

LONG ISLAND INDEX

CHILDREN LIVING IN POVERTY

Families & Children Living in Poverty



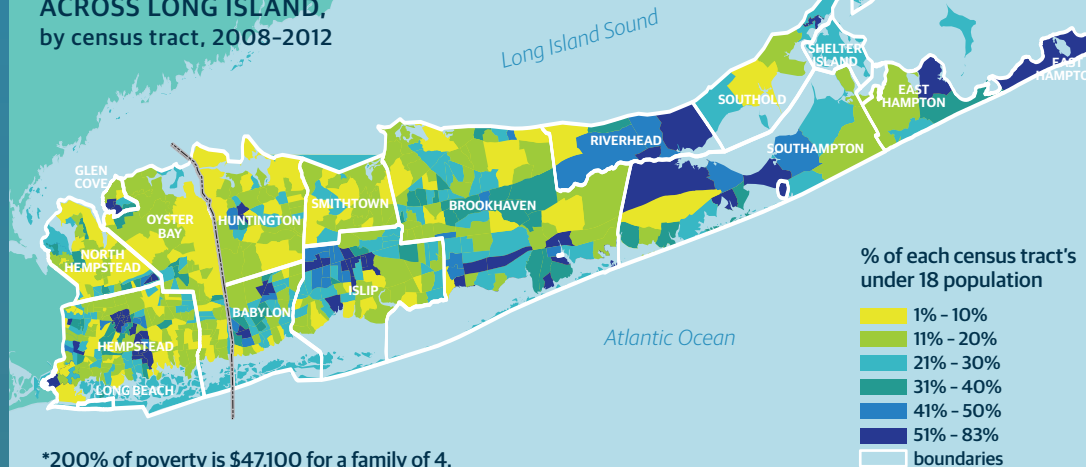
11% of children live in households that receive some form of public assistance such as Supplemental Security Income (SSI), cash, public assistance income or Food Stamps/SNAP benefits.

8% of all LI children live in poverty*



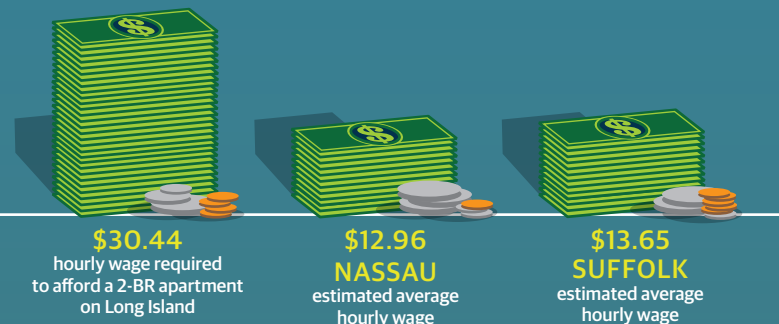
*Poverty is defined as earning under \$23,550 for a family of 4

POPULATION UNDER 18 WITH INCOMES BELOW 200% OF POVERTY LEVEL* ACROSS LONG ISLAND, by census tract, 2008-2012



*200% of poverty is \$47,100 for a family of 4.

Poverty and Living Wage

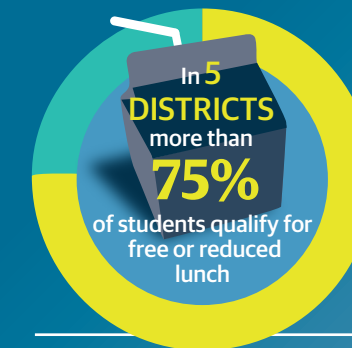


KEY ISSUES AND FACTS
+ PROVEN STRATEGIES
THAT CAN HELP

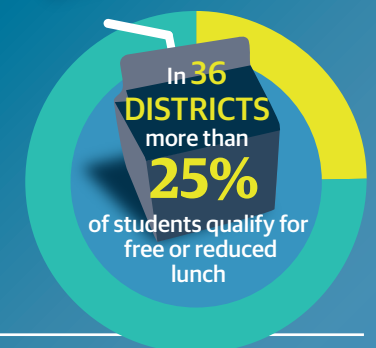


Poverty in Our Schools

IN 2012:



5 DISTRICTS HAD MORE THAN 75%



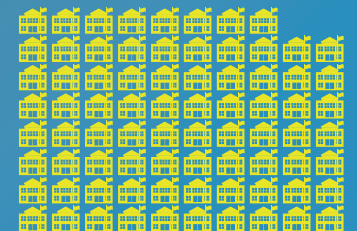
AND 36 DISTRICTS HAD MORE THAN 25%

More schools are dealing with increasing poverty

SCHOOL DISTRICTS WITH MORE THAN 10% OF STUDENTS QUALIFYING FOR FREE OR REDUCED LUNCH:



2006:
55 DISTRICTS



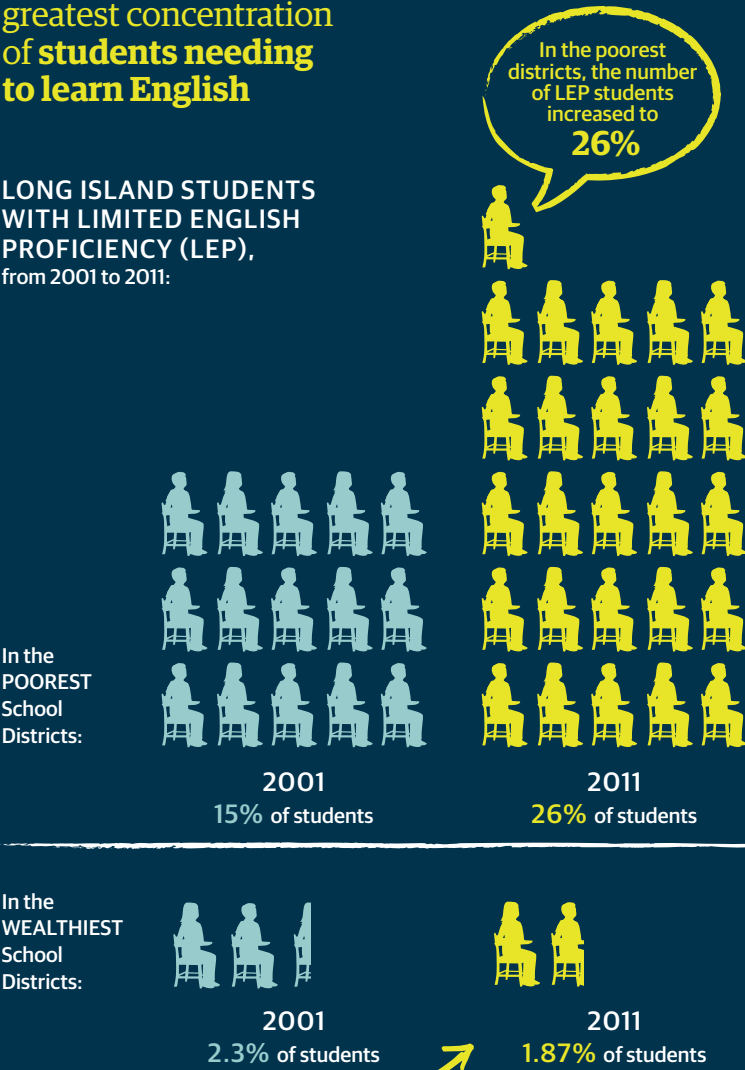
2012:
78 DISTRICTS



IMMIGRATION, RACE & ETHNICITY IN LONG ISLAND SCHOOLS

Highest poverty districts have the greatest concentration of students needing to learn English

LONG ISLAND STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP), from 2001 to 2011:



...But in the wealthiest districts, the number of LEP students decreased to fewer than 2%

In terms of **race and ethnicity**, Long Island's schools are some of the **most separate** in the country

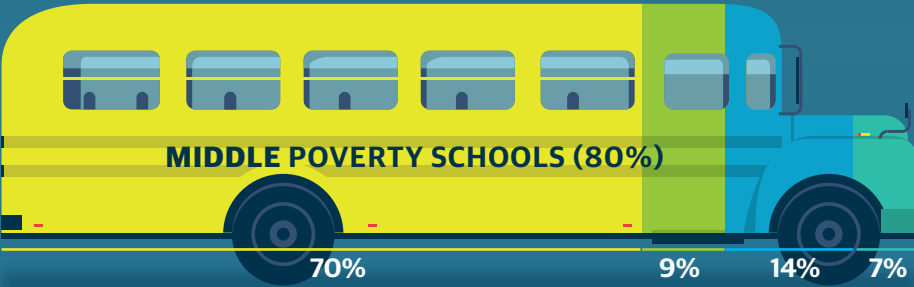
RACIAL & ETHNIC COMPOSITION OF LONG ISLAND SCHOOLS, 2010:

- White
- Black
- Latino
- Asian
- Native American or Multi-racial



RACIAL COMPOSITION BY LEVEL OF POVERTY IN LONG ISLAND SCHOOLS, 2010:

- White
- Black
- Latino
- Asian



UNEQUAL ACCESS TO OPPORTUNITIES

With this **separation**, all children do not get the same access to opportunities

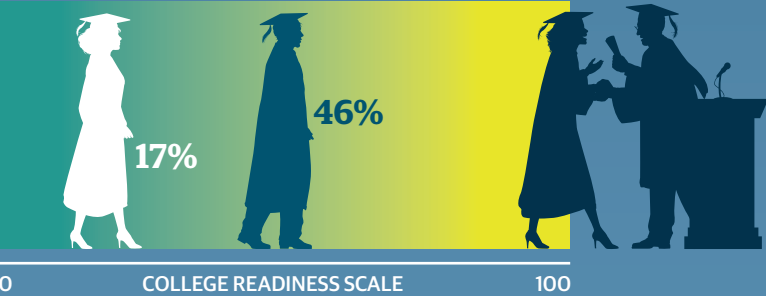
A high quality education is the surest route to upward mobility in American society.

COLLEGE READINESS

(average %, 2011):

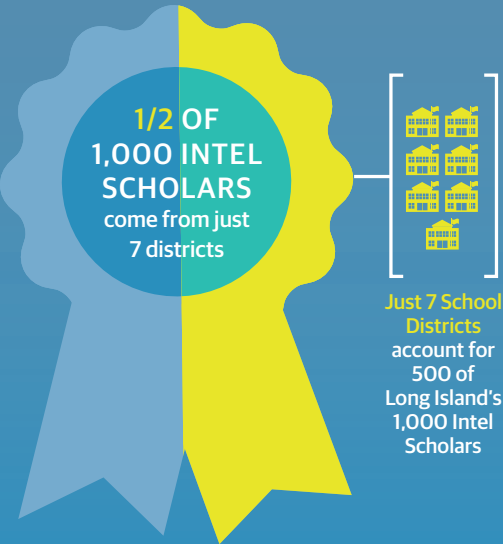
HIGH POVERTY SCHOOL STUDENTS:

LOW POVERTY SCHOOL STUDENTS:



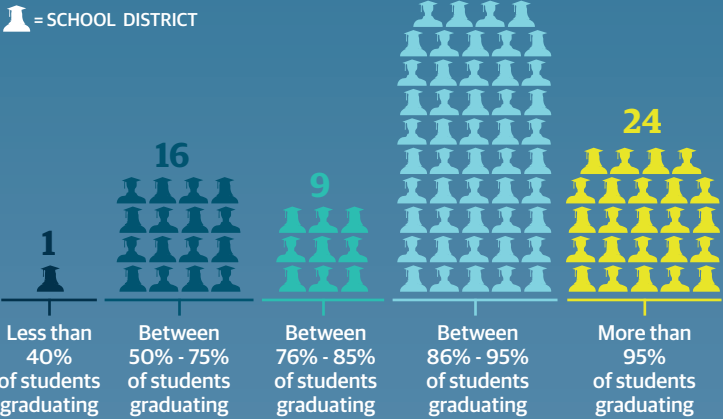
Imbalance in academic achievement

While many Long Island districts are known for producing award winning Intel scholars and high academic achievement, there are marked differences in terms of how many districts are able to achieve this honor.



Graduation rates are another place where we see the **imbalance**.

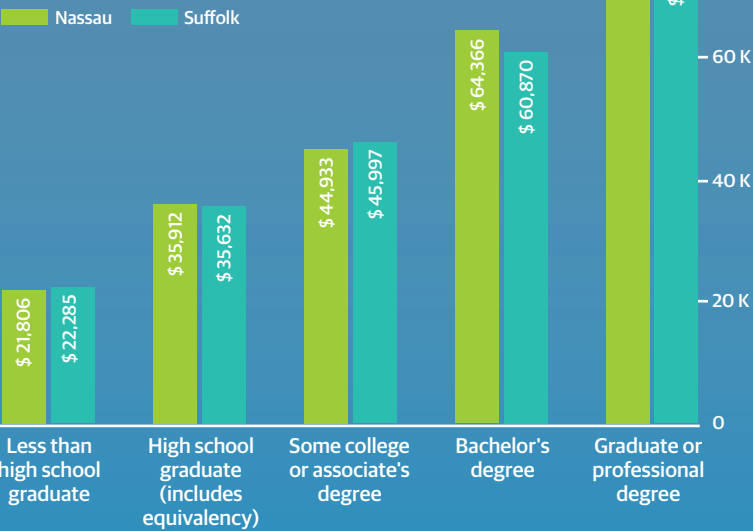
SCHOOL DISTRICTS AND % OF STUDENTS GRADUATING IN FOUR YEARS:



What's the bottom line?
Unequal access to opportunities means **unequal chance for success**

DISPARITIES IN FUTURE EARNING POTENTIAL

Average earnings on Long Island by educational level:



WHERE DO WE GO FROM HERE?

Addressing the **inequity** in our region and providing a **support system** for those children who need it the most has the greatest promise in allowing more students to meet their greatest potential. **Three proven strategies** are:

➊ **Effective early interventions** such as home visiting programs can mitigate some of the effects of poverty.

➋ Many validated studies have found that quality programs can mitigate the impact of poverty, stress and early childhood delays, and support significant improvements in cognition, psychosocial skills and academic attainment.

➌ Children from low-socioeconomic homes, who participated in the Parent Child Home Program as toddlers, gained 17 IQ points and had a 30% higher High School graduation rate than their peers.

PARENT-CHILD HOME PROGRAM RESULTS:

participants gained
+17 IQ points



30%
higher graduation rate

➍ 20 years later, severely disadvantaged children who participated in a home visiting program earned 25% more than their peers who did not, and had a 98% employment rate.

participants earned
25% more

➎ **Effective early learning programs** can help English-language learners be prepared to learn and utilize English when they start school.

➏ Children from Spanish-speaking homes realized gains of 12 months in pre-reading, 4 months in pre-writing, and 10 months in pre-math after participating in high-quality Pre-K.

➐ These programs improve both the child's **and** the parent's language skills.

AFTER 12 MONTHS IN PRE-K

Gains realized by children from Spanish-speaking homes after participating in a high-quality Pre-K program for 12 months:



➑ **Integrated educational settings** improve the educational outcomes of **all** children.

➒ A school's socioeconomic status has as much impact on student achievement as a student's own status.

➓ Students of all backgrounds had higher performance if they attended socioeconomically and racially integrated schools.

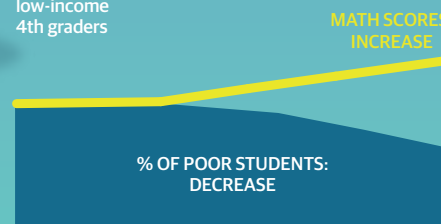


ALL STUDENTS PERFORMED BETTER AT INTEGRATED SCHOOLS



SOCIOECONOMIC INTEGRATION = IMPROVEMENT IN MATH

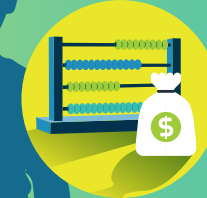
Illustrated as representative progress of low-income 4th graders



CAN WE DO THIS?



Bold leadership that is willing to **change education policy** with regard to segregation and tracking.



A realignment of existing funds to create a more **efficient early care and learning system**.



New public/private partnerships to launch **innovative programs** that have **measurable outcomes** and are **replicable models**.



A commitment from government to reinvest existing **funds to support proven models** that improve the short- and long-term outcomes for children.

*For references and studies cited, go to longislandindex.org/childrenandfamilies.