

Georgia's Preschool Development Grant Birth through Five (PDG B-5)

Needs Assessment Committee Meeting Summary

October 17, 2019

PDG B-5 Overview

Georgia PDG B-5 Overview

In December 2018, Georgia was awarded a \$2.9 million Preschool Development Grant Birth Through Five (PDG B-5) from the U.S. Departments of Health and Human Services and Education.

The funds will be used to design and implement activities to help ensure that Georgia's children from birth to age 5 have **access to high-quality** early childhood care and education services and programs.

PDG B-5 Activities



Needs Assessment



Strategic Plan



Maximizing Parental Choice and Knowledge



Sharing Best Practices

Needs Assessment

- Complete a statewide needs assessment
 - Engage community partners, advocates, and local leaders to provide insight on current data
- Form Needs Assessment Advisory Committee
- Identify current ECCE and population cross-sector data and identify needs/gaps in the data
- Provide additional training to support personnel to understand data accurately and seamlessly

Needs Assessment Domains

- 1** **Definitions**
- 2** **Focal populations**
- 3** **Data on children served or awaiting service**
- 4** **Quality and availability of ECCE**
- 5** **Data and research gaps**
- 6** **Quality and availability of programs and supports**
- 7** **Measurable indicators of progress**
- 8** **ECCE facility issues**
- 9** **Barriers to funding and provision of ECCE and supports**
- 10** **Transition supports and gaps**
- 11** **Interagency collaboration**

Needs Assessment Committee Meeting

Needs Assessment Committee

- Identified ECCE leads from state agencies and partner organizations
- Focused on identifying needs
 - Sources
 - Definitions
 - Limitations
- Facilitation staff guided the committee through defining needs and connecting leaders and programs.

Agenda

I. Welcome

I. PDG B-5 Overview

II. Goals

II. Roses, Buds, Thorns Activity and Discussion (2 hour)

I. Red Room

II. Blue Room

III. Lunch

IV. Speed Updates and Discussion (1 hour 30 minutes)

V. Next Steps (15 minutes)

Needs Assessment Domains

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Roses, Buds, Thorns Discussion

Definitions

Rose	Strengths
Bud	Opportunities
Thorn	Weaknesses

Areas addressed

- Early care and education
- Supports for focal populations
- Early intervention services
- Supports for the workforce

Conclusions

Roses

- Georgia's Pre-K
- Quality Rate care
- Special education inclusion programs
- Georgia Early Learning and Development Standards (GELDS)
- Community level collaboration
- Philanthropic and development grant funding are diverse
- Subsidies for childcare align with focal populations
- Early Head Start focus on focal populations
- Childcare and Parent Services (CAPS) helplines

Conclusions

Roses

- Single point of entry to early intervention through Children First
- McKinney-Vento Act gives cohesive working definition of homelessness
- Georgia's Pre-K Summer Transition Program
- Community-based literacy grants
- Summer meal program
- Watch Me Grow CDC developmental milestones program
- Georgia Parent Infant Network for Educational Services (PINES)
- Georgia Early Education Alliance for Ready Students (GEEARS)

Conclusions

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Conclusions

Roses

- DECAL Scholars program
- Behavioral support helpline
- Lifting Infants and Toddlers through Language-Rich Environments (LITTLE) Project
- Child Development Associate (CDA) certification available at Technical College System of Georgia (TCSG)
- Professional Development System (PDS) state group training system
- Pre-K teach of the year program
- DECAL professional development unit

Conclusions

Buds

- Opportunity for public schools to enter the ECCE space
- Childcare partnerships in rural areas
- Every Student Succeeds Act (ESSA) asks the K-12 system to reach out and collaborate with ECCE programs serving children with disabilities
- Opportunity for better data on who accesses services
- Funding opportunities for the 3 and under population
- Future investment in health advisory boards
- Potential to build an online shared resource site specific to vulnerable populations

Conclusions

Buds

- Statewide collaboration and meetings across agencies and programs
- CAPS training family support staff in family-centered coaching
- Expansion of Georgia preschool programs in K-12 schools
- CAPS family support consumer education regarding developmental assessments
- Workforce training of preservice teachers
- Future resources around child nutrition for families
- Raise credential efforts

Conclusions

Buds

- Workforce research opportunities
- Business support training for private providers
- Pre-K to K-12 equitable pay
- Technical College System of Georgia-Georgia State University
bridge program from CDA to Bachelor's Degree
- Peer support
- Teachers can do a lot with scarce funds
- Early Education Empowerment Zones (E3 Zones)
- Federal laws are beginning to address vulnerable populations
directly

Conclusions

Thorns

- Lack of family awareness of available ECCE services
- Lack of year-round service
- Lack of infant and toddler care
- Many vulnerable families fall through system gaps
- Unregulated family childcare
- Lack of support for grandparents raising grandchildren
- Lack of good research surrounding workforce development
- Pre-K assistant pay

Conclusions

Thorns

- Workforce are often eligible for the same supports that vulnerable populations need
- Morale
- Lack of prestige
- Role expectations exceed professional training
- Lack of training surrounding special education and behavioral issues
- Quality Rated 3-star system difficult to explain

Conclusions

Thorns

- Lack of nontraditional hours of care
- Lack of support from public school administrators for the B-5 programs in their schools and communities
- Lack of extension of Pre-K teacher of the year program to private programs
- Lack of awareness on the actual cost of quality ECCE
- Teacher retention and compensation
- Lack of data concerning outcomes from early intervention services
- Restrictive environments that are not inclusive for children with disabilities or behavioral issues

Speed Updates Discussion

Domains Addressed

Description	Domain
Focal populations and number of children served	2, 3
Barriers to funding and provision of high quality ECCE and system integration and interagency collaboration	9, 11
Transitional supports and gaps	10

Questions Addressed

- Is the information **consistent** with what you know about these domains?
- Is there **additional data** and/or research in this area that has been overlooked?
- What are the **gaps** in Georgia's current policies around these domains?
- Do you have **recommendations** (or current promising practices) to improve data surrounding these domains?

Conclusions

Domains 2 & 3: Focal Populations and Number of Children Served

- Overlooked data
 - Supplemental Special Nutrition Program for Women, Infants, and Children (WIC), Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), homelessness status, disability status, English-Language Learner (ELL) status

Conclusions

Domains 2 & 3: Focal Populations and Number of Children Served

- Policy Gaps
 - Consistent data collection practices, creation of a centralized registration system for services, proxy use, nutrition-based educational standards and practices, data sharing agreements

Conclusions

Domains 2 & 3: Focal Populations and Number of Children Served

- Recommendations
 - Addition of health indicators to population data
 - Work with Children First to receive birth county information about foster children to attain an aggregate count of children in services
 - Creation of funding opportunities for programs that serve low-income families to include nutrition education
 - Use of the Online Analytical Statistical Information System (OASIS) to capture a more accurate count of infants and toddlers
 - Centralized system for data collection and sharing

Conclusions

Domains 9 & 11: Barriers to Funding and Services and System Integration

- Overlooked data
 - Get Georgia Reading initiatives, fees associated with funding staff and services, data collected (e.g. homelessness status, family income) from existing programs that do not make it into CACDS

Conclusions

Domains 9 & 11: Barriers to Funding and Services and System Integration

- Policy gaps
 - Access to CAPS staff at public assistance, TANF, and public health offices statewide
 - Increase Public Assistance System to be a 24-hour system
 - Integrated data and registration systems
 - Strengthened connections between programs and services to assist with referrals

Conclusions

Domains 9 & 11: Barriers to Funding and Services and System Integration

- Recommendations
 - Change forms and websites to be more user-friendly for families
 - Creation of tax credits for childcare to go directly to centers
 - Blended funding streams directed towards capacity and salary for public ECCE programs
 - Centralized registration system for families
 - Continue to build into the CACDS with additional data
 - Clearer explanation of the 3-star Quality Rated system

Conclusions

Domains 10: Transition Supports and Gaps

- Additional data
 - Medicaid, Children's Health Insurance Program (CHIP), aftercare services, services accessed prior to Pre-K and Kindergarten, family income, DOE test scores to track longitudinal outcomes,
 - Benefits of no building/school transition from public Pre-K to K
 - Homelessness status to connect to transition planning

Conclusions

Domains 10: Transition Supports and Gaps

- Policy gaps
 - Requirement to include transition planning into programs
 - Data capture about children not entering into ECCE programs
 - Streamlining of data definitions, system, and collection methods
 - Clearer eligibility requirements for qualification of services across programs
 - Creation of an integrated data system

Conclusions

Domains 10: Transition Supports and Gaps

- Recommendations
 - Data collection of service referral, accessing services, and outcomes
 - More comprehensive data sharing agreements with DFCS for more information about foster children
 - Use a unique identifier to track long-term data about transitions