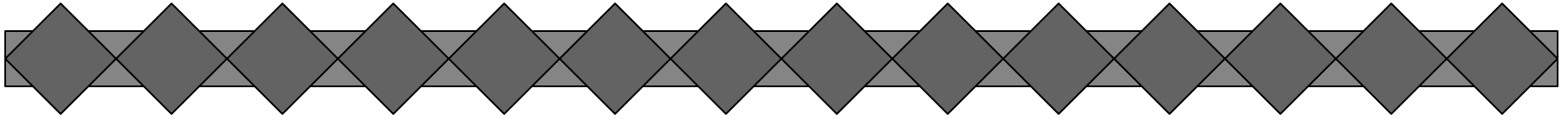


Place Matters:

Addressing the Needs of Special Populations for School Readiness



Council of Chief State School Officers Meeting

October 13, 2004

Portland, Oregon



Charles Bruner

Child and Family Policy Center

Place Matters:



Where children live helps determine:

- ◆ School readiness and success
- ◆ Effective school readiness strategies

Influence of Place Includes:



- ◆ child health and safety (housing, lead paint, and toxin exposure)
- ◆ play areas and recreational opportunities
- ◆ language environment and informal developmental activities

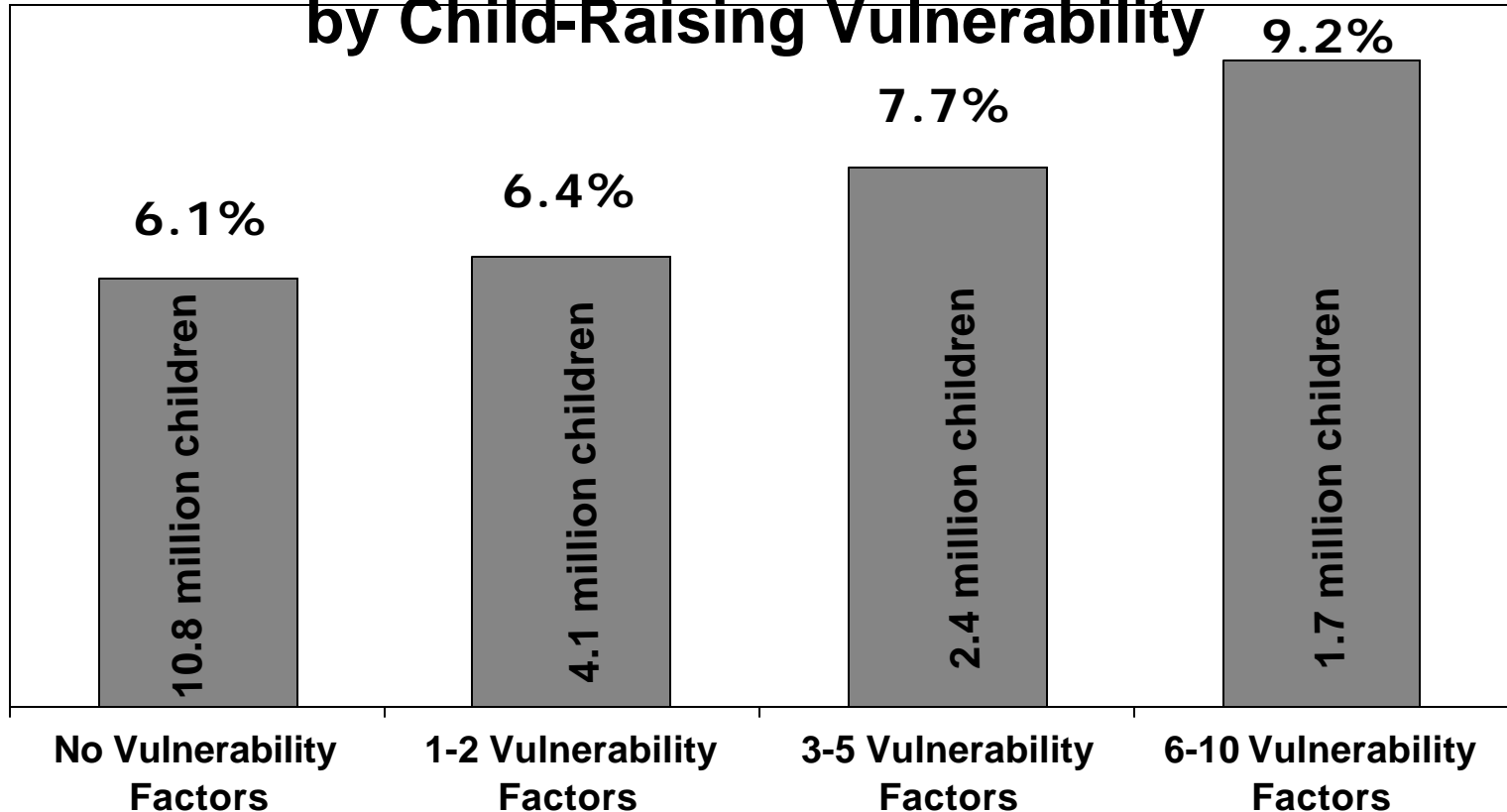
A Snapshot of America:

Differences Across Census Tracts by Child Raising Vulnerabilities (school, education, economic, wealth indicators)

	No Vulnerability Factors	Six or More Vulnerability Factors
% Single Parents	20%	53%
% Poor Families with Children	7%	41%
% 25+ No HS Completion	13%	48%
% 25+ BA or Higher	27%	7%
% HoH on Public Assistance	5%	25%
% HoH with Wage Income	81%	69%
% HoH with Savings, Dividend Income	42%	11%
% Owner-Occupied Housing	71%	29%

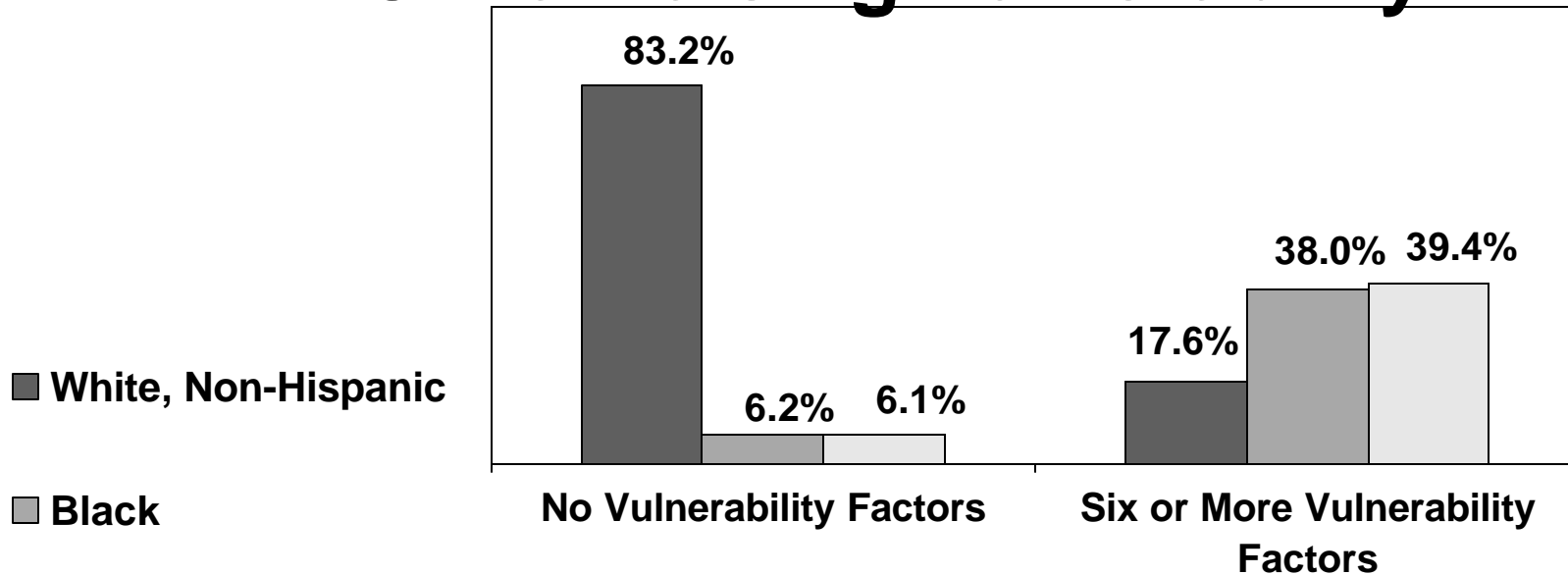
Poor Neighborhoods: Wealthy in Young Children

Very Young Children (0-4) as Percentage of Population by Child-Raising Vulnerability



Place and Race: Sharp Distinctions

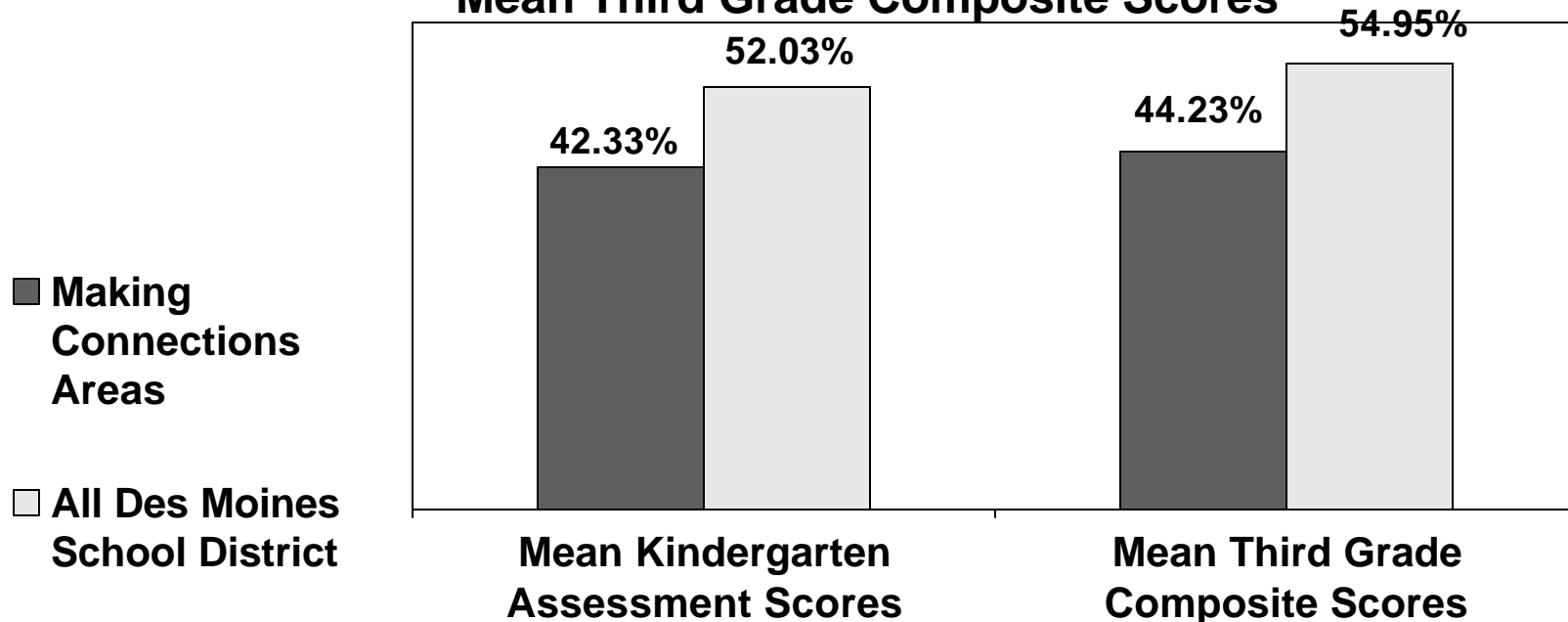
Racial Composition of Census Tracts by Child-Raising Vulnerability



Note: 1.7% of all White Non-Hispanics, but 20.3% of Blacks, and 25.3% of Hispanics live in census tracts with six or more vulnerability factors.

Starting Behind: Staying Behind

**Children from Des Moines Making Connections Areas
and Des Moines School District:
Mean Kindergarten Assessment Scores and
Mean Third Grade Composite Scores**



Implications of Place for Policy and Practice:



- ◆ Place matters and issues of place need to be addressed
- ◆ Color blind approaches (bringing credentialed White, Non-Hispanic teachers from suburbs in to teach preschools) won't build community and can do harm
- ◆ Place-based early childhood strategies (involving staff and career development for people in neighborhood) can improve school readiness, while building community and economic opportunity
- ◆ Birth to five (and beyond) focus is essential (preschool not a silver bullet for success)



SECEPTAN

State Early Childhood Policy
Technical Assistance Network

c/o Child and Family Policy Center
218 Sixth Avenue, Suite 1021
Des Moines, IA 50309-4006

www.finebynine.org

Resources and Publications Include:

- ◆ Beyond the Usual Suspects: Developing New Allies to Invest in School Readiness
- ◆ Child Welfare and School Readiness: Making the Link for Vulnerable Children
- ◆ Financing School Readiness Strategies: An Annotated Bibliography
- ◆ Health and and School Readiness: The Health Community's Role in Supporting Child development—New Approaches and Model Legislation
- ◆ On the Path top School Readiness: Key Questions to Consider Before Establishing Universal Pre-Kindergarten
- ◆ Seven Things Policy Makers Need to Know about School Readiness
- ◆ Up and Running: Compendium of Multi-Site Early Childhood Initiatives