

Georgia Department of Early Care and Learning
PDG B-5 Critical Issues Forum Minutes
November 13, 2019

Attendees

Guests:

Last Name	First Name	Agency
Ahearn	Sydney	Atlanta Public Schools
Allen	Donna	Gainesville City Board of Education
Anderson	Rebecca	The Sunshine House
Andrews	Rhonda	Habersham County Board of Education
Bearden	Chris	Griffin-Spalding County Schools
Bragg	Kathy	CHRIS 180
Braun	Nicole	Cadence Education (Sunbrook Academy)
Brown	Tina	Division of Family and Children Services
Burk	Kristi	Department of Behavioral Health and Developmental Disabilities
Calhoun	Donjai	Division of Family and Children Services
Chastain	Nick	Colquitt County Schools
Cole	Melissa	Child Care Resource and Referral System
Copeland	Brett	Central Georgia Technical College
Drought	Amanda	Savannah Chatham School District
Eiland-Sharp	Akira	Safe Haven Learning Academy
Foster	Sharon	Bells Ferry
Fountain	Sharona	Education Station
Goldberg	Hanah	Georgia Early Education Alliance for Ready Students
Haberlen	Melissa	Voices for Georgia's Children
Hurst	Carolyn	Loving Care Day Care Center
Kerr	Judith	Department of Public Health
Landes	Katie	Voices for Georgia's Children
Lawrence	Tracy	Family Ambassador Southwest Region
Lee	Jennifer	Georgia Policy and Budget Institute
Lewis	Bisa	Black Child Development Institute
McDaniel	Don	Friendship Learning Center
McDaniel	Kasandra	Friendship Learning Center
McMichael	Andria	YMCA of Metro Atlanta
Miller	Soraya	Child Care Resource and Referral System
Mills	Tricia	Department of Behavioral Health and Developmental Disabilities
Mullins	Michele	Big Blue Marble
Newsome	Jazmine	Oma's Learning Center and Daycare

Perrin	Carolyn	Richmond County Board of Education
Phillips	Julie	Child Care Resource and Referral System
Reisman	Marla	North Fulton Child Development Association
Roberts	Tevin	Head Start
Ross	Kimberly	Department of Public Health
Smith-Lank	Michelle	Kids World
Summerour	Sherrita	Department of Public Health
Tolbert	Ebony	Family Ambassador NW
Tracy	Katie	The Bradley Schools
Woolridge	Brandy	GADOE PBIS
Wright	Steve	Flintstone Childcare

Carl Vinson Institute of Government Facilitators: Beverly Johnson, Melinda Williams Moore, Theresa Wright, Jennifer Inglett-Hendershot, Brian Simmons, Katie Davis, Meghan Armstrong, Tiffany Sargent, Malisia Taylor, Lori Hawkeswood

DECAL Staff:

Last Name	First Name	Title
Jacobs	Amy	Commissioner
Adams	Susan	Deputy Commissioner of Pre-K and Instructional Supports
Adams	Clayton	Early Education Community Partnership Coordinator
Bassett	Clayton	Preschool Development Grant Director
Cosby	Kati	Early Education Community Partnership Coordinator
Cypret	Catherine	CAPS Special Projects and Initiatives Manager
Davis-Canteen	Glenda	Early Education Community Partnership Coordinator
Dover	Woody	Enterprise Project Management Director
Godding	Jasmin	Early Education Community Partnership Coordinator
Hudgins	Randy	Director of Research & Policy Analysis
Jacobs	Amy	Commissioner of DECAL
Jenson	Denise	Quality Rated Operations Director
Johnson	Shawnell	CAPS Family Support Director
Kasfir	Elisabetta	Deputy Commissioner for Federal Programs
Moore	Christi	Director of Professional Learning
O'Callaghan	Rob	Research and Policy Analyst
O'Meara	Jill	Early Education Community Partnership Manager
Peterick	Jess	CAPS Policy and Process Improvement Administrator

Ponder	Bentley	Deputy Commissioner of Quality Innovations & Partnerships
Ringsrud	Rian	Deputy Commissioner for Finance and Administration
Rowell	Edward	Early Education Community Partnership Coordinator
Stevens	Pam	Deputy Director for Child Care Services
Wagner	Laura	Quality Rated Policy and Partnership Director
Washington	Bridgette	Early Education Community Partnership Coordinator
Young	Liz	Gov't Relations and Special Projects

On November 13, 2019, the critical issues forum for the Preschool Development Grant Birth through Five (PDG B-5), facilitated by Carl Vinson Institute of Government staff was called to order at 9:15 am by Commissioner Amy Jacobs.

Dr. Beverly Johnson opened the meeting with a welcome and introduction of staff from the Carl Vinson Institute of Government and the Department of Early Care and Learning (DECAL).

Deputy Commissioner Bentley Ponder and Quality Rated Policy and Partnership Director Laura Wagner then gave an overview of the Child and Parent Services (CAPS)/Quality Rated 2020 goal, the validation study of the Quality Rated program, and progress made towards the 2020 CAPS/Quality Rated goal.

Dr. Johnson gave an outline of the process of how feedback for the four areas of strategic focus (e.g. bonuses and incentives, provisional and probationary status, key milestones, and family messaging) would be addressed during the critical issues forum. Dr. Johnson explained that she would introduce each strategic area of focus and the DECAL content expert for each area and then facilitate the feedback process for each strategic focus area question item.

The facilitated feedback process began at 10:30 am.

Woody Dover, Enterprise Project Management Director, presented the proposed bonuses and incentives for providers seeking Quality Rated status in 2020. Dr. Johnson guided stakeholders in the feedback process.

In response to question one, “Do you believe the type and structure of the incentives being offered will encourage CAPS providers to seek being rated earlier in the year?” stakeholders strongly agreed that the incentives being offered will encourage CAPS providers to seek being rated earlier in the year.

In response to question two, “Do you believe the incentives should be available to providers who are not currently CAPS providers if they agree to become CAPS providers upon achieving a rating in 2020?” a majority of stakeholders agreed that incentives should be available to providers who are not currently CAPS providers upon achieving a rating in 2020.

In response to question three, “Should the teacher incentives be paid to the teachers in the program at the time of the observation or to the teachers included in the portfolio?” stakeholders strongly agreed that all teachers in the program who were employed at the time of the observation should receive the teacher incentive.

Denise Jenson, Quality Rated Operations Director, presented the proposed provisional status policies for providers seeking to become Quality Rated in 2020. Dr. Johnson guided stakeholders in the feedback process.

In response to question one, “Which programs should be eligible for a provisional status and are there any special criteria we should use to determine if a program can be awarded a provisional status?” stakeholders overwhelmingly agreed a provisional status should be awarded for a 12 month period to newly licensed providers or due to ownership changes, if a provider has committed to pursuing quality rated status.

In response to question two, “What payment rate for CAPS should providers with a provisional status receive?” stakeholders overwhelmingly agree that providers with a provisional status should receive the base rate for CAPS with no bonus or tiered reimbursements.

In response to question three, “How long could a provider operate and receive CAPS funding on a provisional status before they must be a 1, 2, or 3-Star Quality Rated program?” stakeholders agreed that providers who are continuously engaged in the Quality Rated process should be given 12 months for provisional status.

Denise Jenson also presented the proposed probationary status for providers seeking Quality Rated status in 2020. Dr. Johnson guided stakeholders in the feedback process.

In response to question one, “How long should programs be allowed to be on probationary status before they must become re-rated with 1, 2, or 3-Stars prior to DECAL transitioning CAPS children?” stakeholders strongly agreed that providers should have at least 12 months of probationary status before CAPS scholarships are withheld.

In response to question two, “What payment rate for CAPS should providers receive if they are on probationary status, should those that were previously 1, 2, or 3-Stars lose their tier bonus during this time?” stakeholders overwhelmingly agreed that providers with probationary status should receive the base rate only and lose the tiered bonus.

In response to question three, “Which entity should be responsible for overseeing the TA process that CAPS providers must undertake to show that they are ready to submit for a re-rating and what should the TA process include?” stakeholders overwhelmingly agreed that DECAL should be the entity overseeing the TA process.

In response to question four, “What happens if programs fail to achieve a 1, 2, or 3-Star rating at the time of their re-rate?” Stakeholders presented two scenarios:

1. Providers should lose CAPS.
2. Providers should be able to remain on probationary status.

Elisabetta Kasfir, Deputy Commissioner for Federal Programs, presented the key milestones proposed for providers seeking Quality Rated status in 2020 and for CAPS scholarships. Dr. Johnson guided stakeholders in the feedback process.

In response to question one, “For milestone 1 is this the appropriate time for these to occur? Is there a better time? Should there be a different milestones?” stakeholders agreed with the proposed milestone for CAPS/Quality Rated deadlines.

In response to question two, “For milestone 2, is this the appropriate time for this to occur? Is there a better time? Should there be a different milestone?” stakeholders agreed overall that no adjustments are needed.

Shawnell Johnson, CAPS Family Support Director, presented on messaging for CAPS families. Dr. Johnson guided stakeholders in the feedback process.

In response to question one, “What messages should be shared with families related to the CAPS/QR 2020 goal?” stakeholders agreed that a comprehensive, multi-layered communication plan that corresponds with the milestones is needed.

In response to question two, “When should the messages be delivered to families? Is there a specific timeframe?” stakeholders agreed that all messaging should begin immediately.

The morning session of the meeting was concluded at 1:00 pm after a working lunch and resumed at 1:15 pm.

Deputy Commissioner Adams directed stakeholders to a handout about the Preschool Development Birth through Five (PDG B-5) Grant critical issue areas: focal populations, child care quality and availability, quality and availability of early childhood care and education (ECCE) support services, ECCE data, and transition supports and gaps. Stakeholders were directed to answer questions related to findings in the handout.

Each group addressed the following questions with each topic:

- Are these findings consistent with your understanding and experience with Georgia’s ECE system?
- If you had to highlight one finding listed above to statewide leaders and policymakers, which finding would you choose?

Regarding focal populations, stakeholders believed that the focal populations were correct and suggested teen parents may be a population to add. Stakeholders agreed that they would highlight children living in poverty to statewide leaders and policymakers.

Regarding child care quality and availability, stakeholders felt that many of the quality child care programs lack affordability and access. Stakeholders agreed they would highlight affordability as an issue to statewide leaders and policymakers.

Regarding quality and availability of ECCE support services, stakeholders felt that more support services were needed and that collaboration between existing programs should increase. Stakeholders agreed that they would highlight the need for wraparound services for families to statewide leaders and policymakers.

Regarding ECCE data, stakeholders felt that consistent definitions for migrant families would assist with more understanding of missing data. Stakeholders agreed that they would highlight missing data, the lack of common definitions between agencies, and the creation of a unique identifier to statewide leaders and policymakers.

Regarding transition supports and gaps, stakeholders felt that more data about infant and toddler transitions and children not enrolled in ECCE programs would be helpful in identifying where transition support may be needed before Pre-K. Stakeholders agreed they would highlight increasing summer transition support programs for families with children entering Kindergarten.

After the afternoon session, Deputy Commissioner Adams thanked the stakeholders for their insights and time discussing the PDG B-5 needs assessment and the CAPS/Quality Rated 2020 goal. Dr. Johnson also thanked all stakeholders, DECAL, and Carl Vinson Institute staff for their attendance.

The meeting was adjourned at 3:30 pm.