



REPORT 6

# QUALITY OF GEORGIA'S EARLY CHILDHOOD PROGRAMS AND SERVICES



# QUALITY OF GEORGIA'S EARLY CHILDHOOD PROGRAMS AND SERVICES NEEDS ASSESSMENT: REPORT 6

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Additional information on the PDG B-5 grant can be found at: [www.dec.al.gov/BftS/PreschoolDevelopmentGrant.aspx](http://www.dec.al.gov/BftS/PreschoolDevelopmentGrant.aspx)

## KEY TERMS AND DEFINITIONS

| Key Terms                    | Definitions   |
|------------------------------|---|
| PDG B-5                      | Preschool Development Grant, Birth through Five   |
| B-5                          | Birth through five  |
| CAPS                         | Childcare and Parent Services, a federal program that subsidizes child care for low-income parents and caregivers                               |
| CCDF                         | Child Care and Development Fund   |
| CCLCs                        | Child care learning centers   |
| CLASS                        | Classroom Assessment Scoring System   |
| DECAL                        | Department of Early Care and Learning, Bright from the Start  |
| Dual language learner        | Children whose home language is a language other than English   |
| ECCE                         | Early childhood care and education  |
| ELLCO                        | Early Language and Literacy Classroom Observation   |
| ERS                          | Environment Rating Scales   |
| FCCLHs                       | Family child care learning homes  |
| Georgia's Pre-K              | Georgia's universal Pre-K program funded by the Lottery System of Georgia   |
| Head Start/ Early Head Start | <i>Head Start</i> and <i>Early Head Start</i> programs provide free learning and development services to children B-5 from low-income families. |
| LITTLE                       | Lifting Infants and Toddlers Through Language Rich Experiences  |
| Mixed-delivery system        | Infrastructure that recognizes the need for differentiation of services based on individual community needs                                     |
| Quality Rated                | Georgia's tiered quality rating and improvement system  |
| TARO                         | Temporary Alternate Rating Option   |

## INTRODUCTION

In December 2018, Georgia was awarded an initial Preschool Development Grant Birth through Five (PDG B-5) by the US Department of Health and Human Services, Administration for Children and Families, and the US Department of Education. This initial grant provided Georgia with a unique opportunity to strengthen its early childhood care and education (ECCE) system-level framework and better align and further expand critical birth-through-five services and programs. A key component of Georgia's initial PDG B-5 was a requirement for states to conduct a system-level Needs Assessment. The goal of the Needs Assessment was to analyze the state's existing mixed-delivery system of programs and services to determine how well Georgia was meeting the needs of families of children ages birth through five. In December 2019, Georgia was awarded a three-year renewal PDG B-5 through December 2023 to continue the activities started with the initial PDG B-5 and to address the gaps identified by the Needs Assessment.

Data collection for Georgia's Needs Assessment was conducted in the summer and fall of 2019. The COVID-19 pandemic began as the state's PDG B-5 leadership team was finalizing the results of the Needs Assessment. In addition to delaying publication of the Needs Assessment, the pandemic also delayed the state's ability to finish other projects in the initial grant and begin new projects in the renewal grant. State leaders used the PDG B-5 opportunity to collect additional data and conduct analyses to better understand the pandemic's impact on vital ECCE services.

The findings from Georgia's Needs Assessment are organized in seven distinct parts that highlight key topics. For convenience, these results are published in two forms: as a comprehensive, full report available at <http://www.decal.ga.gov/BftS/PreschoolDevelopmentGrant.aspx> and as seven standalone reports. This is the sixth of the seven standalone reports.

The Needs Assessment provides a snapshot of Georgia's understanding of its early childhood system. It encompasses the conditions and demographics of the state's birth-through-five population and the types of supports the state provides its youngest children and their families. It also details what is *known* about Georgia's early childhood system and, more importantly, what is *not known*.

Georgia has invested significant resources in conducting and commissioning research related to the quality of its early education programs. This report details findings from this research. Therefore, the methodology used for this part of the Needs Assessment was to review and report the results from existing research. This report identifies how research informs what state leaders know about quality and its impact, specifically on two programs: Georgia's Pre-K Program and Quality Rated, the state's tiered quality rating and improvement system. The



research highlighted in this report includes formal evaluation studies and ongoing internal data collection and analyses.

The research shows strong results regarding quality and the impact of the programs, and it details where additional supports are needed in Georgia’s mixed-delivery system. This report provides a high-level review of some of the research the state has conducted and commissioned. Additional details about the research discussed here and other ECCE studies can be found at <http://www.decal.ga.gov/BftS/Research.aspx>.

The other six standalone reports cover other aspects of Georgia’s Needs Assessment. Report 1 provides an overview of the Needs Assessment. It explains the methodology around the Needs Assessment and summarizes the key findings. Report 2 defines key terms in Georgia’s PDG B-5 work and presents system-level findings. The other reports cover the following topics: family demographics and family engagement (Report 3), data and research (Report 4), access to early childhood programs and services in Georgia (Report 5), and the early childhood care and education workforce in Georgia (Report 7). See the appendix for the Needs Assessment Crosswalk, which lists where among the seven reports each requirement of the Needs Assessment is addressed. The findings related to the impact of the COVID-19 pandemic will be issued in subsequent reports.

## **RESEARCH RELATED TO GEORGIA’S PRE-K LONGITUDINAL STUDY**

As detailed throughout the seven Needs Assessment reports, Georgia’s Pre-K Program has been foundational to the evolution and strength of Georgia’s mixed-delivery system. Funded through the Georgia Lottery for Education, the program began in 1992 as a small pilot program serving 750 at-risk four-year-old children at 20 sites statewide. Today, Georgia’s Pre-K serves more than 80,000 children a year through local school systems, private child care programs, and other entities (Head Start, technical colleges, etc.) at approximately 4,000 sites statewide. All Georgia’s Pre-K providers must meet high quality standards such as use of an approved curriculum, ECCE-degreed teacher, and instructional planning time. Additional information about Georgia’s Pre-K Program can be found in Report 5.

As part of its investment in Georgia’s Pre-K Program, the state has commissioned considerable research into understanding the quality and impact of the program. A 2011 study found that children exhibited significant growth across all domains of learning, and these results were found regardless of whether the program was housed in a private child care program or local school system.<sup>1</sup> One study, utilizing a regression discontinuity design, found that participation

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<sup>1</sup> Peisner-Feinberg, E. S., Schaaf, J. M., & LaForett, D. R. (2013). *Children’s growth and classroom experiences in Georgia’s Pre-K Program: Findings from the 2011–2012 evaluation study* [Executive summary]. University of North Carolina at

in Georgia's Pre-K Program had significant positive effects on children's language and literacy, math, and general knowledge skills.<sup>2</sup> Finally, a study conducted by lead researchers at Child Trends found that children who attended Georgia's Pre-K did slightly, though statistically significantly, better on their end-of-grade assessments than children who did not attend Georgia's Pre-K.<sup>3</sup>

The research on Georgia's Pre-K Program also includes a current study that is following a representative sample of children who attended Georgia's Pre-K in 2013–2014 through their fourth-grade year.<sup>4</sup> The study is part of an ongoing evaluation requested by the Georgia General Assembly and commissioned by the Georgia Department of Early Care and Learning (DECAL) and conducted by lead researchers from FPG Child Development Institute at the University of North Carolina–Chapel Hill.

Results from this study reveal the strong impact of the Georgia Pre-K Program while highlighting the likelihood that Georgia's Pre-K classes are more likely to be of higher quality. Nationally normed instruments that measure skills across key domains of learning showed that children made greater than expected gains during their Georgia's Pre-K year, and these gains continued through kindergarten. These gains were especially pronounced for most measures, vocabulary being an exception, related to language and literacy as well as math and social emotional skills.<sup>5</sup> Specifically, children showed a pattern of initial gains in scores during Pre-K and kindergarten (i.e., larger gains than expected relative to the norming sample). Scores began to level off in first grade and then decreased or stabilized through third grade, staying above or near the national mean.

The study also included a subsample of children classified as dual language learners. For this subsample, children were assessed in English and Spanish. While the children made significant

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Chapel Hill, FPG Child Development Institute. <http://www.dec.al.ga.gov/documents/attachments/GAPreKEval2011-2012ExecSum.pdf>

<sup>2</sup> Peisner-Feinberg, E. S., Schaaf, J. M., LaForett, D. R., Hildebrandt, L. M., & Sideris, J. (2014). *Effects of Georgia's Pre-K Program on children's school readiness skills: Findings from the 2012–2013 evaluation study* [Executive summary]. University of North Carolina at Chapel Hill, FPG Child Development Institute. <http://www.dec.al.ga.gov/documents/attachments/GAPreKEvalRDDExSum.pdf>

<sup>3</sup> Early, D. M., Li, W., & Maxwell, K. L. (2017). *Third-grade achievement for children who participated in Georgia's Pre-K: Summary of analysis*. Bethesda, MD: Child Trends. <http://www.dec.al.ga.gov/documents/attachments/GAPre-K3rdgdssummary.pdf>

<sup>4</sup> The most recent report of findings through third grade has not yet been published. Reports from previous years can be found here: <http://www.dec.al.ga.gov/BftS/EvaluationGAPreKProgram.aspx>

<sup>5</sup> Peisner-Feinberg, E., Van Manen, K., Mokra, I., & Burchinal, M. (2019). *Children's outcomes through second grade: Findings from Year 4 of Georgia's Pre-K Longitudinal Study*. University of North Carolina at Chapel Hill, FPG Child Development Institute. <http://www.dec.al.ga.gov/documents/attachments/GAPreKEvalLongitudinalYr4Report.pdf>

gains, their scores were lower than the national norm, especially for the assessments conducted in Spanish.

One of the strengths of the study is that it used classroom quality measures, not only in the children's Pre-K year, but also in each of the elementary school grades. Georgia's Pre-K leaders understand that quality is paramount to achieving the gains reported above. To measure quality, the study used the Classroom Assessment Scoring System (CLASS), which provides scores on a 1–7 scale and across three domains that suggest higher quality interactions and instruction. The study showed that Georgia's Pre-K classrooms are more likely to be in the higher quality range. Twenty-six percent of Georgia's Pre-K classrooms in the sample scored in the high range for the CLASS total score compared to 17% of kindergarten, 9% of first grade, 13% of second grade, and 14% of third grade classrooms.<sup>6</sup>

Data collection, especially stakeholder engagement, related to the Needs Assessment demonstrates how Georgia has been able to use the results from the Georgia's Pre-K longitudinal study. As noted in Report 5, state leaders used the results of the longitudinal study to create the Rising Pre-K Summer Transition Program, which provides additional instructional and family support to children classified as dual language learners before their Georgia's Pre-K experience. Additionally, results from the study have been used in creating and strengthening other ECCE programs. A key example has been the creation of the Lifting Infants and Toddlers Through Language Rich Experiences (LITTLE) grant program for licensed child care programs that use the infant and toddler versions of the CLASS.

## RESEARCH INFORMING QUALITY RATED

Georgia's primary system for measuring quality in child care programs is Quality Rated, the state's tiered quality rating and improvement system. Quality Rated is a systemic approach to assess, improve, and communicate the level of quality in early care and education programs. Similar to rating systems for other service-related industries, Quality Rated assigns a quality rating (1, 2, or 3 stars) to early care and education programs that meet defined program standards. To receive a rating, programs submit a portfolio that includes information around five key standards and receive an unannounced observation by a trained, reliable observer using the Environment Rating Scales (ERS). Due to the COVID-19 pandemic, classrooms observations were suspended. However, a Temporary Alternate Rating Option (TARO) is being developed to allow providers to be awarded a temporary rating through the portfolio score and

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<sup>6</sup> Soliday Hong, S., Zadrozny, S., Walker, J., Love, E. N. G., Osborne, J. D., Owen, J. L., Jenkins, G., & Peisner-Feinberg, E. (2021, January). *Longitudinal study of Georgia's Pre-K Program: Third grade report*. University of North Carolina at Chapel Hill, FPG Child Development Institute. <http://fpg.unc.edu/publications/longitudinal-study-georgias-pre-k-program-third-grade-report>



engaging in additional activities that can be conducted virtually. Components of TARO were piloted in the fall of 2020.

Quality Rated launched in 2012 and has since grown exponentially. As of December 2020, there are 2,406 rated programs. Of these, 789 (33%) are one-star; 1,190 (49%) are two-star; and 427 (18%) are three-star. This distribution of star levels supports that Quality Rated discriminates levels of quality.<sup>7</sup>

Research has been an integral part of Quality Rated. Two external studies have been used to create Quality Rated and to validate and study its impact. These studies are described in the sections that follow.

## **2008–2010 QUALITY STUDY**

Before the launch of Quality Rated in 2012, researchers at FPG Child Development Institute at the University of North Carolina–Chapel Hill led a study to measure quality across a representative sample of infant/toddler, preschool, and Georgia’s Pre-K classrooms and family child care learning homes (FCCLHs) in Georgia. The study used multiple nationally recognized measurement tools including the Environment Rating Scales (ERS), Classroom Assessment Scoring System (CLASS), and Early Language and Literacy Classroom Observation (ELLCO) instruments, along with director, teacher, and parent surveys. Representative samples were observed of infant, toddler, and preschool classrooms in licensed child care centers; of Georgia’s Pre-K classrooms in licensed centers and public schools; and of FCCLHs. The results found that 75% of FCCLHs, 66% of infant/toddler classrooms, and 35% of preschool classrooms were considered “low quality.” The highest quality was found in Georgia’s Pre-K classrooms, where more than 80% of classrooms were in the medium range for quality. Preschool classrooms were also mostly in the medium range; however, 35% were of low quality. This study provided an important baseline, and the findings were used in the design of Quality Rated.

## **QUALITY RATED VALIDATION STUDY**

As part of its Race to the Top–Early Learning Challenge grant, Georgia commissioned a validation study to gauge how well the Quality Rated framework is operating and to determine if the tiered system truly reflects varying levels of quality. The Quality Rated Validation Study<sup>8</sup> was published as a series of four reports, with the final report released in May 2019. This study was commissioned by DECAL and conducted by lead researchers from Child Trends.

Several key findings emerged from this study. First, the classroom observation is heavily weighted in determining a program’s star rating. Specifically, 94% of programs would have

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<sup>7</sup> DECAL administrative data

<sup>8</sup> <http://www.decal.ga.gov/BftS/ORValidation.aspx>

received the same rating using only the points from the classroom observation component.<sup>9</sup> Second, there is a greater likelihood of higher star ratings for programs that participate in Georgia’s Pre-K or Head Start, suggesting that participation in other high-quality programs may impact quality (or that higher quality programs are more likely to be Georgia’s Pre-K or Head Start).<sup>10</sup> Third, providers report that incentive packages and on-site technical assistance provided by Georgia’s child care resource and referral agencies were key supports.<sup>11</sup> Fourth, the research found a correlation between a program’s star rating and other measures of program quality, suggesting that Quality Rated does measure different quality levels. Fifth, the study demonstrated a relationship between programs with higher star ratings and children’s growth and development on some measures and on workplace climate. For example, preschoolers in 3-star programs had stronger math and social skills at the end of the school year than their peers in lower-rated programs. In terms of work climate, in center-based programs with higher star ratings, the work climate was better in terms of turnover, wages, and employee benefits. Finally, the validation study put the findings in a larger context by showing comparisons to other industries. These comparisons highlight that even the higher rated 3-star programs experience higher turnover and offer lower wages and fewer benefits than would be found in other similar industries.

A key outcome of the research on quality has been the 2020 Quality Rated CAPS goal. At the recommendation of a 2015 Early Education Subcommittee of former Governor Nathan Deal’s Education Reform Committee, the state set a “2020 Goal” mandating that all providers participating in Georgia’s subsidized child care program, Childcare and Parent Services (CAPS), must be Quality Rated by December 31, 2020. The intent of the mandate was to encourage child care programs serving vulnerable and underserved populations to improve their quality standards, thus ensuring more vulnerable children have access to higher quality programs. The state has devoted considerable resources to accomplishing the goal, and as of October 2020, more than 82% of children who receive CAPS scholarships were enrolled in a Quality Rated program. However, due to the pandemic, Georgia extended the deadline for becoming rated in Quality Rated to December 31, 2021. Even with the extension in place, the state continues to engage programs in the quality improvement process.

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<sup>9</sup> Early, D. M., Maxwell, K. L., Orfali, N. S., & Li, W. (2017). *Quality Rated Validation Study Report #1: What makes up a Quality Rated star rating? An in-depth look at the criteria, standards, and components*. Chapel Hill, NC: Child Trends. <http://www.decal.ga.gov/documents/attachments/ORValidationReport1.pdf>

<sup>10</sup> Orfali, N. S., Early, D. M., & Maxwell, K. L. (2018). *Quality Rated Validation Study Report #2: A further look at the programs in Quality Rated*. Chapel Hill, NC: Child Trends. <http://www.decal.ga.gov/documents/attachments/ORValidationReport2.pdf>

<sup>11</sup> Early, D. M., Orfali, N. S., Maxwell, K. L., Bultinck, E., Nugent, C., Miranda, B., Blasberg, A., Mason, R. S., & Bingham, G. E. (2018). *Quality Rated Validation Study Report #3: Director, teacher, and provider perceptions of Quality Rated*. Bethesda, MD: Child Trends. <http://www.decal.ga.gov/documents/attachments/ORValidationReport3.pdf>

## FINDINGS FROM ADMINISTRATIVE DATA ANALYSES

This subsection of the report details how the state's use of administrative data facilitates a deeper and clearer understanding of quality. Stakeholder engagement for the Needs Assessment noted the importance of state leaders understanding the availability of quality. Therefore, a key part of Georgia's approach to understanding and evaluating quality has been its use of administrative data. This facilitated an understanding of patterns and trends related to higher quality that, in turn, impacts an understanding of access. This also helps state leaders make decisions related to providing additional supports and resources. The following reflect current findings from administrative data analyses.<sup>12</sup>

### **Child care learning centers (CCLCs) are more likely to be star rated than family child care learning homes (FCCLHs).**

As of December 2020, 52.7% of eligible providers have earned a Quality Rated star rating. When looked at by provider type, 60% of CCLCs are rated compared to 35% of FCCLHs.

### **Programs in rural areas are about as likely to be rated as programs in urban areas, though there are differences by type of program.**

As of December 2020, approximately 52.2% of providers in rural areas and 52.8% of providers in urban areas are rated. However, CCLCs in rural areas (65%) are more likely to be rated than CCLCs in urban areas (59%), while FCCLHs in urban areas (38%) are more likely to be rated than FCCLHs in rural areas (27%).

### **Programs are most likely to earn a 2-star rating.**

As mentioned above, close to half (49%) of all providers earned a 2-star rating, while 3-star ratings were the least common rating earned (18% of ratings). FCCLHs are more likely to earn 3-star ratings than CCLCs (30% of rated FCCLHs compared to 14% of rated CCLCs). However, these differences may be attributed to the fact that child care centers have higher participation rates and therefore may be more representative of the larger child care center population. Participating FCCLHs may not be as representative of the larger FCCLH population. Rural providers are also more likely to earn 3-star ratings than urban providers (26% of rural rated providers compared to 16% of urban rated providers).

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<sup>12</sup> All findings presented in this section come from DECAL administrative data.

**Children in preschool are more likely to attend a Quality Rated program than infants or toddlers.**

As illustrated in Table 1, three-year-old children and particularly four-year-old children in Georgia’s Pre-K Program are more likely to be enrolled in a Quality Rated program than infants, toddlers, and four-year-old children not in a Georgia’s Pre-K classroom.

**Table 1. Percentage of Children in Quality Rated Licensed Child Care by Age**

| Age                 | Percentage |
|---------------------|------------|
| Infant              | 48%        |
| One                 | 50%        |
| Two                 | 50%        |
| Three               | 53%        |
| Four (not GA Pre-K) | 49%        |
| Four (GA Pre-K)     | 70%        |

**Infants and toddlers are more likely to be in Quality Rated child care in rural areas than in urban areas of the state.**

As shown in Table 2, 57% of infants and toddlers in rural areas attend a Quality Rated program compared to 48% of infants and toddlers in urban areas. Consistent with the above finding, the likelihood varies by age group, with preschoolers in rural areas having a higher likelihood of attending a Quality Rated program than infants and toddlers.

**Table 2. Percentage of Children in Quality Rated Licensed Child Care in Rural or Urban Areas**

| County Type | Infants & Toddlers<br>(Ages 0–2) | Preschoolers<br>(Ages 3–4) | Total<br>(Ages 0–4) |
|-------------|----------------------------------|----------------------------|---------------------|
| Rural       | 57%                              | 70%                        | 64%                 |
| Urban       | 48%                              | 53%                        | 51%                 |
| Total       | 49%                              | 56%                        | 53%                 |

**Some vulnerable populations are less likely to be enrolled in the highest quality child care.**

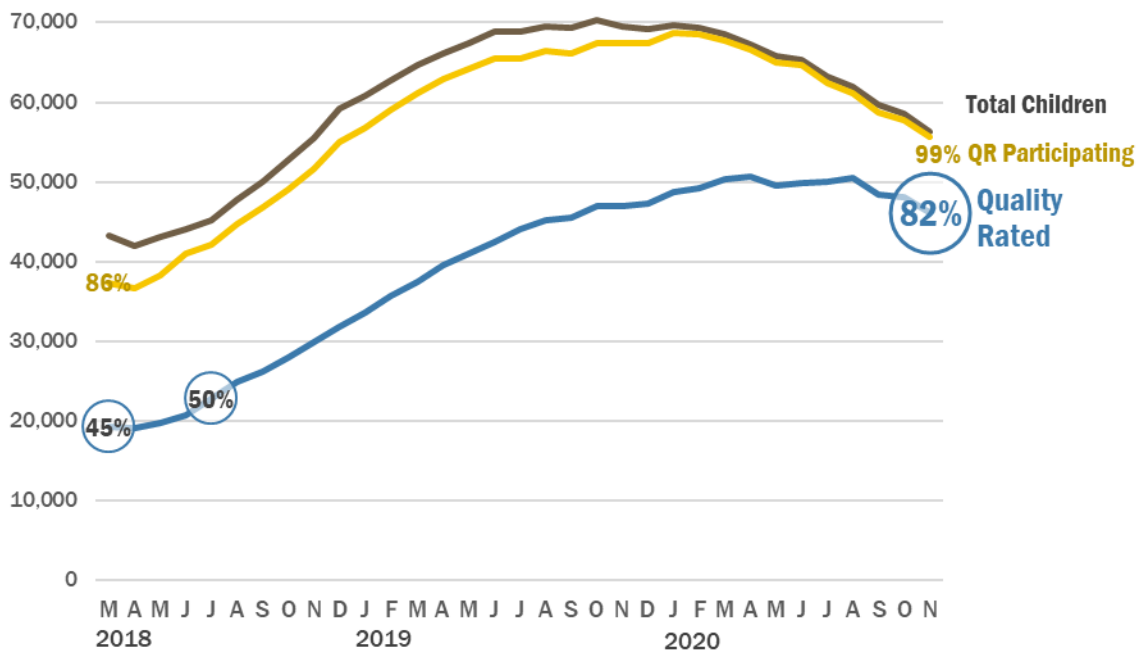
Preliminary analysis of child care access and quality data indicates that the PDG B-5 focal populations (see Report 2 for definitions) are not being served in the highest quality child care programs. For example, children classified as low-income in Georgia’s Pre-K Program are more likely to be enrolled in a Quality Rated program, but the likelihood that the program has a 3-

star rating is lower. Generally, children from low-income families receiving CAPS scholarships or children enrolled in Georgia’s Pre-K often have access to Quality Rated programs; however, they are less likely to be enrolled in a 3-star program.

**Children participating in Georgia’s Child Care and Development Fund (CCDF) subsidy program (CAPS) are more likely to attend a Quality Rated program.**

As noted earlier in the report, Georgia has focused on increasing the number of Quality Rated providers participating in the CAPS program. Figure 1 shows the increase in the number of children with a CAPS scholarship participating in a Quality Rated provider. More than 82% of children with a CAPS scholarship are enrolled with a Quality Rated provider, an increase of 37 percentage points since March 2018.

**Figure 1. Children in CCDF Subsidy at Quality Rated–Eligible Providers**





## Some child care programs struggle with facility issues.

The physical condition of a child care facility is an important factor in determining the quality of a program. A recent review of licensing citations revealed that the most common violations were related to playground safety rules. Table 3 shows the specific playground citations between July 2018 and June 2019. The most frequent citation related to playgrounds being kept clean.

**Table 3. Percentage of Providers Cited for Playground-Related Issues**

| Child Care Center Rule  | % of Providers Cited |
|---|----------------------|
| Playgrounds not kept clean, free from litter, and free of hazards | 25%                  |
| Inadequate fencing or barriers                                    | 18%                  |
| Playground equipment unsafe or inappropriate                      | 15%                  |
| Inadequate surfacing  | 14%                  |

## CONCLUSION

This report focuses on key research that the state has commissioned or conducted related to the quality of two of its early learning programs: Georgia’s Pre-K Program and Quality Rated. It specifically focuses on how this research informs Georgia’s mixed-delivery system.

From a historical and foundational standpoint, Georgia’s Pre-K Program is a strength of Georgia’s early education system. The highlighted research demonstrates that the quality of Georgia’s Pre-K is higher than subsequent grades, and results show it prepares children for entering kindergarten. It also supports how the investments the state has made in this pivotal program reaps benefits and how these same investments can benefit other early learning programs.

Similarly, results related to quality demonstrate the state’s success in creating and implementing Quality Rated. Previous research on the quality of licensed child care informed the creation of Quality Rated, and the research on Quality Rated shows the payoff from this program. Because of the strength of Quality Rated, the state has been able to create and soon meet its 2021 Quality Rated/CAPS deadline.

Results from administrative data analyses indicate that child care quality is not evenly distributed throughout the state and that the state has more work to do to ensure access to higher quality for all, especially children from focal populations (defined in Report 2).

While this report highlights some of the stronger findings of the research, there are areas of improvement that have been highlighted throughout the Needs Assessment. For example,

results from the Georgia's Pre-K study around vocabulary show where additional investments in this area for children ages birth to five may be needed. Furthermore, the Quality Rated Validation Study results show that even the highest rated programs need more resources to address turnover and low staff wages.

During Needs Assessment feedback sessions, stakeholders noted the strong research undercurrent that supports programs in Georgia's mixed-delivery system. This report highlights key research studies, but it is not an exhaustive look. This report identifies how the state is using research to understand and raise quality.

# APPENDIX. NEEDS ASSESSMENT CROSSWALK

| Needs Assessment Domain  | Corresponding Part of Report   |
|--|--|
| <p>Definitions: quality early childhood care and education (ECCE), ECCE availability, vulnerable or underserved children, children in rural areas, ECCE system as a whole</p>  | <p>Report 2: Key Terms; Georgia's Mixed Delivery System</p>  |
| <p>Focal Populations for the Grant: vulnerable or underserved children in your state/territory, and children who live in rural areas in your state/territory</p>   | <p>Report 2: Focal Populations, Table 4</p>  |
| <p>Quality and Availability: current quality and availability of ECCE, including availability for vulnerable or underserved children and children in rural areas</p>   | <p>Report 1: Summary of Findings, Table 2<br/>Report 5: all sections<br/>Report 6: all sections</p>                    |
| <p>Children Being Served and Awaiting Service: data available and/or plan for identifying the unduplicated number of children being served in existing programs and unduplicated number of children awaiting services in existing programs</p> | <p>Report 4: Introduction; Georgia's Cross-Agency Child Level Data System (CACDS); Unduplicated Counts of Children</p> |
| <p>Gaps in data on quality and availability of programming and supports for children and families</p>  | <p>Report 1: Summary of Findings, Table 2<br/>Report 2: System Level Findings</p>                                      |
| <p>Gaps in data or research to support collaboration between programs/services and maximize parental choice</p>  | <p>Report 1: Summary of Findings, Table 2<br/>Report 2: System Level Findings</p>                                      |
| <p>Measurable indicators of progress that align with the state/territory's vision and desired outcomes for the project</p>   | <p>Report 4: Introduction; Measurable Indicators of Progress</p>   |
| <p>Issues involving early childhood care and education facilities</p>  | <p>Report 6: Findings from Administrative Data Analyses</p>  |

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|---|---|
| <p>Barriers to the funding and provision of high-quality early childhood care and education services and supports and opportunities for more efficient use of resources</p> <p>Transition supports and gaps</p> <p>System integration and interagency collaboration</p>   | <p>Report 1: Summary of Findings, Table 2<br/>Report 2: System Level Findings</p> <p>Report 1: Summary of Findings, Table 2<br/>Report 3: Findings Related to Family Engagement<br/>Report 5: Transitions and Access</p> <p>Report 1: Summary of Findings, Table 2<br/>Report 2: System-Level Findings</p>              |
| <p><b>Stakeholder Input</b></p>   |   |
| <p>Parents/family members or guardians</p> <p>Child care providers from different settings (e.g., center-based, Head Start, home-based)</p> <p>Child care providers from different parts of the state including rural areas and areas with diverse populations</p> <p>Other early childhood service providers</p> <p>State/Local Early Childhood Advisory Council(s) or other collaborative governance entity</p> <p>Key partner agencies</p> | <p><b>Corresponding Section</b></p> <p>Report 1: Process and Methods, Table 1</p> <p>Report 1: Process and Methods, Table 1</p> <p>Report 1: Process and Methods, Table 1</p> <p>Report 1: Process and Methods, Table 1</p> <p>Report 1: Process and Methods, Table 1</p> <p>Report 1: Process and Methods, Table 1</p> |







**Georgia's Preschool Development Grant | BIRTH THROUGH FIVE**

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**QUALITY OF GEORGIA'S EARLY CHILDHOOD  
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**Georgia Dept  
of Early Care  
and Learning**  
BRIGHT FROM THE START

Additional information on the PDG B-5 grant can be found at  
[www.decal.ga.gov/BftS/PreschoolDevelopmentGrant.aspx](http://www.decal.ga.gov/BftS/PreschoolDevelopmentGrant.aspx)