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GLOSSARY OF TERMS

Note: All definitions below are used to describe Georgia's system of early learning and development.

NOTE TO READER: When referring to a state agency, program, stakeholder group, etc. for the first time, the name is written out with the abbreviation or acronym for the agency, program, stakeholder group, etc. in parentheses. Subsequent references to the agency, program, stakeholder group, etc. will use the abbreviation or acronym *unless* the reference is not in close proximity to the original reference. In that case, the full name will be used again for the convenience of the reader.

40-Hour Director Training – A course required for directors of new child care learning centers before receiving permission-to-operate. This includes family day care home and group day care home providers changing status to a child care learning center but currently does not pertain to changes of ownership, location changes, or initial licensure of group day care homes. Any proposed substitution for this course must be submitted via the variance/waiver process.

Bright from the Start: Georgia Department of Early Care and Learning – see Georgia Department of Early Care and Learning.

Child Care – Group care of children (under 18 years of age) for pay outside of the children's home for less than 24 hours a day.

Child Care Learning Center – Any place operated by a person, society, agency, corporation, institution, or group wherein are received for pay for group care, for fewer than 24 hours per day without transfer of legal custody, 19 or more children under 18 years of age and which is required to be licensed.

Child Care Resource and Referral Agencies – Six regional Child Care Resource and Referral Agencies (CCR&Rs) serving Georgia to support the development of quality child care. CCR&Rs work as change agents in their communities to improve the quality, accessibility, and affordability of child care and family support systems.

Classroom Assessment Scoring System (CLASS) – An observational tool to assess classroom quality in toddler through grade 3 classrooms based on teacher–student interactions in the classroom rather than evaluation of the physical environment or a specific curriculum.

COMPASS – Common Point of Access to Social Services online system that allows parents or guardians to apply for subsidized child care online.

Compliant/Noncompliant – A status assigned to each licensed child care learning center and group day care home based on a state consultant’s annual determination of the overall extent of compliance with the core rules over the course of the fiscal year (July 1 – June 30).

Core Rule Categories – Specific rule categories identified as having the greatest impact on risk to children in care; these rule categories are evaluated during each inspection visit.

Core Rules – Specific rules in each core rule category identified as having the greatest impact on risk to children in care. Either all or a portion of the rules in each category may be designated as core rules.

Division of Family and Children Services (DFCS) – The unit in the Georgia Department of Human Services that investigates child abuse; finds foster homes for abused and neglected children; helps low income, out-of-work parents get back on their feet; assists with child care costs for low income parents who are working or in job training; and provides numerous support services and innovative programs to help troubled families.

Early Childhood Environment Rating Scale, Revised Edition (ECERS-R) – Observation instrument developed especially for assessing the quality of center-based and group child care for children 30 to 60 months of age.

Exemption – Categories of child care programs that meet certain criteria to operate without being subject to licensing rules and regulations.

Faith Based Exemption – A center licensed by DECAL may request an exemption from licensure if the center’s program is an integral part of an established religious congregation or religious school that conducts regularly scheduled classes, courses of study, or educational programs and is a member of, accredited by, or certified by a state, regional, or national accrediting agency for religious educational instruction or a state, regional, or national accrediting agency for educational instruction as recognized and approved by the department if such accrediting entity uses standards that are substantially similar to those established by the department.

Family Child Care Environment Rating Scale, Revised Edition (FCCERS-R) – Observation instrument developed especially for assessing the quality of family day care homes for children birth to 12 years of age.

Family Day Care Home – A private residence operated by any person who receives therein for pay for supervision and care for less than 24 hours per day, without transfer of legal custody, three but not more than six children under 18 years of age who are not related to such persons and whose parents and guardians are not residents in the same private residence.

FIRST – The First-time Incentive to Raise Standards for Teachers (FIRST) Program. A \$1,200 incentive for eligible early care and education professionals who earn their first early care and education credential.

Focused Visit – An inspection visit during which the consultant evaluates the core rules. Each follow-up/monitoring visit will be a focused visit. All rules are evaluated during a licensing study.

Focused Visit System – Monitoring procedures for child care learning centers, group day care homes, and family day care homes that concentrate resources based on identified risk to children, identified through evaluation of the extent of compliance/noncompliance with the core rules during each inspection visit.

FPG Child Development Institute (FPG) – Research organization at the University of North Carolina at Chapel Hill that is one of the nation's largest and most influential multidisciplinary centers for studying young children and their families. FPG cultivates and shares the knowledge necessary to enhance child development and family well-being. Formerly the Frank Porter Graham Center.

GA TRAINS – Georgia's Training Registration and Information System. Georgia's professional development training registration system that interfaces with the Georgia Professional Development Registry, Training Approval, Trainer Approval, Professional Standards Commission, Technical College System of Georgia, local boards of education, Child Care Resource and Referral Agencies, chains, and other data gathering systems in Georgia to create a unified system of identifying training needs and career development for Georgia's early education professionals.

Georgia Department of Early Care and Learning (DECAL) – Georgia state agency responsible for meeting the child care and early education needs of Georgia's children and their families. DECAL oversees a wide range of programs focused primarily on children ages birth to school age and their families. These include: administering the nationally recognized Georgia's Pre-K Program; licensing and monitoring all center-based and home-based child care facilities

(approximately 6,700); overseeing the federal Child and Adult Care Food Program and the Summer Food Service Program; housing the Head Start State Collaboration Office; funding and partnering with the resource and referral agencies that provide services and information to families and child care providers at the local level; administering federal quality dollars; providing technical assistance, training, and support to families and child care providers who care for children with special needs; collaborating with Head Start, Family Connection, the Department of Human Services and Division of Family and Children Services, the Department of Public Health, and Smart Start Georgia to blend federal, state, and private dollars to enhance early care and education.

Georgia Department of Education (GaDOE) – Georgia state agency that oversees public education throughout the state, ensuring that laws and regulations pertaining to education are followed and that state and federal money appropriated for education is properly allocated to local school systems.

Georgia Department of Human Services (DHS) – Georgia state agency whose mission is to provide Georgia with customer-focused human services that promote child and adult protection, child welfare, stronger families, and self-sufficiency.

Georgia Department of Public Health (DPH) – Georgia state agency responsible for the health of communities and the entire population. At the state level, DPH is divided into numerous branches, sections, programs and offices, and at the local level, DPH functions via 18 health districts and 159 county health departments.

Georgia's Pre-K Program – Universal, voluntary, lottery-funded educational program for Georgia's four year olds to prepare children for kindergarten.

Georgia Professional Development Registry (PDR) – A state-of-the-art, research-based professional development system offered to all of Georgia's early childhood educators. The PDR offers a seamless credential verification process via links to the Georgia Professional Standards Commission (PSC) and Bright from the Start's Trainer Approval System. Available services include verifying credentials, monitoring an individual's career ladder, identifying completed coursework, obtaining a career level, tracking required training, and producing a resume with verified credentials.

Georgia Professional Standards Commission (PSC) – In July 1991, the PSC was created as an agency separate from the Georgia Department of Education and given the responsibility of certifying educational personnel in Georgia and improving the level of preparation of educators.

Georgia State Advisory Council on Early Childhood Education and Care – In September 2009, an executive order created the Georgia State Advisory Council on Early Childhood Education and Care (State Advisory Council). The State Advisory Council was established in response to federal legislation requiring that every state create a council to facilitate the development or enhancement of high quality systems of early childhood education and care designed to improve school readiness.

Governor's Alliance of Education Agency Heads – Key senior staff from all seven education agencies and representatives from Governor's Office of Planning and Budget, Georgia's Workforce Investment Board, Governor's Office of Workforce Development, Georgia Partnership for Excellence in Education, Metro Atlanta Chamber of Commerce, Georgia Chamber of Commerce, Georgia Public Broadcasting, and Georgia Leadership Institute for School Improvement.

Group Day Care Home – Any place operated by a person, society, agency, corporation, institution, or group wherein are received for pay for group care, for less than 24 hours per day without transfer of legal custody 7 to 18 children under 18 years of age and which is required to be licensed.

High-Needs Children – Children from birth through kindergarten entry who are from Low-Income families or otherwise in need of special assistance and support, including children who have disabilities or developmental delays; who are English learners; who reside on “Indian lands” as that term is defined by section 8013(6) of the ESEA; who are migrant, homeless, or in foster care; and other children as identified by the state.

HOPE Grant – Georgia's HOPE Grant (a separate program from the HOPE Scholarship) is available to residents of Georgia attending eligible colleges or universities in Georgia to earn a certificate or diploma regardless of high school graduation date or grade point average. However, continuing education programs are not eligible. Beginning in fall 2011, the HOPE Grant award amount will cover a portion of a student's tuition.

HOPE Scholarship – Georgia's HOPE Scholarship is available to Georgia residents who have demonstrated academic achievement. The scholarship provides money to help students with the educational costs of attending college in Georgia.

INCENTIVES – A statewide supplement program designed to encourage and reward eligible early care and education professionals for earning a credential or degree in the field and for tenure with their employer. Eligible applicants may receive two consecutive awards ranging from \$250 to \$1,250 per award.

Infant/Toddler Environment Rating Scale, Revised Edition (ITERS-R) – Observation instrument developed especially for assessing the quality of center-based and group child care for children up to 30 months of age.

Initial License – The first license, valid for one year, issued to a new facility after the consultant gives permission-to-operate.

Licensing Orientation Meeting (LOM) – A one-day, detailed information session describing the application process for prospective child care learning center and group day care home applicants. This meeting is a requirement for potential child care learning center applicants, including providers changing status from a family day care home or a group day care home to a child care learning center. This course is strongly recommended for potential group day care home applicants. The participants receive a certificate that is valid for two years.

Not Licensed by Department (NLBD) – Programs serving young children that are not licensed by DECAL. These may include Department of Defense sites, Georgia Department of Education sites, Early Head Start and Head Start sites, and laboratory programs located on college campuses.

Quality Rated – The branded name of Georgia's tiered quality rating and improvement system.

Registration – The process by which a child care provider applies to be a family day care home; the certificate of registration that is issued to a family day care home provider.

Registration Orientation Meeting (ROM) – A one-day, detailed information session describing the application process for prospective family day care home applicants. This meeting is a requirement for potential family day care home applicants. The participants receive a certificate that is valid for two years.

SCHOLARSHIPS – Statewide program that provides financial assistance to early care and education professionals who: work in a licensed center, a registered family care or group care

home, and work at least 25 hours a week as a teacher/assistant teacher or 40 hours per week as a director/assistant director, and earn less than \$14.45 per hour, and enroll in an eligible institution in an approved program of study.

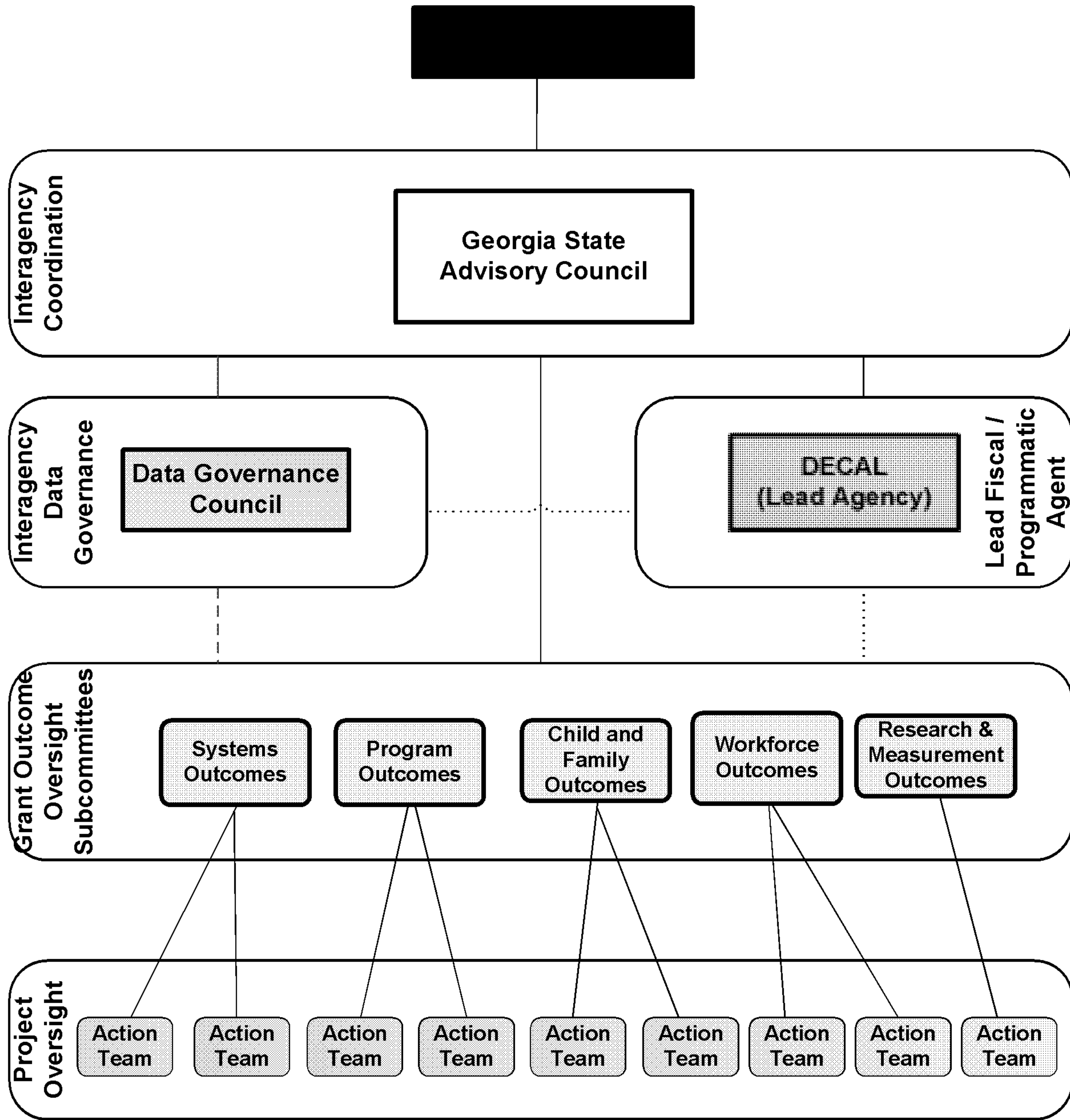
School-Age Care Environment Rating Scale (SACERS) – Observation instrument developed especially for assessing the quality of school-age child care programs for before and after school for children 5 to 12 years of age.

TQRIS Prep – Tiered Quality Rating and Improvement System Preparation, a professional development and technical assistance initiative by DECAL Child Care Licensing to move non-compliant programs to a compliant status and then to participation in the TQRIS.

Work Sampling System (WSS) – A continuous progress, instructional assessment that uses guidelines and checklists, portfolios, and summary reports to help teachers document and assess children's skills, knowledge, behaviors, and academic achievements from preschool (three year olds) to Grade 6.

Work Sampling Online (WSO) – Online access to key elements of the Work Sampling System[®] for preschool to Grade 5.

Georgia's Early Learning and Development Governance Structure



MEMORANDUM OF UNDERSTANDING

Between Bright from the Start: Georgia Department of Early Care and Learning and Various Divisions within Bright from the Start: Georgia Department of Early Care and Learning

This Memorandum of Understanding ("MOU") is entered into by and between **Bright from the Start: Georgia Department of Early Care and Learning** ("Lead Agency") and **Various Divisions within Bright from the Start: Georgia Department of Early Care and Learning** ("Participating State Agency"). Bright from the Start:

- Implements the *state-funded prekindergarten program*;
- Serves as the *lead agency for the Georgia State Advisory Council on Early Childhood Education and Care*; and
- Is responsible for *child care licensing* in the state.

The purpose of this agreement is to establish a framework of collaboration and to articulate specific roles and responsibilities in support of Georgia's implementation of an approved Race to the Top-Early Learning Challenge (RTT-ELC) grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's RTT-ELC grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the RTT-ELC Grant, this agreement, and all applicable federal and state laws and regulations, including laws and regulations applicable to the RTT-ELC program and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's RTT-ELC grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from federal, state, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any website specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, state and federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's RTT-ELC application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of RTT-ELC grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's RTT-ELC grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.


C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the RTT-ELC grant.

**EXHIBIT I – GEORGIA STATE ADVISORY COUNCIL ON EARLY CHILDHOOD
EDUCATION AND CARE SCOPE OF WORK**

The Participating Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	Georgia State Advisory Council on Early Childhood Education and Care	<p><i>Will be co-chaired by Georgia's Governor and a representative from the business community.</i></p> <p><i>Membership will include the heads of the Participating State Agencies and other stakeholders.</i></p> <p><i>Serve as an advisory committee for the implementation of the grant.</i></p> <p><i>Form subcommittees to oversee the work of action teams that will be responsible for implementing projects identified in the grant.</i></p>



 Signature (Authorized Representative of Lead Agency) 10/13/11
Date



 Signature (Authorized Representative of Participating Agency) 10/13/11
Date

EXHIBIT I – GEORGIA’S PRE-K PROGRAM SCOPE OF WORK

The Participating Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
A(1)	<i>State Funded Pre-K Staff</i>	<i>Participate on State Advisory Council Action Teams</i>
(B)(5)	<i>State funded Pre-K Staff</i>	<i>Support and dedicate staff to participate in the compliance study</i>
(B) (2)(4)	<i>State funded Pre-K Staff</i>	<i>Support the implementation of the TQRIS, dedicate staff to the Action Team, work closely on the implementation for school systems</i>
(C)(1)	<i>State funded Pre-K staff</i>	<p><i>Coordinate the realignment of GELDS to CCGPS and lead in the design and roll out of professional development on GELDS for Kindergarten teachers</i></p> <p><i>Oversee the implementation of the GELDS including lesson planning templates and required implementation checklists and GELDS professional development</i></p> <p><i>Oversee the development and implementation of the GELDS professional development, partnering with GPB</i></p> <p><i>Embed GELDS into all required Pre-K training for teachers, assistants, directors and principals</i></p>
(C)(2)	<i>State funded Pre-K Staff</i>	<p><i>Representatives to participate in Action Team on Comprehensive Assessment for birth to five</i></p> <p><i>Support the implementation of Work Sampling Online Assessment to all LEAs for Preschool Special Education</i></p> <p><i>Dedicate staff to the WSO Action Team for enhancements to the shared State of Georgia WSO Platform</i></p> <p><i>Oversee the development and implementation of the GELDS professional development, partnering with GPB</i></p> <p><i>Support the implementation of training for Positive Social Emotional Development birth to 5</i> <i>Support the expansion of PBIS model to birth to 5, assist in the identification of pilot communities</i></p>

Selection Criterion	Participating Party	Type of Participation
(C)(4)	State Funded Pre-K Staff	Participate the crosswalk of Family Engagement Standards Support the development of professional development strands for family engagement birth to 5 as part of existing regional trainings and conferences
(D)(1)	State Funded Pre-K Staff	Support the Workforce Knowledge and Competency Framework alignment Participate on Action Teams for Workforce Development
(D)(2)	State Funded Pre-K Staff	Support and participate in the Communities of Practice
(E)(1)	State Funded Pre-K Staff	Partner with GaDOE on the creation and implementation of a Kindergarten Entry Assessment Participate in the CCGPS/ GKIDS crosswalk Serve on KEA cross sector teams
(E)(2)	State Funded Pre-K IT Staff	Support GTID assignment to Children with High Needs
	State Funded Pre-K Staff	Perform other functions as needed and assigned to fulfill the goals of the grant.

Signature (Authorized Representative of Lead Agency)

1/13/11
Date

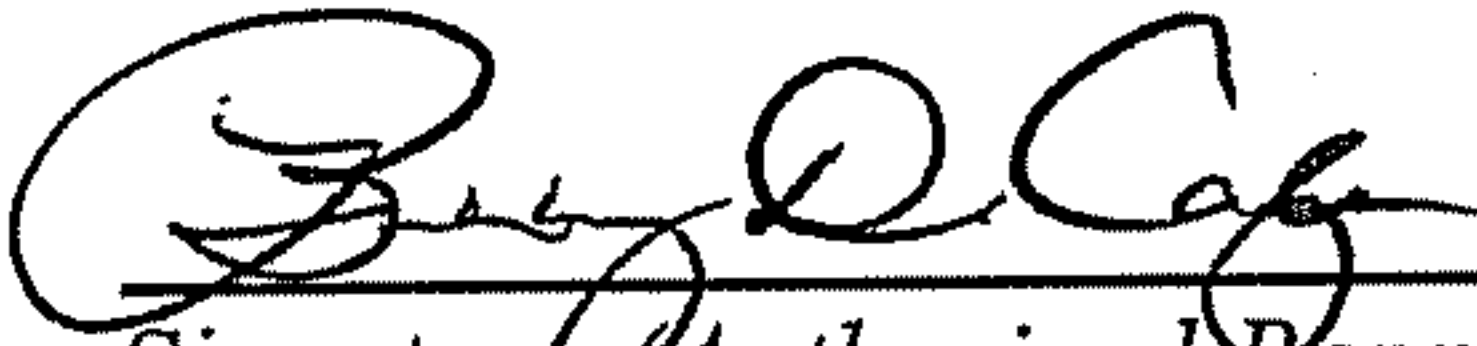
Signature (Authorized Representative of Participating Agency)

1/13/11
Date

EXHIBIT I – CHILD CARE LICENSING SCOPE OF WORK

The Participating Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(2) and (B) (4)	<i>Child Care Licensing, Department of Early Care and Learning</i>	<i>Responsible for licensing, monitoring, technical assistance, training and other resources to early learning and development programs to assist them with improving compliance with licensing health and safety rules.</i>
		<i>Perform other functions as needed and assigned to fulfill the goals of the grant.</i>
		<i>Provide Technical Assistance and Professional Development to programs in the TQRIS Pep Project.</i>


10/13/11

 Signature (Authorized Representative of Lead Agency) Date


10/13/11

 Signature (Authorized Representative of Participating Agency) Date

MEMORANDUM OF UNDERSTANDING
Between Bright from the Start: Georgia Department of Early Care and Learning
and Head Start State Collaboration Office

This Memorandum of Understanding ("MOU") is entered into by and between **Bright from the Start: Georgia Department of Early Care and Learning** ("Lead Agency") and **Georgia's Head Start State Collaboration Office** ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration and to articulate specific roles and responsibilities in support of Georgia's implementation of an approved Race to the Top-Early Learning Challenge (RTT-ELC) grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's RTT-ELC grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the RTT-ELC Grant, this agreement, and all applicable federal and state laws and regulations, including laws and regulations applicable to the RTT-ELC program and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's RTT-ELC grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from federal, state, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any website specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, state and federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's RTT-ELC application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of RTT-ELC grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's RTT-ELC grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the RTT-ELC grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's RTT-ELC grant, including when the State Plan requires

modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable state or federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a RTT-ELC grant is received by the State, ending upon the expiration of the RTT-ELC grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Bobby D. Cagle 10/13/11
Signature Date

Bobby D. Cagle Commissioner
Print Name Title

Authorized Representative of Participating State Agency:

Janice M. Haker 10/7/11
Signature Date

JANICE M. HAKER, BA. Head Start Collaboration DIR.
Print Name Title


EXHIBIT I – HEAD START STATE COLLABORATION OFFICE SCOPE OF WORK

The Participating Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1)	<i>Head Start State Collaboration Office</i>	<p><i>Participate on the state committee to define statewide TQRIS program standards</i></p> <p><i>Encourage Head Start/Early Head Start programs to participate in TQRIS</i></p>
(B)(1)		<p><i>Encourage Head Start/Early Head Start programs to continue participation in family engagement through Georgia Strengthening Families and Parent, Family, and Community Engagement Framework.</i></p>
(B)(1)		<p><i>Responsible for cross-walking Head Start performance standards with the new Program Standard</i></p>
(D)(1)(2)		<p><i>Encourage Head Start/Early Head Start to participate in the Professional Development Registry</i></p>
(E)(2)		<p><i>Encourage Head Start/Early Head Start Agencies to participate in integration of data and data sharing. Work with several agencies to pilot the integration of Head Start/Early Head Start data.</i></p>
		<p><i>Perform other functions as needed and assigned to fulfill the goals of the grant.</i></p>


 Signature (Authorized Representative of Lead Agency)

10/13/11
 Date


 Signature (Authorized Representative of Participating Agency)

10/13/11
 Date

MEMORANDUM OF UNDERSTANDING
Between Bright from the Start: Georgia Department of Early Care and Learning
and the Georgia Department of Education

This Memorandum of Understanding (“MOU”) is entered into by and between **Bright from the Start: Georgia Department of Early Care and Learning** (“Lead Agency”) and the **Georgia Department of Education** (“Participating State Agency”). The Georgia Department of Education is the *state education agency* that administers *Title I of the Elementary and Secondary Education Act of 1965* and *Individuals with Disabilities Act, Part B, Section 619*. The purpose of this agreement is to establish a framework of collaboration and to articulate specific roles and responsibilities in support of Georgia’s implementation of an approved Race to the Top-Early Learning Challenge (RTT-ELC) grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s RTT-ELC grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 6) Will comply with all of the terms of the RTT-ELC Grant, this agreement, and all applicable federal and state laws and regulations, including laws and regulations applicable to the RTT-ELC program and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's RTT-ELC grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from federal, state, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any website specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, state and federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's RTT-ELC application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of RTT-ELC grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's RTT-ELC grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the RTT-ELC grant.

2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.

3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.

4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's RTT-ELC grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable state or federal law.

III. MODIFICATIONS

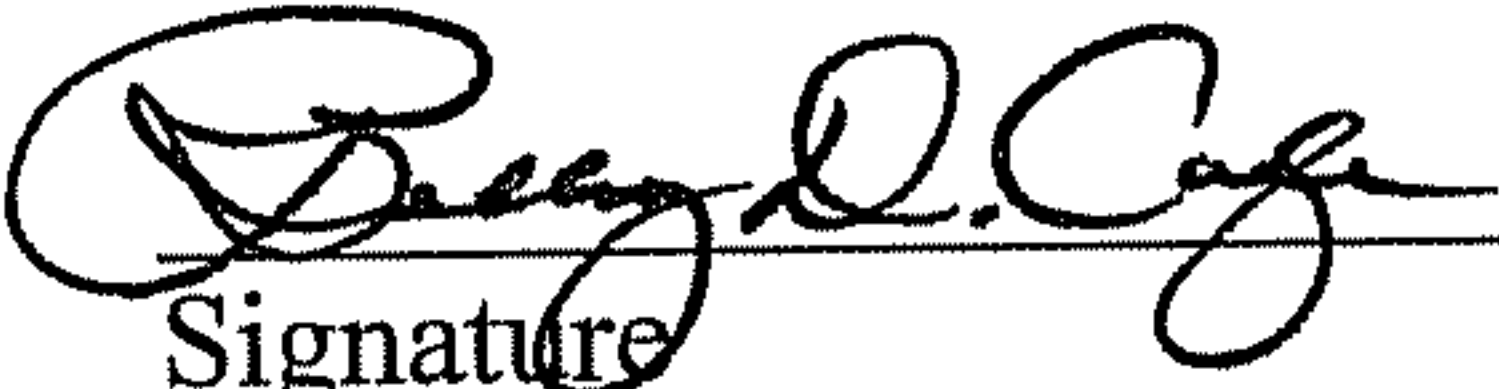
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.


IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a RTT-ELC grant is received by the State, ending upon the expiration of the RTT-ELC grant project period.

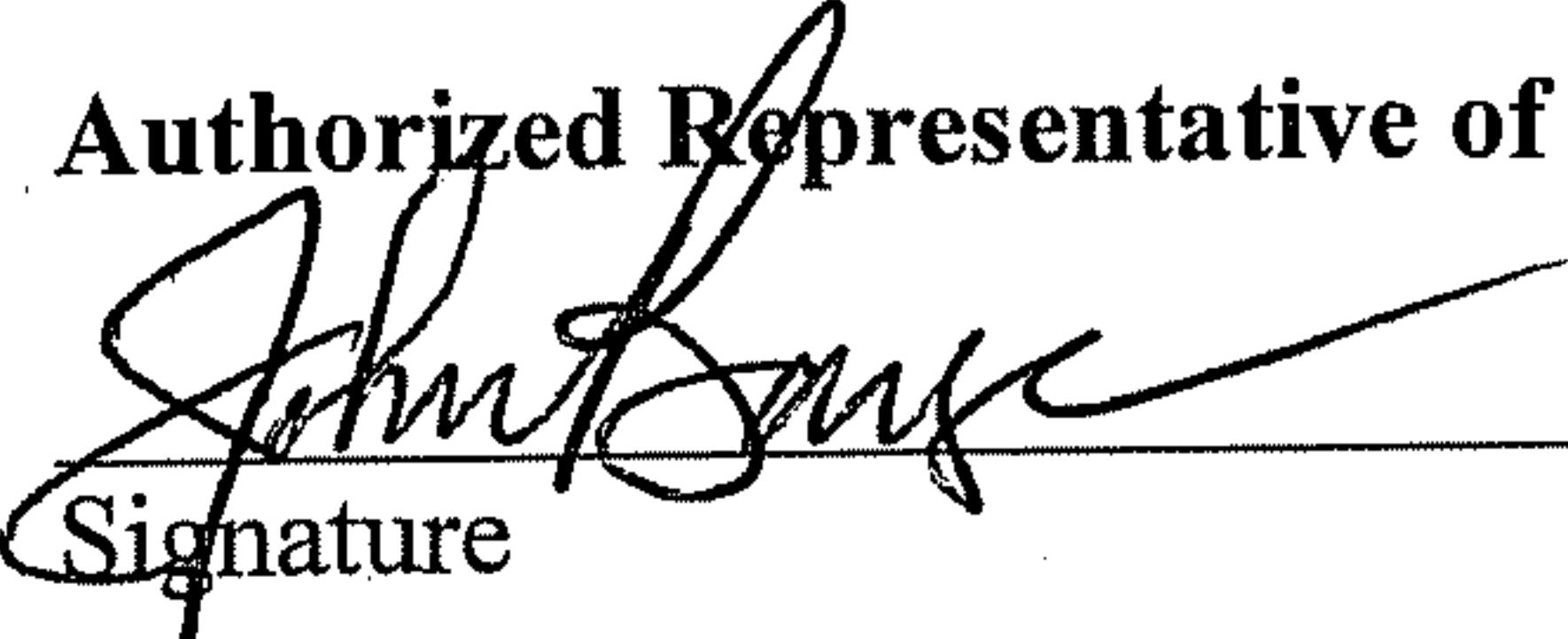
V. SIGNATURES

Authorized Representative of Lead Agency:

 _____
Signature Date 10/13/11

 _____
Print Name Title Commissioner

Authorized Representative of Participating State Agency:

 _____
Signature Date 10/12/11

_____ Title State School Superintendent
Print Name Dr. John D. Barge

EXHIBIT I – GEORGIA DEPARTMENT OF EDUCATION SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(C)(1)	<ul style="list-style-type: none"> • <i>Office of Curriculum, Instruction, & Assessment: Curriculum and Instruction Staff</i> 	<i>Participate in the realignment of GELDS to CCGPS and assist in the design and roll out of professional development on GELDS for Kindergarten teachers</i>
	<ul style="list-style-type: none"> • <i>Office of Curriculum, Instruction, & Assessment: Special Education Services, Preschool, Part, 619</i> 	<i>Support the implementation of the GELDS and participation in GELDS professional development</i>
(C)(2)	<ul style="list-style-type: none"> • <i>Office of Curriculum, Instruction, & Assessment</i> 	<i>Representatives to participate in Action Team on Comprehensive Assessment for birth to five</i>
	<ul style="list-style-type: none"> • <i>Office of Curriculum, Instruction, & Assessment: Special Education Services, Preschool, Part, 619</i> 	<i>Implementation of Work Sampling Online Assessment to all LEAs, representatives to the WSO Action Team for enhancements to the shared State of Georgia WSO Platform</i>
(C)(3)	<ul style="list-style-type: none"> • <i>Office of Curriculum, Instruction, & Assessment: Special Education Services, PBIS Staff</i> 	<p><i>Support the implementation on training for Positive Social Emotional Development B to 5</i></p> <p><i>Support the expansion of PBIS model for B to 5 in LEAs currently using PBIS at the elementary level</i></p>
(C)(4)	<ul style="list-style-type: none"> • <i>Office of School Improvement: Parent Engagement Staff</i> 	<p><i>Support the crosswalk of Family Engagement Standards</i></p> <p><i>Incorporate DECAL's professional development strands for family engagement birth to 5 into part of existing regional trainings and conferences</i></p> <p><i>Support the expansion of 360 Degree of Family Engagement Sites for birth to 5</i></p>
E(1)	<ul style="list-style-type: none"> • <i>Office of Curriculum, Instruction, & Assessment: Assessment and Accountability</i> 	<p><i>Participate in the CCGPS/ GKIDS crosswalk</i></p> <p><i>Complete GKIDS /WSO crosswalk(ongoing project)</i></p> <p><i>Plan, design, pilot and implement Kindergarten Entry Assessment (KEA)</i></p>

Selection Criterion	Participating Party	Type of Participation
		<i>Conduct reliability/ validity on KEA</i>
(E)(2)	<ul style="list-style-type: none"> • <i>DOE IT</i> 	<i>Create visualizations for Early Learning Child Data in State Longitudinal Data System</i> <i>Support GTID assignment to Children with High Needs</i>



Signature (Authorized Representative of Lead Agency)

10/13/11
Date



Signature (Authorized Representative of Participating State Agency)

10/12/11
Date



STATE OF GEORGIA

MEMORANDUM OF UNDERSTANDING

BETWEEN

THE GEORGIA DEPARTMENT OF HUMAN SERVICES

AND

GEORGIA DEPARTMENT OF EARLY CARE AND LEARNING

FOR

Implementation of an Approved Race to the Top-Early Learning Challenge grant project

Contract No. [insert number]

Revenue

Expense

N/A

MEMORANDUM OF UNDERSTANDING

Between the Georgia Department of Early Care and Learning and the Georgia Department of Human Services

This Memorandum of Understanding ("MOU") is entered into by and between the Georgia Department of Early Care and Learning – DECAL ("Lead Agency") and the Georgia Department of Human Services ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.
- 8) Share child, family, provider and program data in secured electronic transmissions with DECAL to the extent allowed by law/

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.
- 7) Issuance of the estimated budget amount for the tiered bonus totaling ten million dollars (\$10,000,000.00)

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. PAYMENT FOR SERVICES

DHS employees, designees, assignees, consultants, and independent contractors (collectively "Workers") shall not be entitled to, nor shall they receive any additional consideration, compensation, salary, wages, or any other type of remuneration for services rendered under this MOU, except as specifically permitted herein. In particular, the Workers will not be entitled, by virtue of this MOU, to consideration in the form of overtime, health insurance benefits, retirement benefits, disability benefits, disability retirement benefits, sick leave, vacation time, paid holidays, or other paid or unpaid leaves of absence of any type or kind whatsoever for any reason.

IV. FUNDING

The participating agency will receive 10,000,000.00 from the Lead agency to cover the expenses of the tiered reimbursement program and an additional \$85,580.00 for technical expenses. The participating agency will fund on-going years at the conclusion of the grant for tiered child care subsidy providers up to \$16,000,000.00 per year.

Notwithstanding any other provision of this MOU, the Parties hereto acknowledge that institutions of the State of Georgia are prohibited from pledging the credit of the State. At the sole discretion of DHS, this MOU shall terminate without further obligation of the State if the source of payment for DHS's obligation no longer exists or is insufficient. The certification by DHS of the events stated above shall be conclusive and not subject to appeal.

V. NOTICES

All notices, requests, or other communications (excluding invoices) hereunder shall be in writing and either transmitted via overnight courier, electronic mail, hand delivery or certified or registered mail, postage prepaid and return receipt requested to the parties at the following addresses. Notices will be deemed to have been given when received.

For DHS:

Department of Human Services

Division of Family and Children Services, Child Care

Mona D. Jackson, Program Director

2 Peachtree Street Ste 21, 293

404.657.3443

mdjackso@dhr.ga.gov

For DECAL:

Commissioner, Bobby Cagle, MSW

Bright from the Start: Department of Early Care and Learning

2 Martin Luther King, Jr. Dr., SE
Suite 754, East Tower
Atlanta, GA 30334

VI. ATTACHMENTS

DECAL agrees to sign and abide by the following attachments, which are attached to this MOU:

Attachment A, Confidentiality Statement for Safeguarding Information

Attachment B, HIPAA Business Associate Agreement

Attachment C, Code of Ethics and Conflict of Interest Policy

VII. EXHIBITS

The following exhibits, which are attached to this MOU, are incorporated by reference as if fully set forth herein:

Exhibit I

VIII. AMENDMENTS OR MODIFICATIONS

No amendment, waiver, termination or discharge of this MOU, or any of the terms or provisions hereof, shall be binding upon either Party unless confirmed in writing. Nothing may be modified or amended, except by writing executed by both Parties, in consultation with ED.

IX. SEVERABILITY

Any section, subsection, paragraph, term, condition, provision or other part (hereinafter collectively referred to as "part") of this MOU that is judged, held, found, or declared to be voidable, void, invalid, illegal or otherwise not fully enforceable shall not affect any other part of this MOU, and the remainder of this MOU shall continue to be of full force and effect. Any agreement of the Parties to amend, modify, eliminate, or otherwise change any part of this MOU shall not affect any other part of this MOU, and the remainder of this MOU shall continue to be of full force and effect.

X. COUNTERPARTS

This MOU may be signed in any number of counterparts, each of which shall be an original, with the same effect as if the signatures thereto were upon the same instrument.

XI. ASSIGNMENT

No Party may assign this MOU, in whole or in part, without the prior written consent of the other Parties, and any attempted assignment not in accordance herewith shall be null and void and of no force or effect.

XII. ENTIRE AGREEMENT

This MOU constitutes the entire agreement between the Parties with respect to the subject matter hereof and supersedes any prior, conflicting agreements.

XIII. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

XIV. SIGNATURES

Authorized Representative of Lead Agency:

Bobby D. Cagle 10/13/11
Date

Bobby Cagle
Print Name

Authorized Representative of Participating State Agency:

Clyde L Reese III 10/4/2011
Clyde L. Reese, III, Esq. Date

Clyde L Reese III
Print Name Commissioner, Department of Human Services


EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(2)	Department of Human Services –Childcare and Parent Services (CAPS) Program	Member of the state committee for the Early Learning Challenge Grant and the Georgia State Advisory Council. Responsible for developing and implementing a Tiered Reimbursement bonus program statewide. Responsible for increasing the number of child care programs participating in the TQRI system serving subsidy families. Responsible for issuing tiered bonus payments to eligible TQRIS child care providers. Responsible for system management and data distribution related to TQRI system.
(B)(4)	Department of Human Services –Childcare and Parent Services (CAPS) Program	Responsible for increasing the number of high need children , birth to five, participating in the TQRI system. Responsible for program service delivery oversight, program integrity and quality improvement.


 Signature (Authorized Representative of Lead Agency)

10/13/11
 Date


 Signature (Authorized Representative of Participating State Agency)

10/4/2011
 Date

Confidentiality Statement for Safeguarding Information

1. _____ or any of its employees, agents, or subcontractors agree to abide by all state and federal laws, rules and regulations, and the Department of Human Services (hereafter referred to as the Department) policy on respecting confidentiality of an individual's records. Contractor further agrees not to divulge any information concerning any individual to any unauthorized person without appropriate written consent from the Department and/or if applicable, of the individual employee, consumer/customer/client, or responsible parent or guardian.

2. The Contractor and the Department certify that the provisions of the Official Code of Georgia Annotated, Section 45-10-20 through 45-10-28, as amended, which prohibit and regulate certain transactions between certain state officials or employees and the State of Georgia, have not been violated and will not be violated in any respect.

3. I/We shall not discuss with or reveal to any representative of any business organization, entity, or individual person except persons specifically authorized by the Department of Human Services any information I/we may have access to pursuant to this MOU.

4. I/We recognize that I/we may have access to personal and private information the disclosure of which may be damaging and that the failure to comply with these strict confidentiality requirements may violate privacy rights and will result in the termination of my participation in this program. In the event I/we release any information, I/we agree to advise Department of Human Services, and any designated representative immediately and identify the business organization, entity or individual person to whom the information was divulged and the content substance of the information.

I/we understand that unauthorized disclosure of information may result in civil or criminal penalties pursuant to any and all applicable State and Federal laws .

SIGNATURE

DATE

NAME (PRINTED)

AGENCY/ORGANIZATION

HIPAA BUSINESS ASSOCIATE AGREEMENT

This Business Associate Agreement (hereinafter referred to as "Agreement"), effective the day and year first written above, is made and entered into by and between the Georgia Department of Human Services (hereinafter referred to as "DHS") and the Contractor (hereinafter referred to as "Business Associate").

WHEREAS, DHS is required by the Health Insurance Portability and Accountability Act of 1996, Public Law 104-191 ("HIPAA"), to obtain satisfactory assurances that its Business Associates will provide appropriate safeguards to ensure the security, confidentiality and integrity of Protected Health Information ("PHI") that a business associate may receive or create on behalf of DHS pursuant to this Contract and to document those assurances by entering into Business Associate Agreements with certain entities that provide functions, activities, or services involving the use of PHI;

WHEREAS, Business Associate may provide functions, activities, or services involving the use of PHI;

NOW, THEREFORE, for and in consideration of the mutual promises, covenants and agreements contained herein, compliance with the HIPAA Privacy Rule and Security Rule, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, DHS and Business Associate (each individually a "Party" and collectively the "Parties") hereby agree as follows:

1. DEFINITIONS

- 1.1 "**Privacy and Security Rules**" shall mean the Standards for Privacy of Individually Identifiable Health Information at 45 C.F.R. part 160 and part 164, subparts A and E; and upon the enforcement date as specified by the regulation, the Health Insurance Reform: Security Standards at 45 C.F.R. parts 160, 162 and 164.
- 1.2 Terms used, but not otherwise defined, in this Agreement shall have the same meaning as those terms in the Privacy and Security Rules, including without limitation those set forth at 45 CFR Parts 160.103 and 164.501.

2. OBLIGATIONS AND ACTIVITIES OF BUSINESS ASSOCIATE

2.1 Unless otherwise Required by Law, Business Associate agrees:

- 2.1.1 **Nondisclosure.** That it will not request, create, receive, use or disclose PHI other than as permitted or required by this Agreement or as required by law.
- 2.1.2 **Safeguards.** To establish, maintain and use appropriate administrative, physical and technical safeguards to reasonably protect the confidentiality, integrity and security of the PHI and prevent use or disclosure of the PHI other than as provided for by this Agreement; and upon the enforcement date as specified by the Privacy and Security Rules under HIPAA, implement administrative, physical, and technical safeguards that reasonably and appropriately protect the confidentiality, integrity, and availability of the electronic PHI that Business Associate creates, receives, maintains, or transmits on behalf of DHS in its capacity as a Business Associate.
- 2.1.3 **Mitigation.** To mitigate, to the extent practicable, and in cooperation and consultation with DHS, any harmful effect that is known to Business Associate of a use or disclosure of PHI or Security Incident by Business Associate in violation of the requirements of this Agreement.
- 2.1.4 **Compliance of Agents.** That its agents or subbusiness Associates, including subcontractors, are subject to the same obligations that apply to Business Associate under this Agreement and Business Associate agrees to ensure that its agents or subbusiness, including subcontractors, Associates comply with the conditions, restrictions, prohibitions and other limitations regarding the request for, creation, receipt, use or disclosure of PHI, that are applicable to Business Associate under this Agreement. Business Associate also agrees to ensure that any agents or subbusiness Associates, including subcontractors, to whom it provides Electronic Protected Health Information agrees to implement reasonable and appropriate safeguards to protect it.
- 2.1.5 **Report Unpermitted Disclosure of PHI.** To report to DHS any use or disclosure of PHI that is not provided for by this Agreement of which it becomes aware. Business Associate also agrees to report to DHS any Security Incident related to Electronic Protected Health Information of which Business Associate becomes aware. Business Associate agrees to make such report to DHS in writing in such form as DHS may require within twenty-four (24) hours after Business Associate becomes aware.
- 2.1.6 **Amendments.** To make any amendment(s) to PHI in a Designated Record Set that DHS directs or agrees to pursuant to 45 CFR 164.526 at the request of DHS or an Individual, within five (5) business days after request of DHS or of the Individual. Business Associate also agrees to provide DHS with written confirmation of the amendment in such format and within such time as DHS may require.
- 2.1.7 **Access.** To provide access to PHI in a Designated Record Set to DHS upon request, within five (5) business days after such request, or, as directed by DHS, to an Individual in order to meet the requirements of 45 C.F.R. § 164.524. Associate also agrees to provide DHS with written confirmation that access has been granted in such format and within such time as DHS may require.
- 2.1.8 **Disclose Practices, Books, and Records.** To give DHS, the Secretary of the U.S. Department of Health and Human Services (the "Secretary") or their designees access to Business Associate's books and records and policies, practices or procedures relating to the use and disclosure of PHI for or on behalf of DHS within five (5) business days after DHS, the Secretary or their designees request such access or otherwise as DHS, the Secretary or their designees may require for purposes of the Secretary determining DHS's compliance with the Privacy and Security Rules. Business Associate also agrees to make such information available for review, inspection and copying by DHS, the Secretary or their designees during normal business hours at the location or locations where such information is maintained or to otherwise provide such information to DHS, the Secretary or their designees in such form, format or manner as DHS, the Secretary or their designees may require.
- 2.1.9 **Document Disclosures.** To document all disclosures of PHI and information related to such disclosures as would be required for DHS to respond to a request by an Individual or by the Secretary for an accounting of disclosures of PHI in accordance with the requirements of the Privacy and Security Rules.
- 2.1.10 **Release Documentation of Disclosures.** To provide to DHS or to an Individual, information collected in accordance with Section 2.1.9 of this Agreement, above, to permit DHS to respond to a request by an Individual for an accounting of disclosures of PHI as provided in the Privacy and Security Rules.
- 2.1.11 **Respond to Requests from Individuals.** Except as this Agreement or any other agreement between DHS and Business Associate may otherwise provide, in the event Business Associate receives an access, amendment, accounting of disclosure, or other similar request directly from an Individual, Business Associate will redirect the Individual to DHS.
- 2.1.12 **Ownership.** To the extent permitted by law, any and all PHI provided to or created by Business Associate shall remain the property of DHS, and Business Associate's use, possession or knowledge of PHI does not cause Business Associate to have any right, title, ownership or interest in the PHI, including de-identified information.

2.2 Permitted Uses and Disclosures by Business Associate

- 2.2.1 **Functions and Activities on Behalf of DHS.** Except as limited in this Agreement, Business Associate may use or disclose PHI only to extent necessary to meet its responsibilities as set forth in the Contract provided that such use or disclosure would not violate the Privacy and Security Rules if done by DHS or the minimum necessary policies of DHS. All other uses or disclosures by Business Associate not authorized by the Agreement or by specific instruction of DHS are prohibited.
- 2.2.2 **Business Associate's Management and Administration.** Except as otherwise limited by this Agreement, Business Associate may use PHI for the proper management and administration of the Business Associate or to carry out the legal responsibilities of the Business Associate.

- 2.2.3 **Disclosure by Business Associate Required by Law or With Reasonable Assurances.** Except as otherwise limited by this Agreement, Business Associate may disclose PHI for the proper management and administration of the Business Associate and to carry out its legal responsibilities, provided that disclosure is Required By Law, or provided that the Business Associate obtains reasonable assurances from the person or entity to whom the Protected Health Information is disclosed that: 1) the Protected Health Information will be held confidentially; 2) the Protected Health Information will be used or further disclosed only as Required By Law or for the purpose(s) for which it was disclosed to the person or entity; and 3) the person or entity will notify Business Associate of any instances of which the person or entity is aware in which the confidentiality of the information has been breached.
- 2.2.4 **Data Aggregation Services.** Except as otherwise limited by this Agreement, Business Associate may use Protected Health Information to provide Data Aggregation services to Covered Entity as permitted by 45 C.F.R. §164.504(e)(2)(i)(B).
- 2.2.5 **Report Violations of Law.** Business Associate may Use PHI to report violations of law to appropriate Federal and State authorities, consistent with 45 C.F.R. § 164.502(j)(1).

3. **OBLIGATIONS OF DHS**

3.1 **Inform Business Associate of Privacy/Security Practices and Restrictions.**

- 3.1.1 Security Rules if, and to the extent that, DHS determines in the exercise of its sole discretion that such limitation will affect Business Associate's use or disclosure of PHI.
- 3.1.2 DHS will notify Business Associate of any change in, or revocation of, permission by an Individual to use or disclose PHI to the extent that DHS determines in the exercise of its sole discretion that such change or revocation will affect Business Associate's use or disclosure of PHI.
- 3.1.3 DHS will notify Business Associate of any restriction regarding its use or disclosure of PHI that DHS has agreed to in accordance with the Privacy and Security Rules if, and to the extent that, DHS determines in the exercise of its sole discretion that such restriction will affect Business Associate's use or disclosure of PHI.

- 3.2 **Permissible Request by DHS.** DHS shall not request Business Associate to use or disclose PHI in any manner that would not be permissible under the Privacy and Security Rules if done by DHS.

4. **TERM AND TERMINATION**

Term. The Term of this Agreement shall commence on the day and year first written above, and shall terminate when all of the PHI provided by DHS to Business Associate, or created or received by Business Associate on behalf of DHS, is destroyed or returned to DHS, or, if it is infeasible to return or destroy PHI, protections are extended to such information, in accordance with the termination provisions in this Annex.

Termination for Cause. Upon DHS's knowledge of a material breach by Business Associate, DHS shall either:

- Provide an opportunity for Business Associate to cure the breach or end the violation, and terminate this Agreement if Business Associate does not cure the breach or end the violation within the time specified by DHS;
- Immediately terminate this Agreement if Business Associate has breached a material term of this Agreement and cure is not possible; or
- If neither termination nor cure is feasible, DHS shall report the violation to the Secretary.

4.3 **Effect of Termination.**

- Except as provided in paragraph (b) of this Section, upon termination of this Agreement, for any reason, Business Associate shall return or destroy all PHI received from DHS, or created or received by Business Associate on behalf of DHS. This provision shall apply to PHI that is in the possession of subbusiness Associates or agents, including subcontractors, of Business Associate. Neither Business Associate nor its agents nor subbusiness Associates including subcontractors, shall retain copies of the PHI.
- In the event that Business Associate determines that returning or destroying the PHI is not feasible, Business Associate shall send DHS detailed written notice of the specific reasons why it believes such return or destruction is not feasible and the factual basis for such determination, including the existence of any conditions or circumstances which make such return or disclosure infeasible. If DHS determines, in the exercise of its sole discretion, that the return or destruction of such PHI is not feasible, Business Associate agrees that it will limit its further use or disclosure of PHI only to those purposes DHS may, in the exercise of its sole discretion, deem to be in the public interest or necessary for the protection of such PHI, and will take such additional action as DHS may require for the protection of patient privacy or the safeguarding, security and protection of such PHI.
- If neither termination nor cure is feasible, DHS shall report the violation to the Secretary.
- Section 4.3 of this Agreement, regarding the effect of termination or expiration, shall survive the termination of this Agreement.

5. **MISCELLANEOUS.**

- 5.1 **Regulatory References.** A reference in this Agreement to a section in the Privacy Rule or Security Rule means the section as in effect or as amended.
- 5.2 **Amendment.** The Parties agree to take such action as is necessary to amend this Agreement from time to time as is necessary for DHS to comply with the requirements of the Privacy Rule, the Security Rule and the Health Insurance Portability and Accountability Act of 1996, Pub. L. No. 104-191
- 5.3 **Survival.** The respective rights and obligations of Business Associate under Section 4 of this Agreement shall survive the termination of this Agreement.
- 5.4 **Interpretation.** Any ambiguity in this Agreement shall be resolved to permit DHS to comply with applicable state and federal laws, rules and regulations, and the Privacy and Security Rules, and any rules, regulations, requirements, rulings, interpretations, procedures or other actions related thereto that are promulgated, issued or taken by or on behalf of the Secretary; provided that applicable federal laws, rules and regulations and the laws of the State of Georgia shall supersede the Privacy and Security Rules if, and to the extent that, they impose additional requirements, have requirements that are more stringent than or provide greater protection of patient privacy or the security or safeguarding of PHI than those of HIPAA and its Privacy and Security Rules.
- 5.5 **Scope.** The Parties agree that the terms of this Agreement apply to any relationship or agreement, existing now or arising in the future, between Business Associate and DHS related to use and/or disclosure of PHI.
- 5.6 **Entire Agreement.** This Agreement is the complete and exclusive statement of the understanding of the parties with respect to the subject matter hereof and hereby supersedes any prior written or verbal proposals, agreements, understandings or discussions with respect to same. This Agreement shall not be limited in any way by any provisions in the Contract. This Agreement may not be modified or amended except by written agreement executed by authorized representatives of both parties.
- 5.7 **Binding Effect.** This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.
- 5.8 **Severability.** In the event that any provision of this Agreement is held to be invalid or unenforceable, the remaining provisions of this Agreement shall remain in full force and effect.
- 5.9 **Choice of Law.** This Agreement shall be governed by the laws of the State of Georgia.
- 5.10 **Full Force and Effect.** All other terms and conditions contained in the Contract and any amendment thereto, not amended by this Annex, shall remain in full force and effect.
- 5.11 **Business Associate Assurances.** The Business Associate agrees that it will comply with all provisions of HIPAA and the federal "Standards for Privacy of Individually Identifiable Health Information" promulgated thereunder at 45 CFR Parts 160 and 164, subparts A and E; and upon the enforcement date as specified by the regulation, the Health Insurance Reform: Security Standards at 45 C.F.R. parts 160, 162 and 164, and that it assures to DHS that it will provide appropriate safeguards of Protected Health Information ("PHI") as an entity that provides functions, activities, or services involving the use of PHI.

GEORGIA DEPARTMENT OF HUMAN SERVICES
Human Resource/Personnel Policy #1201

STANDARDS OF CONDUCT AND ETHICS IN GOVERNMENT

EFFECTIVE DATE: October 1, 2010

PUBLISHED DATE: Nov. 6, 2003

REVISED: October 1, 2010

REFERENCES: 42 C.F.R, §50.101 - 105
O.C.G.A. §45-2-1 *et. seq.*; §45-10-1; §45-10-20 *et. seq.*; and §45-10-40
Governor's Executive Order - 1/13/03

All employees of the Department of Human Services (DHS) are expected to maintain and exercise **at all times** the highest moral and ethical standards in carrying out their responsibilities and functions. Employees must conduct themselves in a manner that **prevents** all forms of impropriety, placement of self-interest above public interest, partiality, prejudice, threats, favoritism and undue influence.

Employees must be alert in conducting business with employees and non-employees to avoid even the appearance of misconduct, personal or financial gain or conflict of interest. While performing departmental duties, employees are required to comply with Federal and State laws, the Code of Ethics for Government Service (See Attachment #1), the Governor's Executive Order, dated January 13, 2003 (See Attachment #2), Rules of the State Personnel Board and Department policies. In accordance with the Governor's Executive Order, procedures for requesting approval for expense reimbursement by outside organizations are attached. (See Attachment #3)

DHS employees are required to report all suspected violations of Federal or State law involving DHS employees or anyone contracted to provide services to DHS. Reports shall be made to the Office of Inspector General (OIG) immediately upon the employee becoming aware of the suspected violation. DHS employees receiving a complaint of criminal misconduct, fraud or abuse, whether by written or verbal communication will, as soon as practicable, report the complaint to the OIG. The OIG will disposition said reports in accordance with the GA. DHS Administrative Policy and Procedure Manual, Part IV. J. (1)(A).

(Section A)

**GENERAL
PROVISIONS**

1. Written guidelines which cover all phases of employee conduct are not possible. This policy provides general guidance and some specific examples, which establish a framework of principles to assist employees in performing their jobs in a professional manner.
2. The Office of Human Resource Management and Development (OHRMD) Director is designated the Ethics Officer of the Department. The Ethics Officer shall take appropriate measures to ensure that the Department's employees become familiar with applicable ethics laws and policies.

STANDARDS OF CONDUCT AND ETHICS IN GOVERNMENT (continued)

3. In general, the Department is not concerned as an employer with non-work time of employees. Off-duty conduct becomes a legitimate concern, however, when it affects departmental operations or reflects discredit on the Department. Such off-duty conduct may result in appropriate disciplinary action up to and including separation from employment. **Publishing inappropriate or offensive material regarding clients, colleagues, supervisors or other work related contacts on a social network site (such as MySpace, Facebook, Twitter, YouTube) or other website is an example of off-duty activity that could reflect discredit on the Department.**
4. Employees shall afford all constituents fair and equal opportunity to express their concerns and ideas regarding state programs and policies without regard to their political affiliation, sophistication, or influence. Recommendations and decisions made by employees in the performance of their duties shall be made without bias.
5. Employees shall not advocate for or cause the advancement, appointment, employment, promotion, or transfer, of a relative to an office or position with an agency or with the Office of the Governor. Employees shall not participate in an action relating to the disciplining of a relative.
6. Employees shall continually monitor, evaluate and manage their personal, financial and professional affairs to ensure the absence of conflicts of interest and appearance of conflicts.
7. The Department reserves the right to take appropriate disciplinary action, to decline to appoint or promote an applicant/employee, and to reassign an employee in order to avoid or eliminate the appearance of conflict of interest based on employee/employee, employee/client, patient or customer or other relationships.

(Section B) **CONFLICT OF INTEREST**

1. A conflict of interest may exist where employees engage in activities which may financially or otherwise enhance themselves, their relatives or individuals with whom they are personally or financially involved as a result of knowledge, information or action taken in an official capacity as departmental employees. All employees have a duty of trust to the State and its citizens, and no one is permitted to

STANDARDS OF CONDUCT AND ETHICS IN GOVERNMENT (continued)

make an improper profit from the exercise of duties and responsibilities.

- 1.1 A conflict of interest may exist where no actual profit is made by the employee; the opportunity for profit or benefit alone may create the conflict.
 - 1.2 No promise of restraint or waiver by the affected employee will be sufficient to avoid a conflict or the appearance of a conflict.
 - 1.3 A conflict of interest may arise from a circumstance or situation, and not an activity. Its elements are the opportunity for enhancement by a transaction, and opportunity to influence that transaction as an employee.
2. A conflict of interest may also arise where an employee engages in an outside activity which, while not necessarily incompatible or inconsistent with official duties, nevertheless is or becomes so extensive that it interferes with the proper and full-time performance of official departmental duties. Decisions regarding the existence of a conflict and its remedy are to be made by an authorized official of the Department.
 3. Employees are to make every effort to avoid even the appearance of a conflict of interest.
 - 3.1. An appearance of conflict exists when a reasonable person would conclude from the circumstances that the employee's ability to protect the public interest, or perform public duties, is compromised by personal interests.
 - 3.2 An appearance of conflict could exist even in the absence of a true conflict of interest.
 4. Employees shall disqualify themselves from participation in any official proceeding in which impartiality might reasonably be questioned due to employees' personal or financial relationships with participants in the proceeding. A "participant" includes, but is not limited to, an owner, shareholder, partner, employee, or agent of a business entity involved in the proceeding. If the employee is uncertain whether the relationship justifies disqualification, then the employee shall disclose the relationship to the person presiding over the proceeding. The presiding officer shall determine the extent to which, if any, the employee will be permitted to participate. If the

STANDARDS OF CONDUCT AND ETHICS IN GOVERNMENT (continued)

affected employee is the person presiding, then the vice chair or such other substitute presiding officer shall make the determination.

5. Employees shall not directly or indirectly ask, accept, demand, solicit, seek or receive a financial or other benefit for themselves or for others in return for being influenced in the discharge of their official responsibilities.

(Section C)

USE OF PRIVILEGED OR CONFIDENTIAL INFORMATION

Many employees are exposed to privileged or confidential information through their knowledge of official plans and programs which may be of significant interest to the public.

1. Employees shall not knowingly use their positions in any manner which will result in financial or other benefit, directly or indirectly for themselves, their relatives, or individuals with whom they are personally or financially involved.
2. Privileged or confidential information (e.g., contract bids, certain financial, personnel or client information, etc.) is to be released only by authorized DHS officials.
 - 2.1 The release of any privileged or confidential information, financial or otherwise, is not authorized to any person who does not have a legitimate need to know.
 - 2.2 Employees shall not disclose information gained in the course of, or by reason of, their official responsibilities in a way that would affect a personal financial interest for themselves, their relatives, or individuals with whom they are personally or financially involved.
3. Use of computers to obtain information concerning clients, patients, customers, other employees or third parties for non-work-related reasons is prohibited.
4. DHS is a "covered entity" under the Health Insurance Portability and Accountability Act of 1996 (HIPAA), which provides for the safeguarding of each individual's personal health information. In response to HIPAA, the federal Department of Health and Human Services has issued a "Privacy Rule" effective April 14, 2003.

STANDARDS OF CONDUCT AND ETHICS IN GOVERNMENT (continued)

- 4.1 In accordance with the Privacy Rule and DHS's Privacy Policies and Procedures, employees shall receive training on those DHS Policies and Procedures relating to HIPAA's privacy requirements. The level of training individual employees receive will vary, depending on the individual's job responsibilities and his/her access to and involvement with personal health information.
- 4.2 As a part of this training, all employees shall read and sign the *IMPORTANT INFORMATION ON DHS HIPAA PRIVACY POLICIES AND PROCEDURES* form, which shall be placed in the individual's official personnel file.
- 4.3 Employees shall be responsible for obtaining and maintaining the appropriate level of awareness of and compliance with the Department's Privacy Policies and Procedures. In addition to penalties prescribed by federal law, Privacy Policy violations may result in corrective or disciplinary action.
5. Discussion of confidential work-related information on an internet blog or other website without authorization is prohibited.

(Section D)

DISCLOSURE OF INFORMATION

1. All applicants/employees are **required** to disclose felony convictions on *APPLICATIONS FOR EMPLOYMENT* and convictions and/or pending charges on *STATE SECURITY QUESTIONNAIRE / LOYALTY OATH* Forms.
 - 1.1 Falsification or misrepresentation of information, including criminal history, is **prohibited** and **may** result in an offer of employment being withdrawn from an applicant or separation of an employee.
 - 1.2 **Material** falsification or misrepresentation of any information, including criminal history, **will** result in an offer of employment being withdrawn from an applicant or separation of an employee.

NOTE: "Material" refers to information which directly influences and/or impacts the hiring decision based on records, credentials and/or qualifications.

STANDARDS OF CONDUCT AND ETHICS IN GOVERNMENT (continued)

1.3 Applicants whose offer of employment is withdrawn or employees who are separated due to falsification or misrepresentation of information are not eligible for consideration for re-employment with DHS for a **minimum of six (6) months** from the date of withdrawal or separation, whichever is applicable.

2. Employees are **required** to notify their supervisor or human resource/personnel representative of any arrests and/or convictions within five calendar days of the date of arrest or conviction. A determination of appropriate action will be made on a case by case basis.

(Section E)

ACTIVITIES AND RELATIONSHIPS WITH NON- EMPLOYEES & ORGANIZATIONS

1. Employees must be alert in conducting business with non-employees to avoid even the appearance of misconduct, personal or financial gain or conflict of interest.
2. Employees must report ownership or partial ownership of a company if the company in which the employee is part owner is doing business, or seeks a business relationship with DHS, including any entity within DHS.
3. Employees are prohibited from serving for compensation as a corporate officer or director of any for-profit or publicly held company. Voluntarily, pro bono services on behalf of non-profit organizations may be permitted, so long as services to such organizations would not have the potential to create a conflict and do not impair the employee's ability to discharge his or her public duties fully, faithfully, and impartially.
4. The Commissioner of the Department may not have any ongoing dual employment.
5. Employees are prohibited from membership on the Board of Directors of any organization with which the Department of Human Services contracts.
6. Employees are prohibited from accepting personal favors or benefits under circumstances which may influence or give the appearance of influencing their official activities. Such favors and benefits may not be accepted by employees on behalf of other individuals.

STANDARDS OF CONDUCT AND ETHICS IN GOVERNMENT (continued)

7. Employees are prohibited from involvement in official activities in which a client, patient or customer is a relative, or in-law. Employees are prohibited from involvement in official activities in which a client, patient or customer is a personal acquaintance when the relationship creates a conflict or perception of conflict of interest.
 - 7.1 Employees are required to report such circumstances to their supervisors to avoid the appearance of giving unjustified preference or conflict of interest.
 - 7.2 Employees are encouraged to discuss the above circumstances with their supervisors if there are any questions concerning relatives, in-laws or personal acquaintances.
8. Employees must conduct themselves in a positive and courteous manner at all times towards clients, patients and customers. Mistreatment of clients, patients or customers in any form is a matter of concern at all supervisory levels and will not be tolerated. Prohibited activities include, but are not limited to:
 - 8.1 Obtaining alcohol or illegal drugs for or from clients, patients or customers;
 - 8.2
 - A. Except as provided in paragraphs B and C below, accepting, directly or indirectly, any gift from any person with whom the employee interacts on official state business, including, without limitation, lobbyists and state vendors. If a gift has been accepted, it must be either returned to the donor or transferred to a charitable organization, and the DHS Ethics Officer must be notified of the incident.
 - B. Where appropriate for purposes of tradition, ceremony, or inter-governmental relations, or when acting as a representative of the Department, an employee may accept a gift on behalf of the Department. If the gift retains value after its acceptance, the employee must: (a) maintain custody of the gift no longer than reasonably necessary to arrange for the transfer of custody of the gift to the Department, or to a charitable organization on behalf of the Department; (b) file a report with the designated Ethics Officer no later than 30 days after receipt of the gift containing a description of the gift, the approximate monetary value thereof, the name and address of the person making the gift, the date the gift was made, and the disposition of the gift.

STANDARDS OF CONDUCT AND ETHICS IN GOVERNMENT (continued)

C. Items of minimal cost that employees receive (e.g. pencils, pens, coffee mugs, etc. received during attendance at a conference) are not considered gifts. Additionally, a meal is not considered a gift unless offered or provided by a contractor or potential contractor of the Department.

- 8.3 Accepting any honoraria whatsoever;
- 8.4 Gambling, buying, selling, trading, borrowing or lending goods or money with clients, patients or customers;
- 8.5 Using relationships with, or clinical information obtained on, current or former clients, patients or customers to take unfair advantage of them, their relatives, friends or personal acquaintances;
- 8.6 Engaging in sexual relationships, physical sexual conduct, or inappropriate verbal sexual conduct with clients, patients or customers, or otherwise taking sexual advantage of them; and,
- 8.7 Engaging in rude, argumentative, hostile or otherwise unprofessional behavior toward clients, patients or customers.

(Section F)
**CONDITIONS
OF
EMPLOYMENT**

Employees must comply with the conditions of employment specified in laws, rules, policies, Code of Ethics and the Governor's Executive Order referenced previously. Examples include but are not limited to:

- 1. Dressing appropriately and presenting a neat and clean appearance.
(See **Section I**)
- 2. Maintaining professional relationships with co-workers and supervisors. Maintaining a courteous, professional demeanor in the presence of clients, the general public, and other employees. Giving clear and accurate information in a professional manner. Using appropriate telephone courtesy.
- 3. Reporting for work on time. Observing appropriate call-in procedures for late arrival and/or absence. Observing provisions of the Fair Labor Standards Act. Observing policies on break and meal periods. Using work time for work-related activity.

STANDARDS OF CONDUCT AND ETHICS IN GOVERNMENT (continued)

4. Using leave appropriately, including submitting timely requests and providing documentation for use of leave when required.
5. Observing established policies on health, safety, security and sanitation. Notifying supervisors of circumstances or situations that present potential health hazards.
6. Complying with instructions from all supervisors and managers.

(Section G)
**ACTIVITIES
AND CONDUCT
DURING
WORKING
HOURS**

1. Employees are expected to maintain a professional and businesslike relationship with fellow employees. DHS will not tolerate acts or threatened acts of violence in the workplace. Reports of threats or acts of violence will be thoroughly reviewed and appropriate action will be taken. Examples of prohibited behavior are:
 - 1.1 Threatening, abusive, or profane language, behavior or written material;
 - 1.2 Argumentative behavior, whether directed toward a supervisor, client, patient, customer, co-worker or any other party while on duty or while acting under color of office;
 - 1.3 Fighting;
 - 1.4 Unprofessional behavior such as sexual-related conversations, inappropriate touching of another employee (e.g., kissing, hugging, massaging, sitting on laps), racial or ethnic jokes and slurs, and other verbal or physical conduct of an offensive nature; and,
 - 1.5 Intimate relationships between managers or supervisors and their subordinate staff members, through any line of authority, based on the significant potential for such relationships to present an actual or perceived conflict of interest. Employees who enter into such relationships are expected to notify higher management of the need for one or both of the employees in the relationship to be reassigned, so that a line relationship no longer exists between the employees.

NOTE: Intimate relationships between co-workers are prohibited when the relationship has a demonstrated negative effect on the performance of

STANDARDS OF CONDUCT AND ETHICS IN GOVERNMENT (continued)

either co-worker or the effective, efficient functioning of the work unit.

2. DHS Employees are required to cooperate fully and truthfully and provide assistance with any type of investigation regarding alleged criminal or administrative misconduct or other personnel issues. This includes, but is not limited to, activities such as cooperating fully and truthfully in interviews, answering any and all questions related to the performance of official duties, producing requested documents or objects and/or participating in polygraph and/or voice stress analysis examinations. Nevertheless, whenever a DHS employee is interviewed by an agent or representative of the DHS Office of Inspector General (OIG) concerning an allegation or allegations of criminal misconduct, such DHS employee may not be disciplined or subject to an adverse personnel action for failure to answer questions or provide information concerning possible criminal conduct unless the employee has been given the Garrity v. New Jersey, 385 U. S. 493 (1967) warning.
3. Employees are not to engage in activities other than official business during working hours. Prohibited activities include, but are not limited to:
 - 3.1 Lending or borrowing money (occasional voluntary loans of nominal value may be acceptable);
 - 3.2 Gambling;
 - 3.3 Conducting an outside business while on duty by any means of communication, such as wearing beepers, operating fax or copier machines, computers, telephones, etc.;
 - 3.4 Being on call for other employment;
 - 3.5 Soliciting, selling products or fund raising on the work premises for personal profit or for an organization unless specifically authorized (e.g., the State Charitable Contributions Program, personal events such as retirements); and,

STANDARDS OF CONDUCT AND ETHICS IN GOVERNMENT (continued)

- 3.6 Distributing advertisements, pamphlets, or similar literature or soliciting memberships. Training where products or services are sold is strongly discouraged.
4. Employees are not authorized to tape record conversations at work unless work-related and specifically approved by the supervisor of the organizational unit.
 - 4.1 Supervisors are not to tape record conversations, meetings, etc. unless there is a specific work-related reason for doing so.
 - 4.2 Supervisors should consult with the Office of Human Resource Management and Development prior to taping or authorizing the taping of conversations.
 - 4.3 Certain individuals, such as DHS investigators, due to the nature of their job, are authorized to tape record conversations when necessary and appropriate.
 - 4.4 DHS Grievance Hearings may be taped only by the authorized official(s) conducting the hearing.
5. Employees are prohibited from falsifying records (e.g., time cards, sign-in/out sheets, case management and/or client, patient or customer records) or any other documents prepared during the course of business. Researchers are specifically prohibited from falsification, plagiarism, or other practices that seriously deviate from those practices that are commonly accepted within the research community for proposing, conducting, or reporting research - or any other research-related activity. See Attachment #4 for Procedures for Reporting and Investigating Allegations of Researcher Misconduct.
6. Employees are not authorized to carry weapons (e.g., knives, firearms or explosive devices) while at work. Exceptions include employees carrying firearms because it is related to their job and is specifically required as a condition of employment.
7. Possession or consumption of alcohol or illegal drugs; and/or reporting to work or being on duty with the presence of drugs or alcohol is prohibited.
8. In order to minimize interference with normal operations and to avoid potential hazards and liability for the Department, visitors (e.g., children, other relatives, friends or acquaintances of employees) in the

STANDARDS OF CONDUCT AND ETHICS IN GOVERNMENT (continued)

workplace during work hours are discouraged. Babysitting of children by employees while on duty is prohibited. Work units may establish specific prohibitions in accordance with work-related needs.

9. Offices, work stations, and office furniture are State property and are reserved for work-related activities. If approved, employees may have personal items in the office or work station, if suitable for the work area and reasonable.
 - 9.1 Examples include family photographs; certificates; diplomas; and small, discreet, decorative or inspirational items intended for the comfort and enjoyment of the employee.
 - 9.2 Such items must not be offensive or inflammatory, or otherwise inconsistent with the Department's work setting.
 - 9.3 Employees may be required to remove items determined to be inappropriate from work areas at any time.

(Section H)

USE OF STATE PROPERTY

1. Employees are responsible for reporting suspected criminal or administrative misconduct including fraud, waste, and abuse relating to any State program or operation. Negligent use and/or destruction of State property is prohibited.
2. Employees are not to use or permit the use of State property for other than official activities.
 - 2.1 Voicemail and fax transmittals should convey professional, business-like messages.
 - 2.2 Email, Internet and other computer tools and equipment are provided to employees for work-related reasons. Use of the Internet for non-work related reasons is, however, permitted on a basis similar to that applied to local telephone calls on state telephones, i.e., the use is infrequent, of short duration, and does not interfere with work. This privilege may, however, be withdrawn if abused. The display or transmission of sexually oriented material is prohibited. Other prohibited uses include, but are not limited to, ethnic slurs, racial or other off-color jokes or remarks, game playing, or anything that may be considered harassment or expressing disrespect for others..

STANDARDS OF CONDUCT AND ETHICS IN GOVERNMENT (continued)

- 2.3 All information in state computers **and other state owned tools and equipment such as cell phones, blackberry phones and any other technology**, including but not limited to e-mail transmittals **and text messages** is subject to inspection by appropriate management at any time. No employee has a privacy interest in any information contained in a state computer **or other state owned tools and equipment**.
3. State property includes but is not limited to:
 - 3.1 Office equipment (e.g., computers, telephones, cellular phones, copiers, fax machines, etc.),
 - 3.2 Automobiles, and
 - 3.3 Supplies of all kinds.
4. Employees are prohibited from making or charging long-distance telephone calls to the Department, unless work-related. Local telephone calls of infrequent, short duration may be permitted. This privilege may, however, be withdrawn if abused.
5. Employees are prohibited from using a state cellular phone for personal calls.
6. Employees are prohibited from downloading or installing personal software of any kind on state computers or cellular phones.

(Section I)
**PERSONAL
APPEARANCE
DURING WORK
HOURS**

1. While the Department does not specify a Department-wide dress code, employees are expected to be clean and neat in appearance at all times. As representatives of the State, employees should present a business-like, professional image. In certain types of jobs, employees may be asked to meet specific dress code standards or required to wear uniforms. Policies may be developed by DHS organizational units as necessary or appropriate.
2. Designation of a periodic casual dress day in a DHS organizational unit is permitted. Dress on a casual day may be less formal but should always be neat, clean and suitable for the workplace. If lettered or illustrated attire is worn, it should not promote a particular

STANDARDS OF CONDUCT AND ETHICS IN GOVERNMENT (continued)

political, moral, religious, personal or other opinion. Attire which is obscene, vulgar, offensive or inflammatory is prohibited.

2.1 Employees can be required to change inappropriate dress or be instructed to not wear the same or similar dress in the future.

2.2 Decisions on the appropriateness of dress and the procedures to be followed will be made on a case by case basis by the supervisor or other authorized official of the organizational unit after consultation with the appropriate human resource/personnel representative and the Office of Human Resource Management and Development. Issues that will be considered include, but are not limited to:

- health and safety;
- client, patient or customer proximity;
- work function of the unit; and,
- complaints received.

3. Employees who do not comply with established dress code standards may be subject to disciplinary action, up to and including separation from employment.

For additional information or assistance, please contact the Office of Human Resource Management and Development OHRMD at (404) 656-6750, or email DHS-Policies@dhr.state.ga.us.

ATTACHMENTS:

Attachment #1 - *CODE OF ETHICS FOR GOVERNMENT SERVICE*

Attachment #2 - *GOVERNOR'S EXECUTIVE ORDER - 1/13/03*

Attachment #3 - *PROCEDURES FOR PROCESSING REQUESTS FOR APPROVAL OF EXPENSE REIMBURSEMENT BY OUTSIDE ORGANIZATIONS*

Attachment #4 - *PROCEDURES FOR REPORTING AND INVESTIGATING ALLEGATIONS OF RESEARCHER MISCONDUCT*

**MODEL
MEMORANDUM OF UNDERSTANDING**

**Between the Georgia Department of Early Care and Learning and the Georgia Department
of Public Health**

This Memorandum of Understanding (“MOU”) is entered into by and between the Georgia Department of Early Care and Learning – DECAL (“Lead Agency”) and **the Georgia Department of Public Health** (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;

- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan;
- 6) Share data with the Participating State Agency to ensure public benefits are maximized; and
- 7) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which

to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Bobby D. Cagle 10/13/11
Signature Date

Bobby D. Cagle Commissioner
Print Name Title

Authorized Representative of Participating State Agency:

Brenda Fitzgerald 30 Sept 2011
Signature Date

Brenda Fitzgerald, MD Commissioner
Print Name Title

Selection Criterion	Participating Party	Type of Participation
(C) (1)	Georgia Department of Public Health	Support the implementation of the Georgia Early Learning and Development Standards and participation in Georgia Early Learning and Development Standards professional development
(C) (2)		Provide representatives to participate in Action Team on Comprehensive Assessment for birth to five
(C) (3)		<p>Assist the “LEAD AGENCY” in meeting the goals of the grant, particularly activities related to quality improvement for health and safety.</p> <p>Using Maternal and Child Health funds, hire an Advanced practice Pediatric Nurse who will be physically located in the “LEAD AGENCY” for consultation and technical assistance to staff.</p> <p>Support the grant activities data sharing agreement by using funds from Race to the Top –Early Learning Challenge grant funding to enhance the Children 1st online referral system in the State Electronic Notifiable Disease Surveillance System (SENDSS) newborn module to include information on developmental and health screening for results on the ASQ, ASQ-SE, vision, and hearing screening.</p> <p>Support the implementation of training for Positive Social Emotional Development birth to 5</p> <p>Support the expansion of PBIS model to birth to 5</p>
(C)(4)		<p>Support the crosswalk of Family Engagement Standards</p> <p>Work with DECAL to create professional development strands for family engagement birth to 5 as part of existing regional trainings</p>

Selection Criterion	Participating Party	Type of Participation
		and conferences Support the expansion of 360 Degree of Family Engagement Sites for birth to five



 Signature (Authorized Representative of Lead Agency)

10/13/11

 Date



 Signature (Authorized Representative of Participating State Agency)

6 Oct 2011

 Date

MEMORANDUM OF UNDERSTANDING
Between Bright from the Start: Georgia Department of Early Care and Learning
and the Governor's Office for Children and Families

This Memorandum of Understanding ("MOU") is entered into by and between **Bright from the Start: Georgia Department of Early Care and Learning** ("Lead Agency") and the **Governor's Office for Children and Families** ("Participating State Agency"). The Governor's Office for Children and Families administers a federal grant for *home visiting*. The purpose of this agreement is to establish a framework of collaboration and to articulate specific roles and responsibilities in support of Georgia's implementation of an approved Race to the Top-Early Learning Challenge (RTT-ELC) grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's RTT-ELC grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the RTT-ELC Grant, this agreement, and all applicable federal and state laws and regulations, including laws and regulations applicable to the RTT-ELC program and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's RTT-ELC grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from federal, state, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any website specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, state and federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES


In assisting the Participating State Agencies in implementing their tasks and activities described in the State's RTT-ELC application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of RTT-ELC grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's RTT-ELC grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.


C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the RTT-ELC grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.

Selection Criterion	Participating Party	Type of Participation
(C) (1)	Governor's Office for Children and Families	Support the implementation of the Georgia Early Learning and Development Standards and participation in Georgia Early Learning and Development Standards professional development
(C) (3)		<p>Support the implementation of training for Positive Social Emotional Development birth to 5</p> <p>Support the expansion of PBIS model to birth to 5</p>
(C)(4)		<p>Provide funds for a Parent Educator to be housed at DECAL to develop training and provide supports to local programs.</p> <p>Support the crosswalk of Family Engagement Standards</p> <p>Work with DECAL to create professional development strands for family engagement birth to 5 as part of existing regional trainings and conferences</p> <p>Support the expansion of 360 Degree of Family Engagement Sites</p>



 Signature (Authorized Representative of Lead Agency) 10/13/11
Date



 Signature (Authorized Representative of Participating State Agency) 10/16/11
Date

MEMORANDUM OF UNDERSTANDING
Between Bright from the Start: Georgia Department of Early Care and Learning
and the Governor's Office of Student Achievement

This Memorandum of Understanding ("MOU") is entered into by and between **Bright from the Start: Georgia Department of Early Care and Learning** ("Lead Agency") and the **Governor's Office of Student Achievement** ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration and to articulate specific roles and responsibilities in support of Georgia's implementation of an approved Race to the Top-Early Learning Challenge (RTT-ELC) grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's RTT-ELC grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the RTT-ELC Grant, this agreement, and all applicable federal and state laws and regulations, including laws and regulations applicable to the RTT-ELC program and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's RTT-ELC grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from federal, state, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any website specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, state and federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's RTT-ELC application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of RTT-ELC grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's RTT-ELC grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the RTT-ELC grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's RTT-ELC grant, including when the State Plan requires

modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable state or federal law.

III. MODIFICATIONS

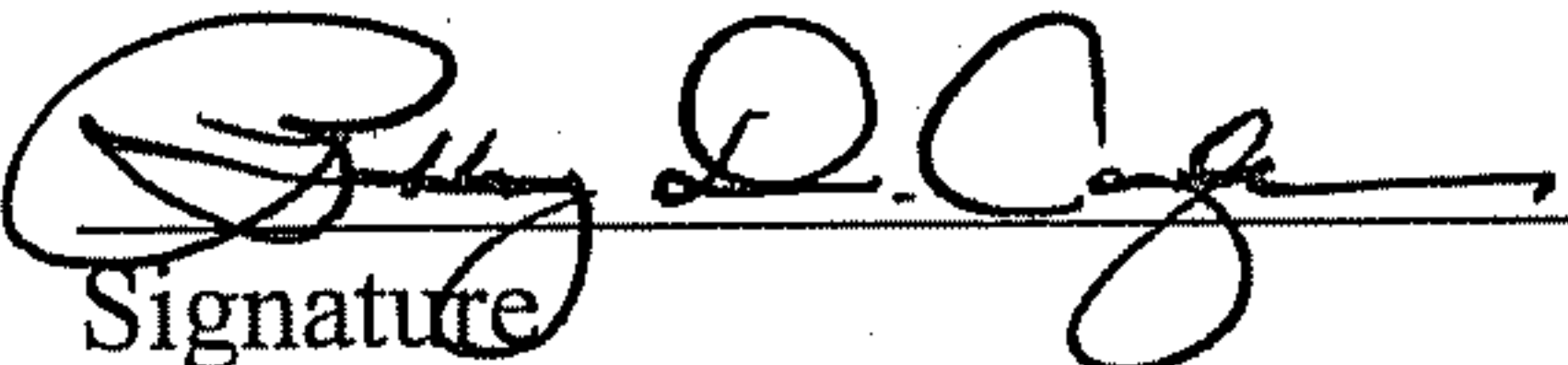
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a RTT-ELC grant is received by the State, ending upon the expiration of the RTT-ELC grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

	<u>10/13/11</u>
Signature	Date
<u>Bobby D. Cagle</u>	<u>Commissioner</u>
Print Name	Title

Authorized Representative of Participating State Agency:




	<u>10-7-11</u>
Signature	Date
<u>Kathleen Mathers</u>	<u>Executive Director</u>
Print Name	Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
A (3)	Governor's Office of Student Achievement	Lead an Action Team, comprised of representatives from each participating agency along with other stakeholders, to plan the overall Evaluation for Georgia's RTT-ELC Grant.
A (3)	Governor's Office of Student Achievement	Collect empirical evidence to evaluate Georgia's RTT-ELC overall Grant as well as select RTT-ELC projects within the Grant.
A (3)	Governor's Office of Student Achievement	Analyze empirical evidence to parse out different, singular, impacts of each initiative to help determine short-term and long-term impacts.
A (3)	Governor's Office of Student Achievement	Compile annual reports regarding the progress and results (where applicable) on the impact of RTT-ELC and select RTT-ELC projects within the grant.
A (3)	Governor's Office of Student Achievement	Assess the overall impact of the Early Learning and Development initiatives on improving the school readiness of Georgia's children, particularly those with high needs


10/13/11
 Signature (Authorized Representative of Lead Agency) Date


10-7-11
 Signature (Authorized Representative of Participating State Agency) Date

MEMORANDUM OF UNDERSTANDING

Between Bright from the Start: Georgia Department of Early Care and Learning and the Board of Regents of the University System of Georgia

This Memorandum of Understanding ("MOU") is entered into by and between **Bright from the Start: Georgia Department of Early Care and Learning** ("Lead Agency") and **the Board of Regents of the University System of Georgia** ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration and to articulate specific roles and responsibilities in support of Georgia's implementation of an approved Race to the Top-Early Learning Challenge (RTT-ELC) grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's RTT-ELC grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the RTT-ELC Grant, this agreement, and all applicable federal and state laws and regulations, including laws and regulations applicable to the RTT-ELC program and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's RTT-ELC grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from federal, state, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any website specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, state and federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's RTT-ELC application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of RTT-ELC grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's RTT-ELC grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the RTT-ELC grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's RTT-ELC grant, including when the State Plan requires

modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. RECOURSE IF PARTICIPATING STATE AGENCY FAILS TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable state or federal law.

III. MODIFICATIONS

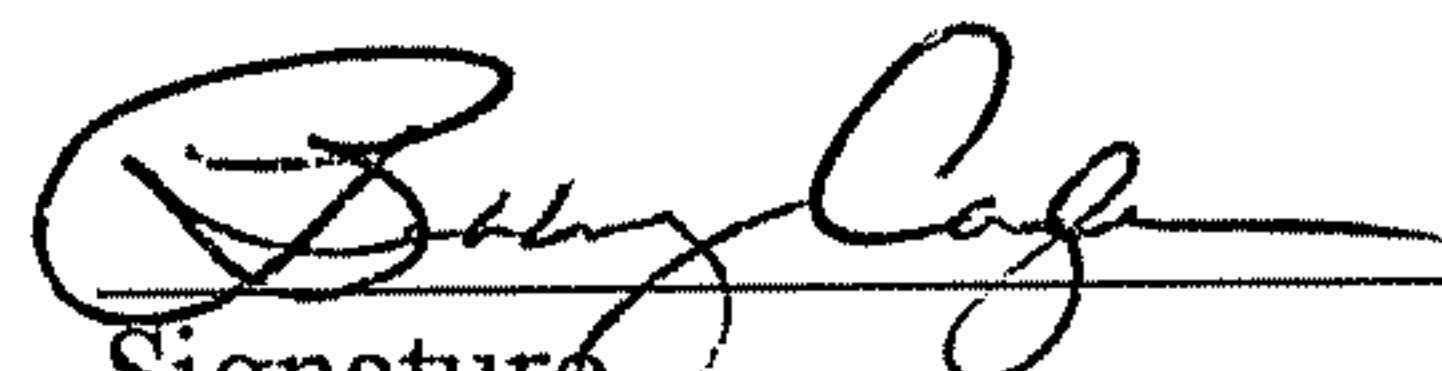
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a RTT-ELC grant is received by the State, ending upon the expiration of the RTT-ELC grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

 _____ 10/14/11
Signature Date

Bobby Cagle _____ Commissioner
Print Name Title

Authorized Representative of Participating State Agency:

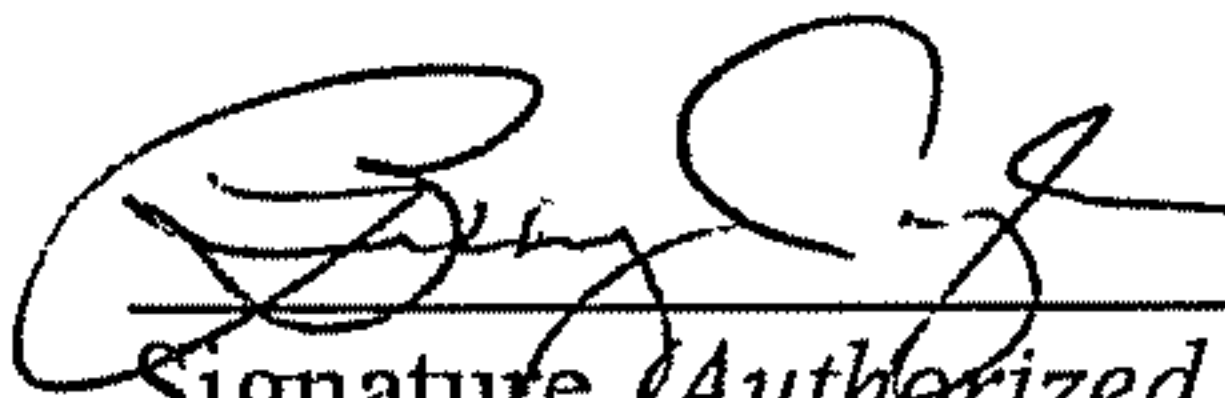
 _____ 10/14/11
Signature Date

Thomas E. Daniel _____ Senior Vice Chancellor of External Affairs
Print Name Title


**EXHIBIT I – BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
SCOPE OF WORK**

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(C)(1)	Board of Regents	Support the implementation of the GELDS and participation in GELDS professional development
(C)(2)	Board of Regents	Support the implementation on training for Positive Social Emotional Development Birth through Five
(C)(3)	Board of Regents	Support the crosswalk of family Engagement Standards.
(D)(1) – (a) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework	Board of Regents	Continue to provide B-5; Special Education; ECE degrees with courses aligned to the GELDS and Workforce competencies.


10/14/11

 Signature (Authorized Representative of Lead Agency) Date


10/14/11

 Signature (Authorized Representative of Participating State Agency) Date
 Thomas E. Daniel, Senior Vice Chancellor

MEMORANDUM OF UNDERSTANDING
Between Bright from the Start: Georgia Department of Early Care and Learning
and Georgia Public Broadcasting

This Memorandum of Understanding ("MOU") is entered into by and between **Bright from the Start: Georgia Department of Early Care and Learning** ("Lead Agency") and **Georgia Public Broadcasting** ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration and to articulate specific roles and responsibilities in support of Georgia's implementation of an approved Race to the Top-Early Learning Challenge (RTT-ELC) grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's RTT-ELC grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the RTT-ELC Grant, this agreement, and all applicable federal and state laws and regulations, including laws and regulations applicable to the RTT-ELC program and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's RTT-ELC grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from federal, state, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any website specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, state and federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's RTT-ELC application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of RTT-ELC grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's RTT-ELC grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the RTT-ELC grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's RTT-ELC grant, including when the State Plan requires

modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable state or federal law.

III. MODIFICATIONS


This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a RTT-ELC grant is received by the State, ending upon the expiration of the RTT-ELC grant project period.

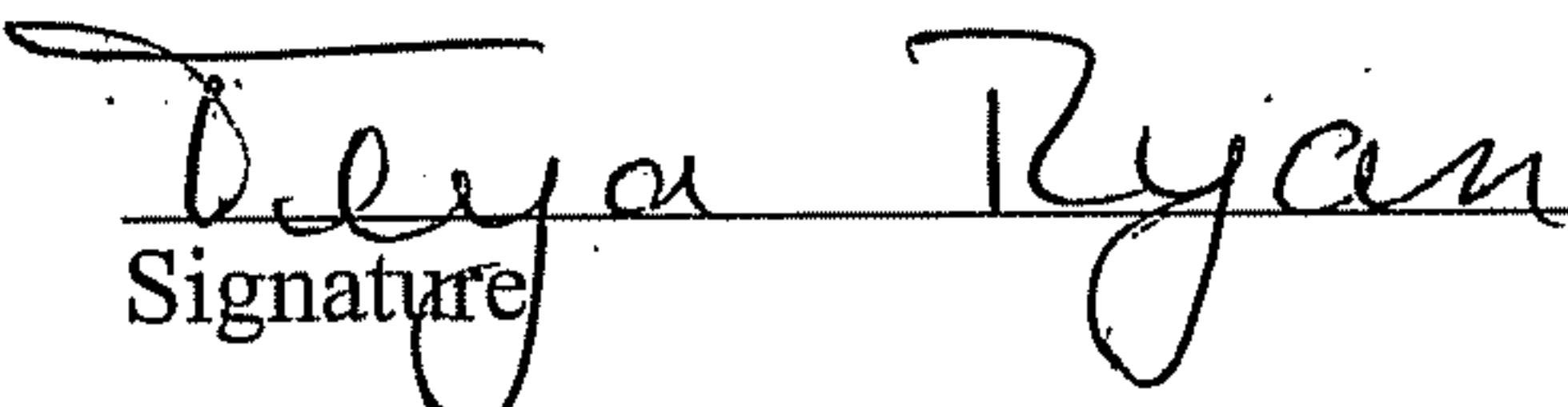
V. SIGNATURES

Authorized Representative of Lead Agency:

 10/13/11
Signature Date

Bobby D. Cagle Commissioner
Print Name Title

Authorized Representative of Participating State Agency:


 10-5-11
Signature Date

TANYA RYAN 10-5-11
Print Name Title

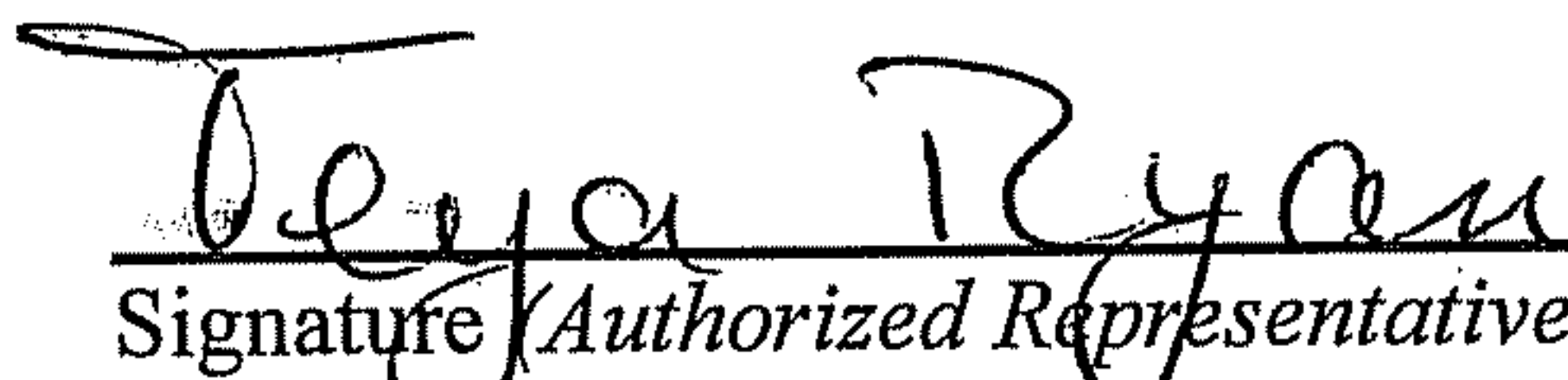
EXHIBIT I – GEORGIA PUBLIC BROADCASTING SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(C)(1)	<ul style="list-style-type: none"> • GPB education and production staff 	<p><i>Live stream and record (2) statewide awareness launches on GELDS</i></p> <p><i>Produce (1) video marketing piece intended to streamline messaging and establish the mission focused on GELDS</i></p> <p><i>Shoot and edit interviews, b-roll, and formal instruction to create stakeholder-specific training modules, (4) to be created in Year 1 on GELDS</i></p> <p><i>Coordinate with duplication vendor to produce (20) full sets of videos on DVD</i></p> <p><i>Manage webpage development and archive all videos for on-demand viewing at gpb.org/education</i></p> <p><i>Create short :30 television spots to air on GPB</i></p>
(C)(3)	<ul style="list-style-type: none"> • GPB education and production staff 	<p><i>Shoot and edit interviews, b-roll, and formal instruction to create stakeholder-specific training modules, (4) to be created in Year 1 on assessment</i></p>
(C)(4)	<ul style="list-style-type: none"> • GPB education and production staff 	<p><i>Produce and air messaging and vignettes focused on families with children 0 -5,</i></p>


10/13/11

 Signature (Authorized Representative of Lead Agency) Date


10-5-11

 Signature (Authorized Representative of Participating State Agency) Date

MEMORANDUM OF UNDERSTANDING
Between Bright from the Start: Georgia Department of Early Care and Learning
and Georgia Professional Standards Commission

This Memorandum of Understanding ("MOU") is entered into by and between **Bright from the Start: Georgia Department of Early Care and Learning** ("Lead Agency") and **Georgia Professional Standards Commission** ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration and to articulate specific roles and responsibilities in support of Georgia's implementation of an approved Race to the Top-Early Learning Challenge (RTT-ELC) grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's RTT-ELC grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the RTT-ELC Grant, this agreement, and all applicable federal and state laws and regulations, including laws and regulations applicable to the RTT-ELC program and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's RTT-ELC grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from federal, state, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any website specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, state and federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's RTT-ELC application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of RTT-ELC grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's RTT-ELC grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the RTT-ELC grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's RTT-ELC grant, including when the State Plan requires

modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable state or federal law.

III. MODIFICATIONS

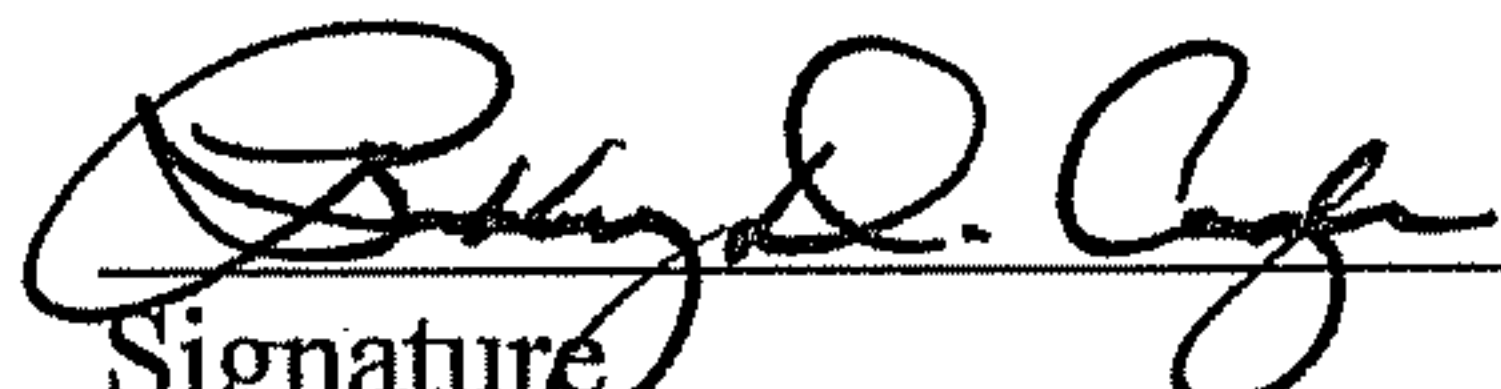
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a RTT-ELC grant is received by the State, ending upon the expiration of the RTT-ELC grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

	<u>10/13/11</u>
Signature	Date
<u>Bobby D. Cagle</u>	<u>Commissioner</u>
Print Name	Title

Authorized Representative of Participating State Agency:

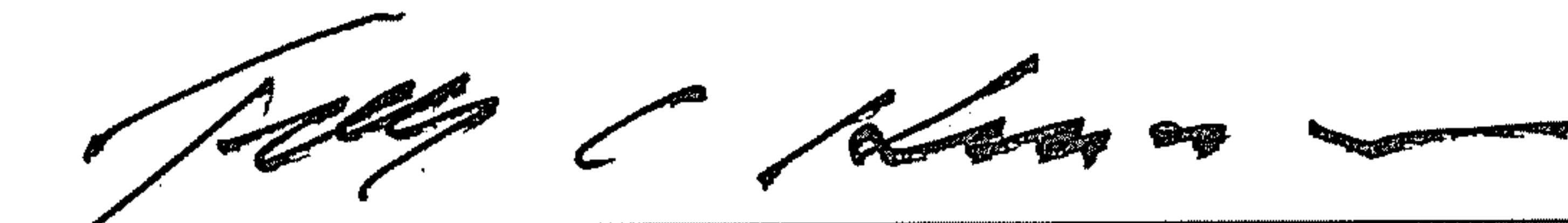

	<u>10/6/2011</u>
Signature	Date
<u>Kelly C. Henson</u>	<u>Executive Secretary</u>
Print Name	Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1)		
(B)(2)		
(B)(3)		
(B)(4)		
(B)(5)		
(C)(1)		
(C)(2)		
(C)(3)		
(C)(4)		
(D)(1) – (a) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework	Georgia Professional Standards Commission	Expand existing contract to include one evaluator and one information specialist to evaluate and verify credentials of ECE workforce and assign a career level. PSC will ensure workforce competencies are met for professional development and college/universities are accredited and provide standards based credentials in Georgia.
(D) (2)		
(E)(1)		
(E)(2)		


 Signature (Authorized Representative of Lead Agency) 10/13/11
Date


 Signature (Authorized Representative of Participating State Agency) 10/6/2011
Date

MEMORANDUM OF UNDERSTANDING
Between Bright from the Start: Georgia Department of Early Care and Learning
and the Technical College System of Georgia

This Memorandum of Understanding (“MOU”) is entered into by and between **Bright from the Start: Georgia Department of Early Care and Learning** (“Lead Agency”) and the **Technical College System of Georgia** (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration and to articulate specific roles and responsibilities in support of Georgia’s implementation of an approved Race to the Top-Early Learning Challenge (RTT-ELC) grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s RTT-ELC grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the RTT-ELC Grant, this agreement, and all applicable federal and state laws and regulations, including laws and regulations applicable to the RTT-ELC program and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State’s RTT-ELC grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from federal, state, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any website specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, state and federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's RTT-ELC application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of RTT-ELC grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's RTT-ELC grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the RTT-ELC grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's RTT-ELC grant, including when the State Plan requires

modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable state or federal law.

III. MODIFICATIONS

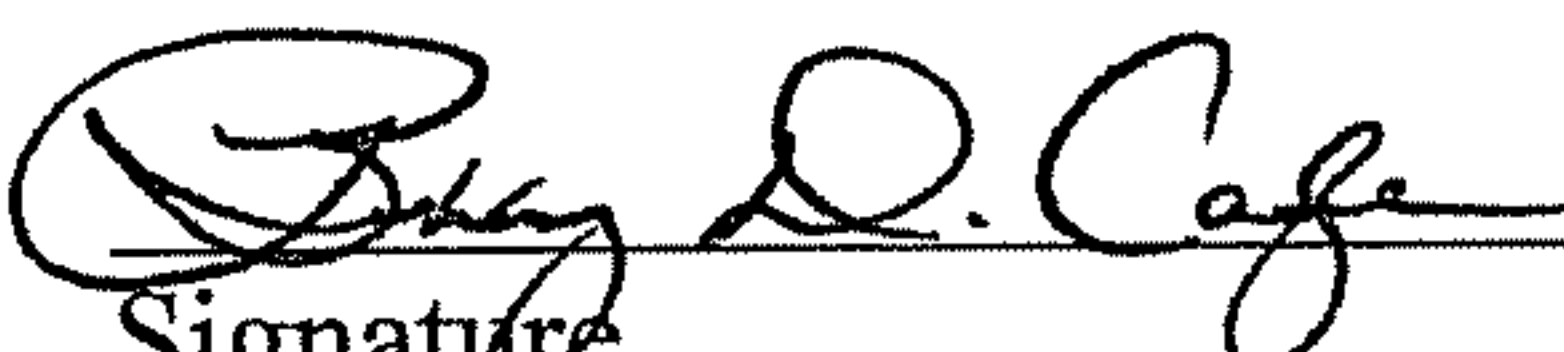
This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a RTT-ELC grant is received by the State, ending upon the expiration of the RTT-ELC grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

 Signature	<u>10/13/11</u> Date
<u>Bobby D. Cagle</u> Print Name	<u>Commissioner</u> Title

Authorized Representative of Participating State Agency:

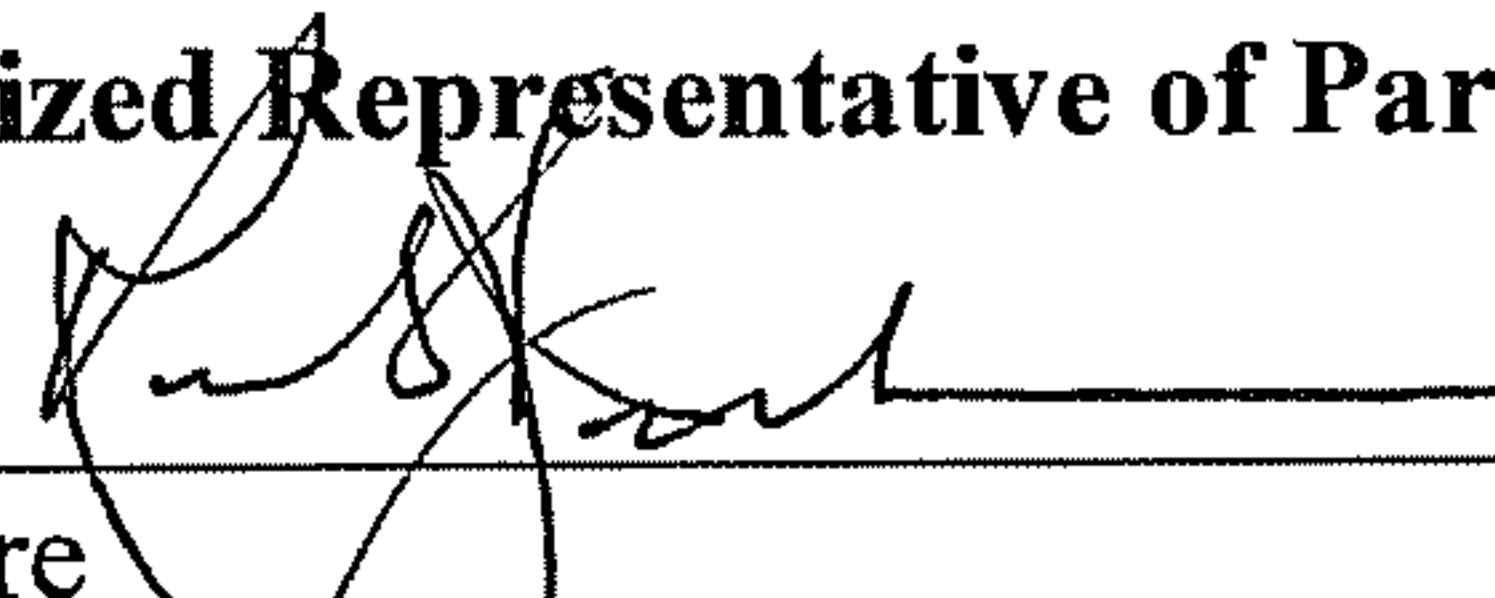
 Signature	<u>10/3/11</u> Date
<u>Ronald W. Jackson</u> Print Name	<u>Commissioner</u> Title

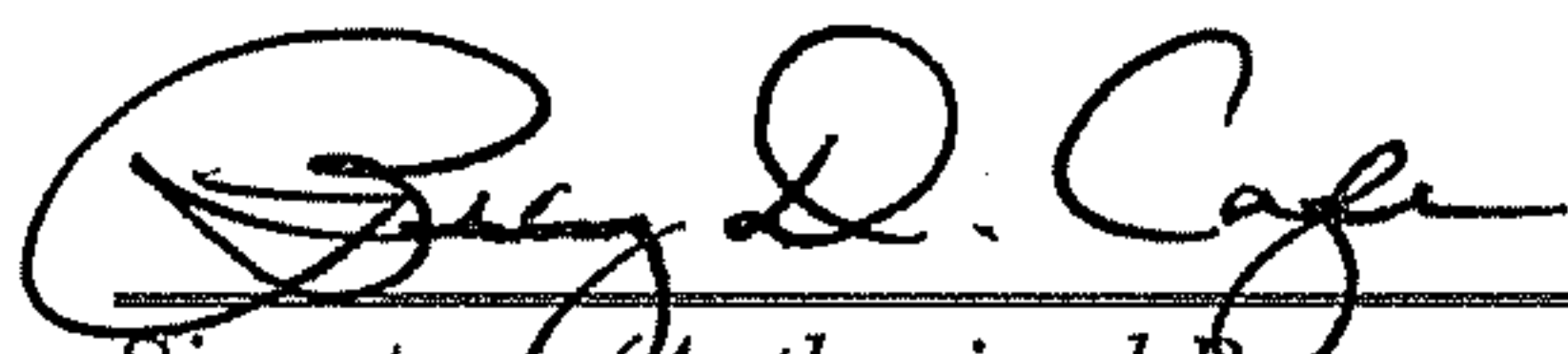
EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1)		
(B)(2)		
(B)(3)		
(B)(4)		
(B)(5)		
(C)(1)		
(C)(2)		
(C)(3)		
(C)(4)		
(D)(1)		
<p>(D)(2) –</p> <p>(D 2 a) Supporting Early Childhood Educators</p> <p>(D 2 d) Providing/ and expanding access to effective professional development opportunities that are aligned with Georgia’s workforce knowledge and competency framework.</p>	<p>Technical College System of Georgia (TCSG) and Georgia’s Department of Early Care and Learning: Bright from the Start (DECAL: BFTS)</p>	<p>*TCSG will provide quality training to the early childcare community in the following format.</p> <p>*TCSG instructors will be trained and prepared to teach the revised early learning standards curriculum once trained by DECAL/BFTS staff.</p> <p>*Instructors trained through the "Train the Trainers" program will include any new information into the appropriate courses in the ECCE programs currently being taught; this process will confirm that the BFTS standards are being properly addressed with current information</p> <p>*TCSG trained instructors will continue to work with students currently enrolled in ECCE programs to be sure these students are properly prepared upon completion of the program</p>

Selection Criterion	Participating Party	Type of Participation
		<p>* TCSG trained instructors will provide training through Continuing Education to early child care professionals who are employed in an early child care field but are not currently enrolled in a technical college early child care program</p> <p>* After several years of "Train the Trainer" training to TCSG instructors by BFTS staff, annual training could occur one time per year perhaps at GAYC (or a designated conference/location)</p> <p>DECAL/BFTS will provide the following training to TCSG instructors, so that TCSG instructors can become the trainers through a "Train the Trainers" program</p> <p>* Training and preparation on the revised early learning standards will be provided to TCSG instructors by DECAL/BFTS staff</p> <p>* Supplies, materials, cost of facilities, and staff for training the "Trainers" will be provided by DECAL/BFTS</p> <p>* Training during the first three years will be as follows:</p> <p>* 8-16 hours of training requiring two days of training with an overnight stay offered in about 6 locations throughout the state (so instructors could drive to the training with no more than 2 hours drive time; perhaps offer it in the SE, SW, Central East, Central West, NE, or NW parts of the state), the training for 70 TCSG instructors based on \$250 per instructor (cost for transportation, hotel</p>

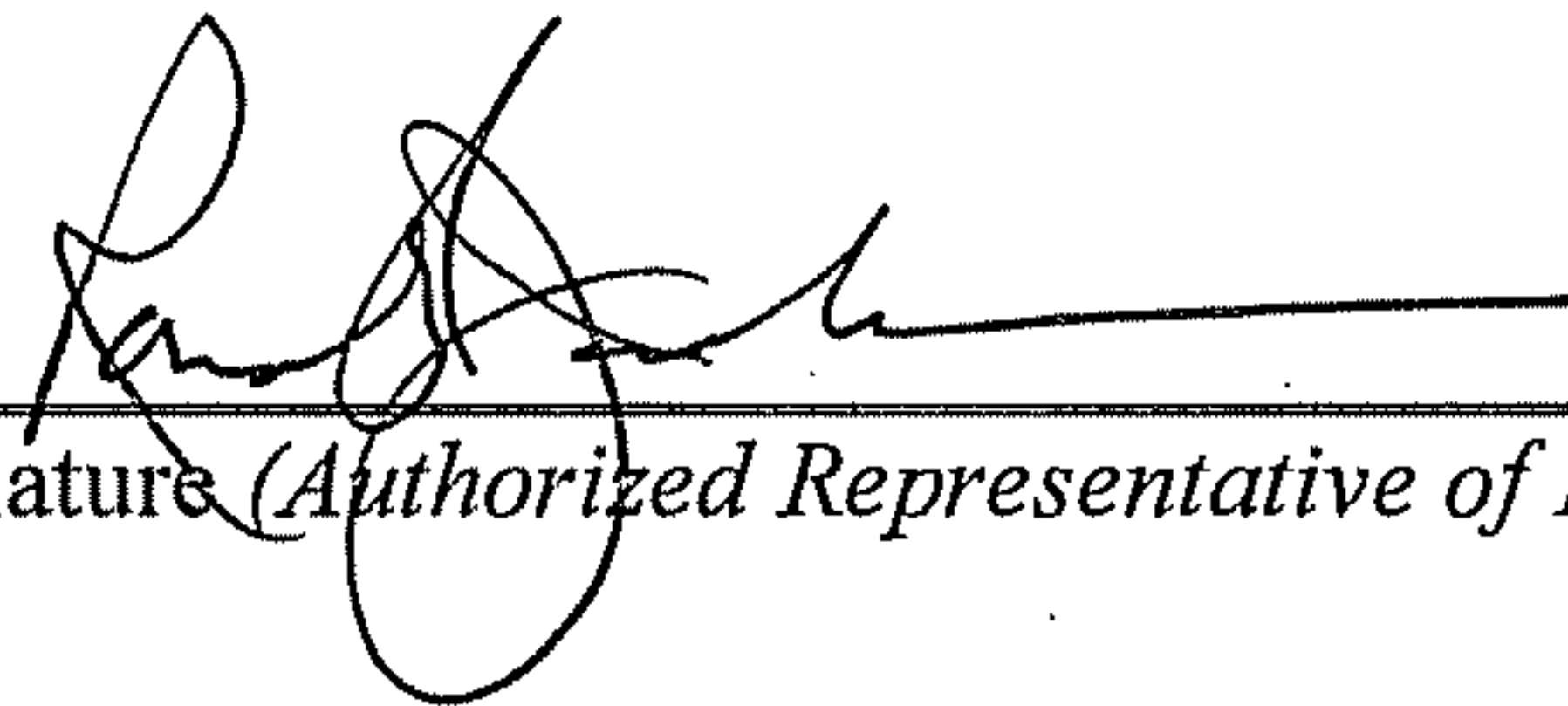
Selection Criterion	Participating Party	Type of Participation
		<p>stay, meals, and possible substitutes) would be</p> <p>-1st year - \$17,500 (to train 70 instructors in 6 different sessions throughout Georgia</p> <p>-2nd year - \$10,000 (to train new instructors and those not able to attend 1st year training; offered in 2 different sessions-one in north Georgia and one in south Georgia)</p> <p>-3rd year - \$5,000 (to train new instructors and those who haven't been able to attend 1st or 2nd year training; offered 1 time per year)</p> <p>-4th and additional years - \$2,500 (to train new instructors offered in conjunction with GAYC or another determined conference)</p> <p>- After several years of "Train the Trainer" training to TCSG instructors by BFTS staff, annual training could occur one time per year perhaps at GAYC (or a designated conference/location/time)</p>
(E)(1)		
(E)(2)		



Signature (Authorized Representative of Lead Agency)

10/13/11

Date



Signature (Authorized Representative of Participating State Agency)

10/11/11

Date

MEMORANDUM OF UNDERSTANDING
Between Bright from the Start: Georgia Department of Early Care and Learning
and the Georgia Department of Community Health

This Memorandum of Understanding ("MOU") is entered into by and between **Bright from the Start: Georgia Department of Early Care and Learning** ("Lead Agency") and **the Georgia Department of Community Health** ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration and to articulate specific roles and responsibilities in support of Georgia's implementation of an approved Race to the Top-Early Learning Challenge (RTT-ELC) grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency, is familiar with the State's RTT-ELC grant application, and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Will provide a Final Scope of Work if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 5) Will comply with all of the terms of the RTT-ELC Grant, this agreement, and all applicable federal and state laws and regulations, including laws and regulations applicable to the RTT-ELC program and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99). Notwithstanding the foregoing, if the Lead Agency determines that the Participating State Agency has in any way violated any of the terms of the above cited laws and/or regulations the Lead Agency must immediately notify the Participating State Agency of the concern and give the Participating Agency the opportunity to cure the non-compliance.

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's RTT-ELC grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from federal, state, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any website specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, state and federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's RTT-ELC application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of RTT-ELC grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;

- 4) Keep the Participating State Agency informed of the status of the State's RTT-ELC grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the RTT-ELC grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's RTT-ELC grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.
- 5) The parties understand and agree that the information required from the Participating State Agency to be included in the Cross Agency Data System is Medicaid confidential data as well as protected health information as defined by the Health Insurance Portability and Accountability Act (HIPAA) of 1996, as amended. The parties understand and agree that no data shall be shared by the Participating State Agency unless the disclosure is permitted by all applicable privacy laws, including but not limited to HIPAA, the Health Information Technology for Economic and Clinical Health (HITECH) Act and the Georgia Health Records Act (O.C.G.A. 31-33-1, et seq). All other Participating State Agencies that will have access to the Data System shall be required to execute agreements deemed appropriate and necessary by the Department of Community Health to properly protect the security and privacy of the information and make the disclosure lawful prior to their being granted access to the Data System.

D. FAILURE TO PERFORM

If either Party determines that the other party: 1) is not meeting its goals, timelines, budget, or annual targets; 2) fails to comply with applicable state and federal laws and regulations; or 3) is in some other way not fulfilling applicable requirements, the aggrieved party must send prompt, written notice to the Commissioner of the other Party, which outlines the terms of the dispute. The Parties must schedule a meeting involving senior leadership from each agency to attempt to resolve the dispute within thirty (30) days from the date of the notice. If the Parties are unable to

resolve the dispute following this meeting, either Party may pursue its available legal and equitable remedies.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a RTT-ELC grant is received by the State, ending upon the expiration of the RTT-ELC grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Bobby D. Cagle 10/13/11
Signature Date

Bobby D. Cagle Commissioner
Print Name Title

Authorized Representative of Participating State Agency:

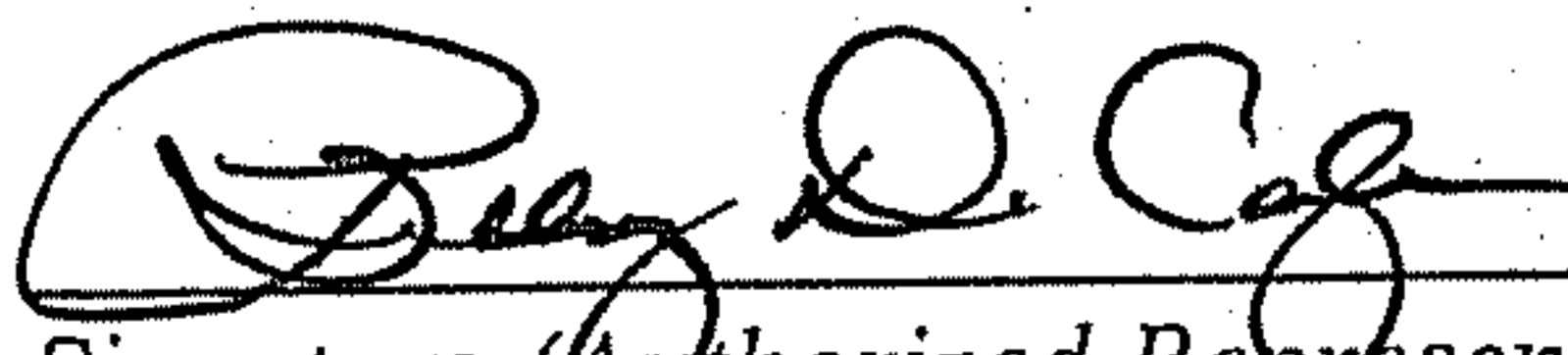
David A. Cook 10/4/11
Signature Date

DAVID A. COOK Commissioner
Print Name Title

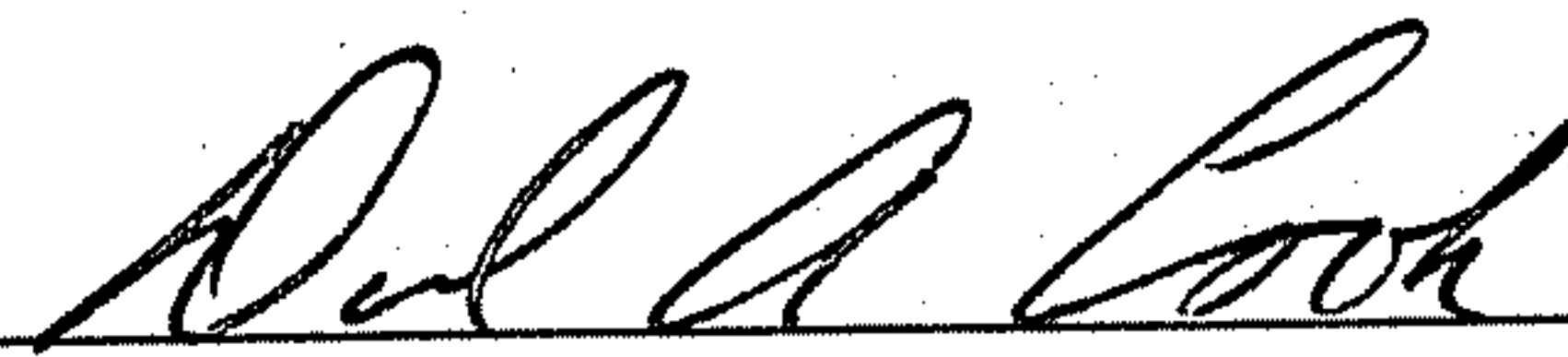
EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
<i>Example Row— shows an example of criterion (B)(1) for the State agency that oversees state-funded preschool, IDEA, and Head Start Collab Office</i>	<ul style="list-style-type: none"> • State-funded preschool • IDEA preschool special ed • Head Start Collab Office 	<i>Representatives from each program are sitting on the state committee to define statewide QRIS program standards</i>
	<ul style="list-style-type: none"> • Head Start Collab Office 	<i>Responsible for cross-walking Head Start performance standards with the new Program Standards</i>
(B)(1)		
(B)(2)		
(B)(3)		
(B)(4)		
(B)(5)		
(C)(1)		
(C)(2)		
(C)(3)		
(C)(4)		
(D)(1)		
(D)(2)		
(E)(1)		
(E)(2)	Department of Community Health	Will provide general advisory assistance for a data feed of child program participation information to the Cross-agency Child Data System in accord with state and federal statutes, regulations, policies and guidelines.


 Signature (Authorized Representative of Lead Agency)

10/13/11
 Date


 Signature (Authorized Representative of Participating State Agency)

10/4/11
 Date

MEMORANDUM OF UNDERSTANDING
Between Bright from the Start: Georgia Department of Early Care and Learning
and the Georgia Head Start Association

This Memorandum of Understanding (“MOU”) is entered into by and between **Bright from the Start: Georgia Department of Early Care and Learning** (“Lead Agency”) and **the Georgia Head Start Association** (“Participating Agency”). The purpose of this agreement is to establish a framework of collaboration and to articulate specific roles and responsibilities in support of Georgia’s implementation of an approved Race to the Top-Early Learning Challenge (RTT-ELC) grant project.

I. ASSURANCES

The Participating Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s RTT-ELC grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the RTT-ELC Grant, this agreement, and all applicable federal and state laws and regulations, including laws and regulations applicable to the RTT-ELC program and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State’s RTT-ELC grant application, the Participating Agency will:

- 1) Implement the Participating Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating Agency's Budget included in section VIII of the State Plan (including the existing funds from federal, state, private and local sources, if any, that the Participating Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any website specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, state and federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating Agencies in implementing their tasks and activities described in the State's RTT-ELC application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating *State* Agency in carrying out the Participating Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of RTT-ELC grant funds designated for the Participating Agency in the State Plan during the course of the project period and in accordance with the Participating Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating Agency informed of the status of the State's RTT-ELC grant project and seek input from the Participating Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating Agency will each appoint a key contact person for the RTT-ELC grant.
- 2) These key contacts from the Lead Agency and the Participating Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating Agency personnel will negotiate in good faith toward achieving the overall goals of the State's RTT-ELC grant, including when the State Plan requires

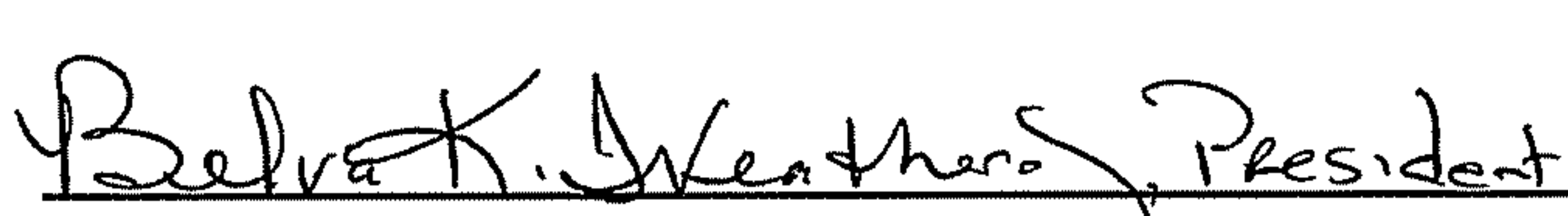
EXHIBIT I – PARTICIPATING STATE ASSOCIATION SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
<i>Example Row— shows an example of criterion (B)(1) for the State agency that oversees state-funded preschool, IDEA, and Head Start Collab Office</i>	<ul style="list-style-type: none"> • State-funded preschool • IDEA preschool special ed • Head Start Collab Office 	<i>Representatives from each program are sitting on the state committee to define statewide QRIS program standards</i>
	<ul style="list-style-type: none"> • Head Start Collab Office 	<i>Responsible for cross-walking Head Start performance standards with the new Program Standards</i>
	Head Start Association	The Georgia Head Start Association will:
Criterion C1		a) encourage and promote the use of the Georgia Early Learning and Development Standards and the comprehensive assessment system
Criterion C1,2 and D1,2		b) participate in professional development on the standards and assessments
Criterion B		c) encourage all Early Head Start and Head Start programs to participate in the Tiered Quality Rating and Improvement System
Criterion C4		d) support the 360 Degree Parent Engagement model and the Positive Behavior Intervention Supports in the selected communities
Criterion C3		e) serve on local coordinating councils
Criterion C3		f) share data on children, families, and programs to the extent allowed by law.



 Signature (Authorized Representative of Lead Agency) 10/13/11
Date



 Signature (Authorized Representative of Participating State Association) 10/16/11
Date

MEMORANDUM OF UNDERSTANDING
Between Bright from the Start: Georgia Department of Early Care and Learning
and Family Connection Partnership

This Memorandum of Understanding (“MOU”) is entered into by and between **Bright from the Start: Georgia Department of Early Care and Learning** (“Lead Agency”) and **Family Connection Partnership** (“Participating Agency”). The purpose of this agreement is to establish a framework of collaboration and to articulate specific roles and responsibilities in support of Georgia’s implementation of an approved Race to the Top-Early Learning Challenge (RTT-ELC) grant project.

I. ASSURANCES

The Participating Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s RTT-ELC grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the RTT-ELC Grant, this agreement, and all applicable federal and state laws and regulations, including laws and regulations applicable to the RTT-ELC program and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State’s RTT-ELC grant application, the Participating Agency will:

- 1) Implement the Participating Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating Agency's Budget included in section VIII of the State Plan (including the existing funds from federal, state, private and local sources, if any, that the Participating Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any website specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, state and federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating Agencies in implementing their tasks and activities described in the State's RTT-ELC application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating Agency in carrying out the Participating Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of RTT-ELC grant funds designated for the Participating Agency in the State Plan during the course of the project period and in accordance with the Participating Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating Agency informed of the status of the State's RTT-ELC grant project and seek input from the Participating Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating Agency will each appoint a key contact person for the RTT-ELC grant.
- 2) These key contacts from the Lead Agency and the Participating Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating Agency personnel will negotiate in good faith toward achieving the overall goals of the State's RTT-ELC grant, including when the State Plan requires

modifications that affect the Participating State Agency, or when the Participating Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process to attempt to resolve the disagreements between the Lead Agency and the Participating Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable state or federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a RTT-ELC grant is received by the State, ending upon the expiration of the RTT-ELC grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Bobby D. Cagle 10-11-11
Signature Date

Bobby D. Cagle Commissioner
Print Name Title

Authorized Representative of Participating Agency:

Gaye Smith 10-11-11
Signature Date

Gaye Smith Executive Director
Print Name Title

EXHIBIT I – PARTICIPATING AGENCY SCOPE OF WORK

The Participating Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(1)-(1)	<ul style="list-style-type: none"> • GA Family Connection Partnership (GaFCP) • 159 County Collaboratives 	County Collaborative in each County with over 3,000 local partners focused on healthy outcomes for children, specifically birth to 8 population and parents.
(A) (1)-(9)	<ul style="list-style-type: none"> • GaFCP • County Collaboratives 	Technical Assistance & Training provided to collaboratives & local parent groups in family engagement strategies.
(B)(2)	<ul style="list-style-type: none"> • GaFCP • County Collaboratives & Partners 	Work closely with the lead agency in creating the public will locally to demand participation in the Quality Rating System for providers of all populations of children.
(B)(4)	<ul style="list-style-type: none"> • GaFCP 	Work as the private partner with the lead agency to secure and manage private foundation funds to use as incentives for providers participating in QRS; promote participating partners locally and statewide.
(B)(5)	<ul style="list-style-type: none"> • GaFCP 	Assign members of the GaFCP Evaluation/Outcomes Team to work with lead agency and other partners on both cross-site and local evaluation.
(C)(2)	<ul style="list-style-type: none"> • GaFCP • County Collaboratives • Local Partner Agencies 	Hire an additional staff member to work with field staff and collaboratives in ensuring use of assessment and seamless transition strategies for ages birth – 8.
(C)(3)	<ul style="list-style-type: none"> • GaFCP • County Collaboratives • Local Partner Agencies 	Facilitate planning and implementation of coordinated system of support and sharing of information specific to high needs population.
(C)(4)	<ul style="list-style-type: none"> • GaFCP • County Collaboratives 	Provide technical assistance and training to collaboratives, partners, parent groups, and providers in effective practice in engaging parents.
(E)(1)	<ul style="list-style-type: none"> • GaFCP • County Collaboratives 	Train and display Technical Assistance field staff to support community partners in understanding what’s required for successful kindergarten entry.
(E)(2)	<ul style="list-style-type: none"> • GaFCP • County Collaboratives 	Coordinate data collection and dissemination with the GA KIDS COUNT project as well as local collaborative data tracking.

Note: We at Georgia Family Connection Partnership will promote the public-private sector collaborative participation to create and implement a comprehensive, coordinated early care and education system that will benefit Georgia’s children and families. We have 10 years of experience managing private-sector investments in collaboration to improve conditions for Georgia’s children and families.

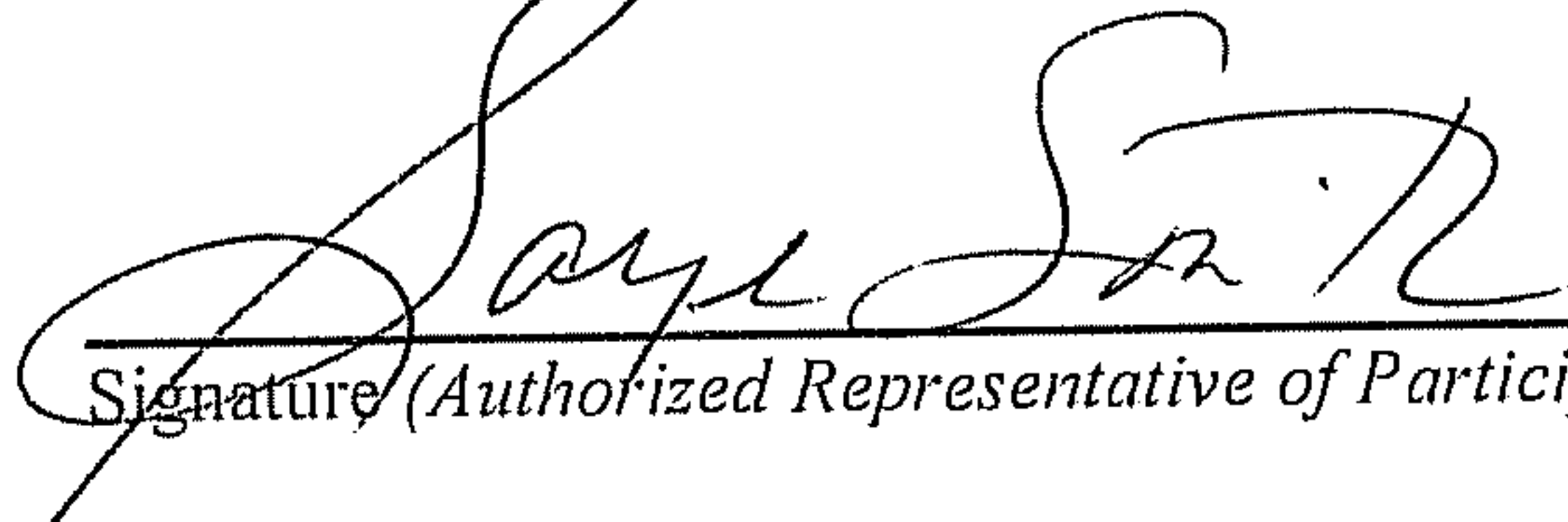
Beyond our efforts to promote this work with subject experts and our local, state, and national partners via our website (gafcp.org), social media, technical assistance, and print materials, we will serve as liaison between DECAL and our statewide network of 159 county collaborative organizations. We sustain collaborative tables across the state to ensure that all children and families have access to a seamless network of support so they can be healthy, educated, stable, and self-sufficient.



Signature (Authorized Representative of Lead Agency)

10-11-11

Date



Signature (Authorized Representative of Participating Agency)

10-11-11

Date

MEMORANDUM OF UNDERSTANDING
Between Bright from the Start: Georgia Department of Early Care and Learning
and the Georgia Partnership for Excellence in Education

This Memorandum of Understanding ("MOU") is entered into by and between **Bright from the Start: Georgia Department of Early Care and Learning** ("Lead Agency") and **the Georgia Partnership for Excellence in Education** ("Participating Agency"). The purpose of this agreement is to establish a framework of collaboration and to articulate specific roles and responsibilities in support of Georgia's implementation of an approved Race to the Top-Early Learning Challenge (RTT-ELC) grant project.

I. ASSURANCES

The Participating Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's RTT-ELC grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the RTT-ELC Grant, this agreement, and all applicable federal and state laws and regulations, including laws and regulations applicable to the RTT-ELC program and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING AGENCY RESPONSIBILITIES

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- 1) Implement the Participating Agency Scope of Work as identified in the Exhibit I of this agreement;
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- 3) Abide by the Participating Agency's Budget included in section VIII of the State Plan (including the existing funds from federal, state, private and local sources, if any, that the Participating Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any website specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, state and federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating Agencies in implementing their tasks and activities described in the State's RTT-ELC application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating *State* Agency in carrying out the Participating Agency Scope of Work, as identified in Exhibit I of this agreement;
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C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating Agency will each appoint a key contact person for the RTT-ELC grant.
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- 4) Lead Agency and Participating Agency personnel will negotiate in good faith toward achieving the overall goals of the State's RTT-ELC grant, including when the State Plan requires

modifications that affect the Participating Agency, or when the Participating Agency's Scope of Work requires modifications.

D. STATE RECOURSE IF PARTICIPATING AGENCY FAILS TO PERFORM

If the Lead Agency determines that the Participating Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process to attempt to resolve the disagreements between the Lead Agency and the Participating Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable state or federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a RTT-ELC grant is received by the State, ending upon the expiration of the RTT-ELC grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Bobby D. Cagle 10/12/11
Signature Date

Bobby D. Cagle Commissioner
Print Name Title

Authorized Representative of Participating Agency:

Stephen D. Dalinger 10-6-11
Signature Date

Stephen D. Dalinger President
Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
<p>(C) (1) Develop and use statewide, high quality Early Learning Development Standards</p> <p>(D)(1)(a) Market a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes</p>	<p>Georgia Partnership for Excellence in Education</p>	<p>Assist with the marketing/ communicating of Knowledge and Competency Framework to the early education workforce (teachers, staff, administrators, etc)</p> <p>Communicate the importance of the new framework and how it improves child outcomes.</p> <p>Strengthen collaboration by providing/ coordinating private sector support of the strategic alignment.</p> <p>Coordinate the messages/marketing through the local chambers of commerce.</p> <p>Coordinate the messages/marketing through local school boards.</p> <p>Increase the engagement of other adults in a child’s life (i.e. health care providers, family members, faith-based community) so that they understand the importance of promoting children’s learning and child. (The “why this is important” message).</p> <p>Assist in creating support – especially among the business community - for policy changes that result in long term impacts related to early care and learning professional development.</p>
<p>(D)(2)(c) Market to postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and</p>	<p>Georgia Partnership for Excellence in Education</p>	<p>Assist with the marketing/ communicating of importance of professional development alignment to the early education workforce (teachers, staff, administrators, etc), including post secondary institutions and other professional development providers.</p> <p>Communicate the importance of the alignment and how it improves child outcomes by providing information about best practices.</p> <p>Strengthen collaboration by providing/ coordinating private sector support of the</p>

MEMORANDUM OF UNDERSTANDING

Between Bright from the Start: Georgia Department of Early Care and Learning and the Georgia Early Education Alliance for Ready Students

This Memorandum of Understanding ("MOU") is entered into by and between **Bright from the Start: Georgia Department of Early Care and Learning** ("Lead Agency") and **the Georgia Early Education Alliance for Ready Students** ("Participating Agency"). The purpose of this agreement is to establish a framework of collaboration and to articulate specific roles and responsibilities in support of Georgia's implementation of an approved Race to the Top-Early Learning Challenge (RTT-ELC) grant project.

I. ASSURANCES

The Participating Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's RTT-ELC grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the RTT-ELC Grant, this agreement, and all applicable federal and state laws and regulations, including laws and regulations applicable to the RTT-ELC program and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's RTT-ELC grant application, the Participating Agency will:

- 1) Implement the Participating Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating Agency's Budget included in section VIII of the State Plan (including the existing funds from federal, state, private and local sources, if any, that the Participating Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any website specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, state and federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating Agencies in implementing their tasks and activities described in the State's RTT-ELC application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating *State* Agency in carrying out the Participating Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of RTT-ELC grant funds designated for the Participating Agency in the State Plan during the course of the project period and in accordance with the Participating Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating Agency informed of the status of the State's RTT-ELC grant project and seek input from the Participating Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating Agency will each appoint a key contact person for the RTT-ELC grant.
- 2) These key contacts from the Lead Agency and the Participating Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating Agency personnel will negotiate in good faith toward achieving the overall goals of the State's RTT-ELC grant, including when the State Plan requires

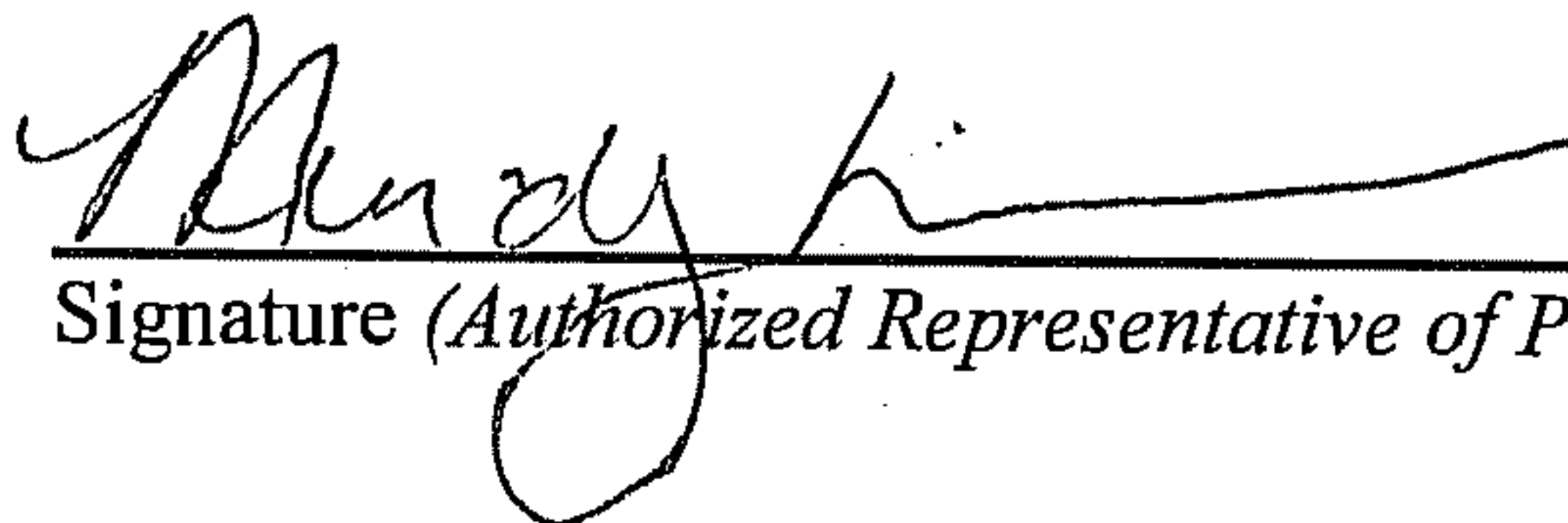
EXHIBIT I – PARTICIPATING AGENCY SCOPE OF WORK

The Participating Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

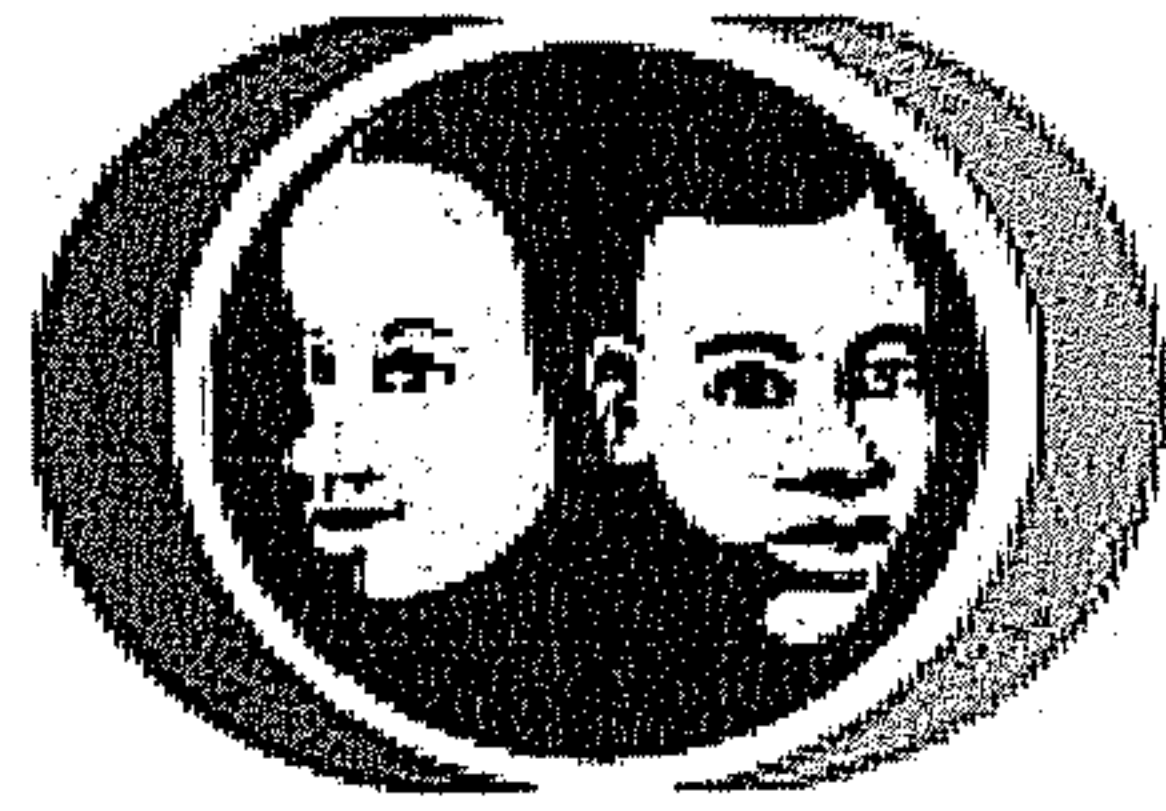
Selection Criterion	Participating Party	Type of Participation
(B)(1)	GEEARS	Participate on TQRIS Action Team
(B)(2)	GEEARS	Act as lead intermediary agency to support fund raising activities for TQRIS Bonus Packages
(B)(3)	GEEARS	Provide funding and consultation regarding Public Relations Campaign directed at Parents Support TQRIS Branding Efforts
(B)(4)		
(B)(5)		
(C)(1)		
(C)(2)		
(C)(3)		
(C)(4)		
(D)(1)		
(D)(2)		
(E)(1)		
(E)(2)		



 Signature (Authorized Representative of Lead Agency) 10/13/11
Date



 Signature (Authorized Representative of Participating Agency) 10/10/11
Date



BCDI Atlanta

September 30, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human
Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As President of Black Child Development Institute (BCDI)-Atlanta, I am writing to express our support for Georgia's application for the Race to the Top Early Learning Challenge.

The mission of BCDI-Atlanta is to improve and advance the quality of life for Black children and their families through advocacy and education. To accomplish these goals we have engaged in efforts such as providing Technical Assistance to childcare centers to achieve National Association for the Education of Young Children (NAEYC) accreditation, and lead the Atlanta Faith Communities in the National Born Learning campaign that helps parents, caregivers and communities create quality early learning opportunities for young children. Additionally, our organization has facilitated the implementation of the National Strengthening Families initiative in the Metropolitan Atlanta Area. Our organization serves as a clearing house and resource for Georgia with program components that includes training and technical assistance, early literacy and family literacy. We are one of 29 affiliates of the National Black Child Development Institute that provides community services throughout the United States.

Some of these efforts were supported by, developed, and implemented in partnership with state government, particularly the departments/agencies that serve Georgia's youngest and most vulnerable citizens. We have been privileged to work with Bright from the Start: Georgia Department of Early Care and Learning, the department designated by Governor Nathan Deal as the lead agency to apply for and administer the Early Learning Challenge.

For years Georgia has been a leader in early care and education services to children from birth to age five and their parents. Georgia is one of three states in the country with a department like Bright from the Start, dedicated to ensuring that children receive high quality child care and early education experiences in safe and healthy environments. Bright from the Start has successfully led the state's efforts to improve and enhance the well being of Georgia's children and has collaboratively engaged other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders to serve Georgia's children effectively and efficiently.

*2545 Benjamin E. Mays Drive Atlanta, Georgia 30311
404-213-2343*

Page Two

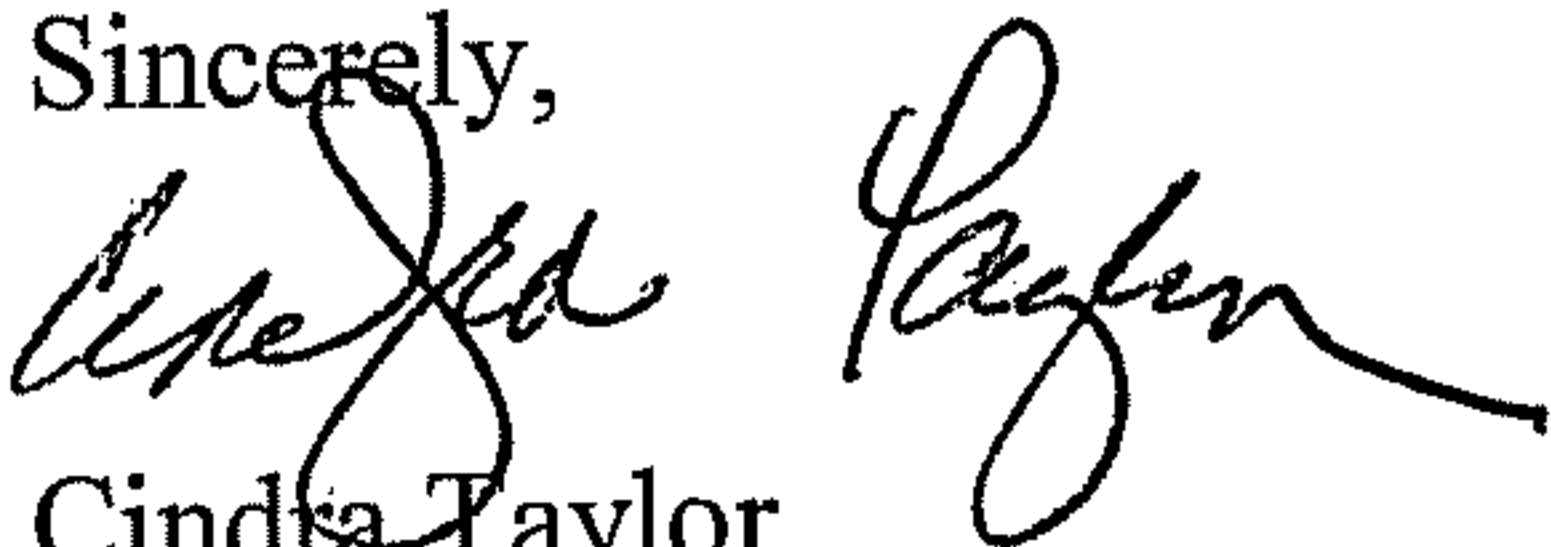
Secretary Duncan and Secretary Sebelius

Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance our work by creating a SYSTEM of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

BCDI-Atlanta pledges our continued support of Bright from the Start and of Georgia's application for the Early Learning Challenge. Together, with this unprecedented infusion of federal funds for early childhood, we can create and implement a comprehensive, coordinated early care and education system to benefit Georgia's children and families.

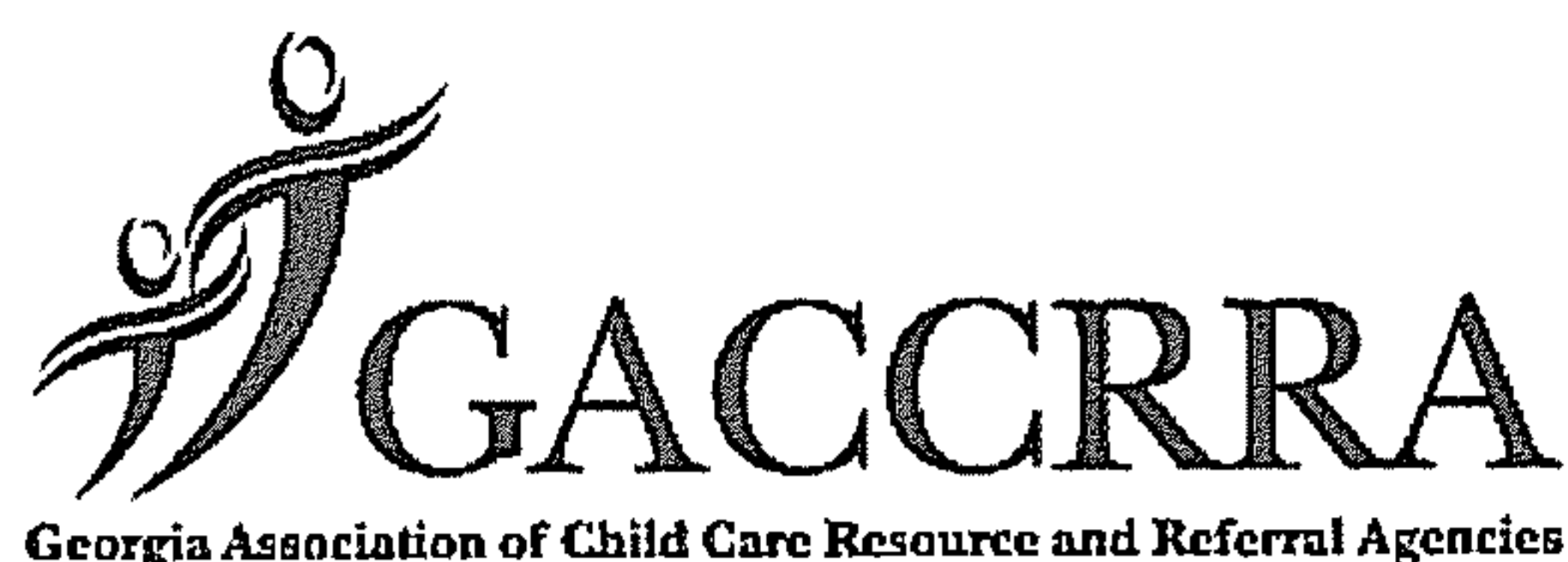
Should you desire to discuss this in more detail with me, I can be reached at 404-213-2343. It is our greatest hope, that the application submitted by Bright from the Start, will receive your greatest consideration and positive response.

Sincerely,

A handwritten signature in cursive script, appearing to read "Cindra Taylor".

Cindra Taylor

BCDI-Atlanta Affiliate President



September 29, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As President of the Georgia Association of Child Care Resource and Referral Agencies (GACCRRA), I am writing to express our support for Georgia's application for the Race to the Top Early Learning Challenge.

The mission of GACCRRA is to support all Georgia's families, caregivers, and communities to provide, promote, and receive high quality child care for all children (especially with high needs) in Georgia. GACCRRA works to improve child care and family support systems so that each child reaches their full potential, being ready to succeed in school. To accomplish these goals we help child care providers improve the quality of care offered and reach national accreditation standards. We provide training on a variety of topics and link the providers to resources. GACCRRA also assists the state with public hearings and other community meetings throughout Georgia.

The statewide referral service is housed within the Georgia Child Care Resource and Referral system. 877-All-GA-KIDS provides child care referrals to any parent in Georgia. This service educates consumers about choosing child care and will be essential in Georgia's Quality Rating Improvement System.

Many of these efforts were supported by, developed, and implemented in partnership with state government, particularly the departments/agencies that serve Georgia's youngest and most vulnerable citizens. We have been privileged to work with Bright from the Start: Georgia Department of Early Care and Learning, the department designated by Governor Nathan Deal as the lead agency to apply for and administer the Early Learning Challenge.

For years Georgia has been a leader in early care and education services to children from birth to age five and their parents. Georgia is one of three states in the country with a department like Bright from the Start, dedicated to ensuring that children receive high quality child care and early education experiences in safe and healthy environments. Bright from the Start has successfully led the state's efforts to improve and enhance the well being of Georgia's children and has collaboratively engaged other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders to serve Georgia's children effectively and efficiently.

Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance our work by creating a SYSTEM of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

The Georgia Association of Child Care Resource and Referral Agencies pledges our continued support of Bright from the Start and of Georgia's application for the Early Learning Challenge. Together, with this unprecedented infusion of federal funds for early childhood, we can create and implement a comprehensive, coordinated early care and education system to benefit Georgia's children and families.

Sincerely,

Pam Runkle, President,
Georgia Association of Child Care Resource and Referral Agencies



1554 Twin Towers East, 205 Jesse Hill Jr. Drive, SE, Atlanta, Georgia 30334 • 404-657-4122

September 19, 2011

The Honorable Arne Duncan
Secretary of the U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and
Human Services
200 Independence Avenue, SW
Washington, DC 20201

Dear Secretary Duncan and Secretary Sebelius:

The members of the Georgia Alliance of Education Agency Heads (Alliance) take great pleasure in expressing our support for Georgia's Race to the Top Early Learning Challenge.

The Alliance is comprised of the state's seven education agency heads and the Governor's office, and is charged with collaborating on policies and programs that can prepare Georgia's next generation for the opportunities and challenges of the 21st century. The Alliance is a truly unique collaborative organization that adds value and eliminates the silos that far too often serve as barriers to education reform in states. By working together, the Alliance ensures that each Georgia education agency is supporting a seamless system of education for all of the state's students – preschool through postsecondary and into the workforce.

We strongly believe that Georgia's Race to the Top Early Learning Challenge plan will give Georgia the momentum to support our earliest learners by ensuring they receive high quality child care and early education experiences in safe and healthy environments. For over a decade, Georgia has been a leader in early care and education services to children from birth to age five and their parents. Bright from the Start administers the nationally renowned Georgia's Pre-K Program that has served over one million children since its inception in 1992.

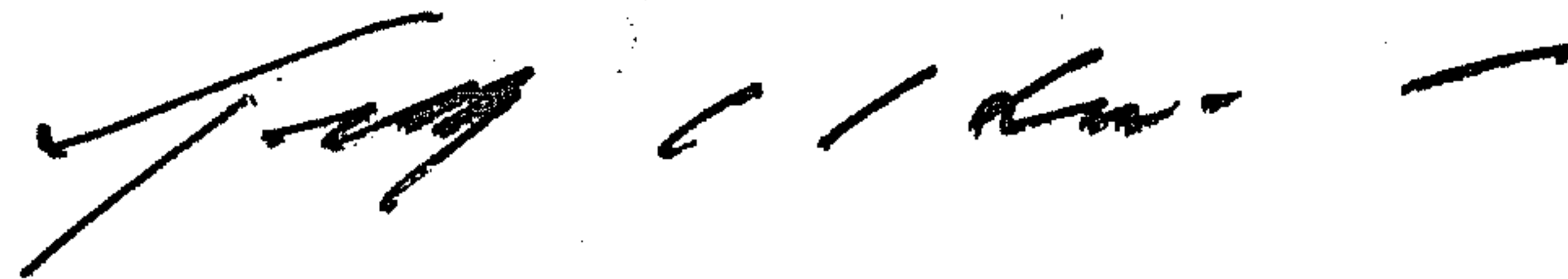
Through our Alliance, we are firmly committed to working collaboratively to support the implementation of the initiatives set forth in Georgia's Race to the Top Early Learning Challenge. While Governor Nathan Deal has designated Bright from the Start as the lead agency for the Early Learning Challenge, the department works collaboratively with the Alliance, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders to serve Georgia's children effectively and efficiently.

The Alliance of Education Agency Heads fully supports Georgia's application for the Early Learning Challenge and will collaboratively support Bright from the Start in fulfilling the goals and objectives of the grant to create a comprehensive, coordinated early care and education system to better serve Georgia's children and families.

Secretary Duncan and Secretary Sebelius
September 19, 2011
Page 2 of 2

Thank you for your consideration of Georgia's application.

Sincerely,



Kelly C. Henson
Chair, Alliance of Education Agency Heads
Executive Secretary, Georgia Professional Standards Commission

cc: John Barge, State School Superintendent
Georgia Department of Education

Kristin Bernhard
Governor Deal's Education Policy Advisor

Bobby Cagle
Commissioner, Bright from the Start: Georgia Department of Early Care and Learning

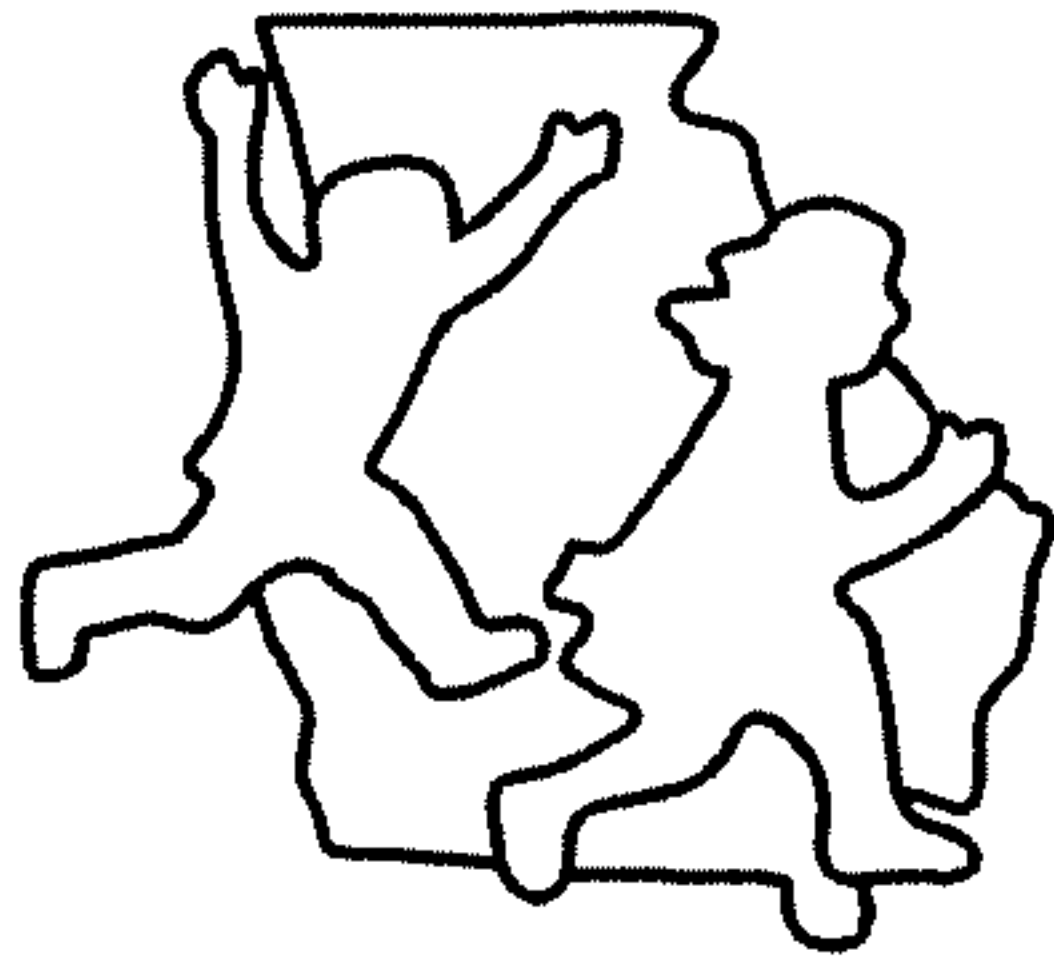
Timothy A. Connell
President, Georgia Student Finance Commission

Hank Huckaby
Chancellor, Board of Regents of the University System of Georgia

Ronald Jackson
Commissioner, Technical College System of Georgia

Amy Mast
Alliance of Education Agency Heads

Kathleen Boyle Mathers
Executive Director, Governor's Office of Student Achievement



Together for Children

GEORGIA ASSOCIATION ON YOUNG CHILDREN

368 Moreland Avenue, NE, Suite 240 ♦ Atlanta, GA 30307-1927

404-222-0014 ♦ 404-222-0107 (fax)

www.gayconline.org

October 1, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and
Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As Executive Director of the Georgia Association on Young Children (GAYC), state affiliate of the National Association for the Education of Young Children (NAEYC), I am writing to express GAYC's support for Georgia's application for the Race to the Top Early Learning Challenge.

GAYC was created in 1966 to address the needs of Georgia's children birth through age eight. The mission of GAYC is to encourage and support healthy development in young children by working with others (1) to increase public awareness of the importance of early childhood education, and (2) to improve the quality of programs for young children through learning opportunities for early childhood educators.

To accomplish these goals we partner with state agencies, other organizations, foundations and stakeholders to help meet the needs of Georgia's youngest children. For example, GAYC provides technical assistance to child care centers to help them achieve NAEYC Accreditation funded in part by Bright from the Start: Georgia Department of Early Care and Learning using the federal Child Care Development funds. GAYC has worked diligently over the past 20 years to help establish Georgia's Professional Development System which is currently a dynamic system administered by BFTS. GAYC also offers professional development advisement and serves over 3,000 early childhood professionals annually with 27,000 total developmentally appropriate training hours through Reflective Teacher and Director Institutes, and conferences for beginning, intermediate and advanced teachers. To better support high need children GAYC chairs the Strengthening Families Georgia Partnership funded in part by the Governor's Office for Children and Families through the Federal Community-Based Child Abuse Prevention Grant Program and a Women's Voices for Child Care initiative originally funded by the Atlanta Women's Foundation to help low-income women advocate for quality and child care subsidies to meet their children's needs. GAYC has a long-standing, well-respected reputation as an ECE leader in Georgia.

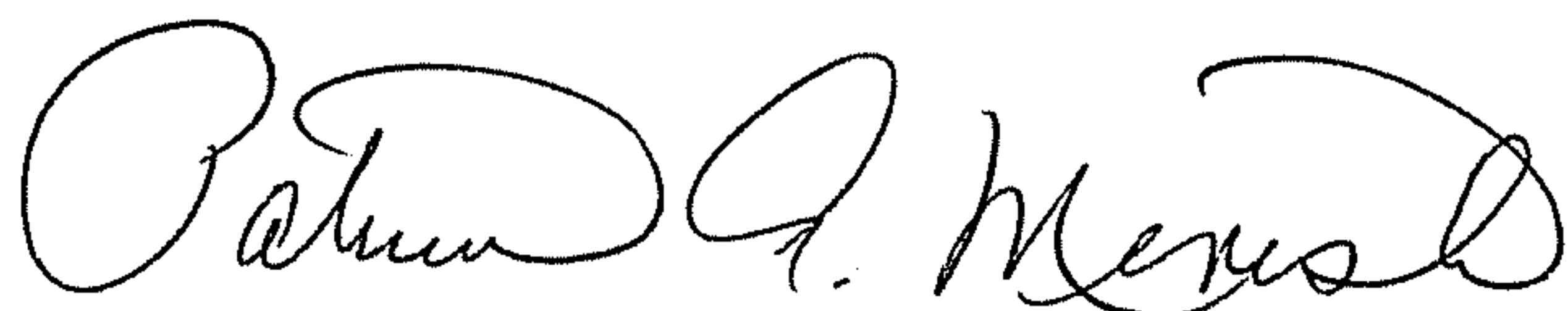
We appreciate and have a long-term working relationship with Bright from the Start: Georgia Department of Early Care and Learning, the department designated by Governor Nathan Deal as

the lead agency to apply for and administer the Early Learning Challenge. Bright from the Start (BFTS), one of three such agencies nationwide, has been a leader in setting systems into place to support early care and education services to children from birth to age five and their parents. I am particularly impressed with the collaborative leadership style of Bobby Cagle, BFTS Commissioner, and feel confident that he and his staff are dedicated to improving quality and services. Governor Deal has strongly supported Georgia's Tiered Quality Rating and Improvement System (TQRIS) and Georgia's application for the Race to the Top Early Learning Challenge. Multiple state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders have been involved in the planning of both the TQRIS and the Race to the Top Early Learning Challenge.

Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance their work by creating a SYSTEM of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

The Georgia Association on Young Children pledges our continued support of Bright from the Start and of Georgia's application for the Early Learning Challenge. Together, with this unprecedented infusion of federal funds for early childhood, we can create and implement a comprehensive, coordinated early care and education system to benefit Georgia's children and families.

Sincerely,

A handwritten signature in cursive script, appearing to read "Patricia A. Minish".

Patricia A. Minish, Ph.D.
Executive Director

Cc GAYC Board of Directors



September 7, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and
Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As Managing Director of Academic Achievement at the Latin American Association, I am writing to express our support for Georgia's application for the Race to the Top Early Learning Challenge.

The mission of the Latin American Association (LAA) is to help Latino families achieve their aspirations for their academic, social and economic advancement. The LAA is the only fully bilingual, bicultural organization in Atlanta dedicated exclusively to the concerns of the Latino community. To accomplish these goals we have engaged in efforts such as Emergency Assistance/Family Services, Immigration Legal Services, Domestic Violence, Employment, Education, and Youth Academic Achievement.

The LAA engages in collaborative efforts with a network of public schools, private and non-profit agencies. We are privileged to work with Bright from the Start: Georgia Department of Early Care and Learning, the department designated by Governor Nathan Deal as the lead agency to apply for and administer the Early Learning Challenge.

For years Georgia has been a leader in early care and education services to children from birth to age five and their parents. Georgia is one of three states in the country with a department like Bright from the Start, dedicated to ensuring that children receive high quality child care and early education experiences in safe and healthy environments. Bright from the Start has successfully led the state's efforts to improve and enhance the well being of Georgia's children and has expanded its outreach to include organizations such as the LAA.

Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance our work by creating a SYSTEM of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond. These services will be inclusive to address the unique needs such as bilingual, bidialectal and multicultural families from the low socioeconomic and migrant groups.

Latin American Association pledges our continued support of Bright from the Start and of Georgia's application for the Early Learning Challenge. Together, with this unprecedented infusion of federal funds for early childhood, we can create and implement a comprehensive, coordinated early care and education system to benefit Georgia's children and families.

Sincerely,



Isabel Perez, MPA, M.Ed
Managing Director of Academic Achievement



2 Peachtree St. NW, Suite 26-246
Atlanta, GA 30303
Main: 404.657.2126
Toll Free: 888.275.4233
Fax: 404.657.2132
TDD: 404.657.2133
www.gcdd.org

September 29, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human
Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As Executive Director of The Georgia Council on Developmental Disabilities, I am writing to express our support for Georgia's application for the Race to the Top Early Learning Challenge.

The mission of The Georgia Council on Developmental Disabilities is to promote systems change, capacity building and advocacy in the community of people with developmental disabilities, their family members and the people who support them. We recognize that a strong foundation in early learning, development and literacy is crucial to children with special needs being able to succeed in school, and hopefully graduate with employment or further education opportunities. Over the years, we have participated in many early childhood initiatives such as the Interagency Coordinating Council for Babies Can't Wait, training pre-k teachers on successful inclusion strategies for young children with special needs, a K-12 school inclusion project and providing professional orientation to pediatric residents working with families of newly diagnosed children.

Some of these efforts were supported in partnership with state government, particularly the departments/agencies that serve Georgia's youngest and most vulnerable citizens. We have been privileged to work with Bright from the Start: Georgia Department of Early Care and Learning, the department designated by Governor Nathan Deal as the lead agency to apply for and administer the Early Learning Challenge.

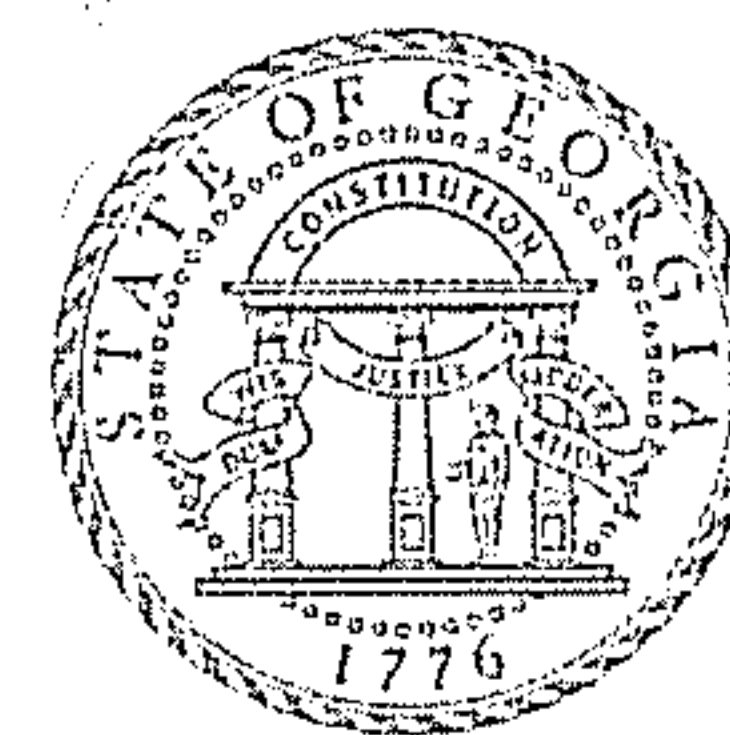
Georgia is one of three states in the country with a department like Bright from the Start, dedicated to ensuring that children receive high quality child care and early education experiences in safe and healthy environments. Bright from the Start has successfully led the state's efforts to improve and enhance the well being of Georgia's children and has collaboratively engaged other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders to serve Georgia's children effectively and efficiently. Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance our work by creating a SYSTEM of early care and learning to support young children's success in school and beyond.

The Georgia Council on Developmental Disabilities pledges our support of Georgia's application for the Early Learning Challenge. We recognize the urgency and necessity of creating and implementing a comprehensive, coordinated early care and education system to benefit Georgia's children and families, and we offer our assistance and expertise in working with children with special needs and their families.

Sincerely,

A handwritten signature in cursive script that reads 'Eric E. Jacobson'.

Eric E. Jacobson
Executive Director





GEORGIA CHILD CARE ASSOCIATION

October 11, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human
Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

My name is Carolyn Salvador and I am the Executive Director for the Georgia Child Care Association and I am writing to express our support for Georgia's application for the Race to the Top Early Learning Challenge.

Georgia Child Care Association (GCCA) is the oldest and largest association representing licensed, private child care providers. GCCA is dedicated to enhancing and promoting the quality of licensed, private childcare centers in Georgia by impacting legislation, providing resources, educating the public and supporting our members through training programs, advocacy/awareness and networking opportunities. Our platform stands on three balanced ideals of affordability, accessibility and quality of early learning experiences.

GCCA works directly with licensed child care centers as their advocacy voice to legislators on issues such as subsidized care and Pre K funding. GCCA also works to increase professional development with specific training aimed at operating a quality early education business. The majority of our providers serve low-income, at-risk children.

GCCA has representation on a multitude of workgroups at Bright from the Start ranging from Professional Development to Child Care Licensing to Exemptions to Licensing. GCCA's leadership is represented on the Birth to Five Coalition Leadership Team and is the co-chair on the Early Education Committee. GCCA has partnered with Children's Health Care of Atlanta to combat childhood obesity and is working on a program to assist child care centers improve their physical activity and nutritional practices.

GCCA strongly believes that in order to improve our early care system in Georgia, quality must be incented. We are in full support of our state's rollout of their new Quality Rating and Improvement System. GCCA is excited to see how this grant would support a more robust system for families, providers and teachers. Our organization has advocated strongly for incentive based systems and has been involved for the past 12 years in working with Bright from the Start on developing this type of program, dating back to the GELI initiative in 2000. All Georgia's children deserve a quality learning experience with increased access to that quality learning environments. We believe that this grant will pave the way.

Under the strong leadership of Bright from the Start Commissioner Bobby Cagle, GCCA and providers across the state have been supported through collaborative partnership efforts in a variety of manners. Commissioner Cagle has done an excellent job at seeking input from the provider community which has opened up a strong dialogue to help promote growth and change. Governor Deal and his office have been very responsive to the early care industry and deeply involved and supportive of our issues. We have been supported as well by other state agencies that serve young children.

It has been our privilege to work with Bright from the Start: Georgia Department of Early Care and Learning, the department designated by Governor Nathan Deal as the lead agency to apply for and administer the Early Learning Challenge.

For years Georgia has been a leader in early care and education services to children from birth to age five and their parents. Georgia is one of three states in the country with a department like Bright from the Start, dedicated to ensuring that children receive high quality child care and early education experiences in safe and healthy environments. Bright from the Start has successfully led the state's efforts to improve and enhance the well being of Georgia's children and has collaboratively engaged other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders to serve Georgia's children effectively and efficiently.

Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance our work by creating a SYSTEM of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

The Georgia Child Care Association pledges our continued support of Bright from the Start and of Georgia's application for the Early Learning Challenge. Together, with this unprecedented infusion of federal funds for early childhood, we can create and implement a comprehensive, coordinated early care and education system to benefit Georgia's children and families.

Sincerely,



Carolyn Salvador

Executive Director

Georgia Child Care Association



September 20, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

I am very pleased to write on behalf of GEEARS: the Georgia Early Education Alliance for Ready Students to express our strong support for Georgia's application for the Race to the Top Early Learning Challenge.

GEEARS' vision is, that by 2020, Georgia will be a national leader in ensuring all children enter kindergarten ready to succeed and on a path to "read to learn" by third grade. GEEARS promotes school readiness for children from birth through age 5. We leverage strategies informed by research, policy and practice, to enable success in school. In support of its mission, GEEARS serves as a bridge for Georgia's families, business community and policy leaders to promote high quality, evidence based programs and systems by raising the bar on quality for child care and pre-K; engage in a full-scale public education campaign to foster parental involvement and increase awareness and support; and, advocate for increased quality, accessibility and affordability of early childhood care and education.

Our organization is currently working with Georgia's Department of Early Care and Learning (DECAL) on a number of projects including the development a quality rating and improvement system (QRIS). GEEARS is partnering with DECAL to engage the philanthropic and businesses communities in supporting the system. Moreover, GEEARS will be conducting a statewide public education campaign on the importance of quality early education and development. This campaign will roll out in conjunction with the development of the QRIS and will be designed to create a market demand for quality.

Additionally, GEEARS is working to develop a statewide blueprint of early care and learning services and programs to help advocates, policy makers and the community assess needs, identify assets, strengthen and replicate best practices, and track data. This will help us shine a spotlight on excellent programs and improve services elsewhere.

We have been pleased to work with Governor Nathan Deal and state agency leadership in support of early education in Georgia. Georgia's public officials and community stakeholders have forged a strong partnership and are closely aligned in this work around a common mission of ensuring that children have a good foundation and that they arrive at school prepared to succeed and on a path to read to learn by third grade. We are privileged to with DECAL, the agency appointed by Governor Deal as the lead in applying for and administering the Early Learning Challenge. In addition, we have been enormously impressed by the efforts that the Governor's office, the Department of Education, the Department of Public Health and the Department of Human Services have shared with this effort.

Georgia has a long history of support for early education. Georgia was proud to be the first state to offer universal pre-K for four-year-olds and has long been a leader in early care and education services to children from birth through age five and their families. Georgia is one of only three states in the nation to have a department, like DECAL, dedicated to ensuring that children receive high quality child



care and early education experiences. We know that we have work to do together to establish an excellent early education system that prepares our children for the new global economy and we are confident that we are moving in the right direction.

GEEARS pledges our continued support of DECAL and of Georgia's application for the Early Learning Challenge. Together, we can create and implement a comprehensive coordinated early care and education system to benefit Georgia's children and families.

Sincerely,

A handwritten signature in black ink, reading "Mindy K. Binderman". The signature is fluid and cursive, with a long horizontal flourish at the end.

Mindy K. Binderman
Executive Director



235 Peachtree Street • Suite 1600 • Atlanta, GA 30303-1422 • 404-527-7394 • fax 404-527-7443 • gafcp.org

October 6, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

I'm writing on behalf of Georgia Family Connection to express our support for Georgia's application for the Race to the Top Early Learning Challenge.

Georgia Family Connection is a voluntary statewide initiative that cultivates local decision-making among people who care about children and families. A nationally recognized model, this initiative is the largest network of its kind in the country, with a collaborative organization in all 159 counties committed to improving the quality of life for children and families. Georgia Family Connection is a pioneer at working toward smaller government, improving local control, and addressing complex issues through cross-sector private engagement.

County collaborative organizations coordinate human services by convening local partners—with unique expertise and experiences as residents of the community—who share a common vision. They identify local priorities and needs, manage their own planning process, share resources, evaluate programs and practices, and hold themselves accountable for results of their work by tracking locally selected indicators of child well-being using Georgia KIDS COUNT data.

Improving early care and education, and preparing Georgia's young children for a future of learning are among our highest priorities. The data tell us that if infants receive a healthy start and all children read on grade level by third grade, Georgia has the potential to shatter barriers of poverty, and racial and economic disparity that have kept us at the bottom for too long. We sustain collaborative tables across the state to ensure that all children and families have access to a seamless network of support so they can be healthy, educated, stable, and self-sufficient, and can contribute to their communities.

We at Georgia Family Connection want children to start kindergarten ready to succeed. That is why we have maintained our longstanding partnership with Department of Early Care and Learning (DECAL). DECAL enhances and complements our work in eliminating duplication and bureaucracy, and promoting public-private sector collaboration to improve early care and education at the local level. With 47 Georgia Family Connection county collaborative organizations already focusing on early learning, cross partner work at the local level is allowing early education innovation to take root, grow, and spread across communities, counties, and regions in our statewide network.

A catalyst for improving results for Georgia's children, families and communities.

These efforts were developed and implemented in partnership with state government, particularly the departments and agencies that serve Georgia's youngest and most vulnerable citizens. We have been privileged to work with Bright from the Start: Georgia Department of Early Care and Learning, the department designated by Gov. Nathan Deal as the lead agency to apply for and administer the Early Learning Challenge.

For years Georgia has been a leader in early care and education services to children from birth to age five and their parents. Georgia is one of three states in the country with a department like Bright from the Start, dedicated to ensuring that children receive high quality child care and early education experiences in safe and healthy environments. Bright from the Start has successfully led the state's efforts to improve and enhance the well being of Georgia's children and has collaboratively engaged other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders to serve Georgia's children effectively and efficiently.

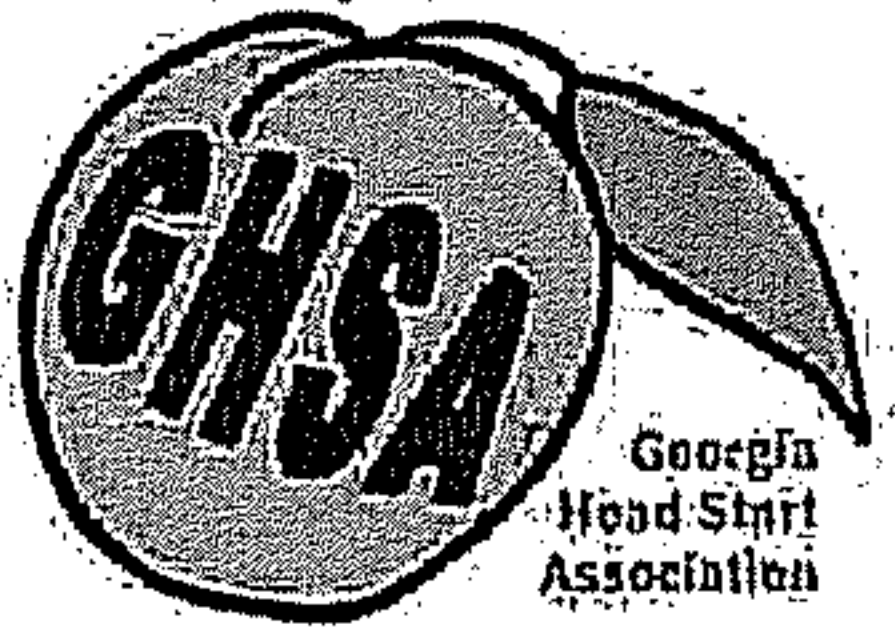
Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance our work by creating a SYSTEM of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

We at Georgia Family Connection Partnership pledge our continued support of Bright from the Start and of Georgia's application for the Early Learning Challenge. Together, with this unprecedented infusion of federal funds for early childhood, we can create and implement a comprehensive, coordinated early care and education system to benefit Georgia's children and families.

Sincerely,



Gaye Morris Smith
Executive Director
Georgia Family Connection Partnership



Georgia Head Start Association, Inc.

815 Park North Boulevard

Clarkston, Georgia 30021

Phone: 404.929.2457

Fax: 404.296.1416

Web: www.georgiaheadstart.org

The mission of the Georgia Head Start Association, a statewide, non-profit organization is to enhance the capability of local Head Start programs to deliver quality, comprehensive services for children and families

September 20, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human
Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As President of the Georgia Head Start Association (GHSA), I am writing on behalf of the program, children and families in Georgia to express our support for Georgia's application for the Race to the Top Early Learning Challenge Grant.

The mission of the Georgia Head Start Association, a statewide, non-profit organization, is to enhance the capability of local Head Start programs to deliver quality comprehensive services for children and families. It should be noted that our Migrant/Seasonal Head Start Program, Telemon, is and has been a very active member of GHSA and is included in our state strategic planning and quality initiatives. To accomplish these goals, we have engaged in efforts such as blending Head Start and Georgia Pre-K programs; participating in *Early Reading First*; collaborating with Child Care Licensing in an effort to license all Head Start and Early Head Start Centers; participating in the alignment of Georgia Early Learning Standards with Head Start Standards; engaging in the development of the state QRIS; developing and participating in the Georgia Early Care and Learning Professional Development System (including the Registry); providing leadership in *Georgia Strengthening Families*, the State Inclusion Leadership Team, and the Infant/Toddler Network. Presently, we are engaged in the initial stages of integrating Head Start and Early Head Start information into a statewide data system by the assignment of a unique Georgia ID number used by the Georgia Department of Education to Head Start and Early Head Start children. This will enable us to more effectively and successfully transition our children into the public school system so they will be ready to learn. We have also served on a stakeholder's committee to assist in the preparation of Georgia's application for the Race to the Top.

Some of these efforts were supported by, developed, and implemented in partnership with state government, particularly the departments/agencies that serve Georgia's youngest and most vulnerable

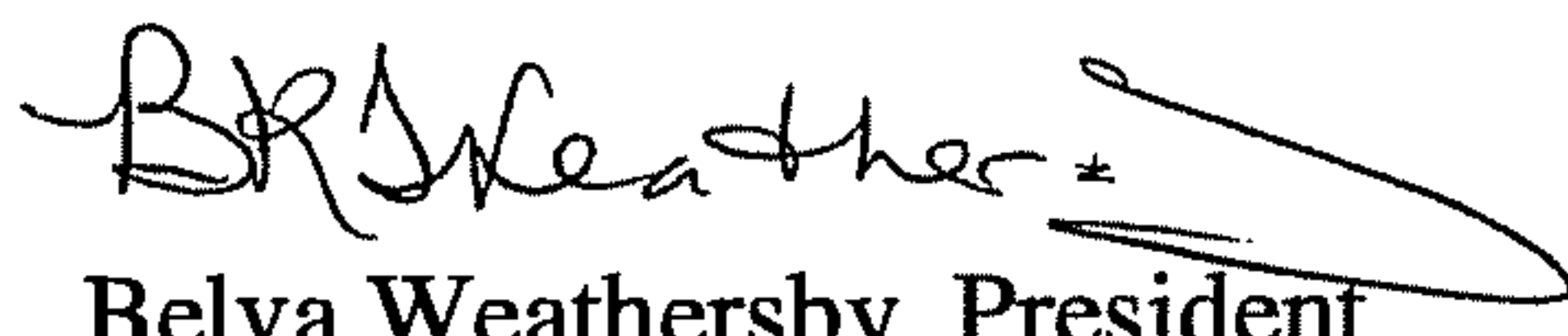
citizens. We have been privileged to work with Bright from the Start: Georgia Department of Early Care and Learning, the department designated by Governor Nathan Deal as the lead agency to apply for and administer the Early Learning Challenge Process.

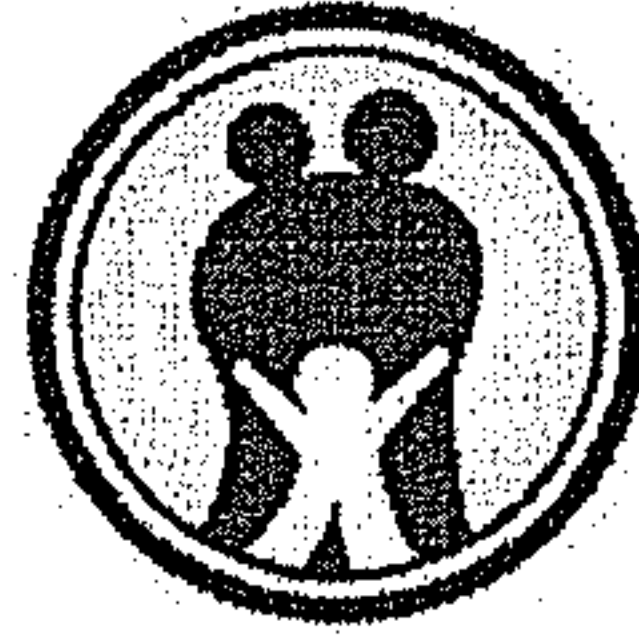
For years, Georgia has been a leader in early care and education services to children from birth to age five and their parents. Georgia is one of three states in the country with a department like Bright from the Start, dedicated to ensuring that children receive high quality early care and education experiences in safe and healthy environments and ensure that families are engaged and empowered to support the development of their children, families, and communities. Bright from the Start has successfully led the state's efforts to improve and enhance the well being of Georgia's children and has engaged in collaboratively efforts with other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders to serve Georgia's children effectively and efficiently.

Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance its work by creating a SYSTEM of early care and learning that delivers coordinated services and experiences that support young children's success in school and life.

Georgia Head Start Association pledges our continued support of Georgia Department of Early Care and Learning, Bright from the Start and its application for the Early Learning Challenge Grant. Together, with this unprecedented infusion of federal funds and collaboration for early childhood, we can create and implement a comprehensive, coordinated early care and education system to benefit all of Georgia's children and families.

Sincerely,


Belva Weathersby, President
Georgia Head Start Association



Parents as Teachers
State Office
Georgia

Georgia Parents as Teachers
155 Ridge Way
Roswell, Georgia 30076

September 29, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As State Leader of the Georgia Parents as Teachers (PAT) Network, I am pleased to write a letter of support for Georgia's application for the Race to the Top Early Learning Challenge. We have been privileged to work with Bright from the Start: Georgia Department of Early Care and Learning, the department designated by Governor Nathan Deal as the lead agency to apply for and administer the Early Learning Challenge.

We applaud Bright from the Start's leadership's efforts to improve and enhance the well being of Georgia's children through engaging a wide array of stakeholders, including families, in the design of the early care and education system, which includes home visitation as one of the pillars.

The Georgia PAT Network mission is to support a statewide association of Parents as Teachers programs through training and technical assistance, communications, peer to peer networking, and advocacy. We seek to develop and sustain high quality community-based programs through ensuring model fidelity and assisting programs develop collaborative partners in order to build county systems of early care and education. Through active collaboration with other state organizations, the Georgia PAT Network promotes the importance of the early years and the crucial role families play to ensure children, especially children with high needs, succeed in school and beyond.

There are over 40 PAT programs in Georgia implementing the national, evidence-based PAT model, serving children birth to five especially those with low-income families and high need children. Many of the PAT programs in Georgia serve pregnant mothers as well. We are pleased

that PAT has been chosen as one of the Georgia's MIECHV evidenced-based home visiting programs, working within the framework of Georgia's System of Care in six counties.

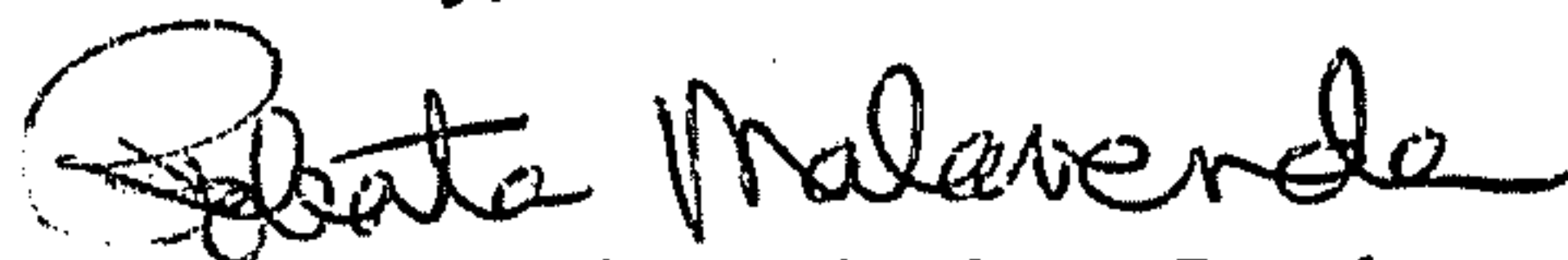
Formed in 1981, Parents as Teachers today holds to its original vision – that all children will learn, grow, and develop to reach their full potential, and parents are their children's earliest and best teachers. PAT aims to realize this vision by helping parents positively impact their children's development, beginning before they are born, so that by the time they reach school age, they will be fully prepared to learn. Since the founding of PAT, the model has been adopted widely and replicated with diverse families in varied settings, both nationally and internationally. The four core components of PAT are personal visits, developmental and health screenings, group connections, and referrals to services and supports. Within the PAT broader context of parent education and family support, there are three key areas of emphasis that are critical to working with families during their children's earliest years of life: parent-child interaction, development-centered parenting, and family well being.

The Georgia PAT Network has gained national recognition through its efforts to integrate intentional and robust school transition and parent engagement/leadership components, including Parent Cafes, school transition summer camps, and the Parent Leadership Institute, as part of the PAT model. Georgia PAT programs are encouraged to work closely with child care centers, family child care homes, and the schools to engage parents early in their child's learning journey, provide parents with the skills they need to be successful advocates for their child, ensure that parents and their child have a successful transition into Georgia's Pre-K and kindergarten, and offer parents training and support to take on leadership roles in their child's school. Georgia PAT programs have been particularly successful in engaging latino and refugee families in addition to isolated families in rural areas. Many of these families use informal neighbor and relative care prior to Pre-K or school entry. Research has shown that school success is enhanced when children and their families participate in a quality home visiting program such as PAT coupled with a quality Pre-K program such as what Georgia offers.

Many of our PAT efforts are supported by, developed, and implemented in partnership with state government, particularly the Governors Office for Children and Families, Bright from the Start, and the Georgia Department of Education as well as organizations such as Communities of Schools Georgia and United Way. The Georgia PAT Network mission aligns with Georgia's Early Learning Challenge goal of building a coordinated system of early learning and development so that all Georgia's children (especially those from low-income families with high need children) are ready to begin school with a solid foundation.

Georgia's Bright from the Start is well positioned to continue to lead our state to improve and enhance the well being of Georgia's children. The Georgia PAT Network pledges our continued support of Bright from the Start and of Georgia's application for the Early Learning Challenge. We look forward to working with Bright from the Start in the creation and implementation of a comprehensive, coordinated early and education system to benefit Georgia's vulnerable children and their families.

Sincerely,

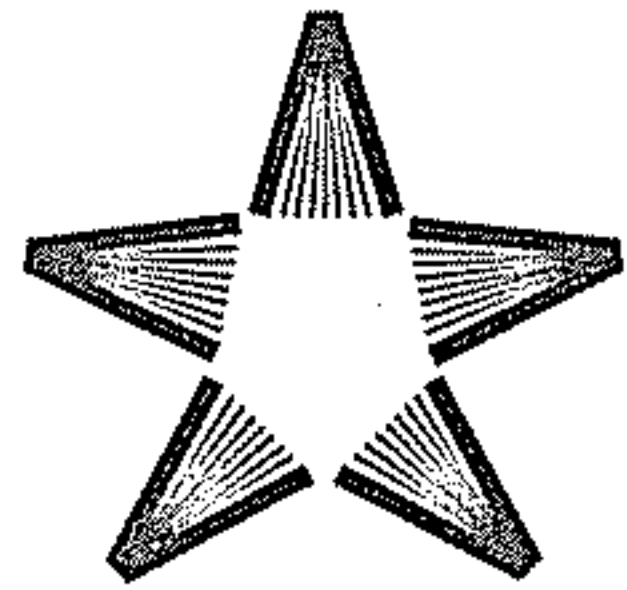


Roberta Malavenda, State Leader

Georgia Parents as Teachers

404 317-2734

rmalaven@bellsouth.net



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www.gpee.org

September 27, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

It is with conviction that I write on behalf of Georgia Partnership for Excellence in Education to express our commitment to the application from the State of Georgia for the Race to the Top Early Learning Challenge. I sincerely believe that the state would excel in achieving the goals and objectives of this grant.

The mission of the Georgia Partnership for Excellence in Education is to inform and influence Georgia leaders through research and non-partisan advocacy to impact education policies and practices for the improvement of student achievement. The Partnership focuses its activities on the birth-to-work education pipeline. Early learning is the foundational building block of the pipeline. The Partnership works closely with Bright from the Start: Georgia Department of Early Care and Learning (DECAL): Commissioner Bobby Cagle is on the Georgia Partnership Board of Directors and the two organizations collaborate to maximize the effectiveness of state governance and non-profit advocacy.

The Partnership focuses much of its efforts on promoting the importance of a healthy educational system as it relates to the overall economic vitality of the state. Informing and then engaging the Georgia business community is a key to our success. As a result of the work accomplished by DECAL, the economic impact of the early learning system in Georgia is significant. The early care and education industry in Georgia provides \$4 billion in economic activity each year. The results of a recent economic study estimated the annual total of gross receipts in this sector at \$2.4 billion. The economic models used in the study indicate that each dollar spent in the industry generates an additional \$0.70 in the broader state economy. Also noted, for every 100 jobs in the industry, an additional 21 are created. This further economic activity adds another \$1.7 billion to Georgia's economy. Combined, this leads to an approximate \$117 million in federal, state, and local tax revenue.

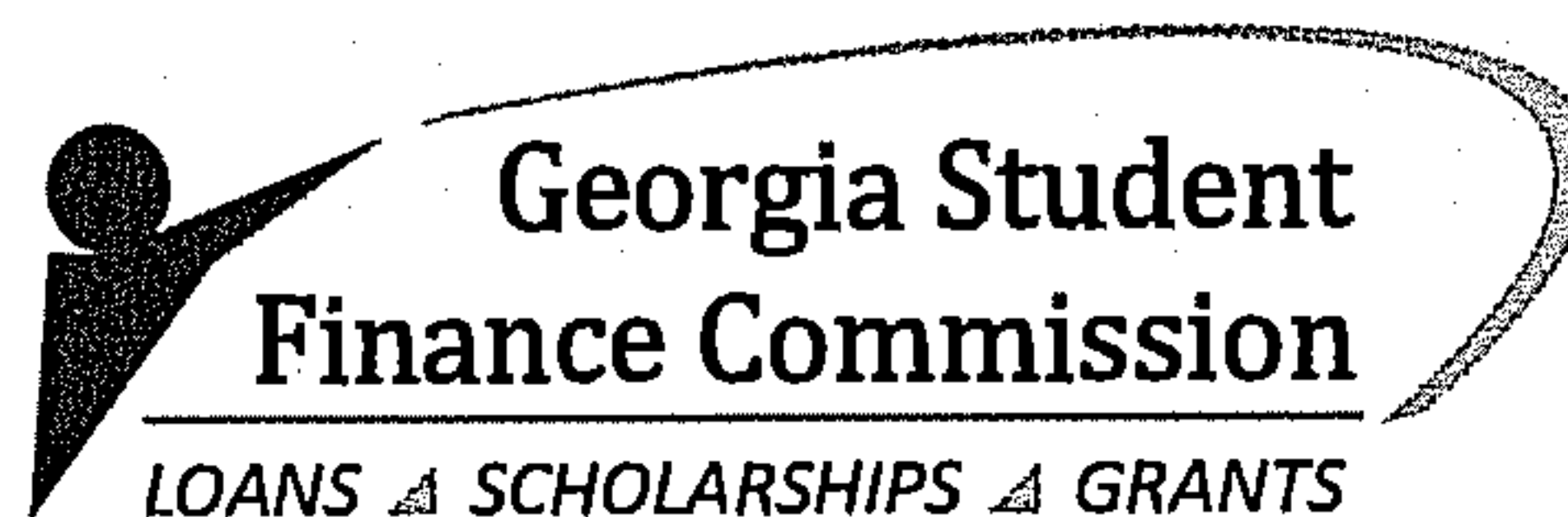
In addition to the economic impact, DECAL has defined just how effectively a state agency can render education services to children from birth to age five. This department has provided highly-credible leadership, guidance and direction to programs that benefit the youngest children in the state. DECAL incorporates early education, health screening and follow-up, home visiting, and other interventions. To achieve this mission, DECAL has skillfully coordinated the most disparate of partners so that it works with families, government agencies, social service agencies, businesses, and other stakeholders who respect and rely on the single-minded focus of this agency.

The work of DECAL has propelled Georgia into a leadership position nationally and raised the standards for the youngest children in Georgia, especially high needs children. Funding from the Early Learning Challenge will enable DECAL to expand and enhance much-needed work by creating a system of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

The Georgia Partnership pledges its continued support of DECAL and of Georgia's application for the Early Learning Challenge. Together, with this unprecedented infusion of federal funds for early childhood, we can create and implement a comprehensive, coordinated early care and education system to benefit all of Georgia's children.

Sincerely,


Stephen D. Dolinger
President



Nathan Deal
GOVERNOR



Georgia Student Finance Commission
Georgia Student Finance Authority
Georgia Higher Education Assistance Corporation
GAcollge411

Timothy A. Connell
PRESIDENT

September 14, 2011

Re: Letter of Support for Georgia's Application for the Race to the Top Early Learning Challenge

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Department of Health and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As President of the Georgia Student Finance Commission (GSFC), I am writing to express my agency's support for Georgia's application for the Race to the Top Early Learning Challenge. GSFC is the state agency in Georgia that administers over \$650 million in scholarships, grants, and loans for students pursuing their postsecondary education. Our programs include the often emulated HOPE Scholarship and Grant.

For over a decade, Georgia has been a leader in early care and education services to children and their parents. Our state is one of three in the nation that has a department, Bright from the Start: Georgia Department of Early Care and Learning, dedicated solely to serving our youngest citizens by ensuring they receive high quality child care and early education experiences in safe and healthy environments. Among a host of other services, Bright from the Start administers the nationally renowned Georgia's Pre-K Program that has served over one million children since its inception in 1992.

The Commissioner of Bright from the Start serves on Georgia's Alliance of Education Agency Heads (AEAH), an informal organization composed of the leaders of the seven agencies in Georgia related to education. Georgia's AEAH is nationally recognized for its nearly unique collaborative efforts to address the educational needs of Georgia citizens from birth through graduation from a postsecondary institution. Bright from the Start's inclusion in the Alliance clearly illustrates that Georgia recognizes that a child's foundation for learning is laid during the formative years before a child ever enters a classroom.

While Governor Nathan Deal has designated Bright from the Start as the lead agency for the Early Learning Challenge, the department actively partners with other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's

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The Honorable Arne Duncan

The Honorable Kathleen Sebelius

Re: Letter of Support for Georgia's Application for the Race to the Top Early Learning Challenge

September 14, 2011

Page 2 of 2

advocacy groups, the business and philanthropic community, higher education, and other stakeholders to serve Georgia's children effectively and efficiently.

Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance its work to create a SYSTEM of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

The Georgia Student Finance Commission supports and endorses Georgia's application for the Early Learning Challenge Grant. Further, we pledge to help Bright from the Start fulfill the goals and objectives of the grant thereby creating a comprehensive, coordinated early care and education system to better serve Georgia's children and families and ultimately serve our overall goal of a better educated Georgia.

Sincerely,

A handwritten signature in black ink, appearing to read "Timothy A. Connell". The signature is written in a cursive style with a horizontal line above it.

Timothy A. Connell, President
Georgia Student Finance Commission

September 29, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As President of the Minority Alliance for Child Care Development Advocates (MACCDA), I am writing to express our support for Georgia's application for the Race to the Top Early Learning Challenge.

MACCDA's mission is to represent the concerns of private minority child care business owners and their employees in the state of Georgia. Founded in 1989, MACCDA represents over 65 small child care business owners, approximately 800 child care employees, and 2,600 children throughout Georgia. To accomplish these goals, we engage in efforts such as:

- Expanding partnerships with leading not-for-profit organizations and advocacy groups.
- Improving business efficiency by working with Georgia's Small Business Development Centers.
- Providing community-based service projects that distribute food and clothing to the families that we serve.

MACCDA members support some of Georgia's most vulnerable children by developing cognitive and non-cognitive skills, supporting increased parental involvement, and working with stakeholders to improve the communities in which our members operate their businesses. MACCDA's support of early care and learning stems from our responsibility to provide not only child care but build stronger families and communities.

Many of these efforts were supported by, developed, and implemented in partnership with state government, particularly the departments/agencies that serve Georgia's youngest and most vulnerable citizens. We have been privileged to work with Bright from the Start: Georgia Department of Early Care and Learning, the department designated by Governor Nathan Deal as the lead agency to apply for and administer the Early Learning Challenge.

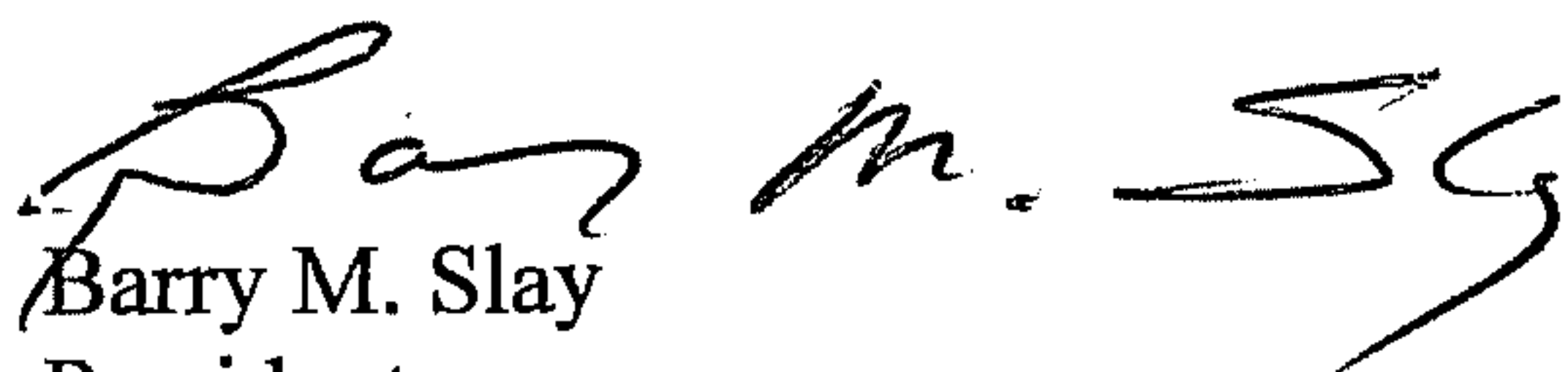
For years Georgia has been a leader in early care and education services to children from birth to age five and their parents. Georgia is one of three states in the country with a department like Bright from the Start, dedicated to ensuring that children receive high quality child care and early education experiences in safe and healthy environments. Bright from the Start has successfully led the state's efforts to improve and enhance the well being of Georgia's children and has collaboratively engaged other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders to serve Georgia's children effectively and efficiently.

Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance our work by creating a SYSTEM of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

MACCDA pledges our continued support of Bright from the Start and of Georgia's application for the Early Learning Challenge. Together, with this unprecedented infusion of federal funds for early

childhood, we can create and implement a comprehensive, coordinated early care and education system to benefit Georgia's children and families.

Sincerely,

A handwritten signature in black ink, appearing to read "Barry M. Slay". The signature is fluid and cursive, with a long horizontal stroke at the end.

Barry M. Slay
President



PROFESSIONAL ASSOCIATION OF GEORGIA EDUCATORS

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September 30, 2011

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The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Dept. Health and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As Executive Director of the 81,000 member Professional Association of Georgia Educators (PAGE), I am writing to express our support for Georgia's application for the Race to the Top Early Learning Challenge.

The mission of PAGE is to enhance professional competence and confidence, build leadership qualities and lead to higher academic achievement for students. To accomplish these goals we have engaged in efforts such as the Teacher Academy, the High School Redesign Initiative, Teacher Leadership Institutes and the Principals Leadership Network.

Some of these efforts are supported by, developed, or implemented in partnership with state and regional agencies, particularly the departments/agencies that serve Georgia's youngest and most vulnerable citizens. We have been pleased to work with Bright from the Start: Georgia Department of Early Care and Learning, the department designated by Governor Nathan Deal as the lead agency to apply for and administer the Early Learning Challenge.

For years Georgia has been a leader in early care and education services to children from birth to age five and their parents. Georgia is one of three states in the country with a department like Bright from the Start, dedicated to ensuring that children receive high quality child care and early education experiences in safe and healthy environments. Bright from the Start has successfully led the state's efforts to improve and enhance the well being of Georgia's children and has collaboratively engaged other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders to serve Georgia's children effectively and efficiently.

Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance our work by creating a SYSTEM of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

PAGE will continue to support Bright from the Start and Georgia's application for the Early Learning Challenge. Together, with this unprecedented infusion of federal funds for early childhood, we can create and implement a comprehensive, coordinated early care and education system to benefit Georgia's children and families.

Sincerely,

Dr. Allene Magill
Executive Director

United Way of Metropolitan Atlanta

100 Edgewood Avenue, N.E.
Atlanta, Georgia 30303
404.527.7200



Milton J. Little, Jr.
President

September 19, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health & Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

I am writing to you as President of United Way of Metropolitan Atlanta to express our support for Georgia's application for the Race to the Top Early Learning Challenge. For more than 10 years, United Way of Metropolitan Atlanta has supported the early childhood community and invested in initiatives like Bright from the Start that sustain our education goals to see that children enter school ready to learn, avoid risky behaviors and graduate prepared for careers.

Georgia has long been a leader in early care and education services to parents and children from birth to age five. Georgia is one of just three states in the country with a department like Bright from the Start that has successfully led the state's efforts to improve and enhance the well-being of Georgia's children and has collaboratively engaged other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education and other stakeholders to serve Georgia's children effectively and efficiently.

United Way cooperates well with the state of Georgia in advancing programs, refining innovative ideas into best practice models and incorporating lessons learned from large scale grant-making. Relevant examples are in our early learning community-based partnership initiative and the coordination of the coalition of early childhood advocates and professionals who have implemented four U.S. Department of Education-funded Early Reading First grants.

United Way also has a reputation for thoughtfully and strategically convening stakeholders at state-wide and regional levels. One example is our convocation the Early Education Commission that researched best practices in early learning and the consequent impact on Georgia's economic development. Having identified best practices that result in solution-driven strategies that can be sustained over time, the Commission recommended the creation of the Georgia Early Education Alliance for Ready Students (GEEARS) to ensure that advocacy for early education work continues.

Over the past five years, United Way has invested more than 36 million dollars in local, state and federal funding in support of young children and their families. Included are:

- Grants to early childhood providers to provide scholarships to families to cover child care costs

Visit us online at unitedwayatlanta.org
To find or give help, dial 2.1.1

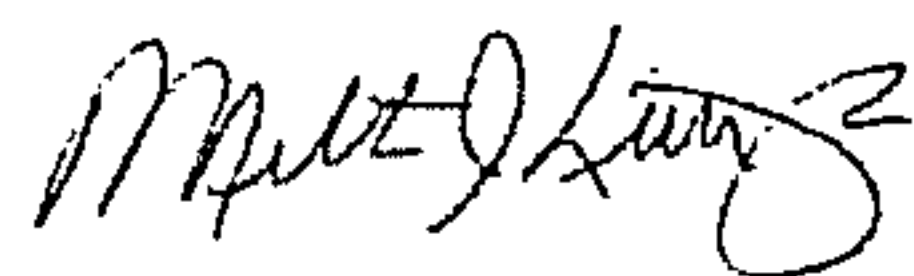
- Technical assistance to child care centers and training of child care providers to secure and maintain national accreditation
- Intensive professional development of early childhood professionals focused on evidence-based practices so that children to have the necessary skills to enter kindergarten ready to learn
- Support services and resources for families that promote parent leadership, understanding of developmental milestones and prevention of child abuse and neglect
- High quality home visiting that matches interested parents with professionals who provide information and support during a child's first three years
- Partnerships that provide linkages to the K - 12 system and the early childhood community
- Opportunities for young children and their families to have quality educational and social experiences that support a successful transition to kindergarten
- Engaging the civic, business and social service community in supporting strategies and initiatives that improve outcomes for early education in Atlanta and throughout Georgia

Some of these efforts were supported by, developed and implemented in partnership with state government, particularly the departments/agencies that serve Georgia's youngest and most vulnerable citizens. We have been privileged to work with Bright from the Start: Georgia Department of Early Care and Learning designated by Governor Nathan Deal as the lead agency to apply for and administer the Early Learning Challenge.

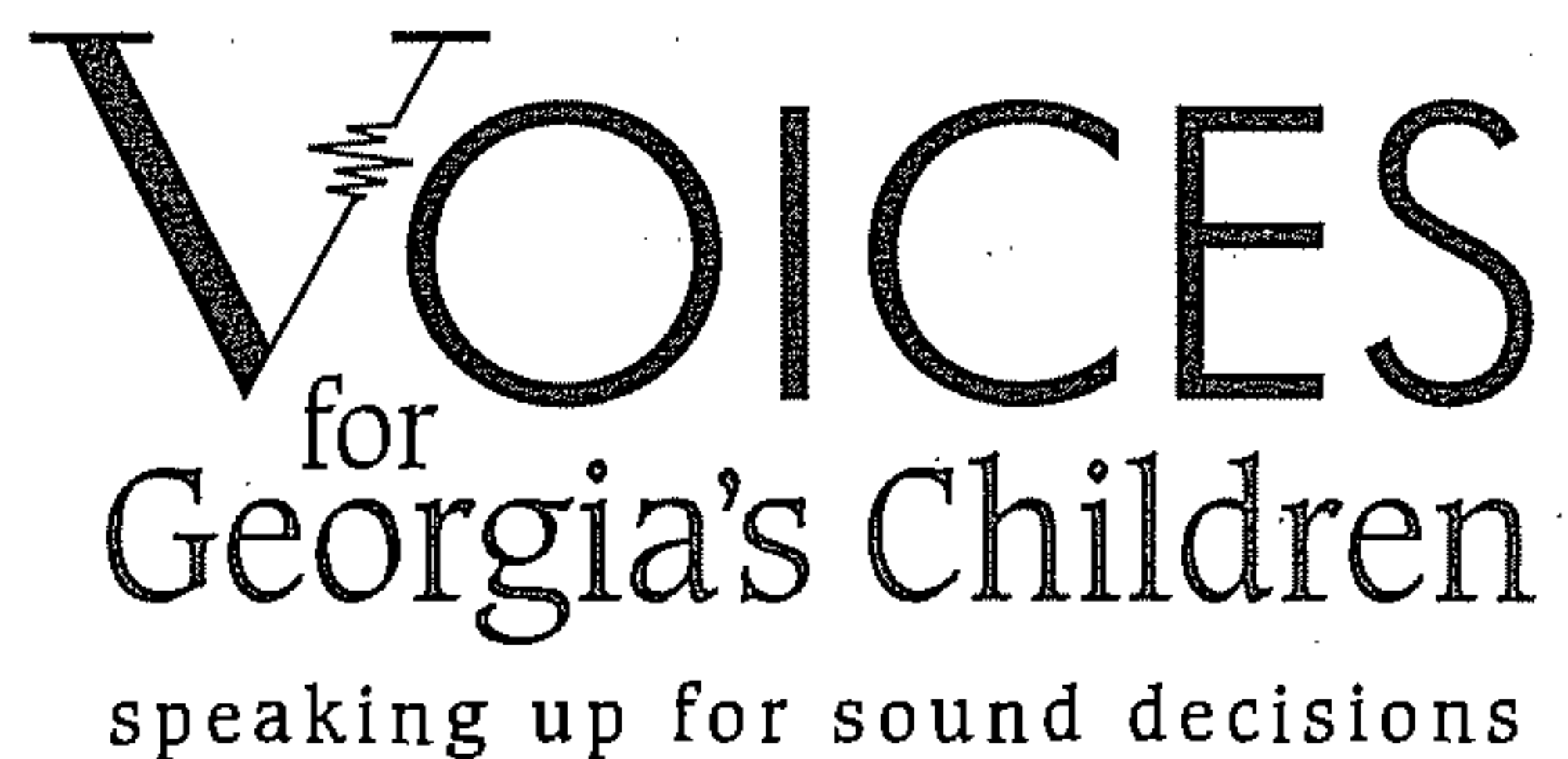
Funding from the Race to the Top Early Learning Challenge will enable Bright from the Start to expand our work by creating a *system* of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

United Way of Metropolitan Atlanta pledges our continued support of Bright from the Start. We enthusiastically endorse Georgia's application for the Race to the Top Early Learning Challenge. With an unprecedented infusion of federal funds for early childhood, United Way of Metropolitan Atlanta can partner with the State of Georgia to continue implementation of a comprehensive, coordinated early care and education system to benefit Georgia's children and families.

Sincerely,



Milton J. Little, Jr.
President



Suite 1580
100 Edgewood Ave., NE
Atlanta, GA 30303-3068
Phone: 404-521-0311
Fax: 404-521-0287
info@georgiavoices.org
www.georgiavoices.org

Pat Willis, Executive Director

September 28, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human
Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

Thank you for your leadership in establishing the Early Learning Challenge Grants to support states in creating comprehensive systems for the development and education of young children. As the Executive Director of Voices for Georgia's Children (VOICES), I am writing to endorse Georgia's grant application and to pledge our support as advocates for the policies and investments that will be required for implementation.

VOICES was established in 2003 to be a powerful, unifying voice for Georgia's children and to advocate for a policy agenda that ensures their growth and well being. We have targeted three policy commitments as essential to helping all children succeed: investment in young children from birth to five, health coverage for all kids, and effective engagement of vulnerable youth. Our focus on young children calls for a comprehensive approach that includes family supports, health access, and early care and education and is detailed in our 2008 report, *Compounding Interest: Why 0-5 is an Investment Worth Making*.

We believe that Georgia is in the process of expanding the commitment of both the public and private sectors to young children and their families. As a new governor in January 2011, Governor Nathan Deal appointed extraordinary professionals to lead the agencies that serve children. During their first year as leaders of early childhood, health, child welfare, and education, they have demonstrated unprecedented levels of collaboration. In addition, last year, our business and philanthropic leaders founded a new organization devoted to advocacy for early childhood, the Georgia Early Education Alliance for Ready Students. At VOICES, we provide leadership for the Georgia Birth to Five Coalition made up of nonprofit advocacy and service provider organizations that work together on public policies for home visiting, healthy births and young children, and early care and education.

Bright from the Start: Georgia Department of Early Care and Learning (DECAL), provides a remarkably inclusive culture for state decisions about services for young children. We have been pleased to participate in multiple work groups on child care regulations and as members of the Advisory Committee for the Early Learning Challenge Grant Application. We partnered with DECAL to develop focus groups of school superintendents and school board members to identify challenges to the provision of quality Pre-K, especially for disadvantaged children. Next week, October 3-7, with tremendous encouragement and logistical support from DECAL, VOICES will support visits by 40% of all Georgia legislators, the First Lady, and the Lieutenant Governor to Pre-K programs in their hometowns that are within child care centers and public schools.

An Early Learning Challenge Grant to Georgia will provide affirmation of the community's growing commitment to address the needs of our youngest children. By enabling DECAL to expand and accelerate its leadership for quality standards, curriculum alignment with K-12, professional development and family supports, the grant will reinforce the confidence and engagement of all stakeholders in building a stable and enduring system of early care and learning.

Thank you again for this tremendous opportunity to collaborate, to plan and to implement a new level of commitment to young children. Voices for Georgia's Children pledges to be an active partner with the state and others in ensuring that all children enter kindergarten prepared and on a path to school success. An award of an Early Learning Challenge grant to Georgia would serve to significantly further the good and thoughtful work our state has sincerely begun.

Sincerely,

A handwritten signature in cursive script that reads "Pat Miller". The signature is written in black ink and is positioned below the word "Sincerely,".

GEORGIA FAMILY CHILD CARE ASSOCIATION

*PO Box 870782
Stone Mountain, GA 30087
GAFCCA@gmail.com*

October 15, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human
Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As President of Georgia Family Child Care Association, I am writing to express our support for Georgia's application for the Race to the Top Early Learning Challenge.

The mission of Georgia Family Child Care Association is to enable providers across the state of Georgia to network together to have an effective voice for the profession of Family Child Care. We are a unified group of early child care professionals dedicated to support Family Child Care Providers respecting diverse styles of quality child care. The goals of the Georgia Family Child Care Association are to:

- Promote public understanding of family child care
- To serve as an active voice for our profession
- To promote the highest standards of quality
- To promote Professional Development
- To remove barriers of isolation and heighten providers sense of self -worth
- To promote and advocate for quality child care

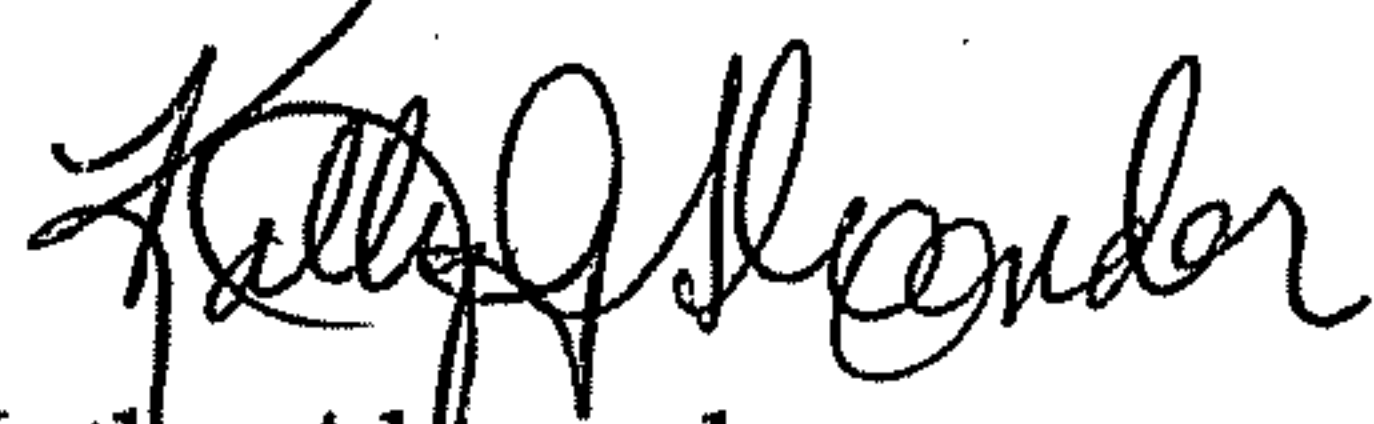
We have been privileged to work with Bright from the Start: Georgia Department of Early Care and Learning, the department designated by Governor Nathan Deal as the lead agency to apply for and administer the Early Learning Challenge. We have been active participants in DECALS's Infant and Toddler Network and the TQRIS Pilot and have participated in many of the action groups related to quality initiatives in the state.

Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance our work by creating a SYSTEM of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond. We are particularly excited about the tiered subsidy reimbursement system that is tied to our states TQRIS System.

The Georgia Family Child Care Association pledges our continued support of Bright from the Start and of Georgia's application for the Early Learning Challenge. Together, with this unprecedented

infusion of federal funds for early childhood, we can create and implement a comprehensive, coordinated early care and education system to benefit Georgia's children and families.

Sincerely,

A handwritten signature in cursive script that reads "Kathy Alexander".

Kathy Alexander
President

GFCCA

Gwinnett Family Child Care Association

October 15, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human
Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As President of Gwinnett Family Child Care Association, I am writing to express our support for Georgia's application for the Race to the Top Early Learning Challenge.

The Gwinnett Family Child Care Association (GFCCA) was formed in 1987 by family daycare providers in Gwinnett County committed to promoting quality and professionalism of the in-home childcare industry. GFCCA is a nonprofit self-supporting organization comprised of providers, businesses, and parents concerned to achieve the goals of GFCCA.

GFCCA goals are to:

- To promote public understanding of family day care.
- To promote the highest standards of quality in and for family childcare in Gwinnett County.
- To promote professional development within all providers.
- To create a countywide support system.
- To supply training to meet the needs of the family childcare providers.

We have been privileged to work with Bright from the Start: Georgia Department of Early Care and Learning, the department designated by Governor Nathan Deal as the lead agency to apply for and administer the Early Learning Challenge. We have been active participants in DECAL's Quality Initiatives including participating in the Infant Toddler Initiative and the Pilot of the Quality Rating and Improvement System.

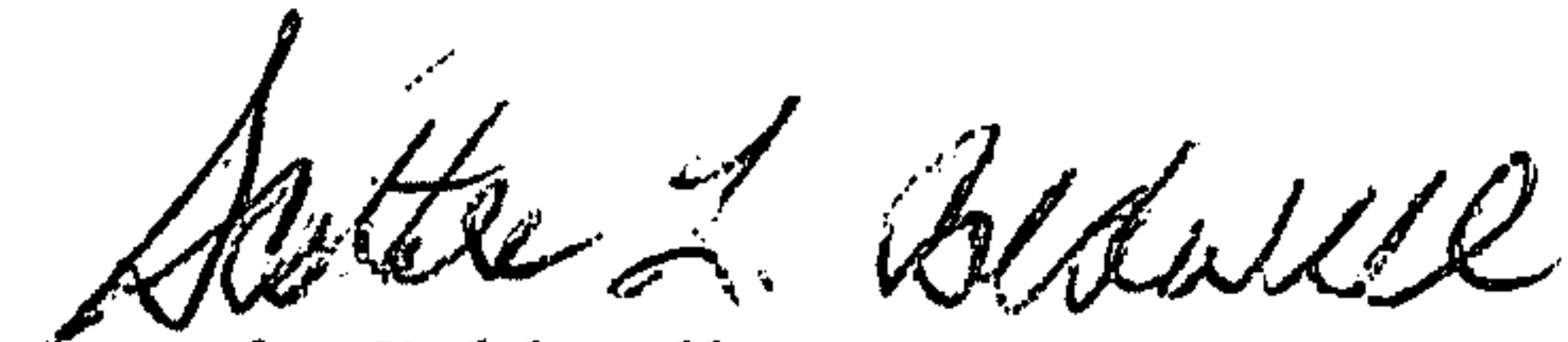
For years Georgia has been a leader in early care and education services to children from birth to age five and their parents. Georgia is one of three states in the country with a department like Bright from the Start, dedicated to ensuring that children receive high quality child care and early education

experiences in safe and healthy environments. Bright from the Start has successfully led the state's efforts to improve and enhance the well being of Georgia's children and has collaboratively engaged other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders to serve Georgia's children effectively and efficiently.

Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance our work by creating a SYSTEM of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

The Gwinnett Family Child Care Association pledges our continued support of Bright from the Start and of Georgia's application for the Early Learning Challenge. Together, with this unprecedented infusion of federal funds for early childhood, we can create and implement a comprehensive, coordinated early care and education system to benefit Georgia's children and families.

Sincerely,

A handwritten signature in black ink, appearing to read "Scottie L. Caldwell". The signature is written in a cursive, flowing style.

Scottie Caldwell
President

United States Senate

WASHINGTON, DC 20510

September 20, 2011

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human Services
200 Independence Avenue, Southwest
Washington, D.C. 20201

Dear Secretary Sebelius:

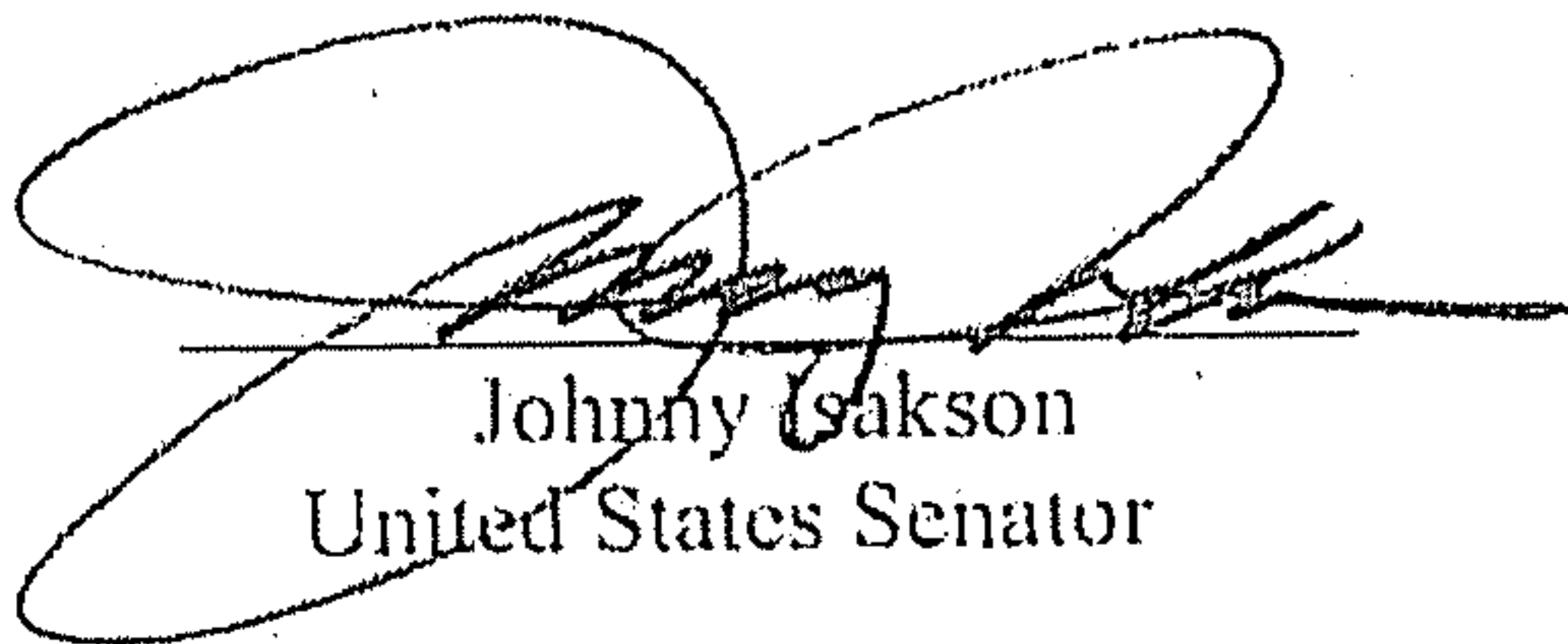
We are writing to express our support for Georgia's application for the Race to the Top Early Learning Challenge grant.

For years Georgia has led the nation in early care and education services to children from birth to age five and their parents. Georgia is one of three states in the country with a department dedicated to ensuring that children receive high quality child care and early education experiences in safe and healthy environments. Bright from the Start: Georgia Department of Early Care and Learning has successfully led the state's efforts to improve and enhance the well being of Georgia's children. To this end, they have engaged other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders.

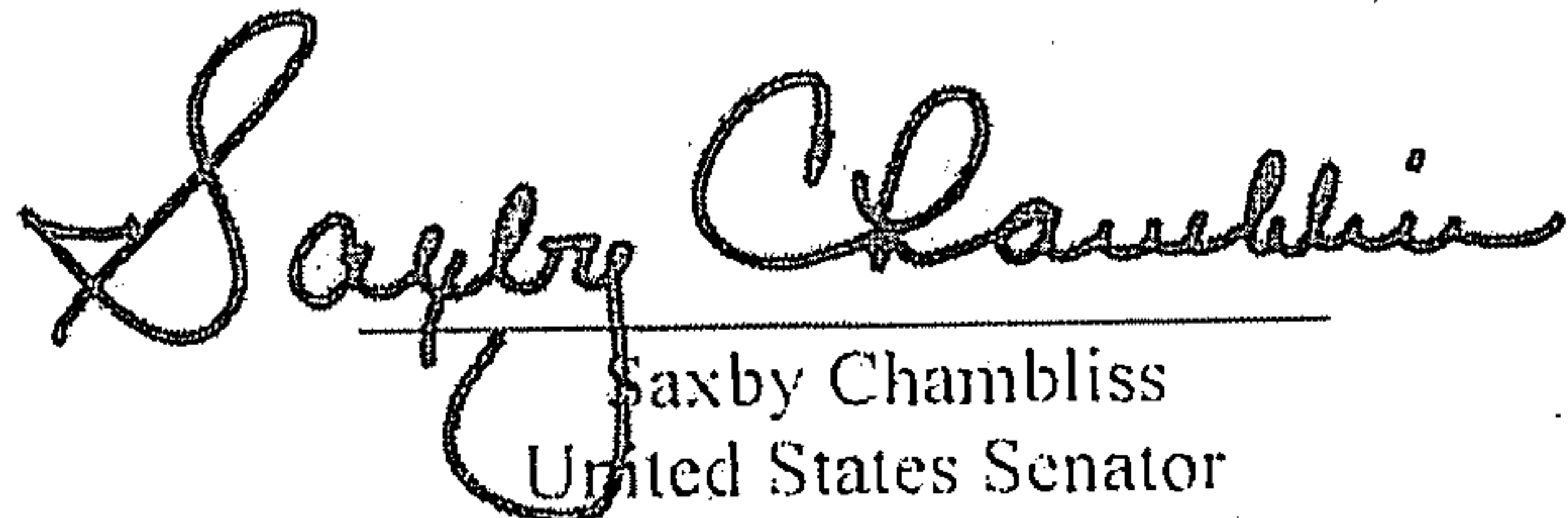
Governor Nathan Deal recently designated Bright from the Start as the lead agency to apply for and administer the Early Learning Challenge grant. Bright from the Start and many other state agencies and private entities have worked diligently through the years to serve Georgia's youngest citizens. Funding from the grant will enable Bright from the Start and its partners from around the state to create a system of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

In respect for your policies and procedures, we request that you give the state of Georgia and Bright from the Start your full consideration for this grant. If you have any questions, please do not hesitate to contact Glee Smith or Richard Gerakitis of our staffs.

Sincerely,



Johnny Isakson
United States Senator



Saxby Chambliss
United States Senator

DAVID SCOTT
13TH DISTRICT, GEORGIA

WWW.HOUSE.GOV/DAVIDSCOTT

DAVID.SCOTT@MAIL.HOUSE.GOV

Congress of the United States
House of Representatives
Washington, DC 20515-1013

COMMITTEE ON
AGRICULTURE

COMMITTEE ON
FINANCIAL SERVICES

COMMITTEE ON
FOREIGN AFFAIRS

September 20, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of
Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Secretaries Duncan and Sebelius:

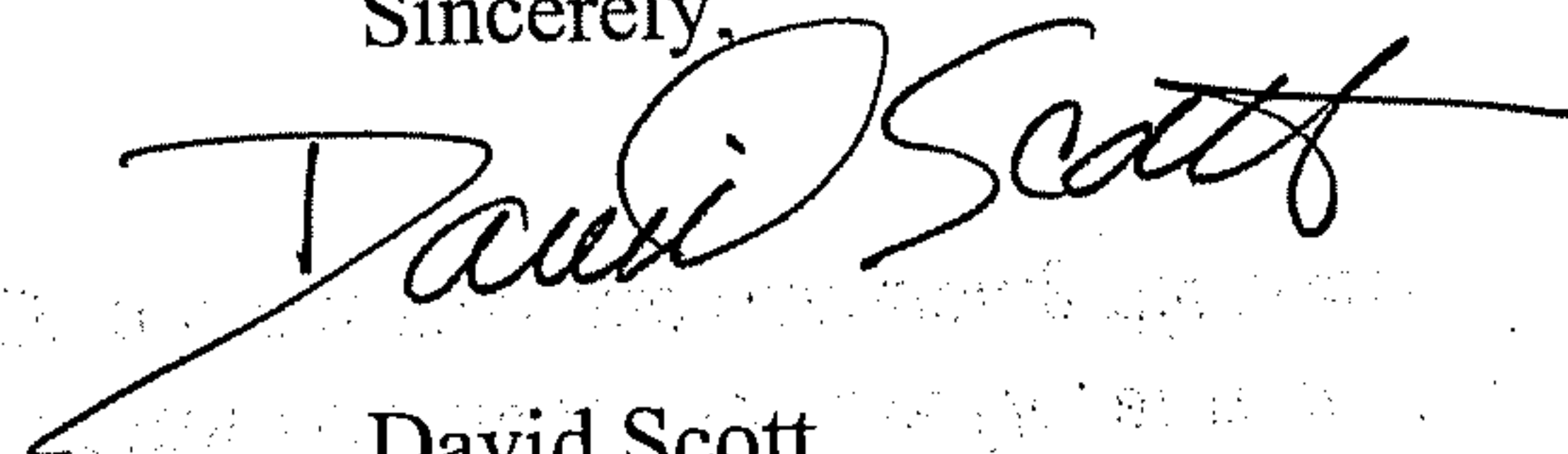
As the United States Congressman for the Thirteenth District of Georgia, I am pleased to support the State of Georgia in its grant application to the Race to the Top - Early Learning Challenge.

Georgia is committed to offering quality early care and educational services for children from birth to age five and their parents. In fact, Georgia is one of three states in the country with a department specifically dedicated to ensuring childcare and early educational services are of the highest value. Bright from the Start: Georgia Department of Early Care and Learning has been an effective strategy in improving and enhancing the well-being of Georgia's children and their families.

In the Thirteenth Congressional District of Georgia, childhood care and education are vitally important to my constituency. Bright from the Start: Georgia Department of Early Care and Learning operates over 2,300 child care centers, group day homes and family day care homes; 1,098 Pre-K classrooms; and 726 child and adult food programs in my district alone. To build on these offerings, funding from the Race to the Top Early Learning Challenge grant will be used to increase access to high-quality early learning programs for low-income and disadvantaged children, and establish an integrated network of early learning programs and services.

The implementation of this project will enhance the development of Georgia's future. I fully support the State of Georgia in its proposal for funds and urge the utmost consideration of this request.

Sincerely,



David Scott
Member of Congress

DS:gr

WASHINGTON OFFICE:
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WASHINGTON, DC 20515-1013
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FAX: (202) 225-4628

JONESBORO OFFICE:
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PHONE: (770) 210-5073
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SMYRNA OFFICE:
888 CONCORD ROAD, STE. 100
SMYRNA, GA 30080
PHONE: (770) 432-5405
FAX: (770) 432-5813



OFFICE OF LIEUTENANT GOVERNOR

240 STATE CAPITOL
ATLANTA, GEORGIA 30334

CASEY CAGLE
LIEUTENANT GOVERNOR

September 29, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As Lieutenant Governor of Georgia, I wholeheartedly support Georgia's application for the Race to the Top Early Learning Challenge.

Education has been a primary focus of mine since I began my career in public service. I believe that every child in Georgia deserves the opportunity to embrace their skills and pursue an educational path that challenges them intellectually and prepares them for the modern workforce. Research clearly shows that learning begins at birth and that the most significant brain development occurs in a child's first five years. Those early years are critical in laying a foundation on which a child's academic, social emotional and physical development will be built.

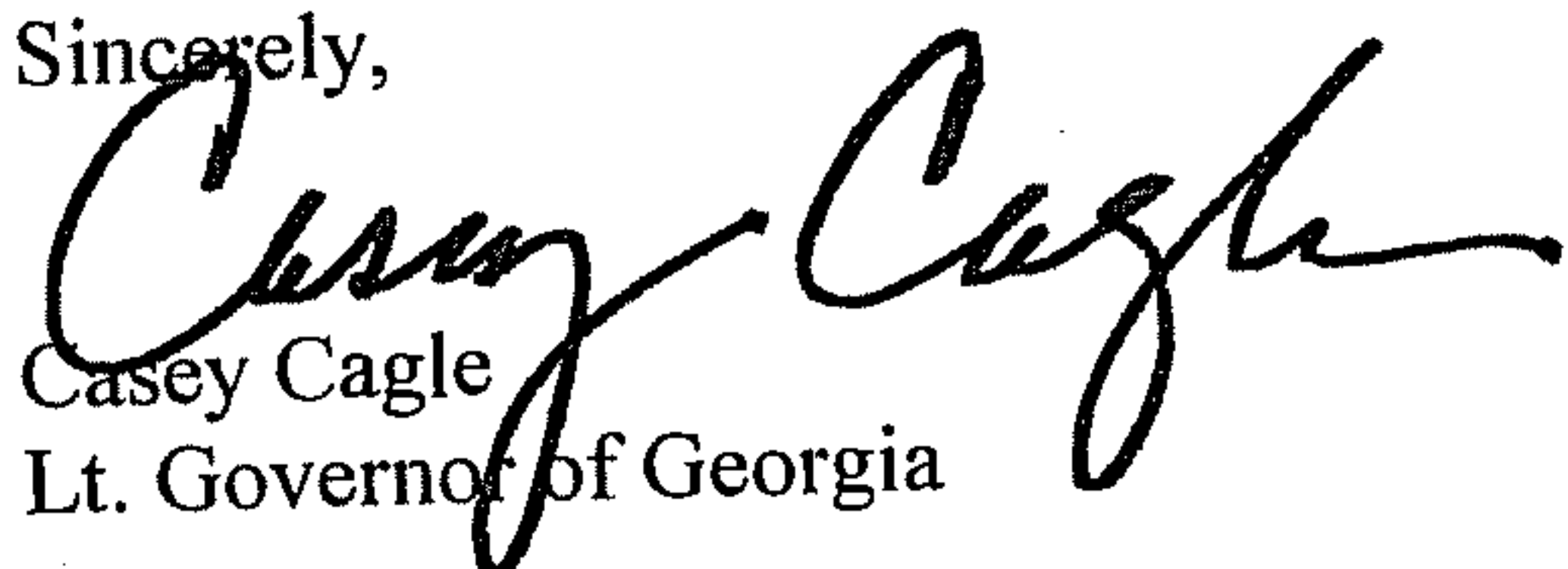
For decades, Georgia has been a leader in early care and education services to children from birth to age five and their parents. Our state is one of three in the nation that has a department, Bright from the Start: Georgia Department of Early Care and Learning, dedicated to serving our youngest citizens by ensuring they receive high quality child care and early education experiences in safe and healthy environments. Since its inception in 1992, Georgia's nationally-renowned voluntary prekindergarten program has served over one million children.

While Governor Nathan Deal has designated Bright from the Start as the lead agency for the Early Learning Challenge, the department works collaboratively with other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders to serve Georgia's children effectively and efficiently.

Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance the state's work by creating a SYSTEM of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

Because I believe strongly that Georgia's future depends on a well educated citizenry and workforce and that a solid foundation for learning must be laid early, I support without reservation Georgia's application for the Early Learning Challenge and will help Bright from the Start fulfill the goals and objectives of the grant to better serve Georgia's children and families.

Sincerely,



Casey Cagle
Lt. Governor of Georgia

CC/cbe

(404) 656-5030 • (404) 656-6739 FAX • www.ltgov.state.ga.us



House of Representatives

332 STATE CAPITOL
ATLANTA, GEORGIA 30334

DAVID RALSTON
SPEAKER

(404) 656-5020
(404) 656-5644 (FAX)

September 28, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human
Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As Speaker of the House of Representatives in the Georgia General Assembly, I am writing to express my support for Georgia's application for the Race to the Top Early Learning Challenge. Georgia has accomplished great things for its citizens from birth to age five, and I am confident that the state is well positioned to administer the grant funds to optimally serve the state's children and families.

Ever since Georgia's nationally renowned Georgia's Pre-K Program was piloted in 1992-93, early childhood education has been championed by Georgia's executive and legislative leadership from both political parties. Georgia's current Governor, Nathan Deal, continued this focus on early care and education by immediately enacting administrative changes in Georgia's Pre-K Program to ensure its financial viability for years to come. He also charged the Commissioner of Bright from the Start: Georgia Department of Early Care and Learning (Bright from the Start), the department of state government responsible for serving the early education and child care needs of Georgia's children, with developing and implementing a voluntary quality rating and improvement system for the state's child care industry. Because of his administration's interest in the Early Learning Challenge, Governor Deal designated his policy advisor as the primary contact for the grant and designated Bright from the Start as the Lead Agency to apply for and administer the grant.

Georgia's General Assembly laid a solid foundation for the state's efforts on behalf of its youngest citizens when it passed legislation in 2004 to create Bright from the Start, one of only three departments in the nation dedicated to serving the needs of children from birth to five. Georgia also has an active State Advisory Council on Early Childhood Education and Care, chaired by the Commissioner of Bright from the Start. Bright from the Start regularly solicits input from early childhood stakeholders, parents, and policy makers and funds the network of child care resource and referral agencies working in their local regions to ensure the accessibility and affordability of quality child care.

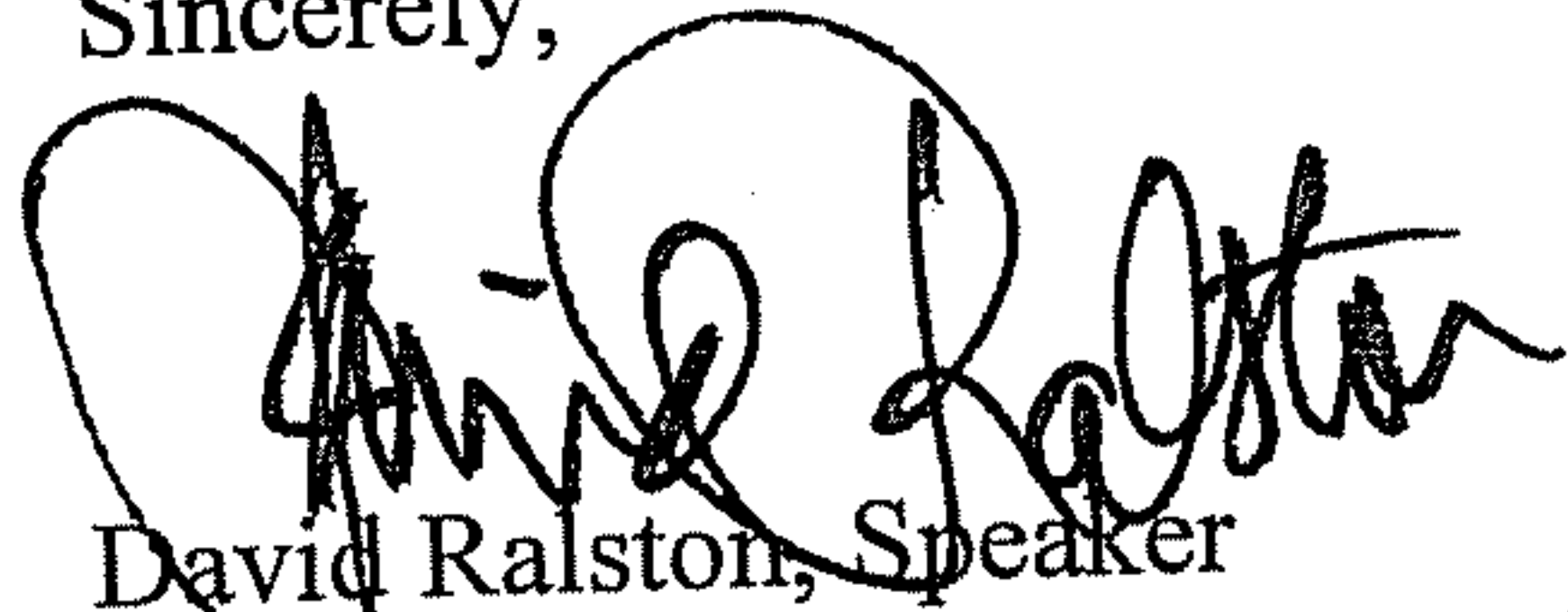
The Honorable Arne Duncan
The Honorable Kathleen Sebelius
September 28, 2011
Page 2

Funding from the grant will enable Bright from the Start and its partners from around the state to create a SYSTEM of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

Quality early childhood care and education are critically important to Georgia. The early care and education industry in Georgia provides **approximately \$4 billion in economic activity** annually. The results of a recent economic study, conducted by the University of Georgia and Georgia State University, estimated the annual total of gross receipts in this sector at \$2.4 billion. This figure captures the amount generated by the early care and education providers through the **employment of an estimated 61,000 teachers, support staff, and contractors** for specific services. The economic models used in the study indicate that each dollar spent in the industry generates an additional \$0.70 in the broader state economy. Also noted, for every 100 jobs in the industry, an additional 21 are created. This further economic activity adds another \$1.7 billion to Georgia's economy. **Combined, this leads to an approximate \$117 million in federal, state, and local tax revenue.**

For these reasons I support Bright from the Start and Georgia's application for the Early Learning Challenge. This funding will help Georgia continue to lead the nation in the critically important effort to help prepare children to be successful in school and in life.

Sincerely,



David Ralston, Speaker
Georgia House of Representatives

DR/dh



House of Representatives

STACEY Y. ABRAMS
MINORITY LEADER
REPRESENTATIVE, DISTRICT 84
POST OFFICE BOX 5750
ATLANTA, GEORGIA 31107
(404) 378-9434 (H)
E-MAIL: stacey.abrams@gmail.com

COVERDELL LEGISLATIVE OFFICE BUILDING, ROOM 408
ATLANTA, GEORGIA 30334
(404) 656-5058
(404) 656-0114 (FAX)

STANDING
COMMITTEES:
APPROPRIATIONS
ETHICS
JUDICIARY NON-CIVIL
RULES
WAYS AND MEANS

October 4, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

We of the Georgia House and Senate Democratic Caucus applaud the foresight and leadership shown by both the President and your agencies in incentivizing tools and systems to address the unquestionable need for high quality, early education in our country. It is a pleasure to see that the Administration has made our youngest citizens - the best investment in our economy and quality of life - such a high priority. To that end, we are writing in support of Georgia's application for the Early Learning Challenge Grant.

The Georgia Department of Early Care and Learning (DECAL), along with representatives of numerous child-serving agencies, service providers, and advocacy groups, has worked in a thoroughly non-partisan fashion to construct a plan founded on evidence based research and practice, and sustainable systems.

While we believe that early learning systems and programs are vital for all children, we are particularly pleased at the special emphasis the Georgia grant plan places on children with greater needs. Emphasis on better screening and supports, as well as a focus on quality rating of services, measurable outcomes for children and a thoughtful approach to alignment of curricula from pre-k through the end of primary school all make this application worthy of award.

We applaud the clarity and inclusiveness of this work, and have been impressed with an approach which does not barter the futures of our children for political gain. This proposal looks first and foremost at the needs of children, and the best ways to meet them.

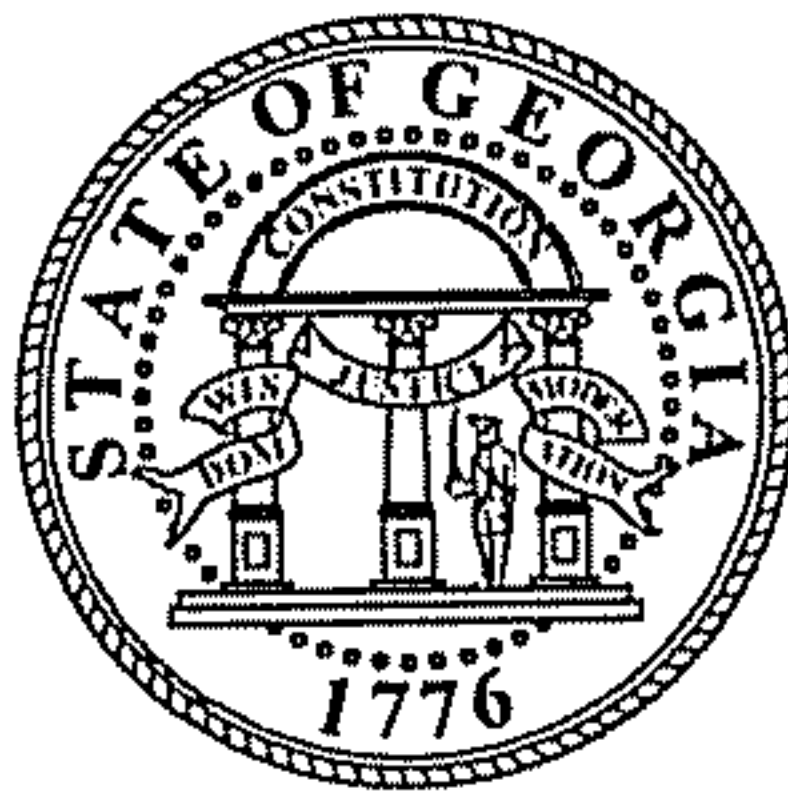
Sincerely,

A handwritten signature in black ink, appearing to read "Stacey J. Abrams". The signature is fluid and cursive, with a large initial "S" and a long, sweeping underline.

Stacey Abrams

FRAN MILLAR
District 40
319-B Coverdell Legislative Office Building
18 Capitol Square, S.W.
Atlanta, Georgia 30334
Phone: (404) 463-2260
Fax: (404) 657-3217

E-mail: fran.millar@senate.ga.gov



The State Senate
Atlanta, Georgia 30334

COMMITTEES:

State Education Finance Study Commission, Co-Chair
Senate Education and Youth, Chairman
Retirement, Vice Chairman
Economic Development
Government Oversight
Health and Human Services
MARTOC

September 28, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As Chairman of the Senate Education and Youth Committee and Co-Chair for the State Education Finance Study Commission of the Georgia General Assembly, I am writing in support of Georgia's application for the Race to the Top Early Learning Challenge.

Earlier this year, Georgia Governor Nathan Deal designated Bright from the Start: Georgia Department of Early Care and Education as the lead agency to apply for and administer the grant. Bright from the Start, created in 2004 by the Georgia General Assembly, is one of only three departments in the nation dedicated to serving the early childhood care and education needs of its youngest citizens. When word about this grant was made public, Bright from the Start convened a group of 80+ key stakeholders from around the state to begin planning Georgia's application. I was invited to join this stakeholder group and have been honored to participate in the planning process from the beginning.

For decades, Georgia has been a leader in early care and education services to children from birth to age five and their parents. The state's efforts on behalf of children have been supported by executive and legislative leadership from both political parties, and Bright from the Start has worked collaboratively with other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders to serve Georgia's children effectively and efficiently.

Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance the state's work by creating a SYSTEM of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

To this end, I support, without reservation, Georgia's application for the Early Learning Challenge and will help Bright from the Start fulfill the goals and objectives of the grant thereby creating a comprehensive, coordinated early care and education system to better serve Georgia's children and families.

Sincerely,

A handwritten signature in cursive script, appearing to read "Fran Millar".

Senator Fran Millar
Georgia State Senator – District 40
Co-Chair State Education Finance Study Commission
Chairman Senate Education and Youth Committee

STEVE HENSON
District 41
2643 Sterling Acres Drive
Tucker, Georgia 30084

121-B State Capitol
Atlanta, Georgia 30334
(404) 656-0085
Fax: (404) 463-2071

Email: stevenson@mindspring.com



The State Senate
Atlanta, Georgia 30334

COMMITTEES:

Urban Affairs, Vice Chairman
Administrative Affairs
Health and Human Services
Natural Resources and the Environment
Reapportionment and Redistricting
Regulated Industries and Utilities
Rules

DEMOCRATIC LEADER

October 4, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health
and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

We of the Georgia House and Senate Democratic Caucus applaud the foresight and leadership shown by both the President and your agencies in incentivizing tools and systems to address the unquestionable need for high quality, early education in our country. It is a pleasure to see that the Administration has made our youngest citizens - the best investment in our economy and quality of life - such a high priority. To that end, we are writing in support of Georgia's application for the Early Learning Challenge Grant.

The Georgia Department of Early Care and Learning (DECAL), along with representatives of numerous child-serving agencies, service providers, and advocacy groups, has worked in a thoroughly non-partisan fashion to construct a plan founded on evidence based research and practice, and sustainable systems.

While we believe that early learning systems and programs are vital for all children, we are particularly pleased at the special emphasis the Georgia grant plan places on children with greater needs. Emphasis on better screening and supports, as well as a focus on quality rating of services, measurable outcomes for children and a thoughtful approach to alignment of curricula from pre-k through the end of primary school all make this application worthy of award.

We applaud the clarity and inclusiveness of this work, and have been impressed with an approach which does not barter the futures of our children for political gain. This proposal looks first and foremost at the needs of children, and the best ways to meet them.

Sincerely,

Senator Steve Henson, 41st
Senate Minority Leader



BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

CHANCELLOR HANK HUCKABY
270 WASHINGTON STREET, S.W.
ATLANTA, GEORGIA 30334

PHONE: (404) 656-2202
FAX: (404) 657-6979
EMAIL: CHANCELLOR@USG.EDU

September 20, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and
Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As Chancellor of the University System of Georgia, I am writing to express our support for Georgia's application for the Race to the Top Early Learning Challenge.

For over a decade, Georgia has been a leader in early care and education services to children from birth to age five and their parents. Our state is one of three in the nation that has a department, Bright from the Start: Georgia Department of Early Care and Learning, dedicated to serving our youngest citizens by ensuring they receive high quality child care and early education experiences in safe and healthy environments. Among a host of other services, Bright from the Start administers a nationally recognized Pre-K Program that has served over one million children since its inception in 1992.

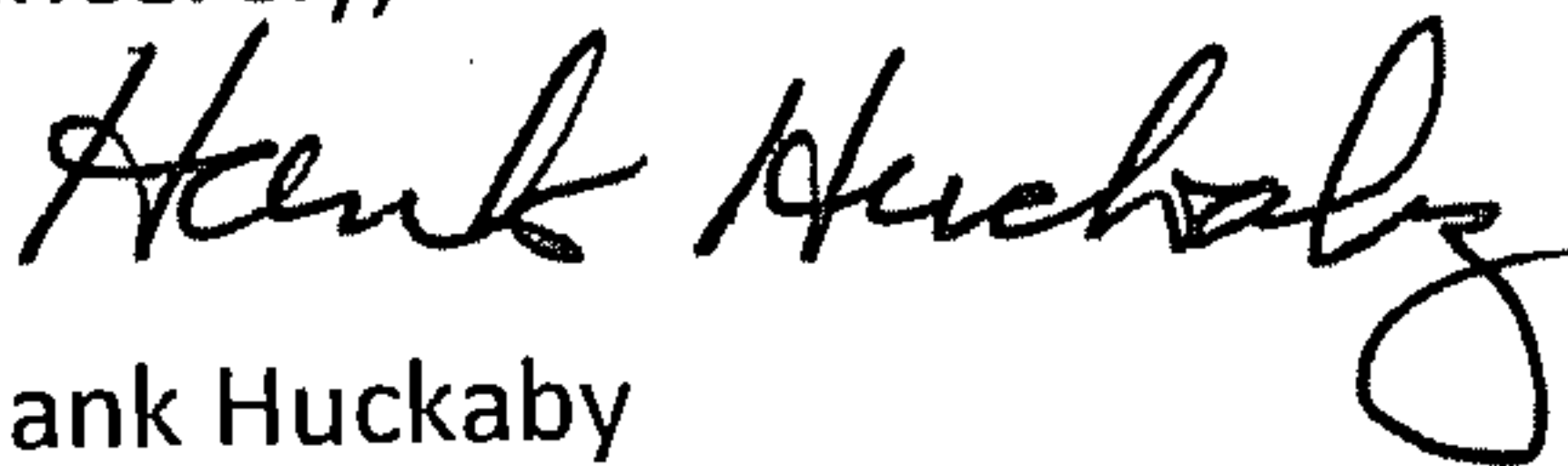
The Commissioner of Bright from the Start serves with me on Georgia's Alliance of Education Agency Heads, which is composed of the leaders of the seven agencies in Georgia related to education. Bright from the Start's inclusion in the Alliance clearly illustrates that Georgia recognizes that a child's education begins at birth as a foundation for learning is laid during the formative years birth to five before a child ever enters a classroom.

While Governor Nathan Deal has designated Bright from the Start as the lead agency for the Early Learning Challenge, the department works collaboratively with other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders to serve Georgia's children effectively and efficiently.

Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance its work to create a system of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

To this end, the University System of Georgia (USG), which provides teachers for many of the birth to age five schools and centers and has faculty with national expertise in research on effective early childhood practices, supports without reservation Georgia's application for the Early Learning Challenge. Furthermore, where applicable, the USG will help Bright from the Start fulfill the goals and objectives of the grant thereby creating a comprehensive, coordinated early care and education system to better serve Georgia's children and families.

Sincerely,

A handwritten signature in black ink that reads "Hank Huckaby". The signature is written in a cursive style with a large, looping "y" at the end.

Hank Huckaby
Chancellor

TECHNICAL COLLEGE
TCSG
SYSTEM OF GEORGIA

Nathan Deal
Governor

Ronald W. Jackson
Commissioner

September 12, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health
and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

RE: SUPPORT FOR GEORGIA'S APPLICATION FOR THE RACE TO THE TOP EARLY
LEARNING CHALLENGE

Dear Secretary Duncan and Secretary Sebelius:

Bright from the Start: Georgia Department of Early Care and Learning (DECAL), as appointed by Georgia Governor Nathan Deal, is the lead agency for Georgia's application for the Race to the Top Early Challenge grant. The Technical College System of Georgia fully supports DECAL's application for the Race to the Top Early Learning Challenge grant.

The mission of the Technical College System of Georgia (TCSG) is "to provide technical, academic and adult education and training focused on building a well-educated, globally competitive workforce for Georgia." TCSG colleges prepare early childhood care and education students for the workforce, and the TCSG mission supports the spirit of the Race to the Top Early Challenge grant. Part of TCSG's vision states that "we will equip students for success, thereby building literate and economically strong communities and businesses for Georgia." Preparing students for the early childhood workforce is one of the many programs in which we equip our students for success.

The Technical College System of Georgia has a progression of credentials for Early Childhood Care and Education (ECCE) professionals. TCSG prepares these professionals for the early learning workforce in child care centers, Head Start programs, family daycare homes, pre-k programs, and Babies Can't Wait, to name a few. Our agency works closely with DECAL to coordinate TCSG training with DECAL's needs and requirements. In redesigning and updating our ECCE programs and curricula for our recent quarter to a semester conversion, we worked closely with DECAL administrators to ensure that our revised programs meet the needs of future early learning professionals.

Georgia has 25 technical colleges throughout the state, and each technical college offers one or more ECCE program(s). Each college determines which ECCE programs are taught based on the needs of the community. In addition to ECCE programs being delivered in a "traditional" format, many TCSG colleges offer their ECCE courses in an online format. In many instances, students receive on-hands training through ECCE centers located on TCSG campuses.

The Honorable Duncan and The Honorable Sebelius
September 12, 2011
Page Two

TCSG offers eight Technical Certificates of Credit (TCCs), which can be completed in one- or two- semesters (many can be completed in just 15 weeks). The ECCE Basics TCC was developed to meet the DECAL requirement that all early learning employees have some specific training in the ECCE environment to continue to be employed in the field. This three-course program provides an introduction to the early childhood care and education field; general information on child growth and development; and basic health, safety, and nutrition information. The Early Childhood Program Administration TCC (also three courses) satisfies the 40-hour program director training required by DECAL. These are just two of the programs that satisfy specific DECAL and early learning workforce needs. TCSG also offers an ECCE diploma and an ECCE Associate of Applied Science. TCSG colleges have articulation agreements with University System of Georgia colleges and universities as well as private colleges and universities that allow TCSG students who complete the AAS to continue their education to a bachelor's degree.

In addition to working with DECAL on training, TCSG works closely with the "SCHOLARSHIPS" program (a program funded by DECAL that supports early childhood educators as they continue their formal education). In less than two years (July 1, 2009 – July 1, 2011) nearly 1,000 ECCE TCSG students received funding through this special program. This funding was in addition to the HOPE Grant, HOPE Scholarship, and other financial aid.

DECAL is one of three state agencies in the country dedicated to serving the early child care and education needs of children birth through age five and their families. DECAL administers a host of programs for Georgia's youngest citizens including the nationally renowned Georgia's Pre-K Program that has served over one million children since its inception in 1992. DECAL licenses thousands of child care centers and group daycare homes and registers family daycare homes; administers federal nutrition programs to ensure children receive nutritious meals while in child care and during the summer when school is not in session; provides funding and coordinates the network of child care resource and referral agencies in local communities around the state; and improves quality of care provided to children in various child care settings by providing training and technical assistance to child care providers.

DECAL serves as lead agency for the Georgia State Advisory Council on Early Childhood Education and Care; houses the Head Start Collaboration Office; and oversees the federal Even Start Family Literacy program. The agency collaborates with other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, etc. to serve the early care and education needs of Georgia's children.

If awarded the Early Learning Challenge grant, DECAL will be better able to promote standards reform of state early learning programs serving children 0-5, and it will help to ensure a higher standard of quality care across the state in early learning settings. DECAL will also be better positioned to focus on increasing access to quality early learning programs for low income and disadvantaged children so that they enter kindergarten ready to learn. The grant will also enable DECAL to increase parents' ability to access comprehensive services and high quality early learning programs for their children.

The Honorable Duncan and The Honorable Sebelius

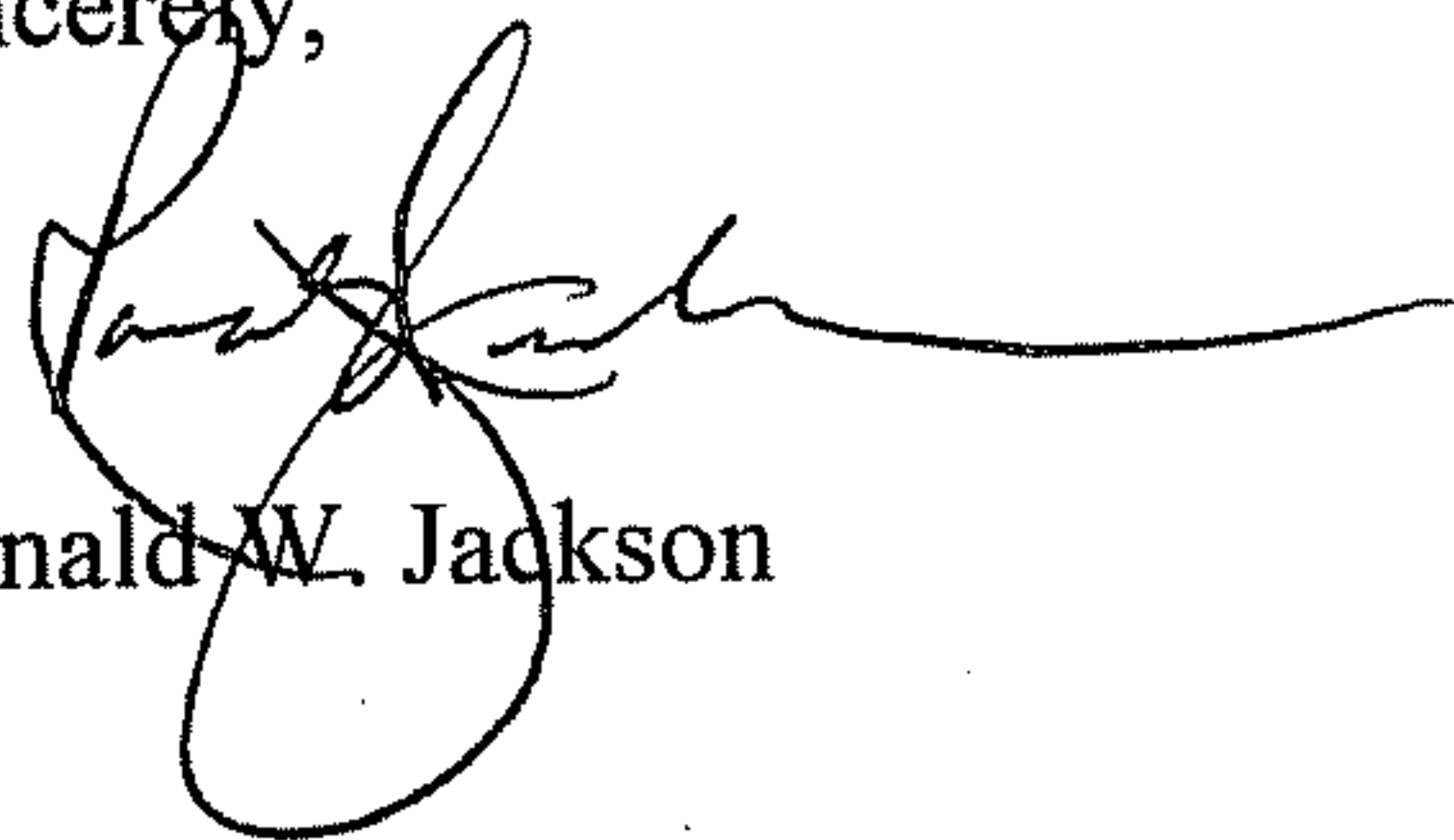
September 12, 2011

Page Three

Continued training and support for the early learning workforce has always been a top priority of the department, but additional funding from the grant will guarantee a stronger continued commitment to this component. It will help bolster training and support for the early learning workforce and will help create evaluation systems to document and share effective practices and successful programs.

The Technical College System of Georgia fully supports DECAL's effort to acquire the Race to the Top Early Learning grant. This grant will help Georgia strengthen its comprehensive, coordinated system of early care and development to help prepare Georgia's children for school and for life.

Sincerely,

A handwritten signature in black ink, appearing to read "Ronald W. Jackson", with a long horizontal flourish extending to the right.

Ronald W. Jackson



OFFICE OF PLANNING AND BUDGET

Nathan Deal
Governor

Debbie Dlugolenski Alford
Director

September 12, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As the Chief Financial Officer for the State of Georgia and the Director of the Governor's Office of Planning and Budget, I am writing to express our support for Georgia's application for the Race to the Top Early Learning Challenge.

For over a decade, Georgia has been a leader in early care and education services to children from birth to age five and their parents. Our state is one of three in the nation that has a department, Bright from the Start: Georgia Department of Early Care and Learning, dedicated to serving our youngest citizens by ensuring they receive high quality child care and early education experiences in safe and healthy environments. Among a host of other services, Bright from the Start administers the nationally renowned Georgia's Pre-K Program that has served over one million children since its inception in 1992.

The Governor's Office of Planning and Budget works closely with the Department of Early Care and Learning on budget and policy issues in supporting and recognizing that a child's education begins at birth as a foundation for learning and is laid during the formative years birth to five before a child ever enters a classroom.

While Governor Nathan Deal has designated Bright from the Start as the lead agency for the Early Learning Challenge, the department works collaboratively with other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders to serve Georgia's children effectively and efficiently.

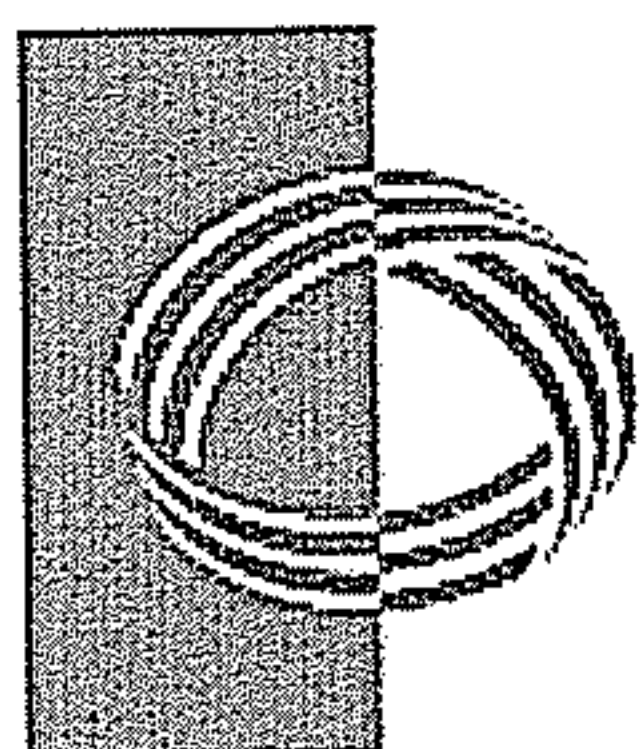
Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance its work to create a SYSTEM of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

To this end, the Governor's Office of Planning and Budget supports without reservation Georgia's application for the Early Learning Challenge and, where applicable, will help Bright from the Start fulfill the goals and objectives of the grant thereby creating a comprehensive, coordinated early care and education system to better serve Georgia's children and families.

Sincerely,


Debbie Dlugolenski Alford

An Equal Opportunity Employer



GEORGIA DEPARTMENT OF
COMMUNITY HEALTH

2 Peachtree Street, NW
Atlanta, GA 30303-3159
www.dch.georgia.gov

David A. Cook, Commissioner

Nathan Deal, Governor

September 14, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and
Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As Commissioner of the Georgia Department of Community Health (DCH), I am writing to express the Department's support of Georgia's application for the Race to the Top Early Learning Challenge.

Georgia is one of three states in the nation that has an agency, Bright from the Start: Georgia Department of Early Care and Learning, dedicated to serving our youngest citizens by ensuring they receive high quality child care and early education experiences in safe and healthy environments. In addition, Bright from the Start administers Georgia's Pre-K Program that has served over one million children since its inception in 1992.

While Governor Nathan Deal has designated Bright from the Start as the lead agency for the Early Learning Challenge, that department works collaboratively with DCH and other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders to serve Georgia's children effectively and efficiently.

The Department of Community Health strives to provide access to affordable, quality health care through effective planning, purchasing and oversight to millions of Georgians, including some of the state's most vulnerable and underserved populations. DCH administers the Medicaid and SCHIP programs and health care coverage for state employees and their dependents. We have worked collaboratively with Bright from the Start on early childhood health screenings. We recognize that at birth a child's foundation for learning begins to build long before a child ever enters a classroom.

The Georgia Department of Community Health wholeheartedly supports Georgia's application for the Early Learning Challenge and will help where applicable to fulfill the goals and objectives of the grant to create a comprehensive, coordinated early care and education system to better serve Georgia's children and families.

Sincerely,

A handwritten signature in black ink, appearing to read "David A. Cook".

David A. Cook



Brenda Fitzgerald, MD. Commissioner

Nathan Deal, Governor

2 Peachtree St NW, 15th Floor
Atlanta, Georgia 30303-3142
www.health.state.ga.us

September 22, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education

400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and
Human Services

200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As the Commissioner of the Georgia Department of Public Health, I am writing to express our support for Georgia's application for the Race to the Top Early Learning Challenge.

For over a decade, Georgia has been a leader in early care and education services to children from birth to age five and their parents. Our state is one of three in the nation that has a department, Bright from the Start: Georgia Department of Early Care and Learning, dedicated to serving our youngest citizens by ensuring they receive high quality child care and early education experiences in safe and healthy environments. Among a host of other services, Bright from the Start administers the nationally renowned Georgia's Pre-K Program that has served over one million children since its inception in 1992.

The Commissioner of Bright from the Start serves with me on Georgia's Alliance of Education Agency Heads, which is composed of the leaders of the seven agencies in Georgia related to education. Bright from the Start's inclusion in the Alliance clearly illustrates that Georgia recognizes that a child's education begins at birth as a foundation for learning is laid during the formative years birth to five before a child ever enters a classroom.

While Governor Nathan Deal has designated Bright from the Start as the lead agency for the Early Learning Challenge, the department works collaboratively with other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders to serve Georgia's children effectively and efficiently.

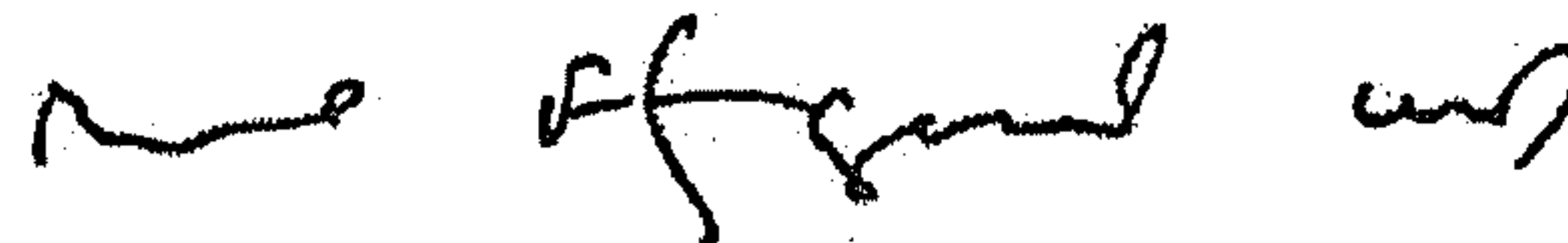
The existing relationship between Bright from the Start: Georgia Department of Early Care and Learning and the Department of Public Health. The Department of Public Health works closely with Bright from the Start: Georgia Department of Early Care and Learning to ensure that Georgia's youngest children are healthy to facilitate their learning and success. Partnering activities include a close working relationship with Georgia's Part C Early Intervention staff, collaboration on the development of a quality rating system that would measure public health knowledge, and outreach activities to ensure children are safe, such as car seat safety events and policy development, and maximizing their potential benefits, such as WIC information sessions.

Equal Opportunity Employer

Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance its work to create a SYSTEM of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

To this end, the Georgia Department of Public Health supports without reservation Georgia's application for the Early Learning Challenge and, where applicable, will help Bright from the Start fulfill the goals and objectives of the grant thereby creating a comprehensive, coordinated early care and education system to better serve Georgia's children and families.

Sincerely,

A handwritten signature in black ink, appearing to read "Brenda Fitzgerald MD". The signature is fluid and cursive, with a distinct loop at the end.

Brenda Fitzgerald, MD



STATE OF GEORGIA
OFFICE OF THE GOVERNOR
ATLANTA 30334-0900

Nathan Deal
GOVERNOR

Melvin Everson, Executive Director
GOVERNOR'S OFFICE of
WORKFORCE DEVELOPMENT

September 8, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As Executive Director of the Governor's Office of Workforce Development, I am writing to express our support for Georgia's application for the Race to the Top Early Learning Challenge.

For over a decade, Georgia has been a leader in early care and education services to children from birth to age five and their parents. Our state is one of three in the nation that has a department, Bright from the Start: Georgia Department of Early Care and Learning, dedicated to serving our youngest citizens by ensuring they receive high quality child care and early education experiences in safe and healthy environments. Among a host of other services, Bright from the Start administers the nationally renowned Georgia's Pre-K Program that has served over one million children since its inception in 1992.

The Commissioner of Bright from the Start serves with me on Georgia's Alliance of Education Agency Heads, which is composed of the leaders of the seven agencies in Georgia related to education. Bright from the Start's inclusion in the Alliance clearly illustrates that Georgia recognizes that a child's education begins at birth as a foundation for learning is laid during the formative years birth to five before a child ever enters a classroom.

The Early Learning curriculum will provide a hands-on sensory experience to encourage children to think, analyze problems and arrive at logical conclusions which will benefit hundreds of future workers in Georgia.

This curriculum will correlate with the Georgia Work Ready program which recognizes verified skills in Applied Mathematics, Locating Information and Reading for Information and be beneficial to hundreds of current workers in Georgia.

To this end the Governor's Office of Workforce Development supports without reservation Georgia's application for the Early Learning Challenge and, where applicable, will help Bright from the Start fulfill the goals and objectives of the grant thereby creating a comprehensive, coordinated early care and education system to better serve Georgia's children and families.

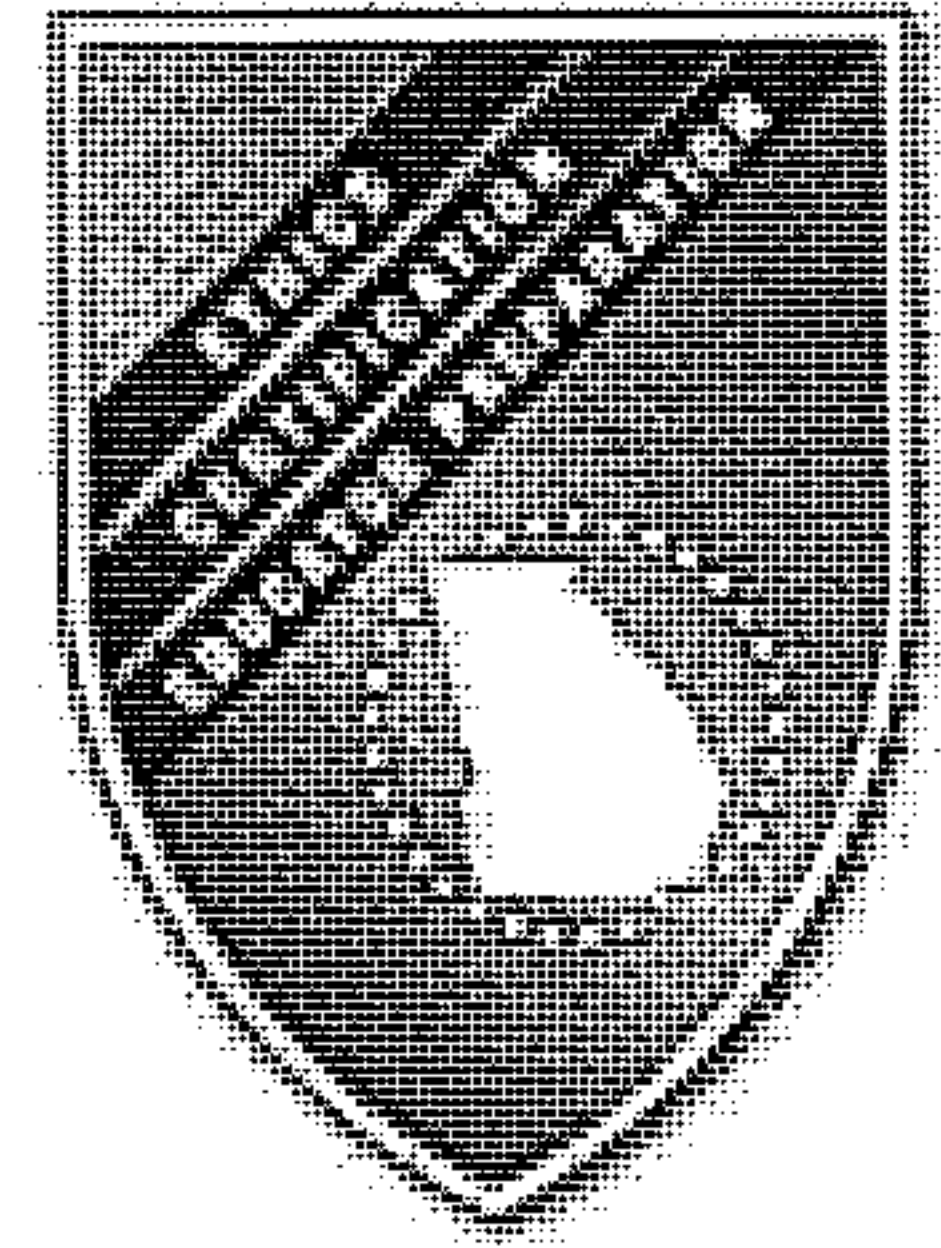
Sincerely,

A handwritten signature in cursive script that reads "Melvin Everson".

Melvin Everson
Executive Director

Protecting Georgia's Higher Standard of Learning

Georgia Professional Standards Commission



September 15, 2011

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary
U.S. Department of Health & Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As Executive Secretary of the Georgia Professional Standards Commission, I am writing to express our support for Georgia's application for the Race to the Top Early Challenge.

For over a decade, Georgia has been a leader in early care and education services to children from birth to age five and their parents. Our state is one of three in the nation that has a department, Bright from the Start: Georgia Department of Early Care and Learning, dedicated to serving our youngest citizens by ensuring they receive high quality child care and early education experiences in safe and healthy environments. Among a host of other services, Bright from the Start administers the nationally renowned Georgia's Pre-K Program that has served over one million children since its inception in 1992.

I also serve as Chairman of Georgia's Alliance of Education Agency Heads, which is composed of the leaders of the seven agencies in Georgia related to education. Bright from the Start's inclusion in the Alliance clearly illustrates that Georgia recognizes that a child's education begins at birth as a foundation for learning is laid during the formative years birth to five before a child ever enters a classroom.

The Professional Standards Commission has a very close working relationship with Bright from the Start: Georgia Department of Early Care and Learning. We work cooperatively with them to certify Pre-K teachers and assign career levels to teachers in childcare centers. This work will lead to parents of young children having access to valuable information about the credentials of teachers in childcare centers across the state. We also work cooperatively with Bright from the Start on professional learning for the teachers of young children. While Bright from the Start will serve as the lead agency for the Early Learning Challenge, our agency will fully support and collaborate with them to continue to serve Georgia's children effectively and efficiently.

Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance its work to create a SYSTEM of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

To this end, the Georgia Professional Standards Commission supports without reservation Georgia's application for the Early Learning Challenge and, where applicable, will help Bright from the Start fulfill the goals and objectives of the grant thereby creating a comprehensive, coordinated early care and education system to better serve Georgia's children and families.

Sincerely,



Kelly Henson
Executive Secretary



Clyde L. Reese, III, Esq., Commissioner

Georgia Department of Human Services • Suite 29.250 • Two Peachtree Street, NW • Atlanta,
Georgia 30303-3142 • Phone: 404-463-3390

September 14, 2011

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius, Secretary
U.S. Department of Health and
Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan:

Dear Secretary Sebelius:

As Commissioner of the Department of Human Services, I am writing to express our support for Georgia's application for the Race to the Top Early Learning Challenge.

For over a decade, Georgia has been a leader in early care and education services to children from birth to age five and their parents. Our state is one of three in the nation that has a department, Bright from the Start: Georgia Department of Early Care and Learning, dedicated to serving our youngest citizens by ensuring they receive high quality child care and early education experiences in safe and healthy environments.

While Governor Nathan Deal has designated Bright from the Start as the lead agency for the Early Learning Challenge, the department works collaboratively with other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders to serve Georgia's children effectively and efficiently.

The mission of the Department of Human Services is to strengthen Georgia by providing individuals and families access to services that promote self-sufficiency, independence, and protect Georgia's vulnerable children and adults. As the lead agency for the Child Care Development Funds, the Department of Human Services partners with Bright from the Start by supporting quality programs such as Pre-K Before and After school care, scholarships, Professional Development Registry, on-line teaching modules, Intensive Quality Improvement, Summer Transition, and the development of a Tiered Quality Rating and Improvement System.

Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance our work by creating a SYSTEM of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

To this end, the Department of Human Services supports, without reservation, Georgia's application for the Early Learning Challenge and will help Bright from the Start fulfill the goals and objectives of the grant thereby creating a comprehensive, coordinated early care and education system to better serve Georgia's children and families.

Sincerely,

Clyde L. Reese, III

Clyde L. Reese, III, Esq.
Commissioner

mj

c: Sharon King, Deputy Commissioner
Rachelle Carnesale, DFCS Division Director
Keith D. Bostick, DFCS Director for Program, Practice and Policy
Lynne A. Boring, OFI Operations Director
Mona D. Jackson, State Child Care Unit Manager



STATE INTERAGENCY COORDINATING COUNCIL
FOR
EARLY INTERVENTION PROGRAMS

September 19, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, Health and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As chairperson of the State Interagency Coordinating Council for Early Intervention Programs, I am writing to express our support for Georgia's application for the Race to the Top Early Learning Challenge Grant.

For over a decade, Georgia has been a leader in early care and education services to children from birth to age five and their parents. Our state is one of three in the nation that has a department, Bright from the Start: Georgia Department of Early Care and Learning, dedicated to serving our youngest citizens by ensuring they receive high quality child care and early education experiences in safe and healthy environments. Among a host of other services, Bright from the Start administers the nationally renowned Georgia's Pre-K Program that has served over one million children since its inception in 1992.

The Commissioner of Bright from the Start serves on Georgia's Alliance of Education Agency Heads, which is composed of the leaders of seven agencies in Georgia related to education. Bright from the Start's inclusion in the Alliance clearly illustrates that Georgia recognizes that a child's education begins at birth as a foundation for learning is laid during the formative years birth to five before a child ever enters a classroom.

While Governor Nathan Deal has designated Bright from the Start as the lead agency for the Early Learning Challenge, the department works collaboratively with other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders to serve Georgia's children effectively and efficiently.

Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance its work to create a system of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond. To this end, the State Interagency Coordinating Council for Early Intervention Programs supports inclusion as an integral part of our system and therefore supports without reservation Georgia's application for the Early Learning Challenge and, where applicable, will help Bright from the Start fulfill the goals and objectives of the grant thereby creating a comprehensive, coordinated early care and education system to better serve Georgia's children and families.

Sincerely,

Elaine K. Brown

Chairperson, State Interagency Coordinating Council

Judicial Council of Georgia
Administrative Office of the Courts

Marla S. Moore
Director

Reply to:
*Committee on
Justice for Children*

September 30, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As Director of the Supreme Court Committee on Justice for Children, Georgia's Court Improvement Program, I am writing to support Georgia's application for the Race to the Top Early Learning Challenge.

Our Committee's mission is to improve the process of civil child abuse and neglect cases. For younger at-risk children, it is paramount to ensure positive emotional and physical development as well as increase opportunities to access early learning programs. Far too often, foster care cases come before the juvenile court after children have already suffered irreparable trauma and developmental delays. It is crucial to help our state develop more preventive measures to reach at risk children, which are often children living in impoverished families that lack the resources and skills to take advantage of high-quality early learning programs.

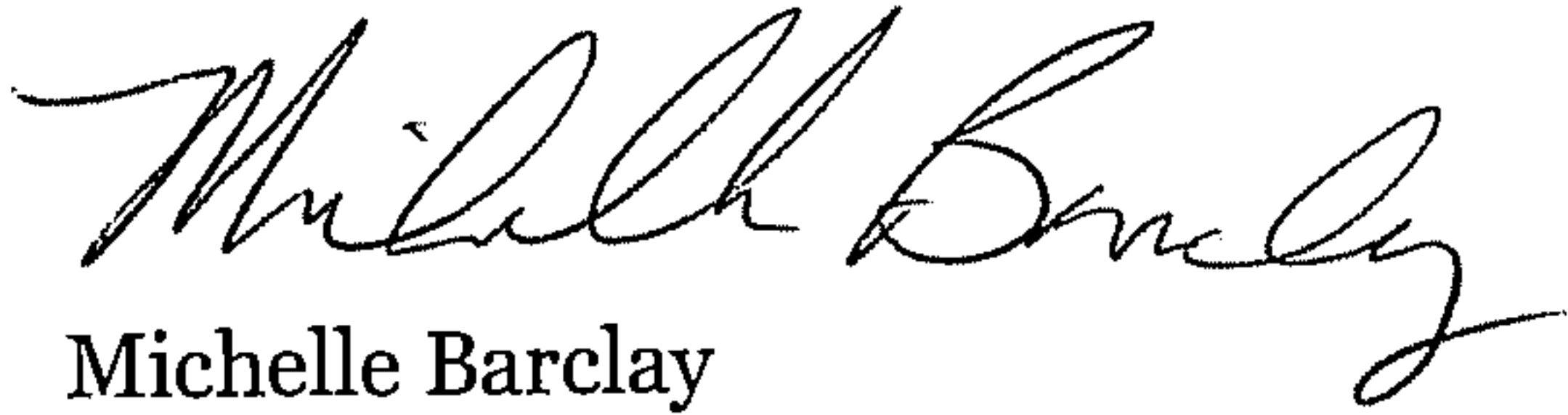
We also have seen the research proving that pre-school is a solid investment for society's at-risk children. The return on investment for pre-school is impressive: less likely to be arrested, more likely to have stable jobs and families. In Georgia today, we have the privilege of working with Bobby Cagle, the Commissioner of Georgia Department of Early Care and Learning, the Bright from the Start department designated by Governor Nathan Deal as the lead agency to apply for and administer the Early Learning Challenge. We have worked with Commissioner Cagle for a long time in his previous job as judicial liaison with the Division of Family and Children Services. He is the right leader for this effort, possessing immense knowledge of how best to make government systems work and how best to engage community partners.

An Early Learning Challenge grant to Georgia today has a high likelihood of success because of the level of leadership and skill to collaboratively engage other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders to serve Georgia's at-risk children effectively and efficiently. Funding from this grant will enable Bright from the Start to expand

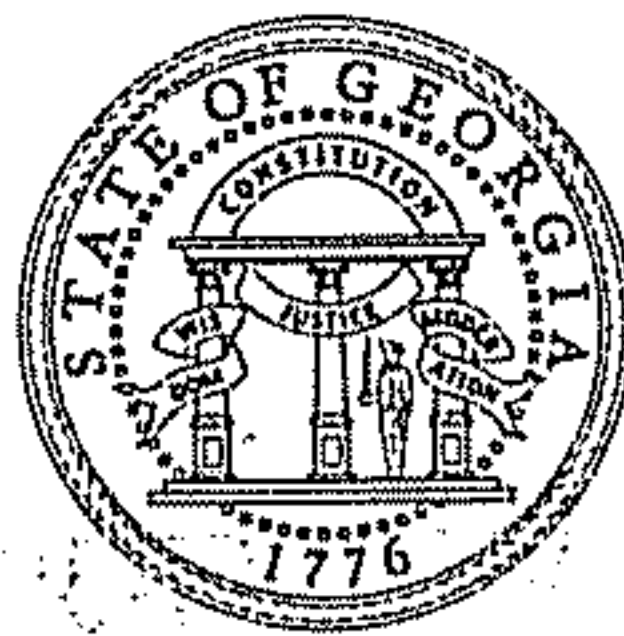
and enhance its work by creating a system of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

Thus, we fully support this application.

Sincerely,

A handwritten signature in cursive script that reads "Michelle Barclay". The signature is fluid and elegant, with the first name "Michelle" being larger and more prominent than the last name "Barclay".

Michelle Barclay



**COUNCIL OF JUVENILE COURT JUDGES
OF GEORGIA**

September 29, 2011

Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and
Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As Executive Director of the Council of Juvenile Court Judges, I am writing to express our support for Georgia's application for the Race to the Top Early Learning Challenge. We have been very privileged to work with Bright from the Start: Georgia Department of Early Care and Learning, the Department designated by Governor Nathan Deal as the lead agency to apply for and administer the Early Learning Challenge.

For years Georgia has been a leader in early care and education services to children from birth to age five and their parents. Georgia is one of three states in the country with a Department like Bright from the Start, dedicated to ensuring that children receive high quality child care and early education experiences in safe and healthy environments. Bright from the Start has successfully led the state's efforts to improve and enhance the well-being of Georgia's children and has collaboratively engaged other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders to serve Georgia's children effectively and efficiently.

Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance their work by creating a SYSTEM of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond. This unprecedented infusion of federal funds for early childhood will allow them to create and implement a comprehensive, coordinated early care and education system to benefit Georgia's children and families.

With kindest regards,


Eric J. John

Executive Director, Council of Juvenile Court Judges of Georgia

* * *
* * *
GEORGIA CHAMBER

October 11, 2011

The Honorable Arne Duncan
Secretary of the U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

It gives the members of my organization and me great pleasure to express our support for Georgia's Race to the Top Early Learning Challenge application.

Georgia has committed significant resources to reforming and improving education throughout our state and has made considerable progress in improving overall student achievement. Georgia is a national leader in early learning, having been the first state to offer voluntary Pre-K to its residents in the early 1990s. Since that time, other states have looked to Georgia to inform the development of their own early learning programs. This commitment to a well-educated, career-ready citizenry has helped draw over a dozen Fortune 500 companies and thousands of small businesses to our state.

The Race to the Top Early Learning Challenge provides Georgia with the opportunity to move from good early learning programs to a great early learning and development system that prepares our youngest learners to be ready for school when they enter kindergarten. The Race to the Top Early Learning Challenge funds will allow Georgia to build on a strong foundation, move achievement in our state to new heights, and allow us to better coordinate social and health services to give our children the full range of resources they need at this critical age.

Our state has created a comprehensive agenda that clearly articulates our goals for implementing reforms in early learning, as well as a clear and credible path to achieving and sustaining those goals long-term. We believe the Race to the Top funds will allow Georgia to ensure that every student in our state receives a strong foundation that prepares them to enter school ready to learn and to be reading on grade level by the end of the third grade.

The business community is strongly behind Georgia's Race to the Top reform plan, and I give it my personal, wholehearted endorsement. Thank you for this opportunity and for giving our state's application your full consideration.

Sincerely,



Chris Clark
President and CEO
Georgia Chamber of Commerce

Doug Carter
2011 Chair

Chris Clark
President & CEO

www.gachamber.com



A Time Warner Company

Misty Skedgell
Senior Vice President
Corporate Communications

Turner Broadcasting System, Inc.
One CNN Center, 11th Floor North
Atlanta, GA 30303-2762

T 404.885.4396
misty.skedgell@turner.com

October 19, 2011

The Honorable Arne Duncan
Secretary of the U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

It gives the members of my organization and me great pleasure to express our support for Georgia's Race to the Top Early Learning Challenge application.

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Sincerely,

Misty Skedgell



Deloitte.

Edward S. Heys, Jr.
Atlanta and Birmingham
Managing Partner

Deloitte & Touche LLP
Suite 2000
191 Peachtree Street NE
Atlanta, GA 30303-1943
USA

Tel: +1 404 220 1564
eheys@deloitte.com
www.deloitte.com

October 13, 2011

The Honorable Arne Duncan
Secretary of the U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

It gives the members of my organization and me great pleasure to express our support for Georgia's Race to the Top Early Learning Challenge application.

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Sincerely,



Edward S. Heys, Jr.



Harold Bevis
Managing Director
Public Affairs

Delta Air Lines, Inc.
P.O. Box 20706
Department 976
Atlanta, GA 30320-6001
Harold.bevis@delta.com

October 13, 2011

The Honorable Arne Duncan
Secretary of the U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

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The business community is strongly behind Georgia's Race to the Top reform plan, and I give it my personal, wholehearted endorsement. Thank you for this opportunity and for giving our state's application your full consideration.

Sincerely,

A handwritten signature in cursive script that reads "Harold L. Bevis Jr.".



Sylvia Eugene Russell
President - Georgia

AT&T Georgia
675 W. Peachtree St., NW
Suite 4500
Atlanta, GA 30375

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sylvia.russell@att.com

October 19, 2011

The Honorable Arne Duncan
Secretary of the U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

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The business community is strongly behind Georgia's Race to the Top reform plan, and I give it my personal, wholehearted endorsement. Thank you for this opportunity and for giving our state's application your full consideration.

Sincerely,

A handwritten signature in black ink that reads "Sylvia Eugene Russell". The signature is written in a cursive, flowing style.

W. Craig Barrs
Executive Vice President
External Affairs

241 Ralph McGill Boulevard NE
Atlanta, Georgia 30308-3374
Tel 404.506.7740
wcbarrs@southernco.com

October 19, 2011



The Honorable Arne Duncan
Secretary of the U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

It gives the members of my organization and me great pleasure to express our support for Georgia's Race to the Top Early Learning Challenge application.

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The business community is strongly behind Georgia's Race to the Top reform plan, and I give it my personal, wholehearted endorsement. Thank you for this opportunity and for giving our state's application your full consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "W. G. Barrs". The signature is written in a cursive style and is positioned below the word "Sincerely,".

SIEMENS

October 19, 2011

The Honorable Arne Duncan
Secretary of the U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

It gives the members of my organization and me great pleasure to express our support for Georgia's Race to the Top Early Learning Challenge application.

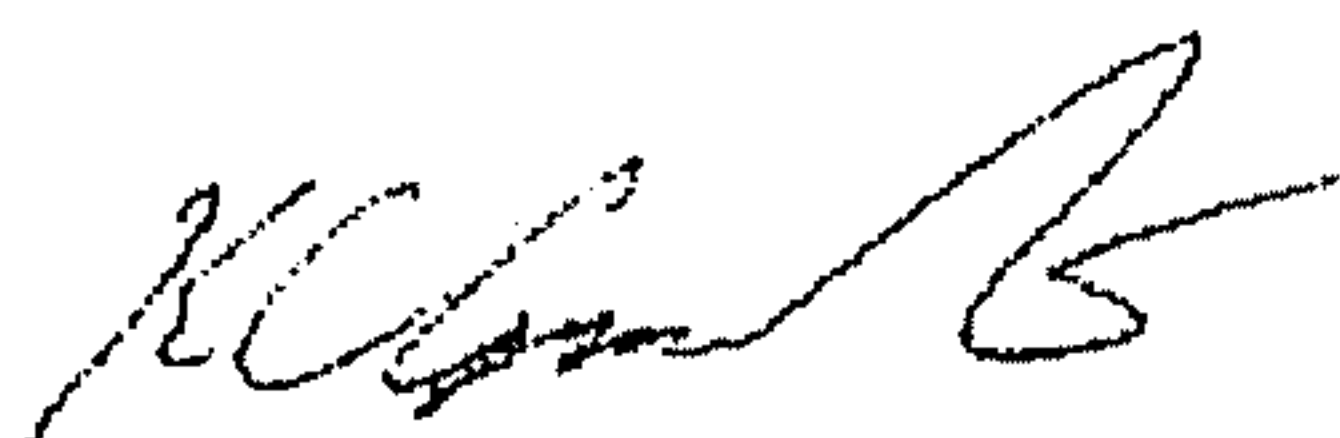
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The business community is strongly behind Georgia's Race to the Top reform plan, and I give it my personal, wholehearted endorsement. Thank you for this opportunity and for giving our state's application your full consideration.

Sincerely,



Ken Cornelius

Siemens One

Kenneth C. Cornelius
President & CEO

1345 Ridgeland Parkway
Alpharetta, GA 30004

Tel: (678) 867-7446
Fax: (678) 867-7450



October 10, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As Vice President of Education with the Metro Atlanta Chamber, I am writing to express our support for Georgia's application for the Race to the Top Early Learning Challenge.

For over a decade, Georgia has been a leader in early care and education services to children from birth to age five and their parents. Our state is one of three in the nation that has a department, Bright from the Start: Georgia Department of Early Care and Learning, dedicated to serving our youngest citizens by ensuring they receive high quality child care and early education experiences in safe and healthy environments. Among a host of other services, Bright from the Start administers the nationally renowned Georgia's Pre-K Program that has served over one million children since its inception in 1992.

I serve as a business member on Georgia's Alliance of Education Agency Head's implementation team. The Alliance is supporting Commissioner Bobby Cagle with Bright from the Start recognizing that we must educate children in the early years -- from birth to five -- in order to prepare them for the pipeline of education leading to college and careers.

We support Governor Nathan Deal's priority for early learning; Georgia's ability to educate early is critical to having graduates who are able to compete for jobs in a global economy. Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance its work to create a SYSTEM of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

To this end, the Metro Atlanta Chamber wholeheartedly supports Georgia's application for the Early Learning Challenge and, where applicable, will help Bright from the Start fulfill the goals and objectives of the grant thereby creating a comprehensive, coordinated early care and education system to better serve Georgia's children and families.

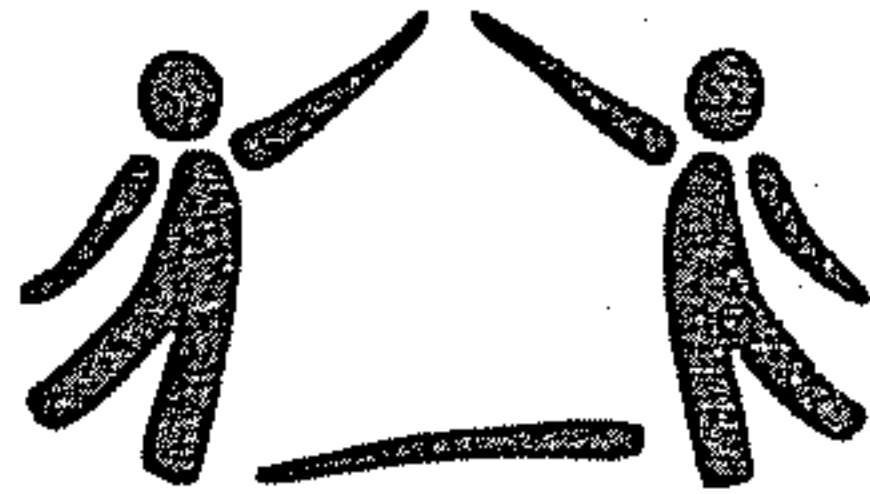
Sincerely,

A handwritten signature in black ink, appearing to read "Joy Hawkins".

Joy Hawkins

Vice President, Education & Workforce

Bringing the best together to help Atlanta thrive.



Georgia Association
of Homes & Services
for Children

September 26, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human
Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As the Executive Director of the Georgia Association of Homes and Services for Children (GAHSC), I am writing to express our support for Georgia's application for the Race to the Top Early Learning Challenge.

The mission of the GAHSC to support at-risk children by strengthening those that provide their care. To accomplish this mission, we advocate for services that address the needs of high need children and their families. We provide training opportunities and technical assistance so that they may implement the best in evidence based practices in services to these children.

Many of these activities were supported by, developed, and implemented in partnership with state government, particularly the departments/agencies that serve Georgia's youngest and most vulnerable citizens. We work closely with all these departments but it has been a privilege to work with Bright from the Start: Georgia Department of Early Care and Learning, the department designated by Governor Nathan Deal as the lead agency to apply for and administer the Early Learning Challenge.

We have a long time relationship with Bobby Cagle, their Commissioner, for many year prior to him being appointed Commissioner of this new Department. GAHSC primary work is with children who are at-risk of entering either the child welfare, juvenile justice or behavioral health systems. We know from research that early learning opportunities have a determinative impact of children later in life. It is this impact, is the reason why we work so closely with the Department of Early Care and Learning.

For years Georgia has been a leader in early care and education services to children from birth to age five and their parents. Georgia is one of three states in the country with a department like Bright from the Start, dedicated to ensuring that children receive high quality child care and early education experiences in safe and healthy environments. Bright from the Start has successfully led the state's efforts to improve and enhance the well being of Georgia's children and has collaboratively engaged other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders to serve Georgia's children effectively and efficiently.

Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance our work by creating a SYSTEM of early care and learning that delivers coordinated services and experiences that support young children's success in school and life. Its impact will go beyond just educational services but to the areas of service that we are most interested, child welfare, juvenile justice and behavioral health.

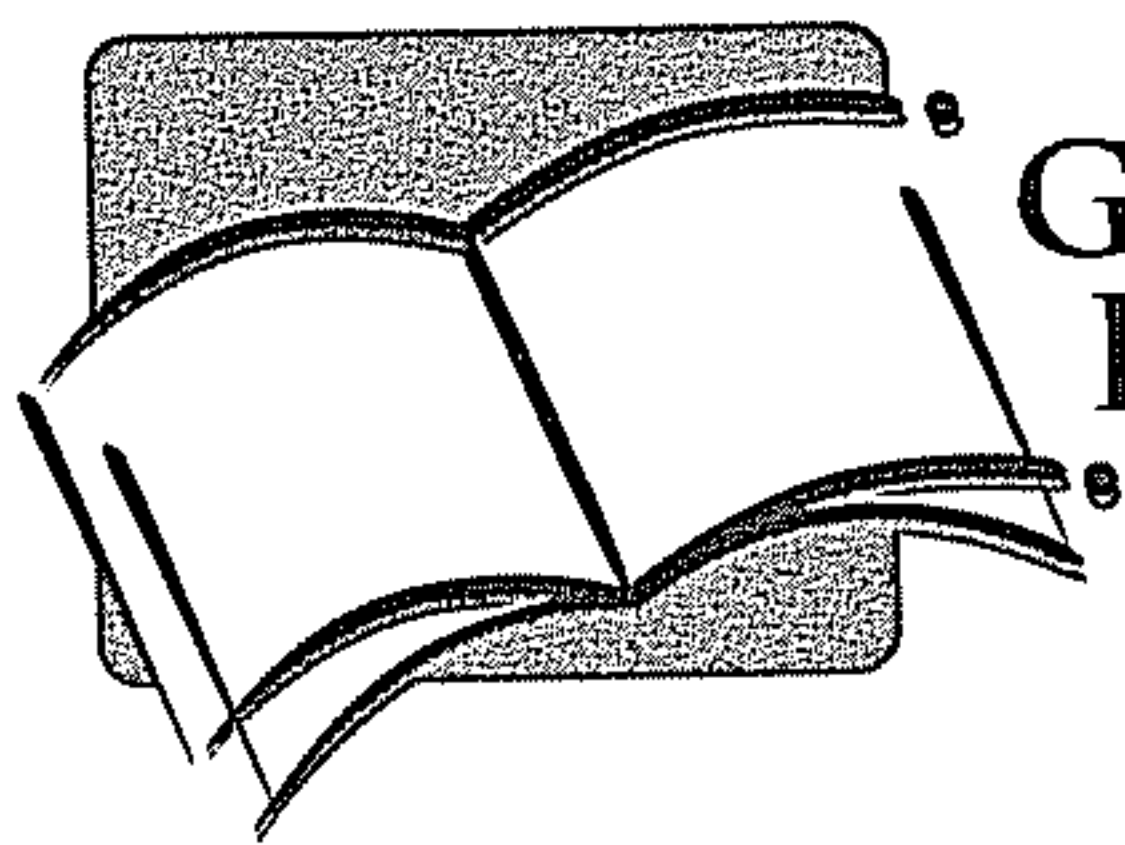
The Georgia Association of Homes and Services for Children pledge our continued support of Bright from the Start and of Georgia's application for the Early Learning Challenge. Together, with this unprecedented infusion of federal funds for early childhood, we can create and implement a comprehensive, coordinated early care and education system to benefit Georgia's children and families.

Sincerely,


Normer Adams
Executive Director

Normer Adams Executive Director

34 Peachtree Street NW Suite 1710 Atlanta GA 30303 (404) 572-6170 Fax (404) 572-6171



GEORGIA PUBLIC
LIBRARY SERVICE

September 22, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human
Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As Georgia's State Librarian, I am writing to express our support for Georgia's application for the Race to the Top- Early Learning Challenge.

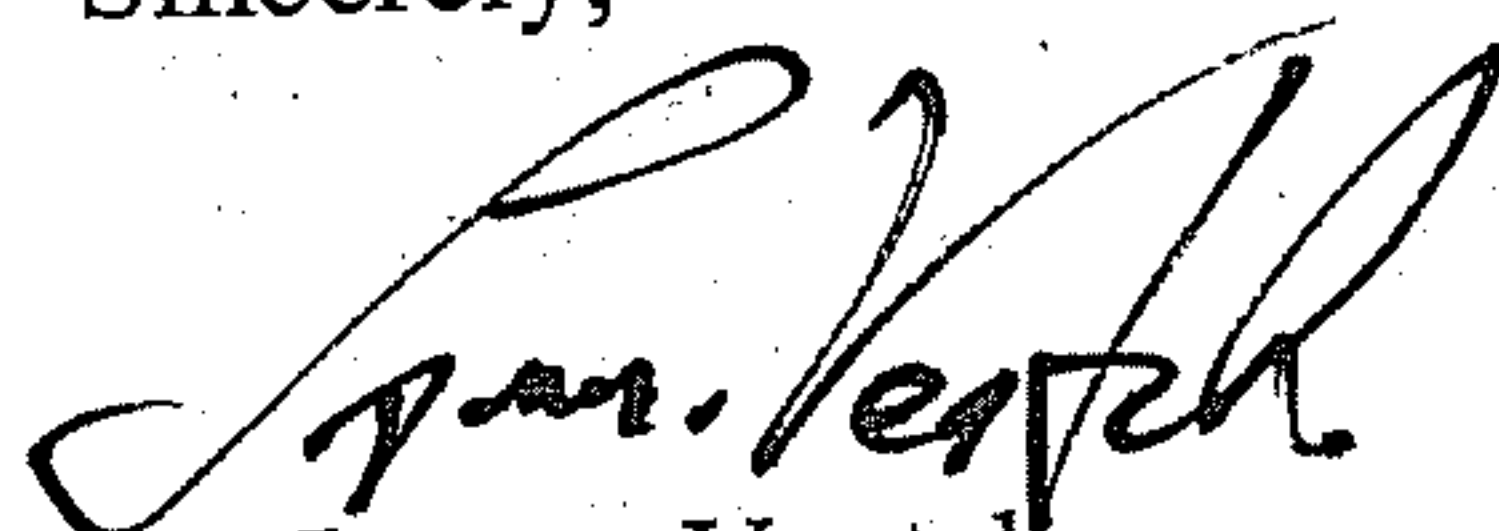
The mission of Georgia Public Library Service, a unit of the University System of Georgia, is to empower libraries to improve the lives of Georgians. Georgia Public Library Service achieves its mission by: providing and encouraging visionary leadership; ensuring equal access to information and technology; promoting the value and joy of life long reading and learning; and facilitating collaboration and innovation in the broader library community. Our Department of Youth Services oversees the statewide Summer Reading Program for children, teens, and families as well as provides support for PRIME TIME, a family literacy program that serves children with high needs, and early literacy initiatives.

We have been privileged to work with Bright from the Start: Georgia Department of Early Care and Learning, the department designated by Governor Nathan Deal as the lead agency to apply for and administer the Early Learning Challenge.

For years Georgia has been a leader in early care and education services to children from birth to age five and their parents, including serving over one million children in its Pre-K program. Bright from the Start has successfully led the state's efforts to improve and enhance the well being of Georgia's children and has collaboratively engaged several statewide partners. Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance the work by creating a system of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

Georgia Public Library Service pledges our continued support of Bright from the Start and of Georgia's application for the Early Learning Challenge. Together, with this unprecedented infusion of federal funds for early childhood, we can create and implement a comprehensive, coordinated early care and education system to benefit Georgia's children and families.

Sincerely,


Dr. Lamar Veatch
State Librarian

A Unit of the University System of Georgia

1800 Century Place, Suite 150
Atlanta, GA 30345-4304
tel 404.235.7200 fax 404.235.7201
www.georgialibraries.org



October 6, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

On behalf of Georgia Public Broadcasting, I am writing to express our full support for Georgia's application for the Race to the Top Early Learning Challenge.

The mission of GPB is to create, produce, and distribute engaging, programs, content and services that educate, inform, and entertain Georgians and enrich the quality of their lives. Serving more than 98% of Georgians through 9 television stations, 17 radio stations, robust new media and education services, GPB is unique nationally in its statewide reach across multiple distribution platforms delivered through one statewide organization.

GPB's mission aligns with the goals of the Early Learning Challenge and specifically reaches these critical audiences:

- Families with incomes **\$25,000 or less** are 68% more likely to be regular viewers of GPB Kids programming
- **Working mothers** with household incomes under \$25,000 are 158% more likely to be regular viewers of GPB Kids programming
- Families with incomes under \$25,000 or less and with **Children Under 6** are 61% more likely to be regular viewers of GPB Kids programming
- **Single Parents** with incomes of \$25,000 or less are 80% more likely to be regular viewers of GPB Kids programming
- **Low Income, African American and Hispanic households** are 3% to 15% more likely to view PBS educational programming provided through GPB.

GPB serves Georgia's early learners birth to age five and beyond, their families and caregivers through distribution of more than 3500 hundred hours of research-based educational programming and the development of educational games and literacy resources to promote school readiness – see www.gpbkids.org/ and www.gpb.org/education. And, GPB serves the early learning community in other ways:

- In the 2010-2011 school year, two-thirds of Georgia educators (preK-12) downloaded digital media content for the classroom from the GPB Education portal 4.9 million times – content all aligned to Georgia Performance Standards - <http://www.gpb.org/education/>
- GPB is the lead station in a consortium of public media stations in five Southern states committed to exploring the challenges and opportunities confronting education in the Southern United States in the 21st Century - <http://www.southerneducationdesk.org/>
- GPB regularly participates in community outreach activities and events designed to reach families and caregivers. For example, GPB recently distributed Raising Readers Library Corners to 22 locations in Georgia, including 17 public libraries in high need communities, the 3 State Schools for the Deaf and Blind and 2 inner city preschools that serve Atlanta's most at-risk populations.

GPB has a long history of partnership with Bright from the Start, most recently with the implementation of **Project Aim - Adding Interactive Media to Early Childhood Education** - an initiative aimed at showing parents and teachers how to use the PBS Raising Readers and PBS Kids Island literacy resources to weave interactive games and multimedia into teaching and to motivate young children to read. Through **Project AIM**,

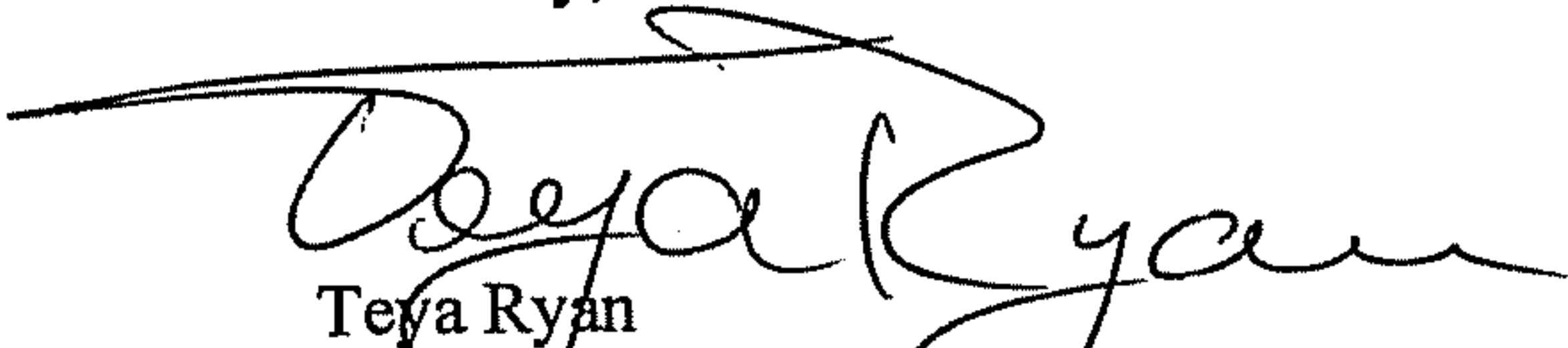
Raising Readers online interactive resources have been aligned to Georgia Pre-K Standards and Head Start Child Outcomes and are supported by training videos and learning modules that demonstrate how teachers can use this alignment and support their instruction in the classroom - <http://www.gpb.org/education/projectaim>.

GPB also partners extensively with other Georgia government agencies, nonprofit organizations and private sector businesses to strengthen and broaden its educational mission. Recent examples of GPB produced content and learning modules that support education and early learning, include:

- **Common Core Standards Rollout and Implementation** - a series of live streamed professional development sessions delivered online in September 2011 to Georgia educators introducing the Common Core Georgia Performance Standards for English language arts, literacy, and mathematics. Subsequent interactive, online workshops will begin airing in January 2012. The launch received 10,600 logins of unique visitors at the time of the live event; and within one week received a total of 23,000 unique visitors. Participants watched the session in large groups in school auditoriums, small groups in media centers and classrooms, or in individual settings. Viewership has also come from across the nation, including Florida, New York, California, Texas and others - <http://www.gpb.org/education/common-core/>.
- **Georgia Weighs In** - produced in conjunction with more than 100 state, local and community partners to review the latest data and share information with others working on the critical health, wellness, fitness and nutrition issues facing Georgians, especially the high rate of childhood obesity - <http://www.gpb.org/georgia-weighs-in>. GPB has made over 11 million impressions through this project.
- **GEEARS** - a live streamed summit of more than 250 business and community leaders held at GPB to spark discussion on the importance of investment associated with early learning and care - <http://www.gpb.org/education/live>.
- **Parent Engagement** - video based resources developed in partnership with the Georgia Department of Education to teach parents how to get involved and active in a child's education - <http://www.gpb.org/education/parents>.

Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance the delivery of standards and assessment, develop coordinated training and professional development to reach teachers and caregivers, and engage in outreach to families. GPB pledges our continued support of Bright from the Start and of Georgia's application for the Early Learning Challenge. Through this funding opportunity and collaboration of partners, we can create and implement a comprehensive, coordinated early care and education system to benefit Georgia's children and families.

Sincerely,



Teya Ryan
President and Executive Director



*Malcolm Smith
State Government Affairs Consultant
Governmental Relations Division*

October 19, 2011

The Honorable Arne Duncan
Secretary of the U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

It gives the members of my organization and me great pleasure to express our support for Georgia's Race to the Top Early Learning Challenge application.

Georgia has committed significant resources to reforming and improving education throughout our state and has made considerable progress in improving overall student achievement. Georgia is a national leader in early learning, having been the first state to offer voluntary Pre-K to its residents in the early 1990s. Since that time, other states have looked to Georgia to inform the development of their own early learning programs. This commitment to a well-educated, career-ready citizenry has helped draw over a dozen Fortune 500 companies and thousands of small businesses to our state.

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The business community is strongly behind Georgia's Race to the Top reform plan, and I give it my personal, wholehearted endorsement. Thank you for this opportunity and for giving our state's application your full consideration.

Sincerely,


Malcolm Smith

American Academy of Pediatrics



Georgia Chapter

1330 West Peachtree St., NW
Suite 500
Atlanta, GA 30309-2904
404/881-5020
Fax: 404/249-9503
www.GAaap.org

Chapter President
Kathryn K. Cheek, MD, FAAP
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706/327-1281
Fax: 706/327-1992
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Chapter Vice-President
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Chapter Secretary
Terri D. McFadden, MD, FAAP
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terri_mcfadden@oz.ped.emory.edu

Chapter Treasurer
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404/256-2593
Fax: 770/982-1497
e-mail: dooleyk@kidsheart.com

Executive Director
Richard W. Ward, CAE

September 30, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius, Secretary
U.S. Dept of Health & Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan & Secretary Sebelius:

As president of the Georgia Chapter of the American Academy of Pediatrics, I am writing to express our support for Georgia's application for the Race to the Top Early Learning Challenge. The mission of the Chapter is to improve the health and welfare of infants, children and adolescents in Georgia, and support the highest standards of practice in pediatrics as established by the American Academy of Pediatrics. To accomplish these goals we have engaged in many initiatives which pertain to school readiness, including, immunizations, metabolic and newborn hearing screening, developmental screening, early literacy, obesity prevention and nutrition and others.

Many of these efforts were supported and developed in partnership with state government, particularly the agencies that serve Georgia's youngest and most vulnerable citizens, including the Department of Public Health and the Department of Early Care and Learning (DCEL). In fact, this year, one of the primary goals of the American Academy of Pediatrics is "Early Brain & Child Development" which speaks to the importance this area now has in pediatrics and the critical role pediatricians play in it.

Georgia has been a leader in early care and education services to children from birth to age five. We're only one of three states in the country with a department like DCEL, dedicated to ensuring that children receive high quality child care and early education experiences in safe and healthy environments. The Department has led the state's efforts to improve the well being of Georgia's children and has engaged many other stakeholders, including the Georgia Chapter of the AAP, to serve Georgia's young children more effectively and efficiently.

The Georgia Chapter-AAP is pleased to lend our continued support of Bright from the Start and of Georgia's application for the Early Learning Challenge; and we look forward to partnering with them to address the critical needs of young children around school readiness. Together, with the support of federal funds for early childhood, we can create a comprehensive, coordinated system of early care and education which will benefit Georgia's children and families.

Sincerely,

Kathryn K. Cheek, MD
President



GEORGIA ACADEMY OF
FAMILY PHYSICIANS
SPECIALIZING IN ALL OF YOU

Northlake Commons
3760 LaVista Road • Suite 100 • Tucker, GA 30084-5641
Phone: 404.321.7445 Fax: 404.321.7450
Toll Free: 800.392.3841
www.gafp.org

Harry S. Strothers III, MD, FAAFP
President

September 27, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and
Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

On behalf of the Georgia Academy of Family Physicians (GAFFP), I am pleased to write this letter to express our support for Georgia's application for the Race to the Top Early Learning Challenge. I understand the goal of this initiative is to build a coordinated system of early learning and development so that all Georgia's children are ready to begin school with a solid foundation.

The Georgia Academy of Family Physicians, with 2,600 members, represents 93 percent of the Board Certified or Board Eligible family physicians in Georgia. In many areas of Georgia, family physicians care for more children than pediatricians. We believe it is imperative to support initiatives that serve Georgia's youngest and most vulnerable citizens – children birth to five years of age.

We have been privileged to work with *Bright from the Start: Georgia Department of Early Care and Learning*. *Bright from the Start* has successfully led the state's efforts to improve and enhance the well being of Georgia's children and has collaboratively engaged other state agencies, primary care physicians, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, higher education, and other stakeholders to serve Georgia's children effectively and efficiently.

Sincerely,

Leonard D. Reeves, MD
Chairman, Board of Directors
Georgia Academy of Family Physicians



FEDERAL
RESERVE
BANK
of ATLANTA

DENNIS P. LOCKHART
*President and
Chief Executive Officer*

September 29, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201

1000 Peachtree Street, N.E.
Atlanta, Georgia 30309-4470
404.498.8501
fax 404.498.8073
dennis.p.lockhart@atl.frb.org

Dear Secretary Duncan and Secretary Sebelius:

As the CEO of a public institution with a constituency that includes Georgia and all or part of four other states in the Southeast, I typically would not advocate for Georgia over another state in a competition for federal funds. However, having served as the co-chair of the United Way of Metropolitan Atlanta's Early Childhood Education Commission for two years, I feel compelled to lend support to Georgia's application for the Race to the Top Early Learning Challenge by pointing out a unique feature of the early education landscape in Georgia.

Not only am I personally committed to early childhood education due to the well-documented positive economic returns it provides, but I believe the work of our Commission resulted in a unique citizen-led coalition in Georgia capable of leveraging the infusion of funds the challenge grant would provide. The recommendations of the commission appear to be generally aligned with the Early Learning Challenge, but the most relevant in my view is the recommendation that established the Georgia Early Education Alliance for Ready Students (GEEARS). GEEARS is an independent citizen-led successor group created to promote high quality evidence-based programs and systems by raising the bar on quality for child care and Pre-K. GEEARS is led by a statewide board of highly respected civic and business leaders who understand the importance of early education to our state's future competitiveness.

Not only does Georgia benefit from the leadership of the Georgia Department of Early Care and Learning (DECAL), but that leadership is complemented by the work of GEEARS. DECAL is one of three state agencies in the country dedicated to serving the early child care and education needs of children birth through age five and their families. I also believe that GEEARS sets a strong example for other states on how to coalesce the support of civic and business leaders. The presence of GEEARS creates a strong foundation for work funded by the Race to the Top grant to succeed.

My experience with the Early Education Commission and the specific outcome of activating Georgia citizens to promote high quality early education leads to my enthusiastic support to Georgia's application.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Lockhart", written in a cursive style.

W. Craig Barrs
Executive Vice President
External Affairs

241 Ralph McGill Boulevard NE
Atlanta, Georgia 30308-3374
Tel 404.506.7740
wcbarrs@southernco.com

October 19, 2011



The Honorable Arne Duncan
Secretary of the U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

It gives the members of my organization and me great pleasure to express our support for Georgia's Race to the Top Early Learning Challenge application.

Georgia has committed significant resources to reforming and improving education throughout our state and has made considerable progress in improving overall student achievement. Georgia is a national leader in early learning, having been the first state to offer voluntary Pre-K to its residents in the early 1990s. Since that time, other states have looked to Georgia to inform the development of their own early learning programs. This commitment to a well-educated, career-ready citizenry has helped draw over a dozen Fortune 500 companies and thousands of small businesses to our state.

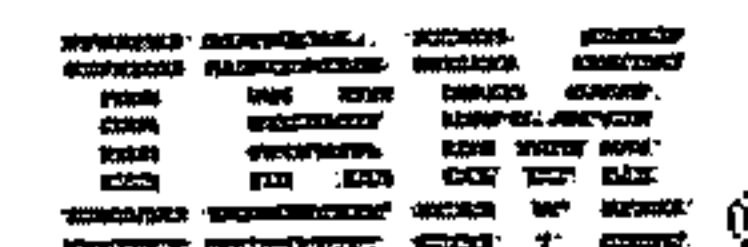
The Race to the Top Early Learning Challenge provides Georgia with the opportunity to move from good early learning programs to a great early learning and development system that prepares our youngest learners to be ready for school when they enter kindergarten. The Race to the Top Early Learning Challenge funds will allow Georgia to build on a strong foundation, move achievement in our state to new heights, and allow us to better coordinate social and health services to give our children the full range of resources they need at this critical age.

Our state has created a comprehensive agenda that clearly articulates our goals for implementing reforms in early learning, as well as a clear and credible path to achieving and sustaining those goals long-term. We believe the Race to the Top funds will allow Georgia to ensure that every student in our state receives a strong foundation that prepares them to enter school ready to learn and to be reading on grade level by the end of the third grade.

The business community is strongly behind Georgia's Race to the Top reform plan, and I give it my personal, wholehearted endorsement. Thank you for this opportunity and for giving our state's application your full consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "W. Craig Barrs". The signature is written in a cursive style and is positioned below the word "Sincerely,".



4111 Northside Parkway
Atlanta, GA 30327

September 29, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health
and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As Director Americas, Corporate Citizenship and Corporate Affairs of IBM, I am writing to express my company's support of Georgia's application for the Race to the Top Early Learning Challenge.

IBM has long been a national business leader in education reform, employment, community and family services, literacy programs and support for disadvantaged through its people and technology focus areas. I am proud that IBM seeks to create a new philanthropic approach by strategically addressing the birth-to-work education pipeline. It is humbling to work for a company that strives to be a good corporate citizen by making a difference in the lives of students. This difference will create long-term impacts that will forever influence the lives of these children and their communities.

I consider early learning to be the critical first step in a child's academic success. It has been my privilege to work closely with Commissioner Bobby Cagle and Bright from the Start: Georgia Department of Early Care and Learning (DECAL). This organization has successfully propelled the children of Georgia from birth to age five to the national forefront by creating a model pre-k program. In addition, this government agency has continuously proven that it is an effective change-agent by setting ambitious goals specifying that every young child should begin in a climate in which they can succeed, and then following through with research-based strategies and best-practices that expand the organizational capacity of this agency.

I assure you, the fine leaders of DECAL will meet the challenges of this grant and will address many of the challenges of early learning. As a result, funding from the Early Learning Challenge will benefit not only Georgia but the rest of the country.

With kindest regards to you, I am

Sincerely,

Ann W. Cramer
Director Americas
Corporate Citizenship and Corporate Affairs

SIEMENS

October 19, 2011

The Honorable Arne Duncan
Secretary of the U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

It gives the members of my organization and me great pleasure to express our support for Georgia's Race to the Top Early Learning Challenge application.

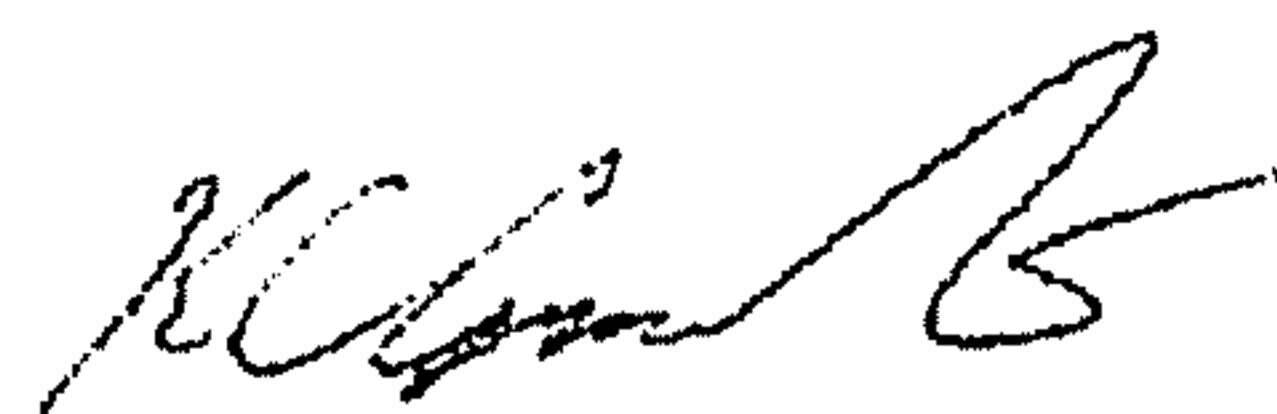
Georgia has committed significant resources to reforming and improving education throughout our state and has made considerable progress in improving overall student achievement. Georgia is a national leader in early learning, having been the first state to offer voluntary Pre-K to its residents in the early 1990s. Since that time, other states have looked to Georgia to inform the development of their own early learning programs. This commitment to a well-educated, career-ready citizenry has helped draw over a dozen Fortune 500 companies and thousands of small businesses to our state.

The Race to the Top Early Learning Challenge provides Georgia with the opportunity to move from good early learning programs to a great early learning and development system that prepares our youngest learners to be ready for school when they enter kindergarten. The Race to the Top Early Learning Challenge funds will allow Georgia to build on a strong foundation, move achievement in our state to new heights, and allow us to better coordinate social and health services to give our children the full range of resources they need at this critical age.

Our state has created a comprehensive agenda that clearly articulates our goals for implementing reforms in early learning, as well as a clear and credible path to achieving and sustaining those goals long-term. We believe the Race to the Top funds will allow Georgia to ensure that every student in our state receives a strong foundation that prepares them to enter school ready to learn and to be reading on grade level by the end of the third grade.

The business community is strongly behind Georgia's Race to the Top reform plan, and I give it my personal, wholehearted endorsement. Thank you for this opportunity and for giving our state's application your full consideration.

Sincerely,



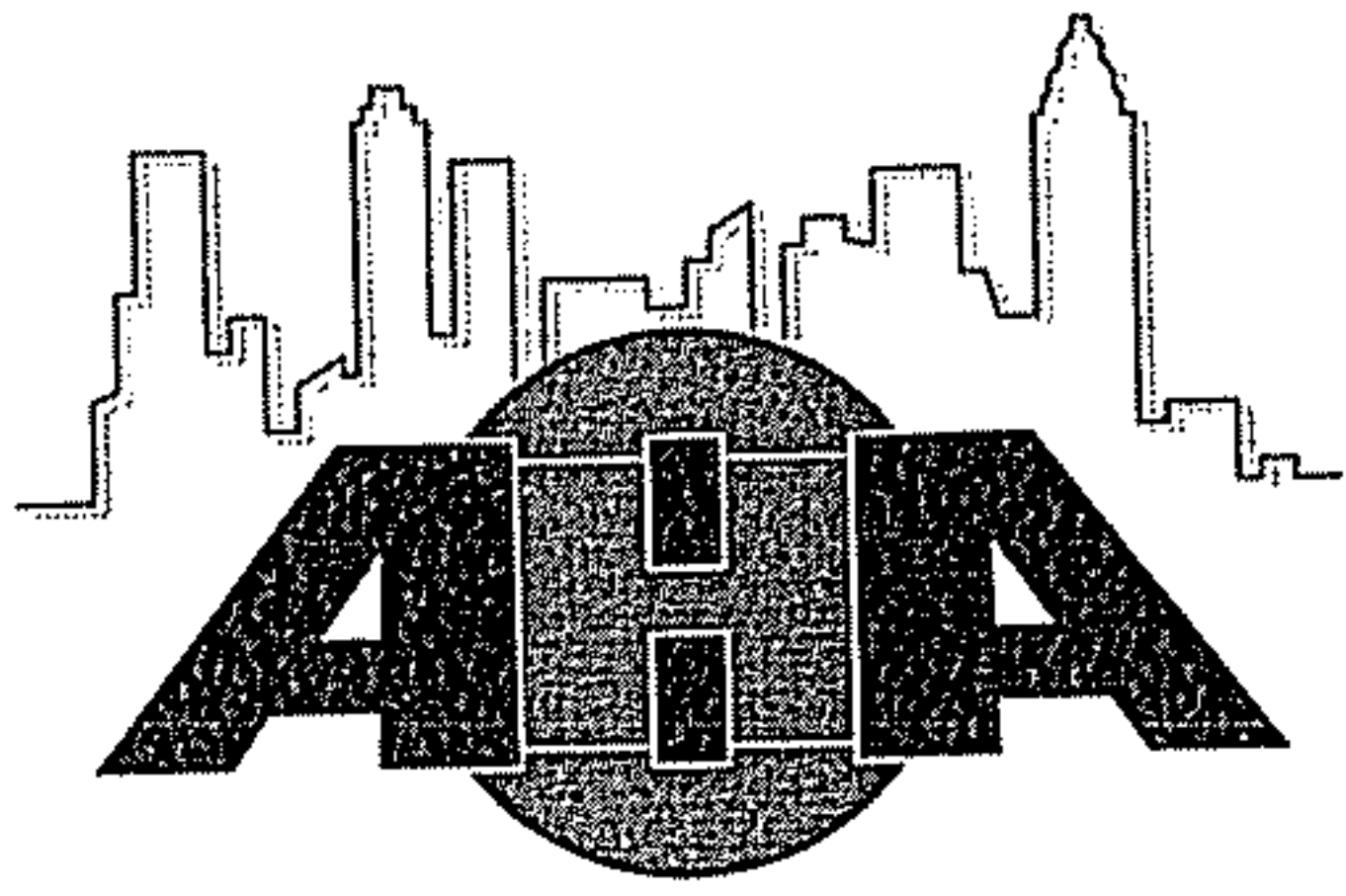
Ken Cornelius

Siemens One

Kenneth C. Cornelius
President & CEO

1345 Ridgeland Parkway
Alpharetta, GA 30004

Tel: (678) 867-7446
Fax: (678) 867-7450



Atlanta Housing Authority

September 28, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human
Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As President and CEO of the Atlanta Housing Authority, I am pleased to support the State of Georgia's application for the Race to the Top Early Learning Challenge. As Georgia's largest affordable housing agency serving approximately 21,000 families, the Atlanta Housing Authority (AHA) works aggressively to facilitate access to healthy economically integrated living environments so our families, especially the children, can thrive as they pursue their dreams. It is our belief that the only limitations to a child's dreams should only be their imagination.

Our work in Atlanta has proven that the four cornerstones that transcend place are (a) quality housing; (b) world-class neighborhood schools (pre-kindergarten to college); (c) great recreational facilities and green space; and (d) access to first rate retail and commercial amenities. These cornerstones can only be constructed by strong and lasting partnerships among organizations with a shared vision, shared values, shared outcomes, and a shared belief in the common humanity and capacity of human beings. Georgia's Department of Early Care and Learning is one of AHA's central cornerstone partners. Grants made from Race to the Top funding to the Georgia Department of Early Care and Learning are central to AHA's work with its children and their families. Having revitalized some of the City of Atlanta's most distressed communities; AHA, with the support of Bright From the Start, has facilitated a new excitement for learning among many of the children and families that it serves. This new excitement has resulted in helping preschool children to be better prepared for academic success while eliminating the critical gaps in their vocabulary usage.

Georgia is one of three states in the nation with a program like Bright from the Start which is dedicated to ensuring that children receive high quality early education experiences in safe and healthy environments. From its beginning, the program has successfully and collaboratively engaged other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic communities, higher education institutions, and other stakeholders like AHA to serve Georgia's children effectively and efficiently.

The Housing Authority of the City of Atlanta, Georgia

230 John Wesley Dobbs Avenue, N.E. • Atlanta, Georgia 30303-2421 • Phone: 404.892.4700 • www.atlantahousing.org

Bright from the Start offers great learning opportunities for children to enter kindergarten equipped with the vocabulary and language capacity that facilitate continuous and sustained learning. There is a symbiosis between the work of Bright from the Start and the work being done at AHA. Investing in Bright from the Start will be a wise outlay of resources that will pay great dividends in sustaining already invested Federal funds in AHA's work and in other state and city initiatives.

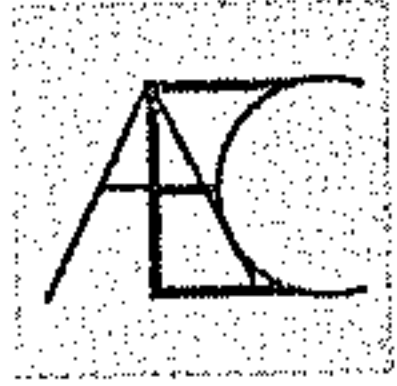
The Atlanta Housing Authority pledges its continued support and advocacy for Bright from the Start and of Georgia's application for the Early Learning Challenge grant. With this new infusion of Federal funds for early childhood education, the Georgia Department of Early Learning can now expand its implementation of the best comprehensively coordinated early education system in the nation to the benefit of Georgia's children and their families. Should you wish to speak with me regarding the content of this letter, please feel free to contact me at 404-817-7201.

Sincerely,

A handwritten signature in black ink, appearing to read 'Renée Lewis Glover', with a long horizontal flourish extending to the right.

Renée Lewis Glover
President & CEO

701 St. Paul Street
Baltimore, MD 21202
410 547-6600
FAX 410 547-6624



The Annie E. Casey Foundation

October 3, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human Services
200 Independence Avenue, SW
Washington, DC 20201

Dear Secretary Duncan and Sebelius:

I write as President of the Annie E. Casey Foundation to express our enthusiastic support for Georgia's application for the Race to the Top Early Learning Challenge.

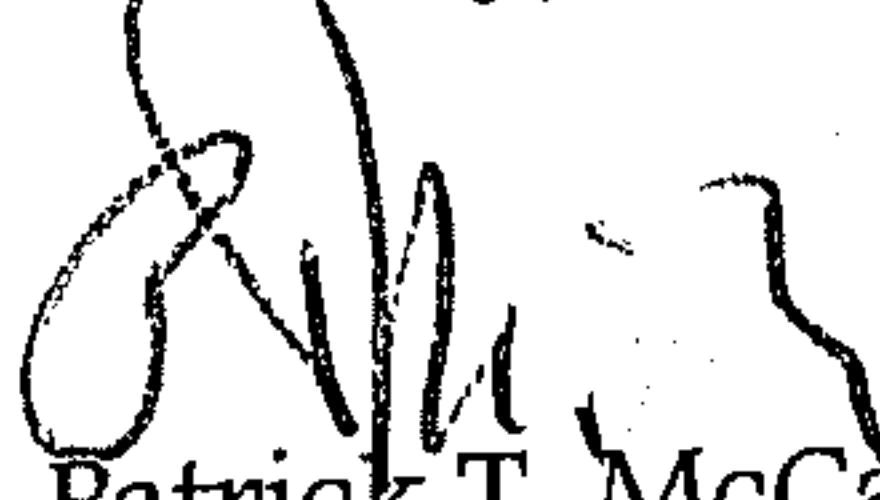
The Foundation has, over the years, made substantial investments in programs and initiatives across the United States, and in Georgia, that were focused on moving needles for vulnerable children and families. Most recently, we launched The Campaign for Grade Level Reading, a national effort to increase the number of children reading at or above grade level by the end of third grade. We fully understand that the life chances for all children and particularly for those who are high need are highly correlated with this critical education benchmark. To begin this work, we looked to the State of Georgia, our Atlanta Civic Site, along with other rural and urban pilot schools and communities, to serve as incubators for developing the kinds of policy, practice, and partnership opportunities that we know will be necessary to achieve large scale reform in the multiple sectors touching young children and their families. Be assured that the foundation's commitment to moving the 3rd grade reading needle for Georgia's children is deep and long term.

In fact, much work, on the policy as well the practice side, is already on the ground in Georgia, given our efforts and the efforts of many others who care about improving the infrastructure of programs and services available for children Birth to age 8. Those efforts are most evident in what we see as an unprecedented coalescing around 3rd grade reading as a universal standard for public, private, and not for profit entities who are working to improve outcomes for young children. The foundation has been an active partner in much of this work, supplementing existing efforts and resources as well as playing a role to help spearhead innovation. Funding from the Early Learning Challenge will help supplement this momentum and enable the State's Bright from the Start agency to lead statewide activities to expand and enhance Georgia's systems already in place, as well as coordinate new activities that will result in children who show up at the kindergarten door eager and ready to learn.

Our long partnership with leaders from Georgia's key state and community partners serving young children make us confident that this state and its leaders are prepared to act immediately and with urgency on using the Early Learning Challenge to accelerate the ability of Georgia's early childhood systems to support young children and their families in ways that will have lasting results – long past the Birth to age 8 years. Georgia truly has a 'running start' on moving their efforts to scale and sustainability.

We therefore pledge our support for the work being proposed by Georgia and Bright from the Start and to the numerous public agencies, community organizations, and private sector partners who will need to work together to be successful in executing on the commitments made in the State's application to the Early Learning Challenge.

Sincerely,



Patrick T. McCarthy
President and CEO

ROBERT W. WOODRUFF FOUNDATION

September 20, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human
Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

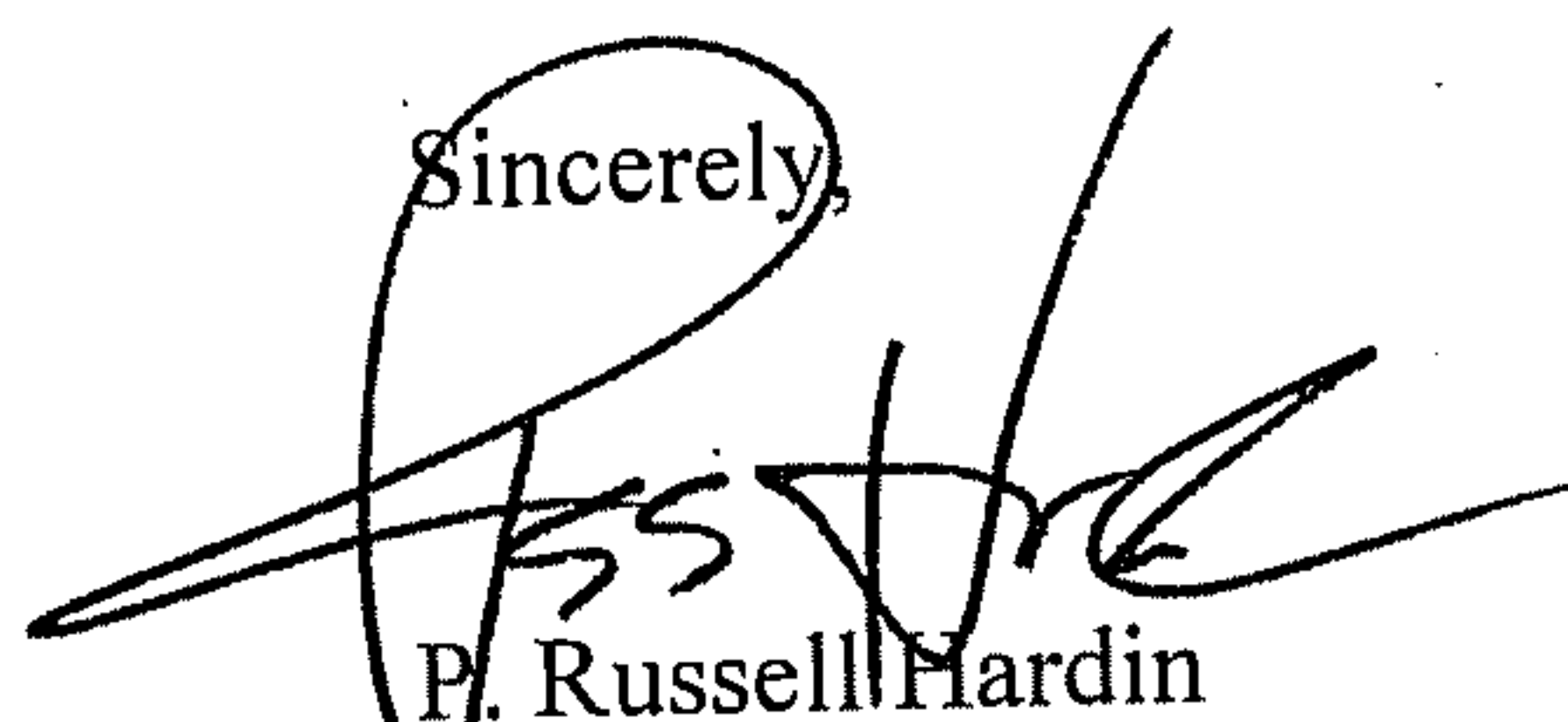
We are pleased to express our support for Georgia's application for the Race to the Top Early Learning Challenge. This is an unprecedented opportunity for the state to build upon progress already made to ensure that children from birth to five have access to high quality early childhood education that will provide the foundation for success in school and beyond. Georgia is well positioned to successfully implement the priority reforms outlined in the Early Learning Challenge with strong public and private leadership and community support in place.

Georgia has demonstrated a strong commitment to ensuring the state is a national leader in early care and education services for children from birth to five. It was one of the first states to fund universal pre-kindergarten, which now serves 86,000 children annually. Georgia also is one of only three states in the country with a state agency dedicated to childcare and early education - Bright from Start: the Department of Early Care and Learning. Bright from the Start has successfully led the state's efforts to improve and enhance the well being of Georgia's children and has collaboratively engaged with other state agencies, local school systems, the business and philanthropic community and higher education to address the needs of Georgia's children in a comprehensive manner. Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance its work to create a system of early care and learning that delivers coordinated services with an evaluation system in place to document effective practices.

The Robert W. Woodruff Foundation is part of a family of foundations that includes the Joseph B. Whitehead Foundation. Over the past two decades, these Foundations have invested tens of millions of dollars in improving public education throughout the state. Recognizing that high quality early learning must be a critical part of education reform, the Joseph B. Whitehead Foundation has focused on supporting research-based strategies to improve the quality of early care and education in metro Atlanta. In partnership with Bright from the Start, we have been pleased to invest in programs focused on grade level reading by third grade, professional development and the alignment of early learning with K-12 education. The Foundation remains committed to continued investments in these activities and other early learning strategies that are aligned with the priorities of the Early Learning Challenge, including the implementation of a Quality Rating and Improvement System.

We applaud the administration for supporting the development of high quality early learning systems through the Early Learning Challenge. Georgia will not let you down should you look favorably upon our application.

Sincerely,



P. Russell Hardin
President

THE GOIZUETA FOUNDATION

4401 NORTHSIDE PARKWAY

SUITE 520

ATLANTA, GEORGIA 30327-3057

(404) 239-0390 FAX (404) 239-0018

September 27, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human
Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As Executive Director of The Goizueta Foundation, I am writing to express our support for Georgia's application for the Race to the Top Early Learning Challenge.

The mission of The Goizueta Foundation is to assist organizations that empower individuals and families through educational opportunities to improve the quality of their lives. Attached you will find a list of our active early childhood education grants through May 2011 that are helping our Foundation in our efforts to achieve these goals.

While we are proud of our current early learning investments, which total over \$13 million, we know there is much work to be done to ensure that all of Georgia's youngest learners are ready for kindergarten. Our statewide philanthropic community has been rejuvenated and enthusiastic about the creation of GEEARS (Georgia Early Education Alliance for Ready Students). Through GEEARS, we have become more engaged in conversations around collaboration with several key funders as well as Bright from the Start: the Georgia Department of Early Care and Learning, a department designated by Governor Nathan Deal, which is applying for and would administer the Early Learning Challenge.

For years Georgia has been a leader in early care and education services to children from birth to age five and their parents. Georgia is one of three states in the country with a department like Bright from the Start, dedicated to ensuring that children receive high quality child care and early education experiences in safe and healthy environments. Bright from the Start has successfully led the state's efforts to improve and enhance the well being of Georgia's children and has collaboratively engaged other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders to serve Georgia's children effectively and efficiently.

Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance our work by creating a SYSTEM of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

The Goizueta Foundation pledges our continued support of Bright from the Start and of Georgia's application for the Early Learning Challenge. Together, with this unprecedented infusion of federal funds for early childhood, we can create and implement a comprehensive, coordinated early care and education system to benefit Georgia's children and families.

Sincerely,



María Elena Retter
Executive Director

THE GOIZUETA FOUNDATION

Active Grants through May 2011

Organization	Grant Amount	Project Title	Date Approved
Child Development Association of North Fulton 89 Grove Way Roswell, Georgia 30075	\$625,000	3-year grant to provide immediate need-based fee assistance; to support the part-time Development Director; to support the part-time Outreach Program Coordinator; to support increased merit teacher payments and professional development; and for board development assistance.	11/5/2010
Easter Seals, Inc. 233 S Wacker Drive Street Suite 2400 Chicago, Illinois 60606-4802	\$1,006,650	3-year grant to support a comprehensive service delivery enhancement, scholarship program, and Hispanic outreach initiative to Easter Seals Inc; Easter Seals North Georgia (Metro Atlanta); and Easter Seals West Georgia (Columbus area).	5/7/2010
Friendship House, Inc. 1300 South Hamilton Street Post Office Box 794 Dalton, Georgia 30722-0794	\$378,854	3-year grant to provide immediate need-based scholarships; to provide support for half-time substitutes; and to support the salary of an infant caregiver.	5/7/2010
Georgia Early Education Alliance for Ready Students (GEEARS) 100 Edgewood Avenue, 5th Floor Atlanta, Georgia 30303	\$500,000	3-year grant to support a comprehensive capacity building and strategic programming initiative as follows: to support the salary and benefits of the Special Projects Manager; to support strategic programming initiatives; to create the statewide blueprint of programs, services, and initiatives for children birth to five and their families; to support organizational development and capacity building; and to support a cost modeling project.	5/6/2011
Our House Post Office Box 1304 Decatur, Georgia 30031	\$387,197	3-year grant to support a deputy director position and establish The Goizueta Foundation Endowed Fund.	11/7/2008
Premier Academy, Inc. Minnie Howell Child Development Center 399 Macedonia Road Atlanta, Georgia 30354	\$450,500	3-year grant to provide immediate need-based fee assistance; to support the salary and benefits of the Resource Development Director; and to support organizational and programmatic evaluation.	11/5/2010

THE GOIZUETA FOUNDATION

Active Grants through May 2011

Organization	Grant Amount	Project Title	Date Approved
Quality Care for Children, Inc. 50 Executive Park South Suite 5015 Atlanta, Georgia 30329-2214	\$473,932	3-year grant to support the Shared Services Alliance and technology/infrastructure needs.	11/6/2009
Scottdale Child Development & Family Resource Center, Inc. of Central DeKalb 479 Warren Avenue Scottdale, Georgia 30079	\$633,427	3-year grant to support a specialized parent outreach program; to provide the salary, benefits and materials for the Director of Resource Development; to strengthen program evaluation for three years; to provide need-based fee assistance; and to support professional development.	5/7/2010
Sheltering Arms 385 Centennial Olympic Drive Atlanta, Georgia 30313	\$2,000,000	3-year grant to support a teacher retention program; to provide immediate need-based tuition assistance and support The Goizueta Foundation Endowed Fund; and to fund a Data Collection position.	5/1/2009
Stepping Stones Educational Therapy Center 141 Futral Road Griffin, Georgia 30224	\$220,500	3-year grant to provide immediate need-based fee assistance and support capacity building initiatives.	11/5/2010
Wesley Community Centers of Savannah, Inc. 1601 Drayton Street Savannah, Georgia 31401	\$383,438	3-year grant to support National Association for the Education of Young Children (NAEYC) required upgrades and provide immediate need-based fee assistance.	11/7/2008
Whitfield County Dalton Day Care Center Inc. P.O. Box 1985 Dalton, Georgia 30722	\$500,000	3-year grant to establish and support an additional classroom and provide immediate need-based tuition assistance.	11/7/2008

THE GOIZUETA FOUNDATION

Active Grants through May 2011

Organization	Grant Amount	Project Title	Date Approved
YMCA of the USA 101 North Wacker Drive Chicago, Illinois 60606	\$5,797,803	3-year grant to support two Hispanic/Latino outreach initiatives: an afterschool extension program through 2 nd grade and an early learning readiness program. The funds are designated to partner with a minimum of five Georgia agencies to implement key strategic programming initiatives and support local coordination; and to support national leadership and key positions, national/local affiliates' needs assessments, evaluation, travel, and professional development.	5/6/2011
Current Active Grants Total	\$13,357,301		



The Community Foundation
FOR GREATER ATLANTA

50 Hurt Plaza | Suite 449
Atlanta, GA 30303
404.688.5525 MAIN
404.688.3060 FAX
info@cfgreateratlanta.org

www.cfgreateratlanta.org

September 30, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of
Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human
Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

As Senior Vice President of The Community Foundation for Greater Atlanta, I am writing to express our support for Georgia's application for the Race to the Top Early Learning Challenge.

Since 1951, The Community Foundation for Greater Atlanta has been connecting community members, nonprofits and other partners to strengthen the Atlanta region through philanthropy. We currently support a number of innovative education efforts, including the Georgia Youth Opportunity Initiatives and JUST Georgia. Many of our efforts were inspired, supported, and complemented by departments of state government that serve Georgia's youngest and most vulnerable citizens.

PRESIDENT
Alicia Philipp

For years Georgia has been a leader in early care and education services to children from birth to age five and their parents. Georgia is one of three states in the country with a department like Bright from the Start, dedicated to ensuring that children receive high quality child care and early education experiences in safe and healthy environments. Bright from the Start has successfully led the state's efforts to improve and enhance the well being of Georgia's children and has collaboratively engaged other state agencies, parents, child care providers, local school systems, early childhood professional organizations, children's advocacy groups, the business and philanthropic community, higher education, and other stakeholders to serve Georgia's children effectively and efficiently.

BOARD OF DIRECTORS
Kenneth L. Bernhardt, Chair

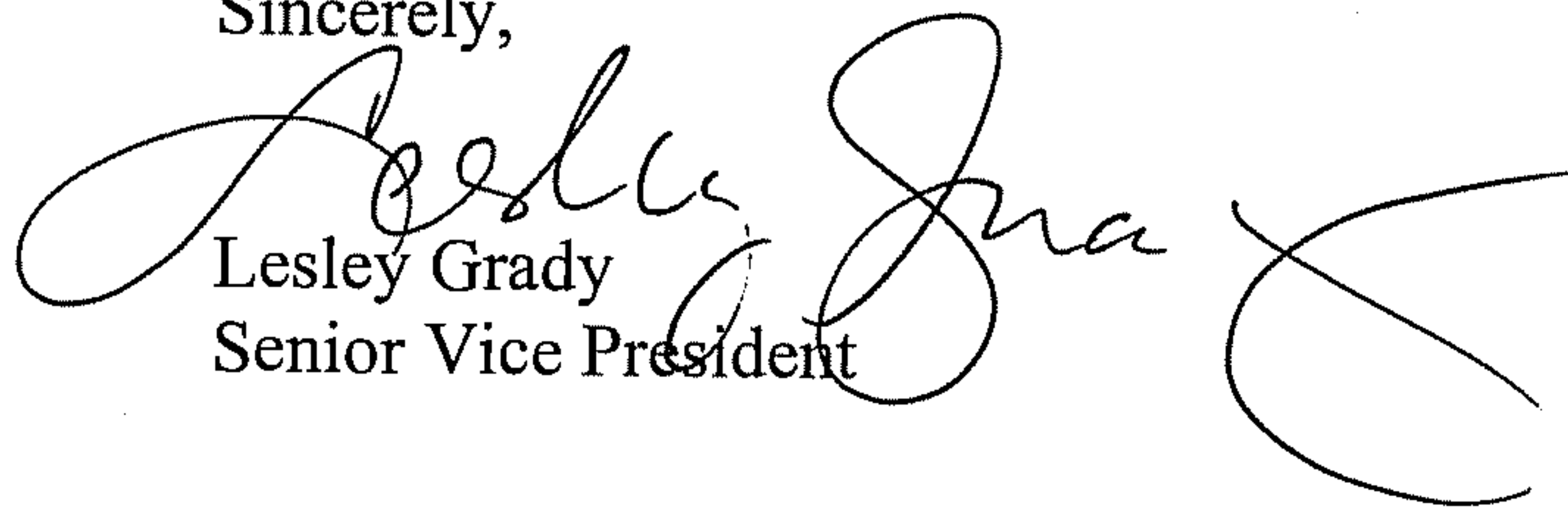
Suzanne Boas
Kenneth Britt
Deborah Hicks Ellis
Brian Friedman
Carol Hatfield
John L. Hatfield
Bob Jimenez
Michael Kay
Rev. Dr. James T. Laney
Donata Russell Major
Michael A. Nadal
David Satcher, M.D.
Jagdish Sheth
Beverly Daniel Tatum
Isaiah Tidwell
The Honorable Ronit Walker
Jeannie B. Wright

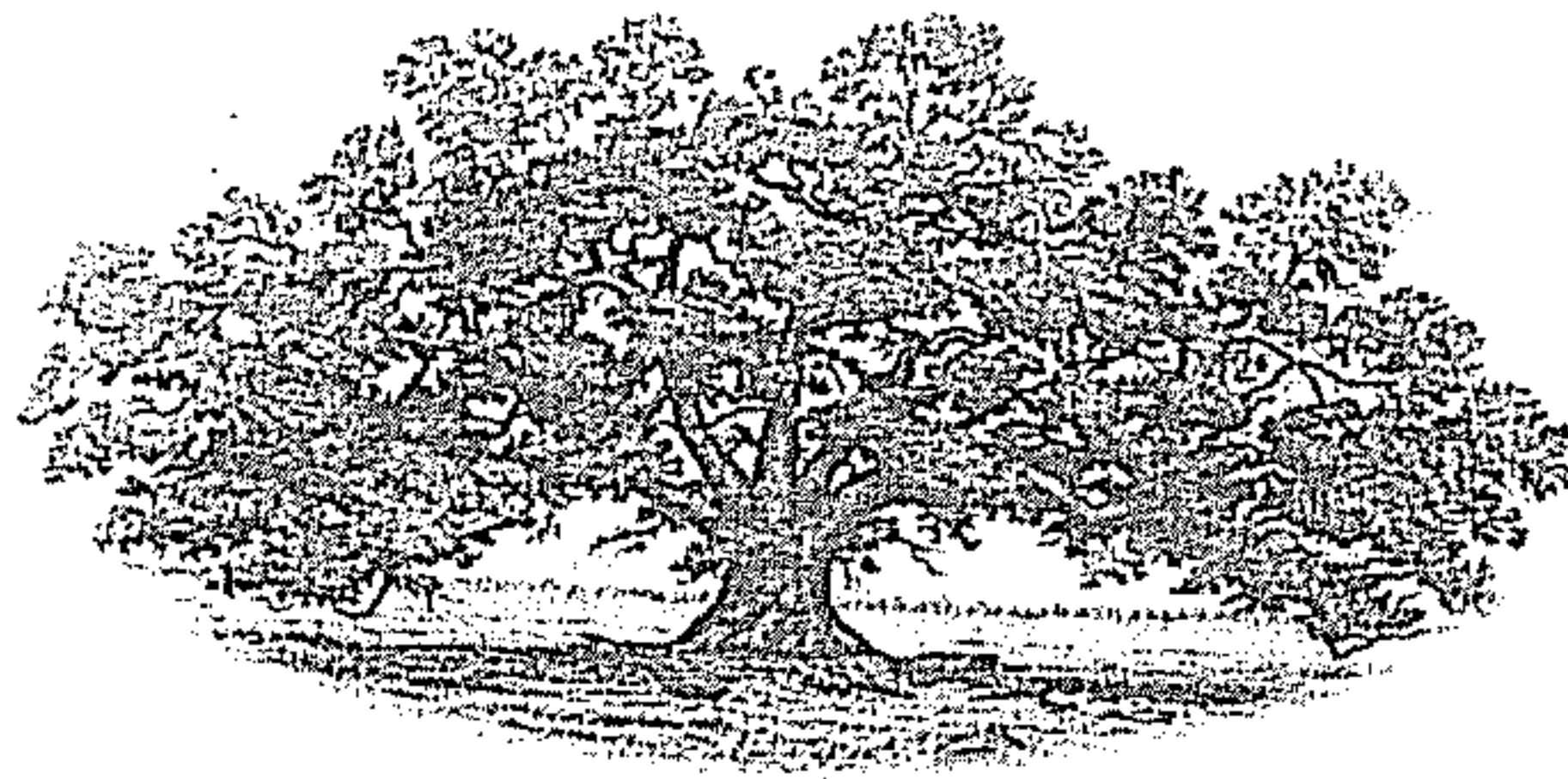
Funding from the Early Learning Challenge will enable Bright from the Start to expand and enhance its work to create a SYSTEM of early care and learning that delivers coordinated services and experiences that support young children's success in school and beyond.

LEGAL COUNSEL
Benjamin T. White,
Alston + Bird

The Community Foundation for Greater Atlanta supports Bright from the Start and of Georgia's application for the Early Learning Challenge. We believe with this support we can continue in our efforts to create and implement a comprehensive, coordinated early care and education system to benefit Georgia's children and families.

Sincerely,


Lesley Grady
Senior Vice President



THE ZEIST FOUNDATION, INC.

September 29, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

For the past two decades, since our establishment in 1989, The Zeist Foundation has supported nonprofit organizations and public-private initiatives that help children and youth overcome economic and social disadvantages through education programs across the state of Georgia. Based upon our grant making experience and long term relationships with public officials, business executives and civic leaders, our foundation firmly believes that the State of Georgia's application for the Race to the Top Early Learning Challenge should be given full consideration.

Although we are located in the City of Atlanta, our philanthropic scope spans the state of Georgia and we have supported organizations such as VOICES for Georgia's Children, Georgia Partnership for Excellence in Education, Teach for America, Quality Care for Children and dozens of other nonprofit organizations that advance education for low-income children, especially those in the pre-school years. These private sector organizations are working collaboratively with public sector agencies, in particular the Georgia Department of Early Care and Learning (DECAL) to help all of Georgia's children to start school ready to learn.

In addition to our support for organizations that provide early learning opportunities for children from birth to age five, our foundation has a "place based philanthropy" commitment to the Edgewood neighborhood in Atlanta. Since 1994, we have supported school based pediatric clinics at Whitefoord Elementary School and Coan Middle School that offer full time health services by doctors and nurses from Emory School of Medicine. The clinics are managed by a nonprofit organization, Whitefoord Community Program that also operates a Child Development Program for infants and toddlers as well as a Pre-K component in conjunction with Whitefoord Elementary School.

Our education investments in Atlanta and the broad statewide initiatives that we have supported over the years are beginning to have a systemic impact thanks to enlightened leadership from Governor Nathan Deal and DECAL Commissioner Bobby Cagle. As you know, DECAL is one of three state agencies in the country dedicated to serving the early child care and education needs of children birth through age five and their families. DECAL also administers a range of programs, from Georgia's Pre-K Program to Head Start, and coordinates statewide networks, provides technical assistance and works to improve the quality of early learning in all types of locations.

(2)

The State of Georgia was fortunate to win a Race to the Top award for school age children and we believe that the Early Learning Challenge will allow our public and private sector organizations to create and implement a comprehensive, coordinated system of early care and development that will help prepare Georgia's children for school and for life. Our foundation is ready and willing to play its part in supporting a new and improved system that increases the chance for children from low-to-moderate income families to get an early start on learning.

We look forward to a favorable review of the Bright from the Start: Georgia Department of Early Care and Learning grant application and the opportunity to continue Georgia's race to the top. If you have any questions about our Foundation's commitment to education or support for this application, please feel free to review our website (www.zeistfoundation.org) or contact me at (404) 949-3176.

Respectfully,



Kappy deButts
Executive Director

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: ___/___/___ To: ___/___/___

Approving Federal agency: ___ ED ___ HHS ___ Other

(Please specify agency): _____

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If "No" is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.

(b)(6)

Georgia
Study of
**Early Care
and Education**
**Child Care
Center
Findings**

December 2009



UNC

FPG CHILD DEVELOPMENT INSTITUTE

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Suggested citation: Maxwell, K. L., Early, D. M., Bryant, D., Kraus, S., Hume, K., & Crawford, G. (2009). *Georgia study of early care and education: Child care center findings*. Chapel Hill, NC: The University of North Carolina at Chapel Hill, FPG Child Development Institute.

This study was funded by Bright from the Start: Georgia Department of Early Care and Learning (DECAL). The opinions expressed in this report may or may not reflect those of the funding agency.

Several people worked hard to complete this study and report. The FPG Child Development Institute team included Kelly Maxwell, Principal Investigator, Diane Early, Investigator; Donna Bryant, Investigator; Syndee Kraus, project director; Sara Fuller, research assistant; Katie Hume, research assistant; Gina Walker, administrative assistant; Elizabeth Gunn, Lloyd DeWald, and Michelle Lemon, programmers; Kirsten Kainz and R. J. Wirth, statisticians; and Angelia Baldwin, Joe Jungers, and Dawn Shafar, data entry. Gisele Crawford helped with report writing, Michael Brady and Gina Harrison helped with report design. We are very grateful to the five research assistants in Georgia who worked so hard to collect the data: Elizabeth Crofton, Rachael Lee, Moneesha Smith, Becca White, and Othondra Williams-Hicks. Jenny Rankin also helped collect some data. We appreciate the cooperation of DECAL staff, particularly the assistance of Bentley Ponder. Most importantly, we are very appreciative of the administrators and teachers who welcomed us into their programs and classrooms so that we could better understand the care available to young children across Georgia.

Executive summaries and full reports from this study are available at www.decal.ga.gov.

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Georgia Study of Early Care and Education: Child Care Center Findings

Nationwide, most young children are cared for regularly by someone other than their parents. Twenty percent (20%) of all infants and toddlers and 44% of all three- and four-year-olds are served in a center-based care arrangement. The percentages are higher in the Southeastern part of the U.S.: 25% of all infants and toddlers and 56% of preschoolers are served in child care centers.¹ Research has demonstrated a modest but statistically significant link² between the quality of child care and children's academic and social skills.^{3, 4, 5} Research on brain development has underscored the importance of providing high quality experiences for young children.^{6,7} Thus, improving child care quality is an important strategy for supporting children's readiness for school success.

Bright from the Start: Georgia Department of Early Care and Learning (DECAL) has been working to define and promote high quality practices across multiple types of child care settings. A statewide committee began working in the fall of 2006 to develop indicators to define quality in Georgia's early care and education system. In the fall of 2007, DECAL contracted with researchers from the FPG Child Development Institute at the University of North Carolina at Chapel Hill to help refine the indicators, develop tools to measure them, and plan a study of the quality of care across the state.⁸ DECAL decided that a statewide study would help policymakers better understand the quality of care across Georgia, inform their decisions about strategies to maximize investments in quality, and provide baseline data from which to measure quality improvements.

In 2008–09, FPG conducted a statewide study of randomly selected licensed child care centers and Georgia's Pre-K programs, collecting data on the observed classroom quality and characteristics of these programs. The current report provides an overview of the study and summarizes findings from infant, toddler, and preschool classrooms in child care centers. Findings about Georgia's Pre-K classrooms, both in centers and in schools, can be found in a companion report, *Georgia Study of Early Care and Education: Findings from Georgia's Pre-K Program*.

“Critical aspects
of brain architecture
begin to be shaped
by experience
before and
soon after birth,
and many
fundamental
aspects of that
architecture are
established
well before
a child
enters
school.”

**National Scientific Council
on the Developing Child,**
p. 1.

Study Description

The primary purpose of this statewide study of child care and Georgia's Pre-K Program was to gather data regarding the range of quality across Georgia. Generally, the study was designed to describe a) the quality of center-based care and Georgia's Pre-K programs; and b) types of services provided to infants, toddlers, and preschoolers served by these programs. This section describes the methods used for the entire study, but this report focuses solely on findings from child care centers.

Program Selection

The sample of programs that participated in the study was selected to address the study's primary purpose: estimating the quality of care provided across licensed centers and Georgia's Pre-K programs. Data were collected in 173 programs. A sample size of 173 was determined to have an adequate balance of precision and feasibility, where the mean score on the main quality measures in the sample is within $\pm .12$ ECERS-R/ITERS-R points of the true population mean.

To select the sample, DECAL provided a list of all licensed child care programs (including those that do and do not participate in Georgia's Pre-K Program) and school-based Georgia's Pre-K programs. FPG randomly selected programs to be recruited for participation in the study. A simple random selection process was used (i.e., no stratification), and programs were spread throughout the state.

During recruitment, programs that declined or were determined to be ineligible were replaced by additional randomly selected programs from that same list. To achieve the final sample of 173, we contacted 342 programs. Thirty-four were determined to be ineligible (e.g., no longer served children, no longer licensed), and 135 declined to participate. Thus, the overall response rate was 56% (173 participants / 173 participants + 135 declined). The response rate varied by program type, with 48% of licensed centers agreeing to participate (112 out of 235) and 84% of schools with Georgia's Pre-K agreeing to participate (61 out of 73). These response rates are similar to that of large scale studies of child care (52% in the Cost, Quality, and Outcomes Study⁹) and pre-kindergarten (78% in the Multi-State Study of Pre-Kindergarten¹⁰).

Classroom Selection

For each participating program, we randomly selected one, two, or three classrooms to visit depending on the ages served and whether they participated in Georgia's Pre-K. If the program included infant/toddler classes (serving children less than 2½ years old), we randomly selected one of those. If the program included classrooms serving preschoolers (ages 2½ to 5, not in kindergarten), we randomly selected one of those. For the remainder of this report, "preschool" refers to classes that are not part of Georgia's Pre-K Program and serve children between 2½ years and 5 years who are not in kindergarten. If the program participated in Georgia's Pre-K, we also randomly

selected one Georgia’s Pre-K class. If a class was selected but the lead teacher was absent (n = 22) or did not want to participate (n = 3), a replacement class within the same program of the same type was selected instead. Table 1 shows the number of classrooms visited for each type of classroom configuration. In public schools, we did not visit any classrooms other than Georgia’s Pre-K classrooms. This report presents findings from the infant/toddler and preschool classrooms. Information about Georgia’s Pre-K classrooms is presented in a companion report, *Georgia Study of Early Care and Education: Findings from Georgia’s Pre-K Program*.

Measures

Data were gathered at the program and classroom levels using multiple methods: observations by independent data collectors, review of written documents, and self-report of directors and teachers. Table 2 delineates the measures collected.

Table 1. Classroom Visits by Program Types

Program Type	Programs	Number of			Total Classes
		Infant/Toddler Classes	Preschool Classes	GA Pre-K Classes	
Infant/Toddler & Preschool	49	49	49	0	98
Infant/Toddler, Preschool, & Georgia’s Pre-K	48	48	48	48	144
Preschool Only	10	0	10	0	10
Preschool & Georgia’s Pre-K	2	0	2	2	4
Georgia’s Pre-K Only	64	0	0	64	64
TOTALS	173	97	109	114	320

Table 2. Program and Classroom Measures

Program Level	Infant/Toddler Classrooms	Preschool Classrooms	Georgia’s Pre-K Classrooms
<ul style="list-style-type: none"> • Director Interview • Document Review • Director Education & Experience Form 	<ul style="list-style-type: none"> • ITERS–R • Teacher Education & Experience Form • Assistant Teacher Education & Experience Form • Infant/Toddler Observation Checklist 	<ul style="list-style-type: none"> • ECERS–R • ELLCO • Teacher Education & Experience Form • Assistant Teacher Education & Experience Form • Preschool Observation Checklist 	<ul style="list-style-type: none"> • ECERS–R • ELLCO • CLASS • Snapshot • Teacher Education & Experience Form • Assistant Teacher Education & Experience Form • Preschool Observation Checklist

The *Infant/Toddler Environment Rating Scale–Revised (ITERS–R)*¹¹ is a widely used instrument for examining global classroom quality. It is specifically designed for use in classrooms serving children birth to 2½ years of age.

The ITERS–R measures the following aspects of classroom quality: Space and Furnishings (e.g., furnishings for relaxation and comfort, room arrangement, display); Personal Care Routines (e.g., greeting/departing, safety practices); Listening and Talking (e.g., helping children understand language, helping children use language); Activities (e.g., fine motor, art, promoting acceptance of diversity); Interaction (e.g., supervision of play and learning, peer interactions); Program Structure (e.g., schedule, group play activities, provisions for children with disabilities); and Parents and Staff (e.g., provisions for personal needs of staff, supervision and evaluation of staff). In this study, we did not complete the “Parents and Staff” items on the ITERS–R.

Scores on the ITERS–R can range from 1 to 7 with higher scores indicating higher quality. Total mean scores from 1 to 2.9 are considered “low” quality, scores from 3.0 to 4.9 are considered “medium” quality, and scores of 5.0 or greater are considered “good” or “high” quality.

The *Early Childhood Environment Rating Scale–Revised (ECERS–R)*¹² is a widely used measure of global classroom quality. It is specifically designed for use in classrooms serving children 2½ to 5 years of age.

The ECERS–R measures the following aspects of classroom quality: Space and Furnishings (e.g., furnishings for relaxation and comfort, room arrangement, display); Personal Care Routines (e.g., greeting/departing, safety practices); Language-Reasoning (e.g., presence/quality of books and pictures, encouraging children to communicate); Activities (e.g., fine motor, art, promoting acceptance of diversity); Interaction (e.g., supervision of children, interactions among children); Program Structure (e.g., schedule, group time, provisions for children with disabilities); and Parents and Staff (e.g., provisions for personal needs of staff, supervision and evaluation of staff). In this study, we did not complete the “Parents and Staff” items on the ECERS–R.

Scores on the ECERS–R can range from 1–7 with higher scores indicating higher quality. Total mean scores from 1 to 2.9 are considered “low” quality, scores from 3.0 to 4.9 are considered “medium” quality, and scores of 5.0 or greater are considered “good” or “high” quality.

The *Language and Literacy Environment Scale of the Early Language and Literacy Classroom Observation: Pre-K (ELLCO)*¹³ is one subscale of an observational instrument for examining support for children’s language and literacy development. The ELLCO is designed for use in classrooms serving 3- to 5-year-old children. The Language and Literacy Environment scale is comprised of Language Environment (e.g., opportunities for extended conversations, vocabulary development); Books and Book Reading (e.g., organization of the book area, use of books across content

areas, quality and frequency of book reading); and Print and Early Writing (e.g., opportunities that build awareness of print and purpose of writing, instructional strategies).

Scores on the Language and Literacy scale of the ELLCO can range from 1 to 5, with 1 indicating “deficient” practice, 2 indicating “inadequate” practice, 3 indicating “basic” practice, 4 indicating “strong” practice, and 5 indicating “exemplary” practice.

The *Classroom Assessment Scoring System (CLASS)*¹⁴ and the *Emerging Academic Snapshot (Snapshot)*¹⁵ were conducted in Georgia’s Pre-K classrooms only. Descriptions of these measures, along with study findings, are presented in a companion report, *Georgia Study of Early Care and Education: Findings from Georgia’s Pre-K Program*.

Procedures

A team of data collectors in Georgia was hired and supervised by FPG. One person was trained to reliability on the ITERS–R and was responsible for collecting data in the infant/toddler classrooms. Two people were trained to reliability on the ECERS–R and ELLCO. Data collectors were also trained to use the program-level measures. The reliability standard for the ECERS–R and ITERS–R was 80% agreement within 1 point and a weighted kappa of .60 or greater with the trainer. The reliability standard for the ELLCO was 85% agreement within 1 point of the trainer. Supervision was provided at least weekly to all data collectors. Throughout data collection, two data collectors periodically collected data together to ensure that interrater agreement was maintained. Follow-up training was provided when areas of disagreement were identified.

Data were collected between September 2008 and May 2009. Data collection in preschool classes and in infant/toddler classes lasted one day, with the ECERS–R and ELLCO completed in the preschool classrooms by the same individual during the same observation. The program-level measures were typically completed in the afternoon, after the classroom observations were complete. To the extent possible, data in different classrooms within the same center were collected during the same week.

To maximize the inclusion of programs representing a range of quality, we offered the program director and participating teachers incentives in the form of gift cards for educational materials (\$100 gift card for the director; \$25 gift card for each lead teacher; plus a raffle for one \$250 gift card for programs with complete data).

Findings

This report focuses on the 112 centers in the study. Thirty-eight percent (38%) of the centers were not-for-profit and 47% participated in Georgia's Pre-K. Twelve percent (12%) of the centers reported receiving Head Start funds. Eleven of the centers (10%) were accredited by the National Association for the Education of Young Children (NAEYC; five under the revised accreditation system that started in 2007 and six under the system that was in place prior to 2007). Centers varied in size, with a mean total enrollment of 100 children of any age, infant through school-age in wrap around care (median^a = 86, range = 19 to 281). The mean enrollment of children younger than kindergarten was 82 (median = 71, range = 14 to 262) in centers. Fifty-eight percent (58%) of centers served children with disabilities. Seventy-four percent (74%) of centers in the study served children who received child care subsidies from CAPS. In centers that served children receiving CAPS subsidies, the percentage of subsidized children served varied from 1% to 99% of total enrollment (mean = 23%, median = 14%).

Group Size and Ratios

The total number of children in a classroom (i.e., group size) and the number of children per adults (i.e., ratio) are important aspects of quality. It is easier for adults to meet the health and developmental needs of each child if there are fewer children and more adults in a group. Small group size and low child-to-teacher ratios may be thought of as necessary, but not sufficient, for high quality care and education. Data collectors counted children and adults present in each classroom at four time points during each observation morning. Table 3 provides the observed mean group size and ratio (number of children present for each adult) by age of most children in the classroom. These group sizes and ratios were at or below the maximum allowable by DECAL licensing requirements in almost all classes (99%).

Teacher Turnover

Children benefit from stable, positive relationships with their caregivers. Teacher turnover in programs can be stressful for children and may make it difficult to provide ongoing, high quality care and education. In this study, programs were asked to report the number of lead teachers and assistant teachers who left and had to be replaced in the past year. The mean turnover rate for lead teachers was 23% in centers. Forty-four percent (44%) of centers experienced a lead teacher turnover rate of less than 10%. The mean turnover rate for assistant teachers was 37% in centers. Thirty-nine percent (39%) of centers experienced an assistant teacher turnover rate of less than 10%.

^a Throughout this report, we present the median in addition to the mean and range when some of the values are very high.

Table 3. Group Size and Ratios (Number of Children per Adult) by Age of Most Children in Classroom

	Number of Class- rooms	Mean	Range	DECAL Allowable Maximum
Group Size				
Infants (less than 12 months)	21	5.1	2.7 to 9.0	12
One-year-olds (12 to 23 months)	48	7.4	2.8 to 17.3	16
Two-year-olds (24 to 35 months)	34	8.2	4.3 to 21.0	20
Three-year-olds (36 to 47 months)	65	11.0	3.8 to 24.0	30
Four & Five-year-olds (48 to 71 months, not in school)	35	13.7	6.0 to 24.3	36–40
Ratios				
Infants (less than 12 months)	21	3.6	2.1 to 6.5	6
One-year-olds (12 to 23 months)	48	4.8	1.6 to 8.6	8
Two-year-olds (24 to 35 months)	34	5.2	2.4 to 10.3	10
Three-year-olds (36 to 47 months)	65	7.9	3.8 to 13.5	15
Four & Five-year-olds (48 to 71 months, not in school)	35	8.5	5.4 to 13.8	18–20

Classroom Quality

This section includes information about the observed quality of classrooms and is organized by the age of the children in the classroom: infant/toddler or preschool.

Infant/Toddler Classroom Quality

The *Infant/Toddler Environment Rating Scale–Revised* was used to measure the observed global quality of early care and education. Of the 97 ITERS–Rs conducted, 22% were in a class where most of the children were less than 12 months old; 51% were in a class where most children were 12 to 23 months old, and 27% were in a class where most children were 24 to 30 months old.

In the current study, the mean ITERS–R total score in infant/toddler classrooms was 2.74 (standard deviation or SD = 1.12, range = 1.27 to 5.97). As evident in Figure 1, 67% of the infant-toddler classrooms were rated as low quality (i.e., ITERS–R scores < 3.0). Mean scores across the ITERS–R subscales were generally in the low quality range (see Table 4).

Figure 1. Quality of Infant/Toddler Classrooms in Child Care Centers (ITERS–R total mean = 2.74)

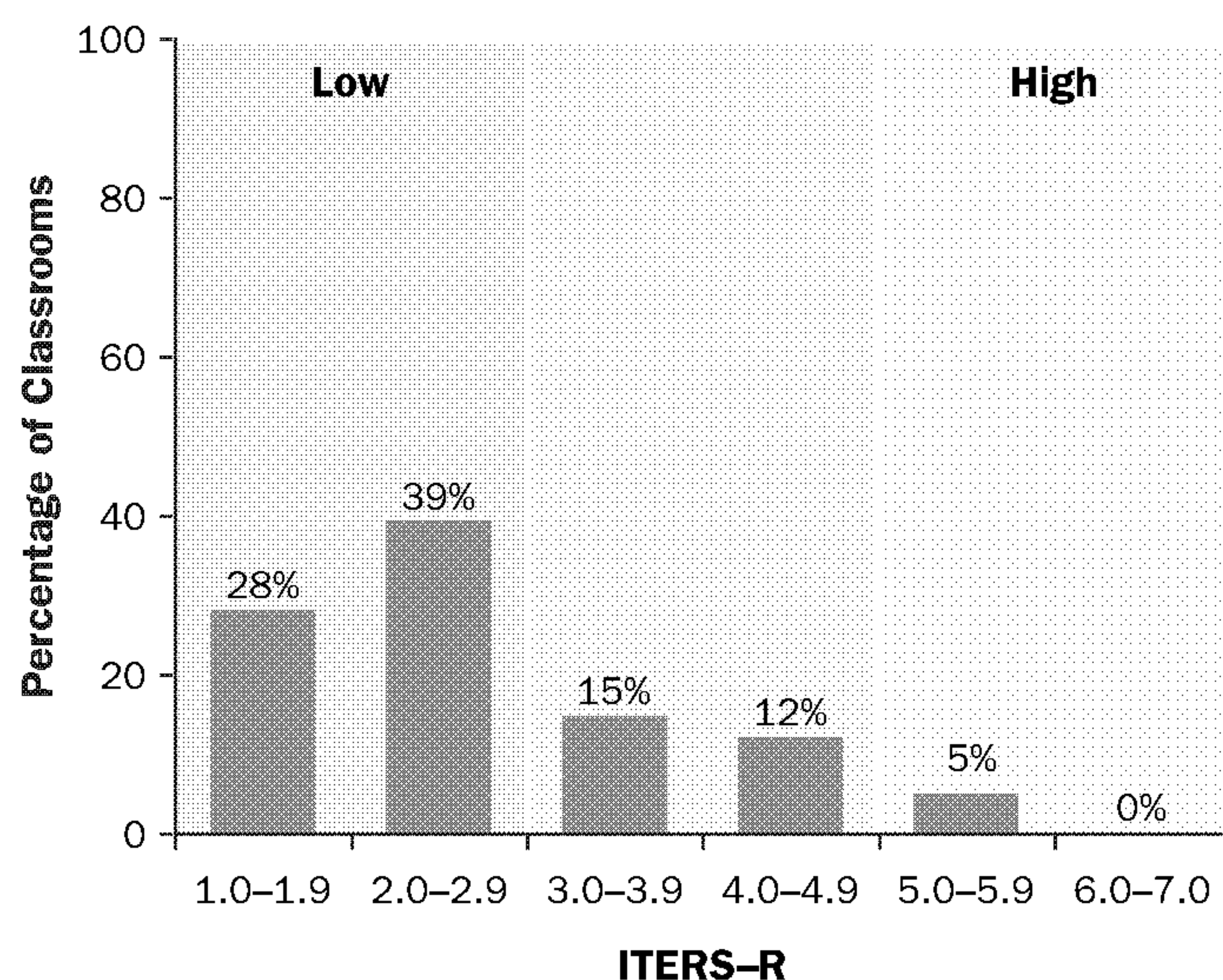


Table 4. ITERS–R Subscale Scores in Infant/Toddler Classrooms

Subscale	Mean	Range
Space and Furnishings	3.52	1.40 – 6.40
Personal Care Routines	2.07	1.00 – 6.17
Listening and Talking	2.77	1.00 – 7.00
Activities	2.76	1.22 – 6.11
Interaction	3.02	1.00 – 7.00
Program Structure	2.30	1.00 – 7.00

Preschool Classroom Quality

This study included two measures of classroom quality in all preschool classes: the *Early Childhood Environment Rating Scale-Revised* and the *Early Language and Literacy Classroom Observation: Pre-K*.

The *Early Childhood Environment Rating Scale-Revised* was used to measure the global quality of preschool classrooms. Of the 108 ECERS-Rs conducted in center-based preschool classrooms, 7% were in classes that served mostly 2-year-olds, 60% were in classes that served mostly 3-year-olds, 29% were in classes that served mostly 4-year-olds, and 4% were in classes that served mostly 5-year-olds, not yet in kindergarten.

The mean ECERS-R total score in preschool classrooms was 3.39 (SD = 0.86, range = 1.86 to 5.97). As evident in Figure 2, 60% of preschool classrooms were rated as having medium quality (i.e., ECERS-R scores between 3.0 and 4.99). With the exception of Personal Care Routines, the ECERS-R mean subscale scores were consistently in the medium quality range (see Table 5).

The Language and Literacy subscale of the *Early Language and Literacy Classroom Observation: Pre-K* was used to measure the early language and literacy environment of preschool classrooms.

The mean ELLCO Language and Literacy subscale score was 2.39, with a range from 1.17 to 3.75. Eighty percent (80%) of the preschool classrooms were rated as having less than “basic” practice (i.e., scores < 3.0) supporting children’s language and literacy skills (see Figure 3).

Figure 2. Quality of Preschool Classrooms in Child Care Centers (ECERS-R total mean = 3.39)

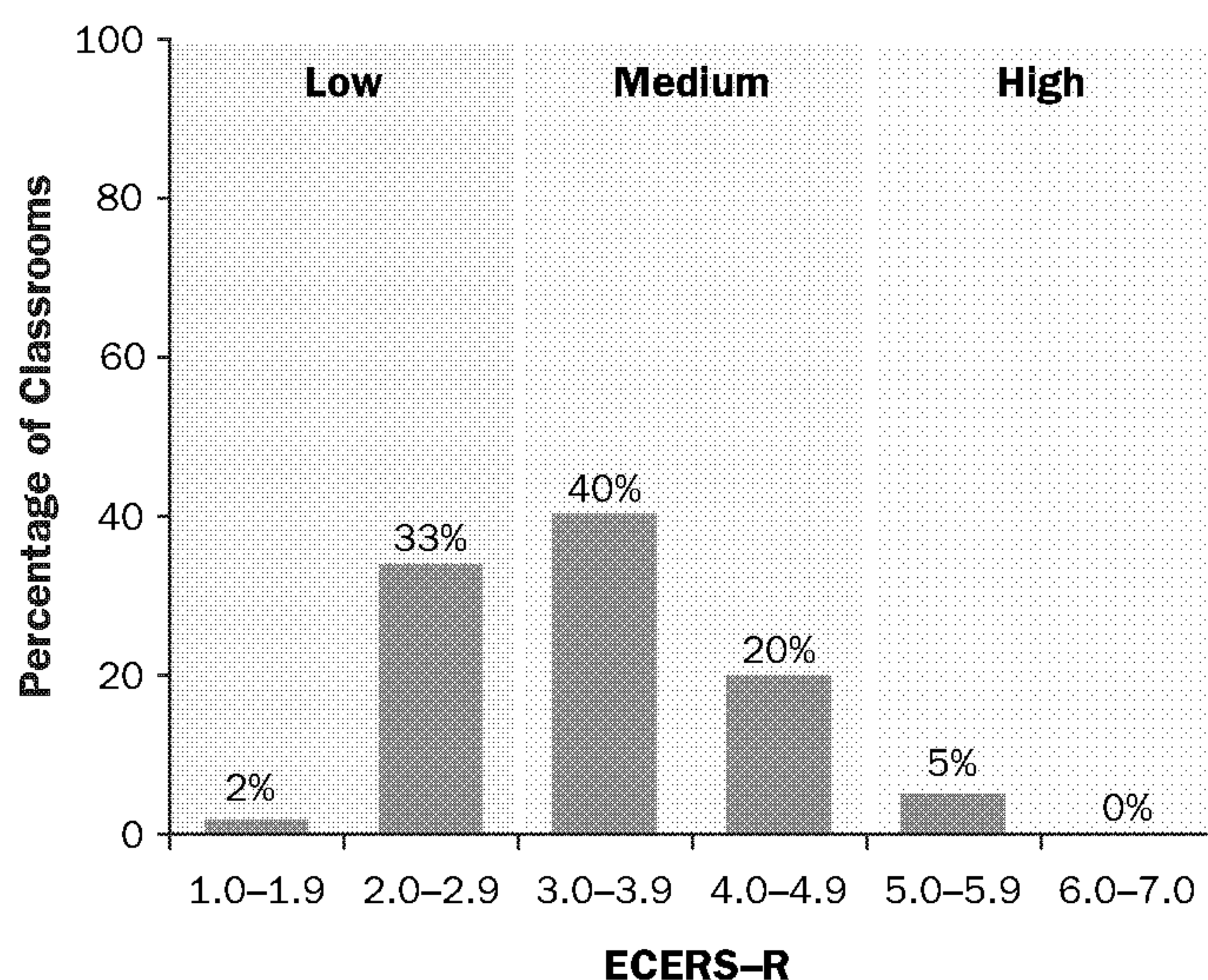


Table 5. ECERS-R Subscale Scores in Preschool Classrooms

Subscale	Mean	Range
Space and Furnishings	3.92	2.25 – 6.38
Personal Care Routines	2.32	1.17 – 5.67
Language-Reasoning	3.73	1.50 – 7.00
Activities	3.02	1.30 – 5.80
Interaction	4.02	1.00 – 6.80
Program Structure	3.78	1.00 – 6.67

Figure 3. ELLCO Language and Literacy Environment in Preschool Classrooms (mean = 2.4)

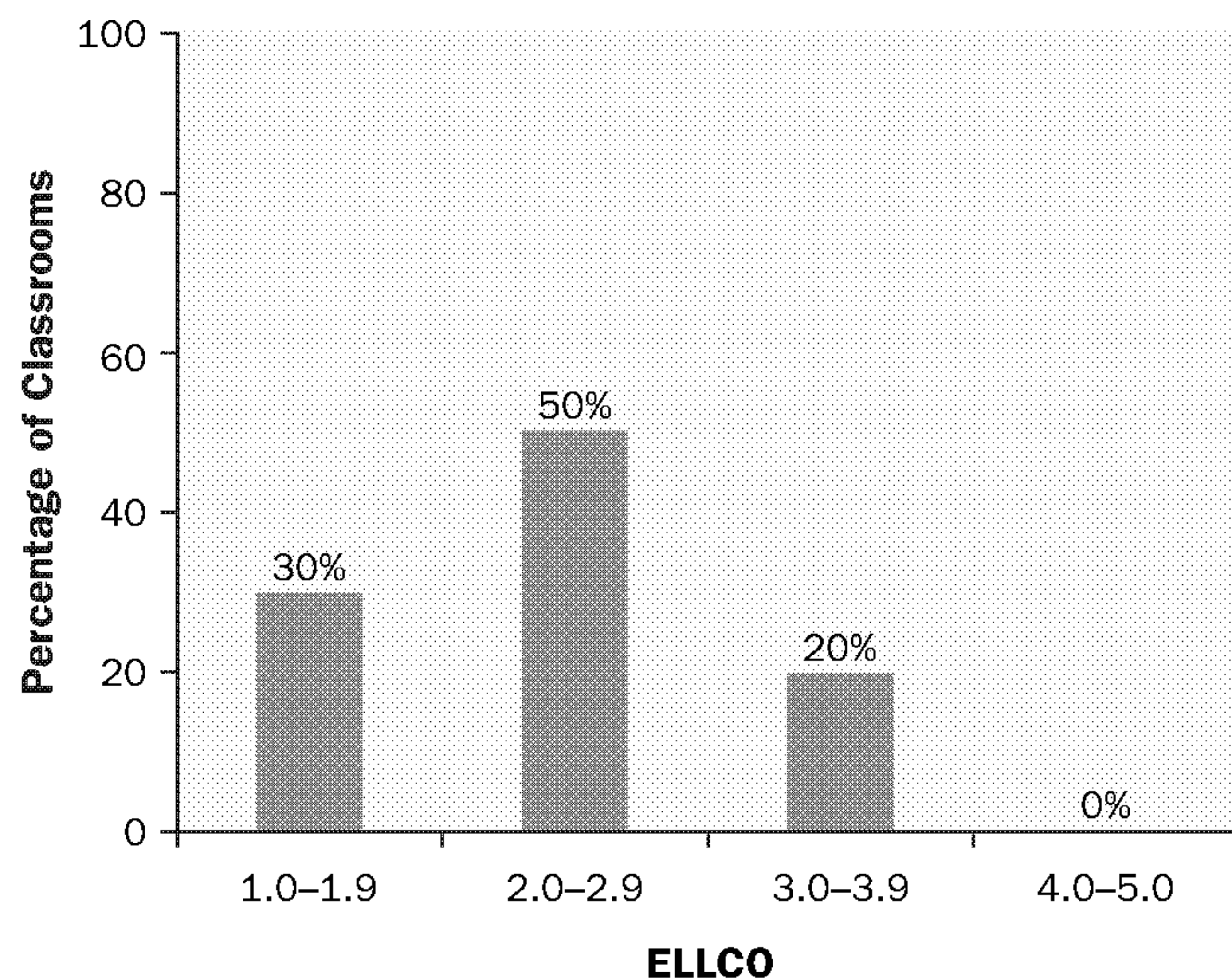
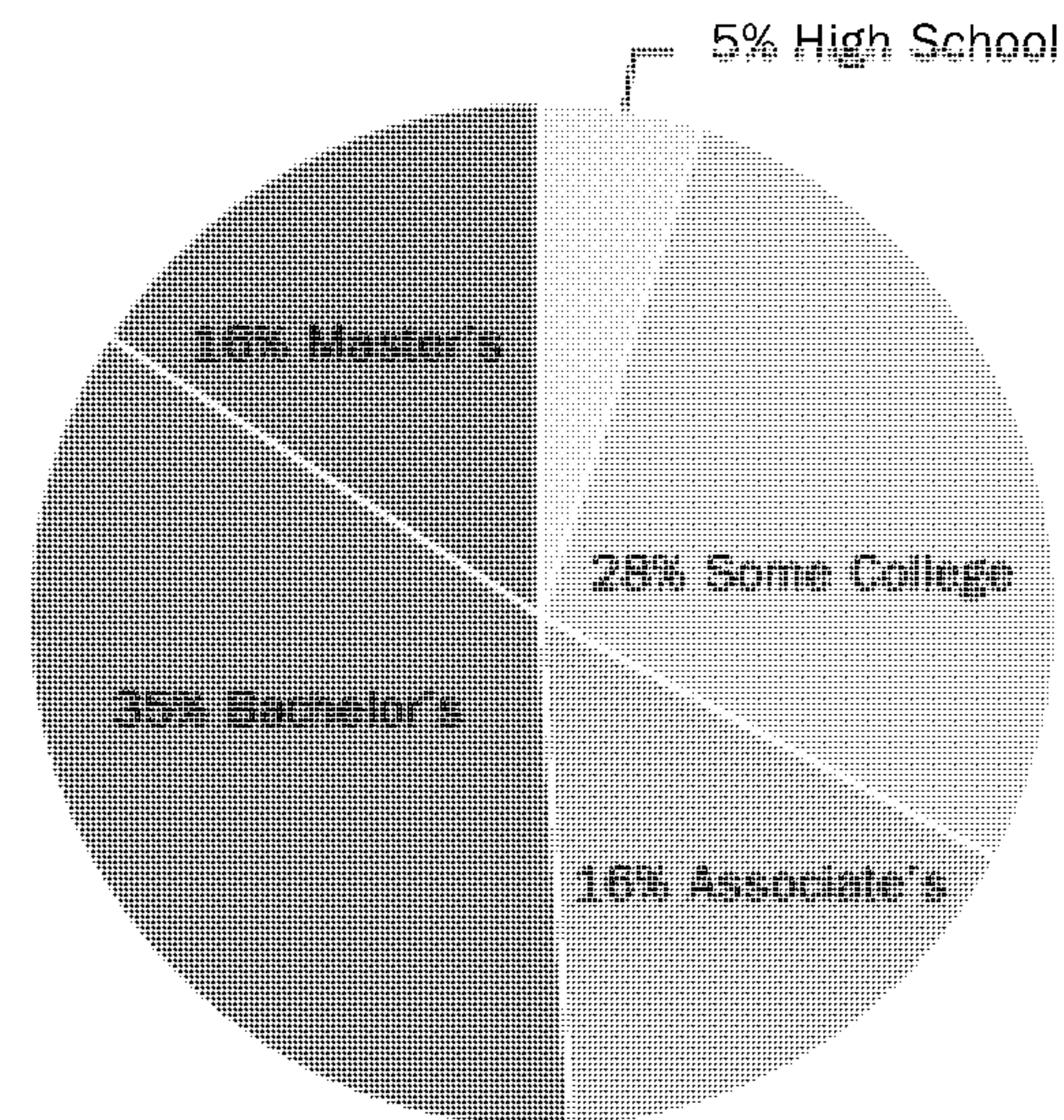


Figure 4. Education Level of Directors



Education and Professional Development

This section of the report provides information about the highest level of education, major, and professional development experiences for program directors, lead teachers, and assistant teachers.

Directors

- **Education:** Fifty-one percent (51%) of directors held at least a Bachelor's degree (see Figure 4). No director had less than a High School diploma.
- **Major:** Twenty-six percent (26%) of center directors had a degree (Associate's, Bachelor's, or Master's degree) in early childhood education (see Table 6).
- **Experience:** On average, center directors reported 15 years of experience working in child care (median = 14, range = 1 to 36).
- **Professional Development Hours:** Center directors reported participating in a mean of 26 hours of in-service training in the past year (median = 19, range = 0 to 145).
- **Professional Development Content:** The most common in-service training topics reported by center directors were health and safety practices; classroom management/discipline; and observing, assessing, and documenting children's progress and development. Table 7 shows the frequency with which center directors reported participating in various professional development topics.

Table 6. Highest Degree and Major for Center Directors

Degree	Percentage
Associate's degree with major in early childhood	7%
Bachelor's degree with major in early childhood	11%
Graduate degree with major in early childhood	8%
Other education major, any degree	10%
Other non-education major, any degree	31%
No Associate's, Bachelor's or Graduate degree	33%

Lead Teachers

- **Education:** In infant/toddler classes, 33% of lead teachers had a high school diploma or less, and 23% had an Associate’s degree or higher. In preschool classes, 22% of lead teachers had a high school diploma or less, and 33% of lead teachers had an Associate’s degree or higher (see Figure 5 and Figure 6).
- **Major:** Ten percent (10%) of infant/toddler lead teachers majored in early childhood education; 16% of preschool teachers majored in early childhood education (see Table 8).
- **Experience:** Lead teachers of infant/toddler classes reported a mean of 8 years of experience working in child care (median = 6, range = 0 to 35). Preschool teachers reported a mean of 10 years of experience working in child care (median = 8, range = 0 to 37).
- **Professional Development Hours:** Lead teachers of infant/toddler classes reported participating in a mean of 15 hours of in-service training in the past year (median = 10, range = 0 to 134). Thirty-six percent (36%) of infant/toddler lead teachers reported participating in fewer than the 10 hours required

Table 7. In-Service Training Topics for Center Directors in the Past Year

About Children	
Health and safety practices	83%
Classroom management/discipline	73%
Observing, assessing, and documenting children’s progress and development	73%
Social-emotional development	71%
Early language and literacy	63%
Using a curriculum	59%
Working with children with special needs	55%
Physical activity	52%
Working with children and families from different cultures and races	44%
Early science	40%
Early math	37%
Working with English Language Learners	19%
About Adults	
Managing conflicts in a professional manner	57%
Nutrition education for employees	34%
Wellness education for employees	27%

Figure 5. Education Level of Infant/Toddler Lead Teachers

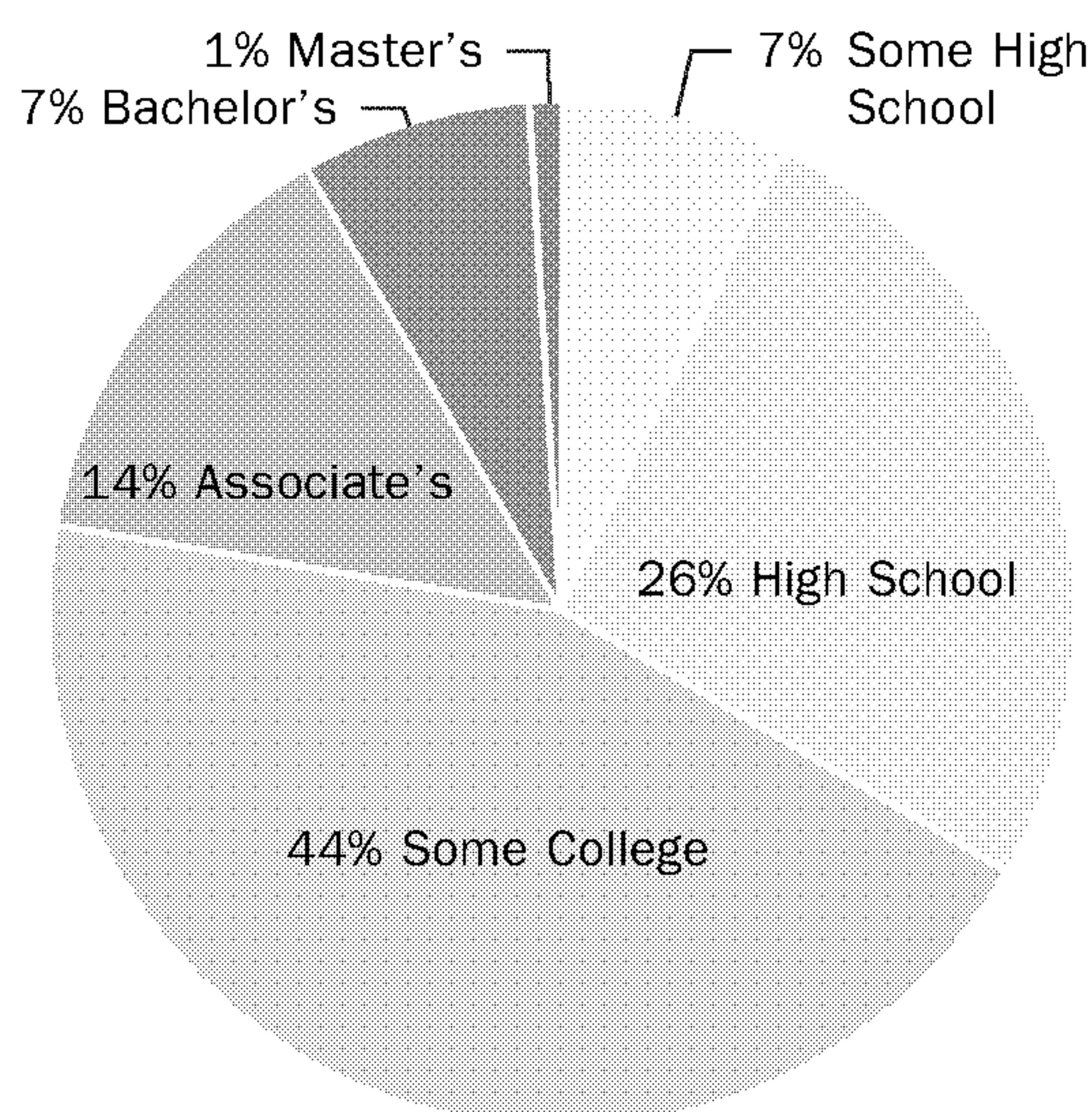
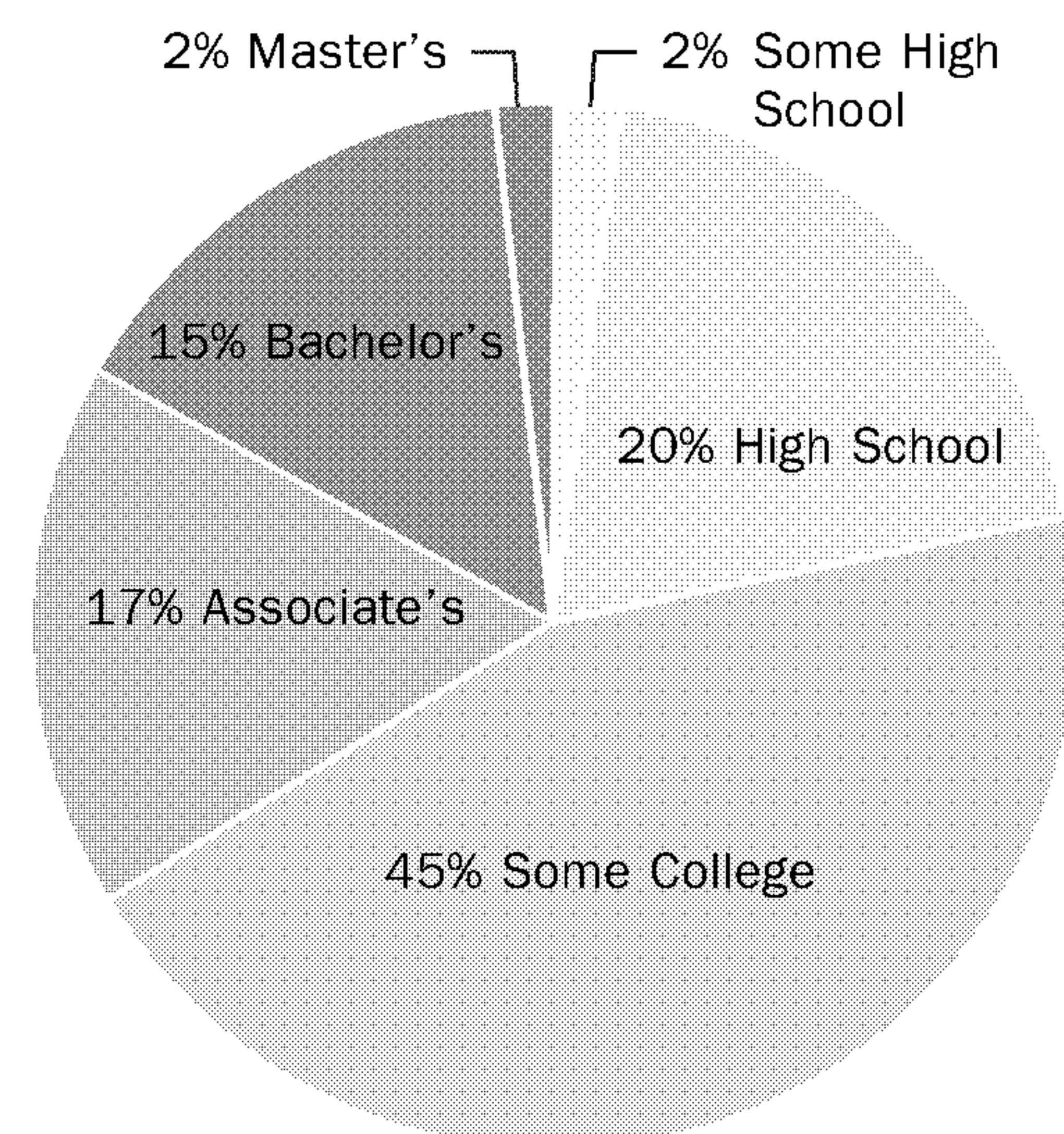


Figure 6. Education Level of Preschool Lead Teachers



by the state, 28% reported participating in exactly 10 hours, and 36% reported participating in more than 10 hours.

Lead teachers of preschool classes reported participating in a mean of 19 hours of in-service training in the past year (median = 11, range 0 to 400). Twenty-four percent (24%) of preschool lead teachers reported participating in fewer than the 10 hours required by the state, 26% reported participating in exactly 10 hours, and 50% reported participating in more than 10 hours.

- **Professional Development Content:** Lead teachers also reported the content of in-service training in which they participated during the past year. The most common topic among infant/toddler and preschool lead teachers was child health and safety. Table 9 shows the percentage of lead teachers who participated in in-service training about various topics during the past year.

Assistant Teachers

Most classes had at least one assistant teacher^b (55% of infant/toddler classes, 62% of preschool classes). A few classes had more than one assistant teacher (19% of infant toddler classes, 15% of preschool classes).

- **Education:** In infant/toddler classes, 20% of assistant teachers had an Associate's degree or higher. In preschool classes, 30% of assistant teachers had an Associate's degree or higher (see Figure 7 and Figure 8).
- **Major:** In both infant/toddler and preschool classrooms, less than 15% of assistant teachers majored in early childhood education (see Table 10).
- **Experience:** Assistant teachers of infant/toddler classes reported a mean of 8 years of experience working in child care (median = 5, range = 0 to 50). Assistant teachers in preschool classes reported a mean of 7 years of experience working in child care (median = 6, range = 0 to 35).
- **Professional Development Hours:** Assistant teachers of infant/toddler classes reported participating in a mean of 17 hours of in-service training in the past year (median = 10, range = 0 to 180). Forty-two percent (42%) of infant/toddler assistant teachers reported participating in fewer than the 10 hours required by the state, 17% reported participating in exactly 10 hours, and 42% reported participating in more than 10 hours. Assistant teachers of preschool classes

^b For purposes of this report, we defined 'assistant teacher' as any paid adult other than the lead teacher who was present in the classroom on the day that the observers visited. In cases where there was more than one assistant in a classroom, the education, major, experience, and professional development activities of the assistant who reported spending the most hours in the past week in that class are reported.

Table 8. Highest Degree and Major for Lead Teachers

	Infant/ Toddler	Pre- school
Associate's degree with major in early childhood	7%	11%
Bachelor's degree with major in early childhood	2%	4%
Graduate degree with major in early childhood	1%	1%
Other education major, any degree	2%	5%
Other non-education major, any degree	10%	13%
No Associate's, Bachelor's, or Graduate degree	77%	67%

Table 9. In-Service Training Topics for Lead Teachers in the Past Year

	Infant/ Toddler	Pre- school
About Children		
Health and safety practices	82%	82%
Classroom management/discipline	68%	68%
Observing, assessing, and documenting children's progress and development	58%	53%
Social-emotional development	65%	71%
Early language and literacy	39%	52%
Using a curriculum	54%	70%
Working with children with special needs	35%	44%
Physical activity	53%	50%
Working with children and families from different cultures and races	45%	47%
Early science	19%	37%
Early math	19%	32%
Working with English Language Learners	16%	24%
About Adults		
Managing conflicts in a professional manner	39%	40%
Nutrition education for employees	23%	37%
Wellness education for employees	30%	29%

Figure 7. Education Level of Infant/Toddler Assistant Teachers

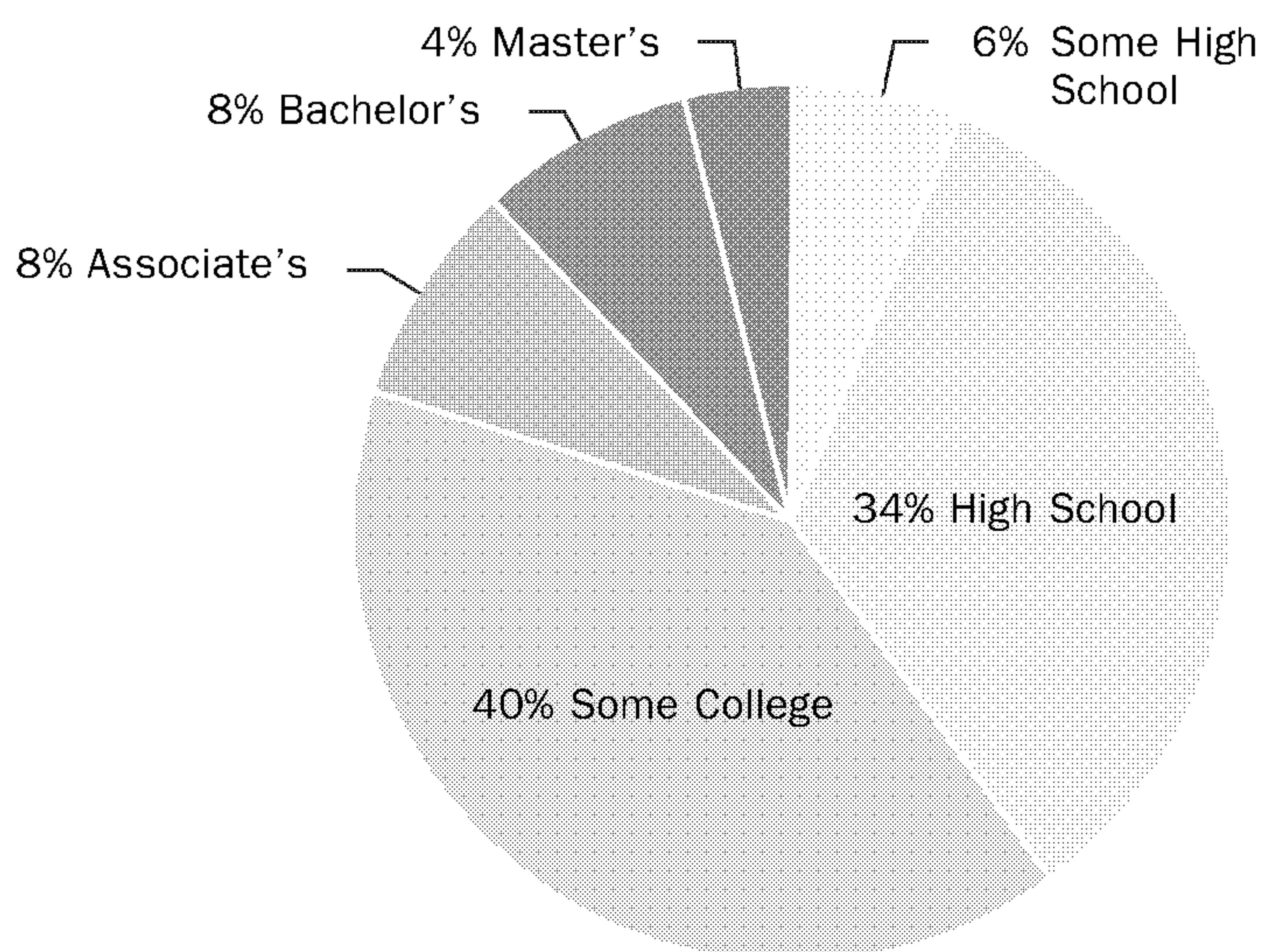


Figure 8. Education Level of Preschool Assistant Teachers

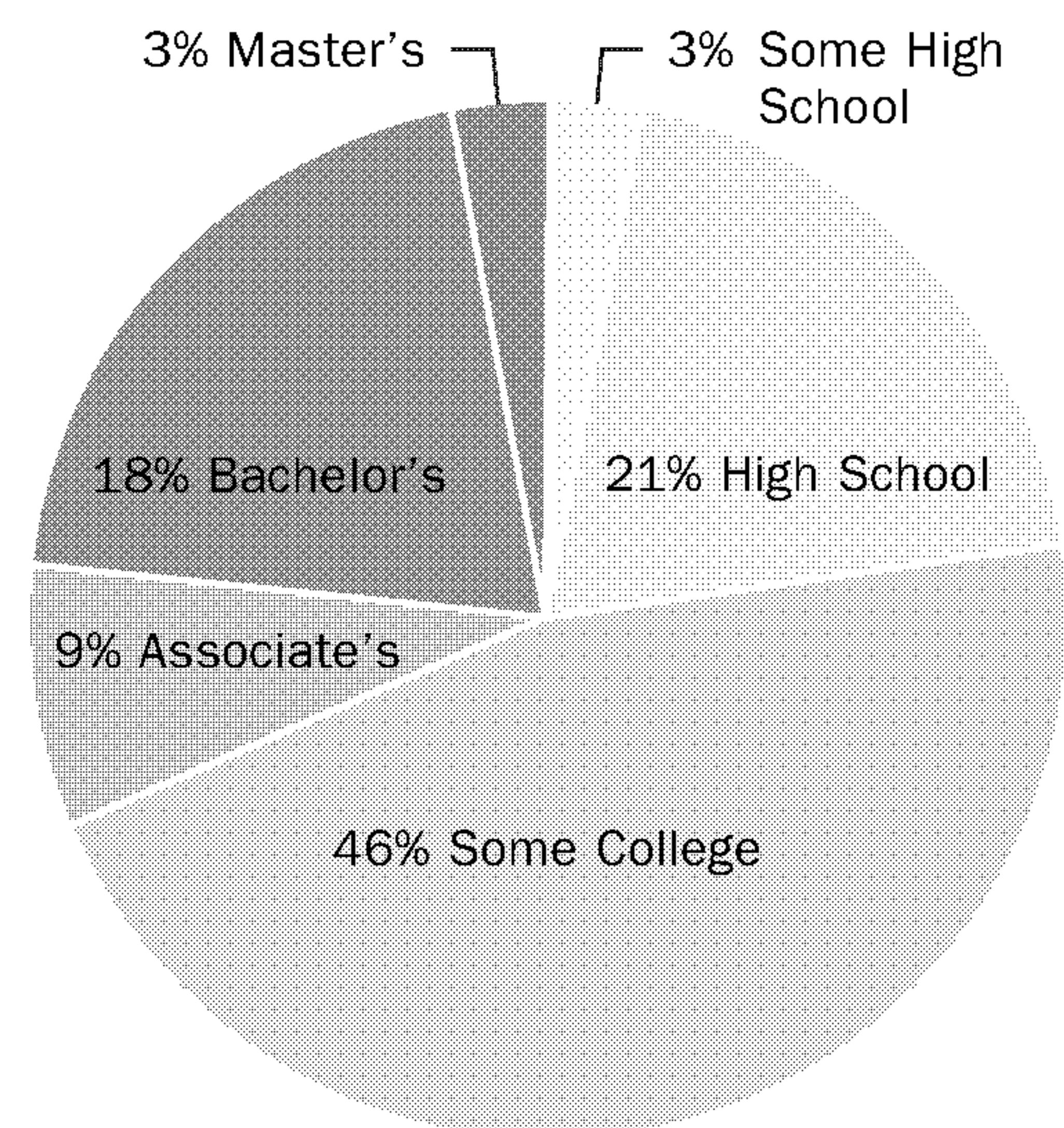


Table 10. Highest Degree and Major for Assistant Teachers

	Infant/ Toddler	Pre- school
Associate's degree with major in early childhood	6%	7%
Bachelor's degree with major in early childhood	2%	4%
Graduate degree with major in early childhood	2%	1%
Other education major, any degree	2%	4%
Other non-education major, any degree	8%	12%
No Associate's, Bachelor's, or Graduate degree	81%	70%

Table 11. In-Service Training Topics for Assistant Teachers in the Past Year

	Infant/ Toddler	Pre- school
About Children		
Health and safety practices	77%	74%
Classroom management/discipline	57%	62%
Observing, assessing, and documenting children's progress and development	47%	57%
Social-emotional development	57%	65%
Early language and literacy	30%	50%
Using a curriculum	53%	59%
Working with children with special needs	34%	43%
Physical activity	40%	57%
Working with children and families from different cultures and races	36%	50%
Early science	25%	32%
Early math	23%	32%
Working with English Language Learners	19%	31%
About Adults		
Managing conflicts in a professional manner	30%	49%
Nutrition education for employees	30%	35%
Wellness education for employees	23%	34%

reported participating in a mean of 22 hours of in-service training in the past year (median = 10, range = 0 to 180). Twenty-six percent (26%) of preschool assistant teachers reported participating in fewer than the 10 hours required by the state, 26% reported participating in exactly 10 hours, and 47% reported participating in more than 10 hours.

- **Professional Development Content:** The most common in-service training topic reported among assistant teachers in infant/toddler and preschool classrooms was health and safety practices. Table 11 shows the percentage of assistant teachers who participated in in-service training around various topics during the past year.

Program Characteristics and Services

This section of the report includes information about program-level characteristics, such as the use of curricula and family support activities.

Curricula and Child Assessments

Most directors reported that a curriculum was used in their program. According to directors, 74% of infant classes, 89% of toddler classes, and 94% of preschool classes used a curriculum. The most commonly reported curricula in infant, toddler, and preschool classes were Creative Curriculum, HighReach Learning, Pinnacle, and High/Scope (see Table 12).

Overall, 89% of center directors reported that their program used some kind of assessment of young children to help teachers plan for or adapt their teaching. According to directors, 43% of infant classes, 60% of toddler classes, 77% of preschool classes used assessment to help guide instruction. The most commonly used assessments for this purpose in centers were a written record or informal notes of teacher observations, Georgia's Pre-K Assessment, and the Creative Curriculum Development Continuum Assessment.

Thirty-nine percent (39%) of center directors reported having written documentation of individual children's progress/learning for all children.

Screenings

Some programs have children's vision, hearing, teeth, or general development checked or screened. The program can do this or work with someone from the health department or other community group to come to the center to do the screenings. Table 13 shows the percentage of programs that reported providing these services.

Among the 35% of centers that conducted learning/development screenings, nearly half (46%) reported using Ages & Stages Questionnaire. Of the centers that reported conducting learning/development screenings, 46% conducted the screenings in the first 3 months of enrollment, 3% screened children within 6 months of enrollment, and 51% screened children as needed.

Table 12. Reported Curricula Use by Age Group

	Infants	Toddlers	Pre-school
Creative Curriculum	33%	34%	35%
HighReach Learning	11%	18%	17%
High/Scope	7%	7%	15%
A Beka	2%	7%	10%
Pinnacle	11%	12%	9%
Montessori	2%	5%	6%
Scholastic	1%	1%	2%
Blueprint	0%	0%	1%
OWL	0%	0%	0%
Bank Street	0%	0%	0%
Other	18%	23%	25%
None	26%	11%	6%

Table 13. Screenings Conducted in Centers

	Percentage of Centers
Vision	35%
Hearing	33%
Dental	29%
Learning/Development	35%

Involving Families

In order to learn about the role families play in programs, directors were asked about ways families participate; supports, information and services programs provide to families; and ways programs and families communicate.

- ***Family Participation:*** More than 75% of program directors reported that they offered families an opportunity to read to children in classrooms, participate in program activities for the whole family, or share a family or cultural tradition with children. Fewer programs (36%) reported offering parents an opportunity to serve as a member of an advisory board.
- ***Information Provided to Families:*** More than 75% of directors reported that in the past year they provided families with information about the following topics related to their children's development and health: early literacy; overall child development; general safety issues; parenting, managing challenging behaviors or positive guidance strategies; nutrition; general health and well-being of children; and dental health. Directors were less likely to provide families information about health insurance: 51% of center directors reported providing information about PeachCare for Kids, 35% provided information about Medicaid, and 26% provided information about other health coverage.
- ***Services and Supports Provided to Families:*** Seventy percent (70%) or more of the center directors reported that they provided the following services to the families they serve: help families find community activities, help families find needed social services, provide a lending library for families, and send home reading activity packs.
- ***Communicating with Families:*** Communication among teachers, programs, and families is a key to successful, high-quality experiences for children. Most center directors reported using various ways of communicating with families, including phone calls (96%), program-wide communications such as newsletters (84%), and parent conferences (69%). Of centers that offered parent conferences, 79% reported scheduling conferences two or more times per year; 12% scheduled them annually; and 9% reported that they do not schedule conferences regularly.

Study Limitations

These data provide rich information with regard to the early care and education system in Georgia. Information was obtained from many different individuals (i.e., administrators, teachers, assistant teachers) using multiple methods (i.e., observations, interview, questionnaire, review of documents).

The information in this study, however, is not perfect. For instance, some data are from teachers' answers to written surveys where sometimes questions are misread or misunderstood. Likewise, some administrators may not be aware of how programs are funded or managed, possibly leading to some mistakes when reporting on issues such as profit versus not-for-profit or Head Start participation. All data collectors were trained to a high level of reliability on the classroom observation measures. Nonetheless, observational measures always contain a certain amount of observer error. Further, there is high probability that higher quality programs were more likely to participate than lower quality. Thus, the findings may be somewhat higher/better than that found in the general population. Readers should keep these study limitations in mind when interpreting the findings. Even with these cautions, though, we believe the study provides important information about the quality of early care and education and services in licensed child care centers throughout the state of Georgia.

Conclusions and Recommendations

This report focuses on the findings from the sample of child care centers included in the statewide study. A companion report, *Georgia Study of Early Care and Education: Findings from Georgia's Pre-K Program*, describes the quality of Georgia's Pre-K programs (in both centers and schools). Please read both reports to understand the quality of care in child care centers and Georgia's Pre-K programs serving young children in Georgia.

Findings from this study suggest that administrators and teachers in licensed child care centers are working hard to serve young children and their families.

Almost all of the programs met or exceeded the basic state licensing requirements for group size and ratio of children per adult. About one-third of infant/toddler teachers and one-half of preschool teachers participated in more than the required hours of professional development in the past year. Most program administrators reported using a curriculum in their program. Most also reported providing a range of services and supports to the families they serve.

The findings of this study underscore the need for improving the quality of center-based care for children across Georgia. The data from this study suggest that very few young children receive the care that is generally considered “high” quality. Specifically, only 5% of infant/toddler classrooms and 5% of preschool classrooms were rated as high quality (i.e., *ITERS-R* or *ECERS-R* mean total score ≥ 5). If Georgia wants to support young children's development and success in school, many more child care classrooms need to provide high quality care.

Of equal, if not greater concern, is the percentage of classrooms rated as having “low” quality of care. Thirty-five percent (35%) of preschool classrooms and 67% of infant/toddler classrooms were rated as having low quality (i.e., *ITERS-R* or *ECERS-R* mean total score < 3). Children in these classrooms likely experience environments that are inadequate for their health and safety and do not promote their cognitive and social emotional development. Although every classroom is unique, looking at the subscale scores suggests that these low quality classrooms are generally characterized by all of the following: children likely have few toys that are appropriate for their age, teachers' expectations about children's behavior are likely inappropriate (e.g., expect children to sit still for long periods of time), teachers' language is likely to be used to control children's behavior (e.g., “stop” “come here”) rather than for learning (e.g., “Do you want the *green* or *blue* ball?”), multiple safety hazards exist (e.g., unprotected electrical outlets, staples on the floor, outdoor surfaces not cushioned to protect against possible falls), and adults and children do not follow recommended health practices (e.g., washing hands thoroughly to prevent the spread of germs).

Similar findings of low quality were evident in the more specific measure of quality related to children's language and literacy. The data from the ELLCO suggest that most preschool children are not in environments that support their language/literacy skills. None of the preschool classrooms in child care centers were in the "strong" or "exemplary" categories on the ELLCO Language and Literacy Environment. Eighty percent of preschool classrooms were, in fact, rated as having "deficient" or "inadequate" language and literacy practices.

Additional efforts are needed to improve the quality of infant/toddler center-based care in Georgia. The fact that two-thirds of infant/toddler classrooms in the study were rated as low quality is particularly troubling. With research documenting the importance of early brain development,¹⁶ it seems especially important to strengthen the quality of center-based care for infants and toddlers in Georgia.

Continued education and professional development are important strategies for improving the quality of care for Georgia's children in child care centers. The variability among teacher education levels will require careful planning of the specific in-service professional development efforts and supports that best match a teacher's needs for strengthening her teaching practices. Extra supports may be needed to meet the needs of the sizable portion of teachers without degrees beyond high school. Of lead teachers, 77% in infant/toddler classrooms and 67% in preschool classrooms did not have an Associate's, Bachelor's, or Graduate degree. Of assistant teachers, 81% in infant/toddler classrooms and 70% in preschool classrooms did not have an Associate's, Bachelor's, or Graduate degree. With so many classrooms in the low quality range, special supports also may be needed to first emphasize basic health and safety issues of caring for young children as well as a general understanding of appropriate expectations for young children.

The amount and quality of professional development may also need to be improved. For example, although most directors (63%) and preschool teachers (52%) reported receiving in-service training related to language and literacy in the past year, the data suggest that the in-service training has not yet translated into literacy-rich classroom environments and teaching practices. It is likely that more or different professional development and supports are needed to ensure that children have the materials, activities, and experiences necessary to support their language and literacy development. As another example, many teachers reported participating in more than the required annual in-service training hours, and yet quality of care was still in the low to medium range. It may be useful for DECAL to examine the existing training and technical assistance supports offered to child care center teachers and make revisions, moving toward building a system of professional development that is aligned with the state's early learning standards and goals for quality improvement and is guided by research on effective training and technical assistance.^{17, 18, 19}

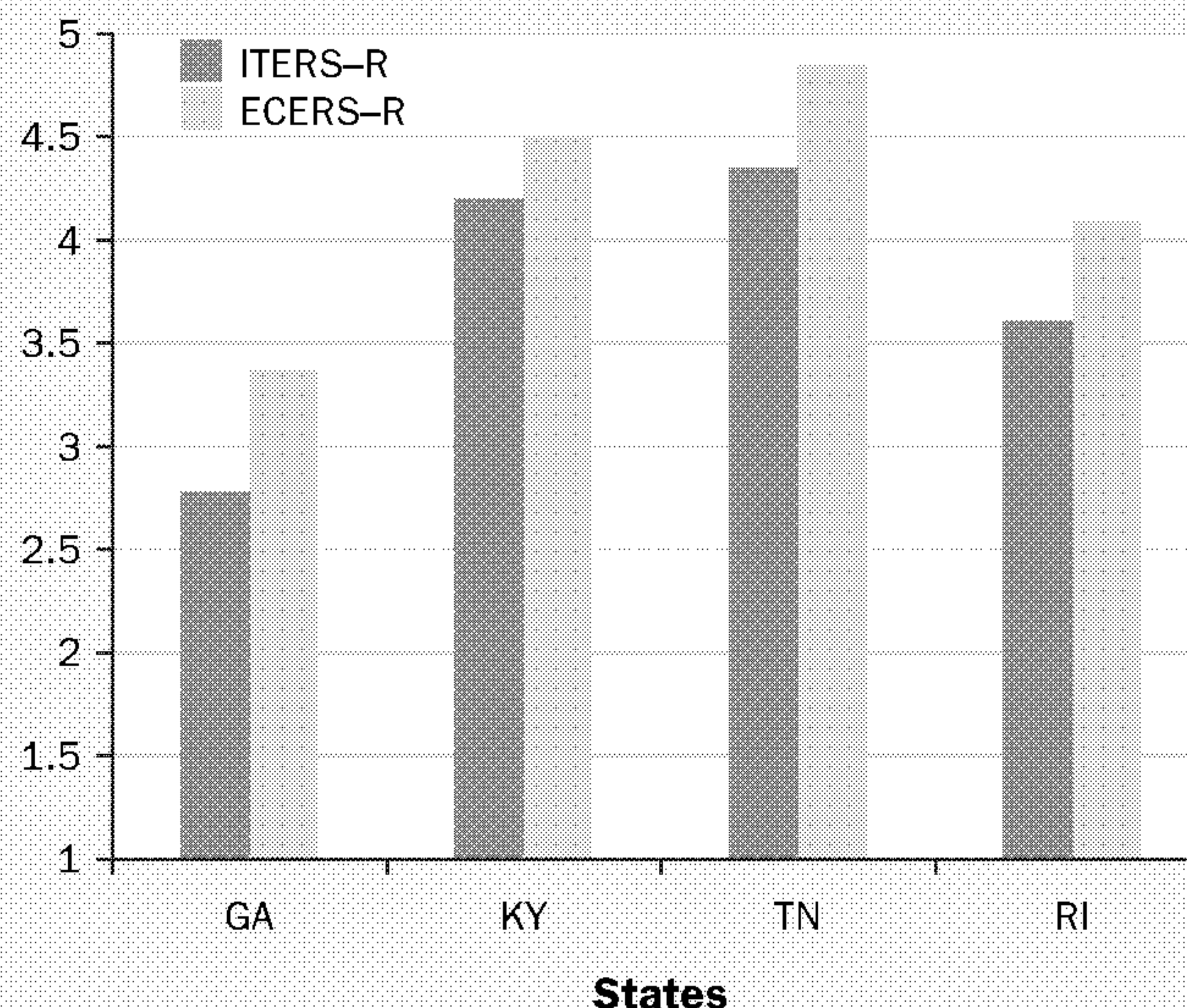
The quality of center-based care in Georgia is lower than that in some other states.

Figure 9 provides ITERS-R and ECERS-R data from three other states: Kentucky, Tennessee, and Rhode Island.^c The states included for comparison were chosen carefully. Many studies of child care rely on samples of convenience or of a specific sub-population (e.g., those applying for a high level on a state's rated licensure). Such samples do not reflect the broader early care and education system. Tennessee data are from the entire population of licensed centers (and therefore representative of the child care system). The data from Kentucky and Rhode Island were obtained from randomly selected programs across those states (their sample sizes were smaller than the sample size in the current study). Although no state is exactly like any other state in terms of their investments in child care quality, child population, or political context, these other state scores help place the Georgia findings in a broader context.

Data from North Carolina and Tennessee document that improvements in quality are possible with investments over time. When Smart Start first began in North Carolina in 1994, a study of 180 preschool

classrooms across the state found that only 13% were of high quality. Five years later, 29% of 133 preschool classrooms visited were rated as high quality.²³ When Tennessee first began its Report Card and Star Quality Program, 31% of centers were rated as high quality. Seven years later, 46% of centers were rated as high quality.²⁴ These documented changes in quality demonstrate the improvements possible when investments are made to strengthen the quality of care.

Figure 9. Cross-State Comparisons of Center-Based Quality: Mean ECERS-R and ITERS-R Scores



Kentucky: These data were collected in 2007–08 from 39 infant/toddler classrooms and 61 preschool classrooms in a sample of 99 randomly selected licensed centers.²⁰

Tennessee: These data were collected in 2007–08 as part of the TN STARS program from all licensed child care centers (1,315 infant/toddler classrooms and 1,972 preschool classrooms).²¹

Rhode Island: These data were collected in 2008–09 from 50 randomly selected infant/toddler classrooms and 50 randomly selected preschool classrooms.²²

^c Figure 9 presents mean ITERS-R and ECERS-R data. It is important to note that there is variability in quality within each state.

In closing, Bright from the Start: the Department of Early Care and Learning should be commended for conducting a statewide representative study of child care and Georgia's Pre-K. This study provides objective information about the range of quality in centers and pre-k programs across the state. We hope that these study findings will inform policymakers as they develop strategies and make decisions about investments to maximize the quality of care for Georgia's young children. Multiple strategies will likely be needed to improve the quality of center-based care, such as continued education, training and technical assistance for teachers and administrators; licensing revisions; teacher compensation initiatives; and program incentives for quality improvement.²⁵ Finally, we hope that these findings will provide important baseline data from which to measure Georgia's future investments in improving the quality of care for young children.

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In 2008–09, FPG Child Development Institute conducted a statewide study of randomly selected licensed child care centers and Georgia’s Pre-K programs, collecting data on the observed classroom quality and characteristics of these programs. Findings from this study are described in two reports. The report *Georgia Study of Early Care and Education: Child Care Center Findings* describes the overall study and summarizes results for infant, toddler, and preschool classrooms (other than Georgia’s Pre-K) in child care centers. The report *Georgia Study of Early Care and Education: Findings from Georgia’s Pre-K Program* describes the overall study and summarizes results from Georgia’s Pre-K classes in schools and child care centers. Please read both reports to understand the quality of early care and education in child care centers and Georgia’s Pre-K programs serving Georgia’s young children.

Georgia
Study of
**Early Care
and Education**
Child Care
Center
Findings

December 2009



UNC

FPG CHILD DEVELOPMENT INSTITUTE

Suggested citation: Maxwell, K. L., Early, D. M., Bryant, D., Kraus, S., Hume, K., & Crawford, G. (2009). *Georgia study of early care and education: Child care center findings*. Chapel Hill, NC: The University of North Carolina at Chapel Hill, FPG Child Development Institute.

This study was funded by Bright from the Start: Georgia Department of Early Care and Learning (DECAL). The opinions expressed in this report may or may not reflect those of the funding agency.

Several people worked hard to complete this study and report. The FPG Child Development Institute team included Kelly Maxwell, Principal Investigator, Diane Early, Investigator; Donna Bryant, Investigator; Syndee Kraus, project director; Sara Fuller, research assistant; Katie Hume, research assistant; Gina Walker, administrative assistant; Elizabeth Gunn, Lloyd DeWald, and Michelle Lemon, programmers; Kirsten Kainz and R. J. Wirth, statisticians; and Angelia Baldwin, Joe Jungers, and Dawn Shafar, data entry. Gisele Crawford helped with report writing, Michael Brady and Gina Harrison helped with report design. We are very grateful to the five research assistants in Georgia who worked so hard to collect the data: Elizabeth Crofton, Rachael Lee, Moneesha Smith, Becca White, and Othondra Williams-Hicks. Jenny Rankin also helped collect some data. We appreciate the cooperation of DECAL staff, particularly the assistance of Bentley Ponder. Most importantly, we are very appreciative of the administrators and teachers who welcomed us into their programs and classrooms so that we could better understand the care available to young children across Georgia.

Executive summaries and full reports from this study are available at www.decal.ga.gov.

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Georgia Study of Early Care and Education: Child Care Center Findings

Nationwide, most young children are cared for regularly by someone other than their parents. Twenty percent (20%) of all infants and toddlers and 44% of all three- and four-year-olds are served in a center-based care arrangement. The percentages are higher in the Southeastern part of the U.S.: 25% of all infants and toddlers and 56% of preschoolers are served in child care centers.¹ Research has demonstrated a modest but statistically significant link² between the quality of child care and children's academic and social skills.^{3, 4, 5} Research on brain development has underscored the importance of providing high quality experiences for young children.^{6,7} Thus, improving child care quality is an important strategy for supporting children's readiness for school success.

Bright from the Start: Georgia Department of Early Care and Learning (DECAL) has been working to define and promote high quality practices across multiple types of child care settings. A statewide committee began working in the fall of 2006 to develop indicators to define quality in Georgia's early care and education system. In the fall of 2007, DECAL contracted with researchers from the FPG Child Development Institute at the University of North Carolina at Chapel Hill to help refine the indicators, develop tools to measure them, and plan a study of the quality of care across the state.⁸ DECAL decided that a statewide study would help policymakers better understand the quality of care across Georgia, inform their decisions about strategies to maximize investments in quality, and provide baseline data from which to measure quality improvements.

In 2008–09, FPG conducted a statewide study of randomly selected licensed child care centers and Georgia's Pre-K programs, collecting data on the observed classroom quality and characteristics of these programs. The current report provides an overview of the study and summarizes findings from infant, toddler, and preschool classrooms in child care centers. Findings about Georgia's Pre-K classrooms, both in centers and in schools, can be found in a companion report, *Georgia Study of Early Care and Education: Findings from Georgia's Pre-K Program*.

“Critical aspects
of brain architecture
begin to be shaped
by experience
before and
soon after birth,
and many
fundamental
aspects of that
architecture are
established
well before
a child
enters
school.”

**National Scientific Council
on the Developing Child,**
p. 1.

Study Description

The primary purpose of this statewide study of child care and Georgia's Pre-K Program was to gather data regarding the range of quality across Georgia. Generally, the study was designed to describe a) the quality of center-based care and Georgia's Pre-K programs; and b) types of services provided to infants, toddlers, and preschoolers served by these programs. This section describes the methods used for the entire study, but this report focuses solely on findings from child care centers.

Program Selection

The sample of programs that participated in the study was selected to address the study's primary purpose: estimating the quality of care provided across licensed centers and Georgia's Pre-K programs. Data were collected in 173 programs. A sample size of 173 was determined to have an adequate balance of precision and feasibility, where the mean score on the main quality measures in the sample is within $\pm .12$ ECERS-R/ITERS-R points of the true population mean.

To select the sample, DECAL provided a list of all licensed child care programs (including those that do and do not participate in Georgia's Pre-K Program) and school-based Georgia's Pre-K programs. FPG randomly selected programs to be recruited for participation in the study. A simple random selection process was used (i.e., no stratification), and programs were spread throughout the state.

During recruitment, programs that declined or were determined to be ineligible were replaced by additional randomly selected programs from that same list. To achieve the final sample of 173, we contacted 342 programs. Thirty-four were determined to be ineligible (e.g., no longer served children, no longer licensed), and 135 declined to participate. Thus, the overall response rate was 56% (173 participants / 173 participants + 135 declined). The response rate varied by program type, with 48% of licensed centers agreeing to participate (112 out of 235) and 84% of schools with Georgia's Pre-K agreeing to participate (61 out of 73). These response rates are similar to that of large scale studies of child care (52% in the Cost, Quality, and Outcomes Study⁹) and pre-kindergarten (78% in the Multi-State Study of Pre-Kindergarten¹⁰).

Classroom Selection

For each participating program, we randomly selected one, two, or three classrooms to visit depending on the ages served and whether they participated in Georgia's Pre-K. If the program included infant/toddler classes (serving children less than 2½ years old), we randomly selected one of those. If the program included classrooms serving preschoolers (ages 2½ to 5, not in kindergarten), we randomly selected one of those. For the remainder of this report, "preschool" refers to classes that are not part of Georgia's Pre-K Program and serve children between 2½ years and 5 years who are not in kindergarten. If the program participated in Georgia's Pre-K, we also randomly

selected one Georgia’s Pre-K class. If a class was selected but the lead teacher was absent (n = 22) or did not want to participate (n = 3), a replacement class within the same program of the same type was selected instead. Table 1 shows the number of classrooms visited for each type of classroom configuration. In public schools, we did not visit any classrooms other than Georgia’s Pre-K classrooms. This report presents findings from the infant/toddler and preschool classrooms. Information about Georgia’s Pre-K classrooms is presented in a companion report, *Georgia Study of Early Care and Education: Findings from Georgia’s Pre-K Program*.

Measures

Data were gathered at the program and classroom levels using multiple methods: observations by independent data collectors, review of written documents, and self-report of directors and teachers. Table 2 delineates the measures collected.

Table 1. Classroom Visits by Program Types

Program Type	Programs	Number of			Total Classes
		Infant/ Toddler Classes	Preschool Classes	GA Pre-K Classes	
Infant/Toddler & Preschool	49	49	49	0	98
Infant/Toddler, Preschool, & Georgia’s Pre-K	48	48	48	48	144
Preschool Only	10	0	10	0	10
Preschool & Georgia’s Pre-K	2	0	2	2	4
Georgia’s Pre-K Only	64	0	0	64	64
TOTALS	173	97	109	114	320

Table 2. Program and Classroom Measures

Program Level	Infant/Toddler Classrooms	Preschool Classrooms	Georgia’s Pre-K Classrooms
• Director Interview	• ITERS–R	• ECERS–R	• ECERS–R
• Document Review	• Teacher Education & Experience Form	• ELLCO	• ELLCO
• Director Education & Experience Form	• Assistant Teacher Education & Experience Form	• Teacher Education & Experience Form	• CLASS
	• Infant/ Toddler Observation Checklist	• Assistant Teacher Education & Experience Form	• Snapshot
		• Preschool Observation Checklist	• Teacher Education & Experience Form
			• Assistant Teacher Education & Experience Form
			• Preschool Observation Checklist

The *Infant/Toddler Environment Rating Scale–Revised (ITERS–R)*¹¹ is a widely used instrument for examining global classroom quality. It is specifically designed for use in classrooms serving children birth to 2½ years of age.

The ITERS–R measures the following aspects of classroom quality: Space and Furnishings (e.g., furnishings for relaxation and comfort, room arrangement, display); Personal Care Routines (e.g., greeting/departing, safety practices); Listening and Talking (e.g., helping children understand language, helping children use language); Activities (e.g., fine motor, art, promoting acceptance of diversity); Interaction (e.g., supervision of play and learning, peer interactions); Program Structure (e.g., schedule, group play activities, provisions for children with disabilities); and Parents and Staff (e.g., provisions for personal needs of staff, supervision and evaluation of staff). In this study, we did not complete the “Parents and Staff” items on the ITERS–R.

Scores on the ITERS–R can range from 1 to 7 with higher scores indicating higher quality. Total mean scores from 1 to 2.9 are considered “low” quality, scores from 3.0 to 4.9 are considered “medium” quality, and scores of 5.0 or greater are considered “good” or “high” quality.

The *Early Childhood Environment Rating Scale–Revised (ECERS–R)*¹² is a widely used measure of global classroom quality. It is specifically designed for use in classrooms serving children 2½ to 5 years of age.

The ECERS–R measures the following aspects of classroom quality: Space and Furnishings (e.g., furnishings for relaxation and comfort, room arrangement, display); Personal Care Routines (e.g., greeting/departing, safety practices); Language-Reasoning (e.g., presence/quality of books and pictures, encouraging children to communicate); Activities (e.g., fine motor, art, promoting acceptance of diversity); Interaction (e.g., supervision of children, interactions among children); Program Structure (e.g., schedule, group time, provisions for children with disabilities); and Parents and Staff (e.g., provisions for personal needs of staff, supervision and evaluation of staff). In this study, we did not complete the “Parents and Staff” items on the ECERS–R.

Scores on the ECERS–R can range from 1–7 with higher scores indicating higher quality. Total mean scores from 1 to 2.9 are considered “low” quality, scores from 3.0 to 4.9 are considered “medium” quality, and scores of 5.0 or greater are considered “good” or “high” quality.

The *Language and Literacy Environment Scale of the Early Language and Literacy Classroom Observation: Pre-K (ELLCO)*¹³ is one subscale of an observational instrument for examining support for children’s language and literacy development. The ELLCO is designed for use in classrooms serving 3- to 5-year-old children. The Language and Literacy Environment scale is comprised of Language Environment (e.g., opportunities for extended conversations, vocabulary development); Books and Book Reading (e.g., organization of the book area, use of books across content

areas, quality and frequency of book reading); and Print and Early Writing (e.g., opportunities that build awareness of print and purpose of writing, instructional strategies).

Scores on the Language and Literacy scale of the ELLCO can range from 1 to 5, with 1 indicating “deficient” practice, 2 indicating “inadequate” practice, 3 indicating “basic” practice, 4 indicating “strong” practice, and 5 indicating “exemplary” practice.

The *Classroom Assessment Scoring System (CLASS)*¹⁴ and the *Emerging Academic Snapshot (Snapshot)*¹⁵ were conducted in Georgia’s Pre-K classrooms only. Descriptions of these measures, along with study findings, are presented in a companion report, *Georgia Study of Early Care and Education: Findings from Georgia’s Pre-K Program*.

Procedures

A team of data collectors in Georgia was hired and supervised by FPG. One person was trained to reliability on the ITERS–R and was responsible for collecting data in the infant/toddler classrooms. Two people were trained to reliability on the ECERS–R and ELLCO. Data collectors were also trained to use the program-level measures. The reliability standard for the ECERS–R and ITERS–R was 80% agreement within 1 point and a weighted kappa of .60 or greater with the trainer. The reliability standard for the ELLCO was 85% agreement within 1 point of the trainer. Supervision was provided at least weekly to all data collectors. Throughout data collection, two data collectors periodically collected data together to ensure that interrater agreement was maintained. Follow-up training was provided when areas of disagreement were identified.

Data were collected between September 2008 and May 2009. Data collection in preschool classes and in infant/toddler classes lasted one day, with the ECERS–R and ELLCO completed in the preschool classrooms by the same individual during the same observation. The program-level measures were typically completed in the afternoon, after the classroom observations were complete. To the extent possible, data in different classrooms within the same center were collected during the same week.

To maximize the inclusion of programs representing a range of quality, we offered the program director and participating teachers incentives in the form of gift cards for educational materials (\$100 gift card for the director; \$25 gift card for each lead teacher; plus a raffle for one \$250 gift card for programs with complete data).

Findings

This report focuses on the 112 centers in the study. Thirty-eight percent (38%) of the centers were not-for-profit and 47% participated in Georgia's Pre-K. Twelve percent (12%) of the centers reported receiving Head Start funds. Eleven of the centers (10%) were accredited by the National Association for the Education of Young Children (NAEYC; five under the revised accreditation system that started in 2007 and six under the system that was in place prior to 2007). Centers varied in size, with a mean total enrollment of 100 children of any age, infant through school-age in wrap around care (median^a = 86, range = 19 to 281). The mean enrollment of children younger than kindergarten was 82 (median = 71, range = 14 to 262) in centers. Fifty-eight percent (58%) of centers served children with disabilities. Seventy-four percent (74%) of centers in the study served children who received child care subsidies from CAPS. In centers that served children receiving CAPS subsidies, the percentage of subsidized children served varied from 1% to 99% of total enrollment (mean = 23%, median = 14%).

Group Size and Ratios

The total number of children in a classroom (i.e., group size) and the number of children per adults (i.e., ratio) are important aspects of quality. It is easier for adults to meet the health and developmental needs of each child if there are fewer children and more adults in a group. Small group size and low child-to-teacher ratios may be thought of as necessary, but not sufficient, for high quality care and education. Data collectors counted children and adults present in each classroom at four time points during each observation morning. Table 3 provides the observed mean group size and ratio (number of children present for each adult) by age of most children in the classroom. These group sizes and ratios were at or below the maximum allowable by DECAL licensing requirements in almost all classes (99%).

Teacher Turnover

Children benefit from stable, positive relationships with their caregivers. Teacher turnover in programs can be stressful for children and may make it difficult to provide ongoing, high quality care and education. In this study, programs were asked to report the number of lead teachers and assistant teachers who left and had to be replaced in the past year. The mean turnover rate for lead teachers was 23% in centers. Forty-four percent (44%) of centers experienced a lead teacher turnover rate of less than 10%. The mean turnover rate for assistant teachers was 37% in centers. Thirty-nine percent (39%) of centers experienced an assistant teacher turnover rate of less than 10%.

^a Throughout this report, we present the median in addition to the mean and range when some of the values are very high.

Table 3. Group Size and Ratios (Number of Children per Adult) by Age of Most Children in Classroom

	Number of Class- rooms	Mean	Range	DECAL Allowable Maximum
Group Size				
Infants (less than 12 months)	21	5.1	2.7 to 9.0	12
One-year-olds (12 to 23 months)	48	7.4	2.8 to 17.3	16
Two-year-olds (24 to 35 months)	34	8.2	4.3 to 21.0	20
Three-year-olds (36 to 47 months)	65	11.0	3.8 to 24.0	30
Four & Five-year-olds (48 to 71 months, not in school)	35	13.7	6.0 to 24.3	36–40
Ratios				
Infants (less than 12 months)	21	3.6	2.1 to 6.5	6
One-year-olds (12 to 23 months)	48	4.8	1.6 to 8.6	8
Two-year-olds (24 to 35 months)	34	5.2	2.4 to 10.3	10
Three-year-olds (36 to 47 months)	65	7.9	3.8 to 13.5	15
Four & Five-year-olds (48 to 71 months, not in school)	35	8.5	5.4 to 13.8	18–20

Classroom Quality

This section includes information about the observed quality of classrooms and is organized by the age of the children in the classroom: infant/toddler or preschool.

Infant/Toddler Classroom Quality

The *Infant/Toddler Environment Rating Scale–Revised* was used to measure the observed global quality of early care and education. Of the 97 ITERS–Rs conducted, 22% were in a class where most of the children were less than 12 months old; 51% were in a class where most children were 12 to 23 months old, and 27% were in a class where most children were 24 to 30 months old.

In the current study, the mean ITERS–R total score in infant/toddler classrooms was 2.74 (standard deviation or SD = 1.12, range = 1.27 to 5.97). As evident in Figure 1, 67% of the infant-toddler classrooms were rated as low quality (i.e., ITERS–R scores < 3.0). Mean scores across the ITERS–R subscales were generally in the low quality range (see Table 4).

Figure 1. Quality of Infant/Toddler Classrooms in Child Care Centers (ITERS–R total mean = 2.74)

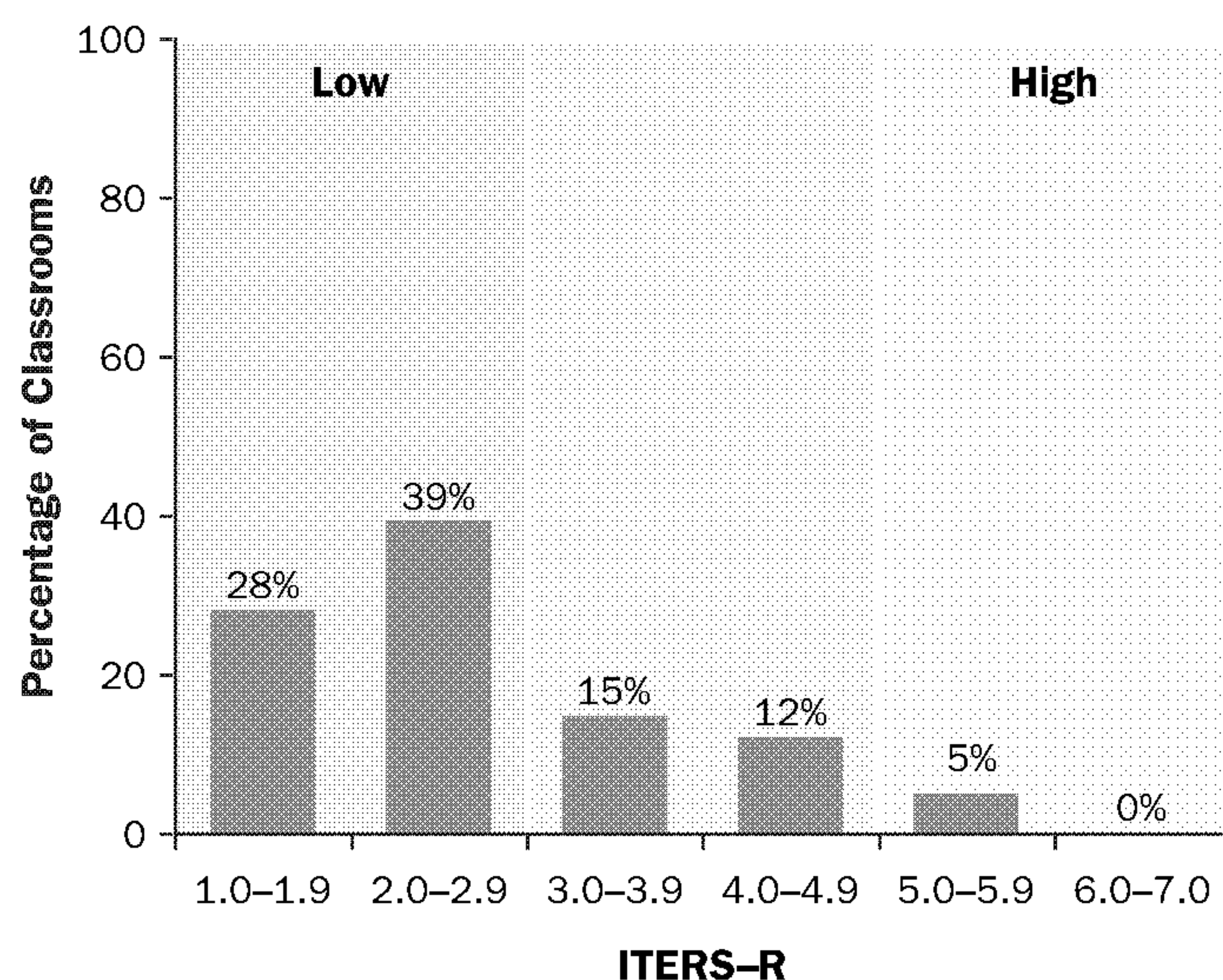


Table 4. ITERS–R Subscale Scores in Infant/Toddler Classrooms

Subscale	Mean	Range
Space and Furnishings	3.52	1.40 – 6.40
Personal Care Routines	2.07	1.00 – 6.17
Listening and Talking	2.77	1.00 – 7.00
Activities	2.76	1.22 – 6.11
Interaction	3.02	1.00 – 7.00
Program Structure	2.30	1.00 – 7.00

Preschool Classroom Quality

This study included two measures of classroom quality in all preschool classes: the *Early Childhood Environment Rating Scale-Revised* and the *Early Language and Literacy Classroom Observation: Pre-K*.

The *Early Childhood Environment Rating Scale-Revised* was used to measure the global quality of preschool classrooms. Of the 108 ECERS-Rs conducted in center-based preschool classrooms, 7% were in classes that served mostly 2-year-olds, 60% were in classes that served mostly 3-year-olds, 29% were in classes that served mostly 4-year-olds, and 4% were in classes that served mostly 5-year-olds, not yet in kindergarten.

The mean ECERS-R total score in preschool classrooms was 3.39 (SD = 0.86, range = 1.86 to 5.97). As evident in Figure 2, 60% of preschool classrooms were rated as having medium quality (i.e., ECERS-R scores between 3.0 and 4.99). With the exception of Personal Care Routines, the ECERS-R mean subscale scores were consistently in the medium quality range (see Table 5).

The Language and Literacy subscale of the *Early Language and Literacy Classroom Observation: Pre-K* was used to measure the early language and literacy environment of preschool classrooms.

The mean ELLCO Language and Literacy subscale score was 2.39, with a range from 1.17 to 3.75. Eighty percent (80%) of the preschool classrooms were rated as having less than “basic” practice (i.e., scores < 3.0) supporting children’s language and literacy skills (see Figure 3).

Figure 2. Quality of Preschool Classrooms in Child Care Centers (ECERS-R total mean = 3.39)

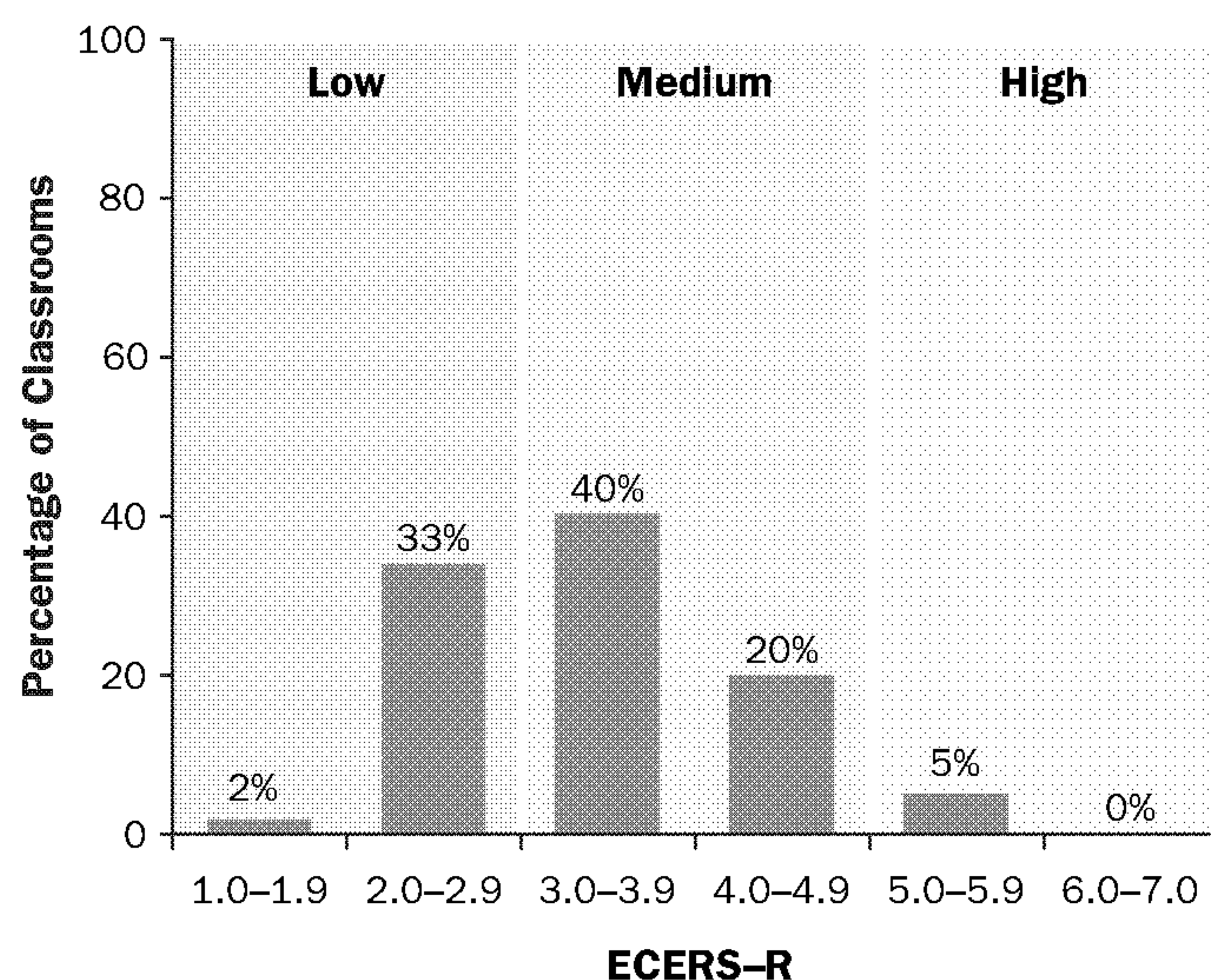


Table 5. ECERS-R Subscale Scores in Preschool Classrooms

Subscale	Mean	Range
Space and Furnishings	3.92	2.25 – 6.38
Personal Care Routines	2.32	1.17 – 5.67
Language-Reasoning	3.73	1.50 – 7.00
Activities	3.02	1.30 – 5.80
Interaction	4.02	1.00 – 6.80
Program Structure	3.78	1.00 – 6.67

Figure 3. ELLCO Language and Literacy Environment in Preschool Classrooms (mean = 2.4)

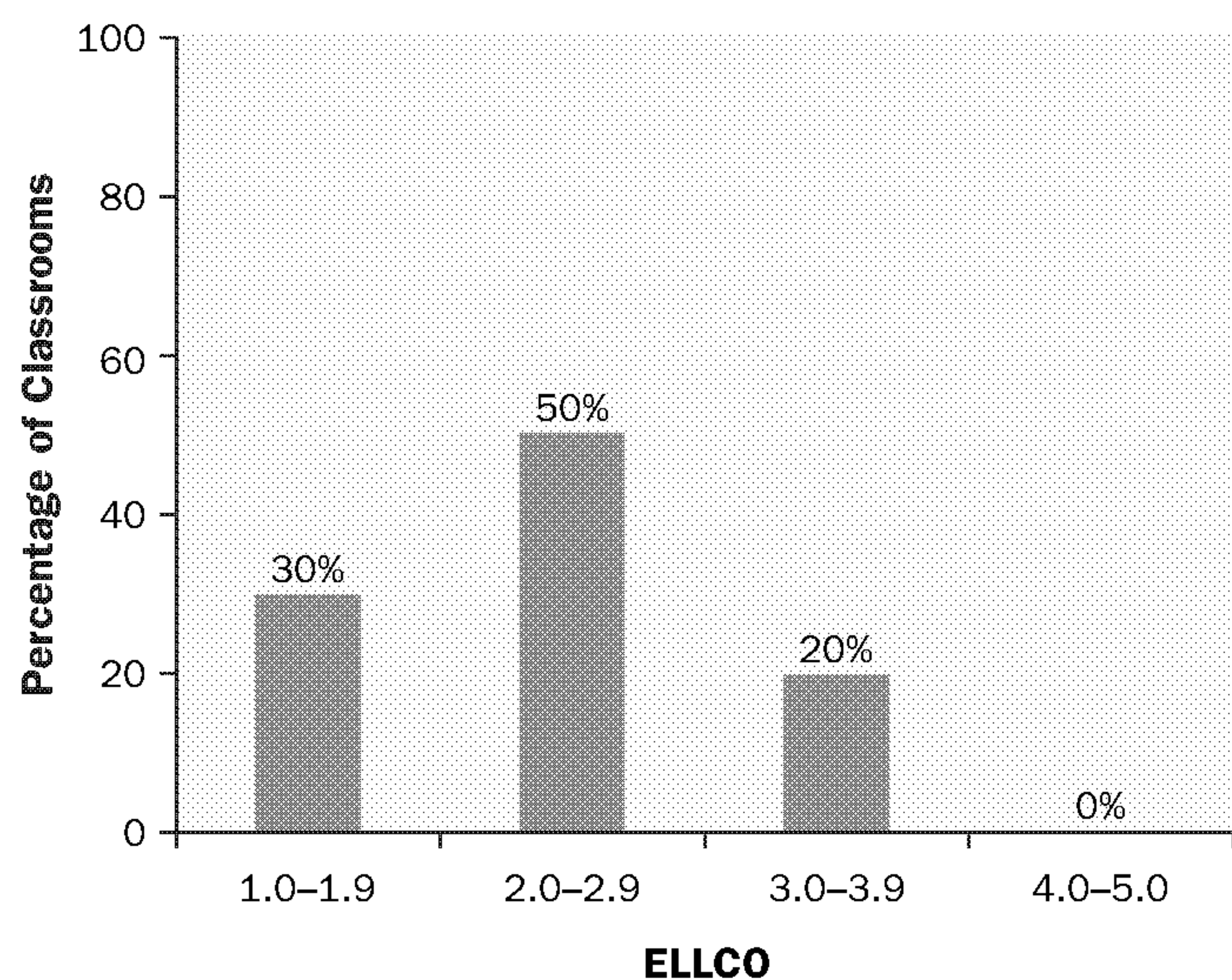
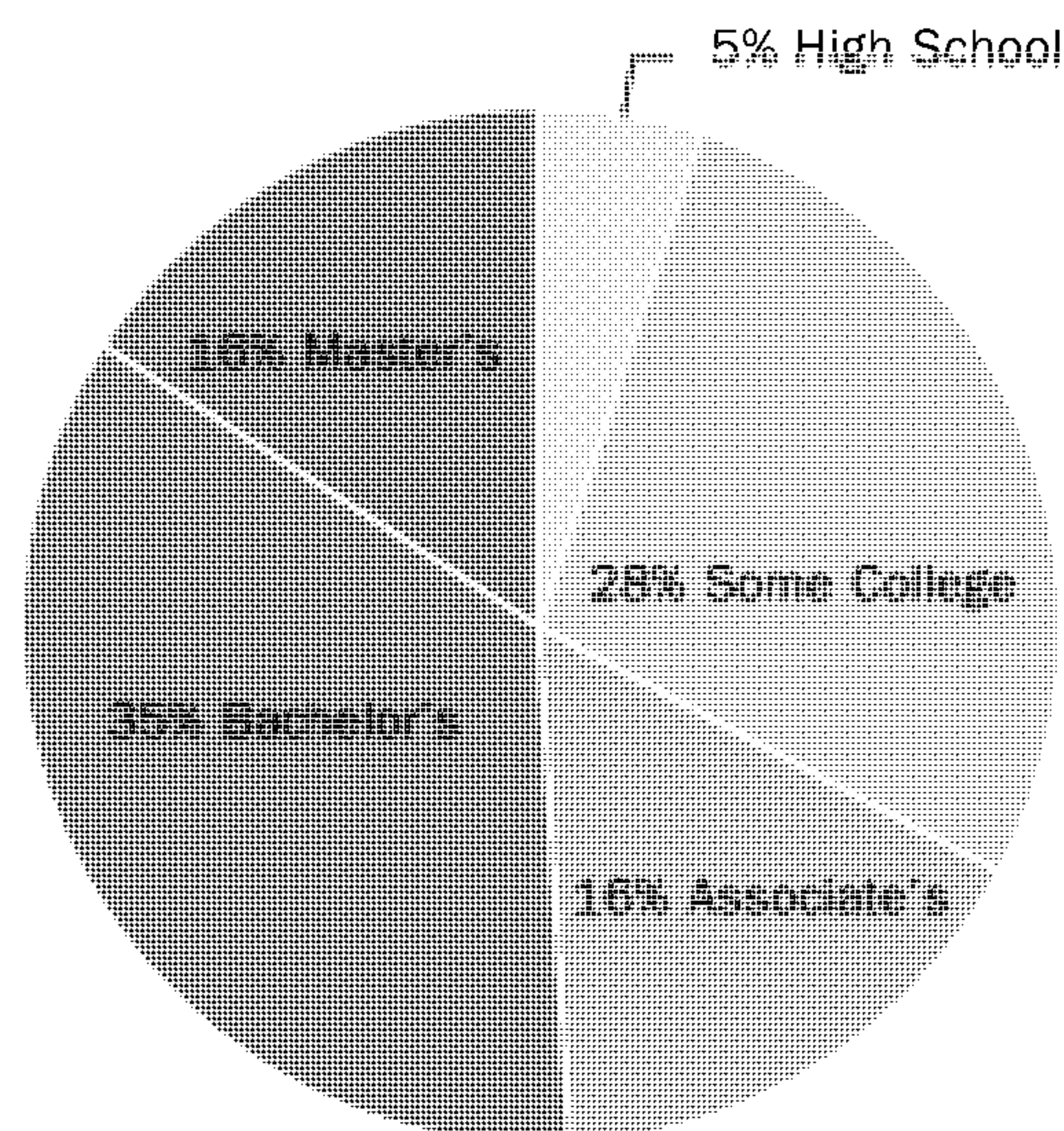


Figure 4. Education Level of Directors



Education and Professional Development

This section of the report provides information about the highest level of education, major, and professional development experiences for program directors, lead teachers, and assistant teachers.

Directors

- **Education:** Fifty-one percent (51%) of directors held at least a Bachelor's degree (see Figure 4). No director had less than a High School diploma.
- **Major:** Twenty-six percent (26%) of center directors had a degree (Associate's, Bachelor's, or Master's degree) in early childhood education (see Table 6).
- **Experience:** On average, center directors reported 15 years of experience working in child care (median = 14, range = 1 to 36).
- **Professional Development Hours:** Center directors reported participating in a mean of 26 hours of in-service training in the past year (median = 19, range = 0 to 145).
- **Professional Development Content:** The most common in-service training topics reported by center directors were health and safety practices; classroom management/discipline; and observing, assessing, and documenting children's progress and development. Table 7 shows the frequency with which center directors reported participating in various professional development topics.

Table 6. Highest Degree and Major for Center Directors

Degree	Percentage
Associate's degree with major in early childhood	7%
Bachelor's degree with major in early childhood	11%
Graduate degree with major in early childhood	8%
Other education major, any degree	10%
Other non-education major, any degree	31%
No Associate's, Bachelor's or Graduate degree	33%

Lead Teachers

- **Education:** In infant/toddler classes, 33% of lead teachers had a high school diploma or less, and 23% had an Associate’s degree or higher. In preschool classes, 22% of lead teachers had a high school diploma or less, and 33% of lead teachers had an Associate’s degree or higher (see Figure 5 and Figure 6).
- **Major:** Ten percent (10%) of infant/toddler lead teachers majored in early childhood education; 16% of preschool teachers majored in early childhood education (see Table 8).
- **Experience:** Lead teachers of infant/toddler classes reported a mean of 8 years of experience working in child care (median = 6, range = 0 to 35). Preschool teachers reported a mean of 10 years of experience working in child care (median = 8, range = 0 to 37).
- **Professional Development Hours:** Lead teachers of infant/toddler classes reported participating in a mean of 15 hours of in-service training in the past year (median = 10, range = 0 to 134). Thirty-six percent (36%) of infant/toddler lead teachers reported participating in fewer than the 10 hours required

Table 7. In-Service Training Topics for Center Directors in the Past Year

About Children	
Health and safety practices	83%
Classroom management/discipline	73%
Observing, assessing, and documenting children’s progress and development	73%
Social-emotional development	71%
Early language and literacy	63%
Using a curriculum	59%
Working with children with special needs	55%
Physical activity	52%
Working with children and families from different cultures and races	44%
Early science	40%
Early math	37%
Working with English Language Learners	19%
About Adults	
Managing conflicts in a professional manner	57%
Nutrition education for employees	34%
Wellness education for employees	27%

Figure 5. Education Level of Infant/Toddler Lead Teachers

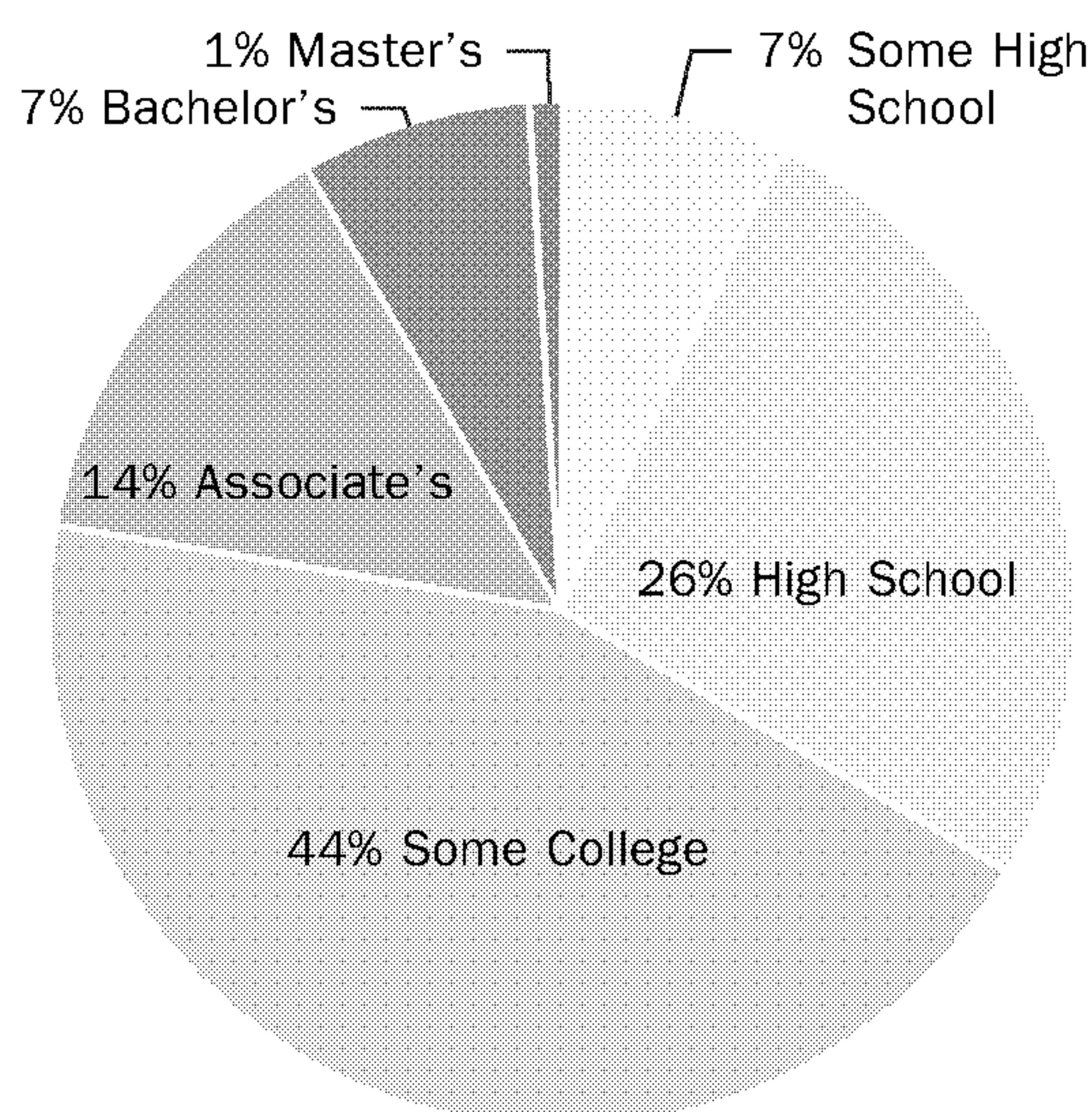
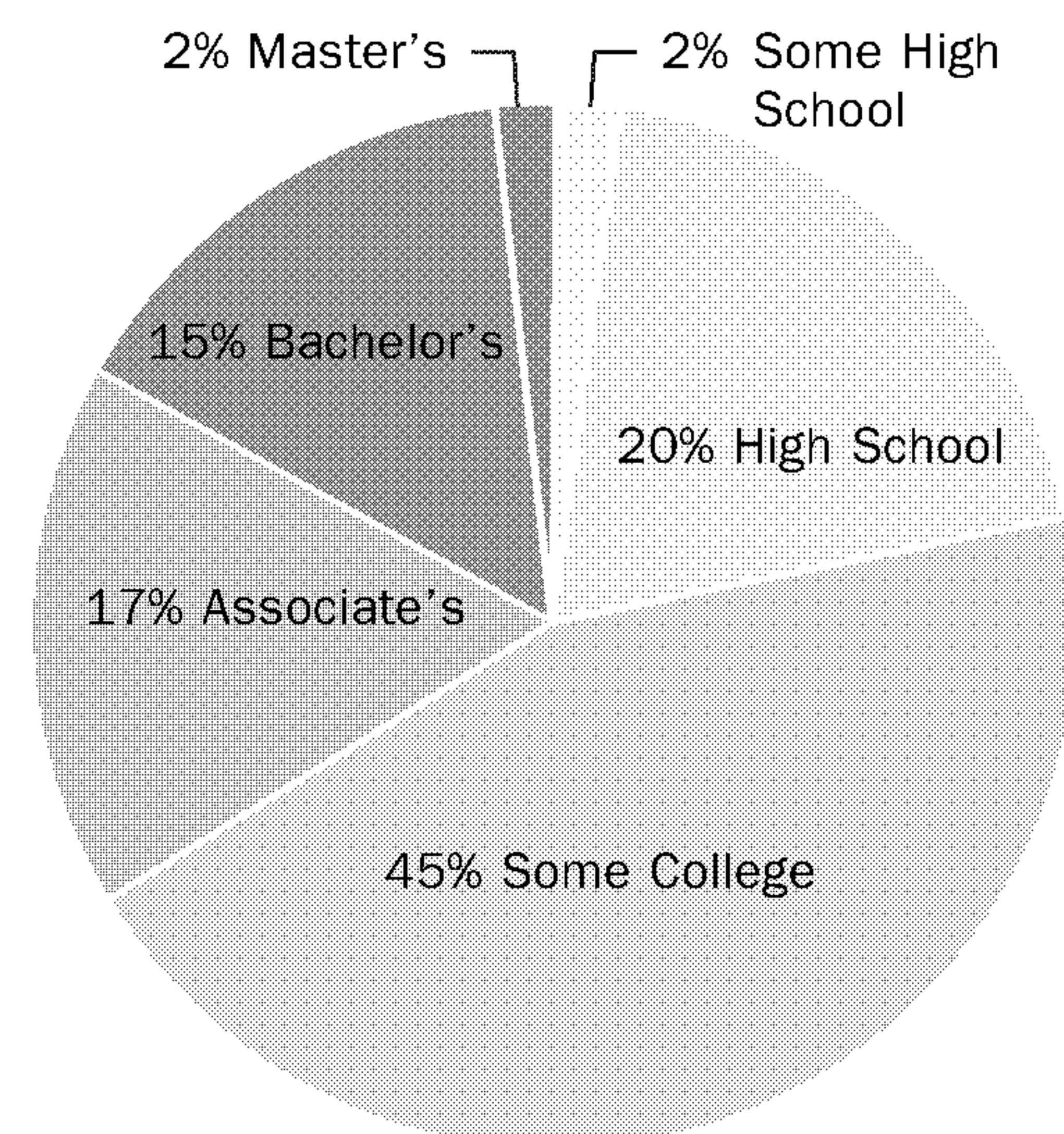


Figure 6. Education Level of Preschool Lead Teachers



by the state, 28% reported participating in exactly 10 hours, and 36% reported participating in more than 10 hours.

Lead teachers of preschool classes reported participating in a mean of 19 hours of in-service training in the past year (median = 11, range 0 to 400). Twenty-four percent (24%) of preschool lead teachers reported participating in fewer than the 10 hours required by the state, 26% reported participating in exactly 10 hours, and 50% reported participating in more than 10 hours.

- **Professional Development Content:** Lead teachers also reported the content of in-service training in which they participated during the past year. The most common topic among infant/toddler and preschool lead teachers was child health and safety. Table 9 shows the percentage of lead teachers who participated in in-service training about various topics during the past year.

Assistant Teachers

Most classes had at least one assistant teacher^b (55% of infant/toddler classes, 62% of preschool classes). A few classes had more than one assistant teacher (19% of infant toddler classes, 15% of preschool classes).

- **Education:** In infant/toddler classes, 20% of assistant teachers had an Associate's degree or higher. In preschool classes, 30% of assistant teachers had an Associate's degree or higher (see Figure 7 and Figure 8).
- **Major:** In both infant/toddler and preschool classrooms, less than 15% of assistant teachers majored in early childhood education (see Table 10).
- **Experience:** Assistant teachers of infant/toddler classes reported a mean of 8 years of experience working in child care (median = 5, range = 0 to 50). Assistant teachers in preschool classes reported a mean of 7 years of experience working in child care (median = 6, range = 0 to 35).
- **Professional Development Hours:** Assistant teachers of infant/toddler classes reported participating in a mean of 17 hours of in-service training in the past year (median = 10, range = 0 to 180). Forty-two percent (42%) of infant/toddler assistant teachers reported participating in fewer than the 10 hours required by the state, 17% reported participating in exactly 10 hours, and 42% reported participating in more than 10 hours. Assistant teachers of preschool classes

^b For purposes of this report, we defined 'assistant teacher' as any paid adult other than the lead teacher who was present in the classroom on the day that the observers visited. In cases where there was more than one assistant in a classroom, the education, major, experience, and professional development activities of the assistant who reported spending the most hours in the past week in that class are reported.

Table 8. Highest Degree and Major for Lead Teachers

	Infant/ Toddler	Pre- school
Associate's degree with major in early childhood	7%	11%
Bachelor's degree with major in early childhood	2%	4%
Graduate degree with major in early childhood	1%	1%
Other education major, any degree	2%	5%
Other non-education major, any degree	10%	13%
No Associate's, Bachelor's, or Graduate degree	77%	67%

Table 9. In-Service Training Topics for Lead Teachers in the Past Year

	Infant/ Toddler	Pre- school
About Children		
Health and safety practices	82%	82%
Classroom management/discipline	68%	68%
Observing, assessing, and documenting children's progress and development	58%	53%
Social-emotional development	65%	71%
Early language and literacy	39%	52%
Using a curriculum	54%	70%
Working with children with special needs	35%	44%
Physical activity	53%	50%
Working with children and families from different cultures and races	45%	47%
Early science	19%	37%
Early math	19%	32%
Working with English Language Learners	16%	24%
About Adults		
Managing conflicts in a professional manner	39%	40%
Nutrition education for employees	23%	37%
Wellness education for employees	30%	29%

Figure 7. Education Level of Infant/Toddler Assistant Teachers

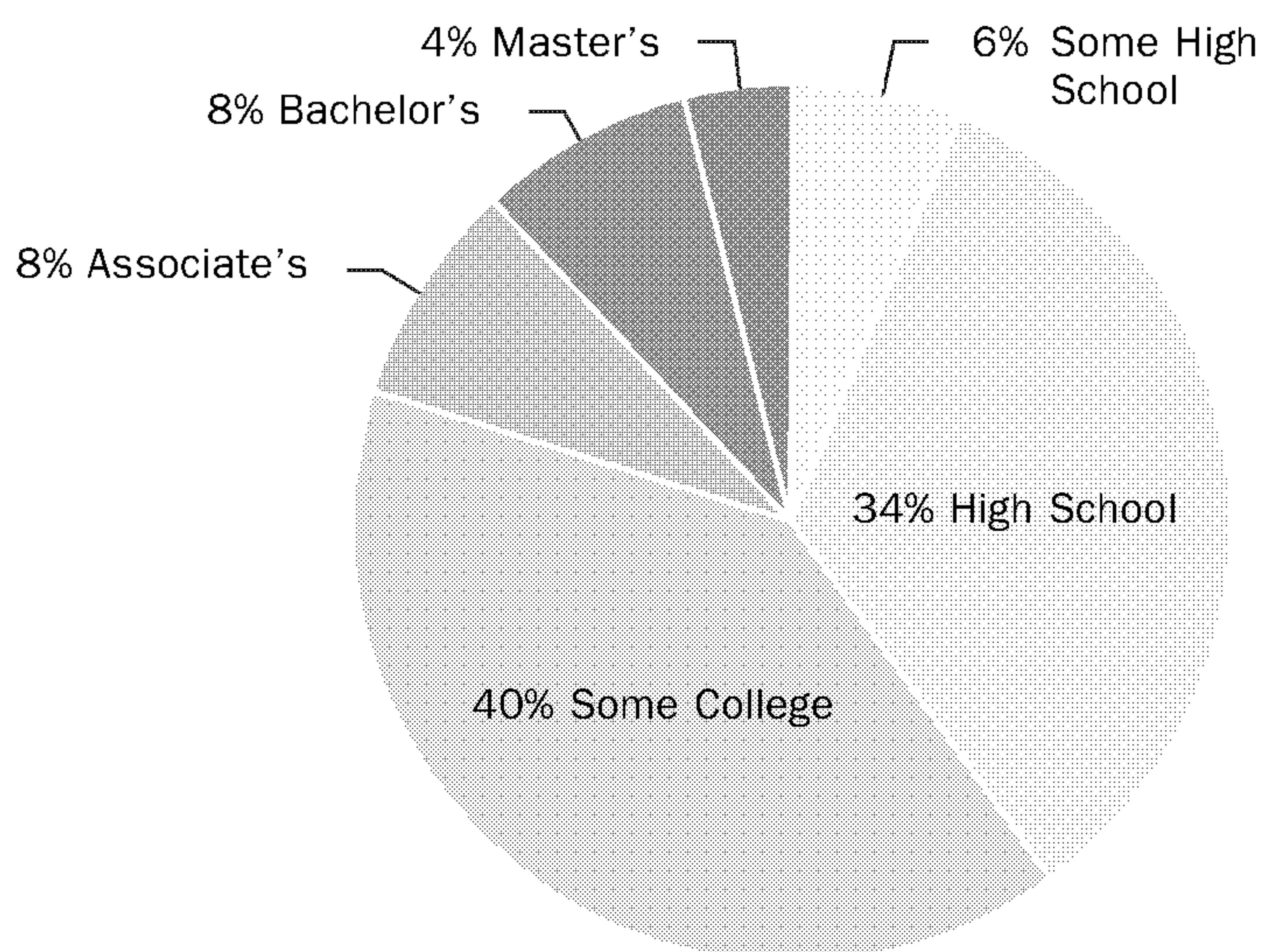


Figure 8. Education Level of Preschool Assistant Teachers

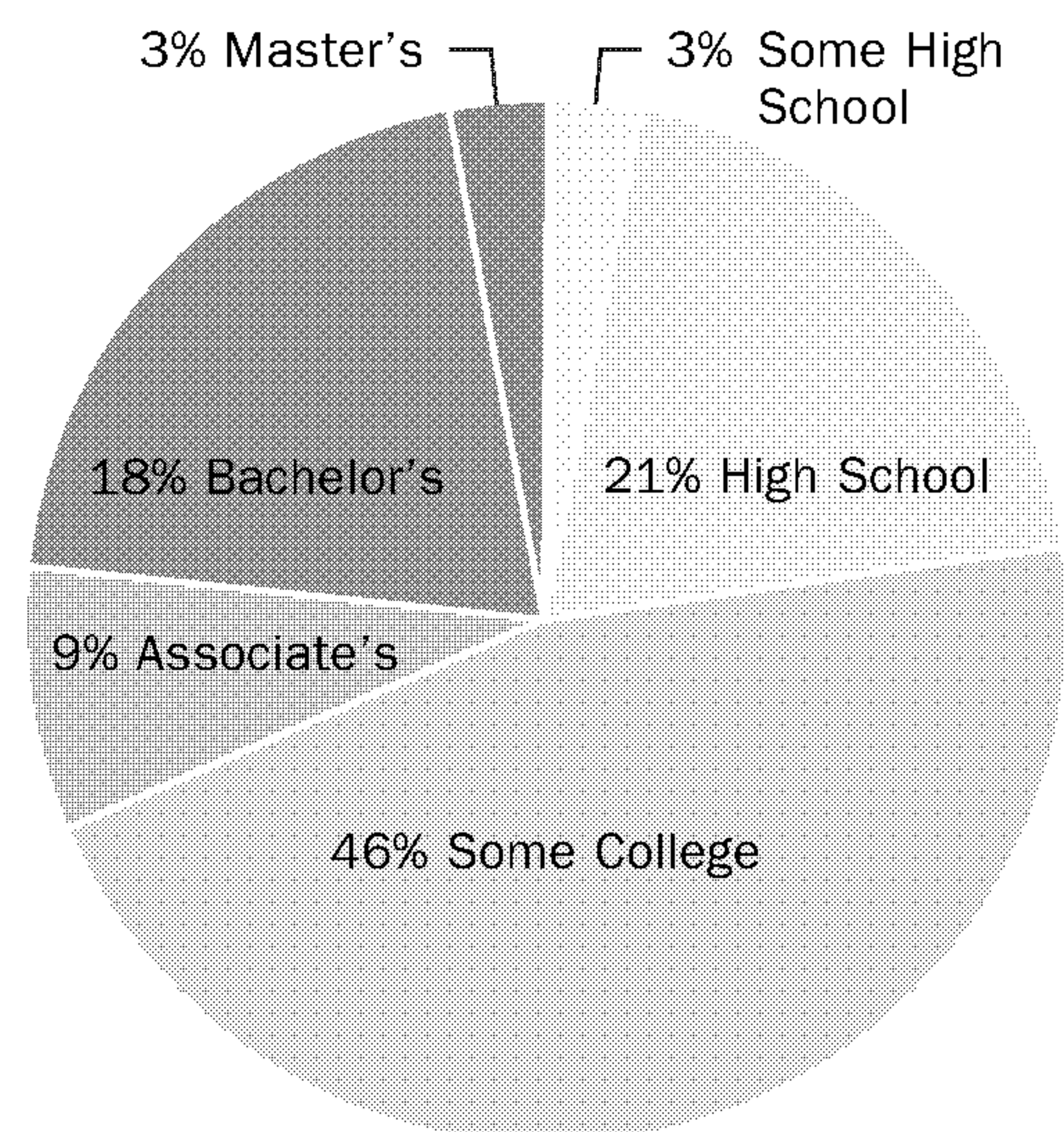


Table 10. Highest Degree and Major for Assistant Teachers

	Infant/ Toddler	Pre- school
Associate's degree with major in early childhood	6%	7%
Bachelor's degree with major in early childhood	2%	4%
Graduate degree with major in early childhood	2%	1%
Other education major, any degree	2%	4%
Other non-education major, any degree	8%	12%
No Associate's, Bachelor's, or Graduate degree	81%	70%

Table 11. In-Service Training Topics for Assistant Teachers in the Past Year

	Infant/ Toddler	Pre- school
About Children		
Health and safety practices	77%	74%
Classroom management/discipline	57%	62%
Observing, assessing, and documenting children's progress and development	47%	57%
Social-emotional development	57%	65%
Early language and literacy	30%	50%
Using a curriculum	53%	59%
Working with children with special needs	34%	43%
Physical activity	40%	57%
Working with children and families from different cultures and races	36%	50%
Early science	25%	32%
Early math	23%	32%
Working with English Language Learners	19%	31%
About Adults		
Managing conflicts in a professional manner	30%	49%
Nutrition education for employees	30%	35%
Wellness education for employees	23%	34%

reported participating in a mean of 22 hours of in-service training in the past year (median = 10, range = 0 to 180). Twenty-six percent (26%) of preschool assistant teachers reported participating in fewer than the 10 hours required by the state, 26% reported participating in exactly 10 hours, and 47% reported participating in more than 10 hours.

- **Professional Development Content:** The most common in-service training topic reported among assistant teachers in infant/toddler and preschool classrooms was health and safety practices. Table 11 shows the percentage of assistant teachers who participated in in-service training around various topics during the past year.

Program Characteristics and Services

This section of the report includes information about program-level characteristics, such as the use of curricula and family support activities.

Curricula and Child Assessments

Most directors reported that a curriculum was used in their program. According to directors, 74% of infant classes, 89% of toddler classes, and 94% of preschool classes used a curriculum. The most commonly reported curricula in infant, toddler, and preschool classes were Creative Curriculum, HighReach Learning, Pinnacle, and High/Scope (see Table 12).

Overall, 89% of center directors reported that their program used some kind of assessment of young children to help teachers plan for or adapt their teaching. According to directors, 43% of infant classes, 60% of toddler classes, 77% of preschool classes used assessment to help guide instruction. The most commonly used assessments for this purpose in centers were a written record or informal notes of teacher observations, Georgia's Pre-K Assessment, and the Creative Curriculum Development Continuum Assessment.

Thirty-nine percent (39%) of center directors reported having written documentation of individual children's progress/learning for all children.

Screenings

Some programs have children's vision, hearing, teeth, or general development checked or screened. The program can do this or work with someone from the health department or other community group to come to the center to do the screenings. Table 13 shows the percentage of programs that reported providing these services.

Among the 35% of centers that conducted learning/development screenings, nearly half (46%) reported using Ages & Stages Questionnaire. Of the centers that reported conducting learning/development screenings, 46% conducted the screenings in the first 3 months of enrollment, 3% screened children within 6 months of enrollment, and 51% screened children as needed.

Table 12. Reported Curricula Use by Age Group

	Infants	Toddlers	Pre-school
Creative Curriculum	33%	34%	35%
HighReach Learning	11%	18%	17%
High/Scope	7%	7%	15%
A Beka	2%	7%	10%
Pinnacle	11%	12%	9%
Montessori	2%	5%	6%
Scholastic	1%	1%	2%
Blueprint	0%	0%	1%
OWL	0%	0%	0%
Bank Street	0%	0%	0%
Other	18%	23%	25%
None	26%	11%	6%

Table 13. Screenings Conducted in Centers

	Percentage of Centers
Vision	35%
Hearing	33%
Dental	29%
Learning/Development	35%

Involving Families

In order to learn about the role families play in programs, directors were asked about ways families participate; supports, information and services programs provide to families; and ways programs and families communicate.

- ***Family Participation:*** More than 75% of program directors reported that they offered families an opportunity to read to children in classrooms, participate in program activities for the whole family, or share a family or cultural tradition with children. Fewer programs (36%) reported offering parents an opportunity to serve as a member of an advisory board.
- ***Information Provided to Families:*** More than 75% of directors reported that in the past year they provided families with information about the following topics related to their children's development and health: early literacy; overall child development; general safety issues; parenting, managing challenging behaviors or positive guidance strategies; nutrition; general health and well-being of children; and dental health. Directors were less likely to provide families information about health insurance: 51% of center directors reported providing information about PeachCare for Kids, 35% provided information about Medicaid, and 26% provided information about other health coverage.
- ***Services and Supports Provided to Families:*** Seventy percent (70%) or more of the center directors reported that they provided the following services to the families they serve: help families find community activities, help families find needed social services, provide a lending library for families, and send home reading activity packs.
- ***Communicating with Families:*** Communication among teachers, programs, and families is a key to successful, high-quality experiences for children. Most center directors reported using various ways of communicating with families, including phone calls (96%), program-wide communications such as newsletters (84%), and parent conferences (69%). Of centers that offered parent conferences, 79% reported scheduling conferences two or more times per year; 12% scheduled them annually; and 9% reported that they do not schedule conferences regularly.

Study Limitations

These data provide rich information with regard to the early care and education system in Georgia. Information was obtained from many different individuals (i.e., administrators, teachers, assistant teachers) using multiple methods (i.e., observations, interview, questionnaire, review of documents).

The information in this study, however, is not perfect. For instance, some data are from teachers' answers to written surveys where sometimes questions are misread or misunderstood. Likewise, some administrators may not be aware of how programs are funded or managed, possibly leading to some mistakes when reporting on issues such as profit versus not-for-profit or Head Start participation. All data collectors were trained to a high level of reliability on the classroom observation measures. Nonetheless, observational measures always contain a certain amount of observer error. Further, there is high probability that higher quality programs were more likely to participate than lower quality. Thus, the findings may be somewhat higher/better than that found in the general population. Readers should keep these study limitations in mind when interpreting the findings. Even with these cautions, though, we believe the study provides important information about the quality of early care and education and services in licensed child care centers throughout the state of Georgia.

Conclusions and Recommendations

This report focuses on the findings from the sample of child care centers included in the statewide study. A companion report, *Georgia Study of Early Care and Education: Findings from Georgia's Pre-K Program*, describes the quality of Georgia's Pre-K programs (in both centers and schools). Please read both reports to understand the quality of care in child care centers and Georgia's Pre-K programs serving young children in Georgia.

Findings from this study suggest that administrators and teachers in licensed child care centers are working hard to serve young children and their families.

Almost all of the programs met or exceeded the basic state licensing requirements for group size and ratio of children per adult. About one-third of infant/toddler teachers and one-half of preschool teachers participated in more than the required hours of professional development in the past year. Most program administrators reported using a curriculum in their program. Most also reported providing a range of services and supports to the families they serve.

The findings of this study underscore the need for improving the quality of center-based care for children across Georgia. The data from this study suggest that very few young children receive the care that is generally considered "high" quality. Specifically, only 5% of infant/toddler classrooms and 5% of preschool classrooms were rated as high quality (i.e., *ITERS-R* or *ECERS-R* mean total score ≥ 5). If Georgia wants to support young children's development and success in school, many more child care classrooms need to provide high quality care.

Of equal, if not greater concern, is the percentage of classrooms rated as having "low" quality of care. Thirty-five percent (35%) of preschool classrooms and 67% of infant/toddler classrooms were rated as having low quality (i.e., *ITERS-R* or *ECERS-R* mean total score < 3). Children in these classrooms likely experience environments that are inadequate for their health and safety and do not promote their cognitive and social emotional development. Although every classroom is unique, looking at the subscale scores suggests that these low quality classrooms are generally characterized by all of the following: children likely have few toys that are appropriate for their age, teachers' expectations about children's behavior are likely inappropriate (e.g., expect children to sit still for long periods of time), teachers' language is likely to be used to control children's behavior (e.g., "stop" "come here") rather than for learning (e.g., "Do you want the *green* or *blue* ball?"), multiple safety hazards exist (e.g., unprotected electrical outlets, staples on the floor, outdoor surfaces not cushioned to protect against possible falls), and adults and children do not follow recommended health practices (e.g., washing hands thoroughly to prevent the spread of germs).

Similar findings of low quality were evident in the more specific measure of quality related to children's language and literacy. The data from the ELLCO suggest that most preschool children are not in environments that support their language/literacy skills. None of the preschool classrooms in child care centers were in the "strong" or "exemplary" categories on the ELLCO Language and Literacy Environment. Eighty percent of preschool classrooms were, in fact, rated as having "deficient" or "inadequate" language and literacy practices.

Additional efforts are needed to improve the quality of infant/toddler center-based care in Georgia. The fact that two-thirds of infant/toddler classrooms in the study were rated as low quality is particularly troubling. With research documenting the importance of early brain development,¹⁶ it seems especially important to strengthen the quality of center-based care for infants and toddlers in Georgia.

Continued education and professional development are important strategies for improving the quality of care for Georgia's children in child care centers. The variability among teacher education levels will require careful planning of the specific in-service professional development efforts and supports that best match a teacher's needs for strengthening her teaching practices. Extra supports may be needed to meet the needs of the sizable portion of teachers without degrees beyond high school. Of lead teachers, 77% in infant/toddler classrooms and 67% in preschool classrooms did not have an Associate's, Bachelor's, or Graduate degree. Of assistant teachers, 81% in infant/toddler classrooms and 70% in preschool classrooms did not have an Associate's, Bachelor's, or Graduate degree. With so many classrooms in the low quality range, special supports also may be needed to first emphasize basic health and safety issues of caring for young children as well as a general understanding of appropriate expectations for young children.

The amount and quality of professional development may also need to be improved. For example, although most directors (63%) and preschool teachers (52%) reported receiving in-service training related to language and literacy in the past year, the data suggest that the in-service training has not yet translated into literacy-rich classroom environments and teaching practices. It is likely that more or different professional development and supports are needed to ensure that children have the materials, activities, and experiences necessary to support their language and literacy development. As another example, many teachers reported participating in more than the required annual in-service training hours, and yet quality of care was still in the low to medium range. It may be useful for DECAL to examine the existing training and technical assistance supports offered to child care center teachers and make revisions, moving toward building a system of professional development that is aligned with the state's early learning standards and goals for quality improvement and is guided by research on effective training and technical assistance.^{17, 18, 19}

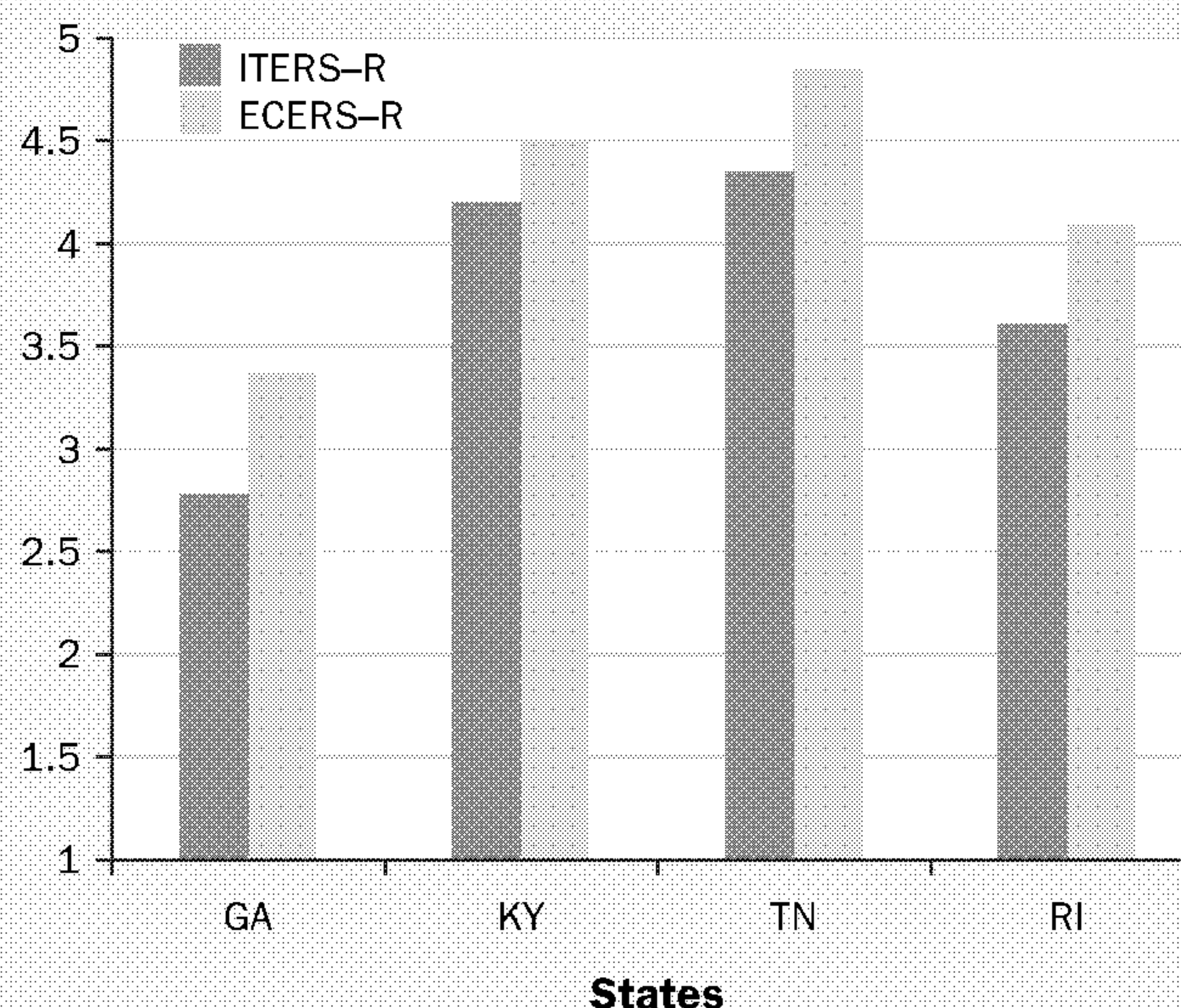
The quality of center-based care in Georgia is lower than that in some other states.

Figure 9 provides ITERS-R and ECERS-R data from three other states: Kentucky, Tennessee, and Rhode Island.^c The states included for comparison were chosen carefully. Many studies of child care rely on samples of convenience or of a specific sub-population (e.g., those applying for a high level on a state's rated licensure). Such samples do not reflect the broader early care and education system. Tennessee data are from the entire population of licensed centers (and therefore representative of the child care system). The data from Kentucky and Rhode Island were obtained from randomly selected programs across those states (their sample sizes were smaller than the sample size in the current study). Although no state is exactly like any other state in terms of their investments in child care quality, child population, or political context, these other state scores help place the Georgia findings in a broader context.

Data from North Carolina and Tennessee document that improvements in quality are possible with investments over time. When Smart Start first began in North Carolina in 1994, a study of 180 preschool

classrooms across the state found that only 13% were of high quality. Five years later, 29% of 133 preschool classrooms visited were rated as high quality.²³ When Tennessee first began its Report Card and Star Quality Program, 31% of centers were rated as high quality. Seven years later, 46% of centers were rated as high quality.²⁴ These documented changes in quality demonstrate the improvements possible when investments are made to strengthen the quality of care.

Figure 9. Cross-State Comparisons of Center-Based Quality: Mean ECERS-R and ITERS-R Scores



Kentucky: These data were collected in 2007–08 from 39 infant/toddler classrooms and 61 preschool classrooms in a sample of 99 randomly selected licensed centers.²⁰

Tennessee: These data were collected in 2007–08 as part of the TN STARS program from all licensed child care centers (1,315 infant/toddler classrooms and 1,972 preschool classrooms).²¹

Rhode Island: These data were collected in 2008–09 from 50 randomly selected infant/toddler classrooms and 50 randomly selected preschool classrooms.²²

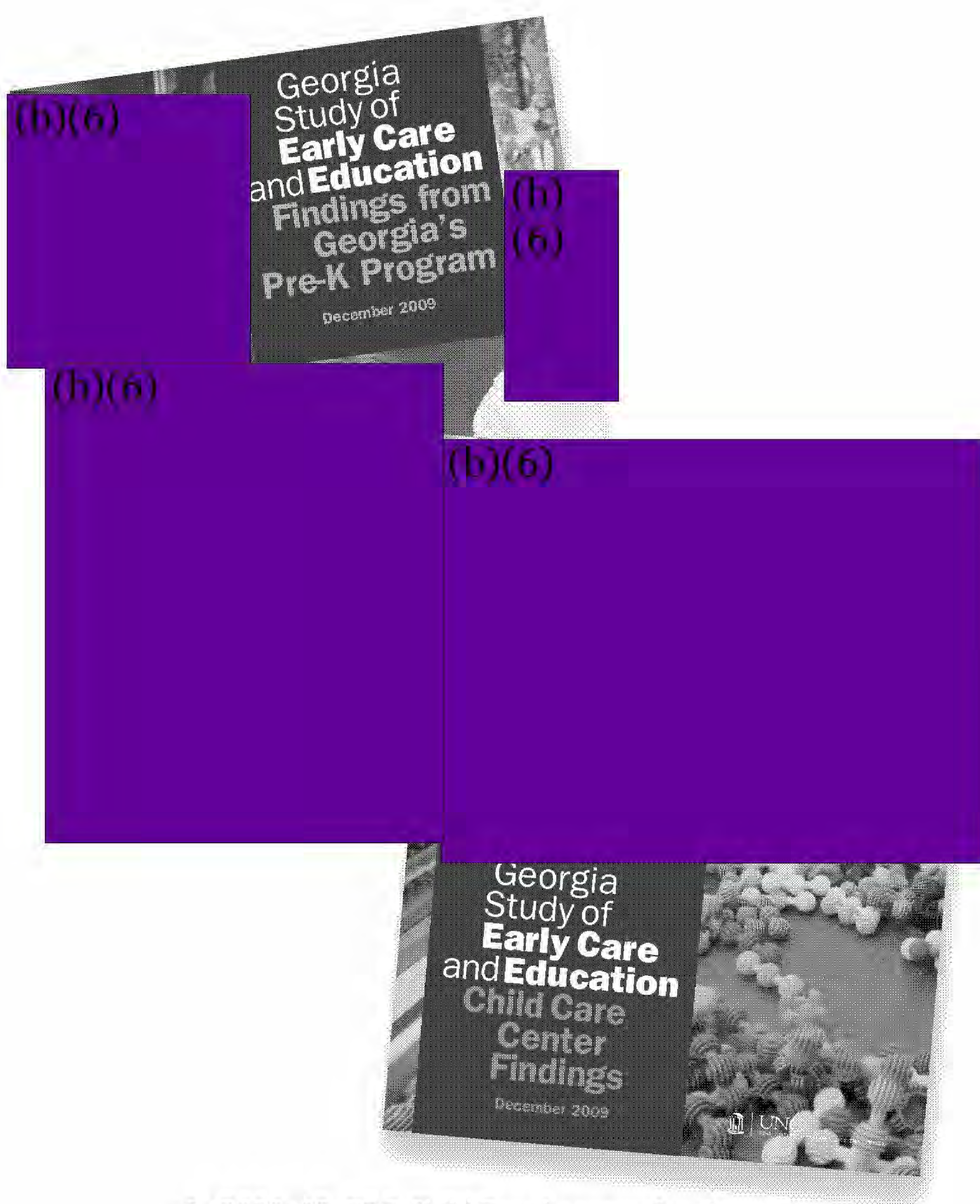
^c Figure 9 presents mean ITERS-R and ECERS-R data. It is important to note that there is variability in quality within each state.

In closing, Bright from the Start: the Department of Early Care and Learning should be commended for conducting a statewide representative study of child care and Georgia's Pre-K. This study provides objective information about the range of quality in centers and pre-k programs across the state. We hope that these study findings will inform policymakers as they develop strategies and make decisions about investments to maximize the quality of care for Georgia's young children. Multiple strategies will likely be needed to improve the quality of center-based care, such as continued education, training and technical assistance for teachers and administrators; licensing revisions; teacher compensation initiatives; and program incentives for quality improvement.²⁵ Finally, we hope that these findings will provide important baseline data from which to measure Georgia's future investments in improving the quality of care for young children.

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In 2008–09, FPG Child Development Institute conducted a statewide study of randomly selected licensed child care centers and Georgia’s Pre-K programs, collecting data on the observed classroom quality and characteristics of these programs. Findings from this study are described in two reports. The report *Georgia Study of Early Care and Education: Child Care Center Findings* describes the overall study and summarizes results for infant, toddler, and preschool classrooms (other than Georgia’s Pre-K) in child care centers. The report *Georgia Study of Early Care and Education: Findings from Georgia’s Pre-K Program* describes the overall study and summarizes results from Georgia’s Pre-K classes in schools and child care centers. Please read both reports to understand the quality of early care and education in child care centers and Georgia’s Pre-K programs serving Georgia’s young children.

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Georgia
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Suggested citation: Maxwell, K. L., Early, D. M., Bryant, D., Kraus, S., Hume, K., & Crawford, G. (2009). *Georgia study of early care and education: Findings from Georgia's Pre-K Program*. Chapel Hill, NC: The University of North Carolina at Chapel Hill, FPG Child Development Institute.

This study was funded by Bright from the Start: Georgia Department of Early Care and Learning. The opinions expressed in this report do not necessarily reflect those of the funding agency.

Several people worked hard to complete this study and report. The FPG Child Development Institute team included Kelly Maxwell, Principal Investigator, Diane Early, Investigator; Donna Bryant, Investigator; Syndee Kraus, project director; Sara Fuller, research assistant; Katie Hume, research assistant; Gina Walker, administrative assistant; Elizabeth Gunn, Lloyd DeWald, and Michelle Lemon, programmers; Kirsten Kainz and R. J. Wirth, statisticians; and Angelia Baldwin, Joe Jungers, and Dawn Shafar, data entry. Gisele Crawford helped with report writing, and Michael Brady and Gina Harrison helped with report design and printing. We are very grateful to the research assistants in Georgia who worked so hard to collect the data: Elizabeth Crofton, Rachael Lee, Moneesha Smith, Becca White, and Othondra Williams-Hicks. Jenny Rankin also helped collect some data. We appreciate the cooperation of DECAL staff, particularly the assistance of Bentley Ponder. Most importantly, we are very appreciative of the administrators and teachers who welcomed us into their programs and classrooms so that we could better understand the care available to young children across Georgia.

Executive summaries and full reports from this study are available at www.decal.ga.gov.

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Georgia Study of Early Care and Education: Findings from Georgia's Pre-K Program

In 2007–08, 38 states offered pre-kindergarten programs, and close to one million 4-year-olds attended a preschool program funded by their state.¹ Georgia has always been at the forefront of the pre-kindergarten movement, starting its first pre-kindergarten program in 1992 and creating the nation's first state-funded universal prekindergarten in 1995. As a universal program, Georgia expanded its program's scope from serving only "at risk" children to serving 4-year-olds across all income levels whose families desired pre-k.² Georgia's Pre-K was established under the leadership of Governor Zell Miller, using funds from a state lottery. The program aims to provide high quality preschool experiences to 4-year-olds in order to help prepare them for kindergarten.³

The number of children served in Georgia's Pre-K Program has been steadily increasing since the program's inception. In 2007–08, the program served 78,000 4-year-olds, about half of all 4-year-olds in the state.⁴ Georgia's Pre-K classes can be housed in various types of facilities including public schools, child care centers, charter schools, and military bases. Classes meet for 6.5 hours per day, 180 days per year, generally following the public school calendar.⁵ The program is offered in every county in Georgia, and the state spends about \$4,200 per year per enrolled child.⁶

Past research indicates that participation in state-funded pre-k is linked to higher academic and social skills for school,⁷ with higher-quality programs linked to greater gains.⁸ Thus, ensuring that Georgia's Pre-K classes are of high quality is critical for meeting the program's goal of helping children prepare for school.

Bright from the Start: Georgia Department of Early Care and Learning (DECAL) has been working to define and promote high quality practices across multiple types of child care settings, including Georgia's Pre-K. A statewide committee began working in the fall of 2006 to develop indicators to define quality in Georgia's early care and education system. In the fall of 2007, DECAL contracted with researchers from the FPG Child Development Institute at the University of North Carolina at Chapel Hill to help refine the indicators, develop tools to measure them, and plan a study of the quality of care across the state.⁹ DECAL decided that a statewide study would help policymakers better understand the quality of care across Georgia and provide useful information about the types of efforts that could best maximize investments in quality.

"The growing enrollment in state pre-k . . . is valuable to children and the nation only if program quality is high enough to produce meaningful gains in learning and development."

Barnett et al.,
2008,
p. 2

In 2008–09, FPG conducted a statewide study of randomly selected Georgia's Pre-K programs and licensed child care centers, collecting data on the observed classroom quality and characteristics of these programs. The current report describes the overall study and summarizes findings from Georgia's Pre-K classes in schools and child care centers. Findings about infant, toddler, and preschool classrooms (other than Georgia's Pre-K) in child care centers can be found in a companion report, *Georgia Study of Early Care and Education: Child Care Center Findings*.

Study Description

The primary purpose of this statewide study of pre-k and child care was to gather data regarding the range of quality across Georgia. Generally, the study was designed to describe (a) the quality of center-based care and pre-k programs; and (b) types of services provided to infants, toddlers, and preschoolers served by these programs. This section describes the methods used for the entire study, but this report focuses solely on findings from Georgia's Pre-K in child care centers and schools.

Program Selection

The sample of programs that participated in the study was selected to address the study's primary purpose: estimating the quality of care provided across licensed centers and Georgia's Pre-K. Data were collected in 173 programs. A sample size of 173 was determined to have an adequate balance of precision and feasibility, where the mean score on the main quality measures in the sample is within ± 0.12 ECERS-R/ITERS-R points of the population mean.

To select the sample, DECAL provided a list of all licensed child care centers (including those that do and do not participate in Georgia's Pre-K Program) and school-based Georgia's Pre-K programs. FPG randomly selected programs to be recruited for participation in the study. A simple random selection process was used (i.e., no stratification), and programs were spread throughout the state.

During recruitment, programs that declined or were determined to be ineligible were replaced by additional randomly selected programs from that same list. To achieve the final sample of 173, we contacted 342 programs. Thirty-four were determined to be ineligible (e.g., no longer served children, no longer licensed) and 135 declined to participate. Thus, the overall response rate was 56% (173 participants / 173 participants + 135 declined). The response rate varied by program type, with 48% of licensed centers agreeing to participate (112 out of 235) and 84% of schools with Georgia's Pre-K agreeing to participate (61 out of 73). These response rates are similar to that of multi-state studies of child care (52% in the Cost, Quality, and Outcomes Study)¹⁰ and pre-kindergarten (78% in the Multi-State Study of Pre-Kindergarten).¹¹

Throughout this report, data are presented separately for centers and schools because of the different response rates in these two groups. However, the study and sampling plan were not designed to examine differences between Georgia's Pre-K Program in centers and schools, so statistical comparisons between the groups are not presented.

Classroom Selection

For each participating program, we randomly selected one, two, or three classrooms to visit, depending on the ages served by the program and whether they participated in Georgia's Pre-K. If the program included infant/toddler classes (serving children less than 2½ years old), we randomly selected one of those. If the program included classrooms serving preschoolers (ages 2½ to 5, not in kindergarten), we randomly selected one of those. If the program participated in Georgia's Pre-K, we also randomly selected one Georgia's Pre-K class. (For the remainder of this report, "preschool" refers to classes that are not part of Georgia's Pre-K Program and serve children between 2½ years and 5 years who are not in kindergarten and "pre-k" refers to Georgia's Pre-K classes). If a class was selected but the lead teacher was absent (n = 22) or did not want to participate (n = 3), a replacement class of the same type within the same program was selected instead. Table 1 shows the number of classrooms visited for each type of classroom configuration. In public schools, we did not visit any classrooms other than Georgia's Pre-K. This report presents findings from Georgia's Pre-K classrooms in child care centers and schools. Information about infant/toddler classrooms and preschool classrooms that are not part of Georgia's Pre-K Program is presented in a companion report, *Georgia Study of Early Care and Education: Child Care Center Findings*.

Table 1. Classroom Visits by Program Type

Program Type	Number of				
	Programs	Infant/ Toddler Classes	Preschool Classes	GA Pre-K Classes	Total Classes
Infant/Toddler & Preschool	49	49	49	0	98
Infant/Toddler, Preschool, & Georgia's Pre-K	48	48	48	48	144
Preschool Only	10	0	10	0	10
Preschool & Georgia's Pre-K	2	0	2	2	4
Georgia's Pre-K Only ^a	64	0	0	64	64
TOTALS	173	97	109	114	320

a. Of the 64 programs that have only Georgia's Pre-K, 61 were in public schools. Of the other three, one was at a licensed center and two were child care facilities that were exempt from Georgia's Early Care and Learning licensing. All three of these programs are treated as "centers" for purposes of this report.

Measures

Data were gathered at the program and classroom levels using multiple methods: observations by independent data collectors, review of written documents, and self-report of directors/principals and teachers. Table 2 delineates the measures collected.

Table 2. Program and Classroom Measures

Program Level	Infant/Toddler Classrooms	Preschool Classrooms	Georgia's Pre-K Classrooms
<ul style="list-style-type: none"> • Director/Principal Interview • Document Review • Director/Principal Education & Experience Form 	<ul style="list-style-type: none"> • ITERS-R • Teacher Education & Experience Form • Assistant Teacher Education & Experience Form • Infant/Toddler Observation Checklist 	<ul style="list-style-type: none"> • ECERS-R • ELLCO • Teacher Education & Experience Form • Assistant Teacher Education & Experience Form • Preschool Observation Checklist 	<ul style="list-style-type: none"> • ECERS-R • ELLCO • CLASS • Snapshot • Teacher Education & Experience Form • Assistant Teacher Education & Experience Form • Preschool Observation Checklist

The *Early Childhood Environment Rating Scale-Revised (ECERS-R)*¹² is a widely used measure of global classroom quality. It is specifically designed for use in classrooms serving children 2½ to 5 years of age.

The ECERS-R measures the following aspects of classroom quality: Space and Furnishings (e.g., furnishings for relaxation and comfort, room arrangement for display); Personal Care Routines (e.g., greeting/departing, safety practices); Language-Reasoning (e.g., presence/quality of books and pictures, encouraging children to communicate); Activities (e.g., fine motor, art, promoting acceptance of diversity); Interaction (e.g., supervision of children, interactions among children); Program Structure (e.g., schedule, group time, provisions for children with disabilities); and Parents and Staff (e.g., provisions for personal needs of staff, supervision and evaluation of staff). In this study, we did not complete the "Parents and Staff" items on the ECERS-R.

Scores on the ECERS-R can range from 1 to 7 with higher scores indicating higher quality. Total mean scores from 1 to 2.9 are considered "low" quality, scores from 3.0 to 4.9 are considered "medium" quality, and scores of 5.0 or greater are considered "good" or "high" quality.

The *Classroom Assessment Scoring System (CLASS)*¹³ provides an assessment of the quality of teacher-child interactions. Its ten dimensions are organized into three domains. The Emotional Support domain includes positive climate, negative climate, teacher sensitivity, and regard for student perspectives. The Classroom Organization domain includes behavior management, productivity, and instructional learning formats. The Instructional Support domain includes concept development, quality of feedback, and language modeling.

Each dimension is rated from 1 to 7 with 1 or 2 indicating the classroom is “low” on that dimension; 3, 4, or 5 indicating that the classroom is in the “mid-range;” and 6 or 7 indicating the classroom is “high” on that dimension. The observer rated the pre-k classroom and the teacher on 10 dimensions roughly every 30 minutes throughout the observation day. Six 30-minute observation cycles were completed in each room.

The *Language and Literacy Environment Subscale of the Early Language and Literacy Classroom Observation: Pre-K (ELLCO)*¹⁴ is an observational instrument for examining support for children’s language and literacy development. The ELLCO is designed for use in classrooms serving 3- to 5-year-old children. The Language and Literacy Environment subscale is comprised of Language Environment (e.g., opportunities for extended conversations, vocabulary development); Books and Book Reading (e.g., organization of the book area, use of books across content areas, quality and frequency of book reading); and Print and Early Writing (e.g., opportunities that build awareness of print and purpose of writing, instructional strategies).

Scores on the Language and Literacy subscale of the ELLCO can range from 1 to 5, with 1 indicating “deficient” practice, 2 indicating “inadequate” practice, 3 indicating “basic” practice, 4 indicating “strong” practice, and 5 indicating “exemplary” practice.

The *Emerging Academic Snapshot (Snapshot)*¹⁵ is a measure of children’s involvement in classroom activities and interactions with peers and adults. The observer focuses on four randomly selected children in each classroom and then records information about their activity setting (e.g., free choice/center, whole group time, routine, meals), their engagement in pre-academic activities including literacy, math, social studies, science, aesthetics (e.g., art, music, drama), and motor activities, as well as how much time children spent interacting with adults. For this study, the observer watched the activities and behaviors of each child (generally two girls and two boys) for 20 seconds, once every four minutes. The observation period lasted from the beginning of class until nap time. On average, 234 observations (20 seconds each) were made in classes in centers and 231 observations were made in classes in schools. Observational data from the four children across the entire observation period were summarized to provide classroom-level data regarding how children spent their time.

Procedures

A team of data collectors in Georgia was hired and supervised by FPG. Two people were trained to reliability on the ECERS-R and ELLCO. Two people were trained to reliability on the CLASS and the Snapshot. Data collectors were also trained to use the program-level measures. The reliability standard for the ECERS-R was 80% agreement within 1 point and a weighted kappa of .60 or greater with the trainer. The reliability standard for the CLASS was 80% agreement within 1 point of the master codes across 5 videotaped cycles. The reliability standard for the ELLCO was 85% agreement within 1 point of the trainer. The reliability standard for the Snapshot was a kappa of .60 or greater on each code for both a videotaped observation and a live classroom observation. Supervision was provided at least weekly to all data collectors. Throughout data collection, two data collectors periodically collected data together to ensure that inter-rater agreement was maintained. Follow-up training was provided when areas of disagreement were identified.

Data were collected between September 2008 and May 2009. Data collection in Georgia's Pre-K classes generally lasted two days. On the first day, one individual completed the ECERS-R and ELLCO, while a different individual completed the CLASS. On the second day, one of the two data collectors who had been trained to use the Snapshot returned to complete that measure. To the extent possible, the two data collection days occurred during the same week.

To maximize the inclusion of programs representing a range of quality, we offered the program director/principal and participating teachers incentives in the form of gift cards for educational materials (\$100 gift card for the director; \$25 gift card for each lead teacher; plus a raffle for one \$250 gift card for programs with complete data).

Findings

Of the 173 programs in the study, 112 were centers and 61 were public schools. Fifty-three (53) of the 112 centers (47%) participated in Georgia's Pre-K. Because we only recruited public schools that received Georgia's Pre-K funds, all 61 public schools in the study participated in Georgia's Pre-K. This report focuses solely on the 114 programs (53 centers and 61 schools) that participated in Georgia's Pre-K Program. Many centers include both regular preschool and Georgia's Pre-K classrooms; however, the only classroom-level findings presented in this report are for Georgia's Pre-K classrooms. Throughout this report, findings are presented separately for centers and schools because of the different response rates and because they are different types of organizations.

Of the centers that participated in Georgia's Pre-K, 17% were not-for-profit. Nine percent (9%) of the centers and 8% of the schools reported receiving Head Start funds. Eight centers (15%) were accredited by the National Association for the Education of Young Children (NAEYC), three under the revised accreditation system that started in 2007 and five under the old system that was in place prior to 2007. Centers that participated in Georgia's Pre-K varied in size, with a mean total enrollment of 126.4 children of any age, infant through school age in wrap around care (median^b = 118, range = 31 to 281). The mean enrollment of children younger than kindergarten in the centers was 101.3 (median = 88, range = 18 to 262) and 56.5 in schools (median = 40, range 18 to 320). Seventy-five percent (75%) of the centers and 64% of schools in Georgia's Pre-K Program served children with disabilities. Eighty-nine percent (89%) of the centers served children who received child care subsidies from the Childcare and Parent Services program (CAPS). In those centers that served children receiving CAPS subsidies, the percentage of subsidized children within a program varied from less than 1% to 99% of total enrollment (mean = 17%, median = 10%). Twenty-eight percent (28%) of schools reported that some of Georgia's Pre-K children received CAPS subsidies for wrap-around care (i.e., care before or after the pre-k program).

Group Size and Ratios

The total number of children in a classroom (i.e., group size) and the number of children per adults (i.e., ratio) are important aspects of quality. It is easier for adults to meet the health and developmental needs of each child if there are fewer children and more adults in a group. Small group size and low child-to-teacher ratios may be thought of as necessary, but not sufficient, for high quality care and education. Data collectors counted children and adults present in each classroom at four time periods during each ECERS-R observation morning. Table 3 provides observed mean group

b. Throughout this report, we present the median in addition to the mean and range when some of the values are very high.

size and ratios for Georgia's Pre-K classes in centers and schools. In almost all classes (90+%), the group sizes and ratios were at or below the maximum allowable by DECAL Georgia's Pre-K Operating Guidelines.

Table 3. Group Size and Ratios (Number of Children per Adult)

	Number of Classrooms	Mean	Range	DECAL Allowable Maximum
Group Size				
Georgia's Pre-K in centers	53	17.6	10.0–23.8	20
Georgia's Pre-K in schools	61	18.3	12.0–32.8	20
Ratios				
Georgia's Pre-K in centers	53	9.0	5.0–16.8	10
Georgia's Pre-K in schools	61	9.3	4.8–25.3	10

Classroom Quality

This study included three measures of classroom quality in all Georgia's Pre-K classes: the Early Childhood Environment Rating Scale-Revised (ECERS-R), the Classroom Assessment Scoring System (CLASS), and the Language and Literacy subscale of the Early Language and Literacy Classroom Observation: Pre-K (ELLCO). Findings from each measure are provided below.

Early Childhood Environment Rating Scale-Revised (ECERS-R)

The ECERS-R was used to measure the global quality of Georgia's Pre-K classrooms. Of the 53 Georgia's Pre-K classes in centers, 68% served mostly 4-year-olds and 32% served mostly 5-year-olds, not yet in kindergarten. Of the 61 Georgia's Pre-K classes in schools, 64% served mostly 4-year-olds and 36% served mostly 5-year-olds, not yet in kindergarten.

The mean ECERS-R total score in center-based Georgia's Pre-K classes was 4.16 (SD = 0.77, range = 2.56 to 5.56); in school-based Georgia's Pre-K classes it was 3.74 (SD = 0.58, range = 2.20 to 4.72). As evident in Figure 1, most of Georgia's Pre-K classes were rated as having medium quality. The ECERS-R mean subscale scores were consistently in the medium quality range (see Table 4), with the exception of Personal Care Routines.

Figure 1. Quality of Georgia’s Pre-K Classrooms
 (ECERS–R total mean in centers = 4.16; mean in schools = 3.74)

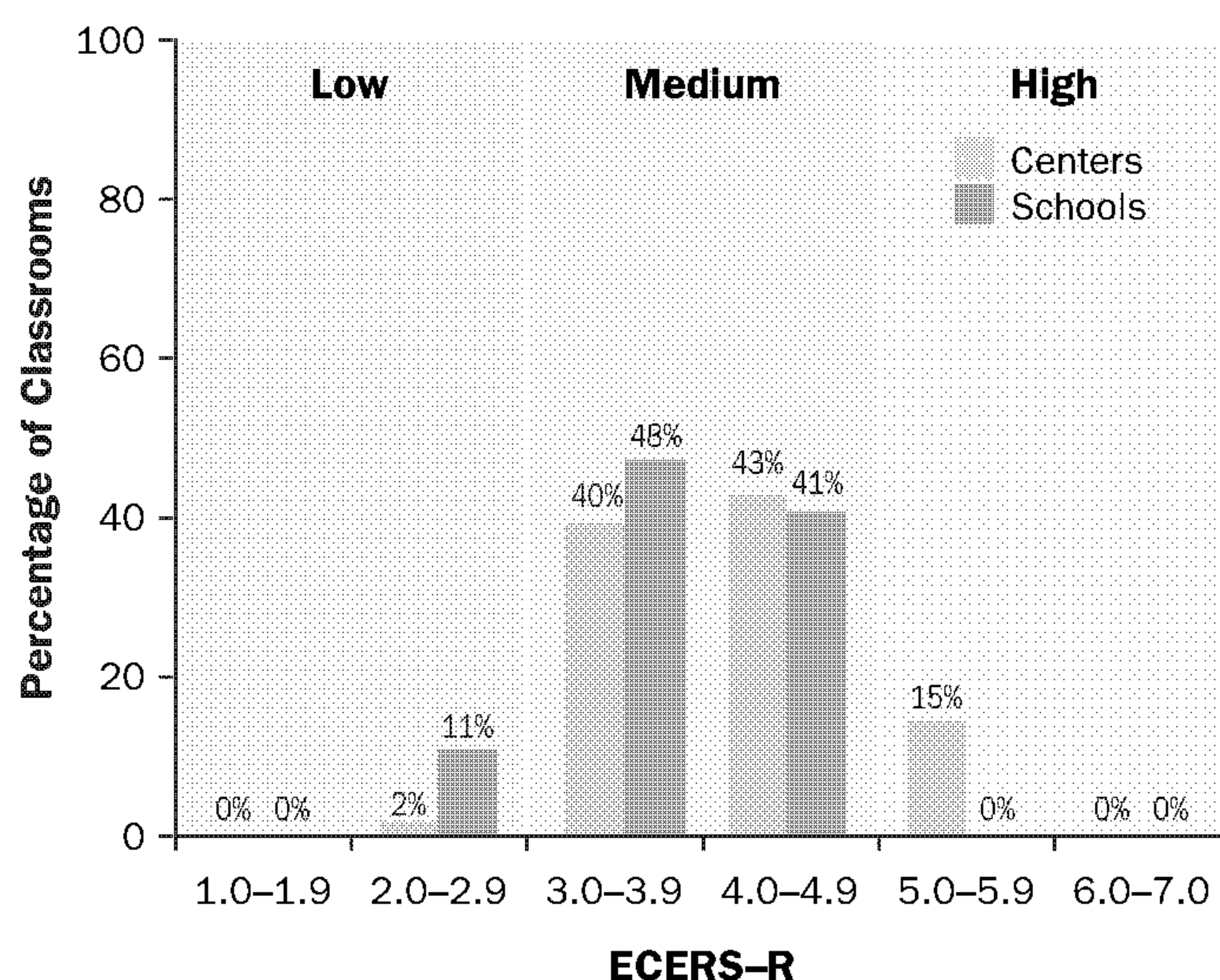


Table 4. ECERS–R Subscale Scores in Georgia’s Pre-K Classrooms

Subscale	Georgia’s Pre-K Classrooms in Centers		Georgia’s Pre-K Classrooms in Schools	
	Mean	Range	Mean	Range
Space and Furnishings	4.77	2.75 – 6.88	3.79	1.88 – 5.38
Personal Care Routines	2.27	1.00 – 4.67	1.71	1.00 – 3.50
Language-Reasoning	4.80	2.50 – 6.75	4.70	2.00 – 6.25
Activities	4.15	1.80 – 6.00	3.78	1.70 – 5.10
Interaction	4.57	2.00 – 6.80	4.96	1.40 – 7.00
Program Structure	4.78	2.67 – 7.00	4.13	2.33 – 5.75

Classroom Assessment Scoring System (CLASS)

The CLASS measures the teacher-child interactions and yields scores for Emotional Support, Classroom Organization, and Instructional Support. Figures 2, 3, and 4 illustrate the distribution of these scores. The mean score for the CLASS Emotional Support was 5.8 in Georgia’s Pre-K classes in centers (range = 3.3 to 6.9) and 5.6 in Georgia’s Pre-K in public schools (range = 3.5 to 6.9). Most classrooms in schools and centers were rated as “high” on Emotional Support.

The mean score for Classroom Organization was 5.4 in Georgia’s Pre-K classes in centers (range = 2.8 to 6.4) and 5.6 in Georgia’s Pre-K classes in public schools (range = 3.6 to 6.7). In both groups, most were rated as “high” on Classroom Organization.

The mean score for Instructional Support was 2.3 in Georgia’s Pre-K classes in both centers (range = 1.1 to 3.8) and schools (range = 1.1 to 3.9), and most classrooms were rated as “low” on Instructional Support.

Figure 2. CLASS Emotional Support in Georgia's Pre-K Classrooms
(mean in centers = 5.8; mean in schools = 5.6)

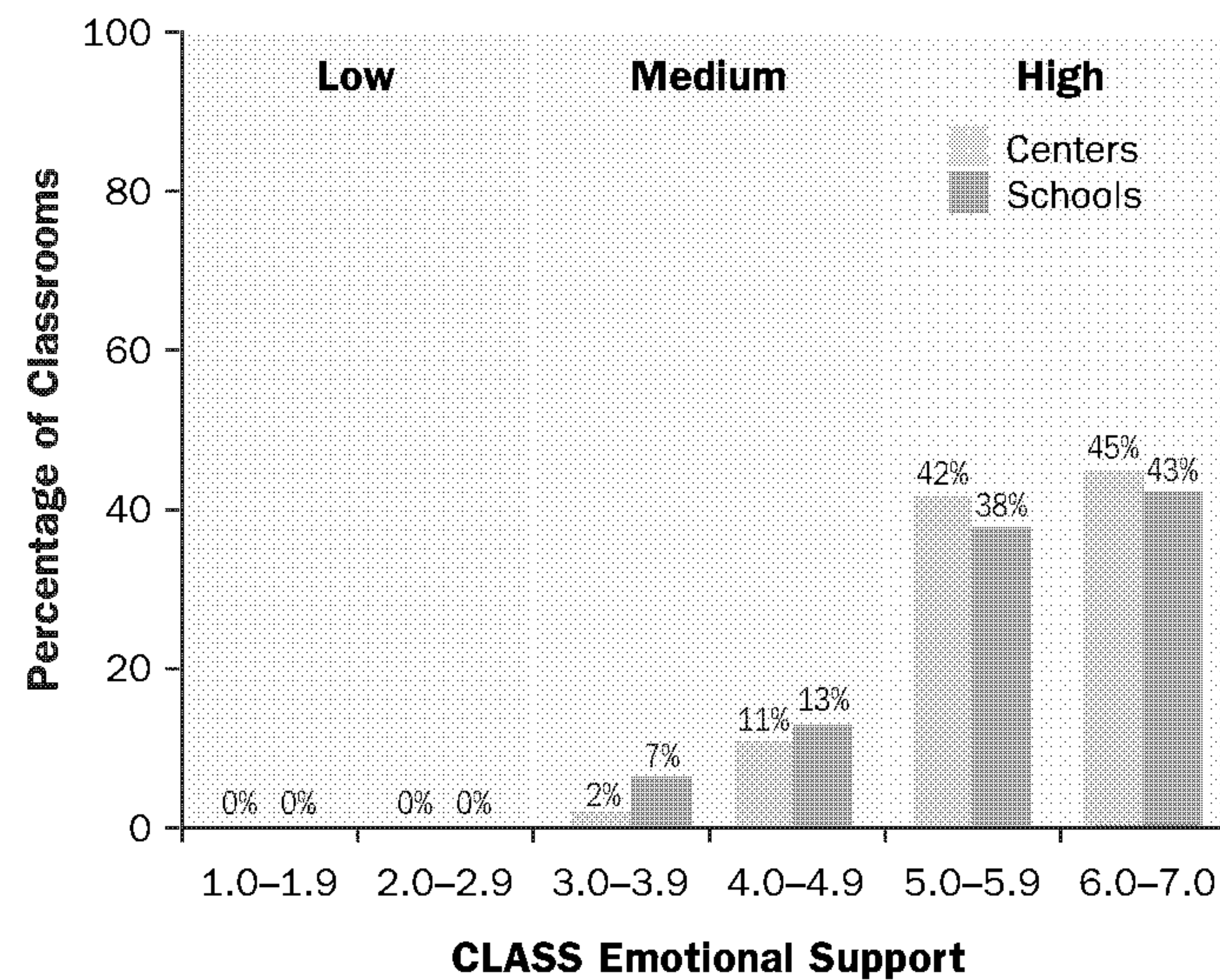


Figure 3. CLASS Classroom Organization in Georgia's Pre-K Classrooms
(mean in centers = 5.4; mean in schools = 5.6)

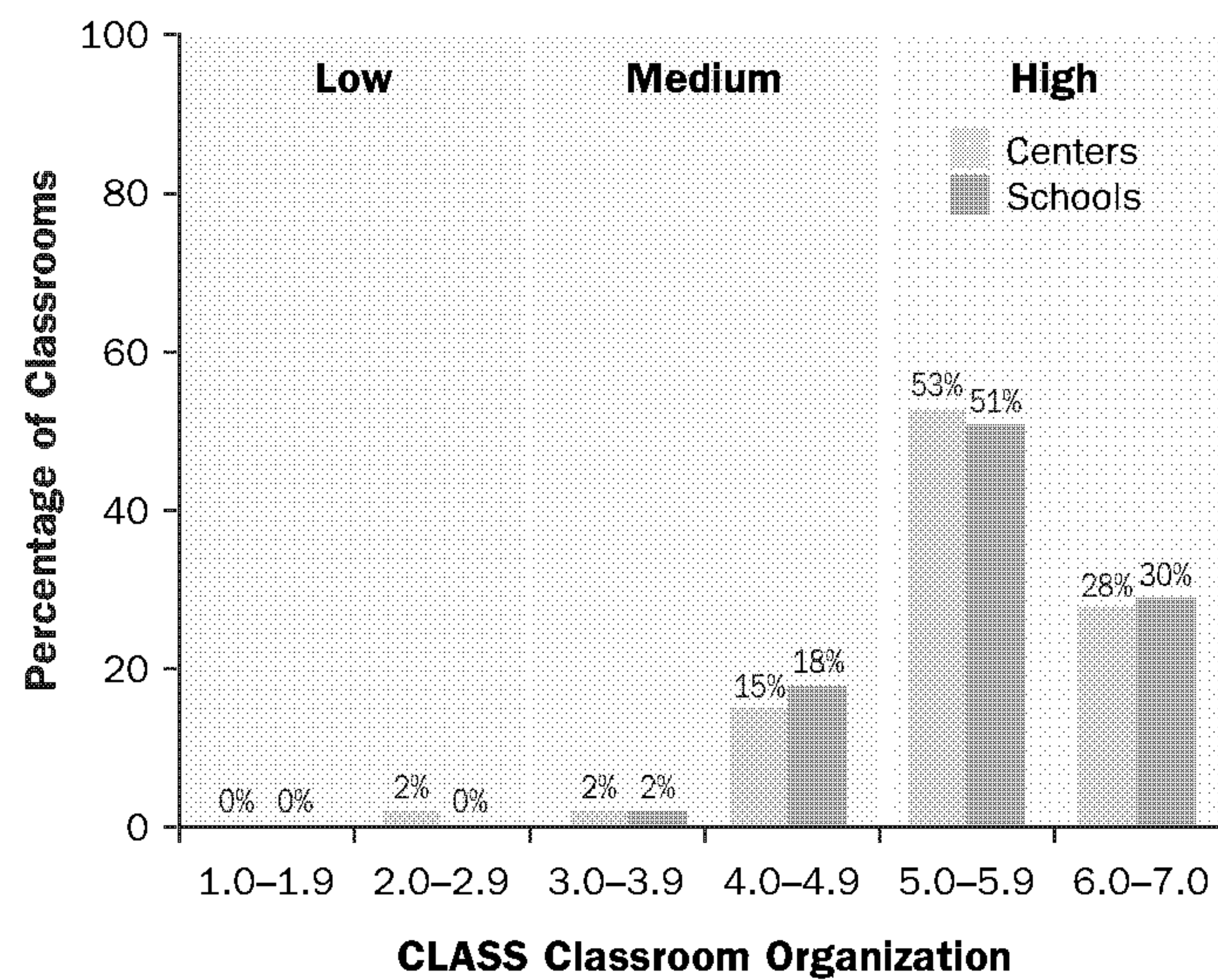
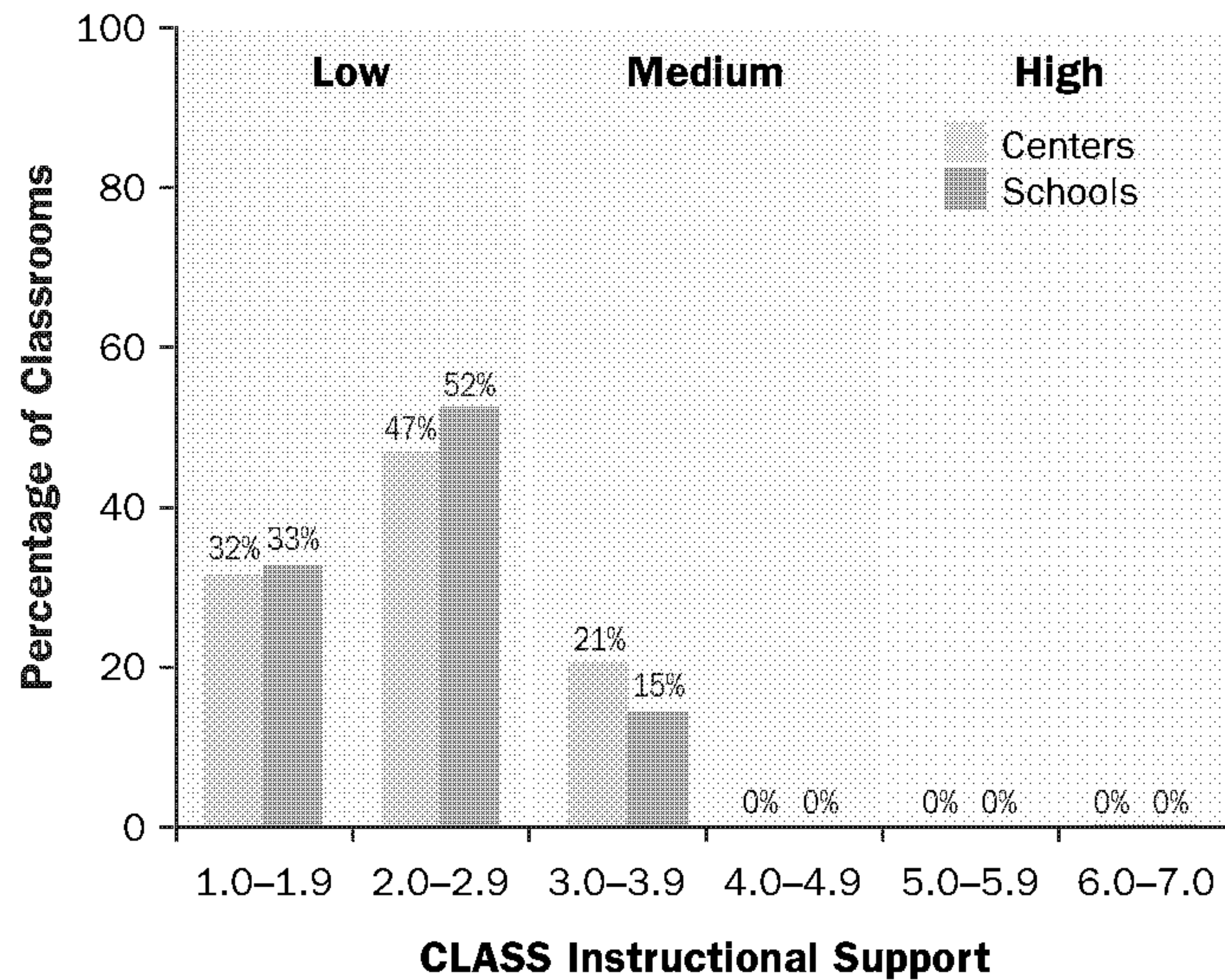


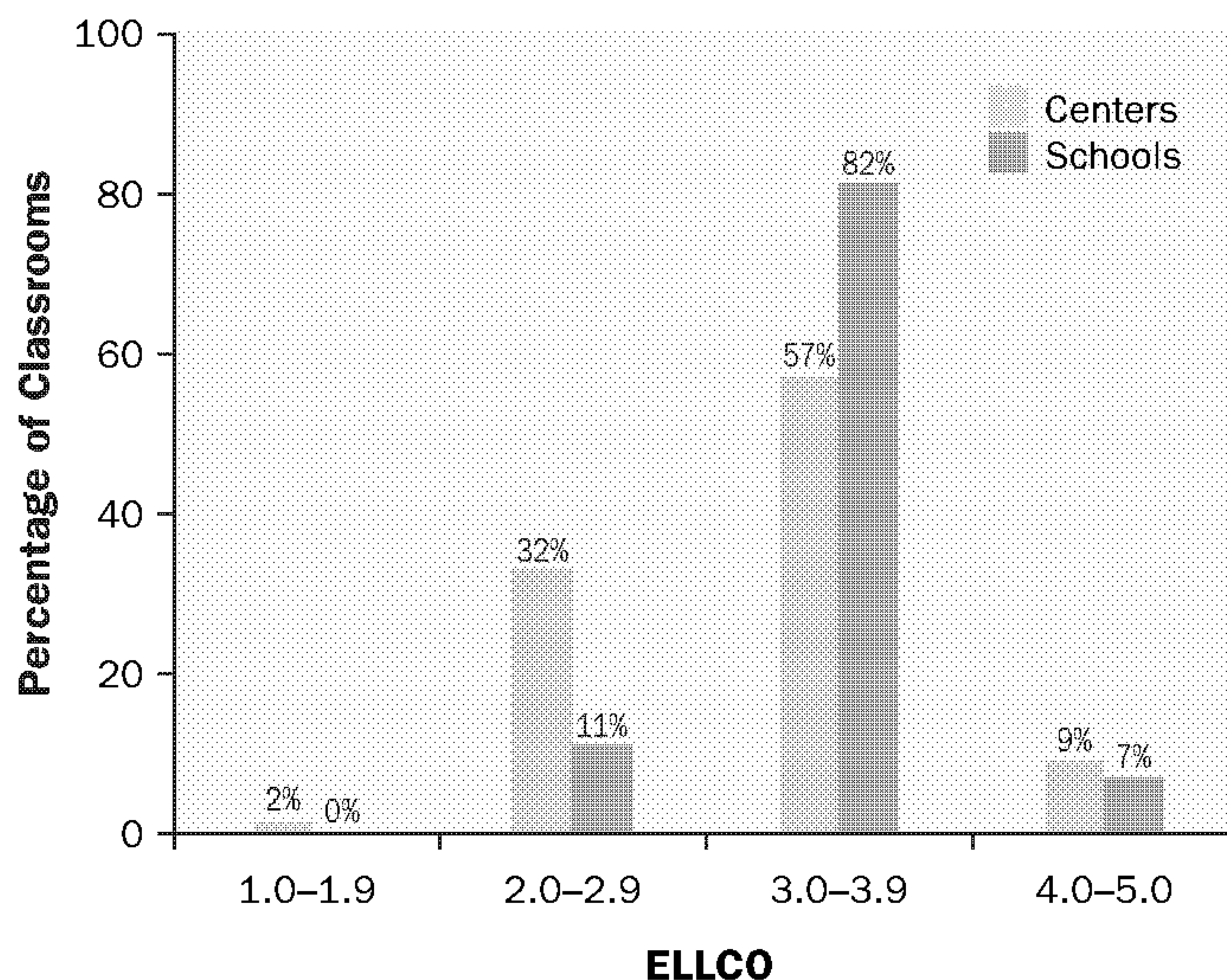
Figure 4. CLASS Instructional Support in Georgia's Pre-K Classrooms
(mean in centers = 2.3; mean in schools = 2.3)



Early Language and Literacy Classroom Observation: Pre-K (ELLCO)

The Language and Literacy subscale of the Early Language and Literacy Classroom Observation: Pre-K was used to measure the early language and literacy environment of Georgia's Pre-K classrooms. The mean ELLCO Language and Literacy subscale score was 3.2 in centers (range 1.8 to 4.5) and 3.4 (range 2.3 to 4.3) in schools. Over 80% of Georgia's Pre-K classes in schools and almost 60% of Georgia's Pre-K classes in centers were rated as having "basic" practice supporting children's language and literacy skills (See Figure 5).

Figure 5. ELLCO Language and Literacy Environment in Georgia's Pre-K Classrooms (mean in centers = 3.2; mean in schools = 3.4)



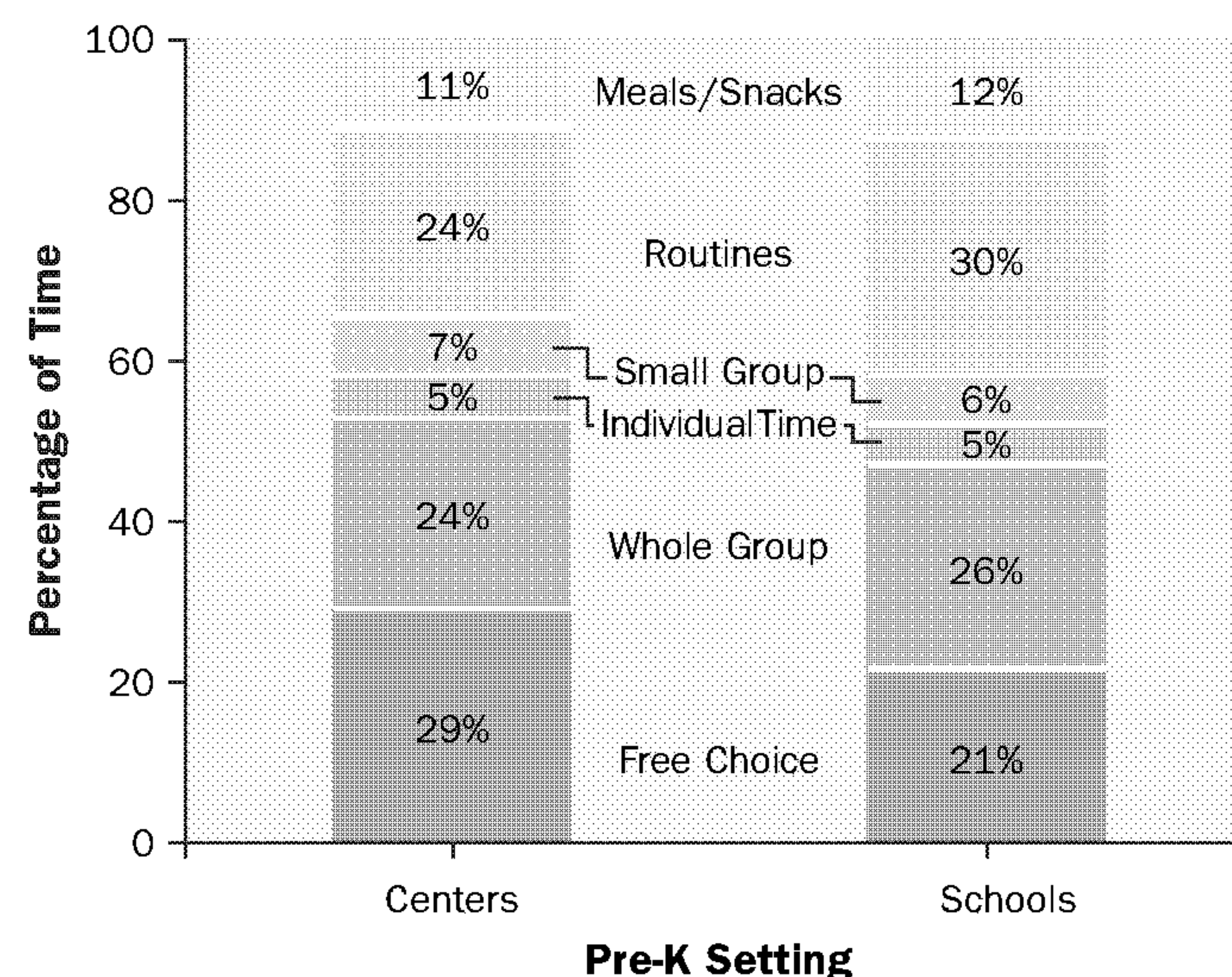
Georgia's Pre-K Classroom Activities

In order to describe a typical day in a Georgia's Pre-K classroom, trained data collectors conducted a day of observation in each classroom, using a modified version of the Emerging Academics Snapshot.

Figure 6 presents summaries of the proportion of time children were observed in each activity setting. Only one activity setting was selected for each 20-second interval. In addition to activity setting, the observer recorded whether children were inside or outside. Activity settings were categorized as one of the following:

- Routines (e.g., toileting, standing in line, waiting between activities)
- Meals/Snacks (e.g., lunch, snacks)
- Whole Group Time (teacher-initiated activities such as singing, calendar instruction, book reading)
- Free Choice/Center (children are able to select what and where they would like to play or learn)
- Individual Time (time assigned by teacher for children to work on their own on independent projects, worksheets, computer work, etc.)
- Small Group Time (small group activities that are teacher-organized and assigned such as art projects or science experiments)

Figure 6. Percentage of Time Georgia's Pre-K Children Spent in Various Activity Settings



Children in center-based classrooms spent 11% of their time outside, and children in school-based classrooms spent 9% of their time outside.

Table 5 shows the proportion of time children were engaged in each learning activity. During a single observation interval, a child could be engaged in one, several, or no

learning activities. Learning activities could occur within any of the activity settings described above (e.g., whole group, free choice) and either inside or outside. Children's engagement in learning activities was coded as one or more of the following:

- Literacy (child is being read to by an adult, exploring books on his/her own or with peers, learning about letters/sounds, or involved in activities where the teacher is trying to build expressive language)
- Math (any activity involving counting, time, shapes, sorting)
- Science (activities involving exploring and learning about the environment, science equipment, animals, body parts, food/nutrition, etc.)
- Social studies (child is talking, reading, or engaged in activities about their world including issues related to culture, family, or their school. Dramatic/pretend play and block play are counted here.)
- Art (child is engaged in art or music activities)
- Fine motor (e.g., stringing beads, completing puzzles, using markers)
- Gross motor (activities involving movement of the whole body)

Table 5. Percentage of Time Children Spent in Various Learning Activities

	Centers	Schools
Literacy	17%	17%
Math	15%	15%
Science	8%	8%
Social Studies	18%	16%
Art	25%	15%
Fine Motor	9%	7%
Gross Motor	7%	6%

Note: Children could be in more than one learning activity at the same time. For instance, if a child were looking at a book about planets, that was coded as both "literacy" and "science." Therefore, the codes in this table should not be added together.

Finally, for each 20-second observation, the data collectors indicated if the target child was individually engaged with the teacher or if she/he was a participant in the group with which the teacher was working. Georgia's Pre-K children interacted with an adult 47% of the time in center-based programs and 48% of the time in school-based programs.

Education and Professional Development

This section of the report provides information about the highest level of education, major, years of experience, and in-service training for program administrators, lead teachers, and assistant teachers. In centers, the "Director/Principal" questions were asked of the individual who ran the program. In schools, the "Director/Principal" questions were asked of the individual who supervised Georgia's Pre-K teachers. This

person was the school principal 84% of the time. Other respondents included a county-level administrator (13%) and school-level administrators other than the principal (3%). Throughout this report, we use the term “principal” to refer to the administrator who supervises Georgia’s Pre-K teachers in schools.

Directors and Principals

- **Education:** In center-based programs that include Georgia’s Pre-K, 43% of directors held at least a Bachelor’s degree. In school-based programs, 100% of principals held at least a Bachelor’s degree (see Figure 7).
- **Major:** Twenty-five percent (25%) of directors of centers with Georgia’s Pre-K and 41% of principals had a degree (Associate’s, Bachelor’s, or Master’s degree) in early childhood education (see Table 6).
- **Experience:** On average, directors of centers with Georgia’s Pre-K reported 15 years of experience working in child care (median = 14, range = 2 to 30). School principals reported 24 years of experience (median = 25, range = 3 to 41).
- **Professional Development Hours:** Directors of centers with Georgia’s Pre-K reported participating in a mean of 27 hours of in-service training in the past year (median = 20, range = 0 to 100). School principals reported participating in a mean of 50 hours (median = 40, range = 3 to 150).
- **Professional Development Content:** The most common in-service training topics reported by directors of centers with Georgia’s Pre-K were health and safety practices; classroom management/discipline; and observing, assessing, and documenting children’s progress and development. Among school principals, the most common topics reported were using a curriculum; observing, assessing, and documenting children’s progress and development; and early language and literacy. Table 7 shows the frequency with which directors of centers and school principals with Georgia’s Pre-K reported participating in various professional development topics.

Figure 7. Education Level of Directors/Principals

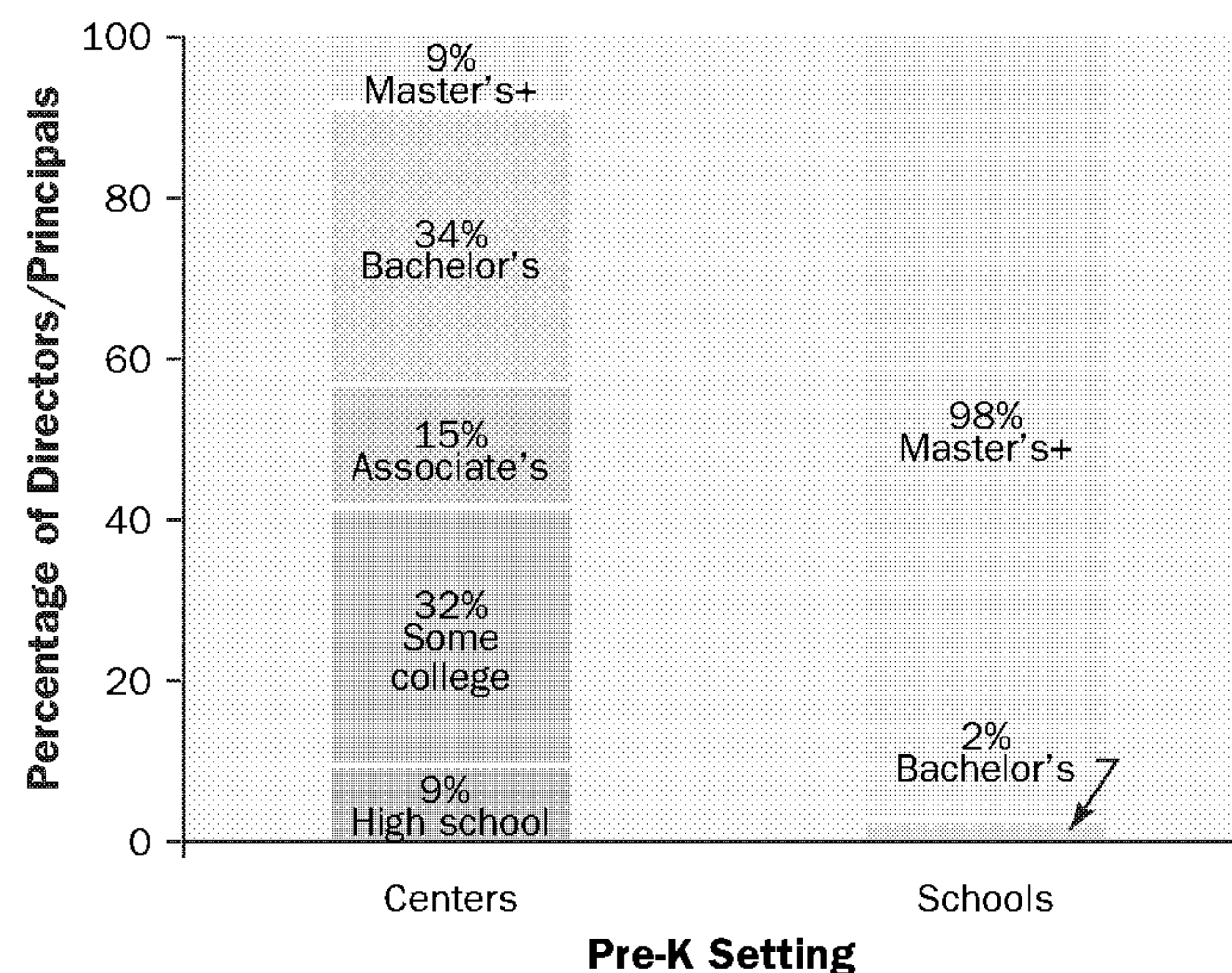


Table 6. Highest Degree and Major of Directors/Principals

	Georgia's Pre-K in Centers	Georgia's Pre-K in Schools
Associate's degree with major in early childhood	8%	0%
Bachelor's degree with major in early childhood	11%	0%
Graduate degree with major in early childhood	6%	41%
Other education major, any degree	2%	57%
Other non-education major, any degree	32%	2%
No Associate's, Bachelor's or Graduate degree	41%	0%

Table 7. In-Service Training Topics for Directors/Principals in the Past Year

	Georgia's Pre-K in Centers	Georgia's Pre-K in Schools
About Children		
Health and safety practices	81%	62%
Classroom management/discipline	85%	62%
Observing, assessing, and documenting children's progress and development	83%	84%
Social-emotional development	74%	48%
Early language and literacy	66%	72%
Using a curriculum	72%	85%
Working with children with special needs	58%	69%
Physical activity	53%	25%
Working with children and families from different cultures and races	51%	44%
Early science	42%	41%
Early math	43%	69%
Working with English Language Learners	23%	38%
About Adults		
Managing conflicts in a professional manner	64%	54%
Nutrition education for employees	32%	21%
Wellness education for employees	23%	33%

Lead Teachers

- **Education:** Georgia's Pre-K Program requires lead teachers to have an Associate's degree. Almost all teachers in school-based Georgia's Pre-K classes (96%) had a Bachelor's degree or higher. In center-based Georgia's Pre-K classes, 72% had a Bachelor's or higher; and 89% had an Associate's or higher (see Figure 8).
- **Major:** Fifty-five percent (55%) of Georgia's Pre-K teachers in centers majored in early childhood education, and 75% of school-based Georgia's Pre-K teachers majored in early childhood education (see Table 8).
- **Experience:** Georgia's Pre-K teachers in centers reported a mean of 9 years of experience working in child care (median = 8, range = 0 to 28), and Georgia's Pre-K teachers in schools reported a mean of 12 years of experience (median = 12, range = 1 to 27).
- **Professional Development Hours:** Lead teachers of Georgia's Pre-K in center-based programs reported participating in a mean of 28 hours of in-service training in the past year (median = 18, range = 0 to 191), while those in school-based programs reported a mean of 45 hours (median = 30, range = 5 to 192).
- **Professional Development Content:** Lead teachers also reported the content of in-service training in which they participated during the past year. The most common topic among Georgia's Pre-K teachers in centers was observing, assessing, and documenting children's progress and development. Among lead Georgia's Pre-K teachers in schools, the most common topic was early language and literacy. Table 9 shows the percentage of Georgia's Pre-K lead teachers who participated in professional development about various topics during the past year.

Figure 8. Education Level of Pre-K Lead Teachers

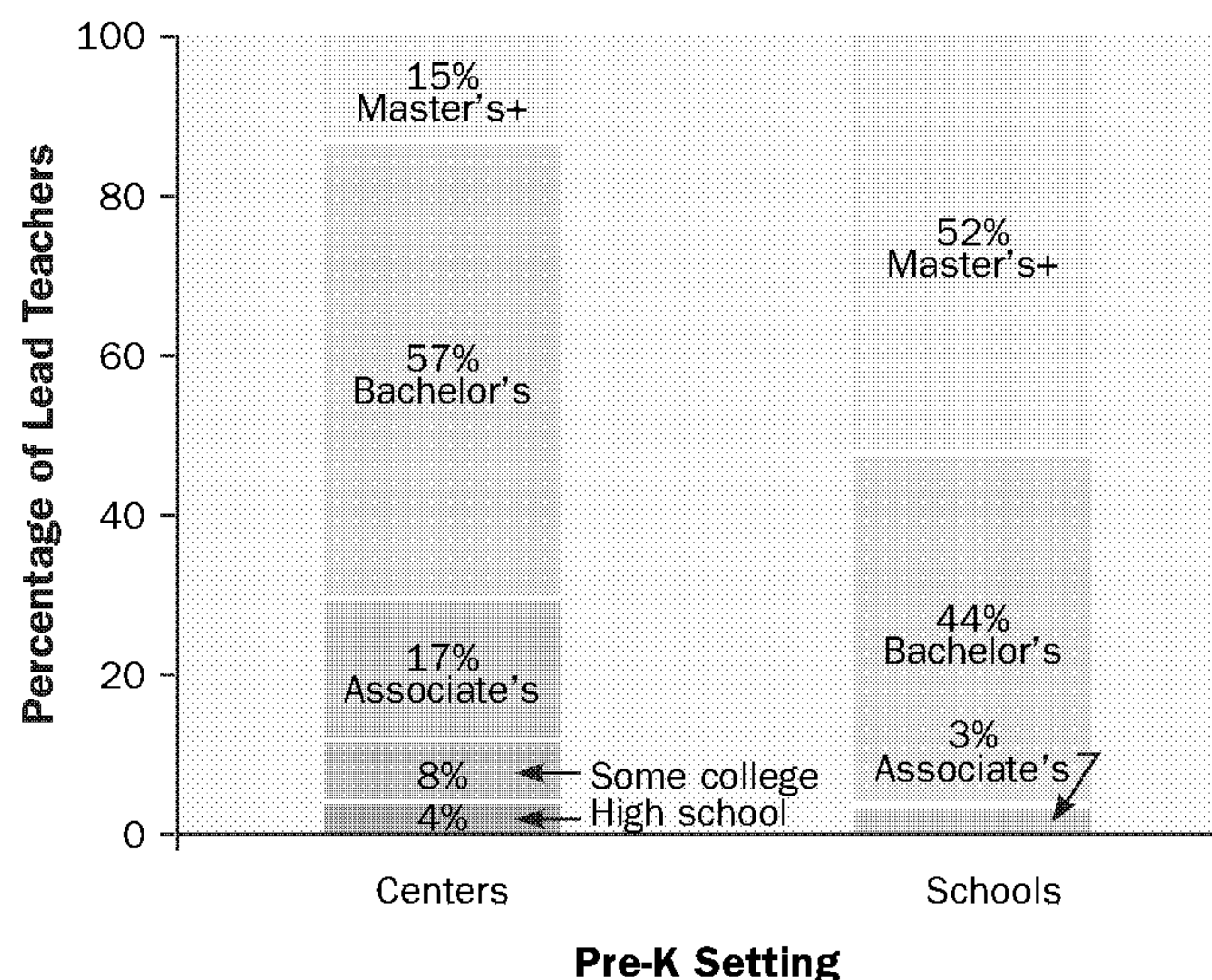


Table 8. Highest Degree and Major for Pre-K Lead Teachers

	Georgia's Pre-K in Centers	Georgia's Pre-K in Schools
Associate's degree with major in early childhood	17%	3%
Bachelor's degree with major in early childhood	30%	36%
Graduate degree with major in early childhood	8%	36%
Other education major, any degree	17%	21%
Other non-education major, any degree	17%	3%
No Associate's, Bachelor's, or Graduate degree	12%	0%

Table 9. In-Service Training Topics for Pre-K Lead Teachers in the Past Year

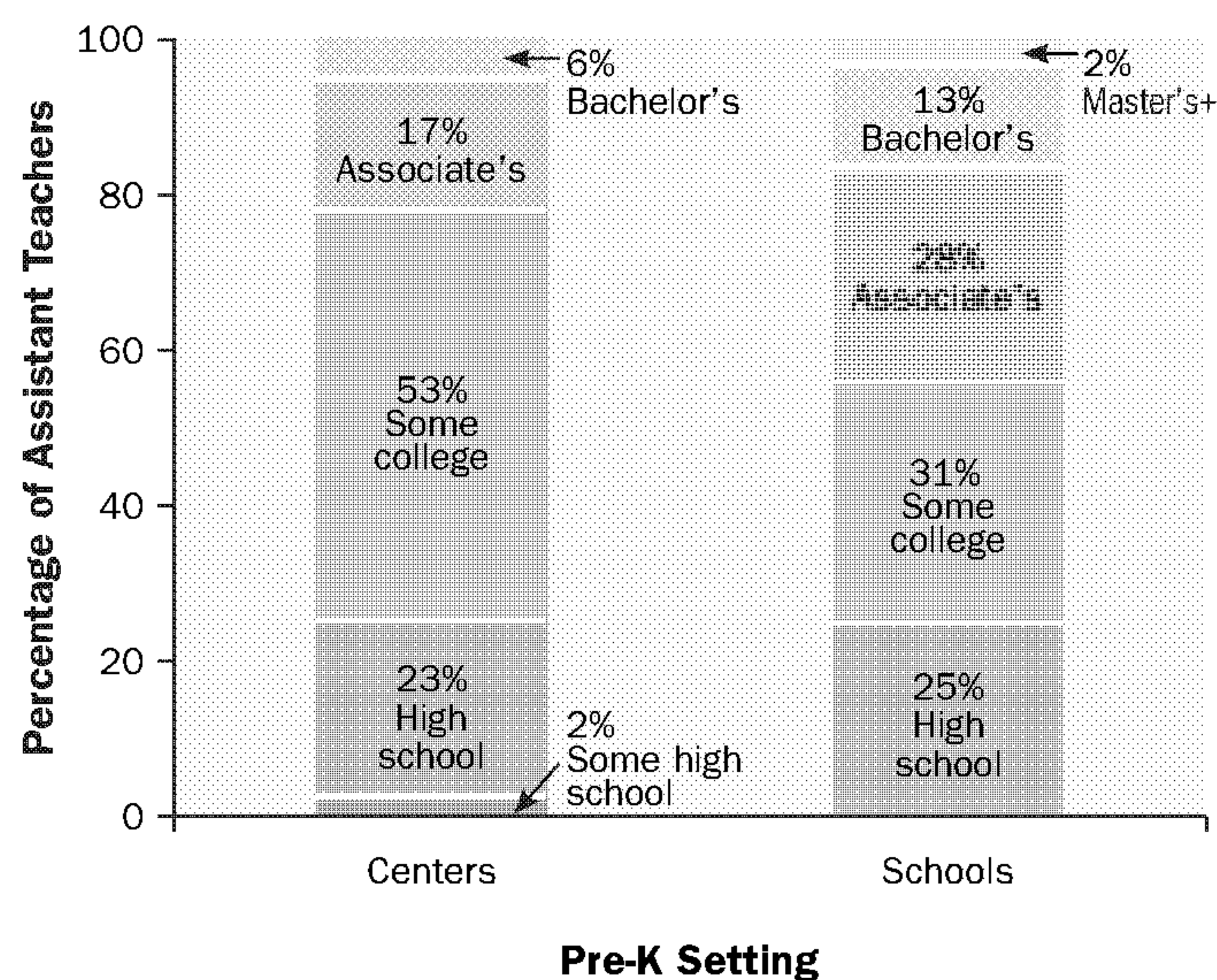
	Georgia's Pre-K in Centers	Georgia's Pre-K in Schools
About Children		
Health and safety practices	60%	46%
Classroom management/discipline	66%	69%
Observing, assessing, and documenting children's progress and development	83%	80%
Social-emotional development	60%	54%
Early language and literacy	74%	87%
Using a curriculum	62%	62%
Working with children with special needs	40%	39%
Physical activity	49%	34%
Working with children and families from different cultures and races	40%	28%
Early science	60%	48%
Early math	64%	54%
Working with English Language Learners	28%	26%
About Adults		
Managing conflicts in a professional manner	32%	21%
Nutrition education for employees	15%	7%
Wellness education for employees	17%	13%

Assistant Teachers

All Georgia's Pre-K classes had at least one assistant teacher.^c A few classes had more than one assistant teacher (2% of center-based classes, and 7% of school-based classes).

- **Education:** In centers, 23% of Georgia's Pre-K assistant teachers had an Associate's degree or higher. In schools, 43% percent of pre-k assistant teachers had an Associate's degree or higher (see Figure 9).
- **Major:** In Georgia's Pre-K classes in both centers and schools, less than 20% of teacher assistants majored in early childhood education (see Table 10).
- **Experience:** Assistant teachers in center-based Georgia's Pre-K classrooms reported a mean of 8 years of experience working in child care (median = 5, range = 1 to 36), and assistant teachers in school-based Georgia's Pre-K classes reported a mean of 11 years of experience (median = 9, range = 1 to 39).
- **Professional Development Hours:** Assistant teachers in Georgia's Pre-K classrooms in centers reported participating in a mean of 32 hours of in-service training in the past year (median = 16, range = 0 to 360), and those in school-based Georgia's Pre-K reported a mean of 43 hours (median = 25, range = 6 to 431).
- **Professional Development Content:** The most common in-service training topic reported among assistant teachers in Georgia's Pre-K classes in both centers and schools was classroom management/discipline. Table 11 shows the percentage of Georgia's Pre-K assistant teachers who participated in professional development about various topics during the past year.

Figure 9. Education Level of Assistant Pre-K Teachers



c. For purposes of this report, we defined 'assistant teacher' as any paid adult other than the lead teacher who was present in the classroom on the day that the observers visited. In cases where there was more than one assistant in a classroom, the education, major, experience, and professional development activities of the assistant who reported spending the most hours in the past week in that class is reported.

Table 10. Highest Degree and Major for Pre-K Assistant Teachers

	Georgia's Pre-K in Centers	Georgia's Pre-K in Schools
Associate's degree with major in early childhood	9%	16%
Bachelor's degree with major in early childhood	2%	2%
Graduate degree with major in early childhood	0%	0%
Other education major, any degree	2%	5%
Other non-education major, any degree	9%	20%
No Associate's, Bachelor's, or Graduate degree	78%	56%

Table 11. In-Service Training Topics for Pre-K Assistant Teachers

	Georgia's Pre-K in Centers	Georgia's Pre-K in Schools
About Children		
Health and safety practices	70%	51%
Classroom management/discipline	81%	82%
Observing, assessing, and documenting children's progress and development	64%	80%
Social-emotional development	70%	69%
Early language and literacy	64%	67%
Using a curriculum	58%	43%
Working with children with special needs	36%	44%
Physical activity	51%	46%
Working with children and families from different cultures and races	42%	49%
Early science	66%	56%
Early math	66%	57%
Working with English Language Learners	25%	21%
About Adults		
Managing conflicts in a professional manner	53%	23%
Nutrition education for employees	19%	8%
Wellness education for employees	23%	20%

Program Characteristics and Services

This section of the report includes additional information about Georgia's Pre-K Program, such as the use of curricula and family support activities.

Curricula and Child Assessments

Georgia's Pre-K classes are required to use a curriculum.¹⁶ Thus, not surprisingly, almost all directors/principals (99% in centers and 92% in schools) reported that a curriculum was used. More than half of the classes in centers reportedly use Creative Curriculum (53%); whereas more than half of the classes in schools reportedly use High/Scope (61%; see Table 12).

Table 12. Reported Curricula Use

	Georgia's Pre-K in Centers	Georgia's Pre-K in Schools
Creative Curriculum	53%	16%
HighReach Learning	17%	5%
High/Scope	19%	62%
A Beka	2%	0%
Pinnacle	9%	0%
Montessori	2%	0%
Scholastic	2%	3%
Blueprint	2%	5%
OWL	0%	8%
Bank Street	0%	0%
Other	9%	5%
None	2%	8%

Georgia's Pre-K Program requires that all classes implement Georgia's Pre-K Child Assessment, which is adapted from the Work Sampling System. Overall, 92% of the center directors and 98% of school principals reported that Georgia's Pre-K classes used some kind of assessment of young children to help teachers plan for or adapt their teaching. Of those who reported using assessments in their Georgia's Pre-K classes, 88% of centers and 100% of schools reported using Georgia's Pre-K Assessment or the Work Sampling System. Additionally, 32% of directors of centers and 92% of school principals with Georgia's Pre-K reported having written documentation of individual children's progress/learning for all children.

Screenings

Some programs have children's vision, hearing, teeth, or general development checked or screened. The program may do this or collaborate with someone from the health department or other community group to come to the center/school to screen children. Table 13 shows the percentage of programs that reported providing these services.

Table 13. Screenings Conducted

	Georgia's Pre-K in Centers	Georgia's Pre-K in Schools
Vision	49%	62%
Hearing	40%	48%
Dental	43%	51%
Learning/Development	36%	33%

Among the 36% of centers with Georgia's Pre-K that conducted learning/development screenings, nearly 56% reported using the Ages & Stages Questionnaire. Among the 33% of schools that conducted learning/development screenings, 45% reported using the Brigance.

Of the 36% of centers with Georgia's Pre-K that reported conducting learning/development screenings, 53% conducted the screenings in the first 3 months of enrollment and the other 47% screened children as needed. Of the 33% of schools that conducted learning/development screenings, 50% conducted the screenings within 3 months of enrollment, 5% conducted them within 6 months of enrollment, and 45% screened children as needed.

Involving Families

In order to learn about the role families play in programs, principals and directors were asked about ways families participate; supports, information, and services programs provide to families; and ways programs and families communicate.

- **Resource Coordination:** Some of Georgia's Pre-K programs receive additional funding, through competitive grants, to provide resource coordination services to families. Programs with a Resource Coordination grant employ a full-or part-time Resource Coordinator to provide children and their families with voluntary access to services that help enable the child to be ready for school.¹⁷ Among schools with Georgia's Pre-K classes, 93% had a Resource Coordinator (62% part-time; 31% full time). Among centers with Georgia's Pre-K classes, 32% had a Resource Coordinator (17% part-time; 15% full-time).

- **Family Participation:** More than 85% of principals/directors in both schools and centers reported that they offered Georgia's Pre-K families an opportunity to read to children in classrooms, eat with their child's class or help at meals, help out in the classroom, and participate in program activities for the whole family. In centers with Georgia's Pre-K classes, 25% of directors reported offering pre-k parents an opportunity to serve as a member of an advisory board; in schools, that number was 69%.
- **Information Provided to Families:** More than 75% of principals/directors reported that in the past year they provided Georgia's Pre-K families with written information about each of the following topics related to their children's development and health: early literacy, overall child development, general safety issues, general health and well-being of children, and dental health. About half of directors of centers with Georgia's Pre-K (55%) and two-thirds of principals (67%) reported providing information about PeachCare for Kids.
- **Services and Supports Provided to Families:** Seventy percent (70%) or more of the directors and principals reported that they provided the following services to families in Georgia's Pre-K Program: help families find community activities, school-age care, social services, mental health services; coordinate community services for families; provide a lending library for families; and send home reading activity packs.
- **Communicating with Families:** Communication among teachers, programs, and families is key to a successful, high-quality experience for children. Most directors and principals reported using various ways of communicating with Georgia's Pre-K families, including phone calls (96% of centers, 98% of schools), program-wide communications such as newsletters (92% of centers, 97% of schools), and parent conferences (100% of centers and schools). Of programs that had conferences, 91% of centers and 98% of schools reported scheduling conferences two or more times per year; 9% of centers and 2% of schools scheduled them annually.

Study Limitations

These data provide rich information with regard to Georgia's Pre-K Program. Information was obtained from many different individuals (i.e., administrators, teachers, assistant teachers) using multiple methods (i.e., observations, interview, questionnaire, review of documents).

The information in this study, however, is not perfect. For instance, some data are from teachers' answers to written surveys where sometimes questions are misread or misunderstood. Likewise, some administrators may not be aware of how programs are funded or managed, possibly leading to some mistakes when reporting on issues such as profit versus not-for-profit or Head Start participation. All data collectors were trained to a high level of reliability on the classroom observation measures. Nonetheless, observational measures always contain a certain amount of observer error.

Child care centers were less likely to participate in this study compared to public schools with Georgia's Pre-K classes. It is quite probable that higher quality programs were more likely to agree to participate than lower quality programs, meaning the findings may be somewhat higher/better than that found in the general population. Assuming better quality programs were more likely to participate, the lower response rate among child care centers might mean that the quality of Pre-K classes in centers in this study is higher than that in the overall population of Pre-K classes in centers. Finally, comparisons between Georgia's Pre-K classes in centers and schools should not be made because of the different response rates and because the study was not designed to evaluate the effects of setting on the quality of Georgia's Pre-K classes. Readers should keep these study limitations in mind when interpreting the findings. Even with these cautions, though, we believe the study provides important information about the quality and services in Georgia's Pre-K Program throughout the state.

Conclusions and Recommendations

This report focuses on the findings from the sample of Georgia's Pre-K classrooms in child care centers and schools that were part of a statewide study of child care and Georgia's Pre-K. A companion report, *Georgia Study of Early Care and Education: Child Care Center Findings*, describes the quality of early care and education in center-based child care programs. Please read both reports to understand the quality of early care and education in child care centers and Georgia's Pre-K programs serving Georgia's young children.

Findings from this study suggest that administrators and teachers in Georgia's Pre-K Program are working hard to serve young children and their families.

Georgia's Pre-K Program provides critical services to families and communities by helping prepare young children for school success. Almost all of the programs met or exceeded the DECAL Operating Guidelines for group size and ratio of children per adult. A high proportion of Georgia's Pre-K teachers had at least a Bachelor's degree, most with a major in early childhood education. Lead teachers reported participating in a median of 18 hours of professional development in the past year. Almost all directors/principals reported using a curriculum in their program and using child assessments to guide instruction. Most also reported providing a range of services and supports to the families they serve.

Global quality in Georgia's Pre-K classrooms was at the "medium" level.

For Georgia's Pre-K classrooms, the mean total score on the ECERS-R was 4.16 in centers and 3.74 in schools (see Figure 1). Almost all of Georgia's Pre-K classes fell within the medium level of quality on the ECERS-R. The ECERS-R measures many different aspects of quality including health, safety, materials, activities, and teacher-child interactions. Medium quality is generally characterized by a fundamentally safe environment with access to good quality materials, although activities and interactions could be more enriching and purposeful.

The quality of emotional support and classroom organization was generally “high,” whereas the quality of instructional support was generally “low,” as measured by the Classroom Assessment Scoring System (CLASS) (see Figures 2-4; scores range from 1 to 7, with higher scores indicating higher quality). The “high” scores on the CLASS Emotional Support and Classroom Organization scales suggest that Georgia’s Pre-K classes are generally warm, enjoyable places for children, where students are generally well-behaved and are interested and engaged in learning tasks. The “low” scores on Instructional Support suggest that teachers do not offer many activities that promote analysis and reasoning, and they rarely talk with children in a way that expands their understanding of concepts or uses advanced language.

Findings from a multi-state study of pre-k provide a context for the low Instructional Support scores. Using two of the three dimensions from the CLASS Instructional Support scale (i.e., concept development and quality of feedback were included in a CLASS Instructional Quality score), only 13% of a sample of about 1,500 pre-k classrooms across 11 states received an Instructional Quality score of 3.25 or higher.¹⁸ In the current study, 11% of Georgia’s Pre-K classrooms (in both centers and schools) received an Instructional Support score of 3.25 or higher. These findings suggest that many state-funded pre-kindergarten programs, not just Georgia’s, struggle to provide high quality instruction for children. Research suggests, however, that of the three CLASS domain scores, Instructional Support is most consistently related to children’s language and math skills.¹⁹ Thus, improving the instruction in Georgia’s Pre-K classes is important to ensure that children are prepared to succeed when they enter kindergarten.

Children in Georgia’s Pre-K classes spent their day in a variety of learning activities, but more time may be needed for age-appropriate instructional activities. Findings from this study suggest that children spent time in both teacher-assigned and child-selected activities and in a variety of learning activities, but less than 20% of their time was spent engaged in language/literacy activities and about 15% of their time was spent in math activities. Georgia’s Pre-K leaders may want to consider increasing time spent on literacy and math while continuing to ensure that children engage in a broad array of activities. Children spent about one-third of the day eating meals and engaged in basic classroom routines (e.g., using the restroom, waiting in line). Although these activities are necessary and important for young children, Georgia’s Pre-K teachers may need support to maximize the learning that takes place during those times. For instance, meals are an ideal time for conversations with adults and waiting in line can be used for songs and finger-plays.

The quality of Georgia’s Pre-K is similar to some aspects and lower than some other aspects of state-funded pre-kindergarten in Tulsa, Oklahoma.²⁰

Tulsa was selected as a comparison for Georgia’s Pre-K Program because Oklahoma’s program also aims to provide a universal, voluntary pre-k program of high-quality and Tulsa has recent data using measures similar to those used in this study.

Comparative information is provided in Table 14. On some measures Georgia scored higher than Tulsa; whereas on other measures Tulsa appeared stronger. Past research has indicated that the CLASS Instructional Support is one of the most consistent predictors of children's academic skills, and Tulsa's pre-k classrooms were rated higher on this dimension than Georgia's Pre-K classrooms.

Table 14. Comparisons between Georgia's and Tulsa's Pre-K Programs

Measure	Georgia	Tulsa, Oklahoma
CLASS Emotional Climate	5.6–5.8	5.2
CLASS Classroom Organization	5.4–5.6	5.0
CLASS Instructional Support	2.3	3.2
Snapshot Literacy Activities	17%	30%
Snapshot Math Activities	15%	17%
Snapshot Science Activities	8%	17%
Snapshot Social Studies Activities	16–18%	13%
Snapshot Art Activities	15–25%	18%

Note: The Tulsa, Oklahoma research project gathered data in almost all of the morning pre-k classes in Tulsa (n = 77). Almost all of the pre-k classes were in public schools. The CLASS and the literacy, math, science, social studies and art learning activity codes for the Snapshot were completed.

Differences in funding levels may at least partially explain the quality differences between Tulsa's and Georgia's Pre-K programs. Although the state of Oklahoma spends only \$3,966 per child in pre-kindergarten, those funds are supplemented with local and federal dollars to bring the total amount spent per child to \$7,484.²¹ Georgia spends about \$4,200 per child for its pre-kindergarten program, and Georgia's Pre-K Program does not have additional local or federal funding. Thus, the total per child expenditure in Georgia is only 57% of that in Oklahoma.

Improving the quality of Georgia's Pre-K Program will require greater investments. As noted above, Georgia spends about \$4,200 per child for its pre-kindergarten program. The estimate of the per-child cost of providing a high quality pre-k program in Georgia is nearly twice that amount (\$7,882).²² Additional resources are likely needed—from federal, state, or local sources—if Georgia's Pre-K Program intends to meet its goal of offering high quality early care and education to four-year-olds in the state.

Although multiple strategies are needed, professional development (e.g., training and technical assistance) is important for improving the quality of care and education for Georgia's pre-kindergartners. Multiple strategies will likely be needed to raise the quality of Georgia's Pre-K Program. Georgia's Pre-K leaders will need a focused and coordinated set of policies, teacher supports, and resources to improve quality. In-service training and technical assistance are important components of a set of strategies to strengthen the pre-k program.

Georgia's Pre-K teachers and assistant teachers need continued training and technical assistance to support high quality classroom practices that will positively affect children's development and learning. Findings from this study suggest that most Georgia's Pre-K lead teachers have a Bachelor's degree and that both teachers and assistant teachers participate in several hours of in-service each year, covering many topics. Their education and training have not yet translated into consistently high quality classroom practices. Thus, Georgia's Pre-K teachers and assistant teachers may benefit from more effective or extensive professional development. Training that includes empirically supported features such as content focus, active learning, and sufficient duration may be more effective.^{23, 24, 25, 26} On-site technical assistance also may be useful in providing ongoing support to teachers to ensure that they have the depth of understanding and skills needed to translate knowledge into practice in the classroom.²⁷

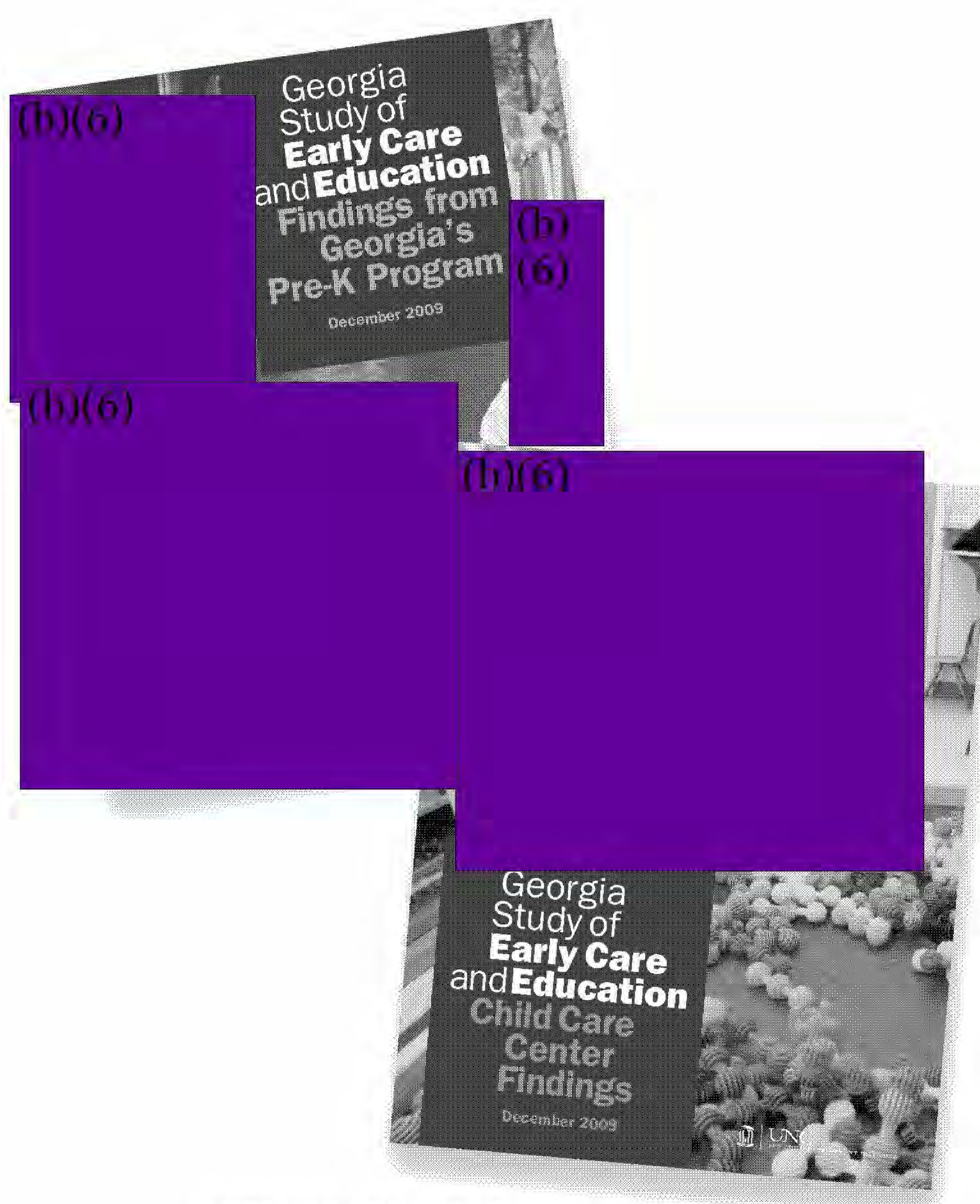
Georgia's Pre-K Program has many strengths that form a strong foundation from which to work. Almost all programs used a curriculum and assessed children as a means to plan instruction. Many schools and some centers had a Resource Coordinator, allowing them to provide additional supports to children and their families. The majority of directors/principals and teachers had a Bachelor's degree, many with a major in early childhood, which should allow them to take advantage of high-level professional development and technical assistance opportunities. Most pre-k classrooms were rated as providing a medium level of global quality and providing an environment that was very organized and supportive of children's emotional development. This means that leaders can focus less on the basics of general care and education and more on the particular aspects of high quality care and education—especially instructional support—that are related to children's outcomes.

In closing, Bright from the Start: the Department of Early Care and Learning should be commended for conducting a statewide representative study of child care and Georgia's Pre-K. The study provides objective information about the range of quality in centers and pre-k programs across the state. Georgia was a pioneer in the pre-kindergarten movement in the U.S., and Georgia's leaders have worked hard over the years to move toward a universal, voluntary program that supports children's success in school. It may be easier to provide high quality in a smaller program, so Georgia leaders should not be surprised that there are challenges in maintaining high standards as the program has grown. We hope that these study findings will inform policymakers as they continue to support Georgia's Pre-K Program, particularly in identifying areas of needed improvement and relative strengths on which to build.

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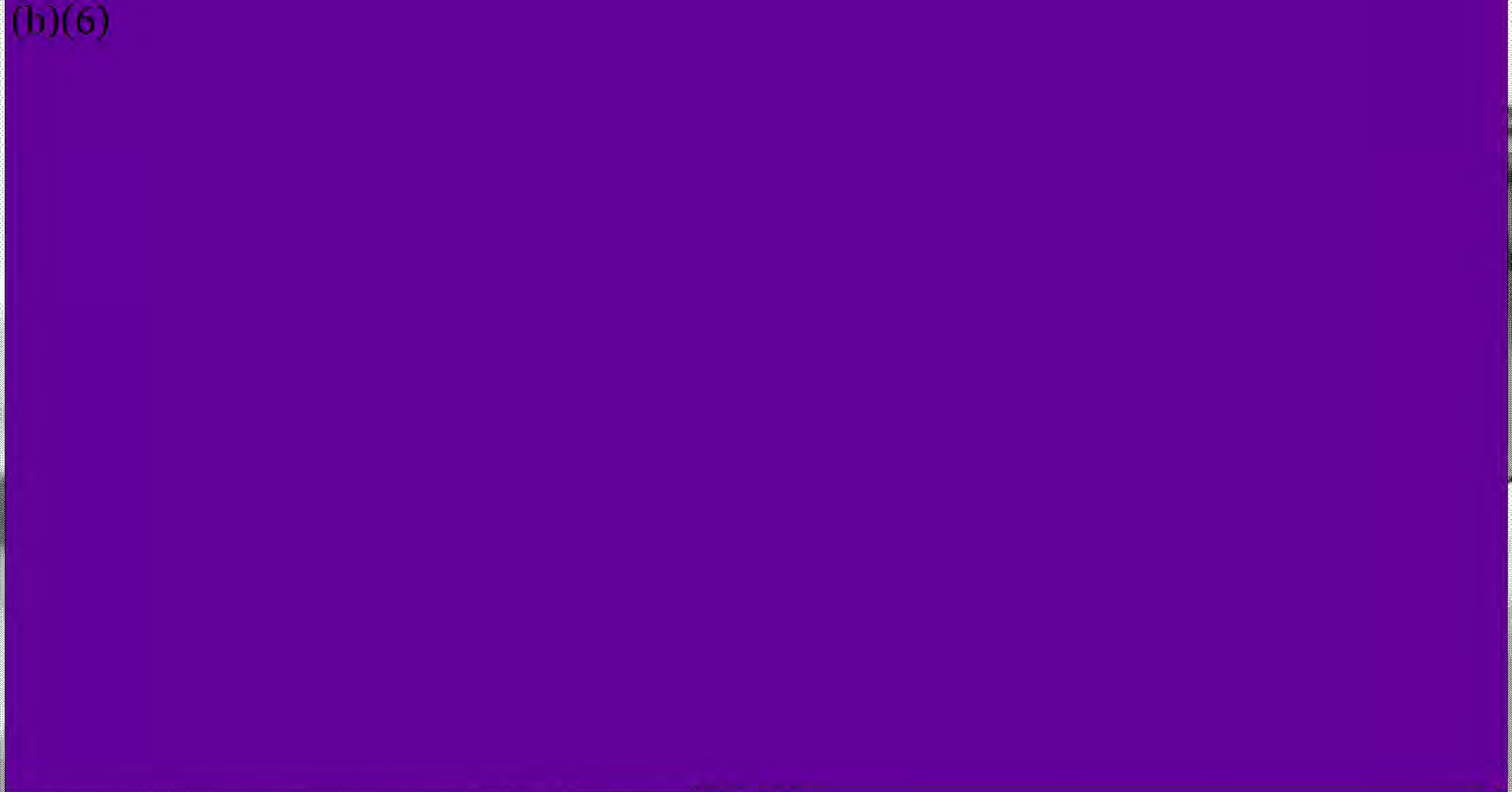
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In 2008–09, FPG Child Development Institute conducted a statewide study of randomly selected licensed child care centers and Georgia’s Pre-K programs, collecting data on the observed classroom quality and characteristics of these programs. Findings from this study are described in two reports. The report *Georgia Study of Early Care and Education: Child Care Center Findings* describes the overall study and summarizes results for infant, toddler, and preschool classrooms (other than Georgia’s Pre-K) in child care centers. The report *Georgia Study of Early Care and Education: Findings from Georgia’s Pre-K Program* describes the overall study and summarizes results from Georgia’s Pre-K classes in schools and child care centers. Please read both reports to understand the quality of early care and education in child care centers and Georgia’s Pre-K programs serving Georgia’s young children.

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Early Care Education



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Georgia
Study of
**Early Care
and Education**
**Family
Child Care
Findings**



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Suggested citation: Maxwell, K. L., Early, D. M., Bryant, D., Kraus, S., & Hume, K., (2010). *Georgia study of early care and education: Family child care findings*. Chapel Hill: The University of North Carolina at Chapel Hill, FPG Child Development Institute.

This study was funded by Bright from the Start: Georgia Department of Early Care and Learning. The opinions expressed in this report may or may not reflect those of the funding agency.

Several people worked hard to complete this study and report. The FPG Child Development Institute team included Kelly Maxwell, Principal Investigator; Diane Early, Investigator; Donna Bryant, Investigator; Syndee Kraus, project director; Katie Hume, research assistant; Gina Walker, administrative assistant; Elizabeth Gunn, Lloyd DeWald, and Michelle Lemon, programmers; and Angelia Baldwin, Joe Jungers, Dawn Shafar, Mildred Cooper, and John Misenheimer, data entry. Gina Harrison helped with report design. We are very grateful to the research assistants in Georgia who worked so hard to collect the data: Moneesha Smith and Othondra Williams-Hicks. We appreciate the cooperation of DECAL staff, particularly the assistance of Bentley Ponder. Most importantly, we are very appreciative of the providers who welcomed us into their homes so that we could better understand the care available to young children across Georgia.

The executive summary and full report from this study are available at www.dec.al.ga.gov.

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Georgia Study of Early Care and Education: Family Child Care Findings

Nationwide, most young children are cared for regularly by someone other than their parents, and family child care homes (sometimes referred to as family day care) are a common form of non-parental care. Fourteen percent (14%) of infants, 19% of toddlers and 13% of three- and four-year-olds are cared for in a home, by someone other than a relative.¹ About one-quarter of children are in family child care at some point during their first five years of life, spending an average of 31 hours per week in family child care, including night and weekend hours.² According to the 2010 Child Care in the State of Georgia Fact Sheet produced by the National Association of Child Care Resource & Referral Agencies, Georgia has 3,715 registered family child care homes, with the capacity to serve 20,898 children.³

There are many reasons families choose family child care homes. They are often one of the few options available for families who work non-traditional schedules (e.g., second shift or weekends), and the cost of family child care is often lower than center-based care.⁴ Further, some parents prefer the home-like feel of family child care homes—especially for their infants and toddlers—over more formal child care centers and preschools.⁵

As in center-based settings, research has demonstrated a modest but statistically significant link between the quality of the care provided in family child care homes and children’s academic and social skills.⁶ Research on brain development has underscored the importance of providing high quality experiences for young children.^{7,8} Thus, improving the quality of family child care homes is an important strategy for supporting children’s readiness for school success.

Bright from the Start: Georgia Department of Early Care and Learning (DECAL) has been working to define and promote high quality practices across multiple types of child care settings. A statewide committee began working in the fall of 2006 to develop indicators to define quality in Georgia’s early care and education system. In the fall of 2007, DECAL contracted with researchers from the FPG Child Development Institute at the University of North Carolina at Chapel Hill to help refine the indicators, develop tools to measure them, and plan studies of the quality of care across the state.⁹ DECAL decided that statewide studies would help policymakers better

“Family child care is essential to families and communities... the quality of care and caregiver-child relationships have important impacts on children’s development. The services supplied by family child care providers are also vital to local economies; family child care providers represent an estimated 300,000 small businesses across the United States...”

(Morrissey, 2007, p.23)

During recruitment, programs that declined or were determined to be ineligible were replaced by additional randomly selected programs from that same list of registered providers. To achieve the final sample of 155, we contacted 525 homes. Two hundred eighteen (218) were determined to be ineligible (e.g., no longer served children, no longer registered), and 152 declined to participate. Thus, the overall response rate was 50% (155 participants / [155 participants + 152 declined]). Response rates in other states that have conducted observational studies of randomly selected family child care homes have varied widely. For instance, Pennsylvania had a response rate of 21%, Delaware had a response rate of 36%, Massachusetts had a response rate of 57%, and Maine had a response rate of 79%.^{12, 13, 14, 15}

Measures

Data were gathered in the family child care homes using multiple methods: observations by independent data collectors, review of written documents, and providers’ self-reports. Table 1 delineates the instruments used.

Table 1. Measures Used in Study

Self-Report	Collected by Independent Data Collectors
<ul style="list-style-type: none"> • Provider Interview, including education and experience • Assistant Education & Experience Form 	<ul style="list-style-type: none"> • FCCERS-R • Observation Checklist • Staff:Child Ratio Form • Document Review

The *Family Child Care Environment Rating Scale-Revised* (FCCERS-R)¹⁶ is a widely used instrument for examining the global quality of care provided in family child care homes. It is specifically designed for use in homes serving children birth through 12 years of age.

The FCCERS-R measures the following aspects of child care home quality: Space and Furnishings (e.g., furnishings for relaxation and comfort, space arrangement, display); Personal Care Routines (e.g., greeting/departing, safety practices); Listening and Talking (e.g., helping children understand language, helping children use language); Activities (e.g., fine motor, art, promoting acceptance of diversity); Interaction (e.g., supervision of play and learning, interactions among children); Program Structure (e.g., schedule, group play activities, provisions for children with disabilities); and Parents and Provider (e.g., provisions for parents, balancing personal and caregiving responsibilities). The “Parents and Provider” items on the FCCERS-R instrument were not completed for this study.

Scores on the FCCERS-R can range from 1 to 7 with higher scores indicating higher quality. Total mean scores from 1.0 to 2.9 are considered “low” quality, scores from 3.0 to 4.9 are considered “medium” quality, and scores of 5.0 or greater are considered “good” or “high” quality.

Procedures

FPG hired and supervised two data collectors in Georgia. One of the data collectors was bilingual in English and Spanish. Data collectors were trained to reliability on the FCCERS-R and were also trained to use the measures designed specifically for this project. For training, the reliability standard was 85% agreement within 1 scale point and a weighted kappa of .60 or greater with the trainer. Throughout data collection, the data collectors periodically collected data together to ensure that interrater agreement was maintained. Follow-up training was provided when areas of disagreement were identified. Supervision was provided at least weekly to both data collectors.

Data were collected between September 2009 and April 2010. Data were collected during a single visit to each site, with a typical observation time of four hours. Hoping to maximize the inclusion of programs representing a range of quality, we offered incentives in the form of \$100 gift cards for participating providers.

Findings

On average, programs were open 12.5 hours per day. Three percent (3%) of the homes were open 24 hours per day. Eighty-five percent (85%) of homes were open Monday-Friday only, 8% were open 6 days a week, and 7% were open 7 days per week. Providers, however, reported that they sometimes cared for children outside the traditional 8-5 workday. Forty-one percent (41%) of providers reported that they had provided second shift care during the last six months. Twenty-nine percent (29%) reported that they had provided weekend care during the last six months, and 17% reported that they had provided overnight care during the last six months. About half (51%) of the providers reported that they had provided second shift, overnight, or weekend care during the last months.

Forty-three percent (43%) of family child care providers in the study served children who received child care subsidies from Childcare and Parent Services (CAPS). In homes that served children receiving CAPS subsidies, the percentage of subsidized children served varied from 8% to 100% of total enrollment (mean = 43%, median = 40%). Fifty-eight percent (58%) of providers reported that they had provided unpaid care for some children in the last six months, not including care to the provider's own children.

Five of the homes in the study (3%) were accredited by the National Association for Family Child Care (NAFCC). Eight percent (8%) of the homes served children with disabilities; the majority of these (85%) had one child with a disability enrolled. No home served more than two children with disabilities.

Number of Children Present and Ratios

The total number of children present at one time (i.e., group size) and the number of children per adults (i.e., ratio) are important aspects of quality. It is easier for adults to meet the health and developmental needs of each child if there are fewer children and more adults in a group. Small group size and low child-to-adult ratios may be thought of as necessary, but not sufficient, for high quality care. Data collectors counted children and adults present in each home at four time points during each observation morning, roughly once per hour. Then, for each home, we calculated the average (mean) number of children present across the four observation time points.^a Data about the number of children under 13 years of age are reported because most of Georgia's licensing requirements for ratio and group size pertain to children under 13 years of age.

^a Throughout this report, we present the median in addition to the mean and range when some of the values are very high.

Almost all homes in this study (95%) were in compliance with Georgia's Family Day Care Home regulations for group size and ratios during all four of the observation time points. According to those regulations, the total number of children present at one time (including related and unrelated; paid and unpaid) cannot exceed 12. Further, there must be two adults present to care for the children if there are more than three children under the age of 12 months, or more than six children under the age of three years, or more than eight children under the age of five years. Only 8 (5%) of the homes visited were not within these limits at any point during the observation.

Georgia's licensing requirements make distinctions between the provider's own children and others as well as distinctions between children for whom the provider does and does not receive pay. On the day of our observation, 40% of providers cared for at least one child for whom they were not paid. Three percent (3%) of providers cared for only relatives; 41% of providers cared for some relatives and some unrelated children; and 56% of providers cared only for children who were not related to them.^b

On the observation day, the mean number of all children under 13 years of age present was 4.0 (range = 1 to 12). The number of children present on any given day may vary and these values may not represent total enrollment. On average, there were 0.7 infants (less than 12 months), 2.1 toddlers (12 to 35 months), 1.1 preschoolers (36 to 59 months) and 0.1 school-aged children (60 months to 12 years, 11 months).^c

It is also helpful to examine the extent to which different age groups of children were cared for in family child care homes. Infants (i.e., children less than 12 months) were present at some point on the morning of the observation in 46% of the homes. In homes where infants were present, the most infants at one time ranged from 1 to 5 (mean = 1.6). Of those homes where infants were present on the day of the visit, 61% cared for just one infant at a time, 24% cared for two infants, 13% cared for three, and 3% cared for four or five.

Toddlers (i.e., children between 12 and 35 months) were present at some point on the morning of the observation in 90% of the homes. In homes where toddlers were present, the most toddlers at one time ranged from 1 to 8 (mean = 2.6).

Preschoolers (i.e., children between 36 and 59 months) were present at some point on the morning of the observation in 64% of the homes. In homes where preschoolers were present, the most preschoolers at one time ranged from 1 to 6 (mean = 2.6).

^b We used Georgia's definition of related children: provider's own children, stepchildren, nieces, nephews, grandchildren or first cousins. Bright from the Start: Georgia Department of Early Care & Learning. (2010). Rules and regulations for family day care homes. Retrieved June 15, 2010 from <http://www.decal.ga.gov>

^c The data collectors were present primarily during regular school hours on days when school was in session. More school-age children may have been present later in the day.

In most homes, there was only one adult present to care for children during the observation morning. Twenty-three percent (23%) of homes had a second adult present during some part of the observation, and only 4 (3%) ever had a third adult. On average, the child-to-adult ratio was 3.33 children for each adult (range = 1 to 8).

Program Quality

The *Family Child Care Environment Rating Scale-Revised* (FCCERS-R) was used to measure the global quality of the care and education provided in the participating homes. The mean FCCERS-R total score in homes was 2.50 (standard deviation = .80, range = 1.21 to 4.58). As evident in Figure 2, 77% of homes were rated as low quality, with FCCERS-R scores of less than 3.0. None of the family child care homes in the study received a mean FCCERS-R total score of 5.0 or higher. Mean scores across the FCCERS-R subscales were in the low quality range (see Table 2), with exceptions in Interaction and Program Structure, where the averages were in the medium quality range.

Figure 2.
Quality of Programs in Family Child Care Homes
(FCCERS-R total mean = 2.50)

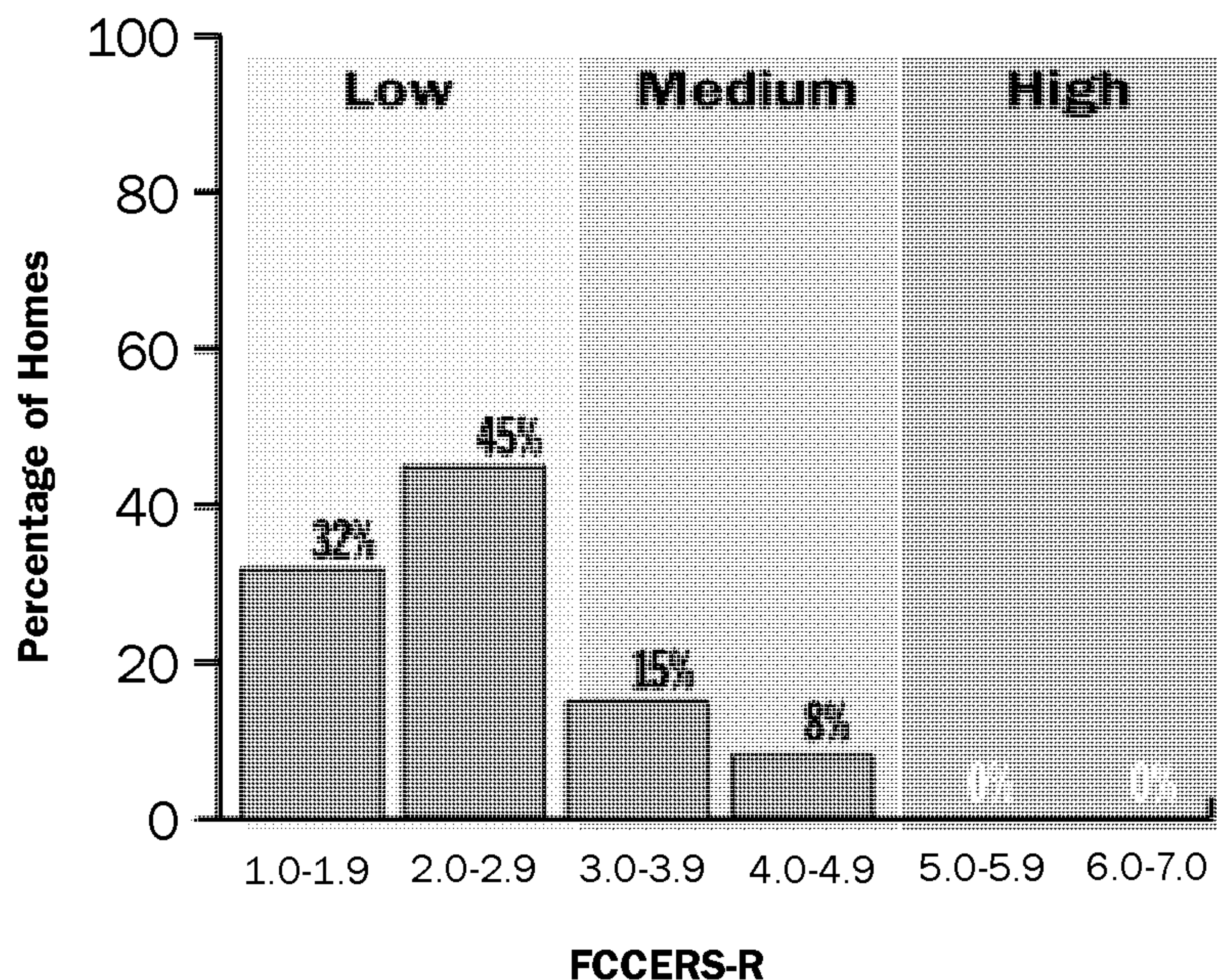


Table 2. FCCERS-R Subscale Scores

Subscale	Mean	Range
Space and Furnishings	2.67	1.17 to 6.00
Personal Care Routines	1.85	1.00 to 3.83
Listening and Talking	2.75	1.00 to 6.00
Activities	2.20	1.00 to 4.91
Interaction	3.41	1.00 to 6.75
Program Structure	3.13	1.00 to 7.00

In addition to completing the FCCERS-R, the data collectors were asked to note if certain activities took place during the observation. Data collectors observed children participating in gross motor activities (indoors or outdoors) in 56% of homes. During the three- to four-hour observation, a television was on at least some of the time in the areas used for child care in 67% of homes. During the provider interview, 61% of providers reported sometimes taking children on field trips to places in the community.

With regard to literacy activities, data collectors observed providers reading at least one book to at least one child in 55% of the homes. They observed at least one child using a writing implement (e.g., crayons, markers, pencils) in 61% of homes during the observation. Forty-five percent (45%) of providers reported providing a lending library for families, and 52% reported providing reading activity packs for children to take home.

Education and Professional Development

This section provides information about the highest level of education, major, and professional development experiences for providers and assistants.

Providers

- ***Education:*** Thirty-one percent (31%) of providers held an Associate's, Bachelor's, or Master's degree (see Figure 3). Of providers with degrees, 20% majored in early childhood education. Table 3 provides additional information about providers' degrees and majors.

Nine percent (9%) of providers had a Child Development Associate (CDA) credential issued by the Council for Professional Recognition; 19% had a Technical Certificate of Credit (TCC) in an early childhood field; and 5% had a Technical College Diploma in Early Childhood Care or Education.

- ***Experience:*** On average, providers reported 15 years of experience working in child care (median = 13, range = 1.5 to 40) and 9 years of experience in providing care for children in their homes (median = 6, range = < 1 to 40). More than two-thirds of providers were over 40 years old, with 45.7 as the mean age (median = 46, range = 23 to 74).
- ***Professional Development Hours:*** Providers reported participating in a median of 12 hours (mean = 25, range = 0 to 298) of professional development in early childhood in the past year, including classes, workshops, conferences, and other trainings completed in person or on-line. Seventy-seven percent (77%) of providers reported participating in 10 or more clock hours of professional development in the past year. Twenty-three percent (23%) reported participating in fewer than the 10 hours required annually by DECAL, including 2% who reported no hours.

Providers reported a wide range of formats for their early childhood training activities, with training conferences or workshops (92%), self-study (75%), and support group or meeting of other family child care providers (50%) reported most frequently.

- **Professional Development Content:** Table 4 shows the frequency with which providers reported participating in various professional development topics. The most common professional development topics reported by providers were health and safety practices; behavior management/discipline; and social-emotional development.
- **Professional Affiliations:** Twenty-eight percent (28%) of providers reported belonging to an early childhood professional association, with the majority (56%) of those providers affiliated with the National Association for Family Child Care.

Figure 3. Education Level of Providers

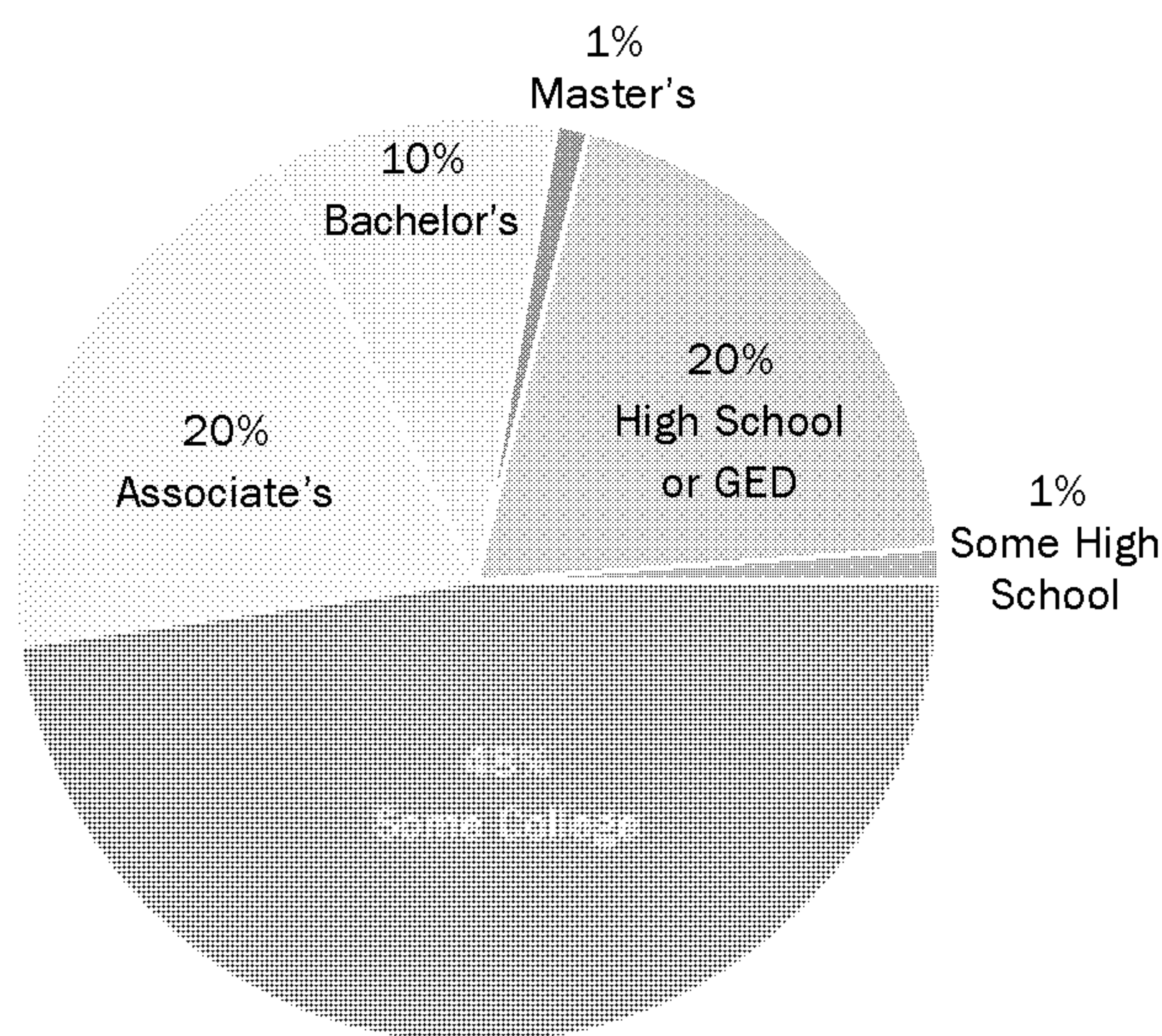


Table 3. Degrees and Majors of Providers

Degree	Percentage
Associate's degree with major in early childhood	7%
Bachelor's degree with major in early childhood	0%
Master's degree with major in early childhood	0%
Other education major, any degree	1%
Other non-education major, any degree	27%
No Associate's, Bachelor's or Master's degree	69%

Table 4. Training Topics for Providers in the Past Year

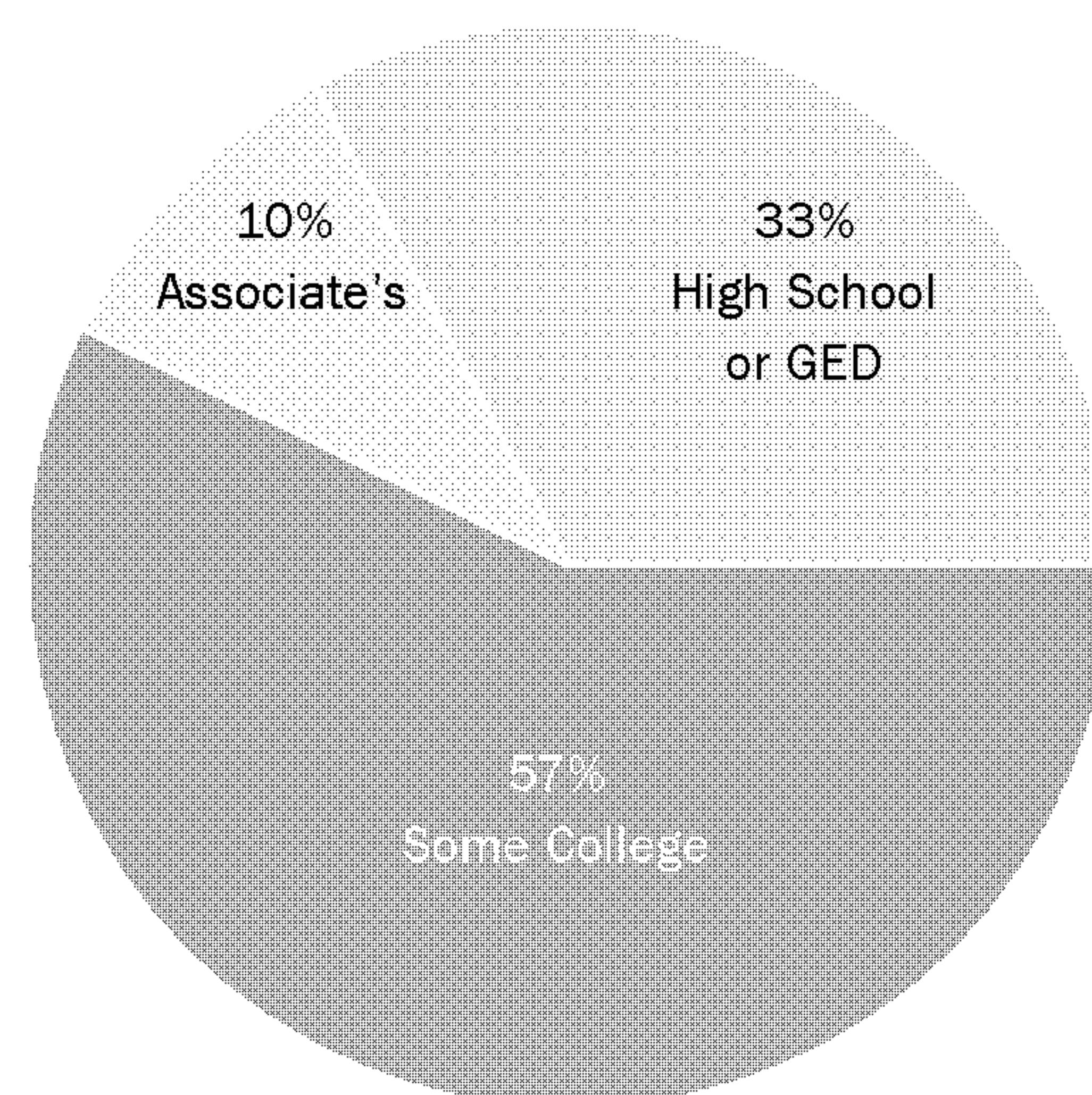
About Children	
Health and safety practices	87%
Behavior management/discipline	69%
Social-emotional development	66%
Observing, assessing, and documenting children's progress and development	46%
Using a curriculum	46%
Physical activity	44%
Early language and literacy	41%
Working with children with special needs	39%
Working with children and families from different cultures and races	23%
Early math	21%
Early science	20%
Working with English Language Learners	12%
About Adults	
Nutrition education for employees	43%
Managing conflicts in a professional manner	35%
Wellness education for employees	23%

Assistants

For this study, an “assistant” was defined as a person, 16 years of age or older, who helped care for children during more or less the same hours each week. Forty-two percent (42%) of providers had one assistant who helped care for the children, while 10% had two or more assistants. Assistants were paid in 60% of the homes and were related to providers in slightly more than half of the homes (55%). Most of the assistants (75%) worked less than 30 hours per week. The following data were collected from assistants who worked at least 30 hours per week ($n = 21$).

- **Education:** Ten percent (10%) of the assistants who worked at least 30 hours per week had an Associate’s degree; none had Bachelor’s or Master’s degrees (see Figure 4). Twenty-nine percent (29%) of full-time assistants reported ever having taken a college course in early childhood or child development.
- **Experience:** These assistants reported a mean of 8 years of experience working in child care (median = 5, range = <1 to 31).
- **Professional Development Hours:** These assistants reported participating in a median of 6 hours of professional development in the past year (mean = 27, range = 0 to 215). Like providers, assistants reported obtaining these hours in a variety of ways, with nearly half (48%) reporting that they had participated in a training workshop or conference in the last 12 months.

Figure 4. Education Level of Full-Time Assistants (n= 21)



Program Characteristics and Services

This section of the report includes information about various characteristics of the participating family child care homes (e.g., primary language used with the children in the family child care home) and services offered (e.g., screenings).

Primary Language

The study was designed to include family child care providers who spoke either English or Spanish (i.e., one of the data collectors was a bilingual English and Spanish speaker). However, very few providers who participated in this study spoke Spanish. In 99% of the homes that participated in this study, English was the primary language that the provider spoke with the children (one home was dual language), and 96% of providers reported that English was their first language.^d Nineteen percent (19%) of providers reported serving at least one child whose family did not speak English well. Eleven percent (11%) of providers helped families find translation or interpretation services in the community; 9% distributed translated materials about community services; and 8% translated their home's own materials for families who did not speak English.

Curricula and Child Assessments

Twenty percent (20%) of providers reported using a published curriculum. Fifty-seven percent (57%) reported using a curriculum that they had created themselves. The remainder (23%) reported using no curriculum. Providers who used published curricula often reported using more than one. Of those who used a published curriculum, the most frequently named were Creative Curriculum (45%), A Beka (35%), and HighReach Learning (29%).

Overall, 60% of providers reported using some kind of assessment of young children to help plan for or adapt their teaching. The most commonly used assessments for this purpose were written records or informal notes of provider observations. A few of the providers who conducted assessments used more formal systems, such as Child Observation Record (10%) and Creative Curriculum Developmental Continuum Assessment (6%). Fifty-five percent (55%) of providers reported developing written goals and objectives for some or all individual children, and 54% reported having written documentation of individual children's progress/learning for some or all children.

^d We only collected information on primary language used with the children and provider's first language. Some providers may know languages other than English and may use other languages some of the time with the children.

Health

As evident in a review of existing documents from the family child care providers, all of the homes recorded the name of the children's medical doctors; 99% of homes recorded information about children's medical issues; and 95% had written records of children's immunizations. In contrast, only 2% recorded the name of the children's dentists, and 1% obtained information about children's dental problems. Health information was updated at least once a year in 96% of the homes (61% of the providers reported updating the information at least twice a year). Eighty-six percent (86%) of providers said they have someone to call with questions about children's health issues.

Vision or hearing checks for children were not conducted in any of the family child care homes in the last year, but 1% reported having dental screenings. Fifteen percent (15%) of providers reported that at least some of the children in their care received learning or developmental screenings, with 65% of these providers using the Ages & Stages Questionnaire.

Involving Families

In order to learn about the role families play in programs, providers were asked about ways families participated; supports, information and services provided to families; and ways programs and families communicated.

- **Family Participation:** More than 70% of providers reported that they offered families an opportunity to read to the children in the family child care home, participate in program activities for the whole family, eat with children or help with meals, or help with jobs not involving children (e.g., fixing things, bringing in snacks). Fewer providers reported offering parents the opportunity to help on field trips (50%) or share a family or cultural tradition with children (43%).
- **Information Provided to Families:** More than half of the providers reported that in the past year they provided written information to families about the following topics related to their children's development and health: nutrition, food preparation, sanitation or food safety (65%); parenting, managing challenging behaviors or positive guidance strategies (58%); early literacy (54%); overall child development (54%); general safety issues (54%); and general health and well-being of children (52%).
- **Services and Supports Provided to Families:** More than half of the providers reported that they helped families find the following resources or services in the community: community activities (77%), school-age care (74%), social services (65%), and mental health services (50%).

- **Communicating with Families:** Communication between providers and families is a key to successful, high-quality experiences for children. Providers reported using various ways of communicating with families, including phone calls (99%), program-wide communications such as newsletters or email (65%), and parent conferences (72%). Of homes that offered parent conferences, 45% reported scheduling regular conferences at least once per year, while 55% scheduled them as needed.

Study Limitations

These data provide rich information with regard to registered family child care homes in Georgia. Information was obtained using multiple methods (i.e., observations, questionnaire, review of documents). The information in this study, however, is not perfect. Data collectors were trained to a high level of reliability on the home observation measure. Nonetheless, observational measures always contain a certain amount of observer error. Further, there is high probability that higher quality programs were more likely to participate than lower quality. Thus, the findings may be somewhat higher/better than that found in the general population. Readers should keep these study limitations in mind when interpreting the findings. Even with these cautions, though, we believe the study provides important information about the quality of early care and education and services in registered family child care homes throughout the state of Georgia.

Conclusions and Recommendations

This report focuses on the findings from a sample of Georgia's registered family child care homes that were part of a statewide study of early care and education. Two companion reports, *Georgia Study of Early Care and Education: Child Care Center Findings* and *Georgia Study of Early Care and Education: Findings from Georgia's Pre-K Program* describe the characteristics and quality of Georgia's child care and pre-k programs. Together, the three reports summarize the quality of the early care and education environment in Georgia (reports are available at www.decal.ga.gov).

Findings from this study suggest that providers in registered family child care homes are providing an important service for the families of young children.

These homes were open to care for children for long hours (mean = 12.5 per day). Forty-one percent (41%) provided second shift care and over one-quarter provided weekend care. Such hours are unusual in center-based settings, suggesting that family child care homes are filling an important niche in the community. Additionally, almost all of the programs met the basic state requirements for group size and ratio of children per adult. Likewise, over three-quarters of providers reported participating in at least 10 hours of professional development in the past year. Most also reported providing a range of services and supports to the families they serve and offering families ways to participate in the program.

Observed quality in Georgia's registered family child care homes was generally low.

The mean total score on the FCCERS-R was 2.50 (see Figure 2). A little more than three quarters of the programs fell into the "low" quality range, with all of the remaining programs in the "medium" quality range. No program received a FCCERS-R score in the "high" quality range. These findings are similar to other research describing registered family child care as poor-to-medium quality.¹⁷ The FCCERS-R measures many different aspects of quality including health, safety, materials, activities, and provider-child interactions. Low quality is generally characterized by the following: few age-appropriate toys available for the age groups enrolled (e.g., toys appropriate for babies but not for preschoolers); inappropriate provider expectations about children's behavior (e.g., expecting children to sit still for long periods of time); language used by the provider is aimed primarily at controlling children's behavior (e.g., "stop", "come here") rather than promoting learning (e.g., "Look how the *red* car rolls *over* the bridge"); multiple indoor and outdoor safety hazards (e.g., difficult for the provider to adequately supervise the children; outdoor play area is not fenced); and recommended health practices not followed (e.g., not washing hands thoroughly to prevent the spread of germs).

The specific practices observed during the visit underscore the low quality of these family child care homes. In 45% of the homes, the data collectors never saw the provider read a book to a child during the observation period. In 39% of homes, children did not draw, color, or write. In 44% of the homes, children did

not participate in gross motor activities (e.g., running, dancing) either indoors or outdoors during the observation. These activities—looking at books, drawing, and active play—would ideally occur every day in every registered family child care home.

Improving the quality of family child care homes will require purposeful, coordinated technical assistance and professional development strategies.

This study indicates that although providers were engaged in a median of 12 hours of professional development in the past year, the professional development had not translated into the type of care that is best for children. Past research in family child care indicates that Georgia's providers would likely benefit from increased coaching and consultation that uses a well-defined model and specially-trained and closely supervised consultants.^{18, 19, 20}

Although nearly one-third of providers had an Associate's degree or more, only 7% of providers had a degree in early childhood. Further, 21% of providers had no education beyond high school. The variability among provider education levels will require careful planning of the specific professional development efforts and supports that best match a provider's needs for strengthening her teaching practices. With so many homes in the low quality range, extra funds and special supports also may be needed to first emphasize basic health and safety issues of caring for young children as well as a general understanding of appropriate expectations for young children.

Quality improvement efforts should build on the growing body of research regarding how best to support quality improvement in family child care.

Although the research base is still sparse, some recent research studies and a review of the literature on improving the quality of family child care suggest some important considerations when developing and implementing quality improvement efforts.

The Supporting Quality in Home-Based Child Care project issued a series of reports in 2010 that provide helpful guidance in developing and implementing effective quality improvement efforts for family child care.^{21, 22} They propose that intensity and individualization should each be considered when developing support services.²³ With regard to *intensity*, consider whether the technical assistance strategy is intense enough to likely produce the intended outcome. For example, a one-day workshop is unlikely to result in lasting changes in practice. Instead, most providers will need sustained support to improve quality. With regard to *individualization*, consider whether the technical assistance strategy or collection of strategies is suitable for the wide range of people who provide family child care. As noted above, there is a wide range of education levels in Georgia's provider community. Different strategies may be needed to support a provider who has no education beyond high school as compared to an individual with a college degree.

Turnover among both technical assistance consultants and providers receiving supports can negatively impact quality improvement efforts and will likely require special attention. A 2006 national survey of Child Care Resource and Referral agencies

reported an annual consultant turnover rate of 26%.²⁴ In a recent multi-state study of quality improvement, family child care providers of lower quality were *more* likely to drop out of quality improvement efforts than providers of higher quality.²⁵

Taken together, these findings suggest that special efforts are needed to support consultants in their career paths and to attend to the needs and interests of family child care providers seeking technical assistance. For consultants/trainers, Georgia's professional development registry may be useful in identifying a career path and expectations for their education and knowledge. Georgia may want to consider other professional development and activities designed specifically to support consultants. For family child care providers, it may be useful to initially offer a short-term, fairly defined technical assistance opportunity that would allow the provider receiving the support to demonstrate her commitment to change before beginning a more long-term intervention. It may also be helpful to offer a variety of supports (home visits, telephone support, networking opportunities) to effectively meet the needs of these providers.

Improving the quality of family child care homes in Georgia will require greater public and private investments. Findings from this study suggest that previous efforts to improve the quality of family child care have not been enough to support high quality early care and education. As mentioned in the other reports of Georgia child care, significantly improving the quality of family child care will require greater public and private investments. Policy makers and administrators can use the research to help guide their investment decisions to enhance the likelihood of successfully improving quality.

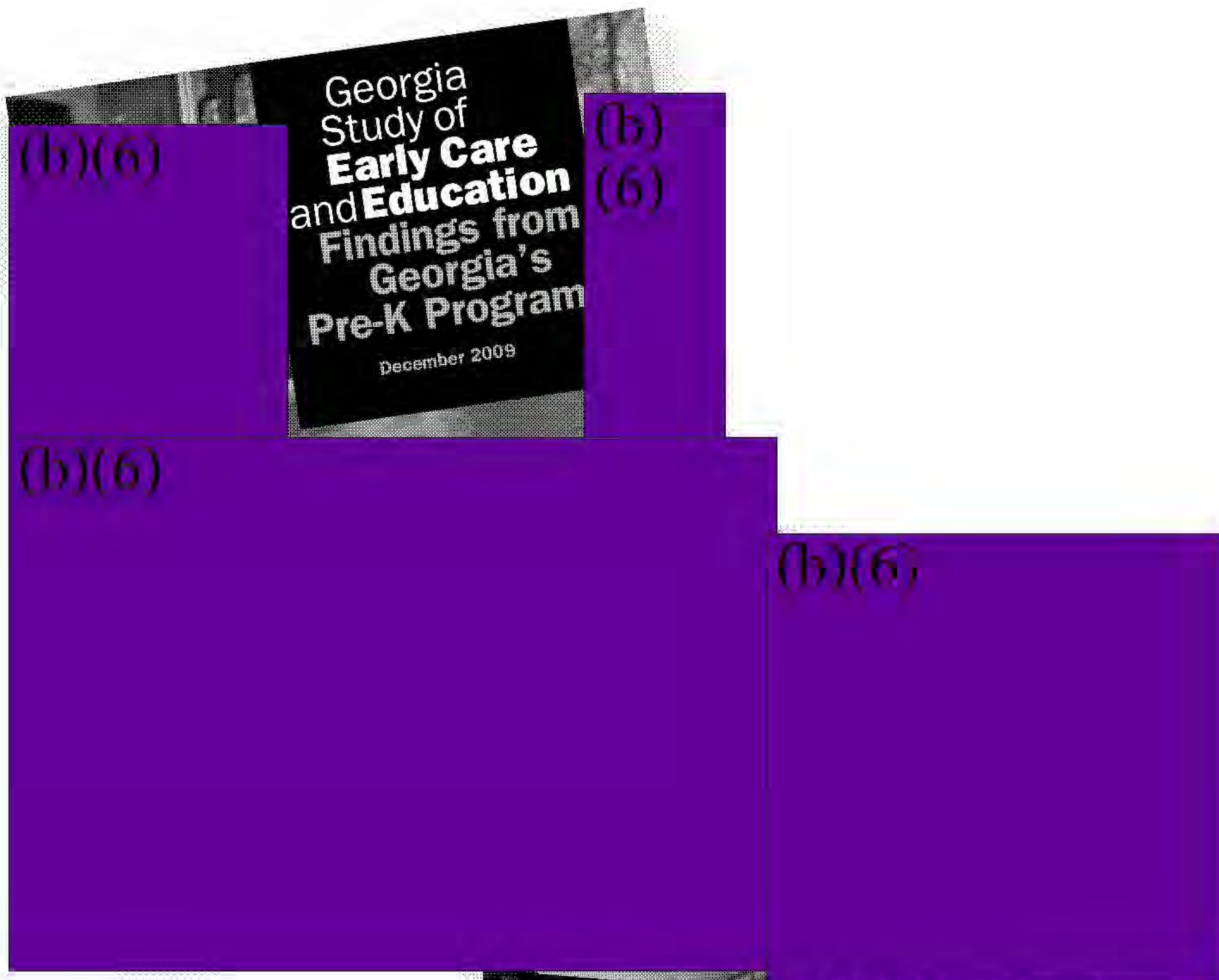
Policymakers and administrators must think systemically about early care and education. Family child care, child care centers, and Georgia's Pre-K are all part of the early care and education system that supports children's school and life success. This report is the final report of three that provides statewide data about the current quality of Georgia's early care and education system. While each report focuses on one aspect of the system (e.g., family child care), policymakers, administrators, and stakeholders are encouraged to think systemically about the findings—recognizing that many children are served in multiple settings and that the collective quality of the system is important in supporting children's success. The success of Georgia's young children cannot rest on any one setting or program but rather depends on the overall quality of the early care and education system.

In closing, Bright from the Start: Georgia Department of Early Care and Learning should be commended for conducting a statewide representative study of the entire early care and education system, including family child care homes, center-based care and Georgia's Pre-K program. No other state has undertaken such a comprehensive assessment of the services provided to young children and their families in recent years. We hope that these study findings will inform policymakers as they develop strategies and make decisions about investments to maximize the quality of care for Georgia's young children. Finally, we hope that these findings will provide important baseline data from which to measure Georgia's future investments in improving the quality of care for young children.

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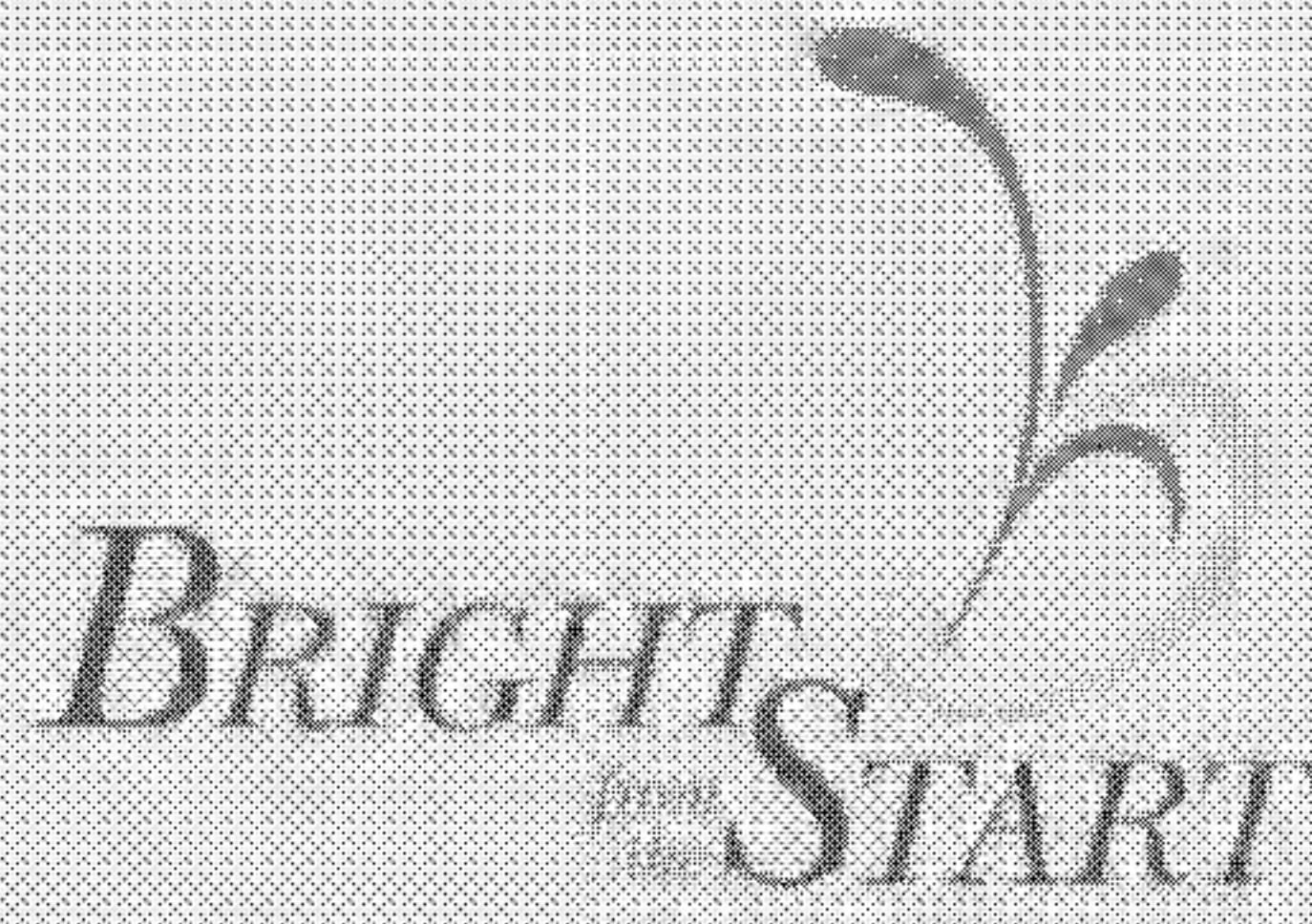


In 2008-09 and 2009-10, FPG Child Development Institute conducted a statewide study of randomly selected licensed child care centers, Georgia's Pre-K programs, and registered family child care homes, collecting data on the observed quality and characteristics of these programs. Findings from this study are described in three reports. The *Georgia Study of Early Care and Education: Child Care Center Findings* describes the overall study and summarizes results for infant, toddler, and preschool classrooms (other than Georgia's Pre-K) in child care centers. The *Georgia Study of Early Care and Education: Findings from Georgia's Pre-K Program* describes the overall study and summarizes results from Georgia's Pre-K classes in schools and child care centers. The *Georgia Study of Early Care and Education: Family Child Care Findings* describes the results for family child care homes across Georgia. Please read all three reports to understand the quality of early care and education for young children in Georgia.



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Georgia Department of Early Care and Learning



Tiered Quality Rating and Improvement System (TQRIS)
Program Manual

lasting effects
for Georgia's
children, families and
our economy

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Tiered Quality Rating and Improvement System (TQRIS) Program Manual

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Section I – Introduction

Thank you for your commitment to Georgia’s early care and education system. By participating in Georgia’s Tiered Quality Rating and Improvement System (TQRIS) you are joining hundreds of providers who have accepted the challenge to become Quality Rated!

The TQRIS Participant Manual was designed to give you basic information about the TQRIS process and to guide you through each of the steps in the TQRIS journey. You will also find information on how you can access support throughout the process.

The manual coupled with the required TQRIS Orientation sessions, TQRIS Help Line, TQRIS Website and the hands-on support provided by the local Child Care Resource and Referral Agency have all been designed to ensure a positive experience for every provider who voluntarily agrees to participate in this important effort.

Section II – About a Tiered Quality Rating and Improvement System (TQRIS)

What is a TQRIS?

More and more children in the United States and in Georgia are cared for every day in out-of-home early care and education settings. **A growing body of research supports that the quality of care children receive in their child care settings dramatically affects their physical, mental, and academic development. Consequently, the emphasis on improving the quality of early care and education services has increased.**

A TQRIS is a systemic approach to assess, improve, and communicate the level of quality in early and school-age care and education programs. Similar to rating systems for other service related industries, a TQRIS assigns a quality rating to early and school-age care and education programs that meet a set of defined program standards. By participating in Georgia's voluntary TQRIS, early and school-age care providers embark on a path of continuous quality improvement. Even providers that have met the standards of the entry TQRIS levels have achieved a level of quality that is beyond the minimum requirements to operate.

The Georgia TQRIS is intended to improve the quality of early and school-age care and education programs through the alignment and coordination of system-wide initiatives. The TQRIS offers several opportunities for Georgia to:

- Create ratings that reflect quality indicators that can enhance children's development and promote school readiness.
- Increase *quality* of early care and education services.
- Increase *parents' understanding* and *demand* for higher quality early care and education.
- Increase *professional development* opportunities, benchmarks, and rewards for a range of early care and education practitioners and providers.
- Create a *cross-sector framework* that can link standards, technical assistance, monitoring, finance, and consumer engagement for programs in a range of settings, including family child care homes, child care centers, school-based programs, Head Start programs, and others.

Georgia's Tiered Quality Rating and Improvement System includes FIVE elements.

1. STANDARDS that lead to a rating or ranking that informs parents and the public about the level of quality a program provides.
2. ACCOUNTABILITY and monitoring that determine how well programs meet the standards, assign ratings, and verify ongoing compliance with quality standards.
3. SUPPORT for programs and professionals to encourage participation and improve quality. Supports include the professional development system, training, technical assistance, and mentoring.
4. FINANCIAL INCENTIVES to help programs improve learning environments, attain higher ratings, and sustain long-term quality. All TQRIS levels are supported by bonus packages that include training, materials and equipment. Information regarding the bonus packages can be found in the appendix.

5. CONSUMER EDUCATION to inform parents and the public about the importance of quality in early and school-age care and education. Most use easily recognizable symbols, such as stars, to indicate the levels of quality and inform and educate parents. Easy and widespread access to information about ratings is important.

History

The TQRIS movement began in the 1990s when some states began rewarding programs that had achieved national accreditation with higher subsidy reimbursement rates. These states found, however, that few providers were able to achieve accreditation due to the differences between licensing standards and accreditation standards. Many states realized that providers needed help to move toward quality in a focused, gradual, step-by-step approach. Oklahoma implemented the first statewide TQRIS in 1998.

As the department of state government in Georgia responsible for serving the early child care and education needs of Georgia's children, Bright from the Start: Georgia Department of Early Care and Learning (Bright from the Start) initiated the idea of developing a TQRIS. When Bright from the Start began researching and discussing work to help providers enhance quality, the department referred to the work as Georgia's "Quality Systems Indicators" work or "QSI." Below is a brief outline of the evolution of Georgia's TQRIS.

- From 2000-2004 the Georgia Early Learning Initiative/Smart Start Georgia explored and piloted quality initiatives that included training, a substitute teacher program, technical assistance, and increased CAPS subsidies in select Georgia counties.
- In 2006 Bright from the Start gathered diverse stakeholder groups to discuss and design a systemic approach to enhance the quality of Georgia's early care and education system.
- Between September 2006 and April 2007 the QSI Committee developed Georgia's Standards and Indicators of Quality.
- In 2007 the Georgia Senate convened a committee to report on the quality of child care in Georgia and the Professional Standards Commission approved the Birth through Five teacher certification.
- In June 2007 a state review committee recommended refinements to the standards and indicators and identified measurement tools.
- In September 2007 national experts reviewed the standards and indicators from a holistic, systemic approach.
- Between October 2007 and March 2008 the Frank Porter Graham (FPG) Child Development Institute at UNC – Chapel Hill studied the feasibility of using the standards and indicators to "rate" child care programs. The FPG feasibility study revealed a need to determine the overall quality of Georgia's family child care programs, child care learning centers, and voluntary Pre-K programs.

- In 2008 Georgia State University and the University of Georgia completed an Economic Impact Study, revealing the impact of the early child care and education industry on Georgia's economy.
- Between September 2008 and December 2010 FPG studied the quality of care provided in Georgia's family child care programs, child care learning centers, and voluntary Pre-K programs. The studies confirmed the need for a TQRIS in Georgia.
- In 2010 a team of Bright from the Start staff designed a graphic representation of Georgia's TQRIS and Georgia's process called *Georgia Steps Up to Quality*.
- In October 2011, Georgia's Governor announced the launch of the voluntary TQRIS, *Georgia Steps Up to Quality*.

Benefits

Research studies have found positive associations between early care and education program quality and child outcomes that promote school readiness (Vandell, 2004). The CQO study examined children's outcomes over time in elementary school as it related to their participation in quality early care and education programs (Peisner-Feinberg and Burchinal, 1997, 1999, 2001). In this study, young children who attended higher quality pre-school programs had better language development, problem solving and social skills. Most importantly, the positive effects of a quality preschool experience carried over past kindergarten and into the second grade. As more studies are being released about TQRIS and increased quality in early care and education we are finding that better program quality is associated with better outcomes for children.

Partnerships

Georgia's TQRIS was developed through a collaborative process involving representatives from other state agencies, for profit and nonprofit child care providers, family day care providers, the philanthropic community, early childhood advocacy groups, child care resource and referral agencies, and higher education.

Section III – Navigating Georgia’s QRIS

Getting Started – TQRIS Eligibility and Licensed/Registered Programs

TQRIS Eligibility

All child care providers (family day care homes, group day care homes, child care learning centers, after school programs, and faith-based programs) licensed or registered by Bright from the Start may volunteer to participate in Georgia’s TQRIS. Military child care programs licensed by the Department of Defense and Georgia’s pre-k programs operated by local Boards of Education may also participate.

Eligibility Requirements

- Licensed for a minimum of 12 months
- Compliant with Child Care Services Licensing Registration Rules
- Compliant with Georgia’s Pre-K Program (if applicable)
- Compliant with the Child and Adult Care Food Program (CACFP) and Summer Food Services Program (SFSP) (if applicable)
- Registration of all staff members in the Georgia Professional Development Registry

Support is available to help providers who are non-compliant become compliant. If you have questions about licensing compliance for TQRIS, contact your Child Care Services consultant at 404-657-5562. If you have questions regarding eligibility for TQRIS, contact the TQRIS Helpline at 1-855-800-QRIS

About Georgia Child Care Licensing or Registration

A large number of young children in Georgia are cared for outside their homes each day. These child care settings must be safe, healthy, and nurturing while offering quality early learning experiences to support and promote the healthy growth and development of young children.

The Child Care Services division of Bright from the Start monitors and licenses child care settings in Georgia. Child Care Services is responsible for:

- Supporting licensed child care learning centers and group day care homes, and registered family day care homes through monitoring, technical assistance, and training to ensure safe and healthy environments and to improve the quality of services to children.
- Providing consumer education by making child development and early childhood education information available to parents and providers.
- Providing information and assistance to potential applicants opening child care programs.
- Investigating complaints of child care programs.
- Investigating reports of unlicensed child care operations.

Types of Child Care

Georgia recognizes the following categories of licensed or registered child care:

- Family day care homes are operated in a private residential home less than 24 hours per day. These programs provide care for three children, but no more than six, under the age of 18 for pay. Before submitting a registration, the applicant must attend a Registration Orientation Meeting.

- Group day care homes are operated by a person, society, agency, corporation, institution, or group that receives pay for group care. A group day care home cares for seven to 18 children under the age of 18 for less than 24 hours per day.
- Child care learning centers are operated by a person, society, agency, corporation, institution, or group that receives pay for group care. A child care learning center cares for 19 or more children under the age of 18 for less than 24 hours per day. Before submitting an application for group day care home or child care learning center, the applicant must attend a Licensing Orientation Meeting (LOM).

Licensing Compliance Process

Child Care Services uses a *focused visit* system to monitor early care facilities. The system is based on a set of core rule areas that Bright from the Start has determined to have a higher impact on the health and safety of children. Every child care program is visited twice per year with the exception of after school programs, which are visited once per year. (After school programs are visited only once per year because they have abbreviated operating hours, care for school age children only, and often do not operate during the summer months.)

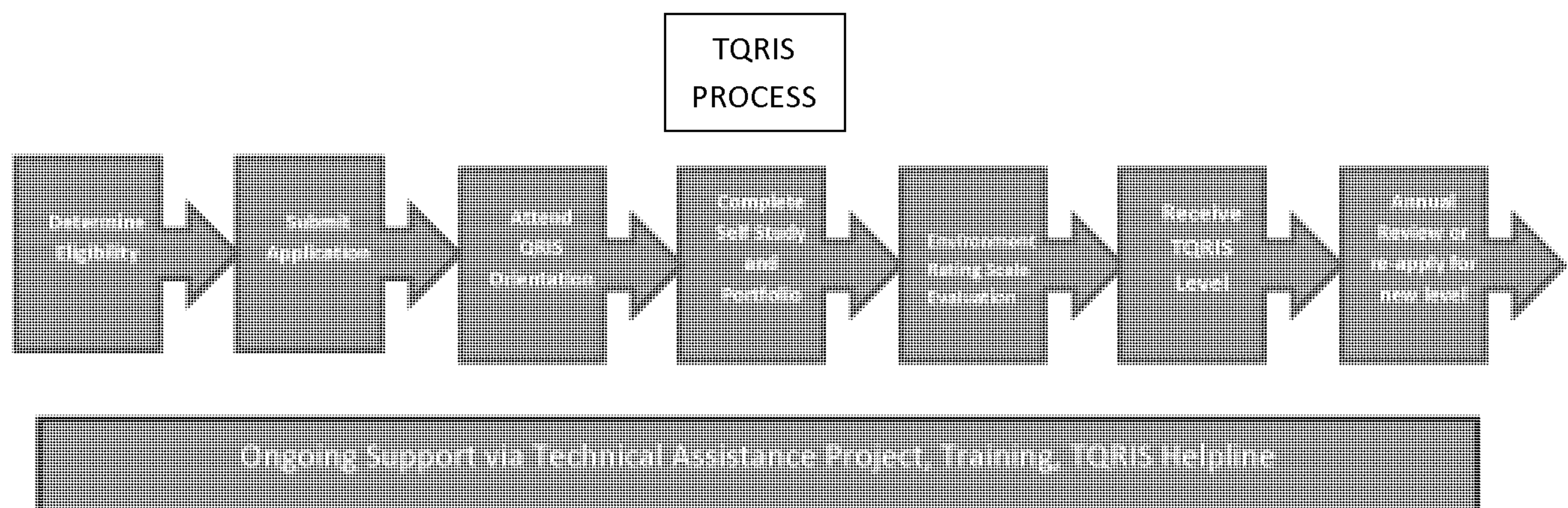
When any of the 12 core rules are cited, the citation(s) and the risk level of each citation determine if a program is considered compliant or not compliant with licensing rules. **Child care programs are determined to be compliant or not compliant based on the number and the severity of core rule violations.**

Exemptions to Licensure

Child care programs may be exempt from licensure based on specific criteria. Programs that meet the criteria must submit an Exemption Request Form to Bright from the Start. The request is reviewed and a determination is made based on the applicable rules and guidelines. Exemption criteria can be found at <http://www.decal.ga.gov/ChildCareServices/Exemptions.aspx>

To participate in *Georgia Steps Up to Quality*, exempt programs must be licensed.

Once Eligible – The TQRIS Application and Participation Process



Application

Annually, programs that are compliant with child care licensing will receive notification that their program is eligible to participate in the TQRIS and will be invited to complete an online application. After the application is submitted, reviewed, and approved, you will be notified of your acceptance into the program and will receive an online welcome letter that will guide you step-by-step through the online TQRIS process. Your program will also receive a unique user name and password so that you can access your TQRIS Online account to complete all of the paperwork online. Your welcome letter will also include information regarding the various technical assistance supports available to make your TQRIS experience a positive one.

Orientation

All programs that choose to participate in Georgia's TQRIS must attend and complete a four-hour orientation session. These sessions are offered monthly at your local child care resource and referral agency. For a schedule of orientation sessions go to <https://www.cnp2000.decal.ga.gov/p7training/Splash.asp>.

The certificate of attendance or completion of the TQRIS Orientation must be included with the online portfolio you will submit to Bright from the Start.

Self Study

Once the application is approved, you may choose to join the TQRIS Technical Assistance Project or you may start the TQRIS self-study and portfolio process on your own. The self-study and portfolio process provides an opportunity for you to document your program's strengths and make plans for ongoing program improvement. The self-study utilizes an online portfolio to compile support documentation. You gain access to your online portfolio via your TQRIS Online account.

Online Portfolio Submission

The online portfolio helps you to organize and submit all of the supporting documents electronically. The portfolio is composed of five sections:

Standard 1 – Director and Teacher Qualifications and PDR Verification

Standard 2 – Teacher:Child Ratio Requirements

Standard 3 – Child Health, Nutrition, and Physical Activity

Standard 4 – Family Partnership

Standard 5 – Intentional Teaching Practices

Review each standard before beginning the portfolio process and compile all necessary documentation for each standard. Then access your online portfolio via your TQRIS online account to begin completing the portfolio section. It is not necessary to complete and submit your portfolio all at once; information/data can be saved in the portfolio and you can come back to it for completion at a later date. The portfolio must, however, be submitted within six (6) months of submitting the TQRIS application and receiving notification of acceptance. Portfolios not completed within 6 months will be placed in an inactive status and a technical assistance representative will contact you to offer support.

The design of the Online Portfolio includes electronic prompts that will help you prepare the portfolio for submission.

For more detailed information regarding the TQRIS Online Portfolio visit the TQRIS Website at decal.ga.gov.

Online Portfolio Review

Once you have completed and submitted your portfolio, you will receive an e-mail confirming that Bright from the Start received your portfolio. Bright from the Start will review the portfolio within ten business days of receiving it. You will receive feedback regarding your portfolio submission prior to the scheduling of your Environment Rating Scales (ERS) Observation.

Environment Rating Scales (ERS) Observation

Once you have received an e-mail notifying you that your portfolio has been reviewed, you will be scheduled for an **unannounced** Environment Rating Scale observation within 30 days. A valid TQRIS Assessor from Bright from the Start will conduct the appropriate observation of your program. All TQRIS assessors are valid and reliable with ERS. The Environment Rating Scales observation tools used for the observation will be based on the type of site and the age groups served. A complete description of the environment rating scales process can be found in the appendix. The valid and reliable environment rating scales used in the observation phase of the TQRIS process are:

Infant/Toddler Environment Rating Scale – Revised
Early Childhood Environment Rating Scale – Revised
Family Child Care Environment Rating Scale – Revised
School-Age Environment Rating Scale

Notification of Level of Quality

The final step of the initial *QRIS* application is the notification of your program's level of quality. Georgia's QRIS includes three levels: Good, Very Good, and Excellent. The program's level is determined by a point system; points are assigned based on data collected through the portfolio and Environment Rating Scale score(s). The tabulated points equate to a TQRIS level. You will be notified of your TQRIS level by e-mail within 30 business days.

TQRIS points are assigned as follows:

TQRIS Assignment of Points

Level Good	31-60
Level Very Good	61-96
Level Excellent	97-112

Relevant Standards	Points Available	Good	Very Good	Excellent
Standard 1 Director and Teacher Qualifications	20	6	13	120
Standard 2 Adult: Child Ratio Requirements	10	4	7	10
Standard 3 Child Health, Nutrition and Physical Activity	15	3	9	15
Standard 4 Family Partnership	15	5	10	15
Standard 5 Intentional Teaching Practices	12	3	7	12

Note: In order to maintain a reliable method of assigning points, a rating rubric is used.

Environment Rating Scale	Good	Very Good	Excellent
ITERS-R	2.0-3.0	3.1-4.9	5.0-7.0
ECERS-R	2.0-3.0	3.1-4.9	5.0-7.0
FCCERS-R	2.0-3.0	3.1-4.9	5.0-7.0
SACERS	2.0-3.0	3.1-4.9	5.0-7.0

Note: In order for programs to receive points at the proficient level the centers average score must exceed 5.0 with no individual classroom score rated below a 3.0

Average ERS scores are multiplied by 5 for final ratings

Accreditation Status	Added Points
National Association for the Education of Young Children (NAEYC)	5
National Association for Family Child Care (NAFCC)	5
American Montessori International (AMI)	5
Council on Accreditation (COA)	5
National Early Childhood Program Accreditation (NECPA)	3
Southern Association of Colleges and Schools (SACS)	3
National Lutheran School Accreditation	3
Association of Christian Schools International	3

Grievance Process

If you believe that the process for determining your program's quality level was compromised in a way that adversely affected the designation of quality, you may file a grievance with Bright from the Start that will initiate a process review. A completed Grievance Form must be submitted within 30 days of your being notified of your quality level. Email us at QRISsupport@dec.al.ga.gov to request a Grievance form.

Annual Review

All programs that receive a rating complete an annual review to maintain their rating. The annual review is conducted during the anniversary month of the program's quality rating determination. You must update your online portfolio and assure that the site has maintained the current quality level and has achieved its goals as outlined in the online portfolio's Family Involvement and Child Health, Nutrition and Physical Activity Sections. The annual review process can result in a program moving down a level based on the following points scored. Programs that fail to complete their annual review process by their anniversary date will be placed in a probationary status which may result in a loss of their current rating. Programs will receive e-mail reminders regarding their annual review deadline.

Possible Assignment of Points for Annual Review

Good	21-45
Very Good	46-56
Excellent	57-77

Five Relevant Standards

Standard 1 Director and Teacher Qualifications	20 points
Standard 2 Teacher: Child Ratio Requirements	10 points
Standard 3 Child Health, Nutrition and Physical Activity	15 points
Standard 4 Family Partnership	15 points
Standard 5 Intentional Teaching Practices	12 points

An Environment Rating Scale observation will be conducted every three years without cost to the program. This three year review would allow a program to move up a level based on points scored. If, however, a program believes it can earn a higher quality designation before the three years has transpired, it can request an ERS observation along with their annual portfolio review for a fee. This fee can be paid online at the time of your annual portfolio review. At any time during the TQRIS process a program can receive technical assistance to help them achieve a higher quality level thereby moving up the TQRIS scale.

Section IV - Resources and Support Services

Training

Orientation

The directors or owners of all centers participating in Georgia's TQRIS must complete TQRIS Orientation. This four-hour state approved class is offered monthly at your local child care resource and referral agency and online. The initial orientation will provide critical information and access to support to insure that you have a successful experience as you work to improve your program's quality. The schedule for the orientation session is updated online at <https://www.cnp2000.decal.ga.gov/p7training/Splash.asp>.

Support Training

To support your compliance in every area of the TQRIS, state approved training is provided free of charge through your local child care resource and referral agency. The following training courses have been developed to guide you through the quality improvement process:

- Introduction to Environment Rating Scales
- Using the Environment Rating Scales to Support Ongoing Program Assessment
- Using the *Child Health, Safety and Nutrition Assessment* to Inform and Guide Program Improvement
- Strengthening Families Training
- Using the Georgia Early Learning Standards to Improve Intentionality
- Early Care and Education Curriculums
- The Art of Lesson Planning
- Inclusion in Early Care and Education
- Being Culturally Competent

Technical Assistance

On-site Technical Assistance

On-site technical assistance is available to programs participating in *Georgia Steps Up to Quality*. Child care resource and referral agencies offer free technical assistance to programs participating in the TQRIS. Targeted technical assistance includes training on topics such as: Environment Rating Scales, Early Learning Standards, Family Involvement, Health, Safety and Nutrition. A standardized technical assistance approach supports the completion of the TQRIS process and pending ERS observation. You can request technical assistance by submitting the *TQRIS Technical Assistance Request Form*; assistance is available in two formats, ongoing or episodic. The technical assistance provider will work with you to determine the format of the support based on program needs. The *TQRIS Technical Assistance Request Form* is available at 1-855-800-QRIS or via email request at TQRISsupport@decal.ga.gov.

Help Desk

TQRIS support is available to providers through the TQRIS Help Desk. The TQRIS Help Desk is available Monday through Friday from 8 a.m. to 5 p.m. Providers can call 1-855-800-QRIS receive TQRIS assistance. In addition, communication is available via email at QRISsupport@decal.ga.gov. Multiple TQRIS Help Desk resources are available to support the provider in the TQRIS process.

Additional Support Programs and Services

Child Care Resource and Referral Agencies

Bright from the Start supports the work of the child care resource and referral (CCR&R) agencies in Georgia. The CCR&Rs provide an invaluable network of support for parents and early care and education professionals at the local level and help Bright from the Start fulfill our vision and mission.

The CCR&Rs help parents/families find quality child care and help child care providers through training, technical assistance, national accreditation services, inclusion services, and more. The CCR&Rs help child care learning centers, group day care homes, family day care homes, and school-age care programs work toward and earn national accreditation free of charge. These accreditation facilitation services include site visits to assess a program's readiness to participate; assistance to help a program develop an improvement plan; on-site technical assistance; and coaching to help program staff develop skills to achieve and sustain program improvement goals. CCR&Rs also offer early care and education professional development opportunities statewide.

Local CCR&Rs support providers through the TQRIS process. They provide orientation about the process; training on each of the assessment areas; and technical assistance to centers and homes that need additional support to meet their desired level of quality.

The following map identifies the CCR&R regions including contact information for the various CCR&R regions. Early care and education providers can contact the CCR&R in their region for additional information about upcoming orientation classes or training and technical assistance opportunities.

Child Care Resource and Referral Agency Regions in Georgia

Regional Map

Region 1 - North Georgia

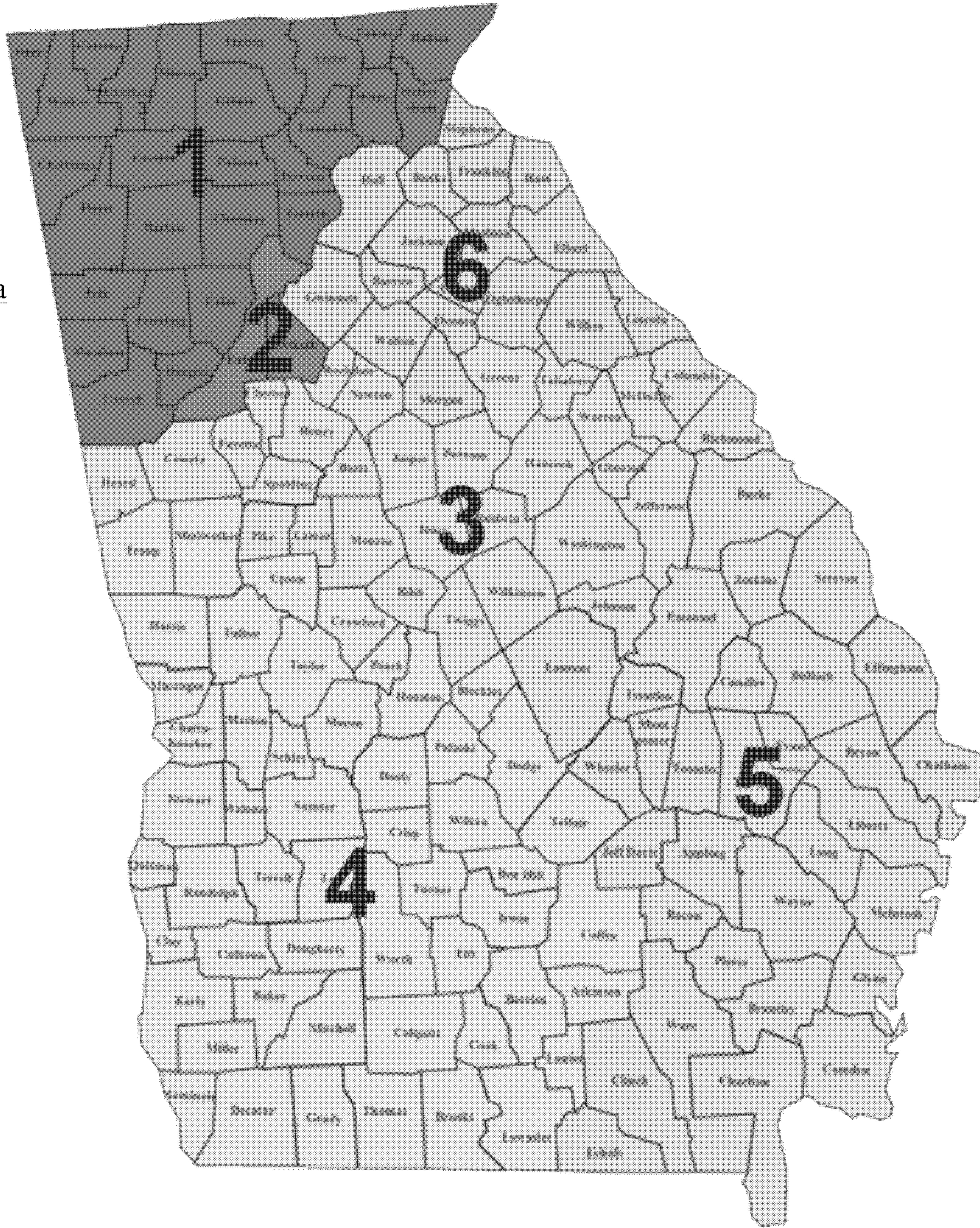
Region 2 - Metro Atlanta

Region 3 - Central Georgia

Region 4 - Southwest Georgia

Region 5 - Southeast Georgia

Region 6 - East Georgia



CCR&R Contact Information

REGION	CONTACT INFORMATION	COUNTIES SERVICED
1	<p>Child Care Resource and Referral Agency of North Georgia-Quality Care for Children, Inc. Director: Gloria Calhoun 913 N. Tennessee Street, Suite 202 Cartersville, GA 30120 Toll Free: 1-800-308-1825 Local: (770) 387-0828 Fax (678) 721-6676 gloria.calhoun@qualitycareforchildrenwga.org http://www.qualitycareforchildren.org</p>	Bartow, Carroll, Catoosa, Chattooga, Cherokee, Cobb, Dade, Dawson, Douglas, Fannin, Floyd, Forsyth, Gilmer, Gordon, Habersham, Haralson, Lumpkin, Murray, Paulding, Pickens, Polk, Rabun, Towns, Union, Walker, White, Whitfield
2	<p>Child Care Resource and Referral Agency of Metro Atlanta-Quality Care for Children, Inc. Executive Director: Pam Runkle 50 Executive Park South, Suite 5015 Atlanta, GA 30329 Toll Free: 1-877-722-2445 Local: (404) 479-4200 Fax (404) 479-4166 pam.runkle@qualitycareforchildren.org http://www.qualitycareforchildren.org</p>	DeKalb and Fulton
3	<p>Child Care Resource and Referral Agency of the Central Region at Macon-Medical College of Georgia Director: Julie Phillips 277 Martin Luther King Jr. Blvd, Suite 104 Macon, GA 31201 Toll Free: 1-877-228-3566 Local: (478) 751-3000 Fax (478) 751-3010 jphillips@mcg.edu http://www.mcg.edu/ccrr</p>	Baldwin, Bibb, Butts, Clayton, Coweta, Fayette, Glascock, Greene, Hancock, Heard, Henry, Jasper, Jefferson, Jones, Lamar, McDuffie, Monroe, Newton, Pike, Putnam, Rockdale, Spalding, Taliaferro, Twiggs, Warren, Washington, Wilkinson
4	<p>Child Care Resource and Referral of Southwest Georgia at Albany-Dartn College Director: Soraya Kimbrel-Miller 2429 Gillionville Rd. Albany, GA 31701 Toll Free: 1-866-833-3552 Local: (229) 317-6834 Fax (229) 317-6968 soraya.kimbrel@darton.edu http://ccrr.darton.edu/</p>	Atkinson, Baker, Ben Hill, Berrien, Bleckley, Brooks, Calhoun Chattahoochee, Clay, Coffee, Colquitt, Cook, Crawford, Crisp, Decatur, Dodge, Dooly, Dougherty, Early, Grady, Harris, Houston, Irwin, Lanier, Lee, Lowndes, Macon, Marion, Meriwether, Miller, Mitchell, Muscogee, Peach, Pulaski, Quitman, Randolph, Schley, Seminole, Stewart, Sumter, Talbot, Taylor, Telfair, Terrell, Thomas, Tift, Troup, Turner, Upson, Webster, Wilcox, Worth
5	<p>Child Care Resource and Referral Agency of Southeast Georgia at Savannah -Savannah Technical College Director: Sherry Costa 190 Crossroads Parkway Savannah, GA 31407 Toll Free: 1-877-935-7575 Local: (912) 443-3011 Fax (912) 966-6735 scosta@savannahtech.edu http://www.ccrrofsoutheastga.org/</p>	Appling, Bacon, Brantley, Bryan, Bulloch, Burke, Camden, Candler, Charlton, Chatham, Clinch, Columbia, Echols, Effingham, Emanuel, Evans, Glynn, Jeff Davis, Jenkins, Johnson, Laurens, Liberty, Long, McIntosh, Montgomery, Pierce, Richmond, Screven, Tattnall, Toombs, Treutlen, Ware, Wayne, Wheeler
6	<p>Child Care Resource and Referral Agency of East Georgia-Quality Care for Children, Inc. Director: Lisa Bledsoe 3706 Atlanta Hwy, Suite 1 Athens, GA 30606 (706) 543-6177 Fax (706) 543-3077 lisa.bledsoe@qualitycareforchildren.org http://www.qualitycareforchildren.org</p>	Banks, Barrow, Clarke, Elbert, Franklin, Gwinnett, Hall, Hart, Jackson, Lincoln, Madison, Morgan, Oconee, Oglethorpe, Stephens, Walton, Wilkes

SCHOLARSHIPS and INCENTIVES

SCHOLARSHIPS is Georgia's educational assistance program for eligible early care and education professionals pursuing credentials or degrees in early care and education. Financial assistance can be provided to early care and education professionals who:

- Work in a licensed center, a registered family child care, or group child care home, *and*
- Work at least 25 hours a week as a teacher/assistant teacher or 40 hours per week as a director/assistant director, *and*
- Earn less than \$15.00 per hour, *and*
- Enroll in an eligible institution in an approved program of study*

*Eligible institutions are HOPE-eligible, SACS-accredited institutions or any of Georgia's technical colleges. Approved programs of study include: technical college certificate and diploma programs, and two- and four-year degree programs in early childhood education, child development, or child care administration. Two-year degrees in teacher education or four-year degrees in liberal or general studies with a concentration on education are not eligible.

INCENTIVES is a statewide salary supplement program that rewards eligible early care and education professionals for earning a credential or degree in the field and for tenure with their employer. Eligible applicants may receive two consecutive awards ranging from \$250 - \$1,250 per award for each eligible credential or degree earned.

The INCENTIVES program awards a supplement to early care and education professionals meeting certain educational requirements and who:

Work in a licensed child care facility or registered family day care home that meets *at least one* of the following requirements:

- Is accredited by the National Association for the Education of Young Children (NAEYC), the National Early Childhood Program Accreditation (NECPA) or the National Association of Family Child Care (NAFCC) or other approved national accreditation.
- Serves subsidized children (at least 25% must be subsidized by DFCS).
- Participates in the Child and Adult Care Food Program.
- Participates in the TQRIS (at any level).

An applicant must meet the following requirements:

- Work at least 25 hours a week as a teacher/assistant teacher (40 hours a week for director/assistant director)
- Earn less than \$15.00 per hour
- Have worked 12 consecutive months with current employer
- Hold an approved credential or degree in early childhood education, child development, or child care administration. (Two-year degrees in teacher education or four-year degrees in liberal or general studies with a concentration on education are not eligible.)

Interested early care and education professionals can receive more information about SCHOLARSHIPS and INCENTIVES by calling 1-800-227-3410.

Grants and Bonuses

Participants in the TQRIS are eligible to receive a grant and/or bonus to help them improve quality in their early care and education program. Information about available grants and the bonus structure is available at [www.decal .ga.gov](http://www.decal.ga.gov) (**click on TQRIS**).

Miscellaneous Resources, Opportunities, and Services

The following resources, opportunities, and services are also available to programs that choose to participate and continue in Georgia's TQRIS.

- Accreditation Support Technical Assistance
- Intermediate and Advanced Training

To find out more about these services, contact your local child care resource and referral office.

Section V – Program Portfolio

The Tiered Quality Rating and Improvement System (TQRIS) portfolio helps organize and submit evidence of a program's commitment to quality. The portfolio is composed of five sections:

- Standard 1 – Director and Teacher Qualifications and Professional Development Registry (PDR) Verification
- Standard 2 – Teacher:Child Ratios
- Standard 3 – Child Health, Nutrition, and Physical Activity
- Standard 4 – Family Partnerships
- Standard 5 – Intentional Teaching Practices

Prior to gathering portfolio data, review the information regarding each standard in this manual and contact the TQRIS Helpline or your local child care resource and referral agency with any questions.

Once you have reviewed this manual, you can begin to compile all necessary documentation for each standard and start to complete your portfolio online. The TQRIS portfolio must be submitted within six (6) months of submitting your TQRIS application and receiving notification of acceptance. Portfolios not submitted within six months will be placed in an inactive status and the program will be contacted by a technical assistance representative. Once submitted, programs will receive an e-mail confirming that Bright from the Start has received the portfolio and a portfolio review will be completed within ten business days of receipt. **REMEMBER:** Keep a copy of all evidence you have compiled and submitted.

Once you have received an e-mail notifying you that your portfolio has been reviewed, you will be scheduled for an **unannounced Environment Rating Scale (ERS) observation** within 30 days. A TQRIS assessor from Bright from the Start will conduct the appropriate observation of the program. All TQRIS assessors have passed reliability with all of the ERS instruments. The Environment Rating Scales observation tools used for your observation will be based on the type of site and the age groups served. For more information regarding the Environment Rating Scales and the ERS process refer to the program manual appendix. The valid and reliable environment rating scales used in the observation phase of the TQRIS process are:

- Infant/Toddler Environment Rating Scale – Revised (birth through 29 months)
- Early Childhood Environment Rating Scale – Revised (30 months – 5 years)
- Family Child Care Environment Rating Scale – Revised
- School-Age Environment Rating Scale

Note: The parent and staff subscales of the Environment Rating Scales and certain items of the School-Age Environment Rating Scale are not evaluated as part of the TQRIS evaluation process.

Once the ERS observation has been completed, the program's level will be determined by a point system; points are assigned based on data collected through your portfolio and Environment Rating Scale score(s). The tabulated points equate to a TQRIS level. You will be notified of the program's TQRIS level by e-mail within 30 days of the Environment Rating Score observation.

For more information regarding the TQRIS Online Portfolio visit the TQRIS Website at decal.ga.gov.

Portfolio Standard 1:

Director and Teacher Qualifications as verified in the Georgia Professional Development Registry

For this standard, all administrators and teaching staff must be registered in the Georgia Professional Development Registry (PDR), and have an assigned career level. TQRIS points are based on the education and professional development criteria listed below as verified in the Professional Development Registry. Complete the forms for this section and submit copies of each staff member’s PDR Resume Page as evidence of your director and teacher qualifications. For more information regarding the PDR go to <https://pdr.decal.ga.gov> or call 404-492-5853. Directions on accessing the PDR and a copy of the Career Levels and Professional Development Competencies are located in the appendix.

Director / Program Administrator Education and Professional Development		
Level Good	1 to 3 points	<p>1.1 The director meets the criteria for Career Level 4 or higher in the DECAL Professional Development Registry.</p> <p>1.2 The director has completed a state approved 40 hour Director Course.</p> <p>1.3 The director has a written Individual Professional Development Plan that includes Administrative training in at least one ADM Competency area at the Beginner or Intermediate level.</p> <p>1.4 The director has documentation of completing, in the past calendar year, at least four more hours of DECAL-approved professional development beyond what is required by licensing rules.</p>
Level Very Good	4 to 7 points	<p>2.1 The director meets the criteria for Career Level 7 or higher in the DECAL Professional Development Registry or holds an associate degree or higher in business, management, or a related degree plus six semester hours in early childhood education or a related field.</p> <p>2.2 The director has a written Individual Professional Development Plan that includes Administrative training in at least two ADM Competency areas at the Intermediate or Advanced level.</p> <p>2.3 The director has documentation of completing, in the past calendar year, at least six more hours of DECAL-approved professional development beyond what is required by licensing rules.</p>
Level Excellent	8 to 10 points	<p>3.1 The director meets the criteria for Career Level 8 or higher in the DECAL Professional Development Registry or holds a bachelor degree or higher in business, management, or a related degree plus nine semester hours in early childhood education or a related field.</p> <p>3.2 The director has a written Individual Professional Development Plan that includes Administrative training in at least 3 ADM Competency Areas at the Advanced level.</p> <p>3.3 The director has documentation of completing, in the past calendar year, at least six more hours of DECAL-approved professional development beyond what is required by licensing rules.</p>

For verification, please attach:

- 1) Employee Education Summary Form.
- 2) Professional Development Registry Resume Page for the director.
- 3) Copies of the Individual Professional Development Plan for the director

Teacher Education and Professional Development		
Level Good	1 to 3 points	<p>1.1 At least 50% of all lead teachers meet the criteria for Career Level 3 or higher in the DECAL Professional Development Registry. Beginning December 1, 2012, 100% of lead teachers must meet one of the minimum education requirements as required by licensing rules and 50% of assistant teachers must meet the criteria for Career Level 3 or higher (see appendix for licensing rule information).</p> <p>1.2 50% of all lead and assistant teachers have an annual written Individual Professional Development Plan that includes training in at least two ECE Competency areas at the Beginner or Intermediate level to include training in early learning and development standards.</p> <p>1.3 25% of all lead and assistant teachers have documentation of completing, in the previous calendar year, at least four more hours of DECAL-approved professional development beyond what is required by licensing rules.</p>
Level Very Good	4 to 7 points	<p>2.1 At least 50% of all lead teachers meet the criteria for Career Level 4 or higher in the DECAL Professional Development Registry. Beginning December 1, 2012, 100% of lead teachers must meet one of the minimum education requirements as required by licensing and 50% of assistant teachers must meet the criteria for Career Level 4 or higher.</p> <p>2.2 75% of all lead and assistant teachers have an annual written Individual Professional Development Plan that includes training in at least three ECE Competency areas at the Intermediate or advanced level to include training in early learning and development standards.</p> <p>2.3 50% of all lead and assistant teachers have documentation of completing, in the previous calendar year, at least six more hours of DECAL-approved professional development beyond what is required by licensing rules.</p>
Level Excellent	8 to 10 points	<p>3.1 At least 75% of all lead teachers meet the criteria for Career Level 5 or higher in the DECAL Professional Development Registry. Beginning December 1, 2012, 100% of lead teachers must meet one of the minimum education requirements as required by licensing and 50% of assistant teachers must meet the criteria for Career Level 5 or higher.</p> <p>3.2 100% of all lead and assistant teachers have an annual written Individual Professional Development Plan that includes training in at least 4 ECE Competency areas at the advanced level to include training early learning and development standards, cultural competency and inclusion.</p> <p>3.3 75% of all lead and assistant teachers have documentation of completing, in the previous calendar year, at least eight more hours of DECAL-approved professional development beyond what is required by licensing rules.</p>

For verification, please attach:

- 1) Employee Education Summary Form.
- 2) Professional Development Registry Resume page for each employee.
- 3) Copies of Individual Professional Development Plans for each employee.

Portfolio Standard 2:

Adult: Child Ratios and Group Size

Early care and education research indicates that smaller numbers of children per adult are associated with more positive outcomes and that the crowded environments associated with large group sizes may interfere with learning. This section requires a program to submit evidence of your center’s ratios and group sizes throughout your program day. We recognize that many variables must be taken into consideration when determining your programs decision on how to manage these two factors. This criteria recognizes that there may be a variance of both ratio and group size based on the time of day and staff schedules. Points are assessed based on ratios for 75% or more of your program days.

	Georgia Licensing Ratio	Group Size	Level Good (1-3 points)		Level Very Good (4-7 points)		Level Excellent (8-10 points)	
Infants (< 12 mos.)	1:6	12	1:6	12	1:5	10	1:4	8
Toddlers (12-23 mos.)	1:8	16	1:7	14	1:6	12	1:4	12
Two’s	1:10	20	1:9	18	1:8	16	1:6	14
Three’s	1:15	30	1:14	28	1:13	26	1:8	16
Four’s	1:18	36	1:17	34	1:15	30	1:11	22
Five’s	1:20	40	1:19	38	1:16	32	1:13	26
School-Age Children	1:25	50	1:20	40	1:18	36	1:15	30

Please attach:

- 1) The teacher to child ratio charts for four consecutive weeks, collected after initial application submission.
- 2) Center Staffing Plan

Note: For classrooms combined in mixed-age groups, ratios will be based on the ages of the youngest children in the group if more than twenty percent (20%) of the children in the mixed-age group belong to younger age grouping(s).

Portfolio Standard 3:

Child Health, Nutrition and Physical Activity

In order to fully benefit from the early education opportunities presented in the learning environment children need to be healthy and safe. For this standard, program staff will reflect on their current health, safety and nutrition standards and identify areas that can be improved. Points are assessed for this standard based on the completion of the Health, Nutrition and Physical Activity Assessment, written improvement plan and documentation of actions taken to complete the plan and evidence that the program has met each of the requirements listed below at each indicated level.

Child Health, Nutrition and Physical Activity		
Level Good	1 to 3 points	<p>1.1 Within the past year, the program has conducted the DECAL self-assessment for health, nutrition and physical activity practices and has developed a written improvement plan addressing at least 1 criteria for each of the three domain areas.</p> <p>1.2 In the past year, the program has provided written materials to families about the importance of nutrition, immunizations, oral hygiene, vision, hearing and dental screenings.</p> <p>1.3 75% of staff are current with CPR and First Aid certification.</p>
Level Very Good	4 to 7 points	<p>2.1 Within the past year, the program has conducted the DECAL self-assessment for health, nutrition and physical activity practices and has developed a written improvement plan addressing at least 2 criteria for each of the three domain areas.</p> <p>2.2 In the past year, the program has provided written materials to families about the importance of nutrition, immunizations, oral hygiene, vision, hearing and dental screenings and has provided referrals for screenings for families in need.</p> <p>2.3 Has created a family resource area for materials relating to health, nutrition and safety.</p> <p>2.4 Programs requires parents to submit form 3300 (vision, dental, hearing screening) for all children ages 3 and above within 90 days of enrollment. Follow-up services are provided as needed.</p> <p>2.5 85% of staff are current with CPR and First Aid certification.</p>
Level Excellent	8 to 10 points	<p>3.1 Within the past year, the program has conducted the DECAL self-assessment for health, nutrition and physical activity practices and has developed a written improvement plan addressing at least 3 criteria for each of the three domain areas.</p> <p>3.2 In the past year, the program has provided written materials to families about the importance of nutrition, immunizations, oral hygiene, vision, hearing and dental screenings and has provided referrals for screenings for families in need.</p> <p>3.3 Has created a family resource area for materials relating to health, nutrition and safety.</p> <p>3.4 Programs requires parents to submit form 3300 (vision, dental, hearing screening) for all children ages 3 and above within 90 days of enrollment. Follow-up services are provided as needed.</p> <p>3.5 Screening tools (ASQ and ASQ-SE) are used annually with parent permission to provide early detection of health related issues and developmental delays to support early intervention.</p> <p>3.5 100% of staff are current with CPR and First Aid certification.</p>

Please attach:

- 1) Samples of written materials distributed to parents (newsletters, brochures etc.).
- 2) Copies of CPR and First Aid Cards for staff.
- 3) Pictures of the Parent Resource area.
- 4) Documentation regarding referrals for health screenings.
- 5) Child Health, Nutrition and Physical Activity Assessment and Improvement plan with documented evidence of areas addressed.

Portfolio Standard 4:

Family Partnership

Research shows that parent involvement in their child’s education is supportive of the holistic development process. This standard relies heavily on the Strengthening Families Assessment tool that aligns with their Five Protective Factors. Points for this standard are earned based on the level of commitment a program can demonstrate with regards to Family Partnership.

Family Partnership		
Level Good	1 to 3 points	<p>1.1 50% of the staff have completed the Strengthening Families online training entitled “Overview of the 5 Protective Factors” at strengtheningfamilies.org</p> <p>1.2 The program has conducted the Strengthening Families self-assessment within the past year and has developed a written improvement plan to address at least one of the strategy areas.</p> <p>1.3 The program offers parent conferences at least once a year.</p> <p>1.4 Staff have received a minimum of 2 hours of training in cultural and linguistic competence.</p> <p>1.5 Program has policies and practices in place that encourage family involvement that reflect the traditions of children enrolled in the program.</p>
Level Very Good	4 to 7 points	<p>2.1 75% of the staff have completed the Strengthening Families online training entitled “Overview of the 5 Protective Factors” at strengtheningfamilies.org</p> <p>2.2 The program has conducted the Strengthening Families self-assessment within the past year and has developed a written improvement plan to address at least three of the strategy areas.</p> <p>2.3 The program offers parent conferences at least twice a year.</p> <p>2.4 Staff have received a minimum of 4 hours of training in cultural and linguistic competence.</p> <p>2.5 Program has policies and practices in place that encourage family involvement that reflect the traditions of children enrolled in the program.</p>
Level Excellent	8 to 10 points	<p>3.1 100% of the staff have completed the Strengthening Families online training entitled “Overview of the 5 Protective Factors” at strengtheningfamilies.org</p> <p>3.2 The program has conducted the Strengthening Families self-assessment within the past year and has developed a written improvement plan to address at least four of the strategy areas.</p> <p>3.3 The program offers parent conferences at least twice a year and establishes an opportunity for parents to meet at least twice a year to give support and input to the program.</p> <p>3.4 Staff have received a minimum of 6 hours of training in cultural and linguistic competence.</p> <p>3.5 Program has policies and practices in place that encourage family involvement that reflect the traditions of children enrolled in the program.</p>

Please attach:

- 1) Evidence of parent conferences (conference forms, policy).
- 2) Evidence of twice yearly parent advisory board meetings (agenda and sign in sheets, letter from parent board, advisory board mission/vision statement).
- 3) Copy of completed Strengthening Families self-assessment form and written improvement plan.
- 4) Evidence of addressing Strengthening Families strategy areas as noted on the improvement plan.
- 5) Verification of online training from Strengthening Families and Certificates for Training on cultural and linguistic competence.

Portfolio Standard 5:

Intentional Teaching Practices

This standard respects the fact that there are many different choices for programs when it comes to curriculum. Points are earned in this area based on the program's ability to show a direct alignment between a developmentally appropriate curriculum, Georgia's Early Learning Standards, lesson planning and assessment. It is critical that programs show intention and responsiveness to the holistic developmental needs of children at each age level. Please present evidence for this standard that is descriptive and speaks to all learning domains.

Intentional Teaching Practices Curriculum and Assessment		
Level Good	1 to 3 points	<p>1.1 The program utilizes an age appropriate curriculum that supports development across all 5 learning domains (cognitive, social, emotional, physical, approaches to play and learning).</p> <p>1.2 Lesson plans are utilized for all age groups.</p> <p>1.3 Classrooms, materials, curriculum and interactions reflect value for children's home languages and culture.</p>
Level Very Good	4 to 7 points	<p>2.1 The program utilizes an age appropriate curriculum that supports development across all 5 learning domains (cognitive, social, emotional, physical, approaches to play and learning).</p> <p>2.2 Lesson plans for all age groups are aligned with the Georgia Early Learning and Development Standards.</p> <p>2.3 On-going formative assessments are utilized to guide classroom instruction along a broad continuum at least twice yearly to inform teaching practices.</p> <p>2.4 Classrooms, materials, curriculum and interactions reflect value for children's home languages and culture.</p>
Level Excellent	8 to 10 points	<p>3.1 The program uses an age appropriate curriculum that supports development across all 5 learning domains (cognitive, social, emotional, physical, approaches to play and learning) and that is aligned with the Georgia Early Learning and Development Standards.</p> <p>3.2 Lesson plans for all age groups aligned with the Georgia Early Learning and Development Standards.</p> <p>3.3 On-going formative assessments are utilized to guide classroom instruction along a broad continuum at least twice yearly to inform teaching practices.</p> <p>3.4 Classrooms, materials, curriculum and interactions reflect value for children's home languages and culture.</p> <p>3.5 Teachers and Directors have a working knowledge of instructional strategies to support English and second language learners.</p>

Please attach:

- 1) Description (using the curriculum questionnaire as a format) of curriculum used at each age level. The description should include:
 - a. Two weeks of lesson plans per age group and classroom daily schedules.
- 2) Two weeks of lesson plans (per age group) showing an alignment with the Georgia Early Learning and Development Standards.
- 3) Description of assessment and screening tools utilized and how the program utilizes screening and assessment data.
- 4) Evidence of ongoing assessment to guide classroom instruction.
- 5) Evidence of annual screening to support early intervention.



Georgia Department of Early Care and Learning



*Tiered Quality Rating and Improvement System (TQRIS)
Program Manual*

Forms

(b)(6)

Georgia Steps Up To Quality Quality Rating & Improvement System Application PORTFOLIO FORM 1B - STAFFING PLAN

FACILITY NAME: _____
 FACILITY ADDRESS: _____
 COUNTY: _____ LIC/REG#: _____
 PROGRAM OFFICIAL: _____

INSTRUCTIONS

PLEASE COMPLETE ONE FORM FOR EACH CLASSROOM. IF ONE TEACHER HAS A DUAL SCHEDULE, FOR EXAMPLE - MON.-THURS., 6:30 A.M. TO 12 P.M., THEN 4 P.M. TO 7 P.M., USE ADDITIONAL ROWS TO REFLECT THE TEACHER'S HOURS

CLASSROOM NAME	AGE RANGE OF CHILDREN <small>(Put the age range for the majority of children in that age range)</small>	NUMBER OF CHILDREN ENROLLED	NUMBER OF TEACHERS ASSIGNED TO CLASSROOM	TEACHERS NAME/S	WORKDAYS <small>(Check all that apply)</small>	BEGIN TIME	END TIME	HIGHEST RATIO DURING THE DAY <small>(Teacher to Student)</small>	LOWEST RATIO DURING THE DAY <small>(Teacher to Student)</small>
Bubble Gum Infants	Birth to 11 months	8	2	Mary Grand	<input checked="" type="checkbox"/> M <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> W <input checked="" type="checkbox"/> T <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/> S	6:30 a.m.	9:30 a.m.	1:6	1:4
Bubble Gum Infants	Birth to 11 months	8	2	Martha Small	<input checked="" type="checkbox"/> M <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> W <input checked="" type="checkbox"/> T <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/> S	3:30 p.m.	6:30 p.m.	1:6	1:4
					<input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> T <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/> S				
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Georgia Steps Up To Quality
Quality Rating & Improvement System Application
PORTFOLIO FORM 2 – ADULT TO CHILD RATIOS

FACILITY NAME: _____
 FACILITY ADDRESS: _____
 COUNTY: _____ LIC/REG#: _____
 PROGRAM OFFICIAL: _____

CLASSROOM: _____
 AGE GROUP: _____
 PLEASE COMPLETE FOR TWENTY (20) CONSECUTIVE BUSINESS
 DAYS.

Date:	Time	# of Children	# of Teachers
	6 a.m.		
	7 a.m.		
	8 a.m.		
	9 a.m.		
	10 a.m.		
	11 a.m.		
	12 p.m.		
	1 p.m.		
	2 p.m.		
	3 p.m.		
	4 p.m.		
	5 p.m.		
	6 p.m.		
	7 p.m.		

Date:	Time	# of Children	# of Teachers
	6 a.m.		
	7 a.m.		
	8 a.m.		
	9 a.m.		
	10 a.m.		
	11 a.m.		
	12 p.m.		
	1 p.m.		
	2 p.m.		
	3 p.m.		
	4 p.m.		
	5 p.m.		
	6 p.m.		
	7 p.m.		

Date:	Time	# of Children	# of Teachers
	6 a.m.		
	7 a.m.		
	8 a.m.		
	9 a.m.		
	10 a.m.		
	11 a.m.		
	12 p.m.		
	1 p.m.		
	2 p.m.		
	3 p.m.		
	4 p.m.		
	5 p.m.		
	6 p.m.		
	7 p.m.		

Date:	Time	# of Children	# of Teachers
	6 a.m.		
	7 a.m.		
	8 a.m.		
	9 a.m.		
	10 a.m.		
	11 a.m.		
	12 p.m.		
	1 p.m.		
	2 p.m.		
	3 p.m.		
	4 p.m.		
	5 p.m.		
	6 p.m.		
	7 p.m.		

Completed By: _____

Title: _____



Curriculum Questionnaire

Program Name: _____

Curriculum Name: _____

Age Group Served: _____

If you utilize different curriculums based on age groups, please complete a narrative for each curriculum.

The National Association for the Education of Young Children has identified the following indicators of effective curriculum

- Children are active and engaged.
- Goals are clear and shared by all.
- Curriculum is evidence-based.
- Valued content is learned through investigation and focused, intentional teaching.
- Curriculum builds on prior learning and experiences.
- Curriculum is comprehensive.
- Professional standards validate the curriculum's subject-matter content.
- The curriculum is likely to benefit children.

Please provide a written narrative and evidence in response to each point above.



A Checklist for Early Childhood Curriculum

<p>Does Your Program's Curriculum Meet the Following Requirements?</p>	<p>Please place a check mark (✓) in the appropriate boxes below</p>	
	<p>Yes</p>	<p>No</p>
Promote interactive learning and encourage the child's construction of knowledge		
Help children achieve social, emotional, linguistic, physical, and cognitive goals		
Encourage development of positive feelings and dispositions toward learning while leading to acquisition of knowledge and skills		
Have expectations that are realistic and attainable at this time		
Include children with disabilities in the curriculum		
Build and elaborate on children's current knowledge and abilities		
Lead to conceptual understanding by helping children construct their own understanding in meaningful contexts		
Facilitate concept learning and skills development in an integrated and natural way		
Challenge children with disabilities to attain goals beyond those specified in the IEP/IFSP		
Permit flexibility for children and teachers		
Encourage active learning and frequently allow children to make meaningful choices		
Foster children's exploration and inquiry, rather than focusing on "right" answers or "right" ways to complete a task		



Does Your Program's Curriculum Meet the Following Requirements? (Continued)	Please place a check mark (✓) in the appropriate boxes below	
	Yes	No
Promote and encourage social interaction among children and adults		
Respect children's psychological needs for activity, sensory stimulation, fresh air, rest, and nourishment		
Promote feelings of safety, security, and belonging		
Provide experiences that promote feelings of success, competence, and enjoyment of learning		
Promote positive relationships with families		

Is It...	Please place a check mark (✓) in the appropriate boxes below	
	Yes	No
Based on sound child development principles of how children grow and learn and grounded in the Head Start Program Performance Standards?		
Meaningful for these children?		
Is it relevant to the children's lives?		
Can it be made more relevant by linking it to personal experiences the children have had or can have easily?		
Sensitive to and respectful of cultural and linguistic diversity?		
Does the curriculum expect, allow, and appreciate individual differences?		

Adapted from NAEYC

Annual Professional Development Plan

Personal Information:

Name: _____

Title/Position: _____

Date of Hire: _____ Hours per week _____ Ages of children/students _____

Education Completed:

___ GED

___ High School Diploma

___ CDA

___ TCC, TCD

___ Associate Degree (Major _____)

___ Baccalaureate Degree (Major _____)

___ Master's Degree (Major _____)

___ Doctorate (Major _____)

___ Credential(s) _____

Program Orientation Completion Date: _____

Are all state required courses completed Y or N (if no, add these to professional development plan to complete first)

of Hours of state approved training in the past year: _____

Please answer the following:

My current strengths related to Early Care and Education and/or School Age Care are:

The gaps in my professional development are:

My Annual Action Plan for Professional Growth and Development:

Core Knowledge Areas Note: If you are working on a credential or degree please indicate that on separate line. Add core knowledge areas as needed.	Activity Details (working on degree or credential, training, coursework, directed reading, etc.)	Target Date for Completion	Completion Date Please attach certificate or evidence of completion)
Georgia Early Learning Standards <ul style="list-style-type: none"> • Social/Emotional Development • Cognitive Development and General Knowledge • Physical Development and Motor Skills • Approaches to Play and Learning • Speech, Language and Early Literacy Development 			
Cultural Competency			
Inclusion			
Curriculum			
Assessment			
Ethics			
Strengthening Families/ Family Engagement			
Communication			
Lesson Planning			
Child Development			
Health, Safety, and Nutrition			

Reviewed by: _____ Date Plan Completed: _____

BRIGHT
from the
START

Georgia Department of Early Care and Learning



*Tiered Quality Rating and Improvement System (TQRIS)
Program Manual*

Assessment Tools

(b)(6)

strengthening families program self-assessment

STRATEGY 1: FACILITATE FRIENDSHIPS AND MUTUAL SUPPORT

		check one box:						
Facilitate Friendships and Mutual Support		5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	Comments
1	A comfortable space is available for families to meet informally							
2	The program helps parents set up formal and informal support mechanisms, such as phone trees, car pools, babysitting co-ops, play groups, and other age-appropriate activities							
3	The program connects families with similar interests, children's ages, and circumstances (such as those with twins, parents of infants, parents with special-needs children, or those who speak the same language)							
4	The program provides opportunities for families to socialize and foster a sense of community through:							
	a) Periodic events like coffee breaks and breakfasts							
	b) Celebrations, graduations, and holidays							
	c) Field trips and activities							
	d) Events celebrating cultural customs, potlucks, and other opportunities for parents to share and learn about each other's home lives and cultural backgrounds							
	e) Affordable family activities							
	f) Special programs for dads, grandparents, teen moms, and other caregivers							
5	The program encourages and provides support for parent-organized social/educational events and activities, such as:							
	a) Making information available on outside activities for parents to attend together—for example, gathering at playgrounds, fun fairs, or libraries							
	b) Providing supports such as space, childcare, food, or other resources so that parents can participate in activities.							

PROGRAM SELF-ASSESSMENT—STRATEGY 1 (CONTINUED)

		check one box:						
		5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	Comments
Facilitate Friendships and Mutual Support								
6	The program offers opportunities for parents to talk with each other about:							
	a) Typical challenges of parenting							
	b) Stages of child development							
	c) Expectations and norms about child rearing							
	d) Sibling rivalry							
	e) Balancing work and family							
	f) Parenting practices in and across cultural and ethnic groups							
7	Program staff reach out to isolated families by:							
	a) Calling, sending notes, or making home visits							
	b) Inviting them to social activities							
	c) Offering support with transportation, childcare, or other barriers to participation in social activities							
	d) Making special efforts to connect them with other families							
	e) Connecting them with resources, such as mental health consultation, that can help them explore difficulties with forming social connections							
8	The program models positive social skills and community building by:							
	a) Welcoming all families							
	b) Inviting all children and families to parties or social events							
	c) Helping to resolve issues among families							
	d) Promoting understanding of different cultures and backgrounds							

strengthening families program self-assessment

STRATEGY 2: STRENGTHEN PARENTING

		check one box:						
Strengthen Parenting		5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	Comments
1	Information on parenting is available through:							
	a) Books and videos in a resource library							
	b) Parenting classes and discussion groups							
	c) Regular postings on bulletin boards in public spaces							
	d) Take-home materials distributed regularly to parents							
	e) Opportunities for parents with similar concerns to come together and share							
	f) Specific information on such issues as Shaken Baby Syndrome, SIDS, scalding, toilet training, routine preventative health care, nutrition, and sleep patterns							
2	Parenting information is available in the language spoken by families							
3	Staff are knowledgeable about:							
	a) The parenting practices of different cultural and ethnic groups							
	b) The parenting styles of both mothers and fathers and the strengths of each							
	c) Parent-child relationships, attachment, and bonding							
	d) Promoting positive relationships between children living in the same household							
4	Opportunities are created for parents to explore:							
	a) Cultural/ethnic expectations and practices about parenting							
	b) How they were parented							
	c) New parenting practices							
	d) Their relationship with their child(ren)							

PROGRAM SELF-ASSESSMENT—STRATEGY 2 (CONTINUED)

		check one box:						
Strengthen Parenting		5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	Comments
5	Staff share parenting tips and discuss parenting issues with parents when:							
	a) Families are arriving and departing							
	b) Staff are meeting one-on-one with parents							
	c) A parent appears to be frustrated or stressed and in need of support							
	d) A parent appears to be having difficulty relating to or communicating with their child(ren)							
	e) Child behavior or development issues arise							
6	The program offers or connects families to resources to strengthen relationships between adults, e.g., healthy marriage, communication skills for couples, parents and grandparents, co-parenting, etc.							
7	Parents are invited to visit and observe their children participating in programming, where appropriate, and talk with staff about their observations and questions							
8	Staff reinforce parental authority by:							
	a) Learning about the parent's expectations and limits for their child							
	b) Supporting parents' directions and /or decisions about their child							
	c) Talking with parents in a respectful manner about how best to handle differences in expectations regarding children's behavior							
	d) Being careful not to contradict a parent in front of his or her child or other children							

PROGRAM SELF-ASSESSMENT—STRATEGY 2 (CONTINUED)

check one box:		5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	Comments
Strengthen Parenting								
9	Staff reinforce positive parenting by:							
	a) Noticing when parents are attuned to their children's needs or communicating effectively with their children							
	b) Telling parents something positive about what their child has done each day							
10	Staff guide parents' observations of their children to help them recognize:							
	a) Their child's unique temperament, personality, communication styles, and cues							
	b) Their children's growth and development patterns							
	c) Positive social skills and developmentally appropriate emotional behavior in their children							
	d) Their child's independence and abilities							
	e) Activities they can use at home							
11	Information is provided on regular developmental challenges, such as bed wetting, potty training, appropriate discipline, eating, sleeping, and aggression							
12	Family activities provide opportunities to strengthen bonds between parents and their children—for example, listening to each other, playing together, and cooperative games, such as "feeling charades"							
13	Physical discipline (spanking or hitting) is not allowed in the program by staff or parents							

PROGRAM SELF-ASSESSMENT—STRATEGY 2 (CONTINUED)

check one box:		5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	Comments
Strengthen Parenting								
14	When staff talk with parents about discipline, they:							
	a) Explain why physical discipline is not allowed							
	b) Explain why the program uses the forms of discipline it does							
	c) Provide information on age- appropriate discipline and reasonable expectations							
	d) Offer ideas for alternate forms of discipline and how to recognize and reinforce desired/appropriate behavior							
	e) Encourage parents to discuss discipline challenges they may have at home							
15	When staff are concerned about parenting techniques or behavior, they:							
	a) Proactively and respectfully reach out to parents and share their concerns about the children or about the parents' parenting practices							
	b) Acknowledge young children's frustrating behavior and recognize parents' efforts							
	c) Connect parents to resources and supports that may help to address the parenting issues							
	d) Connect parents to other parents who can share/model positive parenting approaches							

PROGRAM SELF-ASSESSMENT—STRATEGY 2 (CONTINUED)

Strengthen Parenting	check one box:						Comments
	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	
16 For parents of children with special needs, staff:							
a) Connect parents with parenting materials and websites, support groups and play groups, and community resources specific to their children’s special needs							
b) Check regularly with parents about parenting issues							
c) Are sensitive to parents’ frustration, protectiveness, guilt, loss, and other related feelings, and acknowledge challenges							
d) Support parents in understanding appropriate developmental expectations for their special-needs children							
e) Check in with parents about the impact their children’s special needs are having on family dynamics and parental stress							
f) Are especially supportive at the time that special needs are initially identified							
g) Provide speakers/resources for parents on topics of interest/concern							
h) Ensure that parent-child activities are appropriate for families with children with special needs							

strengthening families program self-assessment

STRATEGY 3: RESPOND TO FAMILY CRISES

		check one box:						
Respond to Family Crises		5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	Comments
1	Staff develop personal relationships with parents by taking time to get to know them individually—listening and learning about their interests, families, current activities, and hopes and expectations for their children							
2	The message that parents can turn to staff in the event of a crisis is conveyed:							
	a) Informally, in regular interactions that staff have with parents—by listening, showing concern, and sharing their own personal challenges or desires							
	b) Formally through materials provided to participating families							
3	The program provides parents with information on the role of all staff members and which staff members can help them with particular issues							
4	Staff respond to family crises immediately by:							
	a) Ensuring that a staff person is available at all times to help families needing crisis support							
	b) Making space available for staff to meet with parents privately							
	c) Ensuring that parents can talk with staff members with whom they are the most comfortable							
5	Resources are made available to families in crisis, such as money from a small emergency fund, access to meals, or transportation							

PROGRAM SELF-ASSESSMENT—STRATEGY 3 (CONTINUED)

check one box:

Respond to Family Crises	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	Comments
6 The program maintains up-to-date information about services in the communities, such as:							
a) Food pantries							
b) Domestic violence services							
c) Shelters							
d) Respite care for children							
e) Alcohol and substance abuse services							
f) Mental health services							
g) Economic supports							
h) Legal assistance							
7 Staff know how to respond appropriately to family crises. Staff receive training on:							
a) Maintaining confidentiality							
b) Resolving conflicts							
c) Talking to families about difficult issues							
d) Recognizing such issues as domestic violence, depression, developmental delays, mental illness, chronic health problems, substance abuse, and other signs of imminent crisis							
e) Helping families make immediate and long-term plans							
f) Understanding the impact of family crises and/or loss on all family members—especially children—and how to respond appropriately							
g) Talking to parents about helping children in times of crisis							

PROGRAM SELF-ASSESSMENT—STRATEGY 3 (CONTINUED)

		check one box:						
		5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	Comments
Respond to Family Crises								
8	If appropriate, staff mobilize other parents in the program to help out families in crisis							
9	If parents bring up issues staff feel are beyond their ability, staff can refer them to a:							
	a) Supervisor							
	b) Specialist with knowledge in the area							
	c) Cross-disciplinary staff team							
	d) Community resource							
10	Staff proactively respond to signs of parent or family distress by:							
	a) Expressing their concern and offering help							
	b) Offering to connect families to needed resources							
	c) Making themselves available to parents if they need to talk							
	d) Sharing information about a parent help-line or warm-line							
	e) Being sensitive and responsive to the impact of family stress on children							
11	Staff receive support when working with families under stress through:							
	a) Acknowledgement of their efforts							
	b) Supported opportunities to process their own emotional reactions							
	c) Access to a mental health consultant							
	d) Time off if needed							

strengthening families program self-assessment

STRATEGY 4: LINK FAMILIES TO SERVICES AND OPPORTUNITIES

Link Families to Services and Opportunities	check one box:						Comments
	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	
1 The program develops family plans with parents that:							
a) Identify their interests, skills, needs, and goals for themselves and their children							
b) Identify services and opportunities within the program that may help them achieve their goals and use their skills and talents							
c) Identify other community resources and opportunities that may help them achieve their goals, continue their learning, and/or provide other avenues for involvement							
d) Are regularly revised and updated in conjunction with families							
e) Other:							
2 Staff and parents have access to up-to-date information about services that are available in the community that includes hours of business, fees, location, eligibility, language capacity, etc.							
3 When staff make referrals to outside services, they:							
a) Brainstorm with families about what resources would be helpful							
b) Help parents address barriers to utilizing services, such as lack of transportation or childcare, language difficulties, or fees							
c) Help them fill out paperwork that might help them access these services, for example, insurance and eligibility forms							
d) Follow up with families to see if they used the referral and ensure that they were satisfied with the services they received							
e) Try to make a personal connection between families and service providers							
f) Identify services and opportunities within the program that may help them achieve their goals and use their skills and talents							

PROGRAM SELF-ASSESSMENT—STRATEGY 4 (CONTINUED)

		check one box:						
		5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	Comments
Link Families to Services and Opportunities								
4	The program actively builds collaborative links with other service providers in order to:							
	a) Bring other services on site when possible							
	b) Ease the referral process by ensuring the workers in different programs work together							
	c) Share information with parents about resources							
	d) Identify and fill gaps							
5	The program encourages parents to share information about community resources for families—such as toy exchanges, resale shops, play lots, family activities, and more formal services							
6	The program connects parents to opportunities that promote:							
	a) Their continued growth and development							
	b) Family enrichment, i.e., reading hours at the library, parent-child book groups, and cultural heritage events							
	c) Healthy adult relationships and marriage							
	d) Fathers' involvement with their children							
	e) Enrichment activities for children							
7	The program provides information and guidance on:							
	a) Transition to school for children							
	b) Parents' and children's educational rights and responsibilities							
	c) The importance of parents staying involved with their children's education and school							

strengthening families program self-assessment

STRATEGY 5: FACILITATE CHILDREN'S SOCIAL AND EMOTIONAL DEVELOPMENT

		check one box:						
Facilitate Children's Social and Emotional Development		5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	Comments
1	The program supports children's social and emotional development with intentional practices that:							
	a) Are culturally sensitive to the families it serves							
	b) Encourage children to express their feelings							
	c) Encourage sharing, taking turns, and cooperative play							
2	Staff receive training on:							
	a) Fostering children's social and emotional development							
	b) Recognizing developmental delays							
	c) Recognizing behavioral / emotional problems							
	d) The impact of loss or trauma on behavior							
	e) Sensory awareness and integration							
3	The program introduces parents to social and emotional development by:							
	a) Informing parents of the importance of supporting children's healthy social and emotional development—and its connection to success in school							
	b) Helping parents understand age-appropriate social and emotional skills and behaviors							
	c) Providing opportunities to discuss social and emotional issues with parents within a cultural context							
	d) Encouraging parents to be aware of their children's social and emotional development							
	e) Offering parents ideas on how to foster a child's social and emotional learning at home							
	f) Teaching about children's social and emotional development in parenting classes and informal discussions							

PROGRAM SELF-ASSESSMENT—STRATEGY 5 (CONTINUED)

		check one box:						
		5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	Comments
Facilitate Children's Social and Emotional Development								
4	Parents have opportunities to observe their children interacting with other children and staff in the program							
5	Staff make sure that parents understand how their child(ren)'s positive relationships with other adults positively impact their own relationship with their child(ren)							
6	Staff coach parents about how to interact effectively with their children (listening; appreciating ideas, efforts, and feelings; creating a non-threatening environment)							
7	Staff encourage children to express their feelings through words, artwork, and expressive play							
8	Staff model behavior toward children that encourages social and emotional expressiveness							
9	Staff understand and respect the relationships and attachments that children form in the program by:							
	a) Providing children the opportunity to say goodbye when they are leaving the program or when staff changes occur							
	b) Helping children process class and / or staffing changes							
	c) Communicating any staff changes to parents							
	d) Intentionally helping children enter into new settings							

PROGRAM SELF-ASSESSMENT—STRATEGY 5 (CONTINUED)

Facilitate Children's Social and Emotional Development	check one box:						Comments
	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	
10 If staff are concerned about a child's social and emotional development, they:							
a) Discuss concerns with the child's parent(s)							
b) Connect the family to resources that can support the child's social and emotional development (such as play therapy, mental health services, or parenting classes)							
c) Help the parent(s) develop strategies for addressing the issue at home							
11 Staff have access to a mental health consultant to help them:							
a) Develop positive approaches for individual children							
b) Determine what additional resources and or training they may need							
c) Talk with parents about their child(ren)'s development, needs, or challenges							

strengthening families program self-assessment

STRATEGY 6: RECOGNIZE AND RESPOND TO EARLY WARNING SIGNS OF CHILD ABUSE OR NEGLECT

check one box:								
Recognize and Respond to Early Warning Signs of Child Abuse or Neglect		5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	Comments
1	When parents enter the program they are informed of:							
	a) Staff's status as mandatory reporters							
	b) What constitutes abuse and neglect within the state							
	c) The program's protocols regarding child abuse and neglect							
2	All staff are trained to recognize early signs of child abuse and neglect							
3	Staff monitor the following signs that a family may be under stress, including:							
	a) Physical signs (such as bruises), acting out, distress, challenging behavior, fearful behavior, inappropriate language/behavior (such as sexual acting out), or other child symptoms							
	b) Unusual parental behavior at arrival or departure times							
	c) Repeated unexplained absences							
	d) Repeated tardiness, late pick-ups, or missed appointments							
	e) Missed payments							
	f) Divorce, job loss, or other family crises							
	g) Parents' acknowledgement of stress or problems							

PROGRAM SELF-ASSESSMENT—STRATEGY 6 (CONTINUED)

		check one box:						
Recognize and Respond to Early Warning Signs of Child Abuse or Neglect		5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	Comments
4	When a family is experiencing extreme difficulties but there is no sign of imminent harm to the child or other family members:							
	a) Staff work with the family to discuss concerns and appropriate actions							
	b) At least one staff member reaches out to the family to address the issues causing concern							
	c) Staff attempt to connect the family to resources that can help address the issue, including such intensive services as respite care, shelters, or emergency crisis services							
	d) Staff continue to support the family and monitor the situation daily until the situation is resolved							
5	All staff are trained on the impact of loss and trauma on children and how to respond appropriately							
6	All staff are trained to follow the program's protocols for reporting child abuse and neglect							
7	Staff are oriented to the state's child welfare reporting guidelines and understand how cases are generally handled once a report is made							

PROGRAM SELF-ASSESSMENT—STRATEGY 6 (CONTINUED)

		check one box:						
Recognize and Respond to Early Warning Signs of Child Abuse or Neglect		5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	Comments
8	When staff must file a child welfare report, they:							
	a) Coordinate with investigative authorities to ensure that actions and interactions with the family support and do not hinder the investigation							
	b) Strive to be calm, caring and supportive during the reporting process							
	c) Provide fair and accurate information on the concerns that led to the child welfare report, as well as family strengths							
	d) To the best of their ability, answer questions that the family may have regarding the reporting process and how the child protective services system typically responds							
	e) Explain their status as mandated reporters and the goal of keeping children safe							
	f) Offer to support families by answering questions, connecting them to resources they may need, and providing a listening ear and friendly advice							
9	Program staff help families find suitable respite care and/or emergency crisis services							
10	If a child is placed in custody, staff:							
	a) Maintain contact with the parent							
	b) Advocate for the family with the child protective services system, when possible							
	c) Help the parent(s) connect with resources to help reunite them with their child							
11	The program helps families navigate the child welfare system by:							
	a) Helping them get the help they need							
	b) Helping maintain stability for children							
	c) Collaborating with child welfare caseworkers							

strengthening families program self-assessment

STRATEGY 7: VALUE AND SUPPORT PARENTS

		check one box:						
Value and Support Parents		5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	Comments
1	The program encourages parents to be active in making decisions about their children's education							
2	Staff recognize and affirm the central role of parents in their child's life							
3	Staff get to know parents individually and regularly inquire about what is happening in their lives							
4	Staff get to know all family members by name							
5	Parents have opportunities to volunteer and contribute to the program							
6	Parents have opportunities to share skills, talents, and cultural traditions with children and other parents							
7	Staff recognize and value parent contributions							
8	Staff are accepting and supportive of diverse family constellations, i.e. single parents, grandparents, foster parents, gay / lesbian couples, etc.							
9	Parents have regular opportunities to engage in activities in the center's physical space							
10	Parents have opportunities to participate in:							
	a) Parent-only social activities							
	b) Support groups							
	c) Activities designed to relieve stress, such as spa days, date nights (parents' night out), or exercise classes							
	d) Activities that promote healthy adult relationships, marriage, co-parenting							
	e) Other:							
11	The program offers specific activities for fathers, mothers, and other family members							

PROGRAM SELF-ASSESSMENT—STRATEGY 7 (CONTINUED)

Value and Support Parents	check one box:						Comments
	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	
12 The program welcomes fathers and other male family members by:							
a) Providing information specific to fathers/male family members in a special area such as a lounge, bulletin board, or bookshelf							
b) Displaying positive portrayals of men and children in books, posters, and program materials							
c) Providing a diaper changing deck in the men's room							
d) Providing activities or services that are man-to-man, father-to-father							
e) Using intake forms, applications, and surveys that are gender-neutral							
f) Establishing working partnerships with a wide range of community resources that provide services to fathers							
13 Staff show that they value fathers and are sensitive to their unique needs by:							
a) Sharing responsibility for inviting and engaging fathers in programs and activities							
b) Taking part in periodic training on understanding and appreciating fathers' needs and parenting styles							
c) Understanding the needs of individual fathers, such as navigating the child support system or having multiple children with different mothers in the same program							
d) Being sensitive to barriers that limit father involvement, such as a difficult relationship with the child's mother, lack of information, and non-custodial relationship with child							
e) When possible and within the bounds of custody agreements, responding to non-custodial fathers' desire to participate in their children's lives by including them in mailings and updates about a child's progress, inviting them to activities, and responding to requests for information							
f) Encouraging fathers and male family members to engage in many aspects of the program, not only activities for fathers							

PROGRAM SELF-ASSESSMENT—STRATEGY 7 (CONTINUED)

Value and Support Parents	check one box:						Comments
	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	
14 Parents have opportunities to discuss how they were parented and how it affects the way they parent							
15 Parents are connected to resources that help them explore different ways of parenting, including:							
a) Parent education groups							
b) Counseling							
c) Support groups							
d) Mentors/coaches							
e) Sisterhoods/brotherhoods							
f) Faith-based activities							
g) Other							
16 Staff provide emotional support and encouragement to parents							
17 Staff do not blame parents for children’s challenging behaviors							
18 Staff recognize parents’ growth and efforts							
19 The program provides parents opportunities for:							
a) Personal growth—such as attending conferences or special events and collecting and sharing information of interest to other parents							
b) Leadership development							
c) Input into programmatic decisions							
d) Input into staff hiring and training							
END OF SELF-ASSESSMENT							

DOMAIN: PHYSICAL ACTIVITY

Indicator 1: Scheduled Physical Activity

1.1	Supervised tummy time is provided for all infants, including those with special needs:	🍏 Rarely or never	🍏 Some days	🍏 Every day
1.2	Total physical activity time, both indoors and outdoors, for <u>toddlers</u> , including those with special needs, is scheduled:	🍏 Less than 60 minutes per 8 hour day (or less than 30 minutes per 4 hour day)	🍏 60-89 minutes per 8 hour day (or 30-44 minutes per 4 hour day)	🍏 90 minutes or more per 8 hour day (or 45 minutes per 4 hour day)
1.3	Total physical activity time, both indoors and outdoors, for <u>preschoolers</u> , including those with special needs, is scheduled:	🍏 Less than 90 minutes per day (or less than 45 minutes per 4 hour day)	🍏 90-119 minutes per day (or 45-59 minutes per 4 hour day)	🍏 120 minutes or more per day (or 60 minutes per 4 hour day)
1.4	Structured, or teacher-led, physical activity for <u>toddlers</u> , including those with special needs, is scheduled:	🍏 Rarely or never	🍏 15-29 minutes per 8 hour day (or 8-14 minutes per 4 hour day)	🍏 30 minutes or more per 8 hour day (or 15 minutes per 4 hour day)
1.5	Structured, or teacher-led, physical activity for <u>preschoolers</u> , including those with special needs, is scheduled:	🍏 Rarely or never	🍏 30-59 minutes per 8 hour day (or 15-29 minutes per 4 hour day)	🍏 60 minutes or more per 8 hour day (or 30 minutes per 4 hour day)

Indicator 2: Staff Behaviors

2.1	Caregivers interact with infants in daily physical activities to develop gross motor skills such as reaching, kicking, crawling, and standing:	🍏 Less than once per day	🍏 Every day	🍏 Two or more times per day, every day
2.2	Physical activity time is withheld as punishment when children are misbehaving:	🍏 Often	🍏 Sometimes	🍏 Never
2.3	Caregivers participate in active play and encourage children to be active:	🍏 Rarely or never	🍏 Some days	🍏 Every day

Indicator 3: Physical Activity Education

3.1	Formal physical activity education is provided through curricula, games, lessons and/or books:	🍏 Rarely or never	🍏 1-2 times per month	🍏 At least once a week
3.2	Culturally appropriate physical activity support materials including pictures, posters, and play materials like books or toys that promote physical activity are:	🍏 Not displayed	🍏 Displayed, but are limited	🍏 Displayed in several areas of the facility

Indicator 4: Sedentary Activity				
4.1	Use of confining equipment, like swings, molded seats, jump seats or walkers is limited to:	🍏 30 minutes at a time	🍏 15 minutes, 3 times per day or more	🍏 15 minutes or less, 1-2 times per day
4.2	Cribs, car seats and high chairs are used for purposes <u>other than their primary purpose</u> (cribs for sleeping, car seats for vehicle travel, and high chairs for eating):	🍏 Every day	🍏 Some days	🍏 Rarely or never
4.3	During a typical day, not counting naps and meals, toddlers and preschoolers are expected to remain seated for:	🍏 More than 30 minutes at a time	🍏 16-30 minutes at a time	🍏 No more than 15 minutes at a time
Indicator 5: Screen Time				
5.1	Children under the age of 2 years are permitted to watch television, videos or DVDs:	🍏 Every day	🍏 Some days	🍏 Never
5.2	For children over the age of 2 years, total screen time, including television, video, DVD, and computer time is limited to:	🍏 More than 2 hours per week	🍏 31 minutes to 2 hours per week	🍏 30 minutes or less per week
5.3	Television, video or DVD viewing is permitted during meals or snacks:	🍏 Every day	🍏 Some days	🍏 Never
Indicator 6: Staff and Parent Physical Activity Training				
6.1	A qualified expert in early childhood physical activity is consulted to ensure a variety of fun and age-appropriate physical activities are provided:	🍏 Never	🍏 Less than once per year	🍏 Once per year
6.2	Physical activity training for staff is provided:	🍏 Rarely or never	🍏 Once per year	🍏 Twice per year or more
6.3	Physical activity training for parents is provided:	🍏 Rarely or never	🍏 Once per year	🍏 Twice per year or more
6.4	Parents handouts, brochures, or newsletters that include physical activity information are provided:	🍏 Rarely or never	🍏 Once per year	🍏 Twice per year or more
Indicator 7: Physical Activity Policies				
7.1	The program has a written wellness policy that addresses physical activity and is:	🍏 We do not have a wellness policy	🍏 Written down and usually followed	🍏 Written down, followed, and shared with families
7.2	The program has a written policy that addresses media use and the policy is:	🍏 We do not have a written policy	🍏 Written down and usually followed	🍏 Written down, followed, and shared with families

DOMAIN: NUTRITION

Indicator 1: Breastfeeding and Infant Feeding

1.1	A designated area for lactating mothers to breastfeed is:	🍏 Available	🍏 Is private and has appropriate seating	🍏 Is private, has seating, and has an electrical outlet
1.2	Culturally appropriate breastfeeding support materials, like pictures, posters, brochures, pamphlets and other resources (not including those supplied by commercial entities, like manufacturers of infant formula) are:	🍏 Not available	🍏 Limited, but available in 1 or 2 areas or upon request	🍏 Available and displayed in several areas of the facility
1.3	Our facility's breastfeeding-friendly policy is:	🍏 Not available or not written down	🍏 Written down and usually followed	🍏 Written down, followed, and shared with pregnant mothers, and families with infants
1.4	Infants are encouraged to finish their bottle after showing signs of fullness:	🍏 Every day	🍏 Some days	🍏 Never

Indicator 2: Eating Environment

2.1	Children are encouraged to eat more than they want, and are asked to "clean their plate" or "make a happy plate":	🍏 Every day	🍏 Some days	🍏 Never
2.2	Preschoolers are actively involved in mealtime activities, such as setting and cleaning the table:	🍏 Rarely or never	🍏 Some days	🍏 Every day
2.3	For preschoolers, food is served family-style, and children serve themselves:	🍏 Rarely or never	🍏 Some days	🍏 Every day
2.4	Caregivers talk informally about healthy foods during meals, and reinforce children's internal cues of hunger and fullness:	🍏 Rarely or never	🍏 Some days	🍏 Every day

Indicator 3: Caregiver Behaviors

3.1	Caregivers offer food incentives for good behavior, like sweets or food-related parties:	🍏 Every day	🍏 Some days	🍏 Never
3.2	Caregivers gently encourage, but do not force, children to try all food components offered at meals and snacks:	🍏 Rarely or never	🍏 Some days	🍏 Every day
3.3	Caregivers sit with children during meals and snacks, and eat the same foods as the children:	🍏 Rarely or never	🍏 Some days	🍏 Every day
3.4	In front of the children, caregivers only drink healthy beverages like water, low-fat milk and 100% juice:	🍏 Rarely or never	🍏 Some days	🍏 Every day

Indicator 4: Nutrition Education				
4.1	Formal nutrition education is provided through curricula, games, lessons and/or books:	🍏 Rarely or never	🍏 1-2 times per month	🍏 Once per week or more
4.2	Culturally appropriate nutrition support materials including pictures, posters, and play materials like books or toys that promote healthy eating are:	🍏 Not displayed	🍏 Displayed, but are limited	🍏 Displayed in several areas of the facility
Indicator 5: Foods to Increase				
5.1	Whole grains, like oatmeal, whole wheat bread, whole grain cereal, and brown rice are served:	🍏 Twice per week or less	🍏 3-4 times per week	🍏 Every day
5.2	Fresh or frozen fruits or vegetables are served:	🍏 Twice per week or less	🍏 3-4 times per week	🍏 Every day
5.3	A variety of dark green, red and orange vegetables like broccoli, spinach, greens, romaine lettuce, carrots, sweet potatoes, and tomatoes are served:	🍏 Once per week or less	🍏 2-3 times per week	🍏 Four times per week or more
5.4	Lean proteins, like lean beef, pork, poultry or seafood (not breaded or fried); beans; lentils; low-fat yogurt; eggs; seeds; and nuts are served:	🍏 Twice per week or less	🍏 3-4 times per week	🍏 Every day
Indicator 6: Foods to Limit				
6.1	High sugar grains, like sugary cereals, cookies, cakes, pies, muffins, brownies, cereal bars and sweet breads are served:	🍏 Twice per week or more	🍏 Once per week	🍏 Twice per month or less
6.2	Fruits with added sugars, like fruit canned in syrup, and sweetened applesauce are served:	🍏 Every day	🍏 Some days	🍏 Rarely or never
6.3	Fried or pre-fried vegetables, like hash browns, French fries, tater tots, fried okra and onion rings are served:	🍏 Once per week or more	🍏 1-2 times per month	🍏 Rarely or never
6.4	High fat or fried/pre-fried proteins like sausage, bacon, ground beef, hot dogs, chicken or beef nuggets, and fish sticks are served:	🍏 Once per week or more	🍏 2-3 times per month	🍏 Once per month or less
Indicator 7: Beverages				
7.1	Sugar sweetened beverages, like soda, juice drinks, sports drinks, sweet tea and Kool-Aid® are served:	🍏 Once per month or more	🍏 Less than once per month	🍏 Never
7.2	100% juice is served:	🍏 Every day	🍏 3-4 times per week	🍏 Twice per week or less
7.3	Drinking water is available during outdoor play, and caregivers encourage children to drink water	🍏 Rarely or never	🍏 When the weather is hot	🍏 Every Day

	during active play:			
7.4	Caregivers encourage children 1 year and older to drink water:	🍏 Rarely or never	🍏 Sometimes, like after outdoor play	🍏 Many times throughout the day
Indicator 8: Caregiver and Parent Nutrition Training				
8.1	A registered dietitian or qualified nutritionist is consulted to ensure a variety of healthy, appealing and age-appropriate foods are served:	🍏 Never	🍏 Less than once per year	🍏 Once per year or more
8.2	Nutrition training for caregivers is provided:	🍏 Rarely or never	🍏 Once per year	🍏 Twice per year or more
8.3	Nutrition training for parents is provided:	🍏 Rarely or never	🍏 Once per year	🍏 Twice per year or more
8.4	Parents handouts, brochures, or newsletters that include nutrition information are provided:	🍏 Rarely or never	🍏 Once per year	🍏 Twice per year or more
Indicator 9: Nutrition Policies				
9.1	The program has a wellness policy that addresses nutrition and is:	🍏 We do not have a wellness policy	🍏 Written down and usually followed	🍏 Written down, followed, and shared with families
9.2	The program has a written policy that addresses foods brought from home and the policy is:	🍏 We do not have a written policy	🍏 Written down and usually followed by families	🍏 Written down, shared with families, and we have foods available to supplement foods brought from home if they do not meet the child's nutrition needs; OR we do not allow foods brought from home
9.3	The program has a written policy that addresses foods brought in for sharing (like for celebrations or classroom parties), and the policy is:	🍏 We do not have a written policy	🍏 Written down and addresses food safety, but not nutrition	🍏 Written down, addresses food safety, and encourages healthy foods; OR we do not allow foods for sharing

BRIGHT
From the
START

Georgia Department of Early Care and Learning



Tiered Quality Rating and Improvement System (TQRIS)
Program Manual

Appendix

(b)(6)

Glossary of Terms

40-Hour Director Training – A course required for directors of new child care learning centers prior to receiving permission-to-operate. This includes family day care home and group day care home providers changing status to a child care learning center but currently does not pertain to changes of ownership, location changes, or initial licensure of group day care homes. Any proposed substitution for this course must be submitted via the variance/waiver process.

Applicant Services Unit (ASU) – The unit within Bright from the Start responsible for working with initial child care learning center, group day care home, and family day care home applicants, including location changes for existing licensed facilities, change of ownership changes, and status changes if the provider is going from a family day care home to a group day care home or from a family day care home or group day care home to a child care learning center.

Applicant's Guide to Licensure – Packet of information available to potential applicants on the Bright for the Start website to guide them through the licensure process.

Child Care – Group care of children (under 18 years of age) for pay outside of the children's home for less than 24 hours a day.

Child Care Learning Center – Any place operated by a person, society, agency, corporation, institution or group wherein are received for pay for group care, for fewer than 24 hours per day without transfer of legal custody, 19 or more children under 18 years of age and which is required to be licensed.

Compliant/Noncompliant – A status assigned to each licensed child care learning center and group day care home based on the consultant's annual determination of the overall extent of compliance with the core rules throughout the fiscal year (July 1 – June 30).

Core Rules – Specific rules in each core rule category identified as having the greatest impact on risk to children in care. Either all or a portion of the rules in each category may be designated as core rules.

Core Rule Categories – Specific rule categories identified as having the greatest impact on risk to children in care that are evaluated during each inspection visit.

Exemption – Categories of child care programs that allow child care providers that meet certain criteria to operate without being subject to licensing rules and regulations.

Faith Based Exemption – A center that is licensed by Bright from the Start may request an exemption from licensure if the center's program is an integral part of an established religious congregation or religious school that conducts regularly scheduled classes, courses of study, or educational programs and is a member of, accredited by, or certified by a state, regional, or national accrediting agency for religious educational instruction or a state, regional, or national accrediting agency for educational instruction as recognized and approved by the department if

such accrediting entity uses standards that are substantially similar to those established by the department.

Family Day Care Home – A private residence operated by any person who receives therein for pay for supervision and care for fewer than 24 hours per day, without transfer of legal custody, three but not more than six children under 18 years of age who are not related to such persons and whose parents and guardians are not residents in the same private residence.

Focused Visit – An inspection visit during which the consultant evaluates the core rules. Each follow-up/monitoring visit will be a focused visit. All rules are evaluated during a licensing study.

Focused Visit System – Monitoring procedures for child care learning centers, group day care homes, and family day care homes that concentrate resources based on identified risk to children, identified through evaluation of the extent of compliance/noncompliance with the core rules during each inspection visit.

Group Day Care Home – Any place operated by a person, society, agency, corporation, institution, or group wherein are received for pay for group care, for fewer than 24 hours per day without transfer of legal custody, seven to 18 children under 18 years of age and which is required to be licensed.

Initial License – The first license, valid for one year, issued to a new facility after the consultant gives permission-to-operate.

Initial Licensing Study – A scheduled, rule-by-rule inspection conducted after the Application for License, Parts A and B, are approved. This is an announced visit.

Licensing Orientation Meeting (LOM) – A one-day, detailed information session describing the application process for prospective child care learning center and group day care home applicants. This meeting is a requirement for potential child care learning center applicants, including providers changing status from a family day care home or a group day care home to a child care learning center. This course is strongly recommended for potential group day care home applicants. The participants receive a certificate that is valid for two years.

Local Approvals – Refers to local city or county requirements for businesses, such as fire and building inspections, zoning approvals, certificates of occupancy, sewer, water, and septic approvals, etc. Fire approvals may be under the jurisdiction of the local or the state fire marshal. Applicants must call the State Fire Marshal's office to determine who has jurisdiction.

Registration – The process by which a child care provider applies to be a family day care home; the certificate that is issued to a family day care home provider.

Registration Orientation Meeting (ROM) – A one-day, detailed information session describing the application process for prospective family day care home applicants. This meeting is a requirement for potential family day care home applicants. The participants receive a certificate that is valid for two years.

Registering in the Professional Development Registry

Step 1	Log on to https://pdr.decal.ga.gov
Step 2	Select New User
Step 3	Enter unique user information
Step 4	Click on the Register button
Step 5	Congratulations! You have successfully created an account. You will receive an e-mail from PDR Support with the subject line "Welcome to PDR"
Step 6	Open the e-mail from PDR Support – E-MAIL CONTENT: In order to activate your account you must click here (actually click the word " here " located in the text of the e-mail) to verify your account NOTE: If your e-mail is not in your inbox in 30 minutes or less, search your "spam, trash, or junk mailbox"
Step 7	Congratulations! Your Professional Development Registry account ID has been activated – Enter your username and password and click LOG IN
Step 8	Complete "ABOUT ME" in the Contact section and click "SAVE" button at the bottom of the page
Step 9	After you click SAVE, you will receive a message on the same page "SAVE COMPLETE". Click the button next to SAVE >> , or go to the top of the page and select the Education tab, to navigate to the next screen – EDUCATION section
Step 10	Select High School or GED. The system will automatically save and expand the screen for you to complete additional education information. NOTE: High School or GED is a minimum requirement to be an Early Childhood Education (ECE) professional in Georgia. If this education level is not selected, you will receive Career Level 0 until documentation is provided and verified that you have completed a minimum of a High School diploma or GED
Step 11	Click on ADD DEGREE and/or ADD CREDENTIAL. When you have completed all Education and Credential information, click on SAVE at the bottom of the page and navigate to the next screen
Step 12	After clicking SAVE you will receive a message on the same page SAVE COMPLETE. Click the button next to SAVE >>, or select the EMPLOYMENT tab at the top of the page to navigate to the next screen – EMPLOYMENT NOTE: The system will automatically save and expand the screen for you to complete additional Employment information. This screen continues to expand until you have completed all work experience under the employment section
Step 13	If you are currently employed in a licensed/registered child care program, you can use the search feature to add your employer's information:
	A- Search Provider by name or license number and add additional filter content (site address, county, city, etc.) to find provider. Click on provider name and click SELECT to complete

		<p>B- Or click PROVIDER NOT FOUND and enter employer information in the next screen. Click SAVE and return to the previous screen</p> <p>C- Complete additional information and click SAVE</p>
Step 14		<p>After clicking SAVE, you will receive a message on the same page to SAVE COMPLETE. Click the button next to SAVE >> or select the tab at the top to the page, to navigate to the next screen to the TRAINING section. Select ADD TRAINING if applicable. Enter the training information and SAVE</p> <p>NOTE: If you do not have a code on your certificate, but received training provided through Bright from the Start, please select "STATE ACCEPTED" rather than "STATE APPROVED". Only "STATE APPROVED" training will have a code. When you select the appropriate category (approved, accepted, conference, other), enter the information requested on that screen</p>
Step 15		<p>After clicking SAVE, the system will navigate you back to the previous screen. Follow step 14 until all TRAINING information is entered</p>
Step 16		<p>SUBMISSION!</p> <p>A – Ready for Submission? Click on MY PROFILE and you will receive a summary of your profile</p> <p>B- Review all information carefully, and update if necessary. Scroll to the bottom of the screen and click box to acknowledge that you have reviewed your profile and verify that the information is correct. It is recommended at this point you first select VIEW/PRINT REGISTRY PROFILE prior to submitting the acknowledgement. You also have the ability at this point to print and/or save your Profile in PDF format</p> <p>C – SUBMIT REGISTRY PROFILE</p>
Step 17		<p>Submit Registry Profile</p> <p>A- Review all information carefully. Scroll to the bottom of the screen and click box, to acknowledge that you authorize assessment and agree to the above terms and conditions</p> <p>B- RETURN TO PROFILE or SUBMIT</p>
Step 18		<p>CONGRATULATIONS! Your registry profile was submitted successfully. You will receive an e-mail with further information and instructions for submitting required documentation if applicable. You may RETURN TO PROFILE or LOG OUT</p>
NOTE:		<p>After Submitting your PROFILE for evaluation, it is LOCKED and changes cannot be made until evaluation is complete and a Career Level is assigned. Changes and additions can be made anytime your PROFILE is in status other than PENDING. When PENDING, your PROFILE is awaiting documentation submission and review by PSC for verification</p>

CAREER LEVELS

Professional preparation is vital to improving the quality of early care and learning environments. Professional development in the *Georgia Early Care and Education Professional Development System* takes into account training, education, and experience. By noting your achievements and number of years experience in working with young children, you can mark your professional accomplishments using the following chart.

Level I

Professionals beginning their career in early care and education:

- ◆ High school diploma or GED;
and
- ◆ 0 to 3 years of direct care experience with young children;
and
- ◆ 0 to 30 clock hours of state approved/accepted training

Level V

Professionals beginning their formal education in the early care and education field:

- ◆ Technical Certificate of Credit (TCC) in Early Childhood Education or Child Development

Level IX

Professionals with a Georgia Professional Standards Commission (PSC) teaching certificate in the Early Care / Early Education field.

Level II

Professionals who have been in the early care and education field for a few years:

- ◆ High school diploma or GED;
and
- ◆ 2 or more years of direct care experience with young children;
and
- ◆ 31 to 60 clock hours of state approved/accepted training

Level VI

Professionals who have earned formal education credit in the early care and education field:

- ◆ Technical College Diploma (TCD) in Early Childhood Education or Child Development

Level X

Professionals with a graduate degree in the early care and education field:

- ◆ Masters degree (MA/MS/MEd) in Early Childhood Education or Child Development

Level III

More experienced professionals in the early care and education field:

- ◆ High school diploma or GED;
and
- ◆ 3 or more years of direct care experience with young children;
and
- ◆ 61 or more clock hours of state approved/accepted training

Level VII

Professionals with a two-year degree in the early care and education field:

- ◆ Associate degree (AA/AS or AAS/AAT) in Early Childhood Education or Child Development **or**
- ◆ Montessori Diploma

Level XI

Professionals with a Specialist degree in the early care and education field:

- ◆ Specialist Degree (EdS) in Early Childhood Education or Child Development

Level IV

Professionals with a credential in the early care and education field:

- ◆ Unrelated Degree (Associate, Bachelor, Masters or Doctorate in non-ECE-related field) **or**
- ◆ Current Child Development Associate (CDA) **or**
- ◆ PSC-certified ParaProfessional (FLD691)

Level VIII

Professionals with a four-year degree in the early care education field:

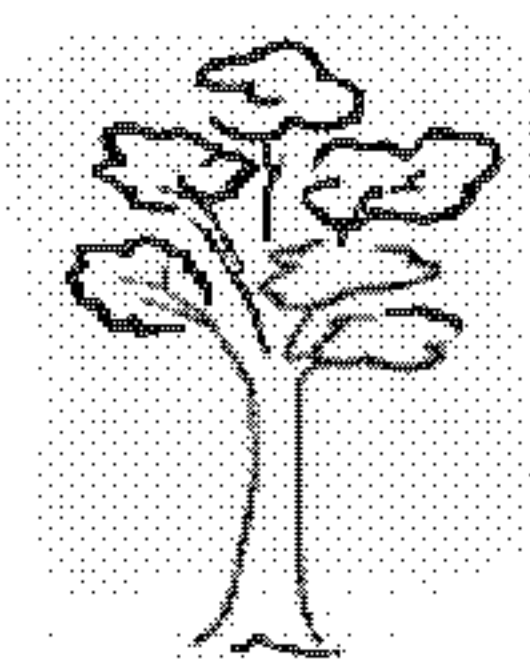
- ◆ Bachelor Degree (BA/BS) in Early Childhood Education or Child Development

Level XII

Professionals with a Doctoral degree in the early care and education field:

- ◆ Doctoral Degree (PhD/EdD) in Early Childhood Education or Child Development

Training, credentials, degrees, and coursework for the Career Levels must be in the field of Early Childhood Education (ECE), Child Development (CD), or related areas of study. ECE-related credits and coursework reflect the body of knowledge valued in the early care and education field. While many professionals may have a degree in a field outside of ECE, the Career Levels recognize specific academic preparation in ECE. If a degree major is not ECE or CD, the transcript will be reviewed by the Georgia Professional Standards Commission for ECE-related credits or coursework. Degrees are considered ECE-related if the transcripts document a minimum of 15 semester hours or 25 quarter hours of ECE-related coursework.



The Georgia Early Care and Education Professional Development Competencies

Early Care and Education Professional

*Developed 1994-1995
Reviewed and Revised May 2006
Levels of Competence Added January 2007*

These Professional Development Competencies delineate the knowledge and skills for childhood care and education professionals (practitioners, teachers, caregivers, providers, group leaders, aides, directors, trainers, etc.) working in a variety of settings (child-care centers, preschools, pre-kindergarten programs, family child care and group homes, school-age care programs, etc.). The purpose of these competencies is to provide a blueprint for individual professional growth as well as guidelines for training and education programs that will meet the needs of professionals in the field.

**Professional Development Competencies
Early Care and Education Professional, School-Age Care Professional, Program Administrator, Trainer, and
Technical Assistance Provider**

Early Care and Education Professional Competency Goals (ECE)

- ECE-1 To understand and demonstrate the principles of child growth and development.
- ECE-2 To establish and maintain a safe, healthy learning environment.
- ECE-3 To advance physical and intellectual competence.
- ECE-4 To support social and emotional development and provide positive guidance.
- ECE-5 To establish positive and productive relationships with families.
- ECE-6 To ensure a well-run, purposeful program responsive to each individual child's needs.
- ECE-7 To maintain a commitment to professionalism.

School-Age Care Professional Competency Goals (SAC)

- SAC-1 To understand the development of school-age children: Early School-Age (5-6); Middle School-Age (7-9), and Early Adolescence (10 and older).
- SAC-2 To establish a safe, healthy environment and promote wellness.
- SAC-3 To advance physical and intellectual competence and enhance recreational activity.
- SAC-4 To support social and emotional development and provide positive guidance.
- SAC-5 To establish positive and productive relationships with families.
- SAC-6 To ensure a well-run, purposeful program responsive to the needs of each individual child.
- SAC-7 To maintain a commitment to professionalism.

Program Administrator of Early Care and Education and School-Age Care Programs Competency Goals (ADM)

- ADM-1 To develop and maintain an effective organization.
- ADM-2 To plan and implement administrative systems that provide effective education and support programs.
- ADM-3 To market the program to parents and the community.
- ADM-4 To administer effectively a program of personnel management and staff development.
- ADM-5 To maintain and develop the facility and equipment.
- ADM-6 To possess legal knowledge necessary for effective management.
- ADM-7 To foster good community relations and to influence child-care policy that affects the program.
- ADM-8 To practice responsible financial management.
- ADM-9 To maintain a commitment to ongoing personal/professional growth and development.

Trainer of Early Care and Education, School-Age Care, and Administrator Competency Categories (TRN)

* Indicators are listed for the following categories in the Trainer Competencies section of this publication.

- TRN-1 Professionalism and Ethics
- TRN-2 Instructional Design and Development
- TRN-3 Knowledge of Content
- TRN-4 Presentation Skills
- TRN-5 Quality Assurance

Provider of Technical Assistance for Early Care and Education and School-Age Care Programs (TAP)

* Indicators are listed for the following categories in the Technical Assistance Provider Roles and Competencies section of this publication.

- TAP-1 Partner
- TAP-2 Needs Assessor
- TAP-3 Facilitator of Change
- TAP-4 Joint Problem Solver
- TAP-5 Trainer/Educator
- TAP-6 Information Specialist
- TAP-7 Caseload Manager

Early Care and Education Professional Competency Goals and Indicators (ECE)

ECE-1 To understand and demonstrate the principles of child growth and development.

Examples of beginning level competence:

A. Recalls knowledge of child growth and development theory and best practices as a foundation for working effectively with children, as demonstrated by the abilities to:

1. Describe stages of development and stages of play from infancy to age five.
2. Explain the sequence in which children develop physical skills.
3. Describe how children develop language skills.
4. Identify learning modes for children including sight, hearing, touch, taste, and smell.
5. Define self-concept and positive self-image.
6. Describe how samples of children's work helps to know each child individually.
7. Describe how children learn through active participation.
8. Identify developmentally appropriate behavior and state reasonable expectations for children.
9. Respond immediately to the needs of children who are crying or distressed.
10. List developmental milestones.
11. Describe individual temperament styles of adults and children.
12. Describe early learning standards for young children (i.e., *The Georgia Early Learning Standards*).

B. Recognizes how cultural, social, health and economic statuses influence child development and learning, as demonstrated by the abilities to:

1. Identify individual children's interests, abilities, goals, and special needs.
2. Describe how children participate at their own level of interest and ability.
3. Identify each child's individual styles of interacting with others and making friends.
4. Describe the general characteristics and special needs of children.
5. Explain the importance of quality experiences and interactions for children with special needs.
6. Explain the interconnection of a variety of variables that affect a child's development (family situations, peers, personality, temperament, time of day, weather, need for sleep, hunger, availability of materials, etc.).

C. Awareness of current findings in brain research and best practices for infants, toddlers and preschoolers.

Examples of intermediate level competence:

A. Applies knowledge of child growth and development theory and best practices as a foundation for working effectively with children, as demonstrated by the abilities to:

1. Demonstrate understanding of stages of development and stages of play from infancy to age five.
2. Recognize the sequence in which children develop physical skills.
3. Describe a variety of methods for enhancing language development.
4. Stimulate children through all learning modes, including sight, hearing, touch, taste, and smell.
5. Discuss self-concept and promote a positive self-image.
6. Observe and collect samples of children's work in order to know each child individually.
7. Describe how to provide support for children to initiate the development of new skills, to build on existing knowledge and skills, and to practice newly acquired skills.
8. Explain developmentally appropriate behavior and practice reasonable expectations for children.
9. Respond and identify the needs of children who are crying or distressed.

10. Recognize developmental alerts or warning signs.
11. Use knowledge of individual temperament styles of adults and children to provide experiences to promote positive developmental outcomes.
12. Use knowledge of early learning standards for young children (i.e., *The Georgia Early Learning Standards*).

B. Examines how cultural, social, health and economic statuses influence child development and learning, as demonstrated by the abilities to:

1. Use knowledge about each individual child's interests, abilities, goals, and special needs to plan appropriate learning experiences.
2. Allow children to participate at their own level of interest and ability.
3. Support each child's individual styles of interacting with others and making friends.
4. Demonstrate knowledge about the characteristics and special needs of children.
5. Provide quality experiences and interactions for children with special needs.
6. Determine the interconnection of a variety of variables that affect a child's development (family situations, peers, personality, temperament, time of day, weather, need for sleep, hunger, availability of materials, etc.).

C. Applies knowledge of current findings in brain research to implement best practices for infants, toddlers and preschoolers.

Examples of advanced level competence:

A. Integrates knowledge of child growth and development theory and best practices as a foundation for working effectively with children, as demonstrated by the abilities to:

1. Explain the integration of the stages of development and stages of play from infancy to age five in the curriculum and program.
2. Explain and evaluate the sequence in which children develop physical skills.
3. Evaluate how children develop language skills and demonstrate a variety of methods for enhancing language development.
4. Explain how children learn through all learning modes, including sight, hearing, touch, taste, and smell.
5. Value the importance of self-concept and promoting a positive self-image.
6. Evaluate samples of children's work in order to know each child individually.
7. Guide situations and provide support for children to initiate the development of new skills, to build on existing knowledge and skills, and to practice newly acquired skills.
8. Assess developmentally appropriate behavior and the importance of reasonable expectations for children.
9. Respond and interpret the needs of children who are crying or distressed.
10. Evaluate developmental milestones and respond to developmental alerts or warning signs.
11. Assess individual temperament styles of adults and children to provide experiences to promote positive developmental outcomes.
12. Integrate early learning standards for young children (i.e., *The Georgia Early Learning Standards*) in program.

B. Interprets how cultural, social, health and economic statuses impacts child development and learning, as demonstrated by the abilities to:

1. Evaluate each individual child's interests, abilities, goals, and special needs to plan appropriate learning experiences.
2. Value the benefits of children participate at their own level of interest and ability.
3. Assess each child's individual styles of interacting with others and making friends.
4. Identify and discuss the characteristics and special needs of children.
5. Advocate for quality experiences and interactions for children with special needs.
6. Analyze the interconnection of a variety of variables that affect a child's development (family situations, peers, personality, temperament, time of day, weather, need for sleep, hunger, availability of materials, etc.).

C. Interprets knowledge of current findings in brain research to implement best practices for infants, toddlers and preschoolers.

ECE-2 To establish and maintain a safe, healthy learning environment.

Examples of beginning level competence:

A. Recognizes a safe environment to prevent and reduce injuries, as demonstrated by the abilities to:

1. Examine all safety aspects of toys and materials provided for use by children.
2. Describe supervision that is appropriate for the developmental levels of children.
3. Know and follow established emergency plans and procedures, including CPR (cardiopulmonary resuscitation) and first aid.

B. Discusses good health, nutrition, and an environment that contributes to the prevention of illnesses and the prevention of child abuse and neglect, as demonstrated by the abilities to:

1. Describe and demonstrate general hygiene practices consistently to reduce the spread of infectious diseases.
2. Describe process for cleaning and sanitizing materials used by children.
3. Describe and practice diapering/toileting procedures to reduce the spread of infectious diseases.
4. Describe and encourage health maintenance habits in children.
5. Describe meals/snacks that meet the USDA (United States Department of Agriculture) requirements for children's individual and special nutritional needs.
6. Describe a pleasant and relaxing meal-time experience.
7. Describe a pleasant and appropriate environment conducive to rest each day.
8. Understand good health and nutrition practices.

C. Recognizes how spaces, relationships, materials, and routines are resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning, and a feeling of ownership among the children, as demonstrated by the abilities to:

1. Describe well-arranged spaces that meet the developmental needs of children during routines and play.
2. Identify a variety of developmentally appropriate materials.
3. Name materials conducive for children's play.
4. Describe a schedule that meets children's needs for routines, play, and freedom of choice.
5. Describe how children can take care of their environment, both inside and outside.

Examples of intermediate level competence:

A. Provides a safe environment to prevent and reduce injuries, as demonstrated by the abilities to:

1. Routinely inspect the children's toys and materials to ensure that they are safe.
2. Provide supervision that is appropriate for the developmental levels of children.
3. Explain and follow established emergency plans and procedures, including CPR (cardiopulmonary resuscitation) and first aid.

B. Applies good health and nutrition knowledge and provides an environment that contributes to the prevention of illnesses and the prevention of child abuse and neglect, as demonstrated by the abilities to:

1. Employ general hygiene practices consistently to reduce the spread of infectious diseases.
2. Implement a process for cleaning and sanitizing materials used by children.
3. Practice diapering/toileting procedures to reduce the spread of infectious diseases.
4. Practice and encourage health maintenance habits in children.
5. Provide meals/snacks that meet the USDA (United States Department of Agriculture) requirement for children's individual and special nutritional needs.
6. Provide a pleasant and relaxing meal-time experience.
7. Provide a pleasant and appropriate environment conducive to rest each day.
8. Demonstrate good health and nutrition practices to others.

C. Uses spaces, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning, and a feeling of ownership among the children, as demonstrated by the abilities to:

1. Provide well-arranged spaces that meet the developmental needs of children during routines and play.
2. Make available a variety of developmentally appropriate materials.
3. Organize materials conducive for children's play.
4. Employ a schedule that meets children's needs for routines, play, and freedom of choice.
5. Encourage children to take care of their environment, both inside and outside.

Examples of advanced level competence:

A. Assesses and provides a safe environment to prevent and reduce injuries as demonstrated by the abilities to:

1. Monitor and guide others to ensure that all toys and materials provided for use by children are safe.
2. Assess and provide supervision that is appropriate for the developmental levels of children.
3. Review and revise as needed established emergency plans and procedures, including CPR (cardiopulmonary resuscitation) and first aid.

B. Determines good health and nutrition and provides an environment that contributes to the prevention of illnesses and the prevention of child abuse and neglect, as demonstrated by the abilities to:

1. Implement and evaluate general hygiene practices consistently to reduce the spread of infectious diseases.
2. Develop and review procedures that ensure all materials used by children are clean and sanitized.
3. Instruct and monitor others in correct diapering/toileting procedures to reduce the spread of infectious diseases.
4. Develop and lead others to encourage health maintenance habits in children.
5. Monitor and provide meals/snacks that meet the USDA (United States Department of Agriculture) requirements for children's individual and special nutritional needs.
6. Evaluate pleasant and relaxing meal-time experience.
7. Evaluate pleasant and appropriate environment conducive to rest each day.
8. Evaluate and adapt good health and nutrition practices.

C. Evaluates and uses spaces, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning, and a feeling of ownership among the children, as demonstrated by the abilities to:

1. Evaluate and provide well-arranged spaces that meet the developmental needs of children during routines and play.
2. Analyze the use of a variety of developmentally appropriate materials.
3. Evaluate and organize materials to enhance children's play.
4. Explain the importance of providing a schedule that meets children's needs for routines, play, and freedom of choice.
5. Develop and implement strategies to encourage children to take care of their environment, both inside and outside.

ECE- 3 To advance physical and intellectual competence.

Examples of beginning level competence:

A. Discusses a variety of equipment, activities, and opportunities to promote physical activities and development in children, as demonstrated by the abilities to:

1. Identify a variety of activities that enable children to develop their large (gross motor) and small (fine motor) muscles.
2. Give examples of program activities that meet the individual needs of all children, including those with special needs.
3. Describe opportunities for children to develop their senses.

B. Recognizes activities and opportunities that encourage curiosity, exploration, and problem-solving appropriate to the developmental levels and learning styles of children, as demonstrated by the abilities to:

1. Name a variety of developmentally appropriate materials and activities that encourage curiosity, exploration, and problem-solving.
2. Explain interactions with children that provide support for play, exploration, and learning (e.g., open-ended questions, scaffolding, etc.).
3. Identify and label each child's individual learning styles.
4. Describe developmentally appropriate materials and activities that encourage pre-math and pre-science concept development.

C. Understands active communications, opportunities and supports that are necessary for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings, as demonstrated by the abilities to:

1. Describe respectful communication with individual child.
2. Give examples of talking with children that are appropriate to their developmental level.
3. Identify ways to talk to children that support meaningful, open-ended conversations, individually and as members of groups.
4. Explain positive responses to children's attempts to communicate.
5. Identify ways to involve children in making decisions that are appropriate to their developmental levels (e.g., routines, activities, etc.).

D. Recognizes a variety of opportunities and support for children to understand, acquire, and use emergent literacy skills, as demonstrated by the abilities to:

1. Describe a developmentally appropriate, print-rich environment in which children learn about books, literature, and writing.
2. Identify rhymes, poems, songs, and finger-plays that help children develop emergent literacy skills, such as phonological awareness.
3. Identify ways to engage children in literacy activities, such as reading and writing.

E. Discusses opportunities that stimulate children to play with sound, rhythm, language, materials, spaces, and ideas in individual ways and to express their creative abilities, as demonstrated by the abilities to:

1. List examples of individual expression and creativity.
2. Explain developmentally appropriate musical experiences and equipment.
3. List examples of art experiences with varied mediums that are developmentally appropriate and open-ended.
4. Describe dramatic play experiences, with a variety of developmentally appropriate props that can be extended to other aspects of the curriculum and to other areas of the environment.
5. Identify and describe opportunities for a variety of developmentally appropriate block play experiences.

Examples of intermediate level competence:

A. Provides a variety of equipment, activities, and opportunities to promote physical activities and development in children, as demonstrated by the abilities to:

1. Offer a variety of activities that enable children to develop their large (gross motor) and small (fine motor) muscles.
2. Adapt program activities to meet the individual needs of all children, including those with special needs.
3. Offer opportunities for children to develop their senses.

B. Provides activities and opportunities that encourage curiosity, exploration, and problem-solving appropriate to the developmental levels and learning styles of children, as demonstrated by the abilities to:

1. Make available a variety of accessible developmentally appropriate materials and activities that encourage curiosity, exploration, and problem-solving.
2. Engage in interactions with children that provide support for play, exploration, and learning (e.g., open-ended questions, scaffolding, etc.).

3. Make adaptations for each child's individual learning styles.
4. Use developmentally appropriate materials and activities that encourage pre-math and pre-science concept development.

C. Actively communicates with children and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings, as demonstrated by the abilities to:

1. Engage in respectful communication with individual child.
2. Talk with children in ways that are appropriate to their developmental levels.
3. Employ various ways to talk to children and engage them in meaningful, open-ended conversations, individually and as members of groups.
4. Respond positively to children's attempts to communicate.
5. Involve children in making decisions that are appropriate to their developmental levels (e.g., routines, activities, etc.).

D. Provides a variety of opportunities and support for children to understand, acquire, and use emergent literacy skills, as demonstrated by the abilities to:

1. Use a developmentally appropriate, print-rich environment in which children learn about books, literature, and writing.
2. Use rhymes poems, songs, and finger-plays to help children develop emergent literacy skills, such as phonological awareness.
3. Encourage children to engage in literacy activities, such as reading and writing.

E. Provides opportunities that stimulate children to play with sound, rhythm, language, materials, spaces, and ideas in individual ways and to express their creative abilities, as demonstrated by the abilities to:

1. Acknowledge and appreciate individual expression and creativity in individuals.
2. Arrange a variety of developmentally appropriate musical experiences and equipment.
3. Use art experiences with varied mediums that are developmentally appropriate and open-ended.
4. Demonstrate dramatic play experiences, with a variety of developmentally appropriate props that can be extended to other aspects of the curriculum and to other areas of the environment.
5. Make available a variety of developmentally appropriate block play experiences.

Examples of advanced level competence:

A. Evaluates a variety of equipment, activities, and opportunities to promote physical activities and development in children, as demonstrated by the abilities to:

1. Design a variety of activities to ensure children develop their large (gross motor) and small (fine motor) muscles.
2. Plan, implement, and revise (as needed) program activities to meet the individual needs of all children, including those with special needs.
3. Compile data to design and evaluate opportunities for children to develop their senses.

B. Determines activities and opportunities that encourage curiosity, exploration, and problem-solving appropriate to the developmental levels and learning styles of children, as demonstrated by the abilities to:

1. Plan, implement, and critique a variety of developmentally appropriate and accessible materials and activities that encourage curiosity, exploration, and problem-solving.
2. Formulate, practice, and assess interactions with children that provide support for play, exploration, and learning (e.g., open-ended questions, scaffolding, etc.).
3. Create, assess, and revise activities to meet each child's individual learning style.
4. Design, assess, and critique developmentally appropriate materials and activities that encourage pre-math and pre-science concept development.

C. Determines appropriate opportunities for active communication and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings as demonstrated by the abilities to:

1. Formulate, practice, and record frequent and respectful communication with each individual child.

2. Construct and modify ways of talking with children that are appropriate to their developmental levels.
3. Compose, practice, and modify ways to talk and engage children in meaningful, open-ended conversations, individually and as members of groups.
4. Integrate positive responses to children's attempts to communicate throughout the day.
5. Formulate or modify practices to increase ways of involving children in making decisions that are appropriate to their developmental levels (e.g., routines, activities, etc.).

D. Incorporates a variety of opportunities that support children's understand, acquisition, and use emergent literacy skills, as demonstrated by the abilities to:

1. Create a developmentally appropriate, print-rich environment in which children learn about books, literature, and writing.
2. Integrate and critique the use of rhymes, poems, songs, and finger-plays to help children develop emergent literacy skills, such as phonological awareness.
3. Formulate or modify practices to encourage children to engage in literacy activities, such as reading and writing.

E. Incorporates opportunities that stimulate children to play with sound, rhythm, language, materials, spaces, and ideas in individual ways and to express their creative abilities, as demonstrated by the abilities to:

1. Assess and modify practices to encourage and appreciate individual expression and creativity.
2. Plan and implement a variety of developmentally appropriate musical experiences and equipment.
3. Design art experiences with varied mediums that are developmentally appropriate and open-ended.
4. Prepare, implement, and assess many opportunities for dramatic play experiences, with a variety of developmentally appropriate props that can be extended to other aspects of the curriculum and to other areas of the environment.
5. Plan and implement opportunities for a variety of developmentally appropriate block play experiences.

ECE-4 To support social and emotional development and provide positive guidance.
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Examples of beginning level competence:

A. Describes the importance of physical and emotional security for each child and helps her/him to know, accept, and take pride in herself/himself and to develop a sense of independence, as demonstrated by the abilities to:

1. Identify communications that show each child is important, respected, and valued.
2. Describe a secure, trusting relationship with each child.
3. Name ways to help each child develop a sense of security through nurturing interactions, predictable routines, and a safe environment.
4. Identify self-help skills to promote each child's developing independence and initiative.
5. Identify signs of readiness for toilet training that support each child in a positive, relaxed environment.
6. Identify and discuss opportunities for children to experience success by building on current knowledge and skills, practicing new skills, and constructing new knowledge.
7. List ways to support children and families during separation anxiety and through transitions to new environments or groups.
8. List varied opportunities for children to recognize and name their own feelings.

B. Recognizes that each child needs to feel accepted in the group, he/she needs help learning to communicate and to get along with others, express feelings of empathy and mutual respect with other children and adults, as demonstrated by the abilities to:

1. Label feelings of empathy and respect for others.
2. Describe characteristics of unbiased curriculum that promotes recognition and appreciation of racial, ethnic, and ability differences and similarities.
3. Explain ways to encourage children to respect themselves, others, and the environment.
4. Describe varied opportunities to develop skills for entering into social groups and friendships, and for fostering other pro-social behavior.

C. Appreciates a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as members of groups, as demonstrated by the abilities to:

1. Identify strategies (e.g., routines, transitions, room arrangements, choice activities, etc.) for avoiding problems.
2. Identify appropriate positive guidance techniques that reflect knowledge of each child's temperament and developmental level.
3. Explain a variety of appropriate, positive guidance/discipline methods, such as listening, reinforcing, redirecting, offering choices, and setting and enforcing limits
4. List ways that allow children to experience both logical and natural consequences for their behaviors so that they can learn how to take responsibility for their actions.
5. Describe consequences of negative discipline methods, such as spanking, threatening, shouting, or shaming so as not to incorporate these in classroom practices.
6. Name the steps of conflict resolution that guide children through the process.
7. Identify ways to involve children in the establishment of guidelines for acceptable and appropriate behaviors.

Examples of intermediate level competence:

A. Provides physical and emotional security for each child and helps her/him to know, accept, and take pride in herself/himself and to develop a sense of independence, as demonstrated by the abilities to:

1. Show each child that he/she is important, respected, and valued.
2. Establish a secure, trusting relationship with each child.
3. Model ways to help each child develop a sense of security through nurturing interactions, predictable routines, and a safe environment.
4. Assist and encourage self-help skills to promote each child's developing independence and initiative.
5. Respond to the signs of readiness for toilet training to support each child in a positive, relaxed environment.
6. Use opportunities for children to experience success by building on current knowledge and skills, practicing new skills, and constructing new knowledge.
7. Support and assist children and families during separation anxiety and through transitions to new environments or groups.
8. Use varied opportunities for children to recognize and name their own feelings.

B. Implements practices that helps each child feel accepted in the group, helps her/him learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among children and adults, as demonstrated by the abilities to:

1. Encourage and model feelings of empathy and respect for others.
2. Use unbiased curriculum that promotes recognition and appreciation of racial, ethnic, and ability differences and similarities.
3. Demonstrate ways to encourage children to respect themselves, others, and the environment.
4. Use varied opportunities to develop skills for entering into social groups and friendships, and for fostering other pro-social behavior.

C. Provides a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as members of groups, as demonstrated by the abilities to:

1. Distinguish strategies (e.g., routines, transitions, room arrangements, choice activities, etc.) for avoiding problems.
2. Use appropriate positive guidance techniques that reflect knowledge of each child's temperament and developmental level.
3. Use a variety of appropriate, positive guidance/discipline methods, such as listening, reinforcing, redirecting, offering choices, and setting and enforcing limits.
4. Employ ways to allow children to experience both logical and natural consequences for their behaviors so that they can learn how to take responsibility for their actions.
5. Analyze the consequences of negative discipline methods, such as spanking, threatening, shouting, or shaming, so as not to incorporate them into classroom practice.
6. Use the steps of conflict resolution to guide children through the process.
7. Test ways to involve children in the establishment of guidelines for acceptable and appropriate behaviors.

Examples of advanced level competence:

A. Develops and implements practices that builds physical and emotional security for each child and helps her/him to know, accept, and take pride in herself/himself and to develop a sense of independence, as demonstrated by the abilities to:

1. Design and implement practices that each child is important, respected, and valued.
2. Develop secure, trusting relationship with each child.
3. Formulate ways to help each child develop a sense of security through nurturing interactions, predictable routines, and a safe environment.
4. Arrange opportunities for self-help skills that promote each child's developing independence and initiative.
5. Plan ways to integrate the signs of readiness for toilet training in a supportive, positive, and relaxed environment.
6. Design and integrate opportunities for children to experience success by building on current knowledge and skills, practicing new skills, and constructing new knowledge.
7. Plan, implement, and revise (if needed) support for children and families during separation anxiety and through transitions to new environments or groups.
8. Design and integrate varied opportunities for children to recognize and name their own feelings.

B. Fosters individual acceptance for each child, fosters communication and getting along with others, and encourages feelings of empathy and mutual respect among children and adults, as demonstrated by the abilities to:

1. Design opportunities to express feelings of empathy and respect for others.
2. Use data to plan and implement unbiased curriculum that promotes recognition and appreciation of racial, ethnic, and ability differences and similarities.
3. Plan, implement, and assess ways to encourage children to respect themselves, others, and the environment.
4. Arrange varied opportunities to develop skills for entering into social groups and friendships, and for fostering other pro-social behavior.

C. Determines a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as members of groups, as demonstrated by the abilities to:

1. Implement strategies (e.g., routines, transitions, room arrangements, choice activities, etc.) for avoiding problems.
2. Plan and implement appropriate positive guidance techniques that reflect knowledge of each child's temperament and developmental level.
3. Use observational methodology to formulate a variety of appropriate positive guidance/discipline methods, such as listening, reinforcing, redirecting, offering choices, and setting and enforcing limits that meet the needs of each child.
4. Facilitate ways to allow children to experience both logical and natural consequences for their behaviors so that they can learn how to take responsibility for their actions.
5. Evaluate the consequences of negative discipline methods, such as spanking, threatening, shouting, or shaming, so as not to incorporate them into classroom practices.
6. Plan and implement the steps of conflict resolution to guide children through the process.
7. Facilitate ways to involve children in the establishment of guidelines for acceptable and appropriate behaviors.

ECE-5 To establish positive and productive relationships with families.

Examples of beginning level competence:

A. Discusses an open, friendly, and cooperative relationship with each child's family, that encourages the family's involvement in the program, and supports the child's relationship with her/his family, as demonstrated by the abilities to:

1. Acknowledge opportunities to appreciate children's families as part of the regular program.
2. Describe friendships and mutual support between families and staff, while respecting professional boundaries.
3. Recognize the importance of using information about each family's beliefs, cultures, and child-rearing practices in interactions and experiences with children.

4. Identify regular opportunities for each family to learn about and understand a child's development to strengthen parenting knowledge and skills.
5. Identify information about resources to help families meet their needs through linkages to services and opportunities.
6. Describe how to respond to, and provide appropriate support for, families under stress or in crisis.

B. Awareness of how a program assists in preventing child abuse and neglect, as demonstrated by the abilities to:

1. Identify best practices that foster children's social competence.
2. Observe, recognize, and respond to early warning signs of child abuse or neglect.
3. Describe how to assist families in making social connections with other parents and with the staff.

Examples of intermediate level competence:

A. Maintains an open, friendly, and cooperative relationship with each child's family, encourages the family's involvement in the program, and supports the child's relationship with her/his family, as demonstrated by the abilities to:

1. Provide a variety of opportunities to appreciate children's families as part of the regular program.
2. Engage in friendships and mutual support between families and staff, while respecting professional boundaries.
3. Use information about each family's beliefs, cultures, and child-rearing practices in interactions and experiences with children.
4. Offer regular opportunities for each family to learn about and understand a child's development to strengthen parenting knowledge and skills.
5. Provide information about resources to help families meet their needs through linkages to services and opportunities.
6. Respond to, and provide appropriate support for, families under stress or in crisis.

B. Provides a program that assists in preventing child abuse and neglect, as demonstrated by the abilities to:

1. Use best practices that foster children's social competence.
2. Observe, recognize, and respond to early warning signs of child abuse or neglect.
3. Assist families in making social connections with other parents and with the staff.

Examples of advanced level competence:

A. Advocates for an open, friendly, and cooperative relationship with each child's family, encourages the family's involvement in the program, and supports the child's relationship with her/his family, as demonstrated by the abilities to:

1. Evaluate a variety of opportunities to appreciate children's families as part of the regular program.
2. Facilitate friendships and mutual support between families and staff, while respecting professional boundaries.
3. Integrate information about each family's beliefs, cultures, and child-rearing practices in interactions and experiences with children.
4. Analyze and revise (if needed) opportunities for each family to learn about and understand a child's development to strengthen parenting knowledge and skills.
5. Search for and keep abreast of information about resources to help families meet their needs through linkages to services and opportunities.
6. Guide others to respond and provide appropriate support for families under stress or in crisis.

B. Incorporates a prevention of child abuse and neglect focus as demonstrated by the abilities to:

1. Analyze and implement best practices that foster children's social competence.
2. Guide others to observe, recognize, and respond to early warning signs of child abuse or neglect.
3. Determine effective ways to assist families in making social connections with other parents and with the staff.

ECE-6	To ensure a well-run, purposeful program responsive to each individual child's needs.
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Examples of beginning level competence:

A. Discusses all available resources to ensure an effective operation, as demonstrated by the abilities to:

1. List materials and equipment appropriate to the developmental needs of children.
2. Explain how the communities, school systems, regulatory agencies, and health and social services work together to meet the needs of individual children and families.
3. Describe activities that are responsive to individual children (e.g., special needs, cultures, languages spoken, various ages, highly active or withdrawn, health-restricted, in-crisis, etc.), in order to promote inclusive, welcoming environments for all children.
4. Identify, report, and respond to the needs of abused, neglected, or deprived children in the child-care setting.

B. Participates in organizing, planning and recordkeeping, as demonstrated by the abilities to:

1. Describe observation and assessment as bases for planning individualized learning experiences and activities.
2. Explain the importance of keeping records that contain accurate information about the growth, health, behavior, and progress of each child and the group.
3. Identify developmental and behavioral information to share with families and other professionals.
4. Explains procedures for smooth transitions from one group to another.

C. Communicates and cooperates with coworkers, as demonstrated by the abilities to:

1. Participate with others to help orient new staff, substitutes, or volunteers to routines and to the abilities and individual needs of each child.
2. Practice cooperation, support coworkers, and encourage teamwork.

D. Participates in ongoing program-evaluation and program-improvement efforts.

Examples of intermediate level competence:

A. Uses all available resources to ensure an effective operation, as demonstrated by the abilities to:

1. Obtain materials and equipment appropriate to the developmental needs of children.
2. Establish liaisons with communities, school systems, regulatory agencies, and health and social services to meet the needs of individual children and families.
3. Provide activities that are responsive to individual children (e.g., special needs, cultures, languages spoken, various ages, highly active or withdrawn, health-restricted, in-crisis, etc.), in order to promote inclusive, welcoming environments for all children.
4. Identify, report, and respond to the needs of abused, neglected, or deprived children in the child-care setting.

B. Organizes, plans, and keeps records, as demonstrated by the abilities to:

1. Use observation and assessment as bases for planning individualized learning experiences and activities.
2. Maintain records concerning the growth, health, behavior, and progress of each child and the group.
3. Share developmental and behavioral information with families and other professionals.
4. Employ procedures for smooth transitions from one group to another.

C. Communicates and cooperates with coworkers, as demonstrated by the abilities to:

1. Orient new staff, substitutes, or volunteers to routines and to the abilities and individual needs of each child.
2. Practice cooperation, support coworkers, and encourage teamwork.

D. Participates in ongoing program-evaluation and program-improvement efforts.

Examples of advanced level competence:

A. Assesses available resources to ensure an effective operation, as demonstrated by the abilities to:

1. Adapt materials and equipment to meet the developmental needs of children.
2. Initiate and maintain liaisons with communities, school systems, regulatory agencies, and health and social services to meet the needs of individual children and families.
3. Develop, implement, analyze, and modify activities to be responsive to individual children (e.g., special needs, cultures, languages spoken, various ages, highly active or withdrawn, health-restricted, in-crisis, etc.), in order to promote inclusive, welcoming environments for all children.
4. Identify, report, and respond to the needs of abused, neglected, or deprived children in the child-care setting.

B. Develops and implements recordkeeping procedures, as demonstrated by the abilities to:

1. Evaluate observation and assessment appropriate for planning individualized learning experiences and activities.
2. Interpret records concerning the growth, health, behavior, and progress of each child and the group.
3. Interpret developmental and behavioral information with families and other professionals.
4. Develop and implement procedures for smooth transitions from one group to another.

C. Facilitates communication and cooperation with coworkers, as demonstrated by the abilities to:

1. Guide new staff, substitutes, or volunteers to routines and to the abilities and individual needs of each child.
2. Guide others to value cooperation, support coworkers, and encourage teamwork.

D. Implements ongoing program-evaluation and program-improvement efforts.

ECE-7 To maintain a commitment to professionalism.

Examples of beginning level competence:

A. Has knowledge of her/his own professional performance and continues to learn more about working with young children and families, as demonstrated by the abilities to:

1. Identify self-assessment activities and goals for improvement.
2. Attend staff meetings.
3. Read professional books and periodicals about child development and early childhood education practices.
4. Join professional early childhood organizations.
5. Identify appropriate training and formal educational opportunities to improve.

B. Understands his/her role as a child-care advocate for children and families as well as professional ethics, while balancing personal and professional life, as demonstrated by the abilities to:

1. Explain decisions based on knowledge of early childhood theories and practices, and promote quality in child-care services.
2. Describe regulatory, legislative, and workforce issues and how they affect the development and welfare of young children.
3. Explain program philosophies, goals, and objectives through words and actions.
4. Describe how to be a role model for children and families.
5. Explain confidentiality and principles of ethical conduct and privacy laws.
6. List program practices that balance work and home life at all levels (physical, social, emotional, intellectual).

Examples of intermediate level competence:

- A. Examines her/his own performance and continues to learn more about working with young children and families, as demonstrated by the abilities to:**
1. Practice self-assessment and set goals for improvement.
 2. Participate in staff meetings.
 3. Use information from professional books and periodicals about child development and early childhood education practices.
 4. Participate in professional early childhood organizations.
 5. Participate in training and formal educational opportunities to improve.
- B. Serves as a child-care advocate for children and families and applies professional ethics, while balancing personal and professional life, as demonstrated by the abilities to:**
1. Make decisions based on knowledge of early childhood theories and practices, and promote quality in child-care services.
 2. Analyze regulatory, legislative, and workforce issues and how they affect the development and welfare of young children.
 3. Demonstrate program philosophies, goals, and objectives through words and actions.
 4. Demonstrate a positive attitude and serve as a role model for children and families.
 5. Demonstrate confidentiality and uphold principles of ethical conduct and privacy laws.
 6. Establish program practices that balance work and home life at all levels (physical, social, emotional, intellectual).

Examples of advanced level competence:

- A. Determines her/his own performance and continues to learn more about working with young children and families, as demonstrated by the abilities to:**
1. Collect regular self-assessment and revise goals for improvement.
 2. Integrate information from staff meetings into classroom performance and interactions.
 3. Plan and implement information from professional books and periodicals about child development and early childhood education practices.
 4. Design and include, as appropriate, ideas from professional early childhood organizations into practice.
 5. Include ideas from training and formal educational opportunities to improve.
- B. Determines his/her role as a child-care advocate for children and families and as well as professional ethics, while balancing personal and professional life, as demonstrated by the abilities to:**
1. Include decisions based on knowledge of early childhood theories and practices, and promote quality in child-care services.
 2. Evaluate regulatory, legislative, and workforce issues and how they affect the development and welfare of young children.
 3. Plan and implement program philosophies, goals, and objectives through words and actions.
 4. Self-asses positive attitudes and serve as a role model for children and families.
 5. Value confidentiality and principles of ethical conduct and privacy laws.
 6. Integrate program practices that balance work and home life at all levels (physical, social, emotional, intellectual).

About the Professional Development Competencies . . .

The goal of the Georgia Early Care and Education Professional Development Competencies is to promote quality learning experiences for professionals in early care and education in Georgia. The competencies address the question: “What should professionals who work with children ages birth through five and in after-school programs know and be able to do?” The competencies provide a framework with which professionals can evaluate their own training needs. Trainers can use the competencies to develop training that directly addresses individual needs.

Developed to support nationally recognized standards of excellence within the field of early care and education, the goals and indicators identify knowledge, skills, and abilities that a qualified practitioner should demonstrate. Competency goals and indicators are provided for the:

Early Care and Education Professional (ECE) — For those who work with children from birth through the age of five.

School-Age Care Professional (SAC) — For those who work with children from the age of five to early adolescence.

Program Administrator (ADM) — For those who work in administrative capacities in a variety of settings within the field.

Training Levels

A recommendation of a strategic planning committee in 1994-95, identified the need for training to be defined according to the needs of professionals. Because we know that individuals come to training with varied skills, knowledge, experience, and abilities, it was recommended that levels of training for each competency are needed to define training for the Beginning, Intermediate, and Advance professional.

Based on work completed by a committee in 1996-97, ECE, SAC, and ADM competencies were revised in 2006-07 to define and suggest framework for training tailored to the professional depending on their needs. To support trainers of early care and education professionals, competencies and qualifications for trainers were revised to reflect requirements at the Trainer I, II, and III designations. (Refer to the **Georgia Trainer Designation Matrix** on page 39 of the full Professional Development Competencies document for more information).

In the Georgia Professional Development system, core competencies are observable behaviors and represent a range of knowledge grouped into three levels of mastery:

- Beginning
- Intermediate
- Advanced

Beginning competencies are most appropriate for entry level professionals with little or no experience working with children or in some cases professionals who have been in the field for a while but are exposed to new topics, concepts, or information. Beginning level mastery of the competency for the professional includes a basic knowledge or understanding and demonstration of developing skills. The professional is able to identify, describe, define, name, give examples, list, recognize, be familiar with, participate, etc. Professionals in the beginning of their career will most likely be an assistant teacher or in a similar role, working under supervision or with support of a more experienced professional.

Beginning level training is designed to facilitate learning focused on exposure of material, concepts, terms, information, etc. for the beginning professional or the introduction of new topics for more experienced professionals. Trainers qualified to design and deliver beginning level training meet at minimum the Trainer I requirements. (Refer to the **Georgia Trainer Designation Matrix** on page 39 of the full Professional Development Competencies document for more information).

Intermediate competencies are most appropriate for the professional that has a few years experience and some training, formal education, and/or relevant credentials. Intermediate level mastery of the competencies includes an expanding knowledge and application to demonstrate refining skills. The professional is able to apply, structure, communicate, implement, demonstrate, practice, find, use, etc. Intermediate career development stage professionals will most likely be working toward or be in lead teacher roles or beginning administrators and are well on their way toward mastering content knowledge and putting that knowledge into practice.

Training designed for the intermediate level assumes that the professional has mastered the beginning level competency. The professional has a basic understanding of the concepts and utilizes information in their everyday practice. The training should focus on everyday application of sound developmentally appropriate practice—the how and why—and the articulation of their practice. The training should be an exercise in using abstractions in concrete situations. The abstractions could be theories, ideas, and principles that must be remembered and applied to the child care setting. Trainers qualified to design and deliver training at the intermediate level must have the experience and credentials to help other adults make the link between a basic knowledge of a

concept, the application of developmentally appropriate practice and an articulation of the process. The trainer qualified to train at the intermediate level must meet at minimum the Trainer I (with Training for Trainers II) or Trainer II requirements. (Refer to the **Georgia Trainer Designation Matrix** on page 39 of the full Professional Development Competencies document for more information).

Advanced competencies are most appropriate for the seasoned professional that has considerable years experience and documentation of training, education, and/or relevant credentials. These professionals are most often in leadership or mentor roles as lead teachers, directors, administrators, etc. They thoroughly understand developmentally appropriate practice and have the ability to bring new resources and innovative practice to the program. Mastery of advanced level competencies reflects depth of knowledge, understanding, and extending skills to foster growth. The professional is able to assess, evaluate, design, interpret, take a leadership role, plan and implement, advocate, lead, etc.

Trainers for advanced competency instruction must qualify at the Trainer II (with Training for Trainers III) or Trainer III designation. The trainer at this level must utilize knowledge and skill to help professionals put elements together to form a whole, perform analysis and construct their own knowledge. (Refer to the **Georgia Trainer Designation Matrix** on page 39 of the full Professional Development Competencies document for more information).

Career Levels

Professional preparation is vital to improving the quality of early care and learning environments. Professional development in the *Georgia Early Care and Education Professional Development System* takes into account training, education, and experience. By noting your achievements and number of years experience in working with young children, you can mark your professional accomplishments using the following chart.

<p>Level I Professionals beginning their career in early care and education:</p> <ul style="list-style-type: none"> ◆ High school diploma or GED; and ◆ 0 to 3 years of direct care experience with young children; and ◆ 0 to 30 clock hours of state approved/accepted training 	<p>Level V Professionals beginning their formal education in the early care and education field:</p> <ul style="list-style-type: none"> ◆ Technical Certificate of Credit (TCC) in Early Childhood Education or Child Development 	<p>Level IX Professionals with a Georgia Professional Standards Commission (PSC) teaching certificate in the Early Care / Early Education field</p>
<p>Level II Professionals who have been in the early care and education field for a few years:</p> <ul style="list-style-type: none"> ◆ High school diploma or GED; and ◆ 2 or more years of direct care experience with young children; and ◆ 31 to 60 clock hours of state approved/accepted training 	<p>Level VI Professionals who have earned formal education credit in the early care and education field:</p> <ul style="list-style-type: none"> ◆ Technical College Diploma (TCD) in Early Childhood Education or Child Development 	<p>Level X Professionals with a graduate degree in the early care and education field:</p> <ul style="list-style-type: none"> ◆ Masters degree (MA/MS/MEd) in Early Childhood Education or Child Development
<p>Level III More experienced professionals in the early care and education field:</p> <ul style="list-style-type: none"> ◆ High school diploma or GED; and ◆ 3 or more years of direct care experience with young children; and ◆ 61 or more clock hours of state approved/accepted training 	<p>Level VII Professionals with a two-year degree in the early care and education field:</p> <ul style="list-style-type: none"> ◆ Associate degree (AA/AS) or AAS/AAT) in Early Childhood Education or Child Development; or ◆ Montessori Diploma 	<p>Level XI Professionals with a Specialist degree in the early care and education field:</p> <ul style="list-style-type: none"> ◆ Specialist Degree (EdS) in Early Childhood Education or Child Development
<p>Level IV Professionals with a credential in the early care and education field:</p> <ul style="list-style-type: none"> ◆ Unrelated Degree (Associate, Bachelor, Masters or Doctorate in non-ECE-related field); or ◆ Current Child Development Associate (CDA); or ◆ PSC-certified ParaProfessional (FLD691) 	<p>Level VIII Professionals with a four-year degree in the early care education field:</p> <ul style="list-style-type: none"> ◆ Bachelor Degree (BA/BS) in Early Childhood Education or Child Development 	<p>Level XII Professionals with a Doctoral degree in the early care and education field:</p> <ul style="list-style-type: none"> ◆ Doctoral Degree (PhD/EdD) in Early Childhood Education or Child Development

Training, credentials, degrees, and coursework for the Career Levels must be in the field of Early Childhood Education (ECE), Child Development (CD), or related areas of study. ECE-related credits and coursework reflect the body of knowledge valued in the early care and education field. While many professionals may have a degree in a field outside of ECE, the Career Levels recognize specific academic preparation in ECE. If a degree major is not ECE or CD, the transcript will be reviewed by the Georgia Professional Standards Commission for ECE-related credits or coursework. Degrees are considered ECE-related if the transcripts document a minimum of 15 semester hours or 25 quarter hours of ECE-related coursework.

Competency Development

In 1993, the Georgia Association on Young Children provided leadership bringing together leaders and stakeholders from all over the state to develop the competencies. The competencies were developed in 1994-95 and were revised in 2006. The development process included the input of numerous sources and guided by the following vision, mission, and agreed-upon principles:

Vision

A well-articulated and coordinated, statewide professional development system will prepare childhood care practitioners to provide high-quality early childhood and school-age programs to Georgia's children.

Mission

To implement a statewide professional development system that will enhance the skills and career opportunities for childhood care and education professionals and will support quality programs for Georgia's children.

Guiding Principles

1. Quality childhood care and education is strongly linked to a constructive society and a productive economy that share in the cost, as well as the benefits, of quality care.
2. Delivery of quality childhood care and education is linked to a comprehensive and effective professional development system.
3. Planning for professional development includes an understanding that the care and the education of children are inseparable. There is no learning without care, and likewise, no care without learning.
4. A common core of shared knowledge, grounded in a sound, theoretical and philosophical base, is needed by all persons involved in childhood care and education.
5. Professional development includes the achievement of professional goals and fair compensation.
6. A recognized set of competencies is used to document and register professional development.
7. Professional development adheres to, but is not limited by, minimum regulations/requirements that govern childhood care and education.
8. Recognized quality standards are used to develop and evaluate training.
9. Bridges for articulation and transformation of credit are necessary for multiple career advancement opportunities to exist.
10. Training and educational opportunities are ongoing and accessible in terms of time, location, and cost.
11. Training and education programs are responsive and relevant to the variety of roles and program philosophies, adult learning styles, and educational and experiential backgrounds of practitioners, while incorporating a diverse scope of strategies and interactive processes.
12. Training and education programs address the broad diversity of children, families, and professionals, such as age, gender, disabilities, culture, race, and ethnicity.
13. Policymakers, legislators, businesses, parents, and the general public need to be educated about the benefits and costs of quality childhood care and education programs, in order to help build a diverse and consistent funding base of both public and private funds.

The 2006 Competencies Revision

In 2006, a formal review process was established, and the competencies were revised to reflect current best practices and research. The review process included input from early childhood care and education professionals and leaders in Georgia through electronic surveys, focus groups, reviews of research and the systems of other states, and editing.

A formal review should take place every five years to ensure accurate and effective competencies for early care and education professionals in Georgia.

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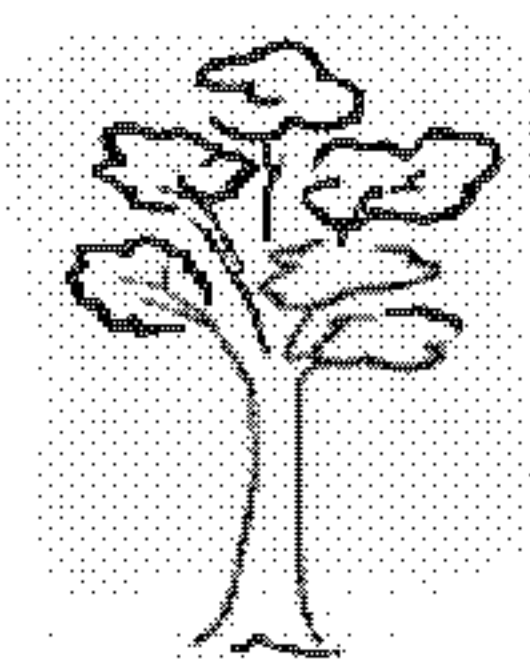
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*For more information concerning professional development for early care and education, contact **Bright from the Start: Georgia Department of Early Care and Learning** (<http://dec.al.ga.gov>) or the **Georgia Early Care and Education Professional Development System** (www.training.dec.al.ga.gov).*



**Georgia Early Care and Education
Professional Development System**



**The Georgia Early Care and Education
Professional Development Competencies**

Program Administrator

*Developed 1994-1995
Reviewed and Revised May 2006
Levels of Competence Added January 2007*

These Professional Development Competencies delineate the knowledge and skills for childhood care and education professionals (practitioners, teachers, caregivers, providers, group leaders, aides, directors, trainers, etc.) working in a variety of settings (child-care centers, preschools, pre-kindergarten programs, family child care and group homes, school-age care programs, etc.). The purpose of these competencies is to provide a blueprint for individual professional growth as well as guidelines for training and education programs that will meet the needs of professionals in the field.

Professional Development Competencies

Early Care and Education Professional, School-Age Care Professional, Program Administrator, Trainer, and Technical Assistance Provider

Early Care and Education Professional Competency Goals (ECE)

ECE-1	To understand and demonstrate the principles of child growth and development.
ECE-2	To establish and maintain a safe, healthy learning environment.
ECE-3	To advance physical and intellectual competence.
ECE-4	To support social and emotional development and provide positive guidance.
ECE-5	To establish positive and productive relationships with families.
ECE-6	To ensure a well-run, purposeful program responsive to each individual child's needs.
ECE-7	To maintain a commitment to professionalism.

School-Age Care Professional Competency Goals (SAC)

SAC-1	To understand the development of school-age children: Early School-Age (5-6); Middle School-Age (7-9), and Early Adolescence (10 and older).
SAC-2	To establish a safe, healthy environment and promote wellness.
SAC-3	To advance physical and intellectual competence and enhance recreational activity.
SAC-4	To support social and emotional development and provide positive guidance.
SAC-5	To establish positive and productive relationships with families.
SAC-6	To ensure a well-run, purposeful program responsive to the needs of each individual child.
SAC-7	To maintain a commitment to professionalism.

Program Administrator of Early Care and Education and School-Age Care Programs Competency Goals (ADM)

ADM-1	To develop and maintain an effective organization.
ADM-2	To plan and implement administrative systems that provide effective education and support programs.
ADM-3	To market the program to parents and the community.
ADM-4	To administer effectively a program of personnel management and staff development.
ADM-5	To maintain and develop the facility and equipment.
ADM-6	To possess legal knowledge necessary for effective management.
ADM-7	To foster good community relations and to influence child-care policy that affects the program.
ADM-8	To practice responsible financial management.
ADM-9	To maintain a commitment to ongoing personal/professional growth and development.

Trainer of Early Care and Education, School-Age Care, and Administrator Competency Categories (TRN)

* Indicators are listed for the following categories in the Trainer Competencies section of this publication.

TRN-1	Professionalism and Ethics
TRN-2	Instructional Design and Development
TRN-3	Knowledge of Content
TRN-4	Presentation Skills
TRN-5	Quality Assurance

Provider of Technical Assistance for Early Care and Education and School-Age Care Programs (TAP)

* Indicators are listed for the following categories in the Technical Assistance Provider Roles and Competencies section of this publication.

TAP-1	Partner
TAP-2	Needs Assessor
TAP-3	Facilitator of Change
TAP-4	Joint Problem Solver
TAP-5	Trainer/Educator
TAP-6	Information Specialist
TAP-7	Caseload Manager

Program Administrator
of Early Care and Education and School-Age Care Programs
Competency Goals and Indicators (ADM)

Note: After October, 2005, Bright from the Start requires directors of newly-opening licensed childcare centers to take a 40-hour Director's Training class.

ADM-1 To develop and maintain an effective organization.

Examples of beginning level competence:

- A. Recognizes internal and external factors that influence the program and its goals by:**
1. Recalling the program's history, philosophy, goals, structure, and legal responsibilities.
 2. Describing applicable regulations, including the rights of licensee.
 3. Discussing the role of boards, advisory groups and host agencies.
 4. Discussing the role of a "community spirit" among staff, families, boards or advisory groups, and children.
- B. Understands management philosophy through the use of:**
1. A clear mission statement.
 2. Clear objectives based on the program's values
 3. Clear understanding of child-care needs in the community served.
- C. Recalls the principles of organizational management.**
- D. Recognizes that management strategies should include effective use of time, short-term problem-solving, long-term planning, conflict resolution and other resources.**
- E. Recognizes the importance of program evaluation and all of its components.**
- F. Identifies strategic-planning techniques designed to ensure long-term success of the program and its ability to adapt to changing conditions.**
- G. Recognizes program efficiency should include the use of technology.**

Examples of intermediate level competence:

- A. Uses internal and external factors that influence the program and its goals by:**
1. Effectively using the program's history, philosophy, goals, structure, and legal responsibilities.
 2. Complying with applicable regulations, including the rights of licensee.
 3. Working with boards, advisory groups and host agencies.
 4. Providing a sense of "community spirit" among staff, families, boards or advisory groups, and children.
- B. Employs management philosophy that includes:**
1. A clear mission statement.
 2. Clear objectives based on the program's values
 3. Clear understanding of child-care needs in the community served.
- C. Examines the principles of organizational management.**

- D. Selects management strategies that include effective use of time, short-term problem-solving, long-term planning, conflict resolution and other resources.**
- E. Uses evaluation information to change and improve the program.**
- F. Discusses strategic-planning techniques designed to ensure long-term success of the program and its ability to adapt to changing conditions.**
- G. Provides program efficiency that includes the use of technology.**

Examples of advanced level competence:

- A. Determines internal and external factors that influence the program and its goals by:**
 - 1. Incorporating the program’s history, philosophy, goals, structure, and legal responsibilities.
 - 2. Incorporating applicable regulations, including the rights of licensee.
 - 3. Incorporating suggestions from boards, advisory groups and host agencies.
 - 4. Facilitating the development of a “community spirit” among staff, families, boards or advisory groups, and children.
- B. Develops and implements a management philosophy that includes:**
 - 1. A clear mission statement.
 - 2. Clear objectives based on the program’s values
 - 3. Clear understanding of child-care needs in the community served.
- C. Implements the principles of organizational management.**
- D. Develops and implements management strategies that include effective use of time, short-term problem-solving, long-term planning, conflict resolution and other resources.**
- E. Evaluates the program and all its components, and uses the evaluation information to change and improve the program.**
- F. Plans and implements program activities based on strategic-planning techniques designed to ensure long-term success of the program and its ability to adapt to changing conditions.**
- G. Determines an organized system that includes the use of technology to improve efficiency.**

ADM-2	To plan and implement administrative systems that effectively carry out the program’s mission, goals, and objectives.
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Examples of beginning level competence:

- A. Understands developmentally appropriate curriculum and daily programs in all domains of development, as demonstrated by the abilities to:**
 - 1. Understand the special needs of individuals and of the age groups served, such as infant, toddler, preschool, school-age, and multi-ages.
 - 2. Recognize that enrollment and transitions contribute to separation and adjustment issues for all children and parents.
 - 3. Understand how to handle common child-care/school-age issues, such as diapering, feeding, toilet training, peer interactions, multi-age groupings, and the involvement of school-age children in program decisions.
 - 4. Discuss with staff age-appropriate positive guidance techniques such as conflict resolution and crisis management.

5. Understand culturally, socially, and linguistically diverse curriculum reflective of the enrollment and the community.
6. Recognize the importance of child observations as a tool for building curriculum and assessing and meeting needs.

B. Discusses with families, a child's development, program and policy issues, and the business aspects of caring for the child, as demonstrated by the abilities to:

1. Identify ways to help staff communicate and develop relationships with families.
2. Discuss accommodating families' diverse backgrounds and parenting expectations.
3. Discuss child development and behavioral expectations of children in group settings.
4. Identify information to assist families in their parenting roles.
5. Identify information on community resources related to all aspects of family life.
6. Identify social services and/or health services appropriate for families' needs.

C. Has knowledge of up-to-date nutrition, health, and safety program components, as demonstrated by the abilities to:

1. Identify the components of a food program that meets USDA (United States Department of Agriculture) guidelines.
2. Identify appropriate indoor and outdoor play safety practices.
3. Describe regular opportunities for physical activities.

Examples of intermediate level competence:

A. Applies and guides others to implement developmentally appropriate curriculum and daily programs in all domains of development, as demonstrated by the abilities to:

1. Apply knowledge of the special needs of individuals and of the age groups served, such as infant, toddler, preschool, school-age, and multi-ages.
2. Manage enrollment and transitions and give attention to separation and adjustment issues for all children and parents.
3. Give direction and support to handle common child-care/school-age issues, such as diapering, feeding, toilet training, peer interactions, multi-age groupings, and the involvement of school-age children in program decisions.
4. Give direction and support age-appropriate positive guidance techniques and to handle issues, such as conflict resolution and crisis management.
5. Implement culturally, socially, and linguistically diverse curriculum that is reflective of the enrollment and the community.
6. Implement child observations as a tool for building curriculum and assessing and meeting needs.

B. Actively involves staff and families in communications about child development, program and policy issues, and the business aspects of caring for the child, as demonstrated by the abilities to:

1. Guide/mentor staff communication and relationships skills with families.
2. Help staff identify and accommodate diverse backgrounds and meet parenting expectations.
3. Provide education opportunities for families that focus on child development and behavioral expectations of children in group settings.
4. Provide information and support to assist families in their parenting roles.
5. Provide information on community resources related to all aspects of family life.

C. Provides up-to-date information to others on nutrition, health, and safety program components, as demonstrated by the abilities to:

1. Include a food program that meets USDA (United States Department of Agriculture) guidelines.
2. Maintain appropriate indoor and outdoor play safety practices.
3. Ensure regular opportunities for physical activities.

Examples of advanced level competence:

A. Implements and assesses developmentally appropriate curriculum and daily programs in all domains of development, as demonstrated by the abilities to:

1. Determine the special needs of individuals and of the age groups served, such as infant, toddler, preschool, school-age, and multi-ages.
2. Develop ways to guide staff to manage enrollment, transitions, separation and adjustment issues for all children and parents.
3. Evaluate and advise staff dealing with common child-care/school-age issues, such as diapering, feeding, toilet training, peer interactions, multi-age groupings, and the involvement of school-age children in program decisions.
4. Assess age-appropriate positive guidance techniques and guide staff to handle issues through conflict resolution and crisis management.
5. Ensure that the curriculum is culturally, socially, and linguistically diverse, as reflective of the enrollment and the community.
6. Support and guide staff in the use of child observations as a tool for building curriculum, assessing and meeting needs.

B. Evaluates and analyzes effective communication with families about child development, program and policy issues, and caring for the child, as demonstrated by the abilities to:

1. Evaluate and monitor staff communication styles contributing to positive relationships with families.
2. Evaluate process for accommodating diverse backgrounds and parenting expectations.
3. Educate families and the general public about child development and behavioral expectations of children in group settings.
4. Interpret and develop ways to help staff use information to assist families in their parenting roles.

C. Supports up-to-date nutrition, health, and safety program components, as demonstrated by the abilities to:

1. Regularly evaluate processes for providing a food program that meets USDA (United States Department of Agriculture) guidelines.
2. Evaluate and ensure appropriate indoor and outdoor play safety practices.
3. Evaluate regular opportunities for physical activities.

ADM-3 To market the program to parents and the community.

Examples of beginning level competence:

- A. Understands supply-and-demand characteristics of the area served, and list ways the program might respond to those needs.**
- B. Understands how to market the program, including defining the image of the program, the appearance of the building, and appropriate marketing materials (e.g., advertisements, brochures, promotional campaigns, staff incentives, etc.).**
- C. Recognizes appropriate responses to parental inquiries, including defining the role of all staff in marketing, handling phone calls, tours**
- D. Understands the importance of optimum enrollment.**

Examples of intermediate level competence:

- A. Uses supply-and-demand characteristics of the area served, and position the program to respond needs.**

- B. Participates in efforts to market the program, including defining and maintaining the image of the program, maintaining the appearance of the building, developing appropriate marketing materials (e.g., advertisements, brochures, promotional campaigns, staff incentives, etc.), and tracking the effectiveness of marketing.**
- C. Manage responses to parental inquiries and direct staff in handling phone calls, tours, and managing a waiting list.**
- D. Maintains optimum enrollment.**

Examples of advanced level competence:

- A. Assesses, plans, and implements strategies that reflect the supply-and-demand characteristics of the area served, and positions the program to respond to those needs.**
- B. Creates techniques to market the program, including defining and maintaining the image of the program, maintaining the appearance of the building, developing appropriate marketing materials (e.g., advertisements, brochures, promotional campaigns, staff incentives, etc.), and tracking the effectiveness of marketing.**
- C. Critiques responses to parental inquiries and implements changes as needed.**
- D. Plans and implements strategies that optimize enrollment.**

ADM-4 To administer effectively a program of personnel management and staff development.

Note: This competency goal and the related indicators are not relevant to family child-care providers unless they employ other staff.

Examples of beginning level competence:

- A. Identifies and manages personnel policies.**
- B. Understands and manages payroll, fringe benefits.**
- C. Employs staff management techniques by:**
 1. Recruits, selects, and uses strategies to retain quality staff.
 2. Schedules staff consistent with enrollment patterns, involves staff in scheduling decisions, and secures and supervises substitutes.
 3. Identifies and facilitates staff development opportunities that include orientation, in-service, and career development training.
 4. Identifies professional development appropriate to each individual.
 5. Develops and manages a formal staff-evaluation process that is based on observation and provides opportunities for regular and continuous self-evaluation.
- D. Identifies and describes positive human relations techniques, including team-building and conflict resolution.**
- E. Identifies individualized guidance, coaching, and supervision for each employee, as demonstrated by the abilities to:**
 1. Communicate clear expectations for performance.
 2. Support staff members in their development and accomplishment of professional goals and objectives.
 3. Motivate and challenge staff to set high standards.
 4. Observe objectively and give constructive feedback in a way that helps staff to grow professionally.
 5. Supervise and monitor staff so that quality job performance is recognized and inadequate job performance leads to remediation and/or termination when necessary.
 6. Describes different supervisory styles and methods to meet the individual needs of staff members.
 7. Model appropriate behavior.

Examples of intermediate level competence:

- A. Adapts personnel policies to meet the needs of the program.**
- B. Determines ongoing staff management issues by:**
 - 1. Using strategies to retain quality staff.
 - 2. Adapt staff development opportunities that include orientation, in-service, and career development training.
 - 3. Motivates staff members to participate in professional development appropriate to each individual.
 - 4. Monitors and changes as needed a formal staff-evaluation process that is based on observation and provides opportunities for regular and continuous self-evaluation.
- C. Employs positive human relations techniques, including team-building and conflict resolution.**
- D. Provides individualized guidance, coaching, and supervision for each employee tailored to their ability levels and goals.**

Examples of advanced level competence:

- A. Analyzing and adapting ongoing staff management.**
- B. Mentors staff in positive human relations techniques, including team-building and conflict resolution.**
- C. Mentors each employee according to their ability levels and goals.**

ADM-5 To maintain and develop the facility and equipment.

Examples of beginning level competence:

- A. Understands necessary compliance procedures for all applicable codes — fire, occupational safety, health, sanitation, building, zoning – and state licensures rules and regulations by:**
 - 1. Describing the steps necessary to maintain clean, safe buildings and grounds.
 - 2. Explaining how all program vehicles will be reviewed for safety and assurance of good repair.
 - 3. Identifying agencies and contacts necessary to comply with codes (fire, health, etc.) and other licensure regulations.
- B. Recognizes appropriate and effective space design/ room arrangements based on knowledge of environmental psychology and childhood development by:**
 - 1. Identifying safe indoor, outdoor and playground equipment and materials.
 - 2. Describing age-appropriate indoor, outdoor and playgroup equipment and materials.
- C. Explains all security practices.**
- D. If space is shared, the beginning administrator can:**
 - 1. Define a mutually positive relationship with host and/or other users.
 - 2. Explain ways staff can use shared space.

Examples of intermediate level competence:

- A. Establishes procedures necessary to comply with all applicable codes — fire, occupational safety, health, sanitation, building, zoning – and state licensure rules and regulations by:**
1. Applying the steps necessary to maintain clean, safe buildings and grounds.
 2. Reviewing all program vehicles for safety and assurance of good repair.
 3. Working with agencies and contacts necessary to comply with codes (fire, health, etc.) and other licensure regulations.
- B. Provides appropriate and effective space design/ room arrangements based on knowledge of environmental psychology and childhood development by:**
1. Supplying safe indoor, outdoor and playground equipment and materials.
 2. Supplying age-appropriate indoor, outdoor and playgroup equipment and materials.
- C. Establishes security practices.**
- D. If space is shared, the intermediate administrator can:**
1. Negotiate a mutually positive relationship with host and/or other users.
 2. Motivate staff in the use of shared space.

Examples of advanced level competence:

- A. Maintains procedures necessary to comply with all applicable codes — fire, occupational safety, health, sanitation, building, zoning – and state licensure rules and regulations by:**
1. Planning and implementing the steps necessary to maintain clean, safe buildings and grounds.
 2. Evaluating program vehicles for safety and assurance of good repair.
 3. Developing plans to maintain compliance with codes (fire, health, etc.) and other licensure regulations.
- B. Creates appropriate and effective space design/ room arrangements based on knowledge of environmental psychology and childhood development by:**
1. Organizing and ensuring safe indoor, outdoor and playground equipment and materials.
 2. Organizing and ensuring age-appropriate indoor, outdoor and playgroup equipment and materials.
- C. Maintains security practices.**
- D. If space is shared, the advanced administrator can:**
1. Maintain a mutually positive relationship with host and/or other users.
 2. Support staff in the use of shared space.

ADM-6 To possess legal knowledge necessary for effective management.

Examples at all levels of competence:

- A. Works with legal counsel and demonstrates general knowledge of:**
1. Applicable regulatory standards.
 2. Custody issues that affect .
 3. Child abuse and neglect laws.
 4. Mandated reporting laws for child abuse and neglect.

5. Confidentiality laws that affect children.
6. Labor laws that affect children.
7. Anti-discrimination laws (including disability laws) that affect children and employees.
8. Potential liability issues.
9. Occupational Safety & Health Administration (OSHA; United States Department of Labor) rules.
10. Contracts that affect the program.

ADM-7	To foster good community relations and to influence child-care policy that affects the program.
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Examples of beginning level competence:

A. Is familiar with community services and functions that may include:

1. Other child-care programs (differences and similarities, salary information, fees and service options, and working relationships with other administrators).
2. Child-care resource and referral agencies and services offered to parents and providers.
3. Vendors and service providers needed by the program and/or by families.
4. Current child-care policies and changes that affect the program including regulatory policies, funding policies, and government structures.
5. Legislative processes and avenues for participation.
6. Media and other methods to develop public support and outreach.

B. Recognizes community networks and coalitions, including relationships with public schools.

C. Is familiar with various communication skills, including:

1. Public speaking.
2. Writing (proposals, business plans, grants, etc.).
3. Supervising the production of brochures, flyers, parent handbooks, etc.
4. Giving media interviews and maintaining media contacts.
5. Maintaining regular communication with other advocates.

D. Recognizes the importance of an ongoing commitment to educate the community on issues affecting children and child-care programs.

Examples of intermediate level competence:

A. Possesses knowledge of community services and functions that may include:

1. Other child-care programs (differences and similarities, salary information, fees and service options, and working relationships with other administrators).
2. Child-care resource and referral agencies and services offered to parents and providers.
3. Vendors and service providers needed by the program and/or by families.
4. Current child-care policies and changes that affect the program including regulatory policies, funding policies, and government structures.
5. Legislative processes and avenues for participation.
6. Media and other methods to develop public support and outreach.

B. Uses community networks and coalitions as needed, including relationships with public schools.

C. Demonstrates communication skills, including:

1. Public speaking.
2. Writing (proposals, business plans, grants, etc.).
3. Supervising the production of brochures, flyers, parent handbooks, etc.
4. Giving media interviews and maintaining media contacts.
5. Maintaining regular communication with other advocates.

D. Uses an ongoing commitment to educate the community on issues affecting children and child-care programs.

Examples of advanced level competence:

A. Assesses community services and functions that may include:

1. Other child-care programs (differences and similarities, salary information, fees and service options, and working relationships with other administrators).
2. Child-care resource and referral agencies and services offered to parents and providers.
3. Vendors and service providers needed by the program and/or by families.
4. Current child-care policies and changes that affect the program including regulatory policies, funding policies, and government structures.
5. Legislative processes and avenues for participation.
6. Media and other methods to develop public support and outreach.

B. Builds community networks and coalitions as needed, including relationships with public schools.

C. Creates opportunities to build community relationships and influence public policy by:

1. Giving speeches.
2. Writing (proposals, business plans, grants, etc.).
3. Supervising the production of brochures, flyers, parent handbooks, etc.
4. Giving media interviews and maintaining media contacts.
5. Maintaining regular communication with other advocates.

D. Maintains ongoing commitment to educate the community on issues affecting children and child-care programs.

ADM-8 To practice responsible financial management.

Note: These indicators are needed by program administrators serving as executives fully responsible for the operation of programs. If the income side of the budget is someone else's responsibility, the administrator may not need the full range of competency indicators. Administrators of small programs need the competency indicators at "a more generalist level" than administrators of large programs.

Examples at all levels of competence:

A. Assumes responsibility for financial management and facilitates decision-making by directing financial staff on methods to present figures for income, expenditures, enrollments, and other information, as demonstrated by the abilities to:

1. Understand and use financial tools and concepts, including budget, fixed and variable expense, cash flow, analysis of budget variation, staffing plans, and breakeven analysis.
2. Understand concepts of income projection, including pricing strategies, effect of discount policies, and full-time equivalent enrollment.
3. Ensure cost-effective purchase of supplies and equipment.
4. Maintain accurate and complete financial expenditure reports.
5. Collect tuition fees in an efficient and tactful manner.
6. Develop a compensation structure that rewards staff retention and increased knowledge and skills.

- 7 Identify federal, state, and local funding sources, both public and private.
- 8 Mobilize needed resources that may include the use of fundraising, unrelated business income, value-added programs, grants, or the purchase of service agreements.

ADM-9	To maintain a commitment to ongoing personal/professional growth and development.
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Examples of beginning level competence:

- A. Has knowledge of her/his personal leadership style and is aware of that style's impact on the organization.
- B. Understands her/his personal philosophy of early care and education.
- C. Recognizes the importance of professional development based on personal assessment.
- D. Attends relevant training to maintain up-to-date knowledge and skills based on current research and practices in the field of early care and education.
- E. Understands the role of a mentor for staff members and families, as well as for individuals within the surrounding community.
- F. Recognizes the importance of memberships in professional organizations and child-advocacy groups.
- G. Understands the role of professional support systems.
- H. Understands the importance of striking a balance between professional, program, and personal responsibilities
- I. Recognizes policies and practices to support a smooth transition between child-care and the home or school for all domains (e.g., physical, social, emotional, intellectual.)
- J. Understands an appropriate professional code of ethics.

Examples of intermediate level competence:

- A. Examines her/his personal leadership style and uses that style's impact on the organization.
- B. Uses her/his personal philosophy of early care and education.
- C. Demonstrates professional development skills based on his/her personal assessment.
- D. Participates in relevant training to maintain up-to-date knowledge and skills based on current research and practices in the field of early care and education.
- E. Serves as a mentor for staff members and families, as well as for individuals within the surrounding community.
- F. Participates in professional organizations and child-advocacy groups.
- G. Establishes professional support systems.
- H. Demonstrates a balance between professional, program, and personal responsibilities.

- I. Uses policies and practices to allow a smooth transition between child-care and the home or school for all domains (e.g., physical, social, emotional, intellectual.)**
- J. Uses an appropriate professional code of ethics.**

Examples of advanced level competence:

- A. Assesses her/his personal leadership style and is aware of that style's impact on the organization.**
- B. Develops and articulates her/his personal philosophy of early care and education.**
- C. Develops a plan for continuous professional development based on personal assessment.**
- D. Incorporates relevant training to maintain up-to-date knowledge and skills based on current research and practices in the field of early care and education.**
- E. Creates opportunities to serve as a mentor for staff members and families, as well as for individuals within the surrounding community.**
- F. Maintains memberships in professional organizations and child-advocacy groups.**
- G. Maintains professional support systems.**
- H. Maintains a balance between professional, program, and personal responsibilities.**
- I. Incorporates policies and practices to support a smooth transition between child-care and the home or school for all domains (e.g., physical, social, emotional, intellectual.)**
- J. Plans and implements an appropriate professional code of ethics.**

About the Professional Development Competencies . . .

The goal of the Georgia Early Care and Education Professional Development Competencies is to promote quality learning experiences for professionals in early care and education in Georgia. The competencies address the question: “What should professionals who work with children ages birth through five and in after-school programs know and be able to do?” The competencies provide a framework with which professionals can evaluate their own training needs. Trainers can use the competencies to develop training that directly addresses individual needs.

Developed to support nationally recognized standards of excellence within the field of early care and education, the goals and indicators identify knowledge, skills, and abilities that a qualified practitioner should demonstrate. Competency goals and indicators are provided for the:

Early Care and Education Professional (ECE) — For those who work with children from birth through the age of five.

School-Age Care Professional (SAC) — For those who work with children from the age of five to early adolescence.

Program Administrator (ADM) — For those who work in administrative capacities in a variety of settings within the field.

Training Levels

A recommendation of a strategic planning committee in 1994-95, identified the need for training to be defined according to the needs of professionals. Because we know that individuals come to training with varied skills, knowledge, experience, and abilities, it was recommended that levels of training for each competency are needed to define training for the Beginning, Intermediate, and Advance professional.

Based on work completed by a committee in 1996-97, ECE, SAC, and ADM competencies were revised in 2006-07 to define and suggest framework for training tailored to the professional depending on their needs. To support trainers of early care and education professionals, competencies and qualifications for trainers were revised to reflect requirements at the Trainer I, II, and III designations. (Refer to the **Georgia Trainer Designation Matrix** on page 39 of the full Professional Development Competencies document for more information).

In the Georgia Professional Development system, core competencies are observable behaviors and represent a range of knowledge grouped into three levels of mastery:

- Beginning
- Intermediate
- Advanced

Beginning competencies are most appropriate for entry level professionals with little or no experience working with children or in some cases professionals who have been in the field for a while but are exposed to new topics, concepts, or information. Beginning level mastery of the competency for the professional includes a basic knowledge or understanding and demonstration of developing skills. The professional is able to identify, describe, define, name, give examples, list, recognize, be familiar with, participate, etc. Professionals in the beginning of their career will most likely be an assistant teacher or in a similar role, working under supervision or with support of a more experienced professional.

Beginning level training is designed to facilitate learning focused on exposure of material, concepts, terms, information, etc. for the beginning professional or the introduction of new topics for more experienced professionals. Trainers qualified to design and deliver beginning level training meet at minimum the Trainer I requirements. (Refer to the **Georgia Trainer Designation Matrix** on page 39 of the full Professional Development Competencies document for more information).

Intermediate competencies are most appropriate for the professional that has a few years experience and some training, formal education, and/or relevant credentials. Intermediate level mastery of the competencies includes an expanding knowledge and application to demonstrate refining skills. The professional is able to apply, structure, communicate, implement, demonstrate, practice, find, use, etc. Intermediate career development stage professionals will most likely be working toward or be in lead teacher roles or beginning administrators and are well on their way toward mastering content knowledge and putting that knowledge into practice.

Training designed for the intermediate level assumes that the professional has mastered the beginning level competency. The professional has a basic understanding of the concepts and utilizes information in their everyday practice. The training should focus on everyday application of sound developmentally appropriate practice—the how and why—and the articulation of their practice. The training should be an exercise in using abstractions in concrete situations. The abstractions could be theories, ideas, and principles that must be remembered and applied to the child care setting. Trainers qualified to design and deliver training at the intermediate level must have the experience and credentials to help other adults make the link between a basic knowledge of a

concept, the application of developmentally appropriate practice and an articulation of the process. The trainer qualified to train at the intermediate level must meet at minimum the Trainer I (with Training for Trainers II) or Trainer II requirements. (Refer to the **Georgia Trainer Designation Matrix** on page 39 of the full Professional Development Competencies document for more information).

Advanced competencies are most appropriate for the seasoned professional that has considerable years experience and documentation of training, education, and/or relevant credentials. These professionals are most often in leadership or mentor roles as lead teachers, directors, administrators, etc. They thoroughly understand developmentally appropriate practice and have the ability to bring new resources and innovative practice to the program. Mastery of advanced level competencies reflects depth of knowledge, understanding, and extending skills to foster growth. The professional is able to assess, evaluate, design, interpret, take a leadership role, plan and implement, advocate, lead, etc.

Trainers for advanced competency instruction must qualify at the Trainer II (with Training for Trainers III) or Trainer III designation. The trainer at this level must utilize knowledge and skill to help professionals put elements together to form a whole, perform analysis and construct their own knowledge. (Refer to the **Georgia Trainer Designation Matrix** on page 39 of the full Professional Development Competencies document for more information).

Career Levels

Professional preparation is vital to improving the quality of early care and learning environments. Professional development in the *Georgia Early Care and Education Professional Development System* takes into account training, education, and experience. By noting your achievements and number of years experience in working with young children, you can mark your professional accomplishments using the following chart.

<p>Level I Professionals beginning their career in early care and education:</p> <ul style="list-style-type: none"> ◆ High school diploma or GED; and ◆ 0 to 3 years of direct care experience with young children; and ◆ 0 to 30 clock hours of state approved/accepted training 	<p>Level V Professionals beginning their formal education in the early care and education field:</p> <ul style="list-style-type: none"> ◆ Technical Certificate of Credit (TCC) in Early Childhood Education or Child Development 	<p>Level IX Professionals with a Georgia Professional Standards Commission (PSC) teaching certificate in the Early Care / Early Education field</p>
<p>Level II Professionals who have been in the early care and education field for a few years:</p> <ul style="list-style-type: none"> ◆ High school diploma or GED; and ◆ 2 or more years of direct care experience with young children; and ◆ 31 to 60 clock hours of state approved/accepted training 	<p>Level VI Professionals who have earned formal education credit in the early care and education field:</p> <ul style="list-style-type: none"> ◆ Technical College Diploma (TCD) in Early Childhood Education or Child Development 	<p>Level X Professionals with a graduate degree in the early care and education field:</p> <ul style="list-style-type: none"> ◆ Masters degree (MA/MS/MEd) in Early Childhood Education or Child Development
<p>Level III More experienced professionals in the early care and education field:</p> <ul style="list-style-type: none"> ◆ High school diploma or GED; and ◆ 3 or more years of direct care experience with young children; and ◆ 61 or more clock hours of state approved/accepted training 	<p>Level VII Professionals with a two-year degree in the early care and education field:</p> <ul style="list-style-type: none"> ◆ Associate degree (AA/AS) or AAS/AAT) in Early Childhood Education or Child Development; or ◆ Montessori Diploma 	<p>Level XI Professionals with a Specialist degree in the early care and education field:</p> <ul style="list-style-type: none"> ◆ Specialist Degree (EdS) in Early Childhood Education or Child Development
<p>Level IV Professionals with a credential in the early care and education field:</p> <ul style="list-style-type: none"> ◆ Unrelated Degree (Associate, Bachelor, Masters or Doctorate in non-ECE-related field); or ◆ Current Child Development Associate (CDA); or ◆ PSC-certified ParaProfessional (FLD691) 	<p>Level VIII Professionals with a four-year degree in the early care education field:</p> <ul style="list-style-type: none"> ◆ Bachelor Degree (BA/BS) in Early Childhood Education or Child Development 	<p>Level XII Professionals with a Doctoral degree in the early care and education field:</p> <ul style="list-style-type: none"> ◆ Doctoral Degree (PhD/EdD) in Early Childhood Education or Child Development

Training, credentials, degrees, and coursework for the Career Levels must be in the field of Early Childhood Education (ECE), Child Development (CD), or related areas of study. ECE-related credits and coursework reflect the body of knowledge valued in the early care and education field. While many professionals may have a degree in a field outside of ECE, the Career Levels recognize specific academic preparation in ECE. If a degree major is not ECE or CD, the transcript will be reviewed by the Georgia Professional Standards Commission for ECE-related credits or coursework. Degrees are considered ECE-related if the transcripts document a minimum of 15 semester hours or 25 quarter hours of ECE-related coursework.

Competency Development

In 1993, the Georgia Association on Young Children provided leadership bringing together leaders and stakeholders from all over the state to develop the competencies. The competencies were developed in 1994-95 and were revised in 2006. The development process included the input of numerous sources and guided by the following vision, mission, and agreed-upon principles:

Vision

A well-articulated and coordinated, statewide professional development system will prepare childhood care practitioners to provide high-quality early childhood and school-age programs to Georgia's children.

Mission

To implement a statewide professional development system that will enhance the skills and career opportunities for childhood care and education professionals and will support quality programs for Georgia's children.

Guiding Principles

1. Quality childhood care and education is strongly linked to a constructive society and a productive economy that share in the cost, as well as the benefits, of quality care.
2. Delivery of quality childhood care and education is linked to a comprehensive and effective professional development system.
3. Planning for professional development includes an understanding that the care and the education of children are inseparable. There is no learning without care, and likewise, no care without learning.
4. A common core of shared knowledge, grounded in a sound, theoretical and philosophical base, is needed by all persons involved in childhood care and education.
5. Professional development includes the achievement of professional goals and fair compensation.
6. A recognized set of competencies is used to document and register professional development.
7. Professional development adheres to, but is not limited by, minimum regulations/requirements that govern childhood care and education.
8. Recognized quality standards are used to develop and evaluate training.
9. Bridges for articulation and transformation of credit are necessary for multiple career advancement opportunities to exist.
10. Training and educational opportunities are ongoing and accessible in terms of time, location, and cost.
11. Training and education programs are responsive and relevant to the variety of roles and program philosophies, adult learning styles, and educational and experiential backgrounds of practitioners, while incorporating a diverse scope of strategies and interactive processes.
12. Training and education programs address the broad diversity of children, families, and professionals, such as age, gender, disabilities, culture, race, and ethnicity.
13. Policymakers, legislators, businesses, parents, and the general public need to be educated about the benefits and costs of quality childhood care and education programs, in order to help build a diverse and consistent funding base of both public and private funds.

The 2006 Competencies Revision

In 2006, a formal review process was established, and the competencies were revised to reflect current best practices and research. The review process included input from early childhood care and education professionals and leaders in Georgia through electronic surveys, focus groups, reviews of research and the systems of other states, and editing.

A formal review should take place every five years to ensure accurate and effective competencies for early care and education professionals in Georgia.

Acknowledgements

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*For more information concerning professional development for early care and education, contact **Bright from the Start: Georgia Department of Early Care and Learning** (<http://dec.al.ga.gov/>) or the **Georgia Early Care and Education Professional Development System** (www.training.dec.al.ga.gov).*

New rule revisions and upcoming rules changes from Bright from the Start concerning professional development for child care learning centers, group homes, and family child care programs

FYI



Georgia Department of Early Care and Learning

Beginning July 1, 2009:

New Family Child Care applicants will have to possess one of the following:

- Child Development Associate (CDA) credential issue by the Council for Professional Recognition;
- Technical Certificate of Credit (TCC) in Early Childhood Education;
- Technical College Diploma (TCD) in Early Childhood Education;
- Associate Degree in Early Childhood Education (AA, AAS, AAT);
- Paraprofessional Certificate (issued by the Georgia Professional Standards Commission)
- Bachelor's degree in ECE, OR a Master's degree in ECE

Starting December 1, 2012:

Directors at Child Care Learning Centers will be required to have **ONE** of the following:

- Child Development Credential (CDA) & six months experience
- Technical Certificate of Credit (TCC) in Early Childhood, or Infant/Toddler, or Program Administration, or School Age Care & six months experience
- Technical College Diploma (TCD) in Early Childhood & six months experience
- 40 hour Director Training and 5 years experience
- Associate's Degree & six months experience
- Paraprofessional Certificate & six months experience
- 25 quarter or 15 semester credit hours in Early Childhood & six months experience
- Bachelor's degree in a field *other* than Early Childhood & 3 months experience
- Bachelor's degree in Early Childhood
- Master's degree in Early Childhood

For Group Homes:

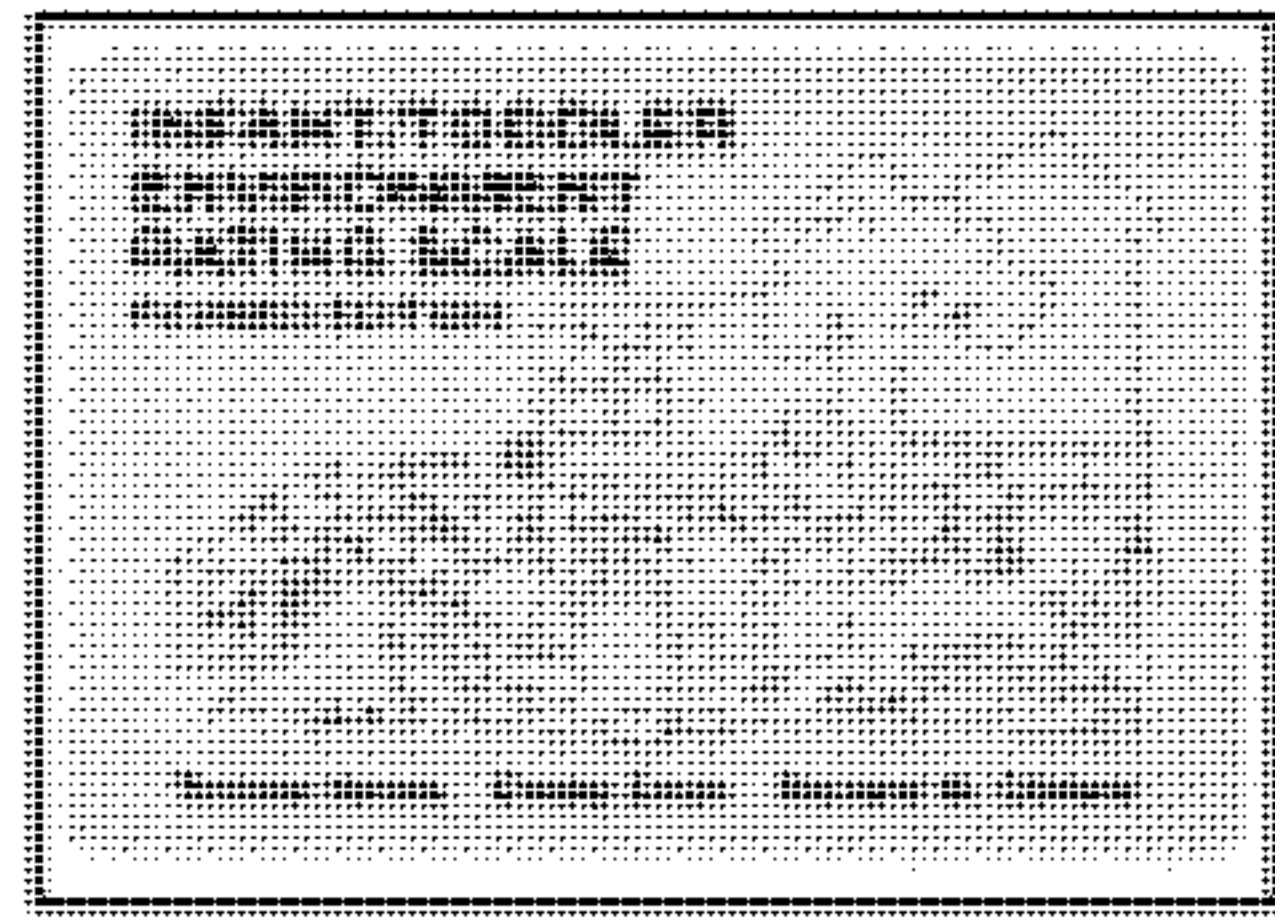
- Meet the same requirements as listed under the director requirements

Teachers/Lead Caregivers must meet **ONE** of the following minimum education requirements:

- Child Development Associate (CDA)
- Technical Certificate of Credit (TCC) in Early Childhood, or Infant/Toddler, or Program Administration, or School Age Care
- Technical College Diploma (TCD) in Early Childhood
- Associate's Degree in Early Childhood
- Paraprofessional Certificate
- 25 quarter or 15 semester credit hours in Early Childhood
- Bachelor's degree in a field *other* than Early Childhood & 3 months experience
- Bachelor's degree in Early Childhood
- Master's degree in Early Childhood

For more information visit:
www.dec.ga.gov

Conducting the Environment Rating Scale Observations



The Quality Rating and Improvement System is comprised of two primary parts, the Portfolio and Observed quality using valid and reliable observation tools. Observers use environment rating scales to assess process quality in early childhood care and education programs. **Process quality** consists of the environment that children actually experience that has a direct effect on their development. It includes interactions that occur in the classroom between the staff and children, among the children themselves, and among the staff, parents and other adults. Process quality also consists of the interactions that the children have with the many materials and activities in the environment, as well as those features, such as space, schedule and materials, that support these interactions.

The *Infant/Toddler Environment Rating Scale, Revised Edition* (ITERS-R) observation instrument was developed especially for the assessment of quality of center-based and group child care for children up to 30 months of age. Child care learning centers and group child care homes that provide two-year old classrooms for children ages 24-36 months will be evaluated using ITERS-R instrument if the majority of children enrolled in the class are 30 months or younger.

The *Early Childhood Environment Rating Scale, Revised Edition* (ECERS-R) observation instrument was developed especially for the assessment of quality of center-based and group child care for children 30-60 months of age. Child care learning center and group child care home classrooms with the majority of children older than 30 months will be evaluated using ECERS-R. Georgia Pre-K classrooms will be observed using the ECERS-R, but will be considered separately from non-Georgia Pre-k funded classrooms for four-year-old children.

The *Family Child Care Environment Rating Scale, Revised Edition* (FCCERS-R) observation instrument was developed especially for the assessment of quality of family child care homes for children birth-12 years of age.

The *School-Age Child Care Environment Rating Scale, Revised Edition* (SACERS) observation instrument was developed especially for the assessment of quality of school-age child care programs for before and after school for children five-12 years of age.

The FPG Child Development Institute at the UNC at Chapel Hill (<http://www.fpg.unc.edu/index.cfm>) cultivates and shares the knowledge necessary to enhance child development and family well-being. The Environment Rating Scales were developed under the auspices of the institute. The current notes for clarification, definitions, frequently asked questions about the scales, and score sheets for the scales are available on the web site: <http://ers.fpg.unc.edu/>.

The ITERS-R, ECERS-R, and FCCERS-R scales include items to evaluate the classroom's Space and Furnishings, Personal Care Routines, Language-Reasoning or Listening-Talking, Activities, Interactions, Program Structure and Parents and Staff. The SACERS scale includes items to evaluate the classroom's Space and Furnishings, Health and Safety, Activities, Interactions, Program Structure, Staff Development, and Special Needs Supplementary Items. The scales are suitable for use in evaluating inclusive and culturally diverse programs and have proven reliability and validity, both nationally and internationally.

The ITERS-R, ECERS-R, FCCERS-R and SACERS instruments are used when the observer evaluates the classrooms at a child care learning program to determine if the program meets the scoring and attendance requirements for the Quality Rating and Improvement System quality level designations. The Quality Rating and Improvement System follows the observation and scoring procedures outlined in the ITERS-R, ECERS-R, FCCERS-R and SACERS instruments. When observing, the observer scores all the subscales except the Parent and Staff subscale.

Environment Rating Scale Observations

The observer uses the *Infant/Toddler Environment Rating Scale, Revised Edition* and the *Early Childhood Environment Rating Scale, Revised Edition*, both written by Thelma Harms, Debby Cryer and Richard M. Clifford to assess group-home and center-based programs. The observer uses the *Family Child Care Environment Rating Scale, Revised Edition* written by Thelma Harms, Debby Cryer, and Richard M. Clifford to assess family child care home programs. The observer uses the *School-Age Care Environment Rating Scale* written by Thelma Harms, Ellen Vineberg Jacobs, and Donna Romano White to assess before and after school group care programs for school-age children.

The child care learning program's average score from the observation(s) is used to determine if a child care learning program meets the state's criteria for the Quality Rating and Improvement Systems' quality level designation.

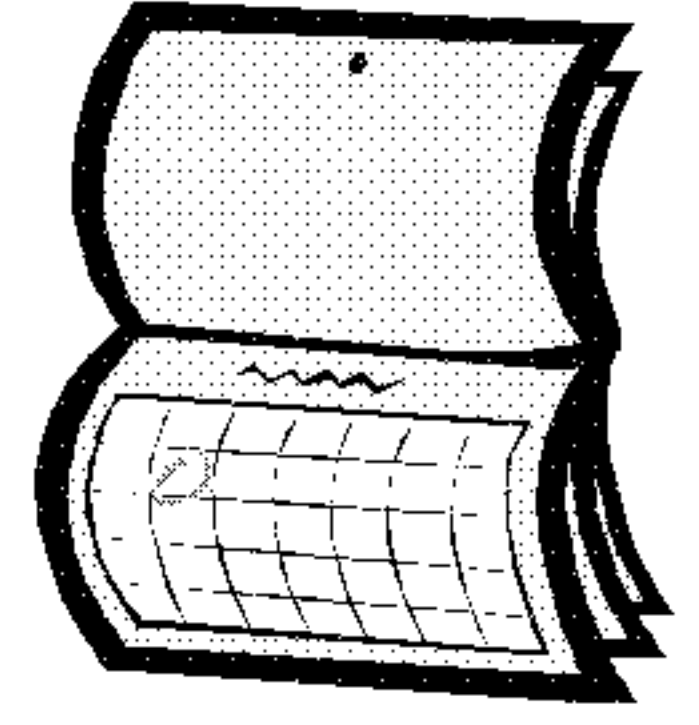
How will I know when the observation is scheduled?

Before an observation is scheduled, the center director completes the Portfolio requirements and submits online Portfolio documentation to Bright from the Start. A consultant will review the Portfolio documentation and if approved, an observation will be scheduled within thirty (30) days.

The Quality Rating and Improvement System administrative staff assigns an observer to evaluate the program. **The observer is impartial: he/she has not provided technical assistance to the program and is not the Pre-K or CCS consultant who is assigned to that program.**

- Once the assignment is made, the observer has 30 working days to complete the observation.

- The observer sends a fax to the program to announce that a Quality Rating and Improvement System Observation will occur within the next 30 days. **The exact dates of the observation are not shared with the program.**
- The observer follows-up to ensure that the program received the fax and to answer any questions the program may have about the observation process. The program should alert the observer about any days that the classes are scheduled to go on field trips or that the program will be closed within the 30-day period listed on the fax.



How long will the observation take? How many classes will be observed?

Observation visits in child care centers, depending on the size of the center and the number of classrooms needing observations, may require up to five days to be completed. An observation in a family child care home will be completed in one day.

It is Quality Rating and Improvement System policy to observe one-third of the **total** classrooms in a program and to observe each age group represented in the environment rating scales. To ensure that each age group is observed, one-third of the ITERS-R classrooms, one-third of the ECERS-R classrooms, one-third of the Georgia Pre-K classrooms, if the center has Georgia Pre-K, and one-third of the school-age classrooms will be observed. If additional classrooms must be observed to meet the one-third of total classrooms requirement, the additional classroom(s) will be randomly chosen from the remaining classrooms not yet chosen for observation.

In child care learning centers and group child care homes, the observer chooses, at random, which of the ITERS-R, ECERS-R, and SACERS classrooms to observe. Each ITERS-R, ECERS-R, and SACERS observation takes approximately three hours to complete.

When determining the number of ECERS-R classrooms to be included for the Quality Rating and Improvement System, the observer will observe a sample of Georgia Pre-K classrooms (1/3) and non-Georgia Pre-K funded classrooms (1/3) for four-year-old children.

A child care learning center that serves children birth through age twelve, including before and after school-age group care, and Georgia Pre-K, will have a minimum of four classrooms observed – at least one ITERS-R classroom, at least one ECERS-R classroom (non-Georgia Pre-k funded), at least one ECERS-R (Georgia Pre-K funded) classroom, and at least one SACERS classroom. A group child care home serving children birth through age twelve, including before and after school-age group care will have a minimum of three classrooms observed – at least one ITERS-R, at least one ECERS-R and at least one SACERS classroom observed. A family child care home will be observed using the FCCERS-R which incorporates children ages birth through twelve in the same scale.

When calculating the number of classes to observe, the observer calculates the number of ITERS-R classrooms separately from the number of ECERS-R classrooms – Georgia Pre-k funded, ECERS-R classrooms – non-Georgia Pre-K funded, and SACERS classrooms to

observe. They round down whenever there is a fraction, even if the fraction is one-half or higher (.50 to .99). For example:

- A child care learning center has three ITERS-R classrooms and four ECERS-R – non-Georgia Pre-k funded classrooms, and one SACERS classroom. A total of eight classrooms are considered eligible for observation and all age groups must be observed, therefore this center will have three classrooms observed. In this center, one of the ITERS-R classrooms (3 classes divided by 3 = 1 class), one of the ECERS-R classrooms (4 classes divided by 3 = 1.33 classes, rounded down to 1 class), and the SACERS class will be observed.
- A small child care learning center has one ITERS-R classroom and two ECERS-R classrooms – non-Georgia Pre-K funded. A total of three classrooms are eligible for observation, and all age groups must be observed, therefore, this center will have two classrooms observed. In this center, the ITERS-R class would be observed and one of the ECERS-R classes would be observed.
- A large child care learning center has five ITERS-R classrooms, seven ECERS-R – non-Georgia Pre-k funded classrooms, one ECERS-R – Georgia Pre-k funded classroom, and one SACERS classroom. A total of fourteen classrooms are eligible for observation and all age groups must be observed, therefore, this center will have five classrooms observed. In this center, one ITERS-R classroom (5 divided by 3 = 1.66 classes, *rounded down to 1*) and two ECERS-R – non-Georgia Pre-k funded classrooms (7 divided by 3 = 2.33 classes, *rounded down to 2* ECERS-R classes), one ECERS-R – Georgia Pre-K funded classroom and the SACERS classroom will be observed.
- A family child care home serves six children ranging in age from three months to nine years old. The program will be observed using the FCCERS scale which incorporates children ages birth through twelve, so only one observation of the entire group of children is conducted.

What happens on the day the observer arrives?

The observer typically arrives at the program in the morning of day one and meets briefly with the program administrator or family child care provider to discuss the observation process for the Quality Rating and Improvement System.

In child care centers and group child care settings, the observer will calculate the number of classrooms to observe (one third of all classrooms total with each age group represented – ITERS-R, ECERS-R – non-Georgia Pre-K funded, ECERS-R – Georgia Pre-k funded and SACERS), and will randomly select the first class to observe. In a family child care home, the observer will begin observing the combined group of multi-aged children.

- During the three-hour observation, the consultant will take notes of everything that is observed.
- The observer does not take part in classroom activities or interfere with the on-going program. The observer may station him/herself around the perimeter of the classroom and move often yet discretely to obtain better vantage points to observe interactions and routines.

- The observer maintains a neutral facial expression to minimize potential interactions. If a child approaches and speaks to the observer, the observer may briefly explain that s/he is “watching the children play” or “working.”
- The observer may arrange a time with the teacher after the three-hour observation to ask questions about indicators that he/she was not able to observe. The teacher should be free of responsibility for the children when he or she is answering questions. About 20 minutes will be required for questions.

Once the observation period in the first classroom is completed, the observer will leave the center. The observer will return to observe in additional classrooms and will repeat the process until the ITERS-R, ECER-R, and SACERS classrooms selected are observed. The observer will not share results of the observations with the child care program at the time of the observations. A full report of the observations will be made available to the child care program at a later time.

The ITERS-R, ECERS-R, FCCERS, and SACERS observations are not a Child Care Services licensing review, Pre-K evaluation, or Child and Adult Care Food Program review. The observer will focus primarily on the items in the ITERS-R, ECERS-R, FCCERS-R and SACERS observation instruments. However, if serious Pre-K, licensing and/or Child and Adult Care Food Program violations are observed during the evaluation, the ITERS-R, ECERS-R, FCCERS-R and SACERS observation may be suspended and the violations addressed as indicated by their severity.

Quality Rating and Improvement System

PROPOSED 2012 Participation Rewards Program

The Support You Need to Reach the Level You Desire

Participation in QRIS Once you join a QRIS TA Project	Bonus for Achieving Level 1	Bonus for Achieving Level 2	Bonus for Achieving Level 3	Sustainability Bonus
Free Training Environment Rating Scales Early Learning Standards Family Involvement Health, Safety and Nutrition + Free Technical Assistance + Basic Personalized Mini-Grant Package \$1,000.00	Free Training Inclusion Language and Literacy Anti-bias + Language and Literacy Package + Health and Safety Package + Outdoor Gross Motor Play Package + ITERS and ECERS Resource Packages	Free Training Curriculum Screening and Assessment + ASQ Screening Package with Computer + Parent Resource Room Package + Curriculum Support Package	Director and Teacher Bonus + GAYC Conference Registration for Staff + Teacher Resource Room Package + Free QRIS Training for your new staff	Teachers Mentor Teacher Training Mentor Teacher Conference Challenging Teacher Institute – Scholarships Directors/Owners Grant Writing Course Community Resources Course
	Our initial QRIS participation bonus package is designed to give you a jump start toward reaching your specific goal level	Our bonus 1 level package is designed to give you a jump start toward reaching level 2	Our bonus 2 level package is designed to give you a jump start toward reaching level 3	



Georgia Department of Early Care and Learning



QUALITY
RATED

Tiered Quality Rating and Improvement System (TQRIS)

Leveling Rubric

lasting effects
for Georgia's
children, families and
our economy

(b)(6)

QRIS Assignment of Points

Good	31-60
Very Good	61-96
Excellent	97-112

Relevant Standards	Points Available	Good	Very Good	Excellent
Standard 1 Director and Teacher Qualifications	20	6	13	20
Standard 2 Adult: Child Ratio Requirements	10	4	7	10
Standard 3 Child Health, Nutrition and Physical Activity	15	3	9	15
Standard 4 Family Partnership	15	5	10	15
Standard 5 Intentional Learning Practices	12	3	7	12

Note: In order to maintain a reliable method of assigning points, a rating rubric is used.

Environment Rating Scale	Good	Very Good	Excellent
ITERS-R	2.0-3.0	3.1-4.9	5.0-7.0
ECERS-R	2.0-3.0	3.1-4.9	5.0-7.0
FCCERS-R	2.0-3.0	3.1-4.9	5.0-7.0
SACCERS	2.0-3.0	3.1-4.9	5.0-7.0
SCORE = Average x5			

Note: In order for programs to receive points at the proficient level the centers average score must exceed 5.0 with no individual classroom score rated below a 3.0

Accreditation Status	Added Points
National Association for the Education of Young Children (NAEYC)	5
National Association for Family Child Care (NAFCC)	5
American Montessori International (AMI)	5
Council on Accreditation (COA)	5
National Early Childhood Program Accreditation (NECPA)	3
Southern Association of Colleges and Schools (SACS)	3
National Lutheran School Accreditation	3
Association of Christian Schools International	3
National Accreditation Commission (NAC)	3

QRIS PORTFOLIO RUBRIC

Standard 1: Director / Program Administrator Education and Professional Development	
Level Good	1 to 3 points
	<p>1.1 The director meets the criteria for Career Level 4 or higher in the DECAL Professional Development Registry. (1pt)</p> <p>1.2 The director has a written Individual Professional Development Plan that includes Administrative training in at least one ADM Competency area at the Beginner or Intermediate level. (1pt)</p> <p>1.3 The director has documentation of completing, in the past calendar year, at least four more hours of DECAL-approved professional development beyond what is required by licensing rules. (1pt)</p>
Level Very Good	4 to 7 points
	<p>2.1 The director meets the criteria for Career Level 7 or higher in the DECAL Professional Development Registry or holds an associate degree or higher in business, management, or a related degree plus six semester hours in early childhood education or a related field. (2pt)</p> <p>2.2 The director has completed a state approved 40 hour Director Course. (1pt)</p> <p>2.3 The director has a written Individual Professional Development Plan that includes Administrative training in at least two ADM Competency areas at the Intermediate or Advanced level. (2pt)</p> <p>2.4 The director has documentation of completing, in the past calendar year, at least six more hours of DECAL-approved professional development beyond what is required by licensing rules. (2pt)</p>
Level Excellent	8 to 10 points
	<p>3.1 The director meets the criteria for Career Level 8 or higher in the DECAL Professional Development Registry or holds a bachelor degree or higher in business, management, or a related degree plus nine semester hours in early childhood education or a related field. (3pt)</p> <p>2.2 The director has completed a state approved 40 hour Director Course. (1pt)</p> <p>3.2 The director has a written Individual Professional Development Plan that includes Administrative training in at least 3 ADM Competency Areas at the Advanced level. (3pt)</p> <p>3.3 The director has documentation of completing, in the past calendar year, at least six more hours of DECAL-approved professional development beyond what is required by licensing rules. (3pt)</p>

Total Point Available: 10 Total Awarded: _____

Standard 1: Teacher Education and Professional Development

<p>Level Good</p>	<p>1 to 3 points</p>	<p>1.1 At least 50% of all lead teachers meet the criteria for Career Level 3 or higher in the DECAL Professional Development Registry. Beginning December 1, 2012, 100% of lead teachers must meet one of the minimum education requirements as required by licensing rules and 50% of assistant teachers must meet the criteria for Career Level 3 or higher (see appendix for licensing rule information). (1pt)</p> <p>1.2 50% of all lead and assistant teachers have an annual written Individual Professional Development Plan that includes training in at least two ECE Competency areas at the Beginner or Intermediate level to include training in early learning and development standards. (1pt)</p> <p>1.3 25% of all lead and assistant teachers have documentation of completing, in the previous calendar year, at least four more hours of DECAL-approved professional development beyond what is required by licensing rules. (1pt)</p>
<p>Level Very Good</p>	<p>3 to 6 points</p>	<p>2.1 At least 50% of all lead teachers meet the criteria for Career Level 4 or higher in the DECAL Professional Development Registry. Beginning December 1, 2012, 100% of lead teachers must meet one of the minimum education requirements as required by licensing and 50% of assistant teachers must meet the criteria for Career Level 4 or higher. (2pt)</p> <p>2.2 75% of all lead and assistant teachers have an annual written Individual Professional Development Plan that includes training in at least three ECE Competency areas at the Intermediate or advanced level to include training in early learning and development standards. (2pt)</p> <p>2.3 50% of all lead and assistant teachers have documentation of completing, in the previous calendar year, at least six more hours of DECAL-approved professional development beyond what is required by licensing rules. (2pt)</p>
<p>Level Excellent</p>	<p>7 to 10 points</p>	<p>3.1 At least 75% of all lead teachers meet the criteria for Career Level 5 or higher in the DECAL Professional Development Registry. Beginning December 1, 2012, 100% of lead teachers must meet one of the minimum education requirements as required by licensing and 50% of assistant teachers must meet the criteria for Career Level 5 or higher. (4pt)</p> <p>3.2 100% of all lead and assistant teachers have an annual written Individual Professional Development Plan that includes training in at least 4 ECE Competency areas at the advanced level to include training early learning and development standards, cultural competency and inclusion. (3pt)</p> <p>3.3 75% of all lead and assistant teachers have documentation of completing, in the previous calendar year, at least eight more hours of DECAL-approved professional development beyond what is required by licensing rules. (3pt)</p>

Total Point Available: 10 Total Awarded: _____

CLASSROOM NAME	AGE RANGE OF CHILDREN <i>(Put the age range for the majority of children in that age range)</i>	CLASSROOM AGE GROUP CLASSIFICATION <i>Infants - Less Than 12 months Toddlers - 12 to 23 months Two's Three's Four's Five's School Age</i>	HIGHEST RATIO DURING THE DAY <i>(Teacher to Student)</i>	LEVEL RATING <i>To Be Determined by Level Rating Scale Below</i>

Note: For classrooms combined in mixed-age groups, ratios will be based on the ages of the youngest children in the group if more than twenty percent (20%) of the children in the mixed-age group belong to younger age grouping(s).

Standard 2: Teacher to Child Ratios - Level Rating Scale			
Classroom Age Grouping	Good	Very Good	Excellent
Infants (6 weeks to 12 months)	1:6	1:5	1:4
Toddlers (12 months to 23 months)	1:7	1:6	1:4
Two's	1:9	1:8	1:6
Three's	1:14	1:13	1:8
Four's	1:17	1:15	1:11
Five's	1:19	1:16	1:13
School Age	1:20	1:18	1:15

Standard 2: Teacher to Child Ratios - Points Awarded Calculation

Total Number of Classrooms for Entire Program	Classroom Age Grouping	Number of Classrooms Per Age Group Meeting Entry Level	Number of Classrooms Per Age Group Meeting Intermediate Level	Number of Classrooms Per Age Group Meeting Proficient Level
	Infants (6 weeks to 12 months)			
	Toddlers (12 months to 23 months)			
	Two's			
	Three's			
	Four's			
	Five's			
	School Age			
Total Number of Classrooms Per Level Type				

Percentage of Classrooms Per Level (Total Number of Classrooms Per Level Type / Total Number of Classrooms for Entire Program)	Good	Very Good	Excellent

Highest Percentage Level Determines Overall Level
Good 4 Total Points
Very Good 7 Total Points
Excellent 10 Total Points

Total Point Available: 10 Total Awarded: _____

Standard 3: Child Health, Nutrition and Physical Activity

<p>Level Good</p>	<p>1 to 3 points</p>	<p>1.1 Within the past year, the program has conducted the DECAL self-assessment for health, nutrition and physical activity practices and has developed a written improvement plan addressing at least 1 criteria for each of the three domain areas. (1pt)</p> <p>1.2 In the past year, the program has provided written materials to families about the importance of nutrition, immunizations, oral hygiene, vision, hearing and dental screenings. (1pt)</p> <p>1.3 75% of staff are current with CPR and First Aid certification. (1pt)</p>	
<p>Level Very Good</p>	<p>4 to 9 points</p>	<p>2.1 Within the past year, the program has conducted the DECAL self-assessment for health, nutrition and physical activity practices and has developed a written improvement plan addressing at least 2 criteria for each of the three domain areas. (2pt)</p> <p>2.2 In the past year, the program has provided written materials to families about the importance of nutrition, immunizations, oral hygiene, vision, hearing and dental screenings and has provided referrals for screenings for families in need. (2pt)</p> <p>2.3 Has created a family resource area for materials relating to health, nutrition and safety. (1pt)</p> <p>2.4 Programs requires parents to submit form 3300 (vision, dental, hearing screening) for all children ages 3 and above within 90 days of enrollment. Follow-up services are provided as needed. (2pt)</p> <p>2.5 85% of staff are current with CPR and First Aid certification. (2pt)</p>	
<p>Level Excellent</p>	<p>10 to 15 points</p>	<p>3.1 Within the past year, the program has conducted the DECAL self-assessment for health, nutrition and physical activity practices and has developed a written improvement plan addressing at least 3 criteria for each of the three domain areas. (3pt)</p> <p>3.2 In the past year, the program has provided written materials to families about the importance of nutrition, immunizations, oral hygiene, vision, hearing and dental screenings and has provided referrals for screenings for families in need. (2pt)</p> <p>3.3 Has created a family resource area for materials relating to health, nutrition and safety. (1pt)</p> <p>3.4 Programs requires parents to submit form 3300 (vision, dental, hearing screening) for all children ages 3 and above within 90 days of enrollment. Follow-up services are provided as needed. (2pt)</p> <p>3.5 Screening tools (ASQ and ASQ-SE) are used annually with parent permission to provide early detection of health related issues and developmental delays to support early intervention. (4pt)</p> <p>3.5 100% of staff are current with CPR and First Aid certification. (3pt)</p>	

Total Point Available: 15 Total Awarded: _____

Standard 4: Family Partnership

Level Good	1 to 5 points	<p>1.1 50% of the staff have completed the Strengthening Families online training entitled “Overview of the 5 Protective Factors” at strengtheningfamilies.org (1pt)</p> <p>1.2 The program has conducted the Strengthening Families self-assessment within the past year and has developed a written improvement plan to address at least one of the strategy areas. (1pt)</p> <p>1.3 The program offers parent conferences at least once a year. (1pt)</p> <p>1.4 Staff have received a minimum of 2 hours of training in cultural and linguistic competence. (1pt)</p> <p>1.5 Program has policies and practices in place that encourage family involvement that reflect the traditions of children enrolled in the program. (1pt)</p>
Level Very Good	6 to 10 points	<p>2.1 75% of the staff have completed the Strengthening Families online training “Overview of the 5 Protective Factors” at strengtheningfamilies.org (2pt)</p> <p>2.2 The program has conducted the Strengthening Families self-assessment within the past year and has developed a written improvement plan to address at least three of the strategy areas. (2pt)</p> <p>2.3 The program offers parent conferences at least twice a year. (2pt)</p> <p>2.4 Staff have received a minimum of 4 hours of training in cultural and linguistic competence. (2pt)</p> <p>2.5 Program has policies and practices in place that encourage family involvement that reflect the traditions of children enrolled in the program. (2pt)</p>
Level Excellent	11 to 15 points	<p>3.1 100% of the staff have completed the Strengthening Families online training entitled “Overview of the 5 Protective Factors” at strengtheningfamilies.org (4pt)</p> <p>3.2 The program has conducted the Strengthening Families self-assessment within the past year and has developed a written improvement plan to address at least four of the strategy areas. (3pt)</p> <p>3.3 The program offers parent conferences at least twice a year and establishes an opportunity for parents to meet at least twice a year to give support and input to the program. (3pt)</p> <p>3.4 Staff have received a minimum of 6 hours of training in cultural and linguistic competence. (3pt)</p> <p>3.5 Program has policies and practices in place that encourage family involvement that reflect the traditions of children enrolled in the program. (2pt)</p>

Total Point Available: 15 Total Awarded: _____

Standard 5: Intentional Teaching Practices Curriculum and Assessment

<p>Level Good</p>	<p>1 to 3 points</p>	<p>1.1 The program utilizes an age appropriate curriculum that supports development across all 5 learning domains (cognitive, social, emotional, physical, approaches to play and learning). (1 pt)</p> <p>1.2 Lesson plans are utilized for all age groups. (1 pt)</p> <p>1.3 Classrooms, materials, curriculum and interactions reflect value for children’s home languages and culture. (1 pt)</p>	
<p>Level Very Good</p>	<p>4 to 7 points</p>	<p>2.1 The program utilizes an age appropriate curriculum that supports development across all 5 learning domains (cognitive, social, emotional, physical, approaches to play and learning). (1 pt)</p> <p>2.2 Lesson plans for all age groups are aligned with the Georgia Early Learning and Development Standards. (2 pt)</p> <p>2.3 On-going formative assessments are utilized to guide classroom instruction along a broad continuum at least twice yearly to inform teaching practices. (3 pt)</p> <p>2.4 Classrooms, materials, curriculum and interactions reflect value for children’s home languages and culture. (1 pt)</p>	
<p>Level Excellent</p>	<p>8 to 12 points</p>	<p>3.1 The program uses an age appropriate curriculum that supports development across all 5 learning domains (cognitive, social, emotional, physical, approaches to play and learning) and that is aligned with the Georgia Early Learning and Development Standards. (3pt)</p> <p>3.2 Lesson plans for all age groups aligned with the Georgia Early Learning and Development Standards. (2 pt)</p> <p>3.3 On-going formative assessments are utilized to guide classroom instruction along a broad continuum at least twice yearly to inform teaching practices. (3 pt)</p> <p>3.4 Classrooms, materials, curriculum and interactions reflect value for children’s home languages and culture. (1 pt)</p> <p>3.5 Teachers and Directors have a working knowledge of instructional strategies to support English and second language learners. (3 pt)</p>	

Total Point Available: 12 **Total Awarded:** _____

Portfolio Point Totals

	Points Available	Points Awarded
Standard 1	20	
Standard 2	10	
Standard 3	15	
Standard 4	15	
Standard 5	12	
Total	72	

ERS SCORES (Based on Center Average)

ITERS -R		
ECCERS -R		
SACCERS		
Average Score		X 5 = _____

FCCERS -R		X5 = _____
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Note: In order for a program to reach an EXCELLENT LEVEL the Centers average score must exceed 5.0 with no individual classroom scoring below a 3.0.

Bonus Points

Type of Accreditation	Points Assigned

TOTAL POINTS: _____


LEVEL AWARDED: _____ [good: 31-60 points] [very good: 61-96 points] [excellent: 97 to 112 points]

Date: _____

Assessor: _____

Quality Early Care and Education: Georgia's Quality System Indicators

(b)(6)



Feasibility Report

July 2008

Kelly Maxwell, Syndee Kraus, and Donna Bryant
FPG Child Development Institute
The University of North Carolina at Chapel Hill

In 2006, Bright from the Start: Georgia Department of Early Care and Learning (BftS) convened the Quality System Indicators (QSI) Committee to identify standards and indicators of a quality early care and education system in Georgia. The committee met several times over an eight-month period to develop a set of quality indicators for licensed child care centers, family day care homes, and after-school programs. The 349 indicators were organized within four broad components: Child Health and Education; Parent, Family and Community; Administration; and Environment. These standards and indicators were not intended to change existing licensing standards but rather to identify aspects of quality that *exceed* licensing requirements and could voluntarily be met by programs. The standards and indicators were also developed with an eye toward the future possible development of a Quality Rating and Improvement System (QRIS) for Georgia.

As a next step in the QSI development process, BftS contracted with the FPG Child Development Institute (FPG) to help refine the Quality System Indicators and consider approaches for measuring the standards and indicators. This report summarizes the work accomplished through this contract from December 1, 2007 through June 30, 2008.

FPG's work in refining the QSI can be grouped into three categories, which provide a broad organizational structure for this report:

1. Refining the indicators
2. Recommending tools to measure classroom quality
3. Developing data collection strategies

The report also compares the QSI to the National Association for the Education of Young Children (NAEYC) revised accreditation standards, offers recommendations to consider if Georgia moves forward in developing a Quality Rating and Improvement System (QRIS), and summarizes the plan for a statewide study of quality.

Much of the work resulted in products. The titles of these products appear in **orange** throughout the report and are available for review at www.fpg.unc.edu/~Georgia_QSI_Project.

Accomplishments

- ✓ Reduced 349 indicators to 217 within 46 standards across 4 broad components of quality
- ✓ Developed a measurement version of the QSI that includes 196 indicators within 43 standards
- ✓ Identified the level of evidence possible for each indicator
- ✓ Developed and pilot-tested new data collection tools
- ✓ Recommended measures of classroom quality
- ✓ Developed a plan for a statewide study of quality

Refining the Quality System Indicators

A multi-step process was used to refine the indicators. First, BftS staff suggested revisions to minimize overlap between similar indicators. Second, FPG recommended text edits to improve the clarity of some indicators. These revisions resulted in a **4th Edition of the QSI** that includes 217 indicators within 46 standards. The next level of revisions was designed to address the measurability of the QSI. FPG created a **Measurement Version of the QSI 4th Edition**. It includes further revisions to the text of some indicators and excludes 24 indicators that were considered difficult to measure accurately. These changes resulted in the deletion of three standards: two standards (15 and 31) were deleted because they seemed to be very similar to other standards. One (standard 28) was deleted because it was considered very difficult to measure. The Measurement Version consists of 196 indicators within 43 standards across 4 broad components of quality. Data collection tools were developed for the indicators in the Measurement Version.

Measures of Quality

BftS was interested in including observational measures of quality in the set of tools used to measure the QSI. To help determine which measures were most closely aligned with the GA QSI, FPG compared the indicators with items from ten commonly used early childhood quality measures. (See sidebar for the list of specific measures. References for each measure are provided at the end of this report.) The **QSI-Measures Crosswalk** provides detailed information about the match between particular indicators and measurement items. Table 1 at the end of this report provides summary data from the crosswalk. No one measure covered more than half of the indicators, suggesting that multiple observation tools may be needed to address the full range of indicators.

Measures in Crosswalk with QSI

Global Classroom Quality

- Early Childhood Environment Rating Scale-Revised (ECERS-R)
- Infant Toddler Environment Rating Scale-Revised (ITERS-R)
- Family Child Care Environment Rating Scale-Revised (FCCERS-R)
- School Age Care Environment Rating Scale (SACERS)
- Assessment Profile
- Classroom Assessment Scoring System (CLASS)

Specific Classroom Measures

- Caregiver Interaction Scale
- Early Language and Literacy Classroom Observation (ELLCO)

Program Quality

- Program Administrator Scale (PAS)
- Assessment of After-School Practices

Comparison of Quality System Indicators

with National Accreditation Standards

BftS was also interested in comparing the QSI with the revised accreditation standards of the National Association for the Education of Young Children (NAEYC). The last column of the **QSI-Measures Crosswalk**^a provides detailed information about the similarities between the NAEYC Accreditation Standards and the QSI, and Table 2 summarizes the crosswalk between the QSI and NAEYC. As evident in the QSI itself, NAEYC accreditation standards were used in developing Georgia's definition of quality: 26 (57%) of the 46 standards reference a specific NAEYC standard. Not surprisingly, then, 57% of the 217 indicators are either a general or very close match with the NAEYC standards. The overlap between the indicators is very high for the Parent, Family, and Community Involvement domain (74% general or very close match) and Environment domain (79% general or very close match) and moderately high for the Program Administration domain (47% general or very close match) and Child Health and Education domain (46% general or very close match). The comparison between the QSI and NAEYC indicators suggests that the Georgia Quality Standards and Indicators are grounded in NAEYC accreditation and also include other aspects of quality not addressed in the accreditation standards.

Data Collection Strategies

As the first step in determining strategies for measuring the QSI, FPG categorized each indicator into one of three possible levels of evidence: self-report only, observable through an existing measure or to-be-developed checklist, or verifiable through document review. Of the 196 indicators in the Measurement Version, FPG categorized 80 (41%) as best measured by an existing observational measure; 17 (9%) as easily observed on a to-be-developed observational checklist; 71 (36%) as verifiable by reviewing documents; and 28 (14%) as measured only by self-report of the program director (24 or 12%) or reported by parents (4 or 2%). The categorization of each indicator is reflected in the **Measurement Version**.

As the second step, we developed a set of draft tools to measure the indicators for each type of licensed program: child care center, family day care home, and school-age care. For each type of program, we developed an Interview, Observation Checklist, and Document Review. Both FPG and BftS staff pilot-tested these forms with licensed child care and family day care homes. The school-age version has been developed and will be pilot tested in fall 2008. Forms were then revised and pilot-tested again to create the current versions of the **Director/Provider Interview, Facility/Home Checklist, and Document Review**. A **Parent Survey** was also developed but not pilot tested.

^a The NAEYC Accreditation Standards are not a measure. It was added to the Measures Crosswalk only for the sake of simplicity.

Of the 196 indicators in the Measurement Version of the QSI, data could be gathered to determine whether *each* of 116 indicators is evident in a program (71 indicators measured through a document review plus 28 from self-report of the director or parent plus 17 from a checklist). The remaining 80 indicators describe specific aspects of quality that are best observed in the classroom or home. It is not feasible for BftS to develop its own observational measure to assess these particular 80 indicators; instead BftS was interested in selecting existing observational measures that best represent this collection of indicators. (See earlier section on the crosswalk of indicators with various measures.) Using this approach, data about whether each of these *individual* 80 indicators is evident in a program will not be available. Instead, summary scores from existing observational measures will serve as general proxies for these indicators related to classroom quality and will provide information on the global quality for classrooms within programs.

Recommendations Regarding the Development of a Quality Rating and Improvement System

Sixteen states in the US currently have a statewide Quality Rating and Improvement System, and more than 25 other states—like Georgia—are considering or developing a QRISⁱ. In the Southeast, North Carolina, Tennessee and Louisiana have developed statewide QRISs and Florida is piloting a QRIS in some areas.

Based on our knowledge of Georgia’s work to date and other state QRISs, we believe that the following aspects of Georgia’s efforts provide a strong foundation for the future possible development of a state QRIS:

- ❖ Georgia has defined quality in early care and education across multiple settings. This definition can serve as a guide in developing a QRIS.
- ❖ The definition of quality was developed to incorporate various program standards rather than add another set of standards for programs to meet.
- ❖ Georgia has early learning standards, and the quality definition was developed with the early learning standards in mind. Thus, a QRIS would likely include aspects of quality that are directly related to desired child outcomes.
- ❖ Georgia’s pre-kindergarten program has delineated program standards above the basic licensing level that must be met by participating programs. This, in essence, has provided a two-tiered definition of quality that can help guide state leaders in articulating multiple levels of quality in a possible future QRIS.

- ❖ Georgia is gathering statewide data about the existing quality of programs. These data will be very useful in developing a QRIS that promotes quality and acknowledges the current range of quality.

The following recommendations are offered for consideration if BftS decides to develop a Quality Rating and Improvement System:

- ❖ We recommend that only the indicators that are observable or verifiable be included in the system.
- ❖ We recommend that the number of standards and indicators be reduced to focus on the most essential elements of quality and to minimize the cost of assessment and burden on programs.
- ❖ We recommend that observational measures be included at only the higher levels of the QRIS rather than at all levels, to minimize the cost of assessment and the burden on programs.
- ❖ We recommend that the Professional Development Registry include all data to be covered in the QRIS, and that documents are reviewed to verify qualifications and professional development experiences.

Plans for a Statewide Study

BftS would like to use data about the quality of licensed child care, GA Pre-K programs, family day care, and school age programs to guide its work on the QSI. Statewide data will help policymakers better understand the quality of care across Georgia as defined in the Quality System Indicators, help guide agency decisions regarding the possible development of a QRIS, and provide useful information about quality improvement needs. Recognizing the high cost of conducting a statewide study of all types of licensed care within a short time period, BftS has decided to first conduct a statewide study of licensed child care centers and GA Pre-K programs during the 2008-09 fiscal year.

The primary purpose of the 2008-09 Statewide Study of Child Care and Pre-K is to gather data regarding the range of quality as delineated by the Georgia Quality System Indicators. More specifically, the study will describe the a) quality of center-based care and pre-k programs; and b) types of services provided to infants, toddlers, and preschoolers served by these programs.

Data for this study will be gathered from a random sample of 175 programs across the state of Georgia. For each participating program, we will randomly select 1, 2, or 3 classrooms to visit depending on the ages served and whether they participate in GA Pre-K. For GA Pre-K programs, we will randomly select 1 Pre-K classroom, 1 other preschool—but not GA Pre-K—classroom (if applicable), and 1 infant/toddler classroom (if applicable). For centers not

participating in GA Pre-K, we will randomly select 1 preschool classroom (if applicable) and 1 infant/toddler classroom (if applicable).

Classroom observational measures were selected based on a) the results of a crosswalk comparison between the indicators and existing measures, and b) the expressed interest in obtaining data to enable comparisons of Georgia’s Pre-K Program with reported findings from other studies and states. The table below delineates the measures proposed to be collected as part of this statewide study.

Description of Program and Classroom Measures

Program Level	Classroom Level		
	GA Pre-K	Preschool (Non GA Pre-K)	Infant/Toddler
<ul style="list-style-type: none"> ▪ Director Interview ▪ Document Review ▪ Director Education & Experience Form ▪ Facility Checklist 	<ul style="list-style-type: none"> ▪ ECERS-R ▪ ELLCO ▪ CLASS ▪ Snapshot ▪ Teacher Education & Experience Form 	<ul style="list-style-type: none"> ▪ ECERS-R ▪ ELLCO ▪ Teacher Education & Experience Form 	<ul style="list-style-type: none"> ▪ ITERS-R ▪ Teacher Education & Experience Form

Conclusion

BftS and FPG have continued the work, founded on the QSI Committee’s efforts, toward defining a quality early care and education system for Georgia. This report summarizes our efforts to refine the QSI into a set of indicators that can be measured through observation, review of documents, or self-report of directors or parents. These refinements were not intended to turn the QSI into an assessment tool but rather to consider various strategies for gathering information about the extent to which a program meets each of the standards and indicators. The next major step is to gather data from across the state of Georgia to understand better the current range of quality in the early care and education system. With data about the range of quality, BftS and early childhood leaders in Georgia will be better prepared to consider whether and how best to develop a Quality Rating and Improvement System. The data can also help BftS maximize its investments to support the quality of early care and education in Georgia.

Table 1: Summary of the Crosswalk between Georgia’s QSI and Existing Measures

The number (and percentage) of indicators covered in each measure is provided in Table 1. For each measure, three types of summaries are provided: **Very Close Matches, General Matches, and Either Very Close or Great.**

	Child Health & Education 93 indicators	Parent, Family, & Community Involvement 34 indicators	Program Administration 47 indicators	Environment 43 indicators	Overall 217 indicators
ECERS-R	22 (24%) 27 (29%) 49 (53%)	10 (29%) 3 (9%) 13 (38%)	5 (11%) 5 (11%) 10 (21%)	9 (21%) 11 (26%) 20 (47%)	46 (21%) 46 (21%) 92 (42%)
ITERS-R	9 (10%) 39 (42%) 48 (52%)	6 (18%) 7 (21%) 13 (38%)	2 (4%) 10 (21%) 12 (26%)	3 (7%) 17 (40%) 20 (47%)	20 (9%) 73 (34%) 93 (43%)
FCCERS-R	12 (13%) 42 (45%) 54 (58%)	4 (12%) 9 (26%) 13 (38%)	1 (2%) 4 (9%) 5 (11%)	3 (7%) 19 (44%) 22 (51%)	20 (9%) 74 (34%) 94 (43%)
SACERS	10 (11%) 34 (37%) 44 (47%)	3 (9%) 6 (18%) 9 (26%)	1 (2%) 4 (9%) 5 (11%)	2 (5%) 21 (49%) 23 (53%)	16 (7%) 65 (30%) 81 (37%)
Assessment Profile	3 (3%) 15 (16%) 18 (19%)	0 (0%) 0 (0%) 0 (0%)	0 (0%) 0 (0%) 0 (0%)	0 (0%) 9 (21%) 9 (21%)	3 (1%) 21 (11%) 27 (12%)
CLASS	11 (12%) 8 (9%) 19 (20%)	0 (0%) 0 (0%) 0 (0%)	0 (0%) 0 (0%) 0 (0%)	3 (7%) 5 (12%) 8 (19%)	14 (6%) 13 (6%) 27 (12%)
Program Administrator Scale	0 (0%) 4 (4%) 4 (4%)	0 (0%) 9 (26%) 9 (26%)	9 (19%) 14 (30%) 23 (49%)	0 (0%) 10 (23%) 10 (23%)	9 (4%) 37 (17%) 46 (21%)
Caregiver Interaction Scale	0 (0%) 7 (8%) 7 (8%)	0 (0%) 0 (0%) 0 (0%)	0 (0%) 0 (0%) 0 (0%)	1 (2%) 0 (0%) 1 (2%)	1 (0%) 7 (3%) 8 (4%)
ELLCO	9 (10%) 29 (31%) 38 (41%)	1 (3%) 6 (18%) 7 (21%)	0 (0%) 0 (0%) 0 (0%)	0 (0%) 14 (33%) 14 (33%)	10 (5%) 49 (23%) 59 (27%)
Assmt. of After School Practices	0 (0%) 16 (17%) 16 (17%)	0 (0%) 0 (0%) 0 (0%)	0 (0%) 0 (0%) 0 (0%)	0 (0%) 7 (16%) 7 (16%)	0 (0%) 23 (11%) 23 (11%)

Table 2: Summary of the Crosswalk between Georgia’s QSI and Accreditation Standards for the National Association for the Education of Young Children

The number (and percentage) of indicators covered in the NAEYC standards is provided below. Three types of summaries are provided: **Very Close Matches**, **General Matches**, and **Either Very Close or Great**.

	Child Health & Education 93 indicators	Parent, Family, & Community Involvement 34 indicators	Program Administration 47 indicators	Environment 43 indicators	Overall 217 indicators
NAEYC Accreditation Standards	15 (16%)	10 (29%)	10 (21%)	13 (30%)	48 (22%)
	28 (30%)	15 (44%)	12 (26%)	21 (49%)	76 (35%)
	43 (46%)	25 (74%)	22 (47%)	34 (79%)	124 (57%)

References for Measures in Crosswalk

Assessment of After-School Practices: Self Assessment Observation Tool (APT-O)

Developed for the Massachusetts Department of education by the National Institute on Out-of-School Time

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Emergent Academic Snapshot

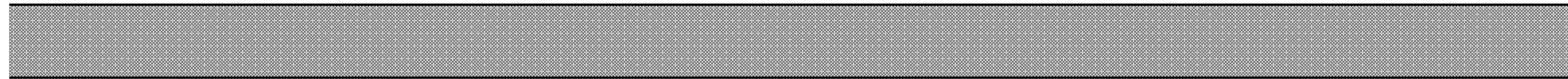
Ritchie, S., Howes, C, Weiser, & Kraft-Sayre, M (2008).

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Harms, T., Cryer, D., & Clifford, R. M. (2007). New York: Teachers College Press.



**The items in orange are available online at
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This work was done under contract for
Bright from the Start: Georgia Department
of Early Care and Learning.

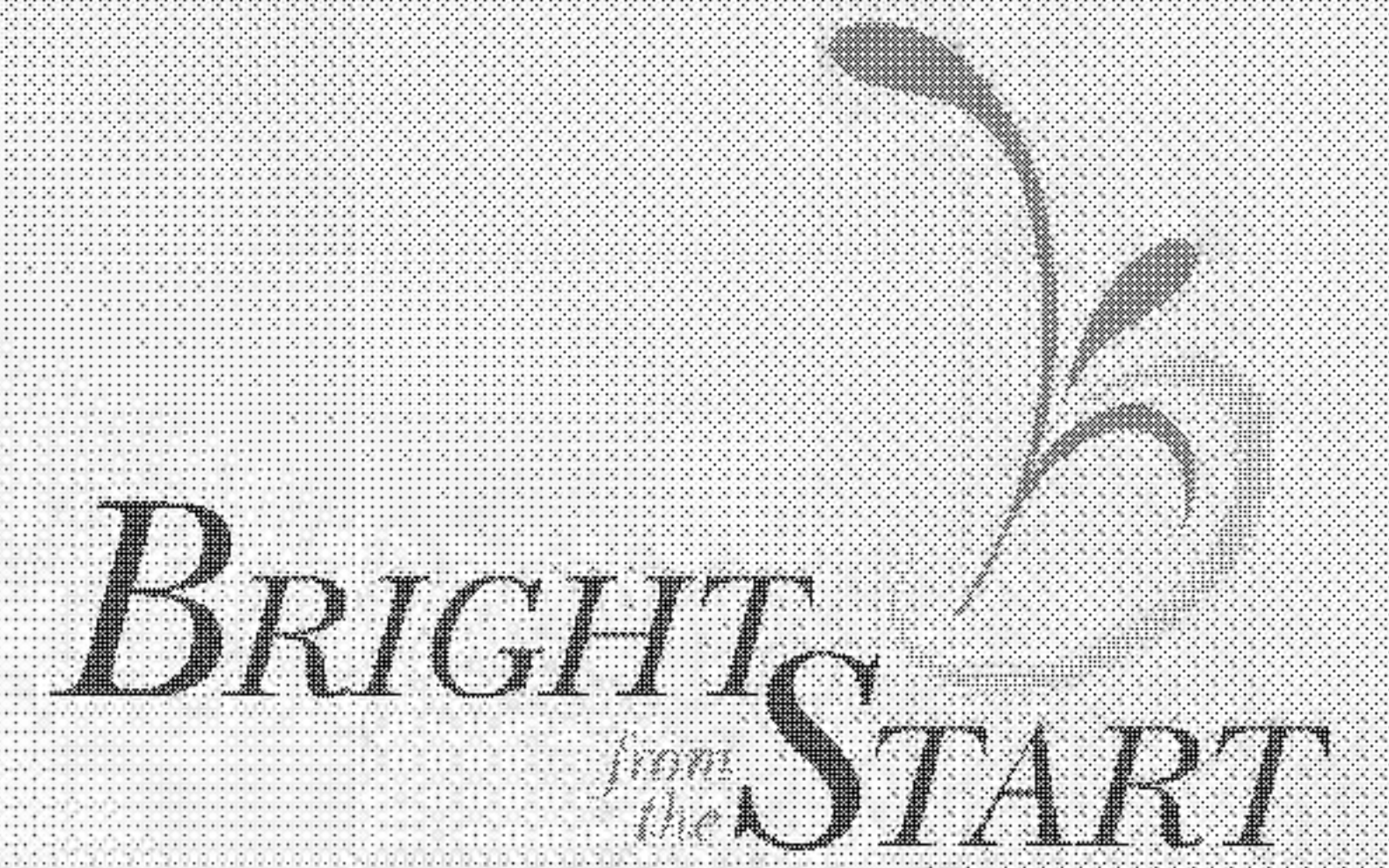
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ⁱ National Child Care Information and Technical Assistance Center. (January 2008). Quick facts: Quality rating systems.

Georgia Early Learning Standards



Georgia Department of Early Care and Learning

Birth Through Age 3

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Acknowledgements

Grateful appreciation goes to the following people who contributed to the development of the Georgia Early Learning Standards.

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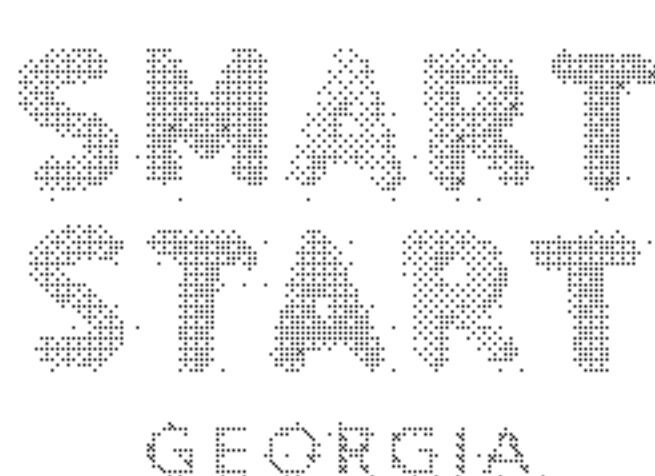
Washington, DC

Feedback Forum Participants

Parents, teachers, directors, child care resource and referral agency staff, and others who attended the Feedback Forums in Gainesville, Macon, Savannah, and Atlanta

Additional Contributions

Bright from the Start also thanks the Georgia Partnership for Excellence in Education and Smart Start Georgia, the Early Learning Division of United Way of Metro Atlanta, for their assistance underwriting the printing and distribution of the Georgia Early Learning Standards.



Bright from the Start appreciates the efforts of the following people for making the design and production of the Georgia Early Learning Standards a success.

Susie Clements

Graphic Designer

Roswell, GA

Todd Blandin

Public Relations Director

Bright from the Start

Atlanta, GA

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Georgia Early Learning Standards

Introduction

Bright from the Start: Georgia Department of Early Care and Learning (Bright from the Start) was authorized in April, 2004. It combined into one agency the Office of School Readiness, units from the Department of Human Resources and the Department of Education, and the Georgia Child Care Council. As such, Bright from the Start became responsible for child care and educational services for children from birth through school age throughout the state of Georgia.

In June, 2004 Bright from the Start formed an Advisory Committee to assist in developing a set of Early Learning Standards for infants, toddlers, and preschoolers. They invited representatives from the Board of Regents, the Professional Standards Commission, the Department of Technical and Adult Education, the Georgia Department of Education, the Georgia Association on Young Children, Smart Start Georgia, Head Start, public and private universities,

and the professional early childhood community at large to serve on the Committee.

The Committee's charge was to develop a set of appropriate, attainable learning goals for children from birth through age three that aligned with the existing Georgia Pre-kindergarten Content Standards for four year olds. The standards were to be consistent with research-based knowledge and "best practice" experience. A rigorous development and review process was also required.

Bright from the Start Commissioner Marsha H. Moore delegated three key staff members to oversee the development of the Georgia Early Learning Standards (GELS) initiative. Dr. Robert Lawrence, Director of Special Projects, Research and Accountability; Justine Strickland, Assistant Commissioner of Child Care Policy; and Carolyn Trammell, Director of the Division of Quality Initiatives, guided all phases of the Standards development to maintain consistency

with Bright from the Start's mission. They also actively participated in all development and review tasks to ensure the quality of the process.

To provide a national perspective to the project, Bright from the Start engaged Dr. Catherine Scott-Little, Assistant Professor in the Department of Human Development and Family Studies at the University of North Carolina at Greensboro (UNCG), as lead consultant. Dr. Scott-Little is also Research Scientist at the SERVE Center at UNCG and has extensive experience in the area of developing early learning standards. She has assisted other states in similar work. Her first role was to jump start the process by providing information gathered from other states and early learning initiatives. Thereafter, she continued to support the process by critiquing drafts, providing resource materials, conferring with Bright from the Start staff, offering advice on critical decisions, and maintaining a level of objectivity to keep the project on track.

To facilitate the development process, Bright from the Start engaged Dr. Marsha Kaufman-McMurrain as project manager. She is a former faculty member in the Department of Early Childhood Education at Georgia State University and has a wide range of experience with children, teachers, parents, and administrators at the preschool level. Dr. Kaufman-McMurrain's role was to coordinate the development of the Georgia Early Learning Standards from the draft phase through creation of the final document. Her tasks included gathering resources, creating working drafts and final copy, collating feedback from reviewers, facilitating meetings and statewide Feedback Forums, and maintaining liaison with all contributors.

The process of developing the Georgia Early Learning Standards involved five parts:

- Draft of GELS created by Bright from the Start and Advisory Committee
- Draft reviewed by a panel of statewide early childhood professionals and parents

- Draft reviewed by members of the public through Feedback Forums in four locations around the state
- Draft reviewed by a panel of national experts
- Final document adopted by Bright from the Start

The structure of the GELS is as follows:

- **Age Groups** - The birth through age three continuum is divided into four age groups
 - Infants (Birth to 12 months)
 - One year olds (12 to 24 months)
 - Two year olds (24 to 36 months)
 - Three year olds (36 to 48 months)
- **Domains and Foundations for Development and Learning** - Five areas are covered in each age group
 - Physical Development
 - Emotional and Social Development
 - Approaches to Learning
 - Language and Literacy Development
 - Cognitive Development
- **Standards** - General statements of skills, behaviors, and concepts that children develop within the particular domain; each standard is included in all age groups if it is developmentally appropriate
- **Indicators** - Components of each standard that indicate what children will work on at each age level to accomplish the standard
- **Sample behaviors** - Personalized examples of behaviors children *could* exhibit to demonstrate that they have achieved a skill or learned a concept; the words in bold letters indicate the skill or concept illustrated
- **Codes** - A series of letters and numbers following each entry for identification and training purposes

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Georgia Early Learning Standards

Statement of Purpose

The goal of the Georgia Early Learning Standards is to promote quality learning experiences for children from birth through age three. The Standards address the question, “What should children from birth through age three know and be able to do?” They are a set of appropriate, attainable standards for Georgia’s youngest learners. At the same time they are designed to be flexible enough to support children’s individual rates of development, approaches to learning, and cultural context.

The standards are written as a continuum of skills, behaviors, and concepts that children develop throughout this time of life. They are divided into age groups for the user’s convenience and are *not* intended to be used for assessment purposes or as a curriculum. (See Appendix A.) These standards are voluntary and are not part of Georgia’s child care licensing regulations.

The Early Learning Standards align with Georgia’s Pre-K Content Standards and complete a seamless system of standards in Georgia from preschool

through college (P-16). (See Appendix B.) The Early Learning Standards are consistent with the Head Start Child Outcomes Framework and the National Association for the Education of Young Children’s Position Statements on Developmentally Appropriate Practice. (See Appendix C.)

The purposes of the Standards are to:

- Guide teachers who work with children from birth through three in providing quality learning experiences;
- Guide parents in supporting their children’s growth, development, and learning potential;
- Lay the groundwork for applying the standards in pre-service training, professional development, curriculum planning, and child outcome documentation; and
- Raise public awareness about the significance of the early years as the foundation for school success and lifelong learning and the importance of the teacher’s role in the process.

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Georgia Early Learning Standards

Guiding Principles

Georgia's Early Learning Standards (GELS) are a guide to help teachers* and parents** offer meaningful learning experiences to children from birth through age three. The following generally accepted principles of child development are the foundation for the Early Learning Standards for our youngest children.

I Parents are a child's first and most consistent teacher.

From the moment a child is born parents play a major role in development. The quality of the relationship between parents and children influences the children's sense of security, their

self-confidence, the way they resolve conflicts, their development of new skills and capabilities, their self-respect, and how they respect others. The impact of this relationship lasts a lifetime.

Early education programs must recognize the significance of the parental role. Children benefit significantly when parents and teachers work together. Parents are the child's most consistent teacher. Throughout a child's educational career, from preschool through high school, many teachers will be involved. Parents, though, remain constant and make the key decisions for the child. They are the child's first and most important teacher.

**Note: Throughout this document, the term "teacher" refers to adults who work directly with children in group settings. This includes classroom teachers and teaching assistants, paraprofessionals, caregivers, family child care providers, home based teachers, and others who have direct contact with children in groups on a regular basis.*

***Note: The term "parent" refers to adults, most commonly family members, who are the primary caregivers of children in their home. This includes, mothers, fathers, grandparents, foster parents, stepparents, aunts, uncles, nannies, babysitters, and others who care for the child in the home on a regular basis.*

2 Each child develops at an individual rate and has personal approaches to learning.

Each child is unique. A mother will tell you how one of her children slept a lot as an infant while another seemed to be awake all the time. One was always babbling while the other had a quieter disposition. Just as the children's personalities are different, their rates of development vary as well. There is a wide range of "normal" growth, and it is important to be flexible in our expectations. Children are served best when their individuality is valued.

The skills and behaviors presented in the Georgia Early Learning Standards are arranged by age level to help teachers and parents organize their understanding of the skills. They are to be used to *inform* teachers and parents about what behaviors one might expect of young children as they develop.

The standards do not represent rigid expectations or requirements for what skills every child should master at a certain age. Instead, they should be used as a guide, with the understanding that children develop at different rates. Teachers and parents must become familiar with the full range of skills and behaviors included in the GELS. Then, they can encourage children to work toward the standards most suitable to their particular developmental stage and rate. (See Appendix A.)

Children with special needs have been considered in the development of these standards. Learning activities should be individualized, allowing children to begin working on a skill at their current level and challenging them to move forward. Individualized activities should also take into consideration children's varied interests and learning approaches. Children will choose activities that suit them best when given the opportunity. It is the teacher's job to plan a variety of experiences with different materials to accommodate individual differences among children.

3 Young children learn through developmentally appropriate play and social interaction.

"Play is a child's work," renowned psychologist Jean Piaget once said. Young children discover their world through play. When children are "just playing," they develop the foundations for reading, writing, and mathematics as they explore and experiment with objects and materials. They also develop the foundations for science and social studies by "playing with" materials and interacting with people around them.

Social development, particularly, occurs when children interact in play. If two children want to ride the same toy at the same time, they have to come up with a way to solve the problem. If two children disagree about whether there is enough room in their bucket for one more cup of sand, they have to come up with a way to find out the answer. Children learn about relationships, both cognitive and social, by working through such problems together.

4 Young children learn best when all aspects of development (physical, emotional and social, approaches to learning, language and literacy, and cognitive) are treated as interconnected.

Children are growing in all developmental areas at the same time. When an infant coos at her mother while reaching for a rattle and bringing it to her mouth, many developmental events are occurring. She is relating socially with her mother, making sounds that are the foundation for early language, physically grasping and manipulating an object, and cognitively exploring the nature of the world around her. The same is true when an older toddler scribbles with a crayon and tells his teacher it is a picture of his puppy. He is developing physical skills to hold the crayon and make marks on the paper, cognitive skills to represent his puppy in the drawing, and language skills to describe it to his teacher.

Development in one area influences the development in other areas. Language skills help

the child relate socially to others. Likewise, social skills help the child develop cognitive and language skills. Physical skills provide experiences that stimulate cognitive, language, and social development. Further, the individual strategies children use to approach learning impact all areas of development. In the young child these developmental areas are closely interrelated and teachers must plan learning experiences that foster the connections among them.

5 The child's family, educational setting, community, and culture shape the child's development.

Children are born into a family that is part of a community and a culture that is passed on from generation to generation. A family's cultural heritage establishes their values, beliefs, expectations, and childrearing practices. Cultural practices help determine feeding and sleeping patterns, rules for discipline, and the roles played by adults and children. The powerful influence of culture on early development is undeniable.

As communities in Georgia become increasingly diverse, teachers and families are challenged to learn about and become comfortable with each other. In the educational setting sensitivity and acceptance of the child's cultural background improve the quality of the child's learning experience and chances for success. Additionally, teachers must recognize how their own cultural heritage, native language, and family history influence their point of view. In order to support and teach children from families and cultures different than their own, teachers must be interested in learning about the families and willing to consider new perspectives.

6 Early learning experiences must support the diverse culture, home language, and individual learning potential of each child.

Travelers to foreign countries often experience "culture shock." They find themselves uncomfortable when they cannot speak the language, figure out how to use the money, or order unfamiliar food in a restaurant. They might be embarrassed to ask for help and feel people are

looking at them strangely. A child or parent who comes to a child care center where the language is different and the rules are brand new may have the same uneasy feelings.

Early learning programs must create an environment where children feel safe and comfortable. Teachers must be sensitive to cultural differences in childrearing and willing to talk openly with parents about mutual expectations. The goal of communication between the family and teacher should be to support the continuity of care from home to center.

Learning materials should reflect a diversity of cultures and include children with disabilities. Books and songs can celebrate different languages. Children whose home language is other than English can teach words to their classmates while their classmates are helping them learn English. Children with disabilities must be welcomed into classrooms with children their own age where they can teach the other children about their special abilities. The classroom or home care setting must be a place where children feel accepted, so they can learn and develop to their greatest potential.

7 Early learning experiences must draw on and enhance the connections between each family and the early childhood program.

Early learning programs are most effective when they offer quality educational activities and give special attention to the relationship between parents and children. Parental involvement in children's education has a significant impact on school achievement. When parents are involved in the educational program, children get the message that learning is important. Parents' involvement also communicates that the educational setting is a good place to be. As a result, programs need to develop partnerships with their parents and invite them to participate in the early childhood program. When parents and teachers work together it can be valuable for both. Parents can share with teachers about their child's likes and dislikes, their family routines, and other information that will help make learning experiences more meaningful.

Families of children with special needs have an especially valuable role in showing the teacher how best to work with their child. Teachers can share with parents about their child's accomplishments and how they get along socially. If a problem arises, teachers and parents who support each other will be able to solve it in the child's best interest. Early learning programs must find creative ways to reach out to families, honoring the primary and significant role of the family in the child's education.

8 Early childhood teachers play a powerful role in the education of young learners and deserve dignity and respect from the community at large.

Children often spend more time in a day with their teachers than their parents. As a result, early childhood teachers play a powerful and significant role in a child's life. Children learn how to learn from their teachers. They learn how to behave toward adults and how adults behave toward children from their teachers. They go to their teachers for comfort when they're hurt and for reassurance when they're scared. They want their teachers to be proud when they succeed and to help them try again when they don't. Teachers can influence whether a child has an "I can" or an "I can't" attitude. Many successful adults remem-

ber a teacher who saw something special about them. For all these reasons, and more, early childhood teachers deserve to be treated with dignity and respect by the community at large.

9 Quality early learning experiences for children are guided by research-based knowledge and practice.

The Georgia Early Learning Standards were developed using a wide variety of research-based sources. (See References.) Scholars have studied how young children learn and develop for many years. Numerous research projects have looked at the different aspects of child development and what practices support positive growth. Research tells us, for example, that children learn by actively exploring their environment. Learning activities that provide opportunities for children to move around and use their senses would be consistent with this research-based knowledge. On the other hand, activities that require youngsters to sit still and listen, rather than actively participate, would be inconsistent with it. Quality early learning experiences should be based on the findings of this research. Teachers and parents should look for educational programs and curricula that show how they use research-based knowledge to guide their work.

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Georgia Early Learning Standards

Frequently Asked Questions

1 Why have learning standards?

In April 2004 the Georgia General Assembly created *Bright from the Start: Georgia Department of Early Care and Learning (Bright from the Start)* to focus on issues relating to care and education of Georgia's youngest children. The new department combined into one agency the Office of School Readiness, units from the Department of Human Resources and Department of Education, and the Georgia Child Care Council. The overall quality of all licensed child care centers, group and registered family day care homes, and the Georgia Pre-K Program is now the responsibility of this new department.

The development of the Georgia Early Learning Standards began in June 2004 to improve the quality of learning experiences for children from birth through age three. Although *program* standards existed through child care licensing

regulations, there was not a set of specific *learning* standards for this age group. Some of the reasons that led Bright from the Start to create a set of Early Learning Standards include:

- Standards provide a set of achievable, public goals that are commonly held to be suitable for young children;
- Standards serve as a foundation to connect what is taught with what is developmentally appropriate for early learners;
- Standards provide a framework to encourage consistency among early childhood programs across the state.

It is important to know that the Georgia Early Learning Standards (GELS) are *voluntary*. Their contribution to improving the educational quality of child care programming will depend on how widely they are used.

2 Who will use the standards?

The Georgia Early Learning Standards are written for teachers and parents of infants, toddlers, and preschoolers. Throughout the GELS, the word “teacher” is used to refer to all adults who work with young children in group settings. This includes center based teachers, assistant teachers, aides, paraprofessionals, caregivers, family child care providers, home based teachers, and others who work with children in these settings. Children learn from the adults who care for them; therefore, all these adults are referred to as “teachers.” The word “parent” refers to adults who care for children in the home a significant amount of time. This could include mothers, fathers, aunts, uncles, grandparents, babysitters, nannies, and other adults who may serve as a child’s primary caregiver.

In addition to teachers and parents, the GELS can be used by early childhood teacher educators at the college and technical school levels. They can serve as a resource for course development and curriculum selection. Instructors can challenge their students to develop learning experiences for classrooms and home settings that are consistent with the GELS.

Policymakers and the general public can use these standards to inform themselves about what young children should know and be able to do. They can refer to the GELS when making public policy decisions about quality care and education for children and their families from birth through age three.

3 How should the standards be used?

Teachers and parents can use the standards to inform themselves about commonly held expectations for children from birth through age three. At the same time, it is important that the standards be used with flexibility. Children develop at different rates and demonstrate accomplishments in different ways.

The “sample behaviors” included are only a few examples of how children *might* demonstrate a behavior. The order of the sample behav-

iors *roughly* corresponds to younger skills at the beginning of an age range and older ones at the end. It is important to say that this order is extremely variable. Skill development flows differently among children, and they often work toward several skills at the same time. The standards are written with the expectation that the majority of children will be comfortable with most of the skills and behaviors in a particular age range by the time they reach the end of that age range. We are looking for consistent progress across the domains, not the accomplishment of specific sample behaviors.

Each step a child takes toward achieving a skill or behavior is something to celebrate. It is important not to push children to accomplish skills before they are ready and, similarly, not to hold children back when they are ready to move forward. The standards, indicators, and sample behaviors should be used to help adults assist children to grow in their own unique ways.

Teachers can also use the standards as a resource for planning learning experiences. They can look for curriculum materials, learning activities, and assessment tools that could be used to help children learn skills and behaviors similar to those included in the standards. A well-planned classroom environment offers young children the opportunity to explore concepts and build skills in all the developmental areas represented in the GELS. Teachers can refer to the standards and other learning materials to be sure that the activities they plan are on a level that most children in each age group can achieve.

Further, teachers can use the standards to communicate with each other about learning goals throughout the age ranges. By becoming familiar with the standards, teachers will know what the children were working on before they entered their classroom and what they will be working on when they move to the next one. The GELS will provide teachers with a common vocabulary and set of expectations.

Parents can use the standards to guide them in choosing home learning activities and materials

suitable for young children. They can also use the standards to help choose a quality educational program outside the home. A parent can check to see whether a program includes the variety of learning experiences described in the GELS.

4 Is this an assessment tool?

No. Teachers and parents often wonder what infants, toddlers, and three year olds should be expected to do. The purpose of the GELS is to inform teachers and parents about the skills and behaviors that are typical of this stage of life, *not* to assess their performance.

The purpose of an assessment tool for children is to monitor development and learning in order to guide planning and decision making. The GELS were not designed to monitor children's progress and cannot be used for assessment. The purpose of the GELS is to set common expectations that can be achieved and observed in different ways through a rich variety of learning pathways.

5 Is this a curriculum for infants and toddlers?

No. The GELS are a list of standards, indicators, and sample behaviors that children in this age range begin to develop. A *curriculum* provides information about how children develop and learn, what children learn, the learning environment, the teacher's role, and the family's role. It is important for administrators and teachers to examine the match between the goals and objectives in the curriculum they choose and the standards and indicators included in the GELS. If there is not a good match, they should consider looking at other curricula for use in their programs.

6 How do the standards apply to children with special needs?

Children with special needs will work toward achieving the standards at their own rate and, perhaps, in different ways. *All* children of the same age benefit when those with special needs and those who are developing more typically are in classrooms together. Teachers and parents may require assistance from special education professionals to adjust the way they work with children with special needs.

For example, a child with a physical disability may need special equipment and support from adults when working toward the standards. A child with an intellectual disability might need teachers and parents to apply the standards with flexibility, allowing the child to work in small steps at a comfortable pace. A child with challenging social or emotional needs may require a teacher or parent to learn special behavioral strategies to help work toward the standards.

Children with disabilities must be welcomed into classrooms with children their own age where they can relate to their peers and teach them about their special abilities. The classroom or home care setting must be a place where children feel accepted, so they can learn and develop to their greatest potential.

For *all* children, it is important that the standards be applied with sensitivity and good judgment. A pediatrician or a special education professional should be consulted when a teacher or parent is concerned about a delay or a developmental problem. For assistance, parents with infants and toddlers can contact Parent to Parent, Inc. for information about Babies Can't Wait locations throughout the state of Georgia. Their phone number is 1-800-229-2038 or 770-451-5484 in metro Atlanta. You can also refer to their website at <http://health.state.ga.us/programs/bcw/>. Teachers can obtain assistance through their local child care Resource and Referral (R&R) agency. You can locate your local R&R online at www.gaccrra.org or by calling 1-800-466-5681. For additional resources and information call Bright from the Start at 1-888-442-7735 or 404-656-5957. You can also access their resources online at www.dec.state.ga.us, and click on "Special Needs" under "Families."

7 How do the standards apply to children from other cultures and whose families speak a language other than English?

Children develop similarly across cultures. However, different cultures have different expectations for certain behaviors. Some cultures expect children to look adults in the eye when

speaking while others do not. Cultures differ in when and how they expect children to use utensils when eating. People from different cultures may see each others' childrearing practices as more "strict" or "lenient" than their own. These are just a few examples of cultural differences. Teachers must become familiar with the cultural expectations of their students' families and then adjust the standards accordingly.

Similarly, children whose home language is other than English may be able to achieve some of the standards in that language before they can demonstrate it in English. A child who says "tres" when asked "How old are you?" is demonstrating the ability to "relate identifying information." Another child who holds up three fingers is demonstrating the same ability. There are many ways children can meet the standards, and speaking the child's home language is one of them. Teachers should encourage children to use their native language while learning English as well.

8 Why are the standards organized by age groups?

They are divided into the specific age groups known as Infants, 1 year olds, 2 year olds, and 3 year olds as a convenient organizational structure for teachers and parents. Children in child care settings are typically grouped by age, and teachers and parents often wonder what behaviors are common for children at certain ages. Further, other state learning standards such as the Georgia Pre-K content standards, the child care licensing regulations, and the K-12 standards are divided year by year. The Early Learning Standards are organized into age groups to make them easy to use and consistent with other standards in Georgia.

Be aware that children develop at different rates, and the age groups should be seen as flexible. It is best to view the standards as a continuum across the age groups. (See Appendix A.) A one year old child may still be working on a few behaviors in the infant range, for example. Or a two year old might be demonstrating some of the behaviors in the three year old range.

One could expect the majority of children to achieve most, but not necessarily all, of the standards in a particular age range by the time they reach the end of that age range. It is likely, though, that a child's skill development will differ in the various domains. An infant may accomplish most of the skills in the physical area, for example, while still working on several in the language domain.

Some children with special needs may never meet all the standards in a particular area of development due to their disability; however, it is important that they be included in settings with their same age peers. Teachers should look for *progress* toward achieving the skills and behaviors for children who are developing typically as well as those with special needs. To support children most effectively, teachers should become familiar with the whole set of behaviors throughout the birth through three age range, not just the ones that match the child's current age.

9 What are *Domains and Foundations for Development and Learning*?

The skills, concepts, and behaviors that children learn are often divided into categories. Although learning occurs in all of these areas at the same time, it is useful to study and explain them separately. Adults can better support the development of each child when they understand the predictable stages of growth and learning that take place in each area.

Think of a puzzle where each piece must be explored individually to take note of the shape, size, and color. Next, the pieces are fitted together, and the whole picture is revealed. Likewise, when we study the way children learn and develop, it is valuable to look at the different areas of development separately to be sure that we understand the importance of each. Then, as we look at the whole child, we can see more clearly how the pieces fit together to form a unique and wonderful little person.

In the Georgia Early Learning Standards, the different areas of development are called

Domains and Foundations for Development and Learning. They include Physical Development, Emotional and Social Development, Approaches to Learning, Language and Literacy Development, and Cognitive Development. They are described, briefly, below.

Physical Development involves the way children move their bodies. This includes moving large muscles, like arms and legs, to crawl, walk, run, and dance. It also includes using small muscles, like hands and fingers, to feed themselves, scribble with crayons, paint, and make finger movements as they sing songs. The Physical Development section of the GELS includes a standard and indicators relating to self-help skills which describe how children learn to take care of their physical needs such as feeding, dressing, and personal hygiene. Additionally, this section includes skills and behaviors concerning the way children learn to practice healthy and safe habits.

Emotional and Social Development is the area where children learn about themselves and how to get along with other people. Newborn babies do not have an awareness of being an individual person. As they grow they develop a sense of “me” that is separate from the adults who care for them. At the same time, they develop relationships with these important adults. Through play, youngsters learn how to relate to other children, and they gain confidence in their own abilities. As children mature emotionally and socially, they gain self-control. Their emotional and social development is further enhanced when they engage in creative displays of self-expression.

Approaches to Learning focuses on *how* children go about learning new skills and concepts rather than *what* skills and concepts they need to learn. Children approach learning in a variety

of ways. They are curious about their world and show this by “getting into things” - putting their hands in their food, putting toys in their mouth, stacking things up just to knock them down, climbing on furniture, or quietly sitting and examining a leaf.

They want to do things over and over – listening to the same story every night before bed, singing the same song many times in a row, or trying repeatedly to put a shape into a puzzle until it finally fits. They also find creative ways to solve problems – standing on a box to reach a toy, holding a block next to their ear and pretending it’s a telephone, or using a stick to dig in the dirt when there are no shovels to be found. To reach their learning potential, children need adults to support them in being curious, persistent, and creative learners.

Language and Literacy Development involves the way children learn to communicate with sounds and words, with gestures, and, eventually, to read and write. This involves both verbal and nonverbal behaviors. Babbling, talking, listening, using sign language, using gestures, singing songs, repeating rhymes, listening to stories, looking at books, scribbling, and drawing are some of the ways children learn language and early literacy skills.

Cognitive Development involves the way children use their minds to explore the world around them. Children use their senses to learn all about how things feel, sound, look, taste, and smell. They investigate how objects relate to one another, how things grow, who they are in the family and community, and how they fit into the world. These experiences form the basis for early mathematical and scientific thinking and a beginning understanding of social studies.

10 How do the Early Learning Standards relate to the Pre-K Content Standards?

A chart summarizing the relationship between the *Curriculum Areas* of the Georgia Pre-K Content Standards and the *Domains & Foundations for Learning and Development* of the Georgia

Early Learning Standards is below. A chart illustrating a more detailed alignment between the GELS, the Pre-K Content Standards, and Georgia's Kindergarten Performance Standards is found in Appendix B.

Georgia Pre-K Content Standards

Georgia Early Learning Standards

Curriculum Areas	Domains & Foundations for Learning and Development
Language & Literacy	Language & Literacy Development
Mathematics Science Social Studies	Cognitive Development
Creative Expression	Creative Expression is included as a standard within each domain
Social and Emotional	Emotional & Social Development
Physical Development	Physical Development
	Approaches to Learning

11 How do the Early Learning Standards relate to the Head Start Child Outcomes Framework?

Below is a chart summarizing the relationship between the *Domains* of the Head Start Child Outcomes Framework and the *Domains &*

Foundations for Learning and Development of the Georgia Early Learning Standards. A chart illustrating a more detailed alignment between the two documents is found in Appendix C.

Head Start Child Outcomes Framework

Georgia Early Learning Standards

Domains	Domains & Foundations for Learning and Development
Language Development Literacy	Language & Literacy Development
Mathematics Science	Cognitive Development
Creative Arts	Creative Expression is included as a standard within each domain
Social & Emotional Development	Emotional & Social Development
Physical Health & Development	Physical Development
Approaches to Learning	Approaches to Learning

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Georgia Early Learning Standards

Infants

Physical Development

Physical development is rapid in the first few years of life. Infants lose their “baby fat.” Their brains, muscles, and bones grow in spurts. By the age of two, children grow about half of their adult height and show dramatic increases in strength, coordination, and balance. Parents and teachers are often surprised at how fast skills develop and how much energy it takes to keep up with growing youngsters.

Children quickly gain control over their movements. This typically follows a natural sequence. Babies creep and crawl before they stand, walk, and run. They swipe at objects first and then reach and grab. They grasp objects placed in their hands before they pick them up

for themselves. Each new skill builds a child’s physical competence and ability to do things independently.

Physical development supports development in other areas. For example, social development occurs as children move about and interact with others.

Cognitive development is supported as they explore and respond to the different objects they encounter.

Children learn as they play and need to be able to move freely in their environment to grow to their full potential. They are filled with energy and should be encouraged to use their arms, legs, fingers, and hands to explore the world around them.

The Physical Development section of the GELS includes four standards for infants. Following is a brief summary of

Each new skill builds a child’s physical competence and ability to do things independently.

each standard and the indicators and sample behaviors that contribute to them:

1. **Gross motor skills**, which describes ways an infant *gains control of head and body and demonstrates beginning coordination and balance, often with support*;
2. **Fine motor skills**, which details ways an infant *gains control of hands and fingers, and begins to coordinate motions using eyes and hands*;
3. **Self-help skills**, which describes ways an infant *begins to help with feeding, dressing, and personal hygiene*; and
4. **Health and safety skills**, which describes ways an infant *responds to verbal or physical signals of danger*.

“Physical Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Infants section of the GELS are only a few that could have been chosen. They should be considered representative of the numerous physical accomplishments of infants.

Physical Development: Birth to 12 months—Infants

Standard: The child will begin to develop gross motor skills. P0G*

Indicators	Sample Behaviors
<p>Gains control of head and body P0G1</p>	<p>JulieAnn turns her head to look at the bright bunny hanging over the changing table. P0G1a</p> <p>LaMarcus turns his head from one side to the other while lying on his stomach. P0G1b</p> <p>Madison rolls over onto her back from her stomach while lying on a mat on the floor. P0G1c</p> <p>Blake lifts his head and chest off the floor while lying on his stomach. P0G1d</p> <p>Brooke sits up straight when her teacher places her on the floor. P0G1e</p> <p>Samad sits in a high chair with trunk supports and holds his head up for eating. P0G1f</p>
<p>Demonstrates beginning coordination and balance, often with support P0G2</p>	<p>Kelsey reaches for her pacifier. P0G2a</p> <p>Octavius grabs his toes and pulls his foot toward his face. P0G2b</p> <p>Gracie scoots on her tummy to reach for a ball. P0G2c</p> <p>Enrique crawls on his hands and knees toward a stuffed animal. P0G2d</p> <p>Antonia pulls up on the edge of a low table to stand. P0G2e</p> <p>Trey holds onto his father's fingers and walks a few steps. P0G2f</p> <p>Hannah holds onto the edge of the couch as she walks to her grandmother. P0G2g</p> <p>Jason walks a few steps from one teacher to another. P0G2h</p>

* Each entry in the chart is followed by a series of letters and numbers for reference purposes. The first character refers to the domain; the second, to the age group; the third, to the standard; the fourth, to the indicator; and the fifth, to the sample behavior.

Physical Development: Birth to 12 months—Infants

Standard: The child will begin to develop fine motor skills. POF

Indicators	Sample Behaviors
<p>Gains control of hands and fingers POF1</p>	<p>Brent puts his fingers in his mouth. POF1a</p> <p>Gabriela brings a rattle that is placed in her hand to her mouth. POF1b</p> <p>David grasps his favorite blanket, lets go, grasps it again, and lets go again. POF1c</p> <p>Renee transfers a toy key ring from one hand to the other. POF1d</p> <p>Michele dumps out all the shapes from the container. POF1e</p> <p>Landon, a visually impaired child, reaches out and feels the soft blocks on his high chair tray. POF1f</p>
<p>Begins to coordinate motions using eyes and hands POF2</p>	<p>Sally looks at her fingers and hands. POF2a</p> <p>Matthew reaches for the teething ring and brings it to his mouth. POF2b</p> <p>Aaron holds a block in each hand and bangs them together. POF2c</p> <p>Abbie crawls towards a stuffed bear and picks it up. POF2d</p> <p>Sergio puts a one-piece puzzle together, grasping the puzzle's knob in his hand. POF2e</p>

Physical Development: Birth to 12 months—Infants

Standard: The child will begin to acquire self-help skills. POS

Indicators	Sample Behaviors
<p>Begins to help with feeding POS1</p>	<p>Yasmin moves her head around to get into position for breastfeeding. POS1a</p> <p>Sammy puts his hands on the bottle while his Nana is feeding him in her lap. POS1b</p> <p>Jeremy holds his own bottle while sitting in his mother's arms. POS1c</p> <p>Theron feeds herself some finger foods. POS1d</p> <p>Niaya holds a spoon and tries to get some food into her mouth. POS1e</p> <p>James is starting to drink from his training cup. POS1f</p>
<p>Begins to help with dressing POS2</p>	<p>Melinda pulls her socks off. POS2a</p> <p>Azali raises his arms when his mother puts his shirt on. POS2b</p>
<p>Begins to help with personal hygiene POS3</p>	<p>Susie sometimes cries when her diapers are wet or soiled. POS3a</p>

Standard: The child will begin to practice healthy and safe habits. POH

Indicators	Sample Behaviors
<p>Responds to verbal or physical signal of danger POH1</p>	<p>Ruby backs away from the stove with her father's help as he says "Hot!" POH1a</p> <p>Riley, a hearing impaired child, holds himself closer to his mother when he sees her expression of alarm in the face of danger. POH1b</p>

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Georgia Early Learning Standards

Infants

Emotional and Social Development

Babies are social beings. The birth of a newborn typically is a time when family and friends gather to celebrate. Loving adults often respond to a baby's first sounds and smiles as if no other child has ever done this before. Joyful responses from adults are rewarded by more sounds and smiles from the child. These early interactions have lifelong implications for the child's healthy emotional and social development.

A child's overall well-being is dependent on a nurturing and supportive environment with consistent caregivers. Parents and other adults who care for the child on a regular basis make a lasting impression on the child's feelings about "Who am I?" A child who develops strong bonds with loving adults is more likely to answer that question in a positive way. One who lacks a caring foundation is more likely to

answer it with insecurity and doubt. Children who are consistently nurtured and supported become more emotionally secure and independent than those who are not.

Many early childhood professionals believe that Emotional and Social Development is the most significant of all the domains. Very quickly young children begin to learn about themselves and how to relate to adults and other children. For example, through play, they learn about getting along with others and how to solve interpersonal conflicts. At first they play alone, then side by side with other children, and finally, together with them.

As children mature they also develop the ability to regulate and control their own behavior and follow simple rules and routines in a group setting. These experiences, in turn, influence the other areas of development. Cognitive and language skills, for

...early interactions have lifelong implications for the child's healthy emotional and social development.

example, are enhanced when children work and play together. When children get along well, more learning can occur. When children have difficulties getting along, the learning process may be interrupted.

When encouraged to do so, young children express themselves creatively through language, art, music, and dramatic play. Adults play a significant role in supporting children's self-expression or restricting it. It is important for adults to understand that when children seem to be "just scribbling or messing with paint," "fooling around with musical instruments and singing," or "dressing up and being silly," they are actually engaged in creative self-expression.

The ability to be creative will be an asset later on in school when children are required to write papers, solve problems, and complete projects. And who knows which child will blossom into an artist, musician, or playwright? Or which will develop a lifelong creative outlet as a hobby? This is the time to encourage their creative inclinations.

The Emotional and Social Development section of the GELS includes three standards for infants.

Following is a brief summary of each standard and the indicators and sample behaviors that contribute to them:

1. **Personal relationships with adults**, which describes ways an infant *shows attachment toward adults* and *reacts differently toward familiar and unfamiliar adults*;
2. **Personal relationships with peers**, which details ways an infant *shows awareness of other children* and *shows awareness of feelings displayed by other children*;
3. **Self-awareness**, which describes ways an infant *shows beginning sense of self* and *beginning awareness of own abilities*.

"Emotional and Social Development" encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Infants section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous emotional and social skills demonstrated by infants.

Emotional and Social Development: Birth to 12 months—Infants

Standard: The child will begin to develop personal relationships with adults. S0A

Indicators	Sample Behaviors
<p>Shows attachment toward significant adults S0A1</p>	<p>Enid coos and smiles when her grandmother cuddles her in her lap. S0A1a</p> <p>Cesáreo looks at his mother's face and turns to her voice when she changes his diaper. S0A1b</p> <p>Millie reaches for her father when he comes over to her crib. S0A1c</p> <p>Roland kicks his legs with excitement when Ms. Phyllis plays with him on his floor mat. S0A1d</p> <p>Gabriel looks to his aunt for help when he wants to get out of his baby seat. S0A1e</p> <p>MaryBeth crawls toward her father and smiles when he comes into the classroom at the end of the day. S0A1f</p>
<p>Reacts differently toward familiar and unfamiliar adults S0A2</p>	<p>Morgan stops crying when his teacher picks him up. S0A2a</p> <p>Charlsey cries when her mother hands her to an unfamiliar relative. S0A2b</p> <p>When his family child care provider carries him with her to answer the door, Dennie clings to her when he sees the mail carrier. S0A2c</p> <p>Katya snuggles into her father's shoulder when an unfamiliar person reaches out to pick her up. S0A2d</p> <p>Aidan looks around to find his teacher; when he sees her smiling nearby, he continues to play contentedly. S0A2e</p>

Emotional and Social Development: Birth to 12 months—Infants

Standard: The child will begin to develop personal relationships with peers. SOP

Indicators	Sample Behaviors
<p>Shows awareness of other children <small>SOP1</small></p>	<p>When his cousin comes up to him smiling and laughing, Tamio smiles and laughs too. <small>SOP1a</small></p> <p>Alyson watches her brother playing on the floor and reaches toward him. <small>SOP1b</small></p> <p>Isaac looks toward another child in his class who is playing with a musical toy nearby. <small>SOP1c</small></p> <p>Selena kicks her feet enthusiastically when she sees the other babies at Mrs. Mahoney's house. <small>SOP1d</small></p> <p>Sean touches his cousin's nose and hair with his hands. <small>SOP1e</small></p> <p>Nikki sits on the floor playing with her truck while other children in her class play nearby. <small>SOP1f</small></p>
<p>Shows awareness of feelings displayed by other children <small>SOP2</small></p>	<p>Raul cries when he sees his sister crying. <small>SOP2a</small></p> <p>Delinda cries when she sees Sam fall down and start to cry. <small>SOP2b</small></p> <p>Neal starts laughing when he sees another baby laughing as they look at each other in the mirror. <small>SOP2c</small></p>

Emotional and Social Development: Birth to 12 months—Infants

Standard: The child will begin to acquire self-awareness. S0SA

Indicators	Sample Behaviors
<p>Shows beginning sense of self S0SA1</p>	<p>Xavier cries differently depending on whether he's hungry, tired, or wants attention. S0SA1a</p> <p>Ariana uses body movements to express her feelings; she waves her arms and smiles when something pleases her and turns her head away to signal displeasure. S0SA1b</p> <p>Leah makes sounds to respond when her teacher calls her name. S0SA1c</p> <p>Patrick looks in the mirror, smiles, and points at his image. S0SA1d</p>
<p>Shows beginning awareness of own abilities S0SA2</p>	<p>Laurel kicks at the toys hanging from the floor gym in her classroom and smiles when the toys move. S0SA2a</p> <p>Will touches his grandfather's nose and laughs when he says "honk, honk." S0SA2b</p> <p>C.J. shakes the measuring spoons and giggles when they move and jingle. S0SA2c</p> <p>When his teacher says, "Where is Farad's mouth?" Farad puts his finger to his mouth and grins. S0SA2d</p> <p>Marie takes her first steps and smiles as her mother claps with pride. S0SA2e</p>

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Georgia Early Learning Standards

Infants

Approaches to Learning

Early childhood is a time when children learn how to learn, and they approach this journey in different ways. The Approaches to Learning section of the standards describes *how* children learn the skills, concepts, and behaviors in all the other domains. Curiosity, persistence, and creative problem solving are aspects of Approaches to Learning.

A child's sense of wonder and *curiosity*, for example, is evident whether digging through dirt to see what treasures might be found or looking intently at pictures in a book. In the first case the child is cognitively exploring the world of science; in the second, developing important literacy skills. The way children approach learning influences all areas of development.

Similarly, the ability to be *persistent* is relevant to all developmental domains. As an illustration, two children may be working together to make a hiding

place by putting a sheet over a table. Even when the sheet falls off several times, they persist until they get it the way they want it. This kind of persistent cooperation falls in the emotional and social domain. Another example of persistence, this time in the physical domain, would be a child who attempts to pedal a tricycle and has to struggle to coordinate the movements needed to make it go.

The ability to *solve problems creatively* is another learning approach that crosses all domains. Physical, social, language, and cognitive problems all require the ability to generate alternative and novel solutions at various times. Of course, some problems can be solved more straight forwardly like determining if there are enough napkins for the children at the snack table.

Others require a more inventive approach, however, such as figuring out what to do if there is only one truck left and two children who want to play with it.

The way children approach learning influences all areas of development.

As in the other domains, adult support for a child's individual approach to learning is critical. If children believe that there is only one answer to every question or one way to solve every problem, they can become frustrated and conclude that learning is difficult. In addition, they learn *not* to think about alternatives or different ways to look at problems. On the other hand, if they are supported to explore their own approaches and to learn by trying unusual ways to solve problems, they can discover that learning is a series of rewarding challenges. "Mistakes" give us the opportunity to learn what *doesn't work*. "Successes" give us the opportunity to learn what *does*. Both are critical to a satisfying lifelong learning experience.

The Approaches to Learning section of the GELS includes one standard for infants. Following is a brief

summary of the standard and the indicators and sample behaviors that contribute to it:

Learning approaches that support school success, which describes how an infant *begins to show curiosity by exploring with the senses and repeats actions.*

"Approaches to Learning" encompasses a wide range of skills and behaviors. The standard, indicators, and sample behaviors included in the Infants section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous learning approaches demonstrated by infants.

Approaches to Learning: Birth to 12 months—Infants

Standard: The child will begin to acquire learning approaches that support development and school success. A0L

Indicators	Sample Behaviors
<p>Begins to show curiosity by exploring with the senses A0L1</p>	<p>Elyse watches the toy clown as her dad moves it in front of her. A0L1a</p> <p>Ashley turns her head toward the sound when her teacher comes over to the crib and says her name. A0L1b</p> <p>Robert looks at his hands and feet as he gets his diaper changed. A0L1c</p> <p>Payton looks at her toy, holds it, waves it around, and puts it in her mouth; she uses her senses to explore a new object. A0L1d</p> <p>Jorge feels the different textures in the carpet squares on the classroom floor as he crawls around the room. A0L1e</p> <p>Linda tries new sensory experiences; she reaches for her mother's hair and tries to taste it. A0L1f</p> <p>Ethan explores while playing; he crawls over to get the ball that is out of his reach. A0L1g</p> <p>Mark experiments with materials; he bangs blocks on the floor and on the table to hear the different sounds. A0L1h</p>
<p>Repeats actions A0L2</p>	<p>Piper keeps shaking the rattle to hear the sound it makes. A0L2a</p> <p>Moe repeatedly hits the toy hanging from the frame of his car seat to keep it moving. A0L2b</p> <p>Astrid repeatedly kicks at the toys dangling from the floor gym to keep them moving. A0L2c</p> <p>Ty entertains himself for short periods by playing with containers and lids. A0L2d</p>

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Georgia Early Learning Standards

Infants

Language and Literacy Development

Infants from every culture come into the world ready to communicate with sounds, words, and gestures. Babies' earliest cries let parents know that they are hungry, wet, or want attention. They coo and babble when others talk to them to continue the "conversation." Their facial expressions and body language communicate pleasure and discontent. As they grow, their babbles turn into words and soon, sentences. It is truly amazing how quickly "baby talk" becomes mature spoken language.

As children learn to express themselves, they are also listening and learning from what they hear and see. They watch what others do, listen to what they say, and absorb information from the world around them. Children are surrounded by the messages of language. Some messages come from spoken sounds and words, others from gestures and observations that

are seen but not heard, and still others come from pictures and written materials.

An environment that is rich in language, both spoken and printed, supports language development. When children are surrounded by spoken language, they repeat the sounds and words they hear and learn how to put sentences together and ask questions.

When they see people reading and are exposed to many books, they learn that reading is enjoyable and valuable. There are two benefits for a child who sits in an adult's lap to listen to a story. The first is the enjoyment of looking at the pictures and hearing the story, and the second is the pleasure of snuggling with the loving adult who is reading. Both prepare children to be lifelong readers.

Writing is learned similarly, through a print rich environment. Children observe adults writing and imitate them. At first the

*It is truly
amazing
how quickly
"baby talk"
becomes
mature
spoken
language.*

marks on the page look like dots and squiggles. Eventually, they begin to look like shapes that will later become letters and numbers. Toddlers experiment with crayons, paint, markers, and other materials as they learn about writing. They draw pictures too, to begin to show that they understand that putting things on paper is a way of communicating.

It is important to understand that the period from birth through age three is a time to learn what reading and writing are all about and to experiment, explore, and enjoy. It is not appropriate for children of this age to be expected to read letters and words, or write letters and numbers. Reading will come later, after they have had plenty of exposure to pictures, books, and stories. Writing will follow as well after they have had experiences that strengthen the muscles in their hands and fingers and have been encouraged to draw and scribble.

A critical consideration in the area of language and literacy development is that children will demonstrate skills in their home language first. If a child's family speaks a language other than English at home, one would expect the child to speak that language before English. If the family speaks both English and their native language, the child may use words from both languages easily. Similarly, a child with a hearing loss may be taught sign language at an early age and might also use some type of adaptive device to communicate. All of the skills and behaviors included

throughout the GELS may be demonstrated in the child's home language, through sign language, or with adaptive equipment.

The Language and Literacy section of the GELS includes three standards for infants. Following is a brief summary of the standards and the indicators and sample behaviors that contribute to them:

1. **Receptive language**, which describes the ways an infant *responds to frequently spoken words and sounds and follows simple directions and requests;*
2. **Expressive language**, which details the ways an infant *uses motions and gestures to begin to communicate, uses sounds to communicate, uses sounds in social situations and begins to express self freely and creatively, using sounds;*
3. **Foundations for reading**, which describes the ways an infant *begins to attend to stories, explores books as objects, and becomes aware of pictures;*

“Language and Literacy Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Infants section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous language and literacy accomplishments demonstrated by infants.

Language and Literacy Development: Birth to 12 months—Infants

Standard: The child will begin to construct meaning from spoken words (receptive language). LOR

Indicators	Sample Behaviors
<p>Responds to frequently spoken words and sounds LOR 1</p>	<p>Eve turns her head toward her mother's voice when she speaks to her. LOR 1a</p> <p>Rodney smiles when his brother calls his name. LOR 1b</p> <p>Fiona reaches for the bottle when her teacher says, "Your bottle is ready." LOR 1c</p> <p>Sebastian touches the mirror when his babysitter says "Where's the baby?" LOR 1d</p> <p>Helen turns to look at her teddy bear when her sister says, "Here's Teddy." LOR 1e</p> <p>Rafael waves his hand when his teacher says "Bye-bye, see you tomorrow." LOR 1f</p>
<p>Follows simple directions and requests LOR 2</p>	<p>Yasmin opens her mouth for food when her grandmother says, "Open wide for some yummy peas." LOR 2a</p> <p>Yvonne crawls over to her aunt when she pats the floor next to her and asks, "Would you like to read a book with me?" LOR 2b</p> <p>Scott gives the stuffed dog to his physical therapist when she uses signs to ask for it. LOR 2c</p> <p>When Roosevelt's father comes next to him and says "stop," Roosevelt looks at his dad and stops trying to take the cover off the outlet. LOR 2d</p>

Language and Literacy Development: Birth to 12 months—Infants

Standard: The child will begin to express thoughts with sounds, words, and gestures. (expressive language)* L0E

Indicators	Sample Behaviors
<p>Uses motions and gestures to begin to communicate nonverbally L0E1</p>	<p>Suzanne shows that she's interested in her rattle by reaching for it. L0E1a</p> <p>Andre raises his arms to signal that he wants to be picked up. L0E1b</p> <p>Erin kicks her legs against her high chair to signal that she wants to get down. L0E1c</p> <p>Matteo closes his mouth when he doesn't want to eat. L0E1d</p> <p>Tynisa laughs to show that she enjoys the funny faces her big brother makes. L0E1e</p> <p>Jaden bounces and sways excitedly when he hears music playing. L0E1f</p>
<p>Uses sounds to communicate L0E2</p>	<p>Wayne uses different cries and body movements to indicate he's hungry or tired. L0E2a</p> <p>Marika makes her voice louder when she wants someone to pay attention to her. L0E2b</p> <p>Christine repeats sounds like "da-da-da" or "ba-ba." L0E2c</p> <p>Asher babbles different sounds, consistent with his home language, as he hugs his stuffed rabbit. L0E2d</p> <p>Daryn has a playful conversation when he makes a sound, his teacher imitates it, and then Daryn makes the sound again. L0E2e</p> <p>Tia says "mama" to her mother's delight! L0E2f</p> <p>Jameson says a few words that his family can understand. L0E2g</p> <p>Isabel makes sounds while pointing to her stuffed horse as if to ask "Will you get that for me?" L0E2h</p>

continued...

Language and Literacy Development: Birth to 12 months—Infants

Standard: The child will begin to express thoughts with sounds, words, and gestures. (expressive language)* LOE
(continued)

Indicators	Sample Behaviors
<p>Uses sounds in social situations LOE3</p>	<p>Rina makes cooing sounds (ooh, ah, ee) when her aunt speaks to her. LOE3a</p> <p>Nyconte makes sounds back and forth with his teacher while she’s changing his clothes. LOE3b</p> <p>Darla makes unhappy sounds as if to say “I don’t like this.” LOE3c</p> <p>When Koi’s mother plays “peek a boo” with him, Koi laughs and makes babbling sounds. LOE3d</p> <p>Lisette babbles happily as she crawls into the lap of someone she knows. LOE3e</p>
<p>Begins to express self freely and creatively, using sounds LOE4</p>	<p>Pat smiles as she makes new and different babbling sounds; she seems to enjoy hearing her own voice. LOE4a</p> <p>Ricardo makes sounds and claps his hands when he hears music playing. LOE4b</p>

* “Words” may be spoken or signed, in English, the child’s primary language, or with adaptive equipment.

Language and Literacy Development: Birth to 12 months—Infants

Standard: The child will begin to develop the foundations for reading. LOFR

Indicators	Sample Behaviors
<p>Begins to attend to stories <small>LOFR1</small></p>	<p>Marlena smiles when she sits in her grandfather's lap while he reads a story to her. <small>LOFR1a</small></p> <p>Roman sits and looks at his teacher who is telling a story with puppets. <small>LOFR1b</small></p>
<p>Explores books as objects <small>LOFR2</small></p>	<p>Nikkia looks at the cover of a cardboard book that is placed on the floor in front of her. <small>LOFR2a</small></p> <p>Blossom watches from her infant seat while her big sister reads a picture book next to her. <small>LOFR2b</small></p> <p>Brad explores cloth and vinyl books by chewing on them. <small>LOFR2c</small></p> <p>Nicole reaches for a familiar book. <small>LOFR2d</small></p> <p>Dalen explores how a book works by opening and closing it. <small>LOFR2e</small></p> <p>Angela tries to turn the pages of a book while her uncle holds her in his lap. <small>LOFR2f</small></p>
<p>Becomes aware of pictures <small>LOFR3</small></p>	<p>Benji looks at the pictures of children's faces taped securely to the sides of the changing table. <small>LOFR3a</small></p> <p>Kendra points to individual pictures in a cardboard or vinyl book that has one picture on each page. <small>LOFR3b</small></p>

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Georgia Early Learning Standards

Infants

Cognitive Development

Babies are born to learn. They are inquisitive creatures ready to experience the world. When provided a stimulating, nurturing, and safe environment, they use all their senses to explore their surroundings. Infants touch and taste everything they can as they begin to learn about shape, size, texture, and function. They look and listen to all that is around them and are especially attracted to faces and voices. Babies recognize a parent's smell and sometimes can be soothed by cuddling a piece of cloth with their mother's scent. All of the senses help the infant begin to make mental connections about the way the world works.

The cognitive domain is the area of development that focuses on thinking and processing information. Through play and exploration children begin the process of discovery. It's as if they are creating the world anew. Each object they encounter

brings them face to face with information. We could imagine that a baby might be thinking something like "What is this thing grownups call a rattle? It fits in my mouth; it makes a sound when I shake it; it feels hard on my tongue; it looks colorful. What happens when I drop it?" Everything about it is a revelation.

A similar process continues for older children each time they come across something new. The difference is the ability to connect the new experience with earlier ones. Children notice the similarities and differences among objects and begin to organize them into categories. All four legged animals might be called "doggie" for example, and all vehicles on the road, "car." But it is unlikely that the child would mistake a four legged animal for a four wheeled vehicle. Soon, the child's thinking becomes more refined and cats, dogs, and horses and cars, trucks, and buses can be identified separately.

Infants touch and taste everything they can as they begin to learn about shape, size, texture, and function.

As children’s cognitive abilities grow, they gain a sense of mastery over their world. They learn that their actions can cause something to happen – pushing a button makes a choo-choo train go, for example. Putting a wand in some soap and blowing hard makes bubbles float in the air. They develop memory skills and can remember where they left their favorite book and can go and get it to read with grandma again.

They learn concepts like up, down, more, less, big, and small. They explore the outdoors and learn about wind, rain, sand, flowers, leaves, and bugs. They learn about their family, community, and the roles people play. With support and encouragement from adults, children gain confidence in their ability to solve problems and think creatively.

Children learn a tremendous amount in the first three years of life. For them to reach their potential, home and school environments must be stimulating places. Young children must have opportunities to explore objects, interact with people, be exposed to books, and play with materials they can manipulate. They must be encouraged to keep trying when they have difficulty and celebrate each step in the process of learning.

Once children enter school the cognitive domain typically is organized into the subject areas of mathematics, science, and social studies. For consistency, the cognitive development domain of the GELS is

organized the same way. It should be emphasized, however, that the standards, indicators, and sample behaviors in the GELS are foundational. They are skills, concepts, and behaviors that prepare young children for the more formal content areas they will study when they are school age.

The Cognitive Development section of the GELS includes three standards for infants. Following is a brief summary of the standards and the indicators and sample behaviors that contribute to them:

1. **Foundations for mathematical reasoning and logical thinking**, which describes ways an infant *explores objects with different shapes and sizes*;
2. **Early scientific inquiry skills**, which describes ways an infant *actively explores the environment*; and
3. **Foundations for social studies**, which details ways an infant *begins to recognize significant family and personal relationships*.

“Cognitive Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Infants section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous cognitive accomplishments demonstrated by infants.

Cognitive Development: Birth to 12 months—Infants

Standard: The child will begin to develop the foundations for mathematical reasoning and logical thinking. COM

Indicators	Sample Behaviors
<p>Explores objects with different shapes and sizes <small>COM1</small></p>	<p>Paolo looks at the colorful shapes hanging from the mobile over his changing table. <small>COM1a</small></p> <p>Suzi lays on a quilt on the floor; when she rolls over onto her stomach, she can see and touch the colorful shapes on it. <small>COM1b</small></p> <p>Tate swipes at his mother's dangling round earrings. <small>COM1c</small></p> <p>Bren chews on soft, cloth blocks; some are square, and some are round. <small>COM1d</small></p> <p>Jayla sits on the floor with a big stuffed puppy in one arm and a little one in the other. <small>COM1e</small></p> <p>Adan picks up the blanket to find the soft block underneath after he sees his teacher put it there. <small>COM1f</small></p> <p>While crawling around his classroom, Abbott notices the pictures of large and small animals hanging along the bottom of the wall. <small>COM1g</small></p>

Cognitive Development: Birth to 12 months—Infants

Standard: The child will begin to demonstrate early scientific inquiry skills. COS

Indicators	Sample Behaviors
<p>Actively explores the environment <small>COSI</small></p>	<p>Clint stares at the black, white, and red pictures attached to the side of his crib. <small>COSIa</small></p> <p>Jacqueline follows her father’s fingers with her eyes as he wiggles them back and forth in front of her. <small>COSIb</small></p> <p>Silas brings objects to his mouth in order to explore tastes and textures. <small>COSIc</small></p> <p>Joselyn kicks at toys hanging from the floor gym in her classroom to make them move. <small>COSId</small></p> <p>Rodolfo shakes the rattle repeatedly to hear the musical sounds. <small>COSIe</small></p> <p>Samara looks intently at the stuffed panda bear in her hand for a sustained period of time. <small>COSIf</small></p> <p>Quincy uses his senses together to explore the keys on the ring; he grasps them, looks at them, puts them in his mouth, and shakes them to hear them jingle. <small>COSIg</small></p> <p>Gillian plays with cloth blocks in different ways; sometimes she shakes them to hear the bells inside; sometimes she throws them down, and sometimes she hits two together. <small>COSIh</small></p>

Cognitive Development: Birth to 12 months—Infants

Standard: The child will begin to develop foundations for social studies. COSS

Indicators	Sample Behaviors
<p>Begins to recognize significant family and personal relationships <small>COSS1</small></p>	<p>Arturo smiles when his grandfather picks him up out of his crib. <small>COSS1a</small></p> <p>Lynn clings to her mother and turns her head away when an unfamiliar neighbor reaches out to touch her in the grocery store. <small>COSS1b</small></p> <p>Budd laughs when his brother plays with him in the car. <small>COSS1c</small></p> <p>Suzie reaches for Mrs. Reese when she is dropped off at her house for the day. <small>COSS1d</small></p>

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Georgia Early Learning Standards

One Year Olds

Physical Development

Physical development is rapid in the first few years of life. Infants lose their “baby fat.” Their brains, muscles, and bones grow in spurts. By the age of two, children grow about half of their adult height and show dramatic increases in strength, coordination, and balance. Parents and teachers are often surprised at how fast skills develop and how much energy it takes to keep up with growing youngsters.

Children quickly gain control over their movements. This typically follows a natural sequence. Babies creep and crawl before they stand, walk, and run. They swipe at objects first and then reach and grab. They grasp objects placed in their hands before they pick them up for

themselves. Each new skill builds a child’s physical competence and ability to do things independently.

By the age of two, children grow about half of their adult height and show dramatic increases in strength, coordination, and balance.

Physical development supports development in other areas. For example, social development occurs as children move about and interact with others. Cognitive development is supported as they explore and respond to the different objects they encounter.

Children learn as they play and need to be able to move freely in their environment to grow to their full potential. They are filled with energy and should be encouraged to use their arms, legs, fingers, and hands to explore the world around them.

The Physical Development section of the GELS includes four standards for

one year olds. Below is a brief summary of each standard and the indicators and sample behaviors that contribute to them:

1. **Gross motor skills**, which describes ways a one year old *begins to control movements using arms and legs, demonstrates beginning coordination and balance, and expresses self through movement;*
2. **Fine motor skills**, which details ways a one year old *gains control of hands and fingers and shows eye-hand coordination;*
3. **Self-help skills**, which describes ways a one year old *helps with feeding, dressing, personal hygiene and routine tasks;*
4. **Health and safety skills**, which describes ways a one year old *responds to verbal or physical signals of danger and shows beginning awareness of personal health needs.*

“Physical Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the One Year Olds section of the GELS are only a few that could have been chosen. They should be considered representative of the numerous physical accomplishments demonstrated by one year olds.

Physical Development: 12 to 24 months—1 year olds

Standard: The child will begin to develop gross motor skills. PIG*

Indicators	Sample Behaviors
<p>Begins to control movements using arms and legs PIG1</p>	<p>Stacey climbs up on the sofa and gets back down. PIG1a</p> <p>Jamaal climbs up the stairs on his hands and knees following his kitten. PIG1b</p> <p>Lisa pushes a toy grocery cart in the home living center. PIG1c</p> <p>Lucas pulls a wagon behind him. PIG1d</p> <p>Bonita sits on a riding toy and tries to move it using both feet at the same time. PIG1e</p>
<p>Demonstrates beginning coordination and balance PIG2</p>	<p>Joey squats down to look under the table for a toy. PIG2a</p> <p>Sally walks using an adaptive walker for support. PIG2b</p> <p>Jeff walks by himself around the room. PIG2c</p> <p>Jessica walks backwards a few steps. PIG2d</p> <p>Thuy throws a large ball to the ground in front of her. PIG2e</p> <p>Chase runs on the playground and sometimes falls down. PIG2f</p> <p>Franco stands on his tiptoes to reach for a toy. PIG2g</p> <p>Olivia holds her brother's hand and kicks a beach ball a short distance. PIG2h</p>

continued...

* Each entry in the chart is followed by a series of letters and numbers for reference purposes. The first character refers to the domain; the second, to the age group; the third, to the standard; the fourth, to the indicator; and the fifth, to the sample behavior.

Physical Development: 12 to 24 months—1 year olds

Standard: The child will begin to develop gross motor skills. PIG
(continued)

Indicators	Sample Behaviors
<p>Expresses self through movement PIG3</p>	<p>With the help of his physical therapist, Carter bounces up and down on a large exercise ball while the music is playing. PIG3a</p> <p>Barbara kicks her legs and splashes in the bathtub, smiling and laughing as she gets all wet. PIG3b</p> <p>Steven stands with his feet apart and sways to the music. PIG3c</p> <p>As soon as the music comes on, Lynne dances around the room, moving her body in new and different ways. PIG3d</p> <p>Eden performs for her grandparents; she dances to music from their home culture, and when they applaud, she dances some more. PIG3e</p>

Physical Development: 12 to 24 months—1 year olds

Standard: The child will begin to develop fine motor skills. P1F

Indicators	Sample Behaviors
<p>Gains control of hands and fingers P1F1</p>	<p>Cami pushes the joystick of her wheelchair. P1F1a</p> <p>Haley scribbles using crayons and markers. P1F1b</p> <p>Scott squeezes a wet sponge in the bathtub and smiles as the water drips. P1F1c</p>
<p>Shows eye-hand coordination P1F2</p>	<p>Giorgio puts large round pegs into the pegboard. P1F2a</p> <p>Pat pulls apart a chain made with large pop beads. P1F2b</p> <p>Trent stacks a few blocks on top of each other, then he knocks them down. P1F2c</p> <p>Reagan uses her fingers to pick up small pieces of cereal. P1F2d</p> <p>Manuel puts the large circle, square, and triangle pieces in a simple shape puzzle with knobs. P1F2e</p>

Physical Development: 12 to 24 months—1 year olds

Standard: The child will begin to acquire self-help skills. PIS

Indicators	Sample Behaviors
<p>Helps with feeding PIS1</p>	<p>Drew drinks from a sippy cup with little spilling. PIS1a</p> <p>Tamara uses a spoon but may spill her food. PIS1b</p> <p>Ruth still uses her fingers sometimes when she eats. PIS1c</p>
<p>Helps with dressing PIS2</p>	<p>With his mother's help, Derek puts his arm into the sleeve of a shirt to help get dressed. PIS2a</p> <p>Jenna is beginning to undress herself by pulling off large items of clothing such as her pajamas. PIS2b</p> <p>Zachary puts his hat on his head when he goes outside. PIS2c</p> <p>Haruka helps take her coat off when she arrives at the Center in the morning. PIS2d</p>
<p>Helps with personal hygiene PIS3</p>	<p>Demetri sometimes points or says something when his diaper is wet or soiled to let his mother know. PIS3a</p> <p>Peggy washes her hands with help. PIS3b</p> <p>Cleon tries to brush his teeth with his toothbrush. PIS3c</p>
<p>Helps with routine tasks PIS4</p>	<p>Carolyn is beginning to clean up her toys; with help she can put a block into a container with other blocks. PIS4a</p>

Physical Development: 12 to 24 months—1 year olds

Standard: The child will begin to practice healthy and safe habits. PIH

Indicators	Sample Behaviors
<p>Responds to verbal or physical signal of danger PIH1</p>	<p>Sean stops playing with the electric outlet cover when his father says, "Stop!" PIH1a</p> <p>Artie offers his hand to his mother at the top of the stairs to ask for help walking down. PIH1b</p>
<p>Show beginning awareness of personal health needs PIH2</p>	<p>Gaby points to her crib when she is tired. PIH2a</p>

(b)(6)

Georgia Early Learning Standards

One Year Olds

Emotional and Social Development

Babies are social beings. The birth of a newborn typically is a time when family and friends gather to celebrate. Loving adults often respond to a baby's first sounds and smiles as if no other child has ever done this before.

Joyful responses from adults are rewarded by more sounds and smiles from the child. These early interactions have lifelong implications for the child's healthy emotional and social development.

A child's overall well-being is dependent on a nurturing and supportive environment with consistent caregivers. Parents and other adults who care for the child on a regular basis make a lasting impression on the child's feelings about "Who am I?" A child who develops strong bonds with loving adults is more likely to answer that question in a positive way. One who lacks a caring foundation is

more likely to answer it with insecurity and doubt. Children who are consistently nurtured and supported become more emotionally secure and independent than those who are not.

Many early childhood professionals believe that

Children who are consistently nurtured and supported become more emotionally secure and independent than those who are not.

Emotional and Social Development is the most significant of all the domains. Very quickly young children begin to learn about themselves and how to relate to adults and other children. For example, through play, they learn about getting along with others and how to solve interpersonal conflicts. At first they play alone, then side by side with other children, and, finally, together with them.

As children mature they also develop the ability to regulate and control their own behavior and follow simple rules and routines in a group setting. These experiences, in turn, influence the

other areas of development. Cognitive and language skills, for example, are enhanced when children work and play together. When children get along well, more learning can occur. When children have difficulties getting along, the learning process may be interrupted.

When encouraged to do so, young children express themselves creatively through language, art, music, and dramatic play. Adults play a significant role in supporting children's self-expression or restricting it. It is important for adults to understand that when children seem to be "just scribbling or messing with paint," "fooling around with musical instruments and singing," or "dressing up and being silly," they are actually engaged in creative self-expression.

The ability to be creative will be an asset later on in school when children are required to write papers, solve problems, and complete projects. And who knows which child will blossom into an artist, musician, or playwright? Or which will develop a lifelong creative outlet as a hobby? This is the time to encourage their creative inclinations.

The Emotional and Social Development section of the GELS includes five standards for one year olds. Following is a brief summary of each standard and the indicators and sample behaviors that contribute to them:

1. **Personal relationships with adults**, which describes ways a one year old *begins to build relationships with adults and shows feelings of security with familiar adults;*
2. **Personal relationship with peers**, which details ways a one year old *begins to relate to other children and shows awareness of feelings displayed by other children;*
3. **Self-awareness**, which describes ways a one year old *shows awareness of self as an individual and shows awareness of own abilities;*
4. **Self-control**, which describes ways a one year old *regulates emotions and behaviors with adult support and follows simple routines and rules in a group setting with adult support;*
5. **Self-expression**, which illustrates ways a one year old *expresses creativity through art and music and demonstrates imagination through dramatic play.*

"Emotional and Social Development" encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the One Year Olds section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous emotional and social skills demonstrated by one year olds.

Emotional and Social Development: 12 to 24 months—1 year olds

Standard: The child will begin to develop personal relationships with adults. SIA

Indicators	Sample Behaviors
<p>Begins to build relationships with adults <small>SIA1</small></p>	<p>Megan walks over to Ms. Sandra and tugs on her slacks to let her know she wants to sit in her lap. <small>SIA1a</small></p> <p>Dalton goes into the kitchen to be near his mother and sits down on the floor to play with his blocks. <small>SIA1b</small></p> <p>SueEllen brings a book to her teacher and looks on excitedly as she begins to read it to her. <small>SIA1c</small></p> <p>Esteban looks over at his grandfather to see if it is all right to climb up on the big chair. <small>SIA1d</small></p> <p>Ava is at a family gathering with some unfamiliar people; she smiles and runs to the door when her favorite aunt arrives. <small>SIA1e</small></p> <p>Kevin smiles at his teacher as he slides down the slide. <small>SIA1f</small></p>
<p>Shows feelings of security with familiar adults <small>SIA2</small></p>	<p>Kip holds his arms up for a hug when his teacher comes into his home. <small>SIA2a</small></p> <p>Faith calms down when her father picks her up after she fell down. <small>SIA2b</small></p> <p>Cameron's parents drop him off at Ms. Sophia's house every day when they go to work; whenever a new child or adult arrives, Cameron stays very close to Ms. Sophia. <small>SIA2c</small></p> <p>Desiree walks a few steps away from the table in the restaurant and then runs back to her mother when the waiter approaches. <small>SIA2d</small></p> <p>Alex eagerly runs and hugs his teacher when he enters the classroom. <small>SIA2e</small></p>

Emotional and Social Development: 12 to 24 months—1 year olds

Standard: The child will begin to develop personal relationships with peers. ^{SIP}

Indicators	Sample Behaviors
<p>Begins to relate to other children ^{SIP1}</p>	<p>Adam joins the other children who are making cookies with Ms. Mary in her kitchen. ^{SIP1a}</p> <p>Michaela makes silly faces when she sees the other children making them. ^{SIP1b}</p> <p>Charles plays with the connecting blocks when his big brother sits down to play with them too. ^{SIP1c}</p> <p>Ida plays with the stacking toys right next to two other children who are playing with their own sets of stacking toys. ^{SIP1d}</p> <p>Olive takes a toy car away from another child and says “mine”; her teacher comes over and helps them find another car, so they can each play with one. ^{SIP1e}</p> <p>Manuelito tries to hop like a rabbit when he sees another child doing it. ^{SIP1f}</p> <p>Hanan smiles and gives Rachel a hug when she comes to the Center in the morning. ^{SIP1g}</p>
<p>Shows awareness of feelings displayed by other children ^{SIP2}</p>	<p>Ed stops playing and watches when Mike starts to cry. ^{SIP2a}</p> <p>Mackenzie cuddles her stuffed donkey for comfort when she sees that Molly is upset and crying. ^{SIP2b}</p> <p>Reynolds laughs and claps when he sees Foster laughing and clapping as their teacher sings a song. ^{SIP2c}</p>

Emotional and Social Development: 12 to 24 months—1 year olds

Standard: The child will begin to acquire self-awareness. SISA

Indicators	Sample Behaviors
<p>Shows awareness of self as an individual <small>SISA1</small></p>	<p>Maya expresses her preference when she chooses the enchilada to eat and leaves the carrots on her plate. <small>SISA1a</small></p> <p>Damiane points at himself in the mirror and says “Damee”. <small>SISA1b</small></p> <p>Claire expresses emotions that fit the situation; she smiles and laughs when she’s happy, cries when she’s upset, and claps when she’s excited. <small>SISA1c</small></p> <p>António chooses to play in the block area whenever he has a chance; he prefers this area of the classroom above all the rest. <small>SISA1d</small></p> <p>Shellyya brings a book to her teacher and assertively says “book,” letting her teacher know that she wants her to read it. <small>SISA1e</small></p>
<p>Shows awareness of own abilities <small>SISA2</small></p>	<p>Donatella smiles proudly when she walks all the way across the room to her grandmother. <small>SISA2a</small></p> <p>Tobias takes the spoon out of his teacher’s hand and tries to feed himself. <small>SISA2b</small></p> <p>Sofia tries to fit a small container into a larger one and gets excited when she succeeds. <small>SISA2c</small></p> <p>Ian tries to put the circle into the shape puzzle and claps when it fits. <small>SISA2d</small></p> <p>Melanie climbs up the ladder to the toddler playhouse and proudly looks to see if her teacher is watching. <small>SISA2e</small></p>

Emotional and Social Development: 12 to 24 months—1 year olds

Standard: The child will begin to demonstrate self-control. SISC

Indicators	Sample Behaviors
<p>Regulates emotions and behaviors with adult support <small>SISC1</small></p>	<p>Ellie stops what she is doing and looks up when her teacher calls her name. <small>SISC1a</small></p> <p>Corey sits for a short period and looks at a book with his teacher. <small>SISC1b</small></p> <p>Ritu gets angry and shrieks because Tamar is playing with the doll she wants; she calms down when her teacher shows her another one she can use. <small>SISC1c</small></p> <p>Layton climbs down off the step stool when he sees his mother's disapproving look. <small>SISC1d</small></p> <p>Trina stops before she touches the oven when her mother says "Hot!" <small>SISC1e</small></p>
<p>Follows simple routines and rules in a group setting with adult support <small>SISC2</small></p>	<p>Hector and his grandmother go to the library for Toddler Story Time; Hector sits in her lap as the librarian reads a short story using props. <small>SISC2a</small></p> <p>Mercedes follows her teacher outside when it's time to go to the playground. <small>SISC2b</small></p> <p>Donovan chooses to sit on the rug as his teacher begins to tell a story with a puppet; in a few minutes he gets up and goes to play. <small>SISC2c</small></p>

Emotional and Social Development: 12 to 24 months—1 year olds

Standard: The child will begin to engage in self-expression. SISE

Indicators	Sample Behaviors
<p>Expresses self creatively through art and music <small>SISE1</small> →</p>	<p>Michael paints on paper with finger paints. <small>SISE1a</small></p> <p>Ochoa shakes maracas while music is playing. <small>SISE1b</small></p> <p>Ariana smiles as she explores what it's like to scribble with a crayon. <small>SISE1c</small></p>
<p>Demonstrates imagination through dramatic play <small>SISE2</small> →</p>	<p>Ramón puts the telephone to his ear and makes sounds as if he is speaking to someone. <small>SISE2a</small></p> <p>Marcia imitates her big sister by putting her arm through her purse strap and trying to pick it up. <small>SISE2b</small></p> <p>Dan pretends to feed a cracker to his teddy bear. <small>SISE2c</small></p> <p>Keala uses imagination when she pretends to open the door with a key at Ms. Rebecca's house. <small>SISE2d</small></p> <p>Ronnie puts the stuffed elephant in the stroller and takes it for a ride in the Dramatic Play area in his classroom. <small>SISE2e</small></p> <p>Skye pretends to be just like her daddy when she puts his baseball cap on her head and laughs. <small>SISE2f</small></p>

(h)(6)

Georgia Early Learning Standards

One Year Olds

Approaches to Learning

Early childhood is a time when children learn how to learn, and they approach this journey in different ways. The Approaches to Learning section of the standards describes *how* children learn the skills, concepts, and behaviors in all the other domains. Curiosity, persistence, and creative problem solving are aspects of Approaches to Learning.

A child's sense of wonder and *curiosity*, for example, is evident whether digging through dirt to see what treasures might be found or looking intently at pictures in a book. In the first case the child is cognitively exploring the world of science; in the second, developing important literacy skills. The way children approach learning influences all areas of development.

Similarly, the ability to be *persistent* is relevant to all developmental domains.

As an illustration, two children may be working together to make a hiding place by putting a sheet over a table. Even when the sheet falls off several times, they persist until they get it the way they want it. This kind of persistent cooperation falls in the emotional

and social domain. Another example of persistence, this time in the physical domain, would be a child who attempts to pedal a tricycle and has to struggle to coordinate the movements needed to make it go.

The ability to *solve problems creatively* is another learning approach that crosses all domains. Physical, social, language, and cognitive problems all require the ability to generate alternative and novel solutions at various times. Of course, some problems can be solved more straightforwardly like determining if there are enough napkins for the

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children at the snack table. Others require a more inventive approach, however, such as figuring out what to do if there is only one truck left and two children who want to play with it.

As in the other domains, adult support for a child's individual approach to learning is critical. If children believe that there is only one answer to every question or one way to solve every problem, they can become frustrated and conclude that learning is difficult. In addition, they learn *not* to think about alternatives or different ways to look at problems. On the other hand, if they are supported to explore their own approaches and to learn by trying unusual ways to solve problems, they can discover that learning is a series of rewarding challenges. "Mistakes" give us the opportunity to learn what *doesn't work*. "Successes" give us the opportunity to learn what *does*. Both are critical to a satisfying lifelong learning experience.

The Approaches to Learning section of the GELS includes one standard for one year olds. Following is a brief summary of the standard and the indicators and sample behaviors that contribute to it:

Learning approaches that support school success, which describes how a one year old *begins to show curiosity in the environment, begins to focus on activities of interest and begins to find different ways to solve simple problems.*

"Approaches to Learning" encompasses a wide range of skills and behaviors. The standard, indicators, and sample behaviors included in the One Year Olds section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous learning approaches demonstrated by one year olds.

Approaches to Learning: 12 to 24 months—1 year olds

Standard: The child will begin to acquire learning approaches that support development and school success. AIL

Indicators	Sample Behaviors
<p>Begins to show curiosity in the environment AILI</p>	<p>Gregory explores while playing; he dumps out all the toys in the bucket and plays with a few that appeal to him. AILIa</p> <p>Livia tries new sensory experiences; she puts her hands in the wet sand and giggles as she squishes it between her fingers. AILIf</p> <p>Rajeed chooses to engage in unfamiliar activities; he goes over to watch when a visitor comes to class to make quesadillas for lunch and then enjoys tasting them. AILIf</p> <p>Meghan explores with her senses; when she and her grandmother blow bubbles outside Meghan helps shake the wand, tries to catch a bubble, and giggles when one lands on her leg and pops. AILId</p> <p>Tyrus is curious about the sound he hears coming from the sky; when he looks up and points overhead his father tells him, "That is an airplane!" AILIf</p> <p>Julianna experiments with materials; she plays with a sponge and a cup in the bathtub and is delighted to splash and pour water on herself. AILIf</p> <p>Abe shows interest in learning new things; he points to a picture he doesn't recognize in the animal book, and Ms. Lydia tells him it is a skunk. AILIf</p>

continued...

Approaches to Learning: 12 to 24 months—1 year olds

Standard: The child will begin to acquire learning approaches that support
(continued) development and school success. AIL

Indicators	Sample Behaviors
<p>Begins to focus on activities of interest AIL2</p>	<p>Maurice sustains attention in an independent activity for a short period of time; he sits on the floor and plays with measuring cups, trying to fit them inside each other in various ways. AIL2a</p> <p>Nora works toward completing a task; with her mother's help she tries various shapes in the shape sorter until she finds one that fits. AIL2b</p> <p>Kaylie sustains attention in an activity with an adult; she sits with her teacher on the floor and stacks rings on a tube. AIL2c</p> <p>Orlando is developing the ability to follow through on a task; he searches through his toy box until he finds the engine to his train. AIL2d</p> <p>Emily Rose stays engaged in some activities for an extended period of time; she insists that her mother sing the same song over and over, and she sings a few of the words with her. AIL2e</p>
<p>Begins to find different ways to solve simple problems AIL3</p>	<p>Felipe shows flexibility in his approach; first he tries to pull up the flap to find the mouse inside the pop up toy; when that doesn't work, he turns the dial and claps with excitement when the mouse pops up. AIL3a</p> <p>When Maddie can't find her little lamb, she takes initiative to find it on her own; she looks on the sofa, on the chair, and finally finds it in her stroller. AIL3b</p> <p>Kimberlin is inventive when she discovers there aren't any shovels in the sandbox; she finds a stick and uses it to dig instead. AIL3c</p> <p>Tyrell finds a creative solution when he brings a sturdy box over to the counter in his classroom and stands on it to try to reach the water fountain. AIL3d</p>

(b)(6)

Georgia Early Learning Standards

One Year Olds

Language and Literacy Development

Infants from every culture come into the world ready to communicate with sounds, words, and gestures. Babies' earliest cries let parents know that they are hungry, wet, or want attention. They coo and babble when others talk to them to continue the "conversation." Their facial expressions and body language communicate pleasure and discontent. As they grow, their babbles turn into words and soon, sentences. It is truly amazing how quickly "baby talk" becomes mature spoken language.

As children learn to express themselves, they are also listening and learning from what they hear and see. They watch what others do, listen to what they say, and absorb information from the world around them. Children are surrounded by the messages of language. Some messages come from spoken sounds and words,

others from gestures and observations that are seen but not heard, and still others come from pictures and written materials.

An environment that is rich in language, both spoken and printed, supports language development. When children are surrounded by spoken language,

they repeat the sounds and words they hear and learn how to put sentences together and ask questions. When they see people reading and are exposed to many books, they learn that reading is enjoyable and valuable. There are two benefits for a child who sits in an adult's lap to listen to a story. The first is the enjoyment of looking at the pictures and hearing the story, and the second is the pleasure of snuggling with the loving adult who is reading. Both prepare children to be lifelong readers.

As children learn to express themselves, they are also listening and learning from what they hear and see.

Writing is learned similarly, through a print rich environment. Children observe adults writing and imitate them. At first the marks on the page look like dots and squiggles. Eventually, they begin to look like shapes that will later become letters and numbers. Toddlers experiment with crayons, paint, markers, and other materials as they learn about writing. They draw pictures too, to begin to show that they understand that putting things on paper is a way of communicating.

It is important to understand that the period from birth through age three is a time to learn what reading and writing are all about and to experiment, explore, and enjoy. It is not appropriate for children of this age to be expected to read letters and words, or write letters and numbers. Reading will come later, after they have had plenty of exposure to pictures, books, and stories. Writing will follow as well after they have had experiences that strengthen the muscles in their hands and fingers and have been encouraged to draw and scribble.

A critical consideration in the area of language and literacy development is that children will demonstrate skills in their home language first. If a child's family speaks a language other than English at home, one would expect the child to speak that language before English. If the family speaks both English and their native language, the child may use words from both languages easily. Similarly, a child with a hearing loss may be taught sign language at an early age and might also use some type of adaptive device to communicate. All of the skills and behaviors included throughout the GELS may be demonstrated in the

child's home language, through sign language, or with adaptive equipment.

The Language and Literacy section of the GELS includes four standards for one year olds. Following is a brief summary of the standards and the indicators and sample behaviors that contribute to them:

1. **Receptive language**, which describes the ways a one year old *responds to spoken words and follows directions and requests;*
2. **Expressive language**, which details the ways a one year old *communicates nonverbally, using motions and gestures; demonstrates beginning oral language skills, using sounds and words; uses sounds and words in social situations; begins to express self freely and creatively, using sounds and words; and asks simple questions;*
3. **Foundations for reading**, which describes the ways a one year old *listens to stories for short periods of time, begins to explore the physical features of a book, and becomes aware of pictures in print;*
4. **Foundations for writing**, which details the ways a one year old *scribbles spontaneously.*

“Language and Literacy Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the One Year Olds section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous language and literacy accomplishments demonstrated by one year olds.

Language and Literacy Development: 12 to 24 months—1 year olds

Standard: The child will to begin construct meaning from spoken words. (receptive language) LIR

Indicators	Sample Behaviors
<p>Responds to spoken words <small>LIR1</small></p>	<p>Deondra looks at many objects when they are named even though she can't say the words yet. <small>LIR1a</small></p> <p>Mick picks up a spoon when his uncle tells him to use it instead of eating with his fingers. <small>LIR1b</small></p> <p>Alicia points to her eyes, nose, and mouth when asked. <small>LIR1c</small></p> <p>Sonjay points to his puppy when someone asks, "Where's Wishbone?" <small>LIR1d</small></p> <p>Jesse walks over to his father when he opens his arms wide and says, "Give me a hug." <small>LIR1e</small></p> <p>Dora goes over to the snack table when her teacher asks if she's hungry. <small>LIR1f</small></p>
<p>Follows simple directions and requests <small>LIR2</small></p>	<p>Emil goes over to the sink when his teacher says, "It's time to wash hands for lunch." <small>LIR2a</small></p> <p>Charlotte gets down from the sofa when her big sister tells her to do so. <small>LIR2b</small></p> <p>Quintavius gets his jacket from his cubby and brings it to Mrs. Watson as she asked. <small>LIR2c</small></p> <p>Shayna picks up the book and brings it to her grandfather when he asks her to. <small>LIR2d</small></p>

Language and Literacy Development: 12 to 24 months—1 year olds

Standard: The child will begin to express thoughts with sounds, words, and gestures. (expressive language)* LIE

Indicators	Sample Behaviors
<p>Communicates nonverbally, using motions and gestures LIE1</p>	<p>Iraj pulls his bib off when he's through eating. LIE1a</p> <p>Elizabeth shakes her head "no" when her stepfather asks if she is hungry. LIE1b</p> <p>Chip waves at his mother when she drops him off at Mrs. Moore's house for the day. LIE1c</p> <p>Paula sometimes kicks her feet when she is angry to signal that she doesn't know how to use her words yet. LIE1d</p> <p>Grayson walks over to his high chair to show his teacher that he is ready to eat. LIE1e</p>
<p>Demonstrates beginning oral language skills, using sounds and words LIE2</p>	<p>Fareed exclaims "uh-oh!" when he drops his spoon to the floor. LIE2a</p> <p>Rocío babbles strings of word-like sounds using the sounds and inflections of her home language. LIE2b</p> <p>Neil says "bye" when his father takes him to the car to go for a ride. LIE2c</p> <p>Lakita says, "Pooh" as she points to her stuffed bear. LIE2d</p> <p>Jeremiah sees the tray of fruit and answers the question "What do you want to eat?" by signing "apple." LIE2e</p> <p>Paula says, "car side" when she wants to take her toy car outside. LIE2f</p> <p>Cameron says, "more cookie" while eating dessert. LIE2g</p> <p>Kassidy and her friends can say/sign about 15 different words, although they may be hard to understand. LIE2h</p>

Language and Literacy Development: 12 to 24 months—1 year olds

Standard: The child will begin to express thoughts with sounds, words, and gestures. (expressive language)* LIE
(continued)

Indicators	Sample Behaviors
<p>Uses sounds and words in social situations LIE3</p>	<p>Tanner makes word sounds and points to the riding toy to let his teacher know that he needs help getting on it. LIE3a</p> <p>Anna says something that sounds like “hola!” when her mother comes to pick her up from the Center at the end of the day. LIE3b</p> <p>Grant can say “yes” and “no” to let adults know what he wants. LIE3c</p> <p>Lola talks into the play telephone as if she is having a conversation with a friend. LIE3d</p> <p>Cooper makes word sounds back to his teacher, so they can have a conversation. LIE3e</p>
<p>Begins to express self freely and creatively, using sounds and words LIE4</p>	<p>Taryn uses word sounds as she plays in the kitchen with the pots and pans. LIE4a</p> <p>Diego makes noises like a cat, a dog, and a train while he plays. LIE4b</p> <p>Carla sings a few words and sounds and claps her hands while her grandfather watches and smiles. LIE4c</p>
<p>Asks simple questions LIE5</p>	<p>Armida pushes the stroller to the door as if to ask “Can we go outside?” LIE5a</p> <p>Rakeem, a hearing impaired child, finds his blanket to ask, “Is it naptime?” LIE5b</p> <p>Marshall says, “nana?” to ask “Can I have a banana?” LIE5c</p> <p>Clarissa asks, “Kitty gone?” when she can’t find her cat. LIE5d</p>

* “Words” may be spoken or signed, in English, the child’s primary language, or with adaptive equipment.

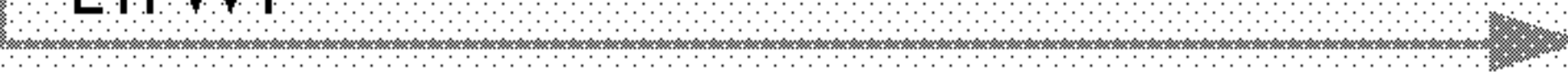
Language and Literacy Development: 12 to 24 months—1 year olds

Standard: The child will begin to develop foundations for reading. LIFR

Indicators	Sample Behaviors
<p>Listens to stories for short periods of time LIFR1</p>	<p>Laurie makes pleasant sounds when her aunt shows her the pictures in a short book. LIFR1a</p> <p>Mike watches his teacher when she does a short fingerplay; he wiggles his fingers too. LIFR1b</p> <p>Glenda sits in her mother's lap and listens to a story for a few minutes. LIFR1c</p> <p>Ricky gets his stuffed tiger after seeing one in the book his big sister was reading to him. LIFR1d</p>
<p>Begins to explore physical features of a book LIFR2</p>	<p>Dalia likes to carry a cardboard book around with her. LIFR2a</p> <p>Calvin brings a book to his teacher to read to him. LIFR2b</p> <p>Anastasia turns the pages of a cloth book but might turn several at a time. LIFR2c</p> <p>Elias points to a few pictures when he is looking at a book at Mrs. Winslow's house. LIFR2d</p> <p>Rowan turns a book right side up when her cousin gives it to her upside down. LIFR2e</p>
<p>Becomes aware of pictures in print LIFR3</p>	<p>Jeffery points to the picture of the dog when his teacher asks him, "Where's the dog?" as they look at a familiar book. LIFR3a</p> <p>Stella says, "baby" when her grandmother points to the picture and says "What's this?" LIFR3b</p>

Language and Literacy Development: 12 to 24 months—1 year olds

Standard: The child will begin to develop foundations for writing. LIFW

Indicators	Sample Behaviors
<p>Scribbles spontaneously LIFWI</p> 	<p>Damarius makes a few dots on paper with a fat crayon. LIFWIa</p> <p>Viviana makes random marks on paper with a marker. LIFWIB</p>

(b)(6)

Georgia Early Learning Standards

One Year Olds

Cognitive Development

Babies are born to learn. They are inquisitive creatures ready to experience the world. When provided a stimulating, nurturing, and safe environment, they use all their senses to explore their surroundings. Infants touch and taste everything they can as they begin to learn about shape, size, texture, and function. They look and listen to all that is around them and are especially attracted to faces and voices. Babies recognize a parent's smell and sometimes can be soothed by cuddling a piece of cloth with their mother's scent. All of the senses help the infant begin to make mental connections about the way the world works.

The cognitive domain is the area of development that focuses on thinking and processing information. Through play and exploration children begin the process of discovery. It's as if they are creating the world anew. Each object they encounter

brings them face to face with information. We could imagine that a baby might be thinking something like "What is this thing grownups call a rattle? It fits in my mouth; it makes a sound when I shake it; it feels hard on my tongue; it looks colorful. What happens when I drop it?" Everything about it is a revelation.

A similar process continues for older children each time they come across something new. The difference is the ability to connect the new experience with earlier ones. Children notice the similarities and

As children's cognitive abilities grow, they gain a sense of mastery over their world.

differences among objects and begin to organize them into categories. All four legged animals might be called "doggie" for example, and all vehicles on the road, "car." But it is unlikely that the child would mistake a four legged animal for a four wheeled vehicle. Soon, the child's thinking becomes more refined and cats, dogs, and horses and cars, trucks, and buses can be identified separately.

As children’s cognitive abilities grow, they gain a sense of mastery over their world. They learn that their actions can cause something to happen – pushing a button makes a choo-choo train go, for example. Putting a wand in some soap and blowing hard makes bubbles float in the air. They develop memory skills and can remember where they left their favorite book and can go and get it to read with grandma again.

They learn concepts like up, down, more, less, big, and small. They explore the outdoors and learn about wind, rain, sand, flowers, leaves, and bugs. They learn about their family, community, and the roles people play. With support and encouragement from adults, children gain confidence in their ability to solve problems and think creatively.

Children learn a tremendous amount in the first three years of life. For them to reach their potential, home and school environments must be stimulating places. Young children must have opportunities to explore objects, interact with people, be exposed to books, and play with materials they can manipulate. They must be encouraged to keep trying when they have difficulty and celebrate each step in the process of learning.

Once children enter school the cognitive domain typically is organized into the subject areas of mathematics, science, and social studies. For consistency, the cognitive development domain of the GELS is organized the same way. It should be emphasized, however, that the standards, indicators, and sample behaviors in the GELS are foundational. They are skills, concepts, and behaviors that prepare young

children for the more formal content areas they will study when they are school age.

The Cognitive Development section of the GELS includes three standards for one year olds. Following is a brief summary of the standards and the indicators and sample behaviors that contribute to them:

1. **Foundations for mathematical reasoning and logical thinking**, which describes ways a one year old *explores basic shapes, begins to sort and match objects with guidance, shows awareness of early concepts related to amount, explores concepts related to measurement and begins to solve simple problems using logical reasoning;*
2. **Early scientific inquiry skills**, which describes ways a one year old *actively explores the environment, uses sounds and simple words to describe things in the environment, uses sounds and simple words to ask questions about the environment, and uses simple tools;*
3. **Foundations for social studies**, which details ways a one year old *recognizes significant family and personal relationships and begins to recognize individual preferences and differences.*

“Cognitive Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the One Year Olds section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous cognitive accomplishments demonstrated by one year olds.

Cognitive Development: 12 to 24 months—1 year olds

Standard: The child will begin to develop the foundations for mathematical reasoning and logical thinking. CIM

Indicators	Sample Behaviors
<p>Explores basic shapes <small>CIM1</small> →</p>	<p>Jermaine tries to put the round shape in different holes in the shape box and sometimes he finds where it fits. <small>CIM1a</small></p> <p>Shelandria plays with pots and lids and tries to fit them together. <small>CIM1b</small></p> <p>Akashi fits the large round puzzle piece in its place in the one-piece puzzle. <small>CIM1c</small></p>
<p>Begins to sort and match objects with guidance <small>CIM2</small> →</p>	<p>Janie helps her big brother sort the laundry by finding some socks when he asks her for them. <small>CIM2a</small></p> <p>Amari gets another small ball when his teacher asks him to get one just like the one she has. <small>CIM2b</small></p> <p>Jim helps his mother sort the silverware by handing her the spoons and then the forks when she asks him for each one. <small>CIM2c</small></p> <p>Mandy chooses the big container instead of the small one when her aunt asks her to give her the big one, so she can put away the leftover spaghetti. <small>CIM2d</small></p> <p>Rufus places the jack in the box on the picture of the jack in the box on the shelf at clean up time. <small>CIM2e</small></p>

continued...

Cognitive Development: 12 to 24 months—1 year olds

Standard: The child will begin to develop the foundations for mathematical reasoning and logical thinking. CIM
(continued)

Indicators	Sample Behaviors
<p>Shows awareness of early concepts related to amount CIM3</p>	<p>Armand gives his uncle his cup of juice and says “awgone,” to let him know it is all gone. CIM3a</p> <p>When Marti’s grandmother finishes singing a song, Marti says “gen,” so she sings it again. CIM3b</p> <p>Virginia makes the sign for “more” to let Ms. Rae know that she wants more crackers from the jar in her kitchen. CIM3c</p> <p>DeMarcus begins to learn number words when he tries to sing along as his teacher sings a counting song. CIM3d</p> <p>Austin puts one colored plastic egg into each section of the egg carton. CIM3e</p>
<p>Explores concepts related to measurement CIM4</p>	<p>Khalil plays with different size containers at the water table in his classroom. CIM4a</p> <p>Whitney tries to fit herself inside a box; she almost fits. CIM4b</p> <p>Franklin stacks a few blocks on top of each other. CIM4c</p> <p>Pilar nests a smaller cup inside a larger one. CIM4d</p>
<p>Begins to solve simple problems using logical reasoning CIM5</p>	<p>Gavin puts the large circle, triangle, and square pieces in the puzzle; each piece has a knob and fits in its own separate space. CIM5a</p> <p>Jarrett finds his teddy bear under the blanket and the sheet in his parents’ bed; he realizes that the teddy bear is still there even though he can’t see it. CIM5b</p> <p>India explores how objects relate to one another; she tries to put a big block in a small box, tries to fit her foot into her mother’s shoe, and tries to fit a square shape in a round hole. CIM5c</p>

Cognitive Development: 12 to 24 months—1 year olds

Standard: The child will begin to demonstrate early scientific inquiry skills. CIS

Indicators	Sample Behaviors
<p>Actively explores the environment <small>CIS1</small></p>	<p>Jamari observes the fish in the class aquarium to see how they swim around. <small>CIS1a</small></p> <p>Lucia feels the texture of the flowers in the yard by touching the petals. <small>CIS1b</small></p> <p>Jonas watches the bubbles and tries to catch them when his cousin blows them outside. <small>CIS1c</small></p> <p>Buffy searches for the ball that has rolled behind the toy box. <small>CIS1d</small></p> <p>Dechelle explores the leaves that have fallen on the playground at the Center; she crumbles them in her hands. <small>CIS1e</small></p> <p>Kenny investigates cause and effect when he puts the ball on the small slide and watches it roll down. <small>CIS1f</small></p> <p>Alanna investigates cause and effect when she pushes the button on the toy telephone to make it ring. <small>CIS1g</small></p>
<p>Uses sounds and simple words to describe things in the environment <small>CIS2</small></p>	<p>Eduardo identifies his nose, mouth, and eyes by pointing to them and making sounds. <small>CIS2a</small></p> <p>Breanna points to her cat and says “meow”. <small>CIS2b</small></p> <p>Parker tastes his spaghetti and says “hot.” <small>CIS2c</small></p> <p>Akemi sits on the floor and points to the toys she sees – a ball, a dog, and an airplane; she names each one for her teacher in her home language. <small>CIS2d</small></p> <p>Dashawn uses the same word, “tuck,” whenever he sees a truck, car, or bus – any large vehicle with wheels. <small>CIS2e</small></p> <p>Gracie says “wet” when she splashes herself with water. <small>CIS2f</small></p>

continued...

Cognitive Development: 12 to 24 months—1 year olds

Standard: The child will begin to demonstrate early scientific inquiry skills. CIS
(continued)

Indicators	Sample Behaviors
<p>Uses sounds and simple words to ask questions about the environment CIS3</p>	<p>Mariana points to a butterfly on her teacher's apron and says "bug?" CIS3a</p> <p>Jaime says "hot?" before getting into the bathtub. CIS3b</p> <p>Kendra hears barking and says "doggie?" CIS3c</p> <p>Keith hears a car driving up to his house and says "Daddy?" CIS3d</p>
<p>Uses simple tools CIS4</p>	<p>Bryce asks an adult to pick him up to reach a toy on the shelf. CIS4a</p> <p>Asia uses a broom to help sweep the leaves from the sidewalk. CIS4b</p> <p>Troy turns the handle on the music box to make the music play and the clown pop up. CIS4c</p> <p>Holly pulls the string to bring the toy duck closer to her. CIS4d</p> <p>Brock pushes a toy cart, seeing how it works. CIS4e</p>

Cognitive Development: 12 to 24 months—I year olds

Standard: The child will begin to develop the foundations for social studies. CISS

Indicators	Sample Behaviors
<p>Recognizes significant family and personal relationships <small>CISS1</small></p>	<p>Bridget says “Nana” when her grandmother comes into the room. <small>CISS1a</small></p> <p>Jerry says “Papa” when his father arrives at the Center to pick him up. <small>CISS1b</small></p> <p>Yesenia runs to her mother when an unfamiliar child approaches her at the park. <small>CISS1c</small></p> <p>Myles points to his puppy and calls her by name. <small>CISS1d</small></p> <p>Emilee points to a picture of her brother, Drew, and says “Du.” <small>CISS1e</small></p>
<p>Begins to recognize individual preferences and differences <small>CISS2</small></p>	<p>Blanquita notices that Freddy is playing with her favorite toy; she goes over to him, says “mine” and takes it back. <small>CISS2a</small></p> <p>Truman and three other children stay at Mrs. Lowell’s house during the day; at naptime he picks his favorite “blankie” from among the others to take to his mat. <small>CISS2b</small></p>

(b)(6)

Georgia Early Learning Standards

Two Year Olds

Physical Development

Physical development is rapid in the first few years of life. Infants lose their “baby fat.” Their brains, muscles, and bones grow in spurts. By the age of two, children grow about half of their adult height and show dramatic increases in strength, coordination, and balance. Parents and teachers are often surprised at how fast skills develop and how much energy it takes to keep up with growing youngsters.

Children quickly gain control over their movements. This typically follows a natural sequence. Babies creep and crawl before they stand, walk, and run. They swipe at objects first and then reach and grab. They grasp objects placed in their hands before they pick

Parents and teachers are often surprised at how fast skills develop and how much energy it takes to keep up with growing youngsters.

them up for themselves. Each new skill builds a child’s physical competence and ability to do things independently.

Physical development supports development in other areas. For example, social development occurs as children move about and interact with others. Cognitive development is supported as they explore and respond to the different objects they encounter.

Children learn as they play and need to be able to move freely in their environment to grow to their full potential. They are filled with energy and should be encouraged to use their arms, legs, fingers, and hands to explore the world around them.

The Physical Development section of the GELS includes four standards for two year olds. Below is a brief summary of each standard and the indicators and sample behaviors that contribute to them:

1. **Gross motor skills**, which describes ways a two year old *controls body movements, demonstrates coordination and balance, and expresses creativity through movement;*
2. **Fine motor skills**, which details ways a two year old *controls hands and fingers and shows eye-hand coordination;*
3. **Self-help skills**, which describes ways a two year old acquires abilities such as *feeding, helping with dressing, toileting, personal hygiene, and other routine tasks;* and
4. **Health and safety skills**, which describes ways a two year old *pays attention to safety instructions, begins to attend to personal health needs and names different foods.*

“Physical Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Two Year Olds section of the GELS are only a few that could have been chosen. They should be considered representative of the numerous physical accomplishments demonstrated by two year olds.

Physical Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop gross motor skills. P2G*

Indicators	Sample Behaviors
<p>Controls body movements P2G1</p>	<p>Martha climbs up the steps on the toddler slide and slides down. P2G1a</p> <p>Carson walks up and down stairs, putting both feet on each step, and holding on to his foster mother's hand. P2G1b</p> <p>Caitlin sits on a riding toy and moves it all around the track using both feet at the same time. P2G1c</p> <p>Gianna uses her arms to move around in her wheelchair. P2G1d</p> <p>Tyler puts his feet on the pedals to try to ride his tricycle. P2G1e</p>
<p>Demonstrates coordination and balance P2G2</p>	<p>Ross sits on the floor and catches a rolled ball with his arms and body. P2G2a</p> <p>Logan jumps up and down in place while his big sister jumps rope. P2G2b</p> <p>Fran runs with ease, chasing her friend around the playground. P2G2c</p> <p>Remi walks along a curb while his grandfather holds his hand. P2G2d</p> <p>Sharen walks on her tiptoes for a short distance. P2G2e</p> <p>Al throws a ball toward the small basketball hoop. P2G2f</p> <p>Aria kicks a ball forward. P2G2g</p>

continued...

* Each entry in the chart is followed by a series of letters and numbers for reference purposes. The first character refers to the domain; the second, to the age group; the third, to the standard; the fourth, to the indicator; and the fifth, to the sample behavior.



Physical Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop gross motor skills. P2G
(continued)

Indicators	Sample Behaviors
<p>Expresses creativity through movement P2G3</p>	<p>Edi beats on a pot while music is playing on the radio. P2G3a</p> <p>Lincoln imitates a bird and “flies” around the room. P2G3b</p> <p>Catherine dances when music is playing. P2G3c</p> <p>Isidor and his classmates hold hands and dance to the music. P2G3d</p>

Physical Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop fine motor skills. P2F

Indicators	Sample Behaviors
<p>Controls hands and fingers P2F1</p> 	<p>Darius scribbles on paper, making vertical, horizontal, and circular strokes. P2F1a</p> <p>Emma is beginning to use her thumb and fingertips when she works with crayons, markers, pegs, and beads. P2F1b</p> <p>Lola turns the pages as she looks through a book with pictures of children from around the world. P2F1c</p> <p>Ben twists his wrist to screw and unscrew jar lids. P2F1d</p> <p>Sasha uses both hands as she tries to use scissors to cut paper. P2F1e</p>
<p>Shows eye-hand coordination P2F2</p> 	<p>Nathan builds a tower using several blocks, boxes, and upside down pots and pans. P2F2a</p> <p>Reggie completes a simple puzzle with pieces that represent whole figures; he puts the cat puzzle piece into the cat shape and the dog puzzle piece into the dog shape. P2F2b</p> <p>Lauren puts the cap back on the big marker. P2F2c</p> <p>Yali hits the pegs in a poundboard with a toy hammer. P2F2d</p> <p>Alan holds a container in one hand and uses the other to put small objects inside. P2F2e</p>

Physical Development: 24 to 36 months—2 year olds

Standard: The child will begin to acquire self-help skills. P2S

Indicators	Sample Behaviors
<p>Feeds self P2S1 →</p>	<p>Ansley uses a spoon to feed herself independently. P2S1a</p> <p>Tali drinks from an open cup and may spill a little sometimes. P2S1b</p> <p>Macy tries to use a fork to pick up some food. P2S1c</p> <p>Carlos tries to pour the milk from a small pitcher into his cup using both hands. P2S1d</p>
<p>Helps with dressing P2S2 →</p>	<p>Barak unzips his jacket when he arrives at Mrs. Jackson's house in the morning. P2S2a</p> <p>Christopher zips his jacket with assistance on the way outside to play. P2S2b</p> <p>Jenny may need help with her shirt when she undresses. P2S2c</p> <p>Eli tries to dress himself but needs help. P2S2d</p> <p>Sage helps get her jacket on when it's time to go home from the Center. P2S2e</p> <p>Oosong puts his socks and shoes on with help. P2S2f</p>

continued...

Physical Development: 24 to 36 months—2 year olds

Standard: The child will begin to acquire self-help skills. P2S
(continued)

Indicators	Sample Behaviors
<p>Helps with personal hygiene P2S3</p>	<p>Regina helps take her diaper off when her aunt changes her. P2S3a</p> <p>Brandon lets his teacher know when he needs to use the bathroom. P2S3b</p> <p>Melody uses the bathroom when placed on the toilet but needs help with clothing and cleaning. P2S3c</p> <p>Tony washes and dries his hands by himself but may need help turning on and off the water. P2S3d</p> <p>Felicia goes to get a tissue when she needs to wipe her nose. P2S3e</p> <p>Harrison is beginning to brush his teeth by himself. P2S3f</p>
<p>Helps with routine tasks P2S4</p>	<p>Ryan helps his grandmother get the table ready for lunch by putting napkins on the table. P2S4a</p> <p>Elena helps her father pick up her toys before bedtime by putting some in a basket. P2S4b</p>

Physical Development: 24 to 36 months—2 year olds

Standard: The child will begin to practice healthy and safe habits. P2H

Indicators	Sample Behaviors
<p>Pays attention to safety instructions P2H1</p>	<p>Mackenzie cooperates with safety instructions such as holding her father's hand when they cross the street. P2H1a</p>
<p>Begins to attend to personal health needs P2H2</p>	<p>When Samuel isn't feeling well, he gets his favorite stuffed animal and lies down. P2H2a</p> <p>Tyneisha tells her teacher when she is thirsty and wants a drink. P2H2b</p> <p>Saul covers himself with a blanket when he's cold. P2H2c</p>
<p>Names different foods P2H3</p>	<p>Federico uses sign language to tell his teacher he wants some apple for snack. P2H3a</p> <p>Lara tastes a few bites of broccoli and calls it by name. P2H3b</p> <p>Benjy tells his mother that he wants some chicken for dinner. P2H3c</p>

(b)(6)

Georgia Early Learning Standards

Two Year Olds

Emotional and Social Development

Babies are social beings. The birth of a newborn typically is a time when family and friends gather to celebrate. Loving adults often respond to a baby's first sounds and smiles as if no other child has ever done this before. Joyful responses from adults are rewarded by more sounds and smiles from the child. These early interactions have lifelong implications for the child's healthy emotional and social development.

A child's overall well-being is dependent on a nurturing and supportive environment with consistent caregivers. Parents and other adults who care for the child on a regular basis make a lasting impression on the child's feelings about "Who am I?" A child who develops strong bonds with loving adults is more likely to answer that question in a positive way.

One who lacks a caring foundation is more likely to answer it with insecurity and doubt. Children who are consistently nurtured and supported become more emotionally secure and independent than those who are not.

Many early childhood professionals believe that Emotional and Social Development is the most significant of all the domains. Very quickly young children begin to learn about themselves and how to relate to adults and other children. For example, through play, they learn about getting along with others and how to solve interpersonal conflicts. At first they play alone, then side by side with other children, and, finally, together with them.

As children mature they also develop the ability to regulate and control their own behavior and follow simple

*At first they
[children] play
alone, then side
by side with
other children,
and, finally,
together with
them.*

rules and routines in a group setting. These experiences, in turn, influence the other areas of development. Cognitive and language skills, for example, are enhanced when children work and play together. When children get along well, more learning can occur. When children have difficulties getting along, the learning process may be interrupted.

When encouraged to do so, young children express themselves creatively through language, art, music, and dramatic play. Adults play a significant role in supporting children's self-expression or restricting it. It is important for adults to understand that when children seem to be "just scribbling or messing with paint," "fooling around with musical instruments and singing," or "dressing up and being silly," they are actually engaged in creative self-expression.

The ability to be creative will be an asset later on in school when children are required to write papers, solve problems, and complete projects. And who knows which child will blossom into an artist, musician, or playwright? Or which will develop a lifelong creative outlet as a hobby? This is the time to encourage their creative inclinations.

The Emotional and Social Development section of the GELS includes five standards for two year olds. Following is a brief summary of each standard and the indicators and sample behaviors that contribute to them:

1. **Personal relationships with adults**, which describes ways a two year old *builds relationships with adults*, and *shows feelings of security and trust*;
2. **Personal relationship with peers**, which details ways a two year old *demonstrates beginning social skills with other children*, *shows sensitivity toward them*, and *begins to develop childhood friendships*;
3. **Self-awareness**, which describes ways a two year old *shows behaviors that reflect self-concept* and *demonstrates self-confidence*;
4. **Self-control**, which describes ways a two year old *begins to regulate emotions and behaviors* and *begins to follow simple routines and a few rules in groups*; and
5. **Self-expression**, which illustrates ways a child *expresses self creatively through art and music* and *demonstrates imagination through dramatic play*.

"Emotional and Social Development" encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Two Year Old section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous emotional and social skills demonstrated by two year olds.

Emotional and Social Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop personal relationships with adults. *S2A*

Indicators	Sample Behaviors
<p>Build relationships with adults <i>S2A1</i></p>	<p>Jenny looks through a photo album with family pictures of children in her class and finds the one with her own parents and herself. <i>S2A1a</i></p> <p>Luke takes his teacher by the hand and walks over to the book area, so they can read together. <i>S2A1b</i></p> <p>Celine goes over and pats Ms. Suzanne on the arm affectionately when Ms. Suzanne burns herself on the oven. <i>S2A1c</i></p> <p>Austin calls his teacher over to see the block creation he made. <i>S2A1d</i></p> <p>Javonna gets her grandfather to play with her and her cousin. <i>S2A1e</i></p> <p>Rudy gets his teacher's help when he needs to use the bathroom. <i>S2A1f</i></p>
<p>Shows feelings of security and trust <i>S2A2</i></p>	<p>Emilio takes his father's hand as they enter the playground. <i>S2A2a</i></p> <p>Ashleigh cries when her mother drops her off at Ms. Georgia's house; she calms down as Ms. Georgia gets her involved with a playdough activity. <i>S2A2b</i></p> <p>While drawing in the art area, Makayla occasionally glances over at her teacher to be sure she knows where he is. <i>S2A2c</i></p> <p>Noah walks back and forth from his teacher's side to a group of children, deciding whether to join the children at play. <i>S2A2d</i></p> <p>Alyssa shows her new shoes to her mother's friend after her mother spends some time talking to them both. <i>S2A2e</i></p>

Emotional and Social Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop personal relationships with peers. *S2P*

Indicators	Sample Behaviors
<p>Demonstrates beginning social skills with other children <i>S2P1</i></p>	<p>Zelma builds a structure beside the other children who are building in the block area. <i>S2P1a</i></p> <p>Milo says “It’s mine!” when Lindy tries to take his airplane away; their teacher comes over and helps them figure out how they might play with it together. <i>S2P1b</i></p> <p>Adelaide holds the bowl steady as Aaron stirs the cupcake batter they are mixing with their teacher. <i>S2P1c</i></p> <p>With their teacher’s guidance, Katherine and Chuck take turns looking at the photo album with pictures of all the children in the class. <i>S2P1d</i></p> <p>Kaylee joins a small group of children who are singing and dancing in a circle. <i>S2P1e</i></p> <p>Zeena sees Beau roll his playdough into a ball; she imitates him and says “I made a ball, too!” <i>S2P1f</i></p>
<p>Shows sensitivity to other children’s feelings <i>S2P2</i></p>	<p>With her teacher’s help, Penny “uses her words” instead of hitting, because hitting hurts her friends. <i>S2P2a</i></p> <p>Samuel looks upset and asks why Conrad is crying. <i>S2P2b</i></p> <p>AnnCatherine puts her arm around Zachary when he falls down on the playground. <i>S2P2c</i></p>
<p>Begins to develop friendships with other children <i>S2P3</i></p>	<p>Aaron runs up to Joe when he comes into the room and says “Play!” <i>S2P3a</i></p> <p>Alexia smiles and hugs her friends Robbie and Maria when they come over to play at her house. <i>S2P3b</i></p> <p>In the Dramatic Play area, Ryne pretends to pour himself a drink from a pitcher into a coffee cup, then he pours one for his friend, Mollie, too. <i>S2P3c</i></p>

Emotional and Social Development: 24 to 36 months—2 year olds

Standard: The child will begin to acquire self-awareness. S2SA

Indicators	Sample Behaviors
<p>Shows behaviors that reflect child's self-concept <small>S2SA1</small></p>	<p>Dahlia points to different parts of her body and identifies them. <small>S2SA1a</small></p> <p>Dominic shows his individuality when he is the only one who chooses to paint with a kitchen brush instead of a paintbrush. <small>S2SA1b</small></p> <p>Becky asserts herself by signing “all done” when she wants to change to a different activity with her teacher. <small>S2SA1c</small></p> <p>Paco uses his own name by saying, “Soy Paco” in his home language. <small>S2SA1d</small></p> <p>Marianne says “Watch me!” when she sees her aunt and uncle watching her big brother. <small>S2SA1e</small></p> <p>Seth answers “boy” when the visitor asks if he is a boy or a girl. <small>S2SA1f</small></p>
<p>Demonstrates confidence in own abilities <small>S2SA2</small></p>	<p>Graham takes the child size mop in Ms. Sally's kitchen and pushes it across the floor to show he feels capable of doing things like an adult. <small>S2SA2a</small></p> <p>Alexa eagerly climbs to the top of the toddler play structure but then calls for help to get down. <small>S2SA2b</small></p> <p>Miguel puts his shoes on by himself, but they are on the wrong feet; he insists on wearing them that way. <small>S2SA2c</small></p> <p>Jada proudly shows her teacher the creation she made with cardboard tubes and paint. <small>S2SA2d</small></p> <p>Devin excitedly calls his grandfather over to show how he can make the riding toy go. <small>S2SA2e</small></p>

Emotional and Social Development: 24 to 36 months—2 year olds

Standard: The child will begin to demonstrate self-control. *S2SC*

Indicators	Sample Behaviors
<p>Begins to regulate own emotions and behaviors independently <i>S2SC1</i> →</p>	<p>Alana is able to move smoothly from one activity to another when she has a predictable routine; she becomes upset when she can't play outside at the usual time, because it is raining. <i>S2SC1a</i></p> <p>Sergio plays in a small group of children. <i>S2SC1b</i></p> <p>Mckenna looks at her teacher when he asks her to stop climbing up on the table, but she continues until he comes over to help her find something else to do. <i>S2SC1c</i></p> <p>With Ms. Lesly's help, Liza and Jon stop struggling over whose turn it is to ride the riding toy. <i>S2SC1d</i></p> <p>Curt is starting to show some impulse control; he avoids stepping in juice that someone spilled on the floor. <i>S2SC1e</i></p> <p>Martina stops what she is doing and helps put the toys away at clean up time. <i>S2SC1f</i></p>
<p>Begins to follow simple routines and a few rules in a group setting independently <i>S2SC2</i> →</p>	<p>Zander participates with the other children who stay at Ms. Alice's house when they do music and movement activities together. <i>S2SC2a</i></p> <p>Tara can sit with a group of children for a short period of time while their teacher tells a story using real objects. <i>S2SC2b</i></p> <p>Marco tells Roy "Shhh" when they are sitting together in the quiet book area in the classroom. <i>S2SC2c</i></p> <p>With the teacher's guidance, Ashanti takes turns in some activities such as being the one who leads the class around the room walking, marching, or hopping. <i>S2SC2d</i></p> <p>Keaton follows the class routine and washes his hands after using the toilet. <i>S2SC2e</i></p>

Emotional and Social Development: 24 to 36 months—2 year olds

Standard: The child will begin to engage in self-expression. S2SE

Indicators	Sample Behaviors
<p>Expresses self creatively through art and music <small>S2SE1</small> →</p>	<p>Yanni draws squiggles and dots with large crayons. <small>S2SE1a</small></p> <p>Reese paints with water on the sidewalk. <small>S2SE1b</small></p> <p>William squeezes and plays with playdough. <small>S2SE1c</small></p> <p>Lizbeth mixes some finger paints together to see what color she can make. <small>S2SE1d</small></p> <p>Hunter glues torn pieces of construction paper onto a large sheet to make a creation. <small>S2SE1e</small></p> <p>Stella chooses a tambourine from the instrument box; she shakes it and pats her head and arms with it to make music. <small>S2SE1f</small></p>
<p>Demonstrates imagination through dramatic play <small>S2SE2</small> →</p>	<p>Shawn says “I daddy” and picks up the briefcase to go to “work.” <small>S2SE2a</small></p> <p>Theo sits in his father’s special chair with his feet up looking at a magazine, imitating his father. <small>S2SE2b</small></p> <p>Omar pushes a few blocks together on the floor and says he has made a “train.” <small>S2SE2c</small></p> <p>Alayna sits on the stuffed donkey, holds it by the ears, and rides it around the room. <small>S2SE2d</small></p> <p>Braeden pretends to be a snake and slithers gracefully on the ground. <small>S2SE2e</small></p> <p>Bella acts out a trip to the grocery store in the Dramatic Play area; she fills a basket with empty boxes and pushes the buttons on the cash register. <small>S2SE2f</small></p>

(b)(6)

Georgia Early Learning Standards

Two Year Olds

Approaches to Learning

Early childhood is a time when children learn how to learn and they approach this journey in different ways. The Approaches to Learning section of the standards describes *how* children learn the skills, concepts, and behaviors in all the other domains. Curiosity, persistence, and creative problem solving are aspects of Approaches to Learning.

A child's sense of wonder and *curiosity*, for example, is evident whether digging through dirt to see what treasures might be found or looking intently at pictures in a book. In the first case the child is cognitively exploring the world of science; in the second, developing important literacy skills. The way children approach learning influences all areas of development.

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Similarly, the ability to be *persistent* is relevant to all developmental domains. As an illustration, two children may be working together to make a hiding place by putting a sheet over a table. Even when the sheet falls off several times, they persist until they get it the way they want it. This kind of persistent cooperation falls in the emotional and social domain.

Another example of persistence, this time in the physical domain, would be a child who attempts to pedal a tricycle and has to struggle to coordinate the movements needed to make it go.

The ability to *solve problems creatively* is another learning approach that crosses all domains. Physical, social, language, and cognitive problems all require the ability to generate alternative and novel solutions at various times. Of

course, some problems can be solved more straightforwardly like determining if there are enough napkins for the children at the snack table. Others require a more inventive approach, however, such as figuring out what to do if there is only one truck left and two children who want to play with it.

As in the other domains, adult support for a child's individual approach to learning is critical. If children believe that there is only one answer to every question or one way to solve every problem, they can become frustrated and conclude that learning is difficult. In addition, they learn *not* to think about alternatives or different ways to look at problems. On the other hand, if they are supported to explore their own approaches and to learn by trying unusual ways to solve problems, they can discover that learning is a series of rewarding challenges. "Mistakes" give us the opportunity to learn what *doesn't work*. "Successes" give us the opportu-

nity to learn what *does*. Both are critical to a satisfying lifelong learning experience.

The Approaches to Learning section of the GELS includes one standard for two year olds. Following is a brief summary of the standard and the indicators and sample behaviors that contribute to it:

Learning approaches that support school success, which describes how a two year old *shows curiosity in learning new things, shows persistence in activities of interest and begins to find novel solutions to problems.*

"Approaches to Learning" encompasses a wide range of skills and behaviors. The standard, indicators, and sample behaviors included in the Two Year Olds section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous learning approaches demonstrated by two year olds.

Approaches to Learning: 24 to 36 months—2 year olds

Standard: The child will begin to acquire learning approaches that support development and school success. ^{A2L}

Indicators	Sample Behaviors
<p>Shows curiosity in learning new things ^{A2L1}</p>	<p>Carlos explores new objects; he opens the new box of connecting cubes and investigates how they fit together and come apart. ^{A2L1a}</p> <p>Miracle explores while playing; while her grandmother plants flowers, Miracle digs in the soil and discovers rocks, leaves, and insects. ^{A2L1b}</p> <p>Kia is curious about a sound she hasn't heard before; she says "What's that?" and her teacher tells her it's a big tractor mowing the lawn in the school yard. ^{A2L1c}</p> <p>Nolan tries new sensory experiences; he puts his hands in the pumpkin his teacher cut open and pulls out a handful of seeds. ^{A2L1d}</p> <p>Leilani chooses to participate in unfamiliar activities; she eagerly agrees to go into the community swimming pool with her uncle even though this is her first time there. ^{A2L1e}</p> <p>Lawrence experiments with materials; he paints with sponges, wooden spools, and a toothbrush and enjoys the different impressions he can make on the paper. ^{A2L1f}</p> <p>Aurora shows interest in learning new things; she points and uses signs to ask her teacher "What's that?" when she sees a nest in the tree outside the classroom window. ^{A2L1g}</p>

continued...

Approaches to Learning: 24 to 36 months—2 year olds

Standard: The child will begin to acquire learning approaches that support development and school success. A2L
(continued)

Indicators	Sample Behaviors
<p>Shows persistence in activities of interest A2L2</p>	<p>Dana sustains attention in an activity independently; in the sandbox she repeatedly fills a pail with sand and dumps it out. A2L2a</p> <p>Maurice works toward completing a task; he tells his teacher he isn't finished yet when she says it's time to put the puzzles away. A2L2b</p> <p>Jay sustains attention in an activity initiated by an adult; he helps his teacher mix play dough and then takes his own chunk and plays on his own. A2L2c</p> <p>Merrie is developing the ability to follow through on a task; she brings her box of stickers and paper to the kitchen table and makes a design. A2L2d</p> <p>Dru stays engaged in some activities for an extended period of time; he plays with cups, spoons, and a sponge in a small tub of water - pouring, squeezing, and splashing. A2L2e</p> <p>Beth ignores distractions when she's interested in an activity; she listens intently as her mother reads her two favorite books at bedtime, even though her big brother is playing music in the other room. A2L2f</p> <p>Bao focuses his attention on some activities; he pulls the wagon around the playground being careful to keep it on the path instead of in the grass. A2L2g</p>

continued...

Approaches to Learning: 24 to 36 months—2 year olds

Standard: The child will begin to acquire learning approaches that support development and school success. A2L
(continued)

Indicators	Sample Behaviors
<p>Begins to find novel solutions to problems <small>A2L3</small> →</p>	<p>Kahneisha looks for the flowers that belong in the vase in the Dramatic Play area; when she can't find them, she uses her imagination and puts colorful wooden sticks in there instead. <small>A2L3a</small></p> <p>Holden shows flexibility when he finds himself stuck in the grass on the riding toy; first, he tries to stay on it and make it go; when that doesn't work, he pushes it over to the sidewalk and rides there instead. <small>A2L3b</small></p> <p>When Ainsley finds the carpet cluttered with toys, she takes initiative and makes a path through them, so she can push her truck across the floor. <small>A2L3c</small></p> <p>Howie shows inventiveness; when his sister won't let him play with her drums, he goes into the kitchen, gets a pot and a spoon, and uses the spoon to bang on the pot. <small>A2L3d</small></p> <p>Claudia Jean finds a creative solution; she puts a plastic bowl on her head and pretends it's a helmet as she rides her riding toy, just like her sister wears when she rides her bicycle. <small>A2L3e</small></p>

(b)(6)

Georgia Early Learning Standards

Two Year Olds

Language and Literacy Development

Infants from every culture come into the world ready to communicate with sounds, words, and gestures. Babies' earliest cries let parents know that they are hungry, wet, or want attention. They coo and babble when others talk to them to continue the "conversation." Their facial expressions and body language communicate pleasure and discontent. As they grow, their babbles turn into words and soon, sentences. It is truly amazing how quickly "baby talk" becomes mature spoken language.

As children learn to express themselves, they are also listening and learning from what they hear and see. They watch what others do, listen to what they say, and absorb information from the world around them. Children are surrounded by the messages of language. Some messages come from spoken sounds and words,

others from gestures and observations that are seen but not heard, and still others come from pictures and written materials.

An environment that is rich in language, both spoken and printed, supports language development. When children are surrounded by spoken language,

An environment that is rich in language, both spoken and printed, supports language development.

they repeat the sounds and words they hear and learn how to put sentences together and ask questions. When they see people reading and are exposed to many books, they learn that reading is enjoyable and valuable. There are two benefits for a child who sits in an adult's lap to listen to a story. The first is the enjoyment of looking at the pictures and hearing the story, and the second is the pleasure of snuggling with the loving adult who is reading. Both prepare children to be lifelong readers.

Writing is learned similarly, through a print rich environment. Children observe adults writing and imitate them. At first the marks on the page look like dots and squiggles. Eventually, they begin to look like shapes that will later become letters and numbers. Toddlers experiment with crayons, paint, markers, and other materials as they learn about writing. They draw pictures too, to begin to show that they understand that putting things on paper is a way of communicating.

It is important to understand that the period from birth through age three is a time to learn what reading and writing are all about and to experiment, explore, and enjoy. It is not appropriate for children of this age to be expected to read letters and words, or write letters and numbers. Reading will come later, after they have had plenty of exposure to pictures, books, and stories. Writing will follow as well after they have had experiences that strengthen the muscles in their hands and fingers and have been encouraged to draw and scribble.

A critical consideration in the area of language and literacy development is that children will demonstrate skills in their home language first. If a child's family speaks a language other than English at home, one would expect the child to speak that language before English. If the family speaks both English and their native language, the child may use words from both languages easily. Similarly, a child with a hearing loss may be taught sign language at an early age and might also use some type of adaptive device to communicate. All of the skills and behaviors included throughout the GELS may be demonstrated in the

child's home language, through sign language, or with adaptive equipment.

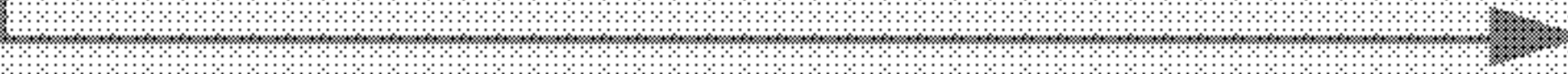

The Language and Literacy section of the GELS includes four standards for two year olds. Following is a brief summary of the standards and the indicators and sample behaviors that contribute to them:

1. **Receptive language**, which describes the ways a two year old *responds to spoken words and follows directions and requests*;
2. **Expressive language**, which details the ways a two year old child *communicates non-verbally using motions and gestures, demonstrates oral language skills using words, uses oral language in social situations and for creative expression, and asks questions*;
3. **Foundations for reading**, which describes the ways a two year old *begins to follow what happens in a story, becomes aware of pictures and symbols in print, and begins to distinguish different sounds of language*;
4. **Foundations for writing**, which details the ways a two year old *scribbles, draws simple pictures, dictates messages, and expresses creativity using skills for writing*.

“Language and Literacy Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Two Year Olds section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous language and literacy accomplishments demonstrated by two year olds.

Language and Literacy Development: 24 to 36 months—2 year olds

Standard: The child will begin to construct meaning from spoken words. (receptive language) ^{L2R}

Indicators	Sample Behaviors
<p>Responds to spoken words ^{L2R1}</p> 	<p>Brittani finds a book about animals and their babies when her grandmother asks her to find a book she would like to read. ^{L2R1a}</p> <p>Marcus bends down to look when his teacher says “Are your shoes under your cot?” ^{L2R1b}</p> <p>Rosita picks up a block and heads for the bookcase when her family child care teacher says, “It’s clean-up time - let’s put the blocks on the shelf.” ^{L2R1c}</p> <p>George holds up two fingers when the nurse asks how old he is. ^{L2R1d}</p> <p>Chloe laughs when her teacher points to his knee and says, “Is this my nose?” ^{L2R1e}</p>
<p>Follows directions and requests ^{L2R2}</p> 	<p>When Miguel tells his teacher he wants to draw, he follows her 2-step directions to go to the art area and get some markers. ^{L2R2a}</p> <p>Aleia picks up her clothes and puts them in the laundry basket when her stepmother asks her to help clean up her room. ^{L2R2b}</p> <p>Peter throws away his napkin and takes his plate to the sink after lunch when his teacher reminds him. ^{L2R2c}</p> <p>After her uncle tells her to, Maya gets the ball and waits for him to go outside and play. ^{L2R2d}</p>

Language and Literacy Development: 24 to 36 months—2 year olds

Standard: The child will begin to express thoughts with sounds, words, and gestures. (expressive language)* L2E

Indicators	Sample Behaviors
<p>Communicates nonverbally, using motions and gestures L2E1</p>	<p>Sharen takes her friend Lynda by the hand and leads her to the art area to paint. L2E1a</p> <p>Leo tugs on his pants when he needs to go to the bathroom. L2E1b</p> <p>Shanda looks over at her brother and smiles when she knocks down the block tower he built. L2E1c</p> <p>Barak looks over at his teacher for reassurance when he falls down on the playground. L2E1d</p> <p>Kristi runs enthusiastically to the door when her father comes to pick her up at Mrs. Parker's house. L2E1e</p>
<p>Demonstrates oral language skills, using words L2E2</p>	<p>Fran picks up the toy phone, holds it to her ear, and says, "Hi, Grandpa" to show that she knows what the phone is for. L2E2a</p> <p>Greg often uses the pronoun "me." L2E2b</p> <p>Vivian uses some plurals now such as dogs, cars, and cats. L2E2c</p> <p>Rudy uses 3-word phrases. L2E2d</p> <p>Lucy can say her full name is "Lucy Johnson." L2E2e</p> <p>Christian describes things by saying "pretty birds" or "yucky food." L2E2f</p> <p>Lexi and his friends can say/sign more than 50 different words. L2E2g</p>

continued...

* "Words" may be spoken or signed, in English, the child's primary language, or with adaptive equipment.

Language and Literacy Development: 24 to 36 months—2 year olds

Standard: The child will begin to express thoughts with sounds, words, and gestures. (expressive language) L2E
(continued)

Indicators	Sample Behaviors
<p>Uses oral language in social situations L2E3</p>	<p>Darryle says “Help me” to ask for help when she needs it. L2E3a</p> <p>Vaughn keeps the conversation going by taking turns talking with an adult, pausing to listen, and then responding. L2E3b</p> <p>Hajari sometimes says “please” and “thank you” when he asks for something he wants. L2E3c</p> <p>Tonya says, “stop” when Juliette pushes her. L2E3d</p> <p>Tennille tells her grandfather about a few things that happened at the Center today. L2E3e</p> <p>Orlando speaks clearly enough for most non-family members to understand. L2E3f</p>
<p>Uses oral language for creative expression L2E4</p>	<p>Michaela makes her voice sound like a grown-up’s when she talks to the toy animals. L2E4a</p> <p>Glenn uses words in playful ways; he calls his brother by a silly name and laughs. L2E4b</p> <p>Bella is beginning to make up stories when she plays in the Dramatic Play area at her Center. L2E4c</p> <p>Nathaniel holds a block to his ear and pretends to speak to his daddy when he can’t find the toy telephone. L2E4d</p>

continued...

Language and Literacy Development: 24 to 36 months—2 year olds

Standard: The child will begin to express thoughts with sounds, words, and gestures. (expressive language) L2E
(continued)

Indicators	Sample Behaviors
<p>Asks questions L2E5</p>	<p>John joins children in the block area to signal that he is asking to play. L2E5a</p> <p>Aaron asks, “Can I play?” when he wants to join some children in the sandbox at the Center. L2E5b</p> <p>Monica’s voice goes up at the end of the sentence when she asks questions. L2E5c</p> <p>Kareem asks questions while playing with his friends, although the questions may wander from topic to topic. L2E5d</p>

Language and Literacy Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop foundations for reading. L2FR

Indicators	Sample Behaviors
<p>Begins to follow what happens in a story L2FR.1</p>	<p>Shauna points to pictures in the story and names them. L2FR.1a</p> <p>Hal fills in the next word when his teacher pauses during a familiar story. L2FR.1b</p> <p>Glenna tells what happens next in a story she has heard many times. L2FR.1c</p> <p>Favian asks his teacher to read his favorite story. L2FR.1d</p> <p>Gamal is beginning to repeat phrases from stories that are repetitive. L2FR.1e</p> <p>Julia can listen to a brief story if it's of high interest. L2FR.1f</p> <p>Halden laughs when his aunt reads him the funny book about the bird who thinks a cow is his mommy. L2FR.1g</p>
<p>Shows beginning book awareness L2FR.2</p>	<p>Annie can turn the pages of a board book easily now. L2FR.2a</p> <p>Ban looks through a picture book as if he is reading it. L2FR.2b</p> <p>Kari looks at the covers of the books in her room and finds her favorite one. L2FR.2c</p> <p>Jacques enjoys spending time looking at books on his own. L2FR.2d</p>

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Language and Literacy Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop foundations for reading. L2FR
(continued)

Indicators	Sample Behaviors
<p>Becomes aware of pictures and symbols in print L2FR3</p>	<p>Iris points to her favorite cereal box and names it while she is at the grocery store with her mother. L2FR3a</p> <p>Mauricio says, “Pare” or “Stop” when he sees a stop sign in a magazine. L2FR3b</p> <p>Madalyn names her favorite restaurant when she sees the sign in front. L2FR3c</p> <p>Dean looks at the poster with the picture recipe as his teacher reads it while making fruit salad with a small group of children. L2FR3d</p> <p>Clara plays with alphabet blocks and plastic letter magnets on the refrigerator at Mrs. Shim’s house. L2FR3e</p>
<p>Begins to distinguish the different sounds of language (phonological awareness) L2FR4</p>	<p>Mekhi sings simple rhyming songs with the other children in his class. L2FR4a</p> <p>Genevieve tries to repeat a nursery rhyme. L2FR4b</p> <p>Shaun opens and shuts his hands and repeats the words to a fingerplay along with his teacher. L2FR4c</p>

Language and Literacy Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop foundations for writing. L2FW

Indicators	Sample Behaviors
<p>Scribbles <small>L2FW1</small></p>	<p>Russ imitates his older sister doing her homework; he scribbles a few marks on paper with a big pencil. <small>L2FW1a</small></p> <p>Tabitha scribbles on paper with a marker and some of the scribbles look like lines. <small>L2FW1b</small></p> <p>Darby scribbles with a crayon and some of the scribbles are circular. <small>L2FW1c</small></p> <p>Dashawna scribbles on a small chalk board with chalk. <small>L2FW1d</small></p>
<p>Draws simple pictures <small>L2FW2</small></p>	<p>Ezra draws circular shapes and lines and says to his teacher, "See my car." <small>L2FW2a</small></p> <p>Izabella finger paints a picture and uses signs to say that it is a flower for her grandmother. <small>L2FW2b</small></p>
<p>Dictates messages <small>L2FW3</small></p>	<p>Elliott asks his teacher to write "Elliott" at the top of his painting. <small>L2FW3a</small></p> <p>Nayeli asks her big sister to write "Happy Birthday" on the picture she drew for their grandfather. <small>L2FW3b</small></p> <p>Wes asks Mrs. Blissett to write "for mommy" on the collage they made at her house today. <small>L2FW3c</small></p>
<p>Expresses creativity using skills for writing <small>L2FW4</small></p>	<p>Kimberly makes squiggles in the sand with her finger. <small>L2FW4a</small></p> <p>Walt puts his finger in some shaving cream and makes dots on the sink while watching his father shave. <small>L2FW4b</small></p>

(b)(6)

Georgia Early Learning Standards

Two Year Olds

Cognitive Development

Babies are born to learn. They are inquisitive creatures ready to experience the world. When provided a stimulating, nurturing, and safe environment, they use all their senses to explore their surroundings. Infants touch and taste everything they can as they begin to learn about shape, size, texture, and function. They look and listen to all that is around them and are especially attracted to faces and voices. Babies recognize a parent's smell and sometimes can be soothed by cuddling a piece of cloth with their mother's scent. All of the senses help the infant begin to make mental connections about the way the world works.

The cognitive domain is the area of development that focuses on thinking and processing information. Through play and exploration children begin the process of discovery. It's as if they are creating the

world anew. Each object they encounter brings them face to face with information. We could imagine that a baby might be thinking something like "What is this thing grownups call a rattle? It fits in my mouth; it makes a sound when I shake it; it feels hard on my tongue; it looks colorful. What happens when I drop it?" Everything about it is a revelation.

A similar process continues for older children each time they come across something new. The difference is the ability to connect the new experience with earlier ones. Children notice the similarities and differences among objects and begin to organize them into categories. All four legged animals might be called "doggie" for example, and all vehicles on the road, "car." But it is unlikely that the child would mistake a four legged animal for a four wheeled vehicle. Soon, the child's thinking becomes more refined and cats,

They must be encouraged to keep trying when they have difficulty and celebrate each step in the process of learning.

dogs, and horses and cars, trucks, and buses can be identified separately.

As children's cognitive abilities grow, they gain a sense of mastery over their world. They learn that their actions can cause something to happen – pushing a button makes a choo-choo train go, for example. Putting a wand in some soap and blowing hard makes bubbles float in the air. They develop memory skills and can remember where they left their favorite book and can go and get it to read with grandma again.

They learn concepts like up, down, more, less, big, and small. They explore the outdoors and learn about wind, rain, sand, flowers, leaves, and bugs. They learn about their family, community, and the roles people play. With support and encouragement from adults, children gain confidence in their ability to solve problems and think creatively.

Children learn a tremendous amount in the first three years of life. For them to reach their potential, home and school environments must be stimulating places. Young children must have opportunities to explore objects, interact with people, be exposed to books, and play with materials they can manipulate. They must be encouraged to keep trying when they have difficulty and celebrate each step in the process of learning.

Once children enter school the cognitive domain typically is organized into the subject areas of mathematics, science, and social studies. For consistency, the cognitive development domain of the GELS is organized the same way. It should be emphasized, however, that the standards, indicators, and sample behaviors in the GELS are foundational. They are skills, concepts, and behaviors that prepare young

children for the more formal content areas they will study when they are school age.



The Cognitive Development section of the GELS includes three standards for two year olds. Following is a brief summary of the standards and the indicators and sample behaviors that contribute to them:

1. **Foundations for mathematical reasoning and logical thinking**, which describes ways a two year old *identifies basic shapes and colors, sorts and matches objects, builds beginning number concepts, builds beginning measurement concepts, explores concepts related to patterning, begins to solve simple mathematical problems, and thinks creatively;*
2. **Early scientific inquiry skills**, which describes ways a two year old *actively explores the environment, uses language to describe things in the environment, asks questions about the environment, and uses tools to experiment;*
3. **Foundations for social studies**, which details ways a two year old *recognizes family roles and personal relationships, recognizes obvious individual preferences and differences, recognizes community roles and relationships, and explores concepts of place and location.*

“Cognitive Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Two Year Olds section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous cognitive accomplishments demonstrated by two year olds.

Cognitive Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop the foundations for mathematical reasoning and logical thinking. C2M

Indicators	Sample Behaviors
<p>Begins to identify basic shapes <small>C2M1</small></p> 	<p>Billy fits the shapes into the shape box. <small>C2M1a</small></p> <p>Emiko puts the circle, square, and triangle pieces in the shape puzzle. <small>C2M1b</small></p> <p>Renee finds the triangle cookie cutter, so she can make a cookie the same shape as her sister's. <small>C2M1c</small></p>
<p>Begins to sort and match objects <small>C2M2</small></p> 	<p>Alyson finds the shoe that matches the one she is wearing. <small>C2M2a</small></p> <p>When his mother shows him how to do it, Joaquin sorts Daddy's "big socks" in one pile and his own "little socks" in another. <small>C2M2b</small></p> <p>Kaitlynn sorts the round blocks of one color in one basket and the square blocks of the same color in a different basket. <small>C2M2c</small></p> <p>Nathan, who is visually impaired, feels the shape of some wooden pieces to find two that match. <small>C2M2d</small></p> <p>Joaquin matches some red circles to the ones his teacher put on the mat in front of him. <small>C2M2e</small></p>

continued...

Cognitive Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop the foundations for mathematical reasoning and logical thinking. C2M
(continued)

Indicators	Sample Behaviors
<p>Builds beginning number concepts C2M3</p>	<p>Kristal recites, “1, 2, 3” just like her teacher does when the class is getting ready for lunch. C2M3a</p> <p>Craig sings a counting song about five little monkeys jumping on a bed. C2M3b</p> <p>M’Lee chooses “just one” cookie from the plate for dessert. C2M3c</p> <p>Graham uses some number words; he uses sign language to ask for “two books” to take to his cot at naptime. C2M3d</p> <p>Cheyenne says, “one” when her cousin asks her how many puppies she has. C2M3e</p> <p>Macie asks for another slice of apple because Destinee has two, and she wants the same. C2M3f</p> <p>Kelly puts a blanket on each doll when her teacher asks if each baby has one. C2M3g</p>
<p>Builds beginning measurement concepts C2M4</p>	<p>Ahmad uses a smaller cup to fill a larger one with sand in the sandbox at the Center. C2M4a</p> <p>Gina says “Time to eat!” when her class comes in from the playground. C2M4b</p> <p>Moe stacks a large block on the bottom, a smaller one next, and an even smaller one on the top. C2M4c</p> <p>Kassidy nests two smaller cups inside a larger one. C2M4d</p> <p>Nyla points to the “Mama Bear” instead of the “Baby Bear” when her teacher asks her which one is bigger. C2M4e</p>

continued...

Cognitive Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop the foundations for mathematical reasoning and logical thinking. C2M
(continued)

Indicators	Sample Behaviors
<p>Begins to solve simple problems using logical reasoning and mathematical thinking C2M5</p>	<p>Kahneisha completes a puzzle with 3 or 4 connecting pieces. C2M5a</p> <p>Eric is playing with stuffed animals – a puppy, a dinosaur, and a lion - when he turns away for a moment Ellie comes by and picks up the dinosaur and walks away; Eric turns back, notices it is missing, and says, “Where’s my dinosaur?” C2M5b</p> <p>Risa finds the ball under the middle of three boxes after seeing her brother pretend to put it under one of the other ones. C2M5c</p>
<p>Explores concepts related to patterning C2M6</p>	<p>Francesca watches her sister make a necklace with a pattern of red and yellow beads; Francesca puts red and yellow beads on her string, but they aren’t in a pattern yet. C2M6a</p> <p>With his big cousin’s help, Emiliano copies a simple pattern; he places a pine cone, a rock, a pine cone, and another rock on the ground just like his cousin did. C2M6b</p> <p>Patti claps her hands, pats her knees, and continues this clap-pat pattern in imitation of her teacher. C2M6c</p>
<p>Thinks creatively using logical reasoning and mathematical thinking C2M7</p>	<p>Kody puts a toy person in each of his toy cars; when he has an extra car and no more people, he puts a ball in it instead. C2M7a</p> <p>Madyson stacks blocks to make towers of different shapes and sizes; sometimes they balance and stand firmly; sometimes they fall over, and she builds them up again. C2M7b</p> <p>Arieh plays with different shaped boxes - a shoe box, an oatmeal box, and a spaghetti box - experimenting with different ways to use them. C2M7c</p>

Cognitive Development: 24 to 36 months—2 year olds

Standard: The child will begin to demonstrate early scientific inquiry skills. C2S

Indicators	Sample Behaviors
<p>Actively explores the environment C2S1</p>	<p>Sawyer collects leaves on the playground and brings them into his class to add to the collection. C2S1a</p> <p>At Mrs. Lee's house, Elaina pours water onto the sand in the sandbox and squishes her fingers in it to explore how it feels. C2S1b</p> <p>Madelyn observes what her hand looks like under the magnifying glass. C2S1c</p> <p>Vincent and his father examine the empty bird's nest that Vincent found. C2S1d</p> <p>Wyatt puts just a little bit of food in the tank and watches his goldfish eat most of it before it falls to the bottom. C2S1e</p> <p>Lydia discovers what she can pick up with the magnet wand as she takes it around the classroom and experiments with different objects. C2S1f</p> <p>Liam explores cause and effect when he pushes the lever on his electric wheelchair to make it go. C2S1g</p>

continued...

Cognitive Development: 24 to 36 months—2 year olds

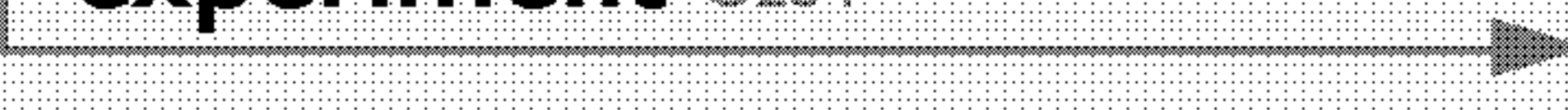
Standard: The child will begin to demonstrate early scientific inquiry skills. C2S
(continued)

Indicators	Sample Behaviors
<p>Uses language to describe things in the environment C2S2</p>	<p>Mariah hands the fire engine to her teacher and points to the missing wheel to show her that it is broken. C2S2a</p> <p>DeAnthony draws a picture and says it's the tree in front of his house. C2S2b</p> <p>Courtney describes the Center's pet rabbit as "soft and furry." C2S2c</p> <p>Stephen runs into the house and reports to his father that they "can't go," because "mommy's car broke." C2S2d</p> <p>Bailey sings a song about different body parts and moves them as she sings. C2S2e</p> <p>Calvina closes the bathroom door and says to her mother, "It's dark!" C2S2f</p> <p>Maxwell puts the magnetic shapes on the refrigerator and uses signs to tell his grandfather that they "stick." C2S2g</p>
<p>Asks questions about the environment C2S3</p>	<p>Anastasia looks for the fish hiding under the rock in the fish tank and wants to know where it went; she asks, "Fishy go?" C2S3a</p> <p>Casey asks, "Wiggly sleep?" when he sees the class gerbil with its eyes closed. C2S3b</p> <p>Karlynn asks, "What's that?" pointing to a chipmunk running across the playground. C2S3c</p> <p>Brenden watches the bath water go down the drain and asks "Where water go?" C2S3d</p>

continued...

Cognitive Development: 24 to 36 months—2 year olds

Standard: The child will begin to to demonstrate early scientific inquiry skills. C2S
(continued)

Indicators	Sample Behaviors
<p>Uses tools to experiment C2S4</p> 	<p>Savanna uses a toy hammer to flatten the play dough. C2S4a</p> <p>Jim uses a mop to help clean the kitchen floor just like his grandfather does. C2S4b</p> <p>Yahir dips the paintbrush into the water to clean it. C2S4c</p> <p>Tatiana shakes the sifter in the sandbox and sees the pebbles left behind. C2S4d</p>

Cognitive Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop the foundations for social studies. C2SS

Indicators	Sample Behaviors
<p>Recognizes family roles and personal relationships <small>C2SS1</small></p>	<p>Drake sees his aunt coming across the parking lot and exclaims, “Auntie Mary!” <small>C2SS1a</small></p> <p>Lukas grins widely when he helps put some toys away at bedtime, and his mother tells him he is a “big family helper.” <small>C2SS1b</small></p> <p>Miriam doesn’t see her teacher on the playground and starts to cry. <small>C2SS1c</small></p> <p>Brady brings photographs of his family to the Center and identifies the pictures of his mother, brother, grandfather, and their dog Alfie, too! <small>C2SS1d</small></p> <p>Cierra has a new baby sister; she says “I am big sister!” <small>C2SS1e</small></p>
<p>Recognizes obvious individual preferences and differences <small>C2SS2</small></p>	<p>Leon notices Margo’s glasses and says, “Glasses.” <small>C2SS2a</small></p> <p>Marcos walks next to his friend Malik, who is riding in his wheelchair. <small>C2SS2b</small></p> <p>Zoey is curious to taste a new dish for lunch when she goes to Sarita’s house to play. <small>C2SS2c</small></p> <p>Enya says, “My hair is long; Andra’s is short.” <small>C2SS2d</small></p>

continued...

Cognitive Development: 24 to 36 months—2 year olds

Standard: The child will begin to develop the foundations for social studies. C2SS
(continued)

Indicators	Sample Behaviors
<p>Recognizes community roles and relationships C2SS3</p>	<p>Perla puts on the police hat in the Dramatic Play area after the Police Officer comes to her class to visit. C2SS3a</p> <p>Braxton puts a toy stethoscope around his neck and says he will “make the baby better.” C2SS3b</p> <p>Tessa puts her cup in the trash can “to keep our class clean.” C2SS3c</p>
<p>Explore concepts of place and location C2SS4</p>	<p>Dane looks under the table for his truck when his mother tells him she thinks it rolled there. C2SS4a</p> <p>Breann says she wants to go “downstairs” to see the toy train set her grandfather has in the basement. C2SS4b</p> <p>Johnathan remembers where he left his cup of juice; he walks from the living room into the kitchen to get it. C2SS4c</p> <p>Marta takes her Tío Roberto (Uncle Roberto) by the hand and leads him to her classroom when he comes to the Center for the first time. C2SS4d</p>

(b)(6)

Georgia Early Learning Standards

Three Year Olds

Physical Development

Physical development is rapid in the first few years of life. Infants lose their “baby fat.” Their brains, muscles, and bones grow in spurts. By the age of two, children grow about half of their adult height and show dramatic increases in strength, coordination, and balance. Parents and teachers are often surprised at how fast skills develop and how much energy it takes to keep up with growing youngsters.

Children quickly gain control over their movements. This typically follows a natural sequence. Babies creep and crawl before they stand, walk, and run. They swipe at objects first and then reach and grab. They grasp objects placed in their hands before they pick

Children learn as they play and need to be able to move freely in their environment to grow to their full potential.

them up for themselves. Each new skill builds a child’s physical competence and ability to do things independently.

Physical development supports development in other areas. For example, social development occurs as children move about and interact with others. Cognitive development is supported as they explore and respond to the different objects they encounter.

Children learn as they play and need to be able to move freely in their environment to grow to their full potential. They are filled with energy and should be encouraged to use their arms, legs, fingers, and hands to explore the world around them.

The Physical Development section of the GELS includes four standards for three year olds. Below is a brief summary of each standard and the indicators and sample behaviors that contribute to them:

1. **Gross motor skills**, which describes ways a three year old *controls body movements, demonstrates coordination and balance, and expresses creativity through movement;*
2. **Fine motor skills**, which details ways a three year old *controls hands and fingers and shows eye-hand coordination;*
3. **Self-help skills**, which describes ways a three year old acquires abilities such as *dressing, feeding, attending to personal hygiene and other routine tasks;* and
4. **Health and safety skills**, which describes ways a child *pays attention to safety instructions, attends to personal health needs, identifies healthy food choices, and relates personal identification information.*

“Physical Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Three Year Olds section of the GELS are only a few that could have been chosen. They should be considered representative of the numerous physical accomplishments demonstrated by three year olds.

Physical Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop gross motor skills. P3G*

Indicators	Sample Behaviors
<p>Controls body movements P3G1</p>	<p>Tynisa lifts and carries large hollow blocks. P3G1a</p> <p>Danny climbs on the low outdoor equipment with ease. P3G1b</p> <p>Serena jumps down into the sandbox from the short ledge. P3G1c</p> <p>Emily hops in place. P3G1d</p> <p>Joseph goes upstairs and downstairs; sometimes he holds onto the handrail. P3G1e</p> <p>Aida pedals her tricycle and goes forward. P3G1f</p> <p>Jonathan walks around the room wearing his leg braces and crutches. P3G1g</p>
<p>Demonstrates coordination and balance P3G2</p>	<p>Sherry walks on a low balance beam a few steps, watching her feet as she goes. P3G2a</p> <p>Antonio stands with both feet together and jumps forward. P3G2b</p> <p>Tim moves all around the living room without bumping into the furniture. P3G2c</p> <p>Samantha stands in place and kicks a soccer ball a few feet. P3G2d</p> <p>Alexander throws a ball a short distance. P3G2e</p> <p>Skyler catches a large ball against her body when her sister bounces it to her. P3G2f</p>

continued...

* Each entry in the chart is followed by a series of letters and numbers for reference purposes. The first character refers to the domain; the second, to the age group; the third, to the standard; the fourth, to the indicator; and the fifth, to the sample behavior.

Physical Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop gross motor skills. P3G
(continued)

Indicators	Sample Behaviors
<p>Expresses creativity through movement P3G3</p>	<p>Joshua and Chico sit on the floor with their feet together, holding hands, and rocking back and forth pretending they are in a boat. P3G3a</p> <p>Indira makes creative body movements, waving a scarf in each hand as she moves around the room. P3G3b</p> <p>Whenever music is playing, José dances. P3G3c</p> <p>Brianna moves like an elephant swaying its trunk. P3G3d</p>

Physical Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop fine motor skills. P3F

Indicators	Sample Behaviors
<p>Controls hands and fingers P3F1</p>	<p>Carl holds markers and crayons with his thumb and fingers instead of his fist. P3F1a</p> <p>Mae uses scissors to snip pieces of paper. P3F1b</p> <p>Sal copies lines and circles. P3F1c</p> <p>Charice squeezes the turkey baster while playing at the water table. P3F1d</p> <p>Miles turns each page of the paper book his babysitter is reading to him. P3F1e</p>
<p>Shows eye-hand coordination P3F2</p>	<p>Adam puts together and pulls apart small interconnecting blocks. P3F2a</p> <p>Kathleen threads the laces in and out of the holes in a sewing card. P3F2b</p> <p>Marcus puts a puzzle together with several connecting pieces. P3F2c</p> <p>Sukja builds a bridge out of wooden blocks. P3F2d</p>

Physical Development: 36 to 48 months—3 year olds

Standard: The child will begin to acquire self-help skills. P3S

Indicators	Sample Behaviors
<p>Feeds self P3S1</p>	<p>Aline eats her meals without spilling food on herself. P3S1a</p> <p>Dylan uses a spoon and fork to feed himself. P3S1b</p> <p>Reyna pours milk from a small pitcher and usually stops before it spills. P3S1c</p> <p>Hayden spreads peanut butter on a cracker with a spreader. P3S1d</p>
<p>Dresses self P3S2</p>	<p>Joey unsnaps his shirt when he gets undressed. P3S2a</p> <p>Bianca buttons the large buttons on her sweater. P3S2b</p> <p>Chandler undresses himself before his bath. P3S2c</p> <p>Sadie dresses herself with minimal help from her grandmother. P3S2d</p> <p>Lorenzo puts his socks and shoes on with minimal help. P3S2e</p>
<p>Attends to personal hygiene P3S3</p>	<p>Mason takes care of his own toileting needs with minimal help. P3S3a</p> <p>Teri brushes her teeth all by herself. P3S3b</p> <p>Julio washes and dries his hands after fingerpainting. P3S3c</p>

continued...

Physical Development: 36 to 48 months—3 year olds

Standard: The child will begin to acquire self-help skills. P3S
(continued)

Indicators	Sample Behaviors
<p>Attends to routine tasks P3S4</p>	<p>Reanna throws away her paper cup and napkin after her snack. P3S4a</p> <p>Gunther turns off simple electronic devices when he is finished using them. P3S4b</p> <p>Andrea puts the toys away during cleanup time, but she may need to be reminded. P3S4c</p> <p>Colin wheels himself to different activities in his classroom using his wheelchair. P3S4d</p>

Physical Development: 36 to 48 months—3 year olds

Standard: The child will begin to practice healthy and safe habits. P3H

Indicators	Sample Behaviors
<p>Pays attention to safety instructions P3H1</p>	<p>Miranda follows the fire drill procedures when her teacher gives directions. P3H1a</p> <p>Ross says, “Stop!” when his cousin Nick throws sand. P3H1b</p>
<p>Attends to personal health needs P3H2</p>	<p>Justine will lie down when she is tired. P3H2a</p> <p>Miguel goes to the water fountain and drinks when he is thirsty. P3H2b</p> <p>Marsha tells her teacher she needs her sweater when she goes out to the playground on a cold day. P3H2c</p>
<p>Identifies healthy food choices P3H3</p>	<p>Gale chooses pictures of healthy foods and tears them out of newspaper ads to put on the class poster about “Foods That Keep Us Healthy.” P3H3a</p> <p>Reza chooses healthy snacks to eat; he asks his mother for strawberries and cantaloupe. P3H3b</p>
<p>Relates own identification information P3H4</p>	<p>Sophie says, “My name is Sophie Brown” when asked to say her first and last name. P3H4a</p> <p>Brandon holds up three fingers when asked how old he is. P3H4b</p>

(b)(6)

Georgia Early Learning Standards

Three Year Olds

Emotional and Social Development

Babies are social beings. The birth of a newborn typically is a time when family and friends gather to celebrate. Loving adults often respond to a baby's first sounds and smiles as if no other child has ever done this before. Joyful responses from adults are rewarded by more sounds and smiles from the child. These early interactions have lifelong implications for the child's healthy emotional and social development.

A child's overall well-being is dependent on a nurturing and supportive environment with consistent caregivers. Parents and other adults who care for the child on a regular basis make a lasting impression on the child's feelings about "Who am I?" A child who develops strong bonds with loving adults is more likely to answer that question in a positive way.

*...through play,
they learn about
getting along
with others and
how to solve
interpersonal
conflicts.*

One who lacks a caring foundation is more likely to answer it with insecurity and doubt. Children who are consistently nurtured and supported become more emotionally secure and independent than those who are not.

Many early childhood professionals believe that Emotional and Social Development is the most significant of all the domains. Very quickly young children begin to learn about themselves and how to relate to adults and other children. For example, through play, they learn about getting along with others and how to solve interpersonal conflicts. At first they play alone, then side by side with other children, and, finally, together with them.

As children mature they also develop the ability to regulate and con-

trol their own behavior and follow simple rules and routines in a group setting. These experiences, in turn, influence the other areas of development. Cognitive and language skills, for example, are enhanced when children work and play together. When children get along well, more learning can occur. When children have difficulties getting along, the learning process may be interrupted.

When encouraged to do so, young children express themselves creatively through language, art, music, and dramatic play. Adults play a significant role in supporting children's self-expression or restricting it. It is important for adults to understand that when children seem to be "just scribbling or messing with paint," "fooling around with musical instruments and singing," or "dressing up and being silly," they are actually engaged in creative self-expression.

The ability to be creative will be an asset later on in school when children are required to write papers, solve problems, and complete projects. And who knows which child will blossom into an artist, musician, or playwright? Or which will develop a lifelong creative outlet as a hobby? This is the time to encourage their creative inclinations.

The Emotional and Social Development section of the GELS includes five standards for three year olds. Following is a brief summary of each standard and the indicators and sample behaviors that contribute to them:

1. **Personal relationships with adults**, which describes ways a three year old *builds relationships with adults, shows feelings of security and trust, and uses adults as a resource for learning and assistance;*
2. **Personal relationship with peers**, which details ways a three year old *demonstrates social skills with other children, shows sensitivity toward them, and develops childhood friendships;*
3. **Self-awareness**, which describes ways a three year old *shows behaviors that reflect self-concept and demonstrates self-confidence;*
4. **Self-control** which describes ways a three year old *regulates emotions and behaviors and follows routines and social rules in groups;* and
5. **Self-expression** which illustrates ways a three year old *expresses creativity through art and music and demonstrates imagination through dramatic play.*

"Emotional and Social Development" encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Three Year Olds section of the GELS are only a few examples of many that could have been chosen. They should be considered representative of the numerous emotional and social skills demonstrated by three year olds.

Emotional and Social Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop personal relationships with adults. S3A

Indicators	Sample Behaviors
<p>Builds relationships with adults <small>S3A1</small></p>	<p>Julia asks her mother's permission before she tries to pour milk on her cereal for the first time. <small>S3A1a</small></p> <p>Caleb offers to help his teacher hang his painting on the wall. <small>S3A1b</small></p> <p>Yusef tells his teacher about a game he played with his brother before coming to the Center this morning. <small>S3A1c</small></p> <p>Elijah looks up at adults when they speak to him, as people do in his home culture; his friend Nela nods her head but doesn't make eye contact, as people do in hers. <small>S3A1d</small></p> <p>Satasha refers to her teacher by name and says "Ms. Lucy, look at this bug." <small>S3A1e</small></p> <p>Carina enjoys playing simple board games with her grandmother. <small>S3A1f</small></p>
<p>Shows feelings of security and trust <small>S3A2</small></p>	<p>Haley calms down when her teacher comes over to see if she is hurt after falling off the tricycle. <small>S3A2a</small></p> <p>Erik hugs his mother goodbye without much discomfort when she drops him off at the Center. <small>S3A2b</small></p> <p>Melanie is comfortable exploring leaves while Ms. Cynthia watches from across the yard. <small>S3A2c</small></p> <p>Jackson is comfortable playing with his toys in his bedroom while his grandfather reads a book in the living room. <small>S3A2d</small></p> <p>Sarah Elizabeth plays with the blocks happily while her teacher is in the house-keeping area. <small>S3A2e</small></p>

continued...

Emotional and Social Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop personal relationships with adults. S3A
(continued)

Indicators	Sample Behaviors
<p>Uses adults as a resource <small>S3A3</small></p>	<p>Rohil goes to his teacher for help; he tells her when he can't hear, so she can check the batteries in his hearing aids. <small>S3A3a</small></p> <p>When Faye has trouble opening the paint jar she asks Ms. Felyce for help. <small>S3A3b</small></p> <p>Charlie asks his grandfather to help him fix his broken tricycle. <small>S3A3c</small></p> <p>Zuriñe asks her mother if she will help her make cookies to bring to school for snack. <small>S3A3d</small></p> <p>Jacob asks his teacher to explain where the sun goes at night. <small>S3A3e</small></p>

Emotional and Social Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop personal relationships with peers. S3P

Indicators	Sample Behaviors
<p>Demonstrates social skills with other children <small>S3P1</small></p>	<p>Burke's uncle takes him to an indoor playground where he joins other children jumping in the plastic ball pit. <small>S3P1a</small></p> <p>Karla plays in the sandbox with Mikey, and, soon, Daisy and Welton join them too. <small>S3P1b</small></p> <p>With her teacher's guidance, Constance agrees to take turns riding the tricycle; she will wait until Leslie is finished. <small>S3P1c</small></p> <p>With help, Juan agrees to share the snack with the other children at Mrs. Cortez's house. <small>S3P1d</small></p> <p>Stephanie and Erika take turns using the same box of crayons as they draw pictures together at the art table. <small>S3P1e</small></p> <p>Mack lets Billy know that he is finished playing with the fire engine, and Billy can play with it now. <small>S3P1f</small></p> <p>Anslee works together with a few other children to help their teacher make a Beach Play area outdoors; they set up beach chairs, towels, and an empty plastic swimming pool. <small>S3P1g</small></p>

continued...

Emotional and Social Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop personal relationships with peers. S3P
(continued)

Indicators	Sample Behaviors
<p>Shows sensitivity to the feelings of other children S3P2</p>	<p>AnnMarie tells Ms. Doris that Zoe is sad, because her parakeet died last night. S3P2a</p> <p>Bill tells Felix that he looks funny with the clown wig on, and they laugh together. S3P2b</p> <p>Diego sits beside Willie and puts his arm around his shoulder to make him feel better when Willie's dump truck gets broken. S3P2c</p> <p>Danice pats her little brother on the back and kisses his cheek when he cries about losing his favorite bunny. S3P2d</p> <p>Isaiah smiles, claps, and jumps up and down when his big sister hits the ball at her T-ball game. S3P2e</p> <p>Alexandra signs "Stop it!" instead of hitting when Liz tries to take away her paint brush; she knows that hitting hurts. S3P2f</p> <p>Nils sees a picture of a child crying in a book and asks why the child is crying. S3P2g</p>
<p>Develops friendships with other children S3P3</p>	<p>Mandy and Sarita say they are best friends; they stay together throughout the day's activities. S3P3a</p> <p>Brian and his friend John argue over who gets the magnifying glass; later, Brian invites John over so they can look through it together. S3P3b</p> <p>Tamika says "I know the names of all my friends," as she names each child in the circle. S3P3c</p> <p>Nipporn asks his mother if Glen can come over to their house to play. S3P3d</p>

Emotional and Social Development: 36 to 48 months—3 year olds

Standard: The child will begin to acquire self-awareness. S3SA

Indicators	Sample Behaviors
<p>Shows behaviors that reflect child's self-concept <small>S3SA1</small></p>	<p>Jocelyn asks her mother to get her favorite cereal when she goes grocery shopping. <small>S3SA1a</small></p> <p>Josh puts a puzzle together and proudly shows it to his teacher. <small>S3SA1b</small></p> <p>Aaliyah tells Tim that she will be the doctor when they play together in the Dramatic Play area. <small>S3SA1c</small></p> <p>Owen tells Ms. Carol that he wears underwear, and his sister wears diapers, because "I am a big boy." <small>S3SA1d</small></p> <p>Autumn teaches her little sister how to play hide and seek. <small>S3SA1e</small></p> <p>Jesse smiles and declares that he is "brave" when he climbs to the top of the climbing structure on the playground. <small>S3SA1f</small></p>
<p>Demonstrates confidence in own abilities <small>S3SA2</small></p>	<p>Ivana calls her teacher over to see the creation she made with fabric, wallpaper scraps, and glue. <small>S3SA2a</small></p> <p>Carson says "I can do it!" as he tries to open the milk carton. <small>S3SA2b</small></p> <p>Audrey finishes one puzzle and then chooses another with more pieces. <small>S3SA2c</small></p> <p>Matt proudly says "cat, bat, hat" when his teacher asks him to say some words that rhyme with his name. <small>S3SA2d</small></p> <p>Isabella smiles enthusiastically while her parents listen to her sing a song and do the hand motions too. <small>S3SA2e</small></p> <p>Dominique asks her teacher to write "I can ride a big wheel," on the chart listing "Things I Do Well." <small>S3SA2f</small></p>

Emotional and Social Development: 36 to 48 months—3 year olds

Standard: The child will begin to demonstrate self-control. S3SC

Indicators	Sample Behaviors
<p>Regulate own emotions and behaviors most of the time <small>S3SC1</small></p>	<p>Caroline calls for her grandmother when her cousin tears the drawing she just finished. <small>S3SC1a</small></p> <p>Harris can wait for some things; he chooses another activity in the classroom when he sees all the easels are being used. <small>S3SC1b</small></p> <p>With her teacher's guidance, Belinda goes to the Quiet Area to listen to music when she gets upset. <small>S3SC1c</small></p> <p>Angelito uses his words and says, "Give it back" when his sister takes away his horn. <small>S3SC1d</small></p> <p>Erin waits her turn; she tells her teacher that it will be her turn to go down the slide after Toby and Ruth. <small>S3SC1e</small></p>
<p>Follows routines and social rules in a group setting most of the time <small>S3SC2</small></p>	<p>Tristen can say some of the Center rules, such as "We walk in the hallway," but sometimes he forgets to follow them. <small>S3SC2a</small></p> <p>Marisa follows the rule to ride the tricycle in the safe area on the playground. <small>S3SC2b</small></p> <p>Blake Alan says, "Aunt Kathleen lets us go outside with our shoes off"; he recognizes that different places have different rules. <small>S3SC2c</small></p> <p>Aniya remembers that it is important to wash her hands before lunch. <small>S3SC2d</small></p> <p>When he finishes his painting, Douglas follows the class routine and tells Chula it is her turn at the easel. <small>S3SC2e</small></p>

Emotional and Social Development: 36 to 48 months—3 year olds

Standard: The child will begin to engage in self-expression. S3SE

Indicators	Sample Behaviors
<p>Expresses self creatively through art and music <small>S3SE1</small> →</p>	<p>Maxine rolls and pounds playdough and makes some new creations. <small>S3SE1a</small></p> <p>Jamie draws some loops and shapes with markers just for fun. <small>S3SE1b</small></p> <p>Donna draws a picture and says that it is her mother. <small>S3SE1c</small></p> <p>Brian uses a paintbrush to make a picture for his grandmother. <small>S3SE1d</small></p> <p>Rylie paints a picture and tells her teacher it is a little girl crying. <small>S3SE1e</small></p> <p>Micah plays with an African rain stick, turning it over and over and shaking it to hear it make musical sounds. <small>S3SE1f</small></p> <p>Tiauna relaxes in her bean bag chair, looking out the window and singing a silly song she has made up. <small>S3SE1g</small></p>
<p>Demonstrates imagination through dramatic play <small>S3SE2</small> →</p>	<p>Devon puts a paper cup over his ear and pretends to call his uncle on the telephone. <small>S3SE2a</small></p> <p>Rae plays with other children in the Dramatic Play area; they play “nail salon” and “paint” each others’ nails with colored water and nail polish brushes. <small>S3SE2b</small></p> <p>Jayson and a few other children take big boxes and pretend to build a train. <small>S3SE2c</small></p> <p>Daniella talks to a puppet about how mad she is that her mother won’t let her sleep in the top bunk at home. <small>S3SE2d</small></p> <p>Nickolas and Bryanna dress up in old grown up clothes and pretend to take their dolls to the zoo. <small>S3SE2e</small></p> <p>Sydney and Kiana get scarves, feathers, and old jewelry out of the dress up box and perform for their visiting relatives. <small>S3SE2f</small></p>

(b)(6)

Georgia Early Learning Standards

Three Year Olds

Approaches to Learning

Early childhood is a time when children learn how to learn and they approach this journey in different ways. The Approaches to Learning section of the standards describes *how* children learn the skills, concepts, and behaviors in all the other domains. Curiosity, persistence, and creative problem solving are aspects of Approaches to Learning.

A child's sense of wonder and *curiosity*, for example, is evident whether digging through dirt to see what treasures might be found or looking intently at pictures in a book. In the first case the child is cognitively exploring the world of science; in the second, developing important literacy skills. The way children approach learning influences all areas of development.

*...they
[children] can
discover that
learning is a
series of
rewarding
challenges.*

Similarly, the ability to be *persistent* is relevant to all developmental domains. As an illustration, two children may be working together to make a hiding place by putting a sheet over a table. Even when the sheet falls off several times, they persist until they get it the way they want it. This kind of persistent cooperation falls in the emotional and social domain.

Another example of persistence, this time in the physical domain, would be a child who attempts to pedal a tricycle and has to struggle to coordinate the movements needed to make it go.

The ability to *solve problems creatively* is another learning approach that crosses all domains. Physical, social, language, and cognitive problems all require the ability to generate alternative and novel solutions at various times. Of

course, some problems can be solved more straightforwardly like determining if there are enough napkins for the children at the snack table. Others require a more inventive approach, however, such as figuring out what to do if there is only one truck left and two children who want to play with it.

As in the other domains, adult support for a child's individual approach to learning is critical. If children believe that there is only one answer to every question or one way to solve every problem, they can become frustrated and conclude that learning is difficult. In addition, they learn *not* to think about alternatives or different ways to look at problems. On the other hand, if they are supported to explore their own approaches and to learn by trying unusual ways to solve problems, they can discover that learning is a series of rewarding challenges. "Mistakes" give us the opportunity to learn what *doesn't work*. "Successes" give us the opportu-

nity to learn what *does*. Both are critical to a satisfying lifelong learning experience.

The Approaches to Learning section of the GELS includes one standard for three year olds. Following is a brief summary of the standard and the indicators and sample behaviors that contribute to it:

Learning approaches that support school success, which describes how a three year old exhibits curiosity, begins to show persistence in a variety of tasks, and finds creative solutions to problems.

"Approaches to Learning" encompasses a wide range of skills and behaviors. The standard, indicators, and sample behaviors included in the Three Year Olds section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous learning approaches demonstrated by three year olds.

Approaches to Learning: 36 to 48 months—3 year olds

Standard: The child will begin to acquire learning approaches that support development and school success. ^{A3L}

Indicators	Sample Behaviors
<p>Shows curiosity in learning new things ^{A3LI} →</p>	<p>Eliana explores new objects; she looks through a magnifying glass and closely observes the grass seeds that have sprouted in her classroom. ^{A3LIa}</p> <p>Russell explores while playing; he puts an egg beater in a tub of water and excitedly watches the water churn as he cranks the handle. ^{A3LIb}</p> <p>Talia tries new sensory experiences; she helps her mother knead bread dough and looks inquisitively through the oven window to watch it rise as it bakes. ^{A3LIc}</p> <p>Rodrigo chooses to participate in unfamiliar activities; he joins in when his teacher spreads out a big parachute and invites children to hold on and wave it up and down. ^{A3LI d}</p> <p>Nia experiments with materials; with her teacher's guidance, she places a marble in a plastic container of cream, puts on the lid, shakes it for awhile, and is delighted to find that she has made butter. ^{A3LIe}</p> <p>Kelvin shows interest in learning new things; he asks his father to put the hermit crab on the table, and together they observe the way it moves. ^{A3LI f}</p>

continued...

Approaches to Learning: 36 to 48 months—3 year olds

Standard: The child will begin to acquire learning approaches that support
(continued) development and school success. A3L

Indicators	Sample Behaviors
<p>Begins to show persistence in a variety of tasks A3L2</p>	<p>Arthur sustains attention in an activity independently; he gets out his box of building toys and spends time building a structure. A3L2a</p> <p>Maureen works toward completing a task; she returns to the art project she started yesterday and adds more to it. A3L2b</p> <p>Julissa sustains attention in an activity initiated by an adult; her mother puts a knot on the end of a string and places the first bead on it and then Julissa continues making a necklace. A3L2c</p> <p>Edwin follows through on a task; he goes to the cabinet, fills the measuring scoop with dog food, and pours it into Pepe's bowl just like his grandfather showed him. A3L2d</p> <p>Quinton stays engaged in some activities for an extended period of time; he listens to a story at the Listening Center in his classroom, wearing headphones to listen and looking at the pictures in the book at the same time. A3L2e</p> <p>Jayda tries difficult tasks; she gets her safety scissors and keeps trying until she can make a few cuts in the paper without help. A3L2f</p> <p>Robbie ignores distractions when he's interested in an activity; he continues to work on his painting even though other children are finished and moving on to another activity. A3L2g</p> <p>Portia focuses her attention on activities she finds interesting; she sits on the sidewalk for an extended period of time watching ants crawl in and out of an ant pile. A3L2h</p>

Approaches to Learning: 36 to 48 months—3 year olds

Standard: The child will begin to acquire learning approaches that support
(continued) development and school success. A3L

Indicators	Sample Behaviors
<p>Finds creative solutions to problems <small>A3L3</small> →</p>	<p>Beau uses his imagination; when his teacher tells the children they can't go in the wagon outside because it is raining, Beau invites Yasmin and Carl to sit in a big box with him and pretend it's a wagon. <small>A3L3a</small></p> <p>Kristin finds that she only has a little bit of red and a little bit of blue paint left, and she hasn't finished her picture; she experiments by mixing the paint together and finishes with the new color purple. <small>A3L3b</small></p> <p>Oswaldo notices that the bird feeder in his yard is empty; he takes initiative to fill it by getting a cup of bird seed, standing on a sturdy chair so he can reach, and pouring it in as his mother watches. <small>A3L3c</small></p> <p>Emmie and Ziad show inventiveness when they make a tent by putting a sheet over some chairs and pretending they are camping outside. <small>A3L3d</small></p>

(b)(6)

Georgia Early Learning Standards

Three Year Olds

Language and Literacy Development

Infants from every culture come into the world ready to communicate with sounds, words, and gestures. Babies' earliest cries let parents know that they are hungry, wet, or want attention. They coo and babble when others talk to them to continue the "conversation." Their facial expressions and body language communicate pleasure and discontent. As they grow, their babbles turn into words and soon, sentences. It is truly amazing how quickly "baby talk" becomes mature spoken language.

As children learn to express themselves, they are also listening and learning from what they hear and see. They watch what others do, listen to what they say, and absorb information from the world around them. Children are surrounded by the messages of language. Some messages come from spoken sounds and words,

others from gestures and observations that are seen but not heard, and still others come from pictures and written materials.

An environment that is rich in language, both spoken and printed, supports language development. When children are surrounded by spoken language,

they repeat the sounds and words they hear and learn how to put sentences together and ask questions. When they see people reading and are exposed to many books, they learn that reading is enjoyable and valuable. There are two benefits for a child who sits in an adult's lap to listen to a story. The first is the enjoyment of looking at the pictures and hearing the story, and the second is the pleasure of snuggling with the loving adult who is reading. Both prepare children to be lifelong readers.

If the family speaks both English and their native language, the child may use words from both languages...

Writing is learned similarly, through a print rich environment. Children observe adults writing and imitate them. At first the marks on the page look like dots and squiggles. Eventually, they begin to look like shapes that will later become letters and numbers. Toddlers experiment with crayons, paint, markers, and other materials as they learn about writing. They draw pictures too, to begin to show that they understand that putting things on paper is a way of communicating.

It is important to understand that the period from birth through age three is a time to learn what reading and writing are all about and to experiment, explore, and enjoy. It is not appropriate for children of this age to be expected to read letters and words, or write letters and numbers. Reading will come later, after they have had plenty of exposure to pictures, books, and stories. Writing will follow as well after they have had experiences that strengthen the muscles in their hands and fingers and have been encouraged to draw and scribble.

A critical consideration in the area of language and literacy development is that children will demonstrate skills in their home language first. If a child's family speaks a language other than English at home, one would expect the child to speak that language before English. If the family speaks both English and their native language, the child may use words from both languages easily. Similarly, a child with a hearing loss may be taught sign language at an early age and might also use some type of adaptive device to communicate. All of the skills and behaviors included throughout the GELS may be demonstrated in the

child's home language, through sign language, or with adaptive equipment.

The Language and Literacy section of the GELS includes four standards for three year olds. Following is a brief summary of the standards and the indicators and sample behaviors that contribute to them:

1. **Receptive language**, which describes the ways a three year old *responds to spoken words and follows directions and requests;*
2. **Expressive language**, which details the ways a three year old *communicates nonverbally using motions and gestures, demonstrates oral language skills using words, uses oral language in social situations and for creative expression, and asks questions;*
3. **Foundations for reading**, which describes the ways a three year old *acquires story sense, shows book awareness, builds print awareness, and distinguishes the different sounds of language;* and
4. **Foundations for writing**, which details the ways a three year old *scribbles, draws pictures, dictates messages, and expresses creativity using skills for writing.*

“Language and Literacy Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Three Year Olds section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous language and literacy accomplishments demonstrated by three year olds.

Language and Literacy Development: 36 to 48 months—3 year olds

Standard: The child will to begin construct meaning from spoken words. (receptive language) ^{L3R}

Indicators	Sample Behaviors
<p>Responds to spoken words ^{L3R1}</p>	<p>Vanessa finds the book about sisters when her big sister tells her to go get it, so they can read it together. ^{L3R1a}</p> <p>Stuart goes by himself to get his mittens and hat from his room when his aunt says he can go outside to play. ^{L3R1b}</p> <p>Jill chooses another shirt when her father tells her to pick one that is different than the one she wore yesterday. ^{L3R1c}</p> <p>Alina makes a funny face when Mrs. Garcia asks her to make one. ^{L3R1d}</p> <p>Isaac finds the puzzle with the animal shapes when his teacher asks him to find it. ^{L3R1e}</p> <p>Manoosh finds the correct book on the shelf when his teacher asks him to get the same book they were reading before naptime. ^{L3R1f}</p>
<p>Follows directions and requests ^{L3R2}</p>	<p>Hugo gets the big red dump truck when his family child care teacher tells him to choose a toy to take outside to play. ^{L3R2a}</p> <p>Cesar follows two different directions when told to put the crayons away and then choose a book for the class to read. ^{L3R2b}</p> <p>With her teacher's supervision, Tschnavia follows the 3-step directions for "feeding the class pet" when she gets the rabbit food, puts the food in the dish, and places the dish in the cage. ^{L3R2c}</p>

Language and Literacy Development: 36 to 48 months—3 year olds

Standard: The child will begin to express thoughts with sounds, words, and gestures. (expressive language)* L3E

Indicators	Sample Behaviors
<p>Communicates nonverbally, using motions and gestures L3E1</p>	<p>Darren taps Carly on the shoulder, takes her hand, and they walk over to the block area together. L3E1a</p> <p>Twan uses sign language to show where he wants to sit at the table when he goes to the restaurant with his family. L3E1b</p> <p>Brandi lets her friends know she wants some “alone time” by choosing the Quiet Center for her next activity. L3E1c</p> <p>Isaiah makes funny faces to make his baby sister laugh. L3E1d</p>
<p>Demonstrates oral language skills, using words L3E2</p>	<p>Roberto often uses the language spoken at home to speak to people at the Center; sometimes he mixes words from his home language and English in the same sentence. L3E2a</p> <p>Andrea is beginning to understand about time; she says, “It’s sleep time” when it’s dark outside. L3E2b</p> <p>Alexis can answer questions such as, “What are you playing with?” L3E2c</p> <p>When his father drops him off at Mrs. McMann’s house, Bob tells her about the restaurant he went to the night before. L3E2d</p> <p>Nurit says, “I put the papers inside the box.” L3E2e</p> <p>LaShawna says, “I don’t know” whenever someone asks her “Why did you do that?” L3E2f</p> <p>Gordon’s sentences are getting longer; sometimes he puts five or six words together. L3E2g</p> <p>Ricardo says, “I want a piece of chicken.” L3E2h</p> <p>Julius and his friends can say/sign more than 300 different words. L3E2i</p>

continued...

* “Words” may be spoken or signed, in English, the child’s primary language, or with adaptive equipment.

Language and Literacy Development: 36 to 48 months—3 year olds

Standard: The child will begin to express thoughts with sounds, words, and gestures. (expressive language) L3E
(continued)

Indicators	Sample Behaviors
<p>Uses oral language in social situations <small>L3E3</small></p>	<p>Skylar says “You’re welcome” to her teacher after she said “thank you” to her for cleaning up the spilled juice. <small>L3E3a</small></p> <p>Dewayne says “hello” to his teacher and friends as he enters the classroom. <small>L3E3b</small></p> <p>Tamara joins in when her family talks together at dinnertime. <small>L3E3c</small></p> <p>James explains the rules to his friend – “One person at a time on the slide.” <small>L3E3d</small></p> <p>Sydney talks with her friend about her birthday that will be on Saturday. <small>L3E3e</small></p> <p>Grant speaks clearly enough for adults to understand. <small>L3E3f</small></p>
<p>Uses oral language for creative expression <small>L3E4</small></p>	<p>Muhammed speaks for two different animals while playing with them in the Dramatic Play area in his classroom. <small>L3E4a</small></p> <p>Shae imitates the voice of the character puppet she is playing with. <small>L3E4b</small></p> <p>Pete makes up stories to entertain his visiting relatives. <small>L3E4c</small></p> <p>Leah uses language in playful ways; she laughs when she sings silly songs and rhymes. <small>L3E4d</small></p>
<p>Asks questions <small>L3E5</small></p>	<p>Carla asks simple questions such as “What’s for dinner?” <small>L3E5a</small></p> <p>Georgie wants to know “When can we go outside?” <small>L3E5b</small></p> <p>Meg learns new things by asking questions such as “Where does the sun go at night?” <small>L3E5c</small></p> <p>Rogério asks lots of “why” questions such as “Why doesn’t that man have hair?” <small>L3E5d</small></p>

Language and Literacy Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop foundations for reading. L3FR

Indicators	Sample Behaviors
<p>Acquires story sense L3FR.1</p>	<p>Judy guesses what the story is about by looking at the pictures. L3FR.1a</p> <p>Dennis tells a story while looking through a book. L3FR.1b</p> <p>Calista answers a few questions about what happened in a familiar story. L3FR.1c</p> <p>Elijah sits and listens to a story from beginning to end when it's one he enjoys. L3FR.1d</p> <p>Adele tries to tell a simple story but sometimes forgets her place and starts over. L3FR.1e</p> <p>With his teacher's help, Cecil puts three story cards in order and tells what happened after hearing her tell the story about the brown bear. L3FR.1f</p>
<p>Shows book awareness L3FR.2</p>	<p>Caleb pretends to read books while his sister does her homework. L3FR.2a</p> <p>Abey asks her mother to read the same book over and over. L3FR.2b</p> <p>Walker chooses to go to the Book Nook during free choice time in his classroom. L3FR.2c</p> <p>Monique and Mrs. Fierro talk about the book they just read together. L3FR.2d</p> <p>Gratred carefully takes a book from the book shelf and then returns it to the shelf appropriately; he treats the book gently without tearing the pages. L3FR.2e</p> <p>Anika smiles when her teacher reads the book about moving to a new house, because she and her family just moved. L3FR.2f</p> <p>Asa replies "Goodnight, Moon" when his father holds up the book and asks him what the name of the book is. L3FR.2g</p> <p>Shelby uses her fingertips to turn pages, usually one at a time, "reading" each page from front to back. L3FR.2h</p>

continued...

Language and Literacy Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop foundations for reading. L3FR
(continued)

Indicators	Sample Behaviors
<p>Builds print awareness L3FR3</p>	<p>Kade goes to his cubby at the Center, looks at the nametag and says, “That says Kade.” L3FR3a</p> <p>Carol picks up the plastic letter “C” she is playing with and says, “That’s like my name.” L3FR3b</p> <p>Damonte takes a drawing to his teacher, points to the name written on it, and asks, “Whose is this?” L3FR3c</p> <p>Ashlee points to the print under the pictures on a page in one of her favorite books and says, “Read this” to her teacher. L3FR3d</p> <p>Melvin looks at the writing on the back of the cake mix box and says to Mrs. Rodriguez “What goes in next?” L3FR3e</p> <p>Gianna “reads” the teacher-made book, identifying cereals, restaurants, and grocery stores whose logos are pasted on the pages. L3FR3f</p>
<p>Begins to distinguish the different sounds of language (phonological awareness) L3FR4</p>	<p>Dallas sings along with the rhyming songs he hears on the music player. L3FR4a</p> <p>Daquisha can hear the difference between “box” and “socks” and can point to pictures of each when her teacher asks her to find them. L3FR4b</p> <p>Kyleigh says, “cat” when her grandmother asks her if she knows another word that sounds like “bat” and “sat.” L3FR4c</p> <p>Eddie makes up silly words by changing the sounds, such as hambuger, pamburger, famburger! L3FR4d</p> <p>Tatum says that “table” starts with the same sound as “Tatum.” L3FR4e</p> <p>Leonardo joins in as the class claps out the syllables in his name during Circle Time. L3FR4f</p>

Language and Literacy Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop foundations for writing. L3FW

Indicators	Sample Behaviors
<p>Scribbles <small>L3FW1</small></p>	<p>Ivy holds the crayon with her thumb and fingers as she scribbles. <small>L3FW1a</small></p> <p>Nelson scribbles lines and shapes on a notepad, pretending to take orders at the restaurant in the Dramatic Play area. <small>L3FW1b</small></p> <p>Tiana scribbles a pretend shopping list to give to her mother. <small>L3FW1c</small></p> <p>DeAngelo scribbles all over the paper and a few of the marks are starting to look like letter shapes. <small>L3FW1d</small></p>
<p>Draws pictures <small>L3FW2</small></p>	<p>Hudson draws a round shape and says it is his puppy. <small>L3FW2a</small></p> <p>Marina draws a picture and says it is three pigs, after listening to the story her big brother just read to her. <small>L3FW2b</small></p> <p>Dakshesh draws a picture of his family and tells about it at Circle Time. <small>L3FW2c</small></p>
<p>Dictates messages <small>L3FW3</small></p>	<p>Paulina tells her mother what words to write in a letter to her grandparents inviting them to visit her preschool. <small>L3FW3a</small></p> <p>Justice gives his scribbled message to his teacher and asks him to write “I love you,” so his father will know what it says. <small>L3FW3b</small></p> <p>Noelle asks Mrs. Johnson to write “This is Noelle swinging on the swing” under the picture she drew. <small>L3FW3c</small></p>

continued...

Language and Literacy Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop foundations for writing. L3FW
(continued)

Indicators	Sample Behaviors
<p>Expresses creativity using skills for writing L3FW4</p>	<p>Morris makes strokes in the sand with a stick. L3FW4a</p> <p>Dolores puts her fingers in the soap bubbles and makes soapy squiggles on the kitchen counter while her father washes the dishes. L3FW4b</p> <p>Bobby dips a cotton swab in paint and makes a picture with dots, curvy lines, and zigzags. L3FW4c</p> <p>Cleo makes a shape with playdough and says it looks like a “C for Cleo”. L3FW4d</p>

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Georgia Early Learning Standards

Three Year Olds

Cognitive Development

Babies are born to learn. They are inquisitive creatures ready to experience the world. When provided a stimulating, nurturing, and safe environment, they use all their senses to explore their surroundings. Infants touch and taste everything they can as they begin to learn about shape, size, texture, and function. They look and listen to all that is around them and are especially attracted to faces and voices. Babies recognize a parent's smell and sometimes can be soothed by cuddling a piece of cloth with their mother's scent. All of the senses help the infant begin to make mental connections about the way the world works.

The cognitive domain is the area of development that focuses on thinking and processing information. Through play and exploration children begin the process of discovery. It's as if they are creating the world anew. Each object they encounter

brings them face to face with information. We could imagine that a baby might be thinking something like "What is this thing grownups call a rattle? It fits in my mouth; it makes a sound when I shake it; it feels hard on my tongue; it looks colorful. What happens when I drop it?" Everything about it is a revelation.

A similar process continues for older children each time they come across something new. The difference is the ability to connect the new experience with earlier ones. Children notice the similarities and

*They develop
memory
skills and can
remember
where they
left their
favorite book...*

differences among objects and begin to organize them into categories. All four legged animals might be called "doggie" for example, and all vehicles on the road, "car." But it is unlikely that the child would mistake a four legged animal for a four wheeled vehicle. Soon, the child's thinking becomes more refined and cats, dogs, and horses and cars, trucks, and buses can be identified separately.

As children’s cognitive abilities grow, they gain a sense of mastery over their world. They learn that their actions can cause something to happen – pushing a button makes a choo-choo train go, for example. Putting a wand in some soap and blowing hard makes bubbles float in the air. They develop memory skills and can remember where they left their favorite book and can go and get it to read with grandma again.

They learn concepts like up, down, more, less, big, and small. They explore the outdoors and learn about wind, rain, sand, flowers, leaves, and bugs. They learn about their family, community, and the roles people play. With support and encouragement from adults, children gain confidence in their ability to solve problems and think creatively.

Children learn a tremendous amount in the first three years of life. For them to reach their potential, home and school environments must be stimulating places. Young children must have opportunities to explore objects, interact with people, be exposed to books, and play with materials they can manipulate. They must be encouraged to keep trying when they have difficulty and celebrate each step in the process of learning.

Once children enter school the cognitive domain typically is organized into the subject areas of mathematics, science, and social studies. For consistency, the cognitive development domain of the GELS is organized the same way. It should be emphasized, however, that the standards, indicators, and sample behaviors in the GELS are foundational. They are skills, concepts, and behaviors that prepare young

children for the more formal content areas they will study when they are school age.

The Cognitive Development section of the GELS includes three standards for three year olds. Following is a brief summary of the standards and the indicators and sample behaviors that contribute to them:

1. **Foundations for mathematical reasoning and logical thinking**, which describes ways a three year old *identifies basic shapes and colors, sorts and matches objects, builds number concepts, builds measurement concepts, begins to solve simple mathematical problems, arranges objects in simple patterns and thinks creatively;*
2. **Early scientific inquiry skills**, which describes ways a three year old *actively explores the environment, uses language to describe things in the environment, asks questions about the environment; and uses tools to experiment;*
3. **Foundations for social studies**, which details ways a three year old *recognizes family roles and personal relationships, recognizes individual preferences and differences, recognizes community roles and relationships, and explores concepts of place and location.*

“Cognitive Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Three Year Olds section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous cognitive accomplishments demonstrated by three year olds.

Cognitive Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop the foundations for mathematical reasoning and logical thinking. C3M

Indicators	Sample Behaviors
<p>Identifies basic shapes <small>C3M1</small></p>	<p>Chidori points to a circle when his father asks him to find one in his book about shapes. <small>C3M1a</small></p> <p>Paulquesia says “square” when her grandmother asks her what shape her piece of toast is. <small>C3M1b</small></p> <p>Luis says “circle” when Ms. Jackie points to the clock on the kitchen wall and asks him what shape it is. <small>C3M1c</small></p> <p>Ella chooses a musical instrument during Circle Time and says “This is a triangle.” <small>C3M1d</small></p> <p>Harley says, “This is part of the train puzzle,” when he finds the piece shaped like a caboose. <small>C3M1e</small></p> <p>Mirabel glues triangles and squares onto a piece of paper to represent a house and tells her teacher what it is. <small>C3M1f</small></p>
<p>Sorts and matches objects <small>C3M2</small></p>	<p>Alisha sorts a group of buttons into little ones and big ones. <small>C3M2a</small></p> <p>Nasir matches a red crayon to a picture of a red crayon in a magazine. <small>C3M2b</small></p> <p>Deanna sorts the flowers into three piles of different colors. <small>C3M2c</small></p> <p>Reid sorts a pile of old locks and keys and then tries to match some of them to see if any of the keys open the locks. <small>C3M2d</small></p> <p>MaryEllen matches pairs of identical pictures from a stack of picture cards. <small>C3M2e</small></p>

continued...

Cognitive Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop the foundations for mathematical reasoning and logical thinking. C3M
(continued)

Indicators	Sample Behaviors
<p>Builds number concepts <small>C3M3</small></p>	<p>Laila recites numbers from one to ten although sometimes they aren't all in order. <small>C3M3a</small></p> <p>Gilberto uses some size words; while he plays at Mrs. Tam's for the day, he says proudly, "I am big, and my baby brother is little." <small>C3M3b</small></p> <p>Niles imitates the way his sister counts objects; he lines up some pennies, moves his finger across the row, and counts, "1, 2, 3, 4, 5" even though there are 8. <small>C3M3c</small></p> <p>Haley makes sure each cereal bowl has a spoon in it at the breakfast table; she's practicing one-to-one correspondence. <small>C3M3d</small></p> <p>Gavin matches plastic containers with their lids to see if he has as many tops as bottoms. <small>C3M3e</small></p> <p>Reuben places 3 small plastic apples into each of 6 baskets. <small>C3M3f</small></p>
<p>Builds measurement concepts <small>C3M4</small></p>	<p>Mirella sees a serving spoon next to a tea spoon on the kitchen table; she points to the serving spoon when her mother uses sign language to ask her which one is longer. <small>C3M4a</small></p> <p>Willie fills the measuring cup with flour to help make play dough for his class. <small>C3M4b</small></p> <p>Damion says to his friend Marquis, "My daddy comes after naptime." <small>C3M4c</small></p> <p>Karissa says, "Let's go to Mrs. King's house now" after she finishes her breakfast. <small>C3M4d</small></p> <p>Pierce's friend asks him when he's going to the park; he says, "Later, when my grandma picks me up." <small>C3M4e</small></p> <p>Yasmine tells Abbey that she is older, because "I am taller than you." <small>C3M4f</small></p>

Cognitive Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop the foundations for mathematical reasoning and logical thinking. C3M
(continued)

Indicators	Sample Behaviors
<p>Solves simple problems using mathematical thinking and logical reasoning C3M5</p>	<p>Dominique completes a puzzle with 5 connecting pieces. C3M5a</p> <p>There is only one graham cracker left at snack time, and Declan and Mateo both want it. Declan finds a solution - he breaks it in two, gives one piece to Mateo, and keeps the other for himself. C3M5b</p> <p>Yael's teacher gave her some napkins and asked her to give one to each child at the snack table; after giving them all out, Yael came back to her and said, "We don't have enough; we need one more for Dahlia." C3M5c</p> <p>While playing with two teddy bears, Jake says "I need another bear, so I'll have a papa bear, a mama bear, and a baby bear!" C3M5d</p> <p>Fiorella chooses a paper chocolate ice cream cone to put in the chocolate column of the "Favorite Ice Cream" chart. C3M5e</p>
<p>Arranges objects in simple patterns C3M6</p>	<p>Phoebe copies a pattern; she makes a chain of links with a green, yellow, green, yellow pattern just like her grandfather made. C3M6a</p> <p>Jaydon copies the pattern of big, small, big, small, big, and small blocks that his teacher made. C3M6b</p> <p>Amya finishes the simple pattern her teacher started; she put a blue car on the end of the train that started with a red car, then a blue one, then another red one, a blue, and a red. C3M6c</p>

continued...

Cognitive Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop the foundations for mathematical reasoning and logical thinking. C3M
(continued)

Indicators	Sample Behaviors
<p>Thinks creatively using logical reasoning and mathematical thinking <small>C3M7</small></p>	<p>Gage glues different shapes of construction paper on his paper and says, "This is my grandma's house." <small>C3M7a</small></p> <p>Candice put 3 pegs in the peg board and says "This is my birthday cake, and these are the candles!" <small>C3M7b</small></p> <p>While playing with wooden shapes, Dwain puts two triangle shapes together and says, with surprise, "Look, I made a square!" <small>C3M7c</small></p>
<p>Identifies basic colors <small>C3M8</small></p>	<p>Elwyn takes his red socks out of the laundry basket when his mother tells him to do so. <small>C3M8a</small></p> <p>Arabella tells her teacher that she painted the sky with blue paint. <small>C3M8b</small></p> <p>Garrett asks for the yellow mustard to put on his sandwich. <small>C3M8c</small></p>

Cognitive Development: 36 to 48 months—3 year olds

Standard: The child will begin to demonstrate early scientific inquiry skills. C3S

Indicators	Sample Behaviors
<p>Actively explores the environment <small>C3S1</small></p>	<p>Jared smells different containers to try and identify what is inside. <small>C3S1a</small></p> <p>Angel experiments with a sponge and a bar of soap while playing in the bathtub; she discovers that the sponge stays on top of the water, and the soap goes to the bottom. <small>C3S1b</small></p> <p>Jason puts a cotton ball in water and observes the change of color when he adds food coloring. <small>C3S1c</small></p> <p>Trevor puts a seed in a cup of soil, waters it, and puts it in front of a classroom window; a few days later he observes cause and effect when a small plant starts to grow. <small>C3S1d</small></p> <p>Kelsey observes a snail crawling on the sidewalk and notices the slimy trail it leaves behind. <small>C3S1e</small></p> <p>Junji takes care of the environment when he brings newspapers from home and places them in the recycle bin at the Center. <small>C3S1f</small></p> <p>When Erakwanda sees it is raining outside, she gets her umbrella before going to Mrs. Pollack's house for the day. <small>C3S1g</small></p> <p>Joel examines a rock, a cotton ball, a piece of flannel, a button, and a stick and gives the cotton ball and piece of flannel to his teacher to glue on the "soft" collage they are making. <small>C3S1h</small></p>

continued...

Cognitive Development: 36 to 48 months—3 year olds

Standard: The child will begin to to demonstrate early scientific inquiry skills. C3S
(continued)

Indicators	Sample Behaviors
<p>Uses language to describe things C3S2</p>	<p>Without looking inside, Kiera reaches into a paper bag with a fuzzy ball, a block, and an animal figure; she grabs the block and identifies it before taking it out of the bag. C3S2a</p> <p>Dakota watches a caterpillar crawling on the window sill and describes to his mother that it “has stripes on it.” C3S2b</p> <p>Alondra compares two plants side by side in the classroom and describes to her teacher that one is growing taller than the other. C3S2c</p> <p>Geraldo describes cause and effect; he splashes his hands in a tub of water and says, “Look at the bubbles I made.” C3S2d</p> <p>Alexandria smells the flowers on the kitchen table and says, “This one smells good.” C3S2e</p> <p>Abram uses sign language to describe to his teacher that the magnet picks up the key but not the piece of paper. C3S2f</p> <p>Deshayne tells his friend to put the trash in the trash can “to keep the earth clean.” C3S2g</p>

continued...

Cognitive Development: 36 to 48 months—3 year olds

Standard: The child will begin to demonstrate early scientific inquiry skills. C3S
(continued)

Indicators	Sample Behaviors
<p>Asks questions about the environment C3S3</p>	<p>Shania asks, “Where does the sun go at night?” C3S3a</p> <p>Esteban asks, “Why did the goldfish die?” C3S3b</p> <p>Josie asks, “The acorn has a hat?” and looks inquisitively at her aunt. C3S3c</p> <p>Axel looks through a magnifying glass at the dirt outside and asks, “What’s that?” when he sees a worm. C3S3d</p> <p>Callie looks at the two plants on the window sill and asks, “Why is this plant taller than this one?” C3S3e</p> <p>Marvin asks, “Will the wind blow the tree down?” while looking out the window with his father during the storm. C3S3f</p>
<p>Uses tools to experiment C3S4</p>	<p>Nina gets a toy screw driver to try to fix the wheel on the dump truck. C3S4a</p> <p>Dante makes a ramp with blocks and watches a small car roll down. C3S4b</p> <p>Carolina uses a manual egg beater at the water table in her classroom and watches the water churn. C3S4c</p> <p>Kai uses tongs to experiment with picking up different objects like cotton balls and sponges. C3S4d</p> <p>Diamond uses a cloth tape measure and pretends to measure the table. C3S4e</p>

Cognitive Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop the foundations for social studies. C3SS

Indicators	Sample Behaviors
<p>Recognizes family roles and personal relationships <small>C3SS1</small></p>	<p>Jimmy may cry briefly when his grandfather drops him off at the Center, but he calms down quickly when his teacher reassures him. <small>C3SS1a</small></p> <p>Ricardo says, “I live with Daddy and Abuela (grandma).” <small>C3SS1b</small></p> <p>Jordyn says, “Here comes Daisy’s mommy.” <small>C3SS1c</small></p> <p>Darren says, “I have a big brother and a baby sister.” <small>C3SS1d</small></p> <p>April helps with the family chores by helping to clear the table after a meal. <small>C3SS1e</small></p> <p>Kylee draws a picture of some of the roles in her family; she says, “This is my daddy washing clothes; my mommy washes the dishes.” <small>C3SS1f</small></p>
<p>Recognizes individual preferences and differences <small>C3SS2</small></p>	<p>Heather says, “I’ll be the mommy” and tells Xander, “you be the daddy” when they play together. <small>C3SS2a</small></p> <p>Raven says, “I have black hair like Ruben.” <small>C3SS2b</small></p> <p>Ariel says, “Franklin has brown skin.” <small>C3SS2c</small></p> <p>Raul says, “She has an ear like me,” when he sees a little girl with hearing aids. <small>C3SS2d</small></p> <p>Haylee asks what Señor Gomez is saying when he speaks Spanish to Haylee’s teacher. <small>C3SS2e</small></p> <p>Ezekiel says he likes to climb on the jungle gym, but his brother doesn’t. <small>C3SS2f</small></p>

continued...

Cognitive Development: 36 to 48 months—3 year olds

Standard: The child will begin to develop the foundations for social studies. C3SS
(continued)

Indicators	Sample Behaviors
<p>Recognizes community roles and relationships C3SS3</p>	<p>Jaxon’s “Helping Hands” job this week is “puzzle helper;” he makes sure all the puzzle pieces are picked up during clean up time. C3SS3a</p> <p>Dereese sees an ambulance speeding by with its lights flashing and siren blaring and asks, “Is somebody sick?” C3SS3b</p> <p>Emilio climbs on the fire truck and sees the big hose and ladder when the fire fighter comes to visit the Center. C3SS3c</p> <p>Camilla looks at a book with a picture of an adult looking at a little girl’s teeth and says “She’s a dentist.” C3SS3d</p> <p>Trace goes with his father to take the dog to the “doggie doctor” and tells Mrs. Smith about it when he gets dropped off at her house the next day. C3SS3e</p>
<p>Explore concepts of place and location C3SS4</p>	<p>Misty goes up to the gate and asks her mother if she can go out; she knows she is supposed to stay inside her backyard. C3SS4a</p> <p>Fabienne rides a tricycle through the playground at school; he notices that the path is smooth and other places are rocky and bumpy; he decides to stay on the path. C3SS4b</p> <p>Majed names the different stores and other locations he recognizes as he rides in the car to school. C3SS4c</p> <p>Lynn tells her teacher that she’s going to ride on an airplane to go visit her grandma and grandpa who live far away. C3SS4d</p> <p>When it’s time to go outside, Kevin leads Shawn, who is new to the school, from their classroom to the playground. C3SS4e</p>

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Georgia Early Learning Standards

Glossary

The following definitions explain the way each term is used in this document.

Approaches to Learning - a section of the Early Learning Standards that serves as a foundation for the other areas of learning and development. This section pertains to *how* children go about learning new skills and concepts rather than *what* new skills and concepts they should learn. It describes ways children approach learning with curiosity, persistence, and creativity.

Cognitive Development - the section of the Early Learning Standards that addresses the way children use their minds to explore the world around them. This section describes ways children develop foundations for mathematical reasoning and logical thinking, scientific inquiry, and social studies.

Context - that which surrounds and gives meaning to something else; a setting

Creativity - showing originality or imagination

Curiosity - a desire to know or learn about something

Domain - an area of child development. The five domains included in the GELS are Physical Development, Emotional and Social Development, Approaches to Learning, Language and Literacy Development, and Cognitive Development.

Emotional and Social Development - the section of the Early Learning Standards that addresses the way children learn about themselves and how to get along with other people. This section also describes how children develop self-awareness, self-control, and self-expression.

Expressive language - the process of using sounds, words, and body movements to communicate. Throughout the GELS, children can use words by speaking, signing, with adaptive equipment, and in their home language.

- Fine motor skills** – actions using small muscle groups in the hands and fingers such as grasping, squeezing, block building, finger feeding, scribbling, and painting
- Gestures** – body motions used to express a thought or feeling
- Gross motor skills** – actions using the large muscles in the arms and legs such as crawling, walking, running, climbing, pulling up, and throwing
- Imitate** – to copy the actions, appearance, or behaviors of another person, animal, or object
- Indicators** – components of each standard that indicate what children need to learn to be able to accomplish the standard
- Language and Literacy Development** – the section of the Early Learning standards about the way children learn to communicate with sounds and words, with gestures, and, eventually, to read and write. Babbling, talking, listening, using sign language, singing songs, repeating rhymes, listening to stories, looking at books, and drawing are some of the ways children learn language and early literacy skills.
- Oral language** – expressing thoughts or feelings with sounds and words, in English or the child’s home language; children may use sign language and adaptive equipment instead of words
- Parents** – adults, most commonly family members, who are the primary caregivers of children in their home including mothers, fathers, grandparents, foster parents, stepparents, aunts, uncles, nannies, babysitters, and others who care for the child in the home on a regular basis
- Peers** – children who are about the same age and stage of development
- Persistence** – sticking with a task over a period of time
- Phonological awareness** – learning the similarities and differences in the sounds of language
- Physical Development** – the section of the Early Learning standards that pertains to the way children move their bodies using large muscles, like arms and legs, to crawl, walk, run, and dance. It includes using small muscles, like hands and fingers, to feed themselves, scribble with crayons, paint, and make finger movements as they sing songs. This section also includes ways children learn take care of their physical needs and develop skills relating to health and safety.
- Receptive language** – the process of gaining meaning from spoken words
- Sample behaviors** – examples of ways children *might* show they are working toward a skill or concept; the words in bold letters indicate the skill or concept illustrated in the example
- Scientific inquiry** – the process of exploring, experimenting, asking questions about, and describing the environment
- Self-help skills** – behaviors necessary to care for oneself such as dressing, feeding, and toileting
- Standards** – general statements of skills, behaviors, and concepts that children develop within a developmental domain
- Story sense** – becoming aware of the different parts of a story
- Teachers** – adults who work directly with children in group settings including classroom teachers and teaching assistants, paraprofessionals, caregivers, family child care providers, home based teachers and others who have direct contact with children in groups on a regular basis.

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Georgia Early Learning Standards

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Georgia Early Learning Standards

Appendix A**Standards and
Indicators****Continuum Chart****Physical Development****Standard:** The child will begin to develop gross motor skills. P0G, P1G, P2G, P3G**Indicators**

Infants	1 Year Olds	2 Year Olds	3 Year Olds
Gains control of head and body P0G1	Begins to control movements using arms and legs P1G1	Controls body movements P2G1	Controls body movements P3G1
Demonstrates beginning coordination and balance, often with support P0G2	Demonstrates beginning coordination and balance P1G2	Demonstrates coordination and balance P2G2	Demonstrates coordination and balance P3G2
	Expresses self through movement P1G3	Expresses creativity through movement P2G3	Expresses creativity through movement P3G3

Physical Development

Standard: The child will begin to develop fine motor skills. P0F, P1F, P2F, P3F

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
Gains control of hands and fingers P0F1	Gains control of hands and fingers P1F1	Controls hands and fingers P2F1	Controls hands and fingers P3F1
Begins to coordinate motions using eyes and hands P0F2	Shows eye-hand coordination P1F2	Shows eye-hand coordination P2F2	Shows eye-hand coordination P3F2

Standard: The child will begin to acquire self-help skills. P0S, P1S, P2S, P3S

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
Begins to help with feeding P0S1	Helps with feeding P1S1	Feeds self P2S1	Feeds self P3S1
Begins to help with dressing P0S2	Helps with dressing P1S2	Helps with dressing P2S2	Dresses self P3S2
Begins to help with personal hygiene P0S3	Helps with personal hygiene P1S3	Helps with personal hygiene P2S3	Attends to personal hygiene P3S3
	Helps with routine tasks P1S4	Helps with routine tasks P2S4	Attends to routine tasks P3S4

Standard: The child will begin to practice healthy and safe habits. P0H, P1H, P2H, P3H

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
Responds to verbal or physical signal of danger P0H1	Responds to verbal or physical signal of danger P1H1	Pays attention to safety instructions P2H1	Pays attention to safety instructions P3H1
	Shows beginning awareness of personal health needs P1H2	Begins to attend to personal health needs P2H2	Attends to personal health needs P3H2
		Names different foods P2H3	Identifies healthy food choices P3H3
			Relates own identification information P3H4

Emotional and Social Development

Standard: The child will begin to develop personal relationships with adults.

S0A, S1A, S2A, S3A

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
Shows attachment toward significant adults S0A1	Begins to build relationships with adults S1A1	Builds relationships with adults S2A1	Builds relationships with adults S3A1
Reacts differently toward familiar and unfamiliar adults S0A2	Shows feelings of security with familiar adults S1A2	Shows feelings of security and trust S2A2	Shows feelings of security and trust S3A2
			Uses adults as a resource S3A3

Standard: The child will begin to develop personal relationships with peers.

S0P, S1P, S2P, S3P

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
Shows awareness of other children S0P1	Shows awareness of other children S0P1	Demonstrates beginning social skills with other children S2P1	Demonstrates social skills with other children S3P1
Shows awareness of feelings displayed by other children S0P2	Shows awareness of feelings displayed by other children S0P2	Shows sensitivity to the feelings of other children S2P2	Shows sensitivity to the feelings of other children S3P2
		Begins to develop friendships with other children S2P3	Develops friendships with other children S3P3

Standard: The child will begin to acquire self-awareness. S0SA, S1SA, S2SA, S3SA

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
Shows beginning sense of self S0SA1	Shows awareness of self as an individual S1SA1	Shows behaviors that reflect child's self-concept S2SA1	Shows behaviors that reflect child's self-concept S3SA1
Shows beginning awareness of own abilities S0SA2	Shows awareness of own abilities S1SA2	Demonstrates confidence in own abilities S2SA2	Demonstrates confidence in own abilities S3SA2

Emotional and Social Development

Standard: The child will begin to demonstrate self-control. S1SC, S2SC, S3SC

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
	Regulates emotions and behaviors with adult support S1SC1	Begins to regulate emotions and behaviors independently S2SC1	Regulates own emotions and behaviors most of the time S3SC1
	Follows simple routines and rules in a group setting with adult support S1SC2	Begins to follow simple routines and a few rules in a group setting independently S2SC2	Follows routines and social rules in a group setting most of the time S3SC2

Standard: The child will begin to engage in self-expression. S1SE, S2SE, S3SE

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
	Expresses self creatively through art and music S1SE1	Expresses self creatively through art and music S2SE1	Expresses self creatively through art and music S3SE1
	Demonstrates imagination through dramatic play S1SE2	Demonstrates imagination through dramatic play S2SE2	Demonstrates imagination through dramatic play S3SE2

Approaches to Learning

Standard: The child will begin to acquire learning approaches that support development and school success. A0L,A1L,A2L,A3L

Indicators

Infants	1 Year Olds	2 Year Olds	3 Year Olds
Begins to show curiosity by exploring with the senses A0L1	Begins to show curiosity in the environment A1L1	Shows curiosity in learning new things A2L1	Shows curiosity in learning new things A3L1
Repeats actions A0L2	Begins to focus on activities of interest A1L2	Shows persistence in activities of interest A2L2	Begins to show persistence in variety of tasks A3L2
	Begins to find different ways to solve simple problems A1L3	Begins to find novel solutions to problems A2L3	Finds creative solutions to problems A3L3

Language and Literacy Development

Standard: The child will begin to construct meaning from spoken words. (receptive language) L0R, L1R, L2R, L3R

Indicators

Infants	1 Year Olds	2 Year Olds	3 Year Olds
Responds to frequently spoken words and sounds L0R1	Responds to spoken words L1R1	Responds to spoken words L2R1	Responds to spoken words L3R1
Follows simple directions and requests L0R2	Follows simple directions and requests L1R2	Follows directions and requests L2R2	Follows directions and requests L3R2

Language and Literacy Development

Standard: The child will begin to express thoughts with sounds, words, and gestures. (expressive language)* L0E, L1E, L2E, L3E

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
Uses motions and gestures to begin to communicate L0E1	Communicates nonverbally, using motions and gestures L1E1	Communicates nonverbally, using motions and gestures L2E1	Communicates nonverbally, using motions and gestures L3E1
Uses sounds to communicate L0E2	Demonstrates beginning oral language skills, using sounds and words L1E2	Demonstrates oral language skills, using words L2E2	Demonstrates oral language skills, using words L3E2
Uses sounds in social situations L0E3	Uses sounds and words in social situations L1E3	Uses oral language in social situations L2E3	Uses oral language in social situations L3E3
Begins to express self freely and creatively, using sounds L0E4	Begins to express self freely and creatively, using sounds and words L1E4	Uses oral language for creative expression L2E4	Uses oral language for creative expression L3E4
	Asks simple questions L1E5	Asks questions L2E5	Asks questions L3E5

* "Words" may be spoken or signed, in English, the child's primary language, or with adaptive equipment.

Standard: The child will begin to develop the foundations for reading.

L0FR, L1FR, L2FR, L3FR

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
Begins to attend to stories L0FR1	Listens to stories for short periods of time L1FR1	Begins to follow what happens in a story L2FR1	Acquires story sense L3FR1
Explores books as objects L0FR2	Begins to explore physical features of a book L1FR2	Shows beginning book awareness L2FR2	Shows book awareness L3FR2
Becomes aware of pictures L0FR3	Becomes aware of pictures in print L1FR3	Becomes aware of pictures and symbols in print L2FR3	Builds print awareness L3FR3
		Begins to distinguish different sounds of language (phonological awareness) L2FR4	Distinguishes different sounds of language (phonological awareness) L3FR4

Language and Literacy Development

Standard: The child will begin to develop the foundations for writing. L1FW, L2FW, L3FW

Indicators			
Infants	1 Year Olds	2 Year Olds	3 Year Olds
	Scribbles spontaneously L1FW1	Scribbles L2FW1	Scribbles L3FW1
		Draws simple pictures L2FW2	Draws pictures L3FW2
		Dictates messages L2FW3	Dictates messages L3FW3
		Expresses creativity using skills for writing L2FW4	Expresses creativity using skills for writing L3FW4

Cognitive Development

Standard: The child will begin to develop the foundations for mathematical reasoning and logical thinking. C0M, C1M, C2M, C3M

Indicators

Infants	1 Year Olds	2 Year Olds	3 Year Olds
Explores objects with different shapes and sizes C0M1	Explores basic shapes C1M1	Begins to identify basic shapes C2M1	Identifies basic shapes C3M1
	Begins to sort and match objects, with guidance C1M2	Begins to sort and match objects C2M2	Sorts and matches objects C3M2
	Shows awareness of early concepts related to amount C1M3	Builds beginning number concepts C2M3	Builds number concepts C3M3
	Explores concepts related to measurement C1M4	Builds beginning measurement concepts C2M4	Builds measurement concepts C3M4
	Begins to solve simple problems using logical reasoning C1M5	Begins to solve simple problems using logical reasoning and mathematical thinking C2M5	Solves simple problems using mathematical thinking and logical reasoning C3M5
		Explores concepts related to patterning C2M6	Arranges objects in simple patterns C3M6
		Thinks creatively using logical reasoning and mathematical thinking C2M7	Thinks creatively using logical reasoning and mathematical thinking C3M7
			Identifies basic colors C3M8

Cognitive Development

Standard: The child will begin to demonstrate early scientific inquiry skills.

C0S, C1S, C2S, C3S

Indicators

Infants	1 Year Olds	2 Year Olds	3 Year Olds
Actively explores the environment C0S1	Actively explores the environment C1S1	Actively explores the environment C2S1	Actively explores the environment C3S1
	Uses sounds and simple words to describe things in the environment C1S2	Uses language to describe things in the environment C2S2	Uses language to describe things in the environment C3S2
	Uses sounds and simple words to ask questions about the environment C1S3	Asks questions about the environment C2S3	Asks questions about the environment C3S3
	Uses simple tools C1S4	Uses tools to experiment C2S4	Uses tools to experiment C3S4

Standard: The child will begin to develop the foundations for social studies.

C0SS, C1SS, C2SS, C3SS

Indicators

Infants	1 Year Olds	2 Year Olds	3 Year Olds
Begins to recognize significant family and personal relationships C0SS1	Recognizes significant family and personal relationships C1SS1	Recognizes family roles and personal relationships C2SS1	Recognizes family roles and personal relationships C3SS1
	Begins to recognize individual preferences and differences C1SS2	Recognizes obvious individual preferences and differences C2SS2	Recognizes individual preferences and differences C3SS2
		Recognizes community roles and relationships C2SS3	Recognizes community roles and relationships C3SS3
		Explores concepts of place and location C2SS4	Explores concepts of place and location C3SS4

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Georgia Early Learning Standards

Appendix B

**Alignment of Georgia
Early Learning Standards
with Georgia Pre-K and
Kindergarten
Performance Standards**

Language and Literacy Development

Pre-K LD 1: Children will develop skills in listening for the purpose of comprehension

Georgia Early Learning Standards: Indicators From Infant through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Follows simple directions and requests LOR2	Follow directions and instructions L3R2	Listens to and follows spoken directions LD 1 a	Follows two-part oral directions. ELAKLSV1b
Responds to frequently spoken sounds and words LOR1	Responds to spoken words L3R1	Responds to questions LD 1 b	
Responds to frequently spoken sounds and words LOR1	Responds to spoken words L3R1	Listens to recordings and shows understanding through body language or by interacting appropriately. LD 1 c	
Begins to attend to stories L0FR1	Acquires story sense L3FR1	Listens to stories read aloud and shows understanding through body language or by interacting appropriately. LD 1 d	Listens to and reads a variety of literary and informational texts to gain knowledge and for pleasure. ELAKR6a
		Begins to distinguish fact from fiction in a read aloud text LD 1 e	Begins to tell fact from fiction in a read aloud text. ELAKR6d
Begins to attend to stories L0FR1	Acquires story sense L3FR1	Makes predictions from pictures and titles LD 1 f	Makes predictions from pictures and titles. ELAKR6b
Becomes aware of pictures L0FR3	Builds print awareness L3FR3	Uses pictures or symbols to identify concepts LD 1 g	Uses prior knowledge, graphic features (illustrations), and graphic organizers to understand text ELAKR6f
Begins to attend to stories L0FR1	Acquires story sense L3FR1	Becomes increasingly familiar with the structure of stories (characters, events, plot, resolution of story) LD 1 h	Asks and answers questions about essential narrative elements ELAKR6c

Note: The Georgia Early Learning Standards column of this chart includes skills for infants through three year olds. The arrow between age groups displays the idea that children's development occurs as a continuum of growth. In some cases, the earliest evidence of a particular skill is anticipated at the 1, 2, or 3 year old level. In those cases, the anticipated age is noted in parentheses following the skill, e.g., (2). For a complete listing of the Georgia Early Learning Standards at all age levels, see Appendix A - Standards & Indicators Continuum Chart.

The sequence of letters and numbers (e.g., LD 1 a) that is associated with each indicator or standard in all three columns is a reference code that assists the reader in locating a specific item in one of the three original Standards documents.

Language and Literacy Development

Pre-K LD 2: Children will learn to discriminate the sounds of language (phonological awareness)

Georgia Early Learning Standards: Indicators From Infant through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Begins to distinguish different sounds of language (2) L2FR4	Distinguishes different sounds of language L3FR4	Differentiates sounds that are the same and different LD 2 a	
Begins to distinguish different sounds of language (2) L2FR4	Distinguishes different sounds of language L3FR4	Repeats rhymes, poems and finger plays LD 2 b	Identifies and produces rhyming words in response to an oral prompt, and distinguishes rhyming and non-rhyming words. ELAKR2a See also: ELAKLSV1c, ELAKLSV1d
Begins to distinguish different sounds of language (2) L2FR4	Distinguishes different sounds of language L3FR4	Recognizes the same beginning sounds in different words (alliteration) LD 2 c	Identifies component sounds in spoken words. ELAKR2b
Begins to distinguish different sounds of language (2) L2FR4	Distinguishes different sounds of language L3FR4	Shows growing ability to hear and discriminate separate syllables in words LD 2 d	Blends and segments syllables in spoken words. ELAKR2c
Begins to distinguish different sounds of language (2) L2FR4	Distinguishes different sounds of language L3FR4	Creates and invents words by substituting one sound for another LD 2 e	Identifies and produces rhyming words in response to an oral prompt and distinguishes rhyming and non-rhyming words. ELAKR2a

Pre-K LD 3. Children will develop an understanding of new vocabulary introduced in conversations, activities, stories, or books

Georgia Early Learning Standards: Indicators From Infant through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Uses sounds to communicate L0E2	Demonstrates oral language skills, using words L3E2	Increases vocabulary through everyday communication LD 3 a	Increases vocabulary to reflect a growing range of interests and knowledge. ELAKLSV1f
Uses sounds in social situations L0E3	Uses oral language in social situations L3E3	Uses new vocabulary words correctly within the context of play or other classroom experiences LD 3 b	Listens to a variety of texts and uses new vocabulary in oral language. ELAKR5a
Uses sounds to communicate L0E2	Demonstrates oral language skills, using words L3E2	Connects new vocabulary with prior educational experiences LD 3 c	Communicates effectively when relating experiences and retelling stories heard. ELAKLSV1g

Language and Literacy Development

Pre-K LD 4: Children will develop and expand expressive language skills (speaking)

Georgia Early Learning Standards: Indicators From Infant through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Uses sounds to communicate L0E2	Demonstrates oral language skills, using words L3E2	Uses language for a variety of purposes LD 4 a	Listens to a variety of texts and uses new vocabulary in oral language. ELAKR5a See also: ELAKLSV1e
Uses sounds in social situations L0E3	Uses oral language in social situations L3E3	Engages in conversations with adults and children LD 4 b	Listens and speaks appropriately with peers and adults. ELAKLSV1a See also: ELAKR5a
Uses sounds to communicate L0E2	Demonstrates oral language skills, using words L3E2	Uses complete sentences of increasing length in conversation LD 4 c	Uses complete sentences when speaking. ELAKLSV1h See also: ELAKR5a,
Begins to express self freely and creatively, using sounds L0E4	Uses oral language for creative expression L3E4	Uses language to pretend or create LD 4 d	Retells important facts in the student's own words. ELAKR6h See also: ELAKR5a

Language and Literacy Development

Pre-K LD 5. Children will begin to develop age-appropriate strategies that will assist in reading

Georgia Early Learning Standards: Indicators From Infant through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Begins to attend to stories L0FR1	Acquires story sense L3FR1	Demonstrates an interest in books or stories LD 5 a	Recognizes print and pictures can inform, entertain, and persuade. ELAKR1a
Explores books as objects L0FR2	Shows book awareness L3FR2	Discusses books or stories read aloud LD 5 b	
Explores books as objects L0FR2	Shows book awareness L3FR2	Exhibits book-handling skills	Tracks text read from left to right and top to bottom. ELAKR1c
Becomes aware of pictures L0FR3	Builds print awareness L3FR3	Associates symbols with objects, concepts, and functions LD 5 c	Recognizes print and pictures can inform, entertain, and persuade. ELAKR1a
Becomes aware of pictures L0FR3	Builds print awareness L3FR3	Recognizes that print represents spoken words LD 5 e	Demonstrates that print has meaning and represents spoken language in written form. ELAKR1b
Begins to attend to stories L0FR1	Acquires story sense L3FR1	Dramatizes, tells, and retells poems and stories LD 5 f	Retells familiar events and stories to include beginning, middle, and end. ELAKR6e
Becomes aware of pictures L0FR3	Builds print awareness L3FR3	Identifies some individual letters of the alphabet LD 5 g	Distinguishes among written letters, words, and sentences. ELAKR1d
Becomes aware of pictures L0FR3	Builds print awareness L3FR3	Shares books and engages in pretend-reading with other children LD 5 h	Demonstrates that print has meaning and represents spoken language in written form. ELAKR1b
Explores books as objects L0FR2	Shows book awareness L3FR2	Recognizes books as a source of information LD 5 i	Recognizes print and pictures can inform, entertain, and persuade. ELAKR1a
Explores books as objects L0FR2	Shows book awareness L3FR2	Connects information and events in books to real-life experiences LD 5 j	Connects life experiences to read-aloud text. ELAKR6g
Begins to attend to stories L0FR1	Acquires story sense L3FR1	Participates in oral reading activities LD 5 k	Reads previously taught grade-level text with appropriate text. ELAKR4b
		Recognizes that sentences are composed of separate words LD 5 l	Recognizes that sentences in print are made up of separate words. ELAKR1e
Becomes aware of pictures L0FR3	Builds print awareness L3FR3	Uses pictures or symbols to identify concepts LD 5 m	Uses prior knowledge, graphic features (illustrations), and graphic organizers to understand text. ELAKR6f

Language and Literacy Development

Pre-K LD 6: Children will begin to develop age-appropriate writing skills

Georgia Early Learning Standards: Indicators From Infant through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Scribbles spontaneously (1) L1FWI	Scribbles L3FW1	Experiments with a variety of writing tools, materials, and surfaces LD 6 a	
Scribbles spontaneously (1) L1FWI	Scribbles L3FW1	Uses scribbles, shapes, pictures and letters, or other forms of writing Stages of writing:	Uses drawings, letters, and phonetically spelled words to create meaning. ELAKW1b See also: ELAKW1c
Draws simple pictures (2) L2FW2	Draws pictures L3FW2	<ul style="list-style-type: none"> • Pictures • Scribbles (squiggle lines and shapes) • Letter-like forms • Copies letters/words from environment • Uses letters to represent sounds in words • Labels objects in drawings • Connects words to form sentences • Creates a story with beginning, middle, and end LD 6 b	
Draws simple pictures (2) L2FW2	Draws pictures L3FW2 Expresses creativity using skills for writing L3FW4	Understands that print is used to communicate ideas and information (writing for a purpose) LD 6 c	Demonstrates an understanding that there were systematic and predictable relationships between print and spoken sounds. ELAKR3a See also: ELAKR5a
Dictates messages (2) L2FW3	Dictates messages L3FW3	Begins to dictate words, phrases, and sentences to an adult recording on paper LD 4 d	Writes or dictates to describe familiar persons, places, objects, or experiences. ELAKW1a,
		Uses language to pretend or create LD 4 d	Uses left-to-right pattern of writing. ELAKW1d

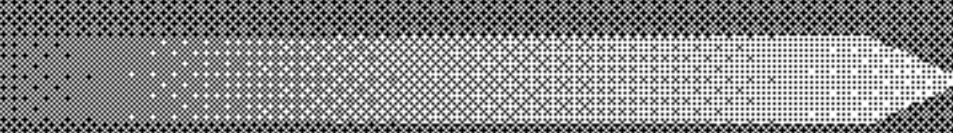
Mathematical Development

Pre-K MD 1. Children will begin to develop an understanding of numbers

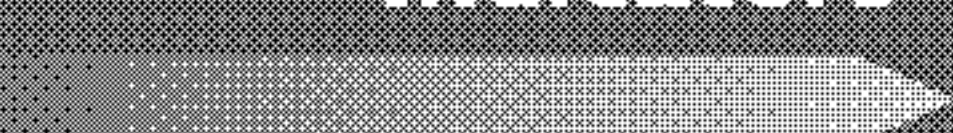
Georgia Early Learning Standards: Indicators From Infant through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Shows awareness of early concepts related to amount (I) CIM3	Builds number concepts CIM3	Counts by rote MD 1 a	MKN1a, SKCS2a
Begins to sort and match objects, with guidance (I) CIM2	Sorts and matches objects C3M2	Arranges sets of objects in one-to-one correspondence MD 1 b	MKN1a
Shows awareness of early concepts related to amount (I) CIM3	Builds number concepts C3M3		
Shows awareness of early concepts related to amount (I) CIM3	Builds number concepts C3M3	Compares sets of objects using language MD 1 d	MKN1e, MKN2a, MKN2b, MKN2c
		Begins to understand concept of part and whole using real objects MD 1 e	MKN1g
		Begins to identify ordinal numbers MD 1 f	MKN1d
Shows awareness of early concepts related to amount (I) CIM3	Builds number concepts C3M3	Associates numeral name with set of objects MD 1 g	MKN1c
		Begins to understand the concept of currency as a means of exchange MD 1 h	SSKE3b, MKN1h, MKN1i, MKN1j
		Begins to understand the concept of estimation MD 1 i	MKN1f, SKCS2b
Shows awareness of early concepts related to amount (I) CIM3	Builds number concepts C3M3	Begins to recognize numbers MD 1 j	MKN1c

Mathematical Development

Pre-K MD 2. Children will create and duplicate simple patterns

Georgia Early Learning Standards: Indicators		Pre-K Performance Indicators	K Georgia Performance Standards
From Infant  through 3 years old			
Explores concepts related to patterning (2) C2M6	Arranges objects in simple patterns C3M6	Copies a pattern using sounds or physical movements MD 2 a	
Explores concepts related to patterning (2) C2M6	Arranges objects in simple patterns C3M6	Recognizes and reproduces simple patterns of objects MD 2 b	MKG3a
Explores concepts related to patterning (2) C2M6	Arranges objects in simple patterns C3M6	Reproduces and extends a pattern using objects MD 2 c	MKG3a
Explores concepts related to patterning (2) C2M6	Arranges objects in simple patterns C3M6	Independently creates patterns using objects MD 2 d	MKG3b
Explores concepts related to patterning (2) C2M6	Arranges objects in simple patterns C3M6	Spontaneously recognizes and identifies patterns in the environment MD 2 e	

Pre-K MD 3. Children will sort and classify objects

Georgia Early Learning Standards: Indicators		Pre-K Performance Indicators	K Georgia Performance Standards
From Infant  through 3 years old			
Begins to sort and match object, with guidance (1) CIM2	Sorts and matches object C3M2	Matches like objects MD 3 a	SKP1a, SKP1b
Begins to sort and match object, with guidance (1) CIM2	Sorts and matches object C3M2	Sorts objects using one characteristic MD 3 b	SKP1a, SKP1b, SKP2a
Begins to sort and match object, with guidance (1) CIM2	Sorts and matches object C3M2	Classifies objects using more than one characteristic MD 3 c	SKP1a, SKP1b, SKL1b, SKL1c
Begins to sort and match object, with guidance (1) CIM2	Sorts and matches object C3M2	Sorts and classifies objects using self-selected criteria MD 3 d	SKP1a, SKP1b, SKL1b, SKL1c
Begins to sort and match object, with guidance (1) CIM2	Sorts and matches object C3M2	Explains sorting or classifying strategy MD 3 e	SKL2a, SKL2b, SKL2d
Begins to solve simple problems using mathematical thinking and logical reasoning C3M5	Solves simple problems using logical reasoning (1) CIM5	Participates in creating and using real and pictorial graphs or other simple representations of data MD 3 f	MKDI

Mathematical Development

Pre-K MD 4. Children will develop a sense of space and an understanding of basic geometric shapes.

Georgia Early Learning Standards: Indicators From Infant through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Explores objects with different shapes and sizes C0M1	Identifies basic shapes C3M1	Recognizes, describes, and compares basic geometric shapes MD 4 a	MKG1a, MKG1e, SKCS5a
Thinks creatively using logical reasoning and mathematical thinking (2) C2M7	Thinks creatively using logical reasoning and mathematical thinking C3M7	Uses classroom materials to create shapes MD 4 b	MKG1c, MKG1d, MKG1e
Explores concepts of place and location (2) C2SS4	Explores concepts of place and location C3SS4	Uses language to indicate where things are in space: positions, directions, distances, order MD 4 c	MKG2a, MKG2b

Pre-K MD 5. Children will learn how to use a variety of non-standard and standard means of measurement

Georgia Early Learning Standards: Indicators From Infant through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Explores concepts related to measurement (1) C1M4	Builds measurement concepts C3M4	Associates and describes the passage of time with actual events MD 5 a	MKM2a, MKM2b, MKM3a, MKM3b, MKM3c, SSKH3a, SSKH3b, SSKH3c, SSKH3d, SSKH3e, SSKH3f, SSKH3g, SKE1a
Uses sounds and simple words to describe things in the environment (1) C1S2	Uses language to describe things in the environment C3S2	Uses mathematical language to describe experiences involving measurement MD 5 b	MKM1a, MKM1b, MKM1c, MKM1d
Explores concepts related to measurement (1) C1M4	Builds measurement concepts C3M4	Measures the passage of time using non-standard or standard measures MD 5 c	SKE1a
Explores concepts related to measurement (1) C1M4	Builds measurement concepts C3M4	Measures the length of objects using non-standard or standard measures MD 5 d	MKM1a, MKM1b, MKM1c, MKM1d, SKCS3a
Explores concepts related to measurement (1) C1M4	Builds measurement concepts C3M4	Measures the volume (capacity) of objects using non-standard or standard measures MD 5 e	MKM1a, MKM1b, MKM1c, MKM1d
Explores concepts related to measurement (1) C1M4	Builds measurement concepts C3M4	Measures and compares the weight of objects using non-standard or standard measures MD 5 f	MKM1a, MKM1b, MKM1c, MKM1d, SKCS4b, SKCS4c, SKCS6b
Explores concepts related to measurement (1) C1M4	Builds measurement concepts C3M4	Orders two or more objects by size (seriation) MD 5 g	SKCS4c

Scientific Development

Pre-K SD 1: Children will use processes of science to actively explore and increase understanding of the environment

Georgia Early Learning Standards: Indicators From Infant through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Uses sounds and simple words to ask questions about the environment (1) C1S3	Asks questions about the environment C3S3	Asks questions about objects, organisms, or events in environment SD 1 a	SKCS1
Actively explores the environment C0S1	Actively explores the environment C3S1	Uses senses to observe, classify, and learn about objects SD 1 b	SKCS1aSKE2aSKE2bSKP1a
Uses sounds and simple words to ask questions about the environment (1) C1S3	Uses language to describe things in the environment C3S2	Uses language to describe observation SD 1 c	SKCS5aSKL2aSKL2b
Uses simple tools (1) C1S4	Uses tools to experiment C3S4	Uses simple equipment to experiment, observe, and increase understanding SD 1 d	SKCS3aSKCS6b
Dictates messages (2) L2FW3	Dictates message L3FW3	Records observations through dictating to an adult, drawing pictures, or using other forms of writing SD 1 e	SKCS5b
		Predicts what will happen next based on previous experience SD 1 f	SKCS1

Scientific Development

Pre-K SD 2. Children will acquire scientific knowledge related to life science

Georgia Early Learning Standards: Indicators From Infant through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Actively explores the environment C0S1	Actively explores the environment C3S1	Observes, explores, and describes a wide variety of animals and plants SD 2 a	SKL1bSKL1cSKL2d
Actively explores the environment C0S1	Actively explores the environment C3S1	Recognizes there are basic requirements for all common life forms SD 2 b	SD 2bSKL1aSKCS6c
Uses sounds and simple words to describe things in the environment (I) C1S2	Uses language to describe things in the environment C3S2	Observes, explores, and describes a variety of non-living objects SD 2 c	SKE2cSKL1a
Actively explores the environment C0S1	Actively explores the environment C3S1	Understands that plants and animals have varying life cycles SD 2 d	
Actively explores the environment C0S1 Uses sounds and simple words to describe things in the environment (I) C1S2	Actively explores the environment C3S1 Uses language to describe things in the environment C3S2	Participates in activities related to preserving the environment SD 2 e	

Scientific Development

Pre-K SD 3. Children will acquire scientific knowledge related to physical science

Georgia Early Learning Standards: Indicators From Infant through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Actively explores the environment C0S1	Actively explores the environment C3S1	Investigates and describes the states of matter SD 3 a	SKCS4b
Uses sounds and simple words to describe things in the environment (I) CIS2	Uses language to describe things in the environment C3S2	Describes objects by their physical properties SD 3 b	SKE2aSKE 2bSKP1aSKCS4b
Uses simple tools (I) CIS4	Uses tools to experiment C3S4	Explores simple machines SD 3 c	SKP2b
		Investigates different types/speeds of motion SD 3 d	SKCS4b

Pre- K SD 4. Children will acquire scientific knowledge related to earth science

Georgia Early Learning Standards: Indicators From Infant through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Uses sounds and simple words to describe things in the environment (I) CIS2	Uses language to describe things in the environment C3S2	Investigates, compares, and contrasts seasonal changes in the immediate environment SD 4 a	
Actively explores the environment C0S1	Actively explores the environment C3S1	Discovers through observations that weather can change from day to day SD 4 b	
Actively explores the environment C0S1	Actively explores the environment C3S1	Participates in activities to explore the earth (rocks, soil, air) and sky (clouds, sun, moon, stars) SD 4 c	SKE1b, SKE1c, SKE2a, SKE2b, SKE2c, SKP3 b

Social Studies Development

Pre- K SS 1. Children will develop an appreciation of his/her role as a member of a family, the classroom, and the community

Georgia Early Learning Standards: Indicators From Infant through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Begins to recognize significant family and personal relationships C0SS1	Recognizes family roles and personal relationships C3SS1	Begins to understand family structures and roles SS 1 a	SSKE1 SSKE2
Recognizes community roles and relationships (2) C2SS3	Recognizes community roles and relationships C2SS3	Participates in classroom jobs and contributes to the classroom community SS 1 b	SSKE1 SSKE2
Recognizes community roles and relationships (2) C2SS3	Recognizes community roles and relationships C2SS3	Becomes aware of the roles, responsibilities and services provided by community workers SS 1 c	SSKCG2SSKE1
Begins to recognize significant family and personal relationships C0SS1	Recognizes family roles and personal relationships C3SS1	Becomes aware of family and community celebrations and events SS 1 d	SSKHI SSKGI

Pre- K SS 2. Children will develop a respect for differences in people

Georgia Early Learning Standards: Indicators From Infant through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Begins to recognize individual preferences and differences (1) C1SS2	Recognizes individual preferences and differences C3SS2	Identifies similarities and differences among people SS 2 a	SSIP 1
Begins to recognize individual preferences and differences (1) C1SS2	Recognizes individual preferences and differences C3SS2	Demonstrates an emerging awareness and respect for culture and ethnicity SS 2 b	SSKG1
Begins to recognize individual preferences and differences (1) C1SS2	Recognizes individual preferences and differences C3SS2	Demonstrates emerging awareness and respect for abilities SS 2 c	SSIP 1SSKCG2

Social Studies Development

Pre-K SS 3. Children will express beginning geographic thinking

Georgia Early Learning Standards: Indicators From Infant through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Explores concepts of place and location (2) C2SS4	Explores concepts of place and location C3SS4	Identifies common features in the home and school environment SS 3 a	SSKG2S, SKG3
Draws simple pictures (2) L2FW2	Draws pictures L3FW2	Creates simple representations of home, school, or community SS 3 b	SSKG2, SSKG3, SSMG1
Explores concepts of place and location (2) C2SS4	Explores concepts of place and location C3SS4	Uses and responds to words to indicate directionality, position, and size SS 3 c	SSMG1
Explores concepts of place and location (2) C2SS4	Explores concepts of place and location C3SS4	Develops awareness of the community, city, and state in which he/she lives SS 3 d	SSKH2, SSKG2, SSKG3
Explores concepts of place and location (2) C2SS4	Explores concepts of place and location C3SS4	Recognizes characteristics of other geographic regions and cultures SS 3 e	SSKG2S, SKG1

Creative Development

Pre-K CD 1. Children will explore and use a variety of materials to develop artistic expression

Georgia Early Learning Standards: Indicators From Infant through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Expresses self creatively through art and music (I) S1SE1	Expresses self creatively through art and music S3SE1	Experiments with a variety of materials and activities for sensory experience and exploration CD 1 a	Kindergarten GPS Standards are not yet available for this domain.
Expresses self creatively through art and music (I) S1SE1	Expresses self creatively through art and music S3SE1	Uses materials to create original work and for self-expression CD 1 b	
Begins to express self freely and creatively, using sounds L0E4	Uses oral language for creative expression L3E4	Shares details about personal creations (paintings, drawings, 3-D sculptures, block structures) CD 1 c	
		Expresses interest in and shows appreciation for the creative work of others CD 1 d	

Pre-K CD 2. Children will participate in music and movement activities

Georgia Early Learning Standards: Indicators From Infant through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Expresses self through movement (I) P1G3	Expresses creativity through movement P3G3	Uses music and movement to express thoughts, feelings, and energy CD 2 a	Kindergarten GPS Standards are not yet available for this domain.
Expresses self creatively through art and music (I) S1SE1	Expresses self creatively through art and music S3SE1	Participates in group singing or other musical activities CD 2 b	
Expresses self through movement (I) P1G3	Expresses creativity through movement P3G3	Participates in creative movement and dance CD 2 c	
Expresses self creatively through art and music (I) S1SE1	Expresses self creatively through art and music S3SE1	Explores various music types, musical instruments, and music from various cultures. CD 2 d	

Creative Development

Pre-K CD 3. Children will use drama to express individuality

Georgia Early Learning Standards: Indicators		Pre-K Performance Indicators	K Georgia Performance Standards
From Infant	through 3 years old		
Demonstrates imagination through dramatic play (I) S1SE2	Demonstrates imagination through dramatic play S3SE2	Participates in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences CD 3 a	Kindergarten GPS Standards are not yet available for this domain.
Begins to express self freely and creatively, using sounds LOE4	Uses oral language for creative expression L3E4	Recreates a story or poem through drama CD 3 b	
Demonstrates imagination through dramatic play (I) S1SE2	Demonstrates imagination through dramatic play S3SE2	Participates in activities using symbolic materials and gestures to represent real objects and situations CD 3 c	

Social and Emotional Development

Pre-K SE 1. Children will develop confidence and positive self-awareness

Georgia Early Learning Standards: Indicators From Infant through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
	Relates own identification information P3H4	Demonstrates knowledge of personal information SE 1 a	Kindergarten GPS Standards are not yet available for this domain.
Shows beginning sense of self S0SA1	Shows behaviors that reflect child's self concepts S3SA1	Recognizes self as a unique individual and becomes aware of the uniqueness of others SE 1 b	
Shows beginning awareness of own abilities S0SA2	Demonstrates confidence in own abilities S3SA2	Demonstrates confidence in his/her range of abilities and expresses pride in accomplishments SE 1 c	
Begins to recognize individual preferences and differences (1) C1SS2	Recognizes individual preferences and difference C3SS2	Develops personal preferences SE 1 d	

Pre-K SE 2. Children will develop curiosity, initiative, self-direction and persistence

Georgia Early Learning Standards: Indicators From Infant through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Begins to show curiosity by exploring with the senses A0L1	Shows curiosity in learning new things A3L1	Shows interest in learning new concepts and trying new experiences SE 2 a	Kindergarten GPS Standards are not yet available for this domain.
Begins to develop friendships with other children (2) S2P3	Develops friendships with other children S3P3	Initiates interaction with others SE 2 b	
Shows attachment toward significant adults S0A1	Builds relationship with adults S3A1		
Regulates emotions and behaviors with adult support (1) S1SC1	Regulates own emotions and behaviors most of the time S3SC1	Demonstrates self-direction in use of materials SE 2 c	
Helps with routine tasks (1) P1S4	Attends to routine tasks P3S4	Develops independence during activities, routines, play SE 2 d	
Repeats actions A0L2	Begins to show persistence in variety of tasks A3L2	Sustains attention to a task or activity appropriate for age SE 2 e	

Social and Emotional Development

Pre-K SE 3. Children will increase the capacity for self-control

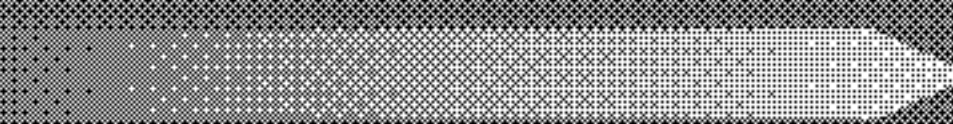
Georgia Early Learning Standards: Indicators From Infant through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Follows simple routines and rules in a group setting with adult support (I) S1SC2	Follows routines and social rules in a group setting most of the time S3SC2	Helps to establish classroom rules and routines SE 3 a	Kindergarten GPS Standards are not yet available for this domain.
Follows simple routines and rules in a group setting with adult support (I) S1SC2	Follows routines and social rules in a group setting most of the time S3SC2	Follows rules and routines within the learning environment SE 3 b	
Follows simple routines and rules in a group setting with adult support (I) S1SC2	Follows routines and social rules in a group setting most of the time S3SC2	Uses classroom materials purposefully and respectfully SE 3 c	
Regulates emotions and behaviors with adult support (I) S1SC1	Regulates own emotions and behaviors most of the time S3SC1	Manages transitions and adapts to changes in routine SE 3 d	
Reacts different toward unfamiliar adults S0A2	Show feelings of security and trust S3A2	Expresses feelings through appropriate gestures, actions, and language SE 3 e	

Pre-K SE 4. Children will develop interpersonal and social skills for relating with other members of the learning community

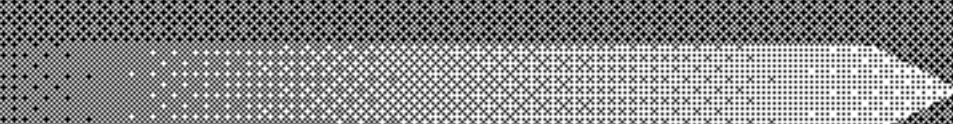
Georgia Early Learning Standards: Indicators From Infant through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Shows awareness of other children S0P1	Demonstrates social skills with other children S3P1	Interacts appropriately with peers and familiar adults SE 4 a	Kindergarten GPS Standards are not yet available for this domain.
Shows awareness of feelings displayed by other children S0P2	Shows sensitivity to the feelings of other children S3P2	Begins to recognize the needs and rights of others SE 4 b	
Shows awareness of feelings displayed by other children S0P2	Shows sensitivity to the feelings of other children S3P2	Shows empathy and understanding to others SE 4 c	
Shows awareness of other children S0P1	Demonstrates social skills with other children S3P1	Participates successfully as a member of a group SE 4 d	
Shows awareness of other children S0P1	Demonstrates social skills with other children S3P1	Participates in resolving conflicts and disagreements with others SE 4 e	

Health and Physical Development

Pre-K HPD 1. Children will participate in a variety of gross-motor activities to develop control, balance, strength, and coordination

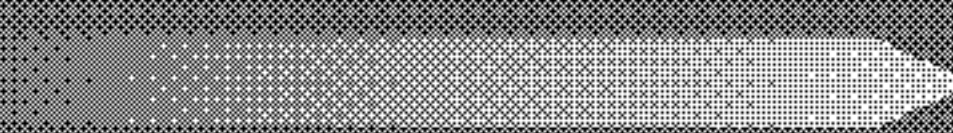
Georgia Early Learning Standards: Indicators From Infant  through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Demonstrates beginning coordination and balance, often with support P0G2	Demonstrates coordination and balance P3G2	Develops coordination and balance HPD 1 a	Kindergarten GPS Standards are not yet available for this domain.
Demonstrates beginning coordination and balance, often with support P0G2	Demonstrates coordination and balance P3G2	Coordinates movements to perform tasks HPD 1 b	
Gains control of head and body P0G1	Controls body movements P3G1	Participates in a variety of indoor and outdoor activities that increase strength, endurance, and flexibility HPD 1 c	

Pre-K HPD 2. Children will participate in activities that foster fine motor development

Georgia Early Learning Standards: Indicators From Infant  through 3 years old		Pre-K Performance Indicators	K Georgia Performance Standards
Gains control of hands and fingers P0F1	Controls hands and fingers P3F1	Performs fine-motor tasks that require small-muscle strength and control HPD 2 a	Kindergarten GPS Standards are not yet available for this domain.
Begins to coordinate motions using eyes and hands P0F2	Shows eye-hand coordination P3F2	Uses eye-hand coordination to perform fine-motor tasks HPD 2 b	
Gains control of hands and fingers P0F1	Controls hands and fingers P3F1	Exhibits manual coordination HPD 2 c	

Health and Physical Development

Pre-K HPD 3. Children understand healthy and safe living practices

Georgia Early Learning Standards: Indicators		Pre-K Performance Indicators	K Georgia Performance Standards
From Infant  through 3 years old			
Shows beginning awareness of personal health needs (1) PIH2	Attends to personal health needs P3H2	Participates in activities related to health and personal care routine HPD 3 a	Kindergarten GPS Standards are not yet available for this domain.
Begins to help with personal hygiene P0S3	Attends to personal hygiene P3S3		
Names different foods (2) P2H3	Identifies healthy food choices P3H3	Participates in activities related to nutrition HPD 3 b	
Responds to verbal or physical signal of danger P0H1	Pays attention to safety instructions P3H1	Discusses and utilizes appropriate safety procedures HPD 3 c	

(b)(6)

Georgia Early Learning Standards

Appendix C**Alignment of Georgia
Early Learning Standards
with Head Start Child
Outcomes Framework****Physical Development****Standard: The child will begin to develop gross motor skills.**

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant	through 3 years old	
Gains control of head and body	Controls body movements	Shows increasing levels of control and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping
Demonstrates beginning coordination and balance, often with support	Demonstrates coordination and balance	Demonstrates increasing abilities to coordinate movements in throwing catching, kicking, bouncing balls, and using the slide and swing.
Expresses self through movement (1)	Expresses creativity through movement	Expresses through movement and dancing what is felt and heard in various musical tempos and styles

Note: The Georgia Early Learning Standards column of this chart includes skills for infants through three year olds. The arrow between age groups displays the idea that children's development occurs as a continuum of growth. In some cases, the earliest evidence of a particular skill is anticipated at the 1, 2, or 3 year old level. In those cases, the anticipated age is noted in parentheses following the skill, e.g., (2). For a complete listing of the Georgia Early Learning Standards at all age levels, see Appendix A - Standards & Indicators Continuum Chart.

Physical Development

Standard: *The child will begin to develop fine motor skills.*

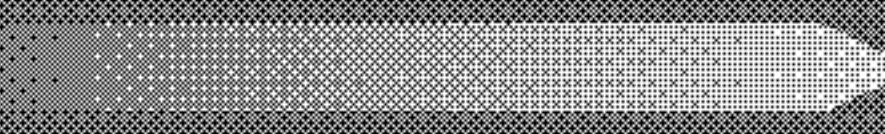
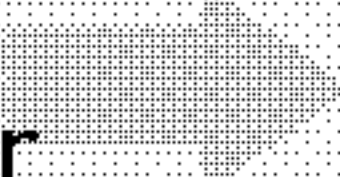


Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant through 3 years old		
Gains controls of hands and fingers	Controls hands and fingers	Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer
Begins to coordinate motions using eyes and hands	Shows eye-hand coordination	Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors

Standard: *The child will begin to acquire self-help skills.*

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant through 3 years old		
Begins to help with feeding	Feeds self	Shows increasing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting
Begins to help with dressing	Dresses self	Shows increasing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting
Begins to help with personal hygiene	Attends to personal hygiene	Shows increasing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting
Helps with routine tasks	Attends to routine tasks	Shows increasing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting

Physical Development

Standard: *The child will begin to practice healthy and safe habits.*

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant  through 3 years old		
Responds to verbal or physical signal of danger 	Pays attention to safety instructions	Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.
Shows beginning awareness of personal health needs (1) 	Attends to personal health needs	Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities
Names different foods (2) 	Identifies healthy food choices	Shows increasing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting
	Relates own identification information	

Emotional and Social Development

Standard: *The child will begin to develop personal relationships with adults.*

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant through 3 years old		
Shows attachment toward significant adults	Builds relationship with adults	Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults
Reacts differently toward familiar and unfamiliar adults	Shows feelings of security and trust	Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults
	Uses adults as a resource	Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults

Standard: *The child will begin to develop personal relationships with peers.*

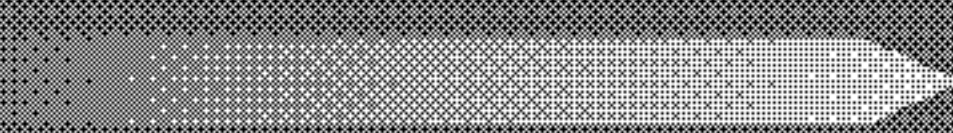
Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant through 3 years old		
Shows awareness of other children	Demonstrates social skills with other children	Increases abilities to sustain interactions with peers by helping, sharing, and discussion.
Shows awareness of feelings displayed by other children	Shows sensitivity to the feelings of other children	Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.
Begins to develop friendships with other children (2)	Develops friendships with other children	Shows progress in developing friendships with peers.

Standard: *The child will begin to acquire self-awareness.*

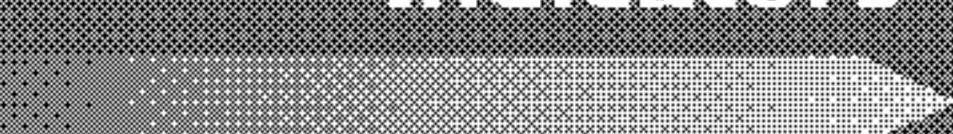
Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant through 3 years old		
Shows beginning sense of self	Shows behaviors that reflect child's self-concept	Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.
Shows beginning awareness of own abilities	Demonstrates confidence in own abilities	Demonstrates growing confidence in a range of abilities, routines, and tasks.
Begins to recognize individual preferences and differences (1)	Recognizes individual preferences and differences	Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.

Emotional and Social Development

Standard: *The child will begin to demonstrate self-control.*

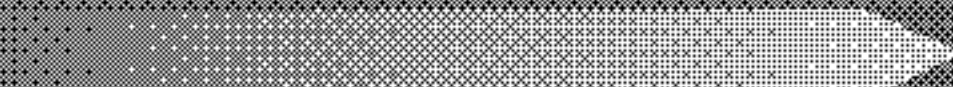



Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant  through 3 years old		
Regulates emotions and behaviors with adult support (I)	Regulates own emotions and behaviors most of the time	Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.
Follows simple routines and rules in a group setting with adult support	Follow routines and social rules in a group setting most of the time	Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

Standard: *The child will begin to engage in self-expression.*

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant  through 3 years old		
Expresses self creatively through creatively art and music (I)	Expresses self through art and music	Gains ability in using different art media and materials in a variety of ways for creative expression and representation. Participates with increasing interest and enjoyment in a variety of music activities including listening, singing, finger plays, games, and performances.
Demonstrates imagination through dramatic play (I)	Demonstrates imagination through dramatic play	Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.

Approaches to Learning

Standard: *The child will begin to acquire learning approaches that support development and school success.*

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant  through 3 years old		
Begins to show curiosity by exploring with the senses 	Shows curiosity in learning new things	Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.
Repeats actions 	Begins to show persistence in a variety of tasks	Grows in abilities to persist and complete a variety of tasks, activities, projects, and experiences.
Begins to find different ways to solve simple problems (I) 	Finds creative solutions to problems	Develops increasing ability to find more than one solution to a question, task, or problem.

Language and Literacy Development

Standard: *The child will begin to construct meaning from spoken words.*
(receptive language)

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant through 3 years old		
Responds to frequently spoken sounds and words	Responds to spoken words	Understands an increasingly complex and varied vocabulary.
Follows simple directions and requests	Follows directions and requests	Shows progress in understanding and following simple and multiple-step directions.

Standard: *The child will begin to express thoughts with sounds, words, and gestures.*
(expressive language)

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant through 3 years old		
Uses motions and gestures to begin to communicate	Communicates nonverbally, using motions and gestures	
Uses sounds to communicate	Demonstrates oral language skills, using words	Uses an increasingly complex and varied spoken vocabulary.
Uses sounds in social situations	Uses oral language in social situations	Progresses in abilities to initiate and respond appropriately in conversation with peers and adults.
Begins to express self freely and creatively, using sounds	Uses oral language for creative expression	Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.
Asks simple questions (1)	Asks questions	Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.

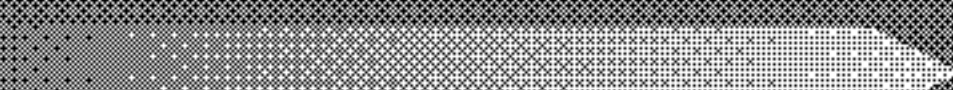

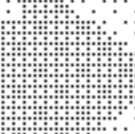
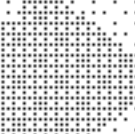
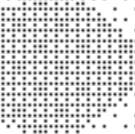
Language and Literacy Development

Standard: *The child will begin to develop the foundations for reading.*

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant through 3 years old		
Begins to attend to stories	Acquires story sense	Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.
Explores books as objects	Show book awareness	<p>Progresses in learning how to handle and care for books knowing to view one page at a time in sequence from front to back and understanding that a book has a title, author, and illustrator.</p> <p>Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children</p>
Becomes aware of pictures	Builds print awareness	<p>Shows increasing awareness of print in the classroom, home and community settings.</p> <p>Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.</p> <p>Recognizes a word as a unit of print or awareness that letters are grouped to form words, and that words are separated by pages.</p> <p>Knows that letters of the alphabet are a special category of visual graphics that can be individually named.</p> <p>Shows progress in associating the names of letters with their shapes and sounds.</p>
Begins to distinguish different sounds of language (2)	Distinguishes different sounds of language	<p>Associates sounds with written words, such as awareness that different words begin with the same sound.</p> <p>Shows growing ability to discriminate and identify sounds in spoken language.</p> <p>Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</p> <p>Shows growing ability to hear and discriminate separate syllables in words.</p>

Language and Literacy Development

Standard: *The children will begin to develop the foundations for writing.*

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant  through 3 years old		
Scribbles spontaneously (1) 	Scribbles	<p>Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying, or writing familiar words such as their own name.</p> <p>Develops understanding that writing is a way of communicating for a variety of purposes.</p>
Draws simple pictures (2) 	Draws pictures	Begins to represent stories and experiences through pictures, dictation, and play.
Dictates messages (2) 	Dictates messages	Begins to represent stories and experiences through pictures, dictation, and play.
Expresses creativity using skills for writing (2) 	Expresses creativity using skills for writing	Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.

Cognitive Development

Standard: *The child will begin to develop the foundations for mathematical reasoning and logical thinking.*

Georgia Early Learning Standards: Indicators From Infant through 3 years old		Head Start Child Outcomes Framework Indicators
Explores objects with different shapes and sizes	Identifies shapes	Begins to recognize, describe, compare and name common shapes, their parts, and attributes. Progresses in ability to put together and take apart shapes.
Begins to sort and match objects, with guidance (1)	Sorts and matches objects	Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.
Shows awareness of early concepts related to amount (1)	Builds number concepts	Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways. Develops increasing ability to count in sequence to 10 and beyond. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects. Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, and equal to.
Explores concepts related to measurement	Builds measurement concepts	Shows progress in using standard and non-standard measures for length and area of objects.
Begins to solve simple problems using logical reasoning (1)	Solves simple problems using mathematical thinking and logical reasoning	Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.
Explores concepts related to patterning	Arranges objects in simple patterns	Enhances abilities to recognize, duplicate and extend simple patterns using a variety of materials.
Thinks creatively using logical reasoning and mathematical thinking (2)	Thinks creatively using logical reasoning and mathematical thinking	Approaches tasks and activities with increased flexibility, imagination, and inventiveness.
	Identifies basic colors	Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.

Cognitive Development

Standard: *The child will begin to demonstrate early scientific inquiry skills.*

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant through 3 years old		
Actively explores the environment	Actively explores the environment	Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural process. Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.
Uses sounds and simple words to describe things in the environment (1)	Used language to describe things in the environment	Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.
Uses sounds and simple words to ask questions about the environment	Asks questions about the environment	Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, questions, and for other related purposes.
Uses simple tools (1)	Uses tools to experiment	Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.

Standard: *The child will begin to develop the foundations for social studies.*

Georgia Early Learning Standards: Indicators		Head Start Child Outcomes Framework Indicators
From Infant through 3 years old		
Begins to recognize significant family and personal relationships	Recognizes family roles and personal relationships	Develops ability to identify personal characteristics including gender and family composition.
Begins to recognize individual preferences and differences (1)	Recognizes individual preferences and differences	Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.
Recognizes community roles and relationships (2)	Recognizes community roles and relationships	Develops growing awareness of jobs and what is required to perform them.
Explores concepts of space and location (2)	Explores concepts of space and locations	Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.

Georgia's Pre-K Program Content Standards

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INTRODUCTION

Welcome to the 2011 edition of Georgia's Pre-K Program Content Standards, which provide the foundation for instruction in all Georgia's Pre-K classrooms. The Pre-K Content Standards were last revised in March 2009 and are currently being reviewed again this school year.

This edition of the Content Standards includes:

- Correlations with Kindergarten Georgia Performance Standards (GPS)*
- Strategies to support inclusive classrooms
- "Learning in Action" suggestions for classroom practice
- Professional resources for each curriculum domain
- Lists of high quality children's literature for each curriculum domain
- Tips to support family involvement in the child's education

With the Kindergarten Georgia Performance Standard (KGPS) correlations, it is clear how what is taught in Pre-K lays the foundation for expectations in Kindergarten. Each Pre-K Content Standard has been matched to an appropriate KGPS. In some cases a Pre-K Content Standard will match several Kindergarten standards; however, there is not always a corresponding Kindergarten standard for every Pre-K Content Standard. Keep in mind that the Pre-K Content Standards and the Kindergarten performance standards reflect what children should know at the **end of the Pre-K or end of the Kindergarten year – not at the beginning**. Seeing how these standards relate is helpful to Pre-K teachers, Kindergarten teachers and parents – all of whom have a part in making children successful in the early years.

The section on strategies to support inclusive classrooms will help individualize instruction to meet the needs of all of the students in your classroom. The "Learning in Action" section of the Content Standards provides examples of appropriate and active activities to build assist in building these skills. The professional resources and children's literature for each domain will assist in planning quality instruction. Family involvement and support, covered in the Home and Family Connection tips, are important to a child's academic success, so each learning domain includes ideas for strengthening the connection between home and school.

The Content Standards are used for planning instruction, assessing growth and development, and sharing information with families. These standards are important for a number of reasons; the most important are: 1. Because Pre-K children learn and develop at varying rates, instruction must be planned to meet each child's individual needs; 2. Pre-K children learn best with a balance of teacher-directed and child-initiated activities that encourage thinking, reasoning and communication; 3. Pre-K children need movement, hands-on activities, lots of language, and a supportive environment.

National research shows that Pre-K programs with effective teaching practices and a challenging and appropriate curriculum enhance children's intellectual, physical, and emotional development. Bright from the Start hopes that these standards will help Pre-K programs exceed expectations in all program areas. For questions concerning these standards, contact Bright from the Start (404) 656-5957, your Pre-K Consultant, or visit the Bright from the Start website at www.decal.ga.gov.

* The Kindergarten Georgia Performance Standards for English Language Arts were approved by the Georgia Department of Education in July 2005. The Performance Standards for Mathematics were approved by the Georgia Department of Education for implementation in July 2006. Science and Social Studies have been approved and will be implemented in subsequent years. In Kindergarten the domains of Health and Physical Development, Social and Emotional Development and Creative Expression are covered under the Georgia Quality Core Curriculum Standards. For more information on the Kindergarten Georgia Performance Standards visit the Georgia Department of Education website at www.doe.k12.ga.us. This year Georgia Department of Education will roll out the Common Core Georgia Performance Standards which will be aligned with the Pre-K Content Standards through our review process this year.

Georgia's Pre-K Program

Georgia's Pre-K Program was established in 1993 through the Georgia Lottery for Education to provide Georgia's four-year-old children with high-quality preschool experiences. The goal of every Georgia's Pre-K classroom is to provide Pre-K students with the learning experiences they need to prepare for Kindergarten.

History of Georgia's Pre-K Program

The Pre-K Program began as a pilot program serving 750 at-risk four-year-old children and their families at 20 sites in 1992. The first lottery funds were utilized in 1993-94 to provide prekindergarten programs for more than 8,700 at-risk four-year-old children. In September 1995 the program was opened to all eligible four-year-old children, not just at-risk families. The program tripled its enrollment from 15,500 children in 1994-95 to 44,000 slots during the 1995-1996 school year. During this time the private sector became an integral part of the program, allowing the program to expand quickly without utilizing funds for capital outlay on new buildings or expansion facilities. A public/private partnership of this magnitude was a first in Georgia and the nation. Enrollment in Georgia's Pre-K program has continued to expand yearly with 84,000 students currently being served this year. Over one million students have participated in Georgia's Pre-K program since 1993.

Pre-K Program Components

A national survey of public Kindergarten teachers noted three primary essentials for school readiness: children are physically healthy, rested, and well nourished; they are able to communicate needs, wants, and thoughts verbally; and they are enthusiastic and curious in approaching new activities. Georgia's Pre-K Program provides children with experiences that foster all these essentials.

An appropriate program for four-year-olds is not a watered down Kindergarten program. Children learn through play and learning centers, which are integral parts of Pre-K classrooms. Pre-K programs reflect an understanding of how children learn by emphasizing active learning, consistent daily routines, and the use of positive behavioral management and assessment strategies. The school readiness goals of the Pre-K program provide appropriate preschool experiences emphasizing growth in language and literacy, math concepts, science, social studies, arts, health and physical development, and social and emotional competence.

Health Services

To ensure a healthy start, all children enrolled in the Pre-K program must have hearing, vision, and dental examination certificates on file within 90 days of starting the Pre-K program. Also, evidence of age-appropriate immunizations must be on file within 30 days of the start of the Pre-K program. At the end of the school year, parents are provided with comprehensive information on all health and entrance documentation necessary for successful entry into Kindergarten.

Parents as First Teachers

Parents are encouraged to volunteer in the Pre-K classroom and to participate in meetings, parent group activities, or workshops. At least two individual conferences per year between the lead teacher and family must be offered by providers and documented in each child's on-site file.

The Pre-K program strongly encourages parents to read to their children on a daily basis. To foster this habit at the beginning of each school year, children in the program are provided with a special edition of a book selected by and including a personalized message from the Governor of Georgia.

Quality Outcomes

Research continues to substantiate the positive impact that high quality preschool programs have on young children. A recent evaluation of a similar program in Oklahoma demonstrated that participation in a high quality program can be a stronger predictor of a child's pre-reading and pre-math skills than certain family characteristics. A similar evaluation of Georgia's Pre-K Program conducted from 2001-2004 by Georgia State University found that children who attended Georgia's Pre-K had larger gains than their same-aged peers who did not attend the program. Furthermore, they were rated higher in academic and social skill ratings by their Kindergarten teachers than other children.

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“Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood.”

Fred Rogers

School Readiness Definition

The first of the National Education Goals states “all children will start school ready to learn.” Georgia has formulated its definition of school readiness within the context of the nature of four-year-olds and how they learn. We believe school readiness must be defined within the context of families and how they live. It must be defined within the context of communities and the services they provide. And, it must be defined within the context of schools and their readiness for children.

A child’s readiness for school is when . . .

possible health barriers that block learning have been detected,
suspected physical or mental disabilities have been addressed,
enthusiasm, curiosity, and persistence toward learning is demonstrated,
feelings of both self and others are recognized,
social and interpersonal skills are emerging,
communication with others is effective,
early literacy skills are evident, and
a general knowledge about the world, things, places, events, and people has been acquired.

Indicators for each dimension of school readiness include but are not limited to the following:

. . . possible health barriers that block learning have been detected

Eye, ear, and dental screenings will detect problems related to seeing, hearing, and dental health.
Immunizations will be on schedule.
Diseases and other health issues will be detected as early as possible.
Rate of growth and mobility within acceptable ranges will be determined.

. . . suspected physical or mental disabilities have been addressed

Suspected physical and mental disabilities will be detected and referrals will be made as early as possible.

. . . enthusiasm, curiosity, and persistence toward learning is demonstrated

Attitudes toward and interest in learning will demonstrate a readiness to learn.
Persistence in completing tasks will be evident.

. . . feelings of both self and others are recognized

Feelings will be identified and expressed appropriately.
Feelings of others will be understood and accepted.
An increasing capacity for self-control will be evident.

. . . social and interpersonal skills are emerging

Ability to work or play cooperatively with others will be evident.
Ability to form appropriate relationships with children and adults will be demonstrated.
Emerging conflict resolution skills will be evident.
Increasing capacity to follow rules and routines will be evident.

. . . communication with others is effective

Listening skills will be evident.
Ability to follow simple directions will be evident.
Expressing needs and wants will be demonstrated.
Use of language to interact socially with others will be demonstrated.
Ability to describe people, places, things, and events will be evident.
Ability to ask and answer age-appropriate questions will be demonstrated .

. . . early literacy skills are evident

Association between spoken and written words will be recognized.
Understanding of beginning alphabetic knowledge will be demonstrated.
Ability to discriminate sounds will be evident.
Knowledge of basic book and story components will be evident.
Use of shapes and marks to convey meaning will be demonstrated.
Writing letters to represent word and syllables will be demonstrated

... a general knowledge about the world, things, places, events, and people has been acquired

Recognition of name will be evident.

Basic awareness of self, family, and community will be demonstrated.

Knowledge of simple science concepts will be evident.

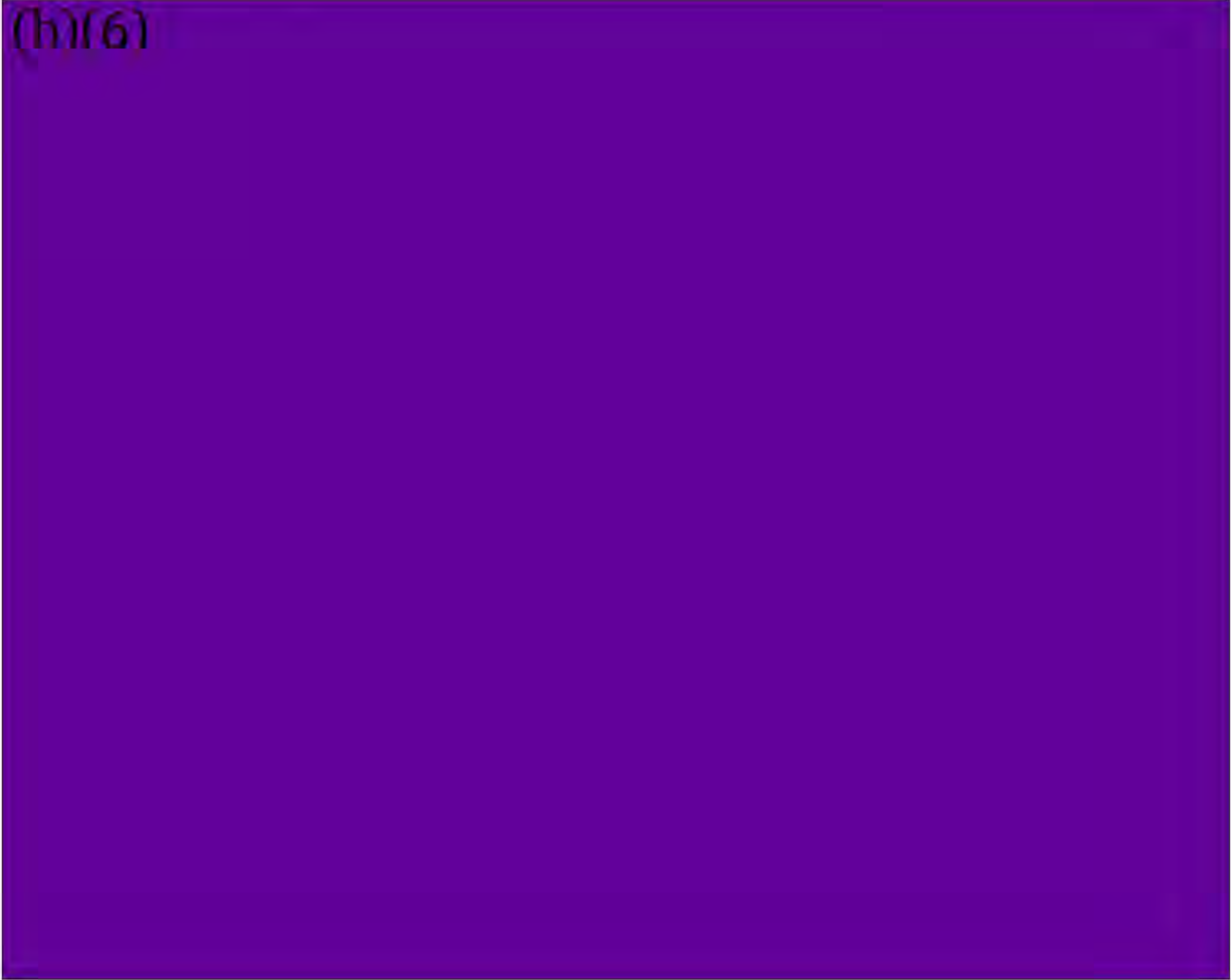
Knowledge of simple math concepts will be evident.

Ability to count up to 10 will be evident.

Basic understanding of shapes and colors will be demonstrated.

Ability to sort and classify objects will be evident.

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Getting a Bright Start to Kindergarten

Strengthening the Transition from Pre-K to Kindergarten

Providing for a smooth transition from Pre-K to Kindergarten is a critical part of Georgia's Pre-K program. When looking at Kindergarten transition, it is important to remember that it is a year long process, not something that happens in April or May of the school year. Transition planning occurs at several levels and involves building relationships, aligning curriculum, and sharing information. Based on research, the Regional Educational Laboratory key components of successful transition planning include:

Connecting Children to Children

Plan activities to strengthen the relationships between Pre-K and Kindergarten students. This can involve a visit to a Kindergarten class, inviting a Kindergarten student to visit Pre-K, video a Kindergarten student reading and show to your class, having a "reading buddy" from another grade level, or making a picture book or video about students in Kindergarten.

Connecting Children to Schools

Begin practicing Kindergarten routines in the spring to familiarize Pre-K children with Kindergarten. This can involve adding cafeteria trays to the dramatic play area so students can practice walking while holding a tray, learning songs, or reading books about Kindergarten. Have students write a letter to the Kindergarten teacher telling about themselves and what they have learned in Pre-K.

Connecting Families to Schools

Share school events and activities with families and provide information to families concerning school organizations such as Parent Teacher Association or Parent Teacher Organization. Provide families with information on Kindergarten registration and required documentation. Invite parents on a visit or field trip to the local school.

Connecting Schools to Schools

Strengthening relationships between your school and the receiving Kindergarten schools will smooth the transition for children and families. This can involve joint workshops between Pre-K and Kindergarten staff, sharing of information between Pre-K and Kindergarten, or holding Kindergarten registration at the Pre-K site. The alignment of the Pre-K Content Standards with the Kindergarten Georgia Performance Standards provides for a smoother transition between the instructional programs.

Connecting Community to Schools

Collaboration between community resources and instructional programs assist families in accessing services needed for the transition. These relationships can be strengthened through hosting resource or health fairs to provide screenings for the students and resources for the families.


Through planning processes and activities to strengthen these relationships, students and families will arrive at school feeling comfortable and ready to be involved in the educational process. Additional transition ideas are included in this document or visit the Bright from the Start website at www.decal.ga.gov or SERVE's website at www.terrifictransitions.org. You can also visit the Department of Education website at www.doe.k12.ga.us for a Kindergarten Transition Tool Kit.

Kindergarten Readiness Ideas to Practice Throughout the Pre-K Year

- ❖ Practice the morning routines such as a “moment of silence” or pledge to the flag
- ❖ Have the children practice raising hands to answer questions
- ❖ Practice carrying items on cafeteria trays (or cookie sheets) - this can be done in centers as well as during meals and snacks or on the playground
- ❖ Learn to open individual milk cartons and straws
- ❖ Learn to open individual condiment (ketchup, mustard, etc.) packets
- ❖ Practice walking as a group from the classroom to other locations in the building
- ❖ Have the children go to another classroom so another teacher can "teach" them a brief special lesson (such as music or P.E). This helps the children get used to the idea that they may have other teachers for "specials"
- ❖ Answer "roll call"
- ❖ Practice getting on and off a school bus
- ❖ Practice checking out library books (using a card) from the public library, classroom library, or site office
- ❖ Read aloud children’s books that are about Kindergarten
- ❖ Learn to sharpen a pencil
- ❖ Plan activities that require cooperative interaction. Some ideas are:
 - Work with a friend to put together teacher made puzzles
 - Work with a friend to match simple word cards with symbol cards
 - Work with a friend to match classmates’ name with their picture
 - Paint with a partner
 - Build with a buddy
 - Group or partner playground games

Remember that these ideas are to familiarize the children with new concepts and/or routines, so we want to make them fun! Be sure to have many discussions (large group, small group, and individual) about why you are doing these things.

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Suggested Books for Kindergarten Readiness

Annabelle Swift, Kindergartner by Amy Schwartz
Boomer Goes To School by Constance W. McGeorge
Countdown to Kindergarten by Alison McGhee
Curious George Goes to School by Margret Rey
David Goes To School by Shannon D
Elizabethi's School by Stephanie Stuve-Bodeen
First Day by Dandi Daley Mackall and Tiphonie Beeke
First Day Jitters by Julie Danneberg
First Day, Hooray! by Nancy Poydar
Franklin Goes To School by Paulette Bourgeois
Froggy Goes To School by Jonathan London
I Want to Go to School Too: A Story about Kindergarten by Liza Alexander
If You Take a Mouse to School by Laura Numeroff
Little Cliff's First Day of School by Clifton L. Taulbert
Look Out Kindergarten Here I Come by Nancy L. Carlson
Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate
Mouse's First Day of School by Lauren Thompson
My First Day of School by Patrick K. Hallinan
My Teacher Sleeps in School by Leatie Weiss
Sam and Gram and the First Day of School by Dianne L. Blomberg PhD, et al
Sam Starts School by Barbara Taylor Cork
The Kissing Hand by Audrey Penn, et al
The Night Before Kindergarten by Natasha Wing
Tom Goes to Kindergarten by Margaret Wild
Twelve Days of Kindergarten by Deborah Lee Rose
Welcome to Kindergarten by Anne F. Rockwell
When You Go to Kindergarten by James Howe
Who Is Going to School Today? by Karl Ruhmann
Will I Have a Friend? by Miriam Cohen

Inclusive Learning Environments in Pre-K

Inclusion of children with special needs fosters caring attitudes and teaches children about acceptance of differences in each other. In high quality early childhood programs, inclusion is simply an example of best practice in meeting the individual needs of each child and their family. Under the Individuals with Disabilities Education Act (IDEA),

... to the maximum extent appropriate, children with disabilities in public or private institutions or other care facilities in Georgia shall be educated with students who are not disabled and shall attend the school they would ordinarily attend in their home area or neighborhood, with their age and grade peers in the general education classroom...

One of the ways to assist children with disabilities in the regular education environment is to provide accommodations and adaptations based on the needs of each child. Georgia Pre-K teachers can easily incorporate simple adaptations into their daily routine to create an inclusive environment. Some examples are:

- Adjust the accessibility of materials to meet the needs of individual children.
- Define physical boundaries within activities (sitting on a carpet square during circle time)
- Rearrange the classroom set up to meet the needs of a child.
- Use adaptive equipment (Big Mac Switches, touch screen for the computer, Alpha Talkers for communication).
- Shorten circle time or allow child with attention issues to get up when needed.

A list with ideas to create an inclusive environment is included within each domain in the Content Standards. Suggestions are provided on how to adapt the domain to include children of varying ability levels. Children with diagnosed disabilities may have an Individual Education Program (IEP) through the local school system. Teachers should always consult Special Education personnel regarding specific adaptations and goals for children who have an IEP.

For more resources on inclusion, specific disabilities, adaptive equipment, and IDEA visit the DECAL website at www.decal.ga.gov and click on **Special Needs** under Families or the Department of Education/Division of Exceptional Students at www.doe.k12.ga.us and click on **Special Education**.

Strategies to Support English Language Learners

The number of children entering Georgia's Pre-K Program speaking a language other than English increases each year. Georgia is currently the seventh most diverse state in the nation. A language-rich Pre-K classroom with a supportive teacher is an ideal place for children to become competent in English. Children learning a new language progress through four developmental levels; using the home language, entering into a non-verbal stage, using individual words or short sentences, and using productive language (Tabors). By providing individualized instruction, students gain skills in listening, understanding, and speaking English, which provides for a smoother transition to the program.

Environmental and Instructional Supports for English Language Learners

- Provide a language rich and emotionally supportive classroom that allows children many opportunities to hear and understand language
- Use repetition to allow children more than one opportunity to understand what is being said
- Emphasize words as they are spoken
- Extend children's language by adding more information
- Reinforce oral discussions with visual clues or gestures
- Provide a running commentary during activities
- Learn some phrases of the child's home language to use when greeting or during activities
- Sit with children during meals/snacks and facilitate natural conversations
- Connect new concepts with familiar experiences, objects and knowledge
- Provide a quiet place in the classroom where children can use manipulatives, puzzles or play dough
- Display pictures of the children and families
- Take field trips to locations recommended by English Language Learner's family
- Maintain established routines and daily schedules
- Provide organized small-group activities that include the English Language Learner
- Integrate cultural perspectives into everyday learning objectives, not as stand-alone curriculum
- Provide an English-speaking buddy or partner for the English Language Learner
- Provide multicultural literature, pictures, music, and props in the classroom
- Provide labels that reflect the languages of the children in the classroom
- Add props to the dramatic play area that represent the home languages of the students

Working with Families

- Invite families to visit the classroom and teach songs in the home language, demonstrate the national dress or read a book in the home language
- Include families in assisting with classroom routines
- Encourage families to continue to use the native language at home
- Use community resource personnel or bilingual parents to assist in translating during meetings with non-English speaking families

Teachers reinforce language development by observing children and by creating environments that set the stage for language use. Classrooms that support English Language Learners have an appropriate language-rich curriculum that includes parental involvement, supports the emotional development of children, and incorporates multicultural understanding.

Resources

One Child, Two Languages. A Guide for Preschool Educators of Children Learning English as a Second Language, Patton Tabors

Promising Practices for Improving the School Readiness of English Language Learners, Ready at Five

Preschool Second Language Acquisition: What We Know and How We Can Effectively Communicate with Young Second Language Learners, Janet Quiñones-Eatman

Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education, NAEYC

L A N G U A G E & L I T E R A C Y

Pre-K children develop language and literacy through interactions with adults and other children, engagement with materials, and instructional experiences. In providing the foundation for later reading, Pre-K children should be exposed to activities that will develop the ability to listen for comprehension and to discriminate sounds in language. Children develop an awareness of print and books through a variety of activities and interactions. They begin writing using pictures, symbols and letters. Later reading success is directly correlated to the interaction of children with books through listening and responding to books read aloud and engaging in activities related to the stories.

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Strategies to support inclusive learning environments:

- ❖ Use various modes of communication with children (pictures, sign language, Braille, Story Boards, augmentative devices, Closed Captioning with TV/Movie activities, and Interpreter)
- ❖ Prompt questions with WH words (who, what, and where)
- ❖ Make eye contact with student
- ❖ Get a child's attention with auditory cuing (Calling out their name, having a special word or phrase)
- ❖ Use books on tape and earphones/verbal output device
- ❖ Use a cued or key word to facilitate communication
- ❖ Use a favorite toy, activity or person to encourage communication
- ❖ Ask frequent questions throughout a story
- ❖ Create Social Stories to help with appropriate sequencing skills (breaking down a skill into steps)
- ❖ Use various adaptive devices for writing (slant board, pencil grip, large crayons, marker holder made out of plaster, cookie worksheet with magnetic numbers/letters, and PVC pen holder)
- ❖ Provide adaptive computer pieces (head pointer, large mouse, and software) when needed

LD 1. Children will develop skills in listening for the purpose of comprehension

	Performance Indicators	Learning in Action	K GPS
LD 1 a	Listens to and follows spoken directions	<ul style="list-style-type: none"> Follows directions such as, "Hang up your jacket and come to the group area." Repeats an instruction to a friend 	ELAKLSV1b Follows two-part oral directions.
LD 1 b	Responds to questions	<ul style="list-style-type: none"> Answers questions from familiar adults and peers Responds to questions during causal conversation 	
LD 1 c	Listens to recordings and shows understanding through body language or by interacting appropriately.	<ul style="list-style-type: none"> Sings along with songs on tape Turns pages of books 	
LD 1 d	Listens to stories read aloud and shows understanding through body language or by interacting appropriately.	<ul style="list-style-type: none"> Leans forward or smiles as books are read during group time Repeats the rhyme in a repetitive book 	ELAKR6a Listens to and reads a variety of literary and informational texts to gain knowledge and for pleasure.
LD 1 e	Begins to distinguish fact from fiction in a read aloud text	<ul style="list-style-type: none"> Tells whether story is real or make-believe 	ELAKR6d Begins to tell fact from fiction in a read aloud text.
LD 1 f	Makes predictions from pictures and titles	<ul style="list-style-type: none"> Predicts what happens next in a picture walk using picture clues or title of a book 	ELAKR6b Makes predictions from pictures and titles.
LD 1 g	Becomes increasingly familiar with the structure of stories (characters, events, plot, resolution of story)	<ul style="list-style-type: none"> Retells the main events in a story Discusses the characters in a story Uses illustrations to predict printed text, such as saying, "Goldilocks is running away!" 	ELAKR6c Asks and answers questions about essential narrative elements

(b)(6)

"(When reading to children...) The more expressively we read, the more fantastic the experience will be. The more fantastic the experience, the more our kids will love books, and the more they'll "pretend" read. And the more the "pretend" read, the quicker they will learn to read. So reading aloud is not quite enough—we need to read aloud **well**."

Mem Fox
Reading Magic, 2001

**LD 2. Children will learn to discriminate the sounds of language
(phonological awareness)**

	Performance Indicators	Learning in Action	K GPS
LD 2 a	Differentiates sounds that are the same and different	<ul style="list-style-type: none"> Recognizes that “Mark” and “Matt” begin with the same sound Identifies common environmental sounds or animal sounds 	
LD 2 b	Repeats rhymes, poems and finger plays	<ul style="list-style-type: none"> Repeats rhymes such as “Humpty Dumpty” Repeats finger plays and poems such as “Itsy Bitsy Spider” 	ELAKR2a Identifies and produces rhyming words in response to an oral prompt and distinguishes rhyming and non-rhyming words. See also: ELAKLSV1c, ELAKLSV1d
LD 2 c	Recognizes the same beginning sounds in different words (alliteration)	<ul style="list-style-type: none"> Plays with repetitive sounds such as snakes slither or the big blue ball bounces 	ELAKR2b Identifies component sounds in spoken words.
LD 2 d	Shows growing ability to hear and discriminate separate syllables in words	<ul style="list-style-type: none"> Claps hands for syllables in names or other familiar words 	ELAKR2c Blends and segments syllables in spoken words.
LD 2 e	Creates and invents words by substituting one sound for another	<ul style="list-style-type: none"> Sings the “Name Game” or “Willoughby Wallaby Woo” and substitutes different beginning sounds for names 	ELAKR2a Identifies and produces rhyming words in response to an oral prompt and distinguishes rhyming and non-rhyming words.

LD 3. Children will develop an understanding of new vocabulary introduced in conversations, activities, stories or books

	Performance Indicators	Learning in Action	K GPS
LD 3 a	Increases vocabulary through everyday communication	<ul style="list-style-type: none"> Participates in “Daily Message/Daily News” Expresses ideas heard in stories 	ELAKLSV1f Increases vocabulary to reflect a growing range of interests and knowledge.
LD 3 b	Uses new vocabulary words correctly within the context of play or other classroom experiences	<ul style="list-style-type: none"> After discussing community helpers, child says, “I want to be a veterinarian and take care of animals.” Creates a story for a wordless picture book. 	ELAKR5a Listens to a variety of texts and uses new vocabulary in oral language.
LD 3 c	Connects new vocabulary with prior educational experiences	<ul style="list-style-type: none"> Helps create a language experience chart after participating in a field trip 	ELAKLSV1g Communicates effectively when relating experiences and retelling stories heard.

“Everyone has gifts, they just open them on different occasions.”

Author unknown

LD 4. Children will develop and expand expressive language skills (speaking)

	Performance Indicators	Learning in Action	K GPS
LD 4 a	Uses language for a variety of purposes	<ul style="list-style-type: none"> • Uses language to express needs, feelings or preferences • Uses different voices for characters in a story 	ELAKR5a Listens to a variety of texts and uses new vocabulary in oral language. See also: ELAKLSV1e
LD 4 b	Engages in conversations with adults and children	<ul style="list-style-type: none"> • Asks and answers questions for information and to solve problems • Tells personal narrative • Engages in turn-taking conversations 	ELAKLSV1a Listens and speaks appropriately with peers and adults. See also: ELAKR5a
LD 4 c	Uses complete sentences of increasing length in conversation	<ul style="list-style-type: none"> • Uses descriptive words • Expands on ideas 	ELAKLSV1h Uses complete sentences when speaking. See also: ELAKR5a,
LD 4 d	Uses language to pretend or create	<ul style="list-style-type: none"> • Pretends with words or actions • Tells real or make-believe stories 	ELAKR6h Retells important facts in the student's own words. See also: ELAKR5a



“Behold the turtle. He only makes progress when he sticks his neck out.”

James Bryant Conant

LD 5. Children will begin to develop age-appropriate strategies that will assist in reading

	Performance Indicators	Learning in Action	K GPS
LD 5 a	Demonstrates an interest in books or stories	<ul style="list-style-type: none"> Chooses to look at books independently Requests that books be read 	ELAKR1a Recognizes print and pictures can inform, entertain, and persuade.
LD 5 b	Discusses books or stories read aloud	<ul style="list-style-type: none"> Asks questions about a story or illustration Adds personal information to a story 	
LD 5 c	Exhibits book-handling skills	<ul style="list-style-type: none"> Looks at books appropriately, left to right, top to bottom, turning one page at a time, front to back of book 	ELAKR1c Tracks text read from left to right and top to bottom.
LD 5 d	Associates symbols with objects, concepts and functions	<ul style="list-style-type: none"> Recognizes familiar logos Checks class job chart to find out whose job it is to wash the tables after snack Uses labels in classroom to put away materials 	ELAKR1a Recognizes print and pictures can inform, entertain, and persuade.
LD 5 e	Recognizes that print represents spoken words	<ul style="list-style-type: none"> Sees a word in the environment and asks the teacher about the word 	ELAKR1b Demonstrates that print has meaning and represents spoken language in written form.
LD 5 f	Dramatizes, tells and retells poems and stories	<ul style="list-style-type: none"> Uses puppets or flannel board to retell a story Tells a story to friends 	ELAKR6e Retells familiar events and stories to include beginning, middle, and end.
LD 5 g	Identifies some individual letters of the alphabet	<ul style="list-style-type: none"> Identifies letters when using alphabet play dough cutters Identifies letters in name or in the environment 	ELAKR1d Distinguishes among written letters, words, and sentences.
LD 5 h	Shares books and engages in pretend-reading with other children	<ul style="list-style-type: none"> Shares a book with another child at the library center 	ELAKR1b Demonstrates that print has meaning and represents spoken language in written form.
LD 5 i	Recognizes books as a source of information	<ul style="list-style-type: none"> Asks the teacher to read a book about the classroom pet Sees a fire truck outside and selects a book about fire trucks 	ELAKR1a Recognizes print and pictures can inform, entertain, and persuade.
LD 5 j	Connects information and events in books to real-life experiences	<ul style="list-style-type: none"> When reading a book about a dog, talks about the pet at home 	ELAKR6g Connects life experiences to read-aloud text.
LD 5 k	Participates in oral reading activities	<ul style="list-style-type: none"> Participates in oral reading activities (morning message, rebus story, experience story) 	ELAKR4b Reads previously taught grade-level text with appropriate text.
LD 5 l	Recognizes that sentences are composed of separate words	<ul style="list-style-type: none"> Counts words in a sentence using a big book read aloud Counts words in sentences during the morning message 	ELAKR1e Recognizes that sentences in print are made up of separate words.
LD 5 m	Uses pictures or symbols to identify concepts	<ul style="list-style-type: none"> Tells what comes next in a pictorial schedule. 	ELAKR6f Uses prior knowledge, graphic features (illustrations), and graphic organizers to understand text.

LD 6 Children will begin to develop age-appropriate writing skills

	Performance Indicators	Learning in Action	K GPS
LD 6 a	Experiments with a variety of writing tools, materials and surfaces	<ul style="list-style-type: none"> Draws or writes using pencils, markers, crayons, paint, shaving cream Draws or writes on paper, cardboard, chalkboard, dry-erase board 	
LD 6 b	Uses scribbles, shapes, pictures and letters, or other forms of writing Stages of writing: <ul style="list-style-type: none"> Pictures Scribbles (squiggle lines and shapes) Letter-like forms Copies letters/words from the environment Uses letters to represent sounds in words Labels objects in drawings Connects words to form sentences Creates a story with beginning, middle, and end 	<ul style="list-style-type: none"> Uses scribble writing and letter-like forms Draws pictures to represent ideas Copies word cards from the writing center Writes name or names of friends Copies words from environment 	ELAKW1b Uses drawings, letters, and phonetically spelled words to create meaning. See also: ELAKW1c
LD 6 c	Understands that print is used to communicate ideas and information (writing for a purpose)	<ul style="list-style-type: none"> Writes list in the dramatic play area Makes signs in the block center Writes messages for friends or adults Writes name on work to show ownership 	ELAKR3a Demonstrates an understanding that there were systematic and predictable relationships between print and spoken sounds.
LD 6 d	Begins to dictate words, phrases, and sentences to an adult recording on paper	<ul style="list-style-type: none"> Tells an adult a story to record Identifies objects in drawing/painting for adult to record 	ELAKW1a Writes or dictates to describe familiar persons, places, objects or experiences.
LD 6 e	Uses left-to-right patterns	<ul style="list-style-type: none"> Uses tracking when reading and writing the morning message and stories 	ELAKW1d Uses left-to-right pattern of writing.

Teachers in Action

- ❖ Add vocabulary related to the current topic or interest to your writing area. Be sure to add pictures or symbols to help your non-readers
- ❖ Get to know your local librarian and ask him/her to help you select books related to your current topics
- ❖ Change your writing materials often to keep your children's interest
- ❖ Let children help you label materials in your classroom as you introduce them
- ❖ Invite celebrity readers to your classroom
- ❖ Use different voices as you read to represent different characters in the story
- ❖ Put words and symbols on chart stories, labels, etc.
- ❖ Use familiar rhymes for transitions
- ❖ Model appropriate writing daily. Be sure to use correct grammar
- ❖ Have children sign in daily. This can be saved for assessment to show growth and development in writing
- ❖ Create enough class-made books for each child to have one to take home at the end of the year
- ❖ Mini photo albums can become great storage for vocabulary cards
- ❖ Create portable writing centers in purses, tool boxes, suitcases, briefcases, and fishing tackle boxes, and place them around the room and for children to take outside
- ❖ Create a morning message daily

Home and Family Connections

- ❖ Play some classic games like “Simon Says” or “Mother, May I?” Give one-step commands at first and then progress to two or three-step commands. “Simon says turn around, Clap your hands and touch your toes.”
- ❖ Read a favorite story together, and ask your child to give a signal each time he hears a particular word. For example, “Clap your hands when you hear me say the word *bear*.”
- ❖ Go outside and identify sounds you hear.
- ❖ Teach your child some hand clapping chants or jump rope rhymes you remember from childhood.
- ❖ Talk to your child while you are engaged in household activities like cooking, gardening, or fix-it chores. Explain what you are doing, and tell them the names of the tools you are using. Spatula, spade, or wrench will soon become part of your child’s growing vocabulary.
- ❖ Discuss the day’s events after your return from an outing or special event.
- ❖ Give your child lots of opportunities to engage in conversation with adults.
- ❖ Let them order for themselves in a restaurant or answer the telephone using phrases you have rehearsed ahead of time.
- ❖ Create silly stories together while riding in the car or waiting at a restaurant.
- ❖ Practice reading environmental print – street signs, store names, favorite foods.
- ❖ Cut out logos from the ad section of the newspaper or the grocery store circular. Paste them on paper, or put them in a photo album to make a book that your child will love to read often.
- ❖ Discuss books with your child after reading them together. Ask “How “ and “Why” questions to extend their learning.
- ❖ Use newspaper and magazines for letter find activities. Children love to find and circle the letters in their names.
- ❖ Invite your child to “write when you write.”
- ❖ Let your child write on old calendars, order forms, check registers, or grocery lists. Provide a “grown-up” pen or pencil.
- ❖ Encourage all forms of writing, from scribbling to forming letters.

Teacher Resources

Access For All, Closing the Book Gap for Children in Early Education - Neuman, S.B., Celano, A.N., & Shue, P

Beginning to Read: Thinking and Learning about Print. - United States Department of Education, Marilyn Adams

Creating a Classroom Literacy Environment - www.readingaloud.com

Creating Readers - Pam Schiller

Fee, Fi, Phonemic Awareness - High/Scope

Learning to Read and Write: Developmentally Appropriate Practices for Young Children - Neuman, Cappelle, Bredekamp, NAEYC

Let the Words Work their Magic - Lucy Caulkins - www.readingaloud.com

Literacy Development in the Early Years - Leslie Morrow

Much More Than ABC's: The Early Stages of Reading and Writing - NAEYC

On the Road to Reading - Beatrice Davis

Oral Language and Early Literacy in Preschool: Talking, Reading and Writing - International Reading Association

Phonemic Awareness in Young Children - Adams, Foorman, Lundberg, Beeler

Preventing Reading Difficulties in Young Children - National Research Council

Reading Magic: Why Reading Aloud to Children Will Change Their Lives Forever - Mem Fox

Starting Out Right: A Guide to Promoting Children's Reading Success - Burns, Griffin & Snow, Washington D.C. NAEYC

Teaching Other People's Children: Literacy and Learning in a Bilingual Classroom - Ballenger

"Very early, children who turn out to be successful in learning to read use phonological recoding, which helps the child acquire high-quality word representations. Gains in **fluency** (automaticity) come with increased experience, as does increased lexical knowledge that supports word identification."

Preventing Reading Difficulties in Young Children – National Research Council

Suggested Children's Books

Book Title	Author
<i>Abiyoyo</i>	Pete Seeger
<i>Alexander and the Terrible, Horrible, No Good, Very Bad, Day</i>	Judith Viorst
<i>All the Colors of the Earth</i>	Sheila Hamanaka
<i>Alphabet Under Construction</i>	Denise Fleming
<i>And to Think That I Saw It On Mulberry Street</i>	Dr. Seuss
<i>Ashanti to Zulu</i>	Margaret Musgrove
<i>Barnyard Banter</i>	Denise Fleming
<i>Bear Snores On</i>	Karma Wilson
<i>Blueberries for Sal</i>	Robert McCloskey
<i>Brown Bear, Brown Bear, What Do You See?</i>	Bill Martin, Jr.
<i>Caps for Sale</i>	Traditional
<i>Chicka Chicka Boom Boom</i>	Bill Martin, Jr. & John Archambault
<i>Chicken Soup with Rice</i>	Maurice Sendak
<i>Children's Garden of Verse</i>	Robert Louis Stevenson
<i>Chrysanthemum</i>	Kevin Henkes
<i>Click, Clack, Moo Cows That Type</i>	Doreen Cronin
<i>Corduroy</i>	Don Freeman
<i>Firefighters A to Z</i>	Chris L. Demarest
<i>Five Little Monkeys Jumping on the Bed</i>	Eileen Chrsitelow
<i>Go Away, Big Green Monster!</i>	Ed Emberley
<i>Grandmother's Garden</i>	John Archambault
<i>In the Tall, Tall Grass</i>	Denise Fleming
<i>Jump Frog Jump</i>	Robert Kalan
<i>Miss Mary Mack</i>	Mary Ann Hoberman
<i>My Teacher Sleeps in School</i>	Leatie Weiss
<i>Pancakes, Pancakes!</i>	Eric Carle
<i>Tacky the Penguin</i>	Helen Lester
<i>The Big, Hungry Bear</i>	Audrey Wood
<i>The Little Engine that Could</i>	Watty Piper
<i>The Little Red Hen</i>	Paul Galdone
<i>The Napping House</i>	Audrey Wood
<i>There Was an Old Lady Who Swallowed a Fly</i>	Traditional
<i>Three Billy Goats Gruff</i>	Traditional
<i>Where is the Green Sheep?</i>	Mem Fox
<i>Where the Wild Things Are</i>	Maurice Sendak

Language & Literacy Development

MATH

Mathematical instruction in Pre-K builds on the child's natural curiosity and desire to make order in the surrounding world. The instruction and the environment challenge children to explore ideas related to patterns, shapes, numbers, and space with increasing sophistication. Mathematical concepts develop as counting activities are built into the daily routine and activities are planned to reinforce the concept of one-to-one correspondence. Children develop an understanding of patterns and predictability as they participate in reading predictable books, see patterns in the environment, use classroom materials, and engage in patterning activities. As teachers use mathematical language, children are able to connect concepts of "more or less" with concrete objects. An understanding of size and measurement develops as children use non-standard or standard means to measure classroom materials. The experience of developing math concepts in Pre-K, using hands-on materials, lays the foundation for later abstract mathematical thinking.

(b)(6)

Strategies to Support Inclusive Learning Environments

- ❖ Simplify a complicated task by breaking it into smaller parts or reducing the number of steps.
- ❖ Model instruction
- ❖ Use pictures/visual aides throughout daily activities.
- ❖ Ensure that students understand the meaning of key mathematical words (sorting, counting, adding, and total).
- ❖ Use real items to understand part and whole (real apple cut into pieces)
- ❖ Use modeling clay to form shapes instead of play dough with a child who has low muscle tone.
- ❖ Provide raised/textured objects for children with visual impairments.
- ❖ Adapt the length of the activity based on the needs of the child.

MD 1 Children will begin to develop an understanding of numbers

	Performance Indicators	Learning in Action	K GPS
MD 1 a	Counts by rote	<ul style="list-style-type: none"> Counts in finger plays or rhymes Sings a counting song 	MKN1a Count a number of objects up to 30 SKCS2a
MD 1 b	Arranges sets of objects in one-to-one correspondence	<ul style="list-style-type: none"> Matches blocks with animals Places a spoon on each plate at the table 	MKN1a Count a number of objects up to 30
MD 1 c	Counts objects using one-to-one correspondence	<ul style="list-style-type: none"> Counts manipulatives Counts the number of children present 	MKN1a Count a number of objects up to 30
MD 1 d	Compares sets of objects using language	<ul style="list-style-type: none"> Identifies "more than, less than or same" when comparing two groups Explains that all of the long sticks are in one box and all the short sticks are in another box 	MKN1e Compare two or more sets of objects (1-10) and identify which set is equal to, more than, or less than the other. MKN2a Use counting strategies to find out how many items are in two sets when they are combined. MKN2b Build number combinations up to 10 and for doubles to 10. MKN2c Use objects, pictures, numbers, or words to create, solve, and explain story problems for two numbers that are each less than 10.
MD 1 e	Begins to understand concept of part and whole using real objects	<ul style="list-style-type: none"> Recognizes the difference between a whole apple and part of an apple 	MKN1g Use informal strategies to share objects equally (divide) between two to three people or sets.
MD 1 f	Begins to identify ordinal numbers	<ul style="list-style-type: none"> Lines objects on table and points to first in line and the last in line Standing in line and says, "I am first, and you are second" 	MKN1d Sequence and identify using ordinal numbers (1 st – 10 th).
MD 1 g	Associates numeral name with set of objects	<ul style="list-style-type: none"> Counts four objects and says, "I have four bears." 	MKN1c Write numerals through 20 to label sets.
MD 1 h	Begins to understand the concept of currency as a means of exchange	<ul style="list-style-type: none"> Sorts coins during a small group activity Uses play money to purchase items from a pretend classroom store 	SSKE3b MKN1h Identify coins by name and value (penny, nickel, dime, quarter) MKN1i Count out pennies to buy items that together cost less than 30 cents. MKN1j Make fair trades involving combinations of pennies and nickels or pennies and dimes.
MD 1 i	Begins to understand the concept of estimation	<ul style="list-style-type: none"> Estimates the number of marbles in a jar Estimates how many steps it will take to get to the playground Estimates how many cups of water it will take to fill a pitcher 	MKN1f Estimate quantities using five and ten as a benchmark. SKCS2b
MD 1 j	Begins to recognize numbers	<ul style="list-style-type: none"> Says, "I see the number 2," while pointing to the morning message board Matches the correct number of counters to the number card and says, "Here is the number 4." 	MKN1c Write numerals through 20 to label sets.

MD 2 Children will create and duplicate simple patterns

	Performance Indicators	Learning in Action	K GPS
MD 2 a	Copies a pattern using sounds or physical movements	<ul style="list-style-type: none"> Snaps, claps, stomps a rhythmic pattern 	MKG3b Extend a given pattern and recognize similarities in different patterns.
MD 2 b	Recognizes and reproduces simple patterns of objects	<ul style="list-style-type: none"> Creates patterns using manipulatives, blocks or other objects in the classroom 	MKG3a Identify a missing shape with a given pattern of geometric shapes. MKG3b Extend a given pattern and recognize similarities in different patterns.
MD 2 c	Reproduces and extends a pattern using objects	<ul style="list-style-type: none"> Sees the pattern in a string of beads and determines which bead is needed to continue the pattern 	MKG3a Identify a missing shape with a given pattern of geometric shapes. MKG3b Extend a given pattern and recognize similarities in different patterns.
MD 2 d	Independently creates patterns using objects	<ul style="list-style-type: none"> Creates patterns using manipulatives, blocks, or other objects in the classroom 	MKG3b Extend a given pattern and recognize similarities in different patterns.
MD 2 e	Spontaneously recognizes and identifies patterns in the environment	<ul style="list-style-type: none"> Recognizes patterns in rugs, clothes, daily schedule Recognizes repeated phrases in stories 	MKG3a Identify a missing shape with a given pattern of geometric shapes. MKG3b Extend a given pattern and recognize similarities in different patterns.

MD 3 Children will sort and classify objects

	Performance Indicators	Learning in Action	K GPS
MD 3 a	Matches like objects	<ul style="list-style-type: none"> Places all of the dinosaurs together 	SKP1a, SKP1b
MD 3 b	Sorts objects using one characteristic	<ul style="list-style-type: none"> Places all of the red blocks together and all of the green blocks together Places the big animals in one group and small animals in another group Sorts all of the pennies, nickels, and dimes into the appropriate groups. 	SKP1a, SKP1b, SKP2a
MD 3 c	Classifies objects using more than one characteristic	<ul style="list-style-type: none"> Makes a grouping of red triangles, green triangles, red squares, and green squares (sorted by color and shape) 	SKP1a, SKP1b, SKL1b, SKL1c
MD 3 d	Sorts and classifies objects using self-selected criteria	<ul style="list-style-type: none"> Sorts through a box of buttons and makes up rules for organization 	SKP1a, SKP1b, SKL1b, SKL1c
MD 3 e	Explains sorting or classifying strategy	<ul style="list-style-type: none"> Sorts items and says, "I put all of the big animals together." 	SKL2a, SKL2b, SKL2d
MD 3 f	Participates in creating and using real and pictorial graphs or other simple representations of data	<ul style="list-style-type: none"> Helps to create a graph of types of shoes worn in the classroom by placing shoes on a floor graph Helps to create a chart of favorite foods by placing name or symbol under the correct column 	MKD1 Pose information questions, collect data, organize, and record results using objects, pictures, and picture graphs.

MD 4 Children will develop a sense of space and an understanding of basic geometric shapes

	Performance Indicators	Learning in Action	K GPS
MD 4 a	Recognizes, describes and compares basic geometric shapes	<ul style="list-style-type: none"> • During group time says, "I am sitting on a square." • Notes that the classroom door is a rectangle • Using unit blocks, notices that a square has four sides and a triangle has three sides 	<p>MKG1a Recognize and name the following basic two-dimensional shapes: triangles, rectangles, squares, and circles.</p> <p>MKG1e Compare geometric shapes and identify similarities and differences of the following two and three-dimensional shapes: triangles, rectangles, squares, circles, spheres, and cubes.</p> <p>SKCS5a</p>
MD 4 b	Uses classroom materials to create shapes	<ul style="list-style-type: none"> • Combines unit blocks to make shapes • Forms shapes using play dough 	<p>MKG1c Observe concrete objects in the environment and represent the objects using basic shapes, such as drawing a representation of a house using a square together with a triangle for the roof.</p> <p>MKG1d Combine basic shapes into basic and more complicated shapes, and will decompose basic shapes into combinations of basic shapes.</p> <p>MKG1e Compare geometric shapes and identify similarities and differences of the following two and three-dimensional shapes: triangles, rectangles, squares, circles, spheres, and cubes.</p>
MD 4 c	Uses language to indicate where things are in space: positions, directions, distances, order	<ul style="list-style-type: none"> • Uses positional words such as over, under, behind during play • Places an object inside and outside, behind and in front, under and above, beside and on a box on a table 	<p>MKG2a Identify when an object is beside another object, above another object, or below another object.</p> <p>MKG2b Identify when an object is in front of another object behind another object, inside another object or outside it.</p>

MD 5 Children will learn how to use a variety of non-standard and standard means of measurement

	Performance Indicators	Learning in Action	K GPS
MD 5 a	Associates and describes the passage of time with actual events	<ul style="list-style-type: none"> Notes that snack time is after outdoor time Remarks that yesterday was special because of the trip to the library Recalls daily schedule Uses words to describe time intervals such as, yesterday, today, and tomorrow 	MKM2a Know the names of the days of the week. MKM2b Know the months of the year. MKM3a Order daily events. MKM3b Tell the time when daily events occur, such as lunch, to the nearest hour. MKM3c Know the name of the day of the week when weekly events occur in class. SSKH3a, SSKH3b, SSKH3c, SSKH3d, SSKH3e, SSKH3f, SSKH3g, SKE1a
MD 5 b	Uses mathematical language to describe experiences involving measurement	<ul style="list-style-type: none"> Uses comparison terms, such as, "My block is longer than yours" (heavy/light, big/little, tall/short) 	MKM1 a Compare and order objects on the basis of length. MKM1 b Compare and order objects on the basis of capacity. MKM1 c Compare and order objects on the basis of height. MKM1 d Compare and order objects on the basis of weight.
MD 5 c	Measures the passage of time using non-standard or standard measures	<ul style="list-style-type: none"> Uses the sand timer to measure time at the computer 	SKE1a
MD 5 d	Measures the length of objects using non-standard or standard measures	<ul style="list-style-type: none"> Uses links to measure the length of a table Uses hands, feet, or string to measure length Uses a ruler to measure the length of a block 	MKM1 a Compare and order objects on the basis of length. MKM1 c Compare and order objects on the basis of height. SKCS3a
MD 5 e	Measures the volume (capacity) of objects using non-standard or standard measures	<ul style="list-style-type: none"> Uses a cup or plastic container to measure the water in the sensory table Uses measuring cups to measure ingredients for a recipe 	MKM1 b Compare and order objects on the basis of capacity.
MD 5 f	Measures and compares the weight of objects using non-standard or standard measures	<ul style="list-style-type: none"> Holds a block in each hand and identifies which is heaviest Uses balance scale to compare weight of small blocks and plastic cubes 	MKM1 d Compare and order objects on the basis of weight. SKCS4b, SKCS4c, SKCS6b
MD 5 g	Orders two or more objects by size (seriation)	<ul style="list-style-type: none"> Uses blocks of three different sizes and places in order of size-small, medium, large Arranges four rods from shortest to longest 	SKCS4c

Teachers in Action

- ❖ Use real objects for counting, sorting and patterning
- ❖ Read books containing math concepts
- ❖ Use empty egg cartons or muffin tins for sorting
- ❖ Help children identify geometric shapes using sample floor plans in the block area
- ❖ Make your own scales with coat hanger, yarn, and small plastic cups
- ❖ Create class phone books for children to help identify numbers
- ❖ Go on a shape hunt
- ❖ Develop daily calendar activities (identify numbers on the calendar, briefly expose children to time concepts such as a day, a week, etc.)
- ❖ Use transitions as a time to incorporate math (sort children by gender, clothing, etc.)
- ❖ Create a class grocery store and price all of the items. Add pretend money for children to purchase items
- ❖ Talk about birthdates
- ❖ Use cooking activities to incorporate measuring
- ❖ Add many measuring cups, spoons and containers to your sensory table
- ❖ Use your daily schedule to help children understand the concept of time
- ❖ Have an estimation jar and change the materials to relate to your current topic (marbles, jelly beans, pom poms, etc.)

(b)(6)

Home and Family Connections

- ❖ Encourage children to identify coins by name by helping them to say the name of the coins as they place them in a piggy bank.
- ❖ Let your child count out coins for purchase at a store.
- ❖ Before giving your child a snack, have him/her estimate how many (crackers, cookies, etc.) are in the container.
- ❖ Estimate how many steps it will take to walk from the kitchen to the front door.
- ❖ Encourage counting frequently in daily routines, such as counting the forks as you put them away. Create games around counting common objects, such as counting the number of doors, windows and telephones in your home.
- ❖ Choose books from your local library that encourage counting, such as Splash by Ann Jonas.
- ❖ Build one-to-one correspondence by letting your child set the table. Show him how to put one plate, one cup and one fork at each place.
- ❖ Ask your child to find shapes by saying, "Find something that is round or something that is a triangle."
- ❖ When riding in the car, identify the shape of street signs.
- ❖ Put your child's shoes in a pile and have them match the pairs of shoes and then put them away.
- ❖ Develop the concept of part to whole by doing puzzles. Make your own puzzles by cutting apart magazine pictures and gluing them back together again.
- ❖ Have your child help sort laundry before you wash by putting all the socks in a pile, all the shirts in a pile, and all the towels in a pile.

"We worry about what a child will become tomorrow, yet we forget that he is someone today."

Stacia Tauscher

Teacher Resources

1-2-3 Math - Jean Warren

Children's Mathematical Thinking: A Developmental Framework for Preschool, Primary and Special Education Teachers - Arthur J. Baroody

Circle Time Math - Teaching and Learning Company

Counting Caterpillars and Other Math Poems - Betsy Franco

Early Childhood - Where Learning Begins, Mathematics - Carol Sue Fromboluti

Engaging Young Children in Mathematics: Standards for Early Mathematics Education - Douglas H. Clements, Julie Sarama and Ann-Marie Dibiase

Enriching Early Mathematics Learning - Cook, Jones, Murphy, Thurnston

Four Seasons Math - Jean Warren

Graphing Across the Curriculum - Valeriein Williams

Hands on Math - Scott Foresman

Learning Through Play: Math, a Practical Guide - Sandra White-Stupiansky

Math for the Very Young: A Handbook of Activities for Parents and Teachers - Lydia Polonsky, Dorothy Freedman, Susan Leshner, Kate Morrison

Mathematics in the Early Years - Juanita V. Copley

More Than Counting - Redleaf Press

Much More Than Counting - Redleaf Press

Number in Preschool and Kindergarten: Educational Implications of Piaget's Theory (NAEYC) - Constance Kamii

Showcasing Mathematics for the Young Child: Activities for Three-, Four-, and Five-Year-Olds - Juanita Copley

The Young Child and Mathematics - NAEYC

"Children are like wet cement.
Whatever falls on them makes an impression."
Haim Ginott

Suggested Children's Books

Title	Author
<i>Anno's Counting Book</i>	Mitsumasa Anno
<i>At The Edge of The Woods</i>	Cynthia Cotton
<i>Big Fat Hen</i>	Keith Baker
<i>Chicka Chicka 1,2,3</i>	John Archambault
<i>Construction Countdown</i>	K. C. Olson
<i>Count!</i>	Denise Fleming
<i>Eating Fractions</i>	Bruce McMillan
<i>Feast For 10</i>	Catheryn Falwell
<i>Fish Eyes!</i>	Lois Elhert
<i>Five Little Ducks</i>	Eileen Christelow
<i>Five Little Monkeys Bake A Cake</i>	Eileen Christelow
<i>Five Little Monkeys Jumping On The Bed</i>	Eileen Christelow
<i>Five Little Monkeys Sitting In A Tree</i>	Eileen Christelow
<i>Five Little Monkeys Wash A Car</i>	Eileen Christelow
<i>How Do Dinosaurs Count To Ten?</i>	Jane Yolen and Mark Teague
<i>How Many Feet In The Bed?</i>	Diane Johnston Hamm
<i>Is A Whale the Biggest Thing There Is?</i>	Robert E. Wells
<i>Let's Count</i>	Tana Hoban
<i>Let's Go Visiting</i>	Julie Vivas
<i>Miss Spider's Tea Party and Counting Book</i>	David Kirk
<i>Moo, Moo Brown Cow</i>	Jakki Wood
<i>Over In The Meadow</i>	Ezra Jack Keats
<i>Roar! A Noisy Counting Book</i>	Pamela Duncan Edwards
<i>Seven Blind Mice</i>	Ed Young
<i>Sheep In A Jeep</i>	Nancy Shaw
<i>So Many Bunnies</i>	Rick Walton
<i>Splash!</i>	Ann Jonas
<i>Spots</i>	Laura Regan
<i>Ten Apples On Top</i>	Dr. Seuss
<i>Ten Black Dots</i>	Donald Crews
<i>Ten Terrible Dinosaurs</i>	Paul Strickland
<i>The Doorbell Rang</i>	Pat Hutchins
<i>The Greedy Triangle</i>	Marilyn Burns
<i>The Grouchy Ladybug</i>	Eric Carle
<i>Turtle Splash</i>	Katheryn Falwell

(b)(6)

Pre-K children are naturally curious about their world. Pre-K science activities encourage the student to explore, investigate, observe and record changes in the environment. Children learn to use their senses and simple tools such as magnets and magnifiers to make observations and collect information. Activities such as noting the changes in the seasons, caring for animals and classroom pets, and exploring simple machines encourage the further development of scientific thinking.

(b)(1)

Strategies to Support an Inclusive Learning Environment

- ❖ Use a type of graphic organizer (story board, flow chart) to determine knowledge of sequence of events and prediction of what will come next.
- ❖ Use visual aides when talking about weather and environment.
- ❖ Encourage hands-on and sensory experiences such as touching, holding, exploring, tasting, smelling, and manipulating objects.
- ❖ Provide physical guidance/hand over hand support when using science tools.

SD 1 Children will use processes of science to actively explore and increase understanding of the environment

	Performance Indicators	Learning in Action	K GPS
SD 1 a	Asks questions about objects, organisms, or events in environment	<ul style="list-style-type: none"> Notes the different ways that insects can move Inspects a bird's nest and wonders how it was constructed Sees a rainbow and asks how it was formed 	SKCS1
SD 1 b	Uses senses to observe, classify, and learn about objects	<ul style="list-style-type: none"> Identifies scent containers by sense of smell Identifies objects in a "feely" bag by touch Separates objects by texture 	SKCS1a SKE2a SKE2b SKP1a
SD 1 c	Uses language to describe observation	<ul style="list-style-type: none"> Notes that the hamster is small, furry, and soft Notes that the turtle moves slowly, and the hamster moves quickly 	SKCS5a SKL2a SKL2b
SD 1 d	Uses simple equipment to experiment, observe, and increase understanding	<ul style="list-style-type: none"> Uses magnet wands to identify magnetic items in science center Looks through prism and says, "I can see a rainbow." 	SKCS3a SKCS6b
SD 1 e	Records observations through dictating to an adult, drawing pictures, or using other forms of writing	<ul style="list-style-type: none"> Draws pictures documenting result of an experiment using magnets Keeps a pictorial log of plant growth 	SKCS5b
SD 1 f	Predicts what will happen next based on previous experience	<ul style="list-style-type: none"> After planting a seed, says "We planted seeds at our house and grew flowers." 	SKCS1

SD 2 Children will acquire scientific knowledge related to life science

	Performance Indicators	Learning in Action	K GPS
SD 2 a	Observes, explores, and describes a wide variety of animals and plants	<ul style="list-style-type: none"> Uses picture cards and matches animals and their offspring Describes the different types of leaves on the trees on the playground Sorts animals according to skin coverings (feathers, fur, and scales) 	SKL1b SKL1c SKL2d
SD 2 b	Recognizes there are basic requirements for all common life forms	<ul style="list-style-type: none"> Takes care of familiar plants and animals in the classroom 	SD 2b SKL1a SKCS6c
SD 2 c	Observes, explores, and describes a variety of living and non-living objects	<ul style="list-style-type: none"> Makes collections of non-living objects such as rocks and buttons 	SKE2c SKL1a
SD 2 d	Understands that plants and animals have varying life cycles	<ul style="list-style-type: none"> Observes life cycle of insects or amphibians Reads books about life cycles such as <i>The Very Hungry Caterpillar</i> 	
SD 2 e	Participates in activities related to preserving the environment	<ul style="list-style-type: none"> Places scrap paper in the classroom recycling bin Assists in planting a tree 	

SD 3 Children will acquire scientific knowledge related to physical science

	Performance Indicators	Learning in Action	K GPS
SD 3 a	Investigates and describes the states of matter	<ul style="list-style-type: none"> Observes ice melting Describes the difference between liquid and solid objects 	SKCS4b
SD 3 b	Describes objects by their physical properties	<ul style="list-style-type: none"> Describes the difference between the wet sand and the dry sand Describes how water flows through a tube in the sensory table 	SKE2a SKE 2b SKP1a SKCS4b
SD 3 c	Explores simple machines	<ul style="list-style-type: none"> Creates a ramp for cars in the block center 	SKP2b
SD 3 d	Investigates different types/speeds of motion	<ul style="list-style-type: none"> Plays follow the leader with different types of motion Rolls objects on various ramps in the block center Comments, "My car goes faster than Johnny's truck." 	SKCS4b

SD 4 Children will acquire scientific knowledge related to earth science

	Performance Indicators	Learning in Action	K GPS
SD 4 a	Investigates, compares, and contrasts seasonal changes in the immediate environment	<ul style="list-style-type: none"> Notes that it is necessary to wear jackets in the winter, because it is cold outside. Draws a picture of the weather outside 	
SD 4 b	Discovers through observations that weather can change from day to day	<ul style="list-style-type: none"> Graphs daily weather Reads outside thermometer and records observations in a weather journal 	
SD 4 c	Participates in activities to explore the earth (rocks, soil, air) and sky (clouds, sun, moon, stars)	<ul style="list-style-type: none"> Listens to stories about the earth and sky such as <i>Good Night Moon</i>, <i>In the Tall Tall Grass</i>, <i>It Looked Like Spilt Milk</i> Observes and draws pictures of clouds Observes and draws pictures of shadows at varying times of the day Collects rocks and classifies by size, color, shape, texture Classify objects according to those seen in the day sky and those seen in the night sky. 	SKE1b SKE1c SKE2a SKE2b SKE2c SKP3 b

Teachers in Action

- ❖ Use cooking activities often to help with science concepts
- ❖ Change your materials in your sensory table often. The materials can relate to your current topic
- ❖ Use real and found materials to help children identify magnetic properties
- ❖ Let children help care for class pets and plants
- ❖ Science is best explained through reading materials with real pictures
- ❖ Grow seeds and let children record the changes and growth

Home and Family Connections

- ❖ Create a “feely” bag using a paper bag or an old sock. Place a variety of objects in the bag and have your child identify the objects by touching only. Ask your child to identify the object and describe how it feels (soft/hard, smooth/bumpy, etc.).
- ❖ Help your child learn about life science through planting a seed (such as a bean or grass seeds) in a small cup or pot. Talk with your child about what the plant needs to grow, such as water and light. Have your child draw a picture of the plant once a week to chart the plant’s growth.
- ❖ Help your child understand the different properties of matter by making gelatin. Have them use their senses to observe and describe the changes from liquid to solid. Eat and enjoy!
- ❖ On the weekend allow your child to check the weather and decide what to wear.
- ❖ Take a nature walk and collect rocks. Have your child sort the rocks by as many ways possible (size, color, texture, shape, etc.).
- ❖ Check out books from your local library about animals, plants, and other science concepts.
- ❖ During bath time provide several different objects for your child to play with in the tub – a rubber duck, a metal spoon, and a plastic bowl, for example. Talk about why some sink and some float. Do some “experiments” to see if you can change what they do. Fill the bowl with water, for example, to see if it will sink.
- ❖ Look at the night sky for several weeks around the same time and locate the moon. Is it behind a tree, over the garage, or across the street? Does it change places? Does it seem higher or lower in the sky? Does it change shape? Invite your child to draw a picture showing all the different ways he has seen the moon.

“I did then what I knew to do....
But when I knew better, I did better.”

Maya Angelou

Teacher Resources

202 Science Investigations - Marjorie Frank

Bubbles, Rainbows & Worms - Sam Ed Brown

Dialogue on Early Childhood, Science, Mathematics and Technology Education - American Association for the Advancement of Science

Discovering Nature With Young Children - Chalufour and Worth

Everybody Has a Body: Science from Head to Toe/Activities Book for Teachers of Children Ages 3-6 - Rockwell, R.E., Williams, R.A. and Sherwood, E.A.

Everyday Discoveries: Amazingly Easy Science and Math Using Stuff You Already Have - Sharon MacDonald

Exploring Science in Early Childhood: A Developmental Approach - Karen K. Lind

Hollyhocks and Honeybees: Garden Projects For Young Children - Midden, Olthof, Starbuck

Math and Science for Young Children 4E - Rosalind Charlesworth and Karen K. Lind

More Mudpies to Magnets - Williams, R.A., Rockwell, R.E., and Sherwood, E.

Mudpies To Magnets - Williams, R.A., Rockwell, R.E., and Sherwood, E.

My Big World of Wonders: Activities for Learning About Nature and using Natural Resources Wisely - Griffin, S.

Quick and Easy Science Fun - The Mailbox

Science Experiences for the Early Childhood Years: An Integrated Approach - Jean D. Harlan and Mary S. Rivkin

Science is Simple: Over 250 Activities for Preschoolers - Ashbrook

Worms, Shadows and Whirlpools: Science in the Early Childhood Classroom - Karen Worth and Susan Grollman

Young Children and Technology: A World of Discovery - Susan W. Haugland and June L. Wright

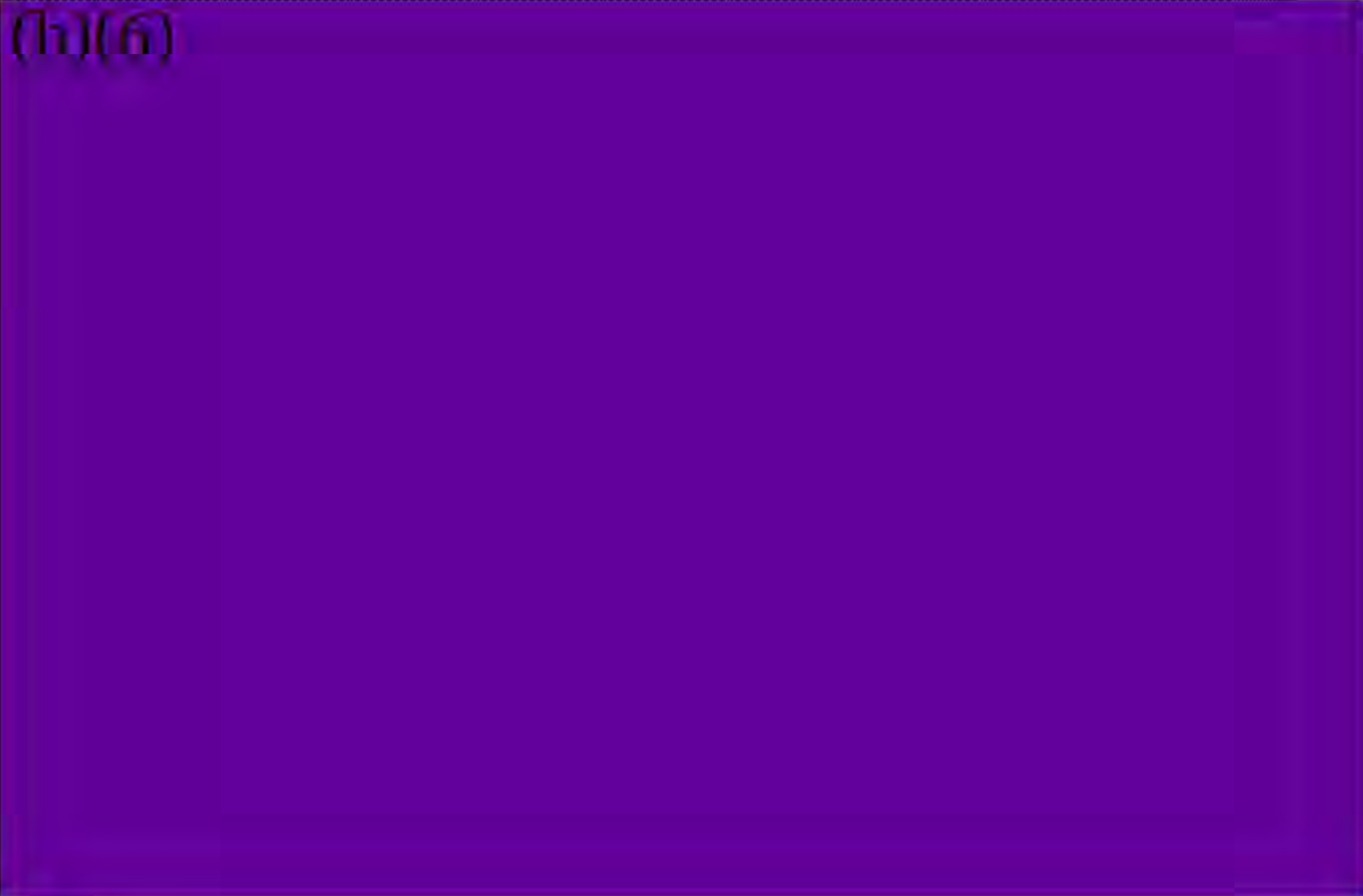
Suggested Children's Books

Title	Author
<i>A Cold Day</i>	Lola Schaefer
<i>A House For Hermit Crab</i>	Eric Carle
<i>A Walk In The Rainforest</i>	Kristen J. Pratt
<i>Animal Babies in Grassland</i>	Jennifer Schofield
<i>Apple Farmer Annie</i>	Monica Wellington
<i>Bear Snores On</i>	Karma Wilson
<i>Bugs! Bugs! Bugs!</i>	Bob Barner
<i>Cloudy Day, Sunny Day</i>	Donald Crews
<i>Flower Garden</i>	Eve Bunting
<i>Froggy Gets Dressed</i>	Jonathan London
<i>Goodnight Moon</i>	Margaret Wise Brown
<i>In The Small, Small Pond</i>	Denise Fleming
<i>Is Your Mama A Llama?</i>	Deborah Guarino
<i>It Looked Like Spilt Milk</i>	Charles Shaw
<i>Listening Walk</i>	Paul Showers
<i>Little Penguins Tale</i>	Audrey Penn
<i>Mooncake</i>	Frank Asch
<i>My Five Senses</i>	Aliki
<i>Old MacDonald Had A Farm</i>	Raffi
<i>Our Earth</i>	Ann Rockwell
<i>Planting A Rainbow</i>	Lois Ehlert
<i>Push, Pull, Empty, Full</i>	Tana Hoban
<i>Red Leaf, Yellow Leaf</i>	Lois Ehlert
<i>Seasons</i>	Charlotte Zolotow
<i>Snowmen at Night</i>	Caralyn Buehner
<i>Stone Soup</i>	Marcia Brown
<i>The Carrot Seed</i>	Ruth Krauss
<i>The Dairy Group</i>	Helen Frost
<i>The Enormous Potato</i>	Aubrey Davis
<i>The Kissing Hand</i>	Audrey Penn
<i>The Snowy Day</i>	Ezra Jack Keats
<i>The Surprise Garden</i>	Zoe Hall
<i>The Tiny Seed</i>	Eric Carle
<i>The Very Hungry Caterpillar</i>	Eric Carle
<i>The Wind Blew</i>	Pat Hutchins
<i>What Color is Nature?</i>	Stephen Swineburne

SOCIAL STUDIES

Social Studies in Pre-K is the development of meaningful knowledge about the people, jobs, landmarks, and cultures of the surrounding community. Children also learn how to contribute to the successful functioning of the classroom. They become aware of the similarities and differences among people and how each person is an important member of the community. As children learn about responsibility in the classroom community, they begin building skills needed for participating in a democracy.

(b)(6)



Strategies to Support an Inclusive Learning Environment

- ❖ Use picture schedules to identify classroom jobs (picture of child next to the job they are responsible for)
- ❖ Use books, dolls, and puppets that depict children of varying ability levels
- ❖ Incorporate people with disabilities in all areas to represent awareness of differences at home, school, and in the community

SS 1 Children will develop an appreciation of his/her role as a member of the family, the classroom, and the community

	Performance Indicators	Learning in Action	K GPS
SS 1 a	Begins to understand family structures and roles	<ul style="list-style-type: none"> Identifies different family structures Looks at photographs of classmates' families Reads stories about different family structures Participates in dramatic play in "home" setting, using dress-up clothes 	SSKE1 SSKE2
SS 1 b	Participates in classroom jobs and contributes to the classroom community	<ul style="list-style-type: none"> Feeds fish, picks up paper off the floor, passes out napkins during snack, helps during clean-up time Describes and identifies necessary classroom jobs (ex: cleaning tables, feeding class pets). 	SSKE1 SSKE2
SS 1 c	Becomes aware of the roles, responsibilities and services provided by community workers	<ul style="list-style-type: none"> Pretends to be a store salesperson or mail carrier (or other community worker) during dramatic play Identifies community workers by the uniform worn or the equipment used Completes the community worker puzzle and describes the various jobs 	SSKCG2 SSKE1
SS 1 d	Becomes aware of family and community celebrations and events	<ul style="list-style-type: none"> Describes family celebrations (birthdays, family gatherings, holidays) Participates in community events (parades, festivals, fairs, picnics) 	SSKH1 SSKG1

SS 2 Children will develop a respect for differences in people

	Performance Indicators	Learning in Action	K GPS
SS 2 a	Identifies similarities and differences among people	<ul style="list-style-type: none"> Recognizes that classmates have hair, but it can be different colors, lengths, and textures Uses multicultural dolls/books/materials. Materials should represent differing ethnicity, culture, ages, ability, and gender. 	SSIP 1
SS 2 b	Demonstrates an emerging awareness and respect for culture and ethnicity	<ul style="list-style-type: none"> Learns some words of other languages Tastes a snack that a classmate from another culture brings to school 	SSKG1
SS 2 c	Demonstrates emerging awareness and respect for abilities	<ul style="list-style-type: none"> Reads a story about a child with a disability Includes children with disabilities in play/conversation 	SSIP 1 SSKCG2

SS 3 Children will express beginning geographic thinking

	Performance Indicators	Learning in Action	K GPS
SS 3 a	Identifies common features in the home and school environment	<ul style="list-style-type: none"> Describes what is seen on the way to school After touring the school, draws a picture about what was seen 	SSKG2 SSKG3
SS 3 b	Creates simple representations of home, school, or community	<ul style="list-style-type: none"> Builds a familiar street with blocks Draws a simple map of classroom or school Drives toy cars on roads made from blocks or uses blue paper to represent water 	SSKG2 SSKG3 SSMG1
SS 3 c	Uses and responds to words to indicate directionality, position, and size	<ul style="list-style-type: none"> Identifies objects that are near and far Talks about the largest (smallest) building in the city Identifies buildings that are close to or far from the school. 	SSMG1
SS 3 d	Develops awareness of the community, city, and state in which he/she lives	<ul style="list-style-type: none"> Takes a walking field trip to explore the local community Identifies the name of the city and state in which he/she lives Becomes familiar with community and state landmarks (city hall, police stations, grocery store, museums, capital). 	SSKH2 SSKG2 SSKG3
SS 3 e	Recognizes characteristics of other geographic regions and cultures	<ul style="list-style-type: none"> Explores the characteristics of arctic animals Reads a story about life in the rain forest 	SSKG2 SSKG1

Teachers in Action

- ❖ Invite parents to talk about different family cultures and traditions. Ask them to cook an authentic dish to share with the class
- ❖ Invite community workers to your classroom
- ❖ Add a globe and maps to your classroom to talk about different locations
- ❖ Explore your community on a walking field trip
- ❖ Add community helper clothing to your center areas
- ❖ Help children identify what city and town they live in
- ❖ Discuss various celebrations around the world
- ❖ Add real pictures of different regions of the world
- ❖ Collect postcards and travel brochures from different places families have visited
- ❖ Do a "Flat Stanley" project
- ❖ Use books and literature to lead discussions on differences between themselves and others

Home and Family Connections

- ❖ Create an “All About My Family” Book. Let the child bring to class to share information and pictures about their family.
- ❖ Invite parents to the classroom to share information about their jobs.
- ❖ Encourage families to identify “jobs” children can help with at home (sorting silverware, folding laundry, cleaning up toys, feeding pets, helping with siblings). Talk about how everyone in the family should help make the home a comfortable place to live.
- ❖ Provide families with lists of community landmarks (library, local historical sites, parks) to visit.
- ❖ Encourage children to look for community helpers such as mail carriers, police officers, bus drivers, teachers, doctors, nurses, cashier, custodians, crossing guards, and firemen.
- ❖ Go through old magazines and cut out “people pictures.” Point out differences in hair color, length, style and texture, skin color, ages, genders, and abilities.
- ❖ Produce and distribute a class cookbook of favorite family recipes (from children in the classroom).
- ❖ Create self-portraits, suggest using mirrors to examine individual differences.
- ❖ Draw the outline of the home. Point out the windows and doors. Invite children to draw beds and other room furnishings.
- ❖ Visit the local library and choose books relating to various cultures, grandparents, babies, genders, and disabilities.

“There are no seven wonders of the world
to a child. There are seven million.”

Walt Streightiff

Teacher Resources

A Critical Theory of Education: Habermas and Our Children's Future - R.R. Young

Alike and Different: Exploring Our Humanity With Young Children - C.B. Phillips, and B. Neubeauer

Caring: A Feminine Approach To Ethics And Moral Education - N. Noddings

Elementary School Social Studies: Research As A Guide To Practice - V.A. Atwood

If This Is Social Studies, Why Is It Boring? - S. Steffey and W. Hood

Learning Opportunities Beyond the School - C.S. Sunal, L.M. Christensen, and D.W. Sunal

Let's Be Friends: Peer Competence and Social Inclusion in the Early Childhood Program - K. Mary and M.Kemple

Renewing The Social Studies Curriculum - W.C. Parker

The Child's Understanding Of Economics - A.E. Berti and A.S. Bombi

The Theme Immersion Compendium for Social Studies Teaching - M.Manning, G.Manning, and R.Long

(b)(6)

Suggested Children's Books

Title	Author
<i>A Rainbow All Around Me</i>	Sandra Pinkney
<i>A Weed is a Flower</i>	Aliki
<i>ABC for You and Me</i>	Margaret Gurnis
<i>All Kinds of Children</i>	Norma Simon
<i>All the Colors of the Earth</i>	Shelia Hamanaka
<i>America the Beautiful</i>	Katharine Lee Bates Wendell Minor
<i>America: A Patriotic Primer</i>	Lynne V. Cheney Robin Preiss Glasser
<i>Be Quite, Marina!</i>	Kristen Debear
<i>Career Day</i>	Anne Rockwell
<i>Children Around the World</i>	Donata Monanari
<i>Families</i>	Ann Morris
<i>Friends at School</i>	Rochelle Bunnett
<i>Friends at Work and Play</i>	Rochelle Bunnett
<i>Full, Full, Full of Love</i>	Trisha Cooke
<i>Grandparents Are the Greatest Because</i>	Adele Aron Greenspan Joan Swartz
<i>Happy Birthday, America</i>	Marsha Wilson Chall Guy Porfirio
<i>I Pledge Allegiance</i>	Bill Martin Jr. Michael Sampson
<i>Lucky Pennies and Hot Chocolate</i>	Carol Shields
<i>My Family</i>	Debbie Bailey
<i>No Mirrors in My Nana's House</i>	Ysaye M. Barnwell
<i>One Is a Drummer</i>	Roseanne Thong
<i>Our Granny</i>	Margaret Wild
<i>Pingo the Plaid Panda</i>	Loreen Leedy
<i>Rolling Along with Goldilocks</i>	Cindy Meyers
<i>Round is Mooncake</i>	Roseanne Thong
<i>Shades of Black</i>	Sandra L. Pinkney
<i>Special People, Special Ways</i>	Arlene Maguire
<i>Susan Laughs</i>	Jeanne Willis Tony Ross
<i>The Colors of Us</i>	Karen Katz
<i>Three Friends / Tres Amigos: A Counting Book</i>	Tona Wilson Maria Brusca
<i>Two Homes</i>	Clarie Masurel
<i>We All Sing with the Same Voice</i>	J. Philip Miller
<i>We Can Do It!</i>	Laura Dwight
<i>What Grandmas/Grandpas Do Best</i>	Laura Numeroff Joffe
<i>Whoever You Are</i>	Mem Fox

C R E A T I V E

The creative arts, including art, music, and drama, provide opportunities for the application of individual ideas, feelings and expression. Creative expression connects to later reading success by fostering eye-hand coordination and the concept of symbolic representation. By experimenting with sounds, colors, forms, motion and words, children communicate in ways that are distinctly their own and that reflect their learning style. Children also learn to appreciate the contributions of other children and adults in the world of the arts.

(b)(6)



Strategies to Support an Inclusive Learning Environment

- ❖ Utilize adaptive equipment when necessary (adaptive scissors, large crayons, and various sized paint containers)
- ❖ Use pictures/story board to prompt/facilitate communication regarding painting or drawing
- ❖ Use visual cues (smiling, clapping) with child to show appreciation for others work
- ❖ Use various types of assistive technology as appropriate with music and movement activities
- ❖ Simplify directions as needed
- ❖ Use a tape recorder

CD 1 Children will explore and use a variety of materials to develop artistic expression

	Performance Indicators	Learning in Action	K GPS
CD 1 a	Experiments with a variety of materials and activities for sensory experience and exploration	<ul style="list-style-type: none"> • Uses markers, paint, crayons, modeling clay, collage materials, play dough 	Kindergarten GPS Standards are not yet available for this domain.
CD 1 b	Uses materials to create original work and for self-expression	<ul style="list-style-type: none"> • Uses collage materials to create a picture • Creates a sculpture using clay 	
CD 1 c	Shares details about personal creations (paintings, drawings, 3-D sculptures, block structures)	<ul style="list-style-type: none"> • Explains painting or drawing to another person • Creates an airplane with materials and tells teacher how each part makes it work 	
CD 1 d	Expresses interest in and shows appreciation for the creative work of others	<ul style="list-style-type: none"> • Watches classmates perform a puppet show or a dance they have created • Comments with enthusiasm on the construction, artwork, or writing that classmates have created • Shows interest in illustrations in books or pieces of art work in the environment 	

CD 2 Children will participate in music and movement activities

	Performance Indicators	Learning in Action	K GPS
CD 2 a	Uses music and movement to express thoughts, feelings, and energy	<ul style="list-style-type: none"> • Uses props to respond with expression to music of various tempos • Interprets emotions through music • Develops movements that express concepts (feelings, directions, words, ideas) 	Kindergarten GPS Standards are not yet available for this domain.
CD 2 b	Participates in group singing or other musical activities	<ul style="list-style-type: none"> • Sings a song with the group during circle time • Plays the classroom musical instruments 	
CD 2 c	Participates in creative movement and dance	<ul style="list-style-type: none"> • Creates a movement that responds to the beat of a record • Exhibits a variety of ways to move (forward, backward, sideways) • Shows creativity in movement (marching, hopping, jumping, snapping, twisting, dancing, swaying, stomping, turning) 	
CD 2 d	Explores various music types, musical instruments, and music from various cultures.	<ul style="list-style-type: none"> • Uses headphones to listen to classical music • Uses maracas as a musical prop during music and movement • Uses materials to create a musical instrument 	

CD 3 Children will use drama to express individuality

	Performance Indicators	Learning in Action	K GPS
CD 3 a	Participates in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences	<ul style="list-style-type: none"> • Puts on the fireman's hat and pretends to put out a fire • Uses a note pad to take a restaurant order in the home living area • Pretends to be a waiter and serves food to friends sitting at the pretend restaurant table 	Kindergarten GPS Standards are not yet available for this domain.
CD 3 b	Recreates a story or poem through drama	<ul style="list-style-type: none"> • Uses props to retell the story of <i>The Three Little Pigs</i> • Pretends to be "Jack Be Nimble" and jumps over a block representing a candlestick 	
CD 3 c	Participates in activities using symbolic materials and gestures to represent real objects and situations	<ul style="list-style-type: none"> • Uses a block to represent a telephone • Claps hands to represent thunder • Uses a scarf to symbolize the wind blowing 	



Teachers in Action

- ❖ Add real and found materials as collage items
- ❖ Change painting materials and media often to keep children's interest
- ❖ Use real and found materials for 3-D structures
- ❖ Take art activities outdoors
- ❖ Create large group murals
- ❖ Use real and found materials for music props
- ❖ Let children create their own musical instruments for a "marching band"
- ❖ Encourage children to make props to retell stories
- ❖ Act out traditional stories
- ❖ Use puppets and language props to retell stories
- ❖ Let children make their own puppets
- ❖ Change dramatic play props often to keep children's interest
- ❖ Ask parents to donate items or let you borrow items to go along with a current topic or interest

Home and Family Connection

- ❖ Give your child markers or crayons and a variety of surfaces to draw on – newspaper, waxed paper, foil, pages from an old phone book, cardboard, or Styrofoam.
- ❖ Make some homemade paint from food color and water, or food color and liquid starch. Or add water to backyard soil for a wonderful “mud paint.”
- ❖ Put some shaving cream on a tray and finger paint to music.
- ❖ Visit a museum or art gallery, and talk to your child about what they see. Explain what an artist is. Let your child become an artist when you return home.
- ❖ Help your child learn about different kinds of music. Find the jazz station on the radio and listen together for a while. Talk about the sounds of the instruments and how the music makes you feel. Then try a different station with a different style of music.
- ❖ Roll a section of newspaper tightly and tape it together in several places to form a stick. Cut it in half to make a pair. Turn on some lively music and encourage your child to play his drumsticks on a variety of surfaces around the house – the kitchen table, the back of the sofa, his own knees. What makes the best drum?
- ❖ Sing songs together. Sing in the car, at home, or outside. Recall some songs from your own childhood.
- ❖ Fill a cardboard box with old scarves, hats, purses, and other dress up props. Invite your child to dress up and act out a favorite slogan, song, or jingle.
- ❖ Practice making faces together in front of a mirror. Who can make the scariest face? Who can look the most surprised?
- ❖ Use your hand or another object to pretend it is a phone. Carry on a pretend phone conversation with your child.

“The art of teaching is the art of assisting discovery.”

Mark Van Doren

Teacher Resources

101 Rhythm Instrument Activities For Young Children - Conners, A.F.

A Creative Adventure: Supporting Development and Learning Through Art, Music, Movement and Dialogue: A Guide For Parents and Professionals - Education Services, Inc.

Before And After School: Creative Experiences - NAEYC

Building Structures With Young Children - Chalufour and Worth

Creative Experiences For Young Children - Chenfeld, M.B.

Creative Play Activities for Children With Disabilities: A Resource Book For Teachers and Parents, 2nd Edition - Morris & Schulz

Dramatic Play: More Than Playing House - NAEYC

How to Foster Creativity in All Children - Mayesky, M.

Just Pretend - Judy Nyberg

Music Play: Bah Bah Be-Bop - NAEYC

The Block Book - NAEYC

(b)(6)

Suggested Children's Books

Title	Author
<i>A Color of His Own</i>	Leo Lionni
<i>A Visit To The Farm</i>	B.A. Hoena & Gail Saunders-Smith, PhD
<i>A Visit to the Supermarket</i>	B.A. Hoena & Gail Saunders-Smith, PhD
<i>Apples</i>	Ann L. Burckhardt
<i>Best Mouse Cookie</i>	Laura Numeroff
<i>Caps, Hats, Socks and Mittens</i>	Louise Borden
<i>Corn</i>	Ann. L. Burckhardt
<i>Don't Forget The Bacon!</i>	Pat Hutchins
<i>Froggy Gets Dressed</i>	Jonathan London
<i>I Smell Honey</i>	Andrea and Brian Pinkney
<i>I Want to Be a Doctor</i>	Firefly Books
<i>I Want To Be A Firefighter</i>	Firefly Books
<i>I Want to Be a Pilot</i>	Firefly Books
<i>If You Give A Pig A Pancake</i>	Laura Numeroff
<i>Jesse Bear, What Will You Wear?</i>	Nancy White Carlstrom
<i>Keeping You Safe: A Book About Police Officers</i>	Ann Owens
<i>Kevin and His Dad</i>	Irene Smalls
<i>Lucy's Picture</i>	Nicolas Moon
<i>Lunch</i>	Denise Fleming
<i>Mommies at Work</i>	Eve Merriman
<i>Mouse Paint</i>	Ellen Stoll Walsh
<i>Mrs. Wishy-Washy's Farm</i>	JoyCowley
<i>My Car</i>	Byron Barton
<i>My World of Color</i>	Margaret Wise Brown
<i>Old MacDonald Had A Workshop</i>	Lisa Shulman
<i>Taking You Places: A Book About Bus Drivers</i>	Ann Owens
<i>The Best Father of All</i>	Peter Horn
<i>The Little Red Hen Makes A Pizza</i>	Philemon Sturges
<i>The Napping House</i>	Audrey and Don Wood
<i>The Tortilla Factory</i>	Gary Paulsen
<i>We Need Firefighters</i>	Lola M. Schaefer
<i>We Need Nurses</i>	Lola M. Schaefer
<i>What Do You Want To Be?</i>	Ron Ellsworth
<i>What Mommies/Daddies Do Best</i>	Laura Numeroff
<i>Zin! Zin! Zin! A Violin</i>	Lloyd Moss

SOCIAL & EMOTIONAL LEARNING

In Pre-K, children develop social and emotional skills that allow them to successfully participate in society. A key to social and emotional development is building secure and positive relationships in a supportive environment. Interpersonal and social skills for communicating with others and learning how to express emotions in socially acceptable ways are taught through direct and indirect instruction. Attention is also given to helping children develop positive attitudes to learning such as initiative, curiosity, and persistence in performing tasks.

(b)(6)

Strategies to Support an Inclusive Learning Environment

- ❖ Provide choices so all children have more control over their environment (show two pictures and have child pick, use communication aides for child with limited speech)
- ❖ Use photographs and mirrors to recognize uniqueness of self and others.
- ❖ Facilitate/model communication between children to promote appropriate relationships
- ❖ Classroom rules and expectations need to be available in many different forms (pictures, words, and Braille) so all children can understand them.
- ❖ Use various methods (timer, clock, verbal, or picture schedule) to prepare children for transition time
- ❖ Allow children to carry an item (meaningful symbol or toy) during transition from one activity to another
- ❖ To reduce frustration, which may lead to behavior problems, divide skills into smaller steps

SE 1 Children will develop confidence and positive self-awareness

	Performance Indicators	Learning in Action	K GPS
SE 1 a	Demonstrates knowledge of personal information	<ul style="list-style-type: none"> Describes self using several basic characteristics (gender, name, age) Says name when asked or sings name in a song 	Kindergarten GPS Standards are not yet available for this domain.
SE 1 b	Recognizes self as a unique individual and becomes aware of the uniqueness of others	<ul style="list-style-type: none"> States, "I have brown eyes, Mary has blue eyes." Says, "My hair is short, and my friend has long hair." 	
SE 1 c	Demonstrates confidence in his/her range of abilities and expresses pride in accomplishments	<ul style="list-style-type: none"> Says, "Watch me. I can do it by myself." 	
SE 1 d	Develops personal preferences	<ul style="list-style-type: none"> Makes choices during independent activities Chooses a favorite color, food, song, etc. 	

SE 2 Children will develop curiosity, initiative, self-direction and persistence

	Performance Indicators	Learning in Action	K GPS
SE 2 a	Shows interest in learning new concepts and trying new experiences	<ul style="list-style-type: none"> Investigates and experiments with materials Asks questions about the people in the classroom environment 	Kindergarten GPS Standards are not yet available for this domain.
SE 2 b	Initiates interaction with others	<ul style="list-style-type: none"> Introduces himself to a new classmate Invites other children to join play 	
SE 2 c	Demonstrates self-direction in use of materials	<ul style="list-style-type: none"> Chooses learning activities Chooses to use the writing center to make a card for a friend Becomes involved with classroom materials without teacher prompting 	
SE 2 d	Develops independence during activities, routines, play	<ul style="list-style-type: none"> Selects additional materials to complete a project Hangs up book bag/jacket upon arrival to school 	
SE 2 e	Sustains attention to a task or activity appropriate for age	<ul style="list-style-type: none"> Builds an extensive block structure Completes a challenging puzzle 	

Teachers in Action

- ❖ Provide opportunities for children to make choices throughout the day
- ❖ Model vocabulary for expressing feelings through language
- ❖ Listen to children's explanations and support their efforts towards solving problems with peers
- ❖ Have class meetings to discuss events and issues, solve problems, and share celebrations and news
- ❖ Set up small group activities to allow for child choice and free exploration of materials
- ❖ Model appropriate interactions for inviting others into a group activity

SE 3 Children will increase the capacity for self-control

	Performance Indicators	Examples	K GPS
SE 3 a	Helps to establish classroom rules and routines	<ul style="list-style-type: none"> Provides ideas to make the classroom run smoothly Discusses rules for being safe outdoors 	Kindergarten GPS Standards are not yet available for this domain.
SE 3 b	Follows rules and routines within the learning environment	<ul style="list-style-type: none"> Remembers to follow simple rules such as walking in the hallways Participates in simple non-competitive games 	
SE 3 c	Uses classroom materials purposefully and respectfully	<ul style="list-style-type: none"> Uses materials and equipment without breaking or destroying the items Puts materials back into the assigned spaces 	
SE 3 d	Manages transitions and adapts to changes in routine	<ul style="list-style-type: none"> Moves smoothly from one routine to another Understands and follows daily schedule 	
SE 3 e	Expresses feelings through appropriate gestures, actions and language	<ul style="list-style-type: none"> Identifies common emotions such as: “ I am happy,” or “That made me sad.” Uses words to express frustration rather than hitting another child 	

SE 4 Children will develop interpersonal and social skills for relating with other members of the learning community

	Performance Indicators	Learning in Action	K GPS
SE 4 a	Interacts appropriately with peers and familiar adults	<ul style="list-style-type: none"> Follows suggestions given by a friend concerning their play Greets the teacher or other adults when arriving at school 	Kindergarten GPS Standards are not yet available for this domain.
SE 4 b	Begins to recognize the needs and rights of others	<ul style="list-style-type: none"> Gives assistance to peers who are trying to solve a problem such as zipping coats or tying shoes Responds appropriately to a friend when he/she says, “No” Respects personal space and belongings of others 	
SE 4 c	Shows empathy and understanding to others	<ul style="list-style-type: none"> Is concerned and wants to help when a classmate falls Helps a classmate pick up spilled toys Carries something for a child who is unable to do so 	
SE 4 d	Participates successfully as a member of a group	<ul style="list-style-type: none"> Cooperates with other children during dramatic play or in building block structures Works with other children to complete a project Develops friendships with peers 	
SE 4 e	Participates in resolving conflicts and disagreements with others	<ul style="list-style-type: none"> Settles a dispute with another child through negotiation Takes turns without pushing or other conflict Seeks help from a teacher when needed 	

Home and Family Connections

- ❖ Make an “I Can” can with your child. Cover a clean can with paper and decorate it. Each week, write a new skill on a strip of paper (“I can hop on one foot,” “I can feed the dog,” “I can sing a new song”, etc.) and place it in the can.
- ❖ Look through photos with your child often. Point out how she has grown and changed over time.
- ❖ Make plans for independent “time alone” play. Talk with your child afterwards and encourage him to tell you about what he did.
- ❖ Give your child some choices throughout the day. “Should we get out the LEGOS or the play dough now?” “Would you like noodle soup or tomato soup for lunch?”
- ❖ Remind your child that every place has its own rules. Practice being quiet in the library and waiting your turn at the bank or the ice cream store.
- ❖ Take turns speaking or listening. During dinner let each person take a turn “in the spotlight” to share something about their day.
- ❖ When reading with your child, talk about how the book characters feel. Point out their facial expressions, their actions, and their words. Say “Show me how you look when you’re disappointed,” or “How do people look if they’re excited?”

(b)(6)

“You can learn many things from children.
How much patience you have, for instance.”

Franklin P. Jones

Teacher Resources

Building Bridges With Multicultural Picture Books for Children 3-5. Beaty

Caring Classrooms/Intelligent Schools: The Social Emotional Education of Young Children - Jonathan Cohen

Conscious Discipline - Dr. Becky A. Bailey

Diversity in the Classroom: New Approaches to the Education of Young Children - Kendall, R.E - College Teachers Press

Easy to Love, Difficult to Discipline: The 7 Basic Skills for Turning Conflict into Cooperation -Dr, Becky A. Bailey

Fostering Children's Social Competence: The Teacher's Role - Lilian G. Katz and Diane E. McClellan

Guiding Children's Social Development: Theory to Practice (4th ed) - Kostelnik, Whiren, Soderman, Stein, Gregory

Language and Culture: Respecting Family Choices - Perez-Mendez and Moore

Let's Be Friends. Peer Competence and Social Inclusion in Early Childhood Programs - Kristen Mary Kemple

Making It Better: Activities for Children Living in a Stressful World - Barbara Oehlberg

Pathways to Competence: Encouraging Healthy Social and Emotional Development in Young Children - Sarah Landy

Promoting Social and Moral Development of Young Children: Creative Approaches for the Classroom - Carolyn P. Edwards

Raising Self-Reliant Children in a Self-Indulgent World: Seven Building Blocks for Developing Capable Young People - H. Stephen Glenn and Jane Nelsen

Serving Families of Diverse Cultures - Rowan, Meyden, Pehrson

The Emotional Development of Young Children: Building an Emotion-Centered Curriculum - Marilou Hyson

You Can't Come to My Birthday Party. Conflict Resolution with Young Children - Betsy Evans

Suggested Children's Books

Title	Author
<i>Across The Stream</i>	Mirra Ginsburg
<i>Daddy's Lullaby</i>	Tony Bradman
<i>Giraffes Can't Dance</i>	Giles Andrea
<i>I'm Gonna Like Me</i>	Jamie Lee Curtis
<i>I'm Sorry</i>	Sam McBratney
<i>I'm Tougher than Asthma</i>	Alden Carter
<i>I'm Tougher than Diabetes</i>	Alden Carter
<i>It's Okay to Be Different</i>	Todd Park
<i>Kevin and His Dad</i>	Irene Smalls
<i>Let's Talk about Extraordinary Friends</i>	Fred Rogers
<i>Love You Forever</i>	Robert N. Munsch
<i>Mama, Do You Love Me?</i>	Babraba M. Joesse
<i>Mommy's Best Kisses</i>	Margaret Anastas
<i>My Friend and I</i>	Lisa Jahn-Clough
<i>Night Shift Daddy</i>	Eileen Spinelli
<i>No, David</i>	David Shannon
<i>On Mother's Lap</i>	Ann Herbet Scott
<i>Seeing Things My Way</i>	Alden Carter
<i>Shelly the Hyperactive Turtle</i>	Deborah Moss
<i>Stretching Ourselves</i>	Alden Carter
<i>Taking Autism to School</i>	Andreanna Edwards
<i>The Best Father of All</i>	Peter Horn
<i>The Crayon Box That Talked</i>	Shane DeRolf
<i>The Feel Good Book</i>	Todd Park
<i>The Kissing Hand</i>	Audrey Penn
<i>The Little Engine That Could</i>	Watty Piper
<i>The Very Best Daddy of All</i>	Marion Dane Bauer Leslie Wu
<i>The Very Lonely Firefly</i>	Eric Carle
<i>Today I Feel Silly</i>	Jamie Lee Curtis
<i>We'll Paint the Octopus Red</i>	Stephanie Stuve-Bodeen Pam DeVito
<i>Wemberly Worried</i>	Kevin Henkes
<i>What Daddies Do Best</i>	Laura Numeroff
<i>What Mommies Do Best</i>	Laura Numeroff
<i>When Mama Comes Home Tonight</i>	Eileen Spinelli
<i>When You're Mad and You Know It</i>	Elizabeth Crary
<i>Will You Still Love Me</i>	Jean Baptiste Baronian

Health and physical development impact a child's ability to learn in all curriculum areas. Young children begin to establish life-long eating habits that can help prevent disease, obesity, and other health problems. Children need to understand sound health practices, nutritional choices, and safety measures to optimize the capacity for learning. Physical development is an essential part of the instructional program and activities should be structured to encourage children to explore the world, promote agility and strength, and to develop balance and coordination. Materials and activities for fine motor muscles develop the muscles that are needed for later academic tasks.



Strategies to Support an Inclusive Learning Environment

- ❖ Define boundaries to promote body and spatial awareness
- ❖ Assign a peer who can model the desired actions and assist with activities
- ❖ Provide physical guidance/support for children having difficulty with motor tasks
- ❖ Provide adaptive puzzles, switches, and toys to foster fine motor development
- ❖ Utilize storyboards to explain self-help skills

HPD 1 Children will participate in a Variety of gross-motor activities to develop control, balance, strength and coordination

	Performance Indicators	Learning in Action	K GPS
HPD 1 a	Develops coordination and balance	<ul style="list-style-type: none"> Carries a glass of water across the room without spilling it Peddles and steers a tricycle Walks on balance beam Balances on one foot 	Kindergarten GPS Standards are not yet available for this domain.
HPD 1 b	Coordinates movements to perform tasks	<ul style="list-style-type: none"> Walks, gallops, jumps and runs in rhythm to simple tunes and music patterns Climbs a slide ladder using arms and feet Moves body into position to catch or kick a ball Builds strength and stamina in movement activities 	
HPD 1 c	Participates in a variety of indoor and outdoor activities that increase strength, endurance, and flexibility.	<ul style="list-style-type: none"> Uses outdoor large motor equipment daily. 	

HPD 2 Children will participate in activities that foster fine motor development

	Performance Indicators	Learning in Action	K GPS
HPD 2 a	Performs fine-motor tasks that require small-muscle strength and control	<ul style="list-style-type: none"> Tears a piece of tape off a roll of tape Uses paper punch or stapler Works with play dough Uses writing tools 	Kindergarten GPS Standards are not yet available for this domain.
HPD 2 b	Uses eye-hand coordination to perform fine-motor tasks	<ul style="list-style-type: none"> Puts together puzzles Strings beads or puts pegs into boards 	
HPD 2 c	Exhibits manual coordination	<ul style="list-style-type: none"> Uses scissors and art materials Uses hands and fingers to act out finger plays and songs Begins to practice self-help skills in zipping and buttoning 	

HPD 3 Children understand healthy and safe living practices

	Performance Indicators	Learning in Action	K GPS
HPD 3 a	Participates in activities related to health and personal care routine.	<ul style="list-style-type: none"> Washes hands after toileting/before eating Dramatizes health care professional roles Uses the tooth model to demonstrate how to properly brush teeth 	Kindergarten GPS Standards are not yet available for this domain.
HPD 3 b	Participates in activities related to nutrition	<ul style="list-style-type: none"> Identifies healthy foods Sorts the plastic food in the dramatic play area into groups of fruits and vegetables 	
HPD 3 c	Discusses and utilizes appropriate safety procedures	<ul style="list-style-type: none"> Knows to call 911 in an emergency Discusses safety rules for playground Participates in activities to learn to avoid dangerous situations 	

Home and Family Connections

- ❖ Talk about the different colors of healthy foods. Make a simple chart and have your child color in a square for each food she eats during a day –a brown square for cereal or a green square for broccoli. At the end of the day, have him/her decide if she “ate a rainbow.”
- ❖ Talk about ways to stay safe before going on outings to stores, restaurants, or playgrounds.
- ❖ Show your child how to roll socks together to make a ball and practice tossing them into an empty laundry basket.
- ❖ Make a bean bag by filling a small zip-lock bag with beans or rice and taping securely closed. Encourage your child to balance the beanbag on different parts of his/her body. Can she walk with it on her shoulder? Jump with it on her head?
- ❖ Play the mirror game. Face your child and ask him/her to copy your movements – put hand on head, touch nose, etc. Then switch places, and you copy his/her movements.
- ❖ The kitchen is a great place to develop the fine motor skills and eye-hand coordination needed for handwriting. Give your child lots of opportunities to use tongs, tweezers, spatulas, hand juicers, and clothespins. Learn to use chopsticks together if you don’t already know how.
- ❖ Let your child cut magazines or newspapers before your recycle. Cutting also develops small muscles in the hands necessary for writing.
- ❖ String O-shaped cereal on lengths of yarn and hang over an outside bush or tree limb for the birds and squirrels to enjoy. Stringing also helps to develop small motor muscles.
- ❖ Make healthy snacks with pretzel sticks and cheese cubes. Spear the cheese with the pretzel and enjoy.
- ❖ Let your child squeeze playdough to further develop small muscles in hands. You can also make homemade play dough with your child.
 - ½ cup salt
 - 1 cup flour
 - 1 tablespoon cream of tartar
 - 1 tablespoon oil
 - 1 cup water
 - food color

Combine ingredients in saucepan. Heat gently, stirring all the time. When dough has good consistency, take it off the heat and allow to cool.

Teacher Resources

Growing, Growing Strong - Connie Jo Smith, Charlotte Hendricks, Becky Bennett

Healthy Me - Michelle O'Brien-Palmer

Preschool Fun For Kids - Clearvue

Reducing the Risk: A Child Care Provider Educational Training Package - Early Childhood Directors Association, Red Leaf Press

The Outside Play and Learning Book - Karen Miller

Tooth Wisdom: Your Teeth and How To Take Care of Them - Clearvue

Using Children's Literature to Learn About Disabilities and Illness - Blaska

Welcoming All Children: Creating Inclusive Child Care - Freeman, Hutter-Pishhahi, Traub



Teachers in Action

- ❖ Providing ample space for active indoor and outdoor play
- ❖ Schedule daily opportunities for movement activities in addition to outdoor play
- ❖ Provide fine motor activities often to help develop small muscles necessary for writing
- ❖ Model hygienic behaviors and give explanations about "why"
- ❖ Model and discuss the importance of safe behavior

Suggested Children's Books

Title	Author
<i>Berenstain Bears and Too Much Junk Food</i>	Berenstain & Berenstain
<i>Don't You Feel Well, Sam?</i>	Amy Hest
<i>Eat Healthy Feel Great</i>	William Sears
<i>Eating Right</i>	Helen Frost
<i>Eating the Alphabet: Fruits and Vegetables from A to Z</i>	Lois Ehlert
<i>Eyes, Nose, Fingers and Toes</i>	Judy Hindley
<i>Froggy Goes to the Doctor</i>	Jonathan London, Frank Remkiewicz
<i>From Head to Toe</i>	Eric Carle
<i>Green Eggs and Ham</i>	Dr. Seuss
<i>Growing Like Me</i>	Anne Rockwell
<i>Here Are My Hands</i>	Bill Martin, Jr., John Archambault
<i>How Do Dinosaurs Get Well Soon?</i>	Jane Yolen
<i>I Eat Fruit</i>	Hannah Tofts
<i>I Eat Vegetables</i>	Hannah Tofts
<i>I Went Walking</i>	Sue Williams
<i>Mouse Mess</i>	Linnea Riley
<i>My Five Senses</i>	Aliki
<i>My Trip to the Hospital</i>	Mercer Mayer
<i>Play It Safe</i>	Mercer Mayer
<i>Safety on the Playground</i>	Lucia Raatma
<i>Safety on Your Bicycle</i>	Lucia Raatma
<i>Susan Laughs</i>	Jeanne Willis
<i>The Biggest Pumpkin Ever</i>	Steven Kroll
<i>The Foot Book</i>	Dr. Seuss
<i>The Fruit Group</i>	Helen Frost
<i>The Grain Group</i>	Helen Frost
<i>The Meat and Protein Group</i>	Helen Frost
<i>The Sick Day</i>	Patricia MacLachlan & Jane Dyer
<i>The Vegetable Soup</i>	Helen Frost
<i>Those Mean Nasty Dirty Downright Disgusting But Invisible Germs</i>	Judith Anne Rice
<i>Two Eyes, A Nose and A Mouth</i>	Roberta Grobel Intrater
<i>What to Expect When You Go to the Dentist</i>	Heidi Murkoffi & Lauren Rader
<i>When I Grow Up</i>	Mercer Mayer



Georgia Department of Early Care and Learning

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Georgia's Early Learning Standards Alignment Studies

Executive Summary

Georgia Department of Early Care and Learning

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July 2011

Georgia's Early Learning Standards Alignment Studies

Executive Summary

Introduction

Learning standards that specify what students should know and be able to do are increasingly regarded as an elixir that can help alleviate the ineffectiveness of American education, close the achievement gap, and support calls for educational accountability. Whether standards can meet these demands is yet unclear; what is certain, however, is that their popularity is rapidly growing, domestically and internationally.

Perhaps nowhere has the call for standards been more vociferous and controversial than in early childhood education. Concerned that standards will derail a focus on youngsters' natural development by imposing structured, stringent pedagogy and inappropriate assessment, many early educators have been skeptical of standards' utility for use with young children. Others, however, have regarded standards as an important tool to bring coherence and quality to the highly fragmented early education field. Recognizing the former and supporting the latter, Georgia has been a lighthouse state in generating wise, thoughtful, and appropriate early learning

standards for young children. Typical of Georgia's forefront positions related to early childhood governance and provision of services, and anxious to advance its standards for young children, the state has undertaken a sophisticated analysis of its early learning standards to discern their comprehensiveness, quality, and their alignment with other critical documents. Specifically, Georgia was interested in discerning:

- 1) *What content has been addressed in the Georgia Early Learning Standards (GELS) for infants and toddlers, the Pre-Kindergarten Content Standards, and the Kindergarten through Third Grade Performance Standards?*
- 2) *To what extent are the GELS aligned across the age levels from birth through three years (vertical alignment)?*
- 3) *To what extent are the three-year-old GELS, the Pre-Kindergarten Content Standards, and the Kindergarten*

- Performance Standards aligned (vertical alignment)?*
- 4) *To what extent are Georgia's Pre-Kindergarten Content Standards aligned with the Work Sampling System assessment (horizontal alignment)?*
- 5) *To what extent are Georgia's Pre-Kindergarten Content Standards aligned with the Head Start Child Development and Early Learning Framework (horizontal alignment)?*
- 6) *To what extent are Georgia's Kindergarten through Third Grade Performance Standards aligned across the grade levels (vertical alignment)?¹*

To address these questions, the Georgia DECAL contracted with Drs. Sharon Lynn Kagan of Teachers College, Columbia University and Catherine Scott-Little from the University of North Carolina at Greensboro to lead a year-long effort that would provide empirical data that the state could use to improve its early learning standards. This document summarizes

¹ This Executive Summary focuses on results from analyses conducted with the GELS and Pre-K Content Standards. Results from analyses on the Kindergarten through third grade standards are presented in Deliverable II and Deliverable III.

results presented in six reports submitted to the Department and the key lessons that have emerged from the project.

Methodology

The following standards documents created by and for Georgia were studied: (i) the Georgia Early Learning Standards (GELS) addressing children birth to age three; (ii) the Pre-Kindergarten Content (Pre-K) standards addressing children at age four; and (iii) the Georgia Performance Standards (GPS) for Kindergarten used for children at age five. In addition, we used the Head Start Child Development and Early Learning Framework (HSCDELFF) and the Work Sampling System (WSS) to discern the degree to which the Georgia Pre-K standards were aligned with these documents.

Our work involved three key steps, with the first focused on developing a common metric that would allow us to analyze and compare standards and indicators from the various documents. Called the *construct template*, we discerned and defined 100 constructs across multiple developmental domains that are essential to children's learning. Using these constructs, we were able to identify commonalities and differences across the documents. The second step involved a careful analysis to

determine whether the indicators written for each standard actually reflected the standard. Doing this enabled us to discern whether the standards and indicators could be used independently of one another while maintaining fidelity to the document. Given that the Georgia standards and indicators were very well matched, we were able to move to the third step.

The third step required that we both define and operationalize the precise parameters on which to assess the Georgia documents. We were concerned that the documents be balanced in the amount of emphasis accorded each domain because we know that for young children, all domains of learning are important and must be addressed in a set of standards. The *balance parameter* and related analyses enabled us to discern the relative emphasis placed on each domain in each document. We were also concerned that within each domain, the indicators address all the important constructs defined in the construct template. To that end, we developed the *coverage and depth parameters*, enabling us to determine the degree to which the indicators in any given domain fully covered its age-appropriate content, articulated by the constructs in the template. Finally, we were concerned with how the indicators in the different

documents compared with each other in terms of the level of development or cognitive skills expected. To that end, we developed the *difficulty parameter* that enabled us to compare the relative difficulty of indicators. Armed with these analytic methods and parameters, we reviewed all the documents and, when appropriate, compared them to one another.

Major Findings

Overall, the Georgia documents are well developed, clear, and well organized. They embrace critical elements of early learning and, in many areas, are comprehensive and clearly articulated. Nonetheless, like any set of standards developed for young children, some important challenges could be addressed to render them even more useful. Because very detailed comments and specific recommendations regarding individual documents, domains, standards, and indicators are found in each of the project reports, we concentrate here on several themes that transcend the Georgia documents.

Theme 1: Developmental/Disciplinary Orientation

A developmental orientation recognizes the importance of all domains of development (physical, socio-emotional, approaches

toward learning, language, and cognitive), while a disciplinary orientation acknowledges the centrality of the core disciplines including reading, mathematics, arts, social studies, and sciences. Ideally, early learning standards emanate from a developmental orientation and incorporate age-appropriate, rigorous content from the disciplinary areas. In Georgia's case, the GELS reflect a clear developmental orientation while the standards for Pre-K are more focused on learning in the content areas.

Manifest in the organization and presentation of the standards themselves, the GELS domains have titles that suggest a developmental orientation (e.g., Physical Development, Emotional and Social Development, etc.) while the domain titles in the Pre-K standards are more oriented toward academic disciplines (e.g., Mathematical Development, Scientific Development, etc.) and do not include one important area of development (approaches toward learning). Ideally, common domain titles, reflecting a common orientation, would be used across the documents.

Perhaps more significantly, the distribution of indicators across the domains yields further evidence of the discontinuity in

orientation. The GELS indicators, for example, are relatively evenly balanced across the domains, while over half of the Pre-K indicators address content in the cognitive domain; even within the cognitive domain, there is a great deal of emphasis on the acquisition of conceptual knowledge and facts rather than on the development of thought processes. Evening out the content across the domains and adding an Approaches toward Learning domain to the Pre-K standards would address both the developmental and disciplinary orientations more comprehensively, and create better alignment with the GELS.

Theme 2: Content

Ideally, standards should articulate a rich and elaborated set of indicators that address the full range of skills and knowledge that are important at each age. Sometimes, however, limited or insufficient attention is accorded to constructs that are important for children's early learning and development. Results from our analyses indicate that the GELS and the Pre-K standards have addressed many important areas of children's learning and development. In most domains, the content is comprehensive and covers the majority of the constructs included on the template.

The data do, however, indicate certain issues that should be considered. The GELS and the Pre-K standards both devote insufficient attention to constructs related to the way children approach learning. Although the GELS include an Approaches toward Learning domain, a number of constructs are not addressed. The situation is more troublesome in the Pre-K standards where there is not a specified domain for Approaches toward Learning, and very few of the constructs attendant to this important area are included within the indicators. Cognitive processes also are under-addressed in all the documents. Results from the analyses indicated that more attention in the GELS could be devoted to several constructs within the early literacy area, while the Pre-K standards could focus a bit more on relationships with peers and adults. In short, as would be the case in any careful analysis of standards, we found some areas where more attention might be beneficial.

Theme 3: Rigor and Age Appropriateness

Standards and indicators should include content that is both age-appropriate and sufficiently challenging for typically developing children at the specified age to engender intellectual, social, emotional,

physical, and language learning and development. In our review of the GELS, we found that the indicators written for infants, one-year-olds, and two-year-olds generally reflect an appropriate progression in difficulty, but some indicators at the two- and three-year-old levels may not reflect a progression in difficulty. Many indicators in the two- and three-year-old GELS were rated as equally difficult despite the different ages of the children. When examining the Pre-K indicators, the majority were coded as more difficult than the three-year-old GELS indicators, a finding that suggests the indicators reflect an appropriate age progression across the two sets of standards. There were, however, instances where Pre-K indicators were judged to be equal in difficulty to the three-year-old indicators. Furthermore, in comparisons between the Pre-K standards and the HSCDEL, we noted that many of the Georgia indicators were rated as considerably less difficult than those recently developed for Head Start. We also noted several instances where the Kindergarten indicators were coded as much more difficult than the Pre-K indicators, suggesting that the difference in difficulty between the indicators at these two age levels was too large. Some attention could be accorded the Pre-K standards,

particularly in the areas of language and cognition, to ensure that they sufficiently prepare Georgia's Pre-K children to master the skills and knowledge articulated in the Kindergarten standards.

Theme 4: Alignment

When developing standards, it is important to consider their alignment with other documents. They should be aligned with documents used for same-age children (horizontal alignment) and aligned with documents for older and younger children (vertical alignment). With regard to horizontal alignment, when comparing the Pre-K standards with the HSCDEL F we noted differences in the range of domains included and in the difficulty of the indicators, with the HSCDEL F being more inclusive and demanding. For example, the HSCDEL F included a full domain on English language development and devotes considerable attention to approaches toward learning. Moreover, many of the HSCDEL F indicators were rated as more difficult than those presented in the Georgia Pre-K standards. In contrast, when comparing the Pre-K standards with the WSS, we noted that the latter were less well articulated and in general rated as less difficult than the Pre-K standards. The fact that the three

documents serve the same age of children makes this an area where greater alignment is necessary, perhaps by adding some content to the Pre-K standards and, in some instances, examining their difficulty relative to the HSCDEL F.

Ideally, content introduced at one age level should build upon precursor skills and knowledge introduced in the standards written for younger children. Moreover, such content should lay the groundwork for more challenging content that might follow at the next age level. Although this alignment is prevalent in many of Georgia's standards, in some cases more attention is needed in this area. Some of the misalignment across the age levels exists because of the differences in orientation noted above. Sometimes it exists because particular constructs were addressed at one level but not at the next. For example, certain constructs related to language and literacy were not addressed in the Language and Literacy Development domain in the GELS while some constructs related to approaches toward learning were lacking in the Pre-K standards. Moreover, when the different sets of standards did address the same construct, sometimes the indicators did not represent an appropriate progression in difficulty across the age groups. As noted

above, the three-year-old GELS did not always represent a progression in difficulty from the two-year-old GELS, and the progression from the Pre-K to the Kindergarten standards was in some instances too large. Finally, in some instances, the indicators for younger children were actually more difficult than those for older children when, ideally, the difficulty of the indicators should increase with children's developmental capabilities and ages.

Theme 5: Utility

Standards and indicators should be written in clear, precise language and organized in a logical way that makes them easy to use. Ideally, the standards documents for the different age levels should also be written at a fairly consistent level of detail in terms of how they articulate expectations for children's learning and development. Georgia's early learning standards, for the most part, are written clearly and organized logically. We noted a few examples of indicators that could be written more clearly and pointed out where specific standards and indicators might be better elaborated and/or placed in another domain. We noted that the Pre-K standards tend to be written in slightly more general terms than are the GELS.

Sometimes a standard or indicator confounded multiple concepts or aspects of children's development, making the indicator hard to interpret. Overall, however, the Georgia standards documents were well written and organized.

Recommendations

As these analyses have suggested, developing standards that are well-balanced and appropriate in their depth, coverage, and difficulty is quite challenging. When a state seeks to discern its degree of horizontal and vertical alignment, the task becomes even more challenging. In light of the difficulty inherent in standards construction, Georgia has done a remarkable job. The GELS and Pre-K standards address many important areas of children's development and learning and present many examples of age-appropriate and aligned indicators. Our analyses indicate that with some revisions, the standards could be even more balanced, appropriate, and cohesive. To that end, and building on our findings, we make the following general recommendations:

- Consider aligning developmental and disciplinary orientations more closely.
- Consider developing common domains across the standards.

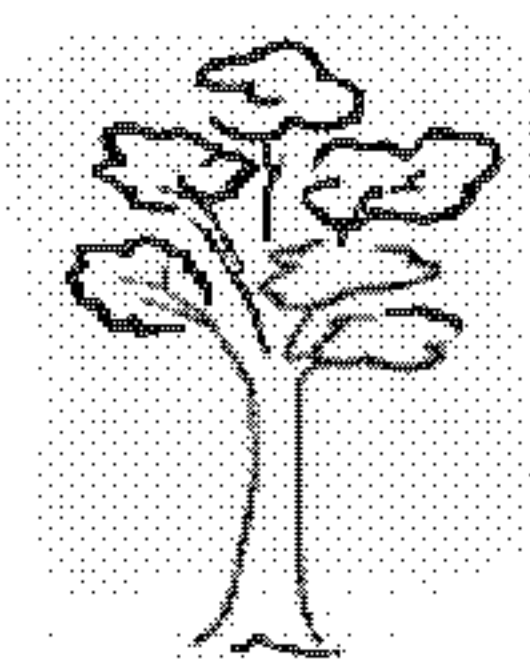
- Consider adding a domain that addresses approaches toward learning in the Pre-K standards.
- Consider the HSCDEL and the WSS and the degree to which revised standards should comport with them.
- Consider adding standards and indicators to address English language development and cognitive processes across the GELS and Pre-K standards.
- Consider the Common Core Standards and the degree to which revised Georgia standards should comport with them.
- Focus on alignment across the ages, so that all indicators build on those that have preceded them and build toward those that follow.

Conclusion

Georgia has a long history as a leader in the field of early care and education.

Undertaken to continue this exemplary tradition of leadership, we hope this analysis will provide data to inform future decisions about revisions to the early learning standards that are used in early care and education programs across the state. Results have highlighted the considerable strengths of the GELS and Pre-K standards, as well as

areas that can be addressed in future revisions in order to improve the quality of the early learning standards. We offer our comments with humility in light of the work already accomplished in this area in Georgia, and with high hopes in light of Georgia's historic commitments to providing the highest quality care and education for its young children and their families.



The Georgia Early Care and Education Professional Development Competencies

**Early Care and Education Professional
School-Age Care Professional
Program Administrator
Trainer
Technical Assistance Provider**

*Developed 1994-1995
Reviewed and Revised May 2006
Levels of Competence Added January 2007
Competencies and Levels for Trainers Added January 2007
Competencies and Professional Designations for Technical Assistance Providers
Added November 2007*

These Professional Development Competencies delineate the knowledge and skills for childhood care and education professionals (practitioners, teachers, caregivers, providers, group leaders, aides, directors, trainers, etc.) working in a variety of settings (child-care centers, preschools, pre-kindergarten programs, family child care and group homes, school-age care programs, etc.). The purpose of these competencies is to provide a blueprint for individual professional growth as well as guidelines for training and education programs that will meet the needs of professionals in the field.

**Professional Development Competencies
Early Care and Education Professional, School-Age Care Professional, Program Administrator, Trainer, and
Technical Assistance Provider**

Early Care and Education Professional Competency Goals (ECE)

- | | |
|-------|---|
| ECE-1 | To understand and demonstrate the principles of child growth and development. |
| ECE-2 | To establish and maintain a safe, healthy learning environment. |
| ECE-3 | To advance physical and intellectual competence. |
| ECE-4 | To support social and emotional development and provide positive guidance. |
| ECE-5 | To establish positive and productive relationships with families. |
| ECE-6 | To ensure a well-run, purposeful program responsive to each individual child's needs. |
| ECE-7 | To maintain a commitment to professionalism. |

School-Age Care Professional Competency Goals (SAC)

- | | |
|-------|--|
| SAC-1 | To understand the development of school-age children: Early School-Age (5-6); Middle School-Age (7-9), and Early Adolescence (10 and older). |
| SAC-2 | To establish a safe, healthy environment and promote wellness. |
| SAC-3 | To advance physical and intellectual competence and enhance recreational activity. |
| SAC-4 | To support social and emotional development and provide positive guidance. |
| SAC-5 | To establish positive and productive relationships with families. |
| SAC-6 | To ensure a well-run, purposeful program responsive to the needs of each individual child. |
| SAC-7 | To maintain a commitment to professionalism. |

Program Administrator of Early Care and Education and School-Age Care Programs Competency Goals (ADM)

- | | |
|-------|---|
| ADM-1 | To develop and maintain an effective organization. |
| ADM-2 | To plan and implement administrative systems that provide effective education and support programs. |
| ADM-3 | To market the program to parents and the community. |
| ADM-4 | To administer effectively a program of personnel management and staff development. |
| ADM-5 | To maintain and develop the facility and equipment. |
| ADM-6 | To possess legal knowledge necessary for effective management. |
| ADM-7 | To foster good community relations and to influence child-care policy that affects the program. |
| ADM-8 | To practice responsible financial management. |
| ADM-9 | To maintain a commitment to ongoing personal/professional growth and development. |

Trainer of Early Care and Education, School-Age Care, and Administrator Competency Categories (TRN)

* Indicators are listed for the following categories in the Trainer Competencies section of this publication.

- | | |
|-------|--------------------------------------|
| TRN-1 | Professionalism and Ethics |
| TRN-2 | Instructional Design and Development |
| TRN-3 | Knowledge of Content |
| TRN-4 | Presentation Skills |
| TRN-5 | Quality Assurance |

Provider of Technical Assistance for Early Care and Education and School-Age Care Programs (TAP)

* Indicators are listed for the following categories in the Technical Assistance Provider Roles and Competencies section of this publication.

- | | |
|-------|------------------------|
| TAP-1 | Partner |
| TAP-2 | Needs Assessor |
| TAP-3 | Facilitator of Change |
| TAP-4 | Joint Problem Solver |
| TAP-5 | Trainer/Educator |
| TAP-6 | Information Specialist |
| TAP-7 | Caseload Manager |

Early Care and Education Professional Competency Goals and Indicators (ECE)

ECE-1 To understand and demonstrate the principles of child growth and development.

Examples of beginning level competence:

A. Recalls knowledge of child growth and development theory and best practices as a foundation for working effectively with children, as demonstrated by the abilities to:

1. Describe stages of development and stages of play from infancy to age five.
2. Explain the sequence in which children develop physical skills.
3. Describe how children develop language skills.
4. Identify learning modes for children including sight, hearing, touch, taste, and smell.
5. Define self-concept and positive self-image.
6. Describe how samples of children's work helps to know each child individually.
7. Describe how children learn through active participation.
8. Identify developmentally appropriate behavior and state reasonable expectations for children.
9. Respond immediately to the needs of children who are crying or distressed.
10. List developmental milestones.
11. Describe individual temperament styles of adults and children.
12. Describe early learning standards for young children (i.e., *The Georgia Early Learning Standards*).

B. Recognizes how cultural, social, health and economic statuses influence child development and learning, as demonstrated by the abilities to:

1. Identify individual children's interests, abilities, goals, and special needs.
2. Describe how children participate at their own level of interest and ability.
3. Identify each child's individual styles of interacting with others and making friends.
4. Describe the general characteristics and special needs of children.
5. Explain the importance of quality experiences and interactions for children with special needs.
6. Explain the interconnection of a variety of variables that affect a child's development (family situations, peers, personality, temperament, time of day, weather, need for sleep, hunger, availability of materials, etc.).

C. Awareness of current findings in brain research and best practices for infants, toddlers and preschoolers.

Examples of intermediate level competence:

A. Applies knowledge of child growth and development theory and best practices as a foundation for working effectively with children, as demonstrated by the abilities to:

1. Demonstrate understanding of stages of development and stages of play from infancy to age five.
2. Recognize the sequence in which children develop physical skills.
3. Describe a variety of methods for enhancing language development.
4. Stimulate children through all learning modes, including sight, hearing, touch, taste, and smell.
5. Discuss self-concept and promote a positive self-image.
6. Observe and collect samples of children's work in order to know each child individually.
7. Describe how to provide support for children to initiate the development of new skills, to build on existing knowledge and skills, and to practice newly acquired skills.
8. Explain developmentally appropriate behavior and practice reasonable expectations for children.
9. Respond and identify the needs of children who are crying or distressed.
10. Recognize developmental alerts or warning signs.

11. Use knowledge of individual temperament styles of adults and children to provide experiences to promote positive developmental outcomes.
12. Use knowledge of early learning standards for young children (i.e., *The Georgia Early Learning Standards*).

B. Examines how cultural, social, health and economic statuses influence child development and learning, as demonstrated by the abilities to:

1. Use knowledge about each individual child's interests, abilities, goals, and special needs to plan appropriate learning experiences.
2. Allow children to participate at their own level of interest and ability.
3. Support each child's individual styles of interacting with others and making friends.
4. Demonstrate knowledge about the characteristics and special needs of children.
5. Provide quality experiences and interactions for children with special needs.
6. Determine the interconnection of a variety of variables that affect a child's development (family situations, peers, personality, temperament, time of day, weather, need for sleep, hunger, availability of materials, etc.).

C. Applies knowledge of current findings in brain research to implement best practices for infants, toddlers and preschoolers.

Examples of advanced level competence:

A. Integrates knowledge of child growth and development theory and best practices as a foundation for working effectively with children, as demonstrated by the abilities to:

1. Explain the integration of the stages of development and stages of play from infancy to age five in the curriculum and program.
2. Explain and evaluate the sequence in which children develop physical skills.
3. Evaluate how children develop language skills and demonstrate a variety of methods for enhancing language development.
4. Explain how children learn through all learning modes, including sight, hearing, touch, taste, and smell.
5. Value the importance of self-concept and promoting a positive self-image.
6. Evaluate samples of children's work in order to know each child individually.
7. Guide situations and provide support for children to initiate the development of new skills, to build on existing knowledge and skills, and to practice newly acquired skills.
8. Assess developmentally appropriate behavior and the importance of reasonable expectations for children.
9. Respond and interpret the needs of children who are crying or distressed.
10. Evaluate developmental milestones and respond to developmental alerts or warning signs.
11. Assess individual temperament styles of adults and children to provide experiences to promote positive developmental outcomes.
12. Integrate early learning standards for young children (i.e., *The Georgia Early Learning Standards*) in program.

B. Interprets how cultural, social, health and economic statuses impacts child development and learning, as demonstrated by the abilities to:

1. Evaluate each individual child's interests, abilities, goals, and special needs to plan appropriate learning experiences.
2. Value the benefits of children participate at their own level of interest and ability.
3. Assess each child's individual styles of interacting with others and making friends.
4. Identify and discuss the characteristics and special needs of children.
5. Advocate for quality experiences and interactions for children with special needs.
6. Analyze the interconnection of a variety of variables that affect a child's development (family situations, peers, personality, temperament, time of day, weather, need for sleep, hunger, availability of materials, etc.).

C. Interprets knowledge of current findings in brain research to implement best practices for infants, toddlers and preschoolers.

ECE-2 To establish and maintain a safe, healthy learning environment.

Examples of beginning level competence:

A. Recognizes a safe environment to prevent and reduce injuries, as demonstrated by the abilities to:

1. Examine all safety aspects of toys and materials provided for use by children.
2. Describe supervision that is appropriate for the developmental levels of children.
3. Know and follow established emergency plans and procedures, including CPR (cardiopulmonary resuscitation) and first aid.

B. Discusses good health, nutrition, and an environment that contributes to the prevention of illnesses and the prevention of child abuse and neglect, as demonstrated by the abilities to:

1. Describe and demonstrate general hygiene practices consistently to reduce the spread of infectious diseases.
2. Describe process for cleaning and sanitizing materials used by children.
3. Describe and practice diapering/toileting procedures to reduce the spread of infectious diseases.
4. Describe and encourage health maintenance habits in children.
5. Describe meals/snacks that meet the USDA (United States Department of Agriculture) requirements for children's individual and special nutritional needs.
6. Describe a pleasant and relaxing meal-time experience.
7. Describe a pleasant and appropriate environment conducive to rest each day.
8. Understand good health and nutrition practices.

C. Recognizes how spaces, relationships, materials, and routines are resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning, and a feeling of ownership among the children, as demonstrated by the abilities to:

1. Describe well-arranged spaces that meet the developmental needs of children during routines and play.
2. Identify a variety of developmentally appropriate materials.
3. Name materials conducive for children's play.
4. Describe a schedule that meets children's needs for routines, play, and freedom of choice.
5. Describe how children can take care of their environment, both inside and outside.

Examples of intermediate level competence:

A. Provides a safe environment to prevent and reduce injuries, as demonstrated by the abilities to:

1. Routinely inspect the children's toys and materials to ensure that they are safe.
2. Provide supervision that is appropriate for the developmental levels of children.
3. Explain and follow established emergency plans and procedures, including CPR (cardiopulmonary resuscitation) and first aid.

B. Applies good health and nutrition knowledge and provides an environment that contributes to the prevention of illnesses and the prevention of child abuse and neglect, as demonstrated by the abilities to:

1. Employ general hygiene practices consistently to reduce the spread of infectious diseases.
2. Implement a process for cleaning and sanitizing materials used by children.
3. Practice diapering/toileting procedures to reduce the spread of infectious diseases.
4. Practice and encourage health maintenance habits in children.
5. Provide meals/snacks that meet the USDA (United States Department of Agriculture) requirement for children's individual and special nutritional needs.
6. Provide a pleasant and relaxing meal-time experience.
7. Provide a pleasant and appropriate environment conducive to rest each day.
8. Demonstrate good health and nutrition practices to others.

C. Uses spaces, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning, and a feeling of ownership among the children, as demonstrated by the abilities to:

1. Provide well-arranged spaces that meet the developmental needs of children during routines and play.
2. Make available a variety of developmentally appropriate materials.
3. Organize materials conducive for children's play.
4. Employ a schedule that meets children's needs for routines, play, and freedom of choice.
5. Encourage children to take care of their environment, both inside and outside.

Examples of advanced level competence:

A. Assesses and provides a safe environment to prevent and reduce injuries as demonstrated by the abilities to:

1. Monitor and guide others to ensure that all toys and materials provided for use by children are safe.
2. Assess and provide supervision that is appropriate for the developmental levels of children.
3. Review and revise as needed established emergency plans and procedures, including CPR (cardiopulmonary resuscitation) and first aid.

B. Determines good health and nutrition and provides an environment that contributes to the prevention of illnesses and the prevention of child abuse and neglect, as demonstrated by the abilities to:

1. Implement and evaluate general hygiene practices consistently to reduce the spread of infectious diseases.
2. Develop and review procedures that ensure all materials used by children are clean and sanitized.
3. Instruct and monitor others in correct diapering/toileting procedures to reduce the spread of infectious diseases.
4. Develop and lead others to encourage health maintenance habits in children.
5. Monitor and provide meals/snacks that meet the USDA (United States Department of Agriculture) requirements for children's individual and special nutritional needs.
6. Evaluate pleasant and relaxing meal-time experience.
7. Evaluate pleasant and appropriate environment conducive to rest each day.
8. Evaluate and adapt good health and nutrition practices.

C. Evaluates and uses spaces, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning, and a feeling of ownership among the children, as demonstrated by the abilities to:

1. Evaluate and provide well-arranged spaces that meet the developmental needs of children during routines and play.
2. Analyze the use of a variety of developmentally appropriate materials.
3. Evaluate and organize materials to enhance children's play.
4. Explain the importance of providing a schedule that meets children's needs for routines, play, and freedom of choice.
5. Develop and implement strategies to encourage children to take care of their environment, both inside and outside.

ECE- 3 To advance physical and intellectual competence.

Examples of beginning level competence:

A. Discusses a variety of equipment, activities, and opportunities to promote physical activities and development in children, as demonstrated by the abilities to:

1. Identify a variety of activities that enable children to develop their large (gross motor) and small (fine motor) muscles.
2. Give examples of program activities that meet the individual needs of all children, including those with special needs.
3. Describe opportunities for children to develop their senses.

B. Recognizes activities and opportunities that encourage curiosity, exploration, and problem-solving appropriate to the developmental levels and learning styles of children, as demonstrated by the abilities to:

1. Name a variety of developmentally appropriate materials and activities that encourage curiosity, exploration, and problem-solving.
2. Explain interactions with children that provide support for play, exploration, and learning (e.g., open-ended questions, scaffolding, etc.).
3. Identify and label each child's individual learning styles.
4. Describe developmentally appropriate materials and activities that encourage pre-math and pre-science concept development.

C. Understands active communications, opportunities and supports that are necessary for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings, as demonstrated by the abilities to:

1. Describe respectful communication with individual child.
2. Give examples of talking with children that are appropriate to their developmental level.
3. Identify ways to talk to children that support meaningful, open-ended conversations, individually and as members of groups.
4. Explain positive responses to children's attempts to communicate.
5. Identify ways to involve children in making decisions that are appropriate to their developmental levels (e.g., routines, activities, etc.).

D. Recognizes a variety of opportunities and support for children to understand, acquire, and use emergent literacy skills, as demonstrated by the abilities to:

1. Describe a developmentally appropriate, print-rich environment in which children learn about books, literature, and writing.
2. Identify rhymes, poems, songs, and finger-plays that help children develop emergent literacy skills, such as phonological awareness.
3. Identify ways to engage children in literacy activities, such as reading and writing.

E. Discusses opportunities that stimulate children to play with sound, rhythm, language, materials, spaces, and ideas in individual ways and to express their creative abilities, as demonstrated by the abilities to:

1. List examples of individual expression and creativity.
2. Explain developmentally appropriate musical experiences and equipment.
3. List examples of art experiences with varied mediums that are developmentally appropriate and open-ended.
4. Describe dramatic play experiences, with a variety of developmentally appropriate props that can be extended to other aspects of the curriculum and to other areas of the environment.
5. Identify and describe opportunities for a variety of developmentally appropriate block play experiences.

Examples of intermediate level competence:

A. Provides a variety of equipment, activities, and opportunities to promote physical activities and development in children, as demonstrated by the abilities to:

1. Offer a variety of activities that enable children to develop their large (gross motor) and small (fine motor) muscles.
2. Adapt program activities to meet the individual needs of all children, including those with special needs.
3. Offer opportunities for children to develop their senses.

B. Provides activities and opportunities that encourage curiosity, exploration, and problem-solving appropriate to the developmental levels and learning styles of children, as demonstrated by the abilities to:

1. Make available a variety of accessible developmentally appropriate materials and activities that encourage curiosity, exploration, and problem-solving.
2. Engage in interactions with children that provide support for play, exploration, and learning (e.g., open-ended questions, scaffolding, etc.).

3. Make adaptations for each child's individual learning styles.
4. Use developmentally appropriate materials and activities that encourage pre-math and pre-science concept development.

C. Actively communicates with children and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings, as demonstrated by the abilities to:

1. Engage in respectful communication with individual child.
2. Talk with children in ways that are appropriate to their developmental levels.
3. Employ various ways to talk to children and engage them in meaningful, open-ended conversations, individually and as members of groups.
4. Respond positively to children's attempts to communicate.
5. Involve children in making decisions that are appropriate to their developmental levels (e.g., routines, activities, etc.).

D. Provides a variety of opportunities and support for children to understand, acquire, and use emergent literacy skills, as demonstrated by the abilities to:

1. Use a developmentally appropriate, print-rich environment in which children learn about books, literature, and writing.
2. Use rhymes poems, songs, and finger-plays to help children develop emergent literacy skills, such as phonological awareness.
3. Encourage children to engage in literacy activities, such as reading and writing.

E. Provides opportunities that stimulate children to play with sound, rhythm, language, materials, spaces, and ideas in individual ways and to express their creative abilities, as demonstrated by the abilities to:

1. Acknowledge and appreciate individual expression and creativity in individuals.
2. Arrange a variety of developmentally appropriate musical experiences and equipment.
3. Use art experiences with varied mediums that are developmentally appropriate and open-ended.
4. Demonstrate dramatic play experiences, with a variety of developmentally appropriate props that can be extended to other aspects of the curriculum and to other areas of the environment.
5. Make available a variety of developmentally appropriate block play experiences.

Examples of advanced level competence:

A. Evaluates a variety of equipment, activities, and opportunities to promote physical activities and development in children, as demonstrated by the abilities to:

1. Design a variety of activities to ensure children develop their large (gross motor) and small (fine motor) muscles.
2. Plan, implement, and revise (as needed) program activities to meet the individual needs of all children, including those with special needs.
3. Compile data to design and evaluate opportunities for children to develop their senses.

B. Determines activities and opportunities that encourage curiosity, exploration, and problem-solving appropriate to the developmental levels and learning styles of children, as demonstrated by the abilities to:

1. Plan, implement, and critique a variety of developmentally appropriate and accessible materials and activities that encourage curiosity, exploration, and problem-solving.
2. Formulate, practice, and assess interactions with children that provide support for play, exploration, and learning (e.g., open-ended questions, scaffolding, etc.).
3. Create, assess, and revise activities to meet each child's individual learning style.
4. Design, assess, and critique developmentally appropriate materials and activities that encourage pre-math and pre-science concept development.

C. Determines appropriate opportunities for active communication and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings as demonstrated by the abilities to:

1. Formulate, practice, and record frequent and respectful communication with each individual child.

2. Construct and modify ways of talking with children that are appropriate to their developmental levels.
3. Compose, practice, and modify ways to talk and engage children in meaningful, open-ended conversations, individually and as members of groups.
4. Integrate positive responses to children's attempts to communicate throughout the day.
5. Formulate or modify practices to increase ways of involving children in making decisions that are appropriate to their developmental levels (e.g., routines, activities, etc.).

D. Incorporates a variety of opportunities that support children's understand, acquisition, and use emergent literacy skills, as demonstrated by the abilities to:

1. Create a developmentally appropriate, print-rich environment in which children learn about books, literature, and writing.
2. Integrate and critique the use of rhymes, poems, songs, and finger-plays to help children develop emergent literacy skills, such as phonological awareness.
3. Formulate or modify practices to encourage children to engage in literacy activities, such as reading and writing.

E. Incorporates opportunities that stimulate children to play with sound, rhythm, language, materials, spaces, and ideas in individual ways and to express their creative abilities, as demonstrated by the abilities to:

1. Assess and modify practices to encourage and appreciate individual expression and creativity.
2. Plan and implement a variety of developmentally appropriate musical experiences and equipment.
3. Design art experiences with varied mediums that are developmentally appropriate and open-ended.
4. Prepare, implement, and assess many opportunities for dramatic play experiences, with a variety of developmentally appropriate props that can be extended to other aspects of the curriculum and to other areas of the environment.
5. Plan and implement opportunities for a variety of developmentally appropriate block play experiences.

ECE-4 To support social and emotional development and provide positive guidance.
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Examples of beginning level competence:

A. Describes the importance of physical and emotional security for each child and helps her/him to know, accept, and take pride in herself/himself and to develop a sense of independence, as demonstrated by the abilities to:

1. Identify communications that show each child is important, respected, and valued.
2. Describe a secure, trusting relationship with each child.
3. Name ways to help each child develop a sense of security through nurturing interactions, predictable routines, and a safe environment.
4. Identify self-help skills to promote each child's developing independence and initiative.
5. Identify signs of readiness for toilet training that support each child in a positive, relaxed environment.
6. Identify and discuss opportunities for children to experience success by building on current knowledge and skills, practicing new skills, and constructing new knowledge.
7. List ways to support children and families during separation anxiety and through transitions to new environments or groups.
8. List varied opportunities for children to recognize and name their own feelings.

B. Recognizes that each child needs to feel accepted in the group, he/she needs help learning to communicate and to get along with others, express feelings of empathy and mutual respect with other children and adults, as demonstrated by the abilities to:

1. Label feelings of empathy and respect for others.
2. Describe characteristics of unbiased curriculum that promotes recognition and appreciation of racial, ethnic, and ability differences and similarities.
3. Explain ways to encourage children to respect themselves, others, and the environment.
4. Describe varied opportunities to develop skills for entering into social groups and friendships, and for fostering other pro-social behavior.

C. Appreciates a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as members of groups, as demonstrated by the abilities to:

1. Identify strategies (e.g., routines, transitions, room arrangements, choice activities, etc.) for avoiding problems.
2. Identify appropriate positive guidance techniques that reflect knowledge of each child's temperament and developmental level.
3. Explain a variety of appropriate, positive guidance/discipline methods, such as listening, reinforcing, redirecting, offering choices, and setting and enforcing limits
4. List ways that allow children to experience both logical and natural consequences for their behaviors so that they can learn how to take responsibility for their actions.
5. Describe consequences of negative discipline methods, such as spanking, threatening, shouting, or shaming so as not to incorporate these in classroom practices.
6. Name the steps of conflict resolution that guide children through the process.
7. Identify ways to involve children in the establishment of guidelines for acceptable and appropriate behaviors.

Examples of intermediate level competence:

A. Provides physical and emotional security for each child and helps her/him to know, accept, and take pride in herself/himself and to develop a sense of independence, as demonstrated by the abilities to:

1. Show each child that he/she is important, respected, and valued.
2. Establish a secure, trusting relationship with each child.
3. Model ways to help each child develop a sense of security through nurturing interactions, predictable routines, and a safe environment.
4. Assist and encourage self-help skills to promote each child's developing independence and initiative.
5. Respond to the signs of readiness for toilet training to support each child in a positive, relaxed environment.
6. Use opportunities for children to experience success by building on current knowledge and skills, practicing new skills, and constructing new knowledge.
7. Support and assist children and families during separation anxiety and through transitions to new environments or groups.
8. Use varied opportunities for children to recognize and name their own feelings.

B. Implements practices that helps each child feel accepted in the group, helps her/him learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among children and adults, as demonstrated by the abilities to:

1. Encourage and model feelings of empathy and respect for others.
2. Use unbiased curriculum that promotes recognition and appreciation of racial, ethnic, and ability differences and similarities.
3. Demonstrate ways to encourage children to respect themselves, others, and the environment.
4. Use varied opportunities to develop skills for entering into social groups and friendships, and for fostering other pro-social behavior.

C. Provides a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as members of groups, as demonstrated by the abilities to:

1. Distinguish strategies (e.g., routines, transitions, room arrangements, choice activities, etc.) for avoiding problems.
2. Use appropriate positive guidance techniques that reflect knowledge of each child's temperament and developmental level.
3. Use a variety of appropriate, positive guidance/discipline methods, such as listening, reinforcing, redirecting, offering choices, and setting and enforcing limits.
4. Employ ways to allow children to experience both logical and natural consequences for their behaviors so that they can learn how to take responsibility for their actions.
5. Analyze the consequences of negative discipline methods, such as spanking, threatening, shouting, or shaming, so as not to incorporate them into classroom practice.
6. Use the steps of conflict resolution to guide children through the process.
7. Test ways to involve children in the establishment of guidelines for acceptable and appropriate behaviors.

Examples of advanced level competence:

A. Develops and implements practices that builds physical and emotional security for each child and helps her/him to know, accept, and take pride in herself/himself and to develop a sense of independence, as demonstrated by the abilities to:

1. Design and implement practices that each child is important, respected, and valued.
2. Develop secure, trusting relationship with each child.
3. Formulate ways to help each child develop a sense of security through nurturing interactions, predictable routines, and a safe environment.
4. Arrange opportunities for self-help skills that promote each child's developing independence and initiative.
5. Plan ways to integrate the signs of readiness for toilet training in a supportive, positive, and relaxed environment.
6. Design and integrate opportunities for children to experience success by building on current knowledge and skills, practicing new skills, and constructing new knowledge.
7. Plan, implement, and revise (if needed) support for children and families during separation anxiety and through transitions to new environments or groups.
8. Design and integrate varied opportunities for children to recognize and name their own feelings.

B. Fosters individual acceptance for each child, fosters communication and getting along with others, and encourages feelings of empathy and mutual respect among children and adults, as demonstrated by the abilities to:

1. Design opportunities to express feelings of empathy and respect for others.
2. Use data to plan and implement unbiased curriculum that promotes recognition and appreciation of racial, ethnic, and ability differences and similarities.
3. Plan, implement, and assess ways to encourage children to respect themselves, others, and the environment.
4. Arrange varied opportunities to develop skills for entering into social groups and friendships, and for fostering other pro-social behavior.

C. Determines a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as members of groups, as demonstrated by the abilities to:

1. Implement strategies (e.g., routines, transitions, room arrangements, choice activities, etc.) for avoiding problems.
2. Plan and implement appropriate positive guidance techniques that reflect knowledge of each child's temperament and developmental level.
3. Use observational methodology to formulate a variety of appropriate positive guidance/discipline methods, such as listening, reinforcing, redirecting, offering choices, and setting and enforcing limits that meet the needs of each child.
4. Facilitate ways to allow children to experience both logical and natural consequences for their behaviors so that they can learn how to take responsibility for their actions.
5. Evaluate the consequences of negative discipline methods, such as spanking, threatening, shouting, or shaming, so as not to incorporate them into classroom practices.
6. Plan and implement the steps of conflict resolution to guide children through the process.
7. Facilitate ways to involve children in the establishment of guidelines for acceptable and appropriate behaviors.

ECE-5 To establish positive and productive relationships with families.

Examples of beginning level competence:

A. Discusses an open, friendly, and cooperative relationship with each child's family, that encourages the family's involvement in the program, and supports the child's relationship with her/his family, as demonstrated by the abilities to:

1. Acknowledge opportunities to appreciate children's families as part of the regular program.
2. Describe friendships and mutual support between families and staff, while respecting professional boundaries.
3. Recognize the importance of using information about each family's beliefs, cultures, and child-rearing practices in interactions and experiences with children.

4. Identify regular opportunities for each family to learn about and understand a child's development to strengthen parenting knowledge and skills.
5. Identify information about resources to help families meet their needs through linkages to services and opportunities.
6. Describe how to respond to, and provide appropriate support for, families under stress or in crisis.

B. Awareness of how a program assists in preventing child abuse and neglect, as demonstrated by the abilities to:

1. Identify best practices that foster children's social competence.
2. Observe, recognize, and respond to early warning signs of child abuse or neglect.
3. Describe how to assist families in making social connections with other parents and with the staff.

Examples of intermediate level competence:

A. Maintains an open, friendly, and cooperative relationship with each child's family, encourages the family's involvement in the program, and supports the child's relationship with her/his family, as demonstrated by the abilities to:

1. Provide a variety of opportunities to appreciate children's families as part of the regular program.
2. Engage in friendships and mutual support between families and staff, while respecting professional boundaries.
3. Use information about each family's beliefs, cultures, and child-rearing practices in interactions and experiences with children.
4. Offer regular opportunities for each family to learn about and understand a child's development to strengthen parenting knowledge and skills.
5. Provide information about resources to help families meet their needs through linkages to services and opportunities.
6. Respond to, and provide appropriate support for, families under stress or in crisis.

B. Provides a program that assists in preventing child abuse and neglect, as demonstrated by the abilities to:

1. Use best practices that foster children's social competence.
2. Observe, recognize, and respond to early warning signs of child abuse or neglect.
3. Assist families in making social connections with other parents and with the staff.

Examples of advanced level competence:

A. Advocates for an open, friendly, and cooperative relationship with each child's family, encourages the family's involvement in the program, and supports the child's relationship with her/his family, as demonstrated by the abilities to:

1. Evaluate a variety of opportunities to appreciate children's families as part of the regular program.
2. Facilitate friendships and mutual support between families and staff, while respecting professional boundaries.
3. Integrate information about each family's beliefs, cultures, and child-rearing practices in interactions and experiences with children.
4. Analyze and revise (if needed) opportunities for each family to learn about and understand a child's development to strengthen parenting knowledge and skills.
5. Search for and keep abreast of information about resources to help families meet their needs through linkages to services and opportunities.
6. Guide others to respond and provide appropriate support for families under stress or in crisis.

B. Incorporates a prevention of child abuse and neglect focus as demonstrated by the abilities to:

1. Analyze and implement best practices that foster children's social competence.
2. Guide others to observe, recognize, and respond to early warning signs of child abuse or neglect.
3. Determine effective ways to assist families in making social connections with other parents and with the staff.

ECE-6 To ensure a well-run, purposeful program responsive to each individual child's needs.

Examples of beginning level competence:

- A. Discusses all available resources to ensure an effective operation, as demonstrated by the abilities to:**
1. List materials and equipment appropriate to the developmental needs of children.
 2. Explain how the communities, school systems, regulatory agencies, and health and social services work together to meet the needs of individual children and families.
 3. Describe activities that are responsive to individual children (e.g., special needs, cultures, languages spoken, various ages, highly active or withdrawn, health-restricted, in-crisis, etc.), in order to promote inclusive, welcoming environments for all children.
 4. Identify, report, and respond to the needs of abused, neglected, or deprived children in the child-care setting.
- B. Participates in organizing, planning and recordkeeping, as demonstrated by the abilities to:**
1. Describe observation and assessment as bases for planning individualized learning experiences and activities.
 2. Explain the importance of keeping records that contain accurate information about the growth, health, behavior, and progress of each child and the group.
 3. Identify developmental and behavioral information to share with families and other professionals.
 4. Explains procedures for smooth transitions from one group to another.
- C. Communicates and cooperates with coworkers, as demonstrated by the abilities to:**
1. Participate with others to help orient new staff, substitutes, or volunteers to routines and to the abilities and individual needs of each child.
 2. Practice cooperation, support coworkers, and encourage teamwork.
- D. Participates in ongoing program-evaluation and program-improvement efforts.**

Examples of intermediate level competence:

- A. Uses all available resources to ensure an effective operation, as demonstrated by the abilities to:**
1. Obtain materials and equipment appropriate to the developmental needs of children.
 2. Establish liaisons with communities, school systems, regulatory agencies, and health and social services to meet the needs of individual children and families.
 3. Provide activities that are responsive to individual children (e.g., special needs, cultures, languages spoken, various ages, highly active or withdrawn, health-restricted, in-crisis, etc.), in order to promote inclusive, welcoming environments for all children.
 4. Identify, report, and respond to the needs of abused, neglected, or deprived children in the child-care setting.
- B. Organizes, plans, and keeps records, as demonstrated by the abilities to:**
1. Use observation and assessment as bases for planning individualized learning experiences and activities.
 2. Maintain records concerning the growth, health, behavior, and progress of each child and the group.
 3. Share developmental and behavioral information with families and other professionals.
 4. Employ procedures for smooth transitions from one group to another.
- C. Communicates and cooperates with coworkers, as demonstrated by the abilities to:**
1. Orient new staff, substitutes, or volunteers to routines and to the abilities and individual needs of each child.
 2. Practice cooperation, support coworkers, and encourage teamwork.
- D. Participates in ongoing program-evaluation and program-improvement efforts.**

Examples of advanced level competence:

A. Assesses available resources to ensure an effective operation, as demonstrated by the abilities to:

1. Adapt materials and equipment to meet the developmental needs of children.
2. Initiate and maintain liaisons with communities, school systems, regulatory agencies, and health and social services to meet the needs of individual children and families.
3. Develop, implement, analyze, and modify activities to be responsive to individual children (e.g., special needs, cultures, languages spoken, various ages, highly active or withdrawn, health-restricted, in-crisis, etc.), in order to promote inclusive, welcoming environments for all children.
4. Identify, report, and respond to the needs of abused, neglected, or deprived children in the child-care setting.

B. Develops and implements recordkeeping procedures, as demonstrated by the abilities to:

1. Evaluate observation and assessment appropriate for planning individualized learning experiences and activities.
2. Interpret records concerning the growth, health, behavior, and progress of each child and the group.
3. Interpret developmental and behavioral information with families and other professionals.
4. Develop and implement procedures for smooth transitions from one group to another.

C. Facilitates communication and cooperation with coworkers, as demonstrated by the abilities to:

1. Guide new staff, substitutes, or volunteers to routines and to the abilities and individual needs of each child.
2. Guide others to value cooperation, support coworkers, and encourage teamwork.

D. Implements ongoing program-evaluation and program-improvement efforts.

ECE-7 To maintain a commitment to professionalism.

Examples of beginning level competence:

A. Has knowledge of her/his own professional performance and continues to learn more about working with young children and families, as demonstrated by the abilities to:

1. Identify self-assessment activities and goals for improvement.
2. Attend staff meetings.
3. Read professional books and periodicals about child development and early childhood education practices.
4. Join professional early childhood organizations.
5. Identify appropriate training and formal educational opportunities to improve.

B. Understands his/her role as a child-care advocate for children and families as well as professional ethics, while balancing personal and professional life, as demonstrated by the abilities to:

1. Explain decisions based on knowledge of early childhood theories and practices, and promote quality in child-care services.
2. Describe regulatory, legislative, and workforce issues and how they affect the development and welfare of young children.
3. Explain program philosophies, goals, and objectives through words and actions.
4. Describe how to be a role model for children and families.
5. Explain confidentiality and principles of ethical conduct and privacy laws.
6. List program practices that balance work and home life at all levels (physical, social, emotional, intellectual).

Examples of intermediate level competence:

- A. Examines her/his own performance and continues to learn more about working with young children and families, as demonstrated by the abilities to:**
1. Practice self-assessment and set goals for improvement.
 2. Participate in staff meetings.
 3. Use information from professional books and periodicals about child development and early childhood education practices.
 4. Participate in professional early childhood organizations.
 5. Participate in training and formal educational opportunities to improve.
- B. Serves as a child-care advocate for children and families and applies professional ethics, while balancing personal and professional life, as demonstrated by the abilities to:**
1. Make decisions based on knowledge of early childhood theories and practices, and promote quality in child-care services.
 2. Analyze regulatory, legislative, and workforce issues and how they affect the development and welfare of young children.
 3. Demonstrate program philosophies, goals, and objectives through words and actions.
 4. Demonstrate a positive attitude and serve as a role model for children and families.
 5. Demonstrate confidentiality and uphold principles of ethical conduct and privacy laws.
 6. Establish program practices that balance work and home life at all levels (physical, social, emotional, intellectual).

Examples of advanced level competence:

- A. Determines her/his own performance and continues to learn more about working with young children and families, as demonstrated by the abilities to:**
1. Collect regular self-assessment and revise goals for improvement.
 2. Integrate information from staff meetings into classroom performance and interactions.
 3. Plan and implement information from professional books and periodicals about child development and early childhood education practices.
 4. Design and include, as appropriate, ideas from professional early childhood organizations into practice.
 5. Include ideas from training and formal educational opportunities to improve.
- B. Determines his/her role as a child-care advocate for children and families and as well as professional ethics, while balancing personal and professional life, as demonstrated by the abilities to:**
1. Include decisions based on knowledge of early childhood theories and practices, and promote quality in child-care services.
 2. Evaluate regulatory, legislative, and workforce issues and how they affect the development and welfare of young children.
 3. Plan and implement program philosophies, goals, and objectives through words and actions.
 4. Self-asses positive attitudes and serve as a role model for children and families.
 5. Value confidentiality and principles of ethical conduct and privacy laws.
 6. Integrate program practices that balance work and home life at all levels (physical, social, emotional, intellectual).

School-Age Care Professional Competency Goals and Indicators (SAC)

SAC-1 To understand the development of school-age children: Early School-Age (5-6), Middle School-Age (7-9), and Early Adolescence (10 and older).

Examples of beginning level competence:

- A. Discusses developmental characteristics in each age group served.
- B. Understands child and youth development across all age groups.
- C. Acknowledges gender and cultural differences in child and youth development, and recognizes programs free from biases.
- D. Discusses unique characteristics that affect the development of children with special needs.

Examples of intermediate level competence:

- A. Applies specialization of knowledge in each age group served.
- B. Applies knowledge of child and youth development across all program areas.
- C. Examines gender and cultural differences in child/youth development and components of unbiased programs.
- D. Examines unique characteristics that affect the development of children with special needs.

Examples of advanced level competence:

- A. Develops specialization in each age group served.
- B. Integrates into practice knowledge of child and youth development across all program areas.
- C. Develops and evaluates unbiased programs.
- D. Assesses unique characteristics that affect the development of children with special needs.

SAC-2 To establish a safe, healthy environment and promote wellness.

Examples of beginning level competence:

- A. Demonstrates proficiency in CPR (cardiopulmonary resuscitation) and first aid.
- B. Recognizes strategies for prevention of child abuse.

- C. Discusses a safe environment to prevent and reduce the incidence of illnesses and injuries, and meets licensing safety standards.**
- D. Discusses good health, physical activity, and good nutrition.**
- E. Understands public health standards and USDA (United States Department of Agriculture) nutritional guidelines.**
- F. Has knowledge of safety/health issues of children with special needs.**
- G. Recognizes nonviolent conflict resolutions and is able to support children in these efforts.**
- H. Discusses age-appropriate supervision and intervention using guidelines and procedures to create emotionally and physically safe environments.**
- I. Acknowledges appropriate procedures to provide short-term crisis management related to health issues (e.g., depression, stress, drug abuse, teen pregnancy, etc.).**
- J. Understands guidelines and procedures to refer participants in crisis to appropriate resources.**
- K. Discusses established emergency plans and procedures.**
- L. Understands how to use spaces, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning and a feeling of ownership.**

Examples of intermediate level competence:

- A. Demonstrates proficiency in CPR (cardiopulmonary resuscitation) and first aid.**
- B. Uses strategies for prevention of child abuse.**
- C. Provides a safe environment to prevent and reduce the incidence of illnesses and injuries, and meets licensing safety standards.**
- D. Promotes good health, physical activity, and good nutrition.**
- E. Meets public health standards and USDA (United States Department of Agriculture) nutritional guidelines.**
- F. Demonstrates awareness of safety/health issues of children with special needs.**
- G. Demonstrates knowledge of nonviolent conflict resolutions and is able to support children in these efforts.**
- H. Provides age-appropriate supervision and intervention using guidelines and procedures to create emotionally and physically safe environments.**
- I. Implements appropriate procedures to provide short-term crisis management related to health issues (e.g., depression, stress, drug abuse, teen pregnancy, etc.).**
- J. Demonstrates knowledge in utilizing guidelines and procedures to refer participants in crisis to appropriate resources.**
- K. Follows established emergency plans and procedures.**
- L. Uses spaces, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning and a feeling of ownership.**

Examples of advanced level competence:

- A. Maintains proficiency in CPR (cardiopulmonary resuscitation) and first aid.**

- B. Integrates strategies for prevention of child abuse.
- C. Assesses safety practices in the environment to prevent and reduce the incidence of illnesses and injuries, and meets licensing safety standards.
- D. Develops policies and processes to encourage good health, physical activity, and good nutrition.
- E. Develops policies and processes to meet public health standards and USDA (United States Department of Agriculture) nutritional guidelines.
- F. Integrates knowledge of safety/health issues of children with special needs.
- G. Explains nonviolent conflict resolutions and is able to support children in these efforts.
- H. Incorporates age-appropriate supervision and intervention and develops guidelines and procedures to create emotionally and physically safe environments.
- I. Assesses and initiates appropriate procedures to provide short-term crisis management related to health issues (e.g., depression, stress, drug abuse, teen pregnancy, etc.).
- J. Assesses and incorporates guidelines and procedures to refer participants in crisis to appropriate resources.
- K. Plans, implements and reviews (as needed) established emergency plans and procedures.
- L. Evaluates spaces, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning and a feeling of ownership.

SAC-3	To advance physical and intellectual competence and enhance recreational activity.
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Examples of beginning level competence:

- A. Describes a program appropriate for school-age children that includes new and varied activity choices.
- B. Discusses opportunities for children to develop problem-solving and critical thinking skills.
- C. Recognizes that flexibility allows choices that match children's needs and interests.
- D. Understands children need the option of choosing rest or relaxation.
- E. Recognizes that a variety of equipment and activities and regularly scheduled opportunities promote physical activity and development in school-age children, including children with special needs.
- F. Describes opportunities for children to be aware of, and become involved in, the community and career-awareness activities.
- G. Discusses opportunities that stimulate creativity, through activities in areas such as music, drawing, fine arts, drama, and language.
- H. Gives examples of learning opportunities free from biases.

Examples of intermediate level competence:

- A. Utilizes a program appropriate for school-age children that includes new and varied activity choices.

- B. Provides opportunities for children to develop and use problem-solving and critical thinking skills.
- C. Demonstrates flexibility to allow choices that match children's needs and interests.
- D. Gives children the option of choosing rest or relaxation.
- E. Provides and utilizes a variety of equipment and activities and schedules regular opportunities to promote physical activity and development in school-age children, including children with special needs.
- F. Provides opportunities for children to be aware of, and become involved in, the community and career-awareness activities.
- G. Provides opportunities that stimulate creativity, through activities in areas such as music, drawing, fine arts, drama, and language.
- H. Provides learning opportunities free from biases.

Examples of advanced level competence:

- A. Plans, implements and revises (as needed) a program appropriate for school-age children that includes new and varied activity choices.
- B. Designs opportunities for children to develop and use problem-solving and critical thinking skills.
- C. Integrates flexibility to allow choices that match children's needs and interests.
- D. Incorporates the idea that children need the option of choosing rest or relaxation.
- E. Plans, implements and revises (as needed) a variety of equipment and activities and adjusts the schedule (as needed) to incorporate regular opportunities to promote physical activity and development in school-age children, including children with special needs.
- F. Incorporates opportunities for children to be aware of, and become involved in, the community and career-awareness activities.
- G. Creates opportunities that stimulate creativity, through activities in areas such as music, drawing, fine arts, drama, and language.
- H. Evaluates learning opportunities free from biases.

SAC-4	To support social and emotional development and provide positive guidance.
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Examples of beginning level competence:

- A. Recalls active communications, opportunities, and support that are necessary for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
- B. Understands the importance of physical and emotional security to help each child know, accept, and take pride in herself/himself.
- C. Recognizes that children need the freedom to develop independence and accept responsibility for their actions.

- D. Recognizes that each child can feel accepted in the group by learning communication skills (e.g., getting along with others, and encouraging feelings of empathy and mutual respect among children and adults, etc.).**
- E. Understands the importance of peer relationships and close friendships in the lives of school-age children.**
- F. Describes relationships that are accepting of differences and free from biases.**
- G. Discusses the development of social skills and facilitates appropriate interactions with both mixed and same-age groups.**
- H. Describes a supportive environment in which children learn and practice appropriate and acceptable behaviors as individuals and as members of a group.**
- I. Identifies opportunities for children to development leadership skills.**

Examples of intermediate level competence:

- A. Communicates actively with children, and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.**
- B. Provides physical and emotional security to help each child know, accept, and take pride in herself/himself.**
- C. Provides children the freedom to develop independence and accept responsibility for their actions.**
- D. Helps each child feel accepted in the group by learning communication skills (e.g., getting along with others, and encouraging feelings of empathy and mutual respect among children and adults, etc.).**
- E. Provides opportunities that develop the importance of peer relationships and close friendships in the lives of school-age children.**
- F. Encourages relationships that are accepting of differences and free from biases.**
- G. Promotes the development of social skills and facilitates appropriate interactions with both mixed and same-age groups.**
- H. Provides a supportive environment in which children learn and practice appropriate and acceptable behaviors as individuals and as members of a group.**
- I. Provides opportunities for children to development leadership skills.**

Examples of advanced level competence:

- A. Determines appropriate opportunities for active communications with children, and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.**
- B. Builds physical and emotional security to help each child know, accept, and take pride in herself/himself.**
- C. Supports freedom for children to develop independence and accept responsibility for their actions.**
- D. Fosters the acceptance of each child in the group by refining communication skills (e.g., getting along with others, and encouraging feelings of empathy and mutual respect among children and adults, etc.).**
- E. Values the importance of peer relationships and close friendships in the lives of school-age children.**
- F. Values relationships that are accepting of differences and free from biases.**
- G. Incorporates the development of social skills and facilitates appropriate interactions with both mixed and same-age groups.**

- H. Plans a supportive environment in which children learn and practice appropriate and acceptable behaviors as individuals and as members of a group.
- I. Incorporates opportunities for children to develop leadership skills.

SAC-5 To establish positive and productive relationships with families.

Examples of beginning level competence:

- A. Discusses the role of an open, friendly, and cooperative relationship with each child's family, encouraging the family's involvement in the program and supporting the child's relationship with her/his family.
- B. Discusses diversity of families and unbiased relationships with all families served.
- C. Understands program guidelines for referral of families in crisis.
- D. Describes how to advocate for individual children and their families.
- E. Identifies the caregiver's role and responsibility in helping school-age children, youth and their families cope with family issues.
- F. Identifies family strengths and how to support them.
- G. Identifies community agencies/support groups for referral.
- H. Identifies factors and strategies that build resiliency in families and children.

Examples of intermediate level competence:

- A. Maintains an open, friendly, and cooperative relationship with each child's family, encouraging the family's involvement in the program and supporting the child's relationship with her/his family.
- B. Respects the diversity of families and maintains unbiased relationships with all families served.
- C. Uses program guidelines for referral of families in crisis.
- D. Acts as an advocate for individual children and their families.
- E. Provides appropriate assistance for school-age children, youth and their families coping with family issues.
- F. Examines family strengths and how to support them.
- G. Refers families to appropriate community agencies/support groups.
- H. Explains factors and develops strategies that build resiliency in families and children.

Examples of advanced level competence:

- A. Assesses and implements practices that maintain an open, friendly, and cooperative relationship with each child's family, encouraging the family's involvement in the program and supporting the child's relationship with her/his family.

- B. Implements and reviews practice that support the diversity of families and maintains unbiased relationships with all families served.**
- C. Plans, implements and revises (as needed) program guidelines for referral of families in crisis.**
- D. Examines and assesses role as an advocate for individual children and their families.**
- E. Develops ways to incorporate the caregiver's role and responsibility in helping school-age children, youth and their families cope with family issues.**
- F. Examines family strengths and develops ways to support them.**
- G. Values collaboration between community agencies/support groups for referring families and children.**
- H. Incorporates knowledge of factors and examines strategies that build resiliency in families and children.**

SAC-6	To ensure a well-run, purposeful program responsive to the needs of each individual child.
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Examples of beginning level competence:

- A. Discusses the goals and philosophies of the program.**
- B. Discusses all available resources to ensure effective operation.**
- C. Participates in organizing, planning and keeping accurate records.**
- D. Recognizes the importance of effective communication and cooperation with coworkers.**
- E. Describes ways children can take ownership in the program.**
- F. Understands the importance of open communication with the host agency or school and understands the roles and responsibilities of all involved parties.**
- G. Recognizes ongoing program-evaluation and program-improvement efforts.**
- H. Identifies activities that are responsive to individual children (e.g., special needs, various ages, hyperactive, health-restricted, in-crisis, etc.).**
- I. Defines, identifies, and reports the needs of abused, neglected, or deprived children.**

Examples of intermediate level competence:

- A. Implements the goals and philosophies of the program.**
- B. Uses all available resources to ensure effective operation.**
- C. Organizes, plans, and keeps accurate records.**
- D. Communicates effectively and cooperates with coworkers.**
- E. Encourages children to take ownership in the program by providing opportunities for sharing ideas and making decisions that contribute to shaping the program to meet the children's needs.**

- F. Maintains open communication with the host agency or school and understands the roles and responsibilities of all involved parties.
- G. Participates in ongoing program-evaluation and program-improvement efforts.
- H. Uses activities that are responsive to individual children (e.g., special needs, various ages, hyperactive, health-restricted, in-crisis, etc.).
- I. Meets the needs of abused, neglected, or deprived children.

Examples of advanced level competence:

- A. Supports the goals and philosophies of the program.
- B. Assesses all available resources to ensure effective operation.
- C. Develops and implements accurate recordkeeping procedures.
- D. Facilitates effective communication and cooperation with coworkers.
- E. Plans, implements, and revises (as needed) ways to encourages children to take ownership in the program through opportunities for sharing ideas and making decisions that contribute to shaping the program to meet the children's needs.
- F. Incorporates open communication with the host agency or school and understands and incorporates the roles and responsibilities of all involved parties.
- G. Incorporates ongoing program-evaluation and program-improvement efforts.
- H. Plans, implements, and modifies activities to be responsive to individual children (e.g., special needs, various ages, hyperactive, health-restricted, in-crisis, etc.).
- I. Assesses the needs of abused, neglected, or deprived children.

SAC-7	To maintain a commitment to professionalism.
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Examples of beginning level competence:

- A. Has knowledge of child and youth development theory and appropriate practices and promotes quality in school-age services.
- B. Identifies opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.
- C. Attends staff meetings.
- D. Describes the characteristics of a positive role model for children and families.
- E. Explains confidentiality and upholds principles of ethical conduct.
- F. Explains regulatory, legislative, and workforce issues and how they affect the welfare of children.
- G. Describes a positive attitude toward her/his role in working with children.

- H. Describes the program's philosophy, goals, and objectives.
- I. Describes information necessary to be effective through a variety of resources (e.g., education/training, professional association memberships, books and periodicals, networking with other professionals, etc.).

Examples of intermediate level competence:

- A. Makes decisions based on knowledge of child and youth development theory and appropriate practices and promotes quality in school-age services.
- B. Takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.
- C. Participates in staff meetings.
- D. Acts as a positive role model for children and families.
- E. Demonstrates confidentiality and upholds principles of ethical conduct.
- F. Analyzes regulatory, legislative, and workforce issues and how they affect the welfare of children.
- G. Demonstrates a positive attitude toward her/his role in working with children.
- H. States program's philosophy, goals, and objectives through words and actions.
- I. Uses information necessary to be effective through a variety of resources (e.g., education/training, professional association memberships, books and periodicals, networking with other professionals, etc.).

Examples of advanced level competence:

- A. Incorporates knowledge of child and youth development theory to make decision about appropriate practices and promotes quality in school-age services.
- B. Integrates opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.
- C. Integrates information from staff meetings into classroom practice and interactions.
- D. Creates opportunities to be a positive role model for children and families.
- E. Values confidentiality and upholds principles of ethical conduct.
- F. Evaluates regulatory, legislative, and workforce issues and how they affect the welfare of children.
- G. Incorporates a positive attitude toward her/his role in working with children.
- H. Reflects the program's philosophy, goals, and objectives through words and actions.
- I. Self – assesses and pursues information necessary to be effective through a variety of resources (e.g., education/training, professional association memberships, books and periodicals, networking with other professionals, etc.).

Program Administrator
of Early Care and Education and School-Age Care Programs
Competency Goals and Indicators (ADM)

Note: After October, 2005, Bright from the Start requires directors of newly-opening licensed childcare centers to take a 40-hour Director's Training class.

ADM-1 To develop and maintain an effective organization.

Examples of beginning level competence:

- A. Recognizes internal and external factors that influence the program and its goals by:**
1. Recalling the program's history, philosophy, goals, structure, and legal responsibilities.
 2. Describing applicable regulations, including the rights of licensee.
 3. Discussing the role of boards, advisory groups and host agencies.
 4. Discussing the role of a "community spirit" among staff, families, boards or advisory groups, and children.
- B. Understands management philosophy through the use of:**
1. A clear mission statement.
 2. Clear objectives based on the program's values
 3. Clear understanding of child-care needs in the community served.
- C. Recalls the principles of organizational management.**
- D. Recognizes that management strategies should include effective use of time, short-term problem-solving, long-term planning, conflict resolution and other resources.**
- E. Recognizes the importance of program evaluation and all of its components.**
- F. Identifies strategic-planning techniques designed to ensure long-term success of the program and its ability to adapt to changing conditions.**
- G. Recognizes program efficiency should include the use of technology.**

Examples of intermediate level competence:

- A. Uses internal and external factors that influence the program and its goals by:**
1. Effectively using the program's history, philosophy, goals, structure, and legal responsibilities.
 2. Complying with applicable regulations, including the rights of licensee.
 3. Working with boards, advisory groups and host agencies.
 4. Providing a sense of "community spirit" among staff, families, boards or advisory groups, and children.
- B. Employs management philosophy that includes:**
1. A clear mission statement.
 2. Clear objectives based on the program's values
 3. Clear understanding of child-care needs in the community served.
- C. Examines the principles of organizational management.**

- D. Selects management strategies that include effective use of time, short-term problem-solving, long-term planning, conflict resolution and other resources.**
- E. Uses evaluation information to change and improve the program.**
- F. Discusses strategic-planning techniques designed to ensure long-term success of the program and its ability to adapt to changing conditions.**
- G. Provides program efficiency that includes the use of technology.**

Examples of advanced level competence:

- A. Determines internal and external factors that influence the program and its goals by:**
 - 1. Incorporating the program's history, philosophy, goals, structure, and legal responsibilities.
 - 2. Incorporating applicable regulations, including the rights of licensee.
 - 3. Incorporating suggestions from boards, advisory groups and host agencies.
 - 4. Facilitating the development of a "community spirit" among staff, families, boards or advisory groups, and children.
- B. Develops and implements a management philosophy that includes:**
 - 1. A clear mission statement.
 - 2. Clear objectives based on the program's values
 - 3. Clear understanding of child-care needs in the community served.
- C. Implements the principles of organizational management.**
- D. Develops and implements management strategies that include effective use of time, short-term problem-solving, long-term planning, conflict resolution and other resources.**
- E. Evaluates the program and all its components, and uses the evaluation information to change and improve the program.**
- F. Plans and implements program activities based on strategic-planning techniques designed to ensure long-term success of the program and its ability to adapt to changing conditions.**
- G. Determines an organized system that includes the use of technology to improve efficiency.**

ADM-2	To plan and implement administrative systems that effectively carry out the program's mission, goals, and objectives.
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Examples of beginning level competence:

- A. Understands developmentally appropriate curriculum and daily programs in all domains of development, as demonstrated by the abilities to:**
 - 1. Understand the special needs of individuals and of the age groups served, such as infant, toddler, preschool, school-age, and multi-ages.
 - 2. Recognize that enrollment and transitions contribute to separation and adjustment issues for all children and parents.
 - 3. Understand how to handle common child-care/school-age issues, such as diapering, feeding, toilet training, peer interactions, multi-age groupings, and the involvement of school-age children in program decisions.
 - 4. Discuss with staff age-appropriate positive guidance techniques such as conflict resolution and crisis management.

5. Understand culturally, socially, and linguistically diverse curriculum reflective of the enrollment and the community.
6. Recognize the importance of child observations as a tool for building curriculum and assessing and meeting needs.

B. Discusses with families, a child's development, program and policy issues, and the business aspects of caring for the child, as demonstrated by the abilities to:

1. Identify ways to help staff communicate and develop relationships with families.
2. Discuss accommodating families' diverse backgrounds and parenting expectations.
3. Discuss child development and behavioral expectations of children in group settings.
4. Identify information to assist families in their parenting roles.
5. Identify information on community resources related to all aspects of family life.
6. Identify social services and/or health services appropriate for families' needs.

C. Has knowledge of up-to-date nutrition, health, and safety program components, as demonstrated by the abilities to:

1. Identify the components of a food program that meets USDA (United States Department of Agriculture) guidelines.
2. Identify appropriate indoor and outdoor play safety practices.
3. Describe regular opportunities for physical activities.

Examples of intermediate level competence:

A. Applies and guides others to implement developmentally appropriate curriculum and daily programs in all domains of development, as demonstrated by the abilities to:

1. Apply knowledge of the special needs of individuals and of the age groups served, such as infant, toddler, preschool, school-age, and multi-ages.
2. Manage enrollment and transitions and give attention to separation and adjustment issues for all children and parents.
3. Give direction and support to handle common child-care/school-age issues, such as diapering, feeding, toilet training, peer interactions, multi-age groupings, and the involvement of school-age children in program decisions.
4. Give direction and support age-appropriate positive guidance techniques and to handle issues, such as conflict resolution and crisis management.
5. Implement culturally, socially, and linguistically diverse curriculum that is reflective of the enrollment and the community.
6. Implement child observations as a tool for building curriculum and assessing and meeting needs.

B. Actively involves staff and families in communications about child development, program and policy issues, and the business aspects of caring for the child, as demonstrated by the abilities to:

1. Guide/mentor staff communication and relationships skills with families.
2. Help staff identify and accommodate diverse backgrounds and meet parenting expectations.
3. Provide education opportunities for families that focus on child development and behavioral expectations of children in group settings.
4. Provide information and support to assist families in their parenting roles.
5. Provide information on community resources related to all aspects of family life.

C. Provides up-to-date information to others on nutrition, health, and safety program components, as demonstrated by the abilities to:

1. Include a food program that meets USDA (United States Department of Agriculture) guidelines.
2. Maintain appropriate indoor and outdoor play safety practices.
3. Ensure regular opportunities for physical activities.

Examples of advanced level competence:

- A. Implements and assesses developmentally appropriate curriculum and daily programs in all domains of development, as demonstrated by the abilities to:**
1. Determine the special needs of individuals and of the age groups served, such as infant, toddler, preschool, school-age, and multi-ages.
 2. Develop ways to guide staff to manage enrollment, transitions, separation and adjustment issues for all children and parents.
 3. Evaluate and advise staff dealing with common child-care/school-age issues, such as diapering, feeding, toilet training, peer interactions, multi-age groupings, and the involvement of school-age children in program decisions.
 4. Assess age-appropriate positive guidance techniques and guide staff to handle issues through conflict resolution and crisis management.
 5. Ensure that the curriculum is culturally, socially, and linguistically diverse, as reflective of the enrollment and the community.
 6. Support and guide staff in the use of child observations as a tool for building curriculum, assessing and meeting needs.
- B. Evaluates and analyzes effective communication with families about child development, program and policy issues, and caring for the child, as demonstrated by the abilities to:**
1. Evaluate and monitor staff communication styles contributing to positive relationships with families.
 2. Evaluate process for accommodating diverse backgrounds and parenting expectations.
 3. Educate families and the general public about child development and behavioral expectations of children in group settings.
 4. Interpret and develop ways to help staff use information to assist families in their parenting roles.
- C. Supports up-to-date nutrition, health, and safety program components, as demonstrated by the abilities to:**
1. Regularly evaluate processes for providing a food program that meets USDA (United States Department of Agriculture) guidelines.
 2. Evaluate and ensure appropriate indoor and outdoor play safety practices.
 3. Evaluate regular opportunities for physical activities.

ADM-3 To market the program to parents and the community.

Examples of beginning level competence:

- A. Understands supply-and-demand characteristics of the area served, and list ways the program might respond to those needs.**
- B. Understands how to market the program, including defining the image of the program, the appearance of the building, and appropriate marketing materials (e.g., advertisements, brochures, promotional campaigns, staff incentives, etc.).**
- C. Recognizes appropriate responses to parental inquiries, including defining the role of all staff in marketing, handling phone calls, tours**
- D. Understands the importance of optimum enrollment.**

Examples of intermediate level competence:

- A. Uses supply-and-demand characteristics of the area served, and position the program to respond needs.**

- B. Participates in efforts to market the program, including defining and maintaining the image of the program, maintaining the appearance of the building, developing appropriate marketing materials (e.g., advertisements, brochures, promotional campaigns, staff incentives, etc.), and tracking the effectiveness of marketing.**
- C. Manage responses to parental inquiries and direct staff in handling phone calls, tours, and managing a waiting list.**
- D. Maintains optimum enrollment.**

Examples of advanced level competence:

- A. Assesses, plans, and implements strategies that reflect the supply-and-demand characteristics of the area served, and positions the program to respond to those needs.**
- B. Creates techniques to market the program, including defining and maintaining the image of the program, maintaining the appearance of the building, developing appropriate marketing materials (e.g., advertisements, brochures, promotional campaigns, staff incentives, etc.), and tracking the effectiveness of marketing.**
- C. Critiques responses to parental inquiries and implements changes as needed.**
- D. Plans and implements strategies that optimize enrollment.**

ADM-4 To administer effectively a program of personnel management and staff development.

Note: This competency goal and the related indicators are not relevant to family child-care providers unless they employ other staff.

Examples of beginning level competence:

- A. Identifies and manages personnel policies.**
- B. Understands and manages payroll, fringe benefits.**
- C. Employs staff management techniques by:**
 - 1. Recruits, selects, and uses strategies to retain quality staff.
 - 2. Schedules staff consistent with enrollment patterns, involves staff in scheduling decisions, and secures and supervises substitutes.
 - 3. Identifies and facilitates staff development opportunities that include orientation, in-service, and career development training.
 - 4. Identifies professional development appropriate to each individual.
 - 5. Develops and manages a formal staff-evaluation process that is based on observation and provides opportunities for regular and continuous self-evaluation.
- D. Identifies and describes positive human relations techniques, including team-building and conflict resolution.**
- E. Identifies individualized guidance, coaching, and supervision for each employee, as demonstrated by the abilities to:**
 - 1. Communicate clear expectations for performance.
 - 2. Support staff members in their development and accomplishment of professional goals and objectives.
 - 3. Motivate and challenge staff to set high standards.
 - 4. Observe objectively and give constructive feedback in a way that helps staff to grow professionally.
 - 5. Supervise and monitor staff so that quality job performance is recognized and inadequate job performance leads to remediation and/or termination when necessary.
 - 6. Describes different supervisory styles and methods to meet the individual needs of staff members.
 - 7. Model appropriate behavior.

Examples of intermediate level competence:

- A. Adapts personnel policies to meet the needs of the program.**
- B. Determines ongoing staff management issues by:**
 - 1. Using strategies to retain quality staff.
 - 2. Adapt staff development opportunities that include orientation, in-service, and career development training.
 - 3. Motivates staff members to participate in professional development appropriate to each individual.
 - 4. Monitors and changes as needed a formal staff-evaluation process that is based on observation and provides opportunities for regular and continuous self-evaluation.
- C. Employs positive human relations techniques, including team-building and conflict resolution.**
- D. Provides individualized guidance, coaching, and supervision for each employee tailored to their ability levels and goals.**

Examples of advanced level competence:

- A. Analyzing and adapting ongoing staff management.**
- B. Mentors staff in positive human relations techniques, including team-building and conflict resolution.**
- C. Mentors each employee according to their ability levels and goals.**

ADM-5 To maintain and develop the facility and equipment.

Examples of beginning level competence:

- A. Understands necessary compliance procedures for all applicable codes — fire, occupational safety, health, sanitation, building, zoning – and state licensures rules and regulations by:**
 - 1. Describing the steps necessary to maintain clean, safe buildings and grounds.
 - 2. Explaining how all program vehicles will be reviewed for safety and assurance of good repair.
 - 3. Identifying agencies and contacts necessary to comply with codes (fire, health, etc.) and other licensure regulations.
- B. Recognizes appropriate and effective space design/ room arrangements based on knowledge of environmental psychology and childhood development by:**
 - 1. Identifying safe indoor, outdoor and playground equipment and materials.
 - 2. Describing age-appropriate indoor, outdoor and playgroup equipment and materials.
- C. Explains all security practices.**
- D. If space is shared, the beginning administrator can:**
 - 1. Define a mutually positive relationship with host and/or other users.
 - 2. Explain ways staff can use shared space.

Examples of intermediate level competence:

- A. Establishes procedures necessary to comply with all applicable codes — fire, occupational safety, health, sanitation, building, zoning – and state licensure rules and regulations by:**
1. Applying the steps necessary to maintain clean, safe buildings and grounds.
 2. Reviewing all program vehicles for safety and assurance of good repair.
 3. Working with agencies and contacts necessary to comply with codes (fire, health, etc.) and other licensure regulations.
- B. Provides appropriate and effective space design/ room arrangements based on knowledge of environmental psychology and childhood development by:**
1. Supplying safe indoor, outdoor and playground equipment and materials.
 2. Supplying age-appropriate indoor, outdoor and playgroup equipment and materials.
- C. Establishes security practices.**
- D. If space is shared, the intermediate administrator can:**
1. Negotiate a mutually positive relationship with host and/or other users.
 2. Motivate staff in the use of shared space.

Examples of advanced level competence:

- A. Maintains procedures necessary to comply with all applicable codes — fire, occupational safety, health, sanitation, building, zoning – and state licensure rules and regulations by:**
1. Planning and implementing the steps necessary to maintain clean, safe buildings and grounds.
 2. Evaluating program vehicles for safety and assurance of good repair.
 3. Developing plans to maintain compliance with codes (fire, health, etc.) and other licensure regulations.
- B. Creates appropriate and effective space design/ room arrangements based on knowledge of environmental psychology and childhood development by:**
1. Organizing and ensuring safe indoor, outdoor and playground equipment and materials.
 2. Organizing and ensuring age-appropriate indoor, outdoor and playgroup equipment and materials.
- C. Maintains security practices.**
- D. If space is shared, the advanced administrator can:**
1. Maintain a mutually positive relationship with host and/or other users.
 2. Support staff in the use of shared space.

ADM-6 To possess legal knowledge necessary for effective management.

Examples at all levels of competence:

- A. Works with legal counsel and demonstrates general knowledge of:**
1. Applicable regulatory standards.
 2. Custody issues that affect .
 3. Child abuse and neglect laws.
 4. Mandated reporting laws for child abuse and neglect.

5. Confidentiality laws that affect children.
6. Labor laws that affect children.
7. Anti-discrimination laws (including disability laws) that affect children and employees.
8. Potential liability issues.
9. Occupational Safety & Health Administration (OSHA; United States Department of Labor) rules.
10. Contracts that affect the program.

ADM-7 To foster good community relations and to influence child-care policy that affects the program.

Examples of beginning level competence:

A. Is familiar with community services and functions that may include:

1. Other child-care programs (differences and similarities, salary information, fees and service options, and working relationships with other administrators).
2. Child-care resource and referral agencies and services offered to parents and providers.
3. Vendors and service providers needed by the program and/or by families.
4. Current child-care policies and changes that affect the program including regulatory policies, funding policies, and government structures.
5. Legislative processes and avenues for participation.
6. Media and other methods to develop public support and outreach.

B. Recognizes community networks and coalitions, including relationships with public schools.

C. Is familiar with various communication skills, including:

1. Public speaking.
2. Writing (proposals, business plans, grants, etc.).
3. Supervising the production of brochures, flyers, parent handbooks, etc.
4. Giving media interviews and maintaining media contacts.
5. Maintaining regular communication with other advocates.

D. Recognizes the importance of an ongoing commitment to educate the community on issues affecting children and child-care programs.

Examples of intermediate level competence:

A. Possesses knowledge of community services and functions that may include:

1. Other child-care programs (differences and similarities, salary information, fees and service options, and working relationships with other administrators).
2. Child-care resource and referral agencies and services offered to parents and providers.
3. Vendors and service providers needed by the program and/or by families.
4. Current child-care policies and changes that affect the program including regulatory policies, funding policies, and government structures.
5. Legislative processes and avenues for participation.
6. Media and other methods to develop public support and outreach.

B. Uses community networks and coalitions as needed, including relationships with public schools.

C. Demonstrates communication skills, including:

1. Public speaking.
2. Writing (proposals, business plans, grants, etc.).
3. Supervising the production of brochures, flyers, parent handbooks, etc.
4. Giving media interviews and maintaining media contacts.
5. Maintaining regular communication with other advocates.

D. Uses an ongoing commitment to educate the community on issues affecting children and child-care programs.

Examples of advanced level competence:

A. Assesses community services and functions that may include:

1. Other child-care programs (differences and similarities, salary information, fees and service options, and working relationships with other administrators).
2. Child-care resource and referral agencies and services offered to parents and providers.
3. Vendors and service providers needed by the program and/or by families.
4. Current child-care policies and changes that affect the program including regulatory policies, funding policies, and government structures.
5. Legislative processes and avenues for participation.
6. Media and other methods to develop public support and outreach.

B. Builds community networks and coalitions as needed, including relationships with public schools.

C. Creates opportunities to build community relationships and influence public policy by:

1. Giving speeches.
2. Writing (proposals, business plans, grants, etc.).
3. Supervising the production of brochures, flyers, parent handbooks, etc.
4. Giving media interviews and maintaining media contacts.
5. Maintaining regular communication with other advocates.

D. Maintains ongoing commitment to educate the community on issues affecting children and child-care programs.

ADM-8 To practice responsible financial management.

Note: These indicators are needed by program administrators serving as executives fully responsible for the operation of programs. If the income side of the budget is someone else's responsibility, the administrator may not need the full range of competency indicators. Administrators of small programs need the competency indicators at "a more generalist level" than administrators of large programs.

Examples at all levels of competence:

A. Assumes responsibility for financial management and facilitates decision-making by directing financial staff on methods to present figures for income, expenditures, enrollments, and other information, as demonstrated by the abilities to:

1. Understand and use financial tools and concepts, including budget, fixed and variable expense, cash flow, analysis of budget variation, staffing plans, and breakeven analysis.
2. Understand concepts of income projection, including pricing strategies, effect of discount policies, and full-time equivalent enrollment.
3. Ensure cost-effective purchase of supplies and equipment.
4. Maintain accurate and complete financial expenditure reports.
5. Collect tuition fees in an efficient and tactful manner.
6. Develop a compensation structure that rewards staff retention and increased knowledge and skills.

- 7 Identify federal, state, and local funding sources, both public and private.
- 8 Mobilize needed resources that may include the use of fundraising, unrelated business income, value-added programs, grants, or the purchase of service agreements.

ADM-9 To maintain a commitment to ongoing personal/professional growth and development.
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Examples of beginning level competence:

- A. Has knowledge of her/his personal leadership style and is aware of that style's impact on the organization.
- B. Understands her/his personal philosophy of early care and education.
- C. Recognizes the importance of professional development based on personal assessment.
- D. Attends relevant training to maintain up-to-date knowledge and skills based on current research and practices in the field of early care and education.
- E. Understands the role of a mentor for staff members and families, as well as for individuals within the surrounding community.
- F. Recognizes the importance of memberships in professional organizations and child-advocacy groups.
- G. Understands the role of professional support systems.
- H. Understands the importance of striking a balance between professional, program, and personal responsibilities
- I. Recognizes policies and practices to support a smooth transition between child-care and the home or school for all domains (e.g., physical, social, emotional, intellectual.)
- J. Understands an appropriate professional code of ethics.

Examples of intermediate level competence:

- A. Examines her/his personal leadership style and uses that style's impact on the organization.
- B. Uses her/his personal philosophy of early care and education.
- C. Demonstrates professional development skills based on his/her personal assessment.
- D. Participates in relevant training to maintain up-to-date knowledge and skills based on current research and practices in the field of early care and education.
- E. Serves as a mentor for staff members and families, as well as for individuals within the surrounding community.
- F. Participates in professional organizations and child-advocacy groups.
- G. Establishes professional support systems.
- H. Demonstrates a balance between professional, program, and personal responsibilities.

- I. Uses policies and practices to allow a smooth transition between child-care and the home or school for all domains (e.g., physical, social, emotional, intellectual.)**
- J. Uses an appropriate professional code of ethics.**

Examples of advanced level competence:

- A. Assesses her/his personal leadership style and is aware of that style's impact on the organization.**
- B. Develops and articulates her/his personal philosophy of early care and education.**
- C. Develops a plan for continuous professional development based on personal assessment.**
- D. Incorporates relevant training to maintain up-to-date knowledge and skills based on current research and practices in the field of early care and education.**
- E. Creates opportunities to serve as a mentor for staff members and families, as well as for individuals within the surrounding community.**
- F. Maintains memberships in professional organizations and child-advocacy groups.**
- G. Maintains professional support systems.**
- H. Maintains a balance between professional, program, and personal responsibilities.**
- I. Incorporates policies and practices to support a smooth transition between child-care and the home or school for all domains (e.g., physical, social, emotional, intellectual.)**
- J. Plans and implements an appropriate professional code of ethics.**

Trainers

of Early Care and Education, School-Age Care, and Program Administrator Professionals

Competency Categories and Indicators

Trainers of Early Care and Education, School-Age Care, and Program Administrator Professionals must be approved through the Georgia Training Approval or provide training under the supervision and auspices of a state-accepted source. Detailed requirements for trainers with Trainer I, Trainer II, and Trainer III designation appear in the chart following the trainer competency categories. More information about state-approved/accepted training can be found at www.training.dec.state.ga.us.

CATEGORY – 1 Professionalism and Ethics

A competent trainer:

- A. Maintains an appropriate level of competence in the field including a broad knowledge of current trends, theory, and practice in areas of expertise and seeks growth in areas of limited knowledge.
- B. Recognizes the limits of his/her competence, culture, and experience in providing services and neither seeks nor accepts assignments outside those limits.
- C. Is aware of own personal values, biases, dispositions and the possible effect on others.
- D. Accepts responsibility of ethical business practices (i.e., certificate distribution, hours given, conflicts of interest).
- E. Keeps current with the changes in the early childhood care and education system.
- F. Reaches agreement with client regarding goals, costs, risks, limitations, and anticipation of outcomes prior to providing service.
- G. Values and integrates diversity into the delivery of training/professional development.
- H. Adheres to the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct for Adult Educators (www.naeyc.org).
- I. Promotes professionalism in the early childhood care and education field.
- J. Maintains a balance between personal and professional life.

CATEGORY – 2 Instructional Design and Development

A competent trainer:

- A. Bases training design and development on accurate, current, and job-related information consistent with sound theories and principles of adult learning (e.g., adults desire practical application, adults learn best if they have control over the learning environment).
- B. Assesses and meets the professional developmental level and characteristics of the target audience.
- C. Writes learning objectives that are based on participants' level of knowledge and experience and are descriptive of desired competence.

- D. Chooses instructional methods and materials that are appropriate for the proposed learning objectives (e.g., self-reflection, group discussion, demonstrations, multi-media presentations, visual aids).
- E. Develops measurable learning objectives, evaluates participant achievement during, and at the conclusion of the training.
- F. Organizes a training format to fulfill learning objectives and to meet participant needs.
- G. Maintains flexibility based on continual assessment of training.
- H. Identifies points in content presentation where participant resistance or discomfort may occur and is prepared to adapt appropriately.

CATEGORY – 3 Knowledge of Content

A competent trainer:

- A. Possesses extensive knowledge and practical experience in the presentation topic area. Is familiar with a variety of childhood care and education settings, professional developmental levels of participants, and adapts content as needed.
- B. Researches the current trends in the topic area and synthesizes these findings to support learning objectives.
- C. Bases training content on accurate, current information consistent with sound theories and principles of child development, developmentally appropriate practice, early learning standards (i.e., *Georgia Early Learning Standards*) accurate interpretation of quality standards and licensing and legal regulations.
- D. Maintains resources that are current and topic-related to refer to concerning controversial issues, questions, or experiences (e.g., appropriate persons, agencies, publications).
- E. Facilitates connections between theory and practice by integrating information that is comprehensive, meaningful, and relevant to participants' needs.
- F. Includes an awareness of the value of diversity, uniqueness, and abilities of all children and families in training provided.
- G. Understands and applies basic principles of human cognition/learning and demonstrates sensitivity to the needs of the adult learner.

CATEGORY – 4 Presentation Skills

A competent trainer:

- A. Provides an introduction, overview of learning objectives, content presentation with summary, and evaluation in the specified timeframe.
- B. Delivers training based on principles of adult learning using a variety of instructional methods and media appropriate for the proposed learning objectives (e.g., group discussion, questions, teams, role-play, games, and visual aids/multi-media presentations).
- C. Adapts training to respond to participants' current knowledge and expectations (e.g., ethnic diversity, learning styles, special needs, and unique settings).

- D. Facilitates and continually assesses group dynamics to ensure learner involvement, interactions, and participation.
- E. Creates a supportive, flexible environment appropriate to adult learners (i.e., making eye contact, responding to individual needs).
- F. Relates effectively with individuals and groups.
- G. Communicates clearly and audibly, avoiding distracting expressions and mannerisms.
- H. Uses effective transitions to link content and learning objectives throughout the training.
- I. Provides an environment that addresses incorrect responses and guides participant to appropriate conclusions.
- J. Uses appropriate humor and avoids using jokes and stories of questionable taste.
- K. Maintains poise and professionalism under duress.

CATEGORY – 5 Quality Assurance

A competent trainer:

- A. Provides a positive learning environment.
- B. Estimates expenses accurately.
- C. Uses promotional materials reflective of training content.
- D. Manages environment and logistics and adapts a well-run, purposeful training program responsive to the needs of the participants.
- E. Uses self-reflections and evaluation to improve subsequent programs.
- F. Maintains accurate records, resolves lingering issues following the training, and ensures that reporting requirements are completed in a timely manner.
- G. Provides positive learning climate (addressing special needs of participants, appropriate room arrangement, solving facility and equipment problems, providing recognition to participants) and clarifies logistical issues(e.g. restrooms, cell phones).

GEORGIA TRAINER DESIGNATION MATRIX

Individuals who wish to provide training for child care licensing credit must be approved with a trainer designation of Trainer I, Trainer II, Trainer III, or Specialty Trainer. Requirements for each of these designations are provided in the chart below. Once you are approved with a trainer designation, every training you plan to provide must be submitted and approved in order for the training to count for licensing credit.

The **Specialty Trainer** designation is only for those *who do not meet the requirements for Trainer I, II or III* but who do have qualifications in a specialty field relevant to early childhood education, such as Special Needs/Inclusion, Child Abuse, Infectious Disease, Safety & Injury Control, or Administrative Management of Programs. **ECE is not considered a specialty field.** The Trainer I, II, and III designations are for those who wish to provide training in ECE.

Please see Definitions page for clarification of all **bold** terms.

Designations

	<i>Specialty Trainer</i> <i>(see above)</i>	<i>Trainer I</i>	<i>Trainer II</i>	<i>Trainer III</i>
Basic Requirements	1. Completed Trainer Designation Application 2. Completed Trainer Orientation (certificate required) 3. Two (2) professional letters of recommendation (from within previous 6 months)	1. Completed Trainer Designation Application 2. Completed Trainer Orientation (certificate required) 3. Two (2) professional letters of recommendation (from within previous 6 months)	1. Completed Trainer Designation Application 2. Completed Trainer Orientation (certificate required) 3. Two (2) professional letters of recommendation (from within previous 6 months)	1. Completed Trainer Designation Application 2. Completed Trainer Orientation (certificate required) 3. Two (2) professional letters of recommendation (from within previous 6 months)
Education	Bachelor's degree from an institution accredited by a CHEA or USDE recognized agency with either: 1. a major/minor consistent with the specialty area - or - 2. a relevant professional license or credential for the specialty area	Bachelor's degree in Early Care and Education / Child Development or a related field from an institution accredited by a CHEA or USDE recognized agency	Bachelor's degree in Early Care and Education / Child Development or a related field from an institution accredited by a CHEA or USDE recognized agency	Graduate degree in Early Care and Education / Child Development or a related field from an institution accredited by a CHEA or USDE recognized agency
Adult Learning	60 clock hours of adult learning	60 clock hours of adult learning	60 clock hours of adult learning	60 clock hours of adult learning
Training for Trainers	N/A	Training for Trainers I , 40 hours	Training for Trainers I , 40 hours - and - TFT II , 20 hours	Training for Trainers I , 40 hours - and - TFT II , 20 hours - and - TFT III , 20 hours
Experience	3 years of experience relevant to specialty area as documented on a résumé	3 years of early care and education experience as documented on a résumé	3 years of early care and education experience as documented on a résumé	3 years of early care and education experience as documented on a résumé
Professional Development	N/A	N/A	Provided professional development for adults for at least 30 hours	Provided professional development for adults for at least 50 hours
Permitted Training Levels	Approved specialty area, Beginning Level only	1. Beginning Level 2. Intermediate Level (with having completed TFT II)	1. Beginning Level 2. Intermediate Level 3. Advanced Level (with having completed TFT III)	1. Beginning Level 2. Intermediate Level 3. Advanced Level

Definitions

Adult Learning: The adult learning requirement refers to training you have *received* in how *adults* learn and process information. Transcripts or documentation of other professional development training may be used to meet this requirement.

Early Care and Education Experience: A total of three years of experience as reported on a résumé must be supervised, may be paid or unpaid, and must involve children or programs serving young children from birth through age five. Experience counts as either (1) **Direct** only or (2) a combination of **Direct** and **Indirect**. Indirect only experience will not sufficiently meet the experience requirement.

Direct Experience: If using a combination of direct and indirect experience, **at least one year (12 months)** in either of the direct experience options below must be included:

- ◆ Experience working directly with groups of young children from birth through age five
- ◆ Director of a center or family day care home (*Involves working on-site directly with children and adults in a child care setting on a day-to-day basis*)

Indirect Experience: May be used only in combination with at least one year of direct experience. Indirect experience includes:

- ◆ Experience as a technical assistance provider from a state or federally approved project to provide technical assistance as:
 - Inclusion coordinator or education coordinator
 - Conducted observations/assessments using nationally recognized instruments (*Applicant must have received training on instruments utilized*)
 - Other TA experience to be reviewed by Georgia Training Approval
- ◆ Experience teaching High School/College/University level early childhood or child development specific course

Early Care and Education/Child Development or a related field: Refers to the major/minor area of study in a degree program. A degree or major in early childhood education or child development is recommended. Degrees outside of early childhood education or child development must include at least 15 semester hours or 25 quarter hours in early childhood education or child development related coursework. (Documentation of a total of at least 225 clock hours focused on child development content, i.e., CDA training, curriculum training of more than 15 hour segments, etc. can be substituted for some or all of the 15 semester or 25 quarter hours of related coursework.) Only graduate-level coursework can be used for a related field for Trainer III.

Institution Accredited by a CHEA or USDE Recognized Agency: Degrees are accepted from institutions which are accredited by agencies recognized by the Council for Higher Education Accreditation (CHEA) or the United States Department of Education (USDE). Accredited institutions and their accrediting agencies can be found at www.ope.ed.gov/accreditation/Search.aspx. A list of agencies recognized by CHEA or USDE can be found at www.chea.org under “Recognition” and “CHEA and USDE Recognized Accreditors.”

Professional Development: Providing professional development to adults in the early childhood / child development field can include experience in supervisory roles, or as a trainer, co-trainer or part of a team approach to training, apprentice trainer, technical assistance provider, career advisor, or consultant. This experience should be documented on a current résumé.

Specialty Trainers: The Specialty Trainer option is available for professionals who do not meet the requirements for Trainer I, II, or III but may have qualifications to train in one of the specialty areas listed below. You must have a minimum of a Bachelor’s degree with **EITHER** 1) a major/minor in a field related to the area that you are training as a specialty **OR** 2) a license or credential in the specialty area. Approval for Specialty Areas is available in the following content areas: **Special Needs/Inclusion; Child Abuse; Infectious Disease; Safety & Injury Control; Administrative Management of Programs;** and others as determined appropriate.

Trainer Orientation: The orientation is a PDF presentation that provides trainers with information about the Professional Development System and Training Approval in Georgia. To satisfy the orientation requirement, all applicants must answer questions that appear periodically throughout the presentation and email their answers to Georgia Training Approval. The Trainer Orientation is available on the website at www.training.decal.ga.gov under “ECE Trainers” and “Trainer Approval.”

Training for Trainers (TFT) I, II, III: This requirement may be met with state-approved Training for Trainers courses, or you may substitute other courses or trainings to meet this requirement as long as they meet specific content requirements. The content requirements can be found in the document titled “Training for Trainers Requirement,” which can be found by clicking “Resources” in the gold bar across the top of the website www.training.decal.ga.gov.

Technical Assistance Providers **for Early Care and Education and School-Age Care Programs** **Roles and Competencies**

Effective technical assistance providers utilize the following consulting roles and successfully demonstrate the competencies for each role.

ROLE - 1: Partner

Develops a respectful and trusting relationship with the client.

1. Clarifies mutual roles and expectations with client.
2. Listens to client's needs and ideas in order to gain client's perspective.
3. Addresses client's readiness and commitment to take action.
4. Holds self and client accountable.
5. Uses reflective questioning with clients to reveal current practices and create greater awareness.
6. Upholds professional ethical standards including maintains confidentiality with clients.

ROLE - 2: Needs Assessor

Gathers objective and relevant information in order to help the client determine needs, goals, and objectives.

1. Uses variety of valid and reliable assessment strategies and tools (surveys, observations) to gather objective/accurate, complete, and relevant information.
2. Selects an appropriate assessment strategy and tool based on clients desired outcomes.
3. Analyzes assessment information to identify program strengths and weakness.
4. Translates assessment information into appropriate goals and actions in partnership with the client.
5. Uses program assessment to show progress toward goals; adjust plan of action as needed, and capture change over time.
6. Provides honest and non-judgmental feedback to clients.

ROLE - 3: Facilitator of Change

Facilitates the process of change.

1. Understands change models and the implications for individuals & organizations.
2. Has knowledge and understanding of the role of organizational culture and leadership, and the implications for client practices.
3. Facilitates client visioning and strategic planning.
4. Fosters collaboration and teamwork with the organization to establish buy in for change that produces measurable and sustainable outcomes.
5. Sets goals and tracks progress to achieve measurable, long term, and sustainable change.

ROLE - 4: Joint Problem Solver

Works in collaboration with the client to identify and solve problems.

1. Solves problems in the context of larger goals and systems.
2. Distinguishes between symptoms of problems and root causes when addressing issues.
3. Helps client set goals based on root causes versus symptoms when solving problems.
4. Partners with client in identifying and addressing barriers to achieving goals.
5. Revises action plan with client as needed.

ROLE - 5: Trainer/Educator

Provides instruction, information, or other directed learning opportunities for the client.

1. Assesses training needs and designs learning experiences based on client needs.
2. Uses principles of adult learning when designing and facilitating training and technical assistance strategies.
3. Effectively uses instructional methods and materials that are appropriate for the proposed learning objectives.
4. Identifies and measures outcomes of training and technical assistance strategies.

ROLE - 6: Information Specialist

Is knowledgeable and serves as a content expert.

1. Has formal education in early childhood education/development or related field.
2. Has knowledge of multiple early care and education standards and processes and the implications for client practices.
3. Has knowledge of the key components of business management and administration and the implications for client practices.
4. Remains informed about state and national trends.
5. Has knowledge of community resources and links client appropriately.

ROLE - 7: Caseload Manager

Creates a systematic approach to managing technical assistance services.

1. Effectively manages time in working with clients to ensure measurable outcomes.
2. Matches client need to level of service.
3. Identifies and addresses common needs among clients to maximize resources.
4. Creates a system for documenting service delivery and outcomes.
5. Uses documentation to provide quantitative and qualitative reports.

About the Professional Development Competencies . . .

The goal of the Georgia Early Care and Education Professional Development Competencies is to promote quality learning experiences for professionals in early care and education in Georgia. The competencies address the question: “What should professionals who work with children ages birth through five and in after-school programs know and be able to do?” The competencies provide a framework with which professionals can evaluate their own training needs. Trainers can use the competencies to develop training that directly addresses individual needs.

Developed to support nationally recognized standards of excellence within the field of early care and education, the goals and indicators identify knowledge, skills, and abilities that a qualified practitioner should demonstrate. Competency goals and indicators are provided for the:

Early Care and Education Professional (ECE) — For those who work with children from birth through the age of five.

School-Age Care Professional (SAC) — For those who work with children from the age of five to early adolescence.

Program Administrator (ADM) — For those who work in administrative capacities in a variety of settings within the field.

Training Levels

A recommendation of a strategic planning committee in 1994-95, identified the need for training to be defined according to the needs of professionals. Because we know that individuals come to training with varied skills, knowledge, experience, and abilities, it was recommended that levels of training for each competency are needed to define training for the Beginning, Intermediate, and Advance professional.

Based on work completed by a committee in 1996-97, ECE, SAC, and ADM competencies were revised in 2006-07 to define and suggest framework for training tailored to the professional depending on their needs. To support trainers of early care and education professionals, competencies and qualifications for trainers were revised to reflect requirements at the Trainer I, II, and III designations. (Refer to the **Georgia Trainer Designation Matrix** on page 39 for more information).

In the Georgia Professional Development system, core competencies are observable behaviors and represent a range of knowledge grouped into three levels of mastery:

- Beginning
- Intermediate
- Advanced

Beginning competencies are most appropriate for entry level professionals with little or no experience working with children or in some cases professionals who have been in the field for a while but are exposed to new topics, concepts, or information. Beginning level mastery of the competency for the professional includes a basic knowledge or understanding and demonstration of developing skills. The professional is able to identify, describe, define, name, give examples, list, recognize, be familiar with, participate, etc. Professionals in the beginning of their career will most likely be an assistant teacher or in a similar role, working under supervision or with support of a more experienced professional.

Beginning level training is designed to facilitate learning focused on exposure of material, concepts, terms, information, etc. for the beginning professional or the introduction of new topics for more experienced professionals. Trainers qualified to design and deliver beginning level training meet at minimum the Trainer I requirements. (Refer to the **Georgia Trainer Designation Matrix** on page 39 for more information).

Intermediate competencies are most appropriate for the professional that has a few years experience and some training, formal education, and/or relevant credentials. Intermediate level mastery of the competencies includes an expanding knowledge and application to demonstrate refining skills. The professional is able to apply, structure, communicate, implement, demonstrate, practice, find, use, etc. Intermediate career development stage professionals will most likely be working toward or be in lead teacher roles or beginning administrators and are well on their way toward mastering content knowledge and putting that knowledge into practice.

Training designed for the intermediate level assumes that the professional has mastered the beginning level competency. The professional has a basic understanding of the concepts and utilizes information in their everyday practice. The training should focus on everyday application of sound developmentally appropriate practice—the how and why—and the articulation of their practice. The training should be an exercise in using abstractions in concrete situations. The abstractions could be theories, ideas, and principles that must be remembered and applied to the child care setting. Trainers qualified to design and deliver training at the intermediate level must have the experience and credentials to help other adults make the link between a basic knowledge of a

concept, the application of developmentally appropriate practice and an articulation of the process. The trainer qualified to train at the intermediate level must meet at minimum the Trainer I (with Training for Trainers II) or Trainer II requirements. (Refer to the **Georgia Trainer Designation Matrix** on page 39 for more information).

Advanced competencies are most appropriate for the seasoned professional that has considerable years experience and documentation of training, education, and/or relevant credentials. These professionals are most often in leadership or mentor roles as lead teachers, directors, administrators, etc. They thoroughly understand developmentally appropriate practice and have the ability to bring new resources and innovative practice to the program. Mastery of advanced level competencies reflects depth of knowledge, understanding, and extending skills to foster growth. The professional is able to assess, evaluate, design, interpret, take a leadership role, plan and implement, advocate, lead, etc.

Trainers for advanced competency instruction must qualify at the Trainer II (with Training for Trainers III) or Trainer III designation. The trainer at this level must utilize knowledge and skill to help professionals put elements together to form a whole, perform analysis and construct their own knowledge. (Refer to the **Georgia Trainer Designation Matrix** on page 39 for more information).

Career Levels

Professional preparation is vital to improving the quality of early care and learning environments. Professional development in the *Georgia Early Care and Education Professional Development System* takes into account training, education, and experience. By noting your achievements and number of years experience in working with young children, you can mark your professional accomplishments using the following chart.

<p>Level I Professionals beginning their career in early care and education:</p> <ul style="list-style-type: none"> ◆ High school diploma or GED; and ◆ 0 to 3 years of direct care experience with young children; and ◆ 0 to 30 clock hours of state approved/accepted training 	<p>Level V Professionals beginning their formal education in the early care and education field:</p> <ul style="list-style-type: none"> ◆ Technical Certificate of Credit (TCC) in Early Childhood Education or Child Development 	<p>Level IX Professionals with a Georgia Professional Standards Commission (PSC) teaching certificate in the Early Care / Early Education field</p>
<p>Level II Professionals who have been in the early care and education field for a few years:</p> <ul style="list-style-type: none"> ◆ High school diploma or GED; and ◆ 2 or more years of direct care experience with young children; and ◆ 31 to 60 clock hours of state approved/accepted training 	<p>Level VI Professionals who have earned formal education credit in the early care and education field:</p> <ul style="list-style-type: none"> ◆ Technical College Diploma (TCD) in Early Childhood Education or Child Development 	<p>Level X Professionals with a graduate degree in the early care and education field:</p> <ul style="list-style-type: none"> ◆ Masters degree (MA/MS/MEd) in Early Childhood Education or Child Development
<p>Level III More experienced professionals in the early care and education field:</p> <ul style="list-style-type: none"> ◆ High school diploma or GED; and ◆ 3 or more years of direct care experience with young children; and ◆ 61 or more clock hours of state approved/accepted training 	<p>Level VII Professionals with a two-year degree in the early care and education field:</p> <ul style="list-style-type: none"> ◆ Associate degree (AA/AS) or AAS/AAT) in Early Childhood Education or Child Development; or ◆ Montessori Diploma 	<p>Level XI Professionals with a Specialist degree in the early care and education field:</p> <ul style="list-style-type: none"> ◆ Specialist Degree (EdS) in Early Childhood Education or Child Development
<p>Level IV Professionals with a credential in the early care and education field:</p> <ul style="list-style-type: none"> ◆ Unrelated Degree (Associate, Bachelor, Masters or Doctorate in non-ECE-related field); or ◆ Current Child Development Associate (CDA); or ◆ PSC-certified ParaProfessional (FLD691) 	<p>Level VIII Professionals with a four-year degree in the early care education field:</p> <ul style="list-style-type: none"> ◆ Bachelor Degree (BA/BS) in Early Childhood Education or Child Development 	<p>Level XII Professionals with a Doctoral degree in the early care and education field:</p> <ul style="list-style-type: none"> ◆ Doctoral Degree (PhD/EdD) in Early Childhood Education or Child Development

Training, credentials, degrees, and coursework for the Career Levels must be in the field of Early Childhood Education (ECE), Child Development (CD), or related areas of study. ECE-related credits and coursework reflect the body of knowledge valued in the early care and education field. While many professionals may have a degree in a field outside of ECE, the Career Levels recognize specific academic preparation in ECE. If a degree major is not ECE or CD, the transcript will be reviewed by the Georgia Professional Standards Commission for ECE-related credits or coursework. Degrees are considered ECE-related if the transcripts document a minimum of 15 semester hours or 25 quarter hours of ECE-related coursework.

Competency Development

In 1993, the Georgia Association on Young Children provided leadership bringing together leaders and stakeholders from all over the state to develop the competencies. The competencies were developed in 1994-95 and were revised in 2006. The development process included the input of numerous sources and guided by the following vision, mission, and agreed-upon principles:

Vision

A well-articulated and coordinated, statewide professional development system will prepare childhood care practitioners to provide high-quality early childhood and school-age programs to Georgia's children.

Mission

To implement a statewide professional development system that will enhance the skills and career opportunities for childhood care and education professionals and will support quality programs for Georgia's children.

Guiding Principles

1. Quality childhood care and education is strongly linked to a constructive society and a productive economy that share in the cost, as well as the benefits, of quality care.
2. Delivery of quality childhood care and education is linked to a comprehensive and effective professional development system.
3. Planning for professional development includes an understanding that the care and the education of children are inseparable. There is no learning without care, and likewise, no care without learning.
4. A common core of shared knowledge, grounded in a sound, theoretical and philosophical base, is needed by all persons involved in childhood care and education.
5. Professional development includes the achievement of professional goals and fair compensation.
6. A recognized set of competencies is used to document and register professional development.
7. Professional development adheres to, but is not limited by, minimum regulations/requirements that govern childhood care and education.
8. Recognized quality standards are used to develop and evaluate training.
9. Bridges for articulation and transformation of credit are necessary for multiple career advancement opportunities to exist.
10. Training and educational opportunities are ongoing and accessible in terms of time, location, and cost.
11. Training and education programs are responsive and relevant to the variety of roles and program philosophies, adult learning styles, and educational and experiential backgrounds of practitioners, while incorporating a diverse scope of strategies and interactive processes.
12. Training and education programs address the broad diversity of children, families, and professionals, such as age, gender, disabilities, culture, race, and ethnicity.
13. Policymakers, legislators, businesses, parents, and the general public need to be educated about the benefits and costs of quality childhood care and education programs, in order to help build a diverse and consistent funding base of both public and private funds.

The 2006 Competencies Revision

In 2006, a formal review process was established, and the competencies were revised to reflect current best practices and research. The review process included input from early childhood care and education professionals and leaders in Georgia through electronic surveys, focus groups, reviews of research and the systems of other states, and editing.

A formal review should take place every five years to ensure accurate and effective competencies for early care and education professionals in Georgia.

Acknowledgements

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Martha Abbott-Shim, *Georgia Association on Young Children*

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Planning Grant Project - GAYC

1993-94 Development

Linda Adams, *Morris Brown College*

Jannis Barber, *Childtime Childcare, Inc*

Rene Betz, *Professional Training Center*

Clarence Billups, *Georgia Head Start
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Nancy Bright, *Americus City Schools*

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Tracey Dickson, *Save the Children*

Pat Fountain, *Cherokee Heights Child
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Rose Gabriel, *Gabriel and Associates*

Peggy Gallagher, *Georgia State*

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Donna Grice, *Camden County Board of
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Kelly Hanke, *Foundations For Learning*

Lisa Haverty, *Haverty Holly*

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GAYC*

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Development Center*

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Association*

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Cynthia Jones-Blazia, *McIntosh Trail ECD
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Dougherty County Schools*

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Heather McCabe, *REACH*

Marian Melton, *Camp Fire Boys & Girls*

Mary Miller, *Decatur Recreation
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Pat Minish, *Georgia Association on Young
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Debbie Moritz, *Valdosta Lowndes County
YMCA*

Pat Nodine, *Gainesville College*

Mary Anne Pace-Nichols, *Cooperative
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Patricia Richard, *Albany Technical Institute
Barbara Saffold, YWCA*

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Karen Shetterley, *University of Georgia
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Enrichment Program*

Clinton Taylor, *Child Development Center*

Randy Taylor, *Open City, Inc.*

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Jerry Walker, *Project KITE*

Joe Webb, *Gainesville-Hall Co. Boys Club*

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Tony Welch, *Westbrood YMCA*

Lynn White, *National Child Care Association*

Susie Wilcher, *Washington County Head Start*

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2006 Revision

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Stephanie Moss, *Babies Can't Wait*

Lisa Polk, *Georgia Child Care Association*

Pam Runkle, *Georgia Child Care Resource and Referral Association*

Sarah Sailors, *University of Georgia Center for Continuing Education*

Karen Shetterley, *University of Georgia Center for Continuing Education*

John Shores, *University of Georgia Center for Continuing Education*

Anita Smith, *University of Georgia, Department of Child and Family Development*

Mercedes Smith, *Georgia School Age Care Association*

Pat Sullivant, *Quality Care for Children*

Hilda Tompkins, *Georgia Department of Training and Adult Education*

Beth Webb-Woods, *Sheltering Arms*

Holly Higgins Wilcher, *Georgia Child Care Training Approval, UGA*

Debbie Wilkes, *Phoenix Early Care & Educational Consulting, Inc*

1996-97 Competencies Levels Development

Elaine Collins, *Consultant*

Marsha Gates, *Georgia Department of Human Resources*

Pat Minish, *Georgia Association on Young Children*

Pat Nodine, *Gainesville College*

Anita Payne, *Consultant*

Beth Webb-Woods, *Sheltering Arms*

2006-07 Competencies Levels Development

Diane Bales, *University of Georgia Cooperative Extension*

Rhonda Canerday, *University of Georgia, Georgia Child Care Training Approval System*

Nick Craft, *Georgia Child Care Association*

Jennifer Dunn, *Child Care Resource and Referral - Athens*

Rose Gabriel, *Gabriel & Associates*

Janice Haker, *Bright from the Start: Georgia Department of Early Care and Learning*

Victoria Hawkins, *Child Care Resource and Referral – Augusta*

Ellery Hill, *MACCDA*

Amy Hobart, *Consultant*

Tracey Horton, *Georgia School Age Care Association*

Gary Larson, *Flint River Tech*

Sherry Lowery, *Dekalb Technical College*

Lynn A. Manfredi-Petitt, *Lynn's NET*

Pat Minish, *Georgia Association on Young Children*

Stephanie Moss, *Babies Can't Wait*

Lisa Polk, *Georgia Child Care Association*

Pam Runkle, *Georgia Child Care Resource and Referral Association*

Sarah Sailors, *University of Georgia Center for Continuing Education*

Karen Shetterley, *University of Georgia Center for Continuing Education*

John Shores, *University of Georgia Center for Continuing Education*

Anita Smith, *University of Georgia, Department of Child and Family Development*

Mercedes Smith, *Georgia School Age Care Association*

Pat Sullivant, *Quality Care for Children*

Hilda Tompkins, *Georgia Department of Training and Adult Education*

Beth Webb-Woods, *Sheltering Arms*

Holly Higgins Wilcher, *Georgia Child Care Training Approval, UGA*

Debbie Wilkes, *Phoenix Early Care & Educational Consulting, Inc*

1996 Trainer Competencies

Terrie Buckner, *La Petite Training Center*

Trudy Friar,

Marsha Gates, *Child Care Licensing, DHR*

Amy Hobart, *GAYC*

Robin Kahan,

Tricia Kelly-Lynch,

Pat Nodine, *Gainesville College*

Kim Nottingham,

Beth Webb-Woods, *Sheltering Arms*

2006 Trainer Competencies/Level Matrix

Linda Adams, *Mercer University*

Lisa Belliston, *Quality Care for Children*

Nick Craft, *Georgia Child Care Association*

Rose Gabriel, *Gabriel & Associates*

Janice Haker, *Bright from the Start: Georgia Department of Early Care and Learning*

Jay Lamont Harris, *Georgia Quality*

Gary Larson, *Flint River Tech*

Bisa Lewis, *Ideal Consultants*

Sheila Lewis, *Sunshine House*

Pat Minish, *Georgia Association on Young Children*

Melissa Roney, *Kids R Kids International*

Michelle Pittman, *Creative Learning Training & Consulting*

Karen Shetterley, *University of Georgia*

Beth Webb-Woods, *Sheltering Arms*

Debbie Wilkes, *Phoenix Early Care & Educational Consulting*

*For more information concerning professional development for early care and education, contact **Bright from the Start: Georgia Department of Early Care and Learning** (<http://dec.al.ga.gov/>) or the **Georgia Early Care and Education Professional Development System** (www.training.dec.al.ga.gov).*

Technical College System of Georgia – Child Development Associate (CDA) Certificate and Technical Certificate of Credit Crosswalk

Early Childhood Care and Education Program Overview

The Technical College System of Georgia (TCSG) provides training for early childhood care and education professionals in all the 27 technical colleges in the state. Each college decides which of the following programs to offer based on the needs of the community. In addition to an AAS and a Diploma in Early Childhood Care and Education, the following Technical Certificates of Credit are offered. As indicated in the table below, 5 of the 8 TCCs include Introduction to Early Childhood Care; Human Growth and Development; and Health, Safety and Nutrition (ECCE 1101, 1103, and 1105); when coupled with the final assessment provided by the Council for Professional Recognition, the training provided as part of the CDA aligns with these three courses. The AAS and Diploma also have these three courses as part of the curriculum.

ECCE Technical Certificate of Credit	Courses Included
Child Development Specialist	ECCE 1101, 1103, 1105 , 1112; ECCE 1121 or EMPL 1000
Early Childhood Care and Education	Basics ECCE 1101, 1103, 1105
Family Child Care Specialist	ECCE 1101, 1103, 1105 , 2340, 2342
CDA Preparation	ECCE 1101, 1103, 1105 , 1125
Infant/Toddler Child Care Specialist	ECCE 1101, 1103, 1105 , 2330, 2332

TCSG converted from quarters to semesters effective August 2011. Each quarter course has been reviewed and updated, and the attached “crosswalk” indicates which quarter course(s) equates to which semester course. As you can see from the attached crosswalk, ECE 1010/1101, ECE 1030/1103, and ECE 1050/1105 are equivalent to ECCE 1101, 1103, and 1105. The 2 different numbers listed for quarters indicated a change in numbering of courses in 2008.

Semester ECCE Course Descriptions

ECCE 1101 - Introduction to Early Childhood Care and Education

Introduces concepts relating the responsibilities and procedures involved in a variety of early childhood care situations. Topics include historical perspectives; professionalism; guidance; developmentally appropriate practices; learning environment (including all children); cultural diversity; and licensing, accreditation, and credentialing. (3-0-3)

ECCE 1103 - Child Growth and Development

Introduces the student to the physical, social, emotional, and cognitive development of the young child (prenatal through 12 years of age). The course provides for competency development in observing, recording, and interpreting growth and development stages in the young child; advancing physical and intellectual competence; supporting social and emotional development; and examining relationships between child development and positive guidance. Topics include developmental characteristics, prenatal through age 12, developmental guidance applications,

Technical College System of Georgia – Child Development Associate (CDA) Certificate and Technical Certificate of Credit Crosswalk

observing and recording techniques, ages and stages of development, and introduction to children with special needs. (3-0-3)

ECCE 1105 - Health, Safety and Nutrition

Introduces the theory, practices, and requirements for establishing and maintaining a safe, healthy learning environment. Topics include CPR and first aid, health issues, safety issues, child abuse and neglect, and nutritional needs of children. (2-2-3)

ECCE 1112 - Curriculum and Assessment

Provides student with an understanding of developmentally effective approaches to teaching, learning, observing, documenting and assessment strategies that promote positive development for young children. The course will enable the student to establish a learning environment appropriate for young children and to identify the goals, benefits, and uses of assessment in the development of curriculum for young children. Topics include observing, documenting, and assessing; learning environments; development of curriculum plans and materials; curriculum approaches; and instructional media. (2-2-3)

ECCE 1121 - Early Childhood Care and Education Practicum

Provides the student with the opportunity to gain a supervised experience in a practicum placement site allowing demonstration of techniques obtained from course work. Practicum topics include promoting child development and learning; building family and community relationships; observing, documenting, and assessing to support young children and families; teaching and learning; becoming a professional; and guidance techniques and classroom management. (1-6-3)

ECCE 1125 - Professionalism Through CDA Certificate Preparation

Provides training in professionalism through Child Development Associate Credentialing Certificate preparation in the following areas: applying for the Child Development Associate Credential through Direct Assessment, professional resource file development, and strategies to establish positive and productive relationships with families. (2-0-2)

ECCE 2330 - Infant/Toddler Development

Introduces the three developmentally meaningful age periods during infancy. Provides knowledge, grounded in brain and attachment research, about how children learn and the skills and attitudes necessary to support optimum social/emotional, cognitive, and physical development for children from birth to three. Principles of brain development and language and communication will be explored in depth. Special emphasis is placed on experiential learning to show caregivers practical ways of meeting the fundamental needs of all infants in group care settings and of helping them learn the lessons that every infant comes into the world eager to learn. The needs of infants and toddlers with established disabilities as well as those at risk for developmental problems will be examined from the perspective of early intervention and inclusion. (3-0-3)

ECCE 2332 - Infant/Toddler Group Care and Curriculum

Provides the knowledge, skills and attitudes necessary to meet the fundamental needs of children

Technical College System of Georgia – Child Development Associate (CDA) Certificate and Technical Certificate of Credit Crosswalk

from birth to three in group care settings. Establishes a foundation for a responsive, relationship based curriculum for children birth to three who are in group care settings. Introduces the philosophy behind primary care, continuity of care, and respectful care. Explores ways of creating environments for infant/toddler group care which foster optimum social/emotional, physical and cognitive development, promote cultural sensitivity and encourage positive parent caregiver relations. (3-0-3)

ECCE 2340 - Family Child Care Program Management

Provides the guidelines, responsibilities, and appropriate practices needed for successful management of a Family Child Care Home. Provides guidelines and responsibilities for professional business practices associated with the successful establishment and administration of a Family Child Care Home. Topics include business plans, budgeting, taxes, marketing, record keeping, and professional qualifications. (3-0-3)

ECCE 2342 - Family Child Care Business Management

Provides guidelines and responsibilities for professional business practices associated with the successful establishment and administration of a Family Child Care Home. Topics include: business plans; budgeting; taxes; marketing; record keeping; and professional qualifications. (3-0-3)

CDA COMPETENCIES FOR PRESCHOOL TEACHERS			
COMPETENCY GOALS	FUNCTIONAL AREAS	DEFINITIONS	COURSE/COMPETENCY Where addressed by TCSG
I. To establish and maintain a safe, healthy learning environment.	1. Safe 2. Healthy 3. Learning Environment	Candidate provides a safe environment to prevent and reduce injuries. Candidate promotes good health and nutrition and provides an environment that contributes to the prevention of illness. Candidate uses space, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.	1105-3 1105-2,5 1101-5
II. To advance physical and intellectual competence (10 hours)	4. Physical 5. Cognitive 6. Communication 7. Creative	Candidate provides a variety of equipment, activities, and opportunities to promote the physical development of children.	1101-5/1103-1,4/1105-3 1101-5/1103-1,4/1105-3 1101-5/1103-1/1105-3 ECCE 1101-5

Technical College System of Georgia – Child Development Associate (CDA) Certificate and Technical Certificate of Credit Crosswalk

		<p>Candidates provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children. Candidate actively communicates with children and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings. Candidate provides opportunities that stimulate children to play with sound, rhythm, language, materials, space, and ideas in individual ways and to express their creative abilities.</p>	
<p>III. To support social and emotional development and provide positive guidance</p>	<p>8. Self 9. Social 10. Guidance</p>	<p>Candidate provides physical and emotional security for each child and helps each child to know, accept, and take pride in his self or herself and to develop a sense of independence. Candidate helps each child feel accepted in the group, helps children learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among children and adults. Candidate provides a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group.</p>	<p>1101-3,4,5,6/ 1103-1,2,5/1105-2,3,4,5 1101-3,4,6/ 1103-1,2,5/1105—2,3,4,5 1101-2,3/ 1103-2/1105-2,3</p>

Technical College System of Georgia – Child Development Associate (CDA) Certificate and Technical Certificate of Credit Crosswalk

IV. To establish positive and productive relationships with families	11. Families	Candidate maintains an open, friendly, and cooperative relationship with each child’s family, encourages their involvement in the program, and supports the child’s relationship with his or her family.	1101-2,4,6
V. To ensure a well-run, purposeful program responsive to participant needs	12. Program Management	Candidate is a manager who uses all available resources to ensure an effective operation. The candidate is a competent organizer, planner, record keeper, communicator, and a cooperative co-worker.	1101-7/1105-2,3,4,5
VI. To maintain a commitment to professionalism	13. Professionalism	Candidate makes decisions based on knowledge of early childhood theories and practices, promotes quality in child care services, and takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.	1101-2,4,5,7/1103-1,4

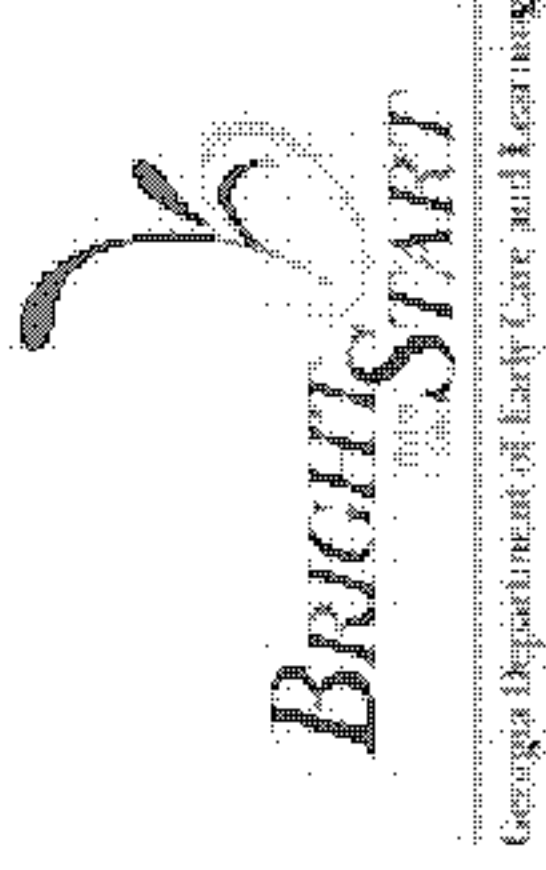
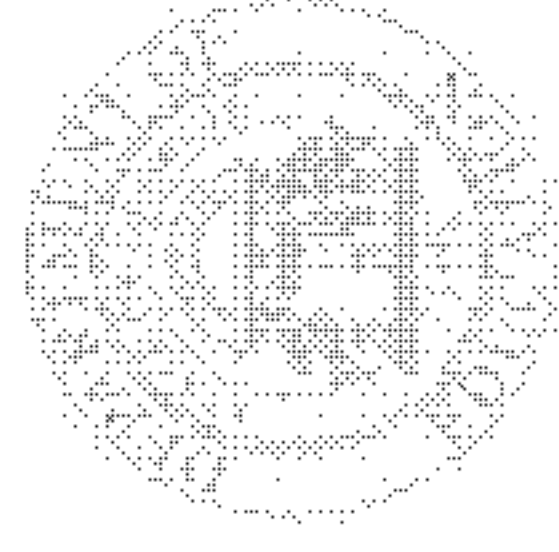
Developmental screening in Georgia: Matrix of where, when, by whom, and why might screening occur

System	Provider / Division	Policy / Mandate / Performance Standards	Screening Intervals	Exemplary Practice or Model Programs	Source of Funding	How many children access this service in Georgia?	Most commonly used screening instruments?
Medical	Pediatrician	AAP guidelines; Bright Futures standards will take effect on July 1	9, 18, & 24/30 mos. 18 & 24 for autism	Georgia Medicaid / PeachCare for Kids have guidelines supporting (and paying for) screening at 9, 18, and 24 months	Bundled for Medicaid and PeachCare (if accepted) Third party payers, private pay		
	Family Physician	Follow AAP guidelines					
	FQHC	Medicaid / Peachcare guidelines					
Public Health	Health Clinic	Medicaid / Peachcare guidelines					
	Children 1 st		Screening follows state guidelines for children with substantiated abuse and neglect		State Medicaid		
	Children 1 st First Care (High Risk Infant Follow-up) Health Check		They do screen (need to check on the periodicity)		State Medicaid		
Child Care	Part C - Early Intervention Babies Can't Wait	IDEA	Screening required for all referred children	Comprehensive developmental assessment done with positive screen, or informed clinical opinion, or on parental request	Part C – mix of state and federal		
	Early Head Start / Head Start		Within 45 days of entry, following EPSDT schedule thereafter	NAEYC-accredited Head Start and Child Care Centers	Federal and local		
	Child Care Center		None required		State or fee-for service		
Part B -	Licensed Family Child Care provider		None required	National Association of Family Childcare (NAFCC)-accredited	State or fee for service		
	Preschool Special Education (3-5)		Screening not required; comprehensive developmental evaluations		Federal, state, and local		

				done on referred children; larger school systems may use screening tools prior to comprehensive evaluations					
Education	Pre-K			None required			Mostly state (lottery) and some local		
	Kindergarten			Most screen at registration for academic readiness			State and local		
	Title I Pre-school			None required					
	Even Start (literacy initiative)			Screenings are completed on children in the program			Federal through DECAL		
Child Welfare	DFCS CPS Unit (All children with substantiated cases of abuse/neglect under 3 years of age are required under IDEA to be referred to BCW for screening For children 3 to 5, screening will occur as part of Health Check					
	Foster Care			Mandated screen and full assessment within __ days of entering care					
	Family Preservation								
Parent Education	DFCS Integrated Family Support								
	Parents as Teachers			Required screening – check intervals					
	Healthy Families Georgia			Required screening – check intervals		National website and standards			
	PIP					Significant distribution across the state			
	Therapeutic Childcare			Screening required					
	Family Support Child Care Block Grant			No screening required					
	Promoting Safe and Stable Families			No screening required					

Our questions:

How many children are *not* included in the above table? Who is currently doing screening? Who has the responsibility as a matter of policy? Who is funded to screen? What is the scope of screening? Physical (including vision and hearing), gross and fine motor, cognitive, communication, social-emotional, behavioral, self-help? Some are concerned that screening should include consideration of commonly encountered etiologies for developmental delays including autism spectrum disorders, fetal alcohol syndrome, and brain injury. What happens when concerns are raised by screening? AAP recommends that as soon as a developmental issue is suspected, physicians refer children to Babies Can't Wait (that is the early intervention system) for children birth to 3 or the early childhood special education systems for children from age 3 to school entry, AND to specialty providers as indicated. For children in BCW, evaluations are done by educators, therapists, nurses, etc. BCW and preschool special education evaluations address vision, hearing, gross and fine motor, cognitive, communication, social-emotional and adaptive/self-help skills. They do not routinely include screening for specific diagnoses. Personnel completing the evaluations, particularly for BCW, do *not* diagnose, but are trained to administer simple checklists and screening tools that might suggest a need for specialty follow-up and diagnosis. One concern raised is that the Medicaid CMOs may discourage referral to BCW when concerns are identified. They apparently feel that they can meet the needs of their patients within their networks.



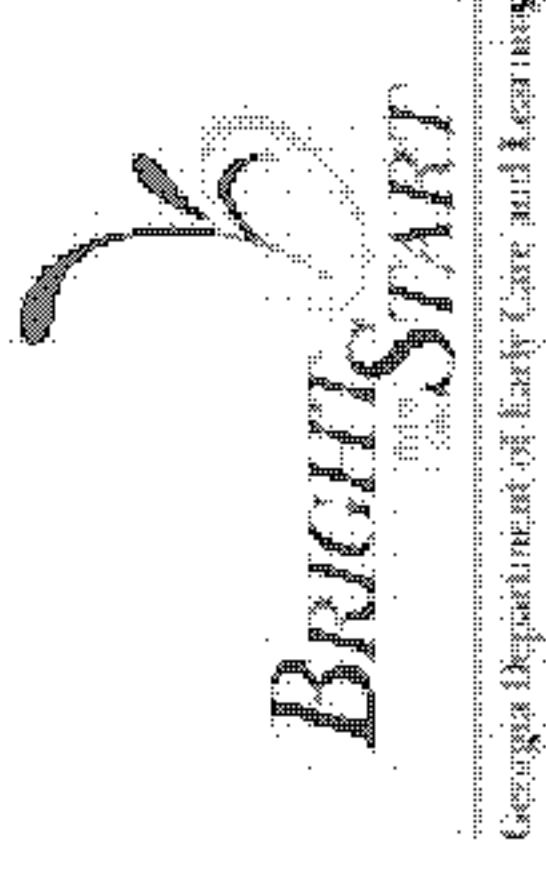
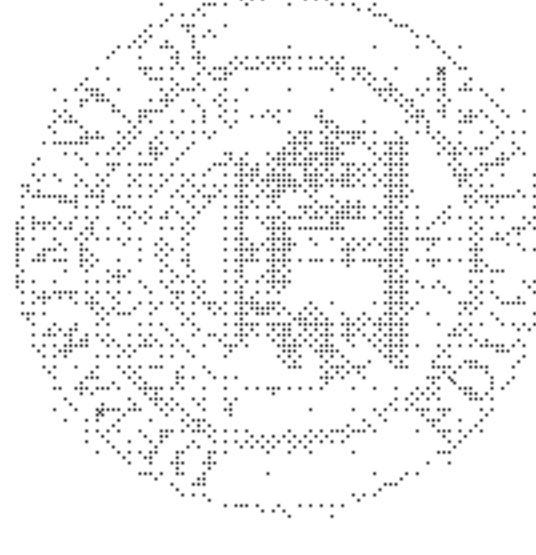
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"Making Education Work for All Georgians"

Maslow's Hierarchy of Needs
Parent Teacher Association (PTA) National Standards for Family-School Partnerships
National Strengthening Families Protective Factors
A Georgia Department of Education and Georgia Department for Early Care and Learning Crosswalk for Parent Programs

State Goal: Increase the high school graduation rate, decrease the high school dropout rate, and increase the post-secondary enrollment rate				
Objective: Increase student achievement by engaging & empowering parents to be actively involved in their children's education across all grade levels.				
Strategy 1: Embed sustainable family, school, and community engagement initiatives in school improvement work to increase student achievement.				
Strategy 2: Increase communication between home, school and community through training & collaborative activities that meet the needs of families.				
Strategy 3: Build capacity and leadership by activating the National Standards for Family-School Partnerships.				
Level 1	Maslow's Hierarchy of Needs	Examples of psychological needs prominent at each level	PTA National Standards for Family-School Partnerships	National Strengthening Families Protective Factors
1	Physiological (food, sleep, stimulation, activity)	<p>Some psychological needs prominent at Level One include:</p> <ul style="list-style-type: none"> • Housing • Poverty • Employment • Hunger • Lack of education • Medical • Social issues • Alcoholism/drugs 	<p>Standard 3</p> <p>SUPPORTING STUDENT SUCCESS: Families and school staff continuously collaborate to support students' learning and health development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p>	<p>Factor 1</p> <p>PARENTAL RESILIENCE (Parents Can "Bounce Back"): The ability to cope and bounce back from all types of challenges.</p> <p>Factor 4</p> <p>CONCRETE SUPPORT IN TIMES OF NEED (Parents Know Where They Can Turn for Help): Knowledge of basic resources to ensure health & wellbeing, as well as financial security to cover day-to-day expenses & unexpected costs.</p>
				<p>Types of Families who could be represented at each level</p> <p>Some families at level one, but not necessarily the majority, also are identified in a school subgroup.</p> <p>These subgroups could include:</p> <ol style="list-style-type: none"> 1. Migrant 2. Foster care 3. Homeless 4. Free & Reduced Lunch 5. ESOL 6. Special Education

<p>2</p>	<p>Safety (security; protection from harm)</p>	<p>Some psychological needs prominent at Level Two include a need for:</p> <ul style="list-style-type: none"> • Personal Security • Financial Security • Stability • Protection 	<p>Standard 2 COMMUNICATING EFFECTIVELY: Families and school staff engage in regular, two-way, meaningful communication about student learning.</p>	<p>Factor 3 KNOWLEDGE OF PARENTING & CHILD DEVELOPMENT (<i>Parents Know How Children Grow and Learn</i>): Accurate information about raising children & appropriate expectations for their behavior.</p> <p>Factor 5 CHILDREN'S SOCIAL AND EMOTIONAL DEVELOPMENT (<i>Children Learn to Talk About and Handle Their Feelings</i>): A child's ability to interact positively with others and communicate his or her emotions effectively.</p>	<p>Some families at Level Two, but not necessarily the majority, also are identified by researches with some of the following traits.</p> <p>These traits could include:</p> <ul style="list-style-type: none"> • uneducated • uncomfortable with schools • afraid of future because of child's well being due to disability • not strong English speakers or do not speak English
<p>3</p>	<p>Love and Belongingness (love, friendship, comradeship)</p>	<p>Some psychological needs prominent at Level Three include:</p> <ul style="list-style-type: none"> • Family • Friendship • Escape loneliness, • Gain a sense of belonging • Feel needed • Empowered to work within a group 	<p>Standard 1 WELCOMING ALL FAMILIES INTO THE SCHOOL COMMUNITY: Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.</p>	<p>Factor 2 SOCIAL CONNECTIONS (Parents Have Friends): Friends, family members, neighbors, and other members of community who provide emotional support and concrete assistance to parents.</p>	<p>Some parents at Level Three participate in:</p> <ul style="list-style-type: none"> • Support groups • Trainings • PTA/PTO • Booster Club • School Fundraisers • Religious affiliations • Title 1 Parent Workshops • Parents seeking out Parent Involvement Coordinators, Parent Mentors, or School Transition Coaches

			<p>Standard 6 COLLABORATING WITH THE COMMUNITY: Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.</p>		
4	<p>Self-Esteem (self respect, personal worth, autonomy)</p>	<p>Some psychological needs prominent at Level Four include:</p> <ul style="list-style-type: none"> • Self-respect • Confidence • Achievement • Recognition • Attention 	<p>Standard 4 SPEAKING UP FOR EVERY CHILD: Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly & have access to learning opportunities that will support their success.</p>	All Protective Factors Mastered.	<p>Some parents at Level Four are identified as parent leaders such as:</p> <ul style="list-style-type: none"> • Parent Mentors • Parent to Parent of Georgia Coordinators & Volunteers • PTA/PTO Officers • Family Connection Partnership Members • Parent Volunteers

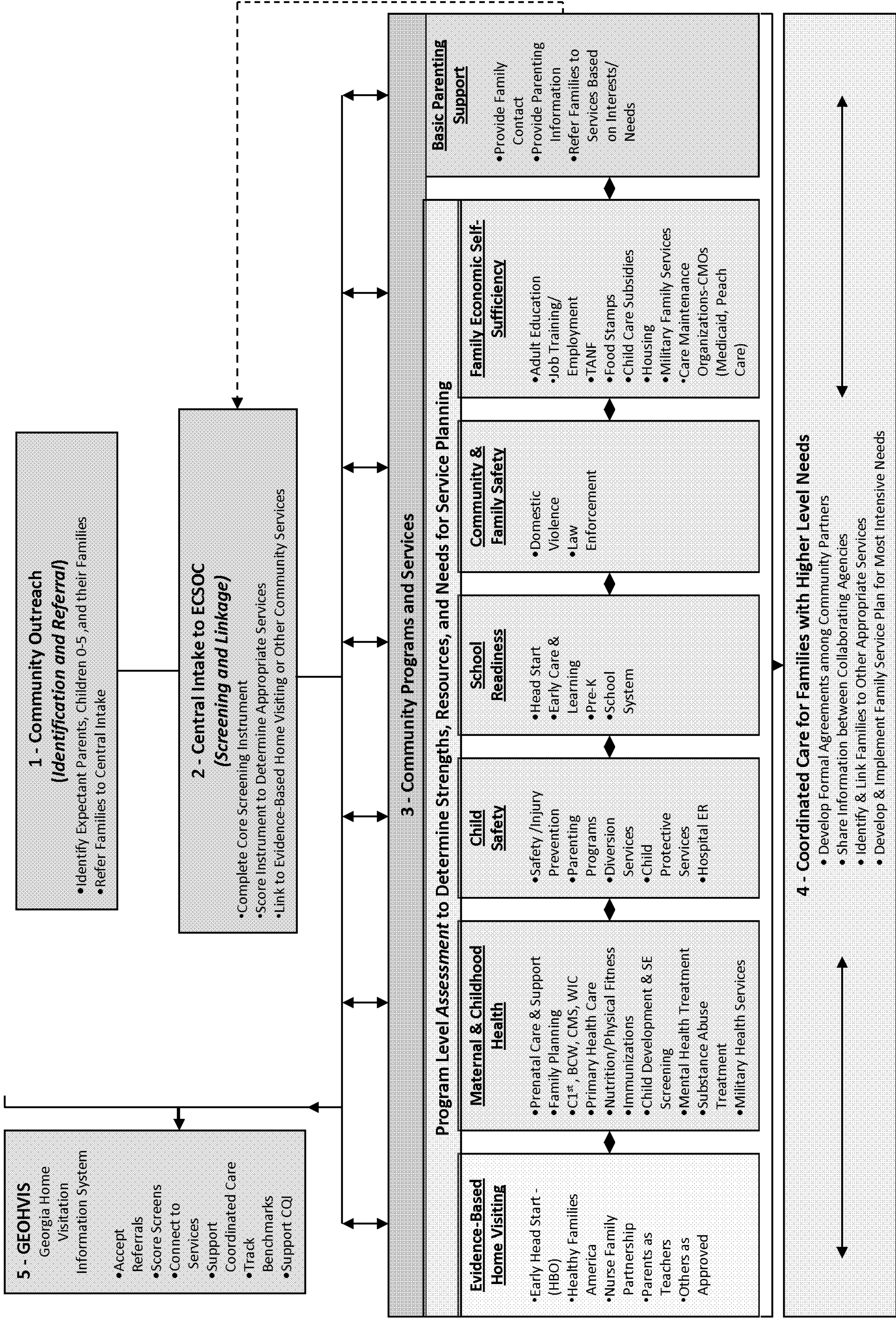


Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

5	<p><u>Self-Actualization</u> (full potential)</p>	<p>Some psychological needs reached at Level Five include:</p> <ul style="list-style-type: none"> • Fulfilling one's potentials • Morality • Creativity • Problem Solving • Lack of Prejudice • Understanding of Strengths and Weaknesses 	<p><u>Standard 5</u> SHARING POWER: Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs</p>	<p>All Protective Factors Mastered.</p>	<p>Many parents reach this level but it is based on an individual basis</p>
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Georgia Early Childhood System of Care (ECSOC)

*Target Population: All expectant parents, children 0-5, and their families.
Implementation: Community level.*



Appendix A23: Data Governance MOU

Agreement between the Board of Regents of the University System of Georgia, the Governor's Office of Student Achievement, the Georgia Department of Education, the State Board of Technical and Adult Education, the Georgia Professional Standards Commission, the Georgia Student Finance Commission, and the Georgia Department of Early Care and Learning

WHEREAS, the Board of Regents of the University System of Georgia, the Governor's Office of Student Achievement, the Georgia Department of Education, the State Board of Technical and Adult Education, the Georgia Professional Standards Commission, the Georgia Student Finance Commission, and the Georgia Department of Early Care and Learning, individually or collectively known as the "Party" or "Parties," are committed to provide students and citizens of Georgia a nationally-renowned opportunity for education,

WHEREAS, the Parties are committed to provide students and citizens of Georgia seamless education from pre-kindergarten through postsecondary studies.

WHEREAS, each Party collects and maintains educational data relating to various aspects of Georgia's educational system;

WHEREAS, the Parties shall be required to share information as a part of the United States Department of Education's "Race to the Top;"

WHEREAS, the Parties shall develop a uniform, longitudinal data system to benefit the students and citizens of Georgia by 2011.

WHEREAS, this agreement governs the sharing of data by the Parties and shall safeguard the confidentiality of the student data as required by the Federal Family Educational Rights and Privacy Act (FERPA) and other applicable laws and regulations. The sharing of information for the purposes of this agreement is pursuant to 20 U.S.C. § 1232g, and 34 C.F.R. Part 99; however, some Parties may have access to personally identifiable education records in connection with an audit or evaluation of federal or state supported education programs under 34 C.F.R. 99.31(a)(3)(iv) and 34 C.F.R. 99.35, as school officials with legitimate educational interests under 34 C.F.R. 99.31(a)(1), or other applicable provision of FERPA or its implementing regulations; and

NOW, THEREFORE, in consideration of the mutual promises exchanged herein, the Parties hereby agree as follows:

1. Wherever used in this agreement, unless specifically stated otherwise, the following terms will have the respective meanings as ascribed as follows:
 - a. **"Confidential Information"** means information shared under this agreement that is personally identifiable student information derived from education records as determined under the Family Educational Rights and Privacy Act ("FERPA"), or any information or data that a Party is required not to disclose by any federal or state law or contract. All Confidential Information shared by the Parties under this agreement will be safeguarded by the parties pursuant to paragraph four (4) of this agreement and will be used only to further the Purposes of this agreement. Confidential Information does not include information that is generally available in the public domain, information that is developed, received, maintained, or disclosed for purposes other than those in this agreement, or information that is required to be released by a Party to comply with a law, contract, or court order.

Appendix A23: Data Governance MOU

- b. **"Purposes"** means the specific purposes of this agreement as described in paragraph two (2) of this agreement.
 - c. **"Data Governance Board"** means the group of Party representatives as described in paragraph three (3) of this agreement.
 - d. **"Third Party(ies)"** means any person, group, corporation, or entity that is not a Party to this agreement.
2. The Parties understand that the Purposes of this agreement are to allow Parties to share, among themselves, education data those parties collect in order to:
- a. track students over time, from preschool through postsecondary education;
 - b. enable the increased use of instructional improvement systems;
 - c. make the creation of cross-agency state reports more efficient;
 - d. provide longitudinal and cross-agency data for research purposes.
3. To further the Purposes of this agreement, the Parties will appoint a Data Governance Board to promote collaboration between the Parties and ensure that all reports, products, articles, and exchanges of information produced under this agreement comply with law. Each Party will appoint at least one individual (generally each agency's Chief of Staff) to serve as its representative on the Data Governance Board. The Data Governance Board will hold regular meetings, in-person or through other means, each month or as otherwise mutually agreed upon by the Parties. The Data Governance Board will discuss process matters as well as identify issues that may need to be addressed by the Parties to further the Purposes of this agreement, including the release of Confidential Information to Third Parties.
4. The Parties understand that federal and state laws and regulations that govern access to and use of the data and Confidential Information that are relevant to this agreement require strict adherence, and the Parties must ensure that all actions under this agreement are in accordance with such laws. Accordingly, the parties specifically acknowledge that:
- a. Prior to any sharing of Confidential Information between the Parties or to Third Parties, the Data Governance Board will determine that the anticipated sharing of Confidential Information is permissible under FERPA or any other applicable law. The Data Governance Board may not compel a Party to share Confidential Information under this agreement if the Party determines that the disclosure of Confidential Information would violate any federal or state law or court order. In the event that a Party makes such a determination and another Party disputes that determination, the Parties shall request an informal opinion from the Attorney General as to whether disclosure of the Confidential Information would violate applicable law or court order. The informal opinion of the Attorney General shall be binding on the Parties as to that issue.
 - b. Any party that shares Confidential Information under this agreement will retain all property rights associated with such information in all instances when such information is not used under the terms of this agreement.
 - c. Each Party may only disclose or use Confidential Information acquired from other Parties for the Purposes of this agreement.

Appendix A23: Data Governance MOU

- d. Each Party shall maintain the confidentiality of all Confidential Information received from any other Party. The recipient of Confidential Information shall not directly or indirectly use or disclose such Confidential Information unless specifically permitted to do so pursuant to the terms of the agreement. The obligation of confidentiality under this agreement shall continue for the duration of the agreement except that the duty to protect the confidentiality of student personally identifiable information shall extend in perpetuity.
 - e. The Parties will adhere to generally acceptable policies on information security, access and employee controls in the handling and exchange of personally identifiable confidential information. Such policies will adhere to generally-accepted best practice standards related to information security. Parties will have a comprehensive control framework based upon generally accepted best practices.
 - f. The Parties will limit access to Confidential Information to those employees or contractors required to create, develop, exchange, maintain, analyze, and evaluate information or data for the Purposes of this agreement. The Parties shall ensure that each such person is fully cognizant of the restrictions placed upon the use and disclosure of the Confidential Information.
 - g. When the Confidential Information that is exchanged between the Parties is no longer needed to support the Purposes of this agreement, the Party or Parties that received the Confidential Information shall destroy the Confidential Information and notify the Parties of its destruction.
 - h. Each printed copy of Confidential Information exchanged by the Parties shall be stored in a secure location, such as a locked desk or file cabinet, except when in use for the purposes for which it was provided.
 - i. Electronic records containing Confidential Information exchanged by the Parties shall be stored in secured computer facilities with strict automated data protection controls, protecting access to individually-identifiable data to those with access authorization.
 - j. Each party will continue to manage its respective preexisting records and Confidential Information in conformance with its practices and applicable statutes regarding nondisclosure, privacy, and confidentiality.
5. The Parties understand the each Party is subject to Georgia law allowing personal inspection of public records, O.C.G.A. § 50-18-70 et. seq., sometimes known as the Georgia Open Records Act. Each party shall respond to requests to inspect public records as it would in its ordinary course of business. To the extent a request to inspect public records would include data or information shared or produced under this agreement, the Party shall take reasonable steps to notify the other Parties of its obligations to permit inspection of the records prior to disclosure. The Parties will not permit the public inspection of personally identifiable information protected by FERPA that it received from another Party under this agreement except as required by a subpoena or court order. The Parties will not permit any inspection of records received under this agreement that are exempt from public inspection.
6. As determined by the Parties, the Parties may produce public reports, products, articles, publications, or other materials, hereinafter referred to as "Public Reports," to further the Purposes of this Agreement. All Data included in Public Reports shall be included in the aggregate, so as not to identify or enable the identification of Confidential Information.

Appendix A23: Data Governance MOU

7. None of the Parties will use the other Parties' name or marks in any publication or public statement without prior written approval of the applicable Party.
8. Each Party will retain all rights in all its information, materials and intellectual property, including information that is not Confidential Information, general skills, internal processes and trade secrets other than Public Reports, that are developed by or on behalf of each Party prior to or during the term of this agreement.
9. The Parties to this agreement understand that each Party is a "data collector" within the meaning of O.C.G.A. § 10-1-911(2). Accordingly, each Party acknowledges its notification and other obligations under O.C.G.A. § 10-1-910 et. seq. in the event of a breach of the security of its system that compromises the security, confidentiality or integrity of personal information as defined by law. In addition, in the event Confidential Information is disclosed or otherwise released in an unauthorized manner, the party that disclosed or released the information shall immediately notify the other parties to this agreement in accordance with paragraph eleven (11).
10. If a dispute among the Parties arises out of this agreement, those Parties agree to first try in good faith to settle the dispute among them. If the Parties involved cannot reach an agreement on an issues within fifteen (15) business days, the Parties may, at their option, engage the Data Governance Board to resolve the dispute by providing written notice, and the Data Governance Board will provide a recommended course of action to resolve the dispute within thirty (30) business days. If the dispute can still not be resolved, or if the Parties cannot agree to engage the Data Governance Board, the Parties agree to mediation before resorting to arbitration, litigation or another dispute resolution procedure.
11. Legal notices under this agreement, including, but not limited to, notices of termination, notices of non-compliance, shall be made delivered by certified mail, return receipt requested, or in person with proof of delivery to the executive officer of each Party.
12. In the event that a Party is unable to fulfill the terms of the agreement due to circumstances beyond its control, then the Party shall be released from its obligations under this agreement (other than its obligation to maintain the confidentiality of Confidential Information) upon Party's notice of the conditions causing such inability to perform being given to the other Parties pursuant to paragraph 11. Regardless of any release, however, each Party's duty to maintain the confidentiality of Confidential Information as described in this agreement shall extend in perpetuity.
13. This agreement shall take effect upon completion of signatures and remain in effect for a term of five (5) years from the date of the latest signature. By unanimous agreement, the Parties by may renew this agreement under these terms at the conclusion of the term of the agreement.
14. This agreement may be amended at any time by written mutual agreement of the parties.
15. This agreement shall be governed by, construed, and applied in accordance with the laws of the State of Georgia.
16. This agreement may be executed in counterparts which, when taken together, will constitute one agreement. Copies of this agreement will be equally binding as originals and faxed or scanned and emailed counterpart signatures will be sufficient to evidence execution.

Appendix A23: Data Governance MOU

17. The Parties have shown their acceptance of the terms of the agreement by signing below.

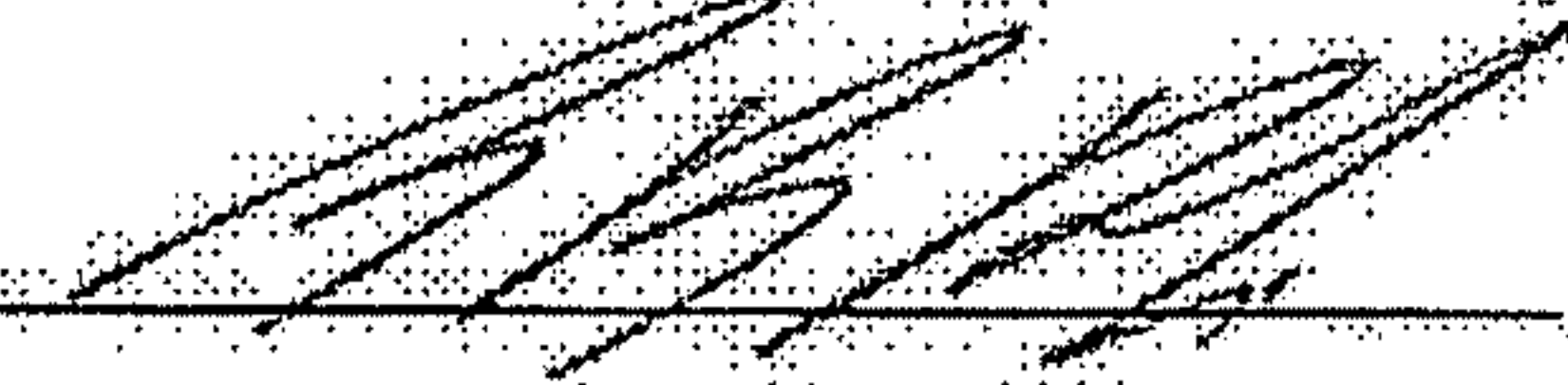
GEORGIA DEPARTMENT OF EDUCATION

By: 

Name: KATHY COX

Date: January 12, 2010

UNIVERSITY SYSTEM OF GEORGIA

By: 

Name: ERROLL DAVIS

Date: January 12, 2010

GEORGIA STUDENT FINANCE COMMISSION

By: 

Name: TIM CONNELL

Date: January 12, 2010

GEORGIA PROFESSIONAL STANDARDS COMMISSION

By: 

Name: KELLY HENSON

Date: January 12, 2010

(SIGNATURES CONTINUED ON NEXT PAGE)

Appendix A23: Data Governance MOU

TECHNICAL COLLEGE SYSTEM OF GEORGIA

By: 

Name: RON JACKSON

Date: January 12, 2010


GOVERNOR'S OFFICE OF STUDENT ACHIEVEMENT

By: 

Name: KATHLEEN MATHERS

Date: January 12, 2010

DEPARTMENT OF EARLY CARE AND LEARNING

By: 

Name: HOLLY ROBINSON

Date: Jan. 12, 2010

DATA SHARING AGREEMENT

This Data Sharing Agreement (“DSA”) is entered into by and between **Bright from the Start: Georgia Department of Early Care and Learning** (“Lead Agency”) and the **Georgia Department of Public Health** (“Participating State Agency”).

I. BACKGROUND

The Lead Agency and the Participating State Agency have recently entered into a Memorandum of Understanding (MOU) to establish a framework of collaboration, as well as to articulate specific roles and responsibilities to support the State of Georgia in implementing an approved Race to the Top Early Learning Challenge grant project.

The Lead Agency is a unit of the executive branch of Georgia state government that oversees a range of programs focused on children ages birth to five years including the administration of Georgia's Pre-K Program, the licensing and monitoring of all center-based and home-based child care facilities, quality initiatives funded by the Child Care and Development Fund, and the administration of two federal nutrition programs.

The Participating State Agency delivers a range of services in Georgia, such as, but not limited to, educational services and human services designed to promote self sufficiency, safety, and well-being for citizens of this state.

II. PURPOSE & SCOPE

In support of the MOU, the parties have agreed to enter into this DSA. The purpose of this DSA is to clearly identify the roles and responsibilities of each party as they relate to the sharing of data by parties and shall safeguard the confidentiality of the child data as required by the Federal Family Educational Rights and Privacy Act (FERPA) and other applicable laws and regulations. The sharing of information for purposes of this agreement is pursuant to 20 U.S.C Section 1232g, and 34 C.F.R. Part 99; however, some Parties may have access to personally identifiable child records in connection with an audit or evaluation of federal or state supported child care services. The purposes of this agreement are to allow parties to share among themselves data those parties collect to:

- a. Track children over time, from birth through kindergarten
- b. Enable the increased use of instructional improvement systems
- c. Enable the creation of cross-agency reporting
- d. Provide longitudinal and cross agency data for research purposes

III. PARTICIPATING STATE AGENCY’S RESPONSIBILITIES UNDER THIS DSA

The Participating State Agency will provide access to data relevant to the funded Race to the Top Early Learning Challenge grant project in support of a unified child data system that allows analysis of child program participation. This agreement shall be replaced within 90 days of award with mutually agreed upon terms and deliverables.

IV. THE LEAD AGENCY’S RESPONSIBILITIES UNDER THIS DSA

The Lead Agency will review and analyze the data provided by the Participating State Agency for the implementation and maintenance of a unified child data system.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

- A. All state and federal laws and regulations that govern access to and use of the data and confidential information that are relevant to this agreement require strict adherence, and the parties must ensure that all actions under this agreement are in accordance with such laws.
- B. Any party that shares confidential information under this agreement will retain all property rights associated with such information in all instances when such information is not used under the terms of this agreement.
- C. Each party may only disclose or use confidential information acquired from other parties for the purposes of this agreement.
- D. Each party shall maintain the confidentiality of all confidential information received from any other party. The recipient of confidential information shall not directly or indirectly use or disclose such confidential information unless specifically permitted to do so pursuant to the terms of the agreement. The obligation of confidentiality under this agreement shall continue for the duration of the agreement except that the duty to protect the confidentiality of personally identifiable information shall extend to perpetuity.
- E. Each printed copy of confidential information exchanged by the Parties shall be stored in a secure location, such as a locked desk or file cabinet, except when in use for the purposes for which it was provided.
- F. Electronic records containing confidential information exchanges by the Parties shall be stored in secured computer facilities with strict automated data protection controls, protecting access to individually identifiable data to those with access authorization.
- G. Each Party shall respond to requests to inspect public records as it would in its ordinary course of business. To the extent a request to inspect public records would include data or information shared or produced under this agreement, the Party shall take reasonable steps to notify the other Parties of its obligations to permit inspection of the records prior to disclosure. The Parties will not permit the public inspection of personally identifiable information protected by FERPA that it received from another Party under this agreement except as required by a subpoena or court order. The Parties will not permit any inspection of records received under this agreement that are exempt from public inspection.
- H. Each Party will retain the rights in all its information, materials and intellectual property, including information that is not confidential information, general skills, internal processes and trade secrets.
- I. The parties will comply with all of the terms of the Race to the Top Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and

DATA USE AGREEMENT

BETWEEN

THE GEORGIA DEPARTMENT OF COMMUNITY HEALTH

AND

**BRIGHT FROM THE START: GEORGIA DEPARTMENT OF
EARLY CARE AND LEARNING**

FOR

THE CROSS-AGENCY CHILD DATA SYSTEM

Data Use Agreement No.: 2012012

THIS AGREEMENT is made and entered into by and between the Georgia Department of Community Health (“DCH” or the “Department”) and Bright from the Start: Georgia Department of Early Care and Learning (“DECAL”), and is made effective upon the date signed by the last Party.

WHEREAS, pursuant to O.C.G.A. Section 31-2-4(a)(1), DCH is the State agency responsible for all health planning issues in the State, and is the single state agency responsible for administering the Georgia State Plan for Medical Assistance (“Medicaid”), within the meaning of 42 CFR 431.10(e); and

WHEREAS, pursuant to O.C.G.A. Section 31-2-4(a)(1), DCH is the single state agency responsible for administering PeachCare for Kids, (“CHIP”), which is a State Child Health Plan within the meaning of 42 U.S.C. Section 1397jj; and

WHEREAS, DCH and DECAL are parties to a Memorandum of Understanding signed by the DCH Commissioner on October 4, 2011, which articulates specific roles and responsibilities in support of Georgia’s implementation of an approved Race to the Top – Early Learning Challenge (RTT-ELC) grant project the “MOU”); and

WHEREAS, pursuant to the MOU, and contingent upon receipt of funding, DECAL will develop the Cross-Agency Child Database (the “Database”) using data from Participating State Agencies, including data which are maintained by the DCH for purposes of operating Medicaid and CHIP (“DCH Health Plan Data”); and

WHEREAS, the DCH has determined that the creation of the Database by DECAL will enhance DCH’s future ability to improve communications and clinical services to children enrolled in Medicaid and CHIP and perform other health care operations for Medicaid and CHIP, and may be accomplished in compliance with federal and state laws protecting the confidentiality and security of the information;

NOW THEREFORE, FOR AND IN CONSIDERATION of the mutual promises, covenants and agreements contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, DCH and DECAL (each individually a “Party” and collectively the “Parties”) hereby agree as follows:

DCH Roles and Responsibilities

1. DCH is a “covered entity” as that term is defined by the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”), and maintains physical and technical safeguards for ensuring the privacy and security of the DCH Health Plan Data.
2. All DCH Health Plan Data are owned by DCH and subject to state and federal confidentiality laws, rules and regulations.
3. DCH Health Plan Data may be used by DCH for purposes of quality assurance, clinical oversight, and other health care operations of Medicaid and SHBP.

4. Upon receipt of executed information protection and use agreements from DECAL and all Participating State Agencies, DCH will securely transmit to DECAL the data elements set forth in Exhibit 1 from its Medicaid and CHIP databases. A sample Information Protection Agreement is attached as Exhibit 3 for reference.

DECAL Roles and Responsibilities

5. DECAL may be a "covered entity" within the meaning of HIPAA and also may be a "business associate" to DCH within the meaning of HIPAA. DECAL will comply with all legal requirements associated with the development and maintenance of the Database.
6. Prior to the transmission of DCH Health Plan Data, DECAL must sign any information protection and use agreements deemed necessary by DCH for the disclosure and proposed use of the data elements set forth in Exhibit 1 to be permissible under federal and state law.
7. DECAL will require all Participating State Agencies to sign any information protection and use agreements that are necessary for the disclosure and proposed use of the data elements set forth in Exhibit 1 to be permissible under federal and state law.
8. DECAL shall take all necessary actions to securely receive from DCH the data elements set forth in Exhibit 1 from the Medicaid and CHIP databases.
9. DECAL acknowledges and agrees that only authorized designees of DECAL, which shall be listed on a revised version of Exhibit 2 to this Agreement will have access to the DCH Health Plan Data obtained by DECAL from DCH for the purpose of establishing the Database, and DECAL agrees to restrict access to the DCH Health Plan Data to those individuals.
10. DECAL acknowledges and agrees that only authorized designees of Participating State Agencies who are designated by name or position in information protection and use agreements will have access to the Database.
11. DECAL acknowledges and agrees that it shall not use or disclose the Database for any purpose not expressly provided for in the Memorandum of Understanding, and shall not use the DCH Health Plan Data included in the Database to make any determination affecting a specific individual.
12. DECAL shall use the DCH Health Plan Data solely for the purposes described in the Memorandum of Understanding and in compliance with the terms of the information protection and use agreements that will be signed by DECAL and all Participating State Agencies.

Information Privacy, Security and Ownership

13. DECAL shall establish appropriate administrative, technical, and physical safeguards to protect the confidentiality of the DCH Health Plan Data and to prevent unauthorized use or access to it. In establishing safeguards, DECAL shall use the Office of Management and Budget (OMB) in OMB Circular No. A-130, Appendix III -- Security of Federal Automated Information System, as a

reference. These protections shall be maintained as long as the information is in the possession of DECAL, and the obligation to protect the information in this manner shall survive the termination of this Agreement and the termination of the Memorandum of Understanding.

14. The Parties agree that DCH, State Auditor of Georgia or their authorized representatives may audit DECAL in order to verify that necessary and appropriate safeguards are maintained for the protection of the confidentiality and security of the data. Such audits will be conducted during normal business hours with prior notice of at least ten (10) business days.
15. The Parties agree that any violation of this Agreement may cause irreparable harm to DCH. Accordingly, in addition to any other remedies available to DCH at law or in equity, DCH shall be entitled to an injunction or other equitable relief with respect to any violation or explicit threat thereof.

Terms of Agreement

16. DECAL's right to obtain and use the DCH Health Plan Data shall continue for the duration of the MOU, unless this Agreement is terminated sooner in accordance with this section. This Agreement may be terminated by DCH at any time for any reason upon thirty (30) days' written notice. DCH may immediately terminate this Agreement if DCH in good faith, determines that (1) DECAL, either directly or indirectly, has materially breached any of its obligations under this Agreement; (2) the requirements of any law, regulations and/or judicial action have not been met; and/or (3) as a result of changes in laws, regulations or regulatory or judicial action, that the requirements of any law, regulation or judicial action will not be met. Upon notice of termination, DCH will cease releasing data from the file(s) to DECAL under this Agreement and will notify DECAL to either return all data files to DCH at DECAL's expense or destroy such data file(s), using approved DCH procedures.
17. This Agreement may be amended only by a written document signed by an authorized representative of each party.
18. It is expressly agreed that DECAL and any subcontractors, agents, officers, or employees thereof, in the performance of this Agreement shall not be construed as a partnership or joint venture with DCH.
19. DECAL acknowledges that civil and criminal penalties under state and federal law, including fines, imprisonment, or both, may apply for any unauthorized use or disclosure of DCH Health Plan Data.
20. The parties understand and agree that this Agreement may require amendments during the first ninety (90) days after the RTT-ELC grant is awarded to DECAL. DECAL agrees it will cooperate with DCH regarding any amendments necessary

to protect the privacy and security of DCH Data as required by any applicable federal and state laws and regulations.

21. This agreement includes exhibits and attachments as listed below, which are hereto attached:

Exhibit 1 – Data Elements

Exhibit 2 – DECAL Designees Authorized to Request and Receive DCH Health Plan Data

Exhibit 3 – Sample Information Protection and Use Agreement

Signatures continued on the following page

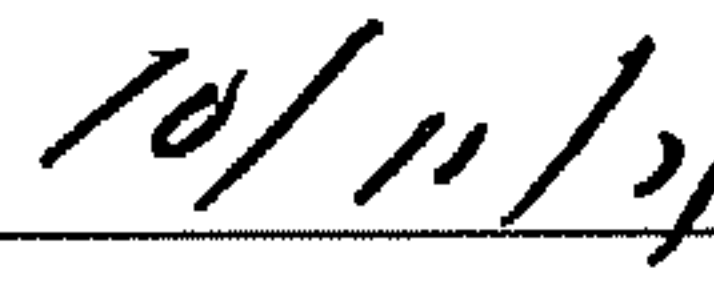
SIGNATURE PAGE

IN WITNESS WHEREOF, the parties, through their authorized officers and agents, have caused this Agreement to be executed on their behalf as of the date indicated above.

**STATE OF GEORGIA
DEPARTMENT OF COMMUNITY HEALTH**

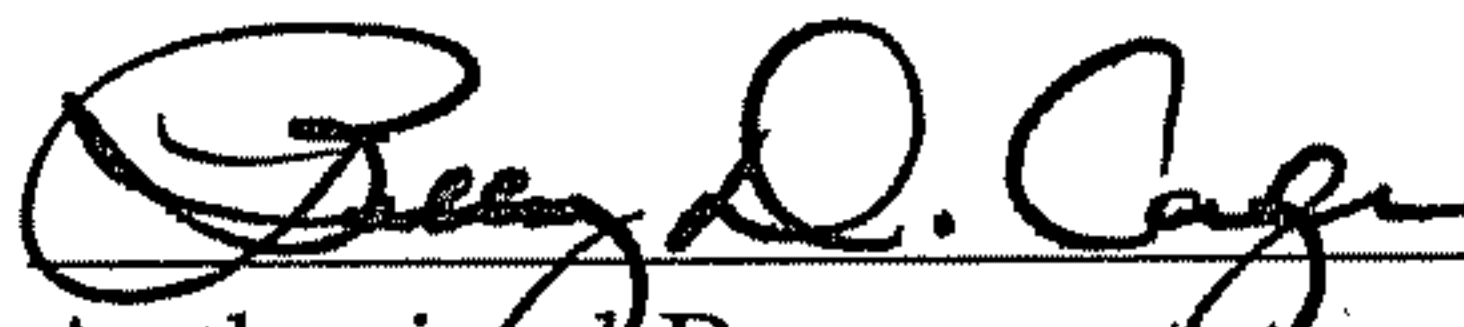


David A. Cook
Commissioner

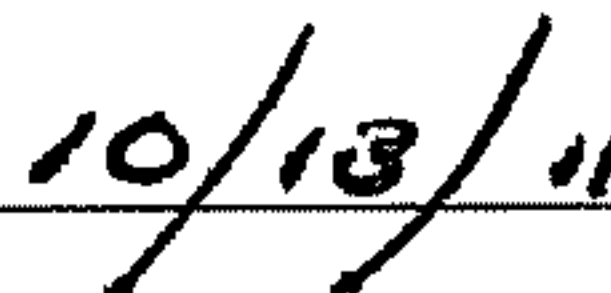


Date

**BRIGHT FROM THE START: GEORGIA DEPARTMENT OF EARLY CARE
AND LEARNING**



Authorized Representative of DECAL



Date

Exhibit 1

Data Elements for Cross-Agency Child Database

- Child Identifier in the Source System
- Child Alternate Identifier (i.e. GTID if available)
- Child First Name
- Child Middle Name
- Child Last Name
- Child SSN (can be encrypted or last 5 digits)
- Child Date of Birth
- Child Gender
- Date Child Entered the Program
- Date Child Left the Program
- Guardian First Name
- Guardian Last Name

Exhibit 2

DECAL Designees Authorized to Request and Receive DCH Health Plan Data

To Be Determined

INFORMATION PROTECTION AGREEMENT

This Information Protection Agreement (hereinafter referred to as "Agreement"), effective this _____ day of _____, _____ is made and entered into by and between the Georgia Department of Community Health (hereinafter referred to as "DCH") and Bright from the Start: Georgia Department of Early Care and Learning (hereinafter referred to as "Recipient") as Exhibit 3 to Data Use Agreement No. 2012012 between DCH and Recipient dated _____ ("Contract").

WHEREAS, in order to comply with the Health Insurance Portability and Accountability Act of 1996, Public Law 104-191 ("HIPAA"), the DCH obtains assurances from a proposed recipient of protected health information before disclosing the information that the recipient has in place sufficient systems and procedures to safeguard the information;

WHEREAS, Recipient, under Data Use Agreement No. 2012012 (hereinafter referred to as "Contract"), will receive certain protected health information as a result of the Contract;

NOW, THEREFORE, for and in consideration of the mutual promises, covenants and agreements contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, DCH and Recipient (each individually a "Party" and collectively the "Parties") hereby agree as follows:

1. Terms used but not otherwise defined in this Agreement shall have the same meaning as those terms in the Privacy Rule and the Security Rule, published as the Standards for Privacy and Security of Individually Identifiable Health Information in 45 C.F.R. Parts 160 and 164 ("Privacy Rule" and "Security Rule").
2. Recipient will only use or disclose the Protected Health Information disclosed pursuant to the Contract (the "Disclosed PHI") in accordance with the Privacy and Security Rule, as those Rules apply to Covered Entities.
3. Unless otherwise Provided by Law, Recipient agrees that it will:
 - A. Not request, create, receive, use or disclose PHI other than as permitted or required by this Agreement, the Contract, or as required by law.
 - B. Establish, maintain and use appropriate safeguards to prevent use or disclosure of the Disclosed PHI other than as provided for by this Agreement or the Contract.
 - C. Implement and use administrative, physical and technical safeguards that reasonably and appropriately protect the confidentiality, integrity and availability of the Disclosed PHI in its electronic form.

- D.** Mitigate, to the extent practicable, any harmful effect that may be known to Recipient from a use or disclosure of the Disclosed PHI by Recipient or its subcontractors in violation of the requirements of this Agreement, the Contract or applicable regulations.
- E.** Ensure that its agents or subcontractors are subject to at least the same obligations that apply to Recipient under this Agreement and ensure that its agents or subcontractors comply with the conditions, restrictions, prohibitions and other limitations regarding the receipt, use or disclosure of the Disclosed PHI, that are applicable to Recipient under this Agreement and the Contract.
- F.** Ensure that its agents and subcontractors, to whom it provides protected health information, agree to implement reasonable and appropriate safeguards to protect the information.
- G.** Report to DCH any use or disclosure of the Disclosed PHI that is not provided for by this Agreement or the Contract and to report to DCH any security incident of which it becomes aware. Recipient agrees to make such report to DCH in writing in such form as DCH may require within twenty four (24) hours after Recipient becomes aware of the unauthorized use or disclosure or of the security incident.
- H.** Make any amendment(s) to the Disclosed PHI that DCH directs or agrees to pursuant to 45 CFR 164.526 at the request of DCH or an Individual, within five (5) business days after request of DCH or of the Individual. Recipient also agrees to provide DCH with written confirmation of the amendment in such format and within such time as DCH may require.
- I.** Provide access to the Disclosed PHI to DCH upon request, within five (5) business days after such request, or, as directed by DCH, to an Individual. Recipient also agrees to provide DCH with written confirmation that access has been granted in such format and within such time as DCH may require.
- J.** Give the Secretary of the U.S. Department of Health and Human Services (the "Secretary") or the Secretary's designees access to Recipient's books and records and policies, practices or procedures relating to the use and disclosure of PHI for or on behalf of DCH within five (5) business days after the Secretary or the Secretary's designees request such access or otherwise as the Secretary or the Secretary's designees may require. Recipient also agrees to make such information available for review, inspection and copying by the Secretary or the Secretary's designees during normal business hours at the location or locations where such information is maintained or to otherwise provide such information to the Secretary or the Secretary's designees in such form, format or manner as the Secretary or the Secretary's designees may require.

K. Document all disclosures of the Disclosed PHI and information related to such disclosures as would be required for DCH to respond to a request by an Individual or by the Secretary for an accounting of disclosures of PHI in accordance with 45 C.F.R. § 164.528.

L. Provide to DCH or to an Individual, information collected in accordance with Section 3. I. of this Agreement, above, to permit DCH to respond to a request by an Individual for an accounting of disclosures of PHI as provided in the Privacy Rule.

4. Unless otherwise Provided by Law, DCH agrees that it will:

A. Notify Recipient of any new limitation in DCH's Notice of Privacy Practices in accordance with the provisions of the Privacy Rule if, and to the extent that, DCH determines in the exercise of its sole discretion that such limitation will affect Recipient's use or disclosure of the Disclosed PHI.

B. Notify Recipient of any change in, or revocation of, permission by an Individual for DCH to use or disclose PHI to the extent that DCH determines in the exercise of its sole discretion that such change or revocation will affect Recipient's use or disclosure of the Disclosed PHI.

C. Notify Recipient of any restriction regarding its use or disclosure of PHI that DCH has agreed to in accordance with the Privacy Rule if, and to the extent that, DCH determines in the exercise of its sole discretion that such restriction will affect Recipient's use or disclosure of the Disclosed PHI.

D. Prior to agreeing to any changes in or revocation of permission by any Individual, or any restriction, to use or disclose PHI as referenced in subsections b. and c. above, DCH agrees to contact Recipient to determine feasibility of compliance. DCH agrees to assume all costs incurred by Recipient in compliance with such special requests.

5. The **Term of this Agreement** shall be effective as of the effective date of the Contract and shall terminate when all of the Disclosed PHI provided by DCH to the Recipient or its agent pursuant to the Contract is destroyed or returned to DCH, or, if it is infeasible to return or destroy the Disclosed PHI, protections are extended to such information, in accordance with the termination provisions in this Section.

A. Termination for Cause. Upon DCH's knowledge of a material breach by Recipient, DCH shall either:

- (1) Provide an opportunity for Recipient to cure the breach within a reasonable period of time, which shall be within 30 days after receiving written notification of the breach by DCH;

- (2) If Recipient fails to cure the breach, terminate the contract upon 30 days notice; or
- (3) If neither termination nor cure is feasible, DCH shall report the violation to the Secretary of the Department of Health and Human Services.

B. Effect of Termination for Cause.

- (1) Upon termination of this Agreement, for any reason, DCH and Recipient shall determine whether return of the Disclosed PHI is feasible. If return of the Disclosed PHI is not feasible, Recipient agrees to continue to extend the protections of Sections 3 (A) through (J) of this Agreement and applicable law to the Disclosed PHI and limit further use of the Disclosed PHI, except as otherwise permitted or required by this Agreement, for as long as Recipient maintains such PHI. If Recipient elects to destroy the PHI, Recipient shall notify DCH in writing that the Disclosed PHI has been destroyed and provide proof, if any exists, of said destruction. This provision shall apply also to the Disclosed PHI that is in the possession of subcontractors or agents of Recipient. Neither Recipient nor its agents nor subcontractors shall retain copies of the Disclosed PHI.
- (2) Recipient agrees that it will limit its further use or disclosure of the Disclosed PHI only to those purposes DCH may, in the exercise of its sole discretion, deem to be in the public interest or necessary for the protection of such PHI, and will take such additional actions as DCH may require for the protection of patient privacy and the safeguarding, security and protection of such PHI.
- (3) If neither termination nor cure is feasible, DCH shall report the violation to the Secretary. Particularly in the event of a pattern of activity or practice of Recipient that constitutes a material breach of Recipient's obligations under the Contract and this agreement, DCH shall invoke termination procedures or report to the Secretary.
- (4) Section 5. B. of this Agreement, regarding the effect of termination or expiration, shall survive the termination of this Agreement.

- i. **Interpretation.** Any ambiguity in this Agreement shall be resolved to permit DCH to comply with applicable laws, rules and regulations, the HIPAA Privacy Rule, the HIPAA Security Rule and any rules, regulations, requirements, rulings, interpretations, procedures or other actions related thereto that are promulgated, issued or taken by or on behalf of the Secretary; provided that applicable laws, rules and regulations and the laws of the State of Georgia shall supercede the

Privacy Rule if, and to the extent that, they impose additional requirements, have requirements that are more stringent than or have been interpreted to provide greater protection of patient privacy or the security or safeguarding of PHI than those of the HIPAA Privacy Rule.

- ii. All other terms and conditions contained in the Contract and any amendment thereto, not amended by this Agreement, shall remain in full force and effect.

SIGNATURE PAGE

IN WITNESS WHEREOF, DHS, through its authorized officer and agent, has caused this Agreement to be executed on its behalf as of the date indicated.

BRIGHT FROM THE START: GEORGIA DEPARTMENT OF EARLY CARE AND LEARNING


Authorized Representative

10/13/11
Date



STATE OF GEORGIA

DATA SHARING AGREEMENT

BETWEEN

THE GEORGIA DEPARTMENT OF HUMAN SERVICES

AND

GEORGIA DEPARTMENT OF EARLY CARE AND LEARNING

FOR

Implementation of an Approved Race to the Top-Early Learning Challenge grant project

Contract No. [insert number]

- Revenue**
- Expense**
- N/A**

DATA SHARING AGREEMENT

This Data Sharing Agreement (“DSA”) is entered into by and between **Bright from the Start: Georgia Department of Early Care and Learning** (“Lead Agency”) and the **Georgia Department of Human Services** (“Participating State Agency”).

I. BACKGROUND

The Lead Agency and the Participating State Agency have recently entered into a Memorandum of Understanding (MOU) to establish a framework of collaboration, as well as to articulate specific roles and responsibilities to support the State of Georgia in implementing an approved Race to the Top Early Learning Challenge grant project.

The Lead Agency is a unit of the executive branch of Georgia state government that oversees a range of programs focused on children ages birth to five years including the administration of Georgia's Pre-K Program, the licensing and monitoring of all center-based and home-based child care facilities, quality initiatives funded by the Child Care and Development Fund, and the administration of two federal nutrition programs.

The Participating State Agency delivers a range of services in Georgia, such as, but not limited to, educational services and human services designed to promote self sufficiency, safety, and well-being for citizens of this state.

II. PURPOSE & SCOPE

In support of the MOU, the parties have agreed to enter into this DSA. The purpose of this DSA is to clearly identify the roles and responsibilities of each party as they relate to the sharing of data by parties and shall safeguard the confidentiality of the child data as required by the Federal Family Educational Rights and Privacy Act (FERPA) and other applicable laws and regulations. The sharing of information for purposes of this agreement is pursuant to 20 U.S.C Section 1232g, and 34 C.F.R. Part 99; however, some Parties may have access to personally identifiable child records in connection with an audit or evaluation of federal or state supported child care services. The purposes of this agreement are to allow parties to share among themselves data those parties collect to:

- a. Track children over time, from birth through kindergarten
- b. Enable the increased use of instructional improvement systems
- c. Enable the creation of cross-agency reporting
- d. Provide longitudinal and cross agency data for research purposes

III. PARTICIPATING STATE AGENCY’S RESPONSIBILITIES UNDER THIS DSA

The Participating State Agency will provide access to data relevant to the funded Race to the Top Early Learning Challenge grant project in support of a unified child data system that allows analysis of child program participation.

IV. THE LEAD AGENCY’S RESPONSIBILITIES UNDER THIS DSA

The Lead Agency will review and analyze the data provided by the Participating State Agency for the implementation and maintenance of a unified child data system.

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

- A. All state and federal laws and regulations that govern access to and use of the data and confidential information that are relevant to this agreement require strict adherence, and the parties must ensure that all actions under this agreement are in accordance with such laws.
- B. Any party that shares confidential information under this agreement will retain all property rights associated with such information in all instances when such information is not used under the terms of this agreement.
- C. Each party may only disclose or use confidential information acquired from other parties for the purposes of this agreement.
- D. Each party shall maintain the confidentiality of all confidential information received from any other party. The recipient of confidential information shall not directly or indirectly use or disclose such confidential information unless specifically permitted to do so pursuant to the terms of the agreement. The obligation of confidentiality under this agreement shall continue for the duration of the agreement except that the duty to protect the confidentiality of personally identifiable information shall extend to perpetuity.
- E. Each printed copy of confidential information exchanged by the Parties shall be stored in a secure location, such as a locked desk or file cabinet, except when in use for the purposes for which it was provided.
- F. Electronic records containing confidential information exchanges by the Parties shall be stored in secured computer facilities with strict automated data protection controls, protecting access to individually identifiable data to those with access authorization.
- G. Each Party shall respond to requests to inspect public records as it would in its ordinary course of business. To the extent a request to inspect public records would include data or information shared or produced under this agreement, the Party shall take reasonable steps to notify the other Parties of its obligations to permit inspection of the records prior to disclosure. The Parties will not permit the public inspection of personally identifiable information protected by FERPA that it received from another Party under this agreement except as required by a subpoena or court order. The Parties will not permit any inspection of records received under this agreement that are exempt from public inspection.
- H. Each Party will retain the rights in all its information, materials and intellectual property, including information that is not confidential information, general skills, internal processes and trade secrets.

- I. The parties will comply with all of the terms of the Race to the Top Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

VI. MODIFICATIONS

This DSA may be amended only by written agreement signed by each of the parties involved, in consultation with the U.S. Department of Education.

VII. FUNDING

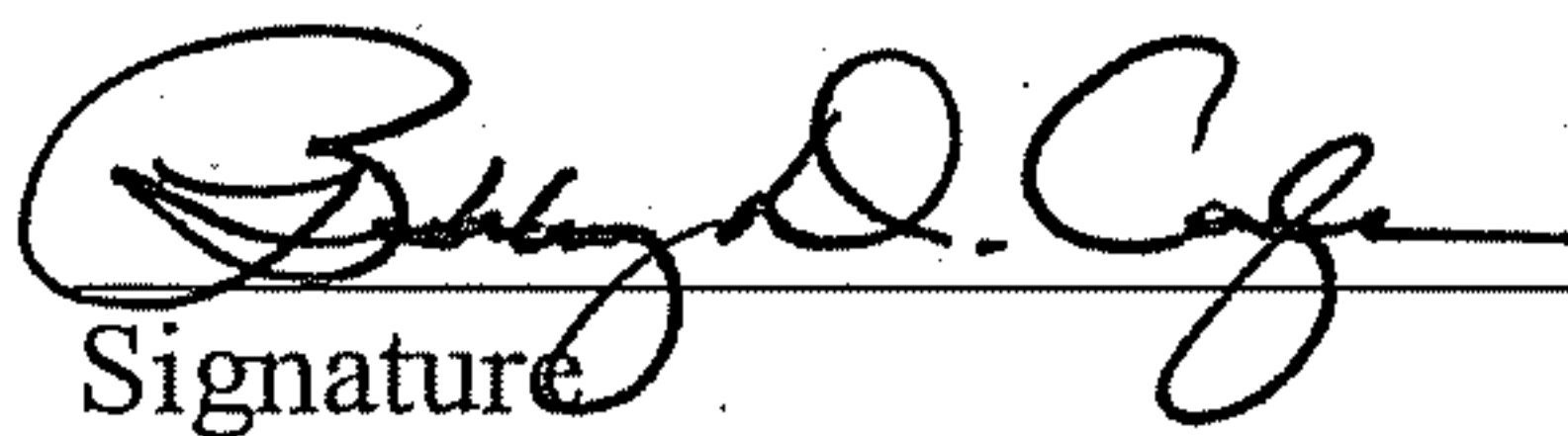
This agreement is funded through the Race to the Top Early Learning Challenge grant project.

VIII. DURATION

This DSA shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top Early Learning Challenge grant project period.


IX. SIGNATURES

Authorized Representative of Lead Agency:

 10/13/11
Signature Date

Bobby D. Cagle Commissioner
Print Name Title

Authorized Representative of Participating State Agency:

 10/4/2011
Clyde L. Reese, III, Esq. Date

Clyde L Reese III
Print Name Commissioner, Department of Human Services



BRIGHT FROM THE START
Georgia Department of Early Care and Learning
2 Martin Luther King Jr. Drive, SE, Suite 754, East Tower, Atlanta, Georgia 30334
(404) 656-5957

Nathan Deal
GOVERNOR

Bobby D. Cagle, MSW
COMMISSIONER

RESOLUTION

Board of Early Care and Learning

In support of Georgia's application for the Race to the Top Early Learning Challenge

WHEREAS, Georgia is one of only three states in the nation with an agency, Bright from the Start: Georgia Department of Early Care and Learning (Bright from the Start), dedicated to meeting the early child care and education needs of the state's children and families; and

WHEREAS, Georgia was the first state in the nation to offer universal Pre-K beginning in 1995 and was recognized by Harvard University and the Ford Foundation with the Innovations in American Government Award in 1997;

WHEREAS, Bright from the Start has been designated by Governor Nathan Deal to be the lead agency in applying for and administering the Race to the Top Early Learning Challenge Grant;

WHEREAS, Bright from the Start is a member of Georgia's Alliance of Education Agency Heads that works collaboratively to ensure a continuum of high quality educational experiences for Georgia's students from birth to post-secondary education; and

WHEREAS, Bright from the Start acknowledges that research clearly supports that over 90% of a child's brain is developed between birth and age five making those early years critically important in laying a solid foundation on which a child's social emotional, mental, physical, and academic development will be built; and

WHEREAS, Bright from the Start recognizes that the most efficient way to improve the quality of early learning and development to prepare Georgia's children to enter Kindergarten is to integrate and align services, resources, and policies among all state entities that serve Georgia's youngest citizens;

NOW, THEREFORE LET IT BE RESOLVED THAT the Board of Early Care and Learning strongly supports without reservation Georgia's application for the Race to the Top Early Learning Challenge Grant and the work described therein to create and implement a comprehensive, coordinated system of early childhood education and care to improve the quality of early learning experiences for all children to help ensure their school readiness and to help close the achievement gap for children with high needs in Georgia.

IN WITNESS WHEREOF, we have set our hands and caused the signature of the Chair of Board of Early Care and Learning to be affixed this 30th day of September 2011.


(Signature of Board Chair)

**RESOLUTION
OF THE
BOARD OF COMMUNITY HEALTH**

In support of Georgia's application for the Race to the Top Early Learning Challenge

WHEREAS, the Department of Community Health believes that ALL Georgia's children birth to age five deserve to receive high quality early childhood care and educational experiences in settings that are safe and healthy; and

WHEREAS, the Department of Community Health acknowledges that research clearly supports that over 90 percent of a child's brain is developed between birth and age five making those early years critically important in laying a solid foundation on which a child's social, emotional, mental, physical, and academic development will be built; and

WHEREAS, the Department of Community Health recognizes that the most efficient way to improve the quality of early learning and development to prepare Georgia's children to enter Kindergarten is to integrate and align services, resources, and policies among all state entities that serve Georgia's youngest citizens;

NOW, THEREFORE BE IT RESOLVED THAT the Board of Community Health strongly supports Georgia's application for the Race to the Top Early Learning Challenge and the work described therein to create and implement a comprehensive, coordinated system of early childhood education and care to improve the quality of early learning experiences for all children to help ensure their school readiness and to help close the achievement gap for children with high needs in Georgia.

Resolved this 29th day of September, 2011, in public session.

Ross Mason w/p R

**CHAIR
BOARD OF COMMUNITY HEALTH**

ATTEST:

Archer R. Rose w/p R

**SECRETARY
BOARD OF COMMUNITY HEALTH**



RESOLUTION

Board of the Georgia Department of Human Services

In support of Georgia's application for the Race to the Top Early Learning Challenge

WHEREAS, the Georgia Department of Human Services believes that ALL Georgia's children birth to age five deserve to receive high quality early childhood care and educational experiences in settings that are safe and healthy; and

WHEREAS, the Georgia Department of Human Services acknowledges that research clearly supports that over 90% of a child's brain is developed between birth and age five making those early years critically important in laying a solid foundation on which a child's social, emotional, mental, physical, and academic development will be built; and

WHEREAS, the Georgia Department of Human Services recognizes that the most efficient way to improve the quality of early learning and development to prepare Georgia's children to enter Kindergarten is to integrate and align services, resources, and policies among all state entities that serve Georgia's youngest citizens;

NOW, THEREFORE LET IT BE RESOLVED THAT the Board of the Georgia Department of Human Services strongly supports without reservation Georgia's application for the Race to the Top Early Learning Challenge and the work described therein to create and implement a comprehensive, coordinated system of early childhood education and care to improve the quality of early learning experiences for all children to help ensure their school readiness and to help close the achievement gap for children with high needs in Georgia.

IN WITNESS WHEREOF, we have set our hands and caused the signature of the Chair of the Board of the Georgia Department of Human Services to be affixed this 21st day of September 2011.

*Robertina Fletcher, Board Chair
Georgia Department of Human Services*

RESOLUTION

The Board of Regents of the University System of Georgia
In support of
Georgia's application for the Race to the Top Early Learning Challenge

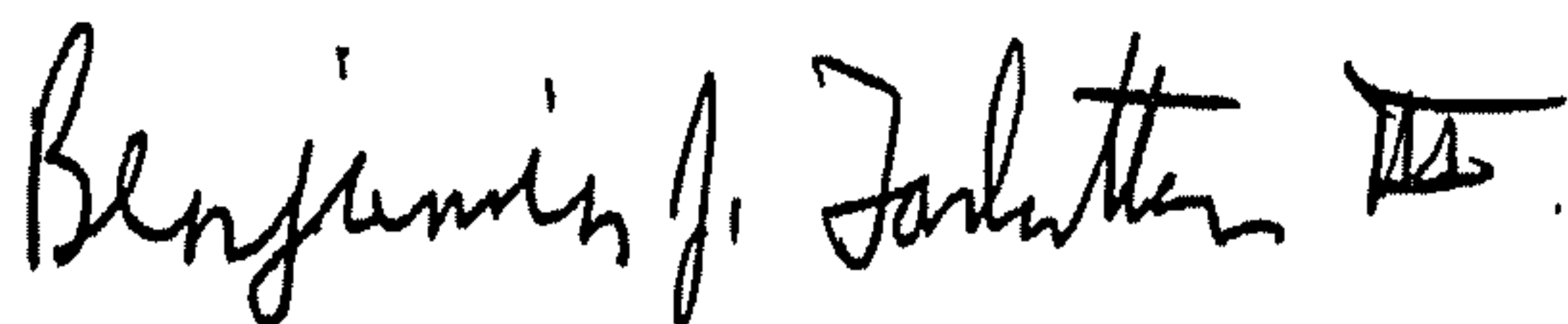
WHEREAS, the education agencies represented in Georgia's Alliance of Education Agency Heads work collaboratively to ensure a continuum of high quality educational experiences for Georgia's students from birth to post secondary education; and

WHEREAS, the education agencies represented in Georgia's Alliance of Education Agency Heads acknowledge that research clearly supports that over 90% of a child's brain is developed between birth and age five making those early years critically important in laying a solid foundation on which a child's social emotional, mental, physical, and academic development will be built; and

WHEREAS, the education agencies represented in Georgia's Alliance of Education Agency Heads recognize that the most efficient way to improve the quality of early learning and development to prepare Georgia's children to enter Kindergarten is to integrate and align services, resources, and policies among all state entities that serve Georgia's youngest citizens;

NOW, THEREFORE LET IT BE RESOLVED THAT the Board of Regents of the University System of Georgia strongly supports without reservation Georgia's application for the Race to the Top Early Learning Challenge and the work described therein to create and implement a comprehensive, coordinated system of early childhood education and care to improve the quality of early learning experiences for all children to help ensure their school readiness and to help close the achievement gap for children with high needs in Georgia.

IN WITNESS WHEREOF, we have set our hands and caused the signature of the Chair of the Board of Regents of the University System of Georgia to be affixed this 14th day of September 2011.



Benjamin J. Tarbuton, III
Chairman

RESOLUTION

*Georgia Student Finance Commission
Board of Commissioners*

In support of Georgia's application for the Race to the Top Early Learning Challenge

WHEREAS, the education agencies represented in Georgia's Alliance of Education Agency Heads work collaboratively to ensure a continuum of high quality educational experiences for Georgia's students from birth to post secondary education; and

WHEREAS, the education agencies represented in Georgia's Alliance of Education Agency Heads acknowledge that research clearly supports that over 90% of a child's brain is developed between birth and age five making those early years critically important in laying a solid foundation on which a child's social emotional, mental, physical, and academic development will be built; and

WHEREAS, the education agencies represented in Georgia's Alliance of Education Agency Heads recognize that the most efficient way to improve the quality of early learning and development to prepare Georgia's children to enter Kindergarten is to integrate and align services, resources, and policies among all state entities that serve Georgia's youngest citizens;

NOW, THEREFORE LET IT BE RESOLVED THAT the *Georgia Student Finance Commission Board of Commissioners* strongly supports without reservation Georgia's application for the Race to the Top Early Learning Challenge and the work described therein to create and implement a comprehensive, coordinated system of early childhood education and care to improve the quality of early learning experiences for all children to help ensure their school readiness and to help close the achievement gap for children with high needs in Georgia.

IN WITNESS WHEREOF, we have set our hands and caused the signature of the *Chair of the Georgia Student Finance Commission Board of Commissioners* to be affixed this **12th** day of **September 2011**.



*A. Middleton Ramsey, Chair
Georgia Student Finance Commission Board of Commissioners*

RESOLUTION

Georgia Professional Standards Commission

In support of Georgia's application for the Race to the Top Early Learning Challenge

WHEREAS, the education agencies represented in Georgia's Alliance of Education Agency Heads work collaboratively to ensure a continuum of high quality educational experiences for Georgia's students from birth to post secondary education; and

WHEREAS, the education agencies represented in Georgia's Alliance of Education Agency Heads acknowledge that research clearly supports that over 90% of a child's brain is developed between birth and age five making those early years critically important in laying a solid foundation on which a child's social emotional, mental, physical, and academic development will be built; and

WHEREAS, the education agencies represented in Georgia's Alliance of Education Agency Heads recognize that the most efficient way to improve the quality of early learning and development to prepare Georgia's children to enter Kindergarten is to integrate and align services, resources, and policies among all state entities that serve Georgia's youngest citizens;

NOW, THEREFORE LET IT BE RESOLVED THAT the Georgia Professional Standards Commission strongly supports without reservation Georgia's application for the Race to the Top Early Learning Challenge and the work described therein to create and implement a comprehensive, coordinated system of early childhood education and care to improve the quality of early learning experiences for all children to help ensure their school readiness and to help close the achievement gap for children with high needs in Georgia.

IN WITNESS WHEREOF, we have set our hands and caused the signature of the Chair of the Georgia Professional Standards Commission to be affixed this 8th day of September 2011.



Dr. Debbie Wilkes

Chair

Georgia Professional Standards Commission

Resolution

Georgia State Board of Education

THE STATE BOARD OF EDUCATION IN SUPPORT OF GEORGIA'S APPLICATION FOR THE RACE TO THE TOP EARLY LEARNING CHALLENGE

WHEREAS, the education agencies represented in Georgia's Alliance of Education Agency Heads work collaboratively to ensure a continuum of high quality educational experiences for Georgia's students from birth to post secondary education; and

WHEREAS, the education agencies represented in Georgia's Alliance of Education Agency Heads acknowledge that research clearly supports that over 90% of a child's brain is developed between birth and age five making those early years critically important in laying a solid foundation on which a child's social emotional, mental, physical, and academic development will be built; and

WHEREAS, the education agencies represented in Georgia's Alliance of Education Agency Heads recognize that the most efficient way to improve the quality of early learning and development to prepare Georgia's children to enter Kindergarten is to integrate and align services, resources, and policies among all state entities that serve Georgia's youngest citizens;

NOW, THEREFORE LET IT BE RESOLVED THAT THE GEORGIA DEPARTMENT OF EDUCATION strongly supports without reservation Georgia's application for the Race to the Top Early Learning Challenge and the work described therein to create and implement a comprehensive, coordinated system of early childhood education and care to improve the quality of early learning experiences for all children to help ensure their school readiness and to help close the achievement gap for children with high needs in Georgia.

IN WITNESS WHEREOF, we have set our hands and caused the Georgia Department of Education Seal to be affixed this 8th day of September 2011.

Wanda T. Barrs

Wanda T. Barrs, Chair
State Board of Education

John D. Barge

John D. Barge
Chief Executive Officer

Linda M. Zechmann

Linda M. Zechmann
First Congressional District

Elizabeth J. Ragsdale

Elizabeth J. Ragsdale
Second Congressional District

Helen Odom Rice

Helen Odom Rice
Third Congressional District

Daniel Isreal

Daniel Isreal
Fourth Congressional District

Kenneth B. Mason

Kenneth Mason
Fifth Congressional District

Barbara Hampton

Barbara Hampton
Sixth Congressional District

Mike Royal

Mike Royal
Seventh Congressional District

Larry E. Winter

Larry E. Winter
Ninth Congressional District

Brian K. Burdette

Brian K. Burdette
Tenth Congressional District

J. Grant Lewis

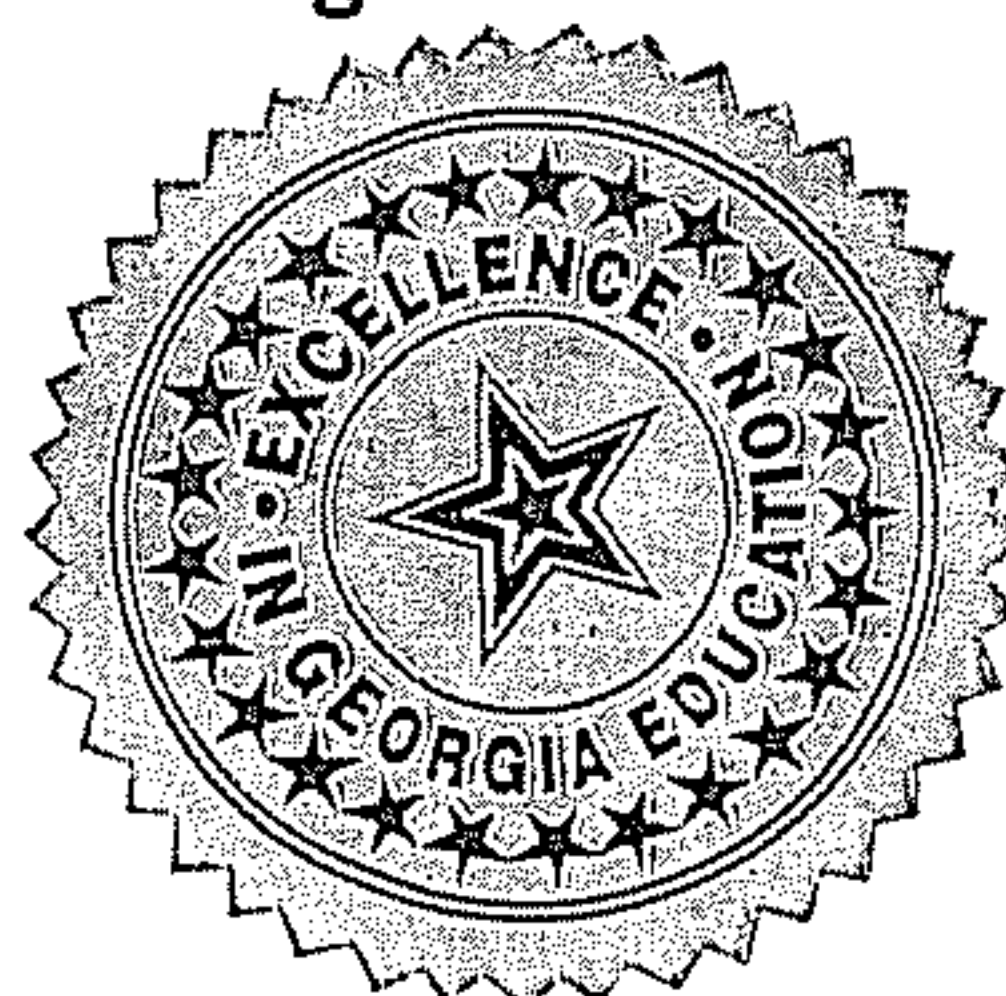
J. Grant Lewis
Eleventh Congressional District

Allen C. Rice

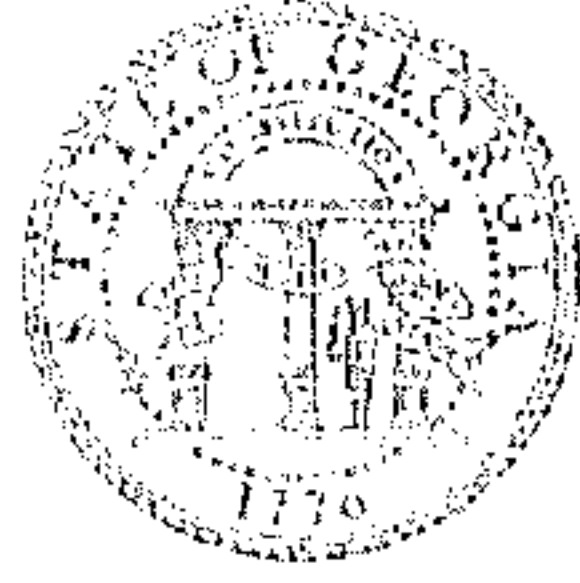
Allen C. Rice
Twelfth Congressional District

Mary Sue Murray

Mary Sue Murray
Thirteenth Congressional District



Technical College System of Georgia



A RESOLUTION

By the State Board of the Technical College System of Georgia in support of Georgia's application for the Race to the Top Early Learning Challenge

WHEREAS, the education agencies represented in Georgia's Alliance of Education Agency Heads work collaboratively to ensure a continuum of high quality educational experiences for Georgia's students from birth to postsecondary education; and

WHEREAS, the education agencies represented in Georgia's Alliance of Education Agency Heads acknowledge that research clearly supports that over 90% of a child's brain is developed between birth and age five making those early years critically important in laying a solid foundation on which a child's social emotional, mental, physical, and academic development will be built; and

WHEREAS, the education agencies represented in Georgia's Alliance of Education Agency Heads recognize that the most efficient way to improve the quality of early learning and development to prepare Georgia's children to enter Kindergarten is to integrate and align services, resources, and policies among all state entities that serve Georgia's youngest citizens;

NOW, THEREFORE, BE IT RESOLVED THAT the State Board of the Technical College System of Georgia strongly supports without reservation Georgia's application for the Race to the Top Early Learning Challenge and the work described therein to create and implement a comprehensive, coordinated system of early childhood education and care to improve the quality of early learning experiences for all children to help ensure their school readiness and to help close the achievement gap for children with high needs in Georgia.

IN WITNESS WHEREOF, we have set our hands and caused the State Board of the Technical College System of Georgia seal to be affixed this 1st day of September 2011.

Adopted this 1st day of September 2011.

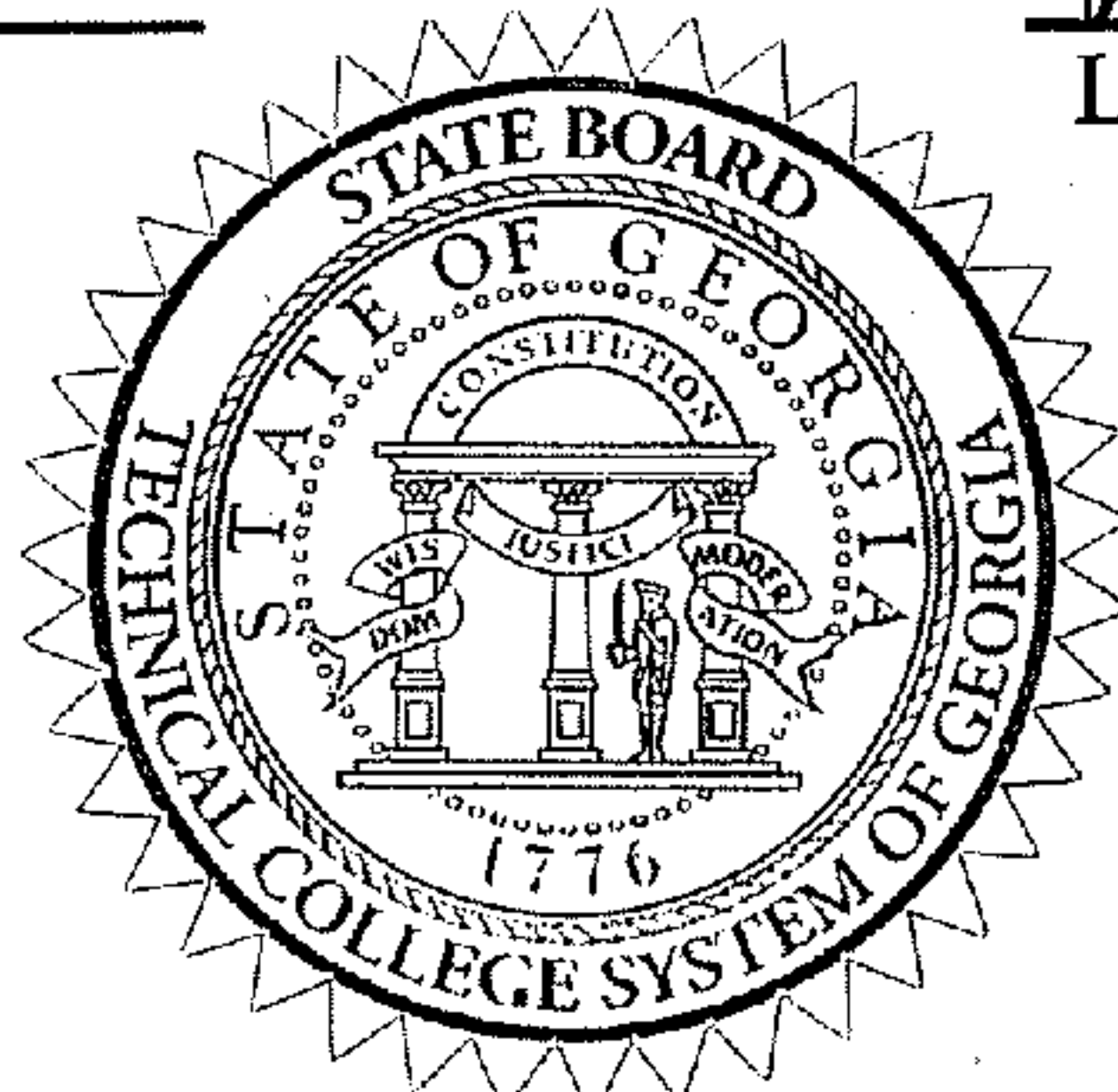
Respectfully submitted by:

Handwritten signature of Paul Holmes, Jr.

Paul Holmes, Jr., Chairman

Handwritten signature of Lynn M. Cornett.

Lynn M. Cornett, Vice Chair



State Board of Technical College System of Georgia

JANICE A. RILEY, CCAP
Executive Director



P.O. Drawer L
Gainesville, GA 30503

September 30, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary, U.S. Department of Health and Human Services
200 Independence Avenue, SW
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

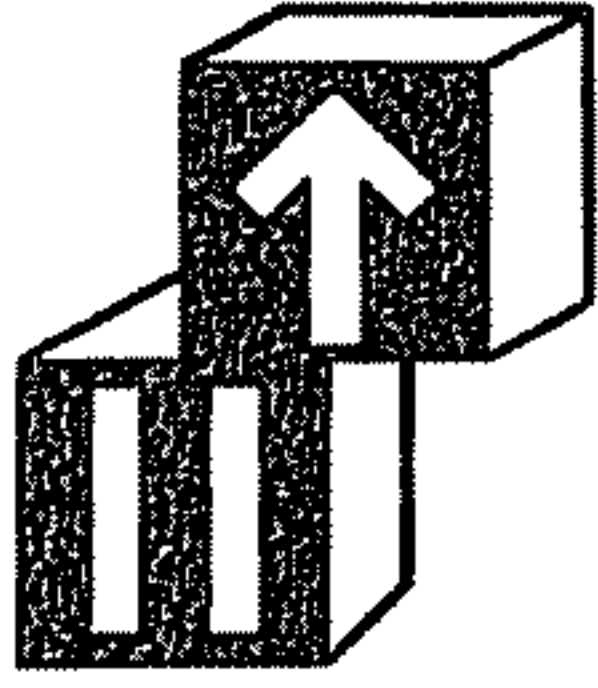
Ninth District Opportunity, Inc. Head Start values the partnership we have with Bright from the Start: Georgia Department of Early Care and Learning who has been designated as the lead agency in overseeing the provision of quality care and learning to Georgia's children.

We support the development of an integrated data system in Georgia, which will allow us to track child outcomes, screenings, geographic information and other appropriate information that would be beneficial to Georgia's children and families. Our agency has volunteered to participate in a pilot that will assist in the development of this integrated system.

It is our hope that Georgia's application for the Race to the Top Early Learning Challenge will be successful so that Bright from the Start: Georgia Department of Early Care and Learning will be able to enhance our state data systems in order to provide accurate, complete data that will enable us to provide more efficient and effective services to our children and families

Sincerely,

Kay Laws
Head Start Director



WASHINGTON COUNTY NB & PW CLUB, INC.

"HEAD START/GA PRE-K"

P.O. BOX 896 • SANDERSVILLE, GEORGIA 31082

Accredited by the
National Academy
of Early Childhood
Programs



September 30, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The Honorable Kathleen Sebelius
Secretary,
U.S. Department of Health and Human Services
200 Independence Avenue,
Washington, D.C. 20201

Dear Secretary Duncan and Secretary Sebelius:

Bright from the Start: Georgia Department of Early Care and Learning has been designated as the lead agency in overseeing the provision of early care and learning to Georgia's children. It has been this agency's honor to be associated with and benefit from a collaborative partnership to provide quality care for children ages 0-8 years of age.

We are in support of the development of a data tracking system in Georgia, which would benefit agencies such as Head Start in numerous ways; such as, lead screening, number of parents per household, number of current three year olds, four year olds, just to name a few solid uses.

This agency is honored to currently participate in a pilot program in the development of a data tracking system here in Georgia.

As a recipient of The Race to the Top Early Learning Challenge, Bright from the Start: Georgia Department of Early Care and Learning would enhance the state's plans to provide early learning systems with accurate and complete data to better provide these systems to service organizations of children and families.

Sincerely,


Susie D. Wilcher, Executive Director



OFFICE OF PLANNING AND BUDGET

Sonny Perdue
Governor

Trey Childress
Director

September 12, 2008

NOTIFICATION: Changes to Processing of Executive Order 12372 Intergovernmental Review Project Applications

You are asked to share this notification with all staff who may be involved in your grant processing. Effective October 1, 2008, the state will eliminate the review of federal applications relating to education, social, and health applications. This means you would no longer be required to submit any material to Georgia State Clearinghouse for these type projects with the following exceptions:

- Environmental (air, water, soil, land, plants/trees, wildlife),
- Construction/Renovation,
- Historical,
- Transportation.

Should your project involve any of the above subjects, you should immediately contact Clearinghouse for further instructions as these type projects are still subject to review.

Please contact me at 404-656-3855 with any questions or concerns. Or, you may e-mail me at gach@opb.state.ga.us.

Sincerely,

Barbara Jackson

Barbara Jackson
Grants Management Specialist

AN EQUAL OPPORTUNITY EMPLOYER