

2018

KIDS COUNT DATA BOOK

STATE TRENDS IN CHILD WELL-BEING



THE ANNIE E. CASEY FOUNDATION

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FOREWORD

BY PATRICK T. McCARTHY, PRESIDENT AND CEO,
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The 2010 U.S. Census failed to count almost 1 million children younger than age 5. These weren't the only kids who were missed.* The decennial census also historically undercounts children of color as well as kids in low-income and immigrant families. Despite the vital importance of the census, we face another potential undercount of young children in 2020 — a problem that's grown in magnitude with every census since 1980.¹ If the 2020 numbers are wrong, we will live with the consequences for 10 years.

* In this report, the terms “missed” and “undercount” refer to the net undercount. This figure (1 million children under age 5) combines omissions and overcounts — that is, the 2.2 million kids missed and the 1.2 million counted more than once or included erroneously. For more information, see the source cited in endnote 1, page 48.



Why does this matter? The 2020 census will determine how much federal funding states and localities receive each year *for the next decade*. When kids aren't counted, communities don't get their fair share of federal dollars for Head Start, school lunches, public health insurance, housing, child care and myriad other programs and services that help young children in low-income families get a healthy start in life.

What's more, the census is used to apportion seats in the U.S. House of Representatives and to draw legislative districts at other levels

of government. When young children, kids living in poor families and children of color aren't counted, their parents and communities don't get a full voice in electing leaders who will make critical decisions about their futures, violating one of the fundamental principles of representative democracy.

While time is running short to ensure the 2020 census meets its constitutional mandate to count every person living in the United States, it's not too late to address some of the shortcomings that have led to past undercounts.

HOW DO WE KNOW THE CENSUS FAILS TO COUNT ALL YOUNG CHILDREN?

Researchers use demographic analysis to check the accuracy of census data. They use births, deaths and net international migration (that is, the difference between immigration and emigration) to calculate the expected population. Most children under 5 in the United States are born here, so analysts can rely primarily on birth and death records to calculate their numbers with a high degree of confidence. These numbers are then compared to census figures. Researchers also use this approach to identify which children are most likely to be left out.²

WHICH KIDS DON'T GET COUNTED AND WHY?

Although some people invariably are missed or counted more than once when surveying the entire population, the census undercounts children younger than 5 at a much higher rate than any other age group.

Researchers aren't entirely sure why, but they have some ideas:

Some kids aren't counted because their whole family is not counted. Some families are harder to count than others because their living arrangements are complex (for example, they live with nonrelatives) or family members have other characteristics associated with low response rates.

Hard-to-count families include those who are highly mobile or homeless and households without an adult fluent in English. Families living in poverty or headed by young adults or individuals without a high school diploma are less likely to respond to the census than more affluent, older and more highly educated households.³ The households most likely to be missed have a disproportionate share of young children.⁴

Response rates to government surveys in general have declined because of increased concerns about privacy, confidentiality and identity theft.⁵ Immigrant families with undocumented members are sometimes reluctant to respond out of fear. The decision to add a citizenship question to the 2020 census — just days before the March 31 deadline to finalize the survey — will undoubtedly exacerbate this problem.⁶

Some kids live in places traditionally harder to count. These include neighborhoods where poverty is high and where multi-unit buildings and rental housing are more common. Table 1 lists the percentage of children under 5 in each state living in hard-to-count census tracts,⁷ defined as having low mail response rates (73 percent or less) in the 2010 census. Although these figures do not completely align with the undercount of young children, they signal states where these kids are most likely to be missed in 2020. Nearly 25 percent of kids under age 5 live in hard-to-count tracts. The likelihood of a young child living in a hard-to-count tract varies dramatically by state, from a high of 52 percent in New Mexico to a low of 3 percent in Idaho and Iowa.

Other kids aren't counted even though some of their family members are. Some households respond to the census but don't include all members on the survey. This sometimes happens in multigenerational households, dual-family households, families with joint custody and households where a grandparent or other relative cares for a child. Some people don't realize the importance of including every family member; young children, particularly newborns, are more likely to be excluded than school-age kids.⁸

In the 2010 census, the undercount rate for Latino children under age 5 was 7.5 percent; the rate for black children (including kids listed on the census as black and another race) was 6.3 percent. In contrast, the rate for children who are not black or Latino was 2.7 percent.⁹ Because of data limitations, numbers for other racial groups of young children are unavailable.

TABLE I

Children Under Age 5 Living in Hard-to-Count Census Tracts: 2012–16

STATE	Number*	Percent
United States	4,479,000	23
Alabama	51,000	17
Alaska	26,000	47
Arizona	166,000	38
Arkansas	42,000	22
California	754,000	30
Colorado	62,000	19
Connecticut	54,000	29
Delaware	10,000	17
District of Columbia	11,000	27
Florida	216,000	20
Georgia	170,000	26
Hawaii	35,000	39
Idaho	3,000	3
Illinois	152,000	19
Indiana	39,000	9
Iowa	7,000	3
Kansas	25,000	13
Kentucky	30,000	11
Louisiana	113,000	36
Maine	3,000	5
Maryland	53,000	15
Massachusetts	104,000	29
Michigan	62,000	11
Minnesota	14,000	4
Mississippi	55,000	29
Missouri	39,000	10
Montana	8,000	12
Nebraska	11,000	8
Nevada	68,000	38
New Hampshire	9,000	14
New Jersey	148,000	28
New Mexico	69,000	52
New York	507,000	43
North Carolina	73,000	12
North Dakota	4,000	8
Ohio	106,000	15
Oklahoma	95,000	36
Oregon	28,000	12
Pennsylvania	104,000	15
Rhode Island	18,000	33
South Carolina	26,000	9
South Dakota	7,000	12
Tennessee	75,000	19
Texas	582,000	30
Utah	24,000	9
Vermont	3,000	10
Virginia	78,000	15
Washington	67,000	15
West Virginia	25,000	24
Wisconsin	43,000	13
Wyoming	4,000	9

Definition: Hard-to-count census tracts are those in the bottom 20 percent of 2010 census mail return rates (i.e., mail return rates of 73 percent or less) or tracts for which a mail return rate is not applicable because they were enumerated in 2010 using the special update/enumerate method.

Note: Estimates produced by Steven Romalewski, Center for Urban Research, CUNY Graduate Center, www.censushardtocountmaps2020.us, and compiled and analyzed by William O'Hare.

Source: U.S. Census Bureau, 2012–16 American Community Survey.

*Figures rounded to the nearest 1,000.



In short, not only do young children have the highest undercount rate, but those most likely to be missed are kids of color and those living in low-income and immigrant families. These children are least likely to have access to the building blocks that foster their success — financially stable families, adequate nutrition and health care, stimulating early learning environments and safe neighborhoods — which, in turn, promote healthy brain development and social and emotional skills that help kids succeed in school and beyond.¹⁰

Yet the programs and services that support children, families and communities facing significant barriers to success are the very ones jeopardized by this undercount. If we don't count the kids facing the greatest obstacles, we essentially make them and their needs invisible — and their future uncertain.

WHAT'S AT STAKE

Census data are used in various ways, which means another undercount would have far-reaching implications, including:

Federal funding allocations. About 300 programs rely on data derived from the census. Federal spending for these programs totaled roughly \$800 billion in the 2015 fiscal year.¹¹ Some of these programs provide critical assistance to young children and their families, particularly those with low incomes. These include Medicaid; the Children's Health Insurance Program; the Supplemental Nutrition Assistance Program (SNAP); the Special Supplemental Nutrition Program for Women, Infants and Children (WIC); Title I education funding; the school lunch program; grants for special education; Head Start and Early Head Start; foster care assistance; and the Child Care and Development Fund. These programs alone receive about \$160 billion in federal funding annually (see Table 2).¹²

Political representation. The Constitution requires the federal government to count the entire U.S. population every 10 years to apportion seats in the House of Representatives. The Census Bureau then compiles official state population totals and determines how many seats each state should have. States use this

TABLE 2

Federal Spending on Kids in 10 Large Programs: 2015 Fiscal Year

ESTIMATED AMOUNT OF FEDERAL MEDICAID SPENDING GOING TO CHILDREN*	\$60,882,222,000
ESTIMATED AMOUNT OF SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM GOING TO CHILDREN†	\$29,187,354,000
TITLE I GRANTS TO LOCAL EDUCATION AGENCIES‡	\$13,859,181,000
NATIONAL SCHOOL LUNCH PROGRAM‡	\$11,560,852,000
SPECIAL EDUCATION GRANTS‡	\$11,233,113,000
STATE CHILDREN'S HEALTH INSURANCE PROGRAM‡	\$11,089,152,000
HEAD START‡	\$8,259,131,000
SPECIAL SUPPLEMENTAL NUTRITION PROGRAM FOR WOMEN, INFANTS AND CHILDREN‡	\$6,347,680,000
FOSTER CARE‡	\$4,635,733,000
CHILD CARE‡	\$2,858,660,000
TOTAL	\$159,913,078,000

* Source: William O'Hare's estimate. Estimates do not include federal Medicaid expenditures for disabled children.

† Source: Food Research & Action Center analysis of FY2015 SNAP Quality Control data from U.S. Department of Agriculture, Food and Nutrition Service.

‡ Source: Reamer, A. (2017, August). *Counting for dollars 2020: The role of the decennial census in the geographic distribution of federal funds*. Retrieved from <https://gwipp.gwu.edu/counting-dollars-2020-initial-analysis>

information to set boundaries for congressional, state and local legislative districts.¹³

Planning for infrastructure, services and business investment. State and local leaders in government and the private sector rely on census data to determine their population's needs for education, health care, transportation and utilities. City, county and state planners must assess the need for early childhood programs, schools, hospitals, clinics, roads, bridges and public transportation. For example, they might use census data, as well as more timely government surveys that are based on the census, to determine how many

prekindergarten seats a neighborhood needs or where to build an urgent care center. Before deciding where to open a store, business owners rely on census data to determine whether the customer base exists.¹⁴

Research and advocacy. Researchers and advocates, including the Casey Foundation, use the census and interim population surveys benchmarked against the census, such as the American Community Survey, to assess the well-being of children and families, identify and analyze problems, document disparities, propose policy solutions and evaluate the efficacy of program investments.¹⁵

MAKING EVERY KID COUNT IN 2020

THE CHALLENGES

The nation is at high risk of another sizable undercount of young children. Congress has underfunded the Census Bureau for the last six years, which has caused delays and cancellations of testing in several hard-to-count places. The bureau canceled field tests scheduled for Puerto Rico and on American Indian reservations in 2017.¹⁶ The agency also eliminated dress-rehearsal sites — where it simulates the entire census process — in rural and other areas without good internet access. The only trial run, taking place now,¹⁷ is not using the final questionnaire with the citizenship question, and communications and outreach efforts have been limited.¹⁸

The 2020 census will be the first conducted mostly online. The lower rate of internet access in communities of color could undermine response rates, although having an online option might make young parents more likely to participate. Cybersecurity and confidentiality are also concerns.¹⁹

The last-minute decision to add a citizenship question, which last appeared on the census in 1950, poses new challenges. With immigrants already facing heightened fears of scrutiny and permanent family separation, this question — which has not been field-tested — may deter some already hard-to-count households from participating.²⁰ Nearly 17 million people in the United States — including 6 million citizen children — live in households with at least one person who is undocumented.²¹

THERE'S STILL TIME FOR LEADERS TO ACT

Critical steps toward a better count of young kids in 2020 include:

- maximizing the capacity of the Census Bureau to count them;
- fully funding state and local outreach campaigns focused on their parents;
- expanding the pool of trusted messengers who can reach hard-to-count families;



- making internet access available to families least likely to have it at home; and
- addressing privacy and confidentiality concerns.

Accomplishing these tasks will require an all-hands-on-deck effort: The federal executive and legislative branches, state and local officials, advocates, businesses, service providers, community leaders and local philanthropy all have important roles to play.

Maximizing the Capacity of the Census Bureau

The Census Bureau knows it undercounts young children. In 2014, an internal task force summarized possible reasons and recommended research to further illuminate the issue.²² While the bureau has made some progress, inadequate funding in recent years has left many questions unanswered and limited the agency's ability to follow up.²³ A lack of leadership has also hampered planning for 2020: The Census Bureau's director left in May 2017, and that position still had not been filled at the time of publication, more than a year later.

To address the undercount, the administration needs to appoint a highly qualified and permanent director as soon as possible, and Congress needs to fully fund the bureau. In consultation with stakeholders, the bureau should quickly develop a detailed plan for reducing the undercount of young children. The research and evaluation component of the census should incorporate tests to help census managers and analysts better understand which children weren't counted and why — an opportunity missed in 2010.²⁴

The Census Bureau plays an essential role in engaging state and local partners to increase

participation. Its Partnership Program enlists state, local and tribal governments; businesses; and civic, advocacy and community-based organizations to increase awareness of, and motivate participation in, the census.²⁵ After starting late, the Census Bureau did not have a robust effort to recruit child-serving organizations as partners in 2010.²⁶ It should make this a top priority in the ramp-up to 2020.

Fully Funding State and Local Outreach Campaigns

Because funding constraints and delays have hindered federal efforts, states and localities have a more vital role than ever to play in census outreach activities. Advocates need to continue to educate their state and local officials and community foundations about the severity of the young child undercount. Helping them understand what's at stake — maximizing federal funding and political representation for the next decade — can help persuade them to allocate funds for increasing census participation.

State, local and grassroots campaigns can help by figuring out how and where to best reach parents. Which messages are most likely to resonate and encourage participation among parents in specific communities? Who are the messengers most trusted to convey them?

For example, a respected local elected official might speak out about the importance of the census at a neighborhood town hall, or a local school board might hold a parents' night at an elementary school where parents can fill out census forms. In immigrant communities, outreach materials and in-person communication should be offered in relevant languages.²⁷



Expanding the Pool of Trusted Messengers

Having trusted individuals and organizations conduct outreach in local communities is one of the most effective ways to increase participation among people most likely to be missed. Service providers and others who routinely interact with families are an untapped resource that could potentially act in this capacity. For example, establishing and strengthening strategic partnerships with medical providers who serve parents of newborns could be particularly effective in increasing parents' awareness about including every child on the census form.

Other potential resources:

- Early Head Start and Head Start programs, preschools and child care providers;
- medical providers, including dentists, pediatricians and clinics;
- public program offices for Medicaid, SNAP and WIC;
- public schools, libraries and community centers;
- houses of worship, clergy and other religious leaders; and
- local elected officials and civic leaders.

Making Internet Access More Widely Available

To address the digital divide, the Census Bureau plans to distribute paper surveys to some of the most remote, rural areas in the country. The bureau will also mail paper forms to households that don't respond electronically and allow people to do the survey by phone.²⁸

In areas where large numbers of households lack internet access, public schools, libraries and local businesses can offer opportunities for families to fill out the census online. Civic and religious organizations can conduct drives to collect old computers and set up census response sites.

Addressing Privacy and Confidentiality Concerns

Although immigrants are increasingly fearful of sharing information with the government, they are not alone. Growing distrust of government and concerns about privacy in the digital age — exacerbated by a rash of large-scale data breaches — pose a threat to the 2020 census. While the ability to complete the census online may increase participation among some groups, others may be more reluctant to respond.

Strong legal protections prohibit the sharing of census data, but people need confidence that these laws will be respected and enforced. The federal government must affirm its commitment to protecting respondent data. Without such assurances, some local messengers may be reluctant to wholeheartedly endorse and encourage census participation.²⁹

We must make accurately counting young children a priority between now and 2020.

As a country, we know how important it is to give children a great start in life. That can only happen if we have the right data to tell us where they are, what they need and how to ensure they have the bright future they deserve. ■



TRENDS



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

The KIDS COUNT index uses four domains to capture what children need most to thrive: (1) Economic Well-Being, (2) Education, (3) Health and (4) Family and Community. Each domain includes four indicators, for a total of 16. These indicators represent the best available data to measure the status of child well-being at the state and national levels. (For a more thorough description of the KIDS COUNT index, visit www.aecf.org/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 2016, the most recent year available for most indicators. These data allow the Foundation to assess how the country's children have fared during the economic recovery experienced after the Great Recession. State rankings focus only on the most recent data.

NATIONAL TRENDS IN CHILD WELL-BEING

Data over a recent period of six or so years reveals positive and negative developments in child well-being nationally (see pages 16 and 17). Broadly speaking, children experienced gains in the Economic Well-Being domain, but saw mixed results in the Health, Education and Family and Community domains.

All four Economic Well-Being indicators improved during the recovery. Fewer children were living in poverty, more parents were employed and fewer families were spending a disproportionate amount of their income on housing costs.

Nonetheless, in 2016, one in five children lived in poverty.

In 2016, the national unemployment rate was 4.9 percent; it has since declined to 3.9 percent.³⁰ 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 some improvement. Notably, with 84 percent of high school students graduating on time in the 2015–16 school year, the nation's graduation rate reached an all-time high.

The Health domain largely remained unchanged except for children's health insurance. Far fewer children lacked access to coverage in 2016 than before the recession. The Foundation attributes this precipitous drop in the number of uninsured kids to expanded public health coverage.

Trends in the Family and Community domain were mixed. The teen birth rate continued its decline, reaching a new low. And a smaller percentage of children were living with parents who lack a high school diploma. However, the percentage of children living in single-parent families, who tend to have fewer resources, was higher in 2016 than in 2010.

Especially troubling is the number of kids growing up in high-poverty neighborhoods. Although the percentage of children in these neighborhoods declined compared with last year's measure — the first decrease since the recession began — 13 percent of the nation's children continued to live in communities where poverty rates were at or above 30 percent in 2012–16.

NATIONAL TRENDS

16 Key Indicators of Child Well-Being by Domain

ECONOMIC WELL-BEING

CHILDREN IN POVERTY US: 14,116,000	22% 2010	19% 2016 BETTER
CHILDREN WHOSE PARENTS LACK SECURE EMPLOYMENT US: 20,692,000	33% 2010	28% 2016 BETTER
CHILDREN LIVING IN A HOUSEHOLD WITH A HIGH HOUSING COST BURDEN US: 23,556,000	41% 2010	32% 2016 BETTER
TEENS NOT IN SCHOOL AND NOT WORKING US: 1,176,000	9% 2010	7% 2016 BETTER

EDUCATION

YOUNG CHILDREN (AGES 3 AND 4) NOT IN SCHOOL US: 4,256,000	52% 2009-11	52% 2014-16 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	16% 2015-16 BETTER

N.A.: Not available

HEALTH

LOW BIRTH-WEIGHT BABIES US: 321,839	8.1% 2010	8.2% 2016 WORSE
CHILDREN WITHOUT HEALTH INSURANCE US: 3,277,000	8% 2010	4% 2016 BETTER
CHILD AND TEEN DEATHS PER 100,000 US: 20,360	26 2010	26 2016 SAME
TEENS WHO ABUSE ALCOHOL OR DRUGS US: 1,148,000	N.A. 2009-10	5% 2015-16

FAMILY AND COMMUNITY

CHILDREN IN SINGLE-PARENT FAMILIES US: 24,267,000	34% 2010	35% 2016 WORSE
CHILDREN IN FAMILIES WHERE THE HOUSEHOLD HEAD LACKS A HIGH SCHOOL DIPLOMA US: 9,989,000	15% 2010	14% 2016 BETTER
CHILDREN LIVING IN HIGH-POVERTY AREAS US: 9,448,000	13% 2008-12	13% 2012-16 SAME
TEEN BIRTHS PER 1,000 US: 209,809	34 2010	20 2016 BETTER

N.A.: Not available

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

RACIAL INEQUITIES IN CHILD WELL-BEING

The nation's racial inequities remain deep, systemic and stubbornly persistent (see page 19) despite gains during the economic recovery for children of all races and income levels. On nearly all index measures, African-American, American Indian and Latino children continued to fare worse than their peers. 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 a high school diploma. American Indian families with children were less likely to be burdened with high housing costs, and American Indian and Latino kids were more likely to be born at a healthy birth weight. Latino children and teens also had a lower death rate than the national average.

As a result of generational inequities and systemic barriers, children of color face 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 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 lacks a high school diploma and to not be in school when they are young. Latinas also have the highest teen birth rate.

Although Asian and Pacific Islander children tend to fare better than their peers, disaggregated



data show that differences exist. For example, 45 percent of Burmese and 35 percent of Hmong children live in poverty, a rate that is three to four times more than Asian and Pacific Islander children on average. And 64 percent of Burmese children live in a family where the head of household lacks a high school diploma — six times higher than Asian and Pacific Islander kids in general.³¹

Today, in 12 states and the District of Columbia, kids of color are the majority of the child population, and demographers predict children of color will be the majority of all U.S. kids by 2020. The future success of our nation depends on our ability to ensure all children have the chance to be successful.

NATIONAL AND STATE DATA FACT SHEETS ONLINE

National and state profiles providing current and trend data for all 16 indicators are available at www.aecf.org/databook.

KEY INDICATORS

By Race and Hispanic Origin

		National Average	African American	American Indian	Asian and Pacific Islander	Latino	Non-Hispanic White	Two or More Races
ECONOMIC WELL-BEING								
Children in poverty	2016	19%	34%	34%	12%	28%	12%	20%
Children whose parents lack secure employment	2016	28%	43%	46%	21%	33%	22%	32%
Children living in households with a high housing cost burden	2016	32%	45%	31%	31%	43%	23%	34%
Teens not in school and not working	2016	7%	9%	13%	3%	9%	6%	7%
EDUCATION								
Young children (ages 3 and 4) not in school*	2012–16	53%	49%	57%	47%	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	2015–16	16%	24% [†]	28% [†]	9% [†]	21%	12%	N.A.
HEALTH								
Low birth-weight babies	2016	8.2%	13.2%	7.7%	8.4%	7.3%	7.0%	8.7%
Children without health insurance	2016	4%	4%	12%	4%	7%	3%	3%
Child and teen deaths per 100,000	2016	26	38	28	16	21	25	N.A.
Teens who abuse alcohol or drugs	2016 [‡]	4%	4% [†]	7% [†]	3% ^{†§}	5%	4% [†]	5% [†]
FAMILY AND COMMUNITY								
Children in single-parent families	2016	35%	66%	52%	16%	42%	24%	42%
Children in families where the household head lacks a high school diploma	2016	14%	12%	18%	11%	32%	6%	9%
Children living in high-poverty areas	2012–16	13%	30%	30%	7%	22%	5%	11%
Teen births per 1,000	2016	20	30	24	7	32	14	20

* 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 2016. Data in index are 2015–16 multiyear data.

§ Data results do not include Native Hawaiian/Pacific Islander children.

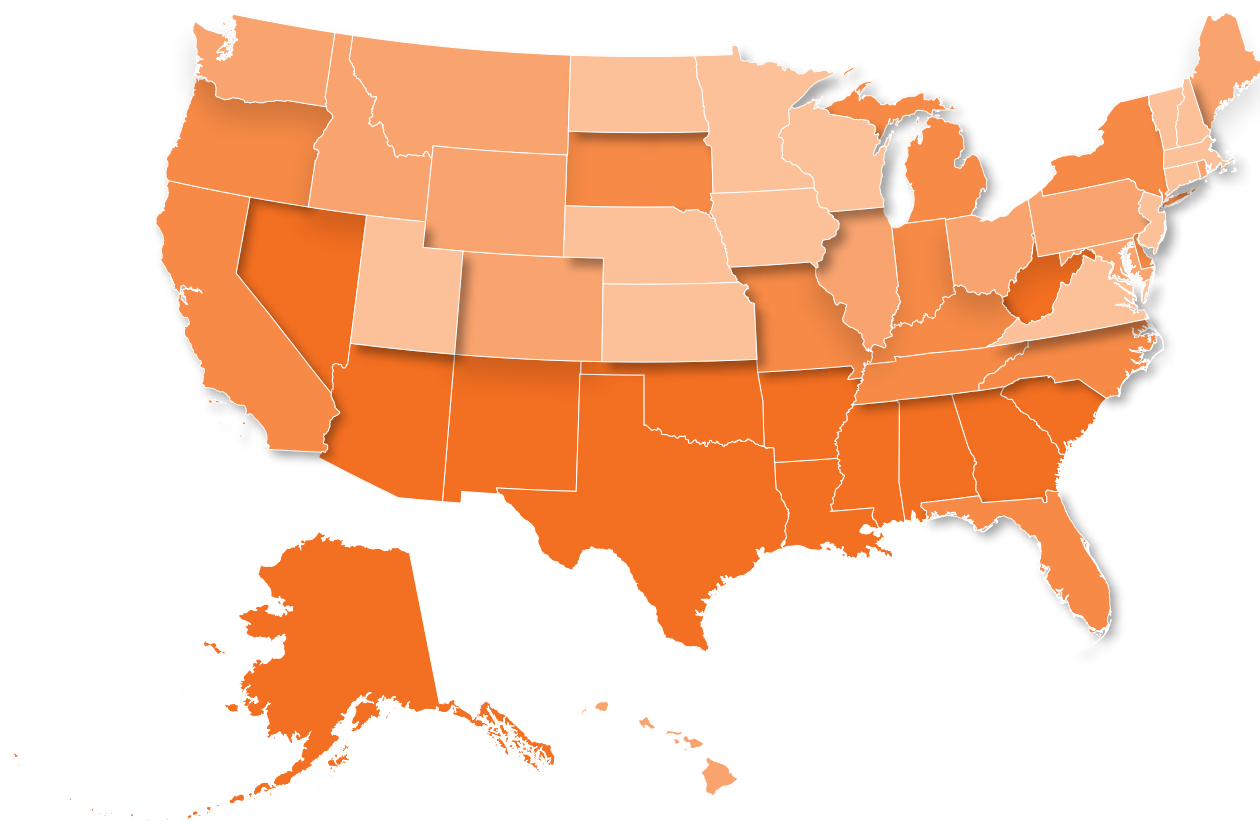
N.A.: Not available

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. State policy choices and investments also strongly influence children's chances for success.



A STATE-TO-STATE COMPARISON OF OVERALL CHILD WELL-BEING: 2018*



RANKINGS AND KEY

* Due to changes in the teens who abuse alcohol or drugs indicator, overall rankings cannot be compared with previous years.

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



The Foundation derives a composite index of overall child well-being for each state by combining data across the four domains: (1) Economic Well-Being, (2) Education, (3) Health and (4) Family and Community. These composite scores are then translated into a 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 ranked first, followed by Massachusetts and New Jersey. Mississippi (at 48th place), Louisiana (49th) and New Mexico (50th) were the three lowest-ranked states.

The map on page 21 shows the distinct regional patterns that emerged from the state rankings. Five of the top 10 states in terms of overall child well-being were northeastern states, including Connecticut (seventh) and Vermont (eighth). States rounding out the top 10 are Minnesota (fourth), Iowa (fifth), Utah (sixth), Nebraska (ninth) and Virginia (10th).

States in Appalachia, as well as the Southeast and Southwest — where families have the lowest levels of household income — populated the bottom of the overall rankings. In fact, except for California and Alaska, the 17 lowest-ranked states were 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 56–59.

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, Montana ranked 10th for Family and Community but placed 46th for Health. California ranked ninth for Health but 45th for Economic Well-Being. For all states, the index identified bright spots and room for improvement. ■

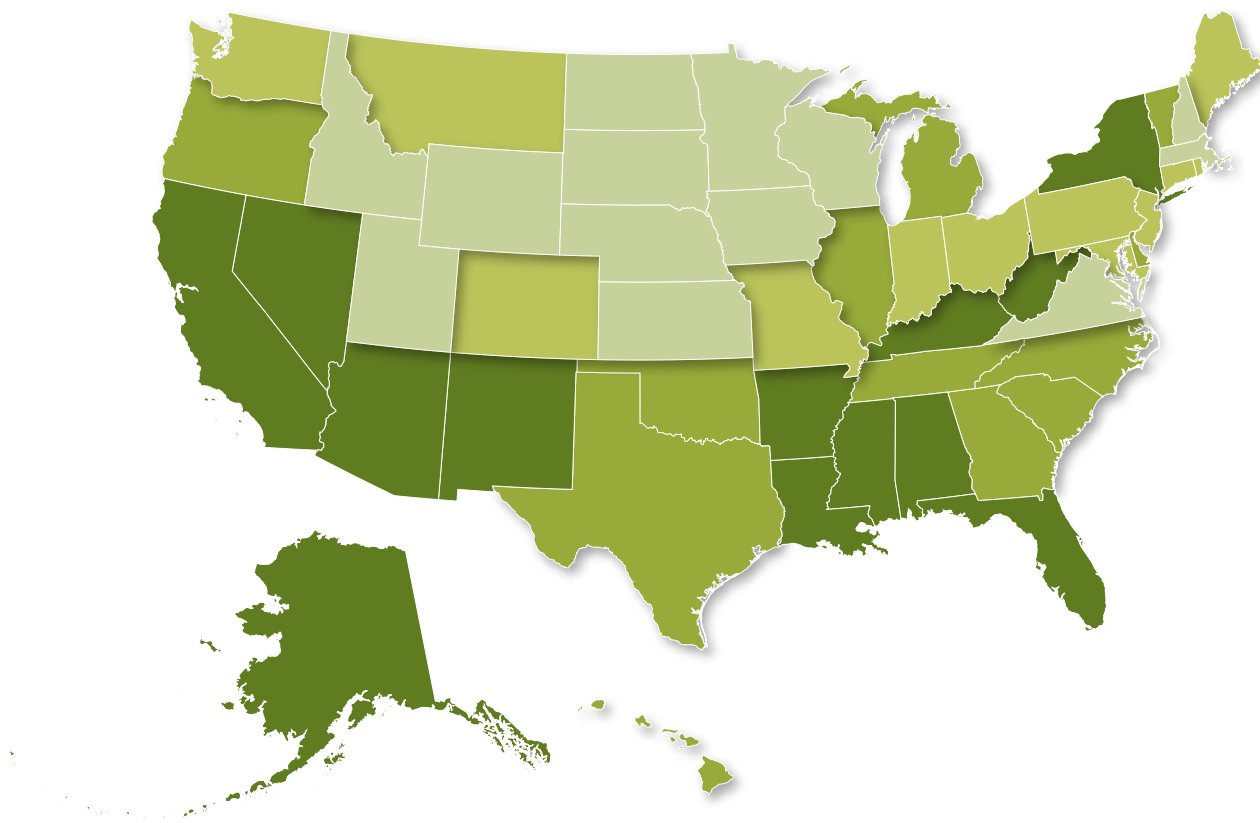


ECONOMIC WELL-BEING

To help children grow into prepared, productive adults, parents need well-paying jobs, affordable housing and the ability to invest in their children's future. When parents are unemployed or earn low wages, their ability to support their kids' development is more limited, which can undermine their children's prospects for success in school and beyond.³² 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.³³



A STATE-TO-STATE COMPARISON OF ECONOMIC WELL-BEING: 2018



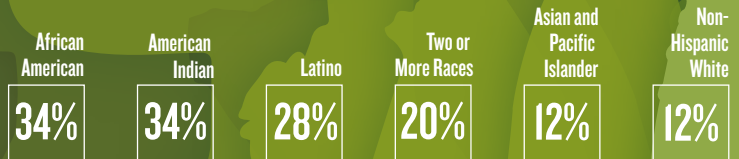
RANKINGS AND KEY

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

Percentage of Children in Poverty: 2016

NATIONAL AVERAGE

19%



Source: U.S. Census Bureau, 2016 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 his or her 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.³⁴ Extended exposure to poverty also contributes to worse teen and adult outcomes.³⁵ The child poverty rate in the United States increased dramatically because of the economic crisis and has yet to return to prerecession levels. The official poverty level in 2016 was \$24,339 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.³⁶

Data Highlights

- Nationally, 19 percent of children (14.1 million) lived in families with incomes below the poverty line in 2016, down from 22 percent (15.7 million) in 2010, representing 1.6 million fewer kids in poverty. After climbing for several years, the child poverty rate has fallen for four consecutive years, with 2016 representing the largest single-year decline since the recession.
- The child poverty rate for 2016 ranged from a low of 8 percent in New Hampshire to a high of 30 percent in Mississippi and New Mexico.
- The poverty rate among African-American and American Indian children (34 percent for both) was almost three times the rate for white and Asian and Pacific Islander children (12 percent for both) in 2016. The rate for Latino kids (28 percent) was also quite high.



CHILDREN WHOSE PARENTS LACK SECURE EMPLOYMENT

Secure employment is a key contributor to the financial stability and well-being of families, but since 2010, many middle- and low-income families have experienced high rates of job instability.³⁷ Employment insecurity and the accompanying income loss can disrupt daily living and relationships and limit families' ability to invest in their children's development, which can, in turn, diminish children's achievement in school and chances of future success.³⁸

Too many parents lack the education and skills needed to gain employment that provides a family-supporting wage and are forced to piece together part-time or temporary work that does not provide sufficient or stable income. Even a full-time job at a low wage does not necessarily lift a family out of poverty. Not only does the federal minimum wage — last increased in July 2009 — fail to provide a livable income; it is insufficient to lift families out of poverty. Without access to benefits and tax credits, a single parent with two children would need to

earn \$9.67 per hour — \$2.42 more than the current federal minimum wage — working full time for 50 weeks per year just to reach the poverty level.

Data Highlights

- In 2016, nearly three in 10 children (20.7 million) lived in families where no parent had full-time, year-round employment. The rate of parents without secure employment has steadily declined since 2010. Despite this positive trend, many families are still struggling economically.
- At 18 percent, Utah had the lowest percentage of children in families without secure parental employment in 2016. New Mexico and West Virginia had the highest rate (36 percent).
- Roughly half of all American Indian (46 percent) and African-American children (43 percent) had no parent with full-time, year-round employment in 2016, compared with 33 percent of Latino children, 32 percent of multiracial children, 22 percent of white children and 21 percent of Asian and Pacific Islander children.

CHILDREN LIVING IN HOUSEHOLDS WITH A HIGH HOUSING COST BURDEN

Housing is typically one of the largest family expenses. Rising housing costs and stagnant or falling wages have increased the burden that housing places on family finances.³⁹

This burden weighs more heavily on low-income families, who are more likely to struggle with finding affordable housing, 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.⁴⁰

Data Highlights

- Across the nation, 32 percent of children (23.6 million) lived in families with a high housing cost burden in 2016, 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. The rate is now below prerecession levels but continues to be much higher than it was in 1990.
- At 44 percent, California had the highest rate of children in families who spent more than 30 percent of income on housing in 2016. North Dakota had the lowest rate, at 19 percent.
- Fewer children across all racial and ethnic groups live in families with high housing costs today. Yet even with these improvements, disparities still exist. In 2016, 45 percent of African-American children and 43 percent of Latino children lived in households with a high housing cost burden, compared with 23 percent of white kids.

1 IN 3

In 2016, one in three children lived in families who spend more than 30 percent of their income on housing, leaving less money for other necessities such as food, health care, transportation and child care.

Source: U.S. Census Bureau, 2016 American Community Survey.





TEENS NOT IN SCHOOL AND NOT WORKING

Teens ages 16 to 19 who are not in school or working (sometimes referred to as “opportunity” or “disconnected” youth) are at high risk of experiencing negative outcomes as they transition to adulthood. These young people include youth who drop out of high school, who are involved in the juvenile or criminal justice system, who become parents at a young age or who age out of foster care, among others. Limited skills and work history — combined with few financial resources to invest in developing the necessary skills — restrict access to good jobs, as well as future higher wages.⁴¹ While students who have dropped out of school clearly face obstacles, many young people who have finished school but are not working are also at a disadvantage in terms of achieving financial stability in adulthood.

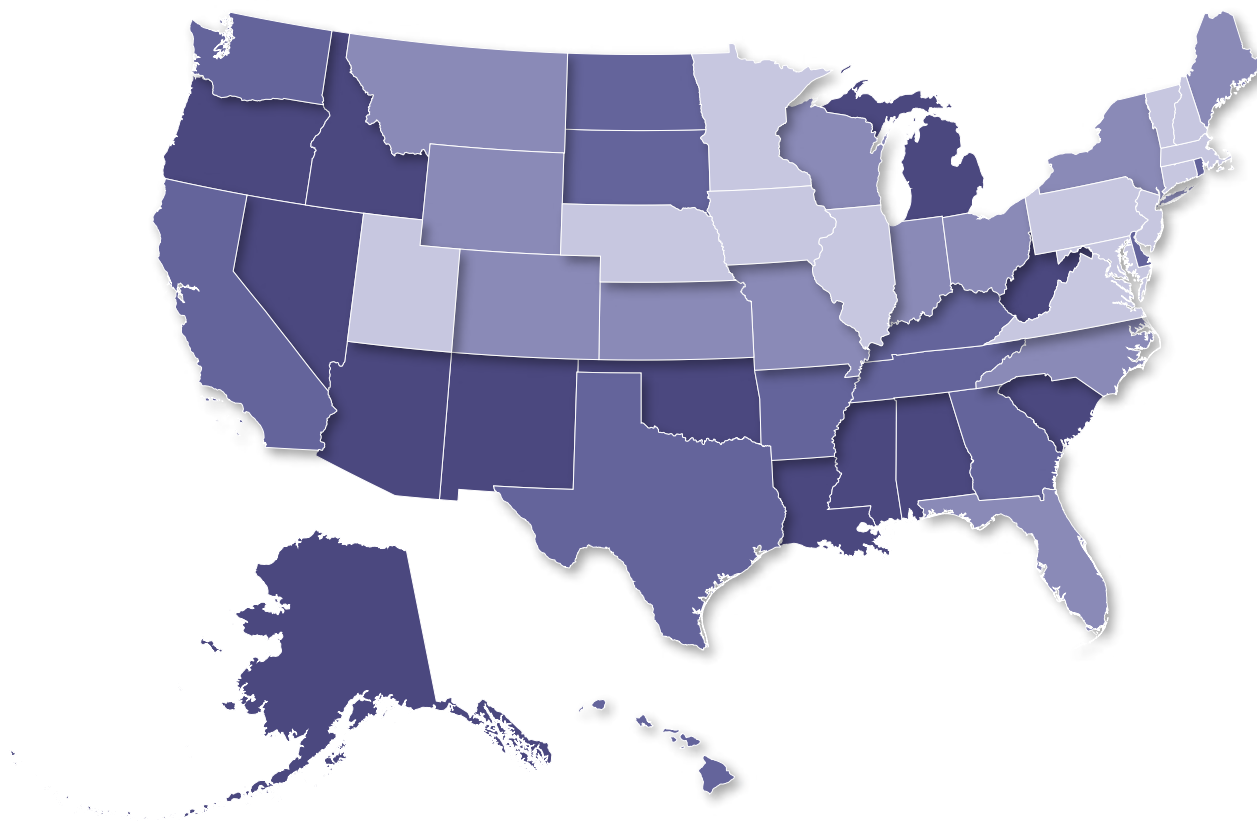
Data Highlights

- Nationally, 7 percent of teens ages 16–19, or 1.2 million youths, are not in school or working.
- At 3 percent, Rhode Island had the lowest rate of teens not in school or working in 2016. In contrast, Alaska and Louisiana had the highest rate, at 11 percent.
- American Indian, African-American and Latino teens had considerably higher rates of neither being in school nor working than their white and Asian and Pacific Islander 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 into the early elementary years. With a strong and healthy beginning, children can more easily stay on track to remain in school and graduate, pursue postsecondary education and training and successfully transition to adulthood. Yet our country continues to have significant gaps in educational achievement by race and income.⁴² Addressing 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: 2018



RANKINGS AND KEY

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

Data Highlights

- During 2014–16, 4.3 million kids ages 3–4 were not in school, representing more than half (52 percent) of all children in that age group. The rate of attendance has remained unchanged since 2009–11.
- In 2014–16, Connecticut had the lowest share of 3- and 4-year-olds not in school, at 35 percent. The states with the highest percentages were Idaho and North Dakota (both at 68 percent). The District of Columbia had the best rate, at 20 percent.
- 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 (47 percent). The rates were noticeably higher for Latino (59 percent) and American Indian children (57 percent).

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 use reading to learn other subjects. Therefore, mastery of reading 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 reduces earning potential and chances for career success as adults.⁴⁶ Although there have been some improvements since the early 1990s, progress has been slow, and racial and income disparities remain.

Data Highlights

- An alarming 65 percent of fourth-graders in public school were reading below proficiency in 2017, a slight improvement from 2009, when 68 percent scored below proficient.
- State differences in fourth-grade reading levels among public school students were wide. In 2017, Massachusetts had the lowest percentage of fourth-graders who are not proficient in reading, at 49 percent, compared with a high of 75 percent in New Mexico. Massachusetts was the only state where more than half of fourth-graders were proficient in reading.
- 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.

Fourth-Graders Not Proficient in Reading: 2017

NATIONAL AVERAGE	65% BETTER
AFRICAN AMERICAN*	81% BETTER
AMERICAN INDIAN*	79% BETTER
ASIAN AND PACIFIC ISLANDER*	44% BETTER
LATINO	78% BETTER
NON-HISPANIC WHITE	54% BETTER
TWO OR MORE RACES*	60% BETTER

Note: Improvements occurred between 2009 and 2017.

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

*Data are for non-Hispanic children.

EIGHTH-GRADERS NOT PROFICIENT IN MATH

As technology continues to transform the economy, the demand grows for a workforce with math and science skills and training. Students with such 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.⁴⁷ Even for young people who do not attend college, basic math skills and numerical literacy help with everyday tasks and improve employability. Ensuring kids have early access to high-quality math education is critical for their success in school and life.

Data Highlights

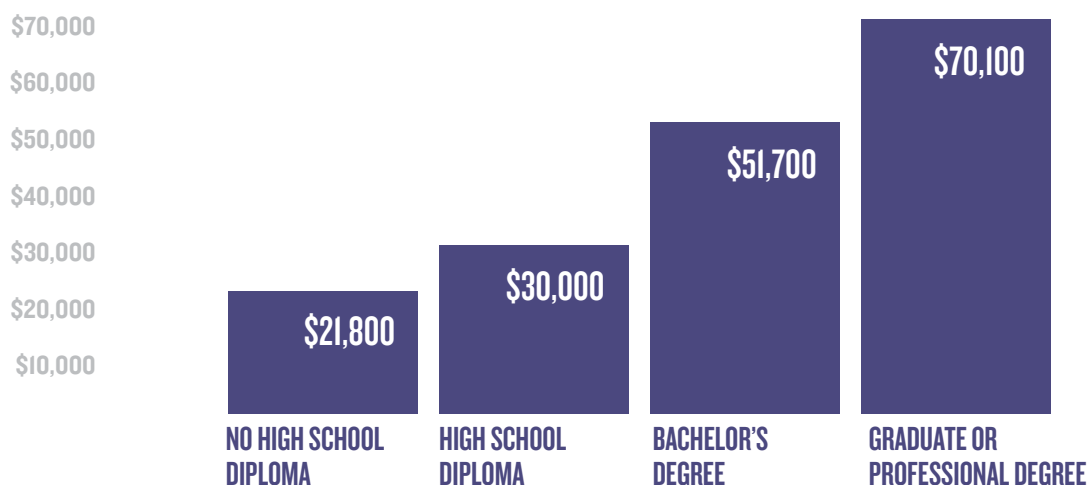
- Nationwide, two-thirds (67 percent) of public school eighth-graders were not proficient in math in 2017. This rate is the same as in 2009.

- 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 Islanders 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.

HIGH SCHOOL STUDENTS NOT GRADUATING ON TIME

A high school diploma opens doors that lead to long-term career opportunities. Students who graduate from high school on time have many more choices in young adulthood.

Median Annual Earnings by Educational Attainment: 2016



Source: U.S. Census Bureau, 2016 American Community Survey.

They are more likely to pursue postsecondary education and training, make healthier decisions and engage in less risky behaviors. They are also more employable and have higher incomes than students who fail to graduate.⁴⁸ In 2016, median annual earnings for someone without a high school diploma (\$21,800) were 73 percent of the earnings of a high school graduate (\$30,000) and 42 percent of the earnings of someone with a bachelor's degree (\$51,700).⁴⁹

Data Highlights

- Steady improvements have occurred since 2010–11, when 21 percent of high school students failed to graduate in four years. Nationally, about one in six (16 percent) did not graduate on time in the 2015–16 school year, an all-time low.
- Among the states, the percentage of high school students not graduating in four years ranged from a low of 9 percent in Iowa to a high of 29 percent in New Mexico. The District of Columbia had the poorest on-time graduation rate, with 31 percent of students failing to graduate in four years.
- In 2015–16, 12 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 24 percent, respectively. The rate for Latino students was 21 percent. ■

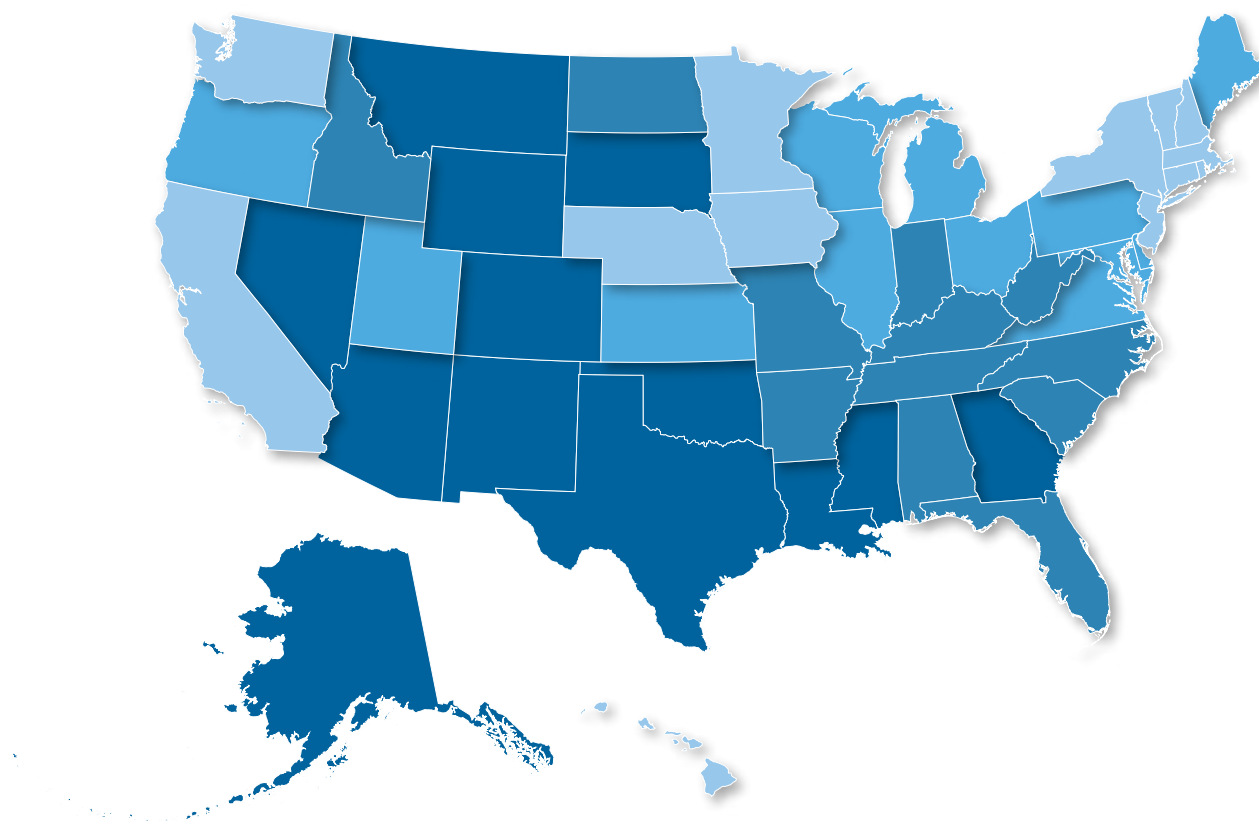


HEALTH

Children's health is fundamental to their overall development, and ensuring kids are born healthy is the first step toward improving their life chances. Family violence, inadequate housing, lack of preventive health care, maternal depression, 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 his or her future health and well-being.



A STATE-TO-STATE COMPARISON OF HEALTH: 2018*



RANKINGS AND KEY

* Due to changes in the teens who abuse alcohol or drugs indicator, overall rankings cannot be compared with previous years.

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



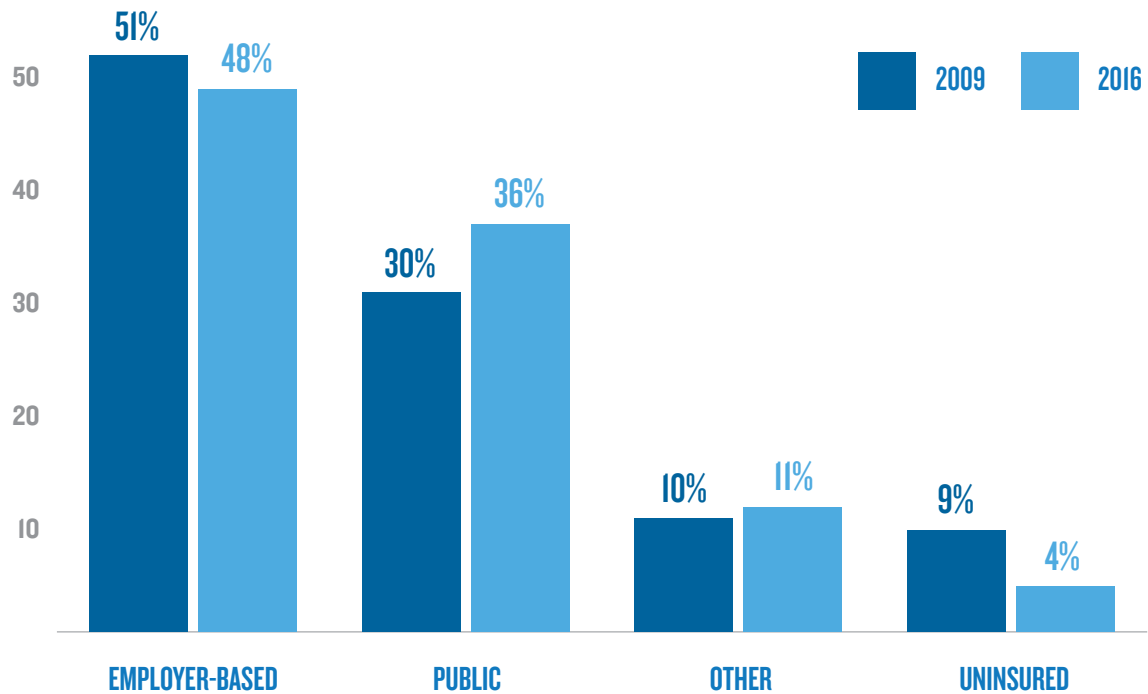
LOW BIRTH-WEIGHT BABIES

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 are also 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.⁵⁰ Compared with other affluent countries, the United States has one of the highest percentages of babies born at a low birth weight.⁵¹

Data Highlights

- Nationally, low birth-weight babies represented 8.2 percent of all live births in 2016. After gradually increasing over time, the percentage of low birth-weight babies has remained relatively stable for the past several years and is now slightly below the four-decade high of 8.3 percent in 2006.⁵²
- Alaska had the lowest percentage of low birth-weight babies in 2016 — 5.9 percent of live births — while Mississippi had the highest, at 11.5 percent.
- Among racial and ethnic groups, African-American babies were most likely to be born at a low birth weight, at 13.2 percent of live births in 2016. This number is close to twice the low birth-weight rates for Latino (7.3 percent) and white (7 percent) infants.

Children Who Have Health Insurance by Health Insurance Type: 2009 and 2016



Source: U.S. Census Bureau, 2009 and 2016 American Community Survey.

Note: The Other category includes "other private coverage," "both public and private coverage" and "direct purchase."

CHILDREN WITHOUT HEALTH INSURANCE

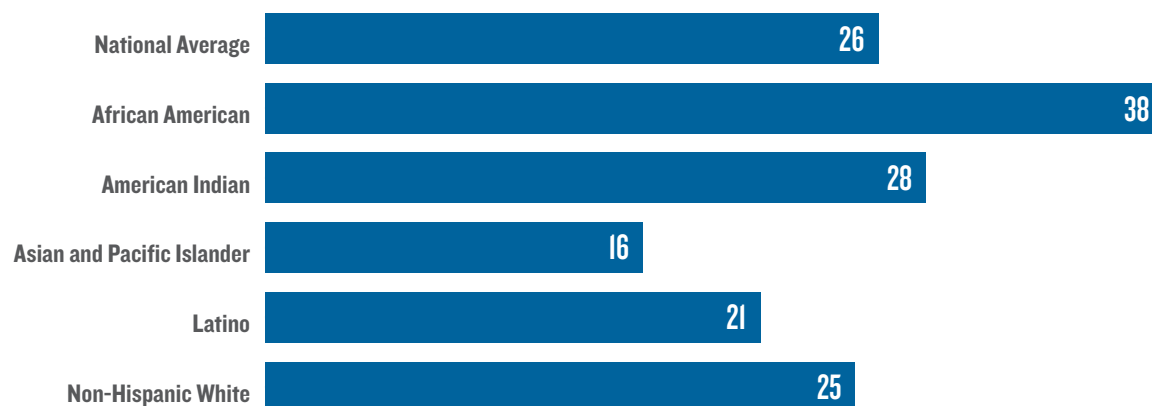
Children with health insurance are more likely to have a regular source of health care they can access for preventive services, to treat acute and chronic conditions or to address injuries when they occur. Children without coverage are less likely than insured children to receive care when they need it. Although fewer employers provide health insurance, and most low-wage and part-time workers lack employer-sponsored coverage, public health insurance has 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 children remain active, healthy and in school.

Data Highlights

- Across the nation, 4 percent of children (3.3 million) lacked health insurance in 2016. The rate has dropped by half since 2010, which means 2.6 million fewer children were uninsured in 2016.

Child and Teen Deaths Per 100,000: 2016



Source: U.S. Centers for Disease Control and Prevention, National Center for Health Statistics, 2016 Vital Statistics.

- In 39 states, the District of Columbia and Puerto Rico, the percentage of children without health coverage was 5 percent or lower in 2016. Massachusetts had the lowest rate, 1 percent, compared with a high of 10 percent in Alaska.
- Although the likelihood of being uninsured has declined for all racial groups, American Indian (12 percent) and Latino (7 percent) children were far more likely to be uninsured than their Asian and Pacific Islander (4 percent), African-American (4 percent), multiracial (3 percent) and white (3 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 14.⁵³ As children move further into their teenage years, they encounter new and potentially deadly risks. In 2016, accidents, homicides and suicides accounted for 75 percent of deaths for teens ages 15 to 19.⁵⁴

Data Highlights

- In 2016, 20,360 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, resulting in roughly 10,718 fewer deaths in 2016.
- Rhode Island had the lowest rate, at 15 deaths per 100,000 children and youths in 2016. At the other end of the spectrum, South Dakota had a child and teen death rate of 47 per 100,000.
- The 2016 mortality rate for African-American children and teens (38 per 100,000) was noticeably higher than the death rates for their peers in other racial and ethnic groups.



TEENS WHO ABUSE ALCOHOL OR DRUGS*

Experimenting with alcohol or drugs is common among teens. While some 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.⁵⁵ 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.⁵⁶ Abuse of alcohol and drugs can also cause physical and mental health problems and disengagement from family, peers, schools and community. All of these negative consequences can carry over into adulthood.

Data Highlights

- In 2015–16, 5 percent of teens ages 12 to 17, or 1.1 million youths, had abused or were dependent on alcohol or drugs during the past year.
- Substance abuse rates show little variation across states, ranging from a low of 4 percent in 23 states to a high of 8 percent in Alaska.
- Among racial and ethnic groups, Asian teens were the least likely (3 percent) to abuse or be dependent on alcohol or drugs, while American Indian teens were the most likely (7 percent). African-American and white teens had a 4 percent abuse rate, while Latino and multiracial youths were at 5 percent. ■

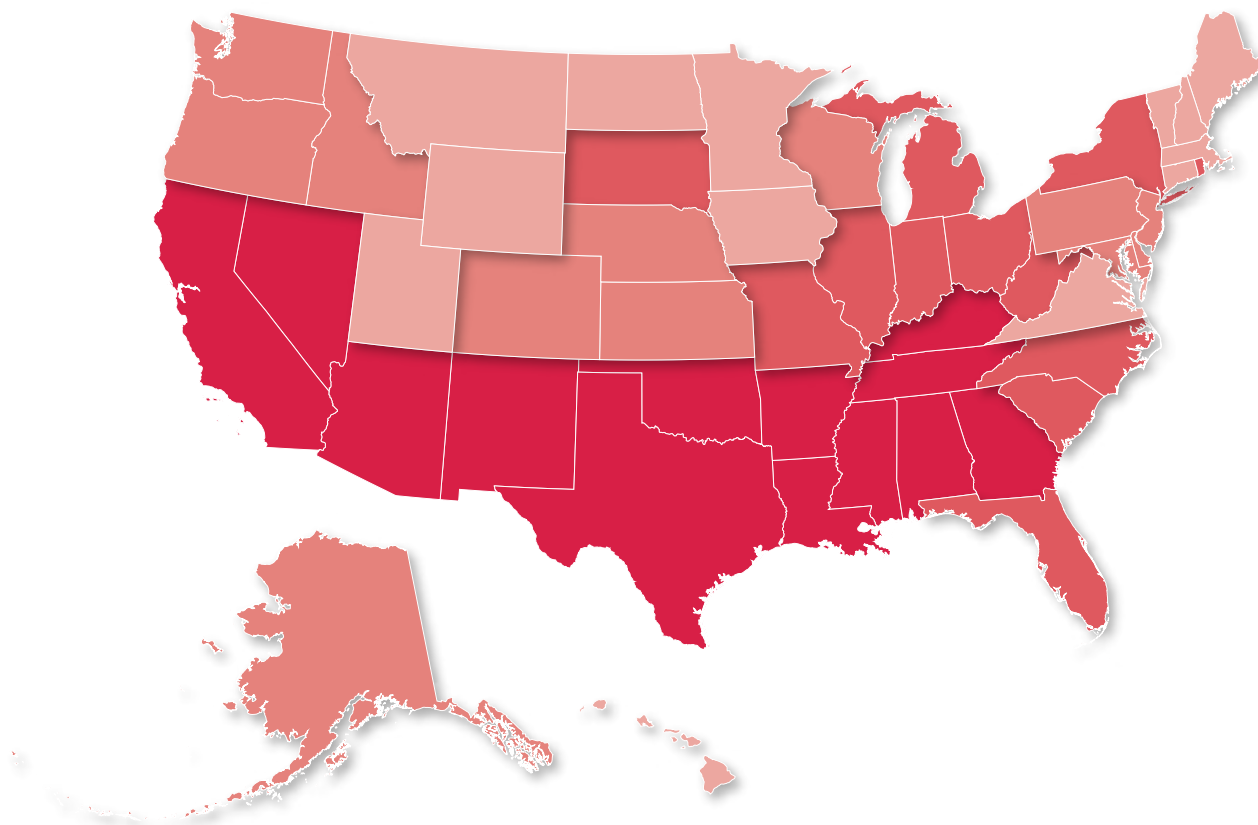
*Due to changes in methodology, comparisons to previous years should not be made.

FAMILY AND COMMUNITY



Children who live in nurturing families and supportive communities have stronger personal connections and academic achievement. Parents struggling with financial hardship have fewer resources to invest in their children and are more prone to stress and depression, which can interfere with effective parenting. These realities underscore the importance of two-generation strategies, 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: 2018



RANKINGS AND KEY

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



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 who can share responsibilities. For example, in 2016, 32 percent of single-parent families had incomes below the poverty line, compared with 7 percent of married couples with children.⁵⁷ 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.⁵⁸

Data Highlights

- The percentage of children living in single-parent families worsened slightly between

2010 and 2016. In 2016, 35 percent of children lived in single-parent families.

- At the state level, the percentage of children living in single-parent families in 2016 ranged from a low of 19 percent in Utah to a high of 45 percent in Louisiana and Mississippi. The share was even greater in the District of Columbia (56 percent) and Puerto Rico (61 percent).
- Two-thirds (66 percent) of African-American children, more than half (52 percent) of American Indian children and 42 percent of Latino and multiracial children lived in single-parent families in 2016. By comparison, 24 percent of white children and 16 percent of Asian and Pacific Islander children lived in single-parent households.

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

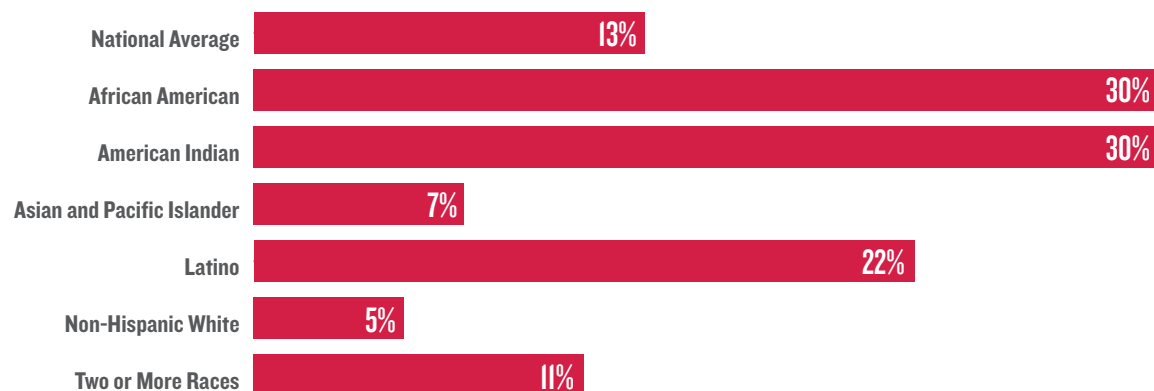
Children growing up in households with highly educated adults are better positioned for future success. These parents are better able to provide the financial stability and security they need to foster their children's development. Higher levels of parental education are also strongly associated with better outcomes for children, including their own higher educational attainment and achievement.⁵⁹ 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 health problems, enter school not ready to learn and have limited educational and employment opportunities as adults.⁶⁰ In addition, a high school diploma no longer guarantees success in the workplace. 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 2016, 14 percent of children lived in households headed by an adult without a high school diploma. While that is only slightly better than the rate in 2010, it is a substantial improvement since 1990, when 22 percent of children lived with parents who lacked a high school diploma.⁶¹
- In Maine, Montana, New Hampshire and Wyoming, 5 percent of children lived in families not headed by a high school graduate, the lowest rate in the country. At 22 percent, California had the highest rate.
- One-third (32 percent) of Latino children lived in households headed by someone without a high school diploma. That is more than 2.5 times the rate for African-American (12 percent) and Asian and Pacific Islander (11 percent) children and almost 5.5 times the rate for white children (6 percent).



Children Living in High-Poverty Areas: 2012–16



Source: U.S. Census Bureau, 2012–16 American Community Survey.

CHILDREN LIVING IN HIGH-POVERTY AREAS

High-poverty neighborhoods — census tracts 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 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.⁶² Concentrated neighborhood poverty negatively affects all kids living in the area — not only children in households with low incomes but also those who are economically better off.⁶³

Data Highlights

- Thirteen percent of children, or 9.4 million, lived in high-poverty areas during the period

of 2012–16. 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.⁶⁴ The rate increased over the next decade, with the biggest increases occurring after the recession. After rising as high as 14 percent in 2009–13, the rate has leveled off. The most recent data showed the first decline in almost two decades.

- Variation among the states was wide: Only 1 percent of children in Vermont and Wyoming lived in high-poverty areas, compared with 26 percent of Mississippi's children. The District of Columbia (27 percent) and Puerto Rico (84 percent) had the highest rates.
- African-American (30 percent), American Indian (30 percent) and Latino (22 percent) children were much more likely to live in high-poverty areas than their multiracial (11 percent), Asian and Pacific Islander (7 percent) and white (5 percent) counterparts.

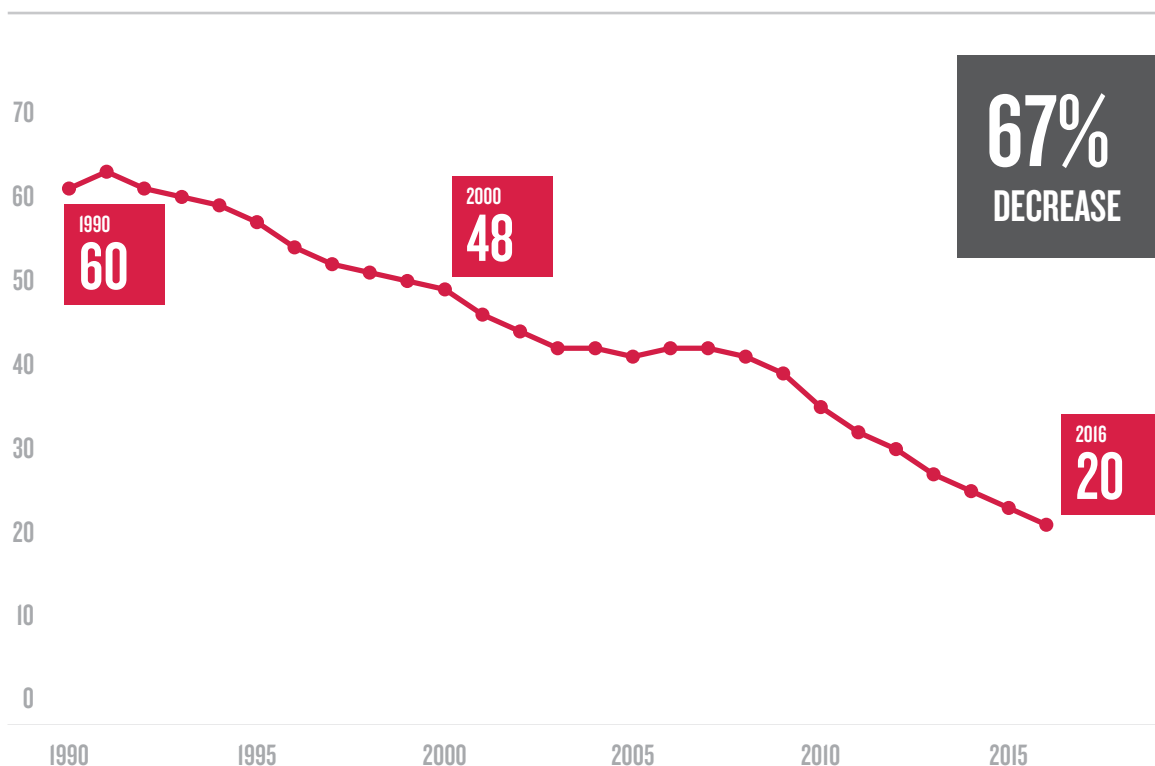
TEEN BIRTHS

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 and economic resources, which undermines their future success.⁶⁵ Children born to teen mothers tend to have poorer academic and behavioral outcomes and are more likely to engage in sexual activity and become teen mothers themselves. Although currently at a historic low, the teen birth rate in the United States remains the highest among affluent countries.⁶⁶

Data Highlights

- In 2016, 209,809 babies were born to mothers ages 15–19. That translates into a birth rate of 20 births per 1,000 teens, which is one-third the rate in 1990 (60 births per 1,000 teens).⁶⁷
- Among the states, the teen birth rate for 2016 ranged from a low of nine births per 1,000 teens ages 15–19 in Connecticut, Massachusetts and New Hampshire to a high of 35 births per 1,000 in Arkansas.
- At 32 births per 1,000, the birth rate for Latina teens was the highest across major racial and ethnic groups, followed closely by the rate for African-American teens (30 per 1,000). Although still high, the 2016 teen birth rate was the lowest rate on record for both groups.⁶⁸ ■

Teen Births per 1,000 Females: 1990–2016



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KIDS COUNT DATA CENTER

ACCESS DATA ON CHILD WELL-BEING THROUGH THE KIDS COUNT DATA CENTER

The Annie E. Casey Foundation's KIDS COUNT Data Center provides access to hundreds of child well-being indicators related to education, employment and income, health, poverty and youth risk factors. Data are available for the nation and for states, as well as for cities, counties and congressional districts. Site features include powerful search options; 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 powerful 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 51 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	42	38	42	37	43
Alaska	46	41	48	50	20
Arizona	45	46	45	38	46
Arkansas	41	44	33	30	45
California	36	45	36	9	41
Colorado	20	16	17	42	17
Connecticut	7	18	3	7	11
Delaware	27	29	27	21	25
District of Columbia	N.R.	N.R.	N.R.	N.R.	N.R.
Florida	34	42	24	34	34
Georgia	39	37	34	39	40
Hawaii	24	30	37	13	12
Idaho	21	12	40	26	14
Illinois	22	27	13	24	27
Indiana	28	24	14	31	32
Iowa	5	4	7	8	8
Kansas	13	8	21	18	23
Kentucky	37	40	29	28	39
Louisiana	49	50	47	44	48
Maine	16	25	19	22	6
Maryland	14	15	9	17	22
Massachusetts	2	11	2	1	9
Michigan	33	31	38	25	30
Minnesota	4	5	11	6	5
Mississippi	48	48	44	47	50
Missouri	26	14	23	33	28
Montana	23	17	20	46	10
Nebraska	9	2	8	12	21
Nevada	47	43	49	43	42
New Hampshire	1	3	4	2	2
New Jersey	3	21	1	3	15
New Mexico	50	49	50	48	49
New York	31	39	18	4	33
North Carolina	32	32	22	29	36
North Dakota	11	1	31	32	4
Ohio	25	22	16	23	31
Oklahoma	44	36	46	40	44
Oregon	30	28	43	16	19
Pennsylvania	17	23	10	15	24
Puerto Rico	N.R.	N.R.	N.R.	N.R.	N.R.
Rhode Island	19	20	28	11	29
South Carolina	38	34	41	36	37
South Dakota	29	9	30	45	26
Tennessee	35	33	35	27	38
Texas	43	35	32	41	47
Utah	6	7	12	19	1
Vermont	8	26	5	10	3
Virginia	10	13	6	14	13
Washington	15	19	26	5	16
West Virginia	40	47	39	35	35
Wisconsin	12	10	15	20	18
Wyoming	18	6	25	49	7

N.R.: Not ranked

APPENDIX B

Economic Well-Being Indicators

STATE	CHILDREN IN POVERTY: 2016		CHILDREN WHOSE PARENTS LACK SECURE EMPLOYMENT: 2016		CHILDREN LIVING IN HOUSEHOLDS WITH A HIGH HOUSING COST BURDEN: 2016		TEENS NOT IN SCHOOL AND NOT WORKING: 2016	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
United States	14,116,000	19	20,692,000	28	23,556,000	32	1,176,000	7
Alabama	266,000	25	342,000	31	292,000	27	24,000	9
Alaska	26,000	14	65,000	35	53,000	28	4,000	11
Arizona	379,000	24	506,000	31	526,000	32	34,000	9
Arkansas	165,000	24	223,000	31	180,000	26	18,000	10
California	1,785,000	20	2,792,000	31	4,002,000	44	134,000	6
Colorado	166,000	13	296,000	23	390,000	31	19,000	7
Connecticut	96,000	13	196,000	26	258,000	34	10,000	5
Delaware	35,000	17	53,000	26	64,000	32	4,000	7
District of Columbia	31,000	26	44,000	36	43,000	36	3,000	9
Florida	859,000	21	1,230,000	30	1,601,000	39	71,000	7
Georgia	566,000	23	717,000	29	813,000	32	46,000	8
Hawaii	31,000	10	80,000	26	122,000	40	5,000	8
Idaho	76,000	18	104,000	24	99,000	23	7,000	7
Illinois	512,000	18	772,000	26	900,000	31	45,000	7
Indiana	301,000	20	447,000	28	382,000	24	24,000	7
Iowa	105,000	15	159,000	22	145,000	20	8,000	4
Kansas	99,000	14	145,000	20	150,000	21	10,000	6
Kentucky	248,000	25	332,000	33	266,000	26	20,000	8
Louisiana	314,000	29	393,000	35	343,000	31	29,000	11
Maine	43,000	17	77,000	30	68,000	27	4,000	6
Maryland	169,000	13	325,000	24	447,000	33	17,000	6
Massachusetts	185,000	14	375,000	27	428,000	31	15,000	4
Michigan	446,000	21	669,000	31	574,000	26	38,000	7
Minnesota	161,000	13	273,000	21	290,000	22	13,000	5
Mississippi	211,000	30	249,000	34	200,000	28	16,000	9
Missouri	261,000	19	362,000	26	335,000	24	18,000	5
Montana	34,000	15	60,000	26	54,000	24	4,000	7
Nebraska	66,000	14	91,000	19	105,000	22	5,000	4
Nevada	127,000	19	201,000	30	233,000	34	14,000	10
New Hampshire	20,000	8	57,000	22	66,000	25	4,000	5
New Jersey	285,000	15	469,000	24	771,000	39	24,000	5
New Mexico	145,000	30	175,000	36	155,000	32	11,000	9
New York	847,000	21	1,248,000	30	1,675,000	40	64,000	6
North Carolina	490,000	22	664,000	29	643,000	28	40,000	7
North Dakota	21,000	12	38,000	22	34,000	19	2,000	5
Ohio	525,000	21	744,000	29	657,000	25	35,000	6
Oklahoma	217,000	23	283,000	29	248,000	26	18,000	9
Oregon	144,000	17	245,000	28	279,000	32	13,000	6
Pennsylvania	486,000	19	733,000	27	775,000	29	38,000	6
Puerto Rico	390,000	56	368,000	53	189,000	27	25,000	13
Rhode Island	35,000	17	66,000	31	67,000	32	2,000	3
South Carolina	249,000	23	334,000	30	311,000	28	20,000	7
South Dakota	35,000	17	52,000	24	44,000	20	3,000	6
Tennessee	334,000	23	462,000	31	425,000	28	24,000	7
Texas	1,619,000	22	1,979,000	27	2,287,000	31	127,000	8
Utah	101,000	11	170,000	18	220,000	24	12,000	6
Vermont	17,000	15	32,000	27	35,000	30	3,000	7
Virginia	262,000	14	469,000	25	566,000	30	26,000	6
Washington	220,000	14	419,000	26	504,000	31	25,000	7
West Virginia	88,000	24	137,000	36	87,000	23	10,000	10
Wisconsin	198,000	16	307,000	24	315,000	25	15,000	5
Wyoming	15,000	11	32,000	23	28,000	20	2,000	5

Education Indicators

STATE	YOUNG CHILDREN (AGES 3 AND 4) NOT IN SCHOOL: 2014-16		FOURTH-GRADERS NOT PROFICIENT IN READING: 2017		EIGHTH-GRADERS NOT PROFICIENT IN MATH: 2017		HIGH SCHOOL STUDENTS NOT GRADUATING ON TIME: 2015-16	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
United States	4,256,000	52	N.A.	65	N.A.	67	N.A.	16
Alabama	67,000	57	N.A.	69	N.A.	79	N.A.	13
Alaska	14,000	64	N.A.	72	N.A.	71	N.A.	24
Arizona	113,000	62	N.A.	70	N.A.	66	N.A.	21
Arkansas	39,000	51	N.A.	69	N.A.	75	N.A.	13
California	532,000	52	N.A.	69	N.A.	71	N.A.	17
Colorado	65,000	49	N.A.	60	N.A.	62	N.A.	21
Connecticut	28,000	35	N.A.	57	N.A.	64	N.A.	13
Delaware	12,000	51	N.A.	64	N.A.	72	N.A.	15
District of Columbia	3,000	20	N.A.	71	N.A.	79	N.A.	31
Florida	222,000	49	N.A.	59	N.A.	71	N.A.	19
Georgia	135,000	51	N.A.	65	N.A.	69	N.A.	21
Hawaii	19,000	53	N.A.	68	N.A.	73	N.A.	17
Idaho	32,000	68	N.A.	62	N.A.	65	N.A.	20
Illinois	143,000	44	N.A.	65	N.A.	68	N.A.	15
Indiana	101,000	59	N.A.	59	N.A.	62	N.A.	13
Iowa	41,000	51	N.A.	64	N.A.	63	N.A.	9
Kansas	44,000	55	N.A.	63	N.A.	65	N.A.	14
Kentucky	67,000	59	N.A.	62	N.A.	71	N.A.	11
Louisiana	60,000	49	N.A.	74	N.A.	81	N.A.	21
Maine	15,000	56	N.A.	64	N.A.	64	N.A.	13
Maryland	76,000	50	N.A.	60	N.A.	67	N.A.	12
Massachusetts	62,000	41	N.A.	49	N.A.	50	N.A.	13
Michigan	123,000	53	N.A.	68	N.A.	69	N.A.	20
Minnesota	80,000	55	N.A.	61	N.A.	54	N.A.	18
Mississippi	37,000	48	N.A.	73	N.A.	78	N.A.	18
Missouri	84,000	56	N.A.	63	N.A.	70	N.A.	11
Montana	14,000	57	N.A.	62	N.A.	63	N.A.	14
Nebraska	31,000	59	N.A.	62	N.A.	59	N.A.	11
Nevada	48,000	64	N.A.	69	N.A.	73	N.A.	26
New Hampshire	14,000	50	N.A.	57	N.A.	55	N.A.	12
New Jersey	79,000	36	N.A.	51	N.A.	56	N.A.	10
New Mexico	30,000	57	N.A.	75	N.A.	80	N.A.	29
New York	205,000	42	N.A.	64	N.A.	66	N.A.	20
North Carolina	138,000	57	N.A.	61	N.A.	65	N.A.	14
North Dakota	13,000	68	N.A.	66	N.A.	60	N.A.	13
Ohio	157,000	56	N.A.	61	N.A.	60	N.A.	17
Oklahoma	61,000	57	N.A.	71	N.A.	76	N.A.	18
Oregon	53,000	56	N.A.	67	N.A.	66	N.A.	25
Pennsylvania	155,000	53	N.A.	60	N.A.	62	N.A.	14
Puerto Rico	27,000	35	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Rhode Island	12,000	52	N.A.	61	N.A.	70	N.A.	17
South Carolina	63,000	53	N.A.	71	N.A.	74	N.A.	17
South Dakota	15,000	61	N.A.	64	N.A.	62	N.A.	16
Tennessee	100,000	61	N.A.	67	N.A.	70	N.A.	12
Texas	463,000	58	N.A.	71	N.A.	67	N.A.	11
Utah	59,000	58	N.A.	59	N.A.	61	N.A.	15
Vermont	6,000	47	N.A.	57	N.A.	61	N.A.	12
Virginia	108,000	52	N.A.	57	N.A.	60	N.A.	13
Washington	107,000	58	N.A.	61	N.A.	59	N.A.	20
West Virginia	27,000	64	N.A.	68	N.A.	76	N.A.	10
Wisconsin	76,000	55	N.A.	65	N.A.	61	N.A.	12
Wyoming	9,000	59	N.A.	59	N.A.	62	N.A.	20

N.A.: Not available

Health Indicators

STATE	LOW BIRTH-WEIGHT BABIES: 2016		CHILDREN WITHOUT HEALTH INSURANCE: 2016		CHILD AND TEEN DEATHS PER 100,000: 2016		TEENS WHO ABUSE ALCOHOL OR DRUGS: 2015-16	
	Number	Percent	Number	Percent	Number	Rate	Number	Percent
United States	321,839	8.2	3,277,000	4	20,360	26	1,148,000	5
Alabama	6,096	10.3	27,000	2	439	38	15,000	4
Alaska	661	5.9	19,000	10	86	44	5,000	8
Arizona	6,177	7.3	119,000	7	477	28	31,000	6
Arkansas	3,361	8.8	26,000	4	257	34	10,000	4
California	33,476	6.8	268,000	3	2,003	21	154,000	5
Colorado	5,961	9.0	51,000	4	340	25	28,000	7
Connecticut	2,813	7.8	21,000	3	128	16	14,000	5
Delaware	982	8.9	6,000	3	55	25	3,000	4
District of Columbia	998	10.1	4,000	3	34	26	2,000	6
Florida	19,589	8.7	257,000	6	1,236	28	60,000	4
Georgia	12,704	9.8	163,000	6	800	30	32,000	4
Hawaii	1,537	8.5	7,000	2	81	25	4,000	4
Idaho	1,563	7.0	20,000	5	137	30	8,000	5
Illinois	12,987	8.4	71,000	2	812	26	53,000	5
Indiana	6,802	8.2	92,000	6	499	30	23,000	4
Iowa	2,661	6.8	18,000	3	192	25	12,000	5
Kansas	2,645	7.0	31,000	4	202	27	12,000	5
Kentucky	5,042	9.1	32,000	3	366	34	14,000	4
Louisiana	6,720	10.6	34,000	3	452	39	16,000	4
Maine	897	7.1	12,000	5	72	26	5,000	5
Maryland	6,248	8.5	45,000	3	360	25	18,000	4
Massachusetts	5,330	7.5	13,000	1	256	17	22,000	5
Michigan	9,654	8.5	63,000	3	673	29	37,000	5
Minnesota	4,570	6.6	43,000	3	281	21	21,000	5
Mississippi	4,345	11.5	33,000	5	303	40	9,000	4
Missouri	6,473	8.7	62,000	4	472	32	21,000	4
Montana	966	7.9	11,000	5	96	40	5,000	6
Nebraska	1,869	7.0	24,000	5	115	23	7,000	4
Nevada	3,065	8.5	46,000	7	203	29	12,000	5
New Hampshire	789	6.4	7,000	3	65	23	4,000	5
New Jersey	8,272	8.1	70,000	4	378	18	27,000	4
New Mexico	2,227	9.0	26,000	5	173	33	12,000	7
New York	18,573	7.9	101,000	2	816	18	63,000	4
North Carolina	11,127	9.2	102,000	4	710	29	32,000	4
North Dakota	752	6.6	14,000	8	44	23	3,000	5
Ohio	11,981	8.7	95,000	4	754	27	39,000	4
Oklahoma	4,110	7.8	70,000	7	351	35	14,000	4
Oregon	2,974	6.5	29,000	3	206	22	17,000	6
Pennsylvania	11,331	8.2	116,000	4	735	26	33,000	4
Puerto Rico	2,885	10.2	20,000	3	172	23	N.A.	N.A.
Rhode Island	858	8.0	4,000	2	36	15	4,000	6
South Carolina	5,488	9.6	44,000	4	387	33	16,000	4
South Dakota	830	6.8	10,000	4	105	47	4,000	6
Tennessee	7,431	9.3	53,000	4	508	32	21,000	4
Texas	33,445	8.4	671,000	9	2,027	26	109,000	5
Utah	3,622	7.2	54,000	6	249	26	12,000	4
Vermont	394	6.9	2,000	2	32	24	2,000	5
Virginia	8,263	8.1	89,000	5	468	24	23,000	4
Washington	5,792	6.4	41,000	3	355	21	29,000	5
West Virginia	1,835	9.6	8,000	2	130	33	6,000	5
Wisconsin	4,925	7.4	45,000	4	357	26	23,000	5
Wyoming	628	8.5	12,000	9	47	32	3,000	6

N.A.: Not available

Family and Community Indicators

STATE	CHILDREN IN SINGLE-PARENT FAMILIES: 2016		CHILDREN IN FAMILIES WHERE THE HOUSEHOLD HEAD LACKS A HIGH SCHOOL DIPLOMA: 2016		CHILDREN LIVING IN HIGH-POVERTY AREAS: 2012-16		TEEN BIRTHS PER 1,000: 2016	
	Number	Percent	Number	Percent	Number	Percent	Number	Rate
United States	24,267,000	35	9,989,000	14	9,448,000	13	209,809	20
Alabama	399,000	39	132,000	12	178,000	16	4,480	28
Alaska	58,000	33	12,000	6	10,000	5	583	26
Arizona	580,000	38	277,000	17	373,000	23	5,357	24
Arkansas	247,000	38	96,000	14	113,000	16	3,372	35
California	2,919,000	34	2,010,000	22	1,386,000	15	21,412	17
Colorado	331,000	27	139,000	11	71,000	6	3,068	18
Connecticut	242,000	33	62,000	8	71,000	9	1,136	9
Delaware	75,000	39	24,000	12	8,000	4	583	19
District of Columbia	64,000	56	19,000	15	30,000	27	460	24
Florida	1,559,000	40	500,000	12	501,000	12	11,195	19
Georgia	928,000	39	335,000	13	400,000	16	8,248	24
Hawaii	88,000	31	22,000	7	17,000	5	728	19
Idaho	110,000	26	47,000	11	20,000	5	1,171	20
Illinois	955,000	34	336,000	11	336,000	11	7,729	19
Indiana	516,000	35	191,000	12	191,000	12	5,255	24
Iowa	207,000	30	65,000	9	24,000	3	1,804	17
Kansas	209,000	31	69,000	10	58,000	8	2,125	22
Kentucky	336,000	36	107,000	11	161,000	16	4,331	31
Louisiana	470,000	45	161,000	14	231,000	21	4,545	31
Maine	79,000	33	12,000	5	13,000	5	574	15
Maryland	458,000	36	140,000	10	64,000	5	3,017	16
Massachusetts	434,000	33	118,000	9	108,000	8	1,932	9
Michigan	729,000	35	203,000	9	376,000	17	5,792	18
Minnesota	353,000	28	103,000	8	69,000	5	2,200	13
Mississippi	304,000	45	93,000	13	189,000	26	3,326	33
Missouri	450,000	34	140,000	10	138,000	10	4,505	23
Montana	54,000	25	12,000	5	20,000	9	720	24
Nebraska	132,000	29	54,000	11	36,000	8	1,213	19
Nevada	242,000	38	120,000	18	77,000	12	2,078	24
New Hampshire	71,000	29	14,000	5	5,000	2	392	9
New Jersey	589,000	31	196,000	10	183,000	9	3,060	11
New Mexico	192,000	42	88,000	18	112,000	22	2,019	30
New York	1,385,000	35	634,000	15	766,000	18	8,003	13
North Carolina	788,000	36	305,000	13	287,000	13	7,190	22
North Dakota	43,000	26	10,000	6	9,000	5	469	20
Ohio	916,000	37	244,000	9	351,000	13	8,151	22
Oklahoma	317,000	35	141,000	15	116,000	12	4,250	33
Oregon	252,000	31	105,000	12	56,000	7	2,004	17
Pennsylvania	894,000	35	262,000	10	326,000	12	6,385	16
Puerto Rico	405,000	61	102,000	15	647,000	84	3,389	30
Rhode Island	76,000	38	22,000	10	32,000	15	474	13
South Carolina	418,000	41	129,000	12	138,000	13	3,695	24
South Dakota	62,000	31	21,000	10	23,000	11	681	25
Tennessee	519,000	37	167,000	11	219,000	15	5,766	28
Texas	2,464,000	35	1,467,000	20	1,198,000	17	29,765	31
Utah	166,000	19	73,000	8	29,000	3	1,829	16
Vermont	38,000	34	8,000	6	1,000	1	213	10
Virginia	559,000	32	168,000	9	91,000	5	4,114	16
Washington	431,000	28	188,000	12	88,000	5	3,584	17
West Virginia	131,000	38	38,000	10	36,000	9	1,555	29
Wisconsin	388,000	32	105,000	8	112,000	9	2,808	15
Wyoming	37,000	28	8,000	5	2,000	1	463	26

ABOUT THE INDEX

The KIDS COUNT index reflects child health and educational 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. Because of changes in the teens who abuse alcohol and drugs indicator, the overall and health rankings cannot be compared with previous years.

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 particular policy areas.

The 16 indicators of child well-being are derived from federal 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 in the KIDS COUNT Data Center (datacenter.kidscount.org).

The *KIDS COUNT Data Book* uses 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 56–59 and in the KIDS COUNT Data Center.

The Foundation includes data for the District of Columbia and some data for 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 in the KIDS COUNT Data Center, which also contains data 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 2016, a family of two adults and two children lived in poverty if their annual income fell below \$24,339. 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). These young people are sometimes referred to as “opportunity” or “disconnected” youth.

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. Public schools include charter schools and exclude Bureau of Indian Education schools and Department of Defense Education Activity schools.

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

EIGHTH-GRADERS NOT PROFICIENT

IN MATH is the percentage of eighth-grade public school students who did not reach the proficient level in math as measured by the National Assessment of Educational Progress. Public schools include charter schools and exclude Bureau of Indian Education schools and Department of Defense Education Activity schools.

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

HIGH SCHOOL STUDENTS NOT GRADUATING

ON TIME is the 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 18 not covered by any health insurance. The data are based on health insurance coverage at the time of the survey; interviews are conducted throughout the calendar year.

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

CHILD AND TEEN DEATHS is the number of deaths, from all causes, to children between ages 1 and 19 per 100,000 children in this age range. The data are reported by the place of residence, not the place where the death occurred.

SOURCES: Death Statistics: Centers for Disease Control and Prevention, National Center for Health Statistics, Vital Statistics. Population Statistics: U.S. Census Bureau, Population Estimates.

TEENS WHO ABUSE ALCOHOL OR DRUGS

is the percentage of teens ages 12 to 17 reporting dependence on or abuse of either illicit drugs or alcohol in the past year. Illicit drugs include marijuana, cocaine, heroin, hallucinogens, inhalants or prescription drugs used nonmedically. These data are based on a two-year average of survey responses.

SOURCE: Substance Abuse and Mental Health Services Administration, National Survey on Drug Use and Health.

FAMILY AND COMMUNITY INDICATORS

CHILDREN IN SINGLE-PARENT FAMILIES is the percentage of children under age 18 who live with their own unmarried parent, either in a family or subfamily. In this definition, single-parent families 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 2016, a family of two adults and two children fell into the “poverty” category if their annual income fell below \$24,339. 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 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.cahts.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.cfo.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)
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
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 AND KIDS COUNT

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

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





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www.aecf.org/databook.



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