

Recommended GSRP Program Evaluation Plan

Program quality assessment and the assessment of child outcomes taken together provide a valuable model of program evaluation. The analysis of data results in support to staff so that all children have resources, professionally prepared teachers, services and supports to meet the Early Learning Expectations in the Michigan Early Childhood Standards of Quality.

The transition from evaluation to program change is successful when the following processes are implemented:

- A. Local evaluation data is used for program improvement.
- B. Local leadership is committed to a collaborative program improvement process.
- C. Resources are procured to support staff development related to evaluation results.
- D. Local evaluation is part of a long-term program improvement process.

Aug-Sept	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	June-July
<p>Review previous year PQA Results/Child Outcome data with all staff at first staff meeting.</p> <p>Share current year goals/objectives with all staff.</p> <p>In-service training on current year program quality goal, parent involvement goal and child development goal.</p>	<p>First program observation/feedback by ECS to support program-wide and individual staff professional development goals. (Use related PQA items for current staff, may complete full baseline PQA Form A for new teaching teams.)</p> <p>First child outcomes data collection. ECS review classroom-level child outcome data with discrete teaching teams.</p> <p>Data analysis of PQA data and child outcome data with a team led by the ECS and including administrators, teachers and parents.</p> <p>Program evaluation report to Advisory Committee by ECS.</p> <p>Begin PQA Form B completion in OnlinePQA for each subrecipient.</p>	<p>Second program observation/feedback by ECS to support program-wide and individual classroom goals. (Use related PQA items) If goals are not on track to be achieved, course corrections are made.</p> <p>Second child outcomes data collection. ECS reviews classroom-level child outcome data with discrete teaching teams.</p> <p>Completed PQA Form B for all subrecipients is entered into OnlinePQA by Jan. 31st.</p> <p>Data analysis of PQA data and child outcome data by team including the ECS, teachers and parents.</p>	<p>Individual staff performance evaluation and professional goal-setting.</p> <p>March- begin End-of-Year PQA Form A completion in Online PQA.</p>	<p>Classroom-level feedback on PQA Form A done by ECS with all teaching teams.</p> <p>Completed PQA Form A data entered into OnlinePQA by May 31st.</p> <p>Third child outcomes data collection. ECS reviews classroom-level child outcome data with discrete teaching teams.</p> <p>Aggregate program quality (PQA) results and child outcome data. Generate program quality and child development gain scores. Analyze data, evaluate progress made on current year's goals and develop new program goals for the next year with a team led by the ECS and including administrators, teachers and parents.</p>	<p>Begin implementation of program improvement plan; ECS arrange for related in-service and incorporate into professional development plan for upcoming year.</p> <p>Program evaluation report to Advisory Committee by ECS.</p>