



Michigan's Story

Comprehensive Assessment within a Comprehensive Early Childhood System

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Systems within a System

- Programs and services
 - Child Care and Early Learning
 - Pediatric and Family Health
 - Social and Emotional Health
 - Family Support
 - Parenting Leadership
- Governance and Leadership
- Funding
- Assessment, Evaluation, Accountability
- Context
 - Public and Private
 - State and local



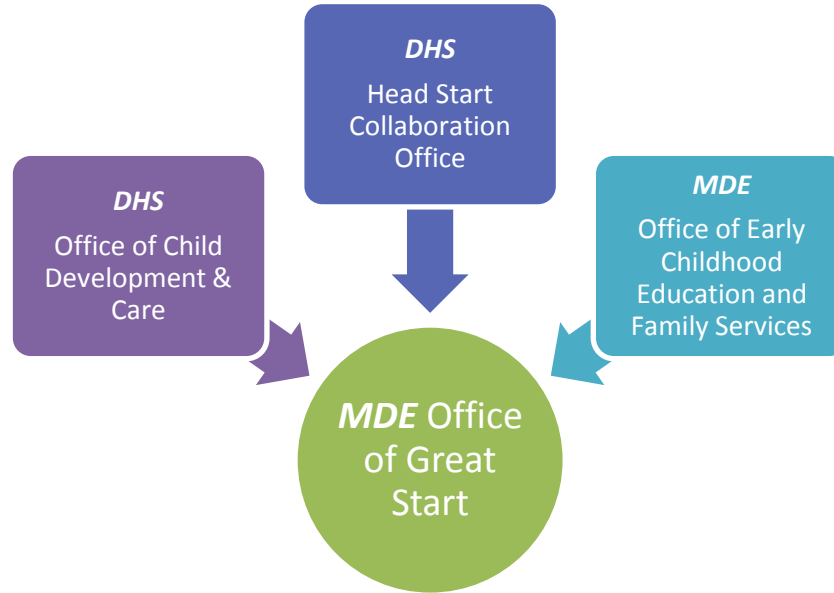
Michigan Office of Great Start

Prenatal to Age 8 Outcomes

- Children born healthy
- Children healthy, thriving, and developmentally on track from birth to third grade
- Children developmentally ready to succeed in school at the time of school entry
- Children prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade



Transition to the Office of Great Start (MDE)



- Executive Order 2011-08 consolidated early childhood programs and resources under a single agency in an effort to:
 - Maximize child outcomes
 - Reduce duplication and administrative overhead
 - Reinvest resources into quality improvement and service delivery

Early Childhood Systems Recommendations:

Recommendation 1

Build Leadership within the System

Leadership must be present at the highest levels to ensure outcomes

Recommendation 2

Support Parents' Critical Role

Parents are the most important individuals in achieving success

Recommendation 3

Assure Quality and Accountability

Quality leads to greater outcomes & there must be accountable for investments

Recommendation 4

Ensure Coordination and Collaboration

This is not a single-frame issue and cannot be tackled within siloes

Recommendation 5

Use Funding Efficiently to Maximize Outcomes

Invest every penny for what it is worth as resources are limited

Recommendation 6

Invest in Quality

Future investments must be directed to programs with the greatest ROI

System Design: Michigan Pre-K

Program Standards

- *Early Childhood Standards of Quality for Prekindergarten:*
 - *Quality Program Standards for Preschool and Prekindergarten Programs*

Standards for Children's Learning and Development

- *Early Childhood Standards of Quality for Prekindergarten:*
 - *Early Learning Expectations for Three- and Four-Year-Old Children*

Program Assessment

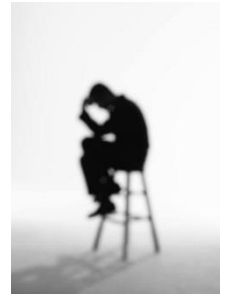
- *High/Scope Program Quality Assessment (PQA)*

Child Assessment

- *Local option, recommendations:*
 - *Child Observation Record (COR)*
 - *Creative Curriculum Developmental Checklist*
 - *Work Sampling*
 - *Others*



Three-Legged Stools



Standards

1. For children's learning and development
 - Early learning expectations, guidelines
 - Grade level expectations
2. Program quality standards
 - Licensing
 - Program specific (state PreK, Head Start)
3. For professionals
 - Credentials
 - Competencies

Assessments

1. Of children's learning and development
 - Formative, ongoing
 - Developmental screening
 - Point in time (KEA) summative
2. Program Assessment
 - License reviews
 - Tiered Quality Rating Systems
 - Program Specific
3. Professional evaluation
 - Entry tests
 - Ongoing systems required by state or program-specific



The Federal Definition

Comprehensive assessment system (birth through grade 3) means:

- *A coordinated and comprehensive system of multiple assessments, each of which is valid and reliable for its specified purpose and for the population with which it will be used, that organizes information and the process and context of young children’s learning and development in order to help Early Childhood Educators make informed instructional and programmatic decisions and that conforms to the recommendations of the National Research Council reports on early childhood. A Comprehensive Assessment System includes, at a minimum—*

- (a) Screening Measures*
- (b) Formative Assessments;*
- (c) Measures of Environmental Quality; and*
- (d) Measures of the Quality of Adult-Child Interactions.*

Michigan's Assessments



Child Assessments

(a) Screening Measures

- GSRP, ECSE, GSQ: Required at beginning of year; choices
- Medical home: Well-baby checks according to APA schedule

(b) Ongoing Assessments

- GSRP, ECSE, GSQ: Observational measures
- Part C (Early On); some ECSE: Child Outcomes

Other

- KEA
- Elementary formative assessments

Michigan's Assessments



Program Assessments

(c) Measures of Environmental Quality

- HighScope *Program Quality Assessment*
 - Form B, part of Form A
- GSQ: Self-Assessment Survey

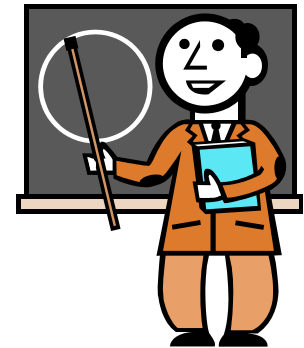
(d) Measures of the Quality of Adult-Child Interactions

- HighScope *Program Quality Assessment*
 - Form A “Adult-Child Interaction”

Michigan's Assessments

Assessments of Professional Learning Standards

- Teacher preparation program approvals
- Child development major/preschool teaching programs approvals
- Community college accreditation
- Community-based training
 - Trainer approvals
 - Training approvals



Side Note: Evidence-Based and Informed

- “Section 32g” Block Grant
 - History
 - Requirements for Early Childhood Programming
 - Evaluations of infrastructure components
- More information
 - *Great Start, Great Investment, Great Future*
- Michigan’s children deserve A Great Start

