



# Poverty.....

## Early Learning in Snohomish County

Presentation to the Poverty Summit Panel

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# Impact of Poverty

Children who grow up poor, especially those who experience extreme, early or long-lasting poverty, are more likely to:

- Exhibit delayed cognitive development
- Have poorer school performance, social-emotional development, and physical health
- Be poor as adults

# Impact of Poverty

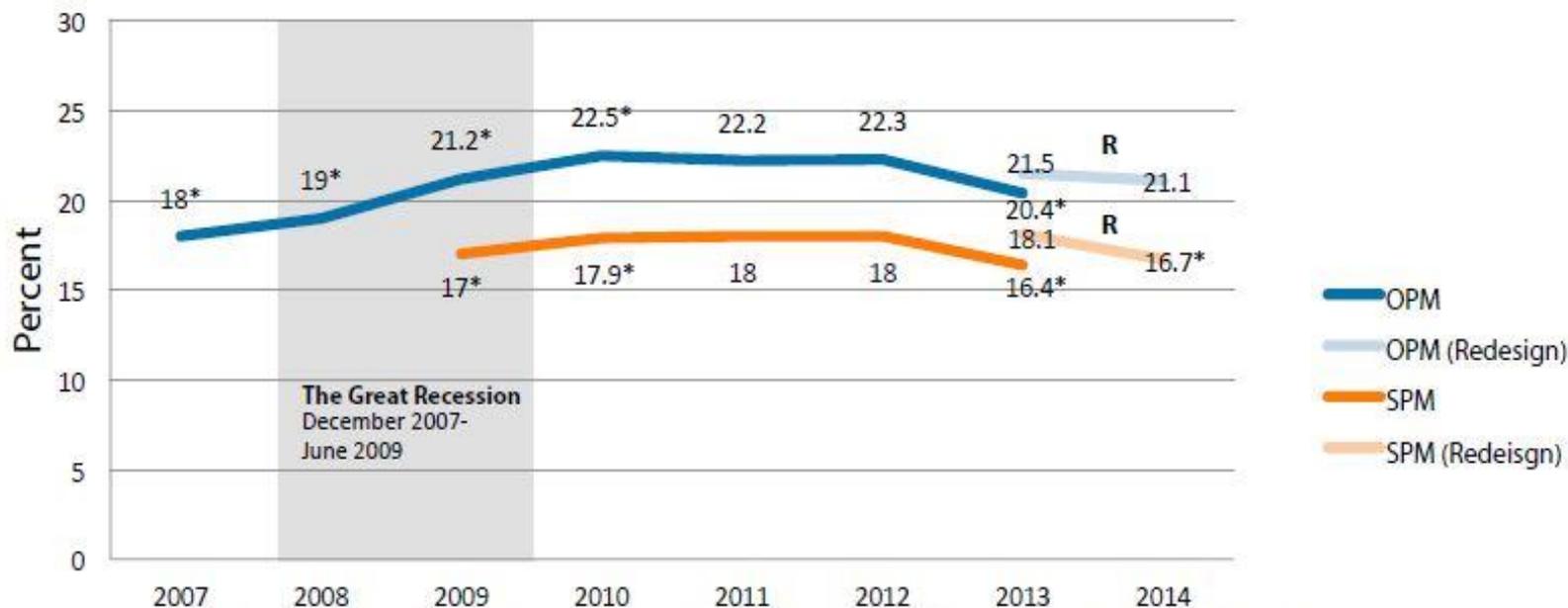
- More recent research on the potential effect of family income on children's brain structure and cognitive development highlights the need for an increased focus on identifying and implementing strategies for reducing poverty and ameliorating the negative effect of poverty on children's development

# Defining Poverty

- Official Poverty Measure (OPM)
- Varies by family income and family composition
- In 2014, the poverty threshold for a family of four (2 adults and 2 children) was \$24,008

# Child Poverty during and after the Great Recession

Child Poverty Rate Using the Official Poverty Measure and the Supplemental Poverty Measure: 2007-2014



Source: U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplements, 2008-2015.

\*Significant change from the previous year.

R=re-designed measure

# Pattern of Poverty

- The early years – the most critical point in the poverty cycle
- Chronic stress of children whose families suffer financial hardship leads to deficiencies in:
  - Learning patterns
  - Emotional development
  - Expectations and aspirations
  - Self-regulation
  - Health

# Current Research

## Nearly half of America's babies live in or near poverty.

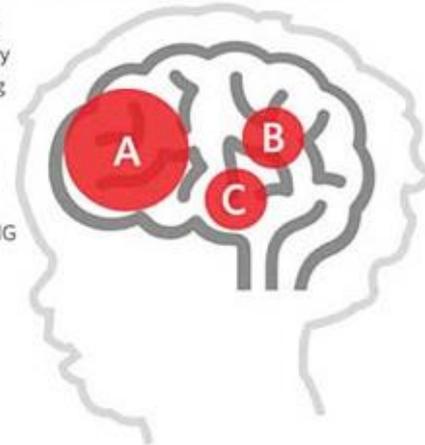
This is a clear warning sign for America's global competitiveness; almost half of our future workforce is in jeopardy of falling behind from the start.



## Research shows poverty diminishes brain growth.

Early stress and lack of positive early experiences means poverty gets under the skin, undermining development in key brain regions for school readiness and academic success.

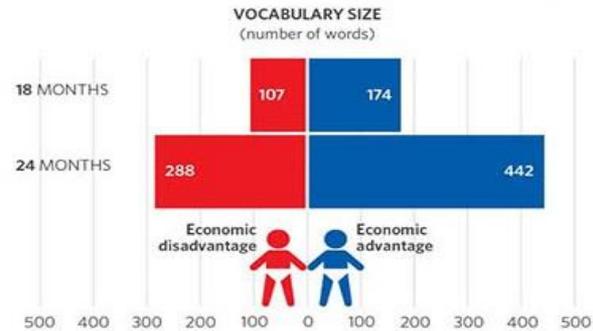
- A. SELF-REGULATION & LEARNING
- B. MEMORY & LANGUAGE
- C. EMOTIONAL CONTROL



# Current Research

## Gaps in development appear before children turn 2.

By age 2, children in the lowest socio-economic group are behind their peers in measures of cognitive, language and social-emotional development. A six-month gap in language skills undermines other learning.



SOURCE: FERNALD, MARCHMAN, & WEISLEDER, 2013

## Strong nurturing relationships help build healthy brains.

These relationships buffer children from harmful stress and strengthen brain development in key areas that affect academic success.



# Challenges for Snohomish County Families in Poverty...

## 2010 Snohomish County Low-Income Needs Assessment

- “Extreme Service Gap” exists when a service is extremely important to a household and very hard to get
- Extreme Gaps were identified in the following areas:
  - Dental (35%)
  - Housing (33%)
  - Medical (29%)
  - Buying Gas (28%)
  - Jobs (26%)
  - Energy Assistance (16%)

# Local Poverty Data for Children Under 5 years of Age

## SNOHOMISH COUNTY

Percentage of Children in Poverty (5-year Average)

2005-2009	2006-2010	2007-2011	2008-2012	2009-2013
11.3%	12.4%	13.7%	14.6%	15.4%

# Local Poverty Data

## COMMUNITIES SERVED BY ECEAP AND HEAD START

Children in households with income below Federal Poverty Level

2013

Everett	22.2%
Lake Stevens	10.9%
Marysville	16.8%
Lynnwood	21.5%
Edmonds	15.3%

# Snohomish County ECEAP and Head Start – Saturation Study

School District	Total HS and ECEAP Slots	Estimated eligible, likely to enroll, 3 & 4 year olds	Existing slots as percent of estimated eligible	Unserved, eligible, & likely to enroll (57% of 3's, 80% of 4's)
Arlington	54	197	27%	143
Darrington	33	29	114%	-4
Edmonds	157	671	23%	514
Everett	405	833	49%	428
Granite Falls	30	79	38%	49
Lake Stevens	80	228	35%	148
Lakewood	30	102	29%	72
Marysville	247	596	41%	349
Monroe	66	178	37%	112
Mukilteo	363	793	46%	430
Snohomish	60	214	28%	154
Stanwood-Camano	36	134	27%	98
Sultan	45	22	203%	-23

# Snohomish County ECEAP 2015-2016

## Demographics

<b>Living Situation</b>	
Single Parent/Guardian	42%
Foster Care	3%
Kinship Care	4%
Homeless during school year	4%
Homeless within 12 months prior	5%
<b>Ethnicity</b>	
Hispanic/Latino	33%
<b>Environmental/Developmental Risk Factors</b>	
On an IEP	4%
Chronic Health Condition	3%
Low birth weight (<5.5 lbs)	8%
Parent with disability	7%
Parent experiencing mental health issue	18%
Incarcerated parent	5%
Parent < 18 years old at child's birth	4%
Parent completed 6th grade or less	9%
Parent completed 7th - 12th grade, no diploma	25%
Family CPS/FAR involved	13%
Current or previous substance abuse	12%
Current or previous domestic violence	13%
Family isolation	13%

# What Early Learning Programs Need to Be...

- Comprehensive
- Multi-faceted
  - Social services/Family Support Services
  - Education
  - Health (including nutrition)
- Provide consistent, predictable, supportive interactions for children and families

# 2015 Snohomish County ECEAP Kindergarten Readiness Outcomes

Reflected below are the percentages of the 646 pre-kindergarten children whose knowledge, skill and behaviors in each area of development are at or above the range of skills needed to be ready for kindergarten entry as assessed in Spring 2015

