

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.

diversitydatakids.org
data for a diverse and equitable future

Visit diversitydatakids.org to explore data by race/ethnicity about “double jeopardy,” early childhood education, neighborhoods, health and more.

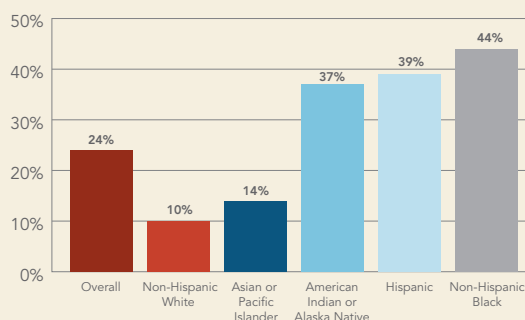
Data show high prevalence of “double jeopardy” among young black, Hispanic, and American Indian children

New diversitydatakids.org data on neighborhood poverty and presence of quality early education⁽ⁱ⁾ 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”

Percent of young children in neighborhoods with high poverty and lack of quality early education



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

(i) High poverty defined as neighborhood poverty rate \geq 20%. Quality early education defined as accreditation by the National Association for the Education of Young Children

Source: diversitydatakids.org Early Childhood Database, U.S. 2010 Decennial Census, American Community Survey 2008-12

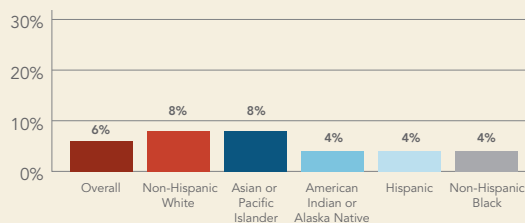
Data highlight large inequities and how few children overall live in supportive neighborhoods

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-high poverty neighborhoods with at least one quality center

Percent of young children in non-high poverty neighborhoods with at least one quality early education center



Overall, only a small share of children live in neighborhoods with a combination of more favorable economic conditions and quality early education

Source: diversitydatakids.org Early Childhood Database, U.S. 2010 Decennial Census, American Community Survey 2008-12