

# Great Start Readiness Program Monitoring of Intermediate School Districts

**Name of ISD:** Click here to enter text.

**Name of ECC:** Click here to enter text.

**Date(s) of Review:** Click here to enter text.

*Consultant will enter notes from the review of documentation and interviews and assign a finding by number and add specific finding language.*

*Possible Findings:*

*#1 The ISD meets the requirement.*

*#2 The ISD is making progress toward meeting the requirement.*

*#3 The ISD does not meet the requirement.*

**Program Monitoring Area A: ISD Administration/General**

**A.1 The ISD has a designated Early Childhood Contact (ECC) who fulfills the responsibilities of the position. (Implementation Manual Citation 3.1)**

**Possible Documentation to Review:**

*ECC listed in MEGS+, application budget*

*Written communication from the ECC to ECS/ECS team, GSRP consultant, meeting agendas, attendance sheets, technical assistance pieces, evidence of monitoring PQA completion,*

*Attendance at GSRP Team/ECC monthly conference calls/webinars*

**Interview with Early Childhood Contact (ECC):**

- *What percentage of the ECC's time is dedicated to GSRP?*
- *Are the responsibilities of the ECC assigned to one person? Describe any sharing of responsibilities.*
- *Does the ECC have any assigned non-GSRP responsibilities?*
- *Describe the process used by the ECC to regularly communicate with the ECS team and to guide and support their work.*
- *Describe the process for monitoring the work of the ECS team.*

**Consultant Notes**

**Findings**

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<i>D=Documentation Note</i>	<i>I=Interview Note</i>
<p><b>Program Monitoring Area A: ISD Administration/General</b></p> <p><b>A.2 The ISD has written policies and procedures that are implemented to support the provision of GSRP in compliance with requirements. (IM 3.2)</b></p> <p><b>An ISD that directly runs GSRP classrooms must meet all requirements expected of subrecipients.</b></p> <p><b>(See subrecipient requirements throughout the document)</b></p>	
<p><b><i>Possible Documentation to Review:</i></b></p> <p><i>An ISD GSRP policy handbook or separate policies on staff hiring, recruitment and enrollment procedures, community partnerships, slot distribution, parent engagement, program evaluation, handling of grievances, flow of funding, sliding fee scale, school readiness advisory committee, record keeping, program closure, and monitoring of subrecipients are in place.</i></p> <p><i>Written communication such as email, meeting agendas to show that subrecipients are made aware of ISD policies, procedures and expectations.</i></p> <p><i>ISD contract with subrecipients</i></p>	
<p><b><i>(Implementation of some of the above will be addressed in other areas.)</i></b></p> <p><b><i>Interview with ECC:</i></b></p>	

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- *How are the ISD's policies for GSRP communicated to the subrecipients?*
- *What orientation or training is provided to new subrecipients and/or new directors in existing programs to meet requirements?*
- *Were there any grievances during the year being monitored? Examine documentation to see that policy was followed?*
- *Other questions as necessary to determine if the policies are implemented.*

<b>Consultant Notes</b>	<b>Findings</b>
<i>D=Documentation Note</i>	<i>I=Interview Note</i>
<b>Program Monitoring Area A: Administration/General</b>	
<p><b>A.3 The ISD ensures that all subrecipients utilize the GSRP name and unifying logo with families, with the community, and at the state level. All publications or project materials developed with funds awarded under the grant, including reports, films, brochures, and flyers include the statement: "These materials were developed under a grant awarded by the Michigan Department of Education." (IM 1.1, 1.2 and grant assurance)</b></p>	
<p><b>Possible Documentation to Review:</b></p> <p><i>ISD and a sample of subrecipient handbooks, flyers, brochures, applications etc.</i></p>	
<p><b>Interview with ECC:</b></p> <p><i>How has the ISD monitored subrecipient materials to determine compliance with the grant assurance that publications and project materials include the statement "Materials were developed under a grant awarded by the Michigan Department of Education."?</i></p>	
<b>Consultant Notes</b>	<b>Findings</b>

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<i>D=Documentation Note</i>	<i>I=Interview Note</i>	
<b>Program Monitoring Area B: ISD Administration/Choosing Subrecipients</b>		
<b>B.1 The ISD has a written process it implements to choose subrecipients. The process as implemented is fair and equitable to all. (IM 3.7)</b>		
<b>Possible Documentation to Review:</b>		
<i>Written process submitted annually to MDE</i>		
<i>List of all center-based programs within the ISD area with star ratings and proof of outreach to all licensed programs per the State Aid Act.</i>		
<i>Meeting notices, agendas, minutes, presentations about GSRP, letters of interest from community-based agencies, any application the ISD uses for those applying along with any evidence of scoring or judging applications. Letters to those agencies who were and were not chosen.</i>		
<b>Interview with ECC:</b>		
<ul style="list-style-type: none"> <li>• <i>Who is responsible for carrying out the ISD's process?</i></li> <li>• <i>Were ALL center-based programs contacted invited to hear about the program?</i></li> <li>• <i>How many contacts were made to all licensed programs?</i></li> <li>• <i>When and how were contacts made?</i></li> <li>• <i>Did the ISD provide information about GSRP program requirements?</i></li> <li>• <i>Did the ISD provide a description of the application and selection process for community-based providers?</i></li> <li>• <i>How did the ISD determine which programs had at least three stars?</i></li> <li>• <i>How did the ISD determine which programs would become subrecipients?</i></li> <li>• <i>What did the ISD do after subrecipients were chosen for the year to support community programs that weren't chosen to possibly become GSRP providers in subsequent years?</i></li> <li>• <i>How did the ISD provide participating families and the public a list of all subrecipients and their GSQ ratings?</i></li> </ul>		

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<i>Consultant Notes</i>	<i>Findings</i>
<i>D=Documentation Note</i>	<i>I=Interview Note</i>
<p><b>Program Monitoring Area B: ISD Administration/Choosing Subrecipients</b></p> <p><b>B.2 All subrecipients, unless on a provisional (original or relocation) license, have at least a three star rating in the Great Start to Quality (GSQ) system. (IM 3.7 )</b></p>	
<p><b>Possible Documentation to Review:</b></p> <p>List of all subrecipients of the ISD with Great Start to Quality (GSQ) ratings</p>	
<p><b>Interview with ECC:</b></p> <ul style="list-style-type: none"> <li>• What is the process for determining annually that ALL subrecipients have at least a three star rating?</li> <li>• Who is responsible and when are ratings checked?</li> <li>• Who follows up to see that new sites on an original provisional license submit a Self-Assessment Survey (SAS) in the GSQ system as soon as they receive renewal to a regular license?</li> </ul>	
<i>Consultant Notes</i>	<i>Findings</i>
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**Program Monitoring Area B: ISD Administration/Choosing Subrecipients**

**B.3 The ISD awards at least 30% of its allocated slots to community partners. (IM 3.7, Sec. 32d (13) Sec. 32d (4) (j))**

**Possible Documentation to Review:**

MEGS+ Subrecipient Screen, List of centers provided by the local resource center with star rating, list of all GSRP subrecipients with star ratings and number of slots awarded.

**Interview with ECC:**

*If the ISD did not award 30% of slots to community-based partners:*

- *Explain why the ISD has not achieved the legislative mandate to award at least 30% of the ISD's allocated slots to community based partners?*
- *What has been done to improve that percentage?*

**Consultant Notes**

**Findings**

**D=Documentation Note**

**I=Interview Note**

**Program Monitoring Area C: ISD Administration/Required Documentation**

**C.1 The ISD has agreements signed by its superintendent and the appropriate subrecipient authorities in place. Contracts cover all required elements and amendments are attached to reflect any changes made to the contract after the date it is signed by both parties. Sec. 32d (12)**

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### **Possible Documentation to Review:**

*The agreement must contain the components that form a binding agreement between two or more parties, including an offer, acceptance of that offer and consideration of what each party gives of value that each would not normally be legally obligated to provide. Considerations include:*

- *a plan for how the ISD and subrecipients/subcontractors will partner to ensure high-quality implementation of the GSRP (e.g., monitoring, auditing, orientation, mentoring, and professional development of staff);*
- *a list of the developmental screening tool(s), curriculum(s), child assessment tool(s) used, and how staff will receive training on the full implementation of the tools;*
- *a plan showing partnership in conducting annual program evaluation using the Preschool Program Quality Assessment (PQA) tool, with expectations that each program develops annual plans toward earning a high-quality score on the PQA of 4.5 or higher;*
- *an explanation of how the subrecipient will be involved in area-wide (school readiness committee) and local advisory groups, how often the local group will meet each year and how the subrecipient will ensure parent participation at the local level.*
- *a general timeline for required GSRP reports and who will be responsible for completion of each report;*
- *a description of the ISD's system to seek information from the subrecipient about, provide oversight on, and evaluate the effectiveness of each of the itemized features in the local contracts;*
- *an explanation of how the ISD will address impasse or default for parties that do not complete any portion of the agreement. Identify the entity providing the dispute arbiter;*
- *a statement regarding the administrative cap for the ISD and subrecipient/subcontractor including the percentage for each and the services covered;*
- *the process and timetable for the flow of funding from the ISD to each subrecipient;*
- *a statement of additional non-administrative services provided by the ISD either for a fee (specify) or at no cost;*
- *a statement on which financial records the subrecipient is required to submit to the ISD and which it must retain for monitoring purposes. The ISD will also affirm its responsibility to maintain the books, invoices, and financial records necessary for MDE audit;*
- *a statement as to the program option(s) to be implemented must be included: Part-Day, School-Day or GSRP/Head Start Blend; and*
- *the number of slots to be filled. Any modification to this number must be noted in an addendum.*

### **Interview with ECC:**

- *Who is responsible for overseeing contracts with subrecipients?*
- *Are the contracts signed before service begins, before any funding is given to the subrecipients? If not, what is the ISD's plan to ensure that there is an appropriate timeframe and process in the future?*
- *Is a signed addendum put in place for any changes that occur over the period of the contract?*
- *Does the ECC have a copy of the contracts for monitoring purposes?*

**Consultant Notes**

**Findings**

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<p><b><i>Program Monitoring Area C: ISD Administration/Required Documentation</i></b></p> <p><b><i>C.2 The ISD has signed endorsements from its Great Start Collaborative on file for each year beginning with 2010-2011. (IM 3.6)</i></b></p>	
<p><b><i>Possible Documentation to Review:</i></b></p> <p><i>Signed GSC Endorsements</i></p>	
<p><b><i>Interview with ECC:</i></b></p> <ul style="list-style-type: none"> <li>• <i>What is the ISD's process to work with the GSC to obtain the endorsement of the Community Needs Assessment and Application (CNAA)?</i></li> </ul>	
<i>Consultant Notes</i>	<i>Findings</i>
<p><i>D=Documentation Note</i></p> <p style="text-align: center;"><i>I=Interview Note</i></p>	



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**Program Monitoring Area D: ISD Administration/Recruitment and Enrollment**

**D.1 The ISD and its local Head Start grantee(s) have an up-to-date, signed collaborative agreement including the process and procedures for recruitment and enrollment. (IM 5.2)**

**Possible Documentation to Review:**

*The local agreement, signed by both parties within two years of the monitoring visit, copies of correspondence between GSRP and Head Start*

**Interview with ECC:**

- *Are the programs operating as specified in the agreement? If not, describe issues that have arisen.*
- *When will the agreement be reviewed next?*
- *What is the process for the review?*
- *Are you aware of any areas that will need to be changed? If so, describe.*

<b>Consultant Notes</b>	<b>Findings</b>
<i>D=Documentation Note</i>	
<i>I=Interview Note</i>	

**Program Monitoring Area D: ISD Administration/Recruitment and Enrollment**

**D.2 Enrolled children meet eligibility requirements. (IM 6.1)**

**Possible Documentation to Review:**

*ISD monitoring reports, Child Record Review Forms, sample of child files*

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***Interview with ECC:***

- *How are staff members who handle enrollment trained?*
- *Who makes enrollment decisions?*
- *What is the ISD process for monitoring subrecipients to ensure that the children enrolled are eligible?*
- *How does the ISD handle the situation if ineligible children are found to be enrolled?*

***Consultant Notes***

***Findings***

***D=Documentation Note***

***I=Interview Note***

***Program Monitoring Area E: ISD Administration/Subrecipient Oversight***

***E.1 The ISD uses a process to ensure that Michigan School Data System (MSDS) submissions accurately account for the total number of Part-Day and School-Day slots its subrecipients are reporting as filled during each submission period. (IM 3.3)***

***Possible Documentation to Review:***

***Interview with ECC:***

- *How is enrollment tracked across the ISD's subrecipients?*
- *Describe the ISD's process for ensuring accurate reporting in MSDS.*

***Consultant Notes***

***Findings***

***D=Documentation Note***

***I=Interview Note***

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<p><b>Program Monitoring Area E: ISD Administration/Subrecipient Oversight</b></p> <p><b>E.2 The ISD has a monitoring system in place to ensure that it administers GSRP in compliance with programmatic requirements. There is a written monitoring protocol, process to report results to subrecipients and provide support and follow-up to see that areas of noncompliance are corrected. (IM 3.9)</b></p>	
<p><b>Possible Documentation to Review:</b></p> <p><i>ISD's written process, forms, calendar</i></p> <p><i>Follow one site monitoring review through from beginning to end with its specific documentation</i></p>	
<p><b>Interview with ECC :</b></p> <ul style="list-style-type: none"> <li>• <i>Who monitors subrecipients?</i></li> <li>• <i>Is a cycle used? If a subrecipient exhibits issues, are they moved up in the cycle?</i></li> <li>• <i>How are results reported to subrecipients? Are compliance plans used?</i></li> <li>• <i>What would be the result of continued non-compliance with GSRP requirements?</i></li> </ul>	
<p><b>Consultant Notes</b></p> <p><i>D=Documentation Note</i>                      <i>I=Interview Note</i></p>	<p><b>Findings</b></p>

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### ***Program Monitoring Area E: ISD Administration/Subrecipient Oversight***

#### ***E.3 The ISD's written monitoring process ensures that:***

- ***Written policies and procedures to meet GSRP requirements are in place for all subrecipients.***
- ***Appropriately credentialed staff are employed by the ISD and its subrecipients. When compliance plans are in place they are monitored by the assigned ECS.***
- ***Sites are licensed/approved and have original provisional or regular status. The ISD is informed of any Special Investigation involving GSRP done by Bureau of Child and Adult Licensing (BCAL) or Child Protective Services (CPS) and if violation is established or license status is changed reports the information to the assigned GSRP consultant.***
- ***Classrooms meet requirements for staffing, ratio and class size, and hours and weeks of operation.***
- ***Approvable screening tools, curricula, and child assessments are implemented with fidelity by each subrecipient.***
- ***Sites belong to all federal food programs for which they meet eligibility criteria or use no GSRP funding for providing meals and snacks.***
- ***Subrecipients use a parent handbook that includes all required informational elements for parents.***
- ***Subrecipients have written policies and processes to support parent involvement in the program as specified in the Implementation Manual.***
- ***Subrecipients have written plans for transitions into GSRP and from GSRP to kindergarten that are implemented.***
- ***Required documentation is present in children's files.***

#### ***Possible Documentation to Review:***

*Sample of subrecipient policies*

*ISD-check documentation of ECS credentials, Subrecipients-ISD tracking records or documentation from monitoring, compliance plans for classroom staff*

*MEGS+ site screen and Statewide Search for Child Care Centers and Homes online system- Review a sample of licenses, special investigation reports, follow-up, notification to GSRP consultant*

*MEGS+ classroom download and handbook information on class hours length of year*

*Food program authorization letter, MEGS+ budget*

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*Parent Handbooks (sample of subrecipients)*

*Professional development calendar for ISD, (sample of subrecipients)*

*Transition plans*

*Review a sample of child files for eligibility, proper documentation of age, income, other risk factors, parent/teacher conferences, home visits, ongoing child assessment results, referrals and follow-up documentation*

***Interview with ECC:***

- *How does the ISD ensure due diligence in staff recruitment efforts?*
- *How does the ISD ensure that requirements are met for ratio, class size, hours and weeks in session?*
- *When subrecipients are in noncompliance with staff qualifications, how do ECSs monitor compliance plans for appropriate progress to earn required credentials within two years? What happens if the compliance plan is not achieved? **(also ask during ECS interview)***
- *What happens when the ISD is informed that a subrecipient has had a licensing special investigation? Were violations established? Were any licenses changed to provisional licenses? If so, what was the ISD follow-up? Was the MDE GSRP consultant informed?*

***Consultant Notes***

***Findings***

***D=Documentation Note***

***I=Interview Note***

***Program Monitoring Area F: ISD Administration/Collaboration, School Readiness Committee***

***F.1 The ECC has established data analysis teams at the local and ISD-wide levels to analyze child assessment and program quality data, professional development needs, etc. as well as prepare for presentation to the school readiness advisory committee and receive program recommendations from the school readiness advisory committee.***

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**Possible Documentation to Review:**

*Team membership list, agendas, notes/minutes*

**Interview with ECC: (also ask ECS)**

- *Describe the active membership of the data analysis team.*
- *How often does the team meet?*
- *What data do the team review?*
- *How are the data used?*
- *How are the data shared and with whom?*
- *Can you share any program decisions that were made based on data analysis?*

**Consultant Notes**

**Findings**

***D=Documentation Note***

***I=Interview Note***

***Program Monitoring Area F: ISD Administration/Collaboration, School Readiness Committee***

***F.2 The ISD ECC is an active leader in the school readiness advisory committee convened as a workgroup of the local Great Start Collaborative (GSC). The advisory meets the requirements included in the State Aid Act. (IM 3.4, 3.5)***

**Possible Documentation to Review:**

*Member list, meeting schedule, meeting notices, agendas, meeting notes/minutes*

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**Interview:**

- Describe the School Readiness Advisory Committee. How is it related to the Great Start Collaborative(GSC)?
- How is membership established?
- How often does the committee meet?
- How many times has the ECC been in attendance?
- Among the other work the committee does, how are the GSRP requirements met?
- How is the work of the committee related to the GSRP requirements used by the ISD?
- How does the ISD contribute to and benefit from the other work done by the committee?

<b>Consultant Notes</b>	<b>Findings</b>
<p><i>D=Documentation Note</i></p> <p style="text-align: center;"><i>I=Interview Note</i></p>	

**Program Monitoring Area F: ISD Administration/Collaboration, School Readiness Committee**

**F.3 The ISD completes the CNAA in collaboration with community partners including subrecipients, the school readiness advisory committee and the Great Start Collaborative (GSC). (IM 3.2)**

**Possible Documentation to Review:**

*Meeting announcements, notes, raw data, recommendations from the school readiness advisory committee, presentation notes to GSC*

**Interview:**

- What is the process for the completion of the CNAA?
- Who is involved at each step?
- How are data collected?
- How is the GSC included in the process?

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<i>Consultant Notes</i>	<i>Findings</i>
<i>D=Documentation Note</i>	<i>I=Interview Note</i>
<p><b><i>Program Monitoring Area G: Program Delivery/Early Childhood Specialists</i></b></p> <p><b><i>**A MEETING WITH THE ECS TEAM SHOULD BE SCHEDULED AS A PART OF THE ON-SITE VISIT.</i></b></p> <p><b><i>G.1. The ISD employs or approves sufficient, appropriately credentialed and trained Early Childhood Specialists (ECS) to support the classroom in its continuous program improvement process. (IM 8.11, 8.12)</i></b></p>	
<p><b><i>Possible Documentation to Review:</i></b></p> <p><i>MEGS+ ECS download, budget</i></p> <p><i>Sample documentation of ECS credentials</i></p>	
<p><b><i>Interview with ECC:</i></b></p> <ul style="list-style-type: none"> <li><i>• Does the ISD employ all members of the ECS team, all locally employed or a mixture?</i></li> <li><i>• How does the ISD address subrecipients who do not maintain appropriate ECS: classroom ratios?</i></li> <li><i>• How are members of the ECS team trained on the curriculum and assessments used by the subrecipients they are assigned?</i></li> <li><i>• How are the ECS team members trained on the PQA?</i></li> <li><i>• How does the ISD monitor appropriate observation/feedback support to each teaching team, including new teaching teams</i></li> </ul> <p><b><i>Interview with ECS team:</i></b></p> <ul style="list-style-type: none"> <li><i>• Describe what the ISD requires of you as a GSRP ECS?</i></li> <li><i>• Does the level of support provided to seasoned teams differ from what is provided to new teams?</i></li> <li><i>• How does the ISD address subrecipients who do not maintain appropriate ECS: classroom ratios?</i></li> </ul>	



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<ul style="list-style-type: none"> <li>• <i>How are members of the ECS team trained on the tools and assessments used by the subrecipients they are assigned?</i></li> <li>• <i>How is observation and feedback other than the end-of-year PQA used and documented?</i></li> </ul>	
<b>Consultant Notes</b>	<b>Findings</b>
<i>D=Documentation Note</i>	<i>I=Interview Note</i>
<b>Program Monitoring Area G: Program Delivery/Early Childhood Specialists</b>	
<b>G.2 The ISD Program Quality Assessment (PQA) End-of-Year Form A and Form B interviews and observations are scheduled, completed and submitted on time for all classrooms. The ECS reviews results and sets subsequent year goals with appropriate staff. (IM 4.5-4.8)</b>	
<b>Possible Documentation to Review:</b>	
<i>Sample of ECS schedules or calendars for End-of-Year PQAs, PQA reports, documentation of annual goals</i>	
<b>Interview with ECC and ECS team:</b>	
<ul style="list-style-type: none"> <li>• <i>How and when does the ECC monitor PQA completion?</i></li> <li>• <i>How are the results used ISD-wide, subrecipient-wide and for specific classrooms?</i></li> </ul>	
<b>Consultant Notes</b>	<b>Findings</b>
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<p><b>Program Monitoring Area G: Program Delivery/Early Childhood Specialists</b></p> <p><b>G.3 The ISD ensures that all ECSs are reliable assessors when they complete the PQA. (IM 4.2)</b></p>	
<p><b>Possible Documentation to Review:</b></p> <p>MEGS+ ECS Download, Reliable Assessor Certificates on file from ECS team.</p>	
<p><b>Interview with ECC:</b></p> <ul style="list-style-type: none"> <li>• How does the ISD monitor reliable assessor certificates for the ECS team?</li> <li>• Are members of the team reminded of their expiration dates or are they individually responsible for staying current?</li> <li>• What happens if an ECS allows her/his certification to expire?</li> </ul>	
<p><b>Consultant Notes</b></p> <p><i>D=Documentation Note</i>                      <i>I=Interview Note</i></p>	<p><b>Findings</b></p>
<p><b>Program Monitoring Area G: Program Delivery/Early Childhood Specialists</b></p> <p><b>G.4 The ECC/ECS team members have opportunities to reflect on the ECS role and responsibilities with peers more than once per year. (IM 4.11)</b></p>	

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**Possible Documentation to Review:**

*Meeting notice, agendas, notes/minutes*

**Interview with ECC and with ECS team:**

- *How many times per year does the ECC/ECS team meet?*
- *What types of topics are discussed?*
- *Does the team connect in other ways?*
- *Does the ECS connect to his/her assigned classroom staff teams in additional ways to classroom observations?*

**Consultant Notes**

**Findings**

***D=Documentation Note***

***I=Interview Note***

**Program Monitoring Area H: Program Delivery/Continuous Quality Improvement**

***H.1 The data analysis team meets several times per year. The team sets annual ISD improvement goals based on PQA and ongoing child assessment results, reviews progress toward achieving goals at all levels and reviews recommendations from the school readiness advisory committee as they apply to GSRP. (IM 4.9)***

**Possible Documentation to Review:**

*List of team members, meeting schedule, agendas, reports/data used for decision making, notes/minutes from meetings, goals for current year*

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<p><b>Interview with ECC:</b></p> <ul style="list-style-type: none"> <li>• <i>What data are used in making decisions about the program?</i></li> <li>• <i>How has the work of the school readiness advisory committee had an impact on this team's decisions?</i></li> </ul>	
<p style="text-align: center;"><b>Consultant Notes</b></p> <p><i>D=Documentation Note</i>                      <i>I=Interview Note</i></p>	<p style="text-align: center;"><b>Findings</b></p>
<p><b>Program Monitoring Area H: Program Delivery/Continuous Quality Improvement</b></p> <p><b>H.2 The ECS gives teaching team relevant feedback and supports the achievement of goals set locally and program-wide throughout the year with professional development, at least three on-site visits and other supports as needed. (IM 4.8)</b></p>	
<p><b>Possible Documentation to Review:</b></p> <p><i>Sample ECS position descriptions</i></p> <p><i>Local and ISD-wide goals for the current year and following year</i></p> <p><i>Documentation of classroom visits other than End-of-Year PQA</i></p> <p><i>Professional Development Calendar</i></p>	
<p><b>Interview with ECS team:</b></p> <ul style="list-style-type: none"> <li>• <i>Describe the flow of the year in terms of supporting continuous quality improvement.</i></li> <li>• <i>What works well and what could be improved?</i></li> </ul>	

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<b><i>Program Monitoring Area H: Program Delivery/Continuous Quality Improvement</i></b>	
<b><i>H.3 The ECC/ECS team strengthens local administrative quality by arranging PD for elementary principals, directors of child care organizations, municipalities with early learning initiatives, extended-learning programs, and other community-based programs.</i></b>	
<b><i>Possible Documentation to Review:</i></b>	
<i>Meeting agendas, presentations</i>	
<b><i>Interview with ECC and ECS team:</i></b>	
<ul style="list-style-type: none"> <li><i>• How do members of the ECC/ECS team help superintendents, school boards, principals and others understand what a quality early childhood program looks like and why GSRP requirements exist?</i></li> </ul>	
<i>Consultant Notes</i>	<i>Findings</i>
<i>D=Documentation Note</i>	<i>I=Interview Note</i>

