

## STATE BY STATE NARRATIVES

The following summaries provide an overview of reading resources and reading performance for each state. All reading, race/ethnicity, and income data were calculated using the National Survey of Children's Health (2003). References for Reach Out and Read (ROR) and School Performance data are provided at the end of this chartbook. For the purposes of this analysis children living in or near poverty or low-income are defined as living under 200% of the federal poverty level (FPL).

### ALABAMA

In Alabama, only 42.6% of young children are reported to be read to every day, ranking 48th of 51 among the states and District of Columbia. Nearly half (48.6%) of children under age five are living in or near poverty. Only 22% of children in fourth grade are reading at a level proficient or above in reading, ranking 45th in the nation. A high proportion of children ages 6-17 years, 16.7%, have repeated at least one grade in school. Currently, ROR serves 15.8% children in or near poverty in Alabama and 10.3% of all children in the state.

### ALASKA\*\*

In Alaska, almost half (49.8%) of all children age 0-5 are reported to be read to every day, slightly more than the national average of 47.8%, ranking 24th of 51 among the states and District of Columbia. By Grade 4, only 26% of Alaskan children are reading proficiently or better, compared with a national average of 30% giving a state ranking of 38th. Although only 11% all children in the state are currently served by ROR, ROR serves 24.1% of Alaskan children from birth to age 5 who are living in or near poverty.

### ARIZONA

Arizona has a high proportion of children aged five years and under living at or near the federal poverty level, ranking 40th of 51. Forty-three percent (43.2%) of parents of children under age five report reading to their children every day, ranking 44th of 51. ROR currently serves 33.6% of children living in or near poverty in Arizona, and 18.7% of all children under age five. Only 24% of fourth grade students are proficient or above in reading, ranking 43rd of 51. Among Arizona families living at less than 200% FPL, only 32% of children are read to every day ranking 50th of 51 compared with 63% of families with income at 400% FPL or greater who ranked 9th of 51. The number of young children per public library is high, ranking 50th of 51.

### **ARKANSAS\*\***

In Arkansas, 44% of children are read to every day, ranking 43rd of 51. Patterns of reading differ by race/ethnicity with 50.8% White (non-Hispanic) children reported as read to daily compared with 28.8% of non-White children. The daily reading rates for non-White children in Arkansas were the lowest in the nation. ROR has a relatively low penetrance in Arkansas, serving 6.1% all children under the age of 5 years across the state, and 9.3% children who are in or near poverty, ranking 44th of 51. Only 29% of fourth graders are proficient or above in reading.

### **CALIFORNIA**

California, the most populous state, has the highest number of children under the age of five years, nearly 3 million. A high proportion, 48.6%, live in or near poverty, while 70.9% belong to a racial/ethnic minority. Statewide, 44.6% of parents report reading to their child every day, ranking 42nd of 51. Reading rate varies by race/ethnicity with 58.5% of White (non-Hispanic) parents reporting daily reading compared with 37.9% all other racial/ethnic groups. Among children living in or near poverty (under 200% FPL), about one third (33.6%) of children age 0-5 are read to daily, ranking 48th of 51. Among children in families with middle incomes and above California fares better than other states, with 51.5% of children living at 200-399% FPL and 58% of children with family incomes of 400% FPL or greater being read to daily, ranking 25th and 27th of 51. California's resources to promote early literacy are challenged to meet the needs of the state's very large early childhood population. California has the lowest number of public libraries per child under age five years in the nation. Reach Out and Read currently serves 15.7% of California's early childhood population, and 28% of young children who live at or near poverty. In California, only 22% of fourth-graders are proficient or above on national reading tests, ranking 45th of all the states.

### **COLORADO**

In Colorado, 56.2% of children age five and under are reported to be read to daily which is above the national average and ranks 8th of 51. Colorado achieves an equivalent ranking, 8th of 51, for proficient or above reading among fourth grade students (36%). Colorado ranks 14th for children who have repeated a grade in school (7.6%). ROR currently serves 15.5% all Colorado children aged five years and under, and 37.7% Colorado children who live in or near poverty, with state rankings of 13th and 11th respectively for ROR penetrance.

## CONNECTICUT

In Connecticut, 58% of children are reported to be read to daily, which is higher than the national average and ranks 4th. Connecticut children have one of the lowest poverty rates in the nation. Connecticut also ranks second in the nation for percentage of fourth graders who are at or above reading proficiency on national testing, yet only 39% fourth graders achieve this standard. ROR serves 11.9% of Connecticut children under age five, and 41% of children in or near poverty, ranking 19th and 8th of all states respectively for ROR penetrance. The number of young children per public library resource is below the national average with a ranking of 19th.

## DELAWARE\*\*

In Delaware, 52.8% of children are reported by parents as being read to every day, with a ranking of 15. Thirty-five percent (35%) of Delaware fourth grade students are proficient or above on national reading tests, ranking 12th of all states. Among students between the ages of 6 and 17 years, 14.9% have repeated at least one grade, which is above the national average with a state ranking of 40. ROR penetrance in Delaware is low, serving only one percent (1%) of all children ages 5 and under and 2.5% of those living in or near poverty, rankings of 50th of 51. Delaware also has a relatively high number of children per public library resource, with a ranking of 43.

## DISTRICT OF COLUMBIA

In D.C., 47.1% of children age five and under are reported to be read to daily, with a state ranking of 34th of 51. A relatively large difference in reading rates is observed by race/ethnicity, with 78.6% of White (non-Hispanic) children read to daily, the highest rate in the nation for White (non-Hispanic) children, while only 40.6% children from all other races and ethnicities are reported to be read to daily. D.C. has the highest proportion of Black (non-Hispanic) children under age 5 (62.9%) in the nation. D.C. also has a high proportion of young children living in or near poverty. On national testing, only 11% of D.C. fourth grade students demonstrated reading proficiency or higher, ranking lowest in the nation. A relatively high percentage of students (18.9%) between the ages of 6 and 17 years have repeated at least one grade, ranking 49th of 51. ROR is achieving a relatively high penetrance in D.C. with 60.1% of all children age 5 years and under, and 95.4% of children living in or near poverty currently served by ROR, ranking 2nd in the nation for ROR penetrance.

## FLORIDA

In Florida, 43% of children age five and under are reported to be read to every day, which is below the national average with a state ranking of 46th of 51. Florida has a relatively high proportion of non-White children, 30.4% of whom are read to daily, ranking 50th of 51. In Florida, 30% of fourth graders are proficient or above on national reading tests, ranking 28th of 51. However, 16.5% of students age 6-17 years have repeated at least one grade, ranking 45th of 51. ROR serves 14.9% of all young children in Florida, and 29.2% of young children living in or near poverty with state rankings of 16 & 17 for these measures.

## GEORGIA

In Georgia, 45.8% of children age five and under are reported to be read to every day, just under the national average and with a ranking of 40th of 51. There are marked differences in reading rates by poverty level, with 40.3% of children living below 200% FPL read to daily (state ranking 37th) compared with 68% of children with family incomes of 400%FPL or greater (state ranking 6th). Differences are also noted by race/ethnicity, with 58.3% of White (non-Hispanic) children reported as read to daily (state ranking 16th) compared with 34% other races/ethnicities (state ranking 44th). In Georgia, only 26% of fourth graders are proficient or above on national tests of reading, ranking 38th of 51. Children in Georgia are poorly served for public libraries, ranking 44th of 51 for number of young children per public library. ROR serves 8.5% of children age 0-5 years in Georgia and 18% of young children living in or near poverty.

## HAWAII

In Hawaii, 54.9% of young children are reported to be read to daily, ranking 10th. The race/ethnicity of Hawaii's young childhood population is predominantly Pacific Islander. Reading rates vary by poverty level, with 46.6% of children in or near poverty read to daily (ranking 16th) vs. 71.5% of children from families with incomes 400% FPL or greater (ranking 3rd). Only 23% of Hawaiian children are reading proficiently or higher on fourth grade testing, with a state ranking of 44th. There is relatively moderate penetrance of ROR in Hawaii, with 15.8% of all young children, and 34.4% of young children living in or near poverty currently served by ROR (ranking 11th and 12th respectively). Hawaii has a higher number of young children served per public library than the national average, ranking 42nd of 51 states and territories for this measure.

## IDAHO

In Idaho, 49.1% of children under the age of five years are reported to be read to daily, close to the national average and ranking 27th in the nation. Idaho has a predominantly White (non-Hispanic) early childhood population (81% in NSCH sample). Idaho has 48% of young children living at or near poverty. Daily reading varies by race/ethnicity with 51.3% of young White (non-Hispanic) children read to daily (less than the national average for White children) compared with almost 40% children of other races/ethnicities. ROR serves 6% of young children in Idaho and only 10.2% of young children living in or near poverty, ranking 43rd in the nation for each of these measures. In Idaho, 33% of fourth grade students are proficient or above in reading, which is above the national average of 30% and ranks 19th in the nation.

## ILLINOIS

In Illinois, 47.1% of young children are reported to be read to daily, close to the national average of 47.8% and ranking 32nd of 51. Illinois has a sizeable Hispanic population including 23% of children age 5 and under. Illinois ranks 28th in the nation for the proportion of fourth-graders who are proficient or above for reading skills, which is at the national average of 30%. Illinois is also close to the national average for number of young children served per public library (ranking 29th), and for number of young children served by ROR (11.4%, ranking 22rd). ROR currently reaches 20.2% Illinois children age 5 and under living in or near poverty, ranking 18th of 51 states and territories.

## INDIANA

In Indiana, 48.2% of children age 5 years and under are reported to be read to every day, close to the national average and ranking 29th of 51. The majority of children in Indiana are White (non-Hispanic) (79%), 9.3% are Black (non-Hispanic) and 6.9% are Hispanic. Reading rates vary by family income with 43.8% of children living in or near poverty read to daily compared with 60.3% of children living at 400% FPL or greater. In Indiana, 30% of fourth grade students have reading skills that are proficient or greater, identical to the national average, ranking 28th. ROR currently serves 24.7% of young children in Indiana, and 53.3% of young children who are in or near poverty, ranking 7th in the nation for this measure.

## **IOWA\*\***

In Iowa, 52.5% of children age 5 and under are reported to be read to daily, above the national average and ranking 16th in the nation. Young children in Iowa are predominantly White (non-Hispanic) (86.9%), with 8.3% Hispanic and one percent (1%) Black (non-Hispanic). More than one-third (38%) have family incomes of less than 200% FPL, but only 13% have incomes below the FPL. In Iowa, there was little variation in reading patterns by poverty level, with 51.3% of young children with family incomes less than 200% FPL read to daily compared with 53.1% of children with family income of 400% FPL or greater. Reading rates varied by race/ethnicity with 54.3% of White (non-Hispanic) children read to daily compared with 43.2% children of other races/ethnicities. In Iowa, 33% of fourth graders have reading skills classed as proficient or above, ranking 19th in the nation. A low proportion of school-age children in Iowa have repeated at least one grade (4.7%), ranking 3rd in the nation. Young children in Iowa are relatively well served for public libraries, ranking 4th in the nation. ROR currently reaches only 14% young children in Iowa, and 31.6% those living in or near poverty, ranking 17th and 16th respectively in the nation for these measures.

## **KANSAS\*\***

Half of all young children in Kansas are reported to be read to daily (50.6%), above the national average and ranking 23rd in the nation. In Kansas, 71.6% of young children are White (non-Hispanic), 8.2% are Black and 13% are Hispanic, and 45.7% are living in or near poverty. Reading varies by race/ethnicity, with 55% of White (non-Hispanic) children read to daily compared with 40.1% of non-White children. Reading also varies by income with 43.4% of children living in or near poverty read to daily compared with 53.7% at 400% FPL or greater. Among fourth graders, 33% have reading skills that are proficient or above, ranking 19th in the nation, while a relatively low 6.3% of school age children have repeated at least one grade. Children in Kansas are relatively well-served for public libraries, ranking 10th in the nation for number of young children served per library. ROR reaches 11% of all young children in Kansas, and 23.2% of young children living in or near poverty, ranking 23rd and 34th respectively.

## **KENTUCKY**

In Kentucky, 52% of all children age 5 and under are reported to be read to daily, above the national average and ranking 17th. Young children in Kentucky are predominantly White (non-Hispanic) (85.8%), with six percent (6.4%) Black (non-Hispanic) and five percent (4.8%) Hispanic. Daily reading varies by income level, with 47.6% of young children with families incomes less than 200% FPL read to daily com-

pared with 55.3% those with family incomes of 400% FPL or greater. While 53.8% of White (non-Hispanic) children are read to daily, only 37.3% non-White children are read to daily. Among fourth graders, 30% are proficient or above at reading on national testing, ranking 28th. A relatively high 15.1% of school-age children have repeated at least one grade, above the national average ranking 41st in the nation. Kentucky has a greater number of young children per public library than the national average, ranking 39th in the nation for this measure. Reach Out and Read serves only 5.9% of all young children in Kentucky, and 9.1% of those living in or near poverty, ranking 45th in the nation for these measures.

## LOUISIANA

Rates of reading to young children in Louisiana are among the lowest in the nation. Only 41.2% of children are reported to be read to daily, below the national average and with a state ranking of 50 out of 51. In Louisiana, 52.3% of young children are White (non-Hispanic), 41.4% are Black (non-Hispanic) and 4.2% are Hispanic. Louisiana has the highest proportion of children living below the federal poverty level (34.8%) of any state in the nation. Reading rates vary by race/ethnicity with 46.1% of White (non-Hispanic) children read to daily, compared with 34.9% of all non-White children. Rates also vary by poverty level, with 35.4% of young children with family incomes less than 200% FPL read to daily compared with 49.8% with incomes at 400% FPL or above. Only 20% of Louisiana fourth graders are at or above proficient in reading skills, ranking 49th of 51, while 22.6% of school-age children have repeated at least one grade, ranking 50th in the nation for this measure. In Louisiana, only 9.3% of all children aged 5 and under and 15.4% of young children living in or near poverty are served by ROR, ranking 31st and 37th respectively for ROR penetrance.

## MAINE

Maine has the second highest reported rate of daily reading to young children in the nation with 63.9% read to daily. Maine also has the highest proportion of young children who are White (non-Hispanic) in the nation (94.7%), with 0.2% Black (non-Hispanic) and 1.3% Hispanic. In Maine, although there is some variation in reading level by family income, rates are high across all income levels. For young children in families at or near poverty, 61.2% are reported to be read to daily compared with 71.7% children with family incomes at 400% FPL or greater. While numbers of non-White children in Maine in the NSCH sample were small, they reported relatively high reading rates of 60.2% read to daily compared with 64.4 young White (non-Hispanic) children. Maine ranks 8th in the nation for fourth grade reading skills, yet still only 36% children are classed as proficient or above in reading. Children in Maine are

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relatively well-served for public libraries, ranking 2nd in the nation for number of young children per library facility. ROR currently serves only 2.9% of all young children in Maine and 7.3% of those in or near poverty.

### **MARYLAND**

In Maryland, 51.1% of children age 5 and under are reported to be read to daily, ranking 20th of 51. Over half (56.7%) of young children are White (non-Hispanic), 28.2% are Black (non-Hispanic) and 6.8% are Hispanic. In the NSCH sample, Maryland has one of the lowest proportions of children living below the federal poverty level (9.5%) in the nation, and one of the highest proportions of young children living in families with incomes at 400% FPL or greater (40.2%), ranking 4th of 51 for each of these parameters. Reading rates in Maryland vary by poverty level such that 39.5% of children with family incomes less than 200% FPL are read to daily compared with 55.3% those with family income greater than 400% FPL. Among young children in Maryland, 54.1% of White (non-Hispanic) children are read to daily, compared with 47.7% of non-White children. National reading tests show that 32% of Maryland fourth graders are proficient or above in reading, ranking 25th in the nation. Maryland is poorly served for public libraries, having a large number of young children per library facility and ranking 49th of 51 for this measure. Reach Out and Read has moderate penetrance in Maryland, serving 9.8% all children age 5 and under, and 28.7% those living in or near poverty, ranking 29th and 18th respectively.

### **MASSACHUSETTS**

In Massachusetts, 57.8% of children age 5 and under are reported to be read to daily, above the national average of 48% and ranking 5th of 51. The racial/ethnic distribution among the early childhood population of Massachusetts is 73.9% White (non-Hispanic), 6.3% Black (non-Hispanic) and 10.5% Hispanic. Massachusetts is a relatively affluent state with only 11.2% of young children living in families below the FPL, while 40.8% of children live in families with incomes at 400% FPL or greater. In fact, Massachusetts has the lowest proportion of young children living in or near poverty in the nation (24.1%). Daily reading varies by income, ranging from 43.7% children in families with incomes less than 200% FPL to 70.1% for children with family incomes of 400% FPL or greater. Reading levels also vary by race/ethnicity with 63.1% of White (non-Hispanic) children read to daily versus 45.3% of non-White children read to daily. Reach Out and Read has a strong presence in Massachusetts, where the program was founded. ROR currently serves 29.3% all children in Massachusetts and reaches 91.9% of children

in the state who live in or near poverty, ranking 5th and 3rd respectively. Fourth grade reading levels in Massachusetts are the highest in the nation, yet still only 44% children have reading skills classed as proficient or above on national testing.

## **MICHIGAN**

In the state of Michigan, 51.1% of young children are reported to be read to every day, above the national average and ranking 19th of 51. Young children in Michigan are predominantly White (non-Hispanic) (71.8%), with 14.4% Black (non-Hispanic), and 6.6% Hispanic. Michigan ranks 36th of 51 for the proportion of young children living in or near poverty. Reading rates vary by family income level with 41.8% of young children from families with incomes less than 200% FPL read to daily compared with 59% of children whose families have incomes of 400% FPL or greater. Among White (non-Hispanic) children, 53.5% are reported to be read to daily compared with 46.3% of non-White children. In Michigan 31% of fourth graders are proficient or above in reading, ranking 27th of 51. ROR currently serves only 8.5% of the early childhood population, and 14.4% of young children who are living in or near poverty, ranking 34th and 40th in the nation for these measures.

## **MINNESOTA**

In Minnesota, 57.1% of children are reported to be read to daily, above the national average and ranking 6th of 51 nationally. Minnesota also has a relatively high ranking for school performance with 38% of fourth graders with reading skills proficient or above on national testing, ranking 4th of 51, and with a low 4.2% of school-age children having repeated at least one grade, ranking 2nd of 51 for this measure. The early childhood population of Minnesota is 81.6% White (non-Hispanic), 5.4% Black (non-Hispanic), and 7.3% Hispanic. Minnesota has a relatively low proportion of young children living in or near poverty, 28.2%. Reading levels in Minnesota vary by race/ethnicity with 59.4% of White (non-Hispanic) children read to daily compared with 47.3% of non-White children. In Minnesota, only 3.3% of young children age five and under are served by ROR, with 9.2% of young children living in or near poverty served by the program, ranking 43rd and 38th for these measures respectively.

## **MISSISSIPPI**

Mississippi has the lowest reported rate of reading to young children in the nation. Only 38.1% of children ages five and under are reported to be read to daily. Only Louisiana has a greater proportion of children living in poverty with the poverty rate among children in Mississippi being 32.9%. Mississippi also

has one of the lowest proportions of young children living in families with incomes of 400% FPL or greater (13.3%). Mississippi has a very low proportion of school-age children who are proficient or above for reading skills on national testing (18%), ranking 50th of 51. Mississippi has the highest proportion of children in the nation who have repeated at least one grade in school (24.6%). Reading rates vary by family income in Mississippi, but less so than in many other states, and reading rates are low across all income levels. For families with income levels of 400% FPL or greater, reading rates rank 50th when compared with families of the same income level in the other states. Reading rates vary by race/ethnicity, with 44% of White (non-Hispanic) children reported to be read to daily compared with 32.5% of non-White children; this is consistent with the reading rates being low across all races/ethnicities. Reading rates for young White (non-Hispanic) children in Mississippi are the lowest for White (non-Hispanic) children nationwide. Reach Out and Read has a modest presence in Mississippi, serving only 6.6% of the early childhood population, and only 19.8% of young children living at or near poverty, ranking 40th and 28th respectively. Mississippi is relatively well-served for public libraries, ranking 16th of 51 for the number of children age 5 and under per public library facility.

### **MISSOURI\*\***

In Missouri, 47.1% of young children are reported to be read to daily, close to the national average and ranking 33rd of 51. The early childhood population of Missouri is mainly White (non-Hispanic) (75.9%), while 15.9% of young children are Black (non-Hispanic), and 4.7% are Hispanic. In Missouri, 42% of young children live in or near poverty. Reading rates in the state vary by income level with 40.3% of children with family incomes less than 200% FPL read to daily compared with 56.4% of those with family incomes of 400% FPL or greater. Daily reading rates also vary by race/ethnicity with 48.9% of White (non-Hispanic) children read to daily compared with 41.6% of non-White children. On fourth grade reading tests, 32% of Missouri students have reading levels of proficient or above, ranking 25th of 51. Public library access is also close to the national average, ranking 24th of 51. Reach Out and Read currently serves 8.5% of the early childhood population and 16.7% of those who are live in or near poverty.

### **MONTANA**

In Montana, 50.9% of young children are reported to be read to daily, above the national average and ranking 22nd of 51. Children age five and under in Montana are predominantly White (non-Hispanic) (80.8%), with 0.2% Black (non-Hispanic), and 4.6% Hispanic. Montana has a relatively high

proportion of children who live in or near poverty (53.3%). In Montana, reading rates show relatively little variation by family income. Although 58.2% of children from families with incomes 200-399% FPL are read to daily compared with only 48.2% of children living in or near poverty (less than 200% FPL), only 46.1% children with family incomes of 400% FPL or greater are read to daily. Montana has a low proportion of children whose families are in this higher income category – only 12.1%. On fourth grade reading tests, 36% Montana students are proficient or above, ranking 8th in the nation. ROR has a moderate presence in Montana serving 13.7% of the early childhood population and 19.9% of children living in or near poverty, ranking 19th and 27th, respectively.

### **NEBRASKA**

In Nebraska, 49.4% of children age five and under are reported to be read to daily, close to the national average and ranking 26th of 51. Young children in Nebraska are predominantly White (non-Hispanic) (77.2%), with 5.5% Black (non-Hispanic), and 11.6% Hispanic. Nebraska has a relatively high proportion of children in middle income categories, with fewer children either with family incomes below 100% FPL (12.1%), or with family incomes 400% or above FPL (19.7%), ranking 16th of 51. Reading rates vary by poverty level with 36% of children with family incomes less than 200% FPL read to daily compared with 60.1% of children with family incomes of 400% FPL or greater. Daily reading rates also vary by race/ethnicity with 52.7% of White (non-Hispanic) children read to daily compared with 38.9% of non-White children. In Nebraska, 33% of fourth grade students are proficient or above in reading, close to the national average and ranking 19th of 51. Nebraska's ratio of young children to public libraries is close to the national average. ROR serves 21.5% of low-income children in Nebraska, with a rank of 25th of 51.

### **NEVADA**

Nevada has one of the lowest rates of reading to young children in the nation with 42.6% of children age five and under reported to be read to daily, ranking 47th of 51 for this parameter. The early childhood population of Nevada is 50.9% White (non-Hispanic), 7% Black (non-Hispanic), and 33.1% Hispanic. Nevada is in the middle range for proportion of children living in or near poverty (43.6%). Daily reading rates vary by income but are relatively low across all income categories, ranging from 36.1% daily reading to children with family incomes less than 200% FPL to 53.8% daily reading for children with families incomes of 400% FPL or greater. White (non-Hispanic) children have daily reading rates of 53.2%, ranking 34th of 51, while non-White children have daily reading rates of 31.2%, rank-

ing 48th of 51. Only 21% of fourth-graders are proficient or above in reading, ranking 47th of 51. ROR penetration in Nevada is limited, currently serving 6.6% of all young children, and 15.5% of children age five and under who are in or near poverty, ranking 41st and 36th for these measures. Nevada is relatively poorly served for public libraries, ranking 45th in the nation for number of young children per library facility.

### **NEW HAMPSHIRE\*\***

In New Hampshire, 60.7% of children age five and under are reported to be read to daily, ranking 3rd in the nation. School performance is also high, with 39% of fourth graders scoring proficient or above in reading, ranking 2nd in the nation. The grade repetition rate is moderate, with 9.4% of school-age children having repeated at least one grade, ranking 24th in the nation. New Hampshire has one of the lowest rates in the nation of children living below the federal poverty level (9.5%), and 28.2% with family incomes less than 200% FPL. New Hampshire has a high proportion of children with family income at 400%FPL or greater (35.4%). Young children in New Hampshire are predominantly White (non-Hispanic) (91.6%), with 0.3% Black (non-Hispanic), 3.5% Hispanic. There is relatively little variation in reading level by income compared with other states, and although 61.7% of White (non-Hispanic) children are read to daily compared with 49.3% of non-White children, reading rates across all races and ethnicities are high, with rates for non-Whites ranking 4th in the nation. Reach Out and Read serves 9.9% of all young children and 33.5% of those in or near poverty. New Hampshire is relatively well-served for public libraries, ranking 3rd in the nation for number of young children per library.

### **NEW JERSEY**

In New Jersey, 46.8% of children age five and under are read to daily, close to the national average and ranking 35th of 51. Fourth graders perform relatively well on national reading tests with 38% classed as proficient or above, ranking 4th in the nation. The grade repetition rate in New Jersey is 8.3%, ranking 16th in the nation. Young children in New Jersey are 55% White (non-Hispanic), 14.4% Black (non-Hispanic), and 22% Hispanic. New Jersey is a relatively affluent state, with only 29.3% of young children living in or near poverty and 41.7% of young children with family incomes of 400% FPL or greater. In New Jersey, there was a particularly wide variation in reading patterns by family income with only 28.8% of children with family incomes less than 200% FPL read to daily, the lowest rate in the nation

for that income category (ranking 51st), compared with 62.8% of children with family incomes of 400% FPL or greater (ranking 12th). There is moderate penetrance of ROR in New Jersey, serving 7.3% of all young children and 25.6% of those in or near poverty.

### **NEW MEXICO\*\***

In New Mexico, 42.9% of children age five and under are reported to be read to daily, below the national average and ranking 45th of 51. The early childhood population of New Mexico has the highest proportion of Hispanic children in the nation (55.8%), with 30.9% White (non-Hispanic), and 1.1% Black (non-Hispanic). New Mexico has the highest rate in the nation of children who are in or near poverty (59.6%), and the lowest proportion of children whose families have incomes of 400% FPL or greater (12%) in the nation. Daily reading varies by race/ethnicity and income with 55% of White (non-Hispanic) children versus 36.8% of non-White children read to daily, and 57.1% of children with family incomes at 400% FPL or greater read to daily versus 41% of children with family incomes in or near poverty. On tests of reading ability, 21% of New Mexico fourth graders had reading levels of proficient or above, ranking 47th in the nation. Grade repetition rates are moderate (11%), ranking 28th in the nation. Reach Out and Read has a moderate presence in New Mexico, reaching 13.9% of all children age five and under, and 19.6% of those in or near poverty, ranking 18th and 29th in the nation respectively for these measures.

### **NEW YORK**

In New York, 48.4% of young children are reported to be read to daily, close to the national average and ranking 28th in the nation. The early childhood population of New York is 51.7% White (non-Hispanic), 17.2% Black (non-Hispanic), and 22.6% Hispanic. Nearly 40% children age five and under are in or near poverty (39.6%). Daily reading varies by income level from 42.3% of children living at or below 200% FPL to 58.9% of children at 400% FPL or above. Reading also varies by race/ethnicity with 58.1% of White (non-Hispanic) children read to daily compared with 37.8% of non-White children. Among fourth graders, 34% are proficient or above in reading, ranking 17th in the nation. New York has a ratio of young children to public libraries that is close to the national average ranking 36th in the nation. Reach Out and Read serves 19.5% of the early childhood population in the state and 41.0% of those in or near poverty, ranking 8th and 9th respectively.

## NORTH CAROLINA

In North Carolina, 49.7% of young children are reported to be read to daily, close to the national average and ranking 25th of 51 in the nation. Fourth grade reading levels in the state are also at the national average with 30% of children proficient or above in reading, ranking 28th in the nation. A relatively high proportion (16.6%) of school-age children have ever repeated a grade, ranking 46th in the nation. Children age five and under in North Carolina are 64.5% White (non-Hispanic), 22.0% Black, and 7.9% Hispanic. Nearly half of young children live in or near poverty (46.7%). Reading rates vary by income from 44.6% of children read to daily who live under 200% FPL to 60.5% of children with family incomes of 400% FPL or above. Among White (non-Hispanic) children, 53.6% are read to daily compared with 43.1% of non-White children. North Carolina is relatively poorly served for public libraries, with the ratio of young children to library facilities above the national average, ranking 40th in the nation. Reach Out and Read serves 12.2% of the early childhood population in the state, and 24.7% of young children in or near poverty.

## NORTH DAKOTA

North Dakota ranks 30th in the nation for rates of daily reading to young children, with 47.3% of children age five and under reported to be read to daily. The early childhood population of North Dakota is predominantly White (non-Hispanic) (83.1%), with 0.4% Black, and 3.3% Hispanic. For children with family incomes less than 200% FPL, 43.6% are read to daily compared with 49.5% of children with incomes of 400% FPL or greater. Among White (non-Hispanic) children, 49% are read to daily compared with 37.6% of non-White children. In North Dakota, 35% of fourth graders are proficient or above in reading, ranking 12th in the nation. ROR serves 14.9% of the early childhood population (ranking 15th), and reaches 10.7% of children who are in or near poverty (ranking 42rd).

## OHIO

In Ohio, 51% of young children are reported to be read to daily, ranking 21st in the nation. Ohio's early childhood population is predominantly White (non-Hispanic) (76.9%) with a sizeable Black community (15.0%) and a smaller minority of Hispanic children (3.9%). Reading rates vary by family income, increasing as income increases (46.3% among incomes less than 200% FPL versus 54.6% among incomes of 400% FPL or greater) and are higher in White (non-Hispanic) than non-White children (52.5% vs. 46.0%). In Ohio 35% of fourth-graders are proficient readers or better, ranking 12th in the nation, while a relatively high proportion of school-age children have repeated a grade (13.5%), ranking 38th in the

nation. Reach Out and Read currently reaches 15.0% of the early childhood population in the state and 33.6% of young children living in or near poverty.

## **OKLAHOMA**

In Oklahoma, 45.9% of children age birth to five years are read to daily, just below the national average and ranking 39th of 51. Oklahoma ranks 38th for the percentage of fourth graders with reading levels at or above proficient (26%). The early childhood population in Oklahoma is predominantly White (non-Hispanic) (63.3%), with 8.8% Black (non-Hispanic), and 8.4% Hispanic. Oklahoma has a relatively low income early childhood population with 55.7% living in or near poverty, while only 14.8% of young children live in families with incomes of 400% FPL or above. A relatively high proportion of school-age students have repeated at least one grade (16.2%), ranking 44th. Reach Out and Read has minimal presence in Oklahoma, reaching 2.4% of the early childhood population and 3.9% of young children living in or near poverty. This represents the third to the lowest penetrance of ROR for the low income population among all the states.

## **OREGON**

In Oregon, 55.9% of children are reported to be read to daily, above the national average and ranking 9th in the nation. Fourth grade reading levels are at the national average, with 30% students classed as proficient or above, ranking 28th. Young children in Oregon are predominantly White (non-Hispanic) (73.2%), with 1.3% Black (non-Hispanic), and 15.8% Hispanic. In Oregon, 40.3% of children age five years and under are living in families with an income below 200% FPL. Reading rates vary by family income, with 51.5% of children living below 200% FPL read to daily compared with 70.7% of children with family incomes of 400% FPL or above. Three-fifths (60.8%) of White (non-Hispanic) children are read to daily compared with 42.8% of non-White children. Reach Out and Read currently reaches 10.4% of the early childhood population in Oregon overall and 20.6% of low income children aged five and under, ranking 25th and 26th in the nation respectively. The number of young children per public library is close to the national average, ranking 28th in the nation.

## **PENNSYLVANIA**

In Pennsylvania, 56.7% of children age five and under are read to every day, above the national average and ranking 7th of 51. On fourth grade national reading tests, 36% of Pennsylvania students are proficient or above, ranking 8th in the nation. The early childhood population of Pennsylvania is predomi-

nantly White (non-Hispanic) (76.2%), with 11.5% Black (non-Hispanic), and 6.4% Hispanic. Reading rates vary by family income, although to a lesser degree than in many other states. Over one-third (38.2%) of young children live in or near poverty in Pennsylvania. Among children with family income less than 200% FPL, 55.3% of young children are read to daily compared with 59.3% of children with family income at 400%FPL or greater. Reading also varies by race/ethnicity, with 60.6% of White (non-Hispanic) children read to daily compared with 44.9% of non-White children. Considering early childhood literacy resources, the number of young children per public library facility is just above the national average, ranking 32nd in the nation. ROR currently reaches 7.3% of young children in Pennsylvania, and 17.5% of low income children, ranking 38th and 32nd in the nation respectively.

### **RHODE ISLAND**

In the state of Rhode Island, 53.5% of young children are reported to be read to daily, ranking 13th of 51 in the nation. Rhode Island is the least populous state in the United States. The early childhood population is predominantly White (non-Hispanic) (72.5%), with 3.6% Black (non-Hispanic), and 16.4% Hispanic. Reading rates vary considerably by family income. While only 38.6% of children with family incomes less than 200% FPL are read to daily (ranking 40th in the nation), 71.9% of children with family incomes at 400% FPL or above are read to daily, the highest rate in the nation for children in this income category. On fourth grade reading tests, 30% of Rhode Island children are proficient or above, a level which is at the national average, ranking 28th in the nation. Rhode Island is relatively well served for public libraries, ranking 18th in the nation for number of young children per library facility. ROR has a relatively strong presence in Rhode Island, serving 37.6% of all young children and 88.2% of low-income children, ranking 4th in the nation for ROR penetrance for both of these measures.

### **SOUTH CAROLINA**

In South Carolina, 47.2% of children age five years and under are reported to be read to daily, just below the national average of 47.8% and ranking 31st in the nation. The early childhood population in the state is 59.9% White (non-Hispanic), 33% Black (non-Hispanic), and 7.9% Hispanic. Children living in families with incomes less than 200% FPL comprise 46.8% of the early childhood population in South Carolina. Reading rates vary by income, with 42.0% of children with family incomes less than 200% FPL read to daily compared with 55.7% of those with family incomes at 400% FPL or above. Additionally, while 53.2% of White (non-Hispanic) children are read to daily, only 38.2% of non-White young children are read to daily. Only 26% of fourth grade students in the state are proficient or above in reading,

ranking 38th in the nation. Young children in South Carolina are relatively poorly served for public libraries, ranking 41st in the nation for number of young children per library facility. ROR has a relatively strong presence in South Carolina, reaching 59.9% of young low-income children and 29.0% of all young children in the state, ranking 6th in the nation for ROR penetrance for both of these measures.

### **SOUTH DAKOTA†**

In South Dakota, 46.6% of children ages five and under are reported to be read to daily, ranking 37th in nation. Young children in South Dakota are predominantly White (non-Hispanic) (81.9%), with 0.4% Black (non-Hispanic), and 3% Hispanic. A little under half (45.4%) of South Dakota young children live under 200% FPL. Reading rates vary by income with 42.6% of young children with family incomes less than 200% FPL read to daily compared with 62.1% of young children living at 400% FPL or greater. In South Dakota there was relatively little variation in reading by race/ethnicity with 47.6% of White (non-Hispanic) children read to daily compared with 43.3% of non-White children. Reading rates for White (non-Hispanic) children were low compared with White children in other states (ranking 48th in the nation), while rates for non-White children were moderately high compared with other states (15th in the nation). On fourth grade literacy tests, 33% of students were proficient or above in reading, ranking 19th in the nation. South Dakota has the highest uptake of the ROR program in the nation. ROR serves 79.6% of all young children in South Dakota and all low income children. South Dakota is also relatively well served by public libraries, ranking 5th in the nation for number of young children per library facility.

### **TENNESSEE**

In the state of Tennessee, 45.4% of young children are reported to be read to daily, below the national average and ranking 41st of 51. In Tennessee, 46.3% of children age five and under live at or near poverty. The early childhood population of Tennessee is predominantly White (non-Hispanic) (71.8%), 18.7% Black (non-Hispanic), and 6.3% Hispanic. Reading rates vary by income with 43.0% of young children living in or near poverty read to daily compared with 54.4% those living at 400% FPL or greater. Only 27% of Tennessee fourth graders are proficient or above in reading skills, below the national average and ranking 37th in the nation. Tennessee also has relatively poor grade repetition rate with 14.8% school age children having repeated at least one grade, ranking 39th in the nation. ROR currently has very limited presence in Tennessee, serving only 4.4% of young low-income children and 2.2% of all young children in the state, ranking 48th and 29th in the nation for ROR penetrance, respectively.

## TEXAS

Rates of reading to young children in Texas are among the lowest in the nation, with only 41.7% of children age 0-5 reported to be read to daily, ranking 49th of 51. The Texas early childhood population is 44.7% Hispanic, 42.3% White (non-Hispanic), and 8.4% Black (non-Hispanic). Half of young children in Texas live under 200% FPL (50.2%). Reading rates vary by income with 33.7% of young children with family incomes less than 200% FPL read to daily compared with 59.2% those with family incomes of 400% FPL or greater. While 52.7% of White (non-Hispanic) children are read to daily, only 34.4% non-Whites are read to with the same frequency. Just over a quarter (29%) of Texas fourth graders are proficient or above in reading, below the national average and ranking 35th in the nation. Grade repetition rates are close to the national average (11.4%), ranking 33rd in the nation. Texas ranks 48th in the nation for number of young children per library facility. ROR currently serves only 9.0% of all young children, and 15.1% of low-income young children in Texas, ranking 33rd and 39th nationally for these measures.

## UTAH

In Utah, 46.6% of children age five and under are reported to be read to daily, just below the national average and ranking 36th in the nation. Young children in Utah are predominantly White (non-Hispanic) (82.7%), with 0.7% Black (non-Hispanic), and 12.4% Hispanic. The proportion of young children who are low income is 45.8%. Utah also has a relatively low proportion of young children with family incomes of 400% FPL or above (12.5%). Reading rates vary by income, with 46.3% of young children living under 200% FPL read to daily compared with 57.7% of those living at 400% FPL or above. While 48.2% of White (non-Hispanic) children in Utah are reported to be read to daily, only 37.2% of non-White children are read to daily. On fourth grade national tests, 35% of Utah students are proficient or above in reading, ranking 12th in the nation. The grade repetition rate in Utah is the lowest in the nation, with only 2.5% of school-age children having repeated at least one grade. Utah has a relatively high number of young children per public library, ranking 46th in the nation. Reach Out and Read has a limited presence in Utah, reaching 9.6% of all young children and 18.5% of low income children, ranking 30th in the nation for both ROR penetrance measures.

## VERMONT

Vermont ranks first in the nation for daily reading to young children, with 67.6% reported to be read to daily. The early childhood population of Vermont is mostly White (non-Hispanic) (92.6%), with 0.7%

Black (non-Hispanic) and 2.4% Hispanic. Vermont has the lowest rate of poverty for young children in the nation – only 7.9% of children age five and under are in families with incomes below the federal poverty level. However, Vermont does not have a particularly high proportion of young children living at 400% FPL or greater (21.3%). In Vermont, a high proportion of low income children are read to daily – 67.6%- the highest rate in the nation for children in this family income category. Surprisingly, daily reading rates for families at 400% FPL or above were actually lower than those in lower income groups (61.4%). Fourth grade literacy tests show that 38% of Vermont children are proficient or above in their reading skills, ranking 4th in the nation. Vermont has a lower than average grade repetition rate – 7.7%, 15th of all states. ROR has a relatively high penetrance in Vermont, serving 40.1% of all young children and 78.1% of those in or near poverty, ranking 3rd and 5th for these measures. Vermont is also well served for public libraries, having the lowest ratio of young children to libraries (214:1) in the nation.

## **VIRGINIA**

In the state of Virginia, 51.2% of children age five and under are read to daily, above the national average and ranking 18th nationally. Young children in Virginia are mainly White (non-Hispanic) (61.0%), with 23.7% Black (non-Hispanic), and 6.3% Hispanic. Virginia is a relatively affluent state yet still 34.7% of young children are living below 200% FPL, and 31.4% of children living at 400% FPL or greater. Reading rates vary by income with only 38.4% of young children living at less than 200% FPL read to daily compared with 60.5% of those living at 400% FPL or greater. Only 40.1% non-White children are reported to be read to every day compared with 57.3% White (non-Hispanic) children. In Virginia, 37% of fourth graders are proficient or above in reading on national testing, ranking 7th in the nation. A relatively high proportion of school-age children in Virginia – 13.1%- have repeated at least one grade, ranking 37th. Virginia has a higher than average number of young children per public library ranking 38th in the nation. Reach Out and Read serves 19.2% of the early childhood population, and 45.9% of low-income young children in Virginia, ranking 9th and 8th respectively for these measures.

## **WASHINGTON**

The state of Washington ranks 12th in the nation for daily reading to young children with 54% of children age five and under read to daily. Young children in Washington state are 65.6% White (non-Hispanic), 4.3% Black (non-Hispanic), and 13.4% Hispanic. The young childhood population is 38.1% low income. Reading rate varies by race/ethnicity with 58.7% of White (non-Hispanic) children read to daily compared with 44.9% of non-White children. While reading rates vary by poverty level, rates are

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relatively high among young children living below 200% FPL with 53.0% read to daily compared with 61.7% of young children with family incomes of 400% FPL or greater. Thirty-five percent (35%) of fourth-graders are proficient or above in their reading skills, above the national average, and ranking 12th in the nation. A relatively low proportion of school age children, 6.9% have ever repeated a grade. The number of young children per public library is above the national average, ranking 33rd in the nation. Reach Out and Read serves 13.5% of low-income young children, and 6.9% all young children in Washington state.

### **WEST VIRGINIA**

West Virginia reports a relatively high rate of reading to young children, with 54.4% read to daily, ranking 11th of all states in the nation. West Virginia has a high proportion of children who are low income, 57.4% living under 200% FPL. West Virginia also has the second lowest proportion of young children with a family income of 400% FPL or greater (11.6%), with only New Mexico having a lower proportion of children in this income category. Young children in West Virginia are predominantly White (non-Hispanic) (92.6%). Reading rates in the state vary little by income, with 54.8% of low income children reported to be read to daily compared with 52.1% young children living at 400% FPL or above. While 47.9% of non-White children are read to daily compared with 54.6% of White (non-Hispanic) children, the difference is less marked than in other states, and reading rates for non-White children are relatively high compared with other states. West Virginia is relatively well served for public libraries, having a ratio of 696 young children to each library, ranking 12th in the nation. Only 26% of fourth graders are proficient or above in reading, a proportion below the national average and ranking 38th in the nation. A relatively high proportion of school-age children (16.7%) have repeated at least one grade, ranking 47th in the nation for this measure. ROR currently reaches only 10.3% of young children in West Virginia, and 16.7% of young, low-income children in the state.

### **WISCONSIN\*\***

In Wisconsin, 46.1% of young children are reported to be read to daily, below the national average and ranking 38th in the nation. Young children in Wisconsin are predominantly White (non-Hispanic) (78.2%), with 8.3% Black (non-Hispanic), and 7.5% Hispanic. Wisconsin has a relatively low proportion of young children who are low income, with 36.3% living under 200% FPL. Only 30.5% of non-White children are read to daily compared with 50.8% of White (non-Hispanic) children, while 33.3% of young children with family incomes below 200% FPL are read to daily compared with 52.2% of those

with a family income of 400% FPL or greater. Thirty-three percent (33%) of Wisconsin fourth graders are proficient or above in reading, just above the national average and ranking 19th in the nation. Wisconsin has a low grade repetition rate of only 5.7%, ranking 4th in the nation. Wisconsin is relatively well-served for public libraries, the ratio of young children to public libraries being below the national average. ROR currently reaches 6.0% of young children in the state and 15.2% of those who are low income, ranking 35th and 29th respectively in the nation for ROR penetrance.

## WYOMING

Wyoming ranks 14th in the nation for daily reading to young children with 53% of children age five and under reported to be read to daily. The young childhood population is predominantly White (non-Hispanic) (83.9%), with 0.3% Black (non-Hispanic), and 9.6% Hispanic. In Wyoming, 44.4% of young children live in poverty. Reading rates vary little by income level, with 51.7% of young children whose families have incomes less than 200% FPL reported to be read to daily compared with 56.7% of those living at 400% FPL or greater. Only 45.8% of non-White children are read to daily compared with 54.5% White (non-Hispanic) children. In Wyoming, 34% of fourth graders are proficient or above in reading, ranking 17th in the nation. Wyoming ranks 18th for grade repetition (8.5%). The state is relatively well-served for public libraries, with 493 young children per library facility – below the national average and ranking 18th among states. Wyoming has the lowest penetrance of ROR of any state in the nation, serving only 1.0% of low-income and 0.6% of all children aged five and under in the state.