# Florida's Child Assessment Initiatives

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# Florida's Early Learning Structure

## Department of Health

- Health and Safety

## Department of Children and Families

- Licensing
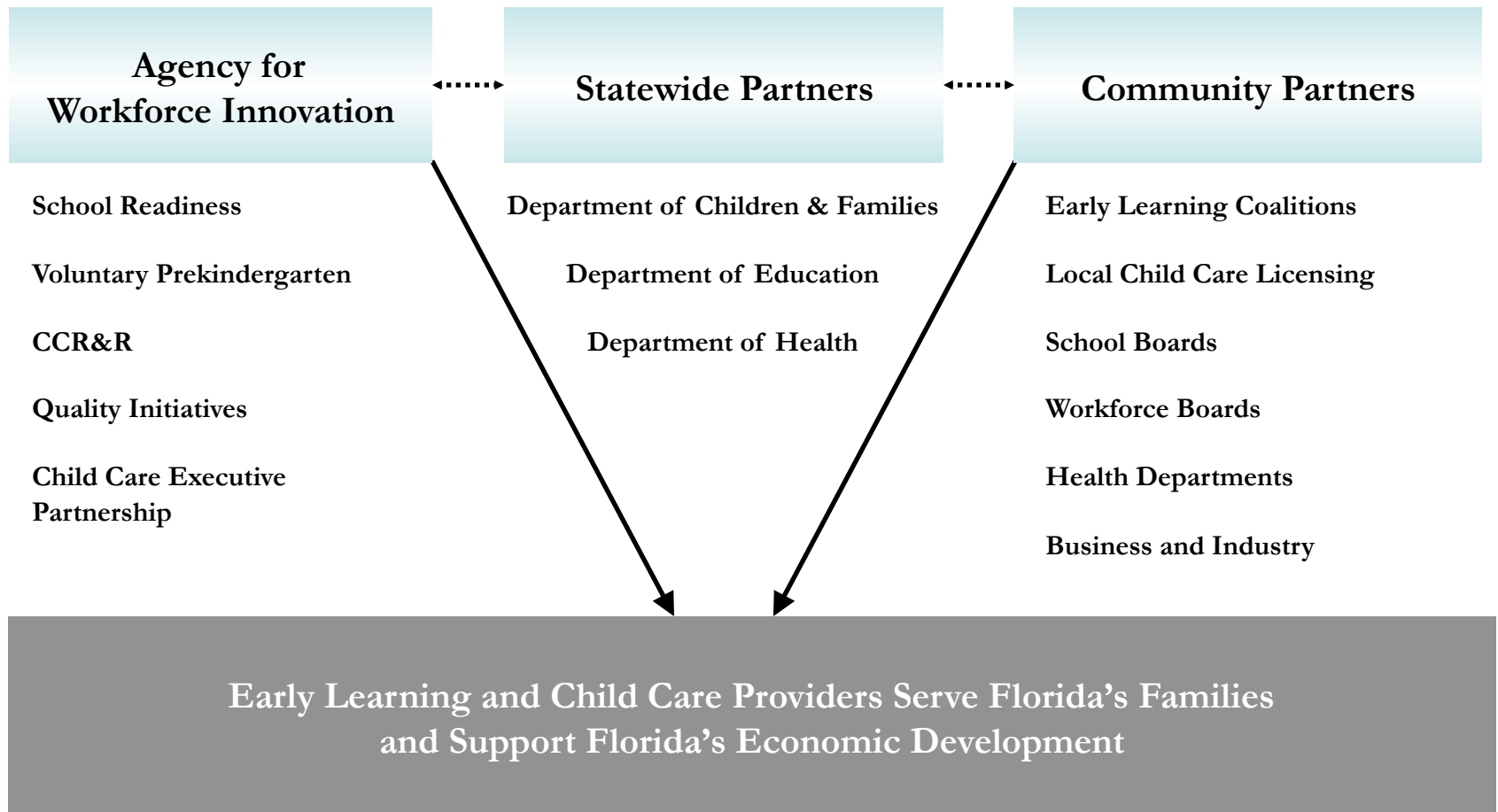- Provider qualifications

## Department of Education

- VPK standards, curriculum, & assessment
- Calculation of VPK provider readiness rate
- Part B & Part C services

## Agency for Workforce Innovation

- School Readiness (birth to five)
- VPK funding and implementation
- Head Start Collaborative Office

# Early Learning Partnerships
# for Florida's Families

| Agency for Workforce Innovation | Statewide Partners | Community Partners |
|---|---|---|

**Agency for Workforce Innovation**

School Readiness

Voluntary Prekindergarten

CCR&R

Quality Initiatives

Child Care Executive Partnership

**Statewide Partners**

Department of Children & Families

Department of Education

Department of Health

**Community Partners**

Early Learning Coalitions

Local Child Care Licensing

School Boards

Workforce Boards

Health Departments

Business and Industry

Early Learning and Child Care Providers Serve Florida's Families
and Support Florida's Economic Development

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# ARRA Early Learning Projects

## *Child Progress*

Q: How do we determine program success?

A: Measuring child gains

## *Program Environment*

Q: How do we develop quality learning environments?

A: Measuring environmental quality

## *Professional Development*

Q: How do we support successful program delivery?

A: Competency-based expectations

# Creating a Strong Framework

## *Grounded in Evidence-Based Research*

**Child Progress**

**Program Environment**

**Professional Development**

*The Foundation: Understanding Children/Early Learning Standards*

# Creating a Strong Framework

**Child Progress**

**The Mature:**
- Using data for program planning

**The Advanced:**
- Using data (with tools/instruments) to understand child progress
- Using data for curriculum planning

**The Intermediate:**
- Understanding children's demonstrations
- Collecting and organizing facts

**The Basic:**
- Getting to know children

# Creating a Strong Framework

**Program Environment**

**The Mature:**
- Using data for program planning

**The Advanced:**
- Developing and implementing a program improvement plan

**The Intermediate:**
- Evaluating the environmental context/the setting

**The Basic:**
- Seeing the environmental context/the setting
- Including key program elements

# Creating a Strong Framework

**The Mature:**

- Using data for program planning

**The Advanced:**

- Defining the developmental progression of professionals
- Identifying assets and areas of need

**The Intermediate:**

- Organizing knowledge, skills, and abilities into competencies
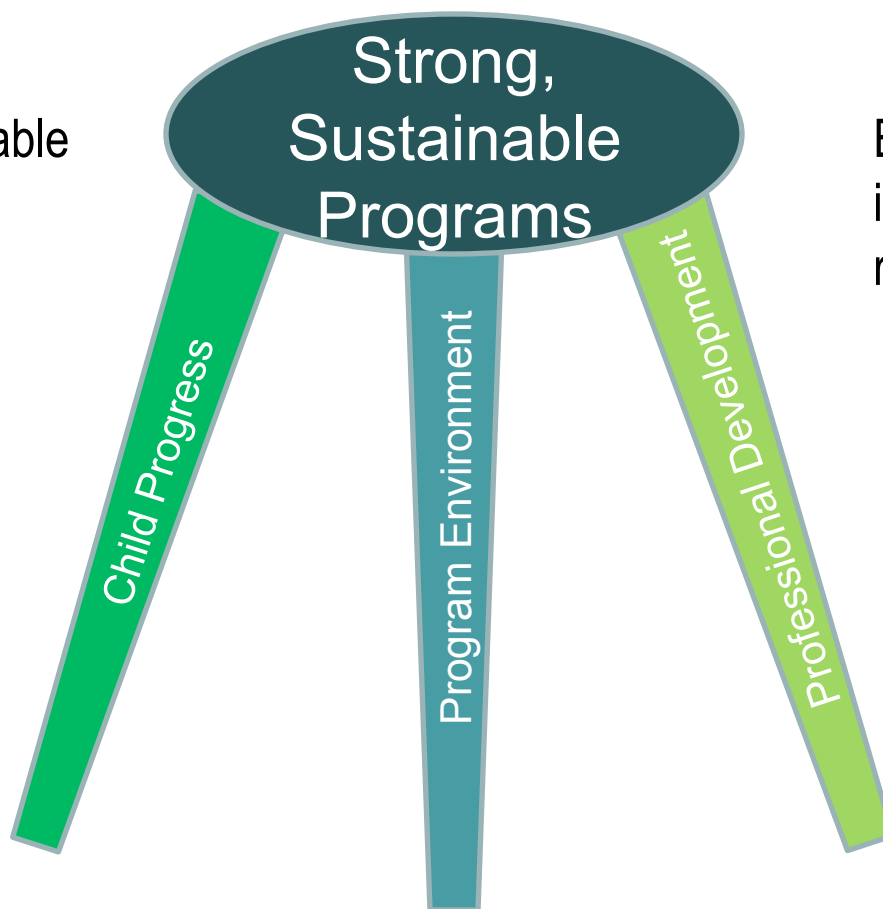- Measuring workforce progress

**The Basic:**

- Understanding the knowledge, skills, and abilities needed when working with children
- Assessing the workforce

Professional Development
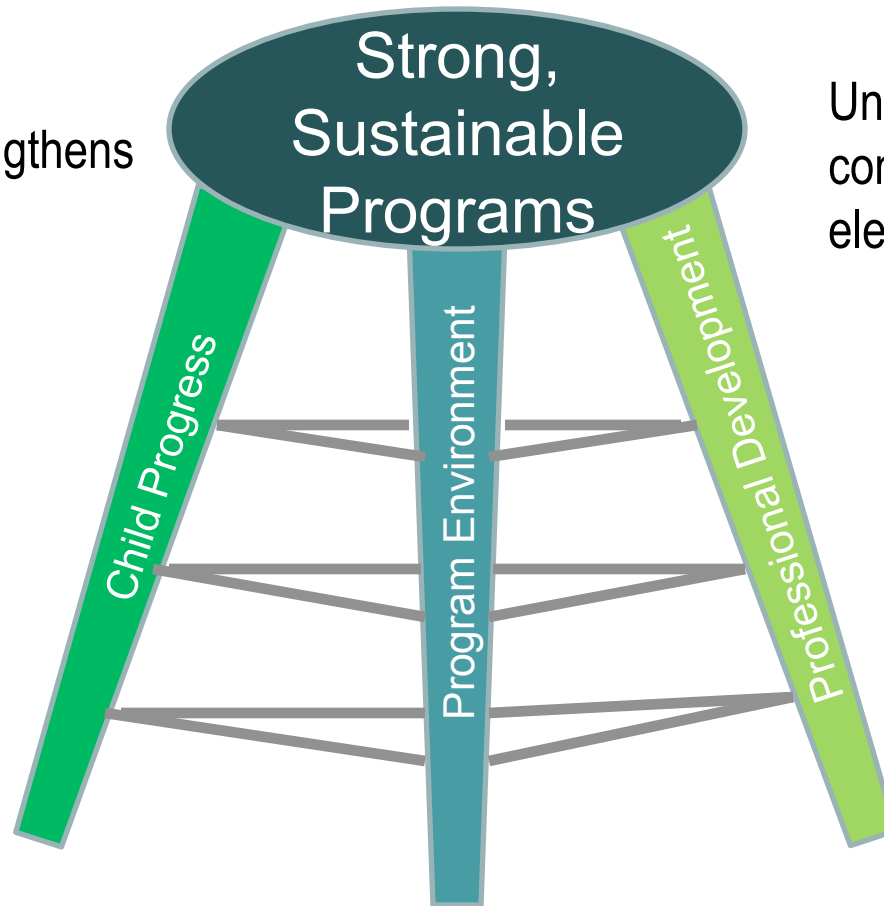
# Creating a Strong Framework

"Strong, Sustainable Programs" is the goal.

**Strong, Sustainable Programs**

Child Progress

Program Environment

Professional Development

Each leg of this stool is critical for reaching this goal.

# Creating a Strong Framework

Added supports/ connections strengthens the stool.

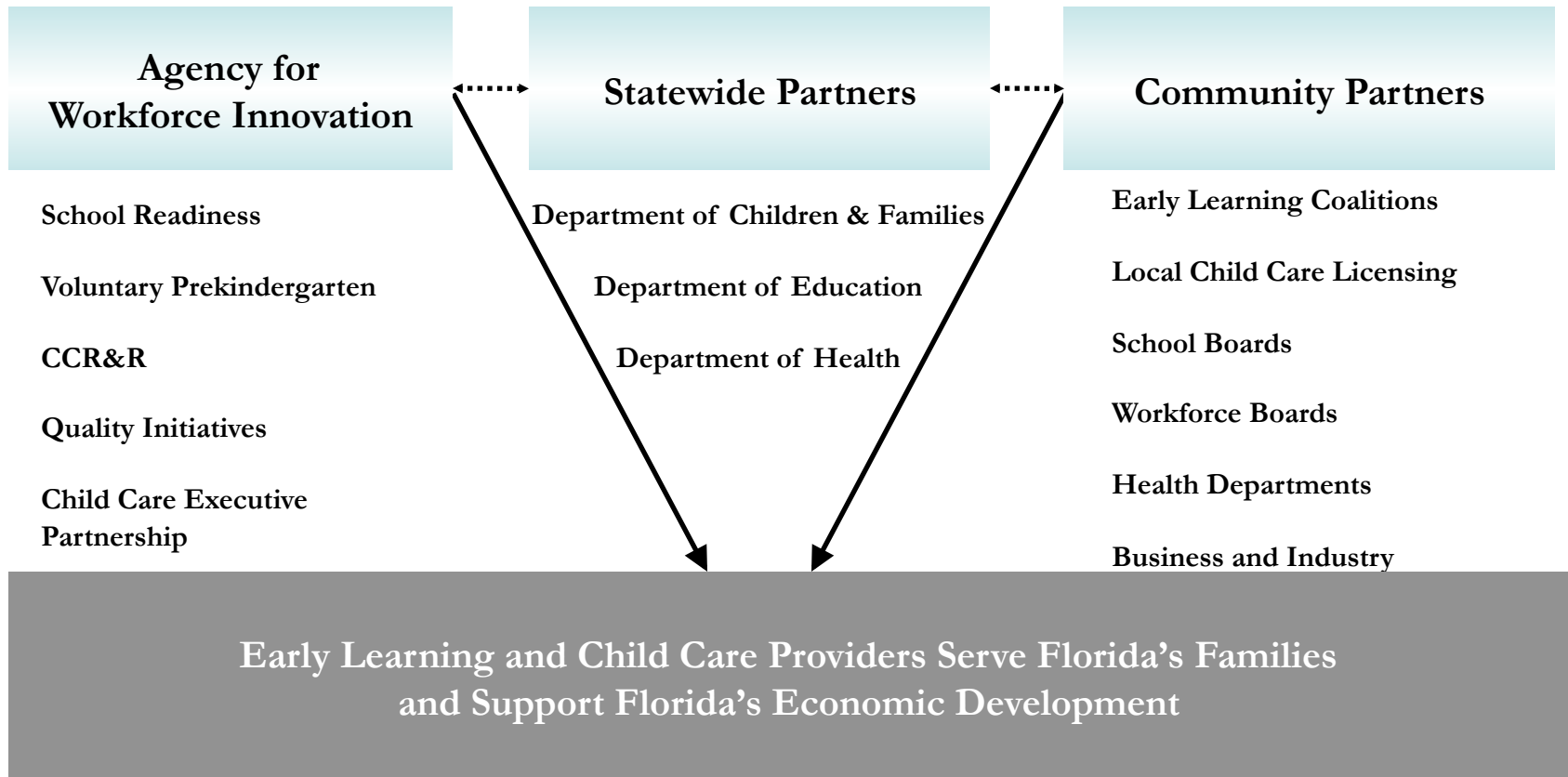Understanding the inter-connectedness of each element adds stability.



Strong, Sustainable Programs

Child Progress

Program Environment

Professional Development

# Measuring Child Progress

- ## Developmental Screening
  - – Determining the need for further evaluation at the earliest identification
  - – Using a single instrument for statewide developmental screening
  - – Defining consistent procedures for screening, referral, & follow-up

- ## Child Assessment
  - – Measuring child gains over time using pre- and post-test data
  - – Using a single comprehensive instrument for statewide measurement of child progress
  - – Defining consistent procedures for assessing children and data use
  - – Providing supports and guidance for curriculum-linked ongoing assessment
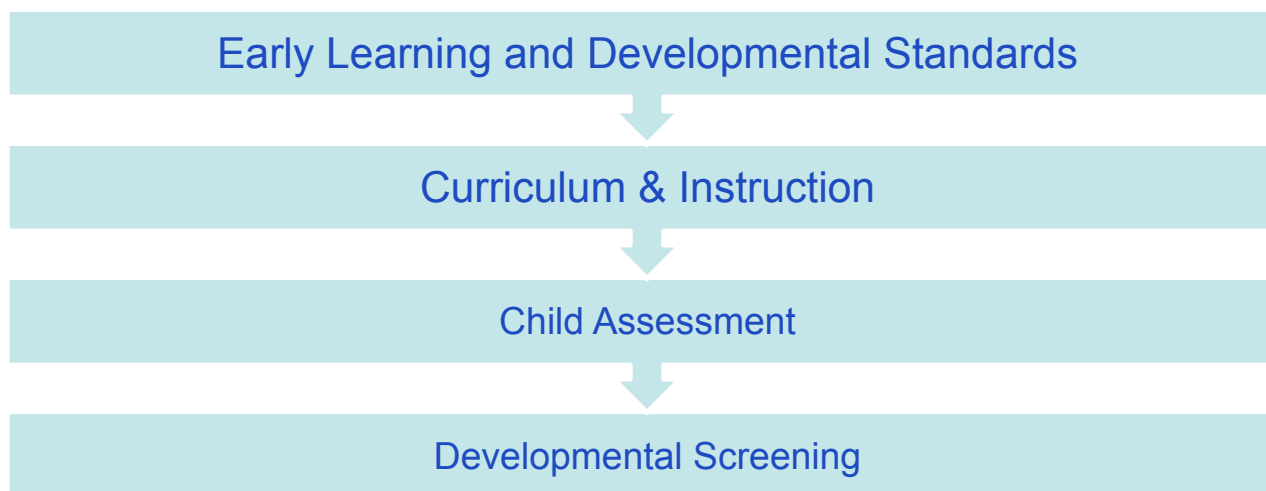
# Measuring Child Progress

Provide **supports to teachers, trainers, coaches, & administrators** so that screening & assessment processes are standardized

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# Measuring Child Progress

Provide **added supports** so screening & assessment data are appropriately used and guide curriculum & instruction that is aligned to standards

Early Learning and Developmental Standards

Curriculum & Instruction

Child Assessment

Developmental Screening

# Measuring Child Progress

Use ***observational data*** to provide feedback on teacher practices for program improvement



Program Improvement Plan
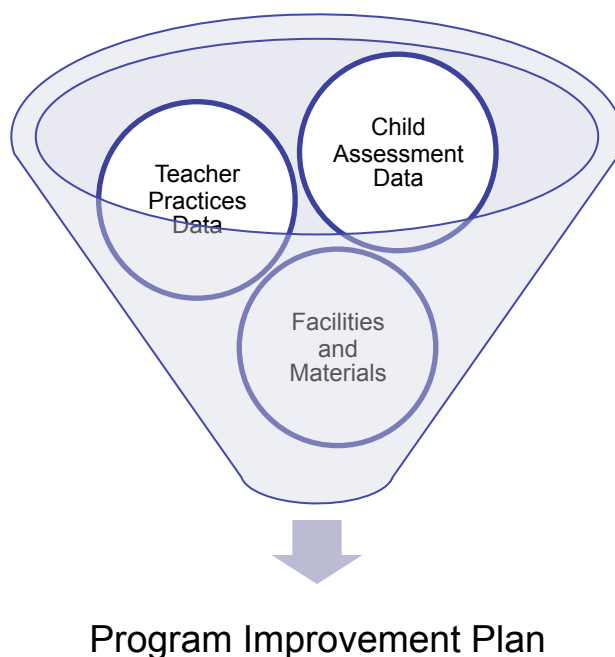
# Measuring Child Progress

Sample the growing number of program participants (379,944 in '08-'09) to inform on program effectiveness

Ensure that appropriate measures and practices for **diverse groups** are adopted

- ELLs
- Children from Migrant Families
- Children with Disabilities

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