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KIDS COUNT Data Analyst, 2007-2018







#### Overview

- What is KIDS COUNT?
- What does KIDS COUNT do?
- How can KIDS COUNT help you in your work?

### What is KIDS COUNT?

# National KIDS COUNT

- National KIDS COUNT Organization
  - Funded by the Annie E. Casey Foundation
  - Started in 1948
  - Have grantees in every state
  - Grantees provide information & research; advocate on behalf of children



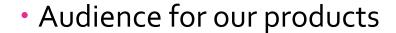
THE ANNIE E. CASEY FOUNDATION

- Mississippi KIDS COUNT
  - Funded by national KIDS COUNT for state of Mississippi
  - Also receives support from MSU
  - Located in the Family and Children's Research Unit at the Social Science Research Center since 2007
  - Dr. Linda H. Southward Co-Director



- Leading resource for information on Mississippi's children
- Catalyst for improving outcomes for children, families, communities
- Provide research and pro-child policy recommendations







- Policymakers
- Practitioners working with children
- Advocates
- Non-profits



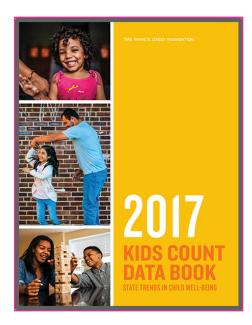
# What does KIDS COUNT do?

# Provide information about kids & families

# National KIDS COUNT

#### Annual National Data Book

- Compares each state on measures of children's well-being
- Health, economic conditions, education, family & community
- Mississippi Rankings:
  - 2000: 49 out of 50
  - 2013: 49 out of 50
  - 2017: 50 out of 50
  - 2018: 48 out of 50



# National KIDS COUNT Why Improved?

- Economic Well-being from 2010-2016
  - Like other states, had gains
  - Still highest rate of child poverty in nation: 30%
  - 46% for Black children
  - Poverty=toxic stress=brain development interference=worse outcomes

#### National KIDS COUNT Why Improved?

- Health from 2010-2016
  - Mixed results
  - Improvements in low-birthweight babies
  - Rest of nation got worse
  - But, still highest rate in the nation

# National KIDS COUNT Why Improved?

- Education from 2010-2016
  - Gains in 3 out of 4 indicators
  - Improvements in grade-level reading & math
  - Worse 3 & 4 year olds in preschool
  - State-funded Pre-K serves <1% of 4 yr olds</li>
  - Investments in high-quality early care & ed
    - 7:1 return for all children
    - 13:1 return for low-income, minority children

# National KIDS COUNT Why Improved?

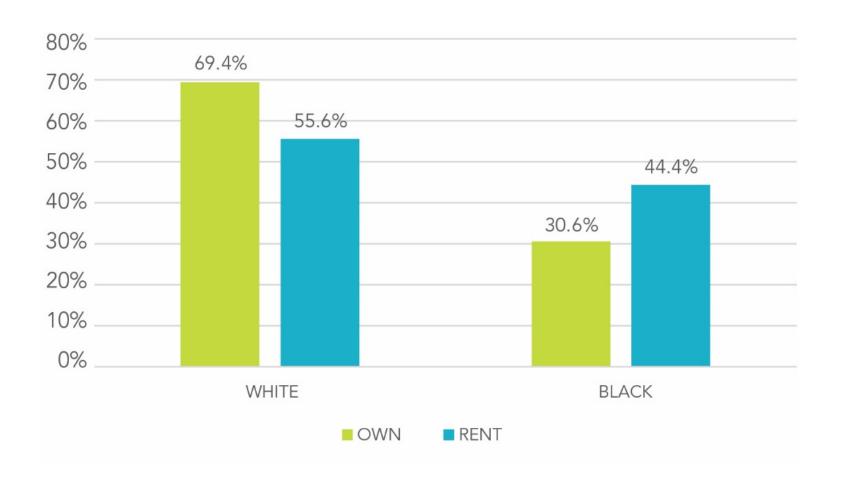
- Family & Community from 2010-2016
  - Improvements in all four indicators
  - But so far behind, ranked 50
  - Highest rates of children in single-parent families
  - And children living in high-poverty areas

## Annual Mississippi Fact Books from 2007-2018

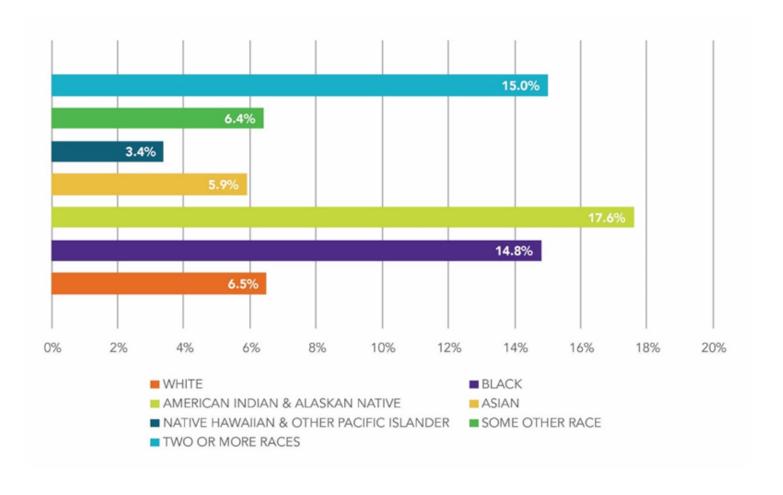


- 2018 Mississippi Fact Book:
  - Factors impacting children and families' well-being through a racial equity lens
  - Health, Education, Economic Well-being, Family & Community

#### MS HOME OWNERSHIP BY RACE, 2011-2015



#### MS UNEMPLOYMENT BY RACE, 2012-2016



#### **UNEMPLOYMENT RATE**



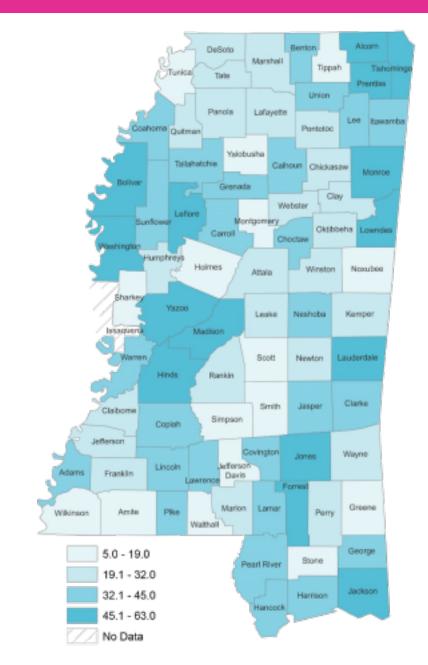
MS: 9.6%

MS WORKING POOR BY RACE, 2011-15



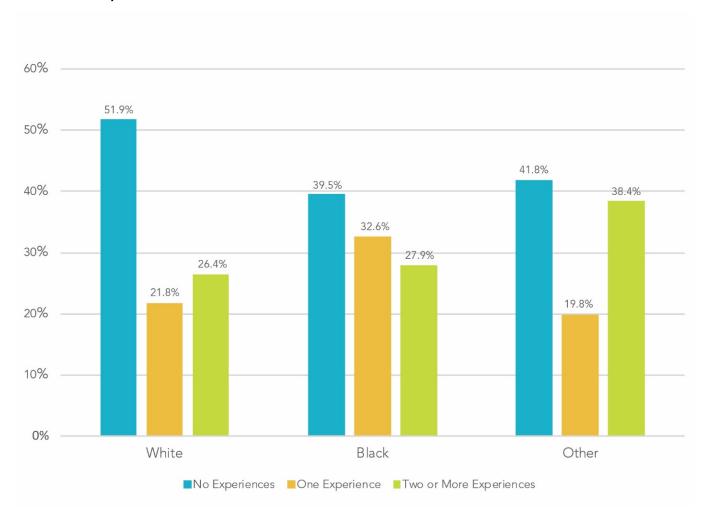
WHITE 39% BLACK 57% OTHER 4%

RESIDENTIAL SEGREGATION, 2011–2015

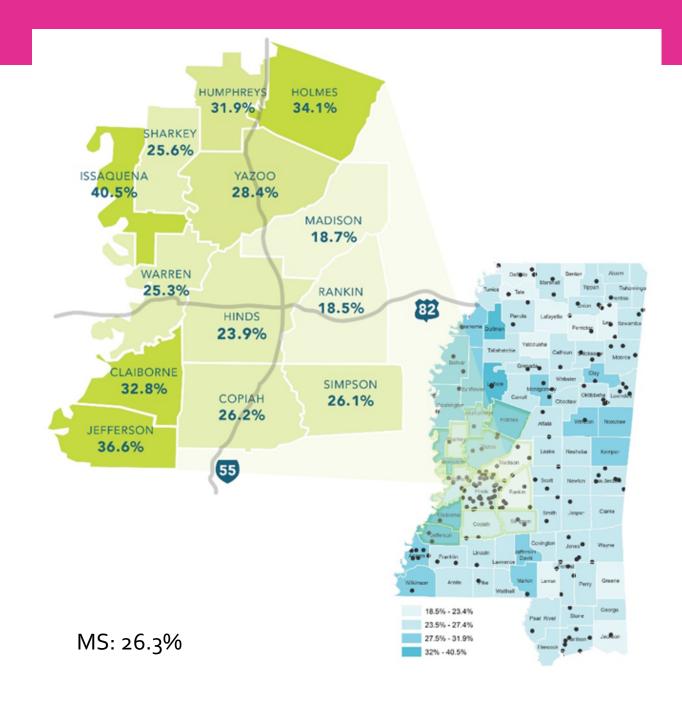


MS: 49

### ADVERSE CHILDHOOD EXPERIENCES BY RACE AND ETHNICITY, 2016



CHILD FOOD INSECURITY, 2015

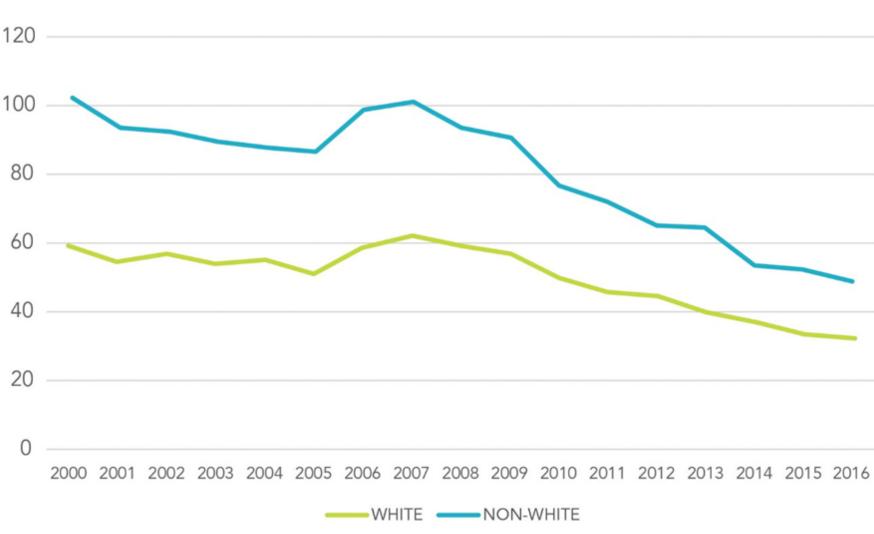


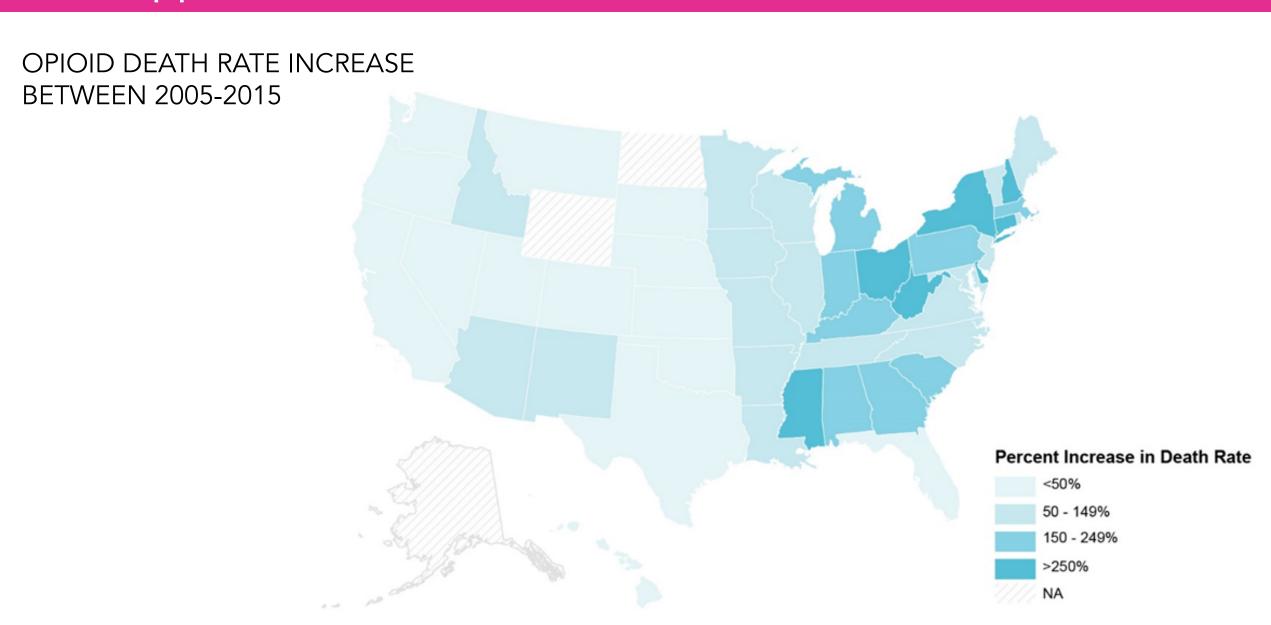
HOUSEHOLDS WITHOUT A CAR, 2011-15



MS: 6.8%

MS TEEN PREGNANCY TREND BY RACE, 2000–2016





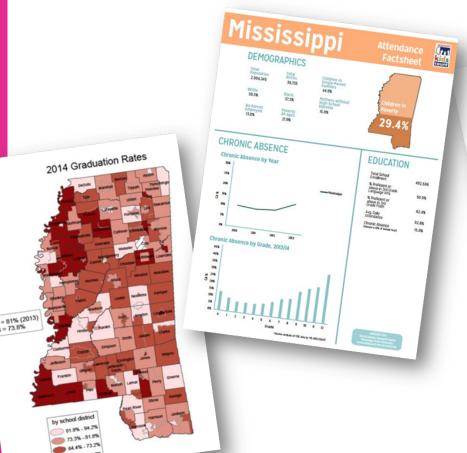
- Overriding message that can be taken away from KIDS COUNT research/data:
  - Place, race, income, gender—Social Determinants—matter
  - Health, education, economic, family outcomes affected: different outcomes for different kids based on these factors

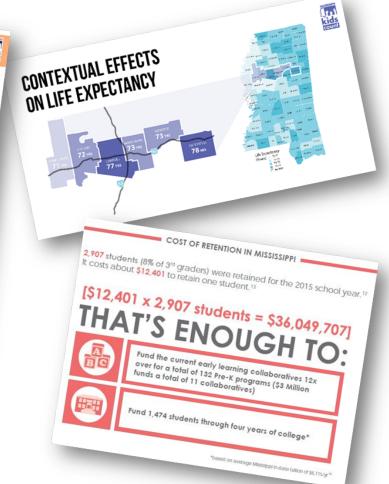


#### Frameworks Analogy

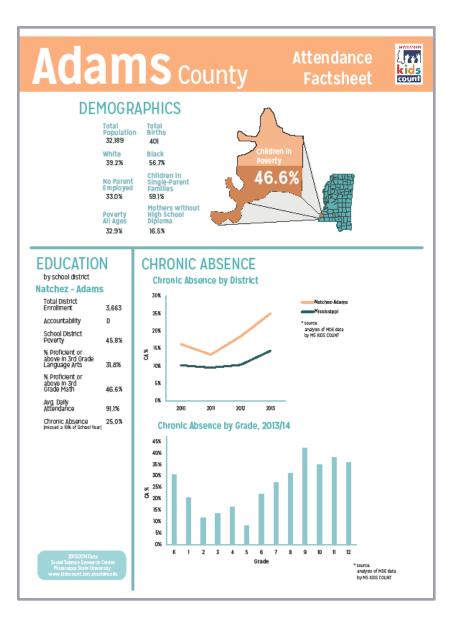
We know there are so many different resources available to children and families who grow up in a high-resource areas: good schools, plentiful jobs, public transportation, and a rich diversity of thought and experiences. These resources "stick" to people—not just individuals, but entire groups, and benefit them. So we want diverse, high-resource communities where all citizens are benefiting.

Data Visualization
Infographics, Fact Sheets & Maps





## County Snapshots Being Updated



# Provide policy recommendations

#### Data Book Recommendations & Policy Briefs



With the passage of Mississippi's landmark Education Reform Act in 1982, publicly funded kindergarien became a real-lity. Since that time, scilentific evidence has continued to mount that in kinders wash were enough refor in the kindersaries year greatly influence their train or crustly and by a foundation.

lidy funded kindergarten became a part of the educational lar lidy funded kindergamen declame a part or the educational land \$18 (29%), the Early Learning Collaborative Act of 2013 which programs beginning in 2014. Gilven its passage, along with 5 retain children who are not on grade-level reading, and the ac-tant to understand the readiness of children entering kindergi-hearons.

For this reason, researchers at Mississippi KIDS COUNT, a p. For this reason, researchers at Mississippi NIDG COUNT, so spip distate University's Cours discone Research Center control Mississippi's public school kinderganten teachers to learn it leachers in the classroom toody While there are varying defi-being yeel prepared within the developmental domants of social kindershiedge, physicial well-being, motor development, as it survey included 34 questions and was sent to 1,759 e-mail at survey included 34 questions and was sent to 1,759 e-mail at district in Mississippi from March 2013 to early May 2013. The

In addition to learning teacher perspectives on student readin school administrators and teachers prepare for children enter approximately 43,000 students enrolled annually in Mississip universal assessment used to determine the percentage of di demographical and geographical regions, and to screen for it

#### 41% KINDERGARTEN READY

KEY FINDINGS:

Many Children Are Not So children in their current clast teachers responded that 41 included the lack of basic si fine motor skills (holding a c

ness was identified as the t (25.2%) of teachers choosis classroom\* (chosen by 22.8 have/are difficult to manage

There is a Lack of Signific of their students did not have

more adultis who exhibit lov involved with his/her life).

Before they even step foot in a kindergarten classroom, children are experiencing significant and rapid cognitive, physical, and social-emotional growth that can impact their academic futures. This is also the time when a child may begin to exhibit signs of a developmental delay. This

term, used by the American Academy of Pediatrics, refers to children under ti term used by the American Academy of Pediatrics, relies to Children under II expected ages which can prevent from entering kindingsrates prepared children who may be experiencing developmental dialays in fine and gross in and emotion, as well as professir solving. Screenings can indicate the follow be "monitored" and administrated more screenings to detect changes, or 3 if assessment.

During the 2014-2015 school year, 1,786 of Mississippi's 41,000 four year olds v located across the state. These programs, or collaboratives, were selected to legislature in April 2015 passed Senate Bill 2395, the Early Learning Collaboration of the Ear programs. A plot study funded by the Center for Hississippi Health Policy an implemented in the fall of 2014 to identify developmental concerns among the policy considerations that the state could address in the future.

Self-Regulation Child's ability or willingness to calm or settle down or ad Compliance Child's ability or willingness to confirm to the direction of Od Communication Child's ability or willingness to require or insities visible Adaptive Functioning, Child's success or ability to cope with physiologic actionings; Child ability or willingness to demonstrate his or har own leveling Affect. Child's ability or willingness to demonstrate his or har own leveling interaction with Propiec Child's ability or willingness to repose do or in interaction.

validity and reliability, the Ages and Stages Questionnaires Third Edition (ASQ-S) and the Ages and Stages Questionnaires Social Emotional (ASQ-SE) were used to Questionnaires Social Emotional (ASD-SE) were used to screen approximately 1350 of the 1786 children attended the pre-K collaboratives. The overall findings from the ASD-3 revealed that approximately one half SCP2 of the children were developmentally on Larget, but almost one out of every four [24%] pre-K child screened scored below the cutoff in one or more of the five developmental domains, resulting in a need for referral to a health care obstamm, resourcing in a news or reventor to a nearth care professional for further evaluation. Another 24% of the children were in need of "monitoring." <sup>1,6</sup> For a more detailed look at the ASO-3 results, see http://www.ms/healthpolicy.com/.

Two widely recognized instruments with high levels of

The purpose of this brief is to examine the findings from the ASQ-SE screenings, which focused on the social and emotional aspects of children, and to consider risk factors that may play a role on those screened. Almost one child out of every five screened (18.9%) fell into the 'referral' range which means they were recommended for referral to a qualified health professional while SUK were 'on a qualified health professional white SLTs were "on target." The behavioral areas measured by the ASQ-SE screens include, self-regulation, compliance, communication, adaptive functioning, autonomy, affect, and interaction with people."

Works, schools typically focus on ADA and may mis-

#### MEASURES OF ATTENDANCE

Average Daily Attendance (ADA). Average number of enrolled students absences are calculated in the ADA. This is the national standard for

the early years. It can be a predictor of student success for grade level it, one in five U.S. students miss a month of school per year. Missing three years of learning behind their peers.<sup>2</sup>

Measuring absenteetsm can be difficult since there are varying ways to percent or more of the academic year for any reason, including excused changing schools. Based on a 180 day school year, that means a studen buly Attendance (MAR, the national standard for tracking attendance out

in a school of 200 students with a 95 percent ADA 60 students (50%) co

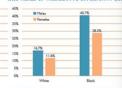
PRESENT and COUNTING A Look at Chronic Absention

Chronic Absence Rate: Percentage of students who missed 10 perc absences (about 18 days in a 180-day school year). This threshold is academic risk due to absenteeism.

Nationwide, it is estimated that the rate of chronic absenteetsm could as 10 to 5 percent each year. That means 5 to 7.5 million students cost on much school. Here in Massisappi, 15 percent of Massisappi public sr- (14.299) were chronically absent during the 2015/4 school year. Absent were high in kindengarten (MEC) tapered off in early elementary years were high is kindergarten (MAL speried off in early elementary years), sailedly throughout midels befolio and high publical. The highest was 36 grade 72 Using data provided by the Mississips Department of Gaucian researchers at Phososopy MSS COUNT compared average daily attends percentages to those of chronic absence in 102 of the state's school of Department of state ALD average of Sign percent, below the State ALD average of Sign percent, there was the ALD average of Sign percent, there was the ALD average of Sign percent, there was the ALD average of Sign percent, and the ALD average of Sign percent, and the ALD average of Sign percent and the ALD average of State and Sign and ALD average of Sign percent and ALD average of State and Sign and ALD average of State and Sign and ALD average of Sign and ALD average of Sign and ALD average of Sign and Sign and ALD average of Sign and Sign and

from the east two years, resission into Courts has stated proof stated impact those exittens can make on student achievement, exerticularly amone is one predictor of student success, it is insportant to examine chronic size of students who miss ten percent or more of the school year, including exits

WHO MAKES UP MISSISSIPPI'S OPPORTUNITY QUAS



#### WHO MOVES OUT OF THE OPPORTUNITY QUARTILE

Overall, only 26% of students who were in the Occorrunts' Quantita in 2rd anale had moved up to 8th anale, assessment that the academic translationise of most students' OCO are as to 3rd anale. This finites undersoons the innocrinate of internations early, before their directions and academic than the concernance of internations early, before their directions are academic than the concernance of their students are the second that is discontinuity to a reach that full contents the set to accordance to a reach that full contents the set to accordance to the second that full contents the set to accordance to the second that full contents the second that full contents the second that the second that is a second to the second that the second that is a second that the second that the second that is a second to the second that the second tha

sterifizant differences between males and females. While only airls in the Opportunity Quartile moved out, an ever percentage of bors (19.5%) moved out.

School dendance in the enty-years is crucial for Massings's students to achieve. CARGORIC ARESISCE BATES IN MISSISSIPPI BY their full endantance pleasted. Missings school during the interpretate and first grade years may seem inconsequented. Some may believe that because children have a fitting of school abused, missing a five dugs here and their well have tittle or

or more days of school per month, they are less equipped to read as the graders." As educators in Mississippi and across the nation work to im cademic outcomes. It is important to examine the effects that

Chronic absence is defined as missing 10% or more of a given sork school year comprised of 160 days, chronically absent students miss 16 one month of learning. An estemated 10% of kindragartners and first chronically absent each year in America. You this number could be as In Mississippi (18 of public school students were chronically about the authorized couls be as in Mississippi (18 of public school students were chronically about 2010/2014 school year. National trands show high rates of absence in and first grade, which drop in elementary school and increase throu, and high school. Mississippi students mirror these trends. The latest by the Mississippi Department of Education (MDD Tyrosal) tath in 20 kindriganten students and 36% of 12th grade students were chronical.

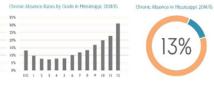
attendance (ADA), which is the average number of enrolled students school each day. In Mississippi, excused and unexpused absences a school each day, In Massisappi encured and unencured absences is using RAE, East whorks ARB schools now many students are present average, but does not give an indication of how many students are sit chronic absence. Therefore, even is school but have 9K ARA lay students could still be chronically absent each most h<sup>1</sup> in fact, and school distincts with an ARIA of 9K or (tight, one half have chronics greater than DK and several as high as ITM. For example, even the Courty school district had an ARIA of 9K KT fill of as students we absent during the 2013-14 school year. Chronic absence is not true

somout amerianes un one of the strongent procession of student success, even in the carry grades, vinens insuless on net stands school, they made valuable instruction them said fill before they represent the consideration of the stands of the school year are considered chronically absent and seafemently in chief. In a 180 day school year, chronically absent students minist approximately are merch or more of the other students made and under succession of other students made and under the students from the students of the other students of other students made and under students. If a student should be students of the other students of the students of the other students of the st

researchers at Mississippi KIDS COUNT partnered with the Mississippi Department of Education (MDE) to track chronic absenteeism across the state. During the 2014/15 school year, the statewide chronic absence rate dropped to 13 percent. assentences across the state. During the 2014% School year, the statewish devices absence rate diagoget to 10 percent down from 15 percent during the 2014/14-bits object year. Seem shall be a seem of the state of

sometimes to be delign. Each term and the sound the sound to the sound internative discurs record index a few distinguishments of the state o

With support from MDE, researchors at Mississippi KIDS COUNT conducted a web-based survey of school attendance officers in the state. The aim was to collect critical information about why children miss school and how school districts handle attendance issues. Questions specifically addressed reasons officers believe children in their districts miss school; the degree to which they consider chronic absenteeism a problem in their districts; characteristics of students who are thronically absent methods for concerning and working with parents and school and districtived efforts to address chronic absences. Additionally, the survey provided school attendance officers with an opportunity to address program or policy changes that might help their district.



and high school. During the 2014/15 school year, 12/9% of kindergerenes, 13.2% of 8° graders, and increase again in middle and high school. During the 2014/15 school year, 12/9% of kindergereness, 13.2% of 8° graders, and 30.9% of 12° graders were chronically always.



- Mississippi KIDS COUNT Policy Briefs:
  - Studies on School Attendance
  - Study on School Suspension
  - Kindergarten Readiness Study
  - School Discipline
  - 2020 Census Undercount of Children in MS

#### Legislative Calendar





Provide information on why and how some children fare better than others

# National KIDS COUNT

- 2017 National Race for Results Report
  - Outcomes for children in each state by race
  - Compiled data on 12 measures to create an index, possible score o-1000
  - Biggest finding for MS: differences in outcomes for Black & White children



- Index score for White children very low: 596 out of 1000 (US average=713)
- But index score for African American children in MS much lower at 290 (US average 369)

# Provide information on early childhood development

#### Outreach

# Early Childhood Speaker Series



Graduate Center for the Study of Early Learning



W.K. Kellogg Foundation



University of Mississippi School of Education



North Mississippi Education Consortium



Mississippi KIDS COUNT

# Outreach Early Childhood Speaker Series



Drs. Craig & Sharon Ramey High-quality Early Care and Education Specialists

Dr. James Heckman Nobel-prize Winning Economist



Dr. Pat Levitt
Developmental Neurogeneticist



http://gcsel.education.olemiss.edu/

# Provide data through KIDS COUNT Data Center

#### **Data Center**

- Mississippi KIDS COUNT
  - takes data from multiple public data sources,
  - downloads the data sets,
  - selects key child and family variables,
  - · cleans the data,
  - and places it online in a user-friendly format for you.

# How can KIDS COUNT help you?

# What can KIDS COUNT do for you?

 Help you to confirm what you are seeing and hearing anecdotally in your area—is this phenomenon borne out in the data?

- Help you to compare your area to the rest of the state and the rest of the country
- Help you write reports and grants

 Help you to better understand and contextualize the conditions in which some Mississippians live

# MS KIDS COUNT Website

www.kidscount.ssrc.msstate.edu

# Data Demonstration

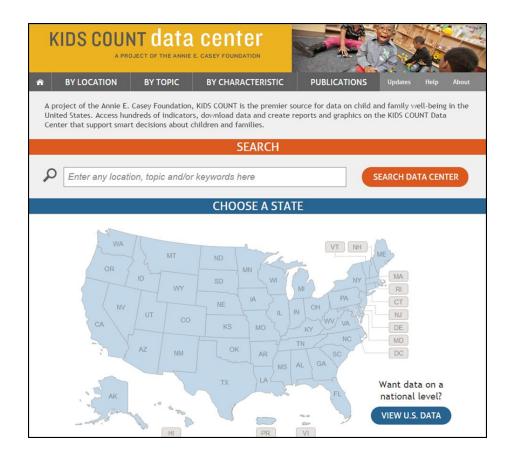
#### Website

### kidscount.ssrc.msstate.edu



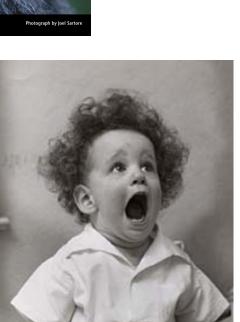
#### KIDS COUNT Data Center

Access hundreds of measures of child well-being















# datacenter.kidscount.org



#### KIDS COUNT data center

A PROJECT OF THE ANNIE E. CASEY FOUNDATION



**BY LOCATION** 

BY TOPIC

BY CHARACTERISTIC

**PUBLICATIONS** 



P Enter any location, topic and/or keywords here

SEARCH DATA CENTER

Home > Topics

#### **DATA TOPICS**

Select topic of interest and access all available data for that subject. Pick geography and create custom data reports, rankings, maps and graphs for indicator of

#### **DEMOGRAPHICS**



#### **ECONOMIC WELL-BEING**



#### **EDUCATION**



#### **FAMILY & COMMUNITY**



#### HEALTH



#### SAFETY & RISKY BEHAVIORS



IGN UP FOR THE KIDS COUNT MAILING LIST

Email Address

STAY CONNECTED | f



#### Thank You

#### Contact Information:

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