



# Welcome to the Board of Early Care and Learning

November 12, 2015



Bright from the Start: Georgia Department of Early Care and Learning

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# Approval of Agenda and Minutes

- Approve **11-12-15** agenda
- Approve **8-20-15** minutes



# Inspiration



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# Board Member Updates

Board members report on their recent DECAL-related activities in their districts.





# Communications Update

Reg Griffin  
Chief Communication Officer



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# Employee Communications



**2020** **DECAL**  
**EMPLOYEE**  
**ROUND TABLE**



**Macon (10/14)**  
**136 employees**




**Atlanta (10/21)**  
**231 employees**

# In the Headlines

<b>Story</b>	<b>Recurrence</b>
Georgia Pre-K Week	17
Economic Impact Study	10
Governor's Plans for Pre-K	6
CCS Investigations	5
Education Reform Commission	3
Nutrition	3
Path2College We Care Child Care	2

# Being Social

<b>Facebook</b>	<b>4,608</b>	
<b>Twitter</b>	<b>1,520</b>	
<b>Pinterest</b>	<b>176</b>	
<b>Instagram</b>	<b>111</b>	
<b>YouTube</b>	<b>79</b>	
<b>LinkedIn</b>	<b>78</b>	
<b>Periscope</b>	<b>Average 40-50 live viewers</b>	

***2/6/12      Facebook: 432    Twitter: 280***





# Child Care Services Update

Kristie Lewis  
Assistant Commissioner for Child Care Services



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# Child Care and Development Fund (CCDF) Plan

- 1990 – Child Care and Development Block Grant (CCDBG) created.
- 2014 – Congress reauthorized Child Care and Development Block Grant; President signed the act into law. Reauthorization included new and enhanced requirements that states must meet.
- Goals of the reauthorization:
  - Promote quality child care by increasing state-level investments in activities to improve the quality of care, enhancing states' ability to train providers and develop safer and more effective child care services.
  - Strengthen health and safety requirements in child care programs and providers.
  - Improve access to child care by expanding eligibility for participating families and helping families connect with quality programs that meet their needs.

# Charge from the Administration of Children and Families

*“We encourage all States and Territories to take time to think systematically and consider **large-scale changes** to advance a coherent vision for their child care programs and achieve the goals of the reauthorization – that is, to improve the health, safety, and quality of child care and to improve low-income working families’ access to child care assistance and care that promotes child development.”*

# DECAL Strategies to Complete State Plan

- **DECAL Approach**

- DECAL Leadership Team
- DECAL Approach

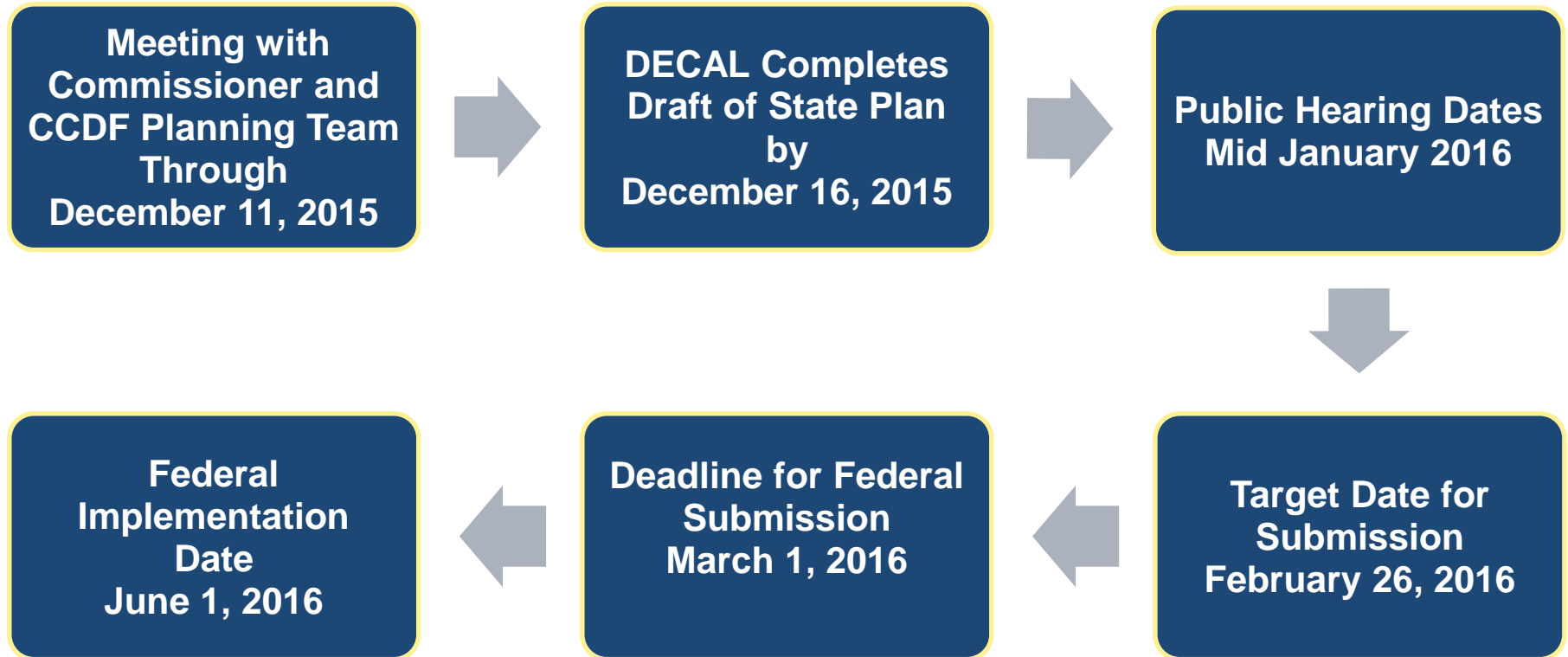
- **Partnership with BUILD**

- Strategic Meeting and Planning
- Alignment of 2020 goals and CCDF goals

- **Stakeholder Outreach**

- Public Hearings
- Advocacy Organizations
- State Partnerships

# DECAL's Time Frame for Completing State Plan



# Rule Changes Based on CCDF Requirements, Legislation, and Task Force Work

- **CCDF Related Changes**
  - Pre-service and Orientation Training
  - Emergency Preparedness and Preparation
- **Non CCDF Related Changes**
  - Enforcement and Compliance Rules
- **Legislative Rule Changes/Board Vote**
  - CRC clean up language & Support Centers
  - Family Child Care Learning Homes definition
  - Group Day Care Home definition



# System Reform Update

Kristin Bernhard  
Deputy Commissioner for System Reform



# Quality Rated Access & Availability



	10/1/2013 (ELC Submission)	November 2014 Board Meeting	May 2015 Board Meeting	August 2015 Board Meeting	<b>November 2015 Board Meeting</b>
Total number of programs participating in Quality Rated	1,126	1,525	2,189	2,338	<b>2,401</b>
Total number of programs with a Quality Rated Star Rating	230	394	540	689	<b>819</b>



# Quality Rated

- The Quality Rated Star Rating is determined by points earned in two areas of child care program quality:
  - **Structural Quality**, measured by **evidence** submitted in five standards in an electronic portfolio

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
<ul style="list-style-type: none"><li>• Staff Qualifications and Training</li><li>• PDR Staff Enrollment</li></ul>	<ul style="list-style-type: none"><li>• Child Health, Nutrition, and Physical Activity</li><li>• SHAPE Award</li></ul>	<ul style="list-style-type: none"><li>• Family Engagement</li><li>• Strengthening Families Framework</li></ul>	<ul style="list-style-type: none"><li>• Intentional Teaching Practices</li><li>• Align with GELDS</li><li>• 5 Learning Domains</li></ul>	<ul style="list-style-type: none"><li>• Ratio and Group Size</li><li>• Evidence of Ratio Throughout the Day</li></ul>

- **Process Quality**, measured by **observing** 1/3 of all classrooms of each age group (0-5) using the Environment Rating Scales (ERS)

# Transition to Early Childhood Environment Rating Scale 3<sup>rd</sup> Edition (ECERS-3)

- Changes in the expectations of children and early childhood care and education
- Knowledge gained over the years of use of the ECERS-R in the field and in research
- An increased awareness of the need to build upon the appropriateness and variety of materials with an enhanced focus on teaching and interactions

# Transition to Early Childhood Environment Rating Scale 3<sup>rd</sup> Edition (ECERS-3)

## ECERS-R (Current)

- Several indicators consistently scored low causing problems for classroom scores
- 3-3.5 hours to conduct an observation
- Teacher interview required
- Ages 2 ½ to 5 years
- Substantial portion of the day defined as 1/3 of the time a center is open
- **Limited pre-academics**
- **Emphasis on materials**

## ECERS-3 (New)

- Utilizes better scaling on a number of key indicators
- 3 hours
- Relies solely on observed information
- Ages 3 to 5
- Does not require SPOD
- **Increased emphasis on pre-academics**
- **Emphasis on interactions**

# Key New Items in ECERS-3

## ● **Language and literacy items**

- Helping children to expand vocabulary
- Encouraging children to use language
- Staff use of books with children
- Encouraging children's use of books
- Becoming familiar with print

## ● **Math items**

- Math in daily events
- Understanding written numbers
- Math materials and activities

## ● **Focus on individualized teaching and learning**

- Matching teacher interactions with the child's abilities and interests to engage the children
- Social and teaching interactions are considered throughout the new ECERS-3

# Quality Rated ECERS-3 Implementation Timeline

**Participating Prior  
to September 1<sup>st</sup>  
2015**

Choice of ECERS-R  
or ECERS-3  
Assessment at time  
of program  
observation.

**Any portfolio Submitted  
Assessed with the ECERS-3  
regardless of when first  
began participating.**

**New  
Applications**  
TA and  
Assessment  
with ECERS-3  
automatic.

**September  
1<sup>st</sup> 2015**

**December  
31<sup>st</sup> 2015**

**January  
1<sup>st</sup> 2016**

"Language and literacy items are great addition to an already great instrument!"

"The new 3 year old cutoff in the instrument works so much better."

"Providers will really see a difference in the indicators that typically caused problems in ECERS-R."

"Impediments to a more distributed scoring in Supervision of Gross Motor, Safety, Health Practices & Personal Care have been addressed."

"The notes for clarifications are more detailed and very helpful."

gathered  
staff in new  
strengthens the  
scale."

Love the  
interactions are not  
just a subscale but  
are now embedded  
throughout the  
instrument."

"Great to see the shift of emphasis from materials to practice."



# Early Head Start-Child Care Partnerships

Carol Hartman  
Director of Policy and System Reform



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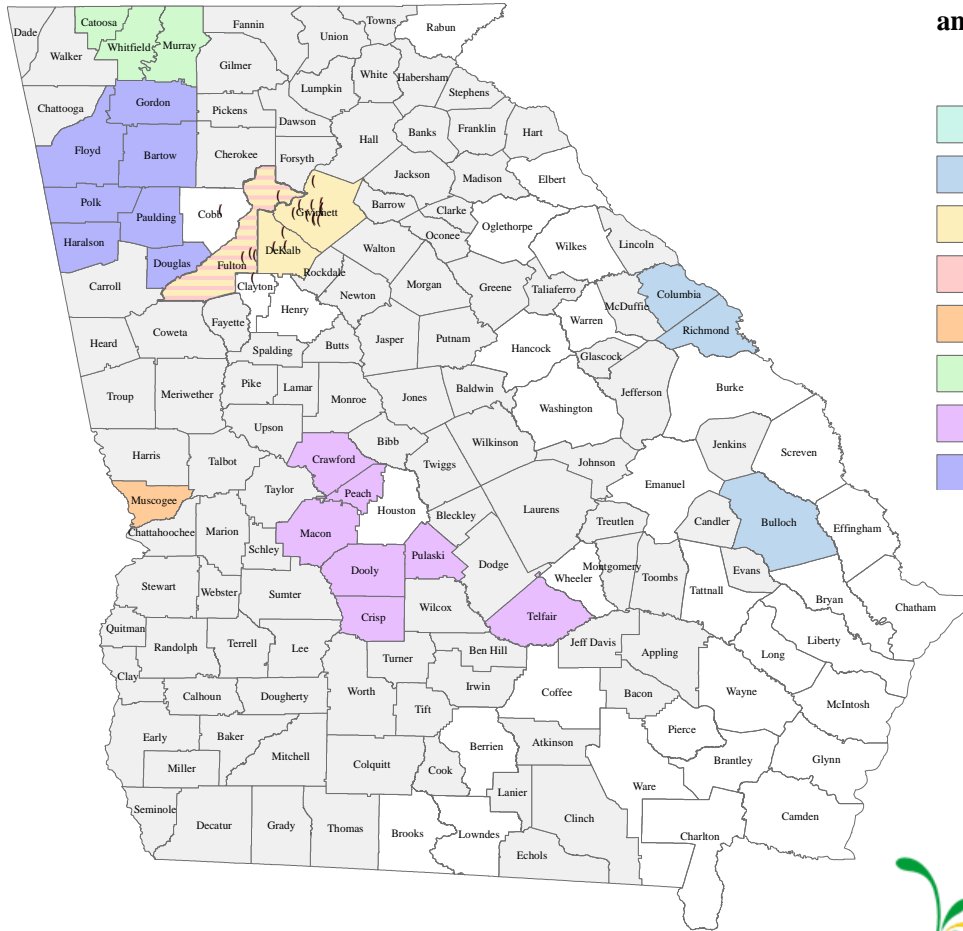
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# Overview

- Early Head Start provides comprehensive services to infants and toddlers from families with incomes at or below the federal poverty level.
- Eight Early Head Start-Child Care Partnership grants awarded in Georgia.
- Increases number of Georgia's children who can receive Early Head Start services by 41%.











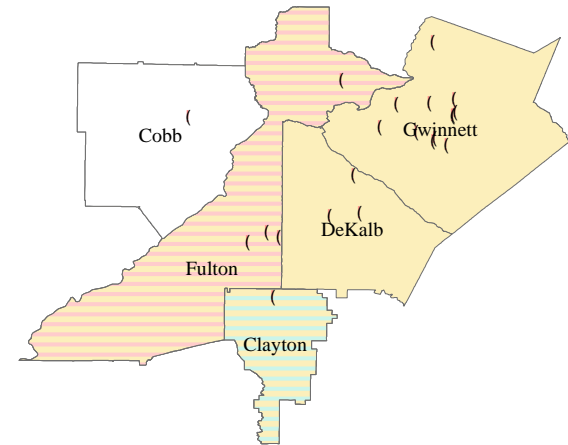
# Early Head Start - Child Care Partnership Grantee Service Areas and DECAL Partnership Locations



## EHS-CCP Participating Counties and DECAL Partnership Locations

( ) DECAL Early Head Start-Child Care Partnership Site Locations

-  Clayton County Community Services Authority, Inc.
-  CSRA Economic Opportunity Authority, Inc. -Augusta
-  DECAL
-  Easter Seals North Georgia- Atlanta
-  Enrichment Services Program, Inc.- Columbus
-  Family Resource Agency, Inc. -Dalton
-  Fort Valley State University
-  Tallatoona Community Action Partnership, Inc.-Cartersville



# System-building Opportunity

- The Early Head Start-Child Care Partnership grant enables DECAL to better align and coordinate with federal, state, and local partners.
- DECAL's Early Head Start-Child Care Partnership provides an opportunity to enhance the quality of care for infants and toddlers and helps the department better understand the supports needed and costs of delivering comprehensive services.
- The grant supports DECAL's focus on improving access to higher quality early childhood education – not by building programs but by building the system.

# How are we doing so far?

Goals	Status
Partner with early education programs to deliver comprehensive services.	Developed and established agreements with two hubs, five centers, and 16 family child care homes.
Deliver services to 168 children and their families.	August- served 153 children. September- served 178 children. October- served 184 children.
Create early education hubs to support programs in meeting Head Start Performance Standards.	Established hubs at Quality Care for Children and Sheltering Arms. Hired, oriented, and trained staff who are supporting programs.

# How are we doing so far?

Goals	Status
Leverage CCDF subsidies and align policies to promote access.	Developed processes and systems to layer funding. Align family subsidy co-payments so that families with incomes at or below 100% FPL pay no fees.
Enhance quality to meet the Head Start Program Performance Standards.	Prepared sites for EHS. Assessed professional development and other supports needed. Participating in Quality Rated.
Monitor the project and measure improvements.	Completed baseline observations and interviews.

# Next Steps ...

- Convene Policy Council to develop guiding principles, project goals, school readiness goals.
- Establish Head Start Management Systems.
- Develop policies, procedures, and plans by building on those shared by partners.
- Establish ongoing monitoring and reporting systems to ensure all Head Start systems are in place and functioning.

# Conclusion

- Early Head Start partnerships provide access to high-quality early care and education for about 1,300 of Georgia's youngest children with high needs.
- DECAL is working with the grantees and partners to layer CCDF subsidies increasing the number of children receiving EHS comprehensive services.
- The grant supports DECAL's focus on improving access to higher quality early childhood education by building the state's system.



# Head Start Update

Janice Haker  
Head Start State Collaboration Director



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# Current Head Start Projects

- Homeless MOU with McKinney/Vento  
December 10
- Draft MOU with DFCS regarding children in foster care
- MOU regarding children with disabilities pending signatures
- Research project regarding ACES with DPH, GEEARS, AAP, Head Start
- Career ladder for home visitors



***BREAK***  
*(15 minutes)*



# Georgia's Pre-K Program & Instructional Supports Update

Susan Adams

Assistant Commissioner for Pre-K & Instructional Supports



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# Pre-K Longitudinal Study

Susan Adams

Assistant Commissioner

Dr. Bentley Ponder

Senior Policy Advisor/Director of Research and Evaluation



Georgia Department of Early Care and Learning

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# Pre-K Longitudinal Study (2013-2018)

- Examine the short- & long-term learning outcomes for children who attended Georgia's Pre-K from Pre-K to 3rd grade
- Examine the quality of their learning experiences from Pre-K through early elementary school
- n=1,169 children from 199 randomly selected Pre-K classes

# Study Design

- Measured children's skills at beginning and end of Pre-K
  - Conducted parallel assessments of Spanish speaking dual language learners (DLL)
- Measured Georgia's Pre-K classroom quality
- Included comparisons to previous 2011-12 study sample to examine pattern of results over time

# Child and Classroom Assessments

## Child Assessment

- Language and Literacy
  - Naming Letters
  - Letter Word Identification
  - Picture Vocabulary
  - Phonological Awareness
  - Phonemic Awareness
- Math
  - Problem Solving
  - Counting
- General Knowledge
  - Social Awareness
- Classroom Behavior
  - Social Skills
  - Problem Behaviors

## Classroom Measures

- Global Quality
  - ECERS-R
- Classroom Interactions
  - CLASS
- Language and Literacy
  - ELLCO

# Child Assessment Results (Full Sample)

- Children made significant gains on **most** measures.
  - Only Picture Vocabulary and Problem Behaviors did not show gains.
- Growth on standardized measures indicates children progressed at an even greater rate than expected.
- Average scores were at or slightly below the mean in fall and slightly above the mean in spring.

# Child Assessment Results (DLL)

- Children made significant gains during Pre-K for **all** skills measured in English.
  - Average scores were slightly below the mean in the fall and close to the mean in the spring.
- Children made significant gains during Pre-K for **most** skills measured in Spanish.
  - Average scores were significantly below the mean in the fall and still below the mean in the spring.
  - Children showed decreases in two areas: Letter-Word and Picture Vocabulary



# Classroom Quality

- Classroom practices generally were in the medium to high range across the different aspects of quality.
  - Global quality (ECERS-R): Mean=3.7
  - Teacher-child interactions (CLASS): ES Mean=5.7, CO Mean=5.5, IS Mean=2.5
  - Language/literacy environment (ELLCO): GCE Mean=3.5, Language and Literacy=3.4

# Conclusions

- Children made significant gains across all domains of learning, progressing at an even greater rate than expected for normal developmental growth.
- Similar results were found for DLLs, who made gains for all skills in English and most skills in Spanish.
- Results are similar to the earlier Georgia's Pre-K studies.

# Study Talking Points

- On average, children make gains across all domains of learning.
- The gains are above and beyond what would be expected for typical developmental growth.
- Quality, as measured across multiple observation tools, is in the medium to medium high range.
- Quality is consistent across the state.
- Results are similar to earlier studies.

# Instructional Supports Updates

Susan Adams  
Assistant Commissioner



Georgia Department of Early Care and Learning

# Georgia Professional Development System (GaPDS)



- The new online system will encompass the following existing systems:
  - Professional Development Registry (PDR)
  - Training Registration Systems
  - Trainer and Training Approval System
- Existing systems will be updated and enhanced as part of the development process.
- Timeline: 1<sup>st</sup> phase - Winter, 2016

# Purpose of GaPDS

- To streamline professional development policies across the agency, approved entities, and trainers.
- To allow easy review and access to approved trainings statewide.
- To update and connect existing systems into one access point for registry members, teachers, facility administrators, and trainers.
  - Completed training will be uploaded into individual registry files.
  - Administrators will have a portal to review employees' registry files and training history.



# Workforce Knowledge & Competency (WKC) Framework Revisions

- With Early Learning Challenge grant funding, DECAL will revise the Georgia Early Care & Education Professional Development Competencies.
- Georgia's current WKCs have been analyzed for alignment with the NAEYC Standards for Professional Preparation and the DEC's Division of Early Childhood.
- Need higher education representation to provide input, draft and provide feedback on revisions.
- Revisions will begin in late 2015 - early 2016.

# Supporting Dual Language Learners – Partnership with WIDA

- *The Connection: GELDS and WIDA Early English Language Development Standards (E-ELD)* – available as a free PDF download on the WIDA Early Years website (<https://www.wida.us/standards/EarlyYears.aspx>)
- Free online modules (<http://www.oli.decal.ga.gov/dual-language-learners>)
  - *An Introduction to Young Dual Language Learners*
  - *Language in Play: Introduction to the Early English Language Development (E-ELD) Standards*
- WIDA staff conducted two sessions at GAYC conference
  - *Understanding Dual Language Learners' Early Language Development*



# Supporting Dual Language Learners - Partnership with WIDA

- Master Cadre Training
  - July 2015: 22 participants completed 1st cohort of WIDA Master Cadre Training
  - September 2015: 2<sup>nd</sup> Master Cadre Training kicked off in Macon
- Institutes to help providers implement the E-ELD Standards
  - *WIDA E-ELD Standards Framework Institute (2 days)*
  - *Implementing the WIDA E-ELD Standards Institute (2 ½ days)*
  - Institutes will be held in metro Atlanta and Macon in Winter/Spring 2016.
  - Institutes provide additional support to the Master Cadre Trainers and targeted ECE programs serving dual language learners.

- 213 total visits completed
- Federal
  - 7 Congressman
- State
  - 26 Senators – 47% of the Senate
  - 77 Representatives – 43% of the House
  - Governor and First Lady
    - First Lady completed 32 visits in October!
  - 5 Commissioners and Directors of State Level Departments
  - 18 Members of the Governor’s Staff
- Local
  - 18 School Board Members

# Board Member Susan Harper

## Reading to children at Seminole County Pre-K



# Board Member Kathy Howell

## Reading to children at Carrollton Elementary School





**GEORGIA POWER**  
A SOUTHERN COMPANY

**SYNOVUS**  
the bank of here

**VOICES**  
Georgia's Children

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# Finance and CAPS Update

Ray Higgins

Deputy Commissioner for Finance and Administration



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# Finance Update

## FY 2016 Summary

Data as of Sept 30th	Budget	Expenditures*	Remaining Balance	% Remaining
<b>BY PROGRAMS</b>				
Child Care Services	\$258,637,214	\$79,202,242	\$179,434,972	<b>69%</b>
Pre-K + (HS)	\$321,470,348	\$61,668,825	\$259,801,523	<b>81%</b>
Quality Initiatives	\$37,512,775	\$22,885,797	\$14,626,978	<b>39%</b>
Nutrition	\$138,000,000	\$42,599,482	\$95,400,518	<b>69%</b>
<b>Total Expenses</b>	<b>\$755,620,337</b>	<b>\$206,356,346</b>	<b>\$549,263,991</b>	<b>73%</b>

<b>BY FUNDING SOURCE</b>				
State General	\$55,527,513	\$7,114,619	\$48,412,894	<b>87%</b>
State Lottery	\$321,295,348	\$61,626,759	\$259,668,589	<b>81%</b>
Federal	\$378,637,476	\$137,597,818	\$241,039,658	<b>64%</b>
Other	\$160,000	\$17,150	\$142,850	<b>89%</b>
<b>Total Funds</b>	<b>\$755,620,337</b>	<b>\$206,356,346</b>	<b>\$549,263,991</b>	<b>73%</b>

\* Includes encumbrances.

# CAPS Update

- Internal changes
- Funding restrictions
- Important cost considerations for the future





# Commissioner's Update

Amy M. Jacobs  
Commissioner



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# Update on the Early Childhood Education Subcommittee of the *Governor's* *Education Reform Commission*



# Governor's Charge to the Early Childhood Education Subcommittee

- *Study and make recommendations for the expansion of early educational options, including expanding Pre-K in Georgia and increasing access to quality rated programs for all kids, from birth to age five. This will require addressing our current funding formula for Georgia Pre-K as well as considering innovative approaches for getting more children in high quality programs*

# Goal & Objectives of the Subcommittee

## ● Goal

- Provide recommendations on ways to increase overall access to high quality early childhood programs for all Georgia's children.

## ● Objectives

- Identify strategies to expand Georgia's Pre-K Program
- Identify strategies to expand Quality Rated, Georgia's tiered quality rating and improvement system

# Recommendations re: Georgia's Pre-K Program

*(in priority order)*

- Develop and implement a **pay structure for Pre-K lead teachers** based on experience and teacher credentials, while developing other compensation models based on teacher effectiveness that would be feasible and reliable across multiple program types.
- **Increase the pay** for Pre-K assistant teachers.
- **Reduce the Pre-K class size** from 22 students to 20 students.

# Recommendations re: Georgia's Pre-K Program

*(continued)*

- Increase funding for start-up costs for new Georgia Pre-K classes from \$8,000 to \$12,000 and increase funding for operating costs by 5% to 8%.
- Appropriate state funds to support the implementation of *Positive Behavior Interventions and Supports (PBIS)* in early learning programs.
- Appropriate state funds for demonstration grants for select Georgia's Pre-K Programs to support effective instruction for dual language learners.

# Recommendations re: Quality Rated

*(in priority order)*

- Enact legislation to create a refundable consumer **tax credit for families** who have enrolled their children in a Quality Rated child care program.
- Enact legislation to create a refundable **occupational tax credit** based upon teacher credentials **for educators** employed by a Quality Rated child care provider.
- Enact legislation to create a **business investment tax credit** for Quality Rated child care providers.

# Recommendations re: Quality Rated *(continued)*

- Develop a **timeline** outlining when child care programs must be Quality Rated to receive child care subsidy funds.
- **Adjust the subsidy rates** for Quality Rated providers so as to more closely align with the true cost of tuition.
- Provide **appropriate funding to match private dollars** raised to support a campaign to promote public awareness of Quality Rated and the overall importance of high-quality early learning to Georgia's youngest students.



# Early Childhood Education Subcommittee





# Recap of Findings from the *Economic Impact Study 2015*



# Study Includes:

- Economic impact analysis
  - Revenue and taxes generated by industry
  - Jobs created
  - Revenue created by the industry enabling parents to work
  - Indirect effects of child care businesses stimulating other industries
- Statewide survey of early education programs
  - Financial data
  - Workforce data

# Economic Impact Study: Why Redo?



**Impact of Great Recession**



**Increased focus on early care  
and education**



**Need for workforce data**



**Better understand the questions  
to ask**

# The Economic Impact

- How the early care and education industry impacts the economy
  - **Direct impacts:** expenditures made to the industry itself (tuition, parent fees, state/federal grants, etc.)
  - **Indirect impacts:** expenditures made by the industry on other industries (e.g. transportation, janitorial services)
  - **Induced impacts:** household spending impacts: employees purchase other goods, etc.

# Economic Impact Analysis

- Conclusions:
  - Economic impact is substantial – **\$4.7 billion** total effect
    - \$2.45B Direct Effect
    - \$.91B Indirect Effect
    - \$1.33B Induced Effect
  - Over **337,000 children** served
  - More than **551,000 parents** are able to engage in the workforce due to the availability of early care and learning centers and family child care homes
  - **67,000 people employed** in the industry and supports 17,454 more in other industries
  - **\$374 million in federal** tax revenue and **\$161.7 million in state and local** tax revenues

# Employee Feedback 2020 Round Table Meetings

## Summary for Atlanta and Macon Meetings



# Feedback Regarding DECAL's Vision

- 88% of respondents *Agreed* or *Strongly Agreed* that DECAL is headed in the right direction.
  - 1% *Disagreed* or *Strongly Disagreed*
- 81% *Agreed* or *Strongly Agreed* that they were clear on how their job relates to DECAL's vision.
  - 2% *Disagreed* or *Strongly Disagreed*



# Current DECAL Vision Statement

*“Bright from the Start: Georgia Department of Early Care and Learning will increase the number of Georgia’s children who have access to quality early care and learning programs. More of Georgia’s early care and learning programs will achieve and maintain higher, measurable, research-based standards.”*

# My Personal Vision for DECAL

*“Every child in Georgia will have access to high quality early care and learning, as determined by Quality Rated, Georgia’s tiered quality rating and improvement system, regardless of family income and location.”*

# My Personal Vision for Each DECAL Staff Member

*“Every employee of DECAL will clearly recognize and appreciate how her/his job contributes – directly or indirectly – to fulfilling the SHARED mission of the department.”*

# Questions & Comments from Board



# Lunch

*(Pick up in Entry Area)*

## Committee Meetings

*Programs – Hickory*

*Budget/Finance – Willow*

*System Reform – Cypress*

(The public is welcome to attend/observe committee meetings but may not participate in the committee's discussion.)

# Committee Reports

- Budget/Finance – Carlene Talton
- Programs – Sherron Murphy
- System Reform – Susan Harper

# Welcome to the Board of Early Care and Learning

# Public Hearing

November 12, 2015

# Board Action on:

## ***Rules and Regulations for Group Day Care Homes, Rule Chapter 290-2-1***

**Proposed Repeal of Rules  
290-2-1-.01 through 290-2-1-.21**



# Board Action on:

## ***Rules and Regulations for Family Day Care Homes, Rule Chapter 290-2-3***

**Proposed Amendment of Rules  
290-2-3-.02 through 290-2-3-.16  
&  
290-2-3-.18 through 290-2-3-.21**

# Board Action on:

## ***Rules and Regulations for Child Care Learning Centers, Rule Chapter 591-1-1***

**Proposed Amendment of Rules  
591-1-1-.02 through 591-1-1-.23  
&  
591-1-1-.25 through 591-1-1-.38  
&  
591-1-1-.41 through 591-1-1-.44  
&  
591-1-1-.46**

# Board Action on:

## ***Rules and Regulations for Support Centers, Rule Chapter 591-3-1***

**Proposed Adoption of Rules  
591-3-1-.01 through 591-3-1-.07**

# Board Meeting Dates for 2016

February 18, 2016

May 12, 2016

August 18, 2016

November 10, 2016