



March 2018

Quality Rated Peer Support Network Spotlight: Monica Layne



(Left to right: Cynthia Cisneros, lead teacher, Monica Layne, director of Schoolzin Schoolzout Christian Learning Center, and Heather Tucker, assistant teacher.)

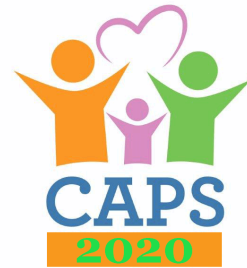
The Peer Support Network could not continue to grow and be successful without the dedication and passion of the Ambassadors. That's why we'd like to spotlight some of our Peer Support Network Ambassadors, who help in many ways with Quality Rated. Our first spotlight is on Monica Layne.

Peer Support Network Spotlight: Monica Layne

Monica Layne is one of the Quality Rated Peer Support Network's newest ambassadors in north Georgia. Her child care program, Schoolzin Schoolzout Christian Learning Center, opened May 2000 and became Quality Rated in 2015.

"The best thing about my staff, other than their dedication to giving quality care to their students and families, is their ability to laugh and have fun," Layne said of her staff. "Even in the midst of 'daycare drama,' they are focused on the children

Quality Rated and CAPS 2020



In December 2016, the DECAL Advisory Committee adopted the following: Quality Rated eligible providers must be star rated by 12/31/2020 in order to continue to receive Child Care and Parent Services (CAPS) funding.

Quality Rated Bonus Package Deadline

Quality Rated Bonus Packages will not be awarded after December 31, 2020.

To be eligible for a bonus package, programs must meet all of the following guidelines:

and their growth and development. They let them be children."

As for parents that come through her center, Layne said her parents share the love. "They show appreciation when their child's teacher goes the extra mile to ensure that their child is not lost in the shuffle," she said. "They show their appreciation by their referrals and in the small things they do for their child's teachers."

It's not hard to know why the families from Layne's program and her staff think so highly of her. Layne explained how she's willing to do any job around her center and said she treats every situation as a learning experience.

"I use everything that happens as a learning opportunity for children, parents and staff. I do not ask my staff to do anything that they have not already seen done by me," she said. "I do the majority of the maintenance that is needed at the center from plumbing to carpentry to playground equipment. I have been in the childcare industry for over 30 years. During this time I have become certified as a Red Cross CPR and first aid trainer, and obtained my commercial driver's license," she said.



Monica Layne, back left, with her staff back left to right, Heather Goswick , Jocelyn Delk, Edward Treece , Haley Savor and seated left to right front, Danae Harris, Candra Thompson and Crissy Martin.

Layne said becoming Quality Rated has made her take a closer look at best practices used at their center and work to continually improve the quality of the child care provided. "I never want to hit a ceiling of learning for our children, or my staff," she said. "I believe that if we are not constantly striving to improve, then our quality lowers and we become stagnant." Layne has truly embraced the Peer Support Network. She explained that she loves the Peer Support Network because it is breaking down barriers between providers and helping change the childcare industry.

"The Peer Support Network is about providers coming together and learning from each other and learning how to create a high quality childcare environment for Georgia's children," she said. "The Peer Support Network is not about helping other centers grow their business, but it's about supporting each other to create an environment that is

1. Participate in Quality Rated by 6/30/18
2. Receive a one, two, or three star rating by 12/31/2020
3. Have received less than three bonus packages

Quick Links

[Quality Rated Website](#)

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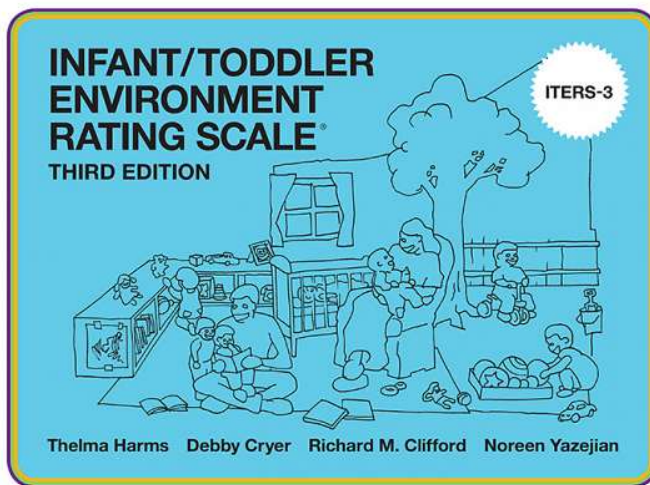
conducive to learning and keeping children healthy and safe. It's about learning how to find quality staff and keeping them." Being an ambassador is a role that Layne does not take lightly and her commitment to improve quality for all children is evident.

"I truly enjoy being an ambassador. My goal is for the perception of child care providers to change and the only way to change it is to become a champion for quality child care. I believe that as an ambassador, I am giving those participants in the Peer Support Network the tools they need to improve the quality of the care they are providing," Layne said. "Once all providers are committed to providing child care of the highest quality then and only then will the perception of childcare providers change."

Layne's favorite quote exemplifies why she does what she does every day.

*"Children who are loved at home, come to school to learn,
and those who aren't, come to school to be loved."
- Nicholas Ferroni.*

Quality Rated Transitioning to ITERS-3



Beginning **January 1, 2019**, when programs submit their portfolio, they will only have the option of ITERS-3 for Quality Rated observations in Infant and Toddler Classrooms.

Quality Rated is pleased to introduce the new scale to the Quality Rated Assessment process. In 2017, ERSI published an updated version of the ITERS-R scale, which is called ITERS-3, and this summer Quality Rated will begin slowly transitioning to use of this scale for observations in Infant and Toddler classrooms.

ERSI describes the ITERS-3 as a revision that "introduces innovations in both the content and the administration of the scale, while still retaining continuity of the two primary characteristics of the ITERS-its global definition of quality and its reliance on observation as the primary source of information on which to base assessment of classroom quality."

In the ITERS-3 scale book on Page 3, some basic differences between the ITERS-R (2006) and the ITERS-3 (2017) are listed.

- ITERS-3 expands the age range and applies to classrooms in which the majority of children are younger than 36 months, thus being valid and appropriate for classrooms serving children birth through age 3.
- ITERS-3 considers only what is observed during the 3-hour observation to determine scores for all Items that address the ongoing program, including activities, interactions, and language. Additional time may only be added to review materials or the safety features of the playground, or to observe routines. There is no longer a teacher interview required.
- ITERS-3 has dropped the Parents and Staff subscale because it relies almost entirely on staff report, not observation. Several other items that are often not observed, such as Greeting/Departing and Nap/rest have been dropped or modified.
- ITERS-3 requires less attention to accessible materials and more attention to how the teachers use the materials to foster children's learning.
- ITERS-3 contains six Items on "Language and Books," highlighting the importance of language interactions in supporting young children's development. In addition, more specific indicators throughout the scale have been added to measure the teachers' use of language in the context of activities to guide learning.
- ITERS-3 contains a new Item on "Math," with the recognition that math learning begins at birth.
- ITERS-3 contains six Items on "Interaction," highlighting the central role of relationships in young children's learning and development.

Additionally, ITERS-3 incorporates many of the concepts seen in the previously released ECERS-3, in developmentally and age appropriate ways for infants and toddlers, which will aid programs in concentrating on consistent quality concepts from birth through preschool.

Beginning July 1, 2018, when programs upload their portfolio, they will have a choice between receiving an ITERS-R observation or an ITERS-3 observation in their Infant and Toddler classrooms.

This transitional period will continue through December 31, 2018. This 6-month transitional period will allow programs that received technical assistance on ITERS-R to complete the process they started and receive an observation using ITERS-R.

Additionally, it will allow programs preparing for a later observation, time to learn more about ITERS-3 before being assessed with it, as well as allow programs to choose ITERS-3 as soon as they are ready.

Quality Rated is excited about the addition of ITERS-3 and believes it will be a beneficial tool for facilitating and measuring quality in Infant Toddler classrooms throughout Georgia.

To learn more about ITERS-3, please visit the ERSI website at www.ersi.info.

From the Review Desk: Standard 1 and the Georgia Professional Development System



To support your quality improvement efforts and to help your program achieve the highest star rating possible, we will, from time to time, offer helpful tips. We will further clarify or provide additional information on the five standards, that may help you in forming your responses, or in selecting the evidence you will upload.

Standard 1 and the Georgia Professional Development System

Standard 1, Parts A and B, focus on the need for programs to recruit and retain highly qualified staff and to plan for the continuous improvement of their knowledge and skills. For purposes of Quality Rated, your commitment to a highly qualified workforce is evidenced through both the credentials of staff you employ and the ongoing professional learning opportunities in which they engage.

As you know, in our state, credentials and training data for Early Care and Education (ECE) professionals are tracked in the Georgia Professional Development System (GaPDS). This data is pulled directly from the system (GaPDS) into your Quality Rated portfolio.

First and foremost, all staff persons must develop and complete a profile in the GaPDS.

What appears in the Staff Qualifications and Education section of your portfolio relies upon information your staff provides to the GaPDS. This month we will address how to avoid some of the more common mistakes made in completing Standard 1.1, Parts A and B of your portfolio.

Steps to Avoid Common Mistakes

Ensure that all current staff are listed correctly in your portfolio.

- New staff that have never worked in a licensed child care program and/or who have never developed a profile in GaPDS, will need to do so.

- Staff previously employed in another program must update their profile to reflect where they are now employed; they must enter the facility name and license number for your individual program (and site) to be connected to your program.
- If a staff member has changed their name, they should update their profile to reflect their new name.
- Staff that are no longer employed in your program should be removed from your list.
- Staff must enter all training in the GaPDS; they must submit proof or verification of completed training.
- When a staff profile appears as incomplete, sit down with them to determine what is needed to complete their process. Staff who appear as "Incomplete" count against you in calculating career levels and other parts of Standard 1.

Update or enter the correct position/title

- When staff are promoted into new positions or are reassigned, they should update their profile to reflect their new role.
- Family learning home providers who transition into a center as a lead or assistant teacher must update their profile to reflect this change. Only lead and assistant teachers are included in the calculations of career levels of staff.
- In general, administrative staff are considered directors and assistant directors. In completing Standard 1.1 in your Quality Rated (QR) portfolio you are asked how many administrators and how many staff are in your program. Be sure you carefully consider which staff perform in a management/supervisory role and those that do not. All staff identified as administrative will be considered in Part A. For purposes of QR, an administrator cannot also be assigned as a lead or assistant teacher. This applies to centers who serve over 18 children.
- Family learning home providers, childcare centers with eighteen or less children (who operate as a former group day care home), and school age program directors may perform in both roles; you can be a director and the teacher.
- Each staff member identified as an administrator must meet the minimum criteria of a Career Level 4 or higher, provide evidence of having completed a state approved 40-Hr Director Course, or an equivalent course that is a minimum of 40 hours which covers administration of early childhood programs, and possess at least five years of experience as a child care program manager.
- Directors and assistant directors must update their GaPDS profile and separate their "Direct Care" experience from their "Early Childhood Education Administrative" experience. What you enter here determines whether you meet the experience requirement in Standard 1.
- Family learning home providers should enter their years as a provider as "administrative" ECE experience rather than as "direct care."
- The GaPDS sends annual reminders to all professionals to update their profiles, please encourage staff to update and view their profiles regularly.

If you have any questions about the GaPDS, you can call at 404-267-2760 (Atlanta) or 1-888-92-GAPDS (42737) or visit gapds.dec.state.ga.us

Since the early 2000s, Georgia has invested heavily in building its early care and education workforce so that every child in Georgia might experience a high-quality learning environment with qualified, highly skilled professionals. The DECAL Scholars' program continues to provide support for ECE professionals to pursue post - secondary credentials and to reward their educational achievement. DECAL Scholars is designed to help programs find professionals with credentials ranging from CDAs (Child Development Associate) to technical college certificates and/or degrees.

For information on DECAL Scholars please visit decalscholars.com or call 770.642.6722 or toll free at 1.800.227.3410.

Please feel free to contact the Quality Rated Help Desk at 855-800-7747 or at qualityrated@dec.state.ga.us should you need assistance.

Congratulations to the following Quality Rated Child Care Programs



 *Congratulations to all of our*
QUALITY RATED™ *child care programs*
who've increased their star rating
in February!

- ★★★ **The Bradley School of Martinez, Martinez (1 to 3 stars)**
- ★★★ **A.J. Ward Montessori Preschool, Inc., Savannah (2 to 3 stars)**
- ★★ **Trinity AME Early Learning Center, Atlanta (1 to 2 stars)**
- ★★ **Gateway Academy & Childcare Center, Austell (1 to 2 stars)**

Visit qualityrated.org to find
Quality Rated child care programs in your area!

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Georgia Department of Early Care and Learning, 2 Martin Luther King Jr. Drive,
Suite 670, East Tower, Atlanta, GA 30334

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