Kindergarten Readiness CAN
Launch Meeting

10 November 2016
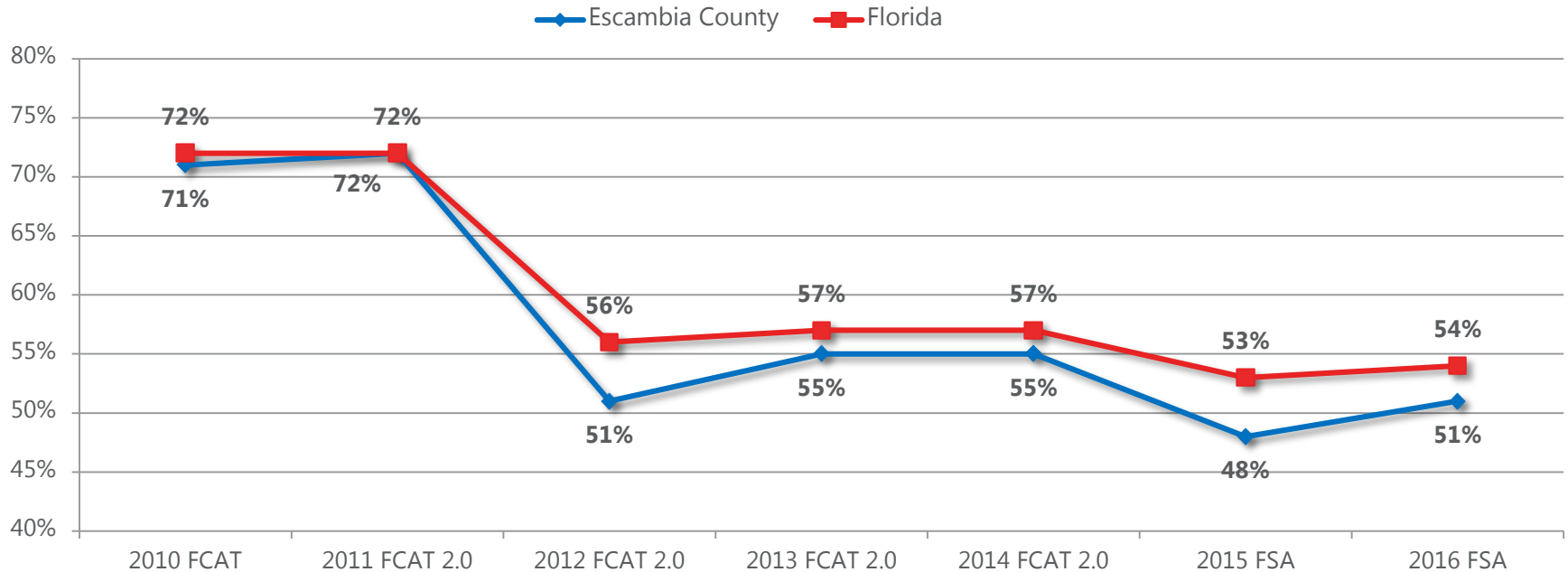
Achieve
Escambia
Cradle to *Career*

Kindergarten Readiness

Kindergarten Readiness Screener (FLKRS) – 2012/2013

Percentages shown on the line graph:
- Santa Rosa: 81%
- Okaloosa: 77%
- Bay: 75%
- Holmes: 75%
- Jackson: 72%
- Walton: 69%
- Escambia: 67%
- Washington: 63%

Legend:
- Total Number of Students Screened on both ECHOS and FAIR
- Total Number of Students Scoring Ready on both ECHOS and FAIR
- Percent of Students Scoring Ready on both ECHOS and FAIR

• *Source: Florida Department of Education*

3rd Grade Reading

Percent of Students Testing Passing

Legend: Escambia County, Florida

	2010 FCAT	2011 FCAT 2.0	2012 FCAT 2.0	2013 FCAT 2.0	2014 FCAT 2.0	2015 FSA	2016 FSA
Florida	72%	72%	56%	57%	57%	53%	54%
Escambia County	71%	72%	51%	55%	55%	48%	51%

Passing defined as scoring a 3 or above on a scale of 1-5. Proficient/Mastery defined as scoring a 4 or above.
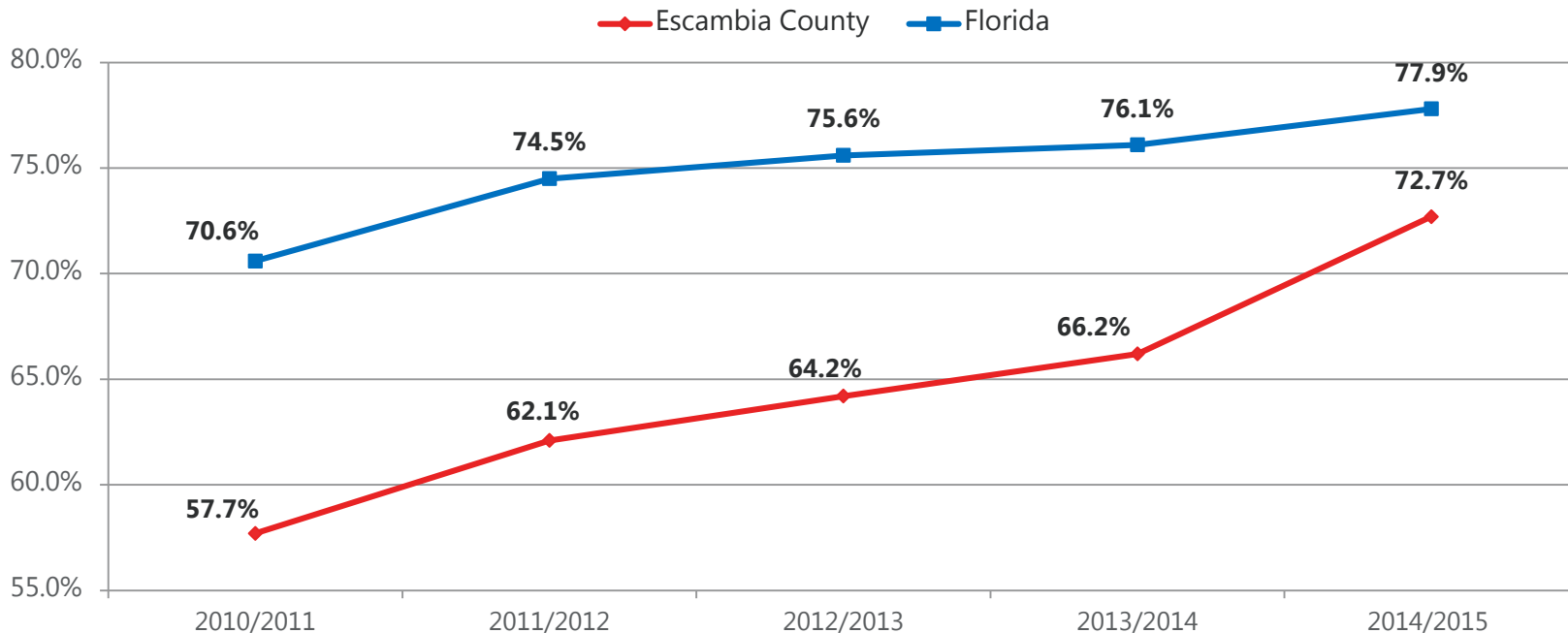*Source: Florida Department of Education*

8th Grade Math

Percent of Students Testing Passing
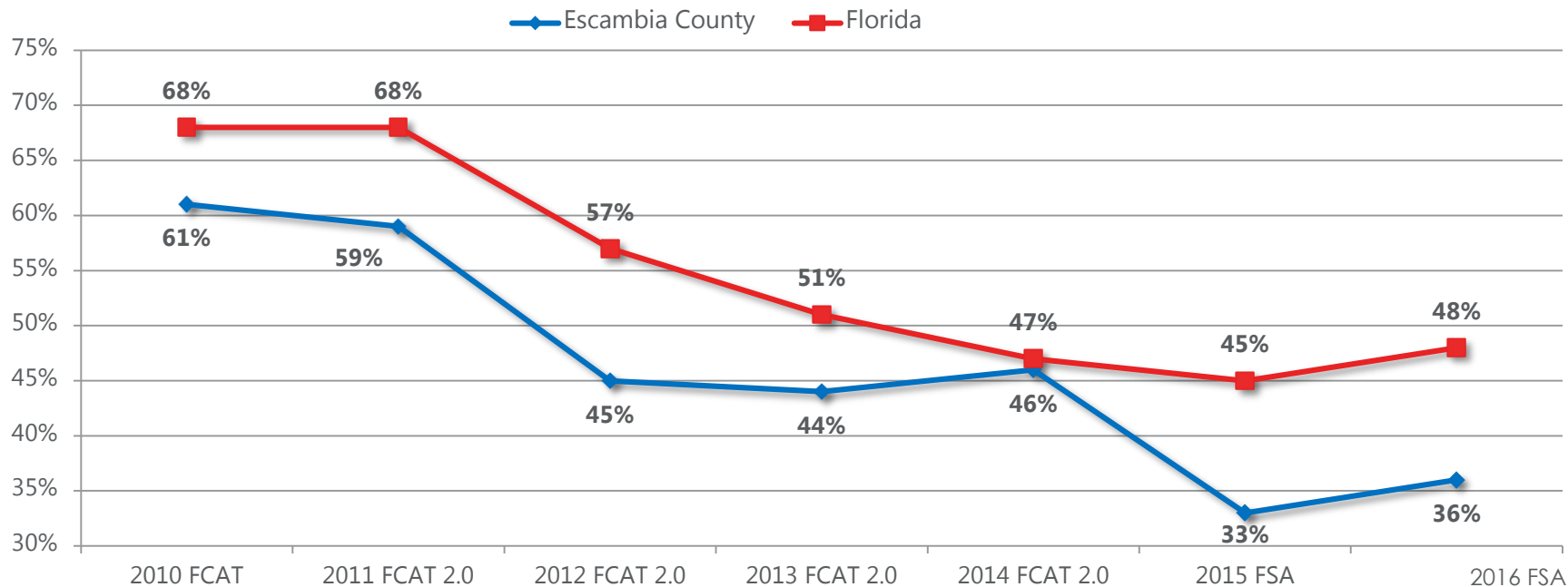
Passing defined as scoring a 3 or above on a scale of 1-5. Proficient/Mastery defined as scoring a 4 or above.
Source: Florida Department of Education

High School Graduation Rate

Cohort Graduation Rate

Escambia County — **Florida**

	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
Florida	70.6%	74.5%	75.6%	76.1%	77.9%
Escambia County	57.7%	62.1%	64.2%	66.2%	72.7%

Source: Florida Department of Education & Escambia County School District. Data provided beginning with implementation of the Federal Uniform Graduation Rate.

Post-Secondary Completion

Higher education retention and graduation rates by selected student characteristics: 2013

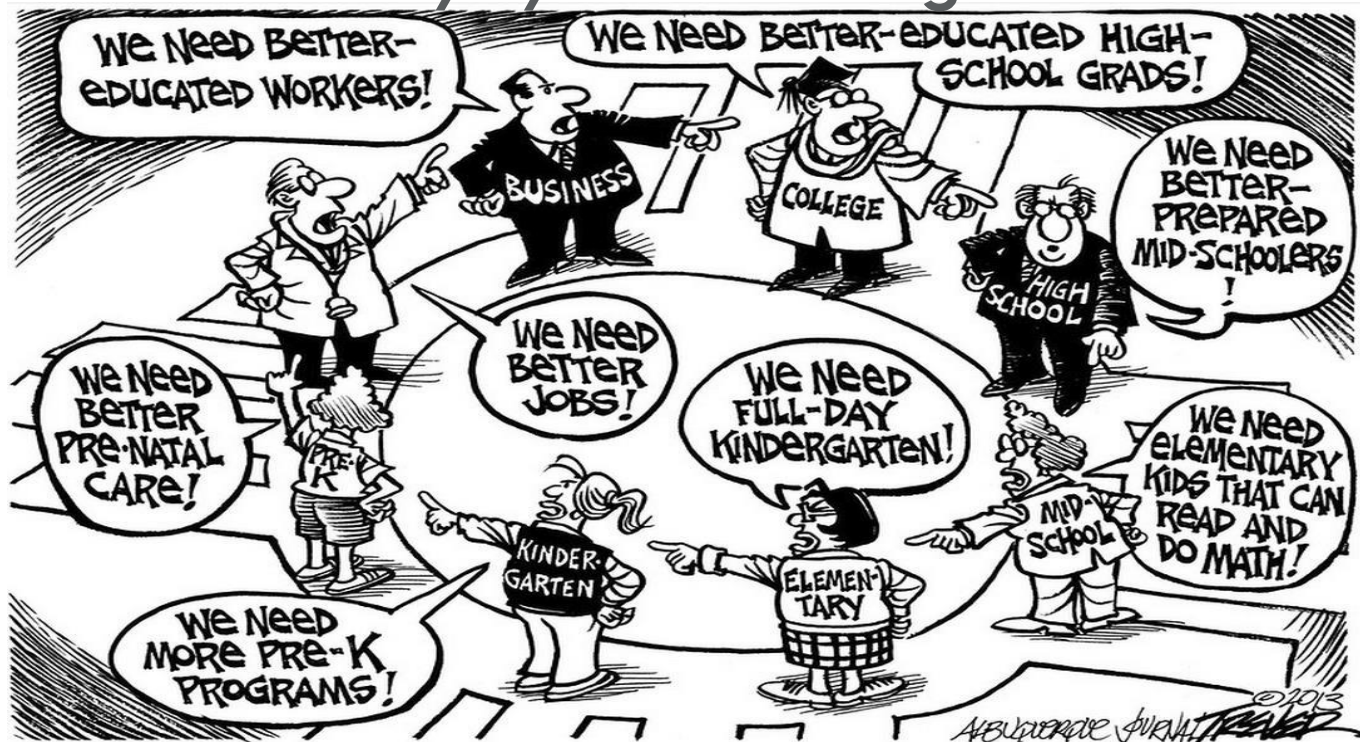| Institution	Type	Undergrad enrollment (2013)	Retention rate	Overall grad. rate	Male	Female	Asian	Black	Hispanic/ Latino	White
Pensacola State College	4-year, Public	10,317		33%	32%	34%	41%	21%	20%	35%
The University of West Florida	4-year, Public	10,072	74%	51%	47%	55%	62%	44%	57%	52%
Fortis Institute-Pensacola	2-year, Private for-profit	712	62%	49%	42%	50%	25%	49%	88%	48%
George Stone Technical Center	2-year, Public	456	85%	64%	58%	91%	75%	72%	100%	60%
Virginia College-Pensacola	2-year, Private for-profit	384	52%	40%		40%		0%		50%
ITT Technical Institute-Pensacola	4-year, Private for-profit	229		NA						

Source: Florida College Access Network

Unemployment Rate
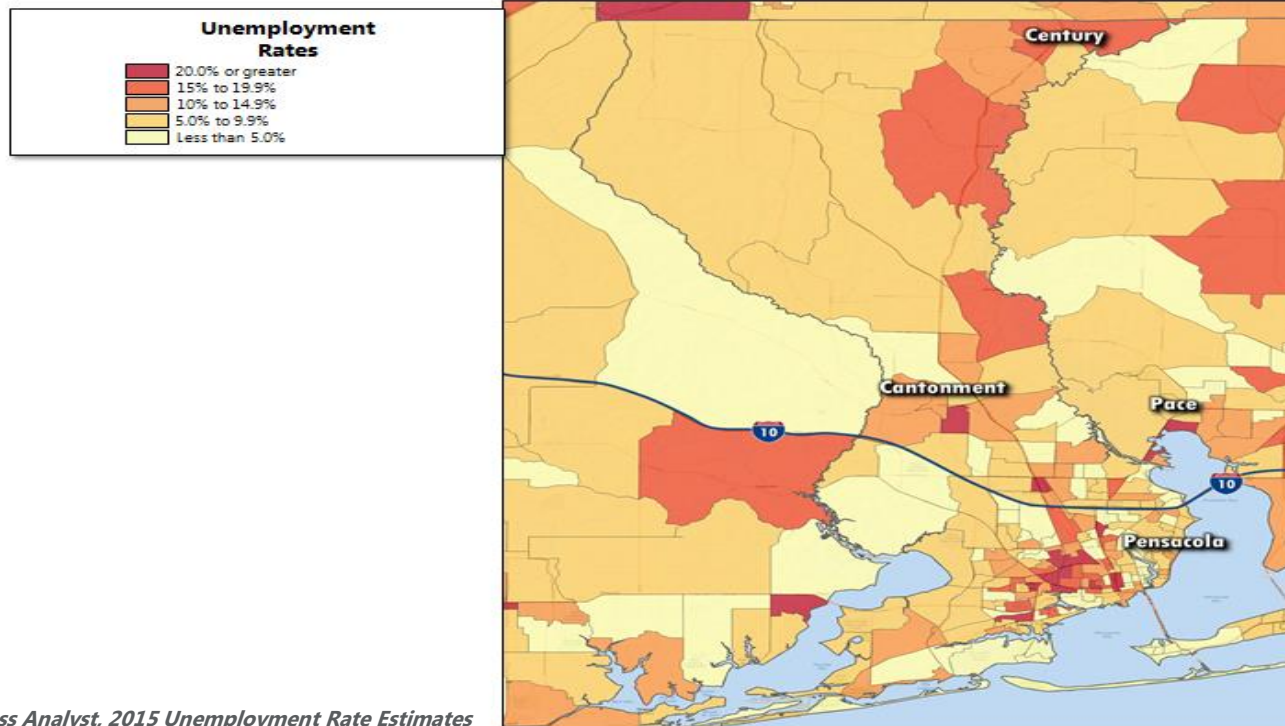
Source: ESRI Business Analyst, 2015 Unemployment Rate Estimates

Systems Change

Why Systems Change?

Program Rich & System Poor

CA Weis Community School

BEST Robotics

SkillsUSA

ECARE

Career Academies

TRiO

Industry Roundtables

Cram the Van

Junior Achievement

Financial Literacy

Children's Services Council

Mentoring Programs

Need Coordinated Vision & Action

Collective Impact

"The <u>commitment</u> of a group of actors from different sectors to a common agenda for solving a complex social problem"

Vision / Mission

Vision

Every Generation Achieves Success – Cradle to Career

Mission

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

Collective Impact Partner

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Cradle to Career

65
COMMUNITY PARTNERSHIPS
building local infrastructure to improve education outcomes for every child

9,750+
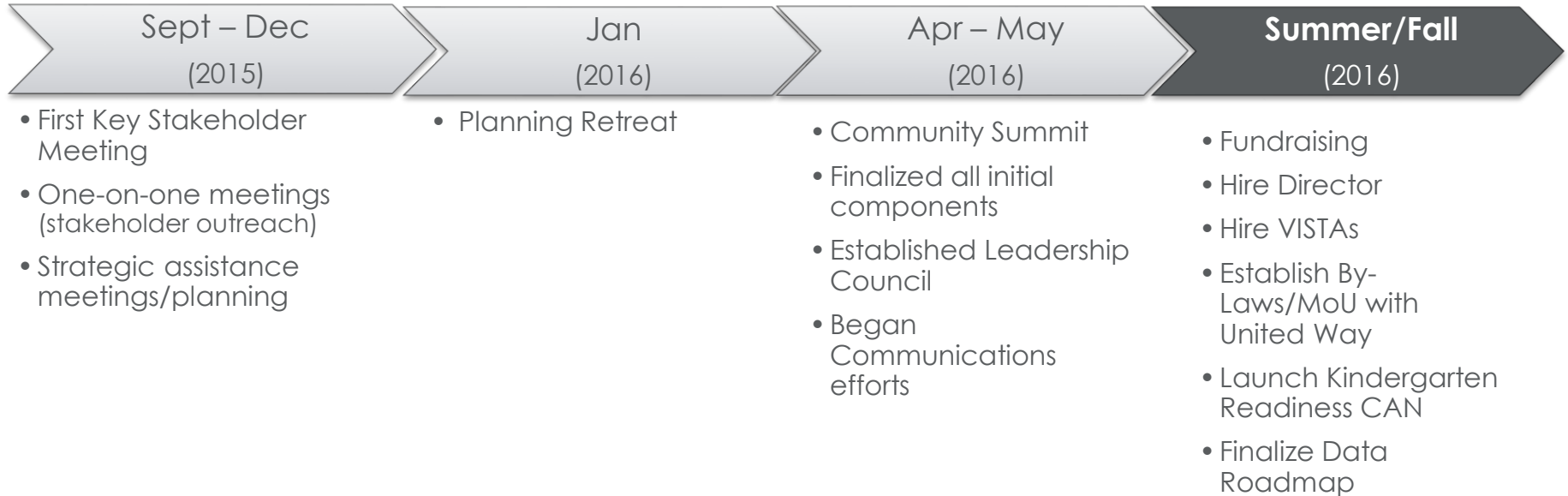**ORGANIZATIONS ENGAGED**

32 STATES
+ DISTRICT OF COLUMBIA

StriveTogether
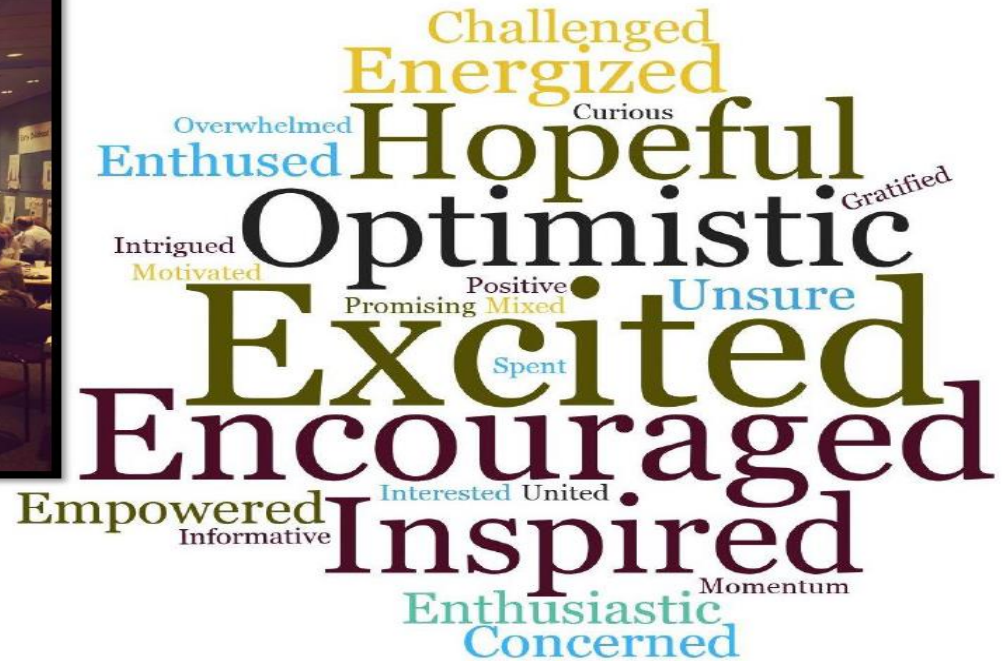Every child. Cradle to career.

Collective Impact Work

Common Agenda

Common Progress Measures

Mutually Reinforcing Activities

Communications

Backbone Organization

How We Got Here

Sept – Dec (2015)

- First Key Stakeholder Meeting
- One-on-one meetings (stakeholder outreach)
- Strategic assistance meetings/planning

Jan (2016)

- Planning Retreat

Apr – May (2016)

- Community Summit
- Finalized all initial components
- Established Leadership Council
- Began Communications efforts

Summer/Fall (2016)

- Fundraising
- Hire Director
- Hire VISTAs
- Establish By-Laws/MoU with United Way
- Launch Kindergarten Readiness CAN
- Finalize Data Roadmap

How we got here…

**Planning Retreat
(6 January 2016)**

How we got here…

**Community Summit
(11 April 2016)**

Governance Structure

Early Grade Reading Network

Kindergarten Readiness Network (NOW)

Middle Grade Math Network

Leadership Council

Achieve Escambia Cradle to Career Goals & Outcomes

Employment Network

Operational Support Team

High School Graduation Network

Post Secondary Completion Network
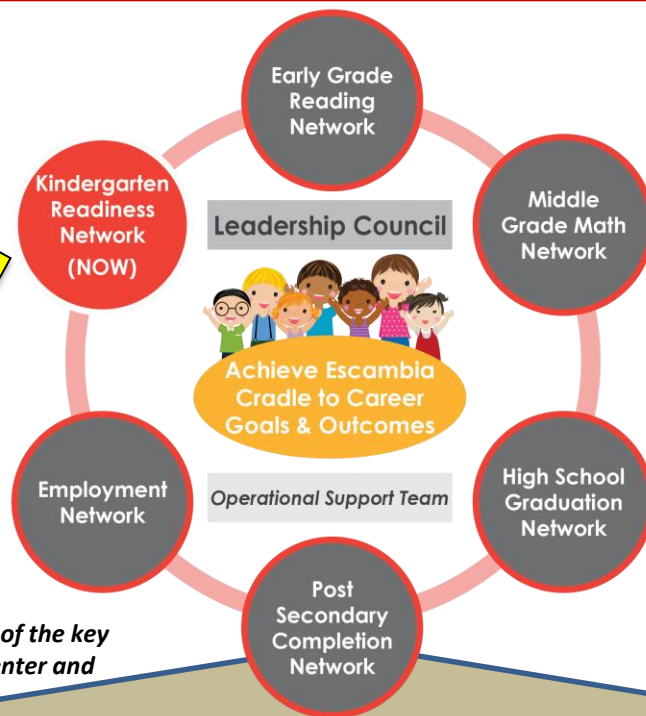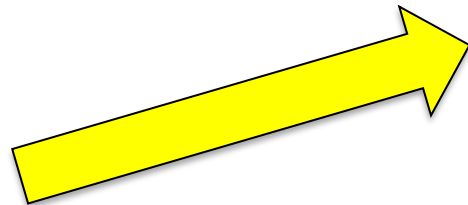
Additional partners may serve one or more of the key backbone convener roles (examples: Haas Center and Studer Community Institute).

Data Team	Funders Team	Equity Opportunity Team	Communications Community Engagement Team

CAN Teams will be intentionally populated with representative parents, faith-based leads and educators.

Backbone Convener – United Way

Cross-Sector Engagement

Draft Roadmap

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 Rodmap *(continued)*

	Every child **achieves** school readiness	Every student **achieves** academic success	Every student **achieves** graduation	Every learner **achieves** readiness for desired career	Every adult **achieves** economic self-sufficiency
OUTCOMES	• Percent of children Kindergarten ready • Percent of students proficient in each of the four measures of the VPK assessment	• Percent of students proficient in reading in 3rd grade • Percent of students proficient in math in 8th grade	• High school graduation rate	• 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	• Median wage • Unemployment rate /labor force participation rate of working age population
CONTRIBUTING INDICATORS	• 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}*	• 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}*	• 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}*	• 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	• 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

CONTEXTUAL INDICATORS

- Single-parent households
- Crime rate
- Poverty rate
- Physical/mental health indicators
- Adult literacy
- Rent-burdened households
- Homeless population
- Working Poor (ALICE rate)
- Children being raised by adult other than their parents

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Communications

Collective Action Network

DATA → KNOWLEDGE → ACTION = Improved outcomes

What will we do?

1. Map moving trains
2. Identify partner outcomes
3. Prioritize contributing indicators
4. Identify bright spots/opportunities
5. Align resources & action; SCALE!
6. Continually improve

Focused on what?

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Cradle to Career

CONTRIBUTING INDICATORS

- 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}*

CORE INDICATORS

- Percent of children Kindergarten ready
- Percent of students who meet or exceed expectations in each of the four measures of the VPK assessment

OUTCOME

Every child **achieves** school readiness

Long Lasting Effort

Long Term Strategy

"Collective Impact Movement Built to Sustain & Outlast Current Leadership"

Discussion / Questions

Future CAN Meetings

Meeting Two
❑ 14 December 2016 (2 p.m. – 4 p.m.)
  ▪ Collective Action & Collective Impact

Meeting Three
❑ 18 January 2017 (2 p.m. – 4 p.m.)
  ▪ Kindergarten Readiness: Core & Contributing Indicators