Creative approaches to using Early Development Instrument data as a community mobilization tool in Miami-Dade County.

Information is Power: Data to support community change, CIC 2017
Samuel McKinnon
Zafreen Jaffery, Ed.D.


$7^{\text {th }}$ most populous county in the US
Population is larger than 16 states
About 2,000 square miles with 34 municipalities plus unincorporated area
Mostly urban but with some large agricultural areas
Population-2.7 million
552,000 are under 18 years old
About 32,000 births/year
Diversity: children are 62\% Hispanic, 20\% Black, 15\% White
Poverty: $28 \%$ of children live below poverty level; 25\% of children live below 200\% poverty
Disparity


A Florida Children's Services Council - independent countywide special district, created by voters, funded via local property tax... up to 50 cents for every $\$ 1,000$ in property value, excluding homestead exemption
The Trust's board structure... 33 members, including key child/family serving systems, such
as:

- Superintendent of Miami-Dade Public Schools (our only school district)
- Florida International University
- Miami Dade College
- Early Learning Coalition of Miami-Dade/Monroe;
- United Teachers of Dade (teachers union);
- Miami-Dade Council of Parent-Teacher Association/Parent-Teacher-Student Association;
- A youth selected by the Miami-Dade Student Government Association;
- School Board of Miami-Dade County
- Florida Department of Children and Family Services
- Florida Department of Juvenile Justice
- State Attorney for Miami-Dade County
- Chief Judge of Juvenile Division of the Eleventh Circuit
- Miami-Dade County...Mayor's office, Board of County Commissioners
- Miami-Dade County Public Health Department
- United Way of Miami-Dade County
- Greater Miami chapter of the National Conference for Community and Justice;
- local chambers of commerce;
- State of Florida Legislator who represents residents of Miami-Dade County
- League of Cities;
- 4 members-at-large, appointed by a majority of the sitting members of The Children's Trust board;
- 7 members appointed by the Governor of the State of Florida


## Why is Community Change Relevant to The Children's Trust?

Mission: To partner with the community to plan, advocate for and fund strategic investments that improve the lives of all children and families in Miami-Dade County

Vision: A community that works together to provide the essential foundations to enable children to achieve their full potential


## Why The Early Development Instrument (EDI)?



- Institutional Impact
- Individual (Child) Impact
- Communal Impact
- Five Domains of EDI
- Demonstration Domain for "Data Templates"
- Addressing the Community as a "Whole" with consistent data for variable level of interpretation for inclusion of all resources
- Not intended to project trajectories
- Intended to promote inclusion for discussion purposes
- Directed to address awareness through communal norms and empathy by use of data*
- *liberty taken in identifying existing communal data for older youth that may relate to demonstrated EDI domain without direct correlation data being demonstrated

- This table lists the 5 domains covered on the EDI, and gives you a domain measures, and the number of items and subdomains associated with each of the those major domains.
- The five domains measured by the EDI are:
- Physical health and well being
- Social Competence
- Emotional Maturity
- Language and Cognitive Development
- Communication Skills and General knowledge
- The EDI also reports on 16 subdomains so that communities can better understand the nature of the strengths and vulnerabilities of children in various neighborhoods
- For instance within the Social competence domain there are four subdomains. These include:
- Respect and responsibility
- Independence and adjustment
- Readiness to explore new things
- Overall social competence with peers

An example of an item in the respect and responsibility domain is: Student respects the property of others with response options being often, sometimes, or never true.

## EDI Data Presentation and Scenario

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## GROUP ONE: Community stakeholder group

You are an active member of a community where historically there are disparities in youth academic and well-being outcomes. For example, the rates of juvenile detention are higher and youth graduation rates are lower in this community than the rest of the County. Your community group has representatives from a service provider with a small capacity, government, area churches and faith-based groups, and parents. Your charge is to work as a community planning team to review data and identify action steps to address these disparities.

As a team, you should review the following (5 minutes)
a) A snapshot of selected community indicators and Early Development Instrument (EDI) results across the County
b) An overview of the select EDI results and community indicators specific to neighborhoods A and B

As a team, respond to the questions below (15 minutes)

1. What is the issue your community planning team will address based on the data provided?
2. What additional information do you need to make better data-informed decisions?
3. Based on the data, what are some of the root causes of the issue you have identified?
4. What are some of the action steps you will recommend as a group to tackle the issue(s) identified?

You should appoint a group leader for this exercise who will report the answers of the following questions to the whole group. ( 20 minutes)

Team Roles Your name tag indicates your role. Each is important in planning the community project.
Parent: You are a single parent of four children. You live in unstable housing. You value social justice and equity and recognize the need for policy change at the local levels. However, your economic situation require you to make life choices between being physically present to support your children's growth and providing for your family economically.

Local Elected Official (Council Member): You are native to the community and elected by local constituents because of your leadership in community affairs. You value empowerment of the community, and hope to learn how you can access and use data to promote participatory action in your neighborhood. You are the leader of your team for this exercise.

Church Representative: You are a member of a local area church. You have strong commitment and passion to help the community. Your concern for the community allows you to provide some services, but many residents only seek your service at time of crisis or financial need. You desire to increase your church's capacity to work with the residents for community improvements by seeking and building consensus.

Program Director of after-school programs: You are a program director at an after school community agency that provider after-school programs for youth. You value efficient use of resources and results. You have tried many times to apply for support funding, but will little success. As a result you can only provide sporadic support to the need in your community.

## GROUP TWO: School stakeholder group

You are an active member of a community where historically there have been disparities in youth academic and well-being outcomes. For example, the rates of juvenile detention are higher and youth graduation in this community are lower than the rest of the County. Your community group has representatives from the local school district, area churches, parents and the university. Your charge is to work as a community planning team to review data and identify action steps to address these disparities.

As a team, you should review the following: (5 minutes)
a. A snapshot of selected community indicators and Early Development Instrument (EDI) results across the County
b. An overview of the select EDI results and community indicators specific to neighborhoods A and B

As a team, respond to the questions below. (15 minutes)

1. What is the issue your community planning team will address based on the data provided?
2. What additional information do you need to make better data-informed decisions?
3. Based on the data, what are some of the root causes of the issue you have identified?
4. What are some of the action steps you will recommend as a group to tackle the issue(s) identified?

You should appoint a group leader for this exercise who will report the answers of the following questions to the whole group. ( 20 minutes)

## Team Roles

Your name tag indicates your role. Each is important in planning the community project.
Parent: You are a mother of four children. You value social justice and equity and recognize the need for policy change at the local and higher levels. You are very active in the local Parent Teacher Association, and other school support functions.

Researcher: You are an early childhood educator and researcher working with the local university. You value empowerment of the community with data and value participatory action research. You are the leader of your team for this exercise.

Principal: You are a principal of a local high school. You focus on providing opportunities for students through outstanding educational programs. Your vision is that all of your high school students graduate on time and have college and career readiness.

Church Representative: You are a member of a large prestigious local area church. You have strong connections at the governmental level and a commitment and passion to lead the community through policy directives. Your concern for the community allows you to work on their behalf seeking and building consensus in self advocacy.



| Community Indicators | Neighborhood A | Neighborhood B | County |
| :--- | :---: | :---: | :---: |
| \% of Kindergartners Vulnerable in <br> at Least One Domain | $48 \%$ | $13 \%$ | $24 \%$ |
| \% of Young Children (under 6 <br> years) living in 100\% Poverty | $71 \%$ | $60 \%$ | $29 \%$ |
| Rate of Arrests and Civil Citations <br> (per 1,000 10-17 year olds) | 33 | 89 | 17 |
| \% of students absent 15+ days <br> from school | $38 \%$ | $27 \%$ | $21 \%$ |
| \% of 3rd Grade Students Reading <br> at Grade Level | $15 \%$ | $38 \%$ | $58 \%$ |

## Racial/Ethnic Profile

| Race/Ethnicity - All Ages | Neighborhood A | Neighborhood B | County |
| :--- | :---: | :---: | :---: |
| White non-Hispanic | $0 \%$ | $0.6 \%$ | $15.1 \%$ |
| Black | $89.5 \%$ | $80.3 \%$ | $18.6 \%$ |
| Hispanic | $11.4 \%$ | $18.2 \%$ | $65.6 \%$ |

