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Quality Progress Report (QPR)
For
Georgia
FFY 2023

QPR Status: Accepted as of 2024-03-05 20:39:36 GMT

The Quality Progress Report (QPR) collects information from states and territories (hereafter referred to as lead agencies) to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services.

For purposes of simplicity and clarity, the specific provisions of applicable laws printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The lead agency acknowledges its responsibility to adhere to the applicable laws regardless of these modifications.

The contents of this document do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

QUALITY PROGRESS REPORT

The Quality Progress Report (QPR) collects information from lead agencies to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services. Lead agencies are also required to report on their Child Care and Development Fund (CCDF) quality improvement investments through the CCDF Plan, which collects information on the proposed quality activities for a three-year period; and through the ACF-696, which collects quarterly expenditure data on quality activities.

The annual data provided by the QPR will be used to describe how lead agencies are spending a significant investment per year to key stakeholders, including Congress, federal, state and territory administrators, providers, parents, and the public.

Specifically, this report will be used to:

- Ensure accountability and transparency for the use of CCDF quality funds, including a set-aside for quality infant and toddler care and activities funded by American Rescue Plan (ARP) Act
- Track progress toward meeting state- and territory-set indicators and benchmarks for improvement of child care quality based on goals and activities described in CCDF Plans; and
- Understand efforts in progress towards all child care settings meeting the developmental needs of children
- Inform federal technical assistance efforts and decisions regarding strategic use of quality funds.

What Period Must Be Included: All sections of this report cover the federal fiscal year activities (October 1, 2022, through September 30, 2023), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

What Data Should Lead Agencies Use: Lead agencies may use data collected by other government and nongovernment agencies (e.g., CCR&R agencies or other TA providers) in addition to their own data as appropriate. We recognize that lead agencies may not have all of the data requested initially but expect progress towards increased data capacity. The scope of this report covers quality improvement activities funded at least in part by CCDF in support of CCDF activities. Lead agencies must describe their progress in meeting their stated goals for improving the quality of child care as reported in their FFY 2022-2024 CCDF Plan.

How is the QPR Organized?

The first section of the QPR gathers basic data on the population of providers in the state or territory and goals for quality improvement and glossary of relevant terms. The rest of the report is organized according to the ten authorized uses of quality funds specified in the CCDBG Act of 2014:

- 1) Support the training and professional development of the child care workforce
- 2) Improve the development or implementation of early learning and development guidelines
- 3) Develop, implement, or enhance a quality rating improvement system for child care providers
- 4) Improve the supply and quality of child care for infants and toddlers
- 5) Establish or expand a lead agency wide system of child care resource and referral services
- 6) Support compliance with lead agency requirements for licensing, inspection, monitoring, training, and health and safety
- 7) Evaluate the quality of child care programs in the state or territory, including how programs positively impact children
- 8) Support providers in the voluntary pursuit of accreditation
- 9) Support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
- 10) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

The Office of Child Care (OCC) recognizes that quality funds may have been used to address the coronavirus 2019 (COVID-19) pandemic. These activities should be reflected in the relevant sections of the QPR.

Reporting Activities Related to ARP Act Child Care Stabilization Grants

The ARP Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Please refer to the information memorandum [ARP Act Child Care Stabilization Grants](#) (CCDF-ACF-IM-2021-02) for further guidance on the child care stabilization grants made available through the ARP Act.

While the OCC has established a new data collection form, the ACF-901 – American Rescue Plan (ARP) Stabilization Grants Provider-Level Data, as the primary data collection mechanism for reporting related to ARP stabilization grants, Section 13 of the QPR asks about activities related to stabilization grants made possible through ARP funding. The OCC will inform lead agencies if the data reported through the ACF-901 is complete enough to warrant skipping Section 13 of the QPR. The following information is requested in Section 13:

- If the lead agency ran more than one grant program;
- How stabilization grants were used to support workforce compensation; and
- Methods to eliminate fraud, waste, and abuse when providing stabilization grants

Section 13 should be used to report on ARP Stabilization Grants ONLY. Other child care sustainability or stabilization grant programs established or ongoing using other funding mechanisms (i.e., CCDF or other supplemental funding e.g., CARES, CRRSA, ARP Supplemental Discretionary Funds) should be reported in Section 11.

When is the QPR Due to ACF?

The QPR will be due to the Administration for Children and Families (ACF) by the designated lead agency no later than December 31, 2023.

Glossary of Terms

The following terms are used throughout the QPR. These definitions can also be found in section 98.2 in the CCDBG Act of 2014. For any term not defined, please use the lead agency definition of terms to complete the QPR.

Center-based child care provider means a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless in care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "child care centers" and "center-based programs."

Director means a person who has primary responsibility for the daily operations and management for a child care provider, which may include a family child care provider, and which may serve children from birth to kindergarten entry and children in school-age child care.

Family child care provider means one or more individuals who provide child care services for fewer than 24 hours per day per child in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "family child care homes."

In-home child care provider means an individual who provides child care services in the child's own home.

License-exempt means facilities that are not required to meet the definition of a facility required to meet the CCDF section 98.2 definition of “licensing or regulatory requirements.” Associated terms include “legally exempt” and “legally operating without regulation.”

Licensed means a facility required by the state to meet the CCDF section 98.2 definition of “licensing or regulatory requirements,” which explains that the facility meets “requirements necessary for a provider to legally provide child care services in a state of locality, including registration requirements established under state, local or tribal law.”

Programs refer generically to all activities under the CCDF, including child care services and other activities pursuant to §98.50 as well as quality activities pursuant to §98.43.

Provider means the entity providing child care services.

Staffed family child care (FCC) networks are programs with paid staff that offer a menu of ongoing services and resources to affiliated FCC educators. Network services may include individual supports (for example, visits to child care homes, coaching, consultation, warmlines, substitute pools, shared services, licensing TA, mental health services) and group supports (for example, training workshops, facilitated peer support groups).

Teacher means a lead teacher, teacher, teacher assistant or teacher aide who is employed by a child care provider for compensation on a regular basis, or a family child care provider, and whose responsibilities and activities are to organize, guide and implement activities in a group or individual basis, or to assist a teacher or lead teacher in such activities, to further the cognitive, social, emotional, and physical development of children from birth to kindergarten entry and children in school-age child care.

1) Overview

To gain an understanding of the availability of child care in the state or territory, please provide the following information on the total number of child care providers.

1.1 State or Territory Child Care Provider Population

1.1.1 Total Number of Licensed Providers:

Enter the total number of licensed child care providers that operated in the state or territory as of September 30, 2023. These counts should include all licensed child care providers, not just those serving children receiving CCDF subsidies.

Licensed center-based programs **3267**

Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2022 ACF-800 data there were 2314 licensed center-based programs receiving CCDF funding. Please report the number of ALL licensed center-based programs operating in the state here, regardless of receipt of CCDF funding.

Licensed family child care homes **1200**

Unable to provide number. Indicate reason:

Additional clarification: Based on most recent submission of the FY 2022 ACF-800 data there were 484 licensed family child care homes receiving CCDF funding. Please report the number of ALL licensed family child care homes operating in the state here, regardless of receipt of CCDF funding.

2) Supporting the training and professional development of the child care workforce

Goal: *Ensure the lead agency's professional development systems or framework provides initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development.*

2.1 Lead Agency Progression of Professional Development

2.1.1 Professional Development Registry:

Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2022, to September 30, 2023?

Yes. If yes, describe: **The Georgia Professional Development System (GaPDS) serves as the state's workforce registry and training registration system. GaPDS provides the workforce with a single web-based application to easily register for state approved trainings while also maintaining their credential and workplace information. Credentials, degrees, and trainings entered in GaPDS are reviewed and verified by the Georgia Professional Standards Commission (PSC) for accuracy and alignment with state ECE requirements. PSC is also the state agency that oversees and monitors certification for Georgia's K-12 teachers.**

No. If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe:

2.1.2 Participation in Professional Development Registry:

Are any teachers/providers required to participate?

Yes. If yes, describe: **If yes, describe: Participation in GaPDS is not required for all early learning professionals in Georgia; however, individuals participating in key agency initiatives must have active GaPDS profiles. These initiatives include: Quality Rated, Georgia's QRIS; DECAL Scholars, the agency's scholarships and incentives program for individuals pursuing degrees and credentials in early childhood education; Individuals accessing free trainings offered by agency staff and partners must use GaPDS to register for trainings; Georgia's Pre-K lead and assistant teachers.**

No. If no, describe:

2.1.3 Number of Participants in Professional Development Registry:

Total number of participants in the registry as of September 30, 2023 **182,189**

2.1.4 Spending - Professional Development Registry:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

2.2 Workforce Development

2.2.1 Professional Development and Career Pathways Support:

How did the lead agency help teachers/providers progress in their education, professional development, and/or career pathway between October 1, 2022 and September 30, 2023 (check all that apply)? If selected, how many staff received each type of support?

Scholarships (for formal education institutions) **1519**

Financial bonus/wage supplements tied to education levels **958**

Career advisors, mentors, coaches, or consultants **349**

Reimbursement for training

Loans

Substitutes, leave (paid or unpaid) for professional development

Other. Describe: **Stipends for teachers completing targeted trainings: 243**

professionals received stipends for targeted training for Language and Literacy, 264

professionals received stipends for targeted training for Inclusion and Social Emotional

Development, 164 professionals received stipends for targeted training for Infant-Toddler Development.

N/A. Describe:

2.2.2 Spending - Professional Development and Career Pathways Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

2.3 Child Care Provider Qualifications

2.3.1 Number of Licensed Child Care Programs Qualifications:

Total number of staff in licensed child care programs with the following qualification levels as of September 30, 2023:

- Child Development Associate (CDA) **2162**
- Associate's degree in an early childhood education field (e.g. psychology, human development, education) **2880**
- Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **7616**
- State child care credential **6029**
- State infant/toddler credential **45**
- Unable to report this data. Indicate reason:

2.3.2 Number of Licensed CCDF Child Care Programs Qualifications:

Total number of staff in licensed CCDF child care programs with the following qualification levels as of September 30, 2023:

- Child Development Associate (CDA) **1720**
- Associate's degree in an early childhood education field (e.g. psychology, human development, education) **1712**

Bachelor's degree in an early childhood education field (e.g. psychology, human development, education) **4806**

State child care credential **4181** **Technical Certificate of Credit and Technical College Diploma, except Infant Toddler Child Care Specialist (tracked below)**

State infant/toddler credential **31**

Unable to report this data. Indicate reason:

2.4 Technical Assistance for Professional Development

2.4.1 Technical Assistance Topics:

Technical assistance on the following topics is available to providers as part of the lead agency's professional development system (can be part of QRIS or other system that provides professional development to child care providers):

Business Practices

Mental health for children

Diversity, equity, and inclusion

Emergency Preparedness Planning

Other. Describe other technical assistance available to providers as part of the professional development system: **During the Pre-K Summer Transition Program, DECAL contracts with the Rollins Center for Language and Literacy to provide ongoing technical assistance (TA) to Pre-K teachers to support children who are multilingual learners. A part of the LITTLE (Lifting Infants and Toddlers Through Language-rich Environments) grant, TA was provided to teachers on responsive caregiving and language and literacy development. Additionally, teachers in child care centers and family child care providers participating in the Quality Rated Language and Literacy programs received TA on supporting language and literacy development. SEEDS (Social Emotional Early Development Strategies) for Success grantees received TA on Pyramid Model strategies.**

2.4.2 Spending - Technical Assistance for Professional Development:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

2.5 Spending – Training and Professional Development

2.5.1 Spending – Training and Professional Development:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to support the training and professional development of the child care workforce during October 1, 2022 to September 30, 2023? **\$24475756**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

2.6 Progress Update

2.6.1 Progress Update – Training and Professional Development:

Supporting the training and professional development of the child care workforce

Measurable indicators of progress the state/territory reported in section 6.3.2 of the FFY 2022-2024 CCDF Plan.

The Lead Agency has a robust Research and Policy Analysis Team that routinely oversees and conducts programmatic and system-level evaluations of early learning in the state. Currently, Georgia's primary mechanism for measuring quality is Quality Rated, the state's quality rating and improvement system. Programs are assigned a one-, two-, or three-star rating based on five standards submitted via an electronic portfolio and an independent observation using the Environment Rating Scale (ERS) family of instruments.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.3.2 of the FFY 2022-2024 CCDF Plan: **Access to quality training is measured through the Georgia Professional Development System (GaPDS), the state's workforce registry and training registration system. GaPDS also includes the Georgia Training Approval (GTA) system, which is the**

state's mechanism for ensuring the quality of trainings offered to the workforce. In addition to ensuring the quality of trainings offered, GTA staff also review trainer qualifications and experience to ensure highly qualified, knowledgeable trainers are offering professional development opportunities across the state. In federal fiscal year 2023, GTA staff reviewed 184 trainer applications, with 153 being approved to offer trainings in Georgia. Similarly, during the reporting period, 932 trainings were submitted for review by GTA staff, of which 845 were approved. In addition to individual trainers, the GTA system approves training organizations, known as Approved Sponsor Organizations (ASO), to offer trainings in Georgia. During the reporting period, 79 ASO applications were submitted, with 61 being approved. Additionally, ASOs submitted 777 training applications, with 730 being approved. All total, including those approved in previous fiscal years, GTA has 757 approved trainers and 143 approved ASOs offering professional development in Georgia. These approved trainers and ASOs offer a total of 8,312 approved, high-quality trainings for Georgia's ECE workforce. The bulk of ASO trainings are offered by child care resource and referral agencies (CCR&Rs), each of which maintains approved ASO status with Georgia Training Approval. As part of their support for programs going through Quality Rated, CCR&Rs provide a wide variety of training, including child development, understanding quality instruction, understanding the Environment Rating Scales, and supporting CQI post rating. To further ensure access to high-quality trainings in Georgia, GaPDS has been expanded to include online trainings through the Online Library Learning Initiative (OLLI). OLLI currently hosts 78 courses for internal DECAL staff as well as for members of the workforce, including instructional staff, administrators, coaches/technical assistance staff, and trainers. Courses are available in English and Spanish. During the reporting period, DECAL added 28 online trainings to OLLI. Ongoing technical assistance is offered to child care and Pre-K programs through DECAL specialists through the following programs: Infant and Toddler, Child Care Services, Inclusion and Behavior Supports, and Georgia's Pre-K. TA provided through DECAL specialists focuses on identified areas of program needs and program interest. Additionally, the CCR&Rs have TA specialists who support child care programs in Quality Rated, the state's QRIS. Georgia's Pre-K teachers could select to attend the Supporting Dual Language Learners course, an online module consisting of three components: the recorded modules, an assignment, and a competency quiz. 568 Pre-K teachers successfully completed the course.

3) Improving early learning and development guidelines

Goal: To ensure the lead agency has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice and professional development.

3.1 Early Learning and Development Guidelines

3.1.1 Spending - Early Learning and Development Guidelines:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to improve early learning and development guidelines during October 1, 2022 to September 30, 2023?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on improving upon the development or implementation of early learning and development guidelines? **\$45210**

Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not capture in the item already reported: **The CCDF Quality spending related to this activity is intricately a part of the spending on Section 2 and Section 5 and cannot be reasonably separated from the total spending of those areas. The amount included is related to the use of PDG funds to support Section 3 activities.**

No

3.2 Progress Update

3.2.1 Progress Update - Early Learning and Development Guidelines:

Improving upon the development or implementation of early learning and development guidelines.

Measurable indicators of progress the state/territory reported in section 6.4.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

As previously mentioned, the Lead Agency has developed a four-session training on how to use the GELDS that addresses understanding the GELDS, lesson planning, and developmentally appropriate practices. These trainings are offered free of charge to programs participating in Quality Rated, the state's QRIS, and are provided through the state's CCR&R network. Each year, the Lead Agency monitors the number of participants in these trainings to ensure saturation across the state. Further, as updates are made to the Planning Educational Activities for Children (PEACH) website, user data will be tracked to understand which parts of the site users are accessing the most and the breakdown of ages served by users. These data will be used to ensure the site continues to provide meaningful resources and support for using the GELDS to inform instructional practices across the state.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 6.4.3 of the FFY 2022-2024 CCDF Plan:

As previously shared, the state used PDG funds to develop a new online presence for the Georgia Early Learning and Development Standards (GELDS). The new website offers a one-stop location for Georgia's workforce to access information on the GELDS, download resources, order GELDS materials, and create lesson plans using the GELDS. The GELDS lesson planning portal includes customizable lesson plan templates for each age group (birth to five) and houses a robust repository of instructional activities to support children's growth in each GELDS domain. Through the portal, which launched in January 2023, early learning professionals can create, download, print, and share lesson plans. As of the end of FFY2023, users had created a total of 7,035 lesson plans across all age groups. Additionally, users created 20,635 new activities to include in their lesson plans. The site is still fairly new, and DECAL continues to monitor user activity to determine future enhancements. The new GELDS website also links to the state's workforce registration and training registration system (GaPDS) so that teachers can see trainings available to help them understand how to use the GELDS. As mentioned, the face-to-face GELDS training series is currently being updated; however, training on using the GELDS is also available on the agency's Online Learning Library Initiative (OLLI). During the reporting period, the following number of individuals completed GELDS courses on OLLI: Intentional Teaching and Planning with the GELDS: 1,558; Intentional Teaching Using the Math Sub-domain: 286; Intentional Teaching Using the Science Sub-domain: 284; Intentional Teaching Using the Social Studies Sub-domain: 177. Additional GELDS courses are being developed for OLLI, focused on the Communication, Language, and Literacy GELDS domain. In addition to the

OLLI courses, Georgia's Pre-K teachers received training on GELDS through their required modules for the year. 1,024 new assistant teachers participated in the New Assistant Training, and 732 new lead teachers participated in New Lead Teacher Training both of which heavily focus on the GELDS.

4) Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator

Goal: To ensure the lead agency implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.

4.1 Quality rating and improvement system status

4.1.1 QRIS or other system of quality improvement status:

Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2022 to September 30, 2023?

The lead agency QRIS is operating state- or territory-wide.

- General description of QRIS: **Quality Rated, Georgia's QRIS, has three tiers or ratings: one star, two stars, and three stars. Two and three stars are considered high-quality care. Star ratings are earned through a point system that includes completing an online portfolio, scores from Environment Rating Scale observations (or alternate virtual rating options available until July 2022 in response to the pandemic), and bonus points for nationally accredited providers. In FFY2022, the state created provisional and probationary statuses for providers who are serving children with CCDF subsidy. The provisional status is for providers who are newly licensed or new to subsidy. The probationary status is for providers who went through the rating process and did not earn a star rating and for providers who allowed their rating to expire. These two statuses allow providers to maintain subsidy while working toward earning a star rating.**
- How many tiers/levels? **3** [insert number of tiers below as required and describe each tier and check off which are high quality]
 - Tier/Level 1: : **Based on the results from a 2017 validation study conducted by Child Trends, the Lead Agency considers level 1 to be foundational and not yet achieving high quality. Providers at this level can be considered as maintaining licensing standards related to health and safety and may exhibit some emerging higher quality practices related to young children's learning needs in the areas of engaging relationship building, positive and nurturing interactions, curriculum content and activity planning, and daily scheduling.**

High Quality

- Tier/Level 2: **Based on the results from a 2017 validation study conducted by Child Trends, the Lead Agency considers levels 2 and 3 to be high quality. Level 2 providers show a commitment to frequently engaging in high-quality practices, although these may not be sustained across all classrooms and there is room for improvement in terms of the frequency of high-quality care demonstrated by all program staff.**
 High Quality
- Tier/Level 3: **Based on the results from a 2017 validation study conducted by Child Trends, the Lead Agency considers level 3 to be the highest level of quality. Programs at this level demonstrate ongoing and sustainable high- quality classroom practices that impact child outcomes.**
 High Quality
- Tier/Level 4:
 High Quality
- Tier/Level 5:
 High Quality
- Tier/Level 6:
 High Quality
- Tier/Level 7:
 High Quality
- Tier/Level 8:
 High Quality
- Tier/Level 9:
 High Quality
- Tier/Level 10:
 High Quality

- Total number of licensed child care centers meeting high quality definition: **1619**
- Total number of licensed family child care homes meeting high quality definition: **363**
- Total number of CCDF providers meeting high quality definition: **1649**
- Total number of children served by providers meeting high quality definition: **Number served is not available. Total licensed capacity is 200,058 for programs deemed high quality. As noted above, this is for centers and family homes at Tier/Level 2 and 3.**

The lead agency QRIS is operating a pilot (e.g., in a few localities, or only a few levels) but not fully operating state- or territory-wide.

- General description of pilot QRIS (e.g., in a few localities, or only a few levels):
- Which localities if not state/territory-wide?
- How many tiers/levels? [insert number of tiers below as required and describe each tier and check off which are high quality
 - Tier/Level 1:
[] High Quality
 - Tier/Level 2:
[] High Quality
 - Tier/Level 3:
[] High Quality
 - Tier/Level 4:
[] High Quality
 - Tier/Level 5:
[] High Quality
 - Tier/Level 6:
[] High Quality
 - Tier/Level 7:
[] High Quality
 - Tier/Level 8:
[] High Quality
 - Tier/Level 9:
[] High Quality
 - Tier/Level 10:
[] High Quality

- Total number of licensed child care centers meeting high quality definition:
- Total number of licensed family child care homes meeting high quality definition:

- Total number of CCDF providers meeting high quality definition:
- Total number of children served by providers meeting high quality definition:
- [] The lead agency is operating another system of quality improvement.
 - General description of other system:
 - Describe assessment scores, accreditation, or other metrics associated with this system:
 - Describe how “high quality” is defined in this system?
 - Total number of licensed child care centers meeting high quality definition:
 - Total number of licensed family child care homes meeting high quality definition:

- Total number of CCDF providers meeting high quality definition:
 - Total number of children served by providers meeting high quality definition:
- The lead agency does not have a QRIS or other system of quality improvement.
- Do you have a definition of high quality care?
 - Yes, define:
 - Total number of licensed child care centers meeting high quality definition:
 - Total number of licensed family child care homes meeting high quality definition:
 - Total number of CCDF providers meeting high quality definition:
 - Total number of children served by providers meeting high quality definition:
 - No

4.1.2 Spending - Quality rating and improvement system status:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

4.2 Quality Rating and Improvement Systems participation

4.2.1 QRIS or other system of quality improvement participation:

What types of providers participated in the QRIS or other system of quality improvement during October 1, 2022 to September 30, 2023 (check all that apply)?

- Licensed child care centers
- Licensed family child care homes

- License-exempt providers
- Programs serving children who receive CCDF subsidy
- Early Head Start programs
- Head Start programs
- State Prekindergarten or preschool programs
- Local district-supported Prekindergarten programs
- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Tribally operated programs
- Other. Describe:

4.3 Quality Rating and Improvement Systems Benefits

4.3.1 Quality Rating and Improvement Systems Benefits:

What types of financial incentives or technical assistance are available for providers related to QRIS or other system of quality improvement? Check as many as apply.

- One-time grants, awards or bonuses
 - Licensed child care centers **1950**
 - Licensed family child care homes **497**
- On-going or periodic quality stipends
 - Licensed child care centers
 - Licensed family child care homes
- Higher CCDF subsidy rates (including tiered rating)
 - Licensed child care centers **2294**
 - Licensed family child care homes **492**
- Ongoing technical assistance to facilitate participation in QRIS or improve quality of programs already participating in QRIS (or some other technical assistance tied to QRIS)
- Other. Describe

4.3.2 Spending - Quality Rating and Improvement Systems Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

4.4 Spending – Quality Rating and Improvement Systems

4.4.1 Spending – Quality Rating and Improvement Systems:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) related to QRIS or other quality rating systems during October 1, 2022 to September 30, 2023? **\$57626053**

Unable to report total amount spent. Indicate reason

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **Of the total shown above, \$41,510,614.79 was distributed to child care learning centers and family child care learning homes in the form of one-time Quality Rated Restoration Grants (QRRG) to help providers return to rating with an on-site observation. These funds paid for classroom supplies and materials and access to online Environment Rating Scales training modules. In addition to the QRRG materials and training funds, \$2,879,000.00 was distributed to 5,758 individual teachers in the form of a \$500 workforce bonus when their program received their star rating. CRRSA and ARP funds were used for both these incentive awards and for funding a contract with the Environment Rating Scales Institute (ERSI) for reliable third-party assessors to conduct observations at child care programs to help clear the backlog of live observations after the pandemic. The payments made to ERSI during the QPR period of October 1, 2022, to September 30, 2023, totaled \$1,111,600.00.**

4.5 Progress Update

4.5.1 Progress Update – Quality Rating and Improvement Systems:

Developing, implementing, or enhancing a quality rating and improvement system (QRIS) or other transparent system of quality indicators.

Measurable indicators of progress the state/territory reported in section 7.3.6 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. Georgia measures its progress based on the number and percentage of early learning programs that are 1) participating in Quality Rated, and 2) have achieved a one-, two-, or three-star rating. This data is included in the Lead Agency's dashboard and is updated in real time. Georgia also looks at the distribution of star ratings across the three levels and the success rate of providers going through the rating process and earning a star rating. Additionally, the Lead Agency monitors monthly the percentage of CAPS scholarships and percentage of providers participating in the CAPS program who are Quality Rated. The state's current goal is that all eligible child care programs that receive child care subsidy funds will be rated by the end of 2021.

In terms of the three measures above:

- As of February 2021, 2,437 programs are Quality Rated. This is approximately 54 percent of eligible programs. It does not include 54 programs who have gone through the process and did not achieve a star level.

- The current distribution of stars suggests that the state is effectively discriminating levels of quality (child care learning centers: 14 percent, 50 percent, 35 percent, and 2 percent are three, two, one, and zero stars, respectively; family child care learning homes: 27 percent, 42 percent, 27 percent, and 3 percent are three, two, one, and zero stars, respectively).

- As of February 2021, 80 percent of eligible facilities are participating in Quality Rated, and 68 percent of those facilities have achieved a star rating.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.3.6 of the FFY 2022-2024 CCDF Plan: From October 1, 2022, to September 30, 2023, the Lead Agency continued to expand the reach of the two new statuses created in 2022: CAPS/QR Probationary Status and Provisional Status. These statuses allow providers to continue participating in Georgia's CCDF subsidy program (CAPS) while working on becoming Quality Rated. Probationary status is awarded to programs that went through the Quality Rated process and did not achieve a rating or those that allowed their rating to lapse without attempting a rerating. Provisional status is for providers who have

just been licensed or are new to CAPS. As of September 30, 2023, 143 providers have held probationary status, with 70 of them having achieved a star rated level; the remaining 73 are progressing toward earning their star rating. During this same time period, 288 providers have held provisional status, with 85 of them having achieved a star rating; the remaining 203 provisional providers are in progress. Providers with these statuses must sign a memorandum of understanding that outlines key benchmarks that must be met to retain their status and become rated. The Lead Agency has successfully returned to rating programs with live, in-person observations. Returning to in-person observations entailed ensuring that more than 36 QR staff were retrained to reliability in two or more of the Environment Rating Scale instruments (ERS). To help providers prepare for a return to live observations, the Lead Agency offered new grants funded through CRSSA and ARP (Quality Rated Restoration Grants [QRRP]) that have been offered throughout FFY2023. The QRRG awarded funds for programs to purchase needed classroom equipment, materials, and supplies to refresh classrooms, along with funds to purchase online training modules to help classroom staff gain a deeper understanding of the instruments used to conduct the live assessments. During FFY2023, the Lead Agency also celebrated the 10-year anniversary of Quality Rated with several celebratory events. Early participants in Quality Rated that remained Quality Rated since the program began in 2012 were recognized at one of three regional celebratory events and received a special award. In addition, all Quality Rated providers received updated and refreshed marketing materials, including a wind sign to promote their programs. A special 10-year anniversary book (Touch the Brightest Star) was also selected and sent to each Quality Rated program. The Quality Rated Language and Literacy Endorsement continued into its second pilot year, which included the addition of nine family child care providers. To achieve the endorsement, programs must commit to targeted professional development around appropriate language and literacy instruction. To date, 32 programs have been awarded a Quality Rated Language and Literacy Endorsement. An evaluation of the endorsement is underway, and results from the evaluation will determine the ongoing scope of the endorsement in FFY2024.

The Lead Agency began the work to revise the Quality Rated system in FFY2023 by conducting a comprehensive review of all aspects of the system. Partnering with external research groups, the Lead Agency has investigated the national landscape of QRIS; conducted provider surveys; hosted multiple focus group listening sessions with various stakeholders including families with and without non-traditional hour care needs, Quality Rated program staff, CCR&R technical assistance staff, many invested advocacy groups, and QRIS national experts. Several data walks, in-person and virtual, have been held to begin analyzing the multitude of data points collected. Further in-depth data analysis and a feasibility assessment will occur in FFY2024 with plans to present revision recommendations and QRIS updates at community forums during spring 2024.

In the current state plan, the agency identifies several key measures that help gauge the success, impact, and growth of Quality Rated: 1) percentage of eligible providers participating in Quality Rated; 2) the distribution of star levels; 3) success rate (earning a rating) of providers participating in Quality Rated; and 4) the percentage of CAPS providers with a Quality Rated rating and the percentage of children receiving CAPS in a Quality Rated program. As of September 30, 2023, 82 percent of eligible providers are participating in Quality Rated, and 64 percent hold a 1-, 2-, or 3-star rating. For distribution of star levels, 30 percent of rated providers hold a 1-star, 50 percent a 2-star, and 20 percent a 3-star rating. For licensed child care centers, 71 percent are rated, with 29 percent 1 stars, 51 percent 2 stars, and 20 percent 3 stars; for licensed family child care homes, 46 percent are rated, with 34 percent 1 stars, 45 percent 2 stars, and 22 percent 3 stars. 97 percent of providers completing the rating process between October 2022 and September 2023 successfully earned a star rating. 79 percent of providers serving children in CAPS are Quality Rated, with an additional 6 percent in provisional status, 2.3 percent in probationary status, and 1.2 percent not pursuing a rating; 11 percent of CAPS providers are exempt or informal and not eligible for a rating. 91 percent of children with a CAPS scholarship are enrolled at a Quality Rated provider, with an additional 4.5 percent at a provider in provisional status, 2.3 percent at a provider in probationary status, and 0.36 percent at a provider not pursuing a rating; 2.5 percent of children are enrolled at exempt or informal providers who are not eligible for a rating. 64 percent of children in CAPS are enrolled at a high-quality provider, defined as 2 or 3 stars.

5) Improving the supply and quality of child care programs and services for infants and toddlers

Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.

5.1 Infant/Toddler Specialists

5.1.1 Infant/Toddler Specialists:

Did providers have access to infant/toddler specialists during October 1, 2022 to September 30, 2023?

Yes

- Number of specialists available to all providers **11**
- Number of specialists available to providers serving children who receive CCDF **11**
- Number of specialists available specifically trained to support family child care providers **11**
- Number of providers served **125**
- Total number of children reached **No data available**

No, there are no infant/toddler specialists in the state/territory.

N/A. Describe:

5.1.2 Infant/Toddler Specialists Supports Provided:

If yes, what supports do the infant/toddler specialists provide?

Relationship-caregiving practices (or quality caregiving/developmentally appropriate practices)

On-site and virtual coaching

Health and safety practices

Individualized professional development consultation (e.g., opportunities for or awareness on career growth opportunities, degreed/credential programs)

Group professional development

Family engagement and partnerships

Part C early intervention services

Mental health of babies, toddlers, and families

Mental health of providers

Behavioral Health

Other. Describe

5.1.3 Spending – Infant/Toddler Specialists:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

5.2 Staffed Family Child Care Networks

5.2.1 Number and Description of Staffed Family Child Care Networks:

How many staffed family child care networks operated during October 1, 2022 to September 30, 2023?

Number of staffed family child care networks:

- Describe what the network/hub provides to participating family child care providers:

No staffed family child care networks operate in state/territory

5.2.2 Spending - Staffed Family Child Care Networks:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

5.3 Spending - Programs and services for infants and toddlers

5.3.1 Spending - Programs and services for infants and toddlers:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside), above and beyond to the 3% infant and toddler set-aside, to improve the supply and quality of child care programs and services for infants and toddlers during October 1, 2022 to September 30, 2023? **\$1839655**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

5.4 Progress Update

5.4.1 Progress Update - Programs and services for infants and toddlers:

Improving the supply and quality of child care programs and services for infants and toddlers.

Measurable indicators of progress the state/territory reported in section 7.4.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The state has made considerable investments in data, research, and program evaluations related to the quality of infant and toddler classrooms. This includes tracking and analyzing Quality Rated administrative data and implementing and commissioning formal evaluations of programs designed to improve the quality of infant and toddler care.**

Currently, the state's primary data source for measuring quality is Quality Rated administrative data. The state monitors the number of programs achieving the different star levels. Embedded in these ratings are center-based classrooms and family child care learning homes that serve

infants and toddlers.

The biggest component of a program's star rating is the process quality score that is based on ERS observations, including the Infant/Toddler Environment Rating Scale, 3rd Edition (ITERS-3). The state tracks and analyzes ITERS-3 scores to determine which items are more likely to receive lower scores. These findings are used in developing training and technical assistance.

The state is currently expanding services for programs serving infants and toddlers. These expanded services include the Lifting Infants and Toddlers Through Language-rich Environments (LITTLE) grants. The Lead Agency's Internal Research and Policy Analysis Team is, in partnership with Child Trends, evaluating the LITTLE grants program as part of the state's CCDBG Research and Evaluation Implementation Grant. The evaluation includes analyzing the scores from the Classroom Assessment Scoring System (CLASS)-Infant and CLASS-Toddler observations that LITTLE programs receive to support their professional learning activities. Preliminary findings from the first two years of the LITTLE grants show improvements in key dimensions of quality in participating grantee infant and toddler classrooms, as measured by the CLASS-Infant and CLASS-Toddler.

The state will continue to use the ITERS-3, CLASS-Infant, and CLASS-Toddler to measure progress for improving quality. The state will also continue to invest in research and evaluation that measures quality improvement of infant and toddler classrooms.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.4.2 of the FFY 2022-2024 CCDF Plan: From October 1, 2022 to September 30, 2023, Georgia's Infant Toddler Specialist Network continued to offer the LITTLE grants (Lifting Infants and Toddlers through Language-rich Environments), as well as expanded coaching and training services throughout Georgia. Through this expansion, there was an 184 percent increase in the number of providers supported by Georgia's Infant Toddler Specialist Network. Specific information about each initiative is included below: Lifting Infants and Toddlers through Language-rich Environments (LITTLE): In FFY2023, DECAL's Infant Toddler Specialists supported 2- and 3-star Quality Rated child care learning centers (CCLC) and family child care learning homes (FCCLH) through two

initiatives: LITTLE with FCCLH and LITTLE Extension for center-based programs. The LITTLE grant program increases teachers' ability to implement responsive caregiving practices that support the healthy development of infants and toddlers. To accomplish this goal, LITTLE combines training, practice-based coaching, and data collection through CLASS and LENA (Language Environment Analysis). Through LITTLE, 13 FCCLH attended four Saturday institutes focused on responsive caregiving practices. In addition, they received regular coaching from an Infant Toddler Specialist. LITTLE Extension was available to licensed child care programs that received the LITTLE grant before the pandemic and were interested in receiving additional support. The program combined two teacher training series (Making the Most of Classroom Interactions, composed of 12 two-hour sessions, and Intentional Lesson Planning, composed of six two-hour sessions) with onsite and virtual practice-based coaching and the option to participate in the LENA Grow program. In addition, LITTLE Extension provided a series of six two-hour sessions for peer coaches and directors to ensure program leaders could support teachers in implementing classroom strategies that promote infants' and toddlers' early language and literacy skills. From October 1, 2022 - September 30, 2023, 36 classrooms and 52 teachers in 12 licensed child care programs participated in LITTLE Extension. As part of both LITTLE with FCCLH and LITTLE Extension, Infant Toddler Specialists conducted pre and post CLASS (Classroom Assessment Scoring System) observations to measure changes in classroom interactions. Programs also gathered data using Language Environment Analysis (LENA) technology and used this data to inform changes to their practice. These data indicate the following improvements: Family Child Care Learning Homes: 10 out of the 12 family child care learning homes participated in CLASS baseline and endpoint observations using the Toddler CLASS tool. Within both domains of the Toddler CLASS tool, the majority of programs scored within the mid-range at the baseline and endpoint observations with a slight increase in high-scoring classrooms. Based on the LENA Grow Impact Report, 49 children in the 12 family child care learning homes experienced a 2 percent increase in conversational turns from their first LENA day to their last LENA day. Children who started out experiencing less talk compared to other peers in their classroom had a 9 percent increase of conversational turns. Children who started out experiencing less talk than the national median of 15 turns per hours had a 79 percent increase of conversational turns. Child Care Learning Centers: 34 out of the 36 infant and toddler classrooms participated in CLASS baseline and endpoint observations. CLASS scores in the 11 infant classrooms generally started and ended in the mid-range of quality but did show a slight increase between the baseline and endpoint observations. CLASS scores in the 23 toddler classrooms generally started and ended in the mid-range of quality with Emotional and Behavioral Support scores consistently higher than Engaged Support for Learning. Both domains show a slight increase between the baseline and endpoint mean scores. Based on LENA Grow data from classrooms that participated in the second round of LITTLE Extension, the program

increased the number of adult words and conversational turns children experienced in the classroom. Specifically, a total of 214 children experienced 8,497,598 adult words and 191,452 conversational turns. By the end of the program, more than 95 percent of children were experiencing five or more turns per hour.

CCR&R Referral System: In Georgia, the Infant Toddler Specialist network is housed at DECAL, the Lead Agency, rather than at the regional CCR&Rs. In FFY2023, DECAL collaborated with the CCR&Rs to implement a referral system where regional Technical Assistance providers refer programs for more targeted, intensive Infant Toddler coaching based on need. Regional TA providers identify programs for infant toddler support based on the “big three” concepts from the ERS: Relationships, Interactions, and Schedules. The Infant Toddler Specialist then meets with the TA provider to learn more about the program’s needs related to infant toddler classroom quality. After that, an Infant Toddler Specialist, or in some cases, an Inclusion and Behavior Support Specialist provide additional training and coaching to meet provider’s needs. In FFY2023, DECAL piloted the referral process in the Central East and Central West regions resulting in 56 programs receiving additional support from an Infant Toddler Specialist. DECAL plans to expand the referral process statewide over the next year. While data are still being collected to measure the referral process’ effectiveness, anecdotal reports from providers, Infant Toddler Specialists, and CCR&R staff indicate that the additional coaching and training has increased classroom quality.

Pyramid Model Professional Learning Communities: Using CCRSA funds, Georgia’s Infant Toddler Specialist network collaborated with the Inclusion and Behavior Support Unit and Georgia Pre-K to offer Pyramid Model Professional Learning Communities (PLCs) to early childhood educators. The PLCs provide training on the Pyramid Model, an evidence-based framework designed to support children’s healthy social-emotional development and reduce challenging behavior. As part of the training, educators take online self-paced modules available through Pyramid Model Consortium and then attend a series of PLCs facilitated by DECAL’s specialists. To foster leadership buy in and support, leaders participate in the PLCs first and then select teachers to participate. During FFY23, 49 program leaders and more than 200 teachers (including 30 infant toddler teachers) representing 21 programs participated in the PLCs. Initial data collected from focus groups with the first cohort of leaders indicate that they found the PLCs valuable and were excited for their teachers to participate. In FFY2024, DECAL is offering the PLC to additional educators using ARPA funds, as well as collecting additional data about its effectiveness to inform the future design of the training.

Language and Literacy Endorsement: As part of Quality Rated, Georgia's QRIS, the state continues to measure the quality of infant and toddler classrooms using the Infant Toddler Environment Rating Scale Third Edition (ITERS-3). The state regularly evaluates the ITERS-3 scores at the item, subscale, and overall level to assess professional development opportunities for DECAL staff and to guide technical assistance development for child care providers. Georgia used this data to create the

Language and Literacy Endorsement, which it piloted during the previous reporting period with eight child care centers. In FFY2023, DECAL awarded nine family child care learning homes a Language and Literacy Endorsement. To receive this endorsement, providers attended four trainings focused on fostering young children’s language and literacy skills, attended group coaching sessions, and submitted a sustainability plan demonstrating how they would sustain the language and literacy practices they learned during the endorsement process.

6) Establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services

Goal: Lead agency provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family's needs and is high quality as determined by the lead agency.

6.1 Spending – Child Care Resource and Referral Services

6.1.1 Spending – Child Care Resource and Referral Services:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2022, to September 30, 2023?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **establish, expand, modify, or maintain a statewide CCR&R** during October 1, 2022 to September 30, 2023? **\$16574241**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent

No

6.2 Progress Update

6.2.1 Progress Update – Child Care Resource and Referral Services:

Establishing, expanding, modifying or maintaining a statewide system of child care resource and referral services.

Measurable indicators of progress the state/territory reported in section 7.5.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. Each year, the Lead Agency enters into contractual agreements with each of Georgia's six CCR&Rs. As part of the contract, the Lead Agency sets performance measures the CCR&R must meet; these performance measures are adjusted annually with each new contract. Each CCR&R submits an Action Plan detailing how the CCR&R will work toward attaining the performance measures. For FY 2021, the two agency-stipulated performance measures were as follows: Performance Measure 1a: By the end of the contract year, 90 percent of CAPS providers (providers receiving subsidy) in the region will submit a portfolio, indicating they are ready to be rated. Quarterly targets will be developed at the beginning of the contract year to ensure the Contractor is on target to meet this performance measure; Performance Measure 1b: Total number of providers submitting a portfolio will be tracked by provider type to ensure Contractor is addressing the needs of child care learning centers and family child care home providers. No target is set for this measure; information gathered will be used to inform action plan adjustments as needed. Performance Measure 2: During the contract year, at least 95 percent of programs supported by Contractor will receive a 1-, 2-, or 3-star rating. No more than 5 percent of ratings awarded should be 0 stars. This measure includes all application types. Performance data is pulled directly from the state's Quality Rated system. As needed, targeted support is provided to the CCR&Rs by the Lead Agency to ensure adequate progress toward each performance measure.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.5.2 of the FFY 2022-2024 CCDF Plan: The Lead Agency maintains a contractual agreement with six CCR&Rs across the state. Each CCR&R is expected to meet annual performance measures established in the contract. Each year, the Lead Agency reviews CCR&R progress on performance measures from the following year as well as provider needs in each region. Performance measures are adjusted as needed to continue to meet the needs of providers. The primary work of the CCR&Rs focuses on supporting providers to increase program quality and preparing for the Quality Rated observation. CCR&Rs also provide CQI strategies to programs who need continued support after they receive their quality rating. Performance measures for FFY2022 were as follows: Performance Measure 1: 85 percent of providers maintain or increase QR star rating: Measure 1 tracked all opportunities for a change in star rating that occurred during Federal Fiscal Year 2022. Providers that served CAPS were measured separately from those who did not serve CAPS. Providers were defined as serving CAPS if they had at least one active CAPS scholarship during the fiscal year. Five of the six regions met this performance measure for the year with

percentages ranging from 90 percent to 96 percent. One region missed the expectation by one percentage point ending the year with 84 percent of providers maintaining or increasing their star rating. Performance Measure 2: 95 percent of providers earn 1 to 3 stars: Measure 2 tracked the star distribution of all providers who received a rating during FFY2022. The goal for this measure was for 95 percent of providers that completed the QR rating process to earn at least a 1-star rating. (Inversely, no more than 5 percent of ratings awarded should be 0 stars.) This measure included all application types. Historically, all regions have consistently met expectations with this performance measure. However, FFY2022 proved to be a more difficult year for provider ratings especially considering the return to in-person observations. For this Performance Measure, one region met the expectation with 98 percent of providers receiving 1 to 3 stars. The other five regions' percentages ranged from 85 percent - 94 percent. The Lead Agency continues to monitor this measure in the current contract, and regions are demonstrating a return to expected performance. Performance Measure 3: Technical Assistance staff (TAs) will demonstrate progress toward proficiency on each ERS tool used for TA with providers: Measure 3 tracked each TA's proficiency with the ERS tools used in their TA work with providers. Proficiency was measured by assessing each TA's reliability with the contractor's anchor on a particular scale and was defined as having achieved at least 80 percent reliability with the anchor. Contractor will develop a process by which to achieve staff proficiency and anchor reliability. Contractor will work with Lead Agency staff to determine a reasonable timeline toward achieving anchor reliability and staff proficiency. All regions met expectations on this performance measure with established anchors in each region who are providing continued support to TAs. All TAs have demonstrated progress toward proficiency as defined in the Performance Measure and regional Action Plans. Additionally, through partnership with the National Center on Early Childhood Quality Assurance, the Lead Agency has developed a statewide training series, Strengthening Business Practices, designed to support center- and home-based providers to build strong businesses. Each CCR&R has a group of TAs approved to offer the training in their regions.

7) Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards

Goal: To ensure child care providers maintain compliance with lead agency licensing, inspection, monitoring, and health and safety standards and training.

7.1 Complaints about providers

7.1.1 Number of Complaints about providers:

How many complaints were received regarding providers during October 1, 2022 to September 30, 2023? **Licensed Providers = 2,868; License-Exempt Providers = 3**

7.1.2 Spending - Complaints about providers:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity (including maintaining a hotline)?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

7.2 Licensing Staff

7.2.1 Number of Licensing Staff:

How many licensing staff positions were there in the state or territory during October 1, 2022, to September 30, 2023? Number of staff **89 positions regularly participate in the child care monitoring process through various types of visits.**

7.2.2 Spending – Licensing Staff:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set aside
- Unable to report. Indicate reason:

No

7.3 Health and Safety Standards Coaching and Technical Assistance

7.3.1 Coaching or technical assistance on health and safety standards as a result of inspection:

How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards as a result of an inspection or violation during October 1, 2022, to September 30, 2023? **533**

7.3.2 Spending - Coaching or technical assistance on health and safety standards as a result of inspection:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

7.4 Spending - Compliance with health, safety, and licensing standards

7.4.1 Spending - Compliance with health, safety, and licensing standards:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2022 to September 30, 2023? **\$18001351**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported.

7.5 Progress Update

7.5.1 Progress Update - Compliance with health, safety, and licensing standards:

Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards.

Measurable indicators of progress the state/territory reported in section 7.6.3 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **Georgia uses an enforcement and compliance system to determine a program's compliance zone. Zones are deemed as either good standing, support, or deficient. At each visit, a program's compliance zone is determined by incorporating the current visit and the prior 12 months' licensing history.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.6.3 of the FFY 2022-2024 CCDF Plan: **Child care licensing staff from the Lead Agency continued to monitor programs for compliance with rules and regulations. During the reporting period, 10,607 inspections were conducted in licensed child care learning centers, family child care learning homes, and license-exempt programs. The Lead Agency uses a rolling compliance determination system evaluating the past 12 months of a program's history based on all visits that have occurred during that time frame. Because of this, the compliance zone of any program is subject to change at any point in time due to visits that are occurring. As of September 2023, licensed programs were in the following compliance zones: 4,369 programs in Good Standing, 12 programs in Needs Support, and 13 programs in Deficient. During the reporting period, 88 programs had accepted TA and received**

a minimum of six-monthly visits, mandated core rule training, and additional training in identified areas of need to help increase knowledge and understanding around rules and regulations and improve compliance. Overall, during the reporting period, 241 providers have received individualized TA by staff dedicated to TA. Additionally, 122 training sessions attended by 1,642 caregivers were conducted to address health and safety standards and increase compliance with Lead Agency requirements. Also, from March 20, 2023 to September 30, 2023, health and safety grants, using ARPA Supplemental funding, were provided to all licensed family child care learning homes and child care learning centers with a capacity up to 100 to purchase equipment and materials that supported compliance with health and safety rules and regulations. All licensed child care learning centers with a capacity of 101+ are eligible for funds from October 1, 2023 to March 31, 2024, during the next reporting period. Additionally, health and safety TA grants were allocated to 213 qualifying programs with multi-year non-compliance and/or adverse actions in playground related rule violations.

8) Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children

Goal: Lead agency investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1 Evaluation and assessment of center-based programs

8.1.1 Evaluation and assessment of center-based programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in center-based programs during October 1, 2022 to September 30, 2023?

QRIS

CLASS

ERS

FCCERS

ITERS

State evaluation tool. Describe

Core Knowledge and Competency Framework

Other. Describe **As detailed in section 4, the Lead Agency monitors and tracks Quality Rated data as part of its efforts to evaluate the overall quality of Georgia’s center-based programs. This data is shared with partners and used for training purposes. As part of Quality Rated, Georgia uses the Environment Rating Scales for live observations. In child care centers, this includes the Infant/Toddler Environment Rating Scale, Third Edition (ITERS-3), the Early Childhood Environment Rating Scale, Third Edition (ECERS-3), and the School-Age Care Environment Rating Scale, Updated Edition (SACERS-U). Effective practice is embedded in Standard 4 of the Quality Rated portfolio requirements and is also part of the observations conducted using the Environment Rating Scales. Georgia also uses instruments that are part of the Classroom Assessment Scoring System (CLASS). Georgia’s Infant and Toddler Specialist Network uses the infant and toddler versions of the CLASS. Infant and Toddler Specialists use the data with grantees in coaching sessions and in professional learning communities. In Georgia’s Pre-K Program, the CLASS preschool version is used. Pre-K Specialists use the data in classroom coaching and in Professional Learning Communities. The Inclusion and Behavior Support team uses the Teaching Pyramid Observation Tool (TPOT) for preschool and Pre-K classrooms and the Teaching Pyramid Infant-Toddler Observation Scale (TPITOS) for infant and toddler classrooms to evaluate teachers’ practices around fostering young children’s social emotional development.**

Do not evaluate and assess quality and effective practice

8.1.2 Spending - Evaluation and assessment of center-based programs:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

8.2 Evaluation and assessment of family child care programs

8.2.1 Evaluation and assessment of family child care programs:

What measure(s) or tool(s) were used to evaluate and assess the quality of and effective practice in family child care programs during October 1, 2022 to September 30, 2023?

- QRIS
- CLASS
- ERS
- FCCERS
- ITERS
- State evaluation tool. Describe
- Core Knowledge and Competency Framework
- Other. Describe **As detailed in section 4, the Lead Agency monitors and tracks Quality Rated data as part of its efforts to evaluate the overall quality of Georgia's family child care programs. This data is shared with partners and used for training purposes. As part of Quality Rated, Georgia uses the Environment Rating Scales for live observations. In family child care programs, this is the Family Child Care Environment Rating Scale, Third Edition (FCCERS-3). Effective practice is embedded in Standard 4 of the Quality Rated portfolio requirements and is also part of the observations conducted using the Environment Rating Scales. Georgia also uses instruments that are part of the Classroom Assessment Scoring System (CLASS). Georgia's Infant and Toddler Specialist Network uses the infant and toddler**

versions of the CLASS for its work with family child care learning homes. Infant and Toddler Specialists use the data with grantees in coaching sessions and in professional learning communities. The Inclusion and Behavior Support team uses the Teaching Pyramid Observation Tool (TPOT) for preschool and Pre-K classrooms and the Teaching Pyramid Infant-Toddler Observation Scale (TPITOS) for infant and toddler classrooms to evaluate family providers' practices around fostering young children's social emotional development.

Do not evaluate and assess quality and effective practice

8.2.2 Spending - Evaluation and assessment of family child care programs:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

8.3 Spending - Evaluation and assessment of child care programs

8.3.1 Spending - Evaluation and assessment of child care programs:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2022 to September 30, 2023?
\$2159844

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **The Lead Agency leveraged ARP Supplemental Discretionary funds to fund a contract with the Environment Rating Scales Institute (ERSI) to**

pay for reliable third party assessors to conduct observations at child care programs to help clear the backlog of live observations after the pandemic.

8.4 Progress Update

8.4.1 Progress Update - Evaluation and assessment of child care programs:

Evaluating and assessing the quality of child care programs and services, including evaluating how programs positively impact children.

Measurable indicators of progress the state/territory reported in section 7.7.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan.

The state has made considerable investments in data, research, and program evaluations related to child care program quality. This includes tracking and analyzing Quality Rated administrative data and implementing and commissioning formal evaluations of programs designed to improve quality. In the Quality Rated Validation Study and Pre-K Longitudinal Study quality measures such as the Classroom Assessment Scoring System (CLASS) age-appropriate instruments are used. While this includes the implementation of Quality Rated, it also involves other initiatives and programs that have strong professional development components. The distribution of ratings in Quality Rated is a mechanism the state uses to evaluate progress in improving quality. The current distribution of stars suggests that the state is effectively discriminating levels of quality (child care learning centers: 14 percent, 50 percent, 35 percent, and 2 percent are three, two, one, and zero stars, respectively; family child care learning homes: 27 percent, 42 percent, 27 percent, and 3 percent are three, two, one, and zero stars, respectively). As of February 2021, 80 percent of eligible facilities are participating in Quality Rated, and 68 percent of those facilities have achieved a star rating. Quality Rated data also includes scores from the four Environment Rating Scales: Infant/Toddler Environment Rating Scale, 3rd Edition; Early Childhood Environment Rating Scale, 3rd Edition; Family Child Care Environment Rating Scale, Revised; and School-Age Care Environment Rating Scale, Updated. The scores from these scales are consistently aggregated, allowing the state to see improvements and challenges. In addition to the ERS instruments, the Lead Agency also uses CLASS for evaluation purposes in Georgia's Pre-K Program and in some of the professional development opportunities offered to Pre-K teachers. Results demonstrate that a greater percentage (26 percent) of Georgia's Pre-K classrooms are more likely be high quality compared to Kindergarten (17 percent), First Grade (9 percent), Second Grade (13 percent), and Third Grade (14 percent).

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.7.2 of the FFY 2022-2024 CCDF Plan: **The Lead Agency monitors and reviews Quality Rated rating distributions to monitor trends in quality. The current distribution of stars suggests that the state is effectively discriminating levels of quality, with 30 percent of rated providers holding a 1-star, 50 percent a 2-star, and 20 percent a 3-star rating. In terms of impact, the Lead Agency monitors the percentage of children enrolled in CCDF subsidy receiving care in a Quality Rated program. As of September 30, 2023, more than 90 percent of children receiving CCDF subsidy were in a Quality Rated program. The remainder were in a program with a provisional or probationary Quality Rated status or in a program ineligible for Quality Rated with less than half a percent in a program not pursuing a rating.**

The Lead Agency also aggregates Environment Rating Scale (ERS) data to monitor quality and look for trends that can be used to target improvements. The ERS instruments are used in the Quality Rated rating process. The Lead Agency resumed rating programs with live ERS observations in July 2022. A total of 2,443 observations that led to star ratings were conducted during FFY2023 with an overall average score of 4.11 out of 7.00. The breakdown for each scale is as follows: ECERS-3, 1,031 individual observations conducted with an overall average score of 3.98 out of 7.00; ITERS-3, 960 individual observations conducted with an overall average score of 4.20 out of 7.00; FCCERS-3, 317 individual observations conducted with an overall average score of 4.26 out of 7.00; and SACERS-U, 135 individual observations conducted with an overall average score of 4.17 out of 7.00. Across all scales the lowest scores were consistently seen in the Personal Care Routines sub-scale with average scores as follows: ECERS-3 - 3.19, ITERS-3 - 3.33, FCCERS-3 - 3.81, and SACERS-U - 2.38. Across all scales the highest scoring sub-scales were consistently shown to be Interactions with average scores as follows: ECERS-3 - 4.96, ITERS-3 - 5.01, FCCERS-3 - 4.79, and SACERS-U - 5.23.

The Lead Agency also uses the Classroom Assessment Scoring System (CLASS) to help identify needed supports and provide professional development for programs participating in Georgia's Pre-K or Lifting Infant and Toddlers through Language Rich Environments (LITTLE). The final report from the Georgia's Pre-K Longitudinal Study was released in spring 2023. The study followed a statewide sample of 1,169 children from Pre-K to fourth grade. The six-year study, covering 2013-2019 and conducted by researchers at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill, examined the children's learning outcomes through standardized assessments and the quality of their school experiences over time through classroom observations. The study also included a subsample of English-Spanish dual language learners and a comparison sample of children who did not attend any pre-k. The report can be found at <https://www.decal.ga.gov/BftS/Research.aspx>. Georgia's Pre-K teachers who participate in Making the Most of Classroom Interactions (MMCI)

Professional Development received a pre and post CLASS observation. Making the Most of Classroom Interactions is a structured group coaching model that immerses teachers in Classroom Assessment Scoring System (CLASS) professional development. This program helps teachers develop awareness and enact changes in their interactions with students in the classroom. There were 398 CLASS observations completed.

9) Supporting child care providers in the voluntary pursuit of accreditation

Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality

9.1 Accreditation Support

9.1.1 Accreditation Support:

How many providers did the lead agency support in their pursuit of accreditation (e.g., financial incentives, technical assistance with the accreditation process, coaching/mentoring by accredited programs) during October 1, 2022 to September 30, 2023?

- Yes, providers were supported in their pursuit of accreditation
- a. Licensed center-based programs
 - b. License-exempt center-based programs
 - c. Licensed family child care homes
 - d. License-exempt family child care homes (care in providers' home)
 - e. Programs serving children who receive CCDF subsidy
- No lead agency support given to providers in their pursuit of accreditation.
- N/A. Describe:

9.1.2 Spending – Accreditation Support:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

- Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on accreditation during October 1, 2022 to September 30, 2023? \$

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent
 No

9.2 Progress Update

9.2.1 Progress Update – Accreditation Support:

Supporting providers in the voluntary pursuit of accreditation.

Measurable indicators of progress the state/territory reported in section 7.8.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The state is continually evaluating policies related to supporting quality improvement, including measuring the impact of Quality Rated policies related to national accreditation. However, since the state does not financially support national accreditation, these analyses are limited to policy analysis. Using funds from the state’s PDG B-5 Renewal Grant, the state will be undergoing a review and subsequent revision of Quality Rated that will include soliciting stakeholder feedback related to incorporating national accreditation into Quality Rated.**

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.8.2 of the FFY 2022-2024 CCDF Plan: **Georgia continually uses research and data analysis to evaluate policies related to supporting quality improvement, including examining Quality Rated policies related to national accreditation. However, since the state does not financially support national accreditation, these analyses are limited to policy analysis. Programs do gain bonus points toward a quality rating if they have achieved national accreditation. Throughout 2023, the Lead Agency has gone through an extensive Quality Rated comprehensive review process. This review process will lead to Quality Rated revisions that are expected to be announced before September 30, 2024. This process includes stakeholder feedback related to how national accreditation is currently incorporated into Quality Rated and whether the state should consider policy changes.**

10) Supporting providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development

10.1 High-Quality Program Standards

10.1.1 High-Quality Program Standards:

How did the state or territory help providers develop or adopt high quality program standards during October 1, 2022, to September 30, 2023?

QRIS, check which indicators the lead agency has established:

Health, nutrition, and safety of child care settings

Physical activity and physical development in child care settings

Mental health of children

Learning environment and curriculum

Ratios and group size

Staff/provider qualifications and professional development

Teacher/provider-child relationships

Teacher/provider instructional practices

Family partnerships and family strengthening

Other. Describe:

Early Learning Guidelines

State Framework. Describe

Core Knowledge and Competencies

Other. Describe **The Lead Agency supports programs in the areas of social emotional development, infant early childhood mental health, and prevention of challenging behaviors through training, technical assistance, and coaching in the Pyramid Model for Supporting Social Emotional Competencies in Infants and Young Children. Programs are supported in early language and literacy development through training and coaching through LITTLE (Lifting Infants and Toddlers Through Language-rich Environments) grants and through the Quality Rated Early Language and Literacy Endorsement program.**

N/A – did not help provider develop or adopt high quality program standards

10.1.2 Spending - High-Quality Program Standards:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) to **support providers in the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development** during October 1, 2022 to September 30, 2023? **\$770890**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **The CCDF Quality spending related to supporting this activity is intricately a part of the spending in other activity areas and cannot be reasonably separated from the total spending of those areas The amount included for this activity is the sum of State General, USDA funds and ARP Supplemental Discretionary funds.**

No

10.2 Progress Update

10.2.1 Progress Update - High-Quality Program Standards:

Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development.

Measurable indicators of progress the state/territory reported in section 7.9.2 of the FFY 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **During the first six months of 2021, the state is developing an evaluation plan for the**

Community Transformation Grants. Specifically, the state is partnering with the Georgia Early Education Alliance for Ready Students to develop and conduct a formal evaluation. In addition, lead researchers from the Carl Vinson School of Government at the University of Georgia will work with each grantee to establish evaluation measures for their specific grant. The Lead Agency's Program Performance Evaluation plan for Georgia's PDG B-5 Renewal Grant includes measures that will inform this indicator. Georgia's PDG B-5 Needs Assessment also highlighted specific needs related to access to and quality of infant and toddler care, and the Lead Agency will be periodically updating the Needs Assessment. The Lead Agency will continue to engage the Quality Rated Advisory Committee for feedback to help identify where local communities might benefit from more support. Finally, the Lead Agency will support school-age programs with new school-age grants to help these programs reduce the impact of the pandemic. The Lead Agency will develop evaluation measures for these grants.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.9.2 of the FFY 2022-2024 CCDF Plan: In FFY2023, the eight Community Transformation Grants (CTGs) funded by Georgia's Preschool Development Grant continued and will conclude in December 2023. Three grantees implemented projects addressing food insecurity in their communities. Funded by the American Rescue Plan Act (ARPA), DECAL awarded 18 additional CTGs with several projects focused on social-emotional and behavioral needs, reducing food insecurity, mental health services, and developmental delays and disabilities. An evaluation of the grants by Georgia Early Education Alliance for Ready Students (GEEARS) is ongoing. Standards related to health, physical activity, and physical development are also embedded in Quality Rated. Programs submit a portfolio where they conduct a self-assessment related to health and nutrition and create an action plan for how they will use self-assessment findings. In FFY2023, the Lead Agency began a comprehensive review of Quality Rated, the state's QRIS, which included gathering input from providers, families, Quality Rated and CCR&R staff, advocacy groups, and national QRIS experts. In FFY2024, the Lead Agency will use this feedback to revise Quality Rated that will include strengthening standards related to health, nutrition, and physical activity. The Lead Agency also began developing a Quality Rated Nutrition and Physical Activity Endorsement with a pilot funded by the Georgia Foundation for Early Care + Learning expected to launch in FFY2024. This endorsement will award a distinction to Quality Rated providers who meet enhanced standards related to supporting nutrition and physical activity in their program. Funded by ARPA, the Lead Agency launched a Pyramid Model training series to help the early education workforce develop children's social-emotional skills, improve classroom climate, and use trauma-responsive practices. Forty-eight early childhood leaders and more than 200 infant, toddler, preschool, and Pre-K teachers participated in the training in FFY2023 with up to 650 additional participants expected by June 2024. DECAL is also partnering with the Technical College System

of Georgia to train early childhood faculty on the Pyramid Model. Also funded by ARPA, the Lead Agency planned for implementation of the Infant and Early Childhood Mental Health Consultation (IECMHC) pilot. IECMHC is a prevention-based service provided by trained mental health professionals to help guide and support caregivers (families, teachers, and child care providers) to provide optimal social and emotional development for young children. By July 2024, DECAL will train and fund a cohort of IECMH consultants to expand community- and family-based mental health supports. The Lead Agency awarded ARPA-funded school-age grant funds to 3,845 licensed providers in FFY2023 for purchasing school-age equipment and supplies, including equipment and supplies supporting the health, physical activity, and physical development of school-age children. The Lead Agency also began an ARPA-funded project to increase supports for school-age providers, including observing school-age providers and completing a crosswalk of school-age observation tools. Results of the project will inform revisions to Quality Rated school-age standards, which would include strengthening standards related to health, nutrition, and physical activity. Activities related to developing and adopting high-quality program standards related to health, mental health, nutrition, physical activity, and physical development are further demonstrated in Georgia's use of the Centers for Disease Control's "Learn the Signs. Act Early." Georgia continues to make related resources available through the "Watch Me! Celebrating Milestones and Sharing Concerns" training on OLLI, the Milestone Tracker App, and DECAL's Developmental Milestones website. Family Support Specialists in Childcare and Parent Services (CAPS), Georgia's CCDF subsidy program, are also trained to use these tools with families. Lastly, the Lead Agency continued to embed information about child development and developmental milestones into several initiatives, including the Quality Rated Language and Literacy Endorsement and the Planting the SEEDS for a More Inclusive Georgia training series.

11) Other activities to improve the quality of child care services

Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry

11.1 Sustainability funding to child care providers

11.1.1 Sustainability funding to child care providers:

Did the state or territory continue to provide stabilization grants to child care providers using funds other than the American Rescue Plan (ARP) Act Stabilization funds during October 1, 2022 to September 30, 2023?

Yes. If yes, describe and check which types of providers were eligible and number served.

Licensed center-based programs

License-exempt center-based programs

Licensed family child care homes

License-exempt family child care homes (care in providers' home)

In-home (care in the child's own home)

Other (explain)

No.

N/A. Describe:

11.1.2 Spending – Sustainability funding to child care providers:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.2 Data Systems Investment

11.2.1 Data Systems Investment:

Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2022 to September 30, 2023?

Yes. Describe: **The lead agency utilized ARP Supplemental Discretionary and ARP Stabilization 10% Set-Aside funds for the first phase of a multi-year initiative to develop new program application data systems for all early care and education state programs to better serve and support the early childhood and education system in Georgia. The effort and use of these IT systems are for managing provider participation in programs and provider payments.**

No

11.2.2 Spending - Data Systems Investment:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.3 Supply and Demand Analysis

11.3.1 Supply and Demand Analysis:

Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2022 to September 30, 2023?

Yes. Describe findings: **The Lead agency has not determined any findings but continued to develop analytical data tools to evaluate child care supply and demand in order to identify the degree to which child care demand may not be met.**

No

11.3.2 Spending - Supply and Demand Analysis:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

CCDF quality funds

Non-CCDF funds

CARES funds

CRRSA Funds

ARP Supplemental Discretionary

ARP Stabilization 10% set-aside

Unable to report. Indicate reason:

No

11.4 Supply and Demand Initiatives

11.4.1 Supply and Demand Initiatives:

Did the state/territory implement initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need child care during non-traditional hours) during October 1, 2022 to September 30, 2023? Check all that apply.

Child care deserts

Infants/toddlers

Children with disabilities

English language learners

Children who need child care during non-traditional hours

Other. Describe:

11.4.2 Spending - Supply and Demand Initiatives:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

11.5 Provider Compensation and Benefits

11.5.1 Spending - Provider Compensation and Benefits:

What compensation and benefits improvements did teachers/providers receive between October 1, 2022 and September 30, 2023 (check all that apply)? If indicated, how many providers received each type of support?

- Financial bonuses (not tied to education levels)
- Salary enhancements/wage supplements
- Health insurance coverage
- Dental insurance coverage
- Retirement benefits
- Loan Forgiveness programs
- Mental Health/Wellness programs
- Start up funds
- Other. Describe:

N/A. Describe: **The Lead Agency did not implement any activities related to provider compensation and benefits.**

11.5.2 Spending - Provider Compensation and Benefits:

Were funds from any sources (e.g., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, or ARP Stabilization 10% set-aside) spent to support this activity?

Yes, if so which funding source(s) were used?

- CCDF quality funds
- Non-CCDF funds
- CARES funds
- CRRSA Funds
- ARP Supplemental Discretionary
- ARP Stabilization 10% set-aside
- Unable to report. Indicate reason:

No

11.6 Spending – Other Activities to Improve the Quality of Child Care Services

11.6.1 Spending – Other Activities to Improve the Quality of Child Care Services:

What is the total amount spent across all funding sources (i.e., CCDF quality set aside, non-CCDF funds, CARES, CRRSA, ARP Supplemental Discretionary, and ARP Stabilization 10% set-aside) on other activities to improve the quality of child care services during October 1, 2022 to September 30, 2023? **\$76369679**

Unable to report total amount spent. Indicate reason:

Optional: Use this space to tell us any additional information about how funds were spent that is not captured in the items already reported. **For other activities to improve quality of child care in Georgia, the Lead Agency spent over \$76M during the reporting period. These activities may have been referenced in another topic area but the spending is included in Other Activities because it is not directly for other specific topics. \$2M of CCDF Quality funding was use on the operations of DECAL's Policy and Partnership department that is a part of our Quality Innovations and Partnerships Division. The Policy and Partnership department works to improve the quality of child care by creating and sustaining partnerships in local communities throughout the state. This department played lead the work on the Community Transformation Grants, 2Gen Innovation Grants, and Trauma-Responsive Care Grants. \$9.2M of non-CCDF funding was used to improve quality and includes: \$7.8M of funding from the Governors Emergency Education Relief Fund for the Summer Transition Program and \$1.5M of PDG funding for Community Transformation Grants. The Summer Transition Programs which operate during the months of June and July and consists of two programs: Rising Pre-K and Rising Kindergarten. Each program offers high-quality instruction with a focus on language, literacy and math and are designed to reduce the achievement gap. Rising Pre-K is for students who are age eligible for Georgia's Pre-K in the fall and whose home language is Spanish. Rising**

Kindergarten is for students who are age eligible for kindergarten in the fall. \$65M of CCDF Stimulus funding was used to support and improve quality and includes: \$29.9M of ARPA Supplemental funding for Health and Safety Grants, \$18.6M of ARPA Supplemental funding for Pre-K Quality Grants, \$6.2M of CRRSA funding for School Age Grants, \$8.8M of ARPA Stabilization Admin funding for IT system development to enhance child care program provider management and payments, and \$800k of ARPA Stabilization Admin funding to develop data tools to evaluate supply and demand. Health and Safety Grants were awarded to licensed child care learning centers and family child care learning homes to fund health and safety enhancements in the programs. Grant awards were based on capacity and funded facility improvements that impact compliance, injury prevention, and Consumer Product Safety Commission (CPSC) compliance. Pre-K Quality Grants were awarded as one-time grants of \$5,000 per classroom to each of Georgia's Pre-K Program Providers to support quality in Pre-K classrooms through the purchase of technology, instructional materials, approved Pre-K curricula, and classroom furniture. School Age Grants were awarded to increased supports to programs offering school-age care through grants, training, and coaching opportunities. This project helped enhance the quality of school-age care in Georgia through program supports and will explore options for incorporating school-age classrooms in Quality Rated.

11.7 Progress Update

11.7.1 Progress Update – Other Activities to Improve the Quality of Child Care Services:

Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

Measurable indicators of progress the state/territory reported in section 7.10.1 of the 2022-2024 CCDF Plan:

Note: The information displayed is from the most recent approved FFY2022-2024 CCDF Plan. **The state's activities related to improving the services to children, including infants and toddlers, preschool, and school-aged children, are detailed throughout this document. Other activities include:**

- **Supporting local communities' ability to access and use appropriate data. This support includes community training sessions organized by the Lead Agency's Early Education Community Coordinators where community leaders can learn more about Georgia's Early Childhood Integrated Data System. In Georgia, this integrated system is called the Cross Agency Child Data System (CACDS). Through this training, community members are taught how to access local data that can benefit their communities. Metrics related to this initiative include**

training and traffic to the CACDS website.

- Supporting families in learning about and accessing quality care for their children. In addition to efforts related to Georgia's child care search engine, (<http://www.qualityrated.org>) www.qualityrated.org, the state also provides materials to providers to communicate their star level and how this star level indicates their quality. Ongoing stakeholder engagement helps gauge the materials that providers perceive have the greatest impact.

- The state supports families through a call center (1-800-ALLGAKIDS), through a searchable website that highlights quality (<http://www.qualityrated.org>) www.qualityrated.org), and through ongoing family support for child care subsidy recipients offered by family support consultants. The state is also designing new licensing reports to help families more easily research a program's licensing history. Measurable indicators of progress include the number and percentage of successful referrals offered through the call center. Family support consultants also track their referrals and are creating metrics related to family-centered coaching. The Lead Agency will create metrics related to the new licensing reports.

- The Lead Agency is also offering new community-level grants, including Two-Generation Innovation Grants, Trauma-Responsive Care Grants, and Community Transformation Grants. The Lead Agency is working with an external evaluation partner, the Georgia Early Education Alliance for Ready Students (GEEARS), to design reports and a formal evaluation for the Two-Generation Innovation Grants and the Community Transformation Grants.

- The Lead Agency will develop professional development modules for early learning and school-age professionals in culturally relevant teaching and in supporting anti-bias classrooms.

Please include information on the outcomes and numerical targets achieved based on the measurable indicators of progress specified in section 7.10.2 of the 2022-2024 CCDF Plan: **Between October 1 and December 15, 2022, the CACDS website had 1,107 page views, 826 which were unique, and 125 reports viewed. On December 15, 2022, a new CACDS website was launched. Unfortunately, the new website did not have the ability to collect web traffic metrics built into it. The lead agency will be correcting this soon. Community coordinator trainings related to CACDS were suspended with the launch of the new website; these will resume once a new Head Start dashboard built on the CACDS web platform launches later this year. Using PDG funding, [qualityrated.org](http://www.qualityrated.org) was enhanced to add a compliance at a glance page. From 10/01/2022 until 09/30/2023 page views were 12,367 and users were 8,170. In coming year, DECAL is planning to consider additional ways to enhance [qualityrated.org](http://www.qualityrated.org) to support family choice and the benefits of license child care. The call center received inquiries from a total of**

8,996 families between October 1, 2022, and September 30, 2023. The call center provided referrals for 4,112 or 46% of the inquiring families. The call center did not provide referrals for 1,954 or 22% of the inquiring families who cited CAPS subsidy- or general affordability-related reasons for not wanting one. The call center also did not provide referrals for 2,930 or 32% of inquiring families who either attempted to contact the call center but did not respond to follow-ups (930), gave up their search for care (50), found care on their own without a referral (173), or did not want a referral for another unspecified reason, including families who call for reasons other than referrals (1,777). 2Gen Innovation Grants included Capacity Grants funded by CCDF and Implementation Grants funded by PDG. In May of 2021, DECAL awarded its most recent round of 2Gen Innovation Grants to nine local collaboratives serving student parents and their children. Across two categories of awards, Capacity-Building and Implementation, 2Gen Innovation Grants encourage organizations to work together to simultaneously address the needs of parents and children in local communities. 2Gen Capacity-Building Grants funded the exploration and planning of two-generation programming and policy change, allowing organizations to assess the needs of student parents and consider opportunities to collaboratively meet those needs. 2Gen Implementation Grants allowed organizations to execute plans that align workforce and postsecondary training with child care and other family supports. DECAL engaged GEEARS, the Georgia Early Education Alliance for Ready Students, to conduct an independent evaluation of the 2Gen Innovation Grant Program. The purpose of the evaluation, which covered the 2021-2022 grant cycle, was to understand the impact of the grant program, common implementation challenges and solutions, and project sustainability. The findings of the research and evaluation have been drafted but have not been finalized. DECAL will publish the findings on our website, www.deca.ga.gov, once final approval is made. For DECAL's Trauma-Responsive Care Grants, funded by PDG, six communities were selected to pilot an Early Learning Leadership Collaborative (ELLC) in 2019. The ELLCs focused on building an effective network of local leaders committed to championing the needs of children and families in their communities. In 2021, DECAL expanded the ELLC model and awarded one-year Trauma-Responsive Care Grants (TRCGs) to four community-based organizations, and in 2022, DECAL awarded one-year TRCG grants to ten community-based organizations. Objectives of this grant program included: to educate local leaders about the impact of early childhood trauma on a child's future learning and development, to develop and implement a strategic plan to address the needs of young children experiencing trauma, and to disseminate trauma-responsive local resources and materials to families and providers related to trauma-focused strategies and interventions in communities across Georgia. DECAL partnered with The Georgia State University of Social Work Child Welfare Training Collaborative to provide hands-on community-based trainings on how to support children and families experiencing trauma and to host three annual virtual conferences on trauma and resilience for Georgia's ECE community.

These conferences included a variety of workshops covering the spectrum of trauma-responsive care approaches to serving young children and their families. For Community Transformation Grants, initiated and funded with PDG, DECAL has awarded two rounds of Community Transformation Grants to communities across the state working to meet the needs of young children and their families. In 2021, DECAL awarded the first cohort to eight community collaboratives and in 2022, DECAL awarded the second cohort to eighteen community collaboratives. The objectives of the grant program included: providing community-level supports for Georgia's children birth-age 5 and their families; increasing opportunities for sustainable community collaboration; creating new opportunities for communities to innovate at the local level to address critical needs; and supporting the development of community-based initiatives that can be expanded or taken to scale. DECAL engaged GEEARS: Georgia Early Education Alliance for Ready Students to conduct an independent evaluation of the Community Transformation Grant program. The purpose of the evaluation was to understand the impact of the grant program, common implementation challenges and solutions, and project sustainability. The findings of the research and evaluation have been drafted but have not been finalized. DECAL will publish the findings on our website, www.deca.ga.gov, once final approval is made. School readiness continues to be supported through Georgia's Pre-K Summer Transition Program. This past summer (2023), 3,838 students were served in 324 Rising Kindergarten classes and 780 multi-lingual students were served in 70 Rising Pre-K classes.

12) Annual Report

Lead agencies must submit an annual report, as required at 45 CFR § 98.53(f) (4), describing any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

12.1 Annual Report and Changes

12.1.1 Annual Report:

Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. **The Lead Agency maintains data on all investigations of serious injuries and deaths in licensed, license-exempt, and unlicensed child care programs. A death or an incident requiring hospitalization or professional medical attention other than first aid of a child while in the care of the provider that was the result of a substantiated intentional or gross negligent act on behalf of the provider and/or staff indicates a deficiency in the operation and/or management of the program. Any case of serious injury substantiated by the Lead Agency will be deemed as Extreme Harm and Imminent Danger according to the Lead Agency's Integrated Enforcement and Compliance System. The Lead Agency analyzes all incidents deemed Extreme Harm and Imminent Danger as they occur. The Lead Agency assesses these incidents annually and based on the specifics of the incidents determines if changes in policy and/or regulation is needed.**

12.1.2 Annual Report Changes:

Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. **The Lead Agency continues to thoroughly evaluate and investigate all incidents as they are reported or become known to DECAL. Discovery of an incident can come about in a variety of ways that include but are not limited to required reporting as outlined in licensing rules, reporting by the general public via intake, report from another state agency or local public entity, as well as the monitoring process. Through the evaluation and investigative process, if the preponderance of evidence demonstrates that an incident meets the state's definition of serious injury or abuse,**

that incident will be included in the annual report. The process and results are consistently evaluated and no changes to the process were made during the reporting period.

13) American Rescue Plan (ARP) Act Child Care Stabilization Grants

Goal: To ensure the lead agency implements an equitable stabilization grant program. The American Rescue Plan (ARP) Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend most stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Section 13 should be used to report on ARP Stabilization Grants ONLY.

13.1 Multiple Grant Programs

13.1.1 ARP Act Stabilization multiple grant programs:

Did you run more than one grant program? If so, list the number of separate grant programs and describe their uses.

Yes. Describe:

No

13.2 ARP Act Stabilization Grants workforce compensation

13.2.1 ARP Act Stabilization Grant strategies for workforce compensation:

Which of the following methods were used to support workforce compensation (e.g., bonuses, stipends, increased base wages, or employee benefits) with stabilization grants? (check all that apply)

Targeted grants to support workforce compensation (no other allowable uses)

Providing bonus funds to providers that increased child care staff compensation through stabilization grants

Requiring a specific percentage or amount of stabilization grant funding go toward child care staff compensation increases. Percent or amount for staff compensation:

Other (Describe): **For DECAL's stabilization grant program, recipients are allowed to spend their funds in four broad categories: Workforce Support, Family Relief, Facilities Cost, and Operational Food, Supplies, and Materials. Recipients must use at least 70 percent of funding for Workforce support and/or Family Relief. So, while our stabilization program does not support workforce in the specific ways listed above, the intent is to prioritize**

supporting the workforce, and if a provider does not, they must support the needs of families. Based on reporting provided to date, 70 percent of all stabilization spending has been used for workforce support.