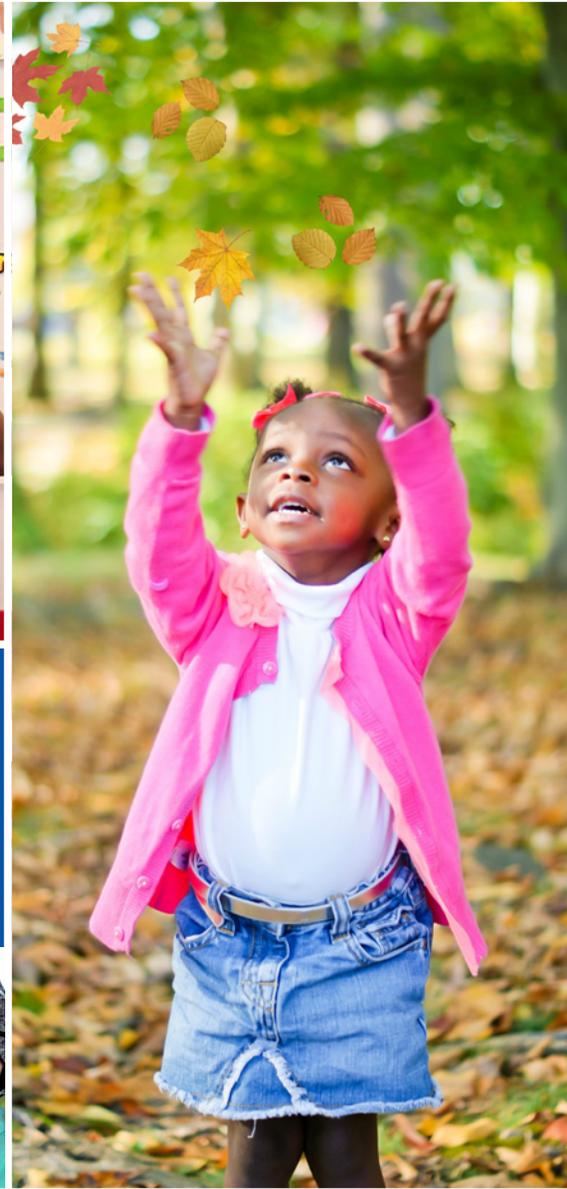




# KIDS COUNT IN DELAWARE

## FAMILIES COUNT IN DELAWARE



# A Message from KIDS COUNT



STATE OF DELAWARE  
OFFICE OF THE GOVERNOR  
TATNALL BUILDING, SECOND FLOOR  
MARTIN LUTHER KING, JR. BOULEVARD SOUTH  
DOVER, DELAWARE 19901

PHONE (302) 744-4101  
FAX (302) 739-2775

JOHN CARNEY  
GOVERNOR

Dear Friends,

As father of two and as your Governor, I fully understand the importance of advocating for our kids and making sure they have every resource available to ensure all their dreams can be fulfilled. We must nurture our youth so that regardless of where they come from, they have the means necessary to succeed.

It is imperative for our young children to grow and learn in an environment that is advantageous to their growth. The creation of these environments are encouraged through a focus on the child and family wellbeing – across the domains of health, education, economics and community. This collaborative effort brings Delawareans together to ensure a brighter future.

Being deliberate and focused on our children's progresses benefits our state in a myriad of ways. For parents who are considering where they want to settle down to companies planning to relocate or expand, seeing a state that is focused on its future provides the assurance necessary to make Delaware a top choice. Being a state that promotes efforts to bring in families and companies is vital to the longevity of Delaware.

Thanks to the common consideration of many, Delaware's children today are better equipped than at any time to live fulfilling lives and to thrive in our 21st century world. We would not have been able to achieve success without increased investments in all facets of life of Delawareans of all ages. We have invested in ensuring our youngest learners are prepared for the global economy, working to improve access to quality healthcare, consistent efforts to be more environmentally conscious, and increasing the already wide range of indoor, outdoor cultural and recreational resources.

While progress has been made, we also have much work to do. We must ensure that Delaware's economic growth continues to provide an environment that encourages success. We must continue to advocate for increased preventative care and encourage healthy lifestyles. And we must continue to look for new ways to invest in education and workforce development. The KIDS COUNT in Delaware Fact Book has become indispensable in the data it provides to state leaders. The key statistics provided by KIDS COUNT assist in gauging our youth and their growth over time which in turn helps guide policymakers, program providers, advocates, and funders in directing resources to areas where we can continue to embolden Delaware as a pioneer in serving all who live here. I am very appreciative of the work of the many partners, led by the University of Delaware, which make its work possible.

Sincerely,

  
John Carney,  
Governor



Dear Friends,

While parents, families, and communities play key roles in nurturing the children in their care, state and federal policymakers enact the laws and allocate the resources that shape the environment in which children and their families live, learn, play, and grow. A rapidly-changing, fast-moving agenda at the federal level presents the possibility of remarkable change to our national policy landscape which will affect Delaware's children and their families. Further, continued fiscal pressures in our own state will impact priorities, programs, and policy decisions being made locally. With challenges such as these, it is easy to become off-balanced and overwhelmed.

In response, we are seeing Delawareans from many different walks of life who are becoming engaged and mobilized, providing a renewed opportunity to work together in order to make progress on some of our most entrenched problems. Data tell this story.

What we know- what data tell us- is that there are groups of children who are more likely to have poor outcomes across their life span. This year's Fact Book highlights adverse childhood experiences, commonly referred to as ACEs.

ACEs research demonstrates that the negative impact of child trauma doesn't end in childhood. ACEs often erode the foundations required for a person to have the best life he or she could have and impacts society in often undesirable, costly ways. Further, as the number of ACEs increases, so does the number of negative health outcomes. For example, the original Kaiser/CDC study of ACEs estimated that individuals with six or more adverse childhood experiences die 20 years earlier than individuals without these experiences. In addition to measuring the scope of a problem, data point to solutions as well.

The research is clear that protective factors such as safe, stable and nurturing relationships, can help to mitigate the long-term impact of ACEs by developing what researchers have deemed "resilience." As we build the next generation, we must target investments to have the largest impact. Strengthening families, building stronger communities and ensuring access to opportunity through ACE prevention, mitigation, and recovery will enhance the success of young Delawareans as they grow into tomorrow's citizens. It's in everyone's best interest to keep children, our most vulnerable asset, safe from harm.

Sincerely,  
Kim Gomes, President, Board  
Mary Joan McDuffie, Chair, Data Committee  
Janice Barlow, Director

## KIDS COUNT® in Delaware

Copyright © 2017, KIDS COUNT in Delaware • Please feel free to copy all or portions of this report. We welcome further distribution but require acknowledgment of KIDS COUNT in Delaware in any reproduction, quotation, or other use.

KIDS COUNT publications are available at no charge at [www.dekidscount.org](http://www.dekidscount.org).  
KIDS COUNT® is a registered trademark of the Annie E. Casey Foundation.

# Adverse Childhood Experiences (ACEs)

Welcome to the Executive Summary of the 2017 KIDS COUNT in Delaware Fact Book. This project is a collaborative effort of over forty organizations and is housed within the Center for Community Research & Service at the University of Delaware. By providing policymakers and citizens with benchmarks of child well-being, KIDS COUNT seeks to enrich local and state discussion concerning ways to secure better lives for all children. Our mission is to provide up-to-date, accurate, objective, comprehensive data on the well-being of children, youth and their families in order to raise awareness and inform both policy and programmatic decisions throughout the state. This year the fact book has a special focus on adverse childhood experiences.

Adverse Childhood Experiences, or “ACEs,” are stressful or traumatic experiences that disrupt the safe, nurturing environments that children need to thrive. Exposure to ACEs can lead individuals toward the adoption of unhealthy habits and the onset of negative long-term health and economic issues. Adverse childhood experiences include events such as abuse, neglect, and family violence that occur in the first 18 years of life. ACEs often reflect the struggles that children’s families are going through because of their own compromised well-being. In other words, ACEs remind us that creating conditions

for child well-being requires creating conditions for family well-being.

Not every person who suffers an adverse experience will face chronic health issues or a poor quality of life, but the higher the total number of these events a child experiences, the higher the risk of obesity, chronic illness, substance abuse, smoking, and mental health problems. Early results from the original study estimated that individuals with six or more adverse childhood experiences die 20 years earlier than individuals without these experiences. A child who experiences one adverse event is very likely to experience additional events during childhood.

Look for special icons throughout our 252 page digital fact book that highlight ACE indicators, as well as hardships, possible risk outcomes, and policy actions that are related to adverse childhood experiences. The full edition of our fact book can be found at [www.dekidscount.org](http://www.dekidscount.org)



## CDC-Kaiser ACEs Identified:

### ABUSE



Physical



Emotional



Sexual Abuse

### NEGLECT



Physical



Emotional

### HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother Treated Violently

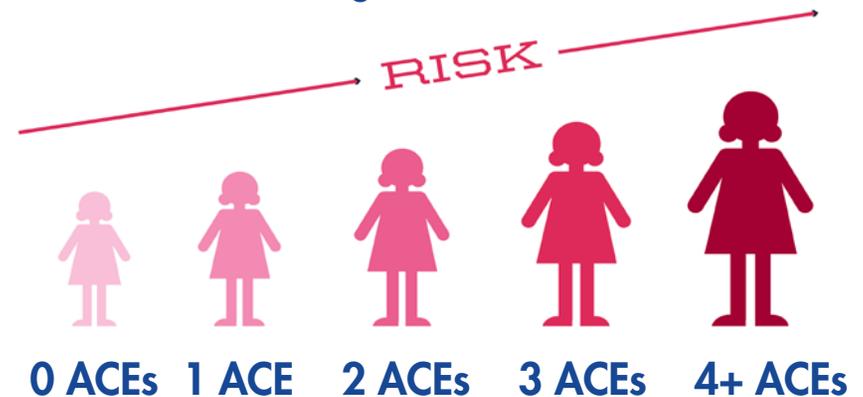


Substance Abuse



Divorce

As the number of ACEs increases, so does the number of negative health outcomes



Source: Robert Wood Johnson Foundation, <http://www.cdc.gov/ace/prevalence.htm>, [rwjf.org/aces](http://rwjf.org/aces)

## HEALTH AND HEALTH BEHAVIORS

### LOW BIRTH WEIGHT BIRTHS

AS A PERCENTAGE OF ALL BIRTHS

2010-2014.....8.5%

**IMPROVED**

2005-2009.....9.0%



### INFANT MORTALITY

DEATHS OF INFANTS  
LESS THAN 1 YEAR OLD  
PER 1,000 LIVE BIRTHS

2010-2014.....7.5

**IMPROVED**

2005-2009.....8.3



### CHILDREN WITHOUT HEALTH INSURANCE

PERCENTAGE OF CHILDREN (0-17)  
WITHOUT HEALTH INSURANCE

2014-2016.....5.6%

**IMPROVED**

2009-2011.....8.0%

## EDUCATIONAL INVOLVEMENT AND ACHIEVEMENT

### GRADUATION RATES

PERCENTAGE OF JUNE GRADUATES  
COMPARED TO THE 9TH GRADE CLASS  
FOUR YEARS PREVIOUS

2015-2016.....84.7%

**IMPROVED**

2010-2011.....79.0%



### 3RD GRADE READING PROFICIENCY

PERCENTAGE OF DELAWARE THIRD GRADERS  
MEETING THE STANDARD IN READING

2015-2016.....53.8%



\*DELAWARE'S "SMARTER BALANCE" TEST WAS INITIATED IN THE 2014/15 SCHOOL YEAR. BECAUSE THE PERFORMANCE MEASURE HAS CHANGED, HISTORICAL DATA COMPARISON DATA IS NOT AVAILABLE.

### 8TH GRADE MATH PROFICIENCY

PERCENTAGE OF DELAWARE EIGHTH GRADERS  
MEETING THE STANDARD IN MATH

2015-2016.....37.7%

\*DELAWARE'S "SMARTER BALANCE" TEST WAS INITIATED IN THE 2014/15 SCHOOL YEAR. BECAUSE THE PERFORMANCE MEASURE HAS CHANGED, HISTORICAL DATA COMPARISON DATA IS NOT AVAILABLE.

## ECONOMIC SECURITY

### CHILDREN IN POVERTY

PERCENTAGE OF CHILDREN (0-17)  
IN POVERTY

2014-2016.....18.5%

**WORSENERD**

2009-2011.....16.9%



### MEDIAN FAMILY INCOME

MEDIAN INCOME IN THOUSANDS OF  
US DOLLARS OF HOUSEHOLDS WITH  
CHILDREN UNDER 18 BY FAMILY TYPE

2014-2016.....1-PARENT \$29,589  
2-PARENT \$92,887

**IMPROVED**

2009-2011.....1-PARENT \$27,212  
2-PARENT \$85,950



### ECONOMIC INCLUSION OF YOUNG PEOPLE

PERCENTAGE OF TEENS (16-19)  
NOT ATTENDING SCHOOL AND  
NOT WORKING

2014-2016.....8.8%

**WORSENERD**

2009-2011.....8.4%

## FAMILY AND COMMUNITY

### TEEN BIRTHS

LIVE BIRTHS TO 15-19 YEAR-OLD FEMALES  
PER 1,000 15-19 YEAR-OLD FEMALES

2010-2014.....27.6

**IMPROVED**

2005-2009.....41.1



### CHILDREN IN ONE-PARENT FAMILIES

PERCENTAGE OF CHILDREN (0-17) IN  
ONE-PARENT FAMILIES

2014-2016.....35.2%

**IMPROVED**

2009-2011.....36.6%



### CHILD ABUSE/NEGLECT

CHILDREN WITH SUBSTANTIATED REPORTS  
OF ABUSE AND NEGLECT PER 1,000 CHILDREN  
AGES BIRTH TO 17

2016.....7.1

**IMPROVED**

2011.....11.1

# Health and Health Behaviors

The future prosperity of any society depends on its ability to foster the health and well-being of the next generation. Part of fostering that future success is acknowledging and rectifying the structural and institutional discrimination that has a dramatic impact on the health outcomes for children of color. People of color often receive a lower quality and intensity of health care, are more likely to be uninsured and live in medically underserved communities, experience cultural and linguistic barriers to care, and are more likely to be the victims of subtle bias and stereotyping.

Safeguarding a child's health, and in particular addressing the barriers facing children of color, is the first step to ensuring a child is able to grow, learn, and thrive. The conditions and environments in which children live affect their health and differ by race and ethnicity. Our state can ensure health and wellness by reducing racial and ethnic disparities in food security, access to health insurance for children and parents and exposure to environmental risks.

A healthy start begins with the prenatal health and well-being of a child's mother. It also includes a child's early months and years, when a child's brain is rapidly developing the knowledge and skills essential for future success in their relationships, school, and reaching their full potential in life. The economic security and stability of young families is critical during this time, as it reduces the risk of poverty and stress to parents and children—which can have lifelong impacts on the whole

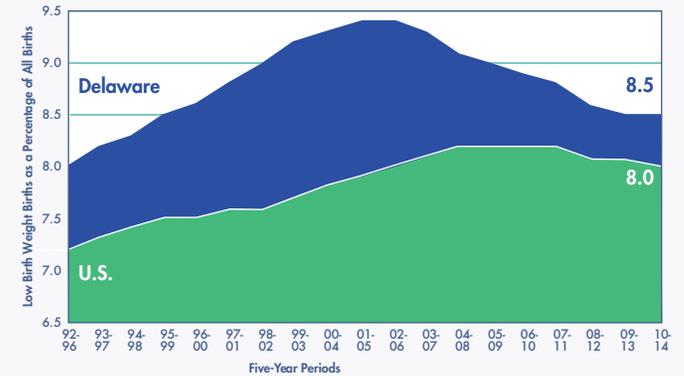


family's well-being. A high quality early learning system can support young families by providing children with learning environments that support healthy development, and giving parents affordable options for child care so they can work if they need or wish to.

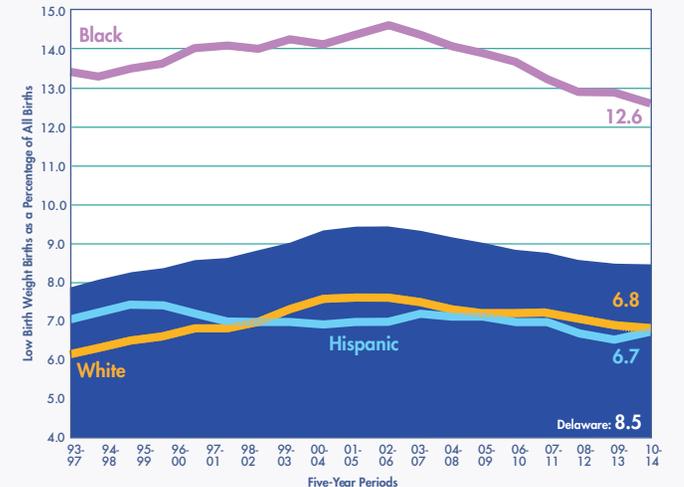
Having a safe and stable house to sleep in each night, as well as having enough food, are fundamental to a child's social, emotional, and physical well-being. Compared to children with adequate nutrition and stable housing, children who experience homelessness and hunger are more likely to experience trauma, chaos, trouble in school, and poorer health. The unpredictability of homelessness and hunger puts a child's safety at risk as well, as the stress on families can reach toxic levels that may undermine relationships between parents and children.

## LOW BIRTH WEIGHT BIRTHS

Delaware Compared to U.S.



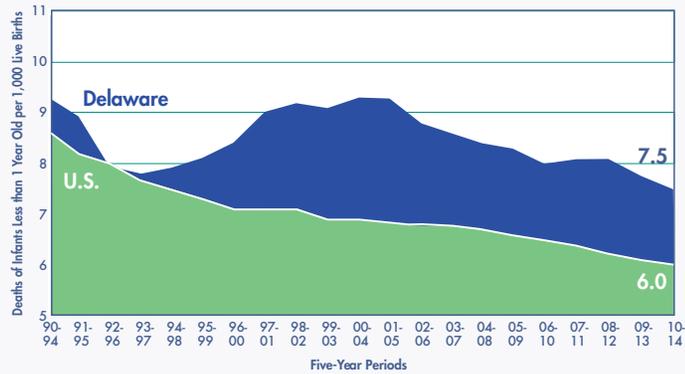
Delaware by Race/Ethnicity



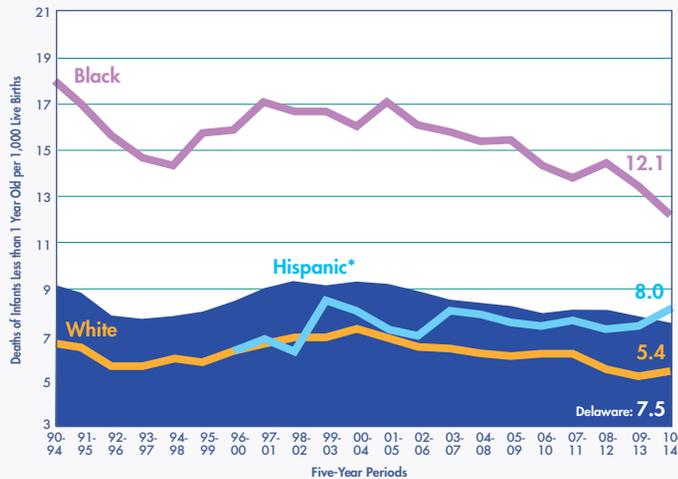
Source: Delaware Health Statistics Center

## INFANT MORTALITY

### Delaware Compared to U.S.



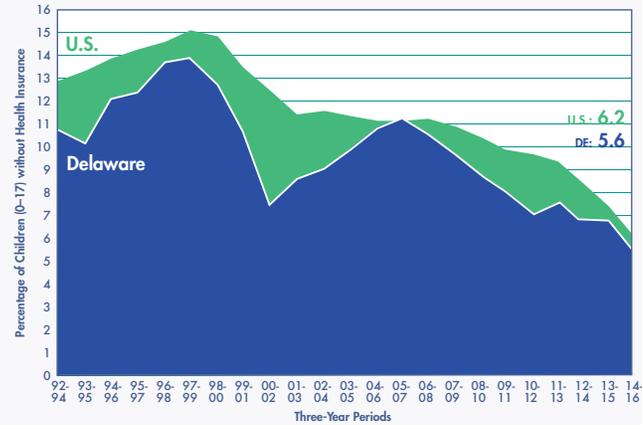
### Delaware by Race/Ethnicity



Note: Infant Mortality Rate – number of deaths occurring in the first year of life per 1,000 live births  
 Source: Delaware Health Statistics Center

## CHILDREN WITHOUT HEALTH INSURANCE

### Delaware Compared to U.S.



### Delaware by Age



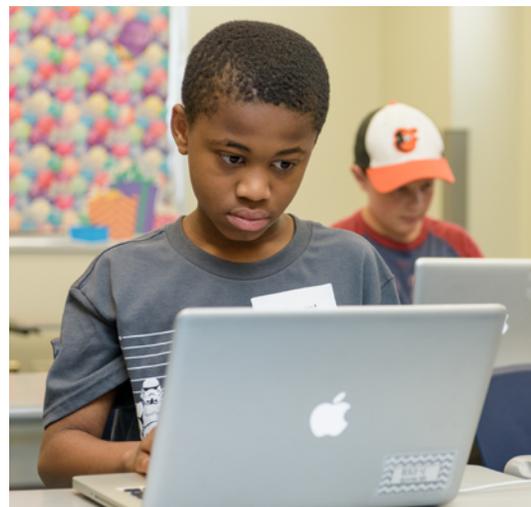
Source: Center for Applied Demography and Survey Research, University of Delaware



# Educational Involvement and Achievement

A high quality education system—one that empowers children to excel in school from preschool through higher education—supports students in reaching their full potential, and is essential for the future competitiveness and economic vitality of our state. The first five years of a child’s life are an important time for growth and development, and lay out the foundations for language, academic ability, habits and socio-emotional development. Research shows that access to high quality early care and education programs help young children grow up ready to succeed in school and life. However, there are large gaps in the quality of early care and childhood programs, and not all children receive the maximum benefits from their program. A child entering kindergarten should exhibit age-appropriate cognitive, social and emotional skills. Quality early learning in culturally and linguistically responsive environments, characterized by nurturing relationships and rich opportunities for play and exploration, lays the foundation for learning in elementary school. Compared to their peers, children who enter kindergarten without a solid foundation in early learning may have a harder time meeting important educational, social, or even physical milestones throughout school. When we invest and replicate high quality programs for children and youth, we can solve these gaps in early childhood development and show significant long-term improvements for children.

Since most children attend schools they live near, patterns of residential segregation and poverty concentration are reflected in the racial, ethnic and economic makeup of schools and districts. Decades of policy choices and individual behaviors have led to

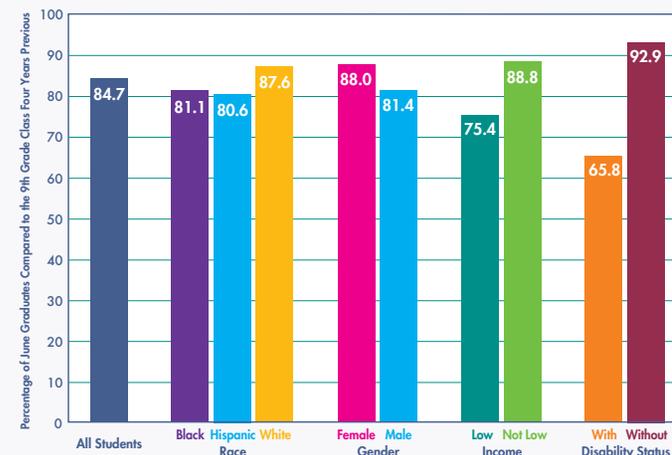


the concentration of children of color and low-income families in certain schools and districts. Research shows that, in general, students in high-poverty schools have less access to effective teachers than students in low-poverty schools, affecting their opportunities to learn. High-poverty schools also serve more students who are more likely to face out-of-school challenges which research shows is connected to academic readiness, test performance and educational achievement. These challenges can include housing instability, food insecurity and lack of access to health care.

Investing in a system of high quality early care and education programs will benefit both young children and society. Early investments reap dividends as child development translates into economic development later on. By expanding educational opportunities for every child, Delaware can make equity a priority in students’ ability to access educational resources and services.

## GRADUATION RATES

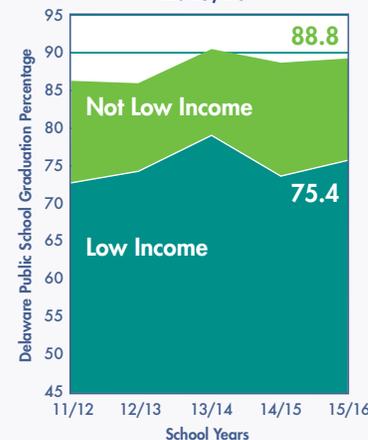
School Year 2015/16



**Note:** Graduation Rate – The graduation rate is a cohort rate that reflects the percent of 9th grade students who graduated within four years from a Delaware public school. The rate takes into account dropouts. For example, the rate for 2015–2016 reflects the percent of incoming 9th graders in September of 2012 who graduated in June of 2016.

Source: Delaware Department of Education

### Graduation Rate by Family Income 2015/16



Source: Delaware Department of Education

### Reading Proficiency by Family Income 3rd Graders, 2015/16

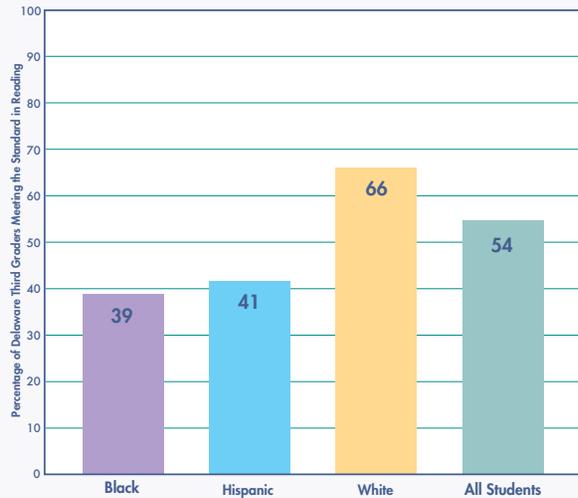


Source: Delaware Department of Education

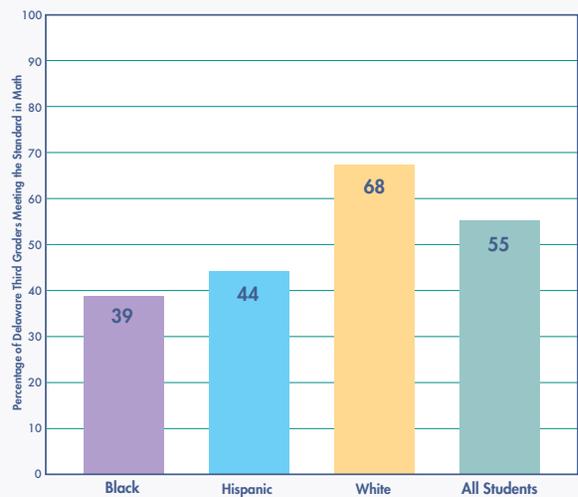
# Educational Involvement and Achievement

## 3RD GRADE PROFICIENCY

**Reading Proficiency by Race/Ethnicity**  
2015-16 Smarter Balanced Assessment Results



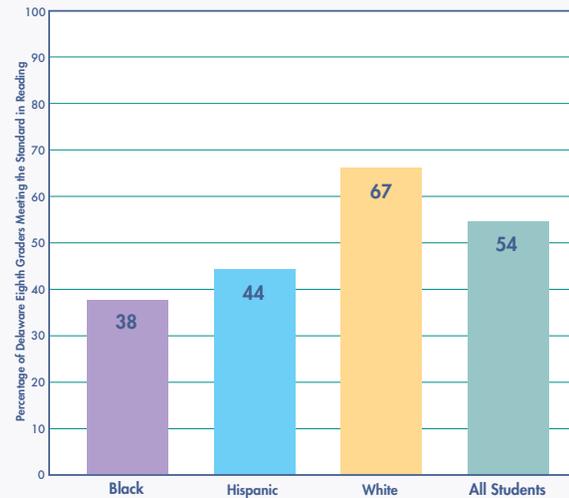
**Math Proficiency by Race/Ethnicity**  
2015-16 Smarter Balanced Assessment Results



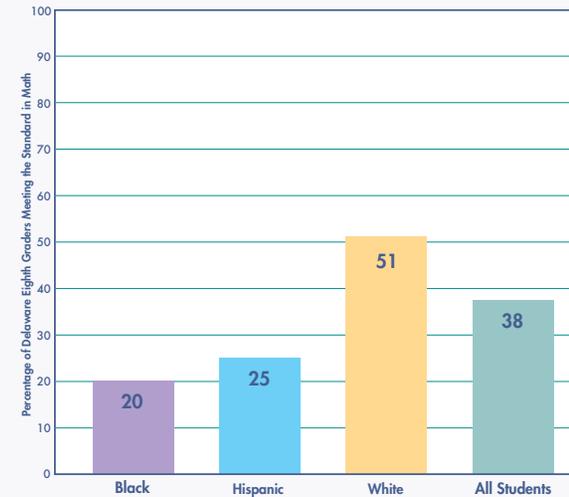
Source: Delaware Department of Education

## 8TH GRADE PROFICIENCY

**Reading Proficiency by Race/Ethnicity**  
2015-16 Smarter Balanced Assessment Results



**Math Proficiency by Race/Ethnicity**  
2015-16 Smarter Balanced Assessment Results



Notes: "All" includes Native American and Asian.  
Source: Delaware Department of Education



In the 2014-15 school year, Delaware's assessment program was renamed the Delaware System of Student Assessments (DeSSA). DeSSA assessments include Smarter English Language Arts/Literacy (ELA) and Mathematics assessments. The Smarter assessments are designed to measure the progress of Delaware students in ELA/Literacy and Mathematics standards in grades 3-8, and 11.



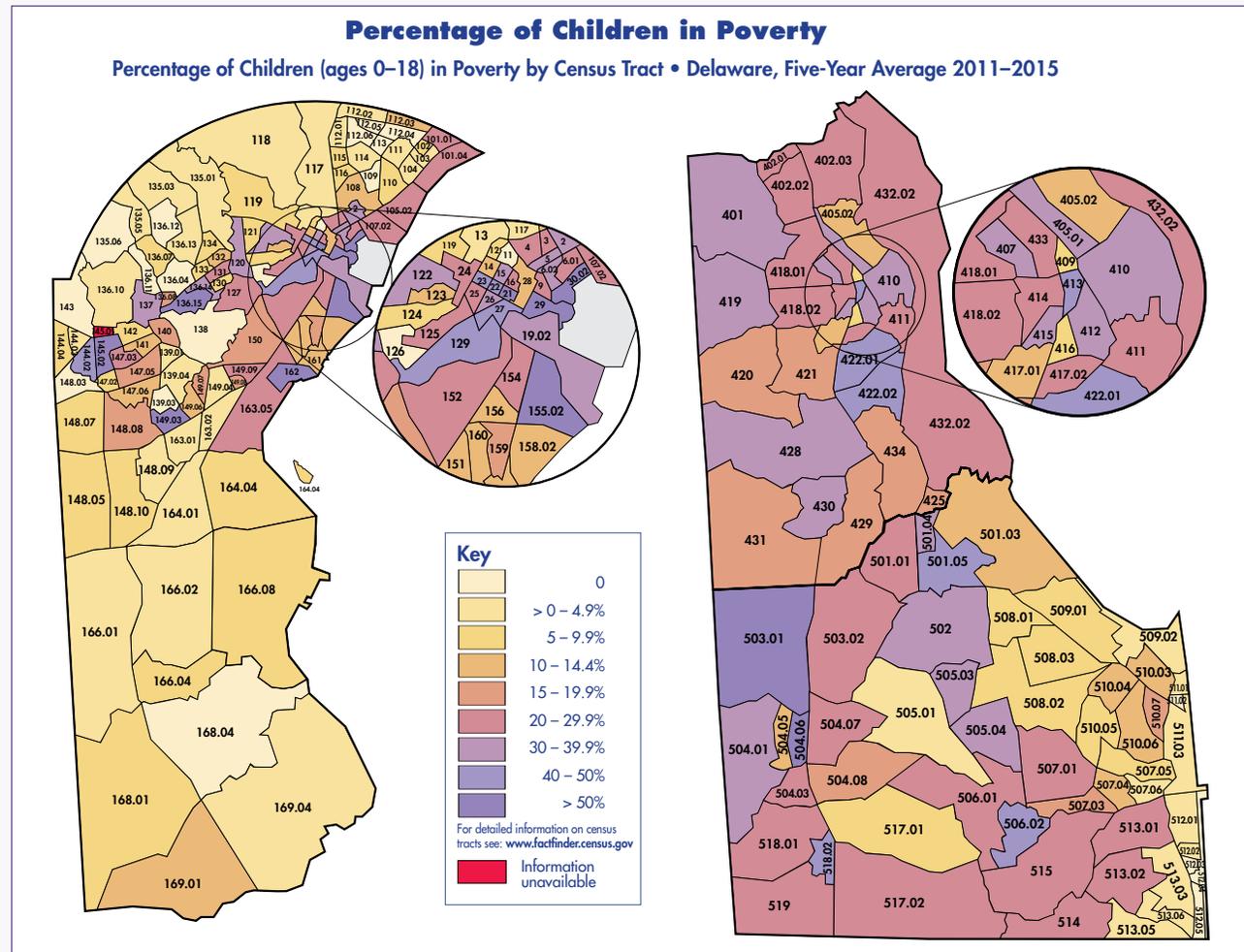
# Economic Security

As a state we need to ensure that families with children live in “high-opportunity” neighborhoods. Many strategies can help advance the goal of every child living in a neighborhood with abundant opportunities, including creating partnerships to invest in neighborhoods, removing barriers for families who want to move to different neighborhoods and pursuing policies to prevent racial and economic isolation. Effective strategies include creating partnerships between schools, colleges, workforce development programs and businesses to offer job-based training for youth and parents; investing state funds to support and expand early college high school programs; and coordinating workforce and early childhood programs.

Delaware should be a state where every child is financially secure. However, historical and current policies, laws and practices have created and maintained deep divides in children’s opportunities. Although no racial or ethnic group is unaffected by poverty, the likelihood of living in poverty is far higher if you are a Black or Latino child. Fighting child poverty and closing racial and ethnic gaps will require an “all-of-the above” approach: programs that boost incomes and provide safety nets for families who fall on hard times; greater opportunities for parents to increase their skills, education and access to family-supporting jobs; and policies that help every child have meaningful opportunities to reach their full potential, across race, ethnicity and place.

Historical barriers have created unequal situations for families, and current policies have not done enough to undo them. Access to jobs that pay family-sustaining wages shapes a parent’s ability to provide financial security to their children, which has an impact on that child’s likelihood to reach their full potential. Poverty produces a wide variety of circumstances that can hurt children’s well-being including a lack of access to health care, an increased

# CHILDREN IN POVERTY

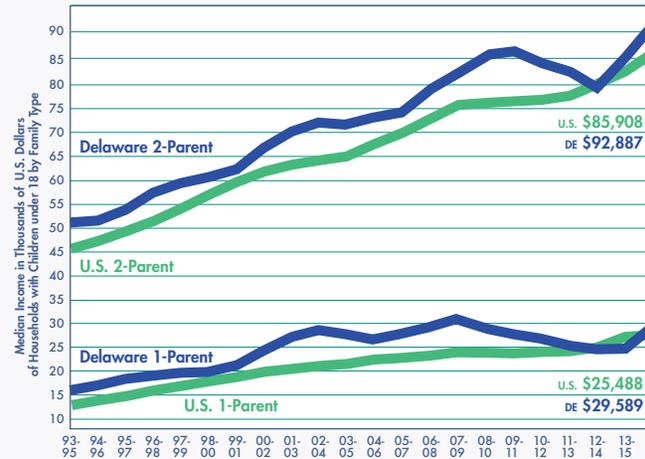


*Census tracts ranked by percentage of population below 100% of poverty. A person is “in poverty” if they reside in a family with income below the U.S. poverty threshold, as defined by the U.S. Office of Management and Budget. Poverty thresholds differ by family size and are updated annually for inflation using the Consumer Price Index. However, they do not take into account geographic differences in the cost of living.*

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

## MEDIAN FAMILY INCOME

Graduation Rate by Family Income  
Delaware, 2015/16



Source: Center for Applied Demography and Survey Research, University of Delaware

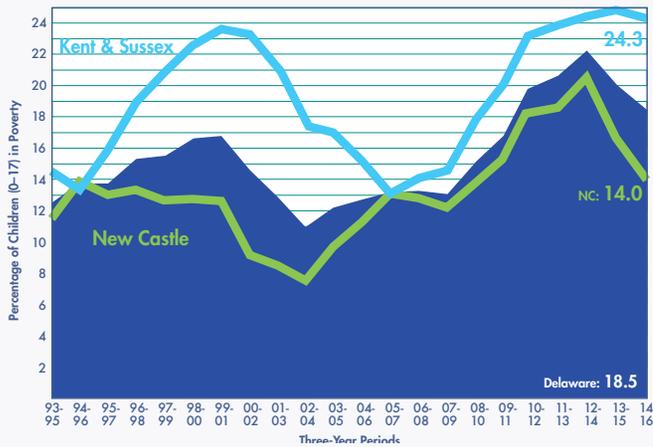


risk of hunger, and a higher risk of facing challenges in school. Living in poverty as a child is also predictive of worse employment outcomes as adults.

Reducing poverty, and the racial and ethnic disparities in our state's poverty rates, must begin with a shared understanding of how opportunities and well-being are shaped by policy. For example, we have significantly reduced poverty for seniors with income support through Social Security. Conversely, discriminatory private practices and public policies have created persistently higher poverty rates for Black and Latino families. Our policy choices matter.



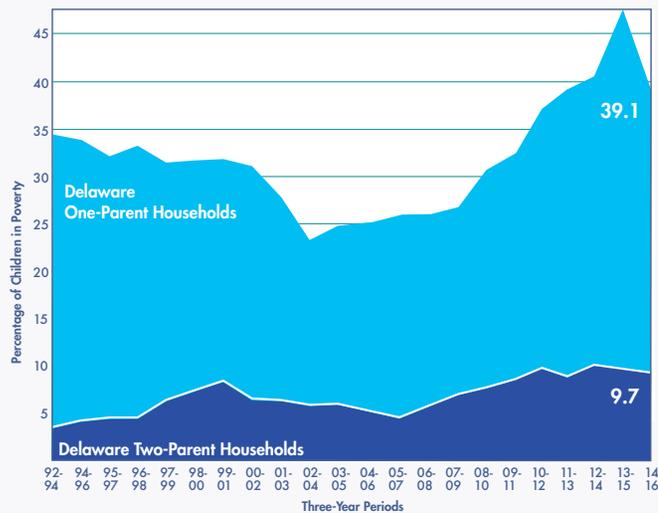
Delaware and Counties



Kent and Sussex County data are not available separately.

Source: Center for Applied Demography and Survey Research, University of Delaware

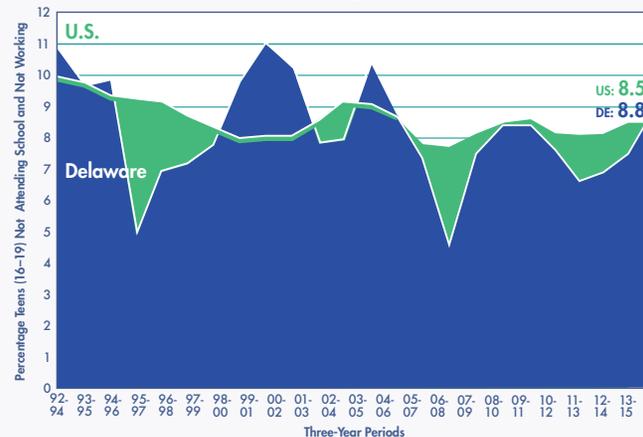
Children in Poverty by Household Structure



Source: Center for Applied Demography and Survey Research, University of Delaware

## ECONOMIC INCLUSION OF YOUNG PEOPLE

Teens Not in School and Not Working  
Delaware Compared to U.S.



Three-Year Periods

# Family and Community

The well-being of our children is a barometer for the future. In one short generation, they will be the parents, workers, volunteers, leaders, and change-makers determining the social and economic vitality of Delaware. If we want a better future for all of us, we need better results for kids now. Getting results means giving all kids what they need to reach their full potential. And it especially means investing in kids of color and those from families with low incomes, so they can overcome the barriers created by racism and poverty and have equal opportunity to succeed. We must remove the exclusionary practices that undergird much of our country's public institutions—and replace them with measures designed to let kids of all backgrounds succeed. Second, we must focus our public investments on the success of the whole family, with the understanding that the well-being of children is inextricably tied to the well-being of their parents.



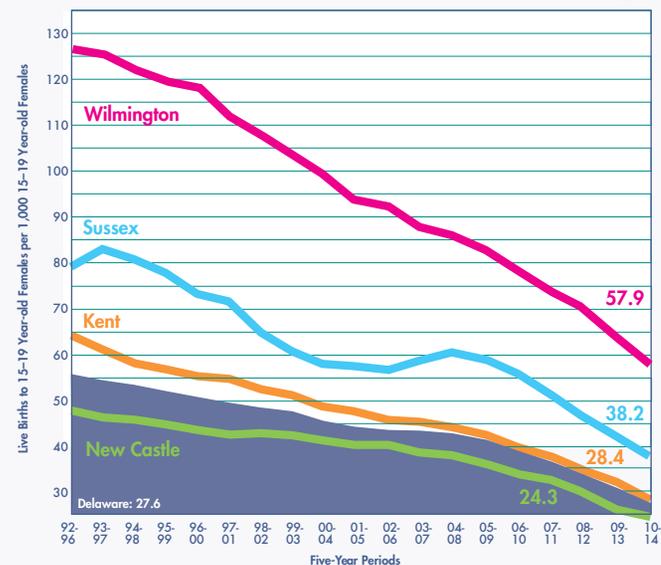
The opportunity gap starts young, with children of color as much as 2.6 times more likely as their white peers to experience poverty. By fourth grade, Black and Latino children are more likely to be reading below grade level, a crucial milestone that predicts future success in school. As they progress through adolescence into young adulthood, children of color are more likely than their white peers to be diagnosed with asthma, be suspended from school, drop out of high school, and become involved with the criminal justice system. Young adults of color are less likely to graduate from college than their white peers, which has long-term implications for their job prospects, economic stability, and the future well-being of the children they will one day raise.

But we cannot raise the bar for all kids if we don't look specifically at how Delaware's children of color are faring. We can often trace racial and ethnic gaps in children's health, education, and financial security to historical policies that created barriers for families and current policies that perpetuate them. We must "close the gaps" by intentionally breaking down any obstacles which prevent certain groups of children from reaching their full potential.

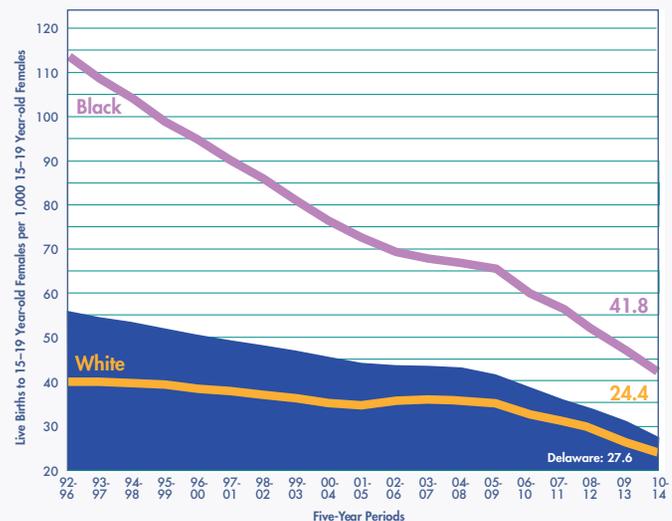
We believe that raising the bar and closing the gaps in child well-being is the way forward for sustainable economic growth and prosperity. By creating abundant opportunities for Delaware kids, the state will build on its strengths: its diversity, capacity for growth and enterprising spirit.

## TEEN BIRTHS

Births to Teens 15-19 Delaware, Counties, and Wilmington



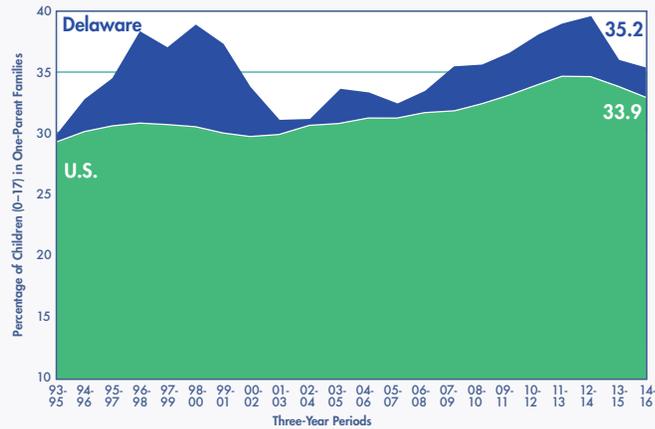
Births to Teens 15-19 Delaware by Race



Source: Delaware Health Statistics Center

## CHILDREN IN ONE-PARENT FAMILIES

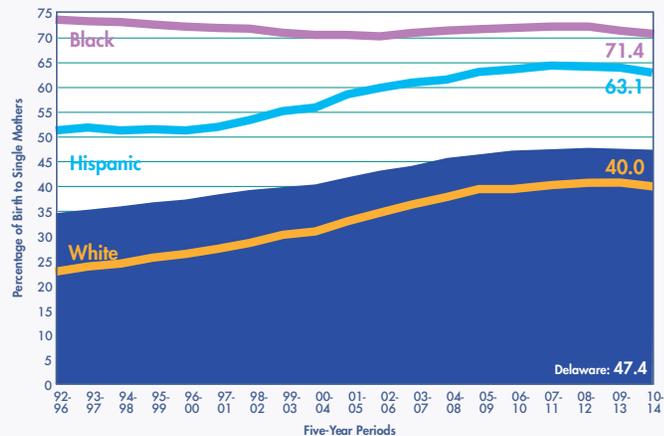
### Children in One-Parent Families—Delaware Compared to U.S.



Note: **Children in One-Parent Households** – percentage of all families with “own children” under age 18 living in the household, who are headed by a person – male or female – without a spouse present in the home. “Own children” are never-married children under 18 who are related to the household by birth, marriage, or adoption.

Source: Center for Applied Demography and Survey Research, University of Delaware

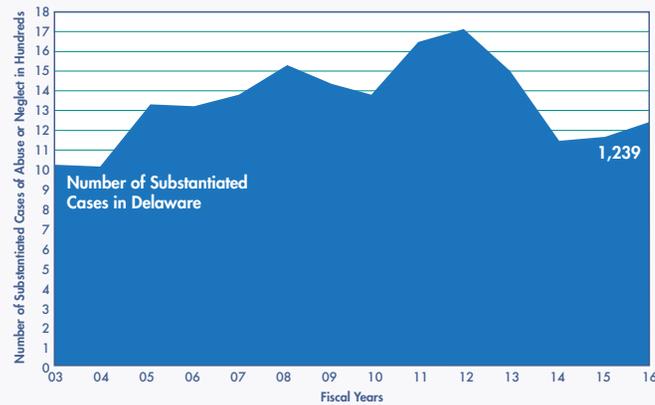
### Births to Single Mothers—Delaware by Race/Hispanic Origin



Source: Delaware Health Statistics Center

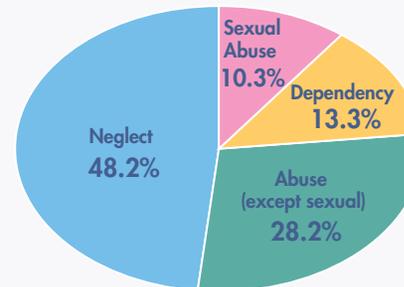
## CHILD ABUSE/NEGLECT

### Number of Substantiated Cases



Source: Delaware Department of Services for Children, Youth and Their Families

### Types of Abuse and Neglect—Delaware Fiscal Year 2016



Types of Abuse and Neglect	Number of Substantiated Cases
Abuse (except sexual)	349
Neglect	597
Sexual Abuse	128
Dependency	165
<b>Total Substantiated Cases:</b>	<b>1,239</b>

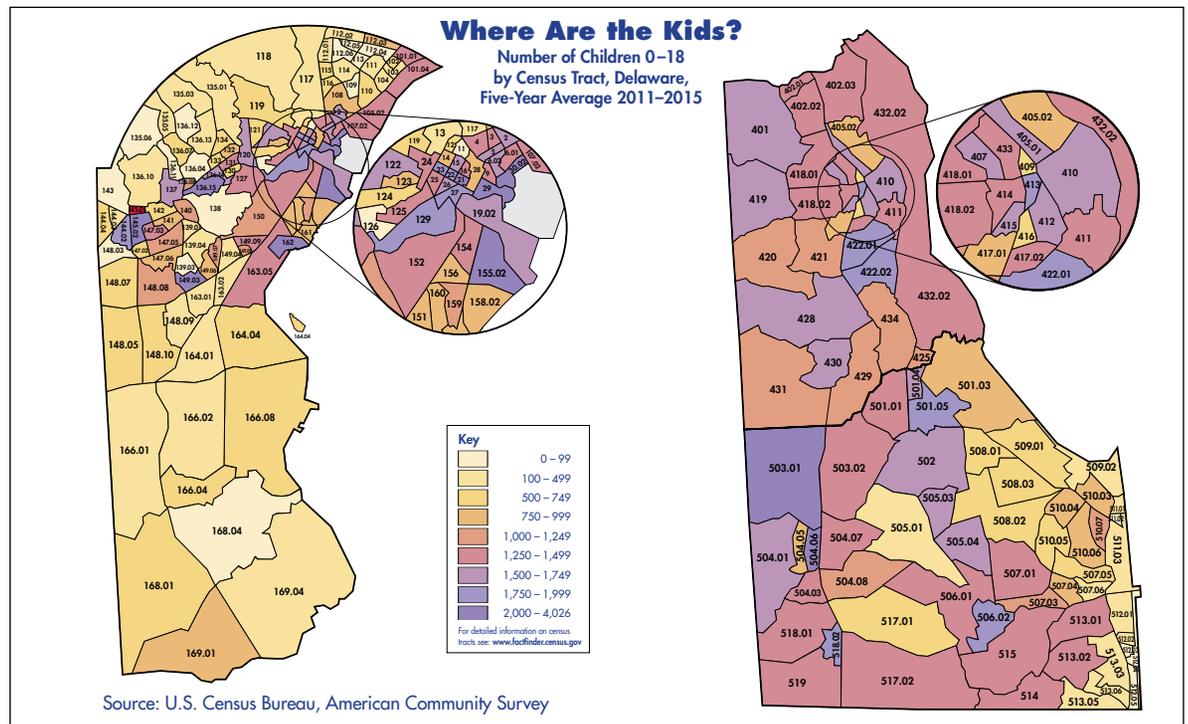
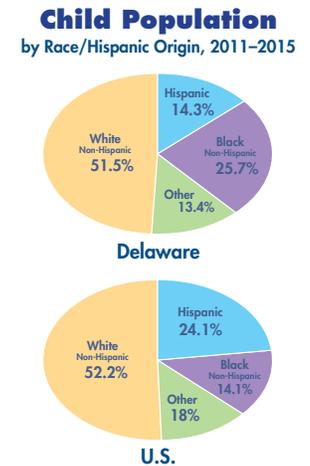
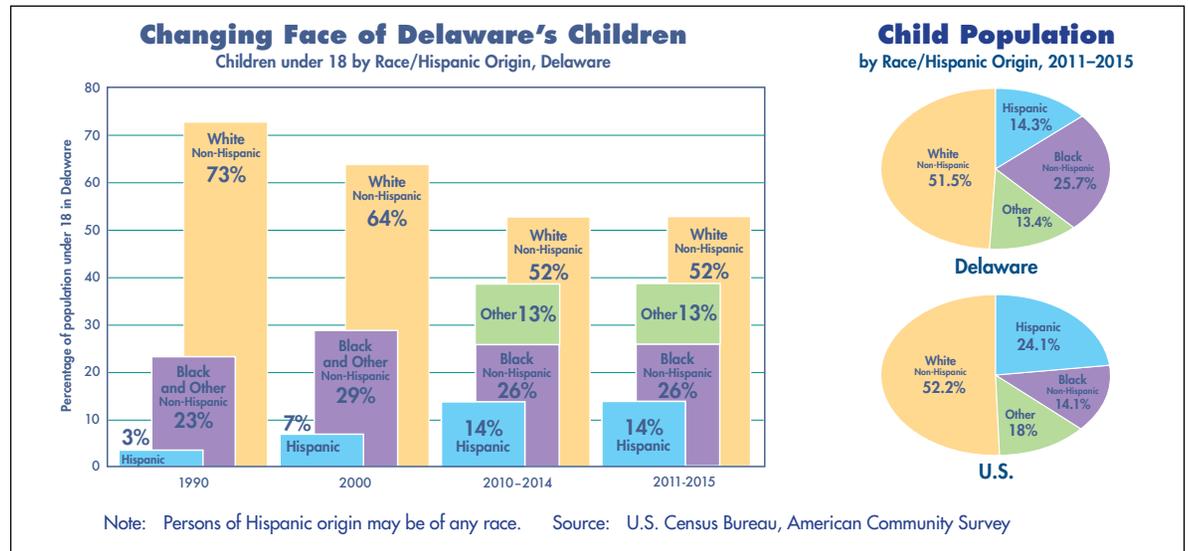
Source: Delaware Department of Services for Children, Youth and Their Families



# Delaware Demographics

**KIDS COUNT** in Delaware wants to see our state provide meaningful and abundant opportunities for every child. For that vision to be realized, children's risks and opportunities in life should not be dictated by their gender, ZIP code, family income, race or ethnicity. These factors are each uniquely related to kids' well-being and can interact in powerful ways. Raising the bar and closing the gaps in child well-being is both a winning and necessary strategy. Research has shown that racial and ethnic gaps in children's health, education and financial security can often be traced to historical policies that created barriers for families and current policies that can perpetuate them. For example, historical segregation of neighborhoods and schools and a lack of investment led to school systems that generally do not serve Black and Latino children as well as White children. We must "close the gaps" so that even if some children face bigger obstacles on the path to reaching their full potential, we intentionally work to break down those obstacles and create equitable opportunities for good health, an excellent education and economic security for every child.

Our children are growing up in an exciting and profound time. Conversations about income inequality, racial justice, gender equity, climate change, living-wage jobs, and family economic security—all essential issues for child well-being—are dominating our public debates. Growing knowledge and awareness of these issues is accompanied by reignited social movements that are gaining momentum thanks to new faces, old wisdom, savvy use of new technologies and communications, and a profound sense of urgency to change the course of our future. Structural racism—the way that policies, practices, and programs combine and interact to sustain poorer outcomes among communities of color undermines progress for children. To build a great future for kids and families, we need public policies that set ALL children up for success. No child should face a future limited by inequity. Together, state lawmakers and advocates can design laws, practices and policies that extend opportunity to all.



# Acknowledgments

## **KIDS COUNT Staff**

### **Janice L. Barlow, MPA**

Director, KIDS COUNT in Delaware  
Center for Community Research  
and Service, University of Delaware

### **Kim Lowman, MA**

Policy Analyst, KIDS COUNT in Delaware  
Center for Community Research  
and Service, University of Delaware

## **Design**

### **Lane McLaughlin**

## **KIDS COUNT Board**

### **Kim Gomes**

#### **Board President**

### **Janice L. Barlow, MPA**

Director, KIDS COUNT in Delaware  
Center for Community Research  
and Service, University of Delaware

### **Artika Casini**

#### **Board Secretary/Treasurer**

University of Delaware

### **Rick Deadwlyer**

Delaware Community Foundation

### **Karen DeRasmo**

Executive Director,  
Prevent Child Abuse Delaware

### **Kim Gomes**

Byrd Group, Vice President, LLC

### **Sandi M. Hagans, Ed.D. MS**

#### **Board Vice President**

Program Manager  
First State Community Action Agency

### **Joyce D. Hawkins, MEd, MS**

Family Service Program Support Manager,  
The K-5 Early Intervention Program, Division  
of Prevention and Behavioral Health Services,  
Department of Services for Children, Youth and  
Their Families

### **Ted Jarrell**

Delaware Department of Education

### **Tyrone Jones**

United Way of Delaware

### **Jae Chul Lee, Ph.D.**

Director of Health and Wellness Unit  
Center for Disabilities Studies, University of  
Delaware

### **Mary Joan McDuffie, MA**

Policy Scientist & Director of Medicaid  
Research Program, Center for Community  
Research and Service, University of Delaware

### **Traci Murphy**

Brandywine Buzz

### **Kirsten Olson**

Children and Families First

### **Steven W. Peuquet, Ph.D.**

Director, Center for Community Research &  
Service and Associate Professor, University of  
Delaware

### **Erik Raser-Schramm**

The Twelve Seven Group, LLC

### **Karyl Rattay, MD, MS**

Director, Delaware Division of Public Health,  
Department of Health and Social Services

### **John Sadowski**

Delaware Department of Education

### **Janet Sydnor**

### **Kelli Thompson, JD**

Director, Operations and Support,  
Health & Prevention Services  
Nemours Children's Health System

## **KIDS COUNT Data Committee**

### **Mary Joan McDuffie, Chair**

Center Community Research & Service  
University of Delaware

### **Laurie Cowan**

Division of Management Support Services  
Department of Services for Children,  
Youth and Their Families

### **Maridelle A. Dizon**

Delaware Health Statistics Center  
Delaware Health and Social Services

### **Steven A. Dowsben, MD**

Alfred I. duPont Hospital for Children

### **Roberta E. Gealt**

Center for Drug and Health Studies  
University of Delaware

### **Katie Gifford, Ph.D.**

Center for Community Research and Service,  
University of Delaware

### **Tammy J. Hyland**

Delaware State Police

### **Theodore W. Jarrell, Ph.D.**

Delaware Department of Education

### **Jae Chul Lee, Ph.D.**

Center for Disabilities Studies, University of  
Delaware

### **Kristin Madden**

Nemours Health and Prevention Services

### **Sharon Merriman-Nai**

Center for Drug and Health Studies  
University of Delaware

### **Annie Norman, Ed.D.**

Delaware Division of Libraries / State Library

### **Edward C. Ratledge**

Center for Applied Demography  
and Survey Research, University of Delaware

### **Kristy Finlon Sheffler**

Human and Development and Family Studies  
University of Delaware

## **KIDS COUNT Honorary Board**

### **Prue Albright, RN, MSN**

### **Gwendoline B. Ancelet, Ph.D.**

### **Timothy K. Barnekov, Ph.D.**

Former Dean, College of Human Services,  
Education and Public Policy, University of  
Delaware

### **Don Berry**

### **Thomas P. Eichler**

Former Cabinet Secretary for DHSS and DSCYF

### **Tyrone Jones**

### **Sam Lathem**

### **The Honorable Jane Maroney**

Former Member of the Delaware  
House of Representatives

### **Anthony M. Policastro, MD**

### **Marc Richman, Ph.D.**

### **Helen C. Riley**

### **Sandra Peck, LCSW**

### **The Honorable Terry Schooley**

Former Member of the Delaware  
House of Representatives

### **Nancy Wilson, Ph.D.**

## **Thanks for the data:**

- Center for Applied Demography  
and Survey Research
- Center for Drug and Health Studies
- Center for Community Research and Service
- Children and Families First
- Delaware Department of Education
- Delaware Dept. of Health and Social Services
- Delaware Department of Labor
- Delaware Department of Public Safety
- Delaware Department of Services for  
Children, Youth and Their Families
- Delaware Division of Libraries
- Delaware Health Statistics Center
- Delaware Population Consortium
- Delaware State Housing Authority
- Domestic Violence Coordinating Council
- Nemours Health and Prevention Services
- Statistical Analysis Center

*A special thank you to the Delaware children  
and families whose photos are featured  
throughout this book.*

# Kids Count Data Center and Contact Information

The Kids Count Data Center allows the ability to create and download different visualizations or spreadsheets of all of our data. Whether you share this report with others, go online for the full digital version, or utilize the Data Center to discover even more ways to customize the data, please join us in using

this data to make informed program and policy decisions by investing in Delaware's biggest asset, our kids.

Several national reports are available by going to:  
<http://datacenter.kidscount.org>



## KIDS COUNT in Delaware:

[www.dekidscount.org](http://www.dekidscount.org)

Delaware Information Helpline  
2-1-1

State of Delaware Web Site  
[www.delaware.gov](http://www.delaware.gov)

### Volunteer Link

New Castle County 577-7378  
Kent and Sussex Counties 739-4456  
Statewide 1-800-815-5465

Delaware Department of Health  
and Social Services  
[www.dhss.delaware.gov](http://www.dhss.delaware.gov)

Division of Public Health  
302-744-4700

Division of Social Services  
800-372-2022

Division of State Service Centers  
302-255-9675

Division of Substance Abuse  
and Mental Health  
302-255-9399

Delaware Department of Education  
302-735-4000  
[www.doe.k12.de.us](http://www.doe.k12.de.us)

Delaware Department of Labor  
302-761-8000  
[www.delawareworks.com](http://www.delawareworks.com)

Delaware Department of Safety  
and Homeland Security  
302-744-2680

Delaware Department of Services for  
Children, Youth and Their Families  
302-633-2500  
[www.state.de.us/kids](http://www.state.de.us/kids)

Delaware State Housing  
Authority  
302-739-4263 (Dover)  
302-577-5001 (Wilmington)  
[www.destatehousing.com](http://www.destatehousing.com)

Drug Free Delaware  
[www.state.de.us/drugfree](http://www.state.de.us/drugfree)

Office of the Governor,  
Dover Office 302-744-4101  
Wilmington Office 302-577-3210  
Statewide 1-800-292-9570

## KIDS COUNT® in Delaware

Center for Community Research and Service • School of Public Policy and Administration  
College of Arts and Sciences • University of Delaware • Newark, DE 19716-7350  
302-831-4966 • Fax 302-831-4225 • email: [kids-count@udel.edu](mailto:kids-count@udel.edu) • [www.dekidscount.org](http://www.dekidscount.org)

Copyright © 2017

KIDS COUNT in Delaware • Please feel free to copy all or portions of this report.

We welcome further distribution but require acknowledgment of KIDS COUNT in Delaware in any reproduction, quotation, or other use.

A pdf download of this publication and other KIDS COUNT publications are available at no charge at [www.dekidscount.org](http://www.dekidscount.org).  
KIDS COUNT® is a registered trademark of the Annie E. Casey Foundation.

[www.dekidscount.org](http://www.dekidscount.org)

