The Big Picture in Early Learning: Using Collective Impact in Miami-Dade to Organize Data Across Systems

The first speaker series event resulting from the Synergy Symposium hosted by Concerned African Women

May 15, 2019
University of Miami
Synergy - defined as the interaction or cooperation of two or more organizations, substances, or other agents to produce a combined effect greater than the sum of their separate effects

Welcome!

Kiani Nesbitt
President/CEO, Concerned African Women
Synergy Symposium
Speaker Series
Continuing the Conversation

Updates from The Children’s Trust

Stephanie Sylvestre,
Chief Programs Officer/Chief Information Officer
Thank you to Our Funders
IES funding Award # R305H140140
The Children’s Trust
U-LINK

Our Partners

Miami-Dade County Public Schools
Early Learning Coalition of Miami-Dade/Monroe
The Children’s Trust
Miami-Dade County Head Start/Early HS (CAAHSD)
Children’s Registry and Information System (CHRIS)
University of Miami, Dept of Psychology
Who is here with us today?
Using Collective Impact to Improve Child Outcomes

1. **Align programs**
   to strengthen early learning & school success

2. **Integrate information**
   to develop common, “big picture” measures

3. **Develop evidence**
   to inform partner practices & public policies

4. **Build trust**
   for ongoing work and new uses

5. **Organize a shared platform**
   to sustain effective collaboration
Critical Issue: Early Education & Opportunity Gaps

- Children entering K “not ready to learn”
- 80% will have formal ECE or participated in Part B/C EI program
- Effectiveness of early childhood services and nature of gaps unknown
- Few formal links between ECE services and student outcomes K-12
Miami-Dade County School Readiness Needs

Children living in poverty

Kindergarten readiness rates
Initial Partnership Goals

Build a formal sustainable partnership

Build capacity for data sharing

5 Shared Inquiries

- Preschool participation for children entering kindergarten?
- Where geographically are these preschool programs located, and where are programs of high quality?
- Where are community needs and resources?
- Program participation and school readiness?
- School readiness and kindergarten outcomes?
Over 83,000 unique individual records of children under five (close to 200,000 multiple records), linked across 5 early childhood systems of 25,000+ per cohort year and across the transition to kindergarten.
The Big Picture

- Generate questions
- Use findings for policy and program actions

Early-Childhood Agencies & Researchers

Public School System

UM CCS

ELC School Readiness & VPK

M-D CAA Head Start

UM CHRIS EI Part-B (FDLRS)

The Children’s Trust

DCF

FL OEL

Enrollment Funder & priority code
ASQ scores
Attendance

Enrollment Attendance
DECA
Galileo

PK disability eligibility
ESE services

EDI CLASS
Accreditation

VPK Assessments
FLKRS

7/2/2019

M-DCPS PK-12

Enrollment Attendance
FLKRS Assessment
Report card
SAT scores
Why did we come together as a partnership?
Each Partners’ Perspectives
What happened when we came together?
Partners’ “aha” moments
Many children are touched by early childhood programs in Miami-Dade County.
Attendance in early childhood programs and school readiness

**Preliminary draft of findings**

Attendance across Miami-Dade County Preschool Programs

Rates of Attendance in Pre-Kindergarten Programs: Average attendance was at least 84% across the various programs under the Early Learning Coalition of Miami-Dade/Monroe, Miami-Dade County Head Start, or Miami-Dade County Public Schools (2012-2014). For this brief low attendance is considered one standard deviation below the median, at or below the 25th percentile; high attendance is considered anything above the 25th percentile.

Attendance and School Readiness Skills in Preschool: Attendance rates greater than the 25th percentile were closely associated with school readiness skills assessed during preschool (both VPK and Head Start) and with math and reading skills assessed in kindergarten. This is consistent with national research suggesting that children with higher attendance enrolled in quality preschool programs benefit academically.

In Preschool Programs:

A year of growth in Voluntary Pre-K Using the VPK assessment

High attendees exceed expectations by spring.
- Children with HIGHER rates of attendance have HIGHER rates of growth in school readiness skills
- Children with LOWER rates of attendance have LOWER rates of growth in school readiness skills

(2013-2014)

Gains in Oral Language/Vocabulary Skills

Gains in Mathematics Skills

In Head Start:

A year of growth in Head Start Using the Galileo assessment

High attendees start and end the year higher than low attendees.

(2012-2013)

In Kindergarten:

Achievement Scores Using the Stanford Achievement Test (SAT-9)

Children who attended preschool regularly scored higher on reading and mathematics based on a comparison of VPK children in 2013-2014 and their performance in kindergarten.

(2014-2018)

Note: Rate of change cannot be determined with only two time points.

Achievement Scores:

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>77</td>
<td>58</td>
</tr>
<tr>
<td>Low</td>
<td>67</td>
<td>67</td>
</tr>
</tbody>
</table>

* SAT-9 is tested around mid-April every year.
Communities provide opportunities and vulnerabilities for children’s school readiness

**Preliminary draft of findings**

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MIAMI-DADE IDEAS CONSORTIUM FOR CHILDREN
May 15th, 2019
INTEGRATING DATA FOR EFFECTIVENESS ACROSS SYSTEMS

**Early Risk Experiences and Academic Outcomes**

High neighborhood risks and vulnerability are associated with lower kindergarten readiness scores. The Bruner community vulnerability index is negatively correlated with Early Development Instrument (EDI) scores in kindergarten. This association is consistent with previous research findings suggesting neighborhood and community contexts can influence children’s development and academic outcomes.

**Mapping Kindergarteners’ Developmental Vulnerability and Neighborhood Vulnerability**

**Mapping Preschool Participation and Kindergarteners’ Developmental Vulnerability (in Liberty City)**

There is variability across neighborhoods where these associations are not present (i.e., high neighborhood vulnerability with high kindergarten readiness) which suggests areas of opportunity and promise.

*EDI = Early Development Instrument consists of 6 domains: physical health/well-being, social competence, emotional maturity, language and cognitive development, and communication skills and general knowledge.*

*Bruner Vulnerability Index is comprised of 10 community indicators: single parent families, adults’ limited English proficiency, documented youth, adults with no high school diploma, adults with at least a college degree, households with wage income, families with children in poverty, households on public assistance, owner-occupied housing, and households with interest, rent or dividend income at the census tract level.*
Summary

Our community provides many opportunities
But not all children have the same opportunities
Much more work to be done
  Alignment of comprehensive assessments
  Alignment of services
  Better use of data across agencies
Shared goal
To improve services for all children, from birth through age 8, by aligning information from multiple programs in Miami-Dade supporting them and their families.
Contact Us!

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