DECAL Stakeholder Network: Pre-K Parents Advisory Committee

November 1, 2012

Bobby Cagle, MSW
Commissioner

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

- Welcome
- DECAL Updates and Priorities
- Georgia’s Quality Rated and Improvement System (QRIS)
- Georgia’s Pre-K Program Updates
- Wrap Up and Next Steps
Your Feedback

• What is DECAL doing well?

• What is DECAL doing that could be improved?

• What is DECAL not doing that we should be doing?
DECAL Priorities

• Health and Safety

• Quality Early Education
  Leading to increased school readiness

• Communication
Georgia’s systemic approach to assess, improve, and communicate the level of quality in early education and school-age care programs.
Quality Rated

WHAT? A tiered quality rating and improvement system (TQRIS) is a systemic approach to assess, improve, and communicate the level of quality in early care and education (ECE) programs.

WHY? Findings from studies of child care quality conducted independent of DECAL by FPG Child Development Institute at UNC-Chapel Hill, indicate WHY Georgia needs a TQRIS:

- Over 3/4 of family day care homes in Georgia were scored as "low quality."
- Over 2/3 of infant/toddler care classrooms were scored as "low quality."
- Over 1/3 of preschool (non Georgia Pre-K) classrooms were scored as "low quality."
Quality Rated: Conceived through Collaboration

HOW? In September 2006, Georgia stakeholders began gathering to design a systemic approach to enhancing the quality of Georgia’s early care and education system.

DECAL facilitated a discussion that included diverse voices to inform the development of a TQRIS in Georgia.

Stakeholders included:

- ECE Providers
- Advocacy Groups
- Foundations
- Head Start
- School Systems
- State Agencies
- Resource & Referral Agencies
- Provider Associations
- Higher Education
- Child Care Chains
- Faith-based Providers
- Parents
Quality Rated Eligibility

• All child care providers (family day care homes, group day care homes, child care learning centers, afterschool programs, and faith-based programs)
  • All Pre-K providers (public school and private providers)
  • Military child care programs licensed by the Department of Defense and Georgia’s Pre-K Programs operated by local Boards of Education

• Eligibility Requirements:
  • Licensed for a minimum of 12 months
  • Compliant with licensing, Pre-K and Nutrition
  • Professional Development Registry
# Quality Rated Program Standards

<table>
<thead>
<tr>
<th>Staff Qualifications</th>
<th>Child Health, Nutrition, and Physical Activity</th>
<th>Family Partnerships</th>
<th>Intentional Learning Practices</th>
<th>Ratio and Group Size Requirements</th>
</tr>
</thead>
</table>


Quality Rated Benefit to Parents

Beginning July, 2013

• Parents can easily access information about the quality of early care and education programs.
• Parents can compare providers based on quality ratings (one star, two star and three star)
• Parents can learn what to look for in an early care and education facility and know what questions to ask about early care and education.
• Parents eligible for the Child and Parent Services (CAPS) program will have greater access to higher quality Early Care and Education programs due to the tiered reimbursement program.
Quality Rated Participation

As of October 29, 2012, 1,020 programs have applied to participate in Quality Rated.

- 405 programs with Georgia’s Pre-K Program classes
- in 123 of Georgia’s 159 counties

Serving 74,952 children
- 1,912 children with disabilities
- 3,693 English language learners
- 46 children of migrant workers
- 898 children living in foster homes
- 286 children who are homeless
- 11,625 children receiving child care subsidies (CAPS)
- 9,972 children receiving PeachCare
Susan Adams, Assistant Commissioner
Georgia Department of Early Care and Learning
By the Numbers…
2012-2013 school year

- Budgeted Slots: 84,000
- Allocated Slots: 83,754
- Current Enrollment: 81,397
- Fill Rate: 96.90%
- Number of Classes: 3,807
- Waiting List: 8,466
Pre-K Lead Teacher Retention

• Compared to last year, teacher retention rates have improved
• The lead teacher retention rate is 77.4% (up from 71.8% this time last year)
• Local school systems - lead teacher retention rate has increased 10 percentage points (65.5% to 75.7%)
• Private child care centers - lead teacher retention rate is up 2 percentage points (76.8% to 78.9%)
Pre-K Assistant Teacher Retention

• The overall assistant teacher retention rate is 72.5% (up from 70% this time last year)

• Local school systems - assistant teacher retention rate has increased 4 percentage points (71.5% to 75.8%)

• Private child care centers - assistant teacher retention rate is stagnant (68.9% to 69.8%)
Pre-K Longitudinal Study

- Study is officially sponsored by DECAL and participation is required as a condition of Pre-K Grant Agreement.

- DECAL commissioned FPG Child Development Institute at UNC-Chapel Hill to conduct the study.

- Participating programs and children are guaranteed confidentiality.
Pre-K Longitudinal Study

Year One:

- Data collection is complete. This includes child assessments, classroom observations, and teacher/parent surveys.

- Results will be released in the late Fall with a full report expected before the New Year.
Pre-K Longitudinal Study

• **Year Two:**
  • Year Two data collection will include a Kindergarten and Pre-K sample.
  • Not all providers are selected. A random sample was selected.
  • Researchers may request information, such as parent names and addresses, from some Project Directors.
    • This is to contact families directly
  • Releasing information to FPG for use for research purposes is NOT a violation of either HIPAA or FERPA.
Happy Anniversary Georgia’s Pre-K!

- 2012-13 school year marks the 20th anniversary of Georgia’s Pre-K Program.
- Special events are planned throughout the year.
- Submit stories and photos to 20yrsofprek@decal.ga.gov
PK-12 Longitudinal Data System (LDS)

• Georgia Testing Identification Number (GTID) is assigned to all students who attend GA Pre-K’s program.

• Beginning this year, Pre-K assessment data for last year will be electronically transferred to the LDS.
  • Schools will have access to assessment data for the following domains:
    • Language Arts
    • Math
    • Personal/Social
    • Fine Motor indicators in Physical/Health domain
GELDS: Overview

• Recent developments such as the implementation of the Common Core Georgia Performance Standards (CCGPS) for K-12 and revision of the Head Start Child Development and Early Learning Framework have called additional attention to the importance of high-quality standards for children’s learning and development.

• In 2010, DECAL answered the call for higher-quality early learning standards by commissioning a comprehensive alignment study that would provide data the state could use to make improvements.
Lynn Kagan, Ed.D, from Columbia University and Catherine Scott-Little, Ph.D., from UNC, conducted a sophisticated analysis of the Pre-K Content Standards, the Georgia Early Learning Standards for birth-3, the CCGPS for Kindergarten-3rd, the Head Start framework, and Work Sampling Assessment.
Questions our researchers examined....

- Are our standards high quality?
- Are they carefully aligned across age levels and aligned with the early elementary grades (vertical alignment)?
- Are they aligned with other assessment tools and frameworks for the same age level, such as WSO and Head Start (horizontal alignment)?
- Are the domains balanced? Is each one addressed enough?
- Do the standards fully cover age-appropriate content? Is the content rigorous enough?
In 2010, DECAL commissioned a one-year alignment study that would provide data the state could use to improve its early learning standards.

The researchers analyzed vertical alignment, horizontal alignment, age appropriateness, content, balance, and depth using the Pre-K Content Standards, the GELS, CCGPS for Kindergarten, HeadStart framework, and Work Sampling.

After two years of research, revisions, and edits, we finally have a document that is nearing completion.
# GELDS: Big Picture Timeline

<table>
<thead>
<tr>
<th>Time</th>
<th>Milestone</th>
</tr>
</thead>
</table>
| Oct. 2012-January 2013   | • Finalize revisions to GELDS  
                          • Plan and write content for GPB webinars  
                          • GELDS posted |
| January-March 2013       | • Film Webinars  
                          • Website up and running and GELDS posted for public feedback |
| April-June 2013          | • Air webinars, starting with statewide public awareness for all tiers of stakeholders  
                          • Begin training sessions for DECAL staff and Training for Trainers through Best Practices  
                          • Curriculum Reviewer chosen and companies/vendors notified that submission window is open |
| July-October 2013        | • GELDS with resources and learning in action complete  
                          • Professional Development for Pre-K teachers  
                          • Pre-K Parent Orientation Webinars  
                          • Ongoing professional development/training for birth-3 |
| November 2013-May 2014   | • GELDS implementation across all age groups with continuous training, professional development, and support |
| June 2014-June 2015      | • Full GELDS implementation with measurements in place |
Governor’s Proposal

• Add 10 days to Pre-K year to bring to a full 180 day school year.

• Must be approved by legislatures as a part of the new budget.
Your Feedback

• What is DECAL doing well?

• What is DECAL doing that could be improved?

• What is DECAL not doing that we should be doing?
Contact Information

For more information, contact:

Bobby Cagle
Commissioner
bobby.cagle@decal.ga.gov
404-651-7436

Susan Adams
Assistant Commissioner for Pre-K
Susan.adams@decal.ga.gov
404-651-7420