



**Preschool Development Expansion Grantee Peer Exchange  
Improving Systems to Support Continuous Improvement of Pre-K Program Quality  
September 16-17, 2015 | AGENDA-AT-A-GLANCE**

Goals of the Meeting:

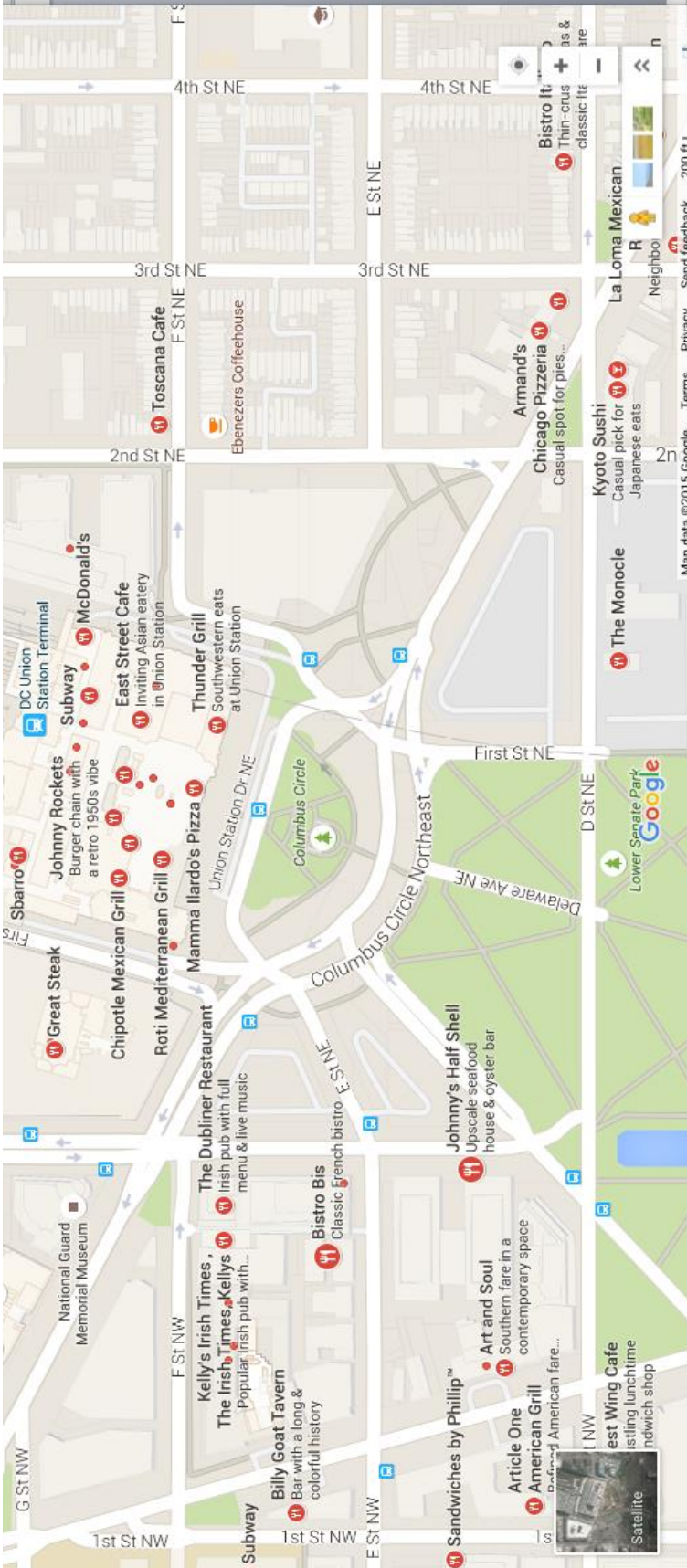
1. Increase awareness of research and best practice on continuous improvement of preschool program quality.
2. Identify specific actions each state can address to support continuous improvement of preschool program quality.
3. Build stronger relationships and sharing among states to support continuous improvement of preschool program quality.

Wednesday, September 16, 2015

<b>12:00-1:00</b>	<b>BYO Lunch: <i>Informal Working Lunch - Burning Priorities</i></b>
<b>1:00-1:30</b>	<b>Welcome and Overview of the Peer Exchanges</b>
<b>1:30-3:30</b>	<b>Status of the States -</b>
<b>3:30-3:45</b>	<b>Break</b>
<b>3:45-4:15</b>	<b>CEELO Team Reflections on Status of the States</b>
<b>4:15-4:45</b>	<b>Dialogue: <i>A Strategy to Promote Quality Improvement as well as Accountability, and Ultimately Sustainability of State Pre-K Programs</i></b>
<b>4:45-5:00</b>	<b>Reflections on Day 1, Additions or changes to Day 2 agenda</b>
<b>6:00</b>	<b>Dinner on Your Own</b>

Thursday, September 17

<b>8:00-8:30</b>	<b>Brown Bag Breakfast: State-to-state interactions</b>
<b>8:30-8:45</b>	<b>Day 2 Welcome, Overnight Reflections and Process for Topics</b>
<b>8:45-10:15</b>	<b>Topic 1: <i>Logistics and Governance</i></b>
<b>10:15-10:30</b>	<b>Break</b>
<b>10:30-12:00</b>	<b>Topic 2: <i>Quality Data Collection</i></b>
<b>12:00-1:30</b>	<b>Working lunch (from food trucks) and Peer Exchange</b>
<b>1:30-3:00</b>	<b>Topic 3: <i>Pre-K Monitoring and other Quality Initiatives</i></b>
<b>3:00-4:00</b>	<b>Meeting summary and Next Steps</b>
<b>4:00</b>	<b>Adjournment</b>



**RECOMMENDED NEARBY RESTAURANTS**

- **Union Station (Multiple)**
- **Food Trucks on MASS AVE.**
- **Bistro Bis**
- **The Monocle**
- **Johnny's Half Shell**

## MEETING PARTICIPANTS

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## NOTES – WORKING Lunch: *Burning Priorities*

# NOTES – STATUS OF THE STATES

ISSUES	ARKANSAS	CONNECTICUT	ILLINOIS	MASSACHUSETTS	TENNESSEE	VIRGINIA
Positives						
Plans for change and improvement						
Improvement noted but not planned						
Governance						
How PDGs differ from other funded Pre-K programs (if they do)						
Program Standards: staff qualifications, class size, ratio, others						
Monitoring Details						
Data Collection						
Observational tools						
Alignment with other EC systems/ initiatives						
Supports for professional development						
Financial supports to local programs program-improvement						

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## NOTES – Reflections on Status of the States

**NOTES – Dialogue - *A Strategy to Promote Quality Improvement as well as Accountability, and Ultimately Sustainability of State Pre-K Programs***



## **Topic 1: Logistics and Governance**

- *What is an effective state Pre-K quality improvement system?*
- *Who is responsible for managing and conducting onsite monitoring of quality improvement?*
- *How often are local programs monitored for quality?*
- *How are data collected and used for improvement?*
- *What is the cost of onsite quality improvement?*
- *What is the source of the funding?*
- *What can state government officials do to ensure that local programs are using the system as designed, and that it actually works for continuous improvement?*
- *How do the federal requirements support development/maintenance of a quality improvement system?*

## **Topic 2: Quality Data Collection**

- *How are data collected onsite?*
- *What are the protocols for onsite data collection?*
- *What tools are used?*
- *What has been/will be the process for choosing tools for onsite monitoring?*
- *How are local staff/administrators involved and supported through the onsite quality improvement process?*

**NOTES – WORKING LUNCH – How can implementation science inform quality improvement systems?**

### **Topic 3: Pre-K Monitoring and other Quality Initiatives**

- *How are Preschool Expansion Grant monitoring and quality improvement efforts systematically or intentionally aligned with other Pre-K monitoring efforts, or quality improvement and monitoring efforts in the comprehensive early childhood system? Include:*
  - *Licensing*
  - *QRIS and child care*
  - *Head Start*
  - *K-12 school reform efforts*
- *How can states assure that the quality improvement process that is implemented is actually helpful to locals and allows the state to assure accountability for funds and outcomes?*







## PEER EXCHANGE MATERIALS ON THE WEB

### Peer Exchanges – General

<http://ceelo.org/peg-peer-exchanges/>

Password = peMEMBERall (case-sensitive)

### Systems of Support for Quality Improvement

<http://ceelo.org/peg-quality-improvement/>

Password = peMEMBERqi (case-sensitive)