Quality Rated Provider Webinar
2021 Updates

March 25, 2021
Meeting Purpose

- Discuss the CAPS/QR Goal and the supports DECAL has implemented to help providers meet it.
- Share changes to the processes for the remainder of 2021
Agenda

- Guiding “Thoughts” for QR2021
- Seven Key Updates
- Q&A
Guiding Principles for 2021

- Recognize that children and families need access to quality
- Safely support providers in raising and maintaining quality during these unprecedented times
- Maintain the Quality Rated momentum while not reducing the integrity of the system
- Respect the unknowns by being as transparent and flexible as possible
Update #1

The deadline for the CAPS/QR goal is December 31, 2021.
ALL eligible CAPS providers must be star rated (either 1, 2, or 3 stars) by December 31, 2021 to continue to receive CAPS funding.

- Ensure supply of high-quality care to promote parent/family choice for all Georgia’s children and families
- Provide more high-quality programs serving our most vulnerable children
- Practice responsible stewardship for early education supports and resources
- Support Georgia’s efforts to encompass high-quality ECE in the state’s education pipeline
2021 Goal Context

• Recommendation from Early Education Subcommittee (now DECAL Advisory)

• Agency-wide goal
  • CAPS
  • Quality Rated
  • Instructional Supports
  • CCS
  • Pre-K

• Feasible due to GA’s strong ECE foundation
82% of children receiving CAPS are at a Quality Rated provider.
Update #2

Quality Rated has created and piloted Temporary Alternate Rating Options (TARO) to support providers in meeting the CAPS/QR goal.
TARO Overview

• In response to the pandemic and to allow providers choice in their pathway to receiving a rating safely, DECAL created a reliable method to rate programs without a live observation – the Temporary Alternate Rating Options (TARO).

• 83% of CAPS providers who need to be rated in 2021 have validated their ongoing pledge to quality and are already registered in a 2021 cohort.

• Being rated guarantees programs access to additional supports during these challenging times.

• 409 programs were rated in 2020; 65% were rated with TARO.
Quality Rated: TARO

• Introduces a 1-star, 1-year rating option (Option A)
  • Includes portfolio only
  • Initials and re-rates eligible

• Adds a 2-star, 1-year rating option (Option B)
  • Includes a guided CQI Quality Rated Virtual Process (QRVP)
  • Initials and re-rates eligible

• Adds a 3-star, 2-year rating option (Option C)
  • Includes QRVP and Live Observation – Virtual Experience (LO-VE) virtual assessment visit
  • Previously rated with observation only eligible
Option B Evaluation (Fall 2020)

• Provider feedback was overwhelmingly positive.
• Technology presented the biggest challenge; solutions were found.
• QR and TA staff positive (with constructive feedback).
• ALL providers indicated that they are likely to recommend QRVP to another provider.
• 93% of providers rated the quality of support they received throughout the pilot as Good or Excellent.

"With the support and continual feedback I never felt alone in the process. Tears of gratitude and excitement. This program was well thought out, the surveys were an awesome indication that our opinions and experiences matter to the Pilot team and the positivity towards the providers has been amazing."
Providers’ overall thoughts on the QRVP pilot

“At first I was hesitant but as I got into the topics it was very informative to me. It was refreshing. It made me rethink in areas where I had gotten a little slack.”

“We learned different strategies to use when transitioning. We mostly used the same one over and over now we have a variety of transitions.”

“It improved our program and provided a way to better showcase our program.”

“Teachers became more interactive with their families. It really changed the way families looked at our staff.”

“Transitions are a lot better now. My schedule flows better.”

“The entire process was a learning experience. As a new director, it helped me to understand my role and what I should expect from my staff.”
Providers’ thoughts on QRVP rubrics and ratings

“We received a rating which **will help everyone during this difficult time** and we will be better prepared for our on-site visit going forward.”

“I understand the Quality Rated ERS so much better and I think that going [through] the pilot would be **great before the actual on-site rating**. This was a very helpful training. I feel that it **prepared us to work towards** receiving a 3-star rating.”

“It was a **great learning experience** and we were able to put the ‘skills’ gained into practice. All providers need knowledge on ways to promote the best learning environment and this approach **helped us put it in practice** as well.”

“I think [the optional assignments] were a great way to give **my staff** specific learning assignments that they **could all discuss as a group**.”

“**From the schedules to transition all the way to room arrangement everything connects!**”
Providers’ thoughts on support from QRVP staff

“Anyone invested in improving and having a program that is more than just meeting the state standards needs to be involved and push themselves and team to get involved. The QR Team is well informed, helpful, and provides support.”

“Our QRIG team was a great help to us and our success in this QRVP program. Anytime I had questions they would answer and if they were not sure of the answer they would find out and reach back out.”

“I received an overwhelming amount of support from QRIG. They were very accessible at all times.”

“I loved the hands on learning me and my team experienced. It brought us closer with our children and families also.”

“We have great support from our TA to our QRIG they work so hard to keep us on track very thankful to work with them!”
Update #3

DECAL is instituting new CAPS milestones related to the CAPS/QR goal.
New CAPS Milestones

August 1, 2021
CAPS providers who have not selected a 2021 cohort will no longer be able to accept new CAPS families.

January 1, 2022
Families of children with CAPS scholarships enrolled in a non-rated provider will select a Quality Rated provider and will move to that new provider during their 2022 redetermination.
After **August 1, 2021**, new families may select only QR providers or those signed up for a cohort.

Deadline for providers to be rated is **December 31, 2021**.

If provider not star rated or in the process to complete their rating, families move to QR provider at next renewal after **January 1, 2022**.
1,039 children who receive a CAPS scholarship are receiving care at programs **not yet** Quality Rated.

- 174 CAPS providers have not signed up for a 2021 cohort.
- 27 of these CAPS providers have 10 or more children with CAPS scholarships.
- 18% of children who receive a CAPS scholarship remain in unrated care.
CAPS providers with no 2021 cohort selection

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Update #4

To support providers in meeting the goal, all 2021 cohorts will be rated with Temporary Alternate Rating Options (TARO).
Why the Move to TARO for Cohorts 3 & 4?

Considerations Affecting Live Observation Timeline

• Current COVID restrictions may impact a provider’s score on the ERS.
• Programs need time to recover after COVID restrictions lifted.
• On-site TA is crucial to successful observation outcomes.
• Re-training QR staff upholds the legitimacy of live observations.
• Uncertainty remains, setting a date to return to live observations is too unpredictable this year, could result in failure to meet the goal.
Meeting the 2021 Deadline – Benefits of TARO

- Provides a safe pathway to meet the CAPS/QR 2021 deadline on program’s own terms with increased supports.
- Creates certainty and consistency to the system; allows providers, QR staff, and TAs to know what to expect and how to best plan for the year.
- Equitable for all programs; everyone that is rated this year will do so with TARO.
- Allows us to support providers where they are; they choose the best option (A, B, or C) for them based on their program needs.
- Allows us to add additional slots this year to accommodate CAPS providers not yet in a 2021 cohort.
- Programs can show how they are providing quality practices daily despite the pandemic.
- Pilot results show that TARO allows programs to be successful, even during these trying times; those choosing QRVP feel that they benefited from the process.
Update #5

TARO provides a mechanism for providers to raise and maintain high quality safely.
Option A: Portfolio Only

Provider submits portfolio to earn structural quality points

Portfolio scores a minimum of 15 points

1-star rating awarded for 1 year

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<td>Initial ratings</td>
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<td>Reratings previously rated with an observation or with a TARO option</td>
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TARO at a Glance

Provider submits portfolio and completes the Quality Rated Virtual Process (QRVP)

QRVP is 12 weeks of collaborative and guided continuous quality improvement activities that earn process quality points

Can achieve a 1- or 2-star rating through a combination of points from the portfolio and QRVP

Option B: Portfolio + QRVP

Eligible Programs

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<td>Initial ratings</td>
<td>Reratings previously rated with an observation or TARO option</td>
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Option C: Portfolio + QRVP + LO-VE

Provider submits portfolio to earn structural quality points

Provider completes the Quality Rated Virtual Process (QRVP) to earn QRVP process quality points

Participation in the Live Observation – Virtual Experience (LO-VE) virtual visit, culmination of QRVP practices in action to earn LO-VE process quality points

Programs can achieve a 1, 2, or 3-star rating through a combination of points from the portfolio, QRVP, and LO-VE – valid for 2 years

Eligible Programs
Reratings previously rated with an observation only
QRVP – Complete 4 Topic Assignments
Collaboration with a CCR&R TA and a Quality Rated Improvement Guide (QRIG)

LO-VE – Complete 5 Topic Assignments
Live observation during a virtual visit to score daily practice in an infant, toddler, and preschool classroom or in a family child care home
Flow of Topic Assignments

**Prerequisite Assignment**
TA Process – Builds Required Knowledge
- Topic Required Webinar Viewing and Readings
- CQI Guided Discussion with TA

**Required Assignment**
Points Awarded – Task Completion
- Task 1. CQI Guided Discussion Summary Report – form fillable
- Task 2. Topic Webinar Quiz
- Task 3. Demonstrated Quality Practices – video clip or photographic evidence
- Task 4. What We Do Activity – in-depth quality improvement evidence of practice

**Optional Assignment**
Additional Points Awarded – Training Certification
- Credit bearing training found on OLLI through GaPDS
- Can be completed by any on-site teaching or admin staff
QRVP Supports

Self-Paced Process

- **CCR&R**
  - **TA Coaching Experts**
  - **DECAL**
  - **QRIG Process Experts**

**Technical guide to lead providers and TAs through the steps of the QRVP**
- Host orientation, provide support to TA and providers, solve technology problems experienced by provider
- Provide encouragement, manage the flow by releasing ShareFile folders
- Meet with providers & TAs when process or content clarification is needed, rapid response to questions from TA & providers
- Score assignments, upload strengths-based feedback forms, conduct personal feedback consultation sessions when applicable

**Process Experts**

- Coach provider through the topic assignment content
- Plan progression to maximize success by scheduling the prerequisite learning prior to providers beginning required assignments
- Encourage use of working folders – review evidence, provide guidance based on topic instructions and rubrics, seek clarification if needed, approve movement to evidence folder for scoring
- Liaise with QRIG as needed when questions about content arise
Participate in orientation

Self-pace work on topic assignments, support from TA and QRIG

Working folders available for collaboration

Begin work on next topic assignment

Upload topic evidence in a shared file application

Optional assignments completed at will

Move through topics as quickly or slowly as needed

All assignments must be submitted by cohort end date

Scoring finalized

Option B Process
Possible Issues

Be sure the provider has Adobe downloaded. The free version is Adobe Reader. This program is necessary for many of the fillable files that are completed as part of the process.

OLLU/SEEDS trainings can be accessed from any type of device, including phones. However, the browser used is important. The default browser on Apple devices is Safari, so the trainings cannot be accessed in this browser. Chrome can be downloaded for free and used on Apple devices.

PEACH lesson plans need to be completed on a laptop or desktop. A tablet will also work if the orientation is set to landscape. However, the lesson plans cannot be done according to the assignment instructions on a phone.

When accessing Zoom meetings on a mobile device, be sure that all attendees close the app at the end of the meeting so that the recording stops.

Technical Challenges in QRVP

When technical issues arise, the following questions will help you find a solution:

- What type of device are you working on—computer, Chromebook, tablet, or phone?
- What is the operating system—Windows, Mac, or Chrome OS?
- What browser are you using—Explorer, Edge, Safari, Chrome, Firefox, or other?

DO’S AND DON’TS OF FILMING VIDEOS

**DO**

- Do ensure that all audio can be heard.
- Do ensure that teachers and children are facing the camera.
- Do focus the camera on the interactions you wish the viewer to concentrate on.
- Do pay attention to time requirements.
- Do make sure that videos are labeled so they can be easily identified. For example, if a video is needed for each age group, include the age group in the video title.
- Do get close to the interaction you are filming to help keep background noises to a minimum.
- Do use a tripod, prop the camera up while filming, or ask another person to help film.
- Do preview the video yourself and ask your TA to preview the video before submitting it for scoring.

**DON’T**

- Don’t submit videos where portions of the audio cannot be heard.
- Don’t put the camera behind the teacher being filmed as it makes it hard to hear.
- Don’t film a wide angle where it is unclear what interaction the viewer should focus on.
- Don’t submit videos with recorded interactions that are longer/shorter than the time frame needed.
- Don’t submit videos without audio—no clarification on which class or age group the video is representing.
- Don’t submit a video with loud background noise that prevents the interaction from being clearly heard.
- Don’t hold the camera and zoom in and out while filming, because that can make the audio hard to hear.
- Don’t submit a video without watching it to ensure all requirements were met.

TIP: Place it in the working folder until the TA can review. Then, move to the Upload Evidence folder.
QRVP Topic 4: Intentional Teaching

This document provides detailed instructions for the topic assignment tasks. For detailed information on how tasks will be scored, please refer to the rubric.

Prerequisite Assignment

Instructions: Working with your CCR&R TA and your classroom teachers, complete the following prerequisite steps to ensure your teachers understand best practices associated with intentional teaching and are well prepared to implement them. For optimal success, this prerequisite assignment should be completed prior to beginning the required assignment.

1. Topic Introduction (approx. 1 hour): Webinar and Required Reading
   Watch the Quality Rated Intentional Teaching webinar and read the corresponding Intentional Teaching handout.
   The webinar can be found in ShareFile on the main page of the Topic 4: Assignment Instructions, Rubrics, and Resources folder. Use the navigation route below from your program’s home screen to locate it:
   C. Topic Assignment Folders > D. Topic 4 - Intentional Teaching Materials > A. Assignment Instructions, Rubric, and Resources

   The handout can be found in ShareFile in the Topic 4 Resources and Samples folder. Use the navigation route below from your program’s home screen to locate the handouts for the required reading:
   C. Topic Assignment Folders > D. Topic 4 - Intentional Teaching Materials > A. Assignment Instructions, Rubric, and Resources > A. Topic Resources and Samples > A. Required Reading Handouts

2. CGI Guided Discussion (approx. 2 hours): Work with CCR&R TA and classroom teachers to focus on how to include intentional, individualized teaching interactions during free play and routines, including diapering/toileting, handwashing, and meals/snacks. Use the following guided discussion questions to focus on how these ideas apply to your program:
   a. What is intentional teaching?
   b. Why does intentional teaching benefit children?
   c. How does intentional teaching help to enhance and extend children’s learning?
   d. What types of interactions do teachers need to cultivate to extend children’s learning?
   e. What are examples of intentional teaching during free play?
   f. What are examples of intentional teaching during routine?
   g. What is the difference between interactions, questions, and conversations?
   h. How can I plan for intentional teaching?
   i. How are schedules, transitions, relationships, and interactions (QRVP Topics 1-3) important when planning for and implementing intentional teaching?
   j. How can I plan for intentional teaching during free play?
   k. How can teachers use the Language, Activities, and Interactions subscales of the ERG scales to help guide them as they engage in intentional teaching with children?
   l. Have teachers practice intentional teaching during free play and get TA feedback.

Required Assignment

Instructions: Working with your classroom teachers and with support from your CCR&R TA as needed, complete each of the following tasks to demonstrate quality classroom practices:
   Working folders have been provided in ShareFile to assist you in working with your TA until you are ready to submit the evidence for scoring. Once you are ready to submit the evidence to Quality Rated for scoring, all evidence should be moved from the working folders into the designated upload evidence folders noted in the instructions below. Once evidence is uploaded into designated evidence folders, the folders will be locked; no further edits or submissions can be made, and the submitted evidence will be scored.
   C. Topic Assignment Folders > D. Topic 4 - Intentional Teaching Materials > C. Upload Evidence Folder - Submit Evidence When Ready for Scoring > A. Uploaded CGI Guided Discussion Summary Report

A blank copy of the form-fillable document can be found and downloaded from the main page of the Topic Assignment Folders. The form is called Blank Form - CGI Guided Discussion Summary Report. You will use this same form for CGI Guided Discussions with all topics so you may want to save a copy of this blank form to your desktop for ease of use for the remaining topics.

Take the Topic Quiz: Program Director, complete the Intentional Teaching Webinar quiz. The link to the quiz will be available in ShareFile when the topic folders are released, and it can be found on the main page in the Assignment Instructions, Rubric, and Resources folder for Topic 4. The quiz can be taken on cell phone, tablet, or computer, and it will remain available until submitted. Quiz completion and score will be automatically documented and your QRG notified. Quiz should only be attempted once; although the quiz form will allow multiple attempts, only the score from the first attempt is used for QRVP scoring. Upon submission, you will be immediately able to review the correct answers.
Understanding How the QRVP Topic Rubrics Work

How to Use Topic Rubrics: Each topic rubric serves as the scoring guide for each of the tasks due in the Required Assignment for that topic. Using the rubric in conjunction with the Topic Assignment Instructions will help you understand the expectations for each task and allow you to evaluate yourself for evidence that you are submitting.

Understanding the Parts of a Topic Rubric: Each topic has four (4) separate rubrics, one (1) representing each task to be scored in the topic.

- CQI Guided Discussion: Summary Report Rubric
- Topic: Webinar Quiz
- Topic: Dimowitz Quality Practices - Video Clips
- Topic: What We Do Activity

Scoring Sections: Each rubric has between 1 and 4 scoring sections shown along the left-hand side of the chart. These sections identify what evidence is being evaluated. Scoring sections include things like submission of video clips, teacher actions, and children’s actions as shown in the example below.

Scoring Columns: Each section has 3 and 4-point ranges in the scoring columns. The example below shows a rubric with 3 and 4 different scoring sections and 7 different scoring column ranges. Each scoring column has a title that corresponds to the level of quality seen in the evidence that falls within that range.

Scoring Statement: You will notice that within each scoring column grid there are several scoring statements aligned to each scoring section. These scoring statements differentiate the quality of evidence to allow each section to be scored based on what is submitted. As you review the evidence you are submitting, reading the scoring statements for each scoring column will help you identify which one most closely describes your evidence. To achieve the highest grade for each scoring section you would want for your evidence to match, or be true to, the scoring statements shown in the Excellent/Great Scoring column level.

How to Use a Rubric to Determine the Highest Score: The Excellent scoring column immediately to the right of the scoring section shows all the things that are needed to be seen in the evidence for the highest score to be awarded. Each scoring statement in the column at this highest level is separated by the word “and” meaning that all the scoring statements must be present and true for the highest score to be assigned. If we cannot say that all the statements in the highest scoring column are true then the highest score cannot be awarded.

As you review your own evidence you might want to print out a copy of the rubric you could add a check mark when you see a scoring statement that is true of your evidence. If the scoring statement is not true of your evidence you would not add a check mark.

Scoring Sections: Excellent / Great

Scoring Statement: Excellent / Great Work

1. Excellent Score 5 points
2. Good / Almost Great Score 4 points
3. Average Score 3 points
4. Poor / Needs Improvement Score 2 points

Submission of Video Clip

- Excellent / Great Work
  - Submission of video clip is required and meets all stated criteria.
  - Submission of video clip is complete and includes all required elements.
  - Submission of video clip is clear and easy to see.
  - Submission of video clip is appropriate for the topic.
- Good / Almost Great Work
  - Submission of video clip is required and meets most stated criteria.
  - Submission of video clip is complete and includes most required elements.
  - Submission of video clip is clear and easy to see.
  - Submission of video clip is appropriate for the topic.
- Average Work
  - Submission of video clip is required and meets some stated criteria.
  - Submission of video clip is complete and includes some required elements.
  - Submission of video clip is clear and easy to see.
  - Submission of video clip is appropriate for the topic.
- Poor / Needs Improvement
  - Submission of video clip is required and meets few stated criteria.
  - Submission of video clip is complete and includes few required elements.
  - Submission of video clip is clear and easy to see.
  - Submission of video clip is appropriate for the topic.

Teacher Actions

- Excellent / Great Work
  - Teacher Actions
- Good / Almost Great Work
  - Teacher Actions
- Average Work
  - Teacher Actions
- Poor / Needs Improvement
  - Teacher Actions

Children’s Actions

- Excellent / Great Work
  - Children’s Actions
- Good / Almost Great Work
  - Children’s Actions
- Average Work
  - Children’s Actions
- Poor / Needs Improvement
  - Children’s Actions

In this example, after reviewing all the evidence for submission of video clips you determine that each of the statements is true of your evidence and so you circle a 4 for this scoring section.

It is important to remember that when reviewing your own evidence you try to be as objective and unbiased as possible. Read and understand the words in the rubric, read the assignment instructions carefully, and ask for clarification from your QRVP as needed if other issues arise that you have an unanswerable question such as “A review your evidence to make sure you are not missing your evidence, your evidence can be easy to see.

* Remember in this scenario all 4 statements must be true.*

How to Use a Rubric to Determine the Score if All the Highest Scoring Statements are True:

Remember, even only one of the statements is not true of the evidence at the highest level then that highest score cannot be awarded. Moving down the scoring columns you will look at all the statements to determine which statement best describes the evidence you are reviewing.

Each scoring statement at all scoring columns levels (other than the highest point level) are separated by either an “or” or an “and.” This means that any or all of the scoring statements could be true if you are reviewing the evidence you are reviewing and submitting. Remember, if you have a high score for a section you do not want to be able to put a check mark by a scoring statement at the lower levels of the scoring columns—if you do that will be your score. Unlike at the highest level you will receive a lower level score if even just one of the scoring statements is checked at that level.

In this example the score for submission of video clips would be 3. (This is the column with the lowest level check mark, even though a statement of the higher level was checked).

The score for teacher actions would be 1 (this is the column with the lowest level check mark, despite one of the statements of the higher level being checked as true).

The score for children’s actions would be 4 (the statements in either lower column have check marks and all statements in this column is checked).
Update #6

DECAL has a robust process to help providers secure the TARO option of their choice in a 2021 cohort.
## Update: 2021 Cohorts 3 & 4

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### UPDATED

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Option A, Option B, Option C
How Switching to TARO Cohorts Will Work for Providers

- Providers will remain in their current pre-selected 2021 cohort.
- Default option will be set by the new system to Option A.
- New screen will be added to your QR account allowing programs to select a TARO option of their choice – Mid-May.
- Programs will be given a deadline to select a new option if they would like to attempt more than a 1-star rating.
  - Option A – Portfolio (1-star option all providers can select)
  - Option B – QRVP (2-star option all providers can select)
  - Option C – LO-VE (3-star option only re-rates who were previously rated with an observation can select)
- Portfolio submission dates will be extended to the month prior to the start of the cohort.
  - Cohort 3 – June instead of May
  - Cohort 4 – September instead of August
Update #7

DECAL is adding new provider supports for 2021.
Rating Incentives and TARO Awards

- Extending 2020 Rating Incentive into 2021
- Expanding eligible pool of providers who will be eligible for Rating Incentive bonuses.
- Increasing amounts for Directors and Teachers for programs participating in Options B and C
- More information coming with specific amounts and eligibility criteria.
• We are exploring possibilities to offer technology grants for providers who select Options B and C.

• We are also working with our IT on new technology for the virtual live observation.
• Cohort 2 QRVP begins April 1 (Options B and C)
  • QRVP Orientation Sessions March 31
• Portfolio submission window for Cohort 2 extended to April 15
• Providers completing the QRVP (Option B) in 2021 will be able to keep the rating for 2 years instead of 1 year
  • All topic assignments must be completed and submitted for scoring.
  • Includes providers rated during the Fall 2020 QRVP Pilot.
1. The deadline for the CAPS/QR goal is December 31, 2021.

2. Quality Rated has created and piloted Temporary Alternate Rating Options (TARO) to support providers in meeting the CAPS/QR goal.

3. DECAL is instituting new CAPS milestones related to the CAPS/QR goal.

4. To support providers in meeting the goal, all 2021 cohorts will be rated with Temporary Alternate Rating Options (TARO).

5. TARO provides a mechanism for providers to raise and maintain high quality safely.

6. DECAL has a robust process to help providers secure the TARO option of their choice in a 2021 cohort.

7. DECAL is adding new provider supports for 2021.
What Questions Do You Have for Us?

Quality Rated child care programs maintain higher standards of learning, nutrition, and safety!

Photo taken before COVID rules imposed.
Thanks!

QR Help Desk: 1-855-800-7747

QualityRated@decal.ga.gov