



Poverty and the Achievement Gap

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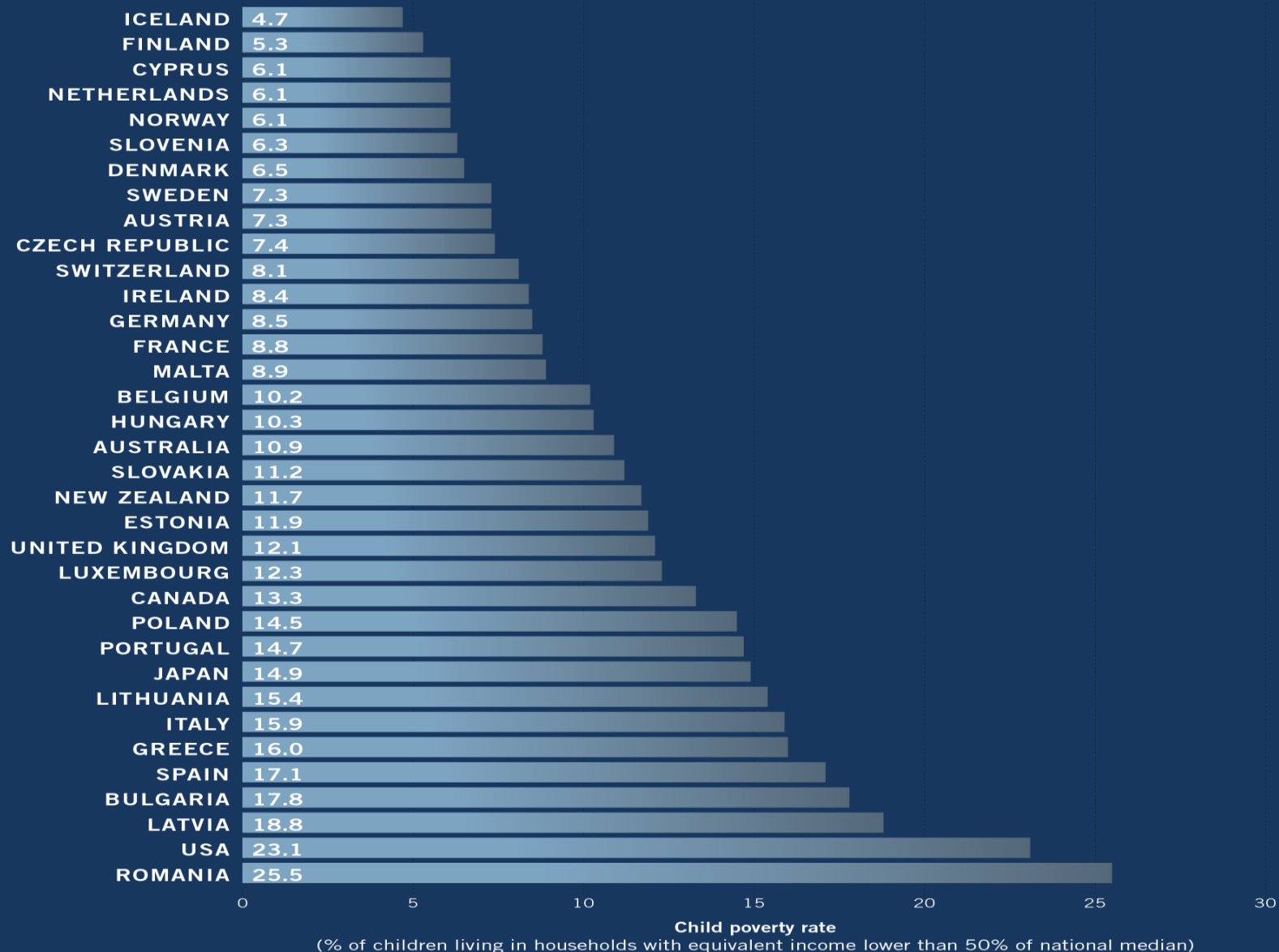


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Relative Child Poverty in 35 Economically Advanced Countries

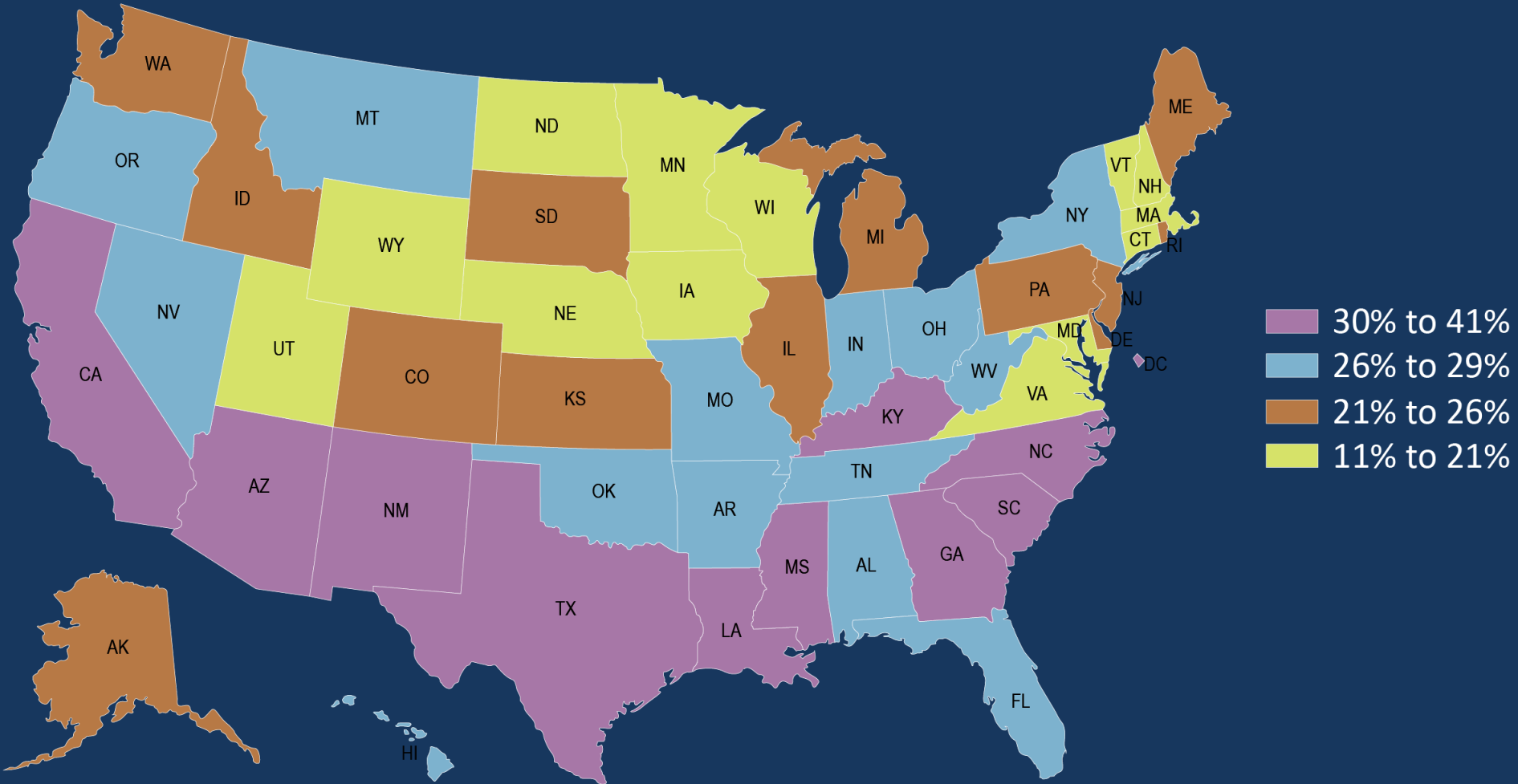


Note: Data refers to children 0-17 years old

Sources: Calculations based on European Union-Statistics on Living and Income Conditions 2009, Household, Income and Labour Dynamics in Australia 2009, Survey of Labour and Income Dynamics 2009, Swiss Household Panel 2009, Panel Study of Income Dynamics 2007, Household Incomes in New Zealand 2011. Results for Japan are from the Cabinet Office, Gender Equality Bureau, 2011.

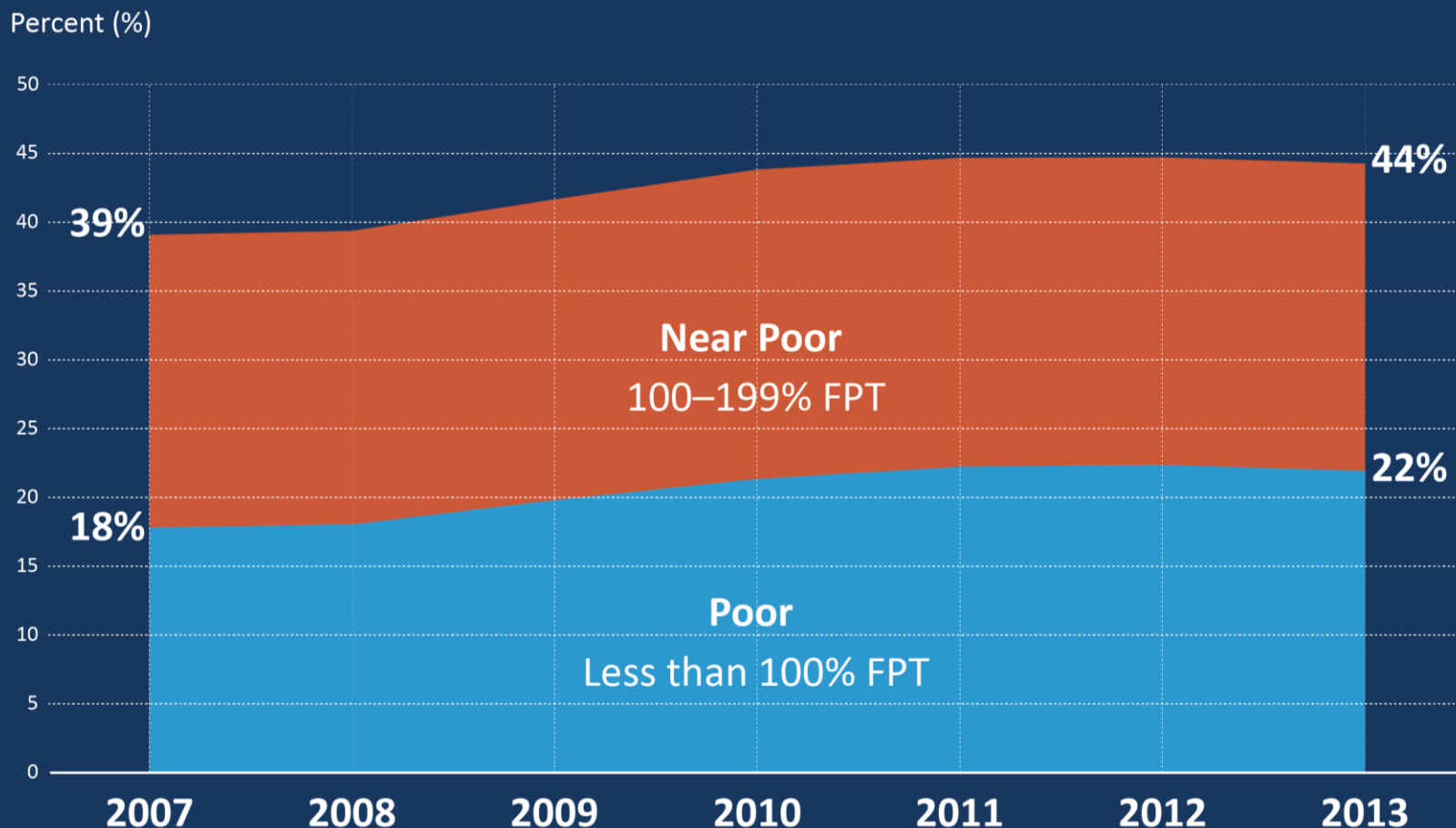
Child Poverty, 2012

Children 18 and under



Source: U.S. Poverty Rate by Age, Henry J. Kaiser Family Foundation, based on the Census Bureau's March 2012 and 2013 Current Population Survey (CPS: Annual Social and Economic Supplements).

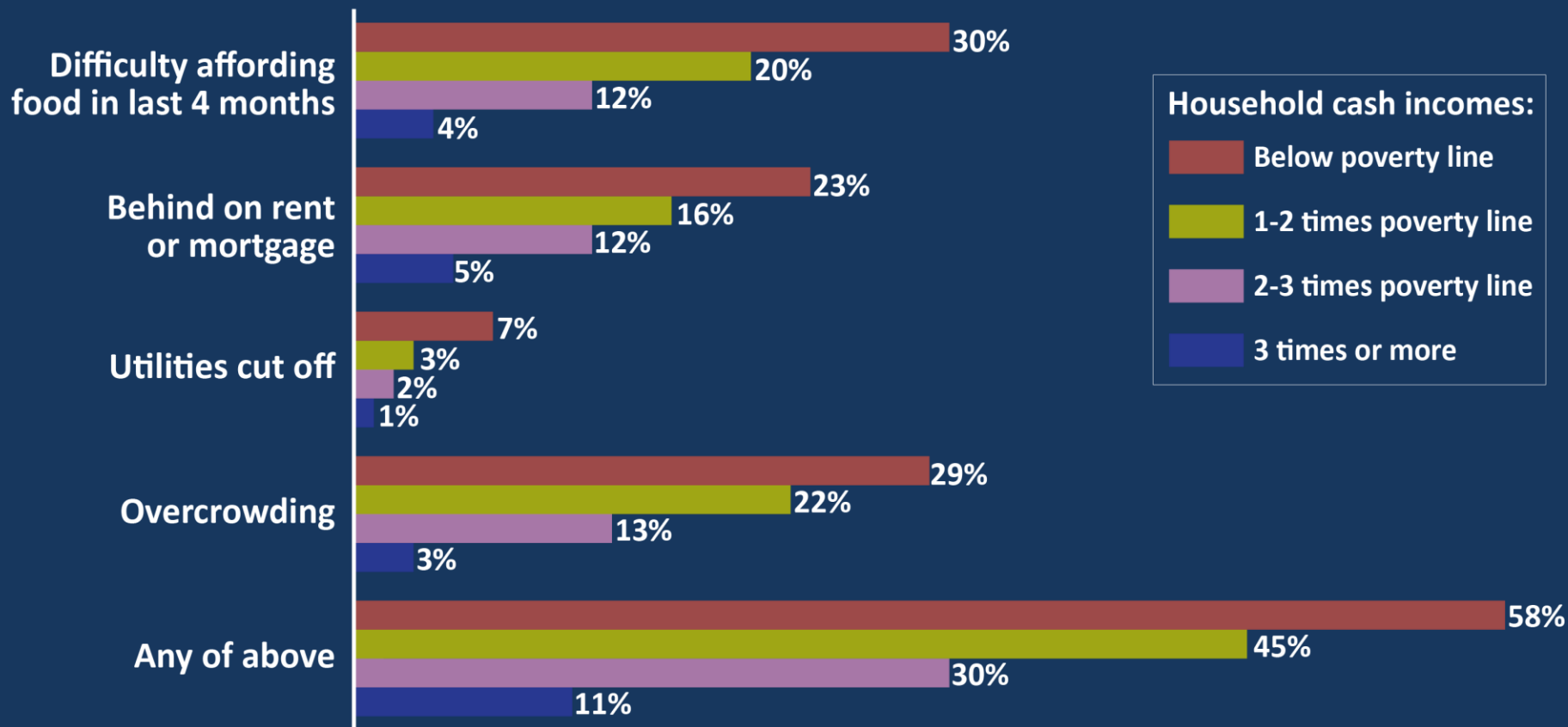
U.S. Child Poverty Rates, 2007-2013



Source: National Center for Children in Poverty. 2015. *Basic Facts about Low-Income Children under 18 Years, 2013.*

Hardship Rates: Poor and Near-Poor Children

Percent of children in households with selected conditions, 2011



Source: Center for Budget and Policy Priorities. Analysis of Survey of Income and Program Priorities

Children Living in Extremely Poor Families, 2009-2013

Data Type	2009	2010	2011	2012	2013
Number	6.5 million	7.0 million	7.3 million	7.4 million	7.2 million
Percent	9%	10%	10%	10%	10%

Source: National KIDS COUNT. Analysis of data from the U.S. Census Bureau, Census 2000 Supplementary Survey, 2001 Supplementary Survey, 2002 through 2013 American Community Survey.



The Link between Poverty and Child Health and Development

Low family income can:

- Impede children's cognitive development and their ability to learn
- Contribute to behavioral, social, and emotional problems
- Cause and exacerbate poor child health

Children at **greatest risk** are those who experience economic hardship when they are young, and children who experience severe and chronic hardship.

Source: NCCP. Ten Important Questions About Child Poverty and Family Economic Hardship, 2009.

Impact of Poverty on the Physical Health and Cognitive Development of Children, 0-17 Years

Indicator	Poor Children	Non-poor Children
In fair or poor health	11.7%	6.5%
In excellent health	37.4%	55.2%
Number of short-stay hospital episodes per year/1000 children	81.3	41.2
Deaths during 0-14 years of age	1.2%	0.8%
Stunting (being in the 5 th percentile for height for age, 2 to 17 year olds)	10.0%	5.0%
Percentage w/blood lead levels of 10 micrograms per deciliter or higher	16.3%	4.7%
Developmental delay	5.0%	3.8%
Learning disability	8.3%	6.1%

Source: Brooks-Gunn & Duncan. (1997). The effects of poverty on children. The Future of Children in Children on Poverty.

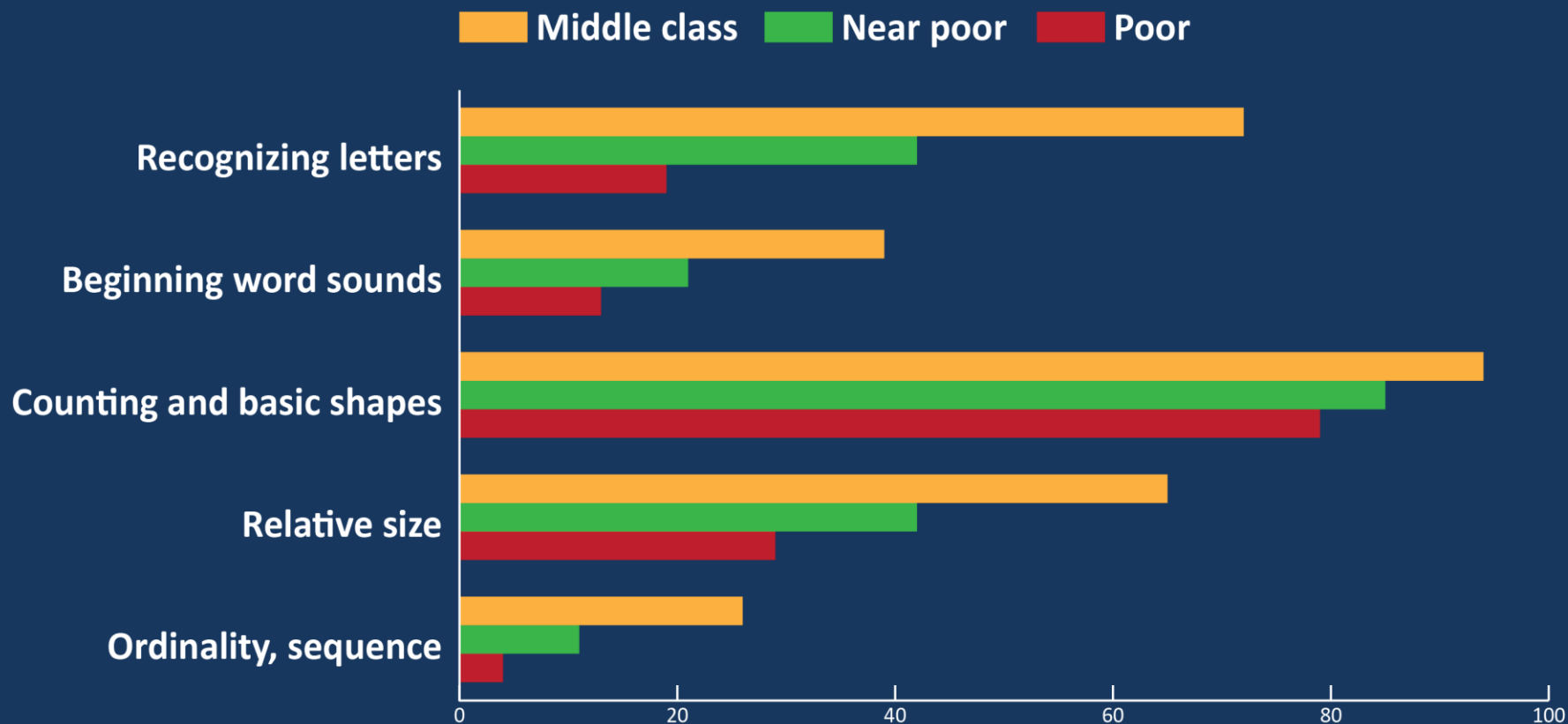
Social-Emotional Competence:



- **9-14 percent** of all young children have social-emotional difficulties.
- Upwards of **30 percent** of young children living in poverty have social-emotional problems.
- **Mother's education level, household income, and symptoms of depression** have short-term effects on preschoolers' understanding of emotions, and lasting effects on children's social competence in early childhood.
- Children lacking **social-emotional competence** are more likely to have academic difficulties (e.g., language, reading, and math deficits associated with attention disorders).



Rates of Kindergarten Proficiencies for Poor, Near-Poor, and Middle Class Children



Source: Duncan, Magnuson & Votruba-Drzal. 2014. Boosting family income to promote child development. *Helping Parents Helping Children*, The Future of Children.

Poverty and Children's Educational Attainment

- Poor children complete an average of **two fewer years of schooling** than children whose families had incomes of at least twice the poverty line.
- Among children born in the early 1980s, **9 percent** in the lowest income quartile graduated college, compared to **54 percent** in the top income quartile.

Source: Duncan and Magnuson, 2011

What we know to be true

*Children do better
when their families do better*



Parent Education

- **86 percent** of children with parents who have less than a high school degree – **6.8 million** – live in low-income families
- **67 percent** of children with parents who have a high school degree but no college education – **9.4 million** – live in low-income families
- **31 percent** of children with at least one parent who has some college or additional education – **15.6 million** – live in low-income families



Source: National Center for Children in Poverty, 2015. *Basic Facts about Low-Income Children under 18 Years, 2013.*



Parent Employment



A full-time job isn't protection against poverty

- **31 percent** of children with at least one parent who works full time, year round – **15.9 million** – live in a low-income family
- **9 percent** of children with at least one parent who works full time, year round – **4.5 million** – live in a poor family

Source: National Center for Children in Poverty. 2015. *Basic Facts about Low-Income Children under 18 Years, 2013.*

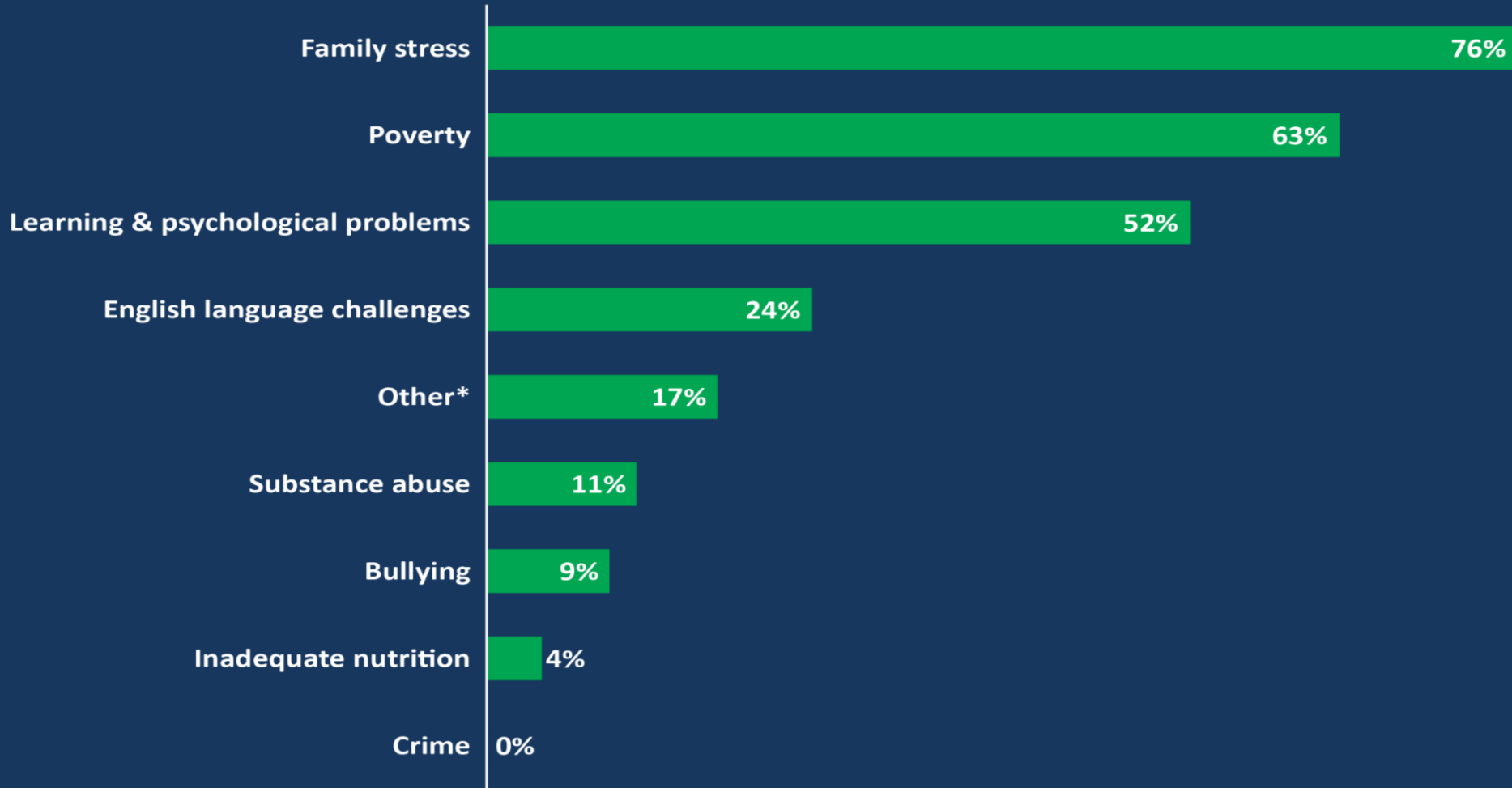
Maternal Depression



- In samples of poor families with young children, maternal depression was as high as **40-60 percent**. (Earls, 2010)
- **1 in 9** poor infants have mothers with **severe depression**. (Schmit et al., 2014)
- Infants living in poverty with severely depressed mothers are more likely to have mothers who experience **domestic violence** and **substance abuse** than their peers with non-depressed mothers. (Vericker, Macomber, & Golden, 2010)

2015 State Teachers of the Year Survey

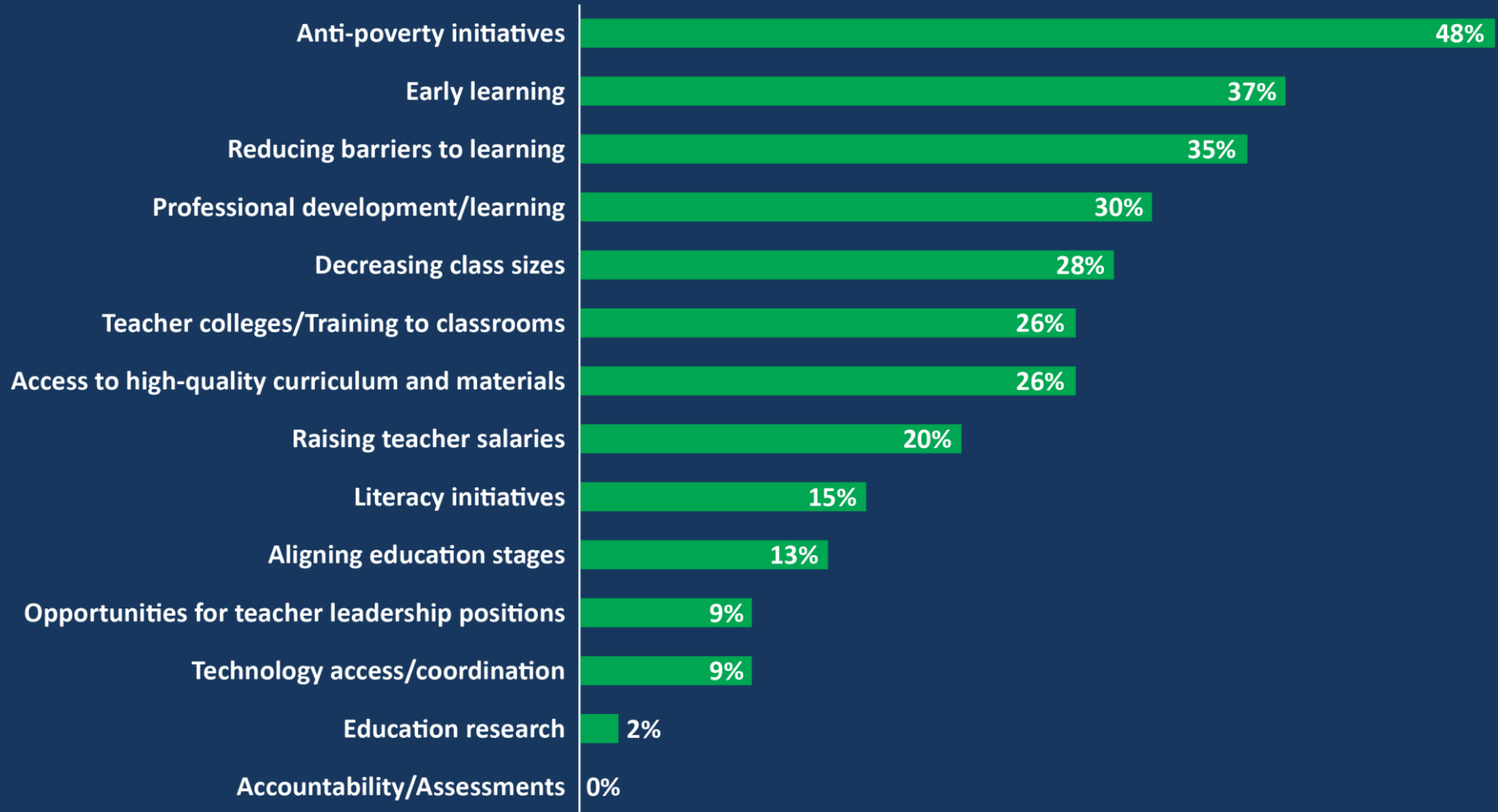
Which of the following barriers to learning most affect your students' academic success?



* Most "Other" responses reference a lack of family or home support

2015 State Teachers of the Year Survey

If you could choose the top 3 areas to focus school funding in order to have the greatest impact on student learning and success, which 3 areas would you choose?





Bridging the Achievement Gap

State policy choices matter

How a state chooses to allocate federal and state funds, promote quality in services, and establish eligibility criteria influence who has access to needed supports and who does not.

Research should inform state policies

Research on the effects of poverty, the biology of the developing brain, the cumulative effects of risk, and the effectiveness of evidence-based interventions are essential to inform policy choices.

Balance is required

Strong policies in one area can be undermined by weak policies in another. Balance is needed across child health, early care and education, and family support.

A focus on the most vulnerable families must be a priority

Families earning less than 200 percent of the poverty level struggle to meet the most basic needs of their children, and their struggles affect our nation's ability to thrive.