| POPULATION | 2010 | 2020 \% Change |  | POPULATION BY RACE (2020) |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total population | 311,361 | 296,181 | -4.9\% | Child population by race |  |  |  | g adult pop | tion by ras |  |
| Child population | 60,874 | 53,406 | -12.3\% | Hispanic 0-17 |  |  | 1,797 | anic 18-24 |  | 826 |
| - Ages 0-5 | 18,835 | 16,460 | -12.6\% | Non-Hispanic 0-17 |  |  | Non-Hispanic 18-24 |  |  |  |
| - Ages 6-12 | 23,536 | 20,951 | -11.0\% | - Africa | merican/Black |  |  | African Ameri | an/Black | 1,339 |
| - Ages 13-17 | 18,503 | 15,995 | -13.6\% | - Ameri | Indian |  |  | American Indi |  | 2,028 |
| Young adult population |  |  |  | - Asian/Pacific Islander |  | 530 | - Asian/Pacific Islander |  |  | 666 |
| - Ages 18-24 | 33,176 | 31,720 | -4.4\% | - White |  | 45,550 |  | - White |  | 26,861 |
| KEY TRENDS OVER TIME <br> (Most recent year is listed in parentheses) |  |  |  | BASE YEAR (2010) |  | MOST RECENT YEAR |  |  |  | Trend |
|  |  |  |  | Number | Rate N | Number | Rate | Rate Change | MI Rate |  |
| Children in poverty, ages 0-17 (2020) |  |  |  | 12,815 | 21.5\% | 8,560 | 16.4\% | -23.8\% | 16.8\% | - |
| Young adults in poverty, ages 18-24 (2020) |  |  |  | 9,657 | 35.3\% | 8,590 | 31.8\% | -10.0\% | 23.2\% | - |
| Households in poverty \& ALICE (2019) |  |  |  | 52,547 | 40.6\% | 53,877 | 42.6\% | 4.9\% | 38.1\% | - |

## ADDITIONAL DATA

(Data is for 2021 unless noted)
Children receiving...

- Free and reduced-price lunch, K-12
Number Rate MI Rate
- Subsidized child care, ages 0-12

| 18,626 | $50.0 \%$ | $51.1 \%$ |
| ---: | ---: | ---: |
| 502 | $1.3 \%$ | $1.8 \%$ |
| 311 | $0.5 \%$ | $1.0 \%$ |
| 9,855 | $17.2 \%$ | $21.9 \%$ |
| 6,938 | $50.3 \%$ | $43.5 \%$ |
| 591 | 10.3 | 15.3 |
| 9,673 | $83.7 \%$ | $81.5 \%$ |
| $\$ 51,146$ | $\mathrm{~N} / \mathrm{A}$ | $\$ 61,352$ |
| $\$ 580$ | $\mathrm{~N} / \mathrm{A}$ | $\$ 646$ |
| $\mathrm{~N} / \mathrm{A}$ | $35.5 \%$ | $38.7 \%$ |
| 18,090 | $12.9 \%$ | $13.7 \%$ |
| 28,143 | $22.2 \%$ | $26.2 \%$ |


| KEY TRENDS OVER TIME <br> (Most recent year is listed in parentheses) | BASE YEAR (2010) |  | MOST RECENT YEAR |  |  |  | Trend |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Number | Rate | Number | Rate | Rate Change | MI Rate |  |
| 3 - and 4-year olds in preschool (2020) | 2,974 | 47.1\% | 2,735 | 48.7\% | 3.4\% | 46.7\% | - |
| Students graduating on time (2021) | 3,103 | 83.5\% | 2,357 | 84.3\% | 1.0\% | 80.5\% | $\bigcirc$ |

ADDITIONAL DATA
(Data is for 2021 unless noted)
Children receiving Early On services by ISD, ages 0-2
Students in Special Education
Students who are homeless by ISD, K-12 (2020)
3rd graders proficient in English Language Arts, M-STEP
8th graders proficient in Math, PSAT

Number

| 859 | $4.9 \%$ | $3.4 \%$ |
| ---: | ---: | ---: |
| 6,359 | $17.1 \%$ | $14.5 \%$ |
| 2,188 | $2.6 \%$ | $1.9 \%$ |
| 1,004 | $45.6 \%$ | $42.8 \%$ |
| 846 | $36.1 \%$ | $36.0 \%$ |
| 133 | $4.8 \%$ | $7.7 \%$ |
| 997 | $6.5 \%$ | $6.8 \%$ |


|  | Improving | $\wedge$ | Rate per 1,000 | N/A Data not available |
| :---: | :---: | :---: | :---: | :---: |
| Ш | L Little Change | t | Rate per 10,000 | * Data suppressed |
| $\underline{1}$ | - Worsening |  | Rate per 100,000 | For all data definitions a |



Kids Count provides child advocates, agencies, public officials and legislators with the best available data, nonpartisan policy recommendations and tools to advance policies that benefit children. Our data-based profiles help decision-makers understand the educational, social, economic and physical well-being of children across the state.

An equitable, two-generation approach will help Michigan's kids keep moving forward.
A child's well-being should not be determined by their race, place or income, but data shows that this is the reality. That's why our racial equity lens considers how policy decisions help or hinder outcomes. We also consider access to opportunity for the adults in kids' lives when working to improve well-being.

