

# HOW ARE THE CHILDREN?

Understanding how children are faring reveals the well-being of a community.

## STATE OF THE Detroit Child

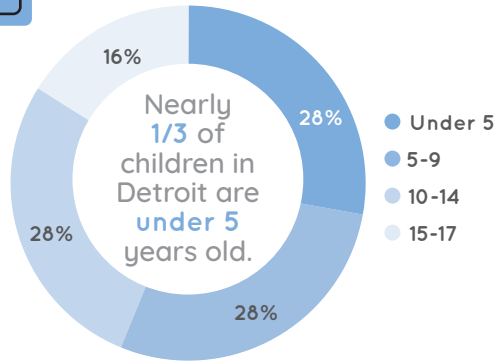
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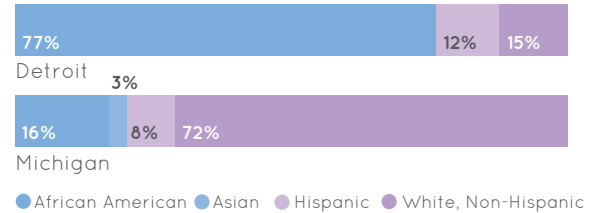
### WHO ARE DETROIT'S CHILDREN?



Detroit's 164,837 youth make up 8% of Michigan children.



89% of children in Detroit are people of color, compared to 25% in Michigan as a whole.



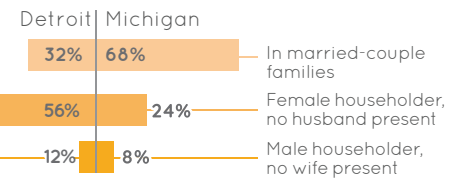
### WHAT IS THEIR ENVIRONMENT?

1 in 2

children in Detroit live in poverty, **twice** the rate of the rest of the state.

The conditions in which Detroit children grow up go on to affect them throughout their lives.

Children in Detroit live off a median household income **half** that of the state median.



68% live with a single parent, more than **twice** the rate in Michigan.

### HOW IS THEIR HEALTH AND EDUCATION?



Nearly **half** of Detroit children receive inadequate prenatal care.

The elevated blood lead level for Detroit children is **2x** that of statewide levels.

15% of Detroit 3rd graders are reading at grade level.



78% of Detroit high schoolers earn their diploma **within 4 years**, compared to 80% statewide.



These data aren't meant to discourage you, but rather to **encourage** you to take action to improve conditions and outcomes for Detroit children.

Learn more at

[sdc.datadrivendetroit.org](http://sdc.datadrivendetroit.org)

#### Sources:

- American Community Survey, 2018 1-Year Estimates
- Michigan Department of Education 2016-2017 School year
- Michigan Department of Health and Human Services, 2018
- Michigan Department of Health and Human Services, Vital Records Division, 2016

READY TO  
DIVE DEEPER?



# STATE OF THE DETROIT CHILD 2.0

The State of the Detroit Child data tool offers:

- A comprehensive view of the conditions Detroit children experience.
- Detailed or high-level data for anywhere in the state of Michigan.
- Information displayed through interactive visualizations that make the data easy to understand.

And, based on feedback from users, we've expanded SDC's features to include an updated home page, new capabilities, and access to new datasets!

## NEW CAPABILITIES!

**Time trend data** to compare data from two time periods in a single profile page.

**Create a custom profile** by drawing an area of interest right on a map.

## NEW GEOGRAPHIES!

**Access profiles for new geographies** including Wayne County Commissioner Districts, Detroit City Council Districts, and Detroit Police Precincts.

## NEW DATASETS!

- Hospital visits through Medicaid
- Elevated blood lead levels
- College readiness and progression
- 8th grade math proficiency
- Immunization rates
- Child care facilities
- Chronic absenteeism
- Student mobility

STATE OF THE  
**Detroit Child**

## A CITY OFFLINE: BRIDGING DETROIT'S DIGITAL DIVIDE

OCT 17, 2019 | [MEGHIN MATHER](#)

As many as 40% of Detroit residents do not have an internet connection in their home (see map below). Reasons can range widely from high cost to high intimidation, and language and age to digital literacy. Regardless of the reason, any resident affected by digital inequity faces many daily challenges. Tasks like completing a homework assignment, applying for a job, or managing banking all require a connection to the internet and some sense of how to navigate it. While the issue has gained more attention in recent years, Detroit's lack of digital inclusion has created a legacy that is layered and requires a great deal of expertise, resources, and commitment to rectify.

In honor of Digital Inclusion Week, [Joshua Edmonds](#), Digital Inclusion Fellow for the City of Detroit, convened a series of panels and presentations to explore and discuss Detroit's legacy of digital inclusion, the digital divide's effect on residents, and ways we can work to bridge the gap in our communities.

### **Insights Gained Over Time**

In the early 2010's, Detroit received a portion of federal grant funding that was awarded to on-the-ground community organizations working to help connect residents with low-to-no cost digital resources, primarily in the form of computers and internet connections, as well as training for how to use each. While this program was instrumental in connecting over 6,500 residents in Detroit (which is great!) it also highlighted just how costly this kind of work can be, especially long term. This program was a starting point for constructing a potential path forward, but also highlighting the challenges likely to present themselves along the way.

### **The Scope of the Problem**

There are three key elements to an equitable digital ecosystem – affordability, literacy, and adoption and a lack of any one of them places someone on the wrong side of the digital divide. Affordability most often affects those who have to prioritize expenses each month while literacy and adoption most often affect older generations who don't see the utility in using the internet for things they've always done offline (banking, paying bills, checking medical records), but all three potentially impact younger generations as well in terms of cyber protection and learning to surf the web safely.

### **How do we fix it?**

It's no secret that the road to a sustainable solution is long and bumpy, but the resounding call to action seems to be two-fold. Short term, there is an initiative aiming to leverage existing free wireless infrastructure and make those internet connections accessible to residents in need. Longer term strategies include investing

in meaningful and practical training (especially as it relates to workforce mobility), as well as cyber security and digital literacy training investments to boost adoption among all populations.

### **D3's Role in Bridging the Digital Divide**

We work to remain digitally inclusive on a fundamental level by maintaining resources that can be accessed offline such as printed maps, charts, and data visualizations as well as providing in-person tutorials and trainings for online tools. On a larger scale, we try to weave inclusion opportunities into project work wherever possible. Two current D3 projects with an emphasis on bridging the gap involve on-the-ground work around 2020 Census outreach and the work we do with members of the Detroit Civic User Testing Group (CUTGroup).

- We partnered with Detroit Community Technology Project (DCTP) to create user-friendly informational resources related to the upcoming **2020 Census**. Outreach is incredibly important for each decennial census, because so much rides on getting an accurate count. This one is particularly important in Detroit because, for the first time, survey responses will primarily be collected through an online portal which could potentially leave many unconnected residents uncounted. For more in-depth information, check out our [blog post](#) detailing the challenges this presents for 2020, or check out [the whole series](#) to dive deeper into the many facets of the census (P.S. – you can also stop by our office for printed copies to share offline).
- **CUTGroup Detroit** is a network of Detroit residents who participate in user tests of websites, apps, and tools that have been created by the City of Detroit. During these tests, residents evaluate and provide real-time feedback on the resource's usability from the perspective of the intended audience (sign up [here](#) to become a member – you'll get \$5 just for signing up and \$20 when you participate in a test).

### **The Path Forward**

At the close of the summit, there were many common threads weaving a narrative of inclusion, but the most emphasized, really, was fundamental in nature – organizations need to come together and collaborate to design strategies to foster digital inclusion with the input of the Detroit residents who are largely affected by those solutions. Designing *with*, not *for* is a sure-fire way to ensure solutions are effective and sustainable.

AN INNOVATIVE APPROACH TO UNDERSTANDING OPPORTUNITY YOUTH  
OCT 30, 2019 | [STEPHANIE QUESNELLE](#)

The Opportunity Youth Research Project attempted to collect data from different organizations across Detroit who work with Opportunity Youth (OY) and use it to understand where OY are located. OY are typically defined as young adults 16-24 years old who are neither working nor enrolled in school or a vocational training program. [Using traditional data sources to understand OY is difficult](#) because they are inherently disconnected from systems that would normally collect data about them like schools.

We used work from a [previous project with Microsoft](#) that built out a structure for a future data collaborative called the Metro Detroit Data Alliance. One of D3's long term goals is to develop a [local data collaborative](#). Overall, we learned that this approach could help us achieve the goal of understanding OY, but it will require additional support to help organizations build consistent data processes.

Our goals were to:

1. Improve the understanding of the OY in Detroit so that decision-makers can be more informed when planning programs.
2. Test out the data collaborative structure using data from local organizations to find out if it is possible to use it on a larger scale and identify potential challenges to using it.

Throughout the project, we created a number of resources for organizations to use immediately in their work:

- This [resource map](#) can be used by other organizations to understand who is providing services to Opportunity Youth and what services they're providing.
- To learn more about the process we used to make the resource map, check out this [blog post](#).
- The [D3Anonymizer](#) helps organizations anonymize the data while maintaining a unique ID for each individual.
- A [final report](#) that details the entire process as well as findings from our analysis.

From the resource map, we identified 13 potential data partners. In the end, we received data from two organizations who work with OY. After receiving the data, we uploaded it to the Metro Detroit Data Alliance and began our analysis. Since we only received data from two organizations, the analysis couldn't answer our original questions about the true number of opportunity youth in Detroit. However, we were able to answer two questions for the participating partners:

- Which areas of Detroit seem to be served most by the providers who contributed data?
- Which areas could benefit from additional outreach by these organizations?

In the process of answering these questions, we found five zip codes with high rates of opportunity youth but low levels of coverage by the two participating organizations. We detail these findings and the process in the [final report](#).

Through this process of obtaining confidential data from partners, aggregating it, and analyzing it, we learned six important lessons:

1. **Bigger isn't always better:** While large organizations are working with more youth and theoretically have larger data systems and larger datasets, the bureaucratic processes of legal reviews and signoffs often limited their ability to share data.
2. **Align with existing efforts to assist organizations:** Many organizations needed to spend additional time cleaning their data so we could use it. Organizations that already have grants to upgrade their internal processes can be ideal partners for this type of data collaborative.
3. **Knowledge about data and technology varies widely:** This might seem like a no-brainer, but during the project we learned that not having a shared vocabulary can cause confusion. For example, we described the D3 anonymizer as an application, which it is, but that particular word led some partners to think they were uploading confidential data to the internet instead of running a desktop process that didn't compromise the anonymity of their data. Expanding programs like Data University and AskD3 to build shared vocabulary and understanding in the nonprofit sector could help smooth data sharing.
4. **Data collection processes are very important:** Or as the saying goes: "garbage in, garbage out". It's critical for the data being collected by staff on the front lines to be collected consistently for a data collaborative to be successful. For example, we found addresses that were collected in a variety of different formats which complicated data processing.
5. **Be patient:** Data sharing is a very slow process when done properly and since we didn't provide funding, we had to convince partners of the value in data sharing and be patient while they continued doing their own very important work. Even a small investment of time to make this data sharing happen might have to be spread out over multiple weeks or months since it was unfunded work.
6. **Support consistency:** In addition to Lesson #4 about data entry, many of these organizations are working to balance the very different reporting demands of federal, state, local, and philanthropic funders. Supporting consistency within and across organizations is an attractive argument for partners to join in a data collaborative.

Overall, we discovered a number of challenges, particularly in the current ability of organizations to provide data to a data collaborative and their internal capacity to build out new systems to contribute data more effectively. However, with more data partners, there are promising new types of analysis that could be done across different organizations. For example, prior to this analysis, our data partners weren't aware of the where other partners worked and which areas weren't being served as much. At a larger scale, organizations could identify places that are underserved by all organizations and focus their resources in those communities for a larger impact. We are excited to pursue additional tests of the data collaborative in the future.