



# The Impact of Early Learning Experience on Low-Income Children

*Renée Wilson-Simmons  
Director, NCCP*

**College- and Career-Readiness:  
Does It Begin in Preschool?**

Council of State Governments  
National and CSG West Education Committees

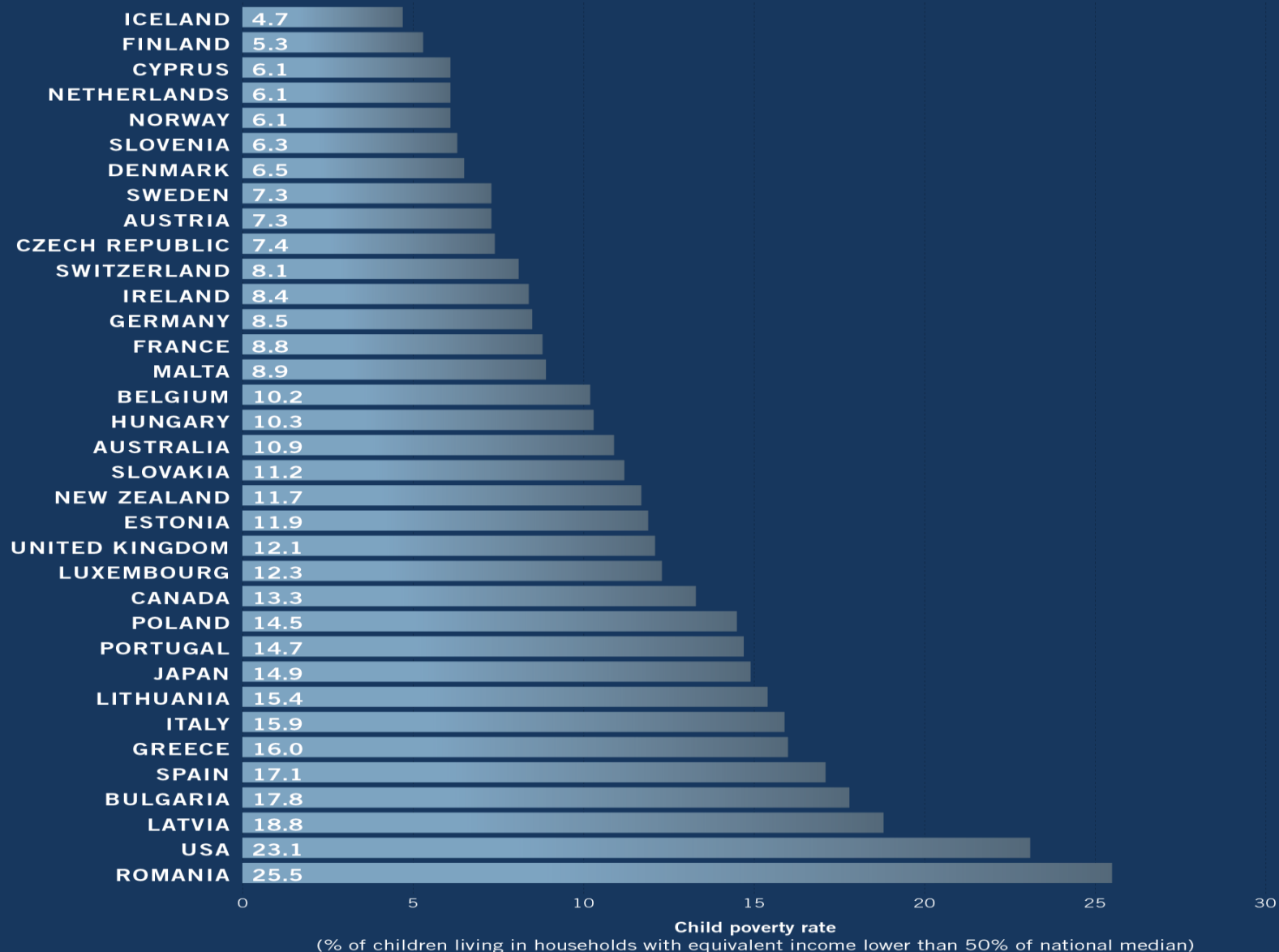


**National Center for Children in Poverty**

Columbia University ■ Mailman School of Public Health  
Department of Health Policy & Management

August 10, 2014 • Anchorage, Alaska

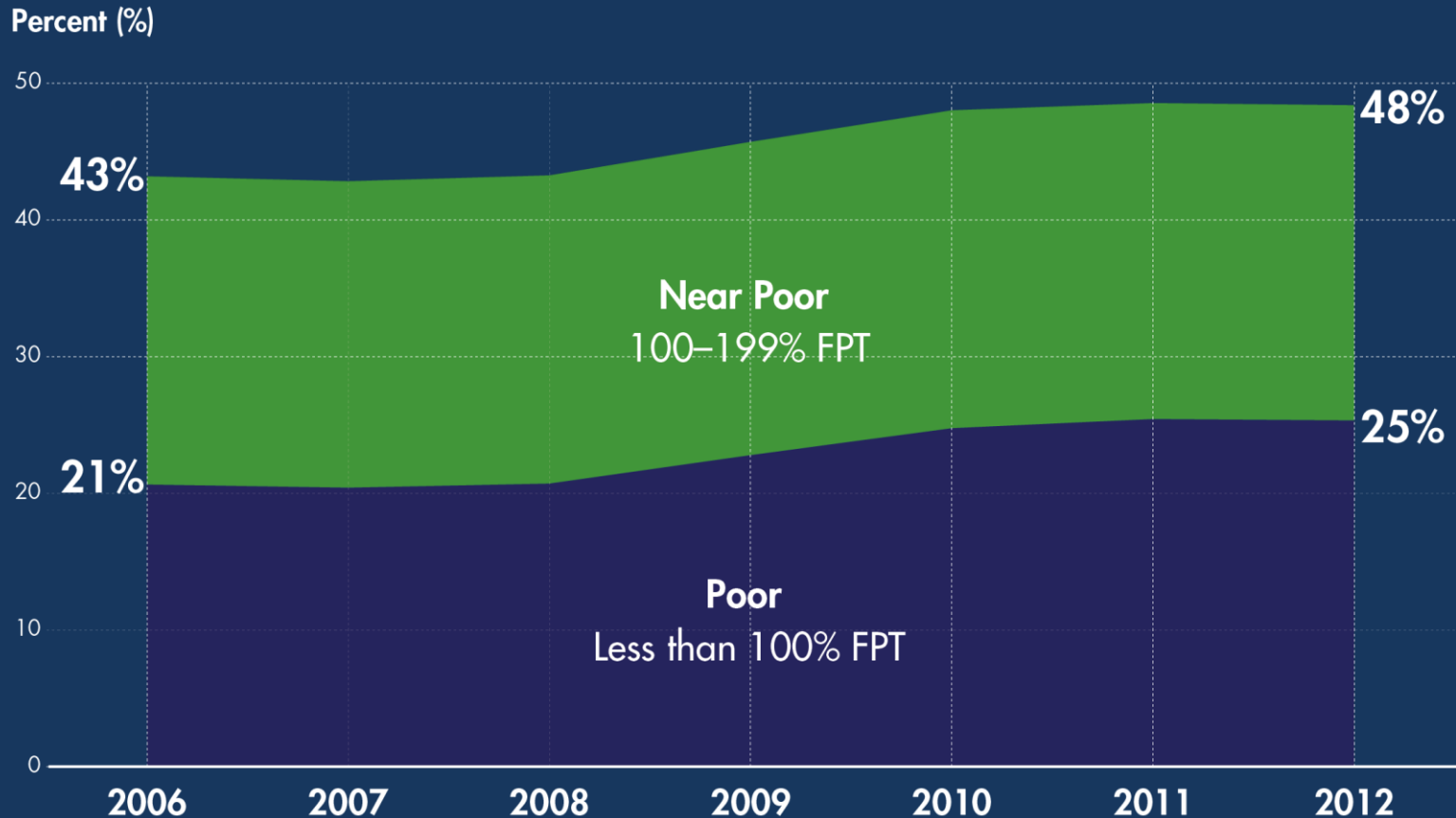
# Relative Child Poverty in 35 Economically Advanced Countries



**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.

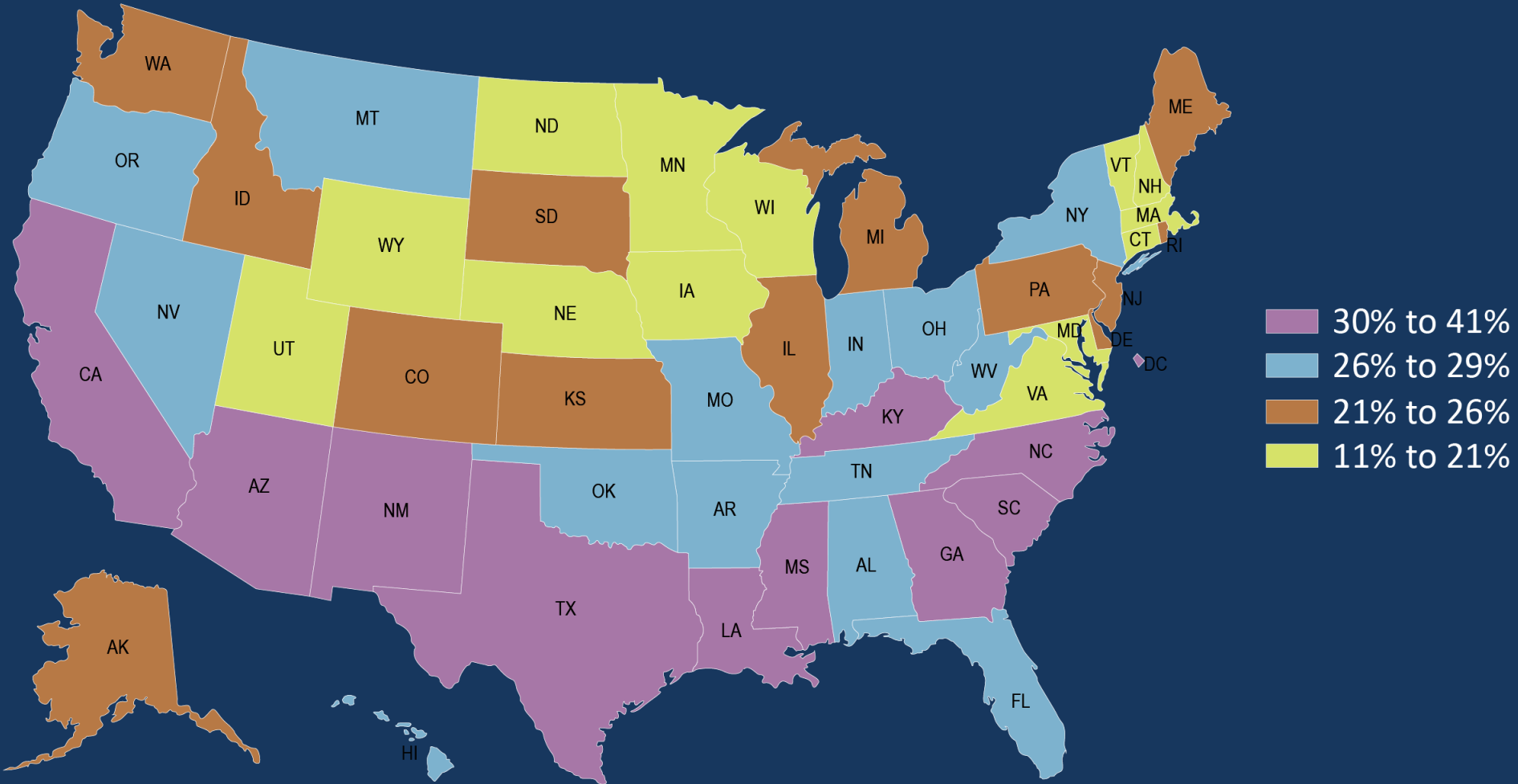
# Children under 6 years old living in low-income and poor families, 2006–2012



Source: National Center for Children in Poverty. (2014). Basic Facts about Low-Income Children: Children under 6 Years.

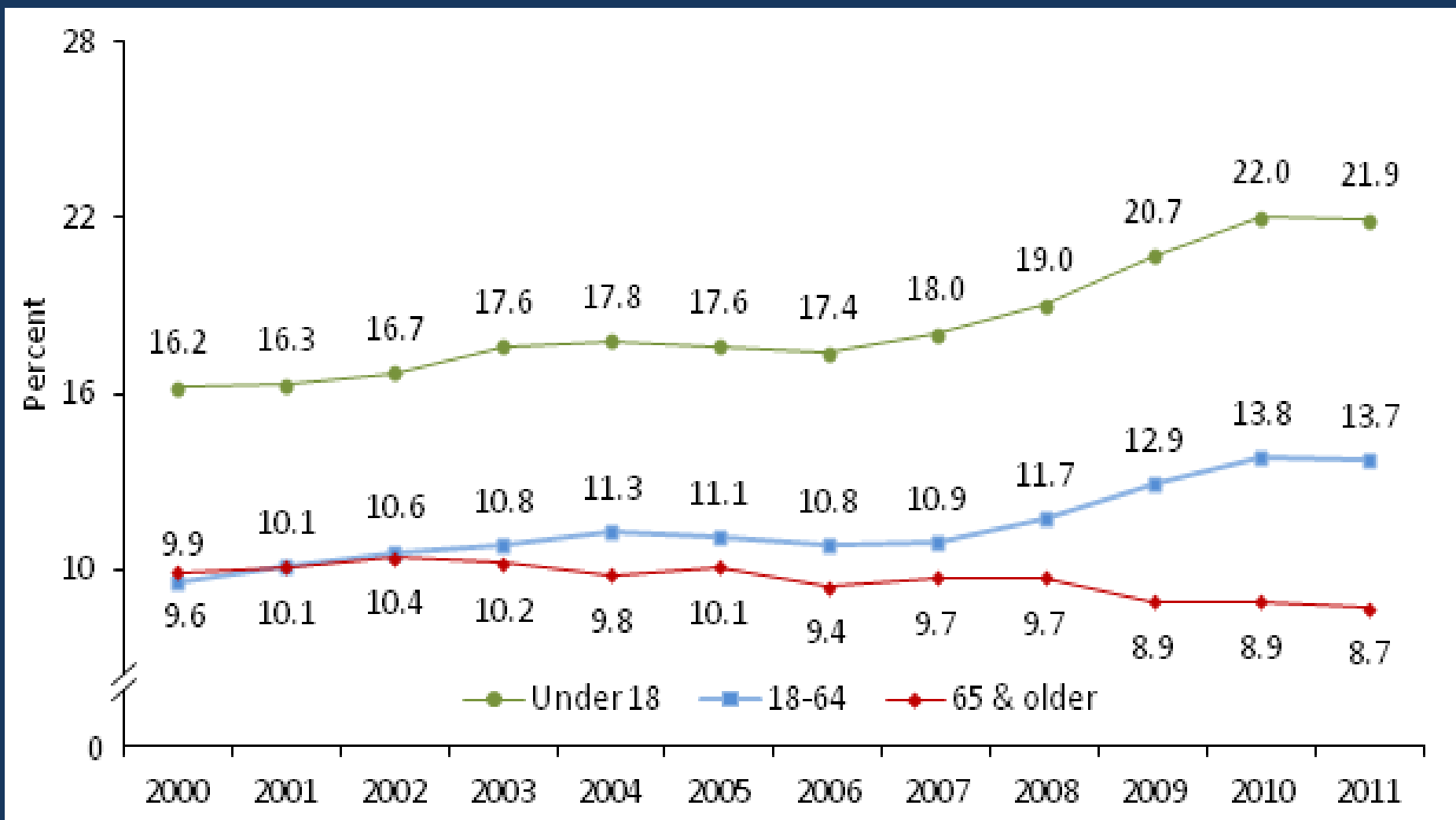
# Child Poverty, 2012

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. Poverty Rates by Age, 2000-2011



**Source:** Poverty and income statistics: A summary of 2012 current population survey data. *ASPE Issue Brief*. Washington, DC: Department of Health and Human Services Office of the Assistant Secretary for Planning and Evaluation.

# U.S. Child Poverty, 2012

- Among children under age 6:
  - 48 percent – 11.4 million – live in low-income families
  - 25 percent – 6 million – live in poor families
  - 12 percent – 3 million – live in extreme poverty



# Childhood Poverty Persistence

**10 percent** of our nation's children are persistently poor, spending at least half their childhoods living in poverty.

Children who are born into poverty and spend multiple years living in poor families have **worse adult outcomes** than their counterparts in higher-income families.

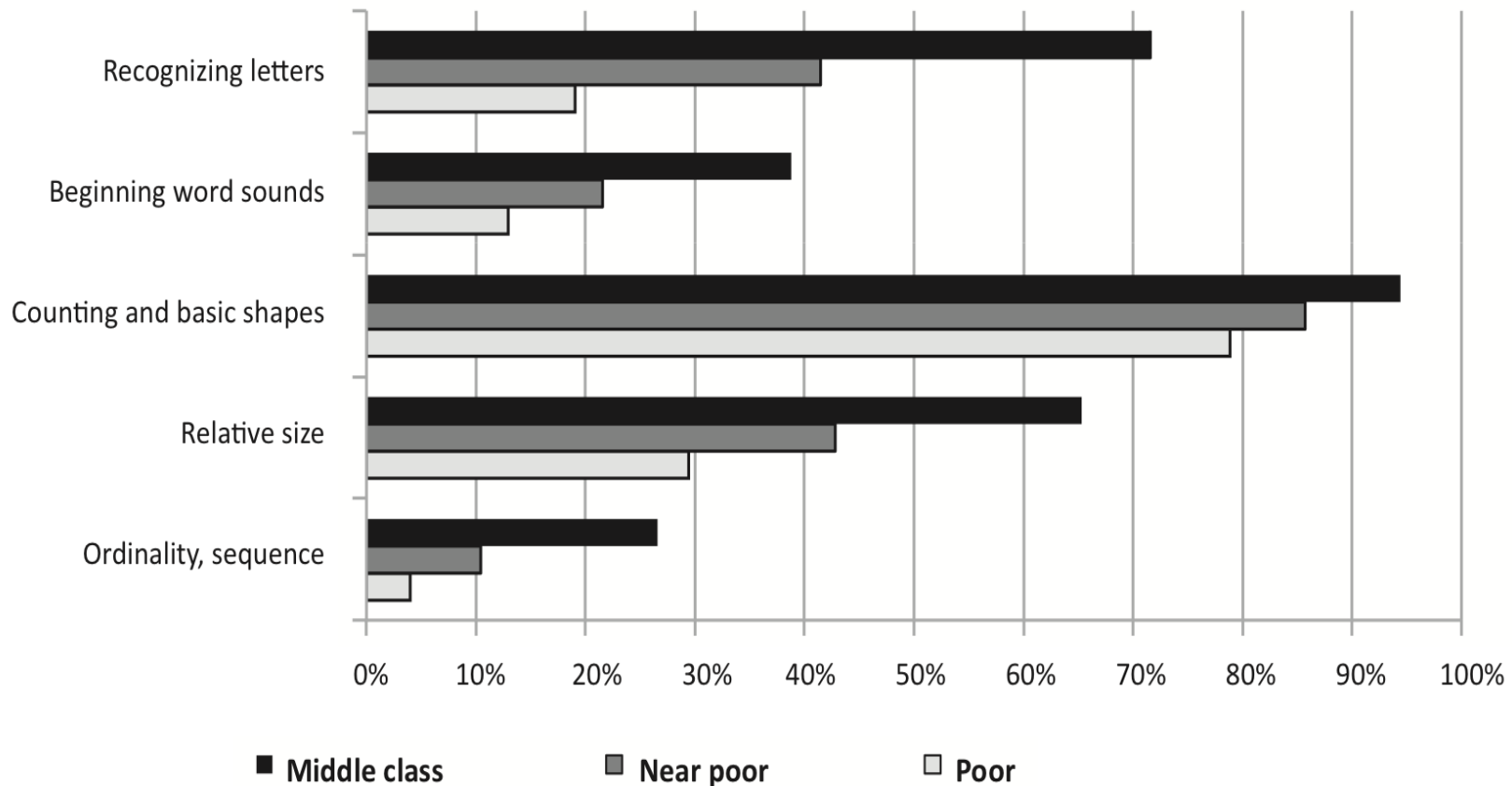
**Source:** C. Ratcliffe & S. McKernan. 2010. Childhood Poverty Persistence: Facts and Consequences. Brief 14, Washington, DC: The Urban Institute.

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

Indicator	Children Who Are Poor	Children Who Are Not Poor	Ratio Poor/Nonpoor
In fair or poor health	11.7%	6.5%	1.8
In excellent health	37.4%	55.2%	0.7
Number of short-stay hospital episodes per year/1000 children	81.3	41.2	2.0
Deaths during 0-14 years of age	1.2%	0.8%	1.5
Stunting (being in the 5 <sup>th</sup> percentile for height for age, 2 to 17 year olds)	10.0%	5.0%	2.0
Percentage w/blood lead levels of 10 micrograms per deciliter (mcg/dL) or higher	16.3%	4.7%	3.5%
Developmental delay	5.0%	3.8%	1.3
Learning disability	8.3%	6.1%	1.4



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

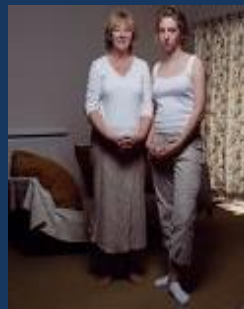


Source: Duncan, Magnuson & Votruba-Drzal. 2014. Boosting family income to promote child development. *Helping Parents Helping Children*, The Future of Children



## National Center for Children in Poverty

A non-partisan public policy research center dedicated to promoting the economic security, healthy development, and well-being of America's low-income children and families



# The Focus of Our Efforts

- ✓ Policymakers
- ✓ Service providers
- ✓ Advocates
- ✓ Researchers
- ✓ The Media



## National Center for Children in Poverty

Columbia University ■ Mailman School of Public Health  
Department of Health Policy & Management

ABOUT NCCP

PUBLICATIONS

DATA TOOLS

STATE PROFILES

TOPICS

PROJECTS

NEWSROOM



### Investing in Young Children

*A Fact Sheet on Early Care and Education Participation, Access, and Quality*

1 2 3 4

### Our Work in the States

#### 50-State Policy Tracker

How progressive is your state? NCCP's policy tracker looks at six critical work supports, allowing you to customize those criteria of your state.



### Data Tools

#### Young Child Risk Calculator

Use the Young Child Risk Calculator to determine how many young children in your state are experiencing individual or multiple risks that affect their development and school readiness.

More data tools...



### Child Care & Early Education RESEARCH CONNECTIONS

An easily searchable, free web site connecting users with the most comprehensive and current collection of research on child care and early education.

### Our Latest

#### Investing in Young Children

A Guide for Policymakers

#### Parent Engagement from Preschool through Grade 3

A Guide for Policymakers

#### Knowing What Works

States and Cities Build Smarter Social Policy with New and Improved Poverty Measurement

## NCCP blog

December 9, 2013

Which States Are Helping Working Families? Our New Policy Research Tool Highlights The Leaders and The Laggards

December 3, 2013

Happy Giving Tuesday

November 27, 2013

A Thought About Thanksgiving and Family

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## ANNOUNCEMENTS

**Apply for Position: Assistant Professor of Early Childhood, San Francisco State University**  
07 Dec 2012

**Apply for Position: Education Research Analyst (Quantitative), Child Trends**  
07 Dec 2012

**Applying for Restricted Use Data: Research Connections Introduces Online Applications**  
07 Nov 2012

[more >>](#)

## NEW RESEARCH

Updated Jan 24, 2013

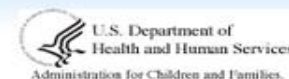
- How can optimal child development be supported through Early Head Start and Head Start Programs?
- How have states strengthened and reported on improvements to services for children with disabilities?
- Does participation in an early childhood mental health consultation model improve teachers' emotional support of children, and classroom organization?
- Can reading software programs promote early literacy development in young children?
- What effect does quality of child care during infant-toddlerhood, and preschool have on cognitive, language and preacademic development?

## FEDERALLY FUNDED RESEARCH & MEETINGS

- Research Supported by Administration for Children and Families/OPRE
  - Grants and Contracts
  - Child Care Policy Research Consortium
  - Other Research Funded by OPRE
- Topical Meetings Supported by ACF/OPRE
- Other Federal Research

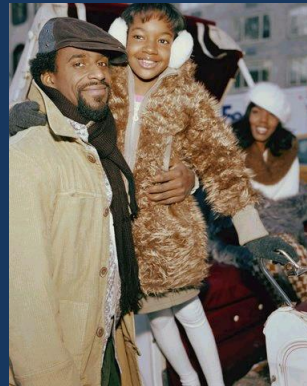


National Center for Children in Poverty  
Mailman School of Public Health  
Columbia University



# What we know to be true

*Children do better  
when their families do better*



# 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.

# What We Know to be Important: 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



Source: Qui & Kaiser, 2003



# NCCP Underlying Principles

## *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 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.



# Young Child Risk Calculator

How many young children in a state are experiencing individual or multiple risks that affect their development and school readiness? Choose:

**Age Range:** Under 3 / 3 -5 / Under 6 years

**Income Level:** Low Income / Poverty / Extreme Poverty

**Risk Factors:** Households without English speakers

Large family

Low parental education

Residential mobility

Single parent

Teen mother

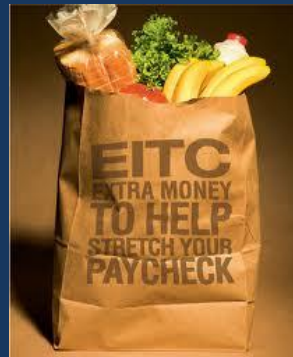
Non-employed parent(s)





# Early Childhood State Policy Profiles

- Early Care and Education
- Health and Nutrition
- Parenting and Family Economic Supports





# 50-State Policy Tracker

National Center for Children in Poverty  State	State Child and Dependent Care Tax Credit				
	Income eligibility criteria		Benefit level		
	Income limit for family with 1 qualifying child (2011)	Income limit for family with 2 or more qualifying children (2011)	Benefit structure (2011)	Max benefit for family with 1 qualifying child (2011)	Max benefit for family with 2 qualifying children (2011)
Alabama	No state credit	No state credit	No state credit	No state credit	No state credit
Delaware	No limit	No limit	Credit of 50% of federal credit	\$525/year	\$1,050/year
District of Columbia	No limit	No limit	Credit of 32% of federal credit	\$336/year	\$672/year
Florida	No state credit	No state credit	No state credit	No state credit	No state credit
Georgia	No limit	No limit	Credit of 30% of federal credit	\$315/year	\$630/year
Kentucky	No limit	No limit	Credit of 20% of federal credit	\$210/year	\$420/year
Louisiana	No limit	No limit	Credit of 10-50% of federal credit (but if income exceeds \$60,000/year, max benefit is \$25); an additional credit of 50-200% of state child care credit claimed for expenses at a child care facility rated two stars or higher by the state quality rating system	\$525/year	\$1,050/year
Maryland	\$50,000/year	\$50,000/year	Deduction of eligible expenses; in addition, for tax filers with income of \$50,000/year or less, credit of 3.25-32.5% of federal credit, depending on income	\$506/year	\$1,013/year
Mississippi	No state credit	No state credit	No state credit	No state credit	No state credit
North Carolina	No limit	No limit	Credit of 7-13% of eligible expenses, depending on age of child in care and income and filing status of claimant	\$390/year	\$780/year
Oklahoma	\$100,000/year	\$100,000/year	Credit of 20% of federal credit	\$210/year	\$420/year
South Carolina	No limit	No limit	Credit of 7% of eligible expenses	\$210/year	\$420/year
Tennessee	No state credit	No state credit	No state credit	No state credit	No state credit
Texas	No state credit	No state credit	No state credit	No state credit	No state credit
Virginia	No limit	No limit	Deduction of eligible expenses	\$173/year	\$345/year
West Virginia	No state credit	No state credit	No state credit	No state credit	No state credit

# Investing in Our Future: The Evidence Base on Preschool Education

Hirokazu Yoshikawa, Christina Weiland, Jeanne Brooks-Gunn, Margaret R. Burchinal, Linda M. Espinosa, William T. Gormley, Jens Ludwig, Katherine A. Magnuson, Deborah Phillips, Martha J. Zaslow



OCTOBER 2013



Society for Research in Child Development

FOUNDATIONFORCHILDDEVELOPMENT

NATIONAL FORUM ON EARLY CHILDHOOD PROGRAM EVALUATION

## Early Childhood Program Evaluations: A Decision-Maker's Guide

### National Forum on Early Childhood Program Evaluation

A collaborative project involving Harvard University, Columbia University, Georgetown University, Johns Hopkins University, Northwestern University, University of Nebraska, and University of Wisconsin



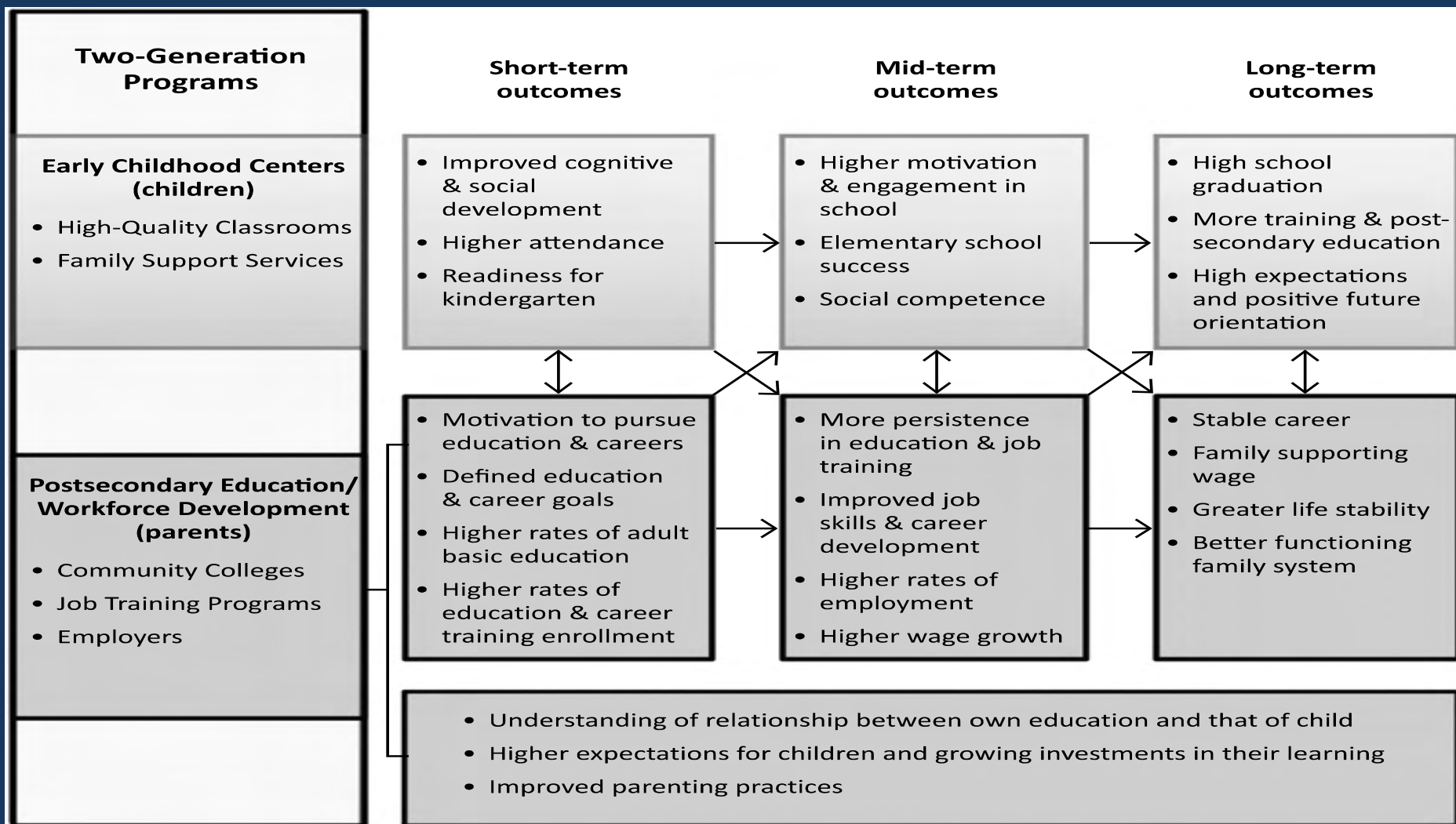
Center on the Developing Child  HARVARD UNIVERSITY

*“Because major sources of stress in young children’s lives arise from family experience, and because the quality of parental care is children’s major resource for buffering stress, we must consider multigenerational interventions to address the multigenerational origins of children’s stress.”*

*- Thompson, R.A. (2014). Stress and child development. Helping Parents Helping Children, The Future of Children*



# Change Model for Two-Generation 2.0 Programs



Source: Chase-Lansdale & Brooks-Gunn. 2014. Two-Generation Programs in the Twenty-First Century. *Helping Parents Helping Children*, The Future of Children.





# FOR MORE INFORMATION

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Visit NCCP website  
[www.nccp.org](http://www.nccp.org)



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