

# Monitoring for Continuous Improvement: Preschool Development Grantee Peer Exchange Follow Up

DECEMBER 15, 2015



# Agenda

- Introductions
- Objectives
- Connecticut's Experience
- Responses and Questions
- Experiences of Other States
- Next Steps



# Introductions

Melissa (Mel) Camacho, Connecticut  
Office of Early Learning



Diane Schilder, CEELO



Lindy Bush, CEELO



# Objectives

- Share existing Preschool Development and Expansion Grant (PDG) monitoring processes
- Learn from states experiences with development, implementation and use of PDG monitoring systems
- Discuss processes for monitoring for compliance and for continuous quality improvement
- Determine follow up activities

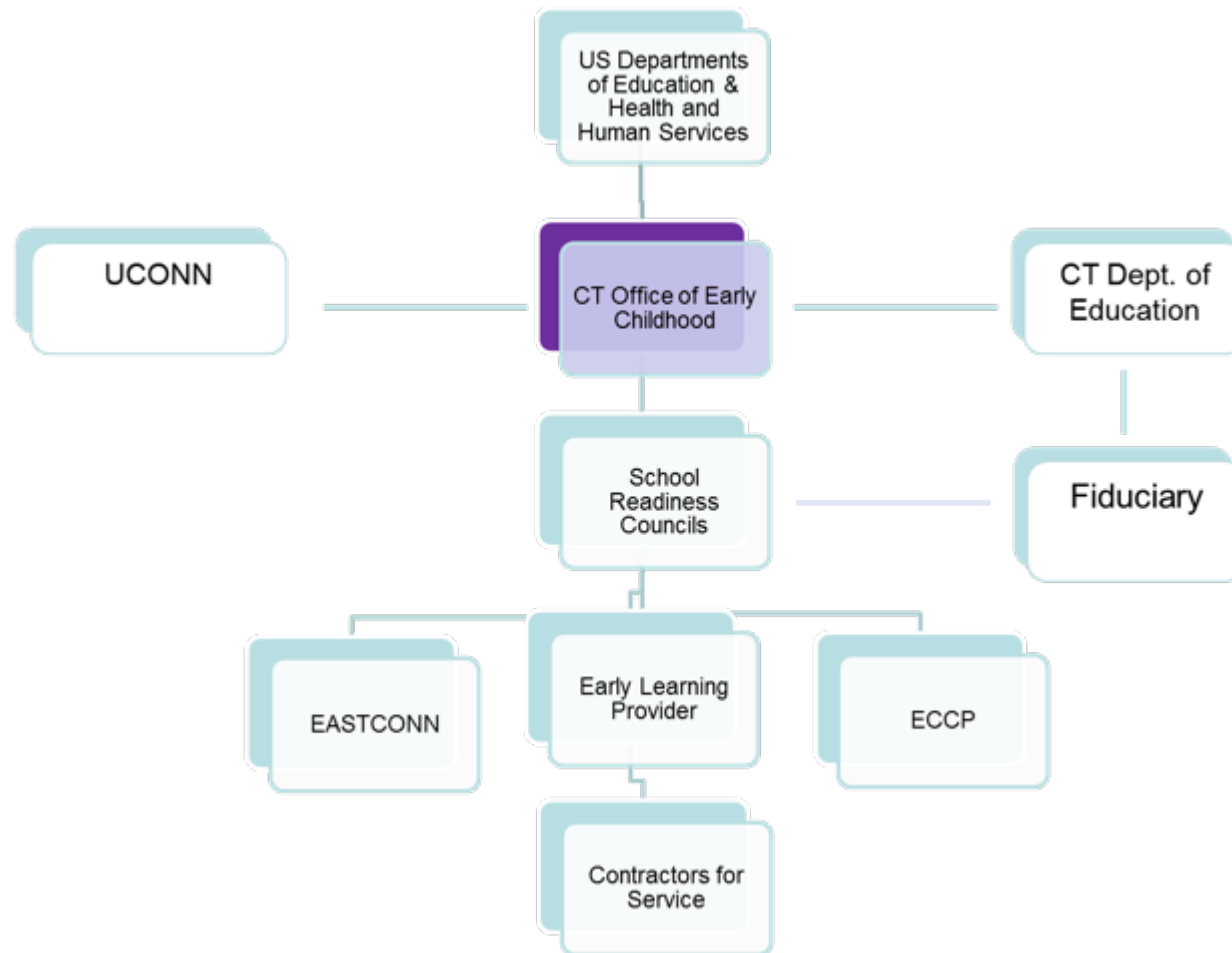


# Connecticut's Experience

- Process of designing and implementing the PDG monitoring system
  - Coordination
  - Building on existing systems
  - Using data from multiple sources
- Using data for compliance and continuous quality improvement



# CT: Monitoring Structure



# CT: Monitoring Basics

- Statewide SOWs
- Statewide Monitoring Plan
- **Monitoring Mechanisms:**
  - Subgrantee SOWs & Budgets/Budget Justifications
  - CT Early Childhood Professional Registry
  - Licensing & Accreditation
  - Monthly Enrollment Forms
  - Interim Reporting
  - Annual Reporting and Performance Review Meetings
  - Subgrantee Meetings
  - Family Engagement Meetings (quarterly)
  - Risk-based Monitoring
  - Regular, Ongoing and Open communication



# CT: SOW

## STATE LEAD AGENCY and SUBGRANTEE SCOPE OF WORK Cover Page

Lead Agency Name: Connecticut Office of Early Childhood

Subgrantee Name: Bridgeport Public Schools

The State Lead Agency and Subgrantee hereby agree to participate in the State Plan, as described in the State's application, and more specifically commit to undertake the tasks and activities described in detail below. In addition, the Lead Agency and Subgrantee will collaborate to establish Performance Measures for any aspects of the State Plan that the Subgrantee is implementing.

Selection criterion	Participating Party (i.e. Subgrantee or State Lead Agency)	Type of participation	Performance measure (if applicable)
(E)(3)	Subgrantee	Complete 1)MOU including budget that minimizes local administrative costs; 2) Statement of Work; and 3) all provider agreements (Activity)	
(E)(2)	Subgrantee	Enroll Participating Early Learning Providers	
(E)(2)	Subgrantee	List Early Learning Providers by type of classroom, type of improvements (if any), and number of children for MOU.	
(E)(7)	Subgrantee	Balance economic diversity in improved and expansion inclusive classrooms where possible.	
(E)(2)	Subgrantee	Written Agreements with selected Early Learning Providers	
(E)(2)	Subgrantee	Budgets completed for each selected Early Learning Provider	
(E)(9)	Subgrantee	Outreach to and engagement of families (Activity)	
(E)(10)	Subgrantee	Signed agreement with local Director of Special Education on enrollment of eligible children with IEPs and outreach to families of children with IEPs	
(E)(9)	Subgrantee	Implement outreach to hard-to-reach families	
(C)(1)(c)	Subgrantee	Implement outreach to families whose children are English Language Learners	
(E)(8)	Subgrantee	Implement outreach to foster families through the local DCF office	
(E)(2)	Subgrantee	Fully enroll children in expansion spaces	Number of Eligible Children served in High Quality Preschool Programs funded by





# CT: Subgrantee Scope of Work

Preschool Development Grant Sub grantee Detailed Scope of Work									
Type	Activities, Tasks, Deliverable, Subtask Name	Status	Start Date	End Date	Deliverable	Evidence	Assignee (Person Responsible)	Comments	
Project	<b>Grant Management</b>								
	Set ambitious expansion of the number of new slots in State Preschool Programs that meet the definition of High-Quality Preschool Program.								
Task	Set ambitious improvement of existing slots in State Preschool Programs slots that meet the definition of High-Quality Preschool Program.	Operational	12.15.15	12.15.15	Yes	List of improvement sites/classrooms with number of slots	Harriet Tubman	List sent to OEC on 12/15/15	
	Enroll Early Learning Providers to implement and deliver services	Not Started In Progress Operational NA							
	Written Agreements with selected Early Learning Providers								
	List Early Learning Providers by type of classroom, type of improvements (if any), and number of children for MOU.								
	Budgets completed for each selected Early Learning Provider and overall community								
	Complete monthly enrollment reporting and submit to OEC								
	Complete and submit all other reporting as requested by OEC								
	Ensure that grant-funded instructional staff are registered in the OEC Workforce Registry								
	Monitor grant classrooms for quality								
	Monitor grant classrooms for adherence to all state Pre-K requirements								
	Ensure that data on all eligible children is entered into the Early Childhood Information System.								
	Send Participants to CLASS Instructional Support Strategies and Feedback Strategies Training								
Project	<b>Recruitment and Outreach</b>								
	Implement outreach to English Language Learners								
	Enroll children who are English Language Learners								
	Implement outreach for children in foster care								
	Enroll children who are in foster care								
	Implement outreach for children who are homeless								
	Enroll children who are homeless								
	Fully enroll children in expansion spaces								



# CT: Fiscal Monitoring

OEC PDG ED114-C

## **FY 2016 PRESCHOOL DEVELOPMENT GRANT (PDG) COMMUNITY SUMMARY BUDGET FORM ED114-C**

GRANTEE NAME:			TOWN/AGENCY CODE:		
GRANT TITLE:	<b>Federal Preschool Development Grant</b>				
PROJECT TITLE:	<b>Preschool Development Grant - Community</b>				
ACCOUNTING CLASSIFICATION-FUND:12060 SPID:22705 YEAR:2015 PROG:83004 CF1:170003 CF2:					
GRANT PERIOD: 07/01/2015 – 06/30/2016			AUTHORIZED AMOUNT:		
AUTHORIZED AMOUNT BY SOURCE:					
LOCAL BALANCE:		CARRY-OVER DUE:		CURRENT DUE: \$	
CODES	DESCRIPTIONS	ADMIN BUDGET	PDG SPACE ALLOCATION BUDGET	PROFESSIONAL DEV. & TRANSPORT. BUDGET	START-UP BUDGET
<b>PERSONNEL</b>					
100	Salaries				
<b>FRINGE BENEFITS</b>					
200	Employees Benefits				
<b>CONTRACTUAL &amp; TRAVEL</b>					
300	Purchased Professional and Technical Services (incl. ECCP)				
400	Purchased Property Services				
500	Other Purchased Services: Student Transportation Communications (Phone/Data) Travel (Staff)				
<b>SUPPLIES</b>					
600	Supplies				
<b>TOTAL</b>					
Original Request Date:					
Revised Request Date:		Connecticut Office of Early Childhood School Readiness Program Manager Authorization		Date of Approval	

Use this ED114-C Form to Summarize the Community Liaison/Fiduciary Budget & Local Provider Budgets  
In Line 500 – Please show the amount for staff Travel separate from all other "Other Purchased Services."  
\*ECCP Amount shown in Line 300 will be paid by the OEC on behalf of the community in Year 1 of the PDG.

OEC PDG ED114-B1

## **FY 2016 PRESCHOOL DEVELOPMENT GRANT (PDG) LOCAL PROVIDER BUDGET JUSTIFICATION ED114-B1**

COMMUNITY:		TOWN/AGENCY CODE:	
PROGRAM NAME:			

CODE	DESCRIPTION	JUSTIFICATION	TOTAL
111A	Non-Instructional (Administrative/Supervisor Salaries/Clerical/Other)		\$
111B	Instructional Salaries		\$
200	Personal Services- Employee Benefits		\$
300	Purchased Professional and Technical Services		\$
400	Purchased Property Services		\$
500	Other Purchased Services: (Student Transportation Communications, Travel)		\$
600	Supplies		\$
	<b>TOTAL</b>		<b>\$</b>



# CT: Monthly Enrollment Form



# CT: Interim Report



# CT: Interim Forecast Budget

## FY 2016 Interim Forecast Preschool Development Grant (PDG)

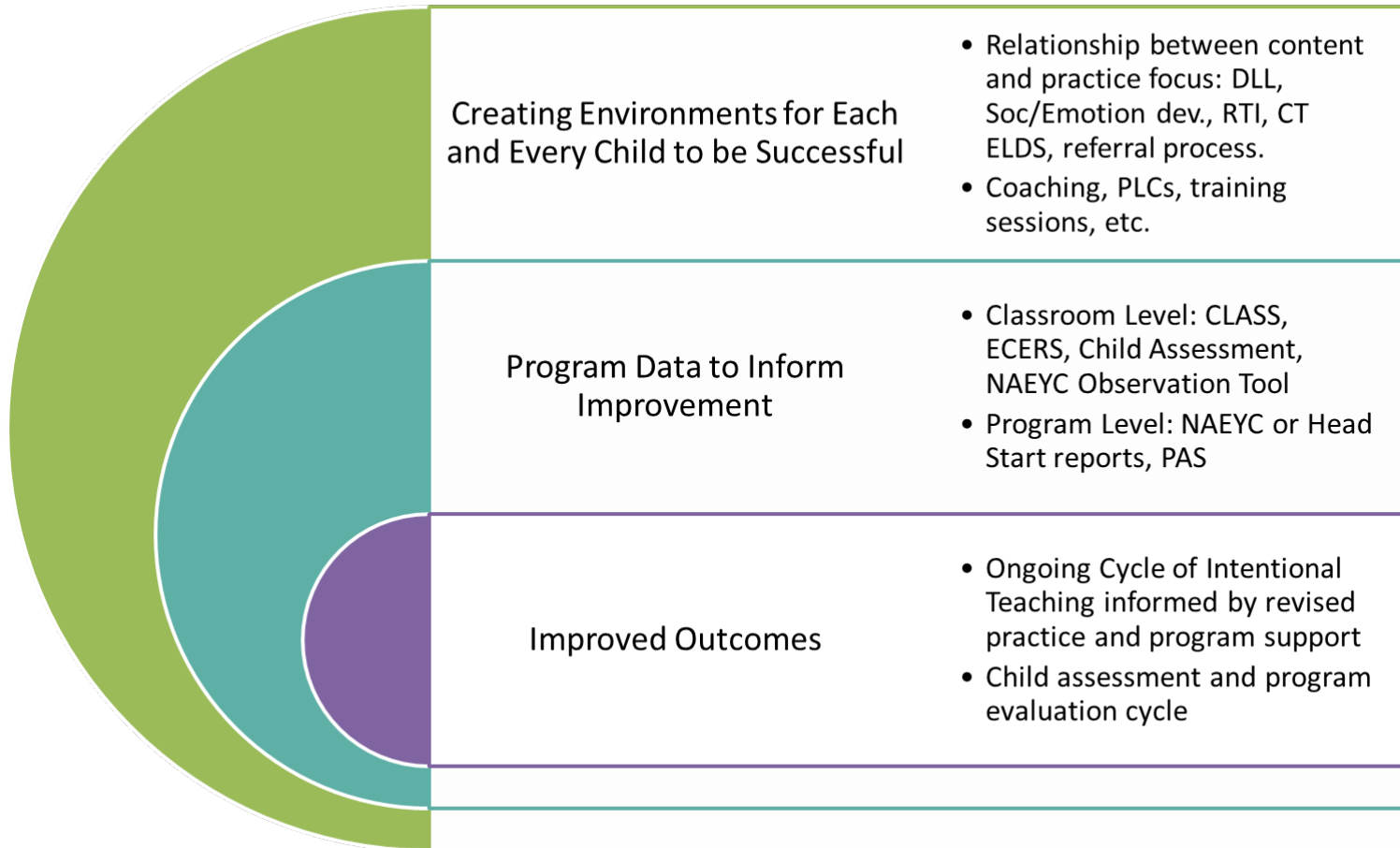
### Local Provider Budget Form ED 114-B

This form must be uploaded into your Interim Report in response to Question # 31

TOWN/COMMUNITY:							
PROGRAM NAME:							
GRANT TITLE:	Federal Preschool Development Grant						
ACCOUNTING CLASSIFICATION: FUND: 12060 SPID: 22705 YEAR: 2015 PROG: 83004 CF1: 170003 CF2:							
GRANT PERIOD: 07/01/2015 – 06/30/2016			AUTHORIZED AMOUNT: \$			Date Completed:	
CODES	DESCRIPTIONS	APPROVED PDG SPACE ALLOCATION BUDGET AMOUNT	INTERIM FORECAST PDG SPACE ALLOCATION BUDGET AMOUNT	APPROVED PROFESSIONAL DEV. & TRANSPORT. BUDGET AMOUNT	INTERIM FORECAST PROFESSIONAL DEV. & TRANSPORT. BUDGET AMOUNT	APPROVED START-UP BUDGET AMOUNT	INTERIM FORECAST START-UP BUDGET AMOUNT
<b>PERSONNEL</b>							
111A	Non-Instructional (Administrative/Supervisor Salaries/Clerical/Other)						
111B	Instructional						
<b>FRINGE BENEFITS</b>							
200	Personal Services – Employees Benefits						
<b>CONTRACTUAL &amp; TRAVEL</b>							
300	Purchased Professional and Technical Services						
400	Purchased Property Services						
500	Other Purchased Services: Student Transportation Communications (Phone/Data)						
	Travel (Staff)						
<b>SUPPLIES</b>							
600	Supplies						
<b>TOTAL</b>		0	0	0	0	0	0



# CT: CQI-Professional Development



# CT: CQI-ECCP

The Early Childhood Consultation Partnership (ECCP) Child-Specific services focus on one child, who may be having social, emotional, or behavioral difficulties. The service facilitates the partnership between the family and educators/caregivers and aims to build their capacity in order to better meet the needs of a particular child. This is done through individual strategies to be used with the child, environmental enhancement and relationship building.

## **Classroom Service**

The ECCP Core Classroom service is a 3 month program, where the Early Childhood Mental Health Consultant provides weekly social-emotional consultation services for 12 weeks. The consultation visits occur the same day each week and last for 3 hours in order to provide consistency in the consultation experience for teachers and children in the classroom. The service is typically provided in the morning, from 9:00am – 12:00pm.

## **Child Specific Services**

During the course of the ECCP Core Classroom service, the Mental Health Consultant may provide up to two child-specific services. The child-specific service is intended for children where the teacher and or parent have concerns about the child's social skills, emotional development or challenging behaviors related to family stress or a possible concern of a mental health related issue. The child-specific service is conducted on the same day and time frame as the Core Classroom service. This child service is for 6 weeks and occurs weekly for about 1 hour each week.



# CT: CQI-CLASS



## The CLASS Rating Process in PDG Funded Early Childhood Programs: A Guide for Raters

In CT, the federal Preschool Development Grant (PDG) supports high-quality preschool for 712 eligible four-year olds in 13 communities across the state. A feature of CT's PDG is to guide program improvement through the use of the Classroom Assessment Scoring System™ (CLASS) to gather data and share the report of the observation with program staff. This document offers a guide for reliable raters who will observe PDG classrooms.

**Role of the Rater:** Your primary role is to conduct two reliable CLASS observations (one in the Fall and one in the Spring) and share the observation results with staff in a debriefing meeting, as well as submit all scores to the OEC. Because you are knowledgeable about the CLASS tool, your explanation of the scoring process and how ratings were affected by what you observed, will be important information to share. You are not expected, however, to offer suggestions for improvement or coach the staff.

**Scheduling a CLASS Observation:** It is the responsibility of the School Readiness Liaison to coordinate with the CLASS rater(s) in each community to confirm all PDG sites/classrooms and observation dates. Ideally, the School Readiness Liaison will contact the program administrator in advance of the CLASS observation to discuss the time of the observation (preferably in the morning), how a classroom will be selected if there is more than one PDG classroom in the building, the length of the observation, and parking, sign-in and other logistical information. The liaison will then relay this information to the CLASS rater. Some CLASS raters may have the experience and relationship with a program to schedule the observation themselves—if this is the case, the rater must share the information with the School Readiness Liaison in advance of the observation.

When scheduling a CLASS observation, the Liaison and/or CLASS rater should begin the conversation about the debriefing meeting. Invite the administrator to discuss with PDG staff how they would like to receive the results of the CLASS observation if they have not already done so. See 'Debriefing Meeting' below.

**What Materials to bring:** Raters are expected to bring their CLASS Manual, CLASS observation sheets (booklet entitled "Forms, Pre-K-3"), and writing utensils. Please bring as little into the classroom as possible to avoid disruption. If the rater does not have CLASS observation sheets, he/she should contact their School Readiness Liaison to obtain them.

**Debriefing Meeting:** Remember, the CLASS score represents a point-in-time and is not a teacher evaluation, but rather a classroom observation that takes into account all of the adult-child interactions occurring within the classroom setting during a given period of time. Because the lead teacher is the person responsible for the day-to-day oversight of each classroom, he/she must be the person who leads the conversation about when, how and with whom, their classroom observation results are shared. CLASS scores must be shared, at a minimum, with the lead teacher and program administrator within 10 business days of the observation, as well as other classroom staff as appropriate (i.e. teacher's aide). In some cases, a teacher may invite the program administrator and other staff to the initial debrief meeting. In other cases, a teacher may want to hear about the classroom score alone, immediately after it is conducted and then again, with their program administrator and any other relevant staff, at a later time. In either case, as a rater you are required to review the score with both the teacher and administrator and conduct the debriefing meeting in a manner that reflects the teacher's request.

Keep in mind that this may be the first time a teacher and/or administrator is receiving feedback in this manner. Please try to establish a relaxed environment by securing a meeting space that is comfortable, with adult seating, a table for note taking and privacy.

During the meeting, please:

- Review the report by domain and dimension.
- Highlight items that contributed to higher scores.
- Use examples or indicators from your observation.
- Be sure to refer to the score as a "Classroom score" not a specific individual's score. The CLASS tool is a classroom observation, not a teacher evaluation.
- Offer examples that are clear and direct:
  - "I rated (insert dimension/domain) a [score] because I saw (insert an example from your observation)"
  - "The (insert dimension/domain) encourages that you (insert example) as an indicator of quality. I didn't observe this occurring in the classroom. This is an item you can discuss with your coach."
  - "I saw so many consistent indicators of this domain in the classroom. Nice job!"

**Submission of CLASS Observation Sheet:** The observation sheet used to score each classroom is provided to four important stakeholders: teacher, program administrator, PDG Project Manager and classroom coach. All completed CLASS observation sheets must be submitted to the OEC by January 29, 2015, for the first round of ratings, and June 15, 2016, for the second round of ratings. The observation sheet and all accompanying notes must be copied and shared with the PDG lead teacher and program administrator. The observation sheet and notes can then be scanned and emailed to Melissa Camacho at [Melissa.camacho@ct.gov](mailto:Melissa.camacho@ct.gov). All original forms/notes must be maintained by the CLASS rater and used explicitly for the purposes of PDG explained above and only shared with the teacher, program administrator, PDG project manager or classroom coach. Once all CLASS observation sheets have been completed within the CLASS "Forms, Pre-K-3" booklet, the original booklet must be submitted to Melissa Camacho at the OEC at 165 Capitol Avenue, Room G-35 Hartford CT 06106, or by June 15, 2016, whichever occurs first. Please write as legibly as possible when taking notes—or consider rewriting your notes when reviewing and submitting CLASS scores.

**What happens next:** Each classroom is assigned a coach who will work with program staff to use the CLASS score as part of the professional development goals where appropriate. The classroom will receive a second CLASS observation and score in the spring of 2016. Assure the teacher and administrator that if they have not connected with their coach yet, they will very shortly.





# CT: CQI-Licensing

Post for 30 Operating Days		Connecticut Office of Early Childhood 410 Capitol Ave., 315 #12 CBR, PO Box 340308 Hartford, CT 06134-0308 800-282-6963/(860) 366-699-7541		Page 1																
<b>CHILD CARE CENTER/GROUP INSPECTION FORM</b>																				
<div style="display: flex; justify-content: space-between;"> <span>INITIAL</span> <span>UNANNOUNCED FULL/PARTIAL</span> <span>FOLLOW UP</span> <span>LOCATION CHANGE</span> <span>OTHER</span> </div>																				
Program Name: _____		License Number: _____		Date of Inspection: _____																
Address: _____		Expiration Date: _____		Under 3 Capacity: _____																
Town: _____		Telephone: _____		# of children present: _____																
Operator: _____		Director: _____		# of staff present: _____																
Email: _____		Head Teacher: _____		Summer Care: _____																
Hours of Operation: _____		Instruction Codes: 1 = Compliance, 0 = Non-Compliance, 3 = Not Observed, 4 = Not Applicable at this time																		
Ages Served: _____																				
Endorsements: <input type="checkbox"/> Under Three (6wks - 36m) <input type="checkbox"/> Preschool (3y - 5y) <input type="checkbox"/> School Age (5y & up) <input type="checkbox"/> Night Care (6wks & up)																				
<b>Licensing Procedures 19a-79-2a</b>																				
<input type="checkbox"/> 1. Local Health Inspection Date: _____																				
<b>Administration 19a-79-3a</b>																				
<input type="checkbox"/> 2. New Staff Employee Orientation																				
<input type="checkbox"/> 3. Annual Staff Policy Training																				
<input type="checkbox"/> 4. Documentation of Behavior M. Tech Discussed w/Parents																				
<input type="checkbox"/> 5. Notification of Change																				
<input type="checkbox"/> 6. Policies: Discipline/Supervision/Child Protection/General Operating Policies/Personnel Policies/Cloning Time Policy																				
<input type="checkbox"/> 7. Daily Attendance Records/Children/Staff																				
<b>Items Posted/Accessible</b>																				
<input type="checkbox"/> 8. License																				
<input type="checkbox"/> 9. Current Fire Marshal Certificate Date: _____																				
<input type="checkbox"/> 10. DPH Complaint Procedure																				
<input type="checkbox"/> 11. Food Service Certificate Date: _____																				
<input type="checkbox"/> 12. Menu																				
<input type="checkbox"/> 13. Emergency Plans																				
<input type="checkbox"/> 14. No Smoking Signs																				
<input type="checkbox"/> 15. Radon Test Date: _____ Results: _____																				
<b>Staffing 19a-79-4a</b>																				
<input type="checkbox"/> 16. Staff Health Records/TB Test																				
<input type="checkbox"/> 17. Professional Development																				
<input type="checkbox"/> 18. Disciplinary Actions																				
<input type="checkbox"/> 19. Designated Head Teacher/60%																				
<input type="checkbox"/> 20. Two Staff Present																				
<input type="checkbox"/> 21. Ratio: 1 Staff to 10 Children																				
<input type="checkbox"/> 22. Group Size: Maximum 20 Children																				
<input type="checkbox"/> 23. Designated Director/Training																				
<input type="checkbox"/> 24. CPR Certified Staff																				
<input type="checkbox"/> 25. First Aid Trained Staff																				
<b>Consent</b>																				
<input type="checkbox"/> 26. Agreements/Contracts (Complete Signed Annually)																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Education</th> <th style="width: 25%;">Comments</th> <th style="width: 25%;">Log</th> </tr> </thead> <tbody> <tr> <td>Health</td> <td></td> <td></td> </tr> <tr> <td>Social Service</td> <td></td> <td></td> </tr> <tr> <td>Dental</td> <td></td> <td></td> </tr> <tr> <td>Dietitian</td> <td></td> <td></td> </tr> </tbody> </table>						Education	Comments	Log	Health			Social Service			Dental			Dietitian		
Education	Comments	Log																		
Health																				
Social Service																				
Dental																				
Dietitian																				
<input type="checkbox"/> 27. Logs/Visits Documented																				
<b>Swimming:</b>																				
<input type="checkbox"/> 28. Non-Swimmers Identified																				
<input type="checkbox"/> 29. Staff/Child Ratios																				
<input type="checkbox"/> 30. CPR Certified Staff (20 years of age)																				
<input type="checkbox"/> 31. Lifeguard Certified/Supervision																				
Signature of Inspector: _____		Written Corrective Action Plan Due to OEC by: _____		Signature of Person in Charge: _____																

Post for 30 Operating Days		CHILD CARE CENTER/GROUP INSPECTION FORM		Page 2	
Program Name: _____		License Number: _____		Date of Inspection: _____	
<b>Physical Plant continued:</b>					
<input type="checkbox"/> 68. Portable Space Heaters Y/N					
<input type="checkbox"/> 69. Walls/Ceilings/Floors/Rugs: Clean/Good Repair					
<input type="checkbox"/> 70. Rugs Secure					
<input type="checkbox"/> 71. Hot Water/Steam Pipes Protected					
<input type="checkbox"/> 72. Working Floor on Each Level					
<input type="checkbox"/> 73. Emergency Numbers Posted					
<input type="checkbox"/> 74. Adequate Lighting: 50/30 Candle Feet					
<input type="checkbox"/> 75. Light Fixtures Shielded/Shatter Proof					
<input type="checkbox"/> 76. Potentially Hazardous Substances Locked					
<input type="checkbox"/> 77. Garbage/Rubbish Disposed Daily					
<input type="checkbox"/> 78. Stairs Protected/Good Repair/Handrails					
<input type="checkbox"/> 79. Pets: Maintained/Care Plan					
<input type="checkbox"/> 80. Operable CO Detector on Each Level					
<input type="checkbox"/> 81. Program Space/Adequate Sq. Ft. Per Child					
<input type="checkbox"/> 82. Equipment Clean/Good Repair/Safe/Non-toxic					
<input type="checkbox"/> 83. Cots Stored/Maintained/Adequate Number					
<input type="checkbox"/> 84. Developmentally Appropriate Equipment/Materials					
<input type="checkbox"/> 85. Hot Tubs/Spas/Hotels: Locked/Inaccessible					
<input type="checkbox"/> 86. No Weapons/No Facsimile of a Firearm on Premise					
<b>Outdoor Space</b>					
<input type="checkbox"/> 87. Outdoor Space Adequate Sq. Ft. Per Child					
<input type="checkbox"/> 88. Insect Abatement Material under Equipment					
<input type="checkbox"/> 89. Playground Free from Hazards					
<input type="checkbox"/> 90. Peeking Paint: Sample Taken: Y/N					
<input type="checkbox"/> 91. Lead Management Plan					
<input type="checkbox"/> 92. Equipment Anchored/Safely Arranged					
<input type="checkbox"/> 93. Outdoor Play Area Protected/Fenced					
<input type="checkbox"/> 94. Drinking Water Available/Accessible					
<b>Educational Requirements 19a-79-5a</b>					
<input type="checkbox"/> 95. Written Plan for Daily Program Available to Parents/Staff					
<input type="checkbox"/> 96. Activity Choices: Developmentally Appropriate, Flexible/Menu, Individualized Needs					
Program Includes: Indoor/Outdoor, Gross/Fine Motor Skills, Snacks/Meals, Rest/Sleep/Quiet Time, Toileting and Clean Up					
<b>Administration of Medication 19a-79-6a</b>					
<input type="checkbox"/> 97. Written Policies/Procedures					
<input type="checkbox"/> 98. Training Outline on file					
<input type="checkbox"/> 99. Administration/Parent Permission/MAR					
<input type="checkbox"/> 100. Labeling/Storage					
<input type="checkbox"/> 101. Med Trained Staff/Certificates					
<input type="checkbox"/> 102. Authorized Prescriber/Parent Permission/MAR					
<input type="checkbox"/> 103. Labeling/Storage					
<input type="checkbox"/> 104. Unused/Expired Meds Returned/Disposed Y/N					
<input type="checkbox"/> 105. Authorized Prescriber/Parent Permission/MAR					
<input type="checkbox"/> 106. Labeling/Storage					
<input type="checkbox"/> 107. Approved Petition For Special Med Authorization					
<input type="checkbox"/> 108. KI Pill: Parent Permission/Storage					
Expiration Date: _____					
Signature of Inspector		Written Corrective Action Plan Due to OEC by:		Signature of Person in Charge	



# CT: Calendar

## DECEMBER 2015



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Bridgeport Quarterly Meeting 11:00 am	2	3 Hamden Quarterly Meeting 12:30 pm	4 Enrollment Forms Due	5
6	7	8	9 Derby Quarterly Meeting 12:00 pm	10 ED 111 Due for December	11	12
13	14 Interim Reports Available Torrington Quarterly Meeting 3:00 pm	15 Groton Quarterly Meeting 9:30 am	16 Naugatuck Quarterly Meeting 9:00 am	17 Killingly Quarterly Meeting 12:00 pm	18 Webinar: Interim Reports 10:00 am	19
20	21	22	23	24	25 DEC Closed	26
27	28	29	30	31		
		NOTES: Link to Join Webinar on December 18th: <HYPERLINK HERE>				



CLASS Observations start in December

2nd Quarterly Family Engagement Meetings begin in December

Coaches will begin to meet with PDG teachers/staff to develop individualized PD plans

SAVE THE DATE:  
January 13th, 2016  
9:00am @ SERC,  
Subgrantee Meeting w/ Special Education



# State Reflections and Responses

- Topic 1: Monitoring and Data Collection for Compliance
- Topic 2: Monitoring for Continuous Quality Improvement
- Topic 3: Integration with Other Early Childhood Systems Efforts



# State PDG Monitoring Systems

- Forms that have been shared with CEELO are available on the [ceelo.org](http://ceelo.org) website:
  - <http://ceelo.org/pde-ta/>
- Information about grantee monitoring processes will be posted to Grads360



# Follow Up

- What would participants prefer for follow up?
  - Call or Webinar before APR is due to share experiences regarding APR reporting with one another? (Before February)
  - Call or Webinar with other states presenting about implementation and use of monitoring systems? (March or April)
  - Call or Webinar to discuss how states care using data for improvements for next program year? (April or May)
  - Wait and conduct ad hoc calls in future based on needs as they emerge?



# For more information:

Contact:

Diane Schilder (617) 816-2026

Mel Camacho (860) 713-5021

or email

[info@ceelo.org](mailto:info@ceelo.org)

