Purpose and Goals: This Peer Exchange will dig deeply into innovative and effective strategies to drive continuous quality improvement, while balancing economies of resources - including limited staff - and placing a greater focus on efforts to improve instructional practice. The meeting builds on the 2015 Peer Exchange on Quality Improvement, and provides participants an opportunity to learn from state and local grantee “sparks” on their monitoring practices, successes and challenges.

DESIRED RESULT: Each state team develops or advances an effective, comprehensive plan for preschool monitoring, evaluation and continuous improvement.

OUTCOMES – As a result of this meeting participants will:
- Review previous work on monitoring in their state.
- Increase awareness of research, peer state and best practices, building stronger relationships and sharing among states to support continuous improvement of preschool program quality.
- Identify specific actions each state will address in the coming year to support continuous improvement of preschool program quality.

DAY ONE: TUESDAY – MARCH 14, 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00</td>
<td>NETWORKING LUNCH – 1) INTRODUCTION OF STATE TEAMS; 2) AGENDA AND OBJECTIVES REVIEW; 3) GALLERY WALK – DIGGING INTO CURRENT STATE PRACTICES AND RESULTS</td>
</tr>
<tr>
<td>1:00</td>
<td>PRESENTATION – BOSTON PUBLIC SCHOOLS: MONITORING PREK CLASSROOMS</td>
</tr>
<tr>
<td>2:00</td>
<td>CT - STATE SPARK FOLLOWED BY STATE TEAM TIME</td>
</tr>
<tr>
<td>3:00</td>
<td>BREAK</td>
</tr>
<tr>
<td>3:15</td>
<td>AR - STATE SPARK FOLLOWED BY STATE TEAM TIME</td>
</tr>
<tr>
<td>4:30</td>
<td>STATE REPORT OUT – REFLECTIONS - ANNOUNCEMENTS</td>
</tr>
<tr>
<td>5:30</td>
<td>ADJOURN</td>
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</table>

DAY TWO: WEDNESDAY – MARCH 15, 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:00</td>
<td>REFLECTIONS ON DAY ONE</td>
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<tr>
<td>8:30</td>
<td>COST-TO-QUALITY MODEL: DEMO</td>
</tr>
<tr>
<td>9:30</td>
<td>2 - STATE BY STATE - PROBLEM OF PRACTICE</td>
</tr>
<tr>
<td>10:15</td>
<td>BREAK – CHECK OUT</td>
</tr>
<tr>
<td>10:45</td>
<td>CROSS-STATE GROUP TIME</td>
</tr>
<tr>
<td>12:00</td>
<td>LUNCH – STATE TEAM TIME</td>
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<tr>
<td>1:30</td>
<td>MD - STATE SPARK – FOLLOWED BY FULL GROUP DISCUSSION</td>
</tr>
<tr>
<td>3:00</td>
<td>REFLECTIONS – ASSEMBLING THE PIECES</td>
</tr>
<tr>
<td></td>
<td>GALLERY WALK ROUND 2 – STATE BY STATE REVIEW OF PLANS – THEORIES OF CHANGE</td>
</tr>
<tr>
<td>4:00</td>
<td>WRAP-UP AND ADJOURN</td>
</tr>
</tbody>
</table>
Innovations in Monitoring for Quality Improvement Peer Exchange – Participant List

Preschool Development Expansion Grantee Peer Exchange
Innovations in Monitoring for Quality Improvement
March 14-15, 2017

MEETING PARTICIPANTS

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Innovations in Monitoring for Quality Improvement Peer Exchange – Participant List

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**Diane Schilder**  
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dschilder@edc.org
<table>
<thead>
<tr>
<th>State</th>
<th>Interesting Information About This State</th>
<th>Questions or Suggestions I Have for This State</th>
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</thead>
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</tbody>
</table>
PRACTICE WITH BEHAVIOR OVER TIME GRAPHING OF YOUR MONITORING SYSTEM
CAUSE AND EFFECT GRAPHING OF YOUR MONITORING SYSTEM
PURPOSE:

This tool is designed to help state teams set objectives and timelines for strengthening the monitoring system for their state preschool program. It allows state team members to identify technical needs and assistance in meeting goals.

State:

Date:

Overall Goal(s):
<table>
<thead>
<tr>
<th>Technical Assistance to Support Objective</th>
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<tbody>
<tr>
<td><strong>WHAT:</strong> Objective 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>WHEN:</strong> Timeline</td>
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<tr>
<td></td>
<td><strong>WHO:</strong> Leader(s)</td>
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<td></td>
<td><strong>Other Partners/ Stakeholders:</strong></td>
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<td></td>
<td><strong>HOW:</strong> Action Steps</td>
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<td><strong>1.</strong> A)</td>
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<td><strong>1.</strong> C)</td>
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<td><strong>1.</strong> D)</td>
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<td></td>
<td><strong>1.</strong> E)</td>
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<tr>
<td>Objective 2</td>
<td>Technical Assistance to Support Objective</td>
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<tr>
<td>-------------</td>
<td>------------------------------------------</td>
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<tr>
<td><strong>WHAT:</strong></td>
<td><strong>HOW:</strong> Action Steps</td>
</tr>
<tr>
<td><strong>WHO:</strong></td>
<td><strong>WHEN:</strong> Timeline</td>
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<tr>
<td><strong>LEADER(S):</strong></td>
<td><strong>OTHER PARTNERS/STAKEHOLDERS:</strong></td>
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<tr>
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</table>

**Timeline:**

WHO:

**Objective 2:**

**Technical Assistance to Support Objective:**

**WHAT:**

**HOW:** Action Steps

**WHO:**

**WHEN:** Timeline

**LEADER(S):**

**OTHER PARTNERS/STAKEHOLDERS:**
<table>
<thead>
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<th>Action Steps</th>
<th>Leader(s)</th>
<th>Other Partners/ Stakeholders</th>
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<td>3-E</td>
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NOTES

- PROBLEMS OF PRACTICE

REFLECTIONS

SUGGESTIONS

QUESTIONS

PROBLEM

NOTES - PROBLEMS OF PRACTICE
<table>
<thead>
<tr>
<th>State</th>
<th>Questions or Suggestions I have for this State</th>
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</tbody>
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PDG GRANT YEAR 1 APR REVIEW - and additional information on State Pre-K from MIERF Yearbook (in italics)
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
Developmental screenings (ex: ESI-R)
Performance-based assessment required; choices include:
• GOLD
• COR
Work Sampling

M Developmental Screen Kindergarten Investigations with STEAM
Robert Leslie Curiosity Corner (4), Kinder Corner (5) - Success for All Family Child Care (3,4) and Preschool (3's only) - Creative Curriculum Teaching Strategies Connect 4 Learning (4yr olds) - Kaplan OWL Opening the World of Learning (2014) - Pearson

NJ GOLD COR, ELAS, local choice

Yearly plan and budget review.

Curriculum and assessment individual needs and PD coaching - ECE3 to NJ. Needs using the comprehensive curriculum.

Visits focus on assigned TTCCs. ECE3 must use specific curriculum assessment and TTCCs.

Pre-k assessment - Stairway for Development

Special needs assessment

ECERS: growth in kids' self-esteem

Tools (Grow NJ Kids), TQF (Grow NJ Kids)

Support for PD of teachers and staff professional development by NJDOE.

Supervisor and staff professional development for ECEs.

STAIRS: Growth in kids' self-esteem

ECERS: support for development and assessment

TQF: Growth in kids' self-esteem

Supervisor and staff professional development for ECEs.

Support for PD of teachers and staff professional development by NJDOE.

Supervisor and staff professional development for ECEs.

Support for PD of teachers and staff professional development by NJDOE.

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Support for PD of teachers and staff professional development by NJDOE.
<table>
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<tr>
<th>State</th>
<th>Program</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>NJ</td>
<td>Professional Development Plan required yearly by districts</td>
<td></td>
</tr>
<tr>
<td>RI</td>
<td>TSG Gold Piloting K Entry Formative Assessment TSG Gold Curricular Alignment Guidance Require programs to submit and have approved Curricular Frameworks 20 hours of required PD Fund EDC &quot;Center for Early Learning Professionals to Provide PD/TA&quot; QRIS Navigator Stat</td>
<td>State Agency 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 &amp; 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</td>
</tr>
</tbody>
</table>
Comprehensive & Aligned B-3rd Grade Assessment System - A Working Draft

- State-Level Actions
  - Identifying/Developing Instruments
  - Environment + Child
  - Developmental Progressions (B-3rd)
  - Comprehensive Domains and Purposes
  - Appropriate for Special Populations (e.g., DLLs, Learning Disabilities)

- Build/Support Human Capacity
  - Professional Preparation Opportunities to Use Data
  - Family Engagement
  - Data Systems

- Assess Quality of Environment
- Assess Child's Domains of Learning

- Screenings (Sensor, Physical, and Developmental)
- Summative Assessment
- Interim Progress Assessment
- Formative Assessment

- Compile Data to Help Stakeholders
- Make Informed Decisions

- Feedback

*Developed by Albert Wat, National Association for the Education of Young Children, 2013*

Teaching Strategies Gold®
- Children experience cognitive, social, emotional, and physical development and learning as described in the Early Learning Guidelines and measured by the comprehensive skills shown to generate results.
- The combination of services shown to generate results.
- ECEAP providers implement the high-quality preschool services described in the ECEAP Performance Standards, which ensures that children and families receive an initial set of tests.

Together, the independent evaluation, state monitoring, and technical assistance and contractor continuous quality improvement processes provide data and

Serve Children & Families

Analyze Results to Inform Changes at All Levels (for example, standards, requirements, technical assistance, and contractor practice).

- Analyze and report results.
- Collect baseline, fall, and change (spring) data.
- Provide on-site coaching and technical assistance.
- Monitor Early Learning Management System (ELMS) data.
- Phase in use of Classroom Assessment Scoring System (CLASS) and Conduct Comprehensive Program Review and on-site visits.
- Achieves refining.
- Use data from CLASS, ESE, and Gold® to improve practice and increase early childhood assessment.
- Complete self-assessment.
- Conduct community needs assessment.
- Complete Gold® assessment.
- Administrative tasks (Gold®).

Provide technical assistance.
- Expand program.
- Expand technical requirements.
- Revise standards and

Design Services

ECEAP Continuous Improvement, Monitoring, and Evaluation
P-3 Community Partnership Theory of Action

- Strategic Leadership and Continuous Improvement

**Core Strategies**
- Community Outreach and Family
- Comprehensive Wrap-Around
- Alignment and Transitions
- Collaborative Quality

**Organizational Capabilities**
- High-Quality Schools and
- Early Childhood Providers
- Community Partnerships

**Whole Child**
- Families
- Thriving Children in Strong

**Strong Families**
- Protective Factors
- Strengthening Families
- Approaches to Learning
- Social-Emotional Learning and
- Physical and Mental Health
- Academic Development
- Linguistic Cognitive

Education Development Center 2016
EVALUATION - INNOVATIONS IN MONITORING FOR QUALITY IMPROVEMENT

1. Please rate the peer exchange (Check a box for each row)

<table>
<thead>
<tr>
<th></th>
<th>Very low quality</th>
<th>Low quality</th>
<th>Satisfactory Quality</th>
<th>High quality</th>
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<tr>
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<td>Relevance</td>
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<td>Usefulness to work</td>
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</tbody>
</table>

2. Please share your reflections on the meeting.

<table>
<thead>
<tr>
<th>What worked best at the meeting for you?</th>
<th>What would have made it even better?</th>
<th>What did you find most informative to your state work?</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

3. What are some next steps for you and/or your team?