Collective Impact: Help Me Grow Orange County's Role in a Citywide Effort

Help Me Grow ORANGE COUNTY

SAELI

Background

The Santa Ana Early Learning Initiative (SAELI) partnership started in the summer of 2015 and has developed into a network of over 20 organizations working in the areas of early care and education (i.e., prenatal to three years) preschool through fourth grade (i.e., three to nine year olds), and family economic empowerment. Along the way, partnership members have affirmed a set of key agreements that define how the group works together.

SAELI Partnership's Collaborative Agreements:
- Focused on early learning for prenatal-to-nine-year-old children
- Pursing measureable early learning outcomes for prenatal-to-nine-year-old children
- To mobilize a broad and diverse set of community stakeholders
- Strive to align and coordinate resources and strategies using a Two-Generation Approach
- Believe we can make a difference with our current resources
- Strive to be a community of leaning and practice
- Believe in taking action based upon strong consensus
- The Core Group is the decision-making body for the initiative

Implementation

Phase 1:
The first phase of the SAELI partnership began in January 2016 and used the Collective Impact approach, the Two-Generation Model and the Early Development Index (EDI) data to strengthen the overall alignment of formal systems to facilitate access to information and supports for children and families living in Santa Ana, Ca.

Formal Systems Diagram
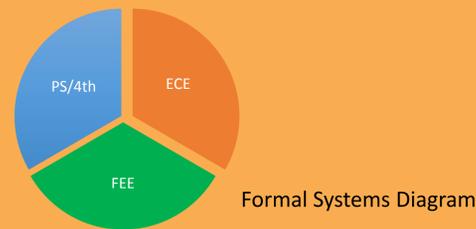
Phase 2:
Target 3 neighborhoods within the city of Santa Ana and design a neighborhood "Spark" project to catalyze alignment and coordination among the three systems (ECE, PS/4th, FEE) and other important stakeholders in 2018.

City of Santa Ana Map
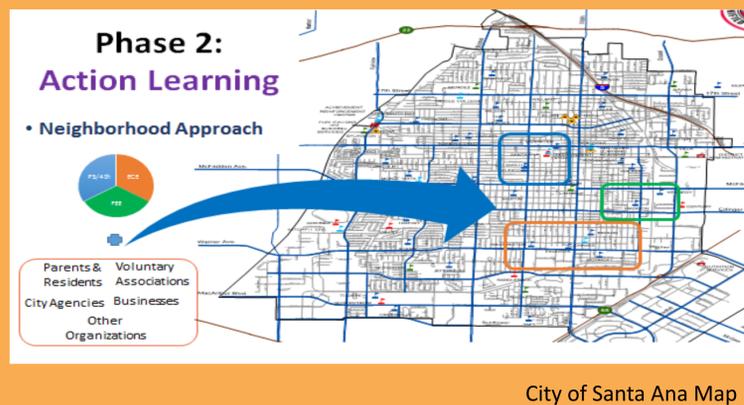
Data

The SAELI partnership's collaborative work has focused on collection, analyzing and data sharing. The work has been guided by a thorough engagement with quantitative and qualitative data sources. The quantitative data sources include the Early Development Index (which registers kindergarten students' development in five domains), the Family Financial Stability Index (which measures levels of financial duress by Census track), and various assessments of early learnings, i.e., Desired Results Developmental Profile (DRDP) Dynamic Indicators of Basic Early Literacy (DIBELS), Smarter Balanced (SBAC) and Measures of Academic Progress (MAP).

Qualitative data includes key informant interviews and parent focused groups as part of the a landscape analysis to gauge service alignment in various community –based organizations and schools.

Importantly, Help Me Grow has shared quantitative and qualitative data regarding the needs of families and children in Santa Ana. This range and depth of information has helped the SAELI partners to discover connections.

Outcomes

In July 2017, the group endorsed the SAELI Dashboard that includes measures for 3-to9 year olds in the area of literacy, numeracy, general communication, and social emotional competencies. Three capacity areas were identified and long-term visions for each capacity were outlined.
- **Parents Stakeholders-** A group of 8-10 parents with children in preschool through 4th grade who are actively leading early learning efforts in each of the 36 Santa Ana Unified School District (SAUSD) elementary school.
- **Stakeholder Networks-** Families with children 0-9 have easy access to resources that promote both early learning and family economic well-being.
- **Systems-** Key systems and polices that promote early learning and family economic well-being are aligned across various institution (i.e., school, city, county and community organizations).

In February 2018 , the ECE subgroup applied to the OpenIDEO innovation prize. The group submitted a proposal focused on the three SAELI neighborhoods:
- **Objective:** Target families with children 0-to-3 years who have never accessed health & human services or who initially accessed services but then experience a gap.
- **Strategy-** Establish a parent-and-resident-led neighborhood leadership team (NLT) in each of the three neighborhoods

Indicator	Baseline 2016	5-Year Goal 2020	Assessment
1. Social-Emotional	53%	75%	EDI
2. Basic Literacy	67%	82%	EDI
3. Basic Numeracy	73%	83%	EDI
4. Communication	30%	42%	EDI
5. 3rd Grade Reading Level	22%	62%	SBAC

Table 1. SAELI Dashboard

Total Children With Concern

Help Me Grow ORANGE COUNTY STAR
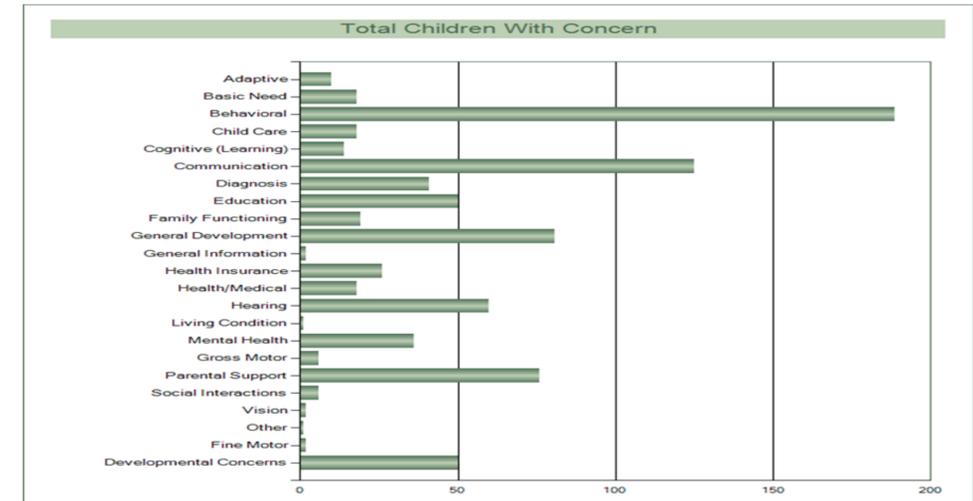
2017 Top Concerns for Children in Santa Ana, CA
- Behavior
- Communication
- General Development
- Parent Support

Next Steps

Phase 3 (January-March 2018)
- *Parent Stakeholders:* Parent walks, training, technical assistance and facilitate parent network
- *Stakeholder Networks:* Plan and design the third stakeholder convening & document outcomes
- *Systems:* Spark Project (s) implementation and learning

Phase 4 (April-June 2018)
- *Parent Stakeholders:* Facilitate parent network sessions and develop a blueprint to scale up parent leadership across the partnership, district, and city to support early learning outcomes
- *Stakeholder Networks:* Plan and design the fourth stakeholder convening, conduct outreach and document outcomes of stakeholder convening outcomes
- *Systems:* Spark Project (s) implementation and provide updates on Spark Projects at general Stakeholder convening
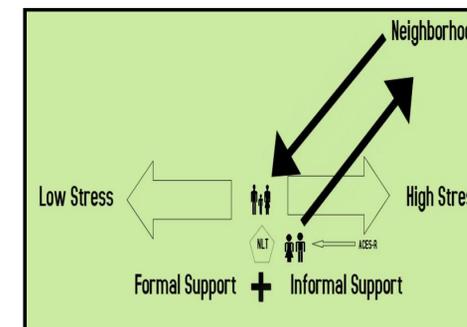
Figure 1. ECE Spark Project NLT Diagram

Figure 2. SAELI Santa a Ana City Council Recognition

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