Project DIRECT Tier-II Service Learning at Agenda for Children

KIDS COUNT Project

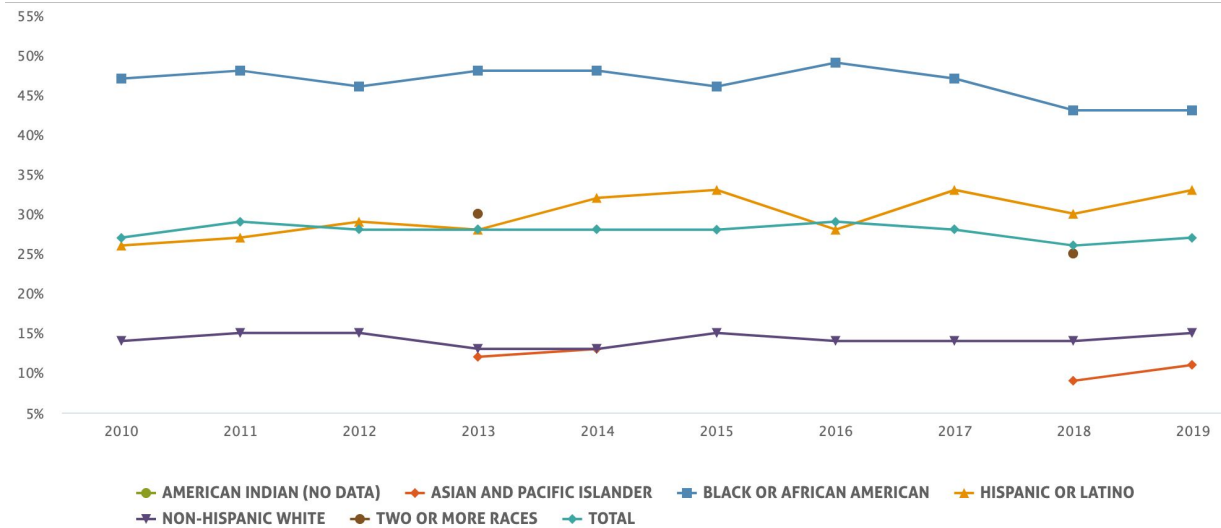Sam Goland

kids count

THE ANNIE E. CASEY FOUNDATION

CBPR: Fundamental Aspects

(Collins et al., 2018)

- Equal collaboration between researchers and community stakeholders
- Flexible research process shaped by the needs of the community
- Create positive, lasting social change

National KIDS COUNT Data Center

- Provides data about child well-being in the United States

- Informs policy and initiatives that benefit children

KIDS COUNT Data Center, 2021

55%
50%
45%
40%
35%
30%
25%
20%
15%
10%
5%

2010 2011 2012 2013 2014 2015 2016 2017 2018 2019

AMERICAN INDIAN (NO DATA)   ASIAN AND PACIFIC ISLANDER   BLACK OR AFRICAN AMERICAN   HISPANIC OR LATINO
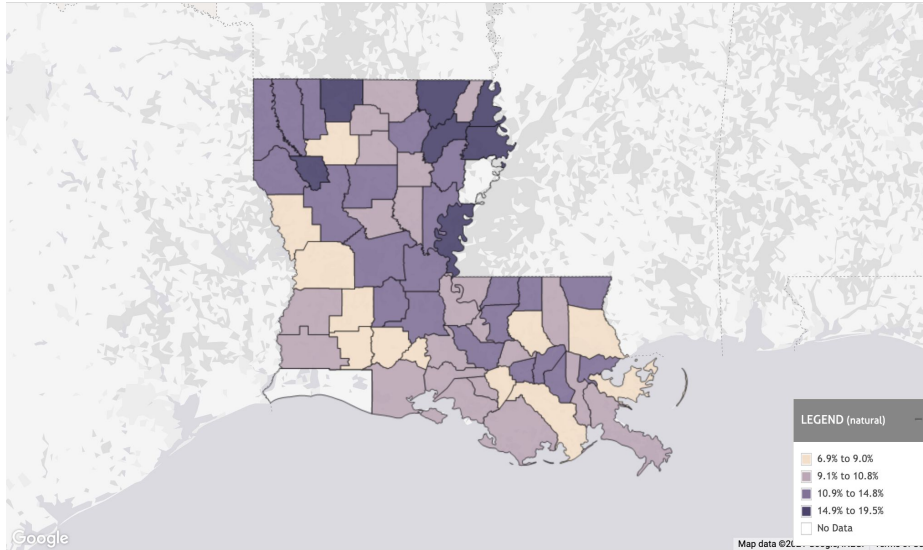NON-HISPANIC WHITE   TWO OR MORE RACES   TOTAL

Children In Poverty By Race And Ethnicity (Percent) - 2010-2019

National KIDS COUNT
KIDS COUNT Data Center, datacenter.kidscount.org
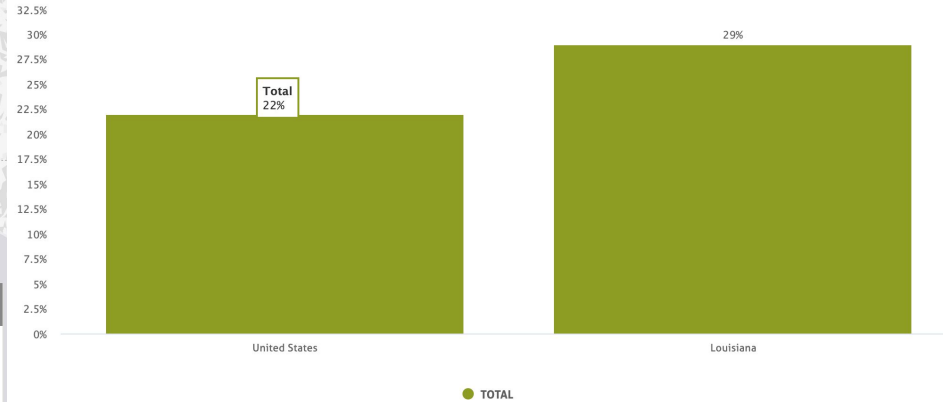A project of the Annie E. Casey Foundation

https://datacenter.kidscount.org/data/line/44-children-in-poverty-by-race-and-ethnicity?loc=20&loct=2#2/20/false/1729,37,871,870,573,869,36,868,867,133/asc/10,11,9,12,1,185,13/323

Agenda for Children

Louisiana KIDS COUNT Grantee

Low Birthweight Babies (Percent) - 2019

LEGEND (natural)
- 6.9% to 9.0%
- 9.1% to 10.8%
- 10.9% to 14.8%
- 14.9% to 19.5%
- No Data

Agenda for Children
KIDS COUNT Data Center, datacenter.kidscount.org
A project of the Annie E. Casey Foundation

https://datacenter.kidscount.org/data/map/1546-low-birthweight-babies?loc=20&loct=5#5/any/false/false/1729/any/7818/Purple/

Children Who Have One Or More Emotional, Behavioral, Or Developmental Conditions (Percent) - 2017-2018

National KIDS COUNT
KIDS COUNT Data Center, datacenter.kidscount.org
A project of the Annie E. Casey Foundation

https://datacenter.kidscount.org/data/bar/10668-children-who-have-one-or-more-emotional-behavioral-or-developmental-conditions?loc=20&loct=2#2/20/true/1648/any/20456

Independent Projects

Data Visualizations

Goal: Research other child health organizations' approach to data visualization to inform Agenda for Children's presentations of KIDS COUNT data

Data Indicator Cataloging

Goal: Compile list of other states' indicators to investigate gaps in Louisiana KIDS COUNT data
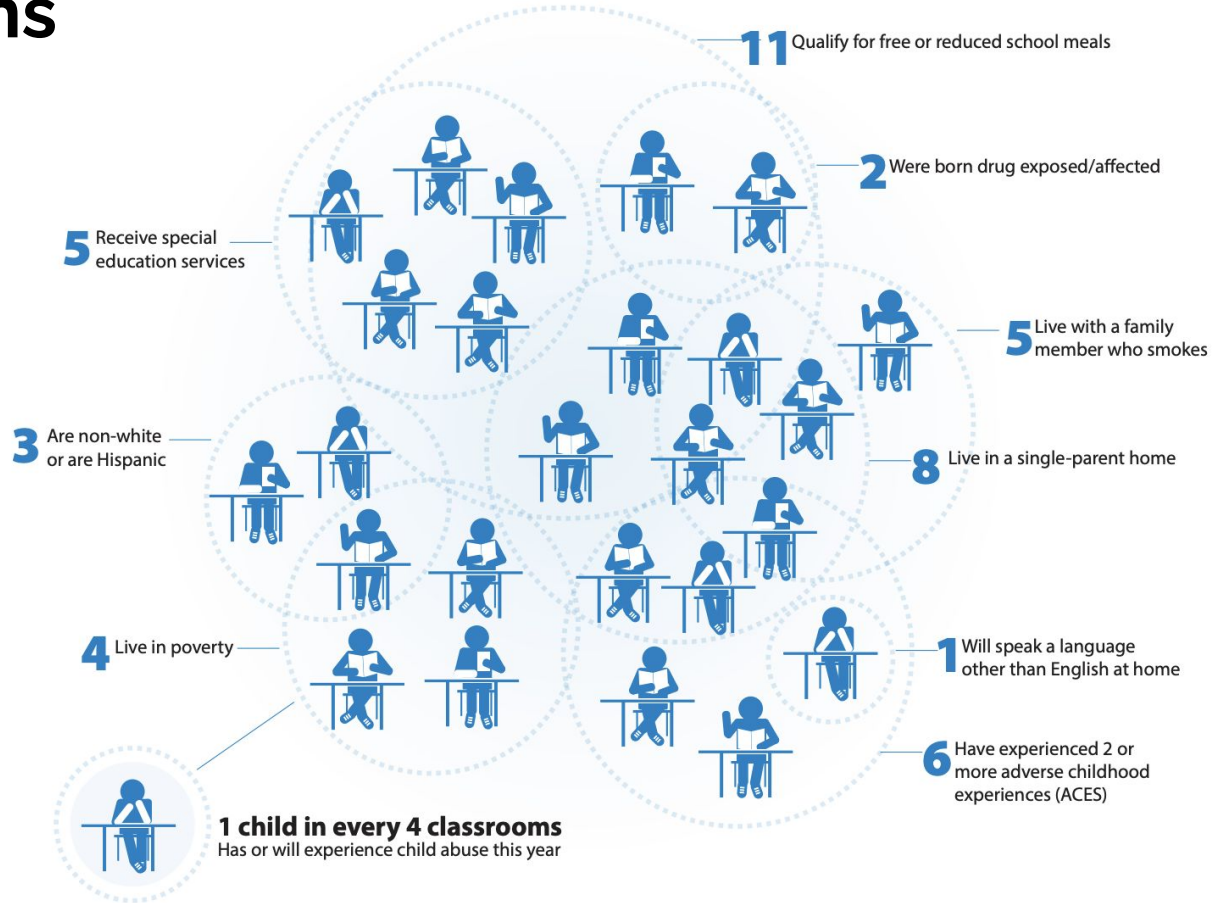
Data Visualizations

Maine Children's Alliance (2019)

What does this graphic communicate well?

Ideas for Agenda's presentation of KIDS COUNT data

A Hypothetical Classroom of 25 First Graders in Maine

11 Qualify for free or reduced school meals

2 Were born drug exposed/affected

5 Receive special education services

5 Live with a family member who smokes

3 Are non-white or are Hispanic

8 Live in a single-parent home

4 Live in poverty

1 Will speak a language other than English at home

6 Have experienced 2 or more adverse childhood experiences (ACES)

1 child in every 4 classrooms
Has or will experience child abuse this year

65% of students did not experience chronic sadness in California in 2019.

Sources and Notes

County overview

by % | by Child Population

CA Avg

1. Colusa	76%
Modoc	69%
Alameda	68%
San Diego	67%
San Luis Obispo	66%
San Benito	65%
Humboldt	64%
Inyo	63%
50. Trinity	56%

See all counties ⌄

Indicator breakdown by race

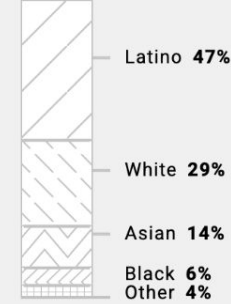|	
Asian students	69%
Black students	72%
Latino students	64%
White students	66%
Other students	62%
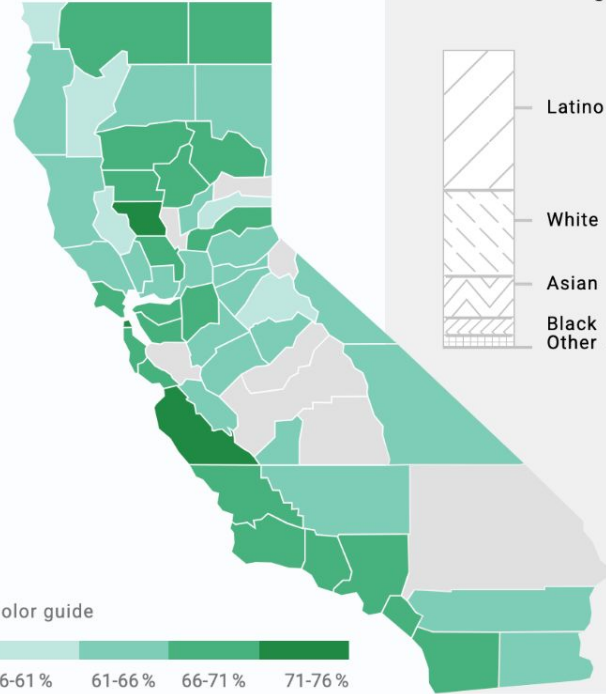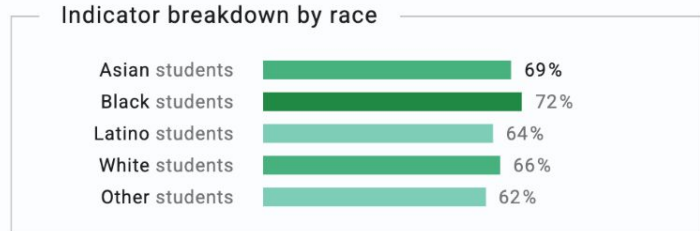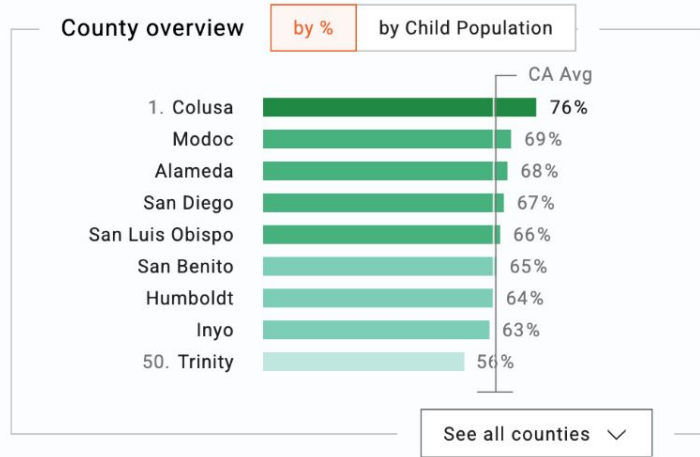
Most Recent State Demographics

14 million children/youth live in California

9.0 million ages 0 to 17   4.9 million ages 18 to 25

Latino **47%**

White **29%**

Asian **14%**

Black **6%**
Other **4%**

9% youth who identify as LGBTQ

195,000 students experiencing homelessness

4,120,630 children with at least one immigrant parent

42% children at or below 2x the poverty level

Color guide

56-61 %   61-66 %   66-71 %   71-76 %

(Children Now, 2021)

Data Indicator Cataloging

- ~800 indicators

- Identify gaps in research

| DEMOGRAPHICS | ECONOMIC WELL-BEING | EDUCATION | FAMILY & COMMUNITY |

| HEALTH | SAFETY & RISKY BEHAVIORS | RACE & ETHNICITY | COVID-19 |

Data Indicator Cataloging

Indicator	Category	Sub-Category	AL	AK	AZ	AR	CA	CO
Total Population	Demographics ▼	Basic Demograpl ▼						X
Total county population	Demographics ▼	Basic Demograpl ▼	X					
Child under age 20 population	Demographics ▼	Basic Demograpl ▼	X					
Pre-K children	Demographics ▼	Basic Demograpl ▼	X					
Total Population by Race	Demographics ▼	Basic Demograpl ▼				X		
Number of youth who identify as LGBTQ	Demographics ▼	Basic Demograpl ▼					X	
Child Population (Under 18)	Demographics ▼	Basic Demograpl ▼						
Child Population: American Community Survey (ACS), 2005-201	Demographics ▼	Basic Demograpl ▼						
Child population by gender	Demographics ▼	Basic Demograpl ▼	X	X	X	X	X	X
Child population 0-19 by race	Demographics ▼	Basic Demograpl ▼		X				
Child population 0-19 by gender	Demographics ▼	Basic Demograpl ▼		X				
Child population by age	Demographics ▼	Demographic Ind ▼	X					

Connections to CBPR

- KIDS COUNT is a database of statistics (Census data)
- Provides insight into health disparities in LA
  - One main goal of CBPR: Improve community health outcomes and reduce health disparities (Collins et al., 2018)
- Can provide information about which communities need interventions
  - Important foundation for CBPR
- Important to collaborate with community members (use more than just large-scale descriptive data) (Collins et al., 2018; Minkler, 2004)

Learning Takeaways

- Time, resources, and team work needed to create data centers such as KIDS COUNT

- Importance of presenting data in a straightforward, effective, accessible manner

- Need a variety of demographic, health, socioeconomic, educational, familial, and community indicators to paint a comprehensive picture of child well-being

Applications to School Psychology

- Reminder of the importance of a holistic view of child well-being
  - Consider familial, community, and cultural factors that influence child outcomes
- School psychologists must employ an ecological, community-based approach to translate data into effective interventions (Nastasi et al., 2000)

References

Collins, S. E., et al. (2018). Community-based participatory research (CBPR): Towards equitable involvement of

      community in psychology research. *American Psychologist, 73*(7), 884-898. http://dx.doi.org/10.1037/amp0000167.

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Maine Children's Alliance (2019). 2019 Maine KIDS COUNT. Maine Children's Alliance.

      https://mainechildrensalliance.org/site/assets/files/1241/kidscount_2019.pdf

Minkler, M. (2004). Ethical challenges for the "outside" researcher in community-based participatory research. *Health

      Education & Behavior, 31*(6), 684-697. http://dx.doi.org/10.1177/1090198104269566

Nastasi, B. K., Varjas, K., Schensul, S. L., Silva, K. T., Schensul, J. J., & Ratnayake, P.(2000). The participatory intervention

      model: A framework for conceptualizing and promoting intervention acceptability. School Psychology Quarterly,
      15, 207-232.