Welcome to the Board of Early Care and Learning

November 10, 2016

Georgia Department of Early Care and Learning

Approval of Agenda and Minutes

- Approve *11-10-16* agenda
- Approve *8-18-16* minutes

Inspiration

Board Member Updates

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

Commissioner's Update

Amy M. Jacobs
Commissioner

Bright from the Start: Georgia Department of Early Care and Learning
www.decal.ga.gov

Georgia's Pre-K Teachers of the Year

Channie Frazier
Kids World Learning Center
Bulloch County

Connie Ellington
Bethlehem Elementary School
Barrow County

Commissioner's *Spirit of DECAL* Awards

KRISTEN HUIE

KIEJUAN DAVIS

DONNA MARKS

ROB O'CALLAGHAN
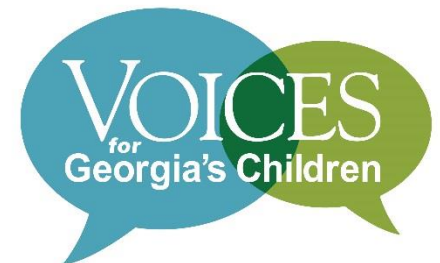
Georgia Pre-K Week

Emily Pelton
Executive Director of Voices for GA's Children

What is Georgia Pre–K Week?

- Georgia Pre-K Week is a weeklong celebration of Georgia's nationally recognized Pre-K program and other quality early education programs.
- Georgia Pre-K Week gives leaders from across the state a chance to visit Pre-K classrooms in their districts where they can read to a Pre-K Class and tour the center.
- Now in its sixth year, 77% of current legislators have visited a Georgia's Pre-K class as a part of Pre-K Week.

Georgia Pre–K Week 2016

The sixth annual Georgia Pre-K Week took place on October 3-7, 2016. Over 200 visits to Pre-K centers were made by 140 state leaders including:

- 57% of the Georgia Senate (32 of 56)
- 44% of the Georgia House (79 of 180)
- Governor, First Lady, and Five State Agency Heads
- Four Georgia Congressmen

11

12

Beyond State Leaders

- A record-breaking 500+ Pre-K centers registered with Voices for Georgia's Children to host their own events with local leaders.
- Local leaders hosted by these centers include mayors, city council members, local businessmen, firemen, policemen, and members of the armed forces.
- As a part of the second year of our partnership with the Georgia School Boards Association, 16 school board members made 19 visits to Pre-K centers.

PRE-K WEEK
October 3-7, 2016
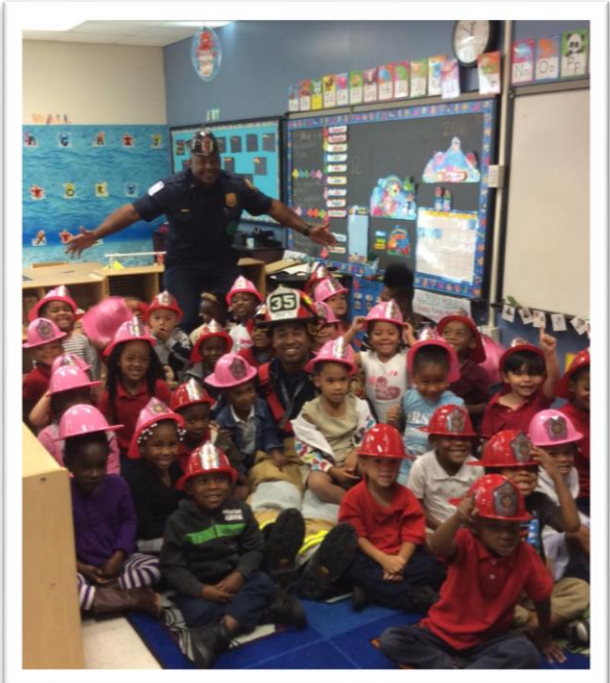
A Week of Partnerships

- Georgia Pre-K Week is organized by Voices for Georgia's Children and endorsed by the Georgia Department of Early Care and Learning.
- This year, Voices was joined by our corporate sponsors, Synovus and Georgia Power, as well as an additional 22 community partners.

Community Partners

- Black Child Development Institute
- Boys and Girls Club of Atlanta
- Ferst Foundation
- Georgia Association on Young Children
- Georgia Child Care Association
- Georgia Early Education Alliance for Ready Students
- Georgia Family Connection Partnership
- Georgia Partnership for Excellence in Education
- Georgia Public Library Service
- Georgia School Boards Association

- Georgia Vision Project
- JumpStart
- JL - Athens
- JL - Atlanta
- JL - Cobb/Marietta
- JL - Columbus
- JL - DeKalb
- JL - Douglas
- JL - Savannah
- Quality Care for Children
- United Way of Greater Atlanta
- YMCA of Metro Atlanta

A Growing Platform

The reach of Georgia Pre-K Week continues to grow every year. **In 2016:**

- 34 media pieces appeared in outlets around the state
- At least 254 Facebook posts using the #GaPreKWeek hashtag
- A reach of nearly 55,000 on Facebook
- 990 tweets using the #GaPreKWeek hashtag (including retweets)
- Nearly 1.4 million timeline deliveries, and a social reach of more than 580,000
- More than 6,600 visits to our photo contest

Questions & Comments from Board

Finance, Administration, and Legislative Update

Ray Higgins
Deputy Commissioner for Finance and Administration

Finance Update – SFY 2017 Summary

Data as of Sept. 30th	Budget	Expenditures*	Remaining Balance	% Remaining
BY PROGRAMS				
Child Care Services	$259,615,326	$83,710,814	$175,904,512	68%
Pre-K + (HS)	$358,021,380	$69,208,422	$288,812,958	81%
Quality Initiatives	$37,512,775	$16,494,201	$21,018,574	56%
Nutrition	$148,000,000	$43,143,611	$104,856,389	71%
Total Expenses	$803,149,481	$212,557,048	$590,592,433	74%

BY FUNDING SOURCE				
State General	$55,569,342	$7,230,812	$48,338,530	87%
State Lottery	$357,846,380	$69,166,267	$288,680,113	81%
Federal	$389,573,759	$136,144,946	$253,428,813	65%
Other	$160,000	$15,022	$144,978	91%
Total Funds	$803,149,481	$212,557,048	$590,592,433	74%

* Includes encumbrances.

Legislative Update

Under the Gold Dome: Potential DECAL Legislation 2017 Georgia General Assembly

- Criminal Records Check (CRC) & Additional Misdemeanors: To address the one-year portability clause to comply with federal regulation. To add additional misdemeanors in which children are the victims of the crime.

- Hearsay: To allow for hearsay statements to be admissible in emergency temporary administrative hearings.

- Foundation: To establish the Georgia Early Education Foundation for the purpose of supporting educational excellence for children and families in Georgia.

CAPS TRANSITION PROJECT

Status

November 2016

Working Groups Composition

Sponsors of transition and charged with overarching decision-making related to the project.

Executive Governance Committee
- Amy Jacobs, Commissioner *Committee Chair*
- Ray Higgins, Dpt. Commissioner *Executive Project Sponsor*
- Elisabetta Kasfir, Asst. Commissioner
- Craig Detweiler, CIO

Macro project input to the executive and core teams. Shares experiences and ideas to support decision-making by the Executive Governance Committee.

Extended Governance Committee
- Bobby Cagle, DFCS Director
- Robin Crittenden, DHS Commissioner
- Office of Planning and Budget

Charged with day-to-day oversight of activities and outcomes of various aspects of the transition project.

Core Team
- Elisabetta Kasfir, Asst. Commissioner
- Sharon McPherson, Finance Director
- Robin Stevens, HR Director
- Craig Detweiler, CIO

Responsible for facilitating and managing the transition project, communication and change management activity.

Management and Advisory
- The North Highland Team

Working Groups

Human Resources	Information Technology	CAPS Program
Finance & Accounting	Change & Comm.	Cross-Program Integration
	Others	

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Working Groups Composition – cont.

Working Group Leads are responsible for ensuring transition work is completed according to plan, and support Transition Management by providing the necessary information to develop, execute, monitor and control appropriate plans. Leads may delegate work to their teams or designate a proxy in their stead as necessary.

Human Resources*

LEAD – Robin Stevens

DHS - Ann Burris

*work closely with Finance to establish budget

Information Technology

LEAD – Craig Detweiler

William Cox, Dir Infrastructure

DHS - Venkat Krishnan & Laura Ellis

CAPS Program

LEAD -Elisabetta Kasfir, Asst Commissioner

Tamara Hall, CAPS Director

DHS - Gloria Washington & Ann Carter

Finance & Accounting

LEAD – Sharon McPherson

DHS - Gerlda Hines

Change & Comm.

LEAD – Reg Griffin, CCO

DHS – Mary Beth Lukich

Cross-Program Integration

Kristie Lewis, CCS

Susan Adams, Pre-K

Falita Flowers, Nutrition

Kristin Bernhard, System Reform

Pam Stevens, Quality Rated

As needed

Ira Sudman, CLO
DHS - Vivienne Egan

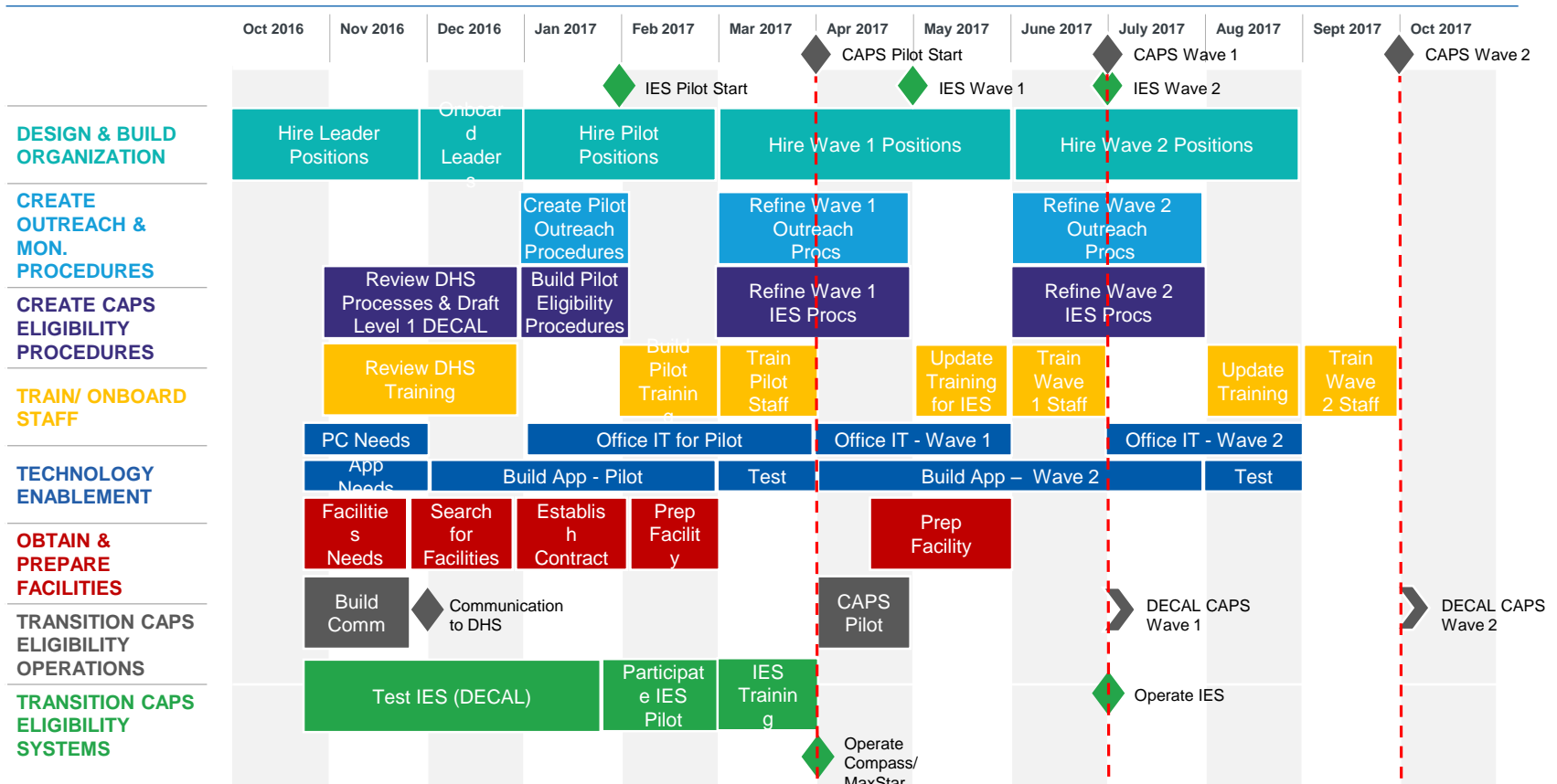Rian Ringsrud, Audit & Compliance Director
DHS - Charles Hicks

Facilities & Assets

Note: Engage DHS counterpart as needed in each workstream

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REVISED HIGH-LEVEL TIMELINE (DRAFT)

DECAL

	Oct 2016	Nov 2016	Dec 2016	Jan 2017	Feb 2017	Mar 2017	Apr 2017	May 2017	June 2017	July 2017	Aug 2017	Sept 2017	Oct 2017

Milestones:
- ◆ CAPS Pilot Start (Apr 2017)
- ◆ CAPS Wave 1 (July 2017)
- ◆ CAPS Wave 2 (Oct 2017)
- ◆ IES Pilot Start (Feb 2017)
- ◆ IES Wave 1 (Apr 2017)
- ◆ IES Wave 2 (June 2017)

DESIGN & BUILD ORGANIZATION
- Hire Leader Positions
- Onboard Leaders
- Hire Pilot Positions
- Hire Wave 1 Positions
- Hire Wave 2 Positions

CREATE OUTREACH & MON. PROCEDURES
- Create Pilot Outreach Procedures
- Refine Wave 1 Outreach Procs
- Refine Wave 2 Outreach Procs

CREATE CAPS ELIGIBILITY PROCEDURES
- Review DHS Processes & Draft Level 1 DECAL
- Build Pilot Eligibility Procedures
- Refine Wave 1 IES Procs
- Refine Wave 2 IES Procs

TRAIN/ ONBOARD STAFF
- Review DHS Training
- Build Pilot Training
- Train Pilot Staff
- Update Training for IES
- Train Wave 1 Staff
- Update Training
- Train Wave 2 Staff

TECHNOLOGY ENABLEMENT
- PC Needs
- Office IT for Pilot
- Office IT - Wave 1
- Office IT - Wave 2
- App Needs
- Build App - Pilot
- Test
- Build App – Wave 2
- Test

OBTAIN & PREPARE FACILITIES
- Facilities Needs
- Search for Facilities
- Establish Contract
- Prep Facility
- Prep Facility

TRANSITION CAPS ELIGIBILITY OPERATIONS
- Build Comm
- ◆ Communication to DHS
- CAPS Pilot
- ▷ DECAL CAPS Wave 1
- ▷ DECAL CAPS Wave 2

TRANSITION CAPS ELIGIBILITY SYSTEMS
- Test IES (DECAL)
- Participate IES Pilot
- IES Training
- ◆ Operate Compass/ MaxStar
- ◆ Operate IES

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Audits and Compliance Update

Rian Ringsrud
Director of Audits and Compliance

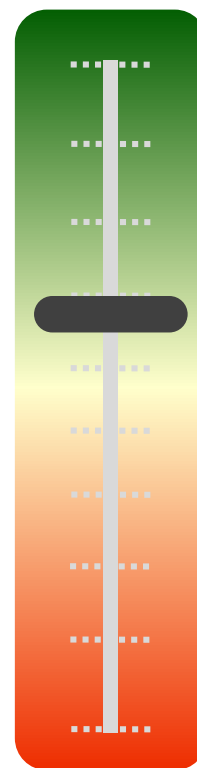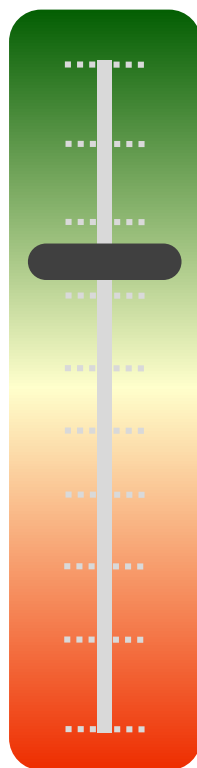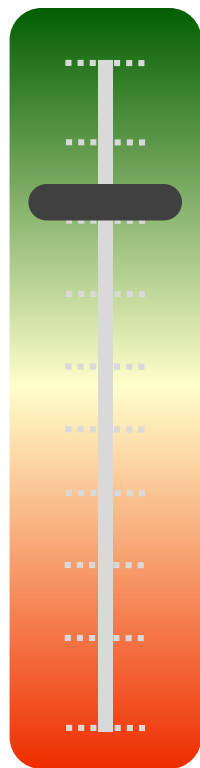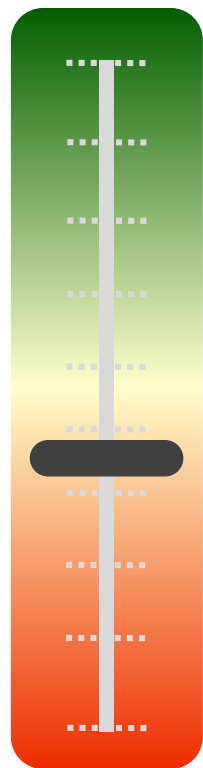Georgia Department of Early Care and Learning

Fraud Assessment Results

- DECAL recently participated in an assessment of state agencies fraud activities
  - Who was assessed?
  - Who conducted the assessment?
  - What was the purpose of the assessment?
  - What was the methodology of the assessment?
  - What specific areas were assessed?
 - What deliverables were produced?

Fraud Assessment Results

- How did DECAL fare in the assessment?
    - Overall ranked highest of 9 agencies assessed
    - Ranked highest in 3 of the 4 areas assessed
    - Only agency with formalized risk assessments
    - Data Sharing Agreements and MOUs
    - ROI of $700,000
    - Recommendation to invest in DECAL
- How can DECAL improve?
    - Move to a less manual and more system oriented approach
    - Move to a real time approach with more predictive analytics

Fraud Assessment Results

Total at Risk

$750 Million
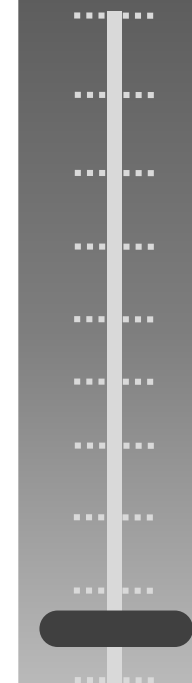
$2.9 Million Investment

Tools Processes People Data Budget

CCDBG Evaluation Planning Grant

Dr. Bentley Ponder
Director of Research and Policy Analysis

CCDBG Planning Grant

- Competitive grant from the Administration for Children and Families, Office of Planning, Research and Evaluation (OPRE)
- Georgia one of eight states awarded
- Phase I grant ($70,000) is for 18 months of planning a full-scale evaluation of CCDF child care subsidy (CAPS)
- Winners of Phase I are eligible to apply for Phase II

Georgia CCDF Evaluation Project

- Georgia's application identified three CCDF goals on which to focus measurement:
    1. Reduce the cost of higher quality care for children and families receiving subsidies
    2. Raise teacher quality for specific populations
    3. Implement new, innovative initiatives that build on other successful Georgia early education programs

Evaluation Project Objectives

1. Develop a coherent research agenda for Georgia's CCDF plan
   - Internal working group
   - External working group
   - Managed by DECAL with support from Child Trends
2. Use administrative data to conduct preliminary research and data analyses on select CCDF goals
   - Managed by DECAL with support from Child Trends
3. Implement specific process evaluations of key CCDF initiatives
   - Specific roles to be determined once projects are specified.
   - Some projects will be managed by DECAL; some will be managed by external partners
4. Plan for a large-scale, rigorous study to measure the impact of CCDF policies and programs on access to high quality child care and early education

Questions & Comments from Board

Federal Programs Update

Elisabetta Kasfir
Assistant Commissioner for Federal Programs

# Purpose of Childcare and Parent Services (CAPS)

- CAPS, funded through CCDF, provides child care assistance to families with low incomes
- CCDF is a vehicle toward:
  - Increasing access to quality programs for families with low incomes
  - Raising quality for early childhood education programs

What If…

- We transformed CAPS to be a stronger component of the early childhood education system
  - Changing perceptions of CAPS from *public assistance* to an *ECE program*
    - "Scholarships" instead of certificates
  - Increasing family support to help families as they navigate their children's early years
    - Family support workers, increased professional development
  - Expanding access to high quality
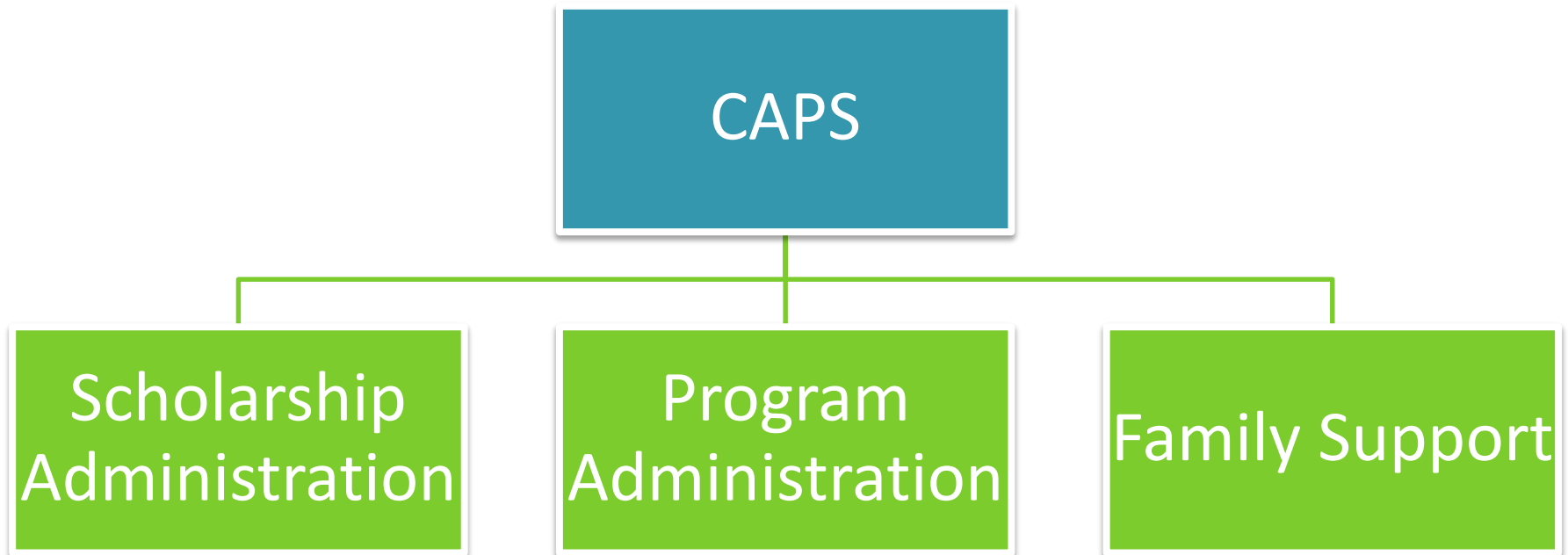   - Tiered reimbursement and reduced family copay

How will we get there?

- DECAL has the foundation and resources to *transform* CAPS into a program that best supports children, families, child care programs, and communities.
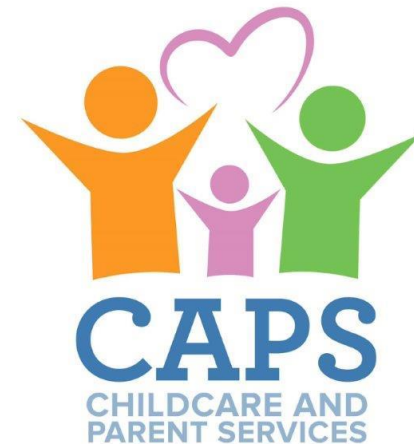
New CAPS Structure

System Reform Update

Kristin Bernhard
Deputy Commissioner for System Reform

Bright from the Start: Georgia Department of Early Care and Learning
www.decal.ga.gov

So what does the System Reform Division DO?

- **Race to the Top Early Learning Challenge Grant**
  - Competitive $51.7M grant awarded to the state for cross-agency implementation between 2014-2017.
  - Covers 12 projects, one of which is the Early Education Empowerment Zones (E3Zs).
- **Quality Rated**
  - Georgia's tiered quality rating and improvement system to assess, communicate, and improve the quality of child care programs.
- **Early Head Start Child Care Partnership Grant**
  - Funds child care programs to provide Early Head Start services for 168 infants and toddlers in Clayton, Fulton, DeKalb, and Gwinnett counties.
  - Supports two early education hubs – at Sheltering Arms and Quality Care for Children – to help child care programs meet the Head Start Performance Standards.
- **Child Care Resource and Referral System**
  - Provides technical assistance through a network of six regions and 120+ employees to center and family child care on how to improve teaching and overall program quality.
  - Provides consumer awareness to families about how to find high quality child care.

Access to
As of 10/31/2016

Participation by Facility Type

	Count	Percentage
Child Care Learning Center	1,952	61.56%
Family Child Care Learning Home	787	40.75%
Other	81	8%
Total	**2,820**	**47.01%**

Ratings by Facility Type

	One Star	Two Star	Three Star	Total
Child Care Learning Center	320	372	96	788
Family Child Care Learning Home	103	144	65	312
Other	22	36	11	69
Total	**445**	**552**	**172**	***1,169***

Child Care Resource & Referral (CCR&R) Network

- Provide technical assistance to child care programs working towards their quality rating
- Use coaching and mentoring to develop best practices that create enhanced quality that is sustainable and measurable
- Conduct professional learning opportunities (staff development)
- Provide a statewide centralized resource to refer families to child care programs
    (1-877-ALL-GA-KIDS)
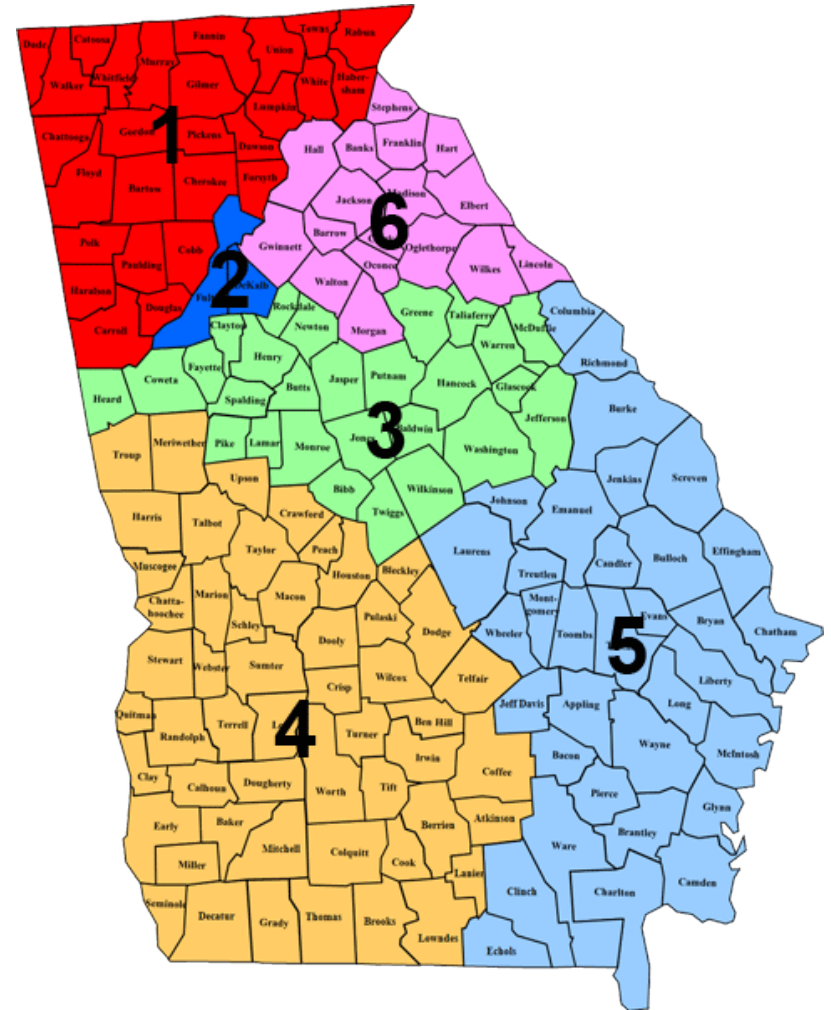
Quality Rated Marketing: Public Service Announcements

- **Billboards and Posters**
  - 277 placements of billboards and posters in English and Spanish
  - 156 million impressions
  - Value: more than $650,000
- **Television and Radio**
  - TV PSA has aired 750 times
 - Radio PSA has aired 264 times
  - Value: more than $260,000

Quality Rated Marketing: Website Traffic

- Goal of the marketing campaign is to get families to visit www.qualityrated.org to search for a program that is Quality Rated.
- **Top Keywords:**

quality rated
bright from start
daycare
best daycare in Georgia DECAL
georgia child care
childcare network
child care

Website Visits
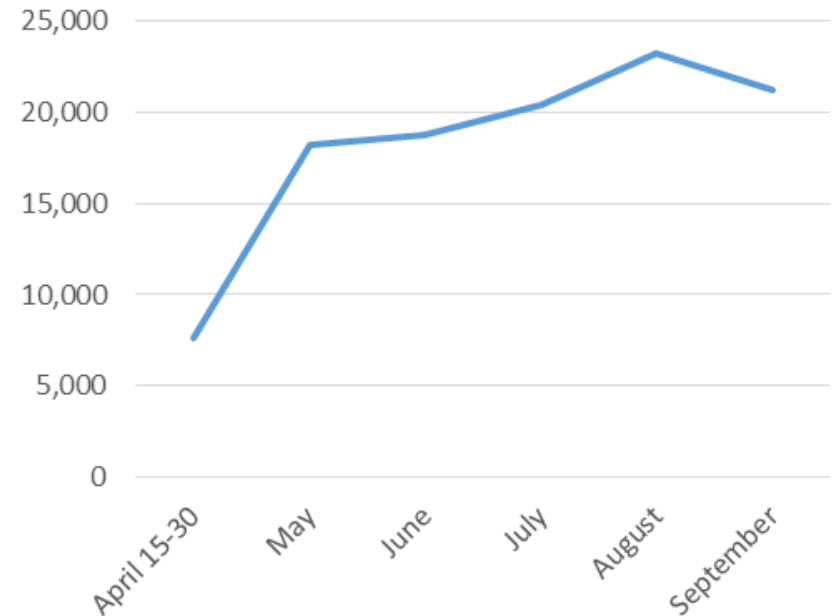
Testimonials from Early Head Start-Child Care Partnership Grant Recipients

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

Maria Claudia Ortega, Owner
My Little Geniuses

Backyard "Before" Improvements

Backyard "After" Improvements

Classroom- My Little Geniuses

Tyese Lawyer, President and CEO
Our House, Inc.

Our House Genesis "After" Playground Renovations

Our House Genesis

BREAK

(15 minutes)

Georgia's Pre-K Program & Instructional Supports Update

Susan Adams

Assistant Commissioner for Pre-K & Instructional Supports

BRIGHT from the START
Georgia Department of Early Care and Learning

Pre-K Enrollment

- Budgeted Slots: 84,000
- Enrollment: 80,273
- Slots Filled: 96%
- Waiting List: 5,057
- Providers: 919
- Sites: 1,869
- Classes: 3,877

Quality Rated School System Pilot

Purpose of Pilot

- To develop a process to pilot the feasibility and "value add" of Pre-K programs administered by local school systems to participate in Quality Rated
    - Tools (Portfolio and ERS)
    - Technical Assistance
    - Rating/ Marketing
    - Incentives/ Bonus Packages
- To provide data to contribute to the quality rating and improvement system (QRIS)

Pilot Structure

- **Eligible programs: Stand-alone ECE sites operated by a local school system**
  - Approximately 40 sites statewide
  - 10 sites selected to participate
- **Process:**
  - Portfolio submission and review
  - Baseline observation
  - Technical Assistance provided by Pre-K Quality Improvement Coordinators
- **Rating:**
  - Consistent with process for child care programs
  - "Cash" bonus package provided at the pilot conclusion; amount based on rating level
- **Feedback:**
  - Scores
  - Survey
  - Focus group

Project Timeline

December 2015 – January 2016

- Baseline ECERS-3 observations conducted in all 10 programs

January – April, 2016

- Monthly meetings held
- 2 TA Visits were given per program

April – June, 2016

- Final ECERS-3 observations conducted in all 10 programs.
- Quality Rated portfolios submitted.

July 2016

- Surveys completed *(all directors responded)*
- Focus Group held in Hawkinsville, GA *(7 directors attended)*

Data and Feedback

- **Directors reported that participation in the pilot helped them identify weaknesses in their program of which they were not aware.**
  - *"As a director we always think our school is the best and doing great. Actually going through this pilot has got us to see our scores and say, "WOW!" We had some huge weaknesses that we weren't aware of." - Comment from the focus group*

- **The majority of programs reported the TA as helpful in raising the quality of their program.**
  - 100% reported that their TA specialist was able to pinpoint areas at their program that needed improvement.
  - 100% reported their TA specialist prepared them to be rated.

- **Directors noticed improvements in teacher child interactions at their program.**
  - *"The interaction piece was really big at our school. More teachers were talking with students in the lunch room, and students are starting to feel more comfortable asking questions." – Comment from the focus group*

- **The majority of programs had higher ECERS-3 scores at the end of the pilot than they did at the baseline.**
  - Final ECERS-3 observation scores were higher than the baseline scores in 9 out of the 10 participating programs.

ECERS-3 Subscale Averages

Subscale	Baseline (n=16)	Final (n=33)	*Quality Rated Average (n=157)*
Space and Furnishings	3.21	4.35	*3.74*
Personal Care Routines	2.47	3.26	*3.30*
Language and Literacy	3.44	4.92	*3.77*
Learning Activities	2.77	4.32	*3.34*
Interaction	4.23	5.56	*4.59*
Program Structure	3.79	5.05	*4.08*
Overall Average	**3.22**	**4.53**	***3.73***

ECERS-3 Results

Average ECERS-3 Observation Score

	BOE Pilot Baseline (16 classrooms)	BOE Pilot Final (33 classrooms)	Quality Rated Average (157 classrooms observed from 1/1/16 - 8/9/16)
Score	3.22	4.53	3.73
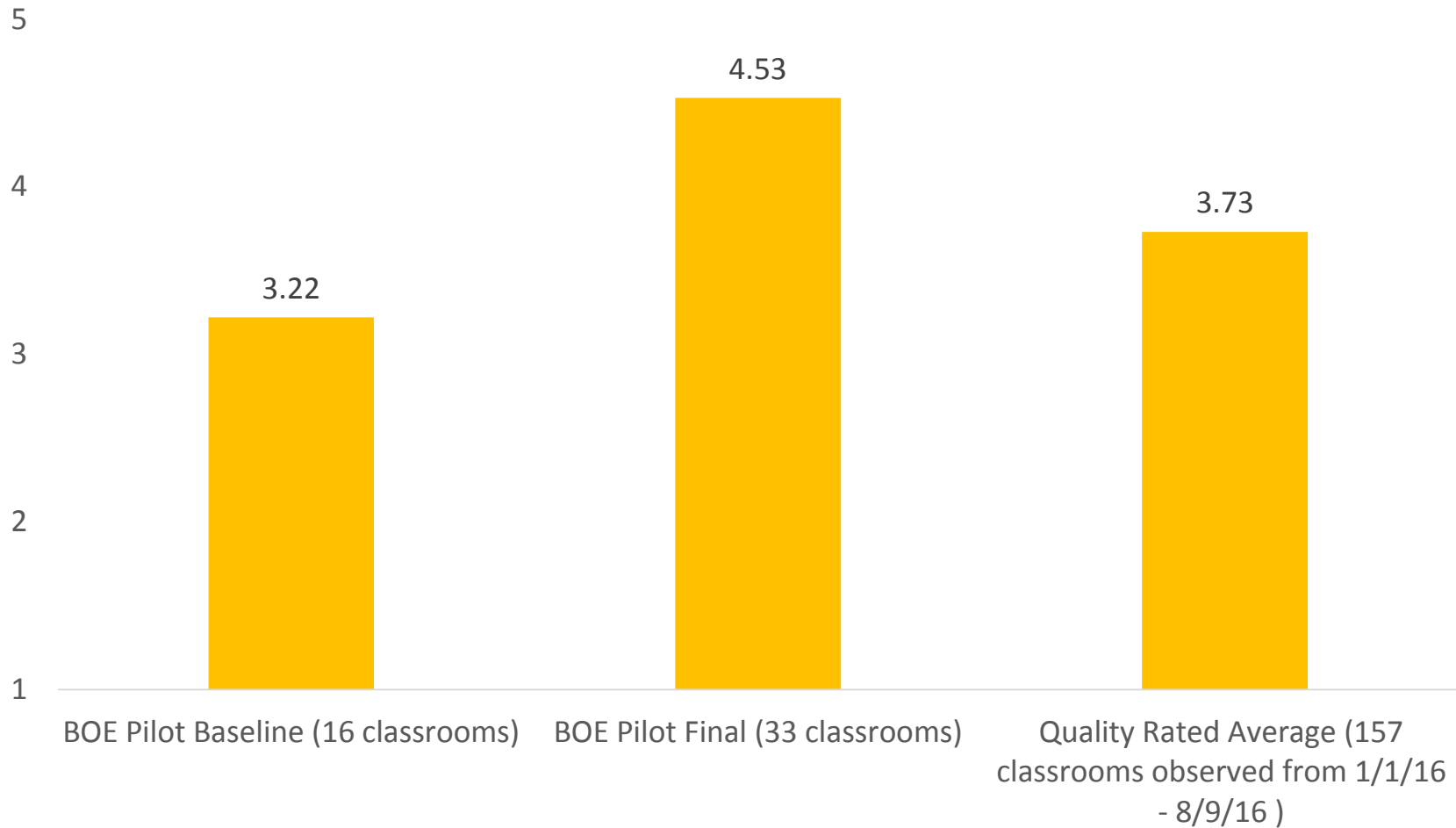
So...What does the pilot tell us?

- Findings suggest that this process supported these programs in improving quality.
- Data and findings supported the QR process overall (technical assistance process, training).
- The pilot was resource heavy for a few programs.
- The current QR process doesn't always align with school system structure and policy.

Further Thoughts...

- Must consider pilot data and findings across all the QRIS components:
  - Improvement
  - Rating
  - Communication
- Alignment with current rating system for public schools
- How does this pilot inform the entire system for improving access to high quality B – 5 programs

Georgia's Comprehensive Assessment System Taskforce

Jennie Couture
Director of Practice and Support

Definition: Comprehensive Assessment System

- Creates a coordinated and comprehensive system;
- Utilizes multiple valid and reliable assessments;
- Organizes information about the process and context of young children's learning;
- Assists early childhood educators to make informed programmatic and instructional decisions.

(US DOE and HHS)
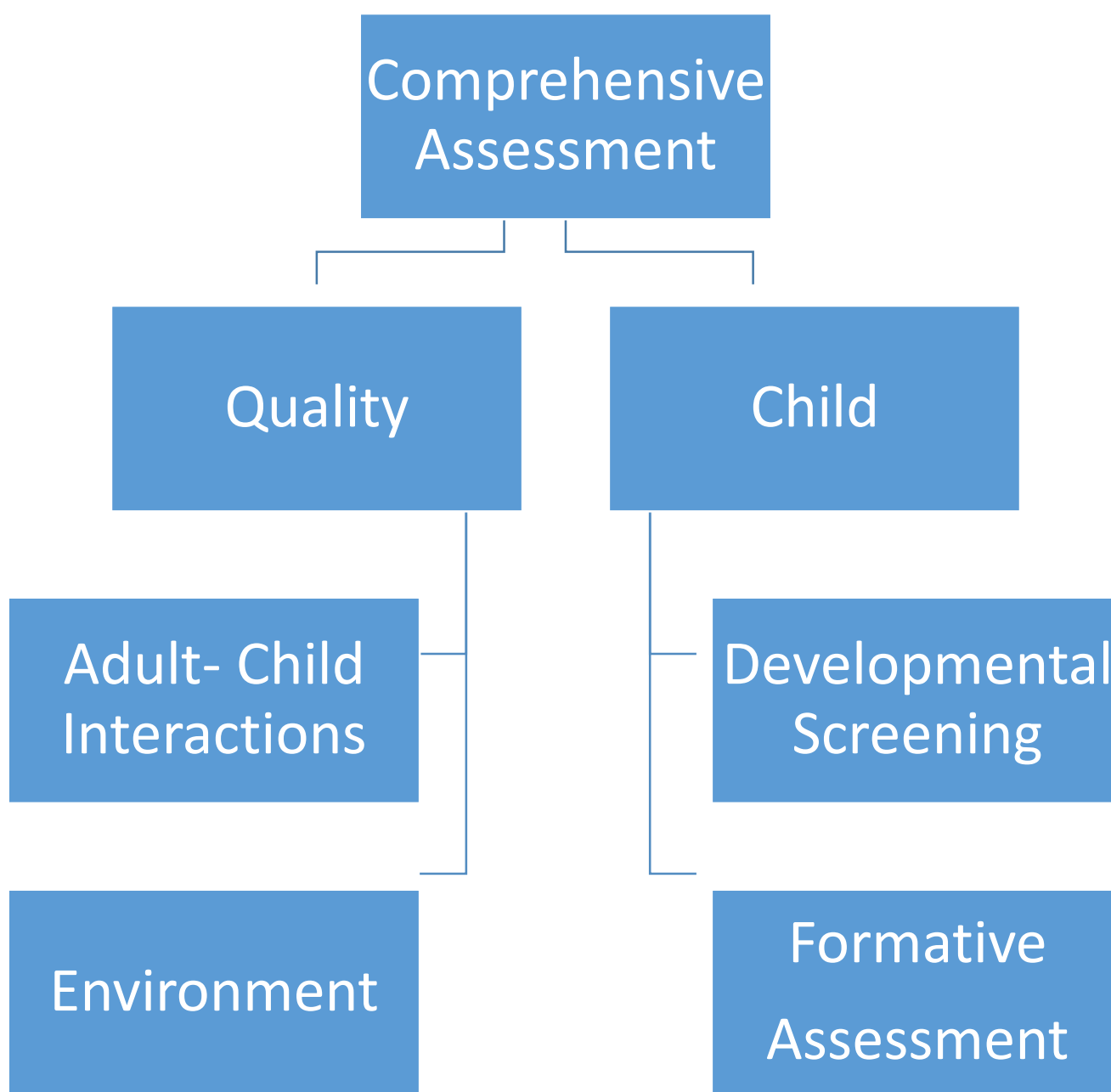
Comprehensive Assessment Taskforce

- Early Learning Challenge project
- Joint effort between DECAL and DPH
- Cross-sector representation from experts across the state
- Taskforce convened January 2014 through May 2016
- A report of activities and recommendations is undergoing final edits

Charge of the Taskforce

- Create or strengthen a system with emphasis on screening and formative assessment
  - Develop a more unified statewide approach to assessment
  - Promote understanding, selection, and use of assessment instruments and strategies
  - Explore opportunities to support coordination of efforts
  - Identify and strengthen professional development opportunities for early childhood professionals
  - Develop guidelines for sharing assessment information with families

Taskforce Activities

- Established definitions
- Identified core principles and values to guide development of a stronger system
- Reviewed current screening and formative assessment practices used by early learning professionals across the state
- Reviewed the national literature for promising practices
- Developed a set of recommendations to support a stronger system

Recommendations

- Recommendations focused on:
  - Providing guidance for appropriate selection and use of tools
  - Broadening family engagement and support
  - Streamlined, integrated Information sharing
  - Development and coordination of ongoing professional learning opportunities

Next Steps

- Finalize report and disseminate
- Identify leads for follow up activities
- Develop resources for Georgia specific tools
- Explore data sharing mechanisms
- Identify and create resources for professional development
- Information sharing and use

Improving Care for Infants and Toddlers

Jennie Couture, Director of Practice and Support
Pam Stevens, Director of Quality Rated

BRIGHT *from the* **START**

Georgia Department of Early Care and Learning

Quality of Georgia's Infant/Toddler Classrooms
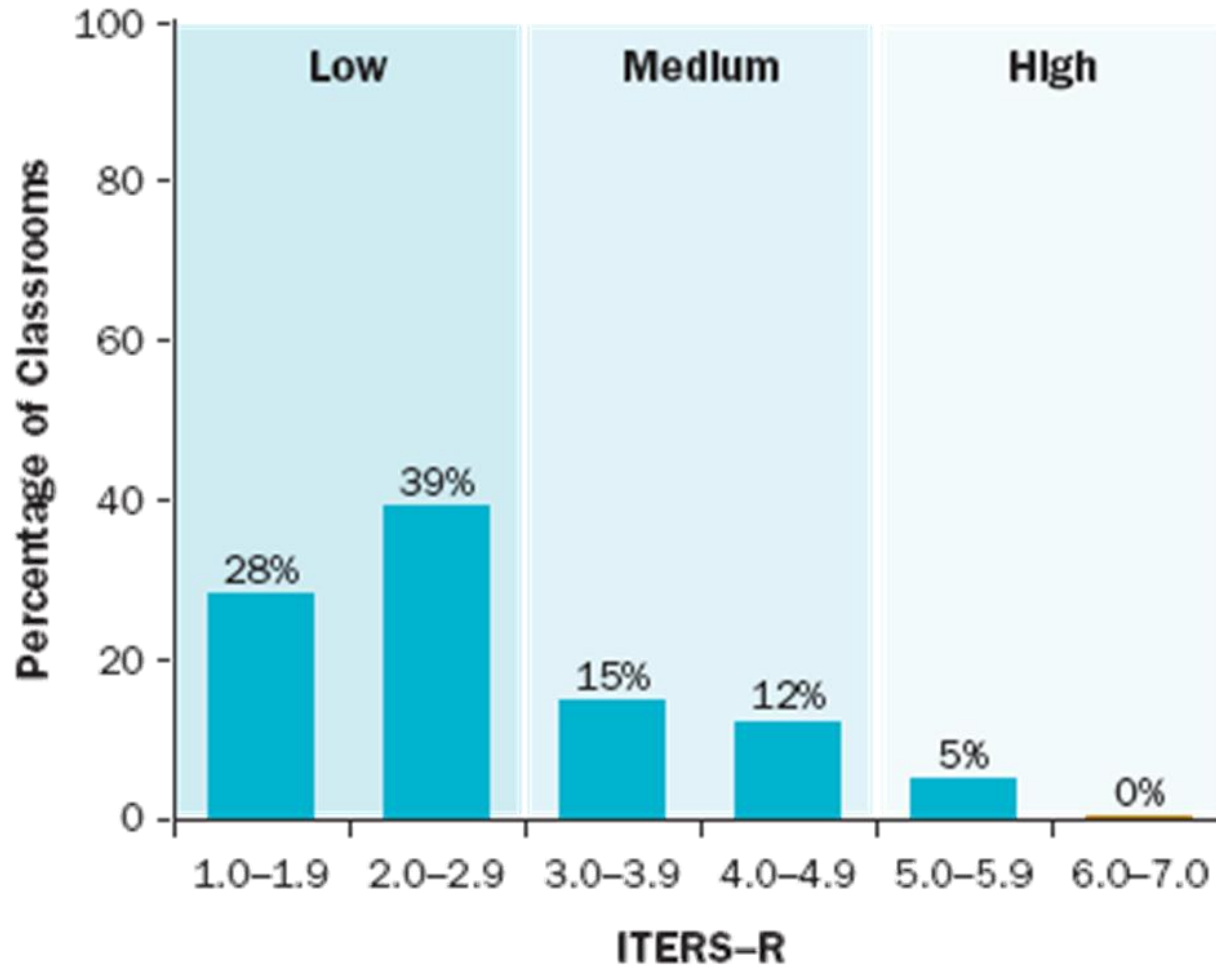
Importance of Infant Care

- First three years are a critical time of growth and development
  - 85% of brain development happens
  - Develop secure attachments which form the foundation of later social emotional growth
  - Quality of a child's interactions with primary caregiver instrumental in determining trajectory

Characteristics of High Quality Infant and Toddler Classrooms

- Warm, safe, and welcoming environment
- Credentialed teachers with deep knowledge of unique needs of infants and toddlers
- Rich interactions in the context of strong, trusting relationships
- Planned and spontaneous learning experiences within a predictable daily routine

Support for High Quality

- Network of infant and toddler specialists
    - Professional Learning Communities
    - Training opportunities
    - Onsite targeted technical assistance and coaching
- Support to teachers to obtain infant toddler specific credentials
    - DECAL Scholars
    - Developing partnerships with the Technical College System of Georgia to expand opportunities for infant toddler credentials

Quality Rated Subsidy Classroom Grants

Infant Model

Georgia Department of Early Care and Learning

Why Fund a Classroom?

- Meaningful quality improvement requires meaningful funding
- All aspects of quality need to be supported
  - Funding the true cost of care
- Georgia's Pre-K model

Why Fund an Infant Classroom?

- Early Learning Challenge Grant
    - Opportunity to innovate
    - Opportunity to leverage subsidy for quality improvement
    - Opportunity to learn what moves quality in infant care
    - Opportunity to influence future CAPS models

What if …

- An infant room didn't lose money?
- Being an infant room teacher was one of the best jobs in the building?
- Infant room teachers had time to plan instruction?
- Families with high needs didn't have child care fees?
- The infant classroom helped programs earn three stars?

An infant classroom in a program that:

- Is Quality Rated
- Serves children who receive CAPS
- Serves infants
- Located in a specific geographic area
- Has Georgia's Pre-K or Head Start
  - Administrative capacity
  - Eligibility experience
  - Part of the quality pathway

Subsidy Infant Classroom Requirements

- Group size of no more than 8 infants
- 1:4 teacher/child ratio
- Minimum compensation requirements for a full-time lead teacher and assistant teachers
- Minimum of 1 hour of weekly paid planning time for the lead teacher
- Onsite family/child eligibility
- Intentional professional development for all infant room teachers and director

Planning and Development Phase

- Short term grant 12/1/16 – 2/28/17
  - Curriculum (aligned with GELDS and meeting requirements)
  - Training
  - Classroom environment
  - Outdoor environment
- Purchasing decisions made with and approved by the Infant/Toddler Specialist

Implementation Phase

- 12 month grant 3/1/17 – 2/28/18
  - Up to eight funded slots
  - Minimum of four eligible infants
  - Onsite eligibility & monitoring
  - Monthly rosters

Head Start State Collaboration Update

Janice Haker
Head Start State Collaboration Director

BRIGHT *from the* START

Georgia Department of Early Care and Learning

Introductions and Departures

- Allison Setterlind – New Georgia Head Start State Collaboration Director
    - MA degree in Early Childhood with 20 years Early Childhood experience
    - Over 12 years experience as a Senior Technical Specialist and Manager for the Office of Head Start Training and Technical Assistance Network in Region IV
- Janice Haker – RETIRED Georgia Head Start State Collaboration Director. Last day will be December 31, 2016.

New Head Start Performance Standards

- New Head Start Program Performance Standards (HSPPS) released by the Office of Head Start in September; effective November 7, 2016.

- Makes program requirements easier for current and future program leaders to understand and reduce administrative burden.

- **Key Changes include:**
  - Requiring programs, over time, to offer longer service duration.
    - Preschool Head Start: 1,020 annual hours of service
    - Early Head Start: 1,380 annual hours of service
  - Revised governance impasse procedures and improved Family Partnerships.
  - Incorporates current research and ECE science related to curriculum, effective teaching, and professional development.

HSSCO Updates

- **WIC**: MOU with GHSA to address enrolling Head Start/EHS families as part of ERSEA procedures will be signed November 2016.
- **Foster Care:** Making progress with letter of agreement between DFCS and GHSA. Improved services noted in FY2016 Head Start PIR data.
- **USF Research Project:** Studying the correlation between chronic absenteeism and family toxic stress.
- **Farm to ECE:** Delivering fresh produce to areas of GA with poor access to fruits and vegetables. Includes a focus on improved menus in EHS and HS.

Head Start Attendance Data

- Improved participation: All but one Head Start grantee participated in the attendance data submission this year.
- GA EHS and HS grantees reported an overall increase of 10% absenteeism between 2015 and 2016. However, this sum could be attributed to few grantees with large increases in this number. HSSCO plans to include these outliers in the attendance study.

	EHS absent 5+ days	Head Start absent 5+ days	EHS 10% absenteeism	Head Start 10% absenteeism
2015	51%	100%	41%	29%
2016	45%	40%	57%	62%
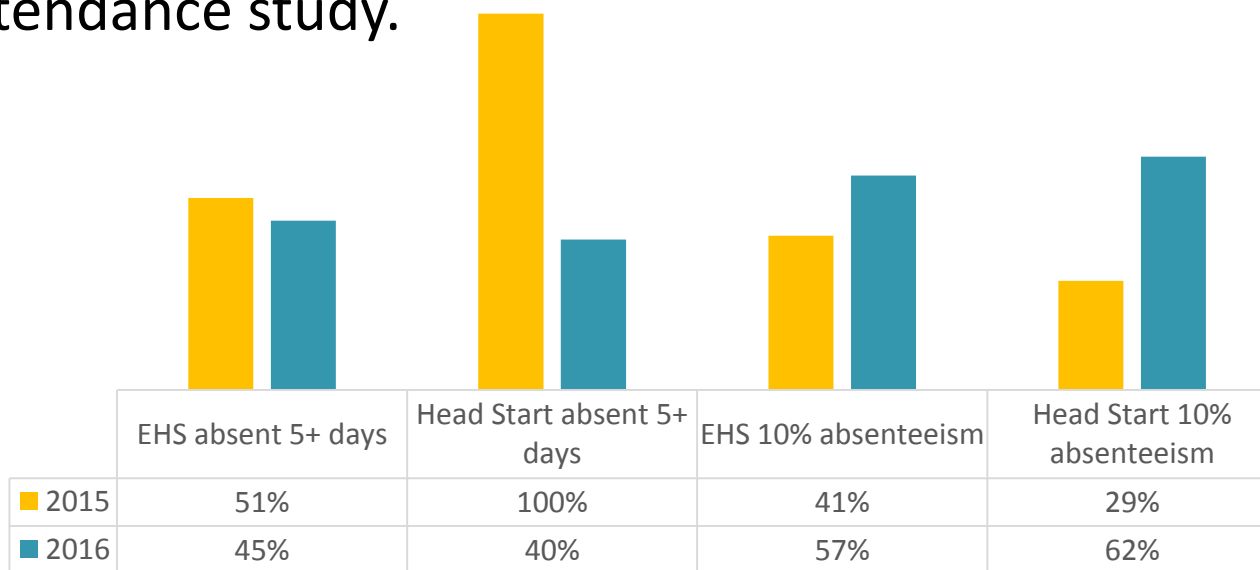
Attendance by the Numbers

- According to GADOE, data indicates that missing more than **five days** of school each year, regardless of the cause, begins to impact student academic performance and starts shaping attitudes about school.

- **Seven** of the original **19** Head Start grantees reported improvement for children missing over five days between 2015 and 2016.

- **Five** of the original **11** EHS grantees reported improved attendance for missing over five days between 2015 and 2016.

Head Start Quality Rated

- Of all Georgia centers offering HS/EHS services, 54% are now participating in Quality Rated, representing an increase of 10% participation since May 2016.
- Of the 220 centers that have been Quality Rated:
  - 21% rated 1 star
  - 58% rated 2 stars
  - 21% rated 3 stars
- The new *HSPSS* emphasize Head Start participation in its state or local quality rating and improvement system.

Child Care Services Update

Kristie Lewis
Assistant Commissioner for Child Care Services

BRIGHT from the START

Georgia Department of Early Care and Learning

DECAL's Organization
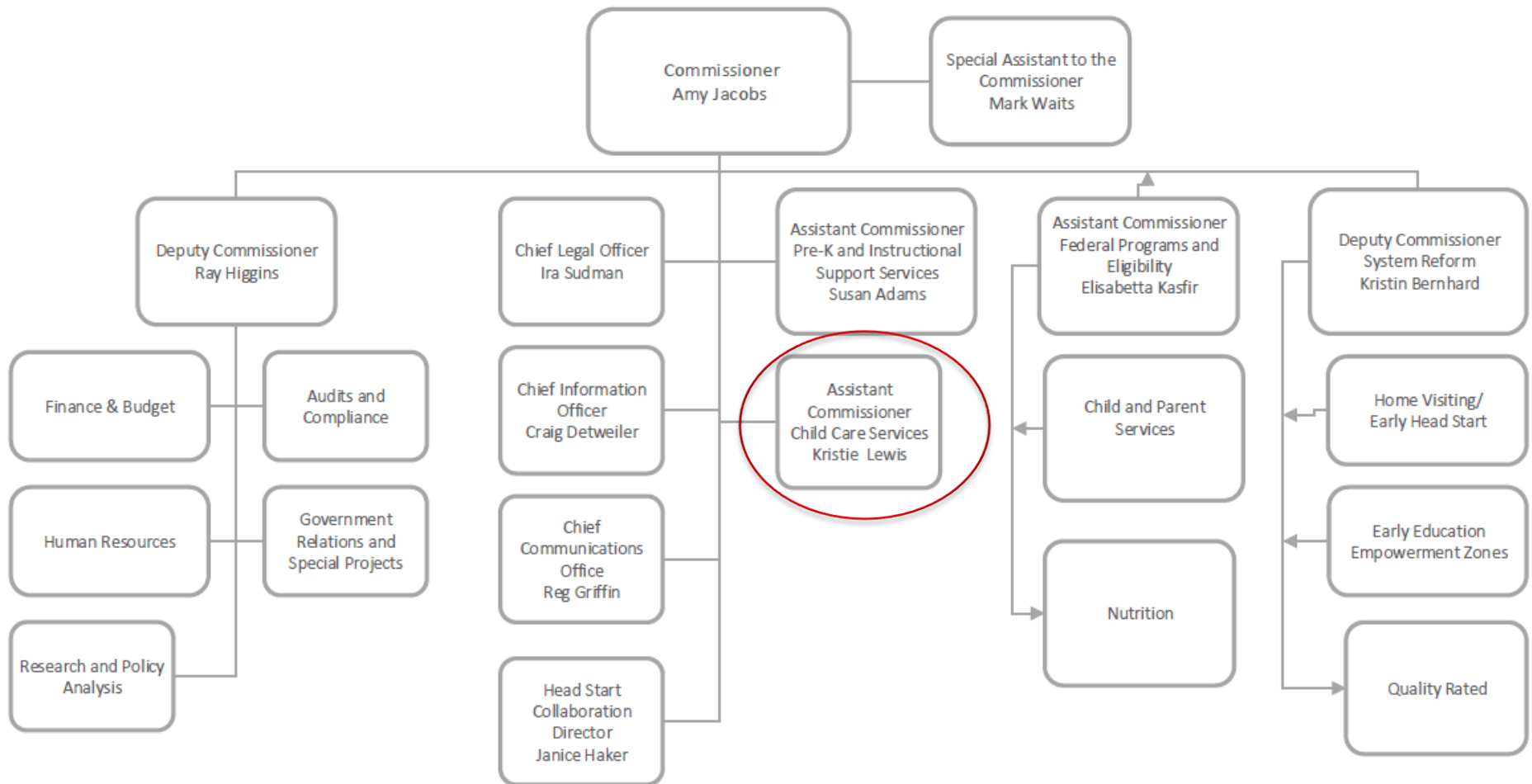
About Child Care Services

- Licenses child care facilities in Georgia
- Provides regulatory oversight of licensed child care programs
- Provides licensing orientation sessions for prospective child care programs
- Investigates health and safety complaints related to licensed and unlicensed early education programs
- Offers technical assistance and training on child development and other topics relating to early childhood to providers and parents

Child Care Services Division

Kristie Lewis
Assistant Commissioner for Child Care Services/
State Plan Co-Administrator

Amy Page
Process & Policy Manager

Dana Bond
CCS Director of
Field Operations

Rhonda Parker
CCS Director of
Field Operations

April Rogers
CCS Director of
Policy & Enforcement

Melissa Davis
CCS Director of
Quality Operations

Southeast Region
Melissa Herndon

Southwest Region
Laura Davis

Central Region
Paula Jones

Northeast Region
Jennifer Taylor

Northwest Region
Marsha Ruiz-Crosby

Technical Assistance Unit
Nikki McCray

Complaint Unit
Zara Handsford (Acting)

Enforcement Unit
Elizabeth Holland

**Administrative &
Operations Unit**
Sherry Smith

Applicant Services Unit
Lisa Chandler

Exemptions Unit
Rita Lang

**Quality Improvement &
Training Unit**
Shawnell Johnson

Bright from the Start: Georgia Department of Early Care and Learning
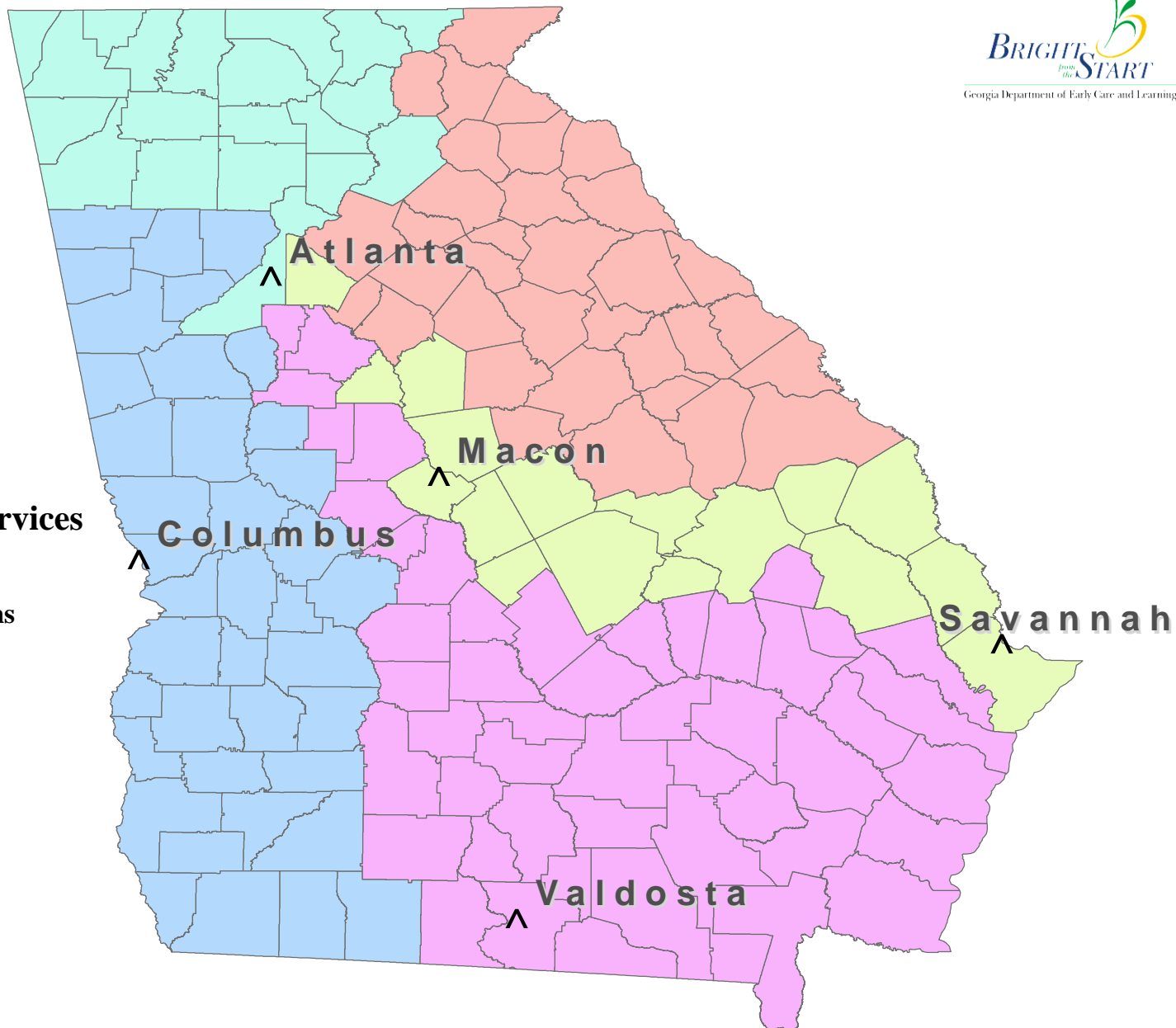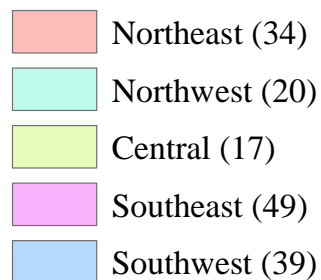
How did we get here?

- 2004 – DECAL created by merging departments
  - Separate regulatory units for overseeing child care centers and family child care
- 2009 – Blended caseloads
  - Consultants assumed caseloads with both centers and family homes at DECAL
- Specialty units established:
  - 2010 – Complaint Unit
  - 2013 – Enforcement Unit
  - 2014 – Technical Assistance Unit & Exemption Unit
  - 2015 – Process and Policy Unit

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CCS Regulatory Regions

- Five regions across the state:
  - Each region includes one metropolitan Atlanta county
  - Caseloads assigned based on consultant location

- Each region consists of:
  - Region Manager
  - Region Coordinator
  - 10 Child Care Consultants

- Primary responsibilities:
  - Regulatory visits to licensed child care programs
    - Minimum of two per year (licensing study & monitoring visit)
    - Total of **11,799 regulatory visits during FY '16**
  - Complaint investigations for category 3 & 4 intakes (1,681 for FY '16)
  - Amendments, Adverse Actions resulting from repeat non-compliance

Georgia Child Care Services 2016 Field Staff

CCS Licensing Regions (count of counties)

- Northeast (34)
- Northwest (20)
- Central (17)
- Southeast (49)
- Southwest (39)

Atlanta
Macon
Columbus
Savannah
Valdosta

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Georgia Child Care Services 2016 Licensing Regions

CCS Field Staff

● Licensing Consultant (50)

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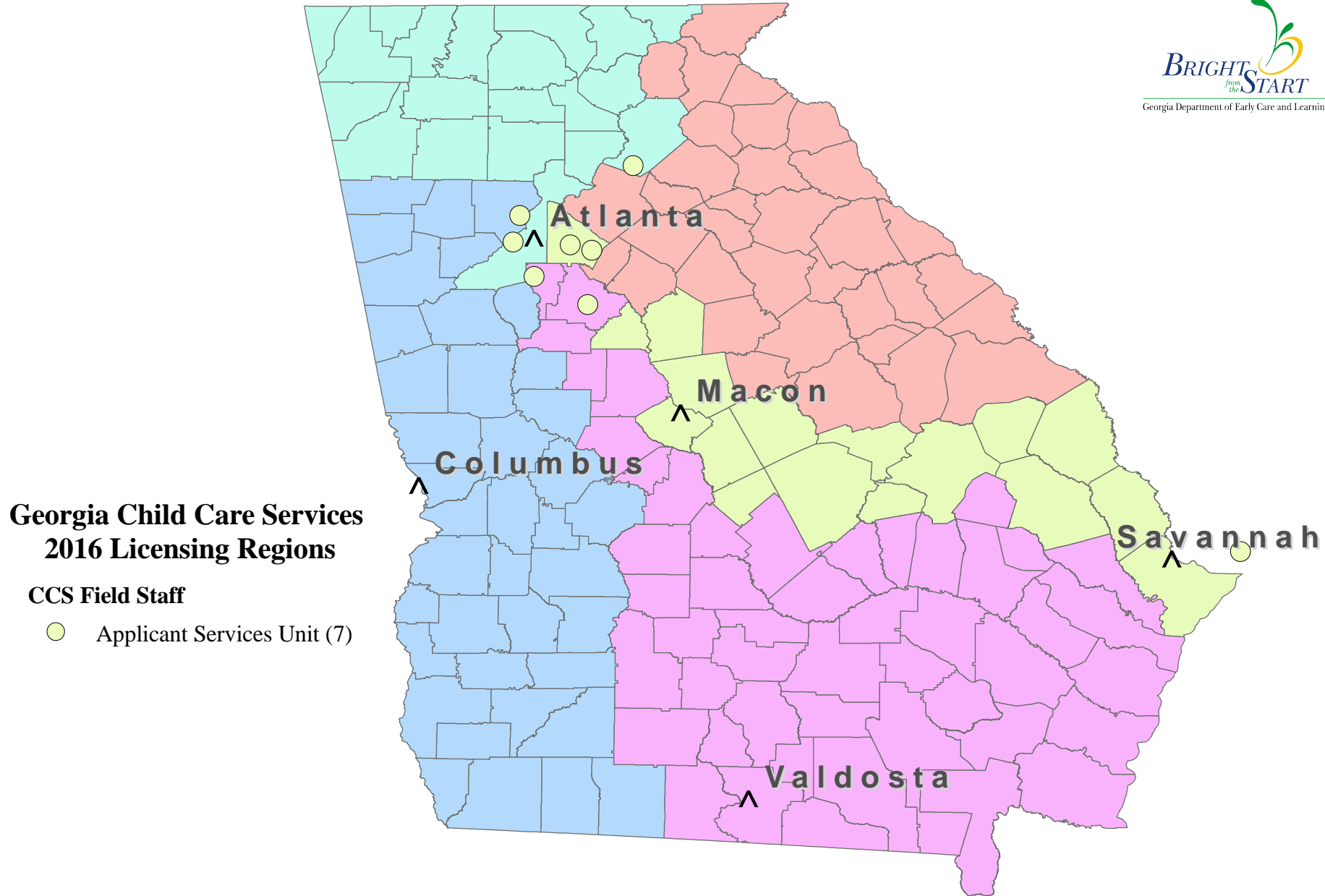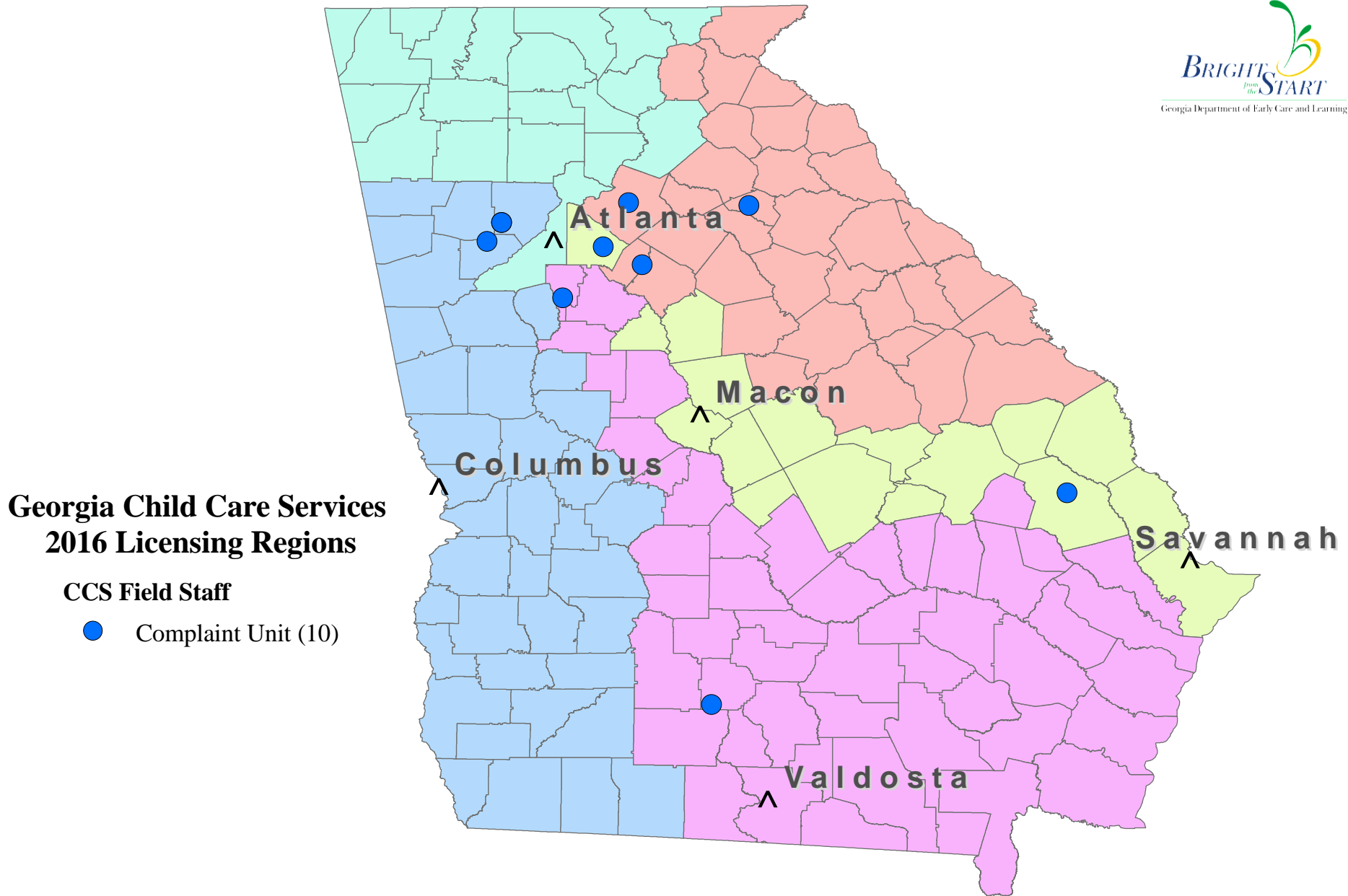103
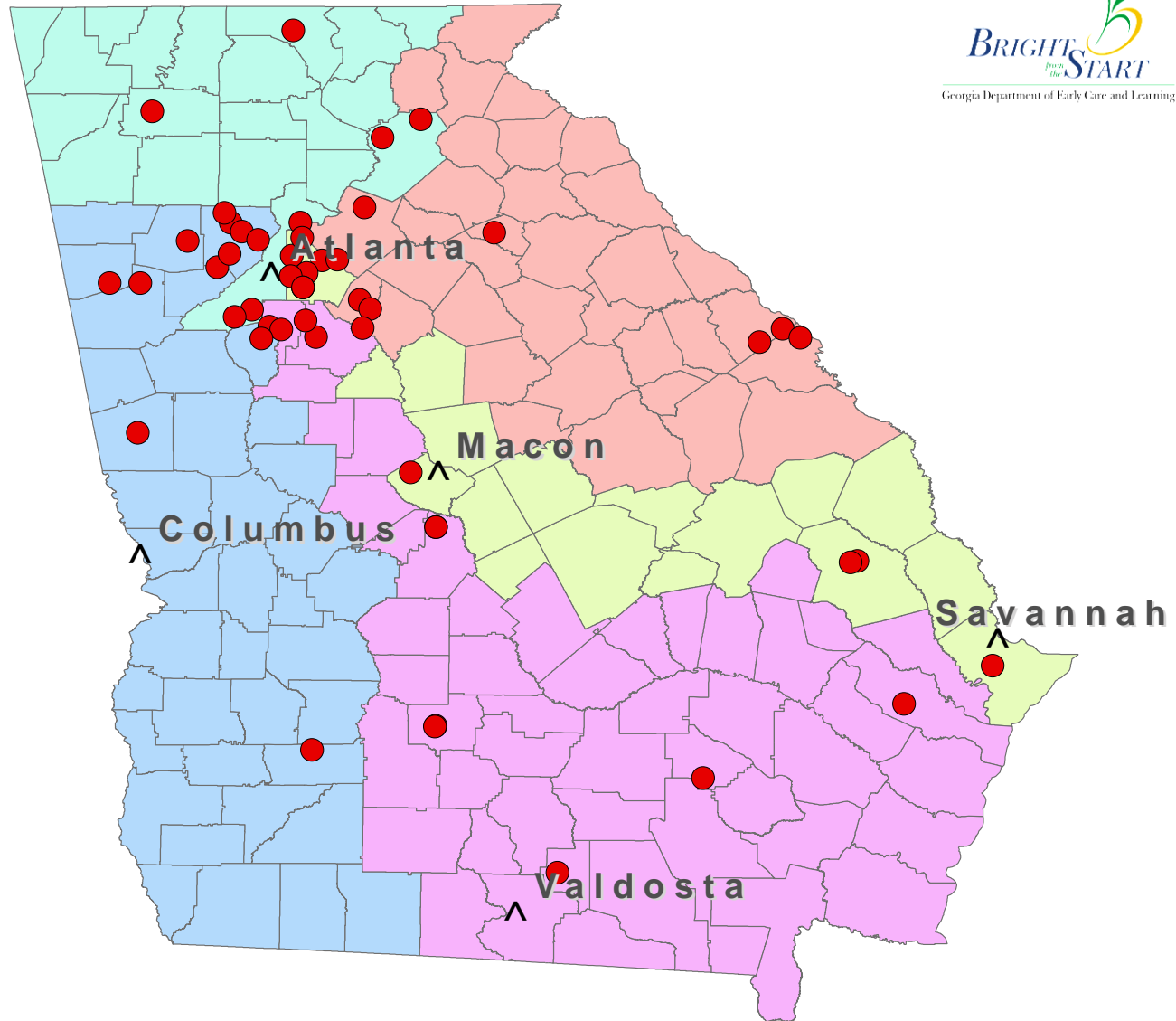
Applicant Services Unit

- Statewide
- Consists of:
    - Unit Manager
    - Unit Coordinator
    - Seven (7) Applicant Services consultants
    - Designated administrative assistant

- Primary responsibilities:
    - Initial licensure of child care facilities
        - Total of 215 center-based and 104 family child care programs were newly licensed in FY '16
    - Monthly orientation sessions for prospective applicants
    - Changes of Ownership and Changes of Location
        - 141 Changes of Ownership and Changes of Location were completed in last fiscal year

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**Georgia Child Care Services
2016 Licensing Regions**

CCS Field Staff

○ Applicant Services Unit (7)

Atlanta

Macon

Columbus

Savannah

Valdosta

Complaint Unit

- Statewide
- Consists of:
    - Unit Manager
    - Two (2) Unit Coordinators
    - 10 Complaint Unit Consultants

- Primary responsibilities:
    - Investigate category 1 & 2 complaints
        - Conducted 543 cat. 1 & 2 complaint investigations in FY '16
    - Process Adverse Actions based on substantiated investigations
        - Completed 92 enforcement actions in FY '16

Georgia Child Care Services
2016 Licensing Regions

CCS Field Staff

● Complaint Unit (10)

Atlanta

Macon

Columbus

Savannah

Valdosta

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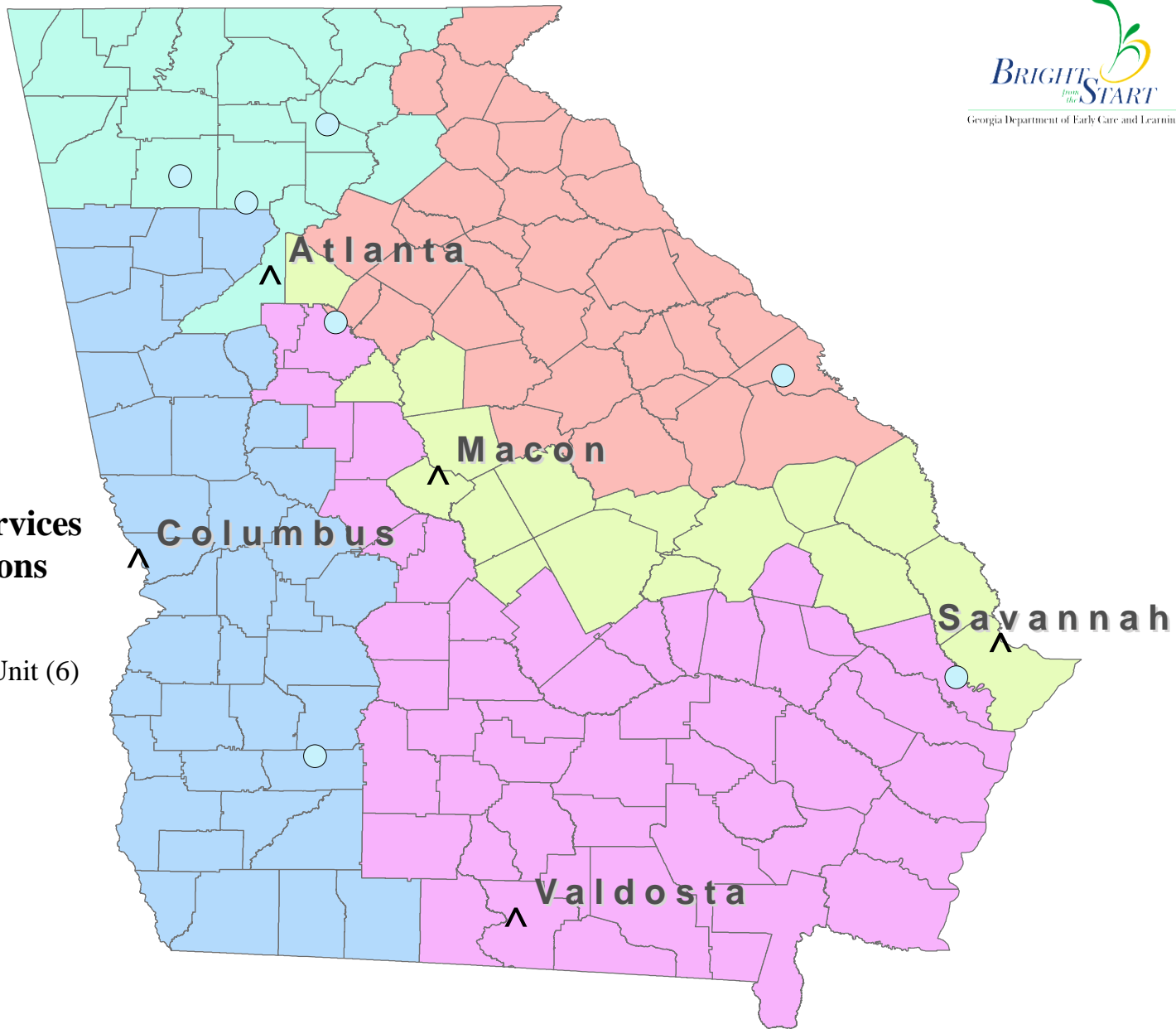www.decal.ga.gov
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Technical Assistance Unit

- Statewide
- Consists of:
  - Unit Manager
  - Unit Coordinator
  - Six (6) Technical Assistance consultants

- Primary responsibilities:
  - Provide on-site technical assistance to licensed programs that are deficient in compliance with rules and regulations
    - 1,199 technical assistance visits completed during FY '16
  - Conduct routine core rule training throughout the state
  - Provide clarification on the intent of the rules & regulations

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Georgia Child Care Services 2016 Licensing Regions

CCS Field Staff

Technical Assistance Unit (6)

Atlanta

Macon

Columbus

Savannah

Valdosta

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Georgia Child Care Services 2016 Licensing Regions

CCS Field Staff

- 🔴 Licensing Consultant (50)
- 🟡 Applicant Services Unit (7)
- 🔵 Complaint Unit (10)
- 🔵 Technical Assistance Unit (6)

Atlanta

Macon

Columbus

Savannah

Valdosta
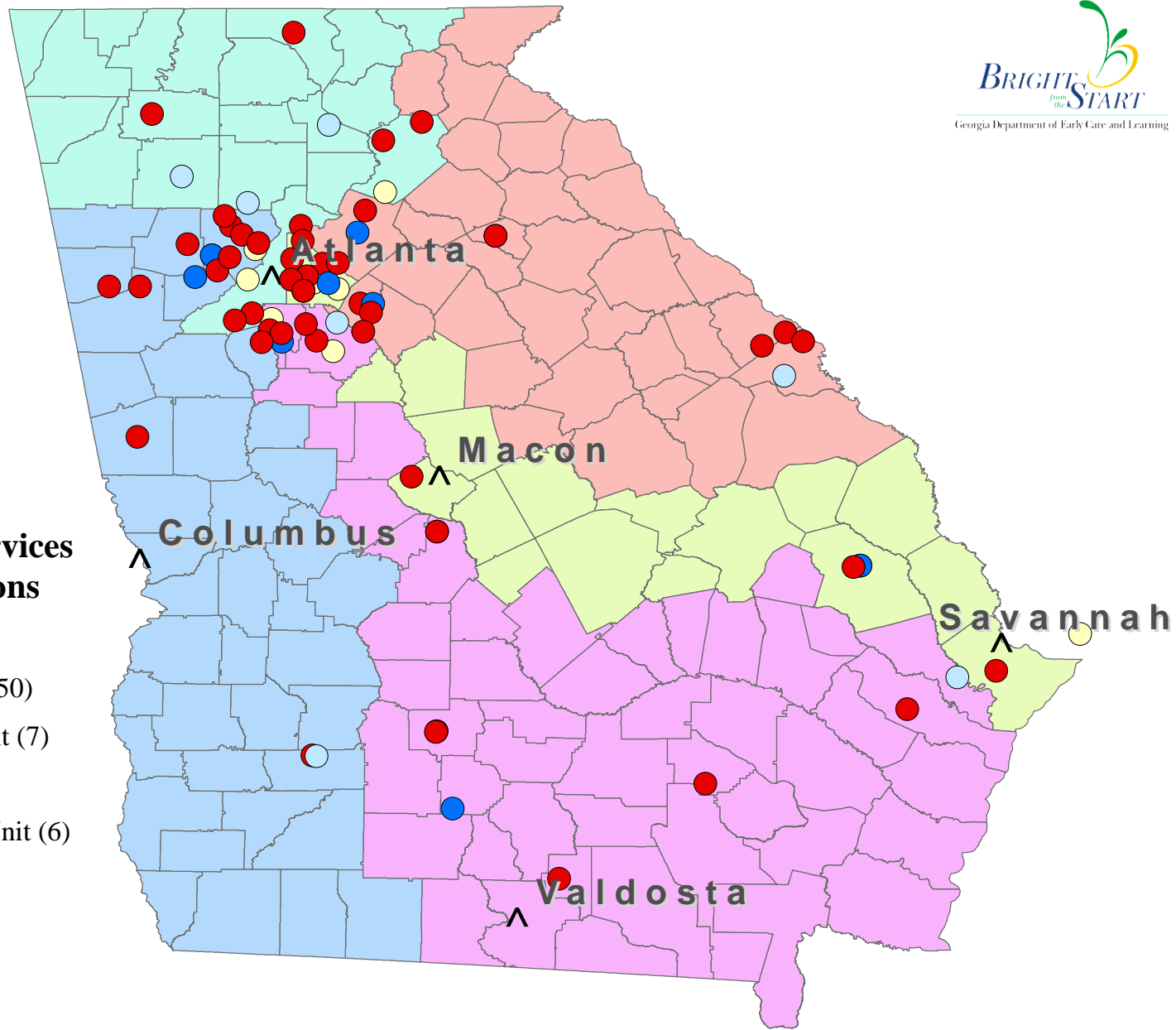
Additional Specialty/ Support Units

Administrative & Policy Unit
(Manager + six administrative assistants)

- Provide administrative support to the Child Care Services division
- Process variances and waivers, open records, support center applications, license fee payments/lawful presence verification affidavits
- Assist providers via email and phone with DECAL KOALA, license fees, lawful presence affidavits, and support center applications

Enforcement Unit
(Manager + Coordinator, four Specialists & administrative assistant)

- Reviews fines, restrictions, denials, and revocations for content and accuracy
- Collects unpaid fines through establishing payment plans and alternate use agreements and issuing revocations when needed
- Processed 371 adverse actions in FY '16

Additional Specialty/ Support Units *(continued)*

Quality Improvement & Training Unit

(Manager + 2 Consultants,
5 Critical Response Consultants)

- Supports CCS by updating tools and resources related to quality improvement, reliability and consistency
- Develops and delivers training on rules and policies to CCS staff and providers
- Coordinates onboarding activities for new hires
- Develops and delivers communications about rules and policies to CCS staff and child care providers (including provider bulletins, emails, and webinars)

Exemption Unit
(Manager + 4 Specialists)

- Reviews programs that serve children for eligibility to be exempted from child care licensing (includes assessing the type of program, ages served, services provided, etc.)
- Issues, monitors, and manages exemption certificates once approved

Process & Policy Unit
(Manager + Coordinator)

- Manages special projects for Child Care Services
- Coordinates implementation activities of licensing components for CCDF
- Oversees the updates to CCS Policies & Procedures
- Manages rule revision process for CCS

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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 – Jerri Kropp

- System Reform – Susan Harper

Welcome to the
Board of Early Care and Learning

Public Comments

November 10, 2016

Board Meeting Dates 2017

February 16, 2017

May 11, 2017

August 17, 2017

November 16, 2017