

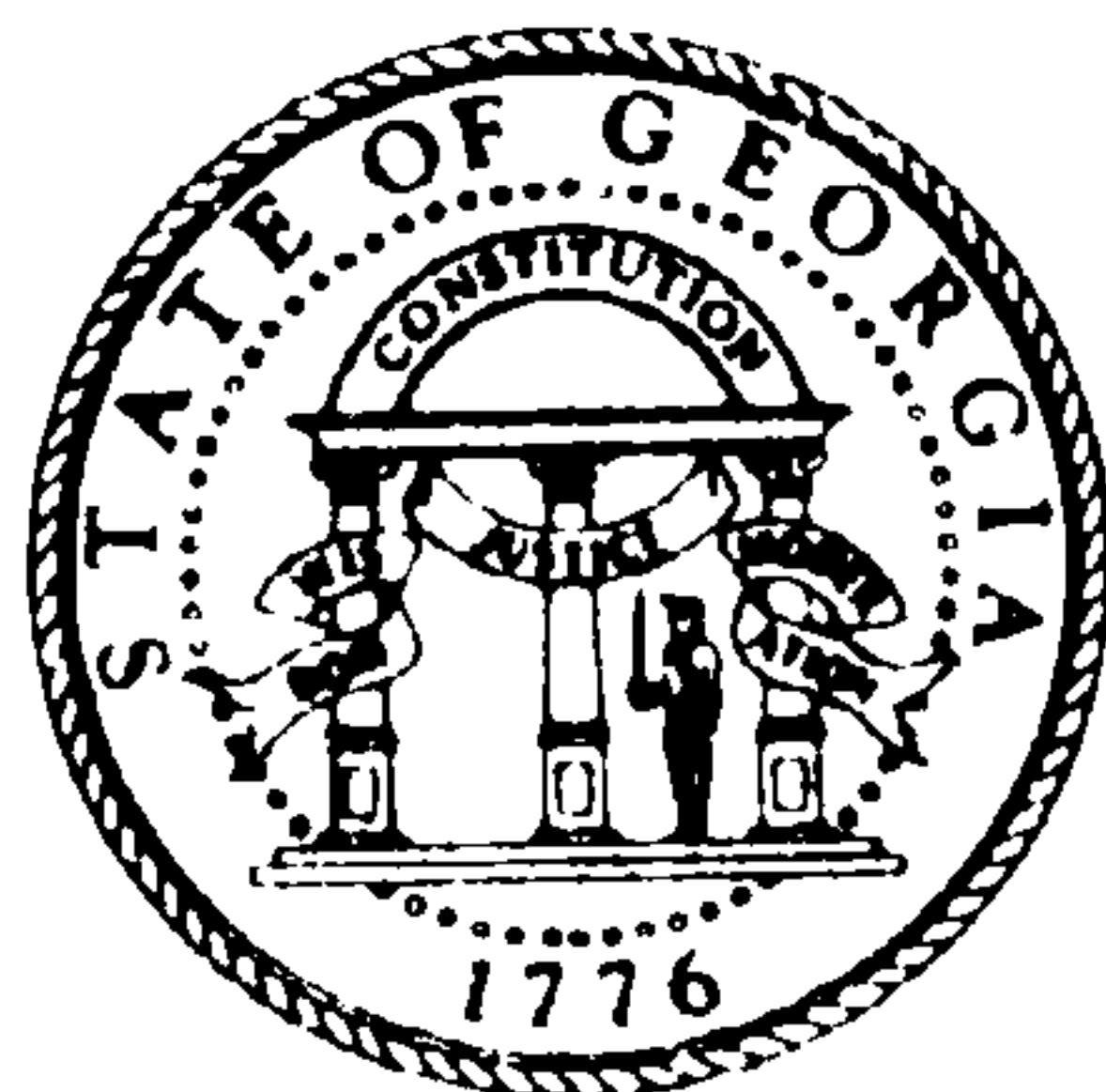
**Race to the Top - Early Learning Challenge**  
**Application for Initial Funding**  
CFDA Number: 84.412



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Washington, DC 20202  
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**Georgia Application  
for Initial Funding  
under  
Race to the Top –  
Early Learning Challenge**



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| 70 | (A)(1)-12)<br>The completed table that describes the current status of the State's Kindergarten Entry Assessment Table.  | A1 |
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| 97 | Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C).  | A2 |
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| 107         | (A)(3)(a)(1)<br>An organizational chart that shows how the grant will be governed and managed.   | (A)(3)(a) and (b) |
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| 113         | Table (A)(3)-2<br>The completed table that includes a list of every Early Learning Intermediary Organization and local early learning council (if applicable) in the State and indicates which organizations and councils have submitted letters of intent or support.   | (A)(3)(c)(1)      |
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| Appendix 10 | To the extent the State has developed and adopted a Tiered Quality Rating and Improvement System based on a common set of tiered Program Standards that meet the elements in criterion (B)(1)(a), submit--<br>A copy of the tiered Program Standards;<br>Documentation that the Program Standards address all areas outlined in the definition of Program Standards, demonstrate high expectations of program excellence commensurate with nationally recognized standards, and are linked to the States licensing system;<br>Documentation of how the tiers meaningfully differentiate levels of quality. | (B)(1)            |

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|----------------------|--|-------------------|
|                      | Proof of use by the types of Early Learning and Development Programs in the State.   | (C)(1)(a) and (b) |
| Appendix 12,13       | The State's Early Learning and Development Standards for Infants and toddlers and Preschoolers.  | (C)(1)(a) and (b) |
| Appendix 12,13       | Documentation that the standards are developmentally, linguistically and culturally appropriate for all children, including children with disabilities and developmental delays and English Learners.  | (C)(1)(a) and (b) |
| Appendix 14          | Documentation that the standards address all Essential Domains of School Readiness and that they are of high-quality.  | (C)(1)(a) and (b) |
| Appendix 14          | Documentation of the alignment between the State's Early Learning and Development Standards and the State's K-3 standards.   | (C)(1)(a) and (b) |
| 219<br>(Appendix 10) | The progression of culturally and linguistically appropriate family engagement standards used in the Program Standards that includes strategies successfully used to engage families in supporting their children's development and learning. A State's family engagement standards must address, but need not be limited to: parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and adult and family literacy programs, parent involvement in decision making, and parent leadership development. | for<br>(C)(4)(a)  |
| 219                  | Documentation that this progression of standards includes activities that enhance the capacity of families to support their children's education and development.  | (C)(4)(a)         |
| 220                  | To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support on the family engagement strategies included in the Program Standards, the State shall submit documentation of these data. If the State does not have these data, the State shall outline its plan for deriving them.   | (C)(4)(b)         |
| 221                  | Documentation of the State's existing resources that are or will be used to promote family support and engagement statewide, including through home visiting programs and other family-serving agencies and the identification of new resources that will be used to promote family support and engagement statewide.  | (C)(4)(c)         |
| Appendix 15          | The Workforce Knowledge and Competencies; Documentation that the State's Workforce Knowledge and Competency Framework addresses the elements outlined in the definition of Workforce Knowledge and Competency Framework in Definitions (section III) and is designed to promote children's learning and development and improve outcomes.  | (D)(1)            |



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| Appendix # | Appendix Title  | Relevant Selection Criterion |
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| 2          | Georgia’s Early Learning and Development Governance Structure   | (A)(3)(a) and(b)             |
| 3          | Memoranda of Understanding with Scopes of Work from Participating State Agencies and Participating Agencies       | (A)(3)(a)(1)                 |
| 4          | Letters of Support from Early Learning Intermediary Organizations   | (A)(3)(c)(1)                 |
| 5          | Letters of Support from Other Stakeholders  | (A)(3)(c)(2)                 |
| 6          | Indirect Cost Information   | (A)(4)(b)                    |
| 7          | <i>Executive Summary: Georgia’s Study of Early Care and Education: Child Care Center Findings</i>                 | (B)(1)                       |
| 8          | <i>Executive Summary: Georgia’s Study of Early Care and Education: Findings from Georgia’s Pre-K Program</i>      | (B)(1))                      |
| 9          | <i>Executive Summary: Georgia’s Study of Early Care and Education: Family Child Care Findings</i>                 | (B)(1)                       |
| 10         | Tiered Quality Rating and Improvement System Participant Manual   | (B)(1)(a)                    |
| 11         | <i>Georgia Quality System Indicators Feasibility Study</i>  | (B)(1)(a)                    |
| 12         | Georgia Early Learning Standards for Children Birth through Age Three   | (B)(1)(a)<br>(C)(1)(a)&(b)   |
| 13         | Georgia’s Pre-K Program Content Standards   | (B)(1)(a)<br>(C)(1)(a)&(b)   |
| 14         | <i>Executive Summary: Georgia’s Early Learning Standards Alignment Study</i>                                      | (C)(1)(a)&(b)                |
| 15         | Georgia Early Care and Education Professional Development Competencies  | (D)(1)                       |
| 16         | Georgia Technical College Certificates of Credit crosswalk with the Child Development Associate (CDA) Certificate | (D)(1)                       |
| 17         | Developmental screening in Georgia: Matrix of where, when, by whom, and why might screening occur                 | (C) (2)                      |
| 18         | Family Engagement Standards and Parent Program Crosswalk  | (C)(4)                       |
| 19         | Georgia Early Childhood System of Care (ECSOC)  | (C)(4)                       |
| 20         | Data Sharing Agreements   | (E)(2)                       |

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| 21 | Board Resolutions                                     |        |
| 22 | Head Start Letters of Support for Data Sharing        | (E)(2) |
| 23 | Executive Order 12372 – Not Required to Submit Letter |        |

## GLOSSARY OF TERMS

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*The following definitions are used when referring to 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* it has been several pages since referring to the agency, program, stakeholder group, etc. In that case, the full name will be used again for the convenience of the reader.

**40-Hour Director Training** – A course on the state's licensing rules and regulations that is required for directors of new child care learning centers before receiving permission-to-operate.

**Babies Can't Wait (BCW)** – Georgia's early intervention program for children birth to three with significant developmental delays, and their families

**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** – Child care resource and referral agencies (CCR&Rs) support the development of quality child care in all of Georgia's 159 counties. CCR&Rs work to improve the quality, accessibility, and affordability of child care and family support systems. Services include a toll-free Parent Referral Center for families and technical assistance, coaching, and professional development for early learning and development programs.

**Children with High Needs** – 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.

**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 used during the monitoring visit to determine compliance with state rules. These rules are identified as having the greatest impact on risk to children in care and 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; identifies foster homes for abused and neglected children; assists 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 and used in the TQRIS.

**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 and used in the TQRIS.

**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 child care licensing consultant evaluates the core rules. Each follow-up/monitoring visit will be a focused visit. (All rules are evaluated annually during a licensing study. Follow up inspections are focused.)

**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 child care 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 DECAL'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 (State Advisory Council)** – 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 (Board of Regents, Technical College System of Georgia, Professional Standards Commission, Georgia Department of Education, Governor's Office on School Achievement, Department of Early Care and Learning and the Georgia Student Finance Association) 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.

**Governor's Office for Children and Families (GOCF)** — The Governor's Office for Children and Families serves as the State's Children's Trust Fund and administers various funding streams including the Community-Based Child Abuse Prevention Grant, the Maternal Infant and Early Childhood Home Visiting Grant program, The office is designed to enhance communication and coordination among child welfare providers and stakeholders through a systems of care approach to ensure that Georgia's children and families are safe, educated, healthy and growing.

**Governor’s Office on School Achievement (GOSA)**— Office is focused on student achievement and school completion across Georgia through compilation and analysis of statewide data related to school achievement and accountability.

**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.

**HOPE Grant** – Georgia's HOPE Grant (a separate program from the HOPE Scholarship) is available to residents of Georgia attending technical 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.

**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 salary 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 and used in the TQRIS.

**Initial License** – The first license, valid for one year, issued to a new facility after DECAL grants 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.

**Positive Behavior Intervention and Supports (PBIS)** – A framework using evidence-based practices to promote children’s social emotional development and prevent challenging behaviors

**Quality Rated** – The branded name of Georgia’s tiered quality rating and improvement system. There are three levels in the Quality Rate System—good, very good and excellent.

**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 and used in the TQRIS.

**TQRIS Prep** – Tiered Quality Rating and Improvement System Preparation, a professional development and technical assistance initiative by DECAL Child Care Services Division 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<sup>®</sup> for preschool to Grade 5.

## APPLICATION ASSURANCES AND CERTIFICATIONS

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### Race to the Top – Early Learning Challenge (CFDA No. 84.412)

|   |  |
|---|--|
| Legal Name of Applicant<br>(Office of the Governor):<br><br>Governor Nathan Deal<br>State of Georgia  | Applicant's Mailing Address:<br><br>203 State Capitol<br>Atlanta, GA 30334   |
| Employer Identification Number:<br><br>58-0973190   | Organizational DUNS:<br><br>069230183  |
| Lead Agency: Bright from the Start: Georgia<br>Department of Early Care and Learning<br><br>Contact Name: Bobby Cagle, Commissioner<br><i>(Single point of contact for communication)</i>   | Lead Agency Contact Phone: 404-651-7432<br><br>Lead Agency Contact Email Address:<br><br><u><a href="mailto:bobby.cagle@dec.al.ga.gov">bobby.cagle@dec.al.ga.gov</a></u> |
| Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Participating State Agency. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i><br><br>To the best of my knowledge and belief, all of the information and data in this application are true and correct.<br><br>I further certify that I have read the application, am fully committed to it, and will support its implementation: |  |
| Governor or Authorized Representative of the Governor (Printed Name):<br><br>Governor Nathan Deal   | Telephone:   |
| Signature of Governor or Authorized Representative of the Governor:   | Date:  |
| Lead Agency Authorized Representative (Printed Name):<br><br>Bobby Cagle, Commissioner  | Agency Name: Bright from the Start: Georgia Department of Early Care and Learning  |
| Signature of Lead Agency Authorized Representative:   | Date:  |
| Participating State Agency Authorized Representative (Printed Name):<br><br>Janice Haker, Director  | Agency Name: Head Start State Collaboration Office   |

|   |  |
|---|--|
| Signature of Participating State Agency Authorized Representative:  | Date:  |
| Participating State Agency Authorized Representative (Printed Name):<br>Dr. John Barge, State Superintendent of Schools | Agency Name: Georgia Department of Education             |
| Signature of Participating State Agency Authorized Representative:  | Date:  |
| Participating State Agency Authorized Representative (Printed Name):<br>Dr. Clyde Reese, Commissioner                   | Agency Name: Georgia Department of Human Services        |
| Signature of Participating State Agency Authorized Representative:  | Date:  |
| Participating State Agency Authorized Representative (Printed Name):<br>Dr. Brenda Fitzgerald, M.D.                     | Agency Name: Georgia Department of Public Health         |
| Signature of Participating State Agency Authorized Representative:  | Date:  |
| Participating State Agency Authorized Representative (Printed Name):<br>Katie Jo Ballard, Executive Director            | Agency Name: Governor's Office for Children and Families |
| Signature of Participating State Agency Authorized Representative:  | Date:  |
| Participating State Agency Authorized Representative (Printed Name):<br>Ronald W. Jackson, Commissioner                 | Agency Name: Technical College System of Georgia         |
| Signature of Participating State Agency Authorized Representative:  | Date:  |
| Participating State Agency Authorized Representative (Printed Name):<br>Kelly Henson, Executive Secretary               | Agency Name: Georgia Professional Standards Commission   |
| Signature of Participating State Agency Authorized Representative:  | Date:  |

|   |   |
|---|---|
| Participating State Agency Authorized Representative (Printed Name):<br>Kathleen Mathers, Executive Director                    | Agency Name: Governor's Office of Student Achievement             |
| Signature of Participating State Agency Authorized Representative:  | Date:   |
| Participating State Agency Authorized Representative (Printed Name):<br>Teya Ryan, President and Executive Director             | Agency Name: Georgia Public Broadcasting                          |
| Signature of Participating State Agency Authorized Representative:  | Date:   |
| Participating State Agency Authorized Representative (Printed Name):<br>David A. Cook, Commissioner                             | Agency Name: Georgia Department of Community Health               |
| Signature of Participating State Agency Authorized Representative:  | Date:   |
| Participating State Agency Authorized Representative (Printed Name):<br>Thomas E. Daniel, Senior Chancellor of External Affairs | Agency Name: Board of Regents of the University System of Georgia |
| Signature of Participating State Agency Authorized Representative:  | Date:   |

**NOTE: As per grant guidelines this table with original signatures is included with the DVDs containing the application.**

### State Attorney General Certification

State Attorney General or Authorized Representative of the Attorney General Certification

I certify that the State's description of, and statements and conclusions in its application concerning, State law, statute, and regulation are complete and accurate, and constitute a reasonable interpretation of State law, statute, and regulation:

State Attorney General or Authorized Representative of the Attorney General (Printed Name):

Telephone:

Signature of the State Attorney General or Authorized Representative of the Attorney General :

Date:

### Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; 34 CFR Part 85 -- Government-wide Debarment and Suspension (Nonprocurement).

|   |       |
|---|-------|
| Governor or Authorized Representative of the Governor (Printed Name):<br>Nathan Deal – Governor of Georgia      |       |
| Signature:<br>As per grant guidelines this table with original signature is included in the application packet. | Date: |

## ELIGIBILITY REQUIREMENTS

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*The State must meet the following requirements to be eligible to compete for funding under this program:*

(a) The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency’s level of participation in the grant. (See section XIII.) At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable--

- (1) A set of statewide Early Learning and Development Standards;
- (2) A set of statewide Program Standards;
- (3) A statewide Tiered Quality Rating and Improvement System; and
- (4) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

List of Participating State Agencies:

*The applicant should list below all Participating State Agencies that administer public funds related to early learning and development, including at a minimum: the agencies that administer or supervise the administration of CCDF, the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State’s Child Care Licensing Agency, and the State Education Agency.*

*For each Participating State Agency, the applicant should provide a cross-reference to the place within the application where the MOU or other binding agreement can be found. Insert additional rows if necessary. The Departments will determine eligibility.*

| <b>Participating State Agency Name (* for Lead Agency)</b> | <b>MOU Location in Application</b> | <b>Funds/Program(s) administered by the Participating State Agency</b>   |
|--|------------------------------------|--|
| DECAL*   | Appendix #3                        | Child Care Licensing<br><br>Head Start State Collaboration<br><br>Georgia State Advisory Council on Early Childhood Education and Care<br><br>State-funded Prekindergarten |
| Georgia Department of Education                            | Appendix 3                         | State Education Agency<br>IDEA Part B, Section 619   |

|  |            |  |
|--|------------|--|
|  |            | Title I of ESEA  |
| Georgia Department of Human Services                         | Appendix 3 | CCDF   |
| Georgia Department of Public Health                          | Appendix 3 | IDEA Part C<br>Title V Maternal and Child Care Block Grant |
| Governor's Office for Children and Families                  | Appendix 3 | Home Visitation  |
| Governor's Office of Student Achievement                     | Appendix 3 |  |
| Board of Regents of the University System of Georgia         | Appendix 3 |  |
| Georgia Public Broadcasting                                  | Appendix 3 |  |
| Georgia Professional Standards Commission                    | Appendix 3 |  |
| Technical College System of Georgia                          | Appendix 3 |  |
| Georgia Department of Community Health                       | Appendix 3 |  |
| Georgia Head Start Association                               | Appendix 3 |  |
| Family Connection Partnership                                | Appendix 3 |  |
| Georgia Partnership for Excellence in Education              | Appendix 3 |  |
| Georgia Early Education Alliance for Ready Students (GEEARS) | Appendix 3 |  |

(b) The State must have an operational State Advisory Council on Early Care and Education that meets the requirements described in section 642B(b) of the Head Start Act (42 U.S.C. 9837b).



*The State certifies that it has an operational State Advisory Council that meets the above requirement. The Departments will determine eligibility.*

Yes

No

(c) The State must have submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding under the Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148)).

*The State certifies that it submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding, consistent with the above requirement. The Departments will determine eligibility.*

Yes

No

## APPLICATION INTRODUCTION

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### MOVING GEORGIA'S EARLY LEARNING AND DEVELOPMENT SYSTEM FROM *GOOD* TO *GREAT*

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#### *Brief Overview*

Over the last two decades, Georgia has created and implemented *good* components of an early learning and development system that continues to expand in breadth and depth. During this time Georgia has demonstrated an ongoing commitment to early childhood services for the state's 825,000 children five years old and younger, especially the 54% of Children with High Needs. The state has the fifth largest population of low-income children ages birth to five. With funds from the Race to the Top-Early Learning Challenge (RTT-ELC), Georgia will develop and implement a **state plan** for a coordinated early learning and development system that increases the quantity of high-quality providers and increases access for Children with High Needs to these providers in order **to improve school readiness** for the state's children five years old and younger, thereby **minimizing the achievement gap** between Children with High Needs and their peers. The two explicit goals of Georgia's high quality state plan are:

1. Substantially increase the number of Children with High Needs enrolled in high quality early learning and development programs; and
2. Effectively transform Georgia's *good* early learning and development components into a *great* statewide system that supports increased access to high quality programs and services for Children with High Needs.

Georgia has been a national leader in early childhood policy. Beginning with development of the state's Pre-K program in 1992 and continuing with the implementation of a rigorously designed Tiered Quality Rating and Improvement System (TQRIS) in 2011, Georgia demonstrates an understanding that to adequately meet the demands of a 21st century workforce, the state must make strategic, statewide investments in high quality early care and education programs. The current rapidly changing global economy dictates that children must enter kindergarten ready to learn and read at grade level by third grade. This is especially paramount for the 54% of Georgia's Children with High Needs, including children with developmental delays and disabilities, English language learners, children in foster care, children living in low-income families, migrant and homeless children.

Despite all the state's *good* efforts, evidence supports that many of Georgia's children, especially a high percentage from low income families, are not entering Kindergarten appropriately prepared. Georgia faces challenges aligning key interagency projects and ensuring that the state's Children with High Needs receive comprehensive high quality services focusing on all domains of healthy child development. The RTT-ELC will allow Georgia to better facilitate a horizontal alignment of the state's early development programs and services and a vertical alignment to the state's K-20 system.

Georgia's early learning and development system relies on a variety of funding streams overseen by multiple agencies. The RTT-ELC will be used to align and coordinate Georgia's services while increasing the number of high quality experiences available to all children- especially the state's Children with High Needs. Achieving alignment and coordination will result in greater access to needed high quality services and will help reduce the achievement gap experienced by Children with High Needs while raising the bar for all children.

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### **GOOD TO GREAT**

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As set forth in his book *From Good to Great* Jim Collins', concept of moving organizations from *good* to *great* provides a fitting metaphor for Georgia's early learning and development system. Across different state agencies and multiple administrations, Georgia has created a vast network of early learning programs and projects that range from a statewide, universal, voluntary Pre-K program serving over 1.1 million children since its inception to an innovative home visiting health project that provides high quality services to a small targeted population. In 2004, Georgia became the first state to legislatively create a separate early education department (Bright from the Start: Georgia Department of Early Care and Learning [DECAL]) mandated to oversee the state's network of child care centers, family day care homes, Pre-K programs, nutrition providers, and quality projects that serve the birth to five population. While many of the programs and projects have singularly created good outcomes, there has not been effective coordination or alignment among state agency programs to address the needs of the state's large percentage of Children with High Needs. Collins asserts that the enemy of *great* is *good*, and for organizations/systems to yield outcomes with substantial impacts, those organizations/systems must implement policies and procedures that move beyond the status quo.

Georgia currently has a system of *good* policies, programs, and projects; the RTT-ELC will expedite moving Georgia's system from *good* to *great*.

A key concept by Collins in the *good* to *great* framework is the need to “confront the brutal facts.” *Great* organizations do not hide from realities or selectively choose only the data that validates the *good* of the status quo. Through the years, DECAL has consistently conducted or commissioned studies of its work and programs and used the research findings to inform improvements. For example, in Georgia's Pre-K Program, the state collects and analyzes child outcome data to inform teacher training. In 2008, DECAL contracted with researchers at the FPG Child Development Institute at the University of North Carolina at Chapel Hill to conduct a representative study of quality in Georgia's early learning and development programs to provide the state with key benchmarks to measure subsequent quality improvement projects (Maxwell, Early, Bryant, Kraus, Hume, & Crawford, 2009a; Maxwell, Early, Bryant, Kraus, Hume, & Crawford, 2009c; Maxwell, Early, Bryant, Kraus, & Hume, 2010a). The findings were a catalyst for creating a Tiered Quality Rating and Improvement System. The RTT-ELC will allow Georgia to continue to improve data collection and analysis and inform needed improvements. Since 2007 especially, the state has acknowledged that only through rigorous and appropriate data collection can the true impact of the programs be gauged. Under RTT-ELC, Georgia will be able to fully gauge the impact of its early learning and development system.

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### **INCORPORATION OF SCHOOL READINESS**

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Given the needs of a 21st century workforce and economy, an early learning and development system can only be *great* by continually addressing and focusing on the Absolute Priority of the RTT-ELC – promoting school readiness for Children with High Needs. One of the defining activities in Georgia's early childhood education system development occurred in 2000 when the Office of School Readiness (DECAL's predecessor) convened a commission to formulate a definition of school readiness: what it means for a child to be ready for school and what factors influence school readiness for a child in Georgia. The definition encompasses families and how they live; communities and the services they provide; and schools and their readiness for children. Each of these factors affects a child's school readiness. Georgia continues to use this definition for school readiness and defines a child's readiness for school when:

- *possible health barriers that block learning have been detected,*

- *suspected physical or mental disabilities have been addressed,*
- *enthusiasm, curiosity, and persistence toward learning are 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.*

Georgia's definition of school readiness provides early childhood educators the direction in which to propel students. The RTT-ELC will give the state the opportunity to aim even higher to improve early learning outcomes for all children, especially those with high needs, by further operationalizing this vision for school readiness. Promoting or ensuring school readiness cannot be accomplished by a single program or project, but rather by creating a sustainable and systemic foundation with subsequent alignment and coordination across all areas of the state's early learning and development system.

The RTT-ELC will provide the opportunity and the resources to focus on aligning and coordinating early learning and development services to foster a creative, collaborative environment that will promote school readiness. With this grant, the state will be able to build upon its successes, address challenges, and coordinate, align, and move a *good* early learning and development system to *great*. By doing so, Georgia's children, especially those with high needs, will enter kindergarten not only ready to learn but ready to excel.

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### **GEORGIA'S HIGH-NEEDS POPULATION**

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In Georgia, 54% of the state's birth to five population is low-income; in raw numbers that translates into 443,743 children. Current conditions across the state (e.g., an Atlanta-based economy with a heavy focus on construction and the housing market; a severe drought affecting many rural areas) have exacerbated the current economic crisis for Georgia's families. Recent poverty statistics show a five percentage point increase in the state's poverty rate from 2006-2007 to 2009-2010 (18.5 percent from 13.1 percent, representing a higher increase than the national average; Georgia Budget & Policy Institute, 2011), and many Georgia families find themselves in downward mobility. This situation makes it even more important for Georgia to

effectively align and coordinate its early learning and development system. If services are tightly coupled across agencies, thereby becoming more efficient and effective, more children and families can be served with existing funds.

Children with High Needs, as defined in this application, include children who live in low-income families. In Georgia, this includes children who reside in rural communities as the state has a large rural population. Georgia has the fourth largest rural population of children in the nation according to the 2010 American Community Survey. Adequately serving Children with High Needs in rural communities provides unique challenges and opportunities. In many rural areas, access to technology is limited, and parent education is low. In many rural areas, parents do not have a wide range of child care choices. It is vital that the few child care options offered in these rural areas are high quality. An estimated 14.13% of the state's children birth to Kindergarten are English language learners. Less than one percent are in foster care. In 2010, Georgia had approximately 15,911 children ages 3 to 5 with individualized education plans. The RTT-ELC presents the state a once-in-a-lifetime opportunity to align, coordinate, and provide targeted services to the state's Children with High Needs. Throughout the grant narrative, evidence will be provided to show how the state will ensure ongoing sustainable alignment as a result of this funding to promote school readiness and better serve the state's Children with High Needs.

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## SUMMARY

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Georgia has made innovative and substantive investments in its early learning and development system. While not yet explicitly aligned or coordinated, each investment has been created to improve school readiness for the state's youngest learners, especially Children with High Needs. While the state cannot alleviate all poverty and health conditions, a well-aligned, coordinated *great* early learning and development system can substantially reduce the impacts of poverty, physical and social atypical development, and family disengagement. This grant enables the state to build on its substantial investments and solid foundation.

In summary, the RTT-ELC provides the opportunity for Georgia to transform a *good* early learning and development system to one that is *great*. Leadership from Governor Nathan Deal, department commissioners, education agency heads, and private business welcomes the

opportunity and accepts the challenge of building on and expanding Georgia's system to improve school readiness for all, especially Children with High Needs.

## SELECTION CRITERIA

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*Selection criteria are the focal point of the application and peer review. A panel of peer reviewers will evaluate the applications based on the extent to which the selection criteria are addressed.*

### **Core Areas -- Sections (A) and (B)**

*States must address in their application all of the selection criteria in the Core Areas.*



## A. SUCCESSFUL STATE SYSTEMS

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### (A)(1) DEMONSTRATING PAST COMMITMENT TO EARLY LEARNING AND DEVELOPMENT.

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*(20 points)*

The extent to which the State has demonstrated past commitment to and investment in high-quality, accessible Early Learning and Development Programs and services for Children with High Needs, as evidenced by the State's—

(a) Financial investment, from January 2007 to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period;

(b) Increasing, from January 2007 to the present, the number of Children with High Needs participating in Early Learning and Development Programs;

(c) Existing early learning and development legislation, policies, or practices; and

(d) Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

*In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

Evidence for (A)(1):

- The completed background data tables providing the State's baseline data for--
  - The number and percentage of children from Low-Income families in the State, by age (see Table (A)(1)-1);
  - The number and percentage of Children with High Needs from special populations in the State (see Table (A)(1)-2); and
  - The number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age (see Table (A)(1)-3).
- Data currently available, if any, on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.
- Data currently available, if any, on program quality across different types of Early Learning and Development Programs.

- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-4).
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-5).
- The completed table that describes the current status of the State’s Early Learning and Development Standards for each of the Essential Domains of School Readiness, by age group of infants, toddlers, and preschoolers (see Table (A)(1)-6).
- The completed table that describes the elements of a Comprehensive Assessment System currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-7).
- The completed table that describes the elements of high-quality health promotion practices currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-8).
- The completed table that describes the elements of a high-quality family engagement strategy currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-9).
- The completed table that describes all early learning and development workforce credentials currently available in the State, including whether credentials are aligned with a State Workforce Knowledge and Competency Framework and the number and percentage of Early Childhood Educators who have each type of credential (see Table (A)(1)-10).
- The completed table that describes the current status of postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators (see Table (A)(1)-11).
- The completed table that describes the current status of the State’s Kindergarten Entry Assessment (see Table (A)(1)-12).
- The completed table that describes all early learning and development data systems currently used in the State (see Table (A)(1)-13).

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## GEORGIA’S PAST COMMITMENT TO EARLY LEARNING AND DEVELOPMENT

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Georgia has a rich history of creating and implementing innovative, research-based early education programs focused on providing essential services to the state’s youngest children and their families. Though primarily recognized for the nationally renowned Georgia’s Pre-K Program, the state’s innovation has not been limited to that program alone. Over the past 20 years, the state has implemented other early learning and development legislation, policies, and practices that have impacted the well-being of all children in the state, especially the state’s high-needs population. RTT-ELC will enable the state to properly align and coordinate many of Georgia’s early learning and development projects into a *great* system that will become as well-known as Georgia’s Pre-K Program.

Georgia's commitment to young children and their development centered on school readiness is best illustrated in a quotation from Sharon Lynn Kagan and Catherine Scott-Little that states: "... Georgia has also been a leader in the field of early childhood education for many years. More specifically, with the inception of the universal pre-kindergarten program, the creation of a governance and administrative structure that addresses coordination, and other model projects, Georgia has been a pioneer in its many efforts to improve the quality of services for families and children. The state is highly regarded in the field of early education for the quality and the thoughtfulness of its approaches to serving young children. It has provided comprehensive services for large numbers of young children and has taken numerous steps to ensure that the services delivered will be of high quality and impact" (Kagan & Scott-Little, 2011).

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(A)(1)(A) FINANCIAL INVESTMENT FROM JANUARY 2007 TO 2011

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Since 2007, Georgia has continued to make considerable financial investments in the state's high needs birth to five populations, as noted in Table (A)(1)-4. From 2007 to 2011, the state steadily increased funding for Georgia's Pre-K Program from approximately \$309,579,333 million to \$355,016,016, an increase of 14.7%. The state consistently contributed to IDEA, Part C (the Infants and Toddlers with Disabilities Program), and continued funding children ages 3 through kindergarten entry using IDEA, Part B. Furthermore, the state met its expected match to the Child Care and Development Fund (CCDF) over this time period, with over \$50 million contributed each year since 2007. In total spending on early learning and development, the state contributed \$448,358,318 in 2011, a 9.2% increase since 2007.

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(A)(1)(B) INCREASING, FROM JANUARY 2007 TO THE PRESENT, THE NUMBER OF CHILDREN WITH HIGH NEEDS PARTICIPATING IN EARLY LEARNING AND DEVELOPMENT PROGRAMS

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Georgia has approximately 825,000 children birth to five according to the 2010 census. As Table (A)(1)-1 attests, a majority of those children (53.8% or 443,723) reside in families with income under 200% of the poverty threshold and who would be considered low income by the RTT-ELC definition. In 2010, 224,836 preschool-age children (ages 3 to Kindergarten entry) were low-income.

Enrollment of children with high needs has increased 9.3% in state-funded preschool and 6.6% in Early Head Start and Head Start since 2007. IDEA part C numbers also increased over the last five years, while the IDEA part B numbers steadily decreased. Since 2009, Georgia's Pre-K has adjusted the formula it uses to identify counties to target for funding additional classrooms in a way that takes into account which counties have a higher proportion of high-needs populations. In 2011, Head Start and Georgia's Pre-K together served approximately 60,716 Children with High Needs, representing 43.6% of the total four-year-old population of 139,354 according to the 2010 census.

Georgia's Child Care and Development Fund (CCDF) resources peaked in 2008, with 52,954 children served, and decreased in 2009 to 32,000 children served on average per month. In 2010 and 2011, the average number of children served rose to 39,180 (8.8% of the total low-income child population) and 39,557 children respectively.

While these data are illuminating and point to Georgia's success in addressing Children with High Needs, more work must be done to support this population of children that continues to grow. According to the 2010 American Community Survey, Georgia ranks fifth in the country with the total number of low income children (compared to eighth for the total number of children). Georgia ranks 11<sup>th</sup> in the percentage of low-income children birth to five. An estimated 14.13% of the state's children birth to kindergarten are English learners. Less than one percent are in foster care. In 2010, Georgia had approximately 15,911 children ages 3 to 5 with individualized education plans. The RTT-ELC grant will assist Georgia in continuing and expanding its early learning and development efforts to create a coordinated and aligned service delivery model that can be replicated in other states.

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(A)(1)(C) EXISTING EARLY LEARNING AND DEVELOPMENT LEGISLATION,  
POLICIES, OR PRACTICES

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Georgia's early learning and development system is based on and supported by the existence of Bright from the Start: Georgia Department of Early Care and Learning (DECAL), the educational agency legislatively mandated to oversee the state's birth to five early learning and development programs. DECAL specifically oversees licensing and regulation of the state's 6,700 child care centers and family home providers, administers the state Pre-K program, houses the Head Start Collaboration Office and Infant and Toddler Network, administers the federal

child care nutrition grants and summer food programs, and oversees the state's child care subsidy quality set aside portion of CCDF. The majority of the state's high-needs population receives some type of service through one or more of the programs that DECAL administers or oversees. For example, a child may receive nutrition services at his or her child care center while attending a Head Start program or the state-funded Pre-K program. Likewise, a child receiving subsidies is probably enrolled at a child care program licensed by DECAL. Because of DECAL's involvement in so many of the state's birth to five programs and the high percentage of Children with High Needs served, Governor Nathan Deal appointed DECAL as the lead agency for the RTT-ELC.

### **GEORGIA'S PRE-K: THE FOUNDATION OF A GREAT EARLY LEARNING AND DEVELOPMENT SYSTEM**

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The innovative ideas that resulted in the solid foundation for Georgia's early learning and development system were introduced during the 1990 Georgia gubernatorial election. During that campaign, candidate Zell Miller proposed the creation of the Georgia Lottery for Education, the proceeds of which would be used primarily to fund two distinct projects: a state-funded preschool and college scholarships. A statewide referendum was held in 1992 in which voters approved the Georgia Lottery for Education. That year, a pilot Pre-K program serving 750 Children with High Needs began. In 1995, Georgia's Pre-K became universal, meaning the program was open to all children regardless of family income. By 1996, the program was serving 44,000 children across the state. At that point, the private sector became an integral part of the program. Offering Georgia's Pre-K classes in private child care centers and in Head Start centers and local school systems enabled the program to expand quickly without utilizing funds for capital outlay on new buildings or facility expansion and giving families more choices between public schools and private child care programs. Placing Pre-K classes in private centers also put a high-quality, standards-based program in programs serving infants and toddlers across the state. This investment represents a concerted effort to improve private child care quality and created a pathway for subsequent endeavors. Furthermore, this unique statewide public/private partnership was a first in Georgia and in the nation at such a magnitude. Each subsequent year the Pre-K program expanded to serve more children. The program now serves 86,000 children annually with classes in every county of the state. In 2010, the program became the first

universal, voluntary, state-funded prekindergarten program to have served, since its inception, over one million children.

As the program has grown in quantity, it has grown in quality as well, meeting nine out of 10 of the National Institute for Early Education Research (NIEER) Quality Standards. Every Pre-K classroom must have a lead teacher with a minimum of a Bachelor's Degree in an early childhood field and an assistant teacher with a minimum credential of a Child Development Associate. The program is based upon Georgia's early learning and development standards, and all classrooms are required to use preapproved curricula that align with the standards<sup>1</sup>. Health screenings are required for all children, and programs are required to follow-up with any necessary referrals to ensure that Children with High Needs receive services. The Pre K program focuses heavily on assessment. All classrooms use the Georgia's Pre-K Child Assessment, which incorporates the Work Sampling System. The Work Sampling System documents and evaluates what children are learning and beginning to master by using curriculum-embedded and criterion-referenced assessments, insight into personal and social achievements, and observation of cognitive and non-cognitive achievements. In 2009, the state began implementing the online version of the Work Sampling System for providers. In 2011, over 50% of Pre-K classrooms were using the online version, allowing the state to aggregate assessment data.

Georgia's Pre-K Program is continually improving and basing improvements on the most up-to-date research. In 2010, like Head Start, the program began using the Classroom Assessment Scoring System (CLASS) to observe adult-child interactions in Georgia's Pre-K classrooms. The purpose of the instrument is to provide targeted professional development. During the 2010-2011 school year, over 3,800 Pre-K classrooms were observed using CLASS. In 2011-2012, Georgia's Pre-K is piloting four distinct professional development opportunities centered around the CLASS in the state's Race to the Top (Pre-K-12 version) grant. This unique research opportunity, in which Pre-K teachers are randomly assigned to one of four professional development models varying in intensity, will allow the state to develop a professional development model that will be used statewide. The use of the CLASS was based on research in Georgia that indicated more professional development was needed to improve teacher-child interactions.

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<sup>1</sup> Independent research aligns curriculum to the standards. This is done a minimum of every five years.

While Georgia's Pre-K Program is universal, currently 56.9% of the children enrolled in the program are eligible for means-tested benefits, thereby defining them as high needs. The program provides additional services for these children, including funds for meals and transportation. Georgia's Pre-K Program also ensures that vital health and development services are available to this population. As mentioned previously, individual programs are required to make appropriate referrals for children whose screenings indicate that additional services are needed.

Georgia's Pre-K Program also works closely with Head Start to create a blended funding environment encompassing the best of both programs. This blended model benefits approximately 4,500 students with high needs annually. In this model, the Pre-K program pays for the instructional day, and Head Start pays for wraparound services that may include before and after care for Head Start eligible children. Because both funding streams are used, programs must follow both sets of guidelines. Therefore, the children receive the health and family engagement services of Head Start as well as instruction guided by the Pre-K standards. Since Pre-K pays for instructional services for four year olds, blending Head Start and Pre-K classrooms makes Head Start funds available to serve more three year olds. Head Start and Early Head Start's Migrant/Seasonal Program has also participated in this collaboration to offer blended Georgia's Pre-K classes.

In 2009, Georgia's Pre-K started working with local school systems to create an inclusion model. Under this model, programs serve six non-typically developing children in a classroom with 12-14 typically developing children. Programs use funds provided through IDEA Part B to fund the specific special education services. Head Start grantees also offer some of these inclusion classes. The inclusion model allows for a third adult to be present during all instructional time. This model provides children with disabilities the opportunity to attend a Georgia's Pre-K program with typically developing peers while receiving needed support.

Georgia's Pre-K Program, currently one of the most successful in the country, serves all rural and urban areas of the state and has met the dual goals of being available to all children while meeting the school readiness needs of much of the state's low-income, four-year-old

population.<sup>2</sup> While the funds from the RTT-ELC grant will not specifically be used to expand the Pre-K program, the funds will be used to replicate the Pre-K services' model with younger age groups and to implement services from the Pre-K program for additional populations of Children with High Needs. For example, Georgia's Pre-K Assessment for children, the Work Sampling System, will be offered to school systems to encourage the use of the assessment for children served by Part B, 619. Grant funding will be used for additional enhancements to the Work Sampling Online system to ensure efficient data sharing and reduction of duplication in assessment of children served by multiple programs. Funding will also allow school systems to better track services and report federally mandated data on child outcomes.

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### **INTERAGENCY COLLABORATION**

In addition to meeting its legislatively mandated duties, DECAL works closely with other state agencies to ensure that services are provided to the state's high need birth to five population. An example of this alignment is the partnership between services funded by the Child Care and Development Fund subsidy dollars and services funded by the Child Care and Development Fund quality dollars. Currently, the child care subsidy fund is administered by the Department of Human Services (DHS) whereas the quality dollars set-asides are overseen by DECAL. The two departments work closely together to ensure that the programs that receive subsidy dollars provide safe, healthy and quality services to the children in their care. In 2009, DHS and DECAL formed a technical assistance partnership to ensure that the programs receiving subsidy funds were able to improve health and safety requirements. In July 2012 administration of the CCDF subsidy funds will transfer to DECAL.

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### **OTHER EARLY LEARNING AND DEVELOPMENT PROJECTS**

While the state's Pre-K program may be the most visible, Georgia's commitment to ensuring school readiness for its Children with High Needs is evidenced by a number of high quality programs. The state has invested in the expansion and improvement of services for the state's non Pre-K population. These investments include: a robust Infant and Toddler Network,

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<sup>2</sup> The program does not have an income requirement; however, 56.9% of the children attending are eligible for other means tested benefits (e.g., Medicaid, free or reduced lunch). In 2009 and 2010, 80% of families with children enrolled in the program had adjusted gross income under \$60,000 (Georgia Department of Audits and Accounts, 2011).



the development of a Tiered Quality Rating and Improvement System; the alignment of the state's standards-based early education and K-12 education system; improvements in licensing requirements in the areas of teacher credentials, activities that address developmental domains, family awareness and involvement, and pre-licensing training; the development of health services and home visiting programs that target Georgia's neediest children; a focus on nutrition and wellness education and resources for child care programs; the incorporation of appropriate data at all programmatic and provider levels; and the commissioning of independent research that provides a roadmap for how Georgia should improve its system. The state has continually implemented programs that ensure that Children with High Needs have options for high quality early learning and development services from birth through kindergarten.

### **THE INFANT TODDLER NETWORK**

The Infant Toddler Network provides targeted technical assistance, professional development and mentor training to early care and education teachers serving children 6 weeks to three years of age in a range of settings including family child care homes, group homes and child care centers. The project has expanded over the past three years and now offers 15 conferences across the state. Conference participants now include Babies Can't Wait (IDEA, Part C) providers serving children with disabilities. Between 2010 and 2011 the network provided services to over 1,000 providers. In 2011, the Infant Toddler Network expanded its initiatives to provide mentor teaching training to providers. The Mentor Project supports workforce development by providing career advancement opportunities for skilled teachers while retaining them in the classroom. Specially trained mentors provide support to: develop new staff, retain high quality staff, advance staff professional credentials, achieve program quality improvement, ensure positive child outcomes, and increase responsiveness to unexpected demands.

### **TIERED QUALITY RATING AND IMPROVEMENT SYSTEM**

Starting in 2009, DECAL contracted with nationally renowned researchers from the FPG Child Development Institute at the University of North Carolina at Chapel Hill to study the quality of licensed child care centers, Georgia's Pre-K programs, and family day care homes statewide. The goals of the study were to provide baseline data and information that would help DECAL understand the range of quality and the different types of services individual child care and Georgia's Pre-K programs offer and to illuminate areas where strategic investments could

improve quality. The study utilized a representative sample, and the researchers used the nationally validated Environment Rating Scales. The details of the studies can be found in appendices 7,8,9 but the underlying findings revealed that the overall quality of child care in Georgia is medium to low (Maxwell, et al., 2009a-d, 2010a-b). Reflecting on these admittedly uncomfortable data, Georgia decided it was imperative to develop and implement a system of quality improvement.

The FPG research study coupled with work related to recognizing and improving quality previously done in Georgia set the stage for the dynamic evolution of Georgia's Tiered Quality Rating and Improvement System (TQRIS). Upon taking office in January 2011, Georgia Governor Nathan Deal, directed DECAL to implement a statewide, voluntary TQRIS that has been vetted through stakeholders, researchers, providers, and national experts. Georgia's TQRIS not only rates the quality of early care and education programs in various settings, but it also improves their quality and supports quality improvement in Georgia through the alignment and coordination of system-wide projects. The TQRIS allows Georgia to:

- Create *ratings* (good, very good, excellent) that reflect meaningfully differentiated levels of quality indicators that 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 links standards, technical assistance, monitoring, finance, and consumer engagement in a range of settings, including family child care homes, child care centers, school-based programs, Head Start programs, and others.

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(A)(1)(D) CURRENT STATUS THAT FORM THE BUILDING BLOCKS FOR A HIGH QUALITY EARLY LEARNING AND DEVELOPMENT SYSTEM

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**EARLY LEARNING AND DEVELOPMENT STANDARDS**

Georgia has long been a leader in early learning and development standards for children birth to age five. Currently, Georgia has a set of well-defined and well aligned standards including:

- Georgia Early Learning Standards: Birth through Age Three
- Georgia's Pre-K Program Content Standards
- Georgia Performance Standards for English Language Arts and Reading, Mathematics, Science, Social Students, Physical Education, Fine Arts, Health Education (K-12)

In 2010, DECAL contracted with Sharon Lynn Kagan of Teachers College, Columbia University, and Catherine Scott-Little of 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 (Kagan & Scott-Little, 2011). This study (Appendix 14) is the foundation for the revised Georgia Early Learning and Development Standards (GELDS) to be released in February 2012.

**COMPREHENSIVE ASSESSMENT SYSTEMS**

Georgia has made great progress in creating a comprehensive assessment system. Many agencies conduct physical and developmental screenings and utilize Georgia's Children 1st program as the single point of entry to many services. Georgia's Pre-K has a comprehensive assessment system in place that includes a requirement for universal hearing, vision and dental screening, and formative assessment. The program also uses measures for the environment and teacher-child interactions. Screening, formative assessment, and measures of the quality of the environment and for child-teacher interactions are extensively embedded in Georgia's TQRIS system.

**HEALTH PROMOTION PRACTICES**

Representatives from local non-profit organizations, state agencies and federal programs began in 2005 working together to increase healthy eating and physical activity among children

ages birth through five along with their caregivers. A number of resources and activities for child care programs were developed as a result:

- Health Eating for Life website
- Eat Healthy. Be Active. Curricula and resources
- Caregivers Promoting Healthy Habits

### **FAMILY ENGAGEMENT STRATEGIES**

Family engagement strategies are embedded in many of Georgia's initiatives. While these activities are helpful to all families, these initiatives are targeted to families with high needs. Family Connection Collaboratives, focused on improving the quality of life for children and families, are present in all 159 of Georgia's counties. Strengthening Families Georgia has worked with state agencies to align departmental priorities to promote optimal child development. This system has a special emphasis on supporting children in foster care. Professional development opportunities provided by Strengthening Families are focused on training personnel in child welfare agencies as well as early learning and development providers. The Georgia Department of Education and DECAL have worked closely to integrate family engagement standards and have crosswalked the National PTA Standards for Family-School Partnerships and the Strengthening Families protective factors and adopted those as the state's Family Engagement Standards. All of these efforts are aimed at assisting families in gaining the knowledge, skills, and resources they need to support their child's school success.

### **DEVELOPMENT OF EARLY CHILDHOOD EDUCATORS**

The early childhood education workforce in Georgia is composed of family child care providers, child care center professionals, child care center directors, Pre-K lead teachers, Pre-K paraprofessionals, Pre-K project directors, DECAL staff of child care consultants, Pre-K consultants, Infant/Toddler specialists, trainers, technical assistance providers and managers. Over the last five years, DECAL has been steadily increasing the credential level requirements for Birth through Five educators/professionals. In support of the new requirements for all lead teachers to have a minimum of a Child Development Associate Certificate (CDA) or Technical Certificate of Credit (TCC), DECAL has provided financial incentives and incentives funded through Child Care and Development Funds, American Recovery and Reinvestment Act of 2009 (ARRA) funds, and HOPE Grant funds to support these early education professionals as they

achieve their credential. HOPE Scholarships from the Georgia Lottery for Education are available to early childhood educators who are attending four year colleges or universities in Georgia. Those higher education facilities offer the Birth Through Five baccalaureate, and the Georgia Professional Standards Commission offers certification in Birth Through Five Education. All higher education institutions in Georgia, including the technical colleges and universities, offer early education competencies and Georgia Early Learning Standards aligned coursework for all early education certificates, diplomas and degrees. Georgia recognizes that the more highly qualified the program staff, the higher the quality of the overall program and that higher quality programs support better outcomes for children.

Ongoing career enhancement through training is provided in Georgia by approved, credentialed trainers. The training is aligned with the workforce competencies, trainer competencies, and technical assistance consultant competencies. Staff are supported and coached via online and onsite options and video libraries. There is a significant rural community in Georgia that does not have easy access to training sites, and travel and time away from work are potential barriers to ongoing education, so substitute teacher stipends support programs financially so the needed training can be obtained. Technical colleges and Child Care Resource and Referral agencies provide training for English language learners and provide varied training methods to accommodate all adult learner needs. There is a strong commitment and support financially and in the form of outreach to provide the needed professional development to the workforce to achieve the highest outcomes for Georgia's children.

### **KINDERGARTEN ENTRY ASSESSMENTS**

Georgia does not currently use a statewide kindergarten entry assessment. The assessment and evaluation of kindergarten students in Georgia has been a long-term and evolving process as state standards have changed over time. The state developed the Georgia Kindergarten Inventory of Developing Skills (GKIDS) as an assessment that provides kindergarten teachers with ongoing diagnostic information about kindergarten students' developing skills and also provides a first grade readiness indicator. GKIDS lends itself readily to being retooled as a kindergarten entry assessment.

## EFFECTIVE DATA PRACTICES

Georgia has made great progress in effectively using data and research to guide its early learning and development system. Much work has been done in Georgia to integrate data among early learning and development programs. A key initiative of Georgia’s State Advisory Council on Early Childhood Education and Care is to design a statewide coordinated child data system that will link vital information collected in the state’s multiple data systems. The design work is scheduled to be completed in December 2011. The Statewide Longitudinal Data System developed for K-12 students has been expanded to include Georgia’s Pre-K students and IDEA Part C (Babies Can’t Wait) participants. The Statewide Longitudinal Data System provides an infrastructure for including Georgia’s Pre-K assessment data. Georgia is also in the process of building out a P-20 State Longitudinal Data System from the first Race to the Top funding which Georgia received in 2010.

Georgia has based its program and policy changes on empirical research when possible. As mentioned above, DECAL commissioned the FPG Child Development Institute to study the quality of child care in the state. The study findings, while in some cases alarming, led to the development of the Infant Toddler Network to provide free technical assistance to child care programs on improving infant toddler care. Findings also led to the adoption of the CLASS instrument as a means of improving classroom interactions in Georgia’s Pre-K. This important research was also instrumental in the design of Georgia’s Tiered Quality Rating and Improvement System. The lead researchers from the study commend DECAL for asking hard questions related to the quality of early learning environments and maintaining a commitment to quality even during tough economic times.

| <b>Table (A)(1)-1: Children from Low-Income<sup>3</sup> families, by age</b> |   |   |
|--|---|---|
|  | <b>Number of children from Low-Income families in the State</b> | <b>Children from Low-Income families as a percentage of all children in the State</b> |
| <b>Infants under age 1</b>   | <b>71,629</b>   | <b>8.68%</b>  |

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<sup>3</sup>Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

| <b>Table (A)(1)-1: Children from Low-Income<sup>3</sup> families, by age</b>  |   |   |
|---|---|---|
|   | <b>Number of children from Low-Income families in the State</b> | <b>Children from Low-Income families as a percentage of all children in the State</b> |
| <b>Toddlers ages 1 through 2</b>  | <b>147,257</b>  | <b>17.84%</b>   |
| <b>Preschoolers ages 3 to kindergarten entry</b>  | <b>224,836</b>  | <b>27.25%</b>   |
| <b>Total number of children, birth to kindergarten entry, from low-income families</b>  | <b>443,723</b>  | <b>53.78%</b>   |
| <p><i>The U.S. Census Bureau 2010 American Community Survey reports 53.78% of the under age six population in Georgia reside in families with a ratio of income to poverty threshold that is under 200%. The number of children from low-income families is calculated by multiplying this percent by the 2010 census population reported for each age group.</i></p> <p><i>For percentages, the denominator for all rows is 825,000, the total number of children birth through five in Georgia reported by the 2010 census.</i></p> |   |   |

| <b>Table (A)(1)-2: Special populations of Children with High Needs</b>  |  |  |
|---|--|--|
| <p><i>The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.</i></p> |  |  |
| <b>Special populations: Children who ...</b>  | <b>Number of children (from birth to kindergarten entry) in the State who...</b> | <b>Percentage of children (from birth to kindergarten entry) in the State who...</b> |
| <b>Have disabilities or developmental delays<sup>4</sup></b>  | <b>6,015 (birth - 2 years)</b><br><b>15,914 (3 - 5 years)</b>                    | <b>1.48% (birth - 2 years)</b><br><b>3.8% (3 - 5 years)</b>                          |

<sup>4</sup>For purposes of this application, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

**Table (A)(1)-2: Special populations of Children with High Needs**

*The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.*

| <b>Special populations:<br/>Children who ...</b> | <b>Number of children (from<br/>birth to kindergarten entry)<br/>in the State who...</b> | <b>Percentage of children<br/>(from birth to<br/>kindergarten entry) in<br/>the State who...</b> |
|--|--|--|
| <b>Are English learners<sup>5</sup></b>          | <b>116,565</b>   | <b>14.13%</b>  |
| <b>Reside on "Indian Lands"</b>                  | <b>Not Applicable</b>  | <b>Not Applicable</b>  |
| <b>Are migrant<sup>6</sup></b>                   | <b>1,995</b>   | <b>0.24%</b>   |
| <b>Are homeless<sup>7</sup></b>                  | <b>548</b>   | <b>0.13%</b>   |
| <b>Are in foster care</b>                        | <b>5,227</b>   | <b>0.63%</b>   |

*Disabilities or developmental delays: 6,015 is the number of children birth-2 with Individual Family Service Plans as of December 1, 2010. 15,914 is the number of children 3-5 with Individual Education Plans as of December 1, 2010.*

*English learners: Percentage is that of children 5-18 who speak a language other than English at home, according to the U.S. Census Bureau, 2010 American Community Survey. Number reported is an estimate based on extrapolating this percentage to the 0-5 population.*

*Migrant: Number of migrant participants, birth to kindergarten entry, in the Georgia Department of Education's Migrant Education Program for FY 2010 (1,637; Consolidated State Performance Report) plus the number of participants in the Head Start/Early Head Start Migrant/Seasonal Program (358).*

*Homeless: Number of homeless children three to kindergarten entry served by local education agencies (Consolidated State Performance Report, 2010); denominator is 2010 census population of children 3-5.*

*In foster care: Georgia Department of Human Services statistical report for fiscal year 2011.*

<sup>5</sup> For purposes of this application, children who are English learners are children birth through kindergarten entry who have home languages other than English.

<sup>6</sup> For purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).

<sup>7</sup> The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).



**Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age**

*Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.*

| Type of Early Learning and Development Program   | Number of Children with High Needs participating in each type of Early Learning and Development Program, by age |                           |  |        |
|--|---|---------------------------|--|--------|
|  | Infants under age 1   | Toddlers ages 1 through 2 | Preschoolers ages 3 until kindergarten entry | Total  |
| <b>State-funded preschool</b><br><i>Specify: Georgia's Pre-K Program</i><br><i>Data Source and Year: Program data, 2011</i>  | Not applicable  | Not applicable            | 48,964                                       | 48,964 |
| <b>Early Head Start and Head Start<sup>8</sup></b><br><i>Data Source and Year: PIR data, 2011</i>  | 957   | 2,332                     | 25,378                                       | 28,667 |
| <b>Programs and services funded by IDEA Part C and Part B, section 619</b><br><i>Data Source and Year: December 1, 2010, count</i>   | 665<br>(Part C)   | 5,350<br>(Part C)         | 15,914<br>(Part B)                           | 21,929 |
| <b>Programs funded under Title I of ESEA:</b><br><b>Even Start Family Literacy Program</b><br><i>Data Source and Year: Consolidated State Performance Report data, 2010.</i> | 154   | 131                       | 96   | 381    |

<sup>8</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

**Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age**

*Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.*

| Type of Early Learning and Development Program   | Number of Children with High Needs participating in each type of Early Learning and Development Program, by age |  |  |  |
|--|---|--|--|--|
|  | Infants under age 1   | Toddlers ages 1 through 2                      | Preschoolers ages 3 until kindergarten entry   | Total  |
| <b>Programs receiving funds from the State's CCDF program</b><br><i>Data Source and Year: Maxstar™, average monthly served and annual total, FY 2011</i> | <b>1,978</b><br><b>(annual total: 3,604)</b>  | <b>15,031</b><br><b>(annual total: 27,814)</b> | <b>22,548</b><br><b>(annual total: 42,324)</b> | <b>39,557</b><br><b>(annual total: 73,742)</b> |
| <b>The Center for Working Families Project</b><br><i>Data Source and Year: DHS self reporting, 2011</i>  | <b>4</b>  | <b>6</b>                                       | <b>138</b>                                     | <b>148</b>                                     |
| <b>Maternal, Infant and Early Childhood Home Visiting (Governor's Office of Children and Families)</b><br><i>Data Source and Year:</i>                   | <b>1/1/2012 start date</b>  | <b>1/1/2012 start date</b>                     | <b>1/1/2012 start date</b>                     | <b>1/1/2012 start date</b>                     |

*Numbers are for children participating in state fiscal year 2011 (July 1, 2010, to June 30, 2011) except for the following: IDEA, Part C and Part B: December 1, 2010, count.*

*Number of children receiving CCDF funds is average monthly served, followed by annual total in parentheses.*

*The Center for Working Families Project is an innovative partnership with the Annie E. Casey Foundation's Atlanta Civic Site and the Department of Human Services to provide services where many of Atlanta's most vulnerable families live in five neighborhoods located near the downtown area. This community over the past 30 years has experienced severe property disinvestment, population and general economic decline. Services are provided under a contract with The Center for Working Families (TCFWF). This partnership has sought to provide a pathway to work for parents in this community of about 15,000 residents while improving the chances for success in school for the neighborhoods most vulnerable asset, its children. With support from DHS under the Child Care Development Fund, TCFWF has been able to provide targeted child care assistance to TANF participants, former TANF participants and parents at risk with high quality child care so that parents may work, participate in job readiness training and/or work to resolve barriers to employment such as mental health and basic literacy.*

| <b>Table (A)(1)-4: Historical data on funding for Early Learning and Development</b>   |  |               |               |               |               |
|--|--|---------------|---------------|---------------|---------------|
| <b>Type of investment</b>  | <b>Funding for each of the Past 5 Fiscal Years</b> |               |               |               |               |
|  | <b>2007</b>  | <b>2008</b>   | <b>2009</b>   | <b>2010</b>   | <b>2011</b>   |
| <b>Supplemental State spending on Early Head Start and Head Start<sup>9</sup></b>  | \$0  | \$0           | \$0           | \$0           | \$0           |
| <b>State-funded preschool</b><br><i>Specify: Georgia's Pre-K Program</i>   | \$309,579,333                                      | \$324,848,208 | \$331,542,255 | \$341,470,922 | \$355,016,016 |
| <b>State contributions to IDEA Part C</b>  | \$11,456,873                                       | \$12,037,015  | \$9,636,288   | \$9,233,289   | \$9,252,959   |
| <b>State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry</b>          | \$26,471,119                                       | \$29,135,154  | \$29,250,869  | \$27,705,816  | \$27,327,312  |
| <b>Total State contributions to CCDF<sup>10</sup></b>  | \$56,460,101                                       | \$56,075,659  | \$54,335,499  | \$53,634,234  | \$54,262,031  |
| <b>State match to CCDF</b><br><i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i>                             | Met  | Met           | Met           | Met           | Met           |
| <b>TANF spending on Early Learning and Development Programs<sup>11</sup></b>   | \$118,720  | \$28,371,637  | \$0           | \$0           | \$0           |
| <b>Other State contributions</b><br><i>Specify: Georgia Lottery for Education contributions to CCDF</i>  | \$1,964,630  | \$1,633,853   | \$2,122,068   | \$2,287,275   | \$2,500,000   |
| <b>Other State contributions</b><br><i>Specify: Governor's Office of Children and Families (prior to 2009: Children's Trust Fund Commission)</i> | \$4,381,779  | \$4,691,195   | \$325,000     | \$1,127,935   | \$1,607,739   |

<sup>9</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

<sup>10</sup> Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

<sup>11</sup> Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

| <b>Table (A)(1)-4: Historical data on funding for Early Learning and Development</b>  |  |               |               |               |               |
|---|--|---------------|---------------|---------------|---------------|
| <b>Type of investment</b>   | <b>Funding for each of the Past 5 Fiscal Years</b> |               |               |               |               |
|   | <b>2007</b>  | <b>2008</b>   | <b>2009</b>   | <b>2010</b>   | <b>2011</b>   |
| <b>Total State contributions:</b>   | \$410,432,555                                      | \$456,792,721 | \$427,211,979 | \$435,459,471 | \$449,966,057 |
| <b>Private contributions</b><br><i>Specify: United Way of Metropolitan Atlanta early childhood programs in 13 county region</i>                             | \$9,596,791  | \$11,261,450  | \$14,197,675  | \$13,917,901  | \$9,798,609   |
| <b>Local contributions</b><br><i>Specify: Local school system supplements to Georgia's Pre-K funding</i>  | \$14,917,181                                       | \$20,527,162  | \$21,930,039  | \$22,829,534  | \$14,526,952  |
| <i>All reported funding is based on the state fiscal year, which runs from July 1 to June 30.</i>   |  |               |               |               |               |
| <i>Local school system investments are estimated based on data provided by approximately two thirds of school systems participating in Georgia's Pre-K.</i> |  |               |               |               |               |

| <b>Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State</b> |  |             |                          |                          |                          |
|---|--|-------------|--------------------------|--------------------------|--------------------------|
| <i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>   |  |             |                          |                          |                          |
| <b>Type of Early Learning and Development Program</b>   | <b>Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years<sup>12</sup></b> |             |                          |                          |                          |
|   | <b>2007</b>  | <b>2008</b> | <b>2009<sup>13</sup></b> | <b>2010<sup>17</sup></b> | <b>2011<sup>17</sup></b> |
| <b>State-funded preschool</b><br><i>(annual census count; e.g., October 1 count)</i><br><i>Specify: Georgia's Pre-K Program</i>                 | 44,780   | 44,097      | 44,162                   | 47,640                   | 48,964                   |
| <b>Early Head Start and Head Start<sup>14</sup></b>   | 23,715   | 23,681      | 23,610                   | 25,309                   | 25,292                   |

<sup>12</sup> Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

<sup>13</sup> Note to Reviewers: The number of children served reflects a mix of federal, state, and local spending. Head Start, IDEA, and CCDF all received additional federal funding under the American Recovery and Reinvestment Act of 2009, which may be reflected in increased numbers of children served in 2009-2011.

<sup>14</sup> Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

**Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State**

*Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.*

| Type of Early Learning and Development Program   | Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years <sup>12</sup> |   |   |   |                      |
|--|--|---|---|---|----------------------|
|  | 2007   | 2008  | 2009 <sup>13</sup>                                  | 2010 <sup>17</sup>                                  | 2011 <sup>17</sup>   |
| <i>(funded enrollment)</i>   |  |   |   |   |                      |
| <b>Programs and services funded by IDEA Part C and Part B, section 619</b><br><i>(annual December 1 count)</i>   | <b>C: 5,383<br/>B: 20,370<br/>Total:<br/>25,753</b>  | <b>C: 5,723<br/>B: 20,410<br/>Total:<br/>26,133</b> | <b>C: 5,632<br/>B: 18,454<br/>Total:<br/>24,086</b> | <b>C: 6,015<br/>B: 15,914<br/>Total:<br/>21,929</b> | <b>Not available</b> |
| <b>Programs funded under Title I of ESEA:<br/>Even Start Family Literacy Program</b><br><i>(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)</i>  | <b>782</b>   | <b>325</b>  | <b>358</b>  | <b>381</b>  | <b>194</b>           |
| <b>Programs receiving CCDF funds</b><br><i>(average monthly served)</i>  | <b>28,415</b>  | <b>52,954</b>                                       | <b>32,000</b>                                       | <b>39,180</b>                                       | <b>39,557</b>        |
| <b>Other</b><br><i>Describe:</i>   |  |   |   |   |                      |
| <p><i>Annual participation numbers are those served during the state fiscal year (July 1 to June 30). Participation in programs funded under Title I of ESEA, 2011 Even Start Family Literacy Program is based on enrollment data for August 2011. 2011 IDEA Part C and Part B count is December 1 count.</i></p> <p><i>Foster children receiving subsidy assistance are included in CCDF totals. Based on services paid for participating children.</i></p> |  |   |   |   |                      |

**Table (A)(1)-6 : Current status of the State’s Early Learning and Development Standards**

*Please place an “X” in the boxes to indicate where the State’s Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness*

| Essential Domains of School Readiness   | Age Groups |          |              |
|---|------------|----------|--------------|
|   | Infants    | Toddlers | Preschoolers |
| Language and literacy development   | X          | X        | X            |
| Cognition and general knowledge (including early math and early scientific development) | X          | X        | X            |
| Approaches toward learning  | X          | X        | X            |
| Physical well-being and motor development   | X          | X        | X            |
| Social and emotional development  | X          | X        | X            |

**Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State**

*Please place an “X” in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.*

| Types of programs or systems                                      | Elements of a Comprehensive Assessment System |                       |                                   |   |       |
|---|---|-----------------------|-----------------------------------|---|-------|
|   | Screening Measures                            | Formative Assessments | Measures of Environmental Quality | Measures of the Quality of Adult-Child Interactions | Other |
| State-funded preschool<br><i>Specify: Georgia’s Pre-K Program</i> | X   | X                     | X                                 | X   |       |
| Early Head Start and Head Start <sup>15</sup>                     | X   | X                     | X                                 | X   |       |
| Programs funded under IDEA Part C                                 | X   | X                     |                                   | X   |       |

<sup>15</sup> Including Migrant and Tribal Head Start located in the State.

**Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State**

*Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.*

| Types of programs or systems  | Elements of a Comprehensive Assessment System |                       |                                   |   |       |
|---|---|-----------------------|-----------------------------------|---|-------|
|   | Screening Measures                            | Formative Assessments | Measures of Environmental Quality | Measures of the Quality of Adult-Child Interactions | Other |
| Programs funded under IDEA Part B, section 619                              |   | X                     |                                   |   |       |
| Programs funded under Title I of ESEA: Even Start Family Literacy Program   | X   | X                     |                                   |   |       |
| Programs receiving CCDF funds   |   |                       |                                   |   |       |
| Current Quality Rating and Improvement System requirements<br><i>Tier 1</i> | X   | X                     | X                                 | Starting in 2013                                    |       |
| Current Quality Rating and Improvement System requirements<br><i>Tier 2</i> | X   | X                     | X                                 | Starting in 2013                                    |       |
| Current Quality Rating and Improvement System requirements<br><i>Tier 3</i> | X   | X                     | X                                 | Starting in 2013                                    |       |
| State licensing requirements  |   |                       |                                   |   |       |

**Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State**

*Please place an “X” in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.*

| Types of programs or systems                              | Elements of a Comprehensive Assessment System |                       |                                   |   |       |
|---|---|-----------------------|-----------------------------------|---|-------|
|   | Screening Measures                            | Formative Assessments | Measures of Environmental Quality | Measures of the Quality of Adult-Child Interactions | Other |
| <b>Maternal, Infant and Early Childhood Home Visiting</b> | <b>X</b>                                      | <b>X</b>              | <b>X</b>                          | <b>X</b>  |       |
| <b>Children 1<sup>st</sup></b>                            | <b>X</b>                                      |                       |                                   |   |       |

*The Georgia Department of Education currently does not require a comprehensive assessment for IDEA-619. Almost half of school districts conduct comprehensive assessments on a voluntary basis.*

**Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State**

*Please place an “X” in the boxes to indicate where the elements of high-quality health promotion practices are currently required.*

| Types of Programs or Systems   | Elements of high-quality health promotion practices |   |   |                 |       |
|--|---|---|---|-----------------|-------|
|  | Health and safety requirements                      | Developmental, behavioral, and sensory screening, referral, and follow-up | Health promotion, including physical activity and healthy eating habits | Health literacy | Other |
| <b>State-funded preschool</b><br><i>Specify: Georgia’s Pre-K Program</i> | <b>X</b>  | <b>X</b>  | <b>X</b>  |                 |       |
| <b>Early Head Start and Head Start</b>                                   | <b>X</b>  | <b>X</b>  | <b>X</b>  | <b>X</b>        |       |



**Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State**

*Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.*

| Types of Programs or Systems   | Elements of high-quality health promotion practices |   |   |                 |       |
|--|---|---|---|-----------------|-------|
|  | Health and safety requirements                      | Developmental, behavioral, and sensory screening, referral, and follow-up | Health promotion, including physical activity and healthy eating habits | Health literacy | Other |
| Programs funded under IDEA Part C  | X   | X   | X   | X               |       |
| Programs funded under IDEA Part B, section 619   | X   | X   |   |                 |       |
| Programs funded under Title I of ESEA: Even Start Family Literacy Program                                  |   | X   |   |                 |       |
| Programs receiving CCDF funds  | X   |   |   |                 |       |
| Current Quality Rating and Improvement System requirements<br><i>Specify by tier (add rows if needed):</i> | X   | X   | X   | X               |       |
| State licensing requirements   | X   |   | X   |                 | X     |
| Maternal, Infant and Early Childhood   | X   | X   | X   | X               |       |

| <b>Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State</b>   |  |  |  |                        |              |
|--|--|--|--|------------------------|--------------|
| <i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>                |  |  |  |                        |              |
| <b>Types of Programs or Systems</b>  | <b>Elements of high-quality health promotion practices</b> |  |  |                        |              |
|  | <b>Health and safety requirements</b>                      | <b>Developmental, behavioral, and sensory screening, referral, and follow-up</b> | <b>Health promotion, including physical activity and healthy eating habits</b> | <b>Health literacy</b> | <b>Other</b> |
| <b>Home Visiting</b>   |  |  |  |                        |              |
| <b>Children 1<sup>st</sup> and Health Check</b>  |  | X  |  |                        |              |
| <i>Other state licensing requirements include immunizations and not allowing sick children to remain in program.</i>                                     |  |  |  |                        |              |
| <i>IDEA Part B requires EED (Eye, Ear, Dental) Certification. Immunization is not required until kindergarten; however many districts do request it.</i> |  |  |  |                        |              |

| <b>Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State</b>  |   |
|---|---|
| <i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i> |   |
| <b>Types of Programs or Systems</b>   | <b>Describe Family Engagement Strategies Required Today</b>   |
| <b>State-funded preschool</b><br><i>Specify: Georgia's Pre-K Program</i>  | <ul style="list-style-type: none"> <li>• Required parent conferences (twice/year for Work Sampling Online)</li> <li>• Transition to kindergarten activities (Georgia Department of Education's Parent Engagement Model)</li> <li>• Parents as Teachers</li> <li>• Strengthening Families</li> </ul> |
| <b>Early Head Start and Head Start</b>  | Early Head Start and Head Start follow the Federal Performance Standards and Regulations in Part 1304 as mandated by the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start regarding family engagement. Head                             |

**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

*Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*

| <b>Types of Programs or Systems</b>      | <b>Describe Family Engagement Strategies Required Today</b>  |
|--|--|
|  | <p>Start and Early Head Start offer parents opportunities and support for growth so that they can identify their own strengths, needs, and interests and find their own solutions. Parents are supported as they identify and meet their own goals, nurture the development of their children in the context of their family and culture, and advocate for communities that are supportive of children and families of all cultures. Building trusting and collaborative relationships between parents and staff allows them to share and learn from each other.</p> <p>Head Start and Early Head Start engage parents in family goal setting through the family partnership agreement process, access to resources and services, services to pregnant women, and parent involvement across all areas of Head Start, including child development, education, health, nutrition, mental health education, community advocacy, transition practices, and home visits. Staff conducts home visits and holds conferences regarding children’s development and screening results and fosters family literacy. Although not a requirement, Georgia Head Start and Early Head Start grantees are vested in utilizing <i>Strengthening Families</i>.</p> |
| <b>Programs funded under IDEA Part C</b> | <p>The high-quality family engagement strategy includes the following:</p> <ol style="list-style-type: none"> <li>1. Centralized family access to community resources statewide through a contract with Parent to Parent of Georgia.</li> <li>2. Ongoing support from the Service Coordinator who provides linkages to community supports, resources, and the coordination of services.</li> <li>3. State-supported, qualified Parent Educators for each district to assist families with resources and an option of support from a parent who has previously received Part C and B services.</li> <li>4. Parent to Parent of Georgia provides online parent education sessions on various topics to include the Deeming Waiver process, Typical/Atypical information, etc., to assist with parent educational topics.</li> <li>5. Each district has a Local Interagency Coordinating Council (LICC)</li> </ol>  |

**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

*Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*

| <b>Types of Programs or Systems</b>                   | <b>Describe Family Engagement Strategies Required Today</b>   |
|---|---|
|   | <p>in which community partners and families come together to discuss topics associated with children with special needs. Families are particularly encouraged to attend for support/networking, resources and speaking with families that have been through Babies Can't Wait and the local school system. A parent is strongly encouraged to co-chair this group to promote parent leadership development.</p>   |
| <b>Programs funded under IDEA Part B, section 619</b> | <p>Provision of Procedural Safeguards is required.</p>  |
| <b>Programs funded under Title I of ESEA</b>          | <p>Family engagement is required under federal law for local school districts that choose to use Title I funds under ESEA to support early care and learning students (through programs such as Pre-K, etc.). The Even Start Family Literacy Program uses the Strengthening Families model and Parents as Teachers and conducts monthly home visits. Parent-child interactive literacy activities and parent education are required weekly. Families are linked to community resources; transition activities are conducted for children moving from the child care setting to public school; parents participate in adult education.</p>   |
| <b>Programs receiving CCDF funds</b>                  | <p>It is the policy of the Childcare and Parent Services (CAPS) program to assist parents in locating resources to determine the most appropriate child care placements for their children. This includes but is not limited to consumer education regarding eligibility criteria for services, types of child care providers, free public resources, and notification of changes in family and child care provider eligibility.</p> <p>CAPS also uses social media and direct, two-way communication between parents and staff to provide educational information regarding the program through such means as community events, focus groups, public hearings, advisory council, newsletters, brochures, personal advocate and constituent services hotlines, and collaborations with statewide resource and referral agencies.</p> <p>The CAPS program provides access for parents and community residents via walk-in, phone, e-mail and web communications. Parents</p> |

**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

*Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*

| <b>Types of Programs or Systems</b>  | <b>Describe Family Engagement Strategies Required Today</b>   |
|--|---|
|  | can apply for the program through these methods as well as get information regarding service availability, access, and quality.   |
| <b>Current Quality Rating and Improvement System requirements</b><br><i>Tier 1</i> | <p><b>1.1</b> 50% of the staff have completed the Strengthening Families online training entitled “Overview of the 5 Protective Factors” at <a href="http://strengtheningfamilies.org">strengtheningfamilies.org</a></p> <p><b>1.2</b> 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><b>1.3</b> The program offers parent conferences at least once a year.</p> <p><b>1.4</b> Staff have received a minimum of two hours of training in cultural and linguistic competence.</p> <p><b>1.5</b> Program has policies and practices in place that encourage family involvement that reflect the traditions of children enrolled in the program.</p>     |
| <b>Current Quality Rating and Improvement System requirements</b><br><i>Tier 2</i> | <p><b>2.1</b> 75% of the staff have completed the Strengthening Families online training entitled “Overview of the 5 Protective Factors” at <a href="http://strengtheningfamilies.org">strengtheningfamilies.org</a></p> <p><b>2.2</b> 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><b>2.3</b> The program offers parent conferences at least twice a year.</p> <p><b>2.4</b> Staff have received a minimum of four hours of training in cultural and linguistic competence.</p> <p><b>2.5</b> Program has policies and practices in place that encourage family involvement that reflect the traditions of children enrolled in the program.</p> |

**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

*Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*

| <b>Types of Programs or Systems</b>  | <b>Describe Family Engagement Strategies Required Today</b>  |
|--|--|
| <p><b>Current Quality Rating and Improvement System requirements</b><br/><i>Tier 3</i></p> | <p><b>3.1</b> 100% of the staff have completed the Strengthening Families online training entitled “Overview of the 5 Protective Factors” at <a href="http://strengtheningfamilies.org">strengtheningfamilies.org</a></p> <p><b>3.2</b> 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><b>3.3</b> 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><b>3.4</b> Staff have received a minimum of six hours of training in cultural and linguistic competence.</p> <p><b>3.5</b> Program has policies and practices in place that encourage family involvement that reflect the traditions of children enrolled in the program.</p> |
| <p><b>State licensing requirements</b></p>   | <p><b>Operational Policies and Procedures.</b><br/>The center shall have written documentation signed by the parents in each child’s file that the director or designee has:</p> <ul style="list-style-type: none"> <li>(a) Provided to the parents a copy of the center’s policies and procedures required by this rule;</li> <li>(b) Advised the parents of the child's progress, issues relating to the child's care and individual practices concerning the child's special needs;</li> <li>(c) Encouraged parents’ participation in center activities.</li> </ul> <p>The custodial parent(s) of the child shall at any time the child is in attendance be permitted access to all child care areas of the center and shall make his or her presence known to center staff prior to removing the child from the center.</p>  |
| <p><b>Maternal, Infant and Early Childhood Home Visiting</b></p>                           | <p>Family Strategies for the Home Visiting program include: parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, links with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</p>  |

**Table (A)(1)-10a: Status of all early learning and development workforce credentials<sup>16</sup> currently available in the State, based on active registrants in the Georgia Professional Development Registry**

| List the early learning and development workforce credentials in the State   | If State has a workforce knowledge and competency framework, is the credential aligned to it? | Number and percentage of Early Childhood Educators who have the credential |     | Notes (if needed):   |
|--|---|--|-----|--|
|  |   | #  | %   |  |
| <b>Child Development Associate (CDA); PSC Paraprofessional Certification</b> | Yes   | 2,682  | 20% | Also includes post-secondary degrees awarded in non-ECE related courses.   |
| <b>Technical College Certificate of Credit</b>                               | Yes   | 355  | 3%  |  |
| <b>Technical College Diploma</b>   | Yes   | 327  | 2%  |  |
| <b>Associate's Degree</b>  | Yes   | 463  | 4%  |  |
| <b>Bachelor's Degree</b>   | Yes   | 584  | 4%  |  |
| <b>ECE Certified teacher</b>   | Yes   | 2,233  | 17% | Certified teachers hold a minimum of a bachelor's degree. Teachers who hold a higher degree and are certified are denoted at the higher degree career level (10-12). |
| <b>Master's Degree</b>   | Yes   | 1,228  | 9%  |  |
| <b>Specialist Degree</b>   | Yes   | 310  | 2%  |  |
| <b>PhD</b>   | Yes   | 43   | <1% |  |

*The statistics in this chart were derived from the Georgia Professional Development Registry (PDR), a Georgia Professional Standards Commission credentialing system available voluntarily to all early childhood educators (including family, group and child care learning center staff) in Georgia. Career Levels are assigned based on PSC verified credentials. These numbers only reflect active registrants in the system (a denominator of 13,367) and are not representative of the total population. Georgia realizes there is a lack of current data for the total population of early childhood educators. An alternative, estimated education/credential level for most of the early childhood educator workforce, based on representative samples, is included in Table (A)(1)-10b.*

*\*A report from the PDR is included below denoting the current status (used to populate the table above). The need for a central reporting system to pull all these reporting agencies into the PDR is evident.*

<sup>16</sup>Includes both credentials awarded and degrees attained.

## Georgia Professional Development Registry Current Registrant Status Summary

Current as of 9/28/2011 4:01:04 PM

| Career Level* |              |             | 0           | 1          | 2          | 3          | 4           | 5          | 6          | 7          | 8          | 9           | 10          | 11         | 12        |
|---------------|--------------|-------------|-------------|------------|------------|------------|-------------|------------|------------|------------|------------|-------------|-------------|------------|-----------|
| Status        | Total        | Unknown     |             |            |            |            |             |            |            |            |            |             |             |            |           |
| Active        | 13367        |             | 3986        | 917        | 149        | 90         | 2682        | 355        | 327        | 463        | 584        | 2233        | 1228        | 310        | 43        |
| Inactive      | 1291         | 1285        | 2           | 3          |            |            |             |            |            |            |            |             |             | 1          |           |
| Incomplete    | 2572         | 2572        |             |            |            |            |             |            |            |            |            |             |             |            |           |
| Pending       | 2022         | 1227        | 154         | 70         | 8          | 11         | 183         | 20         | 16         | 32         | 44         | 172         | 68          | 16         | 1         |
| <b>Total</b>  | <b>19252</b> | <b>5084</b> | <b>4142</b> | <b>990</b> | <b>157</b> | <b>101</b> | <b>2865</b> | <b>375</b> | <b>343</b> | <b>495</b> | <b>628</b> | <b>2405</b> | <b>1296</b> | <b>327</b> | <b>44</b> |

\*Career Level 0 = Inadequate documentation received by Professional Standards Commission to verify credentials or documentation received was did not support valid ECE credentials

Career Levels 1 -3 = training and experience levels only with no ECE credential.

Career Level 4 – Child Development Associate (CDA), non-ECE degree, Professional Standards Commission certified Paraprofessional.

Career Level 5 – Technical Certificate of Credit – ECE - teacher or administrator

Career Level 6 – Technical College Diploma – ECE – teacher or administrator

Career Level 7 – Associates Degree – ECE or related field

Career Level 8 – Bachelor’s Degree – ECE or related field (also includes P-12 certification through the Professional Standards Commission)

Career Level 9 – Georgia Professional Standards Commission Certified – ECE related field (Birth Through Five; ECE P-5; Special Education General Curriculum Consultative ECE P-5)

Career Level 10 – Master’s Degree – ECE or related field

Career Level 11 – Specialists Certificate – ECE or related field

Career Level 12 – PhD – ECE or related field



**Table (A)(1)-10b: Status of all early learning and development workforce credentials<sup>17</sup> currently available in the State**

| List the early learning and development workforce credentials in the State | If State has a workforce knowledge and competency framework, is the credential aligned to it?<br><br>(Yes/No/Not Available) | Number and percentage of Early Childhood Educators who have the credential |     | Notes (if needed)  |
|--|---|--|-----|--|
|  |   | #  | %   |  |
| <b>Child Development Associate (CDA)</b>                                   | Yes   | 319  | 9%  | Number of family child care providers only; not available for total population |
| <b>Technical College Certificate of Credit</b>                             | Yes   | 674  | 19% | Number of family child care providers only; not available for total population |
| <b>Technical College Diploma</b>   | Yes   | 177  | 5%  | Number of family child care providers only; not available for total population |
| <b>Associate's Degree</b>  | Yes   | 5,963  | 14% |  |
| <b>Bachelor's Degree</b>   | Yes   | 7,129  | 17% |  |
| <b>Master's Degree</b>   | Yes   | 3,207  | 8%  |  |

*Accurately capturing credential data for the entire workforce is a current challenge. This table is an estimated report of state credential levels. Whereas Table (A)(1)-10a reports participants in the Professional Development Registry, percentages in this table are an alternate estimate based on studies of child care quality in Georgia conducted by the FPG Child Development Institute (Maxwell, et al., 2009a; 2009c; 2010a). Demographic data from these studies are available for different categories of educators based on representative samples. (See supplementary tables (A)(1)-10c and (A)(1)-10d for specific categories.) The total number of educators is then projected based on the total number of licensed or registered centers and homes and Georgia's Pre-K programs.*

*FPG study findings for child care centers and Georgia's Pre-K were released in 2009. The study did not originally measure CDAs, Technical College Certificates of Credit, or Technical College Diplomas. This was corrected for the subsequent study of family child care quality, released in 2010.*

*Total number of early childhood educators (center directors, center lead and assistant teachers, Georgia's Pre-K lead and assistant teachers, family child care providers and assistants, group child care providers and assistants) is estimated at 42,237 (not including: early intervention specialists and early childhood special educators; home visitors; teachers in unlicensed Head Start and Early Head Start centers; family service staff; health coordinators). An earlier commissioned study of the economic impact of the child care industry in Georgia found a total of 61,203 employees in the child care industry, which includes support staff as well as educators (Child Policy Partnership, 2008).*

<sup>17</sup> Includes both credentials awarded and degrees attained.

**Table (A)(1)-10c: Education levels and credentials of Early Childhood Educators – Child Care Centers and Family Child Care**

|   | <b>Directors<br/>- Child<br/>Care<br/>Centers</b> | <b>Infant/<br/>Toddler<br/>Lead<br/>Teachers -<br/>Child<br/>Care<br/>Centers</b> | <b>Preschool<br/>Lead<br/>Teachers -<br/>Child<br/>Care<br/>Centers</b> | <b>Infant/<br/>Toddler<br/>Assistant<br/>Teachers -<br/>Child<br/>Care<br/>Centers</b> | <b>Preschool<br/>Assistant<br/>Teachers -<br/>Child<br/>Care<br/>Centers</b> | <b>Family<br/>Child<br/>Care<br/>Providers</b> |
|---|---|---|---|--|--|--|
| <b>Education Level</b>                                  |   |   |   |  |  |  |
| <b>Some High School</b>                                 | 0%  | 7%  | 2%  | 6%   | 3%   | 1%   |
| <b>High School or GED</b>                               | 5%  | 26%   | 20%   | 34%  | 21%  | 20%  |
| <b>Some College</b>                                     | 28%   | 44%   | 45%   | 40%  | 46%  | 48%  |
| <b>Associate's</b>                                      | 16%   | 14%   | 17%   | 8%   | 9%   | 20%  |
| <b>Bachelor's</b>                                       | 35%   | 7%  | 15%   | 8%   | 18%  | 10%  |
| <b>Master's or higher</b>                               | 16%   | 1%  | 2%  | 4%   | 3%   | 1%   |
| <b>Degrees and Majors of Providers</b>                  |   |   |   |  |  |  |
| <b>Associate's degree with major in early childhood</b> | 7%  | 7%  | 11%   | 6%   | 7%   | 7%   |
| <b>Bachelor's degree with major in early childhood</b>  | 11%   | 2%  | 4%  | 2%   | 4%   | 0%   |
| <b>Graduate degree with major in early childhood</b>    | 8%  | 1%  | 1%  | 2%   | 1%   | 0%   |
| <b>Other education major, any degree</b>                | 10%   | 2%  | 5%  | 2%   | 4%   | 1%   |
| <b>Other non-education major, any degree</b>            | 31%   | 10%   | 13%   | 8%   | 12%  | 27%  |

| <b>Table (A)(1)-10c: Education levels and credentials of Early Childhood Educators – Child Care Centers and Family Child Care</b> |                                       |  |   |   |  |                                    |
|---|---------------------------------------|--|---|---|--|------------------------------------|
|   | <b>Directors - Child Care Centers</b> | <b>Infant/Toddler Lead Teachers - Child Care Centers</b> | <b>Preschool Lead Teachers - Child Care Centers</b> | <b>Infant/Toddler Assistant Teachers - Child Care Centers</b> | <b>Preschool Assistant Teachers - Child Care Centers</b> | <b>Family Child Care Providers</b> |
| <b>No Associate's, Bachelor's or Graduate degree</b>  | 33%                                   | 77%  | 67%   | 81%   | 70%  | 69%                                |
| <b>CDA/TCC/Technical College Diploma</b>  |                                       |  |   |   |  |                                    |
| <b>Child Development Associate</b>  | not available                         |  |   |   |  | 9%                                 |
| <b>Technical Certificate of Credit in early childhood</b>   | not available                         |  |   |   |  | 19%                                |
| <b>Technical College Diploma in early childhood</b>   | not available                         |  |   |   |  | 5%                                 |
| <i>Child Care Center Data: Maxwell, et al., 2009a.<br/>Family Child Care Data: Maxwell, et al., 2010a.</i>                        |                                       |  |   |   |  |                                    |

| <b>Table (A)(1)-10d: Education levels and credentials of Early Childhood Educators – Georgia’s Pre-K Program</b> |   |  |   |   |  |  |
|--|---|--|---|---|--|--|
|  | <b>Directors - Georgia's Pre-K in Centers</b> | <b>Principals - Georgia's Pre-K in Schools</b> | <b>Lead Teachers - Georgia's Pre-K in Centers</b> | <b>Lead Teachers - Georgia's Pre-K in Schools</b> | <b>Assistant Teachers - Georgia's Pre-K in Centers</b> | <b>Assistant Teachers - Georgia's Pre-K in Schools</b> |
| <b>Education Level</b>   |   |  |   |   |  |  |
| <b>Some High School</b>  | 0%  | 0%   | 0%  | 0%  | 2%   | 0%   |
| <b>High School or GED</b>  | 9%  | 0%   | 4%  | 0%  | 23%  | 25%  |
| <b>Some College</b>  | 32%   | 0%   | 8%  | 0%  | 53%  | 31%  |
| <b>Associate's</b>   | 15%   | 0%   | 17%   | 3%  | 17%  | 28%  |
| <b>Bachelor's</b>  | 34%   | 2%   | 57%   | 44%   | 6%   | 13%  |
| <b>Master's or higher</b>  | 9%  | 98%  | 15%   | 52%   | 0%   | 2%   |
| <b>Degrees and Majors of Providers</b>   |   |  |   |   |  |  |
| <b>Associate’s degree with major in early childhood</b>  | 8%  | 0%   | 17%   | 3%  | 9%   | 16%  |
| <b>Bachelor’s degree with major in early childhood</b>   | 11%   | 0%   | 30%   | 36%   | 2%   | 2%   |
| <b>Graduate degree with major in early childhood</b>   | 6%  | 41%  | 8%  | 36%   | 0%   | 0%   |
| <b>Other education major, any degree</b>   | 2%  | 57%  | 17%   | 21%   | 2%   | 5%   |
| <b>Other non-education major, any degree</b>   | 32%   | 2%   | 17%   | 3%  | 9%   | 20%  |
| <b>No Associate’s, Bachelor’s or Graduate degree</b>   | 41%   | 0%   | 12%   | 0%  | 78%  | 56%  |
| <i>Georgia’s Pre-K Program Data: Maxwell, et al., 2009c.</i>   |   |  |   |   |  |  |

| <b>Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b> |  |  |
|--|--|--|
| <b>List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>                                | <b>Number of early learning credentials or degrees awarded from this entity in the previous year<sup>a</sup></b> | <b>Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?</b><br><br><i>(Yes/No/Not Available)</i> |
| <b>Council for Professional Recognition, Washington, DC</b>  | <b>737</b>   | <b>Yes</b>   |
| <b>Technical College System of Georgia:</b>  |  | <b>Yes</b>   |
| Associate's Degree   | 498  | Yes  |
| Technical College Diploma  | 722  | Yes  |
| Technical Certificate of Credit  | <u>1,332</u>   | Yes  |
| <b>Total</b>   | <b>2,552</b>   | <b>Yes</b>   |
| <b>University System of Georgia</b>  | <b>1,908</b>   | <b>Yes</b>   |
| <b>Private Institutions of Higher Education (Mercer University)</b>  | <b>311</b>   | <b>Yes</b>   |

| <b>Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment</b> |  |   |                                   |  |   |
|---|--|---|-----------------------------------|--|---|
| <b>State's Kindergarten Entry Assessment</b>  | <b>Essential Domains of School Readiness</b> |   |                                   |  |   |
|   | <b>Language and literacy</b>                 | <b>Cognition and general knowledge (including early mathematics and early scientific development)</b> | <b>Approaches toward learning</b> | <b>Physical well-being and motor development</b> | <b>Social and emotional development</b> |
| Domain covered? <i>(Y/N)</i>  | N  | N   | N                                 | N  | N                                       |
| Domain aligned to Early Learning and Development Standards? <i>(Y/N)</i>            | N  | N   | N                                 | N  | N                                       |
| Instrument(s) used? <i>(Specify)</i>  |  |   |                                   |  |   |
| Evidence of validity and reliability? <i>(Y/N)</i>                                  | N  | N   | N                                 | N  | N                                       |

| <b>Table (A)(1)-12: Current status of the State’s Kindergarten Entry Assessment</b>  |  |   |                                   |  |   |
|--|--|---|-----------------------------------|--|---|
| <b>State’s Kindergarten Entry Assessment</b>   | <b>Essential Domains of School Readiness</b> |   |                                   |  |   |
|  | <b>Language and literacy</b>                 | <b>Cognition and general knowledge (including early mathematics and early scientific development)</b> | <b>Approaches toward learning</b> | <b>Physical well-being and motor development</b> | <b>Social and emotional development</b> |
| Evidence of validity for English learners? (Y/N)   | N  | N   | N                                 | N  | N                                       |
| Evidence of validity for children with disabilities? (Y/N)   | N  | N   | N                                 | N  | N                                       |
| How broadly administered? (If not administered statewide, include date for reaching statewide administration)  | Statewide                                    | Statewide   | Statewide                         | Statewide  | Statewide                               |
| Results included in Statewide Longitudinal Data System? (Y/N)  | N  | N   | N                                 | N  | N                                       |
| <p><i>The Georgia Kindergarten Inventory of Developing Skills (GKIDS) is a year-long, performance-based assessment designed to provide information about the level of instructional support needed by individual students entering Kindergarten and first grade. GKIDS allows teachers to assess student performance during instruction, record student performance in an online database, and generate reports for instructional planning, progress reports, report cards, student support team, and/or parent conferences. The primary purpose of GKIDS is to provide ongoing diagnostic information about Kindergarten students’ developing skills in English Language Arts, Math, Science, Social Studies, Personal/Social Development, and Approaches to Learning.</i></p> <p><i>*While GKIDS is primarily aligned to the Kindergarten Georgia Performance Standards (GPS), vertical articulation between the GPS and the Early Learning and Development Standards was explicitly attended to. Members of DECAL staff served on the GKIDS development committee to ensure articulation.</i></p> |  |   |                                   |  |   |

**Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State**

| List each data system currently in use in the State that includes early learning and development data | Essential Data Elements  |  |                                |  |  |                                       |  |
|---|--|--|--------------------------------|--|--|---------------------------------------|--|
|   | <i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i> |  |                                |  |  |                                       |  |
|   | Unique child identifier  | Unique Early Childhood Educator identifier | Unique program site identifier | Child and family demographic information | Early Childhood Educator demographic information | Data on program structure and quality | Child-level program participation and attendance |
| <b>Georgia Department of Early Care and Learning</b>  | X  | X  | X                              |  | X  | X                                     |  |
| <b>IDEA Part C: Babies Information and Billing System (BIBS)</b>                                      | X  | X  | X                              | X  |  |                                       | X  |
| <b>Georgia Department of Education</b>  | X  |  |                                |  |  |                                       |  |
| <b>Georgia Department of Human Services</b>   |  |  | X                              | X  |  |                                       | X  |
| <b>Georgia Professional Standards Commission</b>  |  | X  |                                |  | X  |                                       |  |
| <b>Maternal, Infant and Early Childhood Home Visiting</b>   | X  |  | X                              | X  |  | X                                     | X  |

(A)(2) ARTICULATING GEORGIA’S RATIONALE FOR ITS EARLY LEARNING  
AND DEVELOPMENT REFORM AGENDA AND GOALS

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*(20 points)*

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State’s progress to date (as demonstrated in selection criterion (A)(1)), is most likely to result in improved school readiness for Children with High Needs, and includes--

(a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers;

(b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals; and

(c) A specific rationale that justifies the State’s choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

*In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State’s success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

Evidence for (A)(2)

- The State’s goals for improving program quality statewide over the period of this grant.
- The State’s goals for improving child outcomes statewide over the period of this grant.
- The State’s goals for closing the readiness gap between Children with High Needs and their peers at kindergarten entry.
- Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E).
- For each Focused Investment Area (C), (D), and (E), a description of the State’s rationale for choosing to address the selected criteria in that Focused Investment Area, including how the State’s choices build on its progress to date in each Focused Investment Area (as outlined in Tables (A)(1)6-13 and in the narrative under (A)(1)) and why these selected criteria will best achieve the State’s ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers.



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(A)(2)(A) AMBITIOUS YET ACHIEVABLE GOALS

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Georgia has been a national leader in pioneering innovative early learning and development programs. With funds allocated from the RTT-ELC, Georgia will continue to demonstrate a leadership role in aligning resources to create a system that prepares Georgia's youngest children and their families for 21<sup>st</sup> century challenges. Georgia has set an ambitious reform agenda to align, coordinate, and move the substantial *good* components of its early learning and development system into a *great* early learning and development system. The agenda builds upon the innovative foundation that Georgia has created over the past two decades. The Race to the Top-Early Learning Challenge affords Georgia the opportunity to transform the state's *good* early learning and development components into a *great* system that is intricately woven and coordinated to ensure that all of the state's Children with High Needs enter kindergarten sufficiently prepared and ready to excel.

Georgia has conceptualized two broad goals for the overall high quality state plan. These two goals demonstrate the state's commitment to preparing its youngest citizens for the demands and rigor of a 21st century education and workforce. These two goals will improve child outcomes (e.g school readiness) for Children with High Needs and will thereby reduce the achievement gap at Kindergarten Entry. Georgia will:

1. Substantially increase the number of Children with High Needs enrolled in high quality early learning and development programs; and
2. Effectively transform Georgia's *good* early learning and development components into a *great* statewide system that supports increased access to high quality programs and services for Children with High Needs.

To measure both goals, the data capabilities of the state will be expanded over the course of the grant. The first goal will be measured by **the number of Children with High Needs enrolled in a higher rated program**, the baseline for which will be collected during 2012. The second goal will be measured through a combination of the various evaluation activities proposed in RTT-ELC grant. Ultimately, this second goal will be measured by analyzing the impact on school readiness for Georgia's Children with High Needs.

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(A)(2)(B) SUMMARY OF HIGH QUALITY PLAN

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This section provides an overview of Georgia’s RTT-ELC proposal and is separated by each of the selection criteria. Each of the subsections begins by discussing the overall **strategy** that is associated with the respective selection criteria and the intent of that strategy. Second, each subsection provides an overview of the **past investments** that have influenced the development of the respective strategy. Third, the specific **projects and goals**, as well as **outcomes, impacts and alignment with RTT-ELC priorities** are described.

The following table summarizes Georgia’s responses to each of the selection criteria and details Georgia’s ambitious but achievable High Quality Plan. The table includes the Selection Criteria detailed in the grant, Georgia’s broad strategy for addressing each criteria, the specific projects developed to implement the strategy, the ambitious but achievable goals that will be used to gauge the success of the project, the outcome that Georgia’s early learning and development system will achieve by 2015, and the impacts that demonstrate that Georgia has met the overall RTT-ELC goals and has thereby impacted school readiness and reduced the achievement gap for Georgia’s Children with High Needs. Subsequent sections of the grant (A)-(3), B, C, D, and E) further explain each component of Georgia’s RTT-ELC High Quality Plan.

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TABLE 1: GEORGIA’S STRATEGY MAP

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| Selection Criteria   | Strategy   | Projects  | Goals  | Outcome (s)   | Impacts   |
|--|--|---|--|---|---|
| <p>Successful State Systems (System Outcomes)</p> <ol style="list-style-type: none"> <li>1. Demonstrate past commitment to early learning and development.</li> <li>2. Articulate the State’s rationale for its early learning and development reform agenda and goals.</li> <li>3. Align and coordinate early learning and development across the State.</li> <li>4. Develop a budget to implement and sustain the work of this grant.</li> </ol> | <p>Strategy One:<br/>Create an early learning and development (ELD) programmatic and governance structure to align, implement, evaluate, and sustain Georgia’s RTT-ELC projects.</p> | <p>Project 1<br/>Develop governance model including leadership roles, communication plans, and representation.</p> <p>Project 2<br/>Consolidate Georgia’s Child Care and Development Fund programs. As of July 2012, DECAL will administer all federal subsidy funds and quality dollars (Child Care and Development Fund/Child Care and Development Block Grant).</p> <p>Project 3<br/>Create and implement evaluation strategies that will measure the impact of the state’s RTT-ELC activities for Children with High Needs.</p> | <ol style="list-style-type: none"> <li>1. Create a fully operational governance structure by September 2012.</li> <li>2. Create fully operational action teams aligned with each section of the grant by January 2013.</li> <li>3. Include at least 10% parent representation for each action team.</li> <li>4. By 2015, 60% of all child care programs will be participating in at least one RTT-ELC project. (Utilizing the governance structure for recruitment).</li> <li>5. By 2014, ensure that at least 50% of children receiving child care subsidies are served in programs in a two tier or above program.</li> <li>6. Create system level evaluation measures by December 2012 with the system level evaluation being fully implemented by 2013.</li> </ol> | <p>An Interagency Early Learning and Development Governance System that Is effective, efficient, inclusive, representative, and reflective.</p> | <p>Increase in the number of Children with High Needs enrolled in high quality environments.</p> <p style="text-align: center;">↓</p> <p>Transformation into a <i>Great</i> Statewide ELD System</p> <p style="text-align: center;">↓</p> <p>Improved School Readiness</p> <p style="text-align: center;">↓</p> <p>Reduction in Achievement Gap</p> |

| Selection Criteria   | Strategy  | Projects  | Goals   | Outcome (s)  | Impacts   |
|--|---|---|---|--|---|
| <p>Highly Accountable Programs (Program Level Outcomes)</p> <ol style="list-style-type: none"> <li>1. Develop and adopt a statewide TQRIS.</li> <li>2. Promote participation in the TQRIS.</li> <li>3. Rate and monitor ELD programs.</li> <li>4. Promote access to high quality ELD programs for Children with High Needs.</li> </ol> | <p>Strategy Two:</p> <p>Increase the number of high quality ELD programs and improve access to these programs for Children with High Needs.</p> | <p>Project 4</p> <p>Fully implement a TQRIS with activities specifically designed to increase program quality, child outcomes, and access for Children with High Needs.</p> | <ol style="list-style-type: none"> <li>1. Build a bridge of manageable increments from licensing compliance (the minimum requirement to move into TQRIS) through the TQRIS levels.</li> <li>2. Increase quality in ELD settings by substantially increasing the number of programs participating in the TQRIS and the number of programs at higher levels. (see table (B) (2) (c) for details)</li> </ol> | <p>Increase in the Quality of ELD Programs Statewide.</p> <p>Increase in the access for Children with High Needs to high quality programs.</p> | <p>Increase in the number of Children with High Needs enrolled in high quality environments.</p> <p style="text-align: center;">↓</p> <p>Transformation into a <i>Great</i> Statewide ELD System</p> <p style="text-align: center;">↓</p> <p>Improved School Readiness</p> <p style="text-align: center;">↓</p> <p>Reduction in Achievement Gap</p> |

| Selection Criteria  | Strategy   | Projects   | Goals  | Outcome (s)  | Impacts   |
|---|--|--|--|--|---|
| <p>Promoting ELD Outcomes for Children (Child and Family Outcomes)</p> <ol style="list-style-type: none"> <li>1. Develop and use statewide, high-quality ELD Standards.</li> <li>2. Support effective uses of Comprehensive Assessment Systems.</li> <li>3. Identify and address the health, behavioral, and developmental needs of Children with High Needs to improve school readiness. <i>(Georgia did not specifically address this selection criterion. It is embedded in the other selections.)</i></li> <li>4. Engage and support families.</li> </ol> | <p>Strategy Three: Increase school readiness outcomes for Children with High Needs by focusing on ELD standards, comprehensive assessments, and family engagement.</p> | <p>Project 5<br/>Complete revision of Georgia Early Learning and Development Standards (GELDS) and implement a roll-out plan including professional development, curricular alignment, marketing, and resource development.</p> <p>Project 6<br/>Provide professional development on comprehensive assessment to a wide array of professionals and use assessment to guide expansion of projects focusing on Children with High Needs and their families.</p> <p>Project 7<br/>Expand family engagement activities statewide with an emphasis on supporting families served by home visitation programs, and children served in family, friend, and neighbor care.</p> | <ol style="list-style-type: none"> <li>1. Complete the revision of the GELDS by February 2012.</li> <li>2. Train at least 5000 ELD professionals on the GELDS by 2015.</li> <li>3. Train at least 5000 Early Learning and Development professionals on comprehensive assessment by 2015.</li> <li>4. Increase the number of Preschool PBIS demonstration sites to 12 by 2015.</li> <li>5. Increase the number of 360 Degrees of Family Engagement sites to 16 additional sites by 2015.</li> </ol> | <p>Improved Outcomes for Children with High Needs.</p> | <p>Increase in the number of Children with High Needs enrolled in high quality environments.</p> <p style="text-align: center;">↓</p> <p>Transformation into a <i>Great</i> Statewide ELD System</p> <p style="text-align: center;">↓</p> <p>Improved School Readiness</p> <p style="text-align: center;">↓</p> <p>Reduction in Achievement Gap</p> |

| Selection Criteria   | Strategy   | Projects   | Goals   | Outcome (s)  | Impacts   |
|--|--|--|---|--|---|
| <p>A Great Early Childhood Education Workforce (Workforce Outcomes)</p> <ol style="list-style-type: none"> <li>1. Develop a Workforce Knowledge and Competency Framework and a progression of credentials.</li> <li>2. Support Early Childhood Educators in improving their knowledge, skills, and abilities.</li> </ol> | <p>Strategy Four: Create a cadre of knowledgeable, credentialed early childhood educators through strengthening Georgia's workforce knowledge and competency framework, increasing access to high-quality professional development, and implementing policies and incentives to increase career development.</p> | <p>Project 8<br/>Review, revise, and align Georgia's workforce knowledge and competency frameworks (teacher, administrator, trainer, TA consultant) to the GELDS.</p> <p>Project 9<br/>Support early childhood educators in improving their knowledge, skills, and abilities by increasing access and quality of professional development through a Communities of Practice model.</p> | <ol style="list-style-type: none"> <li>1. Complete alignment of Workforce Knowledge and Competency Framework to the GELDS by January 2013.</li> <li>2. By 2015, fully implement the GA TRAINS system.</li> <li>3. By 2015, implement at least 12 Communities of Practice throughout the state.</li> </ol> | <p>Increase the knowledge, skills, and education of the ELD Workforce.</p> | <p>Increase in the number of Children with High Needs enrolled in high quality environments.</p> <p style="text-align: center;">↓</p> <p>Transformation into a <i>Great</i> Statewide ELD System</p> <p style="text-align: center;">↓</p> <p>Improved School Readiness</p> <p style="text-align: center;">↓</p> <p>Reduction in Achievement Gap</p> |

| Selection Criteria  | Strategy   | Projects   | Goals   | Outcome (s)  | Impacts   |
|---|--|--|---|--|---|
| <p>Measuring Outcomes and Progress</p> <ol style="list-style-type: none"> <li>Understand the status of children’s learning and development at kindergarten entry.</li> <li>Build or enhance an early learning data system to improve instruction, practices, services, and policies.</li> </ol> | <p>Strategy Five: Implement a statewide Kindergarten Entry Assessment within the first two months of the school year.</p> <p>Leverage current data system investments to expand the current system; facilitate better coordination between state agency systems; and to allow for additional data collection at the child/family, class, program, workforce, and system level.</p> | <p>Project 10: Design and implement a Kindergarten Entry Assessment.</p> <p>Project 11: Build and enhance Georgia’s early learning data systems to improve instruction, practices, services, and policies.</p> | <ol style="list-style-type: none"> <li>By 2014, create a Kindergarten Entry Assessment used to assess children statewide at the beginning of the Kindergarten year.</li> <li>By 2015, use Kindergarten Entry Assessment results to gauge effectiveness of the state’s ELD System.</li> <li>Obtain data identifying which children are participating in which programs across all state agencies.</li> <li>Increase use of Essential Data Elements among state agencies, ELD Programs, and stakeholders to provide timely, accurate, and relevant feedback for continuous quality improvement.</li> <li>At least 75% of all children participating in at least one of the following programs: Pre-K, Head Start, Subsidy, Babies Can’t Wait, Home Visiting, and Special Education Preschool will be included in a cross-agency data system by 2015.</li> </ol> | <p>Increased knowledge of Kindergarten readiness for Children with High Needs.</p> <p>Increase use of timely, accurate child-level, workforce, and program data to support policies that impact school readiness for Children with High Needs.</p> | <p>Increase in the number of Children with High Needs enrolled in high quality environments.</p> <p style="text-align: center;">↓</p> <p>Transformation into a <i>Great</i> Statewide ELD System</p> <p style="text-align: center;">↓</p> <p>Improved School Readiness</p> <p style="text-align: center;">↓</p> <p>Reduction in Achievement Gap</p> |

This chart illustrates how the projects identified in the High Quality Plans throughout this application relate to each other. It also illustrates in which section the projects will appear.

| Section A  | Section B  | Section C   | Section D  | Section E   |
|--|--|---|--|---|
| <p><b>Project 1</b><br/>Develop governance model including leadership roles, communication plans, and representation.</p> <p><b>Project 2</b><br/>Consolidate Georgia’s Child Care and Development Fund programs. As of July 2012, DECAL will administer all federal subsidy funds and quality dollars (Child Care and Development Fund/Child Care and Development Block Grant).</p> <p><b>Project 3</b><br/>Create and implement evaluation strategies that will measure the impact of the state’s RTT-ELC activities for Children with High Needs.</p> | <p><b>Project 4</b><br/>Fully implement a TQRIS with activities specifically designed to increase program quality, child outcomes, and access for Children with High Needs.</p> <p><i>Activity 1</i><br/>Measure the reliability and validity of the compliant/non-compliant determination for all licensed child care and registered family day care homes.</p> <p><i>Activity 2</i><br/>Provide focused technical assistance to move non-compliant programs to compliance and TQRIS application.</p> | <p><b>Project 5</b><br/>Complete revision of Georgia Early Learning and Development Standards (GELDS) and implement a roll-out plan including professional development, curricular alignment, marketing, and resource development.</p> <p><b>Project 6</b><br/>Provide professional development on comprehensive assessment to a wide array of professionals and use assessment to guide expansion of projects focusing on Children with High Needs and their families.</p> <p><b>Project 7</b><br/>Expand family engagement activities statewide with an emphasis on supporting families served by home visitation programs, and children served in family, friend, and neighbor care.</p> | <p><b>Project 8</b><br/>Review, revise, and align Georgia’s workforce knowledge and competency frameworks (teacher, administrator, trainer, TA consultant) to the GELDS.</p> <p><b>Project 9</b><br/>Support early childhood educators in improving their knowledge, skills, and abilities by increasing access and quality of professional development through a Communities of Practice model.</p> | <p><b>Project 10:</b><br/>Design and implement a Kindergarten Entry Assessment.</p> <p><b>Project 11:</b><br/>Build and enhance Georgia’s early learning data systems to improve instruction, practices, services, and policies.</p> <p><i>Activity 1</i><br/>Develop a cross agency child data system</p> <p><i>Activity 2</i><br/>Enhance the child data system to include online provider self- service</p> <p><i>Activity 3</i><br/>Enhance the TQRIS Data System</p> <p><i>Activity 4</i><br/>Develop a comprehensive registration system that links to all existing ELD teacher preparation systems and the current Professional Development Registry</p> |



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## A. SUCCESSFUL STATE SYSTEMS

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Georgia's approach to a successful state system ensures significant outcomes and impacts at the system level. This approach includes 1) implementing an effective governance structure with leadership from the private and public sectors, 2) aligning the state's Child Care and Development Fund (CCDF) and Child Care Development Block Grant funds under one administrative auspice; and 3) designing and implementing a rigorous evaluation system that effectively measures the overall impact of Georgia's Race to the Top-Early Learning Challenge on school readiness for Georgia's Children with High Needs while parsing out the outcomes of distinct RTT-ELC projects.

### STRATEGY

Since the success of achieving school readiness for all of the state's children, especially those considered high need, is contingent on strategic alignment and coordination of all early learning and development programs, Georgia has created a strategy implementing an ambitious, yet achievable governance, data, and evaluation structure. As shown in the Strategy Map (Table 1) above, this strategy states that Georgia will:

- Create an ELD programmatic and governance structure to align, implement, evaluate, and sustain Georgia's RTT-ELC projects.

The intent of this strategy is to implement alignment and oversight of the state's early learning and development that fosters: 1) broad-based alignment and support across the state and across agencies and programs; 2) innovative and challenging planning and development; 3) ownership of the state's early learning and development across all sectors of the system to sustain the system; and 4) rigorous and independent evaluations of the state's RTT-ELC grant that entails "asking the tough questions" and responding appropriately. These intents reflect an overall reform focus to create systemic changes that will create a *great* early learning and development system that ensures that Georgia's Children with High Needs enter Kindergarten ready to excel.

### PAST AND CURRENT INVESTMENTS

This strategy builds upon five pillars of Georgia's early learning and development system. First, Georgia is one of only three states with a distinct early education department (Bright from the Start: Georgia Department of Early Care and Learning, DECAL) legislatively

mandated to regulate, oversee, and coordinate the state's early education environments. This unique state educational department provides an ideal leadership structure for overseeing the projects proposed under RTT-ELC.

Second, all of Georgia's education department heads meet monthly as the Georgia Alliance of Education Agency Heads. This alliance, in place since 2006, provides a forum for consistent communication and alignment for all of Georgia's educational initiatives from birth through adult learning. Third, in addition to the governance provided through DECAL, Georgia has an active State Advisory Council. This council, mandated by the Head Start Reauthorization Act of 2007, includes business and philanthropic leaders, legislators, stakeholder groups, and agency leaders across many state programs. Currently, the State Advisory Council is working on a variety of projects, such as needs-assessment surveys and data coordination that projects in the Race to the Top-Early Learning Challenge grant will be able to build upon.

Fourth, in Georgia, the Governor's Office of Student Achievement (GOSA) is an independent accountability agency charged with conducting and reporting the results of research, analysis, and audits of the state's public education preschool through postsecondary programs. The agency's research initiatives and corresponding findings inform policy and legislative efforts and help ensure that education institutions are faithful to performance accountability requirements. GOSA is also responsible for the conducting the portion of the evaluation that will measure the impacts to the school readiness needs of Georgia's Children with High Needs.

Finally, in 2010, Georgia was one of 11 states and the District of Columbia to receive a Race to the Top grant. As a result of this funding, Georgia is in the process of building out a P-20 State Longitudinal Data System. This data system expansion will provide the state's early learning and development system an opportunity to link many early learning and development Programs to the state's P-20 system. This will facilitate Georgia being able to parse out the impacts of various early learning and development programs, such as Head Start and Subsidy, on the school readiness needs of Children with High Needs.

In summary, these five pillars provide a governance and data structure by which this strategy is supported. A distinct leadership agency is already established, and a data structure is in place. The State Advisory Council will serve as an advisory board which includes regional and programmatic diversity to promote sustainable changes at the state and local levels, including Georgia's rural counties. With these pillars, the strategy will be successful, and Georgia will be

able to show that RTT-ELC has generated the system level outcomes needed to impact school readiness for all Children with High Needs.

## PROJECTS AND GOALS

This strategy is made up of three projects and six goals that are connected to each project. The projects and goals reflect the achievable and ambitious agenda that Georgia’s successful state system will have achieved by 2015. The goals are listed in the sub-table below. These are reproduced directly from the Strategy Map (Table 1):

| <b>Projects:</b>  | <b>Goals Connected to the Project:</b>  |
|---|---|
| <p><b>Project One:</b><br/>Develop governance model including leadership roles, communication plans, and representation.</p>  | <ol style="list-style-type: none"> <li>1. Create a fully operational governance structure by September 2012.</li> <li>2. Create fully operational action teams aligned with each section of the grant by January 2013.</li> <li>3. Include at least 10% parent representation for each action team.</li> <li>4. By 2015, 60% of all child care programs will be participating in at least one RTT-ELC project. (Utilizing the governance structure for recruitment).</li> </ol> |
| <p><b>Project Two:</b><br/>Consolidate Georgia’s Child Care and Development Fund programs. As of July 2012, DECAL will administer all federal subsidy funds and quality dollars (Child Care and Development Fund/Child Care and Development Block Grant).</p> | <ol style="list-style-type: none"> <li>5. By 2014, ensure that at least 50% of children receiving child care subsidies are served in programs in a two tier or above program.</li> </ol>  |
| <p><b>Project Three</b><br/>Project 3<br/>Create and implement evaluation strategies that will measure the impact of the state’s RTT-ELC activities for Children with High Needs.</p>   | <ol style="list-style-type: none"> <li>6. Create system level evaluation measures by December 2012 with the system level evaluation being fully implemented by 2013.</li> </ol>   |

These projects and goals effectively address the specifics of how Georgia, from a system level perspective, will move the early learning and development system from *good* to *great*. The three projects build upon the status quo by better aligning governance (Project One) and services (Project Two) provided to Georgia’s Children with High Needs while undergoing a rigorous evaluation (Project Three) to determine the impact of the systemic changes afforded through the RTT-ELC. These projects will allow Georgia to best align and coordinate other statewide programs, individual providers, and the early learning and development workforce and classrooms that provide the most direct services. The subsequent goals provide measurements for the state to gauge progress throughout the four years of the grant and ensure that all components of the strategy are being addressed.

### **OUTCOME, IMPACT, AND ALIGNMENT WITH PRIORITIES**

As demonstrated by Georgia’s Strategy Map (Table 1), implementing the projects and achieving the stated goals will have the direct outcome of the “creation and management of an interagency Early Learning and Development System that is effective, efficient, inclusive, representative, and reflective.” Achieving the outcome contributes to meeting the goals of the state plan thus impacting school readiness of Children with High Needs and thereby reduce the achievement gap.

The projects, goals, outcomes, and impacts align perfectly with the state’s goal of improved school readiness for Children with High Needs. Governance (Project 1), alignment (Project 2), and evaluation (Project 3) will ensure that the state is able to comprehensively reflect that children’s school readiness needs are sufficiently being addressed. The governance project guarantees stakeholder representation and input to ensure that all Children with High Needs in Georgia are being served and will ensure the non-duplication of services resulting in more children being served in programs that best meet their needs. The alignment project moving the subsidy program to the DECAL, ensures that the state’s subsidy program is coordinated with the state’s quality projects and thus is better streamlined to implement a tiered reimbursement program that rewards quality improvement.

The evaluation project will gauge the impact of Race to the Top-Early Learning Challenge projects on the school readiness challenges of Children with High Needs. This will ensure that Georgia can continue to refine RTT-ELC projects to improve services to Children with High Needs. The project and goals also address the two competitive priorities. An explicit

goal of the governance structure is to ensure regional and programmatic representation not only in oversight but also in programmatic participation. This will increase participation and ensure statewide representation in all regions and for the state's rural population. The governance project will be co-chaired by a business community leader and will therefore guarantee private sector support while the evaluation project will, from a measurement perspective, connect to the state's longitudinal data system and allow leaders to measure the sustainability of program effects into early elementary grades.

## **B. HIGHLY ACCOUNTABLE PROGRAMS**

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While Georgia is addressing Selection Criteria A with a system level approach, the state is approaching Selection Criteria B with a focus on program level outcomes. This approach encompasses the implementation of Georgia's Tiered Quality Rating and Improvement System (TQRIS). The implementation of Georgia's TQRIS has been designed with specific activities that encourage statewide participation for programs that serve Children with High Needs, reward programs for continual quality improvement, support parents in choosing quality, incorporate appropriate school readiness measures, and encompass appropriate evaluation activities to validate the TQRIS levels and overall impact. Since the success of achieving school readiness for Children with High Needs is contingent on developing opportunities for children to participate in high quality learning environments, the strategy, projects, and goals associated with Selection B criteria highlight the work that Georgia is doing and will do to improve quality statewide.

### **STRATEGY**

As the Strategy Map (Table 1) shows, Georgia's strategy for impacting quality statewide aims at increasing both participation and access. Specifically, the strategy states that Georgia will:

- Increase the number of high quality ELD programs and improve access to these programs for the Children with High Needs.

The intent of this strategy is to build upon the foundation provided through the development of many *good* programs and initiatives by channeling these into the state's Tiered Quality Rating and Improvement System and create an approach that: 1) recognizes quality and quality improvement at all levels; 2) encourages participation from all of the state's licensed child care learning centers, family day care homes, and publicly funded child care programs; 3) provides

appropriate incentives to encourage programs to continue on their specific “quality” path; 4) incorporates family and health services from a variety of arenas; 5) builds on the quality improvements used in the state’s Pre-K program and expands the system to include and meet the need of Pre-K providers in local school settings; and 6) collects data that can help the state continually measure quality progress across the state. These intents reflect an overall ambitious and achievable reform that will have the ultimate impact of improving quality in the early learning and development programs across the state of Georgia thereby increasing access to high quality programs for Children with High Needs.

## **PAST AND CURRENT INVESTMENTS**

Georgia has been researching and developing a Tiered Quality Rating and Improvement System (TQRIS) for several years. It is currently an explicit intention of Governor Nathan Deal that Georgia implement a TQRIS to help the state channel resources and provide parents with specific information to help them choose the best environment for their child. As will be discussed in Section B, Georgia convened a group of stakeholders to create Georgia’s quality standards. After completion, the state commissioned a study by FPG Child Development Institute at UNC-Chapel Hill to: 1) crosswalk the standards with key assessments and assessment systems; 2) complete a statewide study of quality to provide Georgia with a quality baseline to help measure subsequent improvements; and 3) develop levels of quality based on this research. The crosswalk was completed in 2008 (Maxwell, Kraus, & Bryant, 2008). The first stage of the quality study, measuring quality in child care centers and Georgia’s Pre-K Program, was completed in 2009 (Maxwell, et al., 2009a; 2009c; 2010a) while the second stage, measuring quality in family day care homes, was completed in 2010 (Maxwell, et al., 2010a). The developed levels of quality were completed in 2010 and are currently being implemented. The result of these stages is that Georgia has a Tiered Quality Rating and Improvement System that is research based, including research specific to Georgia, and is cross-walked with other key assessment systems. As Georgia moves forward in the plans for statewide implementation of the TQRIS, these past investments will help ensure that the system will assuredly increase quality and increase access to high quality programs for Children with High Needs.

## PROJECTS AND GOALS

The strategy for addressing statewide quality improvement will be carried out through a single, large project, with two specific goals listed in the sub-table below. These are reproduced directly from the Strategy Map (Table 1):

| <b>Projects:</b>  | <b>Goals Connected to the Project:</b>  |
|---|---|
| <b>Project Four:</b><br>Fully Implement a TQRIS with activities specifically designed to increase program quality, child outcomes, and access for Children with High Needs. | <ol style="list-style-type: none"><li data-bbox="1022 705 1919 896">1. Build a bridge of manageable increments from licensing compliance (the minimum requirement to move into TQRIS) through the TQRIS levels.</li><li data-bbox="1022 905 1919 1145">2. Increase quality in ELD settings by substantially increasing the number of programs participating in the TQRIS and the number of programs at higher levels. (see table (B) (2) (c) for details)</li></ol> |

This project and connected goals effectively address the specifics of how Georgia will improve quality and increase access for the state’s children with high needs. This project fosters an environment that will improve program quality statewide. The timeline for this project and specific activities associated with Georgia’s TQRIS implementation will be detailed in Section B.

## OUTCOME, IMPACT, AND ALIGNMENT WITH PRIORITIES

As demonstrated by Georgia’s Strategy Map (Table 1), implementing the project and achieving the stated goals will have the direct outcome of an “Increase in the quality of Early Learning and Development Programs Statewide” with a subsequent “Increase in the access for Children with High Needs to high quality programs.” The impacts will contribute to Georgia’s high quality state plan goals and will subsequently impact school readiness and align the state’s early learning and development components into a *great* system.

By implementing a TQRIS with a variety of high quality activities, Georgia is addressing the need to increase the number of high quality programs serving populations of Children with High Needs. By creating a system with sufficient political support, appropriate incentives, and ambitious but achievable goals, the state is fostering widespread participation. This aspect not only addresses the absolute priority but the competitive priority as well. The project and goals

also address the two competitive priorities. An explicit goal of the governance structure is to ensure regional and programmatic representation not only in oversight but also in programmatic participation. The data system, utilizing key components of the assessment system used in Georgia's Pre-K and proposed in Section E will help state, local, and programmatic leaders gauge school readiness for Children with High Needs. The data project and the governance project that includes private participation meet the stated criteria of this invitational priority.

### **C. PROMOTING EARLY LEARNING AND DEVELOPMENT OUTCOMES FOR CHILDREN**

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Whereas “Successful State Systems” focuses on system level outcomes and “Highly Accountable Programs” focuses on program level outcomes, this section specifically addresses how the RTT-ELC projects can impact child and family outcomes. Research is conclusive that a multi-faceted and whole-child approach to children's learning and development is needed to successfully impact child and family outcomes. Therefore, Georgia is approaching this section by proposing a broad strategy that addresses necessary child and family outcomes through three distinct projects. The proposed projects in this section build upon the work currently being done around standards, assessments, and family engagement. Only by focusing on statewide, scaleable approaches to standards, assessment, and family engagement can a *great* early learning and development system adequately and appropriately impact child and family outcomes.

#### **STRATEGY**

Georgia's strategy for impacting child and family outcomes incorporates a developmentally and culturally appropriate focus to build a comprehensive assessment system. This strategy states that Georgia will:

- Increase school readiness outcomes for Children with High Needs by focusing on ELD standards, comprehensive assessments, and family engagement.

The overall intent of this strategy is to significantly impact outcomes for children and families with high needs with a successful approach that ensures alignment between a child's education, health, and development, and family.

#### **PAST AND CURRENT INVESTMENTS**

Georgia recently completed a study, contracted with Sharon Lynn Kagan and Catherine Scott Little, to review the alignment of Georgia's early learning and development standards,



including the Georgia's Pre-K standards, with Head Start, Common Core, and the Pre-K assessment system. Based on those results, Georgia is currently in the process of revising and implementing new birth to five standards.

Georgia's Pre-K Program approaches assessment comprehensively. First, all children in the program are required to have eye, ear, and dental screenings, and programs are required to issue appropriate referrals. Second, Georgia's Pre-K requires all teachers to utilize the Work Sampling Systems as the formative assessment. This assessment system, in place in Georgia's Pre-K since 2005, allows teachers to assess children in a natural, developmentally appropriate setting. All children in Georgia's Pre-K are assessed, and the assessment data is passed on to the kindergarten teacher. Third, Georgia's Pre-K collects data on the classroom environment. Currently this data is self-reported, however, Georgia's Pre-K programs will undergo (with the TQRIS), over a multi-year time span, an observation utilizing the Early Childhood Environment Rating Scale-Revised. Finally, Georgia's Pre-K Program has adopted the Classroom Assessment Scoring System (CLASS) statewide. All Georgia's Pre-K consultants are reliable in using the CLASS and last year over 92% of Pre-K classrooms (n=3,800) received a CLASS observation and data report. Currently, the CLASS is being used in Georgia's K-12 Race to the Top project.

In addition to the Georgia's Pre-K assessment work and the work being undertaken with standards, Georgia has multiple projects aimed at addressing the physical, behavioral and developmental needs of Children with High Needs. For example, Children 1<sup>st</sup> serves as the single point of entry to comprehensive screening, referral, and follow up.

Finally, family engagement strategies are embedded in many of Georgia's projects. The Georgia Department of Education and DECAL have worked closely to integrate family engagement standards and have cross-walked the National PTA Standards for Family-School Partnerships and the Strengthening Families protective factors and adopted those as the state's Family Engagement Standards. Strengthening Families Georgia has worked with state agencies to align departmental priorities to promote optimal child development. Training on Strengthening Families protective factors has been promoted to early learning and development providers.

## **PROJECTS AND GOALS**

The strategy for promoting child and family outcomes includes three projects and five goals. The projects specify how Georgia will impact children and families with high needs by

focusing on varying facets of children’s development. The projects and goals are listed in the sub-table below. These are reproduced directly from the Strategy Map (Table 1):

| <b>Projects:</b>  | <b>Goals Connected to the Project:</b>  |
|---|---|
| <p><b>Project 5</b><br/>Complete revision of Georgia Early Learning and Development Standards (GELDS) and implement a roll-out plan including professional development, curricular alignment, marketing, and resource development</p> | <ol style="list-style-type: none"> <li>1. Complete the revision of the GELDS by February 2012.</li> <li>2. Train at least 5,000 ELD professionals on the GELDS by 2015.</li> </ol>                                    |
| <p><b>Project 6</b><br/>Provide professional development on comprehensive assessment to a wide array of professionals and use assessment to guide expansion of projects focusing on Children with High Needs and their families.</p>  | <ol style="list-style-type: none"> <li>3. Train at least 5,000 ELD professionals on comprehensive assessment by 2015.</li> <li>4. Increase the number of Preschool PBIS demonstration sites to 12 by 2015.</li> </ol> |
| <p><b>Project 7</b><br/>Expand family engagement activities statewide with an emphasis on supporting families served by home visitation programs and children served in family, friend, and neighbor care.</p>                        | <ol style="list-style-type: none"> <li>5. Increase the number of 360 Degrees of Family Engagement sites to 16 additional sites by 2015.</li> </ol>  |

These project and connected goals effectively address the specifics of the multi-faceted approach that Georgia will use to impact child and family outcomes. These projects effectively implement a systemic approach to the individual child. The timeline for this project and specific activities associated with Georgia’s GELDS implementation will be detailed in Section C.

### **OUTCOME, IMPACT, AND ALIGNMENT WITH PRIORITIES**

As demonstrated by Georgia’s Strategy Map (Table 1), implementing the projects and achieving the stated goals will have the direct outcome of “Improved Outcomes for Children

with High Needs.” The impacts will contribute to Georgia’s high quality state plan goals and will subsequently impact school readiness and align the state’s early learning and development components into a *great* system.

Implementing a multi-faceted approach to ensure that children receive appropriate and individualized services aligns perfectly with the RTT-ELC priority of improved school readiness for Children with High Needs. The projects associated with this selection criterion address the competitive priorities as well.

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## **D. A GREAT EARLY CHILDHOOD WORKFORCE**

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Georgia is approaching Section D with a focus on workforce and professional development outcomes.

### **STRATEGY**

As shown in the Strategy Map (Table 1) above, this strategy states that Georgia will:

- Create a cadre of knowledgeable, credentialed early childhood educators through strengthening Georgia’s workforce knowledge and competency framework, increasing access to high-quality professional development, and implementing policies and incentives to increase career development.

To meet the school readiness challenges of Georgia’s Children with High Needs, Georgia is proposing an aggressive strategy to align the workforce competencies to the state’s early learning and development and program standards and implement an Early Learning and Development Communities of Practice Project. This approach will impact all types of the state’s early learning and development programs, such as child care centers, family day care homes, Pre-K programs, family, friend, and neighbor care and home visiting projects that serve the state’s Children with High Needs. Furthermore this approach will build upon Georgia’s foundation of a *good* workforce translating to a *great* system.

### **PAST AND CURRENT INVESTMENTS**

Initial credentials for the Georgia’s Pre-K program were minimal, simply mirroring Georgia’s licensing standards. However, early in the program’s history, state Pre-K leaders realized that more knowledge of child development and appropriate instruction was necessary.

Throughout the program, the minimum credential level has been increased culminating in the policy, implemented in 2009, requiring a minimum requirement of a four-year degree in Early Childhood. Furthermore, Pre-K assistant teachers did not have minimum credential requirements until 2007 when they were required to hold a Child Development Associate (CDA) credential. As of school year 2012, 85% of the assistant teachers hold a CDA or higher credential and 99% of the lead teachers meet the bachelor degree or Montessori diploma requirement.

Supporting teachers in understanding the developmental, emotional, and social needs of children is essential in ensuring quality child care settings. Through lessons learned with Georgia's Pre-K, Georgia recognizes and continues to implement policies supporting the vast research that demonstrates that a qualified, credentialed, knowledgeable workforce results in quality programs and outcomes for children. Since 2009, new family child care providers have been required to hold a CDA or higher, and effective December 2012, all lead teachers and directors in all child care settings will be required to hold a minimum of a CDA. This is a bold step to support teachers in the development of their skills and knowledge as they move towards providing higher quality settings and care to children. This minimal credential requirement will provide a solid foundation of child development knowledge upon which the early childhood professional can grow.

As early childhood professionals were asked to raise their credentials and learn new skills to provide quality programs, it became evident that the workforce was not aware of the opportunities available or the system of articulation in place. The Professional Development Registry (PDR) was put in place to assist the early childhood professional in his/her pursuit of a higher credential. It identifies where the professional is in her or his career development and what steps are needed for her to reach the level she desires. Each career level is defined with a higher educational accomplishment. Professional development credentials are ensured to be competency aligned with NAEYC, Head Start standards, Pre-K standards, and early childhood standards.

## PROJECTS AND GOALS

| Projects:   | Goals Connected to the Project:  |
|---|--|
| <p><b>Project 8</b><br/>Review, revise, and align Georgia’s workforce knowledge and competency frameworks (teacher, administrator, trainer, TA consultant) to the GELDS.</p>  | <ol style="list-style-type: none"> <li>1. Complete alignment of Workforce Knowledge and Competency Framework to the GELDS by January 2013.</li> <li>2. By 2015, fully implement the GA TRAINS system.</li> </ol> |
| <p><b>Project 9</b><br/>Support early childhood educators in improving their knowledge, skills, and abilities by increasing access and quality of professional development through a Communities of Practice model.</p> | <ol style="list-style-type: none"> <li>3. By 2015, implement at least 12 Communities of Practice throughout the state.</li> </ol>  |

### OUTCOME, IMPACTS AND ALIGNMENT WITH THE PRIORITIES

The alignment of the Workforce Knowledge and Competency Framework with the GELDS will be used help early childhood educators increase their knowledge and skills regarding child development and what is appropriate to expect from young children. This alignment will also inform state policy as to the training needs of the state’s workforce. The GA TRAINS system will align data for the state’s cadre of trainers and the state’s cadre of early childhood educators. This will provide the state with key information about the state’s training needs. The Communities of Practice project will provide early childhood educators with local resources to improve their knowledge and competencies.

By improving the knowledge and competencies of the state’s early childhood educators the achievement gap will be reduced. These projects address the grant’s absolute priority by impacting what teachers teach and how they are trained and improves their access to local resources. Thus, for educators working with Children with High Needs this will increase their quality of instruction and impact school readiness for the children in their classes.

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## **E. MEASURING OUTCOMES AND PROGRESS**

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Collecting, organizing, understanding, and reflecting on evidence of child outcomes and project impacts is essential to the fulfillment of Georgia's high quality plan. Section E is organized into two key projects. The first looks at child outcomes specifically as they relate to kindergarten readiness. The second focuses on a cross-agency child data system that measures program participation across agencies for children and families and increases collection of Essential Data Elements.

### **STRATEGY**

Two strategies support this strong evaluation foundation:

- Implement a statewide Kindergarten Entry Assessment within the first two months of the school year.
- Leverage current data system investments to expand the current system, to facilitate better coordination between state agency systems, and to allow for additional data collection at the child/family, class, program, workforce, and system level.

### **PAST INVESTMENTS**

The assessment and evaluation of Kindergarten students in Georgia has been a long-term and evolving process as state standards have changed over time. Georgia's effort, to date, has had multiple iterations: the Georgia Kindergarten Assessment Program (GKAP), Georgia Kindergarten Assessment Program – Revised (GKAP-R) and now the Georgia Kindergarten Inventory of Developing Skills (GKIDS). The development of the current GKIDS began in December 2006 with a focused advisory group of Georgia's Pre-K, Head Start, Kindergarten and first grade educators from all geographic areas of the state. The main purposes of the developmentally and culturally appropriate GKIDS were to provide teachers with ongoing diagnostic information about Kindergarten students' developing skills in language arts, math, science, social studies, social/emotional development, and approaches to learning and to provide a summary of individual student performance at the end of the Kindergarten school year as an indicator of first grade readiness.

GKIDS serves a formative and summative role in assessing Kindergarten students. Seven areas or domains of learning are assessed as part of GKIDS: 1) English Language Arts, 2) Mathematics, 3) Social Studies, 4) Science, 5) Approaches to Learning, 6) Personal and Social Development, and 7) Motor Skills. A web-based electronic data collection system was developed

for GKIDS to capture teacher recorded information throughout the school year. There is a single end of year reporting deadline. However, systems, schools and teachers are able to generate reports at any time throughout the school year.

By virtue of being one of only three states to have consolidated its early care and learning functions into one agency, much work has been done to integrate data among early care and learning programs. Currently, DECAL houses data systems that support child care licensing, Georgia’s Pre-K Program, federal nutrition programs, and early learning professional development. DECAL hosts a public website with thousands of pages of relevant content including licensing inspection reports. As a result of the Georgia Department of Education (GaDOE) being awarded a State Longitudinal Data System (SLDS) grant from the U.S. Department of Education, Georgia was able to develop and build a longitudinal data system that enables users to view K-12 historical data reported by Georgia school districts.

The K-12 GaDOE State Longitudinal Data System provides an ideal infrastructure to incorporate data collected through Georgia’s Pre-K Program and provide it to kindergarten teachers. In addition to the K-12 GaDOE State Longitudinal Data System, Georgia is in the process of building out a P-20 State Longitudinal Data System. This work, which is well underway, stems from the first Race to the Top funding that Georgia received in 2010. All early child data captured and passed on to the K-12 GaDOE State Longitudinal Data System is positioned to be included in the P-20 State Longitudinal Data System that is under development. The early child data to be passed to the P-20 SLDS will go under a strict governance process for inclusion in the SLDS.

In addition to the work going on to create a P-20 State Longitudinal Data System, Georgia was also awarded a grant in 2010 to create the Georgia State Advisory Council on Early Childhood Education and Care. One of the goals of Georgia’s council is to design a unified child data system. Although the design work for this unified child data system is not scheduled to be completed until December 2011, much of the work has been completed and guides the work detailed in this grant application.

## **PROJECTS AND GOALS**

| <b>Projects:</b>                            | <b>Goals Connected to the Project:</b>  |
|---|---|
| <b>Project 10</b><br>Design and implement a | 1. By 2014, create a Kindergarten Entry Assessment used to assess children statewide at the beginning of the Kindergarten year. |

|   |  |
|---|--|
| Kindergarten Entry Assessment.  | 2. By 2015, use Kindergarten Entry Assessment results to gauge effectiveness of the state’s ELD System   |
| <b>Project 11</b><br>Build and enhance Georgia’s early learning data systems to improve instruction, practices, services, and policies. | 3. Obtain data identifying which children are participating in which programs across all state agencies.<br><br>4. Increase use of Essential Data Elements among state agencies, ELD, and stakeholders to provide timely, accurate, and relevant feedback for continuous quality improvement.<br><br>5. At least 75% of all children participating in at least one of the following programs: Pre-K, Head Start, Subsidy, Babies Can’t Wait, Home Visiting, and Special Education Preschool will be included in a cross-agency data system by 2015 |

## **OUTCOME, IMPACTS AND ALIGNMENT WITH THE PRIORITIES**

Georgia’s Kindergarten Entry Assessment will be used to inform instruction and provide state, local, and programmatic leaders vital information regarding children’s readiness. These readiness measures will inform state policy on how to best meet the needs of Children with High Needs and thereby reduce the achievement gap. It will also provide the Georgia Department of Education with vital information needed to individualize instruction for children and strategize professional development for teachers of all Georgia’s Kindergarteners. It will provide DECAL with key program level information about the effectiveness and impact of the state’s early learning and development programs. The Kindergarten Entry Assessment is the key component in the state’s overall RTT-ELC evaluation and will provide state education leaders the aggregate measure needed to understand the Kindergarten readiness status of Children with High Needs.

Georgia’s data system investments will facilitate better coordination of the Essential Data Elements between state agencies and to allow additional data collection at the child/family, class, program, workforce, and system level. The Cross Agency Child Data System will be a repository that houses a child’s unique identifier and the programs in which the child participates. For the first time, Georgia will get a clear picture of all the state programs in which a child is participating.

The projects associated with Section E overtly and completely address Priority 1, the Absolute Priority of promoting school readiness, and Competitive Priority 3, understanding the status of children’s learning and development at Kindergarten entry.



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(A)(2)(c) RATIONALE THAT JUSTIFIES STATES CHOICE TO ADDRESS SELECTED CRITERIA

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Georgia will address selected criteria C1, C2, and C4, D1 and D2, and E1 and E2. These criteria were selected because they build upon Georgia's strong and successful early learning and development foundation and many of the state's current initiatives and programs.

With funds from the RTT-ELC, Georgia will create a more unified, coordinated approach to support children and families with high needs and to increase access to high quality programs thereby promoting school readiness. The selection criteria that Georgia will address accomplish this by taking a multi-faceted approach to understanding and improving school readiness for Children with High Needs. Building upon the state's current systems, Georgia can utilize research-based information to create a sustainable early learning and development program that will be a model for other states committed to the potential of their youngest citizens.

**Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C):**

*Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address*

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.

**Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D):**

*Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address*

- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

**Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E):**

*Please check the box to indicate which selection criterion or criteria in Focused Investment Area (E) the State is choosing to address*

- (E)(1) Understanding the status of children’s learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

Georgia is addressing Selection Criteria C1, C2 and C4. Section C builds upon and leverages work currently underway especially for Children with High Needs. Early Learning and Development Standards are foundational to ensure that what children are being taught in high quality early learning and development programs is appropriate for their age and links to the state’s K-12 system. It is also important for professionals and parents to know what is appropriate for young children. Therefore, Georgia has greatly emphasized standards alignment. This emphasis includes a high quality research study to guarantee both vertical and horizontal alignment of the standards as well as alignment with the Head Start Child Outcomes Framework and key assessment tools. The RTT-ELC grant comes at an opportune time as the standards study was completed in June 2011. Georgia will use the research study as a foundation to use the standards study to create professional development that directly impacts children’s outcomes. In addition to the work on standards, Georgia’s Pre-K Program has created a comprehensive assessment system that RTT-ELC will build upon to impact the quality of many of the state’s other learning environments. Since the developmental health needs of the state’s Children with High Needs populations are addressed in the standards and the assessment system, Georgia is not responding to C3. C1 and C2 strongly address health and developmental outcomes and will have a greater impact on the state’s Children with High Needs if they are addressed in standards and assessment rather than as a stand-alone project or initiative. C4, family engagement, is selected so that Georgia can expand family engagement activities statewide. This is especially important because this is the project that specifically emphasizes families served by home visitation programs and children served in family, friend, and neighbor care.

Section D addresses workforce outcomes. Over the past three years, Georgia has continually expanded and built an early learning and development support system. This system is enhancing the knowledge, skills, and abilities of the state's early learning and development workforce. Supports to help early learning and development teachers obtain additional education

and training are offered to help these educators meet increasingly higher standards in the TQRIS. Section D1 builds upon Georgia's Professional Development Registry and the efforts to document and raise the credential level of the workforce. Section D2 focuses on the additional QUALITY training and education that Georgia offers to the state's early learning and development professionals. Georgia is addressing both D1 and D2 since the state has a solid foundation upon which to expand the competency framework and continue to offer high quality training. Both are also being addressed because the state's early learning and development leaders recognize impacts related to both workforce competencies and workforce training and educational opportunities are paramount in regard to quality instruction and child outcomes.

Section E is about measurement. Because Georgia has a foundation that includes the necessary materials to create a valid and reliable Kindergarten Entry Assessment and expand the current data system to measure participation in many of the state's early learning and development programs, Georgia is writing to both selection criteria. To best understand the impact of the early learning and development system on children's outcomes, Georgia needs a good data system that cannot only track rated programs within the TQRIS system but also track Children with High Needs enrolled in rated programs. Such a system coupled with a kindergarten assessment requirement will allow Georgia to measure Kindergarten readiness and the factors that contribute to readiness. E1 addresses Kindergarten readiness and E2 addresses data. As will be shown in the upcoming narrative, Georgia will be able to retool its current first grade readiness measure to create a Kindergarten Entry Assessment. This assessment, using a format familiar to Kindergarten teachers, will be aligned with the new Common Core standards and will provide teachers and other educational leaders with the knowledge that will help best understand children's development within the first two months of entering Kindergarten. Second, Georgia has a data system that is currently being expanded to include Georgia's Pre-K. With funds from the RTT-ELC, Georgia will be able to expand this data system to include other programs. This will help the state understand what programs best prepare children for Kindergarten and beyond.

(A)(3) ALIGNING AND COORDINATING EARLY LEARNING AND  
DEVELOPMENT ACROSS THE STATE

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*(10 points)*

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders by--

(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability and describing--

(1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children's cabinets, councils, and commissions, if any already exist and are effective;

(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council, each Participating State Agency, the State's Interagency Coordinating Council for part C of IDEA, and other partners, if any;

(3) The method and process for making different types of decisions (*e.g.*, policy, operational) and resolving disputes; and

(4) The plan for when and how the State will involve representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the planning and implementation of the activities carried out under the grant;

(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOU or other binding agreement between the State and each Participating State Agency--

(1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan;

(2) "Scope-of-work" descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs; and

(3) A signature from an authorized representative of each Participating State Agency; and

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining--

(1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and

(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State's legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (e.g., business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations (e.g., parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children's museums; health providers; and postsecondary institutions.

*In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

Evidence for (A)(3)(a) and (b):

- For (A)(3)(a)(1): An organizational chart that shows how the grant will be governed and managed.
- The completed table that lists governance-related roles and responsibilities (see Table (A)(3)-1).
- A copy of all fully executed MOUs or other binding agreements that cover each Participating State Agency. (MOUs or other binding agreements should be referenced in the narrative but must be included in the Appendix to the application).

Evidence for (A)(3)(c)(1):

- The completed table that includes a list of every Early Learning Intermediary Organization and local early learning council (if applicable) in the State and indicates which organizations and councils have submitted letters of intent or support (see Table (A)(3)-2).

- A copy of every letter of intent or support from Early Learning Intermediary Organizations and local early learning councils. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

Evidence for (A)(3)(c)(2):

- A copy of every letter of intent or support from other stakeholders. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

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**(A)(3)(A)(1) THE ORGANIZATIONAL STRUCTURE FOR MANAGING THE GRANT AND HOW IT BUILDS UPON EXISTING INTERAGENCY GOVERNANCE STRUCTURES**

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Georgia proposes a governance structure that builds upon the strengths of the state’s early learning and development system while forging new alignments and ensuring inclusion of all agencies providing services to young Children with High Needs. By building a governance structure that incorporates stakeholder participation and processes to facilitate interagency coordination and resource allocation, Georgia’s children with high needs will receive services that promote school readiness. Specifically, the governance structure includes the following:

1. **Lead Agency:** The state education department solely and uniquely devoted to early education, Georgia Department of Early Care and Learning (DECAL), will serve as the lead fiscal and programmatic agent for the grant. DECAL staff will assume responsibilities for the day-to-day operations of the grant and will continue to provide staff support for the State Advisory Council.
2. **State Advisory Council:** This group will serve as the interagency coordinating body and will ensure participation from all applicable state agencies. Georgia’s State Advisory Council has been in operation since 2010 and will be expanded to include leadership from all **participating state agencies**<sup>18</sup> serving children birth to five. The Governor and a member of the private business sector will co-chair the Council. The Council will meet quarterly (bi-monthly in year one of the grant). During the first year of the grant, the Council will be charged with creating a policy oversight

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<sup>18</sup> Participating state agencies, detailed in Table (A)(3)-1, include: Department of Early Care and Learning (DECAL), Department of Education (GaDOE), Department of Human Services (DHS), Governor’s Office of Children and Families (GOCF), Governor’s Office of Student Achievement (GOSA), Board of Regents of the University System of Georgia (USG), Georgia Public Broadcasting (GPB), Professional Standards Commission (PSC), and the Technical College System of Georgia (TCSG).

structure and communication plan. The policy oversight structure will detail decision-making processes and specific agency duties outlined in the state's MOUs. The communication plan will facilitate a Georgia RTT-ELC website, lecture series, and community-based mechanisms to best communicate with local early learning development programs and parents.

**3. State Advisory Council Subcommittees:** Five subcommittees will be formed to align with the outcomes delineated through the RTT-ELC Grant and will report to the State Advisory Council.:

- a. System Level Outcomes: This subcommittee aligns with Section A of the RTT-ELC grant proposal and will focus on improving system level coordination, achieving alignment and reducing duplication of services. This subcommittee will oversee the projects under Section A, facilitate data sharing needs, and help resolve issues that may arise between state agencies. A high-level staff person from the Governor's office will chair this committee.
- b. Program Level Outcomes: This subcommittee aligns with Section B of the RTT-ELC grant proposal and will serve as an advisory committee to the TQRIS implementation. Initially, this advisory committee will focus on TQRIS recruitment and communication about the importance of quality. In subsequent years, the subcommittee will oversee TQRIS changes and may be charged with handling grievances related to TQRIS levels. A non-state employee will chair this committee.
- c. Children and Family Outcomes: This subcommittee aligns with Section C of the RTT-ELC grant proposal and will serve as an advisory committee to the projects under the Child and Family Outcomes section. This subcommittee will ensure that all groups of children with high needs are represented in RTT-ELC projects. Furthermore, this group will serve as a liaison to parent groups, county level collaboratives, and other key family engagement initiatives occurring throughout the state. The Director of Georgia's Family Connections Partnership will chair this committee.
- d. Workforce Outcomes: This subcommittee aligns with Section D of the RTT-ELC grant proposal and will serve as an advisory committee to the implementation of

the state's Professional Development Registry and GA TRAINS system. This subcommittee will monitor the professionalization of Georgia's workforce and serve as a liaison between the state and Georgia's early learning and development workforce. A representative from Georgia's Technical College and/or University system will chair this committee.

- e. **Research/Measurement:** This subcommittee will serve as an advisory committee to the overall evaluation conducted by the Governor's Office of Student Achievement and the implementation of the Kindergarten Entry Assessment. This committee will be chaired by a key researcher not affiliated with any state agency.

Each of the subcommittees is designed to continue past the grant period.

- 4. **Action Teams:** An action team will be created to oversee each project in the grant. Action teams will be composed of representatives from each **participating state agency** and representatives from **key stakeholder groups and partners**.<sup>19</sup> Approximately 10% of the action teams will be composed of parent representatives. The action teams will report to the appropriate subcommittees.
- 5. **Data Governance Council:** This group, composed of representatives from each **participating state agency**, will oversee data collected through the RTT-ELC. This group is responsible for aligning data initiatives across action teams and ensuring compliance with the Health Insurance Portability and Accountability Act (HIPAA) of 1996 (P.L.104- 191), Family Educational Rights and Privacy Act (FERPA) and other applicable laws. The Data Governance Council structure is described in detail in section E[2] of this grant application. During the first year, the council will create a data use plan. The data use plan will detail how data collected through the grant and expanded data capacity will be analyzed, disseminated, and protected. This work will build upon the current work of the State Advisory Council, which has commissioned four needs assessment surveys (Providers, Teachers, Parents, College/Universities)

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<sup>19</sup> Other stakeholder groups include, but are not limited to: Georgia Early Education Alliance for Ready Students (GEEARS), Voices for Georgia's Children, Georgia Child Care Association (GCCA), Minority Alliance for Child Care Development Advocates (MACCDA), Georgia Family Connection Partnership, and the Georgia Latin American Association.



and is developing a data blueprint that underscores Georgia's data strengths and weaknesses.

The proposed governance structure builds upon the *good* components of Georgia's early learning and development system. Placing the work of the grant under DECAL aligns perfectly with the legislatively mandated work the agency is already overseeing in Georgia's State Advisory Council.

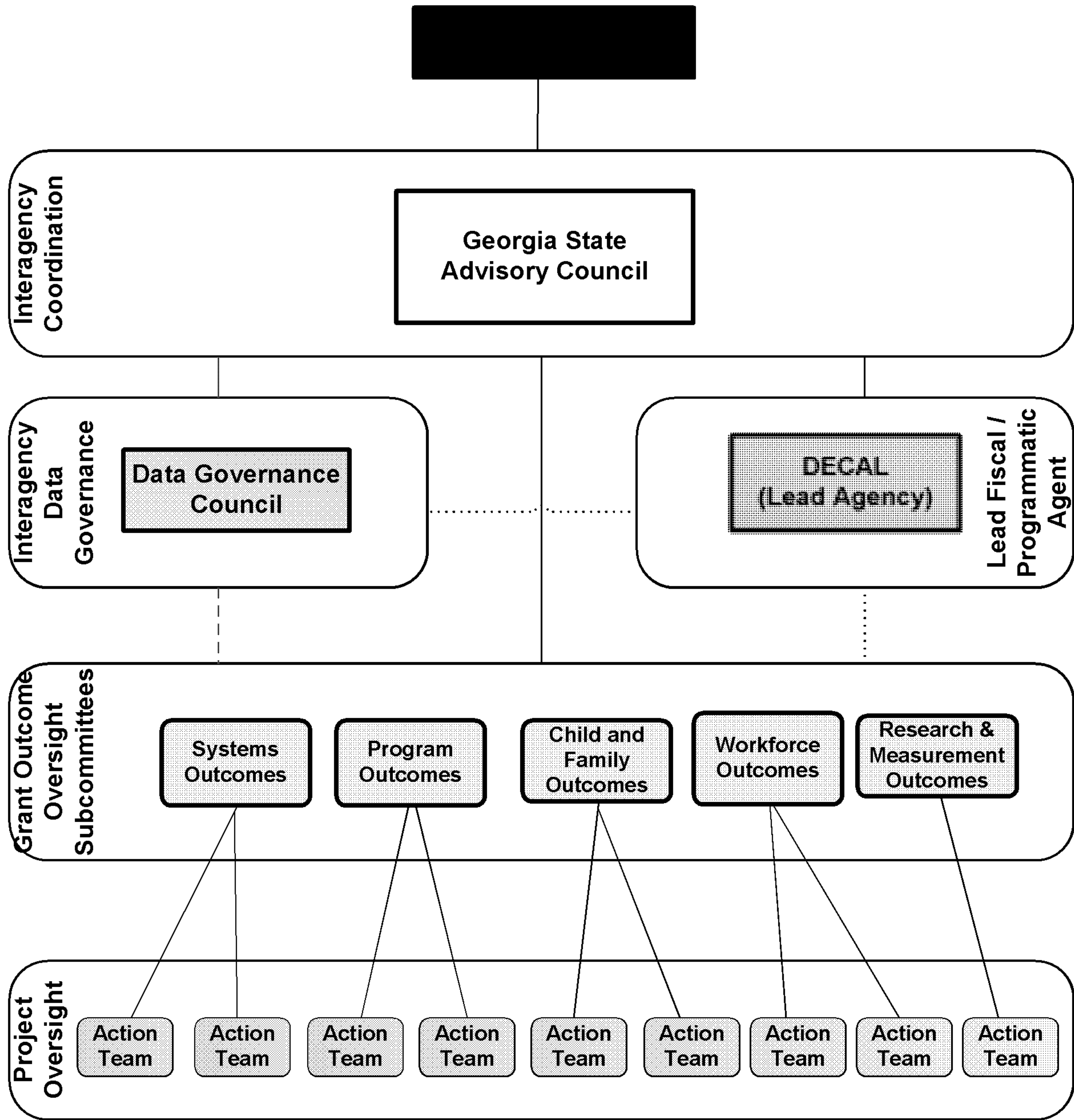
Furthermore, the creation of State Advisory Subcommittees and Action Teams builds on the tremendous stakeholder support currently active in Georgia's early learning and development system. State Advisory Subcommittees will be formed from individuals currently involved in the work. For example, Project 10 is focused on retooling the current Kindergarten assessment, GKIDS, to create Kindergarten readiness measures. The Action Team developed to oversee this project will include assessment experts from the Georgia Department of Education, DECAL, and the Georgia Department of Public Health, as well as local school systems, Pre-K and Kindergarten teachers, and parents. The action team will guarantee that school readiness measures are developmentally and culturally appropriate, focused on all domains of learning and development, and incorporate existing training currently used by Kindergarten teachers. This will ensure the project builds upon the substantial work currently in place as well as include statewide and programmatic representatives.

Georgia has received broad-based stakeholder support and feedback during the application and grant-writing process through several stakeholder engagement meetings that included representatives from more than 60 organizations focused on some aspect of early care and education. The governance structure being proposed solidifies this support and with the action teams especially will ensure that the support is sustainable.

The following graphic details the governance structure that will be used to implement Georgia's RTT-ELC grant and oversee the state's early learning and development system. As the graphic indicates, DECAL will serve as the lead agency responsible for the day-to-day administration of RTT-ELC and the State Advisory Council. The State Advisory Council does not report to DECAL; rather DECAL is responsible only for administrative oversight. Having the State Advisory Council led by the Governor and co-chaired by a private business leader, ensures regular attendance and participation of the leadership from each participating agency. This ensures that the Council remains active but also guarantees that DECAL is one voice on the

council, not the guiding voice. The subcommittees, data governance council, and action teams also report to the State Advisory Council. This guarantees that the State Advisory Council, which includes leaders from all participating state agencies, remains the guiding force for Georgia's early learning and development system. Additionally, the creation of the State Advisory Council subcommittees will help facilitate interagency coordination as each is focused on only one outcome level of the system. Therefore, each subcommittee can highlight areas that may be hindering the biggest impact. This governance structure, with the exclusion of the action teams, will be implemented regardless of whether Georgia receives the grant and will continue to function after the grant expires.

# *Georgia's Early Learning and Development Governance Structure*



The following table delineates the specific activities and estimates completion dates for each activity related to the governance structure:

| <b><u>Activity</u></b>  | <b><u>Timeline (Estimated Dates to Complete)</u></b> |
|---|--|
| Institute Lead Agency RTT-ELC and State Advisory Staff                                | February 2012  |
| Select State Advisory Council Co-Chair  | March 2012   |
| Review and Reassign Members to the State Advisory Council                             | April 2012   |
| State Advisory Council Conducts First Quarterly Meeting as the RTT-ELC Advisory Board | July 2012  |
| State Advisory Council Identifies Action Teams and Action Team Meetings               | October 2012   |
| Communication and Data Plan Developed   | October 2012   |
| Action Teams Begin Meeting  | December 2012  |
| Communication and Data Plan Implemented   | March 2013   |
| Evaluation Plan Developed and Implemented   | January 2013   |
| Annual Review of Action Team Effectiveness and Representation                         | January 2013, January 2014, and January 2015.        |

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**A)(3)(A)(2) THE GOVERNANCE-RELATED ROLES AND RESPONSIBILITIES OF THE LEAD AGENCY, THE STATE ADVISORY COUNCIL, EACH PARTICIPATING STATE AGENCY, THE STATE’S INTERAGENCY COORDINATING COUNCIL FOR PART C OF IDEA, AND OTHER PARTNERS**

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The roles and responsibilities of the lead agency and State Advisory Council were discussed in the previous section. DECAL has been designated as the lead agency and will oversee the day-to-day operations of the grant. The State Advisory Council will serve as the interagency coordinating body, set the state’s early learning and development interagency policy, and ensure that alignment is paramount to all the RTT-ELC projects. Additionally, State Advisory Subcommittees will focus on specific outcome areas in the grant while the Action Teams will coordinate RTT-ELC project implementation. The Action Teams will include representatives from all participating agencies and key stakeholder groups. Parents will make up 10% of Action Teams.

As delineated in Table (A) (3)-1, the following Georgia State Agencies will participate in RTT-ELC Projects:

| <b>Table (A)(3)-1: Governance-related roles and responsibilities</b> |  |
|--|--|
| <b>Participating State Agency</b>                                    | <b>Governance-related roles and responsibilities</b>   |
| Georgia Department of Early Care and Learning (DECAL)                | Lead Agency; administer the day to day operations of the RTT-ELC grant and State Advisory Council; serve on Action Teams and applicable State Advisory Council subcommittees.              |
| Georgia Department of Education (GaDOE)                              | Lead agency for the Kindergarten Entry Assessment; serve on State Advisory Council; serve on Action Teams and applicable State Advisory Council subcommittees.                             |
| Georgia Department of Public Health (DPH)                            | Serve on State Advisory Council; serve on Action Teams and applicable State Advisory Council subcommittees.  |
| Georgia Department of Human Services (DHS)                           | Serve on State Advisory Council; serve on Action Teams and applicable State Advisory Council subcommittees.  |
| Governor’s Office of Children and Families (GOCF)                    | Lead agency for the Maternal, Infant and Early Childhood Home Visiting Grants; serve on State Advisory Council; serve on Action Teams and applicable State Advisory Council subcommittees. |
| Governor’s Office of Student Achievement (GOSA)                      | Lead agency for the overall RTT-ELC evaluation; serve on State Advisory Council; serve on Action Teams and applicable State Advisory Council subcommittees.                                |
| Board of Regents of the University System of Georgia (USG)           | Serve on State Advisory Council; serve on Action Teams and applicable State Advisory Council subcommittees.  |
| Georgia Public Broadcasting (GPB)                                    | Serve on State Advisory Council; serve on Action Teams and applicable State Advisory Council subcommittees.  |
| Georgia Professional Standards Commission (PSC)                      | Serve on State Advisory Council; serve on Action Teams and applicable State Advisory Council subcommittees.  |
| Technical College System of Georgia (TCSG).                          | Serve on State Advisory Council; serve on Action Teams and applicable State Advisory Council subcommittees.  |
| <b>Other Entities</b>  |  |
| State Advisory Council on Early Childhood Education and Care         | Serve in an advisory council role for the administration of the grant; interagency coordinating body.  |
| State Interagency Coordinating Council for Part C of IDEA            | Serve on State Advisory Council; serve on Action Teams and applicable State Advisory Council subcommittees.  |

| <b>Table (A)(3)-1: Governance-related roles and responsibilities</b> |   |
|--|---|
| <b>Participating State Agency</b>                                    | <b>Governance-related roles and responsibilities</b>  |
| (located within the Georgia Department of Public Health)             |   |
| Head Start State Collaboration Office                                | Serve on State Advisory Council; serve on Action Teams and applicable State Advisory Council subcommittees. |

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**(A)(3)(a)(3) THE METHOD AND PROCESS FOR MAKING DIFFERENT TYPES OF DECISIONS (E.G., POLICY, OPERATIONAL) AND RESOLVING DISPUTES**

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A policy and organizational structure defining organizational roles and responsibilities is critical to any effective and sustainable system. Accordingly, Georgia has developed a governance structure (see chart in (A)(3)(a)(1)) that clearly identifies relationships that will guide business processes for decision making and dispute resolution. All agencies participating in RTT-ELC came together to develop recommendations for Georgia’s application. The agencies were joined in this effort by representatives from private sector foundations, the early care and education workforce, advocacy and service organizations as well as representatives from research and business communities. Together this group developed a comprehensive vision for Georgia’s early learning and development system that provides access and supports to children and families with high needs. Multiple funding sources were identified for the system, including existing state funds and private funds. The agency heads also signed a joint Memorandum of Understanding, outlining the 11 projects proposed.

This grant proposal and finalized scope of work will serve as a blueprint for Georgia’s early learning and development system for the four years of the grant and beyond. Based upon that blueprint, corresponding MOUs and agency scope of works will be revised as needed. A RTT-ELC timeline will also be revised.

The State Advisory Council will meet each quarter (bi-monthly the first year). This body will be responsible for developing a communication plan and inter-agency Early Learning and Development Policy Manual. This manual will detail the structure of the State Advisory Council, State Advisory Council Subcommittees, and Action Teams as well as a dispute resolution process.

Each of the 11 projects proposed will be assigned to a lead agency for day-to-day operations. The particular lead agency will be responsible for convening the action teams and ensuring that all participating state agencies are represented.

All statewide early learning and development policy decisions are made at the State Advisory Council level. Each action team will submit monthly reports to the appropriate subcommittee. The subcommittee will report for each action team at the State Advisory Council meetings. Disputes are resolved at the State Advisory Council level.

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**(A)(3)(A)(4) THE PLAN FOR WHEN AND HOW THE STATE WILL INVOLVE REPRESENTATIVES FROM PARTICIPATING PROGRAMS, EARLY CHILDHOOD EDUCATORS OR THEIR REPRESENTATIVES, PARENTS AND FAMILIES, INCLUDING PARENTS AND FAMILIES OF CHILDREN WITH HIGH NEEDS, AND OTHER KEY STAKEHOLDERS IN THE PLANNING AND IMPLEMENTATION OF THE ACTIVITIES CARRIED OUT UNDER THE GRANT**

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Georgia has long history of stakeholder involvement and has built upon that during the current application process. Before the RTT-ELC grant proposal was released, Governor Nathan Deal assigned DECAL as the lead agency. On August 11, DECAL convened a group of stakeholders that included representatives from all participating agencies, key stakeholder groups, program directors, and teachers. In addition, state legislators from both political parties were in attendance. This large stakeholder group, with over 80 members from 60 organizations met three times during the application process. In addition, many subcommittees met throughout the grant application process. As discussed above, these initial members will participate in the grant implementation process through their respective subcommittee or Action Team. New members of Action Teams will be recruited to represent our overt attention to families, teachers, cultural groups, English language learners, high-needs populations, foster families, and rural community engagement.

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(A)(3)(B) DEMONSTRATING THAT THE PARTICIPATING STATE AGENCIES ARE STRONGLY COMMITTED TO THE STATE PLAN, TO THE GOVERNANCE STRUCTURE AND TO EFFECTIVE IMPLEMENTATION

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Memoranda of Understanding, with Scopes of Work are included in Appendix 3.

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(A)(3)(C) DEMONSTRATING COMMITMENT TO THE STATE PLAN FROM A BROAD GROUP OF STAKEHOLDERS THAT WILL ASSIST THE STATE IN REACHING GEORGIA'S AMBITIOUS YET ACHIEVABLE GOALS

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### **Letters of Support**

Georgia is proud and humbled to include 64 letters of support with its grant application. These letters represent a variety of stakeholders who share a commitment to the grant's vision of increasing the number of Children with High Needs enrolled in high quality early learning and development programs and effectively transforming Georgia's *good* early learning and development components into a *great* statewide system that supports increased access to high quality programs and services for Children with High Needs.

Georgia's letters of support represent a cross-section of Georgia's public agencies, private sector partners, and early learning intermediary agencies. The letters show a strong commitment to the state's diverse population, especially the population of Children with High Needs and their families. Child care centers and family child care programs are represented as are workforce support agencies. Foundations, colleges, and the judicial system representatives have voiced their commitment to the grant proposal. Parents as Teachers, Georgia Public Broadcasting, and a bi-partisan group of political leaders have also joined together to support Georgia's efforts.

Georgia is poised to be a model for how collaboration and shared vision can support and sustain a quality early learning and development system. Copies of the letters of support for Georgia's application are located in Appendix 5.

To indicate the depth of their support, several partner agencies also submitted resolutions officially adopted by their boards indicating support for the work proposed in the grant application. Copies of the board resolutions of support for Georgia's application are located in Appendix 21.



| <b>Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)</b> |   |
|--|---|
| <b>List every Intermediary Organization and local early learning council (if applicable) in the State</b>          | <b>Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?</b> |
| Black Child Development Institute (BCDI)-Atlanta   | Y   |
| Georgia Association of Child Care Resource and Referral Agencies (GACCRRA)   | Y   |
| Georgia's Alliance of Agency Education Heads   | Y   |
| Georgia Association on Young Children  | Y   |
| Latin American Association   | Y   |
| Georgia Council on Developmental Disabilities  | Y   |
| Georgia Child Care Association   | Y   |
| Georgia Early Education Alliance for Ready Students (GEEARS)   | Y   |
| Georgia Family Connection Partnership  | Y   |
| Georgia Family Child Care Association  | Y   |
| Georgia Head Start Association   | Y   |
| Georgia Parents as Teachers Network  | Y   |
| Georgia Partnership for Excellence in Education  | Y   |
| Georgia Student Finance Commission   | Y   |

| <b>Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)</b> |   |
|--|---|
| <b>List every Intermediary Organization and local early learning council (if applicable) in the State</b>          | <b>Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?</b> |
| Gwinnett Family Child Care Association   | Y   |
| Minority Alliance for Child Care Development Advocates (MACCDA)  | Y   |
| Professional Association of Georgia Educators  | Y   |
| United Way of Metro Atlanta  | Y   |
| Voices for Georgia's Children  | Y   |

| <b>Table (A)(3)-3: Letters of Support from Other Stakeholders</b>     |   |
|---|---|
| <b>List other Letters of Support received from other Stakeholders</b> | <b>Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?</b> |
| Senators Saxby Chambliss and Johnny Isakson                           | Y   |
| Congressman David Scott   | Y   |
| Georgia Lt. Governor Casey Cagle                                      | Y   |
| Georgia Speaker of the House David Ralston                            | Y   |
| Georgia Representative Stacey Abrams                                  | Y   |
| Georgia State Senator Fran Millar                                     | Y   |
| Georgia State Senator Steve Henson                                    | Y   |

| <b>Table (A)(3)-3: Letters of Support from Other Stakeholders</b>                                  |   |
|--|---|
| <b>List other Letters of Support received from other Stakeholders</b>                              | <b>Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?</b> |
| American Academy of Pediatrics   | Y   |
| Atlanta Housing Authority  | Y   |
| Board of Regents of the University System of Georgia (USG)   | Y   |
| Council of Juvenile Court Judges   | Y   |
| Federal Reserve Bank of Atlanta  | Y   |
| Georgia Academy of Family Physicians   | Y   |
| Georgia Association of Homes and Services for Children (GAHSC)                                     | Y   |
| Georgia Chamber of Commerce  | Y   |
| Georgia Council of Court Administrators  | Y   |
| Georgia Department of Community Health   | Y   |
| Georgia Office of Planning and Budget  | Y   |
| Georgia Public Library Service   | Y   |
| Governor's Office of Workforce Development   | Y   |
| IBM  | Y   |
| Judicial Council of Georgia/<br>Administrative Office of the Courts<br>(Court Improvement Program) | Y   |
| Latin American Association   | Y   |
| Robert W. Woodruff Foundation  | Y   |
| The Annie E. Casey Foundation  | Y   |
| The Community Foundation of Greater Atlanta  | Y   |

| <b>Table (A)(3)-3: Letters of Support from Other Stakeholders</b>     |   |
|---|---|
| <b>List other Letters of Support received from other Stakeholders</b> | <b>Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?</b> |
| The Goizueta Foundation   | Y   |
| The Zeist Foundation  | Y   |
| Technical College System  | Y   |
| Georgia Department of Public Health                                   | Y   |
| Georgia Professional Standards Committee                              | Y   |
| Georgia Department of Human Services                                  | Y   |
| State Interagency Coordinating Council for Early Intervention         | Y   |
| Turner Broadcasting System, Inc.                                      | Y   |
| Deloitte and Touche LLP   | Y   |
| Delta Airlines Inc.   | Y   |
| AT&T Georgia  | Y   |
| Georgia Power   | Y   |
| Siemens   | Y   |
| Metro Atlanta Chamber of Commerce                                     | Y   |
| Georgia Public Broadcasting   | Y   |
| AFLAC   | Y   |

**(A)(4) DEVELOPING A BUDGET TO IMPLEMENT AND SUSTAIN THE WORK  
OF THIS GRANT**

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*(15 points)*

The extent to which the State Plan--

(a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (*e.g.*, CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration and State Advisory Council funding; Maternal, Infant, and Early Childhood Home Visiting Program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used;

(b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--

(1) Is adequate to support the activities described in the State Plan;

(2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and

(3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan; and

(c) Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.

*The State's response to (A)(4)(b) will be addressed in the Budget Section (section VIII of the application) and reviewers will evaluate the State's Budget Section response when scoring (A)(4). In the text box below, the State shall write its full response to (A)(4)(a) and (A)(4)(c) and may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

Evidence for (A)(4)(a):

- The completed table listing the existing funds to be used to achieve the outcomes in the State Plan (see Table (A)(4)-1).
- Description of how these existing funds will be used for activities and services that help achieve the outcomes in the State Plan.

Evidence for (A)(4)(b):

- The State’s budget (completed in section VIII).
- The narratives that accompany and explain the budget, and describes how it connects to the State Plan (also completed in section VIII).

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(A)(4)(A) EXISTING FUNDS TO SUPPORT EARLY LEARNING AND DEVELOPMENT

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A successful state early learning and development system coordinates and aligns financial resources and braids funding streams to maximize services for Georgia’s children, particularly Children with High Needs. With funds allocated from the RTT-ELC, Georgia will further align resources to create a great early learning and development system that prepares Georgia’s youngest children for school success and closes the achievement gap for Georgia’s Children with High Needs.

In 2004, Georgia created the Department of Early Care and Learning (DECAL), a distinct education department legislatively mandated to oversee the state’s vast network of early learning and development programs. Specifically, this component of a *good* system was created to develop, implement, and sustain a system of early care and education; to infuse a culture of education and learning into child care; to reduce bureaucracy; to eliminate duplication of services; and to coordinate early childhood efforts among early childhood advocates and providers. To meet these objectives, DECAL uses and/or coordinates the resources from multiple funding streams to help provide families with high quality comprehensive services that promote the healthy development of their preschool and school age children. These funding streams include lottery dollars from the Georgia Lottery for Education to fund Georgia’s Pre-K Program; state dollars from Georgia’s state budget to fund child care licensing efforts; and federal dollars to fund programs related to Head Start, nutrition programs (USDA Child and Adult Care Food Program [CACFP] and Summer Food Service Program [SFSP]; CCDF targeted funds and CCDF quality set-aside funds; Title I, Part B, Even Start Family Literacy Program; the Georgia State Advisory Council on Early Childhood Education and Care; and the Head Start Collaboration Office.

DECAL forged strong partnerships with the Georgia Department of Education and the Georgia Department of Human Resources to collaborate and coordinate on projects such as standards alignment and preparing the state’s Child Care and Development Fund State Plan. Similarly, DECAL representatives work with the Division of Public Health, along with other key

partners, through the Early Childhood Comprehensive Systems (ECCS) funded through the federal Maternal and Child Health Bureau, in the U.S. Department of Health and Human Services. The Head Start Collaboration Office is housed in DECAL resulting in strong alliances with local Early Head Start, Head Start, and Migrant Head Start grantees to deliver comprehensive services to Children with High Needs.

The good work provides a foundation for Georgia’s ambitious reform agenda to align and coordinate the *good* components to create a *great* early learning and development system. The RTT-ELC opportunity initiated deeper discussions with key partners. As a result, Georgia forged Memoranda of Understanding that will leverage and focus existing resources and add the RTT-ELC funding to enhance school readiness and close the achievement gap for Children with High Needs. Georgia’s *great* system will include a governance structure that aligns programs and resources to sustain high quality services for children and their families after the RTT-ELC funding ends.

## STRATEGY

As Table (A)(4)-1 shows, agencies will leverage federal, state, local, and private resources to create cost effective funding streams to expand and sustain high quality comprehensive services for Children with High Needs and their families to improve school readiness and reduce the achievement gap.

The table below summarizes the funding streams, the agencies responsible for administering the funds, a description of the current services delivered with the existing funds, and the outcomes, impacts and alignment with the priorities.

| <b>Existing Funding Stream</b> | <b>Agency Responsible</b> | <b>Activities and Services Funded</b>  | <b>Alignment with Outcomes in the State Plan</b>  |
|--------------------------------|---------------------------|--|---|
| CCDF Quality Set-Asides        | DECAL                     | Child care resource and referral services including consumer education, referrals, and inclusion coordination services for families. | Increase in the quality of early learning and development programs statewide.                 |
|                                |                           | Professional development system and supports for practitioners.  | Increase the knowledge, skills and education of the early learning and development workforce. |

| <b>Existing Funding Stream</b>      | <b>Agency Responsible</b>            | <b>Activities and Services Funded</b>   | <b>Alignment with Outcomes in the State Plan</b>  |
|-------------------------------------|--------------------------------------|---|---|
|                                     |                                      | Technical assistance, coaching, mini-grants, monitoring, and program assessment.  | Increase in the quality of early learning and development programs statewide  |
| CCDF Subsidies                      | Georgia Department of Human Services | Subsidized child care for Children with High Needs.<br><br>Consumer education for eligible families.  | Increase in the quality of early learning and development programs statewide.<br><br>Improve child and family outcomes. |
| Title I, ESEA                       | Georgia Department of Education      | Family engagement and transition services in local school districts that choose to use Title I funds to support early learning and development programs such as Pre-K and Head Start.   | Improve child and family outcomes.  |
| Title I, Part B, Sub-Part 3 of ESEA | DECAL                                | Offer comprehensive services through the Even Start Family Literacy Program. Even Start integrates early childhood education, adult literacy (adult basic and secondary-level education and/or instruction for English learners), parenting education, and interactive parent and child literacy activities into a unified family literacy program. | Increase in the quality of early learning and development programs statewide.<br><br>Improve child and family outcomes. |
| Title II of ESEA                    | Georgia Department of Education      | Teacher preparation and professional development to ensure that Georgia's teachers are qualified and that technologies are integrated into the classrooms. Early education professionals, including Head Start and Pre-K teachers, working in school settings participate in professional development activities.                                   | Increase the knowledge, skills, and education of the early learning and development workforce.                          |
| IDEA, Part B, Section 619           | Georgia Department of Education      | Provides preschool special education and related services for Children with High Needs in local education agencies (school-based), Head Start programs, state funded Pre-K  | Increase in the quality of early learning and development programs statewide.<br><br>Improve child and family           |



| <b>Existing Funding Stream</b>                  | <b>Agency Responsible</b>           | <b>Activities and Services Funded</b>   | <b>Alignment with Outcomes in the State Plan</b>  |
|---|-------------------------------------|---|---|
|   |                                     | programs.<br>Provides professional development across multiple settings on using comprehensive assessments to support early identification and intervention for children with disabilities.   | outcomes.<br>Increase the knowledge, skills and education of the early learning and development workforce.  |
| IDEA, Part C                                    | Georgia Department of Public Health | Babies Can't Wait (BCW) is Georgia's statewide interagency service delivery system for infants and toddlers with developmental delays or disabilities and their families. BCW serves children in their natural environments including the child's early learning and development program. Training ensures that professionals who work with children and families have up-to-date information.  | Improve child and family outcomes.<br><br>Increase the use of timely, accurate child level data.<br><br>Increase the knowledge, skills and education of the early learning and development workforce. |
| Striving Readers Comprehensive Literacy Program | Georgia Department of Education     | Leverages the state infrastructure built during Reading First and Early Reading First to provide comprehensive evidence-based professional learning for teachers and equip classrooms of children living in poverty with extensive literacy resources. Ensures that teachers use data to provide instruction targeted to the needs of students and implements technology that enhances instruction and supports student engagement with text. | Improve child and family outcomes.<br><br>Increase the knowledge, skills and education of the early learning and development workforce.   |
| State Preschool: Georgia's Pre-K Program        | DECAL                               | Georgia's Pre-K Program is a universal, voluntary program for 86,000 four year olds. Georgia's Pre-K Program is designed to increase school readiness and improve school performance. Classroom environments must meet specific requirements that exceed state licensing standards.   | Improve child and family outcomes.  |

| <b>Existing Funding Stream</b>                                  | <b>Agency Responsible</b>                   | <b>Activities and Services Funded</b>  | <b>Alignment with Outcomes in the State Plan</b>   |
|---|---|--|--|
|   |   | Children enrolled receive screening and formative assessments in Pre-K.  | Improve child and family outcomes.   |
|   |   | Pre-K staff receive on-going professional development, coaching, and monitoring.   | Increase the knowledge, skills, and education of the early learning and development workforce.   |
|   |   | Family engagement is incorporated through conferences and activities.  | Improve child and family outcomes.   |
| Head Start Collaboration Grant                                  | DECAL                                       | Builds collaborative partnerships between federally-funded Early Head Start, Head Start, and Migrant programs and early childhood programs to improve the quality of services to Children with High Needs and their families.  | Improve child and family outcomes.<br><br>Increase in the quality of early learning and development programs statewide.                  |
| Georgia State Advisory Council authorized by the Head Start Act | DECAL                                       | Oversees the development and implementation of the plan for a comprehensive, coordinated early care and learning system to improve outcomes for children and ensure school readiness.  | Improve child and family outcomes.<br><br>Increase the use of timely, accurate child level data.   |
| Maternal and Early Childhood Home Visitation programs grant     | Governor's Office for Children and Families | Provides home visiting program incorporating developmental screening, parent education, and parent-child interaction. Supports Strengthening Families Georgia, which provides training and resources on the Strengthening Families approach and five protective factors to early interventionists, early education professionals, local education agencies, etc. Supports family engagement by building parent partnerships. | Improve child and family outcomes.<br><br>Increase the knowledge, skills, and education of the early learning and development workforce. |
| Title V Maternal and Child Health Block Grant                   | Georgia Department of Public Health         | Georgia's Children 1 <sup>st</sup> program is the single point of entry to a statewide collaborative system  | Improve child and family outcomes.   |

| Existing Funding Stream                              | Agency Responsible                     | Activities and Services Funded  | Alignment with Outcomes in the State Plan  |
|--|--|---|--|
|  |  | of public health and other prevention based programs and services designed to screen and identify children (ages birth through five) at risk for poor health and developmental outcomes.  | Increase the use of timely, accurate child level data.   |
| TANF   | Georgia Department of Human Services   | Grandparents receiving TANF as payees only for grandchildren they are rearing receive subsidized child care. Similarly, TANF recipients and those transitioning to independence also receive subsidized child care.   | Improve child and family outcomes.<br><br>Increase the use of timely, accurate child level data. |
| Medicaid and PeachCare for Kids (S-CHIP)             | Georgia Department of Community Health | Provides health care coverage for Children with High Needs. Tracks screening and health services provided. Shares relevant data with state agencies on services.  | Improve child and family outcomes.<br><br>Increase the use of timely, accurate child level data. |
| Child Welfare Services under Title IV (B) and (E) of | Georgia Department of Human Services   | Children in foster care and protective services receive comprehensive assessment and subsidized child care services.  | Improve child and family outcomes.<br><br>Increase the use of timely, accurate child level data. |
| Statewide Longitudinal Data System                   | Georgia Department of Education        | Georgia’s K-12 Statewide Longitudinal System enables users (students, parents, teachers, administrators, and researchers) to view K-12 data reported by local education agencies; the system is expanding to include data on children receiving services through IDEA Part B, Georgia’s Pre-K program.<br>Georgia’s Longitudinal Data System contains all 12 America COMPETES Act elements, has all ten Data Quality Counts (DQC) elements implemented. Through RT3 improvements to Georgia’s longitudinal data system, teachers will be able to use real-time student-level performance data to inform and | Increase the use of timely, accurate child level data.   |

| Existing Funding Stream                   | Agency Responsible              | Activities and Services Funded  | Alignment with Outcomes in the State Plan   |
|---|---------------------------------|---|---|
| Race to the Top                           | Georgia Department of Education | <p>improve their instruction.</p> <p>Georgia received \$400 million to support new approaches to school improvement. Of this, \$1.4 million is allocated to early care and education (DECAL) to develop a professional development strategy that improves the quality of teacher-child interactions in Georgia's Pre-K Program using the Classroom Assessment and Scoring System (CLASS). Georgia responded to the invitational priority to include an early learning component in the state's Race to the Top application.</p> | Increase the knowledge, skills and education of the early learning and development workforce.                     |
| Child and Adult Care Food Program (CACFP) | DECAL                           | Provides nutritious meals to Children with High Needs. Informal providers (family, friend, and neighbor care) may participate in CACFP.   | <p>Increase the quality of early learning and development programs.</p> <p>Improve child and family outcomes.</p> |

|                         |   |   |  |
|-------------------------|---|---|--|
| State Funds             | DECAL   | <p>Licenses approximately 3,100 child care centers, 250 group day care homes, and 3,300 family day care homes.</p> <p>Supports licensed child care learning centers and group and 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. Monitors approximately 2,000 informal (family, friend, and neighbor) providers. Provides consumer education information to parents about Georgia child care programs through web-based search engine.</p> <p>Investigates complaints of child care programs and reports of unlicensed child care operations.</p> | <p>Increase the quality of early learning and development programs.</p> <p>Improve child and family outcomes.</p>                              |
| State and Private Funds | The Family Connection Partnership               | <p>Family Connection Partnership operates in each of Georgia's 159 counties to address the challenges facing children and families. Serves as the local decision-making body for the community and develops a plan to improve results in five areas: healthy children, children ready for school, children succeeding in school, strong families, and self-sufficient families.</p> <p>Partnerships report data to the Annie E. Casey Foundation for the annual <i>Kids Count</i> data book.</p>  | <p>Improve child and family outcomes.</p> <p>Increase the use of timely, accurate child level data.</p>  |
| Private Funds           | Georgia Partnership for Excellence in Education | <p>Independent, nonpartisan, nonprofit founded in 1992 by the Georgia Chamber of Commerce and the Georgia Economic Developers Association. The partnership consists of business, education, community, and</p>  | <p>Improve child and family outcomes.</p> <p>Increase the knowledge, skills and education of the early learning and development workforce.</p> |

|                              |  |  |  |
|------------------------------|--|--|--|
|                              |  | government leaders to inform education policy.   | Increase the quality of early learning and development programs.   |
| Private Funds                | Georgia Early Education Alliance for Ready Students (GEEARS) | Promotes school readiness for children from birth through five. Leveraging strategies informed by research, policy and practice, GEEARS focuses on physical, emotional, academic, and communication skills. GEEARS serves as a bridge for Georgia's families, business community, and policy leaders to promote high quality evidence-based programs and systems; engage in a public education campaign to foster parental involvement and increase public awareness and support; and promote increased quality, accessibility, and affordability of early childhood care and education.   | Improve child and family outcomes.<br><br>Increase the quality of early learning and development programs.   |
| Local Community Organization | United Way of Metro Atlanta                                  | Develops quality resources, commitments, and partnerships between child care providers, government, and business leaders to improve early care and education options for Georgia's children and to increase school readiness. Supports the Early Learning Property Management project to build child care centers in economically disadvantaged communities. Statewide initiatives include the Early Education Substitute Teacher Program and the <i>Get Ready to Read</i> program, an early literacy program designed to help early education professionals, families, friends, and neighbors ensure that young children are equipped with the fundamental skills for learning to read. | Increase the quality of early learning and development programs.<br><br>Increase the knowledge, skills, and education of the early learning and development workforce.<br><br>Improve child and family outcomes. |

|  |                                       |  |  |
|--|---------------------------------------|--|--|
| Provider Association   | Georgia Head Start Association        | Promotes comprehensive service delivery to Children with High Needs and their families and encourages collaboration among programs. For example, professional development is provided jointly for Early Head Start, Head Start, Pre-K, and other early childhood educators in the community. | Increase in the quality of early learning and development programs statewide.<br><br>Improve child and family outcomes.<br><br>Increase the knowledge, skills and education of the early learning and development workforce. |
| Provider Association   | Georgia Association on Young Children | Supports healthy development in young children by increasing public awareness of the importance of early education and improving the quality of programs by providing learning opportunities for early childhood educators and technical assistance to programs.                             | Increase the quality of early learning and development programs.<br><br>Increase the knowledge, skills and education of the early learning and development workforce.  |
| <i>Note: Information on the federal and state streams included; however, not all funding from foundations and private organizations is provided.</i> |                                       |  |  |

As the lead agency for RTT-ELC, DECAL will work closely with government and private agencies to leverage existing federal, state, local and private resources for the activities and services described in the State Plan as described in Section (A)(3). In addition, existing federal, state, and private funds will be leveraged to achieve the following goals: substantially increase the number of Children with High Needs enrolled in high quality Early Learning and Development Programs and effectively transform Georgia’s good early learning and development components into a great statewide system that supports increased access to high quality programs and services for Children with High Needs. Table (A)(4)-1 provides details on the funds that government agencies have committed to the RTT-ELC.

**Table (A)(4)-1 Existing other federal, state, private, and local funds to be used to achieve the outcomes in the State Plan.**

| <b>Source of Funds</b>   | <b>Fiscal Year 2012</b> | <b>Fiscal Year 2013</b> | <b>Fiscal Year 2014</b> | <b>Fiscal Year 2015</b> | <b>Total</b>        |
|--|-------------------------|-------------------------|-------------------------|-------------------------|---------------------|
| <b>CCDF:</b> Georgia Department of Human Services: <i>match for tiered reimbursement</i>   | \$0                     | \$0                     | \$8,749,522             | \$13,392,516            | <b>\$22,142,038</b> |
| <b>CCDF:</b> Georgia Department of Early Care and Learning: <i>TQRIS, screening, and data systems</i>  | \$7,759,265             | \$8,606,265             | \$7,325,265             | \$6,325,265             | <b>\$30,016,060</b> |
| <b>Title I, ESEA:</b> Georgia Department of Education: <i>year 2: \$40,000, year 4: \$40,000 for the parent engagement conference, which is sustained by registration fees.</i>  | 0                       | \$40,000                | 0                       | \$40,000                | <b>\$80,000</b>     |
| <b>Title I, Part B, Sub-Part 3 of ESEA:</b> DECAL: <i>Even Start services, federal and local match. Federal funding ends in 2013.</i>  | \$1,034,841             | 0                       | 0                       | 0                       | <b>0</b>            |
| <b>Title II of ESEA</b>  | 0                       | 0                       | 0                       | 0                       | <b>0</b>            |
| <b>IDEA, Part B, Section 619:</b> Georgia Department of Education: <i>\$66,593 for each year for WSS licenses and manuals and for a portion of the 619 Coordinator and Manager salaries</i>  | \$66,593                | \$66,593                | \$66,593                | \$66,593                | <b>\$266,372</b>    |
| <b>IDEA, Part C</b>  | 0                       | 0                       | 0                       | 0                       | <b>0</b>            |
| <b>Striving Readers Comprehensive Literacy Program:</b> Georgia Department of Education: <i>Georgia will receive approximately \$27M this year. 95% is sub-granted to LEAs. The amount shown is dedicated to serve the birth to five population.</i> | \$3,847,500             | \$3,847,500             | \$3,847,500             | \$3,847,500             | <b>15,390,000</b>   |
| <b>State Preschool:</b> DECAL: <i>GELDS</i>  | \$1,400,00              | \$1,400,00              | \$1,400,00              | \$1,400,00              | <b>\$5,600,000</b>  |
| <b>Head Start State</b>  | \$175,000               | \$175,000               | \$175,000               | \$175,000               | <b>\$700,000</b>    |



| <b>Table (A)(4)-1 Existing other federal, state, private, and local funds to be used to achieve the outcomes in the State Plan.</b>   |  |  |  |  |  |
|---|--|--|--|--|--|
| <b>Source of Funds</b>  | <b>Fiscal Year 2012</b>                | <b>Fiscal Year 2013</b>                | <b>Fiscal Year 2014</b>                | <b>Fiscal Year 2015</b>                | <b>Total</b>                                   |
| <b>Collaboration Grant</b><br>(federal money awarded through HHS/ACF)   | plus \$43,750 is the non-federal share | plus \$43,750 is the non-federal share | plus \$43,750 is the non-federal share | plus \$43,750 is the non-federal share | <b>plus \$175,000 is the non-federal share</b> |
| <b>Head Start Grant: State Advisory Council: <i>Data System and Governance model*</i></b>   | \$2,087,056                            | \$1,190,937                            | 0                                      | 0                                      | <b>\$3,277,993</b>                             |
| <b>Maternal, Infant, and Early Childhood Home Visiting Program:</b><br>Governor's Office for Children and Families:<br><i>Family engagement coordinator</i>   | \$100,000                              | \$100,000                              | \$100,000                              | \$100,000                              | <b>\$400,000</b>                               |
| <b>Title V Maternal Child Health Block Grant:</b><br>Georgia Department of Public Health ( <i>\$51,540.17 for each year for Physician supervisor for RN, part of the Children 1st coordinator salary, and part of the Children and Youth with Special Needs director's salary</i> ) | \$51,540.17                            | \$51,540.17                            | \$51,540.17                            | \$51,540.17                            | <b>\$206,161</b>                               |
| <b>Title V MCH Block Grant:</b><br>Georgia Department of Public Health: <i>Nurse practitioner</i>   | \$110,749                              | \$110,749                              | \$110,749                              | \$110,749                              | <b>\$442,996</b>                               |
| <b>TANF: Georgia Department of Human Resources</b>  | 0                                      | 0                                      | 0                                      | 0                                      | <b>0</b>                                       |
| <b>Medicaid and PeachCare for Kids (S-CHIP)</b>   | 0                                      | 0                                      | 0                                      | 0                                      | <b>0</b>                                       |
| <b>Federal and State Funds:</b><br>Department of Human Services: <i>Data sharing**</i>  | \$250,000                              | \$350,000                              | \$450,000                              | \$500,000                              | <b>\$1,550,000</b>                             |
| <b>Statewide Longitudinal Data System:</b> Georgia Department of Education  | \$5,951,527                            | \$6,338,039                            | \$5,303,039                            | 0                                      | <b>\$17,592,605</b>                            |
| <b>Race to the Top:</b> Georgia Department of Education:  | \$432,531                              | \$508,781                              | \$465,183                              | 0                                      | <b>\$1,406,495</b>                             |

**Table (A)(4)-1 Existing other federal, state, private, and local funds to be used to achieve the outcomes in the State Plan.**

| <b>Source of Funds</b>   | <b>Fiscal Year 2012</b> | <b>Fiscal Year 2013</b> | <b>Fiscal Year 2014</b> | <b>Fiscal Year 2015</b> | <b>Total</b>        |
|--|-------------------------|-------------------------|-------------------------|-------------------------|---------------------|
| <i>Classroom Assessment and Scoring System (CLASS)</i>   |                         |                         |                         |                         |                     |
| <b>Child and Adult Care Food Program:</b><br>Georgia Department of Early Care and Learning: <i>Child Health, Safety, and Nutrition Assessment**</i>                | \$3,792.60              | \$3,318.53              | \$2,844.50              | \$2,370.40              | <b>\$12,326</b>     |
| <b>Private Funds:</b> United Way of Metropolitan Atlanta: <i>Substitute Teacher Program, Get Ready to Read Program, Early Learning Property Management project</i> | \$9,000,000             | \$6,000,000             | \$6,000,000             | \$ 6,000,000            | <b>\$27,000,000</b> |
| <b>State Funds:</b> Georgia Department of Early Care and Learning: <i>Child Care Licensing, Monitoring, and Technical Assistance</i>                               | \$1,200,00 (State only) | \$1,200,000             | \$1,200,000             | \$1,200,000             | <b>\$4,800,000</b>  |
| <b>State &amp; Private Funds:</b> The Family Connection Partnership: <i>Bonus packages for TQRIS participants</i>  | \$200,000               | \$200,000               | \$200,000               | \$200,000               | <b>\$800,000</b>    |
| <b>Private Funds:</b> Georgia Partnership for Excellence in Education: <i>Workforce Competencies</i>   | \$30,000                | \$20,000                | \$20,000                | \$20,000                | <b>\$90,000</b>     |
| <b>Private Funds:</b> Georgia Early Education Alliance for Ready Students: <i>TQRIS Public Awareness</i>   | \$135,000               | \$118,000               | \$118,000               | \$118,000               | <b>\$367,500</b>    |
| <b>Association Funds:</b> Georgia Head Start Association: <i>Data sharing, joint professional development</i>  | \$50,000                | \$50,000                | \$50,000                | \$50,000                | <b>\$200,000</b>    |

*\*2012: Funds Needs Assessment, Staff Credentials & Higher Ed Capacity Study, Improving Health Screen Follow-ups, Program Monitoring and Oversight, Data Design for unified data system, Family Empowerment Campaign, and administrative functions*  
*2013: Funds Program Monitoring and Oversight, Data Design for unified data system, and administrative functions*

*DHS anticipates additional work responsibilities (at an estimate of 5% for cost of salaries) for DHS/DFCS staff to set up the program, monitor, report, authorize certificates, provide consumer education, address non-compliance/claims, and provide ongoing services for data sharing and TQRIS*

**Table (A)(4)-1 Existing other federal, state, private, and local funds to be used to achieve the outcomes in the State Plan.**

| Source of Funds  | Fiscal Year 2012 | Fiscal Year 2013 | Fiscal Year 2014 | Fiscal Year 2015 | Total |
|--|------------------|------------------|------------------|------------------|-------|
| <i>***A registered dietitian will lend her expertise in nutrition and wellness and her experience with the early care population by providing nutrition and physical activity input regarding the TQRIS, researching best practice recommendations from reliable and credible sources, updating nutrition and physical activity resources and documents, and providing training to this population, when applicable.</i> |                  |                  |                  |                  |       |

(A)(4)(C) DEMONSTRATES THAT IT CAN BE SUSTAINED AFTER THE GRANT PERIOD ENDS TO ENSURE THAT NUMBERS AND PERCENTAGES OF CHILDREN WITH HIGH NEEDS SERVED BY EARLY LEARNING AND DEVELOPMENT PROGRAMS WILL BE MAINTAINED OR EXPANDED

Building on the foundation created after two decades of investments in early learning and development and using the exciting opportunity afforded by the Race to the Top-Early Learning Challenge (RTT-ELC) as a catalyst for further change, Georgia has developed an ambitious yet achievable agenda for meeting the school readiness needs of children birth to five. As summarized in earlier narratives and detailed in later ones, the state has created a high quality plan that will continue to build a solid infrastructure while implementing key projects that target the challenges associated with Georgia’s Children with High Needs. Georgia defines Children with High Needs as children living in poverty, those with health and developmental delays, those in foster care, and those from rural areas where high quality early learning and development programs are not available. To reduce the achievement gap (without lowering the bar), it is important that the key components of Georgia’s RTT-ELC high quality plan are sustainable after the grant.

This section provides an overview on how Georgia plans to sustain the impact of the RTT-ELC at the end of the grant period in 2015. Though not every activity in each project can be sustained, the infrastructure that has been strengthened as a result of RTT-ELC will ensure that large numbers and a large percentage of Children with High Needs continue to have access to high quality early learning and development programs and thus have a greater likelihood of entering kindergarten ready to excel. Only by having Children with High Needs entering Kindergarten ready to excel can Georgia, a state with a large percentage of Children with High Needs, reduce the achievement gap.

The following narrative will first detail the sustainability of each project identifying activities that will be funded through other sources; activities that will be sustained because they are incorporated into infrastructure; and activities that will lead to workforce knowledge that will endure as a result of RTT-ELC. Following the individual project discussion will be an explanation of how the whole of the sustainable parts is greater than their sum and how Georgia can continue to provide expanded access to high quality programs past 2015.

### **SUSTAINABILITY OF INDIVIDUAL PROJECTS:**

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- **Project One: Governance and Oversight.** The governance structure is a model for governance of an early learning and development system, not a model for RTT-ELC governance. The Georgia State Advisory Council on Early Childhood Education and Care and DECAL, the lead educational agency devoted solely to early learning, existed before the RTT-ELC, and both will continue to function after the grant period ends. DECAL will use state and federal funds to dedicate sufficient staff time after the grant to manage and support the work of the State Advisory Council. This means that the subcommittees created to oversee the work under each selection criteria will continue to meet and continue to review the goals needed to ensure access to high quality environments for the state's Children with High Needs. DECAL does not expect that the action teams, designed specifically to implement the RTT-ELC projects, will continue after the grant period ends.
- **Project Two: Alignment of CCDF Funding.** This project relates to consolidating all Child Care and Development Fund (including the Child Care and Development Block Grant funds) into one agency. Specifically, responsibility for the subsidized child care program will transfer from the Department of Human Services to DECAL, which currently oversees the CCDF quality and targeted funds. This consolidation ensures that the CCDF will be aligned to promote high quality programs and increase access to these programs for the state's Children with High Needs. Georgia is requesting RTT-ELC funds to facilitate the transfer and create safeguards to ensure that the access is not interrupted for children and families; however, these funds are only for the first two years of the grant. After the transfer is complete, additional RTT-ELC funds are not needed. The program will continue to operate under current funding streams.

- **Project Three: RTT-ELC Evaluation.** This project relates to the evaluation activities conducted for the individual projects as well as the overall RTT-ELC high quality plan. By fully implementing the proposed evaluation system, Georgia will be able to effectively collect data from all applicable RTT-ELC projects, gauge the impact of quality from the state's RTT-ELC and other applicable projects, and measure how Georgia has moved from *good* to *great* in impacting school readiness. All three components of the evaluation can and will be sustained after the grant. DECAL has internal research capacity that is only minimally funded through the grant. Other than a need for an additional data collector and subsequent analysis, the evaluation staff assigned to DECAL will continue to operate under current funding streams and will continue to analyze appropriate data after the grant. The data collected during the implementation of Project 10, the Kindergarten Entry Assessment will be fully integrated in the longitudinal data system by the conclusion of the grant. Therefore, this data will still be collected and available after the project ends. As mentioned previously, the quality study proposed is only partially funded through RTT-ELC. Existing quality dollars will be used to complete the study since analysis will occur after the RTT-ELC grant period. Finally, most of the analysis conducted by the Governor's Office of Student Achievement (GOSA) is funded by the grant and will be completed by the end of the grant period. State dollars may be allocated for one additional year for analysis and report writing.
- **Project Four: Tiered Quality Rating Improvement System (TQRIS).** This project is the foundation for providing access to high quality programs for Georgia's Children with High Needs. Many of the subsequent projects and current programs build on the key activities of the TQRIS implementation. Thus, the TQRIS has been designed for sustainability after the grant period. Because sustaining the program is high priority, Georgia expects to use the Child Care and Development Fund quality dollars and private funding to sustain and support TQRIS. The grant will allow for key activities (e.g., TQRIS Prep) to be expanded and therefore move a larger number of programs to higher levels of quality. This will support a higher percentage of Children with High Needs in high quality environments. After the grant ends, quality set-asides from the Child Care Development Fund will be specifically allocated to fund TQRIS activities. This ensures

that access to high quality programs continues to be expanded. In addition to the quality dollars, key activities in the project will be continued through private dollars for incentive/bonus packages.

- **Project 5: Georgia Early Learning and Development Standards (GELDS).** This project completes the standards alignment and revision that was begun with a research study in 2009. It is important that this project be sustained so Georgia's early learning and development workforce has access to developmentally appropriate standards and understands children's learning and development. At the end of the grant period, the GELDS project will be completed. Additional funding will not be needed to sustain the project as all of the activities are designed to have a completed product(s). Georgia Public Broadcasting (GPB) was selected to design and deliver training modules because of the ability to sustain the Professional Development related to the standards. All trainings developed will be recorded and available online and on DVDs. These trainings can be linked to other agencies' websites for access by a wide array of early learning and development professionals. In addition, grant funds will be used to develop train-the-trainer modules that will be used by the Technical College System of Georgia (TCSG) in continuing education courses. There will also be online courses and podcasts developed that will be housed on the existing DECAL online library. The curricula review will produce a list of curricula for birth to age five that aligns with the GELDS. This list will be available on the DECAL website as a resource.
- **Project 6: Comprehensive Assessment System.** This project will expand Georgia's assessment system to include aspects of Georgia's Pre-K comprehensive assessment system for the state's birth to five and non-Georgia's Pre-K population. To ensure sustainability, the Department of Public Health (DPH) has committed to providing ongoing funding for the nurse practitioner. Georgia Department of Education (GaDOE) will work with school systems to sustain the student licenses for Work Sampling Online. As mentioned in the paragraph above, all training designed and delivered by GPB will be online and on DVDs. The Assessment Project Coordinator and Special Education Preschool Assessment Coordinator are time-limited positions for the grant period. Their duties are focused on the roll out and development of systems that will be sustained after the grant with existing GaDOE funds and DECAL lottery funds. In addition, many of the

key activities will be conducted by DECAL and DPH staff, which will remain under current funding streams and thus retained after the grant ends.

- **Project 7: Family Engagement.** This project will align the many early learning and development activities geared toward Georgia’s workforce and Children with High Needs and their families. Family engagement is important to create a multi-faceted approach to intervention and to sustain the impacts into elementary school. The Governor’s Office for Children and Families has committed to providing ongoing funding for the Parent and Family Education Coordinator at DECAL. In addition, professional development will be provided by existing training resources that will be sustained, such as DECAL consultants and child care resource and referral consultants. Included in the current grant is a “train-the-trainer” component that will create trainer capacity.
- **Project 8: Alignment of Georgia’s Workforce Knowledge and Competency Framework.** This project is crucial to provide key links for Georgia’s early learning and development workforce to advance in their careers as they continue to learn and provide higher quality instruction. This project will be sustained by a variety of funding sources. First, the HOPE Program (funded by the Georgia Lottery for Education) will support advanced credentials for ECE professionals. Specifically, the HOPE Grant will continue to pay for Georgia residents to earn certificates, diplomas, and degrees from the state’s technical colleges. Georgia’s SCHOLARSHIPS and INCENTIVES programs support ECE professionals to increase their credentials and rewards ECE professionals who remain in the same program for at least one year. These programs will continue to be funded through CCDF. Additionally, the workforce competencies are evaluated every five years by an ongoing advisory group to ensure that new standards are incorporated and that competencies reflect best practices. Since 1995 a contract with the University of Georgia that has ensured these competencies exist and are aligned will continue to be funded with CCDF quality set-aside monies. The Technical College System of Georgia (TCSG) will continue to provide the GELDS training within the coursework for the Technical Certificate of Credit (TCC) and continuing education courses.
- **Project 9: Communities of Practice Project.** This project builds upon the current inclusion model conducted through the state’s resource and referral agencies to create and implement an Early Learning and Development Communities of Practice Project.

Communities of Practice impact Georgia's early learning and development workforce by establishing community resources that increase the quality of teaching in early learning and development classrooms. This is important for Children with High Needs because it will impact the overall quality of their learning environments and better prepare them to excel once they reach Kindergarten. Because Communities of Practice are locally developed, the resources and knowledge will remain and be accessible in those communities. Key activities will be specifically sustainable after the grant. The colleges and universities developing the Communities of Practice have committed to continue supporting the efforts, and Georgia Partnership for Educational Excellence (GPEE) will continue to provide marketing that stresses the importance of quality child care.

- **Project 10: Kindergarten Entry Assessment.** The Kindergarten Entry Assessment will be developed and implemented over the course of the grant. It is important that the Kindergarten Entry Assessment continue to be conducted so teachers understand the individual needs of their students and so the state can gauge how Kindergarten readiness challenges are being addressed. The Kindergarten Entry Assessment will be an excellent tool to help the state understand how programs such as Georgia's Pre-K or high rated TQRIS programs prepare children to excel when they enter kindergarten. After implementation and training, GaDOE will use existing state funds to implement the assessment and to collect data. It is estimated that the cost will be \$200,000 per year.
- **Project 11: Cross Agency Child Data System.** The Cross Agency Child Data System will be sustained after the completion of the RTT-ELC grant. This data system will help educators to continue delivering individual instruction and services. The data system will also help state leaders to continue making informed decisions based on reliable and valid data. To ensure continued collaboration between agencies and provide the data necessary to make informed policy decisions, the system will be maintained by DECAL using a combination of CCDF and state funds. Construction and implementation will be completed before the end of the grant period. Maintenance is expected to be under \$450,000 per year.

In 2015, Georgia will be able to demonstrate that: 1) Georgia has improved access to high quality early learning and development programs for Children with High Needs, 2) Children with High Needs who attended the state's high quality early learning and development programs are



more likely to enter Kindergarten ready to excel at a level congruent with their differing socio-economically peers. The investments made in Georgia through the RTT-ELC grant will directly impact the quality of early learning and development services and improve school readiness for Children with High Needs.

Georgia will have accomplished this by creating an early learning and development governance strategy that includes all agencies that serve young children and that engages all pertinent stakeholders, including parents, in the process. This governance structure, led by the State Advisory Council, will continue after the grant ends. Furthermore, the evaluation components embedded in the state's high quality plan will allow the State Advisory Council to gauge the overall impact of the state's RTT-ELC plan and parse out where those impacts were the most profound. The Kindergarten Entry Assessment will continue after the grant so that measurements of Georgia's early learning and development programs can continue. The State Longitudinal Data System will be in place and Kindergarten teachers will have been trained on the Kindergarten Entry Assessment so these important analyses can continue to occur.

The real sustainability of the grant is the access to high quality programs that will be expanded. As a result, in 2015, more children will have access to high quality programs. The state's support for high quality programs, while built with funds from the RTT-ELC, will continue to be offered through a systemic approach to providing early learning and development services. Through the TQRIS DECAL will be able to support technical assistance, and with child care subsidy under the auspices of the educational agency responsible for meeting the early learning and development needs of children birth to five, subsidy funding will be targeted solely to high quality environments. By continuing to support high quality programs with subsidy dollars, with a governance structure composed of early learning and development stakeholders, and with ongoing evaluation, Georgia can sustain the access provided long past 2015.

## B. HIGH-QUALITY, ACCOUNTABLE PROGRAMS

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### (B)(1) DEVELOPING AND ADOPTING A COMMON, STATEWIDE TIERED QUALITY RATING AND IMPROVEMENT SYSTEM

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*(10 points)*

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that--

(a) Is based on a statewide set of tiered Program Standards that include--

- (1) Early Learning and Development Standards;
- (2) A Comprehensive Assessment System;
- (3) Early Childhood Educator qualifications;
- (4) Family engagement strategies;
- (5) Health promotion practices; and
- (6) Effective data practices;

(b) Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards<sup>20</sup> that lead to improved learning outcomes for children; and

(c) Is linked to the State licensing system for Early Learning and Development Programs.

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<sup>20</sup> See such nationally recognized standards as:

U.S. Department of Health and Human Services. (2009). Head Start Program Performance Standards. Washington, DC: U.S. Department of Health and Human Services. PDF retrieved from: 45 CFR Chapter XIII - 1301-1311 [http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Requirements/45%20CFR%20Chapter%20XIII/45%20CFR%20Chap%20XIII\\_ENG.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Requirements/45%20CFR%20Chapter%20XIII/45%20CFR%20Chap%20XIII_ENG.pdf)

U.S. Department of Defense. DoD Instruction 6060.2, Child Development Programs (CDPs), January 19, 1993, certified as current August 25, 1998 (to be updated Fall 2011). Washington, DC: U.S. Department of Defense. Retrieved from:

[http://www.militaryhomefront.dod.mil/portal/page/mhf/MHF/MHF\\_DETAIL\\_1?section\\_id=20.60.500.100.0.0.0.0.&current\\_id=20.60.500.100.500.60.60.0.0](http://www.militaryhomefront.dod.mil/portal/page/mhf/MHF/MHF_DETAIL_1?section_id=20.60.500.100.0.0.0.0.&current_id=20.60.500.100.500.60.60.0.0)

American Academy of Pediatrics, American Public Health association, and National Resource Center for Health and Safety in Child Care and Early Education. (2011) Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and education Programs. Elk Grove Village, IL; American Academy of Pediatrics.

*In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State’s success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

Evidence for (B)(1):

- The completed table that lists each set of existing Program Standards currently used in the State and the elements that are included in those Program Standards (Early Learning and Development Standards, Comprehensive Assessment Systems, Qualified Workforce, Family Engagement, Health Promotion, Effective Data Practices, and Other), (see Table (B)(1)-1).
- To the extent the State has developed and adopted a Tiered Quality Rating and Improvement System based on a common set of tiered Program Standards that meet the elements in criterion (B)(1)(a), submit--
  - A copy of the tiered Program Standards;
  - Documentation that the Program Standards address all areas outlined in the definition of Program Standards, demonstrate high expectations of program excellence commensurate with nationally recognized standards, and are linked to the States licensing system;
  - Documentation of how the tiers meaningfully differentiate levels of quality.

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## INTRODUCTION

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Moving a *good* early care and education system to a *great* system that promotes school readiness for all children in all settings requires that a state scrutinize its current early care and education policies and programs to identify what is working and what is not. Georgia has a strong history of engaging in research to examine its early care and education system to reveal areas for improvement followed by continual enhancements to its practices and systems.

In keeping with this practice of self-reflection, DECAL contracted with nationally renowned researchers from the FPG Child Development Institute at the University of North Carolina at Chapel Hill to study the quality of licensed child care centers, Georgia’s Pre-K

programs, and family day care homes statewide. The goals of the study were to provide baseline data and information that would help DECAL understand the range of quality and the different types of services individual child care and Georgia's Pre-K programs offer and to illuminate areas where strategic investments could improve quality. The study utilized a representative sample, and the researchers used nationally validated observational tools such as the Infant/Toddler Environment Rating Scale-Revised, the Early Childhood Environment Rating Scale-Revised, and Family Child Care Environment Rating Scale-Revised. The details of the studies can be found in appendices 7,8,9 but the underlying findings revealed that the overall quality of child care in Georgia is medium to low (Maxwell, et al., 2009a-d and 2010a-b). Reflecting on these admittedly uncomfortable data, Georgia decided it was imperative to develop and implement a system of quality improvement.

The FPG research study coupled with previous work related to recognizing and improving quality set the stage for the dynamic evolution of Georgia's Tiered Quality Rating and Improvement System (TQRIS). Georgia's Governor, Nathan Deal, charged DECAL to implement a statewide, voluntary TQRIS developed with input from stakeholders, researchers, providers and national experts. Georgia's TQRIS not only rates the quality of early care and education programs in various settings, but it also improves individual program quality and supports overall quality improvement in Georgia through the alignment and coordination of system-wide projects.

The TQRIS allows Georgia to:

- Create ratings (good, very good, excellent) that reflect meaningfully differentiated levels of quality indicators that 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 links standards, technical assistance, monitoring, finance, and consumer engagement in a range of settings, including family child care homes, child care centers, school-based programs, Head Start programs, and others.

Georgia's TQRIS includes five elements and six quality dimensions or Program Standards. The five elements are:

1. Program 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 professional development, materials and equipment. Information regarding the bonus packages can be found in the TQRIS Manual located in the appendix (Appendix 10).
5. Consumer education to inform families and the public about the importance of quality in early and school-age care and education.

The six quality dimensions or Program Standards of the Georgia TQRIS include:

1. Director and Teacher Qualifications and Professional Development Registry Verification
2. Adult to Child Ratios and Group Size
3. Child Health, Nutrition, and Physical Activity
4. Family Partnerships
5. Intentional Teaching Practices (use of the Early Learning and Development Standards and Comprehensive Assessment to inform practice)
6. Learning Environment (measured using the Environment Rating Scales)

The TQRIS Program Standards have been reviewed by national experts at the FPG Child Development Institute as part of a 2008 Quality System Indicators Feasibility Study (Maxwell, et al., 2008; Feasibility Study in Appendix 11) and demonstrate high expectations of program excellence and tiers (good, very good, excellent) that meaningfully differentiate quality. The standards can be reviewed in the QRIS Program Manual located in the appendix (Appendix 10).

Georgia’s **High Quality Plan** to deliver and sustain the state’s TQRIS is represented in the following table:

| <b>High-Quality, Accountable Programs: High-Quality Plan</b> |   |
|--|---|
| <b>Project Level Outcomes</b>                                | Ongoing enhancement of statewide TQRIS.<br>Promote participation in the TQRIS.<br>Rate and monitor early learning and development programs.<br>Promote access to high quality early learning and development programs for Children with High Needs. |

| <b>High-Quality, Accountable Programs: High-Quality Plan</b> |   |
|--|---|
| <b>Georgia Strategy</b>                                      | Increase the number of high quality early learning and development programs and improve <b>access</b> to these programs for the state’s Children with High Needs.   |
| <b>Project 4</b>   | Fully implement a TQRIS with activities specifically designed to increase program quality, child outcomes and access for Children with High Needs.  |
| <b>Key Goal(s)</b>   | <p>3. Build a bridge of manageable increments from licensing compliance (the minimum requirement to move into TQRIS) through the TQRIS levels.</p> <p>4. Increase quality in early learning and development settings by substantially increasing the number of programs participating in the TQRIS and the number of programs at higher levels. (see table (B) (2) (c) for details)</p>   |
| <b>Key activities and rationale</b>                          | <p><b>Past</b></p> <p>QRIS feasibility study conducted by FPG 2009</p> <p>Research study regarding Quality Indicators (completed 2010)</p> <p>Reliability Training for Assessors Using CLASS and ERS (completed August 2011)</p> <p><b>Present</b></p> <p>October 2010 (ongoing): Establish an Infant Toddler Mentor Network to support quality projects.</p> <p>May 2011(ongoing): Met with stakeholders to introduce the TQRIS.</p> <p>August 2011(ongoing): Develop public awareness campaign, branding and marketing.</p> <p>September – November 2011: Pilot TQRIS.</p> <p><b>Future: Starting December 2012</b></p> <p>Conduct monthly orientation sessions across the state in six regions to promote the TQRIS.</p> <p>Conduct the <i>Art of Technical Assistance</i> Training for all technical assistance consultants supporting the TQRIS Process.</p> <p>Enhance the Mentor Network to include preschool and school-age teachers as well as mentors to support inclusion of children with disabilities.</p> <p>Recruit and serve programs serving Children with High Needs to participate in the TQRIS.</p> <p>Begin the professional development and technical assistance support project (TQRIS PREP) for non-compliant programs.</p> <p>Recruit programs from all settings to participate in the TQRIS.</p> <p>Provide training and technical assistance through Georgia’s Child Care Resource and Referral Agencies across the state prior to conducting ratings of programs.</p> <p>Implement a public awareness campaign to help parents understand the elements of</p> |

| <b>High-Quality, Accountable Programs: High-Quality Plan</b> |  |
|--|--|
|  | <p>quality early learning and development (years 1 and 2). Implement a public awareness campaign to help parents understand and utilize the TQRIS.</p> <p>Publish program ratings on the DECAL website (year 2 and beyond).</p> <p>Continue to support, monitor, and rate programs in the TQRIS.</p> <p>Conduct research study of program levels and the relationship to quality (years 1 and 2; see B5).</p> <p>Conduct research study relating to TQRIS and outcomes for children (years 2 and 3; see B5).</p> <p><b><u>Rationale: These activities will be conducted to inform and recruit programs to participate, provide assistance, enable quality improvement, rate programs and investigate results.</u></b></p>  |
| <b>Realistic timeline + key milestones</b>                   | <p>September 2011 – November 2011: Georgia TQRIS Pilot and Process Research</p> <p>January 2012: Open enrollment in TQRIS</p> <p>January 2012: 700 programs recruited (targeted recruitment of programs serving Children with High Needs and programs in rural communities)</p> <p>January 2012 – January 2013: Public relations campaign focused on parent awareness of “quality” in early care and education programs</p> <p>July 2012: Subsidy program begins issuing tiered reimbursement</p> <p>February 2012 – February 2013: Research project focused on program outcomes and leveling process</p> <p>January 2013: Program ratings published on website</p> <p>January 2013: CLASS instrument introduced to rating process</p> <p>January 2013 – January 2014: Public awareness campaign focused on TQRIS and meaning of tiered ratings</p> <p>January 2015: Research study focused on child outcomes</p> <p><b><u>See TABLES B(2)C and B(4)C(1) for detailed milestones</u></b></p> |
| <b>Party(ies) responsible</b>                                | <p>Georgia Department of Early Care and Learning – Key Staff:</p> <ul style="list-style-type: none"> <li>• Assistant Commissioner for Programs</li> <li>• Chief Officer of Operations and IT</li> <li>• Ph.D., Director, Quality Projects</li> <li>• Quality Projects Manager, Assessors</li> <li>• Assessor Team – Six members in year one; up to 12 members in year four</li> <li>• Help Desk Team – One team in year one; two teams in year two</li> <li>• Technical Assistance Providers and TQRIS Professional Development – Georgia Child Care Resource and Referral agencies (under contract with DECAL)</li> </ul> <p>Georgia Early Education Alliance for Ready Students</p>  |

| <b>High-Quality, Accountable Programs: High-Quality Plan</b>                             |  |
|--|--|
|  | <p>Georgia Family Connection Partnership</p> <p>Child Care Resource and Referral Services</p> <p>Contracted public relations firm</p> <p>Private funders/foundations (Incentive Bonuses)</p>   |
| <b>Project Budgets</b>   | See Budget Section   |
| <b>Supporting evidence</b>   | (B)(1) Table of current Program Standards; copy of TQRIS Program Manual and Bonus Packages in Appendix 10  |
| <b>Performance measures</b>  | <p>(B)(2)(c) – Increasing participation of child care programs</p> <p>(B)(4)(c)(1) – Increasing quality of child care programs</p> <p>(B)(2)(c) – Increasing enrollment in high quality programs</p>   |
| <b>How will State address different types of Early Learning and Development Programs</b> | <p>The TQRIS is open to <i>all</i> licensed and registered child care programs including child care centers, school-age centers, family day care homes, and group day care homes.</p> <p>Programs not licensed by DECAL, such as Department of Defense programs, Head Start and Early Head Start programs, public schools, and lab schools at technical colleges and universities, can volunteer to participate in the TQRIS.</p> <p>Programs serving Children with High Needs will receive targeted recruitment into the TQRIS Prep Project to receive free professional development, technical assistance, and incentives to support their involvement and success in the TQRIS.</p>   |
| <b>How will State meet needs of Children with High Needs and the special populations</b> | <p>Outreach and recruitment of programs that serve populations of Children with High Needs and programs in rural areas will be a priority for regionally located Child Care Resource and Referral agencies. Incentives, free professional development, and technical assistance will be provided to support programs applying to participate in the TQRIS.</p> <p>Bilingual and non-English language providers will be recruited and supported by same-language technical assistance providers (via a partnership with agencies such as the Latin American Association), and, based on a survey of need study in year 2, TQRIS materials will be developed in other languages.</p> <p>Georgia’s child care resource and referral agencies employ Inclusion Coordinators to assist families and child care programs in serving children with disabilities and developmental delays. The agencies employ bilingual parent referral specialists, trainers and technical assistance consultants.</p> <p>A pediatric nurse practitioner from the Department of Public Health will be located at DECAL to support health referrals from licensed and registered child care facilities. This nurse will provide referrals based on screenings and will link services to</p> |



| <b>High-Quality, Accountable Programs: High-Quality Plan</b> |   |
|--|---|
|  | <p>programs and families based on reported needs.</p> <p>Programs willing to served children with disabilities will receive free professional development, incentives and coaching and technical assistance to support participation of children with disabilities.</p> |

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**(B)(1)(a) & (b) TQRIS PROGRAM STANDARDS**

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Georgia’s TQRIS is based on a set of Program Standards that are measurable, that meaningfully differentiate program quality levels, and that reflect high expectations of program excellence.

The six quality dimensions or Program Standards of the Georgia TQRIS are:

1. Director and Teacher Qualifications and Professional Development Registry Verification
2. Adult to Child Ratios and Group Size
3. Child Health, Nutrition, and Physical Activity
4. Family Partnerships
5. Intentional Teaching Practices (use of the Early Learning and Development Standards and Comprehensive Assessment to inform practice)
6. Learning Environment (measured using the Environment Rating Scales)

These standards are aligned with the standards defined within the application and are further described below (in the order prescribed by the grant application) as measurable and differentiated by three tier levels (good, very good, and excellent) that reflect high standards of excellence beyond licensing compliance (See TQRIS Manual Appendix 10 for Rating Scale)

**(1) EARLY LEARNING AND DEVELOPMENT STANDARDS / GEORGIA’S INTENTIONAL TEACHING PRACTICES**

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In 2010, DECAL commissioned a study to gather empirical data that could be used to improve its already nationally recognized early learning standards. Sharon Lynn Kagan (Teachers College, Columbia University) and Catherine Scott-Little (University of North Carolina at Greensboro) led the year-long study that was released in May of 2011. (For more information on the study, see Section (C)(1).) The revised Georgia Early Learning and

Development Standards cover all essential domains of school readiness and address what children birth to kindergarten should know and be able to do as well as their disposition toward learning.

With the standards revision, Georgia is now fully equipped to move its quality projects forward in a quick and informed manner. The revised Georgia Early Learning and Development Standards are foundational to the TQRIS. The revised standards will be launched in February 2012 and released to Georgia’s early care and educational professionals, stakeholders, and early elementary teachers. Training and technical assistance on the appropriate use of the standards will be supported by Georgia’s child care resource and referral agencies and Georgia Public Broadcasting as part of the TQRIS Technical Assistance Project and will be a focus for Georgia’s Infant Toddler Network conferences over the next two years. The Georgia Early Learning and Development Standards are embedded in TQRIS Program Standard 1: Staff Qualifications and in TQRIS Program Standard 5: Intentional Teaching Practices.

The attached charts outline only the *specific* criteria relating to early learning and development standards in TQRIS Program Standards 1 and 5. To view all of the TQRIS Program Standards, refer to the TQRIS Program Manual in the appendix (Appendix 10).

| Standard 1: Teacher Education and Professional Development |                |  |
|--|----------------|--|
| Level Good   | 1 to 3 points  | <b>1.2</b> 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.                       |
| Level Very Good  | 4 to 7 points  | <b>2.2</b> 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.                     |
| Level Excellent  | 8 to 10 points | <b>3.2</b> 100% of all lead and assistant teachers have an annual written Individual Professional Development Plan that includes training in at least four ECE Competency areas at the Advanced level to include training in early learning and development standards, cultural competency, and inclusion. |

| Standard 5: Intentional Teaching Practices |                |   |
|--|----------------|---|
| Level Good                                 | 1 to 3 points  |   |
| Level Very Good                            | 4 to 7 points  | <b>2.2</b> Lesson plans for all age groups are aligned with the Georgia Early Learning and Development Standards.   |
| Level Excellent                            | 8 to 10 points | <b>3.1</b> The program uses an age appropriate curriculum that supports development across all five learning domains (cognitive, social, emotional, physical, approaches to play and learning) and that is aligned with the Georgia Early Learning and Development Standards. |

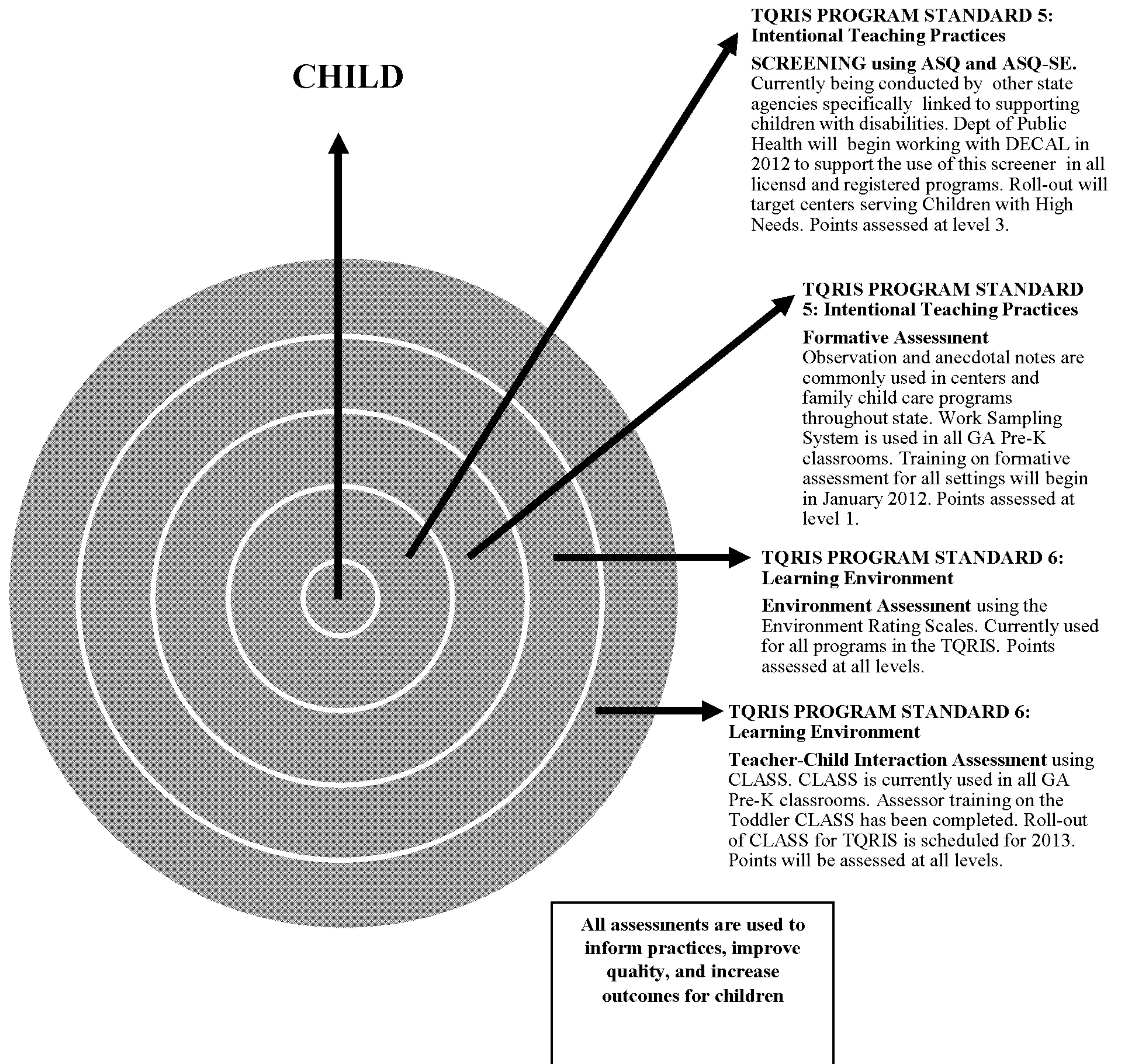
## **(2) A COMPREHENSIVE ASSESSMENT SYSTEM / GEORGIA'S INTENTIONAL TEACHING PRACTICES**

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Georgia's Comprehensive Assessment System is being built upon the solid foundation of the nationally recognized Georgia's Pre-K model. This model uses the early learning and development standards to support child outcomes that are aligned with a formative assessment using the Work Sampling System (WSS) to track child progress and guide instruction. Valid and reliable program environment assessment is gauged periodically using the Early Childhood Environment Rating Scale-Revised for research purposes, and teacher-child interaction assessments are gauged by the Classroom Assessment Scoring System (CLASS). In keeping with Georgia's commitment to reflective practices, the data gathered from this assessment model shapes program practices and policies to improve child outcomes.

The Georgia Comprehensive Assessment System coupled with a new project to use the Ages and Stages Questionnaire (ASQ) and Ages and Stages Social Emotional Questionnaire (ASQ-SE) as screening tools will be carefully deployed between January 2012 and January 2015 in both center and family settings.

The following graphic depicts how Georgia's proposed Comprehensive Assessment System is connected to the TQRIS:



The chart below reveals only the *specific* criteria relating to Comprehensive Assessment Standards in TQRIS Program Standards 3 and 5. To view all of the TQRIS Program Standards, refer to the TQRIS Program Manual in the Appendix (Appendix 10).

| Standard 3: Child Health, Nutrition and Physical Activity |                |  |
|---|----------------|--|
| Level Good  | 1 to 3 points  | (not related to comprehensive assessment)  |
| Level Very Good   | 4 to 7 points  | <b>2.4</b> Programs require parents to submit form 3300 (vision, dental, hearing screening) for all children ages three and above within 90 days of enrollment. Follow-up services are provided as needed.   |
| Level Excellent   | 8 to 10 points | <b>3.2</b> 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.<br><b>3.4</b> Programs require parents to submit form 3300 (vision, dental, hearing screening) for all children ages three and above within 90 days of enrollment. Follow-up services are provided as needed.<br><b>3.5</b> Screening tools (ASQ and ASQ-SE) are used annually with parent permission to provide early detection of developmental delays to support early intervention. |

| Standard 5: Intentional Teaching Practices Curriculum and Assessment |                |  |
|--|----------------|--|
| Level Good   | 1 to 3 points  | (not related to comprehensive assessment)  |
| Level Very Good  | 4 to 7 points  | <b>2.3</b> Ongoing formative assessments are used to guide classroom instruction along a broad continuum at least twice yearly to inform teaching practices. |
| Level Excellent  | 8 to 10 points | <b>3.3</b> Ongoing formative assessments are used to guide classroom instruction along a broad continuum at least twice yearly to inform teaching practices. |

| Assessment of Environment and Teacher-Child Interactions |                          |   |
|--|--------------------------|---|
| <b>Environment Assessment</b>                            | ITERS-R                  | Initial Assessment for ALL programs<br>Every three years (at a minimum) to advance or maintain tier level |
|  | ECERS-R                  |   |
|  | FCCERS-R                 |   |
|  | SACERS                   |   |
| <b>Teacher Child Interaction Assessment</b>              | CLASS rolled out in 2013 | Initial assessment for ALL programs<br>Every three years (at a minimum) to advance or maintain tier level |

### (3) EARLY CHILDHOOD EDUCATOR QUALIFICATIONS

Early childhood educator qualifications are captured in TQRIS 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 and have an assigned career level (see the career level chart located in TQRIS Program Manual in the appendix (Appendix 10). This allows for the collection of data for ongoing workforce analysis. TQRIS points are based on the education and professional

development criteria listed below as verified by Georgia’s Professional Standards Commission and reported in the Professional Development Registry. This standard, along with the family engagement standard, also recognizes the importance of cultural and linguistic competency as related to teacher education. TQRIS program standards relating to center-based workforce are outlined below for both administrators and teachers:

| <b>Standard 1: Director/Program Administrator Education and Professional Development</b> |                |   |
|--|----------------|---|
| Level Good   | 1 to 3 points  | <p><b>1.1</b> The director meets the criteria for Career Level 4 or higher in the Professional Development Registry.</p> <p><b>1.2</b> The director has completed a state approved 40-hour Director Course.</p> <p><b>1.3</b> 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><b>1.4</b> The director has documentation of completing, in the previous calendar year, at least four additional hours of DECAL-approved professional development beyond what is required by licensing rules.</p>   |
| Level Very Good  | 4 to 7 points  | <p><b>2.1</b> The director meets the criteria for Career Level 7 or higher in the 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><b>2.2</b> 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><b>2.3</b> The director has documentation of completing, in the previous calendar year, at least six additional hours of DECAL-approved professional development beyond what is required by licensing rules.</p> |
| Level Excellent  | 8 to 10 points | <p><b>3.1</b> The director meets the criteria for Career Level 8 or higher in the 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><b>3.2</b> The director has a written Individual Professional Development Plan that includes administrative training in at least three ADM Competency areas at the Advanced level.</p> <p><b>3.3</b> The director has documentation of completing, in the previous calendar year, at least six additional hours of DECAL-approved professional development beyond what is required by licensing rules.</p>                |

| <b>Standard 1: Teacher Education and Professional Development</b> |               |  |
|---|---------------|--|
| Level Good  | 1 to 3 points | <p><b>1.1</b> At least 50% of all lead teachers meet the criteria for Career Level 3 or higher in the 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 TQRIS Program Manual Appendix 10).</p> <p><b>1.2</b> 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><b>1.3</b> 25% of all lead and assistant teachers have documentation of completing, in the previous calendar year, at least four additional hours of DECAL-approved professional development beyond what is required by licensing rules.</p> |
| Level Very Good   | 4 to 7 points | <p><b>2.1</b> At least 50% of all lead teachers meet the criteria for Career Level 4 or higher in the 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><b>2.2</b> 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><b>2.3</b> 50% of all lead and assistant teachers have documentation of completing, in the</p>  |

|                 |                |   |
|-----------------|----------------|---|
|                 |                | previous calendar year, at least six additional hours of DECAL-approved professional development beyond what is required by licensing rules.  |
| Level Excellent | 8 to 10 points | <p><b>3.1</b> At least 75% of all lead teachers meet the criteria for Career Level 5 or higher in the 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><b>3.2</b> 100% of all lead and assistant teachers have an annual written Individual Professional Development Plan that includes training in at least four ECE Competency areas at the Advanced level to include training early learning and development standards, cultural competency, and inclusion.</p> <p><b>3.3</b> 75% of all lead and assistant teachers have documentation of completing, in the previous calendar year, at least eight additional hours of DECAL-approved professional development beyond what is required by licensing rules.</p> |

#### (4) FAMILY ENGAGEMENT STRATEGIES

##### Portfolio Standard 4: Family Partnership

Research shows that parent involvement in their child’s education is key to positive child outcomes. For this reason Georgia is using the TQRIS Program Standards as a mechanism to provide information, program self-assessment, and professional development to support greater commitment to engaging families in all early learning settings. TQRIS Program Standard 4 relies heavily on the Strengthening Families Assessment tool that aligns with the Strengthening Families Five Protective Factors (Parental Resilience, Social Connections, Support, Knowledge of Parenting and Child Development, Social and Emotional Competence). The Strengthening Families framework is also used in home visiting programs and by the Georgia Department of Human Services. Points for this standard are awarded based on the level of commitment to family partnership demonstrated and supported by the program. This standard along with the professional development standard recognizes the importance of cultural and linguistic competency as related to family support.

| Standard 4: Family Partnership |               |  |
|--------------------------------|---------------|--|
| Level Good                     | 1 to 3 points | <p><b>1.1</b> 50% of the staff have completed the Strengthening Families online training titled <i>Overview of the 5 Protective Factors</i> at <a href="http://strengtheningfamilies.org">strengtheningfamilies.org</a></p> <p><b>1.2</b> 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><b>1.3</b> The program offers parent conferences at least once a year.</p> <p><b>1.4</b> Staff have received a minimum of two hours of professional development in cultural and linguistic competence.</p> <p><b>1.5</b> 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><b>2.1</b> 75% of the staff have completed the Strengthening Families online training titled <i>Overview of the 5 Protective Factors</i> at <a href="http://strengtheningfamilies.org">strengtheningfamilies.org</a></p> <p><b>2.2</b> 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><b>2.3</b> The program offers parent conferences at least twice a year.</p> <p><b>2.4</b> Staff have received a minimum of four hours of training in cultural and linguistic competence.</p> <p><b>2.5</b> Program has policies and practices in place that encourage family involvement that reflect the traditions of children enrolled in the program.</p>             |

|                    |                   |  |
|--------------------|-------------------|--|
| Level<br>Excellent | 8 to 10<br>points | <p><b>3.1</b> 100% of the staff have completed the Strengthening Families online training titled <i>Overview of the 5 Protective Factors</i> at <a href="http://strengtheningfamilies.org">strengtheningfamilies.org</a></p> <p><b>3.2</b> 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><b>3.3</b> The program offers parent conferences at least twice a year and provides an opportunity for parents to meet at least twice a year to give support and input to the program.</p> <p><b>3.4</b> Staff have received a minimum of six hours of training in cultural and linguistic competence.</p> <p><b>3.5</b> Program has policies and practices in place that encourage family involvement that reflect the traditions of children enrolled in the program.</p> |
|--------------------|-------------------|--|

## (5) HEALTH PROMOTION PRACTICES

### Portfolio Standard 3: Child Health, Nutrition, and Physical Activity

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 reflect on their current health, safety, and nutrition practices and identify areas for improvement. Points are assessed for this standard based on the completion of the Health, Nutrition, and Physical Activity Assessment (see the TQRIS Program Manual Appendix 10), a written improvement plan and accompanying evidence, *and* evidence that the program has met each of the requirements listed below at each level.

| Standard 3: Child Health, Nutrition, and Physical Activity |                   |   |
|--|-------------------|---|
| Level<br>Good  | 1 to 3<br>points  | <p><b>1.1</b> 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 one criterion for each of the three domain areas.</p> <p><b>1.2</b> 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><b>1.3</b> 75% of staff are current with CPR and First Aid certification.</p>   |
| Level<br>Very<br>Good                                      | 4 to 7<br>points  | <p><b>2.1</b> 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 two criteria for each of the three domain areas.</p> <p><b>2.2</b> 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><b>2.3</b> Has created a family resource area for materials relating to health, nutrition, and safety.</p> <p><b>2.4</b> Program 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><b>2.5</b> 85% of staff are current with CPR and First Aid certification.</p> |
| Level<br>Excellent   | 8 to 10<br>points | <p><b>3.1</b> 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 three criteria for each of the three domain areas.</p> <p><b>3.2</b> 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>a. Has created a family resource area for materials relating to health, nutrition, and safety.</p> <p>b. Program requires parents to submit form 3300 (vision, dental, hearing screening) for</p>  |



|  |  |   |
|--|--|---|
|  |  | <p>all children ages 3 and above within 90 days of enrollment. Follow-up services are provided as needed.</p> <p>c. 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>d. 100% of staff are current with CPR and First Aid certification.</p> |
|--|--|---|

## **(6) EFFECTIVE DATA PRACTICES**

Effective data practices are approached from two levels, the early learning and development program level and the DECAL level. DECAL wants to encourage programs to collect and utilize data to support program improvements, child outcomes, and family support needs, and as an agency, DECAL will collect data to gauge the TQRIS program’s effectiveness.

### **PROGRAM LEVEL DATA PRACTICES**

Currently at the program level, providers participating in the TQRIS are required to report demographic and socioeconomic data on the children they serve via an online application process. This information allows DECAL to look at child demographics at each TQRIS level. Critical attention and support will be directed to programs serving Children with High Needs, including foster children, English language learners, children with disabilities, children of migrant workers, and children receiving child care subsidy or who are eligible for Medicaid or Georgia’s PeachCare for Kids state health insurance program. In the future, DECAL will track individual children to see if a program’s TQRIS level is in any way an indicator of higher performance on the kindergarten entry assessment. The goal is to use data for continuous improvement of the TQRIS so that a child’s participation in a higher tiered program can be directly correlated to readiness for Kindergarten and later school success.

Program level data regarding enrollment and attendance is difficult to obtain. DECAL will explore several incentive options for collecting this particular data element. One option being explored is to grant TQRIS incentives to programs that voluntarily submit enrollment data via the TQRIS online data system. DECAL is currently working with private funders to provide computers to programs who will participate in a pilot of this data gathering effort.

### **DECAL DATA PRACTICES**

The TQRIS Online application process allows DECAL to collect program-level data on the program’s structure, quality, staff retention, work environment, and all applicable data reported as part of the state’s TQRIS. Timely and accurate data is necessary to support and

ensure ongoing program improvements for the TQRIS. The build-out of the TQRIS data system began in July 2011 and will go live in January 2012. **This grant will fund the next phase of the build-out of the TQRIS data system.** Modules that will go live January 2012 include:

- TQRIS application and re-application process
- TQRIS portfolio submission
- TQRIS tools for scoring portfolios
- TQRIS technical assistance monitoring and tracking

Using grant funds, these modules will be tightly integrated with the child care licensing system. The technical assistance module will allow external partners such as child care resource and referral agencies to access and record technical assistance, and the data system will be linked to the DECAL website to display quality ratings to parents searching for child care.

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(B)(1)(c) GEORGIA'S TQRIS IS LINKED TO THE STATE LICENSING SYSTEM FOR  
EARLY LEARNING AND DEVELOPMENT PROGRAMS

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The Child Care Services Division of DECAL monitors and licenses child care programs 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.

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 to six children under the age of 18 for pay.
- 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 may provide care 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 may provide care for 19 or more children under the age of 18 for less than 24 hours per day.

Based on a study by Richard Fiene (1997), an Associate Professor of Human Development and Family Studies in the College of Health and Human Development and the Capital College at Pennsylvania State University, Child Care Services uses a *focused visit* system to monitor early care facilities. The focused visit system is based on a set of 12 core licensing rule areas that DECAL 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.

When any of the 12 core rule categories are cited, the number of category citations and the risk level of each citation determine whether a program is considered compliant or not compliant with licensing rules.

Child care programs may be exempt from licensure based on specific criteria. Programs that meet the criteria must submit an Exemption Request Form to DECAL. DECAL reviews the request and determines exemption based on the applicable rules and guidelines. All eligible 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 DECAL may volunteer to participate in Georgia's TQRIS. Military child care programs licensed by the Department of Defense, Georgia's Pre-K programs operated by local boards of education, Head Start/Early Head Start programs and lab schools at technical colleges and universities are also invited to participate.

**Eligibility Requirements for the TQRIS include:**

- Licensed/Registered for a minimum of 12 months
- Compliant with state child care licensing rules and regulations
- Compliant with Georgia's Pre-K Program (if applicable)
- Compliant with the Child and Adult Care Food Program (CACFP) and Summer Food Service Program (SFSP) (if applicable)
- Registration of all staff members in the Professional Development Registry.

In an effort to bridge the gap between licensing compliance and the TQRIS, two projects will be funded using RTT-ELC dollars. The first project will implement recommendations from an ongoing licensing compliance study and licensing compliance revision process being conducted by Richard Fiene of Pennsylvania State University and funded in part by the Georgia State Advisory Council on Early Childhood Education and Care. The second project will build on a successful project originally funded by American Recovery and Reinvestment Act dollars.

## **LICENSING COMPLIANCE STUDY**

Richard Fiene is a research psychologist who has spent his professional career studying child care quality. His research at the national and state levels has centered on child care licensing, early childhood program accreditation, quality rating systems, and child care/early childhood development training systems and their impact on child care quality, in particular infant child care. Dr. Fiene is currently being funded by the Georgia State Advisory Council on Early Childhood Education and Care to review Georgia's licensing compliance process and to support the state's efforts to have core licensing indicators that support child health and safety and increase opportunities for school readiness. Dr. Fiene is also analyzing both the alignment of Georgia's core licensing rules with other quality standards and reliability among the field consultants charged with monitoring licensed and registered programs. Funds from the grant will be used to expand Dr. Fiene's study to add a research component that looks at licensing compliance indicators as predictors of TQRIS levels.

## **TQRIS PREP LICENSING PROJECT**

Between 2010 and 2011, DECAL in cooperation with the Department of Human Services used American Recovery and Reinvestment Act dollars to implement a project that supported over 640 programs as they moved from a non-compliant licensing status to a compliant status. This project provided professional development on core licensing rules, offered substitute teacher stipends to increase staff attendance, provided intensive technical assistance, and delivered equipment packages to help programs become compliant and sustain their compliance level. This project boasted a 90% success rate in sustainable improvement. Using this model, licensed or registered programs (family and group day care homes, school age care, and child care centers) that are in a non-compliant licensing status will be recruited to participate in intensive technical assistance with the goal of sustained compliance and readiness for participation in the TQRIS program within one and a half years. This project will serve 300 programs per year with 1,200 programs being served over the four-year grant period. Programs serving Children with High Needs will be the first to be recruited for this project and will receive incentives to encourage participation. Bilingual technical assistance providers will be recruited to support programs owned or operated by English Language Learners.

| <b>Table (B)(1)-1: Status of All Program Standards Currently Used in the State</b>  |   |                                  |                     |                   |                       |                          |       |
|---|---|----------------------------------|---------------------|-------------------|-----------------------|--------------------------|-------|
|   | <b>Program Standards Elements<sup>21</sup></b>  |                                  |                     |                   |                       |                          |       |
|   | <i>If the Program Standards address the element, place an "X" in that box</i><br><b>*NOTE: citation numbers refer to the specific licensing code, Georgia's Pre-K Program Requirement or TQRIS Program Standard</b> |                                  |                     |                   |                       |                          |       |
| <b>List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards</b> | Early Learning and Development Standards  | Comprehensive Assessment Systems | Qualified Workforce | Family Engagement | Health Promotion      | Effective Data Practices | Other |
| <b>Child Care Center (CCLC) Rules and Regulations</b>   | X<br>591-1-1-.03*   | X<br>591-1-.21(2)(b)             | X<br>591-1-1-.31    |                   | X<br>591-1-1-.07      |                          |       |
| <b>Family Day Care Home (FDCH) Rules and Regulations</b>  | X<br>290-2-3-.09  |                                  | X<br>290-2-1-.07    |                   | X<br>290-2-3 -<br>.11 |                          |       |
| <b>Group Day Care Home Licensing Rules and Regulations</b>  | X<br>290-2-1-.11  |                                  | X<br>290-2-1-.09    |                   | X<br>290-2-1-.11      |                          |       |
| <b>GA's Pre-K Operating Guidelines</b>  | X<br>4.0  | X<br>4.6                         | X<br>12.3           | X<br>4.7          | X<br>3.11             | X<br>22.0                |       |
| <b>Quality Rating and Improvement Standards</b>   | X<br>Standard 5   | X<br>Standard 5                  | X<br>Standard 1     | X<br>Standard 4   | X<br>Standard 3       | X                        |       |
| <b>Head Start and Early Head Start</b>  | X<br>aligned with<br>GELDS  | X                                | X                   | X                 | X                     | X                        |       |
| <b>Title I Even Start Programs</b>  | X   | X                                | X                   | X                 |                       |                          |       |

<sup>21</sup> Please refer to the definition of Program Standards for more information on the elements.

| <b>Table (B)(1)-1: Status of All Program Standards Currently Used in the State</b>  |  |                                  |                     |                   |                  |                          |       |
|---|--|----------------------------------|---------------------|-------------------|------------------|--------------------------|-------|
|   | <b>Program Standards Elements<sup>21</sup></b>   |                                  |                     |                   |                  |                          |       |
|   | <i>If the Program Standards address the element, place an "X" in that box</i>  |                                  |                     |                   |                  |                          |       |
|   | <b>*NOTE: citation numbers refer to the specific licensing code, Georgia's Pre-K Program Requirement or TQRIS Program Standard</b> |                                  |                     |                   |                  |                          |       |
| <b>List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards</b> | Early Learning and Development Standards   | Comprehensive Assessment Systems | Qualified Workforce | Family Engagement | Health Promotion | Effective Data Practices | Other |
| <b>Part C IDEA</b>  | X  | X                                | X                   | X                 |                  | X                        |       |
| <b>Programs funded by CCDF</b>  |  |                                  |                     |                   | X                |                          |       |

**(B)(2) PROMOTING PARTICIPATION IN THE STATE'S TIERED QUALITY RATING AND IMPROVEMENT SYSTEM**

*(15 points)*

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State's Tiered Quality Rating and Improvement System by--

(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--

- (1) State-funded preschool programs;
  - (2) Early Head Start and Head Start programs;
  - (3) Early Learning and Development Programs funded under section 619 of part B of IDEA and part C of IDEA;
  - (4) Early Learning and Development Programs funded under Title I of the ESEA;
- and
- (5) Early Learning and Development Programs receiving funds from the State's CCDF program;

(b) Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (e.g., maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program); and

(c) Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).

*In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

*Additionally, the State must provide baseline data and set targets for the performance measure under (B)(2)(c).*

*(Enter narrative here – recommended maximum of five pages)*

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**(B)(2)(a) POLICIES AND PRACTICES TO HAVE ALL PUBLICLY FUNDED EARLY LEARNING AND DEVELOPMENT PROGRAMS PARTICIPATE IN TQRIS**

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DECAL has created the following policy (see TQRIS Participant Manual Appendix 10) to support participation in the TQRIS by any licensed or registered child care program and any publicly-funded programs not licensed by the department.

**TQRIS ELIGIBILITY**

All child care programs (family day care homes, group day care homes, child care learning centers, after school programs, and faith-based programs) licensed or registered by DECAL 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, Early Head Start and Head Start programs, and early learning and development programs funded by Part B or C of IDEA or under Title I of the ESEA are also recruited to participate.

**Eligibility Requirements:**

- Licensed/Registered for a minimum of 12 months
- Compliant with state licensing rules and regulations
- Compliant with Georgia's Pre-K Program (if applicable)
- Compliant with the Child and Adult Care Food Program (CACFP) and Summer Food Service Program (SFSP) (if applicable)
- Registration of all staff members in the Professional Development Registry

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**(B)(2)(B) IMPLEMENTING POLICIES AND PRACTICES DESIGNED TO HELP MORE FAMILIES AFFORD HIGH QUALITY CHILD CARE AND MAINTAIN THE SUPPLY OF HIGH QUALITY CHILD CARE IN AREAS WITH HIGH CONCENTRATIONS OF CHILDREN WITH HIGH NEEDS**

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DECAL has worked closely with the Department of Human Services, the current grantee for CCDF subsidy funds, to create policies and practices that will help families afford quality child care and maintain the supply of high quality programs. The following projects are aimed to address these issues.

**COMPASS SYSTEM**

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Georgia's Common Point of Access to Social Services (COMPASS) system allows a parent or guardian to apply for a variety of supports including food stamps, Medicaid, Temporary Assistance to Needy Families (TANF) and Child and Parent Services (CAPS). Child care subsidy is provided through the CAPS program and provides access to early learning and development programs for families with high needs. This successful one-stop-shop system is easily navigated online, and parents receive case management services via the telephone, thus eliminating lack of transportation as a barrier to services, thereby allowing greater access by families in need. Funding is currently in place to promote the use of the COMPASS system. Current data indicates that during August 2011, 93% of the families who applied for child care subsidy did so using the online system; only 7% submitted paper applications, demonstrating a high rate of user access. COMPASS is also used for periodic redetermination to promote seamless services



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## **TIERED REIMBURSEMENT**

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DECAL has been working with the Department of Human Service (DHS), to implement tiered reimbursement as an incentive for child care programs participating in the TQRIS and as a way to help families with high needs gain access to high quality programs. In October, Governor Nathan Deal made the decision to move the CCDF child care subsidy program to DECAL. This move, along with the previous move of CCDF quality funds to DECAL in 2004, unites all CCDF programs and allows all CCDF to be handled within the same agency thereby streamlining administration. This realignment supports policy changes designed to increase access to high quality early learning and development programs for Children with High Needs. In order to sustain tiered reimbursement, RTT-ELC grant funds will match current dollars allocated for tiered reimbursement and will gradually phase out as CCDF funding phases in to assume full costs. As the Georgia economy improves, DECAL will make a supplemental budget request for state funds for subsidy dollars and will work with DHS to identify TANF funds for transfer to CCDF.

Georgia's approach for paying out TQRIS tiered reimbursement bonuses to child care programs is unique. The distribution of TQRIS bonus subsidy funds is linked to the program, *not* to a specific child, and is based on the number of children receiving the CAPS subsidy served by the program. Children in the CAPS subsidy program are by definition considered Children with High Needs as they are children in foster care, children with disabilities who meet the income requirements, and children from families with very low incomes. The subsidy bonus is based on the percentage of children receiving subsidies enrolled in the program. The higher the TQRIS level, the higher percentage of children with High Needs, the higher the bonus. Research demonstrates that Children with High Needs fare better in high quality programs. This model is a stronger economic model for the child care program and the state with regards to sustainability.

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## **PROGRAM INCENTIVES**

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In addition to a child care subsidy bonus based on the percentage of children served in CAPS and the TQRIS level, an incentive program has been established to encourage high quality providers to participate in both the TQRIS and the CAPS program. Section (B)(4)(a) outlines in detail the program incentives offered as a part of the TQRIS. Key incentives that specifically target high quality programs are professional development, bonus packages for teachers, and program bonuses examples of these incentives are outlined below:

- Maintaining a high quality program is expensive. The TQRIS offers free professional development to participating programs, allowing those programs to reduce their training costs. Professional development is structured to align with and support sustaining TQRIS Program Standards.
- At the highest tier, program administrators and teachers will receive an individual bonus to offset a portion of labor costs and to encourage the program to sustain the highest level.
- Maintaining program supplies and equipment is more difficult when a program has a robust enrollment. Bonus packages that include replacement materials further encourage a high quality program to participate in both the TQRIS and subsidy program.

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**(B)(2)(c) TARGETS FOR THE NUMBERS AND PERCENTAGES OF EARLY LEARNING AND DEVELOPMENT PROGRAMS THAT WILL PARTICIPATE IN THE TIERED QUALITY RATING AND IMPROVEMENT SYSTEM**

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Georgia has set ambitious and achievable goals for TQRIS participation, as shown in the following Table (B)(2)(c). The targets reflect the current capacity and caseload of Georgia's statewide child care resource and referral agencies that will be recruiting programs that serve Children with High Needs and providing the professional development and technical assistance needed to support programs entering the TQRIS. Funding from the grant is requested to increase the capacity of the child care resource and referral agencies to deliver these services statewide.

Targets for TQRIS participation are based on the past capacity of the child care resource and referral agencies to provide intensive, on-going technical assistance and professional development for national accreditation. It is expected that the TQRIS will recruit more programs with the tiered level approach. DECAL and the child care resource and referral agencies will recruit participants across five settings: child care centers with state funded programs, licensed and compliant child care centers and group day care homes, registered and compliant family child care homes, and programs exempt from licensing such as Head Start, Early Head Start, Department of Defense, and Department of Education programs. Programs that are not compliant with the rules but serve Children with High Needs or that are located in rural areas will be recruited for the TQRIS Prep Program.

Licensed child care centers that receive funds for the state Pre-K program will be required to participate in the TQRIS by 2015, so recruitment of these programs is anticipated to move quickly, with 90% of these programs or 1,672 rated by 2015. Licensed and registered programs receiving child care subsidy dollars will be heavily recruited and supported through the rating process since they represent a hub of programs serving Children with High Needs. These programs will have a financial bonus available to them to provide added incentive. Ten percent of these programs will be targeted in year one (369 programs); 25% or 923 programs targeted in year two; 35% or 1,292 programs targeted in year three; and 50% or 1,845 programs targeted in year four.

Family child care programs serve many families in Georgia’s rural areas and attract a large proportion of English language learners. It is anticipated that by year four 50% of family child care providers will be participating in the TQRIS. This would be 1,653 programs.

| <b>Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System</b> |  |   |             |   |            |  |            |   |            |   |            |
|--|--|---|-------------|---|------------|--|------------|---|------------|---|------------|
| <b>Type of Early Learning and Development Program in the State</b>   | <b>Number of programs in the State</b> | <i>Baseline and Annual Targets – Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i> |             |   |            |  |            |   |            |   |            |
|  |  | <b>Baseline (Today)</b>   |             | <b>Target-end of calendar year 2012</b> |            | <b>Target -end of calendar year 2013</b> |            | <b>Target-end of calendar year 2014</b> |            | <b>Target-end of calendar year 2015</b> |            |
|  |  | <b>#</b>  | <b>%</b>    | <b>#</b>                                | <b>%</b>   | <b>#</b>                                 | <b>%</b>   | <b>#</b>                                | <b>%</b>   | <b>#</b>                                | <b>%</b>   |
| Child care centers and public schools with state-funded Georgia’s Pre-K  | <b>1,858</b>                           | 15  | <b>.8%</b>  | 464                                     | <b>25%</b> | 929                                      | <b>50%</b> | 1,393                                   | <b>75%</b> | 1,672                                   | <b>90%</b> |
| Licensed child care centers without Georgia’s Pre-K  | <b>2,061</b>                           | 8   | <b>.4%</b>  | 206                                     | <b>10%</b> | 515                                      | <b>25%</b> | 721                                     | <b>35%</b> | 1,030                                   | <b>50%</b> |
| Registered Family Day Care Homes   | <b>3,306</b>                           | 2   | <b>.06%</b> | 330                                     | <b>10%</b> | 826                                      | <b>25%</b> | 1,157                                   | <b>35%</b> | 1,653                                   | <b>50%</b> |
| Registered   | <b>257</b>                             | 1   | <b>.4%</b>  | 25                                      | <b>10%</b> | 64                                       | <b>25%</b> | 90                                      | <b>35%</b> | 128                                     | <b>50%</b> |

| <b>Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System</b> |   |  |             |   |            |   |            |   |            |   |            |
|--|---|--|-------------|---|------------|---|------------|---|------------|---|------------|
| <b>Type of Early Learning and Development Program in the State</b>   | <b>Number of programs in the State</b>              | <i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i> |             |   |            |   |            |   |            |   |            |
|  |   | <b>Baseline (Today)</b>  |             | <b>Target-end of calendar year 2012</b> |            | <b>Target - end of calendar year 2013</b> |            | <b>Target-end of calendar year 2014</b> |            | <b>Target-end of calendar year 2015</b> |            |
|  |   | <b>#</b>   | <b>%</b>    | <b>#</b>                                | <b>%</b>   | <b>#</b>                                  | <b>%</b>   | <b>#</b>                                | <b>%</b>   | <b>#</b>                                | <b>%</b>   |
| Group Day Care Homes   |   |  |             |   |            |   |            |   |            |   |            |
| Early Head Start and Head Start <sup>22</sup>  | <b>349</b>  | 1  | <b>.3%</b>  |   |            |   |            |   |            |   |            |
| Programs funded by IDEA, Part C  | <b>Does not apply; included in other categories</b> |  |             |   |            |   |            |   |            |   |            |
| Programs funded by IDEA, Part B, section 619   | <b>Does not apply; included in other categories</b> |  |             |   |            |   |            |   |            |   |            |
| Programs funded under Title I of ESEA: Even Start Family Literacy Program  | <b>6</b>  | <b>Note: Federal Even Start funding ends December 2012</b>   |             |   |            |   |            |   |            |   |            |
| Programs receiving CCDF funds  | <b>3,690</b>  | 16   | <b>.43%</b> | 369                                     | <b>10%</b> | 923                                       | <b>25%</b> | 1,292                                   | <b>35%</b> | 1,845                                   | <b>50%</b> |

**(B)(3) RATING AND MONITORING EARLY LEARNING AND DEVELOPMENT PROGRAMS**

*(15 points)*

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and

<sup>22</sup> Including Migrant and Tribal Head Start located in the State.

monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency; and

(b) Providing quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (*e.g.*, displaying quality rating information at the program site) and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

*In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

*(Enter **narrative** here – recommended maximum of five pages)*

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(B)(3)(a) USING A VALID AND RELIABLE TOOL FOR MONITORING, TRAINING AND RATING WITH APPROPRIATE FREQUENCY

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Georgia has developed a system for rating and monitoring the quality of early learning and development programs participating in the TQRIS. Variables addressed in creating the system include: types of quality indicators selected; number of tiers; measurement tools; data to be collected; personnel infrastructure and compliance procedures; validity of assessors; and the interactions between participants, parents, and the TQRIS system and DECAL staff.

The final TQRIS product has been informed by researchers, stakeholders, and experts and includes three tiers, *good*, *very good* and *excellent*. Indicators have been selected that define differentiated levels of quality, and points are assigned based on self-reported, observational, and

documented data. The TQRIS will evaluate Program Standards using an online self-reported portfolio system that requires program assessments and verification of compliance with standards. Environmental quality is monitored using the Environment Rating Scales (ERS). In year two and beyond, the addition of the Classroom Assessment Scoring System (CLASS) will be piloted in Toddler and Preschool classrooms to support a stronger emphasis on and accountability toward teacher-child interactions.

Georgia's TQRIS system rates programs using two distinct tools: Environment Rating Scales and portfolio assessment. The first tool, the Environment Rating Scales, includes the Infant/Toddler Environment Rating Scale-Revised (ITERS-R) (Harms, Cryer, & Clifford, 2003), the Early Childhood Environment Rating Scale-Revised (ECERS-R) (Harms, Clifford, & Cryer, 2005), the Family Child Care Environment Rating Scale-Revised (FCCERS-R) (Harms, Cryer, & Clifford, 2007), and the School Age Care Environment Rating Scale (SACERS) (Harms, Jacobs, & White, 1996). The ITERS-R, ECERS-R, and FCCERS-R 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 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, nationally and internationally. The TQRIS administrative staff assigns a valid, reliable assessor to evaluate the programs that have applied to the TQRIS. The assessor is impartial: he/she has not provided technical assistance to the program and is not the DECAL Pre-K or Child Care Services consultant assigned to that program. All Georgia TQRIS assessors have achieved inter-rater reliability at 85% or higher. An anchor with a 90% inter-rater reliability reviews all completed Environment Rating Scale observations and oversees ongoing reliability with the other assessors every 20 visits. Programs are required to have an Environment Rating Scale observation every three years.

Georgia's TQRIS policy is 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's Pre-K classrooms, if the center has Georgia's 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. In child care learning centers and group day 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.

The second tool used to evaluate a program is the TQRIS Program Portfolio. The TQRIS Program Portfolio provides an opportunity for programs to submit evidence of compliance across each of the five Program Standards: Staff Qualifications, Ratios and Group Size, Health, Safety and Nutrition, Parent Engagement, and Intentional Teaching Practices. Each standard has three levels of criteria that meaningfully differentiate levels of quality and build upon quality indicators from one tier to the next. Each criteria level has specific points assigned to support valid leveling of the program. All reviews of submitted materials are conducted with a strict adherence to a rating rubric and written guidelines. All portfolio assessors demonstrate 90% inter-rater reliability. Portfolio reliability of all assessors occurs quarterly to guarantee integrity of the rating process. An annual review of the program's Standards portfolio is required for a program to maintain their quality level between their Environment Rating Scale visits.

In 2012, Georgia will pilot the CLASS instruments (Toddler and Preschool) in child care programs participating in the TQRIS. Currently, Georgia's Pre-K program and the Infant Toddler Specialists use the CLASS. (See Section (C)(2)(b) for additional information.) The pilot will allow Georgia to conduct a study to refine the TQRIS point system and incorporate this assessment into the system in years three and four. (See Section (B)(5)(a) for additional information.)

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**(B)(3)(b) PROVIDING QUALITY RATING AND LICENSING INFORMATION TO PARENTS WITH CHILDREN ENROLLED IN EARLY LEARNING AND DEVELOPMENT PROGRAMS**

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Starting in January 2013, all TQRIS ratings will be posted on the DECAL website at [www.decal.ga.gov](http://www.decal.ga.gov). Currently, parents can search the DECAL website for program licensing history including health and safety violations. Searches can be conducted by program name, zip code, city, county, and type of setting. The TQRIS system will use a similar infrastructure to communicate the ratings. It is critical that parents can access, understand, and use the ratings to make informed decisions when looking for early care and education providers. Through a public

awareness campaign funded by private partners, parents will receive information in 2012 about the indicators of quality in early learning settings. In 2013 the public awareness campaign will focus on the TQRIS and the ratings. In keeping with DECAL's commitment to collect and use data for improvement, research on child care decision making and how the TQRIS influences decision making will be gathered from the beginning of the grant, with results to be released in 2014. In addition to the DECAL website, TQRIS ratings will be available from the Parent Referral Center, the statewide resource and referral service funded by DECAL. Families may call or go online and receive referrals in English and Spanish.

**(B)(4) PROMOTING ACCESS TO HIGH-QUALITY EARLY LEARNING AND DEVELOPMENT PROGRAMS FOR CHILDREN WITH HIGH NEEDS**

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*(20 points)*

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (*e.g.*, through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);

(b) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (*e.g.*, providing full-day, full-year programs; transportation; meals; family support services); and

(c) Setting ambitious yet achievable targets for increasing--

(1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and

(2) The number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

*In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*



*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

*Additionally, the State must provide baseline data and set targets for the performance measures under (B)(4)(c)(1) and (B)(4)(c)(2).*

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**(B)(4)(a) DEVELOPING AND IMPLEMENTING POLICIES AND PRACTICES THAT PROVIDE SUPPORT AND INCENTIVES FOR EARLY LEARNING AND DEVELOPMENT PROGRAMS TO CONTINUOUSLY IMPROVE**

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DECAL and its partners have a proven track record of implementation techniques that support the quality improvement of early learning and development programs provided in a variety of settings. As described above, Georgia’s TQRIS includes policies and practices that provide support and incentives for programs to continuously improve their practices. To move the early care and education system from *good* to *great*, DECAL will work closely with local child care resource and referral agencies and other partners, including the Georgia Department of Public Health, to enhance its current professional development and technical assistance protocols and to renew projects that support program sustainability. The TQRIS also provides financial rewards/incentives for programs entering the TQRIS system and at each tier level. At the heart of the support process is a combination of technical assistance, professional development, and mentoring.

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**TECHNICAL ASSISTANCE**

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Free, on-site technical assistance, from Georgia’s child care resource and referral agencies and technical assistance partners, is available to all programs participating in the TQRIS. A standardized technical assistance approach supports the completion of the TQRIS process and Environment Rating Scale observation. Programs request technical assistance by submitting a TQRIS Technical Assistance Request Form, and assistance is available in two formats, ongoing or episodic.

Georgia’s investments (federal, state, and private) in technical assistance have been substantial. In 2005, DECAL formed a high-level workgroup to develop a plan that would result

in a highly skilled technical assistance workforce and a statewide technical assistance delivery system. An advisory group with national experts and state stakeholders was convened, and national systems were researched to inform DECAL's strategic approach. DECAL framed the following mission: "*Georgia's Technical Assistance System will create and sustain positive change in all early care and education and school age programs and strengthen Georgia's capacity to prepare children together with their families to be successful in school and in life.*"

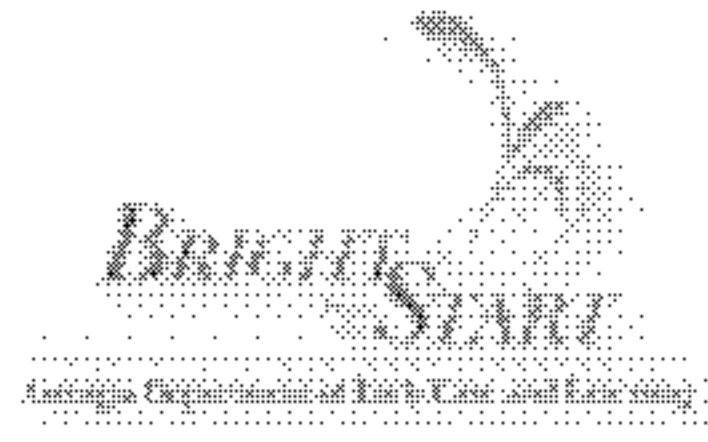
To accomplish this mission, the advisory group developed a logic model including purpose, inputs/resources, core values, key characteristics, activities, outputs, and intermediate and long-term outcomes. This model is available below. A uniform approach to technical assistance along with standards and competencies was developed; a training program for technical assistance consultants was developed; and professional designations were established to distinguish the level of knowledge, experience, and specialized skills of Georgia's technical assistance consultants. These competencies were embedded in the Georgia Early Care and Professional Development System. A course, *The Art of Technical Assistance*, and a qualify exam were developed and required for DECAL staff and any technical assistance consultants under contract with DECAL. This course established a common knowledge base and represented the foundation for high quality technical assistance consultants. To develop additional technical assistance capacity to support the TQRIS, DECAL proposes to use funds from the Early Learning Challenge Grant to:

- Review the current status of Georgia's technical assistance system to identify strengths and weaknesses.
- Update technical assistance system priorities and policies.
- Facilitate a strategic four-year plan to ensure that Georgia has adequate technical assistance capacity to support the TQRIS.
- Ensure that the technical assistance workforce is well prepared and that the technical assistance delivery system is accessible and functioning as a significant catalyst for the TQRIS.

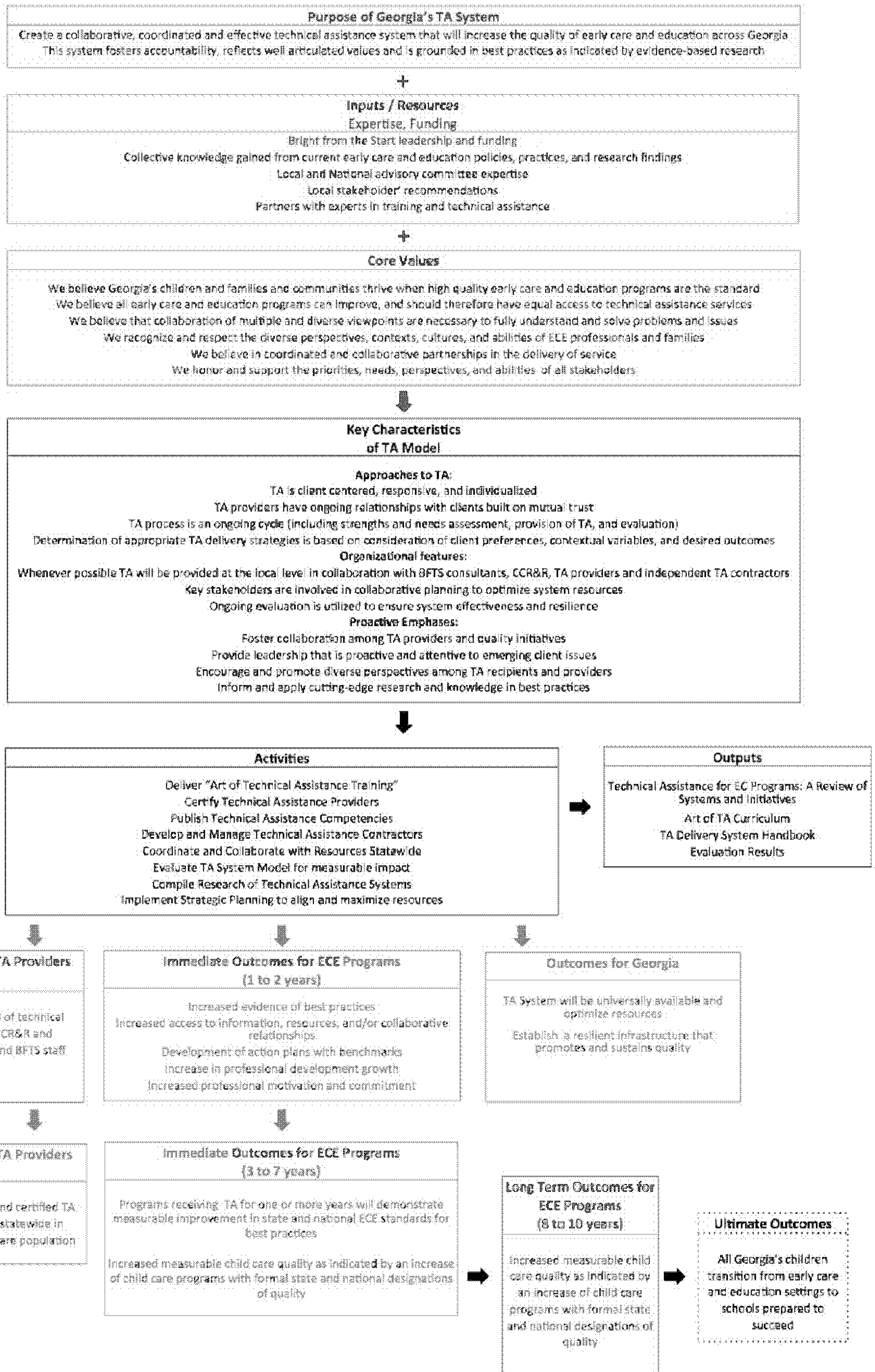
By January 2012, Georgia's TQRIS will be supported by approximately 60 to 75 technical assistance consultants based in Georgia's child care resource and referral agencies and other TQRIS partners. These technical assistance consultants will have a range of knowledge, skills, and experience and formal preparation in technical assistance as a facilitator of program development and change. Building on the past *Art of Technical Assistance* training developed by DECAL, a series of professional preparation courses and certification for technical assistance

consultants will be offered. Each year for four years, two courses will be offered, one at the foundation level and one at an advanced level. This technical assistance professional development series will include an initial assessment of technical assistance knowledge, learning style, and skills as related to technical assistance and TQRIS standards. In addition, courses will include collaborative development of individualized professional development plans for each technical assistance consultant to advance in the certification/designation levels and provide a system of tracking progress. The courses will ensure that Georgia realizes the full potential of a coordinated, highly skilled technical assistance workforce to support Georgia's TQRIS.

Technical assistance consultants will be fully knowledgeable of the TQRIS standards and will be prepared to help early childhood programs apply for and advance in the system. With strategic planning, policies, and allocation of resources, Georgia's technical assistance workforce and statewide delivery system will effectively and efficiently help early childhood programs improve quality by applying for and advancing through the TQRIS.



## TA Delivery System Logic Model



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## PROFESSIONAL DEVELOPMENT

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The directors or owners of all programs participating in Georgia's TQRIS must complete TQRIS Orientation. This four-hour state approved course will be offered at least monthly starting January 2012 by local child care resource and referral agencies. The initial orientation will provide critical information and access to ensure that programs have a successful experience as they work to improve their program's quality.

In addition to TQRIS Orientation, professional development aligned with the TQRIS supports knowledge and skill building in every area of the TQRIS. State-approved professional development is provided free of charge through the local child care resource and referral agencies. The following professional development courses have been developed to guide participants 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 Curricula
- The Art of Lesson Planning
- Inclusion in Early Care and Education
- Being Culturally Competent

TQRIS support is also 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 1-888-800-TQRIS to receive TQRIS assistance. In addition, communication is available via email at [qrissupport@decal.ga.gov](mailto:qrissupport@decal.ga.gov). RTT-ELC grant funding is requested to increase the capacity of the TQRIS help desk.

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## MENTORING

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The quality study of Georgia's child care conducted by the FPG Child Development Institute used the Infant/Toddler Environment Rating Scale-Revised (Harms, et al., 2003) to measure the global quality in infant toddler classrooms in Georgia. The instrument utilizes a 1-7 scale, with higher scores indicating higher quality. For this study, the average ITERS-R score was a 2.74 (Maxwell, et al., 2009a-b). According to the study, two thirds of infant toddler

classrooms are of low quality and only five percent of infant toddler classrooms are of high quality. Based on these data, the Georgia Infant Toddler Network established a mentor program for family child care teachers and center-based teachers serving high needs infants and toddlers as a strategy to improve and sustain quality in infant toddler programs. This mentor model will be expanded in 2013 to include mentoring for teachers serving preschool and school-age Children with High Needs.

Mentoring is a long-standing strategy in workforce development that provides career advancement opportunities for skilled teachers while retaining them in the classroom. Georgia's mentoring program was designed to create a personal relationship between a more experienced or more knowledgeable teacher and a less experienced or less knowledgeable teacher. The relationship builds the context for the transfer of knowledge. The mentoring program allows for face-to-face informal transmission of knowledge, psychosocial support, and dosage determined by need. A well-designed statewide system for mentoring built on the foundation of the infant toddler mentoring project will support programs in advancing quality through the TQRIS and will help ensure that gains in quality are sustained. Through mentoring, specially trained mentors will provide support to: develop new staff, retain high quality staff, advance staff professional credentials, achieve program quality improvement, ensure positive child outcomes, and increase responsiveness to unexpected demands. The mentoring system has four components:

1. Readiness Program – Orientation to mentoring and to Georgia's vision of a mentoring system to support and sustain the TQRIS.
2. Mentor System Course – For administrators of programs with prospective mentors.
3. Mentor Preparation – To prepare early childhood professionals with the knowledge and skills needed to serve as mentors.
4. Mentor Network – To promote ongoing and collaborative learning among mentors.

#### **Access to High Quality Programs for Children with Disabilities**

As part of the TQRIS commitment to increase access to high quality programs for children with disabilities programs receiving tiered ratings of "very good" or "excellent" will be provided additional bonuses/incentives to support the access and participation of children with disabilities in high quality early learning and development environments. Professional development, mentoring and coaching will be provided by technical assistance providers trained in supporting children with disabilities. Programs will also receive funds that can be utilized for materials, equipment, supplies and other items. Programs participating in this initiative will be linked to

organizations supporting families of children with disabilities so that timely and appropriate referrals can be made. These programs will be recognized on the DECAL website as programs with specific skills in serving children with special needs and will receive posters to place in their program indicating their ability and interest in including children with disabilities.

### **TQRIS FINANCIAL INCENTIVES**

Along with the development and implementation of professional development, technical assistance, and mentoring to support programs as they improve quality through the TQRIS, financial incentives for early learning and development programs will also support participation in the TQRIS. Financial incentives include: a robust educational assistance program, a participant bonus structure for TQRIS participants at the TQRIS Prep and each tier level, and tiered subsidy reimbursement. The incentive packages will be distributed by the Georgia Family Connection Partnership, a statewide non-profit with a local community collaborative in all 159 counties in Georgia. The Family Connection Partnership will act as the fiduciary entity for the RTT-ELC grant funds requested for incentives and private grant funds being sought by Georgia’s Early Education Alliance for Ready Students. This partnership will allow DECAL to leverage long existing local community collaboratives to promote high quality early learning and development programs and to promote local community investment in these programs. The following chart outlines the financial incentives available to support higher participation and greater access to the TQRIS.

| Type of Financial Incentive                | Description   | Eligibility   |
|--|---|---|
| Educational Assistance <b>INCENTIVES</b>   | 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 receive two consecutive awards ranging from \$250 - \$1,250 per award for each eligible credential or degree earned. | Work in a licensed child care facility or registered family day care home that meets <i>at least one</i> of the following requirements:<br><br>Accredited by NAEYC, NECPA, or NAFCC or other approved national accreditation.<br><br>Serves subsidized (high needs) children (at least 25% must be subsidized).<br><br>Participates in the Child and Adult Care Food Program (children with high needs).<br><br>2013 -Participates in the TQRIS at level good, very good, or excellent. |
| Educational Assistance <b>SCHOLARSHIPS</b> | Educational assistance program for eligible early care and education professionals pursuing credentials or degrees in early care and education.   | Work in a licensed center, a registered family day care, or group day care home, <i>and</i><br><br>Work at least 25 hours a week as a teacher/assistant teacher or 40 hours per week  |

| Type of Financial Incentive            | Description  | Eligibility  |
|--|--|--|
|  |  | as a director/assistant director, <i>and</i><br>Earn less than \$15.00 per hour, <i>and</i><br>Enroll in an eligible institution in an approved program of study.                                  |
| Educational Assistance<br><b>FIRST</b> | Educational assistance program for eligible early care and education professionals pursuing their first credential or degree in early care and education.                              | Teacher or administrator must work full time in a licensed or registered program participating in the TQRIS. \$1,200 bonus upon completion of first early care and education degree or credential. |
| <b>Participant Bonus</b><br>TQRIS      | Bonuses awarded based on application to TQRIS or tier awarded. <b>(See following chart for details.)</b>   | All programs participating in TQRIS.   |
| <b>Tiered reimbursement</b>            | Distribution of funds at the program level NOT linked to a specific child. Bonus based on the number of children with High Needs who are subsidized and the tier level of the program. | Programs serving Children with High Needs and receiving child care subsidy payments.   |





## QRIS Participation Rewards Program The Support Needed to Increase Quality

| Participation in QRIS - Once A Program Joins the QRIS TA Project   |   |  |
|--|---|--|
| Free Training<br>Environment Rating Scales<br>Early Learning Standards<br>Family Involvement<br>Health, Safety and Nutrition | + | Free Technical Assistance <span style="float: right;">+</span> Basic Personalized Mini-Grant Package<br>\$1,000.00 |

↓ This Initial QRIS Participation Bonus Package is Designed to Give Each Program a 'Jump Start' Toward Reaching Higher Levels of Quality ↓

| Bonus for Achieving Level One                                    |   |                               |   |                           |   |                                  |   |                                   |
|--|---|-------------------------------|---|---------------------------|---|----------------------------------|---|-----------------------------------|
| Free Training<br>Inclusion<br>Language and Literacy<br>Anti-bias | + | Language and Literacy Package | + | Health and Safety package | + | Outdoor Gross Motor Play Package | + | ITERS and ECERS Resource Packages |

↓ This Bonus Level One Package is Designed to Provide Additional Resources to Allow the Program to Reach Higher Levels of Quality ↓

| Bonus for Achieving Level Two                           |   |                                     |   |                              |   |                            |
|---|---|-------------------------------------|---|------------------------------|---|----------------------------|
| Free Training<br>Curriculum<br>Screening and Assessment | + | ASQ Screening Package with Computer | + | Parent Resource Room Package | + | Curriculum Support Package |

↓ This Bonus Level Two Package is Designed to Provide Additional Resources to Allow the Program to Reach Higher Levels of Quality ↓

| Bonus for Achieving Level Three |   |  |   |                               |   |                                      |
|---------------------------------|---|--|---|-------------------------------|---|--------------------------------------|
| Director and Teacher Bonus      | + | GAYC Conference Registration for Staff | + | Teacher Resource Room Package | + | Free QRIS Training for All New Staff |

↓ This Bonus Level Three Package is Designed to Provide Additional Resources to Allow the program to Sustain Higher Levels of Quality ↓

| Sustainability Bonus   |   |
|--|---|
| Teachers<br>Mentor Teacher Training<br>Mentor Teacher Conference<br>Challenging Teacher Institute Scholarships | + |
| Directors & Owners<br>Grant Writing Course<br>Community Resource Course  |   |

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(B)(4)(b) PROVIDING SUPPORTS TO HELP WORKING FAMILIES WHO HAVE CHILDREN WITH HIGH NEEDS ACCESS HIGH QUALITY PROGRAMS THAT MEET THOSE NEEDS

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In the past Georgia has not focused adequate resources to provide parents of Children with High Needs with the supports necessary to guarantee access to high quality early learning and development programs. Often parents found themselves on a waiting list for subsidy dollars or having to navigate a fragmented system of care that required constant follow-up. These challenges, coupled with the reluctance of child care programs to accept subsidy due to fees which were significantly less than the market rate, left Georgia with an access problem.

Funding from the RTT-ELC, coupled with Georgia's TQRIS, will help working families who have Children with High Needs to access high quality programs through the following supports:

- Child care subsidy bonuses (tiered reimbursement) linked to TQRIS participation. This strategy provides an incentive to high quality programs to actively recruit and serve more children who are eligible for child care subsidies.
- Policy review aimed at phasing in quality requirements for programs seeking to serve Children with High Needs (such as those who experience toxic stress as a result of poverty or family disruption) who receive subsidy.
- Summer transition programs for three and four year olds.
- Transportation and meals provided to children enrolled in Georgia's Pre-K programs.
- 1.888.ALLGAKIDS referral line to support parents of children with high needs in locating high quality programs. Spanish speaking referral staff available.
- Free Inclusion Coordinator Services provided through the local child care resource and referral agencies offer assistance in locating appropriate child care for children with disabilities and program supports once a child with disabilities has enrolled.
- Free professional development provided by a pediatric nurse practitioner to programs serving children with special healthcare needs.
- Free professional development, mentoring and coaching and financial incentives for programs rated "very good" or "excellent" that actively recruit children with disabilities.
- The Common Point of Access to Social Services (COMPASS) system promotes access for children with High Needs to programs that can accept child care subsidy payments. This

online system allows a parent or guardian to apply for child care subsidy online and then receive case management services via the telephone.

- TQRIS materials developed in Spanish.
- Partnerships with cultural associations and refugee associations, such as the Latin American Association, to support community education, engagement and recruitment for TQRIS.

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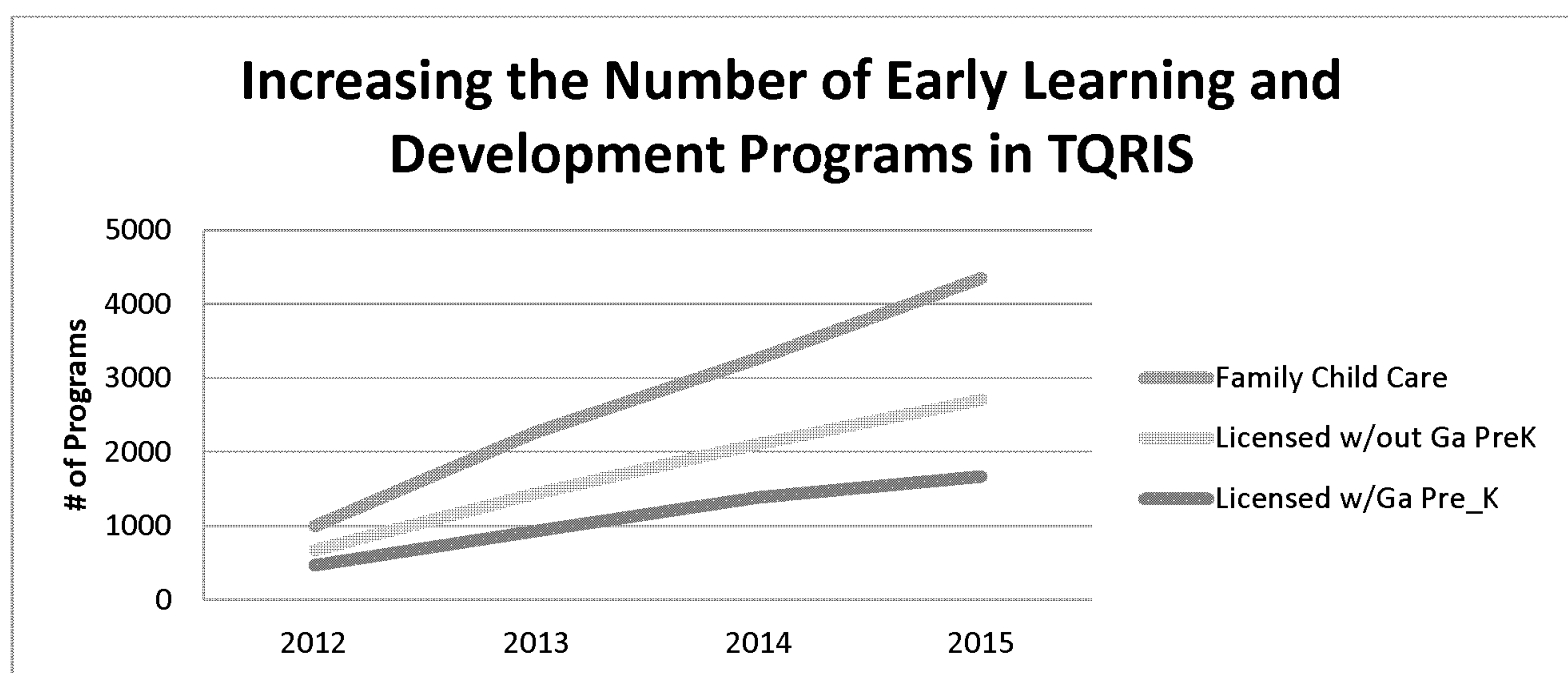
(B)(4)(c) SETTING AMBITIOUS YET ACHIEVABLE TARGETS FOR INCREASING QUALITY AND ENROLLMENT

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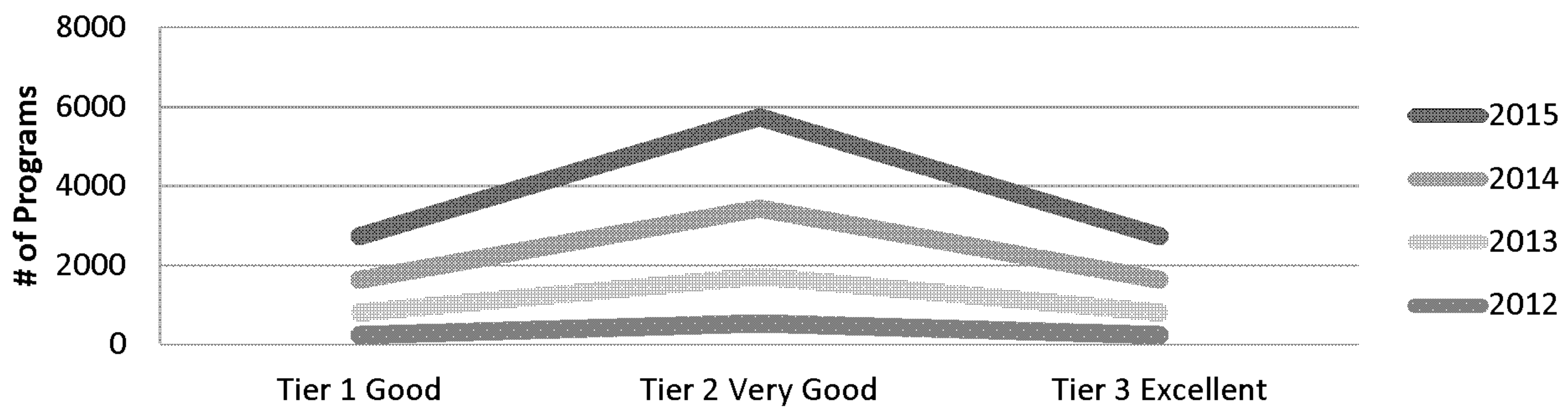
Participation in Georgia’s Tiered Quality Rating and Improvement System will be expected for all of Georgia’s Pre-K programs by 2015. This requirement will guarantee that a large proportion of Children with High Needs will be served in rated programs. Because the number of Pre-K classrooms fluctuates each year, goals are based on percentages met *not* actual number of programs or children. By 2015, 90% of all Georgia’s Pre-K Programs will be rated. Based on current enrollment, approximately 44,067 children in Georgia’s Pre-K will be served in rated programs.

An ambitious goal of just under 50% by 2015 has been set for the number of children funded through subsidy enrolled in rated programs throughout Georgia. Based on current numbers this would equate to approximately 18, 987 children.

Our goals for the number of programs enrolled in TQRIS and the number of programs by tier is represented in the charts below.



## Increasing the Number of Programs in the Top Tiers



**Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.**

|   | Baseline (Today)   | Target- end of calendar year 2012              | Target- end of calendar year 2013              | Target- end of calendar year 2014              | Target- end of calendar year 2015              |
|---|--|--|--|--|--|
| <b>Total number of programs covered by the Tiered Quality Rating and Improvement System</b> | <b>Total = 7,482</b>   | <b>Total = 1,047<br/>14% of Total Programs</b> | <b>Total = 2,319<br/>31% of Total Programs</b> | <b>Total = 3,367<br/>45% of Total Programs</b> | <b>Total = 4,489<br/>60% of Total Programs</b> |
| <b>Licensed child care centers without state funded Georgia's Pre-K classrooms</b>          | <b>2061<br/>(out of 3,140 total licensed child care centers)</b> | <b>206<br/>10%</b>                             | <b>515<br/>25%</b>                             | <b>721<br/>35%</b>                             | <b>1,030<br/>50%</b>                           |
| <b>Child care centers and public schools with Georgia's Pre-K classrooms</b>                | <b>1,858</b>   | <b>464<br/>25%</b>                             | <b>929<br/>50%</b>                             | <b>1,393<br/>75%</b>                           | <b>1,672<br/>90%</b>                           |
| <b>Registered Family Day Care Homes (FDCH)</b>  | <b>3,306</b>   | <b>330<br/>10%</b>                             | <b>826<br/>25%</b>                             | <b>1,157<br/>35%</b>                           | <b>1,653<br/>50%</b>                           |
| <b>Licensed Group Day Care Homes (GDCH)</b>   | <b>257</b>   | <b>25<br/>10%</b>                              | <b>64<br/>25%</b>                              | <b>90<br/>35%</b>                              | <b>128<br/>50%</b>                             |
| <b>Number of programs in Tier 1</b>   | <b>0</b>   | <b>249<br/>3.33%</b>                           | <b>573<br/>7.66%</b>                           | <b>822<br/>10.99%</b>                          | <b>1,096<br/>14.65%</b>                        |
| <b>Number of programs in Tier 2</b>   | <b>0</b>   | <b>549<br/>7.33%</b>                           | <b>1,173<br/>15.68%</b>                        | <b>1,723<br/>23.02%</b>                        | <b>2,297<br/>30.70%</b>                        |
| <b>Number of programs in Tier 3</b>   | <b>0</b>   | <b>249<br/>3.33%</b>                           | <b>573<br/>7.66%</b>                           | <b>822<br/>10.99%</b>                          | <b>1,096<br/>14.65%</b>                        |

**Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.**

| Type of Early Learning and Development Program in the State                           | Number of Children with High Needs served by programs in the State | <i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i> |           |                                  |            |                                    |            |                                  |            |                                  |            |
|---|--|--|-----------|----------------------------------|------------|------------------------------------|------------|----------------------------------|------------|----------------------------------|------------|
|   |  | Baseline (Today)   |           | Target-end of calendar year 2012 |            | Target - end of calendar year 2013 |            | Target-end of calendar year 2014 |            | Target-end of calendar year 2015 |            |
|   |  | #  | %         | #                                | %          | #                                  | %          | #                                | %          | #                                | %          |
| State-funded preschool<br><i>Specify: Georgia's Pre-K Program</i>                     | <b>48,964*</b>   | 0  | <b>0%</b> | 12,241                           | <b>25%</b> | 24,482                             | <b>50%</b> | 36,723                           | <b>75%</b> | 44,067.6                         | <b>90%</b> |
| Early Head Start and Head Start <sup>23</sup>   | <b>25,378</b>  | <b>Does not apply – children included in other categories</b>  |           |                                  |            |                                    |            |                                  |            |                                  |            |
| Early Learning and Development Programs funded by IDEA, Part C                        | <b>7,682</b>   | <b>Does not apply – children included in other categories</b>  |           |                                  |            |                                    |            |                                  |            |                                  |            |
| Early Learning and Development Programs funded by IDEA, Part B, section 619           | <b>16,491</b>  | <b>Does not apply – children included in other categories</b>  |           |                                  |            |                                    |            |                                  |            |                                  |            |
| Early Learning and Development Programs funded under Title I of ESEA- Even Start      | <b>194</b>   | <b>Federal Even Start funding ends 12/12, then existing program data could be captured in another category</b>   |           |                                  |            |                                    |            |                                  |            |                                  |            |
| Early Learning and Development Programs receiving funds from the State's CCDF program | <b>39,557*</b>   | 0  | <b>0%</b> | 2,373                            | <b>6%</b>  | 4,747                              | <b>12%</b> | 9,494                            | <b>24%</b> | 18,987                           | <b>48%</b> |

<sup>23</sup> Including Migrant and Tribal Head Start located in the State.

**Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.**

| Type of Early Learning and Development Program in the State | Number of Children with High Needs served by programs in the State | <i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i> |   |                                  |   |                                    |   |                                  |   |                                  |   |
|---|--|--|---|----------------------------------|---|------------------------------------|---|----------------------------------|---|----------------------------------|---|
|   |  | Baseline (Today)   |   | Target-end of calendar year 2012 |   | Target - end of calendar year 2013 |   | Target-end of calendar year 2014 |   | Target-end of calendar year 2015 |   |
|   |  | #  | % | #                                | % | #                                  | % | #                                | % | #                                | % |

**Note: There is an overlap within these populations, for the purpose of forecasting we will increase the # of children participating using both of these data points.**

**(B)(5) VALIDATING THE EFFECTIVENESS OF THE STATE TIERED QUALITY RATING AND IMPROVEMENT SYSTEM**

*(15 points)*

The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of the relationship between the ratings generated by the State's Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State's Early Learning and Development Programs by--

(a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), whether the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and

(b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

*In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality*

*of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

*(Enter **narrative** here – recommended maximum of five pages)*

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**(B)(5)(a) VALIDATING, USING RESEARCH-BASED MEASURES, WHETHER THE TIERS IN THE STATE'S TIERED QUALITY RATING AND IMPROVEMENT SYSTEM ACCURATELY REFLECT DIFFERENTIAL LEVELS OF PROGRAM QUALITY**

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In keeping with Georgia's history of reflective practice based on ambitious research, DECAL will embark on a research program that will foster ongoing improvement of the TQRIS and quality programs associated with the TQRIS.

In years one and two of the grant, emphasis will be placed on researching the effectiveness and reliability of the TQRIS process and how the tiers accurately reflect levels of program quality. DECAL will use both independent and internal research capabilities. During the first two years of the grant, DECAL will select a random representative sample of 200 child care programs (including both center childcare and family day care homes) for this analysis. The sample will include programs that have volunteered to participate in the TQRIS as well as recruiting those that have not yet volunteered. DECAL will engage in an aggressive recruitment campaign for the latter group. The evaluation will address the following research questions:

1. What is the relationship between TQRIS program inputs (technical assistance and professional development) and program improvement?
2. What is the relationship between the Program Standards score at each level, national accreditation bonus points, and the quality level outcome?
3. How do TQRIS ratings relate to other measures of quality?
4. What equalization in awarding TQRIS points (specifically as it relates to Environment Rating Scales) can occur between public school and private settings?
5. Do TQRIS ratings influence child care decision making by parents?

In addition to addressing these questions, DECAL will conduct a small study, utilizing both quantitative and qualitative methods, to explore ways to best incorporate school based Georgia's Pre-K. This is significant due to the large number of Pre-K programs in these settings. It is important for Georgia's Pre-K programs to participate and without the school based settings it will be difficult to achieve the goals. However, it is also important to acknowledge that school

based Pre-K has different needs and challenges. Therefore, it is important to approach school based Pre-K TQRIS inclusion with an exploratory research study.

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**(B)(5)(b) ASSESSING, USING APPROPRIATE RESEARCH DESIGNS AND MEASURES OF PROGRESS, THE EXTENT TO WHICH CHANGES IN QUALITY RATINGS ARE RELATED TO PROGRESS IN CHILDREN'S LEARNING, DEVELOPMENT, AND SCHOOL READINESS.**

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In years two through four of the grant, after the TQRIS has instituted the use of the Classroom Assessment Scoring System (CLASS), DECAL will use both independent and internal research capabilities, including the Governor's Office of Student Achievement, to validate the TQRIS in relation to child outcomes and school readiness. The study intends to examine how TQRIS ratings are linked to developmental gains as assessed using Georgia's Kindergarten Entry Assessment. This study will help answer the following questions and will support revisions of and refinements to the TQRIS Program Standards in year four. Research questions will include:

1. Is there a relationship between TQRIS program ratings and overall child outcomes?
2. Do certain components of the rating system predict child outcomes better than others?

Research design will specifically address the following questions related to TQRIS and Georgia's Pre-K/Head Start (detailed in the subsequent table):

1. What is the impact of attending high tier birth to four classrooms (in the TQRIS) and a high quality Georgia's Pre-K or Head Start classroom on a child's school readiness? (Utilizing the Kindergarten Entry Assessment)
2. What is the impact of attending medium to low tier birth to four classrooms (in the TQRIS) and a high quality Georgia's Pre-K or Head Start classroom on a child's school readiness? (Utilizing the Kindergarten Entry Assessment)
3. What is the impact of attending high tier birth to four classrooms (in the TQRIS) and a medium to low quality Georgia's Pre-K or Head Start classroom on a child's school readiness? (Utilizing the Kindergarten Entry Assessment)
4. What is the impact of attending medium to low tier birth to four classrooms (in the TQRIS) and a medium to low quality Georgia's Pre-K or Head Start classroom on a child's school readiness? (Utilizing the Kindergarten Entry Assessment)
5. What is the impact of attending high tier birth to four classrooms (in the TQRIS) and attending a Georgia's Pre-K or Head Start classroom on a child's school readiness? (Utilizing the Kindergarten Entry Assessment)



6. What is the impact of attending medium to low tier birth to four classrooms (in the TQRIS) and attending a Georgia’s Pre-K or Head Start classroom on a child’s school readiness? (Utilizing the Kindergarten Entry Assessment)

The following table outlines this research design.

| Birth to Four Year Old classrooms (non-GA Pre-K) |                  | Georgia’s Pre-K or Head Start Classrooms (Measured by CLASS) |                                      | Kindergarten Entry Assessment |
|--|------------------|--|--------------------------------------|-------------------------------|
| High (tier 3)                                    | P<br>L<br>U<br>S | High Quality   | E<br>Q<br>U<br>A<br>L<br>I<br>T<br>Y |                               |
| High(tier 3)                                     |                  | Low or Medium Quality  |                                      |                               |
| Low or Medium (tier 1,2)                         |                  | High Quality   |                                      |                               |
| High (tier 3)                                    |                  | none   |                                      |                               |
| Low or Medium (tier 1,2)                         |                  | none   |                                      |                               |
|  |                  |  |                                      |                               |

This design will facilitate quantitative measurement on the impact to school readiness from both the TQRIS and the state’s Pre-K and Head Start Classrooms. By the time that this phase of the research is implemented, over 50% of the state’s children with High Needs should be enrolled in a Higher Quality Birth to Four environment. Considering that close to 70% of the state’s four-year olds attend either Georgia’s Pre-K or Head Start, it provides Georgia with an excellent opportunity to demonstrate the linkages between TQRIS and Pre-K/Head Start.

Finally, year four research will focus on the movement of programs between levels and the dosage and type of support and intervention necessary to move a program up one or two levels. The research will focus on collecting two types of data:

- External – overall TQRIS linked to school readiness.
- Internal – TQRIS improvement data on how to support programs as they move between levels, dosage, and type of support/interventions that most influence movement between levels.

This research will allow the state to understand what aspects, if any, of the TQRIS have the biggest impact on the state’s Children with High Needs.

## FOCUSED INVESTMENT AREAS -- SECTIONS (C), (D), AND (E)

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*The State must address in its application--*

- (1) Two or more of the selection criteria in Focused Investment Area (C);*
- (2) One or more of the selection criteria in Focused Investment Area (D); and*
- (3) One or more of the selection criteria in Focused Investment Area (E).*

*The total available points for each Focused Investment Area will be divided by the number of selection criteria that the applicant chooses to address in that area, so that each selection criterion is worth the same number of points.*

## C. PROMOTING EARLY LEARNING AND DEVELOPMENT OUTCOMES FOR CHILDREN

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*Note: The total available points for (C)(1) through (C)(4) = 60. The 60 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address all four selection criteria in the Focused Investment Area, each criterion will be worth up to 15 points.*

*The applicant must address two or more selection criteria within Focused Investment Area (C).*

### (C)(1) DEVELOPING AND USING STATEWIDE, HIGH-QUALITY EARLY LEARNING AND DEVELOPMENT STANDARDS.

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The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that--

(a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;

(b) Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics;

(c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities; and

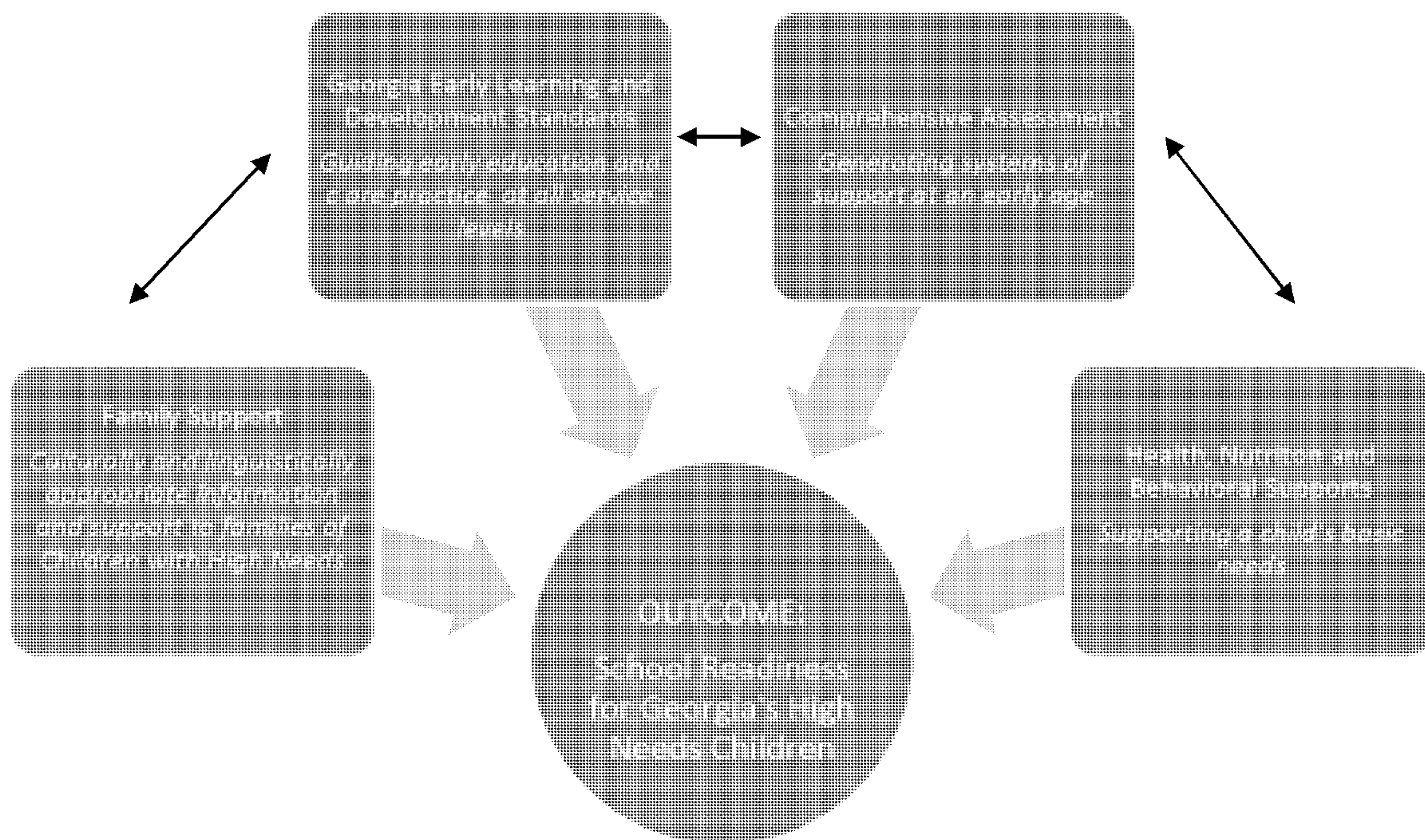
(d) The State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily. In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the*

*unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

Evidence for (C)(1)(a) and (b):

- To the extent the State has implemented Early Learning and Development Standards that meet any of the elements in criteria (C)(1)(a) and (b), submit--
  - Proof of use by the types of Early Learning and Development Programs in the State;
  - The State’s Early Learning and Development Standards for:
    - Infants and toddlers
    - Preschoolers
  - Documentation that the standards are developmentally, linguistically and culturally appropriate for all children, including children with disabilities and developmental delays and English Learners;
  - Documentation that the standards address all Essential Domains of School Readiness and that they are of high-quality;
  - Documentation of the alignment between the State’s Early Learning and Development Standards and the State’s K-3 standards; and




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**(C)(1)(A) THE GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS**

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States are developing research-based standards that guide children’s learning and development. No state has given this effort more attention than Georgia at the pre-school, primary and secondary levels. At the pre-school level (birth to age five), Georgia pioneered the development of integrated, comprehensive early learning standards for young children.

Moreover, the state has developed a rich approach to accountability for students in elementary and secondary education. Not only has the state worked to ensure that the Georgia Performance Standards (GPS) for elementary grades are aligned across the grades and that the curriculum being used is aligned to the standards, but careful attention has been given to assure that there is developmental and conceptual continuity between the standards that exist for all children from birth through 12<sup>th</sup> grade.

Georgia has avoided some of the pitfalls experienced by other states whose standards have been developed by different agencies representing specific age groups. As stated in Wesley & Buysse (2010) “The development of early learning standards within separate systems can create not only a lack of coordination between the two sets of standards but also inconsistency in dissemination, including inconsistent messages to teachers and providers about the purpose and use of the standards” (p. 84). Because responsibility for the Georgia Early Learning and Development Standards work was consistently and consciously housed within the Department of Early Care and Learning, Georgia was able to carefully coordinate the development and implementation of the standards and to ensure a strong alignment among standards for infants, toddlers, preschoolers and children through third grade.

Currently, Georgia has a set of well-defined and well aligned standards including:

- Georgia Early Learning Standards (GELS) for birth through age three
- Georgia’s Pre-K Program Content Standards for four year olds
- Georgia Performance Standards for English Language Arts and Reading, Mathematics, Science, Social Studies, Physical Education, Fine Arts, Health Education for K-12 students (GPS)

Standards are included as evidence in Appendix 12.

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### (C)(1)(B) GEORGIA’S PRE-K CONTENT STANDARDS ALIGNMENT

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Georgia’s Pre-K Content Standards were first known as the Georgia’s Pre-K Learning Goals. The Pre-K Learning Goals were created in 2002. In 2003, a committee was convened to create what is now known as the Georgia’s Pre-K Content Standards. In 2005, with the introduction of the GaDOE Georgia Performance Standards, the Pre-K Content Standards were revised to include a Kindergarten Georgia Performance Standards correlation, information about inclusive settings, and additional resources for teachers.

In 2007, with the goal of transcending the traditional divide between preschool and kindergarten, a crosswalk was done specifically to show the correlations between individual Pre-K indicators, the Georgia Performance Standards for Kindergarten, and the Head Start Child Outcomes. The crosswalk gave information on how the expectations within the Pre-K and Head Start standards are related to what is expected in kindergarten.

In 2008, another review and revision process of the standards was completed. This review included updates for the Head Start Child Outcome Framework as well as an in depth look at the vocabulary and language used throughout the document in relation to the Kindergarten Georgia Performance Standards. During this review, attention was given to ensure cultural and linguistic appropriateness throughout the document.

The Georgia's Pre-K Program Content Standards are mandated by state regulation and are used by all Georgia's Pre-K programs as well as Georgia Head Start programs. Georgia's Pre-K programs are monitored annually by DECAL staff and submit yearly documentation of grant implementation, including their use of the standards. Moreover, to ensure the effective use of the standards, extensive professional development has been provided to program directors and classroom staff including face-to-face modules and online training. The standards are required in lesson planning for Georgia's Pre-K programs. In addition, the standards are endorsed by Georgia Department of Education and recommended for use in all state-funded Preschool Special Education programs for four years olds. The standards are also used in the development of Individualized Education Programs (IEP) goals.

Pre-K Content Standards are intentionally aligned with the Georgia's Pre-K Child Assessment. The Work Sampling System (WSS), developed by Dr. Samuel J. Meisels, is a core component of Georgia's Pre-K Child Assessment. WSS best combines a measure of all the domains in Georgia's Pre-K Content Standards and the guidelines established by an advisory committee composed of representatives from DECAL, GaDOE, Head Start, Pre-K teachers and project directors, and staff from technical colleges and universities. Georgia's Pre-K Child Assessment was implemented statewide during the 2006-2007 school year. To make data more accessible and more easily transferred between programs and to kindergarten teachers, all Georgia's Pre-K programs will be using the online version of Work Sampling System (Work Sampling Online) by school year 2014-2015.

After the implementation of a common assessment tool for Georgia's Pre-K Program, DECAL ensured that the standards, assessment, and instruction were all closely aligned. In 2008, a Pre-K program curriculum review was conducted by a team of curriculum reviewers from the State Center for Early Childhood Development at the University of Texas Health Science Center and overseen by Susan Landry. A total of 32 curricula were received and evaluated using the approved rubric. The rubric was based on the revised 2007 Georgia's Pre-K Program Content Standards.

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(C)(1)(c) GEORGIA EARLY LEARNING STANDARDS (GELS)

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While the development, revision, and implementation of Georgia's Pre-K Content Standards was moving at a rigorous pace, the Georgia Early Learning Standards for children birth through age three were also being developed. In June 2004, DECAL formed an advisory committee to develop the Georgia Early Learning Standards (GELS) for infants, toddlers, and preschoolers. Representatives from the University System of Georgia, the Professional Standards Commission, the Department of Technical and Adult Education (now Technical College System of Georgia), the Georgia Department of Education, the Georgia Association on Young Children, Smart Start Georgia, Early Head Start, public and private universities, and the professional early childhood community at large served 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's Pre-K Content Standards, Head Start Standards, and Kindergarten Standards.

The GELS were systematically rolled out to programs in 2007. Programs including child care centers, group day care homes and family day care homes were given GELS activity guides containing the standards and sample activities. They were also offered free professional development to encourage the use of the GELS. The standards and resources are covered as part of required licensing and registration orientation meetings for new programs. In addition, all newly licensed programs receive the activity guides and receive onsite technical assistance on their appropriate use.

To encourage more intentional instructional planning, DECAL passed a new licensing rule effective September 8, 2010, mandating that all licensed child care and registered family day care programs provide a daily planned program of varied and developmentally appropriate

activities that promote the social, emotional, physical, cognitive, language and literacy development of each child. The “activity rule” requires a written daily lesson plan for all ages served. The rule was written to encourage programs to use the standards as the basis for instruction. Child care licensing consultants have created resources and provided technical assistance on utilizing the standards when implementing the rule. Consultants report an increase in the use of the GELS and the activity guides following the adoption of the activity rule.

## WHAT WILL MAKE GEORGIA GREAT: A HIGH QUALITY PLAN TO MOVE THE STANDARDS TO THE NEXT LEVEL

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Although the Georgia Early Learning Standards had already received national recognition in 2010, DECAL commissioned Sharon Lynn Kagan of Teachers College, Columbia University, and Catherine Scott-Little of the University of North Carolina at Greensboro to conduct an evaluation of the following standards documents: (1) the Georgia Early Learning Standards (GELS) addressing children birth to age three; (2) the Georgia’s Pre-K Content Standards addressing children at age four; and (3) the Georgia Performance Standards (GPS) for Kindergarten – 3<sup>rd</sup> grade. In addition, the Head Start Child Development and Early Learning Framework (HSCDELFF) and the Work Sampling System (WSS) were analyzed to discern the degree to which the Georgia’s Pre-K standards were aligned with these documents.

Kagan and Scott-Little write:

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 (2011).

Findings from the study identified areas of strength and areas of misalignment of the standards and provided a scientifically rigorous guide to assist in revisions to the standards (Kagan & Scott-Little, 2011). Results and recommendations from the study are being used as a guide in making decisions about standards and assessments being used with young children.

It is significant to note that the timing of the study allowed for the standards to be compared with the new HSCDELFF. The newly developed child outcomes reflect the latest research in early learning and development standards and the much more rigorous framework. In addition, Georgia adopted the Common Core Standards in July 2010. As DECAL conducted the study of the state’s early learning standards, the Georgia Department of Education was



conducting a match analysis of the state's current standards with the Common Core State Standards. Georgia's English Language Arts (ELA) standards matched **81%** of the Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects. Georgia's Mathematics Standards matched **90%** of the Common Core State Standards in Mathematics.

Georgia recognizes the need to have one set of standards reflecting the continuum of learning and developing across children from birth through age five and covering all of the essential domains of school readiness. Using the alignment study as a guide, in July 2011, Georgia began the arduous task of revising the standards and producing a set of Early Learning and Development Standards for children birth through age five to inform and guide Georgia's early care and learning system. In addition, the revision will align the Early Learning and Development Standards with the just released (September 2011) Common Core Georgia Performance Standards K-3 (CCGPS).

The Early Learning and Development Standards revision process began in July 2011 and is guided by the Early Learning Guidelines Resource (Scott-Little, Kagan, & Frelow, 2010) and the comprehensive study report provided by Drs. Kagan and Scott-Little (2011). The revision team includes a large cross sector membership including representatives from colleges and university faculty, educators of children birth to third grade, content experts, and child health practitioners. The new Georgia Early Learning and Development Standards (GELDS) will build upon the history and strength of the standards work in Georgia and will be developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers. In addition, they will cover all essential domains of school readiness including approaches to learning, which was not previously addressed in the Pre-K Content Standards. The revisions will also address the rigor of the new Head Start Child Outcomes Framework and Kindergarten Common Core Standards. The revision process includes an expert review for linguistic and cultural appropriateness.

With existing funds dedicated to this project, the revision work is in its final stages. The new standards have been drafted and reviewed by Drs. Kagan and Scott-Little. Currently the revision team is working on the indicators. When the indicators are completed, the draft standards and indicators will go through a final review by Kagan and Scott-Little for additional feedback. Then, the standards and indicators will be cross walked with the Georgia Common

Core Performance Standards for Literacy and Mathematics (Kindergarten). In addition, state experts will review for cultural and linguistic appropriateness and sensitivity to children with special needs. This revision is scheduled to be completed in February 2012.

| <b>Organizational Framework of GELDS</b>     |  |   |   |   |   |  |  |  |   |
|--|--|---|---|---|---|--|--|--|---|
| <b>Essential Domains of School Readiness</b> | <b>Physical Well-being and Motor Development</b>     | <b>Social and Emotional Development</b> | <b>Approaches to Learning</b>                                       | <b>Language and Literacy Development</b>                                    | <b>Cognitive and General Knowledge (including early mathematics and early scientific development)</b> |  |  |  |   |
| <b>GELDS Domains</b>                         | <b>Physical Development and Motor Skills</b>         | <b>Social and Emotional Development</b> | <b>Approaches to Play and Learning</b>                              | <b>Communication, Language and Literacy Development</b>                     | <b>Cognitive Development</b>  |  |  |  |   |
|  |  |   |   |   | <b>Cognitive Processes</b>  | <b>Math</b>  | <b>Science</b>   | <b>Social Studies</b>  | <b>Creative Development</b>                               |
| <b>Strands</b>                               | Health & Well Being<br>Use of Senses<br>Motor Skills | Developing a sense of self with others  | Attentiveness and Persistence<br>Initiative and Exploration<br>Play | Receptive Language<br>Expressive Language<br>Early Reading<br>Early Writing | Thinking Skills<br>Problem Solving  | Number Quantity<br>Geometry and Spatial Thinking<br>Measurement and Comparison<br>Patterns | Scientific Skills and Methods<br>Living Creatures<br>Physical Science<br>Earth and Space | Family and Community<br>History and Events<br>People and the Environment | Creative Movement and Dance<br>Visual Arts<br>Music Drama |

The new Georgia Early Learning and Development Standards (GELDS) will serve as a foundation document for ALL quality projects in the state, including the revisions to the Georgia Early Care and Education Professional Development Competencies and Georgia TQRIS. “With ELS at the center of quality improvement efforts and the QRIS as a framework for holding programs accountable for quality improvements ... states can develop a more cohesive and effective system to support effective programs .... ELS can be used to inform what is required for programs, teachers and curricula and assessments that guide teachers’ practices” (Wesley& Buysse, 2010, p. 78 -79).

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**(C)(1)(d) PROFESSIONAL DEVELOPMENT ALIGNED TO STANDARDS**

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Using funding from the Early Learning Challenge Grant, DECAL will hire a Standards and Curricula Coordinator who will be responsible for the successful roll-out of the newly revised GELDS and for the development and implementation of professional development and resources about the effective use of the GELDS to support learning outcomes. DECAL will contract with a national expert on early childhood standards and curricula to conduct a curricula review upon completion of the GELDS. Each curriculum will be reviewed for effective content,

appropriate instructional strategies, standards alignment, and professional development models with the goal of developing a comprehensive list of curricula that is aligned to the GELDS.

To support the intentional use of the new Early Learning and Development Standards across many settings and age groups, professional development will be designed and implemented. Training will target all types of early care and education programs and include home visitors and early intervention personnel working with IDEA Part C and Part B, 619 programs. A continuum of professional development opportunities will be created and implemented over the course of the grant. This continuum will include face-to-face trainings, online courses and podcasts, and it will be infused into existing professional development systems and credentialing requirements. Training will also be developed for families.

Georgia Public Broadcasting (GPB) will produce a series of live streaming professional development sessions that cover the GELDS. GPB has a long history of partnership with DECAL and GaDOE. In September 2011, GPB delivered for GaDOE the first in a series of live streaming professional development sessions that cover the Common Core Georgia Performance Standards. Subsequent workshops will begin airing in January 2012. The launch was live streamed with an overwhelming 10,600 logins of unique visitors, and within one week, more than 23,000 visitors had streamed the presentation. Building on their success, the GELDS live streaming videos will allow a large range of ECE professionals to access the training in real time. In addition, the training will be available on CDs and DVDs to reach professionals who do not have online access. An online training will also be embedded as part of the required training for Kindergarten teachers. A train-the-trainer module will be created and used with the TCSG instructors across the state to offer regional continuing education courses in the GELDS. All professional development will be aligned with the Professional Development Core Competencies and interwoven into the Georgia Communities of Practice.

DECAL will also contract with a marketing firm to determine effective methods for marketing the GELDS to programs, early learning and development professionals, and parents. Working with a marketing firm will allow DECAL to explore effective packaging of the standards to encourage wider usage. Marketing will expand the intended audience to include not only teachers in typical school and child care settings but also early intervention personnel; health care professionals; home visitors; parents, including foster care parents; and family, friend and neighbor caregivers.

Below is the high quality plan for the GELDS roll-out process:

| <b>Promoting Early Learning and Development Outcomes: High-Quality Plan</b> |   |   |   |  |
|---|---|---|---|--|
| <b>Project Level Outcomes</b>   | Develop and implement statewide, high-quality Early Learning and Development Standards.   |   |   |  |
| <b>Georgia Strategy</b>   | Increase school readiness outcomes for Children with High Needs by focusing on Early Learning and Development Standards, Comprehensive Assessment and family engagement.  |   |   |  |
| <b>Project 5</b>  | Complete revision of Georgia Early Learning and Development Standards (GELDS) and implement a roll-out plan including professional development, curricular alignment, marketing, and resource development.  |   |   |  |
| <b>Key Goal(s)</b>  | <ul style="list-style-type: none"> <li>• Complete the revision of the GELDS by February, 2012.</li> <li>• Train at least 5000 ELD professionals on the GELDS by 2015.</li> </ul>  |   |   |  |
| <b>Key activities</b>   | <ul style="list-style-type: none"> <li>• Expert review of revised GELDS for multicultural and linguistic appropriateness and sensitivity to children with disabilities</li> <li>• Crosswalk of GELDS with Georgia Core Common Performance Standards and Work Sampling Performance Indicators</li> <li>• Curricular Reviews</li> <li>• Marketing Plan</li> <li>• Professional Development Plan</li> <li>• Materials and professional development roll-out</li> <li>• Research</li> </ul> |   |   |  |
| <b>Realistic Timeline</b>   | <p><b>Year 1</b></p> <p>Expert review for multicultural, linguistic and inclusive appropriateness</p> <p>Crosswalks between GELDS and HSCELF,</p>   | <p><b>Year 2</b></p> <p>Continued professional development</p> <p>Implement professional development for preschool</p> <p>Implement</p> | <p><b>Year 3</b></p> <p>Continued professional development and implementation</p> <p>Qualitative research on standards roll-out and</p> | <p><b>Year 4</b></p> <p>Research</p> <p>Revision of professional development and resources</p> |

| <b>Promoting Early Learning and Development Outcomes: High-Quality Plan</b> |   |  |  |  |
|---|---|--|--|--|
|   | CCGPS, WSO<br>Curricula review<br>Marketing plan<br>Create professional development plans for various audiences/ disciplines<br>Roll out professional development plan  | professional development focused on birth-3 population<br>Complete curricula review and dissemination<br>Implement marketing plan<br>Develop resource prototypes and pilot, revise as needed | professional development models<br>Roll-out of resources |  |
| <b>Party(ies) responsible</b>   | Key DECAL Staff<br>Standards and Curriculum Coordinator – new hire<br>Georgia Public Broadcasting<br>Child Care Resource and Referral Agencies<br>Technical Colleges System of Georgia  |  |  |  |
| <b>Project Budgets</b>  | See Budget Section  |  |  |  |
| <b>Supporting evidence</b>  | (C)(1)(a) & (b); copy of ELD Standards; documentation of alignment  |  |  |  |
| <b>Performance measures</b>   | <ol style="list-style-type: none"> <li>1. Implementation of the Georgia Early Learning and Development Standards for all ages, birth to five.</li> <li>2. Aligned birth through five curricula.</li> <li>3. Increase in teachers appropriately implementing standards and aligning with curricula and assessments.</li> </ol>           |  |  |  |
| <b>How will State address different types of Early Learning and</b>         | Professional development roll-out and materials will be designed for specific audiences including: <ul style="list-style-type: none"> <li>• Family child care and group home providers</li> <li>• Child care center providers</li> <li>• Families including foster parents</li> <li>• Family, friend and neighbor caregivers</li> </ul> |  |  |  |

| <b>Promoting Early Learning and Development Outcomes: High-Quality Plan</b>              |   |
|--|---|
| <b>Development Programs</b>  | <ul style="list-style-type: none"> <li>• Health professionals</li> <li>• Early Head and Head Start professionals</li> <li>• Georgia’s Pre-K providers and teachers</li> <li>• Kindergarten teachers</li> <li>• Early intervention professionals (Part C)</li> <li>• Part B, 619 professionals</li> </ul> <p>GELDS professional development will be embedded into new and renewal credentials for all ECE professionals.</p> |
| <b>How will State meet needs of Children with High Needs and the special populations</b> | <p>GELDS will be reviewed by experts to ensure cultural, linguistic and inclusive indicators.</p> <p>GELDS professional development will be provided to early intervention and home visiting staff.</p> <p>GELDS professional development will be provided to foster parents and family, friend, and neighbor caregivers.</p>   |

**(C)(2) SUPPORTING EFFECTIVE USES OF COMPREHENSIVE ASSESSMENT SYSTEMS**

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The extent to which the State has a High-Quality Plan to support the effective implementation of developmentally appropriate Comprehensive Assessment Systems by--

(a) Working with Early Learning and Development Programs to select assessment instruments and approaches that are appropriate for the target populations and purposes;

(b) Working with Early Learning and Development Programs to strengthen Early Childhood Educators’ understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;

(c) Articulating an approach for aligning and integrating assessments and sharing assessment results, as appropriate, in order to avoid duplication of assessments and to coordinate services for Children with High Needs who are served by multiple Early Learning and Development Programs; and

(d) Training Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these*

*should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

*(Enter narrative here – recommended maximum of three pages)*

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(C)(2)(a) FROM GREAT FOR ALL GEORGIA’S PRE-K STUDENTS TO GREAT FOR OUR YOUNGEST LEARNERS

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According to the report *Early Childhood Assessment: Why, What, and How*,

In a perfect world, participants in the development of a set of early childhood services at either a local or system level would begin by thinking about what is needed to improve the physical well-being and developmental competence of young children. They would decide what outcomes could be anticipated for children who participate in a particular well-designed program or set of services. They would subsequently concern themselves with what standards and processes would be needed to ensure that participating children would benefit from the program. The planners would select formative assessments to track children’s progress toward the standards and use this information to guide instructional adjustments. And finally, reliable and valid processes to assess whether children’s overall development and learning have met the expectations of the planners would be selected and employed. The results of such assessment would be used to refine the program practices with the expectation that the outcomes for children would improve even further (National Research Council, 2008, p. 43).

If the above represents a “perfect world” of assessment then this “perfect world” *coupled* with screening measures to support early identification and intervention for children with high needs, as well as intermittent quality measures of the environment and adult-child interactions, could be described as assessment utopia. This comprehensive assessment system actually exists today in Georgia’s Pre-K Program.

Georgia’s Pre-K Program standards contain all elements of a comprehensive assessment system. Within 90 days of enrollment, children participating in Georgia’s Pre-K must have proof of a recent hearing, vision, and dental screening. Follow-up related to the screening is required and documented by Pre-K programs. Additional behavioral or developmental screening is accessed as needed under the guidance of statewide Inclusion Coordinators. Ongoing formative



assessment to monitor progress and guide instruction is accomplished through the use of the Work Sampling System (WSS), which is aligned with the Georgia Early Learning and Development Standards. The Early Childhood Environment Rating Scale-Revised (ECERS-R) observations by reliable assessors have been used to inform ongoing environmental practices, and the Classroom Assessment Scoring System (CLASS) is used regularly to guide teacher-child interactions.

From inception, Georgia's Pre-K has recognized the importance of the preschool environment and its impact on program success and ultimately on child outcomes. Over the course of the program's history, the classroom environment was monitored by a locally developed assessment, the Pre-K Program Quality Assessment (PQA). The PQA was used to monitor all Pre-K classrooms and blended Head Start classes for program administration, classroom environment and materials, lesson planning and assessment, and kindergarten transition. The instrument was effective, giving programs an outline of program expectations in each area which were based in best practice and research. However, based on initial inter-rater reliability studies, DECAL determined that the instrument could not be scored reliably by field staff. Concurrently, the FPG Child Development Institute study in 2009 utilized the ECERS-R and found that on average Georgia's Pre-K classes scored higher than other state funded programs (Maxwell, et al., 2010a).

Based on the FPG study findings, DECAL developed a self-reported environment assessment which is monitored by Pre-K field staff and turned the focus to improving adult-child interactions in Pre-K classrooms. Over the next four years, the environmental self-report will be validated with a sample of classrooms assessed by the ECERS-R. The ECERS-R sample will be conducted through TQRIS resources.

In order to inform and support practices relating to adult-child interaction and child outcomes, all Georgia's Pre-K field consultants were trained and proved reliable in the Classroom Assessment Scoring System (CLASS). The CLASS is an instrument used to assess classroom quality in areas specifically related to the interactions that take place throughout all elements of formal and informal instruction (Pianta, La Paro, & Hamre, 2008). The CLASS is composed of ten unique dimensions that cover three broad domains: Emotional Support, Classroom Organization, and Instructional Support. These domains, most importantly Instructional Support, conclusively link to children's outcomes. The higher the scores, the more

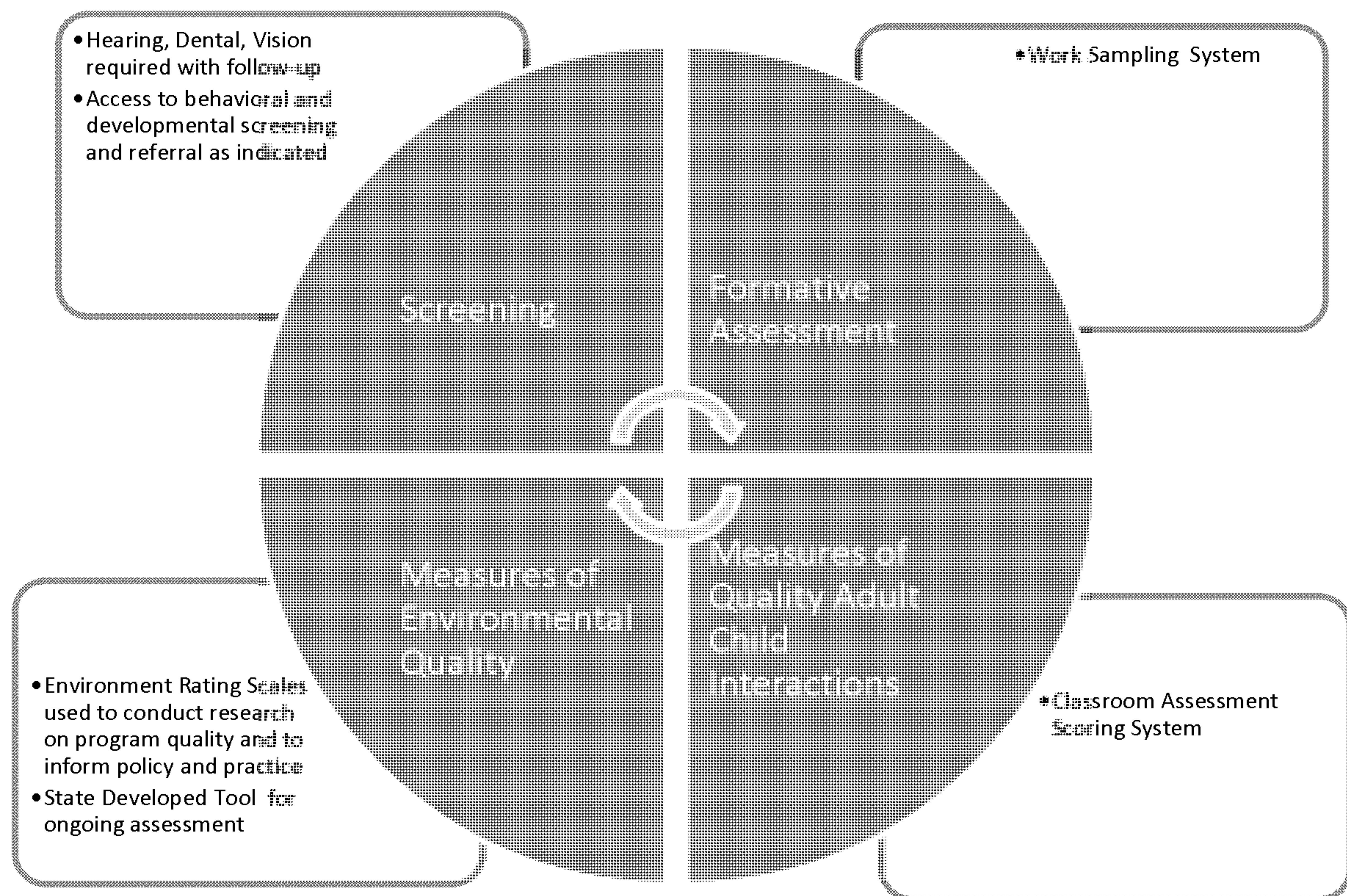
likely children are receiving the necessary supports needed to improve skills related to behavior, language and literacy, math, and general cognition. It is important to note that the interactions measured with the emotional support and instructional support domains are particularly important for students identified as at risk for school failure (Pianta, et al., 2008). Last school year, over 3,800 Pre-K classrooms received a CLASS observation, establishing a state baseline upon which to build program policy and professional development.

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**(C)(2)(b) STRENGTHENING AND APPLYING COMPREHENSIVE ASSESSMENT SYSTEMS**

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Georgia has systemically and thoughtfully included high quality standards, valid and reliable assessments and screenings, and measures of interactions and environments to shape program practices and policies to improve child outcomes for the Georgia’s Pre-K population. This accomplishment indicates the state’s capacity and commitment to an integrated approach to assessment. The current Georgia’s Pre-K comprehensive assessment model is illustrated below:



Georgia is now poised to leverage and build from this model. Specifically, Georgia will modify and replicate the comprehensive assessment approach to support Georgia’s birth to three year old care population in varied settings. In order to move Georgia’s current comprehensive assessment system to a system that is expanded to include more partners and services and to meet the unique needs of Georgia’s youngest children, an evaluation of the current landscape is critical.

## **SCREENING**

Screening and assessment measures are interwoven into the many programs and services accessed by children and their families via different state agencies. At birth, children receive genetic and metabolic screens as well as hearing screening. Children with High Needs are screened, identified and provided services and supports to meet their health, behavioral and developmental needs through Georgia’s Children 1<sup>st</sup> program. This program is Georgia’s “Single Point of Entry” to a statewide collaborative system of public health and other prevention-based programs and services designed to screen and identify children (aged birth through five) who are at risk for poor health and developmental outcomes. Georgia’s Maternal Infant Early Childhood Home Visiting program conducts screenings, provides assistance with referrals and follows up to assure that the needs of children and families in their program are met. Screenings are also provided in the public health departments, physician’s offices, Head Start and Early Head Start and through screening programs in some early learning and development programs. The TQRIS includes screening as a high quality indicator and recommends the use of the Ages and Stages Questionnaire and Ages (ASQ) and Stages Questionnaire-Social Emotional (ASQ-SE) tools for family child care and center-based providers. ASQ and ASQ –SE instruments and training are provided as part of the TQRIS technical assistance program.

## **FORMATIVE ASSESSMENT**

DECAL has focused on formative assessment through the development of the Georgia’s Pre-K Assessment which is based on the Work Sampling System. WSS is a curriculum-embedded, criterion-referenced performance assessment that is intended to document and evaluate what children are learning and have begun to master by providing information to teachers about individual students’ academic, personal and social, and other cognitive and non-

cognitive achievements. It enables teachers to collect extensive information from multiple sources and use this information to evaluate what children know and can do.

Georgia's Pre-K Assessment is required in state-funded Pre-K classes, but also widely used in Preschool Special Education for three and four year olds. Programs serving children ages 3-5 years with disabilities have a variety of formative assessment tools to use in developing Individual Education Plans (IEPs) and tracking student progress. However, the Georgia Department of Education recommends the use of Work Sampling Online (WSO). Currently, **70 out of 186** local education agencies (350 sites serving 5,286 students) use WSO as the formative assessment tool for their Preschool Special Education classes. DECAL has also collaborated with GaDOE to establish a state platform in the WSO system where data on individual students can be shared at both a system and teacher level. For students receiving services from multiple programs or teachers, assessment data is entered and compiled on the same student WSO license allowing efficient referral and sharing of information between programs including GA's Pre-K, Preschool Special Education and Head Start.

Additionally, the departments worked with the vendor to allow the data from WSO to document performance on federal outcome indicator B7 (Preschool 3-5) for IDEA, Part B, 619 which measures progress of preschoolers in the areas of Positive Social-Emotional Skills, Acquisition and Use of Knowledge and Skills (communication, early literacy, and language), and Use of Appropriate Behaviors to Meet their Needs (functional skills/adaptive skills). Using current funding, Georgia will be adding this functionality to transfer WSO data on children served at age three in special education settings to Georgia's Pre-K or Head Start classrooms at age 4, allowing for continuity of services.

The Georgia Head Start Collaboration Office, as well as the Georgia Head Start Association, encourages the use of WSO. Through the Georgia Head Start Collaboration Office housed at DECAL, Head Start programs are able to access the State of Georgia license for Work Sampling Online and purchase student licenses at a reduced rate. DECAL also conducts free professional development for Head Start teachers on the use of the Work Sampling System and technical training on the use of the Work Sampling System Online.

Georgia's Early Intervention Program, Babies Can't Wait (IDEA, Part C), uses a wide array of assessments for program planning purposes. Approved assessment instruments are in their program standards. These assessments guide the development of the individualized family

service plan (IFSP). Early Intervention Specialists and DECAL Inclusion Coordinators work, with parent consent, to coordinate sharing of assessment results with early learning and development professionals in order to avoid duplication. However there is a need for better alignment between formative assessment and the Georgia Early Learning and Development Standards.

### **ENVIRONMENT MEASURES**

Most early learning and development programs in Georgia do not use an environment assessment. The Environment Rating Scales (ERSs) are used to obtain a baseline to use for planning professional development, but these are not administered on a regular basis. Georgia's Infant Toddler Network and the TQRIS utilize the Environment Rating Scales. The scales are designed to assess process quality in an early childhood or school age care group. Georgia will continue to utilize this tool and will provide training through the TQRIS technical assistance process to providers in all types of early learning and development settings on how to utilize this tool to increase program quality. Georgia's Pre-K uses a department-developed self-administered tool which is monitored by Pre-K field consultants.

### **ADULT CHILD INTERACTION MEASURES**

Most programs in Georgia are not yet using measures of adult child interaction. However, Georgia's Pre-K Program has made great strides in assessing adult child interactions. DECAL provided training to all of their Georgia's Pre-K consultants on the use of the Preschool CLASS instrument. CLASS observations were conducted in 92% of Georgia's Pre-K classes during school year 2010-11, providing a baseline for future comparison. Results were provided to all teachers and professional development will be based on those results.

As part of the Georgia's P-12 Race to the Top (RTTT) grant, DECAL is developing a professional development model designed to improve the quality of teacher-child interactions in the state's Pre-K program. A current DECAL study compares two of the current Pre-K professional development models with two expanded professional development models: 1) a semester college style course, Making the Most of CLASSroom Interactions (MMCI); and 2) My Teaching Partner (MTP). Both of the expanded professional development models have been conclusively linked to improved classroom quality. MTP is a professional development model that, based on CLASS concepts, utilizes video technology in conjunction with web-based coaching to teachers. The process fostered through MTP has been shown to significantly

improve both the quality and quantity of teacher child interactions (Pianta, Funk, Hadden, & Hamre, 2010). Based on the outcome of this study, Georgia will be poised to begin a roll-out of a professional development model that can be linked to student outcomes.

Through the Georgia's Grade Level Reading Campaign, the use of the CLASS Toddler instrument has been adopted. Reliability training was completed by more than 30 DECAL staff members in 2011. Georgia's TQRIS will begin to use CLASS in 2013.

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(C)(2)(c) & (d) WHAT WILL MAKE GEORGIA GREAT: ALIGNING ASSESSMENTS AND TRAINING EARLY CHILDHOOD EDUCATORS

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With funding from the grant, Georgia proposes to implement several key projects to address a Comprehensive Assessment System which builds on the existing resource investment and programs in the state. These projects will be in addition to the work on assessment in the TQRIS which is outlined in Section B.

To begin this work, the State Advisory Committee will form a cross agency action team focused on:

- Reviewing current assessment practices
- Assuring that assessments used by programs in Georgia are aligned with Georgia Early Learning and Development Standards
- Formulate a state position paper on appropriate assessment practices for children birth to five in a variety of settings
- Building a Comprehensive Assessment System in Georgia for children birth to five.

Programs that serve Children with High Needs in a variety of settings including representation from Children 1<sup>st</sup>, IDEA Part C and Part B-619, Georgia's Pre K, Head Start and Early Head Start, the MIECHV program, and other health and educational agencies will make up this action team.

A series of professional development opportunities on the purposes and use of each type of assessment and strategies for selecting appropriate assessments will be created and provided to early learning and development professionals. Professional development will be tailored to the specific needs of different types of early learning and development programs including infant and toddler programs, center-based programs, family child care programs, faith-based programs,

IDEA Part C and Part B-619, and home visitation programs. Georgia Public Broadcasting (GPB) will produce a series of a live streaming professional development sessions on assessment. These sessions will address purpose, selection and use of assessment and will be archived for ongoing use. Live streaming sessions in both English and Spanish were selected because the format will allow access to a wide range of practitioners.

Duplication of screenings and appropriate follow up are two areas of concern for Georgia. Several projects are underway or proposed as part of this grant to improve coordination, eliminate duplication and ensure timely follow up. Georgia's State Advisory Council has awarded funds to the Department of Public Health to inventory existing structures for screening, gaps and opportunities for linkages and coordination of screening. This funding will focus on needs assessment and planning to address Georgia's gaps related to effective, comprehensive follow up on concerns noted in developmental, behavioral, vision, hearing and other health screens. Health, developmental and behavioral screening action teams will be formed to focus on coordination of screening, referral and follow up efforts to support a more comprehensive system that assures that children with high needs have the services necessary to assure that they are ready for kindergarten.

The Early Childhood Comprehensive Systems (ECCS) group has identified a Developmental Screening subcommittee which has conducted a survey to determine where and by whom children are receiving screening and draft recommendations for projects that would decrease duplication and allow sharing of screening results with physicians and others providing services and supports to the child. A matrix delineating the survey results is available in Appendix 17.

The Governor's Office for Children and Families and the Georgia Department of Health have received a competitive grant from the Maternal Infant Early Childhood Home Visiting (MIECHV) Program to secure funds to establish a call center for referrals to the Children 1<sup>st</sup> program and to integrate data systems in order to allow for core common screening resulting in appropriate referrals to home visiting programs as well as other services for children and families. As part of MIECHV grant, Children 1<sup>st</sup> will screen all children birth to five to identify Children with High Needs.

With funds from the RTT-ELC grant, the Department of Public Health and DECAL will collaborate in development and implementation of an enhanced Children 1<sup>st</sup> online referral

system, which includes promotion and training for ELD programs. This system, located in the State Electronic Notifiable Disease Surveillance System (SENDSS), will allow early learning and development providers, parents and others to submit an online referral as well as results from any screenings that may have been completed. This will improve coordination; reduce duplicate screening; increase early identification of children at risk for developmental delay and; expedite the referral process. The system will also allow data sharing and analysis between the agencies to improve practices and ensure that all Children with High Needs are identified early.

A pediatric nurse practitioner will be funded by the Department of Public Health, Maternal Child Health Branch, to support the work of Georgia's Early Learning Challenge Grant. This position will work closely with the Department of Public Health's medical director to support early learning and development programs by assisting early learning and development programs in making appropriate referrals based on screening results, developing resources on communicable diseases and other issues, and providing support to families and early learning and development programs around chronic health conditions such as diabetes.

Although many Georgia programs and agencies conduct developmental screenings, few are screening for behavioral issues. As noted in Henderson and Strain (2009) "The initial step towards detection and amelioration of such problems and the prevention of more severe issues is to conduct screenings across developmental areas to help identify those children and families that would benefit from early and targeted intervention strategies. Universal screening enables service providers and families to quickly identify difficulties and implement strategies that are likely to lessen the probability of long-term negative outcomes including severe persistent challenging behaviors." In Georgia, challenging behavior is one of the most frequently cited reasons for suspension and expulsion of young children from early care and learning programs. According to Gilliam (2005) "Preschool children face expulsion rates three times higher than children in kindergarten through 12th grade—a factor partly attributed to lack of attention to social-emotional needs. African-American preschoolers are 3 to 5 times more likely to be expelled than their white, Latino, or Asian-American peers."

GaDOE is required by the reauthorized Individuals with Disabilities Education Act (IDEA) to review annual data and make determinations for significant disproportionality as it relates to the identification, placement, and discipline of children with disabilities. During the FY11 school year, GaDOE identified 32 districts as having disproportionality in these areas. Out



of the 32 districts, 17 districts were identified as having significant disproportionality for the discipline of children with disabilities.

The GaDOE's Division for Special Education's Positive Behavioral Intervention and Supports (PBIS) Unit has provided training/coaching supports for a number of school districts to support this cultural change for elementary level children. There is a need to infuse appropriate PBIS practices with the developmentally appropriate practices framework to support our youngest learners and increase successful outcomes in the future. Most importantly, there must be consistent practices and approaches implemented at home, school and in the community.

Funds from this grant are requested to focus on a statewide effort to address the issues of poor social emotional skills as a barrier to participation in high quality early learning and development environments by Children with High Needs. Screening and formative assessment of children's social and emotional skills are foundational to the creation of positive environments and formation of positive interactions and relationships between children and teachers. Grant funded activities will include statewide professional development opportunities designed to increase early care and learning providers' knowledge of healthy social emotional development, as well as the importance of a comprehensive system of assessment designed to identify social-emotional issues, evaluate and enhance the quality of teacher and child relationships and classroom environments.

Additionally, the grant will fund community demonstration sites for implementation of Positive Behavior Intervention and Supports (PBIS). The most difficult part of this challenge is to modify the framework and make it relevant for young children. In many instances, young children receive early instruction in varied settings, which may not be a formal school. This pilot, done in partnership with DECAL, GaDOE and the Governor's Office for Children and Families, will leverage work already done in the school systems. National experts will be engaged to create a Georgia Preschool PBIS model and to assist in aligning the pilot with the models used in the elementary school program. This will ensure fidelity with the instruments. Early care and learning programs such as Georgia's Pre-K, Head Start and Early Head Start, child care centers, family child care homes and home visiting programs will be included in the pilot. Programs will be partnered with school systems which have adopted and implemented the PBIS model at the elementary school level. The Georgia Preschool PBIS program will include intensive training, ongoing coaching and fidelity checks.

To encourage school systems to adopt Georgia's Pre-K Assessment for children served by Part B, 619, grant funding will be used for additional enhancements to the WSO system to ensure efficient data sharing and reduction of duplication in assessment of children served by multiple programs. Additional WSO licenses will be purchased to expand the number of school systems using WSO for children served by Part B, 619 to allow for efficient sharing of child level assessment information. The funding will also allow school systems to better track services and report federally mandated data on child outcomes.

As outlined in Section B, Georgia's TQRIS has quality criteria related to the use of formative assessment tied to the Georgia Early Learning Standards. Professional development regarding formative assessment is provided at no charge to programs enrolled in the TQRIS Technical Assistance Project.

Currently, DECAL is participating in the Annie E. Casey Foundation's Grade Level Reading Campaign (GLR) which is currently operating in five Georgia school districts. The goal of the campaign is to have all students reading on grade level by 3<sup>rd</sup> grade. In this project, the CLASS tool, Toddler and Preschool versions, will be used in toddler and non-Georgia's Pre-K preschool classrooms. DECAL will begin working with 10 toddler classrooms and 10 non Georgia's Pre-K preschool (3- 4 year olds) classrooms located within the Grade Level Reading districts in January 2012 by conducting baseline observations. Based on this data, DECAL will develop individualized technical assistance plans for each class evaluated. With funds from the grant, the project will be expanded to train an additional 15 observers in year 2, 3, and 4 thereby expanding the number of classes receiving observations and technical assistance each year. Funding will also be used to support professional development for technical assistance providers, and expansion of the current reporting database.

HIGH QUALITY PLAN - COMPREHENSIVE ASSESSMENT

| <b>Promoting Early Learning and Development Outcomes: High-Quality Plan</b> |  |  |  |  |
|---|--|--|--|--|
| <b>Project Level Outcomes</b>   | Supporting effective uses of Comprehensive Assessment Systems including screening, formative, environmental and adult/ child interaction.  |  |  |  |
| <b>Georgia Strategy</b>   | Increase school readiness outcomes for Children with High Needs by focusing on Early Learning and Development Standards, Comprehensive Assessment and family engagement.   |  |  |  |
| <b>Project 6</b>  | Provide professional development on comprehensive assessment to a wide array of professionals and use assessment to guide expansion of projects focusing on Children with High Needs and their families.   |  |  |  |
| <b>Key Goal(s)</b>  | <ul style="list-style-type: none"> <li>• Train at least 5000 Early Learning and Development professionals on comprehensive assessment by 2015.</li> <li>• Increase the number of Preschool PBIS demonstration sites to 12 by 2015.</li> </ul>  |  |  |  |
| <b>Key activities</b>   | <ul style="list-style-type: none"> <li>• Create a cross agency Action Team to review assessment practices and create a Georgia position paper on Comprehensive Assessment and appropriate uses of assessment with children birth - 5</li> <li>• Design and provide statewide professional development for ELD professionals on how to <b><u>select assessment</u></b> instruments and approaches for appropriate populations, and increase their <b><u>understanding of the purposes and uses of each type of assessment</u></b></li> <li>• Increase the use of the CLASS instruments in classrooms with toddlers and preschoolers (in addition to Georgia’s Pre-K classrooms) and develop technical assistance tools</li> <li>• Expand the use of WSO by Part B, 619 teachers to decrease duplication of assessment and coordination of services</li> </ul> |  |  |  |
| <b>Realistic timeline</b>   | <b>Year 1</b>  | <b>Year 2</b>  | <b>Year 3</b>  | <b>Year 4</b>                              |
|   | Form Action Team on Assessment   | Development of professional development modules                            | Roll –out professional development for various user groups | Research                                   |
|   | Expand WSO assessment in Special Education Preschool, enhance WSO platform   | Expand WSO assessment in Special Education Preschool, enhance WSO platform | Expand WSO assessment in Special Education Preschool       | Revision of Professional Development       |
|   | Increase the number of Georgia’s Pre-K programs on original  | Utilize SENDSS   |  | Expand WSO assessment in Special Education |

| <b>Promoting Early Learning and Development Outcomes: High-Quality Plan</b> |  |   |   |  |
|---|--|---|---|--|
|   | roll-out plan for WSO<br><br>Develop Positive Social Emotional Training and Roll out statewide<br><br>Develop PBIS preschool model<br><br>Provide training in CLASS, reliability testing<br><br>Hire nurse practitioner  | System for child referrals and data repository<br><br>Plan and Develop system for data sharing<br><br>PBIS pilots<br><br>Provide training in CLASS, reliability testing<br><br>CLASS observations, develop technical assistance plans | Formalized data sharing to support child transitions<br><br>PBIS pilots<br><br>CLASS observations, develop technical assistance plans | Preschool<br><br>CLASS observations, develop technical assistance plans<br><br>PBIS pilots |
| <b>Party(ies) responsible</b>   | Key DECAL staff<br>Director, Quality Projects/ Infant Toddler Network<br>Statewide Inclusion Coordinator<br>Department of Public Health (Medical Director).<br>Georgia Resource and Referral Agencies (Technical Assistance Providers and TQRIS Training)<br>Georgia Public Broadcasting – Provider Training and Parent Education  |   |   |  |
| <b>Project Budgets</b>  | See Budget Section   |   |   |  |
| <b>Supporting evidence</b>  | None required  |   |   |  |
| <b>Performance measures</b>   | Establish a baseline and increase the number of Children with High Needs (especially children with disabilities, challenging behaviors, and special health care needs) participating in high quality ELD programs (TQRIS).<br><br>Increase in the number of Preschool Special Education ELD programs using formative assessments (WSO).<br><br>Establish a baseline and increase the number of appropriate referrals to Children 1 <sup>st</sup> . |   |   |  |

| <b>Promoting Early Learning and Development Outcomes: High-Quality Plan</b>              |  |
|--|--|
| <b>How will State address different types of Early Learning and Development Programs</b> | <p>Professional development on assessment, Positive Behavior and Intervention Supports, and the Children 1<sup>st</sup> system targets Head Start, Early Head Start, Preschool Special Education, IDEA Part C, and center-based, family and group child care programs.</p> <p>Work Sampling Online targets Head Start, Preschool Special Education, and Georgia's Pre-K Programs.</p>  |
| <b>How will State meet needs of Children with High Needs and the special populations</b> | <p>A pediatric nurse practitioner from the Department of Public Health will be located at DECAL to support health referrals from licensed and registered child care facilities. This nurse will provide referrals based on screenings and will link serves to programs and families based on reported needs.</p> <p>The Statewide Inclusion Coordinator and Inclusion Coordinators located in each resource and referral region will provide assistance at the program level to insure assessment, referrals and appropriate placements.</p> <p>Parent education campaign sponsored by Georgia Public Broadcasting to educate parents on how to access assessment services ( multilingual)</p> <p>Coordination of data sharing between DECAL and GaDOE within the State of Georgia</p> <p>Expansion of Work Sampling System for Part B, 619 classrooms</p> |

**(C)(4) ENGAGING AND SUPPORTING FAMILIES**

The extent to which the State has a High-Quality Plan to provide culturally and linguistically appropriate information and support to families of Children with High Needs in order to promote school readiness for their children by--

(a) Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of its Program Standards, including activities that enhance the capacity of families to support their children's education and development;

(b) Increasing the number and percentage of Early Childhood Educators trained and supported on an ongoing basis to implement the family engagement strategies included in the Program Standards; and

(c) Promoting family support and engagement statewide, including by leveraging other existing resources such as through home visiting programs, other family-serving agencies, and through outreach to family, friend, and neighbor caregivers.

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

Evidence for (C)(4)(a):

- To the extent the State has established a progression of family engagement standards across the levels of Program Standards that meet the elements in criterion (C)(4)(a), submit--
  - The progression of culturally and linguistically appropriate family engagement standards used in the Program Standards that includes strategies successfully used to engage families in supporting their children's development and learning. A State's family engagement standards must address, but need not be limited to: parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and adult and family literacy programs, parent involvement in decision making, and parent leadership development;
  - Documentation that this progression of standards includes activities that enhance the capacity of families to support their children's education and development.

Evidence for (C)(4)(b):

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support on the family engagement strategies included in the Program Standards, the State shall submit documentation of these data. If the State does not have these data, the State shall outline its plan for deriving them.

Evidence for (C)(4)(c):

- Documentation of the State's existing resources that are or will be used to promote family support and engagement statewide, including through home visiting programs and other family-serving agencies and the identification of new resources that will be used to promote family support and engagement statewide.

## INVOLVING FAMILIES: WHAT MAKES GEORGIA GOOD

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Many programs in Georgia have a strong family support component. Programs, supports, and services are provided across funding streams and by various agencies including the Department of Early Care and Learning (DECAL), Georgia Department of Education (GaDOE), Department of Public Health (DPH), Department of Human Services (DHS), and Governor's Office for Children and Families (GOCF). These supports engage families with Children with High Needs.

Strengthening Families Georgia (SFG) was created in 2006 to implement the Strengthening Families Framework and provide professional development for early learning and development professionals and parents across Georgia. Coordination and support are provided by a State Leadership Team made up of representatives from family-serving agencies across the state. SFG has also developed a collaborative relationship between DECAL, GaDOE and the DHS to align departmental priorities to promote optimal development of all children, especially Children with High Needs. SFG emphasizes ensuring that young children in foster care are enrolled in quality early learning and development programs; providing continuity of educational placements for children involved with the child welfare system; embedding Strengthening Families concepts into child welfare practices and policies, and training caseworkers, supervisors, and foster care parents in the Strengthening Families approach. SFG has produced a mandated reporter video on child abuse for state-approved child care trainers that incorporate the Strengthening Families protective factors. Additionally, SFG uses its close connection with state early childhood systems to infuse information about protective factors into child care train-the-trainer courses offered by DECAL approved trainers and child care resource and referral agencies.

Parent leaders have been involved in Georgia's Strengthening Families project from its inception, serving on the State Leadership Team and participating in a parent partnership workgroup charged with increasing parent leadership in the state. In 2009, the workgroup began reaching families across the state using family-friendly language and "Parent Cafés," gatherings designed to facilitate conversations among families. In October 2009, SFG held the first Georgia Family Forum in Atlanta and at four local sites across the state with more than 200 parents and professionals attending.

The Georgia Family Connection Partnership is a unique statewide initiative designed to assist local communities in forming partnerships and identifying local needs and planning to meet those needs. Founded in 1991, Family Connection is the largest network of its kind with collaborative groups in all 159 counties in Georgia committed to improving the quality of life for children and families through cross-sector public and private engagement. Family Connection is rooted in local priorities, public-private partnerships, and county-based collaboration

The long-time partnership between DECAL and Georgia Family Connection is based on improving early care and learning and preparing Georgia's young children for a future of learning, priorities for both agencies. Currently 47 county collaboratives have an early learning focus which allows for cross-partner work at the local level resulting in innovation and improved outcomes for children and families.

Family engagement is one of the Family Connection Standards for Excellence. County teams are encouraged to formulate plans to effectively involve family members in the decision making and activities of the collaborative. This collaboration is effective in assuring that county-team plans are reflective of the needs of the families in the community as well as supporting parent members in gaining leadership and advocacy skills.

Parent engagement is a strong focus in Georgia Department of Education (GaDOE). The State Superintendent of Schools sponsors a Parent Advisory Council which meets several times a year. The members of the Council are parents of children attending Title 1 schools and one or more members must have children birth through five. Advisory Council members are particularly focused on determining strategies to increase family engagement to ensure student success. Members provide input on policies, projects, and materials that impact students and their families and act as ambassadors, taking information and resources to strengthen family engagement back into their communities. This group developed a statement on Parent Engagement, unanimously adopted by the State Board of Education in November, 2010 which resulted in a Governor's Proclamation naming November as Parent Engagement Month in Georgia. In November 2011, the Georgia State Board of Education adopted the National PTA Standards for Family-School Partnerships as Georgia's Family Engagement Standards.

As a part of Title 1, the Parent Engagement Program at the GaDOE is focused on working with partners in local school districts and the community to assist parents in identifying resources to help their child succeed in school. Through a network of 700 local Parent



Involvement Coordinators, this program strives to increase student achievement by engaging and empowering parents to become actively involved in their children's education across all grade levels.

Since 2008 DECAL and GaDOE have worked closely to integrate family engagement standards and create professional development models to meet the needs of programs serving families with children birth through 21. A crosswalk of Family Engagement Standards and Parent Programs was developed and adopted by GaDOE and DECAL in May 2011. The crosswalk aligns Maslow's hierarchy of needs, the PTA National Standards for Family-School Partnerships, and the National Strengthening Families protective factors to help early childhood educators and parent professionals understand families as they partner with them to promote school readiness for their children. A chart illustrating the crosswalk can be found in Appendix 18.

To support local school systems in strengthening their family engagement work, GaDOE and DECAL designed the 360 Degrees of Family Engagement Project. This project, in existence for three years, assists local school systems and their partners in developing and implementing a family engagement plan designed to successfully wrap school, home, and community engagement around student achievement outcomes. Cross-sector teams must include the Title 1 Parent Involvement Coordinator, Special Education Parent Mentor, and a representative from a program serving preschool children. As part of the plan, measurable outcomes are based on guidance from the National PTA Standard on Family-School Partnerships and the Strengthening Families Protective Factors. 360 Degrees of Family Engagement team training is provided in various ways: onsite and web-based with onsite and telephone coaching and support available to participants from state level staff. Currently the 360 Degrees of Parent Engagement Project is being piloted in six communities across the state.

Georgia's Maternal Infant and Early Childhood Home Visitation (MIECHV) Program, implemented by the Governor's Office for Children and Family, responds to the diverse needs of children and families in communities at risk. This program provides an unprecedented opportunity for collaboration and partnership at the state and community levels to improve health and development outcomes for at-risk children through evidence-based home visiting programs. Georgia's goal for the MIECHV Program is to strengthen the state's capacity for improving child and family outcomes by addressing the significant barriers to the overall well-being for Children

with High Needs and their families. This work is built on Georgia's Caring Communities Systems of Care Project, which is a strategic, family focused framework that emphasizes early identification and intervention. A chart illustrating the Caring Communities System of Care Project can be found in Appendix 19.

Families of children with disabilities may have unique issues that require specialized support. Georgia has several outstanding programs that focus on families of children with disabilities. These programs, designed to partner with families to ensure their child's success, are described below:

- Parent to Parent of Georgia provides support and information services, training and leadership opportunities for families who have children and youth with disabilities. Parent to Parent houses Georgia's Parent Training and Information Center, Georgia's Family to Family Health Information Center, the Georgia Family Navigator Teams, and the Georgia Family Voices state affiliate office.
- Parent educators are available through the Babies Can't Wait (IDEA Part C) program to provide training, resources, and support to parents of children with disabilities (from birth to three years old). Each Parent Educator is the parent of a child with a disability or delay who has received early intervention services through Babies Can't Wait. Parent Educators are familiar with Babies Can't Wait policies and the laws, rules, regulations, and policies regarding education for young children with disabilities. They are also familiar with the Individualized Family Service Plan (IFSP), transition planning, and multicultural issues.
- The Georgia Parent Mentor Partnership was created and partially funded by the GaDOE's Division for Exceptional Students (ages 3 -21). The 91 Parent Mentors are parents of children with disabilities hired by local school systems. These parents work with school system partners to build a bridge of communication between home and school and to increase parent involvement in working toward targeted goals to improve child outcomes.

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## WHAT WILL MAKE GEORGIA GREAT AT FAMILY ENGAGEMENT

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Recognizing DECAL's need for an in-house expert to guide and coordinate family engagement and parent education project, GOFCF will use funding through Community-Based Child Abuse Prevention Grant-Title II of CAPTA (CBCAP) to provide a Parent and Family

Education Coordinator at DECAL. This position will ensure that parent and family education and engagement principles are incorporated in all systems level activities; promote the Early Childhood System of Care framework developed through the Maternal, Infant and Early Childhood Home Visiting program; and coordinate services for families of Children with High Needs across a range of programs.

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**(C)(4)(a) ESTABLISHING A PROGRESSION OF CULTURALLY AND LINGUISTICALLY APPROPRIATE STANDARDS FOR FAMILY ENGAGEMENT ACROSS THE LEVELS OF ITS PROGRAM STANDARDS, INCLUDING ACTIVITIES THAT ENHANCE THE CAPACITY OF FAMILIES TO SUPPORT THEIR CHILDREN’S EDUCATION AND DEVELOPMENT**

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***Culturally and Linguistically Appropriate Standards for Family Engagement:***

DECAL will align the new Head Start Parent Family and Community Engagement Framework released in October 2011 to the existing Family Engagement and Parent Programs crosswalk. It is anticipated that the new framework will align well and will provide a road map for progress in achieving outcomes that lead to positive and enduring change for children and families. In addition, the alignment will be reviewed for cultural and linguistic appropriateness. This work will be the basis for revising and enhancing TQRIS Program Standard 4, Family Partnership, as appropriate. The current Family Partnership Standards are:

| <b>TQRIS Standard 4 Family Partnership</b> |               |   |
|--|---------------|---|
| Level Good                                 | 1 to 3 points | <p><b>1.1</b> 50% of the staff have completed the Strengthening Families online training entitled “Overview of the 5 Protective Factors” at <a href="http://strengtheningfamilies.org">strengtheningfamilies.org</a></p> <p><b>1.2</b> 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><b>1.3</b> The program offers parent conferences at least once a year.</p> <p><b>1.4</b> Staff have received a minimum of two hours of training in cultural and linguistic competence.</p> <p><b>1.5</b> 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><b>2.1</b> 75% of the staff have completed the Strengthening Families online training entitled “Overview of the 5 Protective Factors” at <a href="http://strengtheningfamilies.org">strengtheningfamilies.org</a></p> <p><b>2.2</b> The program has conducted the Strengthening Families self-assessment</p>   |

|                 |                |  |
|-----------------|----------------|--|
|                 |                | <p>within the past year and has developed a written improvement plan to address at least three of the strategy areas.</p> <p><b>2.3</b> The program offers parent conferences at least twice a year.</p> <p><b>2.4</b> Staff have received a minimum of four hours of training in cultural and linguistic competence.</p> <p><b>2.5</b> 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><b>3.1</b> 100% of the staff have completed the Strengthening Families online training entitled “Overview of the 5 Protective Factors” at <a href="http://strengtheningfamilies.org">strengtheningfamilies.org</a></p> <p><b>3.2</b> 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><b>3.3</b> 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><b>3.4</b> Staff have received a minimum of six hours of training in cultural and linguistic competence.</p> <p><b>3.5</b> Program has policies and practices in place that encourage family involvement that reflect the traditions of children enrolled in the program.</p> |

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**(C)(4)(b) INCREASING THE NUMBER AND PERCENTAGE OF EARLY CHILDHOOD EDUCATORS TRAINED AND SUPPORTED ON AN ONGOING BASIS TO IMPLEMENT THE FAMILY ENGAGEMENT STRATEGIES INCLUDED IN THE PROGRAM STANDARDS**

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Georgia has recognized the value of providing professional development opportunities for early learning and development professionals and the need to sustain the effectiveness of trained educators. The TQRIS requires that 50-100% of staff in programs participating in the system complete the Strengthening Families “Protective Factors” training with the percentage increasing from 50 % at level one ‘Good’ to 100% at level three “Excellent”. The training is accessible to educators and families through multiple training formats and agencies throughout the state. This training requirement will support the capacity of the state to maintain training opportunities and provide ongoing support for trained individuals.

Strengthening Families Georgia has developed a training series based on the five protective factors in the Strengthening Families framework that is being offered to state and contract personnel. The training is provided free to participants who agree to redeliver the training to early learning and development professionals without charge a minimum of three

times. The training has been approved by Georgia Training Approval System so that early learning and development professionals can receive credit for attendance.

GaDOE, Title 1 Part A, in conjunction with the Georgia PTA, hosts a biennial family engagement conference and semiannual regional trainings across the state. These professional development opportunities target Title 1 personnel in local school systems. With funds from the RTT-ELC, DECAL will begin partnering in these professional development events in 2013 by providing sessions focused on family engagement for families with young children, especially Children with High Needs. This will expand the scope of the conference from K-12 to birth to 21. Professionals invited to attend the conference will be expanded to include Head Start and Early Head Start Family Service Workers, home visitors, IDEA Part B service providers, and parents of children aged birth to five.

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(C)(4)(c) PROMOTING FAMILY SUPPORT AND ENGAGEMENT STATEWIDE,  
INCLUDING BY LEVERAGING OTHER EXISTING RESOURCES SUCH AS THROUGH  
HOME VISITING PROGRAMS, OTHER FAMILY-SERVING AGENCIES, AND THROUGH  
OUTREACH TO FAMILY, FRIEND, AND NEIGHBOR CAREGIVERS.

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To expand on the successful work of the 360 Degrees of Parent Engagement Project, the Georgia Family Connection work, and the Governor's Office for Children and Families (GOCF) Early Childhood Systems of Care program, funds from the grant will be used to expand the 360 Degree of Family Engagement pilots. The project will leverage the work of several projects but most importantly will leverage the work of the Early Childhood Systems of Care MIECHV grant that serves children in **family, friend, and neighbor care**. A state level team made up of participants from family-serving agencies as well as representatives from the Latin American Association and other ethnic and cultural associations will develop a plan to identify and support communities throughout the state. This team will also offer ongoing support to communities in developing and implementing their plans as well as gathering and analyzing data to determine effectiveness. All Georgia communities will be invited to submit proposals, and a number of factors will be considered in determining communities invited to participate. Communities that demonstrate strong capacity by involvement in an Early Childhood Systems of Care initiative, have a Georgia Family Connection Collaborative plan with an early childhood focus, or have an existing 360 Degrees of Family Engagement plan will be given preference. Local teams will be

supported and trained in all aspects of family engagement including strategies to engage families from other cultures.

Each community will identify a cross-sector team that will include family members, representatives from the home visitation programs, the local school system, Head Start/Early Head Start, Georgia's Pre-K Program, IDEA Part C, private child care programs, and other family-serving agencies. These teams will support communities in engaging families in ongoing activities focused on improving child outcomes such as enhanced school readiness skills, sustained learning, and developmental gains across early childhood education and into elementary school.

Georgia Public Broadcasting (GPB) provides a unique opportunity to reach out to families of Children with High Needs especially those children served in family, friend and neighbor care. GPB serves Georgia's major metropolitan areas *and* a statewide network, reaching into more than 3.6 million households through television and countless others through radio to connect people from all over Georgia – from urban areas and rural towns to suburban neighborhoods and historic districts – serving 98% of all Georgians. GPB is unique nationally in its statewide reach with multiple broadcast and distribution platforms – radio, television, new media, and education – delivered through one statewide organization. Furthermore, “PBS KIDS attracts a higher proportion of viewers from low-income, African American and Hispanic homes compared to their representation in the U.S. population” (PBS, 2011).

GPB serves Georgia's early learners, their families, and caregivers by offering more than 3500 hours of literacy and research-based educational programming especially for Children with High Needs and their families through GPB Kids Programming:

- Families with incomes \$25,000 or less are 68% more likely to be regular viewers;
- Families with incomes under \$25,000 or less and with children under 6 are 61% more likely to be regular viewers;
- Working mothers with household incomes under \$25,000 are 158% more likely to be regular viewers; and
- Single parents with incomes of \$25,000 or less are 80% more likely to be regular viewers.

With funding from the grant, GPB will provide an opportunity for Children with High Needs and their families to receive messaging during the time they are accessing GPB

programming – through television, radio, and online. Messaging would include messages and vignettes on air each day during prime viewing hours for young children and families and a banner link from their website to the DECAL website. Additionally, parent messages and vignettes will be produced in Spanish and Mandarin, and DECAL is exploring options for production of information in Urdu, Portuguese, Korean, Russian and Vietnamese, allowing for messaging in Georgia’s most commonly spoken languages.

Informational messaging will:

- Provide families keys to selecting quality child care and information on the TQRIS;
- Direct families and caregivers to online activities to develop school readiness and learn more about early learning and development standards;
- Direct families and caregivers to Children 1<sup>st</sup> for referrals and screening for children with suspected disabilities; and
- Include fun educational tools for kids and families, e.g., GPB Kids website, Reading Readers resources, and the Georgia Read More program.

#### A HIGH-QUALITY PLAN TO INCREASE FAMILY ENGAGEMENT

| <b>Promoting Early Learning and Development Outcomes for Children: High-Quality Plan</b> |   |
|--|---|
| <b>Project Level Outcomes</b>  | Engage and support families.  |
| <b>Georgia Strategy</b>  | Increase school readiness outcomes for Children with High Needs by focusing on Early Learning and Development Standards, Comprehensive Assessment and family engagement.            |
| <b>Project 7</b>   | Expand family engagement activities statewide with an emphasis on supporting families served by home visitation programs, and children served in family, friend, and neighbor care. |
| <b>Key Goal(s)</b>   | Increase the number of 360 Degrees of Family Engagement Sites to 16 additional sites by 2015.   |

**Promoting Early Learning and Development Outcomes for Children: High-Quality Plan**

**Key activities**

- Hire Family Education Engagement Coordinator at DECAL (funded by Governor’s Office for Children and Families)
- Review and enhance TQRIS standards for Family Partnership
- Coordinate services for families of Children with High Needs across a range of programs
- Design and implement training to ELD family support personnel through GaDOE Title 1 Parent Engagement System
- Expand the 360 Degree of Family Engagement Community Programs
- Develop and produce messages and vignettes to offer through daily messaging on GPB

**Realistic timeline**

| <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>                               | <b>Year 4</b>  |
|---|---|---|--|
| Hire Family Education Engagement Coordinator                                    | Implement ECE strand at Title 1 Family Engagement semiannual regional trainings | Participate in Family Engagement Conference | Participate in Title 1 Family Engagement semiannual regional trainings |
| Develop strand for Title 1 Family Engagement semiannual regional trainings      | Design ECE training for Family Engagement Conference                            | Expand 360 sites to 12                      | Expand 360 sites to 16 and evaluate effectiveness                      |
| Align current crosswalk with Head Start Parent, Family, and Community Framework | Expand 360 sites to 8   | Continue GPB messaging                      | Continue GPB messaging and evaluation                                  |
| Review and revise TQRIS standards   | GPB messaging production and begin roll out                                     |   |  |
| Create PD plan with GaDOE   |   |   |  |
| Research and select 360 pilot   |   |   |  |



| <b>Promoting Early Learning and Development Outcomes for Children: High-Quality Plan</b> |  |  |  |  |
|--|--|--|--|--|
|  | communities  |  |  |  |
|  | Implement four 360 sites   |  |  |  |
|  | Design GPB messaging plan and begin production   |  |  |  |
| <b>Party(ies) responsible</b>  | Key DECAL, DPH, GOCHF staff<br>DECAL Family Engagement and Parent Education Coordinator<br>DECAL Statewide Inclusion Coordinator<br>Inclusion Coordinators working with resource and referral agencies<br>DECAL Public Health Nurse Practitioner<br>Children 1 <sup>st</sup> staff<br>GPB staff  |  |  |  |
| <b>Project Budgets</b>   | See Budget Section   |  |  |  |
| <b>Supporting evidence</b>   | Documentation of standards   |  |  |  |
| <b>Performance measures</b>  | Increase number of families positively engaged at child's early learning and development program.  |  |  |  |
| <b>How will State address different types of Early Learning and Development Programs</b> | <ul style="list-style-type: none"> <li>• A cross sector team composed of representatives of state agencies, family members, and early learning and development programs including Head Start/Early Head Start, Babies Can't Wait, center and family care, preschool special education and others will participate in the Family Engagement Standards and Programs Crosswalk alignment</li> <li>• Community level 360 Degree of Family Engagement Teams will include members from all types of programs serving families with children from birth to five years old</li> <li>• Professional development will be developed for various types of early learning and development programs and offered in a variety of formats</li> </ul> |  |  |  |

**Promoting Early Learning and Development Outcomes for Children: High-Quality Plan**

**How will State meet needs of Children with High Needs and the special populations**

- Family Engagement Standards and Activities will engage families of Children with High Needs
- 360 Pilot sites will be focused in communities served by Title 1 schools
- WSO expansion will ensure appropriate and aligned formal assessment for Special Education Preschool
- CLASS expansion will focus on sites serving a high percentage of Children served by CAPS
- GPB programming and messaging will target families of Children with High Needs and children served in family, friend, and neighbor care

## D. A GREAT EARLY CHILDHOOD EDUCATION WORKFORCE

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*Note: The total available points for (D)(1) and (D)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (D), each criterion will be worth up to 20 points.*

*The applicant must address one or more selection criteria within Focused Investment Area (D).*

### (D)(1) DEVELOPING A WORKFORCE KNOWLEDGE AND COMPETENCY FRAMEWORK AND A PROGRESSION OF CREDENTIALS

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The extent to which the State has a High-Quality Plan to--

- (a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes;
- (b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework; and
- (c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework.

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

Evidence for (D)(1):

- To the extent the State has developed a common, statewide Workforce Knowledge and Competency Framework that meets the elements in criterion (D)(1), submit:
  - The Workforce Knowledge and Competencies;

- Documentation that the State’s Workforce Knowledge and Competency Framework addresses the elements outlined in the definition of Workforce Knowledge and Competency Framework in Definitions (section III) and is designed to promote children’s learning and development and improve outcomes.

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## INTRODUCTION

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Georgia has been working steadily to improve the quality of the state’s Early Learning and Development (ELD) workforce. Inherent in any quality improvement effort is the need to find ways to further “professionalize” the historically low-wage and low-education ELD workforce. This is best done by increasing professional development opportunities and access to formal education for teachers in an effort to promote children’s learning and development and improve child outcomes. For Georgia, workforce quality improvements have included raising minimum education levels in the state’s key ELD programs, providing targeted technical assistance for ELD teachers, providing SCHOLARSHIPS and INCENTIVES for increasing credentials, and expanding the state’s professional development capacity in quality (types of professional development offered across multiple competencies) and quantity (professional development offered).

In the late 2008 Georgia commissioned research that demonstrated areas where Georgia could make strategic investments to improve the state’s ELD workforce. Researchers from FPG-Child Development Institute at UNC-Chapel Hill measured quality in key ELD environments: licensed child care, Georgia’s Pre-K, and family day care homes. Utilizing common observational tools, the study found that 77% of family child care homes, 67% of infant/toddler classrooms, and 35% of preschool classrooms were rated as “low” quality. The researchers also collected data related to the workforce. Specifically the study found that 77% of lead teachers in infant/toddler classrooms and 67% of lead teachers in preschool, non-Georgia’s Pre-K classrooms reported that their highest level of education was a high school diploma (Maxwell, et al., 2009a). Overlaying the workforce results with the quality findings, the researchers concluded that Georgia should “examine the existing training and technical assistance supports offered to child care center teachers.” (2009a, p. 23).

In the last decade, Georgia has made significant efforts to improve the quality of the state's early learning and development workforce, but as the studies attest, challenges to prepare professionals to care for the state's children birth to five and improve school readiness still exist. The early learning and development workforce has limited education and limited resources. Therefore, to improve the quality of the workforce, Georgia is proposing RTT-ELC projects targeting ELD professional development by aligning the workforce competencies to the new GELDS, and creating a data system that will allow the state to gauge professional development needs. Additionally, Georgia is proposing a project that will build coaching and mentoring programs in all regions of the state with a focus rural populations.

With funds from the RTT-ELC, Georgia will be able to expand the services offered to the state's ELD workforce to improve knowledge, skills, and abilities. The state will continue to raise the quality of the workforce by targeting specific training needs of the state and increasing the opportunities to further professionalize the individuals working with Georgia's youngest and neediest children.

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## GEORGIA EARLY CARE AND EDUCATION PROFESSIONAL DEVELOPMENT SYSTEM

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The following provides a brief overview of Georgia's current professional development system. The system is designed to track workforce development and needs and provide supports for increasing formal education and professional development by implementing policies that raise the education level of Georgia's ELD workforce.

Currently the data system for Georgia's Early Care and Education Professional Development System (GECEPDS) includes two components: 1) Trainer/Training Approval Registration and Approval System (TRAS); and 2) Professional Development Registry (PDR). The TRAS reviews the qualifications of and approves trainers. The TRAS also reviews the training content and materials submitted by trainers to ensure the training is competency- and research-based. The TRAS is managed on DECAL's behalf by the University of Georgia Center for Continuing Education. The TRAS System maintains an online calendar of approved statewide professional development opportunities offered in English and Spanish. Topics cover all of Georgia's professional development competencies at three different levels (beginner,

intermediate and advanced). Trainer’s credentials are verified by university staff, and a trainer skill level is assigned based on knowledge, experience, and certifications of the trainer.

The Professional Development Registry (PDR) registers ELD professionals and assigns a “career level” based on each professional’s education and experience. Registration in the PDR is voluntary except for teachers working in programs that are in the TQRIS system, Georgia’s Pre-K teachers, and professionals who receive state funding to support their attainment of formal education. Information captured in the PDR includes employment, education, training, and other demographic information.

Both the TRAS and PDR serve a vital function, but currently they are not sufficiently linked. The TRAS ensures competency-based training by certified professionals, and the PDR tracks the education and training of the workforce; however, there is not one system that captures the vital information in both. Therefore, in response to this need, DECAL began designing and building the Georgia Training Registration and Information System (GA TRAINS). By implementing GA TRAINS and linking TRAS and the PDR, the state can gauge the strengths and needs of the ELD workforce and identify and address professional development gaps. GA TRAINS will be a one-stop shop for teachers looking for training at a particular level and addressing a particular competency. The system will allow trainers to announce available professional development, allow teachers to register for professional development and allow trainers to verify attendance at training. Once attendance is verified the training will populate on the teachers’ PDR profile. Georgia will be able to verify the credentialing and training of Georgia’s ELD workforce and develop plans to support gaps in training competency areas, levels, and offerings in geographic locations. Professional development and formal education will be targeted to programs that serve Children with High Needs. Focusing on teacher education is an overt strategy to promote school readiness for Georgia’s children.

Georgia recognizes that the more highly qualified the program staff, the higher the quality of the overall program. Georgia recently instituted several specific policies to raise the quality of the ELD workforce.

| ELD professional   | Minimum Credential Requirement                                 |
|--|--|
| Lead teachers in licensed child care centers (non-Georgia’s Pre-K) | Child Development Associate (CDA)*<br><i>Effective 12/2012</i> |
| Directors in licensed child care centers                           | Child Development Associate (CDA)*<br><i>Effective 12/2012</i> |
| Georgia’s Pre-K Lead Teachers                                      | Bachelor’s Degree in Early Childhood Education or              |

|                                    |  |
|------------------------------------|--|
|                                    | related degree   |
| Georgia's Pre-K Assistant Teachers | Child Development Associate (CDA)* or equivalent (e.g., paraprofessional license or technical certificate of credit (TCC)) |
| Family day care home providers     | Child Development Associate (CDA)*   |

\*Issued through the Council for Professional Recognition

Building on this idea of qualified staff to improve quality in child care programs and to impact child outcomes, Georgia has implemented policies and practices to improve workforce quality. Georgia's professional development system also includes programs and initiatives designed to encourage ELD professionals to earn higher credentials or obtain additional education. SCHOLARSHIPS and INCENTIVES are two current programs designed to increase credentials of the early education workforce by providing scholarships to early education professionals seeking a credential or degree and then rewarding that credential with a direct payment to the professional. INCENTIVES rewards tenure and increased education/credentials with a bonus.

The **First-time Incentive Raising Standards for Teachers (FIRST)** program was implemented through federal stimulus funding that awarded 2,272 individual early childhood professionals a total of \$2,726,400 for attaining a first time credential in early childhood education. Those individuals were given \$1200 for completing their first credential or formal degree in the field of early childhood education. Georgia proposes using RTT-ELC funds to implement the FIRST program again.

The FIRST program provided the incentive needed to encourage professionals to meet these new requirements. By rewarding early care and education professionals for earning relevant credentials, workforce knowledge will improve so that Children with High Needs are served by credentialed early child care professionals who know how to provide developmentally and culturally appropriate care and education opportunities to children.

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**(D)(1)(a) DEVELOP A COMMON, STATEWIDE WORKFORCE KNOWLEDGE AND COMPETENCY FRAMEWORK DESIGNED TO PROMOTE CHILDREN'S LEARNING AND DEVELOPMENT AND IMPROVE CHILD OUTCOMES**

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Using RTT-ELC funds, Georgia will enhance and expand the current Workforce Knowledge and Competency Framework (see Appendix 15) to better align with the GELDS

standards. This will benefit all the state's birth to five population. By creating a Workforce Knowledge and Competency Framework aligned with the state's new birth to five standards, Georgia will improve the quality of instruction and services offered to the state's children. High quality instruction and services will impact children most likely to be behind their socio-economically advantaged peers at Kindergarten entry and will thereby reduce the achievement gap.

Georgia's workforce competencies (Appendix 15) include competencies for early care and education, administration, school-age care, trainers, and technical assistance providers. The competencies were originally created by a Georgia Professional Development Advisory Team composed of representatives from key stakeholder groups that included the state's top education agencies, colleges and universities, Head Start, private child care, and various training organizations. The teacher, school age, and administrator competencies were developed between 1994 and 1995. In 2006, the competencies were updated and trainer competencies were added, and the technical assistance competencies were completed in 2007. Competencies in early care and education, school-age care, and administration are addressed at the beginning, intermediate, or advanced level. The workforce competencies have been subsequently assessed and realigned every five years by cross-walking with the current Head Start, Georgia Early Learning, Pre-K Content, and National Association for the Education of Young Children (NAEYC) standards.

Georgia is currently revising the Georgia Early Learning Standards and Pre-K Content Standards and combining them into the Georgia Early Learning and Development Standards (GELDS). The GELDS will be a comprehensive set of birth to five standards integrated into the state TQRIS and aligned with the Georgia Performance Common Core Standards and the Pre-K and Kindergarten assessments. (See Section (C)(1) for additional information.) Upon completion of the standards revisions, the revised standards will be cross-walked with the current Workforce Knowledge and Competency Framework. The GELDS standards and alignment reviews will be completed in 2012. Following the revision process, a statewide team led by researchers at the University of Georgia, will cross-walk the revised GELDS with the current Workforce Knowledge and Competency Framework. Based on the cross-walk, revisions will be made to the Workforce Knowledge Competency Framework. The cross-walk and revisions will be done with funds under existing contracts. Funds from the RTT-ELC are requested for a national expert to review the proposed revisions. It is expected that the revision and review will



be completed by January 2013. The final stage in the alignment is to embed the revised Workforce Knowledge and Competency Framework into the Training Approval System. This will help Georgia identify the gaps in state approved coursework at the competency and difficulty level (beginner, intermediate, and advanced) made available to the state's ELD workforce.

The alignment of the GELDS and the Workforce Knowledge and Competency Framework will increase the quality of the training offered to the state's ELD workforce and therefore impact the quality of instruction that Georgia's children receive. By aligning workforce competencies with appropriate expectations of children's learning and development, the quality of the workforce and the quality of the ELD classroom will be improved thereby improving school readiness.

The Georgia Partnership for Excellence in Education (GPEE) will assist with communicating the Knowledge and Competency Framework to the ELD workforce. Using their existing funds, GPEE will assist in communicating the importance of the alignment and how a qualified workforce impacts child outcomes.

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**(D)(1)(b) DEVELOP A COMMON, STATEWIDE PROGRESSION OF CREDENTIALS AND DEGREES ALIGNED WITH THE WORKFORCE KNOWLEDGE AND COMPETENCY FRAMEWORK**

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Currently Georgia has a common statewide progression of credentials and degrees that are aligned with the current Workforce Knowledge and Competency Framework (Appendix 16). Following the revision project discussed in (D) (1) (A), the state will work with the same national expert to ensure that the new the Workforce Knowledge and Competency Framework maintains alignment with Georgia's progression of ECE credentials and degrees.

Georgia's desire to create an education and career progression or pathway is evidenced in the state's assignment of ECE career levels. As a component of the Professional Development Registry (PDR), credentials of Georgia's ECE workforce are evaluated by Georgia's statewide teacher verification agency, the Georgia Professional Standards Commission (PSC). Working together, the PSC and PDR staff evaluate and verify the credentials of the ECE workforce and assign a career level. Georgia was one of the first states to implement this credential evaluation

and certification of the early childhood education workforce performed by the same agency responsible for K – 20 teacher certification.

Georgia’s Professional Development Registry includes 12 career levels. The career levels are based on education and experience; the levels range from a high school diploma to a doctorate degree in early childhood education or a related field. This current version of the PDR has been active since July 2010. In less than 15 months, there has been an increase of over 12,000 early education professionals participating in the new system. The PDR career levels are presented below:

# 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><b>Level I</b><br/>Professionals beginning their career in early care and education:</p> <ul style="list-style-type: none"> <li>• High school diploma or GED;</li> <li>and</li> <li>• 0 to 3 years of direct care experience with young children;</li> <li>and</li> <li>• 0 to 30 clock hours of state approved/accepted training</li> </ul>                       | <p><b>Level V</b><br/>Professionals beginning their formal education in the early care and education field:</p> <ul style="list-style-type: none"> <li>• Technical Certificate of Credit (TCC) in Early Childhood Education or Child Development</li> </ul>                        | <p><b>Level IX</b><br/>Professionals with a Georgia Professional Standards Commission (PSC) teaching certificate in the Early Care / Early Education field.</p>   |
| <p><b>Level II</b><br/>Professionals who have been in the early care and education field for a few years:</p> <ul style="list-style-type: none"> <li>• High school diploma or GED;</li> <li>and</li> <li>• 2 or more years of direct care experience with young children;</li> <li>and</li> <li>• 31 to 60 clock hours of state approved/accepted training</li> </ul> | <p><b>Level VI</b><br/>Professionals who have earned formal education credit in the early care and education field:</p> <ul style="list-style-type: none"> <li>• Technical College Diploma (TCD) in Early Childhood Education or Child Development</li> </ul>                      | <p><b>Level X</b><br/>Professionals with a graduate degree in the early care and education field:</p> <ul style="list-style-type: none"> <li>• Masters degree (MA/MS/MEd) in Early Childhood Education or Child Development</li> </ul>  |
| <p><b>Level III</b><br/>More experienced professionals in the early care and education field:</p> <ul style="list-style-type: none"> <li>• High school diploma or GED;</li> <li>and</li> <li>• 3 or more years of direct care experience with young children;</li> <li>and</li> <li>• 61 or more clock hours of state approved/accepted training</li> </ul>           | <p><b>Level VII</b><br/>Professionals with a two-year degree in the early care and education field:</p> <ul style="list-style-type: none"> <li>• Associate degree (AA/AS or AAS/AAT) in Early Childhood Education or Child Development or</li> <li>• Montessori Diploma</li> </ul> | <p><b>Level XI</b><br/>Professionals with a Specialist degree in the early care and education field:</p> <ul style="list-style-type: none"> <li>• Specialist Degree (EdS) in Early Childhood Education or Child Development</li> </ul>  |
| <p><b>Level IV</b><br/>Professionals with a credential in the early care and education field:</p> <ul style="list-style-type: none"> <li>• Unrelated Degree (Associate, Bachelor, Masters or Doctorate in non-ECE-related field) or</li> <li>• Current Child Development Associate (CDA) or</li> <li>• PSC-certified ParaProfessional (FLD691)</li> </ul>             | <p><b>Level VIII</b><br/>Professionals with a four-year degree in the early care education field:</p> <ul style="list-style-type: none"> <li>• Bachelor Degree (BA/BS) in Early Childhood Education or Child Development</li> </ul>  | <p><b>Level XII</b><br/>Professionals with a Doctoral degree in the early care and education field:</p> <ul style="list-style-type: none"> <li>• Doctoral Degree (PhD/EdD) in Early Childhood Education or Child Development</li> </ul> |

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.

As of 5/18/2011

As Georgia continues to evaluate the current progression of credentials and the alignment of workforce competencies with credentialing and degree programs, Georgia must also begin to ask tough questions relating to real and perceived barriers to formal education, possible links between education level and teacher retention, and the relationship between credential or degree levels and teacher age group assignment and/or program setting. Using funds from the RTT-ELC grant Georgia will hire an independent researcher to conduct a study to address these questions.

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**(D)(1)(c) ENGAGE POSTSECONDARY INSTITUTIONS AND OTHER PROFESSIONAL DEVELOPMENT PROVIDERS IN ALIGNING PROFESSIONAL DEVELOPMENT OPPORTUNITIES WITH THE STATE'S WORKFORCE KNOWLEDGE AND COMPETENCY FRAMEWORK**

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The Board of Regents of the University System of Georgia, private colleges, Technical College System of Georgia (TCSG), private community based trainers, and the Georgia Professional Standards Commission are essential partners with DECAL in supporting the education of the ECE workforce. All postsecondary institutions and state-approved professional development providers overtly align coursework with the competency framework. In addition to course alignment, Georgia has successfully aligned the educational pathway to support the ECE workforce. Initiatives demonstrating this success include:

- The creation of a Birth through Five bachelor's degree by the University System of Georgia and private colleges and universities in 2008 (currently five universities in Georgia offer this degree);
- The Professional Standards Commission's (PSC) new Birth Through Five Certification (currently 180 teachers hold a Birth Through Five Certification, plus 16 Birth Through Five Endorsements for a total of 196 Birth Through Five certified teachers);
- Replacement of elementary education certification with Early Care and Education P-5 certification (highlighting the inclusion of Pre-K classrooms);
- Increased availability of the required certification and degree programs (The Technical College System of Georgia provides Technical Certificates of Credit (TCC), Technical College Diplomas (TCD), and Associate Degrees (AAT and

AAS) in Early Childhood Education, Infant Toddler Care, Afterschool Care, Special Needs, and Administration. TCSG has a campus within 50 miles of all cities in Georgia and online courses are offered for greater availability and accessibility of these educational opportunities;

- Five articulation agreements currently exist between the technical colleges and the colleges/universities that offer four-year bachelor degrees in ECE (ensuring seamless transitions between programs of study); and
- An articulation agreement with the Council for Professional Recognition that issues CDA Certificates and the Technical College System of Georgia (all Council-issued CDA certificates articulate into college credit for three courses, nine hours, of ECE coursework).

In the past, maintaining alignment between professional development opportunities offered outside of the scope of postsecondary institutes with the workforce competency framework has been a difficult challenge. In 2011, Georgia began requiring all trainers and training sessions to meet stringent competency based criteria. The training and trainer approval process is discussed in detail in Section (D)(2).

#### (D)(2) SUPPORTING EARLY CHILDHOOD EDUCATORS IN IMPROVING THEIR KNOWLEDGE, SKILLS, AND ABILITIES

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The extent to which the State has a High-Quality Plan to improve the effectiveness and retention of Early Childhood Educators who work with Children with High Needs, with the goal of improving child outcomes by--

(a) Providing and expanding access to effective professional development opportunities that are aligned with the State's Workforce Knowledge and Competency Framework;

(b) Implementing policies and incentives (*e.g.*, scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) that promote professional improvement and career advancement along an articulated career pathway that is aligned with the Workforce Knowledge and Competency Framework, and that are designed to increase retention;

(c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention; and

(d) Setting ambitious yet achievable targets for--

(1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and

(2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

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## INTRODUCTION

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The Georgia State Advisory Council on Early Childhood Education and Care requires state agencies to partner with higher education institutions and providers – among others – to ensure that early childhood educators are in a position to achieve. Specifically, there is an obligation to help ensure that early childhood educators are qualified and trained to perform their jobs properly. The Georgia child care workforce is diverse and continually changing. State child care licensing rules require a minimum of 10 hours of annual competency based training but 31% (957 of 3100) programs did not receive the annual training hours in 2010. T Georgia has significant work to support the professional development needs of its early care and education workforce. The following narrative will focus on Georgia’s commitment to the expanding the access of effective professional development opportunities across the state, the policies and incentives Georgia has initiated to support professional development and educational and career advancement, and the state’s plans to increase retention in the field.

### **(D)(2)(A) PROVIDING AND EXPANDING ACCESS TO EFFECTIVE PROFESSIONAL DEVELOPMENT OPPORTUNITIES THAT ARE ALIGNED WITH THE STATE’S WORKFORCE KNOWLEDGE AND COMPETENCY FRAMEWORK**

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Georgia’s Trainer and Training Approval process is managed via the Professional Development Registry (PDR) through a contract with the University of Georgia (UGA). UGA ensures that effective professional development is aligned with Georgia’s workforce competencies. The goal of Training Approval is to improve the quality of training received by child care professionals. The

components and staff of Georgia Training Approval are guided by the following principles.

1. The key to quality early care/school-age programs lies in an effective, on-going process of staff development.

a. Training design is based on the trainer's perceived needs, values, and goals of targeted participants.

- b. Training is based on developmentally appropriate practice and sound theories of child development best practices, which are understood by participants and directly linked to practical implementation.
  - c. Training provides for the acquisition and maintenance of knowledge, skills, and competencies.
  - d. Training is designed so that knowledge and competencies can be realistically used in the participant's work.
  - e. Training is identified by content, specific objectives, levels of training, and specialty areas so that trainers can plan and professionals can identify training appropriate to their needs.
2. The use of sound practices of adult learning encourages participants to seek and use knowledge.
- a. Adults learn best when new information builds on past knowledge and experience.
  - b. Adults are more motivated to learn if they are active participants in the learning process.
  - c. Adults are concerned with actual practice and want to apply their learning to present/personal situations.
  - d. Adults benefit from training designed to contribute to their self-esteem and personal and professional growth.
3. All training must maintain a strong commitment to recognize diversity among practitioners, children, families, and settings.

The Georgia Early Care and Education Professional Development System is committed to improving the quality of child care across Georgia by ensuring a high standard of training for child care professionals. To meet the educational needs of professionals in early care and education, it is essential that training is conducted by knowledgeable, qualified, and highly effective instructors. The Georgia Trainer Approval System carefully scrutinizes trainers to ensure they have acquired sufficient education in child care, knowledge of adult education, experience training adults, and experience with children to provide high quality training to early child care professionals. Likewise, the Georgia Training Approval System determines that all training courses are well-researched, well-prepared, congruent with the Georgia Early Care and

Education Professional Development Competencies, and important for the development of child care professionals.

There are four trainer designations in Georgia: 1) Trainer I-for beginner child care professionals; 2) Trainer II-for intermediate child care professionals; 3) Trainer III-for advanced child care professionals; and 4) Specialty Trainers-for education regarding a specific need such as asthma response. The current cadre of approved trainers in Georgia consists of 463 approved trainers: 197 Trainer I; 115 Trainer II; 80 Trainer III; and 71 Specialty Trainers. In addition to these approved trainers, the cadre includes 12 Approved Entities. These Approved Entities consist of the Georgia departments and agencies that provide specific training in their area of expertise, such as the Division of Family and Children Services which provides child abuse and prevention training and the Department of Public Health which provides training on immunization requirements. Georgia's universities/colleges and technical colleges also are Approved Entities and provide coursework for which they can issue a certificate for continuing education to meet specific, required child care competency training requirements. As stated earlier, all trainings submitted to the professional development registry for state approval must demonstrate their alignment with the workforce competencies for the intended audiences.

Access to effective state approved training is being addressed in many ways. Currently trainings are delivered in a variety of formats such as: face-to-face, webcasts, podcasts, DVDs, and blended with online and face to face. Additionally, training can be accessed via other state agencies and organizations that provide training to the early childhood workforce, such as the Georgia Public Library Service, Children's Healthcare of Atlanta, and Georgia County Extension Services. Funding from this grant will help Georgia enhance the Georgia Training Registration and Information System (GA TRAINS) to be a one-stop shop for providers looking for appropriate training opportunities. All state approved training will be posted on this site, and teachers can search for training based on competency, location, or difficulty level.

Current professional development efforts addressing access concerns include:

- Online Learning Library Project (OLLI) - online learning modules linked to the Early Learning and Development Standards. Those podcasts and online learning modules will be made available statewide November 2011 and have been placed on a secure site with access given to the early care workforce for viewing at times



convenient to them. DECAL will continue to add courses to OLLI as funding allows.

- Many colleges and universities are now offering courses online, including the Technical Certificate of Credit through the Technical College System of Georgia.
- The child care resource and referral agencies in Georgia provide community based training opportunities for free or for a reduced fee. DECAL supports community based training offered by the child care resource and referral agencies to allow early education professionals to participate in required competency based training sessions delivered by state approved trainers within their own communities.
- A training calendar available online through the Training Approval System. Trainers who offer sessions to English language learners are identified specifically in the training calendar and in the professional development system.

Funds requested in this grant will support a new professional development effort in Georgia, the creation of professional development communities of practice. The term communities of practice was coined to refer to the community that acts as a living curriculum for an apprentice. Once the concept was articulated, communities of practice began to develop everywhere, even when no formal apprenticeship system existed. Based on the seminal work of Jean Lave and Etienne Wenger, Georgia will engage in developing early care and education communities of practice. Communities of practice will be piloted in Georgia's rural communities. Communities of practices will be led by trained community-based facilitators and will provide an accessible way for practitioners to share tips, best practices, ask questions of colleagues, and provide support for each other.

**(D)(2)(B) IMPLEMENTING POLICIES AND INCENTIVES THAT PROMOTE PROFESSIONAL IMPROVEMENT AND CAREER ADVANCEMENT ALONG AN ARTICULATED CAREER PATHWAY THAT IS ALIGNED WITH THE WORKFORCE KNOWLEDGE AND COMPETENCY FRAMEWORK, AND THAT ARE DESIGNED TO INCREASE RETENTION;**

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DECAL has implemented several incentives that promote professional development and career enhancement. Using ARRA funds, the **First-time Incentive for Raising Standards for Teachers (FIRST)** provided a \$1,200.00 to any early childhood educator who received their first

credential in early childhood education. Funds from the RTT-ELCG will support the continuation of this program.

SCHOLARSHIPS and INCENTIVES are programs funded with CCDF quality dollars. SCHOLARSHIPS are available to assist Georgia early childhood teachers in paying for a certificate, degree, or certification in early childhood through an accredited or approved program of study. The INCENTIVES program rewards professionals with two payments in a 12 month period for attaining a credential or degree and remaining with the same employer. Requirements are for the early childhood educator to remain in the same program for at least one year before the INCENTIVE is awarded. For each increase in credential (CDA, TCC, TCD, AA, BA, MA), a higher payment is paid. This is an incentive to remain in the same program and continue to increase credentials.

With funding from the Georgia Lottery for Education, Georgia also provides financial support to students for post-secondary studies through the HOPE program. HOPE (**H**elping **O**utstanding **P**upils **E**ducationally) is Georgia's unique scholarship and grant program to help eligible students attend Georgia's public and private colleges and universities and public technical colleges. Since the HOPE program began in 1993, over \$5.8 billion have been awarded to more than 1.4 million students in Georgia. The HOPE Scholarship is based on a student achieving and maintaining a prescribed grade point average. The HOPE Grant is not based on a grade point average and can be accessed to help the existing child care workforce meet the new 2012 credential requirement. Many of the Technical Certificates of Credit can be obtained online, and the HOPE Grant can help a child care professional pay for the cost of the credential while they continue to work in the child care industry. Many of these workers cannot afford to attend school full time and therefore need to be able to access the training in non-traditional ways.

**(D)(2)(C) PUBLICLY REPORTING AGGREGATED DATA ON EARLY CHILDHOOD EDUCATOR DEVELOPMENT, ADVANCEMENT, AND RETENTION; AND**

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Funds from the RTT-ELCG will support Georgia in gathering and reporting data regarding professional development, advancement and teacher retention. The current training approval system, Georgia Early Care and Education Professional Development System

(GECEPDS), ensures competency based training is provided by approved trainers statewide at varied training levels to meet the needs of the child care workforce. However, there is no solid data on the number of ECE professionals needing annual training and no indication of which levels of training are needed. A clear account of workforce training is needed. A data system to capture all training offered, credentials of the trainer, child care workforce registration for the training by site, roster entry for all training successfully completed, and detailed account of workforce professional development gaps is indicated for reliable reporting. The Georgia Training Registration and Information System (GA TRAINS) is currently being developed to capture this information. Stakeholder groups and information gathering sessions have been held to begin application development for this system. RTT-ELC funding will be used to fully implement GA TRAINS. Additional information about the system development is located in (E)(2).

Currently, no mechanism to track training delivered in Georgia exists. Trainers are approved, and training is approved, but no system exists to track when or where training is actually delivered. The only way to verify that child care professionals have completed the 10 hours of approved training required annually is manual. Child care licensing consultants view certificates during monitoring visits. When an early learning and development professional attends and completes training, they must enter their training information into the PDR and then fax the training certificate for verification.

GA TRAINS will require all trainers to enter and advertise training sessions and to register all participants. These early education participants will be associated with a specific site and will be given an ID number that will link directly into PDR. Upon completion of the training session, the trainer will enter the roster of participants using their ID, so the training hours will automatically populate into the PDR. The early childhood educator will be able to look into the PDR at any time to see what training has been completed. The director of the program and child care licensing consultant will be able to determine which employees have attended training, how many hours are completed, and identify specific training needs for each center and/or teacher. This system will identify which regions and counties are lacking training opportunities as well as what training and education needs exist. Focus and priority on providing for those needs can then be given.

**(D)(2)(D) SETTING AMBITIOUS YET ACHIEVABLE TARGETS**

Georgia has two specific workforce development goals:

1. Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and
2. Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Targets related to these goals can be found in the evidence charts below.

| <b>Performance Measures for (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework</b>   |                                       |   |   |   |   |
|--|---------------------------------------|---|---|---|---|
|  | <b>Baseline (Today)</b>               | <b>Target - end of calendar year 2012</b> | <b>Target - end of calendar year 2013</b> | <b>Target - end of calendar year 2014</b> | <b>Target – end of calendar year 2015</b> |
| Total number of “aligned” institutions: Universities/Colleges  | <b>21 colleges<br/>46 ECE degrees</b> | 22  | 23  | 24  | 25  |
| Total number of “aligned” technical colleges and instructors   | <b>25 / 100% tech colleges</b>        | 25/ 100%                                  | 25/ 100%                                  | 25/ 100%                                  | 25/100%                                   |
|  | <b>70 ECE Instructors</b>             | 70 ECE Instructors                        | 70 ECE Instructors                        | 70 ECE Instructors                        | 70 ECE Instructors                        |
| Total number of professional development providers   | <b>463</b>                            | 509                                       | 559                                       | 614                                       | 675                                       |
| Total number of Early Childhood Educators credentialed by an “aligned” institution or provider   | <b>Not available</b>                  | 840                                       | 920                                       | 960                                       | 1,000                                     |
|  |                                       | 2550                                      | 3,550                                     | 4,000                                     | 4,500                                     |
|  |                                       | 20,000                                    | 20,500                                    | 21,500                                    | 22,000                                    |
| <i>Total number of aligned universities/colleges is provided by the Board of Regents of the University System of Georgia – increase to include Birth Through Five degree offerings; Total number of aligned technical colleges provided by the Technical College System of Georgia; Total number of approved/aligned trainers provided by Georgia Early Childhood Education Professional Development System (GECEDPS) with 10% increase annually<br/>** Total number of Early Childhood Educators credentialed by aligned institutions available through</i> |                                       |   |   |   |   |

Professional Development Registry for professionals in PDR and attending GA colleges, but no data is available for those ECE Professionals attending approved training; GA TRAINS – the training registration system is in development and will provide this information. \*\*ALL ECE educators must attend approved training by aligned trainer/provider so 100% of workforce will attend and all ECE credentials received and evaluated in Georgia are aligned, so all graduates will be credentialed by aligned providers. Actual number of ECE educators in Georgia is unknown but will be available through GA TRAINS upon completion of system.

**Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.**

| Progression of credentials (Aligned to Workforce Knowledge and Competency Framework) | <i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i> |               |                                   |                                   |                                   |                                   |                                   |                                   |                                   |                        |
|--|---|---------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|------------------------|
|  | Baseline (Today)  |               | Target- end of calendar year 2012 |                                   | Target- end of calendar year 2013 |                                   | Target- end of calendar year 2014 |                                   | Target- end of calendar year 2015 |                        |
|  | #   | %             | # PDR                             | % of staff with credential in PDR | # PDR                             | % of staff with credential in PDR | # PDR                             | % of staff with credential in PDR | # PDR                             | % of Credential in PDR |
| <b>Non-credentialed</b>  | 5142  | <b>39%</b>    | 4384                              | <b>24%</b>                        | 4200                              | <b>20%</b>                        | 4100                              | <b>20%</b>                        | 4000                              | <b>19%</b>             |
| <b>Child Development Associate (CDA)</b>   | 2,682   | <b>20%</b>    | 4350                              | <b>24%</b>                        | 4534                              | <b>22%</b>                        | 4750                              | <b>23%</b>                        | 4800                              | <b>23%</b>             |
| <b>Technical College Certificate of Credit</b>                                       | 355   | <b>3%</b>     | 1791                              | <b>10%</b>                        | 3250                              | <b>16%</b>                        | 473<br>3300                       | <b>16%</b>                        | 497<br>3350                       | <b>16%</b>             |
| <b>Technical College Diploma</b>   | 327   | <b>2%</b>     | 491                               | <b>3%</b>                         | 516                               | <b>3%</b>                         | 542                               | <b>3%</b>                         | 569                               | <b>3%</b>              |
| <b>Associate’s Degree</b>  | 463   | <b>4%</b>     | 472                               | <b>3%</b>                         | 481                               | <b>3%</b>                         | 489                               | <b>2%</b>                         | 509                               | <b>2%</b>              |
| <b>Bachelor’s Degree</b>   | 584   | <b>4%</b>     | 2638                              | <b>15%</b>                        | 3650                              | <b>18%</b>                        | 712<br>3700                       | <b>18%</b>                        | 741<br>3725                       | <b>18%</b>             |
| <b>ECE Certified Teacher</b>   | 2,233   | <b>17%</b>    | 2278                              | <b>13%</b>                        | 2324                              | <b>11%</b>                        | 2371                              | <b>11%</b>                        | 2466                              | <b>12%</b>             |
| <b>Master’s Degree</b>   | 1,228   | <b>9%</b>     | 1240                              | <b>7%</b>                         | 1252                              | <b>6%</b>                         | 1277                              | <b>6%</b>                         | 1290                              | <b>6%</b>              |
| <b>Specialist Degree</b>   | 310   | <b>2%</b>     | 313                               | <b>2%</b>                         | 316                               | <b>2%</b>                         | 319                               | <b>2%</b>                         | 322                               | <b>2%</b>              |
| <b>PhD</b>   | 43  | <b>&lt;1%</b> | 43                                | <b>&lt;1%</b>                     | 43                                | <b>&lt;1%</b>                     | 44                                | <b>&lt;1%</b>                     | 44                                | <b>&lt;1%</b>          |

**Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.**

|   |   |          |  |  |  |  |  |  |  |                               |
|---|---|----------|--|--|--|--|--|--|--|-------------------------------|
| <b>Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)</b> | <i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i> |          |  |  |  |  |  |  |  |                               |
|   | <b>Baseline (Today)</b>   |          | <b>Target- end of calendar year 2012</b> |  | <b>Target- end of calendar year 2013</b> |  | <b>Target- end of calendar year 2014</b> |  | <b>Target- end of calendar year 2015</b> |                               |
|   | <b>#</b>  | <b>%</b> | <b># PDR</b>                             | <b>% of staff with credential in PDR</b> | <b># PDR</b>                             | <b>% of staff with credential in PDR</b> | <b># PDR</b>                             | <b>% of staff with credential in PDR</b> | <b># PDR</b>                             | <b>% of Credential in PDR</b> |

*Baseline data come from active registrants in the Georgia Professional Development Registry (PDR). Participation in the registry is required for Pre-K and any professional receiving incentives or grant monies through DECAL so current representation of PDR is skewed toward credentialed participants. However, licensing requirement of credential by 12/2011 will see higher participation in PDR to receive INCENTIVE funds and track training automatically in GA TRAINS, so is anticipated to be representative of most early childhood educators. 3,912 Pre-K classes (5,438 teachers) required to be in PDR but only 2,386 are currently active, so will be a spike in Bachelor and Certified; and CDA/TCC for 2012. CCS Licensing requires credentials by 12/2012 so another spike in 2013 with requirement and TQRIS (700 sites- 4 staff per site - with 50% of staff holding credentials) at CDA/TCC levels. Credentials are anticipated to move from non-credentialed to CDA or TCC at 10% annually 2014 and 2015 and current participants are anticipated to increase credentials through existing collaborative efforts of articulation between technical colleges and universities at a rate of 5% over the four year period. Fewer non-credentialed staff are anticipated by 2015 – an aggressive 39% current to 19% by 2015.*

Georgia’s **High Quality Plan** for sections (D)(1) and (D)(2), the Enhancement of the Workforce Knowledge and Competency Framework and Progression of Credentials and Supporting Early Childhood Educators in improving their knowledge, skills, and abilities, is outlined in the table below:

| <b>A Great Early Childhood Education Workforce: High-Quality Plan</b> |   |
|---|---|
| <b>Project Level Outcomes</b>   | <ul style="list-style-type: none"> <li>• Increase the number of intermediate and advanced trainings aligned with Quality Early Learning and Development Standards and Tiered Quality Rating and Improvement System. D1</li> <li>• Increase the number of early learning professional’s attending intermediate and advanced trainings aligned with Quality Early Learning Development Standards and Tiered Quality Rating and Improvement System. D1</li> <li>• Increase the number of early learning professionals enrolled in the Professional Development Registry. D2</li> <li>• Increase credentials of early learning professionals. D2</li> </ul>   |
| <b>Georgia Strategy</b>   | Create a cadre of knowledgeable, credentialed early childhood educators through strengthening Georgia’s Workforce Knowledge and Competency Framework, increasing access to high quality professional development, and implementing policies and incentives to increase career advancement.  |
| <b>Project 8</b>  | <b>Project 8</b><br>Review, revise, and align Georgia’s workforce knowledge and competency frameworks (teacher, administrator, trainer, TA consultant) to the GELDS. D1   |
| <b>Project 9</b>  | <b>Project 9</b><br>Support early childhood educators in improving their knowledge, skills, and abilities by increasing access and quality of professional development through a Communities of Practice model.   |
| <b>Key Goal(s)</b>  | <ul style="list-style-type: none"> <li>• Complete alignment of Workforce Knowledge and Competency Framework to the GELDS by January 2013.</li> <li>• By 2015, fully implement the GA TRAINS system.</li> <li>• By 2015, implement at least 12 Communities of Practice throughout the state.</li> </ul>  |
| <b>Key activities and rationale</b>                                   | <p><b>Past</b></p> <ul style="list-style-type: none"> <li>- 2000: Professional Development Registry created and available for the early care and education workforce.</li> <li>- July 2010: Professional Development Registry (PDR) revamped and launched.</li> <li>- 2008: University System of Georgia and private colleges and universities created a Birth Through Five bachelor’s degree.</li> <li>- 2008: Georgia Professional Standards Commission (PSC), the state accrediting and teacher certification body, issued a Birth Through Five (birth through age five) Certification to reflect the Birth Through Five Baccalaureate; and replaced the Elementary Education Certification with an</li> </ul> |

**A Great Early Childhood Education Workforce: High-Quality Plan**

|   |   |
|---|---|
|   | <p>Early Childhood Education P-5 Certification to include Pre-K.</p> <ul style="list-style-type: none"> <li>- Jan. 2011: Georgia Early Childhood Education Professional Development System aligned all approved trainers and trainings with the child care competencies.</li> <li>- May 2011: Training registration system in requirements development stage – goal is to post available training and approved qualified training for the workforce, capture training attended to inform Professional Development Registry (PDR) for career level development, and identify training and credential needs of workforce statewide.</li> <li>- June 2011: NAEYC accepted Technical Certificate of Credit as equal to Child Development Associate (CDA) for credential requirements for accreditation.</li> </ul> <p><b>Present</b></p> <ul style="list-style-type: none"> <li>- Revising Georgia Early Learning Standards (GELS) and Pre-K Content Standards to create the Georgia Early Learning and Development Standards (GELDS).</li> <li>- NAEYC reviewing PDR for direct acceptance of credentials and career levels.</li> <li>- Building the Georgia Training and Registration and Information System (GA TRAINS) to track the training provided and completed by the early care and education workforce.</li> </ul> <p><b>Future: Starting December 2012 – Ongoing</b></p> <ul style="list-style-type: none"> <li>- Market GELDS with support from Georgia Public Broadcasting system (GPB) and Georgia Partnership for Excellence in Education (GPEE).</li> <li>- Align the GELDS to workforce competencies to inform coursework at colleges and universities.</li> <li>- Train early childhood professionals on GELDS.</li> <li>- Conduct qualitative research study to determine number of child care educators who have a degree and the barriers for attaining degrees.</li> <li>- Develop a comprehensive registration system that links all existing early learning and development teacher preparation systems and the current PDR.</li> <li>- Build upon the current inclusion model to create and implement the early learning and development communities of practice project.</li> </ul> <p><b><u>Rationale: These activities will be conducted to inform providers, provide assistance, enable quality improvement, and investigate results.</u></b></p> |
| <p><b>Realistic timeline + key milestones</b></p> | <ul style="list-style-type: none"> <li>- 2012-2013: Align the GELDS to workforce competencies to inform coursework at colleges and universities.</li> <li>- 2012-2013: Conduct qualitative research study to determine number of child care educators who have a degree and the barriers for attaining the degrees.</li> <li>- 2012-2014: Develop a comprehensive registration system that links to all existing early learning and development teacher preparation systems and the current PDR.</li> <li>- 2012-2014: Create and implement the early learning and development communities of practice project.</li> </ul>  |



**A Great Early Childhood Education Workforce: High-Quality Plan**

|  |  |
|--|--|
| <b>Party(ies) responsible</b>  | DECAL staff<br>TCSG staff<br>BOR staff<br>TBD Project Manager – Workforce Alignment Communities of Practice - new hire   |
| <b>Project Budgets</b>   | See Budget Section   |
| <b>Supporting evidence</b>   | The Workforce Knowledge and Competencies (including Career Levels and explanation for Professional Development Registry)   |
| <b>Performance measures</b>  | (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework<br><br>(D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.  |
| <b>How will State address different types of Early Learning and Development Programs</b> | All early childhood professionals will be included in the Professional Development Registry and GA TRAINS.<br>Communities of Practice will target rural areas and areas serving Children with High Needs.  |
| <b>How will State meet needs of Children with High Needs and the special populations</b> | <ul style="list-style-type: none"> <li>- Professional Development System includes specific competencies on supporting child with disabilities at college and university levels. Competencies are aligned with Head Start Standards, NAEYC standards, DEC competencies, GELDS, Pre-K content standards and K-12 standards.</li> <li>- Technical Certificate of Credit – Exceptionalities available.</li> <li>- Competencies include: Growth and Development; physical and intellectual competence; social and emotional development and positive guidance; productive relationships with families; responsive to each individual child’s needs for all practitioners including: Early Care and Education Professionals; School-Age Care Professionals; Program Administrators; Trainers; and Providers of Technical Assistance. These competencies address disabilities, English language learners/language skills, family engagement, and the developmental needs of the individual child and developmentally appropriate practice.</li> </ul> |

## E. MEASURING OUTCOMES AND PROGRESS

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*Note: The total available points for (E) (1) and (E) (2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (E), each criterion will be worth up to 20 points.*

*The applicant must address one or more selection criteria within Focused Investment Area (E).*

### (E)(1) UNDERSTANDING THE STATUS OF CHILDREN'S LEARNING AND DEVELOPMENT AT KINDERGARTEN ENTRY

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The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that--

(a) Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;

(b) Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;

(c) Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;

(d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and

(e) Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA).

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the*

*unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

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**(E)(1)(A) IS ALIGNED WITH THE STATE'S EARLY LEARNING AND DEVELOPMENT STANDARDS AND COVERS ALL ESSENTIAL DOMAINS OF SCHOOL READINESS**

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The RTT-ELC grant affords Georgia the opportunity to build on two distinct yet interrelated assessment systems and create a developmentally appropriate Kindergarten Entry Assessment. Utilizing the existing statewide assessment systems currently in place in Georgia's Pre-K and Kindergarten classrooms, Georgia will design and implement a statewide Kindergarten Entry Assessment composed of measures that examine children's learning and development from the five domains represented in the Georgia Early Learning and Development Standards. The assessment will be completed during the first two months of Kindergarten and will be used to inform instruction and provide state, local, and programmatic leaders vital information regarding children's readiness. These readiness measures will inform state policy on how to best meet the needs of Georgia's Children with High Needs and thereby reduce the achievement gap.

Georgia's Kindergarten Entry Assessment provides a bridge between Georgia's two education agencies: Georgia Department of Early Care and Learning (DECAL) and Georgia Department of Education (GaDOE). In addition, the Kindergarten Entry Assessment will link to the Statewide Longitudinal Data System. It will provide GaDOE with vital information needed to individualize instruction for children and strategize professional development for kindergarten teachers and DECAL with information about the effectiveness and impact of the state's early learning and development programs. The Kindergarten Entry Assessment is the key component in the state's overall RTT-ELC evaluation and will provide state education leaders the aggregate measure needed to understand the kindergarten readiness of Georgia's Children with High Needs.

The following narrative details Georgia's high quality plan to implement the statewide Kindergarten Entry Assessment by 2014-2015. The first section of the narrative will detail the past investments Georgia has made in using assessment as part of children's learning and classroom instruction as well as understanding the school readiness needs of Georgia's Kindergarteners. The second part will detail Georgia's plan for developing and implementing the

Kindergarten Entry Assessment for students within the first two months of the kindergarten school year.

## GEORGIA DEPARTMENT OF EARLY CARE AND LEARNING'S DEVELOPMENT AND IMPLEMENTATION OF A SCHOOL READINESS DEFINITION AND ASSESSMENT SYSTEM

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A milestone was achieved when a group of public and private stakeholders defined the key components of what school readiness should entail in Georgia. The process began in 2000 when the former Office of School Readiness (now the Department of Early Care and Learning) convened a commission to define school readiness and determine how this definition should be used. Over four years, this Commission reviewed applicable Pre-K and K-12 standards, interviewed key stakeholders, and continually monitored early education research to define school readiness and delineate the most salient factors that influence whether or not a child enters Kindergarten ready. The commission's final definition incorporated all appropriate elements of children's development. This definition encompasses families and how they live, communities and the services they provide, and schools and their readiness for children. The definition also aligns with the Head Start concept of school readiness. According to this definition, children are ready for school 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.*

The Commission determined that an effective use of this definition should include a revision of Georgia's Pre-K Content Standards and an implementation of an appropriate formative assessment measure. Subsequently, a committee was convened to revise the Georgia's Pre-K Content Standards and determine an appropriate assessment and/or assessment system. Georgia's Pre-K Content Standards were revised in 2005 and again in 2009. After an extensive review and analysis of assessment instruments for four year olds was conducted, Work Sampling System was selected for use in all of Georgia's Pre-K programs.

As detailed in Section C, Georgia’s Early Learning and Development Standards, now encompassing Georgia’s Pre-K Content Standards, are again being revised. The revised standards will be completed prior to the start of the 2012-2013 school year. Part of the development of the Kindergarten Entry Assessment will be an alignment with the revised Georgia Early Learning and Development Standards.

Currently, all Georgia’s Pre-K classrooms and most Head Start programs are utilizing the Work Sampling System. As of 2011-2012, approximately 53% of the state’s Pre-K programs will be using the online version of Work Sampling System. The online version (Work Sampling Online) provides teachers with better tools to individualize instruction and allows for better data aggregation. By 2015, all Georgia’s Pre-K programs and blended Head Start classrooms will be using the online version. RTT-ELC funds will also be used to fully implement Work Sampling Online as the assessment tool for all Special Education Preschool Classrooms. This will facilitate additional connections between the state’s Pre-K, Head Start, and Special Education Preschool Classrooms.

#### GEORGIA DEPARTMENT OF EDUCATION’S IMPLEMENTATION OF A FIRST GRADE READINESS INDICATOR IN GEORGIA

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The assessment and evaluation of kindergarten students in Georgia has been an evolving process as state standards have changed over time. Early childhood research has guided the state’s work to ensure developmentally and culturally appropriate instruction and assessment for early learners. Georgia’s effort, to date, has had multiple iterations: the Georgia Kindergarten Assessment Program (GKAP), Georgia Kindergarten Assessment Program – Revised (GKAP-R) and now the Georgia Kindergarten Inventory of Developing Skills (GKIDS). Funds from RTT-ELC will be used to partially fund the implementation of a Kindergarten Entry Assessment that will be based on a retooling of the current GKIDS.

The development of the current GKIDS began in December 2006 with a focused advisory group of Georgia’s Pre-K, Head Start, kindergarten and first grade educators from across the state. Their primary responsibilities were to: 1) identify the purposes and goals of the kindergarten assessment; 2) define the construct of “readiness for first grade”; 3) develop a framework for aligning the kindergarten assessment with the Georgia Performance Standards; and 4) develop the assessment methodology. Following this work, a second committee was convened and charged with developing activities for a new kindergarten assessment. From this

work, the Georgia Kindergarten Assessment of Developing Skills (GKIDS) was developed. The main purposes of the developmentally and culturally appropriate GKIDS were to provide teachers with ongoing diagnostic information about kindergarten students' developing skills in language arts, math, science, social studies, social/emotional development, and approaches to learning and to provide a summary of individual student performance at the end of the kindergarten school year as an indicator of first grade readiness.

GKIDS serves a formative and summative role in assessing kindergarten students. Seven areas or domains of learning are assessed as part of GKIDS: 1) English Language Arts, 2) Mathematics, 3) Social Studies, 4) Science, 5) Approaches to Learning, 6) Personal and Social Development, and 7) Motor Skills. A web based electronic data collection system was developed for GKIDS to capture teacher recorded information throughout the school year. There is a single end of year reporting deadline to GaDOE. However, systems, schools, and teachers are able to generate reports at any time throughout the school year.

Careful consideration was taken when developing this new assessment. Since Georgia is one of few states with a large, universal Pre-K program, education leaders wanted an assessment that was developmentally and culturally appropriate and aligned with Georgia's Pre-K Content Standards. GKIDS was field tested in the 2007-2008 school year in 23 schools (185 kindergarten classrooms). Training materials were created, and kindergarten teachers throughout the state were trained during the summer of 2008. As part of the GKIDS training, teachers were also trained on the Georgia's Pre-K Assessment, thereby creating a strong connection around assessment for kindergarten and pre-k teachers. The assessment became operational during the 2008-2009 school year. Ongoing training has been offered each subsequent school year for new teachers.

In summary, the state's Pre-K, Head Start, and Kindergarten programs use assessment as a key component of instruction. Even though the assessments are different, they are aligned. Furthermore, teachers from both grades are trained in both assessments.

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#### A HIGH-QUALITY PLAN FOR A KINDERGARTEN READINESS ASSESSMENT

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As stated, the current GKIDS is used as a formative and summative assessment. Thus it is used to individualize instruction and provide an overall first grade readiness assessment. Funds from RTT-ELC will be used to retool GKIDS to create a Kindergarten Entry Assessment. The high quality plan being implemented to develop the Kindergarten Entry Assessment includes

procedures that ensure reliability and validity; deliberate steps will be taken to ensure that the assessment is appropriate for English language learners and children with disabilities. The Kindergarten Entry Assessment will be used within the first two months of the academic year.

The data from the Kindergarten Entry Assessment serves three purposes: 1) to measure the school readiness gap at kindergarten entry between Georgia's children with high needs and their socio-economically advantaged peers and create policies to address the gap; 2) to inform instruction in kindergarten and subsequent grades; and 3) to measure the effectiveness of the state's early learning and development programs. It will not be used to prevent a student's entry into kindergarten and is not conceptualized as a specific site level accountability measure. While the Kindergarten Entry Assessment will be effective in discerning the overall impacts of early learning and development programs, it is not appropriate to use as an accountability measure for individual sites.

As evidenced by the previous description of GKIDS, the assessment tool focuses on domains well-aligned to the National Research Council's (NRC) essential domains of school readiness. Since GKIDS must be updated to reflect the new Common Core Georgia Performance Standards (CCGPS) and the Georgia Early Learning and Development Standards (GELDS), it is an opportune time to incorporate an early assessment to evaluate the readiness of kindergartners.

The standardized tasks and subsequent rubrics that are included within the Kindergarten Entry Assessment will align with the Georgia's Pre-K definition of school readiness along with the GELDS and the CCGPS. The establishment of developmentally appropriate standardized tasks that meet this new Kindergarten Entry Assessment will necessitate that all Georgia kindergarten teachers receive training to prepare them to properly assess students, apply the scoring rubrics accurately and reliably, and maintain fidelity in the administration. The training content will include video modules and administration manuals. Supporting documents for GKIDS will also be revised. All Georgia's Pre-K, Head Start, and Special Education Preschool teachers will receive professional development on the Kindergarten Entry Assessment.

To develop a Kindergarten Entry Assessment, the following steps will be undertaken.

### **January-August 2012**

- The current scope of work with Sharon Lynn Kagan and Catherine Scott Little will be expanded. Since GKIDS was developed before the adoption of the CCGPS, this expansion entails an alignment review of GKIDS with the Kindergarten Level CCGPS.
- A contractor will be hired to oversee the project and will begin work with conducting an extensive literature review. The contractor will also facilitate a group of Georgia stakeholders and national early childhood education/learning experts. This Core Development Team will identify developmentally appropriate key concepts and skills that students must possess to be ready to learn at the beginning of their kindergarten experience. The Core Development Team will consider the National Research Council (NRC) guidelines in order to: 1) ensure the alignment and fidelity between the standards and the instrument; 2) allow for multiple approaches to document a student's learning; 3) provide meaningful reporting tools to all potential users; 4) encompass procedures that facilitate the inclusion of all students in the program, and professional development and training for staff. The process of identifying these key concepts and skills corresponds to the standards alignment work in Project Five.
- The Core Development Team will continue meeting to develop activities congruent with the key concepts and skills needed for the assessment. These activities will be especially important to ensure that the standardized tasks created are developmentally appropriate for kindergarten readiness and that they align with the Pre-K and Kindergarten standards. During this time, professional development materials for Pre-K, Head Start, and kindergarten teachers centered on the Kindergarten Entry Assessment will be designed and tested. Reporting procedures will also be developed.

### **2012-2013 school year, ongoing**

- Revise GKIDS, as needed, to ensure alignment to CCGPS and articulations with GELDS, and grade 1 CCGPS

### **September-October 2012**

- An initial informal task “try out” in Kindergarten classrooms will be conducted. It will be important to include children from both rural and urban areas, children with disabilities, and English language learners.



**November 2012-February 2013**

- Using the results from the informal pilot, the Kindergarten Entry Assessment and professional development materials will be revised.

**November-March 2013**

- Develop field test training materials and resources, train for field test in Pre-K settings.

**March-May 2013**

- Conduct field test on designated tasks in Pre-K settings

**June-August 2013**

- Provide training for field test in Kindergarten settings

**August-September 2013**

- Conduct field test in Kindergarten settings

**September-December 2013**

- Analyze results of field tests in both Pre-K and Kindergarten settings
- Georgia's Pre-K Longitudinal Study will be used to validate the psychometric properties of the Kindergarten Entry Assessment.

**January-August 2014**

- GaDOE will make any final revisions to the Kindergarten Entry Assessment and professional development materials to begin training Kindergarten Teachers.

**June-August 2014**

- Train Kindergarten teachers for initial implementation of the Kindergarten Entry Assessment.

**August-September 2014**

- Implementation of the Kindergarten Entry Assessment begins.

**October-November 2014**

- Standard setting conducted
- Reports issued.

**January-August 2015**

- Training continues for the state's Kindergarten teachers.

**August-September 2015**

- Statewide implementation continues. Kindergarten Entry Assessment scores will be incorporated into the State Longitudinal Data System.

The following High Quality Plan outlines the parameters of the Kindergarten Readiness Project:

| <b>Measuring Outcomes and Progress: High-Quality Plan</b> |   |
|---|---|
| <b>Project Level Outcomes</b>                             | Increased knowledge of Kindergarten readiness so teachers are better able to plan quality instruction and allow state policy makers to better understand children's readiness for kindergarten.   |
| <b>Georgia Strategy</b>                                   | Implement a statewide Kindergarten Entry Assessment within the first two months of the school year.   |
| <b>Project 10</b>   | Design and implement a valid and reliable Kindergarten Entry Assessment   |
| <b>Key Goal(s)</b>  | <ol style="list-style-type: none"> <li>1. Create a Kindergarten Entry Assessment used to assess children statewide at the beginning of the Kindergarten year.</li> <li>2. Use Kindergarten Entry Assessment results to gauge effectiveness of the state's early learning and development system.</li> </ol>   |
| <b>Key activities and rationale</b>                       | <ol style="list-style-type: none"> <li>1. Alignment of GKIDS with Kindergarten Common Core Georgia Performance Standards (CCGPS).</li> <li>2. Alignment of WSS to GELDS and Kindergarten Common Core Georgia Performance Standards (CCGPS).</li> <li>3. Identify Key Standards incorporated within the Kindergarten Entry Assessment.</li> <li>4. Develop Key Activities, appropriate for five year olds, within the Kindergarten Entry Assessment.</li> <li>5. Validate Kindergarten Entry Assessment (using the current Pre-K longitudinal study).</li> <li>6. Develop professional development for Pre-K and Kindergarten teachers.</li> <li>7. Formalize reporting and data analysis.</li> <li>8. Implement statewide.</li> </ol> |

| <b>Measuring Outcomes and Progress: High-Quality Plan</b>                                |  |   |   |  |
|--|--|---|---|--|
| <b>a. Realistic timeline + key milestones</b>  | Year One 2012<br>Alignment with Common Core Kindergarten Entry Assessment Development<br>Refinement of Professional Development Materials<br>Training for Pilot<br>Informal Tryout in Kindergarten Settings  | Year Two 2013<br>Revisions to the Kindergarten Entry Assessment.<br>Refinement of Professional Development Materials.<br>Field Test in Pre-K settings (Spring) and Kindergarten settings (Fall)<br>Validation with Georgia's Pre-K Longitudinal Study | Year Three 2014<br>Analysis of Field Test Results<br>Prepare for Operational Assessment<br>Statewide Training Begins<br>Statewide Implementation Begins | Year Four 2015<br>Training and Statewide Implementation Continues<br>Incorporation of Data into State Longitudinal Data System<br>Validation |
| <b>Party(ies) responsible</b>  | <b>Georgia Department of Education (GaDOE)</b><br><b>Georgia Department of Early Care and Learning (DECAL)</b>   |   |   |  |
| <b>Project Budgets</b>   | See Budget Section   |   |   |  |
| <b>Supporting evidence</b>   | <b>Not applicable</b>  |   |   |  |
| <b>Performance measures</b>  | <ol style="list-style-type: none"> <li>1. Alignment of Kindergarten Entry Assessment with GKIDS and Common Core</li> <li>2. Implementation of valid and reliable Kindergarten Entry Assessment statewide by 2014-2015.</li> <li>3. Incorporate Kindergarten Entry Assessment data into the Statewide Longitudinal Study by 2015-2016.</li> </ol> |   |   |  |
| <b>How will State address different types of Early Learning and Development Programs</b> | All Georgia's state funded Pre-K teachers, Head Start teachers, Preschool Special Education teachers, and four year old teachers in center based and family day care programs will be trained in the Kindergarten Entry Assessment.  |   |   |  |

**Measuring Outcomes and Progress: High-Quality Plan**

**How will State meet needs of Children with High Needs and the special populations**

Based on National Research Council definition regarding appropriate assessment, the proposed Kindergarten Entry Assessment will take into account individual differences in children’s language, culture, and prior educational experience. Readiness expectations will include all areas of development: physical, cognitive, social, and emotional competence as well as positive attitudes toward learning and play. The proposed field tests include populations of children with high needs such as children with disabilities and English language learners. The assessment will be valid, reliable, and helpful in initial planning and information-sharing with parents; it will **not** be used to create barriers to school entry or to sort children into homogeneous groups.

**(E)(1)(B) IS VALID, RELIABLE, AND APPROPRIATE FOR THE TARGET POPULATION AND FOR THE PURPOSE FOR WHICH IT WILL BE USED, INCLUDING FOR ENGLISH LEARNERS AND CHILDREN WITH DISABILITIES**

As with any assessment development process, attending to technical quality is vital. GaDOE has an ongoing Technical Advisory Committee (TAC) made up of nationally recognized experts in the fields of standards and educational measurement. The purpose of the TAC is to provide the state with impartial, expert advice on the technical qualities of the state’s assessments. Georgia’s TAC meets quarterly and reviews every step of the test development, scoring, and reporting process for each criterion-referenced test the state mandates. GaDOE will consult frequently with the Technical Advisory Committee (TAC) throughout the development process of the Kindergarten Entry Assessment. Important considerations for the Technical Advisory Committee (TAC) include ensuring the fidelity of administration and scoring and that there is evidence of validity for English language learners and students with disabilities.

Data from the current Georgia’s Pre-K longitudinal study will inform the development of the Kindergarten Entry Assessment. Utilizing Pre-K funds, DECAL has recently commissioned a longitudinal study measuring the impact of Georgia’s Pre-K Program. Currently, researchers at FPG Child Development Institute are designing and implementing the first wave of the study, with the full randomized control study beginning in the fall of 2012. The Pre-K children selected for inclusion for the study will be entering Kindergarten during the 2013-2014 school year. This longitudinal study can therefore be used to validate the psychometric properties of the Kindergarten Entry Assessment.

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**(E)(1)(C) IS ADMINISTERED BEGINNING NO LATER THAN THE STATE OF SCHOOL YEAR 2014-2015 TO CHILDREN ENTERING A PUBLIC SCHOOL KINDERGARTEN**

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The ultimate goal of this proposal is to begin implementation of the Kindergarten Entry Assessment at the beginning of the 2014-2015 school year. All teachers will be trained in the administration of the assessment; only trained teachers will be allowed to administer to students.

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**(E)(1)(D) IS REPORTED TO THE STATEWIDE LONGITUDINAL DATA SYSTEM, AND TO THE EARLY LEARNING DATA SYSTEM, IF IT IS SEPARATE FROM THE LDS**

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Reporting and releasing results to schools and districts in a timely manner will be the focus during the development process. In addition, the state will post such results (as is the case with other state assessments) in its State Longitudinal Data System (SLDS). Results will also be shared between agencies, DECAL and GaDOE.

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**(E)(1)(E) IS FUNDED, IN SIGNIFICANT PART, WITH FEDERAL OR STATE RESOURCES OTHER THAN THOSE AVAILABLE UNDER THIS GRANT**

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While a contractor will be hired to oversee the implementation, existing GaDOE and DECAL personnel will be used for the development of the assessment. Funds from the RTT-ELC are not being requested to cover these salaries. Additionally, the validation with the Pre-K Longitudinal Study will be covered by Pre-K funds earmarked for that study. After development, the Kindergarten Entry Assessment will be implemented as part of the GaDOE budget. The annual cost of the program is approximately \$200,000 per year for ongoing, statewide administration of the Kindergarten Entry Assessment.

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**(E)(2) BUILDING OR ENHANCING AN EARLY LEARNING DATA SYSTEM TO IMPROVE INSTRUCTION, PRACTICES, SERVICES, AND POLICIES**

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The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system--

- (a) Has all of the Essential Data Elements;
- (b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;

(c) Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;

(d) Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and

(e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

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## INTRODUCTION

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Georgia has a solid foundation on which to build an early learning and development data system incorporating the Essential Data Elements detailed in the grant application. Currently, DECAL houses data systems that support child care licensing, Georgia's Pre-K Program, federal nutrition programs, and an early learning professional development system. In addition, DECAL hosts a public website with licensing inspection reports and other consumer information. Many opportunities exist to further consolidate child data from other state agencies and enhance current DECAL systems. Expanding the current data systems will inform policy by providing Georgia with additional information needed to make substantive improvements to Georgia's early learning and development system. A chart representing DECAL's vision of this system is included at the end of this narrative.

With funds from a U.S. Department of Education Statewide Longitudinal Data System (SLDS) grant, Georgia was able to develop and build a longitudinal data system that

encompasses all of the state's 181 individual school districts. This GaDOE K-12 Longitudinal Data System includes a teacher and parent friendly platform to view K-12 historical data. Currently, DECAL is leveraging this platform to incorporate all of Georgia's Pre-K students (86,000) in the system so that Pre-K data links to K-12. DECAL is able to do this by assigning the unique student identifier used by the K-12 system (Georgia Testing Identifier [GTID]) during the Pre-K year. This is significant because it connects different data systems in different state departments and links data provided from multiple Pre-K programs housed in both local school systems and private child care settings. Children receiving services through Babies Can't Wait (IDEA, Part C) and Preschool Special Education Services (IDEA, PartB, 619) are assigned their GTID while in those respective programs.

Now that children are assigned their GTID in Georgia's Pre-K, the GaDOE State Longitudinal Data System provides an ideal infrastructure to incorporate the Work Sampling System assessment data collected through Georgia's Pre-K Program and provide it to kindergarten teachers. This will provide kindergarten teachers with valid and reliable data indicating a child's abilities regarding their school readiness. It can also provide parents with additional learning and developmental information about their child.

As a result of the Race to the Top funding that Georgia received in 2010, Georgia is in the process of building out a P-20 State Longitudinal Data System. Although separate systems, all data incorporated in the GaDOE K-12 Longitudinal Data System is positioned to be included in the P-20 State Longitudinal Data System. Since the P-20 State Longitudinal Data System is under development, specific early learning data to be included is still being determined. Therefore, initial efforts of this RTT-ELC grant will focus on linking early learning and development data to the GaDOE K-12 Longitudinal Data System with later efforts expanding to the P-20 system.

In addition to the Race to the Top funding, in 2010 Georgia was awarded a grant through the Head Start Reauthorization Act of 2007 to create the Georgia State Advisory Council on Early Childhood Education and Care. One of the goals of the State Advisory Council is to design a unified child data system. Although the design work for this unified child data system is not scheduled to be completed until December 2011, much of the needs assessment has been completed and guides the work proposed in this application.

It is apparent through the design work that rather than build a new, all-encompassing child data system, Georgia can leverage its substantial data efforts already in place to create a statewide coordinated child data system. The following narrative details how Georgia will utilize the opportunity afforded by RTT-ELC and the work being done through the P-20 Longitudinal Data System and the State Advisory Council to create a complete early learning and development system. Georgia's status with Essential Data Elements will be addressed followed by an overview of the different activities proposed under RTT-ELC. Finally, the data governance model, highlighted in (A)(3), will be presented to demonstrate Georgia's ability to create a data system where all elements are used appropriately to impact school readiness and reduce the achievement gap for all of Georgia's Children with High Needs.

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#### (E)(2)(A) CURRENT STATE OF ESSENTIAL DATA ELEMENTS

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The following addresses how Georgia currently meets each of the Essential Data Elements identified in the RTT-ELC application.

(a) Unique statewide child identifier to link early learning data to the Statewide Longitudinal Data System: Georgia has made significant progress with this element by linking all 86,000 of Georgia's Pre-K students (including those students in private provider settings) to the GaDOE K-12 Longitudinal Data System. In addition, all children in Babies Can't Wait (IDEA, Part C) and Preschool Special Education (IDEA, Part B, Section 619) are assigned the unique Georgia Testing Identifier (GTID). This grant will expand the process by linking additional Children with High Needs to the GaDOE K-12 Longitudinal Data System.

(b) Unique statewide early childhood educator identifier: Over 16,500 teachers have been assigned a unique identifier. This grant will address teachers who have not been assigned an identifier by creating a training registration system (GA TRAINS) that will connect all DECAL professional development data systems together.

(c) Unique program site identifier: All licensed or registered child care program sites are assigned a unique license or registration number. This includes child care centers, group day care homes, and family day care homes. Public schools and Head Start programs offering Georgia's Pre-K Program are also assigned a unique identifier in the DECAL system.

(d) Child and family demographic information: Georgia collects limited family data for parents of children attending Georgia's Pre-K. This data is self-reported. Throughout the RTT-



ELC grant, Georgia will continue to explore collecting additional parent and child data. The design work currently underway, and proposed in the grant, will identify opportunities to expand collection of child and family demographic information.

(e) Early childhood educator demographic information: Information about individual early childhood educators is currently collected through the Professional Development Registry.

(f) Program-level data: As referenced in Section B, this grant application will address collecting additional program-level data through the expanded TQRIS data system.

(g) Child-level program participation and attendance data: Currently, participation data is collected for Georgia's Pre-K students. This grant application will address collecting participation and attendance data for children in early learning and development programs participating in the state's TQRIS.

Georgia will leverage current data system investments to facilitate better coordination of the Essential Data Elements between state agencies and to allow additional data collection at the child/family, class, program, workforce, and system level. Specifically, this grant will fund the following activities:

1. Develop a Cross Agency Child Data System based on the design work currently being done through the State Advisory Council grant.
2. Develop an online provider self-service data module in the child care licensing data system that will allow for the expanded collection of Essential Data Elements as well as increased operational efficiencies.
3. Enhance the child care licensing data system for expansion of the online TQRIS data services.
4. Develop a training registration system (GA TRAINS) to enhance Georgia's Professional Development System.

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**(E)(2)(B) & (C) ENABLES UNIFORM DATA COLLECTION AND EASY ENTRY OF THE ESSENTIAL DATA ELEMENTS, AND FACILITATES THE EXCHANGE OF DATA AMONG PARTICIPATING STATE AGENCIES BY USING STANDARD DATA STRUCTURES, DATA FORMATS, AND DATA DEFINITIONS**

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### **ACTIVITY 1: CROSS AGENCY CHILD DATA SYSTEM**

With funding from the Georgia State Advisory Council on Early Childhood Education and Care, the design work is underway for a data system that identifies and maps a child's participation across state and federally funded programs. Since only the design work was funded

through the Georgia State Advisory Council on Early Childhood Education and Care grant, this grant proposal requests funds to build out and implement the Cross Agency Child Data System.

The Cross Agency Child Data System will be a repository that houses a child’s unique identifier and the programs in which the child participates. When a child enters a state or federally funded program for the first time, his or her identifying data will be sent to the Cross Agency Child Data System, and a unique identifier will be assigned to that child. As the child enters other programs, his/her identifying data will be sent by that program to the Cross Agency Child Data System, and the child’s participation will be captured and mapped to his/her unique identifier. For the first time, Georgia will get a clear picture of all the state programs in which a child is participating (see Appendix 20 for existing cross agency data sharing agreements).

The agencies and programs that serve Children with High Needs and are participating in the Cross Agency Child Data System include:

|                      |                                     |                                     |
|----------------------|-------------------------------------|-------------------------------------|
| • DPH – Immunization | • DPH – WIC                         | • DPH – Babies Can’t Wait           |
| • DHS – CAPS         | • DHS – TANF                        | • DHS – DFCS                        |
| • DHS – Foster Care  | • DCH – Medicaid/PeachCare for Kids | • DOE – Preschool Special Education |
| • DECAL – GA Pre-K   | • Early Head Start                  | • Head Start                        |
| • DECAL – Nutrition  | • DECAL – Licensing                 | • DECAL – Professional Development  |

As mentioned previously, GaDOE has a State K-12 Longitudinal Data System in place in which Georgia’s Pre-K students (86,000) are assigned the Georgia Testing Identifier (GTID). The current design work for the Cross Agency Child Data System is identifying additional children in the Cross Agency Child Data System who will be assigned a GTID so they can also be linked into the State Longitudinal Data System. The first groups of children identified to be assigned GTIDs will be Head Start students (25,309), Early Head Start students (2,383) and children receiving child care subsidies (72,000 annually). Note that Head Start and Early Head Start students also include children in the Migrant/Seasonal Head Start/Early Head Start programs in Georgia.

**Head Start and Early Head Start:** Georgia’s Head Start State Collaboration Office, currently housed at DECAL, has a strong partnership with the Georgia Head Start grantees. This partnership will be leveraged to facilitate the assignment of GTIDs to all Head Start/Early Head

Start students for inclusion in the State Longitudinal Data System. Two Head Start/Early Head Start grantees have already agreed to serve as a pilot for this data exchange and their letters of support can be found in Appendix 22.

With the experience gained from assigning GTIDs to Georgia's Pre-K students, all Head Start/Early Head Start students within the Cross Agency Child Data System will be passed to the GaDOE K-12 State Longitudinal Data System. The GTID will also assist Head Start/Early Head Start grantees in identifying Head Start/Early Head Start students who change classrooms.

**Subsidy children:** As detailed in Section A, Georgia will align all Child Care and Development Funding under DECAL effective July 1. However, before the transfer, DECAL will work with the Department of Human Services (DHS) to begin the process of assigning a GTID to all children participating in the Child and Parent Services (CAPS) subsidy program. The process will continue after the CAPS program moves to DECAL.

To qualify for child care subsidies in Georgia, the family income has to be less than 140% of the federal poverty level. Children in foster care also receive CAPS and are assigned a priority for placement in addition to their providers receiving a higher payment. Approximately 40,000 children participate in the CAPS program each month.

DECAL will work with DHS and the CAPS data system to assign the GTID and include these children in the Cross-Agency Data System. As with the Head Start/Early Head Start students, data will be passed to the GaDOE K-12 Longitudinal Data System to inform kindergarten teachers. In addition, DECAL will incorporate the DECAL child care licensing/registration number into the CAPS database. This will allow children receiving subsidies to be linked to a specific provider, enabling valuable analysis around the effectiveness of the TQRIS.

When the design work for the Cross Agency Child Data System is completed in December 2011, DECAL expects that other programs participating in the Cross Agency Child Data System will have GTIDs assigned for inclusion in the GaDOE K-12 Longitudinal Data System. For example, part of the current design work done is examining what health data is appropriate to include in the SLDS that indicates issues with school readiness. The desire is to be able to proactively identify those children and form intervention strategies to ensure school readiness.

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(E)(2)(D) GENERATES INFORMATION THAT IS TIMELY, RELEVANT, ACCESSIBLE, AND EASY FOR EARLY LEARNING AND DEVELOPMENT PROGRAMS AND EARLY CHILDHOOD EDUCATORS TO USE FOR CONTINUOUS IMPROVEMENT AND DECISION MAKING

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ACTIVITY 2: CHILD CARE LICENSING SYSTEM FOR CHILDREN

Currently, DECAL does not have the ability to collect participation and attendance data in licensed child care programs (other than those with Georgia's Pre-K Program classrooms). Additionally, collecting child care data is a manual process. This grant application proposes enhancements to the current child care licensing system for online data application modules that will expand the collection of the Essential Data Elements by implementing self-service and lead to increased efficiencies.

The provider self-service capabilities proposed in this grant include:

- Collection of participation and attendance data. Currently, participation data is collected for Georgia's Pre-K Program but not for the non-Georgia's Pre-K classrooms in licensed child care centers or registered family day care providers. A provider self-service module will allow all licensed centers and registered family day care homes to enter child roster and attendance data. To encourage participation, DECAL will explore several incentive options for collecting this Essential Data Element. One option being explored is to grant TQRIS incentives to programs that voluntarily submit enrollment data via this online data system. DECAL is seeking private funders to provide computers to programs that will participate in a pilot of this data gathering effort.

As part of the Cross Agency Child Data System, participation and attendance data from children participating in CCDF subsidized programs (CAPS) will be tied into the child care licensing system in order to understand where Children with High Needs are located and what additional services might be necessary. This data will also be used to help assess effectiveness of the TQRIS in reaching Children with High Needs.

- Provider information updates: This service will automate the process of collecting basic provider information such as email address changes and website address changes. In addition, this service will automate the process of collecting program

information requiring an amendment to the license, such as program name, ages served, and hours/days of operation.

- **Fee Payments:** This online service will reduce extensive manual intervention for licensing fee payments and make it possible for companies to make one fee payment for multiple child care sites, submit W9s, and pay enforcement fines, thereby streamlining the provider payments and increasing internal agency efficiencies.

In addition to expanding the collection of Essential Data Elements, these online services will enable consultants to spend more time in the field supporting providers with technical assistance rather than performing administrative functions. These services will also speed up the availability of information that can be displayed to parents and improve data accuracy. Updated information will be shared in an online format with Child Care Resource and Referral agencies to reduce the burden of duplicate data collection efforts and increase efficiencies.

### **ACTIVITY 3: ADD TQRIS MODULE TO CHILD CARE LICENSING SYSTEM**

As described in detail in Section B, this grant will fund the ongoing development of the online TQRIS data system modules to be integrated in the child care licensing data system. The data system modules that will support the TQRIS will include:

- Online TQRIS application and re-application process (to be completed January 2012)
- Online TQRIS portfolio submission (to be completed January 2012)
- Online TQRIS tools for scoring portfolios
- Online Technical Assistance monitoring and tracking

The technical assistance data module will allow external partners such as Child Care Resource and Referral agencies to access and record technical assistance information. The TQRIS data system will be linked to the DECAL website to display quality ratings to parents searching for child care.

### **ACTIVITY 4: TRAINING REGISTRATION SYSTEM**

Georgia currently uses two data systems as part of its Professional Development System: the Professional Development Registry and the Trainer/Training Approval System. These systems have been detailed in Section D of this grant. In July 2011, a group of professional development stakeholders from throughout the state gathered to discuss the need for a training registration system that could help align and coordinate Georgia's professional development system. Grant funds are requested for the development of a training registration system.

GA TRAINS (Georgia Training Registration and Information System) will serve as a training registration system for all state-approved early care and learning training. Teachers will be able to view and register for all state approved training being offered anywhere in the state.

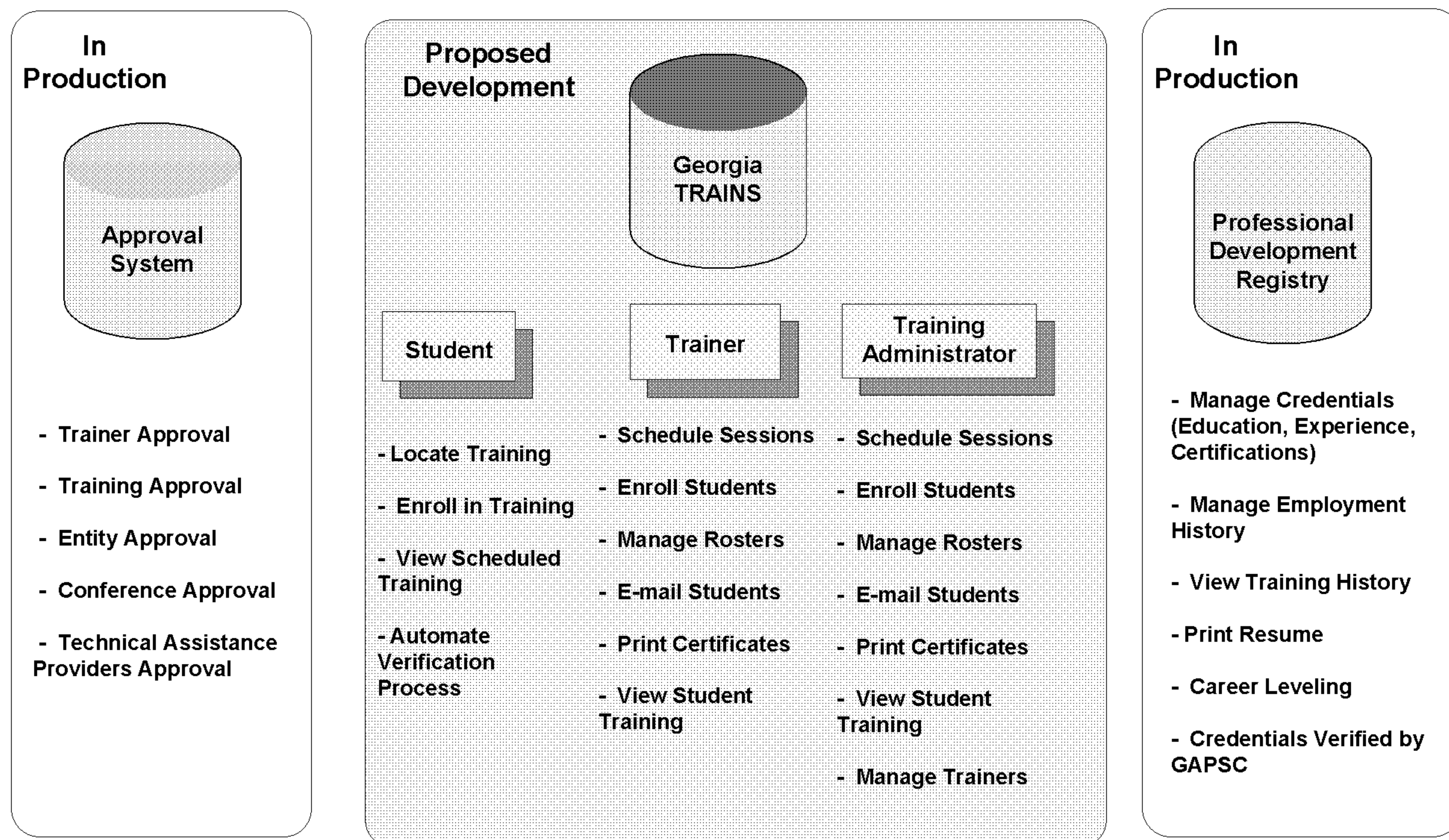
Training completion information will flow from GA TRAINS directly into the Professional Development Registry after the trainer verifies attendance. A teacher will no longer be required to send certificates for state-approved training to the Georgia Professional Standards Commission for verification. This feature will save a substantial amount of time for teachers and state administrators. Additionally, trainers will be able to schedule classes, enroll students, manage class rosters, email students, print certificates, and complete other administrative functions.

GA TRAINS will increase the awareness of training opportunities for teachers throughout the state. Additionally, DECAL will have a clear understanding of what training is being offered and where. The department will be able to work with trainers to offer specific training in parts of the state that are underserved and areas where needs are identified, such as literacy training in areas where reading scores are low. Similarly, needs can be identified and targeted training can be provided. This will help ensure that many of the programs serving children in high needs populations have access to state approved training.

GA TRAINS will also allow parents to register for classes and workshops where appropriate. For example, foster care parents and others may register for training on child development and positive behavior interventions.

The following chart details the functionality of the Professional Development System's data systems. The Training/Trainer Approval System and the Professional Development Registry are currently in place.

## *Georgia Early Care and Education Professional Development System*



**(E)(2)(E) MEETS THE DATA SYSTEM OVERSIGHT REQUIREMENTS AND COMPLIES WITH THE REQUIREMENTS OF FEDERAL, STATE AND LOCAL PRIVACY LAWS:**

Data governance is a crucial piece of the Cross Agency Child Data System. Part of the current design work is the formation of a data governance model. The fundamental objective of this governance model is to ensure that the overall goals of the Georgia State Advisory Council on Early Childhood Education and Care and the participating agencies are being met, while controlling cost and ensuring compliance with all state and federal regulations. This balance between satisfying the business needs and ensuring compliance and control is imperative given the need to protect private information that conforms to FERPA and HIPAA laws. To that end, the governance model for the Cross Agency Child Data System will focus on the areas outlined below to provide proper oversight and direction for the organization. The model will be a cross-organizational framework for data ownership, management, stewardship, sharing, and leverage. The following are the key drivers of implementing this data governance model:

- Align information technology and other support organizations across agencies.
- Drive consensus on fundamental and shared concepts, child and family data, information security, data access and control, and data privacy.

- Improve leverage of data resources across agencies to ensure common data usage and minimize inefficiency created by redundant sourcing.
- Influence the process for acquiring and directing funding based on an agreed-to set of information management priorities. This will not replace the current funding model but will augment it.
- Improve data availability, quality, and timeliness.
- Optimize data management costs.
- Create and provide consistent information throughout the agencies.

Responsibility for data governance will rest with a Data Governance Council composed of the Chief Information Officers of the state agencies participating in the Cross Agency Child Data System. This council will report to the leadership of the Georgia State Advisory Council for Early Childhood Education and Care with policy recommendations for the Cross Agency Child Data System. The Data Governance Council will be responsible for assigning data ownership and data stewardship. In addition, each Chief Information Officer will be responsible for obtaining approval from the general counsel of their respective agencies to ensure all applicable FERPA and HIPAA laws are followed.

**The data owner:**

- Is from the business side.
- Has ultimate responsibility for content.
- Has sign-off authority for security, privacy, and usage.
- Makes decisions with input and approval from the Data Governance Council members.

**The data steward:**

- Does not “own” the data.
- Can be an individual or a team.
- Is responsible for data acquisition: processes, update authority, validation rules, business rules, and quality.
- Is responsible for data management: data models, naming standards, meta data requirements, storage redundancy, backup and recovery, archival and restoration, data dissemination, access security, standard queries and reports, quality and correct use of meta data.

For state agencies to participate in this Cross Agency Child Data System and to facilitate the changes necessary to make the system effective, they must understand the benefits of such a system. The key benefits to Georgia’s creating and maintaining a Cross Agency Child Data System are:

- Improved data integration and consistency across agencies



- Consistent information visibility
- Ensured compliance with all state and federal regulations across agencies
- Influence over the technology approach and structure
- Incorporation of complimentary goals and objectives
- Facilitation of top-down communication
- Facilitation of cooperation, information sharing, and leading practice approaches
- Reduction or elimination of redundant efforts

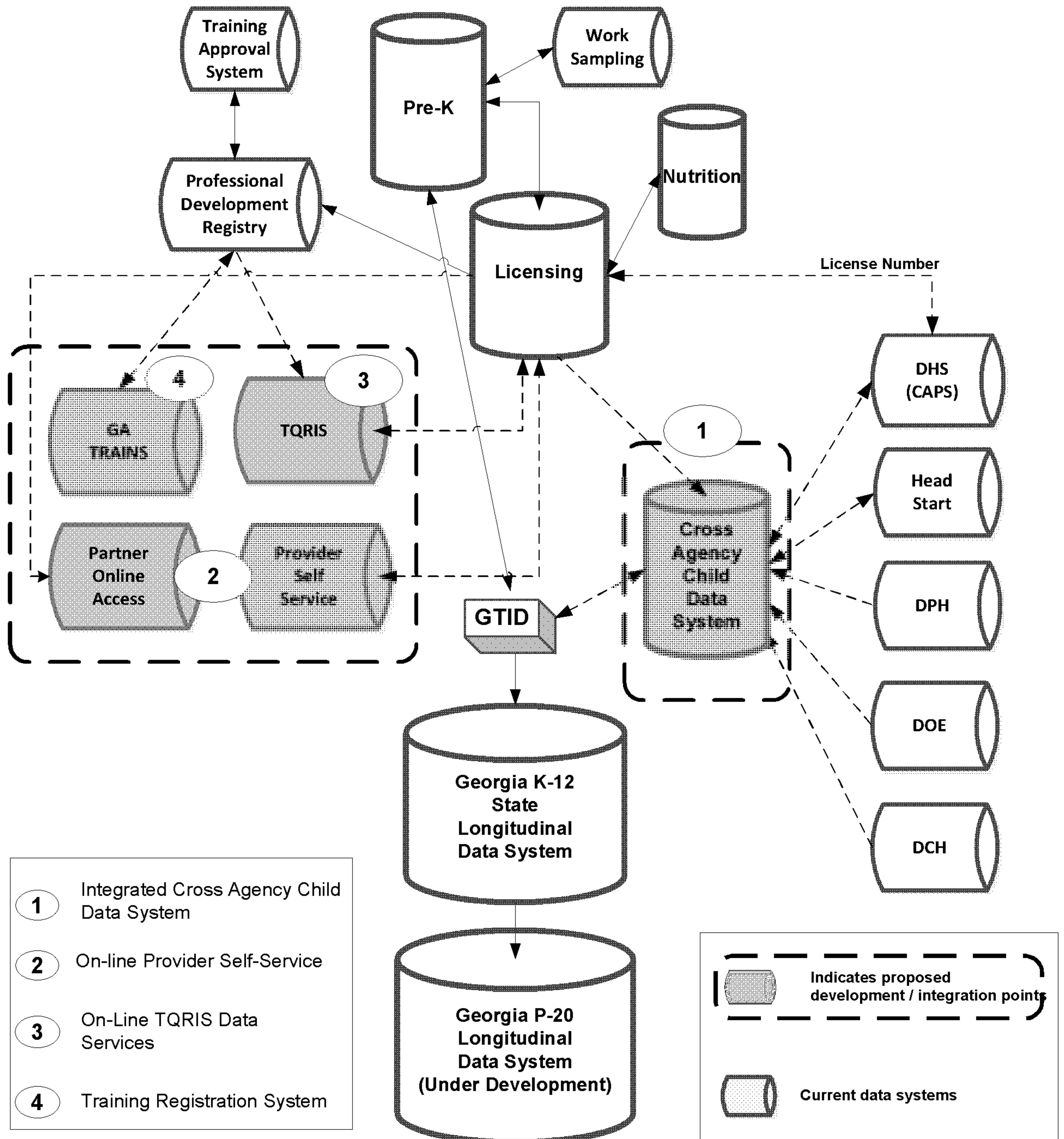
**GEORGIA’S HIGH QUALITY PLAN TO LEVERAGE EXISTING DATA SYSTEMS  
TO ENHANCE THE STATE LONGITUDINAL DATA SYSTEM**

| <b>Measuring Outcomes and Progress: High-Quality Plan</b> |  |
|---|--|
| <b>Project Level Outcomes</b>                             | Increased use of timely, accurate data will support decision- making processes that will improve school readiness and reduce the achievement gap.  |
| <b>Georgia Strategy</b>                                   | Leverage current data system investments to: expand the current system; facilitate better coordination between state agency systems; and allow for additional data collection at the child/family, class, program, workforce, and system level.  |
| <b>Project 11</b>   | <p>Build and enhance Georgia’s early learning data systems to improve instruction, practices, services, and policies.</p> <p><b>Activity 1:</b> Create an integrated Cross Agency Child Data System for the purpose of tracking child participation in state programs and to expand the GTID (Statewide Longitudinal Data System unique identifier) to high-needs populations for inclusion in the Statewide Longitudinal Data System.</p> <p><b>Activity 2:</b> Create online provider self-service capabilities in the child care licensing system.</p> <p><b>Activity 3:</b> Build out the TQRIS data system in the child care licensing system.</p> <p><b>Activity 4:</b> Create an integrated statewide training registration system (GA TRAINS) that links to the Professional Development Registry.</p> |
| <b>Key Goal(s)</b>  | <p>Obtain data identifying which children are participating in which programs across all state agencies.</p> <p>Increase use of Essential Data Elements among state agencies, early learning and development programs, and stakeholders to provide timely, accurate, and relevant feedback for continuous quality improvement.</p>   |
| <b>Key activities and rationale</b>                       | <b>Activity 1 (Cross Agency Child Data System):</b> Use completed design from the Georgia State Advisory Council on Early Childhood Education and Care grant to direct the implementation work. Design is scheduled for completion December 2011. The first programs to be included in the Cross Agency Child Data System and assigned a GTID in addition to Georgia’s Pre-K will be Head Start/Early  |

| <b>Measuring Outcomes and Progress: High-Quality Plan</b> |  |
|---|--|
|   | <p>Head Start, Preschool Special Education, and children in subsidized care.</p> <p><b>Activity 2 (Online Provider Self Service Modules):</b> Complete requirements definition for online provider self-service. Involve key stakeholders in finalizing requirements prior to construction to ensure needs of providers are being met. Develop modules and deploy in child care licensing system.</p> <p><b>Activity 3 (TQRIS Data System):</b> Deploy in child care licensing system.</p> <p><b>Activity 4 (Training Registration System – GA TRAINS):</b> Develop Training Registration System.</p>  |
| <b>Realistic timeline + key milestones</b>                | <p><b>Activity 1 (Cross Agency Child Data System):</b><br/> <b>Year 1:</b> Implement governance model; construct Cross Agency Child Data System environment; build centralized data hub; develop expanded SLDS templates; finalize agreements with DHS; and complete analysis of data to be included in SLDS in addition to Head Start and subsidy data.<br/> <b>Year 2:</b> Implement inter-agency portal and reporting; implement data sharing with TANF, DFCS, Head Start. CAPS and Head Start to be included in SLDS.<br/> <b>Year 3:</b> Implement data sharing with Medicaid/PeachCare for Kids; finalize agreements with DPH.<br/> <b>Year 4:</b> Implement WIC, Vital Records, and Immunization; complete aggregated data reports.</p> <p><b>Activity 2 (Online Provider Self Service Modules):</b><br/> <b>Year 1:</b> Analysis to prepare licensing database to accommodate provider self-service; Complete requirements and begin design work.<br/> <b>Year 2:</b> Complete design, construction and testing of child participation and attendance module, provider information module, and fees module Implement these modules.<br/> <b>Year 3:</b> Complete construction of accident/incident reporting module, amendments module, exemptions module, and variance/waiver request module. Implement these modules.<br/> <b>Year 4:</b> Complete construction, testing, and implementation of closures module.</p> <p><b>Activity 3: (TQRIS Data System)</b> Details in section B</p> <p><b>Activity 4: (Training Registration System)</b> Develop Training Registration System.</p> |
| <b>Party(ies) responsible</b>                             | <p>Georgia Department of Early Care and Learning – Key Staff<br/> Georgia Department of Education – CIO<br/> Georgia Department of Public Health – CIO<br/> Georgia Department of Community Health – CIO<br/> Department of Human Services – Project Director for CAPS.</p>  |

| <b>Measuring Outcomes and Progress: High-Quality Plan</b>                                |  |
|--|--|
| <b>Project Budgets</b>   | See Budget Section   |
| <b>How will State address different types of Early Learning Development programs</b>     | <p>The data system will include information about all licensed child care programs and Georgia's Pre-K programs.</p> <p>The system will exchange data with the subsidy provider management payment system as well as Head Start/Early Head Start data programs.</p>  |
| <b>How will State meet needs of Children with High Needs and the special populations</b> | <p>Completion of this system will allow Georgia to more accurately identify in which state programs Children with High Needs are participating. In addition, the system will identify which centers or family day care homes serve Children with High Needs. This will allow Georgia to better align services and gauge effectiveness of the TQRIS. Where appropriate, child data will be passed on to the State Longitudinal Data System to enhance teacher and program effectiveness, close the achievement gap, and guide legislative policy decisions.</p> |

# Georgia's Early Learning Data System



## COMPETITION PRIORITIES

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*Note about the Absolute Priority: The absolute priority describes items that a State must address in its application in order to receive a grant. Applicants do not write a separate response to this priority. Rather, they address this priority throughout their responses to the selection criteria. Applications must meet the absolute priority to be considered for funding. A State meets the absolute priority if a majority of reviewers determines that the State has met the absolute priority*

### PRIORITY 1: ABSOLUTE PRIORITY – PROMOTING SCHOOL READINESS FOR CHILDREN WITH HIGH NEEDS

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To meet this priority, the State’s application must comprehensively and coherently address how the State will build a system that increases the quality of Early Learning and Development Programs for Children with High Needs so that they enter kindergarten ready to succeed.

The State’s application must demonstrate how it will improve the quality of Early Learning and Development Programs by integrating and aligning resources and policies across Participating State Agencies and by designing and implementing a common, statewide Tiered Quality Rating and Improvement System. In addition, to achieve the necessary reforms, the State must make strategic improvements in those specific reform areas that will most significantly improve program quality and outcomes for Children with High Needs. Therefore, the State must address those criteria from within each of the Focused Investment Areas (sections (C) Promoting Early Learning and Development Outcomes for Children, (D) A Great Early Childhood Education Workforce, and (E) Measuring Outcomes and Progress) that it believes will best prepare its Children with High Needs for kindergarten success.

*Note about Competitive Preference Priorities: Competitive preference priorities can earn the applicant extra or “competitive preference” points.*

### PRIORITY 2: COMPETITIVE PREFERENCE PRIORITY – INCLUDING ALL EARLY LEARNING AND DEVELOPMENT PROGRAMS IN THE TIERED QUALITY RATING AND IMPROVEMENT SYSTEM

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Competitive Preference Priority 2 is designed to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the State’s licensing system and quality standards, with the goal that all licensed or State-regulated programs will participate. The State will receive points for this priority based on the extent to which the State has in place, or has a High-Quality Plan to implement no later than June 30, 2015--

(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will score this priority only on the basis of non-excluded entities; and

(b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.

*If the State chooses to respond to this competitive preference priority, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring this priority, peer reviewers will determine, based on the evidence the State submits, whether each element of the priority is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); and the extent to which the different types of Early Learning and Development Programs in the State are included and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*



In January 2011, Georgia's Governor, Nathan Deal, charged DECAL to implement a statewide, voluntary TQRIS that has been vetted through stakeholders, researchers, providers and national experts. Georgia's TQRIS not only rates the quality of early care and education programs in various settings, but it also improves their quality and supports quality improvement in Georgia's through the alignment and coordination of system-wide projects. The TQRIS allows Georgia to:

- Create ratings (good, very good, excellent) reflecting meaningfully differentiated levels of quality indicators which 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* linking standards, technical assistance, monitoring, finance, and consumer engagement in a range of settings, including family child care homes, child care centers, school-based programs, Head Start programs, and other types of care settings.

Georgia’s TQRIS includes five elements and six quality dimensions or Program Standards. The five elements are:

1. Program 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 professional development, materials and equipment. Information regarding the bonus packages can be found in the TQRIS Manual located in the appendix.
5. Consumer education to inform families and the public about the importance of quality in early and school-age care and education.

The six quality dimensions or Program Standards of the Georgia TQRIS include:

- 1) Director and Teacher Qualifications and Professional Development Registry Verification
- 2) Adult to Child Ratios and Group Size
- 3) Child Health, Nutrition, and Physical Activity
- 4) Family Partnerships
- 5) Intentional Teaching Practices (use of the Early Learning and Development Standards and Comprehensive Assessment to inform practice)
- 6) Learning Environment (measured using the Environment Rating Scales)

The above Program Standards have been reviewed by national experts at the FPG Child Development Institute as part of a 2009 Quality Indicator Feasibility Study and demonstrate high expectations of program excellence, each tier (good, very good, excellent) meaningfully differentiates quality and can be reviewed in the TQRIS Program Manual located in the appendix.

*(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will score this priority only on the basis of non-excluded entities*

The Child Care Services Division of DECAL monitors and licenses child care programs in Georgia. Child Care Services is responsible for:

- Supporting licensed child care learning centers, licensed 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.

Georgia recognizes the following categories of licensed or registered child care:

- Family day care homes 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.
- Group day care homes 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 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.



Child Care Services uses a *focused visit* system to monitor early care facilities. The focused visit system is based on a set of 12 core licensing rule areas that DECAL 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.

When any of the 12 core rule categories are cited, the number of category 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 category violations.

Child care programs may be exempt from licensure based on specific criteria other than the number of children served (e. g. number of operating hours, operated by a government entity). Programs that meet the criteria must submit an Exemption Request Form to DECAL. DECAL reviews the request and determines exemption based on the applicable rules and guidelines.

*(b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.*

All eligible 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 DECAL 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. DECAL has created policies to support participation in the TQRIS by any licensed and registered child care program and any programs "not licensed by the department" that may include: state-funded Georgia's Pre-K programs in public schools, Early Head Start and Head Start programs, early learning and development programs funded under section 619 of part B of IDEA and part C of IDEA, early learning and development programs funded under Title I of the ESEA.

**The TQRIS Policy states:**

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 DECAL 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, Early Head Start and Head Start programs, and early learning and development programs funded by part B or C of IDEA or under Title I of the ESEA are also recruited to participate.

**Eligibility Requirements:**

- Licensed/Registered for a minimum of 12 months
- Compliant with state licensing rules and regulations
- 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 Professional Development Registry

Targets for TQRIS participation are based on the past capacity of the child care resource and referral agencies and on the current number of programs eligible. This number will vary from year to year, so the percentage target will be the static number for purposes of meeting the state's goals. DECAL and the child care resource and referral agencies will recruit participants across five settings: child care centers with state funded programs, licensed and compliant child care centers and group day care homes, registered and compliant family child care homes and programs exempt from licensing such as Head Start, Early Head Start, Department of Defense, and Department of Education programs. Programs that are not compliant with the licensing rules but serve children with high needs or that are located in rural areas will be recruited for the TQRIS Prep Program.

Licensed child care centers receiving funds for the state-funded Pre-K program will be expected to participate in the TQRIS by 2015, so recruitment of these programs is anticipated to move quickly with 90% of these programs or 1,672 rated by 2015. Licensed and registered programs receiving child care subsidy dollars will be heavily recruited and supported through the rating process since these programs represent a hub of programs serving children with high needs. These programs will have a financial bonus available to them to provide added incentive to becoming rated. Ten percent of these programs will be targeted in year one (369 programs); 25% or 923 programs targeted in year two; 35% or 1,292 programs targeted in year three; and 50% or 1,845 programs targeted in year four.

Family child care providers serve many families in Georgia’s rural areas and also attract a large proportion of English language learners. It is anticipated that by year four 50% of family child care providers will be participating in TQRIS or 1,653 programs.

Georgia’s TQRIS also includes policies and practices that provide support and incentives for programs to participate in the TQRIS program and continuously improve their practices. DECAL will work closely with local child care resource and referral agencies and other partners, including the Georgia Department of Public Health Department, to enhance its current professional development and technical assistance protocols and to renew projects that support program sustainability. The TQRIS also provides financial rewards/incentives for programs entering the TQRIS system and at each tier level. At the heart of the support process is a combination of technical assistance, mentoring, and professional development.

The following chart outlines the financial incentives available to support higher participation and greater access to the TQRIS.

| <b>Educational Assistance Incentives</b>   |   |
|--|---|
| Description                                | 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 receive two consecutive awards ranging from \$250 - \$1,250 per award for each eligible credential or degree earned.   |
| Eligibility                                | Work in a licensed child care facility or registered family day care home that meets <b>at least one</b> of the following requirements:<br>Accredited by NAEYC, NECPA, or NAFCC or other approved national accreditation.<br>Serves subsidized (high needs) children (at least 25% must be subsidized).<br>Participates in the Child and Adult Care Food Program (children with high needs).<br>2013 -Participates in the TQRIS at level good, very good, or excellent. |
| <b>Educational Assistance SCHOLARSHIPS</b> |   |
| Description                                | Educational assistance program for eligible early care and education professionals pursuing credentials or degrees in early care and education.   |
| Eligibility                                | Work in a licensed center, a registered family day care, or group day care home, <i>and</i> Work at least 25 hours a week as a teacher/assistant teacher or 40 hours per week as a director/assistant director, <i>and</i> Earn less than \$15.00 per hour, <i>and</i> Enroll in an eligible institution in an approved program of study.   |
| <b>Educational Assistance FIRST</b>        |   |
| Description                                | Educational assistance program for eligible early care and education professionals pursuing their first credential or degree in early care and education.   |
| Eligibility                                | Teacher or administrator must work full time in a licensed or registered program participating in the TQRIS. \$1,200 bonus upon completion of first early care and education degree or credential.  |
| <b>Tiered reimbursement</b>                |   |
| Description                                | Distribution of funds at the program level NOT linked to a specific child. Bonus based on the number of high needs/subsidy eligible children served by the program quality programs to recruit and accept high needs/subsidized children.   |

|                          |  |
|--------------------------|--|
| Eligibility              | Programs serving children with high needs and receiving child care subsidy payments.                     |
| <b>Participant Bonus</b> |  |
| Description              | Bonuses awarded based on application to TQRIS or tier awarded. <b>(See following chart for details.)</b> |
| Eligibility              | All programs participating in TQRIS.   |



## QRIS Participation Rewards Program The Support Needed to Increase Quality

| Participation in QRIS - Once A Program Joins the QRIS TA Project   |   |   |
|--|---|---|
| Free Training<br>Environment Rating Scales<br>Early Learning Standards<br>Family Involvement<br>Health, Safety and Nutrition | + | Free Technical Assistance <span style="float: right;">Basic Personalized Mini-Grant Package<br/>\$1,000.00</span> |

↓ This initial QRIS Participation Bonus Package is Designed to Give Each Program a 'Jump Start' Toward Reaching Higher Levels of Quality ↓

| Bonus for Achieving Level One                                    |   |                                  |   |                              |   |                                     |   |   |
|--|---|----------------------------------|---|------------------------------|---|-------------------------------------|---|---|
| Free Training<br>Inclusion<br>Language and Literacy<br>Anti-bias | + | Language and<br>Literacy Package | + | Health and<br>Safety package | + | Outdoor Gross<br>Motor Play Package | + | ITERS and ECERS<br>Resource<br>Packages |

↓ This Bonus Level One Package is Designed to Provide Additional Resources to Allow the Program to Reach Higher Levels of Quality ↓

| Bonus for Achieving Level Two                           |   |  |   |                                 |   |                               |
|---|---|--|---|---------------------------------|---|-------------------------------|
| Free Training<br>Curriculum<br>Screening and Assessment | + | ASQ Screening Package<br>with Computer | + | Parent Resource Room<br>Package | + | Curriculum Support<br>Package |

↓ This Bonus Level Two Package is Designed to Provide Additional Resources to Allow the Program to Reach Higher Levels of Quality ↓

| Bonus for Achieving Level Three |   |   |   |                                  |   |   |
|---------------------------------|---|---|---|----------------------------------|---|---|
| Director and Teacher<br>Bonus   | + | GAYC Conference<br>Registration for Staff | + | Teacher Resource Room<br>Package | + | Free QRIS Training<br>for All New Staff |

↓ This Bonus Level Three Package is Designed to Provide Additional Resources to Allow the program to Sustain Higher Levels of Quality ↓

| Sustainability Bonus   |   |
|--|---|
| Teachers<br>Mentor Teacher Training<br>Mentor Teacher Conference<br>Challenging Teacher Institute Scholarships | + |
| Directors & Owners<br>Grant Writing Course<br>Community Resource Course  |   |

The following is an outline of Georgia’s High Quality Plan relating to the TQRIS:

| <b>High-Quality, Accountable Programs: High-Quality Plan</b> |   |
|--|---|
| <b>Program Level Outcomes</b>                                | <ol style="list-style-type: none"> <li>1. Develop and adopt a statewide TQRIS.</li> <li>2. Promote participation in the TQRIS.</li> <li>3. Rate and monitor early learning and development programs.</li> <li>4. Promote access to high quality early learning and development programs for children with high needs.</li> </ol>  |
| <b>Georgia Strategy</b>                                      | <p>Strategy Two:<br/>           Increase the number of high quality early learning and development programs and improve <b>access</b> to these programs for the state’s children with high needs.</p>   |
| <b>Project 4</b>   | Fully implement a TQRIS with activities specifically designed to increase program quality, child outcomes and access for children with high needs.  |
| <b>Key Goal(s)</b>   | <ol style="list-style-type: none"> <li>5. Build a bridge of manageable increments between licensing compliance (the minimum requirement to move into TQRIS) and tier 3 of the TQRIS.</li> <li>6. Increase quality in early care and education settings by substantially increasing the number of programs participating in the TQRIS and the number of programs at higher levels.</li> <li>7. Recognize and reward programs for offering and maintaining a level of quality above licensing compliance.</li> <li>8. Promote awareness of the TQRIS and the importance of quality for early care and education.</li> </ol>   |
| <b>Key activities and rationale</b>                          | <p><b>Past</b></p> <p>Reliability Training for Assessors Using CLASS and ERS (completed August 2011)</p> <p>Research study regarding Quality Indicators (completed 2010)</p> <p>QRIS feasibility study conducted by FPG 2009</p> <p><b>Present</b></p> <p>May 2011(ongoing): Met with stakeholders to introduce the TQRIS.</p> <p>September – November 2011: Pilot TQRIS.</p> <p>October 2010 (ongoing): Establish an Infant Toddler Mentor Network to support quality projects.</p> <p>August 2011(ongoing): Develop public awareness campaign, branding and marketing.</p> <p><b>Future: Starting December 2012</b></p> <p>Conduct monthly orientation sessions across the state in six regions to promote the TQRIS.</p> <p>Conduct the <i>Art of Technical Assistance</i> Training for all technical assistance consultants supporting the TQRIS Process.</p> <p>Enhance Mentor Network to include preschool and school-age teachers.</p> |

**High-Quality, Accountable Programs: High-Quality Plan**

Recruit and serve programs serving children with high needs to participate in the TQRIS.

Begin the professional development and technical assistance support project (TQRIS PREP) for non-compliant programs.

Recruit programs from all settings to participate in the TQRIS.

Provide training and technical assistance through Georgia’s Resource and Referral Network across the state before rating programs.

Implement a Public Awareness Campaign to help parents understand the elements of quality early care and education (years 1 and 2). Implement a public awareness campaign to help parents understand and utilize the TQRIS.

Publish program ratings on DECAL website (year 2 and beyond).

Continue to support, monitor, and rate programs in the TQRIS.

Conduct research study of program levels and the relationship to quality (years 1 and 2; see B5).

Conduct research study relating to TQRIS and outcomes for children (years 2 and 3; see B5).

**Rationale: These activities will be conducted to inform and recruit programs to participate, provide assistance, enable quality improvement, rate programs and investigate results.**

**Realistic timeline + key milestones**

September 2011 – November 2011: Georgia TQRIS Pilot and Process Research

January 2012: Open enrollment in TQRIS

January 2012: 700 programs recruited (targeted recruitment of programs serving children with high needs and programs in rural communities)

January 2012 – January 2013: Public relations campaign focused on parent awareness of “quality” in early care and education programs

July 2012: Subsidy program begins issuing tiered reimbursement

February 2012 – February 2013: Research project focused on program outcomes and leveling process

January 2013: Program ratings published on website

January 2013 – January 2014: Public relations campaign focused on TQRIS and rating awareness

January 2014: CLASS instrument introduced to rating process

January 2015: Research study focused on child outcomes

**See TABLES B(2)C and B(4)C(1) for detailed milestones**

| <b>High-Quality, Accountable Programs: High-Quality Plan</b>                             |   |
|--|---|
| <b>Party(ies) responsible</b>  | <p>Georgia Department of Early Care and Learning – Key Staff:</p> <ul style="list-style-type: none"> <li>• Carol Hartman, Assistant Commissioner for Programs</li> <li>• Craig Detweiler, Chief Officer of Operations and IT</li> <li>• Laura J. Johns, Ph.D., Director, Quality Projects</li> <li>• Angela Melton, Quality Projects Manager, Assessors</li> <li>• Assessor Team – Six members in year one; up to 12 members in year four</li> <li>• Help Desk Team – One team in year one; two teams in year two</li> <li>• Technical Assistance Providers and TQRIS Professional Development – Georgia Child Care Resource and Referral agencies (under contract with DECAL)</li> </ul> <p>Georgia Early Education Alliance for Ready Students</p> <p>Contracted public relations firm</p> <p>Incentive Bonuses – Private funders/foundations</p>   |
| <b>Project Budgets</b>   | See Budget Section  |
| <b>Supporting evidence</b>   | (B)(1) Table of current Program Standards; copy of TQRIS Program Manual and Bonus Packages in Appendix 10   |
| <b>Performance measures</b>  | <p>(B)(2)(c) – Increasing participation of child care programs</p> <p>(B)(4)(c)(1) – Increasing quality of child care programs</p> <p>(B)(2)(c) – Increasing enrollment in high quality programs</p>  |
| <b>How will State address different types of Early Learning and Development Programs</b> | <p>The TQRIS will serve <i>all</i> licensed and registered child care programs including child care centers, school-age centers, family day care homes, and group day care homes.</p> <p>Programs not licensed by DECAL, such as Department of Defense programs, Head Start and Early Head Start programs, public schools, and lab schools at technical colleges and universities, can volunteer to participate in the TQRIS.</p> <p>Programs serving children with high needs will receive targeted recruitment into the TQRIS Prep Project to receive free professional development, technical assistance, and incentives to support their involvement and success in the TQRIS.</p>  |
| <b>How will State meet needs of Children with High Needs and the special populations</b> | <p>Outreach and recruitment of programs that serve populations of children with high needs and programs in rural areas will be a priority for regionally located Child Care Resource and Referral agencies. Incentives, free professional development, and technical assistance will be provided to support programs applying to participate in the TQRIS.</p> <p>Bilingual and non-English language providers will be recruited and supported by same-language technical assistance providers (via a partnership with agencies such as the Latin American Association), and, based on a survey of need study in year 2, TQRIS materials will be developed in other languages.</p> <p>A public health nurse practitioner from the Department of Public Health will be located at DECAL to support health referrals from licensed and registered child care facilities. This nurse will provide referrals based on screenings and will link services</p> |



| High-Quality, Accountable Programs: High-Quality Plan |  |
|---|--|
|   | <p>to programs and families based on reported needs.</p> <p>Georgia’s Child Care Resource and Referral agencies employ Inclusion Coordinators to assist families and child care programs in serving children with disabilities and developmental delays.</p> |

**PRIORITY 3: COMPETITIVE PREFERENCE PRIORITY UNDERSTANDING THE STATUS OF CHILDREN’S LEARNING AND DEVELOPMENT AT KINDERGARTEN ENTRY**

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*(10 points)*

To meet this priority, the State must, in its application--

(a) Demonstrate that it has already implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1) by indicating that all elements in Table (A)(1)-12 are met; or

(b) Address selection criterion (E)(1) and earn a score of at least 70 percent of the maximum points available for that criterion.

*For Competitive Preference Priority 3, a State will earn all ten (10) competitive preference priority points if a majority of reviewers determines that the State has met the competitive preference priority. A State earns zero points if a majority of reviewers determines that the applicant has not met the competitive preference priority.*

*Applicants do not write a separate response to this priority. Rather, applicants address Competitive Preference Priority 3 either in Table (A)(1)-12 or by writing to selection criterion (E)(1).*

*Under option (a) below, an applicant does not earn competitive preference points if the reviewers determine that the State has not implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1); under option (b) below, an applicant does not earn competitive preference points if the State earns a score of less than 70 percent of the maximum points available for selection criterion (E)(1).*

*Specify which option the State is taking:*

(a) Applicant has indicated in Table (A)(1)-12 that all of selection criterion (E)(1) elements are met.

(b) Applicant has written to selection criterion (E)(1).

*Note about Invitational Priorities: Invitational priorities signal areas the Departments are particularly interested in; however addressing these priorities will not earn applicants any additional points.*

#### PRIORITY 4: INVITATIONAL PRIORITY – SUSTAINING PROGRAM EFFECTS IN THE EARLY ELEMENTARY GRADES

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The Departments are particularly interested in applications that describe the State’s High-Quality Plan to sustain and build upon improved early learning outcomes throughout the early elementary school years, including by--

- (a) Enhancing the State’s current standards for kindergarten through grade 3 to align them with the Early Learning and Development Standards across all Essential Domains of School Readiness;
- (b) Ensuring that transition planning occurs for children moving from Early Learning and Development Programs to elementary schools;
- (c) Promoting health and family engagement, including in the early grades;
- (d) Increasing the percentage of children who are able to read and do mathematics at grade level by the end of the third grade; and
- (e) Leveraging existing Federal, State, and local resources, including but not limited to funds received under Title I and Title II of ESEA, as amended, and IDEA.

*(Enter narrative here )*

We are declining the invitation to respond to this priority.

#### PRIORITY 5: INVITATIONAL PRIORITY – ENCOURAGING PRIVATE-SECTOR SUPPORT

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The Departments are particularly interested in applications that describe how the private sector will provide financial and other resources to support the State and its Participating State Agencies or Participating Programs in the implementation of the State Plan.

Effective public-private sector collaboration is often born out of necessity. During these tough economic times, Georgia has seen unprecedented public-private partnerships formed on behalf of families and children. DECAL’s Commissioner has set as an agency priority full and transparent participation by public and private stakeholders and encourages frank communication

between the public and private sector on programmatic and policy issues. DECAL has a full time staff member dedicated to stakeholder engagement, and regular meetings are set for stakeholder groups such as the faith based community, for profit programs, small business owners, and philanthropic organizations. The collaborative partnership structures provide a forum for exchanging knowledge and collectively leveraging resources for specific goals.

Georgia has traditionally been strong in public-private partnerships. This is most evident in the structure of the state funded Pre-K program where a variety of settings, including private child care centers and local school systems, administer the program. It is also evident in a new alliance, Georgia Early Education Alliance for Ready Students (GEEARS), created from the business and philanthropic communities with the goal of ensuring that high quality early learning experiences are available to all children. Public-private partnerships are also evident in the vast number of early childhood programs and pilots created to increase the number of high quality environments accessible to low and middle income families.

Recently, Stephanie Blank from the Arthur M. Blank Family Foundation and the Chairperson for GEEARS has brought together 30 philanthropic leaders to work with the business community to support the incentives needed to ensure accessibility and sustainability for Georgia's Tiered Quality Rating and Improvement System. The partnership with the philanthropic community and the services provided by many partnering agencies represent intentional leveraging of resources for Georgia's children and families.

## VIII. BUDGET

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### AWARD INFORMATION

Budget Requirements: To support States in planning their budgets, the Departments have developed the following budget caps for each State. The Secretaries will not consider for funding an application from a State that proposes a budget that exceeds the applicable cap set for that State. The Departments developed the following categories by ranking every State according to its share of the national population of children ages birth through five years old from Low-Income families and identifying the natural breaks in the rank order. Then, based on population, budget caps were developed for each category<sup>24</sup>.

Category 1--Up to \$100 million--California, Florida, New York, Texas.

Category 2--Up to \$70 million--Arizona, Georgia, Illinois, Michigan, North Carolina, Ohio, Pennsylvania.

Category 3--Up to \$60 million--Alabama, Colorado, Indiana, Kentucky, Louisiana, Missouri, New Jersey, Oklahoma, Puerto Rico, South Carolina, Tennessee, Virginia, Washington, Wisconsin.

Category 4--Up to \$50 million--Alaska, Arkansas, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Montana, Nebraska, New Hampshire, New Mexico, Nevada, North Dakota, Oregon, Rhode Island, South Dakota, Utah, Vermont, West Virginia, Wyoming.

In addition to considering other relevant factors (see 34 CFR 75.217(d)(3)), the selection of grantees may consider the need to ensure that early learning and development systems are developed in States with large, high-poverty, rural communities (including States with high percentages of high-poverty populations in rural areas and States with high absolute numbers of high-poverty individuals in rural areas). Awards may be granted to high-quality applications out of rank order to meet this need.

Grant Period: The grant period for this award is December 31, 2011 through December 31, 2015.

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<sup>24</sup> Source: U.S. Department of Commerce, Census Bureau, 2009. American Community Survey (ACS) 1-year Public Use Microdata Sample (PUMS) data.

**BUDGET INSTRUCTIONS**  
(Evidence for selection criterion (A)(4)(b))

In the following budget section, the State is responding to selection criterion (A)(4)(b). The State should use its budgets and budget narratives to provide a detailed description of how it plans to use Federal RTT-ELC grant funds and funds from other sources (Federal, State, private, and local) to support projects under the State Plan. States' budget tables and narratives, when taken together, should also address the specific elements of selection criterion (A)(4)(b), including by describing how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan and do so in a manner that

- (1) Is adequate to support the activities described in the State Plan;
- (2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and
- (3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan

The budget narratives should be of sufficient scope and detail for the Departments to determine if the costs are necessary, reasonable, and allowable. For further guidance on Federal cost principles, an applicant may wish to consult OMB Circular A-87. (See [www.whitehouse.gov/omb/circulars](http://www.whitehouse.gov/omb/circulars)).

We expect the State to provide a detailed budget by category for each Participating State Agency that rolls up into the total statewide budget. We further expect that the budgets of each Participating State Agency reflect the work associated with fully implementing the High-Quality Plans described under the selection criteria and Competitive Preference Priority 2 and describe each Participating State Agency's budgetary role<sup>25</sup> in carrying out the State Plan.

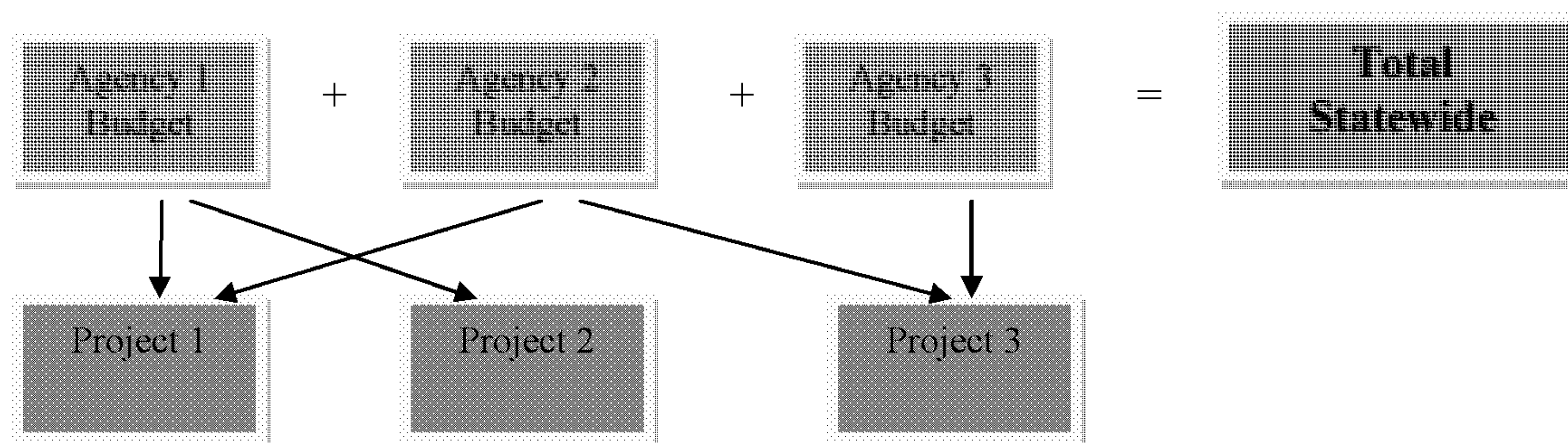
For purposes of the budget, we expect that the State will link its proposed High-Quality Plans to "projects" that the State believes are necessary in order to implement its plans. The State might choose to design some projects that address only one criterion's High-Quality Plan, while other projects might address several similarly-focused criteria as one group. For example, the State might choose to have one "management project" focused on criterion (A)(3), organizing and aligning the early learning and development system to achieve success. It might have another "workforce project" that addresses criteria (D)(1) and (D)(2) under the Great Early Childhood Education Workforce section.

Some projects may be done entirely by one Participating State Agency, while others may be done by multiple agencies in collaboration with one another. The State, together with its

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<sup>25</sup> Participating State Agency's budgetary roles should be consistent with the scope of work outlined in the Participating State Agency's MOU or other binding agreement.

Participating State Agencies, will define the projects required to implement the State Plan and will determine which Participating State Agencies will be involved in each project, as shown below.



To support the budgeting process, we strongly suggest that applicants use the RTT-ELC budget spreadsheets prepared by the Departments to build their budgets. These spreadsheets must be submitted together with, but in a file separate from, the application.<sup>26</sup> These spreadsheets have formulas built into them that are intended to help States produce the budget tables required within this section.

The following information must be included in the State's budget:

- I. **Budget Summaries**: In this section, the State provides overall budget summary information by budget category, Participating State Agency, and project.
  - a. **Budget Summary by Budget Category**. This is the cover sheet for the budget. (See Budget Table I-1.) States should complete this table as the final step in their budgeting process, and include this table as the first page of the State's budget. (Note: Each row in this table is calculated by adding together the corresponding rows in each of the Participating State Agency Budget by Category tables. If the State uses the budget spreadsheets provided, these "roll-up" calculations are done automatically.)
  - b. **Budget Summary by Participating State Agency**. This summary lists the total annual budget for each Participating State Agency. (See Budget Table I-2.) States should complete this table after completing Budget Table II-1 for each Participating State Agency (see Part II: Participating State Agency Budgets). If the State uses the budget spreadsheets provided, these "roll-up" calculations are done automatically for the State.
  - c. **Budget Summary by Project**. This summary lists the total annual budget for each of the projects. (See Budget Table I-3.) States should complete this table after completing Budget Table II-2 for each Participating State Agency (see Part II:

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<sup>26</sup> See Application Submission Procedures, section XV. Please note that the RTT-ELC budget spreadsheets will not be used by the reviewers to judge or score the State's application. However, these spreadsheets do produce tables that States may use in completing the budget tables that the State submits as part of its application. In addition, the budget spreadsheets will be used by the Departments for budget reviews.

Participating State Agency Budgets). If the State uses the budget spreadsheets provided, these “roll-up” calculations are done automatically for the State.

- d. Budget Summary Narrative. This budget narrative accompanies the three Budget Summary Tables and provides the rationale for the budget. The narrative should include, for example, an overview of each Participating State Agency’s budgetary responsibilities and descriptions of each project that the State has included in its budget.

II. Budgets for Each Participating State Agency. In this section, the State describes each Participating State Agency’s budgetary responsibilities.<sup>27</sup> The State should replicate this section for each Participating State Agency and for each Participating State Agency complete the following:

- a. Participating State Agency By Budget Category. This is the budget for each Participating State Agency by budget category for each year for which funding is requested. (See Budget Table II-1.)
- b. Participating State Agency By Project. This table lists the Participating State Agency’s proposed budget for each project in which it is involved. (See Budget Table II-2.)
- c. Participating State Agency Budget Narrative. This budget narrative describes the Participating State Agency’s budget category line items and addresses how the Participating State Agency’s budget will support the implementation of each project in which it is involved.

The State should replicate Budget Part II for each Participating State Agency as follows:

- For Participating State Agency 1: Budget by Category, Budget by Project, Narrative
- For Participating State Agency 2: Budget by Category, Budget by Project, Narrative

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<sup>27</sup> Participating State Agency’s budgetary roles should be consistent with the scope of work outlined in the Participating State Agency’s MOU or other binding agreement.

**BUDGET PART I: SUMMARY**

**BUDGET PART I-TABLES**

*Budget Table I-1: Budget Summary by Budget Category--The State must include the budget totals for each budget category for each year of the grant. These line items are derived by adding together the corresponding line items from each of the Participating State Agency Budget Tables.*

| <b>OVERALL STATEWIDE BUDGET</b>  |                         |                         |                         |                         |                   |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------|
| <b>Budget Table I-1: Budget Summary by Budget Category</b>   |                         |                         |                         |                         |                   |
| <b>(Evidence for selection criterion (A)(4)(b))</b>  |                         |                         |                         |                         |                   |
| <b>Budget Categories</b>   | <b>Grant Year 1 (a)</b> | <b>Grant Year 2 (b)</b> | <b>Grant Year 3 (c)</b> | <b>Grant Year 4 (d)</b> | <b>Total (e)</b>  |
| 1. Personnel   | 1,875,117               | 1,980,117               | 1,930,117               | 1,930,117               | <b>7,715,468</b>  |
| 2. Fringe Benefits   | 811,834                 | 856,054                 | 834,837                 | 834,837                 | <b>3,337,562</b>  |
| 3. Travel  | 236,660                 | 342,030                 | 348,720                 | 376,800                 | <b>1,304,210</b>  |
| 4. Equipment   | 117,804                 | 6,140                   | 6,140                   | 6,140                   | <b>136,224</b>    |
| 5. Supplies  | 23,209                  | 12,648                  | 13,448                  | 12,498                  | <b>61,803</b>     |
| 6. Contractual   | 6,580,944               | 6,707,708               | 4,425,859               | 4,551,392               | <b>22,265,903</b> |
| 7. Training Stipends   | 0                       | 0                       | 0                       | 0                       | <b>0</b>          |
| 8. Other   | 1,042,994               | 1,289,494               | 1,274,494               | 759,494                 | <b>4,366,476</b>  |
| 9. Total Direct Costs (add lines 1-8)  | <b>10,688,562</b>       | <b>11,194,191</b>       | <b>8,833,615</b>        | <b>8,471,278</b>        | <b>39,187,646</b> |
| 10. Indirect Costs*  | 157,012                 | 163,512                 | 158,512                 | 158,512                 | <b>637,548</b>    |
| 11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners | 7,666,003               | 13,060,458              | 5,632,239               | 3,399,800               | <b>29,758,500</b> |
| 12. Funds set aside for participation in grantee technical assistance  | 100,000                 | 100,000                 | 100,000                 | 100,000                 | 400,000           |
| <b>13. Total Grant Funds Requested (add lines 9-12)</b>  | <b>18,611,577</b>       | <b>24,518,161</b>       | <b>14,724,366</b>       | <b>12,129,590</b>       | <b>69,983,694</b> |



|  |                   |                   |                   |                   |                    |
|--|-------------------|-------------------|-------------------|-------------------|--------------------|
| 14. Funds from other sources used to support the State Plan  | 6,970,014         | 7,817,014         | 16,285,536        | 19,928,530        | <b>51,001,094</b>  |
| <b>15. Total Statewide Budget (add lines 13-14)</b>  | <b>25,581,591</b> | <b>32,335,175</b> | <b>31,009,902</b> | <b>32,058,120</b> | <b>120,984,788</b> |
| Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.  |                   |                   |                   |                   |                    |
| Column (e): Show the total amount requested for all grant years.   |                   |                   |                   |                   |                    |
| Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.   |                   |                   |                   |                   |                    |
| Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.   |                   |                   |                   |                   |                    |
| Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan. |                   |                   |                   |                   |                    |
| Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.   |                   |                   |                   |                   |                    |
| Line 13: This is the total funding requested under this grant.   |                   |                   |                   |                   |                    |

Budget Table I-2: Budget Summary by Participating State Agency--*The State must include the budget totals for each Participating State Agency for each year of the grant. These line items should be consistent with the totals of each of the Participating State Agency Budgets provided in Budget Tables II-1.*

| <b>OVERALL STATEWIDE BUDGET</b>                                       |                         |                         |                         |                         |                   |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------|
| <b>Budget Table I-2: Budget Summary by Participating State Agency</b> |                         |                         |                         |                         |                   |
| <b>(Evidence for selection criterion (A)(4)(b))</b>                   |                         |                         |                         |                         |                   |
| <b>Agency Name</b>  | <b>Grant Year 1 (a)</b> | <b>Grant Year 2 (b)</b> | <b>Grant Year 3 (c)</b> | <b>Grant Year 4 (d)</b> | <b>Total (e)</b>  |
| <b>Department of Early Care and Learning</b>                          | <b>20,893,941</b>       | <b>23,837,797</b>       | <b>19,940,329</b>       | <b>17,167,763</b>       | <b>81,839,830</b> |
| <b>Gov. Office of Student Achievement</b>                             | <b>59,850</b>           | <b>113,950</b>          | <b>113,950</b>          | <b>113,950</b>          | <b>401,700</b>    |
| <b>Dept. of Human Services</b>  | <b>2,747,623</b>        | <b>6,778,278</b>        | <b>9,412,877</b>        | <b>13,430,632</b>       | <b>32,369,410</b> |
| <b>GA Dept. of Education</b>  | <b>838,200</b>          | <b>733,880</b>          | <b>569,624</b>          | <b>663,181</b>          | <b>2,804,885</b>  |
| <b>Dept. of Public Health</b>   | <b>539,577</b>          | <b>599,297</b>          | <b>320,321</b>          | <b>393,121</b>          | <b>1,852,316</b>  |
| <b>GA Public Broadcasting</b>   | <b>369,333</b>          | <b>150,000</b>          | <b>285,828</b>          | <b>150,000</b>          | <b>955,161</b>    |
| <b>Professional Standards Commission</b>                              | <b>115,567</b>          | <b>111,973</b>          | <b>111,973</b>          | <b>111,973</b>          | <b>451,486</b>    |
| <b>Technical College Syst. Of GA</b>                                  | <b>17,500</b>           | <b>10,000</b>           | <b>5,000</b>            | <b>2,500</b>            | <b>35,000</b>     |
| <b>Dept. of Comm. Health</b>  | <b>0</b>                | <b>0</b>                | <b>250,000</b>          | <b>25,000</b>           | <b>275,000</b>    |
| <b>&lt;Agency 10&gt;</b>  | <b>0</b>                | <b>0</b>                | <b>0</b>                | <b>0</b>                | <b>0</b>          |

|                                       |                   |                   |                   |                   |                    |
|---------------------------------------|-------------------|-------------------|-------------------|-------------------|--------------------|
| <b>Total<br/>Statewide<br/>Budget</b> | <b>25,581,591</b> | <b>32,335,175</b> | <b>31,009,902</b> | <b>32,058,120</b> | <b>120,984,788</b> |
|---------------------------------------|-------------------|-------------------|-------------------|-------------------|--------------------|

Budget Table I-3: Budget Summary by Project--*The State must include the proposed budget totals for each project for each year of the grant. These line items are the totals, for each project, across all of the Participating State Agencies' project budgets, as provided in Budget Tables II-2.*

| <b>OVERALL STATEWIDE BUDGET</b>                     |                         |                         |                         |                         |                  |
|---|-------------------------|-------------------------|-------------------------|-------------------------|------------------|
| <b>Budget Table I-3: Budget Summary by Project</b>  |                         |                         |                         |                         |                  |
| <b>(Evidence for selection criterion (A)(4)(b))</b> |                         |                         |                         |                         |                  |
| <b>Project</b>                                      | <b>Grant Year 1 (a)</b> | <b>Grant Year 2 (b)</b> | <b>Grant Year 3 (c)</b> | <b>Grant Year 4 (d)</b> | <b>Total (e)</b> |
| <b>P1-Governance</b>                                | 554,369                 | 544,368                 | 544,368                 | 544,367                 | 2,187,472        |
| <b>P2-SRIs</b>                                      | 278,671                 | 201,202                 | 0                       | 0                       | 479,873          |
| <b>P3-Evaluation</b>                                | 140,983                 | 192,583                 | 192,583                 | 1,042,583               | 1,568,732        |
| <b>P4-TQRIS</b>                                     | 13,731,020              | 18,705,820              | 20,718,668              | 22,857,093              | 76,012,601       |
| <b>P5-GELDS</b>                                     | 1,826,129               | 1,345,764               | 283,545                 | 119,694                 | 3,575,132        |
| <b>P6-Assess.Health</b>                             | 1,227,306               | 1,598,458               | 1,420,705               | 1,064,188               | 5,310,657        |
| <b>P7-Family</b>                                    | 271,000                 | 297,000                 | 283,000                 | 309,000                 | 1,160,000        |
| <b>P8-WF Knowledge</b>                              | 5,542,474               | 6,838,330               | 5,470,130               | 4,104,430               | 21,955,364       |
| <b>P9-Lean.Comm.</b>                                | 207,324                 | 594,824                 | 134,824                 | 104,824                 | 1,041,796        |
| <b>P10-K. Entry Asses.</b>                          | 320,200                 | 327,660                 | 286,380                 | 379,937                 | 1,314,177        |
| <b>P11-Data</b>                                     | 1,482,115               | 1,689,166               | 1,675,699               | 1,532,004               | 6,378,984        |
| <b>0</b>  | <b>0</b>                | <b>0</b>                | <b>0</b>                | <b>0</b>                | <b>0</b>         |
| <b>0</b>  | <b>0</b>                | <b>0</b>                | <b>0</b>                | <b>0</b>                | <b>0</b>         |
| <b>0</b>  | <b>0</b>                | <b>0</b>                | <b>0</b>                | <b>0</b>                | <b>0</b>         |
| <b>0</b>  | <b>0</b>                | <b>0</b>                | <b>0</b>                | <b>0</b>                | <b>0</b>         |

|                                       |                   |                   |                   |                   |                    |
|---------------------------------------|-------------------|-------------------|-------------------|-------------------|--------------------|
| <b>Total<br/>Statewide<br/>Budget</b> | <b>25,581,591</b> | <b>32,335,175</b> | <b>31,009,902</b> | <b>32,058,120</b> | <b>120,984,788</b> |
|---------------------------------------|-------------------|-------------------|-------------------|-------------------|--------------------|

## BUDGET PART 1-NARRATIVE

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*Describe, in the text box below, the overall structure of the State's budget for implementing the State Plan, including*

- *A list of each Participating State Agency, together with a description of its budgetary and project responsibilities;*
- *A list of projects and a description of how these projects taken together will result in full implementation of the State Plan;*
- *For each project:*
  - *The designation of the selection criterion or competitive preference priority the project addresses;*
  - *An explanation of how the project will be organized and managed in order to ensure the implementation of the High-Quality Plans described in the selection criteria or competitive preference priorities; and*
- *Any information pertinent to understanding the proposed budget for each project.*

### **Introduction**

Georgia has assembled a list of projects that collectively impact school readiness needs for the state's Children with High Needs. These projects address school readiness from a multi-faceted approach- targeting improvement for the state's vast network of Early Learning Development environments (including child care centers, family and group day care homes, Georgia's Pre-K, Head Start, Special Education Preschool), implementing projects that address what children are being taught in Early Learning and Development (ELD) classrooms and how they are being taught, ensuring that families are included, and focusing on the specific high-needs population crucial to impacting school readiness for the state. Some projects are focused at the state level; however, many target local programs in communities across the state. It is important that the work of these RTT-ELC projects transcends state and local boundaries and directly impact Georgia's children, families, and workforce.

These projects all build upon Georgia's *good* ELD components and translate into a *great* system by the end of the RTT-ELC period. Each project has been carefully designed to align, coordinate, and expand work that is currently being implemented across the state. Furthermore, each project contains sustainability components that will continue to impact Georgia's children with high needs long after the grant ends.

As will be shown in the upcoming narratives, Georgia's ELD system has a long history of reflective practice, effectively using research and data to make statewide decisions and impact

classroom environments and instruction. The RTT-ELC will continue that tradition. Data, research, and evaluation are woven into each project and will inform the state in measuring the overall impact of RTT-ELC.

Georgia's ELD leaders are excited at the opportunity to implement the following projects. In these economic times, it is crucial that the quality early learning and development programs be available to all children in the state, especially those children with high needs. The implementation of these projects will promote school readiness for Georgia children, including Children with High Needs.

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**LIST OF EACH PARTICIPATING STATE AGENCY TOGETHER WITH A DESCRIPTION OF ITS BUDGETARY AND PROJECT RESPONSIBILITIES**

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Each Participating State Agency has prepared and signed a Memorandum of Understanding (MOU) with an attached Scope of Work. The Lead Agency and Participating State Agencies agree to adhere to RTT-ELC requirements and the Model Participating State Agency MOU in the RTT-ELC grant application. In addition to the MOU, each Participating State Agency has signed a Data Sharing Agreement, as appropriate. A high-level summary of each Participating State Agency's budgetary and project responsibilities follows.

- **Georgia Department of Early Care and Learning (DECAL)** is the Lead Agency for the RTT-ELC grant. DECAL is responsible for project coordination and oversight, budget administration, and federal reporting. DECAL will work collaboratively with and support the Participating State Agencies and other partners in carrying out work related to the RTT-ELC grant. Designated funds for Participating State Agencies will be distributed timely over the project period in accordance with the agencies' scope of work. DECAL will participate in the technical RTT-ELC assistance and provide funding for representatives from Participating State Agencies to attend. For details on the DECAL Budget, see Budget Part II- Narrative.
- **Governor's Office of Student Achievement (GOSA)** is a Participating State Agency. GOSA will use \$401,700 in RTT-ELC funds over the four-year grant period to conduct a comprehensive, independent evaluation of the RTT-ELC project and activities to determine the impact of the RTT-ELC on school readiness (Project 3).

- **Georgia Department of Human Services (DHS)** is Participating State Agency. DHS currently operates the subsidized child care program using the federal Child Care and Development Funds and state funds. Over the first three years of the grant, \$10 million is requested to issue tiered reimbursement to child care programs in the TQRIS that serve Children with High Needs in the subsidized child care program (Project 4). Beginning in the third year, or earlier if the \$10 million is used, state funds and federal CCDF will be used to “ramp up” tiered reimbursement payments so that they are sustainable after the grant funding ends. An estimated \$13-\$16 million will be allocated annually to sustain tiered reimbursement.

Tiered reimbursement is scheduled to begin July 1, 2012. On the same date, DHS is scheduled to transfer responsibility for the subsidized child care program to DECAL. Therefore, the \$10 million in RTT-ELC funds allocated to provide tiered reimbursement to child care programs participating in the TQRIS who care for Children with High Needs who are subsidized will also transfer to DECAL and reimbursements will be issued by DECAL. For the purposes of this grant, the funds are shown in the DHS budget. Prior to the transfer, DHS is responsible for enhancing the provider payment system, managed by their current technology vendor, to prepare for issuing tiered reimbursement. DHS staff associated with the subsidized child care program, as well as the contract for the provider management and payment system, will be transferred to DECAL so that Children with High Needs and their families continue to receive seamless services.

The amount requested for Project 11 is \$227,372; this will allow DHS to work with their current information technology vendors to provide child participation data for the Cross Agency Child Data System from services received in the following programs: subsidized child care, Temporary Assistance for Needy Families, foster care, and child protective services. This will ensure that these Children with High Needs are included in the P-20 State Longitudinal Data System.

- **Georgia Department of Education (GaDOE)** is a Participating State Agency. GaDOE will use a total of \$2,804,855 in RTT-ELC funds for three of the projects. The amount requested for Project 6 is \$1,054,500; this will expand the use of the Work Sampling Online System as the formative assessment for Preschool Special Needs. The amount requested for Project 10 is \$1,210,177; this will retool GKIDS in order to provide for a



statewide, formal Kindergarten Entry Assessment. The amount requested for Project 11 is \$540,208; this will allow GaDOE to build out the screens necessary to display data from the Cross Agency Child Data System in the K-12 Longitudinal Data System. The funds will also cover the additional costs necessary to assist with the Georgia Testing Identification (GTID) assignments and the work for GaDOE to prepare files for Preschool Special Education to be included in the Cross Agency Child Data System.

In addition, GaDOE will support Projects 5 and 7 with existing staff and resources without additional grant funds. Project 5 is the roll out of the Georgia Early Learning and Development Standards (GELDS). GaDOE will provide training on the GELDS as part of the Kindergarten assessment training. GaDOE will support Project 7, the family engagement project, by working with DECAL to use grant funds to provide a birth to five professional development track as part of the existing regional trainings and biannual conference. In addition, GaDOE will continue to provide the 360 Degrees of Parent Engagement training using existing resources and funds.

- **Georgia Department of Public Health (DPH)** is a Participating State Agency. DPH will use a total of \$1,852,316 in RTT-ELC funds. For Project 6, \$1,691,708 is requested to increase the efficiency and timeliness of screening in order to ensure that children receive needed services promptly. Specifically, the funds will be used to enhance DPH's Children 1<sup>st</sup> existing system creating an online referral system allowing parents, physicians, early intervention staff, and child care providers to refer children for screening. The amount requested for Project 11 is \$160,608 this will allow DPH to work with their current information technology vendors to provide child participation data on immunization, Women, Infant and Child (WIC), and Part C participation for the Cross Agency Child Data System. This will ensure that Children with High Needs are included in the P-20 State Longitudinal Data System.

In addition, DPH will use \$442,996 in existing funding from the Maternal and Child Health Branch, to provide the salary and benefits for a pediatric nurse practitioner to be housed at DECAL for the four-year grant period and after the grant ends. The pediatric nurse practitioner will work closely with DPH's medical director to help early learning and development (ELD) programs make the appropriate referrals based on screening results; provide support to families in ELD programs around chronic health

conditions such as diabetes; and develop resources on communicable diseases and other issues.

- **Georgia Public Broadcasting (GPB)** is a Participating State Agency. GPB will use a total of \$955,161 in RTT-ELC funds for three of the projects. The amount requested for Project 5 is \$219,333 in year one of the grant. Project 5 will complete the revision of the Georgia Early Learning and Development Standards and implement a roll-out plan including professional development, curricular alignment, marketing and resource development. Specifically, GPB will produce a series of live-streaming professional development sessions that cover the GELDS. The GELDS streaming videos will ensure accessibility to early education professionals across the, including those in rural areas, to access the training in real time. The videos will be archived for ongoing use. In addition, the training will also be available on CDs and DVDs to reach early education professionals who do not have online access. A train-the-trainer module will be created and used by Technical College System of Georgia instructors across the state to offer regional continuing education courses in the GELDS.

The amount requested for Project 6 is \$135,828 in year three of the grant. Project 6 will provide professional development on comprehensive assessment to a wide array of professionals and use assessments to guide the expansion of projects focusing on Children with High Needs. GPB will produce a series of live-streaming professional development sessions on assessment. These sessions will address the purpose, selection, and use of assessments and will be archived for on-going use. Live-streaming sessions in both English and Spanish were selected because the format will allow access to a wide range of early learning and development professionals.

The amount requested for Project 7 is \$600,000 over the four-year grant period. Project 7 will expand family engagement support and activities by expanding the current statewide initiatives with an emphasis on supporting families served by home visitation programs and children served in family, friend and neighbor care. Specifically, GPB will provide informational messaging statewide in English, Spanish and Mandarin for families on television, on the radio, and online. The informational messaging will provide keys to selecting quality child care and information about the TQRIS; direct families and caregivers to online activities to develop school readiness and learn more about early

learning and development standards; direct families and caregivers to Children 1<sup>st</sup> for referrals and screening for children with suspected disabilities,; and include fun, educational tools for children and families (e.g. GPB Kids website, Reading Readers resources, Georgia Read More program).

- **Professional Standards Commission (PSC)** is a Participating State Agency. PSC will use \$451,486 in RTT-ELC funds over the four-year grant period for Project 8. Project 8 is to review, revise, and align Georgia’s workforce competency frameworks (for teachers, administrators, trainers, and technical assistance consultants) to the Georgia Early Learning and Development Standards. PSC will employ two additional staff to continue to verify the credentials of the early childhood educators and others in the workforce and assign a career level. With the realignment of the workforce competency framework, the work load will increase for the staff as they re-evaluate the career levels for those already in the system while also enrolling new educators in the system.
- **Technical College System of Georgia (TCSG)** is a Participating State Agency. TCSG will use \$35,000 over the four-year grant period for Project 8, review, revise, and align Georgia’s workforce competency frameworks (for teachers, administrators, trainers, and technical assistance consultants) to the Georgia Early Learning and Development Standards. TCSG will deliver the training on the Georgia Early Learning and Development Standards to the early childhood education faculty in Georgia’s technical college system so that the standards can be embedded in the coursework. The intent is for the training, developed by state universities and Georgia Public Broadcasting, to be shared with faculty; in turn, the faculty members will revise existing credit-bearing and continuing education courses to incorporate the new standards. Most of the funding will be used in years one and two of the project to ensure existing faculty are trained; smaller amounts are requested in years three and four to ensure new faculty receive the training.
- **Department of Community Health (DCH)** is a Participating State Agency. DCH will use \$275,000 over the four-year grant period in Project 11 to work with the DCH vendor who maintains data on Medicaid and PeachCare for Kids (S-CHIP) to provide child participation data to the Cross Agency Child Data System.
- **Governor’s Office of Children and Families (GOCF)** is a Participating State Agency. Though not receiving RTT-ELC grant funds, GOCF is allocating \$100,000 from

Community-Based Child Abuse Prevention Grant-Title II of CAPTA funds for each year of the grant and after the grant ends to support Project 7. These funds will pay salary and benefits for a Parent and Family Education Coordinator at DECAL. This position will ensure that parent and family education and engagement principles are incorporated in all systems-level activities, promote the Early Childhood Systems of Care framework, and coordinate services for Children with High Needs across a range of programs.

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LIST OF PROJECTS AND A DESCRIPTION OF HOW THESE PROJECTS TAKEN TOGETHER WILL RESULT IN FULL IMPLEMENTATION OF THE STATE PLAN

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- **Project 1:** (Selection Criterion (A)(3)) Develop a governance model including leadership roles, communication plans, and representation.
- **Project 2:** (Selection Criterion (A)(3)) Consolidate Georgia’s Child Care and Development Fund programs.
- **Project 3:** (Selection Criterion (A)(3)) Conduct an overall evaluation to determine RTT-ELC impact on school readiness.
- **Project 4:** (Selection Criteria (B)(1) & (2) & (3)) Fully implement a TQRIS with activities specifically designed to increase program quality, child outcomes, and access for Children with High Needs.
- **Project 5:** (Selection Criterion (C)(1)) Complete the revision of the Georgia Early Learning and Development Standards and implement a roll-out plan including professional development, curricular alignment, marketing, and resource development.
- **Project 6:** (Selection Criteria (C)(2) & (3)) Provide professional development on comprehensive assessment to a wide array of professionals and use assessment to guide expansion of projects focusing on Children with High Needs.
- **Project 7:** (Selection Criterion (C)(4)) Expand family engagement support and activities by expanding current statewide initiatives with an emphasis on supporting families served by home visitation programs and children served in family, friend and neighbor care.
- **Project 8:** (Selection Criterion (D)(1)) Review, revise, and align Georgia’s workforce knowledge and competency frameworks (teacher, administrator, trainer, technical assistant consultant) to the Georgia Early Learning and Development Standards.

- **Project 9:** (Selection Criterion (D)(2)) Building upon the current inclusion model, create and implement an Early Learning and Development Community of Practice Project.
- **Project 10:** (Selection Criterion (E)(1)) Retool GKIDS in order to provide for a statewide, formal kindergarten entry assessment.
- **Project 11:** (Selection Criterion (E)(2)) Create a cross-agency data system that measures program participation across agencies for children and families and increases collection of Essential Data Elements.

Taken together, these 11 projects will reform Georgia’s Early Learning and Development System from *good* to *great*. The *great* system will be intricately woven and coordinated to ensure that the state’s Children with High Needs enter kindergarten sufficiently prepared and ready to excel. The two ambitious goals will be met: 1) substantially increase the number of Children with High Needs enrolled in high quality Early Learning and Development programs; and 2) effectively transform Georgia’s *good* early learning and development components into a *great* statewide system that supports increased access to high quality programs and services for Children with High Needs.

- An effective, efficient, inclusive and representative interagency governance structure will be operational and sustainable. Private sector support will be evident.
- High quality child care programs will be available and accessible statewide.
- Child and family outcomes will be improved.
- The quality of the Georgia’s early learning workforce will be improved.
- A Kindergarten Entry Assessment will be implemented.
- Data systems will be linked across agencies so that decisions can be made to improve school readiness and reduce the achievement gap.

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**DESIGNATION OF THE SELECTION CRITERION OR COMPETITIVE PREFERENCE  
PRIORITY THE PROJECT ADDRESSES**

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Georgia is committed to moving the state’s *good* components of its Early Learning and Development System into an aligned, coordinated, *great* Early Learning and Development System that will substantially increase the number of Children with High Needs receiving high quality services enrolled in high quality Early Learning and Development to promote school

readiness. **Together the 11 projects proposed in Georgia’s RTT-ELC application address Absolute Priority 1, Promoting School Readiness for Children with High Needs.**

**Project 1**, develop governance model including leadership roles, communication plans, and representation, addresses selection criterion **(A)(3), Successful State Systems, and Invitational Priority 5, Encouraging Private Sector Support.**

**Project 2**, consolidate Georgia’s Child Care and Development Fund programs, addresses selection criterion **(A3), Successful State Systems.**

**Project 3**, conduct an overall evaluation to determine RTT-ELC impact on school readiness, addresses selection criteria **(A)(3), Successful State Systems, (B)(5) High Quality Accountable Programs** and **Competitive Priority 2, Understanding the Status of Children’s Learning and Development at Kindergarten Entry.**

**Project 4**, fully implement a TQRIS with Activities specifically designed to increase program quality, child outcomes, and access for Children with High Needs addresses selection criteria **(B)(1) (2) & (3), High Quality Accountable Programs and Competitive Priority 2, Including All Early Learning and Development Programs in the Tiered Quality Rating and Improvement System.**

**Project 5**, complete the revision of the Georgia Early Learning and Development Standards and implement a roll-out plan including professional development, curricular alignment, marketing, and resource development, addresses selection criterion **C, Promoting Early Learning and Development Outcomes for Children.**

**Project 6**, provide professional development on comprehensive assessment to a wide array of professionals and use assessment to guide expansion of projects focusing on Children with High Needs. addresses selection criterion **C, Promoting Early Learning and Development Outcomes for Children.**

**Project 7**.expand family engagement support and activities by expanding current statewide initiatives with an emphasis on support families served by home visitation programs and children served in family, friend and neighbor care, addresses selection criterion **C, Promoting Early Learning and Development Outcomes for Children.**

**Project 8**, review, revise, and align Georgia’s workforce knowledge and competency frameworks (teacher, administrator, trainer, technical assistant consultant) to the Georgia Early

Learning and Development Standards, addresses selection criterion **D, A Great Early Childhood Education Workforce.**

**Project 9**, building upon the current inclusion model, create and implement an Early Learning and Development Community of Practice Project, addresses selection criterion **D, A Great Early Childhood Education Workforce.**

**Project 10**, retool GKIDS in order to provide for a statewide, formal kindergarten readiness indicator, addresses selection criterion **E, Measuring Outcomes and Progress and Competitive Priority 3, Understanding the Status of Children’s Learning and Development at Kindergarten Entry.**

**Project 11:** Create a cross-agency data system that measures program participation across agencies for child and families and increases collection of Essential Data Elements addresses selection criterion **E, Measuring Outcomes and Progress and Competitive Priority 3, Understanding the Status of Children’s Learning and Development at Kindergarten Entry.**

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EXPLANATION OF HOW THE PROJECT WILL BE ORGANIZED IN ORDER TO ENSURE THE IMPLEMENTATION OF THE HIGH QUALITY PLAN

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Georgia proposes a governance structure that builds upon the strengths of the state’s early learning and development system while forging new alignments and ensuring inclusion of all agencies providing services to young Children with High Needs. By building a governance structure that incorporates stakeholder participation and processes to facilitate interagency coordination and resource allocation, Georgia’s Children with High Needs will receive services that promote school readiness. A summary of Georgia’s High Quality Plans can be found in grant section (A)(2)(b). Specifically, the governance structure includes the following:

- 6. Lead Agency:** The state education department solely and uniquely devoted to early education, Georgia Department of Early Care and Learning (DECAL), will serve as the lead fiscal and programmatic agent for the grant. DECAL staff will assume responsibilities for the day-to-day operations of the grant and will continue to provide staff support for the State Advisory Council.
- 7. State Advisory Council:** This group will serve as the interagency coordinating body and will ensure participation from all applicable state agencies. Georgia’s State

Advisory Council has been in operation since 2010 and will be expanded to include leadership from all **participating state agencies**<sup>28</sup> serving children birth to five. The Governor and a member of the private business sector will co-chair the Council. The Council will meet quarterly (bi-monthly in year one of the grant). During the first year of the grant, the Council will be charged with creating a policy oversight structure and communication plan. The policy oversight structure will detail decision making processes and specific agency duties outlined in the state's MOUs. The communication plan will facilitate a Georgia RTT-ELC website, lecture series, and community-based mechanisms to best communicate with local early learning development programs and parents.

**8. State Advisory Council Subcommittees:** Five subcommittees will be formed to align with the outcomes delineated through the RTT-ELC Grant and will report to the State Advisory Council.:

**f. System Level Outcomes:** This subcommittee aligns with Section A of the RTT-ELC grant proposal and will focus on improving system level coordination, alignment and reduce duplication of services. This subcommittee will oversee the projects under Section A and facilitate any data sharing needs and handle issues that may arise between state agencies. A high-level staff person from the Governor's office will chair this committee. Section (A)(2)(b) provides a summary of Georgia's High Quality Plan (Projects 1, 2, and 3).

**g. Program Level Outcomes:** This subcommittee aligns with Section B of the RTT-ELC grant proposal and will serve as an advisory committee to the TQRIS implementation. Initially, this advisory committee will focus on TQRIS recruitment and communication about the importance of quality. In subsequent years, the subcommittee will oversee TQRIS changes and may be charged with handling grievances related to TQRIS levels. A non-state employee will chair this

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<sup>28</sup> Participating state agencies, detailed in Table (A)(3)-1, include: Department of Early Care and Learning (DECAL), Department of Education (GaDOE), Department of Human Services (DHS), Governor's Office of Children and Families (GOCF), Governor's Office of Student Achievement (GOSA), Board of Regents of the University System of Georgia (USG), Georgia Public Broadcasting (GPB), Professional Standards Commission (PSC), and the Technical College System of Georgia (TCSG).



committee. Details of Georgia's high-quality plan related to High-Quality Accountable Program are found in grant section (B)(1) High-Quality Plan to deliver and sustain TQRIS (Project 4).

- h. Children and Family Outcomes:** This subcommittee aligns with Section C of the RTT-ELC grant proposal and will serve as an advisory committee to the projects under the Child and Family Outcomes section. This subcommittee will be specifically charged with ensuring that all groups of children with high needs are represented in RTT-ELC projects. Furthermore, this group will serve as a liaison to parent groups, county level collaboratives, and other key family engagement initiatives occurring throughout the state. The Director of Georgia's Family Connections Partnership will chair this committee. Details of Georgia's high-quality plans related to Child and Family Outcomes are found in the following grant sections:
- grant section (C)(1)(d) – GELDS Roll-out Process (Project 5)
  - grant section (C)(2)(c)&(d) – Comprehensive Assessment (Project 6)
  - grant section (C)(4)(c) – Increase Family Engagement (Project 7)
- i. Workforce Outcomes:** This subcommittee aligns with Section D of the RTT-ELC grant proposal and will serve as an advisory committee to the implementation of the state's Professional Development Registry and GA TRAINS system. This subcommittee will be charged with monitoring the professionalization of Georgia's workforce and serving as a liaison between the state and Georgia's early learning and development workforce. A representative from Georgia's Technical College and/or University system will chair this committee. Details of the high-quality plan to increase the quality of Georgia's early learning and development workforce in order to improve school readiness for high needs children (Project 8 and 9) are found in section (D)(1)(c)
- j. Research/Measurement:** This subcommittee will serve as an advisory committee to the overall evaluation conducted by the Governor's Office of Student Achievement and the implementation of the Kindergarten Entry Assessment. This committee will be chaired by a key researcher not affiliated with any state agency.

Each of the subcommittees is designed to continue past the period of the grant. Details of the high-quality plan for Kindergarten Readiness Assessment (Project 10) are found in section (E)(1)(a); and the high-quality plan to leverage existing data systems to enhance the state longitudinal data system (Project 11) is referenced in section (E)(2)(e).

- 9. Action Teams:** An action team will be created to oversee each project in the grant. Action teams will be composed of representatives from each **participating state agency** and representatives from **key stakeholder groups and partners.**<sup>29</sup> Approximately 10% of the action teams will be composed of parent representatives. New members of Action Teams will be recruited to represent our overt attention to families, teachers, cultural groups, English language learners, high-needs populations, foster families and rural community engagement. The action teams will report to the appropriate subcommittees.
- 10. Data Governance Council:** This group, composed of representatives from each **participating state agency**, will oversee data collected through the RTT-ELC. This group is responsible for aligning data initiatives across action teams and ensuring compliance with the Health Insurance Portability and Accountability Act (HIPAA) of 1996 (P.L.104- 191), Family Educational Rights and Privacy Act (FERPA) and other applicable laws. The Data Governance Council structure is described in detail in section E[2] of this grant application. During the first year, the council will be charged with creating a data plan. The data use plan will detail how data collected through the grant and expanded data capacity will be analyzed, disseminated and protected. This work will build upon the current work of the State Advisory Council, which has commissioned four needs assessment surveys (Providers, Teachers, Parents, College/Universities) and is developing a data blueprint that underscores Georgia's data strengths and weaknesses.

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<sup>29</sup> Other stakeholder groups include, but are not limited to, the following: Georgia Early Education Alliance for Ready Students (GEEARS), Voices for Georgia's Children, Georgia Child Care Association (GCCA), Minority Alliance for Child Care Development Advocates (MACCDA), Georgia Family Connection Partnership, and the Georgia Latin American Association.

The proposed governance structure builds upon the *good* components of Georgia’s early learning and development system. Placing the work of the grant under DECAL aligns perfectly with the legislatively mandated work the agency is already overseeing. Georgia’s State Advisory Council has been in place since 2010 and has already commissioned several aforementioned projects that benefit the grant.

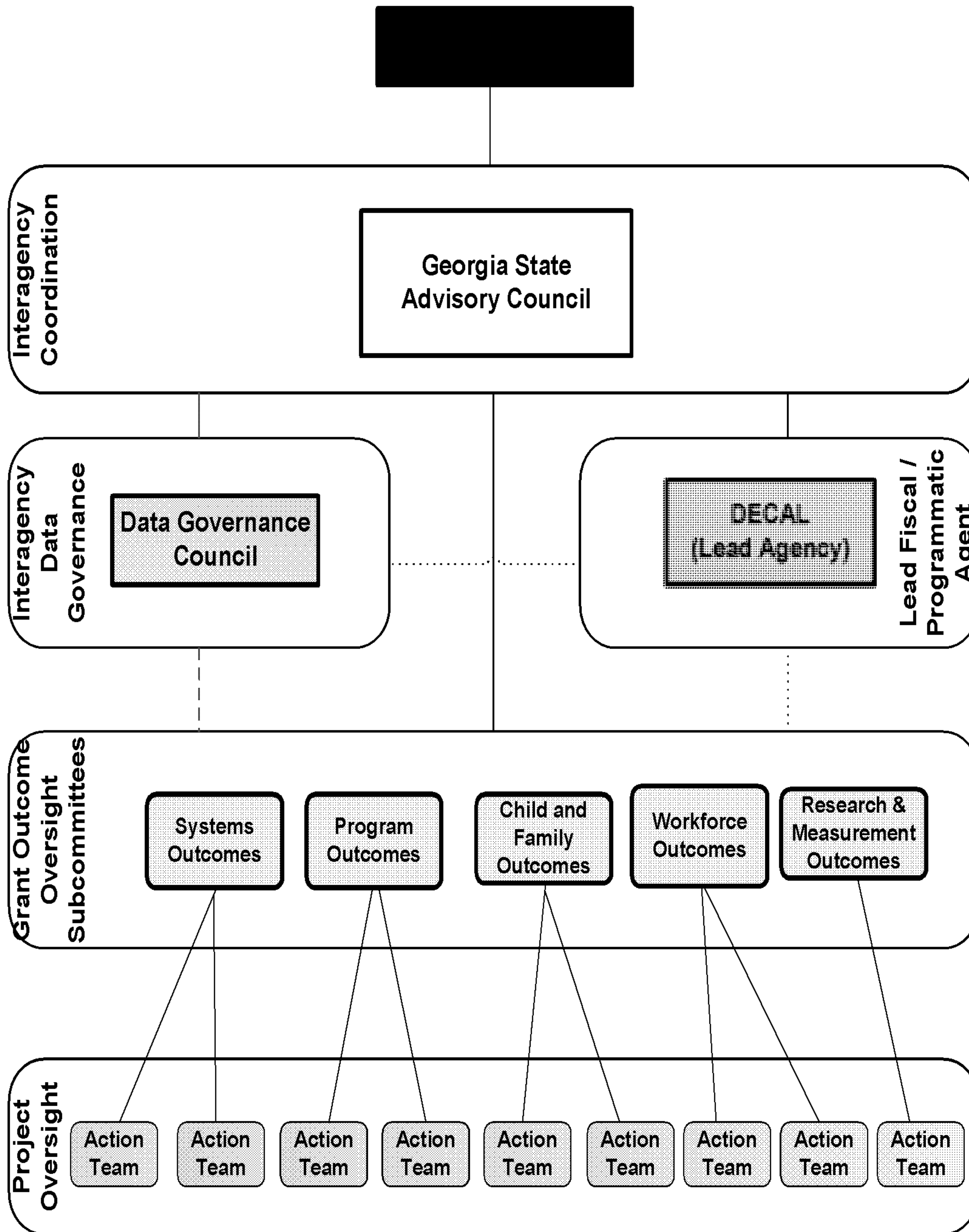
Furthermore, the creation of State Advisory Subcommittees and Action Teams builds on the tremendous stakeholder support currently active in Georgia’s early learning and development system. State Advisory Subcommittees will be formed from individuals currently involved in the work. For example, Project 10 is focused on retooling the current Kindergarten assessment, GKIDS, to create Kindergarten readiness measures. The Action Team developed to oversee this project will include assessment experts from the Georgia Department of Education, the Georgia Department of Early Care and Learning, and the Georgia Department of Public Health, as well as local school systems, Pre-K and Kindergarten teachers, and parents. The broad action team will guarantee that school readiness measures developed are developmentally and culturally appropriate, focused on all domains of learning and development, and incorporate existing training currently used by kindergarten teachers. This will ensure the project builds upon the substantial work currently in place as well as include statewide and programmatic representatives.

Georgia has received broad-based stakeholder support and feedback during the application and grant-writing process through several stakeholder engagement meetings that included representatives from more than 60 organizations focused on some aspect of early care and education. The governance structure being proposed solidifies this support and with the action teams especially will ensure that the support is sustainable.

The following graphic details the governance structure that will be used to implement Georgia’s RTT-ELC grant and oversee the state’s early learning and development system. As the graphic indicates, DECAL will serve as the lead agency responsible for the day-to-day administration of RTT-ELC and the State Advisory Council. The State Advisory Council does not report to DECAL; rather DECAL is responsible only for administrative oversight. Having the advisory council led by the Governor and co-chaired by a private business leader, ensures regular attendance and participation of the leadership from each participating agency. This ensures that the Council remains active but also guarantees that DECAL is one voice on the council, not the

guiding voice. The subcommittees, data governance council, and action teams also report to the State Advisory Council. This guarantees that the State Advisory Council, which includes leaders from all participating state agencies, remains the guiding force for Georgia's early learning and development system. Additionally, the creation of the State Advisory Council subcommittees will help facilitate interagency coordination as each is only focused on one outcome level of the system. Therefore, each subcommittee can highlight areas that may be hindering the biggest impact. It is important to note that this governance structure, with the exclusion of the action teams, will be implemented regardless of whether Georgia receives the grant and will continue to function after the grant expires.

# *Georgia's Early Learning and Development Governance Structure*



This grant proposal and finalized scope of work will serve as a blueprint for Georgia's early learning and development system for the four years of the grant and beyond. Based upon that blueprint, corresponding MOUs and agency scope of works will be revised as needed. A RTT-ELC timeline will also be revised.

The State Advisory Council will meet each quarter (bi-monthly the first year). This body will be responsible for developing a communication plan and inter-agency Early Learning and Development Policy Manual. This manual will detail the structure of the State Advisory Council, State Advisory Council Subcommittees, and Action Teams as well as a dispute resolution process.

Each of the 11 projects proposed will be assigned to a lead agency for day-to-day operations. The particular lead agency will be responsible for convening the action teams and ensuring that all participating state agencies are represented.

All statewide early learning and development policy decisions are made at the State Advisory Council level. Each action team will submit monthly reports to the appropriate subcommittee. The subcommittee will report for each action team at the State Advisory Council meetings. Disputes will be resolved at the State Advisory Council level.

## BUDGET PART 2-NARRATIVE

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*Describe, in the text box below, Participating State Agency's budget, including*

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work:*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
  - *An explanation of the Participating State Agency's roles and responsibilities*
  - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item, including the information below.*

The project funds described within each participating state agency are also referenced within each of the following high-quality plans, which provide a clear link to how Georgia will move the state's early learning and development system from *good* to *great*.

- Section (A)(2)(b) – High-Quality Plan Summaries for a Governance Model (Project 1), Child Care and Development Fund Consolidation (Project 2), and RTT-ELC Evaluation (Project 3)
- Section (B)(1) – High-Quality for TQRIS (Project 4).
- Section (C)(1)(d) – GELDS Roll-out Process (Project 5)
- Section (C)(2)(c)&(d) – Comprehensive Assessment (Project 6)
- Section (C)(4)(c) – Increase Family Engagement (Project 7)
- Section (D)(1)(c) – Increase Quality of Early Learning and Development Workforce(Projects 8 and 9)
- Section (E)(1)(a) – Kindergarten Readiness Assessment (Project 10)
- Section (E)(2)(e) – Leverage Existing Data Systems to Enhance the State Longitudinal Data System (Project 11)

## **BUDGET PART II: PARTICIPATING STATE AGENCY**

*The State must complete Budget Table II-1, Budget Table II-2, and a narrative for each Participating State Agency with budgetary responsibilities. Therefore, the State should replicate the Budget Part II tables and narrative for each Participating State Agency, and include them in this section as follows:*

- *Participating State Agency 1: Budget Table II-1, Budget Table II-2, narrative.*
- *Participating State Agency 2: Budget Table II-1, Budget Table II-2, narrative.*



| <i>Department of Early Care and Learning</i>  |                         |                         |                         |                         |                   |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------|
| <i>Participating State Agency-Level Budget Table II-1</i>   |                         |                         |                         |                         |                   |
| <i>(Evidence for selection criterion (A)(4)(b))</i>   |                         |                         |                         |                         |                   |
| <i>Budget Category</i>  | <i>Grant Year 1 (a)</i> | <i>Grant Year 2 (b)</i> | <i>Grant Year 3 (c)</i> | <i>Grant Year 4 (d)</i> | <i>Total (e)</i>  |
| <i>1. Personnel</i>   | <i>1,630,117</i>        | <i>1,695,117</i>        | <i>1,645,117</i>        | <i>1,645,117</i>        | <i>6,615,468</i>  |
| <i>2. Fringe Benefits</i>   | <i>708,583</i>          | <i>737,203</i>          | <i>715,986</i>          | <i>715,986</i>          | <i>2,877,758</i>  |
| <i>3. Travel</i>  | <i>217,170</i>          | <i>328,530</i>          | <i>328,230</i>          | <i>363,300</i>          | <i>1,237,230</i>  |
| <i>4. Equipment</i>   | <i>102,716</i>          | <i>6,140</i>            | <i>6,140</i>            | <i>6,140</i>            | <i>121,136</i>    |
| <i>5. Supplies</i>  | <i>10,175</i>           | <i>4,050</i>            | <i>3,900</i>            | <i>3,900</i>            | <i>22,025</i>     |
| <i>6. Contractual</i>   | <i>5,297,903</i>        | <i>5,615,780</i>        | <i>3,448,179</i>        | <i>3,762,743</i>        | <i>18,124,605</i> |
| <i>7. Training Stipends</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>          |
| <i>8. Other</i>   | <i>823,500</i>          | <i>1,117,000</i>        | <i>1,102,000</i>        | <i>587,000</i>          | <i>3,629,500</i>  |
| <i>9. Total Direct Costs (add lines 1-8)</i>  | <i>8,790,164</i>        | <i>9,503,820</i>        | <i>7,249,552</i>        | <i>7,084,186</i>        | <i>32,627,722</i> |
| <i>10. Indirect Costs*</i>  | <i>157,012</i>          | <i>163,512</i>          | <i>158,512</i>          | <i>158,512</i>          | <i>637,548</i>    |
| <i>11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners</i> | <i>4,987,500</i>        | <i>6,364,200</i>        | <i>5,007,000</i>        | <i>3,399,800</i>        | <i>19,758,500</i> |
| <i>12. Funds set aside for participation in grantee technical assistance</i>  | <i>100,000</i>          | <i>100,000</i>          | <i>100,000</i>          | <i>100,000</i>          | <i>400,000</i>    |
| <i>13. Total Grant Funds Requested (add lines 9-12)</i>   | <i>14,034,676</i>       | <i>16,131,532</i>       | <i>12,515,064</i>       | <i>10,742,498</i>       | <i>53,423,770</i> |
| <i>14. Funds from other sources used to support the State Plan</i>  | <i>6,859,265</i>        | <i>7,706,265</i>        | <i>7,425,265</i>        | <i>6,425,265</i>        | <i>28,416,060</i> |

|   |                   |                   |                   |                   |                   |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|
| <b>15. Total Statewide Budget (add lines 13-14)</b>   | <b>20,893,941</b> | <b>23,837,797</b> | <b>19,940,329</b> | <b>17,167,763</b> | <b>81,839,830</b> |
| <i>Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</i>  |                   |                   |                   |                   |                   |
| <i>Column (e): Show the total amount requested for all grant years.</i>   |                   |                   |                   |                   |                   |
| <i>Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6</i>  |                   |                   |                   |                   |                   |
| <i>Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</i>   |                   |                   |                   |                   |                   |
| <i>Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</i> |                   |                   |                   |                   |                   |
| <i>Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</i>   |                   |                   |                   |                   |                   |
| <i>Line 13: This is the total funding requested under this grant.</i>   |                   |                   |                   |                   |                   |

| <i>Department of Early Care and Learning</i>   |                             |                             |                             |                             |                   |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-------------------|
| <i>Participating State Agency-Level Budget Table II-2</i>  |                             |                             |                             |                             |                   |
| <i>(Evidence for selection criterion (A)(4)(b))</i>  |                             |                             |                             |                             |                   |
| <i>Project</i>   | <i>Grant Year 1<br/>(a)</i> | <i>Grant Year 2<br/>(b)</i> | <i>Grant Year 3<br/>(c)</i> | <i>Grant Year 4<br/>(d)</i> | <i>Total (e)</i>  |
| <i>P1-Governance</i>   | <i>554,369</i>              | <i>544,368</i>              | <i>544,368</i>              | <i>544,367</i>              | <i>2,187,472</i>  |
| <i>P2-SRIs</i>   | <i>278,671</i>              | <i>201,202</i>              | <i>0</i>                    | <i>0</i>                    | <i>479,873</i>    |
| <i>P3-Evaluation</i>   | <i>81,133</i>               | <i>78,633</i>               | <i>78,633</i>               | <i>928,633</i>              | <i>1,167,032</i>  |
| <i>P4-TQRIS</i>  | <i>11,052,517</i>           | <i>12,009,562</i>           | <i>11,343,907</i>           | <i>9,464,577</i>            | <i>43,870,563</i> |
| <i>P5-GELDS</i>  | <i>1,606,796</i>            | <i>1,345,764</i>            | <i>283,545</i>              | <i>119,694</i>              | <i>3,355,799</i>  |
| <i>P6-<br/>Assess.Health</i>   | <i>393,729</i>              | <i>808,381</i>              | <i>723,600</i>              | <i>502,911</i>              | <i>2,428,621</i>  |
| <i>P7-Family</i>   | <i>121,000</i>              | <i>147,000</i>              | <i>133,000</i>              | <i>159,000</i>              | <i>560,000</i>    |
| <i>P8-WF<br/>Knowledge</i>   | <i>5,409,407</i>            | <i>6,716,357</i>            | <i>5,353,157</i>            | <i>3,989,957</i>            | <i>21,468,878</i> |
| <i>P9-<br/>Lean.Comm.</i>  | <i>207,324</i>              | <i>594,824</i>              | <i>134,824</i>              | <i>104,824</i>              | <i>1,041,796</i>  |
| <i>P10-K. Entry<br/>Asses.</i>   | <i>26,000</i>               | <i>26,000</i>               | <i>26,000</i>               | <i>26,000</i>               | <i>104,000</i>    |
| <i>P11-Data</i>  | <i>1,162,995</i>            | <i>1,365,706</i>            | <i>1,319,295</i>            | <i>1,327,800</i>            | <i>5,175,796</i>  |
| <i>Total Statewide<br/>Budget</i>  | <i>20,893,941</i>           | <i>23,837,797</i>           | <i>19,940,329</i>           | <i>17,167,763</i>           | <i>81,839,830</i> |
| <i>Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.</i> |                             |                             |                             |                             |                   |
| <i>Column (e): Show the total expenditure, across all grant years, for the Project.</i>  |                             |                             |                             |                             |                   |
| <i>The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.</i>   |                             |                             |                             |                             |                   |

## **Agency 1 DECAL – Total Budget \$81,839,830**

### ***Agency's Plan to Organize Operations in Order to Manage the RTT-ELC Grant***

DECAL was designated by the Governor as the lead agency for the RTT-ELC grant. As the state agency for services for children birth to five, Georgia will align and coordinate the different RTT-ELC projects to assure fiscal responsibility, data accountability, and appropriate oversight.

The Commissioner of DECAL is appointed by and reports to the Governor. Under the Commissioner are the Chief Financial Officer and Chief Operating Officer. The Chief Financial Officer will be responsible for the RTT-ELC funds whereas the Chief Operating Office will be responsible for the day to day operations. The other top level positions include Assistant Commissioner for Pre-K, Assistant Commissioner for Programs, and the Assistant Commissioner for Child Care Services. Upon receiving the grant, a staff person solely devoted to RTT-ELC will join the Senior Leadership Team. The Senior Leadership Team will serve as the RTT-ELC day to day decision making body for the grant. As discussed in A3, major policy and/or decisions requiring large stakeholder input will be made the State Advisory Council. DECAL is responsible for project coordination and oversight, budget administration, and federal reporting. As detailed below, DECAL is requesting four positions to manage the overall governance structure of the grant. There will be one implementation director and three program managers. These positions will be integrated into DECAL and will work directly with current staff that will also work on key components of RTT-ELC.

Each project will be assigned to a Senior Leadership Team member. This person will be responsible for supervision of any RTT\_ELC staff hired, allocation of appropriate DECAL staff time, and acting as the two PSAs. In addition, this person will serve as the Director or Co-Director of the Action Team.

### ***Roles & Responsibilities Related to Projects***

*Project 1*                      \$2,187,472

The project deals with the specific governance and oversight of the grant. DECAL is requesting funds which not only entail managing the State Advisory Council but also coordinating and aligning the projects. This includes funds for four different positions: 1) One

Implementation Director-this person is responsible for coordinating the grant projects; and 2) Three Program Managers-these positions will oversee daily operations of the Grant. One program manager will focus on finance and reporting, one program manager will focus on managing the State Advisory Council and other stakeholder groups; and one program manager will focus on data coordination. In addition to salaries and fringe, additional costs are requested for travel, supplies, and equipment.

*Project 2*                      \$479,873

This project is focused on transferring all Child Care Development Funds and Child Care Block Grant from the Department of Human Services to DECAL. This system realignment initiative (SRI) will ensure that the state's subsidy program is administered by the agency also responsible for child care quality. This transition will allow DECAL to focus subsidy funding in quality programs; thereby, increasing access for Children with High Needs.

DECAL is requesting \$479,873 for this project. This includes funds for four time limited positions associated with the first two years of the grant including a transition manager; 1-2 accountants, and a half-time human resources position to ensure a seamless transition.

*Project 3*                      \$1,167,032

This project is focused on the evaluation. DECAL is requesting funds for its part of this project. This includes staff time of the Research and Evaluation Director who will work on the evaluation components of the grant and will serve as a liaison with GOSA and the contractor conducting the second quality study. Funds are also requested for a half-time evaluator. DECAL will use the results from all of the evaluations to continue informing policy decisions and to improve the ELD environments for Georgia's children with high needs.

*Project 4*                      \$43,870,563

This project is focused on TQRIS implementation. To manage this important project, DECAL is requesting staff over the four year period. These staff persons will provide direct services to the state's ELD programs. The TQRIS allows Georgia to:

- Create ratings (good, very good, excellent) that reflect meaningfully differentiated levels of quality indicators that 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 links standards, technical assistance, monitoring, finance, and consumer engagement in a range of settings, including family child care homes, child care centers, school-based programs, Head Start programs, and others.

*Project 5*                      \$3,355,799

This project focuses on the roll out of the new Georgia Early Learning and Development Standards (GELDS). The DECAL request for this project is \$3,355,799.48. DECAL is requesting a staff position to coordinate project activities including the standards reviews, curricular review and design and implementation of professional development and resources.

*Project 6*                      \$2,428,621

To manage the project, DECAL is requesting one Preschool Assessment person to work to facilitate the state’s assessment position and implementation. In addition, DECAL is requesting 4 coaches to provide training and technical assistance to programs implementing community based Positive Behavior Intervention and Support.

*Project 7*                      \$560,000

Project 7 will expand family engagement support and activities by building on the current statewide initiatives. DECAL will provide a birth to five professional development track as part of the existing GaDOE regional trainings and biannual conference. DECAL will also collaborate with GOCF and GaDOE to expand 360 Degrees of Parent Engagement community sites. DECAL will coordinate the GPB family outreach project.

*Project 8*                      \$21,468,878

This project specifically addresses further professionalization of Georgia’s ELD workforce by aligning competencies, program standards, and GELD standards. Most of the work will be implemented by regional and external partners. Therefore, Georgia is only requesting funds for a DECAL support staff person to coordinate project activities.

*Project 9*                      \$1,041,796

This project will build and develop a community of practice for Georgia's workforce. This is based on the successful communities of practice implemented through the state's inclusion network build around the Georgia's Resource and Referral system. This work will be conducted regionally so DECAL is only requesting funds for a support staff person to coordinate project activities.

*Project 10*                      *\$104,000*

The Georgia Department of Education is taking the lead on the development and implementation of the Kindergarten Entry Assessment. DECAL is requesting funds for a national expert to consult on the project. DECAL is not requesting that the grant cover any DECAL administrative costs.

*Project 11*                      *\$5,175,796*

This project coordinates and aligns the state's ELD data system. It includes coordination of the state's data systems from programs serving children with high needs and it will ensure alignment with the P-20 data system. DECAL is requesting one staff person to coordinate and oversee DECAL's role in the project.

### ***How the Annual Budget was Derived***

The annual budget was derived from costs associated with the responsibilities, which include project administration; budget management; systems development, enhancement and/or expansion; contract development; technical assistance; retaining or assigning highly qualified personnel; and, marketing and consumer education. Also, the budget was derived based on the best available data including current and past expenditures. These factors, combined with current market rates and other necessary items, were used to estimate the costs required to complete the projects successfully.

All budget estimates are consistent with similar expenditure needs in non-grant related areas and all budgeted grant dollars will be used to supplement existing funds. Funds will be administered in accordance with appropriate state and federal guidelines and procurement rules will be followed.

## *Detailed Explanation of Each Budget Category Line Item*

### **Personnel                    \$6,615,468**

Over 4 years funds will be provided to cover the salary expenses of necessary personnel to carry out the projects of the grant. Positions included are project managers, program managers, program consultant, project coordinator, ERS assessors, technical assistance consultants, research specialists, and an implementation director.

#### Annual totals

Year 1            \$1,630,117

Year 2            \$1,695,117

Year 3            \$1,645,117

Year 4            \$1,645,117

#### Project totals

Project 1        \$1,100,000

    1 Implementation Director @ \$80,000 annually for 4 years

    3 Program Managers @ \$65,000 annually for 4 years

Project 2        \$305,000

    1 Transition Manager @ 60,000 annually for the 1st two years

    2 staff accountants @ \$45,000 for year 1

    1 staff accountant @ \$45,000 for year 2

    ½ HR staff position @ \$25,000 for the 1st two years

Project 3        \$198,468

    1 ½ time Evaluator @ \$35,000 per year for all 4 years

    A portion of the Research Director's salary @ \$14,617 for all 4 years

Project 4        \$4,018,000

    1 QRIS Manager @ \$50,000 annually for all 4 years

    1 Help Desk position @ \$30,000 in year 1

    2 Help Desk positions @ \$30,000 annually in years 2-4

                    (ERS = Environment Rating Scales)

    2 ERS Assessors @ \$40,000 each in year 1

    4 ERS Assessors @ \$40,000 each in year 2



6 ERS Assessors @ \$40,000 each in years 3-4  
1 ERS Anchor (Lead Assessor) @ \$45,000 in all 4 years  
1 QRIS Prep Manger @ \$50,000 in all 4 years  
15 QRIS Prep Technical Assistance Consultants @ \$ 40,000 annually for 4 years  
1 Admin support position @ \$27,000 all 4 years

Project 5        \$244,000

1 Standards and Curriculum Coordinator @ \$61,000 for 4 years

Project 6        \$240,000

1 Assessment Coordinator @ 60,000 for all 4 years

Project 8        \$90,000

½ Project Manager @ \$22,500 for all 4 years

Project 9        \$180,000

1 Project Coordinator @ \$45,000 for all for 4 years

Project 11       \$240,000

1 Project Manager @ 60,000 for all 4 years

**Fringe Benefits        \$2,877,758**

This line covers all expenses for the personnel noted above. The rates and payment will be in accordance with state requirements and consistent with that of other employees. The rate covering payroll taxes, health insurance, and retirement is 42.433%. In addition, \$519.24 is required per employee for other mandated charges such as workers compensation and unemployment insurance, etc.

**Travel                    \$1,237,230**

Travel expense will be in accordance with state guidelines and cover mileage, meals, lodging, car rentals, and other appropriate expenses throughout the grant.

**Equipment              \$121,136**

Funds reflected here will cover the equipment cost, primarily in the first year, for personnel and appropriate contractors in procuring computers, laptops, printers, and other items to meet the objectives of the projects.

**Supplies                 \$22,025**

Necessary materials to cover the cost to carry out the activities of the state plan to include pens, pencils, paper, notebooks, folders, printing materials, and other office supplies.

**Contractual                    \$18,124,605**

All contractual dollars will be handled in a manner consistent with federal and grant requirements. Further, state procurement guidelines will be followed. The State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36. Funds in this category will cover contractor costs for training, meeting facilitation, external reviews, and contract computer programmers. For example, project 8 specifically addresses further professionalization of Georgia’s ELD workforce by aligning competencies, program standards, and GELD standards. Most of the work will be implemented by regional and external partners.

Annual Totals

|        |             |
|--------|-------------|
| Year 1 | \$5,297,903 |
| Year 2 | \$5,615,780 |
| Year 3 | \$3,448,179 |
| Year 4 | \$3,762,743 |

Project Totals

|           |             |  |
|-----------|-------------|--|
| Project 1 | \$24,000    | \$6,000 annually for 4 years for meeting facilitation and associated costs   |
| Project 2 | \$3,000     | \$1,500 annually for the first two years for temporary assistance, consulting, room rental, or meeting facilitation  |
| Project 3 | \$850,000   | Contracting towards the end of the grant period for additional evaluation  |
| Project 4 | \$7,112,470 | Expenses across all 4 years for data management/IT, ERS data management, TA training, mentor training, licensing compliance, ERS/CLASS reliability, Core rules training, and TQRIS prep training |
| Project 5 | \$2,602,300 | Contracting across all 4 years for GELDS alignment, professional development, resources, marketing, and curriculum review  |
| Project 6 | \$1,864,655 |  |

Expenses across all 4 years for assessment training, CLASS training, recertification, project management, data management, PBIS, and coaches

Project 7      \$50,000

Contracting for additional family engagement services

Project 8      \$50,000

Review and alignment of content standards

Project 9      \$660,000

Computer programming, across all 4 years, for GA TRAINS development

Project 10     \$104,000

\$26,000 annually for expert review, assessment, and evaluation

Project 11     \$4,804,180

Contract computer programming for the build and annual maintenance for the Cross Agency Child Data System, GTID, and online provider service activities

**Other                      \$3,629,500**

Funds in this category cover items not necessarily identified in other line items like supply packages for successful participating programs and related publications.

Annual Totals

Year 1            \$823,500

Year 2            \$1,117,000

Year 3            \$1,102,000

Year 4            \$587,000

Project Totals

Project 4        \$3,200,000

Supply and equipment packages for participants in the TQRIS prep licensing initiative

Project 5        \$350,000

Printing and distribution of GELDS publications and materials

Project 6        \$29,500

Venues for CLASS, positive social emotional development, and PBIS training

Project 7      \$50,000

Family engagement professional development

**Indirect Cost            \$637,548**

Indirect costs are temporarily calculated at 10% of salary from the personnel line item as mentioned in the grant application instructions.

**Funds to be distributed to localities, early childhood intermediaries, participating programs and other partners      \$19,758,500**

Funds here will be provided to participating programs and other partners based on tiered quality ratings and emphasis on high needs children.

Annual totals

Year 1            \$4,987,500

Year 2            \$ 6,364,200

Year 3            \$ 5,007,000

Year 4            \$3,399,800

Project totals

Project 4        \$14,223,200

Incentives for Family Connection Partnership to distribute to 700 programs =  
\$11,750,000

2 new Technical Assistant Consultants for each of the six Resource & Referral  
agencies @40,000 plus fringes for 4 years= \$2,473,200

Project 6        \$22,500

PBIS Demonstration Sites

PBIS (Positive Behavior Intervention Supports) demonstration sites will receive funds to support their work. Each site will have to develop goals and activities to implement the Georgia Preschool PBLIS Model. Upon successful development of the plan, the site will receive funding to implement.

Year 2: 5 sites X \$1,500= \$7,500

Year 3: 5 sites X \$1,500= \$7,500

Year 4: 5 sites X \$1,500= \$7,500

Project 7      \$60,000

\$1,500 to 40 new local community pilot sites that successfully develop family engagement activities identified in their community.

Project 8      \$5,452,800

\$1,200 to estimated number of providers who will increase their level of credentials

**Technical Assistance                      \$400,000**

\$100,000 is set aside each year for technical assistance in grant activities, as required.

**Funds used from other sources      \$ 28,416,060**

Funds from other sources reflect Georgia state government's commitment, as well as the commitment of the early childhood care community and private donors, to the success and sustainability of the overall plan outlined in our application.

Annual totals

Year 1          \$6,859,265

Year 2          \$7,706,265

Year 3          \$7,425,265

Year 4          \$6,425,265

Project totals

Project 4      \$12,089,820

Private foundation dollars for bonus/incentive packages, current DECAL assessors, licensing and compliance study, marketing, branding, and public awareness

Project 7      \$400,000

GOCF – Parent Family Education Coordinator Position for 4 years.

Project 8      \$15,825,000

Professional Development Registry – DECAL - \$855,000

\$210,000 for first year, \$215,000 years 2-4

Early Care and Education Professional Development System – DECAL-\$800,000  
\$200,000 annually

GA Partnership for Excellence in Education –\$90,000

Marketing: \$30K year 1, \$20K years 2-4

Scholarship and Incentives - \$14,080,000

\$3,520,000 annually each year

Financial assistance to child care workers attaining a credential and then one year incentive for each level of credential attained based on the teacher remaining in the program for at least one year to support continuity of care.

Project 9 \$101,240

Georgia Partnership for Excellence in Education (GPPE) marketing of the Georgia Early Learning and Development Standards (GELDS)

| <i>Gov. Office of Student Achievement</i>   |                         |                         |                         |                         |                       |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-----------------------|
| <i>Participating State Agency-Level Budget Table II-1</i>   |                         |                         |                         |                         |                       |
| <i>(Evidence for selection criterion (A)(4)(b))</i>   |                         |                         |                         |                         |                       |
| <i>Budget Category</i>  | <i>Grant Year 1 (a)</i> | <i>Grant Year 2 (b)</i> | <i>Grant Year 3 (c)</i> | <i>Grant Year 4 (d)</i> | <i>Total (e)</i>      |
| <i>1. Personnel</i>   | <i>40,000</i>           | <i>80,000</i>           | <i>80,000</i>           | <i>80,000</i>           | <i>280,000</i>        |
| <i>2. Fringe Benefits</i>   | <i>15,600</i>           | <i>31,200</i>           | <i>31,200</i>           | <i>31,200</i>           | <i>109,200</i>        |
| <i>3. Travel</i>  | <i>1,500</i>            | <i>2,500</i>            | <i>2,500</i>            | <i>2,500</i>            | <i>9,000</i>          |
| <i>4. Equipment</i>   | <i>2,500</i>            | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>2,500</i>          |
| <i>5. Supplies</i>  | <i>250</i>              | <i>250</i>              | <i>250</i>              | <i>250</i>              | <i>1,000</i>          |
| <i>6. Contractual</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>              |
| <i>7. Training Stipends</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>              |
| <i>8. Other</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>              |
| <i>9. Total Direct Costs (add lines 1-8)</i>  | <i>59,850</i>           | <i>113,950</i>          | <i>113,950</i>          | <i>113,950</i>          | <i>401,700</i>        |
| <i>10. Indirect Costs*</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>              |
| <i>11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners</i> | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>              |
| <i>12. Funds set aside for participation in grantee technical assistance</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>              |
| <b><i>13. Total Grant Funds Requested (add lines 9-12)</i></b>  | <b><i>59,850</i></b>    | <b><i>113,950</i></b>   | <b><i>113,950</i></b>   | <b><i>113,950</i></b>   | <b><i>401,700</i></b> |

|   |                      |                       |                       |                       |                       |
|---|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <i>14. Funds from other sources used to support the State Plan</i>  | <i>0</i>             | <i>0</i>              | <i>0</i>              | <i>0</i>              | <i>0</i>              |
| <b><i>15. Total Statewide Budget (add lines 13-14)</i></b>  | <b><i>59,850</i></b> | <b><i>113,950</i></b> | <b><i>113,950</i></b> | <b><i>113,950</i></b> | <b><i>401,700</i></b> |
| <i>Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</i>  |                      |                       |                       |                       |                       |
| <i>Column (e): Show the total amount requested for all grant years.</i>   |                      |                       |                       |                       |                       |
| <i>Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6</i>  |                      |                       |                       |                       |                       |
| <i>Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</i>   |                      |                       |                       |                       |                       |
| <i>Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</i> |                      |                       |                       |                       |                       |
| <i>Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</i>   |                      |                       |                       |                       |                       |
| <i>Line 13: This is the total funding requested under this grant.</i>   |                      |                       |                       |                       |                       |



| <i>Gov. Office of Student Achievement</i>  |                             |                             |                             |                             |                  |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|------------------|
| <i>Participating State Agency-Level Budget Table II-2</i>  |                             |                             |                             |                             |                  |
| <i>(Evidence for selection criterion (A)(4)(b))</i>  |                             |                             |                             |                             |                  |
| <i>Project</i>   | <i>Grant Year<br/>1 (a)</i> | <i>Grant Year<br/>2 (b)</i> | <i>Grant Year<br/>3 (c)</i> | <i>Grant Year<br/>4 (d)</i> | <i>Total (e)</i> |
| <i>P1-<br/>Governance</i>  | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P2-SRIs</i>   | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P3-Evaluation</i>   | <i>59,850</i>               | <i>113,950</i>              | <i>113,950</i>              | <i>113,950</i>              | <i>401,700</i>   |
| <i>P4-TQRIS</i>  | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P5-GELDS</i>  | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P6-<br/>Assess.Health</i>   | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P7-Family</i>   | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P8-WF<br/>Knowledge</i>   | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P9-<br/>Lean.Comm.</i>  | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P10-K. Entry<br/>Asses.</i>   | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P11-Data</i>  | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>Total<br/>Statewide<br/>Budget</i>  | <i>59,850</i>               | <i>113,950</i>              | <i>113,950</i>              | <i>113,950</i>              | <i>401,700</i>   |
| <i>Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.</i> |                             |                             |                             |                             |                  |
| <i>Column (e): Show the total expenditure, across all grant years, for the Project.</i>  |                             |                             |                             |                             |                  |
| <i>The <u>Total Statewide Budget</u> for this table should match Line 15 for Budget Table II-1.</i>  |                             |                             |                             |                             |                  |

**Agency 2 – Governor’s Office of Student Achievement – Total Budget \$401,700**

***Agency’s Plan to Organize Operations in Order to Manage the RTT-ELC Grant***

GOSA will be the lead agency responsible for measuring the overall impact of the state’s Early Learning and Development initiatives.

***Roles & Responsibilities Related to Projects***

GOSA will fulfill three evaluation objectives: 1) Gather and analyze empirical evidence throughout the grant period to inform mid-course corrections that could strengthen the impact of the initiatives; 2) Parse out the different, singular impacts of each initiative to help determine where the state should focus its long-term investments; and 3) 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

***How the Annual Budget was Derived***

The budget was derived based on the best available data including current and past expenditures. These factors, combined with current market rates and other necessary items, were used to estimate the costs required to complete the projects successfully. All budget estimates are consistent with similar expenditure needs in non-grant related areas and all budgeted grant dollars will be used to supplement existing funds. Funds will be administered in accordance with appropriate state and federal guidelines and procurement rules will be followed.

*Project 3*                      \$401,700

***Detailed Explanation of Each Budget Category Line Item***

**Personnel**                      **\$280,000**

**Fringe benefits**                **\$109,200**

GOSA will hire one evaluator at a fulltime annual salary of \$80,000 plus fringe. This salary is based on current market rates for this purpose and fringe rates will be consistent with all state employees. They will begin working mid-way through year 1 of the grant and will continue

working a year beyond the completion of the grant. The total cost of salary plus fringe for the evaluator in grant funds will equal \$389,200.

**Travel                      \$9,000**

The evaluator will travel statewide to interview, observe, and collect information from those implementing RTT-ELC initiatives. \$1,500 has been set aside for year 1 travel, and \$2,500 per year has been set aside for years 2-4 of the grant, bringing the total amount of money set aside for travel during the grant period to \$9,000. These funds will cover the evaluator's mileage, and when necessary, overnight lodging and meals. Travel expenses will be in accordance with state guidelines.

**Equipment                \$2,500**

**Supplies                  \$1,000**

In terms of equipment and supplies, \$2,500 will be spent in year one to purchase a laptop computer, desktop printer, and necessary software. \$250 per year will be spent on office supplies for the evaluator, such as thumb drives, binders, pens, paper, etc.

| <i>Dept. of Human Services</i>   |                         |                         |                         |                         |                   |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------|
| <i>Participating State Agency-Level Budget Table II-1</i>  |                         |                         |                         |                         |                   |
| <i>(Evidence for selection criterion (A)(4)(b))</i>  |                         |                         |                         |                         |                   |
| <i>Budget Category</i>   | <i>Grant Year 1 (a)</i> | <i>Grant Year 2 (b)</i> | <i>Grant Year 3 (c)</i> | <i>Grant Year 4 (d)</i> | <i>Total (e)</i>  |
| <i>1. Personnel</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>          |
| <i>2. Fringe Benefits</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>          |
| <i>3. Travel</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>          |
| <i>4. Equipment</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>          |
| <i>5. Supplies</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>          |
| <i>6. Contractual</i>  | <i>40,600</i>           | <i>63,000</i>           | <i>19,096</i>           | <i>19,096</i>           | <i>141,792</i>    |
| <i>7. Training Stipends</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>          |
| <i>8. Other</i>  | <i>28,520</i>           | <i>19,020</i>           | <i>19,020</i>           | <i>19,020</i>           | <i>85,580</i>     |
| <i>9. Total Direct Costs (add lines 1-8)</i>   | <i>69,120</i>           | <i>82,020</i>           | <i>38,116</i>           | <i>38,116</i>           | <i>227,372</i>    |
| <i>10. Indirect Costs*</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>          |
| <i>11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners</i>                  | <i>2,678,503</i>        | <i>6,696,258</i>        | <i>625,239</i>          | <i>0</i>                | <i>10,000,000</i> |
| <i>12. Funds set aside for participation in grantee technical assistance</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>          |
| <i>13. Total Grant Funds Requested (add lines 9-12)</i>  | <i>2,747,623</i>        | <i>6,778,278</i>        | <i>663,355</i>          | <i>38,116</i>           | <i>10,227,372</i> |
| <i>14. Funds from other sources used to support the State Plan</i>   | <i>0</i>                | <i>0</i>                | <i>8,749,522</i>        | <i>13,392,516</i>       | <i>22,142,038</i> |
| <i>15. Total Statewide Budget (add lines 13-14)</i>  | <i>2,747,623</i>        | <i>6,778,278</i>        | <i>9,412,877</i>        | <i>13,430,632</i>       | <i>32,369,410</i> |
| <i>Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</i> |                         |                         |                         |                         |                   |

|   |
|---|
| <i>Column (e): Show the total amount requested for all grant years.</i>   |
| <i>Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6</i>  |
| <i>Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</i>   |
| <i>Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</i> |
| <i>Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</i>   |
| <i>Line 13: This is the total funding requested under this grant.</i>   |

| <i>Dept. of Human Services</i>   |                             |                             |                             |                             |                   |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-------------------|
| <i>Participating State Agency-Level Budget Table II-2</i>  |                             |                             |                             |                             |                   |
| <i>(Evidence for selection criterion (A)(4)(b))</i>  |                             |                             |                             |                             |                   |
| <i>Project</i>   | <i>Grant Year<br/>1 (a)</i> | <i>Grant Year<br/>2 (b)</i> | <i>Grant Year<br/>3 (c)</i> | <i>Grant Year<br/>4 (d)</i> | <i>Total (e)</i>  |
| <i>P1-Governance</i>   | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>          |
| <i>P2-SRIs</i>   | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>          |
| <i>P3-Evaluation</i>   | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>          |
| <i>P4-TQRIS</i>  | <i>2,678,503</i>            | <i>6,696,258</i>            | <i>9,374,761</i>            | <i>13,392,516</i>           | <i>32,142,038</i> |
| <i>P5-GELDS</i>  | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>          |
| <i>P6-<br/>Assess.Health</i>   | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>          |
| <i>P7-Family</i>   | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>          |
| <i>P8-WF<br/>Knowledge</i>   | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>          |
| <i>P9-<br/>Lean.Comm.</i>  | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>          |
| <i>P10-K. Entry<br/>Asses.</i>   | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>          |
| <i>P11-Data</i>  | <i>69,120</i>               | <i>82,020</i>               | <i>38,116</i>               | <i>38,116</i>               | <i>227,372</i>    |
| <i>Total Statewide<br/>Budget</i>  | <i>2,747,623</i>            | <i>6,778,278</i>            | <i>9,412,877</i>            | <i>13,430,632</i>           | <i>32,369,410</i> |
| <i>Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.</i> |                             |                             |                             |                             |                   |
| <i>Column (e): Show the total expenditure, across all grant years, for the Project.</i>  |                             |                             |                             |                             |                   |
| <i>The <u>Total Statewide Budget</u> for this table should match Line 15 for Budget Table II-1.</i>  |                             |                             |                             |                             |                   |

### **Agency 3 – Department of Human Services – Total Budget \$32,369,410**

#### ***Agency’s Plan to Organize Operations in Order to Manage the RTT-ELC Grant***

DHS will accomplish their work through existing staff. DHS will identify, at minimum, one key staff to serve as the liaison between the Department and DECAL and to ensure implementation of the program as agreed upon.

#### ***Roles & Responsibilities Related to Projects***

The budget includes portions of staff salaries, meetings, planning etc. toward implementing the tiered reimbursement program, tier authorizations by case managers and on-going data sharing.

*Project 4*                      *\$32,142,038*

DHS currently operates the subsidized child care program using the federal Child Care and Development Funds and state funds. Over the first three years of the grant, \$10 million is requested to issue tiered reimbursement to child care programs in the TQRIS that serve Children with High Needs in the subsidized child care program (Project 4). Beginning in the third year, or earlier if the \$10 million is used, state and federal CCDF will be used to “ramp up” tiered reimbursement payments so that they are sustainable after the grant funding ends. An estimated \$13-\$16 million will be allocated annually to sustain tiered reimbursement.

Tiered reimbursement is scheduled to begin July 1, 2012. On the same date, DHS will transfer responsibility for the subsidized child care program to DECAL. Therefore, the \$10 million in RTT-ELC funds allocated to provide tiered reimbursement to child care programs participating in the TQRIS who care for Children with High Needs who are subsidized will be allocated to DECAL and reimbursements will be issued by DECAL. For the purposes of this grant, the funds are shown in the DHS budget. Prior to the transfer, DHS is responsible for enhancing the provider payment system to prepare for issuing tiered reimbursement. DHS staff associated with the subsidized child care program, as well as the contract for the provider management and payment system, will be transferred to DECAL so that Children with High Needs and their families continue to receive seamless services. After the transfer is completed to DECAL, DECAL will use funds for maintaining and enhancing the provider management and payment system.

DHS will conduct a robust campaign to introduce the tiered-reimbursement initiative to parents, providers and local staff. DHS will establish standard operating procedures for the dissemination of information in local DHS offices in support of this initiative. This information will include, but not be limited to: how parents can identify quality child care; how parents can make an informed decision; existing child care assistance programs; and, how to utilize Georgia's toll –free resource for finding quality child care, 877.ALL.GA.KIDS.

*Project 11*                      \$227,372

The amount requested for Project 11 is \$227,372; this will allow DHS to work with their current information technology vendors to provide child participation data for the Cross Agency Child Data System from services received in the following programs: subsidized child care, Temporary Assistance for Needy Families, foster care, and child protective services. This will ensure that these Children with High Needs are included in the P-20 State Longitudinal Data System

### ***How the Annual Budget was Derived***

The budget was derived based on the best available data including current and past expenditures. These factors, combined with current market rates and other necessary items, were used to estimate the costs required to complete the projects successfully. All budget estimates are consistent with similar expenditure needs in non-grant related areas and all budgeted grant dollars will be used to supplement existing funds. Funds will be administered in accordance with appropriate state and federal guidelines and procurement rules will be followed.

### ***Detailed Explanation of Each Budget Category Line Item***

**Contractual**                      **\$141,792**

Contract computer programmer cost associated with build out and maintenance for their portion of the Child Data System across all 4 years.

**Other**                                **\$85,580**

Represents technical system modification for the tiered updates to the existing child care payment system and the monthly expense to transmit data files to DECAL for all 4 years.



**Funds to be distributed to localities, early learning intermediaries, participating programs and other partners: \$ 10,000,000**

Based on the number of children served, CAPS providers by type, and tier levels of quality, an estimate was developed to budget for how grant funds will be used to provide bonuses and incentives to Participating Programs and Other Partners (Providers). This will depend upon the tier level of quality applicable to the provider and number of children served.

Based on recent available data, participation and amounts were determined as follows:

|               |     |                        |                     |
|---------------|-----|------------------------|---------------------|
| Year 1        | 10% | provider participation | \$ 2,678,503        |
| Year 2        | 25% | provider participation | \$ 6,696,258        |
| Year 3        | 35% | provider participation | \$ 625,239 *        |
| <b>Total:</b> |     |                        | <b>\$10,000,000</b> |

\*Remainder of this year by funds from other sources.

**Funds from other sources used to support the state plan: \$22,142,038**

|                  |     |                        |                      |
|------------------|-----|------------------------|----------------------|
| Year 3 remainder | 35% | provider participation | \$8,749,522          |
| Year 4           | 50% | provider participation | \$13,392,516         |
| <b>Total:</b>    |     |                        | <b>\$ 22,142,038</b> |

CCDF subsidy and state match dollars serve as the fund source to support and sustain the program.

| <i>GA Dept. of Education</i>  |                         |                         |                         |                         |                         |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <i>Participating State Agency-Level Budget Table II-1</i>   |                         |                         |                         |                         |                         |
| <i>(Evidence for selection criterion (A)(4)(b))</i>   |                         |                         |                         |                         |                         |
| <i>Budget Category</i>  | <i>Grant Year 1 (a)</i> | <i>Grant Year 2 (b)</i> | <i>Grant Year 3 (c)</i> | <i>Grant Year 4 (d)</i> | <i>Total (e)</i>        |
| <i>1. Personnel</i>   | <i>135,000</i>          | <i>135,000</i>          | <i>135,000</i>          | <i>135,000</i>          | <i>540,000</i>          |
| <i>2. Fringe Benefits</i>   | <i>55,000</i>           | <i>55,000</i>           | <i>55,000</i>           | <i>55,000</i>           | <i>220,000</i>          |
| <i>3. Travel</i>  | <i>8,000</i>            | <i>8,000</i>            | <i>8,000</i>            | <i>8,000</i>            | <i>32,000</i>           |
| <i>4. Equipment</i>   | <i>6,000</i>            | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>6,000</i>            |
| <i>5. Supplies</i>  | <i>1,500</i>            | <i>1,500</i>            | <i>1,500</i>            | <i>1,500</i>            | <i>6,000</i>            |
| <i>6. Contractual</i>   | <i>442,700</i>          | <i>381,880</i>          | <i>217,624</i>          | <i>311,181</i>          | <i>1,353,385</i>        |
| <i>7. Training Stipends</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                |
| <i>8. Other</i>   | <i>190,000</i>          | <i>152,500</i>          | <i>152,500</i>          | <i>152,500</i>          | <i>647,500</i>          |
| <i>9. Total Direct Costs (add lines 1-8)</i>  | <i>838,200</i>          | <i>733,880</i>          | <i>569,624</i>          | <i>663,181</i>          | <i>2,804,885</i>        |
| <i>10. Indirect Costs*</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                |
| <i>11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners</i> | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                |
| <i>12. Funds set aside for participation in grantee technical assistance</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                |
| <b><i>13. Total Grant Funds Requested (add lines 9-12)</i></b>  | <b><i>838,200</i></b>   | <b><i>733,880</i></b>   | <b><i>569,624</i></b>   | <b><i>663,181</i></b>   | <b><i>2,804,885</i></b> |

|   |                       |                       |                       |                       |                         |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|
| <i>14. Funds from other sources used to support the State Plan</i>  | <i>0</i>              | <i>0</i>              | <i>0</i>              | <i>0</i>              | <i>0</i>                |
| <b><i>15. Total Statewide Budget (add lines 13-14)</i></b>  | <b><i>838,200</i></b> | <b><i>733,880</i></b> | <b><i>569,624</i></b> | <b><i>663,181</i></b> | <b><i>2,804,885</i></b> |
| <i>Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</i>  |                       |                       |                       |                       |                         |
| <i>Column (e): Show the total amount requested for all grant years.</i>   |                       |                       |                       |                       |                         |
| <i>Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6</i>  |                       |                       |                       |                       |                         |
| <i>Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</i>   |                       |                       |                       |                       |                         |
| <i>Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</i> |                       |                       |                       |                       |                         |
| <i>Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</i>   |                       |                       |                       |                       |                         |
| <i>Line 13: This is the total funding requested under this grant.</i>   |                       |                       |                       |                       |                         |

| <i>GA Dept. of Education</i>   |                             |                             |                             |                             |                  |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|------------------|
| <i>Participating State Agency-Level Budget Table II-2</i>  |                             |                             |                             |                             |                  |
| <i>(Evidence for selection criterion (A)(4)(b))</i>  |                             |                             |                             |                             |                  |
| <i>Project</i>   | <i>Grant Year<br/>1 (a)</i> | <i>Grant Year<br/>2 (b)</i> | <i>Grant Year<br/>3 (c)</i> | <i>Grant Year<br/>4 (d)</i> | <i>Total (e)</i> |
| <i>P1-<br/>Governance</i>  | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P2-SRIs</i>   | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P3-<br/>Evaluation</i>  | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P4-TQRIS</i>  | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P5-GELDS</i>  | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P6-<br/>Assess.Health</i>   | <i>294,000</i>              | <i>253,500</i>              | <i>253,500</i>              | <i>253,500</i>              | <i>1,054,500</i> |
| <i>P7-Family</i>   | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P8-WF<br/>Knowledge</i>   | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P9-<br/>Lean.Comm.</i>  | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P10-K. Entry<br/>Asses.</i>   | <i>294,200</i>              | <i>301,660</i>              | <i>260,380</i>              | <i>353,937</i>              | <i>1,210,177</i> |
| <i>P11-Data</i>  | <i>250,000</i>              | <i>178,720</i>              | <i>55,744</i>               | <i>55,744</i>               | <i>540,208</i>   |
| <i>Total<br/>Statewide<br/>Budget</i>  | <i>838,200</i>              | <i>733,880</i>              | <i>569,624</i>              | <i>663,181</i>              | <i>2,804,885</i> |
| <i>Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.</i> |                             |                             |                             |                             |                  |
| <i>Column (e): Show the total expenditure, across all grant years, for the Project.</i>  |                             |                             |                             |                             |                  |
| <i>The <u>Total Statewide Budget</u> for this table should match Line 15 for Budget Table II-1.</i>  |                             |                             |                             |                             |                  |

**Agency 4 – GA Department of Education – Total funds \$2,804,885**

***Agency’s Plan to Organize Operations in Order to Manage the RTT-ELC Grant***

Project 6: The total amount requested for Project 6 is \$1,054,500; this will expand the use of the Work Sampling Online System as the formative assessment tool for Special Needs Preschool. DOE has requested grant funding to hire a Special Education Preschool Assessment Support Specialist to oversee the roll out of WSO for Special Education Preschool classrooms. The specialist will be hired and supervised by GaDOE and work closely with the current Special Education Preschool staff.

Project 10: The amount requested for Project 10 is \$1,210,177; this will retool GKIDS in order to provide for a statewide, formal Kindergarten Entry Assessment. A cross sector Action Team will be developed that will include agency representatives to advise the project but there will also be a team of Pre-K, Head Start and Kindergarten teachers and directors formed. GaDOE will work with a contractor to design and development the assessment under the advisement of the department. Funds will also be used to implement a statewide representative pilot of the assessment will be coordinated by the GaDOE assessment team.

Project 11: The amount requested for Project 11 is \$540,208; this will allow GaDOE to build out the screens necessary to display data from the Cross Agency Child Data System in the K-12 Longitudinal Data System. It will also cover the additional resource necessary to assist with the GTID assignments in the first year. In addition, DOE will also be able to prepare files for Preschool Special Education to be included in the Cross Agency Child Data System.

GaDOE will also support Projects 5, 7, and 11, with existing staff and resources without additional grant funds. Project 5 is the roll out of the GELDS. GaDOE will provide training on the GELDS as part of the kindergarten assessment training. Project 7 is the family engagement project. GaDOE will support the project by working with DECAL to use grant funds to provide a birth to five professional development track as part of the existing regional trainings and biannual conference. GaDOE will also provide the existing 360 Degrees of Parent Engagement training as part of current funds and resources.

## ***Roles & Responsibilities Related to Projects***

### ***Project 6***                      ***\$1,054,500***

Project 6: GaDOE Office of Curriculum, Instruction and Assessment will send representatives to participate on the Action Team for Comprehensive Assessment. In addition, GaDOE will be responsible for the implementation of the Work Sampling Online Assessments to all LEAs including WSO platform maintenance, data support and professional development for teachers and administrative staff. The Preschool Special Education Assessment Support Specialist will oversee the project. The Special Education Preschool Program Manager and Special Education Director who will serve on the Georgia WSO Platform Team which will work with Pearson Education to design and implement any enhancements to the platform.

### ***Project 10***                      ***\$1,210,177***

Project 10: GaDOE Office of Curriculum, Instruction, and Assessment will have the lead responsibility for the creation of the Kindergarten Entry Assessment. This will include the planning, design, pilot and implementation. GaDOE has dedicated staff working with the current Kindergarten Assessment who will dedicate time to this project. GaDOE will also conduct the reliability and validity studies on the Kindergarten Entry Assessment using current staff.

### ***Project 11***                      ***\$540,208***

Project 11: GaDOE IT staff will create the screens in the K-12 Longitudinal Data System to display selected data from the Cross Agency Child Data System. GaDOE will also provide one dedicated staff to support the assignment of GTIDs to those children in the Cross Agency Child Data System that will be included in the K-12 Longitudinal Data System. Additionally, GaDOE will provide the resources necessary to provide the Cross Agency Child Data System with a feed of Preschool Special Education students.

## ***How the Annual Budget was Derived***

The budget was derived based on the best available data including current and past expenditures. These factors, combined with current market rates and other necessary items, were used to estimate the costs required to complete the projects successfully. All budget estimates are consistent with similar expenditure needs in non-grant related areas and all budgeted grant

dollars will be used to supplement existing funds. Funds will be administered in accordance with appropriate state and federal guidelines and procurement rules will be followed.

***Detailed Explanation of Each Budget Category Line Item***

**Personnel                    \$540,000**

At \$135,000 per year, this represents the salary cost each year for one position each in project 6 and project 10. \$50,000 dollars will be allocated for a Pre K Assessment Support Specialist in project 6. \$85,000 each year will be used to fund a full time position in project 10.

**Fringe benefits            \$220,000**

At \$55,000 per year, this reflects the fringe benefits calculated in total at approximately 40.80% of salaries, consistent with other employees in the department and according to agency and state policy. This amount applies to the two positions described above.

**Travel                        \$32,000**

At \$8,000 per year this represents travel costs for the positions described above and to support projects 6 and 10 in accordance with state guidelines.

Travel will be reimbursed for the Support Specialist in project 6 and consultants who contract with the State to provide training. There will be up to 20 trainings in different locations throughout the state of Georgia. In addition to the scheduled trainings, the Support Specialist will travel to support targeted districts and provide oversight of the project, as well.

The funds in this budget category are for travel reimbursement purposes related to meetings with the contractor, Core Development Team work meetings, and training sessions, held throughout the state of Georgia, for both the field test and operational administration in project 10.

**Equipment                 \$6,000**

The equipment money in year 1 will be used to procure equipment for the positions above for projects 6 and 10 to include laptops, printers, as well as a digital camera and cell phone to conduct the business of the grant.

**Supplies                    \$6,000**

At \$1,500 per year funds here will be used to provide supplies for the staff and activities in projects 6 and 10. Items purchased will include paper, folders, printing materials, and other basic office supplies.

**Contractual                    \$1,353,385**

Funds for computer programming in project 11 to provide the necessary changes in order to link into the Child Data System. For project 6, there will be 20 trainings at a cost of \$1200 per day \$24,000 per year. These trainings will take place in various locations throughout Georgia and support teachers and administrators in effectively using work sampling online.

GaDOE will select a contractor with expertise in the area of assessment development and established experience in the area of early childhood assessment specifically. The budgeted cost for years one through four for contracted services here totals \$717,177. State procurement protocols will be followed.

The selected contractor will facilitate the activities of the Core Development Team, comprised of a minimum of 15 members. This committee will inform, guide, and review the development of the Kindergarten Readiness Indicator and the design of the tasks that will comprise the assessment of selected skills for the indicator.

**Other                                \$647,500**

Funding will be used to expand the number of Work Sampling Online child level licenses for all LEAs to be able to utilize WSO as the assessment tool for all Special Education Preschool classes. There will be an estimated 12,000 licenses purchased during Year One for \$90,000 and 19,000 licenses purchased Years Two – Four for \$142,500 each year. Georgia Department of Education (GaDOE) will work with school systems to sustain the student licenses for Work Sampling Online.

During Year One, \$100,000 has been allotted for technology upgrades to the WSO platform. We must design a technology feed to transmit the WSO data directly to the Department's Longitudinal Data System (LDS). This function will allow real-time access to the most current data necessary to support IEP team decisions and communicate progress to parents. An additional \$30,000 has been allotted to enhance the upgrade, as needed.



| <i>Dept. of Public Health</i>   |                         |                         |                         |                         |                         |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <i>Participating State Agency-Level Budget Table II-1</i>   |                         |                         |                         |                         |                         |
| <i>(Evidence for selection criterion (A)(4)(b))</i>   |                         |                         |                         |                         |                         |
| <i>Budget Category</i>  | <i>Grant Year 1 (a)</i> | <i>Grant Year 2 (b)</i> | <i>Grant Year 3 (c)</i> | <i>Grant Year 4 (d)</i> | <i>Total (e)</i>        |
| <i>1. Personnel</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                |
| <i>2. Fringe Benefits</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                |
| <i>3. Travel</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                |
| <i>4. Equipment</i>   | <i>3,000</i>            | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>3,000</i>            |
| <i>5. Supplies</i>  | <i>1,500</i>            | <i>1,500</i>            | <i>1,500</i>            | <i>1,500</i>            | <i>6,000</i>            |
| <i>6. Contractual</i>   | <i>424,328</i>          | <i>487,048</i>          | <i>208,072</i>          | <i>280,872</i>          | <i>1,400,320</i>        |
| <i>7. Training Stipends</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                |
| <i>8. Other</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                |
| <i>9. Total Direct Costs (add lines 1-8)</i>  | <i>428,828</i>          | <i>488,548</i>          | <i>209,572</i>          | <i>282,372</i>          | <i>1,409,320</i>        |
| <i>10. Indirect Costs*</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                |
| <i>11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners</i> | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                |
| <i>12. Funds set aside for participation in grantee technical assistance</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                |
| <b><i>13. Total Grant Funds Requested (add lines 9-12)</i></b>  | <b><i>428,828</i></b>   | <b><i>488,548</i></b>   | <b><i>209,572</i></b>   | <b><i>282,372</i></b>   | <b><i>1,409,320</i></b> |

|   |                       |                       |                       |                       |                         |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|
| <i>14. Funds from other sources used to support the State Plan</i>  | <i>110,749</i>        | <i>110,749</i>        | <i>110,749</i>        | <i>110,749</i>        | <b><i>442,996</i></b>   |
| <b><i>15. Total Statewide Budget (add lines 13-14)</i></b>  | <b><i>539,577</i></b> | <b><i>599,297</i></b> | <b><i>320,321</i></b> | <b><i>393,121</i></b> | <b><i>1,852,316</i></b> |
| <i>Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</i>  |                       |                       |                       |                       |                         |
| <i>Column (e): Show the total amount requested for all grant years.</i>   |                       |                       |                       |                       |                         |
| <i>Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6</i>  |                       |                       |                       |                       |                         |
| <i>Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</i>   |                       |                       |                       |                       |                         |
| <i>Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</i> |                       |                       |                       |                       |                         |
| <i>Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</i>   |                       |                       |                       |                       |                         |
| <i>Line 13: This is the total funding requested under this grant.</i>   |                       |                       |                       |                       |                         |

| <i>Dept. of Public Health</i>  |                         |                         |                         |                         |                  |
|--|-------------------------|-------------------------|-------------------------|-------------------------|------------------|
| <i>Participating State Agency-Level Budget Table II-2</i>  |                         |                         |                         |                         |                  |
| <i>(Evidence for selection criterion (A)(4)(b))</i>  |                         |                         |                         |                         |                  |
| <i>Project</i>   | <i>Grant Year 1 (a)</i> | <i>Grant Year 2 (b)</i> | <i>Grant Year 3 (c)</i> | <i>Grant Year 4 (d)</i> | <i>Total (e)</i> |
| <i>P1-Governance</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P2-SRIs</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P3-Evaluation</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P4-TQRIS</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P5-GELDS</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P6-Assess.Health</i>  | <i>539,577</i>          | <i>536,577</i>          | <i>307,777</i>          | <i>307,777</i>          | <i>1,691,708</i> |
| <i>P7-Family</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P8-WF Knowledge</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P9-Lean.Comm.</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P10-K. Entry Asses.</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P11-Data</i>  | <i>0</i>                | <i>62,720</i>           | <i>12,544</i>           | <i>85,344</i>           | <i>160,608</i>   |
| <i>Total Statewide Budget</i>  | <i>539,577</i>          | <i>599,297</i>          | <i>320,321</i>          | <i>393,121</i>          | <i>1,852,316</i> |
| <i>Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.</i> |                         |                         |                         |                         |                  |
| <i>Column (e): Show the total expenditure, across all grant years, for the Project.</i>  |                         |                         |                         |                         |                  |

**Agency 5 – Department of Public Health – Total Budget \$1,852,316**

***Agency’s Plan to Organize Operations in Order to Manage the RTT-ELC Grant***

Development, support and data analysis will be accomplished by contractors and will be supervised by DPH IT and MCH management who will be responsible for completion of all aspects of the project.

***Roles & Responsibilities Related to Projects***

Department of Public Health will take responsibility for all aspects of the development and roll-out of the Children 1<sup>st</sup> online referral system. The Children 1<sup>st</sup> coordinator and the director of the Children and Youth with Special Needs unit will act as consultants and liaisons for the project and to ensure close collaboration between DPH and DECAL. The Department of Public Health advanced practice nurse (funded with existing funds) will be supervised by DPH but will be housed at DECAL to ensure coordination between the two departments.

***Project 6***                      ***\$1,691,708***

The funds will be used to enhance DPH’s Children 1<sup>st</sup> existing system by creating an online referral system allowing parents, physicians, early intervention staff and care providers to refer children for referral for screening. The pediatric nurse practitioner will work closely with the DPH’s medical director to support early learning and development (ELD) programs by assisting the programs in making the appropriate referrals based on screening results, providing support to families in ELD programs around chronic health conditions such as diabetes, and developing resources on communicable diseases and other issues.

***Project 11***                      ***\$160,608***

This project will allow DPH to work with their current information technology vendors to provide child participation data on immunization, Woman, Infant and Child (WIC), and Part C participation for the Cross Agency Child Data System. This will ensure that Children with High Needs are included in the P-20 State Longitudinal Data System.

In addition, DPH will use existing funding from the Maternal and Child Health Branch, to provide the salary and benefits for a pediatric nurse practitioner to be housed at DECAL for the four-year grant period and after the grant ends.

### ***How the Annual Budget was Derived***

The budget was derived based on the best available data including current and past expenditures. These factors, combined with current market rates and other necessary items, were used to estimate the costs required to complete the projects successfully. All budget estimates are consistent with similar expenditure needs in non-grant related areas and all budgeted grant dollars will be used to supplement existing funds. Funds will be administered in accordance with appropriate state and federal guidelines and procurement rules will be followed.

### ***Detailed Explanation of Each Budget Category Line Item***

#### **Equipment                    \$3,000**

Two (2) Laptop Computers at a projected cost for each laptop of \$1,500 for a total of \$3,000. These items will be purchased for the Business Analyst and Developer (both on contract) to perform daily job functions, facilitate training sessions, meetings, and other presentations associated with project 6.

#### **Supplies                        \$6,000**

General office supplies at \$1,500 per year (i.e. Paper, ink cartridges, pens, pencils, staples, paper clips, etc.) will be needed for office use by staff.

#### **Contractual                  \$1,400,320**

Business Analyst (approx. \$65/hr. x 2080 hours x 2 years): Will ensure the operational effectiveness and excellence of the business unit, design and document workflow and make appropriate recommendations that will positively impact operational effectiveness. They will track and analyze business unit trends and make appropriate recommendations that will positively impact the unit and will be the functional expert on the specified application(s) he/she will be the sole point of contact between the business unit and Information Technology's Application Development Specialist.

Developer (approx. \$85/hr. x 2080 hours x 4 years): Will be responsible for programming computers. Create, test, and keep current computer programs that provide instructions computers must follow to perform their function. Create, design, and test logical structure for solving problems by computers. Writes programs according to specifications, which may be provided by Software Engineers, Systems Analysts, or other computer scientists. Update, repair, modify, and expand existing computer programs. This position is distinguished from Programmer Analyst as

this position may not include or involves a lesser degree of structured analysis, impact, and compatibility.

One Help Desk Personnel (approx. \$25/hr. x 2080 hours x 4 years): Receive telephone calls from users having problems using software and or inquiring how to use specific software. Investigate and resolve computer software and problems of users: Talk to user to learn procedures followed and source of error. Answer questions, applying knowledge of computer software and procedures. Ask user with problem to use telephone and participate in diagnostic procedures or by listening to and following instructions.

One trainer (approx. \$50/hr. x 2080 hours x 2 years): Develop and deliver training plans and training material to support new functionality or customizations. Develop training communication pieces to support Web site updates, presentations, newsletters, bulletins, etc. Deliver training courses to power users/end users for refresher courses, new functionality training. Develop supporting user documentation as required.

**Funds from other sources used to support the State Plan                    \$442,996**

Pediatric Nurse Practitioner @ \$110,749 annually.

| <i>GA Public Broadcasting</i>   |                         |                         |                         |                         |                       |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-----------------------|
| <i>Participating State Agency-Level Budget Table II-1</i>   |                         |                         |                         |                         |                       |
| <i>(Evidence for selection criterion (A)(4)(b))</i>   |                         |                         |                         |                         |                       |
| <i>Budget Category</i>  | <i>Grant Year 1 (a)</i> | <i>Grant Year 2 (b)</i> | <i>Grant Year 3 (c)</i> | <i>Grant Year 4 (d)</i> | <i>Total (e)</i>      |
| <i>1. Personnel</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>              |
| <i>2. Fringe Benefits</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>              |
| <i>3. Travel</i>  | <i>6,990</i>            | <i>0</i>                | <i>6,990</i>            | <i>0</i>                | <i>13,980</i>         |
| <i>4. Equipment</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>              |
| <i>5. Supplies</i>  | <i>4,430</i>            | <i>0</i>                | <i>950</i>              | <i>0</i>                | <i>5,380</i>          |
| <i>6. Contractual</i>   | <i>357,913</i>          | <i>150,000</i>          | <i>277,888</i>          | <i>150,000</i>          | <i>935,801</i>        |
| <i>7. Training Stipends</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>              |
| <i>8. Other</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>              |
| <i>9. Total Direct Costs (add lines 1-8)</i>  | <i>369,333</i>          | <i>150,000</i>          | <i>285,828</i>          | <i>150,000</i>          | <i>955,161</i>        |
| <i>10. Indirect Costs*</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>              |
| <i>11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners</i> | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>              |
| <i>12. Funds set aside for participation in grantee technical assistance</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>              |
| <b><i>13. Total Grant Funds Requested (add lines 9-12)</i></b>  | <b><i>369,333</i></b>   | <b><i>150,000</i></b>   | <b><i>285,828</i></b>   | <b><i>150,000</i></b>   | <b><i>955,161</i></b> |

|   |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <i>14. Funds from other sources used to support the State Plan</i>  | <i>0</i>              | <i>0</i>              | <i>0</i>              | <i>0</i>              | <i>0</i>              |
| <b><i>15. Total Statewide Budget (add lines 13-14)</i></b>  | <b><i>369,333</i></b> | <b><i>150,000</i></b> | <b><i>285,828</i></b> | <b><i>150,000</i></b> | <b><i>955,161</i></b> |
| <i>Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</i>  |                       |                       |                       |                       |                       |
| <i>Column (e): Show the total amount requested for all grant years.</i>   |                       |                       |                       |                       |                       |
| <i>Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6</i>  |                       |                       |                       |                       |                       |
| <i>Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</i>   |                       |                       |                       |                       |                       |
| <i>Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</i> |                       |                       |                       |                       |                       |
| <i>Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</i>   |                       |                       |                       |                       |                       |
| <i>Line 13: This is the total funding requested under this grant.</i>   |                       |                       |                       |                       |                       |



| <i>GA Public Broadcasting</i>  |                         |                         |                         |                         |                  |
|--|-------------------------|-------------------------|-------------------------|-------------------------|------------------|
| <i>Participating State Agency-Level Budget Table II-2</i>  |                         |                         |                         |                         |                  |
| <i>(Evidence for selection criterion (A)(4)(b))</i>  |                         |                         |                         |                         |                  |
| <i>Project</i>   | <i>Grant Year 1 (a)</i> | <i>Grant Year 2 (b)</i> | <i>Grant Year 3 (c)</i> | <i>Grant Year 4 (d)</i> | <i>Total (e)</i> |
| <i>P1-Governance</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P2-SRIs</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P3-Evaluation</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P4-TQRIS</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P5-GELDS</i>  | <i>219,333</i>          | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>219,333</i>   |
| <i>P6-Assess.Health</i>  | <i>0</i>                | <i>0</i>                | <i>135,828</i>          | <i>0</i>                | <i>135,828</i>   |
| <i>P7-Family</i>   | <i>150,000</i>          | <i>150,000</i>          | <i>150,000</i>          | <i>150,000</i>          | <i>600,000</i>   |
| <i>P8-WF Knowledge</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P9-Lean.Comm.</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P10-K. Entry Asses.</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P11-Data</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>Total Statewide Budget</i>  | <i>369,333</i>          | <i>150,000</i>          | <i>285,828</i>          | <i>150,000</i>          | <i>955,161</i>   |
| <i>Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.</i> |                         |                         |                         |                         |                  |
| <i>Column (e): Show the total expenditure, across all grant years, for the Project.</i>  |                         |                         |                         |                         |                  |
| <i>The <u>Total Statewide Budget</u> for this table should match Line 15 for Budget Table II-1.</i>  |                         |                         |                         |                         |                  |

## **Agency 6 – GA Public Broadcasting – Total Budget \$955,161**

### ***Agency’s Plan to Organize Operations in Order to Manage the RTT-ELC Grant***

GPB will manage and deliver these resources through its Media Production, Education and New Media Divisions, which regularly produces related products and services for State of Georgia agencies and other organizations. The plan includes an initial rollout in the first year of the project and a follow-up rollout in the 3rd year to provide a comprehensive update on goals, progress and status, and to re-educate providers and stakeholders new to the early education community.

### ***Roles & Responsibilities Related to Projects***

*Project 5*                      *\$219,333*

GPB will produce a series of a live streaming professional development sessions that cover the GELDS. A train-the-trainer module will be created and used with the TCSG instructors across the state to offer regional continuing education courses in the GELDS.

*Project 6*                      *\$135,828*

GPB will produce a series of a live streaming professional development sessions on assessment. These sessions will address purpose, selection and use of assessment and will be archived for ongoing use. Live streaming sessions in both English and Spanish were selected because the format will allow access to a wide range of practitioners.

*Project 7*                      *\$600,000*

GPB will provide informational messaging statewide in English, Spanish and Mandarin for families on television, on the radio, and online. The informational messaging will provide keys to selecting quality child care and information about the TQRIS; direct families and caregivers to online activities to develop school readiness and learn more about early learning and development standards; direct families and caregivers to Children 1<sup>st</sup> for referrals and screening for children with suspected disabilities, and include fun, educational tools for children and families.

### ***How the Annual Budget was Derived***

The budget was derived based on the best available data including current and past expenditures. These factors, combined with current market rates and other necessary items, were used to estimate the costs required to complete the projects successfully. All budget estimates are consistent with similar expenditure needs in non-grant related areas and all budgeted grant dollars will be used to supplement existing funds. Funds will be administered in accordance with appropriate state and federal guidelines and procurement rules will be followed.

### ***Detailed Explanation of Each Budget Category Line Item***

#### **Travel                      \$13,980**

Travel expenses, where applicable under state guidelines to support the projects in the state plan, by covering the costs of lodging, mileage, per diem, and car rentals for all crew members and other personnel over the course of the grant period.

#### **Supplies                      \$5,380**

All supplies and materials budgeted for within the scope of this project are necessary and essential to the video production objectives. Supplies include gels and lamps for lighting, set design and set branding needs for live awareness launches, tape stock to record to, and miscellaneous expendables, such as gaff tape and batteries, required for equipment operability. Supplies will be purchased to cover awareness launches for providers and parents, outreach promotional video messages, and “standards” and “assessment” video modules.

#### **Contractual                      \$935,801**

Services conducted in support of each completed deliverable include all pre-production, production, and post-production tasks. Shooting, editing, graphic design and creation, DVD duplication along with electronic delivery of all final video assets, as well as closed captioning and language translation of all video assets intended for parents are included as directed by the Scope of Work for awareness launches, promotional video messages, and “standards” and “assessment” video modules.

The estimated cost per expected procurement (by project):

-(2) Awareness launches (Providers and Parents): \$72,144.60

-(1) Outreach and awareness promotional video message: \$11,464.00

-(8-10) “Standards” and “Assessment” video modules: \$271,656.00

Georgia Public Broadcasting 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).

| <i>Professional Standards Commission</i>  |                         |                         |                         |                         |                  |
|---|-------------------------|-------------------------|-------------------------|-------------------------|------------------|
| <i>Participating State Agency-Level Budget Table II-1</i>   |                         |                         |                         |                         |                  |
| <i>(Evidence for selection criterion (A)(4)(b))</i>   |                         |                         |                         |                         |                  |
| <i>Budget Category</i>  | <i>Grant Year 1 (a)</i> | <i>Grant Year 2 (b)</i> | <i>Grant Year 3 (c)</i> | <i>Grant Year 4 (d)</i> | <i>Total (e)</i> |
| <i>1. Personnel</i>   | <i>70,000</i>           | <i>70,000</i>           | <i>70,000</i>           | <i>70,000</i>           | <i>280,000</i>   |
| <i>2. Fringe Benefits</i>   | <i>32,651</i>           | <i>32,651</i>           | <i>32,651</i>           | <i>32,651</i>           | <i>130,604</i>   |
| <i>3. Travel</i>  | <i>3,000</i>            | <i>3,000</i>            | <i>3,000</i>            | <i>3,000</i>            | <i>12,000</i>    |
| <i>4. Equipment</i>   | <i>3,588</i>            | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>3,588</i>     |
| <i>5. Supplies</i>  | <i>5,354</i>            | <i>5,348</i>            | <i>5,348</i>            | <i>5,348</i>            | <i>21,398</i>    |
| <i>6. Contractual</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>7. Training Stipends</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>8. Other</i>   | <i>974</i>              | <i>974</i>              | <i>974</i>              | <i>974</i>              | <i>3,896</i>     |
| <i>9. Total Direct Costs (add lines 1-8)</i>  | <i>115,567</i>          | <i>111,973</i>          | <i>111,973</i>          | <i>111,973</i>          | <i>451,486</i>   |
| <i>10. Indirect Costs*</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners</i> | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>12. Funds set aside for participation in grantee technical assistance</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |

|   |                |                |                |                |                |
|---|----------------|----------------|----------------|----------------|----------------|
| <b>13. Total Grant Funds Requested</b><br><i>(add lines 9-12)</i>   | <b>115,567</b> | <b>111,973</b> | <b>111,973</b> | <b>111,973</b> | <b>451,486</b> |
| 14. Funds from other sources used to support the State Plan   | 0              | 0              | 0              | 0              | 0              |
| <b>15. Total Statewide Budget</b> <i>(add lines 13-14)</i>  | <b>115,567</b> | <b>111,973</b> | <b>111,973</b> | <b>111,973</b> | <b>451,486</b> |
| <i>Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</i>  |                |                |                |                |                |
| <i>Column (e): Show the total amount requested for all grant years.</i>   |                |                |                |                |                |
| <i>Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6</i>  |                |                |                |                |                |
| <i>Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</i>   |                |                |                |                |                |
| <i>Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</i> |                |                |                |                |                |
| <i>Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</i>   |                |                |                |                |                |
| <i>Line 13: This is the total funding requested under this grant.</i>   |                |                |                |                |                |

| <i>Professional Standards Commission</i>   |                         |                         |                         |                         |                  |
|--|-------------------------|-------------------------|-------------------------|-------------------------|------------------|
| <i>Participating State Agency-Level Budget Table II-2</i>  |                         |                         |                         |                         |                  |
| <i>(Evidence for selection criterion (A)(4)(b))</i>  |                         |                         |                         |                         |                  |
| <i>Project</i>   | <i>Grant Year 1 (a)</i> | <i>Grant Year 2 (b)</i> | <i>Grant Year 3 (c)</i> | <i>Grant Year 4 (d)</i> | <i>Total (e)</i> |
| <i>P1-Governance</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P2-SRIs</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P3-Evaluation</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P4-TQRIS</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P5-GELDS</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P6-Assess. Health</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P7-Family</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P8-WF Knowledge</i>   | <i>115,567</i>          | <i>111,973</i>          | <i>111,973</i>          | <i>111,973</i>          | <i>451,486</i>   |
| <i>P9-Lean. Comm.</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P10-K. Entry Asses.</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P11-Data</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>Total Statewide Budget</i>  | <i>115,567</i>          | <i>111,973</i>          | <i>111,973</i>          | <i>111,973</i>          | <i>451,486</i>   |
| <i>Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.</i> |                         |                         |                         |                         |                  |
| <i>Column (e): Show the total expenditure, across all grant years, for the Project.</i>  |                         |                         |                         |                         |                  |
| <i>The <u>Total Statewide Budget</u> for this table should match Line 15 for Budget Table II-1.</i>  |                         |                         |                         |                         |                  |

## **Agency 7 – Professional Standards Commission – Total funds \$451,486**

### ***Agency’s Plan to Organize Operations in Order to Manage the RTT-ELC Grant***

DECAL has an existing contract with the Georgia Professional Standards Commission (GaPSC), the State agency responsible for certifying educational personnel, to review credentials of the early childhood education workforce and assign career levels through the Professional Development Registry (PDR). With the implementation of the overall grant projects, the volume of early care professionals enrolling in the PDR will increase thereby creating the need for an additional PSC evaluator and information specialist. The plan includes an initial rollout in the first year of the project and a follow-up rollout in the 3rd year to provide a comprehensive update on goals, progress and status, and to re-educate providers and stakeholders new to the early education community.

### ***Roles & Responsibilities Related to Projects***

The GaPSC will expand the current contract services to support the management of the RTT-ELC grant. The GaPSC will continue to verify credentials and assign a career level to early learning professionals enrolling in the PDR.

*Project 8*                      *\$451,486*

GaPSC will employ two additional staff to continue to verify the credentials of the early childhood educators and others in the workforce and assign a career level. With the realignment of the workforce competency framework, the work load will increase for the staff as they re-evaluate the career levels for those already in the system while also enrolling new educators in the system.

### ***How the Annual Budget was Derived***

The budget was derived based on the best available data including current and past expenditures. These factors, combined with current market rates and other necessary items, were used to estimate the costs required to complete the projects successfully. All budget estimates are consistent with similar expenditure needs in non-grant related areas and all budgeted grant dollars will be used to supplement existing funds. Funds will be administered in accordance with appropriate state and federal guidelines and procurement rules will be followed.



*Detailed Explanation of Each Budget Category Line Item*

**Personnel                    \$280,000**

Salaries for one additional evaluator (\$35,000), one additional information specialist (\$30,000), and an increase for the lead evaluator (\$5,000) to take on supervisory duties per year.

**Fringe Benefits            \$130,604**

Fringes calculated at 46.643% and rounded to the nearest dollar figure for the personnel above.

**Travel                        \$12,000**

At \$3,000 per year, staff travel for training purposes - GaPSC/PDR training and registration assistance at Infant/Toddler Conferences; Project 9 trainings; GAYC Conference; Project Director Trainings statewide for approximately 15 days for each staff at an average of \$100 per day travel and food for a total of \$3,000 both annually.

**Equipment                 \$3,588**

2 laptops with docking stations, external keyboards & mouse, and carrying case for personnel above.

**Supplies                    \$21,398**

Office supplies (\$1,000/yr - primarily toner & paper), software renewals (\$272/person/year for Years 2-4), 2 office chairs (\$275/chair - Year 1), cost for two call center seats (\$1,902/person/year).

**Other                        \$3,896**

These funds will cover position-specific costs (\$487/person/year) for Merit System Assessments (\$137) and Shared Services Costs for HR & Payroll - \$350). These costs are consistent with standard operating procedure and state policy for this agency.

| <i>Technical College Syst. Of GA</i>  |                         |                         |                         |                         |                  |
|---|-------------------------|-------------------------|-------------------------|-------------------------|------------------|
| <i>Participating State Agency-Level Budget Table II-1</i>   |                         |                         |                         |                         |                  |
| <i>(Evidence for selection criterion (A)(4)(b))</i>   |                         |                         |                         |                         |                  |
| <i>Budget Category</i>  | <i>Grant Year 1 (a)</i> | <i>Grant Year 2 (b)</i> | <i>Grant Year 3 (c)</i> | <i>Grant Year 4 (d)</i> | <i>Total (e)</i> |
| <i>1. Personnel</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>2. Fringe Benefits</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>3. Travel</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>4. Equipment</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>5. Supplies</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>6. Contractual</i>   | <i>17,500</i>           | <i>10,000</i>           | <i>5,000</i>            | <i>2,500</i>            | <i>35,000</i>    |
| <i>7. Training Stipends</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>8. Other</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>9. Total Direct Costs (add lines 1-8)</i>  | <i>17,500</i>           | <i>10,000</i>           | <i>5,000</i>            | <i>2,500</i>            | <i>35,000</i>    |
| <i>10. Indirect Costs*</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners</i> | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>12. Funds set aside for participation in grantee technical assistance</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>13. Total Grant Funds Requested (add lines 9-12)</i>   | <i>17,500</i>           | <i>10,000</i>           | <i>5,000</i>            | <i>2,500</i>            | <i>35,000</i>    |

|   |                      |                      |                     |                     |                      |
|---|----------------------|----------------------|---------------------|---------------------|----------------------|
| <i>14. Funds from other sources used to support the State Plan</i>  | <i>0</i>             | <i>0</i>             | <i>0</i>            | <i>0</i>            | <i>0</i>             |
| <b><i>15. Total Statewide Budget (add lines 13-14)</i></b>  | <b><i>17,500</i></b> | <b><i>10,000</i></b> | <b><i>5,000</i></b> | <b><i>2,500</i></b> | <b><i>35,000</i></b> |
| <i>Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</i>  |                      |                      |                     |                     |                      |
| <i>Column (e): Show the total amount requested for all grant years.</i>   |                      |                      |                     |                     |                      |
| <i>Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6</i>  |                      |                      |                     |                     |                      |
| <i>Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</i>   |                      |                      |                     |                     |                      |
| <i>Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</i> |                      |                      |                     |                     |                      |
| <i>Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</i>   |                      |                      |                     |                     |                      |
| <i>Line 13: This is the total funding requested under this grant.</i>   |                      |                      |                     |                     |                      |

| <i>Technical College Syst. Of GA</i>   |                         |                         |                         |                         |                  |
|--|-------------------------|-------------------------|-------------------------|-------------------------|------------------|
| <i>Participating State Agency-Level Budget Table II-2</i>  |                         |                         |                         |                         |                  |
| <i>(Evidence for selection criterion (A)(4)(b))</i>  |                         |                         |                         |                         |                  |
| <i>Project</i>   | <i>Grant Year 1 (a)</i> | <i>Grant Year 2 (b)</i> | <i>Grant Year 3 (c)</i> | <i>Grant Year 4 (d)</i> | <i>Total (e)</i> |
| <i>P1-Governance</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P2-SRIs</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P3-Evaluation</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P4-TQRIS</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P5-GELDS</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P6-Assess. Health</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P7-Family</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P8-WF Knowledge</i>   | <i>17,500</i>           | <i>10,000</i>           | <i>5,000</i>            | <i>2,500</i>            | <i>35,000</i>    |
| <i>P9-Lean. Comm.</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P10-K. Entry Asses.</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>P11-Data</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>         |
| <i>Total Statewide Budget</i>  | <i>17,500</i>           | <i>10,000</i>           | <i>5,000</i>            | <i>2,500</i>            | <i>35,000</i>    |
| <i>Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.</i> |                         |                         |                         |                         |                  |
| <i>Column (e): Show the total expenditure, across all grant years, for the Project.</i>  |                         |                         |                         |                         |                  |
| <i>The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.</i>   |                         |                         |                         |                         |                  |

## **Agency 8 – Technical College System of GA – Total Budget \$35,000**

### ***Agency’s Plan to Organize Operations in Order to Manage the RTT-ELC Grant***

The Technical College System of Georgia (TCSG) has 25 colleges across Georgia in urban and rural areas providing accessible community-based education early childhood educators. The TCSG Early Childhood Coordinator will oversee all agency grant activities.

### ***Roles & Responsibilities Related to Projects***

The TCSG will continue to participate in the committee of higher education entities responsible for review and alignment of revised Georgia Early Learning and Development Standards (GELDS) with the Professional Development Competencies to inform the coursework provided for all early childhood education and child development certificates, diplomas and degrees.

Through the RTT-ELC funds, the 70 Early Childhood Education instructors at all 25 of the TCSG colleges will participate in training of trainers provided on the GELDS and will redeliver the training in Continuing Education course throughout the state.

#### ***Project 8                      \$35,000***

TCSG will use \$35,000 over the four-year grant period for Project 8. TCSG will deliver the training on the Georgia Early Learning and Development Standards to the early childhood education facility in Georgia’s technical college system so that the standards can be embedded in the coursework. The intent is for the training to be shared with facility; in turn, the facility members will revise existing credit-bearing and continuing education courses to incorporate the new standards. Most of the funding will be used in years one and two of the project to ensure existing facility are trained; smaller amounts are requested in years three and four to ensure new facility receive the training.

### ***How the Annual Budget was Derived***

The budget was derived based on the best available data including current and past expenditures. These factors, combined with current market rates and other necessary items, were used to estimate the costs required to complete the projects successfully. All budget estimates are

consistent with similar expenditure needs in non-grant related areas and all budgeted grant dollars will be used to supplement existing funds. Funds will be administered in accordance with appropriate state and federal guidelines and procurement rules will be followed.

***Detailed Explanation of Each Budget Category Line Item***

**Contractual                    \$35,000**

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

-1<sup>st</sup> year - \$17,500 (to train 70 instructors in 6 different sessions throughout Georgia and related travel).

-2<sup>nd</sup> year - \$10,000 (to train new instructors and those not able to attend 1<sup>st</sup> year training; offered in 2 different sessions-one in north Georgia and one in south Georgia and related travel).

- 3<sup>rd</sup> year - \$5,000 (to train new instructors and those who haven't been able to attend 1<sup>st</sup> or 2<sup>nd</sup> year training; offered 1 time per year and related travel).

- 4<sup>th</sup> and additional years - \$2,500 (to train new instructors offered in conjunction with GAYC or another determined conference).

| <i>Dept. of Comm. Health</i>  |                         |                         |                         |                         |                       |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-----------------------|
| <i>Participating State Agency-Level Budget Table II-1</i>   |                         |                         |                         |                         |                       |
| <i>(Evidence for selection criterion (A)(4)(b))</i>   |                         |                         |                         |                         |                       |
| <i>Budget Category</i>  | <i>Grant Year 1 (a)</i> | <i>Grant Year 2 (b)</i> | <i>Grant Year 3 (c)</i> | <i>Grant Year 4 (d)</i> | <i>Total (e)</i>      |
| <i>1. Personnel</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>              |
| <i>2. Fringe Benefits</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>              |
| <i>3. Travel</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>              |
| <i>4. Equipment</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>              |
| <i>5. Supplies</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>              |
| <i>6. Contractual</i>   | <i>0</i>                | <i>0</i>                | <i>250,000</i>          | <i>25,000</i>           | <i>275,000</i>        |
| <i>7. Training Stipends</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>              |
| <i>8. Other</i>   | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>              |
| <i>9. Total Direct Costs (add lines 1-8)</i>  | <i>0</i>                | <i>0</i>                | <i>250,000</i>          | <i>25,000</i>           | <i>275,000</i>        |
| <i>10. Indirect Costs*</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>              |
| <i>11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners</i> | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>              |
| <i>12. Funds set aside for participation in grantee technical assistance</i>  | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>                | <i>0</i>              |
| <b><i>13. Total Grant Funds Requested (add lines 9-12)</i></b>  | <b><i>0</i></b>         | <b><i>0</i></b>         | <b><i>250,000</i></b>   | <b><i>25,000</i></b>    | <b><i>275,000</i></b> |

|   |                 |                 |                       |                      |                       |
|---|-----------------|-----------------|-----------------------|----------------------|-----------------------|
| <i>14. Funds from other sources used to support the State Plan</i>  | <i>0</i>        | <i>0</i>        | <i>0</i>              | <i>0</i>             | <i>0</i>              |
| <b><i>15. Total Statewide Budget (add lines 13-14)</i></b>  | <b><i>0</i></b> | <b><i>0</i></b> | <b><i>250,000</i></b> | <b><i>25,000</i></b> | <b><i>275,000</i></b> |
| <i>Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</i>  |                 |                 |                       |                      |                       |
| <i>Column (e): Show the total amount requested for all grant years.</i>   |                 |                 |                       |                      |                       |
| <i>Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6</i>  |                 |                 |                       |                      |                       |
| <i>Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</i>   |                 |                 |                       |                      |                       |
| <i>Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</i> |                 |                 |                       |                      |                       |
| <i>Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</i>   |                 |                 |                       |                      |                       |
| <i>Line 13: This is the total funding requested under this grant.</i>   |                 |                 |                       |                      |                       |



| <i>Dept. of Comm. Health</i>   |                             |                             |                             |                             |                  |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|------------------|
| <i>Participating State Agency-Level Budget Table II-2</i>  |                             |                             |                             |                             |                  |
| <i>(Evidence for selection criterion (A)(4)(b))</i>  |                             |                             |                             |                             |                  |
| <i>Project</i>   | <i>Grant Year<br/>1 (a)</i> | <i>Grant Year<br/>2 (b)</i> | <i>Grant Year<br/>3 (c)</i> | <i>Grant Year<br/>4 (d)</i> | <i>Total (e)</i> |
| <i>P1-Governance</i>   | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P2-SRIs</i>   | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P3-Evaluation</i>   | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P4-TQRIS</i>  | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P5-GELDS</i>  | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P6-<br/>Assess.Health</i>   | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P7-Family</i>   | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P8-WF<br/>Knowledge</i>   | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P9-Lean.Comm.</i>   | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P10-K. Entry<br/>Asses.</i>   | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>                    | <i>0</i>         |
| <i>P11-Data</i>  | <i>0</i>                    | <i>0</i>                    | <i>250,000</i>              | <i>25,000</i>               | <i>275,000</i>   |
| <i>Total Statewide<br/>Budget</i>  | <i>0</i>                    | <i>0</i>                    | <i>250,000</i>              | <i>25,000</i>               | <i>275,000</i>   |
| <i>Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.</i> |                             |                             |                             |                             |                  |
| <i>Column (e): Show the total expenditure, across all grant years, for the Project.</i>  |                             |                             |                             |                             |                  |
| <i>The <u>Total Statewide Budget</u> for this table should match Line 15 for Budget Table II-1.</i>  |                             |                             |                             |                             |                  |

**Agency 9 – Department of Community Health – Total \$275,000**

***Agency’s Plan to Organize Operations in Order to Manage the RTT-ELC Grant***

DCH has an existing data system and will work with its contracted vendor to create the PeachCare child data participation file that will feed into the Cross Agency Child Data System. The data is on Medicaid and PeachCare for Kids (S-CHIPS). This work is scheduled to begin in year 3 of the grant.

***Roles & Responsibilities Related to Projects***

*Project 11*                      *\$275,000*

DCH will use \$275,000 over the four-year grant period in Project 11 to work with the DCH vendor who maintains data on Medicaid and PeachCare for Kids (S-CHIP) to provide child participation data to the Cross Agency Child Data System.

***How the Annual Budget was Derived***

The budget was derived based on the best available data including current and past expenditures. These factors, combined with current market rates and other necessary items, were used to estimate the costs required to complete the projects successfully. All budget estimates are consistent with similar expenditure needs in non-grant related areas and all budgeted grant dollars will be used to supplement existing funds. Funds will be administered in accordance with appropriate state and federal guidelines and procurement rules will be followed.

**Contractual**                      **\$275,000**

Starting in year 3, these funds provide for contract computer programmer hours in order to build out and maintain system requirements for the Child Data System.

## BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

|   |
|---|
| <p>Does the State have an Indirect Cost Rate Agreement approved by the Federal government?</p> <p>NO      <input checked="" type="radio"/></p> <p>If yes to question 1, please provide the following information:</p> <p>Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):</p> <p>From: ___/___/_____      To: ___/___/_____</p> <p>Approving Federal agency: ___ED ___HHS ___Other<br/>(Please specify agency): _____</p> |
|---|

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.

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## APPLICATION REQUIREMENTS

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(a) The State's application must be signed by the Governor or an authorized representative; an authorized representative from the Lead Agency; and an authorized representative from each Participating State Agency. The State must provide the required signatures in section IV, Application Assurances and Certifications of the application.

(b) The State must submit a certification from the State Attorney General or an authorized representative that the State's description of, and statements and conclusions in its application concerning, State law, statute, and regulation are complete and accurate and constitute a reasonable interpretation of State law, statute, and regulation. The State must provide this certification in section IV, Application Assurances and Certifications of the application.

(c) The State must complete the budget spreadsheets that are provided in the application package and submit the completed spreadsheet as part of its application. These spreadsheets should be included on the CD or DVD that the State submits as its application.

Note: The budget spreadsheets will be used by the Departments for budget reviews. However, the reviewers will not judge or score these budget spreadsheets. Reviewers will limit their evaluation of the State's response to (A)(4)(b) to the information provided by the State in the budget section of the application (see section VIII, Budget).

(d) The State must submit preliminary scopes of work for each Participating State Agency as part of the executed MOU or other binding agreement. (See section XIII in this application.) Each preliminary scope of work must describe the portions of the State's proposed plans that the Participating State Agency is agreeing to implement. If a State is awarded an RTT-ELC grant, the State will have up to 90 days to complete final scopes of work for each Participating State Agency. (See section (k) of the Program Requirements, section XI in this application.)

(e) The State must include a budget that details how it will use grant funds awarded under this competition, and funds from other Federal, State, private, and local sources to achieve the outcomes of the State Plan (as described in selection criterion (A)(4)(a)), and how the State will use funds awarded under this program to--

(1) Achieve its targets for increasing the number and percentage of Early Learning and Development Programs that are participating in the State's Tiered Quality Rating and Improvement System (as described in selection criterion (B)(2)(c)); and

(2) Achieve its targets for increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the State's Tiered Quality Rating and Improvement System (as described in selection criterion (B)(4)(c)).

(f) The State must provide an overall summary for the State Plan and a rationale for why it has chosen to address the selected criteria in each Focused Investment Area, including—

- How the State’s choices build on its progress to date in each Focused Investment Area (as outlined in Tables (A)(1)6-13 and in the narrative under (A)(1)); and
- Why these selected criteria will best achieve the State’s ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers.

(g) The State, within each Focused Investment Area, must select and address--

- Two or more selection criteria within Focused Investment Area (C) Promoting Early Learning and Development Outcomes for Children; and
- One or more selection criteria within Focused Investment Areas (D) A Great Early Childhood Education Workforce and (E) Measuring Outcomes and Progress.

(h) Where the State is submitting a High-Quality Plan, the State must include in its application a detailed plan that is feasible and has a high probability of successful implementation and includes, but need not be limited to--

(1) The key goals;

(2) The key activities to be undertaken; the rationale for the activities; and, if applicable, where in the State the activities will be initially implemented, and where and how they will be scaled up over time to eventually achieve statewide implementation;

(3) A realistic timeline, including key milestones, for implementing each key activity;

(4) The party or parties responsible for implementing each activity and other key personnel assigned to each activity;

(5) Appropriate financial resources to support successful implementation of the plan;

(6) The information requested as supporting evidence, if any, together with any additional information the State believes will be helpful to peer reviewers in judging the credibility of the plan;

(7) The information requested in the performance measures, where applicable;

(8) How the State will address the needs of the different types of Early Learning and Development Programs, if applicable; and

(9) How the State will meet the needs of Children with High Needs, as well as the unique needs of special populations of Children with High Needs.



## REPORTING REQUIREMENTS

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A State receiving funds under an RTT-ELC grant must submit an annual report that must include, in addition to the standard elements, a description of the State's progress to date on its goals, timelines, and budgets, as well as actual performance compared to the annual targets the State established in its application with respect to each performance measure. Further, a State receiving funds under this program is accountable for meeting the goals, timelines, budget, and annual targets established in the application; adhering to an annual fund drawdown schedule that is tied to meeting these goals, timelines, budget, and annual targets; and fulfilling and maintaining all other conditions for the conduct of the project. The Departments will monitor a State's progress in meeting the State's goals, timelines, budget, and annual targets and in fulfilling other applicable requirements. In addition, we may collect additional data as part of a State's annual reporting requirements.

To support a collaborative process with the State, we may require that applicants who are selected to receive an award enter into a written performance or cooperative agreement. If we determine that a State is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, we will take appropriate action, which could include establishing a collaborative process or taking enforcement measures with respect to this grant, such as placing the State in high-risk status, putting the State on reimbursement payment status, or delaying or withholding funds.

## PROGRAM REQUIREMENTS

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*A State that receives a grant must meet the following requirements:*

(a) The State must continue to participate in the programs authorized under section 619 of part B of IDEA and part C of IDEA; in the CCDF program; and in the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program (pursuant to section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148)) for the duration of the grant.

(b) The State is prohibited from spending funds from the grant on the direct delivery of health services.

(c) The State must participate in RTT-ELC grantee technical assistance activities facilitated by ED or HHS, individually or in collaboration with other State grantees in order to share effective program practices and solutions and collaboratively solve problems, and must set aside at least \$400,000 from its grant funds for this purpose.

(d) The State must--

(1) Comply with the requirements of any evaluation sponsored by ED or HHS of any of the State's activities carried out with the grant;

(2) Comply with the requirements of any cross-State evaluation--as part of a consortium of States--of any of the State's proposed reforms, if that evaluation is coordinated or funded by ED or HHS, including by using common measures and data collection instruments and collecting data necessary to the evaluation;

(3) Together with its independent evaluator, if any, cooperate with any technical assistance regarding evaluations provided by ED or HHS. The purpose of this technical assistance will be to ensure that the validation of the State's Tiered Quality Rating and Improvement System and any other evaluations conducted by States or their independent evaluators, if any, are of the highest quality and to encourage commonality in approaches where such commonality is feasible and useful;

(4) Submit to ED and HHS for review and comment its design for the validation of its Tiered Quality Rating and Improvement System (as described in selection criteria (B)(5)) and any other evaluations of activities included in the State Plan, including any activities that are part of the State's Focused Investment Areas, as applicable; and

(5) Make widely available through formal (*e.g.*, peer-reviewed journals) or informal (*e.g.*, newsletters) mechanisms, and in print or electronically, the results of any evaluations it conducts of its funded activities.

(e) The State must have a longitudinal data system that includes the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act by the date required under the State Fiscal Stabilization Fund (SFSF) grant and in accordance with Indicator (b)(1) of its approved SFSF plan.

(f) The State must comply with the requirements of all applicable Federal, State, and local privacy laws, including the requirements of the Family Educational Rights and Privacy Act, the Health Insurance Portability Accountability Act, and the privacy requirements in IDEA, and their applicable regulations.

(g) The State must ensure that the grant activities are implemented in accordance with all applicable Federal, State, and local laws.

(h) The State must provide researchers with access, consistent with the requirements of all applicable Federal State, and local privacy laws, to data from its Tiered Quality Rating and Improvement System and from the Statewide Longitudinal Data System and the State's coordinated early learning data system (if applicable) so that they can analyze the State's quality improvement efforts and answer key policy and practice questions.

(i) Unless otherwise protected as proprietary information by Federal or State law or a specific written agreement, the State must make any work (*e.g.*, materials, tools, processes, systems) developed under its grant freely available to the public, including by posting the work on a Web site identified or sponsored by ED or HHS. Any Web sites developed under this grant must meet government or industry-recognized standards for accessibility.

(j) Funds made available under an RTT-ELC grant must be used to supplement, not supplant, any Federal, State, or local funds that, in the absence of the funds awarded under this

grant, would be available for increasing access to and improving the quality of Early Learning and Development Programs.

(k) For a State that is awarded an RTT-ELC grant, the State will have up to 90 days from the grant award notification date to complete final scopes of work for each Participating State Agency. These final scopes of work must contain detailed work plans that are consistent with their corresponding preliminary scopes of work and with the State's grant application, and must include the Participating State Agency's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures for the portions of the State's proposed plans that the Participating State Agency is agreeing to implement.

## CONTRACTING FOR SERVICES

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Generally, all procurement transactions by State or local educational agencies made with RTT-ELC grant funds must be conducted in a manner providing full and open competition, consistent with the standards in section 80.36 of the Education Department General Administrative Regulations (EDGAR). This section requires that grantees use their own procurement procedures (which reflect State and local laws and regulations) to select contractors, provided that those procedures meet certain standards described in EDGAR.

Because grantees must use appropriate procurement procedures to select contractors, applicants should not include information in their grant applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

## PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

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### **RACE TO THE TOP-EARLY LEARNING CHALLENGE PARTICIPATING STATE AGENCY MODEL MEMORANDUM OF UNDERSTANDING**

#### **(Appendix C of the Race to the Top-Early Learning Challenge Notice Inviting Applications)**

#### **Background for Memorandum of Understanding**

Each Participating State Agency identified in a State's Race to the Top-Early Learning Challenge (RTT-ELC) State Plan is required to enter into a Memorandum of Understanding (MOU) or other binding agreement with the State's Lead Agency that specifies the scope of the work that will be implemented by the Participating State Agency. The purpose of the MOU or other binding agreement is to define a relationship between the Lead Agency and the Participating State Agency that is specific to the RTT-ELC competition; the MOU or other binding agreement is not meant to detail all typical aspects of grant coordination or administration.

To support States in working efficiently with their Participating State Agencies to affirm each Participating State Agency's participation in the State Plan, ED and HHS have produced a model MOU, which is attached. This model MOU may serve as a template for States; however, States are not required to use it. States may use a document other than the model MOU, as long as it includes the key features noted below and in the model MOU. States should consult with their State attorneys on what is most appropriate. States may allow multiple Participating State Agencies to sign a single MOU or other binding agreement, with customized exhibits for each Participating State Agency, if the State so chooses.

At a minimum, an RTT-ELC MOU or other binding agreement should include the following key features, each of which is described in detail below and exemplified in the attached model MOU: (i) terms and conditions; (ii) a scope of work; and, (iii) authorized signatures.

(i) Terms and conditions: Each Participating State Agency must sign a standard set of terms and conditions that includes, at a minimum, key roles and responsibilities of the Lead Agency and the Participating State Agency; State recourse for non-performance by the Participating State Agency; and assurances that make clear what the Participating State Agency is agreeing to do.

(ii) Scope of work: RTT-ELC MOUs or other binding agreements must include a preliminary scope of work (included in the model RTT-ELC MOU as Exhibit I) that is completed by each Participating State Agency. The scope of work must be signed and dated by an authorized Participating State Agency official and an authorized Lead Agency official. In the interest of time and in consideration of the effort it will take for the Lead Agency and Participating State Agencies to develop detailed work plans for RTT-ELC, the scope of work submitted by Participating State Agencies and Lead Agencies as part of a State's application may be preliminary. Preliminary scopes of work must, at a minimum, identify all applicable portions of the State Plan that the Participating State Agency is agreeing to implement and include the required assurances. (Note that in order for a State to be eligible for the RTT-ELC competition, the Lead Agency must have executed with each Participating State Agency an MOU or other binding agreement, which the State must attach to its application and which must describe the Participating State Agency's level of participation in the grant and must include the required assurances.)

If a State is awarded an RTT-ELC grant, Participating State Agencies will have up to 90 days to complete final scopes of work, which must contain detailed work plans that are consistent with each Participating State Agency's preliminary scope of work and with the State's grant application, and must include the Participating State Agencies' specific goals, activities, timelines, budgets, and key personnel.

(iii) Authorized Signatures: The signatures on the MOU or other binding agreement demonstrate an acknowledgement of the relationship between the Participating State Agency and the Lead Agency. With respect to the relationship between the Participating State Agency and the Lead Agency, the Lead Agency's counter-signature on the MOU or other binding agreement indicates that the Participating State Agency's commitment is consistent with the requirement that a Participating State Agency implement all applicable portions of the State Plan.

## EVIDENCE TABLE OF CONTENTS

| Page Number         | Evidence  | Criteria |
|---------------------|---|----------|
| 48                  | Table (A)(1)-1<br># of percentage of children from low income families in the state by age.   | A 1      |
| 49                  | Table (A)(1)-2<br># and percentage of children with high needs from special populations in the State.   | A1       |
| 50                  | Table (A)(1)-3<br># of children with High Needs in the state who are enrolled in Early Learning and Development Programs, by age.   | A1       |
| 47                  | Data currently available, if any, on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.       | A1       |
| Appendices<br>7,8,9 | Data currently available, if any, on program quality across different types of Early Learning and Development Programs.   | A1       |
| 52                  | Table (A)(1)-4<br>The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011).                                      | A1       |
| 53                  | Table (A)(1)-5<br>The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011).                                      | A1       |
| 55                  | Table (A)(1)-6<br>The completed table that describes the current status of the State's Early Learning and Development Standards for each of the Essential Domains of School Readiness, by age group of infants, toddlers, and preschoolers. | A1       |
| 56                  | Table (A)(1)-7<br>The completed table that describes the elements of a Comprehensive Assessment System currently required within the State by different types of Early Learning and Development Programs or systems.                        | A1       |

|    |  |    |
|----|--|----|
| 57 | Table (A)(1)-8)<br>The completed table that describes the elements of high-quality health promotion practices currently required within the State by different types of Early Learning and Development Programs or systems.  | A1 |
| 59 | Table (A)(1)-9)<br>The completed table that describes the elements of a high-quality family engagement strategy currently required within the State by different types of Early Learning and Development Programs or systems.  | A1 |
| 64 | Table (A)(1)-10)<br>The completed table that describes all early learning and development workforce credentials currently available in the State, including whether credentials are aligned with a State Workforce Knowledge and Competency Framework and the number and percentage of Early Childhood Educators who have each type of credential.   | A1 |
| 70 | Table (A)(1)-11)<br>The completed table that describes the current status of postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators.  | A1 |
| 70 | (A)(1)-12)<br>The completed table that describes the current status of the State's Kindergarten Entry Assessment Table.  | A1 |
| 72 | (A)(1)-13)<br>The completed table that describes all early learning and development data systems currently used in the State Table.  | A1 |
| 74 | The State's goals for improving child outcomes statewide over the period of this grant.  | A2 |
| 74 | The State's goals for closing the readiness gap between Children with High Needs and their peers at kindergarten entry.  | A2 |
| 98 | Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C).  | A2 |
| 98 | Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D).  | A2 |
| 99 | Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E).  | A2 |
| 99 | For each Focused Investment Area (C), (D), and (E), a description of the State's rationale for choosing to address the selected criteria in that Focused Investment Area, including how the State's choices build on its progress to date in each Focused Investment Area (as outlined in Tables (A)(1)6-13 and in the narrative under (A)(1)) and why these selected criteria will best achieve the State's ambitious yet achievable goals for improving program quality, | A2 |

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|             | improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers.   |                   |
| 108         | (A)(3)(a)(1)<br>An organizational chart that shows how the grant will be governed and managed.   | (A)(3)(a) and (b) |
| 110         | Table (A)(3)-1<br>The completed table that lists governance-related roles and responsibilities.  | (A)(3)(a) and (b) |
| Appendix 3  | A copy of all fully executed MOUs or other binding agreements that cover each Participating State Agency.  | (A)(3)(a) and (b) |
| 114         | Table (A)(3)-2<br>The completed table that includes a list of every Early Learning Intermediary Organization and local early learning council (if applicable) in the State and indicates which organizations and councils have submitted letters of intent or support.   | (A)(3)(c)(1)      |
| Appendix 4  | A copy of every letter of intent or support from Early Learning Intermediary Organizations and local early learning councils.  | (A)(3)(c)(1)      |
| Appendix 5  | A copy of every letter of intent or support from other stakeholders.   | (A)(3)(c)(2)      |
| 129         | Table (A)(4)-1<br>The completed table listing the existing funds to be used to achieve the outcomes in the State Plan.   | (A)(4)(a)         |
| 120         | Description of how these existing funds will be used for activities and services that help achieve the outcomes in the State Plan.   | (A)(4)(a)         |
| 296         | The State's budget (completed in section VIII).  | (A)(4)(b)         |
| 302         | The narratives that accompany and explain the budget, and describes how it connects to the State Plan.   | (A)(4)(b)         |
| 158         | Table (B)(1)-1<br>The completed table that lists each set of existing Program Standards currently used in the State and the elements that are included in those Program Standards (Early Learning and Development Standards, Comprehensive Assessment Systems, Qualified Workforce, Family Engagement, Health Promotion, Effective Data Practices, and Other)  | (B)(1)            |
| Appendix 10 | To the extent the State has developed and adopted a Tiered Quality Rating and Improvement System based on a common set of tiered Program Standards that meet the elements in criterion (B)(1)(a), submit--<br>A copy of the tiered Program Standards;<br>Documentation that the Program Standards address all areas outlined in the definition of Program Standards, demonstrate high expectations of program excellence commensurate with nationally recognized standards, and are linked to the States licensing system;<br>Documentation of how the tiers meaningfully differentiate levels of quality. | (B)(1)            |



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|                           | Proof of use by the types of Early Learning and Development Programs in the State.   | (C)(1)(a) and (b) |
| Appendix 12,13            | The State's Early Learning and Development Standards for Infants and toddlers and Preschoolers.  | (C)(1)(a) and (b) |
| Appendix 12,13            | Documentation that the standards are developmentally, linguistically and culturally appropriate for all children, including children with disabilities and developmental delays and English Learners.  | (C)(1)(a) and (b) |
| Appendix 14               | Documentation that the standards address all Essential Domains of School Readiness and that they are of high-quality.  | (C)(1)(a) and (b) |
| Appendix 14               | Documentation of the alignment between the State's Early Learning and Development Standards and the State's K-3 standards.   | (C)(1)(a) and (b) |
| Appendix 10<br>Page # 219 | The progression of culturally and linguistically appropriate family engagement standards used in the Program Standards that includes strategies successfully used to engage families in supporting their children's development and learning. A State's family engagement standards must address, but need not be limited to: parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and adult and family literacy programs, parent involvement in decision making, and parent leadership development. | for<br>(C)(4)(a)  |
| 219                       | Documentation that this progression of standards includes activities that enhance the capacity of families to support their children's education and development.  | (C)(4)(a)         |
| 220                       | To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support on the family engagement strategies included in the Program Standards, the State shall submit documentation of these data. If the State does not have these data, the State shall outline its plan for deriving them.   | (C)(4)(b)         |
| 221                       | Documentation of the State's existing resources that are or will be used to promote family support and engagement statewide, including through home visiting programs and other family-serving agencies and the identification of new resources that will be used to promote family support and engagement statewide.  | (C)(4)(c)         |
| Appendix 15               | The Workforce Knowledge and Competencies; Documentation that the State's Workforce Knowledge and Competency Framework addresses the elements outlined in the definition of Workforce Knowledge and Competency Framework in Definitions (section III) and is designed to promote children's learning and development and improve outcomes.  | (D)(1)            |