



The Agency for Workforce Innovation's Office of Early Learning

How Florida's School Readiness and Voluntary Prekindergarten Programs Change Child Outcomes

Background

- School Readiness (SR)
- Voluntary Prekindergarten (VPK)
- Kindergarten Readiness
 - Uniform statewide assessment began fall 2002 (SRUSS)
 - Revised statewide assessment with implementation of VPK beginning fall 2006 (FLKRS)



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Screening Instruments

- Florida Kindergarten Readiness Screener (FLKRS)
- Subset of the Early Childhood Observation System (ECHOS)
- Two measures of Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
 - Letter Naming Fluency (LN)
 - Initial Sound Fluency (IS)



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Screening Instruments & VPK Readiness Rates

- ECHOS “Ready”
 - Consistently Demonstrating or Emerging/Progressing
- DIBELS “Ready”
 - Above Average or Low Risk



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Data — Matching

- AWI Files
 - SR/VPK Provider Data
 - SR/VPK Children Data
- DOE Files
 - Kindergarten Demographics
 - Kindergarten Screening Results



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Data — Sample Definitions

- Excludes Duplicate Records – students screened in multiple schools
- Restricted to 5-year olds – some retained kindergarten students screened
- Includes “scored” records only – some students screened, but exempt



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Data — Sample Definitions

- Valid DOE-assigned IDs
- Attended any amount of time in SR or VPK program
- Results subject to revision as DOE refreshes data

Data — What's Left?

2006-07 Five-year Olds Attending VPK, SR, or Both VPK and SR During the 2005-06 Program Year with FLKRS Results

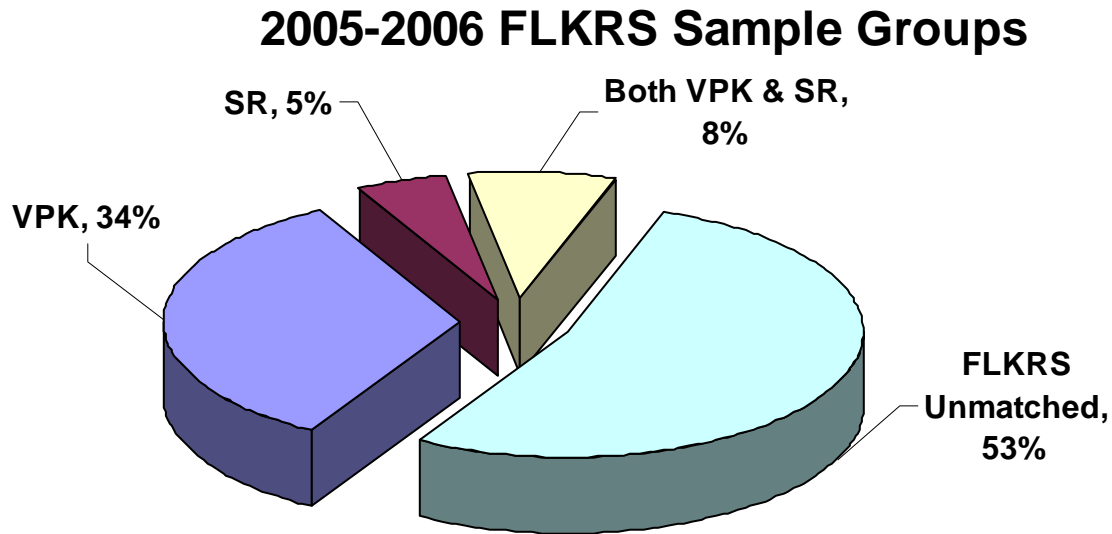
SR Only Group	7,045
VPK Only Group	51,170
Attended Both Groups	12,067
<u>FLKRS Unmatched</u>	<u>78,509</u>
Total	148,791



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Data — Preliminary Results



Data — Sample Characteristics

- SR Group – predominately African-American (47.2%), White (27%), Hispanic (19.2%), and multi-racial (6%); free lunch eligible (86.3%); and had the greatest percentage of disabilities noted across samples (10.6%)
- VPK Group – majority White (50.8%) with greatest percentage of Hispanics compared to other two groups (24.6%)
- SR/VPK Group – predominately minority (64.3%) with greatest percentage of English language learners (ELL) students compared to other two groups (16.9%)



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Data — Sample Characteristics

	SR Group		Both SR & VPK Group		VPK Group	
Total Scored Population	7,045		12,067		51,170	
Gender						
Female	3,631	51.5%	6,333	52.5%	26,183	51.2%
Male	3,414	48.5%	5,734	47.5%	24,987	48.8%
Ethnicity						
Asian	30	0.4%	72	0.6%	1,428	2.8%
African-American	3,327	47.2%	4,809	39.9%	8,467	16.5%
Hispanic	1,355	19.2%	2,941	24.4%	12,568	24.6%
American Indian or Alaskan Native	9	0.1%	17	0.1%	113	0.2%
Multiracial	420	6.0%	727	6.0%	2,603	5.1%
White	1,904	27.0%	3,501	29.0%	25,991	50.8%



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Demographic data for Matched 5-year-olds
Note: Some totals do not equal 100% (rounding)

Data-Sample Characteristics (cont.)

	SR Group		Both SR & VPK Group		VPK Group	
Total Scored Population	7,045		12,067		51,170	
FRL Status						
Not eligible for FRL	963	13.7%	1,929	16.0%	31,357	61.3%
Eligible for FRL	6,082	86.3%	10,138	84.0%	19,813	38.7%
ELL Status						
Non ELL	6,031	85.6%	10,024	83.1%	43,146	84.3%
ELL	1,014	14.4%	2,043	16.9%	8,024	15.7%
Disability Status						
No Disability Recorded	6,301	89.4%	11,392	94.4%	47,766	93.3%
Disability	744	10.6%	675	5.6%	3,404	6.7%



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*Demographic data for Matched 5-year-olds
Note: Some totals do not equal 100% (rounding)*

Data-Sample Characteristics (cont.)

	SR Group		Both SR & VPK Group		VPK Group	
Total Scored Population	7,045		12,067		51,170	
ECHOS Ready						
Not Ready	1,148	16.3%	1,513	12.5%	4,585	9.0%
Ready	5,837	82.9%	10,467	86.7%	46,266	90.4%
Missing	60	0.9%	87	0.7%	319	0.6%
Letter Naming Fluency						
Not Ready	2,706	38.4%	3,597	29.8%	10,008	19.6%
Ready	4,234	60.1%	8,356	69.2%	40,686	79.5%
Missing	105	1.5%	114	0.9%	476	0.9%
Initial Sound Fluency						
Not Ready	2,949	41.9%	4,729	39.2%	15,602	30.5%
Ready	3,785	53.7%	6,881	57.0%	34,108	66.7%
Missing	311	4.4%	457	3.8%	1460	2.9%
Ready on All Three Screeners						
No	4,034	57.3%	6,228	51.6%	20,202	39.5%
Yes	2,621	37.2%	5,265	43.6%	29,089	56.8%
Missing	390	5.5%	574	4.8%	1879	3.7%



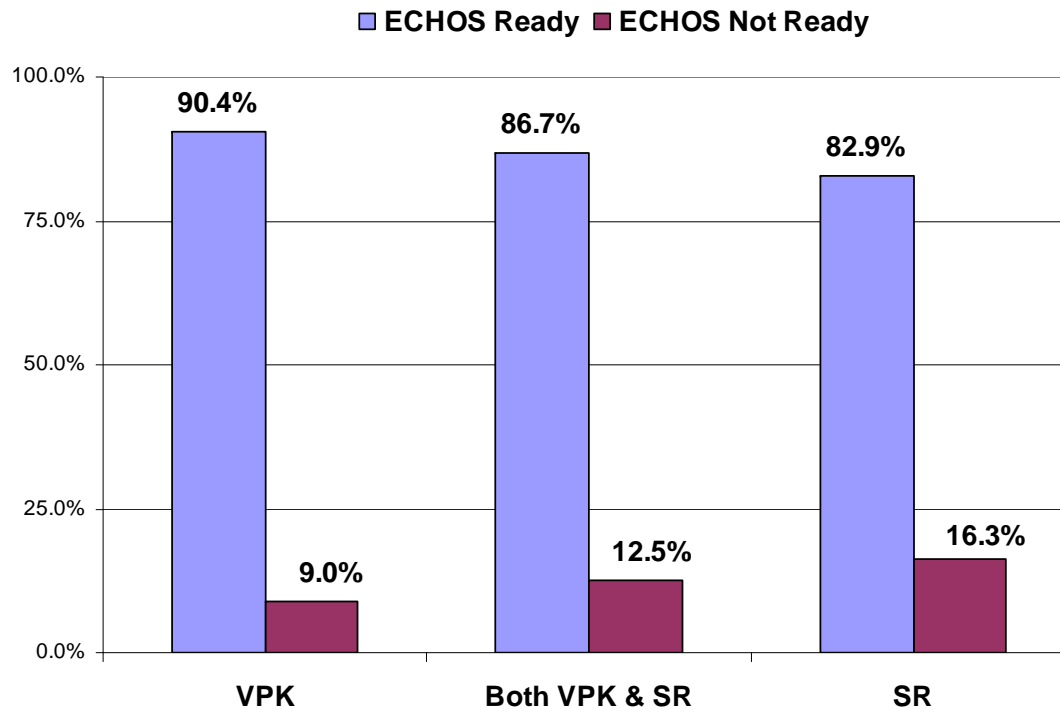
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Demographic data for Matched 5-year-olds
Note: Some totals do not equal 100% (rounding)

Data — Preliminary Results

2006 ECHOS Readiness for Scored and Matched 5-year-olds
(Unweighted)



The VPK Group had greatest percentage of children ECHOS “ready,” followed by those attending both programs.



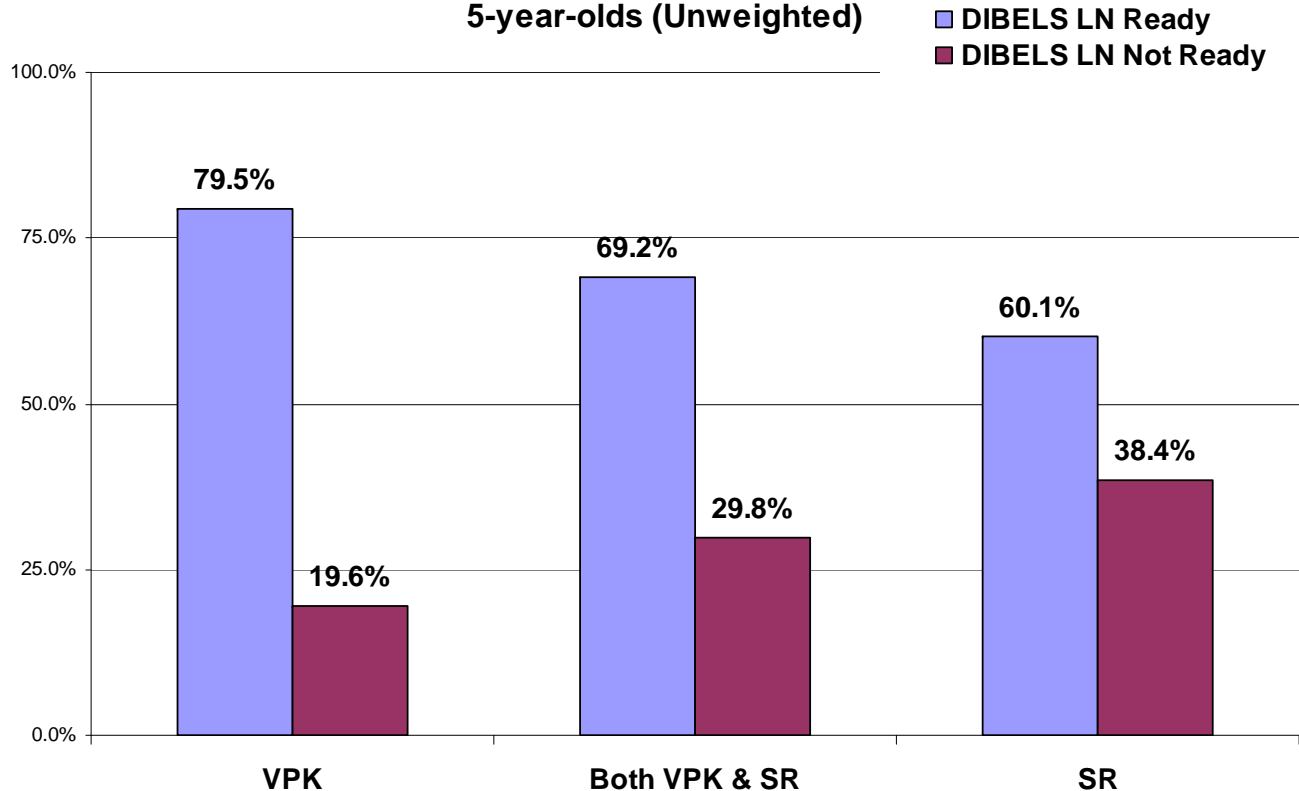
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Note: Totals do not equal 100% due to missing data.

Data — Preliminary Results

2006 DIBELS Letter Naming Readiness for Scored and Matched
5-year-olds (Unweighted)



VPK Group had greatest percentage of children “ready” on Letter Naming, followed by children that attended both programs.

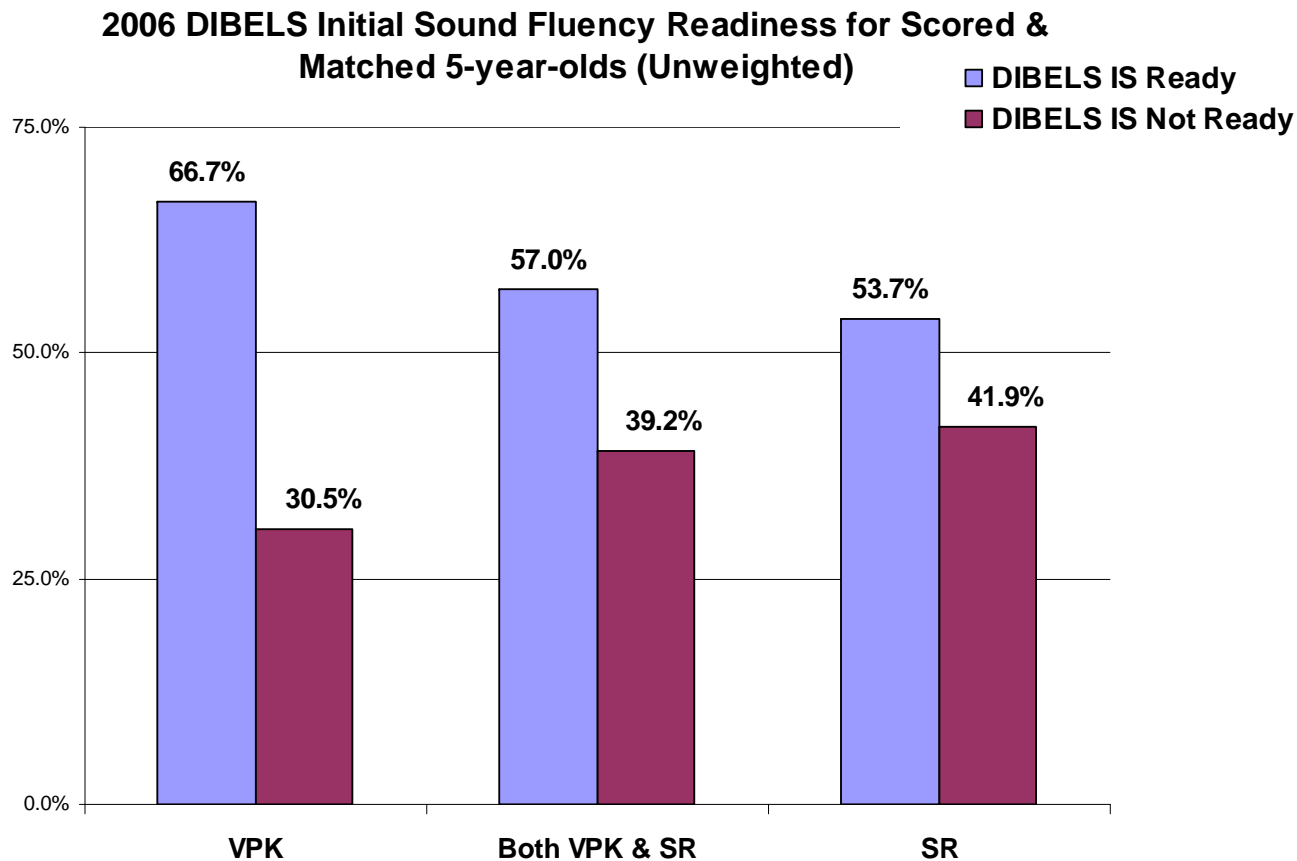


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Note: Totals do not equal 100% due to missing data.

Data — Preliminary Results



VPK Group had greatest percentage of children “ready” on Initial Sound Fluency, AND...



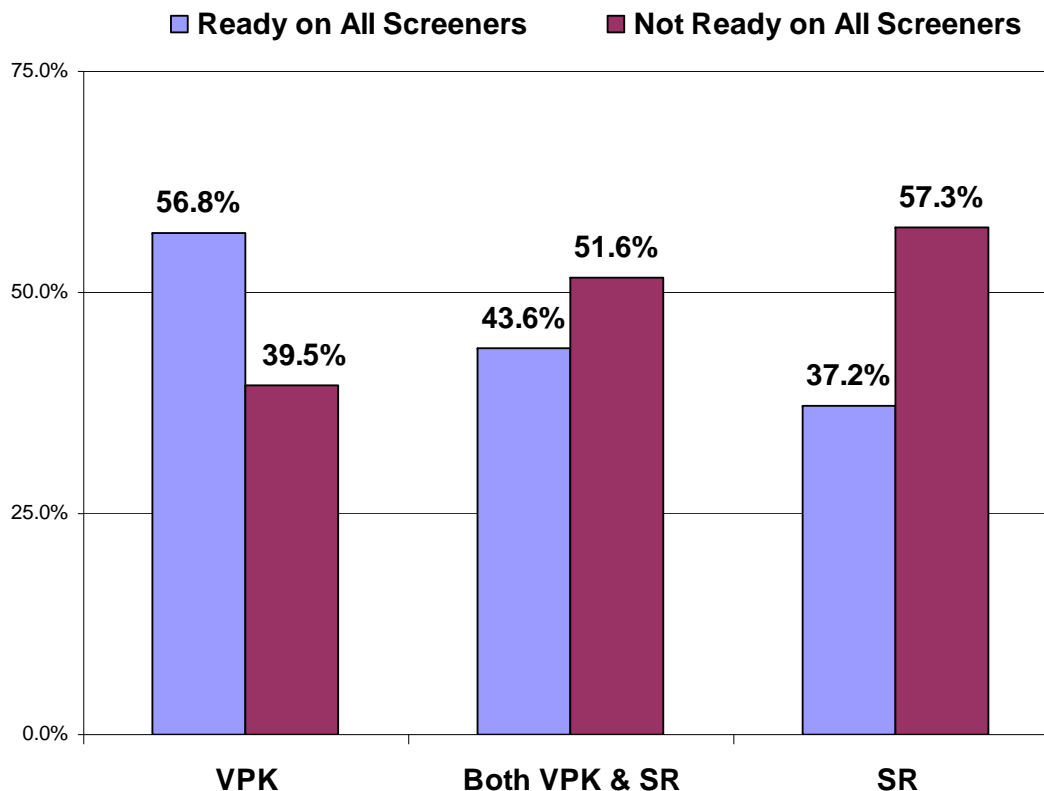
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Data—Preliminary Results

2006 Readiness for All Screeners, Scored & Matched 5-year-olds
(Unweighted)



... VPK Group had greatest percentage of children “ready” on all three screeners.



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Data — Preliminary Results

Likelihood of Readiness on 2006 FLKRS Instruments based upon 2005–06 Prekindergarten Program Participation

Comparisons (Unweighted)			
	SR to Non-SR	VPK to Non-VPK	Both to Not Both
ECHOS	.96	1.54*	1.30*
DIBELS LN	.80*	1.83*	1.27*
DIBELS IS	.89*	1.19*	.99
All	.82*	1.39*	1.08*

Separate logistic regression analysis, controlling for gender, race, ELL, FRL, and disability status.

**Statistically significant at $p < .01$*



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Data–Preliminary Results

- Children participating in the “School Readiness Program Only” group were
 - *Less likely to be ready on both DIBELS screeners and all three instruments combined than children that were in the “non-SR” group,*
 - *As likely to be ready on ECHOS (50/50) as a “non-SR” child.*



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Data–Preliminary Results

- Children participating in the “Voluntary Prekindergarten Program Only” group were more likely to demonstrate readiness on ECHOS, both DIBELS screeners, and all three instruments combined than children in the “non-VPK” group.



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Data–Preliminary Results

- Children participating in both the SR and VPK programs were
 - *More likely to demonstrate readiness on ECHOS, DIBELS Letter Naming Fluency, and all three instruments combined than children in the “not both programs” group.*
 - *As likely to be ready on DIBELS Initial Sound Fluency (50/50) as a “not both programs” child.*

Data–Preliminary Results

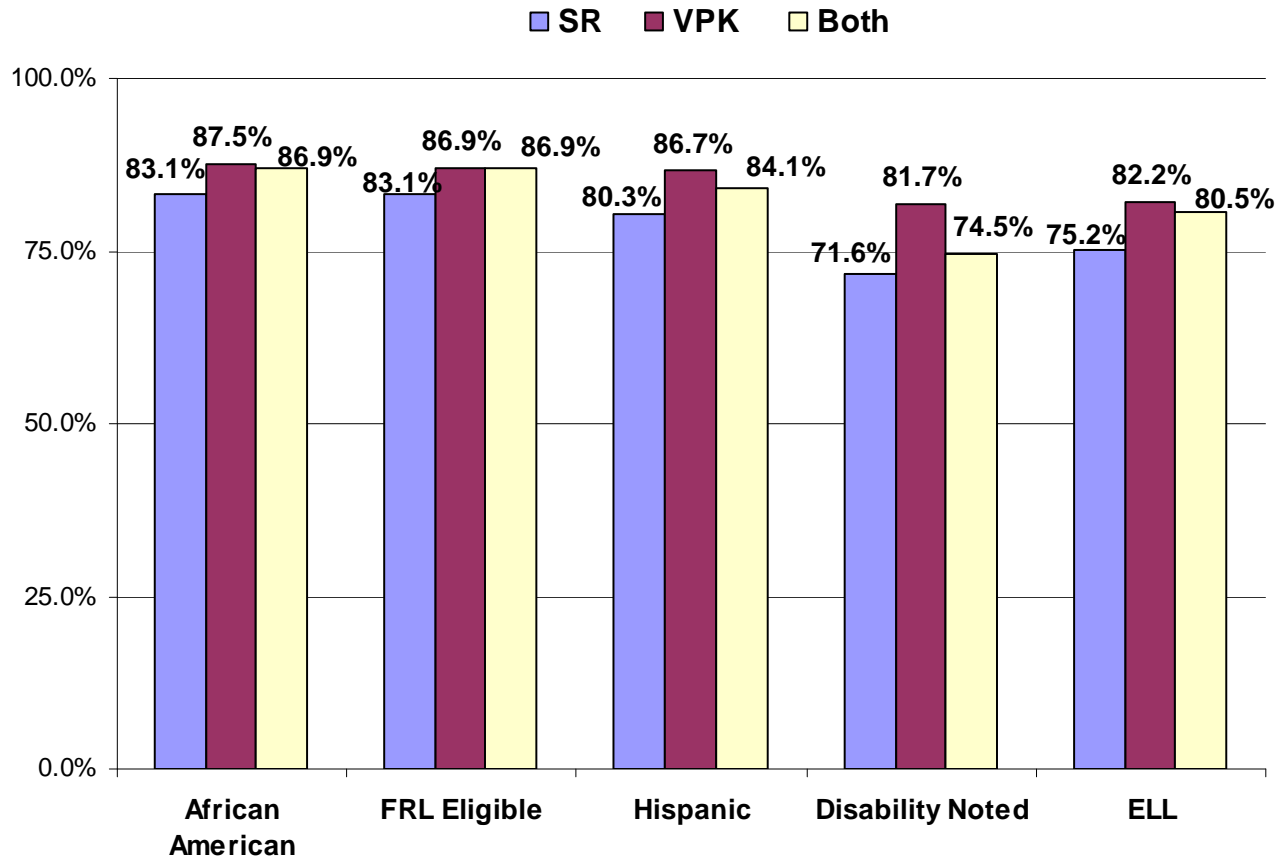
Who is wrap-around care benefiting the most?

ECHOS

- English Language Learners’ “ready” gap decreased the most (5.3 percentage points) when adding the VPK program to the childcare day.
- FRL “closed the gap.”

Data—Preliminary Results

2006 Scored and Matched 5-year-olds ECHOS "Ready" by Subgroups



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Data–Preliminary Results

Who is wrap-around care benefiting the most?

DIBELS Letter Naming Fluency

- English Language Learners’ “ready” gap decreased the most (10.5 percentage points) when adding VPK program to the childcare day.
- African-American gap decreased by 10.2 percentage points.
- Hispanic gap decreased by 9.1 percentage points.
- Free lunch eligible group decreased by 8.8 percentage points.

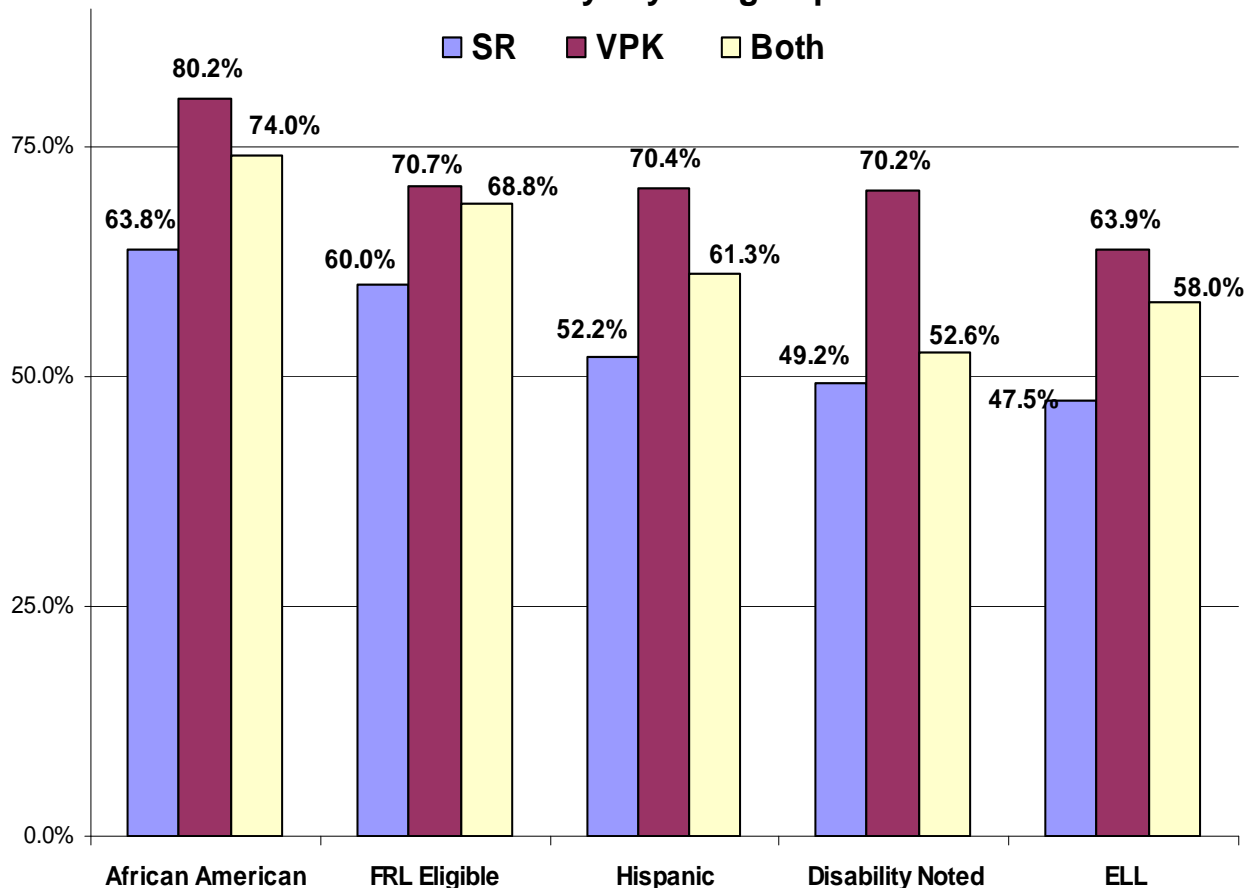


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Data—Preliminary Results

2006 Scored and Matched 5-year-olds DIBELS Letter Naming
"Ready" by Subgroups



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Data–Preliminary Results

Who is wrap-around care benefiting the most?

DIBELS Initial Sound Fluency

- Both English Language Learners and African-American “ready” gap decreased 4.5 percentage points by adding VPK to the childcare day.
- FRL nearly “closed the gap”



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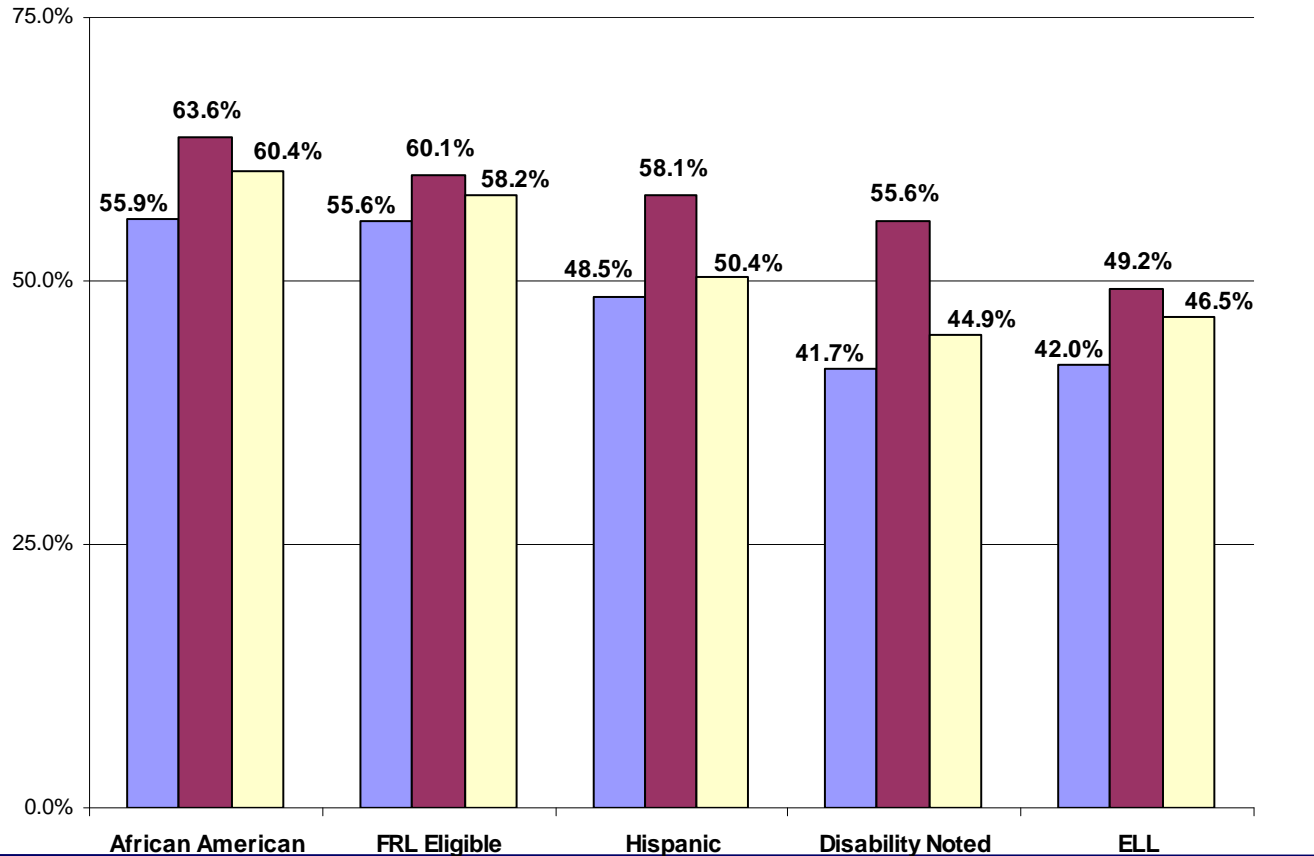
Data—Preliminary Results

2006 Scored and Matched 5-year-olds

DIBELS Initial Sound

"Ready" by Subgroup

SR VPK Both



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Data–Preliminary Results

Who is wrap-around care benefiting the most?

Ready on All Three Screeners

- African-American gap decreased by 7.5 percentage points.
- Free lunch eligible gap decreased by 6.1 percentage points.
- English Language Learners' gap decreased by 5.8 percentage points
- Hispanic gap decreased by 4.9 percentage points.

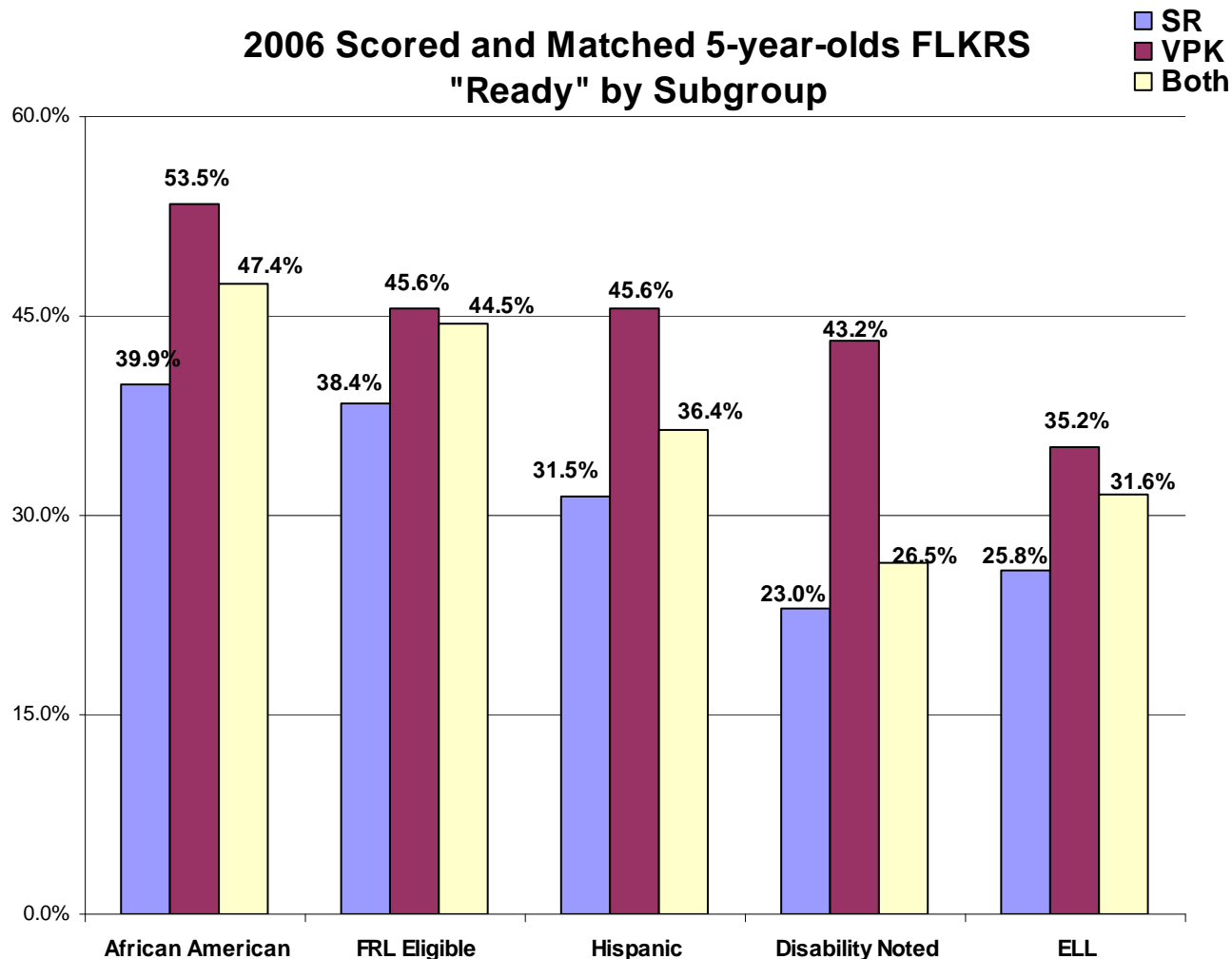


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Data—Preliminary Results

2006 Scored and Matched 5-year-olds FLKRS
"Ready" by Subgroup



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What does it mean?

- Need to promote VPK services and encourage SR providers to provide VPK
 - In 2005-2006 VPK program year, 43 percent of SR providers served 4 or more VPK eligible children.
 - Of this group, 36 percent (1,254) did not provide VPK services.
 - Providing a VPK instructor for each of these providers could help as many as an additional 6,270 children (an average of 5 per provider) participate in VPK.



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What does it mean?

- Need to promote VPK services and encourage SR providers to provide VPK
 - In 2005-2006 VPK program year, 32,470 children attended SR who were age-eligible for VPK.
 - Of this group, 59 percent attended VPK, most of whom (81 percent) received VPK services and SR services at the same time.
 - This leaves 41 percent of the children who received SR services but received no VPK instruction.



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What's Next...

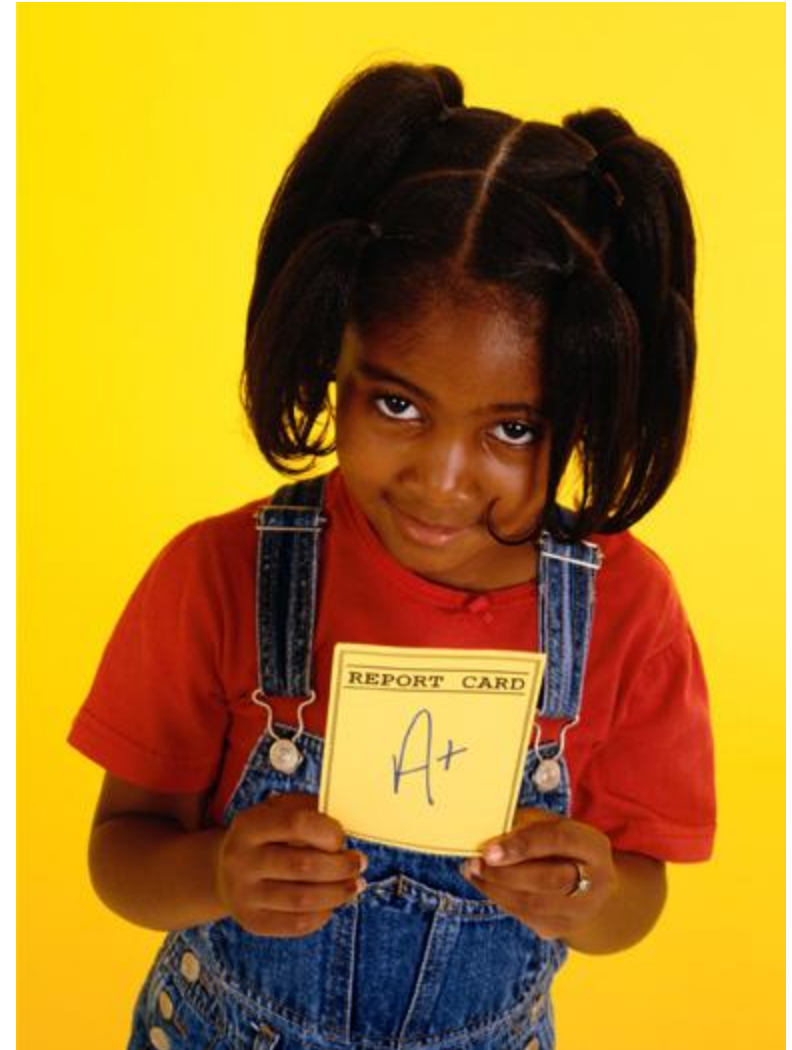
- Continue to revise/update results as DOE refines matching process
- Look at 2006-07 prekindergarten participants when available
- Provide aggregated coalition-specific results
- Evaluate if provider type has any influence



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Questions?



Contact/Information

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