



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



Georgia Department of Early Care and Learning

Bobby Cagle, MSW, Commissioner



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

Staff Qualifications	Child Health, Nutrition, and Physical Activity	Family Partnerships	Intentional Learning Practices	Ratio and Group Size Requirements
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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





Georgia's Pre-K Program

20 YEARS

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@dec.al.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.



GELDS: Overview (continued)



- 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?



GELDS: Where We Are



- 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.



Domain: PHYSICAL DEVELOPMENT AND MOTOR SKILLS (PDM)

**Sub-Domain:
N/A**

**STRAND: PDM1
Health and Well-Being**

Standard: PDM1.1
The child will practice healthy and safe habits.

Standard: PDM1.2
The child will participate in activities related to nutrition.

**STRAND: PDM2
Use of Senses**

Standard: PDM2.1
The child will demonstrate an awareness of the body in space and child's relationship to objects in space.

Standard: PDM2.2
The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.

**STRAND: PDM3
Motor Skills**

Standard: PDM3.1
The child will demonstrate gross motor skills.

Standard: PDM3.2
The child will demonstrate fine motor skills.

Domain: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)

**Sub-Domain:
N/A**

**STRAND: SED1
Developing a Sense of Self**

Standard: SED1.1
The child will develop self-awareness.

Standard: SED1.2
The child will engage in self-expression.

**STRAND: SED2
Self-Regulation**

Standard: SED2.1
The child will begin to demonstrate self-control.

**STRAND: SED3
Developing a sense of self with others**

Standard: SED3.1
The child will develop relationships and social skills with adults.

Standard: SED3.2
The child will develop relationships and social skills with peers.

Domain: APPROACHES TO PLAY AND LEARNING (APL)

**Sub-Domain:
N/A**

**STRAND: APL1
Initiative and Exploration**

Standard: APL1.1
The child will demonstrate initiative and self-direction.

Standard: APL1.2
The child will demonstrate interest and curiosity.

**STRAND: APL2
Attentiveness and Persistence**

Standard: APL2.1
The child will sustain attention to a specific activity and demonstrate persistence.

Standard: APL2.2
The child will demonstrate intellectual flexibility.

**STRAND: APL3
Play**

Standard: APL3.1
The child will engage in a progression of imaginative play.

Standard: APL3.2
The child will demonstrate a cooperative approach to social play.

Domain: COMMUNICATION, LANGUAGE, AND LITERACY DEVELOPMENT (CLL)

**Sub-Domain:
N/A**

**STRAND: CLL1
Receptive Language (Listening)**

Standard: CLL1.1
The child will listen to conversations and comprehend for a variety of purposes.

Standard: CLL1.2
The child will acquire vocabulary introduced in conversations, activities, stories, or books.

**STRAND: CLL2
Expressive Language**

Standard: CLL2.1
The child will use nonverbal communication for a variety of purposes.

Standard: CLL2.2
The child will use increasingly complex spoken language for a variety of purposes.

**STRAND: CLL3
Early Reading**

Standard: CLL3.1
The child will acquire meaning from a variety of materials read to him/her.

Standard: CLL3.2
The child will develop early phonological awareness (awareness of the units of sound).

Standard: CLL3.3
The child will demonstrate increasing knowledge of the alphabet.

Standard: CLL3.4
The child will demonstrate awareness of print concepts.

**STRAND: CLL4
Early Writing**

Standard: CLL4.1
The child will use writing for a variety of purposes

**STRAND: CLL5
ELL**

Standard: CLL5.1
For non-English speaking children, understands and responds to books, stories, songs presented in English

Domain: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (CD)

**Sub-Domain:
MATH**

**STRAND: CD.MA1
Number and Quantity**

Standard: CD.MA1.1
The child will build knowledge of, organize, and represent quantity and number.

Standard: CD.MA1.2
The child will manipulate, compare, describe relationships, and solve problems using quantity and number.

**STRAND: CD.MA2
Measurement and Comparison**

Standard: CD.MA2.1
The child will explore and communicate about distance, weight, length, height and time.

Standard: CD.MA2.2
The child will sort, seriate, classify, and create patterns.

**STRAND: CD.MA3
Geometry and Spatial Thinking**

Standard: CD.MA3.1
The child will explore, recognize and describe spatial relationships between objects.

Standard: CD.MA3.2
The child will explore, recognize and describe shapes and shape concepts.

**Sub-Domain:
SOCIAL STUDIES**

**STRAND: CD.SS1
Family and Community**

Standard: CD.SS1.1
The child will demonstrate understanding of his/her community.

Standard: CD.SS1.2
The child will demonstrate an understanding of his/her family

Domain: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (CD)

**Sub-Domain:
SOCIAL STUDIES**

**STRAND: CD.SS2
People and the Environment**

Standard: CD.SS2.1
The child will demonstrate emerging awareness of their own and others' cultures and ethnicity.

Standard: CD.SS2.2
The child will demonstrate awareness of the geography, demographics and economy of his/her community.

Standard: CD.SS2.3

The child will demonstrate an awareness of, and the need to protect, his/her environment.

**STRAND: CD.SS3
History and Events**

Standard: CD.SS3.1

The child will understand that events happened in the past and how these events relate to self and others.

**Sub-Domain:
SCIENCE**

**STRAND: CD.SC1
Scientific Skills and Methods**

Standard: CD.SC1.1
The child will demonstrate scientific inquiry skills.

**STRAND: CD.SC2
Earth and Space**

Standard: CD.SC2.1

The child will demonstrate knowledge related to the dynamic properties of earth and sky.

Standard: CD.SC2.2

The child will demonstrate knowledge related to weather, climate, and overall environmental change.

Domain: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE (CD)

**Sub-Domain:
SCIENCE**

**STRAND: CD.SC3
Living Creatures**

Standard: CD.SC3.1
The child will demonstrate knowledge of living creatures and their adaptability to environmental factors

**STRAND: CD.SC4
Physical Science**

Standard: CD.SC4.1
The child will demonstrate knowledge related to physical science

**Sub-Domain:
CREATIVE DEVELOPMENT**

**STRAND: CD.CR1
Creative Movement and Dance**

Standard: CD.CR1.1
The child will participate in dance to express creativity.

**STRAND: CD.CR2
Visual Arts**

Standard: CD.CR2.1
The child will create, observe, and analyze visual art forms to develop artistic expression.

**STRAND: CD.CR3
Music**

Standard: CD.CR3.1
The child will use his/her voice, instruments, and objects to musically express creativity.

**STRAND: CD.CR4
Drama**

Standard: CD.CR4.1
The child will use drama to express creativity

GELDS

GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS



Georgia Department of Early Care and Learning



GELDS: Big Picture Timeline



Time	Milestone
Oct. 2012-January 2013	<ul style="list-style-type: none"> Finalize revisions to GELDS Plan and write content for GPB webinars GELDS posted
January-March 2013	<ul style="list-style-type: none"> Film Webinars Website up and running and GELDS posted for public feedback
April-June 2013	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> GELDS implementation across all age groups with continuous training, professional development, and support
June 2014-June 2015	<ul style="list-style-type: none"> 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



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