

Kindergarten Readiness CAN

Third Meeting

Gulf Power Auditorium
18 January 2017

Achieve
Escambia
Cradle to Career

Welcome/ Overview



Vision

Every Generation Achieves Success – Cradle to Career

Mission

*To Align our Community Resources so
Everyone is Empowered to Achieve Success*

Early Learning Coalition Overview

Bruce Watson

Early Learning Coalition of Escambia County



- **Responsibilities/Goals of Organization:** To identify and meet the needs of children and families to lay the foundation for lifetime success by: maximizing each child's potential, preparing children to enter school ready to learn, and helping families achieve economic self-sufficiency.
- **Service Area:** Escambia County
- **Size of Organization:** 40 employees; annual budget \$19.4M (SR \$14.4M, VPK \$5M; total # served annually: SR: 4,500; VPK: 2,200
- **Years in Operation in Escambia County:** 16
- **Funding Sources:** State/Federal: Child Care Development Fund, Temporary Assistance for Needy Families, Social Services Block Grant, Local Match, Parent co-payment (SR), General Revenue (SR and VPK); Other – Grants and Interest (SR), Donations
- **Key Contact:** Walter “Bruce” Watson, Jr., bwatson@elcescambia.org, (850) 595-5402

- **Parent education/engagement components?** *Child Care Resource and Referral provides parents with resource information*
- **Greatest Challenge:** *Raising match dollars & parent engagement*
- **Greatest Opportunity:** *Growing awareness on the importance of early years (birth – 3)*

School Readiness



- **Goals of Program:** *Help children to enter school ready to learn, and help families achieve economic self-sufficiency.*
- **Target Audience/Participants:** *4500 annual throughput; 3,000 on board daily, initial eligibility below 150% poverty level AND working 20+ hours per week; waitlist:1200+*
- **Years in existence in Escambia County:** *16*
- **Key Partners in Program:** *165 contracted providers (includes HeadStart and ECSD), ECARE, Office of Early Learning (OEL)*
- **Tied to which contributing indicators:** *high quality parent/caregiver interactions, enrolled in high quality early education programs, and % of children 0-5 screened by appropriate tool*
- **Program outcomes:** *increase the percentage of children who enter school ready to learn*

Voluntary Prekindergarten



- **Goals of Program:** *Prepare 4 year olds for kindergarten and build the foundation for their educational success.*
- **Target Audience/Participants:** *Average annually 2200; every 4 year old child born on or before September 1 is eligible*
- **Years in existence in Escambia County:** *11*
- **Key Partners in Program:** *80 contracted providers (includes HeadStart and ECSD), ECARE, Office of Early Learning (OEL)*
- **Tied to which contributing indicators:** *high quality parent/caregiver interactions, enrolled in high quality early education programs; enrolled in VPK and % of children 0-5 screened by appropriate tool*
- **Program outcomes:** *increase the percentage of children who enter school ready to learn*

Community Action Program Overview

Al Henderson

Community Action Program



AGENCY MISSION

Community Action Program Committee's mission is to help low-income families achieve self-sufficiency by creating solutions to poverty in collaboration with community stakeholders.

- **Service Area:**
 - Escambia County, FL –HS/EHS, CSBG, LIHEAP
 - Weatherization - Escambia, Santa Rosa, Okaloosa, Walton, Washington, Holmes, Jackson
- **Size of Organization:**
 - # of employees – 178
 - Annual Budget - Head Start/EHS - \$8,101,635.00 (Federal) \$2,025,717 (Local Match)
TOTAL ALL PROGRAMS - \$10,998,471.00
- **Years in Operation in Escambia County:** 52
- **Funding Sources :** HHS, USDA, STATE VPK, local match
- **Key Contact:** Doug Brown d.brown@capc-Pensacola.org 850-438-4021

- **7 AGENCY STRATEGIC IMPACT AREAS**

- **Organizational Impact** – *Issues impacting the entire agency.*
- **Family Development** – *Issues associated with strengthening and enhancing the Early Head Start and Head Start programs in a manner that serves children, as well as the whole family.*
- **Economic and Social Services** – *Issues associated with strengthening and enhancing supportive services designed to promote self-sufficiency by serving the whole family.*
- **Housing and Safety** - *Issues associated with providing access to safe, decent and affordable housing.*
- **Innovation** – *Ideas designed to explore new opportunities for the agency.*
- The Family Engagement Outcomes are tracked by a Family Assessment conducted three times a year which coincides with the three assessments conducted through the education department. There are 19 Outcome Indicators tracked in the Seven domains. Some include housing, safety, education, employment, etc. All of the indicators are scored on a five-point system ranging from In-Crisis to thriving. From the Family Assessment, Social Service Advocates create Goal Plans with the parents and subsequent services are rendered.

- **Parent education/engagement components?** Have Seven (7) Family Engagement Outcome Areas:
 1. Family Well-Being
 2. Positive Parent-Child Relationships
 3. Families as Lifelong Educators
 4. Families as Learners
 5. Family Engagement in Transitions
 6. Family Connections to Peers and Community
 7. Families as Advocates and Leaders

- **Five (5) Child Outcome Areas:**
 1. Physical Development and Motor Skills
 2. Social and Emotional Development
 3. Approaches to Play and Learning
 4. Communication, Language and Literacy
 5. Cognitive Development and General Knowledge

- Yes, we use the Parent, Family, and Community Engagement Framework. When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.
- **Greatest Challenge-** Transportation, family engagement, uncertainty of funding , less than ideal facilities
- **Greatest Opportunity-** Achieve Escambia spotlighting awareness, identifying families who are committed to success and supporting them.

- **Goals of Program (School Readiness Goals)**
 - Ensure that children make progress across areas of development and learning, with at least 80% of children at or above the widely held expectations in Teaching Strategies GOLD.
 - Parent and family engagement- strengthen families
 - Increase child attendance to ensure that all children attend school at least 85% of the time.
 - Ensure that adequate funding is allotted to support training and the purchase of materials, equipment and supplies.
 - Provide translation services for non-English speaking families
 - Ensure that sufficient monitoring and mentoring occurs within the classroom to support quality teaching practices, hand-on active learning experiences and quality interactions

Head Start (continued)



- **Target Audience/ Participants:** Currently serving 832 families through Head Start & Early Head Start. In addition, in 2016 CAPC served over one thousand families through other agency programs, such as Housing, Utility Assistance, and Employment/Education services.
- **Key Partners in Program:** Escambia County School District, Early Learning Coalition, Escambia County Health Department, Several Dental Providers, Council on Aging of West Florida (Foster Grandparents Program), Every Child A Reader in Escambia, Nurses On Call, University of West Florida, Childcare Network, Children's Home Society, ESCAROSA Coalition on the Homeless, Several Mental Health Providers, CareerSource ESCAROSA
- **Tied to which contributing indicators:** The Family Engagement Outcomes are tracked by a Family Assessment conducted three times a year which coincides with the three assessments conducted through the education department. There are 19 Outcome Indicators tracked in the Seven domains. Some include housing, safety, education, employment, etc. All of the indicators are scored on a five-point system ranging from In-Crisis to thriving. From the Family Assessment, Social Service Advocates create Goal Plans with the parents and subsequent services are rendered.

Visual Explorer

Thomas Greek

Indicators Finalization

Jennifer Grove

Focused on What?



Every
Child
ACHIEVES
School
Readiness



Every
Child
ACHIEVES
Academic
Success



Every
Student
ACHIEVES
Graduation



Every
Learner
ACHIEVES
Readiness
for a
Desired
Career



Every
Adult
ACHIEVES
Economic
Self
Sufficiency

DRAFT Roadmap

OUTCOMES

CONTRIBUTING INDICATORS

Every child **achieves** school readiness

- Percent of children Kindergarten ready
- Percent of students proficient in each of the four measures of the VPK assessment

- Enrolled in *{high quality}* early education program
- Enrolled in VPK program
- Birth rate by age of mother
- Premature birth rate
- Infants in foster care
- *{High quality parent /caregiver interaction}*

- CONTEXTUAL INDICATORS
- Single-parent households
 - Crime rate
 - Poverty rate

Every student **achieves** academic success

- Percent of students proficient in reading in 3rd grade
- Percent of students proficient in math in 8th grade

- 1st grade retention rate
- Percent of students chronically absent
- Overage middle school students
- Total juvenile arrests
- Percent of students enrolled in Algebra in 8th grade
- *{High quality parent /caregiver interaction}*

- Physical/mental health indicators
- Adult literacy
- Rent-burdened households

Every student **achieves** graduation

- High school graduation rate

- Freshmen on track
- Percent of students chronically absent
- Percent of students enrolled in a career academy
- Middle school students who participate in at least one high school credit course
- Total juvenile arrests
- Teen pregnancy/ parenting rate
- *{High quality parent /caregiver interaction}*

- Homeless population
- Working Poor (ALICE rate)
- Children being raised by adult other than their parents

Every learner **achieves** readiness for desired career

- Percent of students who earn an industry certification or postsecondary degree or join the military by age 24
- Percent of working age population (25+) with same as above

- High school graduates who completed at least one accelerated course
- FAFSA completion rates
- Pell grant recipients
- High school graduates who enroll in a postsecondary institution within 16 months after graduation
- Postsecondary student retention after freshman and junior year

Every adult **achieves** economic self-sufficiency

- Median wage
- Unemployment rate /labor force participation rate of working age population

- Percent employed in high-skill, high-wage sectors
- Cost of child care
- Percent of population with felony conviction
- Educational attainment of total working population
- Growth of alternative consumer financial products

Criteria Used

- Outcomes should be **population based**, representing conditions at the community level and not at the programmatic level
- Indicators should be a **valid measure** of concepts outlined on the “Roadmap”
- The indicator must be **easily understandable** to local stakeholders
- The indicator must be **reasonably similar** across school districts/providers
- The data must be produced by a **trusted source**
- Priority can be given to indicators that are equivalent across school districts and have the **ability to be compared**
- All or most of the indicators need to be **affordable to gather and report**
- The data should be **available consistently** over time
- The indicator should be **changeable to a significant degree by local action** and be useful in the day to day work of organizations and networks that are working to improve student outcomes

OUTCOME	Every child achieves school readiness
CORE INDICATORS	<ul style="list-style-type: none"> Percent of children Kindergarten ready Percent of students proficient in each of the four measures of the VPK assessment
CONTRIBUTING INDICATORS	<ul style="list-style-type: none"> Enrolled in high quality early education program Enrolled in VPK program Birth rate by age of mother Premature birth rate Infants in foster care <i>{High quality parent /caregiver interaction}</i>



OUTCOME	Every child achieves school readiness
CORE INDICATORS	<ul style="list-style-type: none"> Percent of children Kindergarten ready Percent of students who meet or exceed expectations in each of the four measures of the VPK assessment
CONTRIBUTING INDICATORS	<ul style="list-style-type: none"> <i>{High quality parent /caregiver interaction}</i> Enrolled in high quality early education program Enrolled in VPK program <i>% of children ages 0 – 5 screened by appropriate tool</i> <i>Babies with low birth weight</i> Premature birth rate Children ages 0 – 5 in foster care Children ages 0 – 5 who have received a verified maltreatment abuse report

Contextual indicator Changes:

- Add Households with Children in Poverty
- Add crime rates
- Add access to nutrition

Noted limitations of state assessment. Might need to develop something locally.

Note: until something else is developed, could use STARS Over Escambia assessment from ELC to give parents a tool to start with

Note: Look at accreditation.

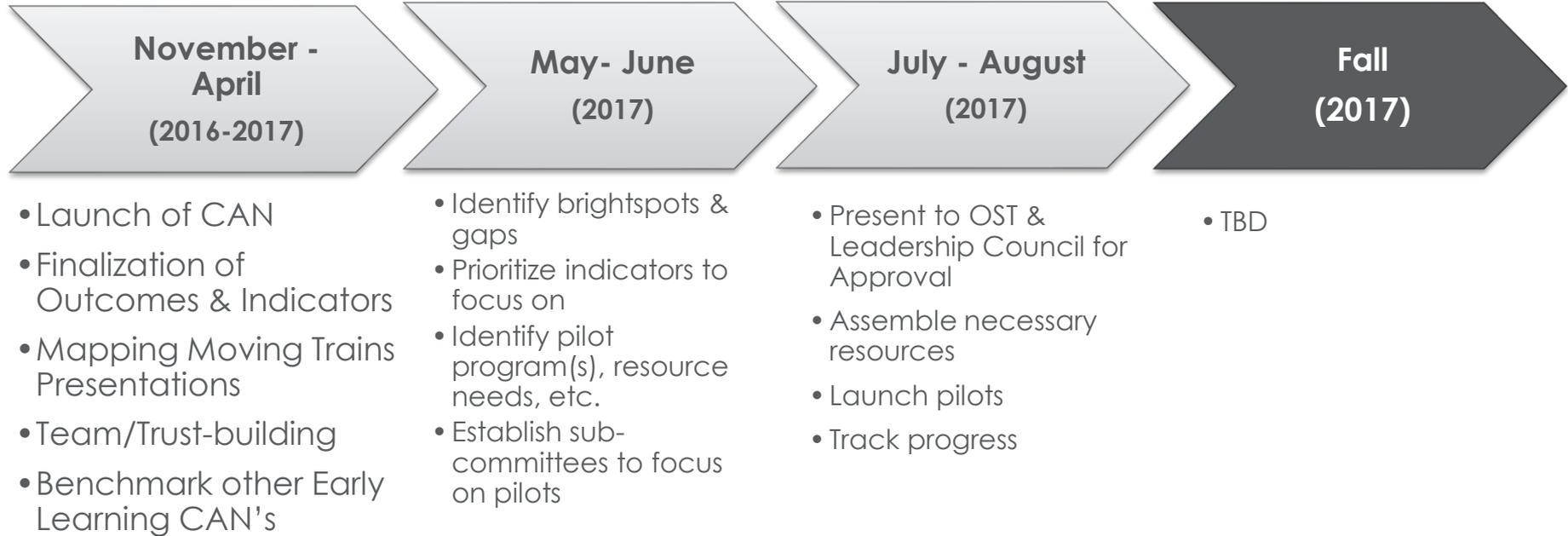
Note: Identify social /developmental/emotional assessments (ASQ). Parent screeners too? Research other communities who do this.



2017 CAN Goals/Timeline Discussion

Jennifer Grove

Potential Timeline



Next Steps/ Close

Greg Voss