander children (11 percent for both) in 2017. The poverty rate for Latino kids (26 percent) was higher than the national average.

CHILDREN WHOSE PARENTS LACK SECURE EMPLOYMENT

Secure employment is a key contributor to the financial stability and well-being of families. Yet since 2010, many middle- and low-income families have experienced high rates of job instability.[32] Employment insecurity and the accompanying income loss can disrupt daily living and relationships and limit families' access to resources to invest in their children's development, which can, in turn, diminish children's achievement in school and chances of future success.[33]

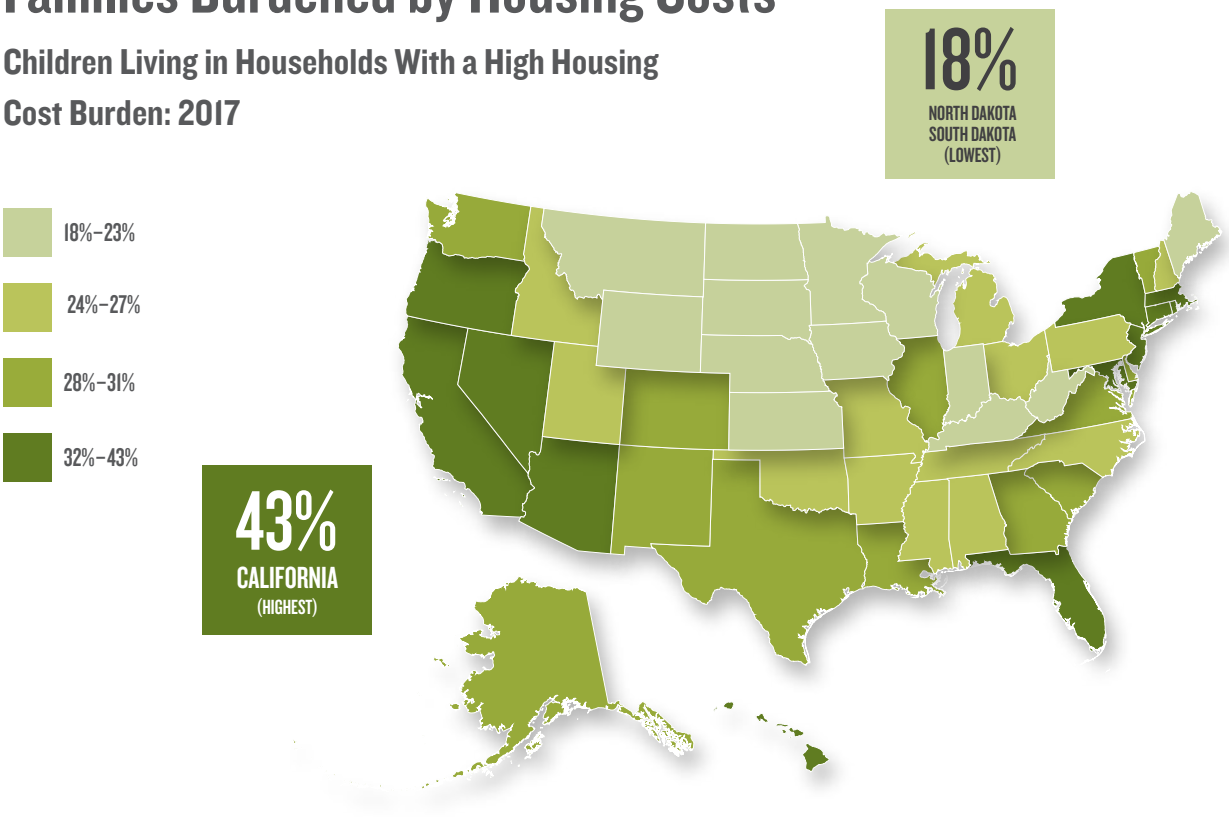
Current education systems and training programs fail to provide all people with the high-quality education and preparation needed to access jobs that pay enough to support a family. Those without such skills most often can secure only low-wage jobs that don't pay well, provide benefits or offer the security and stability to enable families to get ahead. Too many parents lack the education, skills and access needed to gain consistent employment that provides a family-supporting wage and, therefore, are forced to piece together part-time or temporary work that does not provide sufficient or stable income. Even a full-time job at a low wage does not necessarily lift a family out of poverty. Not only does the federal minimum wage — last increased in July 2009 — fail to provide a livable income, it is insufficient to provide families with any possible mobility out of poverty. Without access to benefits and tax credits, a single parent with two children would need to earn $9.87 per hour — $2.62 more than the current federal minimum wage — working full time for 50 weeks per year just to reach the poverty level.

Data Highlights

- In 2017, more than one in four children (20.1 million) lived in families where no parent had full-time, year-round employment. The rate of parents without secure employment has steadily declined since 2010, finally reaching its prerecession level. Despite this positive trend, many families continued to struggle economically.
- At 19 percent, Iowa and Utah had the lowest percentage of children in families without secure parental employment in 2017. West Virginia had the highest rate (37 percent). The share was even greater in the District of Columbia (42 percent) and Puerto Rico (56 percent).
- Roughly half of all American Indian (47 percent) and 42 percent of African-American children had no parent with full-time, year-round employment in 2017, compared with 32 percent of Latino children, 31 percent of multiracial children and 21 percent of white and Asian and Pacific Islander children.

A Third of Kids in the United States Are in Families Burdened by Housing Costs

Children Living in Households With a High Housing Cost Burden: 2017



Source: U.S. Census Bureau, 2017 American Community Survey.

CHILDREN LIVING IN HOUSEHOLDS WITH A HIGH HOUSING COST BURDEN

Housing is typically one of the largest family expenses. High housing costs weigh more heavily on low-income families, who are more likely to struggle with finding affordable housing, often spending more than 30 percent of pretax income on a home, whether they rent or own. Paying too much for housing limits the resources families have for other necessities such as child care, food, health care and transportation, as well as their ability to save and achieve financial stability.[34]

Data Highlights

- Across the nation, 31 percent of children (22.9 million) lived in families with a high housing cost burden in 2017, compared with 41 percent (30.1 million) in 2010. The percentage of families with disproportionately high housing costs peaked in 2010, at the height of the foreclosure crisis, and has steadily declined since.
- At 43 percent, California had the highest rate of children in families who spent more than 30 percent of income on housing in 2017. North Dakota and South Dakota had the lowest rate, at 18 percent.

- Compared to 2010, fewer children across all racial and ethnic groups lived in families with high housing costs. Yet even with these improvements, disparities remained. In 2017, 45 percent of African-American children and 42 percent of Latino children lived in households with a high housing cost burden, compared with 22 percent of white kids.

TEENS NOT IN SCHOOL AND NOT WORKING

Teens ages 16 to 19 who are not in school or working are at high risk of experiencing negative outcomes as they transition to adulthood. Young people who drop out of high school, are involved in the juvenile or criminal justice system, become parents at a young age or age out of foster care are most likely to be out of school and work. Limited skills and work history — combined with few financial resources to invest in developing the necessary skills or qualifications — restrict access to good jobs as well as future higher wages.[35] While students who drop out of school clearly face obstacles, many young people who have graduated from high school but are not working are also at a disadvantage in terms of achieving financial stability in adulthood.

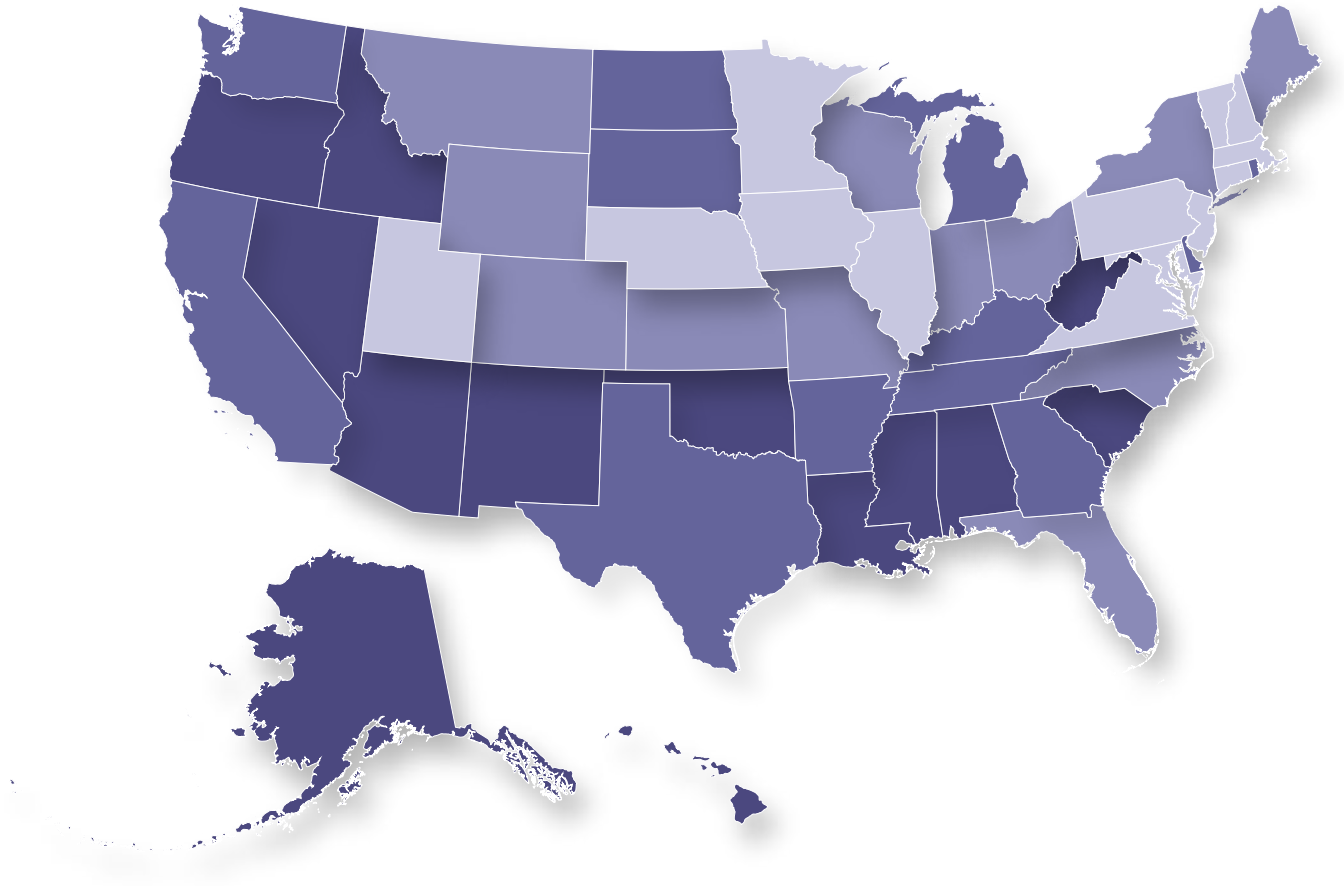
Data Highlights

- Nationally, 7 percent of teens ages 16 to 19, or 1.2 million youths, were not in school or working in 2017.
- At 4 percent, Massachusetts, Minnesota and North Dakota had the lowest rate of teens not in school or working in 2017. In contrast, West Virginia had the highest rate, at 11 percent. Although not ranked among states, Puerto Rico had the highest rate (12 percent) of teens not in school or working.
- American Indian (13 percent), African-American (10 percent) and Latino (8 percent) teens had considerably higher rates of neither being in school nor working than their white (5 percent) and Asian and Pacific Islander (4 percent) counterparts. ■

EDUCATION

The early years of a child's life lay the foundation for lifelong success. Establishing the conditions that promote educational achievement for children is critical, beginning with quality prenatal care and continuing through the early elementary years. With a strong and healthy beginning, children can more easily stay on track to remain in school and graduate on time, pursue postsecondary education and training and successfully transition to adulthood. Yet our country continues to have significant gaps in educational achievement by race and income along all age groups of child development.[36] Closing these gaps will be key to ensuring the nation's future workforce can compete on a global scale.

A STATE-TO-STATE COMPARISON OF EDUCATION: 2019



RANKINGS AND KEY

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22. North Carolina
23. Maine
24. Florida
25. Missouri
26. Delaware
27. Kentucky
28. Rhode Island
29. Washington
30. Texas
31. South Dakota
32. Arkansas
33. Tennessee
34. Georgia
35. North Dakota
36. California
37. Michigan
38. Alabama
39. Idaho
40. Hawaii
41. Oregon
42. South Carolina
43. West Virginia
44. Mississippi
45. Oklahoma
46. Arizona
47. Nevada
48. Louisiana
49. Alaska
50. New Mexico

YOUNG CHILDREN NOT IN SCHOOL

High-quality preschool programs for 3- to 4-year-olds help set the stage for future skill development, well-being and learning, particularly for those from low-income households.[37] These programs play an important role in preparing children for success and lead to higher levels of educational attainment, career advancement and earnings. Although Head Start and the expansion of state-funded programs since the 1990s have greatly increased access to preschool and kindergarten,[38] many kids — especially 3-year-olds and children living in low-income families — continued to be left out, exacerbating socioeconomic differences in educational achievement. Among member countries of the Organization for Economic Cooperation and Development, the United States has the third-lowest percentage of young children enrolled in early childhood programs.[39]

Data Highlights

- During 2015–17, 4.2 million kids ages 3 and 4 were not in school, representing more than half (52 percent) of all children in that age group. The rate of participation has remained unchanged since 2009–11.
- In 2015–17, Connecticut had the lowest share of 3- and 4-year-olds not in school, at 35 percent. The state with the highest percentages of young children not in school in 2015–17 was North Dakota (69 percent). Although the District of Columbia is not ranked among states, it had the best rate, at 25 percent — a result of the city's free, universal preschool for 3- and 4-year-olds.
- Roughly half of African-American, white and multiracial 3- and 4-year-olds were not in any school programs; the percentage was slightly lower for Asian and Pacific Islander kids (46 percent). The rates were noticeably higher for Latino (59 percent) and American Indian (56 percent) children.

FOURTH-GRADERS NOT PROFICIENT IN READING

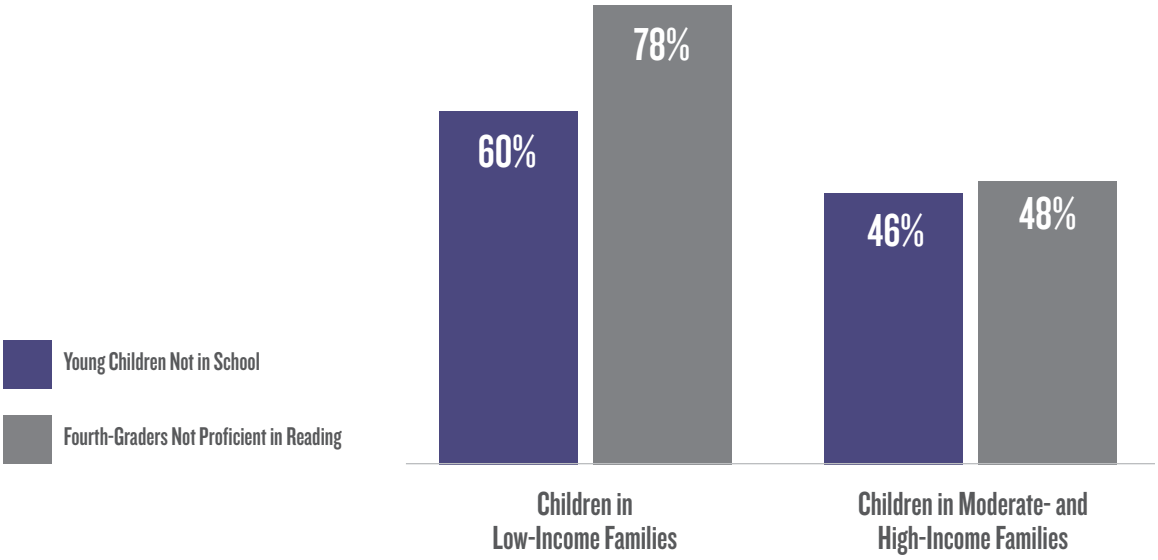
Reading proficiency by the end of third grade is a critical marker in a child's educational development. By fourth grade, children are expected to use reading to learn other subjects. Therefore, mastery of reading at this level becomes important for students to keep up academically. Children who reach fourth grade without being able to read proficiently are more likely to struggle academically and eventually drop out of school. Low reading proficiency also can reduce earning potential and chances for career success as adults.[40] Although there have been some improvements since the early 1990s, progress has been slow on literacy gains, and racial and income disparities remain.

Data Highlights

- Sixty-five percent of fourth-graders in public school were not proficient readers in 2017 — an alarming rate though slightly improved from 2009, when 68 percent scored not proficient.

Pre-K and Higher Family Incomes Boost Reading Proficiency for Children

Young Children Not in School (2013–17) and Fourth-Graders Not Proficient in Reading (2017) by Family Income



Sources: U.S. Census Bureau, 2013–17 American Community Survey and U.S. Department of Education, National Center for Education Statistics, 2017 National Assessment of Educational Progress.

Notes: For young children not in school, low income is defined as children living below 200 percent of poverty. For fourth-graders not proficient in reading, low income is defined as those eligible for free or reduced-price lunch, which is 185 percent of poverty.

- State differences in fourth-grade reading levels among public school students were wide. In 2017, Massachusetts was the only state where more than half of fourth-graders were proficient in reading. It had the lowest percentage of fourth-graders who were not proficient in reading, at 49 percent, compared with a high of 75 percent in New Mexico.
- In 2017, 81 percent of African-American, 79 percent of American Indian, 78 percent of Latino and 60 percent of multiracial fourth-graders were not proficient in reading, compared with 54 percent of white and 44 percent of Asian and Pacific Islander students.

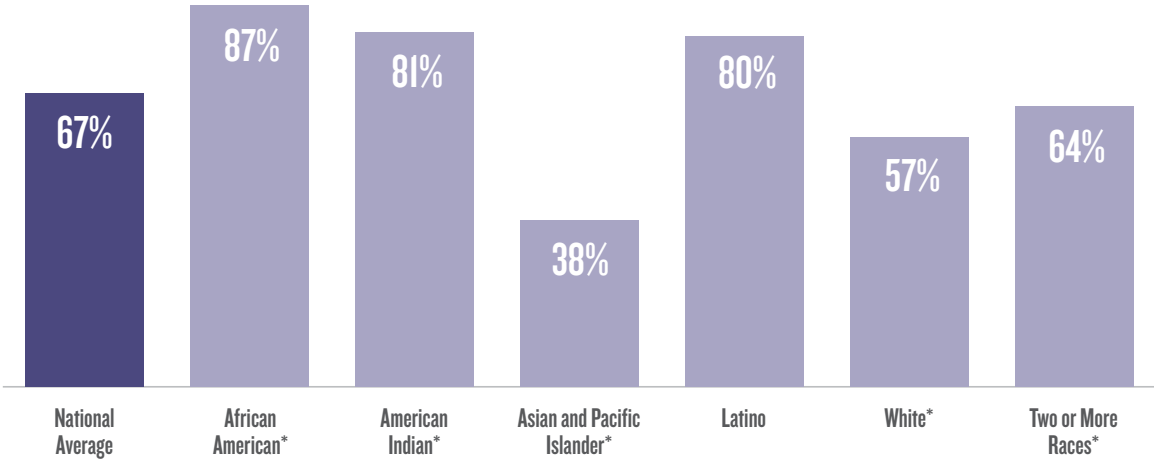
EIGHTH-GRADERS NOT PROFICIENT IN MATH

As technology continues to transform the economy, the demand grows for a workforce with aligned math and science skills and training that can keep pace with technological advancement. Students with strong math and science skills are more likely to graduate from high school, attend and complete college, earn higher incomes and take advantage of the future opportunities available to them.[41]

Even for young people who do not attend college, basic math skills and numerical literacy help with everyday tasks and personal financial management and improve employability.

Two-Thirds of Eighth-Graders Are Not Proficient in Math; Racial Disparities in Achievement Persist

Eighth-Graders Not Proficient in Math by Race: 2017



Source: U.S. Department of Education, National Center for Education Statistics, 2017 National Assessment of Educational Progress.

* Data are for non-Hispanic children.

Ensuring kids have early and ongoing access to high-quality math education is critical for their success in school and life.

Data Highlights

- Nationwide, two-thirds (67 percent) of public school eighth-graders were not proficient in math in 2017. This rate was the same in 2009.
- At 50 percent, Massachusetts students performed best in math, with the lowest percentage of eighth-graders not proficient in 2017. Louisiana had the highest rate, at 81 percent.
- In 2017, 38 percent of Asian and Pacific Islander and 57 percent of white eighth-graders scored below proficiency, compared with 87 percent of African-American, 81 percent of American Indian and 80 percent of Latino eighth-graders.
- Eighth-grade math achievement improved for African-American, Asian and Pacific Islander, Latino and multiracial students between 2009 and 2017 but remained the same for white students while worsening slightly for American Indian children.

HIGH SCHOOL STUDENTS NOT GRADUATING ON TIME

A high school diploma is critical for entering today's workforce. Students who graduate from high school on time have many more choices in young adulthood. They are more likely to pursue postsecondary education and training, make healthier decisions and engage in less risky behaviors. They also are more employable and have higher incomes than students who fail to graduate.[42] In 2017, median annual earnings for someone without a high school diploma ($23,031) were 75 percent of the earnings of a high school graduate ($30,624) and 44 percent of the earnings of someone with a bachelor's degree ($52,484).[43]

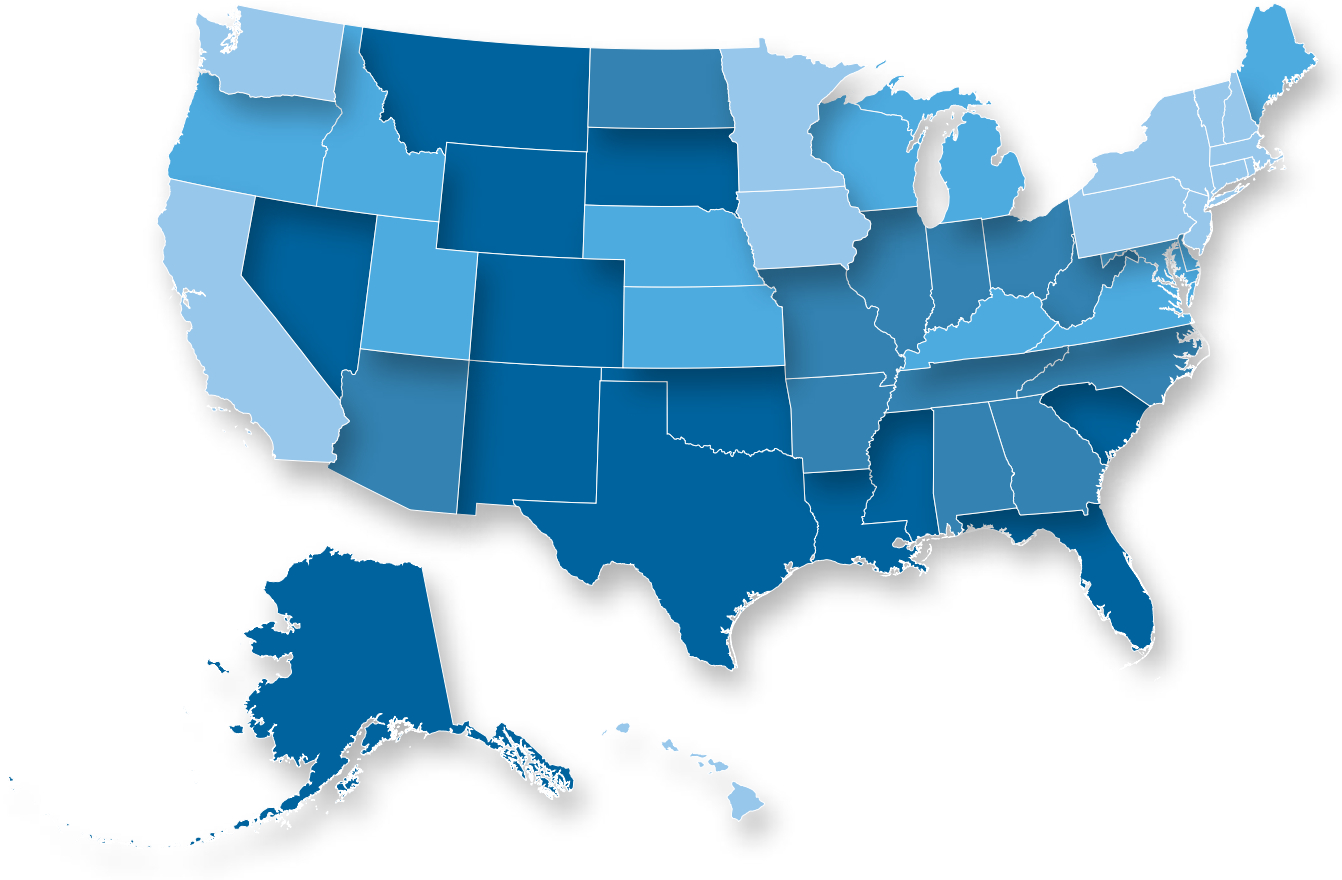
Data Highlights

- Steady improvements occurred since 2010–11, when 21 percent of high school students failed to graduate in four years. Nationally, about one in seven (15 percent) did not graduate on time in the 2016–17 school year, an all-time low.
- In the 2016–17 school year, among the states, the percentage of students not graduating from high school in four years ranged from a low of 9 percent in Iowa to a high of 29 percent in New Mexico.
- In 2016–17, 11 percent of white students did not graduate from high school on time. The rates for American Indian and African-American students were at least twice as high, at 28 percent and 22 percent, respectively. The rate for Latino students was 20 percent. ■

HEALTH

Children's good health is fundamental to their overall development, and ensuring kids are born healthy is the first step toward improving their life chances. Exposure to violence, family stress, inadequate housing, lack of preventive health care, poor nutrition, poverty and substance abuse undermine children's health. Poor health in childhood affects other critical aspects of a child's life, such as school readiness and attendance, and can have lasting consequences on their future health and well-being.

A STATE-TO-STATE COMPARISON OF HEALTH: 2019



RANKINGS AND KEY

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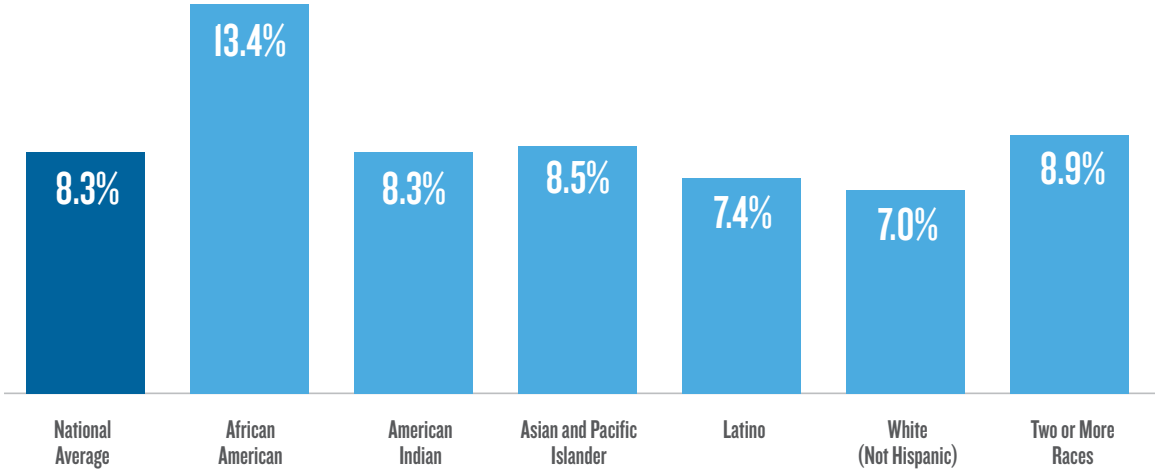
Black, Asian and Multiracial Families More Likely to Have Low Birth-Weight Babies

Low Birth-Weight Babies by Race: 2017



Source: Centers for Disease Control and Prevention, National Center for Health Statistics, 2017 Vital Statistics.

LOW BIRTH-WEIGHT BABIES

Birth weight is an important indicator of an infant's health. Babies born at a low birth weight (less than 5.5 pounds) have a high probability of experiencing developmental problems and short- and long-term disabilities. They also are at greater risk of dying within the first year of life. Infections, multiple births, obesity, poor nutrition, poverty, smoking, stress and violence can increase the chances of a baby being born at a low birth weight.[44] Compared with other affluent countries, the United States has one of the highest percentages of babies born at a low birth weight.[45]

Data Highlights

- Nationally, low birth-weight babies represented 8.3 percent of all live births in 2017. This was the third year in a row that the percentage of babies born at a low birth weight increased. The 2017 rate matched 2006's four-decade high of 8.3 percent.[46]
- Alaska had the lowest percentage of low birth-weight babies in 2017 — 6.2 percent of live births — while Mississippi had the highest, at 11.6 percent.
- Among racial and ethnic groups, African-American babies were most likely to be born at a low birth weight, at 13.4 percent of live births in 2017. This number was close to twice the rates for Latino (7.4 percent) and white (7.0 percent) infants. The rate increased from 2016 for all groups except white babies, for whom the rate remained the same.

CHILDREN WITHOUT HEALTH INSURANCE

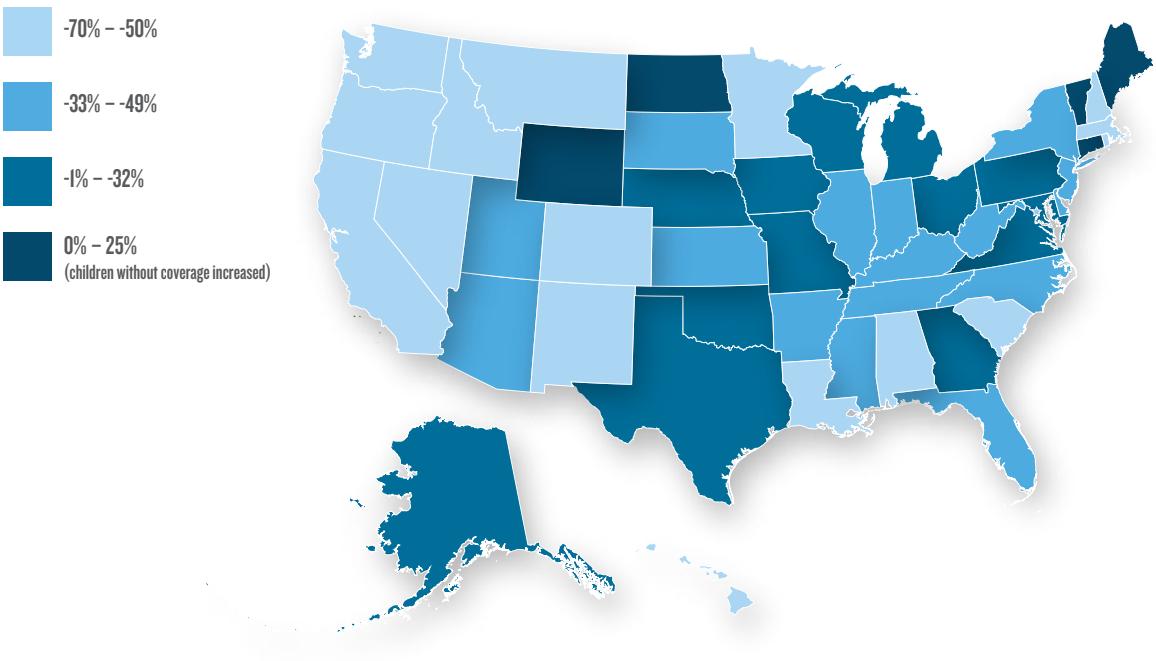
Children with health insurance are more likely to have a regular source of health care they can access for preventive care services and developmental screenings, to treat acute and chronic conditions or to address injuries when they occur. Children without coverage are less likely than insured children to receive care when they need it. Although employers were less likely to provide health insurance in 2017, and most low-wage and part-time workers lacked employer-sponsored coverage, public health insurance increased coverage among children during the past decade. Having health insurance can protect families from financial crisis when a child experiences a serious or chronic illness and can help kids remain active, healthy and in school ready to learn.

Data Highlights

- Across the nation, 5 percent of children ages 18 and under (3.9 million) lacked health insurance in 2017.

Coverage Rates Increased for Kids in 45 States Since 2010; Now 95 Percent of U.S. Kids Are Insured

Change in Children Without Health Insurance: 2010–17



Sources: U.S. Census Bureau, 2010 and 2017 American Community Surveys.

- In 37 states, the District of Columbia and Puerto Rico, the percentage of children without health coverage was 5 percent or less in 2017. Massachusetts and the District of Columbia had the lowest rate, 1 percent, compared with a high of 11 percent in Texas.
- American Indian (13 percent) and Latino (8 percent) children were far more likely to be uninsured than their African-American (5 percent), Asian and Pacific Islander (4 percent), multiracial (4 percent) and white (4 percent) peers.

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 issues, 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 further into their teenage years, they encounter new, and potentially deadly, risks. In 2017, accidents, homicides and suicides accounted for 76 percent of deaths for teens ages 15 to 19.[48]

Data Highlights

- In 2017, 20,337 children and youths ages 1 to 19 died in the United States, which translates into a mortality rate of 26 per 100,000 children and teens. Although unchanged since 2010, the rate has declined dramatically since 1990, when it was 46 per 100,000.
- New Jersey and Rhode Island had the lowest rate, at 16 deaths per 100,000 children and youths in 2017. At the other end of the spectrum, Alaska had a child and teen death rate of 52 per 100,000.
- The 2017 mortality rate for African-American children and teens (38 per 100,000) was noticeably higher than the death rates for children and youth of other racial and ethnic groups.

TEENS WHO ABUSE ALCOHOL OR DRUGS

Experimenting with alcohol or drugs is common among teens across all subgroups. While some teens experiment and stop, others develop a dependency on these substances. This dependency occurs during a critical time of development that can negatively affect their cognitive growth.[49] Substance abuse is associated with a variety of negative consequences, including increased likelihood of using such substances later in life, poor academic performance and inappropriate decision making that may put teens at higher risk for accidents, suicide, unplanned and unsafe sex and violence.[50] Abuse of alcohol and drugs also can cause physical and mental health problems and disengagement from family, peers, schools and community. All of these negative consequences can carry over into early and later adulthood.

Data Highlights

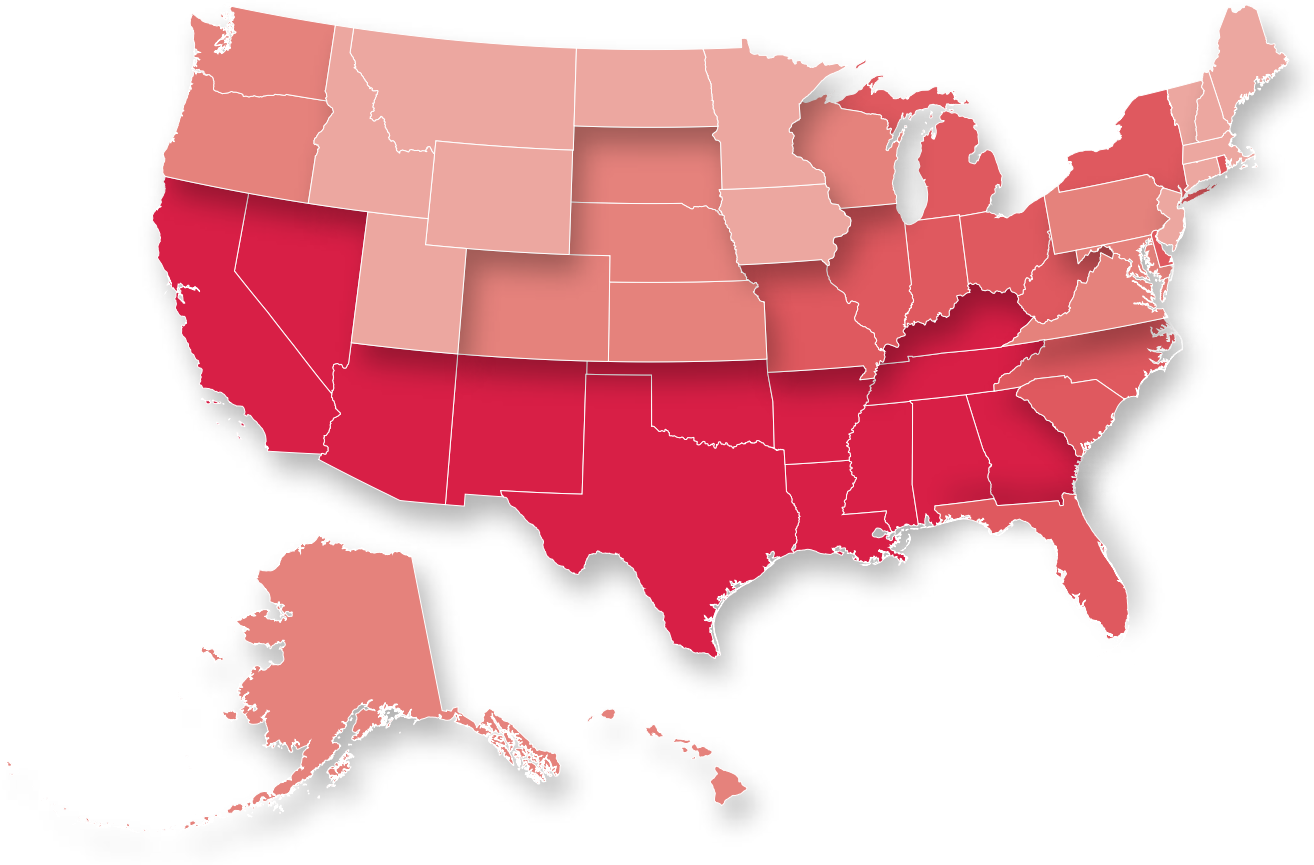
- In 2016–17, 4 percent of teens ages 12 to 17, or just over 1 million youths, had abused or were dependent on alcohol or drugs during the past year.

- Substance abuse rates are low throughout the country, but there is some variation across states, ranging from a low of 3 percent in Georgia, Indiana, Maryland, Mississippi, New Jersey and Pennsylvania to a high of 7 percent in Alaska.
- Among racial and ethnic groups, Asian teens were the least likely (2 percent) to abuse or be dependent on alcohol or drugs, while American Indian and multiracial teens were the most likely (5 percent). Latino and white teens had a 4 percent alcohol and drug abuse rate, while African-American youth were at 3 percent. ■

FAMILY AND COMMUNITY

Children who live in nurturing families and supportive communities have stronger personal connections and higher academic achievement. Parents struggling with financial hardship have fewer resources available to foster their children's development and are more prone to face severe stress and depression, which can interfere with effective parenting. These findings underscore the importance of two-generation approaches to ending poverty, which address the needs of parents and children at the same time so that both can succeed together. Where families live also matters. When communities are safe and have strong institutions, good schools and quality support services, families and their children are more likely to thrive.

A STATE-TO-STATE COMPARISON OF FAMILY AND COMMUNITY: 2019



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CHILDREN IN SINGLE-PARENT FAMILIES

Even with the best efforts of parents, children growing up in single-parent families typically have access to fewer economic resources and valuable time with adults than children in two-parent families in which child-raising responsibilities can be shared. For example, in 2017, 31 percent of single-parent families had incomes below the poverty line, compared with 7 percent of married couples with children.[51] The effects of growing up in single-parent families go beyond economics, increasing the likelihood of children dropping out of school, being disconnected from the labor market and becoming teen parents.[52]

Data Highlights

- The percentage of children living in single-parent families remained unchanged between 2010 and 2017. In 2017, 34 percent of children (24 million) lived in single-parent families.
- At the state level, the percentage of children living in single-parent families in 2017 ranged from a low of 19 percent in Utah to a high of 46 percent in Mississippi. The share was even greater in Puerto Rico (62 percent) and the District of Columbia (51 percent).
- Two-thirds of African-American children (65 percent), more than half of American Indian children (54 percent) and two-fifths of Latino and multiracial children (41 percent) lived in single-parent families in 2017. By comparison, 24 percent of white children and 15 percent of Asian and Pacific Islander children lived in single-parent households.

CHILDREN IN FAMILIES WHERE THE HOUSEHOLD HEAD LACKS A HIGH SCHOOL DIPLOMA

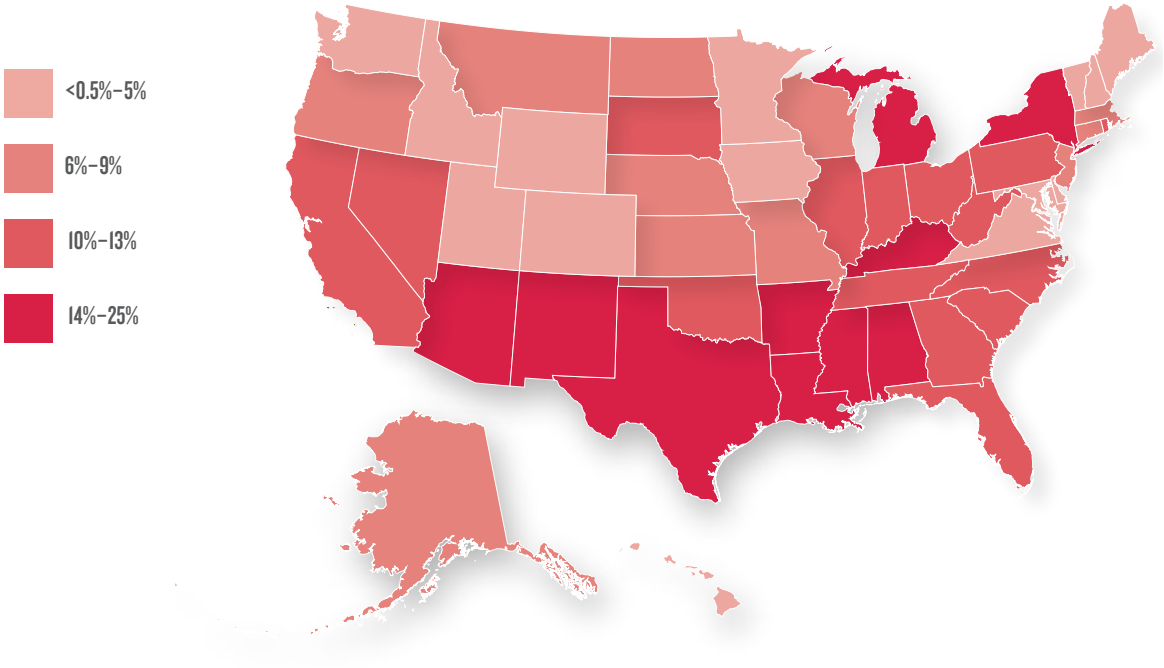
Children growing up in households with highly educated adults are better positioned for future success. These parents often are better able to provide the financial stability and security they need to foster their children's development. Higher levels of parental education also are strongly associated with better outcomes for children, including kids' own higher educational attainment and achievement.[53] Kids who grow up with parents who have not graduated from high school not only have fewer socioeconomic advantages but also are more likely to be born with a low birth weight, have other health problems, enter school unprepared and have limited educational and employment opportunities as adults.[54] As jobs require more skills and education, it is encouraging to see that parental education at all levels has steadily increased over the past several decades.

Data Highlights

- In 2017, 13 percent of children lived in households headed by an adult without a high school diploma. This was the first improvement seen in this indicator since 2013. While that is only slightly better than the rate in 2010 (15 percent), it was a substantial improvement since 1990, when 22 percent of children lived with parents who lacked a high school diploma.[55]
- In Maine, 4 percent of children lived with parents who lacked a high school diploma, the lowest rate in the country. At 21 percent, California had the highest rate.

More Than 8 Million Kids Live in Poor Neighborhoods, Undermining Their Development

Children Living in High-Poverty Areas by State: 2013–17



Source: U.S. Census Bureau, 2013–17 American Community Survey.

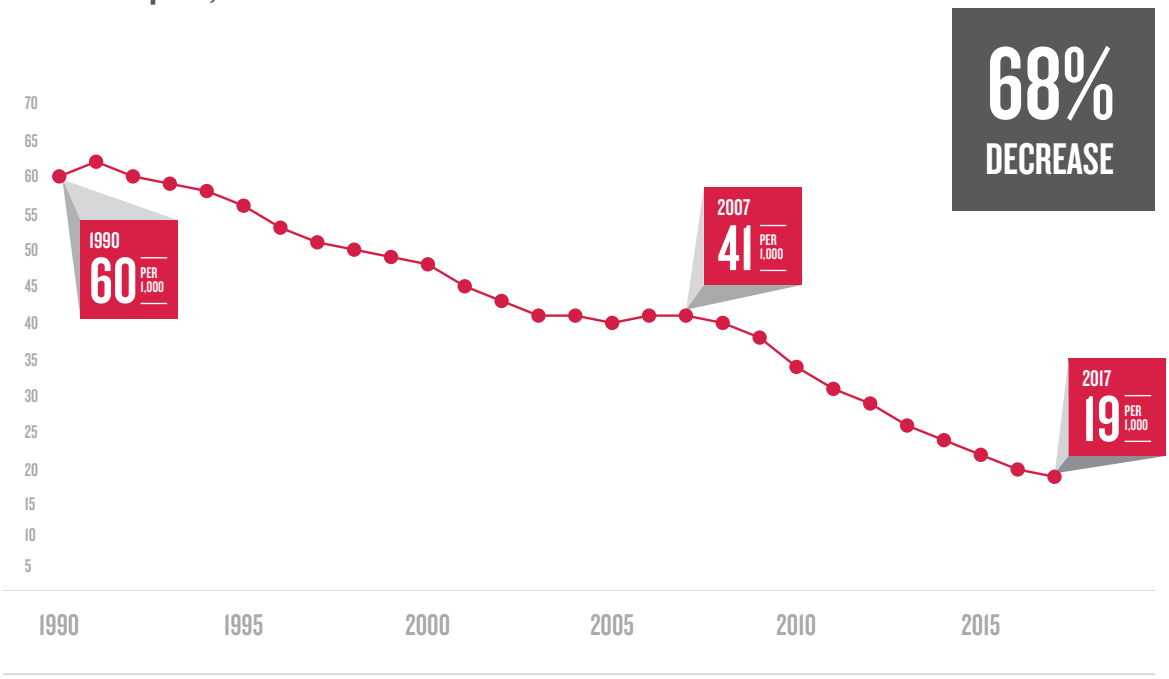
- Almost one-third of Latino children (31 percent) lived in households headed by someone without a high school diploma. That is more than 2.5 times the rate for African-American children (12 percent), more than three times the rate for Asian and Pacific Islander children (10 percent) and more than six times the rate for white children (5 percent).

CHILDREN LIVING IN HIGH-POVERTY AREAS

High-poverty neighborhoods — where poverty rates for the total population are 30 percent or more — come with a number of challenges that affect the children and families who live there. Residents of these neighborhoods contend with poorer health, higher rates of crime and violence, poor-performing schools due to inadequate funding and limited access to support networks and job opportunities. They also experience higher levels of financial instability. These barriers make it much harder for families to move up the economic ladder.[56] Concentrated neighborhood poverty negatively affects all kids living in the area — not only children in households with low incomes but also those whose parents are economically better off.[57]

Teen Birth Rate at an All-Time Low

Teen Births per 1,000 Females: 1990–2017



Source: Centers for Disease Control and Prevention, National Center for Health Statistics, 1990–2017 Vital Statistics.

Data Highlights

- During the period from 2013 to 2017, 12 percent of children lived in high-poverty areas, a total of 8.5 million. 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.[58] After rising as high as 14 percent in 2009–13, the rate has leveled off and dropped for the second consecutive year.
- Variation among the states was wide: Less than 1 percent of children in Wyoming lived in high-poverty areas, compared with 24 percent of Mississippi's and New Mexico's children. Puerto Rico (84 percent) and the District of Columbia (25 percent) had the highest rates.
- African-American (28 percent), American Indian (28 percent) and Latino (19 percent) children were much more likely to have lived in high-poverty areas than their multiracial (10 percent), Asian and Pacific Islander (6 percent) and white (4 percent) counterparts.

TEEN BIRTHS

Teenage childbearing can have long-term negative effects for mother and child. Babies born to teens are far more likely to be born preterm and at a low birth weight — and into families with limited educational attainment and economic resources, which undermines their future success.[59] Children born to teen mothers tend to have poorer academic and behavioral outcomes and are more likely to engage in sexual activity and become teen parents themselves. Although the teen birth rate

has decreased over the past few years and is currently at a historic low, the teen birth rate in the United States remains the highest among affluent countries.[60]

Data Highlights

- In 2017, 194,377 babies were born to mothers ages 15 to 19. That translates into a birth rate of 19 births per 1,000 teens, which is less than one-third the rate in 1990 (60 births per 1,000 teens).[61]
- Among the states, the teen birth rate for 2017 ranged from a low of eight births per 1,000 teens ages 15 to 19 in Massachusetts and New Hampshire to a high of 33 births per 1,000 in Arkansas.
- Latina and African-American teens had the highest birth rates (29 births per 1,000) across major racial and ethnic groups. Although still high, the 2017 teen birth rate was the lowest on record for both groups.[62] ■

ENDNOTES

I.

To facilitate comparisons between 1990 and 2017, the racial and ethnic composition statistics in this foreword reflect the racial and ethnic categories used by the U.S. Census Bureau *prior to 2000* — after which the bureau allowed census respondents to select more than one race — and are drawn from a data source that bridges this difference. Centers for Disease Control and Prevention, National Center for Health Statistics. (2018, June 27). *Bridged-race population estimates.* Retrieved March 15, 2019, from https://wonder.cdc.gov/bridged-race-population.html

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4.

Due to changes in the list of indicators between 1990 and 2019 and underlying data collection strategies for the indicators, this side-by-side is a reflection only of point-in-time KIDS COUNT rankings, not a direct data comparison.

5.

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U.S. Census Bureau. (n.d.). *Census regions and divisions of the United States.* Retrieved from www2.census.gov/geo/pdfs/maps-data/maps/reference/us_regdiv.pdf

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One state, West Virginia, borders two states (Ohio and Pennsylvania) that lost children and is often considered part of the "industrial heartland." Federal Reserve Bank of Cleveland. (n.d.). *The industrial heartland from 1969 to the present.* Retrieved April 15, 2019, from www.clevelandfed.org/region/industrial-heartland.aspx. Two others, Louisiana and Mississippi, lost significant populations of all ages following Hurricane Katrina. Frey, W. H., & Singer, A. (2006, June). *Katrina and Rita impacts on Gulf Coast populations: First census findings.* Washington, DC: The Brookings Institution. Retrieved April 15, 2019, from www.brookings.edu/wp-content/uploads/2016/06/20060607_hurricanes.pdf. The fourth state, Wyoming, saw an insignificant change in the number of children.

10.

These states are Arizona, Colorado, Delaware, Florida, Idaho, Nevada, North Carolina, Oregon, South Carolina, Tennessee and Washington. U.S. Census Bureau. (2018, December). *Table 4. Cumulative estimates of the components of resident population change for the United States, regions, states, and Puerto Rico: April 1, 2010 to July 1, 2018.* Retrieved April 15, 2019, from www2.census.gov/programs-surveys/popest/tables/2010-2018/state/totals/nst-est2018-04.xlsx

11.

The three mechanisms by which states can gain (or lose) population are international immigration, domestic migration and natural growth/decline (birth/death rates). The four high-growth states in which natural growth accounted for the largest of the three figures were Georgia, Texas, Utah and Virginia.

12.

From 1860 through 1920, immigrants accounted for between a low of 13 percent and a high of 15 percent of the U.S. population. In 2017, immigrants accounted for 13.7 percent of the U.S. population. Migration Policy Institute. (n.d.). *U.S. immigrant population and share over time, 1850-present.* Retrieved April 15, 2019, from www.migrationpolicy.org/programs/data-hub/charts/immigrant-population-over-time?width=1000&height=850&iframe=true

13.

In share order: North Carolina (6.7 times the share, from 3 percent of all children in 1990 to 20 percent in 2017), Tennessee (6.5 times the share, from 2 percent to 13 percent), Nebraska (5.7 times the share, from 3 percent to 17 percent in 2017), Arkansas, Georgia, Iowa, South Carolina, Kentucky, Minnesota, Delaware, Indiana and Alabama. Migration Policy Institute tabulation of data from U.S. Census Bureau, 2017 American Community Survey (ACS) and 1990 Decennial Census; 1990 data source: Ruggles, S., Alexander, J. T., Genadek, K., Goeken, R., Schroeder, M. B., & Sobek, M. (2010). *Integrated public use microdata series: Version 5.0* (Machine-readable database). Minneapolis: University of Minnesota. Retrieved from www.migrationpolicy.org/sites/default/files/datahub/MPI-Data-Hub-Children-in-immigrant-families_2017.xlsx

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In the District of Columbia, the share of non-Hispanic white children increased during this time period (from 13 percent to 24 percent). Centers for Disease Control and Prevention, National Center for Health Statistics. (2018, June 27). *Bridged-race population estimates.* Retrieved March 15, 2019, from https://wonder.cdc.gov/bridged-race-population.html

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Alaska, Connecticut, Illinois, Maryland, Massachusetts, Minnesota, Nevada, New Jersey, New York, Oregon, Texas and Virginia.

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For more information about the young child undercount, see Count All Kids — Census 2020. (n.d.). *What is the census?* Retrieved from https://countallkids.org/what-is-the-census

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For more policy recommendations specific to children in immigrant families, see the Annie E. Casey Foundation. (2017). *Race for results.*

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For more policy recommendations specific to young parents and their children, see the Annie E. Casey Foundation. (2018). *Opening doors for young parents* (KIDS COUNT policy report). Baltimore, MD: Author. Retrieved from www.aecf.org/resources/opening-doors-for-young-parents

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KIDS COUNT DATA CENTER

THE KIDS COUNT DATA CENTER PROVIDES DATA ON CHILD WELL-BEING

The Annie E. Casey Foundation's KIDS COUNT Data Center provides access to 4,315 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.

SEARCH

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

DISAGGREGATE

Seamlessly connect to state and national statistics in three areas: age, family nativity and race and ethnicity. The largest of these areas — race and ethnicity — includes a game-changing 77 markers for evaluating child and family well-being.

VISUALIZE

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

SHARE

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

ACCESS

The KIDS COUNT Data Center works on any mobile device and any screen. Find hundreds of child well-being indicators at your fingertips to support smart decision making and good policies for children and families.

datacenter.kidscount.org

APPENDICES

APPENDIX A

Child Well-Being Rankings

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

N.R.: Not ranked

APPENDIX B

Economic Well-Being Indicators

LOCATION	CHILDREN IN POVERTY: 2017		CHILDREN WHOSE PARENTS LACK SECURE EMPLOYMENT: 2017		CHILDREN LIVING IN HOUSEHOLDS WITH A HIGH HOUSING COST BURDEN: 2017		TEENS NOT IN SCHOOL AND NOT WORKING: 2017	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
United States	13,353,000	18	20,075,000	27	22,908,000	31	1,171,000	7
Alabama	265,000	25	336,000	31	263,000	24	24,000	9
Alaska	27,000	15	61,000	33	58,000	31	2,000	7
Arizona	332,000	21	469,000	29	517,000	32	31,000	8
Arkansas	156,000	22	201,000	28	168,000	24	14,000	8
California	1,619,000	18	2,661,000	29	3,859,000	43	142,000	7
Colorado	149,000	12	286,000	23	385,000	31	16,000	5
Connecticut	93,000	13	195,000	26	259,000	35	10,000	5
Delaware	37,000	18	54,000	26	60,000	29	3,000	6
District of Columbia	32,000	26	52,000	42	49,000	39	2,000	8
Florida	840,000	20	1,219,000	29	1,593,000	38	74,000	7
Georgia	519,000	21	689,000	27	745,000	30	48,000	8
Hawaii	34,000	12	81,000	26	111,000	36	6,000	9
Idaho	67,000	15	105,000	24	107,000	24	6,000	6
Illinois	486,000	17	755,000	26	880,000	30	43,000	6
Indiana	282,000	18	412,000	26	365,000	23	27,000	7
Iowa	88,000	12	141,000	19	139,000	19	8,000	5
Kansas	104,000	15	146,000	21	160,000	22	9,000	5
Kentucky	223,000	22	316,000	31	237,000	23	18,000	7
Louisiana	307,000	28	371,000	33	330,000	30	27,000	10
Maine	33,000	13	67,000	26	52,000	20	3,000	5
Maryland	160,000	12	314,000	23	437,000	32	18,000	6
Massachusetts	182,000	14	365,000	27	433,000	32	16,000	4
Michigan	419,000	20	639,000	29	549,000	25	34,000	6
Minnesota	150,000	12	276,000	21	280,000	22	12,000	4
Mississippi	190,000	27	242,000	34	189,000	26	15,000	8
Missouri	252,000	19	380,000	27	327,000	24	21,000	6
Montana	33,000	15	68,000	30	50,000	22	4,000	7
Nebraska	66,000	14	95,000	20	104,000	22	6,000	5
Nevada	125,000	19	186,000	27	222,000	33	13,000	9
New Hampshire	26,000	10	65,000	25	67,000	26	4,000	5
New Jersey	272,000	14	479,000	24	739,000	37	30,000	7
New Mexico	131,000	27	174,000	36	136,000	28	12,000	10
New York	803,000	20	1,236,000	30	1,646,000	40	57,000	6
North Carolina	481,000	21	643,000	28	621,000	27	38,000	7
North Dakota	19,000	11	37,000	22	31,000	18	2,000	4
Ohio	513,000	20	736,000	28	639,000	25	34,000	5
Oklahoma	203,000	21	270,000	28	250,000	26	18,000	8
Oregon	141,000	16	239,000	27	282,000	32	12,000	6
Pennsylvania	444,000	17	696,000	26	725,000	27	41,000	6
Puerto Rico	377,000	58	369,000	56	187,000	29	23,000	12
Rhode Island	34,000	17	53,000	26	68,000	33	4,000	6
South Carolina	245,000	23	331,000	30	308,000	28	19,000	7
South Dakota	34,000	17	53,000	25	39,000	18	2,000	5
Tennessee	315,000	21	426,000	28	406,000	27	27,000	7
Texas	1,525,000	21	1,921,000	26	2,297,000	31	134,000	8
Utah	98,000	11	176,000	19	225,000	24	12,000	6
Vermont	16,000	14	29,000	25	37,000	31	2,000	5
Virginia	258,000	14	439,000	23	544,000	29	23,000	5
Washington	232,000	14	429,000	26	510,000	31	22,000	6
West Virginia	94,000	26	139,000	37	84,000	22	10,000	11
Wisconsin	182,000	14	287,000	22	295,000	23	15,000	5
Wyoming	18,000	13	33,000	24	30,000	22	3,000	8

Education Indicators

LOCATION	YOUNG CHILDREN (AGES 3 AND 4) NOT IN SCHOOL: 2015–17		FOURTH-GRADERS NOT PROFICIENT IN READING: 2017		EIGHTH-GRADERS NOT PROFICIENT IN MATH: 2017		HIGH SCHOOL STUDENTS NOT GRADUATING ON TIME: 2016–17	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
United States	4,223,000	52	N.A.	65	N.A.	67	N.A.	15
Alabama	66,000	57	N.A.	69	N.A.	79	N.A.	11
Alaska	13,000	64	N.A.	72	N.A.	71	N.A.	22
Arizona	111,000	61	N.A.	70	N.A.	66	N.A.	22
Arkansas	39,000	51	N.A.	69	N.A.	75	N.A.	12
California	522,000	51	N.A.	69	N.A.	71	N.A.	17
Colorado	67,000	50	N.A.	60	N.A.	62	N.A.	21
Connecticut	27,000	35	N.A.	57	N.A.	64	N.A.	12
Delaware	12,000	51	N.A.	64	N.A.	72	N.A.	13
District of Columbia	4,000	25	N.A.	71	N.A.	79	N.A.	27
Florida	222,000	49	N.A.	59	N.A.	71	N.A.	18
Georgia	134,000	50	N.A.	65	N.A.	69	N.A.	19
Hawaii	20,000	54	N.A.	68	N.A.	73	N.A.	17
Idaho	31,000	65	N.A.	62	N.A.	65	N.A.	20
Illinois	142,000	45	N.A.	65	N.A.	68	N.A.	13
Indiana	102,000	59	N.A.	59	N.A.	62	N.A.	16
Iowa	41,000	52	N.A.	64	N.A.	63	N.A.	9
Kansas	43,000	53	N.A.	63	N.A.	65	N.A.	14
Kentucky	67,000	59	N.A.	62	N.A.	71	N.A.	10
Louisiana	61,000	48	N.A.	74	N.A.	81	N.A.	22
Maine	16,000	57	N.A.	64	N.A.	64	N.A.	13
Maryland	75,000	50	N.A.	60	N.A.	67	N.A.	12
Massachusetts	62,000	41	N.A.	49	N.A.	50	N.A.	12
Michigan	122,000	52	N.A.	68	N.A.	69	N.A.	20
Minnesota	78,000	54	N.A.	61	N.A.	54	N.A.	17
Mississippi	36,000	47	N.A.	73	N.A.	78	N.A.	17
Missouri	82,000	55	N.A.	63	N.A.	70	N.A.	12
Montana	14,000	58	N.A.	62	N.A.	63	N.A.	14
Nebraska	29,000	56	N.A.	62	N.A.	59	N.A.	11
Nevada	48,000	63	N.A.	69	N.A.	73	N.A.	19
New Hampshire	13,000	50	N.A.	57	N.A.	55	N.A.	11
New Jersey	78,000	36	N.A.	51	N.A.	56	N.A.	10
New Mexico	29,000	56	N.A.	75	N.A.	80	N.A.	29
New York	200,000	42	N.A.	64	N.A.	66	N.A.	18
North Carolina	139,000	58	N.A.	61	N.A.	65	N.A.	13
North Dakota	14,000	69	N.A.	66	N.A.	60	N.A.	13
Ohio	154,000	55	N.A.	61	N.A.	60	N.A.	16
Oklahoma	60,000	56	N.A.	71	N.A.	76	N.A.	17
Oregon	52,000	54	N.A.	67	N.A.	66	N.A.	23
Pennsylvania	152,000	52	N.A.	60	N.A.	62	N.A.	13
Puerto Rico	26,000	37	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Rhode Island	12,000	53	N.A.	61	N.A.	70	N.A.	16
South Carolina	62,000	53	N.A.	71	N.A.	74	N.A.	16
South Dakota	16,000	63	N.A.	64	N.A.	62	N.A.	16
Tennessee	100,000	61	N.A.	67	N.A.	70	N.A.	10
Texas	464,000	57	N.A.	71	N.A.	67	N.A.	10
Utah	59,000	57	N.A.	59	N.A.	61	N.A.	14
Vermont	6,000	45	N.A.	57	N.A.	61	N.A.	11
Virginia	107,000	52	N.A.	57	N.A.	60	N.A.	13
Washington	107,000	57	N.A.	61	N.A.	59	N.A.	21
West Virginia	27,000	65	N.A.	68	N.A.	76	N.A.	11
Wisconsin	75,000	56	N.A.	65	N.A.	61	N.A.	11
Wyoming	9,000	58	N.A.	59	N.A.	62	N.A.	14

N.A.: Not available

Health Indicators

LOCATION	LOW BIRTH-WEIGHT BABIES: 2017		CHILDREN WITHOUT HEALTH INSURANCE: 2017		CHILD AND TEEN DEATHS PER 100,000: 2017		TEENS WHO ABUSE ALCOHOL OR DRUGS: 2016–17	
	Number	Percent	Number	Percent	Number	Rate	Number	Percent
United States	318,873	8.3	3,925,000	5	20,337	26	1,028,000	4
Alabama	6,038	10.3	36,000	3	426	37	15,000	4
Alaska	647	6.2	19,000	10	99	52	4,000	7
Arizona	6,119	7.5	133,000	8	489	28	26,000	5
Arkansas	3,477	9.3	33,000	4	278	37	10,000	4
California	32,451	6.9	301,000	3	1,870	19	140,000	5
Colorado	5,848	9.1	57,000	4	374	28	24,000	6
Connecticut	2,845	8.1	24,000	3	151	19	13,000	5
Delaware	981	9.0	8,000	3	51	23	3,000	4
District of Columbia	1,001	10.5	2,000	1	34	25	2,000	5
Florida	19,653	8.8	325,000	7	1,247	28	64,000	5
Georgia	12,772	9.9	200,000	7	751	28	27,000	3
Hawaii	1,491	8.5	7,000	2	70	22	4,000	4
Idaho	1,545	7.0	22,000	5	138	30	7,000	5
Illinois	12,651	8.5	89,000	3	886	29	47,000	5
Indiana	6,794	8.3	106,000	6	517	31	18,000	3
Iowa	2,526	6.6	24,000	3	212	27	10,000	4
Kansas	2,685	7.4	39,000	5	231	31	10,000	4
Kentucky	4,831	8.8	41,000	4	334	31	12,000	4
Louisiana	6,519	10.7	36,000	3	454	39	14,000	4
Maine	876	7.1	13,000	5	58	21	4,000	5
Maryland	6,375	8.9	54,000	4	358	25	16,000	3
Massachusetts	5,260	7.5	22,000	1	273	18	21,000	4
Michigan	9,793	8.8	69,000	3	618	26	30,000	4
Minnesota	4,626	6.7	47,000	3	305	22	18,000	4
Mississippi	4,333	11.6	37,000	5	303	40	9,000	3
Missouri	6,336	8.7	75,000	5	521	36	17,000	4
Montana	942	8.0	14,000	6	66	27	5,000	6
Nebraska	1,930	7.5	26,000	5	137	27	6,000	4
Nevada	3,265	9.1	58,000	8	185	26	12,000	5
New Hampshire	839	6.9	6,000	2	53	19	4,000	4
New Jersey	8,040	7.9	78,000	4	342	16	23,000	3
New Mexico	2,250	9.5	26,000	5	165	32	10,000	6
New York	18,543	8.1	118,000	3	793	18	57,000	4
North Carolina	11,268	9.4	119,000	5	662	27	29,000	4
North Dakota	720	6.7	14,000	8	55	30	2,000	4
Ohio	11,854	8.7	125,000	5	846	30	36,000	4
Oklahoma	4,085	8.1	82,000	8	346	34	14,000	4
Oregon	2,972	6.8	33,000	4	237	26	16,000	5
Pennsylvania	11,580	8.4	125,000	4	696	24	29,000	3
Puerto Rico	2,556	10.5	25,000	4	151	21	N.A.	N.A.
Rhode Island	795	7.5	5,000	2	36	16	3,000	5
South Carolina	5,506	9.7	60,000	5	391	33	15,000	4
South Dakota	835	6.9	14,000	6	92	41	4,000	6
Tennessee	7,409	9.2	71,000	4	543	34	20,000	4
Texas	32,162	8.4	835,000	11	2,066	27	88,000	4
Utah	3,507	7.2	71,000	7	237	25	12,000	4
Vermont	380	6.7	2,000	2	27	21	2,000	5
Virginia	8,393	8.4	101,000	5	463	23	23,000	4
Washington	5,776	6.6	46,000	3	364	21	28,000	5
West Virginia	1,781	9.5	11,000	3	112	28	6,000	4
Wisconsin	4,968	7.7	53,000	4	334	24	19,000	4
Wyoming	600	8.7	14,000	10	41	29	2,000	5

N.A.: Not available

Family and Community Indicators

LOCATION	CHILDREN IN SINGLE-PARENT FAMILIES: 2017		CHILDREN IN FAMILIES WHERE THE HOUSEHOLD HEAD LACKS A HIGH SCHOOL DIPLOMA: 2017		CHILDREN LIVING IN HIGH-POVERTY AREAS: 2013–17		TEEN BIRTHS PER 1,000: 2017	
	Number	Percent	Number	Percent	Number	Percent	Number	Rate
United States	24,001,000	34	9,557,000	13	8,545,000	12	194,377	19
Alabama	399,000	39	128,000	12	168,000	15	4,241	27
Alaska	49,000	29	18,000	10	12,000	6	486	22
Arizona	572,000	37	263,000	16	332,000	20	5,025	22
Arkansas	243,000	37	89,000	13	100,000	14	3,178	33
California	2,870,000	33	1,874,000	21	1,167,000	13	18,935	15
Colorado	338,000	28	140,000	11	59,000	5	2,790	16
Connecticut	239,000	33	61,000	8	59,000	8	1,053	9
Delaware	71,000	37	26,000	13	10,000	5	552	18
District of Columbia	59,000	51	17,000	14	30,000	25	408	21
Florida	1,551,000	39	478,000	11	459,000	11	10,708	18
Georgia	899,000	38	323,000	13	335,000	13	7,778	22
Hawaii	90,000	32	20,000	7	13,000	4	714	19
Idaho	104,000	24	37,000	8	17,000	4	1,106	19
Illinois	933,000	34	325,000	11	300,000	10	7,103	17
Indiana	511,000	34	186,000	12	160,000	10	5,091	23
Iowa	200,000	29	56,000	8	24,000	3	1,678	16
Kansas	199,000	29	73,000	10	51,000	7	2,057	21
Kentucky	328,000	35	106,000	10	163,000	16	4,060	29
Louisiana	467,000	45	141,000	13	226,000	20	4,269	29
Maine	76,000	32	11,000	4	9,000	4	504	13
Maryland	441,000	34	140,000	10	60,000	4	2,667	14
Massachusetts	419,000	32	114,000	8	90,000	6	1,827	8
Michigan	720,000	35	197,000	9	330,000	15	5,307	16
Minnesota	337,000	27	107,000	8	60,000	5	2,113	12
Mississippi	305,000	46	93,000	13	171,000	24	3,137	31
Missouri	449,000	35	131,000	9	121,000	9	4,301	22
Montana	60,000	28	11,000	5	15,000	7	645	21
Nebraska	130,000	29	52,000	11	36,000	8	1,158	18
Nevada	237,000	37	115,000	17	67,000	10	1,906	22
New Hampshire	72,000	29	15,000	6	5,000	2	353	8
New Jersey	577,000	30	185,000	9	177,000	9	2,837	10
New Mexico	205,000	45	77,000	16	118,000	24	1,896	28
New York	1,397,000	35	592,000	14	706,000	17	7,480	12
North Carolina	799,000	37	288,000	13	260,000	11	6,845	21
North Dakota	44,000	27	8,000	5	10,000	6	368	16
Ohio	920,000	37	244,000	9	329,000	13	7,788	21
Oklahoma	321,000	36	114,000	12	105,000	11	3,793	30
Oregon	249,000	30	106,000	12	57,000	7	1,809	15
Pennsylvania	881,000	35	261,000	10	323,000	12	5,899	15
Puerto Rico	388,000	62	76,000	12	616,000	84	2,650	24
Rhode Island	70,000	35	22,000	11	28,000	13	414	11
South Carolina	417,000	40	118,000	11	130,000	12	3,408	22
South Dakota	62,000	31	13,000	6	24,000	11	614	23
Tennessee	522,000	37	166,000	11	200,000	13	5,516	27
Texas	2,399,000	34	1,431,000	19	1,091,000	15	26,971	28
Utah	173,000	19	77,000	8	22,000	2	1,801	15
Vermont	34,000	30	7,000	6	2,000	2	206	10
Virginia	542,000	31	170,000	9	91,000	5	3,987	15
Washington	457,000	29	182,000	11	69,000	4	3,191	15
West Virginia	124,000	37	34,000	9	38,000	10	1,416	27
Wisconsin	402,000	33	106,000	8	116,000	9	2,564	14
Wyoming	37,000	28	7,000	5	1,000	<.5	424	25

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 based on 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.

The Foundation urges 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 on 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 and to assess changes over time within a state. However, the 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 on pages 53–57 and on the KIDS COUNT Data Center.

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

DEFINITIONS AND DATA SOURCES

DOMAIN RANK for each state was determined in the following manner. First, the Foundation converted the state numerical values for the most recent year for each of the four key indicators within every domain into standard scores. It summed those standard scores in each domain to get a total standard score for each state. Finally, Casey ranked the states based on 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 calculated in the following manner. First, Casey converted the state numerical values for the most recent year for all 16 key indicators into standard scores. It summed those standard scores within their domains to create a domain standard score for each state. The Foundation then summed the four domain standard scores to get a total standard score for every state. Finally, it ranked the states based on 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.

PERCENTAGE CHANGE OVER TIME ANALYSIS was computed by comparing the most recent year's data for the 16 key indicators with the data for the base year. To calculate percentage change, the Foundation 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 percentage change was calculated on rounded data, and the percentage-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 defined each year by the U.S. Census Bureau. In 2017, a family of two adults and two children lived in poverty if their annual income fell below $24,858. 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 children in foster care). 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 the resident parent did not work at least 35 hours per week for at least 50 weeks in the 12 months prior to the survey. For children living in married-couple families, this means neither parent worked at least 35 hours per week for at least 50 weeks in the 12 months before the survey. Children living with neither parent are also listed as not having secure parental employment because they are likely to be economically vulnerable.

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).

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

EDUCATION INDICATORS

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

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

FOURTH-GRADERS NOT PROFICIENT IN READING is the percentage of fourth-grade public school students who did not reach the proficient level in reading as measured by the National Assessment of Educational Progress. For this indicator, public schools include charter schools and exclude Bureau of Indian Education 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. For this indicator, public schools include charter schools and exclude Bureau of Indian Education 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 percentage of an entering freshman class not graduating in four years. The measure is derived from the adjusted cohort graduation rate (ACGR). The four-year ACGR is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. Students entering ninth grade for the first time form a cohort that is adjusted by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data.

HEALTH INDICATORS

LOW BIRTH-WEIGHT BABIES is the percentage of live births weighing less than 5.5 pounds (2,500 grams). 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 19 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 PER 100,000 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 parents. Children not living with a parent are excluded. In this definition, single-parent families include cohabiting couples. Children living with married stepparents are not considered to be in a single-parent family.

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

CHILDREN IN FAMILIES WHERE THE HOUSEHOLD HEAD LACKS A HIGH SCHOOL DIPLOMA is the percentage of children under age 18 living in households where the household head does not have a high school diploma or equivalent.

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

CHILDREN LIVING IN HIGH-POVERTY AREAS is the percentage of children under age 18 who live in census tracts where the poverty rates of the total population are 30 percent or more. In 2017, a family of two adults and two children lived in poverty if their annual income fell below $24,858. The data are based on income received in the 12 months prior to the survey. The census tract 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 PER 1,000 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.

STATE KIDS COUNT ORGANIZATIONS

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

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

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

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

CALIFORNIA
Children Now
www.childrennow.org
510.763.2444

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

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

DELAWARE
University of Delaware
www.dekidscount.org
302.831.3462

DISTRICT OF COLUMBIA
DC Action for Children
www.dcactionforchildren.org
202.234.9404

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

GEORGIA
Georgia Family Connection Partnership
www.gafcp.org
404.507.0488

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

IDAHO
Idaho Voices for Children
Jannus, Inc.
www.idahovoices.org
208.336.5533

ILLINOIS
Voices for Illinois Children
www.voices4kids.org
312.456.0600

INDIANA
The Indiana Youth Institute
www.iyi.org
317.396.2700

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

KANSAS
Kansas Action for Children
www.kac.org
785.232.0550

KENTUCKY
Kentucky Youth Advocates
www.kyyouth.org
502.895.8167

LOUISIANA
Agenda for Children
www.agendaforchildren.org
504.586.8509

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

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

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

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

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

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

MISSOURI
Family and Community Trust
www.mokidscount.org
573.636.3228

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

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

NEVADA
Children's Advocacy Alliance
www.caanv.org
702.228.1869

NEW HAMPSHIRE
New Futures KIDS COUNT
www.new-futures.org
603.225.9540

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

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

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

NORTH CAROLINA
NC Child
www.ncchild.org
919.834.6623

NORTH DAKOTA
North Dakota KIDS COUNT
Center for Social Research
North Dakota State University
www.ndkidscount.org
701.231.1060

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

OKLAHOMA
Oklahoma Policy
Institute
www.okpolicy.org
918.794.3944

OREGON
Children First for Oregon
www.cffo.org
503.236.9754

PENNSYLVANIA
Pennsylvania Partnerships
for Children
www.papartnerships.org
717.236.5680

PUERTO RICO
Youth Development Institute
(Instituto del Desarrollo
de la Juventud)
www.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
Beacom School of Business
University of South Dakota
www.sdkidscount.org
605.677.6432

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

TEXAS
Center for Public Policy Priorities
www.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
Kids Forward
www.kidsforward.net
608.284.0580

WYOMING
Wyoming Community Foundation
www.wycf.org/partners/wy-kids-count
307.721.8300

ABOUT THE ANNIE E. CASEY FOUNDATION

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.

The Annie E. Casey Foundation's KIDS COUNT® is a national and state effort to track the status of children in the United States. By providing policymakers and advocates with benchmarks of child well-being, KIDS COUNT seeks to enrich local, state and national discussions concerning ways to build a better future for all children.

Nationally, KIDS COUNT produces publications on key areas of well-being, including the annual *KIDS COUNT Data Book* and periodic reports on critical child and family policy issues.

The Foundation's KIDS COUNT Data Center (datacenter.kidscount.org) provides the best available data on child well-being in the United States. Additionally, the Foundation funds a nationwide network of state KIDS COUNT organizations that provide a more detailed, local picture of how children are faring.

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

ISSN 1060-9814

Designed by Illume Communications
illumecomm.com

Photography by Jason E. Miczek

Data compiled by Population Reference Bureau
www.prb.org

The *2019 KIDS COUNT Data Book*
can be viewed, downloaded and ordered at
www.aecf.org/databook.

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