



# Florida's Comprehensive Approach to Improving and Measuring Quality Investments

*Jennifer Park, Ph.D.*

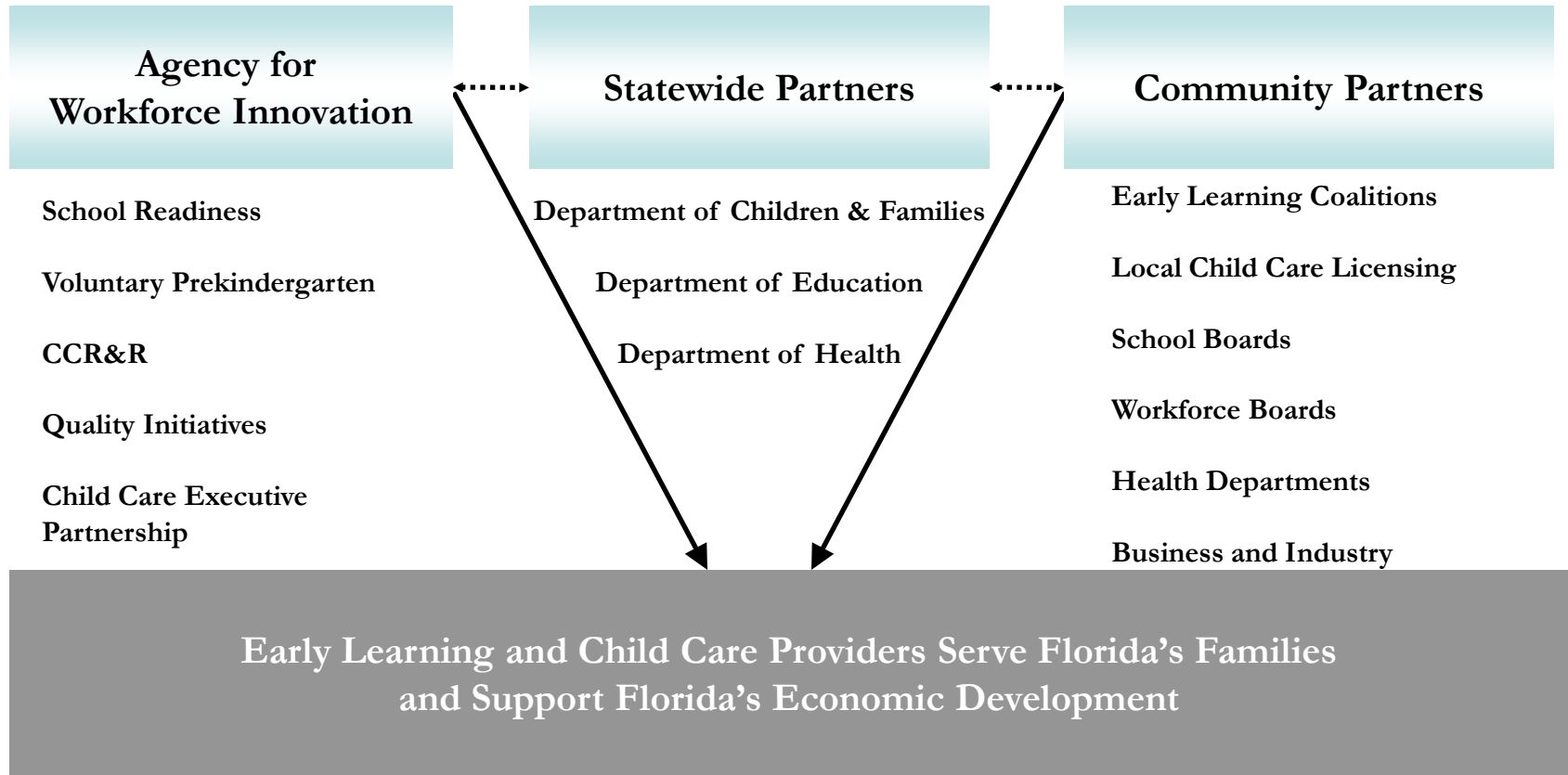
*Early Learning Project Coordinator*

*Agency for Workforce Innovation's Office of Early Learning*



# Florida's Early Learning Structure

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



# Creating a Strong Framework

*Grounded in Evidence-Based Research*



## *A Research Agenda:*

Staff + Technical Advisors + Partners

“An effective early childhood **assessment system** must be part of a **larger system** with a **strong infrastructure** to support children’s care and education.”



**Quality Early Learning Experiences**  
*Early Learning and Developmental Standards*

**Professional Development**  
*How do we successfully guide learning and development?*

- Competencies**  
*Define skill and knowledge standards for practitioners*
- Network of Trainers**  
*Coordinate specialized trainers statewide*
- Professional Development Registry**  
*Track and support competency-based career development*

**Child Progress**  
*How do we determine program success?*

- Statewide Standardized Developmental Screening**  
*Adopt a single approach to measure and guide coalitions*
- Ongoing Child Assessment**  
*Guide curriculum-linked assessment practices*
- Statewide Standardized Assessment**  
*Pre-test & post-test a sample of children*

**Program Assessment**  
*How do we assess the quality of programs?*

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*Adopt a single approach and guide coalitions*
- Continuous Program Improvement**  
*Develop consistent data-driven program improvement plans*
- Integration and Ongoing Support**  
*Integrate and support curriculum, child assessment and professional development*

**Early Learning Information System (ELIS)**

Children and Families

Providers

Early Learning Coalitions & Stakeholders

Note: Projects described here are funded through Federal ARRA funds.

July 19, 2010



**Statewide Standardized Developmental Screening**

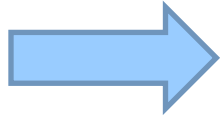
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**Ongoing Child Assessment**

*Guide curriculum-linked assessment practices*

**Statewide Standardized Assessment**

*Pre-test & post-test a sample of children*



Adoption of measures that cover development consistent with early learning and developmental standards



Development of a common protocol for administration of developmental screening (e.g., frequency and process)



Defining consistent procedures for early intervention and referral.



Defining consistent procedures for follow-up and coordination with service providers.

Goal: To provide earliest identification of developmental delay so that follow-up support can be provided.



**Statewide Standardized Developmental Screening**

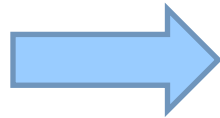
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**Ongoing Child Assessment**

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**Statewide Standardized Assessment**

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Use of measures that align to early learning and developmental standards

Use of approved curriculum models that are aligned to early learning and developmental standards

Use of ongoing assessment data to guide individual instruction

Make curricular modifications based on group data reports

**Goal:** To provide teacher and administrator supports so that children's real time learning needs are met.



**Statewide Standardized Developmental Screening**

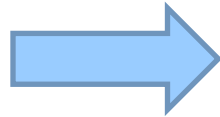
*Adopt a single approach to measure and guide coalitions*

**Ongoing Child Assessment**

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Select an assessment approach using measure that align to the early learning and developmental standards



Assess a sample of children at program entry and exit



Use assessment data to determine effectiveness of program supports (curriculum, ongoing assessment, practitioner resources, etc.)



Develop program improvement plans based on data analysis.

**Goal:** To provide program supports so that effective practices that lead to positive child outcomes are used.



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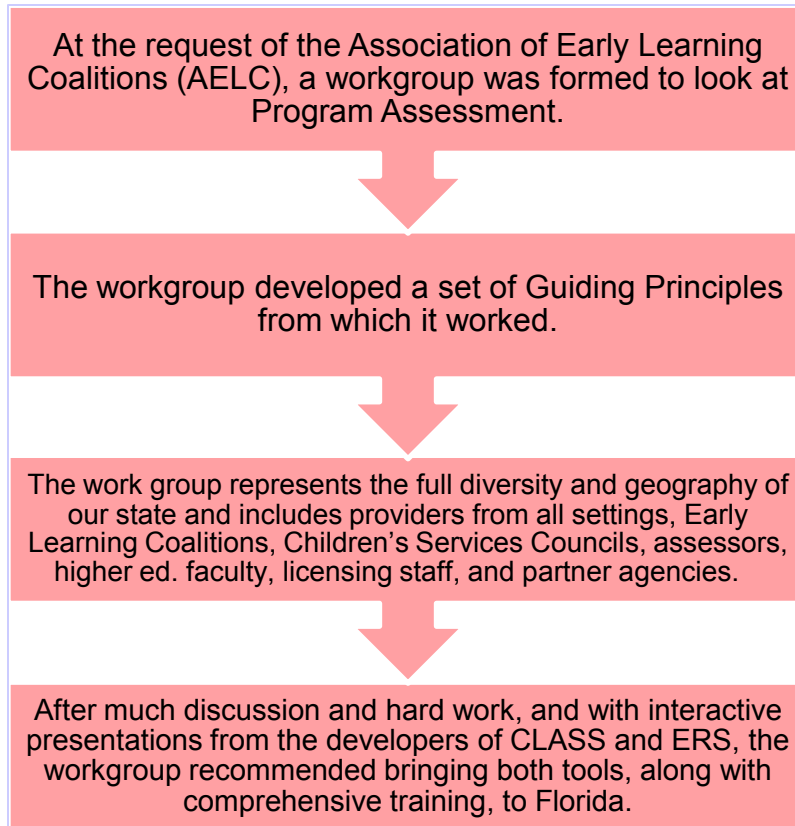
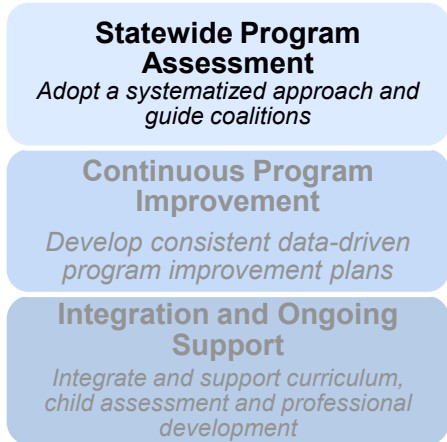
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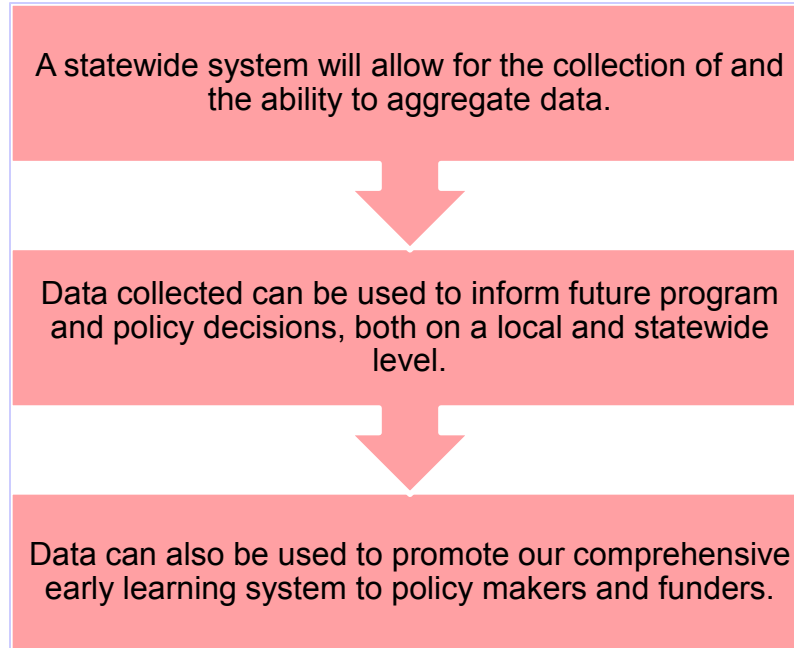
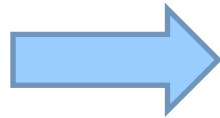
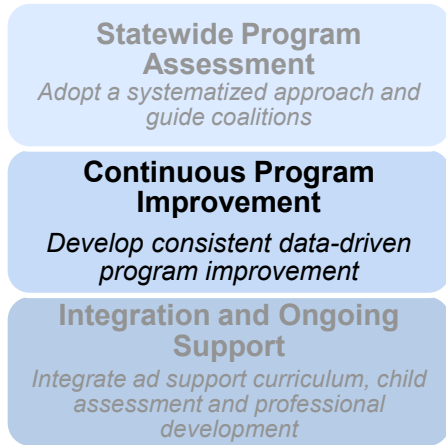
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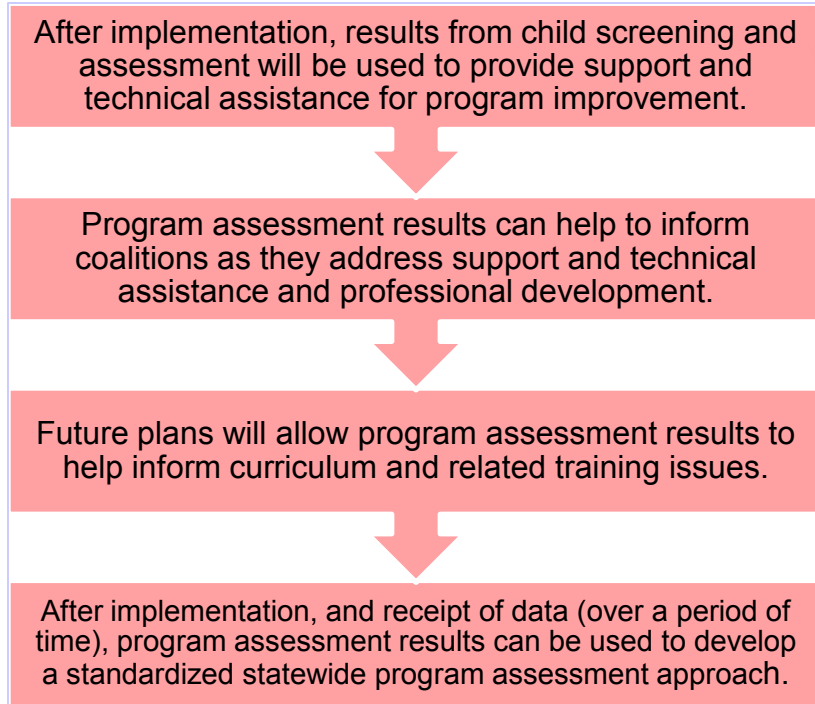
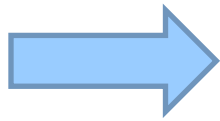
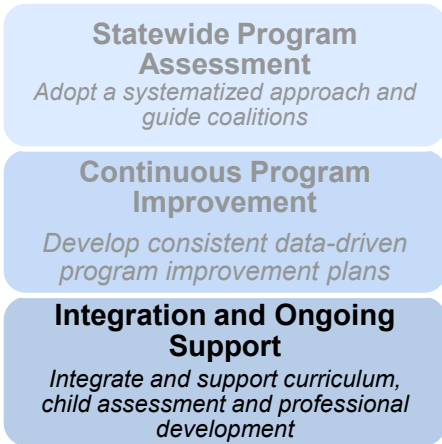
**Goal:** To identify a research-based, practical approach to program assessment to measure program effectiveness to maximize children's learning experience.

**Status:** Tools selected and extensive training anticipated for Spring/Summer 2011; Coalitions strongly encouraged to take full advantage of training on both tools to determine best local approach. Coalitions will implement ERS and CLASS as desired for pilot (July 2011-June 2013) then approach will be finalized statewide.



**Goal:** To collect meaningful data on program assessment to inform decisions for individual program improvement and for statewide investment of quality improvement resources.

**Status:** Researching best data system options and working toward data system for state at sustainable price; will include Coalitions in this conversation.



**Goal:** To establish a premier early learning system that integrates child screening and assessment, program assessment and a comprehensive professional development component.

**Status:** This is our collective work – and will require the vision and commitment of all partners at all levels to make this ambitious vision a reality.



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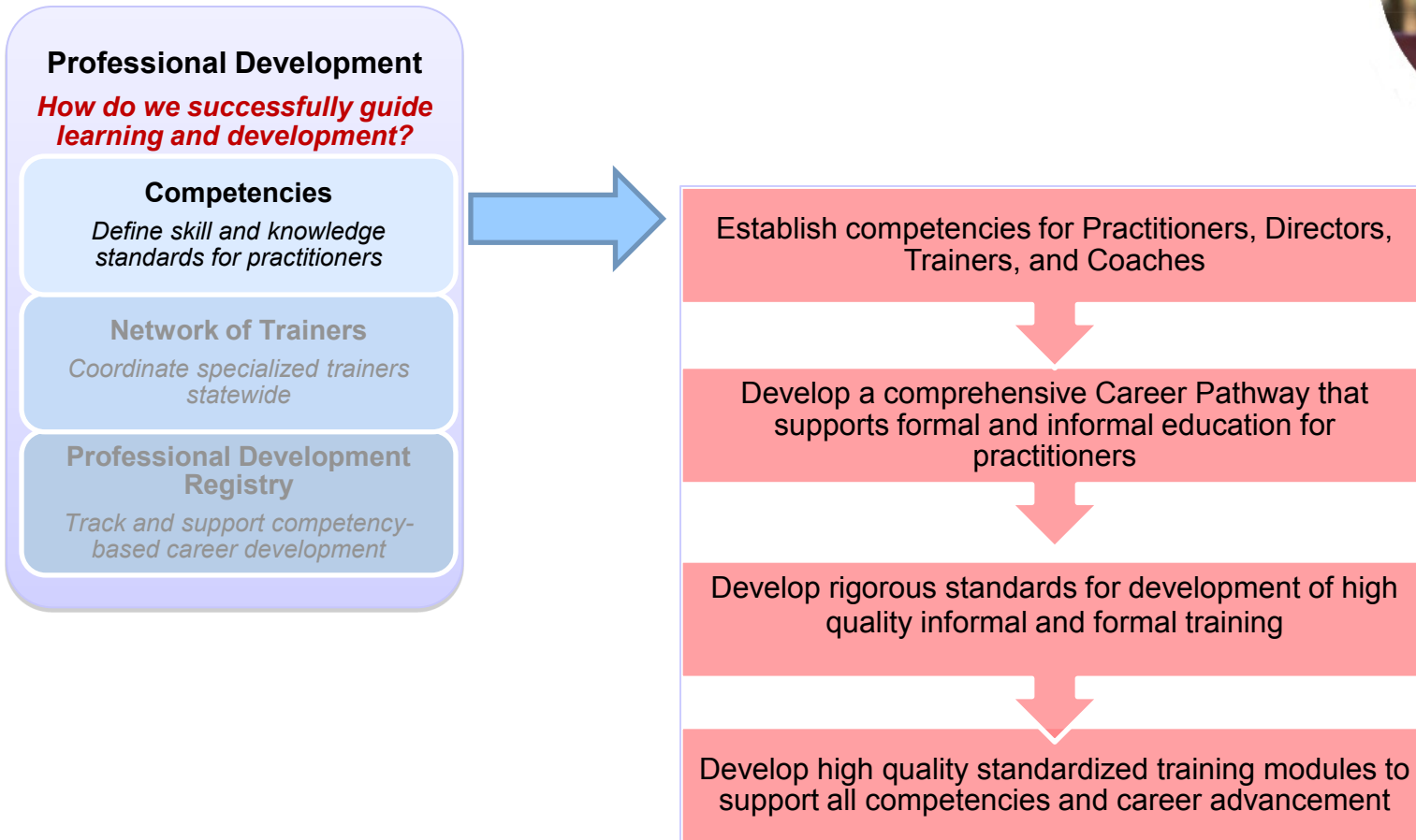
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Goal: To provide access to high quality professional development linked to core knowledge and skills.



### Professional Development

*How do we successfully guide learning and development?*

#### Competencies

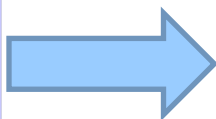
*Define skill and knowledge standards for practitioners*

#### Network of Trainers

*Coordinate specialized trainers statewide*

#### Professional Development Registry

*Track and support competency-based career development*



Identify a network of highly competent trainers across the state



Develop trainer competency through intensive training and supports



Establish rigorous protocols for trainer professional development and credentialing



Provide ongoing local, regional and statewide supports to ensure quality of professional development delivered to practitioners

**Goal:** To provide coordination, training and supports to master trainers across the state.



### Professional Development

*How do we successfully guide learning and development?*

#### Competencies

*Define skill and knowledge standards for practitioners*

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Integrate ongoing professional development with child care licensing and teacher certification protocols



Develop high functioning data system to track professional development of the entire early learning workforce



Implement quality assurance processes that support advancement along the Career Pathway

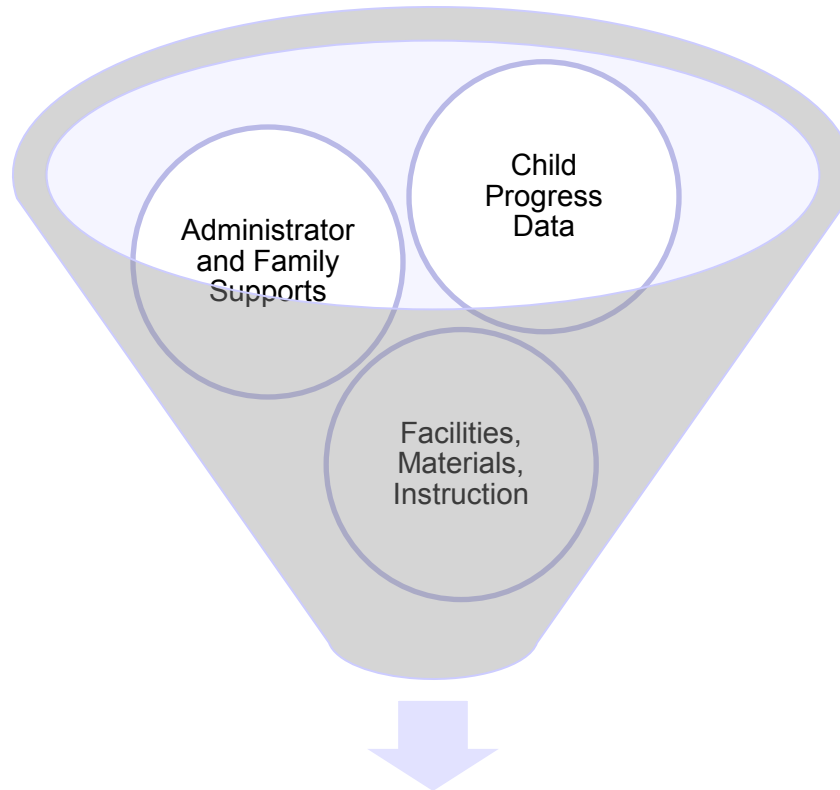


Integrate workforce data with other key data including the Early Learning Information System

**Goal:** To provide critical workforce data through an enterprise system that can be used to inform policy decisions related to funding and implementation of the early learning system.

# Data Driven Decision Making

## Group Level



Planning Instruction



# Data Driven Decision Making

## *Program Level*

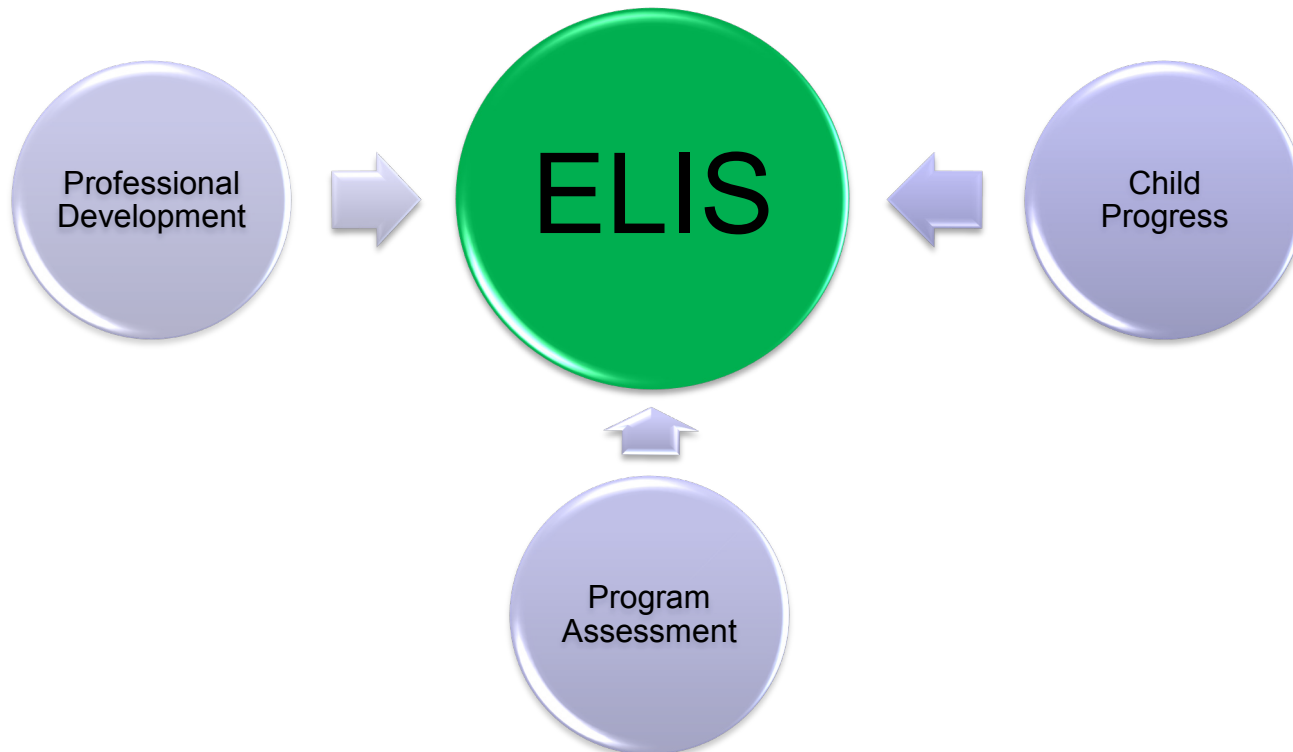


Program Planning

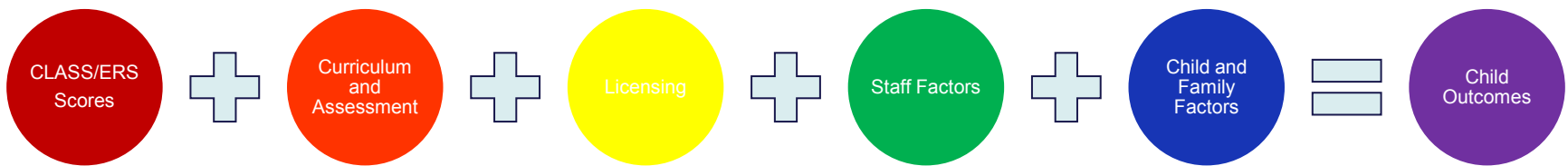
# Infrastructure Data



Early Learning and  
Developmental Standards



# Examining the ELIS Data

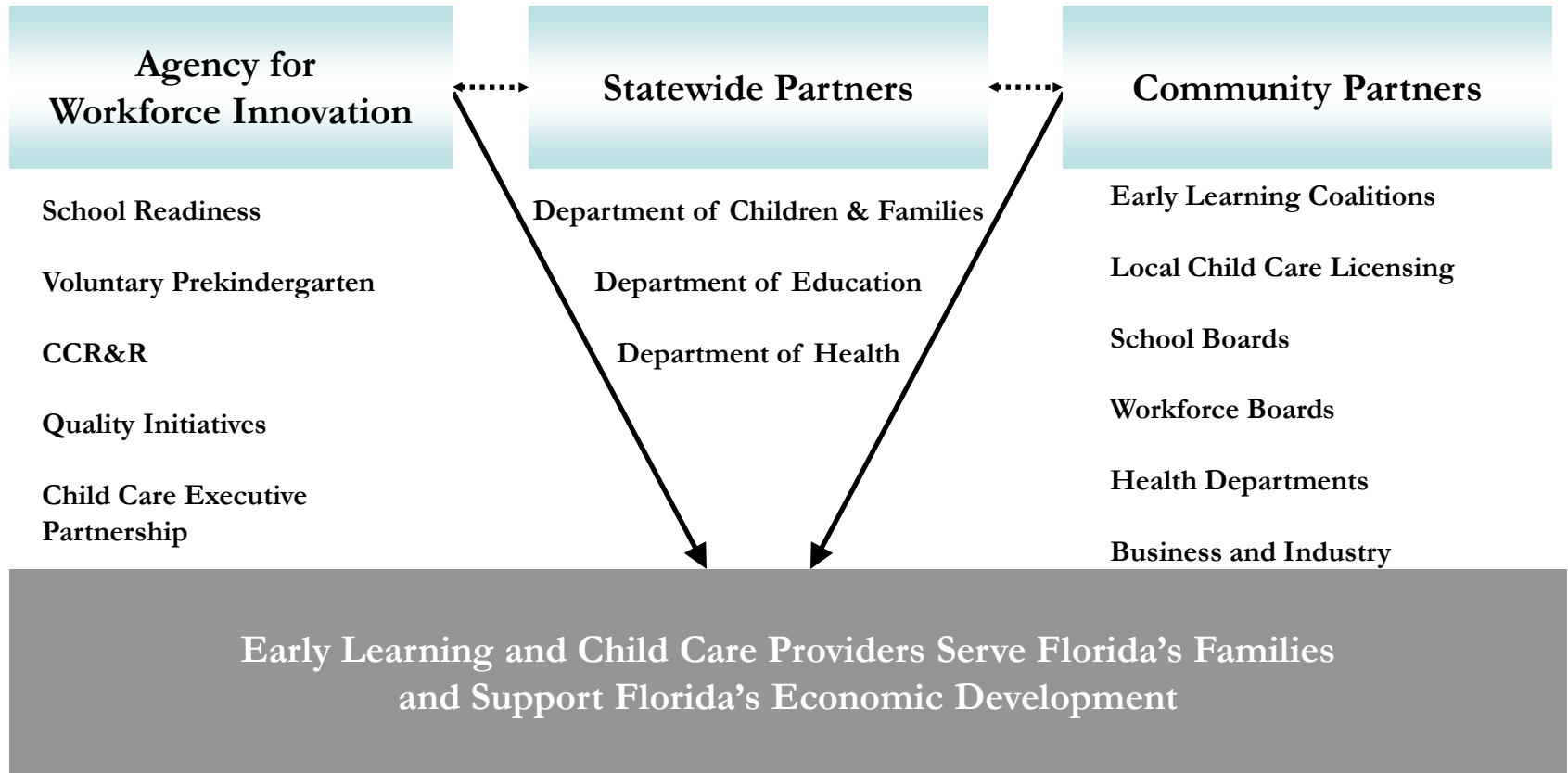


Early Learning and Developmental Standards

# Responding to the Analysis

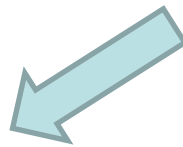
*Who? What? and How?*

Engage partners broadly in systematic program improvement to optimize child outcomes.



# Responding to the Analysis

## *Why?*



# Stakeholders Invested In Measuring Child Progress

## Statewide Stakeholder Partnerships

- Florida Children and Youth Cabinet
- State Agencies
- Children's Service Councils
- Non-Profits
- Institutes of Higher Education
- *Florida Advisory Council*



# Funding Child Progress

## Florida's Blended Funding Approach

- ARRA CCDBG Quality Funds
- CCDBG Quality Funds
- Florida Advisory Committee Funds
- Exploration of Private Funding