

OHIO'S KIDS COUNT



● ● ● ● 2013 DATA BOOK ● ● ● ●



Produced by Children's Defense Fund-Ohio
with the support of the Annie E. Casey Foundation



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FOUNDATION



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CDF-Ohio appreciates and thanks the Annie E. Casey Foundation for its funding and support of the publication of this data book. The findings and conclusions presented in this book are those of CDF-Ohio and do not necessarily represent the opinions of the Foundation.

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KIDS COUNT Online

NATIONAL KIDS COUNT
www.kidscount.org

KIDS COUNT DATA CENTER
State level data
www.datacenter.kidscount.org

OHIO'S KIDS COUNT
www.cdfohio.org

What is KIDS COUNT?

KIDS COUNT®, a project of the Annie E. Casey Foundation, is a national and state-by-state effort to track the status of children in the United States. By providing policymakers and citizens with benchmarks of child well-being, the KIDS COUNT goal is to enrich local, state, and national discussions concerning ways to secure better futures for all children.



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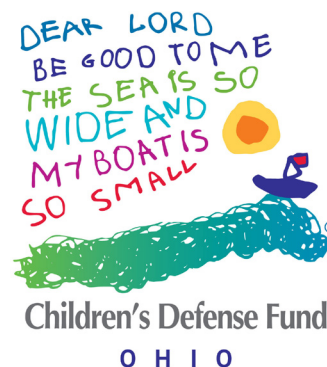
Children's Defense Fund-Ohio (CDF-Ohio) serves as the state-level KIDS COUNT grantee for Ohio. As part of the KIDS COUNT network, CDF-Ohio strives to improve programs and policies for children and families by collecting and reporting credible data and promoting the use of data-based advocacy and communications strategies. CDF-Ohio releases periodic issue briefs, issues an annual state data book regarding the well-being of children and families in Ohio, and provides other resources available on the website. Please visit the website at www.cdfohio.org to locate an electronic copy of this data book, the state and county fact sheets, other resources and previous KIDS COUNT publications. CDF-Ohio staff is available to present KIDS COUNT information to groups and agencies.

About Children's Defense Fund-Ohio

The Children's Defense Fund Leave No Child Behind® mission is to ensure every child a *Healthy Start*, a *Head Start*, a *Fair Start*, a *Safe Start* and a *Moral Start* in life and successful passage to adulthood with the help of caring families and communities.

CDF provides a strong, effective and independent voice for all the children of America who cannot vote, lobby or speak for themselves. We pay particular attention to the needs of poor and minority children and those with disabilities. CDF educates the nation about the needs of children and encourages preventive investments before they get sick, drop out of school, get into trouble or suffer family breakdown.

CDF began in 1973 and is a private, nonprofit organization supported by foundation and corporate grants and individual donations.



OHIO'S KIDS COUNT: 2013 DATA BOOK

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ABOUT THIS DATA BOOK

Ohio's KIDS COUNT 2013 Data Book provides the most current, accurate information available about the well-being of Ohio's children for the state and within each of its 88 counties. It contains updated comparison data on 15 indicators of well-being: median income, unemployment rate, children living in poverty, children receiving free/reduced price school lunch, children receiving food assistance, children in publicly funded child care, babies born at low birth weight, births to adolescents, children in public health insurance programs, fourth grade reading and math proficiency, graduation rates, children abused and neglected, children in foster care, and adolescents adjudicated for felonies. For most indicators, 2011 is the year for which the most recent data were available at the time of printing.

What's new about this year's Data Book?

CDF-Ohio is pleased to introduce a new format for our annual Data Book. What's different?

- The Data Book's year now reflects the year of its release. This year's book is the 2013 Data Book. The previous book was the 2011 Data Book.
- The book has a new look. We've added more color to increase the visual appeal and to make it easier to find particular sections. The book's orientation was changed to portrait style.
- County Information Pages are now online. Previous books contained a section with pages listing all of the indicators for each individual county. We've moved our county pages to an online format to make them easy to access and to reduce the length of the printed Data Book. To download indicator pages for individual counties, visit our website at www.cdfohio.org.

EXECUTIVE SUMMARY



A child's education begins long before entering kindergarten. Children experience tremendous growth during the first few years of their lives—not just physically, but also in terms of their cognitive, social, and behavioral development. Early childhood is also a critical time for building skills in literacy. Children who miss out on learning opportunities during this time are at a tremendous disadvantage when they start school. Unfortunately, too many children enter kindergarten unprepared, lacking the skills they need for long term academic success.

Improving early childhood education is a priority both nationally and within Ohio. In 2013, President Obama proposed an additional \$75 billion investment over the next ten years to make quality early childhood education available to all four-year-olds in the United States. Recognizing the importance of early childhood education in Ohio, the 2014-2015 state budget includes an investment of \$30 million toward publicly funded, high quality early childhood education programs for children whose families earn less than 200% of the Federal Poverty Level. This investment will allow an estimated 7,000 additional children to attend quality early childhood programs over the next two years. Such an emphasis on early childhood education is long overdue and will be instrumental in helping our children to become better prepared for kindergarten and beyond.

While Ohio is making strides, there is still much work to be done to ensure that children are on track to develop the knowledge and skills they need to achieve in school. One such area is in reading proficiency. In 2010, the Annie E. Casey Foundation published a special report emphasizing the importance of early literacy and reading proficiency by third grade. The report, *Early Warning! Why Reading by the End of Third Grade Matters*,¹ explains that third grade is a critical juncture because it is when young readers shift from “learning to read” to “reading to learn.” Children who struggle with reading begin to fall behind in other subjects because they cannot comprehend



the content of what they are reading. Research shows that three quarters of children who are not proficient readers by fourth grade remain poor readers in high school.² Even worse, students who are not proficient readers by third grade are four times more likely to drop out of high school than students who are proficient.³ Poverty only compounds this trend. Children who have lived in poverty and are not proficient readers by third grade are three times more likely to drop out or not graduate from high school than children who have never been poor.⁴

Recent legislation in Ohio has brought increased attention to the importance of third grade reading proficiency. Known as the Third Grade Reading Guarantee,⁵ this legislation requires that schools and districts assess children’s reading annually in kindergarten through third grade. Students who are identified as not reading at grade level must receive reading intervention, a reading improvement and monitoring plan, and instruction from teachers who hold certain credentials. One of the most debated aspects of the Third Grade Reading Guarantee is that students who score below the designated level on the Ohio Achievement Assessment (OAA) cannot advance to fourth grade. While the provisions of the Third Grade Reading Guarantee may be contentious, few would disagree that being able to read at grade level by the end of third grade is a crucial benchmark.

Given the state and national policy priorities of improving early childhood education, as well as the implementation of the Third Grade Reading Guarantee, we have chosen to focus this year’s Data Book on indicators related to early childhood and primary education. Such an emphasis also reflects the mission of Children’s Defense Fund to ensure every child a *Healthy Start*, a *Head Start*, a *Fair Start*, a *Safe Start* and a *Moral Start* in life and successful passage to adulthood with the help of caring families and communities. Without such a start in life, children face an uphill battle and are at an increased risk to miss key milestones and benchmarks, including being proficient at reading by the end of third grade.

KIDS COUNT Indicators

The Data Book annually provides updated data on a standard set of indicators in the areas of family and community, education, economic well-being, health, and safety. This year’s report also includes indicators that are especially relevant to early childhood and success in early literacy:

1. Children whose family members read aloud to them daily
2. Child care, preschool, and pre-K access and quality
3. Kindergarten readiness
4. Full-day kindergarten
5. 4th grade reading proficiency

OHIO'S GEOGRAPHIC REGIONS



Ohio's 88 counties reflect the geographic diversity of our state. To enable comparisons, most indicators are aggregated and reported in terms of one of four regions:

- Metropolitan
- Suburban
- Rural (non-Appalachian)
- Appalachian



FAMILY & COMMUNITY



Figure 1

Nearly 2.7 million children live in Ohio, or about one fourth of the total state population. This section presents a demographic snapshot of children in Ohio and other information related to family and community.

The two age groups that represent the largest percentage of the child population are ages 0-4 and 5-9, generally the age of third grade or younger. More than half (51.9%) of children live in a metropolitan area, compared to 17.2% in Appalachia, 16.9% in suburban areas, and 14.0% in rural areas. The majority (80.3%) of the child population is White, 17.1% is Black, and 2.2% is Asian. Hispanic or Latino children (of any race) comprise 5.1% of the child population.

DEMOGRAPHICS (2011)	Number	Percent
Total population	11,544,951	
Child population, as % of total population	2,693,092	23.3%
Children age 0-4, as % of child population	710,360	26.4%
Children age 5-9, as % of child population	736,764	27.4%
Children age 10-13, as % of child population	617,638	22.9%
Children age 14-17, as % of child population	628,330	23.3%
Child population by race/ethnicity, as % of children		
White	2,163,154	80.3%
Black	461,195	17.1%
Asian	58,334	2.2%
Hispanic or Latino	138,664	5.1%
Child population by region, as % of children		
Appalachia	462,037	17.2%
Rural, non-Appalachia	376,633	14.0%
Metropolitan	1,398,915	51.9%
Suburban	455,507	16.9%

Source: U.S. Census Population Estimates, 2011, calculations by CDF-Ohio.

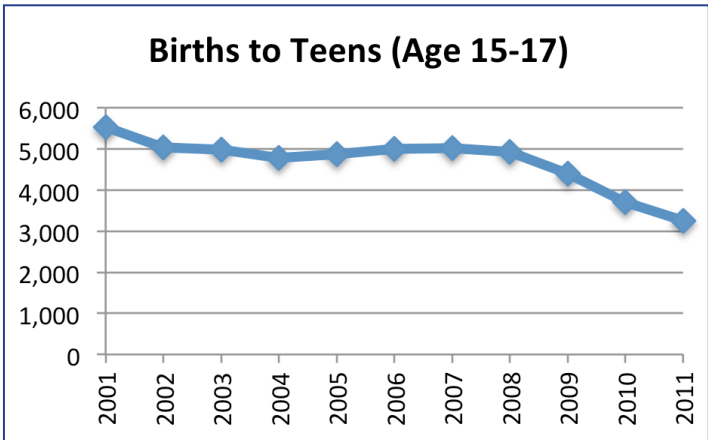
Households

More than half (65%) of children live in married couple households. Approximately 28% of children live in female-headed households and 7% live in households headed by a male. A grandparent is the head of household for 7% of children and 2% live with other relatives.⁶

Births to Teen Mothers

Giving birth as a teen may have a long-term adverse impact on both the baby and mother.⁷ Fortunately, the number of children born to teen mothers (age 15-17) in Ohio has been declining steadily. As shown in Figure 2, the number of births to teens decreased by 41% from 2001 to 2011. This long-term downward trend follows an overall national decline in the rate of births to teens.⁸

Figure 2





EDUCATION



A healthy, loving, and supportive early childhood places children on a path for academic success. As parents, educators, policy makers, and advocates, we share the same valued goal – all children deserve a fair start. However, as the following indicators show, there are educational disparities by race, ethnicity, and socioeconomic status that begin at an early age and persist into young adulthood. For example, when considering readiness for kindergarten, racial, ethnic, and socioeconomic disparities are strong. Other indicators such as the frequency that young children are engaged in active reading with family members, the percent of fourth graders proficient in reading and math, and high school graduation rates follow a similar pattern. These educational disparities must be addressed to prepare Ohio’s children for a strong and stable adulthood.

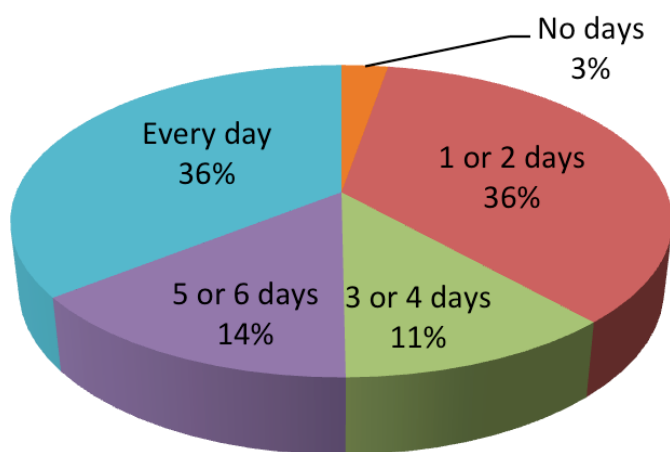
Children Whose Family Members Read Aloud to them Daily

One of the early ways in which children develop language and vocabulary is by being read to by family members or other caregivers.⁹ The recent National Survey of Children’s



Health asked how many days during the previous week family members read stories to children age 0-5.¹⁰ Figure 3 shows the percentage of Ohio’s children who are read to for different numbers of days a week. The percentage of children who are read to every day in Ohio is 52.5%, above the national average of 47.9%. When these percentages are broken down by race and ethnicity, the survey results reveal that children whose race is White or Other (non-Hispanic) are read to at much higher percentages (57.6% and 62.9%) than Black (30.6%) or Hispanic children (36%). Further, Black children in Ohio are read to every day at much lower rates than Black children nationally (47.9%). Ohio’s Hispanic children, on the other hand, read aloud with family members at a higher rate (36%) than Hispanic children nationally (28.8%).

Figure 3
Number of Days Children Age 0-5
are Read to by Family Each Week



Source: National Survey of Children’s Health, 2011-2012.

Enrollment in Quality Child Care, Preschool, and Pre-K

Access to quality child care, preschool and pre-K is another way to promote early learning. Ohio has several early childhood programs that are publicly funded. To receive public funding, most programs have eligibility guidelines based upon the federal poverty level.

Help Me Grow and Early Head Start are aimed at children up to age 3 and provide services such as home visits, parent education, and screenings.

Early Head Start also provides child care. Head Start is the comprehensive federal early education program for children age 3-5. Public preschool, known as Early Childhood Education (ECE), is administered through public schools and serves children age 3-5 who are not enrolled in kindergarten. Schools may subcontract services with Head Start programs, faith-based child care centers, and private child care centers.¹¹ Two programs, Special Education Part B and C, provide services to children with an identified delay or disability, regardless of income.¹² Finally, families at certain levels below the federal poverty guideline may receive subsidized child care through for-profit and non-profit providers. Subsidized child care represents the majority of state funding for early child care and education.¹³ Despite the variety of publicly funded childcare programs available, a recent analysis conducted by groundWork, a nonpartisan, research-based child advocacy initiative, found significant gaps between the number of children eligible and the number of children served by these programs.¹⁴

In addition to access, quality is another aspect in the overall picture of publicly funded early childhood education. Ohio has had a voluntary quality rating system in place, called Step Up to Quality (SUTQ), since 2005. As of May 1, 2013, there were 633 SUTQ rated programs for infants, toddlers, and pre-schoolers. Sixty-six percent of the programs were rated one-star, 23% were rated two stars, and 11% had a three star (the highest) rating.¹⁵ However, the vast majority of programs are not rated at all. Further, SUTQ rated programs have been heavily concentrated in urban areas, leaving children in many areas of the state underserved. Beginning July 2013, Ohio has adopted a new five star rating system that will be phased in over several years. Once it is fully implemented, the new system will rate and monitor all state-funded early learning programs, including programs in school districts, child care facilities and private homes that are funded by the Ohio Department of Education (ODE) or Ohio Department of Job and Family Services (ODJFS). Other programs may participate voluntarily.¹⁶

The National Institute for Early Education Research (NIEER) provides another indicator of quality. NIEER rates state-funded preschools on ten benchmarks. Ohio's program, Early Childhood Education (ECE), achieved just three of the ten NIEER quality standards. Of the 40 state-funded programs in the U.S., Ohio ranks among the very lowest

for pre-K access for four-year-olds, with a rank of 37th.¹⁷ Early Childhood Education (ECE) funded 5,700 children in 2012, which represents a relatively small percentage of all publicly funded preschool or early childhood education in the state.

Kindergarten Readiness has Long-Term Effects

“Nearly 75% of high-needs children in Ohio enter school without the skills they need to succeed in kindergarten. Unfortunately, these problems persist into the early grades and beyond. On the 2009 National Assessment of Educational Progress, just 22% of economically disadvantaged Ohio fourth graders were proficient in mathematics, and only 15% were proficient in reading. The majority of these children will continue to struggle throughout their academic careers; nearly 30% of them will fail to graduate from high school.”¹⁸

– *Race to the Top- Early Learning Challenge Application, Ohio Department of Education, 2011*

Of the 40 state-funded programs in the U.S., Ohio ranks among the very lowest for pre-K access for four-year-olds, with a rank of 37th.

A clear readiness gap can be seen in terms of economic status. More than 51% of students considered to have no economic disadvantage placed into Band 3, indicating the highest level of reading skill. In contrast, 25.3% of economically disadvantaged students placed into Band 3. Further, 30.2% of economically disadvantaged students

Kindergarten Readiness

All children entering kindergarten in public schools in Ohio are given an assessment that identifies early reading skills called the Kindergarten Readiness Assessment – Literacy (KRAL).¹⁹ Children's composite scores on the KRAL place them into one of three bands, which help guide decisions about further assessment or instruction:

- Band 1** (Composite scores 0-13) – Assess broadly for intense instruction
- Band 2** (Composite scores 14-23) – Assess for targeted instruction
- Band 3** (Composite scores 24-29) – Assess for enriched instruction

The results from the KRAL for school year 2010-2011 are shown in Figure 4.



Figure 4

	Band 1	Band 2	Band 3
Ohio	19.4%	39.6%	41.0%
By economic status			
Economic Disadvantage	30.2%	44.5%	25.3%
No Economic Disadvantage	11.9%	36.2%	51.9%
By race			
Asian	21.3%	32.7%	46.0%
Black, Non-Hispanic	28.6%	45.4%	26.0%
Hispanic	40.8%	37.5%	21.8%
American Indian or Alaskan Native	26.1%	39.9%	34.0%
Multiracial	23.0%	41.7%	35.4%
Pacific Islander	29.0%	37.1%	33.9%
White, Non-Hispanic	15.6%	38.5%	45.9%

were in Band 1, the lowest level of reading, compared to just 11.9% of students with

no economic disadvantage. The results also demonstrate disparities by race. All racial and ethnic categories except White, non-Hispanic had a larger proportion of children in the lowest band than the state average.

Full-Day Kindergarten

Research indicates that full-day kindergarten benefits children in several ways. Full-day kindergarten enhances school readiness, leads to higher academic achievement, improves student attendance, supports literacy and language development, provides social and emotional

benefits, and decreases costs by reducing remediation rates and improving student retention.²⁰

Access to kindergarten and to full-day K varies state by state. Ten states and the District of Columbia require all public districts to provide publicly funded full-day K. In 34 states, districts are required to provide at least half day kindergarten, and six states do not require any kindergarten. Ohio is one of 12 states that requires at least half day kindergarten but allows districts to charge families tuition for the other half of the day if they choose to offer full-day K.²¹

Ohio and most other states have adopted a set of standards known as the Common Core State Standards, a “state-led effort that established a single set of clear educational standards for kindergarten through 12th grade in English language arts and mathematics.”²² As these standards are implemented, the lack of full-day K across the state may put children in Ohio at an educational disadvantage compared to other states where full-day K is required and where students receive more instructional time.

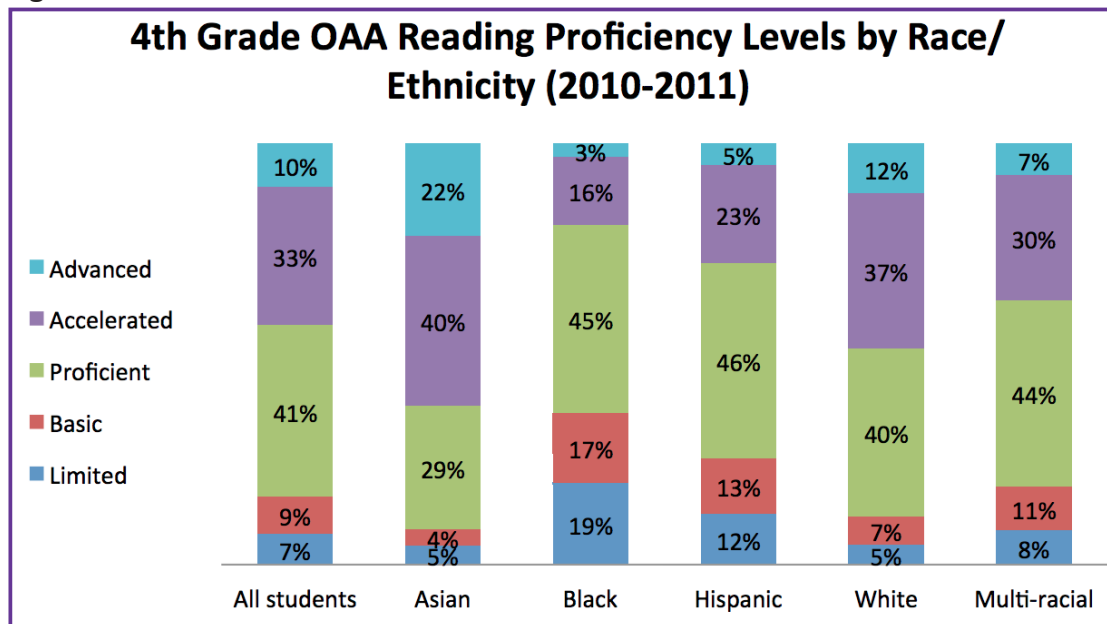
Fourth Grade Reading Proficiency

Each year, students in third through eighth grade take the Ohio Achievement Assessment (OAA) in reading and math. The OAA is a standardized test that measures what students know and can do. The results provide information about the performance of individual students and are used to track progress at the state, district, and school level. Students’ scores place them in one of five levels: Limited, Basic, Proficient, Accelerated, and Advanced. Students who are Proficient are considered to be at grade level for the subject.

During the 2010-2011 school year, 83.8% of 4th graders scored proficient or better in reading on the OAA. Students in metro areas scored proficient or better at the lowest rates (81.6%) while students in suburban (89.8%), rural (89.0%), and Appalachian (86.1%) areas all had proficiency rates above the state average.

Reading proficiency rates also vary by race, ethnicity, and economic status. A disproportionate percentage of Black (36%) and Hispanic children (25%) scored below proficient in 4th grade reading compared to White (12%), Asian (9%), and Multi-racial (19%) children, as shown in Figure 5. One fourth of economically disadvantaged children scored below proficient compared to just 7% of children without such disadvantage.

Figure 5



Source: Ohio Department of Education, 2010-2011.

Fourth Grade Math Proficiency

The percent of children proficient or better in Mathematics was 78.1% in the 2010-2011 school year. Fourth graders in metropolitan areas had the lowest rates of proficiency (75.6%) compared to children in the other regions where rates all exceeded the state average.

Graduation Rate

High school graduation marks the completion of a significant educational milestone in children’s lives and the start of their futures as young adults. Not graduating

from high school has enormous economic impacts. For example, the median income of adults age 25 or older in Ohio who have not graduated from high school is \$17,914. This is \$8,801 less than the median income of high school graduates. Even more striking, the poverty rate (27.6%) for adults age 25 or older who have not graduated from high school is more than double that of

high school graduates (12.7%).²³

In Ohio, 84.3% of students graduated on time for the 2009-2010 school year.²⁴ The graduation rate varied among racial and ethnic groups however, with Black (non-Hispanic) and Hispanic students graduating at the much lower rates of 65% and 63%, respectively. In comparison, 89% of White and 94% of Asian of students graduated

from high school on time. These disparities are also found in economic status, as 75% of economically disadvantaged students graduated compared to more than 88% of students who were not economically disadvantaged. As a region, metropolitan areas had the lowest graduation rate (78%). Graduation rates exceeded 90% in the other three regions.



ECONOMIC WELL-BEING



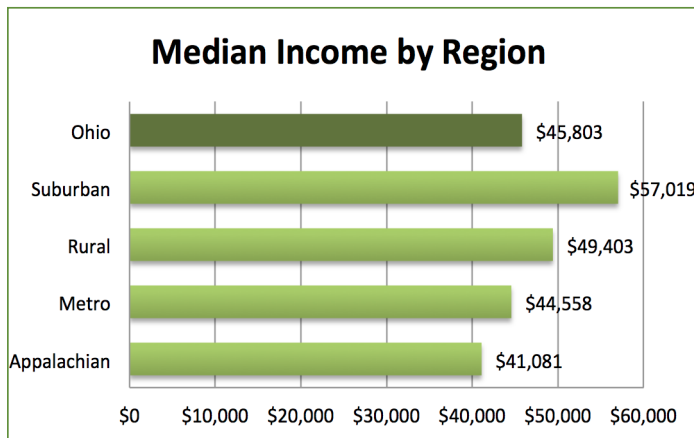
Children are impacted academically by the economic well-being of their families. In fact, socioeconomic status is considered one of the most significant predictors of student achievement.²⁶ Here, three key indicators of economic well-being are discussed: median income, unemployment, and the rate of child poverty. Updated data are also presented on food assistance and free and reduced-price lunch, two programs that help support children whose families are struggling economically. As these indicators demonstrate, at least one fourth of children face difficult economic conditions — especially children living in Appalachia and in Ohio’s metropolitan areas.

Income and Unemployment

The median household income in Ohio in 2011 was \$45,803. As shown in Figure 6, median income varies greatly between Ohio’s regions. Appalachia has the lowest median income—

nearly \$16,000 less than that of suburban counties. The difference between the county with the lowest median income (Scioto, \$31,987) and the county with the highest median income (Delaware, \$86,980) is nearly \$55,000.

Figure 6



Source: U.S. Census, SAIPE, 2011. Weighted regional calculations by CDF-Ohio.

More than half a million people in Ohio (502,000) were unemployed in 2011. The rate of unemployment fell statewide to 8.6% from 10.1% in 2010, and fell in each of the four regions as well.²⁷ Appalachia had the highest unemployment rate (10.0%), followed by other rural areas (9.0%), metropolitan areas (8.5%), and suburban regions (7.7%). There were wide disparities in the unemployment rate between individual counties, ranging from a high of 15.3% in Pike County to a low of 5.9% in Mercer County.

Children Living in Poverty

The percentage of children living in poverty in Ohio continues to rise. Poverty is defined as household income below \$22,350 for a family of four.²⁸ In 2011, 23.9% of children were living in poverty. The percentage is even higher (29.4%) for children age five and below.²⁹ Appalachia and metropolitan areas have higher rates of child poverty than rural and suburban areas. The six

counties with the highest poverty rates are Appalachian and are all located in southern Ohio (Vinton, Scioto, Pike, Meigs, Adams and Gallia). Ohio's child poverty rate has exceeded the national rate every year since 2006.³⁰

Figure 7

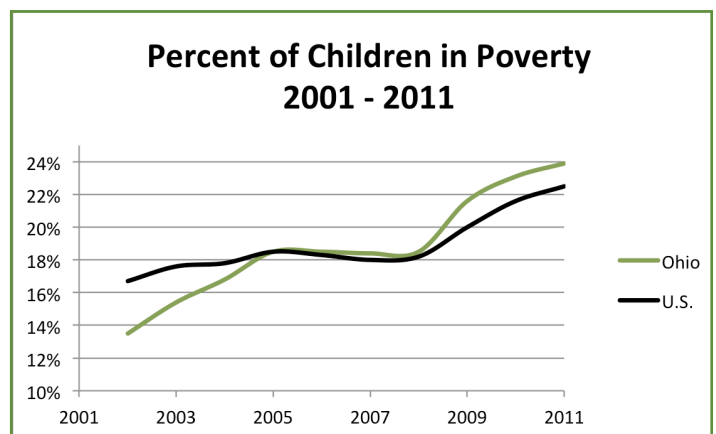
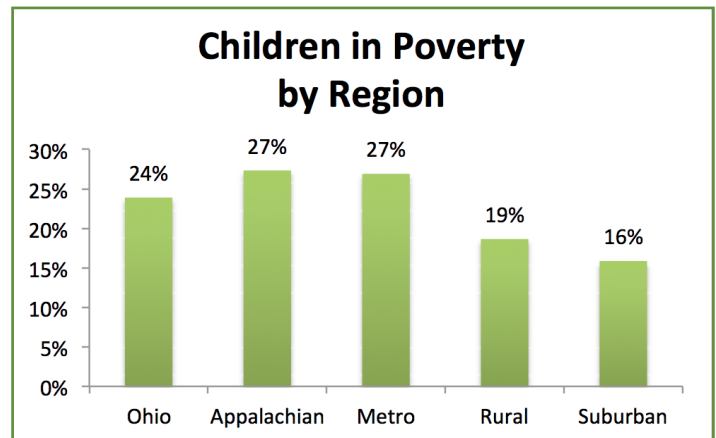


Figure 8

Free and Reduced Lunch

Attending school provides more than just an education. For many children, school is also where they receive at least one of their primary meals each day for free or at a reduced cost. In 2011, 45.3% of Ohio's children participated in the National School Lunch Program, often referred to as the free and reduced price lunch program. This federally assisted meal program provided low-cost or

free lunches to more than 31 million children in the U.S. each school day in 2011.³¹ Children from families with incomes at or below 130% of the poverty level are eligible for free meals. Those with incomes between 130% and 185% of the poverty level are eligible for reduced-price meals.

The percentage of children in the free and reduced lunch program has increased considerably compared to ten years ago when 28.9% of children participated.³² In 35 of Ohio's counties, more than half the children participated in the program. Appalachia (51.5%) and metropolitan areas (48.7%) have the highest percentage of children participating. The counties with the highest percentage of children on free and reduced lunch were Vinton (65.5%), Scioto (62.9%), Guernsey (61%), and Meigs (60.6%), all of which are counties in Appalachia.



Food Assistance Program

Another program that helps to ensure that children in low-income families receive the food they need to grow and thrive is the Food Assistance Program, nationally referred to as the Supplemental Nutrition Assistance Program (SNAP). This program helps eligible low-income households to purchase food to prepare at home. Eligibility is based upon several factors, including income, disability, the number of people in the household, and in some cases, household expenses.

More than 765,000 children (28.4%) were eligible to receive Supplemental Nutrition Assistance Program (SNAP) benefits in Ohio in 2011. Regionally, suburban counties had the lowest percentage of children eligible (17.8%) while Appalachian (32.5%) and metropolitan (32.3%) areas had the highest. County by county there is a wide range in the percent of children eligible. Six Appalachian counties (Vinton, Pike, Scioto, Adams, Meigs, and Jackson) have more than 40% of children eligible, while fewer than 10% of children in Warren, Delaware, Geauga, and Holmes counties qualify for SNAP benefits.





HEALTH



Children in Public Health Care Programs

Healthy Start and Healthy Families, two public health care programs, provide Medicaid coverage for children in Ohio.³⁶ Healthy Start is available to uninsured children up to age 19 in families with incomes up to 200% of the federal poverty level (FPL) and insured children in families up to 150% FPL. Pregnant women in families up to 200% FPL, and youth aging out of foster care may also be eligible. Healthy Families is available to families with income up to 90% FPL that have at least one child under the age of 19. There is also a

A healthy start helps put children on track for educational achievement. Here, we examine indicators related to health.

Low Birth Weight

Compared to those born at normal birth weight, low birth weight babies are at an increased risk for cognitive and school performance problems.³³ Babies born less than 5.5 pounds (2500 grams) are considered low birth weight.³⁴ The percentage of babies born at low birth weight has remained around 8% for more than a decade. In 2011, 11,855 babies were born at low birth weight in Ohio. Babies born in metro areas are more likely to be low birth weight (9.3%) compared to the other regions of the state. There are wide racial disparities in rates of low birth weight, especially for Black women. For example, data on pre-term birth rates in Ohio, which are closely related to low birth weight, show that Black women experience pre-term births (at less than 32 weeks) at more than twice the rate of Whites, Asians, or Hispanics.³⁵

Medicaid program for 19 and 20-year-olds.

In 2011, more than 1.4 million children in Ohio were enrolled in publicly funded health care programs at some point during the year. This represents 52.7% of Ohio's children. There is a wide range regionally in the percent of children who were enrolled in public health care. As Figure 9 shows, 61% of children in Appalachia and 56% of children in metro areas were enrolled in a Medicaid program at some point during the year compared to 38% of suburban and 47% of rural children.

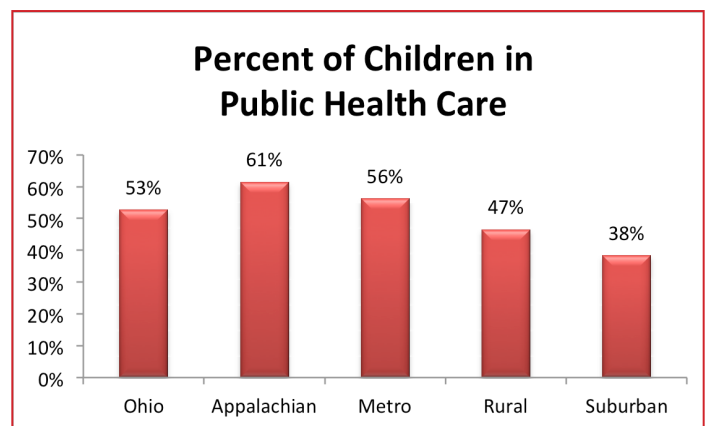


Figure 9



SAFETY



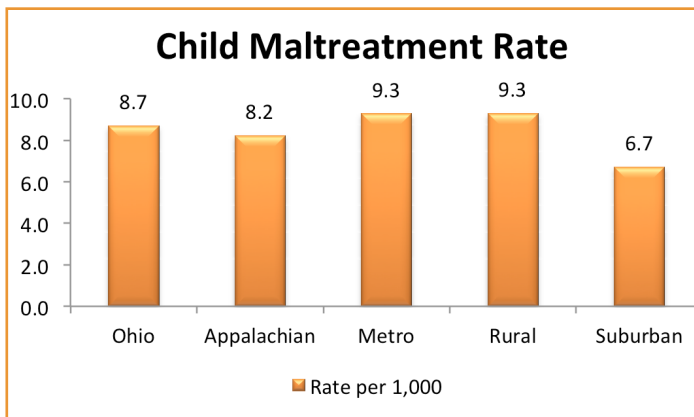
All children deserve a safe home, school, and community environment in which to grow and learn. Unfortunately, too many children are faced with dangerous environments.

Child Maltreatment

One such environment is living in a home where a child suffers from maltreatment. Maltreatment refers to the number of substantiated reports of child abuse and neglect, including emotional maltreatment, neglect, physical abuse, and sexual abuse. Statewide, there were 23,356 reports of maltreatment in 2011, or 8.7 reports per thousand children. The highest rates of maltreatment were in Richland and Monroe counties, with rates

of 37.1 and 23.6 per thousand children and the lowest rate (1.2) was in Medina county. While the number of substantiated reports in Ohio fell by 455 from the prior year, our work to protect children must continue.

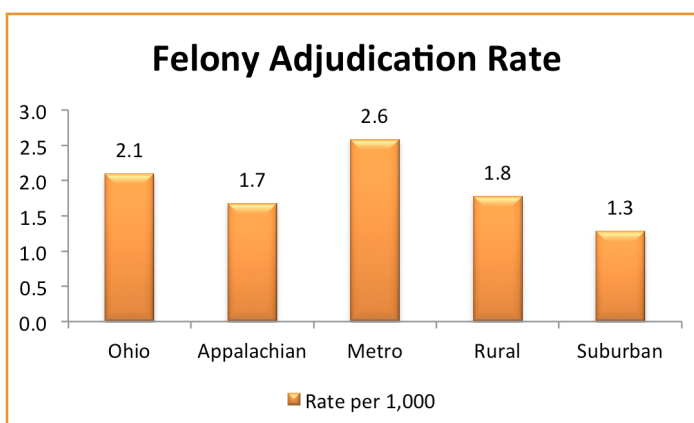
Figure 10



Felony Adjudications

Ohio adjudicated 5,654 adolescents for felonies in 2011.³⁷ Youth in metropolitan areas were adjudicated at rates 30-50% higher than adolescents in Appalachian, suburban, and rural areas. However, counties with the highest rates of adolescent felony adjudication were Marion, a rural county and Meigs, an Appalachian county. Figure 11 shows the rates of felony adjudications per thousand children for each region.

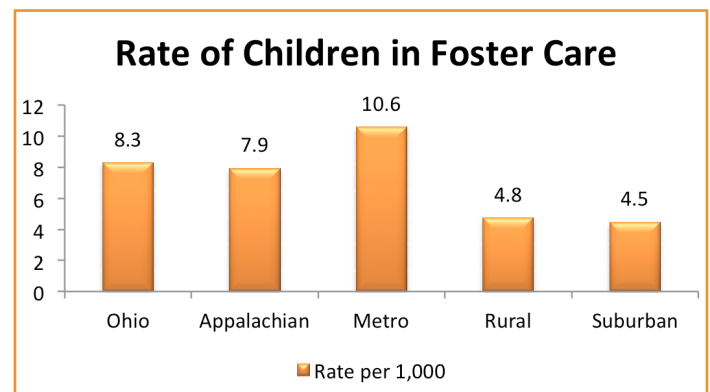
Figure 11



Foster Care

When children are not able to live with their parents, they may be placed with other relatives or non-family caregivers through the foster care system. According to data from the Ohio Department of Job and Family Services, 22,304 children were in foster care (also referred to as substitute care) at some point in 2011. Children in metro areas and in Appalachia were placed in foster care at considerably higher rates than children in rural and suburban areas. The highest county rates of foster care were 15.8 placements per thousand children in Vinton County and 15.4 in Preble County. Putnam County had the lowest rate with 0.6 placements per thousand.

Figure 12



CONCLUSIONS



There is no doubt that early childhood is a pivotal developmental period in children's lives that can set them on a course toward academic success or academic struggle. CDF-Ohio recommends that we all strive to:

- Ensure that all of Ohio's children are receiving excellent pre-school and pre-K instruction by increasing funding and improving quality.
- Provide adequate funding to schools to address the needs of early readers so that they meet the crucial benchmark of third grade reading proficiency.
- Increase connections between preschool and K-12 education to develop a strong academic pipeline that begins during early childhood.
- Encourage families to read aloud to their children by increasing awareness and access to reading materials.
- Reverse the upward trend of child poverty and protect low-income children from policies and budgetary cuts that make them even more vulnerable.
- Address disparities that persist for economically disadvantaged, Black, Hispanic, and Appalachian children.

Ohio KIDS COUNT Indicators

Economic Well-being	Year	Data
Children living in poverty (nbr)	2011	619,354
Children living in poverty (percent)	2011	23.9%
Median income	2011	\$45,803
Unemployment rate (percent)	2011	8.6%
Children receiving SNAP/Food Assistance (percent)	2011	28%
Children eligible for free or reduced lunch (percent)	2011	45.3%
Education		
Children in publicly funded child care (nbr)	2011	189,727
4th grade math - proficient or higher (percent)	2010-2011	78.1%
4th grade reading - proficient or higher (percent)	2010-2011	83.8%
High school graduation rate (percent)	2009-2010	84.3%
Health		
Children enrolled in publicly funded healthcare/Medicaid (percent)	2011	52.7%
Teen births (nbr)	2011	3,699
Low birth weight babies (percent)	2011	8.6%
Safety		
Children in foster care (nbr)	2011	22,304
rate per thousand	2011	8.3
Felony adjudications (nbr)	2011	5,654
rate per thousand	2011	2.1
Child maltreatment (nbr)	2011	23,356
rate per thousand	2011	8.7

County Information Pages

Visit www.cdfohio.org to view or download indicators for each of Ohio's 88 counties.



DATA DEFINITIONS AND SOURCES

Adolescents Adjudicated for Felonies (2011)

Definition: The number of youths under age 18 adjudicated for felony-level offenses.

Source: Ohio Department of Youth Services Profile of Youth Adjudicated or Committed for Felony Offenses: Fiscal Year 2011. Extracted from <http://www.dys.ohio.gov/DNN/LinkClick.aspx?fileticket=to9PUg%2bH%2f84%3d&tabid=117&mid=873&forcedownload=true>

Comments: Regional rates are calculated by dividing the total under 18 felony adjudications for the region by the total under 18 population for the region.

Births to Adolescents (2010)

Definition: The number of births to adolescents between the ages of 15 and 17.

Source: Ohio Department of Health, Center for Public Health Statistics and Informatics. Teen births by teen age group 2010, data run provided March 18, 2013. Prior years available at <http://www.odh.ohio.gov/healthStats/vitalstats/birthstat.aspx>

Child Maltreatment (2011)

Definition: The number of substantiated reports of child abuse and neglect, including emotional maltreatment, neglect, physical abuse, and sexual abuse.

Source: Ohio Department of Job and Family Services data request.

Comments: Regional rates are calculated by dividing the total number of substantiated child maltreatment reports for all counties in the region by the total child population for all counties in the region.

County Types

The four county types identified in the book (Appalachian, Metropolitan, Rural non-Appalachian, and Suburban) originate from the Ohio Department of Health's Family Health Survey, 1998. In charts and graphs, the category "Rural" refers to rural non-Appalachian counties.

Child Population (2011)

Definition: A count of all persons under the age of 18 within a state or county.

Source: Puzzanchera, C., Sladky, A. and Kang, W. (2012). "Easy Access to Juvenile Populations: 1990-2011." Extracted from <http://www.ojdp.gov/ojstatbb/ezapop/>

Comments: National Center for Health Statistics (2012). Postcensal estimates of the resident population of the United States for July 1, 2010-July 1, 2011, by year, county, single-year of age (0, 1, 2, ..., 85 years and over), bridged race, Hispanic origin, and sex (Vintage 2011). [Released 5/18/2012; Retrieved 7/19/2012]. Prepared under a collaborative arrangement with the U.S. Census Bureau. Available online from http://www.cdc.gov/nchs/nvss/bridged_race.htm as of July 18, 2012, following release by the U.S. Census Bureau of the unbridged Vintage 2011 postcensal estimates by 5-year age group on May 17, 2012.

Child Population by Race and Ethnicity (2011)

Definition: A count of all persons of each race or ethnicity under the age of 18 within a state or county.

Source: see Child Population

Comments: Hispanic or Latino is considered an ethnicity, which is measured separately from race. Thus, race and ethnicity numbers may total more than 100 percent.

Children Enrolled in Medicaid (2011)

Definition: The percentage of children receiving health insurance at some point during the year through Medicaid or the State Children's Health Insurance Program (CHIP), which in Ohio go by the names Healthy Start and Healthy Families.

Sources: Medicaid enrollment: Ohio Department of Job and Family Services data request. Child Population: U.S. Census Bureau. Calculations by CDF-Ohio.

Children in Foster Care (2011)

Definition: The number of children in substitute care each year. This includes children who were in foster care on January 1 of each year. This number reflects children placed by public agencies only. Children who have been placed with more than one public agency may be double-counted.

Source: Ohio Department of Job and Family Services data request.

Comments: Foster care regional rates are calculated by dividing the number of children in foster care by the population under age 18 for the year. (Calculations by Children's Defense Fund-Ohio).

Children in Publicly Funded Childcare (2011)

Definition: Total unduplicated children (age 0-13) receiving publicly funded child care in Ohio.

Source: Ohio Department of Job and Family Services data request.



Children Living in Poverty (2011)

Definition: An estimate of the percentage of children living below the poverty guideline. This official measure was established by the Office of Management and Budget Statistical Policy Directive No. 14.

Source: U.S. Census, Small Area Income and Poverty Estimates (SAIPE) 2011. Extracted from <http://www.census.gov/did/www/saipe/data/statecounty/data/2011.html>

Comments: Regional rates are averages of all counties in a given region weighted by the respective child population for the year.

Children Read Aloud to by Adults (2011-2012)

Definition: The number of days children age 0-5 were read aloud to during the past week.

Source: National Survey of Children's Health. NSCH 2011/12. Data query from the Child and Adolescent Health Measurement Initiative, Data Resource Center for Child and Adolescent Health website. Retrieved April 18, 2013 from www.childhealthdata.org.



Children Eligible for Food Assistance/SNAP (2011)

Definition: The percent of children eligible for the Food Assistance program.

Sources: Total SNAP participants as of July 1, 2011: Ohio Department of Job and Family Services, ODJFS Eligibility Data Warehouse, BICRPT1023. Report date: 4/8/2013. Child Population: U.S. Census Bureau.

Comments: The percentage is calculated by dividing the total number of children eligible by the total child population of the county or state. Regional rates are averages of all counties in the region weighted by the respective child population for each year.

Children Receiving Free and Reduced Lunch (2011)

Definition: An estimate of the percentage of children who participated in the free and reduced-price lunch program in Ohio schools in October of each school year.

Source: Ohio Department of Education, MR81 report. Extracted from <ftp://ftp.ode.state.oh.us/MR81/>.

Comments: The county free and reduced lunch enrollment rate is based on total county enrollment in free or reduced lunch divided by total county current enrollment (CE) in schools. Calculations by CDF-Ohio.

Fourth Graders Proficient in Reading and Math (2010-2011)

Definition: The average percentage of students who scored proficient or better on the fourth grade reading and math proficiency tests.

Source: Ohio Department of Education, Interactive Local Report Card Power User Reports. Extracted from http://ilrc.ode.state.oh.us/Power_Users.asp.

Graduation Rate (2009-2010)

Definition: The percentage of high school students who graduated on time. School districts were assigned to the county where their district office is located.

Source: Ohio Department of Education, Interactive Local Report Card Power User Reports. Extracted from http://ilrc.ode.state.oh.us/Power_Users.asp.

Infants Born at Low Birthweight (2010)

Definition: The percentage of babies born weighing less than 5.5 pounds at birth.

Source: Ohio Department of Health, Center for Public Health Statistics and Informatics. Vital Statistics County Birth Summary 2010, data run provided March 18, 2013. Prior years available at <http://www.odh.ohio.gov/healthStats/vitalstats/birthstat.aspx>

Median Household Income (2011)

Definition: The median divides the income distribution into two equal parts: one-half of the cases falling below the median income and one-half above the median. Median income is based on the distribution of the total number of households and families including those with no income.

Source: U.S. Census, Small Area Income and Poverty Estimates (SAIPE) 2011. Extracted from <http://www.census.gov/did/www/saipe/data/statecounty/data/2011.html>

Comments: Regional median income estimates are averages of all counties in the region weighted by the total population estimates of the counties for the respective year, based on the Census Population Estimates Program (PEP) July 1 estimates for 2011.

Total Population (2011)

Definition: A count of all persons living within the state or county.

Source: U.S. Census Bureau, Population Division. Annual Estimates of the Resident Population: July 1, 2011.

Unemployment Rate (2011)

Definition: Unemployment refers to persons who were not employed during the reference week, but who were actively seeking work, waiting to be called back to a job from which laid off, or waiting to report within 30 days to a new payroll job. The unemployment rate is unemployment as a percentage of the civilian labor force.

Source: Ohio Department of Job and Family Services, Ohio Labor Market Information, Local Area Unemployment Statistics. Data from 2001-2010 extracted from Civilian Labor Force Estimates Query tool at <http://ohiolmi.com/asp/laus/vbLaus.htm>

Comments: Rates are not seasonally adjusted.

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CDF-Ohio Beat the Odds® Awards Event A Celebration of Extraordinary Youths

Event Date – March 6, 2014

Nationwide & Ohio Farm Bureau 4-H Center
Columbus, Ohio

Key Note Speaker

Marian Wright Edelman
President, Children's Defense Fund

The Children's Defense Fund *Beat the Odds*® scholarship program honors outstanding high school students who have overcome tremendous adversity, demonstrated academic excellence, and given back to their communities. Started in 1990, the program identifies and rewards young people who have experienced significant hardship in their lives and supports and trains them to become future leaders in adulthood. Nationally, CDF holds high-profile awards events in several cities to send a clear signal that someone does care and understand what it takes to stay in school and do well while coping with adversity in their personal lives.

CDF-Ohio's *Beat the Odds* celebration helps to raise awareness about the significant challenges facing Ohio's children and the need for continued investment and advocacy. The individual experiences and stories of the young people honored at the dinner inform CDF-Ohio's ongoing efforts to shape policies and change the odds for all children. As CDF-Ohio's only annual fundraiser, the dinner also raises needed funding to sustain the organization's ongoing advocacy efforts on behalf of all the children of Ohio who cannot vote, lobby or speak for themselves.

CDF-Ohio invites you to learn more about our incredible former *Beat the Odds* Honorees and to join us as we honor five additional high school students. To learn more about our honorees or our upcoming *Beat the Odds* event, please visit our website at www.cdfohio.org.



2012 *Beat the Odds* Recipients



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CDF provides a strong, effective and independent voice for all the children of America who cannot vote, lobby or speak for themselves. We pay particular attention to the needs of poor and minority children and those with disabilities. CDF educates the nation about the needs of children and encourages preventive investments before they get sick, drop out of school, get into trouble or suffer family breakdown.

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