



Community Impact



Framing the Issues

Early Childhood

Kids on Track

Tools for Living



Snap shot of the community

- Erie County has experienced overall population loss, with Buffalo leading the trend.
- Population loss for residents between 18 – 44, while increasing for those over 65.
- Predicted population growth for those age 85 at over 10% annually.

Dependency Ratio



- Portion of the population deemed either too young or too old to work.
- Indicates what portion of the population needs to be cared for and supported by others.
- Erie County ranks 56th out of 236 counties with a score of 62.7 – this will continue to climb.



Education

- Erie County's overall educational attainment is increasing.
- Currently 31% County and 28% of City residents have a high school diploma or GED.
- Drop out rates in the County have increased over past 5 years.
- Standardized test scores have declined or remained the same with the exception of grade 8 Math.



Official Measure of Poverty

- The Official poverty threshold for a family of four is \$20,000 and \$9,800.00 for an individual.
- For the general population, rates were 12.2% for the County and 26.6% for Buffalo in 2000.
- In 2000, 10.9% of all families in Erie County were at or below the poverty line compared with 23% in Buffalo.
- Female headed households with children age 5 and younger in the City of Buffalo have a poverty rate of 64.6% (57.8% in Erie County).

Income and Poverty

- Erie County's median income was \$38,567 while Buffalo's was 24,536 (2000).
- Buffalo's poverty rate is double that of Erie County as a whole.
- Buffalo ranks as one of HUD's most-troubled cities experiencing great Urban Hardship based on:
 - Unemployment
 - Dependency Ratio
 - Educational attainment
 - Income Levels
 - Crowded Housing
 - Poverty

What are we missing



- Official poverty rates mask multiple challenges faced by individuals and families.
- Alternate methods are reflective of geographic variations and true costs associated with living independently within a given community.



Self Sufficiency Standard

- Calculated based upon geographic location with consideration for costs associated with working.
- Includes: housing, child care, transportation, health care and food costs.
- Based on work of Dr. Diana Pearce

Self Sufficiency Standard

	One adult, 1 Pre-schooler	Two adults, 1 pre-schooler 1 school age child
Monthly Costs	Cost	Cost
Housing	\$510.00	\$510.00
Child Care	\$563.00	\$931.00
Food	\$249.00	\$511.00
Transportation	\$190.00	\$364.00
Health Care	\$196.00	\$271.00
Misc	\$171.00	\$259.00
Taxes	\$324.00	\$501.00
EITC	-\$40.00	\$0.00
Child Care Tax Credit	-\$44.00	-\$80.00
Child Tax Credit	-\$42.00	-\$83.00
Self Sufficiency Wage Monthly / Hourly Yearly equivalent	\$2,078.00 / \$11.81 \$24,936.00	\$3,182.00/ \$9.04 per adult \$38,184.00

Reality and Risk

A decorative graphic at the top of the slide consists of two groups of three circles. The first group, on the left, has a solid light purple circle on the left, a white circle with a light purple outline in the middle, and a solid light purple circle on the right. The second group, on the right, has a solid light purple circle on the left, a white circle with a light purple outline in the middle, and a solid light purple circle on the right.

- Poverty in childhood is associated with:
 - Reduced educational attainment
 - Low earnings
 - Teen child bearing
 - Physical and mental health problems

Early Childhood Specifics



- Earliest years are critical for “investment”
- Social, emotional, and cognitive learning are all related.
- Risk factors for poor development
 - Poverty is number one.
 - Poor / inadequate early care – i.e. formal & informal child care
 - Parental risks include low educational levels, mental & physical health problems, trauma, violence, substance abuse, lacking parenting skills.
 - Serious diagnosable emotional & behavioral problems.



Practices to consider for early childhood

- School readiness to include social, emotional, and behavioral skills for ALL.
- Quality, accessible child care.
- Early intervention for those with especially high risk.
- Access to service for children and families with serious emotional, behavioral, or social problems.



Kids on Track means . . .

- Improving test scores and increasing graduation rates
- Reducing violence & criminal activity
- Reducing teen pregnancy and parenting

Practices to consider for school achievement



- Academic success must be understood in context as it relates to the social, emotional, physical and educational needs of students.
- School / Community collaboration has demonstrated the power of addressing these needs (i.e. UW's Closing the Gap).
- Alternative, intensive approaches to teaching high risk students produce results.
- Youth engaged and connected to their communities

Risks and protectors for criminal activity and violent behavior



- Exposure to violence
- Social and cognitive deficits
- Low parental education and income
- Negative peer influence / attachment

- Connection to family, high expectations
- Persistent presence of parent: waking, home from school, mealtime, bedtime (at least 1)

Teen pregnancy & child bearing risk and protective factors

- Strong connection to school
- High educational aspirations
- Strong familial connections

- Mother's early age of pregnancy
- Permissive attitudes about sex and early child bearing
- Community disorganization



Tools for Living means . . .

- Increasing permanent housing
- Increasing literacy
- Improving physical and mental well being
- Reducing Child Abuse and Neglect across the County



Risk and Protective Factors

- Mother's low educational level associated with higher incidence of Child Abuse and Neglect
- Lack of HS diploma or GED linked with low earning capacity & housing instability

Bringing it together



- All parts of the community can work with or against the others.
- Risk and protective factors are shared across Impact Areas.