



AGENDA - INNOVATIONS IN MONITORING FOR QUALITY IMPROVEMENT
PDG PEER EXCHANGE – MARCH 14-15, 2017
DOUBLETREE SUITES BY HILTON HOTEL BOSTON - CAMBRIDGE

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	
12:00	NETWORKING LUNCH – 1) INTRODUCTION OF STATE TEAMS; 2) AGENDA AND OBJECTIVES REVIEW; 3) GALLERY WALK – DIGGING INTO CURRENT STATE PRACTICES AND RESULTS
1:00	PRESENTATION – BOSTON PUBLIC SCHOOLS: MONITORING PREK CLASSROOMS
2:00	CT - STATE SPARK FOLLOWED BY STATE TEAM TIME
3:00	BREAK
3:15	AR - STATE SPARK FOLLOWED BY STATE TEAM TIME
4:30	STATE REPORT OUT – REFLECTIONS - ANNOUNCEMENTS
5:30	ADJOURN
DAY TWO: WEDNESDAY – MARCH 15, 2017	
8:00	REFLECTIONS ON DAY ONE AGENDA OVERVIEW
8:30	COST-TO-QUALITY MODEL: DEMO
9:30	2 - STATE BY STATE - PROBLEM OF PRACTICE
10:15	BREAK – CHECK OUT
10:45	CROSS-STATE GROUP TIME
12:00	LUNCH – STATE TEAM TIME
1:30	MD - STATE SPARK – FOLLOWED BY FULL GROUP DISCUSSION
3:00	REFLECTIONS – ASSEMBLING THE PIECES <ul style="list-style-type: none"> • GALLERY WALK ROUND 2 – STATE BY STATE REVIEW OF PLANS – THEORIES OF CHANGE
4:00	WRAP-UP AND ADJOURN



CENTER ON ENHANCING EARLY LEARNING OUTCOMES

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

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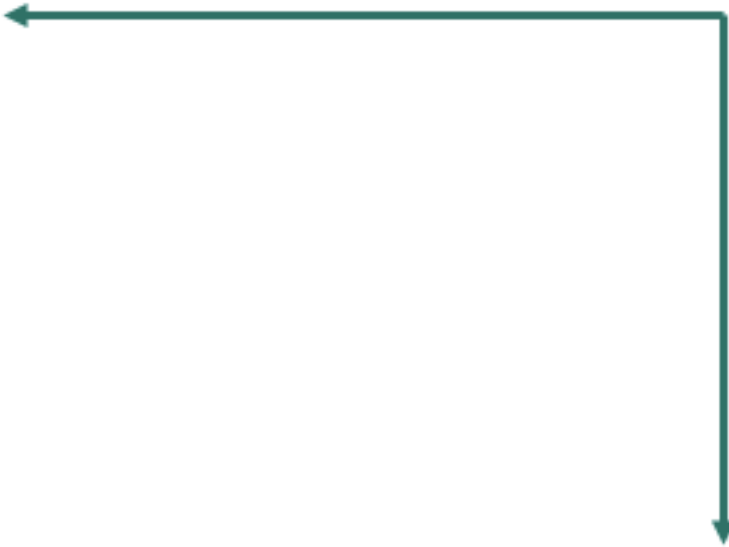
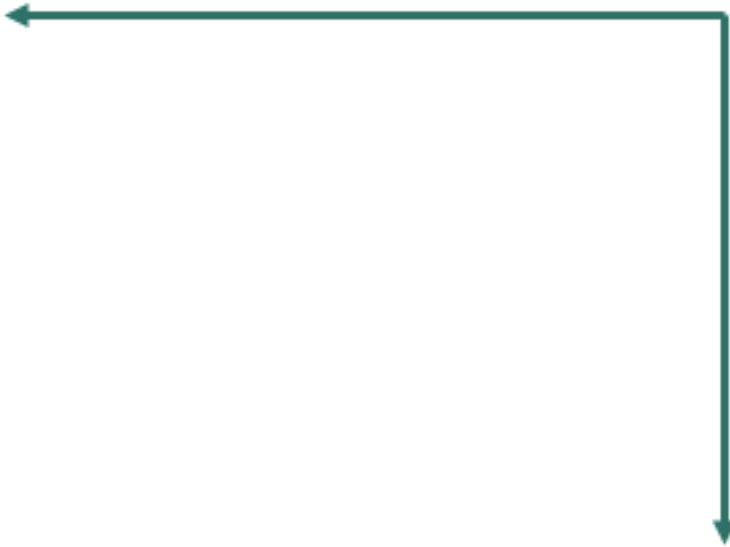
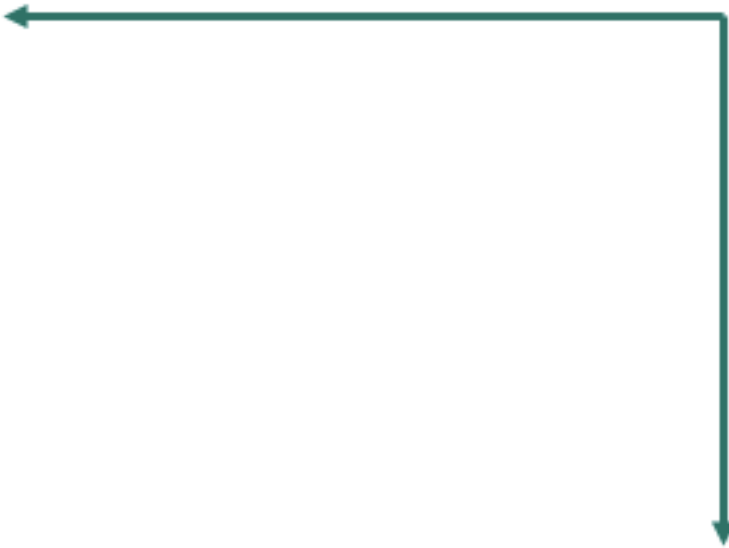
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NOTES – GALLERY WALK #1

State		AR
Interesting information about this state		
Questions or suggestions I have for this state		
		CT
		MA
		MD
		NI
		RI
		VA

PRACTICE WITH BEHAVIOR OVER TIME GRAPHING OF YOUR MONITORING SYSTEM



MONITORING FOR QUALITY IMPROVEMENT PEER EXCHANGE | STATE STRATEGIC PLANNING TOOL

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

State:

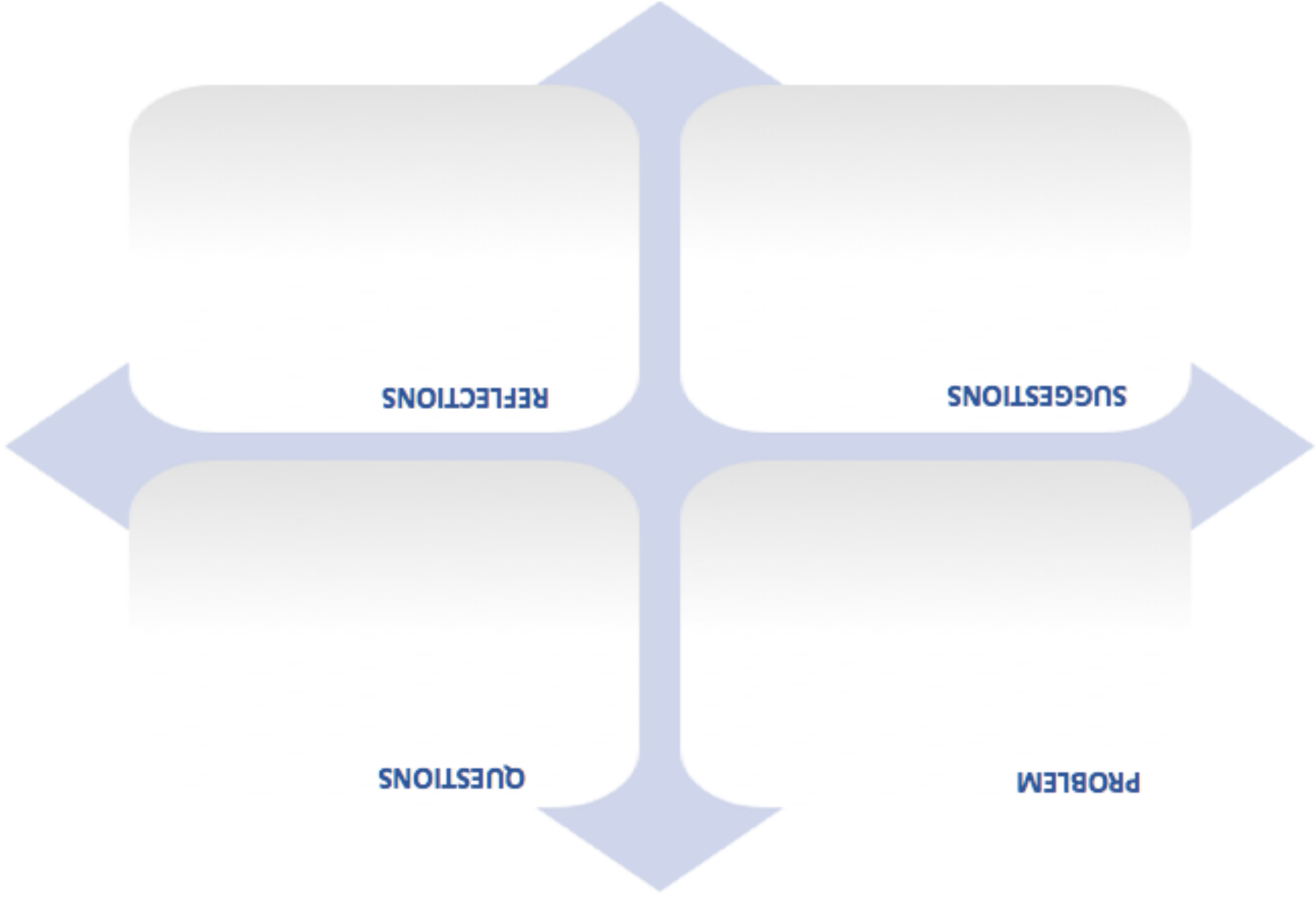
Date:

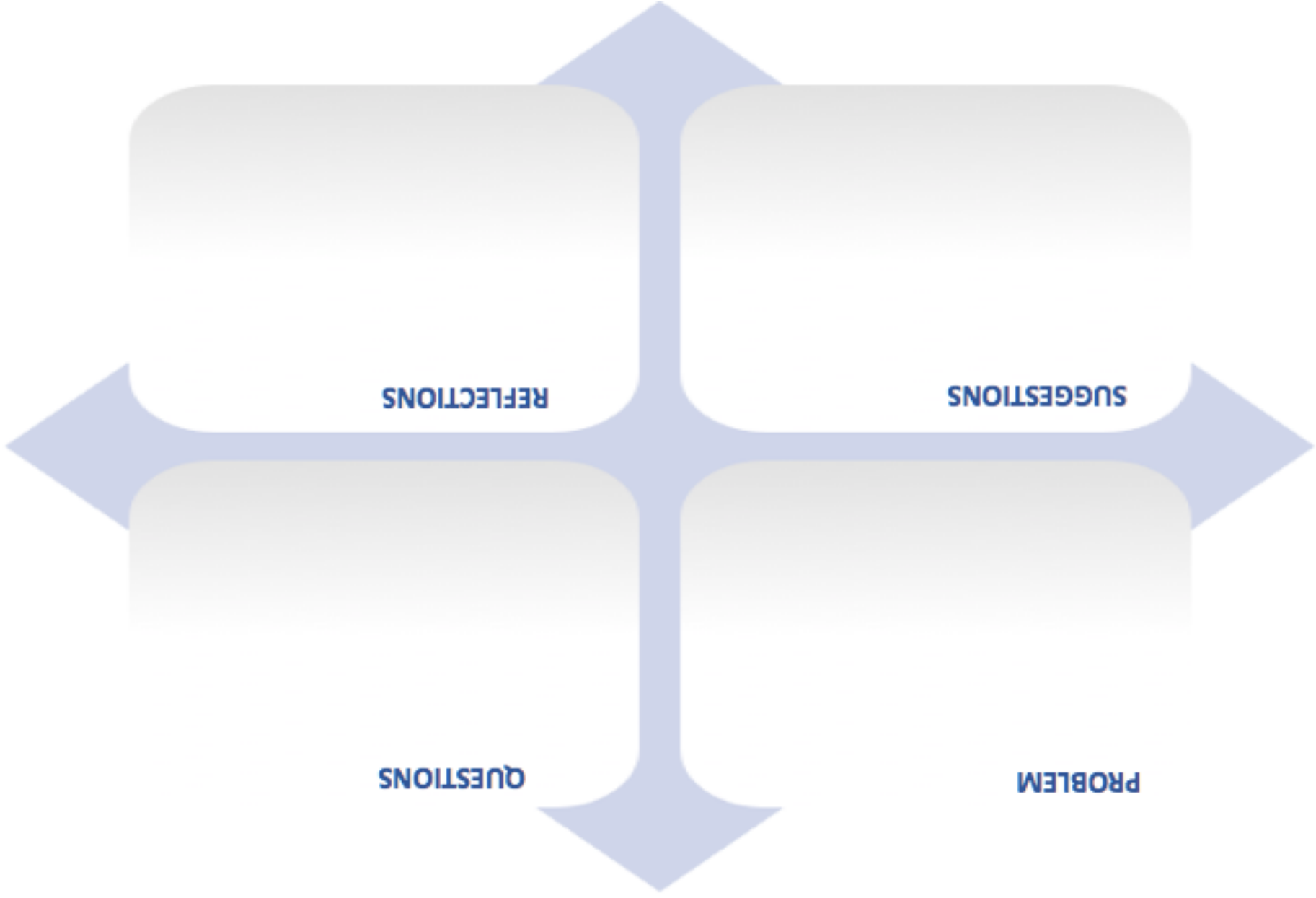
Overall Goal(s):

Technical Assistance to Support Objective								
Objective 1	WHAT:	HOW: Action Steps	WHO:	1-A)				
				1-B)				
				1-C)				
				1-D)				
				1-E)				
				Timeline	WHEN:	Other Partners/ Stakeholders	Leader(s)	

WHAT: Objective 2				HOW: Action Steps				WHO: Leader(s)		Other Partners/ Stakeholders		WHEN: Timeline											
				2-A)				2-B)				2-C)				2-D)				2-E)			

WHAT:		HOW:		WHO:		WHEN:
Objective 3		Action Steps	Leader(s)	Other Partners/ Stakeholders	Timeline	3-A)
						3-B)
						3-C)
						3-D)
						3-E)
Technical Assistance to Support Objective						





NOTES – GALLERY WALK #2

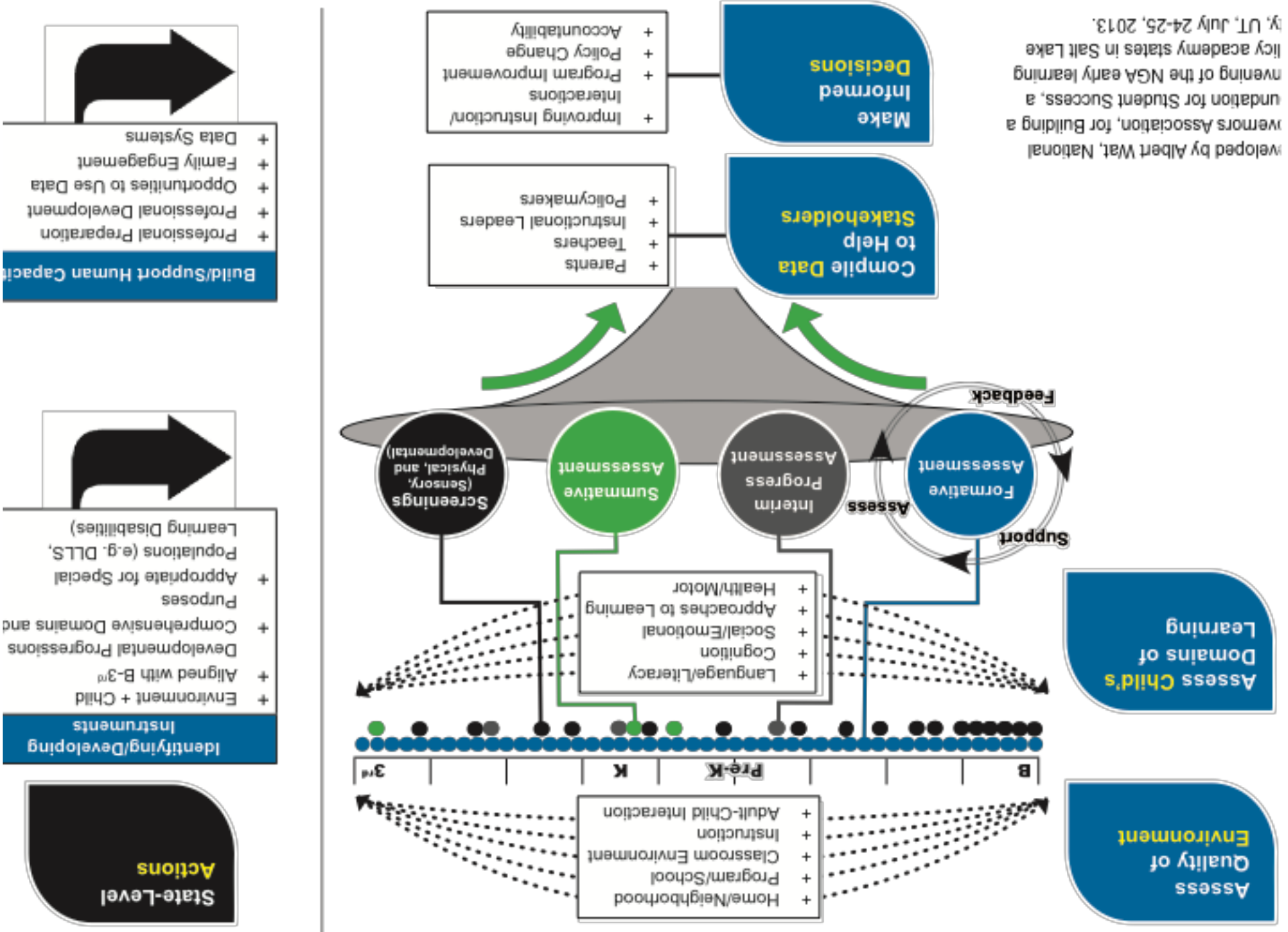
State		AR
Interesting information about this state		
Questions or suggestions I have for this state		
		CT
		MA
		MD
		NI
		RI
		VA

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

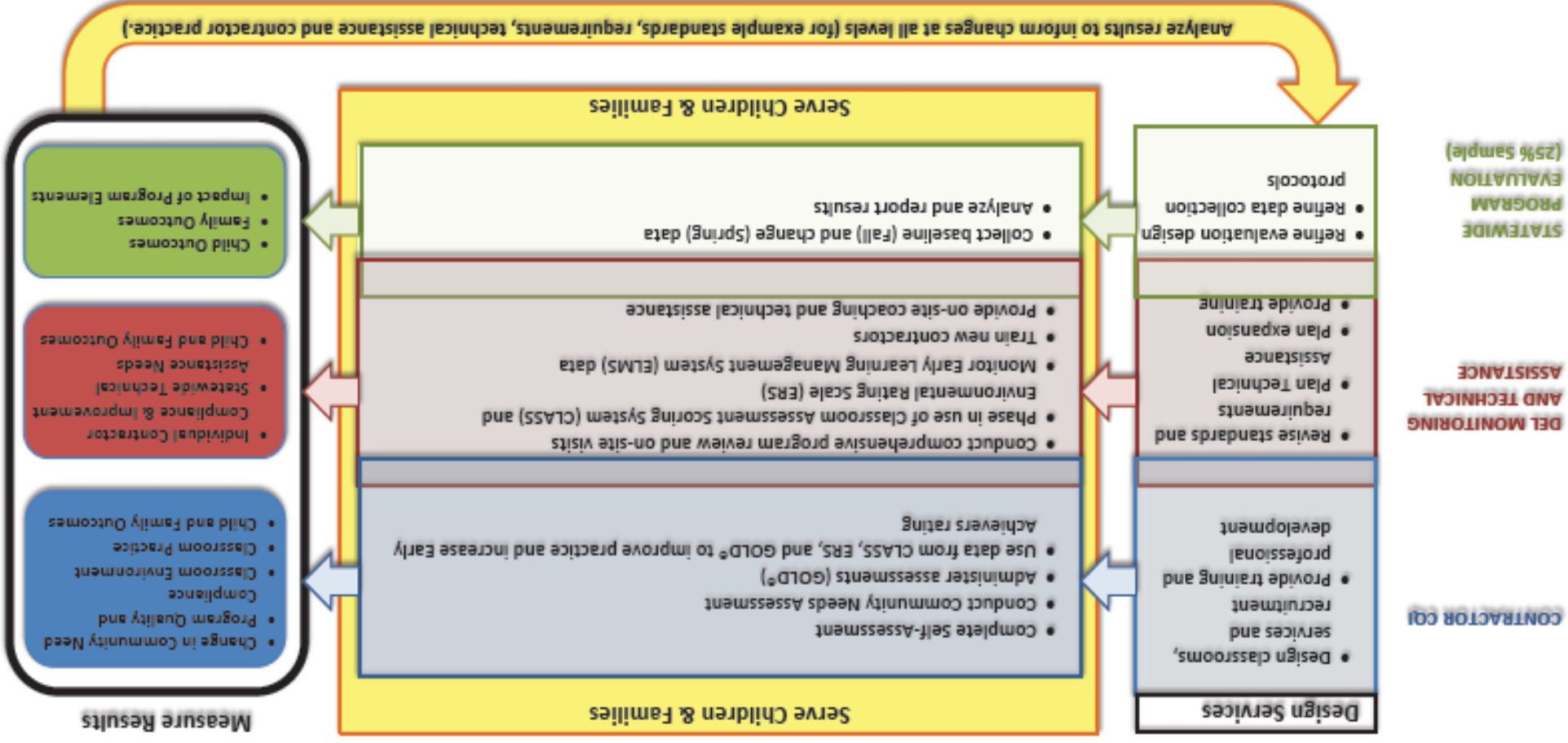
AR	Kindergarten Entry Screener (KES) (new)	Pre and Post assessments conducted by UCONN	Screening: hearing, vision, dental, general health and social wellness, emotional, ASQ, ASQ-SE, BDI-2, Brigance, DIAL-4, ESI-R, DECA	Woodcock-Johnson	BASC-2	CT
Curriculum	Standards for curriculum choice and content	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	State-trained ECERS raters	Licensing	Teacher/ Classroom Professional Development / coaching
Other Program Support	Powerful Interactions 30 hours/year	Local (community) school readiness liaisons	Local NAEYC accreditation in process; ECERS in meantime	State-trained ECERS raters	Licensing	Other Program Support
Licensing/QRIS	Licensing 3x/year ABC program monitoring	ABC program protocol	QRIS (Better Beginnings) annually	ECERS	ABC program protocol	Licensing/QRIS
Program Assessment Tools	ECERS	ABC program monitoring staff	unannounced	ECERS	ECERS	Program Assessment Tools
Local Monitoring	ABC program staff	School Readiness	Liaisons or contracted monitors	CLASS	ECERS	Local Monitoring
State-level Monitoring	Review of program records annually; licensing annually	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.	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.	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.	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.	State-level Monitoring
Evaluation		Woodcock-Johnson, BASC-2	Woodcock-Johnson, BASC-2	Woodcock-Johnson, BASC-2	Woodcock-Johnson, BASC-2	Evaluation
NOTES						NOTES

D M	K Entry Assessment	local choice <i>COR, ELAS,</i>	GOLD	
	Child Assessment	Developmental screenings (ex: ESI-R)	Performance-based assessment required; choices include: • GOLD • COR	Work Sampling
	Curriculum	Choices:	Teachers PIRT Early Learning Training Academy Creative Curriculum Curiosity Corner	High Scope Tools of the Mind
	Teacher/Classroom/Professional Development	LEA PD in local jurisdictions	Community Based MOUs for PD support with LEA	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
	Other Program Support	State or nat. accreditation		
	Licensing/QRIS / accreditation			
	Program Assessment Tools	ECERS SELA PRIS CLASS	+Curriculum-specific ECERS; ELLCO; Most use facilities site visits	ECERS TPOT assessment (Preschool Intervention and Referral Team-PIRT) Curriculum implementation checks
	Local Monitoring	Grow NJ Kids self-assessment	ECERS-3 self-assessment (Master Teachers)	Bi-monthly on-site TA visits and activities tracking. On-site coaching and PD as needed by individual and state-funded full-day classes.
	State-level Monitoring			
	Evaluation			
NOTES				

Comprehensive & Aligned B-3rd Grade Assessment System – A Working Draft

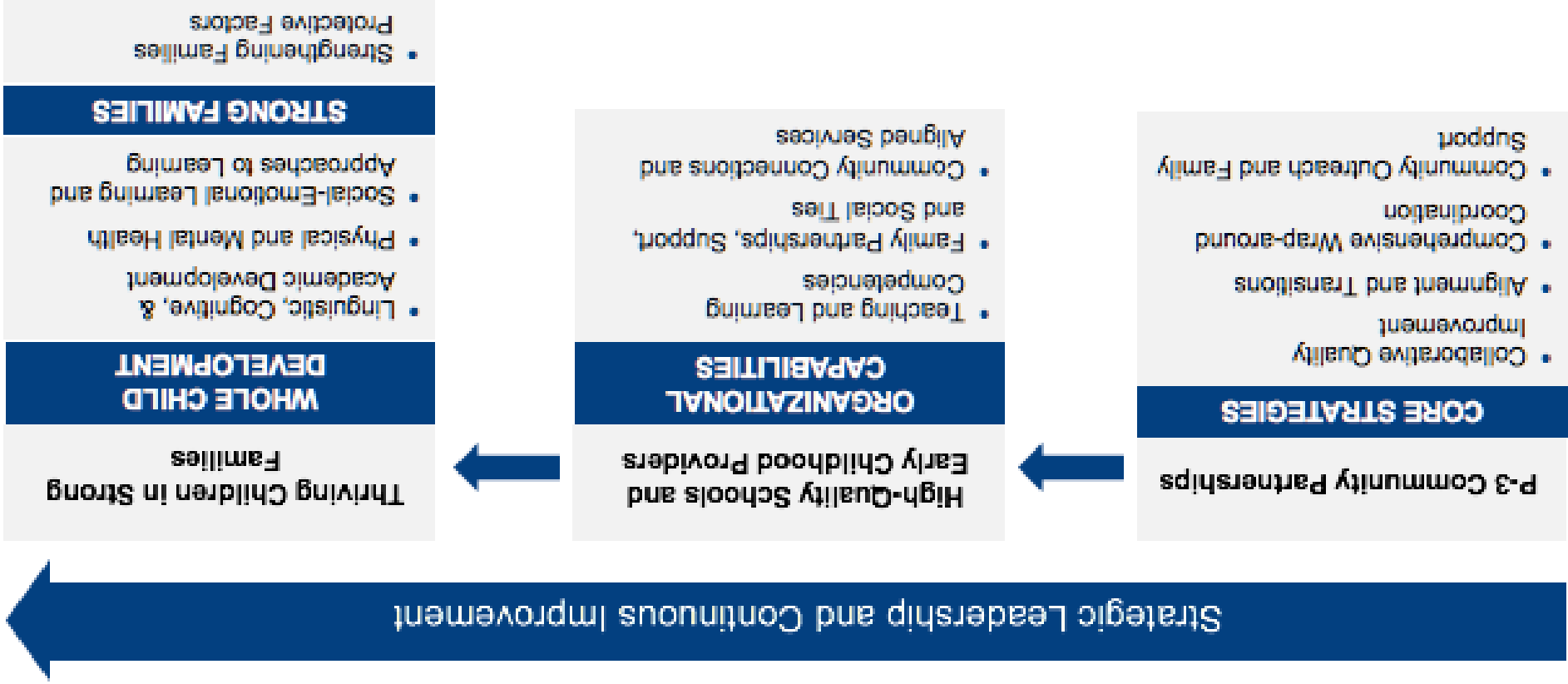


ECEAP Continuous Improvement, Monitoring and Evaluation



- Together the independent evaluation, state monitoring and technical assistance and contractor continuous quality improvement processes provides data and insight so that:
- ECEAP providers implement the high-quality preschool services described in the ECEAP Performance Standards, which ensures that children and families receive the comprehensive services shown to generate results.
 - Children experience cognitive, social, emotional and physical development and learning as described in the Early Learning Guidelines and as measured by Teaching Strategies GOLD®

P-3 Community Partnership Theory of Action





EVALUATION - INNOVATIONS IN MONITORING FOR QUALITY IMPROVEMENT

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

	Very low quality	Low quality	Satisfactory Quality	High quality	Very high quality
Quality					
Relevance					
Usefulness to work					

2. Please share your reflections on the meeting.

What worked best at the meeting for you?	What would have made it even better?	What did you find most informative to your state work?

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