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

Children ready to learn, Floridians ready to earn
Early Learning Partnerships for Florida’s Families

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

The Foundation: Understanding Children/Early Learning Standards

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Creating a Strong Framework

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

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Creating a Strong Framework

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

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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
“Strong, Sustainable Programs” is the goal. Each leg of this stool is critical for reaching this goal.
Creating a Strong Framework

Added supports/connections strengthens the stool.

Understanding the interconnectedness of each element adds stability.

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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.
Measuring Child Progress

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

- Teacher Practices Data
- Child Assessment Data
- Facilities and Materials

Program Improvement Plan

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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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