

Comprehensive Assessment System



	Birth	1	2	3	4	5 Start Kindergarten
Child Assessment						
Developmental, sensory & behavioral screening (DS&BS)	<i>Health Care System, Family Support Programs, Early Learning Programs</i>	<i>Health Care System, Family Support Programs, Early Learning Programs</i>	<i>Health Care System, Family Support Programs, Early Learning Programs</i>	<i>Health Care System, Family Support Programs, Early Learning Programs</i>	<i>Health Care System, Family Support Programs, Early Learning Programs</i>	<i>Health Care System, Family Support Programs, Early Learning Programs</i>
Monitor developmental progress to inform teaching and learning	<i>Health Care System, Family Support Programs, Early Learning Programs</i>	<i>Health Care System, Family Support Programs, Early Learning Programs</i>	<i>Health Care System, Family Support Programs, Early Learning Programs</i>	<i>Health Care System, Family Support Programs, Early Learning Programs</i>	<i>Health Care System, Family Support Programs, Early Learning Programs</i>	<i>Health Care System, Family Support Programs, Early Learning Programs</i> <u>Kindergarten Developmental Inventory</u>
Environmental Assessment						
Health and Safety Assessment and support	<i>Licensing and CCHC</i>					
Quality environmental rating scales (ERS)	<i>Quality First Early Head Start</i>	<i>Quality First Early Head Start</i>	<i>Quality First & Head Start</i>			
Adult child interactions- CLASS	<i>Quality First</i>	<i>Quality First</i>	<i>Quality First Head Start</i>			

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An example of what we can do using the systems framework:

Policy: Use the “Intervening Early: Opportunity Assessment” recommendations and the Early Childhood Comprehensive Systems (ECCS) grant implementation process to expand opportunities for developmental, sensory and behavioral screening in the state so that all children are screened early and that we do not miss identifying delays until they start school.

Components: Identify a common screening tool to be used across all FTF strategies and supported programs. To ensure that data collection is meaningful and reduces duplication.

Coordination/integration: Support the development of an integrated and coordinated system of screening, referral and monitoring across FTF agency partners and that those children with developmental delays receive the support needed. It also includes data-driven decision making at the regional level.

Infrastructure: Professional development of early childhood workforce in understanding of child growth and development (Infant Toddler Guidelines and Arizona Early Learning Standards) and their skills in engaging with families to understand the importance of early identification and intervention.

Scale: Ensure that the *Comprehensive Assessment System* approach touches all children and that all children receive the services needed to begin school at their maximum capacity.