U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150007

Gramts.gov Tracking#: GRANT11757945

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 14, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
10/13/2014	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:
	NA

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Georgia Department of Early Care and Learning

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
58-2238669	0903271360000

d. Address:

* Street1:	2 Martin Luther King Jr. Blvd., SE
Street2:	Suite 754, East Tower
* City:	Atlanta
County/Parish:	Fulton
* State:	GA: Georgia
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	30334-9000

e. Organizational Unit:

Department Name:	Division Name:
GA Dept. of Early Care and Lea	

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:		* First Name:	Susan
Middle Name:			
* Last Name:	Adams		
Suffix:			

Title: Assistant Commissioner of Pre K and Instructi

Organizational Affiliation:

* Telephone Number:	404-656-5957	Fax Number:	

* Email: susan.adams@decal.ga.gov

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-081814-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number 84.419B

13. Competition Identification Number:

84 419B2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

*** 15. Descriptive Title of Applicant's Project:**

Georgia's Pre-K Plus: Expanding Pre-K Access and Services to Children in Regions of High Need

Attach supporting documents as specified in agency instructions.

Add Attachments

Tracking Number:GRANT11757945 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-13T10:09:51-04:00

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: GA-005
* b. Program/Project: GA-004

Attach an additional list of Program/Project Congressional Districts if needed.

AdditionalCongressionalDistrictsGA.pdf | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 01/01/2015
* b. End Date: 12/31/2018

18. Estimated Funding ($):

* a. Federal	6,373,695.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	6,373,695.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on _____.

☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: | * First Name: Amy

Middle Name: M.

* Last Name: Jacobs

Suffix:

* Title: Interim Commissioner

* Telephone Number: 404-631-7432 | Fax Number:

* Email: amy.jacobs@doca.ga.gov

* Signature of Authorized Representative: Mark Waits | * Date Signed: 10/13/2014

Additional Congressional Districts in Georgia:

GA-002

GA-008

GA-009

GA-001

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Mark Mails	Interim Commissioner
APPLICANT ORGANIZATION	**DATE SUBMITTED**
Georgia Department of Early Care and Learning	10/13/2014

Standard Form 424B (Rev. 7-97) Back

Tracking Number:GRANT11757945 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-13T10:09:51-04:00

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* GA Dept. of Early Care and Learning

** Street 1* 2 Martin Luther King Jr. Dr. SE *Street 2* Suite 754, East Tower

** City* Atlanta *State* GA: Georgia *Zip* 30334

Congressional District, if known:

6. * Federal Department/Agency: U.S. Dept. of Education

7. * Federal Program Name/Description: Preschool Development Grants

CFDA Number, *if applicable:* 84.419

8. Federal Action Number, *if known:* NA

9. Award Amount, *if known:* $

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* NA *Middle Name*

** Last Name* NA *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

b. Individual Performing Services (including address if different from No. 10a)

Prefix ** First Name* NA *Middle Name*

** Last Name* NA *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Mark Nelks

***Name:** *Prefix* ** First Name* Amy *Middle Name* M.

** Last Name* Jacobs *Suffix*

Title: Interim Commissioner **Telephone No.:** 404-656-5[illegible] **Date:** 10/11/2014

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Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT11757945 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-13T10:09:51-04:00

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

gepasection427georgia.pdf | Delete Attachment | View Attachment

GEPA Section 427 Statement

Application for Funding – Preschool Expansion Grants

Georgia Department of Early Care and Learning

In carrying out its educational mission, the Department of Early Care and Learning (DECAL) will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for individuals served. DECAL does not discriminate based on gender, race, national origin, color, disability, or age. Following the eligibility parameters set forth by the federal grant, all activities, programs and services will be accessible to all students and other program beneficiaries allowing them to participate fully in the program.

Georgia's Pre-K Plus (GPP) has been designed to support a wide variety of children and their families, especially those in need of additional supports. GPP will offer support and funding to engage underserved preschool populations. The funding structure of GPP will allow flexibility in selecting and implementing services to meet the unique needs of children and families in each region. For example, the Southeast region serves many military families, and grant funding could provide services specific to their needs. In Bibb County, lack of high-quality after school services has been identified as a barrier to attending high-quality preschool. The flexibility of GPP funding will address these individual needs to support the participation of underserved populations.

Targeted Populations, Barriers, and Solutions: The comprehensive services funded by the grant will target the following populations of children and families with high needs. The following descriptions also include barriers that subgrantees may experience in serving these special populations and solutions for overcoming these barriers. (In addition to funds for GPP slots, personnel, and comprehensive services, subgrantees will receive a "Quality Supplement" that they can use at their discretion to overcome barriers to services.)

- Children with Disabilities: All children in Georgia who meet the age and residency guidelines, including children served by IDEA 619 programs, are eligible to participate in Georgia's Pre-K. To ensure that children with disabilities receive their special education and related services in the context of a high-quality early childhood environment, Georgia's Pre-K offers a unique inclusion class model for children who may need special education support throughout the day. GPP subgrantees will be required to offer inclusive settings for children with disabilities by implementing model inclusion classes. DECAL

statewide and regional inclusion specialists will offer technical assistance and professional development to ensure successful implementation.

- English Language Learners: As detailed throughout the grant, English language learners are a focal point in Georgia's grant application. Children who are English language learners and their families require additional assistance to fully participate in preschool programs. GPP will support this population by: 1) expanding access to Georgia's Summer Transition Programs by increasing the number of classrooms and slots in each of the five regions. As detailed in Selection Criterion B, the Rising Pre-K Summer Transition Program is specifically geared to English language learners and was created as a result of Pre-K evaluation findings that revealed that although Georgia's Pre-K had a positive impact on children who are English language learners, these children were still entering and exiting Pre-K behind their peers; 2) offering additional professional development through WIDA for teachers working with Dual Language Learners as outlined in C1; and 3) Ensuring that appropriate supports are offered to children and families through the regional hubs.
- Migrant: Each regional hub will identify resources for migrant families and ensure that migrant families are actively recruited for the Summer Transition Programs and GPP.
- Children Identified as Homeless: GPP policies will align and comply with the definition of the McKinney-Vento Act. The five regions have identified that homelessness characterizes a growing population of children and families they serve. Each regional hub coordinator will identify specific resources for working with this population and will develop specific training for programs that need additional supports.
- Children in the Child Welfare System: Georgia's Pre-K has existing policy and practices for supporting children in the child welfare system. DECAL works with the Division of Family and Children Services to ensure children have access to high-quality preschool services through Georgia's Pre-K. The children served in the foster care system will have priority for GPP. Each region will work with their coordinator of early learning services to develop policies and practices responsive to the needs of the children in the child welfare system in their local communities.
- Rural Families: Three of the five regions are located in rural areas. Services needed in rural areas differ greatly from those needed in metro areas. Travel is often identified as a

barrier due to lack of transportation and long distances from services. Hub subgrantees will be especially important in these areas to ensure access to comprehensive services. Hubs subgrantees will help subgrantees in identifying the services and supports needed by families, such as supports for transportation and coordinated delivery of comprehensive services in accessible locations.

- Military Families: The Southeast region, in particular, serves a large number of military families due to the proximity of a large military base. The hub subgrantee is experienced in supporting military families and familiar with the unique issues and needs of these families. Building off the Southeast region's experience and knowledge, best practices related to serving military families will be developed and provided to all GPP subgrantees.
- Recruitment and Enrollment: The state and subgrantees will collaborate to develop policies to prioritize enrollment of children who are English language learners, children with disabilities, and children experiencing homelessness. In GPP, DECAL will support subgrantees in recruiting, enrolling, and serving children most at risk rather than enrolling on a first-come, first-served basis. Georgia is developing a toolkit of multilingual communication materials, a best practices guide, and streamlined resources for programs to use to identify, recruit, and engage families who are at risk. Training will be provided on the toolkit through the early learning hubs. The toolkit will include information to use in identifying community needs, developing strategies for engaging hard-to-reach families, and family support and involvement strategies. Subgrantees will be required to develop proactive, community-specific measures to recruit and engage families for GPP. Subgrantees will conduct assessments of their communities to understand the families with the greatest need and to develop targeted strategies to engage them.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Georgia Department of Early Care and Learning

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: | * First Name: Amy | Middle Name: M.

* Last Name: Jacobs | Suffix:

* Title: Interim Commissioner

* SIGNATURE: Mark Watts | * DATE: 10/13/2014

Tracking Number:GRANT11757945 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-13T10:09:51-04:00

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

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Tracking Number:GRANT11757945 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-13T10:09:51-04:00

ABSTRACT

Georgia's Pre-K Plus

Expanding Pre-K Access and Services to Children in Regions with High Needs

Submitted by the Georgia Department of Early Care and Learning

In its application for funding from the Preschool Expansion Grant, Georgia proposes to create and implement a model for expanding access to high-quality Pre-K and comprehensive services that will *minimize* the state's costs and efforts by *maximizing* the state's existing infrastructure. The proposed Georgia's Pre-K Plus program (GPP) will build on the success and infrastructure of the state's successful Georgia's Pre-K Program (Georgia's Pre-K).

GPP will be administered at the state level by the Georgia Department of Early Care and Learning (DECAL), one of three departments of its kind in the nation dedicated to serving the early care and education needs of children from birth to age five. DECAL has engaged 10 local school systems in five regions considered areas of high needs to participate in implementing GPP in Year One of the grant period. The 10 school systems that will partner with DECAL as subgrantees are: *Metro Region:* DeKalb County School District; *Central Region:* Bibb County School District; *Northeast Region:* Hall County Schools; Gainesville City School System; *Southwest Region:* Crisp County Board of Education; Macon County Schools; Sumter County Schools; *Southeast Region:* Liberty County School System; McIntosh County Schools; Long County Board of Education. Participation in GPP will be extended to child care centers and Head Start programs after Year One.

The goals of GPP are: 1) Add additional school year Pre-K slots that encompass the characteristics of a high-quality Pre-K program; 2) Expand summer transition services by increasing the number of Rising Pre-K and Rising Kindergarten slots; 3) Raise the quality of current Georgia's Pre-K by reducing ratios and class sizes; 4) Increase comprehensive services offered to children and families in all GPP slots; and 5) Provide resources and training to support English language learners, children with disabilities; children experiencing homelessness; and isolated/difficult to reach families.

The desired and expected outcomes for GPP are: 1) Improved quality of Georgia's current Pre-K program; 2) Increased access to high-quality Pre-K for income-eligible children; and 3) Improved outcomes for children with high needs and their families.

The populations that GPP will target are: 1) Children and families in poverty; 2) Children whose home language is other than English; 3) Children with disabilities; and 4) Families that are isolated/hard to reach.

Successful implementation of GPP will demonstrate: 1) a methodology for identifying areas of high need; 2) a process for phasing in program expansion by initially partnering with entities with the resources to be successful and then scaling up; and 3) designing and implementing a program by using existing resources and infrastructure.

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UNITED STATES DEPARTMENT OF EDUCATION
UNITED STATES DEPARTMENT OF HEALTH AND HUMAN SERVICES

FY2014

Preschool Development Grants –Expansion Grants Application for Initial Funding

STATE of GEORGIA

CFDA Number: 84.419B

Closing Date: October 14, 2014

U.S. Department of Education
Washington, DC 20202
Approved OMB Number: 1810-0718
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STATE of GEORGIA

Project Narrative

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A. Executive Summary

Introduction

For over twenty-two years, Georgia has demonstrated a statewide, sustainable commitment to high-quality Pre-K. Beginning with a small Pre-K pilot during the 1992-93 school year, Georgia's nationally renowned Pre-K program (Georgia's Pre-K) has evolved, expanded, and improved to become a critical component in the state's birth through college educational continuum. Georgia's Pre-K is universal (open to all children regardless of family income), mixed-delivery (offered in a variety of settings such as child care centers and local school systems), and currently operates in all 159 counties in Georgia. Since its inception, the state has allocated over $(b)(4) lottery dollars to serve over 1.5 million children.

In 2010, Georgia aligned America Recovery and Reinvestment Act dollars with Pre-K resources to create a high-quality Summer Transition Program (STP) for rising Kindergarten students who need additional supports. In 2013, the STP was expanded to provide Rising Pre-K classrooms geared toward dual language learners. In both STP programs, ratios are reduced, and additional comprehensive services are offered to best meet the needs of the populations being served. Georgia currently uses Child Care Development Fund (CCDF) dollars to fund STP classrooms and Georgia's Pre-K resources to ensure that they are high quality.

Georgia's Pre-K is a foundational component of a broader early education system that provides high-quality comprehensive services for the state's birth-to-five population. This system includes a separate state agency dedicated to early education – the Georgia Department of Early Care and Learning (DECAL) – that houses Georgia's Pre-K, child care licensing, child care subsidy, a tiered quality rating and improvement system (Quality Rated), the Head Start State Collaboration Office, the Child and Adult Care Food Program (CACFP), and other programs (statewide family engagement and inclusion services) that support young children and families statewide. The DECAL Commissioner sits on the Alliance of Education Agency Heads, which is Georgia's P-20 Council, and the Georgia Children's Cabinet, which serves as the State Advisory Council for Early Childhood Education and Care to ensure that cross-sector services are aligned across all state agencies that serve children. Georgia has been able to create a strong early education system because of the success of the Pre-K program, and the state uses Georgia's Pre-K as the foundation for its early learning agenda. For example, both Quality Rated and Georgia's Early Learning Challenge agenda incorporate critical components of Georgia's Pre-K.

The Preschool Expansion Grant will enable Georgia to expand access to high-quality Pre-K services by augmenting the current Pre-K program and creating **Georgia's Pre-K Plus (GPP)**. GPP will focus on five high-need communities of the state and will provide additional opportunities and supports to families at or below 200 percent of the Federal Poverty Line. The proposed program will raise the quality of the current Pre-K program, increase access to high-quality Pre-K for income-eligible children, and impact child outcomes for children with high needs. Specifically, the state will 1) add additional school-year Pre-K slots that encompass the characteristics of a high-quality Pre-K program; 2) expand summer transition services by increasing the number of Rising Pre-K and Rising Kindergarten slots; 3) raise the quality of current Georgia's Pre-K slots by reducing ratios and class sizes; 4) increase comprehensive services offered to children and families in all GPP slots; and 5) provide resources and training to support English learners and children with disabilities. To build on the established infrastructure used in the current program and to reduce administrative costs, current Georgia's Pre-K providers will serve as the subgrantees.

GPP meets the absolute and competitive priorities of the grant application. Since the program builds on an existing infrastructure, at least (b)(4) percent of the funds received over the grant period will go directly to subgrantees and no more than (b)(4) percent of the funds will be used to support the administration of the grant (see Selection Criterion G). Furthermore, more than 50 percent of the grant will be used to create new slots. Because GPP is expanding summer services using an existing, evidence-based model, direct services will be fully provided to children and families by June 2015 (see Selection Criteria B, C, and E). To ensure high-quality, comprehensive services are provided, Georgia will use state resources related to other early education initiatives, including existing expansion efforts related to Georgia's Pre-K. Finally, GPP is designed to be an additional component in Georgia's broad birth-to-five quality continuum. The resources and supports offered through Quality Rated, family engagement, inclusion services, links to the Georgia Department of Education, and the bold initiatives being implemented through child care licensing and the Early Learning Challenge align perfectly with the goals and activities proposed in this opportunity (see Selection Criterion F).

In addition to meeting the absolute priorities set in the grant, GPP also aligns with Georgia's larger education goals. The Governor, the Alliance of Education Agency Heads, and most recently the Georgia Campaign for Grade Level Reading have all adopted strategic goals

that include ensuring that all children read on grade level by third grade, a critical benchmark for life-long success that, when met, will continue to "move the needle" for the state's youngest learners and families. Expanding the Summer Transition Program, in particular, is a crucial strategy in the state's effort to reduce the achievement gap by addressing summer learning loss.

In summary, the state has had great success with the current Pre-K program and, as demonstrated by Georgia's ambitious and achievable plan for implementation, will build on that success with GPP. State leadership continues to recognize the vital role high-quality early education plays in preparing children and families for a 21st century workforce, and GPP continues the state's long tradition of providing a strong Pre-K program as a statewide resource to support children and families.

(A)(1) The State's Progress to Date

Georgia has clearly demonstrated a strong commitment to building and sustaining an early education infrastructure that has delivered high-quality Pre-K experiences to over 1.5 million children and their families across the state. The purpose of GPP is to build on that success, increase access to high-quality Pre-K programs, and expand the services to children and families with high needs.

The factors that have made Georgia's Pre-K successful will be maintained in GPP. First, the program relies on strong public partnerships that ensure children are served in a variety of settings (private child care, local school systems, Head Start programs, technical colleges, universities, and not for profit programs). Second, Pre-K classes are made up of children from economically diverse backgrounds that help maximize peer-to-peer learning. Third, Georgia's Pre-K currently meets nine of the 12 characteristics of a high-quality program. All are full-day and staffed with degreed teachers using child-centered instructional techniques supported with developmentally appropriate curricula. Fourth, Georgia's Pre-K continues to evolve and expand. Over the last five years, the program has expanded services for children with disabilities, incorporated revised early learning standards, and equipped all programs to use the online version of the program's formative assessment – Work Sampling System. In addition to these factors, the Summer Transition Programs are offered to many children in high-need communities.

A further strength of Georgia's Pre-K is the robust research and evaluation agenda. Georgia's Pre-K and the Summer Transition Programs have implemented strong research and evaluation agendas that have been used to improve the programs.

Since fall 2011, the state has funded an annual, independent evaluation of Georgia's Pre-K. The evaluation, conducted by lead researchers from FPG Child Development Institute at the University of North Carolina at Chapel Hill, is being conducted in three phases. The first phase followed a representative sample of children through their Pre-K year (see Appendix 10 for the executive summary). The study, using standardized assessments, found that children in Georgia's Pre-K made significant gains during their Pre-K year that exceed what would be expected (Peisner-Feinberg, Schaaf, & LaForett, 2013). Based on the findings from this evaluation, DECAL created the Rising Pre-K STP to further address the needs of English learners. The first phase also measured classroom quality and found that overall quality in Georgia's Pre-K was in the medium range. The second phase of the study employed a regression discontinuity design to create "treatment" and "control" groups to test the impacts of Georgia's Pre-K (see Appendix 11 for the executive summary). Similar to the results in the first phase, children in this phase made significant gains that, due to the research design, may be attributed to Georgia's Pre-K (Peisner-Feinberg et al., 2014). The third phase of the study will follow a group of children from their Georgia's Pre-K year through third grade. This phase is in its second year, and results will be published in January 2015.

DECAL has also commissioned research on the Rising Pre-K STP and Rising K STP. Since the inception of the Rising K program, the state has implemented child-level pre and post testing for a representative sample. The state has also commissioned research at the classroom level for the Rising Pre-K program. Because this was a pilot program, child-level data was not collected but will be added to the evaluation for 2015. Results from these evaluations have been strong, finding significant impacts in the six-week program (Early, Maxwell, et al., 2014) The 2014 report includes a four-year summary detailing these findings (see Appendix 12 for highlights of the report).

In addition to the characteristics and the strong evaluation component mentioned above, Georgia's Pre-K has implemented all of the characteristics summarized below and discussed in detail in Selection Criterion B.

- Embedded Early Learning Standards: The revised Georgia Early Learning and Development Standards (GELDS) were finalized in 2013 and implemented through a robust statewide campaign. *Georgia's Pre-K Program Operating Guidelines* stipulate that all teachers must use the GELDS to plan developmentally appropriate lessons and activities for the children in their classrooms. Additionally, curricula models must demonstrate alignment to the GELDS to appear on the approved curriculum list. Currently, Georgia is continuing to implement the GELDS by providing additional resources, professional development opportunities, and family outreach initiatives not only to Georgia's Pre-K but to all early childhood stakeholders and across all early learning programs and projects.
- Financial Investments: From 2011 to 2014, over $ (b)(4) dollars were invested in Georgia's Pre-K. In those four years, the program funded 84,000 slots each year (other than state fiscal year 2012, when the program funded 86,000 slots) with over 97 percent of slots filled each year. Statewide, close to 60 percent of Georgia's four year olds are served in the program each year, though in many areas (especially rural areas) the program serves a much larger percentage. Proposed allocations for upcoming years will continue adding resources, expanding the Summer Transition Program, and maintaining current enrollment levels.
- Enact Legislation, Policies, and Practices to Increase Access: Georgia's Pre-K is embedded in state law through legislation that specifies how lottery funds may be used. Current and future practices that will increase access to high-quality preschool programs include the goal of all regulated early care and education programs participating in Quality Rated, the state's tiered quality rating and improvement system by 2017. Evidence of the state's commitment to Pre-K is Georgia's Pre-K Week held annually the first full week of October. Legislators visit a Georgia's Pre-K program in their district and read to one or more classes. In 2013, 113 legislators (54% of the State Senate, 46% of the House) visited a Georgia's Pre-K program and read a story in at least one classroom. In 2014, First Lady Sandra Deal extended Pre-K week into Pre-K month, visiting Pre-K programs daily during October.
- High Quality: Georgia's Pre-K has a long history of focusing on quality. As mentioned, the program currently meets nine of the 12 high-quality characteristics. Georgia's Pre-K

Plus (GPP) will meet all 12 characteristics by reducing class size to 20, reducing ratios from 11:1 to 10:1, and requiring providers to offer comprehensive services. The monitoring system used in Georgia's Pre-K will be implemented in GPP, and statewide efforts aligning Georgia's Pre-K to Quality Rated will continue.

- Alignment of Pre-K with Other Federal and State Initiatives: Many current Georgia's Pre-K providers provide additional services by using CCDF subsidy dollars for before and after care, braiding Head Start funding to offer comprehensive services, and blending IDEA Part B, Section 619 funding to serve children with disabilities in an inclusive, least restrictive environment.
- Promote Coordination with Other Sectors: Georgia is unique in the coordination of key early education services.
    - Georgia has a department of state government dedicated to early education, the Georgia Department of Early Care and Learning (DECAL), making it more convenient and efficient to coordinate services with other state stakeholders and sectors. DECAL's commissioner is a member of the Alliance of Education Agency Heads, composed of the leaders of Georgia's education agencies, that meets monthly to communicate and coordinate alignment strategies. DECAL is currently working with the Department of Public Health as a Frontiers of Innovation (FOI) state in partnership with Harvard University's Center on the Developing Child. FOI is designed to provide additional services (with a strong evaluation component) to communities with high needs. These efforts will support implementation of GPP.
    - One of the best examples of cross-sector coordination is the Georgia Children's Cabinet. Pursuant to requirements of the Head Start Reauthorization Act of 2007, Governor Sonny Perdue created by executive order the Georgia State Advisory Council on Early Childhood Education and Care. First Lady Mary Perdue created and chaired the First Lady's Children's Cabinet. In 2012, Governor Nathan Deal merged the Georgia State Advisory Council with the First Lady's Children's Cabinet to create the Georgia Children's Cabinet. Today, the Georgia Children's Cabinet is composed of the heads of all state agencies that serve the needs of Georgia's children from birth to age 18 and of select community, philanthropic,

education, and business stakeholders. The Cabinet regularly reviews the state's strategic plans and work related to children and families across state government and recommends policy and practice to improve outcomes, including the areas of child welfare, economic assistance, health, juvenile justice, and education. Serving in the role of the State Advisory Council, this group also dedicates a portion of every meeting to reviewing the ongoing systemic work designed to improve early childhood education and care.

- In 2013, Georgia received an A in the "transitions and alignment" category of the annual Quality Counts state rankings compiled by Education Week. In fact, Georgia was the only state to receive checks in all 14 of the transitions and alignment benchmarks, becoming the first state ever to receive a perfect score in this area (Education Week, 2013).

All of the above demonstrate the state's capacity and commitment in implementing and sustaining GPP. They are further detailed in Selection Criterion B.

(A)(2) Provide High-Quality Preschool Programs in Two or More High-Need Communities

Georgia has vast experience implementing and sustaining a high-quality Pre-K program that meets Absolute Priority 1, *increasing access to high-quality preschool programs in high-need communities*. In five identified regions, the state will increase access by adding new Pre-K slots to the nine-month Pre-K program, along with additional comprehensive services and expansion of the Summer Transition Programs.

Georgia's Pre-K is currently offered in all 159 Georgia counties, including communities in the state with high needs. In 63 counties, Georgia's Pre-K serves over 70 percent of the state's four year olds, and in 147 counties, the program serves over 50 percent. One hundred thirty counties have a child poverty rate over 25 percent; Georgia's Pre-K serves over 50 percent of four year olds in 119 of them.

As described in Selection Criterion D, the state has selected five high-need regions in which to implement GPP. The five regions represent five different areas of the state (Southwest, Southeast, Central, Northeast, and Metro Atlanta). The Southeast and Southwest regions are composed of three counties with smaller populations, while the Metro, Northeast, and Central regions are composed of different zip codes in more populous counties (DeKalb, Hall, and Bibb respectively).

The regions were selected based on a combination of county-level factors indicating **high needs** (child poverty rate; percentage of children with a home language other than English, and percentage of children with identified disabilities served in a segregated setting) and county-level factors indicating **underserved** (Pre-K saturation rates and wait list data).

As detailed in Selection Criterion E, GPP will use the same processes and procedures as the current Georgia's Pre-K. DECAL will expand existing relationships with current Georgia's Pre-K providers to serve the identified regions, which will reduce administrative costs and build on the state's existing high-quality infrastructure. Current providers are familiar with the processes and have experience in meeting quality standards. The delivery mechanism will be the same as the current Georgia's Pre-K. Subgrantees will be required to meet program guidelines, and the state will agree to reimbursement rates that allow subgrantees to meet all requirements, including instructional staff salaries comparable to state K-12 teacher salaries. Using existing subgrantees familiar with the program will allow for quick implementation of GPP guidelines, resulting in an almost immediate delivery of services and support to eligible children.

In summary, the state will be able to provide high-quality, voluntary Pre-K programs in these five high-need regions. The following table summarizes the indicators used in the selection process, further detailed in Selection Criterion D. Since the need indicators were derived from various sources, they remain at the county level. The underserved indicators were derived from DECAL data sources and therefore were able to be aggregated at the regional level.

Region	County	Child Poverty Rate (County Level)[i]	% Children with a Home Language Other than English (County Level)[ii]	% Preschool Children with Disabilities Served in a Segregated Setting (County Level)	Saturation Rate, FY15 (Region Level)	Pre-K Waiting List, FY15 (Region Level)
Central	Bibb	41.4%	5.6%	0%	54.1%	93
Metro	DeKalb	33.2%	18.7%	32.9%	55.6%	1,345
Northeast	Hall	29.1%	35.2%	12.1%	53.3%	65
Southeast	Liberty	27.9%	9.8%	22.2%	55.5%	20
	Long	31.9%	6.5%	28.1%		
	McIntosh	36%	5.6%	30.8%		
Southwest	Crisp	51.9%	7.5%	0%	66.5%	8
	Macon	44.9%	5.8%	12.8%		
	Sumter	46.1%	7.2%	0%		
Statewide		27.3%	14.6%	24.4%	61%	5,373

[i] U.S. Census Bureau, Small Area Income and Poverty Estimates (SAIPE)
[ii] U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates

(A)(3) Increase the Number and Percentage of Eligible Children Served in High-Quality Preschool Programs

Georgia will increase the number and percentage of eligible children served in high-quality preschool programs each year of the grant period. A key goal of GPP is to increase the percentage of four year olds served in the school-year Pre-K program by 10 or more percentage points in each of the five regions. The state will increase slots in the nine-month Pre-K program and in the Summer Transition Programs, adding 1,044 new school year slots and 1,650 new summer slots. As Georgia currently serves a large number and percentage of children, an increase in 10 percentage points represents an ambitious target. Furthermore, for children at or under 200 percent of the Federal Poverty Line, Georgia's targets will increase the number of eligible children served by 14 to 21 percentage points in the identified high-need communities.

Georgia is also proposing a mixed delivery service model that creates socio-economic diversity in each classroom. Thus, slots funded through the grant (new and improved) are incorporated into slots funded through state allocations. Therefore, all GPP classrooms will include both federally funded and state funded slots. Only the federally funded children will be eligible for all comprehensive services, though all children in those classrooms will benefit from the reduced ratios and class sizes and will receive some comprehensive services, such as participation in family engagement activities. Based on current state averages, it is estimated that approximately 60 percent of children in GPP will meet the income threshold (200% of FPL) to be eligible to be served in a federally funded (new or improved) slot. This means that 40 percent of children will remain in state funded slots. Therefore, classrooms in GPP programs will continue to benefit from the current, socio-economically diverse settings. Research documents the positive impact of this mixed model approach (Henry, Rickman, et al., 2005; Barnett, 2013)

Summer Transition Programs target children from lower-income families. Therefore, the program has lower ratios and offers additional services. Since one of the goals of the program is to reduce summer learning loss among socio-economically disadvantaged children, the Summer Transition Programs will remain targeted.

Subcriterion (D)(4) and Table A in the Excel spreadsheets detail the targets for increasing the number and percentage of eligible children served in high-quality preschool programs during each year of the grant period. (New slots for school year and summer are counted together in Part III of Table A.)

(A)(4) Characteristics of High-Quality Preschool Programs

GPP will meet all 12 high-quality characteristics specified in the application. As mentioned, the current Georgia's Pre-K will be augmented to create GPP. Georgia's Pre-K currently meets nine of the 12 characteristics; the other three will be incorporated into the state's ambitious and achievable plan. The Summer Transition Programs (Rising Pre-K and Rising K) already meet all 12 high-quality characteristics.

The following table lists each of the 12 characteristics and provides a basic overview of how the current Georgia's Pre-K, Summer Transition Programs, and GPP currently meet or will meet these structural elements.

Structural Elements	Georgia's Pre-K	Summer Transition Programs	Georgia's Pre-K Plus
High Staff Qualifications	Yes. All teachers are required to have at least a bachelor's degree.	Yes. All teachers are required to have at least a bachelor's degree.	Yes. All teachers will be required to have at least a bachelor's degree.
High-Quality Professional Development	Yes. Mandatory training for lead and assistant teachers that exceeds state requirement.	Yes. Mandatory training for lead and assistant teachers that exceeds state requirement.	Yes. Mandatory training for lead and assistant teachers that exceeds state requirement.
Child to Instructional Staff Ratio of No More than 10:1	No. Current ratios are 11:1.	Yes. Ratio of 7:1 in Rising Pre-K and 8:1 in Rising K.	Yes. Participating programs will receive additional per child costs to lower ratios.
Class Size of No More than 20	No. Current class sizes are 22.	Yes. Class sizes are 14 in Rising Pre-K and 16 in Rising K.	Yes. Participating programs will receive additional per child costs to lower class sizes.
Full-Day Program	Yes	Yes	Yes
Inclusion of Children with Disabilities	Yes. Children with disabilities have full access and full participation. Some programs blend IDEA Part B funding to cover the costs of an additional staff person.	Yes. Children with disabilities have full access and full participation.	Yes. GPP will expand the number of inclusion classrooms blending IDEA Part B funding to cover the costs of an additional staff person.
Developmentally appropriate, culturally, and linguistically responsive instruction and evidence-based curricula, and learning environments aligned with the GELDS	Yes. Mandated by *Georgia's Pre-K Operating Guidelines*.	Yes. Same *Georgia's Pre-K Operating Guidelines* apply.	Yes. Same *Georgia's Pre-K Operating Guidelines* apply.
Individualized Accommodations and Supports	Yes. Mandated by *Georgia's Pre-K Operating Guidelines*.	Yes. Same *Georgia's Pre-K Operating Guidelines* apply.	Yes. Same *Georgia's Pre-K Operating Guidelines* apply.

Structural Elements	Georgia's Pre-K	Summer Transition Programs	Georgia's Pre-K Plus
Program Evaluation to Ensure Continuous Improvement	Yes. Overall state program is independently evaluated, and programs receive resources for individual program evaluation.	Yes. Overall state program is independently evaluated, and programs receive resources for individual program evaluation.	Yes. Summer Transition Programs and GPP participants will be incorporated into ongoing evaluations.
Instructional Staff Salaries Comparable to Salaries of Local K-12 Instructional Staff.	Yes	Yes	Yes. Subgrantees will be permitted to use quality improvement funds to supplement salaries.
On-Site or Accessible Comprehensive Services	Some	Yes. All comprehensive services outlined in the application are provided.	Yes. All comprehensive services in the application will be provided.
Evidence-based Health and Safety Standards	Yes. All Georgia's Pre-K providers are monitored to ensure adherence to health and safety standards.	Yes. All Georgia's Pre-K providers are monitored to ensure adherence to health and safety standards.	Yes. All GPP providers will be monitored to ensure adherence to health and safety standards.

(A)(5) Set Expectations for School Readiness

Georgia's Pre-K monitors school readiness through its use of a formative assessment, Work Sampling System. Because all Georgia's Pre-K programs use the online version of Work Sampling, the state can monitor the progress children make during their Pre-K year. Work Sampling is also incorporated into the Student Learning Objectives, which are the student growth measures incorporated into Georgia's Teacher Keys Effectiveness System, the statewide teacher effectiveness measure developed as part of Georgia's K-12 Race to the Top grant awarded in 2011. These data are also included in the state's K-12 longitudinal system. Georgia's definition of school readiness can be found in Appendix 2.

The state reports progress that children make with language/literacy and mathematics indicators. The state measures the percentage of children rated as "proficient" or "in process" in 80 percent of the language/literacy and mathematics indicators. This same measurement methodology will be used for GPP classrooms. Selection Criterion C details Georgia's use of formative assessment.

Georgia's expectations for school readiness, discussed in subcriterion (C)(2)(c) and presented in the school readiness targets in Appendix 25, are based on the Work Sampling System. GPP programs will have annual targets for the percentage of children performing "in process" or "proficient" on 80 percent of Work Sampling System indicators related to language

and literacy, mathematics, and social emotional development, with separate measures for children who have an IEP and for children with a home language other than English.

It is important to note that as part of Georgia's Early Learning Challenge grant, the state is developing a Kindergarten entry assessment (Georgia's Kindergarten Entry Profile) that will be fully implemented by 2017 (see Appendix 32 for a development timeline). Because the assessment is being developed and implemented, the state will pilot measures related to Kindergarten entry and eventually revise the measures to include the new profile. Georgia's Kindergarten Entry Profile is further described in subcriterion (C)(6).

(A)(6) Supported by a Broad Group of Stakeholders

One of the strengths of Georgia's early education system is the broad support of a variety of stakeholders. First, the state agencies that serve children and families and many of their private partners and other early childhood stakeholders are strategically linked. This link is manifested in two groups: the Alliance of Education Agency Heads (AEAH) and the Georgia Children's Cabinet. The AEAH is composed of the heads of all education departments in the state. DECAL is an equal member of the AEAH, demonstrating that early learning is considered part of Georgia's education continuum along with the K-12, technical college, and university systems. DECAL is also a member of the Georgia Children's Cabinet. The Cabinet, created by Governor Nathan Deal and chaired by the First Lady, is composed of the heads of all state agencies that serve the needs of Georgia's children from birth to age 18 and of select community, philanthropic, education, and business stakeholders.

Second, child care resource and referral agencies, child care center and family associations, the state affiliate to the National Association for the Education of Young Children, and other groups work closely with the state. Many other advocacy organizations in Georgia collectively engage in increasing awareness and identifying resources related to the importance of high-quality early education. Evidence of Georgia's broad base of stakeholder support is the involvement of private and corporate partners who have donated funds to provide bonuses related to Quality Rated. Specifically, the Georgia Early Education Alliance for Ready Students (GEEARS) serves as a statewide advocate for high-quality early education and is a critical fundraising partner.

Third, Georgia's Head Start State Collaboration Office, housed within DECAL and working closely with the Georgia Head Start Association, provides additional stakeholder

support by ensuring seamless coordination between federally funded Head Start/Early Head Start programs and the state lottery funded Georgia's Pre-K. The Collaboration Office also facilitates key data sharing, program planning, and coordination of experiences for Georgia's most vulnerable children and families. For example, in 2013, 189 classrooms effectively combined Head Start and Georgia's Pre-K funds to provide over 4,000 children with blended, high-quality early learning experiences, before and after care, and comprehensive services to meet the health, mental health, social service, and parent engagement needs of children and families.

The letters of support (attached separately) demonstrate the broad base of support for early learning in the state. As part of Georgia's ongoing stakeholder engagement, many of the organizations that submitted letters of support will serve on a GPP advisory group. This group, which will include the director of the Head Start State Collaboration Office, CCDF representatives, and parents, will be responsible for ensuring that the goals outlined in the ambitious and achievable plan are being met and that children and families who will most benefit from the program are being recruited.

(A)(7) Allocate Funds between (A)(7)(a) and (A)(7)(b):

(A)(7)(a) Activities to Build or Enhance Infrastructure Using No More than 5 Percent of Funds

Because the state will build on the current infrastructure to administer the program, only costs associated with a grant manager, a comprehensive services coordinator, and technological upgrades to the current data system will be requested. Georgia will use no more than five percent of the federal grant funds to cover these expenses and to implement additional professional development related to working with English learners and children with disabilities.

The state will utilize existing monitoring and evaluation infrastructure. Each current Georgia's Pre-K provider has an assigned consultant who will continue monitoring those programs. DECAL also has an internal research unit to oversee evaluation activities across the agency, and the state has funded independent evaluations of Georgia's Pre-K and the Summer Transition Programs. Funding for these independent evaluations is ongoing and will be utilized for this project as well.

(A)(7)(b) Subgrants Using at Least (b)(Percent of Funds

The following subsections, as well as Table A in the Excel spreadsheets, detail how the state will implement voluntary, high-quality preschool programs in five regions across the state.

In each region, the state will fund new Summer Transition Program slots and GPP slots, while also providing each subgrantee the resources to implement comprehensive services and raise quality. Specifically, each subgrantee will be given funds to lower class size and will receive more funding per pupil, along with a quality supplement related to maintaining high quality and accessing comprehensive services.

(A)(7)(b)(i) Provide High-Quality Preschool Programs to Eligible Children No Later than the End of Year One of the Grant Period

Using current Georgia's Pre-K providers ensures that the infrastructure and experience needed to begin providing services within the first six months of 2015 is in place. High-quality preschool programs funded through this grant opportunity will begin in June 2015. Summer Transition Programs (Rising Pre-K and Rising K) will begin providing services at that time. Children will be served in GPP programs when the school year begins in August 2015.

(A)(7)(b)(ii) Subgrant at least (b)(4) *Percent of Funds to Subgrantees over the Grant Period*

Because Georgia has implemented a high-quality preschool program for over two decades, the state has the capacity and administrative infrastructure to implement the new program using no more than five percent of the federal funds.

GPP will use the funding distribution mechanisms, expand current guidelines, and employ the same monitoring system as the current Georgia's Pre-K. Therefore, the state has the ability to ensure that five percent or less of the federal grant funds will be used at the state level. Selection Criterion G details the specific mechanisms that the state will use to ensure that (b)(4) percent of funds are awarded to subgrantees.

(A)(7)(b)(iii) Support Each Subgrantee in Outreach and Communication Efforts

The regions chosen to participate in GPP have high concentrations of families who may need additional support. Subgrantees will be required to develop proactive, specific measures to recruit and engage families for GPP, even if their current Georgia's Pre-K traditionally achieves full enrollment each year. Subgrantees will conduct assessments of their communities to understand the families at the highest level of need and to develop targeted strategies to engage them. In addition, subgrantees will develop policies to prioritize enrolling children who are English learners, have disabilities, or are homeless.

Subgrantees will be responsible for ensuring that culturally and linguistically appropriate outreach and communication efforts are undertaken. However, Georgia has statewide infrastructure and capacity to assist and monitor them in doing so. As part of GPP, DECAL will support subgrantees in recruiting, enrolling, and serving children who are most at risk. The statewide infrastructure currently in place is especially important in recruiting families who are traditionally isolated or difficult to engage.

Georgia will utilize the statewide family engagement coordinator in working directly with regions and subgrantees. The statewide family engagement coordinator will work directly with each regional "hub" coordinator. As discussed in subcriterion (E)(9), Georgia is in the process of developing a toolkit for programs to use in recruiting and engaging families that are at risk. The toolkit will include information to use in identifying community needs and developing strategies for engaging hard-to-reach families.

Additionally, the statewide inclusion specialist will help each regional hub coordinator in developing resources and outreach efforts that are culturally and linguistically appropriate.

Selection Criterion A – Ambitious and Achievable Plan

(1) Key Goals

1. To enhance the quality of the existing Georgia's Pre-K to meet the federal definition of high-quality.
2. To increase the number and percentage of eligible children participating in high-quality preschool programs in the five identified high-need regions of Georgia.
3. To build upon existing Georgia's Pre-K infrastructure and organizational capacity to implement GPP.
4. To leverage established partnerships and create new partnerships to support children and families with community-based comprehensive services.
5. To improve the learning outcomes and school readiness of eligible children served in GPP in the five designated high-need regions.
6. To improve transitions for children and their families across the birth-to-eight continuum by aligning programs and systems.

(2) Key Activities, Rationale, and, if applicable, Where Implemented and Scale-up Plans

Rationale	Where Implemented	Scale-up Plan
Activity 1: Use grant funding to reduce the class size and instructional staff:child ratio in targeting existing classrooms within each of the five regions. **Aligned Goal: 1, 5**		
When class size and ratios are reduced, the quality of the preschool environment and the quality of the teacher-child interactions are improved. Therefore, child learning outcomes are improved.	Five regions (Central, Metro, Northeast, Southeast, Southwest)	Each year additional classes will be targeted to receive grant funding to meet the ratios and class size for a high-quality preschool program.
Activity 2: Use grant funding to create new slots in school year and summer transition programs in identified subgrantee programs within each of the five regions. **Aligned Goal: 2, 5**		
By serving more children in high-need regions, child learning outcomes in these regions will improve.	Five regions (Central, Metro, Northeast, Southeast, Southwest)	By the fourth year of the grant, the number of additional slots will be increased by 10%.
Activity 3: Use current infrastructure and organization capacity to monitor and support GPP programs. **Aligned Goal: 3, 5**		
Georgia already has a strong monitoring and support system in place that can be leveraged to include GPP programs.	Five regions (Central, Metro, Northeast, Southeast, Southwest)	Use existing staff and resources
Activity 4: Designate hubs in each region that will be responsible for ensuring strong partnerships and coordinating comprehensive services. **Aligned Goal: 4**		
The hubs will coordinate services and build partnerships to support children and their families in the region. They will start with a needs assessment of their community and develop and implement an action plan to accomplish this work.	Five regions (Central, Metro, Northeast, Southeast, Southwest)	Services will be scaled up each year as subgrantees are funded.
Activity 5: Establish policy and relationships at the state and community levels to improve the alignment of programs and services, creating a birth through third grade continuum. **Aligned Goal: 6**		
The alignment of programs and services is critical to improve the experiences and transitions of children and their families as they move through the early learning system.	Five regions (Central, Metro, Northeast, Southeast, Southwest)	Leverage existing state partnerships to scale up policies, programs, and services to support birth through third grade continuum at the community level

(3) Timeline and Milestones for Each Key Activity

Activity/Milestone	2015		2016		2017		2018	
	Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec
Activity 1: Use grant funding to reduce the class size and instructional staff:child ratio in targeting existing classrooms within each of the five regions.								
Summer Transition Program class size and ratio reduced	X	X	X	X	X	X	X	X
School year class size and ratio reduced		X	X	X	X	X	X	X

Activity/Milestone	2015		2016		2017		2018	
	Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec
Activity 2: Use grant funding to create new slots in school year and summer transition programs in identified subgrantee programs within each of the five regions.								
New Summer Transition Program slots created	X	X	X	X	X	X	X	X
New school year slots created		X	X	X	X	X	X	X
Activity 3: Use current infrastructure and organization capacity to monitor and support GPP programs.								
Begin monitoring and supporting GPP programs.	X	X	X	X	X	X	X	X
Activity 4: Designate hubs in each region that will be responsible for ensuring strong partnerships and coordinating comprehensive services.								
Hubs operational		X	X	X	X	X	X	X
Activity 5: Establish policy and relationships at the state and community levels to improve the alignment of programs and services, creating a birth through third grade continuum.								
Strategic planning with hubs	X	X	X	X	X	X	X	X
Implement strategic plan		X	X	X	X	X	X	X

(4) Party or Parties Responsible for Each Activity and Key Personnel Assigned to Each Activity

- Pre-K Federal Grants Manager
- State Coordinator of Early Learning Services
- Each Regional Hub
- Subgrantee Leadership

(5) Financial Resources to Support Successful Implementation and Sustainment

To support the successful implementation of GPP, existing state funds from the Georgia Lottery for Education and Preschool Expansion Grant funds will be budgeted and expended. Georgia has developed a budget that allows for the coordination of existing funds, state funds, local partnerships, and federal funding to ensure high-quality implementation. Due to the existing organizational capacity and funding structures, Georgia has outlined a sustainability plan for continuing to offer services at the same level in the identified regions (see (G)(3)).

(6) Supporting Evidence

- Table A
- Structural Elements of the Definition of a High-Quality Preschool Program (Appendix 1)
- Georgia Definition for School Readiness (Appendix 2)
- Georgia's Pre-K Program Evaluation: Children's Growth and Classroom Experiences (Executive Summary) (Appendix 10)
- Georgia's Pre-K Program Evaluation: Effects of Georgia's Pre-K Program on Children's School Readiness Skills (Executive Summary) (Appendix 11)

- Summer Transition Programs: Highlights from the Evaluation of Georgia's 2013 Rising Kindergarten and Rising Pre-Kindergarten (Appendix 12)
- Georgia's Pre-K Program Operating Guidelines (Appendix 18)
- State Targets of School Readiness (Appendix 25)
- Kindergarten Entry Profile (KEP) Timeline (Appendix 32)
- Letters of support from stakeholders

(7) Performance Measures, where applicable

Not applicable.

(8) Addressing the Needs of Eligible Children, including those in Need of Additional Supports

The needs of eligible children will be addressed and supported through the implementation of GPP and the Summer Transition Programs in identified regions with high numbers of families living in poverty, high percentages of English learners, and high percentages of children with disabilities served in segregated settings. These services will provide access to high-quality preschool programs, summer transition services, and comprehensive, coordinated services targeted to the individual needs of children and their families in the community.

B. Commitment to State Preschool Programs

Introduction

For over twenty-two years, Georgia has demonstrated a strong commitment to high-quality Pre-K experiences that serve as the foundation for a statewide early education system that is on par, in terms of access and influence, with Georgia's K-12 and technical college/university systems. The cornerstone of this early education system is Georgia's Pre-K. Since the inception of Georgia's Pre-K, the state has served as a national leader and model for implementing a statewide, scalable, early education program that positively impacts children and families. Georgia has been able to build on the momentum and support that accompanied the creation and refinement of Georgia's Pre-K to create a more comprehensive early education system focused on a birth to age eight continuum inclusive of all children, especially those with high needs.

Georgia's leaders are excited about this opportunity to continue expanding services to children and families at risk of not achieving the skills and supports needed to be successful in school and beyond. Georgia plans on using this opportunity to augment the current Pre-K program in five high-need communities by expanding Pre-K slots, raising quality, and offering additional comprehensive services. By building on an existing program with proven educational impacts (Peisner-Feinberg et al., 2014), the state can, with the resources allocated from this opportunity, increase the impact of Pre-K and continue to strengthen Georgia's early education system.

The following narrative demonstrates Georgia's continuing commitment to building a high-quality Pre-K program. The state has made enormous investments in Georgia's youngest learners by providing access to high-quality experiences for all children. While those investments illustrate the state's historical investment and continuing passion for early education, Georgia's commitment to young children and their development centered on school readiness is best illustrated in a quotation from national experts Drs. Sharon Lynn Kagan and Catherine Scott-Little: "... *Georgia has also been a leader in the field of early childhood education for many years. More specifically, with the inception of the universal pre-kindergarten program, the creation of a governance and administrative structure that addresses coordination, and other model projects, Georgia has been a pioneer in its many efforts to improve the quality of services for families and children. The state is highly regarded in the field of early education for the quality and the thoughtfulness of its approaches to serving young children. It has provided*

comprehensive services for large numbers of young children and has taken numerous steps to ensure that the services delivered will be of high quality and impact" (Kagan & Scott-Little, 2011).

(B)(1) Early Learning and Development Standards

Georgia's Pre-K has evolved from serving 750 children in 1992 to approximately 82,000 children in the current school year, with over 1.4 million children served since its inception. The state's commitment is evident not only in the number of children served by Georgia's Pre-K but also in the ways that the program has evolved. This is especially pronounced by reviewing Georgia's practice of developing and using standards.

Georgia's Pre-K has used early learning and development standards since its inception in 1992 with the creation of the Pre-K Learning Goals. These standards were revised in 2005 to align with the Georgia Performance Standards for K-12, then revised again beginning in 2012. The latest revisions were the result of a 2010 DECAL commissioned comprehensive analysis of all of Georgia's Early Learning Standards (including Pre-K) and conducted by national experts Drs. Sharon Lynn Kagan of Columbia University and Catherine Scott-Little of the University of North Carolina at Greensboro (Appendix 4). Included in the comprehensive review was a vertical alignment with the Common Core Georgia Performance Standards for K-3 and a horizontal alignment with the Head Start Performance Standards and other pertinent frameworks. Based on their recommendations, Georgia formed the Georgia Standards Revision Committee (GSRC) composed of a diverse range of Georgia stakeholders under the leadership of Kagan and Scott-Little to create a seamless continuum of skills, behaviors, and concepts that children learn and develop from birth to age five. The revisions, titled the Georgia Early Learning and Development Standards (GELDS) were completed in 2013 (Appendix 3), and the state immediately began disseminating information and resources on the standards and developing and implementing professional development related to their appropriate use.

The GELDS represent a continuation of the history and strength of Georgia's commitment to high-quality learning standards. They are developmentally, culturally, and linguistically appropriate and cover all of the essential domains of learning and school readiness. As mentioned above, they are aligned with the Common Core Georgia Performance Standards for K-3 and the Work Sampling Online assessment system, the formative assessment used by all Georgia's Pre-K programs (Appendix 5). Most importantly, the GELDS are embedded as a

critical foundation in Georgia's tiered quality rating and improvement system program standards, curricula and assessments, the Workforce Knowledge and Competency Framework, and in all professional development activities. In short, the GELDS form the framework for all appropriate early education instruction.

Offering high-quality resources and support to all stakeholders has been an integral part of the GELDS implementation strategy. With funding from Georgia State Advisory Council on Early Childhood Education and Care and the Child Care Development Fund (CCDF), DECAL launched a GELDS website, created and distributed print and digital resource guides, and developed a series of stakeholder-specific training videos. The GELDS resource guides were disseminated to over 3,800 Georgia's Pre-K classes in spring 2014. The training videos were produced in conjunction with Georgia Public Broadcasting (GPB) and were posted on the GELDS website, YouTube channel, and were linked to the GPB website. The implementation campaign has also included face-to-face training for all returning Pre-K teachers and directors during the 2013-2014 school year. Georgia State University's Best Practices division developed the training course called "Journey through the GELDS" that was conducted statewide. With Early Learning Challenge (ELC) funding, the birth-to-five workforce, along with Georgia's Pre-K teachers, will receive more intensive training on the GELDS as they move from knowledge to successful application.

The GELDS are a major focus of the state's ELC initiative (awarded in 2013). Included as a stand-alone project, the state is using the ELC opportunity to further develop training on using the GELDS, not just for teachers but, for families and any profession (e.g., pediatricians) who work with young children and their families. As part of the state's new professional development hierarchy (Appendix 33), the GELDS are the framework for state approved training. By 2017, all early learning teachers (including family home providers) and directors will be trained in the GELDS.

The GELDS provide a powerful example of Georgia's commitment to high-quality Pre-K. Recognizing in 1992 that effective early education instruction needs a strong foundation, the state not only implemented standards in Pre-K but used Pre-K as a springboard for standards based instruction from birth to five. This move strengthened Georgia's early education system and solidified Pre-K as a model for effective instruction.

(B)(2) State's Financial Investment and Children Served in State Preschool Programs

Financial Investment

Since 2011, Georgia has continued to make considerable financial investments in the state's eligible birth through five populations. In those four years, the state has invested over $(b)(4) (b)(4) and served over 400,000 children in Georgia's Pre-K alone. This figure does not include the philanthropic dollars invested in Quality Rated (over $(b)(4)) to provide materials and staff bonuses to participating programs and the resources that the state has allocated to other key early education initiatives such as child care licensing, infant and toddler quality, and statewide evaluations of early education programs to determine their impact and to inform quality improvement. The $(b)(4) does not include the amount of funds that local pre-k providers invest in Pre-K (over $(b)(4) and the amount of funding the state invests (e.g., capital outlay) in building an early education infrastructure. Georgia has a distinct early education department dedicated to ensuring children zero to five (and school age in before and after care) have access to high-quality early education experiences. The $(b)(4) does not include the state's investments in the infrastructure needed for a 250-person department. Finally, the state invests additional state funds (e.g., HOPE Scholarships) in supporting early education teachers in obtaining additional degrees and credentials.

As demonstrated by Table B in the Excel spreadsheets, in state fiscal year 2011 (July 2010 – June 2011) the state contributed over $(b)(4) to Georgia's Pre-K. Due to the economic downturn, the state's contribution to Pre-K decreased to slightly over $(b)(4) (still a strong investment) in state fiscal year 2012 followed by a slight decrease in state fiscal year (approximately $(b)(4) Because the state is committed to increasing funding to the program, funding has increased in state fiscal year 2014 to approximately $(b)(4) . Though not in Table B, Georgia's contribution to Georgia's Pre-K continues to increase. In state fiscal year 2015, over $(b)(4) of state funds are allocated to Georgia's Pre-K.

Also demonstrated by Table B, local public and private providers, contribute to early education funding. Many providers supplement lead teacher and assistant teacher salaries and invest in other quality improvement resources. Even in times of economic turmoil, local school systems see the value in early education so they continue to invest. A local match is not required but providers have continued to contribute funds to support Georgia's Pre-K. Local funds were over $(b)(4) in state fiscal year 2011, down to $(b)(4) in state fiscal years 2012

and 2013 respectively. In state fiscal year 2014, the funds have decreased to $(b)(4) but this decrease in local funds may be due to the increase in state funds. Local funding for state fiscal year 2015 are not available at this time.

As is discussed in (B)(5), the state continues to strategically use federal funds to align with the goals of Georgia's Pre-K, primarily to increase access, raise quality, and offer additional comprehensive services. For example, current CCDF funds are used for the Pre-K Summer Transition Program. Expanding Pre-K slots for the Summer Transition Programs is an example of how the state is expanding access through this opportunity.

Number of Eligible Children Served in State Preschool Programs

Georgia's Pre-K had an enrollment of 81,453 four-year-old students in 2013-2014, making it one of the largest full-day state preschool programs in the nation. This number has remained fairly consistent for the last four years.

According to census population estimates, Georgia had approximately 135,236 four-year-old children on July 1, 2013 (U.S. Census Bureau, Population Division, 2014). Georgia's Pre-K served 60.2 percent of all four-year-old children in Georgia in the last school year. As with enrollment numbers, this percentage served has remained in the range of 58 to 60 percent of all four year olds served in each of the last four years. Georgia's strong public-private partnership has been a key factor in serving a large percentage of four year olds in a high-quality Pre-K. Georgia's Pre-K enters into direct agreements with a wide array of public and private (profit and non-profit) providers including local school systems, child care centers, military care child centers, technical college and university child development programs, and community based programs.

A majority of Georgia's children ages birth to five (54.81% or 431,740) reside in families with incomes under 200 percent of the Federal Poverty Line, the fifth largest total in the United States (U.S. Census Bureau, 2013 American Community Survey). Therefore, applying this percentage to Pre-K age eligible children indicates that approximately 74,127 four-year-old children in Georgia would be eligible for services funded by the Preschool Expansion Grant. However, knowing that the child poverty rate is higher (20%) than the general population, the 74,127 may be underestimated.

Georgia's Pre-K is available to children from families of all income levels and does not collect direct income data on children who attend. However, the program does have an

approximate measure of low income (Category One designation). Participating providers report whether students participate in any of a number of means-tested benefits, including the free and reduced meal program, child care subsidy, Supplemental Nutrition Assistance Program (SNAP), Supplemental Security Income, Medicaid, and Temporary Assistance for Needy Families (TANF). The highest income threshold to qualify for these programs is 185 percent of the Federal Poverty Line. Although lower than 200 percent of the Federal Poverty Line, this is a good estimate of the number of Preschool Expansion Grant eligible children served in Georgia's Pre-K from 2011-2014. Using the 185 percent Federal Poverty Line estimate, at least 44,906 children served in a Georgia's Pre-K would be eligible to be served with funding from the Preschool Expansion Grant. This number represents an approximate 60.6 percent of four year olds at or below 200 percent of the Federal Poverty Line in Georgia and is the estimated number reported in Table B.[1] Thus, Georgia's Pre-K, while universal, does serve a large percentage of children eligible to be served by a Preschool Expansion Grant.

When factoring in Head Start, the two programs combined served 92,360 four year olds (68.3% of all four year olds in Georgia), and 55,813 of these children were low income (75.3% of all low-income four year olds in the state). Children served in a braided Pre-K/Head Start classroom are counted in the Pre-K numbers. As detailed in Selection Criterion D, in 2014, 3.7 percent of Georgia's Pre-K students had an IEP, and 10.7 percent of Georgia's Pre-K students were identified with limited English language proficiency. Therefore, though one of the program's goals is to increase access for these two population, the program is currently meeting some of the need.

Georgia's Pre-K has also changed policy to ensure that eligible children are being served. Since 2009, the Pre-K expansion formula (used to indicate where new classes will be funded) has considered additional data points that specifically target counties with larger numbers or larger percentages of children with high needs. This includes county-level poverty and unemployment data; percentage of children receiving free and reduced lunch; and 3rd grade test scores. The

[1] Prior to 2013-2014, the definition for this low-income category in Georgia's Pre-K also included the state child health insurance program (PeachCare for Kids), which had a higher income threshold at 235% FPL. PeachCare was removed from the definition in 2013-2014, and a lowered income threshold has since been in place to approximate low-income students. This change explains the apparent drop in the number of four year olds at or below 200% FPL served in Pre-K that is reported in Table B.

result has been that Georgia's Pre-K has expanded in areas with a greater number of eligible children.

The state has also undertaken efforts to allocate additional resources to improve access to high-quality Pre-K for income-eligible children. For example, policies around Georgia's CCDF resources allow the state to prioritize before and after care for qualifying children in a Georgia's Pre-K. In July 2012, in an effort to better align with the state's early education goals, DECAL was made lead agency for the CCDF and began administering the subsidized child care program. The subsidy program has increased the number of children receiving subsidies to 60,858 in 2013 from 53,348 in 2012.

Eligible children, as defined in this application, include children who live in low-income families. Georgia has a number of hard-to-reach child populations, including 24,923 children birth to five who are homeless under the definition of the McKinney-Vento Act (estimated from Georgia Department of Education data following the method used by the National Center on Family Homelessness [2011]), and 5,976 who are in foster care. Many of Georgia's eligible children also reside in rural communities, as the state has the fourth largest rural population of children ages birth to five in the nation (U.S. Census Bureau, 2010 American Community Survey). Adequately serving eligible children in rural communities provides unique challenges and opportunities. In many rural areas families do not have a wide range of child care choices and the few that are offered may not be high quality. Eligible children also include two of the Preschool Expansion Grant targeted subgroups: children with a disability and children who are English learners. Approximately 5,459 four-year-old children (4%) have been diagnosed with a disability or developmental delay, while approximately 15.3 percent of children in Georgia are identified as English learners (U.S. Census Bureau, 2013 American Community Survey). This data indicates a need for targeting these subgroups.

In summary, 54.8 percent of the state's birth-to-five population is low income, which translates in raw numbers to 74,127 four year olds, 60.6 percent of whom are served in Georgia's Pre-K. Conditions across the state (e.g., an Atlanta-based economy with a heavy focus on construction and the housing market) exacerbated the 2008-2009 recession for Georgia's families, and Georgia is still recovering. The work proposed in Georgia's response to the Preschool Development Grants – Expansion Grants will provide additional support to help the state achieve its goals while reducing the achievement gap for eligible children.

(B)(3) Enacted and Pending Legislation, Policies, and Practices

Georgia's Pre-K is embedded in state law through legislation that specifies how lottery funds may be used. A timeline of key milestones in Pre-K legislation and policy can be found in Appendix 6. Current and future practices that will increase access to high-quality preschool programs include the goal of all regulated early care and education programs participating in Quality Rated, the state's tiered quality rating and improvement system, by 2017.

Two legislative actions that significantly demonstrate the state's commitment to providing high-quality preschool services to eligible children relate specifically to administration and governance. In 1996, the Georgia General Assembly passed legislation that created the Office of School Readiness (OSR) to administer Georgia's Pre-K and moved the program from the Georgia Department of Education. One of the reasons for creating OSR was because Georgia's Pre-K was being implemented through a public-private partnership, i.e., private for profit and not for profit child care centers (not just public school systems) were allowed to provide Pre-K services. Georgia's leaders at the time recognized that the only way to ensure access to preschool services was to partner with child care providers; school systems simply did not have the capacity to serve all the children and families who wanted to participate.

Then in 2004 the Georgia General Assembly went a step further toward creating an early care and education system by passing legislation creating the Georgia Department of Early Care and Learning (DECAL). DECAL was created by merging OSR; the child care licensing unit from the Department of Human Resources; and the Georgia Child Care Council. Today Georgia is one of three states with a state education agency dedicated solely to early learning.

Other evidence of the state's commitment to Pre-K is the annual Georgia's Pre-K Week. Legislators visit a Georgia's Pre-K program in their district and read to one or more classes. In 2013, 113 legislators (54% of the State Senate, 46% of the House) visited a Georgia's Pre-K program and read a story in at least one classroom (see Appendix 7 for an overview of these visits). In 2014, First Lady Sandra Deal extended Pre-K week into Pre-K month visiting Pre-K programs daily during October.

(B)(4) Quality of Existing State Preschool Programs

Georgia's Pre-K currently meets nine of the 12 quality characteristics of high-quality preschool programs. The three characteristics that are not met will be addressed in GPP: smaller ratios, reduced class sizes, and comprehensive services. DECAL has also commissioned

independent evaluations of Georgia's Pre-K that demonstrate strong impacts. The two most recent reports, "Children's Growth and Classroom Experiences in Georgia's Pre-K Program: Findings from the 2011-2012 Evaluation Study" and "Effects of Georgia's Pre-K Program on Children's School Readiness Skills," conducted by researchers at FPG Child Development Institute, found that children in Georgia's Pre-K, on average, made significant gains in their Pre-K year (Peisner-Feinberg, Schaaf, & LaForett, 2013; Peisner-Feinberg et al., 2014). The executive summaries from these studies are found in Appendices 10 and 11. The studies are further discussed in Selection Criterion C.

Georgia's Pre-K includes requirements relating to high-quality, standards-based instruction, and formative and summative assessments. Every Pre-K classroom must have a lead teacher with a minimum of a bachelor's degree in an early childhood field and an assistant teacher with a minimum credential of a Child Development Associate. For the 2013-2014 school year, approximately 97 percent of Georgia's Pre-K teachers had a bachelor's or higher degree, and 79 percent were certified in Early Childhood Education. Teachers are being trained on the new Georgia Early Learning and Development Standards, and all classrooms are required to use preapproved curricula that align with the standards. All classrooms use the Work Sampling System, a formative assessment, to document what children are learning and beginning to master by using developmentally appropriate observation and documentation. As of the 2013-2014 school year, all Georgia's Pre-K classrooms are using the online version of Work Sampling System.

Since 2009, quality in Georgia's Pre-K classrooms has been evaluated using the Classroom Assessment Scoring System, or CLASS (Pianta, La Paro, & Hamre, 2008). Each year, over 1,000 classes receive an observation, and every class is observed every three years to four years. A summary of Georgia's use of the CLASS and state averages for each domain can be found in Appendix 16. Since beginning the use of the CLASS, over 95 percent of Georgia's Pre-K classrooms have received a CLASS observation. This CLASS observation is also consistent with recent mandates from Head Start requiring a comprehensive system of monitoring teacher-child interactions.

Second, each program administered by DECAL has a set of standards governing how the program should be operated. DECAL consultants representing the department's various divisions (Pre-K, child care licensing, nutrition, Quality Rated) visit Pre-K programs regularly to monitor

and evaluate if sites are operating according to those standards. If not, DECAL consultants provide technical assistance and other support to ensure that providers achieve and maintain compliance with prescribed program standards/policies. As demonstrated by independent research, Pre-K classrooms score higher on quality scores than non-Pre-K classrooms serving the same ages in Georgia (Maxwell, 2009b; see Appendix 9 for the executive summary).

Third, all programs employ guidelines and processes relating to fiscal management and are required to accurately account for all funds expended during program implementation. DECAL's Audits and Compliance unit provides an additional safeguard to ensure fiscal integrity.

Fourth, Quality Rated, Georgia's tiered quality rating and improvement system, is the framework for improving and ensuring quality statewide (Appendix 34). Quality Rated is administered by DECAL and is available to all licensed, monitored, and other programs that receive public funds. The state provides incentives, including tiered reimbursement for children receiving subsidies, and monitors programs' progression through five key standards related to workforce, health and nutrition, family partnerships, intentional teaching practices, and teacher/student ratios.

The state has seen enormous impact from the Summer Transition Programs. A 2014 report summarized findings from four years of the Rising Kindergarten Summer Transition Program (Early, Maxwell, et al., 2014). Highlights from this report are found in Appendix 12. In all four years, children made statistically significant gains on all measures studied. These measures included three standardized Individualized Growth and Development Indicators and a variety of non-standardized assessments (e.g., Story and Print Concepts). To see statistically significant gains (some with moderate effect sizes) in a six-week summer program for four consecutive years is tremendous and exceeded program expectations. The aforementioned report also evaluated the Rising Pre-K Summer Program in terms of classroom quality and instruction. The evaluation, using the CLASS, found higher quality than has been seen in other preschool programs and observed a balance of instruction occurring in English and Spanish. The Rising Pre-K program was created as a result of Georgia's Pre-K evaluation findings that English learners were making gains in Pre-K but were still substantially behind their same-age peers (Peisner-Feinberg, Schaaf, & LaForett, 2013). The Rising Pre-K program was developed to give

English learners a "boost" before Pre-K and to provide instruction in English and the children's home language.

(B)(5) Coordination of Preschool Programs and Services

Georgia has successfully created strategic alignments between all of the state agencies that serve children and families. This is illustrated in the creation of the Alliance of Education Agency Heads (AEAH) and the Georgia Children's Cabinet.

AEAH is composed of the heads of all education departments in the state and serves as the state's P-20 coordinating council. DECAL's Commissioner represents early learning in the same way that the school superintendent represents K-12 and the Chancellor represents the University System. This demonstrates the equal voice that each agency, including DECAL, has in aligning and formulating policy. The success in alignment of data in the K-12 longitudinal data system and Georgia Awards is an example of multi-agency coordination and the tangible products that result from such alignment. The important links between Georgia's early education system and the K-12 system is also recognized by the Georgia School Boards Association and Georgia School Superintendents Association in the publication "A Vision for Public Education" that states: "The first five years of life are critical to a child's lifelong development. Young children's earliest experiences and environments set the stage for future development and success in school and life" (2010, from *Getting Ready*, 2005).

Similar to AEAH, the Georgia Children's Cabinet, chaired by Georgia's First Lady Sandra Deal, is composed of the heads of all state agencies that serve the needs of Georgia's children from birth to age 18 and of select community, philanthropic, education, and business stakeholders. The Children's Cabinet also includes the members of the former Georgia State Advisory Council on Early Childhood Education and Care and meets the requirements of that body. The Children's Cabinet has been instrumental in utilizing the resources of all the represented agencies and other stakeholders in supporting Georgia's grade level reading campaign.

Two examples of Georgia's ability to connect resources and align programs are braided Pre-K/Head Start programs and Georgia's Pre-K inclusion classrooms. DECAL has developed a strong partnership Head Start grantees to ensure that children with high needs are served in high-quality preschool by braiding Head Start funding and Georgia's Pre-K funding. Georgia's Pre-K funds are used for the 6.5 hours of instructional time, and Head Start funds the comprehensive

services. This funding structure allows Head Start providers to offer more slots while the participating Georgia's Pre-K are able to offer more services. In state fiscal year 2014, approximately 4,000 four years olds were served in Pre-K/Head Start blended classes. Similar to the Head Start model, many programs combine Part B of IDEA and Georgia's Pre-K to offer slots to children with disabilities in the least restrictive setting. Specifically, programs use Part B of IDEA to fund the required staff person needed for Part B requirements, but house the staff in a Georgia's Pre-K classroom. To be an inclusion classroom, programs agree to smaller class sizes (20 instead of 22) and to serve between 5-6 children with disabilities. Children with disabilities are in least restrictive settings, and children without disabilities benefit with have additional staff. This model has proven extremely successful. In fiscal year 2014, Georgia had 131 fully inclusive Georgia's Pre-K classrooms.

As mentioned, in 2012 DECAL became the lead agency for CCDF, which allows the state to align subsidy payments with high-quality Pre-K. First, state policy dictates that income eligible Georgia's Pre-K students are given CCDF priority for before and after care. Second, CCDF funds are used for the Pre-K Summer Transition Programs (that will be expanded with funds from the Preschool Expansion Grant). Finally, Georgia also invests considerable CCDF funding for professional development. This includes using CCDF for programs including Scholarships (supplementing HOPE Grants with additional funds to support early childhood educators or for those students not eligible for HOPE Grants), Incentives (supplementing teachers' salaries for earning a higher credential), training conducted through Georgia's Child Care Resource and Referral (CCR&R) Network, and workshops specifically geared towards infant/toddler teachers.

Georgia's Pre-K support system also consists of outside stakeholders, business partners, and community leaders. Since 2010, support for early education and especially Quality Rated has come through business, philanthropic, and non-profit sectors. In 2010 an independent philanthropic organization emerged from an early education commission sponsored by the United Way. The resulting Georgia Early Education Alliance for Ready Students (GEEARS) was established to help business, civic, and government leaders maximize Georgia's investment in early learning. GEEARS has been an integral partner in promoting Quality Rated and was instrumental in bringing the 2013 National Business Leader Summit on Early Childhood Investment to Georgia. Georgia's philanthropic community has been a significant supporter of

Quality Rated and, to date, has contributed over five million dollars to support resources for programs participating in Quality Rated.

Georgia's investment in educational alignment is also demonstrated in two other examples. Not only has Georgia invested in linking different departments and groups serving children, the state has also created specific programs to address needs for links. For example, demonstrating its commitment to early learning, Georgia responded to the invitational priority for early learning in its 2009 K-12 Race to the Top application. As a result of this winning application, DECAL has worked with the Georgia Department of Education to pilot four distinct professional development opportunities centered around the CLASS in Georgia's Pre-K. In the current Early Learning Challenge plan, Georgia is using the results from this initiative to create cohort and coaching professional development models for other early learning providers participating in Quality Rated. Second, in 2013, Georgia received an A in the "transitions and alignment" category of the annual Quality Counts state rankings compiled by Education Week. In fact, Georgia was the only state to receive checks in all 14 of the transitions and alignment benchmarks, becoming the first state ever to receive a perfect score in this area (Education Week, 2013; Downey, 2013).

(B)(6) Role in Promoting Coordination of Preschool Programs with Other Sectors

As with educational alignment, Georgia also demonstrates the ability to promote and coordinate cross-sector alignment between education and child health, mental health, family support, nutrition, and adult education and training sectors. One of the best examples of cross-sector coordination has been mentioned: the Georgia Children's Cabinet. Pursuant to requirements of the Head Start Reauthorization Act of 2007, Governor Sonny Perdue created the Georgia State Advisory Council on Early Childhood Education and Care by Executive Order. First Lady Mary Perdue created and chaired the First Lady's Children's Cabinet. In 2012, Governor Nathan Deal merged the Georgia State Advisory Council with the First Lady's Children's Council to create the Georgia Children's Cabinet. Today, the Georgia Children's Cabinet is composed of the heads of all state agencies that serve the needs of Georgia's children from birth to age 18 and of select community, philanthropic, education, and business stakeholders. The Cabinet regularly reviews the state's strategic plans and work related to children and families across state government and recommends policy and practice to improve

outcomes, including the areas of child welfare, economic assistance, health, juvenile justice, and education.

Many "cross-sector programs" are housed in one Georgia department. DECAL houses the state's Child and Adult Care Food Program (CACFP) providing consistent alignment between nutrition services and early learning programs. For example, Georgia has been awarded three Team Nutrition Grants that have been used to create wellness policies in child care programs in rural areas of the state. DECAL also houses a family engagement coordinator who works across programs (Quality Rated, Georgia's Pre-K, etc.) to create state-level family engagement activities (two of which are embedded in Georgia's Early Learning Challenge) and to work with providers to support local family engagement initiatives. Finally, DECAL houses nine regional inclusion coordinators who work directly with child care providers and preschool classes in local school systems to link them with child health and mental health services.

Close alignment also exists between DECAL and other state agencies that serve young children. DECAL works closely with the Department of Public Health (DPH) on several initiatives. For example, DECAL is partnering with DPH on the statewide "Talk with Me Baby" campaign promoting language nutrition activities among higher risk populations to reduce the achievement gap. DECAL and DPH are also charter organizations for Georgia's Frontiers of Innovation grant. Working with researchers from Harvard University, the two organizations are working on a new initiative that combines early learning and child health activities in higher need activities in the state. An innovative project in Georgia's Early Learning Challenge grant is the child care-home visiting partnership. This new model, to be implemented in 2015, will house home visiting resources in child care centers. This will link all families, not just the families receiving home visits, in child care centers with critical resources.

In addition to DECAL's alignment with DPH, there is also alignment with the state's child welfare system and adult education and training sectors. As the lead agency for CCDF, DECAL works closely with the Department of Human Services to streamline eligibility. Georgia's SNAP and child care subsidy programs use the same data system to determine families' eligibility for benefits. The system, COMPASS, is currently being expanded for TANF eligibility so that families in Georgia have a definite one-stop shop. DECAL is working closely with Georgia's robust technical college system. As part of the Early Learning Challenge Grant, the state is offering bonuses for child care professionals who earn a "first," "second," and "third"

credential. The partnership with the technical college system is important so that each credential not only aligns with DECAL professional development but also articulates in the University system.

Finally, three examples demonstrate Georgia's ability to coordinate early learning with other sectors. Specifically, the three examples detail the strides the state has made in creating a comprehensive assessment system, family engagement strategies, and data sharing:

- Comprehensive Assessment System: Georgia has progressed in creating a comprehensive assessment system. Many agencies conduct physical and developmental screenings and utilize Georgia's Children 1st program as the single point of entry to many services. Georgia's Pre-K has a comprehensive assessment system in place that includes a requirement for universal hearing, vision, and dental screening, and formative assessment. The program also uses measures for the environment and teacher-child interactions. Screening, formative assessment, and measures of the quality of the environment and of child-teacher interactions are extensively embedded in Georgia's tiered quality rating and improvement system. As part of the state's Early Learning Challenge strategy, the state has convened a comprehensive assessment task force jointly chaired by DECAL and the Department of Public Health. This task force, including members from various sectors, will identify assessment tools and strategies for child care programs to implement.
- Family Engagement Strategies: Family engagement strategies are embedded in many of Georgia's initiatives. While these activities are helpful to all families, these initiatives are targeted to families with eligible children. Collaboratives led by the Georgia Family Connection Partnership, focus on improving the quality of life for children and families, exist in all 159 Georgia counties. Strengthening Families Georgia has worked with state agencies to align departmental priorities to promote optimal child development. This system specially supports children in foster care. Professional development opportunities provided by Strengthening Families focus on training personnel in child welfare agencies and early learning providers. The Georgia Department of Education and DECAL have worked closely to integrate family engagement standards and have cross-walked the National PTA Standards for Family-School Partnerships and the Strengthening Families protective factors and

adopted those as the state's Family Engagement Standards. All of these efforts help families gain the knowledge, skills, and resources they need to support their child's school success

- Effective Cross-Sector Data Practices: Georgia has made great progress in effectively using data to guide its early learning and development system and has worked to integrate data among early learning providers. A key initiative of Georgia's State Advisory Council on Early Childhood Education and Care was to design a statewide coordinated child data system that links vital information collected in the state's multiple data systems. The first phase of this project, completed in 2012, collects data about five programs including Georgia's Pre-K and child care subsidies programs. A second phase is currently underway that expands the data system to collect data from seven additional programs including IDEA Parts B and C, TANF, SNAP, and home visitation data. The data system is architected to easily link the K-12 Longitudinal Data System and the P-20 Longitudinal Data System to better understand the effects of programs on education outcomes. As discussed in previous sections, the K-12 Longitudinal Data System and P-20 Longitudinal Data System, house critical Pre-K data. By including data from IDEA Parts B and C, TANF, SNAP, and home visitation, these data systems will effectively link cross-sector data to education data systems.

C. Ensuring Quality in Preschool Programs

(C)(1) Use No More than 5 Percent of Funds for Infrastructure and Quality Improvements

As outlined in Selection Criterion B, Georgia has invested over 22 years in developing and implementing a high-quality state preschool program with significant investment and work in the areas of early learning and development standards, tiered quality rating and improvement system program standards, and a statewide longitudinal data system. In relation to the infrastructure and quality improvement priority areas for the use of grant funds, over the last four years alone, and as part of the state's winning Early Learning Challenge agenda, Georgia has: identified and funded high-quality professional development to improve instructional staff skills in supporting English learners and children with disabilities; added two staff positions to support comprehensive services and ensure that Early Learning Challenge grant expectations are met; and continued to increase enhancements to the existing Pre-K data system that allow for expanded data submission.

In response to subcriterion (C)(1), the state will use five percent or less of funds received over the grant period for: (C)(1)(c) supporting programs in meeting the needs of children with disabilities and English learners; (C)(1)(g) implementing a statewide longitudinal data system to link preschool and elementary and secondary school data; (C)(1)(j) building state- and community-level support for high-quality preschool programs; and (C)(1)(k) other activities that would support the delivery of high-quality preschool programs to eligible children.

<u>(C)(1)(c) Supporting Programs in Meeting the Needs of Children with Disabilities and English Learners</u>

One of the goals of Georgia's Pre-K Plus (GPP) model is to improve school readiness outcomes for children who are English learners and for children with disabilities. GPP will do this by increasing access to Pre-K classrooms that are inclusive, culturally responsive, and meet the needs of all children and by offering evidence-based professional development to support teachers and programs in meeting their needs. Grant funds will be used to offer resources, professional development, and coaching in two priority areas: 1) supporting English learners; and 2) supporting children with disabilities, especially those who exhibit challenging behavior.

Supporting English Learners

Georgia is committed to language development in young children and sees critical importance in the development of school readiness and early literacy skills, essential precursors to later academic success. Stakeholder, leadership, and practitioner training and coaching is a key factor in enhancing developmentally and linguistically appropriate ways to effectively support, instruct, and assess the language development of young English learners. With funding from the Race to the Top – Early Learning Challenge, Georgia outlined a plan to partner with World Class Instructional Design and Assessment (WIDA) to build workforce knowledge and skills related to language development. WIDA's mission is to advance academic language development and academic achievement for linguistically diverse students through high-quality standards, assessments, research, and professional development for educators. With increasing numbers of English learners enrolling in early care and education programs throughout Georgia, such programs must build the capacity of their practitioners so that they can appropriately meet the needs of the linguistically diverse children in their care.

In 2012, WIDA developed the Early English Language Development (E-ELD) Standards Framework. These standards, the first of their kind, describe the developmentally appropriate social and academic language that young English learners need to process and produce in order to succeed in meeting states' early learning standards. The Standards Framework defines language development and model performance indicators drawn from research and theory, including theories of second language acquisition in very young children, and identifies and defines levels of language development in three contiguous age groups: 2.5–3.5 years old, 3.5–4.5 years old, and 4.5–5.5 years old. Georgia formally adopted the WIDA E-ELD Standards in 2014 (Appendix 14). The WIDA E-ELD standards are aligned with the K-12 WIDA ELD standards; therefore, careful attention has been placed on the continual and seamless transition of standards, instruction, and assessment from early care and education programs throughout elementary and secondary education.

In order to meet Georgia's vision of creating and successfully implementing the E-ELD Standards Framework, the following activities, funded by the Race to the Top – Early Learning Challenge, are in the process of being successfully completed:

- Development of a correspondence document that cross-walks the WIDA E-ELD Standards with the Georgia Early Learning and Development Standards (GELDS) (Appendix 13).
- Establishment of a project steering committee that encompasses project partners from all early care and education sectors and family services.
- Training and technical assistance to statewide early education and care trainers on supporting English learners and their families.
- Program leadership coaching to early care and education providers on collecting and exploring program data, reflecting and mediating learning, and planning and adjusting action.
- Development and dissemination of resources to be used by practitioners to engage families in language development as it relates to school readiness.

With preschool expansion funding, Georgia will continue its successful collaboration with WIDA to support high-quality preschool programs in the five identified high-need regions across all early care and education sectors. Through extensive research during the Early Learning Challenge grant writing process, WIDA was determined to be the only organization of its kind to offer such comprehensive training, resources, and services to support young English learners. Furthermore, WIDA has successfully collaborated with the Georgia Department of Education for the past 9 years, which made them uniquely qualified to provide alignment to the K-12 system. Therefore, WIDA was determined to be a sole source to complete this work.

As highlighted in research and as part of the federal requirements, a high-quality preschool program includes twelve specific elements. At least four elements of a high-quality preschool program will be supported by this continued WIDA partnership:

- High-quality professional development for all staff.
- Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with Georgia Early Learning and Development Standards (GELDS).
- Individualized accommodations and supports so that all children can access and participate fully in learning activities.

- On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development.

The five identified high-need regions will continue to engage in the established partnership by focusing on the following eight goals aligned to the elements of a high-quality preschool program. The following points illustrate how the state will build continue to build infrastructure and quality improvement for English learners:

- The community-based coordinator of early learning services located at each hub (described in Selection Criterion E) will work with their GPP regional partners to create a comprehensive professional development action plan for each individual high-need region related to supporting, instructing, and assessing English learners.
- Each region will implement a professional development action plan by:
    - Participating in training on evidence-based practices to support, instruct, and assess young English learners, such as the Standards Framework and Standards Implementation for all early care and education programs;
    - Providing training on implementing community-wide trainings and supporting practitioners and administrators across early childhood sectors and supporting parents in learning and implementing the E-ELD Standards Framework;
    - Participating in program leadership coaches training (selected members of high-need communities);
    - Participating in instructional coaches training;
    - Observing and providing ongoing technical assistance and support for early learning providers on evidence-based practices; and
    - Collecting data to assess the efficacy of the training model and fidelity of implementation.
- Each community-based coordinator of early learning services will work with their regional hub to create a comprehensive family engagement action plan for each GPP provider related to supporting English learners and their families. Components of each family engagement plan will include:
    - Determining culturally and linguistically responsive strategies that are successfully used to engage families;

  - Determining ways to strengthen families' capacity to support their children's language, development, and learning;
  - An intentional focus on transition from Part C to Part B, Section 619, and from preschool programs to Kindergarten; and
  - Linkages to community supports.
- Each region will implement the family engagement action plan by:
  - Utilizing information from the needs assessment to determine specific activities;
  - Hosting family workshops across each community;
  - Creating resources to promote family engagement within each community; and
  - Providing networking opportunities to share experiences on the connection between home language and language development as related to school readiness.
- The state will collect data from each region that will assess the efficacy of the training model, fidelity of implementation, and language growth/child outcomes.
- The state will create a sustainability plan focusing on professional development, developmentally and linguistically appropriate instructional and assessment strategies, and family engagement.

Supporting the Social Emotional Growth of Young Children, Especially Those with Disabilities

Classroom management and supporting children with challenging behaviors are two issues routinely identified by Georgia's Pre-K programs as areas of need for additional professional development and support. It is clear that all children benefit greatly from well-organized, positive classroom environments and that children with disabilities often need additional support in acquiring and utilizing positive social and emotional skills. In order to help teachers meet the needs of all the children in their classrooms, Georgia will utilize a portion of the five percent quality improvement funds to implement the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (PBIS) (Appendix 15). PBIS is an evidence-based framework of professional development and coaching that will support positive climate in Georgia's Pre-K Plus classrooms. This tiered model provides universal supports as

well as additional supports for children and families with more complex needs and has been shown to be effective in improving classroom climate, providing teachers with strategies for teaching social emotional skills, and providing interventions for children who need additional support (Fox, Jack, & Broyles, 2005).

Georgia will implement this model in Georgia's Pre-K Plus classrooms over the four years of the grant. Specifically, Georgia will implement PBIS through the following process:

- In the first year of implementation, administrators and instructional staff in all schools in the five regions will receive high-quality professional development with the PBIS framework. This professional development will include strategies and practices to support positive adult-child relationships and productive learning environments. This professional development will also support administrators and instructional staff in promoting the social emotional development and school readiness of young children. These professional learning opportunities will be a combination of face-to-face trainings and targeted on-site technical assistance provided by the Inclusion Specialist.
- In subsequent years of the grant, site-level implementation teams will be established. These teams will receive training in program-wide implementation of the PBIS framework with ongoing training and technical assistance provided to ensure fidelity of implementation.

(C)(1)(g) Implementing a Statewide Longitudinal Data System

With prior federal grant funding, Georgia developed and implemented a statewide P-20 Longitudinal Data System. In 2004, DECAL created the Pre-K Application and Database Access System (PANDA). The PANDA operational data system allows for child-level demographic and assessment data to be transferred to the P-20 longitudinal data system. The self-service capability of PANDA enables Pre-K providers to enter and review data regarding their program at their convenience. Access to this system is controlled by password and encryption technology and provides Georgia's Pre-K staff and leadership with the most current, up-to-date information on Pre-K programs.

Preschool expansion funds will be used to enhance the PANDA data system to allow for additional enrollment, monitoring, and payment information that will be necessary to administer the grant. Additionally, the system will be augmented to allow for collection of identifying

characteristics of children with high needs and to facilitate connections and alignment to the Cross-Agency Child Data System (CACDS) and Georgia AWARDS, Georgia's P-20 longitudinal data system. CACDS is part of Georgia's Early Learning Challenge agenda to create a cross-sector database that identifies services children receive, thereby allowing the state to identify gaps and expand resources. Georgia AWARDS is the state's P-20 longitudinal data system that connects early learning, K-12, college and career training, and Georgia Department of Labor data. It was built through Georgia's K-12 Race to the Top award.

Additional PANDA enhancements are needed due to the specific nature of the information required from subgrantees that will be needed for reporting and alignment with the state's two databases identified above. The funding will be used to fund one developer over a six-month period and will cover the requirements, design, coding, testing, and deployment of the enhancements.

(C)(1)(j) Building State- and Community-Level Support for High-Quality Preschool Programs

In order to ensure effective communication and collaboration with the local hubs, a state-level Coordinator of Early Learning Services will be hired using funds from the grant. This position will provide oversight and leadership to the regional community-based coordinators of early learning services. The responsibilities of this position will include supporting the local coordinators in identification of existing resources and identifying cross-sector community resources to fill any gaps; development of resources and strategies for targeted recruitment to reach children and families with children with disabilities, English learners or families with other complex needs; and assistance with coordination of Pre-K services across multiple early learning providers to ensure that children and families are matched with services needed (e.g., shared Pre-K waiting lists across multiple providers including Head Start and child care programs, community registration drives, family engagement activities).

(C)(1)(k) Other Activities that Would Support the Delivery of High-Quality Preschool Programs

DECAL will use preschool expansion funds to hire a state-level grant manager who will be responsible for managing the implementation of the grant. This position, housed at DECAL, will be responsible for maintaining the status of each grant initiative and regularly reporting to the DECAL leadership; facilitating decision-making and conflict resolution; and fulfilling federal reporting requirements. The grant manager will also work with the DECAL Finance Unit to

maintain awareness of the grant budget to ensure that vendors and contractors are expending funds in a timely manner.

(C)(2) Implement a System for Monitoring and Continuous Improvement

As discussed in subcriterion (B)(3), through the establishment of an independent state education agency dedicated specifically to early education, Georgia has been able to seamlessly align many programs dedicated to serving young children. This means that the state's monitoring processes for Pre-K, Quality Rated, and child care licensing are housed within the same department. Through this alignment, the state will able to devote sufficient additional resources that will support continuous improvement for each subgrantee.

(C)(2)(a) Capacity to Measure Preschool Quality and Provide Performance Feedback

Georgia's Pre-K has developed a strong monitoring and support system to ensure high quality and to provide for continuous improvement. To ensure program compliance with the current Pre-K program standards, all Georgia's Pre-K providers must be familiar with and adhere to parameters within the Pre-K Provider Operating Guidelines (Appendix 18). They are required to utilize and complete the Grant Requirement Checklist (GRC) and Instructional Quality Guides. The Grant Requirement Checklist and Instructional Quality Guides are used as communication tools between program administrators and teachers, monitoring tools for program visits, and data sharing instruments for state-level reporting. Regional Pre-K consultants monitor program compliance through the following types of annual visits: program and site visit, Grant Requirement Checklist audit, roster verification audit, technical assistance visit, and monitoring visit. Visit protocols can found in Appendices 19-23. Programs receive multiple visits annually in both the school year program and the Summer Transition Program.

Program visits provide specific support to programs based on identified needs or program requests. Program visits may be completed at any time during the school year and include a protocol that includes reviewing components of program oversight such as planning instruction, student assessment, classroom environment, teacher training requirements, student enrollment documentation, and accuracy of attendance information. Site visits are less formal visits that may occur at any time during the year and provide an opportunity for consultants to build rapport with new program staff and determine needs of the program for the purpose of scheduling additional visits. Technical assistance visits are conducted when areas of need are identified by the

consultant or when programs request support regarding programmatic requirements or instructional needs.

When subgrantees struggle to meet the program standards, additional support is provided through the Quality Improvement Program. Programs in the Quality Improvement Program are placed in a probationary status and receive additional targeted support to improve their quality. This support follows a specific track of visits with coaching and support provided based on a plan to correct deficiencies and increase program quality. The goal of the probation process is to build a subgrantee's internal systems for monitoring and maintaining quality. If programs in the Quality Improvement Program do not demonstrate improvement, they are terminated from Georgia's Pre-K (Appendix 24).

In 2009, Georgia's Pre-K began measuring the quality of teacher-child interactions using the Classroom Assessment Scoring System (CLASS). The CLASS instrument focuses on three domains of teacher-child interactions that support children's academic growth and social-emotional development: Emotional Support, Classroom Organization, and Instructional Support (Pianta, La Paro, & Hamre, 2008). Each year, a sampling of classes (approximately 25% to 30%) receive a CLASS observation visit (see Appendix 16 for an overview of Georgia's use of the CLASS). As a result of these efforts, Georgia's Pre-K has made a tremendous investment in re-tooling the existing professional development supports to align with the CLASS. The CLASS observational data are shared with teachers and administrators to increase the awareness of classroom interactions. During the three years of the state's K-12 Race to the Top grant, Pre-K utilized and evaluated several professional development models with an end goal of developing a sustainable professional development model to be used in Georgia. Two professional development models were used all three years, and the preliminary data analysis indicates gains in teacher effectiveness. One model is a semester college-style course called Making the Most of CLASSroom Interactions (MMCI) and the second is a coaching model, My Teaching Partner (MTP). Based on the evaluation findings, to be published in December 2014, DECAL is currently piloting professional development models using CLASS tools and resources designed to improve the quality of teacher-child interactions in the state's Pre-K program. All Pre-K consultants are trained CLASS observers, affiliate trainers, and have a high-level expertise in the delivery of professional development models specific to effective interactions. DECAL will

leverage all current CLASS resources and supports to improve the quality of teacher-child interactions in Georgia's Pre-K Plus programs as well.

In order to ensure that Georgia's Pre-K Plus classrooms support high-quality inclusion of children with disabilities, Georgia will implement a system of assessment and professional development using the Inclusive Classroom Profile (ICP). The ICP, developed by Elena Soukakou, is a structured observation rating scale designed to assess the quality of provisions and daily practices that support the developmental needs of children with disabilities in early childhood settings (Soukakou, 2012). This scale consists of 12 items covering practices that have the strongest research support for meeting the developmental needs of young children in inclusive settings and measures elements such as adult support and intentional adaptations. Inclusion Specialists will conduct an observation, and administrative and instructional staff will work with them to use the results to develop a continuous quality improvement plan to address any barriers. Additionally, programs at the 3-star level in Georgia's tiered quality rating and improvement system are eligible to apply for the Quality Rated-Inclusion designation based on meeting a minimum threshold score on the ICP.

DECAL is now measuring family satisfaction with the Summer Transition Programs and will continue this endeavor with Georgia's Pre-K Plus. In conjunction with DECAL research and program staff, lead researchers from FPG Child Development Institute at the University of North Carolina at Chapel Hill and from Child Trends designed and implemented family surveys that included both quantitative and qualitative measures. While the preliminary analyses are being undertaken, a review of the open-ended questions indicates strong family support. Preliminary findings indicate high satisfaction with the program and its family engagement activities. The specific surveys are found in Appendix 17 along with a description of the family engagement component (Appendix 8). The surveys for families with children in the Rising Pre-K program were designed in Spanish, demonstrating the ability of the state to conduct surveys in participants' home language.

Finally, DECAL is able to provide additional monitoring and support through child care licensing and Quality Rated. All licensed providers receive two licensing visits a year to measure compliance with licensing rules. Through these visits, they also identify areas for technical assistance to address deficiencies. The licensing system can identify potential problems as well as provide support for improvement.

Quality Rated, Georgia's tiered quality rating and improvement system, provides a way for the state to measure both structural quality and process quality. Programs participating in Quality Rated receive technical assistance and observations using the Environment Rating Scales. They are assigned a rating (up to three stars at the highest level) that communicates their level of quality to the public, and the state offers incentives such as quality bonuses and higher child care subsidy reimbursement rates to providers who achieve higher star ratings. Through the state's Early Learning Challenge agenda, all early learning providers will participate in Quality Rated by the end of 2017. This means that Georgia's Pre-K Plus subgrantees will participate in Quality Rated before the end of the Preschool Development Grant period, supplying another mechanism for the continuous improvement of these providers.

In terms of supporting continuous quality improvement, Georgia's Pre-K uses data collected from programs along with results from evaluation activities. DECAL utilizes results from the Grant Requirement Checklist (GRC) and roster verification audit visits to inform the department about program quality and areas where processes may need to be put in place to support program growth. The Pre-K consultants use the information to develop a plan for annual visits and support of the programs. Yearly CLASS observation information is used to inform teacher training and professional development needs and to promote reflection on quality improvement. CLASS scores are also reported to the Governor's Office of Planning and Budget and the Governor's Office of Student Achievement to inform statewide improvement and professional development efforts.

Additionally, the state has commissioned independent evaluations to inform program improvement. As discussed in subcriterion (B)(4), beginning in 2011, Georgia's legislature has funded an ongoing evaluation project. This evaluation has been used to inform policy and program decisions. For example, results from the first year were used to create the Rising Pre-K Summer Transition Program, while results from the second year were used to create professional development specifically around math instruction. In both cases, findings from the evaluations indicated where improvements may be needed, and the state was able to devote resources to address the findings. Furthermore, the state commissioned an independent evaluation of the early learning initiative embedded in the state's K-12 Race to the Top grant. Those results, to be published in late 2014, are being used to design statewide professional learning communities.

In summary, DECAL has a robust monitoring system that will be continued with GPP. DECAL's system includes monitoring based on program guidelines, measuring teacher-child interactions, and engaging families for satisfaction measures. These processes demonstrate the state's robust capacity to ensure the quality of services to be offered in Georgia's Pre-K Plus. The state also uses commissioned evaluations to inform program improvement at the state and local level.

(C)(2)(b) Using a Statewide Longitudinal Data System

Georgia uses a wide range of data systems that will be used to monitor progress for GPP. The state has made great progress in effectively using data to guide its early learning and development system and has worked to integrate data among early learning providers. The statewide K-12 longitudinal data system has been expanded to include Georgia's Pre-K student demographic and assessment data. This data is made available to Kindergarten teachers, school administrators, and families. Families are able to see formative assessment data (Work Sampling System) for their child. This facilitates additional family engagement as children begin their K-12 experience. A key initiative of Georgia's State Advisory Council on Early Childhood Education and Care was to design a statewide coordinated child data system that links vital information collected in the state's multiple data systems. The first phase, completed in 2012, collects data about five programs including Georgia's Pre-K and child care subsidy. A second phase is currently underway that expands the data system to collect data from seven additional programs including IDEA Parts C and B, Section 619, TANF, SNAP, and home visitation data. The data system is architected to easily link to both the K-12 longitudinal data system and the P-20 longitudinal data system to better illuminate the effects of programs on education outcomes. The state has also created and maintains a licensing/TQRIS data system that links with the Pre-K and the Professional Development Registry data systems. Furthermore, the state provides longitudinal data by linking formative assessment data to Georgia's K-12 system and Pre-K program data to the P-20 longitudinal data system (GA AWARDS).

Once implemented, a Kindergarten entry assessment (Kindergarten Entry Profile) data will be included in the P-20 longitudinal data system (GA AWARDS), the early learning data system (Cross-Agency Child Data System), and the Statewide Longitudinal Data System (SLDS). All of these are discussed in subcriterion (C)(1). The mechanisms are already in place to include this data with a child's Kindergarten record in all three systems. Currently, the Georgia

Kindergarten Inventory of Developing Skills (GKIDS) data are loaded into the SLDS and are available to inform instructional planning at the local level. Georgia has built a system that ties the Cross-Agency Child Data System to the P-20 state longitudinal system and the K-12 data system. Linking early childhood data to the K-12 data system allows access for parents, teachers, and school administrators through each school district's student information systems. Access to the data will be restricted and consistent with the requirements of federal, state, and local privacy laws.

The state will leverage these databases to monitor progress and outcomes for GPP. Specifically, a designation will be placed in PANDA and the SLDS that indicates children received services through a GPP classroom. This designation will allow the state to compare children who received GPP services to similar children who did not. It will also allow children to look at school readiness scores in the Work Sampling Online database and the upcoming Kindergarten Entry Profile to identify where additional professional development is needed and where the state is making progress, specifically with social emotional outcomes.

(C)(2)(c) Measureable Outcomes, Including School Readiness, to Be Achieved by the Program

Georgia is seeking to close the achievement gap between those students who arrive ready to succeed and those who may need additional supports or interventions. Specific goals address improving school readiness outcomes for all children participating in a GPP class with additional goals to improve school readiness for English learners and children with disabilities.

Currently, Georgia's Pre-K looks at school readiness by measuring scores and gains for key Work Sampling System indicators and domains. Work Sampling System is a formative assessment in which teachers perform ongoing assessment on children with a fall and spring rating period. Children are assessed on 69 indicators representing seven domains. The collection of assessment data is conducted in the context of the daily classroom learning environment and not through on-demand assessment or rote processes. Teachers gather information throughout the year by observation, work samples, matrices, photos, and videos. The optimal process for gathering knowledge of a child's abilities and needs is through observing their interactions with each other, learning materials, and teachers. Based on the documentation and the teacher's knowledge, the indicators are given one of three ratings (Not Yet, In Process, or Proficient). Assessment information drives instructional planning. Parents are provided a narrative summary

report mid-year and at the end of the school year demonstrating student areas of strength and areas in need of growth.

All programs are required to use Work Sampling Online, the online version of Work Sampling System, to assess child development and progress. Work Sampling Online allows the state to look at progress made by children through the Pre-K year at the state level. DECAL annually reports the percentage of children who score "in process" or "proficient" on 80 percent of the indicators in a particular domain. For example, in 2013, 92 percent of children rated "in process" or "proficient" on 80 percent of the math indicators. This measure allows the state to look holistically at each domain and not view one indicator as more important than another. Work Sampling indicators have also been selected as part of the Student Learning Objectives (SLOs) that are used to measure student growth and are part of Georgia's teacher accountability system. Rather than just measure outcomes, the SLOs measure growth over the course of the program. As discussed in the previous section, the state will have the Kindergarten Entry Profile in place by 2017 that will also be used to measure school readiness. Once implemented, the state will include school readiness targets based on the Kindergarten Entry Profile.

The state will use the current methodology to set goals for GPP. The state will look at the SLO measures for the GPP regions and compare those to the state average. The state has identified the following targets related to language and literacy, math, and social emotional development. The targets were developed using state fiscal year 2013 data and adjusting for a targeted population and for children with disabilities and English learners. The targets can be found in Appendix 25.

- Language and Literacy, Mathematics:
    - 90 percent or more of children attending a GPP classroom will perform "in process" or "proficient" at the end of their Pre-K year on 80 percent of the language and literacy indicators and mathematics indicators.
    - 75 percent or more of children attending a GPP classroom and with an IEP will perform "in process" or "proficient" at the end of their Pre-K year on 80 percent of the language and literacy indicators and mathematics indicators.
    - 75 percent or more of children attending a GPP classroom and with a home language other than English will perform "in process" or

"proficient" at the end of their Pre-K year on 80 percent of the language and literacy indicators and mathematics indicators.

- Social Emotional Development:
  - 95 percent or more of children attending a GPP classroom will perform "in process" or "proficient" at the end of their Pre-K year on 80 percent of the social emotional indicators.
  - 85 percent or more of children attending a GPP classroom and with an IEP will perform "in process" or "proficient" at the end of their Pre-K year on 80 percent of the social emotional indicators.
  - 90 percent or more of children attending a GPP classroom and with a home language other than English will perform "in process" or "proficient" at the of their Pre-K year on 80 percent of the social emotional indicators.

While measuring state-level outcomes is important, it is more important that programs use data to inform program improvement and to individualize instruction. Georgia provides training, technical assistance, and detailed reporting to support programs in using the data. These efforts are being enhanced for GPP.

(C)(3) Measure the Outcomes of Participating Children

Currently, Georgia utilizes a formative assessment – the Georgia Kindergarten Inventory of Developing Skills (GKIDS) – in all public Kindergarten classrooms across the state. GKIDS is a year-long, performance-based assessment that is aligned to the Georgia Early Learning and Development Standards (GELDS). GKIDS was built to be developmentally and culturally appropriate and allows flexibility to meet the individual needs of students. Through Race to the Top – Early Learning Challenge funding, Georgia will augment GKIDS by creating a Kindergarten Entry Profile which will provide formative assessment information during the first six weeks of Kindergarten. Field testing for the Kindergarten Entry Profile will begin in Spring 2015, and the full implementation is scheduled for school year 2017-2018 (Appendix 32).

The augmentation process will be grounded in the National Research Council's report on early childhood assessment (National Research Council, 2008) and will ensure that data from the Kindergarten Entry Profile is valid, reliable, and appropriate for all populations. Georgia already uses formative assessment to guide instruction in both Pre-K and Kindergarten, though the

assessment approaches currently used do not provide reportable data within the first six weeks of Kindergarten. The information gleaned from this profile will be used to inform and individualize Kindergarten instruction, report aggregate data on school readiness measures for populations of Kindergarten students, and provide families with valid and reliable information regarding their child's growth and development. Additionally, the data will be incorporated into the state's longitudinal data system. It will assist the Georgia Department of Education (GaDOE), districts, and schools in strategically planning policy and professional learning opportunities for Kindergarten teachers. It will also help the K-12 educational system to determine the additional resources and supports needed to ensure that each child succeeds. Similarly, the information will be used by DECAL to inform policies and professional learning needs for the state's early learning providers.

By providing data that informs both the early learning and K-3 system, Georgia's Kindergarten Entry Profile will serve as a bridge between two of Georgia's education agencies: DECAL and GaDOE. Leaders from both are committed to a partnership in which both agencies will play a crucial role in the augmenting of GKIDS in order to provide for a robust measure of each child's knowledge and skills at Kindergarten entry. The proposed entry profile will inform state policy on how to best meet the needs of Georgia's children with high needs and thereby reduce the achievement gap. The measure will be built using research-based best practices for young children. Georgia will work diligently to ensure the measure is developmentally appropriate, addresses the National Research Council's recommendations, and is valid and reliable (for all students, including children with disabilities and English learners). The results of the assessment will provide clear, accurate, and actionable information about the skills of children when they enter Kindergarten. The process of developing a Kindergarten Entry Profile will support school readiness by:

- Informing K-12 instruction;
- Aligning GELDS and Kindergarten standards, programs, and practices of early learning professionals and Kindergarten teachers;
- Involving families as partners in their children's education; and
- Providing data to support state and local policy.

GKIDS already focuses on domains that are well aligned to the essential domains of school readiness. Enhancing GKIDS to create the Kindergarten Entry Profile will institute an

early assessment window to evaluate the skills of children upon entry into Kindergarten. This entry assessment will be designed to assess, in a developmentally appropriate manner, the domains of language and literacy development, cognition, general knowledge of early mathematics and science, approaches to learning, physical well-being and motor development; and social and emotional development. These concepts are already integral to the GKIDS program. This profile will form a bridge between DECAL's early childhood learning goals and GaDOE's Kindergarten performance standards.

Selection Criterion C – Ambitious and Achievable Plan: Ensuring Quality in Preschool Programs

(1) Key Goals

To ensure quality in preschool programs by:

1. Providing resources and training for leadership, teachers, and families to support English learners.
2. Supporting children with disabilities with targeted services.
3. Building state- and community-level support and collaboration for GPP programs.
4. Continuing the established and effective model of monitoring and support for Pre-K programs.
5. Using assessment data to inform decision-making and integrating data among early learning providers statewide.

(2) Key Activities, Rationale, and, if applicable, Where Implemented and Scale-up Plans

Rationale	Where Implemented	Scale-up Plan
Activity 1: Develop and implement a professional development action plan to support English learners **Aligned Goal: 1**		
In collaboration with WIDA, the community-based Coordinator will work with their hub to conduct a needs assessment, assist with the development of a strategic plan, and ensure implementation.	Five identified regions (Central, Metro, Northeast, Southeast, Southwest)	Other statewide regions with high populations of English learners
Activity 2: Develop resources and conduct workshops as part of a family engagement plan to help families support English learners **Aligned Goal: 1**		
In collaboration with WIDA, the community-based Coordinator will work with their hub to develop appropriate resources and conduct family workshops.	Five identified regions (Central, Metro, Northeast, Southeast, Southwest)	Other statewide regions with high populations of English learners

Rationale	Where Implemented	Scale-up Plan
Activity 3: Conduct professional development for administrators and instructional staff on PBIS. **Aligned Goal: 2**		
Inclusion specialists will provide a combination of face-to-face training and targeted technical assistance on positive climate and supporting social emotional development in each region.	Five identified regions (Central, Metro, Northeast, Southeast, Southwest)	Other statewide regions with high populations of children with special needs
Activity 4: Adopt and implement the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (PBIS) **Aligned Goal: 2**		
Each region will implement a tiered model that provides universal support for children and families. It also provides teachers with strategies for teaching social emotional skills and provides interventions for children who need additional support.	Five identified regions (Central, Metro, Northeast, Southeast, Southwest)	Other statewide regions with high populations of children with special needs
Activity 5: Implement the Inclusive Classroom Profile (ICP). **Aligned Goal: 2**		
Georgia will implement a system of assessment and professional development using the ICP. Inclusion specialists will provide onsite technical assistance.	Five identified regions (Central, Metro, Northeast, Southeast, Southwest)	Other statewide regions with high populations of children with special needs
Activity 6: Hire a state-level Coordinator of Early Learning Services. **Goal: 3**		
This position will provide leadership and oversight for the five community-based Coordinators of Early Learning Services	Five identified regions (Central, Metro, Northeast, Southeast, Southwest)	n/a
Activity 7: Hire a state-level Pre-K Federal Grant Manager **Goal: 3**		
This position will manage the overall implementation of the grant.	Five identified regions (Central, Metro, Northeast, Southeast, Southwest)	n/a
Activity 8: Expand the existing monitoring and support system to include Georgia's Pre-K Plus programs. **Aligned Goal: 4**		
A Pre-K Consultant will be assigned a caseload that will include GPP classes. As part of their caseload, they will conduct monitoring visits to ensure quality and compliance. All GPP programs will be required to follow Georgia's Pre-K Operating Guidelines.	Five identified regions (Central, Metro, Northeast, Southeast, Southwest)	n/a
Activity 9: Enhance the informational data system for Georgia's Pre-K (PANDA) **Aligned Goal: 5**		
DECAL will contract with a programmer to enhance PANDA in order to better support all Pre-K programs, including subgrantees.	Statewide	n/a

(3) Timeline and Milestones for Each Key Activity

Activity/Milestone	2015		2016		2017		2018	
	Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec
Activity 1: Develop and implement a professional development action plan to support English learners.								
Coordinators work with hubs and collaborate with WIDA for ongoing planning and needs assessment using monitoring data.	X	X	X	X	X	X	X	X
Hubs and WIDA develop a professional development action plan in each region	X	X						
WIDA implements plan in each region: Master Cadre training, Leadership Coaching, Instructional Coaching, Targeted Institutes		X	X	X	X	X	X	X
Activity 2: Develop resources and conduct workshops as part of a family engagement plan to help families support English learners								
Host family workshops in each region	X	X	X	X				
Develop resources for families	X	X						
Resources available to families			X	X	X	X	X	X
Activity 3: Conduct professional development for administrators and instructional staff on PBIS.								
Training and targeted TA in social emotional learning	X	X						
Activity 4: Adopt and implement the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (PBIS)								
Program-wide implementation of PBIS			X	X	X	X	X	X
Activity 5: Implement the Inclusive Classroom Profile (ICP)								
ICP TA visits by Inclusion Specialists	X	X	X	X	X	X	X	X
Activity 6: Hire a state-level Coordinator of Early Learning Services								
Post/interview/hire state-level coordinator	X							
State-level coordinator operational		X	X	X	X	X	X	X
Activity 7: Hire a state-level Pre-K Federal Grant Manager								
Post/interview/hire state-level manager	X							
State-level manager operational		X	X	X	X	X	X	X
Activity 8: Expand the existing monitoring and support system to include Georgia's Pre-K Plus programs								
Revise guidelines, protocols, caseloads, and checklists as needed to include GPP programs.	X							
Monitoring visits and supports begin with Summer Transition Programs in June 2015 and continue each summer	X	X	X	X	X	X	X	X
Monitoring visits and supports begin for school year program in July 2015 and continue each school year		X	X	X	X	X	X	X
Activity 9: Enhance the informational data system for Georgia's Pre-K (PANDA)								
Contractor makes necessary enhancements to PANDA	X							
New PANDA capabilities/enhancements are operational		X	X	X	X	X	X	X

(4) Party or Parties Responsible for Each Activity and Key Personnel Assigned to Each Activity

- Pre-K Federal Grants Manager

- State Coordinator of Early Learning
- State Inclusion Manager

(5) Financial Resources to Support Successful Implementation and Sustainment

The total amount of Preschool Expansion funding to support the activities in Selection Criterion C does not exceed the (b)(4) percent of the grant total amount. The amount allocated to support quality improvement is $(b)(4)

(6) Supporting Evidence

- Summer Transition Programs Overview (Appendix 8)
- Example of WIDA/ GELDS Correspondence Document (Appendix 13)
- WIDA/DECAL Early English Language Development (E-ELDS) License Agreement (Appendix 14)
- The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (Appendix 15)
- CLASS Overview (Appendix 16)
- Summer Transition Programs Parent Surveys (Appendix 17)
- Georgia's Pre-K Operating Guidelines (Appendix 18)
- Georgia's Pre-K Program Newly Funded Program Visit Protocol (Appendix 19)
- Georgia's Pre-K Program Roster Verification Protocol (Appendix 20)
- Georgia's Pre-K Program Visit Protocol (Appendix 21)
- Georgia's Pre-K Grant Requirement Checklist Visit Protocol (Appendix 22)
- Georgia's Pre-K Program Instructional Quality (IQ) Guides Protocol (Appendix 23)
- Georgia's Pre-K Program Quality Support Forms, Checklists, and Protocol (Appendix 24)
- State Targets of School Readiness (Appendix 25)
- Kindergarten Entry Profile (Appendix 32)
- Inclusive Classroom Profile Overview (Appendix 35)

(7) Performance Measures, where applicable

Not applicable.

(8) Addressing the Needs of Eligible Children, including Those in Need of Additional Supports

The needs of eligible children will be addressed and supported through increased teacher knowledge and skills to support children with disabilities and those who are learning English, and targeted recruitment and enrollment efforts for children who are traditionally underserved, including children who are homeless, migrant, from military families, have disabilities, or are English learners. Additionally, these activities will provide state-level support to ensure accessible, comprehensive services are available for families in all regions, and enhancements to data systems to allow for more effective transfer and use of data to ensure smooth transitions.

These improvements will result in Georgia's Pre-K Plus classrooms that are inclusive, culturally and linguistically responsive and support the success of all children.

D. Expanding High-Quality Preschool Programs in Each High-Need Community

Introduction

Georgia's ambitious and achievable goals for expanding high-quality Pre-K programs for children and families in communities with high needs include increasing the number of Pre-K slots by adding school year and summer transition slots, raising quality by reducing class size and implementing smaller instructional staff: child ratios, offering additional comprehensive services for income-eligible children, and impacting school readiness skills for all children enrolled in the program, with a focus on English learners and children with disabilities. The state's plan includes expansion in regions with high needs, reducing class ratios and lowering class size, and creating regional "hubs" to coordinate resources and help programs implement processes to ensure sustainability.

DECAL was deliberate in the process used to select communities for high-quality preschool expansion. DECAL created a methodology that weighted factors such as child poverty rates, lower Pre-K service, high percentages of English learners, and high percentages of preschool children with disabilities not being served in least restrictive environments. By using these factors to select subgrantees, the state has not only identified regions that are underserved with high-quality Pre-K but also regions that will receive the greatest benefits from the services offered. In summary, the selection of these regions enables the state to meet the goals outlined in the overall ambitious and achievable plans found in Selection Criteria A and D.

(D)(1) How the State Has Selected Each Subgrantee and Each High-Need Community

Georgia's Pre-K Plus (GPP) will build on the strength of the current Georgia's Pre-K while raising quality and increasing the comprehensive services offered to children and families. GPP classrooms will be composed of federally funded "new" slots, federally supported "improved" slots, and state-funded slots. Having each type of slot in GPP classrooms ensures that the economically diverse make-up of the program remains intact and that GPP classrooms truly build on the current program.

The following details the process DECAL used in selecting regions and subgrantees. In each region, during the initial year of the grant, local school systems serve as the subgrantees. Some "regions" are constituted by one large local school system. Other regions are composed of

multiple school systems, in which case one was selected to serve as the hub. In subsequent years, additional providers, including private child care, Head Starts, technical schools, and other non-profits, will be eligible for GPP classrooms.

Expanding high-quality Pre-K programs includes increasing the number of slots and raising the quality of existing slots. The state has identified two strategies for increasing the number of slots: adding slots to the school-year Georgia's Pre-K, and expanding the Summer Transition Programs. In the school year classes, raising quality includes reducing child-to-teacher ratios to 10 to 1 (from 11 to 1), reducing class size to 20, and increasing comprehensive services offered to income-eligible children enrolled in GPP classes. As GPP classrooms will actively recruit eligible children with high needs including English learners and children with disabilities, it is important that the regions selected have the resources to recruit children and families from those populations.

Selecting regions for high-quality Pre-K expansion is complicated by the fact that all counties in the state are served by Georgia's Pre-K. Therefore, DECAL identified areas of the state with **high needs** that are **underserved** by current capacity. To determine "high needs," DECAL identified indicators related to poverty, English learners, and children with disabilities. To determine "underserved," DECAL used data related to saturation rates (the percentage of children served) and the number of children on waiting lists. In the final selection of the regions, DECAL also wanted to ensure geographic diversity, including both urban and rural areas) and that different areas of the state were selected

DECAL considered three county-level data points to determine high needs and two county-level data points to determine underserved. County-level data was used because it is the most consistent for all of Georgia's 159 counties. The three county-level indicators for high needs were: child poverty rate, percentage of children with a home language other than English, and percentage of preschool children with identified disabilities served in a segregated setting. The two indicators for underserved were Pre-K saturation rate (percentage of Pre-K slots out of estimated number of four year olds) and waiting list numbers. Each indicator was assigned a weight, and the weights were summed for each county. The counties with the highest scores were considered as potential regions. In areas with smaller populations, groupings of counties were identified. In counties with large populations, high-need zip codes were selected.

Once potential regions were identified, three other indicators were used to make the final selection: 1) participation by the local school system in Georgia's Pre-K; 2) Head Start enrollment; and 3) the capacity of current licensed child care facilities and their Quality Rated participation. These variables reduced the number of eligible regions but ensured that high-quality preschool expansion could occur.

The state selected five regions with a total of ten subgrantees for Year One. Additional subgrantees will be identified in Years Two, Three, and Four. The five regions were selected based on their scores and on ensuring geographic diversity. Each region represents an area with children and families with high needs. The five selected regions, representing five different areas of the state (Southwest, Southeast, Central, North, and Metro Atlanta), are highlighted in the map in Appendix 26. Each region represents pockets of underserved children. It is in these pockets that GPP services will be targeted.

As will be detailed in (D)(3), after the regions were selected, immediate outreach began with each local school system superintendent. With the exception of one county in the southwest region, all agreed to participate. After confirming their participation, each school system was surveyed to obtain additional information and to fully understand the regional "story."

Local school systems were identified as the initial subgrantees for several reasons. First, local school systems have the infrastructure to serve as "hubs" for identifying and supporting an expansion of comprehensive services. Many local school systems offer services for the populations identified in the grant, especially for children with disabilities. Local school systems are accustomed to working together, which is important since one school system will serve as a hub in partnership with other school systems. Second, local school systems have transition services in place, and many children are able to transition into the same school where they attended Pre-K. In some rural areas in particular, school systems represent the only available preschool option. Third, starting in school systems establishes uniformity across the regions, which is important during the first year of implementation. Finally, it will be important to create infrastructure in the first year of implementation that can be replicated or accessed in different settings. While GPP is built on the existing Pre-K infrastructure, additional infrastructure will be needed for successful implementation. This additional infrastructure established in Year One will be critical for successful implementation in Years Two, Three, and Four as other child care programs access and rely on this infrastructure.

Each region is described below, with a table of the three "high needs" indicators. The "underserved" indicators are reported in (D)(2). County-level data is reported for each county included in a selected region. Additionally, select narratives from the survey mentioned above are included. In regions where multiple counties are included (Southeast and Southwest), the child poverty rate, percentage of children with a home language other than English, and percentage of preschool children with disabilities served in a segregated setting are reported for each county. A rural or urban designation is also included. Georgia has no tribal areas or federally designated Promise Zones.

Taken as a whole, the five selected regions are a mix of rural and urban. Each county has a child poverty rate that is higher than the state average, with three counties in the Southwest region having a poverty rate that is more than 1.5 times the state average. In terms of the other two high-need indicators, percentage of children with a home language other than English and percentage of preschool children with disabilities served in a segregated setting, counties vary in terms of exceeding or meeting the state average.

Region One: Central Bibb County

Region	County	Zip Codes included in Region	Subgrantee: Year One	Rural	Child Poverty Rate[i]	% Children with a Home Language Other than English[ii]	% Preschool Children with Disabilities Served in a Segregated Setting
Central	Bibb	31201, 31204, 31206, 31217	Bibb County School District (Hub)	Urban	41.4%	5.6%	0.0%
Statewide					27.3%	14.6%	24.4%

[i] U.S. Census Bureau, Small Area Income and Poverty Estimates (SAIPE)
[ii] U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates

The Central region is composed of four zip codes in Bibb County. Bibb is home to the city of Macon, is centrally located, and serves as a central transportation hub since two of the state's four interstates intersect there. The system has a child poverty rate that exceeds the state average. While the percentage of English learners is below the state average, the system reports an increase in this population. Bibb County was recently selected as one of the four Early Education Empowerment Zones (E^3Zs) in the state, an initiative of Georgia's Early Learning Challenge agenda that aims to increase high-quality capacity in subsequent years. Two of the

four zip codes that DECAL proposes to target in Bibb County for GPP (31201 and 31206) were also identified as high-poverty zip codes in the Early Head Start – Child Care Partnership grant.

Of the four elementary schools currently offering Georgia's Pre-K in the four zip codes, all 110 current Georgia's Pre-K students are eligible for free or reduced lunch. In these zip codes, 51 children are defined as homeless, 40 children are in foster care, and 18 children are from military families. The system reports that it serves a large transient population due to the high poverty rates and has seen an increase in the proportion of English learners.

Bibb County School District has been able to offer the Summer Transition Program in the past and has experience in offering additional services. Currently, the region provides Early Head Start, Head Start, and is one of Georgia's home visiting program (MIECHV) counties. The region will benefit from expanded slots in the schools that currently do not offer Georgia's Pre-K and from increased summer slots. As an E^3Z, this region will benefit from that partnership opportunity and will be able to continue expanding slots in subsequent years.

Region Two: Metro Atlanta – DeKalb County

Region	County	Zip Codes included in Region	Subgrantee: Year One	Rural	Child Poverty Rate[i]	% Children with a Home Language Other than English[ii]	% Preschool Children with Disabilities Served in a Segregated Setting
Metro	DeKalb	30002, 30021, 30032, 30033, 30058, 30340	DeKalb County School District (Hub)	Urban	33.2%	18.7%	32.9%
Statewide					27.3%	14.6%	24.4%

[i] U.S. Census Bureau, Small Area Income and Poverty Estimates (SAIPE)
[ii] U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates

The Metro region is composed of six zip codes in DeKalb County. DeKalb is one of the most populous counties in Georgia. Parts of the county are located within the Atlanta city limits. The six zip codes selected are high poverty, with one of the zip codes also identified as a high-poverty zip code in the 2014 Early Head Start – Child Care Partnership grant. DeKalb County has large Head Start and home visiting programs.

DeKalb County has a child poverty rate that exceeds the state average, while also serving a larger percentage of children with a home language other than English and a larger percentage of children with disabilities served in a segregated setting. DeKalb County School District is the

largest Georgia's Pre-K provider in the state, serving over 1,800 four year olds and having a waiting list over 1,000. Like most of the Metro Atlanta area, population growth has exceeded capacity, and the large waiting list reflects a need to not only expand slots but also to increase capacity. A key focal point in this region will be to utilize the resources in Quality Rated and raise the quality of private child care to meet Georgia's Pre-K standards. DeKalb County School District identified these zip codes as specific schools that will benefit from increased summer slots and that have schools that have capacity to expand the number of Georgia's Pre-K classes offered.

The DeKalb school system continues to see an increase in children with a home language other than English and an increase in homeless children. Like Bibb, the county continues to see an increase in the transient population. Despite the challenges faced by this large, urban region, children and families would be able to access many resources with the support of GPP.

Region Three: North – Hall County

Region	County	Zip Codes included in Region	Subgrantees: Year One	Rural	Child Poverty Rate[i]	% Children with a Home Language Other than English[ii]	% Preschool Children with Disabilities Served in a Segregated Setting
North	Hall	30501, 30504, 30507, 30542	Hall County Schools (Hub); Gainesville City School System	Urban (with some rural pockets)	29.1%	35.2%	12.1%
Statewide					27.3%	14.6%	24.4%

[i] U.S. Census Bureau, Small Area Income and Poverty Estimates (SAIPE)
[ii] U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates

The North region is composed of four zip codes in Hall County. Hall has the second largest Hispanic population in the state, a very high percentage of children who are English learners, and a child poverty rate that exceeds the state average. In 2013-2014, 1.5 percent of K-5 children were considered migrant. One of the four targeted zip codes in Hall (30501) was also identified as a high-poverty zip code in the 2014 Early Head Start – Child Care Partnership grant.

This region is composed of two school systems: Hall County and Gainesville City. Gainesville is the largest city in the county. There is one Gainesville City school in this region.

According to the Gainesville City School System survey, 90 percent of the students are eligible for free or reduced lunch.

The demographics for the four Hall County Schools sites do not significantly differ from Gainesville City. Three of the four schools have percentages of eligibility for free or reduced lunch over 90 percent, and the percentage of children with a home language other than English continues to rise. The system reports that the geographic area of the system is large and there are substantial transportation needs that prohibit families from participating in their children's educational experiences.

The make-up of the two school systems in this region offers opportunities for additional collaboration facilitated by the Preschool Expansion Grant. Both systems report translation services, parent workshops, and family assistance that will be used for comprehensive services and support for GPP.

Region Four: Southeast – Liberty, Long, and McIntosh Counties

Region	County	Zip Codes included in Region	Subgrantees: Year One	Rural	Child Poverty Rate[i]	% Children with a Home Language Other than English[ii]	% Preschool Children with Disabilities Served in a Segregated Setting
Southeast	Liberty	All	Liberty County School System (Hub)	Rural	27.9%	9.8%	22.2%
	Long	All	Long County Board of Education	Rural	31.9%	6.5%	28.1%
	McIntosh	All	McIntosh County Schools	Rural	36.0%	5.6%	30.8%
Statewide					27.3%	14.6%	24.4%

[i] U.S. Census Bureau, Small Area Income and Poverty Estimates (SAIPE)
[ii] U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates

The Southeast region is composed of three counties. Each county has a child poverty rate that exceeds the state average. Both Liberty and Long counties serve a large number of military families, as the Fort Stewart military base is located in Liberty County. All three counties report an increase in the number of children with a home language other than English. In Long County, 4.2 percent of K-5 children were migrant in 2013-2014 according to Georgia Department of Education data.

Liberty County School System will serve as the hub. The county has created a stand-alone Pre-K center that serves over 500 four year olds in school-year slots. Of the 522 children, 147 are from military families. The county reports that serving a county with a large military installation increases the transience of students, with a 15 percent turnover in students during the 2013-2014 school year. The county also reports that 25 percent of students are being served in a non-traditional setting (e.g., by grandparents). The Pre-K facility provides on-site health screening and immunizations, resources that will help the program serve as a hub.

Long County Board of Education also serves a high percentage of children from military families. Of the 144 Pre-K children, 44 are from military families. The school system reports that the county has experienced tremendous enrollment growth over the past five years with new housing developments, but the county has little industry to strengthen the tax base. Thus families are living in the county but working in one of the surrounding counties. The county also reports an increase in their students with disabilities population.

McIntosh County has the highest child poverty rate of the three counties. McIntosh County Schools reported that the county has seen a declining economy with many residents reporting transportation needs.

Region Five: Southwest – Crisp, Macon, and Sumter Counties

Region	County	Zip Codes included in Region	Subgrantees: Year One	Rural	Child Poverty Rate[i]	% Children with a Home Language Other than English[ii]	% Preschool Children with Disabilities Served in a Segregated Setting
Southwest	Crisp	All	Crisp County Board of Education (Hub)	Rural	51.9%	7.5%	0.0%
	Macon	All	Macon County Schools	Rural	44.9%	5.8%	12.8%
	Sumter	All	Sumter County Schools	Rural	46.1%	7.2%	0.0%
Statewide					27.3%	14.6%	24.4%

[i] U.S. Census Bureau, Small Area Income and Poverty Estimates (SAIPE)
[ii] U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates

The final region, Southwest, is composed of three counties. These counties are in areas of the state that have tremendous industry loss, very high poverty rates, increases in migrant populations, and needs for services related to English learners.

Crisp County Board of Education will serve as the hub for this region. Similar to Liberty County, Crisp County has a stand-alone Pre-K center. Despite the high poverty rate, the program serves a significant percentage of four year olds and has been successful in recruiting hard-to-reach families. All 288 Pre-K children currently enrolled are eligible for free or reduced lunch, with 5.3 percent of K-5 students being homeless in 2013-2014. The system reported that many students enter Pre-K lacking prerequisite literacy skills, with parent engagement being a challenge. Despite a home visiting program in Crisp County, the county needs unified systems for tracking and coordinating supports for families. The Pre-K program has served as a leader in creating systems for supporting families and is therefore well equipped to serve as the hub. Crisp County has emerged as a leader in using assessment data. As the number of English learners has risen, the system reports a need in translation services.

Macon County Schools reports that four large employers have closed in the last five years. The school system is especially concerned about the closing of the county hospital, and many families do not have transportation to access medical care. The school system cannot offer immunization services and health screenings. Two zip codes in this region (31041 and 31063, both in Macon County) were also identified as high-poverty zip codes in the Early Head Start – Child Care Partnership grant.

Sumter County Schools reports similar demographics as the other two in this region. Approximately 90 percent of students in the school system qualify for free or reduced lunch. Over the past decade, several industries have left the county, and the school system was losing an average of 100 students per year, although the district has stabilized over the past couple of years. The system reports that 56 Pre-K children (out of 279) have been identified with disabilities or developmental delays.

In summary, the state has selected five regions to include in GPP to expand high-quality preschool programs. Each region exceeds the statewide child poverty rate and varies in terms of the other two indicators. Each region has unique challenges but also has resources that will help ensure success. The state will support each region in different ways and thus create a sustainable GPP model that can be brought to scale statewide when resources permit.

(D)(2) How Each High-Need Community Is Currently Underserved

In identifying the five regions for GPP implementation, the two primary indicators of **underserved** were Georgia's Pre-K saturation rate and Georgia's Pre-K waiting list. The Pre-K

saturation rate is a county-level indicator that measures the percentage of children served in Georgia's Pre-K out of the estimated number of four year olds. The waiting list indicator counts the number of children on the waiting list. While these indicators seem straightforward, there are limitations. The Pre-K saturation rate relies on county-level forecasts of four year olds. While DECAL has a good methodology in place to estimate the current number of four year olds at the county level, these may not account for the mobility trends the state is experiencing.

The waiting list indicator provides a "head count" of children on a provider waiting list. The accuracy of the waiting list is contingent on correct data entry, which can be inconsistent with over 800 separate providers. Also, some families want a "particular" Georgia's Pre-K provider and will choose not to enroll in Georgia's Pre-K if there is not a slot at that particular provider. Many places have high numbers on the waiting list, but many are in regions not considered high-need communities.

The five regions selected indicate areas that are underserved and that have the ability to expand in each year of the grant. As mentioned throughout the grant, all counties in the state are served by Georgia's Pre-K. The following provides additional data on each of the regions. Head Start enrollment data were also used in the region selection process, and the funded enrollment is reported for each region. Since funded enrollment in the Head Start Program Information Report does not disaggregate three and four year olds, these enrollment numbers are not factored into this table's reporting of the percentage of four year olds served.

Region	Four Year Olds[i]	FY15 Pre-K Slots[ii]	% Four Year Olds in Pre-K	Eligible Four Year Olds[iii]	Eligible Four Year Olds Served[iv]	% Eligible Four Year Olds Served	Head Start Slots (3s and 4s)	Waiting List
Central	1,463	792	54.1%	851	597	70.2%	111	93
Metro	3,484	1,936	55.6%	1,803	1,380	76.6%	306	1,345
North	2,063	1,100	53.3%	1,072	739	69.0%	216	65
Southeast	1,944	1,078	55.5%	1,127	536	47.5%	239	20
Southwest	992	660	66.5%	704	376	53.5%	412	8
Statewide	138,563	84,502	61.0%	77,082	46,587	60.4%	20,650	5,373

[i] From DECAL's county population forecasts (Fortner, 2013); estimated at zip code level based on county data and zip code enrollment.
[ii] Funded slots at current Georgia's Pre-K providers in each region
[iii] County-level children under 200% FPL rate (U.S. Census Bureau, 2008-2012 American Community Survey 5-Year Estimates) applied to the four-year-old population. At the zip code level, this likely underestimates the number of eligible children since the zip codes we have targeted are higher than the county's average poverty rate.
[iv] Site-level Georgia's Pre-K Category One percentage for FY14 (aggregated by zip code or county as appropriate for each region) applied to FY15 number of slots. Category One is an approximate measure for low income.

As the table illustrates, each region has sufficient need for high-quality Pre-K expansion. The first three columns in the table detail the saturation rates for each region. In four out of the five regions, the saturation rate is below the state average, indicating that there are underserved children. In the Southwest region, the saturation rate is higher than the state average, but as described in (D)(1), the area has very high poverty rates, increasing numbers of English learners, and increased need for comprehensive services.

The last three columns of the table indicate the number of Preschool Expansion Grant eligible (200% of FPL) four year olds in each region. As the table demonstrates, the percentage of income-eligible children currently served in a Pre-K program varies from a high of 76 percent in the Metro region to a low of 47.5 percent in the Southeast region. This indicates a need in two of the areas, Southeast and Southwest, to recruit additional income-eligible children. Overall, the table demonstrates that there are underserved areas in these five regions in terms of meeting the need for high-quality programs serving income-eligible children. Head Start is serving a significant proportion of these, but since the data is not disaggregated for four year olds only, it is difficult to know exactly how much of this need is being met through Head Start.

The table above indicates the need for expansion in the first year. The table below is focused on the ability of each region to expand into other Georgia's Pre-K settings in subsequent years. The table includes the licensed child care capacity of the area and the number of programs participating in Quality Rated. The purpose of these indicators is to ensure that each region has additional child care capacity and to gauge the quality of the programs. Though it is expected that all providers will be participating in Quality Rated by 2017, current participation rates indicate how quickly programs may achieve quality levels to qualify for additional Pre-K slots. Each region has a number of programs currently participating in Quality Rated, making potential expansion possible in later years. Additionally, there is sufficient licensed capacity in each region for additional expansion, though this number also refers to infant/toddler services. DECAL's infant/toddler consultants will work with GPP management to ensure that high-quality infant/toddler classes are not displaced for Pre-K expansion. Therefore, it is important that both indicators are examined.

Region	Four Year Olds	FY15 Pre-K Slots	% Four Year Olds in Pre-K	Head Start Slots (3s and 4s)	Licensed Birth-to-Five Capacity + Local School Pre-K (FY14)	Quality Rated Participation
Central	1,477	792	54.1%	111	7,349	27
Metro	3,482	1,936	55.6%	306	32,437	186
North	1,585	792	53.3%	216	6,328	19
Southeast	1,944	1,078	55.5%	239	3,669	34
Southwest	992	660	66.5%	412	2,181	16
Statewide	138,563	84,502	61%	20,650	405,705	1,389

In summary, subcriterion (D)(1) demonstrated the need for high-quality Pre-K services in each of the regions. Subcriterion (D)(2) illustrates, by examining saturation rates, the ability for each region to expand in the number of income-eligible children served.

(D)(3) How the State Will Conduct Outreach to Potential Subgrantees

Once the regions were selected, the state reached out to the local school systems in each county within the regions. Local school systems will be the subgrantees in Year One of the grant. In subsequent years, existing Georgia's Pre-K providers in other settings (e.g., local child care providers, Head Start) will be selected.

Once the regions were selected, intense recruitment began. Each local school system superintendent received an invitation to participate from the DECAL Commissioner. The initial invitation was followed by a conference call with each school system superintendent and their respective Georgia's Pre-K project director. During this conference call, an in-depth description of the project was shared. Once the systems agreed to participate, mutually agreed upon schools were selected, and the delivery model was individualized based on the data and the needs of that system. Some systems requested more Summer Transition Program slots, and some requested more school year slots. After the schools were finalized, letters of support and preliminary memoranda of understanding were received. Each system was also asked to complete and submit a questionnaire with additional quantitative data and some qualitative factors that will be used to discern additional community needs. (See Appendix 36 for a sample questionnaire.) Findings from the questionnaires are incorporated in subcriterion (D)(1).

Recruitment for Year Two will begin in the first year of the grant. The state will establish a grant application process to ensure that the high-quality standards will be met. This is the same process that has been used in selecting current Summer Transition Program subgrantees and in expansion funding for the current Georgia's Pre-K.

In summary, the review process consisted of: 1) selecting high-need communities; 2) inviting the local school systems in those communities (all current Georgia's Pre-K subgrantees) to participate; 3) identifying specific schools and collecting additional data; and 4) receiving the preliminary memoranda of understanding. In subsequent years, the state will solicit applications from qualified providers within these communities for GPP expansion.

(D)(4) How the State Will Subgrant at Least 95 Percent of Funds over the Grant Period to Subgrantees to Implement and Sustain Voluntary, High-Quality Preschool Programs

GPP is an augmented version of the state's current Georgia's Pre-K and is designed to increase access, raise quality, and positively impact school readiness scores for children with high needs. The augmentation of the current program will allow the state to: 1) increase access to high-quality programs by offering additional school year Pre-K and additional Summer Transition Program slots; 2) raise quality by reducing child-to-teacher ratios and class sizes; 3) improve school readiness scores for children with high needs by offering more comprehensive services to children from families with incomes at or below 200 percent of the Federal Poverty Line; and 4) improve school readiness scores for English learners and children with disabilities from income-eligible families by offering subgrantees additional professional development opportunities for recruiting and working with these populations.

To successfully meet the above-mentioned goals, GPP will subgrant more than (b)(4) percent of the total award to subgrantees who will implement high-quality preschool. The program currently awards over (b)(4) percent of state Pre-K funding to subgrantees.

GPP will be implemented in five regions of the state that are high-need communities. In these regions, existing Georgia's Pre-K providers will receive funds for new school year slots, receive funds to improve the quality of their existing school year slots, and receive funds for new slots in the Summer Transition Programs. The programs will receive sufficient funds to offer comprehensive services for income-eligible children, including English learners and those with disabilities. Additionally, the programs will receive resources to actively recruit children and families who are more likely to be isolated or have been traditionally harder to recruit.

Georgia's ambitious and achievable plan will positively impact the five identified communities. In terms of access, the state will increase the percentage served in each of these communities by at least 10 percentage points within the four years of the grant. Over the past

five years, the saturation rate has remained relatively constant; therefore, 10 percentage points represents an ambitious target.

With regard to quality, the state will improve the quality of slots for all children enrolled, not just those enrolled with federal funds. Children will benefit not only from smaller ratios and class sizes but through the professional development resources and supports that the state is offering programs. Furthermore, for the income-eligible children, quality will be raised not only through smaller ratios and class sizes but also with the addition of comprehensive services that will better prepare them for their K-12 experience and beyond. The state will continue measuring the improvement in quality with the CLASS, with current scores used as baselines. Finally, and most importantly, GPP will positively impact school readiness for the children enrolled. As detailed in (C)(5), Work Sampling Online measures will be used to gauge impact initially with additional school readiness indicators incorporated with the upcoming Kindergarten entry assessment. This means that children will enter school better prepared, helping these regions meet the state's educational goals and better preparing the population to meet the academic and workforce demands of the 21st century.

In Years Two, Three, and Four, the state will expand the number of subgrantees with GPP classrooms in each of the regions. As discussed above, the state is utilizing local school systems for year one but plans on expanding to other settings in order to meet the goals of the grant.

(D)(4)(a) Set Ambitious and Achievable Annual Targets

The following two tables detail the number of new school-year Pre-K slots and new summer Pre-K slots for the duration of the grant. The first table demonstrates how the state will reach the ambitious and achievable goal of a 10 percentage point increase in the saturation rate for school year slots, with a total increase of 1,044 high-quality school year slots. Georgia's plan will also add 1,650 new high-quality summer preschool slots and 948 improved slots. By the end of the grant period, Georgia's Pre-K Plus will encompass a combined total of 3,642 improved school year, new school year, and new summer slots.

Georgia's Pre-K Plus School Year New Slots						
Region	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**	**Saturation Increase**
Central	90	36	18	18	162	11.1%
Metro	114	76	94	74	358	10.3%
North	92	58	38	38	226	11.0%
Southeast	14	72	76	36	198	10.2%
Southwest	46	54	0	0	100	10.1%
Total	**356**	**296**	**226**	**166**	**1,044**	

Georgia's Pre-K Plus Summer Transition New Slots					
Region	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Total**
Central	180	60	60	0	300
Metro	180	60	60	0	300
North	286	74	30	0	390
Southeast	270	60	0	0	330
Southwest	330	0	0	0	330
Total	**1,246**	**254**	**150**	**0**	**1,650**

(D)(4)(b) Incorporate Expansion and Improvement of State Preschool Program Slots

To meet the definition of a high-quality preschool program, reduced class size and ratios will be required for classrooms receiving slots funded by this grant. The current class size will be lowered from 22 to 20 students and child-to-teacher ratios will be decreased to 10 to 1. Programs will receive funds attached to the new slots and the improved slots to meet these new requirements.

(D)(4)(b)(i) Expansion of the Number of New High-Quality State Preschool Program Slots

To increase access for children from families at or below 200 percent of the Federal Poverty Line to high-quality Pre-K programs, the state needs to add additional Pre-K slots in identified regions while also raising quality. The state's ambitious and achievable plan incorporates both: in the five regions additional school year slots will be added, and the programs will receive funds to incorporate the three characteristics of high-quality preschool not currently in Georgia's statewide Pre-K model. In Georgia's ambitious and achievable plan, 356 school

year slots will be added in Year One, followed by increases of 276, 226, and 166 slots in Years Two, Three, and Four respectively, for a net increase of 1,044 slots. Increasing slots in these regions will raise the saturation rate for each region by 10 to 11 percentage points, which will place all five regions at saturation rates over 65 percent. In fact, one region will be over 75 percent. Considering that Pre-K is voluntary and many parents choose for their children to attend a non-Georgia's Pre-K setting or to continue staying at home, any saturation rate over 60 percent is meeting the demand of the community. As Georgia currently serves a large number and percentage of children, an increase of 10 percentage points represents an ambitious target. Furthermore, for children at or under 200 percent of the Federal Poverty Line, Georgia's targets will increase the percentage of eligible children served to at least 65 percent, and over 96 percent in one region. This represents a 14 to 21 percentage point increase per region.

These saturation rates do not include Head Start enrollment. The reported number of slots from Head Start is from the 2013-2014 school year (in contrast to the Pre-K funding slots for 2014-2015), and the Head Start funded enrollment at the provider or county level that is reported in Head Start Program Information Report data includes three and four year olds. Since four year olds served by Head Start cannot be disaggregated, the Head Start rates are not included in the saturation rates. However, a small-to-moderate percentage of eligible children are also served in Head Start in each of the five regions.

GPP expansion also includes adding slots for the Summer Transition Programs: Rising K and Rising Pre-K. Through this grant, DECAL proposes to add 880 new Rising K summer slots and 770 new Rising Pre-K summer slots. In both the Rising Pre-K and Rising K summer programs, children served are eligible to attend Pre-K as well. In fact, many will attend or have attended Pre-K, though that is not a requirement, and programs are asked to recruit a certain number of children for the Rising K summer program who did not attend Pre-K the previous school year. In terms of access to high quality, both Summer Transition Programs include all 12 characteristics in the definition of a high-quality preschool program. The ratios and class sizes are lower, while a full range of comprehensive and transition services are offered. Participation in Summer Transition Programs is already income based.

Despite the demonstrated impact of the Summer Transition Programs, the state has not been able to offer a large number of slots. In 2014, there were 992 slots in 62 classrooms in the Rising K summer program. For the Rising Pre-K program, there were 280 slots in 20 classrooms.

Adding GPP funding with current funds from the Child Care Development Fund (CCDF) will greatly expand these programs, with an 89 percent increase in Rising K slots and a 275 percent increase in Rising Pre-K slots statewide. As the evaluation results demonstrate (see (B)(4)), expanding access to the Summer Transition Programs is expanding access to high-quality Pre-K. Incorporating these slots in the state's already ambitious plan to increase the school year saturation rate will help Georgia meet its school readiness goals.

In summary, the state has set ambitious targets for access to high-quality Pre-K. As presented in Table A in the Excel spreadsheet, the state will add over 1,000 new Pre-K slots over the course of the grant. (New slots for school year and summer are combined in Part III of Table A.) In addition, the state will add 1,650 new Summer Transition Program slots, divided between Rising Pre-K and Rising K. These new slots will greatly expand access to children with higher needs and ensure that the state meets the school readiness goals established in subcriterion (A)(5).

(D)(4)(b)(ii) Improvement of Existing State Preschool Program Slots

To create GPP, the state is augmenting the current Georgia's Pre-K. The augmentation includes raising the quality of current Pre-K slots that will be incorporated into GPP. Raising the quality will entail reducing ratios and class size while adding additional comprehensive services. In Georgia's ambitious and achievable plan, an estimated 856 current Pre-K slots will be improved in Year One. Additional slots will be improved each year to the level of quality described in this grant, rising to 948 existing slots that will be improved by the end of the grant period. Through these improved slots, 40 percent of existing classrooms in the five regions will be improved to meet the high-quality preschool program definition.

As discussed in subcriterion (E)(7), Georgia is maintaining one of the cornerstones of Georgia's Pre-K in the GPP delivery model: children served in economically diverse classrooms. As research continues to demonstrate, children served in economically diverse settings benefit from the interaction with their same aged peers (Barnett, 2013; Henry et al., 2005). The 2013 evaluation of Georgia's Pre-K found significant impacts of Georgia's Pre-K across key domains of learning; however, the study did not find significant differences in impact by socio-economic characteristics, suggesting that the program benefits all children and that the inclusion of more socio-economically advantaged children did not dilute needed resources and supports from children who may have qualified for a targeted program (Peisner-Feinberg, 2013).

It was important to implement GPP and maintain the universal, economically diverse characteristics of the current program. In each Georgia's Pre-K classroom, there will be federally funded "new" slots, federally funded "improvement" slots, and state funded Pre-K slots. Children served in expansion and improvement slots will be at or below 200 percent of the Federal Poverty Line. For each classroom, it is estimated that 40 percent of the children are above 200 percent of the Federal Poverty Line and thus would remain in an existing state-funded slot. This model of 60 percent income eligible and 40 percent non-income eligible ensures that the successful mixed-income delivery model of Georgia's Pre-K remains intact. Income-eligible children will receive all comprehensive services while those who are not income eligible will nevertheless benefit from reduced class sizes and additional family engagement.

(D)(5) How the State, in Coordination with the Subgrantees, Plans to Sustain High-Quality Preschool Programs After the Grant Period

Georgia's Pre-K currently meets nine of the 12 characteristics in the grant definition of a high-quality preschool program. The three not met are 1) child-to-teacher ratios of 10 to 1 (currently 11 to 1); 2) class sizes of no more than 20 (current class size is 22); and 3) comprehensive services. While the grant opportunity provides the state with four years of funding to augment Georgia's Pre-K and create GPP, the state has proposed an ambitious and achievable plan that will facilitate sustainability of the high-quality characteristics implemented through GPP.

The state is committed to reducing ratios and decreasing class sizes for all Georgia's Pre-K providers. DECAL has been working closely with the Governor's staff and the Governor's Office of Planning and Budget to reduce ratios and decrease class sizes. Since these decreases in ratio and class size would increase the number of classes to serve the same number of children, moving all classes to reduced ratios and smaller class sizes is not something that can take place in one year. However, the state is committed to bring back reduced ratios and class sizes over time.

The third quality improvement implemented under GPP is the addition of comprehensive services. As detailed throughout the grant, early learning providers will be provided additional funds to implement comprehensive services, but they will not be provided a staff person who is physically located at each facility. Rather a staff person will be located at the hub. A critical component of this staff person will be to help programs develop processes for identifying gaps in

services and obtaining resources to provide those services. The state is supporting this effort by providing resources through the statewide family engagement specialist and the statewide inclusion specialists. The hub will help each program develop the processes and procedures for sustaining comprehensive services.

The last sustainability process addresses the new slots added for the Summer Transition Programs. As the evaluation results have been stronger than expected, the state is committed to establishing Summer Transition Programs as a permanent fixture in Georgia's Pre-K. Therefore, the state will continue to allocate monies from CCDF to the summer program and establish a formula for using state funds to continue supporting and expanding this program ensuring the new slots added through this grant remain in place.

Selection Criterion D – Ambitious and Achievable Plan

(1) Key Goals

1. To expand high-quality preschool programs in five high-need communities.

(2) Key Activities, Rationale, and, if applicable, Where Implemented and Scale-up Plans

Rationale	Where Implemented	Scale-up Plan
Activity 1: Expand the number of high-quality Pre-K school year slots in five regions		
Increasing the number of slots and raising the quality will provide additional supports to children and families with high needs.	Five Regions	In the five regions, the state is committed to continue expanding in areas where there are demonstrated needs.
Activity 2: Expand Summer Transition Program slots in five regions		
The state has evidence of the impact of the Summer Transition Program for children with high needs	Five Regions	In the five regions, the state is committed to continue allocating additional funding for Summer Transition Programs.
Activity 3: Implement a financial model and process to administer high-quality Pre-K in the five regions		
Georgia's Pre-K will be augmented for GPP. Certain processes will need to be revised for GPP reporting. These activities will increase accountability.	Five Regions	Any further revisions will be included as part of state infrastructure.
Activity 4: Raise quality in the current Georgia's Pre-K		
To meet the 12 characteristics of a high-quality preschool, Georgia's Pre-K will be augmented to reduce class size and implement smaller ratios.	Five Regions	In the five regions, the state is committed to continue supporting smaller ratios and reduced class sizes.
Activity 5: Offer additional comprehensive services (see Selection Criterion E)		
To meet the 12 characteristics of a high-quality preschool, Georgia's Pre-K will be augmented to offer additional comprehensive services.	Five Regions	In the five regions, the state is committed to continue supporting additional services.

(3) Timeline and Milestones for Each Key Activity

Activity/Milestone	2015		2016		2017		2018	
	Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec
Activity 1: Expand the number of high-quality Pre-K school year slots in five regions								
Identify schools in each region for expansion with Year One subgrantee	X	X						
Development application process for additional GPP providers for school year slots.	X							
Identify additional providers for Years Two, Three, and Four		X	X	X	X	X		
Activity 2: Expand Summer Transition Program slots in five regions								
Identify schools in each region for Summer Transition Programs (Year One subgrantee)	X	X						
Development application process for additional GPP providers to Summer Transition Program slots	X							
Identify additional providers for Years Two, Three, and Four for Summer Transition Programs		X	X	X	X	X	X	X
Activity 3: Implement a financial model and process to administer high-quality Pre-K in the five regions								
Revise grant checklist for GPP providers	X	X						
Revise current Pre-K database for reporting purposes	X	X						
Revise current Georgia's Pre-K reconciliation form for GPP	X	X						
Monitor GPP providers		X	X	X	X	X	X	X
Activity 4: Raise quality in current Georgia's Pre-K								
Reduce ratios	X	X	X	X	X	X	X	X
Reduce class sizes	X	X	X	X	X	X	X	X
Activity 5: Offer additional comprehensive services (see Selection Criterion E)								
Hire hub coordinator for each region	X							
Conduct needs assessment with each GPP provider		X		X		X		X
Identify resources	X	X	X	X	X	X	X	X
Implement services		X	X	X	X	X	X	X

(4) Party or Parties Responsible for Each Activity and Key Personnel Assigned to Each Activity

- Activity One: GPP Director
- Activity Two: GPP Director
- Activity Three: GPP Director/Assistant Commissioner for Pre-K
- Activity Four: GPP Director, Pre-K Staff
- Activity Five: Subgrantees

(5) Financial Resources to Support Successful Implementation and Sustainment

Current state-level infrastructure resources and 95 percent of requested grant funds ($32,488,820).

(6) Supporting Evidence

- Georgia's Pre-K Plus Region Map (Appendix 26)
- Subgrantee Demographic Profile (Appendix 36)
- Subgrantee Preliminary MOUs
- Table (D)(4) and Table A

(7) Performance Measures, where applicable

- Increase the saturation rate by 10 percentage points in each identified region.

(8) Addressing the Needs of Eligible Children, including Those in Need of Additional Supports

The regions chosen for GPP have significant numbers of families living in poverty and higher percentages of children learning English and children with disabilities who are receiving their special education services in segregated settings. Expansion of Georgia's Pre-K and Summer Transition Programs in these areas, overlaid with the availability of accessible comprehensive services, will ensure that children with high needs and their families have access to high-quality preschool programs that are inclusive and culturally and linguistically responsive and that offer well-coordinated comprehensive services targeted to each family's specific needs.

E. Collaborating with Each Subgrantee and Ensuring Strong Partnerships

(E)(1) Roles and Responsibilities of the State and Subgrantees

Georgia's Pre-K has existed for over twenty years with a delivery model built on a strong state-to-subgrantee partnership. DECAL provides a grant to each subgrantee to administer the program and meet high-quality standards. Other states manage their Pre-K programs by contracting only with local school systems or administer their programs through early learning intermediaries. Georgia, however, contracts **directly** with a variety of providers: private child care, local school system, Head Start, military bases, technical schools and colleges, or not-for profits in **all** of Georgia's 159 counties. Each subgrantee agrees to meet Georgia's high Pre-K standards, including hiring teachers with a four-year degree, selecting a state approved curriculum aligned with the state early learning and development standards, and attending state-mandated professional learning. The state provides a per-pupil payment for the school year program. Summer Transition Programs are contracted to subgrantees through a block grant that includes salaries, transportation, family support services, and administrative costs.

The delivery model used in Georgia's Pre-K will also be employed in Georgia's Pre-K Plus (GPP) program. The state will contract directly with each subgrantee (local school systems in Year One with an expansion to other types of providers in Year Two, Three, and Four). The subgrantees will agree to meet all high-quality standards. Georgia's Pre-K currently meets nine of the 12 high-quality preschool standards as identified in the application.

The following table summarizes the roles and responsibilities of the program subgrantees, hub subgrantees, and the state.

Roles and Responsibilities		
Program Subgrantee	**Hub Subgrantee** (one in each region)	**DECAL (State Grantee)**
• Implement GPP (school year program) and the Summer Transition Program which meet the twelve quality benchmarks • Hire and supervise qualified staff • Recruit eligible children and hard-to-reach families (homeless, migrant, in child welfare system, military families, etc.) • Ensure children with disabilities are served in the least restrictive environment • Implement a Georgia's Pre-K inclusion classroom with braided part B funding • Offer transportation services to meet community needs • Implement appropriate child instruction and assessment practices based on existing Pre-K policies including the use of an approved curriculum and Work Sampling System Online Child Assessment • Ensure staff participate in all required professional learning activities • Ensure comprehensive services are delivered • Implement evidence based parent leadership program • Develop and implement parent satisfaction measures • Participate in statewide evaluation activities	• Fulfill responsibilities as a program subgrantee for its own sites • Hire and supervise a coordinator of early learning services to work with each GPP subgrantee • Develop and support other subgrantees in delivering family engagement activities for the region • Monitor the availability and delivery of comprehensive services for children enrolled in each subgrantee in the region • Assist program subgrantees in recruiting and enrolling eligible children and families • Collaborate with DECAL to identify where state-level resources are needed • Identify and partner with local entities, such as technical colleges and health care providers, to provide key services • Identify existing resources and address gaps by coordinating efforts across early learning, health, child welfare, and family support services • Map and coordinate funding and resource allocation to maximize efficiency and effectiveness • Conduct outreach activities to local child care providers	• Develop GPP policies and guidelines • Select and monitor program and hub subgrantees • Create Professional Learning Communities and provide other professional learning • Provide on-site technical assistance through existing Georgia's Pre-K consultants • Provide subgrantees additional supports through other early education state programs (Quality Rated, subsidy, inclusion specialists, etc.) • Collect data and conduct additional evaluation activities • Convene existing Georgia's Pre-K Advisory Groups • Ensure alignment of GPP to support the state's birth to third grade continuum at the state and community level (i.e., Georgia Program for Infant and Toddler Care, Quality Rated [Georgia's quality rating and improvement system], local education agencies, after school care, IDEA Parts C & B, etc.)

In conclusion, the state's role will be to use existing processes to ensure that the goals of GPP are met by supporting and monitoring each subgrantee. The state will partner with two types of subgrantees. The first type, program subgrantee, will be responsible for implementing a high-quality program that meets all of the program standards and offers comprehensive services. The second type, hub subgrantee will fulfill the role of a program subgrantee in its community but will have the added responsibility of working with other subgrantees to identify the best mechanism for delivering comprehensive services in their region.

(E)(2) How High-Quality Preschool Programs Will Be Implemented

The findings of the ongoing evaluation of Georgia's Pre-K demonstrate that 1) the quality of Pre-K classrooms is consistent across a range of program settings, and 2) the program enhances skills that help prepare children for Kindergarten and significantly improves school readiness skills in language and literacy and math (Peisner-Feinberg, Schaaf, & LaForett, 2013; Peisner-Feinberg et al., 2014). Georgia has created the infrastructure and organizational capacity necessary to offer a scalable, statewide high-quality program.

The GPP implementation model builds on Georgia's current delivery model. As outlined in Selection Criterion A and verified by the Pre-K Quality Study, Georgia has offered a full-day, high-quality Pre-K program for over 22 years. Since 2010, the state has offered a high-quality Summer Transition Program that targets families with lower incomes (85% of the state median income) and offers additional comprehensive services. Monitoring occurs at both the state and local level. The state's long history of implementing a Georgia's Pre-K school year and Summer Transition Program demonstrates the state's ability to subcontract with grantees and ensure high-quality standards are met.

Georgia's Pre-K's current delivery model, including monitoring, payment, data collection, and high-quality standards, will be used to implement GPP by contracting directly with current Pre-K providers. These providers have agreed to increase the quality of their programs by using grant funds to reduce class size, offer comprehensive services, and implement additional family engagement activities.

In summary, the state will augment the current Georgia's Pre-K to expand access and increase services to children funded under the grant. Children and families served through the grant will benefit from enhanced services including summer instructional time to prepare them for Kindergarten and reduced class sizes. They will also benefit substantially from the mixed-income delivery system that ensures children from diverse socio-economic settings attend the same Pre-K class.

Organizational Capacity of Subgrantees

Local school systems in the five targeted regions have been identified to participate in the first year of the grant. DECAL targeted school systems in the first year of the grant because of their ability to align services across community partners. Contracting with school systems in Year One allows DECAL to build capacity in child care through its Quality Rated program.

Additionally, the identified school systems have demonstrated their interest in building a birth to third grade continuum through participation in the *Get Georgia Reading!* Grade Level Reading Campaign and other system initiatives outlined in Selection Criterion E.

Providers currently participating in Georgia's Pre-K have demonstrated that they have the infrastructure to implement a high-quality preschool program for four year olds. The infrastructure required to administer Georgia's Pre-K includes: 1) a designated administrative staff including a Project Director (system level) and a Site Director (school level); 2) demonstration of financial viability and fiscal integrity through the submission of annual reporting; 3) the ability to receive payments electronically and reconcile their Pre-K budget to meet program requirements; 4) qualified instructional staff including a lead teacher with a minimum of a bachelor's degree and an assistant teacher with a minimum of a Child Development Associate; 5) appropriate implementation of instructional practices including curriculum and assessment; 6) technological systems allowing for electronic submission of payments, student rosters, and classroom support, such as Work Sampling Online and instructional planning; and 7) licensure or accreditation demonstrating the ability to meet basic health and safety requirements.

Programs have demonstrated the ability to identify, recruit, and enroll children from hard-to-reach families by offering supports, such as before and after care, transportation, and other targeted outreach to underserved populations. GPP will provide additional strategies and support for recruiting and serving eligible families. A key component of the Georgia's Pre-K application is the expansion of the Summer Transition Program.

While each community may vary in specific delivery of services, the following chart details how comprehensive services will be delivered:

Comprehensive Services	
Comprehensive Service Area	**Implementation**
Screenings for hearing, vision, dental, health and referrals and assistance obtaining services when appropriate	Currently, Georgia's Pre-K requires that children receive a hearing, vision, and dental screening. The hub coordinator will work with each program to identify a sustainable resource (for example local health departments) for health screenings and any referrals/services for children in slots funded by this project.
Culturally and linguistically responsive	DECAL will support local family engagement by leveraging economics of scale, such as making resources available in multiple languages and utilizing the state-level early education

family engagement opportunities	family engagement specialist to help hub coordinators support the providers. Each provider will be responsible for ensuring that family engagement activities occur, including making a minimum of one home visit per family each school year and using a research-based family engagement curriculum that supports family leadership development. The hub coordinator will serve as a resource for identifying and obtaining resources.
Nutrition services	All Georgia's Pre-K providers are required to serve meals that comply with USDA guidelines. Subgrantees will also be required to implement an evidence-based nutrition curriculum such as *Eat, Play, Grow* and to offer nutrition education to families. DECAL's state-level nutritionist will support subgrantees in choosing and using a curriculum.
Services coordinated with LEA's and early intervention service providers	For children with disabilities, the subgrantee is responsible for working with each LEA to ensure that the services required in an IEP are delivered in an inclusive environment. DECAL's inclusion specialists will assist the subgrantee.
Physical activity services aligned with evidence based guidelines that take into account and accommodate children with disabilities	Physical Development and Motor Skills is one of the domains of the Georgia Early Learning and Development Standards. Pre-K program guidelines require that programs include daily gross motor activities in lesson planning. Subgrantees will be required to implement an evidence-based physical activity curriculum such as *I Am Moving, I Am Learning*. Subgrantees will work with each child's IEP team and with the DECAL inclusion specialists to modify gross motor activities to ensure participation by children with disabilities.
Partnerships with links to community services such as housing, social services, food pantries, and adult literacy services	The hub coordinator will help link each subgrantee with community providers to identify specific services available in the community and to ensure that families needing those services are aware of and able to access them.
On-site coordination of services	The hub coordinator will work with subgrantees to coordinate onsite services as appropriate and identify other delivery sites that will meet the needs of the families in individual communities.
Additional support services determined by the state if appropriate	Programs that have identified other support services, such as transportation, as a barrier for enrolling families may use the Quality Supplement to meet those needs.

To help GPP providers meet all the high-quality characteristics and to maximize services in their local communities, each subgrantee will receive a Quality Supplement per class. This supplement can be used for attracting and retaining highly qualified teachers, providing additional comprehensive services to families based on unique community needs, overcoming transportation barriers to eligible children's participation, and supporting high-quality professional learning. Subgrantees will be advised on how to maximize the funding at the class and program level.

As discussed at the beginning of this section, the state will contract directly with current Georgia's Pre-K providers to implement GPP. These providers have proven that they are capable of implementing Georgia's Pre-K and have the existing infrastructure and organizational capacity to meet the additional requirements of GPP.

(E)(3) How Subgrantees Will Minimize Local Administrative Costs

Georgia's Pre-K builds on existing administrative infrastructure of early learning providers such as school systems, Head Start, and child care programs. This allows for administrative cost to be limited to a modest increase due to any additional workload or overhead costs. The Georgia's Pre-K model limits administrative costs to six percent per subgrantee and requires each program to submit a budget reconciliation annually.

DECAL has an audits and compliance unit that monitors financial compliance for all federal and state programs that DECAL oversees and reviews financial reconciliation documents.

Each year, at least 10 percent of all Georgia's Pre-K programs are selected to receive an agreed upon procedure review. The audits unit uses a risk matrix to select programs for a full financial audit. Indicators on the risk matrix include a consultant observing a lack of supplies in classrooms, reporting of inappropriate use of funds, inaccurate roster or program data and noncompliance with other programs administered by the department.

As a result of these efforts, DECAL has lowered the fraud rate in all its programs. These same policies and procedures will be employed for GPP to ensure that administrative costs are limited to six percent.

(E)(4) How the State and Subgrantees Will Monitor Early Learning Providers

GPP will use Georgia's Pre-K's existing robust monitoring and support system to ensure high quality and to provide for continuous improvement. This monitoring and support is structured at the state and the local level. At the state level, DECAL will continue to support subgrantees by developing state policy and guidelines, managing financial resources through electronic payments and reporting, coordinating state level supports such as subsidy for before and after care, and implementing evidence based professional development for administrative and instructional staff.

At the regional level, each subgrantee is supported through a regional Pre-K consultant. The role of the Pre-K consultant is to provide technical assistance, to deliver professional development including coaching and facilitating professional learning communities, and to monitor for compliance to program standards. Customer service evaluations of Pre-K consultants indicate that providers value their relationship with their Pre-K consultant and view their relationship as more than monitoring. An annual customer service survey consistently finds high scores for the Pre-K division.

Compliance monitoring is conducted using announced and unannounced on-site visits throughout the year to evaluate program compliance and provide support to increase success. The consultants communicate a clear understanding of program expectations and provide providers with tools to increase internal program monitoring and support their programs. In addition Georgia's Pre-K uses the Classroom Assessment Scoring System (CLASS) to inform teacher professional development and program improvement.

When subgrantees struggle to meet program standards, additional support is provided through the Quality Improvement Program. Programs in the Quality Improvement Program are placed in a probationary status and receive additional targeted support to improve their quality. This support follows a specific track of visits with coaching and support based on a plan to correct deficiencies and increase program quality. The goal of the probation process is to build a subgrantee's internal systems for monitoring and maintaining quality. If programs in the Quality Improvement Program do not demonstrate improvement, they are terminated from Georgia's Pre-K (Appendix 24).

(E)(5) How the State and Subgrantees Will Coordinate Plans

Since GPP participants are current Georgia's Pre-K subgrantees, they will be familiar with the state's current policies and practices related to coordination. Furthermore, the state has the infrastructure to support any additional coordination needs specific to GPP. For family engagement and cross-section and comprehensive services, the regional hubs will serve as direct resources to each subgrantee. It is important to note that the regions selected align with the Georgia Department of Public Health, the Georgia Department of Human Services, and the Georgia Department of Education's Regional Education Service Areas, so the cross-sector resources will be better coordinated. The following details specific areas where coordination will be needed and how coordination will be accomplished in GPP.

- Assessment: As detailed in other sections of the grant, Georgia's Pre-K utilizes the Work Sampling System as a formative assessment. Since 2013, all Georgia's Pre-K are required to use the electronic version, Work Sampling Online. The online version allows for increased individualized instruction as teachers are able to tailor the reporting process to specifically meet the needs of their classroom and students. Since programs are using Work Sampling Online, the state is able to facilitate data sharing between Pre-K programs and Kindergarten teachers. Work Sampling data is linked to the state's longitudinal data system through the use of the Georgia Testing ID (GTID) a unique ID assigned to children during their Pre-K year. Thus Kindergarten teachers can access assessment data before children begin Kindergarten. The same process will be used in GPP with an indicator that the child's slot was federally funded.
- Data Sharing: As detailed above, the state can already access assessment data and include Work Sampling System data in the K-12 longitudinal data system. Other data sharing also occurs from DECAL to GA AWARDS (the state's birth-workforce longitudinal data research system funded as part of Georgia's Race to the Top). Program and classroom level demographics are electronically monitored through DECAL's own data system (PANDA); this data is also included in the longitudinal data system.
- Instructional Tools: The Georgia Early Learning and Development Standards (GELDS) form the foundation for Pre-K classroom instruction. Programs are required to select an approved curriculum that is aligned with the GELDS and with the Work Sampling System. Lesson plans are individualized using assessment information as well as IEP

goals for children with disabilities. As detailed in Selection Criterion C, each Pre-K provider has a Georgia's Pre-K consultant who provides on-site technical assistance and monitoring. Through their assigned Pre-K consultant, each GPP subgrantee will receive needed instructional tools and resources.

- Family Engagement: Family engagement is critical component of GPP. While family engagement is part of Georgia's Pre-K, the program's family engagement activities are not sufficient to meet the needs of many of the children and families who will be served in GPP. Therefore, DECAL proposes to fund a state-level coordinator of early learning services. This position will create a state plan for implementing comprehensive services to GPP providers and provide support and resources to each hub subgrantee. The support and resources will help hub subgrantees in choosing and implementing an evidence-based family engagement curriculum that supports family leadership development. Subgrantees will conduct structured family engagement activities using the curriculum. These activities will focus on helping families support their children's early learning at home and will support families in making decisions about their child's education.

  GPP subgrantees will be required to conduct a minimum of one home visit per child at the start of the school year and a minimum of two parent conferences during the year to discuss the child's progress. Structured and effective communication between the subgrantee, the hub, and the state will ensure that families are engaged and have the resources they need to support their child's school success.

- Cross-Sector and Comprehensive Services Efforts: Hubs will support each subgrantee in identifying and obtaining comprehensive services to meet the needs of the children and families in the program. Each regional hub coordinator will be familiar with local cross-sector services and will work with the subgrantee project director to identify community-level resources and supports to ensure that all comprehensive services are available. The hub coordinators will also have access to state-level resources.

- Professional Development and Workforce/Leadership Development: Georgia's Pre-K has a long tradition of providing high-quality professional development and of tailoring professional development to meet specific program/teacher needs. Professional development and workforce/leadership development will be supported at the state level. Depending on the needs of the community, teachers in GPP will work with their Pre-K

consultant, regional hub coordinator, and state-level directors to identify training based on the community's needs. In some cases, teachers will be assigned to professional learning communities.

In summary, the state will use the existing infrastructure embedded in the current Georgia's Pre-K to ensure appropriate coordination of assessment, data, and professional development. The regional hubs will facilitate coordination of family engagement and comprehensive services.

(E)(6) How the State and Subgrantees Will Coordinate, but Not Supplant, the Delivery of High-Quality Preschool Programs

In Georgia, state and federal early education programs and child care licensing are housed within a single education department focused on young children. DECAL oversees Georgia's Pre-K and Quality Rated, the state's tiered quality rating and improvement system. DECAL serves as the lead agency for the state's Early Learning Challenge grant (awarded in 2013) and the federal Child Care Development Fund (CCDF). In addition, DECAL houses the Head Start State Collaboration Office and coordinates directly with Head Start grantees to braid Georgia's Pre-K and Head Start funding to provide comprehensive services for eligible families.

Having these programs in one department facilitates early education alignment and uniquely positions DECAL to leverage partnerships and execute formal agreements with state agencies administering other federal programs. DECAL works with the Georgia Department of Education, which administers Title I of the ESEA; Section 619 of Part B of IDEA, and subtitle VII-B of the McKinney-Vento Act. DECAL coordinates with the Georgia Department of Public Health, which administers Part C of IDEA (Babies Can't Wait early intervention program). Formal agreements between the departments allow for service and data coordination. These established links ensure that children with developmental needs are identified early and that programs communicate effectively to ensure seamless transition of children with disabilities into other services. Agreements address referrals, transitions, and the inclusion of teachers as active participants in developing and implementing the strategies in the child's IFSP and in developing the IEP at transition. An active Part C State Interagency Coordinating Council provides overall structure to support effective, ongoing communication between agencies. The Council's members include DECAL staff representing child care and representatives from IDEA Part B, the Georgia Head Start Association, the Division of Family and Children Services, Medicaid,

and local early intervention providers. Due to the structure described above, DECAL is uniquely qualified to ensure that multiple funding streams are coordinated to supplement, not supplant, existing funding streams.

(E)(7) How Subgrantees Will Integrate High-Quality Preschool Programs for Eligible Children within Economically Diverse, Inclusive Settings

A strength of Georgia's Pre-K is its delivery system that allows for classes to be composed of children from mixed-incomes. The program is universal, i.e., open to children of all income levels and children of all ability levels. The universal, mixed-income delivery approach ensures settings where peer-to-peer learning is maximized and has helped solidify Pre-K as part of the state's educational continuum. Georgia's families and policy makers see the benefit of a full-day, high-quality program open to all children and are strong advocates for the program.

The current universal program serves a significant number of children whose family income is at or below 200 percent of the Federal Poverty Line. Georgia's Pre-K providers use income related data to designate children as Category One and may receive additional funding for some services based on the percentage of children they serve who meet the Category One eligibility requirements. Category One is determined by the child's or family's participation in one of the following: free or reduced meals, SNAP, Supplemental Security Income, Medicaid, TANF, or CCDF child care subsidy. In school year 2014, approximately 60 percent of children served in Georgia's Pre-K were designated Category One.

GPP providers will be selected from current Georgia's Pre-K providers in the five high-needs regions identified in Selection Criterion D. These providers will receive new slots (GPP Expansion) to expand their current program and provide comprehensive services. Additionally, a specific number of their current slots will be identified as improvement slots (GPP Improvement). Improvement slots will be funded with a blend of state and federal resources to maximize existing state funds. These slots will have comprehensive services paid for by federal funds.

Children served in both expansion and improvement slots will be from families with incomes at 200 percent of the Federal Poverty Line or lower. For each classroom, it is estimated that 40 percent of the children will come from families with incomes above 200 percent of the Federal Poverty Line. This model of 60 percent income eligible and 40 percent non-income

eligible ensures economically diverse and inclusive settings allowing the successful mixed-income delivery model of Georgia's Pre-K to remain intact.

(E)(8) How Subgrantees Will Deliver High-Quality Preschool Programs to Eligible Children Who May Be in Need of Additional Supports

GPP has been designed to support a wide variety of children and their families, especially those in need of additional supports. Building upon the successful Georgia's Pre-K allows grant funds to go to high performing programs experienced in supporting the needs of families and children in their local communities. GPP will offer support and funding to engage underserved preschool populations. The funding structure of GPP will allow flexibility in selecting and implementing services to meet the unique needs of children and families in each region. For example, the Southeast region serves many military families, and grant funding could provide services specific to their needs. In Bibb County, lack of high-quality after school services has been identified as a barrier to attending high-quality preschool. The flexibility of GPP funding will address these individual needs to support the participation of underserved populations.

As discussed in previous sections, the comprehensive services that grant funds will support are a strength of GPP. This will be especially important in supporting children and families from populations who may need additional supports. These include the following:

- Children with Disabilities: All children in Georgia who meet the age and residency guidelines, including children served by IDEA 619 programs, are eligible to participate in Georgia's Pre-K. To ensure that children with disabilities receive their special education and related services in the context of a high-quality early childhood environment, Georgia's Pre-K offers a unique inclusion class model for children who may need special education support throughout the day. Georgia's Pre-K inclusion classrooms have a minimum of five and a maximum of eight students with individual education programs (IEPs). These classrooms are funded through a model that braids Pre-K funding with 619 funding. Each class has full-time general education teachers and assistants funded by Georgia's Pre-K and full-time special education support funded by the local education agency. GPP subgrantees will be required to offer inclusive settings for children with disabilities by implementing model inclusion classes. DECAL statewide and

regional inclusion specialists will offer technical assistance and professional development to ensure successful implementation.

- English Learners: As detailed throughout the grant, English learners are a focal point in Georgia's grant application. Children who are English learners and their families require additional assistance to fully participate in preschool programs. GPP will support this population by: 1) expanding access to Georgia's Summer Transition Programs by increasing the number of classrooms and slots in each of the five regions. As detailed in Selection Criterion B, the Rising Pre-K Summer Transition Program is specifically geared to English learners and was created as a result of Pre-K evaluation findings that revealed that although Georgia's Pre-K had a positive impact on children who are English learners, these children were still entering and exiting Pre-K behind their peers; 2) offering additional professional development through WIDA for teachers working with English learners as outlined in (C)(1); and 3) Ensuring that appropriate supports are offered to children and families through the regional hubs.
- Reside on Indian Lands: Georgia has no designated Indian lands.
- Migrant: Each regional hub will identify resources for migrant families and ensure that migrant families are actively recruited for the Summer Transition Programs and GPP.
- Children identified as homeless: GPP policies will align and comply with the definition of the McKinney-Vento Act. The five regions have identified that homelessness characterizes a growing population of children and families they serve. Each regional hub coordinator will identify specific resources for working with this population and will develop specific training for programs that need additional supports.
- Children in the child welfare system: Georgia's Pre-K has existing policy and practices for supporting children in the child welfare system. DECAL works with the Division of Family and Children Services to ensure children have access to high-quality preschool services through Georgia's Pre-K. The children served in the foster care system will have priority for GPP. Each region will work with their

coordinator of early learning services to develop policies and practices responsive to the needs of the children in the child welfare system in their local communities.

- Rural Families: Three of the five regions are located in rural areas. Services needed in rural areas differ greatly from those needed in metro areas. Travel is often identified as a barrier due to lack of transportation and long distances from services. Hub subgrantees will be especially important in these areas to ensure access to comprehensive services to meet the unique needs of these children and families. Hubs subgrantees will assist subgrantees in identifying the services and supports needed by families, such as supports for transportation and coordinated delivery of comprehensive services in accessible locations.
- Military Families: The Southeast region, in particular, serves a large number of military families due to the proximity of a large military base. The hub subgrantee is experienced in supporting military families and familiar with the unique issues and needs of these families. Building off the Southeast region's experience and knowledge, best practices related to serving military families will be developed and provided to all GPP subgrantees.

(E)(9) How the State Will Ensure Outreach to Enroll Children from Isolated or Hard-to-Reach Families; Help Families Build Protective Factors; and Engage Parents and Families

Recruitment and Enrollment

Because Georgia's Pre-K is a universal program, most providers currently use a first-come, first-served or lottery enrollment process. In GPP, DECAL will support subgrantees in recruiting, enrolling, and serving children most at risk rather than enrolling on a first-come, first-served basis. Georgia is developing a toolkit of multilingual communication materials, a best practices guide, and streamlined resources for programs to use to identify, recruit, and engage families who are at risk. Training will be provided on the toolkit through the early learning hubs. The toolkit will include information to use in identifying community needs, developing strategies for engaging hard-to-reach families, and family support and involvement strategies.

The regions chosen to participate in GPP have high concentrations of families who are often isolated or difficult to engage. Subgrantees will be required to develop proactive, community-specific measures to recruit and engage families for GPP, even if Georgia's Pre-K traditionally achieves full enrollment each year. Subgrantees will conduct assessments of their

communities to understand the families with the greatest need and to develop targeted strategies to engage them. The early learning hubs, as described in E 10(b)(ii), will support programs' efforts by hosting enrollment fairs, implementing a shared waiting list system between Georgia's Pre-K and other providers of high-quality early learning programs such as Head Start.

In addition, the state and subgrantees will collaborate to develop policies to prioritize enrollment of children who are learning English, children with disabilities, and children experiencing homelessness. Including children with disabilities in GPP will be at or above the current national average of four year olds served in 619 classes (6.5%). Subgrantees will be expected to meet this requirement as early in the program year as possible but will be given leeway to allow for the evaluation and IEP development process. Programs must meet this enrollment requirement no later than the mid-point of the program year. Subgrantees must provide the state with a written rationale for not meeting the enrollment requirements for children with disabilities including documentation of the specific strategies steps taken to recruit and enroll them.

Engaging Families

Georgia recognizes the importance of early and meaningful engagement of families in their child's development and school success. Children with supportive home learning environments demonstrate increased literacy skills, better peer interactions, fewer behavior problems, and more motivation and persistence. Early learning educators play a crucial role in strengthening families' connections to the community and to early learning settings. The Strengthening Families Framework forms the basis for Georgia's work in supporting and engaging families.

Strengthening Families Georgia (SFG) is a statewide partnership established in 2000 that includes national, state, local, and public/private organizations dedicated to embedding the five research-based protective factors (parent resilience, knowledge of parenting and child development, social and emotional competence of children, social connections, and concrete support in times of need) in services and supports for young children and their families. SFG is funded with state funds from the Department of Human Services with the Georgia Association of Young Children (NAEYC state affiliate) as the lead agency. SFG has developed an overview module and a training module on each of the five protective factors.

As part of GPP, subgrantees will be required to participate in Quality Rated, Georgia's tiered quality rating and improvement system. The family engagement strategies in the Quality Rated Program Standards are undergirded by the national, evidence-based Strengthening Families Protective Factors Framework. Using funds from the Early Learning Challenge grant, Georgia has convened state and national experts on cultural and linguistic competency to conduct a review of the Quality Rated Program Standards to ensure alignment with national indicators of cultural and linguistic appropriateness. Subgrantees will be required to include family engagement as part of their Quality Rated continuous quality improvement plan and are eligible for a $(b)(4) annual bonus to support this plan.

Georgia's Pre-K programs are required to conduct family engagement activities including parent orientation, family workshops, and family conferences. These activities offer opportunities for parents to support their children's learning and development and participate as decision makers in their children's education; however, these opportunities are not sufficient to engage all families, especially those in poverty or isolated families. Subgrantees will be required to support teachers to conduct a minimum of one home visit per child during the early weeks of the school year. These visits will offer families a chance to meet their child's teacher in a non-threatening environment, thus strengthening the home-school connection. Additionally, using funds from the grant, GPP subgrantees will be required to implement an evidence based family engagement curriculum that includes family leadership development. This focus on parent leadership strategies is based on the premise that positive outcomes for children, families, and communities are likely to occur when parents are involved in the planning and decision-making process. The curriculum selected will provide information and activities to support families in advocating for their children and taking on leadership roles in the school and community.

(E)(10) How the State Will Ensure Strong Partnerships between Each Subgrantee and LEAs or Other Early Learning Providers

Georgia's Pre-K not only requires collaboration as part of its operating guidelines but also creates policies, procedures, and the infrastructure to ensure that it occurs. Georgia's Pre-K delivery model, which contracts directly with each provider, ensures that different types of programs each have a stake in Georgia's Pre-K's overall success. Georgia's Pre-K further institutionalizes coordination between local school systems and private child care providers by serving them with the same Pre-K consultant.

Subgrantees for GPP will be familiar with the partnership expectations and will have demonstrated success in meeting the guidelines to benefit children and families. The same guidelines in place for current Georgia's Pre-K providers will also be in place for GPP subgrantees.

The following narrative discusses the strategies, currently in use, that will ensure strong partnerships to benefit children and families.

(E)(10)(a) Subgrantees Partner with LEAs or Other Early Learning Providers to Carry Out Activities that Provide Children and Their Families with Successful Transitions

Transition activities are incorporated into the current Georgia's Pre-K and Summer Transition Program guidelines. Providers are encouraged to incorporate transition activities into their schedule and in their parent engagement activities. For GPP, not only will transition activities be required, they will be expanded and tailored for the populations the grant is serving. Subgrantees will be required to submit a yearly transition activity plan documenting how the strategies and activities support the specific needs of their children and families.

Approximately half of the children attending Georgia's Pre-K are enrolled in a program housed in an elementary school, and many of these children will attend that same school in Kindergarten. This is especially true in many of the state's rural areas where there are fewer private child care providers. Many children begin their formal school experience in Georgia's Pre-K and remain in that same school through at least third grade.

(E)(10)(b) Subgrantees Coordinate and Collaborate with LEAs or Other Early Learning Providers

(E)(10)(b)(i) Providing Opportunities for Early Educators to Participate in Professional Development

Georgia's Pre-K administrative and instructional staff are required to participate in high-quality professional development opportunities annually. New and returning director institutes and new and returning teacher and assistant teacher institutes are provided across the state through a contract with Georgia State University's Best Practices training program. In partnership with DECAL, Best Practices designs and delivers training in a hands-on format with activities for practical application by teachers. In addition to face-to-face training, online courses support and sustain ongoing learning in the classroom. All training is based on the Georgia Early

Learning and Development Standards (GELDS) and the Kindergarten Georgia Performance Standards to ensure an understanding of the developmental continuum.

Georgia recognizes the need for an integrated approach to linking early learning and development standards and formative assessment. Teachers, directors, and principals receive training on Work Sampling System indicators and on using assessment and the GELDS to plan instruction. Teachers, directors, and principals are also trained on the online Work Sampling System. Teachers are trained on how to use the online system and how to gather appropriate documentation to plan instruction. Directors and principals receive training on generating reports from the system and using the system to monitor teacher's progress. In spring 2105, all training for Georgia's Pre-K and GPP teachers and administrative staff will incorporate the redesigned Georgia Kindergarten Entry Profile currently under development with Early Learning Challenge grant funding to further build an understanding of the birth-to-eight assessment continuum.

For English learners, Georgia has adopted the WIDA E-ELD Standards and developed a correspondence document that aligns the GELDS and the WIDA E-ELD Standards (Appendix 13). Additionally, WIDA is providing training, technical assistance, and ongoing support on the E-ELD Standards to early childhood programs using evidence based practices. As outlined in Selection Criterion C, GPP subgrantees working with English learners will be required to participate in the WIDA enhanced professional development.

Georgia has a system in place to ensure that early childhood educators are trained and supported to implement the family engagement strategies included in the Program Standards. The Strengthening Families module, developed by SFG and available online, provides an overview of the Strengthening Families framework and protective factors and is required for all teachers and administrators in programs at the highest level in Quality Rated. After completing the module, programs complete the online Strengthening Families Self-Assessment, which has versions for center and family-based programs and a version in Spanish (Appendix 27). Based on the self-assessment, programs receive feedback on their strengths and weaknesses in each area and use the results as part of a written continuous quality improvement plan. More than 5,000 early childhood educators have completed the two-hour online Strengthening Families overview. The expansion of Quality Rated to GPP will increase the number of early childhood educators completing these trainings and result in a workforce with understanding and skills to enhance families' capacity to support their children's school success. GPP subgrantees will be required to

participate in Quality Rated and, thus, will be required to complete the Strengthening Families assessment (Appendix 27). Each regional hub coordinator will work with subgrantees to develop a quality improvement plan.

GPP administrative and instructional personnel will receive professional development on developmental monitoring, tools for completing developmental and behavioral screening and referrals, strategies to involve families in assessment, and ways to share concerns with families. *Learn the Signs. Act Early.* tools, developed by the Centers for Disease Control and Prevention, will form the basis for the professional development, which will provide early childhood educators with information and strategies on including families in the assessment process, procedures for communicating screening and formative assessment results to families, and information about how to guide families in taking steps to meet their child's developmental needs. All GPP teachers will be required to complete the *Watch Me! Celebrating Milestones and Sharing Concerns* online course.

To ensure early childhood educators have the knowledge and understanding of the unique issues affecting populations, such as families who are English learners and families with children with disabilities, additional professional development focused on these issues has been developed. Georgia has contracted with two institutes of higher education to create a series of intermediate and advanced level training modules on topics including cultural, linguistic, and ability appropriateness, family engagement, and supporting children with disabilities in all early learning providers. The modules, appropriate for teachers and leaders, focus on supporting programs in developing policy and improving practice.

(E)(10)(b)(ii) Providing Family Engagement, Support, Nutrition, and Other Comprehensive Services

One of the goals of GPP is to provide children and families with the supports they need to be successful in school and later life. As discussed in other sections of the grant, a comprehensive services hub will be created in each region. The hub will be led by a high performing current Georgia's Pre-K provider in each region.

Each hub will be unique to its local community based on population and geographic needs; however, each will conduct the following core functions: 1) Determine existing resources and gaps to coordinate cross-sector strategies; 2) Integrate local supports impacting Kindergarten readiness and birth through third grade alignment; 3) Link efforts across health, early learning,

social/ human services, and other local resources such as adult literacy, library services, and faith-based organizations; 4) Identify and utilize targeted recruitment strategies to reach children and families with high needs focusing on families with children who have disabilities, English learners, and isolated families; and 5) Coordinate Pre-K services across multiple early learning providers to ensure that children and families are matched with services needed (e.g., shared Pre-K waiting lists across multiple providers including Head Start and child care programs, community registration drives, and family engagement activities). Preschool expansion funding will be used to employ a community-based coordinator of early learning services in each hub.

Specific information and family engagement activities are outlined in the chart in subcriterion (E)(2).

(E)(10)(b)(iii) Supporting Full Inclusion of Eligible Children with Disabilities and Developmental Delays

GPP will support the full inclusion of eligible children with disabilities in high-quality Pre-K classrooms. Currently, Georgia's Pre-K requires programs to enroll children with disabilities in any of their classrooms. To support the needs of children who may require additional special education support across the instructional day, DECAL supports a model that braids Pre-K funding with 619 to increase the instructional support offered to children with disabilities and to ensure that they have full access to the Pre-K program. Each class has full-time general education teachers and teaching assistants funded by Georgia's Pre-K and full-time special education support funded by the LEA. Georgia's Pre-K inclusion classrooms have a minimum of five and a maximum of eight students with individual education programs (IEPs). Georgia has approximately 130 inclusion classrooms across the state. GPP will expand the inclusion classroom model in the five regions by adding additional classrooms under this model. In addition, targeted supports will be offered to each region. These supports include additional professional development for teachers working with children with disabilities and an assigned inclusion specialist who will work through each of the hubs to support the full inclusion of students with disabilities. As outlined in (C)(2)(a), the Inclusive Classroom Profile will be used in GPP classrooms to ensure high-quality inclusive classrooms.

(E)(10)(b)(iv) Supporting the Inclusion of Children Who May Be in Need of Additional Supports

DECAL has established state-level partnerships with programs and agencies serving children and families with complex needs. DECAL leadership serves on the boards of the

English Language Learner Coalition, the Part C State Interagency Coordinating Council, the Georgia Children's Cabinet, and the *Get Georgia Reading!* Georgia's Campaign for Grade Level Reading steering committee. DECAL works closely with the Georgia Department of Human Services, Division of Family and Children Services; the Georgia Department of Education; the Georgia Department of Public Health; and the Georgia Department of Developmental Disabilities and Behavioral Health to ensure alignment and coordination of programs and services.

To ensure the inclusion of children who may be in need of additional support, Georgia chose LEAs as subgrantees for the first year of the grant. These LEAs have existing partnerships and supports to serve the identified populations. DECAL will work with the LEAs to build on the existing partnerships and link to additional community partnerships to ensure a birth to third grade perspective in supporting families with high needs. During the first year of the grant, the hub subgrantees will establish strategies that early learning providers can employ in their communities to cultivate strong partnerships that will ensure inclusion of children and families with complex needs.

(E)(10)(b)(v) Ensuring High-Quality Preschool Programs Have Age-Appropriate Facilities

As mentioned throughout this proposal, current Georgia's Pre-K providers will offer GPP. To receive a Georgia's Pre-K grant, providers have to meet guidelines related to the set-up and maintenance of facilities. Specifically, each program is required to complete a checklist for each class (Appendix 23) that is composed of items categorized by key age-appropriate domains (Class Environment and Display, Language and Literacy, Dramatic Play, Blocks, Math, Science, Art, Music, and Physical Equipment). Under each domain are lists of age-appropriate items that the teachers must ensure are accessible to children. For example, under "Art," the items listed include Furnishings (e.g., dry space or rack), and Basic Materials (e.g., crayons, easel). The checklists have been used by Georgia's Pre-K since 2009 and have proven successful in maintaining age-appropriate classroom environments. Thus, the checklists will continue to be used in GPP. In spring 2015, the checklists will be reviewed to ensure appropriateness for the Summer Transition Programs and for GPP.

(E)(10)(b)(vi) Developing and Implementing a Systematic Procedure for Sharing Data

As part of Georgia's State Longitudinal Data System, all state educational agencies in Georgia have signed a five-year data sharing agreement with a formalized Data Use Policy. In addition, several non-educational agencies, departments involved in the health and safety of children (e.g., the Georgia Department of Public Health) have signed the Race to the Top Early Learning Challenge Grant which supports appropriate data sharing. All parties sharing child data participate in data management committees and have state technical and research staff who ensure that laws and guidelines are met.

All data sharing agreements in CACDS and GA AWARDS require the following:

- Personally Identifiable Information (PII) may only be shared with other state agencies for the purpose of education research or program improvement
- Data must be secure in transit and at rest when shared and in the data environment
- Data exchange must have an agreement between parties, and this agreement must include adherence to FERPA, duration of data use, and destruction of data
- Data utilized outside state agencies must remove findings where the count is 10 or less. This practice further protects PII from being shared outside a state agency.

All GPP subgrantees will be required to comply with data sharing agreement guidelines and will be required to follow all state federal and state regulations as outlined in their signed contract.

(E)(10)(b)(vii) Utilizing Community-Based Learning Resources

Georgia understands the importance of offering community-based learning resources to enhance the Pre-K curriculum. For the past four years, DECAL has partnered with the Alliance Theatre Education Group for the Summer Transition Programs (STPs). The Alliance Theatre creates and produces original theatrical productions that tour STP sites. They also develop arts learning workshops that complement the production and are rooted in the Pre-K curriculum. All teachers receive professional development and lesson plans on the workshops and production prior to the lesson. The teachers are also offered follow up discussions on how they can incorporate similar strategies into their teaching practice. Additional services include family workshops delivered in Spanish and English.

The Alliance Theatre also conducts arts learning workshops for rising Kindergarten classrooms statewide, teacher workshops for all classroom teachers, and coaching sessions for transition coaches in each program. Programs get to select workshops on topics such as: Math, Creative Movement/Music, Drama, and Puppetry.

Georgia is also one of five pilot states partnering with the BUILD Initiative and the Institute of Museum and Library Services (IMLS) on a year-long effort to build connections and better align services to support the growth and development of children and engage families. The BUILD Initiative works with early childhood leaders within states and nationally to better prepare young children to thrive and succeed. They support state leaders from the private and public sectors as they work to set policy, offer services, and advocate for children from birth to age five.

Selection Criterion E – Ambitious and Achievable Plan

(1) Key Goals

1. To leverage the existing infrastructure embedded in the current Georgia's Pre-K to ensure appropriate coordination of assessment, data, professional development, family engagement, and comprehensive services.
2. To ensure that all children, regardless of economic, linguistic, cultural, or developmental background, have access to a high-quality Pre-K program in the five designated high-need areas
3. To build families' capacity to support their children's learning and development and engage them in decision-making activities regarding their children's education
4. To create strong partnerships between DECAL, the subgrantees, LEAs, and other early learning providers and partners.

(2) Key Activities, Rationale, and, if applicable, Where Implemented and Scale-up Plans

Rationale	Where Implemented	Scale-up Plan
Activity 1: Award each subgrantee a Quality Supplement per class **Aligned Goal: 1, 2**		
To maximize services to their local communities, each subgrantee will receive a Quality Supplement that can be used for attracting and retaining highly qualified teachers, providing additional comprehensive services, or overcoming transportation barriers to get more children to participate.	Five regions (Central, Metro, Northeast, Southeast, Southwest)	Other statewide regions with high-need populations

Rationale	Where Implemented	Scale-up Plan
Activity 2: Conduct monitoring visits **Aligned Goal: 1**		
Each GPP site will be assigned to a Pre-K consultant to ensure they are implementing a high-quality program and are maintaining compliance.	Five regions (Central, Metro, Northeast, Southeast, Southwest)	Other statewide regions with high-need populations
Activity 3: Use current Pre-K programs to braid federally funded and state-funded slots in all GPP classrooms to create a mixed-income delivery model and ensure economically diverse and inclusive settings **Aligned Goal: 1, 2**		
The federally funded slots will include expansion and improvement slots that will be added to existing programs. Expansion and improvement slots will serve families with incomes at 200% of the Federal Poverty Line or lower. This will ensure mixed-income delivery and all children will benefit from the additional comprehensive services.	Five regions (Central, Metro, Northeast, Southeast, Southwest)	Other statewide regions with high-need populations
Activity 4: Develop proactive, community-specific measures to recruit and engage families **Aligned Goal: 2,3**		
Community-based coordinators of early learning services will work with their hub to develop these measures focusing on families often isolated or difficult to engage.	Five regions (Central, Metro, Northeast, Southeast, Southwest)	Other statewide regions with high-need populations
Activity 5: Offer additional training and resources to support English learners and children with disabilities in GPP programs **Aligned Goal: 2**		
Georgia will continue the successful inclusion model of Georgia's Pre-K in GPP programs. Inclusion specialists will offer additional technical assistance and professional development. Community-based coordinators of early learning services will work with their hub to develop a plan for supporting English learners and will work with the hub to implement the plan.	Five regions (Central, Metro, Northeast, Southeast, Southwest)	Other statewide regions with high-need populations
Activity 6: Choose and implement an evidence-based family engagement curriculum that supports family leadership development **Aligned Goal: 3**		
Community-based coordinators of early learning services will work with their hub to assist with selection and implementation process.	Five regions (Central, Metro, Northeast, Southeast, Southwest)	Other statewide regions with high-need populations
Activity 7: Comprehensive services hubs in each designated region will leverage existing and build new partnerships to improve services for children and families **Aligned Goal: 4**		
Each hub will be unique to the local community based on population and demographic needs. Each hub will be responsible (with guidance from the community-based coordinators of early learning services for determining existing partnerships and linking efforts across health, early learning, social/human services, library services, LEA's, faith-based organizations, etc.	Five regions (Central, Metro, Northeast, Southeast, Southwest)	Other statewide regions with high-need populations

(3) Timeline and Milestones for Each Key Activity

Activity/Milestone	2015		2016		2017		2018	
	Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec
Activity 1: Award each subgrantee a Quality Supplement per class								
Quality Supplements distributed	X							
Subgrantees work with hubs to allocate funding based on program and community needs		X	X	X	X	X	X	X
Activity 2: Conduct monitoring visits								
Subgrantees are added to Pre-K consultant caseloads	X							
Pre-K consultants begin monitoring visits		X	X	X	X	X	X	X
Activity 3: Use existing Pre-K programs to braid federally funded and state-funded slots in all GPP classrooms to create a mixed-income delivery model and ensure economically diverse and inclusive settings								
Make funding decisions	X	X	X	X	X	X	X	X
Mixed-income delivery model is operational		X	X	X	X	X	X	X
Activity 4: Develop proactive, community-specific measures to recruit and engage families								
Plan and develop measures	X	X	X	X	X	X	X	X
Implement measures	X	X	X	X	X	X	X	X
Activity 5: Offer additional training and resources to support English learners and children with disabilities in GPP programs								
Implement model inclusion classes		X	X	X	X	X	X	X
Implement PBIS Pyramid model		X	X	X	X	X	X	X
Develop and disseminate resources to families to help them support English learners	X	X	X	X	X	X	X	X
Develop and implement a professional development plan to help leadership and teachers support English learners	X	X	X	X	X	X	X	X
Activity 6: Choose and implement an evidence-based family engagement curriculum that supports family leadership development								
Choose family engagement curriculum	X							
Implement family engagement curriculum		X	X	X	X	X	X	X
Activity 7: Comprehensive services hubs develop a plan to leverage existing and build new partnerships to improve services for children and families								
Develop plan to build community partnerships (ongoing)	X	X	X	X	X	X	X	X
Plan operational		X	X	X	X	X	X	X

(4) Party or Parties Responsible for Each Activity and Key Personnel Assigned to Each Activity

- Activity 1: DECAL Federal Grants Manager, DECAL fiscal staff
- Activity 2: Assigned DECAL Pre-K consultant
- Activity 3: DECAL Federal Grants Manager, DECAL fiscal staff
- Activity 4: State Coordinator of Early Learning Services, Hub Coordinators of Early Learning Services, subgrantee Project Directors
- Activity 5: State Inclusion Manager, State Manager of Instructional Supports

- Activity 6: State Coordinator of Early Learning Services, Hub Coordinators of Early Learning Services, subgrantee Project Directors
- Activity 7: State Coordinator of Early Learning Services, Hub Coordinators of Early Learning Services, subgrantee Project Directors

(5) Financial Resources to Support Successful Implementation and Sustainment

To support the successful collaboration with subgrantees and strong partnerships, existing state funds from the Georgia Lottery for Education and Preschool Expansion funds will be budgeted and expended. Georgia has developed a budget that allows for the coordination of existing funds state funds, local partnerships, and federal funding to ensure high-quality implementation. Due to the existing organizational capacity and funding structures, Georgia has outlined a sustainability plan for continuing to offer services at the same level in the identified regions.

(6) Supporting Evidence

- Georgia's Pre-K Program Instructional Quality (IQ) Guides Protocol (Appendix 23)
- Georgia's Pre-K Program Quality Support Forms, Checklists, and Protocol (Appendix 24)
- Strengthening Families Self-Assessment (Appendix 27)

(7) Performance Measures, where applicable

Not Applicable

(8) Addressing the Needs of Eligible Children, including Those in Need of Additional Supports

The needs of eligible children will be addressed and supported through targeted recruitment and enrollment strategies that will ensure that children with high needs have access to these high-quality programs. Additionally, reduced class sizes, enhanced services including summer instructional time to prepare students for Kindergarten, and coordinated, accessible comprehensive services targeted to the individual needs of the families in the community will ensure that all children and families have access to economically diverse and inclusive settings with administrators and instructional staff who have the skills and resources to provide an inclusive and culturally and linguistically responsive preschool experience.

F. Alignment within a Birth through Third Grade Continuum

Introduction

Georgia views its early childhood system as the foundation for the K-12 education system and specifically views the birth to third grade continuum as a critical time to help children become competent learners, successful students, and eventually, productive citizens. Georgia is focused on increasing school readiness outcomes for all children, especially for children with high needs. The state will achieve this by increasing access to high-quality programs for children with high needs and increasing the quantity and quality of services offered to these populations: children from lower incomes, children identified with disabilities, and English learners.

Statewide support from all sectors has been paramount in Georgia's success in creating a birth-to-eight continuum. This continuum includes links between partners who serve young children, local education agencies, and the outside community whose support is necessary for success. These important links are manifested in two groups: the Alliance of Education Agency Heads (AEAH) that serves as Georgia's P-20 Council, and the Georgia Children's Cabinet that includes the Georgia State Advisory Council on Early Childhood Education and Care.

The important link between Georgia's early education system and the K-12 system is also recognized by the Georgia School Boards Association and Georgia School Superintendents Association in the publication, *A Vision for Public Education* that states: "The first five years of life are critical to a child's lifelong development. Young children's earliest experiences and environments set the stage for future development and success in school and life" (2010, from Getting Ready, 2005).

In addition, DECAL is partnering with the Georgia Department of Education, AEAH, and local early education and K-12 providers in strategic birth to third grade planning that will target two Georgia school districts. During the 2014-2015 and 2015-2016 school years, the partners will apply Dr. Kristie Kauerz's *Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches* (Kauerz & Coffman, 2013). The partners will also seek to enhance state policy and practice by developing a set of formative metrics for K-12 that can be implemented statewide. These efforts are part of a statewide campaign to increase reading proficiency by the end of the third grade and are designed to develop a scalable and sustainable birth to third grade model to be used across the state.

Kauerz's framework is designed to improve the quality and coherence of young children's learning opportunities before entering the K-12 system and through elementary school. The framework is intended to improve child outcomes and prevent or close achievement gaps. It is based on the idea that comprehensive birth to third grade approaches require intentional and systematic attention to the full continuum of learning that children experience. It is a powerful complement to Pre-K expansion as it guides leaders and educators to align and integrate their efforts across that eight-year continuum and implement best practices from classroom to classroom and from grade to grade.

While the counties selected for this work do not align with Georgia's preschool expansion application, this work will inform the strategies and practices to strengthen the birth to third grade continuum in the GPP regions.

Georgia will support an aligned birth-to-eight system through expansion of the Birth to Eight teams established in the 2014 Race to the Top – Early Learning Challenge (ELC) grant. As part of the ELC grant, Georgia is developing Birth to Eight teams in the four Early Education Empowerment Zones (E^3Zs) across the state. The goal of the Birth to Eight teams is to develop strategies to strengthen the birth to third grade continuum. Teams will be composed of key stakeholders within the community, including pre-Kindergarten through third grade teachers; infant, toddler, and preschool teachers, including early intervention and preschool special education teachers; elementary school principals; early learning program administrators; families; community partners; business representatives; and the local Family Connection Collaboratives. Birth to Eight team members will represent the educational, cultural, and linguistic backgrounds of the community. The work of these teams will inform the alignment work in the GPP regions. In addition, Birth to Eight teams will be developed in each GPP region. One of the five GPP regions, Bibb County, is also an E^3Z and will be the first GPP region to develop a team. The Birth to Eight teams will be expanded to all GPP regions by 2018.

(F)(1) Birth through Age Five Programs

(F)(1)(a) Coordinating to Build a Strong Continuum of Learning

Georgia's Pre-K is available in all counties in Georgia. Additionally all counties offer programs and services designed to support families of young children. These include Children 1st, Georgia's screening and referral system, early intervention, public health and behavioral health services, social services through local Division of Family and Children Services, the local

education agency, and other supports unique to the community. These programs offer a continuum of services for families but many communities could benefit from more effective communication and coordination.

As part of GPP, the hub subgrantee will work with the Birth to Eight teams to identify and implement community-level strategies to increase enrollment of children from isolated or hard-to-reach families, expand choices for high-quality early care and education options, support smooth transitions between programs, and ensure timely access to services that meet the individual needs of the families in the community. This will be accomplished through activities such as a community-wide needs assessment to identify the needs of families in the community and gaps in services, to identify resources to fill those gaps, and to create targeted enrollment drives to recruit and enroll all eligible children in the community.

(F)(1)(b) Ensuring that the Provision of High-Quality Preschool Programs Will Not Lead to a Diminution of Other Services or Increased Cost to Families

Through the existing infrastructure, DECAL currently meets families' needs for child care and Pre-K services by allotting subsidy and Pre-K slots based on population and income data. Data provided by the Head Start State Collaboration director is also considered. Since Pre-K and child care subsidies are both administered by DECAL and the Head Start State Collaboration Office is part of DECAL, the needs at a community level are able to be balanced. Georgia was careful in selecting the regions in which to offer GPP to ensure that there was existing space to house additional slots in the first year of the grant so that services for other-aged children would not be diminished. Through Quality Rated, Georgia's tiered quality rating and improvement system, capacity for new slots in Years Two, Three, and Four of the grant will be increased through the support and incentives in the rating system.

(F)(2) Kindergarten through Third Grade

(F)(2)(a) Ensuring that Eligible Children Are Well-Prepared for Kindergarten;

To sustain the improved early learning outcomes and to make sure every child is ready to enter Kindergarten, it is imperative that the important connections referred to earlier begin long before Georgia's Pre-K and continue through third grade. The goal is to strengthen support systems across the birth to third grade continuum. To accomplish this work, several established

initiatives currently in place will be used to sustain outcomes through the early grades. These initiatives include:

- **Get Georgia Reading: The Georgia Campaign for Grade-Level Reading:** The Georgia Campaign for Grade-Level Reading is a statewide, broad based coalition of hundreds of public and private stakeholders that share the goal of ensuring that every child in Georgia is a proficient reader by the time they complete third grade. The goal for Georgia's Agenda for Change (Appendix 28) is to achieve reading proficiency by the end of third grade. The Agenda is composed of four elements:
    - Language rich adult-child interactions;
    - Access to quality early childhood and early elementary education;
    - Productive learning climates; and
    - Teacher preparation and effectiveness.

  All elements include the approach of aligned practices from birth to eight, local ownership and innovation, and family engagement. The Campaign is galvanizing state and local agencies and organizations to collectively increase the current percentage of children reading proficiently. The Campaign's role includes creating platforms designed for maximum stakeholder participation, promoting ongoing advances in practice, and channeling proven practices and research findings to inform policy. The campaign is involved in purposeful activities that will focus on the needs of individual communities and specific groups of children (e.g., English learners, children with disabilities, and children from lower incomes).
- **A Vision for Public Education Project:** In 2010, the Georgia School Boards Association and the Georgia School Superintendents Association entered into a partnership to create a new vision for public education in the state. Local boards of education and superintendents, through this partnership, have provided opportunities to engage stakeholders in the important work of creating a vision for the future of public education in Georgia. A major component of the project is Early Learning and Student Success and the recommendations include the adoption of a pre-k through grade 3 integrated education model for all children ages 4-8 (Appendix 29).
- **Frontiers of Innovation (FOI):** In 2013, Georgia was selected to be the second state to participate in the Frontiers of Innovation (FOI) project through the Harvard Center for the

Developing Child. The goal of FOI is to bring about substantially greater positive impacts for vulnerable young children whose needs (or the needs of their families) are not being fully met by existing policies and programs. To do that, FOI seeks to spur change in the field by forging cross-sector collaborations that prompt creativity, support experimentation, and foster learning from experience. Georgia's FOI work is focused on improving children's social emotional skills. In June 2014, an array of Georgia stakeholders and staff from the Harvard Center participated in a design workshop to generate, develop, and refine a set of actionable solutions to challenges to healthy social emotional growth for young children in the state.

- **Georgia's College and Career Ready Performance Index (CCRPI):** Georgia was one of 10 states granted a waiver from the federal No Child Left Behind Act in February 2012. The state created a new accountability system called the College and Career Ready Performance Index that was implemented in spring 2014. The index provides parents with more detailed information about how schools in the state are performing and gives parents a more comprehensive overview than the pass/fail system previously in place under Adequate Yearly Progress (AYP). The CCRPI includes a School Climate Star Rating.

The work of these four initiatives will be used to leverage a statewide focus on preparing children to enter Kindergarten and on sustaining early learning outcomes through early elementary grades.

(F)(2)(b) Sustaining the Educational and Developmental Gains of Eligible Children

(F)(2)(b)(i) Promoting Collaboration between Preschool and Kindergarten Teachers

Georgia's goal is not only to strengthen the strong foundation of high-quality early learning established by Georgia's Pre-K, but also to facilitate key connections between the state's early learning providers and early elementary grades. This includes connections between Pre-K and Kindergarten at the community and state level. At the community level, this connection is evidenced through joint professional development and instructional planning between Pre-K and Kindergarten teachers. At the state level, Georgia has built a data system that enables Pre-K child assessment data to be integrated into the K-12 longitudinal data system. At the community level, Pre-K and Kindergarten teachers also plan together to ensure strong

instructional connections. In short, Georgia's Pre-K has created opportunities for concrete connections between early learning providers and elementary schools.

In many school districts, strong links already exist between Georgia's Pre-K teachers, Head Start teachers, and Kindergarten teachers, which allows for developing student learning objectives that are part of the state's K-12 teacher accountability system designed under Race to the Top. Additionally, Georgia's Pre-K and Kindergarten teachers have worked together to implement and select the formative assessments used in Pre-K and Kindergarten. Many school systems also create transition opportunities between their Pre-K, Head Start, and Kindergarten.

Georgia proposes to use the Birth to Eight teams to offer more joint professional development opportunities for educators serving children from birth through third grade. Potential opportunities include CLASS-based training furnished to Georgia's Pre-K teachers and the family engagement training offered in high-quality early learning providers. These teams will also identify professional development opportunities and family engagement activities across programs serving children birth to third grade.

In addition, Pre-K and Kindergarten teachers will participate in joint professional development on the Kindergarten Entry Profile. The training will include a robust set of online modules showing in detail teachers using the newly developed tools to assess students.

(F)(2)(b)(ii) Expanding Access to Full-Day Kindergarten

In 1980, Georgia began implementing full-day Kindergarten. Full-day Kindergarten is offered in all 180 school systems across the state.

(F)(2)(b)(iii) Increasing the Percentage of Children Who Are Able to Read and Do Math at Grade Level by the End of Third Grade

To sustain learning outcomes, each GPP region will identify and develop two professional development opportunities annually for birth to third grade educators. These opportunities will focus on areas to strengthen the birth through third grade connection. The regions will use child data and community needs to determine the topics for the professional development. The work will promote sustainability of learning outcomes through focused professional development. Regions may choose to focus on language and literacy or social emotional learning through an extension of the WIDA or PBIS work already being done in their region or a region may select another one of the essential domains of school readiness on which to focus.

(F)(2)(d) Taking Steps to Align Standards, Teacher Preparation, Assessment Systems, Data Systems, and Family Engagement Strategies

(F)(2)(d)(i) Child Learning Standards and Expectations

An independent review of the standards by national experts, Drs. Catherine Scott-Little and Sharon Lynn Kagan (2011), found that the GELDS are appropriately aligned with the Georgia Performance Standards (GPS) for K-3 and are presented in a format that works across all populations of educators and for all populations of children. Kagan and Scott-Little further examined the alignment of the GELDS for children ages 48-60 months in communication, language, and literacy, and mathematics with the Georgia Performance Standards in English language arts and mathematics for Kindergarten. Kagan and Scott-Little's review found that the GELDS provide appropriate alignment with all matching domains in the GPS for Kindergarten. Furthermore, the standards will be aligned with the review of the GKIDS domains as part of the creation of the Kindergarten Entry Profile.

Georgia has carefully considered and attended to ensuring the GELDS address a developmentally appropriate trajectory of skills and provide optimal alignment from birth to Kindergarten and beyond. The age-appropriate indicators for each standard are divided into five age groups: 0-12 months, 12-24 months, 24-36 months, 36-48 months, and 48-60 months. The purpose of this type of age grouping is to show the natural progression of a skill. The structure of the GELDS and this progression of skills, along with the Kindergarten correlation, are illustrated in the following chart:

GELDS Domain: Communication, Language, and Literacy (CLL)					
Strand: Receptive Language					
Standard: CLL1 – The child will listen to conversations and demonstrate comprehension.					
0-12 months:	**12-24 months:**	**24-36 months:**	**36-48 months:**	**48-60 months:**	**Kindergarten CCGPS Correlation**
CLL1.0a Reacts to environmental sounds and verbal communication.	**CLL1.1a** Responds to a language during conversations, songs, stories or other experiences.	**CLL1.2a** Listens to and responds to brief conversations and group discussions.	**CLL1.3a** Listens and responds to conversations and group discussions.	**CLL1.4a** Listens and responds on topic to conversations and group discussions for an extended period.	**ELACCKSL1.b** Continues a conversation through multiple exchanges

DECAL developed a GELDS – Kindergarten correlation document to help Pre-K and Kindergarten teachers better understand the alignment of skills and the expectations for school readiness (Appendix 30). Additionally, Kindergarten through 3rd grade teachers served on the Georgia Standards Revision Committee (GSRC) that was charged with taking the recommendations of Drs. Kagan and Scott-Little to revise the state's early learning standards. The result is the revised GELDS (Appendix 3). Having the birth to third grade continuum of stakeholders involved in the revision process was instrumental in helping ensure proper alignment across all age groups.

(F)(2)(d)(ii) Teacher Preparation, Credentials, and Workforce Competencies

Georgia has developed and fully implemented a common, statewide knowledge and competency framework, the *Early Care and Education Professional Development Competencies* (Appendix 31), to promote children's learning and development and improve child outcomes. The competencies describe what each early childhood educator should know, understand, and be able to do to promote children's learning and healthy development. The framework is organized by competency goals with indicators and examples of educator behaviors that demonstrate that the indicator is met. Examples of behaviors are provided at the beginning, intermediate, and advanced levels of competency for each indicator.

The common, statewide progression of credentials and degrees aligned with the WKC Framework from the basic level to the highest level are: community-based training; the national Child Development Associate (CDA) credential; the Georgia Technical College Certificate of Credit; the Georgia Technical College Diploma; the associate degree, bachelor's degree, master's degree, and doctoral degree.

Teacher preparation and credentials in Georgia are consistent across Georgia's Pre-K and the K-12 system. Lead teachers must have a minimum of a bachelor's degree in early childhood education. (Currently, 79% of Georgia's Pre-K lead teachers hold a teaching certificate issued by the Georgia Professional Standards Commission.) All assistant teachers must hold a Child Development Associate (CDA) or higher. GPP classes will be required to meet the credential requirements for Georgia's Pre-K. In addition, although the Georgia's Pre-K lead teacher salary is comparable to a K-12 teacher, GPP subgrantees may choose to use their quality supplement funding to supplement the base salary.

(F)(2)(d)(iii) Comprehensive Early Learning Assessment Systems

Many agencies and programs in Georgia conduct activities related to assessment. Georgia's Children 1st program conducts development, behavioral, and health screenings as do physicians, home visiting programs, and others. Georgia's Pre-K has established a system of formative assessment in every Georgia's Pre-K program in the state, which is coordinated with Part B 619 programs. Formative assessment is also used by other programs such as Part C. Additionally, Georgia's Pre-K conducts extensive assessment of teacher-child interactions using the CLASS instrument. Results from these assessments inform professional development activities for Georgia's Pre-K teachers. Quality Rated, Georgia's tiered quality rating and improvement system, assesses environmental quality of programs using the Environment Rating Scale family of instruments. GPP will implement assessment of inclusive practices using the Inclusive Classroom Profile as outlined in subcriterion (C)(2)(a) (Appendix 35).

With funding from the ELC, Georgia has implemented a Comprehensive Assessment Task Force. The task force is composed of professionals from programs and agencies that serve children ages birth to eight in a variety of settings. Membership includes representatives from Children 1st, the Georgia Department of Education, IDEA Parts C and B, Georgia's Pre-K, Head Start and Early Head Start, the Maternal Infant Early Childhood Home Visiting initiative, institutes of higher education, the Governor's Office, pediatricians, teachers, and family members. The task force also includes a representative from the Grade Level Reading Campaign to ensure alignment from birth to 3rd grade and from the Georgia Coalition for English Language Learners to address the specific needs of dual language and English learners.

The work of the task force will inform statewide policy, coordinate child assessment efforts, and support effective professional development. In addition, the task force will help identify and create resources for family engagement and public awareness. The task force's work will result in a more closely aligned system of services for Georgia's children and families to improve child outcomes by coordinating and building on the work already being done in the state.

(F)(2)(d)(iv) Data Systems

A key strength of Georgia's early learning and development system is the ability to link data from its early learning programs to the K-12 system. This link is particularly strong between Georgia's Pre-K and Kindergarten, where Pre-K assessment data is made available to

Kindergarten teachers to help individualize instruction. This data is also available to children's families through local school systems' web portals. Student demographic and assessment data is included in the P-20 State Longitudinal Data System (GA AWARDS) where detailed analysis can be performed by the state about child progress into 3rd grade and beyond. The P-20 State Longitudinal Data System makes it possible for the Georgia Department of Education to monitor child progress and for DECAL to determine program effectiveness. The data systems currently in place provide important feedback about children's progress from Pre-K to third grade.

The Birth to Eight teams will use the information from the State Longitudinal Data System (GA AWARDS) and the Cross Agency Child Data System (CACDS) to help identify additional opportunities to strengthen the connection between early learning programs and K-3.

(F)(2)(d)(v) Family Engagement Strategies

Georgia is focused on developing family engagement strategies that encourage family participation in their children's learning and development. It is critical that families have the capacity to support learning and development and also see themselves as decision makers in their children's education. Families' participation in early learning sets the stage for their engagement throughout the education process. With CCDF funding, DECAL created a series of posters targeting families that were posted in all licensed early learning programs and Head Start statewide, including all Georgia's Pre-K classrooms. The posters delivered the message, "Ask Me What I Learned Today!" and displayed skills outlined in the GELDS that families should see addressed in their child's classroom. The posters were designed to inform families about the GELDS and drive them to the GELDS website for more information.

Today's Play Shapes the Future.

With ELC funding, DECAL developed a series of TV spots for families that are currently airing on Georgia Public Broadcasting Television (GPB-TV). The thirty-second spots are called "Play to Learn." Each spot covers a specific skill and shows families how they can address the skill at home. Some of the skills addressed include: fine motor development, number and quantity, early reading, early writing, cause/effect, spatial awareness, and use of senses. All of the spots include information about the GELDS with a link to the website for more information.

Using viewership data, GPB determined key time slots that would reach the most families of young children. The spots will air through June 2015.

School transition is a process that prepares all partners children, families, schools, and communities to develop knowledge, skills, and relationships that help students move from one educational setting to another. Birth to Eight teams will work with their hub subgrantee to develop community transition plans for children entering Kindergarten. The goal of community transition plans is to ensure a seamless transition for young children and families from all settings into Kindergarten. Transition plans will include:

- The identification of key contacts at each setting
- Outreach efforts to families who are not in formal early education settings
- Community-based registration events that include family serving organizations, such as library and health/nutrition programs
- Opportunities for families to visit schools and learn how to navigate the new school environment
- Opportunities for families with children with disabilities to connect with other families already in the school system
- Opportunities to align early childhood and K-3 practices, including strategies to ensure a welcoming environment for new and existing families

Selection Criterion F – Ambitious and Achievable Plan: Alignment within a Birth through Third Grade Continuum

(1) Key Goals

1. To provide professional development opportunities to educators on the birth to third grade continuum
2. To educate families on the importance of the birth to third grade continuum and strong transitions.
3. To coordinate services across all sectors to build a strong continuum of learning for children from birth through age five and their families
4. To continue to integrate data that supports a birth through third grade continuum

(2) Key Activities, Rationale, and, if applicable, Where Implemented and Scale-up Plans

Rationale	Where Implemented	Scale-up Plan
Activity 1: Implement Birth to Eight teams in each GPP region **Aligned Goal: 1**		
Hub subgrantees will establish Birth to Eight teams in their regions	Five regions (Central, Metro, Northeast, Southeast, Southwest)	Other regions statewide with high-need populations
Activity 2: Pre-K and Kindergarten teachers will participate in joint professional development on the Kindergarten Entry Profile. **Aligned Goal: 1, 4**		
Pre-K and Kindergarten teachers will be trained together on how to use the data derived from the KEP to drive instructional decisions.	Five regions (Central, Metro, Northeast, Southeast, Southwest)	Other regions statewide with high-need populations
Activity 3: Each region will offer two professional development opportunities annually around areas, such as math and literacy, which will increase the sustainability of learning outcomes for children birth to 8. **Aligned Goal: 1, 3**		
Birth to Eight teams will identify areas for professional development and conduct activities	Five regions (Central, Metro, Northeast, Southeast, Southwest)	Other regions statewide with high-need populations
Activity 4: GPP hubs will conduct needs assessment to identify and coordinate services for families, which will include a transition plan. **Aligned Goal: 2, 3**		
The community-based coordinator of early learning services will work with their hub to determine the needs of their community. They will identify and implement a plan for educating families on how to support learning and development on the birth to 3rd grade continuum.	Five regions (Central, Metro, Northeast, Southeast, Southwest)	Other regions statewide with high-need populations
Activity 5: Administrative and instructional personnel will receive professional development on developmental monitoring, tools for completing developmental and behavioral screening and referrals and strategies to use in involving families in assessment and sharing concerns with families. **Aligned Goal: 1, 2, 3**		
This professional development will help teachers and administrators understand the resources available to them and how to better support families in using these resources.	Five regions (Central, Metro, Northeast, Southeast, Southwest)	Other regions statewide with high-need populations

(3) Timeline and Milestones for Each Key Activity

Activity/Milestone	2015		2016		2017		2018	
	Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec
Activity 1: Implement Birth to Eight teams in each GPP region								
Identify team members	X	X						
Teams operational			X	X	X	X	X	X
Activity 2: Pre-K and Kindergarten teachers will participate in joint professional development on the Kindergarten Entry Profile.								
Develop professional development on KEP					X	X		
Conduct professional development on KEP							X	X

Activity/Milestone	2015		2016		2017		2018	
	Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec
Activity 3: Each region will offer two professional development opportunities annually around areas, such as math and literacy, which will increase the sustainability of learning outcomes for children birth to 8.								
Identify professional develop topics and deliver twice annual	X	X	X	X	X	X	X	X
Activity 4: GPP hubs will conduct needs assessment to identify and coordinate services for families, including a transition plan								
Hubs conduct community-based needs assessment (ongoing)	X	X	X	X	X	X	X	X
Coordinate services based on needs assessment.		X	X	X	X	X	X	X
Activity 5: Administrative and instructional personnel will receive professional development on developmental monitoring, tools for completing developmental and behavioral screening and referrals, and strategies to use in involving families in assessment and sharing concerns with families.								
Create training	X							
Conduct training		X	X	X	X	X	X	X

(4) Party or Parties Responsible for Each Activity and Key Personnel Assigned to Each Activity

- Activity 1: Regional subgrantees, Coordinators of Early Learning Services (regionally based), DECAL Coordinator of Early Learning Services
- Activity 2: DECAL, Assistant Commissioner for Pre-K, and GaDOE, Assistant Superintendent for Assessment
- Activity 3: Subgrantees – Pre-K Project Director
- Activity 4: Hub Subgrantee Coordinator of Early Learning Services
- Activity 5: Subgrantees – Pre-K Project Director

(5) Financial Resources to Support Successful Implementation and Sustainment

To support the alignment of a birth through third grade continuum, existing state funds from the Georgia Lottery for Education and Preschool Expansion funds will be budgeted and expended. The State Coordinator of Early Learning Services will work with each hub subgrantee to plan for and budget for the Birth to Eight teams activities. Each hub subgrantee will receive an additional $(b)(4) per year to support the alignment of services and programs within their region. Subgrantees will be required to develop sustainability plans to support the ongoing work of the Birth to Eight Teams and alignment work in their region.

(6) Supporting Evidence

- Georgia Early Learning and Development Standards (Appendix 3)
- Get Georgia Reading: Georgia's Grade Level Reading Campaign – Georgia's Common Agenda for Change (Appendix 28)
- A Vision for Public Education (Appendix 29)
- GELDS/ Kindergarten Correlations (Appendix 30)

- Workforce Knowledge and Competencies Framework (Appendix 31)
- Inclusive Classroom Profile Overview (Appendix 35)

(7) Performance Measures, where applicable

Not applicable.

(8) Addressing the Needs of Eligible Children, including Those in Need of Additional Supports

The needs of eligible children will be addressed and supported through increased community collaboration and coordination of vital services, increased access to high-quality preschool programs, and intentional planning for transition to ensure a continuation of the positive effects of preschool. Increased teacher knowledge and skills, better communication and coordination between preschool and Kindergarten teachers, and targeted recruitment and enrollment efforts will benefit all eligible children, especially those who are traditionally underserved, including children who are homeless, migrant, from military families, have disabilities, or are English learners. Additionally, these activities will provide state-level support to ensure a strong birth to third grade continuum.

G. Budget and Sustainability

(G)(1) Use the Funds from This Grant and Any Matching Contributions to Serve the Number of Children Described in Its Ambitious and Achievable Plan Each Year

DECAL is requesting Preschool Expansion Grant funds to improve existing slots and to add expansion slots to serve more children in high-quality preschool as detailed in subcriterion (D)(4) and shown in the budget table and budget narrative in Part 5. Sufficient funding from this grant will be used to expand and improve **3,642 slots** by Year Four of the grant period in the targeted regions to ensure high-quality preschool services.

Of the 3,642 total slots, **1,992 slots** will be in **Georgia's Pre-K Plus** (GPP) for 6.5 hours per day, 180 school days per year. The number of **expansion slots** will be **1,044** and the number of **improvement slots** will be **948**. The current Georgia's Pre-K includes nine of the 12 components required to meet definition of a high-quality preschool programs and has an average cost per slot of $(b)(4) The average cost per slot over the four-year grant period for the proposed GPP is $(b)(4) the cost per slot includes all the components required to meet the definition of high-quality preschool programs, including providing comprehensive services. This average cost of GPP compares favorably with the average cost for a child enrolled in a Georgia Head Start program, which offers similar services for approximately $(b)(4) per slot.

Of the 3,642 slots proposed in this application for a Preschool Expansion grant, **1,650 slots** will be in **Georgia's Summer Transition Programs** for Rising K (880 slots) and Rising Pre-K (770 slots). The Summer Transition Program operates for 6.5 hours per day for six weeks during the summer. The average cost per slot is $(b)(4) in the **Rising K Summer Transition Program;** the average cost per slot is $(b)(4) in the **Rising Pre-K Summer Transition Program.** The difference in the cost per slot for Rising K and Rising Pre-K is due to the difference in the group size and instructional staff to child ratios. Rising K has a maximum group size of 16 with two teachers; Rising Pre-K has a maximum group size of 14 with two teachers. Expanding Georgia's Summer Transition Program provides additional educational opportunities to children served in GPP and gives priority to children who did not participate in Georgia's Pre-K or Head Start. The Summer Transition Program targets children from low-income families; all children served in the Summer Transition Program expansion slots will come from families who meet the income eligibility requirements specified by the grant.

The Preschool Expansion Grant funds will pay for the cost of improving existing slots and for ensuring that the expansion slots meet specified ratios and class size and provide the comprehensive services for high-quality preschool programs. In doing so, Georgia will continue to use all of the existing state funds allocated in each region; **no state funds will be supplanted with federal funds**. Therefore, the details provided below on the funding formula used for Georgia's Pre-K demonstrate how existing Georgia Lottery for Education funds will be braided with the requested Preschool Expansion Grant funding in this mixed-delivery model in the targeted regions. As discussed in subcriterion (D)(4)(b)(ii), children are served in economically diverse classrooms. Each GPP classrooms will include "expansion" slots and "improvement" slots funded by the Preschool Expansion Grant and existing state appropriations. Children served in the expansion and improvement slots will reside with families who have incomes at or below 200 percent of the Federal Poverty Line. Children from families who do not meet the income qualifications for the Preschool Expansion Grant funding will receive services from existing state lottery funding. Data shows that in each of the regions identified for the grant, approximately 60 percent of the children will be eligible for Preschool Expansion Grant funded slots, and approximately 40 percent of the children will be eligible for a state-funded slot.

The funding formula for Georgia's Pre-K includes a number of cost factors. On average, the cost per slot is $(b)(4) for the 6.5 hour per day, 180 day school year with 22 children and two teachers in a classroom. As discussed in the table in subcriterion (A)(4), Georgia's Pre-K meets nine of the 12 characteristics specified in the definition of high-quality preschool. The three unmet characteristics are child to instructional staff ratios of no more than 10:1, a class size of no more than 20 children, and comprehensive service delivery. GPP proposes an average total cost per slot of $(b)(4). A high-quality classroom program that mirrors Georgia's current program will have a cost per slot of $(b)(4) and allow GPP to address class size and ratio while and an additional average cost per slot of $(b)(4) will address the need for comprehensive services and will improve quality. The difference in the cost per slot for the proposed GPP ($(b)(4)) and the existing Georgia's Pre-K ($(b)(4)) will ensure that services are delivered that meet all 12 characteristics specified in the definition of high-quality preschool.

Currently, Georgia's Pre-K core class funding is based primarily on the variables of location (metro or non-metro for private providers and public) and lead teacher credentials (bachelor's degree, and state teacher certification). Based on these variables, 96 percent of

classrooms are funded at a minimum of $(b)(4) for a classroom in a public system with a lead teacher with a bachelor's degree and a maximum of $(b)(4) for a private provider in metro Atlanta with a lead teacher who is state certified.

In addition to the core class funding for Georgia's Pre-K, other variables are considered in the cost calculation:

- A subset of Pre-K teachers receive additional pay for training and experience.
- To address low population density in the rural areas, funding is added to pay qualifying providers for a full class when the program is unable to fill all of the slots. This ensures that families in rural areas have access and ensures that the program has the funding necessary to deliver high-quality services.
- To address the cost of opening new classrooms, start-up grants of $(b)(4) per class are provided.
- To address the specific needs of families with low incomes, funds are provided for transportation, and families may receive before/after school and holiday care.
- To address the specific needs of children with disabilities, funding is added to pay qualifying providers for a full class in designated inclusion classrooms to reduce the class size to 20 with three instructional staff. While all Georgia's Pre-K classrooms are inclusive, these inclusion classrooms are funded by braiding Georgia Lottery for Education funds and Part B, 619 funds. These classrooms are staffed with three staff: two lead teachers, one with special education preschool certification, and one assistant teacher.

Teacher training and experience and start-up grants do not vary when accounting for the amount to budget per child, so when assessing cost per slot, these two factors are ignored. Therefore, when considering a cost per slot for this grant, under the current system of 22 slots per class, the budgeted cost per slot is $(b)(4) When considering a class size of 20, the budgeted cost per slot increases to $(b)(4). The increase in cost per slot will not change the grant amount to subgrantees for each class with 20 instead of 22 slots, but the increase in cost is reflected in more classes being required to serve the same amount or more funded slots.

When considering the new costs related to a smaller class size and reduced child to instructional staff ratios for GPP grant funding, DECAL proposes to mirror its current financial model and ensure enough new classrooms are created to absorb the two "displaced" slots

(reducing class size from 22 to 20) and add additional slots. In doing so, DECAL is maximizing all existing state funds along with proposing an ambitious plan to expand the number of available slots in high-need regions. Over the four-year grant period, DECAL is proposing to increase the "saturation rate" (i.e., the number of available slots relative to the four-year-old population) by 10 percent in each high-need region. This increase would mean adding 1,044 new slots to all five regions.

GPP Expansion Plan					
Region	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Saturation Increase**
Metro	114	76	94	74	10.3%
Central	90	36	18	18	11.1%
North	92	58	38	38	11.0%
Southeast	14	72	76	36	10.2%
Southwest	46	54	0	0	10.1%
Total	**356**	**296**	**226**	**166**	**10.5%**

Other cost factors related to enhancing quality are being added with this grant application and include an annual comprehensive services grant to each regional hub in the amount of $(b)(4) per region and a quality supplement equal to 10 percent of the total Pre-K class grant for each classroom. The quality supplement is to be used for addressing quality improvements such as retention of experienced teachers, additional comprehensive services, and transportation. New classrooms created by reducing class size and expanding slots will receive an enhanced start-up grant of $(b)(4) The standard start-up grant for Georgia's Pre-K is $(b)(4) this amount has remained consistent for many years and no longer covers all the cost related to equipping the pre-Kindergarten classroom. To equip a high-quality environment, DECAL has calculated that a one-time start-up grant of $(b)(4) is more appropriate for each new GPP classroom. The $(b)(4) grant will include $(b)(4) for furniture, carpets, and shelving; $(b)(4) for consumables, paints, paper, and other supplies; $(b)(4) for manipulatives and learning centers; $(b)(4) for outdoor equipment; and $(b)(4) for technology. For each start-up grant, DECAL proposes to use $(b)(4) of Preschool Expansion Grant funding and $(b)(4) in Georgia Lottery Funding to maintain state investments in the classrooms and adhere to the estimated percentage of eligible children served in each classroom (approximately 60% of the children will be eligible for

Preschool Expansion Grant funded slots, and approximately 40% of the children will be eligible for state-funded slots).

As discussed in the table in subcriterion (A)(4), Georgia's **Summer Transition Programs** for **Rising K** and **Rising Pre-K** children, meet all 12 of the characteristics specified in the definition of high-quality preschool. Therefore, the current funding amount for the Summer Transition Program is used to calculate the funding amount requested for the Preschool Expansion Grant slots. The **Rising K** Summer Transition Program serves children from families with low incomes who did not attend Georgia's Pre-K or Head Start or who did attend but need additional academic support the summer before entering Kindergarten. The class has 16 slots per class and is awarded a grant of $(b)(4) per class for the six-week period ($(b)(4) per slot). The **Rising Pre-K** Summer Transition Program serves children from families with low incomes who will enter GPP at the end of the summer. For Rising Pre-K, there is also a bilingual model for children whose home language is Spanish. The class has 14 slots per class and is awarded a grant of $(b)(4) per class for the six-week period ($(b)(4) per slot). Since Georgia's Summer Transition Program is a targeted program (see subcriterion (D)(4)(b)(i)), all of these high-quality preschool slots will serve children whose families earn 200 percent or less of the Federal Poverty Line. A history of effectively operating the program and positive evaluations of the program demonstrates that the funding is reasonable and sufficient to deliver high-quality preschool programs.

(G)(2) Coordinate the Use of Existing Funds from Federal Sources that Support Early Learning and Development

In Georgia, state and federal early education programs and child care licensing are housed DECAL, a single education department focused on young children. DECAL oversees Georgia's Pre-K and Quality Rated, the state's tiered quality rating and improvement system. DECAL serves as the lead agency for the state's Early Learning Challenge grant (awarded in 2013) and the federal Child Care Development Fund. In addition, DECAL houses the Head Start State Collaboration Office and coordinates directly with Head Start grantees to braid Georgia's Pre-K and Head Start funding to provide comprehensive services for eligible families.

Having these programs in one department facilitates early education alignment and uniquely positions DECAL to leverage partnerships and execute formal agreements with state

agencies administering other federal programs. Formal agreements between the departments allow for service and data coordination.

As outlined in subcriterion (B)(5), this coordination is enhanced by three formal groups: the Alliance of Education Agency Heads (AEAH), Georgia's P-20 Council, and the Georgia Children's Cabinet. The DECAL Commissioner joins other state leaders to plan and coordinate each agency's programs and services aimed to educate and enhance the well-being of Georgia's children and families. These relationships at the leadership level facilitate the participation of staff from state and local agencies in cross-agency work groups, task forces, and implementation teams which fosters coordinated service delivery.

DECAL currently works with the Georgia Department of Education, which administers Title I of the ESEA; Section 619 of Part B of IDEA, and subtitle VII-B of the McKinney-Vento Act. An example of using **Title I of the ESEA** is the 360-Degrees of Family Engagement process created by the Georgia Department of Education and DECAL. Based on family engagement research, comprehensive planning, and collaborative teaming, the 360-Degrees of Family Engagement process helps local education agencies, including those operating Georgia's Pre-K, embed family and community engagement plans into their school improvement processes. **Section 619, Part B of IDEA** funding supports the families of children with disabilities by including them in developing their child's Individualized Education Plan (IEP) and by employing parent mentors to develop strategies for their districts to increase family engagement of parents of children with disabilities. DECAL works with local school systems to braid Georgia's Pre-K and Section 619, Part B funding to provide Georgia's Pre-K full inclusion classes.

Using funds from the **U.S. Department of Education's Office of Special Education**, the Georgia Department of Education provides State Personnel Development Grant (SPDG) funding to develop and implement workshops for parents of children with autism in targeted areas of the state. Other current family engagement initiatives and practices in the state include the Parent C.A.F.E. (Circles of Adults Focusing on Education), Parent Navigator Teams, and the Parent Mentor Partnership website. **VII-B of the McKinney-Vento Act** supports coordinating services for children who are homeless, including referrals to and enrollment in Georgia's Pre-K.

DECAL currently coordinates with the Georgia Department of Public Health, which administers **Part C of IDEA** (Babies Can't Wait early intervention program) to ensure that

children and families with specific developmental needs are identified early and that programs communicate effectively to ensure seamless transition of children with disabilities into other services. Agreements address referrals, transitions, and the inclusion of teachers as active participants in developing and implementing the strategies in the child's IFSP and in developing the IEP at transition. An active Part C State Interagency Coordinating Council serves provides overall structure to support effective, ongoing communication between agencies. The Council's members include DECAL staff representing child care and representatives from IDEA Part B, the Georgia Head Start Association, the Division of Family and Children Services, Medicaid, and local early intervention providers.

The **Head Start State Collaboration** office, housed at DECAL, promotes communication between the Office of Head Start, DECAL, state agencies, Head Start grantee agencies, local education agencies, private early childhood education programs, and other partners. Funding for the Head Start State Collaboration Office has assisted Georgia in developing data sharing agreements with all 31 Head Start grantee agencies, so that Head Start data is included in the cross-agency longitudinal data system.

Georgia has successfully braided **Head Start funding** with Georgia's Pre-K funding to deliver comprehensive services to four year olds in 120 classrooms. Georgia's Pre-K funding supports the 6.5 hour instructional day; Head Start funding supports screening, health, nutrition, social services, parent education, and parent engagement. Head Start grantee agencies coordinate with DECAL to help predict the number of slots needed in geographic areas, so existing slots in both programs can be better targeted to meet the demand.

DECAL also administers the Child Care Development Fund (CCDF) from the **Child Care and Development Block Grant Act of 1990**. CCDF is used to provide subsidies for before/after, holiday, and summer care for eligible children who attend Georgia's Pre-K. The targeted Georgia's Summer Transition Program is funded by CCDF. CCDF also supports resources and referrals for families, professional development and workforce incentives for teachers, and quality improvement supports for programs as described in subcriteria (B)(1) and (B)(6).

The **USDA School Lunch and Breakfast Program**, administered by the Georgia Department of Education, subsidizes meals and snacks for eligible children enrolled in public school settings. The **USDA Child and Adult Care Food Program**, administered by DECAL,

subsidizes meals and snacks for eligible children enrolled in private early education settings. Since Georgia's Pre-K and Summer Transition Program classrooms are in public schools and early education settings, eligible children attending Georgia's Pre-K have access to healthy meals, snacks, and nutrition education.

The Georgia Department of Education was awarded the **Race to the Top – K-12 Reform Grant** in 2009. As described in subcriterion (B)(5), Georgia responded to the invitational priority for early learning, and DECAL worked with the Georgia Department of Education to pilot four distinct professional development opportunities centered around the CLASS in Georgia's Pre-K. This work was supported by the Georgia Department of Education's Race to the Top K-12 Reform grant award.

In 2013 DECAL received the federal **Race to the Top-Early Learning Challenge Grant**. Funding supports 12 projects to increase the number of high-quality, accountable programs, promote early learning outcomes, develop a great early childhood education workforce, and measure outcomes and progress. These projects support teachers, programs, and systems that deliver early education services, including Georgia's Pre-K. In the current Early Learning Challenge plan, Georgia is using results from the professional development opportunities based on the CLASS in Georgia's Pre-K to create cohort and coaching professional development models for other early education programs participating in Quality Rated.

State appropriations fund the P-20 longitudinal data system, Georgia's Academic and Workforce Analysis Data System (GA Awards). GA Awards is the data hub serving the state's education research and reporting agenda to improve student achievement and outcomes. Georgia's Pre-K data is included in the system as described in subcriterion (B)(6).

The **Georgia Lottery for Education** funds Georgia's Pre-K. As discussed in (B)(2) and as demonstrated on Table B in the spreadsheet, from 2011-2014, over $(b)(4) has been invested in Georgia's Pre-K.

The Georgia Lottery for Education also provides financial support to students for post-secondary studies thorough the HOPE program; scholarships and grants help prepare the early childhood education workforce. Since the HOPE program began in 1993, over $(b)(4) have been awarded to more than 1.6 million students. The HOPE Scholarship is based on a student achieving and maintaining a prescribed grade point average. The HOPE Grant is available to residents of Georgia who enroll at any Georgia technical college to earn a certificate or diploma,

regardless of high school graduation date or GPA upon graduation. A new Strategic Industries Workforce Development Grant provides funding for three career areas identified as high demand careers for Georgia. One of the careers is early childhood education. The grants are in addition to the amounts provided by the HOPE grant.

Foundations, Corporations and Private Funders recognize that the quality of early learning providers in our state matters … to our children, our families, our education system, our economy, and our future. These foundations, corporations, and funders support Quality Rated, Georgia's tiered quality rating and improvement system, described in subcriterion (B)(4). The funders support the state's efforts to increase the number and percentage of children with high needs who are enrolled in high-quality preschool programs.

United Way of Greater Atlanta supports programs that provide children and their families with resources to improve their chances at success. This includes supporting early childhood development, child care subsidies, and professional development. The United Way of Greater Atlanta provides funding for Quality Rated to help early education programs, including those offering Georgia's Pre-K, improve learning environments, attain higher ratings, and sustain long-term quality by supporting bonus packages that include professional development, materials, and equipment.

Georgia Early Education Alliance for Ready Students (GEEARS) promotes school readiness for children from birth through five. Leveraging strategies informed by research, policy, and practice, GEEARS focuses on physical, emotional, academic, and communication skills. GEEARS serves as a bridge for Georgia's families, business community, and policy leaders to promote high-quality, evidence-based programs and systems; engage in a public education campaign to foster parental involvement and increase public awareness and support; and promote increased quality, accessibility, and affordability of early childhood care and education. GEEARS facilitates the public awareness campaign for Quality Rated.

The *Zeist Foundation* addresses the needs of at-risk children and families in education, health and human services, and arts and culture. The Zeist Foundation provides funding to Quality Rated to improve quality and promote access for children with high needs.

The *Cox Foundation* provided over $ (b)(4) in marketing placements for the Quality Rated public awareness campaign. Creative production of the Quality Rated public awareness campaign was provided by *Turner Broadcasting*.

PNC funds professional development for early childhood educators in Quality Rated programs. *IBM* donated Young Explorer computer stations to three-star Quality Rated programs serving children with high needs.

Voices for Georgia's Children is a nonprofit child policy and advocacy organization that envisions a Georgia where children are safe, healthy, educated, employable, and connected to their family and community. Voices, along with thirteen partners, sponsor Georgia's Pre-K Week annually. During Georgia's Pre-K Week, legislators visit Pre-K classrooms in their communities, reinforcing their interest in high-quality early education. Voices has supported Georgia's Pre-K Week with funding from foundation, corporate and private funded for the past four years.

The *James M. Cox Foundation* supports the virtual Cox Campus through the Rollins Center for Language & Literacy. The Cox Campus provided free, online professional development for Georgia's preschool and Pre-K teachers focusing on strategies to build children's vocabulary, language, and comprehension skills.

DECAL remains committed to coordinating and leveraging existing federal, state, local, and private resources that support early learning and development to deliver high-quality preschool services to children and families. Most importantly, since GPP is built upon the strong infrastructure of Georgia's Pre-K, all subgrantees will benefit from the resources and support provided through the existing system of coordinate funding sources.

(G)(3) Sustain the High-Quality Preschool Programs Supported by This Grant after the Grant Period Ends

Georgia has clearly demonstrated a strong commitment to building and sustaining an early education infrastructure that has delivered high-quality Pre-K experiences to over 1.5 million children and their families across the state. Over its 22-year history, the nationally renowned Georgia's Pre-K has evolved, expanded, and improved to become a critical component in the state's birth through college education continuum. The state has allocated over $ (b)(4) in lottery funding for Georgia's Pre-K since its inception.

Georgia has also clearly demonstrated support for expanding high-quality comprehensive services for the state's birth-to-five population. In 2004, Governor Sonny Perdue and the General Assembly created a separate state agency dedicated to early education – the Georgia Department of Early Care and Learning (DECAL) – that houses Georgia's Pre-K, child care licensing, child

care subsidy, Quality Rated (the state's tiered quality rating and improvement system), the Head Start State Collaboration Office, the Child and Adult Care Food Program (CACFP), and other programs (statewide family engagement and inclusion services) that support young children and families statewide. This has allowed the state to coordinate and leverage multiple federal and state funding streams to efficiently and effectively expand access to and improve the quality of early education for Georgia's children and families.

Georgia purposely and thoughtfully planned for sustainability when drafting the Preschool Expansion Grant application with a goal of ensuring the number and percentage of children with high needs served in GPP will be maintained or expanded when the grant funding ends. Georgia is employing the following three strategies:

1. Continue to cultivate and maintain local partnerships developed during the grant period for providing comprehensive services that will continue after the grant period ends. In addition, the data gathered over the grant period will help determine the impact of the comprehensive services on the eligible children and families in the identified regions. This data will be essential in determining how Georgia can best support high-need communities.
2. DECAL will sustain and expand the Summer Transition Programs using lottery and CCDF funds. Currently DECAL is working with the Governor's Office of Planning and Budget on a sustainability plan for the Summer Transition Program.
3. DECAL and state leaders recognize that class size and ratios are an important component in delivering high-quality pre-Kindergarten education. The Preschool Expansion Grant offers an opportunity to begin this process by focusing on high-need communities. The grant will provide DECAL with additional data to inform further conversation with state leaders on the impact that smaller class sizes have on student outcomes. Georgia's Pre-K is funded through lottery revenues that are also shared with the HOPE Scholarship and Grant programs that provide college tuition to students who attend colleges and universities in the state. Improvements to either program must be balanced within these annual lottery revenues. DECAL will continue to provide small class sizes and ratios in the Summer Transition Program to students who need additional instruction before entering Pre-K or Kindergarten. These additional classes will be targeted to areas of the state where the need is greatest (high-need communities).

Evidence for Selection Criterion G:

- Budget Narrative
- Budget Table in the Excel spreadsheets

Competitive Preference Priority 1: Contributing Matching Funds

Georgia is choosing not to respond to Competitive Preference Priority 1.

Competitive Preference Priority 2: Supporting a Continuum of Early Learning and Development

Introduction

Georgia has created, implemented, and continued to improve an effective early education system that includes: 1) developmentally appropriate early learning standards aligned with K-3 standards; 2) high instructional standards for programs and professionals; 3) sufficient resources to implement the child development and instructional standards; and 4) strong community and purposeful family engagement. By doing so, the state has laid the foundation for a birth to third grade continuum where children's high-quality preschool experiences seamlessly align to K-3.

The Preschool Expansion Grant provides an opportunity to align state initiatives and programs in five high-need regions. These alignments will further support the creation of a birth to third grade continuum for children in these communities. Additionally, this grant opportunity will solidify an "educational pathway" created by the seamless provision of services and care for children and families.

In each region, this defined pathway will be developed jointly by DECAL and each local community allowing for state-level support based on community needs. In addition to the identified GPP supports and targeted professional development, DECAL will provide support or resources to each region including:

- Quality Rated technical assistance and incentive packages to support high-quality child care
- Program for Infant and Toddler Care technical assistance and professional development
- Regional inclusion specialist on-site technical assistance
- Coordination of child care subsidy funding to create incentives for selecting two or three star Quality Rated programs.

By targeting resources and professional development to the regions, all programs: child care, Head Start, Early Head Start, before and after programs, early intervention services, and elementary schools, will be better equipped and better aligned to meet the needs of eligible children and their families.

At the county level, DECAL will work with the subgrantees to identify gaps in services and additional resources for children birth to third grade. Due to the work of the hubs, the coordination of services will be seamless. In addition, DECAL can leverage support from the Georgia Children's Cabinet, composed of representatives from all of Georgia's child serving agencies. The Cabinet focuses on supporting children and families in high-need regions by aligning important resources and services.

In each region DECAL and the Georgia Department of Education will jointly identify a "pathway" of an aligned progression of supports and services from birth through third grade. During the grant period, DECAL will work with local communities and local subgrantees to establish recruitment and enrollment policies that ensure eligible children are recruited, enrolled, and transitioned along the "educational pathway." In regions with gaps in services or programs, DECAL will target resources to develop the necessary services, e.g., technical assistance to support a child care program becoming Quality Rated; working with the local school system to provide IEP services at a local Head Start program to ensure that a child is served in the least restrictive environment; or coaching on transitions from one environment to another.

Competitive Priority 2 – Ambitious and Achievable Plan

(1) Key Goals

1. To create a more seamless progression of services for eligible children and their families within each of the five regions.

(2) Key Activities, Rationale, and, if applicable, Where Implemented and Scale-up Plans

Rationale	Where Implemented	Scale-up Plan
Activity 1: Identify gaps and resources for birth to third grade continuum **Aligned Goal:** 1		
To develop a seamless pathway, it is necessary to identify gaps and resources. As was shown in the questionnaires completed by each school system, gaps and resources vary widely.	Five Regions	Since the activity is being implemented with non-grant resources, it will not be difficult to sustain.

Rationale	Where Implemented	Scale-up Plan
Activity 2: Develop recruitment and enrollment policies within early learning providers within communities to ensure smooth transitions and continued enrollment in high-quality settings. **Aligned Goal:** 1		
Task Force of key stakeholders can ensure that gaps and resources are clearly identified.	Five Regions	Since the activity is being implemented with non-grant resources, it will not be difficult to sustain.
Activity 3: Develop and Communicate Educational Pathway Tailored for Each Region **Aligned Goal:** 1		
It is important that a living document be written and articulated in family friendly, community appropriate terms.	Five Regions	Since the activity is being implemented with non-grant resources, it will not be difficult to sustain.

(3) Timeline and Milestones for Each Key Activity

Activity/Milestone	2015		2016		2017		2018	
	Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec
Activity 1: Identify gaps and resources for birth to third grade continuum								
Select DECAL, DOE, and other community representatives	X							
Select process for identifying gaps and resources	X							
Identify gaps and resources	X	X	X	X	X	X	X	X
Activity 2: Implement Task Force and transition to Birth to 8 Team Meetings								
Select Task Force members	X	X	X				X	X
Meet monthly for Year One, quarterly thereafter	X	X	X	X	X	X	X	X
Activity 3: Develop and Communicate Educational Pathway Tailored for Each Region								
Develop "Pathway" document	X	X	X	X				
Communicate pathway				X	X	X	X	X

(4) Party or Parties Responsible for Each Activity and Key Personnel Assigned to Each Activity

- DECAL Federal Grants Manager
- DECAL Coordinator of Early Learning Services
- Hub Subgrantee Coordinator of Early Learning Services
- Subgrantee Project Directors

(5) Financial Resources to Support Successful Implementation and Sustainment

To support the successful implementation of GPP, existing state funds from the Georgia Lottery for Education and Preschool Expansion Grant funds will be budgeted and expended. Georgia has developed a budget that allows for the coordination of existing state funds, local partnerships, and federal funding to ensure high-quality implementation. This funding

infrastructure, along with local school system organization, will support the birth to third grade continuum.

(6) Supporting Evidence

None

(7) Performance Measures, where applicable

Not applicable

(8) Addressing the Needs of Eligible Children, including Those in Need of Additional Supports

The needs of eligible children will be addressed and supported through a more seamless continuum of services from birth to third grade. Distinct strategies will be developed and implemented to support effective referrals and transitions for children with disabilities. Additional support will be offered through targeted services for children who are English learners. Focusing on a community-developed pathway will ensure that the needs of each high-need community are met.

Competitive Preference Priority 3: Creating New High-Quality State Preschool Program Slots

As demonstrated throughout the grant, the state is using (b)(4) percent of the amount requested to create new slots. These new slots include new school year Pre-K slots for GPP and new Summer Transition Program slots. The Summer Transition Programs currently meet all 12 characteristics of high-quality preschool, and the new school year slots for GPP will be based on the current Georgia's Pre-K. The current Georgia's Pre-K currently meets nine of the 12 characteristics of high-quality preschool.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** GeorgiaAssurancesCertifications.pdf

Delete Mandatory Other Attachment | View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

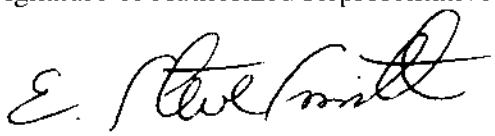
APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants – Expansion Grants Competition
(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): The Honorable Nathan Deal, Governor State of Georgia	Applicant's Mailing Address: 203 State Capitol Atlanta, GA 30334
Employer Identification Number: 58-0973190	Organizational DUNS: 069230183
Lead Agency: Bright from the Start: Georgia Department of Early Care and Learning Contact Name: Amy M. Jacobs, Interim Commissioner	Lead Agency Contact Phone: 404-651-7432 Lead Agency Contact Email Address: amy.jacobs@decal.ga.gov

Required Applicant Signatures *(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.)*:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I am familiar with the work proposed in the application, am fully committed to it, and will support its implementation:

Authorized Representative of the Subgrantee (Printed Name):	Telephone:
Dr. E. Steven Smith, Interim Superintendent Bibb County School District	478-765-8711
Signature of Authorized Representative of the Subgrantee:	Date:
	October 9, 2014

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants – Expansion Grants Competition
(CFDA No. 84.419B)

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Employer Identification Number: 58-0973190	Organizational DUNS: 069230183
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To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I am familiar with the work proposed in the application, am fully committed to it, and will support its implementation:

Authorized Representative of the Subgrantee (Printed Name): Donnie L. Smith, Superintendent Sumter County Schools	Telephone: 229-931-8500
Signature of Authorized Representative of the Subgrantee: Donnie L. Smith	Date: 10-9-14

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants – Expansion Grants Competition
(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): The Honorable Nathan Deal, Governor State of Georgia	Applicant's Mailing Address: 203 State Capitol Atlanta, GA 30334
Employer Identification Number: 58-0973190	Organizational DUNS: 069230183
Lead Agency: Bright from the Start: Georgia Department of Early Care and Learning Contact Name: Amy M. Jacobs, Interim Commissioner	Lead Agency Contact Phone: 404-651-7432 Lead Agency Contact Email Address: amy.jacobs@decal.ga.gov

Required Applicant Signatures *(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.)*:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I am familiar with the work proposed in the application, am fully committed to it, and will support its implementation:

Authorized Representative of the Subgrantee (Printed Name):	Telephone:
Dr. Tina Kirby, Superintendent McIntosh County Schools	912-437-6645
Signature of Authorized Representative of the Subgrantee:	Date:
Dr. Tina Kirby	10-8-14

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants – Expansion Grants Competition
(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): The Honorable Nathan Deal, Governor State of Georgia	Applicant's Mailing Address: 203 State Capitol Atlanta, GA 30334
Employer Identification Number: 58-0973190	Organizational DUNS: 069230183
Lead Agency: Bright from the Start: Georgia Department of Early Care and Learning Contact Name: Amy M. Jacobs, Interim Commissioner	Lead Agency Contact Phone: 404-651-7432 Lead Agency Contact Email Address: amy.jacobs@decal.ga.gov

Required Applicant Signatures *(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.)*:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I am familiar with the work proposed in the application, am fully committed to it, and will support its implementation:

Authorized Representative of the Subgrantee (Printed Name):	Telephone:
Dr. D. Raymond Hill, Superintendent Macon County Schools	478-472-8188
Signature of Authorized Representative of the Subgrantee:	Date:
(by proxy)	10-9-14

APPLICATION ASSURANCES AND CERTIFICATIONS

Preschool Development Grants – Expansion Grants Competition

(CFDA No. 84.419B)

Legal Name of Applicant Office of the Governor	Applicant's Mailing Address
Executive Name: Deal Governor State of Georgia	2[illegible] State Capitol Atlanta, GA 30334
Employer Identification Number: [illegible]	Organizational DUNS: [illegible]
Lead Agency: Begin from the State Georgia Department of Early Care and Learning	Lead Agency Contact Phone [illegible]
Contact Name: Amy [illegible] Interim Commissioner	Lead Agency Contact Email Address [illegible]

Required: Applicant Signature: [illegible]

To the best of my [illegible] and [illegible] in this application are true and correct.

[illegible] certify that [illegible] familiar with the work proposed in the application [illegible] will support its implementation.

Authorized Representative of the Subgrantee (Printed Name)	Telephone
David Mills, Superintendent Cass County Board of Education	22[illegible]
Signature of Authorized Representative of the Superintendent	Date

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants – Expansion Grants Competition
(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): The Honorable Nathan Deal, Governor State of Georgia	Applicant's Mailing Address: 203 State Capitol Atlanta, GA 30334
Employer Identification Number: 58-0973190	Organizational DUNS: 069230183
Lead Agency: Bright from the Start: Georgia Department of Early Care and Learning Contact Name: Amy M. Jacobs, Interim Commissioner	Lead Agency Contact Phone: 404-651-7432 Lead Agency Contact Email Address: amy.jacobs@decal.ga.gov

Required Applicant Signatures *(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.)*:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I am familiar with the work proposed in the application, am fully committed to it, and will support its implementation:

Authorized Representative of the Subgrantee (Printed Name):	Telephone:
Dr. Robert Waters, Superintendent Long County Board of Education	912-545-2367
Signature of Authorized Representative of the Subgrantee:	Date:
RWaters	10.09.14

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants – Expansion Grants Competition
(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): The Honorable Nathan Deal, Governor State of Georgia	Applicant's Mailing Address: 203 State Capitol Atlanta, GA 30334
Employer Identification Number: 58-0973190	Organizational DUNS: 069230183
Lead Agency: Bright from the Start: Georgia Department of Early Care and Learning Contact Name: Amy M. Jacobs, Interim Commissioner	Lead Agency Contact Phone: 404-651-7432 Lead Agency Contact Email Address: amy.jacobs@decal.ga.gov

Required Applicant Signatures *(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.)*:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I am familiar with the work proposed in the application, am fully committed to it, and will support its implementation:

Authorized Representative of the Subgrantee (Printed Name):	Telephone:
Dr. Valya S. Lee, Superintendent Liberty County School System	912-876-2161
Signature of Authorized Representative of the Subgrantee:	Date:
Valya S. Lee	10-9-14

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants – Expansion Grants Competition
(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): The Honorable Nathan Deal, Governor State of Georgia	Applicant's Mailing Address: 203 State Capitol Atlanta, GA 30334
Employer Identification Number: 58-0973190	Organizational DUNS: 069230183
Lead Agency: Bright from the Start: Georgia Department of Early Care and Learning Contact Name: Amy M. Jacobs, Interim Commissioner	Lead Agency Contact Phone: 404-651-7432 Lead Agency Contact Email Address: amy.jacobs@decal.ga.gov

Required Applicant Signatures *(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.)*:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I am familiar with the work proposed in the application, am fully committed to it, and will support its implementation:

Authorized Representative of the Subgrantee (Printed Name): William S. Schofield, Superintendent Hall County Schools	Telephone: 770-534-1080
Signature of Authorized Representative of the Subgrantee:	Date: 10-9-14

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants – Expansion Grants Competition
(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): The Honorable Nathan Deal, Governor State of Georgia	Applicant's Mailing Address: 203 State Capitol Atlanta, GA 30334
Employer Identification Number: 58-0973190	Organizational DUNS: 069230183
Lead Agency: Bright from the Start: Georgia Department of Early Care and Learning Contact Name: Amy M. Jacobs, Interim Commissioner	Lead Agency Contact Phone: 404-651-7432 Lead Agency Contact Email Address: amy.jacobs@decal.ga.gov

Required Applicant Signatures *(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.)*:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I am familiar with the work proposed in the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
The Honorable Nathan Deal, Governor	404-463-9403
Signature of Governor or Authorized Representative of the Governor:	Date:
Nathan Deal	10/9/2014
Lead Agency Authorized Representative (Printed Name):	Agency Name: Bright from the Start: Georgia Department of Early Care and Learning
Amy M. Jacobs, Interim Commissioner	
Signature of Lead Agency Authorized Representative:	Date:
	10/10/2014

(As indicated above, Subgrantees will sign on separate Application Assurance forms.)

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants – Expansion Grants Competition
(CFDA No. 84.419B)

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Employer Identification Number: 58-0973190	Organizational DUNS: 069230183
Lead Agency: Bright from the Start: Georgia Department of Early Care and Learning Contact Name: Amy M. Jacobs, Interim Commissioner	Lead Agency Contact Phone: 404-651-7432 Lead Agency Contact Email Address: amy.jacobs@decal.ga.gov

Required Applicant Signatures *(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.)*:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I am familiar with the work proposed in the application, am fully committed to it, and will support its implementation:

Authorized Representative of the Subgrantee (Printed Name):	Telephone:
Dr. Wanda Creel, Superintendent Gainesville City School System	770-536-5275
Signature of Authorized Representative of the Subgrantee:	Date:
Wanda S. Creel	10/8/2014

APPLICATION ASSURANCES AND CERTIFICATIONS
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(CFDA No. 84.419B)

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To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I am familiar with the work proposed in the application, am fully committed to it, and will support its implementation:

Authorized Representative of the Subgrantee (Printed Name):	Telephone:
Michael L. Thurmond, Superintendent DeKalb County School District	678-676-1200
Signature of Authorized Representative of the Subgrantee:	Date:
	10/10/14

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name):	
The Honorable Nathan Deal, Governor	
Signature: Nathan Deal	Date: 10/9/2014

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Program Support Center
Financial Management Service
Division of Cost Allocation

DCA Western Field Office
90 7th Street Suite 4-600
San Francisco, CA 94103
PHONE: (415) 437-7820
FAX: (415) 437-7823
E-MAIL: dcasf@psc.hhs.gov

JUN 09 2014

Mr. H. Ray Higgins, Jr.
Deputy Commissioner
Finance and Administration
Georgia Department of Early Care and Learning
2 Martin Luther King Jr. Drive, SE, Suite 754 East Tower
Atlanta, GA 30334

Dear Mr. Higgins:

This letter provides approval of the Georgia Department of Early Care and Learning Cost Allocation Plan (Plan), submitted on December 28, 2012. The effective date of the Plan is July 1, 2012.

Acceptance of the actual costs in accordance with the approved Plan is subject to the following conditions:

1. The information contained in the Plan and provided by the State in connection with our review of the Plan is complete and accurate in all material respects.

2. The actual costs claimed by the State are allowable under prevailing cost principles, program regulations and law.

3. The claims conform with the administrative and statutory limitations against which they are made.

This approval relates only to the methods of identifying and allocating costs to programs, and nothing contained herein should be construed as approving activities not otherwise authorized by approved program plans or Federal legislation and regulations.

Implementation of the approved cost allocation plan may subsequently be reviewed by authorized Federal staff. The disclosure of inequities during reviews may require changes to the Plan.

If you have any questions concerning the contents of this letter, please contact Jill Wilson of my staff at (301)-492-4881.

(b)(6)

Arif Karim, Director
Cost Allocation Services

cc: Jackie Glaze, CMS
Nadine Roth, ACF
Francisco Lebron, FNS

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

NO ** ●

****However, the Department of Early Care and Learning (DECAL) currently does have an approved Cost Allocation Plan. See attached letter.**

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

Hall County Schools

711 Green Street, N.W.
Gainesville, Georgia 30501-3368
770-534-1080
FAX 770-535-7404

WILLIAM S. SCHOFIELD
Superintendent

October 6, 2014

Amy M. Jacobs
Interim Commissioner
Bright from the Start: Georgia Department of Early Care and Learning
2 Martin Luther King Jr. Drive, SE
Suite 754, East Tower
Atlanta, GA 30334

Dear Commissioner Jacobs,

I am writing in response to your invitation for Hall County Schools to partner with Bright from the Start: Georgia Department of Early Care and Learning (DECAL) to expand Pre-K services through the federal *Preschool Development Grants – Expansion Grants*. This letter serves as a preliminary memorandum of understanding with DECAL to be submitted with the grant application.

Hall County Schools agrees to the following. Upon Georgia's being awarded the grant, Hall County Schools will:

1. Become a subgrantee of DECAL
2. Within 90 days of the award, complete a formal Memorandum of Understanding (MOU) detailing the terms and conditions and roles and responsibilities of DECAL, as the Lead Agency, and Hall County Schools, as the Subgrantee.
3. Include in the MOU an agreed upon Scope of Work developed collaboratively between DECAL and Hall County Schools that meets the specialized needs of eligible students and families in our local school system.
4. Implement the agreed upon Scope of Work and abide by all federal and state rules and regulations specified in the grant guidelines.
5. Ensure that the MOU, as the binding agreement between DECAL and Hall County Schools, is signed by the system's authorized representative thus acknowledging the relationship between the Subgrantee and the Lead Agency.

We appreciate that Georgia is applying for this grant, and we thank you for choosing Hall County Schools to partner with DECAL to provide more comprehensive services to our community's four year olds. Let us know if you need additional information from us as you complete the grant application.

Best wishes in your efforts,

Will Schofield,
Superintendent

Accredited by the Southern Association of Colleges and Schools

CRISP COUNTY BOARD OF EDUCATION

P. O. Box 729 · 201 South 7th Street · Cordele, GA 31010
Telephone: (229) 276-3400 · FAX: (229) 276-3406

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October 3, 2014

Amy M. Jacobs
Interim Commissioner
Bright from the Start: Georgia Department of Early Care and Learning
2 Martin Luther King Jr. Drive, SE, Suite 754, East Tower
Atlanta, GA 30334

Dear Commissioner Jacobs,

I am writing in response to your invitation for the Crisp County School System to partner with Bright from the Start: Georgia Department of Early Care and Learning (DECAL) to expand Pre-K services through the federal *Preschool Development Grants – Expansion Grants*. This letter serves as a preliminary memorandum of understanding with DECAL to be submitted with the grant application.

The Crisp County School System agrees to the following. Upon Georgia's being awarded the grant, the Crisp County School System will:

1. Become a subgrantee of DECAL
2. Within 90 days of the award, complete a formal Memorandum of Understanding (MOU) detailing the terms and conditions and roles and responsibilities of DECAL, as the Lead Agency, and the Crisp County School System, as the Subgrantee.
3. Include in the MOU an agreed upon Scope of Work developed collaboratively between DECAL and the Crisp County School System that meets the specialized needs of eligible students and families in our local school system.
4. Implement the agreed upon Scope of Work and abide by all federal and state rules and regulations specified in the grant guidelines.
5. Ensure that the MOU, as the binding agreement between DECAL and the Crisp County School System, is signed by the system's authorized representative thus acknowledging the relationship between the Subgrantee and the Lead Agency.

We appreciate that Georgia is applying for this grant, and we thank you for choosing the Crisp County School System to partner with DECAL to provide more comprehensive services to our community's four year olds. Let us know if you need additional information from us as you complete the grant application.

Best wishes in your efforts,

David Mims
Superintendent

LIBERTY COUNTY SCHOOL SYSTEM

Providing students an education which promotes excellence, good citizenship, and a love of learning

SUPERINTENDENT OF SCHOOLS Dr. Valya S. Lee	MEMBERS, BOARD OF EDUCATION	Lily H. Baker, Chair • Carol Guyett, Vice Chair • Marcia Anderson Becky C. Carter • Carolyn Smith Carter • Verdell Jones • Harold Woods

October 1, 2014

Amy M. Jacobs
Interim Commissioner
Bright from the Start: Georgia Department of Early Care and Learning
2 Martin Luther King Jr. Drive, SE
Suite 754, East Tower
Atlanta, GA 30334

Dear Commissioner Jacobs,

I am writing in response to your invitation for Liberty County Schools to partner with Bright from the Start: Georgia Department of Early Care and Learning (DECAL) to expand Pre-K services through the federal *Preschool Development Grants – Expansion Grants*. This letter serves as a preliminary memorandum of understanding with DECAL to be submitted with the grant application.

Liberty County Schools agrees to the following. Upon Georgia's being awarded the grant, Liberty County Schools will:

1. Become a subgrantee of DECAL
2. Within 90 days of the award, complete a formal Memorandum of Understanding (MOU) detailing the terms and conditions and roles and responsibilities of DECAL, as the Lead Agency, and Liberty County Schools, as the Subgrantee.
3. Include in the MOU an agreed upon Scope of Work developed collaboratively between DECAL and Liberty County Schools that meets the specialized needs of eligible students and families in our local school system.
4. Implement the agreed upon Scope of Work and abide by all federal and state rules and regulations specified in the grant guidelines.
5. Ensure that the MOU, as the binding agreement between DECAL and Liberty County Schools, is signed by the system's authorized representative thus acknowledging the relationship between the Subgrantee and the Lead Agency.

We appreciate that Georgia is applying for this grant, and we thank you for choosing Liberty County Schools to partner with DECAL to provide more comprehensive services to our community's four year olds. Let us know if you need additional information from us as you complete the grant application.

Respectfully,

Valya S. Lee

Dr. Valya S. Lee
Superintendent of Schools

200 Bradwell Street, Hinesville, GA 31313 • 912-876-2161 (Tel) • 912-368-6201 (Fax) • www.liberty.k12.ga.us

SUMTER COUNTY
SCHOOLS

October 1, 2014

Amy M. Jacobs
Interim Commissioner
Bright from the Start: Georgia Department of Early Care and Learning
2 Martin Luther King Jr. Drive, SE
Suite 754, East Tower
Atlanta, GA 30334

Dear Commissioner Jacobs,

I am writing in response to your invitation for Sumter County Schools to partner with Bright from the Start: Georgia Department of Early Care and Learning (DECAL) to expand Pre-K services through the federal *Preschool Development Grants – Expansion Grants*. This letter serves as a preliminary memorandum of understanding with DECAL to be submitted with the grant application.

Sumter County Schools agrees to the following. Upon Georgia's being awarded the grant, Sumter County Schools will:

1. Become a subgrantee of DECAL
2. Within 90 days of the award, complete a formal Memorandum of Understanding (MOU) detailing the terms and conditions and roles and responsibilities of DECAL, as the Lead Agency, and Sumter County Schools, as the Subgrantee.
3. Include in the MOU an agreed upon Scope of Work developed collaboratively between DECAL and Sumter County Schools that meets the specialized needs of eligible students and families in our local school system.
4. Implement the agreed upon Scope of Work and abide by all federal and state rules and regulations specified in the grant guidelines.
5. Ensure that the MOU, as the binding agreement between DECAL and Sumter County Schools, is signed by the system's authorized representative thus acknowledging the relationship between the Subgrantee and the Lead Agency.

We appreciate that Georgia is applying for this grant, and we thank you for choosing Sumter County Schools to partner with DECAL to provide more comprehensive services to our community's four year olds. Let us know if you need additional information from us as you complete the grant application.

Sincerely,

Donnie L. Smith
Superintendent

SUMTER COUNTY BOARD OF EDUCATION • 100 LEARNING LANE • AMERICUS, GEORGIA 31719 • 229-931-8500

The Sumter County School System does not discriminate on the basis of race, color, national origin, sex, age or handicap in any educational program/activities or in employment practices.

McIntosh County Schools

Dr. Ernestine E. Kirby
Superintendent

Date October 1, 2014

Amy M. Jacobs
Interim Commissioner
Bright from the Start: Georgia Department of Early Care and Learning
2 Martin Luther King Jr. Drive, SE
Suite 754, East Tower
Atlanta, GA 30334

Dear Commissioner Jacobs,

I am writing in response to your invitation for McIntosh County Schools to partner with Bright from the Start: Georgia Department of Early Care and Learning (DECAL) to expand Pre-K services through the federal *Preschool Development Grants – Expansion Grants*. This letter serves as a preliminary memorandum of understanding with DECAL to be submitted with the grant application.

McIntosh County Schools agrees to the following. Upon Georgia's being awarded the grant, McIntosh County Schools will:

1. Become a subgrantee of DECAL
2. Within 90 days of the award, complete a formal Memorandum of Understanding (MOU) detailing the terms and conditions and roles and responsibilities of DECAL, as the Lead Agency, and McIntosh County Schools, as the Subgrantee.
3. Include in the MOU an agreed upon Scope of Work developed collaboratively between DECAL and McIntosh County Schools that meets the specialized needs of eligible students and families in our local school system.
4. Implement the agreed upon Scope of Work and abide by all federal and state rules and regulations specified in the grant guidelines.
5. Ensure that the MOU, as the binding agreement between DECAL and McIntosh County Schools, is signed by the system's authorized representative thus acknowledging the relationship between the Subgrantee and the Lead Agency.

We appreciate that Georgia is applying for this grant, and we thank you for choosing McIntosh County Schools to partner with DECAL to provide more comprehensive services to our community's four year olds. Let us know if you need additional information from us as you complete the grant application.

Best wishes in your efforts,

Tina Kirby, Ed.D
Superintendent

200 Pine Street · Darien, Georgia 31305 · Telephone 912/437-6645 · FAX 912/437-2140

MACON COUNTY SCHOOLS

P. O. Box 488
Oglethorpe, Georgia 31068
(478) 472-8188 Fax (478) 472-2042

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Oglethorpe, Georgia

October 2, 2014

Ms. Amy M. Jacobs
Interim Commissioner
Bright from the Start
Georgia Department of Early Care and Learning
2 Martin Luther King Jr. Drive, SE
Suite 754, East Tower
Atlanta, Georgia 30334

Dear Commissioner Jacobs:

I am writing in response to your invitation for Macon County Schools to partner with Bright from the Start: Georgia Department of Early Care and Learning (DECAL) to expand Pre-K services through the federal Preschool Development Grants – Expansion Grants. This letter serves as a preliminary memorandum of understanding with DECAL to be submitted with the grant application.

Macon County Schools agrees to the following. Upon Georgia's being awarded the grants, Macon County Schools will:

1. Become a sub-grantee of DECAL.
2. Within 90 days of the award, complete a formal Memorandum of Understanding (MOU) detailing the terms and conditions and roles and responsibilities of DECAL, as the Lead Agency, and Macon County Schools, as the Sub-grantee.
3. Include in the MOU an agreed upon Scope of Work developed collaboratively between DECAL and Macon County Schools that meets the specialized needs of eligible students and families in our local school system.
4. Implement the agreed upon Scope of Work and abide by all federal and state rules and regulations specified in the grant guidelines.
5. Ensure that the MOU, as the binding agreement between DECAL and Macon County Schools, is signed by the system's authorized representative thus acknowledging the relationship between the Sub-grantee and the Lead Agency.

We appreciate that Georgia is applying for this grant, and we thank you for choosing Macon County Schools to partner with DECAL to provide more comprehensive services to our community's four year olds. Let us know if you need additional information from us as you complete the grant application.

Best wishes in your efforts,

Dr. D. Ray Hill
Superintendent

DRH:gn

AN EQUAL OPPORTUNITY EMPLOYER

LONG COUNTY BOARD OF EDUCATION

P.O. Box 428
Ludowici, Georgia 31316
Phone: (912) 545-2367 • Fax: (912) 545-2380

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SUPERINTENDENT

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10-3-2014

Amy M. Jacobs
Interim Commissioner
Bright from the Start: Georgia Department of Early Care and Learning
2 Martin Luther King Jr. Drive, SE
Suite 754, East Tower
Atlanta, GA 30334

Dear Commissioner Jacobs,

I am writing in response to your invitation for Long Schools to partner with Bright from the Start: Georgia Department of Early Care and Learning (DECAL) to expand Pre-K summer services through the federal *Preschool Development Grants – Expansion Grants*. This letter serves as a preliminary memorandum of understanding with DECAL to be submitted with the grant application.

Long County Schools agrees to the following. Upon Georgia's being awarded the grant, Long County Schools will:

1. Become a sub-grantee of DECAL
2. Within 90 days of the award, complete a formal Memorandum of Understanding (MOU) detailing the terms and conditions and roles and responsibilities of DECAL, as the Lead Agency, and Long County Schools, as the sub-grantee.
3. Include in the MOU an agreed upon Scope of Work developed collaboratively between DECAL and Long County Schools that meets the specialized needs of eligible students and families in our local school system.
4. Implement the agreed upon Scope of Work and abide by all federal and state rules and regulations specified in the grant guidelines.
5. Ensure that the MOU, as the binding agreement between DECAL and Long County Schools, is signed by the system's authorized representative thus acknowledging the relationship between the Sub-grantee and the Lead Agency.

We appreciate that Georgia is applying for this grant, and we thank you for choosing Long County Schools to partner with DECAL to provide more comprehensive services to our community's four year olds. Let us know if you need additional information from us as you complete the grant application.

Best wishes in your efforts,

Robert Waters, Ed.D
Superintendent

BIBB COUNTY SCHOOL DISTRICT

E. Steven Smith, Ph.D.
Interim Superintendent

October 2, 2014

Amy M. Jacobs
Interim Commissioner
Bright from the Start:
Georgia Department of Early Care and Learning
2 Martin Luther King Jr. Drive, SE
Suite 754, East Tower
Atlanta, GA 30334

Dear Commissioner Jacobs,

I am writing in response to your invitation for Bibb County School District to partner with Bright from the Start: Georgia Department of Early Care and Learning (DECAL) to expand Pre-K services through the federal *Preschool Development Grants – Expansion Grants*. This letter serves as a preliminary memorandum of understanding with DECAL to be submitted with the grant application.

The Bibb County Schools agrees to the following. Upon Georgia's being awarded the grant, Bibb County Schools will:

1. Become a subgrantee of DECAL;
2. Within 90 days of the award, complete a formal Memorandum of Understanding (MOU) detailing the terms and conditions and roles and responsibilities of DECAL, as the Lead Agency, and Bibb County Schools, as the Subgrantee;
3. Include in the MOU an agreed upon Scope of Work developed collaboratively between DECAL and Bibb County Schools that meets the specialized needs of eligible students and families in our local school system;
4. Implement the agreed upon Scope of Work and abide by all federal and state rules and regulations specified in the grant guidelines; and
5. Ensure that the MOU, as the binding agreement between DECAL and Bibb County Schools, is signed by the system's authorized representative thus acknowledging the relationship between the Subgrantee and the Lead Agency.

We appreciate that Georgia is applying for this grant, and we thank you for choosing Bibb County Schools to partner with DECAL to provide more comprehensive services to our community's four year olds. Let us know if you need additional information from us as you complete the grant application.

Best wishes in your efforts,

E. Steven Smith, Ph.D.
Interim Superintendent

DeKalb County
School District

1701 Mountain Industrial Boulevard
Stone Mountain, GA 30083-1027
678-676-1200

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Mr. David Campbell
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Mr. John W. Coleman
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Dr. Joyce Morley
Mr. Marshall D. Orson

Superintendent
Mr. Michael L. Thurmond

October 8, 2014

Amy M. Jacobs
Interim Commissioner
Bright from the Start: Georgia Department of Early Care and Learning
2 Martin Luther King Jr. Drive, SE
Suite 754, East Tower
Atlanta, GA 30334

Dear Commissioner Jacobs,

I am writing in response to your invitation for DeKalb County School District to partner with Bright from the Start: Georgia Department of Early Care and Learning (DECAL) to expand Pre-K services through the federal *Preschool Development Grants – Expansion Grants*. This letter serves as a preliminary memorandum of understanding with DECAL to be submitted with the grant application.

DeKalb County School District agrees to the following. Upon Georgia's being awarded the grant, DeKalb County School District will:

1. Become a subgrantee of DECAL
2. Within 90 days of the award, complete a formal Memorandum of Understanding (MOU) detailing the terms and conditions and roles and responsibilities of DECAL, as the Lead Agency, and DeKalb County School District, as the Subgrantee.
3. Include in the MOU an agreed upon Scope of Work developed collaboratively between DECAL and DeKalb County School District that meets the specialized needs of eligible students and families in our local school system.
4. Implement the agreed upon Scope of Work and abide by all federal and state rules and regulations specified in the grant guidelines.
5. Ensure that the MOU, as the binding agreement between DECAL and DeKalb County School District, is signed by the system's authorized representative thus acknowledging the relationship between the Subgrantee and the Lead Agency.

We appreciate that Georgia is applying for this grant, and we thank you for choosing DeKalb County School District to partner with DECAL to provide more comprehensive services to our community's four year olds. Let us know if you need additional information from us as you complete the grant application.

Regards,

Michael L. Thurmond
Superintendent

Board of Education
Maria Calkins, Chair
Delores Diaz, Vice Chair
Willie Mitchell, Treasurer
Sammy Smith, Board Member
Brett Mercer, Board Member

Wanda G. Creel, Ed.D.
Superintendent

GAINESVILLE CITY SCHOOL SYSTEM

ONE GAINESVILLE: We will inspire, nurture, challenge, and prepare our students.

October 7, 2014

Amy M. Jacobs
Interim Commissioner
Bright from the Start: Georgia Department of Early Care and Learning
2 Martin Luther King Jr. Drive, SE
Suite 754, East Tower
Atlanta, GA 30334

Dear Commissioner Jacobs,

I am writing in response to your invitation for Gainesville City Schools to partner with Bright from the Start: Georgia Department of Early Care and Learning (DECAL) to expand Pre-K services through the federal *Preschool Development Grants – Expansion Grants*. This letter serves as a preliminary memorandum of understanding with DECAL to be submitted with the grant application.

Gainesville City Schools agrees to the following. Upon Georgia's being awarded the grant, Gainesville City Schools will:

1. Become a subgrantee of DECAL
2. Within 90 days of the award, complete a formal Memorandum of Understanding (MOU) detailing the terms and conditions and roles and responsibilities of DECAL, as the Lead Agency, and Gainesville City Schools, as the Subgrantee.
3. Include in the MOU an agreed upon Scope of Work developed collaboratively between DECAL and Gainesville City Schools that meets the specialized needs of eligible students and families in our local school system.
4. Implement the agreed upon Scope of Work and abide by all federal and state rules and regulations specified in the grant guidelines.
5. Ensure that the MOU, as the binding agreement between DECAL and Gainesville City Schools, is signed by the system's authorized representative thus acknowledging the relationship between the Subgrantee and the Lead Agency.

We appreciate that Georgia is applying for this grant, and we thank you for choosing Gainesville City Schools to partner with DECAL to provide more comprehensive services to our community's four year olds. Let us know if you need additional information from us as you complete the grant application.

Best wishes in your efforts,

Wanda Creel

Wanda G. Creel, Ed.D.
Superintendent

508 Oak Street, N.W. • Gainesville, Georgia 30501-3506 • (770) 536-5275
FAX (770) 287-2019 • www.gcssk12.net

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Georgia Department of Early Care and Learning
Structural Elements of High-Quality Preschool

Structural Elements	Georgia's Pre-K	Summer Transition Programs	Georgia's Pre-K Plus
High Staff Qualifications	Yes. All teachers are required to have at least a bachelor's degree.	Yes. All teachers are required to have at least a bachelor's degree.	Yes. All teachers will be required to have at least a bachelor's degree.
High-Quality Professional Development	Yes. Mandatory training for lead and assistant teachers that exceeds state requirement.	Yes. Mandatory training for lead and assistant teachers that exceeds state requirement.	Yes. Mandatory training for lead and assistant teachers that exceeds state requirement.
Child to Instructional Staff Ratio of No More than 10:1	No. Current ratios are 11:1.	Yes. Ratio of 7:1 in Rising Pre-K and 8:1 in Rising K.	Yes. Participating programs will receive additional per child costs to lower ratios.
Class Size of No More than 20	No. Current class sizes are 22.	Yes. Class sizes are 14 in Rising Pre-K and 16 in Rising K.	Yes. Participating programs will receive additional per child costs to lower class sizes.
Full-Day Program	Yes	Yes	Yes
Inclusion of Children with Disabilities	Yes. Children with disabilities have full access and full participation. Some programs blend IDEA Part B funding to cover the costs of an additional staff person.	Yes. Children with disabilities have full access and full participation.	Yes. GPP will expand the number of inclusion classrooms blending IDEA Part B funding to cover the costs of an additional staff person.
Developmentally appropriate, culturally, and linguistically responsive instruction and evidence-based curricula, and learning environments aligned with the GELDS	Yes. Mandated by *Georgia's Pre-K Operating Guidelines*.	Yes. Same *Georgia's Pre-K Operating Guidelines* apply.	Yes. Same *Georgia's Pre-K Operating Guidelines* apply.
Individualized Accommodations and Supports	Yes. Mandated by *Georgia's Pre-K Operating Guidelines*.	Yes. Same *Georgia's Pre-K Operating Guidelines* apply.	Yes. Same *Georgia's Pre-K Operating Guidelines* apply.
Program Evaluation to Ensure Continuous Improvement	Yes. Overall state program is independently evaluated, and programs receive resources for individual program evaluation.	Yes. Overall state program is independently evaluated, and programs receive resources for individual program evaluation.	Yes. Summer Transition Programs and GPP participants will be incorporated into ongoing evaluations.
Instructional Staff Salaries Comparable to Salaries of Local K-12 Instructional Staff.	Yes	Yes	Yes. Subgrantees will be permitted to use quality improvement funds to supplement salaries.
On-Site or Accessible Comprehensive Services	Some	Yes. All comprehensive services outlined in the application are provided.	Yes. All comprehensive services in the application will be provided.
Evidence-based Health and Safety Standards	Yes. All Georgia's Pre-K providers are monitored to ensure adherence to health and safety standards.	Yes. All Georgia's Pre-K providers are monitored to ensure adherence to health and safety standards.	Yes. All GPP providers will be monitored to ensure adherence to health and safety standards.

Georgia Department of Early Care and Learning
School Readiness Definition

The first of the National Education Goals states "all children will start school ready to learn." Within the context of the nature of four-year-olds and how they learn, Georgia has formulated a definition of school readiness. We believe school readiness must be defined within the context of families and how they live. It must be defined within the context of communities and the services they provide. And, it must be defined within the context of schools and their readiness for children.

A child's readiness for school is when...

- possible health barriers that block learning have been detected,
- suspected physical or mental disabilities have been addressed,
- enthusiasm, curiosity, and persistence toward learning is demonstrated,
- feelings of both self and others are recognized,
- social and interpersonal skills are emerging,
- communication with others is effective,
- early literacy skills are evident, and
- a general knowledge about the world, things, places, events, and people has been acquired.

Indicators for each dimension of school readiness include but are not limited to the following:

...possible health barriers that block learning have been detected

- Eye, Ear, and Dental Screenings will detect problems related to seeing, hearing, and dental health.
- Immunizations will be on schedule.
- Diseases and other health issues will be detected as early as possible.
- Rate of growth and mobility within acceptable ranges will be determined.

...suspected physical or mental disabilities have been addressed

- Suspected physical and mental disabilities will be detected and referrals will be made as early as possible.

...enthusiasm, curiosity, and persistence toward learning is demonstrated

- Attitudes toward and interest in learning will demonstrate a readiness to learn.
- Persistence in completing tasks will be evident.

...feelings of both self and others are recognized

- Feelings will be identified and expressed appropriately.
- Feelings of others will be understood and accepted.
- An increasing capacity for self-control will be evident.

Georgia Department of Early Care and Learning
School Readiness Definition

...social and interpersonal skills are emerging

- Ability to work or play cooperatively with others will be evident.
- Ability to form appropriate relationships with children and adults will be demonstrated.
- Emerging conflict resolution skills will be evident.
- Increasing capacity to follow rules and routines will be evident.

...communication with others is effective

- Listening skills will be evident.
- Ability to follow simple directions will be evident.
- Expressing needs and wants will be demonstrated.
- Use of language to interact socially with others will be demonstrated.
- Ability to describe people, places, things, and events will be evident.
- Ability to ask and answer age-appropriate questions will be demonstrated.

...early literacy skills are evident

- Association between spoken and written words will be recognized.
- Understanding of beginning alphabetic knowledge will be demonstrated.
- Ability to discriminate sounds will be evident.
- Knowledge of basic book and story components will be evident.
- Use of shapes and marks to convey meaning will be demonstrated.
- Writing letters to represent word and syllables will be demonstrated

...a general knowledge about the world, things, places, events, and people has been acquired

- Recognition of name will be evident.
- Basic awareness of self, family, and community will be demonstrated.
- Knowledge of simple science concepts will be evident.
- Knowledge of simple math concepts will be evident.
- Ability to count up to10 will be evident.
- Basic understanding of shapes and colors will be demonstrated.
- Ability to sort and classify objects will be evident.

DOMAIN: PDM PHYSICAL DEVELOPMENT AND MOTOR SKILLS

STRAND 1
HEALTH AND WELL-BEING

STANDARD: PDM1
The child will practice healthy and safe habits.

STANDARD: PDM2
The child will participate in activities related to nutrition.

STRAND 2
USE OF SENSES

STANDARD: PDM3
The child will demonstrate an awareness of the body in space and child's relationship to objects in space.

STANDARD: PDM4
The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.

STRAND 3
MOTOR SKILLS

STANDARD: PDM5
The child will demonstrate gross motor skills.

STANDARD: PDM6
The child will demonstrate fine motor skills.

DOMAIN: SED SOCIAL AND EMOTIONAL DEVELOPMENT

STRAND 1
DEVELOPING A SENSE OF SELF

STANDARD: SED1
The child will develop self-awareness.

STANDARD: SED2
The child will engage in self-expression.

STRAND 2
SELF-REGULATION

STANDARD: SED3
The child will begin to demonstrate self-control.

STRAND 3
DEVELOPING A SENSE OF SELF WITH OTHERS

STANDARD: SED4
The child will develop relationships and social skills with adults.

STANDARD: SED5
The child will develop relationships and social skills with peers.

DOMAIN: APL APPROACHES TO PLAY AND LEARNING

STRAND 1
INITIATIVE AND EXPLORATION

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

STANDARD: APL2
The child will demonstrate interest and curiosity.

STRAND 2
ATTENTIVENESS AND PERSISTENCE

STANDARD: APL3
The child will sustain attention to a specific activity and demonstrate persistence.

STRAND 3
PLAY

STANDARD: APL4
The child will engage in a progression of imaginative play.

STANDARD: APL5
The child will demonstrate a cooperative and flexible approach to play and learning.

DOMAIN: CLL COMMUNICATION, LANGUAGE AND LITERACY

STRAND 1
RECEPTIVE LANGUAGE

STANDARD: CLL1
The child will listen to conversations and demonstrate comprehension.

STANDARD: CLL2
The child will acquire vocabulary introduced in conversations, activities, stories or books.

STRAND 2
EXPRESSIVE LANGUAGE

STANDARD: CLL3
The child will use nonverbal communication for a variety of purposes.

STANDARD: CLL4
The child will use increasingly complex spoken language.

STRAND 3
EARLY READING

STANDARD: CLL5
The child will acquire meaning from a variety of materials read to him/her.

STANDARD: CLL6
The child will develop early phonological awareness (awareness of the units of sound).

STANDARD: CLL7
The child will demonstrate increasing knowledge of the alphabet.

STANDARD: CLL8
The child will demonstrate awareness of print concepts.

STRAND 4
EARLY WRITING

STANDARD: CLL9
The child will use writing for a variety of purposes.

DOMAIN: CD COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

SUB-DOMAIN: MATH

STRAND 1
NUMBER AND QUANTITY

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

STANDARD: CD-MA2
The child will manipulate, compare, describe relationships, and solve problems using number and quantity.

STRAND 2
MEASUREMENT AND COMPARISON

STANDARD: CD-MA3
The child will explore and communicate about distance, weight, length, height and time.

STANDARD: CD-MA4
The child will sort, seriate, classify and create patterns.

STRAND 3
GEOMETRY AND SPATIAL THINKING

STANDARD: CD-MA5
The child will explore, recognize and describe spatial relationships between objects.

STANDARD: CD-MA6
The child will explore, recognize and describe shapes and shape concepts.

STRAND 4
MATHEMATICAL REASONING

STANDARD: CD-MA7
The child will use mathematical problem solving, reasoning, estimation and communication.

SUB-DOMAIN: SOCIAL STUDIES

STRAND 1
FAMILY

STANDARD: CD-SS1
The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.

SUB-DOMAIN: SOCIAL STUDIES

STRAND 2
PEOPLE AND COMMUNITY

STANDARD: CD-SS2
The child will demonstrate an understanding of his/her community and an emerging awareness of other's culture and ethnicity.

STANDARD: CD-SS3
The child will demonstrate an awareness of geography in his/her community.

STANDARD: CD-SS4
The child will demonstrate awareness of economics in his/her community.

STRAND 3
HISTORY AND EVENTS

STANDARD: CD-SS5
The child will understand the passage of time and how events are related.

SUB-DOMAIN: SCIENCE

STRAND 1
SCIENTIFIC SKILLS AND METHODS

STANDARD: CD-SC1
The child will demonstrate scientific inquiry skills.

STRAND 2
EARTH AND SPACE

STANDARD: CD-SC2
The child will demonstrate knowledge related to the dynamic properties of earth and sky.

STRAND 3
LIVING THINGS

STANDARD: CD-SC3
The child will demonstrate knowledge related to living things and their environments.

STRAND 4
PHYSICAL SCIENCE

STANDARD: CD-SC4
The child will demonstrate knowledge related to physical science.

SUB-DOMAIN: SCIENCE

STRAND 5
INTERACTION WITH ENVIRONMENT

STANDARD: CD-SC5
The child will demonstrate an awareness of and the need to protect his/her environment.

SUB-DOMAIN: CREATIVE DEVELOPMENT

STRAND 1
CREATIVE MOVEMENT AND DANCE

STANDARD: CD-CR1
The child will participate in dance to express creativity.

STRAND 2
VISUAL ARTS

STANDARD: CD-CR2
The child will create and explore visual art forms to develop artistic expression.

STRAND 3
MUSIC

STANDARD: CD-CR3
The child will use his/her voice, instruments and objects to express creativity.

STRAND 4
DRAMA

STANDARD: CD-CR4
The child will use dramatic play to express creativity.

SUB-DOMAIN: COGNITIVE PROCESSES

STRAND 1
THINKING SKILLS

STANDARD: CD-CP1
The child will demonstrate awareness of cause and effect.

STANDARD: CD-CP2
The child will use prior knowledge to build new knowledge.

STRAND 2
PROBLEM SOLVING

STANDARD: CD-CP3
The child will demonstrate problem-solving skills.

ÁREA: PDM DESARROLLO FÍSICO Y HABILIDADES MOTRICES

UNIDAD 1
SALUD Y BIENESTAR

NORMA: PDM1
El niño practicará hábitos saludables y seguros.

NORMA: PDM2
El niño participará en actividades relacionadas con la alimentación.

UNIDAD 2
USO DE LOS SENTIDOS

NORMA: PDM3
El niño demostrará conocimiento de su cuerpo en el espacio y la relación del niño con los objetos en el espacio.

NORMA: PDM4
El niño utilizará los sentidos (vista, tacto, oído, olfato y gusto) para explorar, el entorno y procesar información.

UNIDAD 3
HABILIDADES MOTRICES

NORMA: PDM5
El niño demostrará habilidades motrices gruesas.

NORMA: PDM6
El niño demostrará habilidades motrices finas.

ÁREA: SED DESARROLLO SOCIAL Y EMOCIONAL

UNIDAD 1
DESARROLLO DEL SENTIDO DE SÍ MISMO

NORMA: SED1
El niño desarrollará autoconfianza.

NORMA: SED2
El niño logrará autoexpresión.

UNIDAD 2
AUTORREGULACIÓN

NORMA: SED3
El niño comenzará a demostrar autocontrol.

UNIDAD 3
DESARROLLO DEL SENTIDO DE SÍ MISMO CON RESPECTO A OTROS.

NORMA: SED4
El niño se relacionará y desarrollará habilidades sociales con los adultos.

NORMA: SED5
El niño se relacionará y desarrollará habilidades sociales con niños.

ÁREA: APL ENFOQUES PARA JUGAR Y APRENDER

UNIDAD 1
INICIATIVA Y EXPLORACIÓN

NORMA: APL1
El niño demostrará iniciativa y autoselección.

NORMA: APL2
El niño demostrará interés y curiosidad.

UNIDAD 2
ATENCIÓN Y PERSEVERANCIA

NORMA: APL3
El niño mantendrá la atención en una actividad específica y demostrará perseverancia.

UNIDAD 3
JUEGO

NORMA: APL4
El niño se involucrará en una evolución del juego imaginativo.

NORMA: APL5
El niño demostrará un enfoque cooperativo y flexible para jugar y aprender.

ÁREA: CLL COMUNICACIÓN, LENGUAJE Y ALFABETIZACIÓN

UNIDAD 1
LENGUAJE RECEPTIVO.

NORMA: CLL1
El niño escuchará conversaciones y demostrará comprensión.

NORMA: CLL2
El niño aprenderá vocabulario relacionado en las conversaciones, las actividades, los cuentos o los libros.

UNIDAD 2
LENGUAJE EXPRESIVO

NORMA: CLL3
El niño usará comunicación no verbal para diversos propósitos.

NORMA: CLL4
El niño usará lenguaje oral cada vez más complejo.

UNIDAD 3
LECTURA TEMPRANA

NORMA: CLL5
El niño asimilará el significado de diversos materiales a través de la lectura.

NORMA: CLL6
El niño desarrollará conocimiento lingüístico temprano (conocimiento de unidades de sonido).

NORMA: CLL7
El niño demostrará mayor conocimiento del abecedario.

NORMA: CLL8
El niño demostrará conocimiento de conceptos impresos.

UNIDAD 4
ESCRITURA TEMPRANA

NORMA: CLL9
El niño usará la escritura para diversos propósitos.

ÁREA: CD DESARROLLO COGNITIVO Y CONOCIMIENTO GENERAL

SUBÁREA: MATEMÁTICAS

UNIDAD 1
NÚMERO Y CANTIDAD

NORMA: CD-MA1
El niño organizará, representará y adquirirá conocimiento de cantidad y número.

NORMA: CD-MA2
El niño manipulará, comparará, describirá relaciones y resolverá problemas mediante cantidad y número.

UNIDAD 2
MEDICIÓN Y COMPARACIÓN

NORMA: CD-MA3
El niño explorará y comunicará la distancia, el peso, la longitud, la altura y el tiempo.

NORMA: CD-MA4
El niño ordenará, agrupará, clasificará y creará patrones.

UNIDAD 3
GEOMETRÍA Y PENSAMIENTO ESPACIAL

NORMA: CD-MA5
El niño explorará, reconocerá y describirá relaciones espaciales entre objetos.

NORMA: CD-MA6
El niño explorará, reconocerá y describirá formas y conceptos de formas.

UNIDAD 4
RAZONAMIENTO MATEMÁTICO

NORMA: CD-MA7
El niño usará la resolución de problemas, el razonamiento, el cálculo y la comunicación matemáticos.

SUBÁREA: CIENCIAS SOCIALES

UNIDAD 1
FAMILIA

NORMA: CD-SS1
El niño demostrará comprensión de su familia y un conocimiento emergente de su propia cultura y etnia.

SUBÁREA: CIENCIAS SOCIALES

UNIDAD 2
GENTE Y COMUNIDAD

NORMA: CD-SS2
El niño demostrará comprensión de su comunidad y un conocimiento emergente de la cultura y etnia de otros.

NORMA: CD-SS3
El niño demostrará conocimiento de la geografía de su comunidad.

NORMA: CD-SS4
El niño demostrará conocimiento de la economía de su comunidad.

UNIDAD 3
HISTORIA Y SUCESOS

NORMA: CD-SS5
El niño comprenderá el paso del tiempo y cómo se relacionan los sucesos.

SUBÁREA: CIENCIA

UNIDAD 1
HABILIDADES Y MÉTODOS CIENTÍFICOS

NORMA: CD-SC1
El niño demostrará habilidades de investigación científica.

UNIDAD 2
TIERRA Y ESPACIO

NORMA: CD-SC2
El niño demostrará conocimiento relacionado con las propiedades dinámicas de la tierra y el cielo.

UNIDAD 3
CRIATURAS VIVIENTES

NORMA: CD-SC3
El niño demostrará conocimiento de criaturas vivientes y sus hábitats.

UNIDAD 4
CIENCIA FÍSICA

NORMA: CD-SC4
El niño demostrará conocimiento relacionado con la ciencia física.

SUBÁREA: CIENCIA

UNIDAD 5
INTERACCIÓN CON EL ENTORNO

NORMA: CD-SC5
El niño demostrará conocimiento y la necesidad de proteger su entorno.

SUBÁREA: DESARROLLO CREATIVO

UNIDAD 1
MOVIMIENTOS CREATIVOS Y BAILE

NORMA: CD-CR1
El niño participará en bailes para expresar creatividad.

UNIDAD 2
ARTES VISUALES

NORMA: CD-CR2
El niño creará y explorará formas de artes visuales para desarrollar la expresión artística.

UNIDAD 3
MÚSICA

NORMA: CD-CR3
El niño usará su voz, instrumentos y objetos para expresar creatividad musical.

UNIDAD 4
TEATRO

NORMA: CD-CR4
El niño usará el teatro para expresar creatividad.

SUBÁREA: PROCESOS COGNITIVOS

UNIDAD 1
HABILIDADES DE PENSAMIENTO

NORMA: CD-CP1
El niño demostrará conocimiento de causa y efecto.

NORMA: CD-CP2
El niño usará conocimientos anteriores para construir nuevos.

UNIDAD 2
RESOLUCIÓN DE PROBLEMAS

NORMA: CD-CP3
El niño demostrará habilidades para resolver problemas.

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GGG

GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS 0 — 12 MONTHS

PHYSICAL DEVELOPMENT & MOTOR SKILLS

HEALTH & WELL-BEING

PDM1 – The child will practice healthy and safe habits.

PDM1.0a Sleeps well and shows alertness during waking periods.
PDM1.0b Initiates active play and engages in some physical activity.
PDM1.0c Responds to verbal or physical signal of danger.
PDM1.0d Reacts to simple directions to support safety.
PDM1.0e Shows beginning awareness of personal health and self-care needs.

PDM2 – The child will participate in activities related to nutrition.

PDM2.0a Explores food with fingers.
PDM2.0b Shows preference for food choices.

USE OF SENSES

PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.

PDM3.0a Moves body through space.
PDM3.0b Exhibits body awareness and starts to move intentionally.

PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.

PDM4.0a Responds to what he/she sees, hears, touches, tastes and smells.
PDM4.0b Manipulates objects to see what will happen.

PDM

MOTOR SKILLS

PDM5 – The child will demonstrate gross motor skills.

PDM5.0a Develops control of head and back, progressing to arms and legs.
PDM5.0b Develops emerging coordination and balance, often with support.

PDM6 – The child will demonstrate fine motor skills.

PDM6.0a Develops grasp reflex.
PDM6.0b Coordinates motions using eyes and hands.

SOCIAL & EMOTIONAL DEVELOPMENT

DEVELOPING A SENSE OF SELF

SED1 – The child will develop self-awareness.

SED1.0a Responds to image of self.
SED1.0b Responds to his/her name.
SED1.0c Aware of his/her own abilities/ preferences.

SED2 – The child will engage in self-expression.

SED2.0a Makes sounds, facial expressions or body movements to express needs and feelings of comfort or discomfort.
SED2.0b Uses sounds, facial expressions or body movements to express simple emotions of contentment or discontent.

SELF-REGULATION

SED3 – The child will begin to demonstrate self-control.

SED3.0a Depends on simple routines provided by adults.
SED3.0b Self-soothes when held, rocked or talked to by teacher.
SED3.0c Responds to negative and positive reactions.
SED3.0d Develops an awareness of transitions and schedule/routines with adult prompts.

DEVELOPING A SENSE OF SELF WITH OTHERS

SED4 – The child will develop relationships and social skills with adults.

SED4.0a Responds differently to familiar and unfamiliar adults.
SED4.0b Develops trust and attachment toward significant adults.
SED4.0c Imitates examples of affection with familiar adults.

SED5 – The child will develop relationships and social skills with peers.

SED5.0a Demonstrates interest/excitement when other students enter the room.
SED5.0b Engages in solitary play around other children.
SED5.0c Shows awareness of possible conflicts by crying, turning away or showing distress.
SED5.0d Observes peers who are experiencing a need or discomfort.

APPROACHES TO PLAY & LEARNING

INITIATIVE AND EXPLORATION

APL1 – The child will demonstrate initiative and self-direction.

APL1.4a Takes initiative to
APL1.0a Exhibits interest in people and things in their surroundings.
APL1.0b Occasionally demonstrates desire to complete simple tasks by self.
APL1.0c Selects an item of interest by pointing and/or reaching for object.

APL2 – The child will demonstrate interest and curiosity.

APL2.0a Shows eagerness and delight in self, others and surroundings.
APL2.0b Shows curiosity/ interest in his/her surroundings.

ATTENTIVENESS AND PERSISTENCE

APL3 – The child will sustain attention to a specific activity and demonstrate persistence.

APL3.0a Examines a toy, rattle or face for a brief period of time.
APL3.0b Explores a person or object for a minimum of 1–3 minutes.
APL3.0c Continues to express distress when needs are not met.
APL3.0d Repeats actions to make something happen again.

PLAY

APL4 – The child will engage in a progression of imaginative play.

APL4.0a Manipulates objects and imitates actions observed.

APL

APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.

APL5.0a Engages in solitary play around other children.

COMMUNICATION, LANGUAGE & LITERACY

RECEPTIVE LANGUAGE

CLL1 – The child will listen to conversations and demonstrate comprehension.

CLL1.0a Reacts to environmental sounds and verbal communication
CLL1.0b Responds to simple directions.
CLL1.0c Responds to repeated words and phrases.

CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.

CLL2.0a Responds to the names of familiar people and objects.
CLL2.0b Responds to talking, singing or reading.

EXPRESSIVE LANGUAGE

CLL3 – The child will use nonverbal communication for a variety of purposes.

CLL3.0a Communicates needs and wants through non-verbal gestures and facial expressions.
CLL3.0b Communicates feelings through facial expressions.

CLL4 – The child will use increasingly complex spoken language.

CLL4.0a Engages in back-and-forth vocal play with adult.
CLL4.0b Uses crying and other vocal signals to communicate.

EARLY READING

CLL5 – The child will acquire meaning from a variety of materials read to him/her.

CLL5.0a Shows interest in shared reading experiences and looking at books.

CLL6 – The child will develop early phonological awareness (awareness of the units of sound).

CLL6.0a Listens to simple nursery rhymes, songs and chants.

CLL7 – The child will demonstrate increasing knowledge of the alphabet.

Not appropriate at this age.

CLL8 – The child will demonstrate awareness of print concepts.

CLL8.0a Shows interest in books by reaching for books and explores books through touch.
CLL8.0b Imitates adults by pointing to pictures.

EARLY WRITING

CLL9 – The child will use writing for a variety of purposes.

CLL9.0a Makes some random marks.
CLL9.0b Holds simple writing tools with adult help and supervision.

GELDS

GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS 0 — 12 MONTHS

COGNITIVE DEVELOPMENT: MATH

NUMBER & QUANTITY

CD-MA1 – The child will organize, represent and build knowledge of number and quantity.

CD-MA1.0a Observes simple songs or finger-plays that involve numbers and quantity.
CD-MA1.0b Is exposed to printed numerals on pictures, books or objects.
CD-MA1.0c Uses words and/or gestures to request "more" in reference to food or play.

CD-MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.

CD-MA2.0a Participates in simple counting of objects when led by an adult.

MEASUREMENT & COMPARISON

CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.

CD-MA3.0a Plays with toys and objects with different sizes and shapes.
CD-MA3.0b Shows awareness of consistent daily routines.

CD-MA4 – The child will sort, seriate, classify and create patterns.

CD-MA4.0a Explores objects with different characteristics.
CD-MA4.0b Begins to imitate simple sounds and movements.

GEOMETRY & SPATIAL THINKING

CD-MA5 – The child will explore, recognize and describe spatial relationships between objects.

CD-MA5.0a Explores relationships between objects through play.
CD-MA5.0b Explores simple objects to make them fit.

CD-MA6 – The child will explore, recognize and describe shapes and shape concepts.

CD-MA6.0a Explores objects with different shapes.

MATHEMATICAL REASONING

CD-MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.

Not appropriate at this age.

COGNITIVE DEVELOPMENT: SOCIAL STUDIES

FAMILY

CD-SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.

CD-SS1.0a Uses sounds, facial expressions or body movements when recognizing family members.

PEOPLE & COMMUNITY

CD-SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity.

CD-SS2.0a Begins to understand acceptable and unacceptable behavior.

CD-SS3 – The child will demonstrate awareness of the geography in his/her community.

CD-SS3.0a Recognizes personal objects.
CD-SS3.0b Shows familiarity with aspects of classroom and home environment.

CD-SS4 – The child will demonstrate an awareness of economics in his/her community.

CD-SS4.0a Assists with simple tasks.
CD-SS4.0b Observes key community occupations.
CD-SS4.0c Understands concept of "more."

HISTORY

CD-SS5 – The child will understand the passage of time and how events are related.

CD-SS5.0a Responds to changes in routine or schedule.

COGNITIVE DEVELOPMENT: SCIENCE

SCIENTIFIC SKILLS & METHODS

CD-SC1 – The child will demonstrate scientific inquiry skills.

CD-SC1.0a Observes and explores objects using all senses.
CD-SC1.0b Attempts to use objects as tools.
CD-SC1.0c Responds to what he/she sees, hears, tastes and smells.

EARTH & SPACE

CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.

CD-SC2.0a Touches water with adult support and supervision.
CD-SC2.0b Touches sand and mud with adult support and supervision.
CD-SC2.0c Observes the sun, clouds and transition from day to night with adult support.
CD-SC2.0d Observes different types of weather.

LIVING CREATURES

CD-SC3 – The child will demonstrate knowledge related to living things and their environments.

CD-SC3.0a Shows curiosity about people, plants and animals.
CD-SC3.0b Discovers body parts.

PHYSICAL SCIENCE

CD-SC4 – The child will demonstrate knowledge related to physical science.

CD-SC4.0a Demonstrates ability to move objects.
CD-SC4.0b Touches objects to gain knowledge about them.

INTERACTION WITH THE ENVIRONMENT

CD-SC5 – The child will demonstrate an awareness of, and the need to protect, his/her environment.

CD-SC5.0a Identifies familiar people and objects in his/her environment.

COGNITIVE DEVELOPMENT: CREATIVE DEVELOPMENT

CREATIVE MOVEMENT & DANCE

CD-CR1 – The child will participate in dance to express creativity.

CD-CR1.0a Responds to music.

VISUAL ARTS

CD-CR2 – The child will create and explore visual art forms to develop artistic expression.

CD-CR2.0a Explores simple art materials.
CD-CR2.0b Attends to bright or contrasting colors.
CD-CR2.0c Shows preference for particular visual stimuli.

MUSIC

CD-CR3 – The child will use his/her voice, instruments and objects to express creativity.

CD-CR3.0a Experiments with vocalization and sounds.

DRAMA

CD-CR4 – The child will use dramatic play to express creativity.

CD-CR4.0a Shows interest in rhymes, finger plays and stories with props.
CD-CR4.0b Participates in finger plays.
CD-CR4.0c Responds to volume in tones and inflection.

COGNITIVE DEVELOPMENT: COGNITIVE PROCESSES

THINKING SKILLS

CD-CP1 – The child will demonstrate awareness of cause and effect.

CD-CP1.0a Acts on an object to make a pleasing sight, sound or motion.

CD-CP2 – The child will use prior knowledge to build new knowledge.

CD-CP2.0a Experiments with objects.
CD-CP2.0b Imitates sounds and movements.

PROBLEM SOLVING

CD-CP3 – The child will demonstrate problem solving skills.

CD-CP3.0a Interacts with a toy or object to understand it.

GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS 12 — 24 MONTHS

PHYSICAL DEVELOPMENT & MOTOR SKILLS

HEALTH & WELL-BEING

PDM1 – The child will practice healthy and safe habits.

PDM1.1a Sleeps well, waking rested and ready for daily activities.
PDM1.1b Actively participates in physical activity for three to five minutes at a time.
PDM1.1c Identifies and tries to avoid dangers with assistance.
PDM1.1d Communicates beginning understanding of dangerous situations.
PDM1.1e Makes adult aware of health and self-care needs and seeks assistance.

PDM2 – The child will participate in activities related to nutrition.

PDM2.1a Distinguishes between food and non-food items.
PDM2.1b Shows interest in and tries new foods.

USE OF SENSES

PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.

PDM3.1a Acts and moves with intention and purpose with some adult assistance.
PDM3.1b Uses trial-and-error to discover how the body fits and moves through space.

PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.

PDM4.1a Engages in some sensory experiences.
PDM4.1b Tries a new action with a familiar object.

MOTOR SKILLS

PDM5 – The child will demonstrate gross motor skills.

PDM5.1a Gains control and coordination of body movements.
PDM5.1b Develops emerging coordination and balance.

PDM6 – The child will demonstrate fine motor skills.

PDM6.1a Gains control of hands and fingers.
PDM6.1b Demonstrates hand-eye coordination and participates in a variety of activities to enhance coordination.

SOCIAL & EMOTIONAL DEVELOPMENT

DEVELOPING A SENSE OF SELF

SED1 – The child will develop self-awareness.

SED1.1a Identifies image of self.
SED1.0b Says his/her name.
SED1.1c Shows knowledge of his/her own abilities/preferences.

SED2 – The child will engage in self-expression.

SED2.1a Uses sounds, facial expressions or gestures to express needs and preferences.
SED2.1b Displays a range of basic emotions such as happiness, sadness and fear.

SELF-REGULATION

SED3 – The child will begin to demonstrate self-control.

SED3.1a Follows simple routines in a group setting with adult support, such as eating, napping or playing.
SED3.1b Self-soothes with minimal adult support.
SED3.1c Demonstrates the beginnings of impulse control with adult guidance.
SED3.1d Accepts transitions and changes to schedules/routines with adult support.

DEVELOPING A SENSE OF SELF WITH OTHERS

SED4 – The child will develop relationships and social skills with adults.

SED4.1a Engages in interactions with familiar adults and responds to unfamiliar adults cautiously.
SED4.1b Shows feelings of security with familiar adults.
SED4.1c Shows beginning signs of affection with familiar adults.

SED5 – The child will develop relationships and social skills with peers.

SED5.1a Begins to relate to and show enjoyment in interactions with other children.
SED5.1b Engages in mostly solitary play with some parallel play.
SED5.1c Engages in conflicts with peers regarding possession of items.
SED5.1d Shows awareness of feelings displayed by peers.

APL

INITIATIVE AND EXPLORATION

APL1 – The child will demonstrate initiative and self-direction.

APL1.1a Uses available senses to learn and explore their environment.
APL1.1b Demonstrates desire to complete more complex tasks by self.
APL1.1c Selects book or toy from several options.

APL2 – The child will demonstrate interest and curiosity.

APL2.1a Shows interest in what others are doing.
APL2.1b Begins to show curiosity/interest in new objects, experiences and people.

ATTENTIVENESS AND PERSISTENCE

APL3 – The child will sustain attention to a specific activity and demonstrate persistence.

APL3.1a Engages and persists with an activity, toy or object.
APL3.1b Demonstrates focus on a specific task or activity.
APL3.1c Tries a variety of approaches to getting what he/she wants.
APL3.1d Repeats interesting actions over and over to gain skills and confidence.

PLAY

APL4 – The child will engage in a progression of imaginative play.

APL4.1a Uses objects for a real or imagined purpose.

APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.

APL5.1a Plays independently with some interaction with other children.

COMMUNICATION, LANGUAGE & LITERACY

RECEPTIVE LANGUAGE

CLL1 – The child will listen to conversations and demonstrate comprehension.

CLL1.1a Responds to language during conversations, songs, stories or other experiences.
CLL1.1b Listens to and follows simple directions.
CLL1.1c Responds to adult questions with answers.

CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.

CLL2.1a Demonstrates understanding of simple words through his/her actions.
CLL2.1b Listens to simple stories.

EXPRESSIVE LANGUAGE

CLL3 – The child will use nonverbal communication for a variety of purposes.

CLL3.1a Communicates needs and wants through non-verbal gestures and actions.
CLL3.1b Uses some non-verbal gestures and actions used by others to express feelings.

CLL4 – The child will use increasingly complex spoken language.

CLL4.1a Experiments with spontaneous vocal play.
CLL4.1b Uses one-to-two word phrases to communicate.

EARLY READING

CLL5 – The child will acquire meaning from a variety of materials read to him/her.

CLL5.1a With prompting and support, makes sounds that relate to pictures in books.
CLL5.1b Shows preference for familiar stories.
CLL5.1c With prompting and support, responds to simple questions about a story.

CLL6 – The child will develop early phonological awareness (awareness of the units of sound).

CLL6.1a Listens to and participates in familiar nursery rhymes, songs and chants.
CLL6.1b Participates in rhyming activities.

CLL7 – The child will demonstrate increasing knowledge of the alphabet.

Not appropriate at this age.

CLL8 – The child will demonstrate awareness of print concepts.

CLL8.1a Asks to have books read to him/her.
CLL8.1b Touches or identifies pictures when prompted.
CLL8.1c With assistance, holds book upright and helps turn pages one at a time.
CLL8.1d With adult guidance, recognizes some familiar logos in the environment.

EARLY WRITING

CLL9 – The child will use writing for a variety of purposes.

CLL9.1a Makes random marks and scribbles.
CLL9.1b Uses simple tools to mark on paper.

GELDS

GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS 12 — 24 MONTHS

COGNITIVE DEVELOPMENT: MATH

NUMBER & QUANTITY

CD-MA1 – The child will organize, represent and build knowledge of number and quantity.

CD-MA1.1a Imitates rote counting using numbers.
CD-MA1.1b Participates in simple songs that involve number and quantity.
CD-MA1.1c Attaches meaning to names for numbers, with adult support.
CD-MA1.1d Shows awareness of early concepts related to amount.

CD-MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.

CD-MA2.1a Counts groups of one and two objects with adult guidance.
CD-MA2.1b Applies number and counting to daily routine with adult guidance.

MEASUREMENT & COMPARISON

CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.

CD-MA3.1a Uses size words appropriately.
CD -MA3.1b Explores and identifies objects that are big or small, heavy or light, and tall or short, with assistance.
CD-MA3.1c Explores measuring tools.
CD-MA3.1d Begins to predict daily routines.

CD-MA4 – The child will sort, seriate, classify and create patterns.

CD-MA4.1a Orders several objects on the basis of one characteristic through trial-and-error.
CD-MA4.1b Differentiates between two objects with different characteristics with adult guidance.
CD-MA4.1c Copies patterns using sounds or physical movements, with adult prompting and guidance.

COGNITIVE DEVELOPMENT: MATH

GEOMETRY & SPATIAL THINKING

CD-MA5 – The child will explore, recognize and describe spatial relationships between objects.

CD-MA5.1a When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under.
CD-MA5.1b With prompting and guidance, begins to slide, rotate and flip objects to make them fit.

CD-MA6 – The child will explore, recognize and describe shapes and shape concepts.

CD-MA6.1a Recognizes basic shapes and matches two identical shapes.

MATHEMATICAL REASONING

CD-MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.

Not appropriate at this age.

SOCIAL STUDIES

FAMILY

CD-SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.

CD-SS1.1a Uses simple words to show recognition of immediate family members.
CD-SS1.1b Begins to gesture and ask simple questions regarding differences and/or similarities between self and others.

PEOPLE & COMMUNITY

CD-SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity.

CD-SS2.1a Demonstrates understanding of simple rules.
CD-SS2.1b Observes cultural celebrations.

CD-SS3 – The child will demonstrate awareness of the geography in his/her community.

CD-SS3.1a Recognizes people and objects have an appropriate location.
CD-SS3.1b Recognizes aspects of his/her classroom and home environment.

CD-SS4 – The child will demonstrate an awareness of economics in his/her community.

CD-SS4.1a Completes a task with assistance.
CD-SS4.1b Recognizes that familiar people perform different occupations.
CD-SS4.1c Understands concept of trading with peers to exchange goods/ toys.

HISTORY

CD-SS5 – The child will understand the passage of time and how events are related.

CD-SS5.1a Adapts to changes in routine and/or schedule and anticipates events.

COGNITIVE DEVELOPMENT: SCIENCE

SCIENTIFIC SKILLS & METHODS

CD-SC1 – The child will demonstrate scientific inquiry skills.

CD-SC1.1a Observes and explores the nature of sensory materials.
CD-SC1.1b Uses simple tools to explore.
CD-SC1.1c Uses sounds and simple words to describe things in the environment.

EARTH & SPACE

CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.

CD-SC2.1a Engages in structured play using water.
CD-SC2.1b Engages in structured play using sand, soil and mud.
CD-SC2.1c Identifies the objects in the sky and uses basic vocabulary to describe day and night.
CD-SC2.1d Uses emerging vocabulary to describe basic weather.

LIVING CREATURES

CD-SC3 – The child will demonstrate knowledge related to living things and their environments.

CD-SC3.1a Interacts with plants and animals.
CD-SC3.1b Explores characteristics of living things.
CD-SC3.1c Names basic body parts.

PHYSICAL SCIENCE

CD-SC4 – The child will demonstrate knowledge related to physical science.

CD-SC4.1a Demonstrates ability to push and pull objects.

COGNITIVE DEVELOPMENT: SCIENCE

CD-SC4.1b Observes objects that move at different speeds.
CD-SC4.1c Shows interest and curiosity about objects in his/her immediate environment. Explores solids and liquids.
CD-SC4.1d Plays with and explores different toys and objects.

INTERACTION WITH THE ENVIRONMENT

CD-SC5 – The child will demonstrate an awareness of, and the need to protect, his/her environment.

CD-SC5.1a Identifies familiar people and living things in his/her environment.

CREATIVE DEVELOPMENT

CREATIVE MOVEMENT & DANCE

CD-CR1 – The child will participate in dance to express creativity.

CD-CR1.1a Moves body to music.

VISUAL ARTS

CD-CR2 – The child will create and explore visual art forms to develop artistic expression.

CD-CR2.1a Expresses self creatively with simple art materials.
CD-CR2.1b Looks at pictures, photographs and mirror images.
CD-CR2.1c Communicates what he/she likes about a picture.

MUSIC

CD-CR3 – The child will use his/her voice, instruments and objects to express creativity.

CD-CR3.1a Imitates sounds using his/her voice or objects.

CREATIVE DEVELOPMENT

DRAMA

CD-CR4 – The child will use dramatic play to express creativity.

CD-CR4.1a Listens to rhymes, finger-plays and stories with props.
CD-CR4.1b When prompted, pretends to take on the characteristics of a character or animal as part of a group.
CD-CR4.1c Experiments with voice inflection.
CD-CR4.1d Role plays real behaviors during play.

COGNITIVE DEVELOPMENT: COGNITIVE PROCESSES

THINKING SKILLS

CD-CP1 – The child will demonstrate awareness of cause and effect.

CD-CP1.1a Repeats actions many times to cause desired effect.
CD-CP1.1b Asks simple questions.

CD-CP2 – The child will use prior knowledge to build new knowledge.

CD-CP2.1a Uses objects as intended.
CD-CP2.1b Imitates simple actions, gestures, sounds and words.
CD-CP2.1c Realizes that people or objects still exist even when out of view.

PROBLEM SOLVING

CD-CP3 – The child will demonstrate problem solving skills.

CD-CP3.1a Interacts with a toy or object to solve a problem.
CD-CP3.1b Solves a simple problem successfully with adult assistance.

GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS 24 — 36 MONTHS

PHYSICAL DEVELOPMENT & MOTOR SKILLS

HEALTH & WELL-BEING

PDM1 – The child will practice healthy and safe habits.

PDM1.2a Sleeps well, waking rested and ready for daily activities.
PDM1.2b Actively participates in games, outdoor play and other forms of physical activity for sustained periods of time.
PDM1.2c Pays attention to simple safety instructions and avoids dangers with assistance.
PDM1.2d Verbalizes simple safety rules.
PDM1.2e Attends to personal health routines and self-care needs with some assistance from an adult.

PDM2 – The child will participate in activities related to nutrition.

PDM2.2a Prepares nutritious snacks with adult assistance.
PDM2.2b Eats a variety of nutritious foods and recognizes healthy foods.

USE OF SENSES

PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.

PDM3.2a Acts and moves with intention and purpose.
PDM3.2b Demonstrates awareness of his/her own body in space.

PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.

PDM4.2a Participates in a variety of sensory experiences and differentiates between the senses.
PDM4.2b Tests objects to determine their purpose.

MOTOR SKILLS

PDM5 – The child will demonstrate gross motor skills.

PDM5.2a Develops motor control for a range of physical activities.
PDM5.2b Develops coordination and balance.

PDM6 – The child will demonstrate fine motor skills.

PDM6.2a Coordinates the use of hands and fingers.
PDM6.2b Performs simple fine-motor skills.

SOCIAL & EMOTIONAL DEVELOPMENT

DEVELOPING A SENSE OF SELF

SED1 – The child will develop self-awareness.

SED1.2a Uses gestures and actions to reference self when interacting with others.
SED1.2b Uses pronouns such as I, me and mine.
SED1.2c Shows sense of satisfaction in his/her own abilities/preferences.
SED1.2d Shows emerging independence by occasionally resisting adult control.

SED2 – The child will engage in self-expression.

SED2.2a Uses verbal expressions and gestures to communicate needs, opinions, ideas and preferences.
SED2.2b Uses verbal and non-verbal expressions to demonstrate basic emotions such as anger, happiness and sadness.

SELF-REGULATION

SED3 – The child will begin to demonstrate self-control.

SED3.2a Displays understanding of engaging in routines, rules and appropriate social behavior.
SED3.2b Self-soothes independently.
SED3.2c Regulates some impulses with adult guidance.
SED3.2d Responds to transitions and changes to schedules/routines.

DEVELOPING A SENSE OF SELF WITH OTHERS

SED4 – The child will develop relationships and social skills with adults.

SED4.2a Stays connected with familiar adults using gestures, glances and verbal interaction.
SED4.2b Looks to familiar adults for reassurance when trying new tasks.
SED4.2c Shows affection to familiar adults non-verbally.
SED4.2d Occasionally seeks out adult for help.

SED5 – The child will develop relationships and social skills with peers.

SED5.2a At times, shows a preference to play with a familiar child.
SED5.2b Plays alongside other children for short periods. Observes and imitates other children.
SED5.2c Occasionally, resolves peer conflicts with adult support.
SED5.2d Recognizes and names the feelings of peers with adult support.
SED5.2e Shows awareness of peers' personal space and belongings.

APPROACHES TO PLAY & LEARNING

INITIATIVE AND EXPLORATION

APL1 – The child will demonstrate initiative and self-direction.

APL1.2a Tries inventive or new ways of using materials or completing tasks.
APL1.2b Verbally expresses desire to complete tasks by self.
APL1.2c Independently selects materials and utilizes those materials.

APL2 – The child will demonstrate interest and curiosity.

APL2.2a Seeks information from others.
APL2.2b Asks questions about familiar objects, people and experiences.
APL2.2c Explores and manipulates familiar objects in the environment.

ATTENTIVENESS AND PERSISTENCE

APL3 – The child will sustain attention to a specific activity and demonstrate persistence.

APL3.2a Engages in teacher-directed activity for short periods of time.
APL3.2b Demonstrates focus on a teacher-directed activity for a short period of time.
APL3.2c Shows persistence in activities of interest despite interruptions.
APL3.2d Repeats successful actions and experiences.

PLAY

APL4 – The child will engage in a progression of imaginative play.

APL4.2a Substitutes one object for another in pretend play or pretends with objects that may or may not be present.

APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.

APL5.2a Participates in play and learning activities with a small group of children for short periods of time.
APL5.2b Helps and shares in a social setting with adult guidance.
APL5.2c Shows creativity, inventiveness and flexibility in his/her approach to play with adult guidance.

COMMUNICATION, LANGUAGE & LITERACY

RECEPTIVE LANGUAGE

CLL1 – The child will listen to conversations and demonstrate comprehension.

CLL1.2a Listens and responds to brief conversations and group discussions.
CLL1.2b Listens to and follows one-step directions.
CLL1.2c Responds to questions with appropriate answers.

CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.

CLL2.2a Demonstrates understanding of words through actions and/or conversations.
CLL2.2b Listens and understands familiar vocabulary from activities, stories and books.

EXPRESSIVE LANGUAGE

CLL3 – The child will use nonverbal communication for a variety of purposes.

CLL3.2a Communicates needs and wants through non-verbal gestures and actions, in addition to verbal communication.
CLL3.2b Gains awareness of how to communicate feelings using non-verbal gestures and actions.

CLL4 – The child will use increasingly complex spoken language.

CLL4.2a Strings sounds and/or words together with voice inflections.
CLL4.2b Uses three-to-four word phrases and includes describing words.
CLL4.2c Describes experiences.
CLL4.2d Demonstrates an expanding vocabulary.

EARLY READING

CLL5 – The child will acquire meaning from a variety of materials read to him/her.

CLL5.2a Uses words to describe or name pictures when reading.
CLL5.2b Shows preference for familiar stories and can repeat phrases.
CLL5.2c Answers simple questions about a story.

CLL6 – The child will develop early phonological awareness (awareness of the units of sound).

CLL6.2a Listens to and imitates sounds in familiar nursery rhymes, songs and chants.
CLL6.2b Experiments with rhyming words.

CLL7 – The child will demonstrate increasing knowledge of the alphabet.

CLL7.2a Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.

CLL8 – The child will demonstrate awareness of print concepts.

CLL8.2a Recognizes and self-selects familiar books to mimic independent reading.
CLL8.2b With prompting and support, discriminates words from pictures.
CLL8.2c Holds book with two hands and turns the pages.
CLL8.2d With adult guidance, recognizes some environmental print.

EARLY WRITING

CLL9 – The child will use writing for a variety of purposes.

CLL9.2a Makes more controlled scribbling.
CLL9.2b Experiments with a variety of writing tools, materials and surfaces.
CLL9.2c Occasionally, draws and scribbles with a purpose.

GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS 24 — 36 MONTHS

COGNITIVE DEVELOPMENT: MATH

NUMBER & QUANTITY

CD-MA1 – The child will organize, represent and build knowledge of number and quantity.

CD-MA1.2a Recites numbers up to five in sequence.
CD-MA1.2b Recognizes some numerals in the everyday environment.
CD-MA1.2c Begins to understand that numbers of objects can be symbolized by printed numerals.
CD-MA1.2d Uses simple vocabulary to describe concepts related to amount.

CD-MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.

CD-MA2.2a Matches two equal sets using one-to-one correspondence with adult guidance.
CD-MA2.2b Counts one, two and sometimes three objects using one-to-one correspondence with adult guidance.
CD-MA2.2c Applies number and counting to daily routine.
CD-MA2.2d Participates in creating simple, real and pictorial graphs.

MEASUREMENT & COMPARISON

CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.

CD-MA3.2a Develops vocabulary for length, weight and height.
CD-MA3.2b Makes simple comparisons between two objects.
CD-MA3.2c Uses measurement tools in play activities.
CD-MA3.2d Identifies daily routines and changes in routine.

CD-MA4 – The child will sort, seriate, classify and create patterns.

CD-MA4.2a Orders a few objects by characteristic with adult guidance.
CD-MA4.2b Matches objects with similar attributes or characteristics.
CD-MA4.2c Recognizes simple patterns in the environment.

COGNITIVE DEVELOPMENT: MATH

GEOMETRY & SPATIAL THINKING

CD-MA5 – The child will explore, recognize and describe spatial relationships between objects.

CD-MA5.2a Practices using directionality and appropriate vocabulary.
CD-MA5.2b With some adult guidance, demonstrates increasing ability to slide, rotate and flip objects to make them fit.

CD-MA6 – The child will explore, recognize and describe shapes and shape concepts.

CD-MA6.2a Recognizes and names two-dimensional shapes with adult guidance.

MATHEMATICAL REASONING

CD-MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.

CD-MA7.2a When given two objects, makes a guess about a characteristic.

SOCIAL STUDIES

FAMILY

CD-SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.

CD-SS1.2a Uses words to identify his/her family members. Knows own first and last name.
CD-SS1.2b Uses simple phrases to demonstrate an emerging awareness of differences and/or similarities between self and others.

PEOPLE & COMMUNITY

CD-SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity.

CD-SS2.2a Recognizes and follows simple rules of the classroom community.
CD-SS2.2b Identifies traditions and cultural celebrations of his/her own family.

COGNITIVE DEVELOPMENT: SOCIAL STUDIES

CD-SS3 – The child will demonstrate awareness of the geography in his/her community.

CD-SS3.2a Places people and objects in the appropriate place with assistance.
CD-SS3.2b Recognizes aspects of his/her community.

CD-SS4 – The child will demonstrate an awareness of economics in his/her community.

CD-SS4.2a Completes jobs to contribute to his/her community with adult guidance.
CD-SS4.2b Recognizes occupations.
CD-SS4.2c Recognizes relationship between supply and demand.

HISTORY

CD-SS5 – The child will understand the passage of time and how events are related.

CD-SS5.2a Recognizes sequence of events.

COGNITIVE DEVELOPMENT: SCIENCE

SCIENTIFIC SKILLS & METHODS

CD-SC1 – The child will demonstrate scientific inquiry skills.

CD-SC1.2a Uses senses to observe and experience objects and environment with adult guidance.
CD-SC1.2b Uses simple tools as props through play.
CD-SC1.2c Observes and discusses objects and events in the environment.

EARTH & SPACE

CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.

CD-SC2.2a Explores and investigates the properties of water.
CD-SC2.2b Asks questions about the properties of sand, soil and mud.
CD-SC2.2c Describes the objects in the sky during daytime and nighttime by drawing and/or naming.
CD-SC2.2d Observes and discusses weather.

LIVING CREATURES

CD-SC3 – The child will demonstrate knowledge related to living things and their environments.

CD-SC3.2a Investigates plants and animals, and how they grow and change.
CD-SC3.2b Explores a variety of living and non-living objects.
CD-SC3.2c Identifies more complex body parts.

PHYSICAL SCIENCE

CD-SC4 – The child will demonstrate knowledge related to physical science.

CD-SC4.2a Explores motions to play with toys with adult support.
CD-SC4.2b Uses basic words for speed of motion.
CD-SC4.2c Begins to use words to describe physical properties and states of matter of objects.
CD-SC4.2d Uses complex motions to play with toys that are simple machines.

SCIENCE

INTERACTION WITH THE ENVIRONMENT

CD-SC5 – The child will demonstrate an awareness of and the need to protect his/her environment.

CD-SC5.2a With assistance he/she participates in activities to protect the environment.

COGNITIVE DEVELOPMENT: CREATIVE DEVELOPMENT

CREATIVE MOVEMENT & DANCE

CD-CR1 – The child will participate in dance to express creativity.

CD-CR1.2a Dances to and becomes engaged in music and movement.

VISUAL ARTS

CD-CR2 – The child will create and explore visual art forms to develop artistic expression.

CD-CR2.2a Experiments with a variety of materials to express individual creativity.
CD-CR2.2b Describes what he/she sees when looking at pictures, photos and art work.
CD-CR2.2c Communicates preferences for one piece of art over another and tells why.

MUSIC

CD-CR3 – The child will use his/her voice, instruments and objects to express creativity.

CD-CR3.2a Experiments with vocalization, sounds and musical instruments.

DRAMA

CD-CR4 – The child will use dramatic play to express creativity.

CD-CR4.2a Listens and shows interest when an adult tells a story with props.
CD-CR4.2b Spontaneously pretends to take on the characteristics of a person, character or animal.
CD-CR4.2c Imitates and repeats voice inflections to entertain others.
CD-CR4.2d Explores new situations through dramatic play.

CREATIVE DEVELOPMENT

COGNITIVE DEVELOPMENT: COGNITIVE PROCESSES

THINKING SKILLS

CD-CP1 – The child will demonstrate awareness of cause and effect.

CD-CP1.2a Explores the effects that simple actions may have on objects.
CD-CP1.2b Asks simple questions to try to understand.

CD-CP2 – The child will use prior knowledge to build new knowledge.

CD-CP2.2a Makes connections between objects and ideas.
CD-CP2.2b Demonstrates imitation skills, including imitation of peers.
CD-CP2.2c Understands that familiar objects and people do not change when child is separated from them.
CD-CP2.2d With adult prompting, uses clues to make predictions.
CD-CP2.2e Discusses why things occur.

PROBLEM SOLVING

CD-CP3 – The child will demonstrate problem solving skills.

CD-CP3.2a Experiments with familiar objects to solve problems.
CD-CP3.2b Tries several methods to solve a problem before asking for assistance.

GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS 36 — 48 MONTHS

PHYSICAL DEVELOPMENT & MOTOR SKILLS

HEALTH & WELL-BEING

PDM1 – The child will practice healthy and safe habits.

PDM1.3a Stays awake except during naptime.
PDM1.3b Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time.
PDM1.3c Independently shows awareness of dangerous situations and responds with some knowledge of safety instructions.
PDM1.3d Communicates to peers and adults when dangerous situations are observed.
PDM1.3e Attends to personal health routines and self-care needs independently.

PDM2 – The child will participate in activities related to nutrition.

PDM2.3a Helps prepare nutritious snacks.
PDM2.3b Distinguishes healthy food choices from less-healthy food choices.

USE OF SENSES

PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.

PDM3.3a Acts and moves with purpose and recognizes differences in direction, distance and location with some adult assistance.
PDM3.3b Demonstrates awareness of his/her own body in relation to others.

PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.

PDM4.3a Uses senses purposefully to learn about objects.
PDM4.3b Takes things apart and attempts to put them back together.

MOTOR SKILLS

PDM5 – The child will demonstrate gross motor skills.

PDM5.3a Coordinates movements to perform a task.
PDM5.3b Demonstrates coordination and balance.

PDM6 – The child will demonstrate fine motor skills.

PDM6.3a Refines grasp to manipulate tools and objects.
PDM6.3b Uses hand-eye coordination to manipulate smaller objects with increasing control.

SOCIAL & EMOTIONAL DEVELOPMENT

DEVELOPING A SENSE OF SELF

SED1 – The child will develop self-awareness.

SED1.3a Recognizes self as a unique individual.
SED1.3b Demonstrates knowledge of personal information.
SED1.3c Shows sense of satisfaction in his/her own abilities, preferences and accomplishments.
SED1.3d Shows emerging sense of independence in his/her own choices.

SED2 – The child will engage in self-expression.

SED2.3a Uses a combination of words, phrases and actions to communicate needs, ideas, opinions and preferences.
SED2.3b With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy and enthusiasm.

SELF-REGULATION

SED3 – The child will begin to demonstrate self-control.

SED3.3a Remembers and follows simple group rules and displays appropriate social behavior.
SED3.3b Regulates own emotions and behaviors with adult support when needed.
SED3.3c Regulates impulses with adult guidance.
SED3.3d Manages transitions and adapts to changes in schedules and routines with adult support.

DEVELOPING A SENSE OF SELF WITH OTHERS

SED4 – The child will develop relationships and social skills with adults.

SED4.3a Shows signs of security and trust when separated from familiar adults.
SED4.3b Uses a familiar adult's facial expression to decide how to respond.
SED4.3c Shows affection to familiar adults by using words and actions.
SED4.3d Seeks out adult for help.

SED5 – The child will develop relationships and social skills with peers.

SED5.3a Initiates play with one or two other children.
SED5.3b Engages in mutual/cooperative play.
SED5.3c Seeks adult support to resolve some peer conflicts.
SED5.3d Recognizes and names the feelings of peers.
SED5.3e Shows emerging respect for peers' personal space and belongings.

APPROACHES TO PLAY & LEARNING

INITIATIVE AND EXPLORATION

APL1 – The child will demonstrate initiative and self-direction.

APL1.3a Initiates new tasks by him/herself.
APL1.3b Makes choices and completes some independent activities.
APL1.3c Makes plans and follows through on intentions.

APL2 – The child will demonstrate interest and curiosity.

APL2.3a Demonstrates an increased willingness to participate in both familiar and new experiences.
APL2.3b Asks questions about unfamiliar objects, people and experiences.
APL2.3c Explores and manipulates both familiar and unfamiliar objects in the environment.

ATTENTIVENESS AND PERSISTENCE

APL3 – The child will sustain attention to a specific activity and demonstrate persistence.

APL3.3a Engages in an activity for sustained periods of time to achieve a goal.
APL3.3b Wants to complete activities and do them well.
APL3.3c Begins to work cooperatively with others to achieve a goal or accomplish a task.
APL3.3d Keeps working on activity even after setbacks.

PLAY

APL4 – The child will engage in a progression of imaginative play.

APL4.3a Uses imagination to create a variety of ideas, role-plays and fantasy situations.

APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.

APL5.3a Occasionally joins in cooperative play and learning in a group setting.
APL5.3b Plans, initiates and completes cooperative activities with adult guidance.
APL5.3c Finds a creative, inventive way of doing a familiar task or solving a problem with adult guidance.
APL5.3d Demonstrates emerging flexibility in his/her approach to play and learning.

GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS 36 — 48 MONTHS

COMMUNICATION, LANGUAGE & LITERACY

RECEPTIVE LANGUAGE

CLL1 – The child will listen to conversations and demonstrate comprehension.

CLL1.3a Listens and responds to conversations and group discussions.
CLL1.3b Listens to and follows multi-step directions with support.
CLL1.3c Responds to more complex questions with appropriate answers.

CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.

CLL2.3a Demonstrates understanding of vocabulary through everyday conversations.
CLL2.3b Listens and understands new vocabulary from activities, stories and books.

EXPRESSIVE LANGUAGE

CLL3 – The child will use nonverbal communication for a variety of purposes.

CLL3.3a Uses gestures and actions to enhance verbal communication of needs and wants.
CLL3.3b Communicates feelings using non-verbal gestures and actions.

CLL4 – The child will use increasingly complex spoken language.

CLL4.3a Speaks clearly enough to be understood.
CLL4.3b Demonstrates use of expanded sentences and sentence structures.
CLL4.3c Describes activities and experiences using details.
CLL4.3d Uses expanded vocabulary in a variety of situations.

EARLY READING

CLL5 – The child will acquire meaning from a variety of materials read to him/her.

CLL5.3a Prior to reading, uses pictures to predict story content.
CLL5.3b With prompting and support, retells a simple story using pictures.
CLL5.3c Answers questions about a story.

CLL6 – The child will develop early phonological awareness (awareness of the units of sound).

CLL6.3a Listens and matches rhythm, volume and pitch of rhymes, songs, and chants.
CLL6.3b Identifies and produces rhyming words with adult guidance.
CLL6.3d Segments sentences into individual words with adult guidance.
CLL6.3e Segments words into syllables with adult guidance.

CLL7 – The child will demonstrate increasing knowledge of the alphabet.

CLL7.3a With prompting and support, can identify some alphabet letter names.

CLL8 – The child will demonstrate awareness of print concepts.

CLL8.3a Shares self-selected familiar books and engages in pretend reading with others.
CLL8.3b Discriminates words from pictures independently.
CLL8.3c Independently holds a book right side up and turns pages from right to left.
CLL8.3d Recognizes environmental print.
CLL8.3e With adult guidance, points to the title of familiar books or stories and where to begin reading a story.

EARLY WRITING

CLL9 – The child will use writing for a variety of purposes.

CLL9.3a Creates letter-like symbols. May use invented spelling to label drawings.
CLL9.3b Uses writing tools with adult guidance.
CLL9.3c Shows emerging awareness that writing can be used for a variety of purposes.

COGNITIVE DEVELOPMENT: MATH

NUMBER & QUANTITY

CD-MA1 – The child will organize, represent and build knowledge of number and quantity.

CD-MA1.3a Recites numbers up to 10 in sequence.
CD-MA1.3b Recognizes numerals and quantities in the everyday environment.
CD-MA1.3c Matches numerals to sets of objects with the same number, 0–5.
CD-MA1.3d Identifies quantity and comparisons of quantity.
CD-MA1.3e Quickly recognizes and names how many items are in a set of up to three items.

CD-MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.

CD-MA2.3a Matches two equal sets using one-to-one correspondence independently.
CD-MA2.3b Counts up to five objects using one-to-one correspondence with adult guidance.
CD-MA2.3c Recognizes that objects or sets can be combined or separated.
CD-MA2.3d Participates in creating and using real and pictorial graphs or other simple representations of data.

MEASUREMENT & COMPARISON

CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.

CD-MA3.3a Labels objects using size words.
CD-MA3.3b Compares two or more objects using a single attribute, such as length, weight and size. Matches items of similar sizes.
CD-MA3.3c Uses a variety of standard and non-standard tools to measure object attributes with assistance.
CD-MA3.3d Predicts upcoming events from prior knowledge.

CD-MA4 – The child will sort, seriate, classify and create patterns.

CD-MA4.3a Independently orders objects using one characteristic.
CD-MA4.3b Sorts objects by one attribute, such as color, shape or size.
CD-MA4.3c Identifies and duplicates simple, repeating patterns.

GEOMETRY & SPATIAL THINKING

CD-MA5 – The child will explore, recognize and describe spatial relationships between objects.

CD-MA5.3a Follows simple directions which demonstrates an understanding of directionality, order and position of objects.
CD-MA5.3b Begins using more deliberate manipulation to fit objects together.

CD-MA6 – The child will explore, recognize and describe shapes and shape concepts.

CD-MA6.3a Recognizes basic, two-dimensional shapes in the environment independently.

MATHEMATICAL REASONING

CD-MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.

CD-MA7.3a Practices estimating using mathematical terms and numbers with adult guidance.
CD-MA7.3b Shows interest in solving mathematical problems.
CD-MA7.3c Uses emerging reasoning skills to determine a solution to a mathematical problem.

GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS 36 — 48 MONTHS

COGNITIVE DEVELOPMENT: SOCIAL STUDIES

FAMILY

CD-SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.

CD-SS1.3a Identifies self in relationship to his/her family unit.
CD-SS1.3b Identifies similarities and differences between self and others.

PEOPLE & COMMUNITY

CD-SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity.

CD-SS2.3a Remembers rules of the classroom community and displays appropriate social behavior.
CD-SS2.3b Explains traditions and cultural celebrations of his/her own family.
CD-SS2.3c Asks simple questions about others' cultures.

CD-SS3 – The child will demonstrate awareness of the geography in his/her community.

CD-SS3.3a Identifies locations of people and objects.
CD-SS3.3b Identifies and describes some aspects of his/her community.

CD-SS4 – The child will demonstrate an awareness of economics in his/her community.

CD-SS4.3a Completes jobs to contribute to his/her community.
CD-SS4.3b Recognizes a variety of occupations and work associated with him/her.
CD-SS4.3c Recognizes that people work to earn a living.
CD-SS4.3d Explores the uses of technology.

HISTORY

CD-SS5 – The child will understand the passage of time and how events are related.

CD-SS5.3a Recognizes and describes sequence of events.

COGNITIVE DEVELOPMENT: SCIENCE

SCIENTIFIC SKILLS & METHODS

CD-SC1 – The child will demonstrate scientific inquiry skills.

CD-SC1.3a Uses senses to observe and experience objects and environment.
CD-SC13b Uses simple tools to experiment and observe.
CD-SC1.3c Records observations through drawings or dictations with adult guidance.
CD-SC1.3d Participates in simple experiments and discusses scientific properties.

EARTH & SPACE

CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.

CD-SC2.3a Investigates and asks questions about the properties of water using adult- and child-directed activities.
CD-SC2.3b Investigates properties of rocks, soil, sand and mud using adult- and child-directed activities.
CD-SC2.3c Asks questions/shows curiosity about objects in the sky and describes appropriate daytime and nighttime activities.
CD-SC2.3d Observes and discusses changes in weather from day to day.

LIVING CREATURES

CD-SC3 – The child will demonstrate knowledge related to living things and their environments.

CD-SC3.3a Observes and explores a variety of plants and animals, and their environments and life cycles.
CD-SC3.3b Identifies the physical properties of some living and non-living things.
CD-SC3.3c Identifies and describes the functions of a few body parts.

PHYSICAL SCIENCE

CD-SC4 – The child will demonstrate knowledge related to physical science.

CD-SC4.3a Independently investigates objects and toys that require positioning and movement.
CD-SC4.3b Investigates different types or speeds of motion.
CD-SC4.3c Explores and identifies physical properties and states of matter of common classroom objects.
CD-SC4.3d Uses classroom objects that function as simple machines.

INTERACTION WITH THE ENVIRONMENT

CD-SC5 – The child will demonstrate an awareness of and the need to protect his/her environment.

CD-SC5.3a Participates in efforts to protect the environment.

COGNITIVE DEVELOPMENT: CREATIVE DEVELOPMENT

CREATIVE MOVEMENT & DANCE

CD-CR1 – The child will participate in dance to express creativity.

CD-CR1.3a Repeats choreographed movements and begins to express creativity in movements.

VISUAL ARTS

CD-CR2 – The child will create and explore visual art forms to develop artistic expression.

CD-CR2.3a Uses a variety of tools and art media to express individual creativity.
CD-CR2.3b Observes and dicusses visual art forms.
CD-CR2.3c Shares ideas about personal creative work.

MUSIC

CD-CR3 – The child will use his/her voice, instruments and objects to express creativity.

CD-CR3.3a Participates in classroom activities with musical instruments and singing to express creativity.

DRAMA

CD-CR4 – The child will use dramatic play to express creativity.

CD-CR4.3a Participates in dramatic play presentations with adult guidance.
CD-CR4.3b Re-creates a familiar story using action and objects (props) individually or cooperatively.
CD-CR4.3c Creates various voice inflections and facial expressions in play.
CD-CR4.3d Identifies real and make-believe situations through dramatic play.

COGNITIVE DEVELOPMENT: COGNITIVE PROCESSES

THINKING SKILLS

CD-CP1 – The child will demonstrate awareness of cause and effect.

CD-CP1.3a Intentionally carries out an action with an understanding of the effect it will cause.
CD-CP1.3b Expresses beginning understanding of reasoning skills.

CD-CP2 – The child will use prior knowledge to build new knowledge.

CD-CP2.3a Uses objects as intended in new activities.
CD-CP2.3b Uses observation and imitation to acquire knowledge.
CD-CP2.3c Identifies familiar objects and people in new situations.
CD-CP2.3d Uses clues and sequence of events to infer and predict what will happen next.
CD-CP2.3e Discusses how new learning related to concrete objects is based on prior knowledge.

PROBLEM SOLVING

CD-CP3 – The child will demonstrate problem solving skills.

CD-CP3.3a Demonstrates multiple uses for objects to solve problems.
CD-CP3.3b Tests different possibilities to determine the best solution to a problem.

GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS 48 - 60 MONTHS

PHYSICAL DEVELOPMENT & MOTOR SKILLS

HEALTH & WELL-BEING

PDM1 – The child will practice healthy and safe habits.

PDM1.4a Stays awake and alert except during voluntary naptime.

PDM1.4b Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time that increase strength, endurance and flexibility.

PDM1.4c Consistently follows basic safety rules and anticipates consequences of not following safety rules.

PDM1.4d Communicates the importance of safety rules.

PDM1.4e Identifies the importance of and participates in activities related to health and self-care needs.

PDM1.4f Can name people who keep them safe and healthy.

PDM2 – The child will participate in activities related to nutrition.

PDM2.4a Helps prepare nutritious snacks and meals.

PDM2.4b Sorts foods into food groups and communicates the benefits of healthy foods.

USE OF SENSES

PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.

PDM3.4a Acts and moves with purpose and independently recognizes differences in direction, distance and location.

PDM3.4b Demonstrates spatial awareness through play activities.

PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.

PDM4.4a Discriminates between and identifies a variety of sights, smells, sounds, textures and tastes.

PDM4.4b Takes things apart and invents new structures using the parts.

MOTOR SKILLS

PDM5 – The child will demonstrate gross motor skills.

PDM5.4a Coordinates movements to perform more complex tasks.

PDM5.4b Demonstrates coordination and balance in a variety of activities.

PDM6 – The child will demonstrate fine motor skills.

PDM6.4a Performs fine-motor tasks that require small-muscle strength and control.

PDM6.4b Uses hand-eye coordination to manipulate small objects with ease.

PDM6.4c Able to perform more complex fine-motor tasks with accuracy 50% of the time.

SOCIAL & EMOTIONAL DEVELOPMENT

DEVELOPING A SENSE OF SELF

SED1 – The child will develop self-awareness.

SED1.4a Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.

SED1.4b Identifies personal characteristics, preferences, thoughts and feelings.

SED1.4c Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks.

SED1.4d Shows independence in his/her own choices.

SED2 – The child will engage in self-expression.

SED2.4a Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.

SED2.4b With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions.

SED2.4c Uses pretend-play to show emotions of self and others.

SED2.4d With adult guidance, distinguishes between positive and negative emotions, and the conditions that evoke each.

SELF-REGULATION

SED3 – The child will begin to demonstrate self-control.

SED3.4a Independently follows rules and routines.

SED3.4b Regulates own emotions and behaviors, and seeks out adult support when needed.

SED3.4c Regulates a wide range of impulses.

SED3.4d Manages transitions and adapts to changes in schedules and routines independently.

DEVELOPING A SENSE OF SELF WITH OTHERS

SED4 – The child will develop relationships and social skills with adults.

SED4.4a Transitions well into new, unfamiliar settings.

SED4.4b Uses a familiar adult's suggestions to decide how to respond to a specific situation.

SED4.4c Shows affection to familiar adults by using more complex words and actions.

SED4.4d Seeks out adults as a resource for help and assistance.

SED5 – The child will develop relationships and social skills with peers.

SED5.4a Develops and maintains friendships with other children.

SED5.4b Plays cooperatively with a few peers for a sustained period of time.

SED5.4c Attempts to resolve peer conflicts using appropriate strategies.

SED5.4d Shows emerging empathy and understanding of peers by attempting to comfort and help.

SED5.4e Shows respect for peers' personal space and belongings.

APPROACHES TO PLAY & LEARNING

INITIATIVE AND EXPLORATION

APL1 – The child will demonstrate initiative and self-direction.

APL1.4a Takes initiative to learn new concepts and try new experiences. Initiates and completes new tasks by himself/herself.

APL1.4b Selects and carries out activities without adult prompting.

APL1.4c Sets goals and develops and follows through on plans.

APL2 – The child will demonstrate interest and curiosity.

APL2.4a Demonstrates eagerness to learn about and discuss new topics, ideas and tasks.

APL2.4b Asks questions and seeks new information. With assistance, looks for new information and wants to know more.

APL2.4c Increasingly seeks out and explores unfamiliar objects in the environment.

ATTENTIVENESS AND PERSISTENCE

APL3 – The child will sustain attention to a specific activity and demonstrate persistence.

APL3.4a Engages in independent activities and continues tasks over a period of time.

APL3.4b Practices to improve skills that have been accomplished.

APL3.4c Works cooperatively with others to successfully achieve a goal or accomplish a task.

APL3.4d Persists in trying to complete a task after previous attempts have failed.

PLAY

APL4 – The child will engage in a progression of imaginative play.

APL4.4a Engages in elaborate and sustained imagined play, and can distinguish between real life and fantasy.

APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.

APL5.4a Willingly joins in sustained cooperative play and learning with others to complete a task.

APL5.4b Demonstrates flexibility in taking on various roles in a group setting.

APL5.4c Demonstrates inventiveness, imagination and creativity to solve a problem.

APL5.4d Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or adult.

APL5.4e Recovers quickly from setbacks and differences in opinion in a group setting.

GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS

48 - 60 MONTHS

COMMUNICATION, LANGUAGE & LITERACY

RECEPTIVE LANGUAGE

CLL1 – The child will listen to conversations and demonstrate comprehension.

CLL1.4a Listens and responds on topic to conversations and group discussions for an extended period.

CLL1.4b Listens to and follows multi-step directions.

CLL1.4c Extends/expands thoughts or ideas expressed.

CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.

CLL2.4a Demonstrates understanding of more complex vocabulary through everyday conversations.

CLL2.4b Connects new vocabulary from activities, stories and books with prior experiences and conversations.

EXPRESSIVE LANGUAGE

CLL3 – The child will use nonverbal communication for a variety of purposes.

CLL3.4a Uses more complex gestures and actions to enhance verbal communication of needs and wants.

CLL3.4b Communicates feelings using appropriate non-verbal gestures, body language and actions.

CLL4 – The child will use increasingly complex spoken language.

CLL4.4a Uses spoken language that can be understood with ease.

CLL4.4b Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.

CLL4.4c Describes activities, experiences, and stories with more detail.

CLL4.4d Uses new and expanded vocabulary in a variety of situations.

EARLY READING

CLL5 – The child will acquire meaning from a variety of materials read to him/her.

CLL5.4a Prior to reading, uses prior knowledge, story title and pictures to make predictions about story content.

CLL5.4b Retells familiar stories.

CLL5.4c Discusses books or stories read aloud and can identify characters and setting in a story.

CLL5.4d Makes real-world connections between stories and real-life experiences.

CLL5.4e Develops an alternate ending for a story.

CLL6 – The child will develop early phonological awareness (awareness of the units of sound).

CLL6.4a Listens and differentiates between sounds that are the same and different.

CLL6.4b Identifies and produces rhyming words.

CLL6.4c Isolates the initial (beginning) sounds in words with adult guidance.

CLL6.4d Segments sentences into individual words.

CLL6.4e Segments words into syllables.

CLL6.4f Manipulates and blends sounds (phonemes) with adult guidance.

CLL7 – The child will demonstrate increasing knowledge of the alphabet.

CLL7.4a With prompting and support, recognizes and names some upper/lowercase letters of the alphabet.

CLL8 – The child will demonstrate awareness of print concepts.

CLL8.4a Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.

CLL8.4b Understands that letters form words. Understands that words are separated by spaces in print.

CLL8.4c With prompting and support, tracks words from left to right, top to bottom and page to page.

CLL8.4d Recognizes and reads environmental print.

CLL8.4e Identifies the front, back, top and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story.

EARLY WRITING

CLL9 – The child will use writing for a variety of purposes.

CLL9.4a Draws pictures and copies letters and/or numbers to communicate.

CLL9.4b Uses writing tools.

CLL9.4c Uses writing for a variety of purposes.

CLL9.4d Writes some letters of the alphabet.

COGNITIVE DEVELOPMENT: MATH

NUMBER & QUANTITY

CD-MA1 – The child will organize, represent and build knowledge of number and quantity.

CD-MA1.4a Recites numbers up to 20 in sequence.

CD-MA1.4b Recognizes numerals and uses counting as part of play and as a means for determining quantity.

CD-MA1.4c Matches numerals to sets of objects with the same number, 0–10.

CD-MA1.4d Describes sets as having more, less, same as/equal.

CD-MA1.4e Quickly recognizes and names how many items are in a set of up to four items.

CD-MA1.4f Tells numbers that come before and after a given number up to 10.

CD-MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.

CD-MA2.4a Matches two equal sets using one-to-one correspondence and understands they are the same.

CD-MA2.4b Counts at least 10 objects using one-to-one correspondence.

CD-MA2.4c Practices combining, separating and naming quantities.

CD-MA2.4d Describes data from classroom graphs using numerical math language.

CD-MA2.4e With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).

MEASUREMENT & COMPARISON

CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.

CD-MA3.4a Uses mathematical terms to describe experiences involving measurement.

CD-MA3.4b Compares objects using two or more attributes, such as length, weight and size.

CD-MA3.4c Uses a variety of techniques and standard and non-standard tools to measure and compare length, volume (capacity) and weight.

CD-MA3.4d Associates and describes the passage of time with actual events.

CD-MA4 – The child will sort, seriate, classify and create patterns.

CD-MA4.4a Independently orders objects using one characteristic and describes the criteria used.

CD-MA4.4b Sorts and classifies objects using one or more attributes or relationships.

CD-MA4.4c Creates and extends simple, repeating patterns.

GEOMETRY & SPATIAL THINKING

CD-MA5 – The child will explore, recognize and describe spatial relationships between objects.

CD-MA5.4a Uses appropriate directional language to indicate where things are in their environment: positions, distances, order.

CD-MA5.4b Uses deliberate manipulation and describes process for fitting objects together.

CD-MA6 – The child will explore, recognize and describe shapes and shape concepts.

CD-MA6.4a Recognizes and names common two-dimensional and three-dimensional shapes, their parts and attributes.

CD-MA6.4b Combines simple shapes to form new shapes.

MATHEMATICAL REASONING

CD-MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.

CD-MA7.4a Estimates using mathematical terms and understands how to check the estimate.

CD-MA7.4b Uses simple strategies to solve mathematical problems and communicates how he/she solved it.

CD-MA7.4c Uses reasoning skills to determine the solution to a mathematical problem and communicates why.

GELDS

GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS 48 - 60 MONTHS

COGNITIVE DEVELOPMENT: SOCIAL STUDIES

FAMILY

CD-SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.

CD-SS1.4a Describes his/her family structure and family roles.

CD-SS1.4b Describes similarities and differences between self and others.

PEOPLE & COMMUNITY

CD-SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity.

CD-SS2.4a Identifies and follows rules of the classroom community and displays competence in engaging in appropriate social behavior.

CD-SS2.4b Explains diverse customs and cultural celebrations within the home, classroom and community.

CD-SS2.4c Recognizes similarities and differences between own culture and that of others.

CD-SS3 – The child will demonstrate awareness of the geography in his/her community.

CD-SS3.4a Creates simple representations of home, school and community.

CD-SS3.4b Identifies and describes aspects of his/her community.

COGNITIVE DEVELOPMENT: SOCIAL STUDIES

CD-SS4 – The child will demonstrate an awareness of economics in his/her community.

CD-SS4.4a Completes jobs to contribute to his/her community and communicates why it is important.

CD-SS4.4b Describes the roles and responsibilities of a variety of occupations.

CD-SS4.4c Describes how people interact economically, the exchange of goods and services.

CD-SS4.4d Explores the uses of technology and understands its role in the environment.

HISTORY

CD-SS5 – The child will understand the passage of time and how events are related.

CD-SS5.4a Recognizes and describes sequence of events with accuracy.

CD-SS5.4b Differentiates between past, present and future.

COGNITIVE DEVELOPMENT: SCIENCE

SCIENTIFIC SKILLS & METHODS

CD-SC1 – The child will demonstrate scientific inquiry skills.

CD-SC1.4a Uses senses to observe, classify and learn about objects and environment.

CD-SC1.4b Uses simple tools correctly to experiment, observe and increase understanding.

CD-SC1.4c Records observations through dictating to an adult and drawing pictures or using other forms of writing.

CD-SC1.4d Experiments, compares and formulates hypotheses related to scientific properties.

EARTH & SPACE

CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.

CD-SC2.4a Describes properties of water, including changes to the states of water.

CD-SC2.4b Explores and begins to describe properties of rocks, soil, sand and mud.

CD-SC2.4c Makes simple observations of the characteristics, movement, and seasonal changes of sun, moon, stars and clouds. Compares the daytime/nighttime cycle.

CD-SC2.4d Uses appropriate vocabulary to discuss climate and changes in weather.

COGNITIVE DEVELOPMENT: SCIENCE

LIVING CREATURES

CD-SC3 – The child will demonstrate knowledge related to living things and their environments.

CD-SC3.4a Observes, explores and describes a variety of plants and animals. Describes their basic needs and life cycles of living things.

CD-SC3.4b Discriminates between living and non-living things.

CD-SC3.4c Identifies and describes the functions of many body parts.

PHYSICAL SCIENCE

CD-SC4 – The child will demonstrate knowledge related to physical science.

CD-SC4.4a Explores and describes position and movement of objects and toys.

CD-SC4.4b Investigates and describes different types or speeds of motion.

CD-SC4.4c Describes materials by their physical properties and states of matter.

CD-SC4.4d Uses classroom objects to function as simple machines to enhance child directed play.

INTERACTION WITH THE ENVIRONMENT

CD-SC5 – The child will demonstrate an awareness of and the need to protect his/her environment.

CD-SC5.4a Understands that people have an impact on the environment and participates in efforts to protect the environment.

COGNITIVE DEVELOPMENT: CREATIVE DEVELOPMENT

CREATIVE MOVEMENT & DANCE

CD-CR1 – The child will participate in dance to express creativity.

CD-CR1.4a Uses dance to express thoughts, feelings, and energy. Uses dance as an outlet for creativity.

VISUAL ARTS

CD-CR2 – The child will create and explore visual art forms to develop artistic expression.

CD-CR2.4a Uses materials to create original work for self-expression and to express individual creativity.

CD-CR2.4b Observes and discusses visual art forms and compares their similarities and differences.

CD-CR2.4c Shows appreciation for different types of art and the creative work of others.

MUSIC

CD-CR3 – The child will use his/her voice, instruments and objects to express creativity.

CD-CR3.4a Uses familiar rhymes, songs or chants, and musical instruments to express creativity.

DRAMA

CD-CR4 – The child will use dramatic play to express creativity.

CD-CR4.4a Participates in dramatic play presentations.

CD-CR4.4b Uses dialogue, actions, objects and imagination to tell a creative story.

CD-CR4.4c Represents a character by using voice inflections and facial expressions.

CD-CR4.4d Participates in dramatic play to express thoughts, feelings and creativity.

COGNITIVE DEVELOPMENT: COGNITIVE PROCESSES

THINKING SKILLS

CD-CP1 – The child will demonstrate awareness of cause and effect.

CD-CP1.4a Recognizes cause- and- effect relationships.

CD-CP1.4b Explains why simple events occur using reasoning skills.

CD-CP1.4c Draws conclusions based on facts and evidence.

CD-CP2 – The child will use prior knowledge to build new knowledge.

CD-CP2.4a Explains how to use objects in new situations.

CD-CP2.4b Uses observation and imitation to transfer knowledge to new experiences.

CD-CP2.4c Uses information gained about familiar objects and people, and can apply to a new situation.

CD-CP2.4d Makes, checks and verifies predictions.

CD-CP2.4e Explains how an activity is built on or uses past knowledge.

PROBLEM SOLVING

CD-CP3 – The child will demonstrate problem solving skills.

CD-CP3.4a Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.

CD-CP3.4b Uses both familiar and new strategies to solve a problem.

CD-CP3.4c With adult guidance and questioning determines and evaluates solutions prior to attempting to solve a problem.

Georgia's Early Learning Standards Alignment Studies

Executive Summary

Georgia Department of Early Care and Learning

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Executive Summary

Introduction

Learning standards that specify what students should know and be able to do are increasingly regarded as an elixir that can help alleviate the ineffectiveness of American education, close the achievement gap, and support calls for educational accountability. Whether standards can meet these demands is yet unclear; what is certain, however, is that their popularity is rapidly growing, domestically and internationally.

Perhaps nowhere has the call for standards been more vociferous and controversial than in early childhood education. Concerned that standards will derail a focus on youngsters' natural development by imposing structured, stringent pedagogy and inappropriate assessment, many early educators have been skeptical of standards' utility for use with young children. Others, however, have regarded standards as an important tool to bring coherence and quality to the highly fragmented early education field. Recognizing the former and supporting the latter, Georgia has been a lighthouse state in generating wise, thoughtful, and appropriate early learning standards for young children. Typical of Georgia's forefront positions related to early childhood governance and provision of services, and anxious to advance its standards for young children, the state has undertaken a sophisticated analysis of its early learning standards to discern their comprehensiveness, quality, and their alignment with other critical documents. Specifically, Georgia was interested in discerning:

1) *What content has been addressed in the Georgia Early Learning Standards (GELS) for infants and toddlers, the Pre-Kindergarten Content Standards, and the Kindergarten through Third Grade Performance Standards?*
2) *To what extent are the GELS aligned across the age levels from birth through three years (vertical alignment)?*
3) *To what extent are the three-year-old GELS, the Pre-Kindergarten Content Standards, and the Kindergarten*

Performance Standards aligned (vertical alignment)?

4) *To what extent are Georgia's Pre-Kindergarten Content Standards aligned with the Work Sampling System assessment (horizontal alignment)?*

5) *To what extent are Georgia's Pre-Kindergarten Content Standards aligned with the Head Start Child Development and Early Learning Framework (horizontal alignment)?*

6) *To what extent are Georgia's Kindergarten through Third Grade Performance Standards aligned across the grade levels (vertical alignment)?*[1]

To address these questions, the Georgia DECAL contracted with Drs. Sharon Lynn Kagan of Teachers College, Columbia University and Catherine Scott-Little from the University of North Carolina at Greensboro to lead a year-long effort that would provide empirical data that the state could use to improve its early learning standards. This document summarizes results presented in six reports submitted to the Department and the key lessons that have emerged from the project.

Methodology

The following standards documents created by and for Georgia were studied: (i) the Georgia Early Learning Standards (GELS) addressing children birth to age three; (ii) the Pre-Kindergarten Content (Pre-K) standards addressing children at age four; and (iii) the Georgia Performance Standards (GPS) for Kindergarten used for children at age five. In addition, we used the Head Start Child Development and Early Learning Framework (HSCDELF) and the Work Sampling System (WSS) to discern the degree to which the Georgia Pre-K standards were aligned with these documents.

Our work involved three key steps, with the first focused on developing a common metric that would allow us to analyze and compare standards and indicators from the various documents. Called the *construct template*, we discerned and defined 100 constructs across multiple developmental domains that are essential to children's learning. Using these constructs, we were able to identify commonalities and differences across the documents. The second step involved a careful analysis to

[1] This Executive Summary focuses on results from analyses conducted with the GELS and Pre-K Content Standards. Results from analyses on the Kindergarten through third grade standards are presented in Deliverable II and Deliverable III.

determine whether the indicators written for each standard actually reflected the standard. Doing this enabled us to discern whether the standards and indicators could be used independently of one another while maintaining fidelity to the document. Given that the Georgia standards and indicators were very well matched, we were able to move to the third step.

The third step required that we both define and operationalize the precise parameters on which to assess the Georgia documents. We were concerned that the documents be balanced in the amount of emphasis accorded each domain because we know that for young children, all domains of learning are important and must be addressed in a set of standards. The ***balance parameter*** and related analyses enabled us to discern the relative emphasis placed on each domain in each document. We were also concerned that within each domain, the indicators address all the important constructs defined in the construct template. To that end, we developed the ***coverage and depth parameters***, enabling us to determine the degree to which the indicators in any given domain fully covered its age-appropriate content, articulated by the constructs in the template. Finally, we were concerned with how the indicators in the different documents compared with each other in terms of the level of development or cognitive skills expected. To that end, we developed the ***difficulty parameter*** that enabled us to compare the relative difficulty of indicators. Armed with these analytic methods and parameters, we reviewed all the documents and, when appropriate, compared them to one another.

Major Findings

Overall, the Georgia documents are well developed, clear, and well organized. They embrace critical elements of early learning and, in many areas, are comprehensive and clearly articulated. Nonetheless, like any set of standards developed for young children, some important challenges could be addressed to render them even more useful. Because very detailed comments and specific recommendations regarding individual documents, domains, standards, and indicators are found in each of the project reports, we concentrate here on several themes that transcend the Georgia documents.

Theme 1: Developmental/Disciplinary Orientation

A developmental orientation recognizes the importance of all domains of development (physical, socio-emotional, approaches

toward learning, language, and cognitive), while a disciplinary orientation acknowledges the centrality of the core disciplines including reading, mathematics, arts, social studies, and sciences. Ideally, early learning standards emanate from a developmental orientation and incorporate age-appropriate, rigorous content from the disciplinary areas. In Georgia's case, the GELS reflect a clear developmental orientation while the standards for Pre-K are more focused on learning in the content areas.

Manifest in the organization and presentation of the standards themselves, the GELS domains have titles that suggest a developmental orientation (e.g., Physical Development, Emotional and Social Development, etc.) while the domain titles in the Pre-K standards are more oriented toward academic disciplines (e.g., Mathematical Development, Scientific Development, etc.) and do not include one important area of development (approaches toward learning). Ideally, common domain titles, reflecting a common orientation, would be used across the documents.

Perhaps more significantly, the distribution of indicators across the domains yields further evidence of the discontinuity in orientation. The GELS indicators, for example, are relatively evenly balanced across the domains, while over half of the Pre-K indicators address content in the cognitive domain; even within the cognitive domain, there is a great deal of emphasis on the acquisition of conceptual knowledge and facts rather than on the development of thought processes. Evening out the content across the domains and adding an Approaches toward Learning domain to the Pre-K standards would address both the developmental and disciplinary orientations more comprehensively, and create better alignment with the GELS.

Theme 2: Content

Ideally, standards should articulate a rich and elaborated set of indicators that address the full range of skills and knowledge that are important at each age. Sometimes, however, limited or insufficient attention is accorded to constructs that are important for children's early learning and development. Results from our analyses indicate that the GELS and the Pre-K standards have addressed many important areas of children's learning and development. In most domains, the content is comprehensive and covers the majority of the constructs included on the template.

The data do, however, indicate certain issues that should be considered. The GELS and the Pre-K standards both devote insufficient attention to constructs related to the way children approach learning. Although the GELS include an Approaches toward Learning domain, a number of constructs are not addressed. The situation is more troublesome in the Pre-K standards where there is not a specified domain for Approaches toward Learning, and very few of the constructs attendant to this important area are included within the indicators. Cognitive processes also are under-addressed in all the documents. Results from the analyses indicated that more attention in the GELS could be devoted to several constructs within the early literacy area, while the Pre-K standards could focus a bit more on relationships with peers and adults. In short, as would be the case in any careful analysis of standards, we found some areas where more attention might be beneficial.

Theme 3: Rigor and Age Appropriateness

Standards and indicators should include content that is both age-appropriate and sufficiently challenging for typically developing children at the specified age to engender intellectual, social, emotional, physical, and language learning and development. In our review of the GELS, we found that the indicators written for infants, one-year-olds, and two-year-olds generally reflect an appropriate progression in difficulty, but some indicators at the two- and three-year-old levels may not reflect a progression in difficulty. Many indicators in the two- and three-year-old GELS were rated as equally difficult despite the different ages of the children. When examining the Pre-K indicators, the majority were coded as more difficult than the three-year-old GELS indicators, a finding that suggests the indicators reflect an appropriate age progression across the two sets of standards. There were, however, instances where Pre-K indicators were judged to be equal in difficulty to the three-year-old indicators. Furthermore, in comparisons between the Pre-K standards and the HSCDELF, we noted that many of the Georgia indicators were rated as considerably less difficult than those recently developed for Head Start. We also noted several instances where the Kindergarten indicators were coded as much more difficult than the Pre-K indicators, suggesting that the difference in difficulty between the indicators at these two age levels was too large. Some attention could be accorded the Pre-K standards,

particularly in the areas of language and cognition, to ensure that they sufficiently prepare Georgia's Pre-K children to master the skills and knowledge articulated in the Kindergarten standards.

Theme 4: Alignment

When developing standards, it is important to consider their alignment with other documents. They should be aligned with documents used for same-age children (horizontal alignment) and aligned with documents for older and younger children (vertical alignment). With regard to horizontal alignment, when comparing the Pre-K standards with the HSCDELF we noted differences in the range of domains included and in the difficulty of the indicators, with the HSCDELF being more inclusive and demanding. For example, the HSCDELF included a full domain on English language development and devotes considerable attention to approaches toward learning. Moreover, many of the HSCDELF indicators were rated as more difficult than those presented in the Georgia Pre-K standards. In contrast, when comparing the Pre-K standards with the WSS, we noted that the latter were less well articulated and in general rated as less difficult than the Pre-K standards. The fact that the three documents serve the same age of children makes this an area where greater alignment is necessary, perhaps by adding some content to the Pre-K standards and, in some instances, examining their difficulty relative to the HSCDELF.

Ideally, content introduced at one age level should build upon precursor skills and knowledge introduced in the standards written for younger children. Moreover, such content should lay the groundwork for more challenging content that might follow at the next age level. Although this alignment is prevalent in many of Georgia's standards, in some cases more attention is needed in this area. Some of the misalignment across the age levels exists because of the differences in orientation noted above. Sometimes it exists because particular constructs were addressed at one level but not at the next. For example, certain constructs related to language and literacy were not addressed in the Language and Literacy Development domain in the GELS while some constructs related to approaches toward learning were lacking in the Pre-K standards. Moreover, when the different sets of standards did address the same construct, sometimes the indicators did not represent an appropriate progression in difficulty across the age groups. As noted

above, the three-year-old GELS did not always represent a progression in difficulty from the two-year-old GELS, and the progression from the Pre-K to the Kindergarten standards was in some instances too large. Finally, in some instances, the indicators for younger children were actually more difficult than those for older children when, ideally, the difficulty of the indicators should increase with children's developmental capabilities and ages.

Theme 5: Utility

Standards and indicators should be written in clear, precise language and organized in a logical way that makes them easy to use. Ideally, the standards documents for the different age levels should also be written at a fairly consistent level of detail in terms of how they articulate expectations for children's learning and development. Georgia's early learning standards, for the most part, are written clearly and organized logically. We noted a few examples of indicators that could be written more clearly and pointed out where specific standards and indicators might be better elaborated and/or placed in another domain. We noted that the Pre-K standards tend to be written in slightly more general terms than are the GELS. Sometimes a standard or indicator confounded multiple concepts or aspects of children's development, making the indicator hard to interpret. Overall, however, the Georgia standards documents were well written and organized.

Recommendations

As these analyses have suggested, developing standards that are well-balanced and appropriate in their depth, coverage, and difficulty is quite challenging. When a state seeks to discern its degree of horizontal and vertical alignment, the task becomes even more challenging. In light of the difficulty inherent in standards construction, Georgia has done a remarkable job. The GELS and Pre-K standards address many important areas of children's development and learning and present many examples of age-appropriate and aligned indicators. Our analyses indicate that with some revisions, the standards could be even more balanced, appropriate, and cohesive. To that end, and building on our findings, we make the following general recommendations:

- Consider aligning developmental and disciplinary orientations more closely.
- Consider developing common domains across the standards.

- Consider adding a domain that addresses approaches toward learning in the Pre-K standards.
- Consider the HSCDELF and the WSS and the degree to which revised standards should comport with them.
- Consider adding standards and indicators to address English language development and cognitive processes across the GELS and Pre-K standards.
- Consider the Common Core Standards and the degree to which revised Georgia standards should comport with them.
- Focus on alignment across the ages, so that all indicators build on those that have preceded them and build toward those that follow.

Conclusion

Georgia has a long history as a leader in the field of early care and education. Undertaken to continue this exemplary tradition of leadership, we hope this analysis will provide data to inform future decisions about revisions to the early learning standards that are used in early care and education programs across the state. Results have highlighted the considerable strengths of the GELS and Pre-K standards, as well as areas that can be addressed in future revisions in order to improve the quality of the early learning standards. We offer our comments with humility in light of the work already accomplished in this area in Georgia, and with high hopes in light of Georgia's historic commitments to providing the highest quality care and education for its young children and their families.

GELDS

Executive Summary

Georgia has a long history as a leader in the development and use of standards that support early learning and development. The inception of ELD standards in Georgia came in 2002 with the creation of the Pre-K Learning Goals, which were revised when the GPS for K-12 were implemented in 2005. In 2010 DECAL commissioned a comprehensive analysis of what was then called the Georgia Early Learning Standards (GELS) for children birth to three and the Pre-K Content Standards, alongside other pertinent documents. Drs. Sharon Lynn Kagan of Columbia University and Catherine Scott-Little of UNC-Greensboro conducted the analysis. Based on their recommendations, Georgia formed the Georgia Standards Revision Committee (GSRC) to begin the revision process. This committee was composed of a diverse range of Georgia stakeholders under the leadership of Kagan and Scott-Little. The result of this work was a revised set of high-quality, research-based standards called the Georgia Early Learning and Development Standards (GELDS).

Finalized in June 2013, the GELDS represent a continuation of the history and strength of Georgia's commitment to high-quality learning standards. The GELDS are written for children birth to five, are developmentally, culturally, and linguistically appropriate, and cover all of the essential domains of learning and school readiness. They are aligned with the Georgia Performance Standards (GPS) for K-3 and Work Sampling Online assessment system, which is used by all Georgia Pre-K Programs. Furthermore, the GELDS are embedded as a critical foundation in Georgia's TQRIS Program Standards, curricula and assessments, the Workforce Knowledge and Competency Framework, and in all professional development activities.

Offering resources and support to all stakeholders has been the integral component of the GELDS implementation strategy. With funding from Georgia State Advisory Council on Early Childhood Education and Care and the Child Care Development Fund (CCDF), DECAL was able to launch a GELDS website, create and distribute print and digital resource guides, and develop a series of stakeholder-specific training webinars. The GELDS resource guides were disseminated to over 3,800 Georgia Pre-K classes in spring 2014. The training webinars were produced in conjunction with Georgia Public Broadcasting (GPB) and were posted on the GELDS website, YouTube channel, and were linked to the GPB website. The implementation campaign also included face-to-face training for all returning Pre-K teachers and directors during the 2013-2014 school year. Georgia State University's Best Practices division developed the training course called "Journey through the GELDS." The training was conducted statewide. With Early Learning Challenge grant funding, the birth to five workforce will receive more intensive training on the GELDS as they move from knowledge to successful application.

Developmentally Appropriate

Georgia has given careful consideration and attention to making sure the GELDS address a developmentally appropriate trajectory of skills. The age-appropriate indicators for each standard are divided in five age groupings: 0-12 months, 12-24 months, 24-36 months, 36-48 months, and 48-60 months. The purpose of this type of age grouping is to show the natural progression of a skill. The structure of the GELDS and this progression of skills is illustrated in the following chart:

Domain: Communication, Language, and Literacy (CLL)				
Strand: Receptive Language				
Standard: CLL1 - The child will listen to conversations and demonstrate comprehension.				
0-12 months:	**12-24 months:**	**24-36 months:**	**36-48 months:**	**48-60 months:**
CLL1.0a Reacts to environmental sounds and verbal communication.	**CLL1.1a** Responds to a language during conversations, songs, stories or other experiences.	**CLL1.2a** Listens to and responds to brief conversations and group discussions.	**CLL1.3a** Listens and responds to conversations and group discussions.	**CLL1.4a** Listens and responds on topic to conversations and group discussions for an extended period.

The structure of the GELDS emphasizes the progression of skills and provides teachers, caregivers, parents, and all stakeholders with a framework for children's learning and development. The GELDS also promote the inclusion of children with disabilities and take into account individual rates of development. Because they are a framework for learning, the age groupings are not fixed bands. The standards statements are intended for all children, but the age-appropriate indicators provide embedded adaptations that help teachers address individual children's needs. In the subsequent review, Drs. Kagan and Scott-Little (2013) found that the revised standards were developmentally appropriate and comprehensively covered important aspects of children's early learning and development. The researchers noted:

> The results of the balanced analysis indicate that the Georgia early learning standards devote considerable attention to the multiple domains of early learning, taking a holistic approach that is most apparent at the earliest age levels. The results also show that Georgia has worked diligently to trace the path of early skills and knowledge that might be expected in kindergarten back to the earliest months of a child's life. We commend this ambitious effort for its attempt to create a cohesive set of standards that support intentional care and instruction across the infant-toddler and preschool age spectrum (2013, p. 13).

Culturally Appropriate

One of the main goals of the GELDS revision project was to develop culturally appropriate standards that reflect the needs of Georgia's diverse population. The Georgia Standards Revision Committee (GSRC) included members with personal and professional exposure to relevant cultural issues who contributed to the process. The committee paid special attention to making sure cultural awareness was addressed in the standards

statements and age-appropriate indicators. For example, under the Cognitive Development: Social Studies domain, standard CD-SS1 states, "The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity," and standard CD-SS2 states, "The child will demonstrate an understanding of his/her community and an emerging awareness of others' culture and ethnicity." It was the committee's belief that by adding specific standards and age-appropriate indicators to address cultural awareness, cultural learning would be interwoven into daily discussions and experiences. In the review of the standards, the researchers found that the revised standards were culturally appropriate (Appendix 28).

Linguistically Appropriate

The GELDS are linguistically appropriate for their intended audience. They contain simple, straightforward language that was written on an 8th grade reading level. The language is user-friendly and understandable for early childhood educators and other stakeholder groups at varying levels of language and literacy skills. Across the standards, the expectations for children's language usage are both age and developmentally appropriate. The wording of the indicators also provides choices for child communication. As stated above, the GELDS give options for communication to accommodate for children with linguistic differences and for children who are dual language learners. The executive summary of the research alignment studies is located in Appendix 28, the results of which show the GELDS are linguistically appropriate and the content has been validated with child development and early education research. The GELDS have also been translated into Spanish and a plan is in place to translate the GELDS into Georgia's other most spoken languages: Korean, Chinese, and Vietnamese (U.S. Department of Education, 2010).

Additionally, Georgia is part of the World-Class Instructional Design and Assessment (WIDA) Consortium. Established with funding from the U.S. Department of Education Enhanced Assessment Grant, the WIDA Consortium currently consists of 17 states, including Georgia. WIDA provides meaningful tools and information to educators working with dual language learners (DLLs) that are anchored in research-based practices for serving diverse learners. WIDA has developed Early English Language Development (E-ELD) Standards to be used by early childhood practitioners, including child care, Head Start, preschool/ prekindergarten educators, and caregivers. The purpose of the E-ELD Standards is to provide a developmentally sound framework for supporting, instructing, and assessing DLLs in developmentally appropriate social and academic English. The E-ELD Standards provide early childhood practitioners with a map of English language development and encourage the incorporation of each student's home language and culture. Using ELC funding, DECAL adopted the WIDA E-ELD Standards and is in the process of developing a correspondence document between the GELDS and the E-ELD Standards. DECAL will also provide training, technical assistance, and ongoing support on the E-ELD Standards to early childhood programs using evidence-based practices.

Essential Domains of School Readiness

The GELDS reflect common learning domains across all ages, birth to five, and are aligned with the Essential Domains of School Readiness. The GELDS domains of learning include: Physical Development and Motor Skills, Social and Emotional Development, Approaches to Play and Learning, Communication, Language and Literacy, and Cognitive Development. The Cognitive Development domain is unique in that it contains sub-domains for the more academic disciplines. The sub-domains include Mathematics, Science, Social Studies, Cognitive Processes, and Creative Development. The alignment between the GELDS and the Essential Domains of School Readiness is illustrated in the following chart:

Organizational Framework of GELDS									
Essential Domains of School Readiness	**Physical Well-being and Motor Develop-ment**	**Social and Emotional Development**	**Approaches to Learning**	**Language and Literacy Development**	**Cognitive and General Knowledge (including early mathematics and early scientific development)**				
GELDS Domains	**Physical Develop-ment and Motor Skills**	**Social and Emotional Development**	**Approaches to Play and Learning**	**Communi-cation, Language and Literacy Development**	**Cognitive Development**				
					Cognitive Processes	**Math**	**Science**	**Social Studies**	**Creative Devel-opment**
Strands	Health & Well Being Use of Senses Motor Skills Adaptive Skills	Developing a Sense of Self Self Regulation Developing a Sense of Self with Others	Attentive-ness and Persistence Initiative and Exploration Play	Receptive Language Expressive Language Early Reading Early Writing	Thinking Skills Problem Solving	Number Quantity Geometry and Spatial Thinking Meas-urement and Compari-son	Scientific Skills and Methods Living Creatures Physical Science Earth and Space	Family and Community History and Events People and the Environ-ment	Creative Movement and Dance Visual Arts Music Drama

GELDS and K-3 Alignment

The GELDS provide a strong alignment with the GPS for K-3. With the goal of preparing children for kindergarten success in mind, the GELDS were developed to represent the skills and concepts in which all children should be competent by the end of preschool. Drs. Kagan and Scott-Little (2013) examined the alignment of the GELDS for 48-60 months in the areas of Communication, Language, and Literacy and Mathematics with the CCGPS in English language arts and mathematics for kindergarten. Kagan and Scott-Little write specifically about the alignment:

> The Coverage/Depth results suggest that alignment between the Georgia standards and kindergarten CCGPS in English Language Arts and Mathematics is quite good. Many instances of apparent misalignment are understandable for the different age levels that the documents address, and in some cases, Georgia appropriately covers aspects of early learning that the Common Core does not. For example, in the domain of Language & Communication Development, Georgia deserves praise for

> addressing … constructs related to emergent writing skills, which are not covered by the Common Core. In mathematics, we commend Georgia for addressing patterns, seriation, time, measuring objects, and the mathematics processes (2013 p. 12).

The GELDS were reviewed by Georgia Department of Education specialists in all content areas when the standards were under development and again in their final stages of completion. Kindergarten through third grade teachers contributed their expertise by serving on the GSRC and provided feedback during each step of the revision process. The overall result was alignment between the GELDS and the GPS for K-3.

GELDS Alignment with programs

Georgia has taken steps to ensure the state's ELD standards are embedded across all programs by incorporating them in the Program Standards, in curricula, activities, and assessments, in the Workforce Knowledge and Competency Framework, and in professional development activities. Additionally, Georgia will continue to expand efforts for family engagement around the GELDS.

Georgia's Pre-K programs and Quality Rated Programs are required to use the GELDS to guide instructional planning and assessment. This is a requirement for receiving Georgia's Pre-K funds and is monitored when programs are visited by a Georgia's Pre-K consultant. The GELDS are a foundational component of Georgia's Quality Rated Program Standards. The GELDS are embedded in Standard 4: Intentional Teaching Practices. Programs must demonstrate that their curricula and lesson plans align with the GELDS to receive full points. Additionally, the GELDS are interwoven in the professional development for Quality Rated. Programs receive points in Standard 1 if the GELDS are embedded in their annual professional development plans. DECAL worked with Georgia Public Broadcasting to produce a GELDS/QRIS webinar as part of a stakeholder awareness campaign. The goal of the webinar, posted at gelds.decal.ga.gov/resources, is to assist programs in how they can use the GELDS to meet standard 4 of the Quality Rated portfolio. The webinar featured infant/toddler and preschool teachers and addressed the importance of intentional planning and the process of planning and coding lesson plans with the GELDS.

The following timeline lists legislation, policies, and practices that clearly demonstrate Georgia's evolving commitment to ensuring and increasing access to high quality preschool programs for eligible children.

1992 – Georgia voters passed a referendum approving the Georgia Lottery for Education
1992-1993 – Pre-K program pilot serving 750 "at-risk" four year olds at 20 sites using state funds
1993 – Georgia General Assembly passed legislation establishing the Georgia Lottery for Education mandating that lottery funds would be used to development and implement a scholarship program and a voluntary prekindergarten program.
1993-1994 – First lottery funds used to provide Pre-K program to 8,700 "at risk" four year olds.
1995 – Policy change: Because of the success of the Georgia Lottery, Pre-K program made accessible to all Georgia four year olds regardless of family income
1996 – Georgia General Assembly passed legislation creating the Office of School Readiness (OSR) to administer the Georgia Pre-K Program primarily because of the public-private service delivery model. (Program was previously administered by the Georgia Department of Education) OSR also licensed child care facilities participating in Georgia's Pre-K Program; housed the Head Start State Collaboration Office; administered the quality set-aside CCDF monies; and administered federal nutrition programs (Child and Adult Food Care Program and the Summer Food Service Program). This new agency "centralized" many of the services offered to children and families.
1998 – Standards of Care program initiated to enhance the quality of care provided in Georgia's private child care programs in birth to Pre-K classes
2004 – Georgia General Assembly passed legislation creating Bright from the Start: Georgia Department of Early Care and Learning (DECAL) by merging the Office of School Readiness; the Office of Regulatory Services (licensing) of the Georgia Department of Human Services; and the Georgia Child Care Council. The goal was to infuse a culture of early education in traditional child care starting at birth.
2004 – The First Lady's Children's Cabinet (now Georgia's Children's Cabinet) created by Executive Order of the Governor. Cabinet composed of representatives from all departments and agencies serving children in the state. Currently chaired by Georgia's First Lady Sandra Deal.

2009 Georgia State Advisory Council on Early Childhood Education and Care created by Executive Order of the Governor to create a comprehensive plan for a system of early care and education in the state. Funding for Council used to conduct various assessments and research relating to early care and education in Georgia. Council now housed in the Georgia's Children's Cabinet.

2010 – Georgia received federal funding to implement the Maternal, Infant and Early Childhood Home Visiting program to improve child and family outcomes by implementing evidence-based home visiting as a major service strategy within Great Start Georgia. Great Start Georgia (1) strengthens and improves the programs and activities carried out under Title V funding; (2) expands and improves the coordination of services within at-risk communities; and (3) provides evidence-based home visiting services to those families most in need of support to provide safe, nurturing environments for children. Currently housed in the Georgia Department of Human Services.

2011 – Governor Nathan Deal authorized DECAL to create and implement a tiered quality rating and improvement system (TQRIS) for Georgia's child care programs.

2012 – Quality Rated, Georgia's TQRIS, officially launched

2012 – Governor designated DECAL as the Lead Agency for the Child Care and Development Fund for Georgia, including administering subsidized child care. Transferring CCDF to DECAL makes it possible to closely align subsidized child care with child care licensing and Quality Rated.

2013 – Tiered reimbursement instituted, i.e., child care providers that are Quality Rated receive "bonuses" for serving children receiving subsidized child care

2013 – DECAL applied for and received the Race to the Top – Early Learning Challenge Grant to fund 11 projects, all of which focus on an aspect of enhancing services for eligible children.

2014 – DECAL applied for the Early Head Start – Child Care Partnership Grant to increase services for three year olds by supporting child care programs to offer Early Head Start. (Award pending).

With approximately 200 State Leader visits, nearly 500 centers involvements and wide spread media coverage across the state, Pre-K 2013 set a new record. Below is summary of the details of Georgia Pre-K Week.

Pre-K Week Break Down

200 Total Visits made
171 State Leaders Visit Pre-K Centers
113 Legislators
58 Additional State Leaders

	2011	2012	2013
Total Visits	111	150	202
Total Legislative Visits	108	126	113
Rep	77 (43%)	89 (49%)	83 (46%)
Senators	31 (55%)	37 (61%)	30 (53)%
Total Centers Involved	111	450	490
Centers hosting their own pre-k week	na	300	286
Partners	7	12	13*
*Other leaders	n/a	10	9
Govenor's Staff	na	na	48
Media Hits	na	60	74

FPG Summer Transition Programs Summary

As part of the 2014 evaluation of the Summer Transition Programs (Rising Kindergarten and Rising Pre-K classes), all parents of enrolled children were asked to complete a questionnaire about program. For parents of children in Rising Pre-K, all surveys were in Spanish; for parents of children in Rising Kindergarten, surveys were typically in English, with the option to receive a survey in Spanish upon request. All information will be summarized to provide feedback to DECAL about what services parents are receiving and what additional services are needed.

A total of 956 questionnaires were distributed to parents of Rising K children; 558 were returned, for a response rate of 58%. A total of 273 questionnaires were distributed to parents of Rising Pre-K children; 190 were returned for a response rate of 70%.

Quantitative data from the surveys are currently being processed for analysis. Preliminary investigation of the two open-ended questions (suggestions for improving the programs and those things that parents and children liked best about the programs) from the Rising K surveys reveals generally favorable comments from the parents. (Information from Rising Pre-K open-ended questions is not yet available).

Parents were asked for suggestions to improve the program and over half of the parents either had no suggestions or indicated that the program worked well for their child and/or family. For example, one parent said "The program has been an asset in my daughter's learning journey. Because of it, she is ready and excited to attend kindergarten." Among those that did have suggestions, common themes included: extending the length of the program (more than 6 weeks) or the length of the class day, providing information about the program's availability earlier and in more locations, communicating more with parents about their child's progress and program activities, increasing focus on kindergarten readiness skills, offering more transportation, and varying times that workshops are scheduled so that parents can attend.

Almost all parents responded to the question about what they or their child liked best about the program (only three left it blank) and the responses were overwhelmingly favorable. Many parents indicated that their child loved interacting with other kids and participating in the various activities (e.g., storytime, art projects, centers, outdoor garden) and just plain having fun. Other common themes included the experience of learning new things, enhancing specific skills (e.g., writing/spelling name, numbers, and reading), field trips and workshops, and their teachers and staff. Some parents liked that their child was getting ready for school and/or prepared for kindergarten. One parent shared, "The best part about STP is that my child was far behind and now [I] can see the improvement in my child."

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Georgia Study of **Early Care** and **Education**

Executive Summary

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This study was funded by Bright from the Start: Georgia Department of Early Care and Learning. The opinions expressed in this report do not necessarily reflect those of the funding agency.

Executive summaries and full reports from this study are available at www.decal.ga.gov.

Georgia Study of Early Care and Education: Findings from Georgia's Pre-K Program

Executive Summary

In 2007-08, 38 states offered pre-kindergarten programs as a strategy for supporting children's school entry skills. Georgia's Pre-K Program—one of the few that serves four-year-olds across all income levels—served 78,000 children or about half of all four-year-olds in the state in 2007–08.[1] Research suggests that participation in state funded pre-k is linked to higher academic and social skills at the start of school,[2] with higher-quality programs linked to greater gains.[3] Thus, ensuring that Georgia's Pre-K classes are of high quality is critical for meeting the program's goal of helping children prepare for school.[4]

Purpose

The primary purpose of this statewide study was to describe the quality of early care and education and types of services provided to young children throughout the state of Georgia, using a representative sample of child care centers and Georgia's Pre-K Programs.

Key Findings

Findings from this study suggest that administrators and teachers in Georgia's Pre-K classrooms are working hard to serve young children and their families. Almost all of the classes met or exceeded Georgia's Pre-K Operating Guidelines for group size and ratio of children per adult. Most directors/principals and lead teachers had at least a Bachelor's degree. Both lead and assistant teachers reported participating in many hours of training in the past year. Almost all program administrators reported using a curriculum in their program and using assessments to guide instruction. Most also reported providing a range of services and supports to the families they serve.

Study Description

In 2008–09, FPG conducted a statewide study of 173 randomly selected licensed child care centers and Georgia's Pre-Kindergarten programs, collecting data on the observed classroom quality and program characteristics.

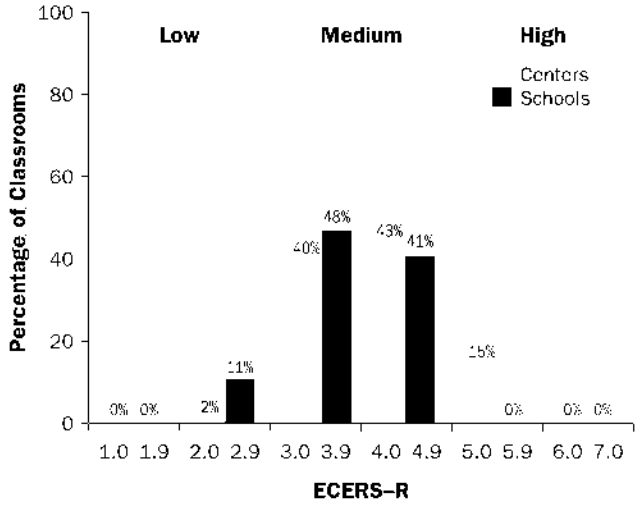
Of the 173 programs in the study, 112 were centers and 61 were public schools. Fifty-three of the 112 centers (47%) and all of the public schools participated in Georgia's Pre-K. This Executive Summary highlights findings from Georgia's Pre-K classes, both in centers and in schools.

Data were collected between September 2008 and May 2009. Data were gathered at the program and classroom levels using multiple methods: observation by an independent data collector, review of written documents, and self-report of directors/principals and teachers.

Study findings about infant, toddler, and preschool classrooms (other than Georgia's Pre-K) in child care centers can be found in a companion report, *Georgia Study of Early Care and Education: Child Care Center Findings*.

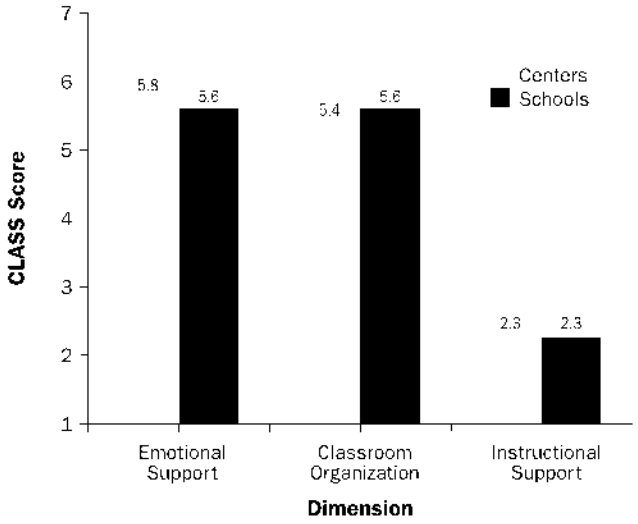
Global quality in Georgia's Pre-K classrooms was at the "medium" level. For Georgia's Pre-K classrooms, the mean total score on the ECERS-R[5] was 4.16 in centers and 3.74 in schools (see Figure 1; scores range from 1 to 7, with higher scores indicating higher quality). The ECERS-R measures many different aspects of quality including health, safety, materials, activites, and teacher-child interactions. Medium quality is characterized by a generally safe environment with access to good quality materials, although activities and interactions could be more enriching and purposeful.

Figure 1. Quality of Georgia's Pre-K Classrooms (as measured by the ECERS-R)



The quality of emotional support and classroom organization was generally "high"; whereas the quality of instructional support was generally "low" as measured by the Classroom Assessment Scoring System (CLASS)[6] (see Figure 2; scores range from 1 to 7, with higher scores indicating higher quality). The findings suggest that Georgia's Pre-K classes are generally warm, enjoyable places for children, where students are generally well-behaved and are interested and engaged in learning tasks. The "low" scores on Instructional Support suggest that teachers do not offer many activities that promote analysis and reasoning, and they rarely talk with children in a way that expands their understanding of concepts or uses advanced language. Research suggests that many state-funded pre-kindergarten programs across the U.S., not just Georgia's, struggle to provide high quality instructional support.[7] With evidence linking instructional support to children's language and math skills,[8, 9] it is important to strengthen the instruction in Georgia's Pre-K classes.

Figure 2. Teacher-Child Interactions in Georgia's Pre-K Classrooms (as measured by the CLASS)



Conclusions and Recommendations

- **Additional work is needed to meet the goal of providing high quality care for all four-year-olds participating in Georgia's Pre-K Program.** Georgia was a pioneer in the pre-kindergarten movement in the U.S., and Georgia's leaders have worked hard over the years to move toward a universal, voluntary program that supports children's success in school. It may be easier to provide high quality care with a smaller program, so Georgia leaders should not be surprised that there are challenges in maintaining high quality as the program has grown. Findings from this study suggest that additional improvements are needed to ensure that Georgia's Pre-K Program provides the highest level of quality needed to support children's success in school.

- **Georgia's Pre-K Program has many strengths that form a strong foundation on which to improve.** Almost all programs used a curriculum and assessed children as a means to plan instruction. The majority of directors/principals and teachers had a college degree, many with a major in early childhood, which should allow them to take advantage of high-level professional development and technical assistance opportunities. Most classrooms were rated as providing a medium level of global quality and providing an environment that was very organized and supportive of children's emotional development. This means that leaders can focus less on the basics of general care and education and more on the particular aspects of high quality care and education—especially instructional support—that are related to children's school success.

- **Although multiple strategies are needed, professional development (e.g., training and technical assistance) is important for improving the quality of care and education for Georgia's pre-kindergartners.** Even though many of Georgia's Pre-K teachers had a college degree and reported participating in training on a variety of important topics during the past year, their education and training have not yet translated into high quality classroom practices. Thus, Georgia's Pre-K teachers and assistant teachers may benefit from more effective or extensive professional development. Training that includes empirically supported features such as content focus, active learning, and a longer duration may be more effective.[10, 11] Additionally, on-site technical assistance may be useful in providing ongoing support to teachers to ensure that they have the depth of understanding and skills needed to translate knowledge into practice in the classroom.[12]

- **Improving the quality of care will require additional funds.** Although Bright from the Start: Department of Early Care and Education can improve quality by using these study findings to help decide how best to invest state funds, significant improvements in the quality of the program will require additional resources. The estimate of the per-child cost of providing a high quality pre-k program is nearly twice the amount currently allocated in Georgia.[13] A combination of both public and private investments are likely needed to ensure that Georgia's Pre-K Program meets its goal of preparing every child for success in school.

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Executive Summary

Children's Growth and Classroom Experiences in Georgia's Pre-K Program

Findings from the
2011–2012 Evaluation Study

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Study Overview

Georgia has one of the few state-funded universal pre-kindergarten programs in the United States, with the aim of providing pre-k services to all 4-year-olds whose families want their children to participate in the program, regardless of family income level. In the 2011–2012 school year, Georgia's Pre-K Program served a total of over 94,000 different children throughout the year in a variety of settings across the state, including local school systems, private settings, and blended Head Start/ Georgia's Pre-K classrooms.

The 2011–2012 evaluation study included observations of classroom quality in a random sample of 100 Georgia's Pre-K classrooms and assessments of the language, literacy, math, general knowledge, and behavioral skills of a sample of 509 children attending these classrooms over the pre-k program year. The primary evaluation questions included:

- What are the outcomes for children attending Georgia's Pre-K Program?
- What factors predict better outcomes for children?
- What is the quality of Georgia's Pre-K classrooms?

Key Findings

Children's Outcomes

Children exhibited significant growth during their pre-k year across all domains of learning, including language and literacy skills, math skills, general knowledge, and behavioral skills. The sample of 509 children made positive gains from the beginning to the end of the pre-k program year on all of the assessment measures, including the areas of language and literacy (letter knowledge, letter-word identification, vocabulary, phonological awareness, phonemic awareness), math (math problem solving, counting), general knowledge (basic self-knowledge), and behavioral skills (social skills, problem behaviors). Children's growth in many areas indicated that they progressed at a greater rate during the time they participated in Georgia's Pre-K Program than would be expected for normal developmental growth.

Children who were Spanish-speaking dual language learners showed growth in skills in both English and Spanish, although their growth tended to be greater in English. For the English measures, similar to the full sample, they exhibited significant growth on all measures. For the Spanish measures, they exhibited growth in some areas of language and literacy skills (phonological awareness, phonemic awareness) and in math (math problem-solving, counting), with no change or decreases in the remaining areas.

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Factors Predicting Better Outcomes

Factors which predicted greater growth in skills included individual level of English proficiency, having a higher proportion of non-English-speaking children in the classroom, and attending a pre-k program in a local school system. The most consistent predictor was the level of English proficiency, with children at lower levels of proficiency making greater gains in most language and literacy, math, and general knowledge skills. The one exception was phonological awareness skills, a higher-order set of skills, which showed the opposite pattern with less proficient children making less progress.

Classroom Quality

The global quality of classroom practices was in the medium quality range, as measured by the ECERS-R. The mean total score across the sample of 100 classrooms was 3.6, which represents the medium quality range. Individual classroom scores ranged from low to high quality, although the majority (85%) scored in the medium quality range.

In the area of teacher-child interactions, classroom practices were stronger in emotional support and classroom organization than instructional support, as measured by the CLASS. The average score was in the middle to high quality range on Emotional Support (5.5), in the upper end of the middle range on Classroom Organization (5.2), and in the low to middle range on Instructional Support (2.8).

In general, program, teacher, and classroom factors that were examined did not predict differences in the quality of classroom practices. The predictors that were examined included the type of program (local school system vs. private), lead teacher certification (Georgia Professional Standards Commission certified vs. not certified), lead teacher years of experience teaching pre-k, and percentage of non-English-speaking children in the classroom. One factor was a significant predictor for one measure, indicating that teachers who had greater experience teaching pre-k had classrooms with higher global quality.

Conclusions

Based on this random sample of classrooms from the 2011–2012 Georgia's Pre-K Program, children made significant gains across all domains of learning during their pre-k year, with even greater than expected progress for many areas. Children who were Spanish-speaking dual language learners showed growth in skills in both English and Spanish, even though the primary language of instruction in these classrooms was most likely English. Further, children with different characteristics (boys and girls, different family income levels) generally showed similar gains during the pre-k year. It is worth further exploration to determine what factors of local school system programs that are associated with greater gains for children may be different from private programs, both in terms of the resources available and the populations served, in considering future directions for quality improvement. The quality of classroom practices tended to be in the medium range, below the high quality level. Compared to a study[1] involving a 2008–2009 sample of Georgia's Pre-K classrooms, the 2011–2012 sample showed gains in Instructional Support consistent with the emphasis of quality improvement efforts, although there were slight decreases in other areas. Recommendations related to improving quality and further enhancing children's acquisition of skills pertain to reduction of class size and the addition of bilingual supports during children's classroom experiences. In sum, these findings suggest that as a universal program, Georgia's Pre-K Program can offer a beneficial experience for all children.

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This study was funded by Bright from the Start: Georgia Department of Early Care and Learning. The opinions expressed in this report do not necessarily reflect those of the funding agency.

The Executive Summary and full report of this study are available at
http://fpg.unc.edu/projects/georgia-pre-kindergarten-evaluation
or at
http://www.decal.ga.gov

[1] Maxwell, K. L., Early, D. M., Bryant, D., Kraus, S., Hume, K., & Crawford, G. (2009). *Georgia study of early care and education: Findings from Georgia's Pre-K Program*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.

EXECUTIVE SUMMARY

Effects of Georgia's Pre-K Program on Children's School Readiness Skills

Findings from the 2012–2013 Evaluation Study

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Purpose of the Evaluation Study

The purpose of the 2012–2013 evaluation study of Georgia's Pre-K Program was to examine the effects of participation in the program on children's school readiness skills. This study utilized a regression discontinuity design (RDD), the strongest type of quasi-experimental research design for examining treatment effects. This study compared two groups of children based on the existing age requirement for the pre-k program: 1) the treated group—children who completed Georgia's Pre-K Program the previous year and were just entering kindergarten in the study year, and 2) the untreated group—children who were not eligible for Georgia's Pre-K Program the previous year and were just entering pre-k in the study year. Because the families of both groups of children chose Georgia's Pre-K, the two groups were equivalent on many important characteristics; the only difference was whether the child's birth date fell before or after the cut-off date for eligibility for the pre-k program.

Data were gathered from both groups of children (treated and untreated) in fall 2012, including individual assessments of language, literacy, math, and general knowledge skills and teacher ratings of behavior skills. In addition, program characteristics and child demographic data were obtained from family surveys and from existing data DECAL gathered from Georgia's Pre-K sites. The analyses involved the regression of age on the outcome variables, adjusting for child characteristics (gender, ethnicity, race, IEP status, English language proficiency), family characteristics (primary caregiver education and family income), and setting type (local school system or private site). The expectation is that development should be continuous over age; a discontinuity or mean difference between the treated and untreated groups indicates a program effect on children's outcomes.

Overview of Georgia's Pre-K Program

Georgia's Pre-K Program is a state-funded universal pre-kindergarten program for 4-year-olds, which currently serves over 81,000 children each year in a variety of settings across the state, including local school systems, private providers, and blended Head Start/pre-k classrooms. The program serves children from all income levels, with no fees charged to families for participation. Georgia's Pre-K is based on a school-year model, with instruction for 6.5 hours/day. Class sizes are limited to 20–22 children with a lead and assistant teacher, with adult:child ratios of 1:11. Lead teachers are required to have at least a bachelor's degree in early childhood education or a related field, and assistant teachers are required to have at least a CDA credential. Program guidelines provide standards for classroom instruction, child assessment, and other program services. Bright from the Start: Georgia Department of Early Care and Learning (DECAL) oversees the program, and staff provide consultation, technical assistance, and monitoring.

Summary of Results

Results showed that participation in Georgia's Pre-K Program significantly improved children's school readiness skills across a wide range of language, literacy, math, and general knowledge measures.

Participation in Georgia's Pre-K Program had significant positive effects on children's language and literacy skills across most areas: letter knowledge, letter-word identification, phonological awareness and phonemic awareness. No effects were found for vocabulary skills, although average scores were around the norm for both groups.

Participation in Georgia's Pre-K Program had significant positive effects on both measures of children's math skills: math problem-solving and counting.

Participation in Georgia's Pre-K Program had significant positive effects on the measure of children's general knowledge: basic self-knowledge.

There were no program effects on children's behavior skills (social skills and problem behaviors), although the average scores were around the norm for both groups.

The positive effects of program participation were found for boys and girls and children from families of different income levels across all significant language, literacy, math, and general knowledge measures.

The positive effects of program participation were found for children with differing levels of English language proficiency across all significant measures with only one exception. For phonological awareness, effects were found for children who were fluent in English, with no differences for children with no or limited fluency. Phonological awareness concepts involve more complex language skills that may require a higher level of language proficiency to learn; therefore, children at lower proficiency levels may not have been developmentally ready regardless of whether they were attending pre-k.

When supplementary analyses were conducted to confirm the robustness of these findings using a more restricted sample (within 6 months of the cutoff date) or including date of assessment, there were no differences in the patterns of significance.

Conclusions

Using an RDD approach, this study found that participation in Georgia's Pre-K Program resulted in significantly better school readiness skills across domains of learning. The findings from the present study are consistent with those from RDD studies of large-scale pre-k programs in other states. A study of the statewide pre-k program in North Carolina also found moderate to large effects for language, literacy, and math skills, but no effects for vocabulary skills[1]. Similarly, a study of the universal pre-k program in Tulsa, Oklahoma found positive effects in the areas of language, literacy, and math skills (there was no vocabulary measure)[2]. Both studies found positive effects for children from different income levels, consistent with the current findings. The North Carolina study also looked at the effects of English language proficiency and found no moderating effects.

In sum, these findings provide strong evidence that Georgia's Pre-K provides a beneficial experience for enhancing school readiness skills for all children—boys and girls, those from families of different income levels, and children with differing levels of English language proficiency. These results were found for most measures in the areas of language, literacy, math, and general knowledge, suggesting that participation in Georgia's Pre-K provides children with positive learning opportunities across a broad range of developmental domains.

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This report is available at

or at

ENDNOTES

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State of Georgia's Pre-K Program Evaluation Project

Executive Summary

Local Variations in Enrollment Processes in Georgia's Pre-K Program

FINDINGS FROM THE 2012-2013 EVALUATION STUDY

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Overview of Georgia's Pre-K Program

Georgia has one of the few state-funded universal pre-kindergarten programs for 4-year-olds, with no fees for program participation regardless of family income level. Offering one of the first universal programs, beginning in 1995, Georgia's Pre-K Program served over 89,000 different children in 2011–2012 and nearly 88,000 different children in 2012–2013[1]. Children are served in a variety of settings across the state, including local school systems, private providers, and blended Head Start/pre-k classrooms. About 45% of the classrooms are located in public settings and about 55% in private settings. Bright from the Start: Georgia Department of Early Care and Learning (DECAL) oversees the pre-k program at the state level and provides operating guidelines for local programs. Each local program designates an overall program administrator to serve as Project Director and a Site Director to serve as the local administrator for each individual site. Local programs are responsible for implementing all aspects of the recruitment, application, assignment, and waitlist procedures with children and families prior to entering the program as well as the actual operation of the pre-k program services within the guidelines specified by DECAL.

Overview of the Current Study

The purpose of the current study was to gather information to understand local variations in implementation of recruitment, application, assignment, and waitlist procedures. Questions addressed in the current report include:

- What are the methods of recruitment used by local sites?
- What are the application processes for families?
- How are assignment decisions for the program made?
- What are the waitlist procedures and outcomes?

Results were examined to determine the extent to which local Georgia's Pre-K Programs used common or different procedures, particular processes that were considered useful, barriers to families accessing the program with the current processes, and recommendations for improvement.

The study included two components: an electronic survey sent to all programs operating in the 2012–2013 year, and a supplemental phone interview conducted with a selected group of programs based on survey responses. Project Directors were the primary respondents for both components. The electronic survey was designed to gather information about variations in the processes used by local programs in the areas of recruitment, application, assignment, and waitlist. A total of 806 Project Directors completed the electronic survey, with responses to selected survey items from an additional 366 Site Directors for multi-site programs (92% program response rate). Programs were selected for inclusion in the phone interview if they had a significant waitlist the previous year. Phone interviews were conducted with 175 Project Directors (99% response rate) to gather more detailed information about the nature of, implementation of, and timelines for recruitment, application, assignment, and waitlist processes.

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[1] These numbers were determined by calculating the total number of different children served throughout the program year, excluding any potential duplicate entries (i.e., children with matching name, birthdate, and gender).

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Results

Recruitment

- Programs use a variety of recruitment methods, including both personal (e.g., open house) and impersonal (e.g., road signs, website) forms of communication.
- Many programs (over 60%) offer recruitment materials in languages other than English; conversely, about 40% do not.
- Most Georgia's Pre-K Programs report collaborating with other agencies to recruit families.
- The most commonly reported barrier to recruiting more families is the lack of enough classrooms or programs in the area to serve additional children.

Application Process

- There are barriers for families with regard to the application process, including the number of forms, application format and language, the submission process, and the availability of support staff for non-English-speaking families within local Georgia's Pre-K Programs.
- About half of the programs gather additional application information about children and families beyond the standard state registration form to help inform the services they provide.

Assignment Process

- Most Georgia's Pre-K Programs make assignment decisions independently from other types of pre-k programs.
- The majority of programs use the first come-first served method for assigning children to Georgia's Pre-K, although many programs also report incorporating other considerations, primarily priority for 3-year-olds already attending their program.
- Programs vary when they make assignment decisions (most mid-spring to mid-summer), with families typically informed by phone and bilingual staff available in some programs.

Enrollment and Waitlist

- Programs served an average of above 70 children and about 10% withdrew before the end of the school year (typically because families moved), although these numbers varied widely.
- Programs eventually served a number of the children who were on their waitlists at the beginning of the year, although this varied greatly across programs.
- Programs tend to update waitlist information either when rosters are due or when slots become available, rather than on a more regular basis, with children typically removed from the waitlist because the family moved or the program was unable to contact them.
- Programs suggested some recommendations for changes to the waitlist system that could help provide a better process for serving families when slots become available.

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Conclusions

Local Georgia's Pre-K Programs comprise a variety pre-k settings, including for-profit and non-profit child care centers, school districts, and Head Start. Although there are some common procedures that are followed statewide with regard to recruiting and selecting children into Georgia's Pre-K Program, there also is a great deal of variation in the processes used by local programs. The specific procedures local Georgia's Pre-K Programs use for recruitment, application, assignment, and waitlist vary, given the flexibility provided by DECAL in local decision-making, what they have found useful in their area, and the particular barriers they have encountered.

A particular question of interest from these findings was whether a randomized controlled trial (RCT) design, which would entail randomly assigning children to the pre-k program or to a control group, would be possible for future studies. Given the relatively small size of the waitlists compared to the number of children enrolled in general, as well as the difficulty of ensuring that a child who would be assigned to the control group would not attend Georgia's Pre-K at a different site (given that families are often on multiple waitlists), it was determined that an RCT design would not be a feasible approach for studying program effectiveness. However, these findings do provide useful information about the extent of local variations in recruitment and selection processes and about potential barriers to services for some populations and with regard to some processes.

Programs use a variety of methods for recruiting families, depending on what works best for them; across programs, no single method has been found to be most effective. There is often good collaboration with other agencies during the recruitment process, though not often with other early care and education programs. Assignment decisions for Georgia's Pre-K generally are made independently, however, and are not constrained by joint decision-making with other types of pre-k programs. Overwhelmingly, the biggest barrier to both recruiting and serving more families in Georgia's Pre-K Program is the availability of slots. There are substantial numbers of children on the waitlists for individual Georgia's Pre-K Program sites, and many programs believe that they could recruit even more children if there were more slots available to serve them.

In most programs, the majority of children are chosen during the initial assignment process, with both limited child turnover and limited opportunity for children on the waitlist to obtain a slot, although there is variability across programs. In many programs, the best way to ensure a slot is to have attended as a 3-year-old, given the high proportion of Georgia's Pre-K participants who attended the same site as 3-year-olds and the preference for enrollment often offered to these families. While many programs do have resources to support non-English-speaking families during recruitment and/or enrollment processes through the use of bilingual staff and/or materials in families' home languages, these often are limited to Spanish, and some programs do not have access to such resources at all. A recurring issue that could result in more disadvantaged families being less likely to be served is the ability for the programs to contact them at all stages—recruitment, application, assignment, and waitlist maintenance.

Recommendations for changes to the waitlist system may help provide programs with a better process for serving families on the waitlist when slots become available. However, the biggest challenge that still remains is ensuring that there are enough slots to meet the demand for this universal program. From the perspective of program providers, there are many more families who would like to see their children benefit from Georgia's Pre-K Program.

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For more information about the Evaluation of Georgia's Pre-K Program, visit the website at

http://fpg.unc.edu/projects/georgia-pre-kindergarten-evaluation

(b)(6)

Highlights from the 2013 Rising Kindergarten and Rising Pre-Kindergarten Summer Transition Programs

Background

Building on the success of Georgia's Pre-K, in 2010 the Georgia Department of Early Care and Learning began offering a program for children from low-income families during the summer before kindergarten. In the summer of 2013, this Rising Kindergarten (RK) Program was offered in 122 classrooms and served 1,948 children. In the summer of 2013, services were expanded to offer a Rising Pre-Kindergarten (RPre-K) Program for children who would be attending Georgia's Pre-K at the end of the summer and whose families were low-income and spoke Spanish at home. The decision to create the RPre-K Program resulted from of an evaluation that indicated more supports may be needed for dual-language learners. In 2013, there were 19 RPre-K classrooms, serving 244 children. The overall goal of both the RK and the RPre-K summer programs is to support children's transitions and development, particularly their early literacy skills, through the last few months prior to kindergarten or pre-kindergarten entry.

Evaluation Design

To evaluate the RK Program, 126 RK children's skills were assessed at the start and end of the summer program. Additionally, observations of teacher-child interactions were made in 60 RK classrooms, using the Classroom Assessment Scoring System (CLASS). To evaluate the RPre-K Program, CLASS observations were made in all 19 classrooms, along with observations of English and Spanish use. In both programs, teachers and transition coaches completed questionnaires.

Key Findings and Implications

Children's skills improved during the RK Program. The pre-literacy and school readiness skills of children participating in the RK Program improved. Gains in children's skills had also been seen in three previous evaluations, and in 2013 some of the gains were moderate in size. For a six-week program to demonstrate moderate gains is somewhat unexpected and implies a successful implementation. These findings must be interpreted with caution, however, because there was no comparison group, so we cannot be certain that the gains resulted from participation in the RK Program.

In both RK and RPre-K, classroom quality was similar to other programs. Scores for CLASS Emotional Support and CLASS Classroom Organization were high, but scores for CLASS Instructional Support were low. This pattern is similar to that seen in other early childhood studies, both in Georgia and in other states.

Both Spanish and English were used regularly in RPre-K Classrooms. Learning opportunities for dual-language learners are maximized when both languages are used in the classroom. Both English and Spanish were used commonly for explicit instruction and behavior management in RPre-K classrooms. The majority of the rooms had books in both English and Spanish, but one in three rooms had no Spanish books. Fewer rooms had labels in both English and Spanish. RPre-K teachers might benefit from professional development regarding how young children acquire language and literacy skills.

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These highlights and the full report are available at

The Connection

Georgia Early Learning and Development Standards
and
WIDA Early English Language Development Standards

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I Introduction

The field of Early Care and Education (ECE) has not been exempt from today's world of educational accountability and its accompanying push to improve academic achievement for all students. The importance of creating state Early Learning Standards (ELS) has been fueled in part by research indicating that young children, birth-5 years, have the capacity to learn more than previously thought and that early learning experiences strongly impact children's future academic success in grades K–12 (Scott-Little, Kagan, & Stebbins Frelow, 2005; Scott-Little, Kagan, & Stebbins Frelow, 2006; Scott-Little, C., Lesko, J., Martella, J., & Milburn, P, 2007).

In 1995, the National Educational Goals Panel (NEGP) highlighted five dimensions of children's development that are linked to school readiness and children's later success in school: Physical Well-Being and Motor Development, Social and Emotional Development, Approaches to Learning, Language and Communication Development, and Cognition and General Knowledge (as cited in Scott-Little, Kagan, & Stebbins Frelow, 2005). These dimensions include important aspects of both development and learning in young children "… with the physical, social and emotional, and approaches toward learning dimensions reflecting what are considered to be more developmental indicators and the language and cognition dimensions encompassing more 'academic' indicators" (p. 7, Scott-Little, Kagan, & Stebbins Frelow, 2005). Consequently, the more "academic content areas" of math, science, and social studies are reflected under NEGP's dimension of cognition and general knowledge while early literacy skills are "housed" under the NEGP dimension of language and communication development (as cited in Scott-Little, Kagan, & Stebbins Frelow, 2005). Furthermore, the National Association for the Education of Young Children (NAEYC) has stated that effective ELS not only encompass all areas of early development and learning including physical, social, emotional, language, and cognition but also "recognize and accommodate variations" in children's cultures and languages (NAEYC, 2009).

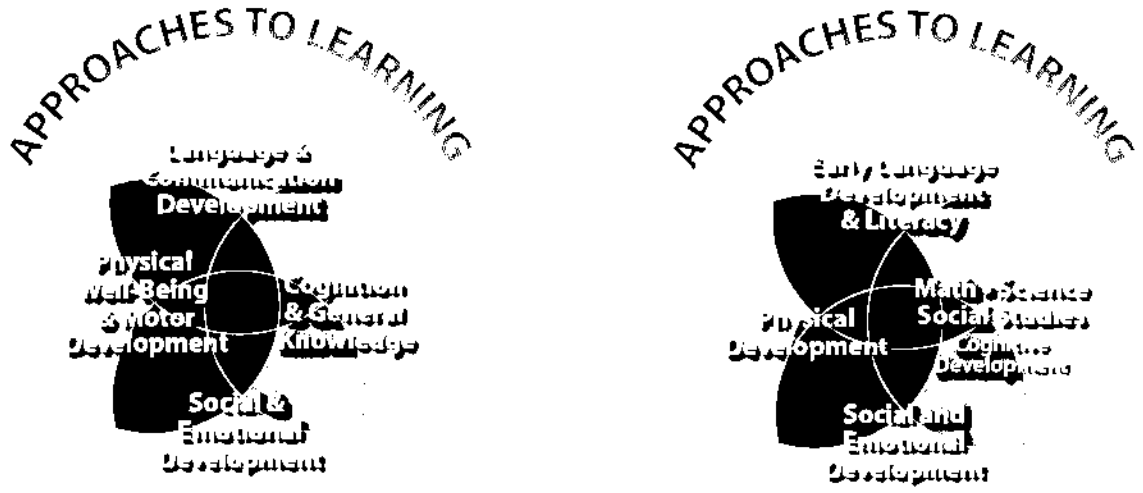
In an effort to outline developmentally appropriate expectations and skills that all children should know and be able to do upon entry to Kindergarten, Head Start developed the Child Development and Early Learning Framework (Office of Head Start, 2010) which encompasses NEGP's five recommended dimensions of development. States have responded in kind by developing ELS which incorporate important attributes of NEGP's recommended dimensions of development and learning to varying degrees (Scott-Little, Kagan, & Stebbins Frelow, 2005; Scott-Little, Kagan, Stebbins Frelow, 2006). Nevertheless, ECE programs are only beginning to understand how to accommodate the linguistic needs of young dual language learners (DLLs, children who are still developing their home language as they acquire English) when applying state ELS to assessment, curriculum, and instruction. Unfortunately, a strong potential for inaccuracy exists when assessing, supporting, and instructing young DLLs within standards-based curriculum due in part to the "disconnect" between DLLs' linguistic variations and states' performance benchmarks/indicators in ELS (Espinosa, 2012; Scott-Little, C., Lesko, J., Martella, J., & Milburn, P, 2007).

II Early English Language Development (E-ELD) Standards

The WIDA Early English Language Development (E-ELD) Standards were specifically developed to help support the unique language needs of DLLs, ages 2.5–5.5 years, who are in the process of learning more than one language prior to Kindergarten entry. Because language learning occurs across all areas of standards-based curricula, it is critical that ECE programs use language standards in conjunction with ELS when supporting, instructing, and assessing DLLs. Using language standards along with ELS helps practitioners concretely connect the linguistic variations and needs of DLLs across all content areas of standards-based curricula and assessments. As such, language standards provide a means for helping to close the gap that currently exists in delivering accurate and relevant instruction and assessment to DLLs at varying levels of English language development within standards-based curriculum.

As WIDA developed the E-ELD Standards, it took into consideration the major dimensions of development and learning recommended by the NEGP (BUILD, 2012; Scott-Little, Kagan, & Stebbins Frelow, 2005) and the National Association for the Education of Young Children (NAEYC, 2009) for inclusion into ELS. These dimensions of children's development are also represented in the Head Start Child Development and Early Learning Framework (Office of Head Start, 2010) and have been adopted by states to varying degrees within their ELS. Figure A depicts the correspondence between NEGP's recommended major dimensions of development and learning for ELS and the WIDA E-ELD Standards.

Figure A: The Correspondence Between the Five Dimensions of Children's Development and the E-ELD Standards



The Venn diagrams shown in Figure A are an example of the overlapping nature of these dimensions of development and learning and corresponding language standards. This correspondence, also exemplified in other state ELS, makes it possible to integrate the E-ELD Standards within standards-based curriculum, instruction, and assessment for DLLs throughout their program day in a variety of ECE settings including child care, Head Start, preschool, and 4-year-old Kindergarten.

Using the six WIDA E-ELD Standards to inform their practice, practitioners will not find a prescriptive list of what DLLs need to know and be able to do in a particular instructional setting. Rather, language standards are generative in the sense that they help practitioners develop their own representations of how DLLs will use language in particular ECE communities. This involves connecting information about DLLs' language development with awareness of the language demands of a learning activity, and integrating language supports to maximize DLLs' learning and participation.

While language standards provide guidance and reference points in organizing instruction to support both learning and language development, they are only one of many factors to consider in supporting DLLs' success in ECE settings.

Figure B shows the Early English Language Development Standards.

Figure B: The Early English Language Development Standards

Standard		Abbreviation
Early English Language Development **Standard 1**	Dual language learners **communicate** information, ideas, and concepts necessary for success in the area of **Social and Emotional Development**	The **Language** of Social and Emotional Development
Early English Language Development **Standard 2**	Dual language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Early Language Development and Literacy**	The **Language** of Early Language Development and Literacy
Early English Language Development **Standard 3**	Dual language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**	The **Language** of Mathematics
Early English Language Development **Standard 4**	Dual language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**	The **Language** of Science
Early English Language Development **Standard 5**	Dual language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**	The **Language** of Social Studies
Early English Language Development **Standard 6**	Dual language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Physical Development**	The **Language** of Physical Development

III Understanding the WIDA Standards Framework

The WIDA Standards Framework, depicted in Figure C, consists of a set of age-appropriate interactive and interdependent components that exemplify the WIDA vision for academic language development. This Framework is the foundation for WIDA's work on the creation of language development standards, including the E-ELD Standards. The five components are

- Can Do Philosophy
- Guiding Principles of Language Development
- Age-appropriate Academic Language in Sociocultural Contexts
- Performance Definitions
- Strands of Model Performance Indicators

Figure C: A Graphical Representation of the WIDA Standards Framework

The components of the WIDA Standards Framework interact with and influence each other in the design of curricula, language instruction, and assessment of language learners. When used in tandem, the WIDA Standards Framework components help practitioners identify and understand the receptive and expressive language that DLLs need in order to meet performance benchmarks/indicators across the Georgia Early Learning and Development Standards (GELDS). Specific consideration has been given to the nature of early language and cognitive development, family and community-based sociocultural contexts for language learning, and the psycholinguistic nature of second language development in preschoolers who are still developing the foundational structures and rules of language. Practitioners and program leaders are encouraged to emphasize specific elements of the Framework in their language instruction to fit the specific needs of individual DLLs and contexts. In doing so, all stakeholders can participate in shaping the development of our increasingly diverse population.

The following sections focus on the components of the Framework as they apply to the E-ELD Standards and their use in curriculum, instruction, and assessment.

Developmentally Appropriate Academic Language

Based in part on the WIDA Features of Academic Language for K–12, the E-ELD Features have been adapted and renamed to fit the unique characteristics of young DLLs' developing linguistic abilities during the early preschool years. The features of social, instructional, and academic language are outlined for two language criteria: *Linguistic Complexity* and *Language Usage*. These criteria are used to define each level of English language development in the Performance Definitions. Figure D shows the Features of Developmentally Appropriate Academic Language.

- *Linguistic Complexity* refers to the quantity and variety of language used by DLLs at the discourse level. Language features such as the length of utterances/interactions and how DLLs understand and express their ideas are included in this category.
- *Language Usage* refers to the types and use of structures, phrases, and words. Some features in this language criterion are choice of intonation to convey meaning, types and variety of grammatical structures, match of language forms to purpose, specificity of word/phrase choice (vocabulary) and comprehensibility of language (forms, conventions, and fluency).

Figure D: The Features of Developmentally Appropriate Academic Language

Language Criteria	Features
Linguistic Complexity *(Quantity and variety of oral language)*	Variety and length of utterances and interactions Understanding and expression of ideas
Language Usage *(Types and use of oral language structures, phrases, and words)*	Types and variety of grammatical structures Match of language forms to purpose Formulaic phrases and expressions Choice of intonation to convey meaning Interpretation and ability to construct meaning at word/phrase level Specificity of word/phrase choice Comprehensibility of language

The sociocultural contexts for language use involve the interaction between children and their language environments, encompassing …

- Register
- Genre
- Topic
- Task/Situation
- Participants' identities and social roles
- Speaker/Conversational partner

WIDA

Sociocultural Contexts

All young children learn language through the context of relationships with their primary caregivers during daily routines. Through repeated social interactions with parents, siblings, extended family members, childcare providers, early childhood practitioners, and peers, children learn to interpret and construct meaning through sounds, words, phrases, and sentences. Children also learn the cultural rules and roles for social engagement associated with their particular language through these meaningful interactions with important people in their lives. The sociocultural contexts for young children's language learning occurs most often in their homes, extended family members' homes, or in community-based ECE settings, which may or may not be located in or associated with public schools. The term sociocultural context has multiple definitions in education research. For its use in the E-ELD Standards Framework, WIDA defines sociocultural context as the setting in which communication occurs. Communication is shaped by the sociocultural contexts in which it takes place. The elements that define this setting within the WIDA Standards Framework include the register, the genre, the topic, the task or situation, and the participants' identities and roles in learning

Performance Definitions

The Performance Definitions shape each of the three levels of English language development using the Features of Developmentally Appropriate Language as criteria. The three language levels, which outline the progression of early English language development are: Level 1— Entering, Level 3—Developing, and Level 5—Bridging. These language levels correspond to the five WIDA levels of language proficiency for English language learners, K–12, but pertain uniquely to the stages of English language development in DLLs, ages 2.5–5.5. The Performance Definitions describe the language that DLLs can process and produce toward the end of each level of English language development when given language supports. These definitions do not represent all the possible skills that children will demonstrate at a particular level of language development. However, they do provide concrete guidelines as to the kinds of language practitioners might expect DLLs to understand or produce; the quantity and variety of oral language (Linguistic Complexity) and the types and use of oral language structures, phrases, and words (Language Usage) at three distinct levels of English language development. The language criteria of Linguistic Complexity and Language Usage are used to define both receptive and expressive language skills for every age cluster, as shown in Figure E through Figure H.

Figure E: E-ELD Performance Definitions – Receptive, Ages 2.5–4.5

Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will process in English and non-verbally demonstrate understanding of:

HOME LANGUAGE

At all levels of language developement, home language and English language development

- influence and reinforce each other; and
- mediate understanding, construction of meaning, and demonstration of knowledge.

	Language Criteria	Ages 2.5–3.5 (30–42 mos.)	Ages 3.5–4.5 (43–54 mos.)
[illegible]	**Linguistic Complexity**	• Series of simple sentences related to familiar stories or events • An idea with one to two details; one-step direction related to daily routines	• Series of extended sentences related to familiar stories, learning activities, or events • Related ideas; two-step directions related to daily routines
	Language Usage	• Short and compound sentences related to daily routines, familiar people, songs, and stories • General and some specific vocabulary associated with familiar environments and stories	• Compound and some complex sentences related to familiar stories and learning activities • Specific vocabulary associated with stories, learning activities, and various environments
Level 3 Developing	**Linguistic Complexity**	• Related phrases and simple sentences • An idea with one detail	• Multiple related simple sentences; wh-questions • An idea with two details
	Language Usage	• Short sentences related to daily routines, familiar people, songs, and stories • Repetitive phrasal patterns related to daily routines and familiar stories • General vocabulary related to daily routines and familiar stories	• Short and some compound sentences related to familiar stories and learning activities • Sentence patterns related to familiar stories and learning activities • General and some specific vocabulary related to daily routines, familiar stories, and learning activities
Level 1 Entering	**Linguistic Complexity**	• Words and repetitive phrases related to daily routines • An idea within simple questions or statements related to self, familiar people, or daily routines	• Words and phrases related to daily routines • An idea within simple questions or statements related to familiar environments
	Language Usage	• Repetitive phrases associated with daily routines • Yes/no questions related to self, familiar people, and/or daily routines • Words associated with familiar environments	• Repetitive phrases and simple statements associated with daily routines • Yes/no questions related to self, familiar people, and/or daily routines • Words and expressions associated with familiar environments
At the very beginning stages of English language development, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.			

...within sociocultural contexts for language use.

Figure F: E-ELD Performance Definitions – Receptive, Ages 4.5–5.5

Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will process in English and non-verbally demonstrate understanding of:

HOME LANGUAGE

At all levels of language development, home language and English language development

- influence and reinforce each other; and
- mediate understanding, construction of meaning, and demonstration of knowledge.

	Language Criteria	Ages 4.5–5.5 (55–66 Months)
[redacted]	**Linguistic Complexity** **Language Usage**	• Sentences/questions of varying richness and complexity related to familiar stories, learning activities, or events • Expanded related ideas; two to three step directions and some new directions related to daily routines • Complex sentences and language patterns related to familiar stories and instructional activities • Specific and some technical vocabulary associated with various environments and learning activities
Level 3 Developing	**Linguistic Complexity** **Language Usage**	• Multiple related extended sentences • Related ideas • Compound and some complex sentences related to familiar stories and learning activities • Sentence patterns related to specific learning activities and stories • General and some specific vocabulary associated with familiar environments and learning activities
Level 1 Entering	**Linguistic Complexity** **Language Usage**	• Words and longer phrases related to daily routines and learning activities • An idea within simple questions or statements related to familiar environments • Repetitive phrases and simple statements associated with daily routines • Yes/no questions related to self, familiar people, and/or daily routines • Vocabulary associated with familiar environments and learning activities

At the very beginning stages of English language development, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.

Figure G: E-ELD Performance Definitions – Expressive, Ages 2.5–4.5

Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will express in English:

HOME LANGUAGE

At all levels of language development, home language and English language development

- influence and reinforce each other; and
- mediate understanding, construction of meaning, and demonstration of knowledge.

	Language Criteria	Ages 2.5–3.5 (30–42 mos.)	Ages 3.5–4.5 (43–54 mos.)
[redacted]	**Linguistic Complexity**	• Multiple phrases and some familiar 3+ word sentences • Single ideas	• Variety of original sentences of 3–5+ words • Approximations of related ideas
	Language Usage	• Emerging comprehensibility of familiar phrases and short sentences • General and a few specific vocabulary associated with familiar environments	• Comprehensible sentences that may contain nouns, verbs, modifiers, and pronouns • Specific and a few technical vocabulary associated with various environments
Level 3 Developing	**Linguistic Complexity**	• Phrases with a few familiar three-word sentences • Approximations of single ideas	• Short sentences of three to four words that combine formulaic phrases with some new words and phrases • Approximations of ideas
	Language Usage	• Familiar phrases with emerging comprehensibility • Short repetitive language patterns used in familiar fingerplays, songs, and stories • General vocabulary associated with familiar environments	• Short sentences with emerging comprehensibility • Repetitive language patterns used in fingerplays, songs, stories, or learning activities • General and a few specific vocabulary associated with familiar environments; common expressions
Level 1 Entering	**Linguistic Complexity**	• Words and short formulaic phrases • One-word utterances to convey entire message or idea	• Words and formulaic phrases • One- to two-word utterances to convey entire message or idea
	Language Usage	• Single words associated with daily routines and familiar stories • Repetitive phrases	• Familiar words and expressions associated with daily routines • Repetitive and formulaic phrases • General vocabulary related to familiar environments

At the very beginning stages of English language development, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.

…within sociocultural contexts for language use.

Figure H: E-ELD Performance Definitions – Expressive, Ages 4.5–5.5

Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will express in English:

HOME LANGUAGE

At all levels of language development, home language and English language development

- influence and reinforce each other; and
- mediate understanding, construction of meaning, and demonstration of knowledge.

	Language Criteria	Ages 4.5–5.5 (55–66 Months)
[redacted]	**Linguistic Complexity** **Language Usage**	• Variety of short and expanded sentences of 4–6+ words • Related ideas • Comprehensible sentences that may contain specific grammatical forms (e.g., present progressive + verb, past tense, plurals, possessives, and articles) • Specific and some technical vocabulary associated with various environments and learning activities
Level 3 Developing	**Linguistic Complexity** **Language Usage**	• Short sentences of three to four words that combine formulaic phrases with new words and some expanded sentences • Approximations of related ideas • Short and some expanded sentences with emerging comprehensibility • Multiple repetitive language patterns used in stories, songs, and learning activities • General and some specific vocabulary associated with familiar environments and learning activities
Level 1 Entering	**Linguistic Complexity** **Language Usage**	• Words and longer formulaic phrases • One- to two-word utterances to convey entire message or idea • Words and expressions associated with daily routines and familiar stories • Repetitive and formulaic phrases • General vocabulary related to familiar environments and learning activities

At the very beginning stages of English language development, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.

…within sociocultural contexts for language use.

DLLs cannot be represented through a single language development level (e.g., Level 3) or even levels for each language domain (e.g., Level 3–Receptive, Level 1–Expressive). Instead, language is fluid and often varies based on the context for language use. Therefore, the Performance Definitions are a tool to observe language performance over time and in various spaces, and we encourage practitioners to use information they collect as one of various measures for examining language development.

The Performance Definitions also recognize the key role that home language plays at all levels of English language development. DLLs will continue to use home language as they develop their new language. The dynamic interaction between languages supports meaning making and the development of metalinguistic awareness. When the development of two languages is strongly encouraged and effectively supported, DLLs use all of their cognitive and linguistic assets to become successful language learners.

In short, engaging in translanguaging enables DLLs to use their entire linguistic repertoire to navigate between languages to relate messages, construct meaning across languages, and gain a deeper understanding of content.

IV Standards Matrices and Strands of Model Performance Indicators

The standards matrices provide examples of language use across the different levels, just like the Performance Definitions. However, in the matrices, the language is further contextualized within different language domains, E-ELD Standards, and age ranges. They help practitioners envision what the E-ELD Standards Framework look like for different DLLs. A Strand of Model Performance Indicators (MPIs) consists of three language levels of early English language development for a given connection, topic, and language domain. A Strand of MPIs represents one of many possible pathways in language development within a particular context. This horizontal arrangement of a Strand of MPIs illustrates the progression of language development for a given age cluster. The Strands of MPIs provide a consistent structure for ECE practitioners to use when scaffolding or assessing DLLs' language across a wide range of learning activities and environments. These strands are meant to be examples and not fixed guidelines of the language with which DLLs may engage during instruction and assessment. ECE practitioners can modify or transform existing Strands of MPIs to make them more relevant to their curriculum or instruction.

ECE practitioners are well aware that significant developmental differences exist between 2.5-year-olds and 5.5-year-olds, both linguistically and cognitively. Typically developing 3-year-olds (monolingual or bilingual) cannot be expected to comprehend or produce language of the same complexity as that of 5-year-olds. Therefore, the examples of language provided in the strands are organized by *age clusters,* which take this cognitive and linguistic threshold into account. Specific language criteria is provided for each of the following age groups:

- 2.5–3.5 years (30–42 months)
- 3.5–4.5 years (43–54 months)
- 4.5–5.5 years (55–66 months)

V Using WIDA E-ELD Standards in Conjunction with Georgia Early Learning and Development Standards

As previously mentioned, the E-ELD Standards are designed to be used in tandem with ELS to guide and inform instruction and assessment for DLLs. The E-ELD Standards matrices will make an explicit connection to the GELDS so that they can be easily used within Georgia programs' standards-based curricula, instruction, and assessment.

The following is an example of a WIDA E-ELD Standards matrix and Strand of MPIs that illustrates the **Connection** to the Georgia *Early Learning and Development Standard PDM5 and the Georgia kindergarten Performance Standard PEK.1...*

Figure I: Georgia Example Matrix

WiDA

CONNECTION: *Georgia Early Learning and Development Standards (GELDS); Domain: Physical Development & Motor Skills; Standard PDM5:* The child will demonstrate gross motor skills.

KINDERGARTEN CONNECTION: *Georgia Performance Standards: Physical Education: Standard: PE.K.1:* Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children talk, play and interact with their peers outdoors.

COGNITIVE FUNCTION: Children at all levels of English language development will APPLY their knowledge about movement.			
DOMAIN: Expressive	**Level 1** **Entering**	**Level 3** **Developing**	**Level 5** **Bridging**
	Repeat words and familiar phrases associated with outdoor play following peer models in small groups.	Describe activities associated with outdoor play following peer models in small groups in English and Home language. (e.g., "I go in tunnel.")	Persuade peers to participate in activities associated with outdoor play following peer models in small groups in English and Home language. (e.g., "I want the red bike. You get the patineta.")
TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: up, slide, Let's go____			

This standards matrix is from WIDA E-ELD Standard 6: The Language of Physical Development, for ages 4.5–5.5. Figure I, referred to in this document as the *Georgia Example Matrix*, shows language for DLLs who are 4.5–5.5 years old and the **example topic.** The example topic is the element of the standards matrix that lists a theme or concept derived from state ELS and Head Start Framework and that provide a context for language development. In the example shown, the topic is outdoor play, which is derived from the broader GELDS.

In the matrix, the **example context for language use** refers to the particular situation, event, or context in which the communication occurs. DLLs use language in particular ways that vary according to the context. The example context provides an authentic example for educators to be able to imagine the situation in which language is being used. In the case of the Georgia Example Matrix, DLLs will talk, play and interact with their peers outdoors. This information provides us information about factors in the context that may impact how children use or process language. In this example, communicating with peers affords specific uses of language that are different from other settings. This contexts provides us with information about who will participate and the type of activity in which the participants will engage.

The **Cognitive Function** offers information on the cognitive demand of a particular activity. The cognitive function is a reminder to practitioners that DLLs need access to the same level of thinking as their peers regardless of their language development level. In the example shown in the Georgia Example Matrix, all DLLs will be asked to apply their knowledge about movement as they participate in the activity, regardless of individual linguistic abilities.

The E-ELD Standards Framework includes two **language domains**—*receptive* and *expressive*. These language domains, with their focus on oral language development, encompass the listening and speaking and overall meaning-making skills (e.g., gestures) DLLs will need and use across all six standards. Oral language is central to both the teaching and learning of many early literacy skills, including concepts of print, phonological and phonemic awareness, vocabulary development, alphabet knowledge and writing (Dickinson, 2011; Dickinson, Golindoff, & Hirsh-Pasek, 2010; Dickinson, McCabe, & Sprague, 2003; Dickinson & Porche, 2011). In addition, a strong foundation in oral language skills is critical for learning to read and write well in the early elementary years (Resnick & Snow, 2009). In the example in the Georgia Example Matrix, the domain being addressed is the expressive domain.

Strands of Model Performance Indicators

A Strand of MPIs consists of three language levels of early English language development for a given connection, topic, and language domain. In the example shown in the Georgia Example Matrix, you see how DLLs at Entering level may need to repeat words and familiar phrases in this context, while DLLs at the Developing level may be able to describe the same activities independently. This is not to say that a DLL at the Entering level is not able to describe the activities, but that he or she may be able to do so in a language other than English, or through signs or gestures. Similarly, a DLL at the Bridging level has enough language to persuade peers. Here, the linguistic expectation for persuading is higher and more complex than for describing. While the DLL at the Developing level may be trying to persuade someone else, he or she will use language features related to *describing* to accomplish the same purpose for language use. Practitioners can then use strands to (a) match performance to levels of language development, (b) create language targets and objectives that go beyond DLLs' independent level of

language development and (c) differentiate the language of the content to match the level of DLLs' language development.

Each MPI is composed of three main elements: a **language function,** a **content stem,** and **language support(s).**

Language functions describe how DLLs will produce or process language within specific context for learning. In the example in the Georgia Example Matrix, the MPI for Level 3, Developing, uses *describe* as its language function. Describe typically relates to adjectives and adverbs, and *describing* can be achieved through a phrase or short sentence. Language functions are related but distinct from the cognitive complexity of a task. DLLs at all language levels can engage in higher level thinking according to their developmental capacity. Instead, the language function refers to the linguistic features associated with it. The number and complexity of language functions used by increases as language develops.

The second element of the MPI is the content stem. The content stem is derived from the *Example Topic,* which in turn, is derived from state ELS and Head Start's Child Development and Early Learning Framework. The content stem denotes WIDA's view that early English language development should always be integrated with play-based content instruction and assessment through meaningful and authentic contexts. In the Georgia Example Matrix, the content stem is outdoor play, which in this case is the same as the topic for the strand. In other standards matrices, the content stem may be narrower than the example topic.

The third element of the MPI is the language support(s). It is always listed at the end of the MPI and illustrates the importance of scaffolding language development for DLLs. Each MPI may contain more than one support and the supports may or may not change with increased language complexity. In the example provided in the Georgia Example Matrix, the supports include peer models, small groups and the use of home language. WIDA names three categories of language supports for DLLs: sensory, graphic and interactive.

The **Topic Related Language** provides examples of content-related words and expressions to which all children at that age level should be exposed, regardless of their language development level, because they are part of the content being learned. Although DLLs may be at different points in their language development trajectory, when learning particular content, certain specific and technical developmentally appropriate language is essential for engaging in learning the ideas and concepts presented. Through the use of scaffolds and supports, DLLs should have the opportunity to interact with that language.

VI Customizing Strands for Your Local Context

The WIDA Strands of MPIs are examples that illustrate differentiated language expectations related to content-area instruction within one language domain. We invite Georgia practitioners to create, innovate, transform, and customize the strands to best meet the needs of their students and language education programs. Figure J shows the guiding questions practitioners should ask themselves when planning instruction for emerging bilinguals or when drafting customized Strands of MPIs. Figure K contains a blank template that can be copied and reused for this purpose.

Figure J: Guiding Questions for the Components of the WIDA E-ELD Strands

AGES:

WIDA

EXAMPLE TOPIC:
What is one of the topics addressed in the selected content standard(s)?

E-ELD STANDARD:

CONNECTION: Which state early learning content standards form the basis of the related activity? What are the essential concepts and skills embedded in the content standards? What is the language associated with these age--appropriate concepts and skills?

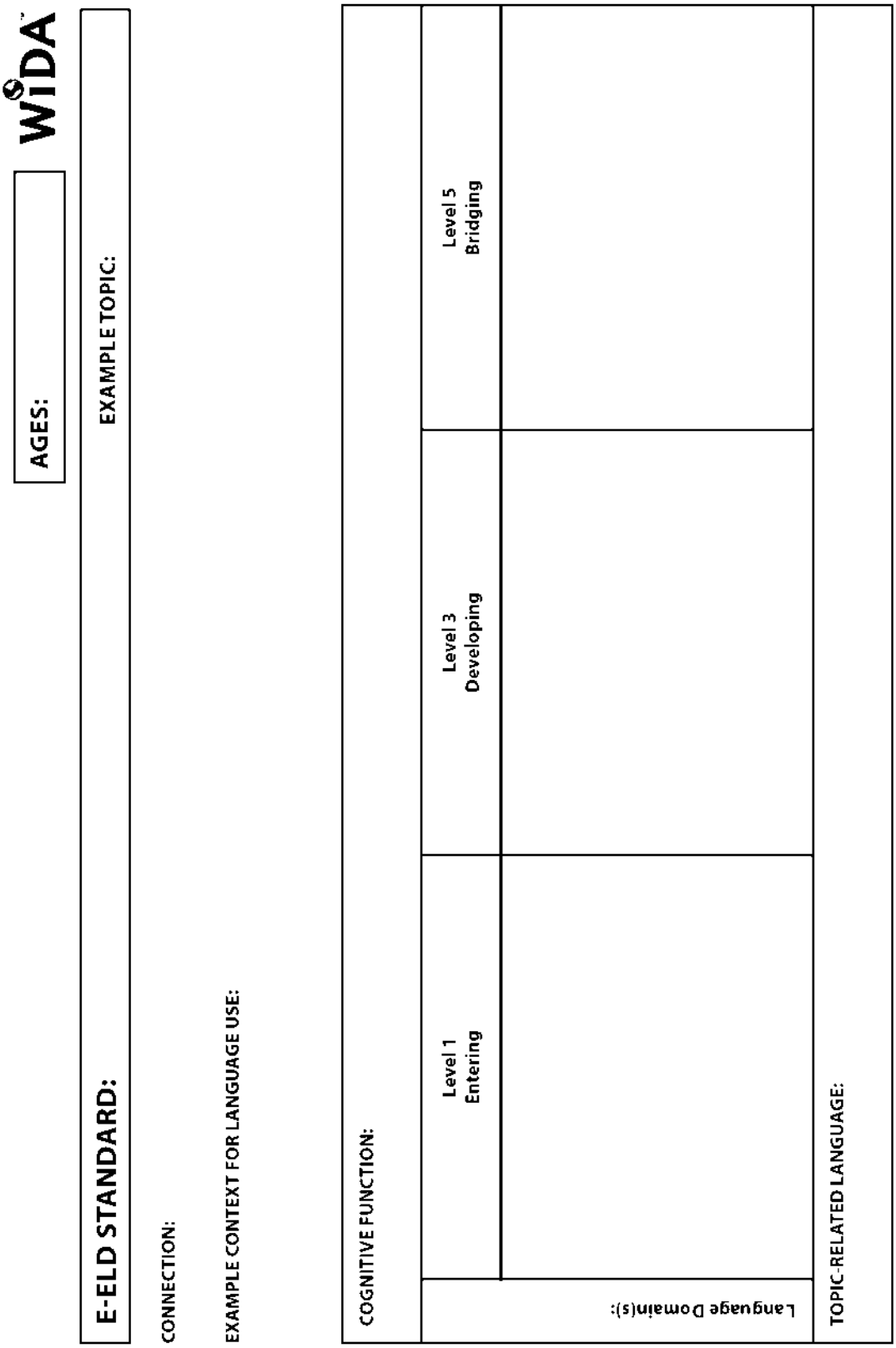
EXAMPLE CONTEXT FOR LANGUAGE USE: What is the purpose of the activity? What roles or identities do the children assume and how do they interact? What register is required of the task?

COGNITIVE FUNCTION: What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the states' Early Learning Standards?

Language Domain(s): How will dual language learners process and use language?	**Level 1 Entering**	**Level 3 Developing**	**Level 5 Bridging**
	A Strand of Model Performance Indicators: What language are DLLs expected to process or produce at each level of development? Which language functions reflect the cognitive function at each level of language development? Which language supports (sensory, graphic, and interactive) are necessary for children to access language and content?		

TOPIC-RELATED LANGUAGE: With which age-appropriate words and expressions will all children interact?

Figure K: Template for Strands of MPIs



VII Crosswalk between Georgia Early Learning and Development Standards and WIDA Early English Language Development Standards

The following graphic illustrates the connection between all GELDS and the E-ELD Standards Framework.

[End of draft, last section is under development.]

WIDA Early English Language Development Standards License

This license agreement is between Bright from the Start: Georgia Department of Early Care and Learning (STATE) and the Board of Regents of the University of Wisconsin System, on behalf of the University of Wisconsin-Madison's Wisconsin Center for Education Research (WCER).

WCER is the organizational home of WIDA, a project that seeks to advance academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators. In furtherance of the WIDA mission, WIDA has developed Early English Language Development Standards (the "WIDA E-ELD Standards"), which a state may adopt as its Early English Language Development Standards.

The WIDA E-ELD Standards were designed for use by early childhood practitioners, including child care, Head Start, preschool/prekindergarten educators, and caregivers. The purpose of the WIDA E-ELD Standards is to provide a developmentally sound framework for supporting, instructing, and assessing dual language learners (DLLs), ages 2.5-5.5 years. The WIDA E-ELD Standards may be applied in any program that supports young DLLs.

STATE, on behalf of the State of Georgia, desires to adopt the WIDA E-ELD Standards to serve as the State's early English language development standards and to obtain a license to use the WIDA E-ELD Standards for State of Georgia purposes and WCER, as owner of the WIDA E-ELD Standards copyright desires to provide STATE with a license to use the WIDA E-ELD Standards.

The Parties therefore agree as follows:

TERM

This license shall remain in effect as long as STATE elects to use the WIDA E-ELD Standards as the State of Georgia's early English language development standards.

INTELLECTUAL PROPERTY OWNERSHIP AND LICENSE

WCER and the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium, own the copyrights of the WIDA E-ELD Standards. This agreement does not convey any exclusive rights, title or interest in or to the WIDA E-ELD Standards to STATE. Because WCER makes these materials available to all WIDA Consortium member states, STATE shall not take any actions that would limit or restrict access to the materials by other states.

Unless otherwise expressed in writing, STATE shall retain all rights in training and other materials developed by STATE. Any specific works that WCER develops and delivers solely for STATE shall be expressly agreed upon in writing and shall be on a work made for hire basis with STATE retaining ownership of the works.

This license for the WIDA E-ELD Standards includes any E-ELD Standards implementing Resource Guides and component works and all previous and future editions of the WIDA E-ELD Standards;

WCER hereby grants STATE the right to use the WIDA E-ELD Standards for State of Georgia purposes within Georgia only and subject to the following conditions:

STATE's license to use the WIDA E-ELD Standards is not subject to any fee and shall remain in effect as long as STATE and/or any State of Georgia agency elects to use the WIDA E-ELD Standards as the State's early English language development standards. For purpose of this license grant, STATE shall include any governmental agency of the State of Georgia. WCER will make the WIDA E-ELD Standards available electronically in PDF format from the WIDA Consortium website. WCER will publically display and provide the WIDA E-ELD Standards for download free of charge for personal and educational purposes. Educational purposes shall include the following: local educational agency (LEA), individual school/teacher, non-profit agency use within the State of Georgia and any agency, business, child care or Head Start organization regulated or funded by STATE. This license does not include the right for STATE, LEAs, non-profit agencies within the State of Georgia or organization regulated or funded by STATE to copy and distribute the WIDA E-ELD Standards beyond de minimis use (de minimis use is less than 100 copies per event, however, making copies for multiple planned events is not de minimis use). WCER will publish or license to publish full color bound copies of the WIDA E-ELD Standards and make available to STATE, LEAs, non-profits and other early childhood educators within the State of Georgia at a lower WIDA Consortium member rate. The WIDA E-ELD Standards shall not be modified or publically displayed for electronic storage and retrieval in any manner without express written permission from WCER or except in accordance with published guidelines issued by WIDA. However, linking to the WIDA Consortium website and stating the free availability of the WIDA E-ELD Standards is encouraged. WCER will grant additional permissions upon request but STATE acknowledges that WCER may include additional reasonable restrictions for quality control purposes depending on the nature of the request.

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DISCLAIMER

The parties acknowledge that the Georgia Legislature and STATE set and implement the early childhood educational policy for the State of Georgia.

THE WIDA STANDARDS OFFERED UNDER THIS LICENSE WERE DEVELOPED AS PART OF THE NON-PROFIT RESEARCH AND EDUCATIONAL ACTIVITIES OF THE UNIVERSITY OF WISCONSIN-MADISON, AND ARE PROVIDED TO STATE AS PART OF THE UNIVERSITY'S MISSION OF OUTREACH AND SERVICE TO THE EDUCATIONAL COMMUNITY. THE UNIVERSITY HAS NO REASON TO BELIEVE THAT THE WIDA STANDARDS INFRINGE ON THE INTELLECTUAL PROPERTY RIGHTS OF ANY THIRD PARTY, OR ARE UNFIT FOR THE PURPOSES DESCRIBED IN THIS LICENSE; HOWEVER, DUE TO THE NON-COMMERCIAL NATURE OF THE UNIVERSITY IT CAN NOT PROVIDE WARRANTIES FOR THE WIDA ELD STANDARDS, INCLUDING BUT NOT LIMITED TO WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT. Neither party shall be liable under this MOU for any special, consequential, indirect or incidental damages.

This memorandum of understanding will become effective once STATE and WCER both sign it. The date of this memorandum of understanding shall be the date on which it is signed by the last party to sign it.

For Georgia Department of Early Care and Learning

(b)(6)

May 19, 2014

Susan Adams
Assistant Commissioner
Georgia Department of Early Care and Learning

Date

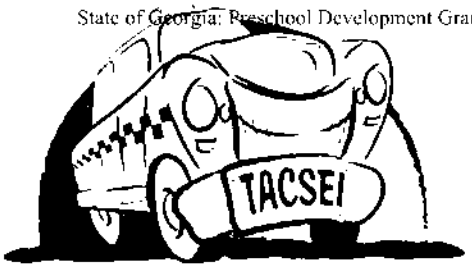
For WCER

(b)(6)

5/15/14

William Barker
Director, Office of Industrial Partnerships
University of Wisconsin-Madison

Date



Technical Assistance Center on Social Emotional Intervention for Young Children

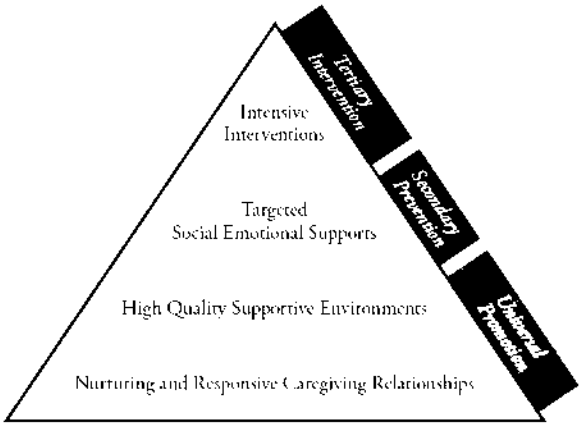
THE PYRAMID MODEL FOR SUPPORTING SOCIAL EMOTIONAL COMPETENCE IN INFANTS AND YOUNG CHILDREN FACT SHEET

THE TIERED FRAMEWORK OF THE PYRAMID MODEL

The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children provides a tiered intervention framework of evidence-based interventions for promoting the social, emotional, and behavioral development of young children (Fox et al., 2003; Hemmeter, Ostrosky, & Fox, 2006). The model describes three tiers of intervention practice: universal promotion for all children; secondary preventions to address the intervention needs for children at risk of social emotional delays, and tertiary interventions needed for children with persistent challenges. The Pyramid Model was initially described as an intervention framework for children 2-5 years old within early childhood settings. However, newer iterations of the model provide guidance for the implementation of the framework with infants, toddlers and preschoolers, and include interventions needed to support children who are typically developing and who have or are at risk for developmental delays or disabilities (Hunter & Hemmeter, 2009).

TIER 1: UNIVERSAL PROMOTION

The first tier of the Pyramid Model involves two levels of practices that are critical to promoting the social development of young children. The first level of practices is the provision of nurturing and responsive caregiving relationships to the child. This includes the family or primary caregiver and the caregiver or teacher within an early childhood program. In addition to a focus on the relationship to the child, this level of the pyramid also describes the need for developing partnerships with families and collaborative relationships among intervention or classroom team members.



There is ample evidence that the provision of a responsive and nurturing relationship is pivotal to a child's development (National Research Council, 2001; Shonkoff & Phillips, 2000). In their early years, children exist within a web of relationships with parents, teachers, other caring adults in their lives and eventually, peers. This web supplies the context within which healthy social emotional growth and the capacity to form strong positive relationships with adults and peers develop. The relationships level of the pyramid model includes practices such as: actively supporting children's engagement; embedding instruction within children's routine, planned, and play activities; responding to children's conversations; promoting the communicative attempts of children with language

delays and disabilities; and providing encouragement to promote skill learning and development.

The second level of universal promotion is the provision of supportive environments. Within home and community settings, this level of the pyramid refers to the provision of predictable and supportive environments and family interactions that will promote the child's social and emotional development. Universal practices for children with or at risk for delays or disabilities include receiving instruction and support within inclusive environments that offer the rich social context that is essential to the development of social skills and peer relationships.

In early care and education programs, this level of the pyramid refers to the design of classrooms and programs that meet the standards of high quality early education. This includes the implementation of a curriculum that fosters all areas of child development, the use of developmentally and culturally appropriate and effective teaching approaches, the design of safe physical environments that promote active learning and appropriate behavior, the provision of positive and explicit guidance to children on rules and expectations, and the design of schedules and activities that maximize child engagement and learning. At this level of the pyramid, families who receive early intervention services might be provided with information and support on establishing predictable routines; implementing specialized health care and treatment procedures; teaching social, emotional, and other skills within play and routine activities; promoting language and communication development; and fostering the development of play and social interaction skills.

TIER 2: SECONDARY PREVENTION

The secondary or prevention level of the Pyramid includes the provision of explicit instruction in social skills and emotional regulation. In early childhood programs, all young children will require adult guidance and instruction to learn how to express their emotions appropriately, play cooperatively with peers, and use social problem solving strategies. However, for some children it will be necessary to provide more systematic and focused instruction to teach children social emotional skills. Children might need more focused instruction on skills such as: identifying and expressing emotions; self-regulation; social problem solving; initiating and maintaining interactions; cooperative responding; strategies for handling disappointment and anger; and friendship skills (Denham et al., 2003; Strain & Joseph, 2006). Families in early intervention programs might need guidance and coaching from their early intervention provider on how to promote their child's development of targeted social and emotional skills. Families of infants and young toddlers might need guidance and support for helping the very young child regulate emotions or stress and understand the emotions of others.

TIER 3: TERTIARY INTERVENTIONS

When children have persistent challenging behavior that is not responsive to interventions at the previous levels, comprehensive interventions are developed to resolve problem behavior and support the development of new skills. At this level of the Pyramid Model, Positive Behavior Support (PBS) is used to develop and implement a plan of intensive, individualized intervention. PBS provides an approach to addressing problem behavior that is individually designed, can be applied within all natural environments by the child's everyday caregivers, and is focused on supporting the child in developing new skills (Dunlap & Fox, 2009; Lucyshyn, Dunlap, & Albin, 2002). The process begins with convening the team that will develop and implement the child's support plan. At the center of the team is the family and child's teacher or other primary caregivers. The PBS process begins with functional assessment to gain a better understanding of the factors that are related to the child's challenging behavior. Functional assessment ends with the development of hypotheses about the functions of the child's challenging behavior by the team. These hypotheses are used to develop a behavior support plan. The behavior support plan includes prevention strategies to address the triggers of challenging behavior; replacement skills that are alternatives to the challenging behavior; and strategies that ensure challenging behavior is not reinforced or maintained. The behavior support plan is designed to address home, community, and classroom routines where challenging behavior is occurring. In this process, the team also considers supports to the family and

strategies to address broader ecological factors that affect the family and their support of the child.

KEY ASSUMPTIONS OF THE PYRAMID MODEL

The Pyramid Model was designed for implementation by early educators within child care, preschool, early intervention, Head Start, and early childhood special education programs. In the delivery of tier 2 and 3 interventions, it is assumed that programs will need to provide practitioners with support from a consulting teacher or specialist in the identification of individualized instructional goals and the design of systematic instructional approaches or behavior support plans. The Pyramid Model provides a comprehensive model for the support of all children. A child receiving services through special education might be served at any of the intervention tiers. The model was designed with the following assumptions related to implementation:

1. INCLUSIVE SOCIAL SETTINGS ARE THE CONTEXT FOR INTERVENTION

The focus of the Pyramid Model is to foster social emotional development. This requires a rich social milieu as the context of intervention and instruction. Thus, the model is designed for implementation within natural environments, interactions with the child's natural caregivers and peers, and classroom settings that offer opportunities for interactions with socially competent peers. Interventions do not involve pull out from those settings; rather, they are dependent on a rich social context where the number of opportunities to learn and practice social skills can be optimized.

2. PYRAMID MODEL TIERS HAVE ADDITIVE INTERVENTION VALUE

Each tier of intervention builds upon the previous tier. Tier 2 and 3 interventions are reliant on the provision of practices in the lower tiers to promote optimal child outcomes.

3. INSTRUCTIONAL PRECISION AND DOSAGE INCREASES AS YOU MOVE UP THE PYRAMID TIERS

The intervention practices and foci in tier 2 and 3 are not uniquely different teaching targets or approaches than the universal practices used to foster all children's social development. The differences between tiers are evident in the specificity of the instructional target, the precision of the instructional approach, the frequency of monitoring children's responsiveness to intervention efforts, and the number of instructional opportunities delivered to children at each level.

4. EFFICIENCY AND EFFECTIVENESS OF INTERVENTION IS OF PRIMARY IMPORTANCE

When children have challenging behavior or social-emotional risks, it is imperative that intervention is delivered quickly and effectively. There is ample research evidence that when children's challenging behavior persists, the problems are likely to worsen and become compounded by related problems including peer and adult rejection and coercive relationships (Dodge, Coie, & Lynham, 2006; Moreland & Dumas, 2008). Thus, the Pyramid model has been provided to early educators so that practitioners and programs can provide the most effective intervention needed to immediately support the child and result in desired child outcomes. Children in need of tier 2 or tier 3 approaches should have immediate access to those interventions.

5. FAMILIES ARE ESSENTIAL PARTNERS

The interventions involved in the Pyramid Model are reliant on the participation of families. All families are provided with information on how to promote their child's social development. When children are in need of tier 2 or 3 interventions, families are involved in the provision of systematic intervention by providing increased opportunities for the child to learn and practice new skills in the context of everyday activities and routines in the home and community. When children have persistent challenges, families and other persons involved with the child form a collaborative

team to develop and implement comprehensive interventions and supports that are applied in all of the child's routines and activities.

The Pyramid Model and related resources have been widely disseminated by two federally-funded research and training centers (i.e., Center on the Social Emotional Foundations for Early Learning {www.vanderbilt.edu/csefel} and the Technical Assistance Center on Social Emotional Interventions for Young Children {www.challengingbehavior.org}).

6. ADMINISTRATIVE SUPPORT IS ESSENTIAL

Implementing the Pyramid Model with fidelity and achieving positive outcomes for children and their families requires that administrators understand their roles in the implementation process. Every administrative decision impacts program quality and sustainability. Of particular importance are the facilitative administrative practices that provide sustained commitment, timely training, competent coaching, the use of process and outcome data for decision-making, and the development of policies and procedures that are aligned with high fidelity implementation (Mincic, Smith & Strain, 2009).

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Georgia's Program

Use of the **CL**assroom **A**ssessment **S**coring **S**ystem (CLASS)

In 2008, Bright from the Start: Georgia Department of Early Care and Learning (DECAL) commissioned researchers from the FPG Child Development Institute at UNC-Chapel Hill to evaluate the quality of the nationally recognized Georgia's Pre-K Program. Findings from the evaluation indicated that the quality of emotional support and classroom organization was generally "high" but the quality of instructional support was generally "low." A major factor contributing to effective instructional support is the interaction between teachers and students. While working to increase the quality of instructional support through enhanced professional development, DECAL began using the Classroom Assessment Scoring System (CLASS) to gauge and assess improvement in the ways teachers interact with students in their Pre-K classes. CLASS is a tool for observing and assessing the effectiveness of interactions.

School Year	Number of Observations	Emotional Support	Classroom Organization	Instructional Support
2010-2011	3,883	5.53	5.17	2.06
2011-2012	1,239	5.70	5.38	2.30
2012-2013	1,116	5.78	5.56	2.27
2013-2014	1,016	5.78	5.59	2.42

The Early Childhood Initiative in Georgia's K-12 Race to the Top grant (awarded in 2011) has allowed Georgia's Pre-K Program to evaluate the implementation of four CLASS-based professional development models to enhance the quality of teacher-child interactions in Pre-K classes. The four professional development models, all developed by Teachstone Learning, are listed below in order of intensity:

Most Intensive	• My Teaching Partner (MTP): an intensive, year-long, one-on-one coaching program.
	• Making the Most of CLASSroom Interactions (MMCI): ten, two-hour sessions delivered over a semester.
	• Understanding the CLASS Framework (UCF): four, three-hour sessions delivered over two days
Least Intensive	• Looking at CLASSrooms : a six-month, self-study program developed specifically to help teachers improve their classroom interaction

The evaluation is being conducted by researchers from FPG Child Development Institute at UNC-Chapel Hill. In Year One the evaluation compared the effectiveness of the more intensive models to the less intensive models and in Years Two and Three is comparing the effectiveness of the more intensive models to a control group.

DECAL is currently completing Year Three of implementation. The next phase in the implementation will be the development of a statewide professional development framework to improve classroom quality for the state's approximately 4,000 Pre-K teachers and to inform professional development models implemented in Quality Rated, Georgia's tiered quality rating and improvement system.

Georgia's Summer Transition Program
Parent Survey

Thank you for answering these questions about Georgia's Summer Transition Program (STP). Your feedback is important for improving the program. If you have more than one child, please think about the child whose name appears on the outside of the envelope. This form should be completed by the adult who knows the most about the *child's summer teacher and program.*

Remember, the information you provide is confidential. Your child's teacher and program will never see your responses.

1. How important was each of the following in deciding to enroll your child in the summer program?

Reasons for enrolling	**Not at all Important**		**Somewhat Important**		**Very Important**
a. To help my child learn new things.	1	2	3	4	5
b. I needed child care for my child this summer.	1	2	3	4	5
c. To help my child get ready for kindergarten.	1	2	3	4	5
d. To improve my child's English skills.	1	2	3	4	5
e. To help my child make friends and learn to get along with other children.	1	2	3	4	5
f. Because it seemed like fun for my child.	1	2	3	4	5
g. The Transition Coach contacted me and thought it would be good for my child.	1	2	3	4	5
h. Other. ***Please describe:*** _____ _____	1	2	3	4	5

2. Did the Transition Coach help you find any of the following services in the community?

The Transition Coach helped my family….	No, this help was not offered	Yes, my family received this help	Not applicable, my family did not need this help
a. find child care for my other children.	0	1	2
b. with translation or interpretation in the community.	0	1	2
c. find services such as financial aid, health care, housing, counseling.	0	1	2
d. find activities or events in the community for families and children.	0	1	2
e. find services for follow-up based on my child's health screening.	0	1	2
f. connect with the local school system due to concerns about my child's development or behavior.	0	1	2
g. register my child for kindergarten.	0	1	3
h. gather the required documents for kindergarten registration (for example, birth certificate, immunization record).	0	1	3

3. Which of the following did you or someone from your family do in your child's program this summer?

Family participation		
a. Helped out in the classroom	No	Yes
b. Ate with my child's class	No	Yes
c. Read to the children in class	No	Yes
d. Helped out on field trips	No	Yes
e. Helped with jobs outside of the classroom (for example, helped with laundry or made snacks)	No	Yes
f. Shared a family or cultural tradition with my child's class	No	Yes
g. Went to a social activity for families at school/center, like pizza night	No	Yes
h. Went to an activity for families in the community, like a picnic at a local park or bowling alley	No	Yes
i. Other. ***Please describe***: _____	No	Yes

4. Have you attended any family workshops or activities offered by the Summer Transition Program?

   ❑0 No

   ❑1 Yes. ***If Yes,*** how many have you attended? _____

5. Thinking about the family workshops and activities you attended, please answer the following questions. ***If you did not attend any, please skip to question 6.***

Family workshops and activities	**Strongly Disagree**	**Mildly Disagree**	**Not Sure**	**Mildly Agree**	**Strongly Agree**
a. The topics of the workshops/ activities were interesting and important.	1	2	3	4	5
b. The way the information was presented was useful.	1	2	3	4	5
c. The workshops/activities were offered at times and places that made it easy for me to attend.	1	2	3	4	5
d. I learned a lot from the workshops/activities attended.	1	2	3	4	5
e. I felt welcome at the workshops/activities.	1	2	3	4	5

6. Some programs work with families to help them get ready for kindergarten. Please tell us which things your family did this summer.

Activities to get ready for kindergarten		
a. Met with the teacher my child will have for kindergarten.	No	Yes
b. My child met the teacher she or he will have for kindergarten.	No	Yes
c. My child visited the classroom where she or he will attend kindergarten.	No	Yes
d. Received written materials about my child's transition to kindergarten.	No	Yes
e. Received information about my child to take to kindergarten this fall.	No	Yes
f. Received school supplies to take to kindergarten.	No	Yes
g. Visited the school/center where my child will go to kindergarten.	No	Yes

7. About how many days has your child been absent from the program this summer?
   - ❑0 No absences
   - ❑1 1-3 days
   - ❑2 4-6 days
   - ❑3 7-10 days
   - ❑4 More than 10 days

8. If your child has been absent, what were the reasons? ***If your child was never absent, please skip to item 9.***

My child has been absent because:	**Not a Reason**		**Part of the Reason**		**A Major Reason**
a. Family members' work schedules change, and we sometimes don't need child care.	1	2	3	4	5
b. The program's hours do not meet my family's schedule.	1	2	3	4	5
c. Family trips and summer visitors.	1	2	3	4	5
d. We moved this summer.	1	2	3	4	5
e. We don't always have a way to get to the program.	1	2	3	4	5
f. My child was sick or had medical appointments.	1	2	3	4	5
g. My older children were not in school this summer and the younger child wanted to stay home with them.	1	2	3	4	5
h. Other. ***Please describe***: _____	1	2	3	4	5

9. Why do you think some eligible families decided not to enroll their child in the summer program?

Reasons for not enrolling	Not a Reason		Part of the Reason		A Major Reason
a. Some families think their child is too young for school.	1	2	3	4	5
b. Families need child care for more hours each day.	1	2	3	4	5
c. The program is only 6 weeks, and many families need child care all summer.	1	2	3	4	5
d. Some families can't get their child to the program (for example, because they don't have a car).	1	2	3	4	5
e. Families found out about the program too late and already had other arrangements for summer.	1	2	3	4	5
f. Some eligible families did not know about the program.	1	2	3	4	5

10. What suggestions do you have for improving the Summer Transition Program?

_____

_____

_____

11. What did you or your child like best about the Summer Transition Program?

_____

_____

_____

12. How are you related to this child?

❑1 mother ❑2 father ❑3 grandparent ❑4 foster parent ❑5 other: _____

13. Today's Date: __ __ /__ __ /2014

Please return this questionnaire in the envelope provided or send to:
Katie Hume, FPG Child Development Institute, 105 Smith Level Rd, Chapel Hill, NC 27516

Thank you!

Programa de Transición de Verano de Georgia
Encuesta para los padres

Gracias por responder estas preguntas sobre el Programa de Transición de Verano de Georgia. Sus comentarios son importantes para mejorar el programa. Si tiene más de un/a niño/a, considere el/la niño/a cuyo nombre aparece por fuera del sobre. Este formulario debe ser llenado por el adulto que mejor conozca el programa de verano del/la niño/a y a su maestro/aa.

Recuerde que la información que dé es confidencial. El/la maestro/a de su niño/a y el personal del programa nunca verán sus respuestas.

1. Indique la importancia de cada uno de los siguientes factores en su decisión de inscribir a su niño en el programa de verano.

Factores	**Nada importante**		**Más o menos importante**		**Muy importante**
a. Quería que mi niño/a aprendiera cosas nuevas.	1	2	3	4	5
b. Necesitaba cuidado infantil para mi niño/a este verano.	1	2	3	4	5
c. Quería que mi niño/a se preparara para el pre kindergarten.	1	2	3	4	5
d. Quería mejorar el inglés de mi niño/a.	1	2	3	4	5
e. Quería que mi niño/a hiciera amigos y aprendiera a llevarse bien con otros niños.	1	2	3	4	5
f. Me pareció que sería entretenido para mi niño/a.	1	2	3	4	5
g. El asesor de transición se comunicó conmigo y pensó que sería bueno para mi niño/a.	1	2	3	4	5
h. Otra. ***Explique:*** _____ _____	1	2	3	4	5

2. ¿Les ayudó el entrenador de transición a buscar alguno de los siguientes servicios en la comunidad?

El entrenador de transición nos ayudó a….	**No, esto no se nos ofreció**	**Sí, nos ayudaron con esto**	**No corresponde, mi familia no necesita esto**
a. buscar cuidado infantil para mis otros niños.	0	1	2
b. conseguir traducción e interpretación en la comunidad.	0	1	2
c. buscar servicios tales como ayuda financiera, asistencia médica y orientación.	0	1	2
d. buscar actividades o eventos de la comunidad para familias y niños.	0	1	2
e. buscar servicios de seguimiento basados en el examen de salud de mi niño/a.	0	1	2
f. ponerme en contacto con el sistema escolar local debido a preocupaciones sobre el desarrollo o el comportamiento de mi niño/a.	0	1	2

3. ¿Cuál de las siguientes actividades hizo usted o alguno de sus familiares en el programa del/la niño/a este verano?

Participación de los familiares		
a. Ayudó en el salón de clases.	No	Sí
b. Comió con los niños en la clase de su niño/a.	No	Sí
c. Les leyó a los niños en clase.	No	Sí
d. Ayudó en viajes de estudio.	No	Sí
e. Ayudo con trabajos fuera de la clase; (por ejemplo, lavandería o preparación de tentempiés).	No	Sí
f. Le presentó una tradición cultural o familiar a la clase de su niño/a.	No	Sí
g. Participó en una actividad social para familias en la escuela o el centro educacional, tal como una noche de pizzas.	No	Sí
h. Participó en una actividad para familias en la comunidad, tal como ir a la bolera o a un picnic en un parque local.	No	Sí
i. Otra. ***Explique:*** _____ _____	No	Sí

4. ¿Ha ido a los talleres o actividades para los padres o familiares ofrecidos por el Programa de Transición de Verano?

   ❑$_0$ No

   ❑$_1$ Sí. ***Si la respuesta es sí,*** indique cuántos: _____

5. Considerando los talleres y actividades para los padres o familiares a los que fue, responda las siguientes preguntas. ***Si no fue a ninguno, pase a la pregunta 8.***

Talleres o actividades para padres o familiares	**Muy en desacuerdo**	**Un poco en desacuerdo**	**No está seguro**	**Un poco de acuerdo**	**Muy de acuerdo**
a. Los temas de los talleres o actividades eran interesantes e importantes.	1	2	3	4	5
b. La manera de presentar la información fue útil.	1	2	3	4	5
c. Las horas y los lugares en que se ofrecían los talleres o actividades me facilitaron asistir.	1	2	3	4	5
d. Aprendí mucho en las actividades y los talleres a los que fui.	1	2	3	4	5
e. Me sentí bien recibido(a) en los talleres o actividades.	1	2	3	4	5

6. Los talleres o actividades eran en:
   ❑$_1$ inglés solamente
   ❑$_2$ español solamente
   ❑$_3$ una mezcla de inglés y español

7. Los impresos suministrados en los talleres y las actividades eran en:
   ❑$_1$ inglés solamente
   ❑$_2$ español solamente
   ❑$_3$ una mezcla de inglés y español
   ❑$_4$ no había impresos

8. Algunos programas ayudan a los padres y a sus niños a prepararse para el pre kindergarten. Indique cuáles de los siguientes actividades hicieron ustedes este verano.

Actividades para prepararse para el pre kindergarten		
a. Me reuní con el/la maestro/a que mi niño/a va a tener en pre kindergarten.	No	Sí
b. Llevé a mi niño/a a conocer al/la maestro/a que va a tener en pre kindergarten.	No	Sí
c. Llevé a mi niño/a a ver el salón donde va a ir al pre kindergarten.	No	Sí
d. Recibí impresos sobre la transición de mi niño/a al pre kindergarten.	No	Sí
e. Recibí información sobre mi niño/a que debo llevar al pre kindergarten en el otoño.	No	Sí
f. Recibí suministros escolares que debo llevar al pre kindergarten.	No	Sí

9. ¿Aproximadamente cuántos días ha faltado su niño/a al programa este verano?

❑0 Ninguno
❑1 1 a 3 días
❑2 4 a 6 días
❑3 7 a 10 días
❑4 Más de 10 días

10. Si su niño/a ha faltado, indique las razones. ***Si no ha faltado nunca, pase a la pregunta 11.***

Mi niño/a ha faltado porque…	**No**		**En parte**		**En gran medida**
a. Los horarios de trabajo de los miembros de la familia cambian y a veces no necesitamos cuidado infantil.	1	2	3	4	5
b. Las horas del programa no cuadran con el horario de mi familia.	1	2	3	4	5
c. Viajes de familia y visitantes de verano.	1	2	3	4	5
d. Nos mudamos de casa este verano.	1	2	3	4	5
e. No siempre tenemos cómo llegar al centro educacional.	1	2	3	4	5
f. Mi niño/a estuvo enfermo o tuve que llevarlo al médico.	1	2	3	4	5
g. Mis niños mayores no han tenido clases este verano y el/la niño/a menor quería quedarse en casa con ellos.	1	2	3	4	5
j. Otra. ***Explique:*** _____ _____	1	2	3	4	5

11. A su juicio ¿por qué algunas familias elegibles decidieron no inscribir a su niño en el programa de verano?

Razones	No		En parte		En gran medida
a. Algunos padres o familiares piensan que su niño es demasiado pequeño para ir a la escuela.	1	2	3	4	5
b. Los padres o familiares necesitan cuidado infantil durante más horas al día.	1	2	3	4	5
c. El programa dura solo 6 semanas y muchos padres o familiares necesitan cuidado infantil todo el verano.	1	2	3	4	5
d. Algunos padres o familiares no pueden llevar al niño al centro educacional (por ejemplo, porque no tienen automóvil).	1	2	3	4	5
e. Los padres o familiares supieron del programa demasiado tarde y ya habían hecho otros planes para el verano.	1	2	3	4	5
f. Algunos padres o familiares no sabían que el programa existía.	1	2	3	4	5

12. ¿En qué medida es cierta cada una de las siguientes afirmaciones?

	No		Más o menos		Sí
a. Es difícil hablar con el personal del programa porque no hablamos el mismo idioma.	1	2	3	4	5
b. Los/las maestros/as de mi niño/a hablan español suficientemente bien como para comunicarnos.	1	2	3	4	5
c. El entrenador de transición habla español suficientemente bien como para comunicarnos.	1	2	3	4	5
d. Cuando envían comunicaciones a la casa, por lo general vienen en español.	1	2	3	4	5
e. El programa pone a nuestra disposición interpretación cuando la necesito para que yo pueda comunicarme fácilmente.	1	2	3	4	5
f. El personal del programa respeta y entiende los valores y la cultura de mi familia.	1	2	3	4	5

13. ¿Qué sugerencias nos daría usted para mejorar el Programa de Transición de Verano?

_____

_____

_____

14. ¿Qué fue lo que más le gustó a su niño/a o a usted sobre el Programa de Transición de Verano?

_____

_____

_____

15. ¿Cuál es su relación con el/la niño/a?

❑1 madre ❑2 padre ❑3 abuelo/a ❑4 padre o madre de acogida ❑5 otra: _____

16. Fecha de hoy: __ __ /__ __ /2014
mes día

Envíe este cuestionario lleno en el sobre suministrado (o en su propio sobre) a:
Katie Hume, FPG Child Development Institute, 105 Smith Level Rd, Chapel Hill, NC 27516

¡Gracias!

Georgia Department of Early Care and Learning

2014-2015 School Year Pre-K Providers' Operating Guidelines

INTRODUCTION

The *Bright from the Start: Georgia Department of Early Care and Learning 2014-2015 School Year Pre-K Providers' Operating Guidelines* are effective July 1, 2014. Key program components are listed in the Table of Contents for easy reference.

This document outlines the requirements and regulations for operating a Georgia's Pre-K Program. To ensure program compliance and quality service, all Pre-K providers must be familiar with and implement these guidelines. This document is intended to provide clarity and to offer guidance to current and new Pre-K providers.

2014 - 2015 School Year Pre-K Providers' Operating Guidelines

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OPERATION AND SERVICES

1.0 General Program Operations and Services Information

1.1 Purpose

The purpose of Georgia's Pre-K Program is to provide a minimum of 180 full days (6.5 hours of instructional services per day; 1170 total hours per year) of high quality educational/instructional services to eligible four-year-old children.

1.2 Dates of Service

The 2014-2015 school year for Georgia's Pre-K Program will operate within the dates stated in the grant agreement.

1.3 Days of Service

The required days of service for the 2014-2015 school year is 188 days, which includes 180 instructional days for students and 8 days of Pre-K professional development/ planning days (pre- and post-planning, staff development, in-service days) for staff. Pre-K staff cannot be used to provide services unrelated to Pre-K during the 188 day school year during the day.

Each program is required to submit a calendar into the PANDA system for approval. The Pre-K program calendar must document 180 days of student instructional days or the equivalent instructional hours (1170 hours). If a program is unable to provide the required instructional time, then the provider's Pre-K payment will be prorated based on the number of instructional days provided. In addition to the student instructional days, programs must document the additional 8 professional development/planning days. Any concerns or issues regarding meeting the required days of service should be referred to the program's regional Pre-K Consultant for resolution.

Programs without approved plans for providing the required instructional and planning time could be in jeopardy of losing funding.

2.0 Child/Family Eligibility

2.1 Age Requirement

Children must be four years of age on September 1, 2014, based on acceptable documentation, such as birth certificates, passports, official medical documents, legal documents, or official documents from other countries. Only children whose birthdates are from September 2, 2009, through September 1, 2010, are eligible for participation in the 2014-2015 school year. **Proof of age eligibility must be on file the day the child begins the Pre-K program.** Payments to Pre-K providers will be reduced for children without age documentation on file the first day of school.

Children who are five years of age on September 1, 2014, and have not attended Georgia's Pre-K Program as four-year-olds, may enroll in the Pre-K program. Parents and teachers are encouraged to consider the child's date of birth, physical maturity, emotional maturity, and prior experiences when making the decision to enroll the child in the Pre-K program at age four or age five.

If a child enrolls as a four-year-old, and the family elects to withdraw the child within the child's first 30 days of enrollment, the family may withdraw the child, and the child may be eligible to enroll in Pre-K the following year if the local enrollment policies allow.

If a child is not served as a four year old, then the child may be eligible to attend the Pre-K Program as a five year old. However, programs may choose to deny enrollment into their Pre-K program children who are age eligible for kindergarten. Parents should check the enrollment policies of local programs before enrolling their child. If enrolled, parents of children who are five years of age on September 1, 2014, and age eligible for kindergarten will be asked to sign a *Parent Acknowledgement Form* (Appendix A) indicating that the child did not previously attend Georgia's Pre-K Program for longer than 30 days.

Children who are six years of age on September 1, 2014, and are age-eligible for first grade are not eligible for enrollment in Georgia's Pre-K Program.

2.2 Requests for Children to Repeat Pre-K

Bright from the Start will review requests for children to repeat Pre-K on a case-by-case basis. All such requests should be submitted in writing from the Pre-K Project Director to the Pre-K Inclusion Coordinator and should include the following:

- Letter from the project director/principal stating reason(s) the student would be better served in Pre-K than in kindergarten
- Letter from the parents/guardians requesting that their child repeat Pre-K
- Documentation to support the request to repeat Pre-K
    - Work Sampling Online (WSO) information:
        - Developmental Checklist
        - Narrative Summary
    - Teacher's recommendation, and/or doctor's recommendation
    - Interventions during the Pre-K program year
    - Special education referrals, evaluations conducted, etc.

All requests to repeat Pre-K including supporting documentation must be received by Bright from the Start by May 1, 2015.

E-mail requests to: PreKInclusion@decal.ga.gov and include Request for Retention in the subject line.

2.3 Residency Requirement

The child must be a Georgia resident. For purposes of this program, Georgia resident is defined as a child who resides in the state of Georgia. **Proof of residency should be part of a child's on-site file prior to or on the first day of Pre-K.** When documenting residency, Pre-K providers should refer to the policy of the local school system regarding appropriate documentation. Examples of proof of residency include the following: current lease, property tax notice, homeowner's insurance bill, mortgage statement, current vehicle registration form, letter from shelter, letter from employer if employer provides housing, any utility bill listing the residence as the service address, and current PeachCare eligibility documents for the child. A cell phone bill or a driver's license is not an acceptable proof of residency. If a student's family is living with someone else, parents should provide a notarized affidavit from the property owner stating where the

child's family is residing, plus a copy of the property owner's proof of residency (any items listed above). Active duty military families can support Georgia residency with a copy of official military orders verifying Georgia residency during the school year.

2.4 Parent Requirement

A parent must agree to send the child to the Pre-K program for 6.5 hours of instructional time for the full school year. A child who is chronically tardy or absent can be disenrolled from the program. A child who is not enrolled in the extended day program and is not picked up at the end of the Pre-K day on a regular basis can be disenrolled. (See Section 3.13)

2.5 Category One Definition

Category One child eligibility is defined as the child's and/or family's participation in one of the following: Food Stamps, SSI, Medicaid, Temporary Assistance to Needy Families (TANF), or Child and Parent Services (CAPS) program. Documentation of the child's participation must be verified and kept on file for review. Children who participate in the free and reduced meal program through the school that they attend may also be eligible as Category One if income eligibility is verified on each child and kept on file for review.

2.6 Category Two Definition

Category Two children are those who do not meet the requirements for Category One eligibility.

3.0 Enrollment

3.1 Open Enrollment

Enrollment for the program must be open and nondiscriminatory. Children cannot be denied participation in educational programs on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or disability (Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990).

Providers must develop comprehensive written enrollment policies to meet the needs of children and families in the community. The written enrollment policies should be kept on-site and made available to parents. The definition and implementation of such policies are determined by individual providers. Enrollment policies should address exactly how students are chosen for participation in the Pre-K Program, i.e. first-come, first-served, lottery drawing, procedures for enrollment of siblings/multiple births, etc. Procedures for how students are assigned to Pre-K classrooms should be included in the written enrollment policies. Programs are encouraged to provide specific procedures regarding enrollment periods, attendance zones, placement of siblings in same or different classes, and other critical issues related to enrollment.

Providers cannot require the following as a condition of enrollment:

- Certificate of Immunization (Form 3231)
- Certificate of Vision, Hearing, Dental, and Nutrition Screening (Form 3300)
- Upfront payment of meal or extended day fees
- Participation in summer programs

- Verification of child's status related to Category One or extended day services
- Independent toileting skills (toilet trained)

3.2 Local School Attendance Zones

A child who resides within the local school system, but not within the attendance zone of the specific school providing the Pre-K program, may not be denied service but may be placed on a waiting list until all children who do reside within the attendance zone of the specific school are enrolled. A child who resides within another local school system's attendance zone may not be denied service but may be placed on a waiting list until all children who do reside within the district are enrolled and may be required to pay out-of-district tuition depending on local board of education policies.

3.3 Children with Disabilities

A child who is age-eligible for the Pre-K program and is identified as eligible for special education and/or related services under the Individuals with Disabilities Education Act (IDEA) shall not be denied access to the Pre-K program. If a child is assessed and determined eligible for special education services, dual enrollment in public school system preschool special education classes and Georgia's Pre-K program is permitted.

3.4 Child Registration Forms

Bright from the Start child registration forms must be used when registering a child for Georgia's Pre-K Program. Forms are available at www.decal.ga.gov. There are two different forms available: one in English and one in Spanish. For private childcare providers, a Parental Agreement Form is also available for use, if needed. Providers should select the appropriate form(s) for their type of program. A parent or guardian must complete and sign a registration form for each child registering in the program. The complete child registration form must be filed in each child's file and kept on-site for review.

3.5 Student Social Security Numbers

Social security numbers are used to help identify students on rosters. Providers should request a copy of each enrolled student's social security card; however, parents cannot be required to submit the information. If a parent chooses not to submit the social security card, providers should ask the parent to complete the *Student Social Security Number Information Form* (Appendix B). If the provider has a similar form or SSN waiver, they may choose to use that form. A copy of each student's social security card or completed *Student Social Security Number Information Form* (or similar form) should be kept on-site for review by the Pre-K Consultant.

3.6 Waiting Lists

A waiting list shall be maintained at the site level for all children with a completed registration form but are attending due to full enrollment. All families asking to be placed on the waiting list must complete all sections of the *Waiting List Information Form* (Appendix C). The *Waiting List Information Forms* must be kept on-site and available to Bright from the Start staff.

Entering waiting list information into PANDA is **mandatory**. Complete waiting list information must be reported with the first roster and updated each roster reporting period.

3.7 Category One and Category Two Designation After Enrollment

Children should not be identified as Category One or Category Two at the time of registration; however, the Pre-K provider is responsible for determining Category One or Category Two designation after enrollment. All families should complete the *Roster Information* form (Appendix D) which should be kept on site for review by the Pre-K Consultant. In addition, the provider should request appropriate documentation of Category One services (such as copies of cards with current dates, current statements, etc.) and maintain documentation in student files. Once Category One documentation is received, the provider must report the designation information to Bright from the Start on the first roster and update each roster reporting period.

3.8 Procedures for Behavioral and Developmental Concerns

Providers with concerns about a child's behavior or development should contact their Pre-K Consultant for support and assistance. Programs should keep in mind that the first few weeks a child is enrolled in Pre-K, he/she needs time to acclimate to the classroom environment. Programs should implement multiple strategies within the classroom to help the child be successful before requesting more intensive interventions.

3.9 Immediate Suspension

An immediate suspension for up to two days can be made at any time the Pre-K provider determines a child is causing harm to himself/herself or others; or, a child is unable to successfully participate in program activities. The purpose of immediate suspension is to allow the program an opportunity to plan for the child's successful participation in the Pre-K program and should not be used as punishment. Programs can implement immediate suspension (up to two days) on a maximum of three occasions per child. No Bright from the Start prior approval is needed; however, the program's Pre-K Consultant must be notified, using the *Suspension Notification Form for Pre-K Consultant* (Appendix E), that such action has been taken.

If all three immediate suspensions have been used and a child is a danger to self, peers, or staff, the child may be sent home for the day with a plan for the child's successful return. Programs should use the following procedure:

- Contact their Pre-K Consultant immediately. The consultant will follow up with the Georgia's Pre-K Inclusion Coordinator to consider accommodations.
- Prepare all documentation of behaviors and strategies used to address concerns. The documentation must state the behavior, how often the behavior occurs, the interventions used, and the child's response to the interventions.
- Schedule a conference with the child's family to discuss strategies and options. Document the conference.

3.10 Modified Day

A modified day (i.e. less than 6.5 hours of instructional time a day) requires prior approval from Bright from the Start. A modified day should be used in conjunction with conferences with the child's family, child specific interventions, and documented responses and/or a referral for Special Education services. Programs must contact their Pre-K Consultant to discuss requests for modified day. Modifying a student's day without prior approval may result in a site being placed on probation.

Requests for a modified day should include the following information:

- Reason a modified day is being requested
- Interventions that have been implemented to help the child benefit from the program, including any immediate suspension information
- All documentation of written correspondence and meeting notes documenting ongoing involvement with the family
- Behavioral documentation and instructional observations of the child supporting the modified day request
- Documentation of consultation with local school system special education personnel, results of application of suggested interventions, and status of special education referral if applicable
- Documentation of consultation with any other outside resources (i.e., Bright from the Start Regional Inclusion Coordinator, child's pediatrician, counseling services, etc.)
- A written schedule including the length of the child's proposed day, proposed daily schedule including times and the activities during this time period and the justification for the proposed schedule, and the requested duration of the modified day
- A written plan describing how the child's time will be increased over time to the 6.5 hour day

All requests for a modified day including supporting documentation should be sent via email to PreKInclusion@decal.ga.gov and include Request for Modified Day in the subject line.

3.11 Extended Suspension

An extended suspension (i.e., more than two days and/or more than three incidents of immediate suspension) requires prior approval from Bright from the Start. Programs must contact their Pre-K Consultant to discuss requests for extended suspension. Extended suspension without prior approval may result in a site being placed on probation.

Requests for an extended suspension should include the following information:

- Reason(s) extended suspension is being requested and the proposed length of the extended suspension
- Attempted interventions to help the child benefit from the program, including any immediate suspension information
- All documentation of written correspondence and meeting notes showing ongoing involvement with the family
- Behavioral and instructional observations of the child supporting the extended suspension request
- Documentation of consultation with local school system special education personnel, results of application of suggested interventions, and status of special education referral if applicable
- Documentation of consultation with any other outside resources (i.e., Bright from the Start Regional Inclusion Coordinator, child's pediatrician, counseling services, etc.)

All extended suspension requests including supporting documentation should be sent via email to PreKInclusion@decal.ga.gov and include Request for Extended Suspension in the subject line.

3.12 Disenrollment Procedures

Once a child has been enrolled, he/she cannot be disenrolled from the Pre-K program unless strategies to support the child's success have been implemented, parental conferences have been attempted, and agreement is reached among the participants. The request for disenrollment must be made by the Pre-K Project Director. Disenrollment may be considered if agreement is reached among the Pre-K Consultant, the Project Director, the Pre-K Inclusion Coordinator, and the Assistant Commissioner for Pre-K.

Disenrollment requires prior approval from Bright from the Start. Final approval for disenrollment requests will be made by the Assistant Commissioner for Pre-K upon review of all documentation. Disenrollment without prior approval shall automatically place a program on probation.

Requests for disenrollment should include the following information:

- Reason(s) disenrollment is being requested
- Attempted interventions to help the child benefit from the program, including any suspension information
- All documentation of written correspondence and meeting notes showing ongoing involvement with the family
- Behavioral and instructional observations of the child supporting the requested disenrollment
- All documentation of consultation with local school system special education personnel, results of application of suggested interventions, and status of special education referral if applicable
- Documentation of consultation with any other outside resources (i.e., Bright from the Start Regional Inclusion Coordinator, child's pediatrician, counseling services, etc.)

All disenrollment requests including supporting documentation should be sent via email to PreKInclusion@decal.ga.gov and include Disenrollment Request in the subject line.

3.13 Procedures for Student Attendance

Pre-K providers should formulate written procedures for addressing issues regarding attendance and tardies. Daily attendance records must be maintained on site and include the dates when a child is absent and the dates/times when a child arrives late or leaves early. The attendance procedures should specify actions to be taken by the Pre-K provider if attendance issues become problematic. For instance, the procedures could require a phone call to parents after three unexcused absences or tardies; a letter to parents from the director after six absences or tardies; a parent conference after eight or nine absences; referral to the Pre-K Consultant after ten absences. The goal of the attendance policy is to assist families in establishing and maintaining regular school attendance patterns.

Chronic Attendance Issues

Chronic tardiness is defined as late arrival or early departure more than once per week. A definition of tardiness should be developed by the provider. A five to ten minute drop off time is an acceptable part of a tardiness definition. Chronic absenteeism is defined as missing more than two days per month without medical or other reasonable explanation. Chronic tardiness or absenteeism may also be defined by an established regular attendance pattern(s), e.g., if a child is late every Monday or absent every Tuesday or leaves early every Friday.

Providers are required to document efforts to assist parents/guardians of children who do not attend on a regular basis, are routinely late, or routinely leave the program early in improving attendance. A meeting

with the parent/guardian should occur to determine the reason(s) for the problem and identify ways to resolve the problem. Inability to resolve the problem after documented interventions should be referred using the *Chronic Absenteeism or Tardiness Report* (Appendix F) for disenrollment consideration. Requests should be submitted in writing to the program's Pre-K Consultant. **Providers may not disenroll a child without prior approval from Bright from the Start.**

Consecutive Absenteeism

Children who do not attend class for 10 consecutive days without a medical or other reasonable explanation **must** be removed from the roster. Bright from the Start approval is not needed; however, the program is responsible for reporting student end dates on the roster. The end date is defined as the last day the child physically attended the program.

A student whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five additional school days per school year, for days missed from school to visit with his or her parent or legal guardian prior to the parent's or legal guardian's deployment or during the parent's or legal guardian's leave. Families shall provide a written statement for the child's file to document the absence.

3.14 Health Services

Health screenings are necessary for Georgia's Pre-K students so that any problems that might interfere with the child's ability to learn can be identified and addressed as soon as possible. All programs should ask parents the date of their child's last health exam and provide a referral if an additional health screening is needed.

Additional verification is required for Category One Children. The Georgia Department of Community Health guidelines require that any child eligible for Medicaid or PeachCare receive a full health exam at ages four and five. Therefore, programs should verify that Category One children have received their full health exam upon entering Georgia's Pre-K. Programs should provide appropriate referrals and follow-ups to parents of Category One children who have not received a full health exam. The Project Director should contact the program's Pre-K Consultant if a Category One child continues to attend the program without a full health exam.

All children attending Georgia's Pre-K Program must have a Certificate of Vision, Hearing, Dental, and Nutrition Screening (Georgia Department of Human Services Form 3300) and a DHS Certificate of Immunization (Form 3231). The Georgia Department of Public Health has released a revised version of Form 3300. The new version includes a nutrition screening. The revised version will be required for the 2014-2015 school year. Form 3231 must have either the *date of expiration* or *school attendance* block checked. Children who attend Pre-K must be up-to-date on all immunizations required for school entry.

Children may register and begin attending before completion of these examinations and certificates. However, the immunization certificate must be on file <u>within 30 calendar days</u> and the Certificate of Vision, Hearing, Dental, and Nutrition Screening indicating that children have passed these screenings must be on

file within 90 calendar days of the start of the Pre-K program. Children are not required to have evidence of age-appropriate immunizations or certificates prior to these 30-day or 90-day time frames.

Expired certificates must be updated within 30 calendar days of the expiration date. Any child who does not have a completed certificate within the 30- or 90-calendar day time frames may not return to the program until an updated certificate is provided and is on-site. If a family presents a valid appointment card for either a 3231 or 3300 appointment, the child can remain in the program until the date of the appointment. An updated certificate, letter from a physician about continued treatment, or another appointment card should be provided upon the child's return to the program.

If the 3300 is marked Needs Further Professional Examination, families should be asked to bring updated and completed certificates after each appointment and follow-up visit. The Pre-K site should have documentation of the follow-up (i.e., doctor's notes, scheduled appointments, information from parents, etc.). It is the goal of the Pre-K program to have a completed and valid certificate (3231 and 3300) for each child enrolled in the Pre-K program prior to Kindergarten registration.

When children enter the program later in the year, the Pre-K provider shall make every effort to obtain the Certificate of Vision, Hearing, Dental, and Nutrition Screening as soon as possible to identify any follow-up needed. Waiting 90 days to obtain the 3300 for children who enroll later in the school year may not leave sufficient time to identify problems that could hinder the child's ability to learn.

4.0 Instruction

4.1 Approved Curricula

The Georgia Early Learning and Development Standards (GELDS) form the foundation for Pre-K classroom instruction (see www.gelds.decal.ga.gov for more information). The GELDS are correlated to Georgia's Kindergarten Performance Standards and to the Work Sampling System assessment indicators, thus promoting a seamless educational program for early learning. The Pre-K provider must provide a complete educational program in accordance with age-appropriate instructional practice and use a Bright from the Start approved curriculum to enhance and supplement the GELDS.

Bright from the Start recently conducted a curriculum review. The purpose of the curriculum review was to analyze currently published and available curriculum models in order to give Pre-K providers a selection of research-based curriculum options from which to choose. The approved curriculum options are aligned with the GELDS and offer specific strategies and guidance to support instructional best practices. The list of approved curricula for the 2014-2015 school year is below.

Curriculum	Company
Beyond Centers and Circle Time (BCCT) Curriculum Series	Kaplan Early Learning Company
Core Knowledge Preschool Curriculum	Core Knowledge Foundation
Creative Curriculum for Preschool	Teaching Strategies, LLC
Frog Street Pre-K Curriculum	Frog Street Press, Inc.
Galileo® Pre-K Online Curriculum	Assessment Technology Inc.
High Scope Preschool Curriculum	High Scope Educational Foundation

InvestiGator Club Prekindergarten Learning System	Robert-Leslie Publishing
Learn Everyday: The Preschool Curriculum	Kaplan Early Learning Company
Opening the World of Learning (OWL) Curriculum	Pearson
Scholastic Big Day for Pre-K Curriculum	Scholastic, Inc.
Splash into Pre-K Curriculum	Houghton Mifflin Harcourt
We Can Curriculum	Cambium Education
WINGS Curriculum	WINGS Curriculum, LLC

Guidelines for Choosing a Curriculum

Each Pre-K program must choose an approved curriculum; purchase the curriculum; and provide staff training associated with the curriculum. Bright from the Start does not provide additional funding for purchasing a curriculum nor the required training. Providers may use their existing Pre-K budget to purchase curriculum. It is recommended that providers explore content, costs, and hours of training needed when considering a curriculum. Additional information about each curriculum is available on the Bright from the Start website http://decal.ga.gov/Prek/Curriculum.aspx

New programs will be required to select a specific curriculum after a grant agreement is awarded. Continuation programs may change their curriculum by submitting a *Request for Curriculum Change Form* (Appendix G) to their Pre-K Consultant. If the request is approved, the program will be notified of the change via e-mail.

Continuation programs that are not using a curriculum on the updated approved list have until the end of the 2014-2015 school year to transition to a curriculum that is on the approved list.

4.2 Religious Instruction

No part of the Pre-K instructional day may be religious in nature. There are a few approved curricula which have both a secular and religious version. The secular version must be utilized in the Pre-K program. Programs may choose to offer religious instruction outside of the Pre-K instructional day. No Pre-K funding may be utilized for religious instruction.

4.3 Locally Developed Curriculum

Pre-K providers desiring to use a locally developed curriculum must submit the curriculum for approval through the curricula review process. This process takes place every three to five years. Bright from the Start must approve any locally developed curriculum before it is implemented in a program.

4.4 Supplemental Curriculum

Bright from the Start must approve the use of any supplemental curriculum. Pre-K providers must submit written requests for approval to their Pre-K Consultant. Written approval of the supplemental curriculum from Bright from the Start must be kept on-site for consultant review.

4.5 Montessori Curriculum

A Pre-K program must have approval from Bright from the Start before choosing Montessori as a curriculum. Continuation programs desiring to implement the Montessori curriculum must submit a *Request for Curriculum Change Form* (Appendix G) to their Pre-K Consultant.

4.6 Lesson Plans

Bright from the Start has approved lesson plan templates which meet criteria for Georgia's Pre-K instructional program. Teachers are required to use one of these approved lesson plan formats found on the Bright from the Start website at www.decal.ga.gov.

Written lesson plans containing specific instructional activities are required for a minimum of 6.5 hours per day. Lesson plans are expected to be completed weekly and kept on-site for the entire school year. Lesson plans should be kept organized and easily accessible for consultant review. Current year lesson plans may be reviewed by the Pre-K Consultant during site visits.

The lesson plans should be based on the Georgia Early Learning and Development Standards (GELDS) and include educational experiences in language/literacy, math, science, social studies, creative (music, art, and drama), social and emotional, approaches to play/learning, cognitive processes, and physical development. Corresponding GELDS indictor(s) should be included on the lesson plan with each of the planned instructional activities. Outside play should be included in the written lesson plans. Meals and rest time will make up a portion of the 6.5 hour instructional day. The *Instructional Quality (IQ) Guide for Planning Instruction* (Appendix U) provides additional clarifications and information in reference to lesson plan requirements.

Lesson plans should reflect differentiated instruction based on the individual needs of all the children in the class, including children with disabilities. Goals and objectives from a student's Individualized Education Program (IEP) should be used when planning instruction.

4.7 Assessment

All Georgia's Pre-K Programs are required to implement the *Work Sampling System*. All programs are required to use the online version *Work Sampling Online* (WSO).

Any additional assessment must have prior approval in writing from the Pre-K Director of Program Initiatives on an annual basis.

Teachers are required to maintain copies of the Narrative Summary Reports and Developmental Checklists. Documentation gathered in the form of notes, matrices, and photos will be uploaded and stored online. Work samples may be uploaded (recommended) or kept in child's assessment folder. Teachers who choose not to upload work samples must enter a description and classification of work samples online as well as filing the actual work sample in the child's assessment folder.

The following student assessment data must be retained for a minimum of three years as specified in the grant agreement:

- *The Work Sampling System P-4 Developmental Checklist*
- *Work Sampling Online Narrative Summary*
- Documentation of Family Conferences

Assessment Requirements for New Teachers

New teachers (who have never taught in Georgia's Pre-K Program) will receive *Georgia's Pre-K Child Assessment* training as part of New Teacher Institute. From the beginning of school until completion of training, new teachers should gather documentation on children through observational notes, work samples and photos. If new teachers do not receive training until after the fall rating period, they are required to complete only the narrative portion of the Georgia's Pre-K Progress Report.

4.8 Parent Participation

The Pre-K provider must provide opportunities for parents to participate in their child's educational experience. Parents should be encouraged to volunteer their time, talents, and experiences in the classroom. Additionally, the Pre-K provider should conduct parent meetings to keep parents informed throughout the school year.

Information on each child's performance including the *WSO Narrative Summary* should be shared with parents or guardians at the two documented family conferences required during the school year. Documentation of these conferences should be kept in each child's on-site file.

4.9 Student Discipline

Georgia's Pre-K is a division within Bright from the Start: Georgia Department of Early Care and Learning (DECAL). Georgia's Pre-K Program's policy regarding discipline is consistent with the Core Rules set for in the Rules for Child Care Learning Centers, Chapter 591-1-1-.11 (discipline) as follows:

Disciplinary actions used to correct a child's behavior, guidance techniques and any activities in which the children participate or observe shall not be detrimental to the physical or mental health of any child in Georgia's Pre-K Program. Personnel shall not: physically or sexually abuse a child or engage or permit others to engage in sexually overt conduct in the presence of any child enrolled in their program; inflict corporal/physical punishment upon a child; shake, jerk, pinch or handle a child roughly; verbally abuse or humiliate a child which includes, but is not limited to, the use of threats, profanity or belittling remarks about a child or his family; isolate a child in a dark room, closet or unsupervised area; use mechanical or physical restraints or devices to discipline children; use medication to discipline or control children's behavior without written medical authorization issued by a licensed professional and given with the parent's consent; restrict unreasonably a child from going to the bathroom; punish toileting accidents; force feed a child or withhold feeding a child regularly scheduled meals and/or snacks; force or withhold naps; allow children to discipline or humiliate other children; confine a child for disciplinary purposes; commit any criminal act, as defined under Georgia law which is set forth in O.C.G.A. Sec 16-1-1 et seq., in the presence of any child enrolled in the program.

4.10 Record Keeping

Current year records must be maintained at the Pre-K site. The Pre-K provider must retain the following records for a minimum of **three** years as specified in their grant agreement for Pre-K services:

- Pre-K Child Registration form
- Student Roster Information form
- Daily child attendance records
- Class enrollment rosters

- Age documentation
- Residency documentation
- Assessment information (see Section 4.7)
- Documentation related to suspension and/or disenrollment
- Parent orientation and conference documentation
- Category One documentation
- Receipts and other financial records supporting expenses charged to Pre-K program (see Section 20.0)

5.0 Equipment, Materials, and Supplies

5.1 Basic Classroom Equipment, Materials and Supplies

Pre-K providers must maintain adequate and appropriate equipment, materials, and supplies for each Pre-K classroom. All equipment must be in good repair. Pre-K providers should refer to the *Georgia's Pre-K Program Basic Equipment, Materials, and Supplies Inventory List* for recommendations (See Appendix H).

5.2 Playground Equipment

Purchase of stationary playground equipment requires prior approval from a provider's Pre-K Consultant. Approval is granted on a case-by-case basis. Purchases of stationary playground equipment with Pre-K funds without prior approval may result in the return of the expended funds. See Section 22.2 for the deadline on these requests.

5.3 Instructional Technology

Approval is not required for technology items included in the *Georgia's Pre-K Program Basic Equipment, Materials, and Supplies Inventory List (Appendix H)*. For all technology items not on the list, prior approval is required from the provider's Pre-K Consultant. Using Pre-K funds to purchase technology items not listed on the *Georgia's Pre-K Program Basic Equipment, Materials, and Supplies Inventory List* may result in the return of the expended funds. See Section 22.2 for the deadline on these requests.

6.0 Delivery of Services

6.1 Program Administration and Supervision

Each Georgia's Pre-K program must designate an administrator to serve as Project Director. Each separate site housing Georgia's Pre-K classes must have an individual designated to serve as Site Director. The Site Director should be located on site at the Pre-K facility during the 6.5 hour instructional day. The designated Site Director can have other duties but should be able to focus on the operation of the program during the 6.5 hour day. Persons with other responsibilities such as teaching in another classroom or preparing meals may not serve as a Site Director. A Pre-K Lead Teacher or Assistant Teacher may not also serve as Project Director or Site Director.

6.2 Classroom Delivery

Each Georgia's Pre-K classroom must have the following:

- Licensed space for a minimum of 22 children

- A minimum of 20 and a maximum of 22 children enrolled (full funding is based on a class of 22 and **classes with fewer than 19 students enrolled will be considered for closure after the first roster submission**
- Two adults (lead teacher, assistant teacher, and/or substitute) must be present and actively involved with children during the entire 6.5 hours of instructional time each day of operation, with the exception of the one half to one hour nap time
- Approved equipment, materials, and supplies.

The maximum class size is 22 students. Exceeding the maximum number of enrolled children in a classroom may result in automatic probation. A Montessori setting serving more than 22 children requires prior approval AND the addition of staff to maintain the adult/child ratio of 1:11.

6.3 Program Delivery

The Pre-K program will provide 6.5 hours of instructional time, a minimum of 180 days per year for eligible children. Pre-K providers are required to prepare and provide a school year calendar that accounts for 188 days which includes a minimum of 180 days of instruction to children and 8 days of Pre-K related activities/duties for teachers (pre- and post-planning, staff development, in-service days). Set up and take down of the Pre-K classroom are expected to happen during pre- and post-planning days. Any changes to this requirement must be approved in writing by the program's Pre-K Consultant (see Section 1.3).

6.4 Orientation

An on-site orientation for all teaching and administrative staff and an orientation for families must be provided within 20 working days of commencement of Pre-K services for children. The school year calendar should be shared with Pre-K staff and with families during orientation meetings.

During family orientation, parents should receive written information concerning meal and extended day charges, including charges during times when children are out of school for holidays. Orientation provides an excellent opportunity for parents to complete the *Student Roster Information Form*, which captures gender, race/ethnicity, English language proficiency, and special education participation (Appendix D). Documentation of these orientation sessions should be available in on-site program files.

See Appendix I for *Suggested Topics to Discuss at Parent Orientation.* See Appendix J for *Suggested Topics to Discuss at Pre-K Staff Orientation.*

6.5 Licensing

The facility must meet the licensing requirements of the appropriate licensing agencies. At a minimum, the license must cover the 6.5 hour instructional program.

6.6 Substitutes

The Pre-K provider must ensure that a substitute lead teacher and/or substitute assistant teacher is present and working in the Pre-K classroom for each day that a lead teacher and/or assistant teacher is absent due to illness, required training, personal leave, etc. Refer to Section 14.0 for additional information.

6.7 Rest Time

To maximize instructional activities, rest time cannot exceed one hour per day except when necessary to address specific needs of individual children. Children who do not rest shall be given quiet activities such as books and puzzles. All children must have a covering (sheet) on their individual rest equipment (mat or cot) and a covering (blanket or sheet) for themselves. These items may be purchased with Pre-K funds or families may choose to supply them. During the scheduled rest period, a ratio of one adult providing direct supervision to 22 children is acceptable.

6.8 Other Program Components

- A "moment of silence" is an acceptable practice at mealtimes.
- Lunch, snacks, and supervised outdoor play are part of the Pre-K program.
  Breakfast may be included at the discretion of the Pre-K provider but should be offered prior to the start of the 6.5 hour instructional day or as part of the instructional program (i.e., a teacher-directed language development time, a center-time activity, etc.).

6.9 Program/Staff Hours

The 6.5 hours of instructional time should begin no earlier than 7:30 a.m. with hours of operation as delineated in the original approved application. The remaining working hours of the lead teacher and assistant teacher day must be used for Pre-K program activities such as parent conferences, meetings, instructional planning, documenting children's progress, and maintaining assessment portfolios, etc. Inappropriate duties for Pre-K teachers (lead and assistant) during the work day include, but are not limited to, bus driver, office manager, cook, and receptionist. Inappropriate use of Pre-K staff is unacceptable and may place the program on probation. This includes using staff during the Pre-K day to supervise children not enrolled in Georgia's Pre-K Program.

6.10 Transportation

Transportation services are optional and may be provided for enrolled Pre-K children at the discretion of the Pre-K provider. Transportation reimbursement shall be provided for any Category One child transported to and from the program on a daily basis as reported on rosters. The Pre-K provider may establish reasonable transportation zones (See Section 19.1 for reimbursement rate). Inaccurately reporting a child for transportation reimbursement will result in a reduction in payments and/or probation.

Field trips are considered part of the instructional program and are not considered transportation for purposes of reporting or funding.

6.11 Extended Day (Before and After School Care)

Bright from the Start does not require Pre-K programs to provide extended day services. Extended day services for Pre-K children may be provided at the parent's expense and choice. Fees for all Pre-K children participating in extended day services should be reasonable. Bright from the Start recommends that fees for extended day services not exceed $ (b)(4) per week. Income eligible families may receive services through the Child and Parent Services subsidized child care program (CAPS). These arrangements should be made between the center, parents, and local DFCS office. See Appendix K for the *Georgia Lottery Funded Pre-K Referral for Before/After School/Extended Day Form.*

7.0 Support Services

7.1 Objectives

Support services are a vital component to the success of the Pre-K program. Project Directors are responsible for carrying out the objectives (either directly or indirectly). The following objectives should serve as a guide for activities Pre-K providers should provide to all Pre-K children and their families:

Overall Objectives:

- Health – No child should exit the Pre-K program with an undetected condition that could hinder his/her ability to learn. Any child with identified needs should be referred to the proper resource or agency for access to and coordination of services. Documentation of referrals should be kept on-site.
- Child Development – Family knowledge of the child's development and involvement in their child's educational experience should be enhanced through informational seminars, volunteer opportunities at the center/school, parent/center conferences, etc. Families should be encouraged to read to their children daily and complete activities with their children.
- Community Resources – Upon request, families should be provided information about community resources such as GED, TANF, PeachCare for Kids, help in obtaining extended day services, etc.
- Kindergarten Readiness Initiative – Assistance should be provided to obtain all necessary documentation and health related requirements for kindergarten registration before the end of the Pre-K school year.

8.0 Program Fees

8.1 Program Fees

All children must receive the same instructional opportunities during the 6.5 hour instructional program day. Program fees may not be charged to Category One or Category Two families during this time. For example, if dance, art, or computer classes are included in the 6.5 hour day, these opportunities must be free and available to all Pre-K children.

Fees cannot be charged to any child/family for services needed to operate the instructional program, such as registration, curriculum fees, classroom supplies, etc.

8.2 Requests for Donations of Classroom Supplies

Georgia's Pre-K Program provides a per classroom allotment for supplies annually to all Pre-K programs. Pre-K programs may request donations of classroom consumable supplies such as paper, crayons, glue, etc. However, these requests must be reasonable and must not be a requirement for enrollment or participation in the Pre-K program. Solicitation of monetary donations for purchase of these supplies is not permissible. Requests can only be made for the actual items. Programs failing to adhere to this guideline or abusing this policy will be subject to probation or termination of funding.

8.3 Field Trip Donations

Field trips are a part of the instructional program. Programs may request a per child donation per field trip. Donations requested should not exceed a total of $ (b)(4) per child per year. Parents who participate in field trips may be charged a fee. If a child does not provide a donation, Pre-K funds may be used to provide the

field trip for that child. A child cannot be denied participation in a field trip based on whether or not a donation was received.

8.4 Fee Structure

Policies explaining the fee structure for non-Pre-K program days (e.g., holiday/vacation times, teacher work days) for Category One and Category Two children, transportation (optional), and/or food services for Category Two children must be given to each family in writing. A copy of these policies should be kept on file. Bright from the Start may request copies of individual Pre-K provider fee structure policies. While not required, Bright from the Start recommends that providers explain and have parents sign a statement that they have received written information explaining charges for non-Pre-K program days and any transportation or meal fees.

8.5 Category One Fees

Pre-K providers may not charge fees for transportation services, if provided, for Category One students during the 180 Pre-K program days.

Pre-K providers may **not** charge Category One children fees for food services. Pre-K funds may be used to purchase food if no Child and Adult Care Food Program (CACFP) funding is received.

8.6 Category Two Fees

The Pre-K provider may charge reasonable fees for health services, food services, and/or transportation services (if provided) to Category Two children/families.

8.7 Meal Fees

Bright from the Start recommends that Pre-K providers charge no more than $30 a week for meal fees to Category Two families. Pre-K providers may **not** charge Category Two families fees for food for any child for whom CACFP reimbursement is received. Parental complaints regarding excessive meal fees will be investigated.

Pre-K providers should contact their Pre-K Consultant about continued non-payment of meal fees by a Category Two family. Disenrollment will be at the discretion of Bright from the Start.

Pre-K providers should have a written policy regarding meals served at the program including whether or not outside food for meals is allowed in the center. Programs may set up their own policies regarding outside food; however, if the center allows food to be brought in for any other age group, then children enrolled in the Georgia's Pre-K Program must also be allowed to bring in outside food. Policies regarding meals should reflect compliance with the Americans with Disabilities Act.

8.8 School Uniforms

The purchase of school uniforms cannot be required for participation in Georgia's Pre-K Program. This includes special attire such as T-shirts for field trips. Centers with uniform policies may request that parents dress children in uniforms. However, eligible children cannot be denied access to the Pre-K program for failure to meet the request. Providers are urged to provide uniforms for those who cannot afford them. With prior approval, Pre-K funds may be used for this purpose.

8.9 Special Family Activities

Bright from the Start encourages Pre-K providers to plan family activities that focus on celebrating children's learning and participation in Georgia's Pre-K Program. Activities such as a field day, an open house, a family/child picnic, or a luncheon are recommended. All children should be included in these activities. Practice for programs should not negatively impact instructional time. Providers may not charge families any fees for participation in these programs.

9.0 Bright from the Start Monitoring and Technical Assistance

9.1 Pre-K Consultant Support

Bright from the Start Pre-K staff work closely with providers throughout the year and are available for consultation regarding onsite technical assistance, questions about the program, problems with maintaining enrollment, approval of equipment/materials/supplies requests, training needs, etc. Staff will provide specific technical assistance to help providers maintain compliance with program requirements and thereby allow them to maintain their funding viability.

9.2 On-Site Evaluation

Bright from the Start Pre-K staff will make announced and unannounced visits throughout the school year to monitor and evaluate program progress. The monitoring process delineates the responsibilities of administrators and teachers and allows a greater focus on classroom instruction. The evaluation procedures listed below are designed to help raise instructional quality across the state.

All Georgia's Pre-K programs will be required to complete the following instructional checklists. The checklists will be used to ensure that all classrooms meet Pre-K requirements. They are used as communication tools for project/site directors and teachers, monitoring tools for Pre-K consultants, and data reporting pieces for state level reporting.

- **Grant Requirement Checklist (Appendix R):** This checklist is used by the Project and Site Director to monitor the Pre-K grant requirements. It is meant to be used throughout the school year.
- **Instructional Quality (IQ) Guide for the Learning Environment (Appendix S):** This checklist is utilized by both teachers and directors to ensure that each Pre-K classroom is properly equipped with quality materials.
- **Instructional Quality (IQ) Guide for Daily Schedule (Appendix T):** This checklist is utilized by both teachers and directors to ensure that each classroom's daily schedule meets Pre-K guidelines.
- **Instructional Quality (IQ) Guide for Planning Instruction (Appendix U):** This checklist is utilized by both teachers and directors to ensure that lesson plan guidelines are being met. Teachers will use this checklist along with a required lesson plan template provided by Bright from the Start. Lesson plan templates are available on the Bright from the Start website.
- **Instructional Quality (IQ) Guide for Assessment: WSO Director Timeline (Appendix V):** This checklist is utilized by directors to ensure that all assessment requirements are being met.
- **Instructional Quality (IQ) Guide for Assessment: WSO Teacher Timeline (Appendix W):** This checklist is utilized by teachers to ensure that all assessment requirements are being met.

All Georgia's Pre-K sites are required to complete the Grant Requirement Checklist (GRC) and Instructional Quality (IQ) Guides. Pre-K Consultants will monitor the use of these checklists in the following ways:

- GRC Audit: Twenty percent of non-probation Pre-K sites are randomly selected each year to participate in one full monitoring visit to take place between October and April. During this visit, a Pre-K Consultant will review each checklist for completion and accuracy.
- Program Visits: Each consultant will review and use checklists to guide technical assistance at both the classroom and program level.
- All probation sites will be subject to full monitoring visits at multiple times throughout the year.

If a site or classroom does not meet at least forty five percent of the reviewed items, the consultant will refer the program to be reviewed for the Pre-K Quality Support Program. Based on the review, the site may be placed on probation or their funding will be discontinued.

9.3 Classroom Assessment Scoring System (CLASS) Visits

The CLASS will be used in Georgia's Pre-K classrooms to obtain classroom quality data. The CLASS will be completed utilizing four 20 minute observations, each followed by a 10 minute coding period. Repeated observation cycles help establish an accurate, complete picture of the classroom. CLASS scores will not be used for the purpose of individual teacher evaluation. Teachers will receive feedback showing how they compare to national and state averages. The results from the 2014-2015 data will be used to plan for professional development in subsequent years.

10.0 Probation

10.1 Definition and Reasons for Probation

Probation is a status that warns a provider of the possibility of funding loss due to program quality issues or failure to follow the *Pre-K Providers' Operating Guidelines*. Programs on probation are not guaranteed continuing classes for the following year. The grant agreement may either be held or not offered (see Section 21.6).

The following may place a Pre-K program on probation:

- Failure to meet at least forty five percent of the reviewed items during the GRC audit
- Failure to correct on-going Pre-K issues
- Multiple instances of failing to follow the *Pre-K Providers' Operating Guidelines*
- Failure to submit required reports, information and documents to Bright from the Start by due dates
- Failure to notify Bright from the Start of any changes in teaching staff
- Serious or repeated instances involving noncompliance with Bright from the Start program requirements (Pre-K, Child Care Services, Nutrition Services, Childcare and Parent Services (CAPS), or Audit/AUP)
- Disenrollment or extended suspension without prior approval (See Sections 3.11 and 3.12.)
- Ineligible student birthdates and lack of supporting birth documentation
- Lack of credentialed teaching staff (See Section 12.3 and 13.3)
- Exceeding the maximum allowance of 22 students per class
- Inaccurate roster reporting
- Moving a Pre-K class without permission from Bright from the Start

10.2 Probation Process

- Pre-K Consultants will use the checklists described in Section 9.2 to evaluate compliance with the requirements for Georgia's Pre-K Program. **The Pre-K Project Director must submit a written response for areas failing to meet requirements within 10 days of the evaluation.** A request for technical assistance may be included in the response.
- Programs that have excessive or ongoing unresolved areas of noncompliance will be referred to the Pre-K Quality Support Program resulting in a probationary status. Participation in this program is a two-year process.
- Sites participating in the Pre-K Quality Support Program will receive a minimum of three site visits during the school year to monitor and report on progress.
- An office conference with the Pre-K Project Director and Bright from the Start staff will be scheduled for programs on probation. During the meeting the probation process and the requirements for returning to good standing will be discussed.
- Targeted technical assistance based on identified needs and goals will be provided to programs participating in the Pre-K Quality Support Program.

10.3 Probation Funding Considerations

Programs not making adequate progress in the quality support program will be in jeopardy of losing Pre-K funding. Sites failing to make progress may lose funding for at least one class during the initial year of probation. Reducing the number of classes has been an effective means for quality improvement; it is easier to maintain quality with fewer classes. Sites with only one class may lose all Pre-K funding at the discretion of Bright from the Start. Sites with serious or repeated instances involving noncompliance with Bright from the Start program requirements (Pre-K, Child Care Services, Nutrition Services, CAPS, or Audit/AUP) may lose all Pre-K funding regardless of the number of years in the process.

10.4 Office Conferences

Bright from the Start reserves the right to schedule an office conference with any Pre-K provider. If an office conference is scheduled, requested participants are required to attend. Failure to participate in a mandatory meeting may result in immediate probation or possible termination of the Pre-K grant agreement during the program year.

10.5 Peer Review Process

Programs that continue to have unresolved probation issues, despite technical assistance, may have their Georgia's Pre-K Program grant agreement denied or revoked. In such circumstances, providers may appeal the Bright from the Start decision before a Peer Review Committee. The Peer Review process is not available to Pre-K programs identified with serious or repeated instances involving noncompliance with program requirements (Child Care Services, Nutrition Services, CAPS, Audit/AUP), fraudulent rosters or teacher credentials, audit (Pre-K or federal nutrition programs) irregularities, loss of nutrition program due to serious deficiencies, termination from CAPS, low enrollment, and/or repeated issues with teacher credentials.

PERSONNEL AND TRAINING

11.0 General Personnel Information

11.1 Records Check Determination

In accordance with O.C.G.A. § 20-1A-30 *et. seq.*, beginning January 1, 2014, prior to being present in a facility while children are present for care, all **new** employees shall receive a satisfactory fingerprint records check determination or have had an unsatisfactory determination reversed in accordance with O.C.G.A. § 20-1A-43. All employees hired prior to January 1, 2014, shall have on record a satisfactory local records check or have had an unsatisfactory determination reversed in accordance with O.C.G.A. § 20-1A-43. If Grantee is not a licensed child care learning center and participates in Georgia's Pre-K Program as approved by the Grantor, Grantee then must comply with O.C.G.A. § 20-1A-30 et. seq. or similar state or federal requirements. Grantee must allow, upon the request of the Grantor or its authorized representatives, the review of all necessary documentation for compliance purposes.

11.2 Employees

All Pre-K program personnel are employees of the Pre-K provider for whom they work, not Bright from the Start or the State of Georgia.

11.3 Reporting Teacher Changes

A *Teacher Change Notification Form* (Appendix N) will be automatically generated and sent through PANDA when a lead teacher or assistant teacher's information changes on a roster. Programs no longer send this form or credential information to Bright from the Start.

Lead and assistant teacher credentials are verified through the Professional Development Registry (PDR). It is the responsibility of the Project Director to ensure that credentials are current and correct in the system. Teachers should submit any documentation of credential changes to the PDR immediately and are required to update their PDR profile annually.

A change in credentials will be accepted for one past roster period only. For example, if a teacher is issued a Professional Standards Commission certification in October, but the change is not made until February, the new certified credential will only be retro paid for January. It is essential that rosters be maintained as current as possible.

12.0 Lead Teachers

12.1 Days of Service

All lead teachers are funded based on a full nine-month salary. Pre-K providers are required to staff each Pre-K class with a lead teacher for 188 days of service – 180 days of classroom instruction to Pre-K children (or the equivalent if a modified calendar is approved) and 8 days of Pre-K related activities/duties (pre/post planning, staff development, in-service days). Bright from the Start does not maintain personnel policies for Pre-K teachers. Pre-K programs should provide teachers with a contract or work agreement outlining sick leave and holiday policies.

Lead teacher payments are calculated using the verified credential of the lead teacher rate (See Section 11.3) multiplied by the actual number of days of employment each month. Pre-K classes without a sufficiently credentialed lead teacher are paid at the insufficient credential rate, which is equal to the assistant teacher salary.

12.2 Age Requirement

All lead teachers must be 21 years of age or older. **Exception:** Lead teachers who have a valid Bachelor degree or higher teaching credential do not have to meet the minimum 21 years of age requirement. The teacher must, however, meet the age requirement for the facility's licensing agencies.

12.3 Credential / Certification Requirements

The minimum education requirement for a Georgia's Pre-K lead teacher is a bachelor degree in Early Childhood Education or related degree. A lead teacher must have one of the following valid and current certificates or credentials from a nationally or state recognized institution approved by Bright from the Start. Questions or concerns about teacher credentials can be sent to: panda.teachers@decal.ga.gov.

Certified

Georgia teaching certificate issued by the Professional Standards Commission (PSC) in

- Early Childhood Education (P-5)
- Birth through Five
- Elementary Grades (P-8)
- Special Education General Curriculum Consultative/ECE (P-5)
- Special Education Preschool (Ages 3-5) Endorsement
- Birth Through Five Endorsement
- Out-of-state, valid, and current official teaching certificates in Early Childhood or Elementary Education (conditionally acceptable during the teacher's first Georgia's Pre-K school year only)

Only the certificates listed above qualify for certified teacher funding rates. PSC certification is verified through review of www.gapsc.com for all certified teachers. The "**Issue Date**" is the beginning date of certification for Georgia's Pre-K teachers. Bright from the Start does not issue waivers for certification; therefore, teachers who have pending certification are paid at the four-year credential level if their bachelor degree meets the requirements denoted below.

Four-Year College Degree

- * Major related to Early Childhood Education (ECE):
    - Birth through Five
    - Child and Family Development
    - Child Development
    - Early Childhood / Special Education
    - Early Childhood Care & Education
    - Early Childhood Development
    - Early Childhood Education
    - Elementary Education
    - Family and Consumer Science

  - Home Economics
  - Infant and Child Development
  - Special Education
- **Psychology or Social Work major, plus one of the following:
  - Associate degree with ECE major
  - Montessori diploma
  - Technical College Diploma (TCD) with ECE major
  - Technical Certificate of Credit (TCC) with ECE major
  - Child Development Associate (CDA) credential
- Non-Early Childhood Education Degree
  - The non-ECE degree must have 15 semester or 25 quarter hours of accumulated ECE-related coursework **within** the non-ECE degree
- PSC Endorsements
  - Education field specified with P-12 endorsement in field/content area (paid at the four year degree level)

Associate Degree or Montessori Diploma

Lead teachers who were approved in the 2009-2010 school year with an approved ECE Associate Degree credential will be considered approved as long as they continue employment as a Pre-K lead teacher with the same program. If a Pre-K lead teacher holding an Associate Degree credential leaves the current site in which he/she is approved, he/she will be required to meet the minimum Bachelor Degree requirement in any new classroom. If the site currently approved to have an Associate Degree credentialed teacher replaces that teacher, the minimum education requirement of a Bachelor Degree or higher credential will apply. No exceptions will be made.

12.4 Out-of-Country Credentials

Degrees completed outside of the U.S. or in a U.S. commonwealth or territory must have a course evaluation from an approved PSC/PDR foreign credential evaluator. The list of approved evaluators may be accessed at http://www.gapsc.com/Certification/AcceptedCredAgencyList.aspx

12.5 Online Credentials

Online degree programs can be verified through the Commission on Colleges, Southern Association of Colleges and Schools at www.sacscoc.org or with the U.S. Department of Education, Office of Postsecondary Education at http://ope.ed.gov/accreditation. Other online degree programs may be acceptable with proof of approved credibility and certification.

12.6 Salaries - Lead Teachers

Bright from the Start requires Pre-K providers to pay lead teachers a minimum salary based on the teacher's credentials. This minimum salary reflects (b)(4) % of the salary funded by Bright from the Start to the provider. The minimum salary does not include any additional benefits the teacher may receive.

Providers have the ability to set salary levels as long as the minimum salary listed in the following chart is met:

Credential		Provider Receives	Minimum Salary Requirement
PSC Certified		$ (b)(4)	$ (b)(4)
FLD808	Early Childhood Education (P-5)		
FLD870	Birth Through Five		
FLD702	Elementary Grades (P-8)		
FLD708	Special Education General Curriculum Consultative / ECE (P-5)		
FLD826	Special Education Preschool (Ages 3-5) Endorsement *[Plus one of the (P-12) Field Codes listed below]*		
FLD871	Birth Through Five Endorsement *[Plus one of the (P-12) Field Codes listed below]*		
Out-of-state Certified (ECE/ELEM) for one year only			
Four-year College Degree		$	$
Major related to Early Childhood Education (ECE) **refer to list in section 12.3*			
Psychology major PLUS approved ECE credential ***refer to list in section 12.3*			
Social Work major PLUS approved ECE credential ***refer to list in section 12.3*			
Non-Early Childhood Education Degree (must have 15 semester or 25 quarter hours of accumulated ECE-related coursework within the non-ECE degree)			
PSC Endorsements in **ONE OF THE FOLLOWING (P-12) FIELD CODES LISTED BELOW**			
FLD704	Educational Leadership		
FLD705	Educational Leadership Pre-Service		
FLD706	Educational Leadership Building-Level		
FLD707	Educational Leadership System-Level		
FLD709	School Counseling		
FLD711	School Psychology		
FLD715	School Social Work		
FLD722	Sp Ed Visual Impairment		
FLD729	School Nutrition Director		
FLD732	Reading		
FLD760	Health Education		
FLD761	Health/Physical Education		
FLD764	Art		
FLD767	Music		
FLD768	Sp Ed Physical & Health Disabilities		
FLD777	Sp Ed Learning Disabilities		
FLD778	Sp Ed Behavior Disorders		
FLD780	Gifted (P-12) Consultative		
FLD797	Sp Ed Deaf Education		
FLD798	Sp Ed General Curriculum		
FLD799	Sp Ed Preschool (ages 3-5)		
FLD801	Audiology		
FLD802	Speech and Language Pathology		
FLD805	Sp Ed Adapted Curriculum		
FLD813	Media Specialist		
FLD820	Dance		

FLD821	Drama		
FLD885	English To Speakers of Other Languages (ESOL)		
FLD910	Sp Ed Math Cognitive Level (P-5)		
FLD920	Sp Ed Science Cognitive Level (P-5)		
FLD930	Sp Ed Language Arts Cognitive Level (P-5)		
FLD940	Sp Ed Social Science Cognitive Level (P-5)		
FLD950	Sp Ed Reading Cognitive Level (P-5)		
Two-year College Degree (Pay rate applies only for lead teachers approved at the Associate Degree credential prior to the 2010-2011 school year. This pay rate does not apply for any other teacher or assistant teacher holding these two-year degree level credentials.)		$ (b)(4)	(b)(4)
Associate of Science /Arts (ECE or related)			
Associate of Applied Science/Technology (ECE or related)			
Montessori Diploma (ECE, min. two years coursework)			
Insufficient Credential *Must be paid at 100%*		$	$

Salaries are negotiated between the provider and the teacher. Providers are required to pay lead teachers a minimum of (b)(4) % of the total salary funded by Bright from the Start. The minimum salary does not include any benefits the teacher may receive.

Pre-K providers should address questions about teaching credentials to panda.teachers@decal.ga.gov. Pre-K providers should address questions about teacher salary to panda.finance@decal.ga.gov.

12.7 Training & Experience (T & E)

Certified Pre-K teachers for the 2010 - 2011 school year who received a T & E supplement will be eligible to continue receiving the supplement. Training & Experience is capped at the level achieved at the end of the 2010 - 2011 school year. If a teacher moves from one school system to another, with no break in service, T & E follows as continuous service in Georgia's Pre-K.

Certified Pre-K teachers employed in private centers are not eligible for T & E supplement.

Newly hired teachers, including teachers who have been employed in other grades but are new to Pre-K, are not be eligible for the T & E supplement.

13.0 Assistant Teachers

13.1 Days of Service

All assistant teachers are funded based on a full nine-month salary. Pre-K providers are required to staff each Pre-K class with an assistant teacher for 188 days of service – 180 days of classroom instruction to Pre-K children and 8 days of Pre-K related activities/ duties (pre/post planning, staff development, in-service days).

13.2 Employment Requirements

An assistant teacher must meet be 21 years of age or older. **Exception:** Assistant teachers who have a valid AA credential or higher teaching credential do not have to meet the minimum 21 years of age requirement. The teacher must, however, meet the age requirement for the facility's licensing agencies.

13.3 Credential/Certification Requirements

Any ONE of the following credentials/degrees listed below will meet the credential requirement for a Pre-K assistant teachers:

- Valid Paraprofessional Certificate (issued by the Georgia Professional Standards Commission)
- Valid Child Development Associate (CDA) credential (issued by the Council for Professional Recognition)
- TCC (Technical Certificate of Credit) in Early Childhood Education
- TCD (Technical College Diploma) in Early Childhood Education
- AA, AS, AAS, AAT (Associate Degree)
- BA, BS (Bachelor Degree)
- Georgia PSC Certified Teacher
- MA, MS (Master's Degree)
- Specialist Degree or PhD

A CDA credential is valid for three years from the award date, after which it may be renewed in five-year increments. Information regarding the CDA credential is available through the Council for Professional Recognition at www.cdacouncil.org.

Information on obtaining a CDA or higher credential or degree is available through your local child care resource and referral agencies, www.caresolutions.com, https://www.training.decal.ga.gov/bfts/childDevelopmentAssociate.doc, and www.decal.ga.gov.

For information regarding the Technical Certificate of Credit, please refer to http://decal.ga.gov/BftS/ProfessionalDevelopmentRegistry.aspx, or go to the Technical College System of Georgia website at www.tcsg.edu for enrollment information.

13.4 Salaries – Assistant Teachers

All credentials for an assistant teacher will be paid at the minimum rate of $(b)(4) Providers are required to pay (b)(4) percent of the total salary funded by the Department for assistant teachers. The minimum salary amount does not include any benefits the assistant teacher may receive.

14.0 Substitute Teachers

14.1 Substitute Teacher Employment Requirements

The Pre-K provider must ensure that a substitute lead teacher and/or substitute assistant teacher is present and working in the Pre-K classroom (during the 180 day student school year) for each day that a lead teacher and/or assistant teacher is absent.

A substitute teacher must meet ALL of the following minimum requirements:

- Must be 21 years of age. Exception: Substitute teachers who have a valid AA credential or higher teaching credential do not have to meet the minimum 21 years of age requirement. The substitute teacher must, however, meet the age requirement for the facility's licensing agencies.

- Possess a high school diploma or its equivalent
- Satisfactory Records Check Determination

14.2 Short-Term Substitutes

A short-term substitute is a substitute who serves in the Pre-K classroom while a lead or an assistant teacher is out of the classroom due to illness, personal leave, or professional development training. A short-term substitute may serve in the classroom anywhere from a few hours up to three weeks. No prior approval from Bright from the Start is needed for a short-term substitute. If a lead or assistant teacher will be out for more than three continuous weeks, then a long-term substitute must be used.

14.3 Long-Term Substitutes

A long-term substitute is a substitute for the lead teacher or assistant teacher who will be in the Pre-K classroom for longer than three weeks. Programs are required to submit a *Long-Term Substitute Request Form* (Appendix M) to their Pre-K Consultant for approval. Requests will only be approved for extended medical leave, maternity leave, or a student teaching program. Programs should attempt to hire long-term substitutes with a credential equivalent to the credential of the original lead teacher. If the substitute has a credential that is higher than the lead teacher, he or she should be entered on the roster so payment can be adjusted accordingly. When the lead teacher returns, the roster should be updated to show the original lead teacher. If a lead or assistant teacher will be out of a classroom for longer than three weeks for other reasons, a new teacher should be hired and submitted through the roster process.

The Pre-K Consultant will review any requests for long-term substitutes and contact the program for any additional information if needed. Once the program receives approval, the approval should be kept on file. The program is responsible for informing the Pre-K Consultant of any changes such as a change in return date for the teacher or a change in substitute teachers. No roster changes for long-term substitutes are needed. Funding for long-term substitutes will be determined by Bright from the Start.

15.0 Professional Development

15.1 Professional Development Registry

The Professional Development Registry (PDR) is a database specifically for those who work directly with young children or on their behalf. The Registry (PDR) combines education, experience and training and assigns all registrants one of twelve levels on the "Career Level" chart. Supporting documents must be submitted to confirm educational attainment and training. Supporting documents include official transcripts, training certificates, copies of CDAs and technical college credentials.

The Registry reviews transcripts and credentials to help determine if teachers meet the educational requirements for their role in a Georgia's Pre-K class. Until they are enrolled in the Registry, their eligibility to serve in the lead or assistant teacher role has not been established. Project directors must enter staff in PANDA, but the PDR is an individual – based system and staff must enroll themselves.

Lead and assistant teachers must be enrolled in the PDR before a roster is submitted where they are assigned as the lead or assistant teacher in a classroom. A teacher hired after a roster submission (between submissions) must be registered prior to the next roster submission. A PDR number is required in PANDA for all Georgia's Pre-K lead teachers and assistant teachers.

If a teacher has been certified as a Georgia teacher or paraprofessional through the Professional Development Standards Commission (PSC), the teacher should indicate this when he/she registers in the PDR. If not, he/she will need to follow the email instructions from the PDR and submit the requested proof of what he/she entered in the PDR. Any level of degree must be supported by an official transcript from an accredited institution. If a teacher's credential cannot be verified, an email from PANDA will prompt the Project Director to have the teacher review their PDR profile and submit the appropriate credential information.

Failure to have credentials current and verified in the PDR will affect Pre-K payments. It is imperative that project directors verify that credential information is correct on rosters. Project directors should also confirm that teachers have registered in the PDR, submitted required documentation to the PDR, and the PDR has verified the credential. PDR career level must be 8 or higher for a Pre-K Lead Teacher position, or 4 or higher for an Assistant Teacher position. For additional career level information, refer to http://decal.ga.gov/documents/attachments/CareerLevelsFinal110813.pdf.

Questions regarding the PDR should be directed to http://pdr.decal.ga.gov or 1-866-258-7737. Questions regarding Pre – K policy should be directed to PreK@decal.ga.gov.

15.2 Purpose of Professional Development for Teachers

Bright from the Start offers multiple professional development opportunities for Pre-K teachers. Professional development training is intended to enhance the skills and knowledge of teaching staff already prepared to teach in the Pre-K program. Each provider is responsible for ensuring that all teaching staff is qualified and able to deliver quality instruction on the date they are hired. Lack of availability of Bright from the Start sponsored teacher professional development should not impact the ability of staff to deliver quality instruction to Pre-K children.

15.3 Requirements of Professional Development

To maintain quality standards, annual professional development is required for all staff directly associated with the Pre-K program. Staff attendance at required training sessions will be verified by a Pre-K Consultant. Failure of providers and their staff to participate in required training will place their program in noncompliance and may result in probation. Bright from the Start cannot guarantee training will be held in a specific region. **All teachers must be registered for training by November 1, 2014.**

15.4 Attendance at Professional Development Training

All administrative, teaching, and support staff listed below must complete Bright from the Start sponsored professional development annually. Additional details about professional development requirements for the 2014-2015 school year will be released in late July 2014.

- Project Directors
- Site Directors / Principals
- Lead Teachers
- Assistant Teachers

All lead teachers and assistant teachers working in Georgia's Pre-K classrooms are required to meet the professional development requirement, including additional staff in Montessori classrooms and inclusion classrooms. Bright from the Start sponsored professional development is provided free of charge.

The Pre-K Project Director is responsible for distributing professional development and training information to their sites and all personnel. Pre-K providers can register staff at: www.decal.ga.gov/trainingregistration. For help with professional development needs, Pre-K providers should call the Training Registration Department at 404-463-4109.

15.5 No Shows and Repeat Training Penalty

"No shows" at training will be charged $[redacted]. Providers who register participants for training and do not cancel in writing (fax to 404-463-1569 or e-mail to training.services@decal.ga.gov) prior to 24 hours before the start of the professional development/training are defined as "no shows." (See Appendix Q for *Pre-K Training Cancellation Form*). Providers cannot substitute inappropriate staff in the place of a staff registered for training. For example, if a lead teacher cannot attend training, a Site Director cannot attend for him/her. In the case of a "no show," $[redacted] for each participant will be deducted from the next Pre-K payment. In the case of a dispute, the provider must present written confirmation from Bright from the Start that the training was cancelled within the required time frame.

"Repeat training" or "incorrect training" for teaching staff will also result in a $[redacted] charge. Providers should review the training history page in the BFTS Training Registration System for new and returning teachers to determine what Bright from the Start professional development/training they have taken in the past before registering them for training for the current school year. In the case of a "repeat or incorrect training," $[redacted] for each participant will be deducted from the next Pre-K payment.

15.6 Child Care Licensing Information Regarding Training

All Bright from the Start sponsored training is approved for licensing purposes for second year* lead teachers and assistant teachers. One hour of training counts as one hour of required training for licensed child care learning centers for regulatory purposes. First year* lead teachers and teacher assistants, who have not worked in a Pre-K program at another site, may utilize only four clock hours of Best Practices training toward their mandatory 10 hours of training.

**First year and second year refer to number of years a teacher has worked at the center in all capacities, not just Pre-K. See Bright from the Start's Rules for Child Care Learning Centers, Chapter 591-1-1-.33 (Staff Training).*

15.7 Professional Development/Training Reimbursement to Staff

Pre-K funds should be used to pay for substitutes and costs associated with staff travel (lodging and meals in conjunction with overnight travel, mileage, parking, etc.) to all required professional development/training sessions. Pre-K funds should cover salaries and wages as well as travel expenses for staff when attending required sessions.

Bright from the Start recommends that Pre-K providers develop and distribute travel/expense reimbursement policies to employees prior to travel; that providers discuss travel/expense policies with

employees; and that providers ask employees to sign a statement that they understand the policies before they travel.

FUNDING

16.0 Grant Award Notification and Budgets

16.1 Awarding of Grant Agreements

For the 2014-2015 school year, programs will receive their Georgia's Pre-K Grant Agreement via email. Grant agreements will be awarded to Pre-K providers subject to funding availability, previous program compliance (for continuation programs in good standing), and identified regional need. Compliance and good standing with other Bright from the Start programs (Child Care Services, Nutrition Services, Audits, CAPS, and Quality Initiatives) are also considered before awarding a grant agreement. Programs are considered in "good standing" if they have maintained full classes, met all program and reporting requirements, met child care licensing regulations if applicable, met federal nutrition program rules if applicable, have no unresolved audit or reconciliation issues, and are not on probation.. Bright from the Start will enter into a grant agreement with public and private providers for Pre-K services.

Low Roster Numbers – Any provider reporting fewer than 19 children on the final roster of the 2013-2014 school year will not automatically be awarded a continuation class. Bright from the Start will review final rosters; contact providers directly concerning low numbers of children; and make a final determination about continuation of services.

Classes with fewer than 19 students enrolled will be considered for closure after the first roster submission.

In past years, providers have operated partially or fully funded private classes in an effort to receive funding from Bright from the Start. **Providers must understand that operating private classes or funding classes at their own expense does not guarantee Bright from the Start funding.** Parents should be informed prior to the beginning of school if their children are enrolled in a class that is not funded by Bright from the Start.

16.2 Notification and Grant Award Agreements

- Notification will include information on numbers of classes/children to be served.
- The first of 10 operating payments will be processed by August 12, 2014 for providers with executed grant agreements.

Note: All payments are subject to state data processing and bank processing delays.

16.3 Class Budget

Classes with enrollments of 22 students will receive full funding. Funding for classes with fewer than 22 students will be reduced by 1/22nd for each child below 22. Classes with fewer than 19 students are subject to cancellation at the discretion of Bright from the Start.

16.4 Grant Agreement Signatory

The legal signatory (CEO, COO, CFO, President, Sole Proprietor, School Superintendent) who has apparent authority or legal authority for the program/company/school system/etc. applying for the grant must sign the grant agreement.

16.5 Multi-County and Multi-Program Pre-K Providers

Bright from the Start will issue one operating grant agreement containing separate funding amounts for each site. Funds are class-specific; therefore, Pre-K providers must spend the required minimum levels for teacher salaries and supplies for each class at each site.

16.6 Funding Calculation

Payments are calculated at the class level summing the instructional and non-instructional components for the class and then prorating the summed amount by the number of eligible children being served. The number of eligible children is calculated on a half-month convention based on submitted roster data.

17.0 Expenditure Requirements

17.1 Expenditure Guidelines

The following expenditure guidelines apply to all Pre-K providers:

- The Pre-K provider may use no more than six percent of the budget for administrative expenses. However, when completing the reconciliation report, the provider should enter the total amount of allocated administrative expenses incurred even if the total amount exceeds six percent.
- All programs must spend a minimum of $(b)(4) per classroom on classroom equipment, replacement classroom materials, classroom supplies, and/or additional classroom materials. These funds are included in the Pre-K operating grant agreement.
- Classroom supplies and materials should be selected from the *Georgia's Pre-K Program Basic Equipment, Materials, and Supplies Inventory List* (Appendix H). Flexibility related to classroom computer technology purchases and playground equipment is provided with prior approval from the Pre-K Consultant, once the classroom is adequately equipped. (See Sections 5.2 and 5.3).

17.2 Record Keeping

The Pre-K provider is required to keep all receipts and other records necessary to support figures reported on the annual reconciliation report. If a Pre-K program is audited and receipts and other records are not available to support these amounts, funds must be returned to Bright from the Start. Examples of such records include, but are not limited to:

- Canceled check copies (front and back)
- Bank statements
- Paid invoices
- Federal and state payroll records
- EFTPS or other evidence of taxes remitted to regulatory agencies
- Timesheets
- Pre-K grant agreement
- Original receipts for equipment, materials, and supplies for Georgia's Pre-K classrooms
- Documentation of Pre-K's portion of operating expenses
- Special allotment funding
- Approval documentation for special allotment funding purchases
- Approved waivers
- Appropriate allocation methodology

The Pre-K provider shall maintain full and complete program funding and expense records pertaining to the grant agreement for a period of three years beyond the ending date, or until all litigation, claims, or audit/review findings involving the records have been resolved if such claim or audit/review is started before the expiration date of the three-year period.

Misuse of funds may result in denial of current and future participation in the Pre-K program and/or in prosecution. See Section 20.0 for more details on audits/reviews.

18.0 Reimbursement Process

18.1 Automatic Deposit of Funds

All payments will be deposited in the Pre-K provider's bank account via an Electronic Funds Transfer (EFT) process. Appropriate forms and instructions to allow for EFT were included in the application package. Providers are responsible for the correct routing of their payments by promptly notifying Bright from the Start of changes in bank account information or ownership. Providers are responsible for reviewing their monthly payments and payment documentation each month. After May 11, 2015, all Pre-K payments shall be final. No additional corrections, adjustments, or payment processing shall be made after this date.

18.2 Enrollment Requirements for Funding

Pre-K providers are expected to maintain the class enrollment levels specified in their grant agreement. Enrollment below 22 students will reduce payments.

18.3 Payments

Operating funds will automatically be deposited in accounts in 10 monthly payments beginning in August 2014.

- Georgia's Pre-K payments will be processed by the 12th of each month or the next business day. The deposit will occur within 3 to 7 business days from the processed date in PANDA. Payments may be delayed if the Georgia Pre-K Grant Agreement has not been executed, class roster information has not been successfully submitted, or if the class, site or program's payment has been placed on hold.
- All payments are subject to state data processing and bank processing delays.
- The final Pre-K payment for the year will be the May 2015 payment.
- If teacher salary is prorated over 12 months, programs may pay personnel summer salaries from 2014-2015 school year funds.
- Providers who incur summer salary personnel expenses for teaching staff for the 2014-2015 school year should have written policies in place for payment of staff from funds other than Pre-K funds.
- Pre-K providers who maintain constant enrollments and uninterrupted teacher credentials will receive the equivalent of 10 equal payments for the school year. If these requirements are not met, individual payments will be adjusted accordingly.

18.4 Schedule of Payments

Ten (10) Payments	Level of Teacher Credentials and Number of Children	Ten (10) Months
Payment Processed on or Before	**Based On**	**For the Month of**
August 12, 2014	Grant Agreement	August
September 12, 2014	Grant Agreement	September
October 12, 2014	Roster 1	October
November 12, 2014	Roster 1	November
December 12, 2014	Roster 2	December
January 12, 2015	Roster 2	January
February 12, 2015	Roster 3	February
March 12, 2015	Roster 3	March
April 12, 2015	Roster 4 (Final)	April
May 12, 2015	Roster 4 (Final)	May

18.5 Calculation of Payments

Payment calculations are based on student enrollment and the lead teacher credentials for each class as reported on the submitted roster.

- The August 2014 and September 2014 payments will be based on the executed grant agreement.
- If the enrollment and the lead teacher credential reported on each of the required rosters remains consistent with the approved grant agreement, no funding adjustment will be made.
- Roster data is critical to the payment calculation. As students leave the class or new students are added, current and prior payments will recalculate the total number of eligible children served each month using a half-month convention to retroactively recover overpayments or pay additional amounts for each class. Recording accurate begin dates and end dates for students and teachers on each roster is required to ensure accurate payment calculations.
- Lead teacher credentials and the number of enrolled children will be monitored. Lead teacher credentials must be verified in the Professional Development Registry (PDR). If the credential cannot be verified; differs from the credential specified in the grant agreement; or differs from the credential reported on the roster, payments will be adjusted to the credential level that can be verified. Payments will be retroactively adjusted for changes in teacher credentials.
- Attendance and enrollment records are subject to review and audit upon request. Students found to be enrolled for the same period of time in more than one class will require proof of enrollment and attendance. Payments will be retroactively adjusted for changes in student enrollment.

No additional corrections, adjustments or payment processing will be made after May 13, 2015 or within five business days after receipt of the final scheduled payment from Bright from the Start in accordance with the grant agreement (whichever occurs first).

Payment Disputes

If the provider's payment does not reflect the number of students on the submitted roster and/or the verified lead teacher credential that was entered, the provider may submit a payment dispute. Payment disputes must be submitted by May 8, 2015.

18.6 Rosters

Roster data is critical and must be accurate for students' and teachers' information. Roster information is subject to audit and must be substantiated by enrollment and attendance records for students and documentation of credentials for teachers.

The first roster should include the names and information for children who attended Pre-K since the beginning of the school year. All changes up until the count date should be reflected on the first roster. **Children who have enrolled or registered for Pre-K but have not attended a scheduled Pre-K instruction day should not be reported on the first roster.** (Exception: If the class instruction begins after the first roster is due, the Pre-K provider will need to report "registered" students beginning as of the count date.)

Subsequent rosters should include any changes made from the previous roster count date. Dates must be accurate for beginning and ending points for children and teachers so that a reduction in payment does not occur. Inadvertently reporting inaccurate roster data will increase the probability that payments are reduced. Rosters and attendance documentation (kept in the classroom) must match. **Programs will be charged $[redacted] for each roster submitted with a child listed who is not actively enrolled and present in the classroom within the 10 school days period prior to the count date.** The exception would be children on extended medical or other approved leave. Appropriate leave documentation should be maintained on site.

Charges for inadvertently reporting inaccurate roster data will be deducted from the next Pre-K payment. Continued instances of such reporting will result in a graduated increase of $[redacted] per roster error. For example, if a program reports two children with the wrong start date on a roster, there will be a charge of $[redacted] ($[redacted] per child); if the same program reports three children with the wrong end date on the next roster, there will be a charge of $[redacted] ($[redacted] per child plus an additional $[redacted] per child); if the same program reports inaccurate information for the lead teacher on the next roster, there will be a $[redacted] charge ($[redacted] plus an additional $[redacted]). Inaccurate reporting may result in probation or termination of the grant agreement.

Adjustments in roster data will be made for the current roster period only.

Duplicate children are children who appear on more than one roster for the same reporting period. Since only one provider can be paid for the child, the provider who presents evidence that the child was in attendance at the time shall receive payment while the other provider will have their payment reduced. To reduce the number of "duplicate children," Bright from the Start recommends that providers contact the family of a child absent for three consecutive days to find out the reason for the absence. Contacting the parent can reduce the number of children kept on the attendance rolls of one program when they might be attending another program.

The Pre-K provider is responsible for replacing any child who leaves as soon as possible, to prevent their payment from being reduced. Children who have been absent for 10 consecutive days without a reasonable excuse must be removed from the roster, but this does not mean that a child should be kept on

the roster for 10 days after their last day of attendance. The end date is the last day the child physically attended the program.

Roster based payments shall not be made until the required roster information is submitted.

Roster	Count Day	Due to Bright from the Start
1st	September 5, 2014	September 12, 2014
2nd	November 7, 2014	November 14, 2014
3rd	January 9, 2015	January 16, 2015
4th	March 18, 2015	March 20, 2015

Failure to submit rosters by the due date will result in delayed payments. Rosters submitted after the due date may result in payments being processed by Bright from the Start after all other payments have been made. For example, if the first roster is received after September 19, 2014, the October payment will not be processed until the roster is received. If the second roster is received after November 19, 2014, the December payment will not be processed until possibly three weeks after the roster is received. Providers usually receive their payments within three to seven days after Bright from the Start processes the payment. Continued delays in submitting rosters will result in probation (refer to Section 10.1).

18.7 Fraudulent Reporting on Rosters

Any person who knowingly and willfully makes a false, fictitious, or fraudulent statement or representation in a statement to a government agency may be guilty of a felony of a violation of Code Section 16-10-20 of the Official Code of Georgia. Any person, firm, corporation, or other legal entity that 1) knowingly presents or causes to be presented a false or fraudulent claim for payment or approval or 2) knowingly makes, uses, or causes to be made or used a false record or statement material to a false or fraudulent claim, shall be liable for civil penalties. The civil penalty can range from $ (b)(4) to $ (b)(4) for each false or fraudulent claim, plus three times the amount of damages sustained by the government because of such act pursuant to Code Section 23-3-121 of the Official Code of Georgia.

19.0 Funding Information

19.1 Program Summary Chart

Based on the **State Fiscal (Financial) Year 2015*** budget approved by the Georgia General Assembly, the following rates will be in effect for the 2014-2015 school year.

** 2015 State Fiscal Year and 2014-2015 school year refer to the current operating year*

Private Sector Rates Per Child

Lead Teacher Credential (See Section 12.3)	Zone One Annual Rate	Zone One Monthly Rate	Zone Two Annual Rate	Zone Two Monthly Rate
Certified	$ (b)(4)	$ (b)(4)	$ (b)(4)	$ (b)(4)
Four-Year College Degree	$	$	$	$
Two-Year College Degree Montessori Degree	$	$	$	$

Zone One includes these counties: Camden, Cherokee, Clayton, Cobb, DeKalb, Douglas, Fayette, Forsyth, Fulton, Hall, Gwinnett, Henry, Paulding, and Rockdale.

Public School Sector Rates Per Child

Lead Teacher Credential (See Section 12.3)	Annual Rate	Monthly Rate
Certified	$ (b)(4)	$ (b)(4)
Four-Year College Degree	$	$
Two-Year College Degree (AA, AS, AAS, AAT) Montessori Degree	$	$

Funding rates reflect salary, benefits, and operating expenses for the core program. Additional funds are added for transportation services for Category One children.

Transportation services for Category One children are not mandatory. Transportation will be paid monthly based on submitted roster data at a rate of $ (b)(4) for each eligible child.

19.2 Local School System Salary Information

Local school systems will ONLY receive a training and experience factor (T & E) as a component of certified lead teacher salaries for eligible teachers. Training & Experience was capped, but not eliminated, for all returning Pre-K lead teachers employed by local school systems at the level earned at the end of the 2010-2011 school year. Pre-K lead teachers employed in a board of education (BOE) Pre-K classroom during the 2010-2011 school year will continue to receive T & E at the level achieved at the end of the 2010-2011 school year as long as the teacher remains continuously employed as a Pre-K lead teacher by a board of education.

- T & E will not be paid for newly-hired Pre-K lead teachers.
- T & E will not be paid to teachers transferring from another grade into Pre-K.
- T & E will not be paid to teachers transferring from non-BOE Pre-K to BOE Pre-K.
- Assistant teachers (paraprofessionals) have never received T & E in the Pre-K grant.

For programs that pay their lead teacher and assistant teacher over 12 months (i.e., July and August summer salaries for program services ending by June 30, 2015), salary/benefit expenses **must** be accrued using current Pre-K funds for these costs.

20.0 Audit and Accounting Requirements

20.1 Reconciliation Report

Pre-K providers must provide Bright from the Start with a reconciliation report spanning the dates of the grant agreement. The purpose of the reconciliation report is to provide an actual accounting of all of the providers expenditures related to Pre-K. This report shall demonstrate that funds were spent in appropriate categories for their intended uses. Supporting documentation must be maintained and provided upon request from Bright from the Start. (See Section 17.1 and 17.2). Closeout procedures and forms regarding the 2014-2015 year-end reconciliation process will be forwarded to Pre-K providers during July 2015.

Funds paid by Bright from the Start for Pre-K services can be used to cover costs of the Pre-K program only and the Pre-K program's prorated share of other allowable expenses expensed through normal operation of the facility. Allowable expenses are those ordinary and necessary expenses directly benefiting or resulting from Pre-K program operations.

Generally Accepted Accounting Principles (GAAP) provides authoritative guidance that must be followed for identifying the appropriate basis for allocating shared costs. The basis of allocating costs should be similar to the unit of measure for incurring the costs or consuming the expensed item. Examples include using a square footage basis for rent/mortgage expenses and utilities, and a per person or average daily attendance basis is appropriate for office supplies, management staff, and transportation services if provided. Expenses must be allocated using the most logical basis for the costs incurred. For example, food costs would be allocated based on the number of children rather than square footage.

Expenses involving related parties must also be charged in accordance with GAAP. Related parties are one or more entities subject to the significant influence over the operating and financial policies of another entity. Providers involved in related party transactions with their centers should survey the surrounding business area and provide support that financial charges to the Pre-K program are within the range of same or similar arms-length transactions for their area. An example of related party transactions is when the owner of the facility is paid rent by the Pre-K program.

Private providers must submit this reconciliation report by August 30, 2015 for the 2014-2015 school year. Local school systems must submit this reconciliation report by September 30, 2015 for the 2014-2015 school year. Providers must submit reconciliation reports electronically via PANDA (See Appendix O for the *Pre-K Year End Reconciliation Report.*)

If a provider does not complete and submit the reconciliation report, Pre-K payments for the 2014-2015 school year will be held until the reconciliation report is received. Failure to submit the report may result in grant termination.

20.2 Private Nonprofit (PNP) Audits

PNP Pre-K providers must adhere to audit requirements as specified in O.C.G.A. § 50-20-1 et seq., Relations with Nonprofit Contractors.

Before Bright from the Start enters into a grant agreement with a nonprofit contractor, the contractor must furnish Bright from the Start with certified financial statements showing the nonprofit contractor's financial condition at the end of the previous fiscal year and revenues and expenditures for the previous fiscal year. When the nonprofit contractor has existed for less than a full year, the financial statements must cover year to date operations for the current year. The financial statements must include an individual list of each

employee and his salary and reimbursable expenses; a list by category of the sources of income of the nonprofit contractor; and a list of the source(s) of all public funds received by the nonprofit contractor and the program for which the funds were received.

20.3 Right to Audit/ Agreed Upon Procedures Review

Bright from the Start reserves the right to require an independent, certified financial audit of the Pre-K program at the Pre-K provider's expense. Bright from the Start reserves the right to conduct Agreed Upon Procedures (AUP) reviews.

Bright from the Start may conduct audits and AUP reviews as specified in the Georgia's Pre-K Program Grant Agreement for the 2014-2015 school year, Section III, Part C:

> Grantee agrees to cooperate fully with Grantor auditors and/or agents providing Audit or Agreed Upon Procedures (AUP) review services. Grantee will coordinate with auditors/reviewers to have appropriate staff available during the scheduled audit/review period. Grantee will make advanced preparations for scheduled audits/reviews to make available for auditors or reviewers all identified documents, records, and entity related materials requested by the auditors/reviewers for the current school year, as well as for prior school years in which Grantee participated in Georgia's Pre-K Program as requested by the Grantor. Grantee's failure to substantially prepare for a scheduled audit engagement or provide requested documentation or information to an auditor/reviewer during the scheduled audit period may result in the withholding of grant payments. The failure of Grantor to review and/or inspect the services provided or to discover a breach of this Grant or any amendment thereto shall not subsequently operate as a waiver of any remedies available to the Grantor.

If in the course of an audit there are negative audit findings, the provider may be scheduled for an audit for the subsequent school year at the discretion of Bright from the Start.

20.4 Record Keeping Findings and Adverse Findings

Findings noted during the course of the AUP review that do not result in a balance of funds due back to Bright from the Start are considered Record Keeping Findings. Examples include:

- Understatements of reported expenses compared to the reconciliation report.
- Overstatements of reported expenses compared to the reconciliation report.
- Variances between the expenditures reported on the Pre K reconciliation and the allocable Pre-K expenditures supported during fieldwork.

Findings noted during the course of the AUP review that result in a balance of funds due back to Bright from the Start are considered Adverse Findings. Examples include:

- Failing to support unreimbursed food costs
- Failing to meet Lead Teacher salary requirements
- Failing to meet the Instructional Supplies and Materials requirements
- Failing to support that payroll taxes were forwarded to the relevant taxing authorities
- Failing to support all expenditures of Special allotment funding
- Failing to support that the use of all monies received from Bright from the Start were used in accordance with applicable regulations and guidelines.

20.5 Balances Due to Bright from the Start

If a Pre-K program is unable to support its expenditures with receipts and other records as a result of having its financial records reviewed (AUP, audit, investigation), funds may be required to be returned to Bright from the Start. There are three options regarding these outstanding funds:

- Remit the balance in full by the deadline date
- Submit a payment plan proposal with a 10 percent good faith payment by the deadline date
- Submit all source documentation by the deadline date, disputing the results of the AUP review findings.

20.6 Audit Reconsideration

In order for an AUP review to be re-considered, please submit a formal request. The request:

- Must be written
- Must be made within 15 days of the notice of balance due letter from Bright from the Start
- Must include a detailed audit trail including all source documents necessary for Bright from the Start to make a final decision in a timely manner

20.7 Random Reviews

The Pre-K provider is subject to random, unannounced expenditure reviews by Bright from the Start or Bright from the Start contract auditors during the program year. All records (programmatic and financial) must be retained for a minimum of three years as stated in the grant agreement.

20.8 Multi-County Pre-K Provider Budgets

Multi-county Pre-K providers must maintain at least a minimum of one Pre-K program budget per county for Bright from the Start reporting needs.

20.9 Tracking of Pre-K Funds

The Pre-K provider must maintain financial records to track Pre-K expenditures in accordance with generally accepted accounting principles (GAAP). All records must be retained for a minimum of three years as stated in the grant agreement.

The Pre-K provider is required to keep all receipts and other records necessary to support figures reported on the annual/mid-year reconciliation statement. If a Pre-K program is audited and receipts and other records are not available to support these amounts, funds must be returned to Bright from the Start. Examples of such records include federal and state payroll records to verify payment of lead teacher and teacher assistant salaries, original receipts for equipment, supplies, and materials for Pre-K classrooms, and documentation of the Pre-K portion of operating expenses.

20.10 Fraudulent/ Inappropriate Use of Funds

The Pre-K provider shall ensure that expenses charged to the Pre-K funding source are not concurrently charged to another program funding source. Providers with the Child and Adult Care Food Program (CACFP) or the Summer Food Service Program (SFSP), who are placed on the seriously deficient list and terminated from the food program, shall also be terminated from the Pre-K program. Providers who are terminated from the CAPS program shall also be terminated from the Pre-K program.

The Pre-K provider must ensure that no Pre-K funds are used to pay penalties associated with adverse actions imposed by licensing or governmental agencies. Pre-K expenditures should be identifiable as separate from federal expenditures (e.g., Head Start, CACFP).

Misuse of funds may result in repayment of funds and denial of current and future participation in Georgia's Pre-K Program and/or in prosecution. Funds due are to be repaid within 12 months.

20.11 Expenditure Waivers

To support quality programming, a Pre-K provider may request a waiver of the requirement concerning expenditures for materials/supplies and minimum teacher salary.

A waiver for up to $(b)(4) for the materials and supplies requirement may be requested if all classrooms and the playground at the site are well equipped. The Pre-K Consultant must verify that classrooms and playground are well equipped using current monitoring tools and checklists. To receive a waiver, the Project Director must contact their Pre-K Consultant who will facilitate the approval of the waiver request. If a waiver is granted, the unexpended material and supply funds may be used for teacher salary and benefits, field trips, or other instructional activities only. Funds cannot be applied to non-instructional items. The waiver is approved for one year only.

Providers must meet the minimum salary requirement for lead teachers and assistant teachers as listed in Section 12.6 and Section 13.4. In the case where a lead teacher or assistant teacher is absent frequently during the year and the substitute for that teacher is paid at a lower rate, the unused funds for teacher salary can be applied to instructional items. Unused salary funds cannot be used for non-instructional items. The Project Director should contact the Pre-K Consultant who will facilitate the approval of the waiver request. The waiver is approved for one year only.

21.0 Other Considerations

21.1 Inappropriate Lead Teacher

Non-documented or insufficient information on lead teacher credentials, beginning with the first roster, may result in probation and may jeopardize current or future participation in the Pre-K program. (See Section 10.1)

21.2 Inappropriate Staff/Child Ratios

Non-documented or insufficient information on staff/child ratios may result in probation and may jeopardize current or future participation in the Pre-K program. (See Section 10.1)

21.3 Ineligible Birthdates and Lack of Birth Documentation

Proof-of-age eligibility must be on file the day the child begins the Pre-K program. Failure to remove or correct ineligible Pre-K student birthdates by the first roster (See Section 18.6 for first roster due date) may result in the site being placed on probation with possible termination. Providers will not be paid for children listed with ineligible birthdates or for children without birth documentation. (See Section 10.1)

21.4 Request to Move a Pre-K Class

Georgia's Pre-K classes can be moved only to sites under the same ownership and only with approval from Bright from the Start. To request permission to move a class, the Pre-K provider must complete the *Request to Move a Pre-K Class Form* (Appendix P) and submit the form to their Pre-K Consultant.

Programs must receive written approval before moving a class. Moving a class without prior permission may result in probation and/or loss of funding.

21.5 Requests for a Change of Ownership

Georgia's Pre-K Program is non-transferable. When a center is sold prior to or after entering into a Georgia's Pre-K grant agreement, change of ownership requirements must be met as determined by Bright from the Start. Georgia's Pre-K will request specific documents to assist in the consideration of continuing the grant agreement with the new owner. A request to continue services does not guarantee continuation of funding for the new owner. Funding decisions are at the discretion of Bright from the Start.

If the change is approved, the new owner may continue delivery of Pre-K services. It is understood that the new owner accepts the conditions of the Pre-K grant agreement for the current school year. If a program is not in good standing when a change is approved, the probation status is applied to the new owner. The seller is responsible for notifying the new owner of the probationary status.

Entities applying for a change of ownership will not be considered if documentation exists that indicates non-compliance with any other Bright from the Start program or state agency. Entities requesting a change of ownership should not base business decisions on an assumption that Georgia's Pre-K will automatically process and approve the continuation of Pre-K classes once a change of ownership request is processed.

21.6 Noncompliance

Serious or repeated instances involving noncompliance with program requirements (Pre-K, Child Care, Nutrition Services, Audit, or CAPS program) will result in probation or termination of the Pre-K grant agreement during the program year. All grant agreements for future services will be held pending resolution of outstanding issues. (See Section 10.1).

21.7 Class Closures

Providers that are choosing to close and not operate one or more of their Georgia Pre-K classrooms at a site must complete the *Class Closure Notification Form* (Appendix L) and submit it to their Pre-K Consultant. The form must be completed and submitted by the Pre-K Project Director.

REPORTING REQUIREMENTS

22.0 Reporting Requirements

22.1 Pre-K Application and Database Access (PANDA) Participation

Pre-K providers are required to use the PANDA system to conduct Pre-K related activities (rosters, application, waiting lists). Regular access to the internet and an e-mail address are required to use PANDA. Using PANDA allows providers to receive regular Pre-K payments as quickly as possible and reduces duplication of provider efforts related to child roster data.

22.2 2014-2015 School Year Critical Reporting Dates

Listed below are the critical reporting dates for submission of information to Bright from the Start: Georgia Department of Early Care and Learning.

9/5/2014	**Roster 1 Count Date**
9/12/2014	**Roster 1 Due Date** – The Pre-K provider shall complete and submit to the Department a completed class roster including name of lead teacher.
9/12/2014	**Waiting List Due Date** – The Pre-K provider shall complete, in PANDA, waiting list information entry.
11/7/2014	**Roster 2 Count Date**
11/14/2014	**Roster 2 Due Date** – The Pre-K provider shall complete and submit to the Department an updated roster with changes made for students and teachers, as applicable.
11/14/2014	**Waiting List Due Date** – The Pre-K provider shall update, in PANDA, waiting list information entry.
1/9/2015	**Roster 3 Count Date**
1/16/2015	**Roster 3 Due Date** – The Pre-K provider shall complete and send to the Department an updated roster with changes made for students and teachers, as applicable.
1/16/2015	**Waiting List Due Date** – The Pre-K provider shall update, in PANDA, waiting list information entry.
3/18/2015	**Roster 4 Count Date**
3/20/2015	**Roster 4 Due Date** – The Pre-K provider shall complete and send to the Department an updated roster with changes made for students and teachers, as applicable. **Submission of the last roster (#4) in March will be the final class data to be used in calculation of the remaining two payments other than the elimination of duplicate students as applicable.**
3/20/2015	**Waiting List Due Date** – The Pre-K provider shall update, on PANDA, waiting list information entry.
4/10/2015	**Funding approval deadline** – The deadline for approval of playground purchases by Pre-K Consultant.
5/8/2015	Last day to dispute any payment for the school year. Supporting documentation must be faxed to 404-651-8576 or scanned to panda.finance@decal.ga.gov. After May 8, 2015, all Pre-K payments will be final. Any disputed payments should be reported prior to May 8th with final resolution by May 31, 2015.
8/30/2015	**Private provider 2014-2015 reconciliation reports** are due to the Department.
9/30/2015	**Public school 2014-2015 reconciliation reports** are due to the Department.

Rosters must include staff date of hire along with date of enrollment and birth dates for children. Rosters must be completed and properly submitted through the PANDA online system to receive payments. Additional information will be required on enrolled children including gender, race/ethnicity, English language proficiency, and special education services. It is the responsibility of Pre-K providers to review electronic payment advice information in PANDA and alert Bright from the Start of any questionable discrepancy in the payment amount on or before May 8, 2015. Corrections and/or changes not recorded in a timely manner on submitted rosters could result in non-payment of the adjusted amount.

Bright from the Start may request surveys and other information including student documentation during the program year. Pre-K providers should return any requested information according to the formats and time lines indicated by Bright from the Start.

COMMUNITY INVOLVEMENT

23.0 Community Involvement

23.1 Participation

The existence of local coordinating councils is optional for each county. Providers are encouraged to participate in local collaborative partnerships at the local or county level to better serve children and prevent duplication of services.

23.2 Activities

For counties where local collaborative partnerships exist, the following activities are suggested:

- Update and distribute lists of local community resources to all Pre-K sites in the county
- Collaborate to provide services for children and families in need
- Develop procedures for referring children with disabilities
- Identify providers willing to donate medical services
- Provide forums for parents to share ideas and concerns
- Provide forums for discussing and solving local concerns/problems of providers and teachers
- Create and distribute a list of substitute teachers/teacher assistants who could be utilized by all providers
- Provide forums for sharing instructional practices
- Develop a process to share non-confidential wait list information
- Collaborate on recruiting children to ensure that all Pre-K slots are filled
- Provide forums for compiling and submitting suggestions to Bright from the Start

23.3 Policy Development

Local collaborative partnerships that want to establish policy guidelines for providers in their communities must obtain **prior approval** from Bright from the Start before beginning this effort.

BLENDED HEAD START / PRE-K CLASSROOMS

24.0 Blended Head Start / Pre-K Classrooms

24.1 Definition

A blended classroom is defined as a class that has funding which is braided using both Georgia's Pre-K and Head Start dollars. Pre-K funding is used for the 6.5 hours of instruction and Head Start funding is used for the wrap-around support services.

24.2 Classroom Delivery

Blended Head Start Pre-K classrooms will operate with a maximum of 20 children enrolled, per Head Start guidelines. Full funding for Blended Head Start Pre-K classes is based on a class of 20; however, Pre-K payments are calculated using the per child funding amount. Classes with fewer than 18 children enrolled will be considered as "Low Roster" classes and may be subject to closure.

24.3 Attendance Requirements

Head Start policies regarding student attendance shall be followed in blended classrooms with respect to disenrollment of students due to chronic absenteeism or tardiness and late pick-ups. Providers must document efforts to contact parents and develop strategies to assist families in resolving attendance issues (contact log, conference notes, etc.).

24.4 Teaching Staff

24.4a Lead Teacher

All lead teachers must meet Georgia's Pre-K requirements for credentials and training (See Section12.3), as well as Head Start requirements for credentials.

24.4b Assistant Teacher

All assistant teachers must meet Georgia's Pre-K requirements for credentials and training (See Section 13.3), as well as Head Start requirements for credentials.

24.5 Assessment

Blended programs must implement *Work Sampling Online (WSO)*. All components must be completed, as well as Head Start required assessments. Head Start may have additional health screenings and standardized assessments.

24.6 Parent Conferences/Home Visits

Georgia's Pre-K guidelines require two family conferences. Georgia's Pre-K Child Assessment information must be reviewed with parents/ guardians in at least two of the visits/conferences. Programs may use a home visit to share assessment information with parent(s). Head Start requirements may require additional parent involvement activities.

24.7 Materials, Equipment and Classroom

Blended classrooms must maintain adequate and appropriate equipment, materials, and supplies for each Pre-K classroom. All items must be in good repair. Refer to the *Georgia's Pre-K Program Basic Equipment, Materials, and Supplies Inventory List* for recommendations. (See Appendix H)

Georgia Department of Early Care and Learning

PARENT ACKNOWLEDGEMENT FORM

FOR A FIVE-YEAR-OLD CHILD TO ATTEND GEORGIA'S PRE-K PROGRAM

I state that _____,
Child's Full Name Date of Birth

DID NOT ATTEND Georgia's Pre-K Program during the previous school year, or was not enrolled in Georgia's Pre-K Program for more than 30 days.

I understand that if it is discovered that the child listed above did attend Georgia's Pre-K Program and payment was made to a provider by the Georgia Department of Early Care and Learning for him/her, I will be responsible for reimbursing the provider listed below for any funds deducted.

_____ _____
Date Signature of Parent/Guardian

Name of Center _____

Address _____

_____

Student Social Security Number Information

Bright from the Start requests families provide Social Security Numbers for children attending Pre-K. Bright from the Start uses Social Security Numbers to insure accurate enrollment information, to help prevent fraudulent student attendance reporting, and to obtain a unique 10-digit identifier (GTID) for your child from the Georgia Department of Education. This GTID number will be associated with your child for the remainder of their schooling years instead of their Social Security Number. Social Security Numbers are not used by Bright from the Start for any other purpose. The Social Security Numbers are not shared with any other vendors or third parties and, for security reasons, they are encrypted in our database.

While a Social Security Number is not required to attend Georgia's Pre-K Program, it is beneficial to both you and your child to provide this information. If a Social Security Number is not given for a child, Bright from the Start requires that you specify a reason below to explain why the information is not being provided.

I, _____, as parent/legal guardian of _____, am not able/willing at this time to provide Bright from the Start with a Social Security Number because:

☐ I need help obtaining an SSN.

☐ I need help replacing a lost SSN.

☐ I am awaiting a replacement SSN and will provide it when it arrives.

☐ I forgot to bring the SSN and will provide within 30 days.

☐ I choose not to provide the SSN because _____

_____.

_____

Parent/Guardian Signature Date

Pre-K Programs: Please keep this form in student file in lieu of SS Card Copy.

Georgia Department of Early Care and Learning

Waiting List Information Form

Please clearly print the **name as it appears on the birth certificate**

Last Name		
First Name		
Middle Name		Name Suffix (Jr, Sr, II, III)
Last 4 Digits of SSN (if provided)	Date of Birth (M/D/Y)	Gender
- ___ ___ ___ ___	____/____/_____	☐ M ☐ F
Home Address	City	State / Zip
		GA
County of Residence	Date Started on Waiting List (M/D/Y)	
	____/____/_____	
Parent/Guardian Name	Phone Number	

** Directory information on this form may be shared with
Bright from the Start: Georgia Department of Early Care and Learning.

Parent/Guardian Signature Date

Roster Information Form

This form is to be completed after school starts, not at the time of registration. Please clearly print the name as it appears on the birth certificate. *(Por favor escriba el nombre como aparece en el certificado de nacimiento.)*

Legal Last Name *(Apellido)*		
Legal First Name *(Primer Nombre)*		
Legal Middle Name *(Segundo Nombre)*		Name Suffix *(Sufijo)* (Jr,II,III)
Child's Social Security #	DOB *(Fecha de Nacimiento)* (M/D/Y)	Gender *(Sexo)*
_____-- _____-- _____	_____/_____/_____	☐ M ☐ F
Date enrolled in Pre-K (M/D/Y)	**If different from birth certificate, name student is called**	
_____/_____/_____		

1. **EVERYONE** must answer the following question. Choose the correct answer. *(**TODOS** deben contestar la pregunta. Elija la respuesta correcta.)*

Is your ethnicity **Hispanic/Latino/Spanish Origin** regardless of race? *(Es Ud. **Hispano/Latino/ o de Origen Hispano,** sin importar la raza?)*

☐ **Yes** *(Si)* ☐ **No** *(No)*

2. **EVERYONE** must select **ONE OR MORE** of the following races regardless of how you answered question one. *(**TODOS** deben seleccionar **UNA O MAS** de las siguientes razas sin importar cómo haya contestado la primera pregunta.)*

☐ a. **White** – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. *(**Blanco** – Una persona que tiene orígenes en los pueblos provenientes de Europa, el Medio Oriente, o Africa del Norte).*

☐ b. **Asian** – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. *(**Asiática** – Una persona con orígenes en los pueblos provenientes del Lejano Oriente, Suroeste de Asia, o el subcontinente Hindú incluyendo, a Cambodia, China, India, Japón, Corea, Malasia, Pakistán, Las Filipinas, Tailandia, y Vietnam.)*

☐ c. **Native Hawaiian or Other Pacific Islander** – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. *(**Nativo de Hawaii u Otra Isla del Pacifico** – Una persona con orígenes en los pueblos provenientes de Hawaii, Guam, Samoa, u otra Isla del Pacifico.).*

☐ d. **Black or African American** – A person having origins in any of the Black racial groups of Africa. *(**Negro o Afro Americano** – Una persona con orígenes en los pueblos provenientes del Africa o en grupo racial Negro.)*

☐ e. **American Indian or Alaskan Native** – A person having origins in any of the original peoples of North and South America including Central America, who maintains a tribal affiliation or community attachment. *(**Indio Americano o Nativo de Alaska** – Una persona con orígenes en los pueblos provenientes de América Del Norte y del Sur, incluyendo América Central, que mantiene una afiliación tribal o comunitaria.)*

3. What is your child's primary language? *(Cuál es el idioma primario de su hijo(a)?)*

☐ **English** *(Inglés)*

☐ **A language other than English** *(Un idioma diferente al Inglés)*

4. Was your child born as a: *(El parto en que Ud. tuvo a su hijo(a) fue de:)*

☐ **Single Birth (1)** *(Un sólo niño)*

☐ **Twin (2)** *(De mellizos)*

☐ **Triplet (3)** *(De trillizos)*

☐ **Quadruplet (4)** *(De cuatrillizos)*

☐ **Quintuplet (5)** *(De quintuples)*

5. Does your child have an Individualized Education Plan (IEP)? *(Tiene su hijo(a) un Plan de Educación Individualizada (IEP?))*

☐ **Yes** *(Si)* ☐ **No** *(No)*

6. Does your child receive any of the following services? *(Recibe su hijo(a) alguno de estos servicios?)*

☐ **Child and Parent Services (CAPS) Program**

☐ **Food Stamps** *(Cupones de Alimentos)*

☐ **SSI**

☐ **Medicaid**

☐ **Temporary Assistance to Needy Families (TANF)**

7. Will the Pre-K center be providing transportation for your child? *(Recibirá su hijo(a) transporte en el Centro donde va a asistir a Pre-K?)*

☐ **Yes** *(Si)* ☐ **No** *(No)*

Parent/Guardian Signature _____ **Date** _____

BRIGHT START
Georgia Department of Early Care and Learning

Suspension Notification Form for Pre-K Consultant

Suspension in Georgia's Pre-K Program is not used for punishment. The purpose of suspension is to give the student time away from the classroom. During this time, the teacher will assess the situation and develop strategies to help ensure the child's future success.

Please fax or e-mail this form to your Pre-K consultant.

Student Name: _____

Program Name: _____

Class: _____

Dates of Suspension: _____

Reason for Suspension:

Please list below the strategies that will be implemented upon the student's return to improve behavior:

Pre-K Guidelines 3.11

An immediate suspension for up to two (2) days can be made at any time the Pre-K provider determines a child is causing harm to himself/herself or others. Programs can implement immediate suspension (up to two days) on a maximum of three occasions per child. No Bright from the Start prior approval is needed; however, the program's Pre-K consultant must be notified using the *Suspension Notification Form for Pre-K Consultant* (See Appendix E) that such action has been taken.

BRIGHT START

Georgia Department of Early Care and Learning

Georgia's Pre-K Program
Chronic Absenteeism or Tardiness Report

Reports should only be submitted by the Pre-K Project Director

Project Director: _____

Legal Name: _____

dba: _____

Site Mailing Address: _____

City: _____ State: _____ Zip Code: _____

Phone Number: _____ E-mail: _____

Directors should review Section 3.13 of the current Pre-K Providers' Operating Guidelines for Procedures for Chronic Absenteeism or Tardiness before submitting this request. Programs will receive written notification of the final determination.

Child's Name: _____ Child's Birthdate: ____/____/____

Total Days Enrolled	Total Days Absent	Total Days Tardy (arrived late or left early)

Please describe the plans made/actions taken to encourage the family to change the tardy/absent behavior:

Attach copies of student attendance documentation, letters/written notification given to the family, and documentation showing efforts to assist the family in resolving the issue. Mail, fax, or e-mail all documentation to the program's Pre-K consultant.

Office Use Only

Date Received: ____/____/____

Approved By: _____

Approve Disenrollment: ☐ Yes ☐ No

Additional Information / Instruction:

Georgia's Pre-K Program Request for Curriculum Change

Please complete this form and send to your Georgia's Pre-K Consultant for prior approval. You will be notified via PANDA once your curriculum change request is approved. Change requests must come from the Pre-K Project Director. No provider is allowed to change their curriculum without prior approval from their Pre-K Consultant.

Legal Name: _____

Site Name(s): _____

Or if requesting this change for all sites under the above legal name check here: ☐

Project Director: _____

Address: _____

City: _____ State: _____ Zip: _____

Business Phone: _____ Cell Phone: _____

E-mail: _____

Current Curriculum: _____

Requesting to change curriculum to:

- ☐ Beyond Centers and Circle Time Curriculum
- ☐ Core Knowledge Curriculum
- ☐ Creative Curriculum
- ☐ Frog Street Curriculum
- ☐ Galileo Curriculum
- ☐ High Scope Curriculum
- ☐ InvestiGator Club Curriculum
- ☐ Learn Everyday Curriculum
- ☐ Opening the World of Learning (OWL) Curriculum
- ☐ Scholastic Big Day for Pre-K Curriculum
- ☐ Splash into Pre-K Curriculum
- ☐ We Can Curriculum
- ☐ WINGS Curriculum

Explanation of change request: _____

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Date Received: _____ Approved: Yes ☐ No ☐

Pre-K Consultant Name: _____ Date: _____

Consultant Comment: _____

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program Basic Equipment, Materials, and Supplies Inventory List

Equipment, materials, and supplies for each Georgia's Pre-K class must be appropriate and facilitate a strong educational program. All items must be of quality materials and workmanship and meet the needs of the Pre-K children. Items purchased with Pre-K funds and the items included on this inventory must be available to children and teachers in the Pre-K program throughout the year. **Teachers should not have to use personal funds to purchase equipment, materials, or supplies.**

Once the required level of equipment has been reached in all sections, programs may request to use funds to purchase technology related equipment, software, and/or playground equipment. All such purchases require **prior approval** of the Pre-K consultant. Providers should refer to the current school year Pre-K Providers' Operating Guidelines (Section 22.2) regarding critical submission dates for technology and/or playground expenditure requests.

Georgia's Pre-K Program **does not endorse** any supplier. All items listed do not have to be purchased at the same time or from the same supplier. Many items can be supplied through other sources including donations. Some items may last one to two weeks, while others may last throughout the year.

Program/Center: _____

Completed by: _____ Date: _____

Classroom Environment	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Tables	Space for 22 children		
Chairs	22		
Cubbies / Lockers	1 space per child		
Unit Block Storage Shelf	1		
Storage Shelves • dramatic play • science • art • math manipulatives • block props	1 per area		
Containers/Bins for Materials	as needed		
Cots/Mats and Sheets	22 cots/mats 25-27 sheets		
Chart Tablets, blank	3		
Chart Stand	1		
Area Rugs	as needed		

Language and Literacy	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Book Display Shelf for forward-facing titles	1		
Materials to add softness: rug, pillows, lamps	As needed		
Soft Seating, child-size (reading area)	Seating for 2-4 children		
Children's literature books, general and instructionally topic-related (fantasy, nonfiction, wordless, repetitive, informational, rhyming, predictable, familiar sequence, repetitive phrase, cumulative, multicultural, question and answer), class-made	100		
Props to develop alphabetic principle • letter puzzles • displayed alphabet • word cards • alphabet game/lotto • letter dominoes • interlocking letter cubes • wooden alphabet blocks • alphabet letter tiles • alphabet letter stamps	Minimum of 3		
Props to promote language development • puppets • telephones • walkie-talkies • cell phones • magnet stories • flannel board with story choices	Minimum of 3		
Listening Station or headset jack with player (CD, MP3 or cassette) (separate from Music Area)	1		
Head Sets	2-4		
Books with cassette recordings or CDs of stories	20		
Pencils, various sizes	30		
Writing instruments of various sizes • pens • markers • chalk • crayons • pencils • colored pencils	Minimum of 3 types		
Vocabulary cards with words/pictures	1 set		
Real/found materials • envelopes • order forms	Minimum of 3 types		

• greeting cards • note pads • stationery • address books • phone books • typewriter • write and wipe cards/boards			
Paper • lined • unlined • Journals • drawing paper • tablets	Minimum of 3 types		
Name cards of children in the classroom with picture and name	1 set		

Dramatic Play	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Wooden housekeeping furniture • sink • stove • refrigerator • hutch	Minimum of 3		
Sturdy Clothing Storage Rack	1		
Wooden Table and Chairs, child-size	1 set		
Dolls	Minimum of 5		
Quality Dress-Up Clothes for boys and girls	3 types for boys; 3 types for girls		
Full-length Mirror	1		
Props for kitchen play • eating utensils • dishes • pots and pans • pretend food • cooking utensils (rolling pin, egg beaters, wooden/plastic spoons, spatula, spaghetti server, etc.)	Minimum of 3 kinds of props		
Child-size props for cleaning play • dish cloths/towels • sponges • mop and bucket • broom and dust pan	Minimum of 3 kinds of props		

• child-size vacuum cleaner/sweeper			
Props/furniture for pretend play with dolls • bed or cradle • high chair • blankets • bottles • diaper bag • baby clothes	Minimum of 3 kinds of props		
Collection of empty containers (cereal/food boxes, detergent/spice/juice bottles, milk carton, etc.)	variety		
Additional housekeeping accessories • child-size ironing board/iron • telephone • cash register • clocks/timers • pet dishes	Minimum of 3 additional accessories		
Prop Box(es) for dramatic play theme(s) (grocery store, restaurant, doctor's office, dentist's office, veterinarian's office, beauty shop)	Variety; 1 accessible		

Blocks and Accessories	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Wood unit blocks, various shapes, **standard size**	200-250 blocks		
Large (ages 4 and up) wooden hollow blocks 11"L x 11" W x 5 ½" H	20-30 blocks		
Block accessories • vehicles • farm animals • ocean animals • zoo animals • dinosaurs • traffic signs • block play people	Minimum of 3 sets		
Real/Found materials • egg cartons • PVC pipe • cups • cardboard tubes • other	Minimum of 2 types		
Additional Blocks • large plastic blocks • cardboard blocks • foam blocks	Minimum of 1 type; 10-20 blocks		

Math Concepts Manipulative/Fine Motor	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Counting materials • inter-locking cubes • number cubes/rods • quiet counters • double-sided counters • theme-related counters	Minimum of 3/ 250 pieces per type		
Sorting materials • dinosaurs • transportation • fruit • animals • buttons • theme-related sorting materials	Minimum of 3/ 100 pieces per type		
Shape recognition materials • pattern blocks • attribute blocks • parquetry blocks • lacing shapes • shapes puzzle	Minimum of 3/ 100 pieces per type		
Hand-eye coordination materials • large/small colored beads of various shapes and laces • pegs and peg boards • lacing cards and laces • inter-locking manipulatives in a variety of shapes and sizes that fit together, etc.	Minimum of 3 types/ 100 pieces per type		
Scales (food, balance, bath)	1		
Measuring tools (rulers, tape measures)	1		
Time keepers (egg/kitchen timer, hour glass, stopwatch)	1		
Real/found materials • buttons • bottle caps/ tops • rocks • dice • other	Minimum of 2 types		
Assortment of puzzles of varying levels of difficulty and number of pieces (knobbed, wooden, floor)	Minimum of 24/ 3 types		

Games • dominoes • number bingo • matching games • counting games • patterning games • folder games	Minimum of 3 types		

Science Sensory	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Sturdy sensory (sand and water) table with top, that accommodates four children at one time	1		
Sensory table materials • sand • beans • rice • pasta • dirt • rock salt • Other materials suitable for scooping and pouring	as needed for monthly change		
Items for digging, scooping, pouring • scoops • ladles • sifters • strainers • spoons • measuring cups	Minimum of 3 types		

Science General	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Basic materials • magnets/items to attract and repel • binoculars • magnifying glasses • prisms • color paddles	Minimum of 3 types		
Living thing to care for (plant, pet)	1		
Discovery experience materials • matching sounds	Minimum of 3		

• identifying scents • feely bags • sequencing cards • gears • discovery tubes/sensory bottles • tools for simple science experiments • health/nutrition games • animal bingo			
Science/nature pictures and collections • sea shells • pine cones • feathers • rocks • mineral samples • other natural materials	Minimum of 2 sets or collections		

Arts General	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Table and 4 Chairs, child-size	1 set		
Paint Easel, full-sized (holds 16x22 or 18x24 paper)	2-4 spaces		
Drying rack or space	1		
Child-Safety Scissors, left/right	8 pair		
Dough/Clay Tools (rolling pins, cookie cutters, wooden hammers)	variety		
Brushes, various sizes	6-8, as needed		
Paint Smocks	2-4, as needed		
Paint Cups	12		

Arts Consumables	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Crayons, various sizes, basic eight (8) colors and people colors	160		
Markers, various sizes, basic eight (8) colors and people colors	160		

Paper of different sizes, colors, textures • construction • tissue • white • manila • newsprint • foil • wax	At least one ream of 3 types		
Collage Materials • sequins • pom-poms • yarn • pipe cleaners • fabric scraps • buttons • cotton balls • feathers • foam pieces	Minimum of 3 types		
Play dough: red, yellow, green, blue, and orange	1 container per color		
Glue Bottles, small and refillable	8		
Liquid Tempera Paint	1 gallon per color, Minimum of 3 colors		
Easel Paper, 18x24 or 16x22	2 reams		
Materials for three-dimensional creations • small boxes • coffee filters • straws • paper plates • pie plates • pipe cleaners • cardboard tubes	Minimum of 3 types		

Music	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Record Player / CD Player / Tape Player (separate from listening center)	1		
Musical Props • scarves • ribbons • streamers • bean bags	Minimum of 2 types/ 22 per prop		

• plates			
Musical Instruments, variety	22		
Age-appropriate records, CDs, or Tapes • children's songs • classical • jazz • nature sounds • dance • foreign language • multicultural	Minimum of 3		

Physical Active/Gross Motor	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Age-appropriate mobile equipment • balls • hoops • parachute • wagons • tricycles • scooters • plastic bats • catching games/gloves • cones for obstacle course	Minimum of 3 types		
Helmets	required when riding vehicle(s)		

Assessment Supplies	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Digital Camera	1		
Folders	as needed		
Clipboards	as needed		
Desktop/Laptop/Notebook Computer	as needed		
Tablet (ex: IPAD, Samsung Galaxy, Android)	as needed		
Printer	as needed		

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program
Suggested Topics to Discuss at Parent Orientation

An orientation for Pre-K parents should be provided within 20 days of the commencement of Pre-K services for children. Listed below are suggested topics for the parent orientation; however, the list is not inclusive and other relevant topics may be added. Remember to keep documentation (agenda, sign-in sheets) of the orientation in your on-site program files. An informal session should be provided to all parents who do not attend the orientation or who enroll their children later during the school year. Documentation of initial and follow-up orientation sessions should be kept on site for consultant review.

- ❑ Required documentation: proof of age, proof of residency, Georgia's Pre-K Registration Form, Georgia's Pre-K Roster Information Form, Social Security Number, Immunization - 3231 (30 calendar days), and DPH 3300-Revised 2013 (90 calendar days).
- ❑ 6.5 hour instructional day (specific beginning and end times for your program)
- ❑ Absenteeism or tardiness (Bright from the Start policy)
- ❑ Meal fees (site's written fee structure for Category Two children)
- ❑ Before/After care and fees (site's written fee structure, distribute CAPS forms)
- ❑ Category One eligibility and **REQUIRED** documentation (must be on file prior to first roster submission)
- ❑ School calendar
- ❑ Fee structure for non-Pre-K program days (school holidays/vacation)
- ❑ Transportation (if offered from your site) and written fee structure
- ❑ Georgia Early Learning and Development Standards (GELDS)
- ❑ Georgia's Pre-K Child Assessment Program (Work Sampling System)
- ❑ Family conferences (2 required annually)
- ❑ Referral process for suspected special needs (speech, behavior, developmental delay)
- ❑ Encourage parents to be involved (perhaps give a list of ways parents can be involved)
- ❑ Family Handbook (on DECAL website)
- ❑ Pre-K Parent Post newsletters (where these can be located on www.decal.ga.gov)
- ❑ Yearlong Kindergarten transition activities
- ❑ The role of the Pre-K teacher and assistant teacher
- ❑ Information about the site's chosen Pre-K curriculum
- ❑ Center policies and procedures (illness, closing for inclement weather, etc.)
- ❑ What your child's day will be like (daily schedule, meals)
- ❑ Developing a home/school partnership
- ❑ What to send with your child for Pre-K (blanket, extra clothes, book bag)

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program
Suggested Topics for Pre-K Staff Orientation

This list is intended to provide suggestions for topics that may be covered in orientation for Pre-K staff.

- Current School Year Operating Guidelines – Documents to review
  - Basic Equipment, Materials, and Supplies Inventory List
  - Checklists (Assessment, Lesson Planning, Environment, Daily Schedule)
  - Georgia Early Learning and Development Standards (GELDS)
  - Planning and Assessment Checklist (on website)
  - On-line Learning Module(s)

- Current School Year Professional Development Training Schedule
  - Project/Site Director training requirements
  - Teacher training requirements
  - Assistant Teacher training Requirements
  - Reimbursements for travel related expenses

- Current School Year Salary /Pay Schedule (for Pre-K Lead and Assistant teachers)

- School Calendar
  - 180 day Pre-K calendar for children
  - 188 day Pre-K calendar for staff
  - First day of Pre-K procedures
  - School Holidays
  - Staff Work Days
  - Last Day of Pre-K

- Teacher Credential Requirements/Assistant Teacher Credential Requirements

- How will staff be paid? (ex. hourly, salary)
  - How frequently will staff be paid? (ex. weekly, monthly, bi-monthly)
  - How will pay be handled during school breaks? (ex. winter holidays, spring break, school closings due to inclement weather)
  - Written contract with teachers

- Work Expectations
  - Scheduled work hours
    - Be sure to include planning time
  - Leave/ Time-Off policies
    - Does your program offer paid leave (yes/no)
      - If yes - discuss program policies
  - Paperwork – what reports/forms will the staff member be required to complete?
  - Conferences/meetings with families
    - Parent Orientation
  - Staff Meetings (if applicable)
  - Classroom cleaning responsibilities (as applicable)
  - Student Attendance

- Pre-K Classroom Supply Funds
  - How will your program spend these funds
  - How should teachers request/purchase classroom materials

- Georgia's Pre-K Child Assessment Program
  - Review Appendix for WSO from Guidelines (can be found on website)
  - Set-up/Requirements
  - Procedures/Timeline for Director to review assessment
  - Review Sample Matrices (can be found on website)
  - On-line Learning Module for Assessment

- Lesson Plan Requirements
  - Completed for entire week.
  - All completed lesson plans must be kept on site
  - Changes to the Learning Environment
  - Lesson Plan Quick Checklist (can be found on website)
  - Lesson Plan tips (can be found on website)
  - Georgia Early Learning and Development Standards (GELDS)

- Required Lesson Plan formats
  - Required template
  - Weekly
  - Daily

- Website – Technical Assistance Resources (www.decal.ga.gov)
  - Real and Found Materials list
  - Writing Center Ideas handout
  - Literacy in Each Center Area handout
  - Georgia's Pre-K Sample Matrices

- Materials distributed to children and families
  - Pre-K Parent Post – found on DECAL website
  - Family Handbook – found on DECAL website
  - How will families be notified of these documents?

- Registration process for children and on-site written enrollment policy

- Category One and Category Two determination and documentation
- Required documents (EED, Immunizations, Enrollment forms, Student Roster information form)
- Roster reporting dates and process
- Requirements for keeping Pre-K records
  - 3 years

GEORGIA LOTTERY FUNDED PRE-K REFERRAL
FOR BEFORE/AFTER SCHOOL/EXTENDED DAY

Effective Program Year _____ to _____

CAPS
Childcare and Parent Services

Child's First Day of School (Pre-K) _____

Name of Pre-K School/Location _____
Site Address _____ County _____

List the name(s) and Social Security Number(s) of each parent or responsible adult living in the household:

1. _____ SSN# _____
2. _____ SSN# _____

Parent/Responsible Adult's Address _____

Responsible Adult's Day Time Phone # (_____) _____ County of Residence _____

Name and SS# of child(ren) enrolled in Pre-K _____

Is either responsible adult's name on DFCS' child care waiting list?. ❑Yes . ❑No . If yes, give name _____

Is either parent/responsible adult working?. ❑Yes . ❑No . If yes, give name(s) _____

Days and hours at work: _____ (Days) _____ (Hours) Total Hours (per week) _____
EXAMPLE: (Monday - Friday) (10 a.m. - 6 p.m.) (40 hours)

Income before deductions for responsible adult(s): $_____ ❑Weekly . ❑Every Two Weeks ❑Twice a Month ❑Monthly

Is the parent/responsible adult in school? . ❑Yes . ❑No . If yes, give name(s) _____

(SEE EXAMPLE ABOVE) Days and hours at school _____ (Days) _____ (Hours) Total Hours (week) _____

Is either parent/responsible adult in training? ❑Yes ❑No . If yes, give name _____

(SEE EXAMPLE ABOVE) Days and hours at training _____ (Days) _____ (Hours) Total Hours(week) ____

Does either responsible adult receive any of the following? (Check all that apply):
❑ . Cash Assistance (TANF) ❑ . Medicaid ❑ . Food Stamps . ❑ . None

Who do you want to provide before/after school care? _____
(ONE PROVIDER ONLY)

_____ _____ (_____)_____
Signature of Parent/Responsible Adult Date Area Code . Telephone Number

_____ _____ (_____)_____
Signature of Pre-K Provider Representative Date Area Code . Telephone Number

NOTE: THIS REFERRAL MUST BE MAILED (POSTMARKED) OR HAND DELIVERED TO THE DFCS OFFICE IN THE COUNTY WHERE THE FAMILY LIVES WITHIN FIVE (5) CALENDAR DAYS OF THE CHILD'S FIRST DAY OF SCHOOL OR AS SOON AS ENROLLMENT IS KNOWN. THIS FUNDING IS FOR 36 WEEKS (180 SCHOOL DAYS) OF THE PREKINDERGARTEN SCHOOL YEAR.

FOR DFCS PURPOSES ONLY: ❑No further action taken. Screening shows family is potentially ineligible.

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program Class Closure Notification 2014-2015

Please complete this form and send to your Pre-K Consultant for notification of all class closures. Submitting a class closure notification form indicates the class will no longer be in operation past the effective date of closure at this site or any other program site. Class closure notifications must be submitted by the Pre-K Project Director.

Legal Name: _____

Site Name: _____

License #: _____
(Licensed child care programs only)

Effective Date of Class Closure: _____

List Class ID #(s) for each class closing. Refer to your Pre-K Roster for Class ID # or Attachment A of your Pre-K Grant Agreement.

_____

Project Director Name: _____

Site E-mail: _____

Site Phone: _____ Site Fax: _____

Street Address: _____

City: _____ County: _____ Zip: _____

Reason for class closure: _____

♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦ DECAL Use Only ♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦

Date consultant received: _____

Pre-K Consultant Name: _____

Pre-K Manager Name: _____

Date Pre-K Manager sent form to PANDA: _____

Date form was uploaded to SharePoint: _____

BRIGHT START
Georgia Department of Early Care and Learning

Request for a Long-Term Substitute

Long-term substitute requests may only be submitted by the Pre-K Project Director.
Requests should be submitted to the program's Pre-K Consultant for approval.

☐ Lead Teacher ☐ Assistant Teacher

Directors should review Section 14.3 of the current Pre-K Providers' Operating Guidelines for Long-Term Substitute requirements before submitting this request. You will receive written notification of the final determination. **Failure to notify Bright from the Start of any teacher changes may result in a probationary status and/or reduction in funding.**

Project Director: _____ PANDA Class ID: _____

Program Name: _____ Site Name: _____

Site Mailing Address: _____

City: _____ State: _____ Zip Code: _____

Contact Phone Number: _____ Fax: _____ E-mail: _____

Long-Term Substitute's Name	Social Security #	Credential Level	Start Date	Expected End Date

ExistingTeacher's Name	Social Security #	Reason for Leave	Date Leave Starts	Expected Return Date
		☐ Extended Medical Leave: ☐ Maternity Leave ☐ Student Teaching		

NOTE: Requests will be evaluated within ten business days of receipt. Incomplete requests will delay the evaluation process. During the approved leave period, programs will be funded at the verified credential level of the existing lead teacher. Failure to notify the Pre-K Consultant of extended end/return date changes will result in reduction of funding and/ or program probation.

Office Use Only

Date Received: _____ Consultant Signature: _____ Request Approved: ☐ Yes ☐ No

Consultant Comments:

BRIGHT START
Georgia Department of Early Care and Learning

Teacher Change Notification Form

Please check all that apply: New Credential Verification Teacher Change

Teacher changes are required to be updated in PANDA. When a change is made in PANDA to the Teacher data, Appendix N- Teacher Notification Form is **automatically** generated and emailed to BFTS. You can print it out prior to pressing the button to confirm the changes made are correct. This form is required in the event of teacher change and/or credential change during the school year. **Failure to update teacher changes in PANDA may result in a probationary status and/or reduction in funding.**

The Professional Standards Commission (PSC) reviews and verifies all teacher credentials through the Professional Development Registry (PDR). Please help ensure that your teachers have registered in the PDR (www.pdr.decal.ga.gov) and they have sent the supporting credential documentation to the Georgia Professional Standards Commission (PSC) rather than to BFTS-DECAL. Credentials other than degree transcripts may be faxed to the PSC at 404-232-2661, with a cover letter stating the PDR#. All degree transcripts must be official and mailed to the PSC at the address below:

Georgia Professional Standards Commission
Professional Development Registry
200 Piedmont Avenue, Suite 1702
Attn: PDR *(insert PDR number)*
Atlanta, GA 30334-9032

Please review and verify the information. You do not need to send by email or fax. The form is automatically submitted through PANDA.

Class ID#	Position	Name on Roster	PDR #	Teacher's Name (Last, First)	SSN	Credential Level (BS/BA, Certified, CDA, etc.)	Years of Experience	Start Date	End Date
	Lead Asst.	Current New							
	Lead Asst.	Current New							

Project Director:_____

Legal Name: _____ Site Name_____

Mailing Address: _____ City:_____State:_____ Zip Code:_____

Contact Phone Number: _____ Fax:_____ E-mail:_____

Questions or concerns about teacher credentials can be sent to: panda.teachers@decal.ga.gov

2014-2015 Pre-K Year End Reconciliation Report

Legal Name:_____
DBA:_____
Address: _____
_____

Start-up Reconciliation:

1	Total Start-up payments:	
2	Total Start-up purchases:	
3	**Start-up balance:**	

Pre-K Grant Agreement and Roster Payments Reconciliation Expenditures/Direct Costs:

4	Instructional Supplies and Materials:	
5	Instructional Other (field trips etc.):	
6	Stationary Playground Equipment: **Approval Required**	
7	Computers: **Approval Required**	
8	Unreimbursed Food Expenses:	
9	Lead Teacher Salary:	
10	Lead Teacher Benefits:	

11	Sub-Lead Teacher Salary:	
12	Assistant Teacher Salary:	
13	Assistant Teacher Benefits:	
14	Sub-Assistant Teacher Salary:	
15	Other Employees:	
16	Other non-instructional costs:	
17	**TOTAL DIRECT COSTS:**	

Administrative Costs:

18	Director's Salary:	
19	Office Supplies:	
20	Bookkeeping/Clerical:	
21	Royalties:	
22	TOTAL ADMIN COSTS: Enter the total amount of allocated administrative expenses incurred. *Refer to Section 17.1 in the Pre-K Providers' Operating Guidelines for information regarding administrative expenses.*	

Totals:

24	Total Pre-K Payment:	
25	Total expenditures: Add lines 17 & 22	
26	**Balance Line A-B**	
27	**Amount Due**	

Comments:

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program
Request to Move a Pre-K Class

Please complete this form and send to your Georgia's Pre-K Consultant for prior approval. You will be notified via PANDA if the class move is approved. Move requests must come from the Pre-K Project Director. No provider is allowed to move a class without prior approval from a Georgia's Pre-K Program manager.

Legal Name: _____

Current Site Name: _____

Class ID#(s): _____
Class ID# can be found on your roster, or on your Pre-K Contract Attachment A.

New Site Name: _____

License#: _____ Effective Date of Move: _____
(Local School Systems may leave License# blank)

Site Director Name: _____

Site E-mail: _____ Curriculum: _____

Site Phone: _____ Site Fax: _____

Street Address: _____

City: _____ County: _____ Zip: _____

☐ ***Mailing Address is same as Street Address***

Mailing Address: _____

City: _____ County: _____ Zip: _____

Reason for move request: _____

Project Director Name: _____ Date: _____

♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦ DECAL Use Only ♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦

Date Received: _____ Recommended: ☐Yes ☐No

Pre-K Consultant Name: _____

Consultant Comment: _____

Pre-K Manager Name: _____ Approved: ☐Yes ☐No

Georgia's Pre-K Program Training Cancellation Form 2014-2015

Please print clearly and fax to 404-463-1569 twenty-four hours prior to the training session. If you have questions call our Training Department at 404-463-4109.

Registrant Name
Company or School Legal Name and Phone Number
Title of Training Session and Location
Date of Scheduled Training
Reason for Cancellation
Director Name (Printed) **Director Signature** **Today's Date**

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program 2014-2015 Grant Requirement Checklist

Legal Name: . . . **Site Name:**. . . . .

Programs are responsible for completing the Grant Requirement Checklist for each site. . Pre-K Project Directors may determine which administrators are responsible for which items on the checklist. This checklist is intended to be a working document to help collect and organize required documentation throughout the year. . In order to check completed, **all of the appropriate documentation must be collected, updated and maintained on site throughout the school year.** .

Examples of acceptable organizational tools include a 3 ring binder with labeled tabs, labeled file folders kept together in a designated file drawer or box, or an expandable file with labeled dividers.

Section #1 – Program Level Responsibilities	
Completed ☐	All lead teachers are registered for and have completed Bright from the Start training requirements. ☐ Register all lead teachers for training. ☐ Completed training certificates/documentation for each lead teacher.
Completed ☐	All assistant teachers are registered for and have completed Bright from the Start training requirements. ☐ Register all assistant teachers for training. ☐ Completed training certificates/documentation for each assistant teacher.
Completed ☐	Project Director has participated in Bright from the Start Pre-K training.
Completed ☐	All Pre-K staff have completed registration in the Professional Development Registry.
Completed ☐	Documentation for disenrollment of children is maintained on site. ☐ No disenrollment of children.
Comments:	

Section #2 – Site Level Responsibilities	
Completed ☐	Parents were provided with Pre-K Program policies and procedures and meal fees within 20 days of commencement of service. . Supporting documentation for each family (sign-in sheet, agenda, or parent agreements) is included in the Grant Requirement Notebook/File.
Completed ☐	Working Copy of the Georgia's Pre-K Checklist for Student Files (by first day of school and updated for each roster submission and according to Pre-K Program Operating Guidelines) is included in the Grant Requirement Notebook/File. . . http://decal.ga.gov/Prek/DirectorGrantRequirementChecklist.aspx

Completed ☐	An individual file for each Pre-K child is on site with the following documentation maintained and updated in accordance with the Pre-K Program Operating Guidelines. ☐ Birth documentation on file (before/on the first day the child enters the program) ☐ Residency documentation on file (before/on the first day the child enters the program) ☐ Immunization forms (3231) current and on file (within 30 calendar days of entry to the program) ☐ Eye, Ear, Dental and Nutrition forms (DPH 3300-Revised 2013) on file (within 90 calendar days of entry to the program) ☐ Follow-up documentation for 3231 and 3300 forms on site and updated throughout the year ☐ Copy of Category One eligibility documentation (if applicable) ☐ Completed Georgia's Pre-K Registration Form (prior to entry into the program) ☐ Completed Georgia's Pre-K Roster Information Form (collected after entry into program and prior to Roster 1 and updated as needed)
Completed ☐	Attendance documentation is being maintained with times noted when children arrive late or leave before the end of the instructional day.
Completed ☐	Documentation of absenteeism and/or tardiness follow-up is maintained on site.
Comments:	

Section #3 – Program Level and Site Level Shared Responsibilities

Completed ☐	An orientation for all Pre-K staff was provided within 20 days of commencement of school. ☐ Copy of the agenda ☐ Copy of staff sign-in sheet
Completed ☐	Documentation for suspension of children is maintained on site. ☐ No suspension of children
Completed ☐	Appropriate lesson plans including required components are on site and are checked regularly. ☐ Copy of Instructional Quality (IQ) Guide for Planning Instruction and the reviewed set of lesson plans for each lead teacher completed within 30 school/business days of teachers reporting) If teacher is using the 12 week lesson plan "Off to a Good Start", the IQ guide should be completed after the teacher has begun writing his or her own lesson plans. ☐ Monitoring plan developed and implemented for lesson plans and providing feedback throughout the school year
Completed ☐	The Pre-K funded day includes 6.5 hours of documented instruction and teacher planning time. ☐ Copy of the Instructional Quality (IQ) Guide for Daily Schedule and the reviewed daily schedule for each classroom (completed within 30 school/business days of teachers reporting).
Completed ☐	A developmentally appropriate environment and supporting materials are maintained and monitored regularly. ☐ Copy of the Instructional Quality (IQ) Guide for the Learning Environment for each classroom (completed within 30 school/business days of teachers reporting) ☐ Monitoring plan developed and implemented for monitoring the classroom environment and materials and providing follow-up throughout the year.

Completed	Appropriate child assessment is implemented and assessment data maintained for each child. ☐ Copy of the Instructional Quality (IQ) Guide for Assessment (WSO) for each classroom (completed and updated throughout the school year according to the timeline) ☐ Copy of the Instructional Quality (IQ) Guide for Directors is completed for each site. ☐ Monitoring plan developed and implemented for providing feedback about assessment
Comments:	

Upon completion of the document please sign, date, and keep on site for Bright from the Start consultant review.

By completing and signing the document, the Project Director is asserting that the information is true and that supporting documentation is being maintained on site.

Project Director Signature: _____ Date: _____

Site Director Signature: _____ Date: _____

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program 2014-2015

Instructional Quality (IQ) Guide for the Learning Environment

Site Name: _____ **Teacher Name:** _____

This guide is to be completed first by the lead teacher. This should be completed within the first thirty (30) school/business days of when teachers report and then signed, dated and submitted to the Director/Principal. Upon receipt of the completed IQ Guide, Directors/Principals may designate a second reviewer. The designated reviewer should complete the document while in the classroom, compare results and provide feedback to the teacher. Directors/Principals should sign off at the end regardless of who is designated as the reviewer. A completed copy of **the *IQ Guide for the Learning Environment*** should be placed with the ***Grant Requirement Checklist***. This document was designed to be fluid and used throughout the school year to document changes. Although additional reviews are not required, Directors/Principals are encouraged to set a date for a second review. NOTE: A second or additional reviews can be required as deemed necessary by Bright from the Start staff.

For the purpose of this document please use the following definitions:
Enough: all 22 children or for the number of children enrolled in the classroom
Some: enough for a small group of children (2 to 8 children)
Accessible: materials are located within the learning areas or in the classroom within easy reach of the children. Children can freely choose to use materials without asking for teacher permission or assistance.
Available: items are easily brought out for children's use for specific activities or to expand children's learning.

Additional definitions and clarifications can be found in the *FAQ for the Learning Environment*. Although completion of this guide is required within the first 30 days and a second review is recommended, monitoring and feedback can be given as often as desired. This document is intended to be a working document and teachers can write specific items needed under each area and reviewer/director/principal can add dates when items are available/ordered/delivered or additional corrections are made.

Classroom Environment and Display				
Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date:	Reviewer __/__/__ Date:
The classroom is inviting, clean, organized, and visually appealing to children.	☐	☐	☐	☐
Majority of items in the display are child-initiated, at children's eye level, and displayed no longer than six weeks.	☐	☐	☐	☐
Photos of children and their families are included in the display.	☐	☐	☐	☐
Dictations from children are included in the display.	☐	☐	☐	☐
Photos and chart stories from recent activities are included in the display.	☐	☐	☐	☐
The classroom is safe and free from hazards.	☐	☐	☐	☐
Comments				

Language and Literacy				
Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date:	Reviewer __/__/__ Date:
Furnishings:				
Personal Items to make the area cozy Examples: rug, lamp, pillows	☐	☐	☐	☐

Soft seating	☐	☐	☐	☐
Reading Area Materials are accessible, labeled and organized:				
There are books for all children enrolled. Examples: Fantasy, nonfiction, wordless, repetitive, informational, rhyming, predictable, familiar sequence, repetitive phrase, cumulative, multicultural, question and answer, class-made	☐	☐	☐	☐
Books that reflect current topics are rotated in the classroom.	☐	☐	☐	☐
Books are displayed and organized forward facing so children can easily see the front covers of the books to make choices.	☐	☐	☐	☐
Props to develop alphabetic principle (3 types) Examples: letter puzzles, displayed alphabet, word cards, alphabet game, alphabet lotto, letter dominoes, inter-locking letter cubes, wooden alphabet blocks, alphabet letter tiles, alphabet letter stamps	☐	☐	☐	☐
Props to promote language development (3 types) Examples: Puppets, telephones, walkie-talkies, cell phones, magnet stories, flannel board and stories familiar to children.	☐	☐	☐	☐
Listening station and player (CD or Cassette) with headphones, books and recorded stories (2 choices)	☐	☐	☐	☐
Writing Area Materials are accessible, labeled and organized:				
Writing instruments of various sizes (3 types) Examples: pens, markers, chalk, crayons, pencils, colored pencils	☐	☐	☐	☐
Vocabulary cards with words and pictures	☐	☐	☐	☐
Real/found materials (3 types) Examples: envelopes, order forms, greeting cards, note pads, stationery, address books, phone books, typewriter, write and wipe cards/boards	☐	☐	☐	☐
Paper (3 types) Examples: lined, unlined, journals, drawing paper, tablets	☐	☐	☐	☐
Name cards of children in the classroom with picture and name	☐	☐	☐	☐
Comments				

Dramatic Play

Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date: ___	Reviewer __/__/__ Date: ___
Area is large enough to accommodate a minimum of 5 children.	☐	☐	☐	☐
Furnishings:				
Housekeeping furniture (3 types/purposes) Examples: stove, sink, refrigerator, hutch	☐	☐	☐	☐
Dress-up clothing storage	☐	☐	☐	☐
Table and chairs	☐	☐	☐	☐
Basic shelves for housing dramatic play materials	☐	☐	☐	☐
Basic Materials are accessible, labeled and organized:				
Dolls – at least 5	☐	☐	☐	☐
Quality dress-up clothes (3 types for boys and 3 types for girls)	☐	☐	☐	☐
Full-length mirror	☐	☐	☐	☐
Props for kitchen play Examples: eating utensils, dishes, pots and pans, pretend food, cooking utensils (rolling pin, egg beaters, etc.)	☐	☐	☐	☐
Props for cleaning play Examples: sponges, mop, broom, dust pan, bucket	☐	☐	☐	☐

Props and furniture for pretend play with babies (3 types) Examples: baby bed, high chair, blankets, bottles, diaper bag, baby clothes, baby blankets	☐	☐	☐	☐
Collection of empty containers Examples: cereal and other food boxes, detergent bottles, spice bottles, milk cartons, juice bottles	☐	☐	☐	☐
Additional housekeeping accessories (3 types). Examples: ironing board/iron, telephone, cash register, clocks, pet dishes	☐	☐	☐	☐
At least one Prop box for an additional dramatic play theme.	☐	☐	☐	☐
Props to encourage beginning reading and writing skills Examples: recipe books, menus, telephone books, checklists, telephone message pad, pens, pencils	☐	☐	☐	☐
Comments				

Blocks

Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date: ___	Reviewer __/__/__ Date: ___
The majority of unit blocks are stored on shelves for easy accessibility and sorted, labeled and organized for easy clean-up.	☐	☐	☐	☐
Block area is located away from traffic patterns.	☐	☐	☐	☐
Block area is large enough for a minimum of 5 children.	☐	☐	☐	☐
Furnishings:				
Organized storage for blocks and props and accessories	☐	☐	☐	☐
Basic Materials are accessible, labeled and organized:				
Standard unit blocks (200 – 250)	☐	☐	☐	☐
Large wooden hollow blocks (20 – 30)	☐	☐	☐	☐
Block accessories (3 types) Examples: vehicles, animals (farm, zoo, ocean), traffic signs, people	☐	☐	☐	☐
Real/found materials – at least 2 types Examples: egg cartons, PVC pipe, cups, cardboard tubes	☐	☐	☐	☐
Materials to promote literacy development. Examples: maps, alphabet blocks or tiles, books related to block play, writing materials	☐	☐	☐	☐
An additional type of block (10 – 20). Examples: cardboard, foam, plastic	☐	☐	☐	☐
Comments				

Math

Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date:	Reviewer __/__/__ Date:
Furnishings:				
Math/manipulative materials are housed on low shelves near a table or designated play area.	☐	☐	☐	☐
Basic Materials are accessible, labeled, and organized:				
One type of material for each of the following: counting, sorting, recognizing shapes, and hand/eye coordination.	☐	☐	☐	☐
Materials for measuring (weight, length and time)	☐	☐	☐	☐

Real/found materials (2 types) Examples: buttons, bottle tops, beans, dominoes	☐	☐	☐	☐
Math and manipulative materials to address different developmental levels of the children enrolled in the classroom and to meet children's needs as they progress throughout the year	☐	☐	☐	☐
Puzzles of varying levels of difficulty and number of pieces (3 types) Examples: knobbed, wooden, floor	☐	☐	☐	☐
Math games (3) Examples: dominos, number bingo, matching games, counting games, patterning games, folder games	☐	☐	☐	☐
Materials to promote literacy development. Examples: stringing alphabet beads, books to develop math concepts, writing materials, alphabet cube and beads, alphabet puzzles	☐	☐	☐	☐
Comments				

Science

Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date:	Reviewer __/__/__ Date:
Furnishings:				
A sensory table with tools to dig, scoop, pour and measure is open and accessible daily.	☐	☐	☐	☐
Basic shelving to house science materials	☐	☐	☐	☐
Basic Materials are accessible, labeled, and organized:				
Basic materials (3 different materials from this list): Magnets and items to attract and repel, binoculars, magnifying glasses, prisms, color paddles	☐	☐	☐	☐
Discovery experience materials (3 types) Examples: matching sounds, identifying scents, feely bags, sequencing cards, gears, discovery tubes/sensory bottles, simple science experiments, health and nutrition games, animal bingo	☐	☐	☐	☐
Pictures and collections related to science/nature are displayed in the area (2 sets/collections). Examples: seashells, rocks, feathers, tree bark, fossils, acorns, variety of leaves, etc.	☐	☐	☐	☐
Something living for children to care for	☐	☐	☐	☐
Materials to promote literacy development Examples: age appropriate science concept books, writing materials that support recording observations and making lists, walkie-talkies, science word cards with pictures to develop vocabulary	☐	☐	☐	☐
Texture/sensory table materials are varied and changed monthly. Examples of materials for digging, pouring, measuring and scooping: beans, sand, rice, water, dirt, etc.	☐	☐	☐	☐
Comments				

Art

Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date: ___	Reviewer __/__/__ Date: ___
Furnishings:				
Table and chairs	☐	☐	☐	☐
Drying space or rack	☐	☐	☐	☐
Full-sized easel accessible daily (must hold 16x22 or 18x 24 paper)	☐	☐	☐	☐
Shelving for housing art materials	☐	☐	☐	☐
Basic Materials are accessible, labeled and organized:				
Crayons	☐	☐	☐	☐
Markers	☐	☐	☐	☐
Paper of different sizes, colors, textures (3 different types). Examples: construction, tissue, white, manila, newsprint, foil, news, wax	☐	☐	☐	☐
Scissors (appropriately sized) enough for a small group of children	☐	☐	☐	☐
Collage materials (3 types). Examples: pipe cleaners, fabric scraps, buttons, cotton balls, feathers, foam pieces, sequins, pom poms, yarn	☐	☐	☐	☐
Play dough or soft clay and tools	☐	☐	☐	☐
Glue (enough for a small group of children)	☐	☐	☐	☐
Fresh Paint for easel (3 or more colors)	☐	☐	☐	☐
Paint brushes appropriately sized (one for each color of paint)	☐	☐	☐	☐
Paper for easel (16 x22 or 18 x 24)	☐	☐	☐	☐
Painting smocks	☐	☐	☐	☐
Materials for three-dimensional creations (variety) Examples: small boxes, straws, paper plates, pie plates, pipe cleaners, cardboard tubes	☐	☐	☐	☐
Materials for promoting literacy development Examples: books, storybook paper, alphabet stickers, lined paper or journals, pens, pencils	☐	☐	☐	☐
Comments				

Music

Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date: ___	Reviewer __/__/__ Date: ___
Music player (separate from the listening center)	☐	☐	☐	☐
Musical props (2 types/22 each) Examples: scarves, ribbons, bean bags	☐	☐	☐	☐
Musical instruments (various types of instruments; at least 22 total)	☐	☐	☐	☐
Age-appropriate music (3 types) Examples: classical, children's, jazz, nature sounds, multicultural, dance, foreign language	☐	☐	☐	☐
Comments				

Physical Development				
Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date: ___	Reviewer __/__/__ Date: ___
Age-appropriate mobile equipment (3 types) Examples: balls, hoops, parachute, wagons, tricycles, scooters, plastic bats, catching games/gloves, cones for obstacle course. Note: Helmets required when riding vehicles.	☐	☐	☐	☐
Uses stationary equipment daily, weather permitting.	☐	☐	☐	☐
Comments				

Review 1

Teacher Signature: _____ ***Date:*** ____/____/____

Director/Principal Signature: _____ ***Date:*** ____/____/____

Review 2 (if applicable) ***Date:*** ____/____/____

Teacher Signature: _____

Director/Principal Signature: _____ ***Date:*** ____/____/____

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program 2014-2015
Instructional Quality (IQ) Guide for Daily Schedule

Site Name: _____ **Teacher Name:** _____

Lead teacher will complete within 30 school/business days from when teachers report using a current schedule. Sign, date and submit to the Director/Principal with the corresponding schedule. Director/Principal will review and provide necessary support or feedback. Complete the director column, sign, date and file with the *Grant Requirement Checklist*. Also attach a copy of the Daily Schedule used to complete the IQ guide. (Suggestion: work with a schedule the first couple weeks of school, adjusting to meet children's needs before completing this IQ Guide)

Teacher	Director	**Refer to the *FAQ for Daily Schedule* for an explanation of the various schedule components. This IQ Guide should be completed whenever a teacher/program makes changes to the daily schedule throughout the year.**
☐	☐	6.5 hour written daily schedule with times is posted **inside** the classroom. *Note: If the school year is shortened, equivalent numbers of hours must be documented on the school calendar, posted schedules, and in lesson plans.*
☐	☐	Large Group Time/Opening Activity
☐	☐	Daily Large Group Literacy Time
☐	☐	Two Teacher-Planned Story Times
☐	☐	Phonological Awareness Activities
☐	☐	Small Group Time
☐	☐	60 minutes of uninterrupted play in centers. Clean up should be clearly defined and is in addition to the minimum one full hour block of time.
☐	☐	Music with Movement Activities
☐	☐	Rest Time (scheduled for a maximum of one hour)
☐	☐	Outdoor Play
☐	☐	Closing Activity
☐	☐	A schedule for children is posted at children's eye level and is manipulated by children to facilitate knowledge of the daily routine and time/sequence concepts. This schedule must include pictures.

Teacher Signature: _____ ***Date:*** ____/____/____

Director/Principal Signature: _____ ***Date:*** ____/____/____

Comments and Feedback:

Note: IQ Requirements for Daily Schedule reflect the basic foundation each program will create, and if necessary may expand to include other components such as transitions, restroom times, specials, etc., as additional program requirements or needs.

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program 2014-2015
Instructional Quality (IQ) Guide for Planning Instruction

Site Name: _____ **Teacher Name:** _____

Lead teacher will complete within 30 school/business days from when teachers report using a week of completed lesson plans. If the teacher is using the 12 week lesson plan "Off to a Good Start", the IQ guide should be completed after the teacher has begun writing his or her own lesson plans. Sign, date and submit to the Director/Principal with corresponding plans. Director/Principal will review using the same set of lesson plans/provide support and feedback. Complete director column, sign, date and file with the ***Grant Requirement Checklist***. Also include a copy of the lesson plan that was used to complete the IQ guide**Refer to the **FAQ for Planning Instruction** for explanation of instructional activities which should be reflected in lesson plans.*

Teacher	Director	Organizational Components
☐	☐	Lesson plans are accessible and maintained on site, updated throughout the entire year, organized by month or topic and stored in a binder or notebook.
☐	☐	Templates located on BftS website are used for planning instruction. ☐ Lesson Plan Template (required/choose one) ☐ Small Group Template (required/choose one which best supports children's needs). ☐ Changes to the Environment Form (required/choose one) ☐ Planning for Assessment Template (this form is optional if plans for assessment are documented on lesson plans).
☐	☐	Each week, current and complete lesson plans are on site, organized and implemented.
☐	☐	Clock times noted on lesson plans correspond with the times and activities on posted schedule.
☐	☐	Georgia Early Learning and Development Standards (GELDS) are documented for all teacher-planned instructional activities using the complete code. (Example: CLL 1.4a)
Teacher	**Director**	**Instructional Activities**
☐	☐	Activities are appropriate for the developmental levels of the children in the classroom.
☐	☐	Activities are free from rote memorization or drills and letter of the week activities/instruction.
☐	☐	Instruction is free of worksheets and dittos.
☐	☐	Open-ended activities are planned.
☐	☐	Large Group/Opening Activities are purposeful, vary and are planned **daily**.
☐	☐	Individualization for specific children is documented as needed. (see Small Group Template)
☐	☐	Music with gross motor movement (music title and activity) is planned **daily.**
☐	☐	Closing reflects a planned/purposeful activity.
Teacher	**Director**	**Language and Literacy Development**
☐	☐	Large Group Literacy activities (developing reading **and/or** writing skills) are planned **daily.**
☐	☐	Phonological awareness activities are **daily** and vary, following a continuum of learning.
☐	☐	A minimum of two (2) purposeful opportunities to read and discuss children's literature **daily.**
Teacher	**Director**	**Small Group Instruction**
☐	☐	Small groups, (2-8) children, change frequently based on the needs/skills of students.
☐	☐	Small group reading and supporting activity is documented at least **once per week**.
☐	☐	Developmentally appropriate and purposeful small group activities are planned **daily**. Teacher facilitated and independent activities should be documented.
☐	☐	Children are identified in independent and teacher facilitated groups (name, initial, or symbol).
Teacher	**Director**	**Planned Assessment Collection**
☐	☐	Plans for collecting assessment data are incorporated throughout the instructional week (either on the planning for assessment template or directly on the lesson plans).

Teacher Signature: _____ ***Date:*** ____/____/____

Director/Principal Signature: _____ ***Date:*** ____/____/____

(It is recommended this IQ Guide be utilized throughout the year as part of your written plan for monitoring lesson plans.

Feedback and Follow-up:

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program 2014-2015
Instructional Quality (IQ) Guide for Assessment
Work Sampling Online Director Timeline
Reporting Period 1(FALL)

Site Name:

PRE-PLANNING	☐ Meet with teacher(s) to review guidelines and other requirements you will put into place for teacher(s). ☐ Create a monitoring plan for reviewing and providing feedback to teacher(s) and file with your Director Grant Requirement Checklist. ☐ Ensure teacher(s) have all materials necessary for assessment collection (camera, computer, dsl, printer, etc).

WEEK 4 **DUE:**	☐ Screen all classes. Randomly select at least 3 portfolios from each class to ensure teachers are entering and linking documentation online weekly.

WEEK 6-7 **DUE:**	☐ For each class verify that all students have a checklist created. You are able to check the site as a whole using the **Assessment Status Report**. (Directions to run the report are on the BFTS website in the "how to" file under Work Sampling).

WEEK 12-13 **DUE:**	☐ Screen all classes. Randomly select at least 3 portfolios from each class to ensure teachers are entering and linking documentation online weekly.

WEEK 17-18 **DUE:**	☐ Randomly review Narrative Summary Reports prior to conferences for completion and ensure comments are factual, positive and written in a professional manner. ☐ Ensure that all 69 indicators have been rated and finalized.

Director/Reviewer Signature: _____ ***Date:*** ____/____/____

Georgia's Pre-K Program 2014-2015
Instructional Quality (IQ) Guide for Assessment
Work Sampling Online Director Timeline
Reporting Period 2 (SPRING)

Site Name:

WEEK 4 **DUE:**	☐ Screen all classes. Randomly select at least 3 portfolios from each class to ensure teachers are entering and linking documentation online weekly.

WEEK 6-7 **DUE:**	☐ For each class verify that all students have a checklist created. You are able to check the site as a whole using the **Assessment Status Report** (directions to run the report are on the BFTS website in the "how to" file under Work Sampling).

WEEK 12-13 **DUE:**	☐ Screen all classes. Randomly select at least 3 portfolios from each class to ensure teachers are entering and linking documentation online weekly.

WEEK 17-18 **DUE:**	☐ Randomly review Narrative Summary Reports prior to conferences for completion and ensure comments are factual, positive and written in a professional manner. ☐ Ensure that all 69 indicators have been rated and finalized. ☐ All children's checklist and narrative summary reports are copied and left on site for three years.

Director/Reviewer Signature: _____ ***Date:*** ____/____/____

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program 2014-2015
Instructional Quality (IQ) Guide for Assessment
Work Sampling Online Teacher Timeline
Reporting Period 1(FALL)

Site Name: **Teacher Name:**

PRE-PLANNING	☐ Review the FAQ for the IQ Guide for Assessment (WSO). ☐ Ensure camera is in classroom. Computer and printer are accessible and in working order. ☐ Report any issues to your director/principal. ☐ Enter your PANDA Class ID as your WSO class name. **DO NOT CHANGE YOUR CLASS NAME – THIS IS A UNIQUE IDENTIFIER ASSIGNED TO YOU BY OUR DATABASE.** ☐ Enter student information for your class online.

WEEKLY THINGS TO DO	• Observe, record, and link all observational notes, work samples, photos and complete matrices. • Documentation must be entered and linked to indicators weekly. • Archive any student that has dis-enrolled from your class. • Contact prekassessment@decal.ga.gov before adding any new student to your WSO roster. • Update children's PANDA ID's as needed. • Review linked documentation and rate indicators on the WSO Developmental Checklist.

WEEK 17-18 **DUE:**	☐ Review all supporting documentation and WSO Developmental Checklist. All 69 indicators should be rated and finalized. ☐ Save to desktop or print a copy of each child's completed WSO Developmental Checklist. ☐ Complete the Narrative Summary Report online (including attendance) and print for conferences. ☐ Conduct the required family conferences and obtain parent signatures. ☐ Keep a copy of the Narrative Summary Report on site for 3 years.

Teacher Signature: _____ ***Date:*** ___/___/___

Director/Reviewer Signature: _____ ***Date:*** ___/___/___

Georgia's Pre-K Program 2014-2015
Instructional Quality (IQ) Guide for Assessment
Work Sampling Online Teacher Timeline
Reporting Period 2 (SPRING)

Site Name: **Teacher Name:**

WEEKLY THINGS TO DO	• Observe, record, and link all observational notes, work samples, photos and complete matrices. • Documentation must be entered and linked to indicators weekly. • Archive any student that has dis-enrolled from your class. • Contact prekassessment@decal.ga.gov before adding any new student to your WSO roster. • Update children's PANDA ID's as needed. • Review linked documentation and rate indicators on the WSO Developmental Checklist.

WEEK 17-18 **DUE:**	☐ Review all supporting documentation and WSO Developmental Checklist. All 69 indicators should be rated and finalized. ☐ Print a copy of each child's completed WSO Developmental Checklist. Keep on site for 3 years. ☐ Complete the Narrative Summary Report online (including attendance) and print for conferences. ☐ Conduct the required family conferences and obtain parent signatures. ☐ Keep a copy of the Narrative Summary Report on site for 3 years.

Teacher Signature: _____ ***Date:*** ___/___/___

Director/Reviewer Signature: _____ ***Date:*** ___/___/___

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program
Newly Funded Program Visit Protocol
2014-2015

PRIOR TO EACH NEWLY FUNDED PROGRAM VISIT

- Pre-K consultant contacts the project director to introduce him/herself and schedule the initial visit. This call provides an opportunity to stress registering for New Director Training for the Project Director. Prior to the visit, email the welcome letter and attach a copy of the Basic Equipment, Materials, and Supplies Inventory List. Ask the director to print a copy of the *Pre-K Providers Operating Guidelines* for the visit and review prior to the visit.
- Consultant should prepare to take the following:
  - Program's consultant worker file
  - Newly Funded Program Visit Form
  - Pre-K Checklist for Student Files
  - Pre-K Providers' Operating Guidelines and Appendices
  - Licensing study with classroom capacity
  - Lap top
  - Printer and extra ink cartridge
  - Copy paper
  - Air card

Type of Visit	1st Visit	2nd Visit
Newly Funded Program	Within two weeks of grant being awarded. ***Prior to the visit, ask the Project Director to complete the Basic Equipment, Materials, and Supplies Inventory List.***	Before the first day of school.

Pre-K Operating Guidelines are referenced throughout the visit forms.

DIRECTIONS FOR CONDUCTING AND COMPLETING THE VISIT FORMS

NEWLY FUNDED VISIT #1

- **Pre-K General Information**
  - *Pre-K Consultant Role:* share role and contact information.
  - *Bright from the Start*
    - Consultant of the Day: share role and availability of COD.
    - Website: Explain that there is a Pre-K section for teachers, project directors, and families. Let the director know that information, forms, and resources for other BFTS divisions are accessible on the website.
  - Pre-K Providers' Operating Guidelines: Explain the importance of being familiar with the guidelines. Explain that the guidelines outline the requirements for operating a Georgia's Pre-K Program. The provider should have a copy of the guidelines printed.
  - *Days of Service*

- Instructional days: Ensure a completed current year school calendar is in PANDA. Explain that a minimum of 180 instructional days should be provided for students and that a minimum of 1170 instructional hours is required each year.
- Teacher Planning Days: Explain that there should be eight teacher work days days outside of the 180 instructional days for Pre-K related activities for staff. Stress that staff may only be used to provide services related to Pre-K during the school day, as well as on teacher work days.
- Planning Day Waiver Form: Explain that there is a process to request a waiver to not use all of the teacher planning days.

- *Calendar Submission in PANDA:* Review the process for entering the school year calendar into PANDA.
  - Program/Staff Hours: The 6.5 hours of instructional time should begin no earlier than 7:30 a.m. with hours of operation as delineated in the original approved application. The remaining working hours of the lead teacher and assistant teacher day must be used for Pre-K program activities such as parent conferences, meetings, instructional planning, documenting children's progress, and maintaining assessment portfolios, etc.
- Required Staffing: Explain requirements for staffing the class. Two adults must be present and actively involved with children during the instructional day, with the exception of nap time.
- *Instructional Program Fees and Meal Fees*: Fees cannot be charged to any child/family for services needed to operate the instructional program, such as registration, curriculum fees, classroom supplies, etc. Bright from the Start recommends that Pre-K providers charge no more than $(b)(4) a week for meal fees to Category Two families.
- *Project Director/Site Director Roles:* Explain the roles of the Project and Site Director.

- **Required Student File Documents**: Share the Pre-K Checklist for Student Files. Give overview of required documentation highlighting eligibility documentation due by the first day of school. Stress due dates for 3231 and 3300 certificates and the importance of follow-up documentation for "untestable" or provisional status of 3300 certificates.

- **Expenditure Requirements:**
  - *$(b)(4) per classroom materials/supplies:* Explain that programs must spend a minimum of $(b)(4) per classroom on equipment and materials in addition to the $(b)(4) startup funds. The $(b)(4) is spread out over the 10 payments they receive over the course of their contract.
  - *Record keeping requirements:* Review the list of records that must be retained at the site for three years. Stress the importance of retaining receipts and other financial records supporting expenses charged to Pre-K.

- **Orientation Requirements**
  - *Teaching and administrative staff orientation:* Explain that the expectation is that the school will provide an orientation about Georgia's Pre-K for teachers and administrative staff within 20 days of hiring/starting. Stress that orientation should also be provided when there is turnover in Pre-K staff.
  - *Parent orientation and family handbook:* Explain that on-site orientation should be provided for families within 20 working days of commencement of Pre-K services for children. The school year calendar and written information regarding any charges should be provided during the meeting. Refer the director to the BFTS website for the Pre-K Family Handbook.
  - *Parent and staff orientation checklist:* Give examples of appropriate orientation discussion topics **(Appendix I and Appendix J).**
  - *Documentation of orientation sessions:* Give examples of how orientation sessions may be documented (sign-in sheet, copy of agenda, or parent agreements).

- **Enrollment (Enter # of children the program currently has enrolled for the upcoming year)**

- Written policy for enrollment: Ask the director to share their process for enrolling Pre-K students. Inquire about written enrollment policies. Provide technical assistance if the program has not developed a written process.
- Wait List Information Form: Explain that families asking to be placed on the program's waiting list must complete the Wait List Information Form and the forms must be kept on site. Stress the importance of entering the site's Wait List on PANDA and keeping it updated throughout the year.
- Enrollment and recruitment strategies: Talk with the provider about how they are enrolling children, if they are struggling to locate children share ideas of places to look, calling other programs, etc.

- **Program Components**
  - Confirm that the classroom they will be using for Pre-K is the same classroom that was submitted on the application and is licensed for at least 20 children.
  - Teachers – talk with the program about where they are in the process for hiring a lead and assistant teacher. Review teacher credential requirements with the Project Director.
  - Lesson plans: Explain that there are five lesson plan templates on the BFTS website which teachers are required to use. BFTS also has the 12 week lesson planning handbook which was designed for teachers new to Georgia's Pre-K; however, it is a resource that all teachers are encouraged to use. They are comprehensive lesson plans, including developmentally appropriate activities and strategies for future planning. These would be used for the first 12 weeks of Pre-K and then the required lesson planning templates would be utilized after that.

- **Choose a date for your next visit and document this on the Newly Funded Program visit form.**

NEWLY FUNDED PROGRAM VISIT #2

It may be necessary to visit the program multiple times depending on the level of support the program needs.

- **Follow up from first visit**
  - Document any areas that needed follow up from the first visit to the program.

- **Pre-K Consultant Visits (announced and unannounced):**
  - *Program and Site Visits:* explain that they will receive program and site visits during the year.
  - *Roster Verification Visits*: explain that 10% of sites are randomly selected for one roster verification visit and that the visit includes review of rosters, attendance and children's records.
  - *Grant Requirement Checklist Visits*: explain that 20% of sites are randomly selected for one Grant Requirement Checklist Visit which includes reviewing the GRC and IQ guides.
  - *Classroom Assessment Scoring System (CLASS) visit:* give an overview of the CLASS and explain that if the program is selected for a CLASS visit, the results will be used to plan professional development in subsequent years.
  - *Technical Assistance Visits:* explain that schools can request technical assistance in specific areas over the course of the year (WSO, lesson plans, instruction, learning environment, program oversight, WSO screening, etc).
  - *Monitoring Visits:* programs that are having compliance issues with other divisions (CCS, Nutrition, CAPS) may receive a monitoring visit during the year to provide additional support.

- **Program Oversight**: Inquire about the person who will be responsible for oversight of the program. Explain that programs are required to complete five checklists to ensure that the program and

classrooms meet the requirements for Georgia's Pre-K. Provide a copy of the Grant Requirement Checklist (GRC) and give guidance in collecting and organizing documentation for the GRC. Examples could be organizing all required documentation in a notebook or in file folders. Share the resources found under the Director Grant Requirement Checklist tab on the website. Share a copy of the Director Grant Requirement Checklist Notebook Table of Contents handout found on the website.

- *Provide copies of all of the Instructional Quality (IQ) Guides*; explain the purpose of each one, how they are meant to be used, and the due dates for completion. Share the Frequently Asked Questions documents for the GRC and IQ Guides.
- *Monitoring plans for providing feedback to staff*: Explain the importance of regular monitoring and providing feedback to staff. Inquire about the director's plan to monitor the learning environment, lesson plans, and assessment. Provide technical assistance if the director has not developed monitoring plans.
- *Lesson plans:* Remind the director about the use of the BFTS lesson plans or the 12 week lesson plans for the teachers.
- *Work Sampling Online*: Let the director know that technical assistance will be provided in the future to support them in understanding the requirements for WSO (training, auditing classes).
- Georgia Early Learning and Development Standards (GELDS): Explain the purpose of the GELDS. Also review where the information regarding GELDS can be found on the BFTS website as well as the requirement that teachers plan using the GELDS.
- *Suspension/Disenrollment of a child:* review the guideline section regarding suspension and disenrollment with the provider.
- *PANDA Emails:* review the importance of checking and reading emails sent through PANDA.

- **Professional Development Requirements**:
  - Registration in the Professional Development Registry (PDR): Give an overview of the PDR-explaining that the PDR tracks teacher training and certification. It also assigns a Career Level/early childhood credential to teachers. Explain that all teachers are required to enroll in the PDR.
  - Explain that all Pre-K lead teachers and assistant teachers are required to meet annual training requirements.
  - Registering staff for Pre-K training: explain that the schedule for training is available on the BFTS website and that staff can be registered at: www.decal.ga.gov/trainingregistration.
  - Double check to ensure the Project Director is registered for New Director Training. If training is not open to register, provide information on what to expect and follow up once training is open.
  - No show fee: Explain the process for training cancellation. Stress that there is a $(b)(4) "no show" charge when registered staff fails to attend training without prior cancellation of their attendance. Repeat or incorrect training will also result in a $(b) charge.
  - Reimbursement for travel related expenses: Explain that Pre-K funds should be used to cover costs associated with training. Recommend that the director develop and share their travel/expense reimbursement policy with staff.

- **Pre-K Reporting and Reimbursements**
  - Roster reports: Stress the importance of submitting rosters by due dates. Explain the importance of accurate data entry for students and teachers. Make sure the director understands that children who have enrolled or registered but have not attended a scheduled instructional day should not be reported on the roster.
  - Waiting List: Explain the mandatory requirement for reporting waiting list information with the first roster and updating the information with each roster reporting period. Share due dates for waiting list information entry.
  - Roster based payments: share payment schedule.
  - Roster based payments: explain that payments are roster based according to student enrollment and the lead teacher credential as reported on the submitted roster.

- **Teacher Information**

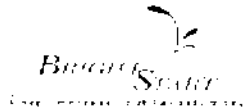
- Teacher credentials (lead teacher/assistant teacher): give overview of lead teacher and assistant teacher credential requirements.
- Reporting teacher change and/or credential change: explain process for reporting teacher changes.
- Substitute teachers: Share the requirements for staffing the class when the lead and/or assistant teacher is absent. Explain the difference between a short-term substitute and a long-term substitute. Share Guidelines Appendix M, Request for a Long-Term Substitute.

- **Program Components**
  - Consultant should view the classroom and look for appropriate learning centers to be established, materials in the center, and that an appropriate daily schedule is posted.

- **Follow up date**
  - The next visit should be scheduled prior to leaving the school. If an exact date can not be chosen, then it would be appropriate to choose a week during which the visit will occur. Follow up visits will be documented on either Program Visit forms or Site Visit forms.

CONSULTANT FOLLOW-UP FOR EACH NEWLY FUNDED PROGRAM VISIT

1. Enter all pertinent data related to visit in PM Client – visit type should be Newly Funded.
2. Enter times of arrival and departure into PM Client, these should match the times on the report.
3. Edit purpose of visit in PM Client. Add additional comments in the "comments" box that reflect the full scope of site visit.
4. Plan to follow up with phone call, mail or email information to provider.
5. File copy of Newly Funded Program VIsit Form in worker file.
6. Enter newly funded program visit on consultant spread sheet.



Georgia's Pre-K Program
Newly Funded Program Visit Form
Visit # 1
2014-2015

Consultant:	Date:	Arrived:	Departed:
Legal Name		Project Director:	
Site Name:		Site Director:	
County:		Met With:	

Pre-K Operating Guidelines referenced below:

Pre-K General Information

- ☐ Pre-K Consultant role (9.0)
- ☐ Bright from the Start (main office number, consultant of the day, website)
- ☐ Pre-K Operating Guidelines (provider should have a copy on site)
- ☐ Days of service (Instructional days, teacher planning days, planning day waiver) (1.3)
- ☐ Program/staff hours (6.3)
- ☐ Required staffing (6.9)
- ☐ Instructional program fees and meal fees (8.0)
- ☐ Calendar submission (1.3)
- ☐ Project Director/Site Director roles (6.1)

Comments:

Required Student File Documents

- ☐ Pre-K Checklist for Student Files
- ☐ Age eligibility documentation – due first day of school (2.1)
- ☐ Proof of residency – due first day of school (2.3)
- ☐ Certificate of Immunization form (3231) – due within 30 calendar days (3.15)
- ☐ Certificate of Vision, Hearing, Dental and Nutrition Screening (DPH 3300-Revised 2013) – due within 90 calendar days (3.15)
- ☐ Eye, Ear, Dental and Nutrition follow up documentation (3.15)
- ☐ Student social security number information or waiver form (3.5)
- ☐ Category one documentation (2.5)
- ☐ Bright from the Start Child Registration form (3.4)
- ☐ Parent Acknowledgement form (for five year olds) (2.1)
- ☐ Roster Information form (3.7)

Comments:

Expenditure Requirements

- ☐ $8000.00 initial order – consultant needs to approve (Basic Equipment, Materials, and Supplies Inventory List)
- ☐ $1000.00 per classroom for materials/supplies over the course of the 10 month contract
- ☐ Record keeping requirements

Comments:

Orientation Requirements (6.4)

- ☐ Teacher orientation –with all lead and assistant teachers in Georgia Pre-K(See appendix J in Operating Guidelines)
- ☐ Teacher orientation already scheduled (date:)
- ☐ Parent orientation – provide within 20 days of commencement of Pre-K (See Appendix I in Operating Guidelines)

2014–2015 Newly Funded Initial Program Visit

Georgia's Pre-K Program
Newly Funded Program Visit Form
Visit # 2
2014-2015

Consultant:	Date:	Arrived:	Departed:
Legal Name:		Project Director:	
Site Name:		Site Director:	
County:		Met With:	

Pre-K Operating Guidelines referenced below:

Follow up from first visit :

Pre-K Consultant Visits (announced and unannounced) (9.2, 9.3)

- ☐ Program and Site Visits
- ☐ Roster Verification Visits
- ☐ Grant Requirement Checklist Visits
- ☐ CLASS Visits
- ☐ Technical Assistance Visits
- ☐ Monitoring Visits

Comments:

Program Oversight

- ☐ Grant Requirement Checklist and system for monitoring (9.2)
- ☐ Instructional Quality (IQ) Guide for the Learning Environment (9.2)
- ☐ Instructional Quality (IQ) Guide for the Daily Schedule (9.2)
- ☐ Instructional Quality (IQ) Guide for Planning Instruction (9.2)
- ☐ Instructional Quality (IQ) Guide for Assessment (9.2)
- ☐ FAQ's
- ☐ Written Plan for monitoring lesson plans, assessment, and the environment
- ☐ Lesson Plans (templates on BFTS Website and examples) (4.6)
- ☐ WSO (training will be provided) (4.7)
- ☐ GELDS (4.6)
- ☐ Suspension of a child/disenrollment for attendance (3.9)
- ☐ PANDA emails (22.1)

Comments:

Professional Development (15.0)

- ☐ Professional Development Registry (PDR) (http://pdr.decal.ga.gov)
- ☐ Professional development requirements for lead and assistant teachers
- ☐ Registering staff for Pre-K training (www.decal.ga.gov/trainingregistration)
- ☐ New Project Director training requirements
- ☐ "No Show" fees
- ☐ Reimbursement for travel related expenses
- ☐ BFTS Training Department (404-463-4109)

Comments:

2014-2015 Newly Funded 2nd Program Visit

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program Roster Verification Form 2014-2015

Consultant:	Date:	Arrived:	Departed:
Legal Name:		Site Name:	
Project Director:		Site Director:	
County:		Met With:	
CCS License Number:		CCS Licensing Consultant:	
CCS Compliance Status:			
Lead Teacher(s)	Assistant Teacher(s)	# of Children on Roster:	# of Children Present:
Staffing Requirements Met:			

Attendance Documentation Requirements

☐ Yes ☐ No Daily student attendance documentation is accurately maintained on site

☐ Yes ☐ No Students on attendance documentation are reported on Pre-K rosters

☐ Yes ☐ No Students reported on Pre-K rosters are reflected on attendance documentation

Comments:

Data Entry Requirements

☐ Yes ☐ No Begin and end dates for students are substantiated by attendance records

☐ Yes ☐ No Students are reported in the correct class

☐ Yes ☐ No Teachers are accurately reported

☐ Yes ☐ No Data entry is correct (spelling of names, birth dates, etc.)

Comments:

Transportation Reimbursement Requirements

☐ Yes ☐ No Students are reported for transportation (if no, move to the next section)

☐ Yes ☐ No Students are reported for transportation and the program provides transportation services

☐ Yes ☐ No Students reported for reimbursement are enrolled in the program

☐ Yes ☐ No Category One documentation is on site for children reported for reimbursement

☐ Yes ☐ No Children reported for reimbursement are transported to and from the program on a daily basis

Comments:

Student File Requirements (attach Pre-K Checklist for Student Files)

☐ Yes ☐ No Age Documentation

☐ Yes ☐ No Residency Documentation

☐ Yes ☐ No Category One Documentation

☐ Yes ☐ No Child Registration Form

☐ Yes ☐ No Roster Information Form

☐ Yes ☐ No Students reported on Pre-K roster reports have a file on site

Comments:

Additional Comments:

Continuation of Pre-K funding is contingent upon compliance with the *Pre-K Providers' Operating Guidelines*.

_____ _____

Project Director/Site Director/Principal Signature Date

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program Roster Verification Protocol 2014-2015

PRIOR TO EACH PRE-K ROSTER VERIFICATION VISIT

- Pre-K consultant should refer to the program's worker file and review documentation to identify any issues or areas of concern from previous visits and/or school years.
- Consultant should prepare to take the following:
  - Worker file for program
  - Printed copies of all Pre-K roster report(s) for the current school year
  - Pre-K Checklist for Student Files
  - Roster Verification Form
  - Roster Verification Protocol
  - Pre-K Providers' Operating Guidelines
  - Lap top
  - Printer and extra ink cartridge
  - Copy paper
  - Air card

GENERAL GUIDELINES

- Roster Verification Form should be completed electronically and in its entirety.
- Complete randomly assigned 10% of caseload (using spreadsheet)

DIRECTIONS FOR COMPLETING THE ROSTER VERIFICATION FORM

- Consultant: Prepopulated from PANDA. If more than one consultant is conducting the visit, enter the name of the consultant assigned to the site; document the presence of the other consultant(s) in the *Additional Comments* section. If neither consultant is assigned to the site, enter the name of each consultant conducting the roster verification visit in the *Consultant* space.
- Date: Enter the date the roster verification visit is being conducted on site.
- Arrived: Enter the time arrived to the facility.
- Departed: Enter the time departed from the facility.
- Legal Name and Site Name: Prepopulated from PANDA. When discrepancies are noted in name, the correct name should be noted in the *Additional Comments* section along with a statement instructing the project director to update the information in PANDA.
- Project Director and Site Director: Prepopulated from PANDA. When discrepancies are noted in name, the correct name should be documented in the *Additional Comments* section along with a statement instructing the project director to update the information in PANDA.
- County: Prepopulated from PANDA.
- Met With: Enter the name(s) of the staff person(s) who participated in the exit conference. If staff is someone other than the project director or site director, include their title and name.
- Lead Teacher: Prepopulated from PANDA.
- Assistant Teacher: Prepopulated from PANDA.
- CCS License Number: Prepopulated from PANDA
- CCS Compliance Status: Prepopulated from PANDA
- CCS Licensing Consultant: Prepopulated from PANDA

Note: When discrepancies are noted in teacher name (lead or assistant teachers), the correct name should be documented in the *Additional Comments* section along with a statement instructing the project director to report teacher changes as outlined in the Pre-K Providers' Operating Guidelines. Consultant may unlock the form to insert more rows to accommodate entry of additional classes.

- Number of children on roster: Enter the number of children as reported on the most recently submitted Pre-K roster report.

- Number of children present: Upon arrival to each classroom, count the number of children present and enter that number. Revise the number if children arrive after the initial head count.

- Staffing Requirements Met: Enter "Yes" if there are two adults observed working with the children. Enter "No" if only one adult is observed in the classroom (with the exception of nap time). If the response is "No", document the classroom(s) with inadequate staffing, the time inadequate staffing was observed, and the number of children present with one adult.

- Each Requirements Section (Attendance, Data Entry, Transportation Reimbursement, and Student Files) contains a box to enter "Yes" when specific requirements are met or "No" when requirements are not met document. Audit findings and statements from staff when they are interviewed may be documented in the space for Comments.

- Additional Comments: Comments here may include, but are not limited to, instructing the project director in follow-up they are responsible for (e.g., updating information in PANDA, reporting teacher changes, forwarding requested information to the Pre-K consultant, etc.) and informing the project director on follow-up Bright from the Start staff will be responsible for (e.g., consultant forwarding audit findings to the Assistant Commissioner, Bright from the Start staff notifying the project director on how the findings will impact the program, etc.). This section can also be used to document program strengths.

- Project Director/Site Director/Principal Signature and Date: The Roster Verification Form should be signed and dated by the program administrator the Pre-K consultant met with during the exit conference. If this is someone other than the project director or site director, their title should be included with their signature.

CONDUCTING THE ROSTER VERIFICATION VISIT

- Upon arrival, after greeting the program administrator, consultant explains that the purpose of the visit is to verify students reported on the submitted Pre-K roster report. If the project director works away from the site, the consultant should establish with them the desired procedure for notifying them of site visits and a process for receiving feedback.
- Classrooms chosen for the roster verification visit should be randomly selected with a fair and transparent method chosen by consultant (e.g., using dice or putting classrooms in a hat and pulling) For multiple classroom sites use the following system:

Number of Classrooms at Site	Number of Classrooms selected
1-3	1
4-6	2
7-9	3
10 or more	4

- Consultant asks the program administrator to pull student files for all of the children enrolled in Georgia's Pre-K in the chosen classrooms. The administrator should also provide any required student documentation stored outside of student files (3231 certificates, Category One documentation, etc.). If children are reported for transportation

reimbursement, the administrator is asked to provide documentation supporting children being transported to and from the site. Student files and transportation documentation may be placed in a designated work area for review at the appropriate time.

- Consultant proceeds to the classroom. After greeting the teachers, consultant explains to the lead teacher that the purpose of the visit is to verify students enrolled in his or her classroom. Consultant asks the lead teacher for student attendance documentation. Some public sites use computer-based attendance recordkeeping. If this is the case, consultant may ask the teacher to provide a list with the names of children currently enrolled in the program.

- Consultant counts the number of children present and records the number in the # of Children Present section. The number should be revised if children arrive after the initial head count. If the student records are housed off campus (public school), then the number of children present can be marked N/A or a phone call can be made to the school for an attendance count.

- Starting with the most recent roster report, consultant cross-checks information on the student attendance documentation with information on the most recent roster report. Consultant checks for the following:
  - Student names on attendance documentation match student names on roster
  - Student names on the roster report match student names on attendance documentation
  - Students begin and end dates on the roster match student begin and end dates on attendance documentation.
    - If attendance is computer-based, ask to review attendance records for three children. If there are no issues, consultant may indicate "Yes" for begin and end dates for students are substantiated by attendance records under Data Entry Requirements.

- Consultant should handle discrepancies in the following ways (the lead teacher should be interviewed):
  - Student name appears on roster report but not on attendance documentation
    - Ask the teacher if the child ever attended. Record the discrepancy, the name of the teacher interviewed, and the teacher's response in the Attendance Documentation Requirements Comments section. Document this finding in the following way, "(Student name) appears on the (indicate roster report-1, 2, 3, 4) Pre-K roster report but not on the student attendance documentation. (Teacher name) stated that (record teacher's statement)"

  - Student name appears on attendance documentation but not on roster report
    - Verify with teacher that child attends the program. Record the discrepancy, the name of the teacher interviewed, and the teacher's response in the *Attendance Documentation Requirements Comments* section. Document this finding in the following way, "Attendance documentation indicates that (student name) attended the program from (start date) to (end date) - or note if child is still attending. (Student name) was not reported on the (indicate roster report-1, 2, 3, 4) Pre-K roster report(s)."

  - Child present in the class (during head count) but not on attendance and/or roster
    - Ask teacher if child attends regularly. Record the finding, the name of the teacher interviewed, and the teacher's response in the *Attendance Documentation Requirements Comments* section. Document this finding in the following way, "(Student name) was present during head count. (Student name) is not reported on the (attendance and/or roster report. (Teacher name) stated that (student name & teacher's statement)."

  - Begin and/or end date on roster doesn't match begin/end date on attendance
    - Verify with teacher the child's begin/end date. Record the name of the student, the begin/end date as stated by the teacher, and the begin/end date reported on the roster. This information along with the name of the teacher interviewed should be documented in the *Data Entry Requirements Comments* section.

REVIEW TRANSPORTATION DOCUMENTATION

- Consultant verifies Category One eligibility for children reported on rosters for transportation reimbursement. Consultant may refer to Section 2.5 in the Pre-K Providers' Operating Guidelines for Category One clarification.

- Consultant verifies that children reported for transportation reimbursement are being transported. In licensed programs, consultant may verify transportation by reviewing the transportation logs maintained on site. In unlicensed programs, the consultant may interview the lead teacher or the program administrator to verify transportation of specific children.
- Consultant documents children that are not eligible for transportation reimbursement in the *Transportation Reimbursement Requirements Comments* section.

  - Children are eligible for reimbursement if they are Category One students and they are transported to and from the program on a consistent basis. If a child is dropped off or picked up periodically by a parent or guardian, they would still be eligible for reimbursement. Consultant may refer to section 6.10 in the guidelines for clarification. If a child is not eligible for transportation reimbursement, consultant should indicate the reason why they are not eligible next to their name. Reasons why children are ineligible include: Category One documentation not on site; lack of documentation to support child being transported on a regular basis; child not enrolled in program; staff statements regarding child not being transported, site does not provide transportation, or van/bus not in service; etc.

REVIEW STUDENT FILES

- Using the *Pre-K Checklist for Student Files*, consultant reviews files for all children reported on the roster(s) being reviewed and all students reported on class attendance documentation. Files for students not reported on rosters or attendance, but included in the consultant head count should also be reviewed.

  - Document names of children with missing files in the *Student File Requirements Comments* section.
  - Document names of children with missing eligibility documentation in the *Student File Requirements Comments* section. Comments should also include the due date the program is expected to send the documentation to consultant (within 2 business days).
  - Randomly cross-check student information on file with the roster report to ensure correct data entry (date of birth, spelling of name, social security number). Document findings in the *Data Entry Requirements Comments* section.

- Consultant verifies that children are reported in the correct class on the roster. Document findings in the *Data Entry Requirements Comments* section.

- Consultant verifies that the lead teacher and assistant teacher are accurately reported on the roster. Document findings in the *Data Entry Requirements Comments* section.

IF THERE ARE NO DESCREPANCIES, CONSULTANT MAY END THE ROSTER VERIFICATION VISIT AND PROCEED TO THE EXIT CONFERENCE

IF THERE ARE DESCREPANCIES, CONSULTANT SHOULD CONTINUE THE VERIFICATION PROCESS

- Consultant reviews all of the rosters submitted prior to the roster just reviewed. For example, if the consultant just reviewed roster 3, they should proceed in reviewing roster 2, and then roster 1. Following the aforementioned steps, the consultant should document any additional findings.

CONDUCTING THE EXIT CONFERENCE

- If the project director works away from the site, consultant should share findings with them based on the established communication process. The consultant should document how they will share findings with the project director in the *Additional Comments* section.
- Consultant may acknowledge any assistance the program administrator provided during the visit (gathering requested documentation, clarifying enrollment of children, etc.). Consultant makes at least one positive statement regarding something they observed during the visit before sharing the findings.
- Consultant explains the documented findings. Any comments made by the administrator in regards to the findings should be documented in the appropriate section.
- If discrepancies were documented, consultant should explain that all findings will be forwarded to the Assistant Commissioner for Pre-K and that the program will be notified in terms of how the findings will be handled. A statement regarding this process should be documented in the *Additional Comments* section.
- Consultant should stress the importance of forwarding missing eligibility documentation within 2 business days.
- The program administrator signs and dates the Roster Verification Form.
- Consultant leaves a signed copy of the report on site.
- **If discrepancies were documented, consultant asks administrator to provide copies of all student attendance documentation (starting with the first day of school). This documentation should be collected before consultant leaves the site.**
    - Name on attendance but not on roster
    - Name on roster but not on attendance
    - Begin/end dates on roster don't match begin/end dates on attendance

ROSTER VERIFICATION VISITS FOR PROGRAMS ON PROBATION

- If the site is on probation, consultant submits the original report to the Quality Improvement Coordinator in lieu of placement in the state file.
- The Quality Improvement Coordinator places the original in the program's state file and a copy in the program's probation file

REPORTING DESCREPANCIE AND FINDINGS

- Report missing eligibility documentation to the Quality Improvement Coordinator.
- If discrepancies were found, the consultant contacts the Quality Improvement Coordinator for next steps.
- Quality Improvement Coordinator shares findings with the Pre-K Assistant Commissioner.
- Quality Improvement Coordinator notifies Finance of payment adjustments.
- Quality Improvement Coordinator notifies the project director in writing of payment adjustment and good standing status change (if applicable).

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program
Program Visit Form
2014-2015

Visit #

Consultant:	Date:	Arrived:	Departed:
Legal Name:		Site Name::	
Project Director:		Site Director:	
County:		Met With:	
CCS License Number:		CCS Licensing Consultant:	
CCS Compliance Status:			
Lead Teacher(s)	Assistant Teacher(s)	# of Children on Roster/Attendance:	# of Children Present:
Staffing Requirements Met:			

Topics Discussed

Program Strengths

Areas for Development

2014-2015 Program Visit Form 7.14

Resources Provided

Follow Up

_____ ____/____/____

Project Director/Site Director/Principal Signature Date

Georgia's Pre-K Program
Program Visit Protocol
2014-2015

PRIOR TO EACH PROGRAM VISIT

- Ensure a completed current year school calendar is in PANDA.
- Refer to the program's consultant worker file and review documentation to identify any issues or areas of concern from previous visits and/or school years.
- Prepare to take the following:
    - Program's consultant worker file
    - Printed copy of most recent Pre-K roster report for all classrooms, if visit occurs after first roster due date.
    - Program Visit Protocol
    - Pre-K Checklist for Student Files
    - IQ Guides (Learning Environment, Daily Schedule, Planning Instruction, Assessment)
    - FAQs (Grant Requirement Checklist and IQ Guides)
    - Pre-K Providers' Operating Guidelines
    - Lap top
    - Printer and extra ink cartridge
    - Copy paper
    - Air card

Site, TA and Admin Visit Form

- Informal visit
- Can be completed at any time during the school year.
- Form can be used to document on site technical assistance, administrative visits as well as drop in site visits.
- Form will be completed on paper.

PROGRAM VISITS

- Formal visit
- Can begin 15 school days after the first day of school
- Form will be completed in PM Client.

DIRECTIONS FOR COMPLETING THE PROGRAM VISIT FORM

- **Visit #:** Enter the program visit number to track the frequency of program visits.
- **Consultant**: Prepopulated from PANDA.
- **Date**: Enter the date the program visit is being conducted.
- **Arrived**: Enter the time arrived to the facility.
- **Departed**: Enter the time departed from the facility.
- **Legal Name and Program Name**: Prepopulated from PANDA.
- Project Director and Program Director**: Prepopulated from PANDA.**
- County: Prepopulated from PANDA.

- Met With: Enter the name of the staff person who participated in the exit conference. If staff is someone other than the project director, Program director, or principal, include their title with their name.
- Lead Teacher: Prepopulated from PANDA.
- Assistant Teacher: Prepopulated from PANDA.
- CCS License Number: Prepopulated from PANDA
- CCS Compliance Status: Prepopulated from PANDA
- CCS Licensing Consultant: Prepopulated from PANDA

Note: When discrepancies are noted in teacher name, the correct name should be documented in the *Topics Discussed* section along with a statement instructing the project director to report teacher changes as outlined in Section 11.3 in the Pre-K Providers' Operating Guidelines. Consultant may make special teacher notation (new, returning, , inclusion teacher, etc.) Consultant may unlock the form to insert more rows to accommodate entry of additional classes.

- Number of children on roster: Enter the number of children as reported on the most recent Pre-K roster report If visit occurs prior to the first roster due date, then document the number of children listed on the schools' attendance form. If after the first roster date, the information will prepopulate from PANDA.
- Number of children present: Upon arrival to each classroom, count the number of children present and enter that number. Revise the number if children arrive after the initial head count.
- Staffing Requirements Met: Enter "Yes" if there are two adults observed working with the children. Enter "No" if only one adult is observed in the classroom (with the exception of nap time). If the response is "No" and there are multiple classrooms, document the room(s) with inadequate staffing, the time inadequate staffing was observed, and the number of children present with one adult.

CONDUCTING THE VISIT (COMPLETING THE FORM)

- Topics Discussed: Use this space to summarize the visit and give an account of what they did during the visit. Comments should be specific in nature. (Example: "During the visit, the consultant reviewed the Grant Requirement Checklist (GRC) and lesson plans with (b)(6) and (b)(6). The GRC notebook is kept in the office and appropriate documentation is being collected to support the checklist entries. (b)(6) and (b)(6) attended new director training in August 2014.") Comments and questions from the program administrator may also be documented here.

- Program Strengths: Enter comments that reflect those areas in which the program excels or has made notable progress. (Examples: "(b)(6) is using assessment data to plan small group instruction; the science area is well organized and includes the addition of various materials to promote literacy development. Materials that were once stored on the top of the tall storage unit have been moved and placed within children's easy reach; and (b)(6) has developed a process to ensure that 3300 and 3231 certificates are submitted within the required timeframe.")

- Areas for Development: Note those areas indicating need for growth. This information may be ascertained through the course of the visit while observing, from pre-visit information such as screening WSO, or through discussion with the provider and/or teacher. In situations where there are many areas of concern, consultants should prioritize these goals and limit the number of goals to no more than three per visit. Comments should be specific in nature and should include what the consultant observed and what the program can do to address growth areas. (Example: "Review of student records indicated several students lacking both birth and residency documentation in their file. The student files checklist was provided and it was recommended that the (b)(6) develop and implement a written process to ensure that children will not start the program until eligibility documentation is on site.")

- Resources Provided: Consultants are encouraged to share resources with programs. Resources can take the form of books, journals, articles, newsletters, Best Practices podcasts, and Wednesday Webinars. Human resources by way

of referrals may be listed here, also. Examples include Regional Inclusion Coordinator, Child Care Resource & Referral Agency, and Child Care Services (CCS) Consultant.

- Next Visit/ Follow Up: Any follow-up listed should include the name of person responsible for the follow up, what he or she will do, and the date for completion. Consultants may enter the following:
  - Matters in need of immediate attention. (Example: "(b)(6) will complete the Student Files Checklist by by 9-7-14. Children with missing birth and residency documentation may not return to the program until this documentation is on site. (b)(6) will forward missing eligibility documentation to the consultant by 9-6-14.")
  - **Topic(s) for discussion on the next visit. (Example: "On next visit consultant will address using Small Group Matrix.")**
  - **Continuation or expansion of a topic being addressed during the current visit. (Example: "Consultant will provide samples of literacy materials in the math area. A list of materials will be emailed to lead teacher by 9-15-14.")**

- Project Director/Program Director/Principal Signature and Date: The Program Visit Form should be signed and dated by the program administrator the Pre-K consultant met with during the exit conference. If this is someone other than the project director, Program director, or principal, their title should be included with their signature.

CONDUCTING THE EXIT CONFERENCE

- If the project director works away from the site, consultant should share findings with them based on the established communication process.
- Consultant may acknowledge and thank the administrator for any assistance they provided during the visit. Consultant should share program strengths before discussing any areas in need of growth and development.
- Consultant explains growth areas and provides appropriate resources to help the program address the areas of concern. Any pertinent comments made by the administrator in regards to the areas of concern should be documented.
- Consultant should stress the importance of following up on matters that will impact funding or the program's good standing status (missing eligibility documentation, inaccurate roster reporting, ongoing areas of concern, etc.)
- Consultant may choose to give feedback directly to teachers in situations that allow.... Appropriate times to speak with the teacher may be during naptime or planning time.. Consultant should refrain from giving feedback while teachers are working directly with children.... Providers have the option of providing coverage for the teacher to allow time for them to meet with the consultant.. If a face-to-face with the teacher(s) is not possible,, detailed written feedback on the Additional Comments Form or a follow up phone call during planning time is appropriate.

TIPS FOR CONDUCTING PROGRAM VISITS

- The consultant should use their knowledge of the program to inform decisions about where to place emphasis during the program visit.. It may be helpful to use the Grant Requirement Checklist and IQ Guides as tools to guide the visit.....

- Upon arrival, after greeting the program administrator, consultant explains the purpose of the visit. If the project director works away from the site, the consultant should establish with them the desired procedure for notifying them of Program visits and a process for receiving feedback.

- Upon arrival to the classroom, after greeting teachers, consultant explains the purpose of the visit.. Consultant makes at least one positive statement to the teachers in regards to the classroom and/or something they are doing. If the teacher(s) is not working directly with children, the consultant may ask them if they have questions.

INITIAL PROGRAM VISIT

2014-2015 Program Visit Form 7.14

The initial Program visit is an opportunity to ensure that the site has processes in place for monitoring the program. The following steps are intended to provide guidance in making initial program visits.

1. Observe staffing and student attendance. Compare attendance records to roster reports.
   a. Private Programs: Complete a random check of class rolls for tardies and absences, asking to see documentation of follow up as needed. Ensure that children listed on roll match children on roster, if the visit occurs after the first roster is due.
   b. Public Programs: Some public Programs use computer-based attendance recordkeeping. Spot check process by asking to review specific children's attendance record (check two to three children).
2. Follow up with teacher training plan as needed.
3. Follow up with Wait List –provide TA as needed.
4. Check at least three (3) student files for eligibility (age and residency) documentation. Note if the program is implementing the Student Record Files Checklist. Provide TA as needed.
5. Check to ensure that Grant Requirement documentation filing system is set up. Examples of acceptable organizational tools include a 3 ring binder with labeled tabs, labeled file folders kept together in a designated file drawer or box, or an expandable file with labeled dividers.
6. Using the Quick Check for Learning Environment, conduct a quick overview of the classroom environment related to organization, materials, and center accessibility. Give feedback for that class.
   a. Possibly start an IQ Guide and leave for provider to complete if multiple areas are not being met.
   b. Provide Quick Checklist used in probation process as a tool for provider to monitor program.
7. Consultant should be cognizant of health and safety in the environment. Overall safety concerns such as: accessible toxic substances (hand sanitizer), dangling electrical cords, exposed electrical outlets, and broken toys or equipment should be monitored. Teachers' backpacks and purses should be kept out of the reach of children. (Refer to FAQs for the Learning Environment.)
8. Check for appropriately balanced schedules.
9. Provide feedback on lesson plans.
10. Record strengths and areas for growth (possible topics; environment, student files, lesson plans, schedules, organization, safety, wait list).
11. Determine 1 or 2 items for follow up, naming person responsible, give guidance in meeting the requirement, and date due. Consultant should prioritize goals when several areas of concern exist and set up a time to come back to do a follow up visit.

SUBSEQUENT PROGRAM VISITS

Subsequent or follow up visits will generally focus on topics initiated during the first visit. Additionally, subsequent visits may have a specific purpose as pre-determined by the director, teacher or consultant.

1. Observe staffing and student attendance. Compare attendance records to roster reports.
2. Monitor overall safety concerns.
3. Follow up with Wait List –provide TA as needed.
4. Check Grant Requirement Checklist for timely implementation and to ensure that classes are being monitored.
5. Provide feedback on Lesson Plans.
6. Give WSO feedback, as appropriate.
7. Address time management, documentation, use of reports, narrative summaries or questions concerning WSO.
8. Provide WSO TA for directors on monitoring/screening teacher's progress and using the WSO IQ Guide.
9. Provide TA on monitoring lesson plans with IQ Guide for Planning Instruction.
10. Provide TA/Mock Audit on student record files.
11. Record strengths and areas for growth (possible topics; environment, files, lesson plans, schedules, organization, safety, waitlist, teacher interaction, assessment, monitoring).

2014-2015 Program Visit Form 7.14

12. Determine 1 or 2 items for follow up, naming person responsible, give guidance in meeting the requirement, and date due. Consultant should prioritize goals when several areas of concern exist.

CONSULTANT FOLLOW-UP OF EACH PROGRAM VISIT

1. Enter all pertinent data related to program visit in PM Client.
2. Enter times of arrival and departure into PM Client.
3. Add additional comments in the "comments" box that reflect the full scope of program visit if needed.
4. File Program visit report in worker file.
5. Enter Program visit on consultant spread sheet.

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Monitoring: Grant Requirement Checklist 2014-2015

Consultant:	Date:	Arrived:	Departed:
Legal Name:		Site Name:	
Project Director:		Site Director:	
County:		Met With:	
CCS License Number:		CCS Licensing Consultant:	
CCS Compliance Status:			
Lead Teacher(s)	Assistant Teacher(s)	# of Children on Roster:	# of Children Present:
Staffing Requirements Met:			

The following documents were reviewed and copies were provided to the program designee:

- ☐ 2014-2015 Georgia's Pre-K Monitoring: Grant Requirement Checklist
- ☐ 2014-2015 Georgia's Pre-K Monitoring: Guide for Planning for Instruction
- ☐ 2014-2015 Georgia's Pre-K Monitoring: Guide for Assessment

Site Director Signature: _____ Date: _____

Consultant Signature: _____ Date: _____

Use this checklist to document the director's response on the Grant Requirement Checklist. Use the checkboxes on the right to indicate your determination of the appropriate score for each item.

Self Report	Section #1 – Program Level Responsibilities	Consultant Score		
		Yes	No	Not Yet Due
Completed ☐	1. All lead teachers are registered for and have completed Bright from the Start training requirements. A. ☐ Register all lead teachers for training B. ☐ Completed training certificates/documentation for each lead teacher.	☐	☐	☐
Completed ☐	2. All assistant teachers are registered for and have completed Bright from the Start training requirements. A. ☐ Register all assistant teachers for training B. ☐ Completed training certificates/documentation for each assistant teacher	☐	☐	☐
Completed ☐	3. Project Director/Site Director have participated in Bright from the Start Pre-K training.	☐	☐	☐

Completed ☐	4. All Pre-K staff have completed registration in the Professional Development Registry.	☐	☐	☐
Completed ☐	5. Documentation for disenrollment of children is maintained on site. A. ☐ No disenrollment of children	☐	☐	☐

Consultant Comments:

Self Report	Section #2 – Site Level Responsibilities	Consultant Score		
		Yes	No	Not Yet Due
Completed ☐	1. Parents were provided with Pre-K Program policies and procedures and meal fees (as applicable) within 20 days of commencement of service. A. ☐ Supporting documentation for each family (sign-in sheet, agenda, or parent agreements)	☐	☐	☐
Completed ☐	2. A working copy of the Georgia's Pre-K Checklist for Student Files (by first day of school and updated for each roster submission and according to Pre-K Program Operating Guidelines).	☐	☐	☐
Completed ☐	3. An individual file for each Pre-K child is on site with the following documentation maintained and updated in accordance with the Pre-K Program Operating Guidelines. A. ☐ Birth documentation on file (before/on the first day the child enters the program) B. ☐ Residency documentation on file (before/on the first day the child enters the program) C. ☐ Immunization forms (3231) current and on file (within 30 calendar days of entry to the program) D. ☐ Certificate of Vision, Hearing, Dental and Nutrition Screening (DPH 3300-Revised 2013) on file (within 90 calendar days of entry to the program) E. ☐ Follow-up documentation for 3231 and 3300 forms on site and updated throughout the year F. ☐ Copy of Category One eligibility documentation (if applicable) G. ☐ Completed Georgia's Pre-K Registration Form (prior to entry into the program) H. ☐ Completed Georgia's Pre-K Roster Information Form (collected after entry into program and prior to Roster 1 and updated as needed)	☐	☐	☐
Completed ☐	4. Attendance documentation is being maintained with times noted when children arrive late or leave before the end of the instructional day.	☐	☐	☐
Completed ☐	5. Documentation of absenteeism and/or tardiness follow-up is maintained on site.	☐	☐	☐

Consultant Comments:

Self Report	Section #3 – Program Level and Site Level Shared Responsibilities	Consultant Score		
		Yes	No	Not Yet Due
Completed ☐	1. An orientation for all Pre-K staff was provided within 20 days of commencement of school. A. ☐ Copy of the agenda B. ☐ Copy of staff sign-in sheet	☐	☐	☐
Completed ☐	2. Documentation for suspension of children is maintained on site. A. ☐ No suspension of children	☐	☐	☐

Completed ☐	3. Appropriate lesson plans including required components are on site and are checked regularly. A. ☐ Copy of Instructional Quality (IQ) Guide for Planning Instruction and the reviewed set of lesson plans for each lead teacher (completed within 30 school/business days of teachers reporting) B. ☐ Monitoring plan developed and implemented for reviewing lesson plans and providing feedback throughout the school year	☐	☐	☐
Completed ☐	4. The Pre-K funded day includes 6.5 hours of documented instruction and teacher planning time. A. ☐ Copy of the Instructional Quality (IQ) Guide for Daily Schedule and the reviewed daily schedule for each classroom (completed within 30 school/business days of teachers reporting)	☐	☐	☐
Completed ☐	5. A developmentally appropriate environment and supporting materials are maintained and monitored regularly. A. ☐ Copy of the Instructional Quality (IQ) Guide for the Learning Environment for each classroom (completed within 30 school/business days of teachers reporting) B. ☐ Monitoring plan developed and implemented for reviewing the classroom environment and materials and providing follow-up throughout the school year.	☐	☐	☐
Completed ☐	6. Appropriate child assessment is implemented and assessment data maintained for each child. A. ☐ Copy of the Instructional Quality (IQ) Guide for Assessment (WSO) for each classroom (completed and updated throughout the school year according to the timeline) B. ☐ Copy of the Instructional Quality (IQ) for Directors is completed for each site. C. ☐ Monitoring plan developed and implemented for providing feedback about assessment	☐	☐	☐

Consultant Comments:

Consultant Overall Comments:

Georgia's Pre-K Program

Grant Requirement Checklist
Definitions and Clarifications
2014-2015

Refer to these definitions and clarifications as you complete the Grant Requirement Checklist. Checklist items are listed by section in the order they appear.

Section #1 – Program Level Responsibilities

Item One:
All lead teachers working in Georgia's Pre-K classrooms must complete the required annual training, including additional training for staff in Montessori classrooms and inclusion classrooms. Failure of providers and their staff to participate in required training during the school year will place their program in noncompliance and may jeopardize future funding. Bright from the Start sponsored training is provided free of charge. Refer to the Bright from the Start Professional Development Training Schedule 2014-2015 found on the Bright from the Start website for details on training. Training confirmation along with certificates to document attendance and completion of training must be kept on file at the Pre-K site.

Item Two:
All assistant teachers working in Georgia's Pre-K classrooms must complete the required annual training, including additional training for staff in Montessori classrooms and inclusion classrooms. Failure of providers and their staff to participate in required training during the school year will place their program in noncompliance and may jeopardize future funding. Refer to the Bright from the Start Professional Development Training Schedule 2014-2015 found on the Bright from the Start website for details on training. Training confirmations for assistant teachers along with certificates to document attendance and completion of training must be kept on file at the Pre-K site.

Item Three:
To maintain quality standards, annual training is developed and available for returning Project and Site Directors, through webinars and face to face training. When participating in Pre-K Webinars, it is recommended that Project and Site Directors keep a list of dates and names of webinars to show completion. When attending a face to face training, a certificate will be provided to show attendance.

Item Four:
All Pre-K Staff are required to enroll in the Professional Development Registry (PDR). The Professional Development Registry can be found at https://pdr.decal.ga.gov/. Profile should reflect an "active" status and be updated yearly. Project Directors should maintain documentation of PDR numbers for their Pre-K teachers.

Item Five:
Once a child has been enrolled, he/she cannot be disenrolled from the Pre-K program without prior approval from Bright from the Start. If a student is disenrolled without prior approval, the program will be automatically placed on probation.

Section #2 – Site Level Responsibilities

Item One:
Each family must receive an orientation to the Pre-K Program. Those families who cannot attend the scheduled orientation(s) should be contacted to schedule individual family orientation. A copy of all information given to parents must be kept on site for review. Documentation of orientation can include an agenda or minutes of the meeting. A sign-in sheet with parent's signature will be on site for review. All families who enter the program late and throughout the year will receive orientation and orientation materials, and the program will obtain signatures of parents on orientation sign-in sheets.

Item Two:
Programs should ensure student records are maintained and updated throughout the year. A process for tracking and collecting expiring Immunization/Eye, Ear, Dental, and Nutrition Screening Forms, and changes to Category One/Two status will ensure all forms are kept current. The Pre-K Checklist for Student Files and supporting documentation must be kept at each site for review. (The Pre-K Checklist for Student Files is located on the Bright from the Start website under Pre-K Project Director Section/Grant Requirement Checklist.)

Item Three:
Individual student files are maintained on site and include Georgia's Pre-K Registration Form and Roster Information Form, Category One documentation, age documentation, proof of residency, health forms, and, if applicable, the five-year-old child Parent Acknowledgement Form.
Bright from the Start forms: A copy of the completed **Pre-K Registration Form**, signed by the child's parent/legal guardian, must be included in each student's file. Providers may access the Registration Form on the Bright from the Start website (www.decal.ga.gov). A **Roster Information Form** must be completed, signed and kept on site for review for each child. This form should be collected after a child's entry into the Pre-K program and prior to Roster One. Should a student be identified as **Category One**, the provider will request and maintain copies of documentation in individual student's files.
Proof of age eligibility: Birth documentation must be on file the day the child begins the Pre-K Program. Children must be four years of age on September 1, 2014, based upon acceptable documentation such as birth certificate, passport, official medical documentation, legal documents, or official documents from other countries. Only children whose birthdates are from September 2, 2009, through September 1, 2010, are eligible for participation for the 2014-2015 school year.
Proof of residency: The child must be a Georgia resident. For purposes of this program, Georgia resident is defined as a child who resides in the state of Georgia. Proof of residency must be part of a child's file prior to or on the first day of Pre-K. Examples of acceptable documents for proof of residency may be found in the *Pre-K Operating Guidelines*.
Health Forms: All children enrolled must have a current **Certificate of Immunization (Georgia Department of Human Resources Form 3231)** in their file for review within 30 calendar days of entrance into Georgia's Pre-K Program. Form 3231 must have either a date of expiration or "school attendance" block checked. Children who attend Georgia's Pre-K must be up to date on all immunizations required for school entry plus Haemophilus influenza type B (Hib) vaccine. Children who do not provide a completed 3231 after the 30-day period may not return to the program until the certificate is provided. Expired 3231 certificates must be updated and on site within 30 calendar days of the expiration date. Children who do not provide an updated 3231 within 30 days of expiration must be asked not to return to the program until a current 3231 form is provided with a new expiration date.
All children enrolled must have a **Certificate of Eye, Ear, Dental, and Nutrition Examinations (Georgia Department of Human Resources Form 3300-Revised 2013)** in their file for review within 90 calendar days of entrance into Georgia's Pre-K Program. After 90 days, if a child does not have all three sections of the 3300 completed, the child may not return to the program until the completed 3300 form is provided. A family who

provides an appointment card to have the 3300 form completed may remain in the program. A current 3300 form will be expected to be on site the day after the appointment. Pre-K providers shall provide evidence of documentation of follow-ups on "untestable" or Provisional status of 3300. If a box is marked Needs Further Professional Attention, it is expected that the Pre-K site shall have documentation of the follow-up that is occurring (doctor's notes, scheduled appointments, information from parents) on file for consultant review. When children enter the program later in the year, the Pre-K provider shall make every effort to obtain form 3300 as soon as possible to identify any follow-up needed.

Item Four:
All attendance documentation must be maintained on site and monitored by directors to ensure students are attending according to the Operating Guidelines. Documentation must be accessible for review with times noted when children arrive late or leave before the end of the instructional day.

Item Five:
Children who do not attend on a regular basis, are routinely late, or routinely leave the program early should be referred to the Pre-K Project Director and/or Site Director. Providers are required to document efforts to assist parents/guardians in improving absenteeism or tardiness. Inability to resolve the problem after documented interventions should be referred in writing to Bright from the Start for assistance/guidance using the Chronic Absenteeism or Tardiness Report for disenrollment consideration. All copies of this documentation must be maintained on site for review.

Section #3 – Program Level and Site Level Shared Responsibilities

Item One:
An on-site Pre-K orientation for all teaching and administrative staff shall be provided within the first 20 working days of commencement of Pre-K services to children. Pre-K orientation should be provided for new staff as part of the hiring process. Documentation of original staff orientation and new hire orientation must be kept on site for review. Documentation can include an agenda or minutes from the meeting and a sign-in sheet.
The listed instructional tools should be provided to teachers during Staff Orientation. It is important for teachers to understand and be ready to implement the classroom/program expectations within the first 30 days of school. It is expected that all teachers have a copy of the standards to be used for planning classroom instruction. The Georgia Early Learning and Development Standards (GELDS) can be found on the Bright from the Start website.

Item Two:
Immediate suspension for up to two days and a maximum of three times can be made at any time the Pre-K provider determines a child is causing harm to himself/herself or others. Bright from the Start prior approval is not needed for an immediate suspension; however, Bright from the Start must be notified in writing that such action has been taken. Programs should use the Suspension Notification Form for immediate suspension. An extended suspension (more than two days or more than three incidents of immediate suspension) requires prior approval from Bright from the Start. Contact your Pre-K consultant to discuss the process for requesting extended suspension.

Item Three:

Programs should create and implement a plan reflecting person(s) responsible for lesson plan checks using the *Instructional Quality Guide for Planning Instruction*. Proofed lesson plans and feedback must be kept on site for consultant review. Lesson plans and posted schedule will reflect the same clock times for planned activities. If the teacher is using the 12 week lesson plan "Off to a Good Start", the IQ guide should be completed after the teacher has begun writing his or her own lesson plans.

Current lesson plans are complete, on site, and are implemented:
Teachers can utilize the first 12 weeks of lesson plans, "Off to a Good Start", provided on the BFTS website. This is encouraged for brand new teachers as well as returning lead teachers. Lesson plans must be current, on site and complete for the entire week. Teachers should be planning ahead of time using what they know about the interests and needs of the children and incorporating connections with the topic of study. Daily planning or incomplete lesson plans do not meet this expectation. Lesson plans for all of the current school year must be kept on site and be accessible and organized for review. Bright from the Start has approved five lesson plan templates that meet criteria for Georgia's Pre-K instructional program. Teachers are required to use one of these approved lesson plan formats which can be found on the Bright from the Start website (www.decal.ga.gov under Teacher Section/Planning).

Lesson plans and classroom activities reflect appropriate instructional practices: The teacher has concrete plans to introduce subject matter and sequence children's learning. Instruction guides the class toward meeting defined standards, but teachers remain open to pursuing related topics that arise and capture children's interests. Instruction does not include worksheets/dittos, letter of the week, teaching letters in isolation, rote memorization/drills or introduction of skills above the developmental or age-appropriate level of the children enrolled.
Instruction is based on the *Georgia's Pre-K GELDS:* There must be evidence in lesson plans that teachers are using standards to plan their instructional activities. Standards and the indicator should be linked with each instructional activity included in the lesson plans (example CLL1-1a). Lesson plan formats that include pre-printed standards for the majority of instructional activities will not meet this expectation. Teachers should know the subject matter covered in their program curriculum and the standards.
Instruction is modified to meet varying readiness levels, learning preferences and interests of children: It must be evident in lesson plans that activities have been planned that are open ended, hands-on and active. Teachers should be aware of young children's learning styles, abilities and skill levels, gender-specific learning styles and preferences, and multiple intelligences in regard to four-year-old children. Classroom instruction should blend whole-class, small group and individual instruction.
Instructional activities are planned to build upon children's participation in field trips or other special experiences: It must be evident in lesson plans that there are pre-and post-activities and changes to the learning areas relating to field trips, special visitors or other special experiences. Changes to the learning environment should be made and documented as follow-up to field trips, special visitors or other special experiences (for example, adding pizza-making materials, aprons, cash register and menus to the dramatic play area after visiting a pizza parlor). Special visitors might include community workers or parents discussing hobbies or careers. Other special experiences might include participating in drama or musical performances. Changes do not need to occur in every learning area, but they do need to be made where applicable. It is required for special experiences, special visitors and/or field trips to take place throughout the school year. If field trips cannot be taken, then special visitors and other special experiences should take their place.
Activities for small group instruction are developmentally appropriate and purposeful: Small groups have been defined as two to eight children. The length of a small group activity should vary with the age, interests and attention span of the children. Small groups should be formed and will change frequently based on the developmental needs and skills of children. GELDS should be used in planning small group instruction. Teachers should plan activities based on what they know or need to know about the children in their class. The activities

planned for small groups of students working independently should also be purposeful and standards documented. Small group instruction should not include patterned art projects.

Item Four:
It is required that two adults be in the classroom during the 6.5 hour instructional day. The 6.5 hours of instructional time shall begin no earlier than 7:30 a.m. with hours of operation as delineated in the original approved application... Lead teachers and assistant teachers should have additional time for Pre-K program activities such as parent conferences, instructional planning, etc... Using Pre-K staff during the Pre-K day to supervise children not enrolled in Georgia's Pre-K Program is unacceptable... Using Pre-K staff paid by the Pre-K grant (during the Pre-K day) to supervise children whose parents pay private fees or for whom the provider receives subsidies is an inappropriate use of Pre-K funds... During the optional one-half to one hour scheduled rest or sleeping period, a ratio of one adult providing direct supervision to 22 children is acceptable.. Rest time with reduced adult ratios cannot exceed one hour. The Pre-K provider shall ensure that a substitute lead teacher and/or substitute assistant teacher is present and working in the Pre-K classroom for each day that a lead teacher and/or assistant teacher is late, leaves early, or is absent, whether due to illness, required training or personal leave.

Item Five:
Programs will create and implement a plan reflecting person(s) responsible for completing the *Instructional Quality Guide for the Learning Environment*.. Copies of the completed *IQ Guide for the Learning Environment* and feedback will be maintained on Pre-K site for consultant review.. Programs should create a monitoring plan for the learning environment/materials and providing feedback throughout the year.. The plan will be kept on Pre-K site for review..

Item Six:
Programs will develop a monitoring plan reflecting person(s) responsible for completing the *Instructional Quality Guide for Assessment for Teachers* with continued monitoring of the assessment process throughout the year.

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program Grant Requirement Checklist Audit Process 2014-2015

The process for completion of a GRC Audit includes the following documents

- 2014-2015 Georgia's Pre-K Monitoring: Grant Requirement Checklist
- 2014-2015 Georgia's Pre-K Monitoring: Guide for Planning for Instruction
- 2014-2015 Georgia's Pre-K Monitoring: Guide for Assessment

PRIOR TO EACH PRE-K GRC AUDIT

- Pre-K consultant should refer to the program's worker file and review documentation to identify any issues or areas of concern from previous visits and/or school years.
- Consultant should prepare to take the following:
  - Program's worker file
  - Printed copy of the current roster
  - Pre-K Checklist for Student Files
  - 2014-2015 Georgia's Pre-K Monitoring: Guide for Planning for Instruction
  - 2014-2015 Georgia's Pre-K Monitoring: Guide for Assessment
  - Completed WSO Screening Documentation Form(s)
  - Pre-K Providers' Operating Guidelines for current school year
  - Lap top
  - Printer and ink cartridge
  - Copy paper
  - Air Card

- **2014-2015 Georgia's Pre-K Monitoring: Grant Requirement Checklist**

Directions for completing the 2014-2015 Georgia's Pre-K Monitoring: Grant Requirement Checklist

GENERAL GUIDELINES

- Grant Requirement Checklist should be completed in PM Client and in its entirety.
- Complete randomly assigned 20% of caseload (see spreadsheet).
- Visit should be announced and set up with site. Consultant may set a specific date or give the program a "window" (not to exceed two weeks) of time in which the visit will occur.
- For public schools and large private chains, the Project Director should be invited.

CLARIFICATIONS

Section 1: Program Level Responsibilities, Item #1: Training

- If teachers have been registered for training but have not attended yet, review the training confirmation form and mark Not Yet Due.
- If training has been completed, review training certificates and mark Yes if complete.

Section 2: Site Level Responsibilities, Item #2 Checklist for Student Files

Credit will be given for a working copy of the Georgia's Pre-K Checklist for Student Files if a different form is used to maintain student files, BUT the consultant should guide the director to use the appropriate form on the BFTS website, if the form or tracking system being used is not sufficient in tracking student documentation. If their

process or form is sufficient, then it is not necessary for the program to use the DECAL form. If the program is not using any type of formal recordkeeping, either electronic or pen/paper, credit should not be given.

Section 2: Site Level Responsibilities, Item #3: Individual Student Files

- For multiple class sites, please use the following chart to determine the number of classrooms to review student records. Classrooms should be randomly selected with a fair and transparent method chosen by the consultant (e.g., using dice or putting classrooms in a hat.) Every student file within the selected classroom should be reviewed.

Number of Classrooms at Site	Number of Classrooms Selected
1-4	1
5 and up	2

- If any birth documentation is missing for students, the program receives a "No." The consultant will provide TA and give a deadline of two working days for the site to get the birth documentation, but do not change the audit score.
- If substantial issues with birth documentation exist, continue to check all files for birth documentation only.
- When checking other student file documentation use discretion when scoring.

  Use of Discretion:
  - If documentation is missing and the program history reflects documentation issues, a score of "No" is appropriate.
  - If minimal documentation is missing and the program history reflects no documentation issues, a score of "Yes" is appropriate. Consultant should consider the amount of missing documentation when making this decision.

- Substantial issues with student file documentation (such as missing more than 50% of the required documentation) should be communicated to the Quality Improvement Coordinator. Any missing birth certificates or proofs of residence should also be communicated to the Quality Improvement Coordinator.

Section 3: Program Level and Site Level Shared Responsibilities

"Regularly" in items 3 and 5 is defined as every 4 to 5 weeks. This should be a part of the monitoring plan. Documentation of the review of plans does not have to be present to receive credit. Although a written plan is preferred, a director can verbally describe to the consultant how he/she is monitoring plans and the environment, to receive credit for implementation. The focus should be that a program is monitored.

❖ 2014-2015 Georgia's Pre-K : Monitoring Guide for Planning Instruction

<u>Directions for completing the 2014-2015 Georgia's Pre-K : Monitoring Guide for Planning Instruction</u>

General Guidelines

- Complete the Monitoring: Guide for Planning Instruction on the same day as the Grant Requirement Checklist.
- Choose the three most recent weeks of Lesson Plans to review and give feedback.
- Note that an "In Progress" column has been added to assist in providing technical assistance. If a program has made sufficient improvements but is not yet in the "yes" category, check "in progress" and make a

comment in the box next to the particular item indicating that the program is moving in the right direction. Provide technical assistance to support the program. For multiple classroom sites use the following system:

Number of Classrooms at Site	Number of Classrooms Selected
1-2	Each class
3-5	3
6-10	4
11-15	5
16-21	6

❖ 2014-2015 Georgia's Pre-K Monitoring: Guide for Assessment

Directions for completing the 2014-2015 Georgia's Pre-K Monitoring: Guide for Assessment

General Guidelines

- The consultant should plan office time to screen all classes at site before visiting to get a general feel for the documentation in WSO. Use the WSO Screening Documentation Form to document the strengths and concerns for each teacher. Plan to share your findings with the director/principal during the exit conference.
- Complete on the same day as the Grant Requirement Checklist. Remember that the purpose of this document is to provide technical assistance.
- Choose three portfolios per selected class to review and give feedback. If work samples are not uploaded look at children's portfolio content. Consultants should also review completed narrative summaries. Classrooms should be randomly selected with a fair and transparent method chosen by the consultant (e.g., using dice or putting classrooms in a hat). For multiple classroom sites use the following system:

Number of Classrooms at Site	Number of Classrooms Selected
1-2	Each class
3-5	3
6-10	4
11-15	5
16-21	6

- Certain items cannot be marked for new teachers; therefore, you will leave those items blank.

Section 3, WSO Developmental Checklist

- All 69 indicators should have a rating by the end of each period. The "notes column" on the WSO Developmental Checklist will indicate whether or not there is supporting documentation for the required 50 indicators (not personal/social and physical health and development). The time of the review will determine expectations for the Fall and Spring Ratings.

CONDUCTING THE EXIT CONFERENCE

Consultant meets with the program administrator and reviews the GRC documentation.
During the conference discuss areas of strength and areas of potential development.
The program administrator signs and dates the 3 forms. Consultant leaves a signed copy of the report on site.

NEXT STEPS AS NEEDED

Referral, as needed, to the Quality Improvement Coordinator if program meets 45% criteria of items marked as "NO".

Georgia's Pre-K Monitoring: Guide for Planning Instruction 2014-2015

Site Name: _____ **Teacher Name:** _____

Consultant: _____

Date: _____

Class ID: _____

Yes	No	IP	1: Organizational Components	Comments
☐	☐	☐	A. Lesson plans are accessible and maintained on site, updated throughout the entire year, organized by month or topic, and stored in a binder or notebook.	
☐	☐	☐	E. GELDS are documented for all teacher-planned instructional activities using the complete code (example; APL1.3a).	
Yes	**No**	**IP**	**2: Instructional Activities**	**Comments**
☐	☐	☐	A. B. & C. Activities are appropriate for the developmental levels of the children in the classroom; free from rote memorization or drills and letter of the week activities/instruction; and free of worksheets and dittos.	
☐	☐	☐	D. Open-ended activities are planned.	
Yes	**No**	**IP**	**3: Language and Literacy Development**	**Comments**
☐	☐	☐	A. Large Group Literacy activities (developing reading **and/or** writing skills) are planned **daily**.	
☐	☐	☐	B. Phonological awareness activities are **daily** and vary, following a continuum of learning.	
☐	☐	☐	C. A minimum of 2 purposeful opportunities to read and discuss children's literature **daily**.	
Yes	**No**	**IP**	**4: Small Group Instruction**	**Comments**
☐	☐	☐	A. & D. Small groups (2-8 children) change frequently based on the needs/skills of students. Children are identified in independent and teacher facilitated groups (name, initial, or symbol).	
☐	☐	☐	B. Small group reading and supporting activity is documented at least **once per week**.	
☐	☐	☐	C. Developmentally appropriate and purposeful small group activities are planned **daily**. Teacher facilitated and independent activities should be documented.	
Yes	**No**	**IP**	**5: Planned Assessment Collection**	**Comments**
☐	☐	☐	A. Plans for collecting assessment data are incorporated throughout the instructional week. Can be documented on the lesson plans or by using the Planning for Assessment page.	

Georgia's Pre-K Monitoring: Guide for Assessment 2014-2015

Site Name: _____

Consultant: _____

Teacher: _____

Date: _____ **Class ID:** _____

☐ **Teacher new to Pre-K**

Yes	No	IP	1: Pre-K Assessment Tools	Comments
☐	☐	☐	Portfolio contains 1 folder for signed Narrative Summary Reports. Each child has one folder for Work Samples (if not uploaded)	
☐	☐	☐	New WSO Preschool 4 Developmental Guidelines are either printed or saved on desktop and readily accessible.	
☐	☐	☐	Digital camera and accessories, printer, paper, and ink are accessible.	
Yes	**No**	**IP**	**2: Assessment Documentation**	**Comments**
☐	☐	☐	Teachers are gathering documentation and entering data online weekly.	
☐	☐	☐	Documentation titles reflect the type of documentation.	
☐	☐	☐	Observational notes are child specific.	
☐	☐	☐	Work samples are entered in WSO, include descriptors and are either uploaded or filed.	
☐	☐	☐	Photos are uploaded and include descriptors.	
☐	☐	☐	Matrices are predictable and reflect observable skills and/or behaviors.	
☐	☐	☐	All four types of documentation (notes, matrices, photos and work samples) are represented in each child's WSO portfolio.	
☐	☐	☐	Prior to attending WSO training, teachers collect and save work samples, notes, and photos. Matrices can also be utilized.	
Yes	**No**	**IP**	**3:WSO Developmental Checklist**	**Comments**
☐	☐	☐	Finalized ratings on the WSO Developmental Checklist meet the due date requirement.	
☐	☐	☐	The WSO Class Ratings Report or WSO Class Profile is used to plan instruction.	
☐	☐	☐	All indicators have been rated (no notations of 'Did not observe" unless circumstances warrant).	

☐	☐	☐	All indicators have supporting documentation with the exception of Personal and Social Development and Physical Development and Health.	
☐	☐	☐	At the end of the fall rating period, completed checklists are saved to the desktop.	
☐	☐	☐	At the end of the spring rating period, completed checklists are printed and kept on site.	

☐ **Teacher new to WSO**

Yes	No	IP	**4: Narrative Summary for WSO Program**	**Comments**
☐	☐	☐	WSO Narrative Summaries are completed in their entirety and meet the due date requirements.	
☐	☐	☐	Comments are factual, positive, and written in a professional manner.	
☐	☐	☐	Grammar and spelling are correct.	
☐	☐	☐	Ratings and comments on the report correspond to the ratings on the WSO Developmental Checklist.	
	☐	☐	Signed copies of the Narrative Summaries are kept on site.	
Yes	**No**	**IP**	**5: Family Conferences**	**Comments**
☐	☐	☐	Family conferences meet the due date requirement.	
☐	☐	☐	Parents sign the Narrative Summary.	
☐	☐	☐	Teacher removes any filed work samples from the fall following the conferences. Documentation is kept on site and accessible.	

Georgia's Pre-K Checklist for Student Files

Site: _____

Class: _____

Operating Guideline Section			2.1	2.3	3.4		2.5/ 3.7	3.5	3.14	3.14	3.14	3.14	3.14	3.14	3.14
Appendix			A			D		B							
Child's Full Name (as it appears on birth certificate)	Entry Date	Exit Date	Age Eligibility	GA Residence	Pre-K Registration Form	Roster Information Form	Cat. One Doc	SS Doc	Immunization (3231)	3231 Expiration Date	Eye (3300)	Ear (3300)	Dental (3300)	Nutrition (3300)	3300 Follow-up Needed
			☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐
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BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program 2014-2015 Grant Requirement Checklist

Legal Name: **Site Name:**

Programs are responsible for completing the Grant Requirement Checklist for each site. Pre-K Project Directors may determine which administrators are responsible for which items on the checklist. This checklist is intended to be a working document to help collect and organize required documentation throughout the year. In order to check completed, **all of the appropriate documentation must be collected, updated and maintained on site throughout the school year.**

Examples of acceptable organizational tools include a 3 ring binder with labeled tabs, labeled file folders kept together in a designated file drawer or box, or an expandable file with labeled dividers.

Section #1 – Program Level Responsibilities	
Completed ☐	All lead teachers are registered for and have completed Bright from the Start training requirements. ☐ Register all lead teachers for training. ☐ Completed training certificates/documentation for each lead teacher.
Completed ☐	All assistant teachers are registered for and have completed Bright from the Start training requirements. ☐ Register all assistant teachers for training. ☐ Completed training certificates/documentation for each assistant teacher.
Completed ☐	Project Director has participated in Bright from the Start Pre-K training.
Completed ☐	All Pre-K staff have completed registration in the Professional Development Registry.
Completed ☐	Documentation for disenrollment of children is maintained on site. ☐ No disenrollment of children
Comments:	
Section #2 – Site Level Responsibilities	
Completed ☐	Parents were provided with Pre-K Program policies and procedures and meal fees within 20 days of commencement of service. Supporting documentation for each family (sign-in sheet, agenda, or parent agreements) is included in the Grant Requirement Notebook/File.
Completed ☐	Working Copy of the Georgia's Pre-K Checklist for Student Files (by first day of school and updated for each roster submission and according to Pre-K Program Operating Guidelines) is included in the Grant Requirement Notebook/File. http://decal.ga.gov/Prek/DirectorGrantRequirementChecklist.aspx

Completed ☐	An individual file for each Pre-K child is on site with the following documentation maintained and updated in accordance with the Pre-K Program Operating Guidelines. ☐ Birth documentation on file (before/on the first day the child enters the program) ☐ Residency documentation on file (before/on the first day the child enters the program) ☐ Immunization forms (3231) current and on file (within 30 calendar days of entry to the program) ☐ Eye, Ear, Dental and Nutrition forms (DPH 3300-Revised 2013) on file (within 90 calendar days of entry to the program) ☐ Follow-up documentation for 3231 and 3300 forms on site and updated throughout the year ☐ Copy of Category One eligibility documentation (if applicable) ☐ Completed Georgia's Pre-K Registration Form (prior to entry into the program) ☐ Completed Georgia's Pre-K Roster Information Form (collected after entry into program and prior to Roster 1 and updated as needed)
Completed ☐	Attendance documentation is being maintained with times noted when children arrive late or leave before the end of the instructional day.
Completed ☐	Documentation of absenteeism and/or tardiness follow-up is maintained on site.
Comments:	

Section #3 – Program Level and Site Level Shared Responsibilities

Completed ☐	An orientation for all Pre-K staff was provided within 20 days of commencement of school. ☐ Copy of the agenda ☐ Copy of staff sign-in sheet
Completed ☐	Documentation for suspension of children is maintained on site. ☐ No suspension of children
Completed ☐	Appropriate lesson plans including required components are on site and are checked regularly. ☐ Copy of Instructional Quality (IQ) Guide for Planning Instruction and the reviewed set of lesson plans for each lead teacher completed within 30 school/business days of teachers reporting). If teacher is using the 12 week lesson plan "Off to a Good Start", the IQ guide should be completed after the teacher has begun writing his or her own lesson plans. ☐ Monitoring plan developed and implemented for lesson plans and providing feedback throughout the school year
Completed ☐	The Pre-K funded day includes 6.5 hours of documented instruction and teacher planning time. ☐ Copy of the Instructional Quality (IQ) Guide for Daily Schedule and the reviewed daily schedule for each classroom (completed within 30 school/business days of teachers reporting).
Completed ☐	A developmentally appropriate environment and supporting materials are maintained and monitored regularly. ☐ Copy of the Instructional Quality (IQ) Guide for the Learning Environment for each classroom (completed within 30 school/business days of teachers reporting). ☐ Monitoring plan developed and implemented for monitoring the classroom environment and materials and providing follow-up throughout the year.

Completed	Appropriate child assessment is implemented and assessment data maintained for each child. ☐ Copy of the Instructional Quality (IQ) Guide for Assessment (WSO) for each classroom (completed and updated throughout the school year according to the timeline). ☐ Copy of the Instructional Quality (IQ) Guide for Directors is completed for each site. ☐ Monitoring plan developed and implemented for providing feedback about assessment
Comments:	

Upon completion of the document please sign, date, and keep on site for Bright from the Start consultant review.

By completing and signing the document, the Project Director is asserting that the information is true and that supporting documentation is being maintained on site.

Project Director Signature: _____ Date: _____

Site Director Signature: _____ Date: _____

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program Instructional Quality (IQ) Guide for Daily Schedule 2014-2015

Site Name: _____ **Teacher Name:** _____

Lead teacher will complete within 30 school/business days from when teachers report using a current schedule. Sign, date and submit to the Director/Principal with the corresponding schedule. Director/Principal will review and provide necessary support or feedback. Complete the director column, sign, date and file with the *Grant Requirement Checklist*. Also attach a copy of the Daily Schedule used to complete the IQ guide. (Suggestion: work with a schedule the first couple weeks of school, adjusting to meet children's needs before completing this IQ Guide)

Teacher	Director	**Refer to the *FAQ for Daily Schedule* for an explanation of the various schedule components. This IQ Guide should be completed whenever a teacher/program makes changes to the daily schedule throughout the year.**
☐	☐	6.5 hour written daily schedule with times is posted **inside** the classroom. *Note: If the school year is shortened, equivalent numbers of hours must be documented on the school calendar, posted schedules, and in lesson plans.*
☐	☐	Large Group Time/Opening Activity
☐	☐	Daily Large Group Literacy Time
☐	☐	Two Teacher-Planned Story Times
☐	☐	Phonological Awareness Activities
☐	☐	Small Group Time
☐	☐	60 minutes of uninterrupted play in centers. Clean up should be clearly defined and is in addition to the minimum one full hour block of time.
☐	☐	Music with Movement Activities
☐	☐	Rest Time (scheduled for a maximum of one hour)
☐	☐	Outdoor Play
☐	☐	Closing Activity
☐	☐	A schedule for children is posted at children's eye level and is manipulated by children to facilitate knowledge of the daily routine and time/sequence concepts. This schedule must include pictures.

Teacher Signature: _____ ***Date:*** ____/____/____

Director/Principal Signature: _____ ***Date:*** ____/____/____

Comments and Feedback:

Note: IQ Requirements for Daily Schedule reflect the basic foundation each program will create, and if necessary may expand to include other components such as transitions, restroom times, specials, etc., as additional program requirements or needs.

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program Instructional Quality (IQ) Guide for the Learning Environment 2014-2015

Site Name: _____ **Teacher Name:** _____

This guide is to be completed first by the lead teacher. This should be completed within the first thirty (30) school/business days of when teachers report and then signed, dated and submitted to the Director/Principal. Upon receipt of the completed IQ Guide, Directors/Principals may designate a second reviewer. The designated reviewer should complete the document while in the classroom, compare results and provide feedback to the teacher. Directors/Principals should sign off at the end regardless of who is designated as the reviewer. A completed copy of **the *IQ Guide for the Learning Environment*** should be placed with the ***Grant Requirement Checklist***. This document was designed to be fluid and used throughout the school year to document changes. Although additional reviews are not required, Directors/Principals are encouraged to set a date for a second review. NOTE: A second or additional reviews can be required as deemed necessary by Bright from the Start staff.

For the purpose of this document please use the following definitions:
Enough: all 22 children or for the number of children enrolled in the classroom
Some: enough for a small group of children (2 to 8 children)
Accessible: materials are located within the learning areas or in the classroom within easy reach of the children. Children can freely choose to use materials without asking for teacher permission or assistance.
Available: items are easily brought out for children's use for specific activities or to expand children's learning.

Additional definitions and clarifications can be found in the *FAQ for the Learning Environment*. Although completion of this guide is required within the first 30 days and a second review is recommended, monitoring and feedback can be given as often as desired. This document is intended to be a working document and teachers can write specific items needed under each area and reviewer/director/principal can add dates when items are available/ordered/delivered or additional corrections are made.

Classroom Environment and Display				
Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date:	Reviewer __/__/__ Date:
The classroom is inviting, clean, organized, and visually appealing to children.	☐	☐	☐	☐
Majority of items in the display are child-initiated, at children's eye level, and displayed no longer than six weeks.	☐	☐	☐	☐
Photos of children and their families are included in the display.	☐	☐	☐	☐
Dictations from children are included in the display.	☐	☐	☐	☐
Photos and chart stories from recent activities are included in the display.	☐	☐	☐	☐
The classroom is safe and free from hazards.	☐	☐	☐	☐
Comments				

Language and Literacy				
Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date: ___	Reviewer __/__/__ Date: ___
Furnishings:				
Personal Items to make the area cozy. Examples: rug, lamp, pillows	☐	☐	☐	☐
Soft seating	☐	☐	☐	☐
Reading Area Materials are accessible, labeled, and organized:				
There are books for all children enrolled. Examples: Fantasy, nonfiction, wordless, repetitive, informational, rhyming, predictable, familiar sequence, repetitive phrase, cumulative, multicultural, question and answer, class-made	☐	☐	☐	☐
Books that reflect current topics are rotated in the classroom.	☐	☐	☐	☐
Books are displayed and organized forward facing so children can easily see the front covers of the books to make choices.	☐	☐	☐	☐
Props to develop alphabetic principle (3 types) Examples: letter puzzles, displayed alphabet, word cards, alphabet game, alphabet lotto, letter dominoes, inter-locking letter cubes, wooden alphabet blocks, alphabet letter tiles, alphabet letter stamps	☐	☐	☐	☐
Props to promote language development (3 types) Examples: Puppets, telephones, walkie-talkies, cell phones, magnet stories, flannel board and stories familiar to children.	☐	☐	☐	☐
Listening station and player (CD or Cassette) with headphones, books and recorded stories (2 choices)	☐	☐	☐	☐
Writing Area Materials are accessible, labeled and organized:				
Writing instruments of various sizes (3 types) Examples: pens, markers, chalk, crayons, pencils, colored pencils	☐	☐	☐	☐
Vocabulary cards with words and pictures	☐	☐	☐	☐
Real/found materials (3 types) Examples: envelopes, order forms, greeting cards, note pads, stationery, address books, phone books, typewriter, write and wipe cards/boards	☐	☐	☐	☐
Paper (3 types) Examples: lined, unlined, journals, drawing paper, tablets	☐	☐	☐	☐
Name cards of children in the classroom with picture and name	☐	☐	☐	☐
Comments				

Dramatic Play				
Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date: ___	Reviewer __/__/__ Date: ___
Area is large enough to accommodate a minimum of 5 children.	☐	☐	☐	☐
Furnishings:				
Housekeeping furniture (3 types/purposes) Examples: stove, sink, refrigerator, hutch	☐	☐	☐	☐
Dress-up clothing storage	☐	☐	☐	☐
Table and chairs	☐	☐	☐	☐
Basic shelves for housing dramatic play materials	☐	☐	☐	☐

Basic Materials are accessible, labeled and organized:				
Dolls – at least 5	☐	☐	☐	☐
Quality dress-up clothes (3 types for boys and 3 types for girls)	☐	☐	☐	☐
Full-length mirror	☐	☐	☐	☐
Props for kitchen play Examples: eating utensils, dishes, pots and pans, pretend food, cooking utensils (rolling pin, egg beaters, etc.)	☐	☐	☐	☐
Props for cleaning play Examples: sponges, mop, broom, dust pan, bucket	☐	☐	☐	☐
Props and furniture for pretend play with babies (3 types) Examples: baby bed, high chair, blankets, bottles, diaper bag, baby clothes, baby blankets	☐	☐	☐	☐
Collection of empty containers Examples: cereal and other food boxes, detergent bottles, spice bottles, milk cartons, juice bottles	☐	☐	☐	☐
Additional housekeeping accessories (3 types) Examples: ironing board/iron, telephone, cash register, clocks, pet dishes	☐	☐	☐	☐
At least one Prop box for an additional dramatic play theme.	☐	☐	☐	☐
Props to encourage beginning reading and writing skills Examples: recipe books, menus, telephone books, checklists, telephone message pad, pens, pencils	☐	☐	☐	☐
Comments				

Blocks				
Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date:	Reviewer __/__/__ Date:
The majority of unit blocks are stored on shelves for easy accessibility and sorted, labeled and organized for easy clean-up.	☐	☐	☐	☐
Block area is located away from traffic patterns.	☐	☐	☐	☐
Block area is large enough for a minimum of 5 children.	☐	☐	☐	☐
Furnishings:				
Organized storage for blocks and props and accessories	☐	☐	☐	☐
Basic Materials are accessible, labeled and organized:				
Standard unit blocks (200 – 250)	☐	☐	☐	☐
Large wooden hollow blocks (20 – 30)	☐	☐	☐	☐
Block accessories (3 types) Examples: vehicles, animals (farm, zoo, ocean), traffic signs, people	☐	☐	☐	☐
Real/found materials – at least 2 types Examples: egg cartons, PVC pipe, cups, cardboard tubes	☐	☐	☐	☐
Materials to promote literacy development Examples: maps, alphabet blocks or tiles, books related to block play, writing materials	☐	☐	☐	☐
An additional type of block (10 – 20) Examples: cardboard, foam, plastic	☐	☐	☐	☐
Comments				

Math				
Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date:	Reviewer __/__/__ Date:
Furnishings:				
Math/manipulative materials are housed on low shelves near a table or designated play area.	☐	☐	☐	☐
Basic Materials are accessible, labeled, and organized:				
One type of material for each of the following: counting, sorting, recognizing shapes, and hand/eye coordination.	☐	☐	☐	☐
Materials for measuring (weight, length and time)	☐	☐	☐	☐
Real/found materials (2 types) Examples: buttons, bottle tops, beans, dominoes	☐	☐	☐	☐
Math and manipulative materials to address different developmental levels of the children enrolled in the classroom and to meet children's needs as they progress throughout the year.	☐	☐	☐	☐
Puzzles of varying levels of difficulty and number of pieces (3 types) Examples: knobbed, wooden, floor	☐	☐	☐	☐
Math games (3) Examples: dominos, number bingo, matching games, counting games, patterning games, folder games	☐	☐	☐	☐
Materials to promote literacy development Examples: stringing alphabet beads, books to develop math concepts, writing materials, alphabet cube and beads, alphabet puzzles	☐	☐	☐	☐
Comments				

Science				
Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date:	Reviewer __/__/__ Date:
Furnishings:				
A sensory table with tools to dig, scoop, pour and measure is open and accessible daily.	☐	☐	☐	☐
Basic shelving to house science materials.	☐	☐	☐	☐
Basic Materials are accessible, labeled, and organized:				
Basic materials (3 different materials from this list): Magnets and items to attract and repel, binoculars, magnifying glasses, prisms, color paddles	☐	☐	☐	☐
Discovery experience materials (3 types) Examples: matching sounds, identifying scents, feely bags, sequencing cards, gears, discovery tubes/sensory bottles, simple science experiments, health and nutrition games, animal bingo	☐	☐	☐	☐
Pictures and collections related to science/nature are displayed in the area (2 sets/collections). Examples: seashells, rocks, feathers, tree bark, fossils, acorns, variety of leaves, etc.	☐	☐	☐	☐
Something living for children to care for.	☐	☐	☐	☐

Materials to promote literacy development Examples: age appropriate science concept books, writing materials that support recording observations and making lists, walkie-talkies, science word cards with pictures to develop vocabulary.	☐	☐	☐	☐
Texture/sensory table materials are varied and changed monthly. Examples of materials for digging, pouring, measuring and scooping: beans, sand, rice, water, dirt, etc.	☐	☐	☐	☐
Comments				

Art				
Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date:	Reviewer __/__/__ Date:
Furnishings:				
Table and chairs	☐	☐	☐	☐
Drying space or rack	☐	☐	☐	☐
Full-sized easel accessible daily (must hold 16x22 or 18x 24 paper)	☐	☐	☐	☐
Shelving for housing art materials	☐	☐	☐	☐
Basic Materials are accessible, labeled and organized:				
Crayons	☐	☐	☐	☐
Markers	☐	☐	☐	☐
Paper of different sizes, colors, textures (3 different types). Examples: construction, tissue, white, manila, newsprint, foil, news, wax	☐	☐	☐	☐
Scissors (appropriately sized) enough for a small group of children	☐	☐	☐	☐
Collage materials (3 types). Examples: pipe cleaners, fabric scraps, buttons, cotton balls, feathers, foam pieces, sequins, pom poms, yarn	☐	☐	☐	☐
Play dough or soft clay and tools	☐	☐	☐	☐
Glue (enough for a small group of children)	☐	☐	☐	☐
Fresh Paint for easel (3 or more colors)	☐	☐	☐	☐
Paint brushes appropriately sized (one for each color of paint)	☐	☐	☐	☐
Paper for easel (16 x22 or 18 x 24)	☐	☐	☐	☐
Painting smocks	☐	☐	☐	☐
Materials for three-dimensional creations (variety) Examples: small boxes, straws, paper plates, pie plates, pipe cleaners, cardboard tubes	☐	☐	☐	☐
Materials for promoting literacy development Examples: books, storybook paper, alphabet stickers, lined paper or journals, pens, pencils	☐	☐	☐	☐
Comments				

Music				
Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date: ___	Reviewer __/__/__ Date: ___
Music player (separate from the listening center)	☐	☐	☐	☐
Musical props (2 types/22 each) Examples: scarves, ribbons, bean bags	☐	☐	☐	☐
Musical instruments (various types of instruments; at least 22 total)	☐	☐	☐	☐
Age-appropriate music (3 types) Examples: classical, children's, jazz, nature sounds, multicultural, dance, foreign language	☐	☐	☐	☐
Comments				

Physical Development				
Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date: ___	Reviewer __/__/__ Date: ___
Age-appropriate mobile equipment (3 types) Examples: balls, hoops, parachute, wagons, tricycles, scooters, plastic bats, catching games/gloves, cones for obstacle course Note: Helmets required when riding vehicles.	☐	☐	☐	☐
Uses stationary equipment daily, weather permitting.	☐	☐	☐	☐
Comments				

Review 1

Teacher Signature: _____ ***Date:*** ___/___/___

Director/Principal Signature: _____ ***Date:*** ___/___/___

Review 2 (if applicable) ***Date:*** ___/___/___

Teacher Signature: _____

Director/Principal Signature: _____ ***Date:*** ___/___/___

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program Instructional Quality (IQ) Guide for Planning Instruction 2014-2015

Site Name: _____ **Teacher Name:** _____

Lead teacher will complete within 30 school/business days from when teachers report using a week of completed lesson plans. . . If the teacher is using the 12 week lesson plan "Off to a Good Start", the IQ guide should be completed after the teacher has begun writing his or her own lesson plans.. Sign, date and submit to the Director/Principal with corresponding plans. Director/Principal will review using the same set of lesson plans/provide support and feedback. Complete director column, sign, date and file with the ***Grant Requirement Checklist.*** Also include a copy of the lesson plan that was used to complete the IQ guide***Refer to the **FAQ for Planning Instruction** for explanation of instructional activities which should be reflected in lesson plans.*

Teacher	Director	Organizational Components
☐	☐	Lesson plans are accessible and maintained on site, updated throughout the entire year, organized by month or topic and stored in a binder or notebook..
☐	☐	Templates located on BftS website are used for planning instruction. ☐ Lesson Plan Template (required/choose one) ☐ Small Group Template (required/choose one which best supports children's needs) ☐ Changes to the Environment Form (required/choose one) ☐ Planning for Assessment Template (this form is optional if plans for assessment are documented on lesson plans).
☐	☐	Each week, current and complete lesson plans are on site, organized and implemented.
☐	☐	Clock times noted on lesson plans correspond with the times and activities on posted schedule.
☐	☐	Georgia Early Learning and Development Standards (GELDS) are documented for all teacher-planned instructional activities using the complete code.. (Example: CLL 1.4a)
Teacher	**Director**	**Instructional Activities**
☐	☐	Activities are appropriate for the developmental levels of the children in the classroom.
☐	☐	Activities are free from rote memorization or drills and letter of the week activities/instruction.
☐	☐	Instruction is free of worksheets and dittos.
☐	☐	Open-ended activities are planned.
☐	☐	Large Group/Opening Activities are purposeful, vary and are planned **daily.**
☐	☐	Individualization for specific children is documented as needed. (see Small Group Template)
☐	☐	Music with gross motor movement (music title and activity) is planned **daily.**
☐	☐	Closing reflects a planned/purposeful activity.
Teacher	**Director**	**Language and Literacy Development**
☐	☐	Large Group Literacy activities (developing reading **and/or** writing skills) are planned **daily.**.
☐	☐	Phonological awareness activities are planned **daily** and vary, following a continuum of learning..
☐	☐	A minimum of two (2) purposeful opportunities to read and discuss children's literature are planned **daily.**.
Teacher	**Director**	**Small Group Instruction**
☐	☐	Small groups, (2-8) children, change frequently based on the needs/skills of students.
☐	☐	Small group reading and supporting activity is documented at least **once per week**..
☐	☐	Developmentally appropriate and purposeful small group activities are planned **daily.** . Teacher facilitated and independent activities should be documented..
☐	☐	Children are identified in independent and teacher facilitated groups (name, initial, or symbol).
Teacher	**Director**	**Planned Assessment Collection**
☐	☐	Plans for collecting assessment data are incorporated throughout the instructional week (either on the planning for assessment template or directly on the lesson plans)..

Teacher Signature: _____ ***Date:*** ___/___/___

Director/Principal Signature: _____ ***Date:*** ____/____/____

(It is recommended this IQ Guide be utilized throughout the year as part of your written plan for monitoring lesson plans.

Feedback and Follow-up:

Georgia's Pre-K Program 2014-2015
Instructional Quality (IQ) Guide for Assessment
Work Sampling Online Director Timeline
Reporting Period 1(FALL)

Site Name:

PRE-PLANNING	☐ Meet with teacher(s) to review guidelines and other requirements you will put into place for teacher(s). ☐ Create a monitoring plan for reviewing and providing feedback to teacher(s) and file with your Director Grant Requirement Checklist. ☐ Ensure teacher(s) have all materials necessary for assessment collection (camera, computer, dsl, printer, etc).

WEEK 4 **DUE:**	☐ Screen all classes. Randomly select at least 3 portfolios from each class to ensure teachers are entering and linking documentation online weekly.

WEEK 6-7 **DUE:**	☐ For each class verify that all students have a checklist created. You are able to check the site as a whole using the **Assessment Status Report**. (Directions to run the report are on the BFTS website in the "how to" file under Work Sampling).

WEEK 12-13 **DUE:**	☐ Screen all classes. Randomly select at least 3 portfolios from each class to ensure teachers are entering and linking documentation online weekly.

WEEK 17-18 **DUE:**	☐ Randomly review Narrative Summary Reports prior to conferences for completion and ensure comments are factual, positive and written in a professional manner. ☐ Ensure that all 69 indicators have been rated and finalized.

Director/Reviewer Signature: _____ ***Date:*** ____/____/____

Georgia's Pre-K Program 2014-2015
Instructional Quality (IQ) Guide for Assessment
Work Sampling Online Director Timeline
Reporting Period 2(SPRING)

Site Name:

WEEK 4 **DUE:**	☐ Screen all classes. Randomly select at least 3 portfolios from each class to ensure teachers are entering and linking documentation online weekly.

WEEK 6-7 **DUE:**	☐ For each class verify that all students have a checklist created. You are able to check the site as a whole using the **Assessment Status Report** (directions to run the report are on the BFTS website in the "how to" file under Work Sampling).

WEEK 12-13 **DUE:**	☐ Screen all classes. Randomly select at least 3 portfolios from each class to ensure teachers are entering and linking documentation online weekly.

WEEK 17-18 **DUE:**	☐ Randomly review Narrative Summary Reports prior to conferences for completion and ensure comments are factual, positive and written in a professional manner. ☐ Ensure that all 69 indicators have been rated and finalized. ☐ All children's checklist and narrative summary reports are copied and left on site for three years.

Director/Reviewer Signature: _____ ***Date:*** ____/____/____

Georgia's Pre-K Program 2014-2015
Instructional Quality (IQ) Guide for Assessment
Work Sampling Online Teacher Timeline
Reporting Period 1 (FALL)

Site Name: **Teacher Name:**

PRE-PLANNING	☐ Review the FAQ for the IQ Guide for Assessment (WSO). ☐ Ensure camera is in classroom. Computer and printer are accessible and in working order. ☐ Report any issues to your director/principal. ☐ Enter your PANDA Class ID as your WSO class name. **DO NOT CHANGE YOUR CLASS NAME – THIS IS A UNIQUE IDENTIFIER ASSIGNED TO YOU BY OUR DATABASE.** ☐ Enter student information for your class online.

WEEKLY THINGS TO DO	• Observe, record, and link all observational notes, work samples, photos and complete matrices. • Documentation must be entered and linked to indicators weekly. • Archive any student that has dis-enrolled from your class. • Contact prekassessment@decal.ga.gov before adding any new student to your WSO roster. • Update children's PANDA ID's as needed. • Review linked documentation and rate indicators on the WSO Developmental Checklist.

WEEK 17-18 **DUE:**	☐ Review all supporting documentation and WSO Developmental Checklist. All 69 indicators should be rated and finalized. ☐ Save to desktop or print a copy of each child's completed WSO Developmental Checklist. ☐ Complete the Narrative Summary Report online (including attendance) and print for conferences. ☐ Conduct the required family conferences and obtain parent signatures. ☐ Keep a copy of the Narrative Summary Report on site for 3 years.

Teacher Signature: _____ ***Date:*** ____/____/____

Director/Reviewer Signature: _____ ***Date:*** ____/____/____

Georgia's Pre-K Program 2013-2014
Instructional Quality (IQ) Guide for Assessment
Work Sampling Online Teacher Timeline
Reporting Period 2(SPRING)

Site Name:

Teacher Name:

WEEKLY THINGS TO DO	• Observe, record, and link all observational notes, work samples, photos and complete matrices. • Documentation must be entered and linked to indicators weekly. • Archive any student that has dis-enrolled from your class. • Contact prekassessment@decal.ga.gov before adding any new student to your WSO roster. • Update children's PANDA ID's, as needed. • Review linked documentation and rate indicators on the WSO Developmental Checklist.

WEEK 17-18 **DUE:**	☐ Review all supporting documentation and WSO Developmental Checklist. All 69 indicators should be rated and finalized. ☐ Print a copy of each child's completed WSO Developmental Checklist. Keep on site for 3 years. ☐ Complete the Narrative Summary Report online (including attendance) and print for conferences. ☐ Conduct the required family conferences and obtain parent signatures. ☐ Keep a copy of the Narrative Summary Report on site for 3 years.

Teacher Signature: _____ ***Date:*** ___/___/___

Director/Reviewer Signature: _____ ***Date:*** ___/___/___

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Quality Support Program Probation Visit Protocol 2014-2015

Consultant should follow the same visit protocol for all probation sites

- Administration Probation (rosters, disenrollment, guidelines, etc.)
- Pre-K Quality Probation
- CCS Noncompliant Probation

Probation Visits

- Announced Probation Visits
  - Grant Requirement Checklist Evaluation
  - Technical Assistance
- Unannounced Probation Visits
  - Instructional Evaluations (learning environment, daily schedule, instructional planning and assessment)
  - Follow-up Visits

Order of Visits

First Year Programs:

- First Year programs receive an initial contact prior to first official visit
- Grant Requirement Checklist Evaluation
- Learning Environment Evaluation
- Site Visit to recap year one

Second Year Programs:

- Second Year Programs receive a check-in contact prior to first official visit
- Daily Schedule and Planning Instruction Evaluation
- Assessment Evaluation
- Site Visit to recap year two

Prior to the visit

- Review probation file documentation to identify any issues from previous visits
- Prepare to take the following:
  - Probation file
  - Probation Evaluation Form (form for licensed/non-licensed site)
  - Goal Planning Form
  - Probation Visit Protocol
  - Printed copy of most recent Pre-K roster report for all classrooms
  - Grant Requirement Checklist
  - Pre-K Checklist for Student Files
  - Instructional Quality (IQ) Guides

- FAQs (Grant Requirement Checklist and IQ Guides)
- Pre-K Providers' Operating Guidelines
- Lap top and air card
- Printer and extra ink cartridge
- Copy paper

Prior to completing the first probation visit, the consultant should:

- Review the referral form to identify any program /site specific needs
- Meet with the director to discuss the probation process
- Work with the director to develop program/site specific goals
- Document goals on "Goal Planning Form"

ENTERING GENERAL INFORMATION:

- **Legal Name and Site Name**: Names should be entered as they appear in PANDA. When discrepancies are noted in name, the correct name should be noted in the *Additional Comments* section along with a statement instructing the project director to update the information in PANDA.
- **Pre-K Consultant**: Enter the name of the consultant completing the visit. If more than one consultant is completing the visit, enter the name of the consultant assigned to the site; the presence of the other consultant(s) may be noted in the *Additional Comments* section. If neither consultant is assigned to the site, enter the name of each consultant conducting the probation visit in the *Pre-K Consultant* space.
- **Date**: Enter the date the probation visit is being conducted.
- **Arrived**: Enter the time arrived to the facility.
- **Departed**: Enter the time departed from the facility.
- **Project Director and Site Director**: Names should be entered as they appear in PANDA. When discrepancies are noted in name, the correct name should be documented in the *Additional Comments* section along with a statement instructing the project director to update the information in PANDA.
- **Teachers**: Enter the name of each lead teacher and each assistant teacher as they appear in PANDA. When discrepancies are noted in teacher name, the correct name should be documented in the *Additional Comments* section along with a statement instructing the project director to report teacher changes as outlined in Section 11.3 in the Pre-K Providers' Operating Guidelines.
- **Person Met With**: Enter the name of the staff person who participated in the exit conference. If staff is someone other than the project director, site director, or principal, include their title with their name.
- **Compliance Codes**:
    - Meets (M) - use when all of the requirements for the item have been met

- Not Met (NM) - use when any requirement for the item has not been met
- In Process (IP) - use when the requirement is not fully met and the program has documentation showing effort toward meeting it

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AT THE BEGINNING OF ALL PROBATION VISITS

- Refer to the goals that were documented during the previous visit on the Goal Planning Form.
  - Consultant should indicate if the goal was Met or Not Met in the appropriate space.
  - If a goal has not been met, the consultant should assist the program in developing detailed action steps to help meet the goal.
- The consultant should not proceed in completing the next evaluation until the current goals are met.
- If the program has met documented goals, the consultant should administer the next evaluation.

GRANT REQUIREMENT CHECKLIST EVALUATION: complete the form in its entirety.

- **Grant Requirement Checklist is maintained on site:** To meet this requirement, the program must be using the checklist and collecting appropriate documentation. An organizational tool should be used to store the documentation.

Section #1- Program Level Responsibilities

- **Staff and Training Documentation:** If there is training confirmation or teachers are participating in training but have not completed it yet, note this in the comments section and mark as IP.

Section #2- Site Level Responsibilities

- **Parents provided with Pre-K Program policies and procedures and meal fees within 20 days of commencement of service:** To meet this requirement, there should be a copy of information given to parents and documentation of parent orientation (sign-in sheet, agenda or minutes of the meeting).
- **Working copy of the Georgia's Pre-K Checklist for Student Files:** If a different form is used to maintain student files, guide the director to use the appropriate form on the Bright from the Start website if the form or tracking system being used is not sufficient in tracking student documentation. If their process or form is sufficient, then it is not necessary for the program to use the Bright from the Start form. If the program is not using any type of formal recordkeeping, either electronic or pen/paper, mark as NM.
- **Student documentation:** For multiple class sites, use the following chart to determine the number of classrooms to review student records. View every student file within the selected classrooms.

Number of Classrooms at Site	Number of Classrooms Selected
1-3	1
4-6	2
7-9	3
10-21	4

  - If any birth documentation is missing for students, mark as "NM". Give a deadline of two working days for the site to obtain the birth documentation, but do not change the evaluation score.
  - If substantial issues with birth documentation exist, continue to check all student files for birth documentation only.
  - When checking other student file documentation use discretion when scoring. Use of Discretion- if documentation is missing and the program history reflects documentation issues, mark as "NM". If minimal documentation is missing and the program history reflects no documentation issues, a score of "M" is appropriate. Consider the amount of missing documentation when making this decision.
- **Attendance documentation maintained:** To meet this requirement, daily attendance records should be maintained on site and include the dates when a child is absent and the dates/times when a child arrives late or leaves early.
- **Attendance issues addressed following guidelines:** To meet this requirement, the program should be following the procedures outlined in the Pre-K Providers' Operating Guidelines (3.13). This includes having documented interventions on site.

Section #3- Program Level and Site Level Shared Responsibilities

- **Staff orientation meets requirements:** To meet this requirement, the program must have documentation of original staff orientation and new hire orientation. Documentation can include an agenda or minutes from the meeting and a sign-in sheet.
- **Instructional Quality (IQ) Guide Requirements**
  - **Due date met:** To meet this requirement, the IQ Guide should be completed in its entirety within the required timeframe. Proofed lesson plans and a copy of the daily schedule should be filed with the appropriate IQ Guide.
  - **Monitoring plan implemented:** To meet this requirement, a written plan for monitoring should be on site and there should be documentation of the regular monitoring process. Please note that credit **should not** be given if the director has no written plans for monitoring but orally describes their method for monitoring. This is acceptable for programs in good standing, not for programs on probation.

Project Director/Site Director/Principal Signature and Date: The Grant Requirement Checklist Evaluation form should be signed and dated by the program administrator the Pre-K consultant

met with during the exit conference. If this is someone other than the project director, site director, or principal, their title should be included with their signature.

SUBSEQUENT VISITS:

- ***At the beginning of each visit, revisit the Goal Planning Form to document any goals being met or not met.***

LEARNING ENVIRONMENT EVALUATION

- Walk through the classroom to ensure that the learning environment is meeting requirements. Use the Instructional Quality (IQ) Guide for the Learning Environment as a guide to complete the evaluation form.
    - **Furnishings:** If minimal items are missing and the program history reflects no ongoing issues, a score of "M" is appropriate. If item(s) are missing and the program history reflects concerns in this area, enter a score of "NM". Consultant may use discretion in "IP" ratings. IP may be used to indicate progress being made in this area.
    - **Basic Materials:** If minimal items are missing and the program history reflects no ongoing issues, a score of "M" is appropriate. If item(s) are missing and the program history reflects concerns in this area, enter a score of "NM". Consultant may use discretion in "IP" ratings. IP may be used if materials are on order and/or the program is making progress in this area.
- If the site has multiple classrooms, it is not necessary to complete the Learning Environment Evaluation for each classroom. The consultant should visit each classroom to ensure consistency in program delivery. Evaluation scores should be based on the overall (average) quality of the program.

END of the YEAR SITE VISIT

Review visit forms for the year. On the site visit form, document the progress the program made and expectation for year two. Update the probation activity timeline.

DAILY SCHEDULE and PLANNING INSTRUCTION EVALUATION

- Daily Schedule: Use the Instructional Quality (IQ) Guide for the Daily Schedule as a guide to complete the evaluation form. Review the daily schedule and indicate if requirements are being met.

- Planning Instruction Evaluation: Choose the three most recent weeks of Lesson Plans to review. Use the Instructional Quality (IQ) Guide for Planning Instruction as a guide to complete the evaluation form.
    - **Organizational Components:** If minimal items are missing and the program history reflects no ongoing issues, a score of "M" is appropriate. If item(s) are missing and the program history reflects concerns in this area, enter a score of "NM". Consultant may use discretion in "IP" ratings. If the program has made sufficient improvements but is not yet meeting all of the requirements, mark "IP" and make a comment in the box indicating that improvements were observed.
    - **Instructional Activities:** If minimal items are missing and the program history reflects no ongoing issues, a score of "M" is appropriate. If item(s) are missing and the program history reflects concerns in this area, enter a score of "NM". Consultant may use discretion in "IP" ratings. If the program has made sufficient improvements but is not yet meeting all of the requirements, mark "IP" and make a comment in the box indicating that improvements were observed.
    - **Language and Literacy Development:** If minimal items are missing and the program history reflects no ongoing issues, a score of "M" is appropriate. If item(s) are missing and the program history reflects concerns in this area, enter a score of "NM". Consultant may use discretion in "IP" ratings. If the program has made sufficient improvements but is not yet meeting all of the requirements, mark "IP" and make a comment in the box indicating that improvements were observed.
    - **Small Group Instruction:** If minimal items are missing and the program history reflects no ongoing issues, a score of "M" is appropriate. If item(s) are missing and the program history reflects concerns in this area, enter a score of "NM". Consultant may use discretion in "IP" ratings. If the program has made sufficient improvements but is not yet meeting all of the requirements, mark "IP" and make a comment in the box indicating that improvements were observed.
- If the site has multiple classrooms, it is not necessary to complete the Daily Schedule and Planning Instruction Evaluation for each classroom. The consultant should visit each classroom to ensure consistency in program delivery. Evaluation scores should be based on the overall (average) quality of the program.

ASSESSMENT EVALUATION

- The consultant should plan office time to screen all classes before the probation visit.
- Certain items cannot be marked for new teachers. If this is the case, leave the evaluation item blank and write "new teacher" in the "Comments" section. "IP" can be used if a teacher is making an effort to complete the task.
- If the site has multiple classrooms, it is not necessary to complete the Assessment Evaluation for each classroom. The consultant should visit each classroom to ensure

consistency in program delivery. Evaluation scores should be based on the overall (average) quality of the program.

END of the YEAR SITE VISIT

- Review visit forms for the year. On the site visit form, document the progress the program made and the requirements for returning to "Good Standing". Update the probation activity timeline.

Additional Comments

- Comments may reflect areas in which the program excels or has made notable progress. Comments should be specific in nature. (Example: "(b)(6) is implementing her written process to ensure that 3300 and 3231 certificates are submitted within the required timeframe.")
- Comments may also include instructing the project director in follow-up they are responsible for (e.g., updating information in PANDA, reporting teacher changes, forwarding requested information to the Pre-K consultant, etc.)
- Matters in need of immediate attention may also be documented here and should include the name of person responsible for the follow up, what he or she will do, and the date for completion (Example: "(b)(6) will complete the Student Files Checklist by 9/7/14. Children with missing birth and residency documentation may not return to the program until this documentation is on site. (b)(6) will forward missing eligibility documentation to the consultant by 9/9/14.")

Project Director/Site Director/Principal Signature and Date: Evaluation forms should be signed and dated by the program administrator the Pre-K consultant met with during the exit conference. If this is someone other than the project director, site director, or principal, their title should be included with their signature.

Goal Planning Form: At the end of each visit, the consultant should complete the Goal Planning Form entirely.

- **Visit Date, Arrival & Departure Time:** Enter the date the visit is being conducted. Enter the time arrived to the facility and the time departed from the facility.
- **Goal:** Document a goal for any area not meeting requirements. Goals should focus on the development of processes and systems. Goal Example: *Monitor the classroom on a regular basis to ensure that the learning environment is adequately supplied and meets Pre-K requirements.*
- **Action Steps:** Document steps the program may take to meet the goal. Action Step Example: *Using the Learning Environment Quick Checklist,* (b)(6) *Site Director, will*

monitor the classroom the first Tuesday of each month to ensure that the environment is adequately supplied. Feedback will provided to teachers during the weekly teacher meeting.

- **Due Date:** Enter the date the goal should be met.
- **Project Director/Site Director Signature:** The program administrator the consultant met with during the exit conference should sign here to indicate understanding of the goal.
- **Follow-up Visit Date:** Enter the date the visit is being conducted.
- **Date Goal Met or Not Met:** indicate if the goal was met or not met.
- **Project Director/Site Director Initials:** The program administrator the consultant met with during the exit conference should initial here to indicate understanding of progress.

CONDUCTING THE EXIT CONFERENCE

- Consultant should acknowledge any assistance the program administrator provided during the visit. Consultant shares something positive observed during the visit.
- Consultant reviews the evaluation form. Any pertinent comments made by the administrator in regards to the areas of concern should be documented in the section the comment relates to.
- The program administrator signs and dates the evaluation form.
- Consultant leaves a signed copy of the report on site.
- If the project director works away from the site, consultant should share findings with them based on the established communication process.

FORWARDING PROBATION VISIT FORMS TO THE ATLANTA OFFICE

Type of visit	Original Documents	Completion Deadline	Due to the office	Process for turning in documents to the office.	Give paperwork to the following person
Probation Visits	Probation Evaluations: GRC, Daily Schedule & Planning Instruction, Assessment *see protocol for order of forms to use during visits	1st visit 10/31/14 2nd visit 1/30/15 3rd visit 4/17/15	Within 2 weeks of the visit	Mail or deliver original copy	Quality Improvement Coordinator

Consultant should place a copy of probation visit forms in the program's probation file

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program
Grant Requirement Checklist Evaluation
Licensed Site
2014-2015

Consultant:	Date:	Arrived:	Departed:
Legal Name:		Project Director:	
Site Name:		Site Director:	
County:		Met With:	
Lead Teacher(s)	Assistant Teacher(s)	# of Children on Roster/Attendance:	# of Children Present:
Staffing Requirements Met: ☐		Goals Documented During Visit: ☐	

Compliance Codes: M- Meets NM- Not Met IP- In Process

☐ Grant Requirement Checklist is maintained on site

Section #1- Program Level Responsibilities

Staff and Training Documentation

☐ Project Director ☐ Site Director ☐ Lead Teacher ☐ Assistant Teacher

Comments:

Section #2- Site Level Responsibilities

Parent Orientation

☐ Parents provided with Pre-K Program policies and procedures and meal fees within 20 days of commencement of service

Comments:

Student Records

Working copy of the Georgia's Pre-K Checklist for Student Files ☐

☐ Birth Documentation ☐ Residency ☐ Immunization (3231)

☐ Eye, ear, and dental (3300) ☐ Category One

Comments:

Attendance Documentation

☐ Attendance documentation maintained

☐ Attendance issues addressed following guidelines

Comments:

Section #3- Program Level and Site Level Shared Responsibilities

☐ Staff orientation meets requirements

Comments:

IQ Guide for Planning Instruction

☐ Due date met

☐ Monitoring plan implemented

Comments:

IQ Guide for Daily Schedule

☐ Due date met

Comments:

IQ Guide for Learning Environment

☐ Due date met

☐ Monitoring plan implemented

Comments:

IQ Guide for Assessment

☐ Due date met

☐ Monitoring plan implemented

Comments:

Additional Comments (may include strengths/improvements):

Continuation of Pre-K funding is contingent upon meeting documented goals and maintaining compliance with the *Pre-K Providers' Operating Guidelines*. Funding is also contingent upon compliance with licensing rules. Please continue working with your Child Care Services consultant and with your staff to ensure that the program is in full compliance with Pre-K and child care licensing regulations. The Child Care Services Division will report your compliance status to the Pre-K Division at the end of each probation year.

Project Director/Site Director Signature _____ Date _____

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program
Learning Environment Evaluation
Licensed Site
2014-2015

Consultant:	Date:	Arrived:	Departed:
Legal Name:		Project Director:	
Site Name:		Site Director:	
County:		Met With:	
Lead Teacher(s)	Assistant Teacher(s)	# of Children on Roster/Attendance:	# of Children Present:
Staffing Requirements Met: ☐		Goals Documented During Visit: ☐	

Compliance Codes: M- Meets NM- Not Met IP- In Process

Classroom Environment and Display

☐ The environment is clean and free from safety hazards

☐ Materials and furniture are in good repair

☐ Classroom display meets requirements

☐ Materials in each learning area are stored in an orderly manner

Comments:

Language and Literacy

☐ Furnishings ☐ Reading Area ☐ Writing Area

Comments:

Dramatic Play

☐ Furnishings ☐ Basic Materials

Comments:

Blocks

☐ Furnishings ☐ Basic Materials

Comments:

Math

☐ Furnishings ☐ Basic Materials

Comments:

Science

☐ Furnishings ☐ Basic Materials

Comments:

Art

☐ Furnishings ☐ Basic Materials

Comments:

Music

☐ Music Materials ☐ Age-appropriate Music

Comments:

Physical Development

☐ Mobile Equipment ☐ Stationary Equipment

Comments:

Additional Comments

Continuation of Pre-K funding is contingent upon meeting documented goals and maintaining compliance with the *Pre-K Providers' Operating Guidelines*. Funding is also contingent upon compliance with licensing rules. Please continue working with your Child Care Services consultant and with your staff to ensure that the program is in full compliance with Pre-K and child care licensing regulations. The Child Care Services Division will report your compliance status to the Pre-K Division at the end of each probation year.

Project Director/Site Director Signature _____ Date _____

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program
Daily Schedule and Planning Instruction Evaluation
Licensed Site
2014-2015

Consultant:	Date:	Arrived:	Departed:
Legal Name:		Project Director:	
Site Name:		Site Director:	
County:		Met With:	
Lead Teacher(s)	Assistant Teacher(s)	# of Children on Roster/Attendance:	# of Children Present:
Staffing Requirements Met: ☐		Goals Documented During Visit: ☐	

Compliance Codes: M- Meets NM- Not Met IP- In Process

Daily Schedule

☐ Posted schedule reflects 6.5 hours of instructional time that corresponds with lesson plans

☐ Posting of schedule meets requirements (written schedule inside classroom and a schedule for children)

☐ Required activities are included (large group literacy, centers, story times, phonological awareness, music with movement, and small group)

Comments:

Planning Instruction

☐ Organizational Components

Comments:

Instructional Activities

☐ Instructional Activities

Comments:

Language and Literacy Development

☐ Language and Literacy Development

Comments:

Small Group Instruction

☐ Small Group Instruction

Comments:

Planned Assessment Collection

☐ Planned Assessment Collection

Comments:

Additional Comments

Continuation of Pre-K funding is contingent upon meeting documented goals and maintaining compliance with the *Pre-K Providers' Operating Guidelines*. Funding is also contingent upon compliance with licensing rules. Please continue working with your Child Care Services consultant and with your staff to ensure that the program is in full compliance with Pre-K and child care licensing regulations. The Child Care Services Division will report your compliance status to the Pre-K Division at the end of each probation year.

_____ _____

Project Director/Site Director Signature Date

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program Assessment Evaluation Licensed Site 2014-2015

Consultant:	Date:	Arrived:	Departed:
Legal Name:		Project Director:	
Site Name:		Site Director:	
County:		Met With:	
Lead Teacher(s)	Assistant Teacher(s)	# of Children on Roster/Attendance:	# of Children Present:
Staffing Requirements Met: ☐		Goals Documented During Visit: ☐	

Compliance Codes: M- Meets NM- Not Met IP- In Process

☐ Teachers have required resources for WSO Assessments: computer, printer access, stable internet connection, digital camera

☐ Teachers have created a class and entered students in WSO

☐ Teachers are entering data online

☐ Students no longer in attendance have been archived

☐ Georgia's Pre-K Narrative Summary Reports for WSO meet requirements

☐ Family conferences meet requirements

☐ A written monitoring plan has been developed and implemented for reviewing and providing assessment feedback to teachers

Comments:

Additional Comments

Continuation of Pre-K funding is contingent upon meeting documented goals and maintaining compliance with the *Pre-K Providers' Operating Guidelines*. Funding is also contingent upon compliance with licensing rules. Please continue working with your Child Care Services consultant and with your staff to ensure that the program is in full compliance with Pre-K and child care licensing regulations. The Child Care Services Division will report your compliance status to the Pre-K Division at the end of each probation year.

Project Director/Site Director Signature _____ Date _____

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program Goal Planning Form Licensed Site 2014-2015

Legal Name: _____ Site Name: _____

Project Director: _____ Site Director: _____

Pre-K Consultant: _____

Continuation of Pre-K funding is contingent upon meeting documented goals and maintaining compliance with the *Pre-K Providers' Operating Guidelines*. Funding is also contingent upon compliance with licensing rules. Please continue working with your Child Care Services consultant and with your staff to ensure that the program is in full compliance with Pre-K and child care licensing regulations. The Child Care Services Division will report your compliance status to the Pre-K Division at the end of each probation year.

Visit Date Arrival & Departure Time	Goal	Action Steps	Due Date	Project Director /Site Director Signature	Follow-up Visit Date	Goal Met (M) or Not Met (NM)	Project Director/ Site Director Initials

Visit Date Arrival & Departure Time	Goal	Action Steps	Due Date	Project Director /Site Director Signature	Follow-up Visit Date	Goal Met (M) or Not Met (NM)	Project Director/ Site Director Initials

Additional Comments (document follow-up from previous visit; include improvements and areas not meeting requirements)

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program Monitoring Visit Protocol 2014-2015

PRIOR TO EACH MONITORING VISIT

- Refer to PANDA for roster count information and enter number of students on Site Monitoring Form.
- Refer to the program's consultant worker file and review documentation to identify any issues or areas of concern from previous visits and/or school years.
- Prepare to take the following:
    - Consultant worker file
    - Site Monitoring Form (take appropriate form for licensed/non-licensed site)
    - Monitoring Visit Protocol
    - Printed copy of most recent Pre-K roster report for all classrooms
    - Grant Requirement Checklist
    - Pre-K Checklist for Student Files
    - IQ Guides (Learning Environment, Daily Schedule, Planning Instruction, Assessment)
    - FAQs (Grant Requirement Checklist and IQ Guides)
    - Pre-K Providers' Operating Guidelines
    - Lap top
    - Printer and extra ink cartridge
    - Copy paper
    - Air card

DIRECTIONS FOR COMPLETING THE SITE MONITORING VISIT FORM

- Monitoring form should be completed electronically in its entirety.
- Visit should be unannounced.

- **Consultant**: Enter the name of the consultant completing the monitoring visit. If more than one consultant is completing the visit, enter the name of the consultant assigned to the site; the presence of the other consultant(s) may be noted in the *Topics Discussed* section. If neither consultant is assigned to the site, enter the name of each consultant conducting the visit in the *Consultant* space.
- **Date**: Enter the date the monitoring visit is being conducted.
- **Arrived**: Enter the time arrived to the facility.
- **Departed**: Enter the time departed from the facility.
- **Legal Name and Site Name**: Names should be entered as they appear in PANDA. When discrepancies are noted in name, the correct name should be noted in the *Topics Discussed* section along with a statement instructing the project director to update the information in PANDA.
- **Project Director and Site Director**: Names should be entered as they appear in PANDA. When discrepancies are noted in name, the correct name should be documented in the *Topics Discussed* section along with a statement instructing the project director to update the information in PANDA.
- **County**: Enter the county in which the site is located.
- **Met With**: Enter the name of the staff person who participated in the exit conference. If staff is someone other than the project director, site director, or principal, include their title with their name.
- **Lead Teacher**: Enter the name of each lead teacher as it appears in PANDA.
- **Assistant Teacher**: Enter assistant teacher name opposite the lead teacher for a given classroom. Enter assistant teacher name as it appears in PANDA.

Note: When discrepancies are noted in teachers' names, the correct name should be documented in the *Topics Discussed* section along with a statement instructing the project director to report teacher changes as outlined in

Section 11.3 in the Pre-K Providers' Operating Guidelines. Consultant may make special teacher notation (new, returning, participating in MTP, inclusion teacher, etc.) Consultant may unlock the form to insert more rows to accommodate entry of additional classes.

- **Number of children on roster**: Enter the number of children as reported on the most recent Pre-K roster report.
- **Number of children present**: Upon arrival to each classroom, count the number of children present and enter that number. Revise the number if children arrive after the initial head count.
- **Staffing Requirements Met**: Enter "Yes" if there are two adults observed working with the children. Enter "No" if only one adult is observed in the classroom (with the exception of nap time). If the response is "No" and there are multiple classrooms, document the room(s) with inadequate staffing, the time inadequate staffing was observed, and the number of children present with one adult.

CONDUCTING THE MONITORING VISIT

Upon arrival, after greeting the program administrator, consultant explains that the purpose of the visit is to identify strengths and identify areas for development. Consultant should let the administrator know that the visit will include a review of the Grant Requirement Checklist, student files, IQ Guides, lesson plans, and assessment documentation. The Pre-K consultant will also visit the classroom. If the project director works away from the site, the consultant should establish with them the desired procedure for notifying them of the monitoring visit and a process for receiving feedback.

VISIT SUMMARY

Each section of the Monitoring Form (Grant Requirement Checklist, Classroom Environment, Lesson Plans, and Child Assessment) contains a box to indicate "Yes" when specific requirements are met or "No" when requirements are not met.

If the site has multiple classrooms, it is not necessary for the consultant to complete the Site Monitoring Form for each classroom. However the consultant should visit each classroom to ensure consistency in program delivery. Yes/No ratings should be based on the overall quality of the program.

Each section also has a *Comments* space for consultant to describe deficiencies when requirements are not met. Comments should be specific in nature and describe what the consultant observed. (Example: "Review of student files indicated several students lacking both birth and residency documentation in their file." If there are no concerns, consultant has the option of noting something positive. (Example "The GRC notebook is kept in the office and appropriate documentation is being collected to support the checklist entries.")

Grant Requirement Checklist (GRC)

- **Grant Requirement Checklist and appropriate documentation are maintained on site:** The emphasis should be placed on ensuring that the GRC is being maintained and supporting documentation is being collected. Consultant is not required to review each item on the GRC. Instead there should be a random review of GRC items and supporting documentation.
- **Student files meet requirements:** Using the Pre-K Checklist for Student Files, consultant randomly selects files for at least three students per class. Review all student documentation for selected files. If there are children with missing eligibility documentation (age & residency), consultant should review files for all children enrolled in Pre-K. Document names of children with missing eligibility documentation in the "Comments" section. Comments should also include the date the program is expected to send the documentation to consultant (within 2 business days).
- **Instructional Quality (IQ) Guides meet requirements and monitoring plans are developed and implemented:** The focus should be placed on the timely completion of IQ Guides and processes for monitoring. Documentation of the review of plans does not have to be present to meet requirements. A director can orally describe to the consultant how enviornmnet and lesson plans are monitored.

    - Classroom Environment

        Walk through the classroom to ensure that learning centers are present and adequlately supplied.

- Lesson Plans
  The focus should be on ensuring that are complete and on site. Teachers should exhibit a basic understanding of how to plan developmentally appropriate activities for Pre-K students.

- Child Assessment
  The focus should be placed on ensuring Period 1 Developmental Checklists have been created and ratings have been entered with supporting documentation. If the visit falls in the middle of Period 2 also check for creation of Period 2 Developmental Checklists and Period 1 Narrative Summaries.

- **Program Strengths/Improvement:** Enter comments that reflect those areas in which the program excels or has made notable progress. Comments should be specific in nature. (Examples: "(b)(6) has completed all developmental checklists for Period 1". " Materials that were once stored on the top of the tall storage unit have been moved and placed within children's easy reach; and (b)(6) has developed a process to ensure that 3300 and 3231 certificates are submitted within the required timeframe.")

Additional Comments

Comments may include instructing the Project Director regarding follow-up for which they are responsible (e.g., updating information in PANDA, reporting teacher changes, forwarding requested information to the Pre-K consultant, etc.)

Matters in need of immediate attention should be documented here and should include the name of person responsible for the follow up, what he or she will do, and the date for completion. Example: "(b)(6) will complete the Student Files Checklist by by 9-7-13. After two business days, children with missing birth and residency documentation may not return to the program until this documentation is on site. (b)(6) will forward missing eligibility documentation to the consultant by 9-6-13.")

- **Project Director/Site Director/Principal Signature and Date:** The Monitoring Visit Form should be signed and dated by the program administrator with whom the Pre-K consultant met during the exit conference. If this is someone other than the project director, site director, or principal, their title should be included with their signature.

CONDUCTING THE EXIT CONFERENCE

If the project director works away from the site, consultant should share findings with them based on the established communication process.

Consultant may acknowledge any assistance the program administrator provided during the visit. Consultant shares something positive they observed during the visit.

Consultant reviews the Monitoring visit report. Any pertinent comments made by the administrator in regards to the areas of concern should be documented in the section the comment relates to.

Consultant should stress the importance of following up on matters that will impact funding or the program's good standing status (missing eligibility documentation, inaccurate roster reporting, ongoing areas of concern, etc.)

The program administrator signs and dates the Site Monitoring Form.

Consultant leaves a signed copy of the report on site.

If 45% of items (5 items) on the Site Monitoring Form are marked "No", the consultant completes and submits a referral form to the Quality Improvement Coordinator.

Type of Visit	Original Documents	Completion Deadline	Process for turning in
Monitoring Visit	Monitoring Form Checklist for Student Files	Monitoring forms completed by 4/17/15. Due to Pre-K program manager by 4/24/15	Submit all monitoring forms to assigned regional manager. Include a spreadsheet with all programs that received a monitoring visit. Regional manager will review and then file in the Atlanta office.

Georgia's Pre-K Program
Licensed Site Monitoring Form
2014-2015

Consultant:	Date:	Arrived:	Departed:
Legal Name:		Project Director:	
Site Name:		Site Director:	
County:		Met With:	
Lead Teacher(s)	Assistant Teacher(s)	# of Children on Roster:	# of Children Present:
Staffing Requirements Met:			

Visit Summary

Grant Requirement Checklist

☐ Yes ☐ No Grant Requirement Checklist and appropriate documentation are maintained on site
☐ Yes ☐ No Student files meet requirements
☐ Yes ☐ No Instructional Quality (IQ) Guides meet requirements
☐ Yes ☐ No Monitoring plans are developed and implemented
Comments:

Classroom Environment

☐ Yes ☐ No Both teachers are actively engaged with the children
☐ Yes ☐ No An appropriate daily schedule is posted and implemented
☐ Yes ☐ No Learning centers are present and adequately supplied
Comments:

Lesson Plans:

☐ Yes ☐ No Current lesson plans are complete and available for review
☐ Yes ☐ No Appropriate BFTS templates are used for planning instruction
☐ Yes ☐ No Planned activities are developmentally appropriate for young children
Comments:

Child Assessment:

☐ Yes ☐ No Teachers are entering assessment data online (WSO)
Comments:

Program Strengths/Improvement:

Additional Comments:

Continuation of Pre-K funding is contingent upon meeting the requirements for Georgia's Pre-K Program and compliance with licensing rules. Please continue working with your Child Care Services consultant and with your staff to ensure that the program is in full compliance with child care licensing regulations. The Child Care Services Division will report your compliance status to the Pre-K Division at the end of the current school year.

CLASSROOM OPENING/CLOSING CHECKLIST

Week of_____

CLASSROOM OPENING CHECKLIST	Monday	Tuesday	Wednesday	Thursday	Friday
Take top off of sensory table.					
Ensure the sensory table is adequately supplied with sensory materials (replenish if necessary).					
Take children's work that is drying off of the art easel – Make sure their name is on it and that it is dated.					
Put clean paper on the art easel (18 "x 24" or 16" x 22").					
Take tops off of paint cups.					
Add paint to cups and/or change paint – Cups need to look fresh.					
Check listening area – Make sure the headphones are plugged in and that the recorder is plugged in or has working batteries.					
Ensure two books and corresponding tapes are in the listening area.					
Ensure three props to promote language development are accessible.					
TEACHER INITIALS					
CLASSROOM CLOSING CHECKLIST					
Check reading area for organization- Make sure all books are stored in an orderly manner with front covers facing out.					
Make sure the writing area is organized, replenish materials that are low in quantity (paper, crayons, etc.), and sharpen pencils.					
Check mathematical materials for organization – Ensure materials are stored in an orderly manner, sorted by type, and not mixed together in containers.					
Check the Dramatic Play area for organization- Ensure materials are stored in an orderly manner, sorted by type, and not mixed together or piled inside the furniture.					

Check the Art area for organization - Ensure materials are stored in an orderly manner, sorted by type, and not mixed together or piled on the shelves.					
Replenish materials low in quantity in the Art area (collage materials, three-dimensional materials, paper, etc.).					
Check the Block area for organization- Ensure that blocks, props, and materials are sorted by type and stored in an orderly manner.					
Check science materials for organization- Ensure materials are sorted by type and stored in an orderly manner.					
Check the classroom display. Remove children's work and items more than six weeks old.					
Materials and furniture that are broken or in poor repair should be removed.					
TEACHER INITIALS					

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program
Teacher-Student Interaction & Food Service Checklist
2014-2015

Teachers: _____ Date: _____

- ☐ Each teacher is actively involved with the children both inside and outside.
- ☐ Teachers talk with and listen to individual children with attention and respect.
- ☐ Warm, sensitive and nurturing interactions are observed when teachers interact with children.
- ☐ Meaningful/informal conversation between teachers and children occur throughout the day. There should be evidence of a verbal exchange between adults and children. Conversations should facilitate learning during activities and play routines.
- ☐ Teachers ask open-ended questions.
- ☐ Positive interactions occur at children's eye level.
- ☐ Teachers respond to children's comments, requests and questions.
- ☐ Teachers participate in children's play to turn activities into meaningful learning opportunities. The teachers extend the children's learning by actively engaging with the children and materials during purposeful activities and play routines. Presenting information, making comments, asking questions and posing challenges are examples and are imperative to children's learning.
- ☐ Age appropriate/non-punitive techniques include redirection, problem solving, and conflict resolution.
- ☐ Adults and children wash hands at appropriate times.
- ☐ Sanitary conditions are maintained when food is served (tables disinfected prior to food service). Children and teachers wash hands prior to setting the table, serving food, and eating.

Comments and feedback to teachers:

Observer: _____ Met with teachers: _____

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program Checklist for Assessment 2014-2015

Date:_____ Teacher Name: _____

Yes	No	Pre-K Assessment Tools
☐	☐	1 folder per class for WSO Developmental Checklist, Narrative Summary Report, and work samples (if work samples are not uploaded).
☐	☐	Accessible digital camera and accessories, printer, paper, and ink.
Yes	**No**	**Assessment Documentation**
☐	☐	Teachers are gathering documentation and entering data online on a weekly basis.
☐	☐	Notes, photos, work samples and matrices are entered and linked to indicators weekly.
☐	☐	Documentation is ongoing for each child throughout the year.
☐	☐	There is a variety of documentation throughout each child's portfolio.
Yes	**No**	**WSO Developmental Checklist**
☐	☐	WSO Developmental Checklist is created for each student in the class.
☐	☐	Class Ratings Report or Class Profile is printed or saved on desktop to assist in planning instruction.
☐	☐	WSO Developmental Checklists are rated on a weekly basis.
☐	☐	Supporting documentation is available for all rated indicators.
☐	☐	At the end of each rating period, all 69 indicators should be rated with supporting documentation.
Yes	**No**	**Georgia's Pre-K Narrative Summary**
☐	☐	Georgia's Pre-K Narrative Summary is completed in its entirety and meets the due date requirement.
☐	☐	Comments are factual, positive and written in a professional manner.
☐	☐	Grammar and spelling are correct.
☐	☐	Ratings and comments on the report correspond to the ratings on the WSO Developmental Checklist .
Yes	**No**	**Family Conferences**
☐	☐	Family conferences meet the due date requirement.
☐	☐	Parents sign the Pre-K Narrative Summary.
☐	☐	Teacher removes fall documentation following the conferences. Documentation is kept on site and accessible.
Comments and feedback to teacher:		

Reviewer Signature_____ Date: _____

BRIGHT START
Georgia Department of Early Care and Learning

Georgia's Pre-K Program
Learning Environment Quick Checklist
2014-2015

Date_____ Teacher_____

Learning Environment	☐ Materials and furniture are in good repair. ☐ Quiet and noisy areas are separated. ☐ The environment is clean (tables, floor and carpet areas, storage shelves, materials). ☐ The environment is organized and uncluttered.
Classroom Display	☐ Majority (more than 50%) of items in the display are child-initiated (work done by the children on their own). ☐ Commercial, teacher-made, and teacher-directed student work are kept to a minimum in the display. ☐ Displayed items are current (dates range from present to no more than six weeks ago). ☐ Pictures of the children and their families are displayed. ☐ Photos and chart stories from recent activities are included in the display. ☐ Dictation from children is included in the display.
Language and Literacy	☐ Soft seating is included in the reading area. ☐ Variety of books are accessible. Examples: Fantasy, nonfiction, wordless, repetitive, informational, rhyming, predictable, familiar sequence, repetitive phrase, cumulative, multicultural, question and answer, class-made. ☐ Books are displayed on the shelf with the front covers forward facing and right-side up. ☐ Books and language/literacy props are in good repair. ☐ The listening area is set up and ready for use: 2 books w/corresponding CD or cassette; tape player is in good repair and has a power source (batteries or plugged in); head phone sets are operational. ☐ Current topic books are accessible. ☐ Alphabetic principle props are accessible (3 types). Examples: letter puzzles, displayed alphabet, word cards, alphabet game, alphabet lotto, letter dominoes, inter-locking letter cubes, wooden alphabet blocks, alphabet letter tiles, alphabet letter stamps. ☐ Language props are accessible (3 types). Examples: Puppets, telephones, walkie-talkies, cell phones, magnet stories, flannel board and stories.
Writing Area	The writing area is organized and includes the following: ☐ Writing implements (3 types) ☐ Word cards with pictures ☐ Real/found materials (3 types) ☐ Paper (3 types) ☐ Student name cards
Dramatic Play	☐ Materials are organized, sorted, and labeled. ☐ Quality dress-up clothing choices (3 types for boys & 3 types for girls). ☐ Dress-up clothing storage. ☐ At least 5 dolls are accessible. ☐ Doll accessories are accessible (3 types). ☐ Props for cleaning play are accessible. ☐ At least one prop box is accessible for an additional dramatic play theme. ☐ Literacy development props are accessible.

Blocks	☐ Majority of unit blocks are stored on shelves for easy accessibility, sorted, labeled and organized. ☐ Real/found materials are included in the area (2 types). ☐ Additional block type is accessible (10-20 blocks). ☐ Literacy development props are accessible.
Math	☐ Materials are organized, sorted, and labeled. ☐ Real/found materials are accessible (2 types). ☐ Materials to measure length, weight, and time are accessible. ☐ Math games (3 types). ☐ Math and manipulative materials address different developmental levels of the children. ☐ Literacy development props are accessible.
Science	☐ Basic materials are accessible (3 types): ____ magnets & items to attract and repel, ____ color paddles, ____ magnifying glasses, ____ prisms. ☐ Materials are organized, sorted, and labeled. ☐ The sensory table is open and supplied with ample sensory materials along with materials for digging, pouring, measuring, and filling. ☐ Sensory table materials are changed monthly (examples-beans, sand, rice, water, dirt, etc.). ☐ Discovery experience materials are accessible (3 types): ____matching sounds, ____identifying scents, ____feely bags, ____sequencing cards, ____gears, ____discovery tubes/sensory bottles, ____simple science experiments, ____health and nutrition games, ____animal bingo. ☐ Science/nature related pictures & collections (2 sets/collections). ☐ Something living for children to care for is accessible. ☐ Literacy development props are accessible. Examples may include age appropriate science concept books, writing materials, walkie-talkies, and science word cards with pictures.
Art	☐ Materials are organized, sorted, and labeled. ☐ Collage materials are accessible (3 types). ☐ The art easel is supplied with 16"x22" or 18"x24" paper, full paint cups, and appropriate size painting instruments with paint cups. ☐ Play dough or soft clay and tools accessible. ☐ Various types of paper are accessible (3 types). ☐ Materials for literacy development are accessible (examples: storybook paper, alphabet stickers, lined paper or journals, pens, pencils).
Music Materials	☐ Music player (separate from listening center) ☐ Musical props (2 types/22 each) ☐ Musical instruments (at least 22) ☐ Age-appropriate music (3 types)
Outside Play Area	☐ The equipment is in good repair. ☐ The area is free from safety hazards. ☐ Adequate resilient surfacing is present. ☐ Mobile equipment (3 types)
Health and Safety	☐ The classroom is free from safety hazards. ☐ Toilets and sinks are adequately supplied.

Comments and feedback to teacher:

Reviewer/Observer Signature: _____ Date met with teacher: _____

BRIGHT START
Georgia Department of Early Care and Learning

Lesson Plans Checklist

Date: _____ **Teacher:** _____

Yes	No	**Organizational Components**
☐	☐	Lesson plans are accessible and maintained on site, updated throughout the entire year, organized by month or topic and stored in a binder or notebook.
☐	☐	Current and complete lesson plans are on site and implemented for the week.
☐	☐	Clock times noted on lesson plans correspond with the times and activities on posted schedule.
☐	☐	Standards are documented for all teacher-planned instructional activities using the complete code. (Example: LD2a if using Content Standards or CLL 1.1a if using GELDS)
Yes	**No**	**Instructional Activities**
☐	☐	Activities are appropriate for the developmental levels of the children in the classroom.
☐	☐	Activities are free from rote memorization or drills and letter of the week activities/instruction.
☐	☐	Instruction is free of worksheets and dittos.
☐	☐	Open-ended activities are planned.
☐	☐	Large Group/Opening Activities are purposeful, vary and are planned **daily.**
☐	☐	Individualization for specific children is documented as needed. (see Small Group Template)
☐	☐	Music with gross motor movement (music title and activity) is planned **daily.**
☐	☐	Closing reflects a planned/purposeful activity.
Yes	**No**	**Language and Literacy Development**
☐	☐	Large Group Literacy activities (developing reading **and/or** writing skills) are planned **daily.**
☐	☐	Phonological awareness activities are **daily** and vary, following a continuum of learning.
☐	☐	A minimum of two (2) purposeful opportunities to read and discuss children's literature **daily.**
Yes	**NO**	**Small Group Instruction**
☐	☐	Small groups, (2-8) children, change frequently based on the needs/skills of students.
☐	☐	Small group reading and supporting activity is documented at least **once per week**.
☐	☐	Developmentally appropriate and purposeful small group activities are planned **daily**. Teacher facilitated and independent activities should be documented.
☐	☐	Children are identified in independent and teacher facilitated groups (name, initial, or symbol).
Yes	**No**	**Planned Assessment Collection**
☐	☐	Plans for collecting assessment data are incorporated throughout the instructional week.

Comments and feedback to teacher:

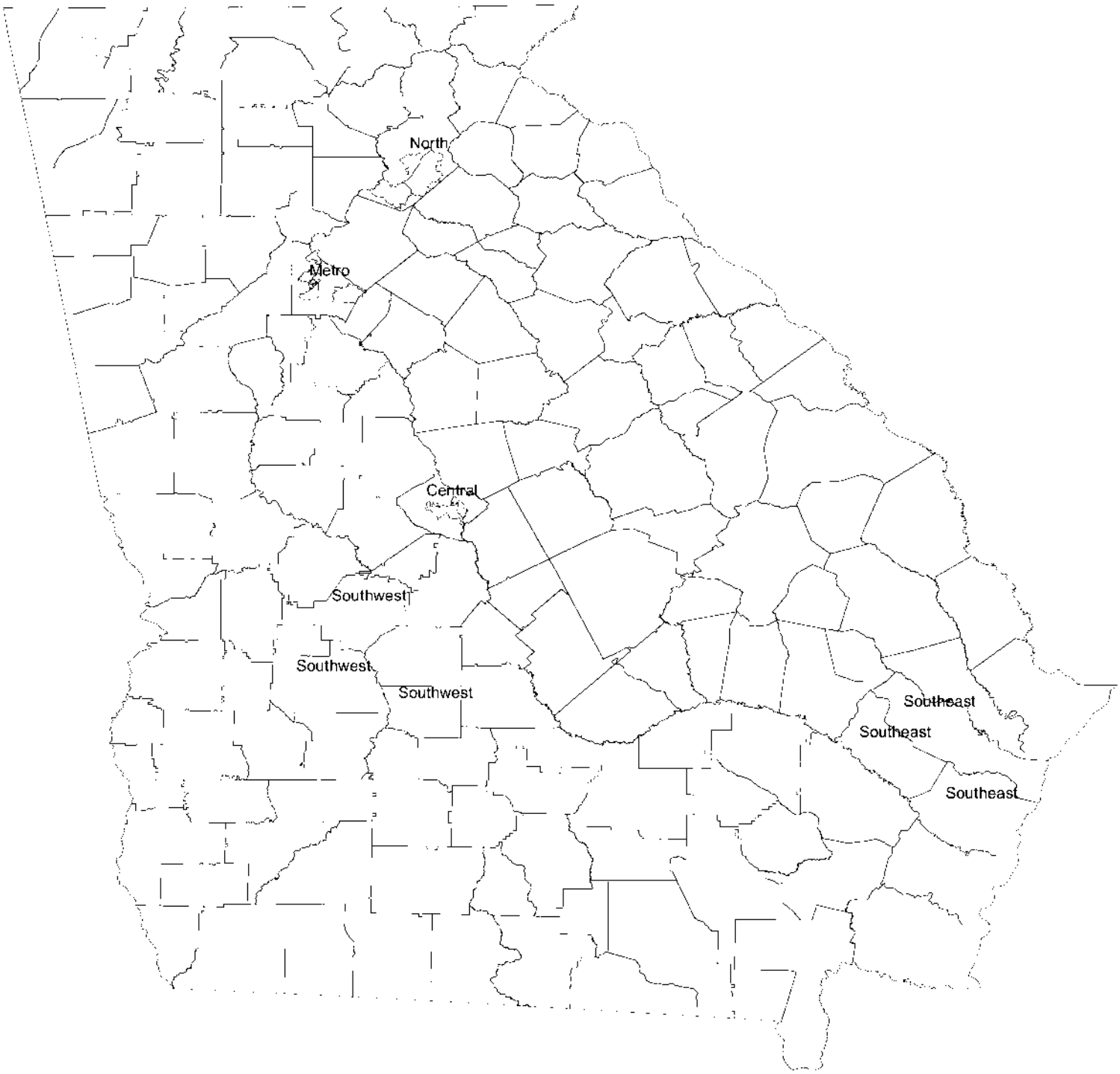
Reviewer Signature_____ Date met with teacher_____

Georgia Department of Early Care and Learning
School Readiness Targets

Children Attending Georgia's Pre-K Plus	**Percentage Performing "In Process" or "Proficient" on 80% of Indicators at End of Year**		
	Language and Literacy	**Mathematical Thinking**	**Personal and Social Development**
Children without an IEP and with English as Home Language	90%	90%	95%
Children with an IEP	75%	75%	85%
Children with Home Language Other than English	75%	75%	90%

Annual school readiness targets to be achieved by Georgia's Pre-K Plus, as measured by Work Sampling System indicators.

Georgia's Pre-K Plus Regions



strengthening families program self-assessment

STRATEGY 1: FACILITATE FRIENDSHIPS AND MUTUAL SUPPORT

Facilitate Friendships and Mutual Support (check one box:)	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
1 A comfortable space is available for families to meet informally							
2 The program helps parents set up formal and informal support mechanisms, such as phone trees, car pools, babysitting co-ops, play groups, and other age-appropriate activities							
3 The program connects families with similar interests, children's ages, and circumstances (such as those with twins, parents of infants, parents with special-needs children, or those who speak the same language)							
4 The program provides opportunities for families to socialize and foster a sense of community through:							
a) Periodic events like coffee breaks and breakfasts							
b) Celebrations, graduations, and holidays							
c) Field trips and activities							
d) Events celebrating cultural customs, potlucks, and other opportunities for parents to share and learn about each other's home lives and cultural backgrounds							
e) Affordable family activities							
f) Special programs for dads, grandparents, teen moms, and other caregivers							
5 The program encourages and provides support for parent-organized social/educational events and activities, such as:							
a) Making information available on outside activities for parents to attend together—for example, gathering at playgrounds, fun fairs, or libraries							
b) Providing supports such as space, childcare, food, or other resources so that parents can participate in activities.							

Facilitate Friendships and Mutual Support (check one box:)	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
6 The program offers opportunities for parents to talk with each other about:							
a) Typical challenges of parenting							
b) Stages of child development							
c) Expectations and norms about child rearing							
d) Sibling rivalry							
e) Balancing work and family							
f) Parenting practices in and across cultural and ethnic groups							
7 Program staff reach out to isolated families by:							
a) Calling, sending notes, or making home visits							
b) Inviting them to social activities							
c) Offering support with transportation, childcare, or other barriers to participation in social activities							
d) Making special efforts to connect them with other families							
e) Connecting them with resources, such as mental health consultation, that can help them explore difficulties with forming social connections							
8 The program models positive social skills and community building by:							
a) Welcoming all families							
b) Inviting all children and families to parties or social events							
c) Helping to resolve issues among families							
d) Promoting understanding of different cultures and backgrounds							

Strengthen Parenting (check one box:)	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
1 Information on parenting is available through:							
a) Books and videos in a resource library							
b) Parenting classes and discussion groups							
c) Regular postings on bulletin boards in public spaces							
d) Take-home materials distributed regularly to parents							
e) Opportunities for parents with similar concerns to come together and share							
f) Specific information on such issues as Shaken Baby Syndrome, SIDS, scalding, toilet training, routine preventative health care, nutrition, and sleep patterns							
2 Parenting information is available in the language spoken by families							
3 Staff are knowledgeable about:							
a) The parenting practices of different cultural and ethnic groups							
b) The parenting styles of both mothers and fathers and the strengths of each							
c) Parent-child relationships, attachment, and bonding							
d) Promoting positive relationships between children living in the same household							
4 Opportunities are created for parents to explore:							
a) Cultural/ethnic expectations and practices about parenting							
b) How they were parented							
c) New parenting practices							
d) Their relationship with their child(ren)							

Strengthen Parenting (check one box:)	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	Comments
5 Staff share parenting tips and discuss parenting issues with parents when:							
a) Families are arriving and departing							
b) Staff are meeting one-on-one with parents							
c) A parent appears to be frustrated or stressed and in need of support							
d) A parent appears to be having difficulty relating to or communicating with their child(ren)							
e) Child behavior or development issues arise							
6 The program offers or connects families to resources to strengthen relationships between adults, e.g., healthy marriage, communication skills for couples, parents and grandparents, co-parenting, etc.							
7 Parents are invited to visit and observe their children participating in programming, where appropriate, and talk with staff about their observations and questions							
8 Staff reinforce parental authority by:							
a) Learning about the parent's expectations and limits for their child							
b) Supporting parents' directions and /or decisions about their child							
c) Talking with parents in a respectful manner about how best to handle differences in expectations regarding children's behavior							
d) Being careful not to contradict a parent in front of his or her child or other children							

Strengthen Parenting (check one box:)	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
9 Staff reinforce positive parenting by:							
a) Noticing when parents are attuned to their children's needs or communicating effectively with their children							
b) Telling parents something positive about what their child has done each day							
10 Staff guide parents' observations of their children to help them recognize:							
a) Their child's unique temperament, personality, communication styles, and cues							
b) Their children's growth and development patterns							
c) Positive social skills and developmentally appropriate emotional behavior in their children							
d) Their child's independence and abilities							
e) Activities they can use at home							
11 Information is provided on regular developmental challenges, such as bed wetting, potty training, appropriate discipline, eating, sleeping, and aggression							
12 Family activities provide opportunities to strengthen bonds between parents and their children—for example, listening to each other, playing together, and cooperative games, such as "feeling charades"							
13 Physical discipline (spanking or hitting) is not allowed in the program by staff or parents							

Strengthen Parenting (check one box:)	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
14 When staff talk with parents about discipline, they:							
a) Explain why physical discipline is not allowed							
b) Explain why the program uses the forms of discipline it does							
c) Provide information on age- appropriate discipline and reasonable expectations							
d) Offer ideas for alternate forms of discipline and how to recognize and reinforce desired/appropriate behavior							
e) Encourage parents to discuss discipline challenges they may have at home							
15 When staff are concerned about parenting techniques or behavior, they:							
a) Proactively and respectfully reach out to parents and share their concerns about the children or about the parents' parenting practices							
b) Acknowledge young children's frustrating behavior and recognize parents' efforts							
c) Connect parents to resources and supports that may help to address the parenting issues							
d) Connect parents to other parents who can share/model positive parenting approaches							

Strengthen Parenting (check one box:)	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
16 For parents of children with special needs, staff:							
a) Connect parents with parenting materials and websites, support groups and play groups, and community resources specific to their children's special needs							
b) Check regularly with parents about parenting issues							
c) Are sensitive to parents' frustration, protectiveness, guilt, loss, and other related feelings, and acknowledge challenges							
d) Support parents in understanding appropriate developmental expectations for their special-needs children							
e) Check in with parents about the impact their children's special needs are having on family dynamics and parental stress							
f) Are especially supportive at the time that special needs are initially identified							
g) Provide speakers/resources for parents on topics of interest/concern							
h) Ensure that parent-child activities are appropriate for families with children with special needs							

Respond to Family Crises (check one box:)	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
1 Staff develop personal relationships with parents by taking time to get to know them individually—listening and learning about their interests, families, current activities, and hopes and expectations for their children							
2 The message that parents can turn to staff in the event of a crisis is conveyed:							
a) Informally, in regular interactions that staff have with parents—by listening, showing concern, and sharing their own personal challenges or desires							
b) Formally through materials provided to participating families							
3 The program provides parents with information on the role of all staff members and which staff members can help them with particular issues							
4 Staff respond to family crises immediately by:							
a) Ensuring that a staff person is available at all times to help families needing crisis support							
b) Making space available for staff to meet with parents privately							
c) Ensuring that parents can talk with staff members with whom they are the most comfortable							
5 Resources are made available to families in crisis, such as money from a small emergency fund, access to meals, or transportation							

Respond to Family Crises (check one box:)	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	Comments
6 The program maintains up-to-date information about services in the communities, such as:							
a) Food pantries							
b) Domestic violence services							
c) Shelters							
d) Respite care for children							
e) Alcohol and substance abuse services							
f) Mental health services							
g) Economic supports							
h) Legal assistance							
7 Staff know how to respond appropriately to family crises. Staff receive training on:							
a) Maintaining confidentiality							
b) Resolving conflicts							
c) Talking to families about difficult issues							
d) Recognizing such issues as domestic violence, depression, developmental delays, mental illness, chronic health problems, substance abuse, and other signs of imminent crisis							
e) Helping families make immediate and long-term plans							
f) Understanding the impact of family crises and/or loss on all family members—especially children—and how to respond appropriately							
g) Talking to parents about helping children in times of crisis							

Respond to Family Crises (check one box:)	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
8 If appropriate, staff mobilize other parents in the program to help out families in crisis							
9 If parents bring up issues staff feel are beyond their ability, staff can refer them to a:							
a) Supervisor							
b) Specialist with knowledge in the area							
c) Cross-disciplinary staff team							
d) Community resource							
10 Staff proactively respond to signs of parent or family distress by:							
a) Expressing their concern and offering help							
b) Offering to connect families to needed resources							
c) Making themselves available to parents if they need to talk							
d) Sharing information about a parent help-line or warm-line							
e) Being sensitive and responsive to the impact of family stress on children							
11 Staff receive support when working with families under stress through:							
a) Acknowledgement of their efforts							
b) Supported opportunities to process their own emotional reactions							
c) Access to a mental health consultant							
d) Time off if needed							

Link Families to Services and Opportunities (check one box:)	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
1 The program develops family plans with parents that:							
a) Identify their interests, skills, needs, and goals for themselves and their children							
b) Identify services and opportunities within the program that may help them achieve their goals and use their skills and talents							
c) Identify other community resources and opportunities that may help them achieve their goals, continue their learning, and/or provide other avenues for involvement							
d) Are regularly revised and updated in conjunction with families							
e) Other:							
2 Staff and parents have access to up-to-date information about services that are available in the community that includes hours of business, fees, location, eligibility, language capacity, etc.							
3 When staff make referrals to outside services, they:							
a) Brainstorm with families about what resources would be helpful							
b) Help parents address barriers to utilizing services, such as lack of transportation or childcare, language difficulties, or fees							
c) Help them fill out paperwork that might help them access these services, for example, insurance and eligibility forms							
d) Follow up with families to see if they used the referral and ensure that they were satisfied with the services they received							
e) Try to make a personal connection between families and service providers							
f) Identify services and opportunities within the program that may help them achieve their goals and use their skills and talents							

Link Families to Services and Opportunities (check one box:)	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	Comments
4 The program actively builds collaborative links with other service providers in order to:							
a) Bring other services on site when possible							
b) Ease the referral process by ensuring the workers in different programs work together							
c) Share information with parents about resources							
d) Identify and fill gaps							
5 The program encourages parents to share information about community resources for families—such as toy exchanges, resale shops, play lots, family activities, and more formal services							
6 The program connects parents to opportunities that promote:							
a) Their continued growth and development							
b) Family enrichment, i.e., reading hours at the library, parent-child book groups, and cultural heritage events							
c) Healthy adult relationships and marriage							
d) Fathers' involvement with their children							
e) Enrichment activities for children							
7 The program provides information and guidance on:							
a) Transition to school for children							
b) Parents' and children's educational rights and responsibilities							
c) The importance of parents staying involved with their children's education and school							

Facilitate Children's Social and Emotional Development (check one box:)	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
1 The program supports children's social and emotional development with intentional practices that:							
a) Are culturally sensitive to the families it serves							
b) Encourage children to express their feelings							
c) Encourage sharing, taking turns, and cooperative play							
2 Staff receive training on:							
a) Fostering children's social and emotional development							
b) Recognizing developmental delays							
c) Recognizing behavioral / emotional problems							
d) The impact of loss or trauma on behavior							
e) Sensory awareness and integration							
3 The program introduces parents to social and emotional development by:							
a) Informing parents of the importance of supporting children's healthy social and emotional development—and its connection to success in school							
b) Helping parents understand age-appropriate social and emotional skills and behaviors							
c) Providing opportunities to discuss social and emotional issues with parents within a cultural context							
d) Encouraging parents to be aware of their children's social and emotional development							
e) Offering parents ideas on how to foster a child's social and emotional learning at home							
f) Teaching about children's social and emotional development in parenting classes and informal discussions							

Facilitate Children's Social and Emotional Development (check one box:)	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	Comments
4 Parents have opportunities to observe their children interacting with other children and staff in the program							
5 Staff make sure that parents understand how their child(ren)'s positive relationships with other adults positively impact their own relationship with their child(ren)							
6 Staff coach parents about how to interact effectively with their children (listening; appreciating ideas, efforts, and feelings; creating a non-threatening environment)							
7 Staff encourage children to express their feelings through words, artwork, and expressive play							
8 Staff model behavior toward children that encourages social and emotional expressiveness							
9 Staff understand and respect the relationships and attachments that children form in the program by:							
a) Providing children the opportunity to say goodbye when they are leaving the program or when staff changes occur							
b) Helping children process class and / or staffing changes							
c) Communicating any staff changes to parents							
d) Intentionally helping children enter into new settings							

Facilitate Children's Social and Emotional Development (check one box:)	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	Comments
10 If staff are concerned about a child's social and emotional development, they:							
a) Discuss concerns with the child's parent(s)							
b) Connect the family to resources that can support the child's social and emotional development (such as play therapy, mental health services, or parenting classes)							
c) Help the parent(s) develop strategies for addressing the issue at home							
11 Staff have access to a mental health consultant to help them:							
a) Develop positive approaches for individual children							
b) Determine what additional resources and or training they may need							
c) Talk with parents about their child(ren)'s development, needs, or challenges							

STRATEGY 6: RECOGNIZE AND RESPOND TO EARLY WARNING SIGNS OF CHILD ABUSE OR NEGLECT

Recognize and Respond to Early Warning Signs of Child Abuse or Neglect (check one box:)	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
1 When parents enter the program they are informed of:							
a) Staff's status as mandatory reporters							
b) What constitutes abuse and neglect within the state							
c) The program's protocols regarding child abuse and neglect							
2 All staff are trained to recognize early signs of child abuse and neglect							
3 Staff monitor the following signs that a family may be under stress, including:							
a) Physical signs (such as bruises), acting out, distress, challenging behavior, fearful behavior, inappropriate language/behavior (such as sexual acting out), or other child symptoms							
b) Unusual parental behavior at arrival or departure times							
c) Repeated unexplained absences							
d) Repeated tardiness, late pick-ups, or missed appointments							
e) Missed payments							
f) Divorce, job loss, or other family crises							
g) Parents' acknowledgement of stress or problems							

Recognize and Respond to Early Warning Signs of Child Abuse or Neglect (check one box:)	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1: Strongly Disagree	Not Applicable	Comments
4 When a family is experiencing extreme difficulties but there is no sign of imminent harm to the child or other family members:							
a) Staff work with the family to discuss concerns and appropriate actions							
b) At least one staff member reaches out to the family to address the issues causing concern							
c) Staff attempt to connect the family to resources that can help address the issue, including such intensive services as respite care, shelters, or emergency crisis services							
d) Staff continue to support the family and monitor the situation daily until the situation is resolved							
5 All staff are trained on the impact of loss and trauma on children and how to respond appropriately							
6 All staff are trained to follow the program's protocols for reporting child abuse and neglect							
7 Staff are oriented to the state's child welfare reporting guidelines and understand how cases are generally handled once a report is made							

Recognize and Respond to Early Warning Signs of Child Abuse or Neglect (check one box:)	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
8 When staff must file a child welfare report, they:							
a) Coordinate with investigative authorities to ensure that actions and interactions with the family support and do not hinder the investigation							
b) Strive to be calm, caring and supportive during the reporting process							
c) Provide fair and accurate information on the concerns that led to the child welfare report, as well as family strengths							
d) To the best of their ability, answer questions that the family may have regarding the reporting process and how the child protective services system typically responds							
e) Explain their status as mandated reporters and the goal of keeping children safe							
f) Offer to support families by answering questions, connecting them to resources they may need, and providing a listening ear and friendly advice							
9 Program staff help families find suitable respite care and/or emergency crisis services							
10 If a child is placed in custody, staff:							
a) Maintain contact with the parent							
b) Advocate for the family with the child protective services system, when possible							
c) Help the parent(s) connect with resources to help reunite them with their child							
11 The program helps families navigate the child welfare system by:							
a) Helping them get the help they need							
b) Helping maintain stability for children							
c) Collaborating with child welfare caseworkers							

Value and Support Parents (check one box:)	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
1 The program encourages parents to be active in making decisions about their children's education							
2 Staff recognize and affirm the central role of parents in their child's life							
3 Staff get to know parents individually and regularly inquire about what is happening in their lives							
4 Staff get to know all family members by name							
5 Parents have opportunities to volunteer and contribute to the program							
6 Parents have opportunities to share skills, talents, and cultural traditions with children and other parents							
7 Staff recognize and value parent contributions							
8 Staff are accepting and supportive of diverse family constellations, i.e. single parents, grandparents, foster parents, gay / lesbian couples, etc.							
9 Parents have regular opportunities to engage in activities in the center's physical space							
10 Parents have opportunities to participate in:							
a) Parent-only social activities							
b) Support groups							
c) Activities designed to relieve stress, such as spa days, date nights (parents' night out), or exercise classes							
d) Activities that promote healthy adult relationships, marriage, co-parenting							
e) Other:							
11 The program offers specific activities for fathers, mothers, and other family members							

Value and Support Parents (check one box:)	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
12 The program welcomes fathers and other male family members by:							
a) Providing information specific to fathers/male family members in a special area such as a lounge, bulletin board, or bookshelf							
b) Displaying positive portrayals of men and children in books, posters, and program materials							
c) Providing a diaper changing deck in the men's room							
d) Providing activities or services that are man-to-man, father-to-father							
e) Using intake forms, applications, and surveys that are gender-neutral							
f) Establishing working partnerships with a wide range of community resources that provide services to fathers							
13 Staff show that they value fathers and are sensitive to their unique needs by:							
a) Sharing responsibility for inviting and engaging fathers in programs and activities							
b) Taking part in periodic training on understanding and appreciating fathers' needs and parenting styles							
c) Understanding the needs of individual fathers, such as navigating the child support system or having multiple children with different mothers in the same program							
d) Being sensitive to barriers that limit father involvement, such as a difficult relationship with the child's mother, lack of information, and non-custodial relationship with child							
e) When possible and within the bounds of custody agreements, responding to non-custodial fathers' desire to participate in their children's lives by including them in mailings and updates about a child's progress, inviting them to activities, and responding to requests for information							
f) Encouraging fathers and male family members to engage in many aspects of the program, not only activities for fathers							

Value and Support Parents (check one box:)	5: Strongly Agree	4: Agree	3: Neither Agree nor Disagree	2: Disagree	1. Strongly Disagree	Not Applicable	Comments
14 Parents have opportunities to discuss how they were parented and how it affects the way they parent							
15 Parents are connected to resources that help them explore different ways of parenting, including:							
a) Parent education groups							
b) Counseling							
c) Support groups							
d) Mentors/coaches							
e) Sisterhoods/brotherhoods							
f) Faith-based activities							
g) Other							
16 Staff provide emotional support and encouragement to parents							
17 Staff do not blame parents for children's challenging behaviors							
18 Staff recognize parents' growth and efforts							
19 The program provides parents opportunities for:							
a) Personal growth—such as attending conferences or special events and collecting and sharing information of interest to other parents							
b) Leadership development							
c) Input into programmatic decisions							
d) Input into staff hiring and training							

END OF SELF-ASSESSMENT

Georgia's Common Agenda

The Four Pillars Necessary to Support Each Child Achieving 3rd Grade Reading Proficiency

LANGUAGE NUTRITION

ALL CHILDREN RECEIVE LANGUAGE RICH ADULT-CHILD INTERACTIONS WHICH ARE AS CRITICAL FOR BRAIN DEVELOPMENT AS HEALTHY FOOD IS FOR PHYSICAL GROWTH.

ACCESS

ALL CHILDREN AND THEIR FAMILIES HAVE ACCESS TO, AND SUPPORTIVE SERVICES FOR, HEALTHY DEVELOPMENT AND SUCCESS IN HIGH QUALITY EARLY CHILDHOOD AND ELEMENTARY EDUCATION

GET GEORGIA READING

TEACHER PREPARATION & EFFECTIVENESS

ALL TEACHERS PROVIDE HIGH QUALITY EVIDENCE INFORMED INSTRUCTION & EFFECTIVE LEARNING EXPERIENCES TAILORED TO THE NEEDS OF EACH CHILD, REGARDLESS OF THE CHILD'S BACKGROUND

PRODUCTIVE LEARNING CLIMATE

ALL EDUCATORS, FAMILIES, & POLICY-MAKERS UNDERSTAND & ADDRESS THE IMPACT OF CLIMATE ON SOCIAL-EMOTIONAL DEVELOPMENT, ATTENDANCE, ENGAGEMENT, AND ULTIMATELY STUDENT SUCCESS.

The Story of Equity and Excellence Achieved

Georgia School Boards Association • Georgia School Superintendents Association

(b)(6)

GSBA

About GSBA

Founded in 1951, the Georgia School Boards Association is a nonprofit educational membership organization created to ensure excellence in the governance of local school systems by providing leadership, advocacy, and services and by representing the collective resolve of Georgia's 180 elected boards of education. The association conducts conferences, workshops, and other meetings at which educational topics are discussed and ideas exchanged, and provides training programs and various other services to support local boards of education.

GEORGIA SCHOOL SUPERINTENDENTS ASSOCIATION

About GSSA

The Georgia School Superintendents Association (GSSA) believes that Georgia's public schools deserve the finest leadership available. Thus, its purpose is to enhance leadership at every level of public school administration with a particular focus on the chief executive of local school systems. GSSA provides professional development activities and programs for Georgia's local school superintendents, access for policymakers to accurate and credible information resources, and leadership training for those who aspire to the superintendency. GSSA's mission to serve as chief advocate for Georgia's public school children is supported by its goal to transform ideas into action helping schools become exciting places of learning that can make a difference in the lives of Georgia's future leaders.

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Our vision is that *Public education in Georgia will provide all children an equitable and excellent education that prepares them for college, career, and life.*

Introduction

How does a vision become a reality?

It's easy to get excited about a vision—it happens almost every political season. The candidate who gets our vote often is the one who, through inspiring speeches, down to earth stories, or the right mix of both, enables us to envision a better world. But when the campaigning is over, our favorite candidate must act quickly to ensure some aspects of the vision come true or risk a dramatic loss in popularity and support. There's no doubt visions can get tricky, but with a clear purpose, a passion to make a difference, and a plan to act, visions can become realities.

Why are the Georgia School Boards Association (GSBA) and the Georgia School Superintendents Association (GSSA) undertaking the Vision Project?

When our two associations decided to partner on creating a vision for public education in Georgia, one of the first things we asked was "why do this?" As you see, we had no shortage of reasons:

- To build trust and support for public education
- To ensure meaningful engagement of communities with their public schools
- To create a single vision to change the education culture in our state
- To provide a rewarding educational experience for all of Georgia's students
- To ensure that our students are competitive in a global economy
- To increase significantly the high school completion rate
- To decrease significantly the number of students requiring remediation when they enter post-secondary institutions
- To ensure appropriate curricula for a new generation of learners
- To make learning more rigorous, more relevant, and more real
- To connect with the digital generation
- To use technologies that are currently available and that are emerging
- To be more responsive to students' individual needs
- To address resource issues
- To do what we know should be done

Why create a vision now?

GSBA and GSSA members believe it is urgent that we come together and act now to set a new course for public education in Georgia. Through engaging students, educators, community members, and policymakers in this important work, we play a valuable role in shaping Georgia's future. As educational leaders at the local level, we must ensure that every child has the opportunity to experience a high-quality education.

Perhaps the fullest response to the question "why now?" has already been given by John F. Kennedy when he said, "There are risks and costs to a program of action. But they are far less than the long-range risks and costs of comfortable inaction."

A purpose-driven planning team

The 30-member planning team behind the Vision Project in Georgia is composed of 15 members of local boards of education and 15 school superintendents from across the state. Together, we represent 25 local school districts that enroll about 25 percent of the students in Georgia's public schools. (For a list of names, school districts, and positions, see Appendix B of the full report, *A Vision for Public Education: Equity and Excellence*, available online at visionforpubliced.org.)

As the planning team began its work, we identified four crucial questions to guide us: (1) What is the purpose of public education? (2) What are its goals? (3) What is our vision for public education? (4) What is the value of public education? Through answering these questions, we were able to write this statement of belief: *We believe that our envisioned future should include the assurance that every graduate of our public schools is prepared to be a contributing member of our American society. Our vision must have as its foundational premise the preparation of our students for college, career, and life.*

We further agreed that our work would be transparent, engage the community and students at every stage possible, and be accessible to all through a website.

The results of the Vision Project Planning Team's work are its 45 recommendations that are discussed in detail in the full report and highlighted in sidebars throughout the chapters that follow. The team adopted seven broad education system components to encompass the work and the resulting recommendations:

- Early Learning and Student Success
- Teaching and Learning
- Teaching and Learning Resources
- Human and Organizational Capital
- Governance, Leadership, and Accountability
- Culture, Climate, and Organizational Efficacy
- Financial Resources

Taking action

It's a saying we've all heard: A journey of a 1,000 miles begins with a first step. Instead of nodding our heads in silent agreement, we're acting on the intent of that observation. To move public education in

Georgia from a place of compliance to one of innovation and creativity, our first recommendation is to develop a positive mindset and image for public education in our state. We must celebrate and publicize our current successes and those innovative schools throughout the state that are creating new opportunities for students.

As we take action, we are reminded of the game of football, where the quarterback never looks at the ball while it is being snapped. Instead, he looks down the field, and he even glances to his right and left, constantly assessing the lay of the land. He knows he might have to change the play, and it is up to him to spot any defensive action that might prevent the team from moving forward. The same is true in many sports—in baseball the outfielders run to where they expect the ball to drop; in ice hockey, the players skate to where they think the puck will be. For some, this kind of "taking action" is natural; for others, it's learned, but what matters is that it always works.

In endeavors as significant as this initiative, we must focus on our children's futures while being aware of the present conditions and heeding the wisdom from hard-learned lessons in our past. We must keep looking down the field in order to reach our goal.

About this publication

This publication is a companion piece to the 160-page report, *A Vision for Public Education: Equity and Excellence* jointly published by GSBA and GSSA in 2010. The full report provides details about the work of the Vision Project, including the guiding principles that underlie each of the 45 recommendations offered; extensive reference lists; and the names of executive committee members, planning and design team members, facilitators, research associates, and graduate research assistants.

General Recommendation*

2.1 Promote public education as the cornerstone of American democracy by publicizing student and school successes through all available media.

*Read more about this recommendation on page 17 of the full report, available at visionforpubliced.org.

The narrative that follows was written to reflect the realities of a vision fulfilled—not one that was well-intentioned but unsupported, not one that lacked robustness or the wherewithal to implement changes—rather, it is the story of one child and one teacher who blossom in an era of equity and excellence in Georgia's public education system. It also is the story of leaders at the state and local levels working effectively together to ensure a public education system that provides equity and excellence for all of Georgia's children. Though a work of fiction, it is meant to bring to life the recommendations in the report. You will see the related recommendations in sidebars throughout the chapters.

(b)(6)

Chapter 1: One Child's Story

A young mother, whom we'll call (b)(6) celebrates her child's birth with a small supportive group of extended family members and friends. (b)(6) married her high school boyfriend, (b) , right after graduating, but now they are divorced. While (b)(6) sisters, brothers, and parents cluster around her and the baby, (b) stands at a distance. Perhaps this child won't be the center of his world, as she will be for (b)(6) but he will do what he can to help support them. "My daughter will know I care," he says to himself.

(b)(6) name their baby (b)(6) and although she is just now a newborn, this child is the very picture of unlimited potential. But without the right supports, (b)(6) as easily could become another lost child. . . a dropout statistic. . . a symbol of unfulfilled promise.

What are the deciding factors that will make a difference for (b)(6)

The critical first five years

(b)(6) leaves the hospital with her daughter and a little bit more. She is armed with information about infant and child care, growth and development, health, nutrition, and behavior. She is aware of available support services and how to access them. She doesn't know how, exactly, but she knows she will begin today to prepare (b)(6) or a successful future. She promises to do whatever it takes.

Happily, she doesn't have to do it alone. (b)(6) finds support from the community through a local Early Learning Collaborative, where she learns more about being a good parent. She studies the free materials that describe babies' physical and motor development and is surprised to read how quickly her baby will start changing. (b)(6) begins to understand her new role and what to look for as (b)(6) ries to sit up, roll over, crawl, walk, and run.

Recommendations for Early Learning and Student Success*

3.1. Create through a statewide initiative an early learning collaborative in each county of the state that includes all human services organizations.

3.2 Create public-private partnerships in local communities between local businesses and educational and human services organizations for the purpose of establishing early childhood initiatives that address healthy child and family development and economic benefits to the community.

3.3 Adopt a statewide public engagement initiative to ensure that high-quality early childhood education remains a top priority for the state.

3.4 Provide an opportunity for all children from birth to 5-years-old to participate in high-quality, full-year, full-day educational experiences that are designed to promote all aspects of a child's development, from cognitive to social and emotional development in the home or in the care of a licensed public or private care provider.

3.5 Adopt a pre-kindergarten through grade 3 integrated education model for all children ages 4–8.

3.6 Ensure adequate financial support for the implementation of viable programs for all young children.

*Read more about these recommendations on pages 29–32 of the full report, available at visionforpubliced.org.

A representative from the local branch of Georgia's Education and Human Services office went over the *Baby's First Years* packet with (b)(6) before she ever left the hospital. Now, anxious to join a group of other new moms, she finds a list of local groups among the materials and makes arrangements to attend a meeting. Once there, (b)(6) carefully listens to the guest speaker from the "Families Count" partnership between the city and Total Bank Systems, one of the area's largest employers.

When he discusses babies' social and emotional development, she learns how important it is to talk to (b)(6) and to plan visits with other caring adults, such as (b)(6) grandparents, and even (b)(6) best friend, who also has a young child. The speaker goes on to explain the benefits of reading to a baby, even though babies don't read or talk, and the way early literacy skills develop, and he cautions about relying too much on TV or videos, even if the baby seems to like them. (b)(6) had never even thought about how much television would be good or bad for (b)(6) She makes a mental note to look for baby books—board books, the speaker calls them—when she goes to the library. (b)(6) smiles, thinking it's been a long time since she's been in the children's area of the town's library.

Looking ahead, (b)(6) next wants to learn about the characteristics of good childcare providers; she's heard from the other mothers that the preschools can recommend providers and that there is a way to prepare her baby for preschool and the elementary school years that will follow. She also decides to attend more of the Families Count meetings and is particularly interested in the next

one, "Raising Healthy Children: Nutrition for Babies, Toddlers, and Young Children." In addition, she gains a greater understanding of the need for regular visits for (b)(6) to the pediatrician. From time to time, she sees (b)(6) and tells him about all the possibilities in her and (b)(6) futures. (b)(6) isn't able to provide much money, but he babysits (b)(6) sometimes, and that helps a lot.

Eventually, (b)(6) returns to work, and (b)(6), who walked even before her first birthday party a few months ago, enters a comprehensive, high-quality, center-based program. (b)(6) selected it because it is on her way to work, but more importantly, the children's groups are small, and the staff members all have degrees. (b)(6) first heard about the center when she attended the annual Early Learning Summit sponsored by the state. She was away from (b)(6) the entire day that day, but she learned much that is helping them both, starting with the signs of "school readiness" and the things she can do at home to ensure she is preparing Sarah for the school years ahead. She understands that part of preparing (b)(6) for school is teaching her healthy habits, such as eating fruits and vegetables every day and avoiding too many cookies, sweets, and sugar-filled drinks. She's even heard that some schools no longer allow drink and candy machines like they did when she was in school.

In addition, the center provides a lot of information about what to expect when (b)(6) begins pre-kindergarten in a couple of years. It also has application forms for broader services the county offers. (b)(6) is thrilled to learn about all the Early Childhood Education services and applies for the program that will begin when (b)(6) is 4-years-old. Once they enter the program, she and (b)(6) will receive supports all the way through 3rd grade. (b)(6) feels good about the foundation she is building for her child.

Here, we pause (b)(6) story for a moment to recall one that begins with similarly stacked odds against its young protagonist. Supreme Court Justice (b)(6) story is well-known. Her career path is most often described as "different." Born to a Puerto Rican family, she grew up in a public housing project in the East Bronx, the child of a factory worker and a nurse. She says she was a child with dreams and one who loved to read, especially Nancy Drew books. She went on to graduate from high school as valedictorian, won a scholarship to Princeton, and later attended Yale Law School. Today, she is our nation's first Hispanic justice and its third female justice.

We don't know if anyone specifically said to her, "Sonia, you're going to make history when you grow up," but her mother strongly believed in the opportunities that an education could provide. Sonia worked hard at school, and the teachers and tutors she had along the way encouraged her. Years later, Sonia did make history.

Experiencing a school with good teachers, challenging curricula, and high expectations

Continuing our story (and an education that started in infancy), it is time for (b)(6) to begin FirstSchool, a non-graded program for children ages 4–8. With encouragement from her family, her teacher, and other adults at church, the recreation center, and last year's childcare teachers, she already knows she likes to learn. She asks a lot of questions, and more often

Recommendations for Teaching and Learning*

4.1 Create collaborative learning communities and implement expert coaching in all schools.

4.2 Integrate fully a variety of technologies to support student learning and facilitate assessment.

4.3 Develop challenging and dynamic curricula that is sufficiently flexible to meet the diverse needs of students and to support higher order thinking.

4.4 Develop a comprehensive and balanced system of assessments that is useful in guiding the work of teachers and students.

4.5 Ensure that all teachers understand and use differentiated strategies effectively in the instruction and assessment of students.

*Read more about these recommendations on pages 51–54 of the full report, available at visionforpubliced.org.

than not, an adult helps her discover the answers in books. She goes to the library with her aunt and her cousins and there, she even uses the computer to access the Internet.

A rich culture of teaching and learning

(b)(6) enters a school where teaching and learning is a shared responsibility. When she sees teachers helping each other, visiting each other's classrooms, and planning together, she begins to understand that there isn't really a starting or stopping point for learning—it happens all the time, and teachers and school leaders do it, too. Everyone in the school, from the principal to the students, talks about what they are teaching and learning at the school; it even happens in the cafeteria during lunch!

Her teacher always writes the day's learning goals on the classroom's whiteboard, and the principal, (b)(6) often stops her in the hall to ask what she's learned in class that day. This makes her feel responsible for her own learning. At home each evening, (b)(6) helps (b)(6) review the day's assignments. The school has a website, mails a print newsletter, and schedules frequent parent-teacher conferences. (b)(6) always knows what (b)(6) is studying and appreciates the high performance expectations the school has set. She attends teacher conferences regularly and participates in parent learning events.

A strong, well-developed, and effective curriculum

(b)(6) flourishes in the school's environment. Each year, at the beginning of the school year, her teacher explains how the topics they will study connect to what they learned the previous year. Throughout the year, her teacher makes these same types of connections as they move from unit to unit. (b)(6) learns to connect to her new learning with her earlier learning and to build on it. This helps her understand and remember the new content, and she

also discovers how she learns best. Her teacher calls it metacognition, or "thinking about your thinking."

(b)(6) has gotten to know most of the school's teachers, and they know the day-to-day realities of her life and of her friends' lives. Because teachers are in touch with their students and the community, they make better decisions about the districtwide Pre-K–12 curriculum. Every year, teams of teachers and school leaders work in cross-subject teams to review and align curricula vertically and horizontally. Because they trace the entire curriculum from the first year of FirstSchool to college, they also consider the kinds of career choices students make and the colleges they are most likely to attend.

At (b)(6) school, teachers frequently compare student work to the district's curriculum to ensure it is relevant and rigorous and to identify ways to emphasize problem-solving and critical-thinking skills in their lessons. Teachers use their daily collaborative planning time to build courses, units, and lessons that focus on developing students' high-level skills and to discuss individual learning plans for some students. Of course, any time teachers collaborate about the curriculum, they do so with the goal of ensuring it reflects the way students currently use technology and allows for future technology trends.

Frequently monitoring and assessing students' progress

When we think of monitoring and assessing progress in a school, we're reminded of a popular commercial from a well-known, nationwide investment company that wants viewers to believe that investing would be simple if we would just turn it over to them. Especially appealing is their promise to keep us headed down the path to a successful future (the path is a green line, by the way). At some point in the 30-second spot, a man or woman steps off the green line, but an agent from the investment firm is in the background watching; with a nod and a gentle reminder, the investor who had been tempted to stray, returns to the green line.

(b)(6) always know how well (b)(6) is (or isn't) doing because her teacher uses a variety of assessment methods—our equivalent of "watching in the background and giving a gentle reminder."

(b)(6) frequently takes formative assessments, such as quizzes; completes projects on her own and with others; and writes formal essays, as well as short, informal pieces. All of these activities help her teacher gauge (b)(6) understanding of the content while also evaluating how (b)(6) and the other students are performing against learning targets. (b)(6) sometimes asks her teacher for extra help, but she doesn't think she needs it very often because the teacher designs the class's activities in response to the needs she identified when reviewing the results of the various formative assessments she uses.

When (b)(6) does need additional help, her teacher sometimes has her work with other students in a small group. (b)(6) already likes mathematics, but it can sometimes be hard for her. Usually, the group can solve problems together. Of course, she enjoys working in larger groups, too, like when they conduct science experiments or write a class novel together. (b)(6) teacher often talks with other teachers to discuss the different ways her students

learn best and to share ideas. (b)(6) particularly likes that the teachers in the school explain to students why they are asking them to complete a particular learning task.

In addition, (b)(6) 4th-grade teacher had taught her how to set her own learning goals and how to use them to self-assess. Since then, she particularly enjoys keeping track of her own progress and building a portfolio of her work from which she selects the best pieces for the parent-teacher conference she hosts. The school holds at least three student-hosted conferences during every school year.

(b)(6) benefits from attending a school where differentiation in classrooms and assessment best practices are part of the culture. Her teachers, along with school- and district-level administrators participate in high-quality professional development each year in order to stay current on best practices in a differentiated classroom and to broaden the range of assessments they use throughout the school.

Living and learning with technology

Each August since 1998, Beloit College in Beloit, Wisconsin, has released the *Beloit College Mindset* List (see http://www.beloit.edu/mindset/index.php), which reflects the cultural touchstones that have shaped the lives of their entering students. For example, for the graduating class of 2014, the list makers noted that incoming freshmen can't write cursive, have never feared Russian missile attacks, don't use wrist watches, think e-mail is too slow, aren't afraid of immigration (unless it's from "real" aliens from another planet), don't know that (b)(6) played professional tennis, and so much more.

Recommendations for Teaching and Learning Resources*

5.1. Examine currently adopted and proposed alternative models for the delivery of educational services for the purpose of determining their effectiveness in terms of student learning, needed resources, and feasibility for adoption/adaptation by school districts over the state.

5.2. Ensure full technology integration into the classroom by providing access to adequate resources, equitable infrastructure, and professional learning opportunities for teachers.....

5.3. Develop, implement, and maintain a comprehensive, statewide, longitudinal data system....

5.4. Develop local protocols for collaboration among school systems, other educational entities, public service agencies, business and industry, and the community served in decisions related to school siting, school safety, and the co-location of community services.

*Read more about these recommendations on pages 73–76 of the full report, available at visionforpubliced.org.

Their world is a mixture of what was and what will be, the same as it is for (b)(6), who first experienced the Internet in the children's section of the library. Just as members of the class of 2014 have no need for an alarm clock (they use their cell phones), she

doesn't need a textbook. Instead, the exposure to technology she's already experienced in school has put her at ease with e-textbooks, which the school uses. Although she still loves to curl up with a "real" book, she likes the convenience of the lightweight e-readers.

Technology provides students and parents a wide variety of learning choices, options, and customization, including hybrid environments, such as part- or full-day emersion in technology-rich environments. It also provides a wealth of data for communities, educators, families, and students as they make decisions about their education.

As our story continues, (b)(6) are preparing to move away from their small rural town to relocate in a suburb of a larger Georgia city. (b)(6) new job pays a higher salary, and although will see less of her dad, they will live closer to her uncle and his large family. She finally will meet those cousins she's been chatting with on Facebook. Now that she's "officially" a teenager, Sarah relies on technology to meet her daily needs, but more importantly, she knows she must rely on her education—in particular, the problem solving and critical thinking skills she has learned—to distinguish information from knowledge.

(b)(6) is confident about moving to a new high school because she's already taken advanced courses online through The Georgia Virtual School. Naturally, she's checked out the new school's app and has exchanged e-mails and texts with some of the teachers there. She discovers that in addition to a traditional school schedule, the new school offers two exciting options to consider: the career academy that's actually on the school's campus, and the Virtual Academy, which would allow her to move through the curriculum at her own pace, completing online courses following a schedule she helps set.

(b)(6) is really attracted to the second option because she wants to complete Georgia's graduation requirements while beginning an internship, but she also wants to experience the social life of the more traditional high school. This is something she shares with most of her friends. She isn't in a hurry to leave high school; rather, she wants to spend the time building lasting friendships, and as important, she wants to study a demanding and challenging mathematics curriculum. (b)(6) really is like most students her age who want school to be fun and learning to be interesting. She and (b)(6) plan on meeting with the school's support teams to design a pre-college and career experience customized to help (b)(6) achieve her ultimate educational goal of entering a program in a medical-related field.

(b)(6)

Chapter 2: One Teacher's Story

In the 1980s, a textbook widely used in entry-level teacher education programs was cleverly titled, *Those Who Can, Teach*. The author likely thought his play on words was a good response to the popular refrain, "those who can't (that is, those who can't get any other job), teach." In addition to informing prospective teachers about the roles and responsibilities of the job, the author dedicated a few chapters to the many admirable qualities of a good teacher and the personal "pay-offs" of the profession. Today, a quick search on Amazon.com reveals the book is now in its12th edition and still being used for introductory or foundations courses in colleges and universities. The first chapter still simply asks, why teach?

Considering the profession

Yes, (b)(6) is thinking of changing her original career plan of pursuing a job in the medical field to becoming a teacher, but why?

We only have to return to her story to find the answer. In middle school, she joined Georgia's Future Educators of America club partially out of curiosity but also because of her own positive experiences in school. Club members shadowed professionals on a career day one year, and she enjoyed the day she spent with a high school physics teacher, still considering it one of the most interesting she's ever had. The pace was exhilarating, and watching the teacher apply her skills and knowledge to so many different situations throughout the day was the kind of challenge she thinks she wants to experience in her future profession.

Others noticed (b)(6) was a strong and well-rounded student, as well. She was identified early through a statewide initiative to recruit talented candidates into the teaching profession. In her first year of high school, when her counselor and other support team members saw how well she did

in her math courses, they encouraged her to take more science courses, which she did. Later, during a club-sponsored student jobs fair (an idea the club members borrowed from a local community college), she picked up materials about the state Teaching Fellows Program; since then, she's been contacted by a representative of the program.

(b)(6) is surprised and delighted to find teacher salaries are competitive with other professional areas she has considered, such as physical therapy. She knows she will need to take out a small loan for living expenses, even though she thinks scholarships and the fellows program will cover much of the cost of her college education, and a strong starting salary will help her quickly pay off any debts she incurs. She also knows that some local school districts are piloting new teacher compensation programs for their effectiveness. Districts throughout the state are investing a lot of energy in exploring compensation programs and new organizational structures. She views these changes as positive and forward thinking.

She is drawn to the profession for other reasons, as well. Others her age (dubbed "Gen Z" or "Net Generation" because many of them have had lifelong use of communications and media technologies) want to make money, of course, but they also want meaningful work that provides intellectual stimulation and challenges. Recently, she read a series of articles on Georgia's education system in the *Atlantic Monitor*. One article had focused on the imbalance of top-ranked teachers in local schools. The writer stated that the best educators—those seen as "highly effective"—often do not serve the children who need them most. It quoted educators as saying veteran teachers often are rewarded with placements in better schools, which contributes to the imbalance. However, Georgia is currently studying a compensation system that will reward educators for working in struggling schools, which

Recommendations for Human and Organizational Capital*

6.1 Create a statewide initiative to identify and recruit talented candidates into teacher preparation programs.

6.2 Conduct a review of teacher and leader preparation programs for the purpose of identifying and implementing effective program components and strategies designed to better prepare individuals for the teaching profession.

6.3 Provide comprehensive recruitment, induction, and retention strategies for all local school districts.

6.4 Pilot teacher and leader compensation programs to evaluate the effectiveness and viability of selected compensation scenarios.

6.5 Examine organizational structures and processes to ensure support of student learning and provide for distribution of leader responsibilities at all levels within the district.

* Read more about these recommendations on pages 90–92 of the full report, available at visionforpubliced.org.

appeals to her strong desire to "pay forward" the good education she has received. In this way, (b)(6) is not really like the other Gen Zs, who tend to be pretty self-focused.

Preparing for and entering the profession

Acting on her desire to give back to the community, and confident in her excellent preparation, (b)(6) commits to pursuing an undergraduate degree in teaching. Fortunately, several Georgia colleges and universities offer customized approaches, such as a dual-degree program that includes an educational leadership component.

She also knows that Georgia now has a comprehensive teacher evaluation process in place, and she wants a program that will ground her in the practices of an "accomplished" teacher—one who demonstrates understanding, mastery, and consistent integration of essential concepts and skills in his or her professional practice. (b)(6) carefully considers her options before selecting a program that is fully aligned with the state's expectations for first-year teachers. She is proud that her profession will hold her accountable for student learning and envisions working with like-minded teachers. She has no intention of becoming another teacher who leaves the profession after just a few years.

As she completes her degree work in mathematics, she receives an internship in a school where she wants to work; it is in the small rural community where she grew up—a place where she will make a difference in the lives of children, just as the programs and teachers her mother sought out had done for her.

Thriving in the profession

(b)(6) first teaching job is at a school focused on supporting high levels of student achievement. As was the case when she was a young student, the teachers in the school meet regularly with administrators to examine student data and make appropriate decisions. Similar to a high-reliability organization one where a single failure can have disastrous results, such as at a nuclear power plant—she and the other teachers hold each other accountable for the success of every single student. The Common Core Georgia Performance Standards set high expectations for learning, particularly in science, technology, and mathematics courses. The school and the district she works in regularly review their culture of learning to ensure it supports all students, and the state of Georgia empowers the local school district to engage with the community to establish an accountability system that meets the needs of her school.

(b)(6) feels valued because her profession invests in her. She has already participated in high-quality professional development, and in her role as a teacher-leader, she shares decision-making responsibilities on the school's leadership team. The team is helping set the direction as the faculty and administration strive to become a purposeful learning community. It is a good fit for (b)(6) and in a few years, she hopes to attend the Georgia Leadership Institute for School Improvement.

Occasionally, (b)(6) even makes time to attend local school board meetings. A teacher at school is on the advisory board, and (b)(6) is considering taking her slot, perhaps even next year. Some of the discussions she hears at the meetings really pique

her interest, and she realizes the opportunities to participate are endless. Depending on the topic, community members come out in droves. That was the case when the topic of establishing a charter school was on the agenda. Recently, there was a brief report describing the work of a group of individuals (government leaders, parents, teachers, and the general public) who were reviewing the Quality Basic Education law. Once, there was a heated discussion about the method of selecting members of both the state board of education and local boards of education. She hasn't quite figured out who is accountable to whom and for what, but she makes a mental note to learn more about the state's governance structure. For now, she wants to be the very best teacher she can be.

Recommendations for Culture, Climate, and Organizational Efficacy*

8.1 Make each school and district an inviting place to be for students, parents, staff, and the larger community.

8.2 Establish each school as the center or hub of the community in which it exists.

8.3 Determine stakeholder perceptions of schools and school districts.

8.4 Develop a culture and climate that foster innovation and responsible risk-taking.

8.5 Develop school and district cultures that are sensitive and responsive to the cultural, racial, ethnic, and socio-economic make-up of the communities they serve.

8.6 Develop safe, orderly, supportive learning environments built on respect and encouragement where all individuals believe they can make a positive difference.

8.7 Get to know and be willing to truly listen to the students in our schools.

*Read more about these recommendations on pages 120–123 of the full report, available at visionforpubliced.org.

(b)(6)

Chapter 3: A Leadership Story

The summer following (b)(6) first year teaching, she decides it's time to learn more about the laws, structures, and systems in place that affect education in Georgia. She discovers that for some time, there has been a dedicated effort among key civic leaders, local and state board of education members, the state superintendent, the governor, and legislative and educational leaders to transform public education in Georgia. Furthermore, she is about to realize that much of their behind-the-scenes work paved the way for her successes in school and now as a teacher.

Creating a streamlined, consolidated, and effective governance structure

She learns that they began by tackling the need for better alignment throughout the state. The aim of most of the changes they proposed was to reduce the number of state agencies with responsibilities for public education. Through improved coordination, communication, and streamlined processes, the state would function more efficiently, ultimately providing better services to all of its citizens at less cost to the state.

To begin, they undertook a thorough review and revision of the state's education laws, paying particular attention to those laws that would create opportunities for innovation and positive risk taking—and supporting the Vision Project recommendations. Often, when organizations, including educational organizations, are free to innovate, they more effectively reach the people they serve, are more apt to transform data into actionable ideas, and are better able to identify new opportunities. Innovation can lead to faster and more effective solutions, such as those that made a difference for (b)(6) An unexpected upside of participating in the revision process was

Recommendations for Governance, Leadership, and Accountability*

7.1 Conduct a comprehensive review and revision of Title 20 of the O.C.G.A. and other education-related provisions of law to support the Vision and to repeal obsolete and overly specific provisions.

7.2 Change the method of selection of the state superintendent of schools.

7.3 Change the method of selection of members to the state board of education to non-partisan election of one member from each congressional district for a term of office of even-numbered years by persons in each congressional district qualified to vote for members of the General Assembly.

7.4 Change the method of selection of members of local boards of education from a choice between partisan and non-partisan elections to non-partisan elections only.

7.5 Conduct a thorough review of the pre-school to grade 12 public education functions currently performed by multiple state and regional agencies for the purpose of recommending a more effective and efficient education delivery system in Georgia in the context of a single shared vision..

7.6 Develop and implement strategies to ensure that all local school districts in Georgia benefit from transformational and improved operational practices and high-quality, effective, and efficient delivery of educational services regardless of size, population sparsity or density, geographic remoteness, or wealth, to support public education in their communities.

7.7 Establish and maintain high-reliability organizations through development of local school district leadership teams..

7.8 Develop and adopt a comprehensive statewide accountability system based on clearly established goals for public education.

7.9 Develop and implement at the local school district level an accountability system based on local district educational goals that are aligned with state educational goals and state accountability system, and which include clearly defined measures of school district, school, and student success.

7.10 Develop and implement a comprehensive state procedure for periodic accountability evaluation of local school district performance.

*Read more about these recommendations on pages 105–109 of the full report, available at visionforpubliced.org.

that all those who did—government, civic, and educational decision makers—were reminded of their shared goals for educating every child in the state. This bond helped motivate policymakers and others to take quick and intentional action; in turn, faith in public education in Georgia was restored.

Reorganizing the governance structure also meant significant changes to the process of selecting a state superintendent, who always had been elected. Vision Project recommendations called for Georgia's chief state school officer to be appointed and for an election of state board members by popular vote on a non-partisan basis instead of continuing the practice of the governor appointing state school board members. In addition, the Vision Project foresaw elections of all local board members on a non-partisan basis instead of sustaining the various approaches of holding some partisan elections and some non-partisan.

Guaranteeing a strong system of supports

The single most critical factor that made a difference for (b)(6) was the development of a system of support services to ensure effective and efficient delivery of educational services to all children, whether in rural, urban, or suburban areas around the state. In Georgia, 73 of 180 school districts enroll fewer than 3,000 students, and (b)(6) started school in one of them.

The state and local school districts, acting on a recommendation made years earlier in a Vision Project conducted by the Georgia School Boards Association and the Georgia School Superintendents Association, took several actions to ensure a high quality education for all students in the state regardless of their local circumstances:

- Regional service agencies were strengthened to better promote the spread of successful practices to all schools.
- Certain operational functions were consolidated to achieve greater economy.
- Shared governance and leadership for multiple school districts increased.
- Comprehensive professional development opportunities were made available for all staff.
- Structured learning communities emerged across district lines.

An immediate and tangible result of the group's work had been enactment of a state and local accountability system based on solid educational goals and a new strategy for judging school and district effectiveness. The educational outcome goals reflected those identified by Rothstein, Jacobsen, and Wilder in their 2008 publication *Grading Education: Getting Accountability Right:* The eight broad categories are as follows:

1. Basic academic knowledge and skills
2. Critical thinking and problem solving
3. Appreciation of the arts and literature
4. Preparation for skilled employment
5. Social skills and work ethic
6. Citizenship and community responsibility
7. Physical health
8. Emotional health

To ensure these goals were being met, local school district leaders engaged the community in putting

an accountability framework in place to specify roles and responsibilities. At the state level, leaders decided on a model to formalize the accountability process. This was an exciting decision; in the past, the state had relied totally on a single annual student assessment to determine the success of local schools and districts.

Eventually, following a thorough analysis of both state and local revenue sources, the state revised and broadened its tax structure to reflect the principles of stability, reliability, and fairness to taxpayers while producing revenue sufficient to meet the state's needs for public services, including education. The state also identified avenues for enhancing revenue potential. Alternatives included, but were not limited to, greater use of income-based exemptions, better enforcement of existing tax laws to increase compliance, and broadening the sales tax base to include many services that had not been taxed.

Implementing a statewide data and evaluation system

Before (b)(6) began teaching, there had been some false starts by the state to create a student information system that would provide much needed information about students to those charged with decision making responsibilities from the classroom to the statehouse. More recently, there had been extended discussions among educators, school boards, and state-level policymakers about a new effort to implement a costly data and personnel evaluation system. Related issues—availability and the cost of related training, security, and user-friendliness—eventually were resolved, and the state designated funds for a comprehensive data and evaluation system for use by policymakers, school district staff, principals, teachers, and others.

You may recall that (b)(6) first learned about these requirements in her teacher education program in college. She had thought expenditures were high, but she now views the cost as an investment in an integral part of the instructional process. Furthermore, with the new system, the state eliminated many of the old problems, such as the inability to track system budgets to determine the effectiveness of expenditure patterns and the inability to connect teachers' professional development with their students' achievement. All in all, (b)(6) considered it a wise investment.

Using financial resources to provide high-quality public education

In a related move, local school districts throughout the state received greater decision-making flexibility in the expenditure of funds in order to meet established broad-based performance goals. This change proved particularly helpful for some struggling schools, who then felt empowered to make decisions at the local level for improved student learning that they believed their teachers and school leaders could enthusiastically support. As it turns out, increased flexibility in the use of funds, when it was coupled with goals and strategies for enhanced performance, has been a successful formula for the state.

As (b)(6) learned about the high priority the state had put on early learning, it was as if the best had been saved for last. She was, of course, a beneficiary of those early efforts, and she passionately believed in them. Georgia now had in place a cohesive and stable mechanism for financial support of early

Recommendations for Financial Resources*

9.1 Expand both the scope and duration of the work of the Special Council on Tax Reform and Fairness for Georgians for the purpose of comprehensively reviewing the state tax structure and identifying ways that it can be strengthened.

9.2 Identify in both state and local budgets for public education sufficient fiscal resources for implementing both a comprehensive data system and an evaluation system that uses data to measure and improve effectiveness in meeting objectives for enhanced student learning.

9.3 Initiate an ongoing process at the local school district level for systematically evaluating all expenditures to enable the development and adoption of budgets that are focused on district strategies for maximizing student learning.

9.4 Provide a high level of flexibility to local school districts in decision-making authority about the most effective strategies for the expenditure of funds to enable all students to be successful in school, coupled with appropriate methods for evaluating school and district success and for implementing positive state interventions where they are found to be needed.

9.5 Implement a cohesive and stable mechanism for the financial support of early learning programs and services for children ages 0 to 5 at a level that prepares all of Georgia's youngest citizens for success in their subsequent school years.

9.6 Provide the most optimal partnership between the state and local school districts in sharing the responsibility for financial support of public education, while ensuring that disparity in local fiscal capacity does not impede the implementation of Vision Project recommendations in all Georgia districts.

9.7 Provide an ongoing level of state financial support for public education which, when combined with local revenue available to boards of education, makes the attainment of our Vision for Public Education in Georgia a reality and ensures its sustainability.

*Read more about these recommendations on pages 144–148 of the full report, available at visionforpubliced.org.

learning programs and services for children from birth to age 5, and she couldn't be happier.

In addition, the state's year-long feasibility study regarding a funding partnership between the state and local school districts had been completed. In an act that embraces the intent of the Vision Project—to provide all of Georgia's children with an opportunity to experience an equitable and excellent education that prepares them for college, career, and life—state and local funding was combined to make the attainment of our Vision for Public Education in Georgia a reality and to ensure its sustainability.

(b)(6)

Closing Thoughts

(b)(6) outcome was not a simple stroke of luck. It was the result of many influences and decisions that, with time, changed attitudes about education throughout the state. In our story, the citizens of Georgia come to see that the state must educate all the children, and the children are in the public schools. The purpose of this document, the full-length report, and the recommendations found in both is that, taken in total, implemented effectively throughout our state, and supported by the citizens of the state and by policymakers, they will transform public education in Georgia.

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PHYSICAL DEVELOPMENT AND MOTOR SKILLS (PDM)			
GELDS Indicator			***Kindergarten Correlation***
Standard PD1: The child will practice healthy and safe habits.			
PDM1.4a	Stays awake and alert during the day except during voluntary nap time.		***No correlation***
PDM1.4b	Actively participates in a variety of both structured and unstructured indoor and outdoor activities for a sustained period of time that increase strength, endurance, and flexibility.		**PEK.3a** Participates regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills both inside and outside of physical education. **PEK4.1a** Participates in fitness and conditioning activities. **PEK.6a** Participates in physical activities that provide personal enjoyment.
PDM1.4c	Consistently follows basic safety rules and anticipates consequences of not following safety rules.		**PEK5.1** Uses body, space, equipment safely.
PDM1.4d	Communicates the importance of safety rules.		**HEK.1a** Names healthy behaviors. **HEK.2a** Explain how family influences personal health practices. **HEK.7b** Demonstrates healthy behaviors that prevent injuries.
PDM1.4e	Identifies the importance of and participates in activities related to health and self-care needs.		**PEK4.1b** Identifies physiological indicators that accompany moderate to vigorous physical activities. **HEK.1a** Names healthy behaviors **HEK.1b** Identifies that physical health is one dimension of health and wellness. **HEK.2a** Explain how family influences personal health practices. **HEK.2b** Identify what the school can do to support personal health practices. **HEK.2c** States how the media influences behaviors. **HEK.7a** Shows healthy behaviors that improve personal health and wellness.
PDM1.4f	Can name people who keep them safe and healthy.		**HEK.3a** Discusses the role of trusted adults and health professionals as sources of health information. **HEK.3b** Identifies school and community health helpers. **HEK.5a** Discusses when and what assistance is needed for health-related situations.
Standard PDM2: The child will participate in activities related to nutrition.			.
PDM2.4a	Helps prepare nutritious snacks and meals.		**HEK.7a** Shows healthy behaviors that improve personal health and wellness.
PDM2.4b	Sorts foods into food groups and communicates the benefits of healthy foods.		**HEK.1a** Names healthy behaviors. **HEK.2c** States how the media influences behaviors.

PHYSICAL DEVELOPMENT AND MOTOR SKILLS (PDM)			
GELDS Indicator			***Kindergarten Correlation***
Standard PDM3: The child will demonstrate an awareness of the body in space and child's relationship to objects in space.			
PDM3.4a	Acts and moves with purpose and independently recognizes differences in direction, distance, and location.		**PEK.1a** Demonstrates basic movement in general and personal space. **PEK.2a** Identifies general and personal space. **PEK.2e** Students apply basic movement concepts of space.
PDM3.4b	Demonstrates spatial awareness through play activities.		**PEK.1a** Demonstrates basic movement in general and personal space. **PEK.2a** Identifies general and personal space. **PEK.2e** Students apply basic movement concepts of space.
Standard PDM4: The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.			
PDM4.4a	Discriminates between a variety of sights, smells, sounds, textures, and tastes.		**SKP1.b** Uses senses to classify common materials, such as buttons or swatches of cloth, according to their physical attributes (color, shape, size, weight, texture, buoyancy, flexibility, etc.)
PDM4.4b	Takes things apart and invents new structures using the parts.		***No correlation***
Standard PDM5: The child will demonstrate gross motor skills.			
PDM5.4a	Coordinates movements to perform more complex tasks.		**PEK.1b** Demonstrates basic locomotor skills. **PEK.1c** Demonstrates basic non-locomotor skills. **PEK.2b** Identifies basic locomotor skills. **PEK.2c** Identifies basic non-locomotor skills.
PDM5.4b	Demonstrates coordination and balance in a variety of activities.		**PEK.1b** Demonstrates basic locomotor skills. **PEK.2b** Identifies basic locomotor skills.
Standard PDM6: The child will demonstrate fine motor skills.			
PDM6.4a	Performs fine-motor tasks that require small-muscle strength and control.		**PEK.1d** Demonstrates basic manipulative skills.
PDM6.4b	Uses hand-eye coordination to manipulate small objects with ease.		**PEK.1d** Demonstrates basic manipulative skills.
PDM6.4c	Able to perform more complex fine motor tasks with accuracy 50% of the time.		**PEK.1d** Demonstrates basic manipulative skills.

SOCIAL AND EMOTIONAL DEVELOPMENT (SED)			
GELDS Indicator			***Kindergarten Correlation***
Standard SED1: The child will develop self-awareness.			
SED1.4a	Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.		***No correlation***
SED1.4b	Identifies personal characteristics, preferences, thoughts, and feelings.		***No correlation***
SED1.4c	Shows confidence in a range of abilities and the capacity to accomplish tasks and take on new tasks.		***No correlation***
SED1.4d	Shows independence in his/her own choices.		***No correlation***
Standard SED2: The child will engage in self-expression.			
SED2.4a	Effectively uses words, sentences, and actions to communicate needs, ideas, opinions, and preferences.		**PEK.6b** Expresses feelings associated with success from physical activities.
SED2.4b	With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions.		**HEK.4a** Discusses ways to express feelings in a healthy way.
SED2.4c	Uses pretend play to present emotions of self and others.		**HEK.4a** Discusses ways to express feelings in a healthy way.
SED2.4d	With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each.		**HEK.4a** Discusses ways to express feelings in a healthy way.
Standard SED3: The child will demonstrate self-control.			
SED3.4a	Independently follows rules and routines.		**PEK5.1a** Follows classroom rules and shows self-control. **SSKCG1.a** Explains how rules are made and why. **SSKCG1.b** Explains why rules should be followed.
SED3.4b	Regulates own emotions and behaviors and seeks out adult support when needed.		**HEK.4a** Discusses ways to express feelings in a healthy way.
SED3.4c	Regulates a range of impulses.		***No correlation***
SED3.4d	Manages transitions and adapts to changes in schedules and routines independently.		***No correlation***
Standard SED4: The child will develop relationships with adults.			
SED4.4a	Transitions well into new, unfamiliar settings.		***No correlation***
SED4.4b	Uses a familiar adult's suggestions to decide how to respond to a specific situation.		***No correlation***
SED4.4c	Shows affection to familiar adults by using more complex words and actions.		***No correlation***
SED4.4d	Seeks out adults as a resource for help and assistance.		**ELACCKSL2** Asks and answers questions in order to seek help, get information, or clarify something that is not understood.

SOCIAL AND EMOTIONAL DEVELOPMENT (SED)			
GELDS Indicator			***Kindergarten Correlation***
Standard SED5: The child will develop relationships with peers.			
SED5.4a	Develops and maintains friendships with other children.		***No correlation***
SED5.4b	Plays cooperatively with a few peers for a sustained period of time.		**PEK5.1d** Works with a partner or small group regardless of personal differences.
SED5.4c	Attempts to resolve conflicts using appropriate strategies.		**PEK5.1d** Works with a partner or small group regardless of personal differences.
SED5.4d	Shows emerging empathy and understanding of peers by attempting to comfort and help.		***No correlation***
SED5.4e	Shows respect for peers' personal space and belongings.		***No correlation***

APPROACHES TO PLAY AND LEARNING (APL)			
GELDS Indicator			***Kindergarten Correlation***
Standard APL1: The child will demonstrate initiative and self-direction.			
APL1.4a	Takes initiative to learn new concepts and tries new experiences. Initiates and completes new tasks by himself/herself.		***No correlation***
APL1.4b	Selects and carries out activities without adult prompting.		***No correlation***
APL1.4c	Sets goals and develops and follows through on plans.		***No correlation***
Standard APL2: The child will demonstrate interest and curiosity.			
APL2.4a	Demonstrates eagerness to learn about and discuss new topics, ideas and tasks.		***No correlation***
APL2.4b	Asks questions and seeks new information. With assistance, looks for new information and wants to know more.		***No correlation***
APL2.4c	Increasingly seeks out and explores unfamiliar objects in the environment.		***No correlation***
Standard APL3: The child will sustain attention to a specific activity and demonstrate persistence.			
APL3.4a	Engages in independent activities and continues tasks over a period of time.		***No correlation***
APL3.4b	Practices to improve skills that have been accomplished.		***No correlation***

APPROACHES TO PLAY AND LEARNING (APL)			
GELDS Indicator			***Kindergarten Correlation***
Standard APL3: The child will sustain attention to a specific activity and demonstrate persistence.			
APL3.4c	Works cooperatively with others to successfully achieve a goal or accomplish a task.		***No correlation***
APL3.4d	Persists in trying to complete a task after previous attempts have failed.		***No correlation***
Standard APL4: The child will engage in a progression of individualized and imaginative play.			
APL4.4a	Engages in elaborate and sustained imagined play and can distinguish between real life and fantasy.		***No correlation***
Standard APL5: The child will demonstrate a cooperative and flexible approach to play.			
APL5.4a	Willingly joins in sustained cooperative play and learning with others to complete a task.		***No correlation***
APL5.4b	Demonstrates flexibility in taking on various roles in a group setting.		***No correlation***
APL5.4c	Demonstrates inventiveness, imagination, and creativity to solve a problem.		***No correlation***
APL5.4d	Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or an adult.		***No correlation***
APL5.4e	Recovers quickly from setbacks and differences in opinion in a group setting.		***No correlation***

COMMUNICATION, LANGUAGE AND LITERACY (CLL)			
GELDS Indicator			***Kindergarten Correlation***
Standard CLL1: The child will listen to conversations and demonstrate comprehension.			
CLL1.4a	Listens and responds on topic to conversations and group discussions for an extended period.		**ELACCKRL10** Actively engages in group reading activities with purpose and understanding. **ELACCKSL1** Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. **ELACCKSL1.a** Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **ELACCKSL1.b** Continues a conversation through multiple exchanges.
CLL1.4b	Listens to and follows multi-step directions.		**PEK5.1a** Follows classroom rules and shows self-control.
CLL1.4c	Extends/expands thoughts or ideas expressed.		**ELACCKSL4** Describes familiar people, places, things, and events, and with prompting and support, provides additional details. **ELACCKSL2** Confirms understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.
Standard CLL2: The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.			
CLL2.4a	Demonstrates understanding of more complex vocabulary through everyday conversations.		**ELACCKRL4** Asks and answers questions about unknown words in a text. **ELACCKL6** Uses words and phrases acquired through conversations, reading and being read to, and responding to texts. **ELACCKL4** Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. **ELACCKL4.a** Identifies new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck).
CLL2.4b	Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations.		**ELACCKL5.b** Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). **ELACCKL5.c** Identifies real-life connections between words and their use (e.g., note places at school that are colorful). **ELACCKL5.d** Distinguishes shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

COMMUNICATION, LANGUAGE AND LITERACY (CLL)			
GELDS Indicator			***Kindergarten Correlation***
Standard CLL3: The child will use non-verbal communication for a variety of purposes.			
CLL3.4a	Uses more complex gestures and actions to enhance verbal communication of needs and wants.		***No correlation***
CLL3.4b	Communicates feelings using appropriate non-verbal gestures, body language, and actions.		***No correlation***
Standard CLL4: The child will use increasingly complex spoken language.			
CLL4.4a	Uses spoken language that can be understood with ease.		**ELACCKSL6** Speaks audible and expresses thoughts, feelings, and ideas clearly.
CLL4.4b	Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.		**ELACCKSL2** Asks and answers questions in order to seek help, get information, or clarify something that is not understood.
CLL4.4c	Describes activities, experiences, and stories with more detail.		**ELACCKSL4** Describes familiar people, places, things, and events, and with prompting and support, provides additional details.
CLL4.4d	Uses new and expanded vocabulary in a variety of situations.		**ELACCKRL4** Asks and answers questions about unknown words in a text. **ELACCKL6** Uses words and phrases acquired through conversations, reading and being read to, and responding to texts. **ELACCKL4** Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
Standard CLL5: The child will acquire meaning from a variety of materials read to him/her.			
CLL5.4a	Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content.		***No correlation***
CLL5.4b	Retells familiar stories.		**ELACCKRL2** With prompting and support, retells familiar stories, including key details.
CLL5.4c	Discusses books or stories read aloud and can identify characters and setting in a story.		**ELACCKRL1** With prompting and support, ask and answer questions about key details in a text. **ACCKRL3** With prompting and support, identify characters, settings, and major events in a story.
CLL5.4d	Makes real-world connections between stories and real-life experiences.		**ELACCKRI3:** With prompting and support, describes the connection between two individuals, events, ideas, or pieces of information in a text.
CLL5.4e	Develops an alternate ending for a story.		***No correlation***

COMMUNICATION, LANGUAGE AND LITERACY (CLL)			
GELDS Indicator			***Kindergarten Correlation***
Standard CLL6: The child will develop early phonological awareness (awareness of units of sound).			
CLL6.4a	Listens and differentiates between sounds that are the same and different.		**ELACCKRF3a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds for each consonant. **ELACCKRF3b** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. **ELACCKRF3d** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CLL6.4b	Identifies and produces rhyming words.		**ELACCKRF2.a** Recognizes and produces rhyming words.
CLL6.4c	Isolates the initial (beginning) sounds in words with adult guidance.		**ELACCKRF2.d** Isolates and pronounces the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
CLL6.4d	Segments sentences into individual words.		**ELACCKRF3** Knows and applies grade-level phonics and word analysis skills in decoding words. **ELACCKRF3.c** Reads common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).
CLL6.4e	Segments words into syllables.		**ELACCKRF2.b** Counts, pronounces, blends, and segments syllables in spoken words.
CLL6.4f	Manipulates and blends sounds (phonemes) with adult guidance.		**ELACCKRF2.e** Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words.
Standard CLL7: The child will demonstrate increasing knowledge of the alphabet.			
CLL7.4a	With prompting and support, recognizes and names some upper and lower case letters of the alphabet.		**ELACCKRF1.d** Recognizes and names all upper- and lowercase letters of the alphabet.
Standard CLL8: The child will demonstrate awareness of print concepts.			
CLL8.4a	Demonstrates interest in different kinds of literature, such as fiction books, non-fiction books, and poetry, on a range of topics.		**ELACCKRL5**: Recognizes common types of texts (e.g., storybooks, poems).
CLL8.4b	Understands that letters form words. Understands that words are separated by spaces in print.		**ELACCKRF1.c** Understands that words are separated by spaces in print.
CLL8.4c	With prompting and support, tracks words from left to right, top to bottom, and page to page.		**ELACCKRF1.a** Follows words from left to right, top to bottom, and page-by-page.
CLL8.4d	Recognizes and reads environmental print.		**ELACCKRF1** Demonstrate understanding of the organization and basic features of print.

COMMUNICATION, LANGUAGE AND LITERACY (CLL)			
GELDS Indicator			***Kindergarten Correlation***
Standard CLL8: The child will demonstrate awareness of print concepts.			
CLL8.4e	Identifies the front, back, top, and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story.		**ELACCKRI5** Identifies the front cover, back cover, and title page of a book. **ELACCKRL6:** With prompting and support, names the author and illustrator of a story and define the role of each in telling the story.
Standard CLL9: The child will use writing for a variety of purposes.			
CLL9.4a	Draws pictures and copies letters and/or numbers to communicate.		**ELACCKSL5** Adds drawings or other visual displays to descriptions as desired to provide additional detail.
CLL9.4b	Uses writing tools.		***No correlation***
CLL9.4c	Uses writing for a variety of purposes.		**ELACCKW1** Uses a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are "writing" about and state an opinion or preference about the topic or book (e.g., My favorite book is…). **ELACCKW2** Uses a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **ELACCKW3** Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
CLL9.4d	Writes some letters of the alphabet.		**ELACCKL1.a** Prints many upper- and lowercase letters.

COGNITIVE DEVELOPMENT: MATHEMATICS (CD-MA)			
GELDS Indicator			***Kindergarten Correlation***
Standard CD-MA1: The child will organize, represent, and build knowledge of quantity and number.			
CD-MA1.4a	Recites numbers up to 20 in sequence.		**MCCK.CC2** Counts to 100 by ones and by tens.
CD-MA1.4b	Recognizes numerals and uses counting as part of play and as a means for determining quantity.		**MCCK.CC5** Counts to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration: given a number from 1-20, count out that many objects.
CD-MA1.4c	Matches numerals to sets of objects with the same number, 0-10.		**MCCK.CC3** Writes numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
CD-MA1.4d	Describes sets as having more, less, same as/equal.		**MCCK.CC6** Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

COGNITIVE DEVELOPMENT: MATHEMATICS (CD-MA)			
GELDS Indicator			***Kindergarten Correlation***
Standard CD-MA1: The child will organize, represent, and build knowledge of quantity and number.			
CD-MA1.4e	Quickly recognizes and names how many items are in a set up to four items.		**MCCK.CC5** Counts to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration: given a number from 1-20, count out that many objects.
CD-MA1.4f	Tells numbers that come before and after a given number up to 10.		**MCCK.CC4c** Understands that each successive number name refers to a quantity that is one larger. **MCCK.CC2** Counts forward beginning from a given number within the known sequence (instead of having to begin at 1).
Standard CD-MA2: The child will manipulate, compare, and describe relationships using quantity and number.			
CD-MA2.4a	Matches two equal sets using one-to-one correspondence and understands they are the same.		**MCCK.CC6** Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
CD-MA2.4b	Counts at least 10 objects using one-to-one correspondence.		**MCCK.CC.4a** When counting objects, says the number names in the standard order, pairing each object with one and only one number and each number name with one and only one object.
CD-MA2.4c	Practices combining, separating, and naming quantities.		**MCCK.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings2, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
CD-MA2.4d	Describes data from classroom graphs using numerical math language.		***No correlation***
CD-MA2.4e	With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).		**MCCK.CC.4b** Understands that the last number said tells the number of objects counted. The number of objects is the same regardless of their arrangement of the order in which they were counted.
Standard CD-MA3: The child will explore and communicate about distance, weight, length, height, and time.			
CD-MA3.4a	Uses mathematical terms to describe experiences involving measurement.		**MCCK.MD.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
CD-MA3.4b	Compares objects using two or more attributes, such as length, weight, and size.		**MCCK.MD.2** Directly compares two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.

COGNITIVE DEVELOPMENT: MATHEMATICS (CD-MA)			
GELDS Indicator			***Kindergarten Correlation***
Standard CD-MA3: The child will explore and communicate about distance, weight, length, height, and time.			
CD-MA3.4c	Uses a variety of techniques and standard and nonstandard tools to measure and compare length, volume (capacity) and weight.		**MCCK.MD.1** Describes measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. **MCCK.MD.2** Directly compares two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
CD-MA3.4d	Associates and describes the passage of time with actual events.		**SSKH3** Uses words and phrases related to chronology and time to explain how things change.
Standard CD-MA4: The child will sort, order, classify, and create patterns.			
CD-MA4.4a	Independently orders objects using one characteristic and describes the criteria used.		***No correlation***
CD-MA4.4b	Sorts and classifies objects using one or more attributes or relationships.		**MCCK.MD.3** Classifies objects into given categories; count the numbers of objects in each category and sort the categories by count.
CD-MA4.4c	Creates and extends simple, repeating patterns.		***No correlation***
Standard CD-MA5: The child will explore, recognize, and describe spatial relationships between objects.			
CD-MA5.4a	Uses appropriate directional language to indicate where things are in their environment: positions, distances, order.		**MCCK.G.1** Describes objects in the environment using names of shapes, and describe the relative position of these objects such as above, below, beside, in front of, behind, and next to.
CD-MA5.4b	Uses deliberate manipulation and describes process for fitting objects together.		***No correlation***
Standard CD-MA6: The child will explore, recognize, and describe shapes and shape concepts.			
CD-MA6.4a	Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes.		**MCCK.G.2** Correctly name shapes regardless of their orientations or overall size. **MCCK.G.3** Identifies shapes as two-dimensional or three-dimensional. **MCCK.G.4** Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.
CD-MA6.4b	Combines simple shapes to form new shapes.		**MCCK.G.5** Models shapes in the world by building shapes from components and drawing shapes. **MCCK.G.6** Composes simple shapes to form larger shapes.

COGNITIVE DEVELOPMENT: MATHEMATICS (CD-MA)			
GELDS Indicator			***Kindergarten Correlation***
Standard CD-MA7: The child will use mathematical problem solving, reasoning, estimation, and communication.			
CD-MA7.4a	Estimates using mathematical terms and understands how to check the estimate.		**Standard for Mathematical Practice 5.** Uses appropriate tools strategically. (including estimation)
CD-MA7.4b	Uses simple strategies to solve mathematical problems and communicates how he/she solved it.		**Standard for Mathematical Practice 1.** Makes sense of problems and persevere in solving them. **Standard for Mathematical Practice 3.** Constructs viable arguments and critiques the reasoning of others. **Standard for Mathematical Practice 7.** Looks for and makes use of structure.
CD-MA7.4c	Uses reasoning skills to determine the solution to a mathematical problem and communicates why.		**Standard for Mathematical Practice 1.** Makes sense of problems and persevere in solving them. **Standard for Mathematical Practice 3.** Constructs viable arguments and critiques the reasoning of others.

COGNITIVE DEVELOPMENT: SOCIAL STUDIES (CD-SS)			
GELDS Indicator			***Kindergarten Correlation***
Standard CD-SS1: The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.			
CD-SS1.4a	Describes his/her family structure and family roles.		**SKL2.c** Recognizes the similarities between a parent and a baby.
CD-SS1.4b	Describes similarities and differences between self and others.		**SKL2.e** Recognizes that he/she is similar and different from other students.
Standard CD-SS2: The child will demonstrate an understanding of his/her community and an emerging awareness of other's culture and ethnicity.			
CD-SS2.4a	Identifies and follows rules of the classroom community and displays competence at engaging in appropriate social behavior.		**PEK5.1a** Follows classroom rules and shows self-control. **PEK5.1b** Follows simple directions for basic games and activities. **SSKCG1** Demonstrates an understanding of good citizenship. **SSKCG1.a** Explains how rules are made and why. **SSKCG1.b** Explains why rules should be followed.
CD-SS2.4b	Explains diverse customs and cultural celebrations within the home, classroom and community.		**SSKH1** Identifies the purpose of national holidays and describes the people or events celebrated. **SSKG1** Describes American culture by explaining diverse community and family celebrations and customs.
CD-SS2.4c	Recognizes similarities and differences between own cultures and that of others.		**SKL2.e** Recognizes that he/she is similar and different from other students.

COGNITIVE DEVELOPMENT: SOCIAL STUDIES (CD-SS)			
GELDS Indicator			***Kindergarten Correlation***
Standard CD-SS3: The will demonstrate an awareness of geography in his/her community.			
CD-SS3.4a	Creates simple representations of home, school, and community.		**SSKG1.a** Differentiates land and water features on simple maps and globes. **SSKG1.b** Explains that maps and globes show a view from above. **SSKG1.c** Explains that maps and globes show features in a smaller size.
CD-SS3.4b	Identifies and describes aspects of his/her community.		**SSKG1.a** Differentiates land and water features on simple maps and globes.
Standard CD-SS4: The child will demonstrate an awareness of economics in his/her community.			
CD-SS4.4a	Completes jobs to contribute to his/her community and communicates why it is important.		**SSKCG1** Demonstrates an understanding of good citizenship.
CD-SS4.4b	Describes the roles and responsibilities of a variety of occupations.		**SSKE1** Describes the work that people do.
CD-SS4.4c	Describes how people interact economically and how goods and services are exchanged.		**SSKE2** Explains that people earn income by exchanging their human resources (physical and/or mental work) for wages and salaries. **SSKE3.a** Explains how money is used to purchase goods and services and distinguishes goods from services. **SSKE4** Explains that people must make choices because they cannot have everything they want.
CD-SS4.4d	Explores the uses of technology and understands its role in the environment.		***No correlation***
Standard CD-SS5: The child will understand the passage of time and how events are related.			
CD-SS5.4a	Recognizes and describes sequence of events with accuracy.		**SSKH3** Uses words and phrases related to chronology and time to explain how things change.
CD-SS5.4b	Differentiates between past, present, and future.		**SSKH3** Uses words and phrases related to chronology and time to explain how things change.

COGNITIVE DEVELOPMENT: SCIENCE (CD-SC)			
GELDS Indicator			***Kindergarten Correlation***
Standard CD-SC1: The child will demonstrate scientific inquiry skills.			
CD-SC1.4a	Uses senses to observe, classify, and learn about objects and environment.		**SKCS6** Students will understand the important features of the process of scientific inquiry.
CD-SC1.4b	Uses simple tools correctly to experiment, observe, and increase understanding.		**SKCS3** Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities. • **SKCS3a** Uses ordinary hand tools and instruments to construct, measure, and look at objects.
CD-SC1.4c	Records observations through dictating to an adult and drawing pictures or using other forms of writing.		**SKCS5** Students will communicate scientific ideas and activities clearly. • **SKSC5b** Begins to draw pictures that portray features of the thing being described.
CD-SC1.4d	Experiments, compares, and formulates hypotheses related to scientific properties.		**SKCS1** Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. • **SKCS1a** Raises questions about the world around you and is willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out. **SKCS4** Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters. **SKCS5** Students will communicate scientific ideas and activities clearly.
Standard CD-SC2: The child will demonstrate knowledge related to dynamic properties of the earth and sky.			
CD-SC2.4a	Describes properties of water, including changes to the states of water.		**SKE2** Students will describe the physical attributes of rocks and soils. • **SKE2c** Recognizes earth materials – soil, rocks, water, air, etc.
CD-SC2.4b	Explores and begins to describe properties of rocks, soil, sand, and mud.		**SKE2** Students will describe the physical attributes of rocks and soils. • **SKE2a** Uses senses to observe and group rocks by physical attributes such as large/small, heavy/light, smooth/rough, dark/light, etc. • **SKE2b** Uses senses to observe soils by physical attributes such as smell, texture, color, particle/grain size. • **SKE2c** Recognizes earth materials – soil, rocks, water, air, etc.
CD-SC2.4c	Makes simple observations of the characteristics, movement, and seasonal changes of sun, moon, stars, and clouds. Compares the day time/night time cycle.		**SKE1** Students will describe time patterns (such as day to night) and objects (such as sun, moon, stars) in the day and night sky. • **SKE1a** Describes the changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day. • **SKE1b** Classifies objects according to those seen in the day sky and those seen in the night sky. • **SKE1c** Recognizes that the sun applies heat and light to Earth.

COGNITIVE DEVELOPMENT: SCIENCE (CD-SC)			
GELDS Indicator			***Kindergarten Correlation***
Standard CD-SC2: The child will demonstrate knowledge related to dynamic properties of the earth and sky.			
CD-SC2.4d	Using appropriate vocabulary to discuss climate and changes in weather.		***No correlation***
Standard CD-SC3: The child will demonstrate knowledge related to living things and their environments.			
CD-SC3.4a	Observes, explores and describes a variety of animals and plants. Describes their basic needs and life cycles of living things.		**SK1** Students will sort living organisms and non-living materials into groups by observable physical attribute. • **SKL1b** Groups animals according to their observable features such as appearance, size, motion, where it lives, etc. • **SKL1c** Groups plants according to their observable features such as appearance, size, etc. **SKL2** Students will compare the similarities and differences in groups of organisms. • **SKL2a** Explains the similarities and differences in animals. (color, size, appearance, etc.) • **SKL2b** Explains the similarities and differences in plants (color, size, appearance, etc.)
CD-SC3.4b	Discriminates between living and non-living things.		**SK1** Students will sort living organisms and non-living materials into groups by observable physical attribute. • **SKL1a** Recognizes the difference between living organisms and non-living organisms.
CD-SC3.4c	Identifies and describes the functions of many body parts.		***No correlation***
Standard CD-SC4: The child will demonstrate knowledge related to physical science.			
CD-SC4.4a	Explores and describes position and movement of objects and toys.		**SKP2** Students will observe different types of motion. • **SKP2b** Pushes, pulls, and rolls common objects and describes their motions.
CD-SC4.4b	Investigates and describes different types or speeds of motion.		**SKP2** Students will observe different types of motion. • **SKP2a** Sorts objects into categories according to their motion.
CD-SC4.4c	Describes materials by their physical properties and states of matter.		**SKP1** Students will describe the objects in terms of the materials they are made of and their physical properties. • **SKP1a** Compares and sorts materials of different compositions. • **SKP1b** Uses senses to classify common materials, such as buttons or swatches of cloth, according to their physical attributes (color, shape, size, weight, texture, buoyancy, flexibility, etc.)

COGNITIVE DEVELOPMENT: SCIENCE (CD-SC)			
GELDS Indicator			***Kindergarten Correlation***
CD-SC4.4d	Uses classroom objects to function as simple machines to enhance child directed play.		***No correlation***
Standard CD-SC5: The child will demonstrate an awareness of and the need to protect his/her environment.			
CD-SC5.4a	Understands that people have an impact on the environment and participates in efforts to protect the environment.		***No correlation***

COGNITIVE DEVELOPMENT: CREATIVE DEVELOPMENT (CD-CR)			
GELDS Indicator			***Kindergarten Correlation***
Standard CD-CR1: The child participate in dance to express creativity.			
CD-CR1.4a	Uses dance to express thoughts, feelings, and energy. Uses dance as an outlet for creativity.		**DKFD.1** Identifies and demonstrates movement elements, skills, and terminology in dance. **DKFD.2** Understands and models dance etiquette as a classroom participant, performer, and observer. **DKFD.3** Understands and applies dance science to movement and dance technique. **DKFD.4** Understands and applies music concepts to dance. **DKCR.1** Demonstrates an understanding of creative and choreographic principles, processes, and structures. **DKCR.2** Demonstrates an understanding of dance as a way to create and communicate meaning. **DKRE.1** Demonstrates critical and creative thinking in all aspects of dance. **DKCO.1** Demonstrates and understands dance in various cultures and historical periods. **DKCO.2** Recognizes connections between dance and wellness. **DKCO.3** Explores dance as an art form through the use of media and technology. **DKCO.4** Demonstrates and understands dance as it relates to other areas of knowledge

COGNITIVE DEVELOPMENT: CREATIVE DEVELOPMENT (CD-CR)			
GELDS Indicator			***Kindergarten Correlation***
Standard CD-CR2: The child will create and explore visual art forms to develop artistic expression.			
CD-CR2.4a	Uses materials to create original work for self-expression and to express individual creativity.		**VAKMC.1** Engages in the creative process to generate and visualize ideas. **VAKMC.3** Selects and uses subject matter, symbols, and/or ideas to communicate meaning. **VAKPR.1** Creates artworks based on personal experience and selected themes. **VAKPR.2** Understands and applies media, techniques, and processes of two-dimensional works of art (e.g., drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills. **VAKPR.3** Understands and applies media, techniques, and processes of three-dimensional works of art (e.g., ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills. **VAKPR.4** Participates in appropriate exhibition(s) of artworks.
Standard CD-CR2: The child will create, observe, and analyze visual art forms to develop artistic expression.			
CD-CR2.4b	Observes and discusses visual art forms and compares their similarities and differences.		**VAKCU.1** Identifies artists and offers ideas about what art is and who artists are. **VAKCU.2** Views and discusses selected artworks. **VAKC.1** Applies information from other disciplines to enhance the understanding and production of artworks. **VAKC.2** Develops life skills through the study and production of art.
CD-CR2.4c	Shows appreciation for different types of art and the creative work of others.		**VAKAR.1** Discusses his or her own artwork and the artwork of others. **VAKAR.2** Utilizes a variety of approaches to understand and critique works of art.

COGNITIVE DEVELOPMENT: CREATIVE DEVELOPMENT (CD-CR)			
GELDS Indicator			***Kindergarten Correlation***
Standard CD-CR3: The child will use his/her voice, instruments, and objects to musically express creativity.			
CD-CR3.4a	Uses familiar rhymes, songs, or chants and musical instruments to express creativity.		**MKGM.1** Sings, alone and with others, a varied repertoire of music. **MKGM.2** Performs on instruments, alone and with others, a varied repertoire of music. **MKGM.3** Reads and notates music. **MKGM.4** Improvises melodies, variations, and accompaniments. **MKGM.5** Composes and arranges music within specified guidelines. **MKGM.6** Listens to, analyzes, and describes music. **MKGM.7** Evaluates music and music performances. **MKGM.8** Understands relationships between music, the other arts, and disciplines outside the arts. **MKGM.9** Understands music in relation to history and culture. **MKGM.10** Moves, alone and with others, to a varied repertoire of music.
Standard CD-CR4: The child will use dramatic play to express creativity.			
CD-CR4.4a	Participates in dramatic play presentations.		**TAESK.4** Designs and executes artistic and technical elements of theatre. **TAESK.5** Directs by conceptualizing, organizing, and conducting rehearsals for performance. **TAESK.7** Integrates various art forms, other content areas, and life experiences, to create theatre. **TAESK.11** Engages actively and appropriately as an audience member in theatre or other media experiences.
CD-CR4.4b	Uses dialogue, actions, objects, and imagination to tell a creative story.		**TAESK.2** Develops scripts through improvisation and other theatrical methods.
Standard CD-CR4: The child will use dramatic play to express creativity.			
CD-CR4.4c	Represents a character by using voice inflections and facial expressions.		**TAESK.3** Acts by developing, communicating, and sustaining roles within a variety of situations and environments.
CD-CR4.4d	Participates in dramatic play to express thoughts, feelings, and creativity.		**TAESK.**1 Analyzes and constructs meaning from theatrical experiences, dramatic literature, and electronic media. **TAESK.6** Researches cultural and historical information to support artistic choices. **TAESK.8** Examines the roles of theatre as a reflection of past and present civilization. **TAESK.9** Explores the relevance of theatre to careers. **TAESK.10** Critiques various aspects of theatre and other media using appropriate supporting evidence.

COGNITIVE DEVELOPMENT: COGNITIVE PROCESSES (CD-CP)			
GELDS Indicator			***Kindergarten Correlation***
Standard CD-CP1: The child will demonstrate awareness of cause/effect.			
CD-CP1.4a	Recognizes cause and effect relationships.		***No correlation***
CD-CP1.4b	Explains why simple events occur using reasoning skills.		***No correlation***
CD-CP1.4c	Draws conclusions based on facts and evidence.		***No correlation***
Standard CD-CP2: The child will use prior knowledge to build new knowledge.			
CD-CP2.4a	Explains how to use objects in new situations.		***No correlation***
CD-CP2.4b	Uses observation and imitation to transfer knowledge to new experiences.		***No correlation***
CD-CP2.4c	Uses information gained about familiar objects and people and can apply to a new situation.		***No correlation***
CD-CP2.4d	Makes, checks, and verifies predictions.		***No correlation***
CD-CP2.4e	Explains how an activity is built on or uses past knowledge.		***No correlation***
Standard CD-CP3: The child will demonstrate problem solving skills.			
CD-CP3.4a	Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.		***No correlation***
CD-CP3.4b	Uses both familiar and new strategies to solve a problem.		***No correlation***
CD-CP3.4c	With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem.		***No correlation***

GA
for Early Care and Learning

BRIGHT START
Georgia's Department of Early Care and Learning

The Georgia Early Care and Education Professional Development Competencies

Early Care and Education Professional
School-Age Care Professional
Program Administrator
Trainer
Technical Assistance Provider

Developed 1994-1995
Reviewed and Revised May 2006
Levels of Competence Added January 2007
Competencies and Levels for Trainers Added January 2007
Competencies and Professional Designations for Technical Assistance Providers Added November 2007

These Professional Development Competencies delineate the knowledge and skills for childhood care and education professionals (practitioners, teachers, caregivers, providers, group leaders, aides, directors, trainers, etc.) working in a variety of settings (child-care centers, preschools, pre-kindergarten programs, family child care and group homes, school-age care programs, etc.). The purpose of these competencies is to provide a blueprint for individual professional growth as well as guidelines for training and education programs that will meet the needs of professionals in the field.

Professional Development Competencies

Early Care and Education Professional, School-Age Care Professional, Program Administrator, Trainer, and Technical Assistance Provider

Early Care and Education Professional Competency Goals (ECE)

ECE-1	To understand and demonstrate the principles of child growth and development.
ECE-2	To establish and maintain a safe, healthy learning environment.
ECE-3	To advance physical and intellectual competence.
ECE-4	To support social and emotional development and provide positive guidance.
ECE-5	To establish positive and productive relationships with families.
ECE-6	To ensure a well-run, purposeful program responsive to each individual child's needs.
ECE-7	To maintain a commitment to professionalism.

School-Age Care Professional Competency Goals (SAC)

SAC-1	To understand the development of school-age children: Early School-Age (5-6); Middle School-Age (7-9), and Early Adolescence (10 and older).
SAC-2	To establish a safe, healthy environment and promote wellness.
SAC-3	To advance physical and intellectual competence and enhance recreational activity.
SAC-4	To support social and emotional development and provide positive guidance.
SAC-5	To establish positive and productive relationships with families.
SAC-6	To ensure a well-run, purposeful program responsive to the needs of each individual child.
SAC-7	To maintain a commitment to professionalism.

Program Administrator of Early Care and Education and School-Age Care Programs Competency Goals (ADM)

ADM-1	To develop and maintain an effective organization.
ADM-2	To plan and implement administrative systems that provide effective education and support programs.
ADM-3	To market the program to parents and the community.
ADM-4	To administer effectively a program of personnel management and staff development.
ADM-5	To maintain and develop the facility and equipment.
ADM-6	To possess legal knowledge necessary for effective management.
ADM-7	To foster good community relations and to influence child-care policy that affects the program.
ADM-8	To practice responsible financial management.
ADM-9	To maintain a commitment to ongoing personal/professional growth and development.

Trainer of Early Care and Education, School-Age Care, and Administrator Competency Categories (TRN)

* Indicators are listed for the following categories in the Trainer Competencies section of this publication.

TRN-1	Professionalism and Ethics
TRN-2	Instructional Design and Development
TRN-3	Knowledge of Content
TRN-4	Presentation Skills
TRN-5	Quality Assurance

Provider of Technical Assistance for Early Care and Education and School-Age Care Programs (TAP)

* Indicators are listed for the following categories in the Technical Assistance Provider Roles and Competencies section of this publication.

TAP-1	Partner
TAP-2	Needs Assessor
TAP-3	Facilitator of Change
TAP-4	Joint Problem Solver
TAP-5	Trainer/Educator
TAP-6	Information Specialist
TAP-7	Caseload Manager

Early Care and Education Professional

Competency Goals and Indicators (ECE)

ECE-1 To understand and demonstrate the principles of child growth and development.

Examples of beginning level competence:

A. Recalls knowledge of child growth and development theory and best practices as a foundation for working effectively with children, as demonstrated by the abilities to:

1. Describe stages of development and stages of play from infancy to age five.
2. Explain the sequence in which children develop physical skills.
3. Describe how children develop language skills.
4. Identify learning modes for children including sight, hearing, touch, taste, and smell.
5. Define self-concept and positive self-image.
6. Describe how samples of children's work helps to know each child individually.
7. Describe how children learn through active participation.
8. Identify developmentally appropriate behavior and state reasonable expectations for children.
9. Respond immediately to the needs of children who are crying or distressed.
10. List developmental milestones.
11. Describe individual temperament styles of adults and children.
12. Describe early learning and development standards for young children (i.e., *The Georgia Early Learning and Development Standards*).

B. Recognizes how cultural, social, health and economic statuses influence child development and learning, as demonstrated by the abilities to:

1. Identify individual children's interests, abilities, goals, and special needs.
2. Describe how children participate at their own level of interest and ability.
3. Identify each child's individual styles of interacting with others and making friends.
4. Describe the general characteristics and special needs of children.
5. Explain the importance of quality experiences and interactions for children with special needs.
6. Explain the interconnection of a variety of variables that affect a child's development (family situations, peers, personality, temperament, time of day, weather, need for sleep, hunger, availability of materials, etc.).

C. Awareness of current findings in brain research and best practices for infants, toddlers and preschoolers.

Examples of intermediate level competence:

A. Applies knowledge of child growth and development theory and best practices as a foundation for working effectively with children, as demonstrated by the abilities to:

1. Demonstrate understanding of stages of development and stages of play from infancy to age five.
2. Recognize the sequence in which children develop physical skills.
3. Describe a variety of methods for enhancing language development.
4. Stimulate children through all learning modes, including sight, hearing, touch, taste, and smell.
5. Discuss self-concept and promote a positive self-image.
6. Observe and collect samples of children's work in order to know each child individually.
7. Describe how to provide support for children to initiate the development of new skills, to build on existing knowledge and skills, and to practice newly acquired skills.
8. Explain developmentally appropriate behavior and practice reasonable expectations for children.
9. Respond and identify the needs of children who are crying or distressed.
10. Recognize developmental alerts or warning signs.
11. Use knowledge of individual temperament styles of adults and children to provide experiences to promote positive developmental outcomes.

12. Use knowledge of early learning and development standards for young children (i.e., *The Georgia Early Learning and Development Standards*).

B. Examines how cultural, social, health and economic statuses influence child development and learning, as demonstrated by the abilities to:

1. Use knowledge about each individual child's interests, abilities, goals, and special needs to plan appropriate learning experiences.
2. Allow children to participate at their own level of interest and ability.
3. Support each child's individual styles of interacting with others and making friends.
4. Demonstrate knowledge about the characteristics and special needs of children.
5. Provide quality experiences and interactions for children with special needs.
6. Determine the interconnection of a variety of variables that affect a child's development (family situations, peers, personality, temperament, time of day, weather, need for sleep, hunger, availability of materials, etc.).

C. Applies knowledge of current findings in brain research to implement best practices for infants, toddlers and preschoolers.

Examples of advanced level competence:

A. Integrates knowledge of child growth and development theory and best practices as a foundation for working effectively with children, as demonstrated by the abilities to:

1. Explain the integration of the stages of development and stages of play from infancy to age five in the curriculum and program.
2. Explain and evaluate the sequence in which children develop physical skills.
3. Evaluate how children develop language skills and demonstrate a variety of methods for enhancing language development.
4. Explain how children learn through all learning modes, including sight, hearing, touch, taste, and smell.
5. Value the importance of self-concept and promoting a positive self-image.
6. Evaluate samples of children's work in order to know each child individually.
7. Guide situations and provide support for children to initiate the development of new skills, to build on existing knowledge and skills, and to practice newly acquired skills.
8. Assess developmentally appropriate behavior and the importance of reasonable expectations for children.
9. Respond and interpret the needs of children who are crying or distressed.
10. Evaluate developmental milestones and respond to developmental alerts or warning signs.
11. Assess individual temperament styles of adults and children to provide experiences to promote positive developmental outcomes.
12. Integrate early learning and development standards for young children (i.e., *The Georgia Early Learning and Development Standards*) in program.

B. Interprets how cultural, social, health and economic statuses impacts child development and learning, as demonstrated by the abilities to:

1. Evaluate each individual child's interests, abilities, goals, and special needs to plan appropriate learning experiences.
2. Value the benefits of children participate at their own level of interest and ability.
3. Assess each child's individual styles of interacting with others and making friends.
4. Identify and discuss the characteristics and special needs of children.
5. Advocate for quality experiences and interactions for children with special needs.
6. Analyze the interconnection of a variety of variables that affect a child's development (family situations, peers, personality, temperament, time of day, weather, need for sleep, hunger, availability of materials, etc.).

C. Interprets knowledge of current findings in brain research to implement best practices for infants, toddlers and preschoolers.

ECE-2 To establish and maintain a safe, healthy learning environment.

Examples of beginning level competence:

A. Recognizes a safe environment to prevent and reduce injuries, as demonstrated by the abilities to:

1. Examine all safety aspects of toys and materials provided for use by children.

2. Describe supervision that is appropriate for the developmental levels of children.
3. Know and follow established emergency plans and procedures, including CPR (cardiopulmonary resuscitation) and first aid.

B. Discusses good health, nutrition, and an environment that contributes to the prevention of illnesses and the prevention of child abuse and neglect, as demonstrated by the abilities to:

1. Describe and demonstrate general hygiene practices consistently to reduce the spread of infectious diseases.
2. Describe process for cleaning and sanitizing materials used by children..
3. Describe and practice diapering/toileting procedures to reduce the spread of infectious diseases.
4. Describe and encourage health maintenance habits in children.
5. Describe meals/snacks that meet the USDA (United States Department of Agriculture) requirements for children's individual and special nutritional needs.
6. Describe a pleasant and relaxing meal-time experience.
7. Describe a pleasant and appropriate environment conducive to rest each day.
8. Understand good health and nutrition practices.

C. Recognizes how spaces, relationships, materials, and routines are resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning, and a feeling of ownership among the children, as demonstrated by the abilities to:

1. Describe well-arranged spaces that meet the developmental needs of children during routines and play.
2. Identify a variety of developmentally appropriate materials.
3. Name materials conducive for children's play.
4. Describe a schedule that meets children's needs for routines, play, and freedom of choice.
5. Describe how children can take care of their environment, both inside and outside.

Examples of intermediate level competence:

A. Provides a safe environment to prevent and reduce injuries, as demonstrated by the abilities to:

1. Routinely inspect the children's toys and materials to ensure that they are safe.
2. Provide supervision that is appropriate for the developmental levels of children.
3. Explain and follow established emergency plans and procedures, including CPR (cardiopulmonary resuscitation) and first aid.

B. Applies good health and nutrition knowledge and provides an environment that contributes to the prevention of illnesses and the prevention of child abuse and neglect, as demonstrated by the abilities to:

1. Employ general hygiene practices consistently to reduce the spread of infectious diseases.
2. Implement a process for cleaning and sanitizing materials used by children.
3. Practice diapering/toileting procedures to reduce the spread of infectious diseases.
4. Practice and encourage health maintenance habits in children.
5. Provide meals/snacks that meet the USDA (United States Department of Agriculture) requirement for children's individual and special nutritional needs.
6. Provide a pleasant and relaxing meal-time experience.
7. Provide a pleasant and appropriate environment conducive to rest each day.
8. Demonstrate good health and nutrition practices to others.

C. Uses spaces, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning, and a feeling of ownership among the children, as demonstrated by the abilities to:

1. Provide well-arranged spaces that meet the developmental needs of children during routines and play.
2. Make available a variety of developmentally appropriate materials.
3. Organize materials conducive for children's play.
4. Employ a schedule that meets children's needs for routines, play, and freedom of choice.
5. Encourage children to take care of their environment, both inside and outside.

Examples of advanced level competence:

A. Assesses and provides a safe environment to prevent and reduce injuries as demonstrated by the abilities to:

1. Monitor and guide others to ensure that all toys and materials provided for use by children are safe.
2. Assess and provide supervision that is appropriate for the developmental levels of children.
3. Review and revise as needed established emergency plans and procedures, including CPR (cardiopulmonary resuscitation) and first aid.

B. Determines good health and nutrition and provides an environment that contributes to the prevention of illnesses and the prevention of child abuse and neglect, as demonstrated by the abilities to:

1. Implement and evaluate general hygiene practices consistently to reduce the spread of infectious diseases.
2. Develop and review procedures that ensure all materials used by children are clean and sanitized.
3. Instruct and monitor others in correct diapering/toileting procedures to reduce the spread of infectious diseases.
4. Develop and lead others to encourage health maintenance habits in children.
5. Monitor and provide meals/snacks that meet the USDA (United States Department of Agriculture) requirements for children's individual and special nutritional needs.
6. Evaluate pleasant and relaxing meal-time experience.
7. Evaluate pleasant and appropriate environment conducive to rest each day.
8. Evaluate and adapt good health and nutrition practices.

C. Evaluates and uses spaces, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning, and a feeling of ownership among the children, as demonstrated by the abilities to:

1. Evaluate and provide well-arranged spaces that meet the developmental needs of children during routines and play.
2. Analyze the use of a variety of developmentally appropriate materials.
3. Evaluate and organize materials to enhance children's play.
4. Explain the importance of providing a schedule that meets children's needs for routines, play, and freedom of choice.
5. Develop and implement strategies to encourage children to take care of their environment, both inside and outside.

ECE- 3 To advance physical and intellectual competence.

Examples of beginning level competence:

A. Discusses a variety of equipment, activities, and opportunities to promote physical activities and development in children, as demonstrated by the abilities to:

1. Identify a variety of activities that enable children to develop their large (gross motor) and small (fine motor) muscles.
2. Give examples of program activities that meet the individual needs of all children, including those with special needs.
3. Describe opportunities for children to develop their senses.

B. Recognizes activities and opportunities that encourage curiosity, exploration, and problem-solving appropriate to the developmental levels and learning styles of children, as demonstrated by the abilities to:

1. Name a variety of developmentally appropriate materials and activities that encourage curiosity, exploration, and problem-solving.
2. Explain interactions with children that provide support for play, exploration, and learning (e.g., open-ended questions, scaffolding, etc.).
3. Identify and label each child's individual learning styles.
4. Describe developmentally appropriate materials and activities that encourage pre-math and pre-science concept development.

C. Understands active communications, opportunities and supports that are necessary for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings, as demonstrated by the abilities to:

1. Describe respectful communication with individual child.
2. Give examples of talking with children that are appropriate to their developmental level.
3. Identify ways to talk to children that support meaningful, open-ended conversations, individually and as members of groups.
4. Explain positive responses to children's attempts to communicate.

5. Identify ways to involve children in making decisions that are appropriate to their developmental levels (e.g., routines, activities, etc.).

D. Recognizes a variety of opportunities and support for children to understand, acquire, and use emergent literacy skills, as demonstrated by the abilities to:

1. Describe a developmentally appropriate, print-rich environment in which children learn about books, literature, and writing.
2. Identify rhymes, poems, songs, and finger-plays that help children develop emergent literacy skills, such as phonological awareness.
3. Identify ways to engage children in literacy activities, such as reading and writing.

E. Discusses opportunities that stimulate children to play with sound, rhythm, language, materials, spaces, and ideas in individual ways and to express their creative abilities, as demonstrated by the abilities to:

1. List examples of individual expression and creativity.
2. Explain developmentally appropriate musical experiences and equipment.
3. List examples of art experiences with varied mediums that are developmentally appropriate and open-ended.
4. Describe dramatic play experiences, with a variety of developmentally appropriate props that can be extended to other aspects of the curriculum and to other areas of the environment.
5. Identify and describe opportunities for a variety of developmentally appropriate block play experiences.

Examples of intermediate level competence:

A. Provides a variety of equipment, activities, and opportunities to promote physical activities and development in children, as demonstrated by the abilities to:

1. Offer a variety of activities that enable children to develop their large (gross motor) and small (fine motor) muscles.
2. Adapt program activities to meet the individual needs of all children, including those with special needs.
3. Offer opportunities for children to develop their senses.

B. Provides activities and opportunities that encourage curiosity, exploration, and problem-solving appropriate to the developmental levels and learning styles of children, as demonstrated by the abilities to:

1. Make available a variety of accessible developmentally appropriate materials and activities that encourage curiosity, exploration, and problem-solving.
2. Engage in interactions with children that provide support for play, exploration, and learning (e.g., open-ended questions, scaffolding, etc.).
3. Make adaptations for each child's individual learning styles.
4. Use developmentally appropriate materials and activities that encourage pre-math and pre-science concept development.

C. Actively communicates with children and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings, as demonstrated by the abilities to:

1. Engage in respectful communication with individual child.
2. Talk with children in ways that are appropriate to their developmental levels.
3. Employ various ways to talk to children and engage them in meaningful, open-ended conversations, individually and as members of groups.
4. Respond positively to children's attempts to communicate.
5. Involve children in making decisions that are appropriate to their developmental levels (e.g., routines, activities, etc.).

D. Provides a variety of opportunities and support for children to understand, acquire, and use emergent literacy skills, as demonstrated by the abilities to:

1. Use a developmentally appropriate, print-rich environment in which children learn about books, literature, and writing.
2. Use rhymes poems, songs, and finger-plays to help children develop emergent literacy skills, such as phonological awareness.
3. Encourage children to engage in literacy activities, such as reading and writing.

E. Provides opportunities that stimulate children to play with sound, rhythm, language, materials, spaces, and ideas in individual ways and to express their creative abilities, as demonstrated by the abilities to:

1. Acknowledge and appreciate individual expression and creativity in individuals.
2. Arrange a variety of developmentally appropriate musical experiences and equipment.

3. Use art experiences with varied mediums that are developmentally appropriate and open-ended.
4. Demonstrate dramatic play experiences, with a variety of developmentally appropriate props that can be extended to other aspects of the curriculum and to other areas of the environment.
5. Make available a variety of developmentally appropriate block play experiences.

Examples of advanced level competence:

A. Evaluates a variety of equipment, activities, and opportunities to promote physical activities and development in children, as demonstrated by the abilities to:

1. Design a variety of activities to ensure children develop their large (gross motor) and small (fine motor) muscles.
2. Plan, implement, and revise (as needed) program activities to meet the individual needs of all children, including those with special needs.
3. Compile data to design and evaluate opportunities for children to develop their senses.

B. Determines activities and opportunities that encourage curiosity, exploration, and problem-solving appropriate to the developmental levels and learning styles of children, as demonstrated by the abilities to:

1. Plan, implement, and critique a variety of developmentally appropriate and accessible materials and activities that encourage curiosity, exploration, and problem-solving.
2. Formulate, practice, and assess interactions with children that provide support for play, exploration, and learning (e.g., open-ended questions, scaffolding, etc.).
3. Create, assess, and revise activities to meet each child's individual learning style.
4. Design, assess, and critique developmentally appropriate materials and activities that encourage pre-math and pre-science concept development.

C. Determines appropriate opportunities for active communication and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings as demonstrated by the abilities to:

1. Formulate, practice, and record frequent and respectful communication with each individual child.
2. Construct and modify ways of talking with children that are appropriate to their developmental levels.
3. Compose, practice, and modify ways to talk and engage children in meaningful, open-ended conversations, individually and as members of groups.
4. Integrate positive responses to children's attempts to communicate throughout the day.
5. Formulate or modify practices to increase ways of involving children in making decisions that are appropriate to their developmental levels (e.g., routines, activities, etc.).

D. Incorporates a variety of opportunities that support children's understand, acquisition, and use emergent literacy skills, as demonstrated by the abilities to:

1. Create a developmentally appropriate, print-rich environment in which children learn about books, literature, and writing.
2. Integrate and critique the use of rhymes, poems, songs, and finger-plays to help children develop emergent literacy skills, such as phonological awareness.
3. Formulate or modify practices to encourage children to engage in literacy activities, such as reading and writing.

E. Incorporates opportunities that stimulate children to play with sound, rhythm, language, materials, spaces, and ideas in individual ways and to express their creative abilities, as demonstrated by the abilities to:

1. Assess and modify practices to encourage and appreciate individual expression and creativity.
2. Plan and implement a variety of developmentally appropriate musical experiences and equipment.
3. Design art experiences with varied mediums that are developmentally appropriate and open-ended.
4. Prepare, implement, and assess many opportunities for dramatic play experiences, with a variety of developmentally appropriate props that can be extended to other aspects of the curriculum and to other areas of the environment.
5. Plan and implement opportunities for a variety of developmentally appropriate block play experiences.

ECE-4 To support social and emotional development and provide positive guidance.

Examples of beginning level competence:

A. Describes the importance of physical and emotional security for each child and helps her/him to know, accept, and take pride in herself/himself and to develop a sense of independence, as demonstrated by the abilities to:

1. Identify communications that show each child is important, respected, and valued.
2. Describe a secure, trusting relationship with each child.
3. Name ways to help each child develop a sense of security through nurturing interactions, predictable routines, and a safe environment.
4. Identify self-help skills to promote each child's developing independence and initiative.
5. Identify signs of readiness for toilet training that support each child in a positive, relaxed environment.
6. Identify and discuss opportunities for children to experience success by building on current knowledge and skills, practicing new skills, and constructing new knowledge.
7. List ways to support children and families during separation anxiety and through transitions to new environments or groups.
8. List varied opportunities for children to recognize and name their own feelings.

B. Recognizes that each child needs to feel accepted in the group, he/she needs help learning to communicate and to get along with others, express feelings of empathy and mutual respect with other children and adults, as demonstrated by the abilities to:

1. Label feelings of empathy and respect for others.
2. Describe characteristics of unbiased curriculum that promotes recognition and appreciation of racial, ethnic, and ability differences and similarities.
3. Explain ways to encourage children to respect themselves, others, and the environment.
4. Describe varied opportunities to develop skills for entering into social groups and friendships, and for fostering other pro-social behavior.

C. Appreciates a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as members of groups, as demonstrated by the abilities to:

1. Identify strategies (e.g., routines, transitions, room arrangements, choice activities, etc.) for avoiding problems.
2. Identify appropriate positive guidance techniques that reflect knowledge of each child's temperament and developmental level.
3. Explain a variety of appropriate, positive guidance/discipline methods, such as listening, reinforcing, redirecting, offering choices, and setting and enforcing limits
4. List ways that allow children to experience both logical and natural consequences for their behaviors so that they can learn how to take responsibility for their actions.
5. Describe consequences of negative discipline methods, such as spanking, threatening, shouting, or shaming so as not to incorporate these in classroom practices.
6. Name the steps of conflict resolution that guide children through the process.
7. Identify ways to involve children in the establishment of guidelines for acceptable and appropriate behaviors.

Examples of intermediate level competence:

A. Provides physical and emotional security for each child and helps her/him to know, accept, and take pride in herself/himself and to develop a sense of independence, as demonstrated by the abilities to:

1. Show each child that he/she is important, respected, and valued.
2. Establish a secure, trusting relationship with each child.
3. Model ways to help each child develop a sense of security through nurturing interactions, predictable routines, and a safe environment.
4. Assist and encourage self-help skills to promote each child's developing independence and initiative.
5. Respond to the signs of readiness for toilet training to support each child in a positive, relaxed environment.
6. Use opportunities for children to experience success by building on current knowledge and skills, practicing new skills, and constructing new knowledge.
7. Support and assist children and families during separation anxiety and through transitions to new environments or groups.
8. Use varied opportunities for children to recognize and name their own feelings.

B. Implements practices that helps each child feel accepted in the group, helps her/him learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among children and adults, as demonstrated by the abilities to:

1. Encourage and model feelings of empathy and respect for others.
2. Use unbiased curriculum that promotes recognition and appreciation of racial, ethnic, and ability differences and similarities.
3. Demonstrate ways to encourage children to respect themselves, others, and the environment.

4. Use varied opportunities to develop skills for entering into social groups and friendships, and for fostering other pro-social behavior.

C. Provides a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as members of groups, as demonstrated by the abilities to:

1. Distinguish strategies (e.g., routines, transitions, room arrangements, choice activities, etc.) for avoiding problems.
2. Use appropriate positive guidance techniques that reflect knowledge of each child's temperament and developmental level.
3. Use a variety of appropriate, positive guidance/discipline methods, such as listening, reinforcing, redirecting, offering choices, and setting and enforcing limits.
4. Employ ways to allow children to experience both logical and natural consequences for their behaviors so that they can learn how to take responsibility for their actions.
5. Analyze the consequences of negative discipline methods, such as spanking, threatening, shouting, or shaming, so as not to incorporate them into classroom practice.
6. Use the steps of conflict resolution to guide children through the process.
7. Test ways to involve children in the establishment of guidelines for acceptable and appropriate behaviors.

Examples of advanced level competence:

A. Develops and implements practices that builds physical and emotional security for each child and helps her/him to know, accept, and take pride in herself/himself and to develop a sense of independence, as demonstrated by the abilities to:

1. Design and implement practices that each child is important, respected, and valued.
2. Develop secure, trusting relationship with each child.
3. Formulate ways to help each child develop a sense of security through nurturing interactions, predictable routines, and a safe environment.
4. Arrange opportunities for self-help skills that promote each child's developing independence and initiative.
5. Plan ways to integrate the signs of readiness for toilet training in a supportive, positive, and relaxed environment.
6. Design and integrate opportunities for children to experience success by building on current knowledge and skills, practicing new skills, and constructing new knowledge.
7. Plan, implement, and revise (if needed) support for children and families during separation anxiety and through transitions to new environments or groups.
8. Design and integrate varied opportunities for children to recognize and name their own feelings.

B. Fosters individual acceptance for each child, fosters communication and getting along with others, and encourages feelings of empathy and mutual respect among children and adults, as demonstrated by the abilities to:

1. Design opportunities to express feelings of empathy and respect for others.
2. Use data to plan and implement unbiased curriculum that promotes recognition and appreciation of racial, ethnic, and ability differences and similarities.
3. Plan, implement, and assess ways to encourage children to respect themselves, others, and the environment.
4. Arrange varied opportunities to develop skills for entering into social groups and friendships, and for fostering other pro-social behavior.

C. Determines a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as members of groups, as demonstrated by the abilities to:

1. Implement strategies (e.g., routines, transitions, room arrangements, choice activities, etc.) for avoiding problems.
2. Plan and implement appropriate positive guidance techniques that reflect knowledge of each child's temperament and developmental level.
3. Use observational methodology to formulate a variety of appropriate positive guidance/discipline methods, such as listening, reinforcing, redirecting, offering choices, and setting and enforcing limits that meet the needs of each child.
4. Facilitate ways to allow children to experience both logical and natural consequences for their behaviors so that they can learn how to take responsibility for their actions.
5. Evaluate the consequences of negative discipline methods, such as spanking, threatening, shouting, or shaming, so as not to incorporate them into classroom practices.
6. Plan and implement the steps of conflict resolution to guide children through the process.
7. Facilitate ways to involve children in the establishment of guidelines for acceptable and appropriate behaviors.

ECE-5 To establish positive and productive relationships with families.

Examples of beginning level competence:

A. Discusses an open, friendly, and cooperative relationship with each child's family, that encourages the family's involvement in the program, and supports the child's relationship with her/his family, as demonstrated by the abilities to:

1. Acknowledge opportunities to appreciate children's families as part of the regular program.
2. Describe friendships and mutual support between families and staff, while respecting professional boundaries.
3. Recognize the importance of using information about each family's beliefs, cultures, and child-rearing practices in interactions and experiences with children.
4. Identify regular opportunities for each family to learn about and understand a child's development to strengthen parenting knowledge and skills.
5. Identify information about resources to help families meet their needs through linkages to services and opportunities.
6. Describe how to respond to, and provide appropriate support for, families under stress or in crisis.

B. Awareness of how a program assists in preventing child abuse and neglect, as demonstrated by the abilities to:

1. Identify best practices that foster children's social competence.
2. Observe, recognize, and respond to early warning signs of child abuse or neglect.
3. Describe how to assist families in making social connections with other parents and with the staff.

Examples of intermediate level competence:

A. Maintains an open, friendly, and cooperative relationship with each child's family, encourages the family's involvement in the program, and supports the child's relationship with her/his family, as demonstrated by the abilities to:

1. Provide a variety of opportunities to appreciate children's families as part of the regular program.
2. Engage in friendships and mutual support between families and staff, while respecting professional boundaries.
3. Use information about each family's beliefs, cultures, and child-rearing practices in interactions and experiences with children.
4. Offer regular opportunities for each family to learn about and understand a child's development to strengthen parenting knowledge and skills.
5. Provide information about resources to help families meet their needs through linkages to services and opportunities.
6. Respond to, and provide appropriate support for, families under stress or in crisis.

B. Provides a program that assists in preventing child abuse and neglect, as demonstrated by the abilities to:

1. Use best practices that foster children's social competence.
2. Observe, recognize, and respond to early warning signs of child abuse or neglect.
3. Assist families in making social connections with other parents and with the staff.

Examples of advanced level competence:

A. Advocates for an open, friendly, and cooperative relationship with each child's family, encourages the family's involvement in the program, and supports the child's relationship with her/his family, as demonstrated by the abilities to:

1. Evaluate a variety of opportunities to appreciate children's families as part of the regular program.
2. Facilitate friendships and mutual support between families and staff, while respecting professional boundaries.
3. Integrate information about each family's beliefs, cultures, and child-rearing practices in interactions and experiences with children.
4. Analyze and revise (if needed) opportunities for each family to learn about and understand a child's development to strengthen parenting knowledge and skills.
5. Search for and keep abreast of information about resources to help families meet their needs through linkages to services and opportunities.
6. Guide others to respond and provide appropriate support for families under stress or in crisis.

B. Incorporates a prevention of child abuse and neglect focus as demonstrated by the abilities to:

1. Analyze and implement best practices that foster children's social competence.
2. Guide others to observe, recognize, and respond to early warning signs of child abuse or neglect.

3. Determine effective ways to assist families in making social connections with other parents and with the staff.

ECE-6 To ensure a well-run, purposeful program responsive to each individual child's needs.

Examples of beginning level competence:

A. Discusses all available resources to ensure an effective operation, as demonstrated by the abilities to:

1. List materials and equipment appropriate to the developmental needs of children.
2. Explain how the communities, school systems, regulatory agencies, and health and social services work together to meet the needs of individual children and families.
3. Describe activities that are responsive to individual children (e.g., special needs, cultures, languages spoken, various ages, highly active or withdrawn, health-restricted, in-crisis, etc.), in order to promote inclusive, welcoming environments for all children.
4. Identify, report, and respond to the needs of abused, neglected, or deprived children in the child-care setting.

B. Participates in organizing, planning and recordkeeping, as demonstrated by the abilities to:

1. Describe observation and assessment as bases for planning individualized learning experiences and activities.
2. Explain the importance of keeping records that contain accurate information about the growth, health, behavior, and progress of each child and the group.
3. Identify developmental and behavioral information to share with families and other professionals.
4. Explains procedures for smooth transitions from one group to another.

C. Communicates and cooperates with coworkers, as demonstrated by the abilities to:

1. Participate with others to help orient new staff, substitutes, or volunteers to routines and to the abilities and individual needs of each child.
2. Practice cooperation, support coworkers, and encourage teamwork.

D. Participates in ongoing program-evaluation and program-improvement efforts.

Examples of intermediate level competence:

A. Uses all available resources to ensure an effective operation, as demonstrated by the abilities to:

1. Obtain materials and equipment appropriate to the developmental needs of children.
2. Establish liaisons with communities, school systems, regulatory agencies, and health and social services to meet the needs of individual children and families.
3. Provide activities that are responsive to individual children (e.g., special needs, cultures, languages spoken, various ages, highly active or withdrawn, health-restricted, in-crisis, etc.), in order to promote inclusive, welcoming environments for all children.
4. Identify, report, and respond to the needs of abused, neglected, or deprived children in the child-care setting.

B. Organizes, plans, and keeps records, as demonstrated by the abilities to:

1. Use observation and assessment as bases for planning individualized learning experiences and activities.
2. Maintain records concerning the growth, health, behavior, and progress of each child and the group.
3. Share developmental and behavioral information with families and other professionals.
4. Employ procedures for smooth transitions from one group to another.

C. Communicates and cooperates with coworkers, as demonstrated by the abilities to:

1. Orient new staff, substitutes, or volunteers to routines and to the abilities and individual needs of each child.
2. Practice cooperation, support coworkers, and encourage teamwork.

D. Participates in ongoing program-evaluation and program-improvement efforts.

Examples of advanced level competence:

A. Assesses available resources to ensure an effective operation, as demonstrated by the abilities to:

1. Adapt materials and equipment to meet the developmental needs of children.
2. Initiate and maintain liaisons with communities, school systems, regulatory agencies, and health and social services to meet the needs of individual children and families.
3. Develop, implement, analyze, and modify activities to be responsive to individual children (e.g., special needs, cultures, languages spoken, various ages, highly active or withdrawn, health-restricted, in-crisis, etc.), in order to promote inclusive, welcoming environments for all children.
4. Identify, report, and respond to the needs of abused, neglected, or deprived children in the child-care setting.

B. Develops and implements recordkeeping procedures, as demonstrated by the abilities to:

1. Evaluate observation and assessment appropriate for planning individualized learning experiences and activities.
2. Interpret records concerning the growth, health, behavior, and progress of each child and the group.
3. Interpret developmental and behavioral information with families and other professionals.
4. Develop and implement procedures for smooth transitions from one group to another.

C. Facilitates communication and cooperation with coworkers, as demonstrated by the abilities to:

1. Guide new staff, substitutes, or volunteers to routines and to the abilities and individual needs of each child.
2. Guide others to value cooperation, support coworkers, and encourage teamwork.

D. Implements ongoing program-evaluation and program-improvement efforts.

ECE-7 To maintain a commitment to professionalism.

Examples of beginning level competence:

A. Has knowledge of her/his own professional performance and continues to learn more about working with young children and families, as demonstrated by the abilities to:

1. Identify self-assessment activities and goals for improvement.
2. Attend staff meetings.
3. Read professional books and periodicals about child development and early childhood education practices.
4. Join professional early childhood organizations.
5. Identify appropriate training and formal educational opportunities to improve.

B. Understands his/her role as a child-care advocate for children and families as well as professional ethics, while balancing personal and professional life, as demonstrated by the abilities to:

1. Explain decisions based on knowledge of early childhood theories and practices, and promote quality in child-care services.
2. Describe regulatory, legislative, and workforce issues and how they affect the development and welfare of young children.
3. Explain program philosophies, goals, and objectives through words and actions.
4. Describe how to be a role model for children and families.
5. Explain confidentiality and principles of ethical conduct and privacy laws.
6. List program practices that balance work and home life at all levels (physical, social, emotional, intellectual).

Examples of intermediate level competence:

A. Examines her/his own performance and continues to learn more about working with young children and families, as demonstrated by the abilities to:

1. Practice self-assessment and set goals for improvement.
2. Participate in staff meetings.
3. Use information from professional books and periodicals about child development and early childhood education practices.

4. Participate in professional early childhood organizations.
5. Participate in training and formal educational opportunities to improve.

B. Serves as a child-care advocate for children and families and applies professional ethics, while balancing personal and professional life, as demonstrated by the abilities to:

1. Make decisions based on knowledge of early childhood theories and practices, and promote quality in child-care services.
2. Analyze regulatory, legislative, and workforce issues and how they affect the development and welfare of young children.
3. Demonstrate program philosophies, goals, and objectives through words and actions.
4. Demonstrate a positive attitude and serve as a role model for children and families.
5. Demonstrate confidentiality and uphold principles of ethical conduct and privacy laws.
6. Establish program practices that balance work and home life at all levels (physical, social, emotional, intellectual).

Examples of advanced level competence:

A. Determines her/his own performance and continues to learn more about working with young children and families, as demonstrated by the abilities to:

1. Collect regular self-assessment and revise goals for improvement.
2. Integrate information from staff meetings into classroom performance and interactions.
3. Plan and implement information from professional books and periodicals about child development and early childhood education practices.
4. Design and include, as appropriate, ideas from professional early childhood organizations into practice.
5. Include ideas from training and formal educational opportunities to improve.

B. Determines his/her role as a child-care advocate for children and families and as well as professional ethics, while balancing personal and professional life, as demonstrated by the abilities to:

1. Include decisions based on knowledge of early childhood theories and practices, and promote quality in child-care services.
2. Evaluate regulatory, legislative, and workforce issues and how they affect the development and welfare of young children.
3. Plan and implement program philosophies, goals, and objectives through words and actions.
4. Self-asses positive attitudes and serve as a role model for children and families.
5. Value confidentiality and principles of ethical conduct and privacy laws.
6. Integrate program practices that balance work and home life at all levels (physical, social, emotional, intellectual).

School-Age Care Professional

Competency Goals and Indicators (SAC)

SAC-1	To understand the development of school-age children: Early School-Age (5-6), Middle School-Age (7-9), and Early Adolescence (10 and older).

Examples of beginning level competence:

A. Discusses developmental characteristics in each age group served.

B. Understands child and youth development across all age groups.

C. Acknowledges gender and cultural differences in child and youth development, and recognizes programs free from biases.

D. Discusses unique characteristics that affect the development of children with special needs.

Examples of intermediate level competence:

A. Applies specialization of knowledge in each age group served.

B. Applies knowledge of child and youth development across all program areas.

C. Examines gender and cultural differences in child/youth development and components of unbiased programs.

D. Examines unique characteristics that affect the development of children with special needs.

Examples of advanced level competence:

A. Develops specialization in each age group served.

B. Integrates into practice knowledge of child and youth development across all program areas.

C. Develops and evaluates unbiased programs.

D. Assesses unique characteristics that affect the development of children with special needs.

SAC-2	To establish a safe, healthy environment and promote wellness.

Examples of beginning level competence:

A. Demonstrates proficiency in CPR (cardiopulmonary resuscitation) and first aid.

B. Recognizes strategies for prevention of child abuse.

C. Discusses a safe environment to prevent and reduce the incidence of illnesses and injuries, and meets licensing safety standards.

D. Discusses good health, physical activity, and good nutrition.

E. **Understands public health standards and USDA (United States Department of Agriculture) nutritional guidelines.**

F. **Has knowledge of safety/health issues of children with special needs.**

G. **Recognizes nonviolent conflict resolutions and is able to support children in these efforts.**

H. **Discusses age-appropriate supervision and intervention using guidelines and procedures to create emotionally and physically safe environments.**

I. **Acknowledges appropriate procedures to provide short-term crisis management related to health issues (e.g., depression, stress, drug abuse, teen pregnancy, etc.).**

J. **Understands guidelines and procedures to refer participants in crisis to appropriate resources.**

K. **Discusses established emergency plans and procedures.**

L. **Understands how to use spaces, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning and a feeling of ownership.**

Examples of intermediate level competence:

A. **Demonstrates proficiency in CPR (cardiopulmonary resuscitation) and first aid.**

B. **Uses strategies for prevention of child abuse.**

C. **Provides a safe environment to prevent and reduce the incidence of illnesses and injuries, and meets licensing safety standards.**

D. **Promotes good health, physical activity, and good nutrition.**

E. **Meets public health standards and USDA (United States Department of Agriculture) nutritional guidelines.**

F. **Demonstrates awareness of safety/health issues of children with special needs.**

G. **Demonstrates knowledge of nonviolent conflict resolutions and is able to support children in these efforts.**

H. **Provides age-appropriate supervision and intervention using guidelines and procedures to create emotionally and physically safe environments.**

I. **Implements appropriate procedures to provide short-term crisis management related to health issues (e.g., depression, stress, drug abuse, teen pregnancy, etc.).**

J. **Demonstrates knowledge in utilizing guidelines and procedures to refer participants in crisis to appropriate resources.**

K. **Follows established emergency plans and procedures.**

L. **Uses spaces, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning and a feeling of ownership.**

Examples of advanced level competence:

A. **Maintains proficiency in CPR (cardiopulmonary resuscitation) and first aid.**

B. **Integrates strategies for prevention of child abuse.**

C. **Assesses safety practices in the environment to prevent and reduce the incidence of illnesses and injuries, and meets licensing safety standards.**

D. **Develops policies and processes to encourage good health, physical activity, and good nutrition.**

E. **Develops policies and processes to meet public health standards and USDA (United States Department of Agriculture) nutritional guidelines.**

F. **Integrates knowledge of safety/health issues of children with special needs.**

G. **Explains nonviolent conflict resolutions and is able to support children in these efforts.**

H. **Incorporates age-appropriate supervision and intervention and develops guidelines and procedures to create emotionally and physically safe environments.**

I. **Assesses and initiates appropriate procedures to provide short-term crisis management related to health issues (e.g., depression, stress, drug abuse, teen pregnancy, etc.).**

J. **Assesses and incorporates guidelines and procedures to refer participants in crisis to appropriate resources.**

K. **Plans, implements and reviews (as needed) established emergency plans and procedures.**

L. **Evaluates spaces, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning and a feeling of ownership.**

SAC-3 To advance physical and intellectual competence and enhance recreational activity.

Examples of beginning level competence:

A. **Describes a program appropriate for school-age children that includes new and varied activity choices.**

B. **Discusses opportunities for children to develop problem-solving and critical thinking skills.**

C. **Recognizes that flexibility allows choices that match children's needs and interests.**

D. **Understands children need the option of choosing rest or relaxation.**

E. **Recognizes that a variety of equipment and activities and regularly scheduled opportunities promote physical activity and development in school-age children, including children with special needs.**

F. **Describes opportunities for children to be aware of, and become involved in, the community and career-awareness activities.**

G. **Discusses opportunities that stimulate creativity, through activities in areas such as music, drawing, fine arts, drama, and language.**

H. **Gives examples of learning opportunities free from biases.**

Examples of intermediate level competence:

A. **Utilizes a program appropriate for school-age children that includes new and varied activity choices.**

B. **Provides opportunities for children to develop and use problem-solving and critical thinking skills.**

C. **Demonstrates flexibility to allow choices that match children's needs and interests.**

D. **Gives children the option of choosing rest or relaxation.**

E. **Provides and utilizes a variety of equipment and activities and schedules regular opportunities to promote physical activity and development in school-age children, including children with special needs.**

F. **Provides opportunities for children to be aware of, and become involved in, the community and career-awareness activities.**

G. **Provides opportunities that stimulate creativity, through activities in areas such as music, drawing, fine arts, drama, and language.**

H. **Provides learning opportunities free from biases.**

Examples of advanced level competence:

A. **Plans, implements and revises (as needed) a program appropriate for school-age children that includes new and varied activity choices.**

B. **Designs opportunities for children to develop and use problem-solving and critical thinking skills.**

C. **Integrates flexibility to allow choices that match children's needs and interests.**

D. **Incorporates the idea that children need the option of choosing rest or relaxation.**

E. **Plans, implements and revises (as needed) a variety of equipment and activities and adjusts the schedule (as needed) to incorporate regular opportunities to promote physical activity and development in school-age children, including children with special needs.**

F. **Incorporates opportunities for children to be aware of, and become involved in, the community and career-awareness activities.**

G. **Creates opportunities that stimulate creativity, through activities in areas such as music, drawing, fine arts, drama, and language.**

H. **Evaluates learning opportunities free from biases.**

SAC-4 To support social and emotional development and provide positive guidance.

Examples of beginning level competence:

A. **Recalls active communications, opportunities, and support that are necessary for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.**

B. **Understands the importance of physical and emotional security to help each child know, accept, and take pride in herself/himself.**

C. **Recognizes that children need the freedom to develop independence and accept responsibility for their actions.**

D. **Recognizes that each child can feel accepted in the group by learning communication skills (e.g., getting along with others, and encouraging feelings of empathy and mutual respect among children and adults, etc.).**

E. **Understands the importance of peer relationships and close friendships in the lives of school-age children.**

F. **Describes relationships that are accepting of differences and free from biases.**

G. **Discusses the development of social skills and facilitates appropriate interactions with both mixed and same-age groups.**

H. **Describes a supportive environment in which children learn and practice appropriate and acceptable behaviors as individuals and as members of a group.**

I. **Identifies opportunities for children to development leadership skills.**

Examples of intermediate level competence:

A. **Communicates actively with children, and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.**

B. **Provides physical and emotional security to help each child know, accept, and take pride in herself/himself.**

C. **Provides children the freedom to develop independence and accept responsibility for their actions.**

D. **Helps each child feel accepted in the group by learning communication skills (e.g., getting along with others, and encouraging feelings of empathy and mutual respect among children and adults, etc.).**

E. **Provides opportunities that develop the importance of peer relationships and close friendships in the lives of school-age children.**

F. **Encourages relationships that are accepting of differences and free from biases.**

G. **Promotes the development of social skills and facilitates appropriate interactions with both mixed and same-age groups.**

H. **Provides a supportive environment in which children learn and practice appropriate and acceptable behaviors as individuals and as members of a group.**

I. **Provides opportunities for children to development leadership skills.**

Examples of advanced level competence:

A. **Determines appropriate opportunities for active communications with children, and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.**

B. **Builds physical and emotional security to help each child know, accept, and take pride in herself/himself.**

C. **Supports freedom for children to develop independence and accept responsibility for their actions.**

D. **Fosters the acceptance of each child in the group by refining communication skills (e.g., getting along with others, and encouraging feelings of empathy and mutual respect among children and adults, etc.).**

E. **Values the importance of peer relationships and close friendships in the lives of school-age children.**

F. **Values relationships that are accepting of differences and free from biases.**

G. **Incorporates the development of social skills and facilitates appropriate interactions with both mixed and same-age groups.**

H. **Plans a supportive environment in which children learn and practice appropriate and acceptable behaviors as individuals and as members of a group.**

I. **Incorporates opportunities for children to development leadership skills.**

SAC-5 To establish positive and productive relationships with families.

Examples of beginning level competence:

A. **Discusses the role of an open, friendly, and cooperative relationship with each child's family, encouraging the family's involvement in the program and supporting the child's relationship with her/his family.**

B. **Discusses diversity of families and unbiased relationships with all families served.**

C. **Understands program guidelines for referral of families in crisis.**

D. **Describes how to advocate for individual children and their families.**

E. **Identifies the caregiver's role and responsibility in helping school-age children, youth and their families cope with family issues.**

F. **Identifies family strengths and how to support them.**

G. **Identifies community agencies/support groups for referral.**

H. **Identifies factors and strategies that build resiliency in families and children.**

Examples of intermediate level competence:

A. **Maintains an open, friendly, and cooperative relationship with each child's family, encouraging the family's involvement in the program and supporting the child's relationship with her/his family.**

B. **Respects the diversity of families and maintains unbiased relationships with all families served.**

C. **Uses program guidelines for referral of families in crisis.**

D. **Acts as an advocate for individual children and their families.**

E. **Provides appropriate assistance for school-age children, youth and their families coping with family issues.**

F. **Examines family strengths and how to support them.**

G. **Refers families to appropriate community agencies/support groups.**

H. **Explains factors and develops strategies that build resiliency in families and children.**

Examples of advanced level competence:

A. **Assesses and implements practices that maintain an open, friendly, and cooperative relationship with each child's family, encouraging the family's involvement in the program and supporting the child's relationship with her/his family.**

B. **Implements and reviews practice that support the diversity of families and maintains unbiased relationships with all families served.**

C. **Plans, implements and revises (as needed) program guidelines for referral of families in crisis.**

D. **Examines and assesses role as an advocate for individual children and their families.**

E. **Develops ways to incorporate the caregiver's role and responsibility in helping school-age children, youth and their families cope with family issues.**

F. **Examines family strengths and develops ways to support them.**

G. **Values collaboration between community agencies/support groups for referring families and children.**

H. **Incorporates knowledge of factors and examines strategies that build resiliency in families and children.**

SAC-6	To ensure a well-run, purposeful program responsive to the needs of each individual child.

Examples of beginning level competence:

A. **Discusses the goals and philosophies of the program.**

B. **Discusses all available resources to ensure effective operation.**

C. **Participates in organizing, planning and keeping accurate records.**

D. **Recognizes the importance of effective communication and cooperation with coworkers.**

E. **Describes ways children can take ownership in the program.**

F. **Understands the importance of open communication with the host agency or school and understands the roles and responsibilities of all involved parties.**

G. **Recognizes ongoing program-evaluation and program-improvement efforts.**

H. **Identifies activities that are responsive to individual children (e.g., special needs, various ages, hyperactive, health- restricted, in-crisis, etc.).**

I. **Defines, identifies, and reports the needs of abused, neglected, or deprived children.**

Examples of intermediate level competence:

A. **Implements the goals and philosophies of the program.**

B. **Uses all available resources to ensure effective operation.**

C. **Organizes, plans, and keeps accurate records.**

D. **Communicates effectively and cooperates with coworkers.**

E. **Encourages children to take ownership in the program by providing opportunities for sharing ideas and making decisions that contribute to shaping the program to meet the children's needs.**

F. **Maintains open communication with the host agency or school and understands the roles and responsibilities of all involved parties.**

G. **Participates in ongoing program-evaluation and program-improvement efforts.**

H. **Uses activities that are responsive to individual children (e.g., special needs, various ages, hyperactive, health-restricted, in-crisis, etc.).**

I. **Meets the needs of abused, neglected, or deprived children.**

Examples of advanced level competence:

A. **Supports the goals and philosophies of the program.**

B. **Assesses all available resources to ensure effective operation.**

C. **Develops and implements accurate recordkeeping procedures.**

D. **Facilitates effective communication and cooperation with coworkers.**

E. **Plans, implements, and revises (as needed) ways to encourages children to take ownership in the program through opportunities for sharing ideas and making decisions that contribute to shaping the program to meet the children's needs.**

F. **Incorporates open communication with the host agency or school and understands and incorporates the roles and responsibilities of all involved parties.**

G. **Incorporates ongoing program-evaluation and program-improvement efforts.**

H. **Plans, implements, and modifies activities to be responsive to individual children (e.g., special needs, various ages, hyperactive, health-restricted, in-crisis, etc.).**

I. **Assesses the needs of abused, neglected, or deprived children.**

SAC-7 To maintain a commitment to professionalism.

Examples of beginning level competence:

A. **Has knowledge of child and youth development theory and appropriate practices and promotes quality in school-age services.**

B. **Identifies opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.**

C. **Attends staff meetings.**

D. **Describes the characteristics of a positive role model for children and families.**

E. **Explains confidentiality and upholds principles of ethical conduct.**

F. **Explains regulatory, legislative, and workforce issues and how they affect the welfare of children.**

G. **Describes a positive attitude toward her/his role in working with children.**

H. **Describes the program's philosophy, goals, and objectives.**

I. **Describes information necessary to be effective through a variety of resources (e.g., education/training, professional association memberships, books and periodicals, networking with other professionals, etc.).**

Examples of intermediate level competence:

A. **Makes decisions based on knowledge of child and youth development theory and appropriate practices and promotes quality in school-age services.**

B. **Takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.**

C. **Participates in staff meetings.**

D. **Acts as a positive role model for children and families.**

E. **Demonstrates confidentiality and upholds principles of ethical conduct.**

F. **Analyzes regulatory, legislative, and workforce issues and how they affect the welfare of children.**

G. **Demonstrates a positive attitude toward her/his role in working with children.**

H. **States program's philosophy, goals, and objectives through words and actions.**

I. Uses information necessary to be effective through a variety of resources (e.g., education/training, professional association memberships, books and periodicals, networking with other professionals, etc.).

Examples of advanced level competence:

A. Incorporates knowledge of child and youth development theory to make decision about appropriate practices and promotes quality in school-age services.

B. Integrates opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.

C. Integrates information from staff meetings into classroom practice and interactions.

D. Creates opportunities to be a positive role model for children and families.

E. Values confidentiality and upholds principles of ethical conduct.

F. Evaluates regulatory, legislative, and workforce issues and how they affect the welfare of children.

G. Incorporates a positive attitude toward her/his role in working with children.

H. Reflects the program's philosophy, goals, and objectives through words and actions.

I. Self – assesses and pursues information necessary to be effective through a variety of resources (e.g., education/training, professional association memberships, books and periodicals, networking with other professionals, etc.).

Program Administrator

of Early Care and Education and School-Age Care Programs

Competency Goals and Indicators (ADM)

Note: After October, 2005, Bright from the Start requires directors of newly-opening licensed childcare centers to take a 40-hour Director's Training class.

ADM-1 To develop and maintain an effective organization.

Examples of beginning level competence:

A. Recognizes internal and external factors that influence the program and its goals by:

1. Recalling the program's history, philosophy, goals, structure, and legal responsibilities.
2. Describing applicable regulations, including the rights of licensee.
3. Discussing the role of boards, advisory groups and host agencies.
4. Discussing the role of a "community spirit" among staff, families, boards or advisory groups, and children.

B. Understands management philosophy through the use of:

1. A clear mission statement.
2. Clear objectives based on the program's values
3. Clear understanding of child-care needs in the community served.

C. Recalls the principles of organizational management.

D. Recognizes that management strategies should include effective use of time, short-term problem-solving, long-term planning, conflict resolution and other resources.

E. Recognizes the importance of program evaluation and all of its components.

F. Identifies strategic-planning techniques designed to ensure long-term success of the program and its ability to adapt to changing conditions.

G. Recognizes program efficiency should include the use of technology.

Examples of intermediate level competence:

A. Uses internal and external factors that influence the program and its goals by:

1. Effectively using the program's history, philosophy, goals, structure, and legal responsibilities.
2. Complying with applicable regulations, including the rights of licensee.
3. Working with boards, advisory groups and host agencies.
4. Providing a sense of "community spirit" among staff, families, boards or advisory groups, and children.

B. Employs management philosophy that includes:

1. A clear mission statement.
2. Clear objectives based on the program's values
3. Clear understanding of child-care needs in the community served.

C. Examines the principles of organizational management.

D. Selects management strategies that include effective use of time, short-term problem-solving, long-term planning, conflict resolution and other resources.

E. **Uses evaluation information to change and improve the program.**

F. **Discusses strategic-planning techniques designed to ensure long-term success of the program and its ability to adapt to changing conditions.**

G. **Provides program efficiency that includes the use of technology.**

Examples of advanced level competence:

A. **Determines internal and external factors that influence the program and its goals by:**

1. Incorporating the program's history, philosophy, goals, structure, and legal responsibilities.
2. Incorporating applicable regulations, including the rights of licensee.
3. Incorporating suggestions from boards, advisory groups and host agencies.
4. Facilitating the development of a "community spirit" among staff, families, boards or advisory groups, and children.

B. **Develops and implements a management philosophy that includes:**

1. A clear mission statement.
2. Clear objectives based on the program's values
3. Clear understanding of child-care needs in the community served.

C. **Implements the principles of organizational management.**

D. **Develops and implements management strategies that include effective use of time, short-term problem-solving, long-term planning, conflict resolution and other resources.**

E. **Evaluates the program and all its components, and uses the evaluation information to change and improve the program.**

F. **Plans and implements program activities based on strategic-planning techniques designed to ensure long-term success of the program and its ability to adapt to changing conditions.**

G. **Determines an organized system that includes the use of technology to improve efficiency.**

ADM-2 To plan and implement administrative systems that effectively carry out the program's mission, goals, and objectives.

Examples of beginning level competence:

A. **Understands developmentally appropriate curriculum and daily programs in all domains of development, as demonstrated by the abilities to:**

1. Understand the special needs of individuals and of the age groups served, such as infant, toddler, preschool, school-age, and multi-ages.
2. Recognize that enrollment and transitions contribute to separation and adjustment issues for all children and parents.
3. Understand how to handle common child-care/school-age issues, such as diapering, feeding, toilet training, peer interactions, multi-age groupings, and the involvement of school-age children in program decisions.
4. Discuss with staff age-appropriate positive guidance techniques such as conflict resolution and crisis management.
5. Understand culturally, socially, and linguistically diverse curriculum reflective of the enrollment and the community.
6. Recognize the importance of child observations as a tool for building curriculum and assessing and meeting needs.

B. **Discusses with families, a child's development, program and policy issues, and the business aspects of caring for the child, as demonstrated by the abilities to:**

1. Identify ways to help staff communicate and develop relationships with families.

2. Discuss accommodating families' diverse backgrounds and parenting expectations.
3. Discuss child development and behavioral expectations of children in group settings.
4. Identify information to assist families in their parenting roles.
5. Identify information on community resources related to all aspects of family life.
6. Identify social services and/or health services appropriate for families' needs.

C. Has knowledge of up-to-date nutrition, health, and safety program components, as demonstrated by the abilities to:

1 Identify the components of a food program that meets USDA (United States Department of Agriculture) guidelines.
2. Identify appropriate indoor and outdoor play safety practices.
3. Describe regular opportunities for physical activities.

Examples of intermediate level competence:

A. Applies and guides others to implement developmentally appropriate curriculum and daily programs in all domains of development, as demonstrated by the abilities to:

1. Apply knowledge of the special needs of individuals and of the age groups served, such as infant, toddler, preschool, school-age, and multi-ages.
2. Manage enrollment and transitions and give attention to separation and adjustment issues for all children and parents.
3. Give direction and support to handle common child-care/school-age issues, such as diapering, feeding, toilet training, peer interactions, multi-age groupings, and the involvement of school-age children in program decisions.
4. Give direction and support age-appropriate positive guidance techniques and to handle issues, such as conflict resolution and crisis management.
5. Implement culturally, socially, and linguistically diverse curriculum that is reflective of the enrollment and the community.
6. Implement child observations as a tool for building curriculum and assessing and meeting needs.

B. Actively involves staff and families in communications about child development, program and policy issues, and the business aspects of caring for the child, as demonstrated by the abilities to:

1. Guide/mentor staff communication and relationships skills with families.
2. Help staff identify and accommodate diverse backgrounds and meet parenting expectations.
3. Provide education opportunities for families that focus on child development and behavioral expectations of children in group settings.
4. Provide information and support to assist families in their parenting roles.
5. Provide information on community resources related to all aspects of family life.

C. Provides up-to-date information to others on nutrition, health, and safety program components, as demonstrated by the abilities to:

1 Include a food program that meets USDA (United States Department of Agriculture) guidelines.
2. Maintain appropriate indoor and outdoor play safety practices.
3. Ensure regular opportunities for physical activities.

Examples of advanced level competence:

A. Implements and assesses developmentally appropriate curriculum and daily programs in all domains of development, as demonstrated by the abilities to:

1. Determine the special needs of individuals and of the age groups served, such as infant, toddler, preschool, school-age, and multi-ages.
2. Develop ways to guide staff to manage enrollment, transitions, separation and adjustment issues for all children and parents.
3. Evaluate and advise staff dealing with common child-care/school-age issues, such as diapering, feeding, toilet training, peer interactions, multi-age groupings, and the involvement of school-age children in program decisions.
4. Assess age-appropriate positive guidance techniques and guide staff to handle issues through conflict resolution and crisis management.
5. Ensure that the curriculum is culturally, socially, and linguistically diverse, as reflective of the enrollment and the community.
6. Support and guide staff in the use of child observations as a tool for building curriculum, assessing and meeting needs.

B. Evaluates and analyzes effective communication with families about child development, program and policy issues, and caring for the child, as demonstrated by the abilities to:

1. Evaluate and monitor staff communication styles contributing to positive relationships with families.
2. Evaluate process for accommodating diverse backgrounds and parenting expectations.
3. Educate families and the general public about child development and behavioral expectations of children in group settings.
4. Interpret and develop ways to help staff use information to assist families in their parenting roles.

C. Supports up-to-date nutrition, health, and safety program components, as demonstrated by the abilities to:

1 Regularly evaluate processes for providing a food program that meets USDA (United States Department of Agriculture) guidelines.
2. Evaluate and ensure appropriate indoor and outdoor play safety practices.
3. Evaluate regular opportunities for physical activities.

ADM-3 To market the program to parents and the community.

Examples of beginning level competence:

A. Understands supply-and-demand characteristics of the area served, and list ways the program might respond to those needs.

B. Understands how to market the program, including defining the image of the program, the appearance of the building, and appropriate marketing materials (e.g., advertisements, brochures, promotional campaigns, staff incentives, etc.).

C. Recognizes appropriate responses to parental inquiries, including defining the role of all staff in marketing, handling phone calls, tours

D. Understands the importance of optimum enrollment.

Examples of intermediate level competence:

A. Uses supply-and-demand characteristics of the area served, and position the program to respond needs.

B. Participates in efforts to market the program, including defining and maintaining the image of the program, maintaining the appearance of the building, developing appropriate marketing materials (e.g., advertisements, brochures, promotional campaigns, staff incentives, etc.), and tracking the effectiveness of marketing.

C. Manage responses to parental inquiries and direct staff in handling phone calls, tours, and managing a waiting list.

D. Maintains optimum enrollment.

Examples of advanced level competence:

A. Assesses, plans, and implements strategies that reflect the supply-and-demand characteristics of the area served, and positions the program to respond to those needs.

B. Creates techniques to market the program, including defining and maintaining the image of the program, maintaining the appearance of the building, developing appropriate marketing materials (e.g., advertisements, brochures, promotional campaigns, staff incentives, etc.), and tracking the effectiveness of marketing.

C. Critiques responses to parental inquiries and implements changes as needed.

D. Plans and implements strategies that optimize enrollment.

ADM-4 To administer effectively a program of personnel management and staff development.

***Note**: This competency goal and the related indicators are not relevant to family child-care providers unless they employ other staff.*

Examples of beginning level competence:

A. Identifies and manages personnel policies.

B. Understands and manages payroll, fringe benefits.

C. Employs staff management techniques by:

1. Recruits, selects, and uses strategies to retain quality staff.
2. Schedules staff consistent with enrollment patterns, involves staff in scheduling decisions, and secures and supervises substitutes.
3. Identifies and facilitates staff development opportunities that include orientation, in-service, and career development training.
4. Identifies professional development appropriate to each individual.
5. Develops and manages a formal staff-evaluation process that is based on observation and provides opportunities for regular and continuous self-evaluation.

D. Identifies and describes positive human relations techniques, including team-building and conflict resolution.

E. Identifies individualized guidance, coaching, and supervision for each employee, as demonstrated by the abilities to:

1. Communicate clear expectations for performance.
2. Support staff members in their development and accomplishment of professional goals and objectives.
3. Motivate and challenge staff to set high standards.
4. Observe objectively and give constructive feedback in a way that helps staff to grow professionally.
5. Supervise and monitor staff so that quality job performance is recognized and inadequate job performance leads to remediation and/or termination when necessary.
6. Describes different supervisory styles and methods to meet the individual needs of staff members.
7. Model appropriate behavior.

Examples of intermediate level competence:

A. Adapts personnel policies to meet the needs of the program.

B. Determines ongoing staff management issues by:

1. Using strategies to retain quality staff.
2. Adapt staff development opportunities that include orientation, in-service, and career development training.
3. Motivates staff members to participate in professional development appropriate to each individual.
4. Monitors and changes as needed a formal staff-evaluation process that is based on observation and provides opportunities for regular and continuous self-evaluation.

C. Employs positive human relations techniques, including team-building and conflict resolution.

D. Provides individualized guidance, coaching, and supervision for each employee tailored to their ability levels and goals.

Examples of advanced level competence:

A. Analyzing and adapting ongoing staff management.

B. Mentors staff in positive human relations techniques, including team-building and conflict resolution.

C. Mentors each employee according to their ability levels and goals.

ADM-5	**To maintain and develop the facility and equipment.**

Examples of beginning level competence:

A. Understands necessary compliance procedures for all applicable codes — fire, occupational safety, health, sanitation, building, zoning – and state licensures rules and regulations by:

1. Describing the steps necessary to maintain clean, safe buildings and grounds.
2. Explaining how all program vehicles will be reviewed for safety and assurance of good repair.
3. Identifying agencies and contacts necessary to comply with codes (fire, health, etc.) and other licensure regulations.

B. Recognizes appropriate and effective space design/ room arrangements based on knowledge of environmental psychology and childhood development by:

1. Identifying safe indoor, outdoor and playground equipment and materials.
2. Describing age-appropriate indoor, outdoor and playgroup equipment and materials.

C. Explains all security practices.

D. If space is shared, the beginning administrator can:

1. Define a mutually positive relationship with host and/or other users.
2. Explain ways staff can use shared space.

Examples of intermediate level competence:

A. Establishes procedures necessary to comply with all applicable codes — fire, occupational safety, health, sanitation, building, zoning – and state licensure rules and regulations by:

1. Applying the steps necessary to maintain clean, safe buildings and grounds.
2. Reviewing all program vehicles for safety and assurance of good repair.
3. Working with agencies and contacts necessary to comply with codes (fire, health, etc.) and other licensure regulations.

B. Provides appropriate and effective space design/ room arrangements based on knowledge of environmental psychology and childhood development by:

1. Supplying safe indoor, outdoor and playground equipment and materials.
2. Supplying age-appropriate indoor, outdoor and playgroup equipment and materials.

C. Establishes security practices.

D. If space is shared, the intermediate administrator can:

1. Negotiate a mutually positive relationship with host and/or other users.
2. Motivate staff in the use of shared space.

Examples of advanced level competence:

A. Maintains procedures necessary to comply with all applicable codes — fire, occupational safety, health, sanitation, building, zoning – and state licensure rules and regulations by:

1. Planning and implementing the steps necessary to maintain clean, safe buildings and grounds.
2. Evaluating program vehicles for safety and assurance of good repair.
3. Developing plans to maintain compliance with codes (fire, health, etc.) and other licensure regulations.

B. Creates appropriate and effective space design/ room arrangements based on knowledge of environmental psychology and childhood development by:

1. Organizing and ensuring safe indoor, outdoor and playground equipment and materials.

2. Organizing and ensuring age-appropriate indoor, outdoor and playgroup equipment and materials.

C. Maintains security practices.

D. If space is shared, the advanced administrator can:

1. Maintain a mutually positive relationship with host and/or other users.
2. Support staff in the use of shared space.

ADM-6 To possess legal knowledge necessary for effective management.

Examples at all levels of competence:

A. Works with legal counsel and demonstrates general knowledge of:

1. Applicable regulatory standards.
2. Custody issues that affect .
3. Child abuse and neglect laws.
4. Mandated reporting laws for child abuse and neglect.
5. Confidentiality laws that affect children.
6. Labor laws that affect children.
7. Anti-discrimination laws (including disability laws) that affect children and employees.
8. Potential liability issues.
9 Occupational Safety & Health Administration (OSHA; United States Department of Labor) rules.
10. Contracts that affect the program.

ADM-7 To foster good community relations and to influence child-care policy that affects the program.

Examples of beginning level competence:

A. Is familiar with community services and functions that may include:

1. Other child-care programs (differences and similarities, salary information, fees and service options, and working relationships with other administrators).
2. Child-care resource and referral agencies and services offered to parents and providers.
3. Vendors and service providers needed by the program and/or by families.
4. Current child-care policies and changes that affect the program including regulatory policies, funding policies, and government structures.
5. Legislative processes and avenues for participation.
6. Media and other methods to develop public support and outreach.

B. Recognizes community networks and coalitions, including relationships with public schools.

C. Is familiar with various communication skills, including:

1. Public speaking.
2. Writing (proposals, business plans, grants, etc.).
3. Supervising the production of brochures, flyers, parent handbooks, etc.
4. Giving media interviews and maintaining media contacts.
5. Maintaining regular communication with other advocates.

D. Recognizes the importance of an ongoing commitment to educate the community on issues affecting children and child-care programs.

Examples of intermediate level competence:

A. Possesses knowledge of community services and functions that may include:

1. Other child-care programs (differences and similarities, salary information, fees and service options, and working relationships with other administrators).
2. Child-care resource and referral agencies and services offered to parents and providers.
3. Vendors and service providers needed by the program and/or by families.
4. Current child-care policies and changes that affect the program including regulatory policies, funding policies, and government structures.
5. Legislative processes and avenues for participation.
6. Media and other methods to develop public support and outreach.

B. Uses community networks and coalitions as needed, including relationships with public schools.

C. Demonstrates communication skills, including:

1. Public speaking.
2. Writing (proposals, business plans, grants, etc.).
3. Supervising the production of brochures, flyers, parent handbooks, etc.
4. Giving media interviews and maintaining media contacts.
5. Maintaining regular communication with other advocates.

D. Uses an ongoing commitment to educate the community on issues affecting children and child-care programs.

Examples of advanced level competence:

A. Assesses community services and functions that may include:

1. Other child-care programs (differences and similarities, salary information, fees and service options, and working relationships with other administrators).
2. Child-care resource and referral agencies and services offered to parents and providers.
3. Vendors and service providers needed by the program and/or by families.
4. Current child-care policies and changes that affect the program including regulatory policies, funding policies, and government structures.
5. Legislative processes and avenues for participation.
6. Media and other methods to develop public support and outreach.

B. Builds community networks and coalitions as needed, including relationships with public schools.

C. Creates opportunities to build community relationships and influence public policy by:

1. Giving speeches.
2. Writing (proposals, business plans, grants, etc.).
3. Supervising the production of brochures, flyers, parent handbooks, etc.
4. Giving media interviews and maintaining media contacts.
5. Maintaining regular communication with other advocates.

D. Maintains ongoing commitment to educate the community on issues affecting children and child-care programs.

ADM-8 To practice responsible financial management.

Note: *These indicators are needed by program administrators serving as executives fully responsible for the operation of programs. If the income side of the budget is someone else's responsibility, the administrator may not need the full range of competency indicators. Administrators of small programs need the competency indicators at "a more generalist level" than administrators of large programs.*

Examples at all levels of competence:

A. Assumes responsibility for financial management and facilitates decision-making by directing financial staff on methods to present figures for income, expenditures, enrollments, and other information, as demonstrated by the abilities to:

1. Understand and use financial tools and concepts, including budget, fixed and variable expense, cash flow, analysis of budget variation, staffing plans, and breakeven analysis.
2. Understand concepts of income projection, including pricing strategies, effect of discount policies, and full-time equivalent enrollment.
3. Ensure cost-effective purchase of supplies and equipment.
4. Maintain accurate and complete financial expenditure reports.
5. Collect tuition fees in an efficient and tactful manner.
6. Develop a compensation structure that rewards staff retention and increased knowledge and skills.
7. Identify federal, state, and local funding sources, both public and private.
8. Mobilize needed resources that may include the use of fundraising, unrelated business income, value-added programs, grants, or the purchase of service agreements.

ADM-9 To maintain a commitment to ongoing personal/professional growth and development.

Examples of beginning level competence:

A. Has knowledge of her/his personal leadership style and is aware of that style's impact on the organization.

B. Understands her/his personal philosophy of early care and education.

C. Recognizes the importance of professional development based on personal assessment.

D. Attends relevant training to maintain up-to-date knowledge and skills based on current research and practices in the field of early care and education.

E. Understands the role of a mentor for staff members and families, as well as for individuals within the surrounding community.

F. Recognizes the importance of memberships in professional organizations and child-advocacy groups.

G. Understands the role of professional support systems.

H. Understands the importance of striking a balance between professional, program, and personal responsibilities

I. Recognizes policies and practices to support a smooth transition between child-care and the home or school for all domains (e.g., physical, social, emotional, intellectual.)

J. Understands an appropriate professional code of ethics.

Examples of intermediate level competence:

A. Examines her/his personal leadership style and uses that style's impact on the organization.

B. Uses her/his personal philosophy of early care and education.

C. Demonstrates professional development skills based on his/her personal assessment.

D. **Participates in relevant training to maintain up-to-date knowledge and skills based on current research and practices in the field of early care and education.**

E. **Serves as a mentor for staff members and families, as well as for individuals within the surrounding community.**

F. **Participates in professional organizations and child-advocacy groups.**

G. **Establishes professional support systems.**

H. **Demonstrates a balance between professional, program, and personal responsibilities.**

I. **Uses policies and practices to allow a smooth transition between child-care and the home or school for all domains (e.g., physical, social, emotional, intellectual.)**

J. **Uses an appropriate professional code of ethics.**

Examples of advanced level competence:

A. **Assesses her/his personal leadership style and is aware of that style's impact on the organization.**

B. **Develops and articulates her/his personal philosophy of early care and education.**

C. **Develops a plan for continuous professional development based on personal assessment.**

D. **Incorporates relevant training to maintain up-to-date knowledge and skills based on current research and practices in the field of early care and education.**

E. **Creates opportunities to serve as a mentor for staff members and families, as well as for individuals within the surrounding community.**

F. **Maintains memberships in professional organizations and child-advocacy groups.**

G. **Maintains professional support systems.**

H. **Maintains a balance between professional, program, and personal responsibilities.**

I. **Incorporates policies and practices to support a smooth transition between child-care and the home or school for all domains (e.g., physical, social, emotional, intellectual.)**

J. **Plans and implements an appropriate professional code of ethics.**

Trainers

of Early Care and Education, School-Age Care, and Program Administrator Professionals

Competency Categories and Indicators

Trainers of Early Care and Education, School-Age Care, and Program Administrator Professionals must be approved through the Georgia Training Approval or provide training under the supervision and auspices of an Approved Entity. Detailed requirements for trainers with Trainer I, Trainer II, and Trainer III designation appear in the Trainer Designation Matrix following the trainer competency categories. More information about state-approved training can be found at www.training.decal.ga.gov.

CATEGORY – 1 Professionalism and Ethics

A competent trainer:

A. **Maintains an appropriate level of competence in the field including a broad knowledge of current trends, theory, and practice in areas of expertise and seeks growth in areas of limited knowledge.**

B. **Recognizes the limits of his/her competence, culture, and experience in providing services and neither seeks nor accepts assignments outside those limits.**

C. **Is aware of own personal values, biases, dispositions and the possible effect on others.**

D. **Accepts responsibility of ethical business practices (i.e., certificate distribution, hours given, conflicts of interest).**

E. **Keeps current with the changes in the early childhood care and education system.**

F. **Reaches agreement with client regarding goals, costs, risks, limitations, and anticipation of outcomes prior to providing service.**

G. **Values and integrates diversity into the delivery of training/professional development.**

H. **Adheres to the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct for Adult Educators (www.naeyc.org).**

I. **Promotes professionalism in the early childhood care and education field.**

J. **Maintains a balance between personal and professional life.**

CATEGORY – 2 Instructional Design and Development

A competent trainer:

A. **Bases training design and development on accurate, current, and job-related information consistent with sound theories and principles of adult learning (e.g., adults desire practical application, adults learn best if they have control over the learning environment).**

B. **Assesses and meets the professional developmental level and characteristics of the target audience.**

C. **Writes learning objectives that are based on participants' level of knowledge and experience and are descriptive of desired competence.**

D. **Chooses instructional methods and materials that are appropriate for the proposed learning objectives (e.g., self-reflection, group discussion, demonstrations, multi-media presentations, visual aids).**

E. **Develops measurable learning objectives, evaluates participant achievement during, and at the conclusion of the training.**

F. Organizes a training format to fulfill learning objectives and to meet participant needs.

G. Maintains flexibility based on continual assessment of training.

H. Identifies points in content presentation where participant resistance or discomfort may occur and is prepared to adapt appropriately.

CATEGORY – 3 Knowledge of Content

A competent trainer:

A. Possesses extensive knowledge and practical experience in the presentation topic area. Is familiar with a variety of childhood care and education settings, professional developmental levels of participants, and adapts content as needed.

B. Researches the current trends in the topic area and synthesizes these findings to support learning objectives.

C. Bases training content on accurate, current information consistent with sound theories and principles of child development, developmentally appropriate practice, early learning and development standards (i.e., ***Georgia Early Learning and Development Standards***) accurate interpretation of quality standards and licensing and legal regulations.

D. Maintains resources that are current and topic-related to refer to concerning controversial issues, questions, or experiences (e.g., appropriate persons, agencies, publications).

E. Facilitates connections between theory and practice by integrating information that is comprehensive, meaningful, and relevant to participants' needs.

F. Includes an awareness of the value of diversity, uniqueness, and abilities of all children and families in training provided.

G. Understands and applies basic principles of human cognition/learning and demonstrates sensitivity to the needs of the adult learner.

CATEGORY – 4 Presentation Skills

A competent trainer:

A. Provides an introduction, overview of learning objectives, content presentation with summary, and evaluation in the specified timeframe.

B. Delivers training based on principles of adult learning using a variety of instructional methods and media appropriate for the proposed learning objectives (e.g., group discussion, questions, teams, role-play, games, and visual aids/multi-media presentations).

C. Adapts training to respond to participants' current knowledge and expectations (e.g., ethnic diversity, learning styles, specials needs, and unique settings).

D. Facilitates and continually assesses group dynamics to ensure learner involvement, interactions, and participation.

E. Creates a supportive, flexible environment appropriate to adult learners (i.e., making eye contact, responding to individual needs).

F. Relates effectively with individuals and groups.

G. Communicates clearly and audibly, avoiding distracting expressions and mannerisms.

H. Uses effective transitions to link content and learning objectives throughout the training.

I. Provides an environment that addresses incorrect responses and guides participant to appropriate conclusions.

J. **Uses appropriate humor and avoids using jokes and stories of questionable taste.**

K. **Maintains poise and professionalism under duress.**

CATEGORY – 5 Quality Assurance

A competent trainer:

A. **Provides a positive learning environment.**

B. **Estimates expenses accurately.**

C. **Uses promotional materials reflective of training content.**

D. **Manages environment and logistics and adapts a well-run, purposeful training program responsive to the needs of the participants.**

E. **Uses self-reflections and evaluation to improve subsequent programs.**

F. **Maintains accurate records, resolves lingering issues following the training, and ensures that reporting requirements are completed in a timely manner.**

G. **Provides positive learning climate (addressing special needs of participants, appropriate room arrangement, solving facility and equipment problems, providing recognition to participants) and clarifies logistical issues(e.g. restrooms, cell phones).**

Georgia Trainer Designation Matrix

Individuals who wish to provide training for child care licensing credit must be approved with a trainer designation of Specialty Trainer, Trainer I, Trainer II, or Trainer III. Requirements for each of these designations are provided in the chart below.

Once you are approved with a trainer designation, every training you plan to provide must be submitted and approved in order for the training to count for licensing credit.

The **Specialty Trainer** designation is only for those ***who do not meet the requirements for Trainer I, II or III*** but who do have qualifications in a specialty field relevant to early childhood education, such as Special Needs/Inclusion, Health and Safety, or Administrative Management of Programs (see definition below for more info). **ECE is *not* considered a specialty field.** The Trainer I, II, and III designations are for those who wish to provide training in ECE.

← ***Designations*** →

↓ ***Requirements*** ↑

	Specialty Trainer *(see above)*	***Trainer I***	***Trainer II***	***Trainer III***
Basic Requirements	1. **Trainer Orientation** 2. Two professional letters of recommendation (dated & written within past 6 months)	1. **Trainer Orientation** 2. Two professional letters of recommendation (dated & written within past 6 months)	1. **Trainer Orientation** 2. Two professional letters of recommendation (dated & written within past 6 months)	1. **Trainer Orientation** 2. Two professional letters of recommendation (dated & written within past 6 months)
Education*	1. Bachelor's degree with a major/minor consistent with the specialty area *- or -* 2. Bachelor's degree (any field) *and* a professional license or credential relevant to the specialty area	1. Bachelor's degree in Early Childhood Education or Child Development *- or -* 2. Bachelor's degree with 225 clock hours of **ECE/CD-related coursework**	1. Bachelor's degree in Early Childhood Education or Child Development *- or -* 2. Bachelor's degree with 225 clock hours of **ECE/CD-related coursework**	1. Graduate degree in Early Childhood Education or Child Development *- or -* 2. Graduate degree with 225 clock hours of graduate-level **ECE/CD-related coursework**
Adult Learning*	40 clock hours of **adult learning**	**N/A**	**N/A**	**N/A**
Training for Trainers (TFT)	**N/A**	**Training for Trainers I**, 40 hours	1. **Training for Trainers I**, 40 hours *- and -* 2. **TFT II**, 20 hours	1. **Training for Trainers I**, 40 hours *- and -* 2. **TFT II**, 20 hours *- and -* 3. **TFT III**, 20 hours
Experience	3 years of experience relevant to specialty area as documented on a résumé	3 years of **early care and education experience** as documented on a résumé	3 years of **early care and education experience** as documented on a résumé	3 years of **early care and education experience** as documented on a résumé
Professional Development	**N/A**	**N/A**	Provided **professional development** for adults for at least 30 hours	Provided **professional development** for adults for at least 50 hours
Permitted Training Levels	Approved specialty area, Beginning Level only	1. Beginning Level 2. Intermediate Level (with having completed TFT II)	1. Beginning Level 2. Intermediate Level 3. Advanced Level (with having completed TFT III)	1. Beginning Level 2. Intermediate Level 3. Advanced Level

* All degrees and coursework must be from an **institution accredited by a CHEA or USDE recognized agency.**

See the following page for details about these requirements. For more information about becoming a state-approved trainer, visit www.training.decal.ga.gov.

Georgia Trainer Designation Definitions

Adult Learning: The adult learning requirement refers to training you have *received* in how *adults* learn and process information. Transcripts or documentation of other professional development training may be used to meet this requirement.

Early Care and Education Experience: A total of three years of experience as reported on a résumé must be supervised, may be paid or unpaid, and must involve children or programs serving young children from birth through age five. Experience counts as either (1) **Direct** only or (2) a combination of **Direct** and **Indirect**. Indirect only experience will not sufficiently meet the experience requirement.

Direct Experience: If using a combination of direct and indirect experience, **at least one year (12 months)** in either of the direct experience options below must be included:

- Experience working directly with groups of young children from birth through age five
- Director of a center or family day care home (*Involves working on-site directly with children and adults in a child care setting on a day-to-day basis)*

Indirect Experience: May be used only in combination with at least one year of direct experience. Indirect experience includes:

- Experience as a technical assistance provider from a state or federally approved project to provide technical assistance as:
  - Inclusion coordinator or education coordinator
  - Conducted observations/assessments using nationally recognized instruments (*Applicant must have received training on instruments utilized)*
  - Other TA experience to be reviewed by Georgia Training Approval
- Experience teaching High School/College/University level early childhood or child development specific course

ECE/CD-Related Coursework: Degrees outside of Early Childhood Education or Child Development must include at least 15 semester hours or 25 quarter hours in early childhood education or child development related coursework. (Documentation of a total of at least 225 clock hours focused on child development content, i.e., CDA training, ECE/CD curriculum training of more than 15 hour segments, etc. can be substituted for some or all of the 15 semester or 25 quarter hours of related coursework.) Trainer III may only use graduate-level coursework.

Institution Accredited by a CHEA or USDE Recognized Agency: Degrees are accepted from institutions which are accredited by agencies recognized by the Council for Higher Education Accreditation (CHEA) or the United States Department of Education (USDE). Accredited institutions and their accrediting agencies can be found at www.ope.ed.gov/accreditation/Search.aspx. A list of agencies recognized by CHEA or USDE can be found at www.chea.org under "Recognition" and "CHEA and USDE Recognized Accreditors."

Professional Development: Providing professional development to adults in the early childhood / child development field can include experience in supervisory roles, or as a trainer, co-trainer or part of a team approach to training, apprentice trainer, technical assistance provider, career advisor, or consultant. This experience should be documented on a current résumé.

Specialty Trainers: The Specialty Trainer option is available for professionals who do not meet the requirements for Trainer I, II, or III but may have qualifications to train in one of the specialty areas listed below. You must have a minimum of a Bachelor's degree with **EITHER** 1) a major/minor in a field related to the area that you are training as a specialty **OR** 2) a license or credential in the specialty area. Approval for Specialty Areas is available in the following content areas: **Health and Safety; Special Needs/Inclusion; Social Work, Mental Health, and Family Services; Foods and Nutrition; Administrative Management of Programs;** and others as determined appropriate.

Trainer Orientation: The orientation is a PDF presentation and online quiz that provides trainers with information about professional development and Training Approval in Georgia. To satisfy the orientation requirement, all applicants must answer questions that appear periodically throughout the presentation and submit their answers at www.training.decal.ga.gov.

Training for Trainers (TFT) I, II, III: This requirement may be met with state-approved Training for Trainers courses, or you may substitute other trainings to meet this requirement as long as they meet specific content requirements. The content requirements can be found in the document titled "Training for Trainers Requirement," which can be found under "Resources" at www.training.decal.ga.gov.

Technical Assistance Providers

for Early Care and Education and School-Age Care Programs

Roles and Competencies

Effective technical assistance providers utilize the following consulting roles and successfully demonstrate the competencies for each role.

ROLE - 1: Partner

Develops a respectful and trusting relationship with the client.

1. Clarifies mutual roles and expectations with client.
2. Listens to client's needs and ideas in order to gain client's perspective.
3. Addresses client's readiness and commitment to take action.
4. Holds self and client accountable.
5. Uses reflective questioning with clients to reveal current practices and create greater awareness.
6. Upholds professional ethical standards including maintains confidentiality with clients.

ROLE - 2: Needs Assessor

Gathers objective and relevant information in order to help the client determine needs, goals, and objectives.

1. Uses variety of valid and reliable assessment strategies and tools (surveys, observations) to gather objective/accurate, complete, and relevant information.
2. Selects an appropriate assessment strategy and tool based on clients desired outcomes.
3. Analyzes assessment information to identify program strengths and weakness.
4. Translates assessment information into appropriate goals and actions in partnership with the client.
5. Uses program assessment to show progress toward goals; adjust plan of action as needed, and capture change over time.
6. Provides honest and non-judgmental feedback to clients.

ROLE - 3: Facilitator of Change

Facilitates the process of change.

1. Understands change models and the implications for individuals & organizations.
2. Has knowledge and understanding of the role of organizational culture and leadership, and the implications for client practices.
3. Facilitates client visioning and strategic planning.
4. Fosters collaboration and teamwork with the organization to establish buy in for change that produces measurable and sustainable outcomes.
5. Sets goals and tracks progress to achieve measurable, long term, and sustainable change.

ROLE - 4: Joint Problem Solver

Works in collaboration with the client to identify and solve problems.

1. Solves problems in the context of larger goals and systems.
2. Distinguishes between symptoms of problems and root causes when addressing issues.
3. Helps client set goals based on root causes versus symptoms when solving problems.
4. Partners with client in identifying and addressing barriers to achieving goals.
5. Revises action plan with client as needed.

ROLE - 5: Trainer/Educator

Provides instruction, information, or other directed learning opportunities for the client.

1. Assesses training needs and designs learning experiences based on client needs.
2. Uses principles of adult learning when designing and facilitating training and technical assistance strategies.
3. Effectively uses instructional methods and materials that are appropriate for the proposed learning objectives.
4. Identifies and measures outcomes of training and technical assistance strategies.

ROLE - 6: Information Specialist

Is knowledgeable and serves as a content expert.

1. Has formal education in early childhood education/development or related field.
2. Has knowledge of multiple early care and education standards and processes and the implications for client practices.
3. Has knowledge of the key components of business management and administration and the implications for client practices.
4. Remains informed about state and national trends.
5. Has knowledge of community resources and links client appropriately.

ROLE - 7: Caseload Manager

Creates a systematic approach to managing technical assistance services.

1. Effectively manages time in working with clients to ensure measurable outcomes.
2. Matches client need to level of service.
3. Identifies and addresses common needs among clients to maximize resources.
4. Creates a system for documenting service delivery and outcomes.
5. Uses documentation to provide quantitative and qualitative reports.

About the Professional Development Competencies . . .

The goal of the Georgia Early Care and Education Professional Development Competencies is to promote quality learning experiences for professionals in early care and education in Georgia. The competencies address the question: "What should professionals who work with children ages birth through five and in after-school programs know and be able to do?" The competencies provide a framework with which professionals can evaluate their own training needs. Trainers can use the competencies to develop training that directly addresses individual needs.

Developed to support nationally recognized standards of excellence within the field of early care and education, the goals and indicators identify knowledge, skills, and abilities that a qualified practitioner should demonstrate. Competency goals and indicators are provided for the:

Early Care and Education Professional (ECE) - For those who work with children from birth through the age of five.

School-Age Care Professional (SAC) - For those who work with children from the age of five to early adolescence.

Program Administrator (ADM) - For those who work in administrative capacities in a variety of settings within the field.

Levels of Competence

A recommendation of a strategic planning committee in 1994-95, identified the need for training to be defined according to the needs of professionals. Because we know that individuals come to training with varied skills, knowledge, experience, and abilities, it was recommended that levels of training for each competency are needed to define training for the Beginning, Intermediate, and Advanced levels of competence.

Based on work completed by a committee in 1996-97, ECE, SAC, and ADM competencies were revised and structured in 2006-07 to define and suggest framework for training tailored to the professional depending on their needs. To support trainers of early care and education professionals, competencies and qualifications for trainers were revised to reflect requirements at the Trainer I, II, and III designations. (Refer to the **Trainer Designation Matrix** on page 37 for more information).

In the Georgia Early Care and Professional Development system, core competencies are observable behaviors and represent a range of knowledge grouped into three levels of mastery:

- Beginning
- Intermediate
- Advanced

Beginning competencies are most appropriate for entry level professionals with little or no experience working with children or in some cases professionals who have been in the field for a while but are exposed to new topics, concepts, or information. Beginning level mastery of the competency for the professional includes a basic knowledge or understanding and demonstration of developing skills. The professional is able to identify, describe, define, name, give examples, list, recognize, be familiar with, participate, etc. Professionals in the beginning of their career will most likely be an assistant teacher or in a similar role, working under supervision or with support of a more experienced professional.

Beginning level training is designed to facilitate learning focused on exposure of material, concepts, terms, information, etc. for the beginning professional or the introduction of new topics for more experienced professionals. Trainers qualified to design and deliver beginning level training meet at minimum the Trainer I requirements. (Refer to the **Trainer Designation Matrix** on page 37 for more information).

Intermediate competencies are most appropriate for the professional that has a few years experience and some training, formal education, and/or relevant credentials. Intermediate level mastery of the competencies includes an expanding knowledge and application to demonstrate refining skills. The professional is able to apply, structure, communicate, implement, demonstrate, practice, find, use, etc. Intermediate career development stage professionals will most likely be working toward or be in lead teacher roles or beginning administrators and are well on their way toward mastering content knowledge and putting that knowledge into practice.

Training designed for the intermediate level assumes that the professional has mastered the beginning level competency. The professional has a basic understanding of the concepts and utilizes information in their everyday practice. The training should

focus on everyday application of sound developmentally appropriate practice—the how and why—and the articulation of their practice. The training should be an exercise in using abstractions in concrete situations. The abstractions could be theories, ideas, and principles that must be remembered and applied to the child care setting. Trainers qualified to design and deliver training at the intermediate level must have the experience and credentials to help other adults make the link between a basic knowledge of a concept, the application of developmentally appropriate practice and an articulation of the process. The trainer qualified to train at the intermediate level must meet at minimum the Trainer I (with Training for Trainers II) or Trainer II requirements. (Refer to the **Trainer Designation Matrix** on page 37 for more information).

Advanced competencies are most appropriate for the seasoned professional that has considerable years experience and documentation of training, education, and/or relevant credentials. These professionals are most often in leadership or mentor roles as lead teachers, directors, administrators, etc. They thoroughly understand developmentally appropriate practice and have the ability to bring new resources and innovative practice to the program. Mastery of advanced level competencies reflects depth of knowledge, understanding, and extending skills to foster growth. The professional is able to assess, evaluate, design, interpret, take a leadership role, plan and implement, advocate, lead, etc.

Trainers for advanced competency instruction must qualify at the Trainer II (with Training for Trainers III) or Trainer III designation. The trainer at this level must utilize knowledge and skill to help professionals put elements together to form a whole, perform analysis and construct their own knowledge. (Refer to the **Trainer Designation Matrix** on page 37 for more information).

Professional Development Registry

The Professional Development Registry (PDR) is another component in the Professional Development System. Trainer and Training Approval ensure that professional development opportunities meet the requirements of the early care and education professional development system. The PDR enables individual ECE professionals to record, monitor, and verify their credentials. The PDR creates a unique profile that every ECE professional can use for job applications, career planning, and providing ongoing documentation of current status.

Georgia Pre-K teachers must possess specific credentials. The PDR will verify these credentials. The PDR will also inform the Pre-K roster system (PANDA) automatically of verified credentials. Teachers will be able to provide prospective employers with their individual profiles that verify their credentials so programs will be able to ensure highly qualified staff for Georgia Pre-K classrooms.

ECE professionals currently employed in Bright from the Start regulated programs are required to provide documentation of the successful completion of ten hours of state-approved training. The PDR will track that training. Teachers must provide documentation of ten PLUs or six semester hours of teaching field related coursework. The PDR will automatically update each profile, providing verified credentials when this information is submitted by the individual teacher. If the teacher obtains the PLUs through an approved trainer, the course information will automatically be captured, and additional information will not be required.

For more information about the Professional Development Registry, visit www.pdr.decal.ga.gov.

Competency Development

In 1993, the Georgia Association on Young Children provided leadership bringing together leaders and stakeholders from all over the state to develop the competencies. The competencies were developed in 1994-95 and were revised in 2006. The development process included the input of numerous sources and guided by the following vision, mission, and agreed-upon principles:

Vision

A well-articulated and coordinated, statewide professional development system will prepare childhood care practitioners to provide high-quality early childhood and school-age programs to Georgia's children.

Mission

To implement a statewide professional development system that will enhance the skills and career opportunities for childhood care and education professionals and will support quality programs for Georgia's children.

Guiding Principles

1. Quality childhood care and education is strongly linked to a constructive society and a productive economy that share in the cost, as well as the benefits, of quality care.
2. Delivery of quality childhood care and education is linked to a comprehensive and effective professional development system.
3. Planning for professional development includes an understanding that the care and the education of children are inseparable. There is no learning without care, and likewise, no care without learning.
4. A common core of shared knowledge, grounded in a sound, theoretical and philosophical base, is needed by all persons involved in childhood care and education.
5. Professional development includes the achievement of professional goals and fair compensation.
6. A recognized set of competencies is used to document and register professional development.
7. Professional development adheres to, but is not limited by, minimum regulations/requirements that govern childhood care and education.
8. Recognized quality standards are used to develop and evaluate training.
9. Bridges for articulation and transformation of credit are necessary for multiple career advancement opportunities to exist.
10. Training and educational opportunities are ongoing and accessible in terms of time, location, and cost.
11. Training and education programs are responsive and relevant to the variety of roles and program philosophies, adult learning styles, and educational and experiential backgrounds of practitioners, while incorporating a diverse scope of strategies and interactive processes.
12. Training and education programs address the broad diversity of children, families, and professionals, such as age, gender, disabilities, culture, race, and ethnicity.
13. Policymakers, legislators, businesses, parents, and the general public need to be educated about the benefits and costs of quality childhood care and education programs, in order to help build a diverse and consistent funding base of both public and private funds.

The 2006 Competencies Revision

In 2006, a formal review process was established, and the competencies were revised to reflect current best practices and research. The review process included input from early childhood care and education professionals and leaders in Georgia through electronic surveys, focus groups, reviews of research and the systems of other states, and editing.

A formal review should take place every five years to ensure accurate and effective competencies for early care and education professionals in Georgia.

Acknowledgements

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2006 Trainer Competencies/Level Matrix

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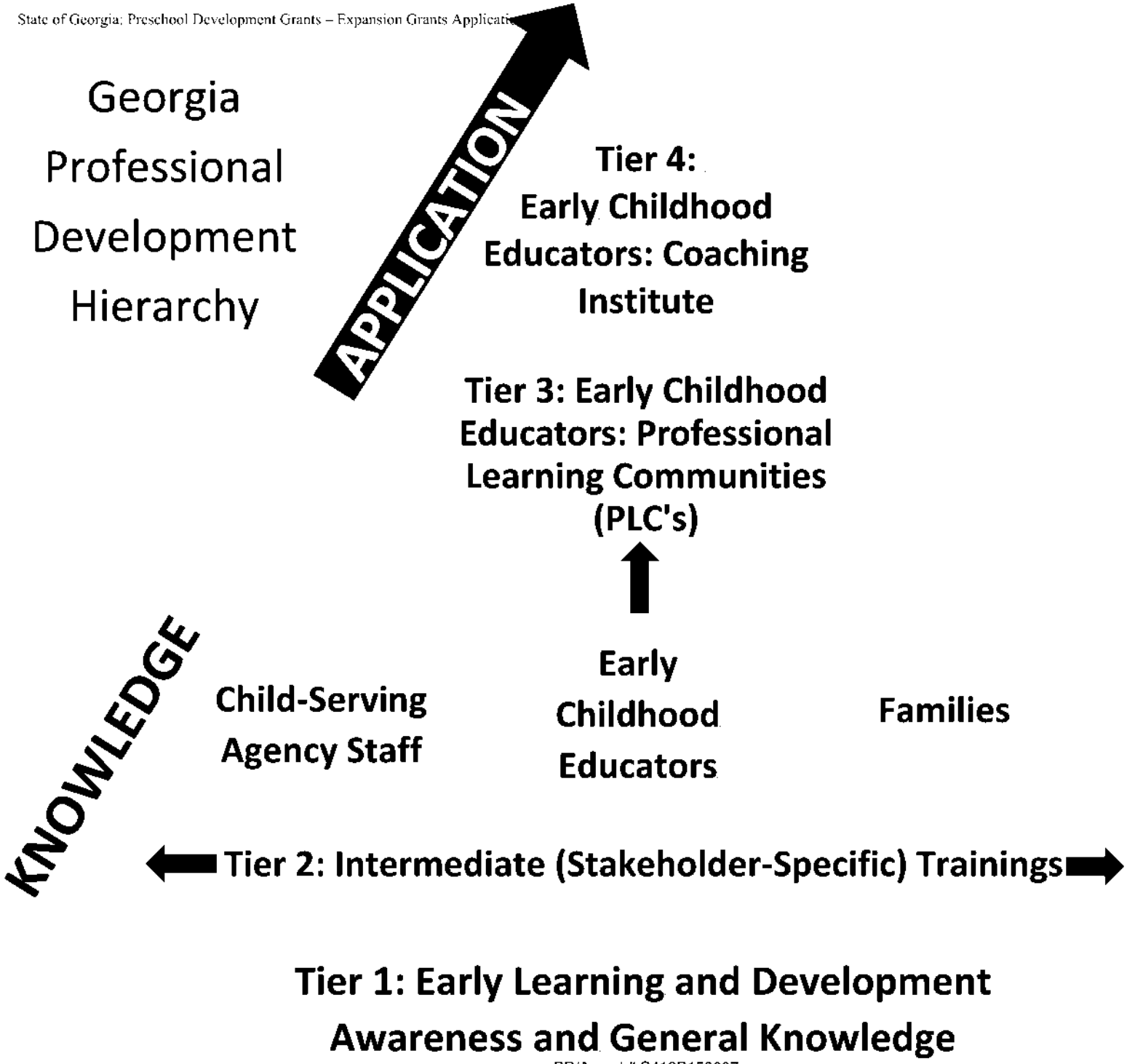
For more information concerning professional development for early care and education, contact **Bright from the Start: Georgia Department of Early Care and Learning** (http://decal.ga.gov/) or **Georgia Training Approval** at (www.training.decal.ga.gov).

Georgia Department of Early Care and Learning
Kindergarten Entry Profile Development and Implementation Timeline

Summer/ Fall 2014:	Development Vendor Selected
Fall/ Winter 2014-5:	Development Committee Meetings /
	Essential Concepts and Skills Identified/
	Protocol Development Commences (continues into Winter 2014/2015)
Spring 2015:	Initial Pilot in Pre-K Classrooms (exiting Pre-K to serve as proxy for entering Kindergarten)
Summer 2015:	Refine and Prepare for Fall Field Test based on Initial Pilot
Fall 2015:	Pilot in Kindergarten Classrooms
Winter 2015- 2016:	Analyze Pilot Results /
	Revise Protocols and Tasks/
	Begin Development of Training and Scoring Modules (continues into Summer 2016)
Spring 2016:	Field Test in Pre-K Classrooms (exiting Pre-K to serve as proxy for entering Kindergarten)
Summer 2016:	Analyze Field Test Results
	Prepare for Launch
Fall 2016:	Launch in Representative Sample of Kindergarten Classrooms
Fall/Winter 2016:	Compile Technical Documentation (including reliability and validity evidence)
Winter/Summer 2016:	Scale Administration and Usage Training Statewide
Fall 2017:	Statewide Implementation


Georgia Professional Development Hierarchy
APPLICATION
Tier 4: Early Childhood Educators: Coaching Institute
Tier 3: Early Childhood Educators: Professional Learning Communities (PLC's)
KNOWLEDGE
Child-Serving Agency Staff
Early Childhood Educators
Families
Tier 2: Intermediate (Stakeholder-Specific) Trainings
Tier 1: Early Learning and Development Awareness and General Knowledge

QUALITY**RATED**

What is Quality Rated?
Quality Rated is a system to assess, improve, and communicate quality in Georgia's early and school-age and education programs.

Why does Georgia need Quality Rated?
Today, Georgia has more than 6300 early care and education programs. It can be a daunting task for parents and families to research which program is the best fit for their child. Similar to rating systems for other service-related industries like hotels and restaurants, Quality Rated assigns a quality rating to early and school-age care and education programs that meet a set of defined program standards.

How will Quality Rated make a difference to Georgia's young children and their parents?
Research supports that the quality of early care and education and a student's readiness and ability to succeed in school are clearly connected (Vandell, 2004). Quality Rated will help to raise the standards of early education programs for our youngest learners in Georgia therefore advancing our next generation's potential.

One study that examined children's outcomes over time in elementary school in light of their participation in quality preschool programs (Peisner-Feinberg and Burchinal, 1997, 1999, 2001) found that children who attended higher quality preschool programs had better language development, problem solving, and social skills. More importantly, the positive effects of a quality preschool experience carried over past kindergarten into elementary school.

How will Quality Rated measure quality?
The components that early child care and preschool programs provide to children and families, such as curriculum, environment, and services, vary. For that reason Quality Rated assesses each setting individually. Each preschool program compiles and submits a portfolio that highlights how the program complies with defined quality standards in areas such as family partnerships, teaching practices, and staff qualifications. Quality Rated assesses the classroom environment and staff/child interactions using internationally valid environment rating scales. Based on the portfolio and the environment rating scales, an overall rating of quality is assigned indicated by one to three stars.

How can I help support early learning programs that want to improve quality?
You can support Quality Rated through advocacy and through contributions to fund the bonus packages and enhancement grants. Private dollars are the primary source of funding for these financial incentives and are essential to the program's success. Programs participating in Quality Rated are eligible for free training, technical assistance, enhancement grants, and bonus packages. Quality Rated programs serving children from low income families eligible for subsidized child care will qualify for increased subsidized rates in 2013.

How can I receive more information?
For more information call the Quality Rated Manager at 404-656-5957.

INCLUSIVE CLASSROOM PROFILE

Elena P. Soukakou

Date of observation: _____ Name of setting: _____

Observer: _____ Teacher(s): _____

Time observation began: _____ Time observation ended:_____

Permission to make copies for research purposes, professional development or program quality assessment is not permission to publish or sell copies of this measure. Please direct any questions about using this measure to the author Elena P. Soukakou, Research Collaborator, FPG Child Development Institute, University of North Carolina at Chapel Hill, CB#8180, 105 Smith Level Road, Chapel Hill, NC 27599. TEL: 919- 8435418. E-mail: elena.soukakou@unc.edu; elenasoucacou@hotmail.com. The author requests that the use or reference of the measure in oral presentations and written products is appropriately cited: Soukakou, E.P. (in press). Measuring quality in inclusive preschool classrooms: Development and validation of the

Inclusive Classroom Profile (ICP). *Early Childhood Research Quarterly.*

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The Inclusive Classroom Profile (ICP)

Rationale and Purpose

The *Inclusive Classroom Profile* (ICP) is a structured observation rating scale designed to assess the quality of provisions and daily classroom practices that support the developmental needs of children with disabilities in early childhood settings. Ratings on the measure's items indicate the extent to which *"classroom practices intentionally adapt the classroom's environment, activities and instructional support in ways that encourage access and active participation in the group, through adjustments that might differ from child to child."* Specific examples clarify the different ways that these practices can be embedded in the classroom to support the diverse needs of children with disabilities. In the ICP, the concept of inclusive practices embodies the idea of individualization within inclusive contexts. This idea was essential in the development of items because it views quality as a reflection of the extent to which adjustments of various elements of the classroom can accommodate individual needs, while also encouraging children's active participation in the group (Soukakou in press).

This conceptualization is aligned with the joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC), which defines a high quality inclusive program along three key features: access to a wide range of activities and environments, participation that is enabled through various instructional approaches, and an infrastructure of system-levels supports (DEC/NAEYC, 2009). According to the join position statement, *"the desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential"* (DEC/NAEYC, 2009).

The ICP may be used:

- To assess the quality of classroom practice in inclusive settings. As a research tool, it can allow researchers to measure and compare quality across various types of programs, as well as to investigate the relationship between classroom quality and children's developmental progress.
- To evaluate program quality as part of quality rating and improvement systems. The ICP can also be used as a self-assessment tool by program administrators and practitioners for assessing and improving the quality of inclusive practices.
- To inform models of professional development that can support those involved in meeting the individualized needs of children with disabilities in inclusive settings.

The ICP is designed to be used in conjunction with other early childhood environment rating scales and measures, such as the *Early Childhood Environment Rating Scale–Revised* (ECERS-R; Harms, Clifford, & Cryer, 2005).

Structure of the ICP

The ICP is a 7 point Likert-type rating scale which rates the quality of daily classroom practices ranging from 1 (practices considered highly inadequate for promoting children's active participation in the group and meeting their individual needs) to 7 (practices that promote to the highest degree children's active participation in the group through individualized strategies and accommodations). The measure includes 11 items, each comprised of quality indicators under the form of qualitative descriptions of various practices. These are:

1. Adaptations of space and materials/equipment
2. Adult involvement in peer interactions
3. Adults' guidance of children's play
4. Conflict resolution
5. Membership
6. Relationships between adults and children
7. Support for communication
8. Adaptation of group activities
9. Transitions between activities
10. Feedback
11. Family-professional partnerships
12. Monitoring children's learning

Observation Focus

The scale uses the inclusive classroom as the primary unit of assessment. Ratings are made by observing **all children with identified disabilities in the classroom** (children 2 -5 years old). Scores on each item represent the quality of observed practices implemented to support the active participation of children with disabilities in the classroom. As the focus of the ICP is on practices that support high-quality inclusion, practices are always being observed in the context of peer interactions, activities, and daily routines that take place with all children in the classroom.[1]

[1] In cases where the ICP is used as a self-assessment tool by program administrators and/or practitioners to assess the experiences of an individual child with a disability, the scale might be scored by observing a particular child and giving for each item (and its indicators) a score that best represents the quality of practices that were implemented with that particular child.

Administration Time and Procedures

An ICP assessment requires approximately 2- 2 ½ hours of observation. To administer the rating scale appropriately, observers need to be familiar with the scale's items, administration and scoring procedures. It is recommended that users receive appropriate training prior to using the measure formally. Information on training can be obtained by contacting the author of the rating scale.

-Before Starting the Assessment
Before starting the assessment, observers will need to ask the head teacher to point out the child or children with identified disabilities who will be observed.

In addition, users of the ICP might want to gather additional classroom information, such as number of adults present in the classroom during the assessment, if any of the children will be receiving any specific interventions on the day of the observation (i.e., a particular behavior intervention), or if any of the children will be receiving in-class supports from therapists (i.e. speech therapist) or other professionals (i.e., hearing specialist) on the day of the observation. Such contextual information might assist users of the ICP, such as program administrators and staff in reflecting upon assessment results and guiding professional development activities for improving classroom practice.

-Administration Process
During the observation period, assessors place themselves at an area in the classroom where they can clearly observe the classroom routines and social interactions that take place. To ensure valid and reliable assessment, evaluators are encouraged to conduct a non-participant observation, and, as such, interactions with children ought to be minimized. During their observation, assessors **watch all adults** in the room who interact with the children under observation, and **give a score that best represents the overall quality of inclusive practices that were implemented with the children.**

Scoring Instructions

The vast majority of items are assessed through direct, structured observation. A few indicators throughout the items require review of documentation and a teacher interview. Next to items and indicators, the symbols (O) for observation, (I) for interview and (DR) for document review are used to tell the observer how to collect the necessary information. Within each item, a section of clarification notes is set aside to facilitate scoring. Each item is rated on a 1 (Inadequate) to 7 (Excellent) point Likert-type scale and can receive a score of 1 to 7. Scores for each item are given based on the guidelines provided below. For each item on the rating scale, the assessor reads each qualitative indicator listed under each column and marks it with a "YES" if the classroom practice/indicator was manifested during the assessment period or "No" if the described practice/indicator was not manifested during the assessment. After rating all qualitative indicators within an item with a YES, NO, or Not Applicable (NA), the item can be scored according to the following instructions:

- A rating of 1 is given if any one indicator under (column) 1 is scored YES
- A rating of 2 is given when all indicators under 1 are scored NO and at least half of the indicators under 3 are scored YES
- A rating of 3 is given when all indicators under 1 are scored NO and all indicators under 3 are scored YES
- A rating of 4 is given when all indicators under 3 are met and at least half of the indicators under 5 are scored YES
- A rating of 5 is given when all indicators under 5 are met
- A rating of 6 is given when all indicators under 5 are scored YES and at least half of the indicators under 7 are scored YES
- A rating of 7 is given when all indicators under 7 are met
- A score of NA Permitted: Not Applicable is given when indicated. Indicators assessed *NA permitted* are not counted when determining the rating for an item.

A **composite score** for the ICP rating scale is computed by taking the average of the individual item ratings, once each item on the scale is given a score from 1 to 7.

Terminology

ADULTS: Refers to all individuals responsible for the education of the children in the classroom (e.g., teachers, teacher assistants, specialists, therapists)
IEP: Individual Education Plan
IFSP: Individual Family Service Plan

Psychometric Properties of the ICP

The ICP has been field tested in 45 inclusive pre-k classrooms. Inter-rater reliability was established in a separate set of classrooms (n=10), and results suggested that independent observers were highly consistent in their ratings of individual items. The mean weighted kappa score for the scale's items was 0.79. Cronbach's Alpha analysis was conducted on the scale's items and assessed the measure's internal consistency (α=0.79). The factor structure of the Inclusive Classroom Profile was tested through confirmatory factor analysis. The one factor model filled the assumptions and showed good values for model fit. Model fit indices were: χ^2= 35.164, df= 35, p=.460, $CMIN/df$ = 1.005, $RMSEA$= .010, $NNFI$ = .998, and CFI= .998. To assess construct validity the ICP was compared with other measures of classroom quality. The total score of the ICP showed a .626 (p<0.001) moderately high correlation with the ECERS-R, suggesting the two instruments are measuring similar but not identical constructs (Soukakou & Sylva, 2010).

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Subgrantee Demographic Profile

School System: _____

Please complete the following chart for the 2013-2014 school year. Data will be incorporated into Georgia's grant application.

1. **Final 2013-2014 Data for Entire School:**

School	Grades Taught (e.g., PK-5th)	Total # of Students	# Eligible for Free/ Reduced Lunch	# with Disabilities or Developmental Delays	# English Language Learners	# Migrant	# Homeless (McKinney -Vento)	# in Foster Care	# From Military Families

2. **Final 2013-2014 Data for PRE-K STUDENTS (including any four year olds served in a special education setting):**

School	Total # of Pre-K Students	# Eligible for Free/ Reduced Lunch	# with Disabilities or Developmental Delays	# English Language Learners	# Migrant	# Homeless (McKinney-Vento)	# in Foster Care	# From Military Families

3. **In three to five bullets, please provide a brief description of the population of children and families served in the schools listed above. Include any pertinent information that may help explain specific demographic challenges (transiency, high poverty, language barriers, etc.) or particular community needs (type of industry, declining economy, plant closings, transportation needs, etc.).**
   - EXAMPLE: This system serves a racially/ethnically diverse population that includes a large portion of English Language Learners. Over the last five years, there has been an increase of families from Southeast Asian countries (Laos, Vietnam).
   -
   -
   -

-
-

4. Do any of the specific schools in this grant opportunity participate in any of the following programs or services? If yes, please provide any descriptive information that may be useful for Georgia's grant application.

Program	System Participates (Yes, No)	Schools that Participate (if all participate, simply write "all")	Descriptive Information
a. Title 1 Targeted Assistance			
b. Title 1 School-wide			
c. School-wide PBIS implementation			
d. School Nurse Program			
e. Mentor Program			
f. On-site Dental Health Services			
g. On-site Health Screenings			
h. On-site Immunizations			
i. Adult Education Classes			
j. Job Assistance Programs			
k. Parent Workshops			
l. Summer Enrichment Programs			
m. Afterschool Tutoring			
n. Translation Services			
o. Counseling Services			
p. Family Assistance Services (food, housing, utilities, etc.)			
q. Parent Teacher Organization/ Association			
r. Grandparent Program			
s. School Safety Programs			
t. Other:			

5. **Do any of the specific schools in this grant opportunity participate in any of the following professional development programs? If yes, please provide any descriptive information that may be useful for Georgia's grant application.**

Program	**System Participates (Yes, No)**	**Schools that Participate (if all participate, simply write "all")**	**Descriptive Information**
a. Striving Readers			
b. English Language Learners Strategies			
c. Early Learning and Development Standards			
d. Identification of and Adaptations for Children with Suspected or Identified Disabilities or Developmental Delays			
e. Differentiated Instruction			
f. Other:			

6. **Please list and describe any awards or certifications that your school or system has received (such as School of Excellence, Title 1 Distinguished School, etc.). Please include the year awarded.**
   -
   -
   -

Thank you again for your participation in this opportunity. Call Susan Adams (678-920-2629) with any questions.

APPENDIX 37: REFERENCES CITED

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Budget Narrative File(s)

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To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Statewide Budget Table
Preschool Development Grant – Expansion Grant

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	113,021	113,021	113,021	113,021	**452,084**
2. Fringe Benefits	66,139	66,139	66,139	66,139	**264,556**
3. Travel	3,654	3,654	3,654	3,654	**14,616**
4. Equipment	2,400	0	0	0	**2,400**
5. Supplies	3,425	3,425	3,425	3,425	**13,700**
6. Contractual	160,706	243,786	198,704	207,740	**810,936**
7. Training Stipends	0	16,500	16,500	16,500	**49,500**
8. Other	0	0	0	0	**0**
9. Total Direct Costs	**349,345**	**446,525**	**401,443**	**410,479**	**1,607,792**
10. Indirect Costs*	0	0	0	0	**0**
11. Funds to be distributed to Subgrantees	5,999,350	7,676,552	9,041,065	9,771,853	**32,488,820**
12. Funds set aside for participation in grantee technical assistance	25,000	25,000	25,000	25,000	**100,000**
13. Total Grant Funds Requested	**6,373,695**	**8,148,077**	**9,467,508**	**10,207,332**	**34,196,612**
14. Funds from other sources used to support the State Plan	(b)(4)				
15. Total Statewide Budget					

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all grant years.
Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.
Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
Line 11: Show the amount of funds to be distributed to Subgrantees. At the time of application, States are not required to provide budgets for how the Subgrantees will use these funds. However, as stated in Program Requirement (o), grantees must submit scopes of work for the State and for each Subgrantee within 90 days of receipt of an award, and these scopes of work must contain, among other items, detailed budgets. Additionally, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that Subgrantees spend these funds in accordance with the State plan.
Line 12: The State must set aside $25,000 annually from its grant funds for the purpose of participating in Preschool Development Grant technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Subgrantees evenly across the four years of the grant.
Line 13: This is the total funding requested under this grant.
Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Budget Narrative

Line 1 – Personnel Total $452,084

One full time Grant Manager with a yearly salary of $59,293 will dedicate 100% of their time to leading Georgia's Preschool Expansion Grant agenda. The salary represents the midpoint of an employee at pay grade 17 for the State of Georgia and is consistent with similar roles currently at DECAL. The Grant Manager will report directly to the Assistant Commissioner for Georgia's Pre-K Program and Instructional Supports and will be responsible for the overall successful implementation of the State's vision for GPP. **The total salary budgeted for this employee for the four-year grant period is $237,172.**

One full time Comprehensive Services Coordinator with a salary of $53,728 will dedicate 100% of their time to overseeing the network of comprehensive services outlined in the State's application. The salary represents the midpoint of an employee at pay grade 16 for the State of Georgia and is consistent with similar roles at DECAL. The Comprehensive Services Coordinator will report directly to the Project Manager and will be responsible for the successful implementation of quality comprehensive services in the high need regions targeted by Pre-K Plus. **The total salary budgeted for this employee for the four-year grant period is $214,912.**

Line 2 – Fringe Total is $264,556

The fringe amount is calculated at 58.519% of salary (FICA 7.650% + Health Insurance 30.454% + Retirement 20.415%) for new employees as of July 1, 2015. **The fringe budget is $66,139 each year for a total of $264,556 over the four-year grant period.**

Line 3 – Travel Total is $14,616

The amount for travel has been calculated for four visits to each region for the four years of the grant. **The travel budget is $3,654 for each year for a total of $14,616 over the four-year grant period.**

Travel to the North Region requires a round trip of 110 miles from the DECAL headquarters in Atlanta to Hall County, GA with an additional 30 miles for visits to the associated provider sites for a total of 140 miles per trip. Due to the region's relatively close proximity, no overnight

accommodations or meal per diem would be required. Four trips would require 560 miles of travel annually and with a mileage reimbursement rate of 0.56 cents per mile for a total of $314 in travel each year to the North Region.

Travel to the Central Region requires a round trip of 168 miles from the DECAL headquarters in Atlanta to Bibb County, GA with an additional 30 miles for visits to the associated provider sites for a total of 198 miles per trip. Due to the region's relatively close proximity, no overnight accommodations or meal per diem would be required. Four trips would require 792 miles of travel annually and with a mileage reimbursement rate of 0.56 cents per mile for a total of $444 in travel each year to the Central Region.

Travel to the Metro Region requires a round trip of 12 miles from the DECAL headquarters in Atlanta to DeKalb County, GA with an additional 30 miles for visits to the associated provider sites for a total of 42 miles per trip. Due to the region's relatively close proximity, no overnight accommodations or meal per diem would be required. Four trips would require 168 miles of travel annually and with a mileage reimbursement rate of 0.56 cents per mile for a total of $95 in travel each year to the Central Region.

Travel to the Southwest Region requires a round trip of 290 miles from the DECAL headquarters in Atlanta to Crisp County, GA with an additional 55 miles for visits to associated provider sites for a total of 345 miles per trip. Due to the region's distance from Atlanta, overnight travel is required for each trip at a cost of $80 for one night at a hotel and $25 for meal per diem. Four trips would require 1,380 miles of travel annually with a mileage reimbursement rate of 0.56 cents per mile for a total of $773 for mileage, $320 for hotel stays and $100 for meal per diem for a total of $1,193 in travel each year to the Southwest Region.

Travel to the Southeast Region requires a round trip of 480 miles from the DECAL headquarters in Atlanta to Liberty County, GA with an additional 50 miles for visits to associated provider sites for a total of 530 miles per trip. Due to the region's distance from Atlanta, overnight travel is required for each trip at a cost of $80 for one night at a hotel and $25 for meal per diem. Four trips would require 2,120 miles of travel annually with a mileage reimbursement rate of 0.56 cents per mile for a total of $1,188 for mileage, $320 for hotel stays and $100 for meal per diem for a total of $1,608 in travel each year to the Southeast Region.

Line 4 – Equipment Total is $2,400

The state definition for equipment is expenditures/expenses for items of tangible property of a generally nonexpendable nature having an acquisition cost of less than $5,000 or a useful life of one year or more. The amount included for equipment is for two computers and associated peripheral items for the two employees dedicated to the grant. DECAL has IT profiles based on the type and location of each employee. The Grant Manager and Comprehensive Services Coordinator will be based out of the DECAL headquarters in Atlanta, GA and have an associated computer cost of $1,200 each for a total of $2,400 in year one. The equipment purchased for this grant will be at the end of its useful life within five years and will be disposed of in an environmentally appropriate way. **The total equipment budget for the four-year grant period is $2,400.**

Line 5 – Supplies Total is $13,700

Office supplies are estimated to cost approximately $150 per employee per year for a total of $300 each year for the two employees dedicated to the grant. Estimates for office supplies were based on the sum of commonly identified consumable office products and past allocations for similar positions.

In addition to common office supplies, specific supplies are required for training related to Positive Behavior, Intervention and Support (PBIS). PBIS printing needs are estimated at $1,000 a year. Other materials for PBIS are required at $425 for five teams totally $2,125 each year. **Supplies are budgeted at $3,425 each year for a total of $13,700 over the four-year grant period.**

Line 6 – Contractual Total is $810,936

Enhancements are needed for DECAL's PANDA operational database system due to the specific nature of the information required from the subgrantees. Preschool expansion funds will be used to enhance the PANDA data system to allow for additional enrollment, monitoring, and payment information that will be necessary to administer the grant. Additionally, the system will be augmented to allow for collection of identifying characteristics of children with high needs and to facilitate connections and alignment to the Cross Agency Child Data System (CACDS) and

Georgia's Academic and Workforce Analysis and Research Data System (GA AWARDS), statewide longitudinal data system. In Year One, funding will be used for one developer for up to 1,000 hour at $75 an hour for a total of $75,000 and will cover the requirements, design, coding, testing, and deployment of the enhancements. In Years Two, Three and Four funds will be used for incremental system updates for up to 300 hours annually at $75 an hour for a total of $22,500 each of the three years. **The total budgeted for PANDA system updates for the four-year grant period is $142,500.**

Training for PBIS will require a contractual obligation with a training vendor in the amount of $34,200 each year in Years Two, Three and Four. **The total budgeted for the PBIS contract for the four-year grant period is $102,600.**

Georgia formally adopted the World Class Instructional Design and Assessment (WIDA) Early-English Language Development Standards (WIDA E-ELD Standards) in 2014. DECAL will contract with the Wisconsin Center for Education Research to provide a four-year plan for training and ongoing technical assistance to implement the E-ELD Standards as tools for understanding and differentiating the language development of dual language learners. The budget for Year One is for $85,706, Year Two is for $187,086, Year Three is for $142,004 and Year Four is $151,040. **The total budgeted for the four-year grant period is $565,836.**

Line 7 – Training Stipends is $49,500

Training stipends will be used for PBIS to train five teams at $3,300 per team for a total of $16,500 per year in Years Two, Three and Four. **The total budgeted for training stipends over the four-year grant period is $49,500.**

Line 8 – Other Total is $0

Line 9 – Direct Cost Total is $1,607,792

The total budget for direct cost for the four-year grant period is $1,607,792 and is equal to 4.7% of the total grant budget.

Line 10 – Indirect Cost Total is $0

The Georgia Department of Early Care and Learning has an approved Cost Allocation Plan with the U.S. Department of Health and Human Services but has decided not to request any indirect cost for this grant budget.

Line 11 Funds to be distributed to Subgrantees is $32,488,820

GPP proposes to provide targeted grants to ensure that classrooms in the identified regions have the structural elements for ensuring program quality and the necessary funding to reduce class size to 20 and expand available slots. Comprehensive services grants will be provided to the designated hub partner in each region to provide the comprehensive services within each region. Quality supplements will be provided to qualifying classrooms to provide additional funding to address unique service delivery needs. A significant portion of the budget is for classroom grants to fund blended classrooms of 20 slots. Existing state resources will be leveraged for families over 200% FPL. Preschool Expansion Grant funding will supplement **improved** slots and provide full funding for **expansion** slots for children of families at or below 200% of the Family Poverty Line. As a result of expansion and improved slots, enhanced start-up grants will go to new classes to provide for an optimal learning environment. Finally, DECAL will significantly expand the Summer Transition Programs to expand learning opportunities to the greatest number of children of qualifying families. **The grant funds budgeted to be distributed to subgrantees is equal to 95% of the entire grant budget. The grant funds budget for expansion is equal to 61% of the entire grant budget.**

Comprehensive Services - A significant component of ensuring quality is providing a comprehensive services grant to each region targeted with expansion funds. Each of the five regions will receive a grant of $200,000 for each year of the grant. $100,000 of the grant will be for salary, fringe, associated supplies, equipment, and travel for one full-time position at the designated hub. $100,000 will be used to enable to the hub to coordinate and provide services for screenings, referrals, family engagement, nutrition, coordinated activities, physical activities, and partnerships. Funding for comprehensive services grants will total $1,000,000 for each year of the grant period. **The total grant funds for comprehensive services is $4,000,000 for the four-year grant period.**

Quality Supplements - In addition to comprehensive services grants, DECAL intends to provide quality supplements to classrooms in the high need regions that serve 20 or fewer children as a part of the vision of preschool expansion laid out in the grant proposal. Each class targeted by the grant will receive a quality supplement in an amount equal to 10% of the amount that class would receive for normal operations under the State's current grant amounts. The additional funds would allow Pre-K providers to address issues such as teacher retention and transportation among other items. DECAL will provide guidance on the proper use of these funds. The average budgeted cost per class for classes of 20 students is $76,282. Based on this, the average amount for each quality supplement is $7,628 for each class of 20 slots in each year of the grant. In Year One, DECAL will provide grants to 101 classes for a total of $770,428 for quality supplements. In Year Two, DECAL will provide grants to 126 classes for a total of $961,128 for quality supplements. In Year Three, DECAL will provide grants to 152 classes for a total of $1,159,456 for quality supplements. Finally, in Year Four, DECAL will provide grants to 166 classes for a total of $1,266,248. **The total grant funds for quality supplements over the four-year grant period is $4,157,260.**

Improvement and Expansion - DECAL is requesting funds for improvement slots and expansion slots to serve more children in high-quality environments. In doing so, the State will continue to use all existing state funds currently allocated in each region; no state funds will be supplanted with federal funds. The federal funds will be used to pay for the cost of improving the existing slots, funding new expansion slots, and ensuring each targeted classrooms meet the ratios and group size for high-quality preschool programs.

Currently, Georgia's Pre-K classes serve 22 children with two teachers. To improve the quality in existing Georgia's Pre-K classes in the targeted areas, the class size will be reduced to no more than 20, and the child-instructional staff ratio will be reduced to no more than 10 to 1. Simultaneously, new classrooms will be opened in the targeted areas to increase the number of slots available.

For each grant year, the number of improvement and expansion slots will increase as additional providers and classes are targeted with GPP. Expansion slots, which will be fully funded by the grant, are easily identified because they represent a net increase over the number of currently funded slots. The number of improvement slots, which will require supplemental funding

through the grant, must be calculated each year by assuming that out of each class of 20 slots, 60% or 12 slots will be eligible for federal funds as an expansion slot or an improvement slot since current data shows that in each of the high need regions 60% of the population is at or below 200% of the Federal Poverty Line. Of that 60% or 12 slots, the number of expansion slots must be subtracted and the improvement slots would represent the remaining difference. For the class of 20 slots, the remaining 40% or 8 slots, will not qualify based on family income and will be funded by existing state resources.

In Year One of the grant, DECAL has targeted 76 classes of 22 slots per class, a total of 1,672 slots, and plans to reduce class size to 20 slots and add 356 expansion slots. This means that the 76 existing classes would become 101 classes of 20 slots per class, a total of 2,020 slots budgeted at $3,814 per slot. Of the 2,020 slots, 40% or 808 slots would remain fully funded by $3,081,803 in existing state funds, and the remaining 60% or 1,212 slots would receive Preschool Expansion Grant funding based on qualifying family income required by the grant. Of the 1,212 slots, 356 slots would be new expansion slots and be fully funded by $1,357,824 in federal expansions funds. The remaining 856 slots would be designated as improvement slots, which were fully funded under the class size of 22 by state funds and would now receive partial federal funding to make up for the increase in cost per slot due to reduced class size. These slots would be funded by $2,697,783 in existing state funds and $567,097 in federal improvement funds from the grant. The total grant funds for improvement slots in Year One is $567,097. The total grant funds for expansion slots in Year One is $1,357,825. **Total grant funds for improvement and expansion slots in Year One is $1,924,922.**

In Year Two of the grant, DECAL has targeted 12 additional classes of 22 slots per class, a total of 264 slots, and plans to reduce class size to 20 slots and add 296 expansion slots. This means that the 101 classes from Year One would become 126 classes of 20 slots per class, a total of 2,520 slots budgeted at $3,814 per slot. Of the 2,520 slots, 40% or 1,008 slots would remain fully funded by $3,844,626 in existing state funds, and the remaining 60% or 1,512 slots would receive Preschool Expansion Grant funding based on qualifying family income required by the grant. Of the 1,512 slots, 652 slots would be expansion slots and be fully funded by $2,486,801 in federal expansions funds. The remaining 860 slots would be designated as improvement slots which were fully funded under the class size of 22 by state funds and would now receive partial

federal funding to make up for the increase in cost per slot due to reduced class size. These slots would be funded by $2,643,515 in existing state funds and $636,622 in federal improvement funds from the grant. The total grant funds for improvement slots in Year Two is $636,622. The total grant funds for expansion slots in Year Two is $2,486,802. **Total grant funds for improvement and expansion slots in Year Two is $3,123,424.**

In Year Three of the grant, DECAL has targeted 17 additional classes of 22 slots per class, a total of 374 slots, and plans to reduce class size to 20 slots and add 226 expansion slots. This means that the 126 classes from Year Two would become 152 classes of 20 slots per class, a total of 3,040 slots budgeted at $3,814 per slot. Of the 3,040 slots, 40% or 1,216 slots would remain fully funded by $4,637,961 in existing state funds, and the remaining 60% or 1,824 slots would receive Preschool Expansion Grant funding based on qualifying family income required by the grant. Of the 1,824 slots, 878 slots would be expansion slots and be fully funded by $3,348,791 in federal expansions funds. The remaining 946 slots would be designated as improvement slots which were fully funded under the class size of 22 by state funds and would now receive partial federal funding to make up for the increase in cost per slot due to reduced class size. These slots would be funded by $2,871,333 in existing state funds and $736,818 in federal improvement funds from the grant. The total grant funds for improvement slots in Year Three is $736,817. The total grant funds for expansion slots in Year Three is $3,348,791. **Total grant funds for improvement and expansion slots in Year Three is $4,085,609.**

In Year Four of the grant, DECAL has targeted seven additional classes of 22 slots per class, a total of 154 slots, and plans to reduce class size to 20 slots and add 166 expansion slots. This means that the 152 classes from Year Three would become 166 classes of 20 slots per class, a total of 3,320 slots budgeted at $3,814 per slot. Of the 3,320 slots, 40% or 1,328 slots would remain fully funded by $5,065,142 in existing state funds, and the remaining 60% or 1,992 slots would receive Preschool Expansion Grant funding based on qualifying family income required by the grant. Of the 1,992 slots, 1,044 slots would be expansion slots and be fully funded by $3,981,934 in federal expansions funds. The remaining 948 slots would be designated as improvement slots which were fully funded under the class size of 22 by state funds and would now receive partial federal funding to make up for the increase in cost per slot due to reduced class size. These slots would be funded by $2,840,109 in existing state funds and $775,671 in

federal improvement funds from the grant. The total grant funds for improvement slots in Year Four is $775,670. The total grant funds for expansion slots in Year Four is $3,981,934. **Total grant funds for improvement and expansion slots in Year Four is $4,757,605.**

The total grant funds for improvement slots is $2,716,208 and $11,175,352 for expansion slots over the four-year grant period.

Start-up Grants - For new prekindergarten classes, Georgia currently provides a grant of $8,000 for one-time start-up expenses related to equipping a classroom to serve four year olds in a quality environment. This amount has remained consistent for many years and no longer covers all of the necessary cost related to equipping the prekindergarten class environment. To equip a high-quality environment, DECAL feels that a start-up grant of $20,000 is more appropriate. The $20,000 grant is the sum of several components: $8,000 for furniture, carpets, and shelving; $1,000 for items like consumables, paints, paper, and other supplies; $6,000 for manipulatives and learning centers; $3,000 for outdoors equipment; and $2,000 for technology.

Current data shows that 60% of the children served by GPP will qualify for federal funding under the specifications of the grant. The department is requesting Preschool Expansion Grant funds to apply toward the proposed $20,000 start-up grants based on the estimated percentage of qualifying children. DECAL will use existing funds to pay for 40% or $8,000 of the $20,000 per class and is requesting federal funds to pay for the remaining 60% or $12,000 of the $20,000 per class. In Year One, DECAL proposes to fund 26 new classes as a result of bringing class size down from 22 to 20 and providing additional expansion slots for a total of $312,000 in federal grant funds; in Year Two, 16 classes for a total of $192,000 in federal grant funds; in Year Three, 13 classes for a total of $156,000 in federal grant funds; in Year Four, nine classes for a total of $108,000 in federal grant funds. **The total grant funds requested for start-up grants is $788,000 over four years.**

Summer Transition Program - In addition to expanding the number of prekindergarten slots in the identified high need regions, DECAL proposes to expand the number of slots available for the department's Summer Transition Programs. DECAL currently offers two Summer Transition Programs: 1. the Rising K Program for children about to enter kindergarten. The class has 16 slots per class and is awarded grants of $24,000 per class; and 2. the Rising Pre-K

Program for children about to enter prekindergarten and will be four years old on September 1st of that year. The class has 14 slots per class and is awarded grants of $24,000 per class. DECAL plans to expand this program to each of the high need regions beginning in Year One of the grant and continue to expand slots in Years Two and Three.

In Year One of the grant, DECAL plans to add 42 Rising K classes offering 672 slots each and 41 Rising Pre-K classes offering 574 slots at a cost of $1,992,000 for Summer Transition Programs. In Year Two, the plan is to add eight Rising K classes for a total of 50 classes offering 800 slots and add nine Rising Pre-K classes for a total of 50 classes offering 700 slots at a cost of $2,400,000 for Summer Transition Programs. In Year Three, the plan is to add five Rising K classes for a total of 55 classes offering 880 slots and add five Rising Pre-K classes for a total of 55 classes offering 770 slots at a cost of $2,640,000 for Summer Transition Programs. In Year Four, DECAL would continue to offer the same classes as Year Three at a cost of $2,640,000. **Total grant funds for the four-year grant period will be $9,672,000 for Summer Transition Programs expansion.**

Line 12 Funds set aside for participation in grantee technical assistance is $100,000

The total grant funds for technical assistance is $25,000 for each year of the grant period for a total of $100,000 for the four-year grant period.

Line 13 – Total Grant Funds Requested is $34,196,612

Line 14 Funds from other sources used to support the State's plan is $ (b)(4)

Although DECAL's proposal does not include matching funds as defined by the grant for Competitive Priority 1, GPP will use all existing state funds as explained in Line 11 above to support the State's plan to fund existing slots and improvement slots for high-quality prekindergarten classrooms and fund (b)(4) % of the proposed start-up grants for new high-quality classrooms. In Year One, DECAL will use $ (b)(4) for 26 new classroom start-up grants, $ (b)(4) for 808 existing slots, and $ (b)(4) for 856 improvement slots to support GPP. In Year Two, DECAL will use $ (b)(4) for 16 new classroom start-up grants, $ (b)(4) for 1,008 existing slots and $ (b)(4) for 860 improvement slots to support GPP. In Year Three, DECAL will use $ (b)(4) for 13 new classroom start-up grants, $ (b)(4) for 1,216 existing

slots and $(b)(4) for 946 improvement slots to support GPP. In Year Four, DECAL will use $(b)(4) for nine new classroom start-up grants, $(b)(4) for 1,328 existing slots and $(b)(4) for 948 improvement slots. **Over the four-year grant period, DECAL will use $(b)(4) for new classroom start-up grants, $(b)(4) for existing slots, and $(b)(4) for improvement slots for a total of $(b)(4) to support the vision of high-quality preschool in Georgia.**

<u>Line 15 – Total Statewide Budget is $</u>(b)(4)

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Georgia Department of Early Care and Learning

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

Indirect Cost Information** ***(To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) . . Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) . . If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: _____ To: _____ (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify): _____

The Indirect Cost Rate is _____ %.

(3) . . For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement?. or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____ %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1". Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Georgia Department of Early Care and Learning		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

Tracking Number:GRANT11757945 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-13T10:09:51-04:00

OMB Number: 1894-0007
Expiration Date: 07/31/2014

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Susan		Adams	

Address:

Street1: 2 Martin Luther King Jr. Blvd., SE
Street2: Suite 754, East Tower
City: Atlanta
County: Fulton
State: GA: Georgia
Zip Code: 30334-9000
Country: USA: UNITED STATES

Phone Number (give area code): 404 656 5957
Fax Number (give area code):

Email Address:
susan.adams@decal.ga.gov

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Tracking Number:GRANT11757945 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-13T10:09:51-04:00