Georgia's Preschool Development Grant

BIRTH THROUGH FIVE

REPORT 4

DATA AND RESEARCH

NEEDS ASSESSMENT

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Special thanks to all of the state agencies' staff, teachers, providers, partners, and families who participated in the needs assessment discussed in this report. Your perspectives provided valuable insights into the birth through five mixed-delivery system in Georgia. Additional thanks to Child Trends and the Carl Vinson Institute of Government for their assistance in compiling this report.

This publication was made possible by Grant Number 90TP0070 from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. The project described was supported by the Preschool Development Grant Birth through Five Initiative (PDG B-5), Grant Number 90TP0070, from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Child Care, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

Additional information on the PDG B-5 grant can be found at: **www.decal.ga.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
DECAL	Department of Early Care and Learning, Bright from the Start
ECCE	Early childhood care and education
FPL	Federal poverty line
Georgia's Pre-K	Georgia's universal Pre-K program funded by the Lottery System of Georgia
Georgia SEEDS program	Social Emotional Early Development Strategies for Success
Head Start/ Early Head Start	Head Start and Early Head Start programs provide free learning and development services to children B-5 from low-income families.
Mixed-delivery system	Infrastructure that recognizes the need for differentiation of services based on individual community needs
Vulnerable Populations	Vulnerable and underserved populations, such as those living in poverty, experiencing homelessness, living in foster care, living in rural areas, dual-language learners, and living with disabilities

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 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 fourth 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.*

This report provides a comprehensive examination of Georgia's early learning data systems, data understanding, data and research use, and how well different data systems can collaborate. The report provides findings in three key areas.

Area 1. Cross-Agency Child Data System

The state has made great strides in using the Cross-Agency Child Data System (CACDS), which is described in detail later in this report. Stakeholders reported strengths in having a system that can report program participation across multiple agencies. Challenges identified include a need to expand use, address data inconsistencies and discrepancies, and expand the data collected in the system.

Area 2. Unduplicated Counts of Children

Through CACDS, the state can examine, analyze, and report unduplicated counts of children participating in Georgia's ECCE services and programs. This includes children participating in multiple programs and services. The data can be disaggregated by race/ethnicity and poverty status. The state is unable to produce unduplicated counts of children who cannot access services.

Area 3. Measurable Indicators of Progress

One of the requirements of the PDG B-5 Needs Assessment is to develop indicators that can be used to measure progress of the state's Strategic Plan and PDG B-5 work. These indicators are being developed as part of the strategic planning process that concluded at the end of 2020.

Finally, the Needs Assessment was intended to encourage states to develop processes to make the Needs Assessment ongoing. In other words, states should continue to update their Needs Assessment. Therefore, this report concludes with a discussion of additional data being collected as part of the overall Needs Assessment process.

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), access to early childhood programs and services in Georgia (Report 5), the quality of early childhood programs and services in Georgia (Report 6), 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.

METHODS

To understand Georgia's ECCE data strengths and areas of growth, different groups of stakeholders were given opportunities to provide insight on how the state could improve its data systems and strengthen its use of data. Specifically, a cross-agency data subgroup was

established to address the state's data strengths, challenges, and needs. The subgroup included representatives from programs and services within the mixed-delivery system as well as advocacy and research partners.

A data inventory was completed by the subgroup to help understand existing data and to identify data gaps. Table 1 shows the results of the data inventory. The table lists significant statewide programs serving young children and sociodemographic data elements captured by those programs. Age is the only data element currently captured across all programs. No program collects all the identified data elements. This table shows that there are opportunities to align data collection across programs and to connect common data elements in an integrated data system.

Table 1. Early Childhood Data Inventory

	Pre-K	Head Start	CAPS	Babies Can't Wait	Children 1st	Foster Care	Home Visiting	Migrant Education	Preschool Special Education
Age	✔	✔	✔	✔	✔	✔	✔	✔	✔
Address	♠	✔	✔	✔	✔	✔	✔	✔	✔
Disability status	✔	✔	✔	✔	?	✔	✔	X	✔
Foster care status	X	✔	✔	X	✔	✔	X	X	X
Home language	♠	✔	?	X	?	✔	✔	✔	✔
Homelessness status	X	✔	✔	X	✔	?	✔	X	X
Immigration status	X	X	✔	X	X	✔	X	X	X
Income	♠	♠	✔	?	X	✔	✔	X	?
Race/ethnicity	✔	✔	✔	✔	✔	✔	✔	X	✔

Key: ✔ = captured, ♠ = proxy captured, X = not captured, ? = unknown or inconsistent

GEORGIA'S CROSS-AGENCY CHILD DATA SYSTEM

In the past decade, Georgia has made considerable progress in creating and using an early childhood integrated data system with the launch of CACDS. The system, conceptualized and created as part of the work of Georgia's State Advisory Council grant in 2011–2012 and accelerated through the state's Race to the Top–Early Learning Challenge grant, builds on data from multiple state agencies. CACDS links data from the following Georgia early childhood programs: Babies Can't Wait (IDEA, Part C), Preschool Special Education (IDEA, Part B, Section 619), Georgia's Pre-K Program, Early Head Start, Head Start, subsidized child care (via the

Childcare and Parent Services, or CAPS, program), and home visiting. While CACDS is administratively housed at the Georgia Department of Early Care and Learning (DECAL), its governance structure includes a multiagency executive committee and research committee, both of which include representatives from all contributing agencies. Plans for CACDS include incorporating data from Georgia's foster care system; Temporary Assistance for Needy Families (TANF); the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC); and Medicaid. Additionally, throughout the last half of 2020 and as part of its PDG B-5 work, the state conducted further reviews of CACDS that resulted in a strategic roadmap that was published in December 2020.

The Needs Assessment process documented several strengths of CACDS. First, CACDS includes data at the child level and is matched across multiple programs. CACDS uses predefined rules to assign a unique CACDS identifier to each child. This identifier helps link information across services and over time and can be used to measure unduplicated counts of children. Second, CACDS can be linked to other state data systems—specifically, Georgia's Academic and Workforce Analysis and Research Data System (GAAWARDS). This allows state leaders and researchers to measure access to Georgia's early childhood programs and conduct research related to later outcomes. Third, CACDS can be used to review data on participation rates in public programs and transitions between programs and services. This is especially useful in understanding access for children with disabilities as CACDS can be used to understand how many children are referred from the early intervention point of entry (Children 1st) to IDEA Part C or from IDEA Part C to IDEA Part B, Section 619. Finally, in addition to child-level data, CACDS also includes program-level data that can subsequently be linked to children. This includes child care provider licensing and Quality Rated data, along with population-level demographic information from the US Census Bureau and the US Postal Service.

Despite these strengths of CACDS, the Needs Assessment indicated several areas where the system can be improved. First, CACDS is underutilized. Simply put, the technology related to CACDS has accelerated at a pace not met by policy and research agenda development. During the Needs Assessment discussions, many stakeholders were unfamiliar with CACDS and did not know how to access the data. Furthermore, without clear policies in place to help users navigate CACDS, many would be unable to access the system. Over a 13-month period (June 2018–July 2019), CACDS was visited more than 1,600 times, and 84% of visitors were from Georgia. However, a system like CACDS in a state the size of and with the population of Georgia should have greater documented use.

A second CACDS challenge relates to data inconsistencies and dissimilarities, which are to be expected in a data set used across multiple agencies. These inconsistencies and dissimilarities are demonstrated in several ways. First, as shown in Table 1, multiple agencies collect data on

children ages birth through five and their families. This, while a strength in terms of data collection, also makes consistent, unduplicated data reporting a challenge. Second, child-serving agencies define terms differently. For example, Georgia's child-serving agencies lack unified definitions for the following populations: children experiencing homelessness, dual language learners, and ECCE children ages birth through five. Third, other than in CACDS, there is not a unique identifier used across agencies. While unique identifiers solve many problems, there are concerns that, if not used correctly, they may lead to unintended consequences such as inaccurately flagging students as being at risk of homelessness, food insecurity, or other issues that may be temporary. Fourth, many of the data in CACDS are collected through self-reporting, which is prone to inaccuracies and issues of validity. Underlying all these challenges are funding constraints and ongoing programmatic changes that can inhibit the process of consistent and reliable data collection.

A third challenge relates to what is *not* in CACDS. The main strength of CACDS is that program participation can be reported and tracked, which can help identify access issues. However, stakeholders reported that the following additional data should be included in CACDS: (1) childhood care and education placement data for children in foster care, (2) outcomes for children who do not engage in programs and services, (3) indicators of quality and access, (4) program fidelity measures, (5) income data instead of income proxies, (6) the number of children in licensed child care, (7) utilization rates of programs at the county level, and (8) aggregated data at the school-system level regarding early childhood enrollment data available at kindergarten entry.

The state is planning to address many of these issues in the PDG B-5 renewal grant. The state has been working with an outside firm (KSM Consulting) to create a CACDS 2.0 Strategic Roadmap that will address challenges related to usability, policies, and data inconsistencies. Additionally, the state will continue conducting training at the community level and developing additional resources to support the increased use of CACDS.

UNDUPLICATED COUNTS OF CHILDREN

As mentioned in the previous section, CACDS encompasses data from multiple state agencies and ECCE programs. Specific reports generated by CACDS provide unduplicated counts of children receiving services in one or multiple existing programs at any time during a fiscal year. These reports can be customized, with users able to select a specific county, an age in years, and the programs of interest and know how many children are being served in that county. The data can be further analyzed by race and ethnicity and/or by gender. The unduplicated count of children in multiple programs can then be compared to population data to measure the reach of each program and to gauge the relative strengths and weaknesses of services to various communities. Table 2 shows the number of children ages birth through five years enrolled in

programs that reported data to CACDS for state fiscal year (FY) 2018. According to CACDS data, Georgia's Pre-K Program and Children 1st served the largest number of children during this period, and Early Head Start and Home Visiting served the fewest children.

Table 2. CACDS Records of Children Receiving Services in FY 2018

Program	Children Ages B-5 Enrolled
Georgia's Pre-K	86,024
Childcare and Parent Services (CAPS)	47,214
Early Head Start	4,431
Head Start	19,242
Babies Can't Wait (IDEA, Part C)	18,492
Preschool Special Education (IDEA, Part B, 619)	28,417
Children 1st	137,303
Home Visiting	2,049

One of the most informative tools of Georgia's CACDS enables ECCE leadership to view aggregate counts of children served by two programs during the same year. For example, from July 2017 to June 2018, of the children served by Babies Can't Wait, 11% also held a CAPS scholarship and 3.5% also enrolled in Early Head Start. Similarly, of students with an individualized education plan in Preschool Special Education, 13% also had a CAPS scholarship, 45% were also enrolled in Georgia's Pre-K, and 17% were also enrolled in Head Start.

Related to understanding unduplicated counts of children, a strength of CACDS reports is that they also can be used to identify racial and ethnic disparities related to program participation. For example, Table 3 shows that 10.5% of children attending Head Start in FY 2018 were classified as Hispanic while only 5.9% of children in CAPS had the same classification. This may suggest that more outreach is needed to the Hispanic community about CAPS. Similarly, higher percentages of children classified as black are participating in CAPS, Head Start, and Early Head Start compared to Georgia's Pre-K. Further research is needed to determine if these differences related to race and ethnicity are due to program and funding availability or family preferences.

Table 3. CACDS Records of Children Receiving Services by Race and Ethnicity in FY 2018

Program	Black	Hispanic	White	Other or Multiple Races
Georgia's Pre-K	40.1%	15.6%	35.4%	8.9%
Childcare and Parent Services (CAPS)	74.0%	5.9%	17.5%	2.6%
Early Head Start	76.3%	8.8%	14.4%	0.5%
Head Start	67.3%	10.5%	18.4%	3.7%
Babies Can't Wait (IDEA, Part C)	35.0%	15.8%	45.0%	4.2%
Preschool Special Education (IDEA, Part B, 619)	32.4%	14.6%	46.2%	6.8%
Children 1st	39.4%	14.9%	42.0%	3.8%
Home Visiting	51.2%	26.0%	18.2%	4.7%

CACDS reports also offer unduplicated counts of children from low-income families who are receiving CAPS scholarships or attending free or subsidized early learning programs such as Head Start, Early Head Start, and Georgia's Pre-K. While all four-year-old children are eligible to attend Georgia's Pre-K Program regardless of income, children eligible for a range of means-tested benefits are designated as Category One, and those programs may receive additional resources. Table 4 shows the total numbers and percentages of children in low-income families served by ECCE programs in Georgia during FY 2018. As the table shows, 13% of low-income children age one were served by either CAPS, Early Head Start, or Head Start. That percentage increases to 73% for four-year-olds and with the addition of Georgia's Pre-K.

Table 4. Percentage of Children in Families with Low Income Served by CAPS, Head Start, or Georgia's Pre-K Program, by Age, July 2017–June 2018

Age	CAPS	Early Head Start	Head Start	Pre-K Category One	Total Distinct Served	Low-Income Population	% Served
0	5,809	770	11	NA	6,548	60,982	11%
1	6,749	1,230	35	NA	7,939	62,249	13%
2	7,999	1,566	515	NA	9,920	63,681	16%
3	8,217	562	11,066	NA	18,998	64,593	29%
4	7,728	297	7,572	39,626	46,926	64,289	73%
Total	**36,502**	**4,425**	**19,199**	**39,626**	**90,331**	**315,794**	**29%**

For low-income population numbers, CACDS uses estimates from the American Community Survey 2013–2017 from the US Census Bureau. The low-income designation is less than 200% of the federal poverty threshold.

Despite the strengths of CACDS for informing deduplicated counts of children who are participating in programs, a challenge with CACDS is that it does not include data on children awaiting service; thus, Georgia does not have unduplicated counts of children not receiving services. Children also are not assigned a unique identifier by the state until they are approved for service. Table 5 lists how Georgia's Pre-K, CAPS, Early Head Start/Head Start, Home Visiting, and Children 1st address waiting lists and understanding who is not being served in the program.

Table 5. Georgia's ECCE Programs' Ability to Report Children Not Served by Program

Georgia's Pre-K Program	Data are collected at the site level for children who have applied for the program but not enrolled. The child's name, birthdate, address, and parent contact information are reported in a statewide data system: the Pre-K Application and Database Access (PANDA) system. Through PANDA, the waiting list is deduplicated. Currently, the waiting list for Georgia's Pre-K Program is ~5,000 children statewide, and a large majority of families on the waiting list live in urban counties. Waiting list data represent only children whose parents applied for enrollment and do not include age-eligible children whose parents did not apply.
Childcare and Parent Services (CAPS)	The CAPS program does not maintain a statewide waiting list; however, it is estimated that 14.8% of families with children ages birth through 12 who are potentially eligible for CAPS scholarships based on state income requirements are currently served in the program.[a] CAPS data are housed by a third-party vendor; thus, data are available in CACDS only for children approved for service and issued a CAPS scholarship.
Head Start Early Head Start	Head Start and Early Head Start grantees are federally mandated to maintain a waiting list at the grantee level. Waiting list data cannot be deduplicated and thus aggregated across grantees at the state level.
Home Visiting	Individual home visiting programs maintain waiting lists at the site level; however, these data are not aggregated statewide.
Children 1st	Children 1st does not maintain waiting lists; however, its data system does document referrals received, attempts to contact families, and all screenings conducted. Additionally, any referrals from Children 1st to other programs such as Babies Can't Wait or Children's Medical Services and programs outside of Maternal and Child Health are captured. The system also documents why a child's file may be dispositioned as closed-unable to locate, parental refusal of screenings, inappropriate referral, and other causes for lack of service.

[a] Ullrich, R., Schmit, S., & Cosse, R. (2019, April 25). *Inequitable access to child care subsidies*. Center for Law and Social Policy. https://www.clasp.org/publications/report/brief/inequitable-access-child-care-subsidies

In summary, Georgia can produce unduplicated counts of children attending multiple programs. This includes reporting related to race/ethnicity and percentages of low-income children served. The state is limited in its ability to report unduplicated counts of children not being served. The ability is limited by program; therefore, there is not a mechanism to report unduplicated counts of children not being served across multiple programs.

MEASURABLE INDICATORS OF PROGRESS

States are required in their Needs Assessment to address their status in developing "Measurable Indicators of Progress." As described in the Needs Assessment guidance, states should include a discussion related to what those indicators are and how they align with the state's Vision and Desired Outcomes for their PDG B-5 work. This discussion should include strengths and weaknesses of the indicators and the extent to which they can be used to describe current conditions experienced by vulnerable, underserved, and rural populations.

As of this writing, Georgia is concluding its initial PDG B-5 strategic planning process. This process, originally scheduled to begin in March 2020, was delayed by the COVID-19 public health emergency. One of the outcomes of the strategic planning process will be developing measurable indicators for the strategic plan. Indicators will be added for any PDG B-5 project not encompassed in the Strategic Plan. It is expected that these measurable indicators will be incorporated into CACDS; hence, they are discussed in this section. Georgia's PDG B-5 Strategic Plan was completed in late 2020.

Georgia routinely uses indicators of progress. For example, the state has been actively working toward a goal that all providers who participate in the state's subsidy program be Quality Rated by December 31, 2020. Georgia was well-poised to meet this goal before the COVID-19 public health emergency. Due to the pandemic, Quality Rated observations had to be suspended. The goal has been extended to at least December 31, 2021. Nevertheless, as of October 2020, more than 82% of children receiving subsidies were enrolled in a Quality Rated program. This is a good measure as it details access to higher-quality ECCE for children living in poverty.

Furthermore, during the COVID-19 public health emergency, DECAL created a daily report detailing many data points that help explain the status of many of Georgia's ECCE programs. This report includes the percentage of licensed child care centers and family child care learning homes that report being open, the number of child care referrals being requested each day, the number of emergency feeding sites, and other pertinent data. A statewide map showing the percentage of programs that report being closed at the county level is publicly reported each day.

Georgia has a long history of incorporating research and evaluation into its policy/program development and revisions. The state has conducted rigorous studies of Georgia's Pre-K Program and Quality Rated and regularly analyzes data across programs.

CURRENT DATA COLLECTION TO INFORM THE NEEDS ASSESSMENT

One requirement of the Needs Assessment is that states institute processes to make their Needs Assessment ongoing. In other words, each state should have processes to periodically update its Needs Assessment to reflect new data collected or to respond to emerging needs.

One of the ways Georgia is meeting this requirement is the data collection related to CACDS. Recognizing the tremendous resource that CACDS should be, state PDG B-5 leaders commissioned KSM Consulting to work with the CACDS management team and the CACDS Executive Committee to collect additional data and create a strategic roadmap. Throughout the fall of 2020, KSM engaged CACDS stakeholders and compiled documentation to inform the roadmap. These results are divided into technical and policy recommendations and are being finalized at this writing. Based on these findings, which will be posted with the Needs Assessment reports, CACDS leaders will begin making substantial changes in 2021.

Additionally, the state has been collecting data related to the impact of the COVID-19 pandemic. This includes ongoing data collection and reporting (e.g., child care closures), surveys of ECCE providers about the impact of the pandemic, and how additional resources from the state have provided needed support. In the fall of 2020, researchers from UGA's Carl Vinson Institute of Government conducted focus groups with key populations (families, teachers, and stakeholders) to better understand ongoing needs. Focus groups related to Georgia's PDG B-5 focal populations, such as families of foster children, were also conducted. The state is planning to continue this research in 2021, including additional surveys and measuring the economic impact of the pandemic on the ECCE industry.

CONCLUSION

This report focuses on Georgia's PDG B-5 data strengths and areas of growth. While the state has made great strides in collecting and utilizing data, results from the Needs Assessment identified areas where the state could improve. This includes updates to its Cross-Agency Child Data System (CACDS), to which the state will be making technological and policy improvements in 2021. Using CACDS, the state can create unduplicated counts of children receiving services but not unduplicated counts of children not receiving services. As detailed in this report, the state is using its strategic planning process to further expand its development of measurable indicators of progress. This will add to the ones the state already uses like the 2020

Quality Rated/CAPS measure. Finally, this report highlights areas where the state is already collecting additional data that will feed into and update the Needs Assessment.

In closing, Georgia has a long history of collecting, analyzing, and using data to inform policy and practice. Through opportunities such as the Race to the Top–Early Learning Challenge and the PDG B-5 Development and Renewal Grants, the state has been able to expand and accelerate those efforts. This report details those successes but also highlights areas where the state can still improve.

APPENDIX I. NEEDS ASSESSMENT CROSSWALK

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

Needs Assessment Domain	Corresponding Section
Transition supports and gaps	Report 1: Summary of Findings, Table 2 Report 3: Findings Related to Family Engagement Report 5: Transitions and Access
System integration and interagency collaboration	Report 1: Summary of Findings, Table 2 Report 2: System Level Findings

Stakeholder Input	Corresponding Section
Parents/family members or guardians	Report 1: Process and Methods, Table 1
Child care providers from different settings (e.g., center-based, Head Start, home-based)	Report 1: Process and Methods, Table 1
Child care providers from different parts of the state including rural areas and areas with diverse populations	Report 1: Process and Methods, Table 1
Other early childhood service providers	Report 1: Process and Methods, Table 1
State/local early childhood advisory council(s) or other collaborative governance entity	Report 1: Process and Methods, Table 1
Key partner agencies	Report 1: Process and Methods, Table 1

APPENDIX II. DOCUMENT REVIEW

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Additional information on the PDG B–5 grant can be found at
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