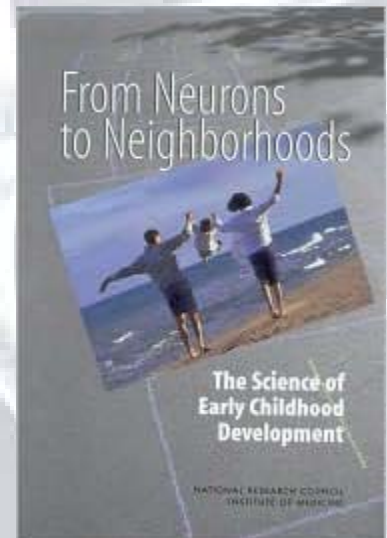


From Neurons to Neighborhoods: Neighborhood Data as a Key to Effective Early Childhood Policy

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Atlanta, GA

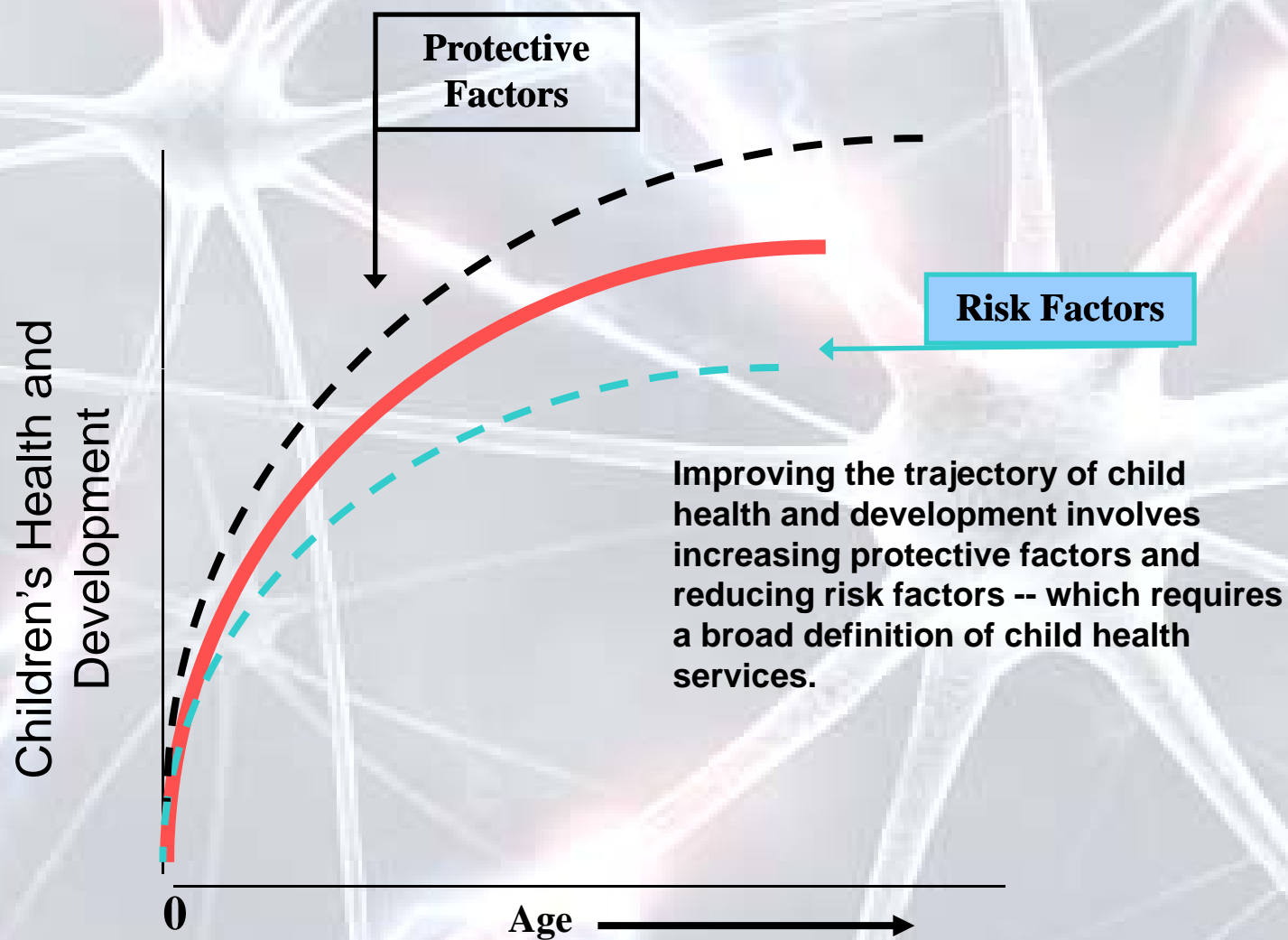


National and Polk County, Iowa Perspectives

- Why Early Childhood and School Readiness is Important
- Why a Neighborhood Focus is Needed
- How Neighborhood Level Data Can Inform and Spur Policy Actions (Polk County, Iowa examples)



Why Early Childhood and School Readiness is Important



Why Early Childhood and School Readiness is Important

What children know and can do at the time of kindergarten entry affects how well they do by the end of third grade.

- Up to half of the gap in achievement scores in school can be attributed to gaps already evident at the time of kindergarten entry.

Brooks-Gunn and McClanahan

Future of Children, Closing the Readiness Gap

- While schools can and should be responsible for narrowing the gap between kindergarten and third grade, eliminating the gap requires actions in the earliest learning years... from birth to school age

Rothstein, *Class and Schools*



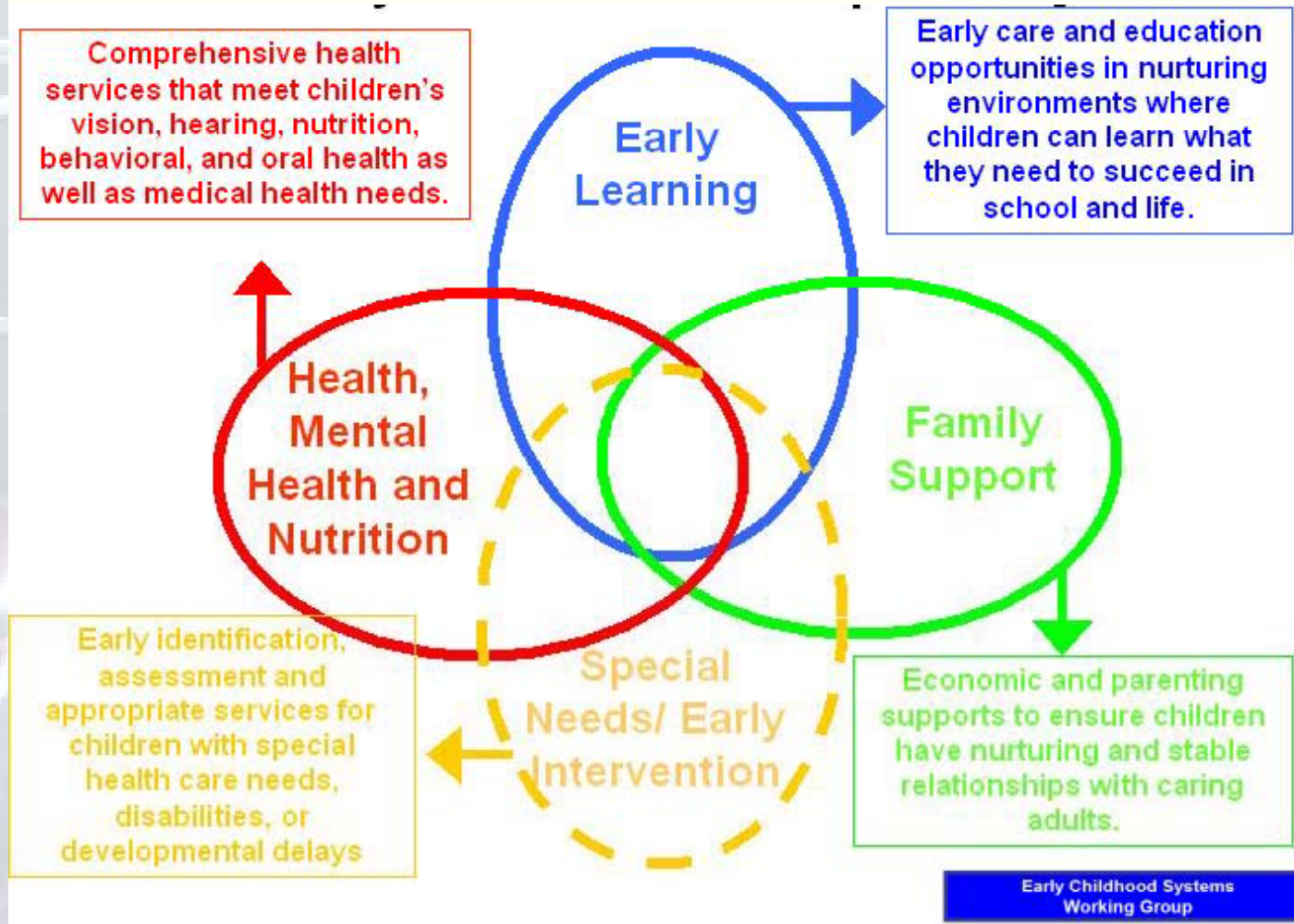
Why a Neighborhood Focus is Needed

- Where Young Children Get Services
- Where Children Get Supports



Where Young Children Get Services

Elements of an Early Childhood Development System



Where Children Get Supports

Learning colors and shapes with mom at the laundromat

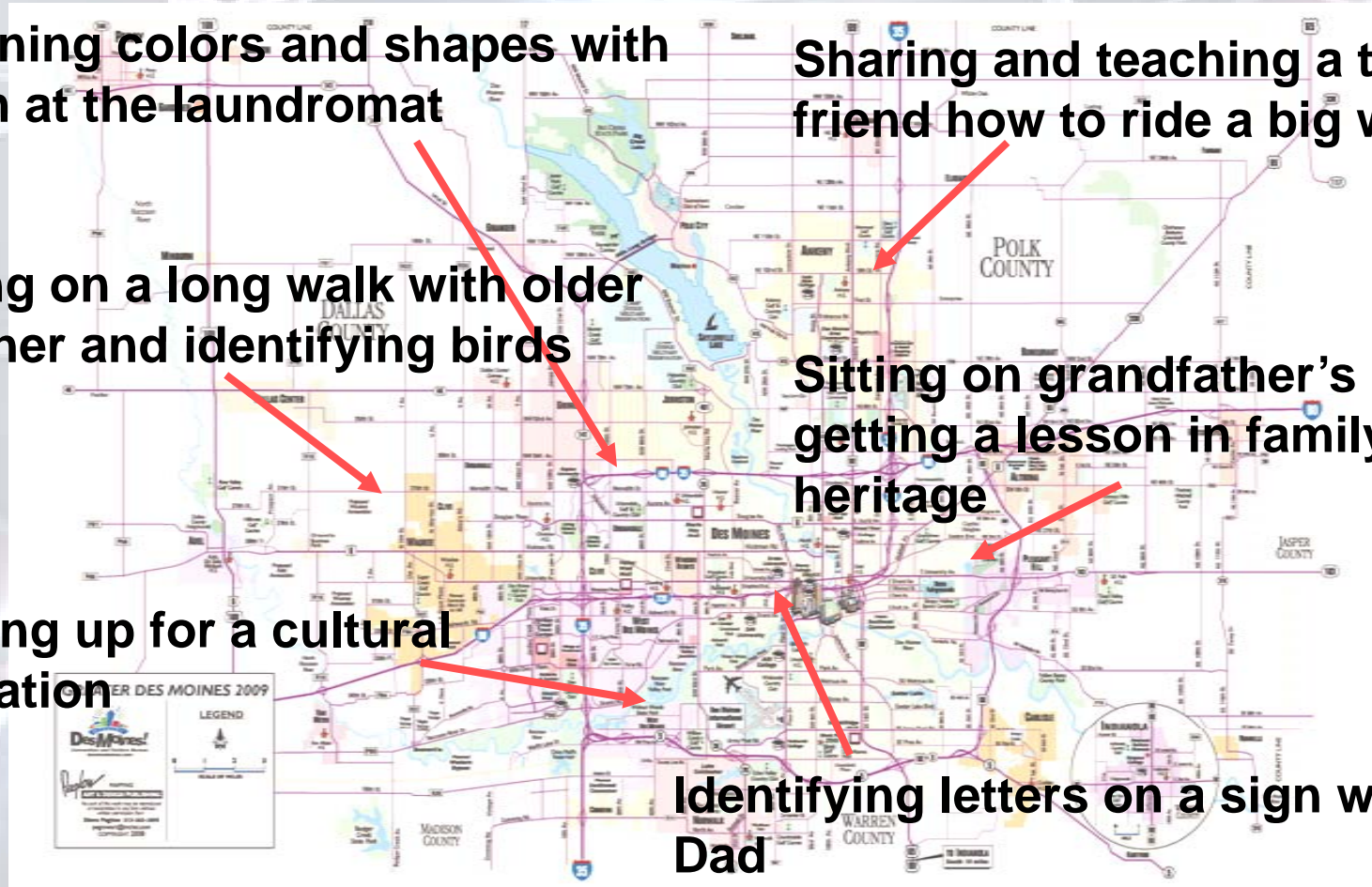
Sharing and teaching a toddler friend how to ride a big wheel

Going on a long walk with older brother and identifying birds

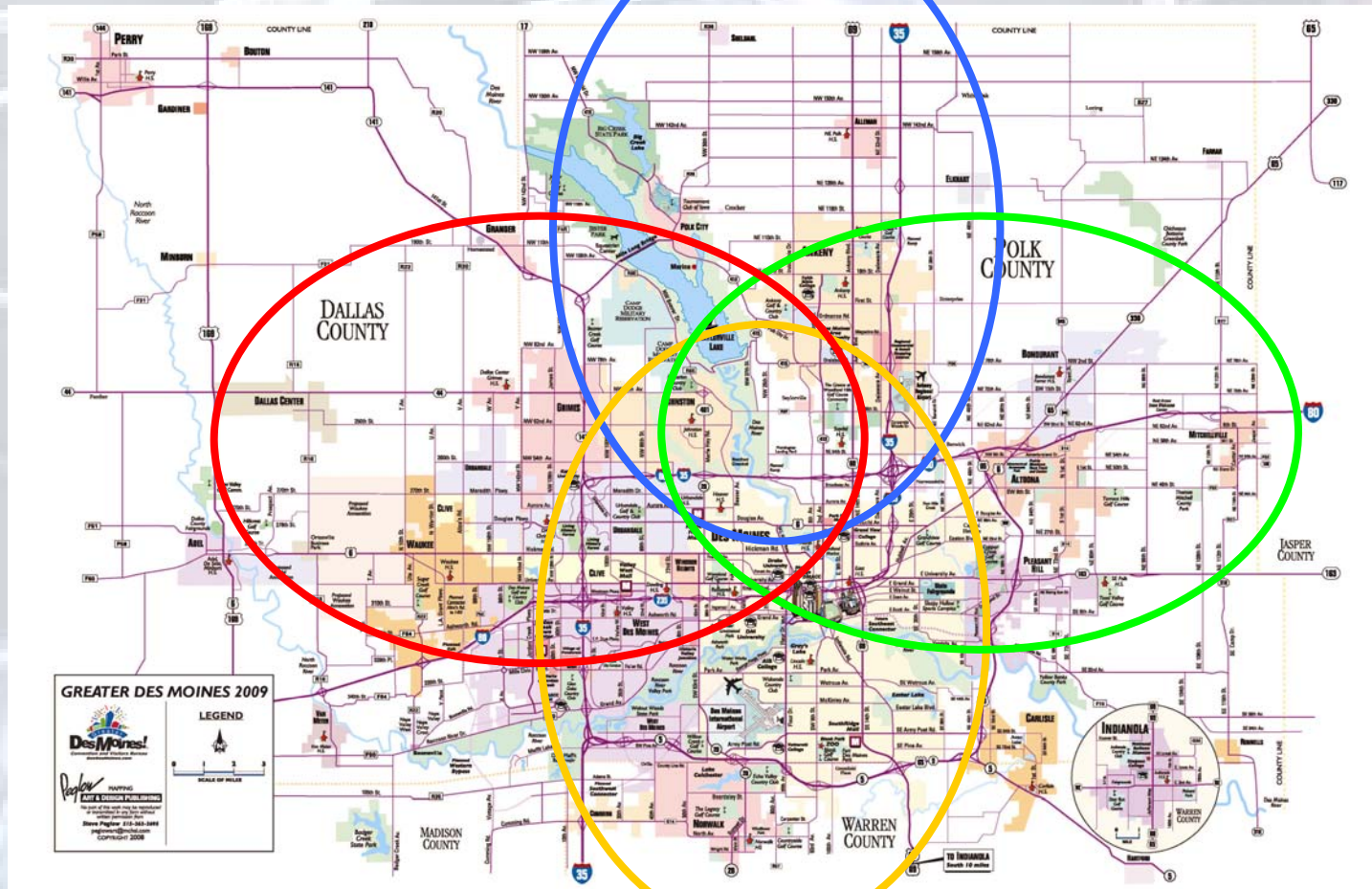
Sitting on grandfather's lap and getting a lesson in family heritage

Dressing up for a cultural celebration

Identifying letters on a sign with Dad



Where Children Get Services



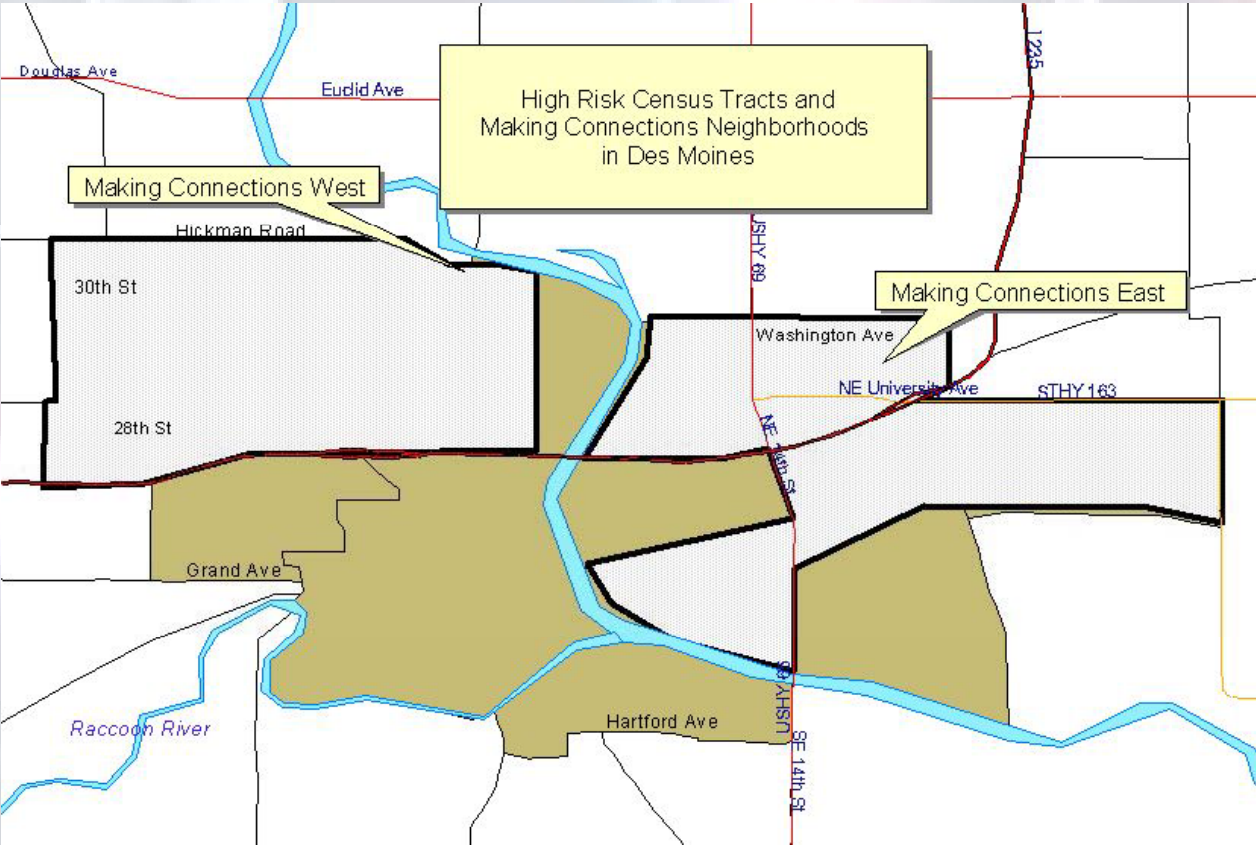
How Neighborhood Data Can Inform and Spur Policy Actions

- Prevalence of “School Unreadiness” and Targeting Resources
- Lead Screening and Remediation Emphasis
- Early Childhood Education Program Development



How Neighborhood Data Can Inform and Spur Policy Actions

A Neighborhood Focus for Strategic Investments



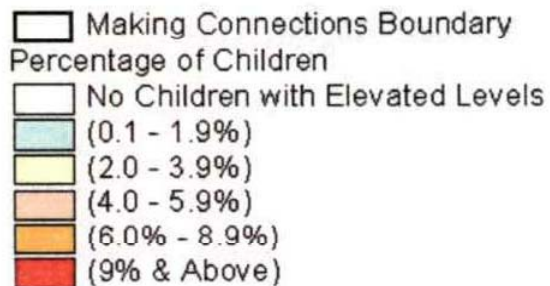
Prevalence of “School Unreadiness” and Targeting Resources

Neighborhood Characteristics and Needs

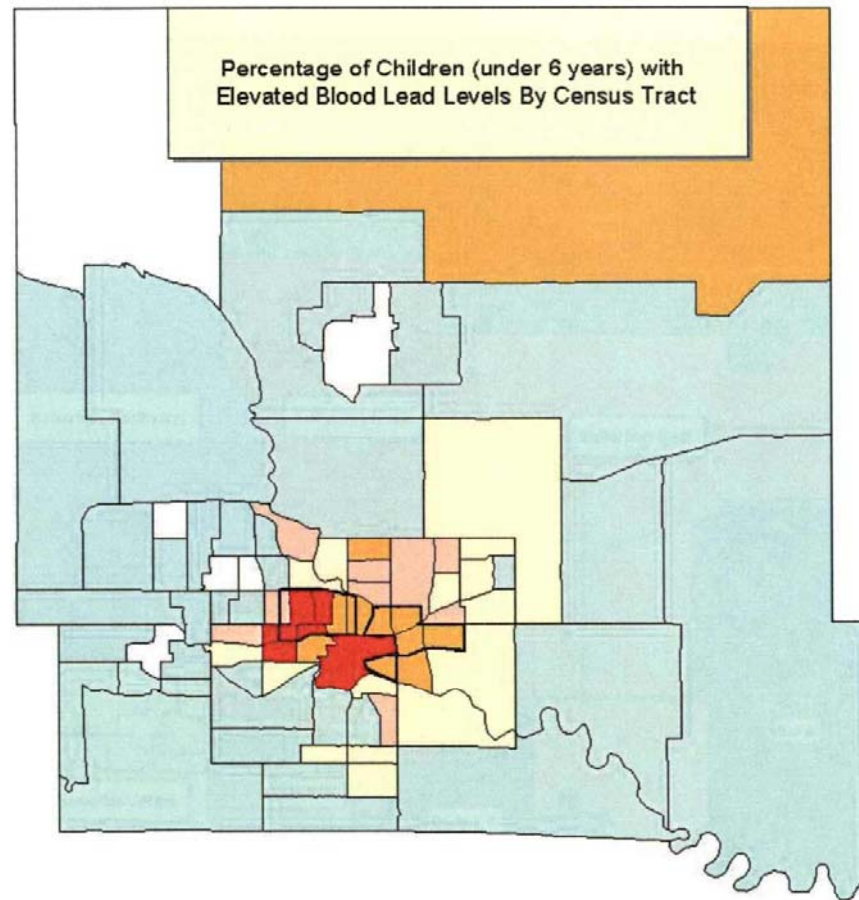
Features of Des Moines’ Highest Risk Census Tracts	Des Moines High Risk Census Tracts	Polk County
Single Parent Families	46.6%	24.4%
Families with Children in Poverty	27.7%	8.3%
25+ Population No High School Diploma	27.7%	11.7%
Low Birthweight Births	8.6%	6.7%
0-6 Tested with Elevated Blood Lead Levels	7.1%	2.4%
Adolescent Births	6.7%	4.3%
DIBELS % Kindergartners At Risk	38.7%	22.2%
3 rd Grade Reading Proficiency	49.8%	62.3%
% 0- to 5-Year-Olds of Total Population	10.4%	8.9%



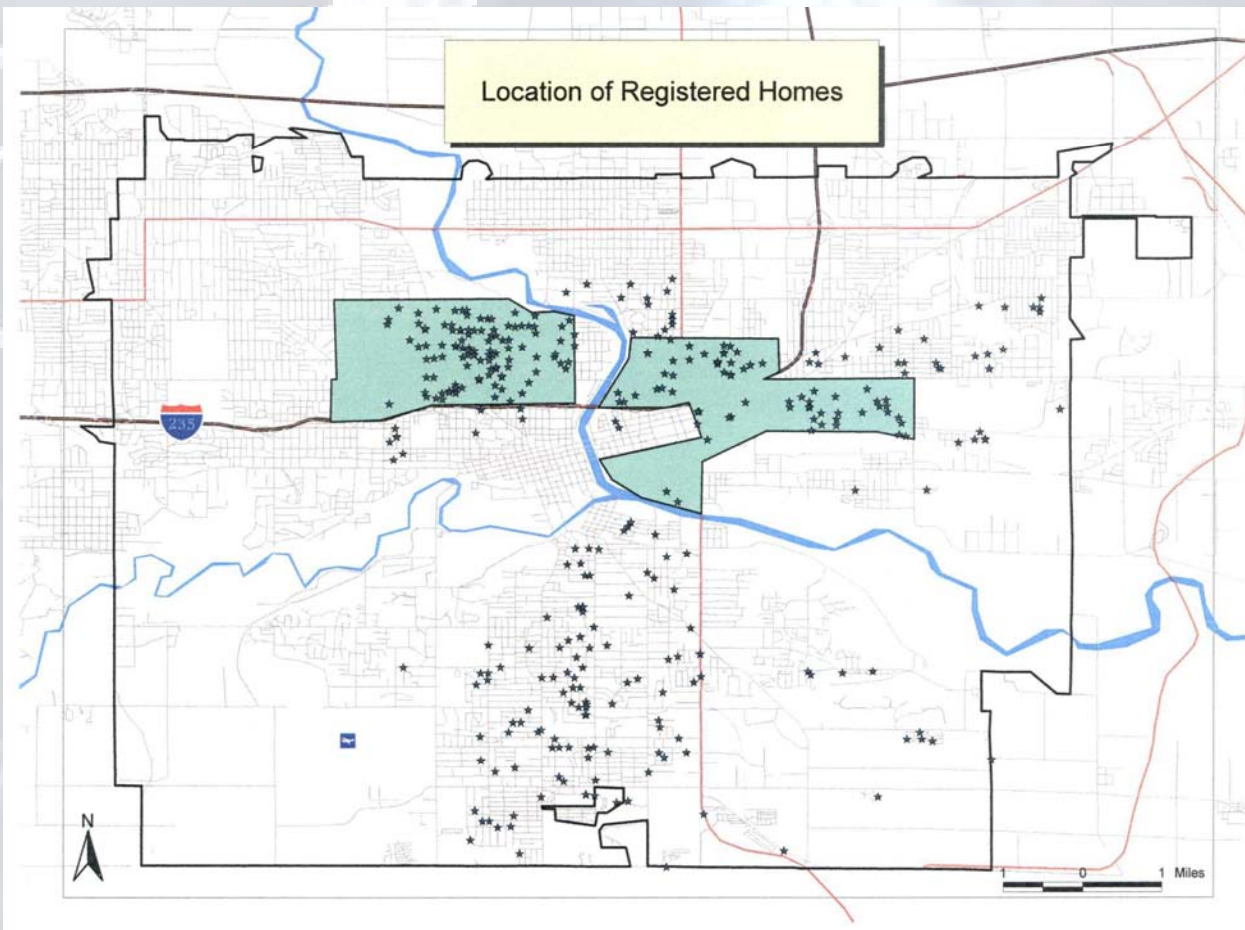
Lead Screening and Remediation Emphasis



% of children 0-5 in MC with an elevated blood lead screen at some time within three years averages 8.4% (varies by census tract in MC from 3.7% to 10.6%).
Potential undetected child lead poisoning in MC – 205 0- to 5-year-olds.



Early Childhood Education Program Development



While 18.7% of Des Moines' young child population, Making Connections neighborhoods contain:

- 24.6% of center child care slots
- 48.3% of registered family child care homes



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