

HQIM Pre-K State Network

May 2025



Our Network's Vision

Every student deserves a strong start. We ensure that each and every Pre-K student engages in high-quality learning experiences that build a foundation for lifelong success.



Overarching Goal

- To increase use of high quality instructional materials and curricula that are aligned with the NASEM report, states' early learning and development standards and vertically aligned with the K-3 standards; and
- To increase the number of state leaders who make informed decisions about curriculum selection and implementation (and the number of Pre-K teachers who receive HQPL)

HQIM Pre-K State Network

Structure of the Network

- Working with 4-5 states
- Strategic planning process includes:
 - State creates a new definition of quality Pre-K curriculum
 - State selects 3-5 early adopter districts as a part of the State Network
 - State works with a coach on their strategic plan for increasing access to HQIM and HQPL
 - State Network has access to subject matters experts who provide research on review, selection, implementation of HQIM; stakeholder engagement; ongoing progress monitoring

HQIM Pre-K State Network

The HQIM-PreK Network, starting in **May 2025 through December 2027** will take a **four-prong approach** to support participating states to develop and implement strategic action plans in the following areas:

- **Adoption.** Ensuring new instructional material adoptions in state-funded Pre-K programs are high quality as determined by the NASEM report and aligned to the states' early learning and development standards (ELDS), as well as K-12 state standards;
- **Professional Learning.** Increasing the number of Pre-K teachers at local districts and private providers statewide, who participate in high-quality professional learning opportunities that are grounded in the skillful use of instructional materials and evidence-based classroom practices;
- **Progress Monitoring.** Collecting and analyzing data to improve Pre-K policies and programs to verify outcome targets continuously, such as increased high-fidelity use of high-quality materials and emergent student outcomes as the result of improved teaching practices; and
- **Scale.** Communicating, learning from, and building allies for this initiative to scale the planning and implementation of high-quality instructional materials and curriculum to more states.

Progress Monitoring: Data Management Protocol

Creation of a data management protocol

- What is being assessed?
- When will it be assessed?
- What type of data is being generated?
- Who is responsible for collecting it? For submitting it?
- How will the data be analyzed?

State team is the owner of the data. They are the data collectors. We support them in the progress monitoring (connecting them to experts for analysis, etc.). CCSSO will also use this data for case studies that we can share with other SEAs.

Primary indicators may include student outcomes and teacher quality. Secondary indicators may address the overall state of continuous improvement and capacity building for use of HQIM in state-funded Pre-K programs.

Progress Monitoring: Stocktake Meetings

As state teams implement their strategic plans, one way that CCSSO will provide support is through a series of routines called stocktakes. Stocktakes are regular checkpoints that will occur twice a year. The purpose of stocktakes is for CCSSO and the state to **jointly monitor state progress through an open, honest, solution-oriented conversation that considers evidence, identifies key issues, and works to resolve challenges collectively and in a timely manner.**

1. Plan Implementation: Monitoring Progress on Milestones
2. Priority and Alignment across the State
3. Overall Capacity to Drive Progress
4. Evidence of Progress: How do you know outcomes are on track to be met?

Launching the HQIM Pre-K Network

**May 2025 In-Person Launch
Minneapolis, MN**

Convening sessions include:

- Overview of the State Network and establishing a clear ‘why’ for pursuing HQIM work
- Effective strategies to engage stakeholders
- Indicators of High Quality Preschool Curriculum and Instructional Materials
- State team planning time

Contact Information

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