

Meaningful Outcomes

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Guiding Questions

- How can the early coalition be sure that children are benefiting in the short- and long-term from our services?
- How can we be sure that our investors are receiving a meaningful Return on Investment?
- What are state and national perspectives on child outcomes?

Defining Accountability - Determining Outcome Measures

- Where we've been - overview
- Measure the outcomes of a population as a means of tracking progress toward desired results
- Include positive outcomes
- Are predictive of current well-being
- Are predictive of subsequent well-being

Child Outcomes

- Definition - a desired result
- Child outcome - every child is healthy and prepared for success
- Differentiating Assessment Purposes
 - To identify children with special needs
 - To inform classroom practices
 - To determine program & system effectiveness

Return on Investment

- Are investments in early learning profitable?
- Do children attending VPK have better kindergarten readiness scores?
- Does length of participation in early learning affect readiness scores? 3rd grade reading & math scores?

We contend that investing in early childhood development yields a much higher return than most government-funded economic development strategies. Rolnick & Grunewalk, Federal Reserve Bank, 2007

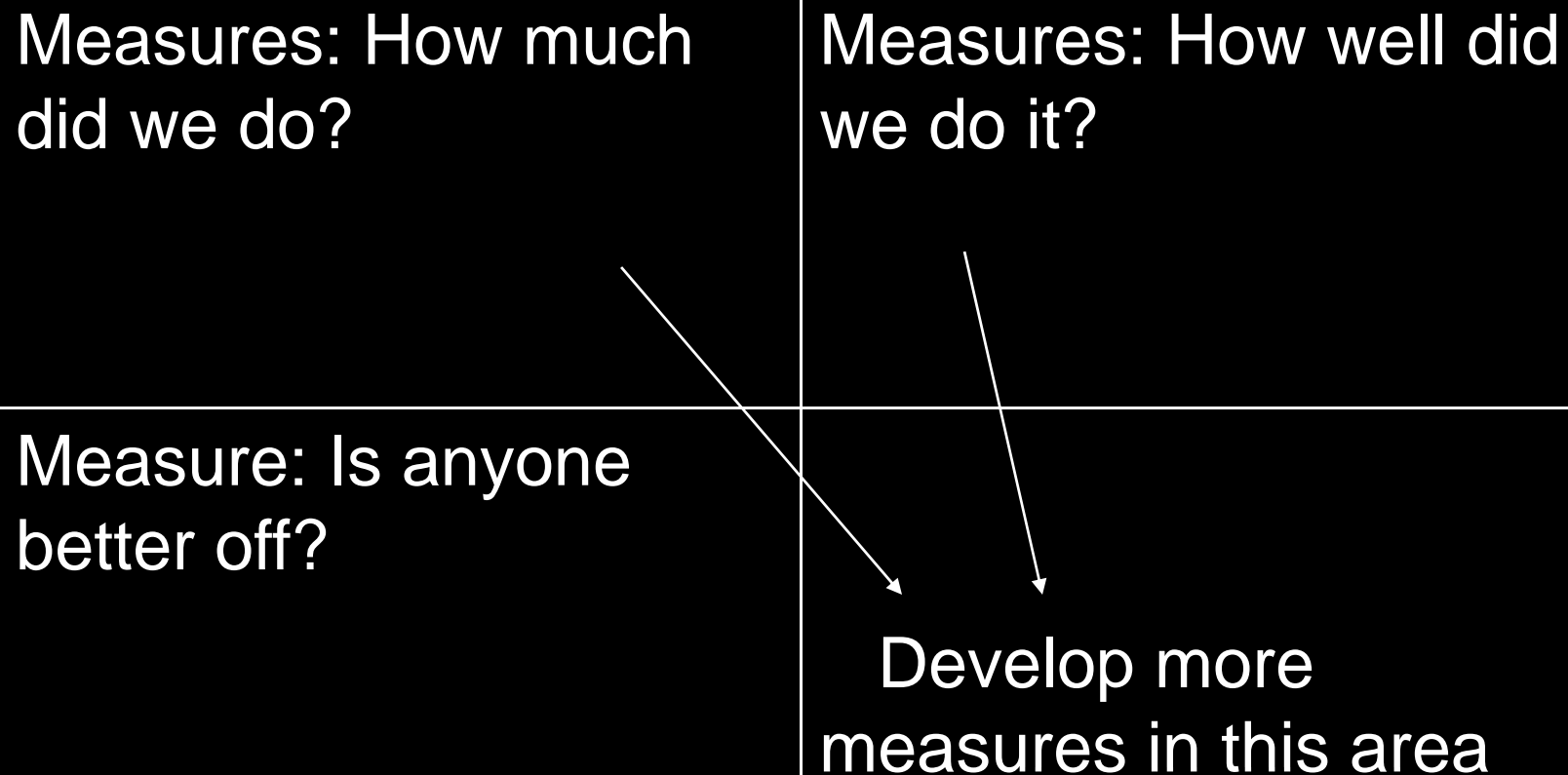
Moving to a Results-based Accountability Organization

Measures: How much
did we do?

Measures: How well did
we do it?

Measure: Is anyone
better off?

Develop more
measures in this area

A 2x2 grid of text boxes. The top-left box contains the question 'Measures: How much did we do?'. The top-right box contains 'Measures: How well did we do it?'. The bottom-left box contains 'Measure: Is anyone better off?'. The bottom-right box contains 'Develop more measures in this area'. Two white arrows originate from the bottom-right corners of the top-left and top-right boxes and point towards the text in the bottom-right box.

Child Outcomes in Florida

- Early Learning Legislative - kindergarten readiness
- DOE alignment with K-12 accountability
- AWI ARRA Projects
- Children and Youth Cabinet

Children & Youth Cabinet

- Every FL Child is Healthy
 - Children with health insurance
- Every FL Child is Ready to Learn & Succeed
 - Children whose kindergarten entry assessment scores show they are ready for school

Children & Youth Cabinet

- Every FL Child Lives in Stable & Nurturing Family
 - Children in poverty
- Every FL Child Lives in Safe & Supportive Community
 - Homeless children

FL Early Learning Framework

- Background
- Vision - Florida's children are healthy & prepared to be successful
- Goals - Desired Results
 - Stable & Nurturing Families
 - Healthy Children
 - Quality Early Learning Experiences
- Strategies & Next Steps

National Efforts

- National School Readiness Indicators Project
- National Task Force
- Head Start Outcomes Framework
- Common headline indicators:
 - Kindergarten readiness assessment
 - 3rd or 4th grade reading & math scores

Criteria for Selection

- ***Relevance*** - describes a behavior, condition, or status that influences a child's school readiness
- ***Measurability*** - possible to measure changes over time
- ***Communication Power*** - changes can be used to tell a compelling story to inform policy decisions

Suggested Outcome Measures

- Child development: Are children developing typically for their age?- (ASQ)
- Language and literacy development/learning: Are they making progress in language and literacy? (LAP-D)
- School readiness: Are children ready when they enter kindergarten? (FLKRS)
- Quality of care: Are available programs high quality? (Quality Counts – quality of programs/workforce data)
- School achievement: Are children performing at grade level in third grade? (3rd grade FCAT)

Comments and Questions
