### Data Deck

#### Questions to consider as you review this data deck:

- What are your general reactions to the data?
- What questions do these data raise for you?
- What's the story behind the data? Does this relate to any personal or professional experiences you've had?
- What further information would be helpful?
- Thinking of the intent of the SBT ordinance and the CAB vision and values, what results do you want to achieve? What populations or issues do you want to focus on?
- Thinking of the intent of the SBT ordinance and the CAB vision and values, what solutions can you think of to address the issues raised by these data?

### Birth-to-Five

# Access to needed mental and behavioral health services (ages 6 months – 5<sup>th</sup> grade)



### Breastfed exclusively through 6 months



### Breastfed exclusively through 6 months



### Developmental screening last 12 months (ages 9 months to 5 years)



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## Families who are supported and feel connected



\*Significant differences by race/ethnicity, income, and education.

### Flourishing and resilient children (ages 6 months to 5 years)

King County	King County	8%	8% 33%			59%					Nur	mbe	er of	crite	ria r	met		
Child's	Female	6%		26%				6	8%									ii.e.
gender	Male	9%		4	40%		50%					ме	t all 4	criteri	а			
	Something else													Me	t 3 cri	teria		
Child's race/ethnicity	AIAN alone or in combination		25%		17%				58%					Me	t 0-2 (	riteria	eria	
race/ethnicity	Asian	10%		36	6%				54%	6								
	Black	9%		349	%				57%			<u>ا</u> ا		Su	opres	sed		
	Latino	13%		29	9%				57%									
	Multiple race			30%					67%									
	NHPI alone or in combination																	
	Some other race		25%			34%				41%								
	White	6%		33%					61%									
Household	Below 100% poverty	15%	6		30%				55%	)								
poverty	At or above 100% poverty	7%		33%					60%									
	Below 200% poverty	13%			35%				52	%								
	At or above 200% poverty	6%		32%					62%									
Respondent's	Less than high school	6%		32%					61%									
education level	High school graduate/GED	14%			33%				54	%								
	Some college, no degree	10%			41%				4	9%								
	College degree	7%		27%					67%									
	Advanced degree	5%		32%					63%									
Language	Chinese		25%					749	6									
spoken at home	English	7%		32%					62%									
	Russian																	
	Somali																	
	Spanish	18	%			43%				39%								
	Vietnamese																	
	Other	9%		349	%				57%									
Respondent's	Good, fair, or poor	8%			43%				4	9%								
overall health	Excellent or very good	8%		27%					65%									
		0% 1	0%	20%	30%	40%	50%	60%	70%	80%	90%	_						

Met all 4 criteria Met 3 criteria Met 0-2 criteria

Flourishing or thriving is a concept that contains multiple dimensions of physical health, mental and emotional health, caring, empathy and resilience. Flourishing was captured through the following questions: (1) child is affectionate and tender, (2) child bounces back quickly when things don't go his/her way, (3) child shows interest and curiosity in learning new things, and (4) child smiles and laugh a lot.

In 2017, 59% of King County children met all four criteria for flourishing and 33% met 3 criteria.

### Kindergarten readiness



This indicator shows the percent of students who enter kindergarten with expected skills in all six areas identified by the Washington Kindergarten Inventory of Developing Skills (WaKIDS). The six skill areas are: socialemotional, physical, language, cognitive, literacy, math.

> OSPI Report Card Data is for 2015-16 school years

# Parent/caregiver knowledge and support for early child development, 2017



Significant differences by child's race/ethnicity, family income, and language spoken at home.

## Reading, singing, and telling stories to children daily (ages 6 months to 5 years), 2017



Significant differences by child's race/ethnicity, language spoken at home, respondent's age, and respondent's gender.

No significant differences by income (data not shown on this slide).

Quality child care (ages 6 months through 5<sup>th</sup> grade), 2017

#### Child care – is affordable



Respondents who agreed with the statement: "This child's primary childcare/before- and after-school care program is affordable."

# Child care – children from diverse backgrounds



Respondents who agreed with the statement: "This child's primary childcare/before- and after-school care program includes children from a mix of cultural and economic backgrounds."

### Other quality child care indicators

Percentage of respondents who agreed their child's primary childcare program:	<b>King County</b>
Is adequately staffed*	90%
Spends the right amount of time on important activities*	84%
Provides the family opportunities to meet with staff to discuss their child's progress and needs*	84%
Provides a nurturing and caring environment*	97%
Offers opportunities for their child to build skills*	91%
Provides activities of interest to children*	91%
Provides a variety of activities <sup>^</sup>	90%
Supports positive self-esteem*	96%

\*No significant differences by child's race/ethnicity, family income ^Significantly more families with incomes \$150,000+ agreed with this statement (96%)

### Child economic indicators

	Number	Percent
Children ages 0-5 in poverty	6,000	15%
Children less than 6 in low-income working families	5,000	13%
Children under 18 living in households with a high housing cost burden	32,000	30%
Children under 18 without a vehicle at home	5,000	5%
Children under 18 living in high poverty areas	9,000	9%

Kids Count Data Center All data from ACS 2016

### Community themes and priorities

# Communities call for more early learning opportunities

- More Early Head Start programs. Limited access to child care subsidies for those who don't qualify for current Head Start or ECEAP subsidies was mentioned as a significant barrier.
- More free and low-cost options for child care.
- Access to child care services for children with special needs

### Other slides

#### Early and adequate prenatal care

King County	King County	71.3%
Mother's age	10–17	54.6%*
	18–24	60.9%*
	25–34	71.8%
	35–44	75.9%*
	45+	75.4%
Mother's education	<= 8th grade	61.1%*
	9th-12th grade, no diploma	60.4%*
	High school graduate/GED	64.1%*
	Some college, no degree	70.3%
	Associate degree	71.3%
	Bachelor's degree	75.9%*
	Master's degree	75.4%*
	Doctorate/professional degree	77.8%*
Mother's	Asian	71.0%
race/ethnicity	Black	61.3%*
	White	73.7%*
	AIAN	58.3%*
	Hispanic	67.9%*
	Multiple	69.2%
	NHPI	47.0%*
	Non-Hispanic	71.8%

\*Increasing age was associated with increased levels of early and adequate prenatal care.

\*Significant differences by race/ethnicity.

PHSKC: Best Starts for Kids indicator (WA DOH; birth certificate data, 2011-2015)

### Infant mortality: deaths in first year of life



**Place-based disparities** (data not shown on this slide): Infant mortality was higher in Seattle and South Region than North or East Regions. The neighborhood with the highest infant mortality was Downtown Seattle (9.3 per 1,000 live births) whereas the neighborhood with the lowest infant mortality was Ballard (1.5 per 1,000).

**Race-based disparities:** Infants born to Asian mothers had the lowest levels of mortality (2.9 per 1,000 live births). Infants born to American Indian/Alaskan Native mothers had the highest levels (11.2 per 1,000 live births).

PHSKC: Best Starts for Kids indicator (WA DOH; birth certificate data, 2011-2015) Households with children under 6 with child abuse or neglect reports that are investigated



PHSKC: Best Starts for Kids indicator Partners for our Children Data