Building Social Capital and Strengthening Families: The Potential for New Solutions to Child Poverty

June 1, 2016
PRESENTERS

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The BUILD Initiative (BUILD) & the Child and Family Policy Center (CFPC) launched the Learning Collaborative on Health Equity and Young Children.

Funding from the Robert Wood Johnson Foundation
Perspective on Poverty

When families struggle economically, the results can be devastating for young children.

• Meeting immediate basic needs – adequate health care, food and nutrition, safe housing, transportation and clothing – is compromised

• Families cannot make investments in activities for their kids that more affluent families care

• Families are under additional stress, which can carry over to their relationships with their children

• Children themselves can be stigmatized and have additional barriers to participating, at least on a par, in activities and opportunities for more affluent children
Perspective on Race

Cultural, racial, ethnic, and linguistic diversity should be a source of strength in society, but:

• Children of color and their families are more likely than white children and their families to experience social and structural discrimination, exclusion, marginalization and poverty.

• Race influences the social networks available to children and their families, and networks have a major impact on economic and social opportunities.

• Children are learning who they are and how they are treated in the larger world, and exclusion or discrimination and biases they or their families experience are damaging to their well-being (and children who learn prejudice are damaged, as well)
The Learning Collaborative has three primary goals:

1. Raise understanding and awareness
2. Advance knowledge
3. Develop and support leaders

The Learning Collaborative facilitates learning to:

- Integrate the assets of the health and early learning systems
- Promote equitable outcomes for young children
- Produce policy and practice change
The Learning Collaborative strategies for achieving these goals include:

• Information exchange with peers
  – cross-state webinars
  – learning tables
  – online discussions
  – in-person meetings
  – Participation in forums and meetings (like here)

• Targeted state/community support

• Data development providing actionable information on young children, their families and communities by race, language, culture, and socio-economic status

• Operation of a Collaborative Innovation Network (CoIN) promoting primary health practice transformation to respond to social determinants of health and improving health equity

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Focus of this Webinar

Building Social Capital and Strengthening Families: The Potential for New Solutions to Child Poverty
Poverty, Race, and Young Children: Intertwined and Profound

- **Poverty** affects material well-being but also affects relative status and opportunity for growth and development in society. Poverty is greatest among *young children* and has more implications than material well-being alone.

- Young *children of color* are much more likely than white children to experience poverty. They and their families also are much more likely to experience social and structural discrimination, exclusion, and marginalization that are hazardous to future development. This includes geographic segregation.

*June, 2016*
Young Children Age Group Most Likely to Live in Poverty

Distribution of the U.S. population by household income and age 2013

<table>
<thead>
<tr>
<th>Age Group</th>
<th>&lt;100%</th>
<th>100-199%</th>
<th>200-299%</th>
<th>300-399%</th>
<th>400+%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 Years</td>
<td>25.2%</td>
<td>23.1%</td>
<td>16.3%</td>
<td>11.6%</td>
<td>23.9%</td>
</tr>
<tr>
<td>6-17 Years</td>
<td>21.0%</td>
<td>22.0%</td>
<td>17.0%</td>
<td>12.8%</td>
<td>27.2%</td>
</tr>
<tr>
<td>18-64 Years</td>
<td>14.8%</td>
<td>17.2%</td>
<td>16.1%</td>
<td>13.5%</td>
<td>38.4%</td>
</tr>
<tr>
<td>65+ Years</td>
<td>9.4%</td>
<td>22.0%</td>
<td>19.1%</td>
<td>14.3%</td>
<td>35.1%</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, Public Use Microdata Sample, 2011-2013

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Young Children of Color by Far the Most Economically Disadvantaged

<table>
<thead>
<tr>
<th>Category</th>
<th>&lt;100% of Poverty</th>
<th>100-199% of Poverty</th>
<th>200-299% of Poverty</th>
<th>300-399% of Poverty</th>
<th>400+% of Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, NH</td>
<td>16.3%</td>
<td>19.7%</td>
<td>17.4%</td>
<td>14.6%</td>
<td>32.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>36.1%</td>
<td>30.2%</td>
<td>15.5%</td>
<td>7.7%</td>
<td>10.5%</td>
</tr>
<tr>
<td>African American</td>
<td>43.1%</td>
<td>25.5%</td>
<td>13.4%</td>
<td>7.2%</td>
<td>10.8%</td>
</tr>
<tr>
<td>All</td>
<td>25.4%</td>
<td>23.1%</td>
<td>16.1%</td>
<td>11.6%</td>
<td>23.8%</td>
</tr>
</tbody>
</table>

Source: United States Census, Public Use Microdata Sample 2012
Young children disproportionately live in places with high overall child poverty rates.

Place is particularly important to young children – where young children live affects the social, educational, health, and safety supports they need for their growth and development. Young children of color disproportionately live in very high poverty neighborhoods.
Poorest Neighborhoods: Wealthy in Young Children

Very Young Children (0-4) as Percentage of Population

By Census Tract Child Poverty level

Poverty Rate (%)

0 to 10 10 to 20 20 to 30 30 to 40 41 to 50 over 50

5.9% 6.4% 6.7% 7.2% 7.8% 8.6%

Implication: Poorest neighborhoods need half again as many child and family-friendly gathering points, activities, and supports.

Source: United States Census Bureau, Population Division 2013

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Poorest Neighborhoods: Highly Segregated

<table>
<thead>
<tr>
<th>Poverty Rate (%)</th>
<th>White non-Hispanic</th>
<th>African-American</th>
<th>Other</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 50</td>
<td>18.7</td>
<td>34.5</td>
<td>7.6</td>
<td>39.2</td>
</tr>
<tr>
<td>40 to 50</td>
<td>28.4</td>
<td>22</td>
<td>8.3</td>
<td>41.3</td>
</tr>
<tr>
<td>30 to 40</td>
<td>38.3</td>
<td>17.6</td>
<td>8.8</td>
<td>35.3</td>
</tr>
<tr>
<td>20 to 30</td>
<td>50.1</td>
<td>12.9</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>10 to 20</td>
<td>58.8</td>
<td>9.6</td>
<td>10.4</td>
<td>21.2</td>
</tr>
<tr>
<td>0 to 10</td>
<td>66.5</td>
<td>6.2</td>
<td>12.9</td>
<td>14.4</td>
</tr>
</tbody>
</table>

Note: While 8.4 percent of White, non-Hispanic children live in census tracts where the poverty rate is above 40 percent, 38.2 percent of African Americans, 31.9 percent of Native Americans, and 28.9 percent of Hispanics do.
Poverty, Place and Young Children: A Deeper Dive

These high poverty census tracts require community-building approaches – including strengthening social, educational, physical, and health capital for young children and their families.

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### Census Tract Comparisons from U.S. Census Data

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Poorest (50%+ child poverty)</th>
<th>Least Poor (10%- child poverty)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single parent families</td>
<td>60.1%</td>
<td>24.6%</td>
</tr>
<tr>
<td>Disconnected Youth (16 yrs. – 19 yrs.)</td>
<td>16.4%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Adults without high school degree</td>
<td>28.8%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Adults with college degree</td>
<td>12.7%</td>
<td>41.1%</td>
</tr>
<tr>
<td>Households with wage income</td>
<td>66.4%</td>
<td>78.3%</td>
</tr>
<tr>
<td>Households with savings/wealth</td>
<td>8.2%</td>
<td>30.1%</td>
</tr>
<tr>
<td>Owner-occupied housing</td>
<td>41.1%</td>
<td>75.2%</td>
</tr>
<tr>
<td>Preschool participation 3-5 year-olds</td>
<td>37.3%</td>
<td>49.4%</td>
</tr>
<tr>
<td>Young children of color</td>
<td>81.3%</td>
<td>33.5%</td>
</tr>
</tbody>
</table>

**Implication:** Whether or not a family is experiencing poverty, living in these poorest neighborhoods means there are likely to be fewer protective factors and more risk factors with which their children must contend as they shape their dreams and future expectations.
Left and Right Scholarship Agreements


Changes to American families and society threaten the future as we have valued it.

- Increased segregation (by place and associations) of upper- and low-class/income families and their children.
- Differences as result of this segregation: Idle and disconnected young men, single parenting by less-educated women, higher crime and lack of security in life – producing educational, health, and social disparities.
- Very different opportunities and worlds for children: two Americas and the “crisis” of “coming apart” – particularly for the next generation growing up.
- **PLACE** and **SOCIAL CAPITAL** matter.

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Bringing it to the Neighborhood Level: A Tale of Two Polk County Neighborhoods

Viva East Bank – long-standing core center of Des Moines (housing from early 1900s), stable in population size but changing racial demographics

South Johnston – northern suburb to Des Moines (housing from 1990s on), rapid growth and expansion with high racial homogeneity
Census Tract Comparisons – Viva East Bank and South Johnston

Poorest tracts (50%+ child poverty) compared to least poor tracts (10% child poverty):

<table>
<thead>
<tr>
<th></th>
<th>Viva EB</th>
<th>S. Johnston</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total population</td>
<td>8,443</td>
<td>8,946</td>
</tr>
<tr>
<td>0-4 as percent of population</td>
<td>9.0%</td>
<td>6.3%</td>
</tr>
<tr>
<td>0-17 as percent of population</td>
<td>31.5%</td>
<td>35.0%</td>
</tr>
<tr>
<td>Percent population white, NH</td>
<td>32.7%</td>
<td>94.0%</td>
</tr>
<tr>
<td>Single parent families</td>
<td>55.7%</td>
<td>12.1%</td>
</tr>
<tr>
<td>Disconnected Youth (16-19)</td>
<td>7.2%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
Census Tract Comparisons – Viva East Bank and South Johnston

<table>
<thead>
<tr>
<th>Poorest tracts (50%+ child poverty) compared to least poor tracts (10% - child poverty):</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults without high school degree</td>
<td>30.4%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Adults with college degree</td>
<td>7.5%</td>
<td>69.2%</td>
</tr>
<tr>
<td>Households with employment earnings</td>
<td>75.6%</td>
<td>88.6%</td>
</tr>
<tr>
<td>Households with savings/wealth</td>
<td>7.7%</td>
<td>45.2%</td>
</tr>
<tr>
<td>Owner-occupied housing</td>
<td>49.8%</td>
<td>92.8%</td>
</tr>
<tr>
<td>Preschool participation 3-5 year-olds</td>
<td>41.5%</td>
<td>65.4%</td>
</tr>
<tr>
<td>Population 18+ Limited English proficiency</td>
<td>11.7%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>
Beyond Census Data: Mapping Neighborhood Child Social Capital

Child recreational spaces (parks, playgrounds, jungle gyms, baseball diamonds, basketball courts, soccer fields, tennis courts, swimming pools, bike trails)

Organized activities for children (cub scout dens, soccer leagues, martial arts classes, tumbling tots, library reading programs, child art programs)

Elementary school resources (physical space, learning center resources, family programs, extra-school activities on site, per pupil funding)

Other child-and-family-friendly gathering spots (libraries, community centers, faith institutions – and their offerings for young children/families)
Beyond Census Data: Mapping Neighborhood Child Social Capital

**Child care and preschool** (registered/licensed centers and homes, quality ratings, private kindergarten preparatory schools)

**Language and culture-specific resources** (books, classes, activities that are culturally and linguistically consonant with the population)

**Everyday commercial establishments** (financial/banks/payday lenders, food/grocery stores/convenience stores/liquor stores, fitness centers/gyms, etc.)

**Resident hopes and dreams** (concerns and desires for neighborhood, interests in contributing to realizing those desires).
Homes and Yards

Viva East Bank       South Johnston

June, 2016
<table>
<thead>
<tr>
<th>Activity</th>
<th>Viva EB</th>
<th>S. Johnston</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball, soccer, basketball, tennis fields/courts</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Miles of bike paths</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td>Cub, brownie, girl scout troops</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>--- participants</td>
<td>41</td>
<td>352</td>
</tr>
<tr>
<td>Private music/ swimming/ martial arts locations</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Home swimming pools</td>
<td>0</td>
<td>68</td>
</tr>
</tbody>
</table>

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# Educational Resources and Opportunities

**Viva EB** | **S. Johnston**
--- | ---
Public Schools | 5 | 7
Computer in school labs | 40 | 100+
Corporate partners | 5 | 22
Library | Small | Large
Home Reported preschool participation of 4 year-olds | 35% | 60%
Child care centers | 14 | 10
Child care centers accepting subsidies | 11 | 2

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## Everyday Commercial Establishments

<table>
<thead>
<tr>
<th>Service</th>
<th>Viva EB</th>
<th>S. Johnston</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banks</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Payday lending/check cashing</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Nearby grocery stores</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Non-grocery stores that accept SNAP</td>
<td>42</td>
<td>12</td>
</tr>
<tr>
<td>Pet clinics and hospitals</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Laundromats</td>
<td>8</td>
<td>2</td>
</tr>
</tbody>
</table>
Resident Hopes and Dreams for
Themselves and Community

Detailed household surveys and focused front-steps interviewing/kitchen table conversations:

1. Kids rank high on what adults want for their community – activities and opportunities for children and youth tops list (above jobs, community safety)

2. Schools and churches seen as loci for additional services and supports

3. Residents want to contribute to their community – volunteer interest especially high around working with children

- from Making Connections

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Resident hopes, dreams, and opportunities can be realized

Building upon people’s passions and expertise is possible:

• Network of family development child care providers

• Voices to Be Heard mutual assistance groups for families with incarcerated parent

• 4H camp scholarships for Viva East Bank kids

• North High poetry slams

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Reducing the Disparities in Social Capital

- Public investments in recreation and space
- School and library investments in cultural activities
- Restructured investments in early childhood education
- Resources and appropriate incentives for resident leadership in activity development and operation
Building Social Capital for Young Children: 100 New Points of Light

Achieving Malcom Gladwell’s *Tipping Point*: multiple small activities that build upon where people are and what they want can produce larger community-wide impacts - graffiti removal and resident murals reduce crime

*Beyond left and right thinking about reducing poverty, ending inequities and building community*
Toward Purple Solutions to Young Child Poverty

BLUE Proposals: Minimum wage increase, paid family leave, affordable higher education, universal preschool

RED Proposals: Devolution for community ownership and solutions, faith-based/fatherhood/personal responsibility initiatives

PURPLE Proposals: TBD (government, community, early childhood, and health role in strengthening families and helping them build community with and not to or for those in the community)

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Building Social Capital for Young Children: Trusting the Opportunity

- Strong desire of adults to contribute to community building – particularly in terms of supporting children and youth
- Evidence of success with modest support
- As simple as $7.50 Wal-Mart family photo sessions
Implications to Early Childhood Systems Builders

LOCATION, LOCATION, LOCATION – –
Show the need and opportunity to focus on place to address eliminating poverty over a generation.

SOCIAL CAPITAL EMPHASIS – –
Show the need for community-building investments in poor neighborhoods that provide opportunities for young children and their families to play, learn, and grow (building upon indigenous leaders)

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Additional Resources

• Fifty State Chart Book: Dimensions of Diversity and the Young Child Population

• Where Place Matters Most: Young Children and Their Future

• Village Building and School Readiness: Closing Opportunity Gaps in a Diverse Society

• Top 10 Things We Need to Know About Young Children and Health Equity