An audio recording of this webinar (5/22/17) can be found HERE
Children’s Access to Opportunity:
Using diversitydatakids.org to teach about neighborhood opportunity and child wellbeing

May 22, 2017
Presenters: Nancy McArdle & Lindsay Rosenfeld
Welcome & Introductions
SSDAN
diversitydatakids.org

Please chat in your role, what you teach, where (as relevant).
Agenda

- Welcome & Introductions
- diversitydatakids.org overview
- Using diversitydatakids.org for teaching
  - Featuring: Child Opportunity Index
- Questions & Discussion
What is diversitydatakids.org?

Brief Overview – Site Features
Diversitydatakids.org motivated by 3 “meta” knowledge gaps:

1: What do the numbers tell us about the state of child equity in US?
2: What is the state of equity of neighborhood opportunity for children?
3: In key policy areas that can address inequities, what’s helping/hurting?
## A Sampling of diversitydatakids.org indicators

(All Provided by Race/Ethnicity)

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Education</th>
<th>Health</th>
<th>Neighborhoods</th>
<th>Economic Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racial composition of under age 6 and 18 populations</td>
<td>Racial composition by school level</td>
<td>Pre-term births, by education, nativity</td>
<td>Residential segregation</td>
<td>Number of children in poverty</td>
</tr>
<tr>
<td>Percent of population that are children</td>
<td>Segregation of students</td>
<td>Low birth weight births, by education, nativity</td>
<td>Share living in high-poverty neighborhoods</td>
<td>Child poverty rates</td>
</tr>
<tr>
<td>Change in number and racial composition of children</td>
<td>Exposure to high-poverty schools</td>
<td>Births to teen or single mothers, by education, nativity</td>
<td>Share of children living in neighborhoods of differing opportunity levels</td>
<td>Children with working parents</td>
</tr>
<tr>
<td>Household composition and living arrangements</td>
<td>Achievement levels and gaps</td>
<td>Infant mortality</td>
<td></td>
<td>Working parents by job quality and FMLA eligibility</td>
</tr>
<tr>
<td>Head Start participation and composition; Eligible Head Start Population</td>
<td>Adolescent Health Issues (obesity, asthma, substance abuse)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not all indicators available for all levels of geography*
Compare and Analyze Data

Select a Tool to Start

Profiles
- Create a custom profile for a selected location

Rankings
- Sort and rank data

Maps
- Visualize your data geographically

Child Opportunity Maps
- Map the geography of opportunity for children

Policy
- Read policy equity assessments

Topics

- Child Demographic & Wellbeing Indicators
  - Demographics
  - Education
  - Neighborhoods
  - Health
  - Economic
  - Policy
  - And more...

What You Can Do

- Analyze data by race/ethnicity
- Compare data across states, metropolitan areas, counties, large cities, and large school districts
- Compare policy indicators across states
- Explore metropolitan area maps of the newly developed Child Opportunity Index
- Obtain equity assessments of social policies affecting children
45% of Black children in Detroit metro are poor, but:

- **Avg. school poverty rate for Black kids is 76%**
- **70% of Black kids live in a high poverty neighborhood (poverty rate > 20%)**
# Compare and Analyze Data

<table>
<thead>
<tr>
<th>Select a Tool to Start</th>
<th>Topics</th>
<th>What You Can Do</th>
</tr>
</thead>
</table>
| **Profiles**           | Child Demographic & Wellbeing Indicators  
- Demographics  
- Education  
- Neighborhoods  
- Health  
- Economic  
- Policy  
- And more... | Analyze data by race/ethnicity  
Compare data across states, metropolitan areas, counties, large cities, and large school districts  
Compare policy indicators across states |
| **Rankings**           | Child Opportunity Index  
Measuring neighborhood opportunities for children | |
| **Maps**               | Policy affecting child wellbeing and opportunities  
Obtain equity assessments of social policies affecting children | |
| **Child Opportunity Maps** | Map the geography of opportunity for children | |
| **Policy**             | Policies affecting child wellbeing and opportunities | |
Create a custom rankings report to sort and compare data by race and ethnicity across locations.

First, select a location type
- States
- Counties
- Metro Area
- Large Cities
- Large School Districts

Next, select an indicator from these categories

- Population Demographics and Diversity
- Early Childhood Care and Education
- Education
- School Segregation and Poverty
- Health
- Neighborhoods
- Residential Segregation
- Income and Poverty

Child Poverty
- Children in Poverty (Number)
  - by Race/Ethnicity
- Children in Poverty (Rate)
  - by Race/Ethnicity
Area poverty rates for Black children in Detroit City: 52% (rank #12)

For White children: 59% (rank #1)

For Hispanic children: 51% (rank #6)

For Asian children: 80% (rank #1)
diversitydatakids.org

Compare and Analyze Data

Select a Tool to Start | Topics | What You Can Do
---|---|---
**PROFILES** Create a custom profile for a selected location | Child Demographic & Wellbeing Indicators | • Analyze data by race/ethnicity
• Demographics
• Education
• Neighborhoods
• Health
• Economic
• Policy
• And more...

**RANKINGS** Sort and rank data

**MAPS** Visualize your data geographically | Child Opportunity Index measuring neighborhood opportunities for children | • Compare data across states, metropolitan areas, counties, large cities, and large school districts
• Compare policy indicators across states

**CHILD OPPORTUNITY MAPS** Map the geography of opportunity for children

**POLICY** Read policy equity assessments | Policies affecting child wellbeing and opportunities | • Explore metropolitan area maps of the newly developed Child Opportunity Index
• Obtain equity assessments of social policies affecting children
National patterns in low birthweight rates for Hispanic mothers (native- and foreign-born)
Localized patterns in low birthweight rates for Hispanic mothers (native- and foreign-born)

- Compare counties within NM
- Benchmark to national
- Explore patterns for nativity subgroups
2: What is the state of equity of neighborhood opportunity for children?
3: In key policy areas that can address inequities, what’s helping/hurting?
Policy Equity Assessment:
Bridging equity and effectiveness analysis

The diversitydatakids.org policy equity assessment is a unique, three-stage approach to gauging the effectiveness of social policies and programs in improving equity. The first stage, logic, examines the program’s history, goals and design, with attention to whether the program’s original conception and subsequent evolution address the needs of particularly vulnerable children and/or reduce inequities between subgroups of children. The second stage, capacity, considers the program’s ability to deliver services to all eligible children who could potentially benefit from it, and in a manner that is likely to produce positive outcomes across different subgroups of children and geographic locations (e.g., adequate quality and intensity of services). The third and final stage, research evidence, reviews empirical evidence on program impacts in light of the logic and capacity findings to draw conclusions about the program’s effectiveness in improving outcomes for all children and reducing inequities in child outcomes both within the program and at the population level. See below for further information about these three stages of the diversitydatakids.org policy equity assessment.

- What is logic and why does it matter for equity?
- What is capacity and why does it matter for equity?
- What is research evidence and why does it matter for equity?
Head Start

The Head Start program is designed to increase access to early childhood education and improve school readiness for low-income children. Rigorous evidence shows that Head Start meets short-term school readiness goals, but there is room to improve its capacity to decrease school readiness gaps. In order to understand Head Start's effectiveness and the program improvements needed to reduce inequities in school readiness, the diversitydatakids.org policy equity assessment considers Head Start's logic, capacity and research evidence within the program's historical and present context.

Logic Capacity Research Evidence

Capacity


Equity in Head Start's capacity: What is capacity? The second stage of the diversitydatakids.org policy equity assessment is capacity. Capacity refers to the ability of a program or policy initiative to fulfill its goals as intended. Ideally, Head Start should provide high-quality early childhood education to all low-income children in need. However, the program's ability to address this equity goal is hampered by capacity constraints. Congress appropriates much less funding per child in Head Start than smaller, local intensive ECE programs such as Abecedarian and HighScope Perry Preschool, yet these programs often serve as benchmarks for expectations of Head Start's impact.

Limited funding affects both access and quality of Head Start services. Because it is a discretionary program with finite resources, many Head Start-eligible children are not served. In addition, there are also children who are not eligible for Head Start based on poverty status, but whose family incomes are still low enough to limit their ability to purchase early childhood education in the private market. Therefore, among both the eligible and ineligible low-income child populations, there is significant overall unmet need for Head Start services. This unmet need varies by geography. The proportion of low-income children participating in Head Start fluctuates widely by state, and a closer look at the local/community level reveals that some Head Start programs that are able to serve all eligible low-income children, while others manage large waiting lists.

The degree of access to Head Start also fluctuates by child race/ethnicity, both in terms of overall participation and the time spent in Head Start care. For example, within the Head Start population, Hispanics comprise the largest racial/ethnic group despite the fact that Hispanic children are typically underrepresented in center-based early education. These demographics may signal that the program reduces affordability barriers to center participation for this growing ethnic group. At the same time, however, Hispanics and Asians tend to be in half-day center-based Head Start classrooms and participate less in full-day classrooms compared to non-Hispanic black and white children. The variation in access to and participation in Head Start services by geography, race and ethnicity suggests attention should be paid to the location and the presence of underserved racial and ethnic populations particularly when programs are...
Create a custom rankings report to sort and compare data by race and ethnicity across locations.

First, select a location type
- States  ○ Counties  ○ Metro Areas  ○ Large Cities  ○ Large School Districts

Next, select an indicator from these categories

- Population Demographics and Diversity
- Early Childhood Care and Education
- Education
- Health
- Parental Employment
- Policy

**Head Start**

- Head Start Capacity: Head Start Participants as Share of Head Start Income-Eligible Children
  - by Race
  - by Ethnicity
- Head Start Capacity: Number of Head Start Income-Eligible Children with No Corresponding Head Start Slot
- Head Start Capacity: Share of Head Start Income-Eligible Children with No Corresponding Head Start Slot
- Number of Head Start Income-Eligible Children
  - by Race
  - by Ethnicity
- Composition of Head Start Income-Eligible Children by Race
- Composition of Head Start Income-Eligible Children by Ethnicity
- Number of Head Start Slots for 3- to 5-Year Olds
Asians and Pacific Islanders in U.S. Metros and Neighborhoods of Opportunity
Indicators, Data Visualization
March 7, 2017
Asians are more concentrated in the highest-opportunity neighborhoods of many U.S. metro areas than are any other racial group, including whites. But Asian racial subgroups are extraordinarily diverse, and these subgroups are equally diverse in their distribution across neighborhoods of differing opportunity levels. Explore this diversity for almost two dozen Asian subgroups as well as for Native Hawaiians/Pacific Islanders across the 100 largest metro areas with new indicators and visualizations.

Trading off neighborhood opportunity and affordability in large metro areas
Report, Visualizations
January 26, 2017
In Neighborhood Opportunity and Location Affordability for Low-Income Renter Families, recently published in Housing Policy Debate, researchers from diversitydatakids.org and the Kilman Institute reveal the difficult trade-offs that low-income renter families face in obtaining affordable housing in higher-opportunity neighborhoods and the particular disadvantages encountered by black and Hispanic families with children. By combining two unique databases, HUD’s Location Affordability Index and our own Child Opportunity Index we take an unprecedented look at the relationships between affordability, (both in terms of housing and transportation costs) and opportunity at the neighborhood level, across the 100 largest U.S. metro areas.
One-pagers: Data-for-Action fact sheets

CHILDREN IN DOUBLE JEOPARDY
Do children in U.S. metropolitan areas live in “double jeopardy” neighborhoods?

A diversitydatakids.org Data-For-Action Fact Sheet | MARCH 2014

Children’s development and health are shaped by the neighborhoods where they live, learn, and play.

Research shows that neighborhoods affect child health and wellbeing, independently of important child and family factors. Adverse neighborhood conditions can be detrimental, while supportive resources can promote healthy development.

Children experiencing “double jeopardy” neighborhoods are most vulnerable.

The presence of neighborhood resources that support child development (e.g., quality early educational opportunities) may partially offset the risks posed by adverse neighborhood conditions (e.g., high poverty). Children are more vulnerable when they face “double jeopardy,” that is adverse neighborhood conditions coupled with a lack of protective resources, for example, high neighborhood poverty and limited availability of quality early educational opportunities.

Data show high prevalence of “double jeopardy” among young black, Hispanic, and American Indian children.

New diversitydatakids.org data on neighborhood poverty and presence of quality early education for the 100 largest U.S. metropolitan areas show young children’s exposure to “double jeopardy” neighborhoods.

There are large racial/ethnic inequities in exposure to “double jeopardy.”

Across large metros, about 40% of black, Hispanic, and American Indian/Aleut Native children live in “double jeopardy” neighborhoods.

Data highlight large inequities and how few children overall live in supportive neighborhoods.

In addition to showing inequities, the data reveal the small share of all children in U.S. metros living in neighborhoods with favorable conditions and resources. The data therefore suggest the need for policies to address child exposure to multiple neighborhood challenges, and reduce racial/ethnic inequities while improving neighborhood environments for all children. Go to diversitydatakids.org to explore “double jeopardy” indicators by race/ethnicity for your metro area.

Across groups, less than 10% live in non-poverty neighborhoods with at least one quality center.

Quality early education helps kids to succeed.

Quality early childhood education (ECE) plays a crucial role in school readiness and later success, especially for children from some racial/ethnic groups that, on average, lag behind in school readiness. “Quality” refers to ECE that is not only healthy and safe but also offers a developmentally rich learning environment.

While consensus builds about the need to expand quality ECE for all children, one key factor—neighborhood availability—has received little attention.

Since children are typically educated in their neighborhoods, expanding quality ECE requires a comprehensive, neighborhood-level picture of where quality early education opportunities are (or are not) available for children of all racial and ethnic groups. Until now, no data have been available to create this picture.

Quality ECE infrastructure on which to build...

New diversitydatakids.org indicators for the 100 largest metropolitan areas (home to 13.4 million young children under five) provide the first systematic picture of the existing neighborhood-based ECE system. These data allow us to identify both gaps in quality ECE and opportunities to improve the existing infrastructure.

A neighborhood-based ECE center infrastructure exists on which to build.

Across racial/ethnic groups, over 75% of young children in metropolitan areas live in a neighborhood with at least one licensed ECE center.

Percent of young children in neighborhoods with at least one licensed ECE center

...but show we have a long way to go to achieve quality ECE for all children.

Despite the large number of ECE centers nationally, the vast majority of children across all racial/ethnic groups live in neighborhoods with limited availability of quality ECE. However, there is potential to expand quality ECE for all children by improving the existing ECE infrastructure. Below are the average percentages of children living in neighborhoods with at least one quality ECE center in the 100 largest metropolitan areas. Go to diversitydatakids.org to explore ECE indicators by child race/ethnicity for your metro area.

Percent of young children in neighborhoods with at least one licensed NAECY center

Visit diversitydatakids.org to explore data about early childhood education, neighborhoods, health and more. All data are available by race/ethnicity.
One-pagers: COI metro area fact sheets

- 25 US metro areas
- Visuals and narrative text summarizing main child opportunity equity patterns

http://www.diversitydatakids.org/data/library/24/COI-metro-profiles
Using diversitydatakids.org for Teaching

Featuring: Child Opportunity Index
1) Pose Concepts

2) Create Questions & Hypotheses

3) Test Hypotheses

4) Explain Findings
The diversitydatakids.org-Kirwan Institute Child Opportunity Index

Get data from our website here.
Child Opportunity Index

Background
Child Neighborhood Opportunity:  
the context of neighborhood-based opportunities that influence children’s health and development.

The Child Opportunity Index (COI):  
a measure of relative opportunity across all neighborhoods (i.e., census tracts) in a metropolitan area.

*Each neighborhood is assessed relative to the “geography of opportunity” in its metropolitan area.* For example, a given neighborhood may have relatively higher educational opportunities (such as having a greater number of high-quality early childhood education centers) than other neighborhoods in the same metropolitan area.
Components of the Index

Educational Opportunities:
- School poverty rate (eligibility for free or reduced-price lunch)
- Student math proficiency level
- Student reading proficiency level
- Proximity to licensed early childhood education centers
- Proximity to high-quality early childhood education centers
- Early childhood education participation
- High school graduation rates
- Adult educational attainment

Social and Economic Opportunities
- Foreclosure rate
- Poverty rate
- Unemployment rate
- Public assistance rate
- Proximity to employment

Health and Environmental Opportunities:
- Proximity to health care facilities
- Retail healthy food environment index
- Proximity to toxic waste release
- Volume of nearby toxic waste release
- Proximity to parks and open spaces
- Housing vacancy rate
Index Interpretation

- The final “opportunity index” for each census tract is based on the (non-weighted) average of all z-scores for all indicators by category.

- The corresponding level of opportunity (very low, low, moderate, high, very high) is determined by sorting all census tracts into quintiles based on their opportunity index scores.

*This allows us to overlay a population, for instance – child population by race/ethnicity – and see where children are (or are not).*
1) Pose Concepts

2) Create Questions & Hypotheses

3) Test Hypotheses

4) Explain Findings
Conceptual Foundation #1: Access to Opportunity Matters

Conceptual Foundation #2: Systems Perspective
Factors Affecting Equitable Early Childhood Development

PRESIDENTSHIP
rules, laws
and agencies

COMMUNITY
people, business and organizations

POLICY
immigration
education

FAMILY
family, friends and social supports

CHILD
activities and interactions

attachment and family
well-being

financial well-being

developmental health

disposition

identity

race

gender

culture

socioeconomic status

education

neighborhoods

Criminal justice

racial segregation

social network

social capital

economic development

housing

employment

healthcare

nutrition

income

health

wellness

attitudes

disposition

attachment
1) Pose Concepts

2) Create Questions & Hypotheses

3) Test Hypotheses

4) Explain Findings
“Pictures” of children’s neighborhoods
Broad questions born of the concepts:

Are neighborhood structure, social organization, and institutional capacity related? How?
Can institutional capacity (e.g. social service interactions) mitigate the effects of structural disadvantage?

Specific questions & hypotheses to tackle these larger questions:

*How is child opportunity structured in the 100 largest metros?*
How is child opportunity structured in Metro Milwaukee? Are children of different races/ethnicities distributed equally across lower opportunity neighborhoods?

Theoretical Hypotheses: Child opportunity is not structured by place. Children of differing races/ethnicities are distributed relatively equally across lower opportunity neighborhoods.
1) Pose Concepts

2) Create Questions & Hypotheses

3) Test Hypotheses

4) Explain Findings
How is child opportunity structured in the 100 largest metros?

- How is child opportunity structured in Metro Milwaukee?

- Are children of different races/ethnicities distributed equally across lower opportunity neighborhoods?
Using the Child Opportunity Index Mapping and Interactive Visualizations to Test Hypotheses about Geography and Equity of Opportunity

www.diversitydatakids.org
Select “Child Opportunity Maps” from Main Menu

- The Heller School for Social Policy and Management
- BRANDEIS UNIVERSITY

**diversitydatakids.org**

*data for a diverse and equitable future*

Explore hundreds of measures of child wellbeing and policy analysis from a unique information source that documents diversity, opportunity, and equity among US children. [About Us] [Mailing List]

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**Compare and Analyze Data**

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- Demographics  
- Education  
- Neighborhoods  
- Health  
- Economic  
- Policy  
- And more... | 
- Analyze data by race/ethnicity | 
- Compare data across states, metropolitan areas, counties, large cities, and large school districts |
| **RANKINGS** Sort and rank data | | 
- Compare policy indicators across states |
| **MAPS** Visualize your data geographically | **CHILD OPPORTUNITY MAPS** Map the geography of opportunity for children | **Policy** Read policy equity assessments | 
- Explore metropolitan area maps of the newly developed Child Opportunity Index | 
- Policies affecting child wellbeing and opportunities | 
- Obtain equity assessments of social policies affecting children |
Select a metropolitan area to compare census tracts

- Alabama
- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- District of Columbia
- Florida
- Georgia
- Hawaii

Create a child opportunity map to visualize the geographic distribution of neighborhood-based opportunity for children in metropolitan areas. For more details on the diversitydatakids.org Kirwan Institute Child Opportunity Index, click here.
Massachusetts

- Boston-Cambridge-Quincy
  - Springfield
  - Worcester

Indiana

Iowa

Kansas

Kentucky

Louisiana

Maryland

Michigan

Minnesota
See Child Opportunity Index Map
Tracts are grouped into 5 equal categories by opportunity level
Click on a tract to bring up a pop-up showing opportunity level for overall index and 3 sub indices. To change/add layers, click on “Customize Map”

<table>
<thead>
<tr>
<th>OPPORTUNITY CATEGORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High</td>
</tr>
<tr>
<td>High</td>
</tr>
<tr>
<td>Moderate</td>
</tr>
<tr>
<td>Low</td>
</tr>
<tr>
<td>Very Low</td>
</tr>
</tbody>
</table>
Map opens in ArcGIS Online
Click on “Content” for Opportunity and Demographic Layers
Click on race group to overlay child demographic layer
Relative size of dot reflects size of population
Uneven distribution of black vs. white children across geography of opportunity
Click on dot on map to bring up pop-up with underlying child population data for that tract.
Important: Only turn on one opportunity layer and one demographic layer at a time. Relative size of dots will be different for different race groups.
Can download most underlying data (at census tract level) into a spreadsheet.
What the Child Opportunity Index shows us:

Children of different races/ethnicities face vastly different geographies of opportunity, with black and Hispanic children concentrated in very-low opportunity neighborhoods.
To Obtain Summary Stats and Visualization:
From DDK Homepage, Select Interactive Visualizations
Choose first option listed under visualizations

The Child Opportunity Index and Children’s Neighborhood Characteristics

Distribution of Children by Race/Ethnicity Across Neighborhood Opportunity Levels
Discover the Child Opportunity Index with interactive bar graphs that allow you to choose multiple racial/ethnic groups and explore the distribution of the child population living in neighborhoods of varying opportunity levels, for the 100 largest metro areas.
08.26.2016
Interactive Bar Charts Present Aggregate Data
You can change Metro Area, Index, and Racial/Ethnic groups to compare.
Pop-Up Shows Underlying Data

Percent of Children in Each Neighborhood Opportunity Category

Select Metro Area: Boston-Cambridge-Quincy, MA-NH Metropolitan Statistical Area
Select Index: Overall
Select One or More Race/Ethnicity: Hispanic

Race/Ethnicity Legend:
- White
- Hispanic

Metro Area: Boston-Cambridge-Quincy, MA-NH Metropolitan Statistical Area
Index: Overall
Race/Ethnicity: Hispanic
Opportunity Level: Very Low
Percent of Children: 58

Notes: Racial groups include only non-Hispanic members. Hispanics may be of any race. "Other" race group includes those who specified their race as "Other" as well as those specifying multiple races.

Sources: diversitydatakids.org/ Kirwan Institute Child Opportunity Index; U.S. Census Bureau, Decennial Census, 2010.
Interactive Activity


Step 1: Scroll down to interactive bar chart.
Step 2: Choose metro area.
Step 3: Choose “overall index”.
Step 4: Select one or more race/ethnicity to explore.

Chat in your observation. *For example:*
In Detroit, we see that black children are almost 12 times as likely to live in very low opportunity neighborhoods than are white children (47% vs. 4%).
What did we discover?

How is child opportunity structured in Metro Milwaukee?

_Hypothesis:_ Child opportunity is not structured by place.  

False. Child opportunity is structured by place. Different places have different levels of opportunity.

Are children of different races/ethnicities distributed equally across lower opportunity neighborhoods?

_Hypothesis:_ Children of differing races/ethnicities are distributed relatively equally across lower opportunity neighborhoods.  

False. Black and Hispanic children are much more likely to live in lower opportunity areas than are white (non-Hispanic) children.
1) Pose Concepts

2) Create Questions & Hypotheses

3) Test Hypotheses

4) Explain Findings
Use Findings for Assignments:

- Large Group Class Discussion
- Discussion Groups
- Oral Presentation
- Debate
- Poster Presentation
- Data Memo
- Policy Brief
- Research Paper
- Mapping Presentation
Child Opportunity Index: Other Applications

- **Boston Medical Center** and **Vital Village Network** developing child health indicators of child obesity, hypertension, and asthma in relation to neighborhood opportunity and violent crime prevalence.

- **Chicago Department of Public Health** examining the relationship between the Index and indicators such as life expectancy at birth, teen births, obesity in children, elevated blood lead levels, diabetes-related mortality, diet-related mortality, non-fatal shootings.

- **Juvenile Welfare Board/University of South Florida**, (Pinellas County, Florida) exploring the relative contributions of place, school, and individual/family variables on student absenteeism.

- **Good Shepherd Services, NYC** created report on Geography of Opportunity in NYC and uses Index to explore relationship between their program offerings and child neighborhood opportunity.
Help meet community data reporting requirements
e.g., Affordable Care Act, HUD Affirmatively Furthering Fair Housing Assessments
Questions?
Questions?

Thank you!

We look forward to hearing how you use diversitydatakids.org in your teaching - - and we’re happy to brainstorm further with you!