

CAPITOL FACTS & FIGURES

CSG's STATE PATHWAYS TO PROSPERITY INITIATIVE ► **CHILD POVERTY**



Impact of Child Poverty on Educational Success

Children continue to be the poorest age group in America.

- Poverty is defined as an annual income below \$23,492 for a family of four, meaning the family lives on less than \$1,958 a month, \$452 a week or \$64 a day.¹
- Child poverty remained at record high levels in 2012, with more than 1 in 5 children identified as poor.²
- Nearly 22 percent of children—16.1 million—were poor in 2012, compared to 13.7 percent of those ages 18-64 and 9.1 percent of those ages 65 and older.³
- Nearly 6 million Hispanic children are poor, making it the largest group of poor children in the country, followed by white, non-Hispanic children.⁴
- More than 1 in 3 black children and 1 in 3 Hispanic children were poor in 2012, compared to 1 in 8 white, non-Hispanic children.⁵
- Approximately 1 in 5 black children were living in extreme poverty defined as an annual income of less than half the poverty level, or \$11,746 for a family of four.⁶

Economic class divides American education and poverty increases student achievement gaps.

- Children living in poverty have a higher rate of absenteeism or drop out of school because they need to work or care for family members.⁷
- Forty percent of children living in poverty do not have the readiness skills to enter primary school.⁸
- Children living below the poverty line are 1.3 times more likely to have developmental delays or be identified as possessing learning disabilities than those who don't live in poverty.⁹
- By the end of the fourth grade, children from low-income families score two years below grade level; by 12th grade that delay has increased to four years below their peers.¹⁰
- In nearly every state, the reading gap between lower- and higher-income students increased over the last decade. According to a study by the Annie E. Casey Foundation, 83 percent of black students, 81 percent of Latino students, 78 percent of American Indian students, 55 percent of white students and 49 percent of Asian students are not proficient in reading.¹¹

A child's environment in their early years contributes to success levels later in life and overall well-being.

- Children who are poor from birth to age 2 are 30 percent less likely to complete high school than children who are poor for the first time later in their life.¹²
- Nearly 30 percent of poor children do not complete high school, which limits future economic success and potential employability, leading to poverty as an adult.¹³



- Across all reporting states, high school graduation rates ranged from a low of 62 percent in Nevada to a high of 92 percent in New Jersey. For economically disadvantaged students, graduation rates ranged from a low of 53 percent in Nevada to a high of 86 percent in South Dakota.
- In all but one state—South Dakota, the graduation rate for economically disadvantaged students is lower than the graduation rate for all students in the state, ranging from a difference of 2 percentage points in Texas to 21 percentage points in New Jersey and Connecticut.¹⁴
- Those without a high school diploma by age 20 are 50 percent more likely to have inconsistent employment during ages 25-30 and seven times more likely to be persistently poor than those who earn a high school diploma.¹⁵

CSG convened a group of state and national experts, the Deeper Learning Focus Group, to develop "A Framework for State Policymakers: Ensure All Students are College- and Career-Ready." Recommendations from the group could impact disadvantaged children and youth to increase educational outcomes.

The group's conclusions include:

- Policymakers can increase awareness of the incidence of poverty and its consequences.
- School funding should be equitable and adequate with increased coordination of federal and state education programs.
- High-quality early childhood education programs can improve the educational outcomes of all children, but particularly for low-income children.
- Education officials can focus efforts on class size reduction, longer school days, flexible calendars and opportunities for tutoring.
- States may work to attract and retain high-quality teachers in high-poverty classrooms including effective pre-service and professional development programs.

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State	Population Under Age 18 Living at or Below Federal Poverty Level ¹					High School Graduation Rate, 2010-2011 ²	
	2008		2012		Percentage Point Change, 2008-2012	For All Students (%)	Among Economically Disadvantaged Students (%)
	Total	Percent	Total	Percent			
Alabama	241,000	22	306,000	27	5	72	62
Alaska	20,000	11	26,000	14	3	68	56
Arizona	349,000	21	429,000	27	6	78	73
Arkansas	172,000	25	200,000	29	4	81	75
California	1,701,000	18	2,167,000	24	6	76	70
Colorado	179,000	15	224,000	18	3	74	62
Connecticut	100,000	12	117,000	15	3	83	62
Delaware	28,000	14	35,000	17	3	78	71
District of Columbia	28,000	26	29,000	27	1	59	58
Florida	721,000	18	1,001,000	25	7	71	60
Georgia	502,000	20	672,000	27	7	67	59
Hawaii	28,000	10	51,000	17	7	80	75
Idaho	64,000	16	87,000	21	5	NA	NA
Illinois	535,000	17	624,000	21	4	84	75
Indiana	283,000	18	350,000	22	4	86	79
Iowa	101,000	14	113,000	16	2	88	78
Kansas	100,000	15	135,000	19	4	83	73
Kentucky	233,000	23	264,000	27	4	NA	NA
Louisiana	271,000	25	310,000	28	3	71	64
Maine	42,000	16	54,000	21	5	84	73
Maryland	135,000	10	183,000	14	4	83	74
Massachusetts	169,000	12	213,000	15	3	83	70
Michigan	458,000	19	554,000	25	6	74	63
Minnesota	140,000	11	184,000	15	4	77	58
Mississippi	229,000	30	256,000	35	5	75	69
Missouri	259,000	19	310,000	23	4	81	74
Montana	45,000	21	44,000	20	-1	82	71
Nebraska	58,000	13	81,000	18	5	85	78
Nevada	99,000	15	157,000	24	9	62	53
New Hampshire	26,000	9	42,000	16	7	85	72
New Jersey	253,000	13	310,000	15	2	92	71
New Mexico	119,000	24	149,000	29	5	63	56
New York	829,000	19	959,000	23	4	77	69
North Carolina	440,000	20	586,000	26	6	78	71
North Dakota	21,000	15	20,000	13	-2	86	76
Ohio	498,000	19	621,000	24	5	80	65
Oklahoma	200,000	23	222,000	24	1	NA	NA
Oregon	154,000	18	195,000	23	5	68	61
Pennsylvania	455,000	17	532,000	20	3	83	71
Rhode Island	35,000	15	42,000	19	4	77	66
South Carolina	228,000	22	288,000	27	5	74	67
South Dakota	34,000	18	35,000	17	-1	83	86
Tennessee	316,000	22	379,000	26	4	86	80
Texas	1,498,000	23	1,777,000	26	3	86	84
Utah	88,000	11	132,000	15	4	76	65
Vermont	17,000	13	19,000	15	2	87	77
Virginia	247,000	14	279,000	15	1	82	70
Washington	217,000	14	288,000	19	5	76	66
West Virginia	87,000	23	92,000	25	2	76	68
Wisconsin	172,000	13	235,000	18	5	81	75
Wyoming	15,000	12	22,000	17	5	80	66



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- ¹²The Urban Institute. "Child Poverty and Its Lasting Consequence," (2012) Accessed at: <http://www.urban.org/publications/412659.html>
- ¹³Ibid
- ¹⁴U.S. Department of Education, School Year 2010-11 Four-Year Regulatory Adjusted Cohort Graduation Rates, <http://www2.ed.gov/documents/press-releases/state-2010-11-graduation-rate-data.pdf>
- ¹⁵The Urban Institute. "Child Poverty and Its Lasting Consequence," (2012) Accessed at: <http://www.urban.org/publications/412659.html>

NA - States did not report data for 2010-2011

¹The Annie E. Casey Foundation, 2013 KIDS COUNT Data Book, <http://datacenter.kidscount.org/data/tables/43-children-in-poverty#detailed/2/10-19,2,20-29,3,30-39,4,40-49,5,50-52,6-9/false/868,867,133,38,35/any/321,322>

²U.S. Department of Education, School Year 2010-11 Four-Year Regulatory Adjusted Cohort Graduation Rates, <http://www2.ed.gov/documents/press-releases/state-2010-11-graduation-rate-data.pdf>