



KIDS COUNT IN DELAWARE FAMILIES COUNT IN DELAWARE



KIDS
COUNT



Executive Summary 2018

A Message from KIDS COUNT



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JOHN CARNEY
GOVERNOR

March 2, 2018

Dear Friends,

It's my pleasure to address you in this year's KIDS COUNT in Delaware Fact Book. The statistics and information provided by KIDS COUNT make a serious impact on leaders throughout our state. Policymakers, program providers, and advocates make great use of the facts provided by KIDS COUNT to find ways to better serve Delaware's children.

Supporting children in our state has been, and will continue to be, one of my largest priorities as Governor. Our economy is always changing, and it's our responsibility to make sure every child is prepared to learn and succeed in an innovation economy. Investments in early childhood education will help prepare our kids for success in kindergarten and beyond. We also know that many of the jobs in our new economy will rely on skills in science, technology and math, which is why we are proposing funding for additional math coaches at the middle school level.

All children in Delaware deserve a quality education, no matter their zip code. My administration is working to support the many needs of our students, from funding Opportunity Grants to stocking Basic Needs Closets with hygiene products, school supplies and clothing. The best thing we can do to invest in our state's future is to invest in quality education for every Delaware child. But we must support our children outside of the classroom as well. Healthy lifestyles and family relationships prepare our kids for successful futures. Thank you to KIDS COUNT in Delaware and the University of Delaware for your great work on this year's Fact Book. I look forward to continuing to work with our communities to support our children in all areas of their development.

Sincerely,

John C. Carney
Governor, State of Delaware



Dear Friends,

Who are we as a society if we don't prioritize our children? Better yet, **who will we be** as a society if we don't prioritize our children?

Ensuring that our children have experiences that lead to good outcomes is more than a moral issue- it's also an economic issue. Children are our future. When we retire, they will be the business leaders that keep our economy vibrant; they will be the policymakers sitting in Legislative Hall & the Governor's Office. They will be our entrepreneurs, our educators & our nonprofit directors. They will be the leaders who guide Delaware in the next century. In one short generation, today's children will be the parents, workers, volunteers, leaders, and change-makers determining the social and economic vitality of our state.

And yet, data tell the story that our children are not being prioritized similarly. Disparities exist in well-being outcomes by gender, ZIP code, and income. Further, we see disparities along racial and ethnic lines in nearly every indicator of child well-being. Delaware is not alone; this problem is one that exists across the nation. Our youngest generation is our most diverse ever and this pattern is projected to continue. If we want a better future for all of us, we need better results for all kids now. We must recognize that while children have different starting points, all children deserve access to opportunities that lead to prosperity and we must take action to create those opportunities. Equality of opportunity is not something that just happens: it is a product of systems, policies, and programs that work together to lay a foundation that allows all of our youngest Delawareans to have an equal chance for participation and for success.

KIDS COUNT is driven by research showing that the consequences of the events kids experience in childhood and the disparities that exist in those experiences are carried with them the rest of their lives. This year's Fact Book explores that theme further with a focus on adverse childhood experiences (ACEs) and asks the question, what can be done to minimize the risks associated with ACEs? Despite a significant prevalence of ACEs in our state, **we can create environments that counteract those experiences.**

Policy change is rarely quick, simple, or easy. Yet, policy matters. Making kids a priority in our budgets matters. Tracking outcomes for kids across time matters. Access to quality early childhood programs matter. Health care and home visiting matters. Afterschool programming and adequately staffing our schools and compensating our teachers matter. Tax credits that help hard-working Delaware families put food on the table matter. And all of these things matter not just for the good they do, but for the harm they prevent and the money they save. Investing in our kids and families pays dividends many times over for our communities and for our state, a smart economic strategy.

Sincerely,

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

KIDS COUNT® in Delaware

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Adverse Childhood Experiences (ACEs)

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. These childhood adversities aren’t one-time events, but are chronic sources of stress including things like physical or sexual abuse, neglect, addiction or mental illness in the home, and domestic violence.

A growing body of research has sought to quantify the pervasiveness of ACEs and explain their connection with negative behavioral outcomes, physical health outcomes, and mental health outcomes later in life. For example, analysis by researchers at the Johns Hopkins Bloomberg School of Public Health on data from the 2016 National Survey of Children’s Health show that:

- Economic hardship is the most common ACE reported nationally and in almost all states, followed by divorce or separation of a parent or guardian.
- Abuse of alcohol or drugs, exposure to neighborhood violence, and the occurrence of mental illness are among the most commonly-reported ACEs in every state.
- The prevalence of ACEs increases with a child’s age
- Just under ½ of children in the U.S. have experienced at least one ACE.

There is hope!

Despite the significant prevalence of ACEs, policymakers, families, community leaders, and health care service providers can create environments where children can flourish and thrive. Decreasing the occurrence of ACEs can also have a financial benefit to society, reducing health care costs by addressing the root causes of many health problems.

We know that the more exposure to ACEs a person has, the more his or her risk increased for poor negative health outcomes.

However, not every person with a high ACE score will face chronic health issues or a poor quality of life.

Why? What makes these individuals unique?

Understanding why some children do well despite adverse early experiences is crucial, because it can inform more effective policies and programs that help more children reach their full potential.











As the image suggests, we build protective factors in order to “tip the scale” toward resilience and away from the negative outcomes associated with ACEs.

Protective factors can be grouped into individual attributes, family attributes, and community attributes. Examples in each category include:

Individual	Family	Community
Temperament	Role Models	Access to services
Mastery	Supportive Relationships	School Mentors
Understanding	Health Networks	Neighborhood cohesion
Expression	Stability	Neighborhood safety
Conflict resolution		
Relationships		
Culture		

Kids Count Overview: Delaware

		BASELINE DATA	LATEST DATA	CHANGE SINCE BASELINE
HEALTH AND HEALTH BEHAVIORS 	Low Birth Weight Births <i>As a Percentage of All Births</i>	8.8% 2007-2011	8.6% 2012-2016	
	Infant Mortality <i>Deaths of Infants Less Than 1 Year Old per 1,000 Live Births</i>	8.1% 2007-2011	7.5% 2012-16	
	Children Without Health Insurance <i>Percentage of Children (0-17) Without Health Insurance</i>	7.1% 2010-2012	5.2% 2015-2017	
EDUCATIONAL INVOLVEMENT AND ACHIEVEMENT 	Graduation Rates <i>Percentage of June Graduates Compared to the 9th Grade Class Four Years Previous</i>	80.0% 2011-2012	84.7 2015-2016	
	3rd Grade Reading Proficiency <i>Percentage of Delaware Third Graders Meeting the Standard in Reading</i>	— <i>Baseline data not available</i>	51.8% 2016-2017	
	8th Grade Math Proficiency <i>Percentage of Delaware Eighth Graders Meeting the Standard in Math</i>	— <i>Baseline data not available</i>	38.9% 2016-2017	

-  BETTER
-  WORSE
-  NO CHANGE
-  DATA NOT AVAILABLE

Kids Count Overview: Delaware

		BASELINE DATA	LATEST DATA	CHANGE SINCE BASELINE
ECONOMIC SECURITY	CHILDREN IN POVERTY PERCENTAGE OF CHILDREN (0-17) IN POVERTY	19.9% 2010-2012	16.6% 2015-2017	✓
	MEDIAN FAMILY INCOME MEDIAN INCOME IN THOUSANDS OF US DOLLARS OF HOUSEHOLDS WITH CHILDREN UNDER 18 BY FAMILY TYPE	1-PARENT \$26,334 2-PARENT \$83,950 2010-2012	1-PARENT \$34,708 2-PARENT \$95,890 2015-2017	✓
	ECONOMIC INCLUSION OF YOUNG PEOPLE PERCENTAGE OF TEENS (16-19) NOT ATTENDING SCHOOL AND NOT WORKING	7.6% 2010-2012	9.0% 2015-2017	✗
FAMILY & COMMUNITY	TEEN BIRTHS LIVE BIRTHS TO 15-19 YEAR-OLD FEMALES PER 1,000 15-19 YEAR-OLD FEMALES	36.6% 2007-2011	22.6% 2012-2016	✓
	CHILDREN IN ONE-PARENT FAMILIES PERCENTAGE OF CHILDREN (0-17) IN ONE-PARENT FAMILIES	37.9% 2010-2012	36.1% 2015-2017	✓
	CHILD ABUSE/NEGLECT RATE OF SUBSTANTIATED REPORTS OF ABUSE AND NEGLECT PER 1,000 CHILDREN	11.7 2012	7.2 2017	✓

- ✓ BETTER
- ✗ WORSE
- = NO CHANGE
- DATA NOT AVAILABLE

Health and Health Behaviors

An infant's weight at birth can be a decisive indicator of the newborn's chances for survival, growth, long term health and psychosocial development. Many causes of infant low birth weight can be linked to the mother's behavior or health during pregnancy. Factors linked with low birth weight include: tobacco, alcohol or drug use, poor nutrition, excessive stress and anxiety, inadequate prenatal care, chronic maternal illness, premature labor, low weight of mother, genetic disorders, or short interval between pregnancies. Babies who are born very low in birth weight can face a variety of negative outcomes including an increased risk of infant mortality, heightened risk for long term disability, and impaired development such as delayed motor and social development. Low birth weight among newborns is a serious issue and it can have an immense impact on the rest of their lives.

It is important to note that access to healthcare and health education varies for women depending on financial and cultural environments. Women of color, women at lower education levels and unmarried women tend to have adverse social and economic support structures and therefore less access to prenatal services.



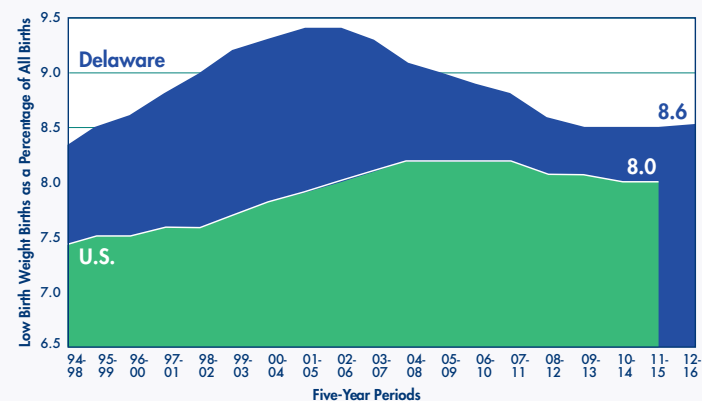
Did You Know?

In the United States, low birth weight is most often caused by being born before 37 weeks of pregnancy. The second most common cause of low birth weight is slowed growth due to poor mother's health.

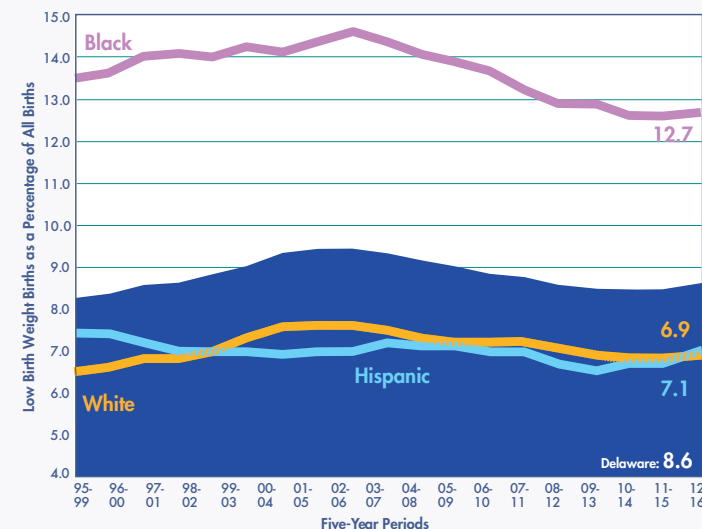
Source: <https://www.urmc.rochester.edu/encyclopedia/content.aspx?ContentTypeID=90&ContentID=P02382>

LOW BIRTH WEIGHT BIRTHS

Delaware Compared to U.S.



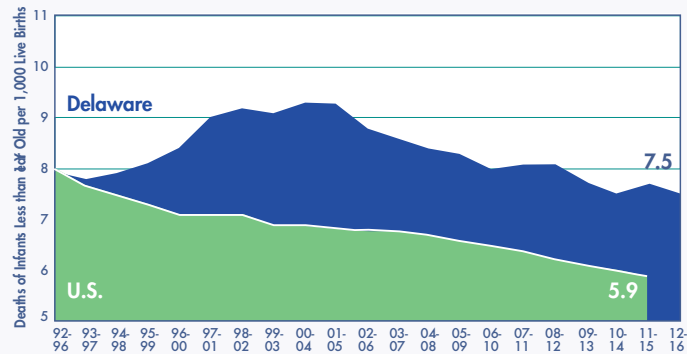
Delaware by Race/Ethnicity



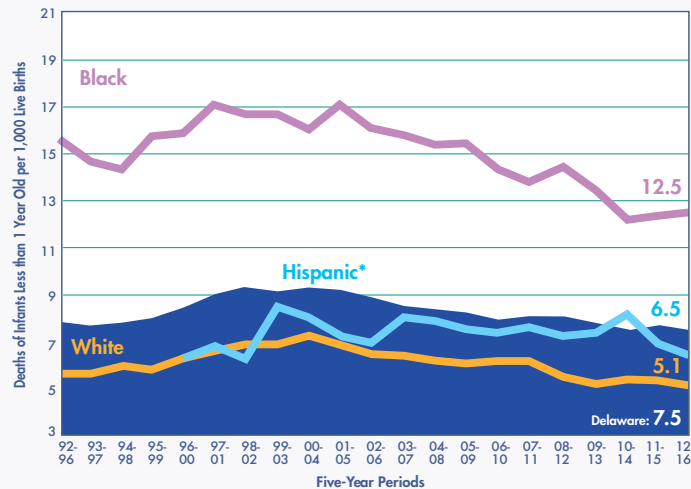
Source: Delaware Health Statistics Center

INFANT MORTALITY

Delaware Compared to U.S.



Delaware by Race/Ethnicity

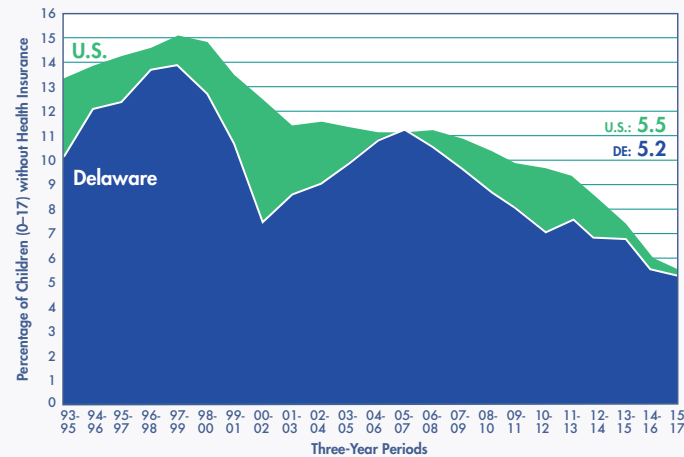


* Persons of Hispanic origin may be of any race. Hispanic rates prior to 1996-2000 do not meet standard of reliability or precision; based on fewer than 20 deaths in the numerator.

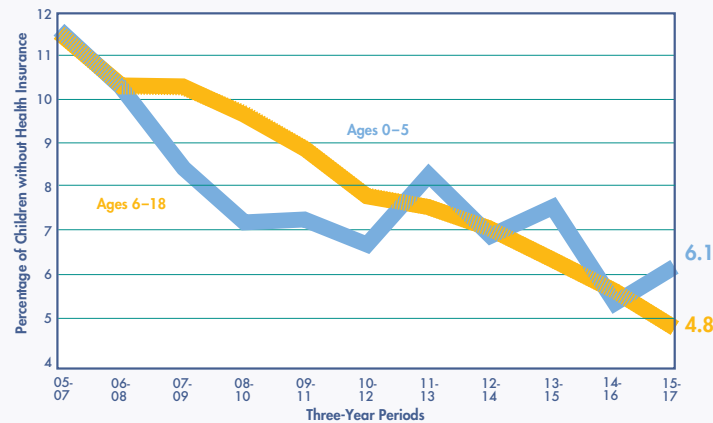
Source: Delaware Health Statistics Center

CHILDREN WITHOUT HEALTH INSURANCE

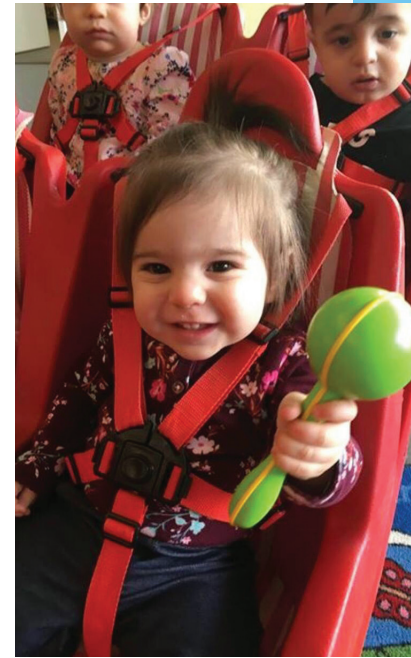
Delaware Compared to U.S.



Delaware by Age



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



Education

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.

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. 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.

In K-12, there is a race gap between white and nonwhite test scores, literacy rates, and graduation rates. These measures are good determinants of future success, and with an increasingly diverse population, addressing this gap will be key to ensuring the stability of our future workforce.

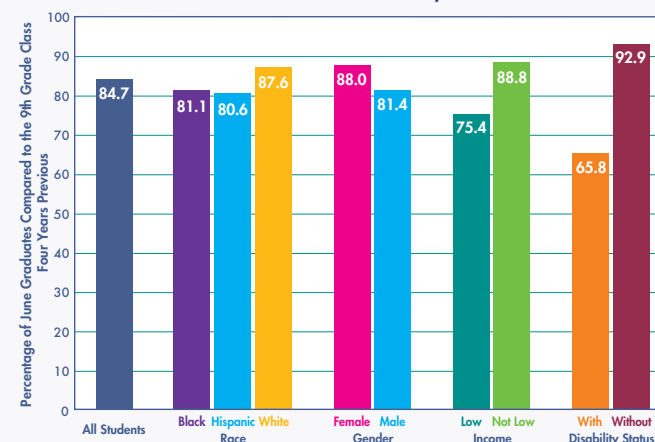
Education is the foundation for children to build a better future and achieve in all areas of life. In order to achieve at higher levels educationally, children need consistent support from their parents. Positive support such as providing literacy materials, holding high expectations, emphasizing effort over ability and encouraging autonomy can help parents positively impact their children's performance.



Parents can actively participate in their children's education in several ways such as communicating with the child's school, monitoring homework, and attending school activities and meetings. Active and effective support from both parents and the community as a whole can create positive and productive educational outcomes for children.

GRADUATION RATES

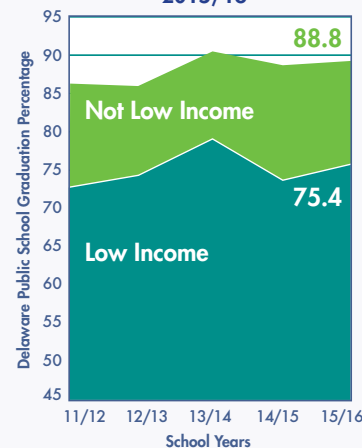
School Year 2015/16



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.

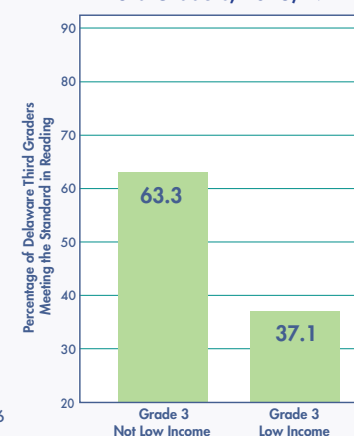
Source: Delaware Department of Education

Graduation Rate by Family Income 2015/16



Source: Delaware Department of Education

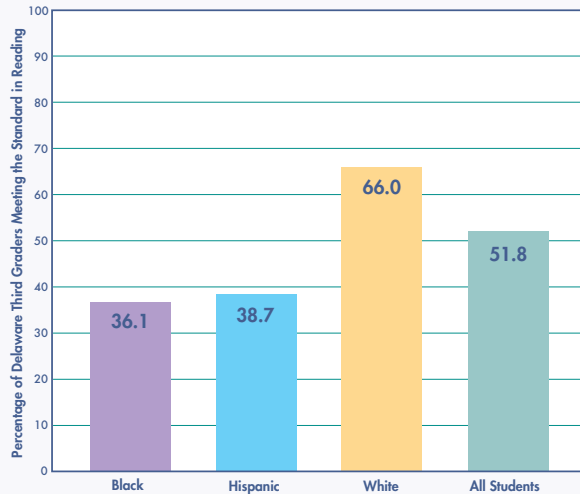
Reading Proficiency by Family Income 3rd Graders, 2016/17



3RD GRADE PROFICIENCY

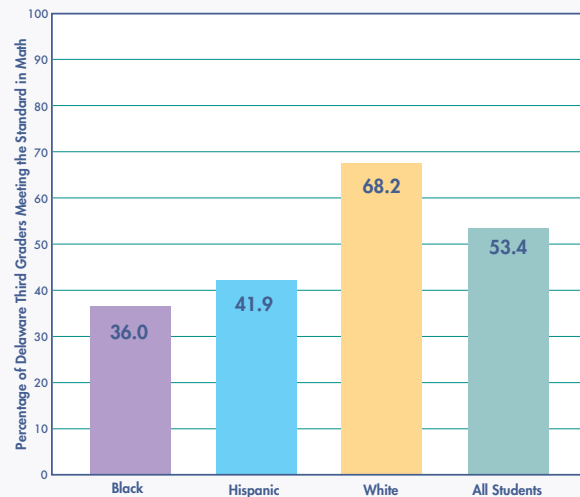
Reading Proficiency by Race/Ethnicity

2016-17 Delaware System of Student Assessments (DeSSA) Results



Math Proficiency by Race/Ethnicity

2016-17 Delaware System of Student Assessments (DeSSA) Results

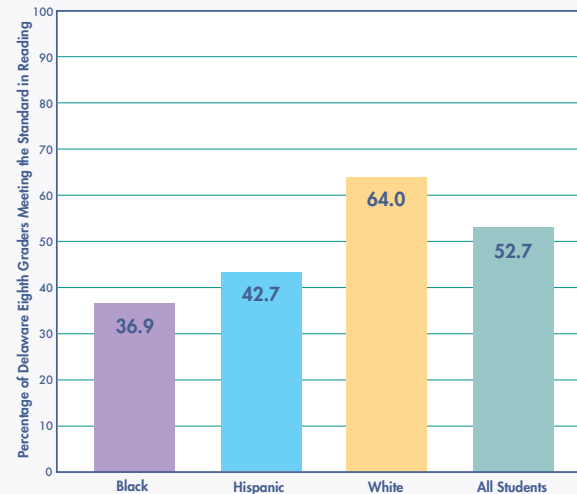


Notes: "All" includes Native American and Asian.
Source: Delaware Department of Education

8TH GRADE PROFICIENCY

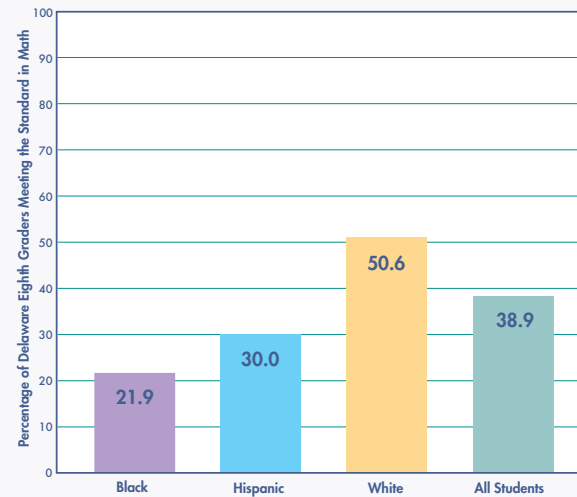
Reading Proficiency by Race/Ethnicity

2016-17 Delaware System of Student Assessments (DeSSA) Results



Math Proficiency by Race/Ethnicity

2016-17 Delaware System of Student Assessments (DeSSA) 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.

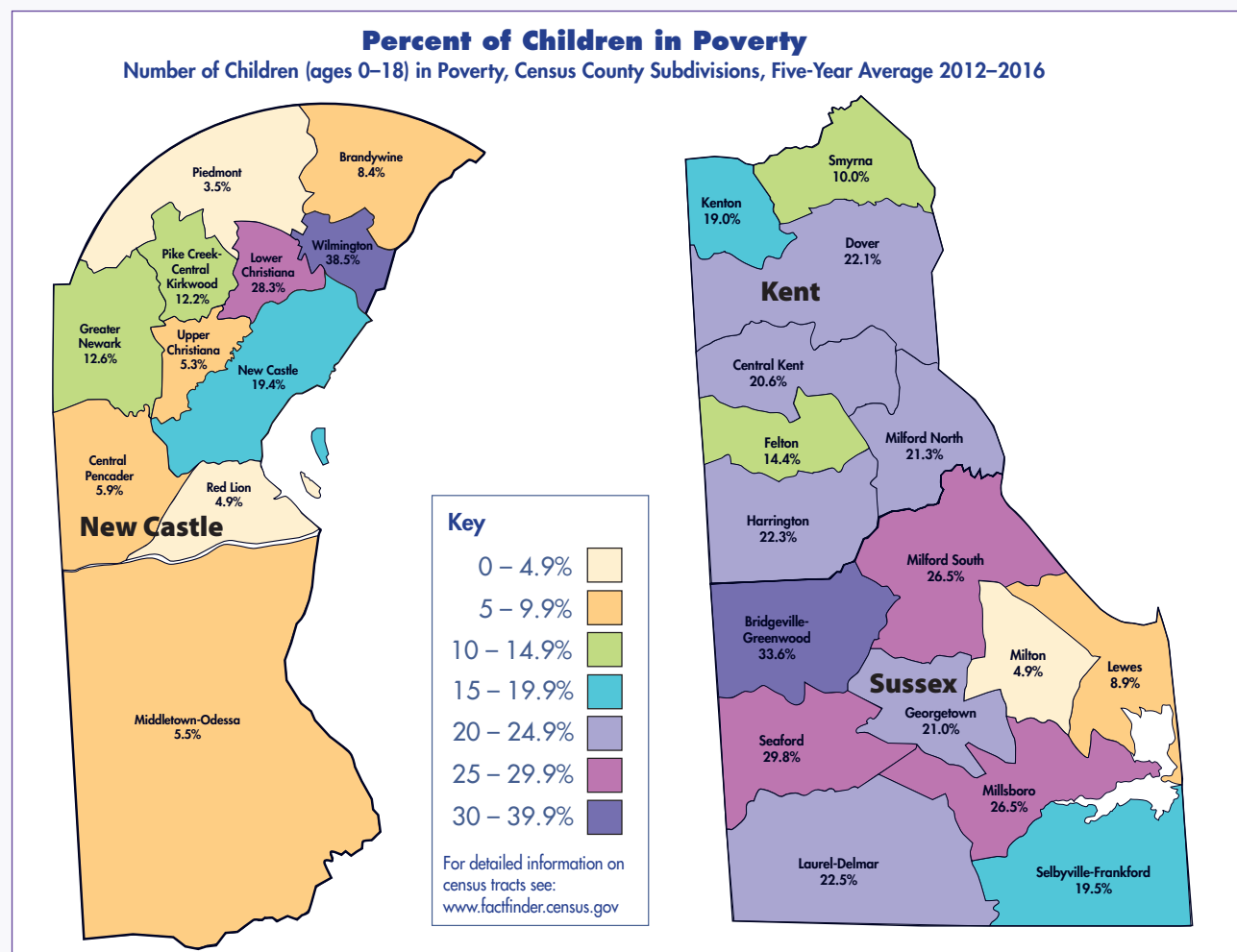
Economic Security

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 created unequal situations for families, and current policies have not done enough to undo them. The availability of and access to jobs that pay family-sustaining wages shapes parents’ ability to provide financial security for their children, which affects children’s likelihood to reach their full potential. Poverty produces a wide variety of circumstances that can hurt children’s well-being, from lack of access to health care, to increased risk of

CHILDREN IN POVERTY



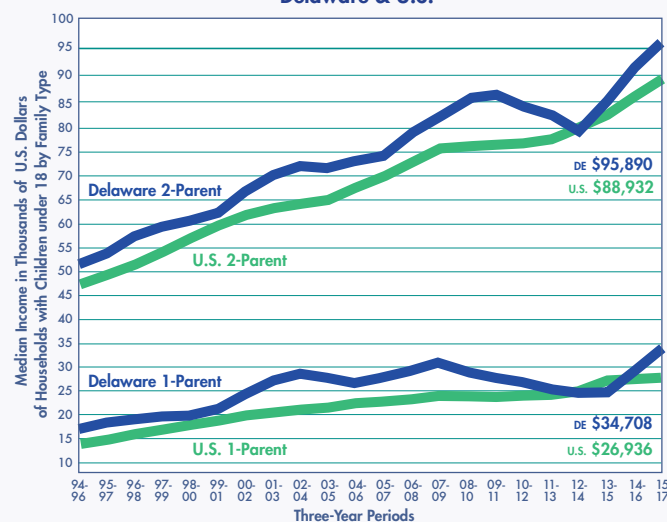
A person is “in poverty” if they reside in a family with income below the U.S. poverty threshold, as defined by the U.S. Office of Management and Budget. Poverty thresholds differ by family size and are updated annually for inflation using the Consumer Price Index. However, they do not take into account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



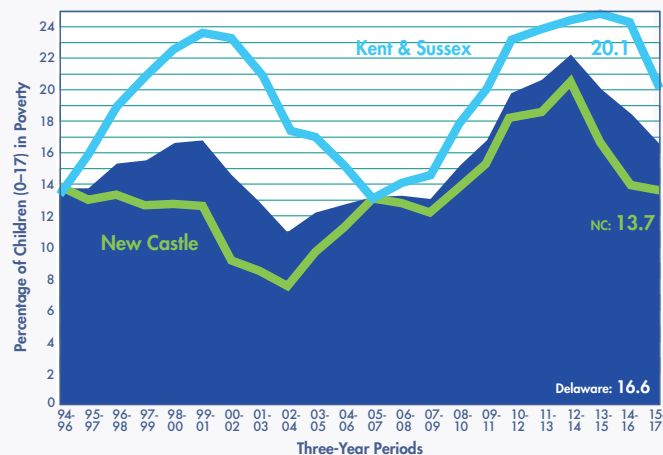
Source: U.S. Census Bureau, American Community Survey

MEDIAN FAMILY INCOME

Median Income of Families with Children by Family Type
Delaware & U.S.



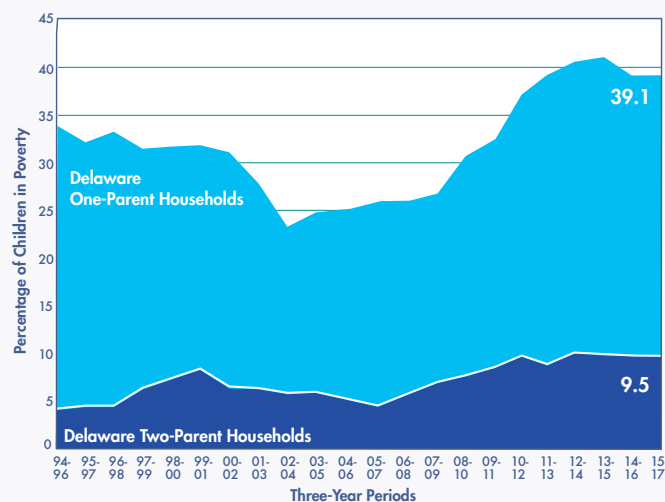
Children in Poverty—Delaware and Counties



Kent and Sussex County data are not available separately.

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

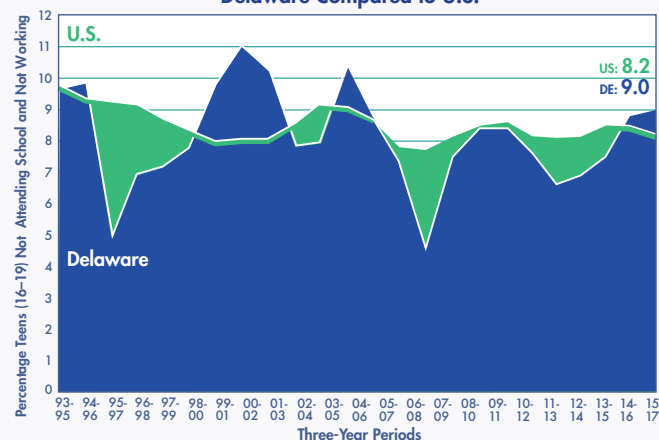
Children in Poverty by Household Structure—Delaware



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.



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



hunger, to 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 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, the discriminatory private practices and public policies discussed earlier have created persistently higher poverty rates for Black and Latino families. Our policy choices matter.

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 can 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.



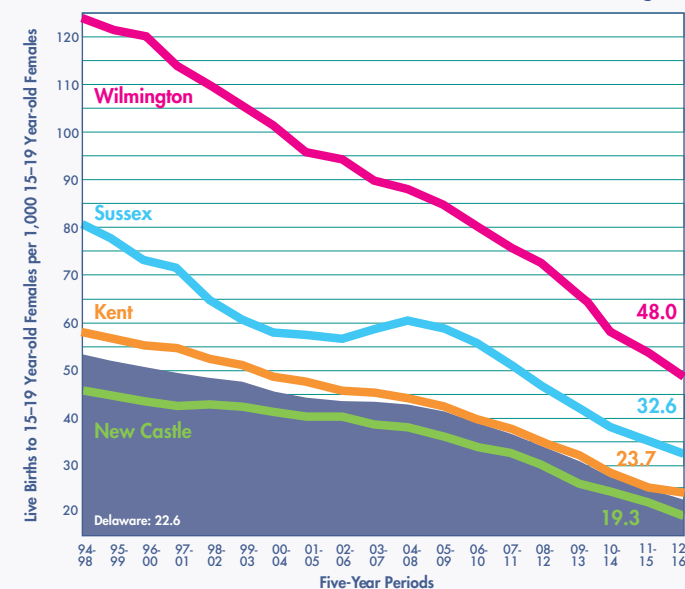
The opportunity gap starts young, with children of color as much as 2.6 times more likely as their white peers to experience poverty. By fourth grade, Black and Latino children are more likely to be reading below grade level, a crucial milestone that predicts future success in school. As they progress 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 can perpetuate them. We must "close the gaps" by intentionally breaking down any obstacles to certain groups of children reaching their full potential.

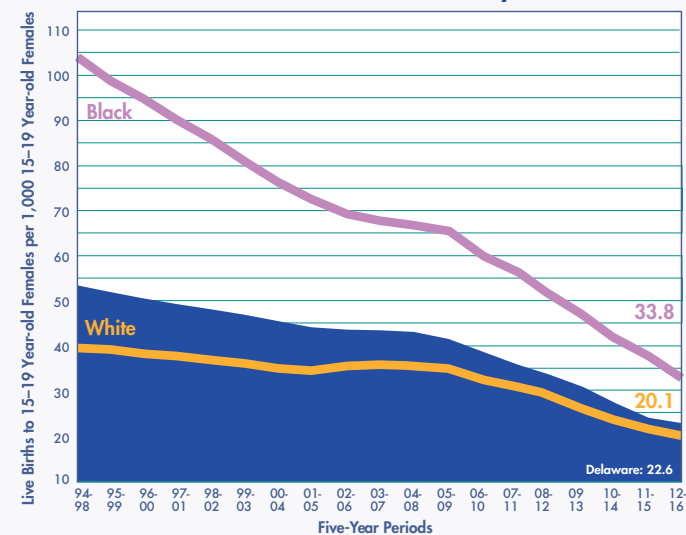
We believe that raising the bar and closing the gaps in child well-being is the way forward for sustainable economic growth and prosperity. By creating abundant opportunities for Delaware kids, the state will build on its strengths: its diversity, capacity for growth and enterprising spirit.

TEEN BIRTHS

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



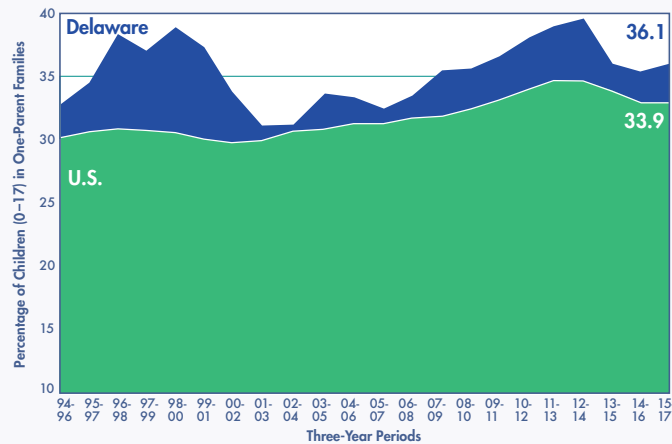
Births to Teens 15-19 Delaware by Race



Source: Delaware Health Statistics Center

CHILDREN IN ONE-PARENT FAMILIES

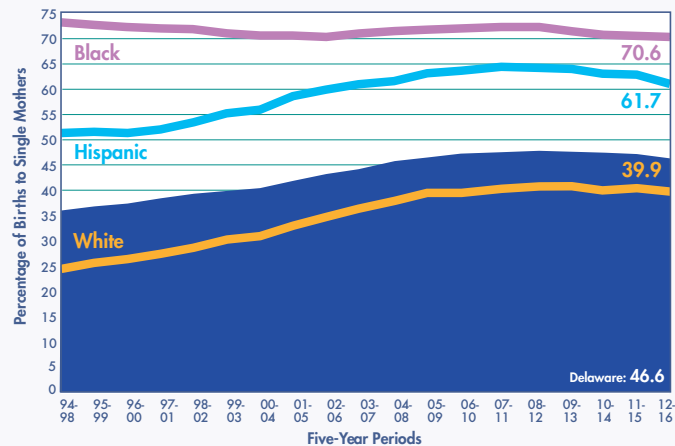
Children in One-Parent Families—Delaware Compared to U.S.



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 householder by birth, marriage, or adoption.

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

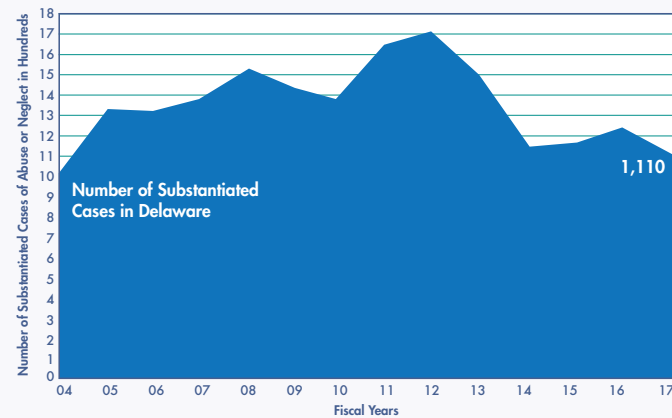
Births to Single Mothers—Delaware by Race/Hispanic Origin



Source: Delaware Health Statistics Center

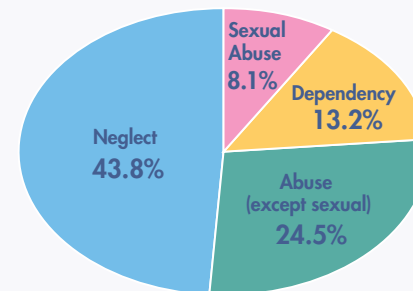
CHILD ABUSE/NEGLECT

Number of Substantiated Cases



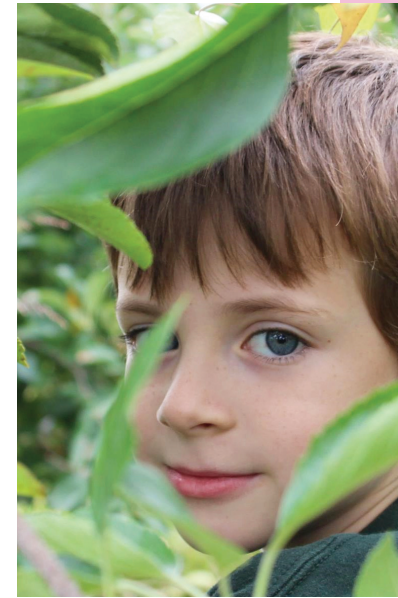
Source: Delaware Department of Services for Children, Youth and Their Families

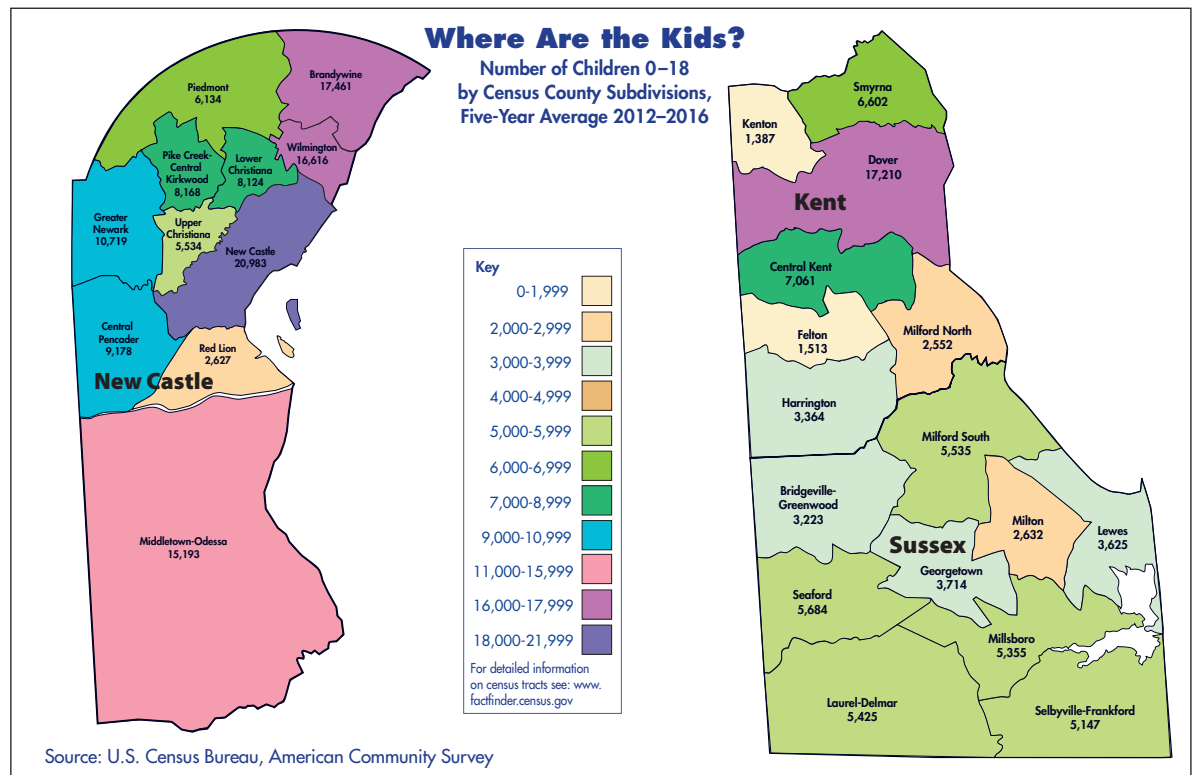
Types of Abuse and Neglect—Delaware Fiscal Year 2017



Types of Abuse and Neglect	Number of Substantiated Cases
Abuse	303
Neglect	543
Sexual Abuse	100
Dependency	164
Total Substantiated Cases:	1,110

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





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- Delaware Population Consortium
- Delaware State Housing Authority
- Domestic Violence Coordinating Council
- Nemours Health and Prevention Services
- Statistical Analysis Center

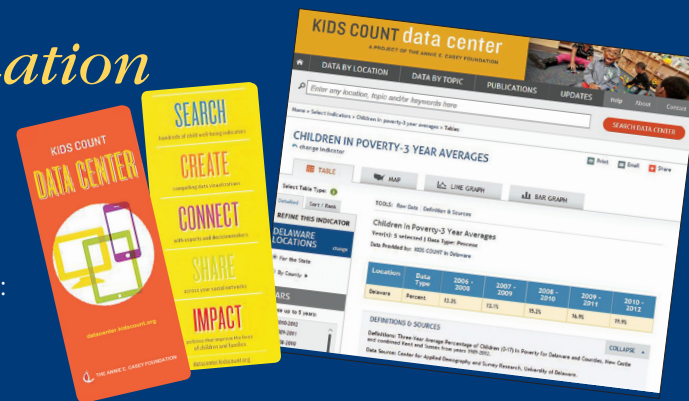
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Kids Count Data Center and Contact Information

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

Delaware Information Helpline
2-1-1

State of Delaware Web Site
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

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

Delaware Department of Labor
302-761-8000
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

Delaware State Housing
Authority
302-739-4263 (Dover)
302-577-5001 (Wilmington)
www.destatehousing.com

Drug Free Delaware
www.state.de.us/drugfree

Office of the Governor,
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