

Section I. Design and Approach to Collaboration Service

Sub-Section A: Goals

- 1 What are your goals, objectives, and expected outcomes or results for the next 2 years based on the following priorities?**

All priorities goals and objectives are based on the results of the Needs Assessment for Georgia Head Start Association. The Strategic Plan was last updated in May 2016 by GHSA as a result of the Needs Assessment and additional priorities identified by the Office of Head Start and Region IV.

Although GHSA and the HSSCO will continue to work together to Blend Georgia Pre-K and Head Start classes. Most of the challenges have been eliminated and the relationship with Georgia Pre-K is one where there is a natural partnership. The number of children in Head Start /Pre-K blended classrooms is 4,418, which is an increase of 396 children in 2015-16.

Additionally, Medicaid renewals continue to be problematic, Georgia Head Start is limited until their data system is fixed to resolve the problem. It remains on hold.

1a. Partnering with State Child Care Systems, Emphasizing EHS-CC Partnerships

Long Range Goal 1a: EH/.CC Partnerships will be successful meeting EHS standards and subsidy requirements.

Process goals 1a: The HSSCO will work with the EHS/CC grantees regarding the implementation of the program. The HSSCO will meet regularly with the grantees and the Regional Office and CCA to address needs and concerns

Short term goal 1a: all Grantees have operationalized the partnership.

Expected Outcomes 1a: EHS/ HS partnership grants will be in compliance after 18 months of operation.

Tracking 1a: Information will come from the results of monitoring.

Progress: This goal was new since the last refunding application. The HSSCO has worked with Child Care Administrator regarding changes favorable to subsidized families including removing parent fees. Initially, the state intended to apply for all 1500 EHS/CC slots. With input from the HSSCO, the state decided to work with grantees in a non-competitive situation and applied for 164 slots. Currently, the state will make new application to expand in the area of family homes and continue to avoid competition with current Head Start/Early Head Start grantees. Webinars were conducted for EHS grantees regarding the process and workshops were held at the 2015 GHSA Spring Conference and will also be continued during the 2016 GHSA Spring Conference. The HSSCO facilitated a follow up meeting after the EHS/CC orientation meeting. Additional meetings continue to be scheduled and the HSSDCO will attend the May 2016 Region IV EHS/CC Partnership meeting as an integral part of the team. All grantees receiving the EHS/CC grants are included.

Program Impacts: Children who are in subsidized programs and are EHS eligible will receive wrap around EHS services. Additional children will be served in high quality facilities. EHS performance standards will have a positive effect on the quality of the child care partner, both center based and in home providers.

Long Range goal 2a: Head Start grantees will serve more homeless families by partnering with agencies engaged in serving the homeless.

Process Goals 2a: The HSSCO will continue to participate in the Georgia Homeless Coalition. Members of the Coalition will provide information and training at GHSA conferences. The HSSCO will participate in DOE Homeless Liaison Conferences and Coalition Conferences regarding how to serve more homeless families. The HSSCO facilitated the development of an MOU with the Georgia McKenny-Vento liaison regarding serving the homeless population through HS/EHS services.

Short term goals 2a: MOU will be signed with DOE McKinney-Vento Liaison and DOE regarding partnering and serving homeless families.

Expected Outcome 2a. Grantees will enroll more homeless children.

Tracking 2a: PIR data will be used to measure numbers of homeless children and families served.

Progress: The HSSCO has facilitated the development of a draft MOU and that MOU was signed by the McKinney-Vento Liaison from GADOE. The HSSCO is working with the GHSA special Homeless Committee and training was provided at the Fall 2016

Conference. The HSSCO and Homeless Committee chair are members of the Georgia Homeless Coalition and participate in the activities. The HSSCO delivered two workshops at the DOE Homeless Liaison Conference regarding how the liaisons can more effectively partner with Head Start. Each year for the past 3 years there has been an increase in the number of homeless children and families served. This is the first year since the project began that there was a slight decrease.

Program Impacts: Additional homeless children and families will be served in high quality HS/EHS programs. This will increase stability for the child and result in more family stability, increasing the readiness of children for school success.

Long Range Goals 3a: HS/HS grantees will serve more foster children through partnering with HHS/DFCS in Georgia.

Process Goals 3a: Joint training will be provided for DFCS and HS/EHS staff in order to more effectively serve children in foster care.

Short Term Goals 3a: Meet with DFCS to develop a partnership. Complete an MOU with DFCS regarding serving foster children more effectively. Included will be joint training for HS and DFCS staff.

Expected Outcome 3a: Georgia HS/EHS grantees will serve more children in foster care.

Tracking 3: PIR data will be used to measure numbers of foster children served by HS/EHS programs.

Progress: This was a new goal. There was an initial meeting with DFCS, Region IV and HSSCO regarding effectively partnering to serve more children in foster care. A letter was sent to all DFCS staff, outlining the agreed upon procedures for facilitating the enrollment of foster children in Head Start. A meeting with county DFCS offices was conducted by DFCS as a result of information received from GHSA. In 2015, 317 foster children were served. Of these, 290 were referred. This is an increase of 70 children. A Head Start Liaison has been hired by DFCS to operationalize the enrollment of foster children in Head Start and policies are in place through a letter from DFCS Executive Director to DFCS staff. Head Start grantees have received this information. Training will be provided at the GHSA Spring Conference to cement the policy.

Program Impacts: Foster children will experience stability by being enrolled in a HS/EHS program. This will assist in reducing stress for the child and is an opportunity for grantees to work with parents in providing for the children. Ultimately, this will assist in school readiness.

Long Range Goal 4a: HS/EHS grantees will serve more military families.

Process Goal 4a: Develop a partnership and MOU with Military Liaison for Georgia. It will include joint training and processes.

Short term goal 4a: Meet with military liaison for Georgia to initiate a partnership.

Expected Outcome 4a: Georgia Grantees will serve more military families. Expectation is that there will be 5% increase annually.

Tracking 4a: PIR data will be used to determine numbers of military children are served.

Progress: This was on the HSSCO work plan. The HSSCO attempted to schedule a meeting with the Georgia military liaison to begin initial conversations toward how grantees can better serve military families. There was a gap in the appointment of a military liaison at this time and the HSSCO is in contact with the military as they

designate a replacement to fill this capacity. The HSSCO has reached out to the new appointee. In 2015, 181 families had at least one family member in active military duty.

Program Impacts: Military children and families will receive support from grantees and assistance in creating family stability and success in school.

Long Range Goal 5a. HS/EHS will serve at least 10% of children with disabilities.

Process Goals 5a: The HSSCO will facilitate the completion of a comprehensive MOU with DECAL, DOE, Department of Health (Babies Can't Wait) and GHSA. The GHSA will continue to serve on the State Inclusion Leadership. The HSSCO has been appointed by the Governor to serve on the State Interagency Coordinating Council (SICC). The HSSCO will participate in meetings and training that will identify children with disabilities who are in foster care.

Short Range Goals 5a: All grantees will meet the 10% requirement for children with disabilities.

Expected Outcome 5a: All children in HS/EHS with disabilities will receive services.

Progress: The HSSCO serves on the SICC. The MOU was signed by the Department of Public Health, GA DOE, Georgia Head Start Association and DECAL in December 2015. It was identified by GADOE that their staff continues to need training on RTI. Arrangements are being made. In 2015, Georgia programs enrolled 9.38% of their enrollment with children having disabilities.

Program Impacts: Children with disabilities will be recruited and all will receive services.

1b. Work with State efforts to collect data regarding early childhood program and child outcomes.

Long Range Goal 1b: HS/EHS children will achieve better outcomes in public school that will lead to school success.

Process goal 1b: HS and HSSCO will participate on state assessment workgroup to define assessment measures

Short term objective 1b: Child assessment tools will be standardized in order to measure child outcomes.

Expected Outcome 1b: HS/EHS grantees will have access to HS public school outcomes in order to enhance and shore up curriculum in low performing areas.

Tracking 1b: Georgia unified Data System.

Progress: All Georgia grantees participate in data sharing agreements. Due to recompetition, one grantee was replaced July1, 2015. The HSSCO will work with the new grantee to put a data sharing agreement in place. Although the HSSCO has reached out to the new grantee, there has been no success. GHSA has made a request regarding the retrieval of data from the system regarding the number of Head Start children that have not been promoted. This is underway.

Program Impacts: There will be a system that will appropriately measure child outcomes. Grantees will be able to look at child progress and determine any adjustments necessary.

Long Range Goal 2b: All HS/EHS children will be in the unified data system so information will assist their transition into public school.

Process goal 2b: 100% EHS/HS grantees will sign a data sharing agreement.

Short term objective 2b: HS/EHS children have a unique identifier and are in the unified data system

Expected outcome 2b: 50 % of HS/EHS children are in the unified data system. This will be revised as baseline data becomes available.

Tracking 2b: Report generated by the unified data system

Progress: The HSSCO is a member of the formative assessment work group that is identifying different child assessment tools so that assessment data will be entered into the system. The results are not yet complete. However, DECAL is in the process of retrieving data about the promotion of Head Start children from the state longitudinal data system.

Program Impacts: Children will transition into public school and teachers will have information that will support the individual development of the child.

1c. Support for the expansion of, and access to, high quality workforce and career development opportunities for staff.

Long Range Goal 1c. Improve the quality of teaching staff by increasing the number of degreed teachers and assistant teachers.

Process goal 1 c: Develop additional partnerships with colleges and technical schools.

Short term objective 1c: Provide additional resources whereby teachers can enroll in degreed programs to include information on financial aid and Scholarships and Incentives.

Expected Outcome 1c. There will be an increase in the number of degreed staff.

Tracking 1c: Data from the PIR and Professional Development Registry will be used to track the increase in credentials.

Progress: A system for tracking the number of HS/EHS staff using Scholarships and Incentives is being developed. For 2015, 77 Head Start teachers received \$132,800 to increase their credentials using Early Education Awards; 377 received \$255,650 from INCENTIVES for retention: 219 received \$151,064 from SCHOLARSHIPS to improve their credentials.

Program Impacts: There will be a better prepared staff working with children birth-5 in Georgia. The field of Early Childhood will become more professional. Compensation will be increased. There will be less teacher turnover and more continuity of care for children.

Long Range Goal 2c: HS/EHS teachers will be enrolled in the Georgia Professional Development Registry.

Process Goal 2c: HSSCO will provide grantees with information and training on the Registry Application process.

Short term objective 2c: There will be a 5% annual increase in the number of Head Start staff enrolled in the Registry.

Expected Outcome 2c: HS/EHS staff and administration will have access to their documented personal professional development and information regarding their place on the career path.

Tracking 2c: Data from the Georgia Professional Development System will be used.

Progress: Approximately one-third of head start staff were enrolled in the Professional Development Registry in December 2015. As of April 2016, 54% of all Head Start/Early Head Start staff are enrolled in the Professional Development Registry.

Program Impact: The Registry will give information about specific areas where training and professional development should be concentrated to increase the development of a professional workforce and improve the quality of the program for children and families.

Long Range Goal 3c. EHS/HS family service workers and Great Start Georgia and other state agencies involved in Home Visiting will have a set of competencies, as well as a career ladder in the Georgia Early Childhood Professional Development System.

Process Goal 3c: The HSSCO will facilitate the development of Georgia Home Visiting Competencies and a Career Ladder for home visitors with Great Start Georgia.

Short term objective 3c: There will be a set of approved competencies and a career ladder for staff engaged in home visiting.

Expected Outcome 3c: EHS/HS Family Service Workers and other home visitors in Georgia will enroll in the Georgia Early Childhood Professional Development System Registry and be able to track their professional development. Home visitors/Family Service Workers will increase their degrees and credentials.

Tracking 3c: Once there is approval for the competencies and career ladder, results will be tracked through the Early Childhood Professional Development Registry.

Progress: Competencies and Career ladder for home visitors are in draft form and are being evaluated by DECAL for implementation. Home visiting staff will be able to enroll in the Professional Development Registry June 2016 and training for Home Visiting programs will be conducted for both EHS/Head Start grantees as well as staff funded through MCVEIY. The HSSCO continues to serve on the Leadership Team for Great Start Georgia Home Visiting program and co-chairs the professional development committee. She interfaces with DECAL regarding the implementation of the competencies and career ladder into the state early childhood professional development system. EHS Family Service Workers are able to attend the Home Visiting Institute yearly. This

process and information will be presented to DFCS for use with their staff, particularly those engaged in home visiting.

Program Impacts: The field of Home Visitation will become more professionalized. The quality of services will improve for children and families.

1d. Collaboration with Quality Rating and Improvement Systems (QRIS).

Long Range Goal 1d: All HS/EHS grantees will be Quality Rated

Process Goal 1d: HSSCO will procure Technical Assistance for grantees on the application process.

Short term objective 1d: The number of HS/EHS centers participating in Quality Rated will increase by 10 % annually

Expected Outcome 1d. The quality of HS/EHS centers will improve as evidenced by an increase in the level obtained.

Tracking 1d: The data system for Quality Rated will be used to track improvement.

Progress: One third of all EHS and HS grantees have applied for Quality rated and one-third of those have completed the process and received a rating. The HSSCO will track the rating at each level. Training regarding the application process has been provided at all GHSA conferences and will continue. Additionally, a new Inclusion Certification for Inclusion has been added to QRS and HS/EHS has been encouraged to take advantage of

this opportunity. As of April 2016, 43% of all Head Start/Early Head Start programs participate in Quality Rated .

Program Impacts: Grantees and staff will be recognized for being a high quality program. Grantees will benefit from free Technical Assistance and staff will receive bonuses for quality rating. The program will receive addition compensation to purchase equipment. In addition, grantees will be able to identify child care partners that are committed to quality.

1e. Work with State school systems to ensure continuity between

Head Start and Kindergarten Assessment (KEA).

Long Range Goal 1e: HS/EHS children will be assessed through a developmentally appropriate KEA that aligns with the Georgia Early Learning Standards.

Process Goal 1e: HSSCO will participate as a member of the work group that will design the KEA.

Short term goal 1e: The KEA is developed and implemented.

Expected Outcome 1e: HS/EHS and kindergarten teachers will share expectations for children's progress

Tracking 1e: KEA results for HS children will be tracked.

Progress: This is a new priority and is off to a slow start due to DOE. This continues to be problematic.

Program impacts: Children transitioning into public school will experience a developmentally appropriate assessment that can be used for individualization in kindergarten.

Long Range Goals 2e: Attendance for HS/EHS children will improve.

Process Goal 2e: HSSCO will collect attendance data from the grantees to measure chronic absenteeism that prevents children from receiving services. HSSCO will provide information about the importance of attendance for School success. The HSSCO will continue to participate in Georgia Reads and on the National School Attendance Task Force.

Short term goal 2e: Attendance will improve.

Tracking 2e: Grantees will submit attendance that reflects the percentage of children who are chronically absent (absent 10% of the days enrolled)

Progress: Grantees are beginning to look at attendance and are developing activities to encourage attendance. The HSSCO received data from 66% of the programs in the 2013-14 year. Only 33% of the responders improved attendance. All (100%) of the grantees responded for the 2014-15 school year and it is expected that 100% will respond for the 2015-16 school year. This will enable a better analysis of how Georgia Head Start/EHS programs are faring regarding attendance. A brief report on this project was published by NHSA.

Program Impact: By increasing attendance, children will be able to take full advantage of HS/EHS services. Research indicates that chronic absenteeism sets a pattern for later school attendance. Children who are chronically absent do poorly in school. Many do not graduate from high school. By increasing attendance habits will be set for children to be successful as they enter school.

1f. Regional Priorities. (Health and Safety)

Long Range Goals 1f: Parents and teachers will be aware of the negative effects of toxic stress on the development of a child. HS/EHS children will be identified early so that resources can be provided so that the child's development will not suffer and the family can function effectively.

Process Goal 1 f. The HSSCO will participate in the DPH/AAP Child Medical Home Project to implement a process for early identification and referral for toxic stress.

Short Term Goal 1f: An identification tool for toxic stress screening will be determined and a screening process will be implemented at one location.

Expected Outcome 1f. The process for screening and implementation will be evaluated for implementation in HS/EHS programs.

Tracking 1f: The process will be written and the number of children identified through the process and referred for further evaluation will be tracked.

Progress: This was a new goal. A tool will be selected for screening beginning in August 2015. This tool will be piloted at the Dunbar Center in Atlanta. Dunbar center choose

not to participate in the project. However, the HSSO was able to use one rural and one urban Head Start/EHS grantee to pilot this project. A training and needs assessment regarding toxic stress was provided to program staff. Follow up will be conducted by Dr Dube' from Georgia State. She will conduct workshops for Head Start staff and parents at the 2016 GHSA Spring Conference. The HSSCO worked with the AAP for funding for additional training and assessment support. Dr. Shanta Dube was able to procure additional funding to provide parental support for the urban pilot program.

Program Impacts: Families will be identified early for possible home visitation needs and additional resources.

Long Range goal 2f: Decrease the number of HS children defined as obese by virtue of their BMI scores.

Process Goal 2f. The HSSCO will facilitate training provided by CACFP regarding nutrition, exercise, and farm to kitchen that will be implemented in the program.

Short term goal 1f: Grantees will participate in collecting BMI information both at the beginning and end of each school year.

Expected Outcomes 1f: Obesity rates will decrease.

Tracking 1f: PIR will be used to track Georgia BMI and grantees will report to HSSCO.

Progress: The University of Georgia has developed a system to train EHS/HS programs in implementing additional physical activity. The HSSCO will look at the grantees in this

program and compare with grantees not in the program in order to measure effectiveness. This comparison is not completed as the project is not complete. However, from 2013-2015, underweight children have decreased by .03%; healthy children has increased by .09%; overweight children decreased by .64%; and obese children decreased by .21%. Although seemingly miniscule, the HSSCO has worked with GHSA and ChildPlus to get a report that addresses individual improvement of lack thereof.

Program Impacts: Children will benefit by being healthy. They will suffer fewer diseases caused by obesity.

Sub-Section B: Collaboration Service Delivery- Priority Areas

Continuation Narrative

In this section, provide a detailed plan to meet the need for collaboration services that support Head Start/Early Head Start eligible children and families in your state and region. Include any state or regional data to support priorities such as: number of eligible pregnant women and children under five years of age, estimated number of children needing full-day and full year care, and information regarding the need for comprehensive services.

1. Partnering with State child care systems, emphasizing EHS-CC Partnerships:

Throughout Sub-section B , describe how data informs or relates to your detailed plan for collaborative services:

- a. Describe how your office is involved in supporting the EHS-CC Partnerships including goals and measureable objectives. Also include the number of EHS-CC Partnership grantees and the number of children and families funded to receive these services in the state or region.**

Seven Grantees in Georgia were awarded EHS/CC Partnership grants. This included The Department of Early Care and Learning (DECAL) as a new grantee. Not all of the specifics of each award was available due to some changes in each contract. It is estimated that approximately 1500 children will be served.

The HSSCO has been involved in working with grantees in tandem with the Department of Early Care and Learning to develop a collaborative rather than a competitive situation. It has been determined that ChildPlus will be used in these partnerships. This will assist in the compilation of data for these partnerships throughout the state. DECAL has determined that they will only apply for additional funding for family day care homes and avoid competition with current Georgia grantees.

- b. Describe how state Child Care Development funds Policies support the partnerships and your goals and measurable objectives that support families in accessing child care subsidies.**

The state of Georgia initiated a task force to develop new and review policies. The HSSCO participated on this task force. As a result, EHS/partnership families will not have parent fees and their subsidy status is good for one year.

- c. Describe any State or regional Memorandum of Understanding that exists or are in development between Early Head Start and child care. If there are no MOU, please indicate goals and measureable objectives to put such MOUs in place.**

The Department of early Care and Learning CAPS, subsidized Child Care, entered into an agreement with all grantees regarding the intent of subsidizing children in their respective grant. This was part of each grantees' application for the EHSCC Partnership application.

- d. Describe how your office is working with licensing to support grantees that are working in partnership with child care to meet licensing and child care requirements. Please include any measureable goals and objectives.**

Head Start and Early Head Start Grantees in Georgia are not required to be licensed because they do not charge fees. However, approximately 70% of the centers are voluntarily licensed. The HSSCO has been working with Child Care licensing. There is a process whereby Child Care Services (CCS) notifies the HHSCO if HS or EHS is out of compliance regarding licensing. The HSSCO notifies the grantee as well as the Regional Office. In addition, information regarding the status of program licensing and compliance can be found on www.dec.state.ga.us. Grantees have determined that

their partners are viable through this process, as well as the quality rated process. In areas where renovations are needed, licensing has been involved in the process.

e. Describe any additional data or plans, including any relevant regional or State priorities.

The plan for the state Grantee, (DECAL) is to eventually require all HS/CC partners to make application for quality rated and to become rated. This will track gains in the quality of the partnership program. In other applications, the HSSCO will track gains in program quality based on Quality Rated data.

2. Work with state efforts to collect data regarding early childhood programs and child outcomes:

a. Describe the efforts in your state regarding collecting statewide data in early care and education.

The state of Georgia has embraced a unified data system. This was a priority when Georgia received funding for the State Advisory Council (SAC). The HSSCO served on a working committee in this group. HS grantees received communication throughout the process and recognized that this would benefit Head Start. DECAL was the lead agency in this endeavor. Georgia Pre-K students were first entered into the system and given a unique identification number. Head Start and Early Head Start children were next entered into the system, having been assigned a unique identifier. The HSSCO worked with Head Start grantees including the

Migrant/Seasonal program to procure data sharing agreements. DECAL and the HSSCO worked with ChildPlus to sign agreements and download grantee child information two times annually. The identifier sits in Georgia Awards, which is the Georgia system for child data kindergarten through college. The next step will be to add child assessment data. No reports have been generated. DECAL is developing data regarding the number of Head Start children that have not been promoted to first grade.

b. Include a description of what role the Head Start Collaboration Office plays in supporting these efforts. Include any goals and measureable objectives that support these efforts.

The HSSCO facilitated meetings with DECAL and Head Start Grantees and their Boards to explain the operation of the system. The goal was to have signed agreements with all Georgia grantees. That goal was achieved. The new grantee identified through recompetition has not participated, although the HSSCO continues to reach out.

c. Include, if available, how many grantees are involved in the state data collection and any goals and objectives that work to increase the number of grantees involved.

All 31 grantees are involved in data sharing. The migrant seasonal Head Start grantee is also involved. There was a new grantee beginning July 1, 2015 and the HSSCO

will facilitate meetings and give information regarding data sharing so that they will participate.

- d. Where grantees are not involved, describe the primary challenges as identified by the state or region and the grantees.**

All are involved. Except the new grantee through competition. Phone calls and emails have not been returned to the HSSCO.

- e. Describe any additional data or plans; including any relevant Regional or State priorities.**

Adding child assessment data into the unified data system will be the next challenge.

3. Support for the expansion and access of high quality workforce and career opportunities for staff.

- a. Briefly describe the early care and education professional development system in your state. Include goals and measurable objectives focused on increasing or developing state infant/toddler credentials.**

Georgia has a state early Childhood Professional Development System that includes a Professional Development registry and a Trainer/Training Approval System. It also includes a career ladder for professionals in early childhood to include infants and toddlers. Scholarships and Incentives are also available to individuals seeking infant and toddler credentials. The HSSCO has presented competencies and a career ladder to DECAL for inclusion in the system. (This was a part of the RTT grant award)

- b. Indicate the general infant and toddler state credentials and degrees in early childhood education that are available in your state/region. Include any goals and measureable objectives to increase the availability and access to infant/toddler credentials and/or degrees**

Infant/Toddler CDA, technical certificate of Credit, Technical Diploma, Birth-three Certification. BA and in early Childhood education.

- c. Indicate if any articulation agreements are in place in your state or region and, if so, specify the type of agreement- for example: a CDA to an AA and BA, AA to BA, or community college to 4 year colleges. Include goals and measureable objectives to increase the number of articulation agreements.**

A CDA qualifies for 3 courses in the technical college towards a Technical Diploma or an AA AS degree. AA credit transfers to BS in Early Childhood Education. The Technical Colleges and two year colleges have articulation agreements. Two year colleges have articulation agreements with four year colleges. This has not been reviewed for about five years. Articulation agreements exist with the Technical Colleges and the Director is on the Professional Development State Team. This questions suggests a need to review agreements between two and four year institutions.

- d. Describe your state's early care and education registry, including Head Start's inclusion or planned inclusion in the registry. Include goals and measurable objectives that will increase the participation of Head Start grantees.**

The Georgia Professional Development Registry is part of the Early Childhood Professional Development System. To date, 54% of Head Start/Early Head Start staff are included in the Registry. Many grantees require their staff to annual provide documentation from the registry regarding degrees and credentials and approved training. The goal is indicated in the priorities at the beginning of the application. The goal is for all grantees to require employees to be entered into the system. Already, Pre-K/Head Start blended classrooms require entry into the registry, as well as those programs applying for QRIS. This provides additional incentives for grantees to participate.

- e. Describe any additional data or plans including any relevant regional or state priorities.**

The HSSCO will be able to track the number of Head Start staff in the Registry.

4. Collaboration with QRIS:

- f. Describe your state's QRIS program including what types of child care are involved, such as center-based, family child care, Pre-K, Head Start. Etc. Include if possible the number of Head Start grantees and or classrooms**

participating in QRIS. If there is no formal QRIS, speak to the general issue of increasing quality of early care and education.

The Georgia QRIS system includes center-based, Family Child Care and Head Start. Pre-K is also included. The QRIS is awarded by center. Information is not available currently regarding the number of Head Start classrooms. As of April 2016, 43% of HS/EHS centers have completed an application for Quality Rated. This is an increase of 13%.

g. Describe how Head Start grantees/centers enter the QRIS system and include goals and measureable objectives regarding ways to increase Head Start participation.

Head Start centers complete an application to participate in QRIS. Upon completion, they receive TA regarding the environment, staff credentials and other QRIS measures. They receive TA until they are ready for review. The program receives free technical assistance, money for identified materials, and bonuses for staff when they are awarded a one star, two star, or three star designation. This is an incentive for Head Start participation and the goal is to have all centers rated. A three star is the highest rating. A one star indicates that they are doing more than required by licensing.

h. Describe any additional data or plans, including any relevant Regional or state priorities.

The HSSCO will continue to track HS/EHS QRIS ratings through the DECAL system

5. Work with state school systems to insure continuity between Head Start and Kindergarten Assessment (KEA):

This item was not on our five year plan.

- a. Describe how your work with the public school system around the continuity of care between Head Start and school entry. Include goals and measurable objectives related to the continuity of care for families.**

This item was not a priority on our five year funding application.

- b. Describe state MOUs in place between Head Start and Early Head Start and Pre-K and/or the public school system. Include goals and objectives related to the development of a state MOU or other work to ensure continuity for families.**

The development of statewide MOU's between the state school systems have been difficult. However, once we have a more fully developed unified data system. The HSSCO has facilitated MOUs regarding children with disabilities with the Georgia Department of Education, Georgia Pre-K, Georgia Had Start, and Babies Can't Wait (619 part c).

- c. Describe your work to develop and/or align state early learning guidelines/standards with the Head Start Outcomes Framework and include goals and objectives related to the development of a birth-five system.**

The HSSCO was involved in the work group that aligned the Georgia Early Learning Standards with the Head Start Outcomes Framework. DECAL has provided materials, resources, and activities for each developmental area. Training has also been provided. Head Start grantees have been included.

- d. Describe any additional data or plans, including any relevant Regional or State priorities.**

6. Regional/State priorities

- a. Include goals and objectives needed to address any additional regional or State priorities as determined over the five-year project period.**

Sub-Section C: Organizational and Management Structures,

and Ongoing Oversight

- 1. Describe any changes in how the State will meet the Collaboration Office composition requirement establishes in Section 642 of the Head Start Act.**

There are no changes to the composition. Head Start Collaboration Office Director was approved by the Head Start Association and continues to serve on the State Advisory Council, now located as part of the First Lady's Children's Cabinet.

2. Include the current Organization chart

The Head Start Collaboration Office Director is directly supervised and reports to the Commissioner of Bright from the Start: Georgia Department of Early Care and Learning, Amy Jacobs. An organization chart is included in the Appendix.

3. Provide update of Staff qualifications where applicable.

Head Start Collaboration Office Director remains the same and her resume and qualifications are included in the Appendix.

4. Describe changes to systems and services, including the exercise of effective oversight of Collaboration Office operations and accountability for federal funds and on-going self-monitoring.

There is no change to systems or services. The Collaboration Office works with the Accounting Department who oversees the financial reporting of the grant. The Commissioner conducts an evaluation of the Head Start Collaboration Office Director annually regarding the goals and objectives