



Welcome to the Board of Early Care and Learning

May 11, 2017



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

www.dec.state.ga.us

Approval of Agenda and Minutes

- Approve **5-11-17** agenda
- Approve **2-16-17** minutes



Inspiration

Dr. Luann Purcell



SO MUCH TO CONSIDER!



Teacher Appreciation

Mother's Day

Graduation

But Really...



Our Commissioner said it best...



*Organizational
Excellence Is
About Being
Perfect
Together*

Exhibiting Organizational Excellence

- *Organizational Excellence Is About Being Perfect Together*
- *But it still takes a leader to lead the team*
 - *One of three Charter DECAL Board members—2006*
 - *Elected in 2012 to complete the Board chairmanship term of Dr. Carolyn Ormsby*
 - *Elected chair for two full terms*
 - *Influences the Board, the staff, teachers, communities, and children every day in every way!*



Influence...Who Am I?

I am a drop of dew on a spring leaf.

I give life and hope

I last just a little while

And then I am gone.

But

That which I touched,

that which I gave my very being to

It will live on.

It will grow and bring forth fruit.

In time, that fruit will also dissipate

But

The seed will fall to the ground.

That seed will root and sprout

And again a spring leaf

Will need a drop of dew.

L.P. 1987



Victor,



for all of your influence!



Board Member Updates

Board members report on their recent DECAL-related activities in their districts.





Commissioner's Update

Amy M. Jacobs
Commissioner



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

www.dec.al.ga.gov

From Under the Gold Dome in 2017

- **Georgia Center for Early Language and Literacy**
 - Promotes research-based practices related to early language development and literacy for children from birth to age eight and their families and teachers
 - Conducts *think tank* type research activities
 - Provides supports for implementing effective early language and literacy strategies in classrooms
 - Housed at Georgia College and State University
 - Supported by nine-member board, including Commissioner Jacobs



From Under the Gold Dome in 2017 *(continued)*

● Georgia Foundation for Early Care and Learning

- Created by passage of HB 463
- To promote public-private partnerships between:
 - Businesses
 - Nonprofit organizations
 - Higher ed
 - Local school systems
 - Public schools
 - Early care and education programs
- To support educational excellence for children and families
- May provide funding through competitive grants
- Housed at DECAL
- Governor appointed Carrie Ashbee as Executive Director



Introducing Carrie Ashbee

- Has worked with Gov. Deal for almost a decade beginning in Washington, D.C.
- In 2011, returned to Georgia as Gov. Deal's executive assistant and later as deputy chief of staff
- Currently serves as chair of the Capitol Arts Standards Committee overseeing the implementation of the Dr. Martin Luther King Jr. statue on Capitol grounds
- Graduated from the University of Alabama with a Bachelor's Degree in Advertising and Public Relations



Additional Opportunities

- Honored Gov. Miller at Miller Legacy Dinner



- Appointed to Older Adults Cabinet

DECAL's Internship Program

- The DECAL Internship Program exposes students to the world of state government and to the field of early childhood education.
- DECAL interns must meet the following requirements:
 - Must be a currently enrolled junior, senior, graduate student, or no more than six months past graduation
 - Must have a 3.0 GPA or higher
 - Must be a Georgia resident or attending/attended a Georgia college or university

Our Spring 2017 Interns

Shannon Williams
Communications
Oglethorpe University



Isha Barrie
Early Childhood Education
Georgia State University



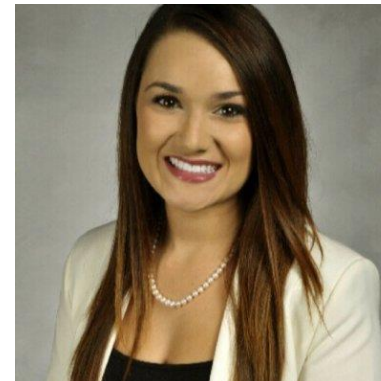
Ryan Williams
Sociology
Georgia State University



Afoma Okoye
Political Science & Journalism
Georgia State University



Kiersten Nicholson
Sociology
Georgia State University



Emphasizing Work-Life Balance



DECAL Leadership at play (AFTER work)!!!

Questions & Comments from Board





Finance, Audit, & Legislative Update

Ray Higgins

Deputy Commissioner for Finance and Administration



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

www.dec.al.ga.gov

Finance Update – SFY 2017 Summary

Data as of Mar. 31st	Budget	Expenditures*	Remaining Balance	% Remaining
BY PROGRAMS				
Child Care Services	\$262,115,326	\$175,533,411	\$86,581,915	33%
Pre-K + (HS)	\$358,034,519	\$235,453,238	\$122,581,281	34%
Quality Initiatives	\$42,512,775	\$35,104,233	\$7,408,542	17%
Nutrition	\$148,000,000	\$95,736,152	\$52,263,848	35%
Total Expenses	\$810,662,620	\$541,827,034	\$268,835,586	33%

BY FUNDING SOURCE				
State General	\$55,569,342	\$34,769,235	\$20,800,107	37%
State Lottery	\$357,842,519	\$235,291,641	\$122,550,878	34%
Federal	\$397,073,759	\$271,722,423	\$120,351,336	31%
Other	\$177,000	\$43,735	\$133,265	75%
Total Funds	\$810,662,620	\$541,827,034	\$263,835,586	33%

* Includes encumbrances

Audit Update

- Internal Controls
- Schedule of Expenditures of Federal Awards (SEFA)

Legislative Update



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

www.dec.state.ga.us

Highlights from the 2017 Georgia General Assembly

Bills of interest to DECAL that passed

- **HR 57:** Establishes a House School Nutrition Programs Study Committee on which Commissioner Jacobs will serve.
- **HB 250:** Allows Early Care & Education program employees with a satisfactory fingerprint record check (within the previous 12 months) to apply to provide care for children in foster homes without requiring an additional background check.
- **HB 280:** “Campus Carry” Allows authorized weapon carry license holders to possess a handgun on public technical schools, vocational schools, colleges or universities, or other public institutions of postsecondary education. Handguns will be exempt from athletic sporting events, student housing, and preschool spaces.

Bills of interest to DECAL that did not pass

- **HB 494:** DECAL legislation dealing with updates to our criminal records checks and other matters. The legislation was put on hold during the session so we could perfect the bill. We plan to work to pass it during the 2018 session.
- **SB 97:** Expand child care assistance for up to 24 consecutive months for parents in job training or attending an educational program.
- **SB 98:** Allow capital outlay funds to be used for educational facilities for voluntary prekindergarten programs provided by school systems.

Highlights from the 2017 Georgia General Assembly *(continued)*

Other bills of interest that passed

- **HB 157:** Allows licensed dental hygienists in certain school settings to apply topical fluoride and perform the application of sealants and oral prophylaxis under general supervision, with written permission of the student's parent or guardian.
- **HB 338:** Creates an alternative system of supports and assistance for the lowest performing schools that fall under the State Board of Education's intervention power in the form of a turnaround school.
- **SB 16:** Also adds Autism Spectrum Disorder, Tourette's syndrome, Epidermolysis bullosa, Alzheimer's disease, Acquired immune deficiency syndrome (AIDS), and Peripheral neuropathy to the list of conditions that may be treated with low THC oil.
- **SB 206:** "Hearing Aid Coverage for Children Act" Requires private health insurance plans to cover the costs for hearing aids for children under 19 years old. The cost cannot exceed \$3,000.00 per hearing aid. The plans must also cover replacement hearing aids every 48 months or sooner if the aid fails to work for certain reasons.



Federal Programs Update

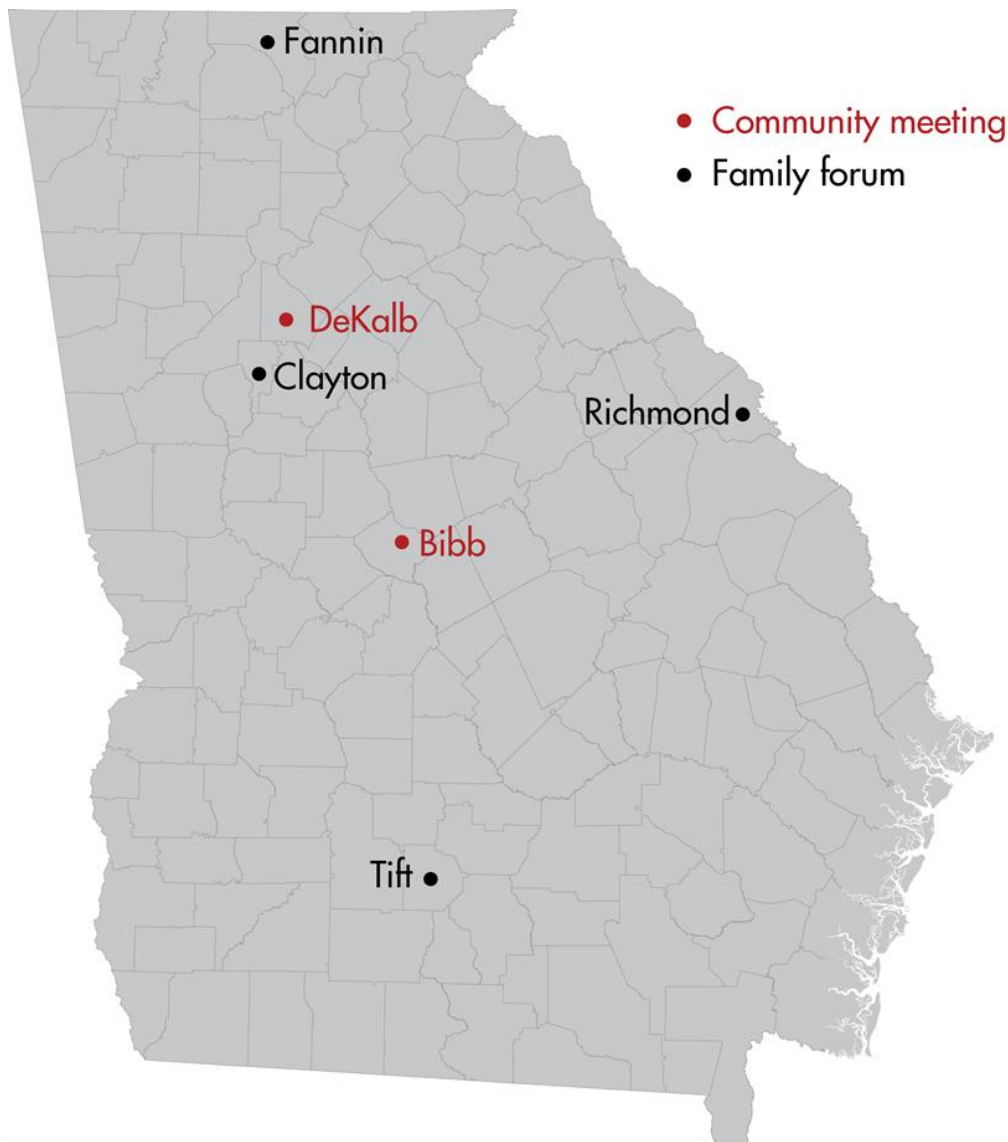
Elisabetta Kasfir
Assistant Commissioner for Federal Programs



CAPS Stakeholder Engagement

- CAPS Child Care Provider Survey (December 2016)
- DECAL Advisory Committee (December 2016 and April 2017)
 - Two meetings focused on CAPS
- CAPS Community Meetings (February 2017)
 - Two meetings
- CAPS Family Forums (January to March 2017)
 - Four forums

CAPS Meeting Locations



Community Meetings

Laura Wagner
Family Support Director



Community Meetings

- Macon/Bibb – February 7
- Clarkston/DeKalb – February 23
- Approximately 110 people total
- Approximately 90% were providers
- Participants provided comments directly using a laptop computer per table and ThinkTank software.
- All responses were projected at the front of the room for all participants to read.

CAPS Community Meeting - Macon



CAPS Community Meeting - Clarkston



Questions Discussed at Meetings

- What questions do you have about CAPS?
- What concerns do you have that you want to share tonight?
- What role do you think CAPS plays in your community?
- Assume that the people at your table are responsible for deciding how to fund the CAPS program in the future. You can **ONLY** choose to change **ONE** of the options on the screen. Which option would you vote to change as your first priority?
- Which option would you vote to change as your second priority?
- What are possible challenges to providing higher quality care?
- What are the top three services (that CAPS might provide) you think are needed in your community for families?
- What other services or supports might be helpful to families in your community to maintain employment or attend school?

Family Forums

Donna Johnson
Family Support Director



Family Forums

- Four locations around the state
- Total of 41 participants
- Held in child care learning centers
- Dinner and child care provided
- Agenda:
 - DECAL presentation on CAPS
 - Clarify eligibility policy
 - Provided information about Family Support
 - Facilitated Discussion
 - Questions/Answers

Family Forums – Clayton and Fannin Counties



Family Forum – Tift County



Family Forum – Tift County



Family Forum – Tift County



Open-Ended Questions

- What things were important to you or what mattered the most to you when you were looking for child care?
- How did you learn what child care providers were available in your community?
- If there were any difficulties getting into your first choice for child care, can you describe what some of those difficulties looked like for your family?
- What words come to mind that describe a high-quality child care center?
- What role did cost of care play in choosing a child care center?
- Are there other services or supports that might be helpful to you or your children for you to maintain your employment or attend school?

Family Support

- Help families navigate systems
- Link to state and local community programs and supports
- Understand benefits of quality child care
- Provide information about child development
- Responsive case management

In Conclusion...

● What we learned...

- Providers prioritize an increase to base rate
- Families prioritize a reduction in family fee
- DECAL Advisory Committee prioritizes focus on quality

● What we are doing now...

- Assessing a narrowed group of options that:
 - Allows CAPS to continue serving at least 50,000 children
 - Supports providers, families, and raising quality
- DECAL will communicate the option selected to families, providers, and stakeholders by July 2017



Child Care Services Update

Kristie Lewis
Assistant Commissioner for Child Care Services



Georgia Department of Early Care and Learning

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

www.decal.ga.gov

Licensing Rule Changes

- **Renumbering and general clean-up**
 - Supports new enforcement and compliance system
 - Renumbering to:
 - separate out compound rules that should not be considered repeat violations
 - consolidate rules which include lists of items that should be considered repeat
 - Clean up of grammar/spelling errors, etc.
- **Minimal feedback during public comment period**
- **Public hearing and board vote today**
- **Potential implementation date: July 1, 2017**

Analysis of Exemption Visit Data

- ChildTrends is currently:
 - Undergoing orientation to the data
 - Transforming variables in preparation for analysis, expected to begin in mid-May
- Next Steps:
 - Report from ChildTrends in terms of counts and trends identified during analysis
 - DECAL to provide citation counts for comparable licensing non-compliance during same time frame



Impact of New Enforcement & Compliance System on Enforcement Actions

April Rogers
CCS Director for Policy & Enforcement



Georgia Department of Early Care and Learning

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

www.decal.ga.gov

New Enforcement Chart

V I O L A T I O N	Incident results in or could result in:	VIOLATION HISTORY LEVEL			
		I 0 Points	II 1-3 Points	III 4-9 Points	IV 10 + Points
C L A S S	D • Extreme Harm • Imminent Danger	I3-C			
	C • High Harm	C1 I1-I2	C2 I1-I3	C3 I2-C	C4 I3-C
	B • Medium Harm	B1 N/A**	B2 P2-P3	B3 I1-I2	B4 I2-C
	A • Low Harm	A1 P1-P2	A2 P1-P3	A3 P2-P3	A4 I1-I2

Rule Violation Classes

● Four (4) classes of rule violations have been identified:

- Class A - Low Harm
- Class B - Medium Harm
- Class C - High Harm
- Class D - Extreme Harm

V I O L A T I O N C L A S S	Incident results in or could result in:
	D <ul style="list-style-type: none">● Extreme Harm● Imminent Danger
	C <ul style="list-style-type: none">● High Harm
	B <ul style="list-style-type: none">● Medium Harm
	A <ul style="list-style-type: none">● Low Harm

Violation History Levels

- Four (4) violation history levels have been defined

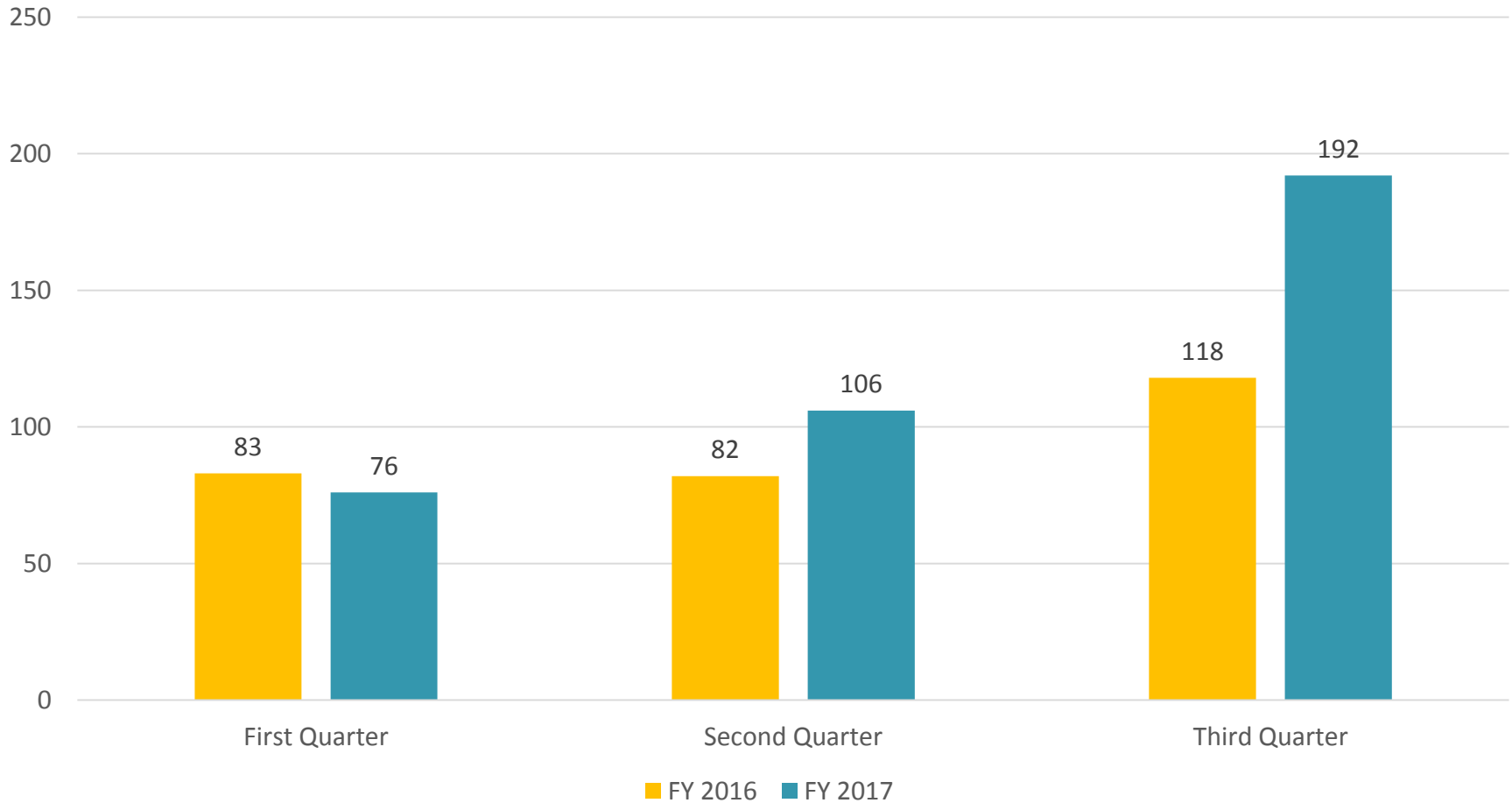
VIOLATION HISTORY LEVEL			
I 0 Points	II 1-3 Points	III 4-9 Points	IV 10 + Points

- Points are added for:
 - 1) The number of times the same rule(s) was cited during past 12 months
 - 2) The severity of the repeated rule citations
 - 3) High or Extreme rule violations on current visit and a visit within past 12 months

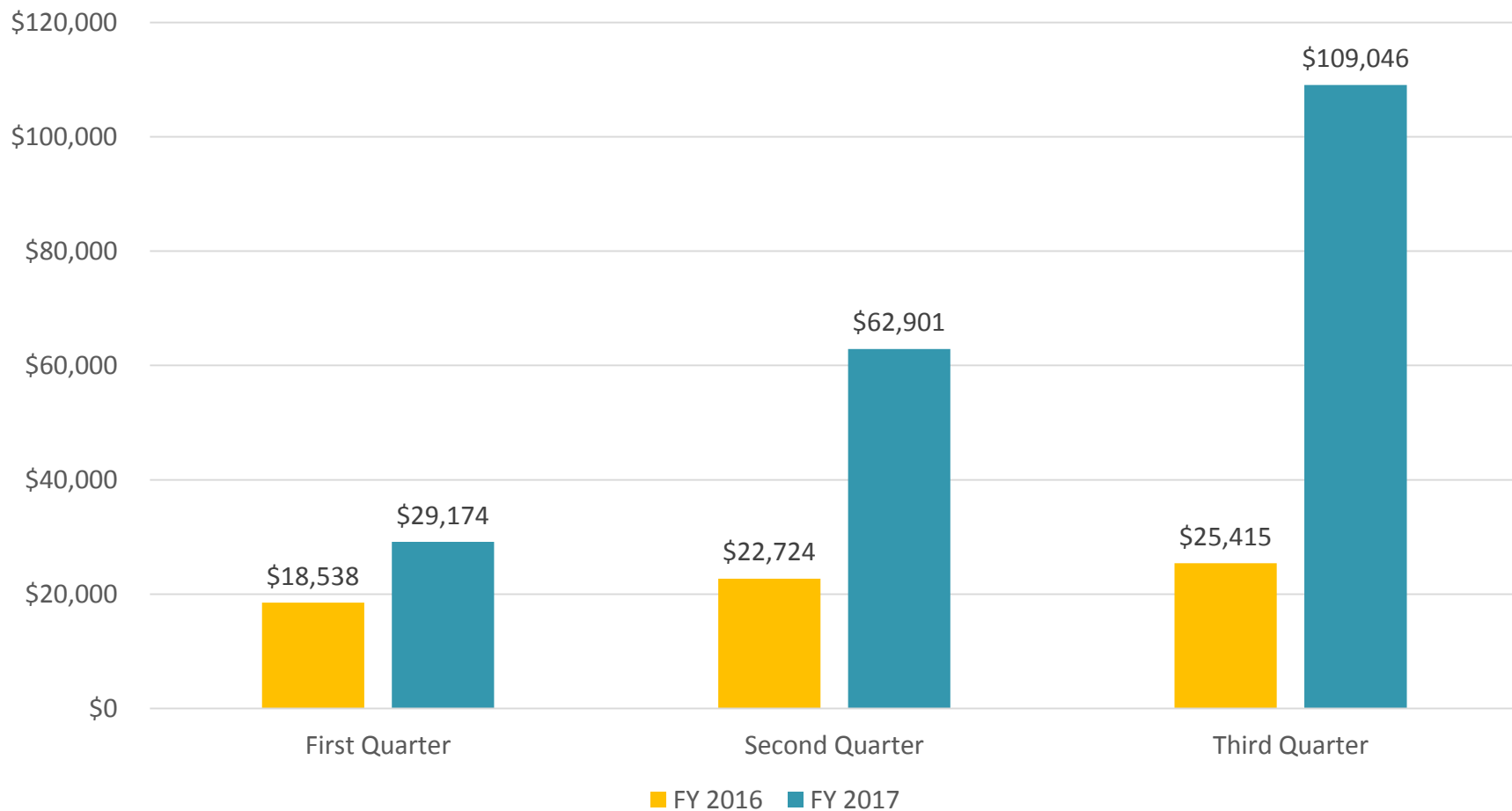
Expectations/ FY Comparisons

- Anticipated an increase in repeat adverse actions due to system being automated
- Total # of Enforcement Actions FY '16 = 283
- Total # of Enforcement Actions FY '17= 374
 - Increase of 32% this FY through 3rd quarter

Number of Adverse Actions (AA) by Quarter/FY



Fine Comparison by Quarter/FY



Comparison by Adverse Action Type thru 3rd Quarter

Type of AA	FY 2016	FY 2017
# of repeat AA's	141	209
# of incident/injury AA's	61	82
# of MAV revocations	18	22
# of non payment revocations	10	10
# of health/safety revocations	6	11
# of denials	1	1
# of license fee revocations	46	39

BREAK
(10 minutes)



Georgia's Pre-K Program & Instructional Supports Update

Faith Duncan
Director of Field Operations



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

www.dec.al.ga.gov



Georgia's Pre-K Program



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

www.dec.state.ga.us

Georgia's Pre-K 2018 School Year Application

- **Application dates**
 - Release date - March 27th
 - Due date - April 21st
- **Pre-K consultant application review dates**
 - May 15th – May 26th
- **Date programs notified of funding decisions**
 - June 2017

Summer Transition Programs

- Targeted six week school readiness programs for income eligible children:
 - *Rising Kindergarten Program*
 - Focused on children who will attend Kindergarten in the fall but who did not attend Georgia's Pre-K or attended Georgia's Pre-K or Head Start but need additional support
 - *Rising Pre-K Program*
 - Focused on children whose home language is Spanish and who are enrolled to attend Pre-K in the fall
- The overall goal of the Rising K and the Rising Pre-K summer programs is to support children's transitions and development, particularly their early literacy skills, before entering Kindergarten or prekindergarten.

Rising K Summer Transition Program

● Applications

- New applications: 74
 - School system: 10
 - Private providers: 64
- Continuation applications: 110
 - School system: 26
 - Private providers: 84

● Awards

- 147 total classes funded in 48 counties
 - School System: 49 classes
 - Private providers: 98 classes
- Continuation classes: 124
- New classes: 23

Rising Pre-K Summer Transition Program

- No application process for Rising Pre-K
 - Invitation to participate is extended to targeted, eligible programs
- Rising Pre-K
 - 55 classes funded in 20 counties
 - School system: 14 classes
 - Private provider: 41 classes

Pre-K Teacher of the Year 2017-2018

● Applications

- Individual teachers submitted application in February
- Applications reviewed and scored by outside readers:
 - 35 applications received
 - School system: 14 applications
 - Private providers: 21 applications

● Finalists

- Selected using application submission and scoring
- Six finalists; three from each program type
- Announced finalists May 8th and May 9th
- Will participate in additional competition activities including interview and classroom observation

Pre-K Teacher of the Year Finalists



Jodi McNamara
Kids 'R' Kids of Grayson

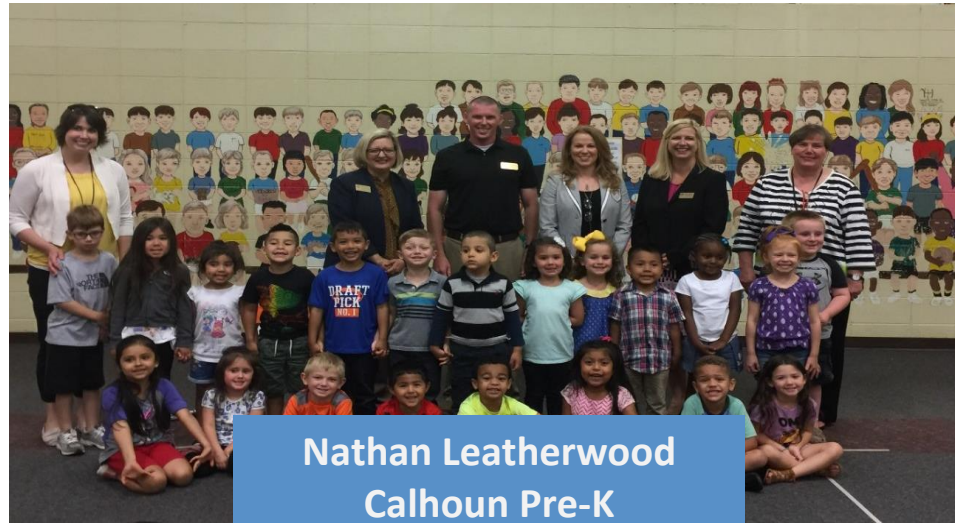


Michele Brown
Our House Genesis



Tracey Grikstas
Discovery Point Old Peachtree

Pre-K Teacher of the Year Finalists



Pre-K Teacher of the Year 2017-2018

● **Winners**

- One winner for each program type; public/ private
 - Announced in Fall 2017
 - Prizes include individual cash awards and classroom supplies and materials
- Pre-K Teachers of the Year will represent Georgia's Pre-K Program throughout the 2018 school year.

GKIDS

Readiness Check

a Kindergarten Entry Assessment





Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
[gadoe.org](http://ga.gov/gadoe)

*"... kindergarten **entry** is a unique moment in time for gauging children's development and using assessment data to look both backward and forward."*

Early Learning Challenge Collaborative

<http://www.elccollaborative.org/assessment/77-kindergarten-entryassessment.html>

Georgia Department of Education

Domains of Early Learning



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

understanding GELDS



These are the five **LEARNING DOMAINS**. Notice that each has a two- or three-letter acronym. You'll see these acronyms in all GELDS materials.

PHYSICAL
DEVELOPMENT
AND MOTOR SKILLS

PDM



SOCIAL AND
EMOTIONAL
DEVELOPMENT

SED



APPROACHES
TO PLAY AND
LEARNING

APL



COMMUNICATION,
LANGUAGE AND
LITERACY

CLL



COGNITIVE
DEVELOPMENT AND GENERAL
KNOWLEDGE

CD



NOTE: The CD domain is divided into these sub-domains: Math, Social Studies, Science, Creative Development and Cognitive Processes



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

*“A **kindergarten entry assessment process** is an organized way to learn what children know and are able to do, including their disposition toward learning, when they **enter kindergarten ...**”*

Build Initiative

<http://www.buildinitiative.org/TheIssues/EarlyLearning/StandardsAssessment/KEA.aspx>

Georgia Department of Education

Kindergarten Entry Assessment

- Data collected after children begin kindergarten, within the first weeks of school
- Assesses development in the *Five Essential Domains of School Readiness*
- Aligned with state's **early** learning standards
- Valid and reliable for its intended purposes

US Dept. of Education, 2015

The GKIDS Readiness Check is Georgia's Kindergarten Entry Assessment

Purpose

- The purpose of the GKIDS Readiness Check is to highlight knowledge and skills critical for student success in learning, **solely to guide instruction**. It will:
 - provide information to allow kindergarten teachers to differentiate instruction - to know their students;
 - inform our understanding of the skills of children entering kindergarten; and
 - provide the early childhood system with information about the supports and resources needed to ensure that every kindergarten student starts school with the skills needed to be successful.

What it's NOT

- NOT intended to prevent children's entry into kindergarten
- NOT intended to evaluate teachers' instruction
- NOT intended to label students as ready or not ready
- NOT intended to be used as a high-stakes accountability measure

It is intended to guide and inform instruction

Foundations of School Success



Readiness Check Activities



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Foundations of School Success – includes Motor Skills, Social and Emotional Development, and Approaches to Learning

Knowledge and Skills

Engages in independent activities and continues tasks over a period of time.

Independently follows rules and routines.

Plays cooperatively with a few peers for a sustained period of time.

Uses senses to observe, classify, and learn about objects and environment.

Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.

Effectively uses words, sentences, and actions to communicate needs, ideas, opinions, and preferences.

Performs fine-motor tasks that require small-muscle strength and control.

Foundations of School Success

Indirect Activity 1: Engages in independent activities and continues tasks over a period of time.

Not Yet Demonstrated:

Not yet demonstrated would be noted if a child does not engage in an activity.

Emerging:

Emerging would be noted if a child does not engage in an activity without being redirected continuously, if a child cannot work somewhat by himself or herself, or is off task.

Developing:

A child would be rated as developing if he or she can usually work well independently, but needs redirecting from others occasionally. A child would be rated as developing if the child works somewhat independently and begins a task, but gets distracted and does not complete the task.

Demonstrating:

A child would be rated as demonstrating if he or she engages in activities independently (e.g., five minutes, or one minute for each year of age) and self-monitors to stay on task almost all of the time when opportunities are provided. A child who works independently, stays on task, and completes an activity in the time allowed would be rated as demonstrating.

English Language Arts



Readiness Check Activities

English Language Arts

Knowledge and Skills
Listens and differentiates between sounds that are the same and different.
Recognizes and names <u>some</u> upper case letters of the alphabet.
Recognizes and names <u>some</u> lower case letters of the alphabet.
Tracks words from left to right, top to bottom, and page to page.
Draws pictures and copies letters and/or numbers to communicate.
Listens to and follows multi-step directions.
Uses spoken language that can be understood with ease.
Uses writing tools.

Mathematics





Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

Readiness Check Activities

Mathematics

Knowledge and Skills

Recites numbers up to 20 in sequence.

Counts at least 10 objects using one-to-one correspondence.

Recognizes numerals (0 – 9).

Sorts and classifies objects using one or more attributes or relationships.

Recognizes and names common two-dimensional shapes (circle, square, rectangle, and triangle).

Georgia Department of Education

Mathematics

Direct Activity 5		
Recites numbers up to 20 in sequence.		
Activity	Performance Levels	
<p>Student will verbally recite all numbers from one to twenty in sequence.</p> <p>Say, “Please count out loud for me.”</p> <p><u>Process Clarification:</u> Counting in sequence means reciting each number with no skipped numbers or incorrectly stated numbers. For example, if a student says ten, twelve, thirteen, score the student’s performance according to the academic performance level demonstrating the highest correct response (in this case the student would score emerging). A student may repeat a number, if halted, to restart the activity. For example, if the student says ten, eleven, <u>twelve</u>, then halts and says, twelve, thirteen, fourteen, the student should be given credit for stating the number correctly. The student should also be allowed to restart, if initiated by the student. For example, if the student recites numbers one through five and then stops, the student could restart counting from one through five and continue until either making a mistake or reaching twenty. Student might also use his or her fingers to count and that should be permitted.</p>	Not Yet Demonstrated	The student does not make any attempt to recite numbers or says random numbers.
	Emerging	The student correctly recites numbers in sequence between one and ten, but does not recite numbers beyond ten.
	Developing	The student correctly recites numbers in sequence from at least one to eleven but less than twenty.
	Demonstrating	The student correctly recites all numbers from one to twenty.

2016 Inaugural Launch




Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaode.org

- Inaugural Launch (Fall 2016)
 - 194 participating districts (1 school per district, 1152 teachers, 20,000+ students)
 - Administered first 6 weeks of school
 - Teacher survey, 658 respondents
- Inter-rater Reliability Study (Fall 2016)
 - Determine accuracy and consistency of Georgia teachers' ratings of Readiness Check activities
 - 101 teachers participated in rating videos and text vignettes of student performances
 - Agreement rates were high, indicating reliability evidence


Readiness Check Reports



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"



Individual Student Report
GKIDS Readiness Check - Fall 2017

The Georgia Kindergarten Inventory of Developing Skills (GKIDS) Readiness Check is a tool that allows teachers to measure each child's kindergarten readiness across three domains or areas: Foundations of School Success, English Language Arts, and Mathematics. Results provide a measure of your child's kindergarten readiness in each area. The concepts and skills essential for children entering kindergarten are based on the Georgia pre-kindergarten standards.

Each student may be at a different level of readiness at the beginning of kindergarten. Teachers will use these results to plan personalized instruction in order to help each student grow and progress. The goal is to provide a pathway for each student to achieve success across all three domains.

Your Child's Performance by Domain*

* Percentage of activities rated as developing or above

Domain	Percentage
Foundations of School Success	25% or less
English Language Arts	75%
Mathematics	60%

Foundations of School Success

This domain includes children's approaches to learning, social and emotional development, and physical and motor skills development. These non-academic skills are indicators of children's development towards future academic success.

English Language Arts

This domain includes children's early language and literacy development. These skills are the foundation for fluent and effective communication and literacy skills such as reading and writing.

Mathematics

This domain includes children's understanding of shapes and spatial relationships, problem solving, identifying similarities and differences and basic numeracy concepts.

Readiness Check Reports



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Not Yet Assessed (No Stars)	Not Yet Demonstrated ★	Emerging ★★	Developing ★★★	Demonstrating ★★★★	Exceeding ★★★★★
The student has not been assessed on this concept or skill.	The student does not demonstrate the concepts or skills assessed at this time. Further instruction, support, and guidance are needed to help the student gain foundational skills in preparation for kindergarten instruction.	The student frequently requires support and guidance from adults. Concepts or skills are rarely observed or demonstrated. The student minimally demonstrates foundational skills in preparation for kindergarten instruction.	The student requires support and guidance from adults on some occasions. Concepts or skills may be observed but are often inconsistent. The student demonstrates some foundational skills in preparation for kindergarten instruction.	The student rarely requires support and guidance from adults, demonstrating foundational skills in preparation for kindergarten instruction.	The student demonstrates concepts or skills consistently and independently, and is fully prepared for instruction based on kindergarten standards.

Your Child's Results by Concepts and Skills

Foundations of School Success	Performance Level
Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.	★
Engages in independent activities and continues tasks over a period of time.	★★
Uses senses to observe, classify, and learn about objects and environment.	★
Performs fine motor tasks that require small-muscle strength and control.	★
Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.	★
Independently follows rules and routines.	★
Plays cooperatively with a few peers for a sustained period of time.	★

English Language Arts	Performance Level
Listens and differentiates between sounds that are the same and different.	★★★★
Recognizes and names some upper case letters of the alphabet.	★★★★
Recognizes and names some lowercase letters of the alphabet.	★★★★
Tracks words from left to right, top to bottom, and page to page.	★★
Draws pictures and copies letters and/or numbers to communicate.	★★★★
Listens to and follows multi-step directions.	★★
Uses spoken language that can be understood with ease.	★★★★
Uses writing tools.	★★★★

Mathematics	Performance Level
Recites numbers up to 20 in sequence.	★★★★
Counts at least 10 objects using one-to-one correspondence.	★★★★★
Recognizes numerals.	★★
Sorts and classifies objects using one or more attributes or relationships.	★★
Recognizes and names common two-dimensional shapes.	★★★★

Next Steps

- Timeline
 - All training materials have been updated & revised
 - STCs and school leaders training webinars – March 2017
 - What to Expect webinar series -- Spring 2017
 - For K teachers and school/system leaders
 - Teacher training: May – July, 2017
 - Development of parent resource site in collaboration with Georgia Public Broadcasting–Summer 2017
 - districts were sent a flyer for parents to receive during Kindergarten registration with information about the GKIDS Readiness Check and the soon-to-be-live parent resource site
 - Statewide launch – Fall 2017
 - Continued Support webinar series – Fall 2017

- Information on the GKIDS Readiness Check
- Parent activities
- Interpretation of Readiness Check report
- Spanish version

English Language Arts

Mathematics

About

FAQS

Copyright © 2017. All rights reserved.

Foundation of School Success

English Language Arts

Mathematics

VISIT OUR SITE

LEARN MORE

LEARN MORE

LEARN MORE



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org



gkidsreadinesscheck.gadoe.org

Parent Resource Site





Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaode.org

Next Phase: GKIDS Revisions

- Through the work of the GKIDS Readiness Check, and based on Educator Surveys and Kindergarten Focus Groups, it has been determined that GKIDS is in need of a change.
- The next phase of work is to improve and revise the current GKIDS to be more relevant, useful, and manageable.
 - Reworking GKIDS to indicate first grade readiness

Georgia Department of Education

Questions?



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

Contact

Ashley Hope, Ed.D.

Assessment Specialist
Early Learning Measures
404/657-0312
ahope@doe.k12.ga.us

Jan Reyes, Ed.D.

Program Manager
Test Content Development
404/463-6665
jreyes@doe.k12.ga.us

Georgia Department of Education



Legal Unit Update

Ira Sudman, Chief Legal Officer
Brian McKeen, Privacy Attorney



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

www.dec.al.ga.gov

Privacy vs. Security

- **Privacy** focuses on the use and governance of **confidential** information:
 - Policies and Procedures
 - Training
 - Contracts and Use Agreements
- **Security** focuses on protecting information from attack, exploitation and loss:
 - Technical Solutions – Passwords, Encryption, etc.
 - Network Design
 - Monitoring



Why Keep Information Private and Secure?

- Protection of Georgia residents & DECAL employees & board
- FERPA – Family Education Rights & Privacy Act
- HIPAA – Health Insurance Portability and Accountability Act
- O.C.G.A §10-1-910-912 – GA security breach notification law
- SSA – Guidelines for access to SSN's
- GTA – Georgia Technology Authority
- DECAL's Reputation
- Cost

The Cost of a Breach

- Average breach costs about **\$7 million**
 - 2013 Target & 2007 TJ Maxx breaches cost **\$162 million** each
 - 2013 Home Depot breach cost **\$179 million**
 - 2006 VA breach cost up to **\$500 Million**
- Average cost per record lost is **\$221**
- ID theft costs US consumers **\$16 Billion** per year
- Average cost of ID theft is **\$1,343** and **30 hours** to resolve



Immediate Privacy and Security Goals

- Update DECAL's privacy and security related policies and procedures to ensure:
 - Compliance with regulatory requirements
 - Industry standards are maintained
 - Minimize associated risks
- Update privacy/security language in DECAL's contracts, data sharing agreements & confidentiality agreements
- Provide effective training to ALL DECAL employees
- Review and update IT security protocols to ensure:
 - Protection of DECAL's data systems
 - Effective monitoring and auditing of DECAL's data systems
 - Appropriate incident mitigation and response



Communications Update

Reg Griffin
Chief Communications Officer

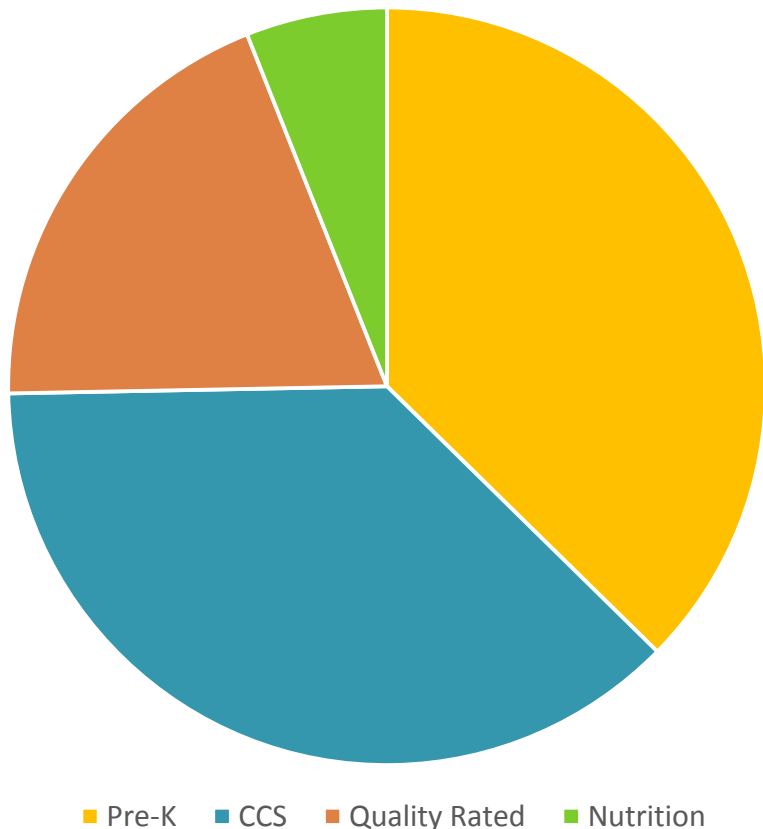


Bright from the Start: Georgia Department of Early Care and Learning

www.decal.ga.gov

Media Coverage

Media (Feb - April)



Total Stories: 38

Top Stories:

- Georgia's Pre-K Program – 31%
- CCS Investigations – 31%
- Quality Rated – 16%
- Nutrition – 5%

ALSO:

- Read Across Georgia
- Governor's Announcements
- Georgia Gateway/IES

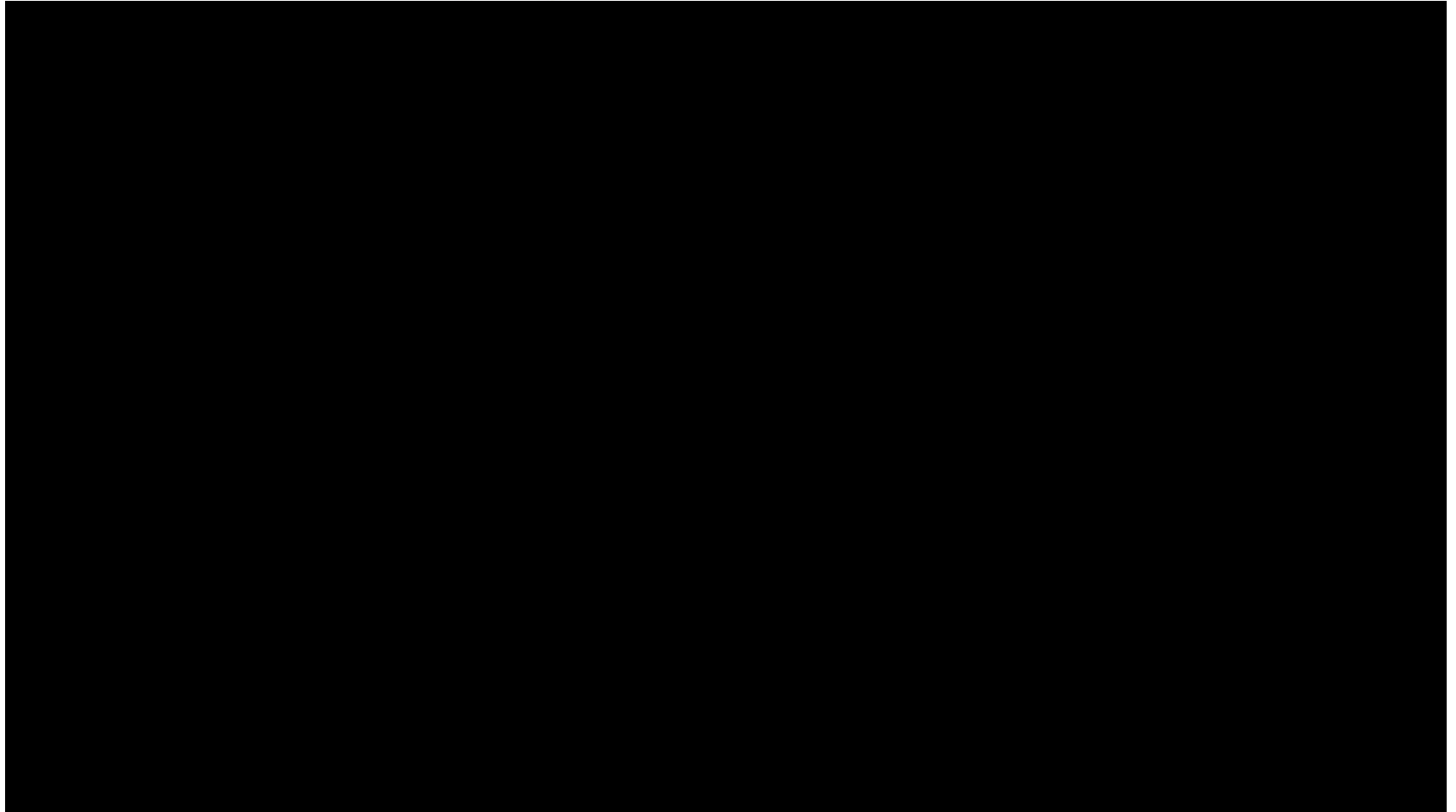
Social Media Outreach

Facebook	8,418
Twitter	2,277
Instagram	815
LinkedIn	310
Pinterest	254
YouTube	180

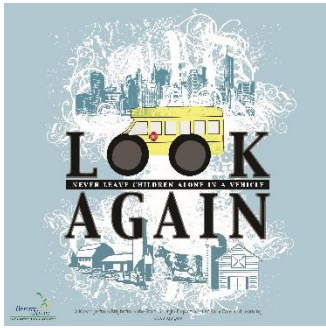
Total Social Media Reach of 12,254



Georgia Department of Early Care and Learning







Wednesday, June 14, 2017
10:30 AM
State Capitol North Wing



Lunch

(Pick up in Entry Area)

Committee Meetings

Programs – Hickory

*Budget/Finance – Executive (7th floor) ***

*System Reform – Oak ***

*** Change in meeting location*

The public is welcome to attend/observe committee meetings but may not participate in the committee's discussion.

Phil's Photo *(after a U-turn)*



Committee Reports

- Budget/Finance – Carlene Talton
- Programs – Jerri Kropp
- System Reform – Susan Harper

Welcome to the Board of Early Care and Learning

Public Hearing

May 11, 2017

Board Action on:

Rules and Regulations for Family Child Care Learning Homes, Rule Chapter 290-2-3

- Proposed Amendment of Rule 290-2-3-.03
- Proposed Amendment of Rule 290-2-3-.04
- Proposed Amendment of Rule 290-2-3-.05
- Proposed Amendment of Rule 290-2-3-.07
- Proposed Amendment of Rule 290-2-3-.08
- Proposed Amendment of Rule 290-2-3-.09
- Proposed Amendment of Rule 290-2-3-.10
- Proposed Amendment of Rule 290-2-3-.11
- Proposed Amendment of Rule 290-2-3-.12
- Proposed Amendment of Rule 290-2-3-.13
- Proposed Amendment of Rule 290-2-3-.14
- Proposed Amendment of Rule 290-2-3-.15
- Proposed Amendment of Rule 290-2-3-.16
- Proposed Amendment of Rule 290-2-3-.19

Board Action on:

Rules and Regulations for Child Care Learning Centers, Rule Chapter 591-1-1

- Proposed Amendment of Rule 591-1-1-.03
- Proposed Amendment of Rule 591-1-1-.06
- Proposed Amendment of Rule 591-1-1-.08
- Proposed Amendment of Rule 591-1-1-.10
- Proposed Amendment of Rule 591-1-1-.11
- Proposed Amendment of Rule 591-1-1-.12
- Proposed Amendment of Rule 591-1-1-.14
- Proposed Amendment of Rule 591-1-1-.15
- Proposed Amendment of Rule 591-1-1-.16
- Proposed Amendment of Rule 591-1-1-.17
- Proposed Amendment of Rule 591-1-1-.18
- Proposed Amendment of Rule 591-1-1-.20
- Proposed Amendment of Rule 591-1-1-.21
- Proposed Repeal of Rule 591-1-1-.23

Board Action on:

Rules and Regulations for Child Care Learning Centers **Rule Chapter 591-1-1 (continued)**

- Proposed Amendment of Rule 591-1-1-.24
- Proposed Amendment of Rule 591-1-1-.25
- Proposed Amendment of Rule 591-1-1-.26
- Proposed Amendment of Rule 591-1-1-.27
- Proposed Amendment of Rule 591-1-1-.28
- Proposed Amendment of Rule 591-1-1-.29
- Proposed Amendment of Rule 591-1-1-.30
- Proposed Amendment of Rule 591-1-1-.31
- Proposed Amendment of Rule 591-1-1-.32
- Proposed Amendment of Rule 591-1-1-.33
- Proposed Repeal of Rule 591-1-1-.34

Board Action on:

Rules and Regulations for Child Care Learning Centers, Rule Chapter 591-1-1 (continued)

- Proposed Amendment of Rule 591-1-1-.35
- Proposed Amendment of Rule 591-1-1-.36
- Proposed Amendment of Rule 591-1-1-.37
- Proposed Amendment of Rule 591-1-1-.38
- Proposed Amendment of Rule 591-1-1-.39



Board Business: *Election(s)*

Victor Morgan, Chair
Board of Early Care and Learning



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

www.decal.ga.gov

Board Meeting Dates 2017

~~February 16, 2017~~

~~May 11, 2017~~

August 17, 2017

November 16, 2017