PDG GRANT YEAR 1 APR REVIEW - *and additional Information on State Pre-K from NIEER Yearbook (in italics)*
PROGRAM MONITORING/ASSESSMENT/EVALUATION/CONTINUOUS IMPROVEMENT PROVISIONS

	K Entry Assessment	Child Assessment Pre-K	Curriculum Models	Teacher/ Classroom Professional Development / coaching	Other Program Support	Licensing/QRIS / accreditation	Program Assessment Tools	Local Monitoring	State-level Monitoring	Evaluation	NOTES
AR	Kindergarten Entry Screener (KES) (new)	Work Sampling	Standards for curriculum choice and content	*Powerful Interactions* 30 hours/year		Licensing 3x/year ABC program monitoring TQRIS *(Better Beginnings) annually*	ECERS ABC protocol	ABC program staff monitoring unannounced	*Review of program records annually; licensing annually*		
CT	Pre and Post assessments conducted by UCONN PPVT Woodcock-Johnson BASC-2	Screening: hearing, vision, dental, general health and wellness, social emotional, ASQ, ASQ-SE, BDI-2, Brigance, DIAL-4, ESI-R, DECA *Learning experience plans*	Creative Curriculum, High Scope, Tools of the Mind, The Project Approach, Reggio Emilia Approach. May others use a combination approach and some create their own curriculum aligned with CT ELDS.	Three layers of Professional Learning: -Program and Instructional Support via one-on-one coaches -Family Engagement- via trainings and PDG specific quarterly meetings Early Childhood Mental Health Consultation via one-on-one consultants	Local (community) school readiness liaisons State-trained ECERS raters Licensing	NAEYC accreditation or in process; ECERS in meantime *Or Head Start approval* Licensing annually TQRIS	CLASS ECERS PAS may be introduced in years 3 and 4	School Readiness Liaisons or contracted monitors	Monitoring protocols including monthly enrollment forms, interim reports and final reports. Tool being developed for use across state and PDG funded sites to begin in FY 18.	UCONN: PPVT, Woodcock-Johnson, BASC-2 Lorenston consulting conducting 3rd party evaluation of Professional Learning model (i.e. PDG Professional Learning Collaborative)	

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IL	KIDS observation first 40 days of K	*Reviews of child portfolios during reviews, once/3 years*		Teacher coaching: 1 instructional leader/ 10 classrooms 2 years with specialist	Program level support; TA and administrative staff training, esp. for comprehensive services	ExcelRate Illinois (QRIS)	ECERS-R *or* CLASS *(once every 3 years)* *Program self-assessment* *Program records and compliance review (once/3 years)*		By National Louis Univ. (MCECL) Program checklist of quality items Reliability plan *On-site (once/3 years)*		
MA	GOLD (a few districts use Work Sampling) *District choice of GOLD, Work Sampling, COR*	GOLD		Coaching staff—not required but emerging		QRIS Level 3-4 NAEYC accreditation required *QRIS or licensing renewal once/ 3 years*	CLASS ECERS Arnett *ECERS and CLASS as part of QRIS*	LEAs do monitoring visits	Regional monitoring teams *Review of program records*	ABT Associates	
MD	Maryland Kindergarten Readiness Assessment KRA=Ready4 K	Early Learning Assessment (ELA) developed in MD—optional Assessments aligned to curriculum—TS Gold Developmental screenings: ASQ-3, ESI-R, Brigance, DIAL-4 or Best Beginnings	Frog Street PreK(4) Frog Street Threes -Frog Street Inc DLM EC Express(3&4) McGraw - Hill Little Treasures(4) - MacMillan/McGraw Hill Just for Threes Learning System, PreK with STEAM,	Requirement for teacher certification in ECE PreK program specialist monitor Classroom Observation & provide feedback to help guide PD PreK Institute	Quality Assurance Specialists with Maryland EXCELS Training reimbursement for community based teachers through Maryland credential program	Public school standards & regulations Office of Child Care Center licensing regulations Private nursery school certification Maryland EXCELS (TQRIS)	Pre-K program monitoring tool & classroom observation tools Maryland EXCELS requirements include CLASS, ECERS	Principal, Director or Early Learning Supervisor observation/feedback	4 FTE program specialists 2 x/year on-site monitoring of fidelity of implementation and program quality	Overall PDG evaluation being conducted by University of MD. Quantitative & Qualitative research.	Amendments have been made in most of the columns.

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MD		Developmental Screen	Kindergarten Investigations with STEAM -Robert Leslie Curiosity Corner(4), Kinder Corner (5)-Success for All Family Child Care (3,4,5) and Preschool(3,4,), Preschool(3's only)- Creative Curriculum Teaching Strategies Connect 4 Learning (4yr olds) -Kaplan OWL Opening the World of Learning (2014) -Pearson	LEA PD in local jurisdictions Community Based MOUs for PD support with LEA 5 reading tutors for Judy Centers in Baltimore (Literacy Lab)		State or nat. accreditation					
NJ	GOLD *COR, ELAS,* local choice	Developmental screenings (ex: ESI-R) Performance-based assessment required; choices include: • GOLD • COR Work Sampling	Choices: High Scope Tools of the Mind Creative Curriculum Curiosity Corner	Master Teachers PIRT Early Learning Training Academy Supervisor and staff professional development by NJDOE.	Professional development in the Pyramid Model for Supporting Social Emotional Competence and Teaching Pyramid Observation Tool (TPOT).	*TQRIS (Grow NJ Kids)* Includes self-assessed ECERS scores, Strengthening Families self-assessment and Let's Move checklist.	ECERS SELA PRIS CLASS +Curriculum-specific *Most use ECERS; ELLCO; facilities site visits*	Grow NJ Kids self-assessment ECERS-3 self-assessment (Master Teachers) TPOT assessment (Preschool Intervention and Referral Team-PIRT) Curriculum implementation checks	Bi-monthly on-site TA visits and activities tracking. On-site coaching and PD as needed by individual districts. (expansion districts) Yearly plan and budget review.	Annual research conducted by NIEER using the ECERS-3 to measure quality improvements across all grant and state-funded full-day classes.	

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NJ				Professional Development Plan required yearly by districts				Child data – TS GOLD preschool and Kindergarten			
RI	*TSG GOLD* *Piloting K Entry Formative Assessment*	TSG Gold	Curriculum Alignment Guidance Require programs to submit and have approved Curriculum Frameworks	20 hours of required PD Fund EDC "Center for Early Learning Professionals to Provide PD/TA"	QRIS Navigator State Agency Staff Facilities Fund support	*Quality Continuum includes DCYF licensing, the QRIS (Bright Stars) and all Pre-K programs must meet CECE Standards which is the highest level of quality in the state*	*ECERS & CLASS once/year (or when the Lead Teacher changes)* *Program Self-Assessment*	Grantee level responsibilities	State level Department of Education monitoring at the licensing, Bright Stars, and CECE level with an added layer of State Pre-K Monitoring	Contracting with Child Trends to do a child level and quality evaluation In previous years Department contracted with NIEER to conduct an evaluation	
VA	Virginia has a Virginia Kindergarten Readiness Program pilot on a voluntary basis it uses the following: Early Mathematics Assessment System and the Child Behavior Ratin	GOLD *PALS-Pre-K 3 times per year*	<u>Creative Curriculum</u>	IPDP for each teacher; UVa (CASTL)	Virginia Early Childhood Foundation provides training and support in QRIS. CASTL assists with creation of Continuous Improvement Plans	QRIS *Documentation of program-level outcomes*	CLASS ECERS		Subgrantees are monitored quarterly and may include onsite visits, virtual monitoring, or phone/desk-review monitoring	SRI: PALS, Woodcock – Johnson, TCRS2, HTKS, motor instrument TBD	