



Welcome to the Board of Early Care and Learning

February 16, 2017



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

www.dec.al.ga.gov

Approval of Agenda and Minutes

- Approve **2-16-17** agenda
- Approve **11-10-16** minutes



Inspiration



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

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Board Member Updates

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





Commissioner's Update

Amy M. Jacobs
Commissioner



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Under the Gold Dome: Governor Deal's Proposed Budget, FY2018



- \$5.5M for tiered reimbursement for Quality Rated child care programs
- \$2M for Early Language and Literacy Classroom Grants
- \$2.7M to create the Georgia Center for Early Language and Literacy

Georgia's Pre-K Teachers of the Year



Channie Frazier

Kids World Learning Center
Bulloch County

Connie Ellington

Bethlehem Elementary School
Barrow County

Channie Frazier – Kid's World



Channie Frazier

- Lives in Statesboro, Georgia
- Undergraduate Degree – Child and Family Development (Georgia Southern University)
- Master’s Degree – Early Childhood Education (Ashford University)
- Certified Teacher in Georgia – Non-Renewable, Level 4, Birth-Kindergarten
- Georgia’s Pre-K teacher for 11 years

- Comments from Channie Frazier
- Special Presentation

Connie Ellington – Bethlehem Elementary



Connie Ellington

- Lives in Winder, Georgia
- Undergraduate Degree – Early Childhood Education (University of Georgia)
- Master’s Degree – Arts in Teaching (Piedmont College)
- Specialist Degree – Teaching and Learning (Piedmont College)
- Certified Teacher in Georgia – T-6, Early Childhood Education
- Georgia’s Pre-K Teacher for 12 years

- Comments from Connie Ellington
- Special Presentation

Teacher of the Year Timeline 2017-2018

- February 6, 2017 – Teacher of the Year for 2017-2018 application posted on the BFTS website
- February 27, 2017 – Application due to BFTS
- March-April, 2017 – Application review and selection process
- May 2017 – Top six finalists announced (3 from local school system and 3 from private child care centers)
- August 2017 – Winner selection process
- September 2017 – Winners announced (1 from a local school system and 1 from a child care center)

Questions & Comments from Board





Finance, Legislative, & Administration Update

Ray Higgins

Deputy Commissioner for Finance and Administration



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Finance Update – SFY 2017 Summary

Data as of Dec. 31st	Budget	Expenditures*	Remaining Balance	% Remaining
BY PROGRAMS				
Child Care Services	\$262,115,326	\$141,426,879	\$120,688,447	46%
Pre-K + (HS)	\$358,038,380	\$169,882,434	\$188,155,946	53%
Quality Initiatives	\$37,512,775	\$31,614,608	\$5,898,167	16%
Nutrition	\$148,000,000	\$75,663,975	\$72,336,025	49%
Total Expenses	\$805,666,481	\$418,587,895	\$387,078,586	48%

BY FUNDING SOURCE				
State General	\$55,569,342	\$10,695,848	\$44,873,494	81%
State Lottery	\$357,846,380	\$169,734,851	\$188,111,529	53%
Federal	\$392,073,759	\$238,123,660	\$153,950,099	39%
Other	\$177,000	\$33,536	\$143,464	81%
Total Funds	\$805,666,481	\$418,587,895	\$387,078,586	48%

* Includes encumbrances.

Legislative Update



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Human Resources Update

(Data current as of 2/3/17)

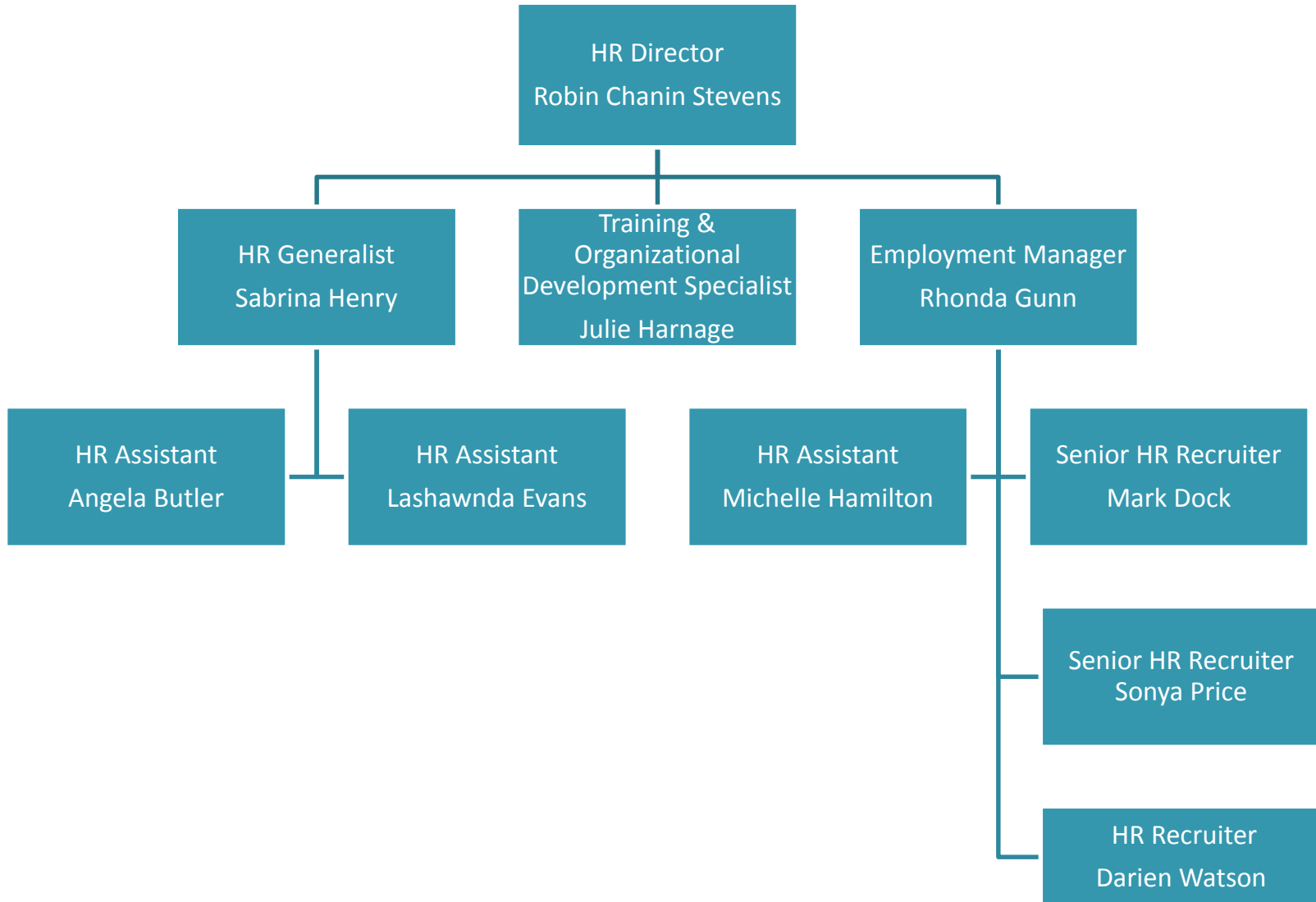
Robin Stevens
Human Resources Director



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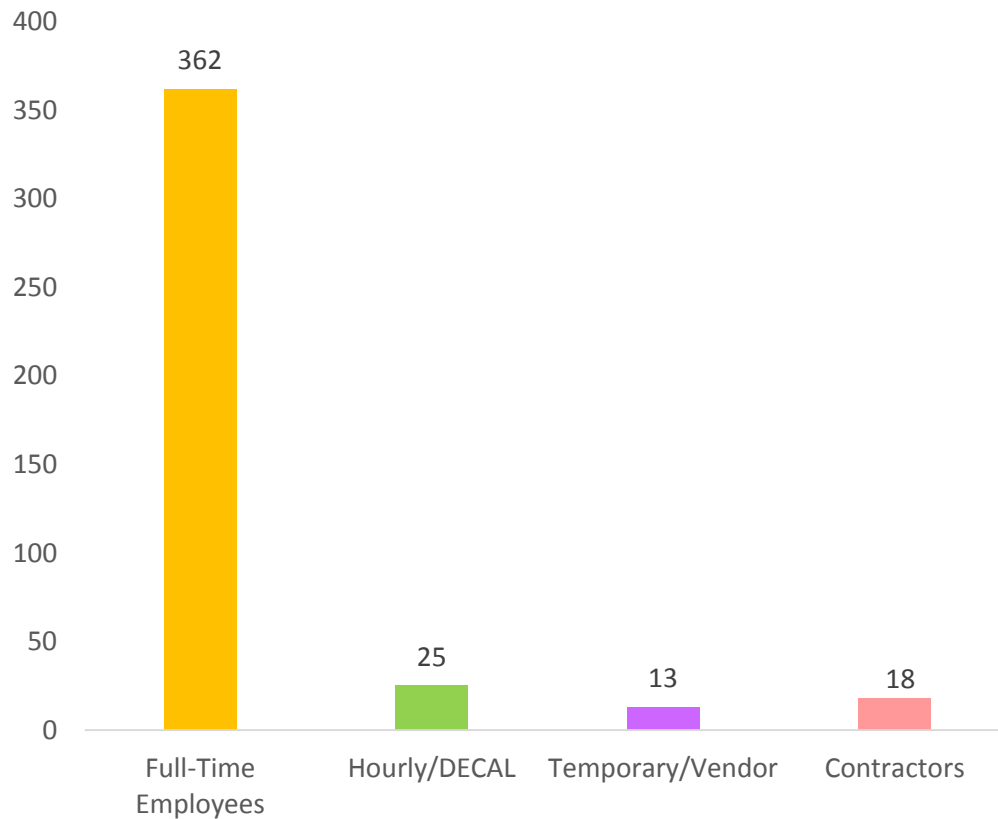
HR Organizational Structure



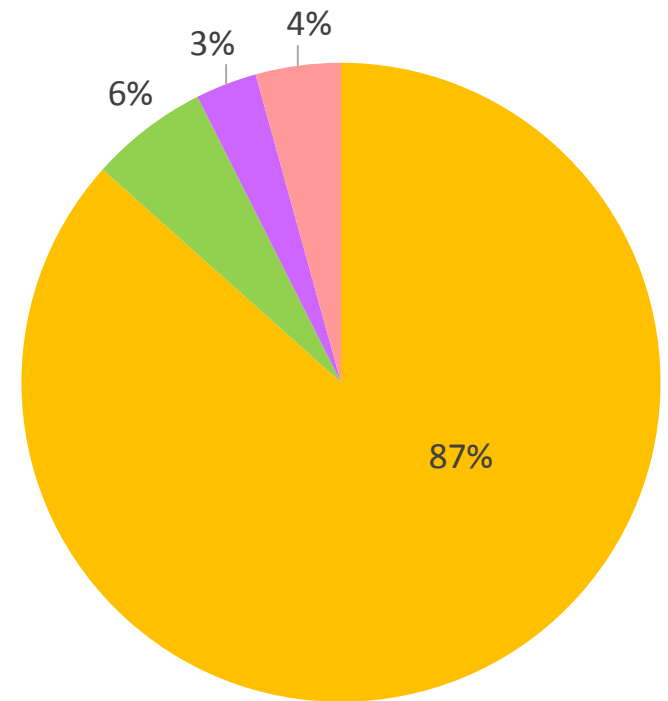
DECAL Workforce Composition

Total as of 2/1/17: **418**

Number of Employees by Status



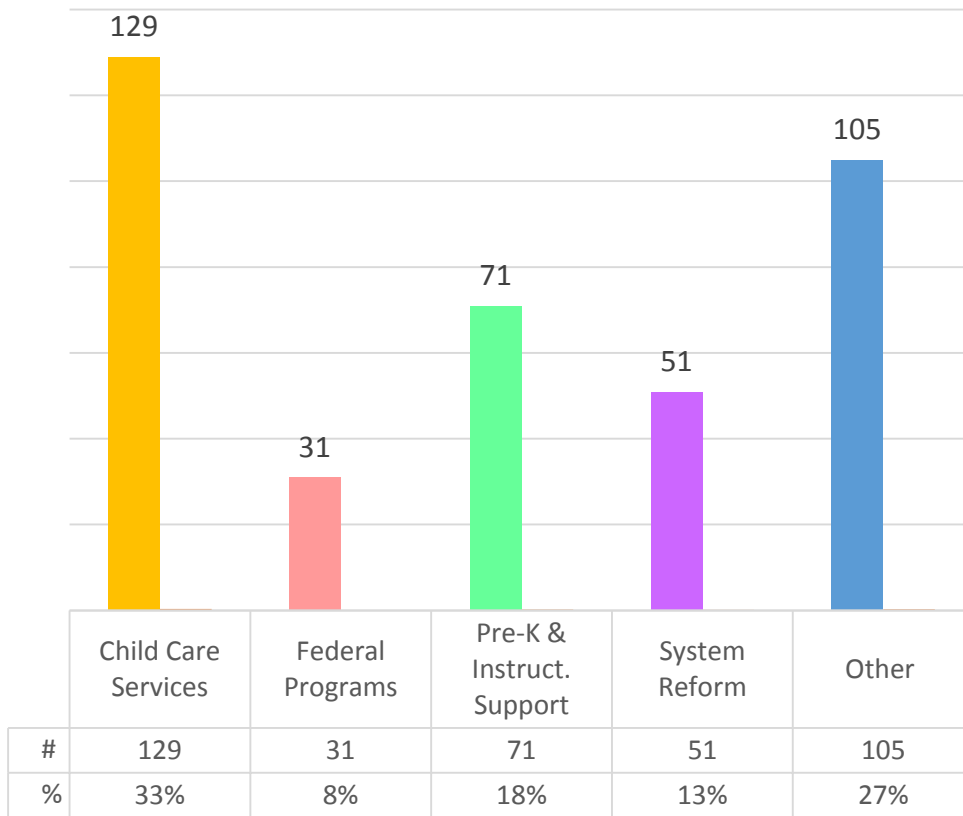
Percentage of Employees by Status



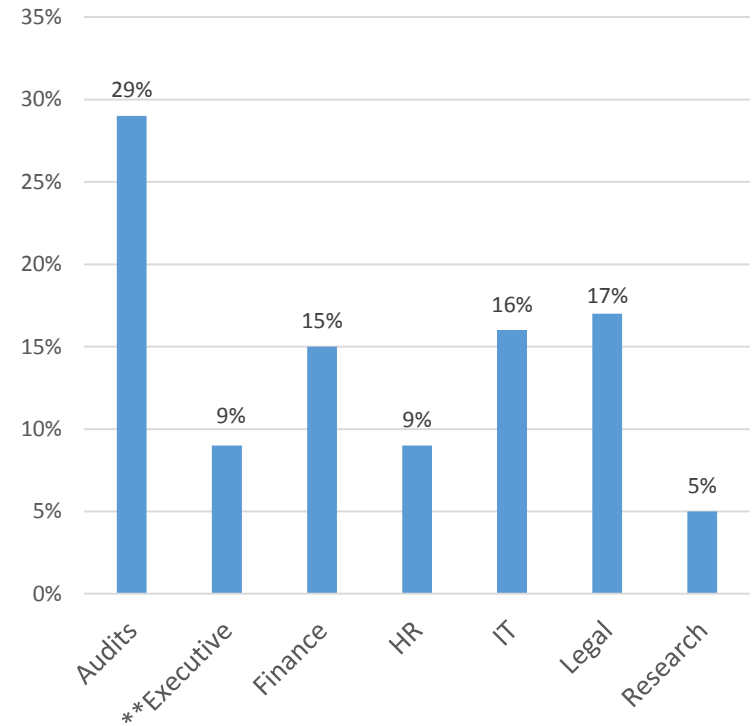
DECAL Employee Composition

DECAL Payroll Employees: **387**

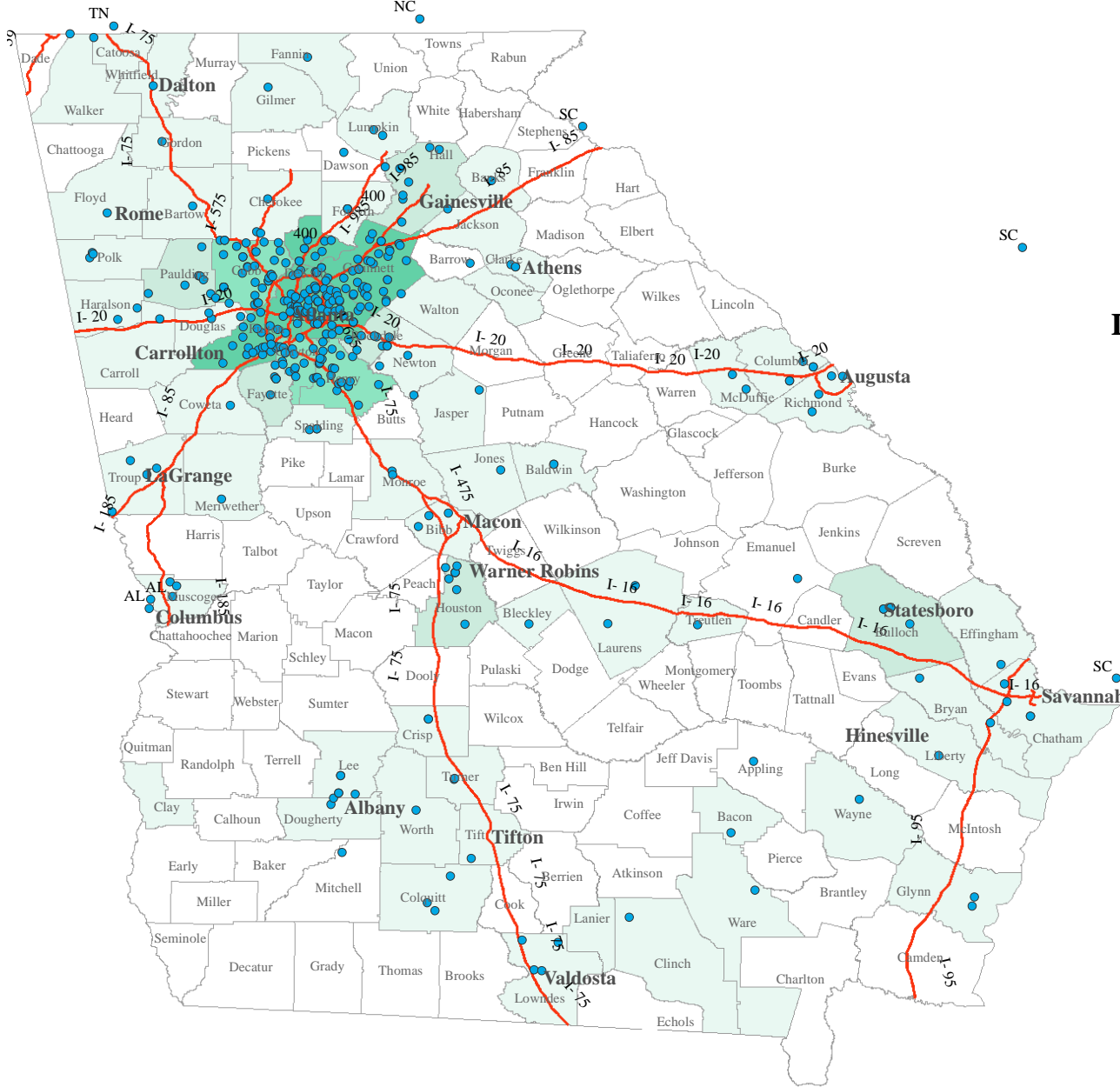
Number and Percentage of Employees by Division



*Units Comprising "Other"



**Executive Includes the Commissioner, Deputies, Communications, Head Start, Govt. Relations

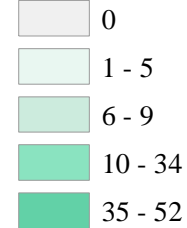


DECAL Employee Home Locations January 26, 2017

● DECAL Employee (387)

County Residency

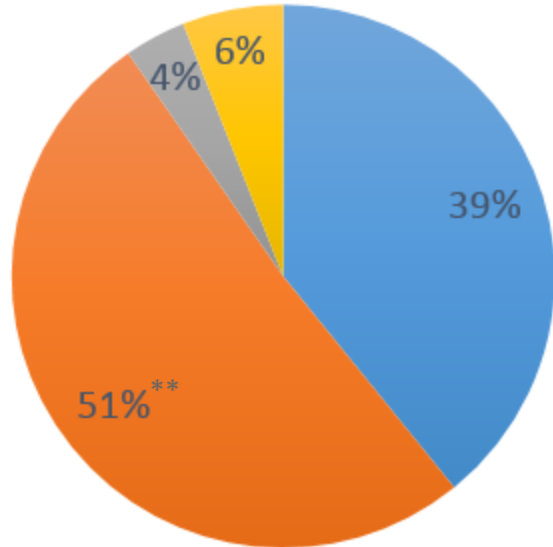
Distribution



(7 employees live out of state)

Employee Education Credentials

Education Credentials



■ Post Graduate ■ Undergraduate ■ Associate ■ High School

Degree Type	Number of Employees	Percentage of Employees
Post Graduate	150	39%
– Doctorate	7	
– Juris Doctor	8	
– Masters	131	
– Ed. Specialist	4	
Undergraduate*	350	90%
Associate	14	4%
– Associates	13	
– Technical Program	1	
High School	23	6%
– Some College	5	
– High School	18	
Total	387	100%

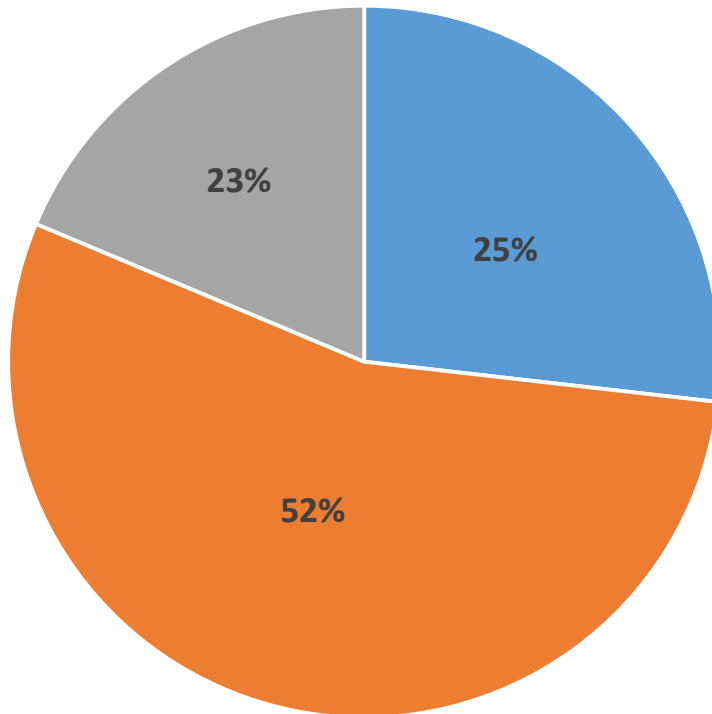
* Count and percentage include those with both undergraduate and post graduate degrees.

** Percentage represents those with undergraduate degree only.

Employees by Age

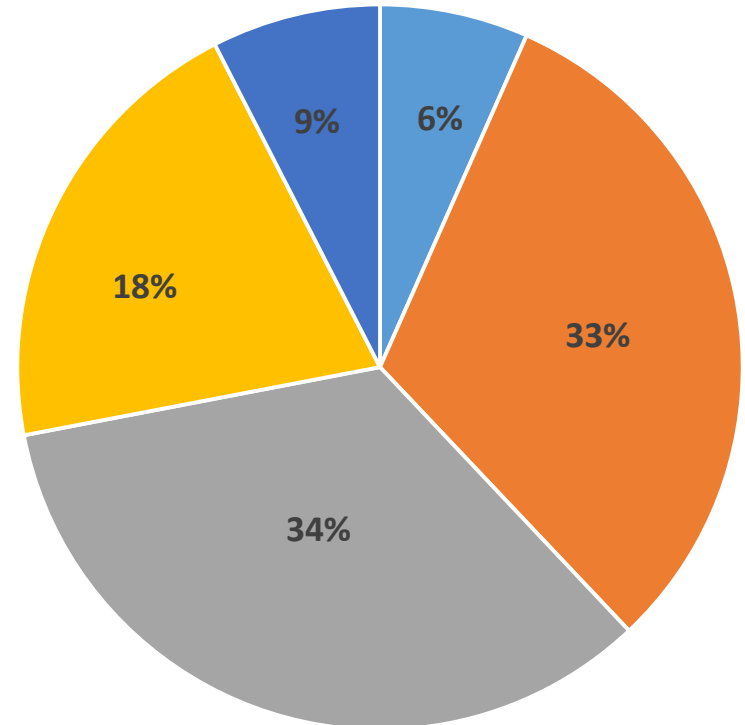
Employees by Generation*

- Baby Boomer (1946 -1964)
- Generation X (1965-1980)
- Millennial (1981-Present)



Employees by Decade Ranges

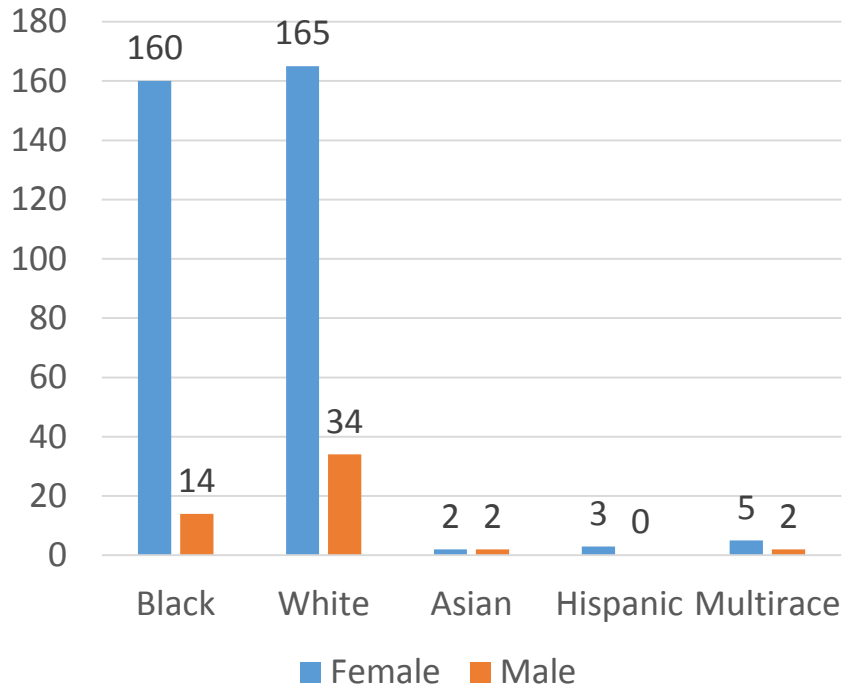
- 20-29
- 30-39
- 40-49
- 50-59
- 60-69



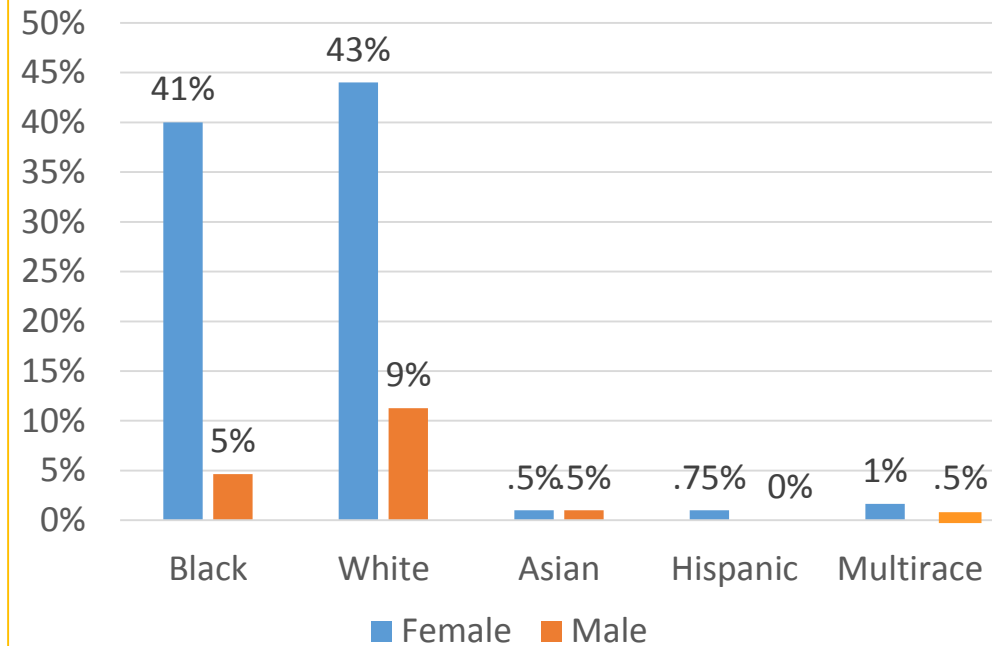
* PEW Research Center (Silent Generation 1928-1945)

Employees by Gender & Ethnicity

Numbers



Percentage



HR Metrics

Activity for Calendar Year	2016	2015	2014	2013	2012	2011
Headcount All Staff (Full-time, DECAL & Vendor Temps, Contractors)	401	367	345	287	214	198
Full-time Hires	62	66	89	60	32	32
Full-time Separations/All Categories	37	41	34	32	18	19
Full-time Involuntary Separations	5	6	7	2	4	2
Full-time Voluntary Separations	32	35	27	30	14	17
Resignations	21	26	15	13	7	12
Retirements	3	0	8	12	5	4
Inter-Agency Transfers	8	9	4	5	2	1
Full-time Turnover Rate	10.66%	12.81%	11.53%	13.33%	8.49%	9.60%
Full-time Voluntary Separation Rate	86.5%	85.37%	79.41%	93.75%	77.78%	89.47%
Full-time Employee Headcount as of 12/31	347	320	295	240	212	198
Job Announcements/Re-announcements	112	134	164	80	34	20
Transactions	1036	518	600	476	150	95
External Requests for Verifications of Employment	58	44	34	29	<i>Not recorded</i>	<i>Not recorded</i>
FMLA	31	29	33	26	20	14
WC Claims	10	16	6	14	FY 9	FY 3
UI Filings	3	4	6	2	6	<i>Not recorded</i>
UI Hearings	1	4	3	3	3	<i>Not recorded</i>
UI Claim Hearing Losses	Not Contested 1	0	0	0	0	<i>Not recorded</i>
EEOC Charges	0	0	1* Same case	1	0	0
EEOC Favorable Determination	N/A	N/A	1	Pending	N/A	N/A
EEOC Mediations	0	0	0	1	0	0
Agency Grievances/Investigations	0	4	2	2	1	1
AG Office Cases	2	0	0	2	1	0

Internal Classes Developed and Delivered

Strategic Initiative: DECAL Staff Professional Development

Emphasizing **regular professional development/training for DECAL staff** to equip them to professionally fulfill their job responsibilities. Sessions include the following topics:

- Behavior Based Interviewing
- Communication and Feedback
- Confidentiality
- Conflict Resolution
- Customer Service
- Darkness to Light
- DECAL Overview
- Delegation
- FLSA and Time Keeping
- Interpersonal Skills
- Performance Management
- Presentation Skills
- Roles and Responsibilities of a Supervisor
- Situational Leadership
- Stress Management
- Supervisory Skills: Policies
- Supervisory Skills: Documentation and Feedback
- Supervisory Skills: Talent Acquisition
- Time Management
- Understanding Difficult People



Training Metrics	2016		2015		2014	
	# of Classes	Participants	# of Classes	Participants	# of Classes	Participants
Classroom	96	305	59	320	50	693
Webinar	18	577	*	0	2	23
Total	114	882	59	320	52	716

*-HR Staff transition

2017 Focus



CAPS Transition

- Staffing, Selection & On-Boarding
- Communication

Employee Education & Development

- DECAL University
- On-Boarding Enhancements

Policy Updates

- Handbook Revision
- Publication

FLSA Regulations

- Classification Review/On-going
- Compliance & Implementation/On Hold

CAPS Staffing Activity to Date

Current 2/1/17

Position	QTY	Wave	Total # Applicants	DHS/DFCS CAPS Applicants w/inPool	DECAL Applicants w/inPool	Selectee	Source	Hiring Status
Assistant Commissioner of Federal Programs & Eligibility	1	Initial	5	NA	5	Eliabetta Kasfir	Internal	Filled
Family Support Director	2	Initial	135	1	5	Donna Johnson Laura Wagner	Agency Transfer (DPH) Internal	Filled
Scholarship Administration Director	1	Initial	74	1	3	Rita Lang	Internal	Filled
Program Administration Director	1	Initial	115	3	4	Chris Linn	Internal	Filled
IES & Data Systems Administrator	1	Pilot	52	8	5	NA	NA	Filled
Adverse Actions & Claims Manager	1	Pilot	86	6	1	NA	NA	Filled
Adverse Actions & Claims Specialist	2	Pilot	231	13	4	NA	NA	Offer Pending
								Offer Pending
Scholarship Administration Manager	5	Pilot	87	17	2	NA	NA	In Process: Hiring Manager
Scholarship Administration Specialist	10	Pilot	218	41	4	NA	NA	In Process: Hiring Manager
Family Support Manager	2	Pilot	142	40	4	NA	NA	In Process: Hiring Manager
Family Support Consultant	5	Pilot	225	79	4	NA	NA	In Process: Hiring Manager
QA & Training Administrator	1	Pilot	77	21	2	NA	NA	In Process: Hiring Manager
QA & Training Consultant	3	Pilot	336	36	4	NA	NA	In Process: Hiring Manager
Policy & Process Improvement Administrator	1	Pilot	84	8	4	NA	NA	In Process: Hiring Manager
Data Analyst	1	Pilot	0	0	0	NA	NA	Not Yet Posted
Total	37		1867	273	51			



What: **New initiative** tied to DECAL's strategic plan

Purpose: To **cross train our employees** and in response to **employees' requests** to learn more about the agency

Presenters: **In-house subject matter experts** from respective programs

Process: **In class** and **webinar** sessions that bring an **"inside look"** at each of the units within DECAL

Participation: Employees can view the **recorded sessions** in any order as they choose and on their preferred schedule.

Completion: View and complete all sessions and exams to receive a **DECAL University diploma**

Benefits: **Cross training**; **Better informed staff**; Enhanced **collaboration & camaraderie**; Stimulate **career growth** opportunities.

Attendance:

Session 1 – **108** – 45 in class and 63 via webinar

Session 2 – **85** – 25 in class and 60 via webinar

Session 3 – **65** – 30 in class and 35 via webinar



Questions & Comments from Board





Federal Programs Update

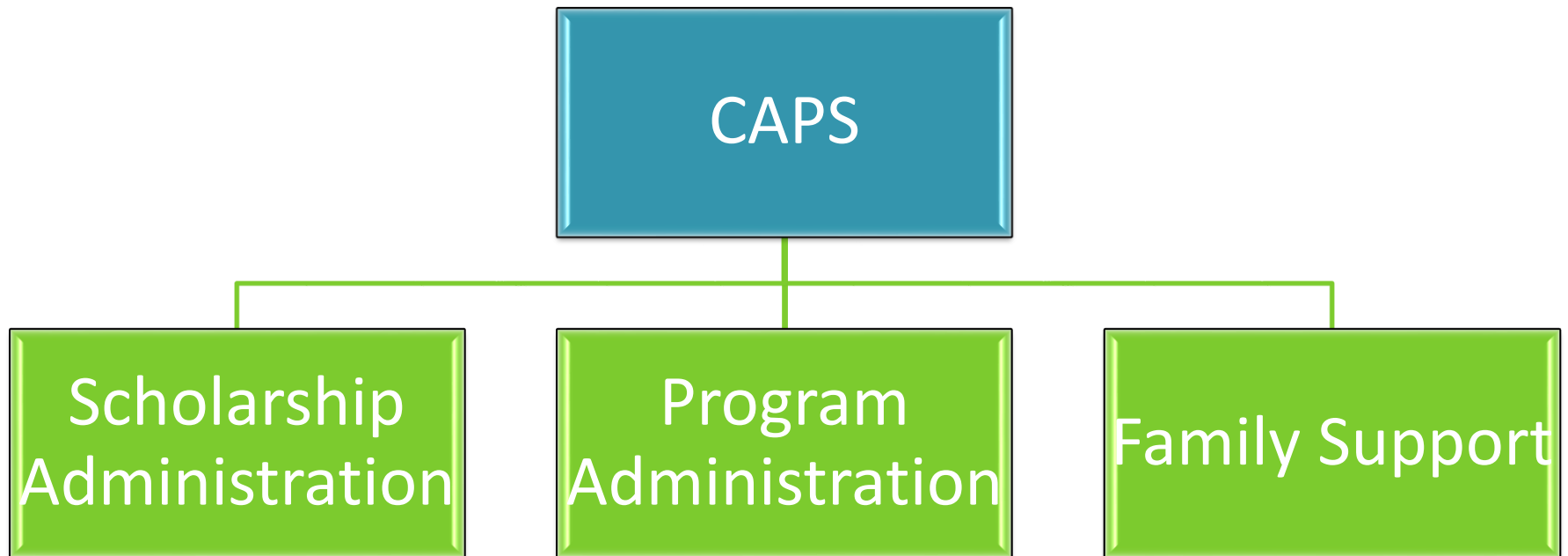
Elisabetta Kasfir
Assistant Commissioner for Federal Programs



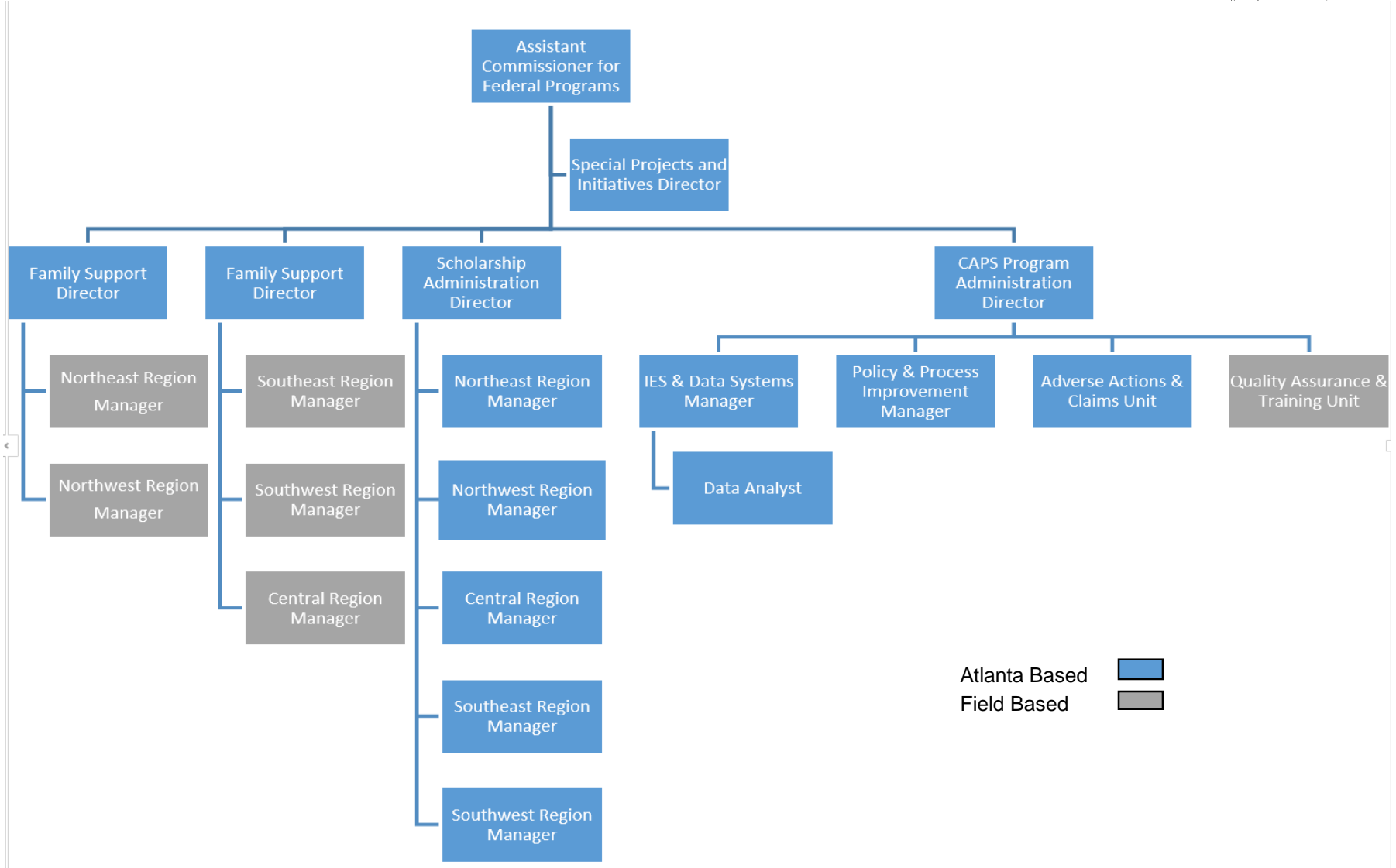
CAPS Stakeholder Engagement

- CAPS Child Care Provider Survey
- DECAL Advisory Committee (December 2016 and April 2017)
 - Two meetings focused on CAPS
- CAPS Community Meetings (February 2017)
 - Macon
 - Clarkston
- CAPS Family Forums (January to March 2017)
 - Clayton Co.
 - Richmond Co.
 - Fannin Co.
 - Tift Co.

New CAPS Structure

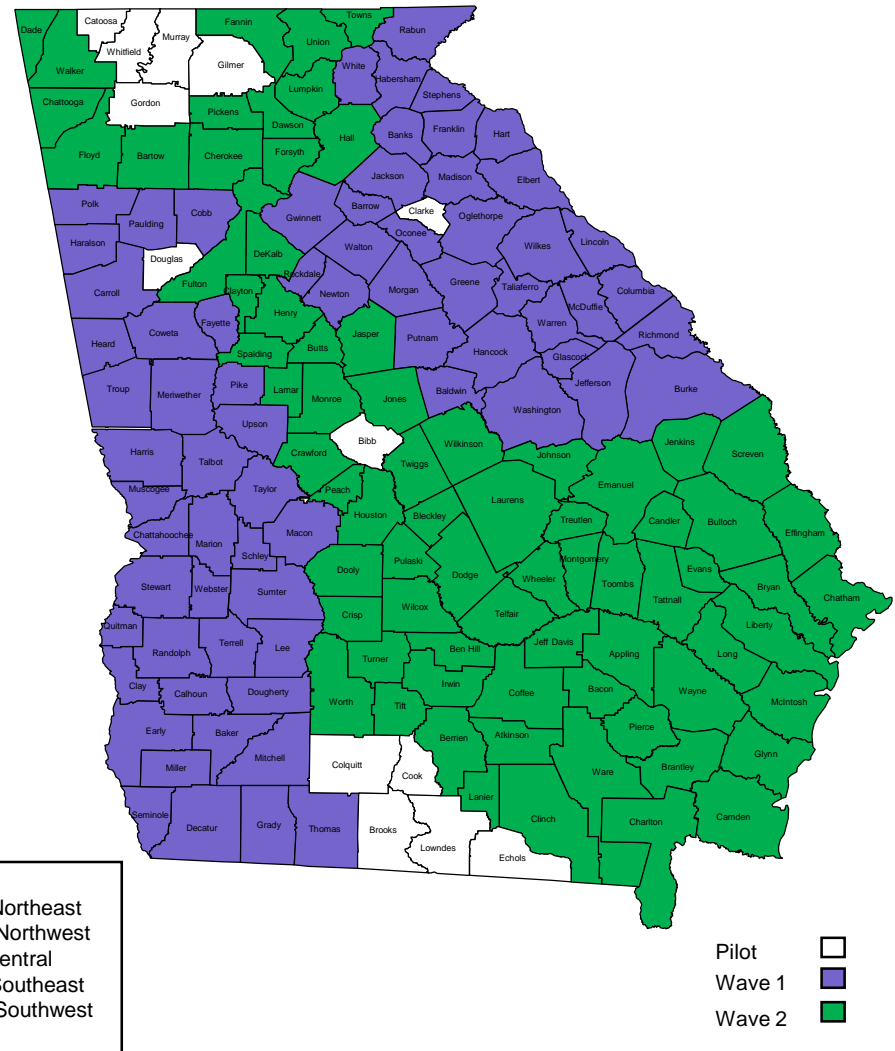


New CAPS Organizational Chart



CAPS County Transition Plan

- Pilot – Spring 2017
- Wave 1 – Summer 2017
- Wave 2 – Fall 2017
- Objectives
 - Gain experience through gradually increasing workload
 - Minimize exposure to client service level disruption



CAPS Eligibility Transition

- Communication about the transition with DFCS CAPS Staff
 - Joint letter from Director Cagle and Commissioner Jacobs
 - Monthly transition newsletters
 - Webinar for all DFCS CAPS staff
 - Face to face meetings with DFCS CAPS staff
 - Managers & Supervisors
 - Atlanta 1/5/17
 - Macon 1/10/17
 - Frontline Staff
 - Macon 2/7/17
 - Atlanta 2/22/17 & 2/23/17
 - Tifton 3/9/17

CAPS Eligibility Transition *(continued)*

- Transition work groups composed of DECAL and DFCS staff have begun meeting
 - Processes and Procedures
 - Workload Sharing
 - Training and Onboarding Development
 - Data System and IT Requirements
- Hiring for new DECAL CAPS Structure
 - Hiring Waves





System Reform Update

Kristin Bernhard
Deputy Commissioner for System Reform



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 to improve teaching and overall program quality.
 - Provides consumer awareness to families about finding high quality child care.



Participation by Facility Type

	Count	Percentage
Child Care Learning Center	1,979	63%
Family Child Care Learning Home	798	46%
Other	82	8%
Total	2,859	48%

Ratings by Facility Type

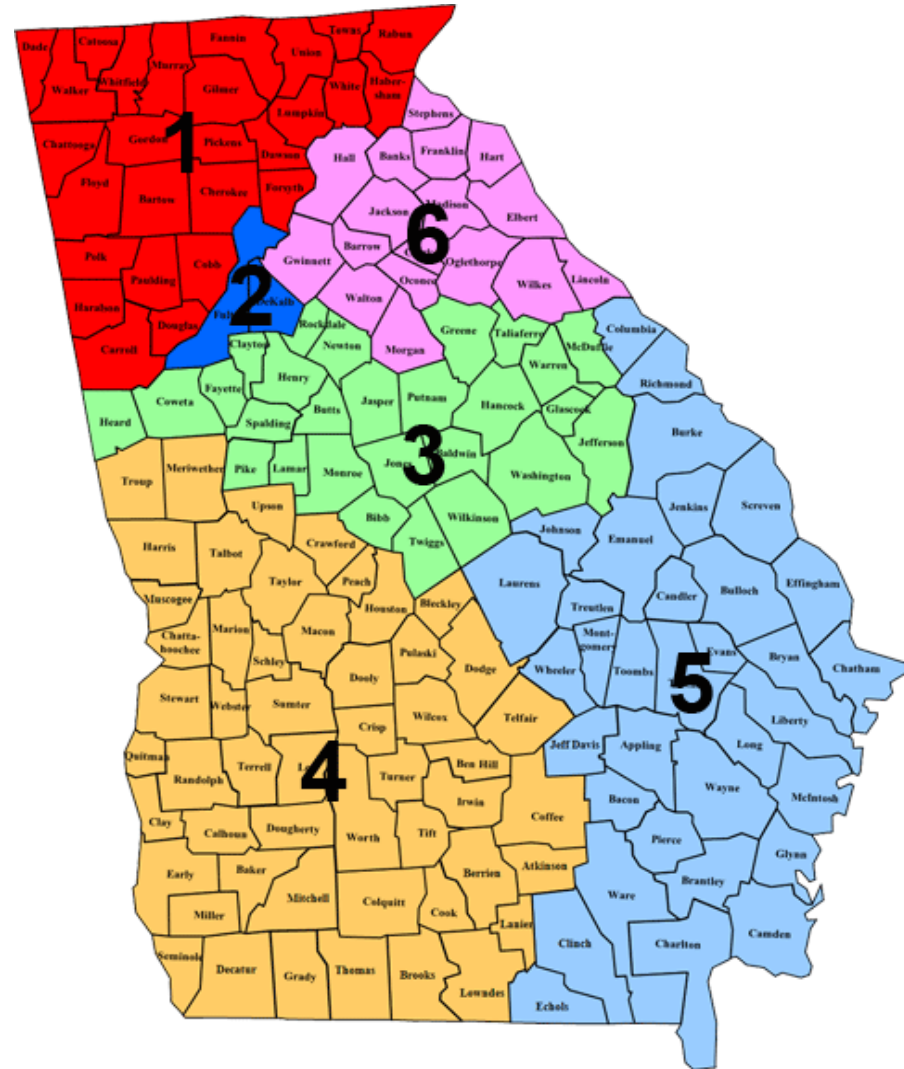
	One Star	Two Star	Three Star	Total
Child Care Learning Center	337	387	97	821
Family Child Care Learning Home	102	151	77	330
Other	21	37	11	69
Total	460	575	185	1,220

Child Care Resource & Referral (CCR&R) Agencies

- First codified and federal funding allocated in 1992-1993
- Have existed in Georgia since at least 1983
- Look slightly different from state to state
- Referenced extensively throughout CCDF reauthorization in 2014
- Exist in most states to:
 - Help parents find child care
 - Build the supply of quality child care by providing support and resources to child care providers
 - Gather data on child care trends and needs

CCR&Rs in Georgia

- Annual grants to four community agencies to provide free **RESOURCES** to child care programs in six geographic regions to:
 - Provide technical assistance (TA) to child care programs working on their Quality Rated star rating
 - Utilize coaching and mentoring to develop best practices that create enhanced quality that is sustainable and measurable
 - Conduct professional learning opportunities
- Held accountable on four performance measures



CCR&R Performance Measures

CCR&R Performance Measure 2: Rating Change					
R&R Region	Total Reassessments	Maintained 1 or 2 Stars		Increased in Star Level or Maintained 3 Stars	
		Number	Percent	Number	Percent
Region 1 – North	18	7	39%	4	22%
Region 2 – Metro	5	1	20%	4	80%
Region 3 – Central	9	1	11%	6	67%
Region 4 – Southwest	4	0	0%	3	75%
Region 5 – Southeast	5	2	40%	0	0%
Region 6 – East	7	4	57%	2	29%
Total	48	15	31%	19	40%

CCR&R Performance Measure 4: Percent of Programs Participating				
R&R Region	Center/Other	Family	Total	State Target
Region 1 – North	60%	41%	54%	
Region 2 – Metro	59%	50%	56%	
Region 3 – Central	67%	42%	57%	
Region 4 – Southwest	70%	40%	59%	
Region 5 – Southeast	61%	48%	56%	
Region 6 – East	56%	44%	52%	
Total	62%	44%	56%	

Note: Excludes LSS sites.

Scope of CCR&R Work in Georgia

CCR&R Technical Assistance Staffing	
	FTE
Region 1	19
Region 2	25
Region 3	22
Region 4	22
Region 5	25
Region 6	14
Total	127

CCR&R Budgets FFY17	
	Grant Value
Region 1	\$1,929,233.00
Region 2	\$2,175,988.00
Region 3	\$1,964,830.27
Region 4	\$2,191,355.08
Region 5	\$2,528,283.34
Region 6	\$1,447,485.00
1877ALLGAKIDS	\$845,495
Total	\$13,082,669

Child Care Resource & Referral

- Annual contract with a single, statewide non-profit to provide free **REFERRALS** for parents/families looking for child care programs to:
 - Staff a call center and online database to connect families with referrals
 - Attend community events to connect families with child care services and supports
 - Publicize child care referral services to the public





Statewide Child Care Call Center

Cheryl Hearn Smith
Director of Parent Services
Quality Care for Children



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Board of Early Care and Learning Meeting
February 2017

The 877-ALL-GA-KIDS Parent Referral Service

Finding child care is one of the most important decisions a parent can make.

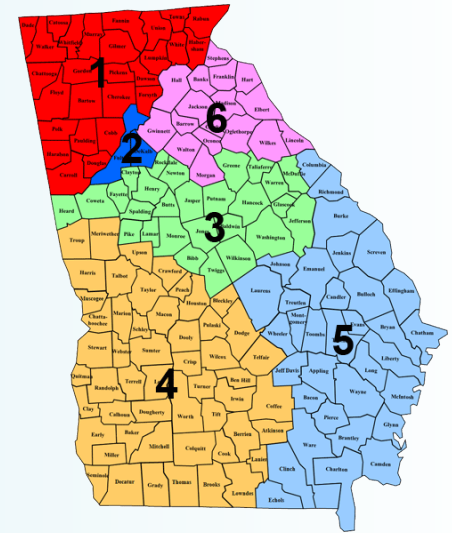


The Call Center

877•ALL•GA•KIDS

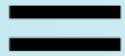
Georgia's Source for Finding Quality Child Care

The Call Center helps parents identify and select the best possible care for their children anywhere in the state.



The Call Center

877•ALL•GA•KIDS



Access to *early education*
which is an equalizing
opportunity for all children!



The Call Center

877•ALL•GA•KIDS

Georgia's Source for Finding Quality Child Care

Consumer Education and Referrals

- FY 2015/16
 - Referrals: 28,690
 - Quality Rated Referrals: 15,796
 - Provider Updates: 13,909

FY	Phone	Online	Total
Referrals			
2012	7340	14209	21549
2013	7479	18766	26245
2014	6911	19370	26281
2015	10050	17738	27788
2016	8870	19820	28690
Total	40650	89903	130553



The Call Center

Community Outreach

FY 2015/16

- Events: 59
- Families present: 5,950



Mobile Messaging

Georgia Parent Power (GPP)

GPP: Illnesses can spread quickly in child care. Click for ways to encourage safety at your child care program. #
[:Shortener_URL1]# Txt STOP to OptOut

GPP: Prevent Illness Spreading

Posted October 17, 2016 by wpadmin

How Does Your Child Care Program Keep Illness from Spreading?



Germs can spread quickly in a child care setting. Little hands and toys frequently find their ways to mouths; fingers into nostrils. Then, these same hands, toys and fingers touch a friend's mouth, a door handle or a new toy and it is germ city!

If you have not already, check in with your child's teacher to find out what the sick policy is and how the child care program helps keep the children in their care healthy.

Questions to ask regarding the sick policy:

- > When should a child who is sick stay home from child care?
- > When a child was at child care with a highly infectious sickness, how will the care giver alert other parents?
- > If your child becomes sick at child care, how will it be handled?



It's a great time to be little...



Thank you!

BREAK
(15 minutes)



Georgia's Pre-K Program & Instructional Supports Update

Susan Adams
Dr. Bentley Ponder



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Georgia's Pre-K Evaluation Longitudinal Study Year 2



Georgia Department of Early Care and Learning

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Study Description



Georgia Department of Early Care and Learning

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Evaluation Studies

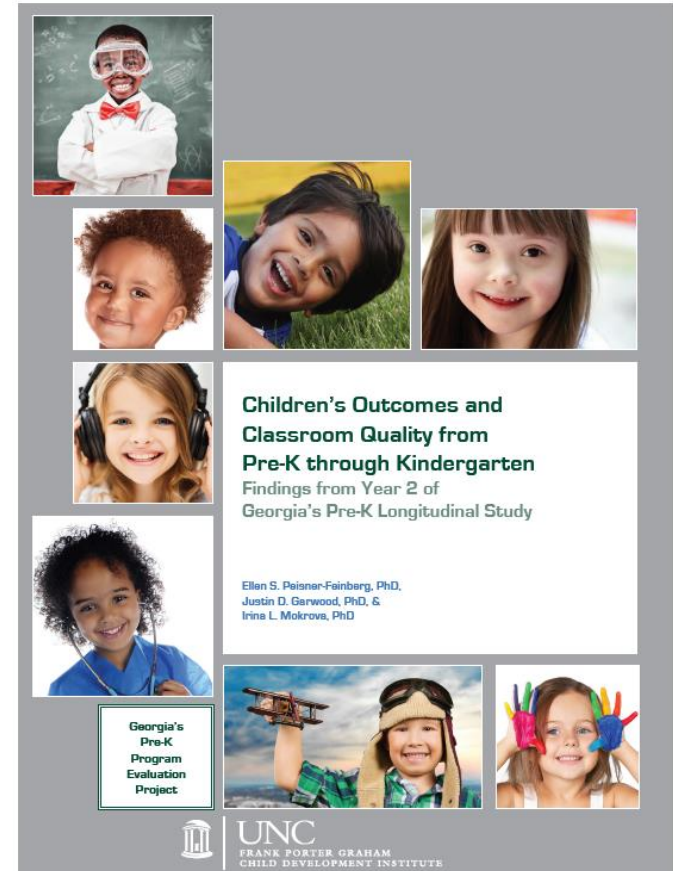
- Series of studies funded by legislature in 2011–2012 to evaluate Georgia’s Pre-K Program
- Study 1 (2011–2012) Pre-K Outcomes Study
 - Study 1a (2012–2013) Pre-K Enrollment Study
- Study 2 (2012–2013) RDD Study
- **Study 3 (2013–2018) Longitudinal Study**

Pre-K Longitudinal Study (2013–2018)

- Examine the short & long-term learning outcomes from Pre-K to 3rd grade for children who attended Georgia's Pre-K Program
- Examine the quality of children's learning experiences from Pre-K through early elementary school

Research Questions – Kindergarten Year (2014–2015)

- What is the quality of children's experiences in Pre-K and Kindergarten?
- What are the learning outcomes through Kindergarten for children who attended Georgia's Pre-K Program?
- What factors predict better learning outcomes for children?



Methodology



Georgia Department of Early Care and Learning

Study Procedures

Measured children's skills at beginning and end of Pre-K and Kindergarten

Parallel assessment of Spanish-speaking DLLs

Conducted observations of classroom quality

Examined moderators of child outcomes

Classroom Samples – Pre-K & K

(pages 18-19)

199 randomly-selected Pre-K classrooms

- 49% public & 51% private sites
- Avg class size = 21 children; 50% boys; 11% LLP
- 64% BA, 34% MA+; 11 years teaching experience (6 years PK)

807 K classrooms
(296 randomly-selected for classroom observations)

- Avg class size = 20 children; 51% boys; 15% LEP
- 38% BA, 62% MA+; 14.5 years teaching experience (8.5 years K)

Results: Classroom Quality



Georgia Department of Early Care and Learning

Research Question 1: What is the quality of children's experiences in Pre-K and Kindergarten?



Georgia Department of Early Care and Learning

Classroom Quality Measure

Teacher-child instructional interactions

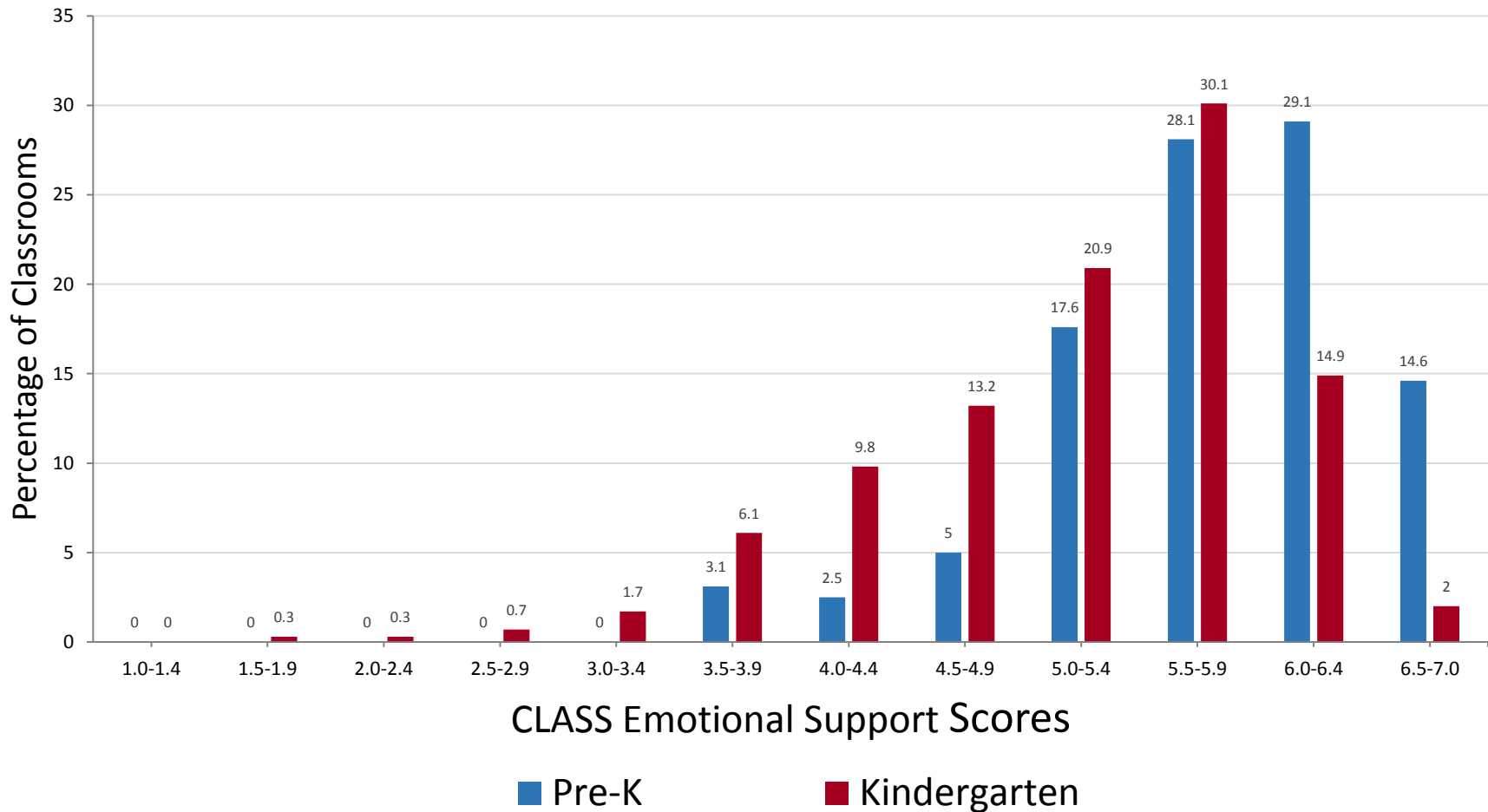
- Classroom Assessment Scoring System (CLASS)
 - Three domains:
 - Emotional Support
 - Classroom Organization
 - Instructional Support
- Additional measures were used in Pre-K year

Results – Classroom Quality

- The quality of teacher-child instructional interactions varied across different domains based on the CLASS.
- Patterns were similar in Pre-K and K
 - Higher for Emotional Support and Classroom Organization (middle-high range)
 - Lower for Instructional Support (low-middle range)
- Scores were significantly higher in Pre-K than K for two domains:
 - Emotional Support *** – Pre-K=5.7, K=5.2
 - Organizational Support * – Pre-K=5.5, K=5.3
 - Instructional Support – Pre-K=2.6, K=2.5

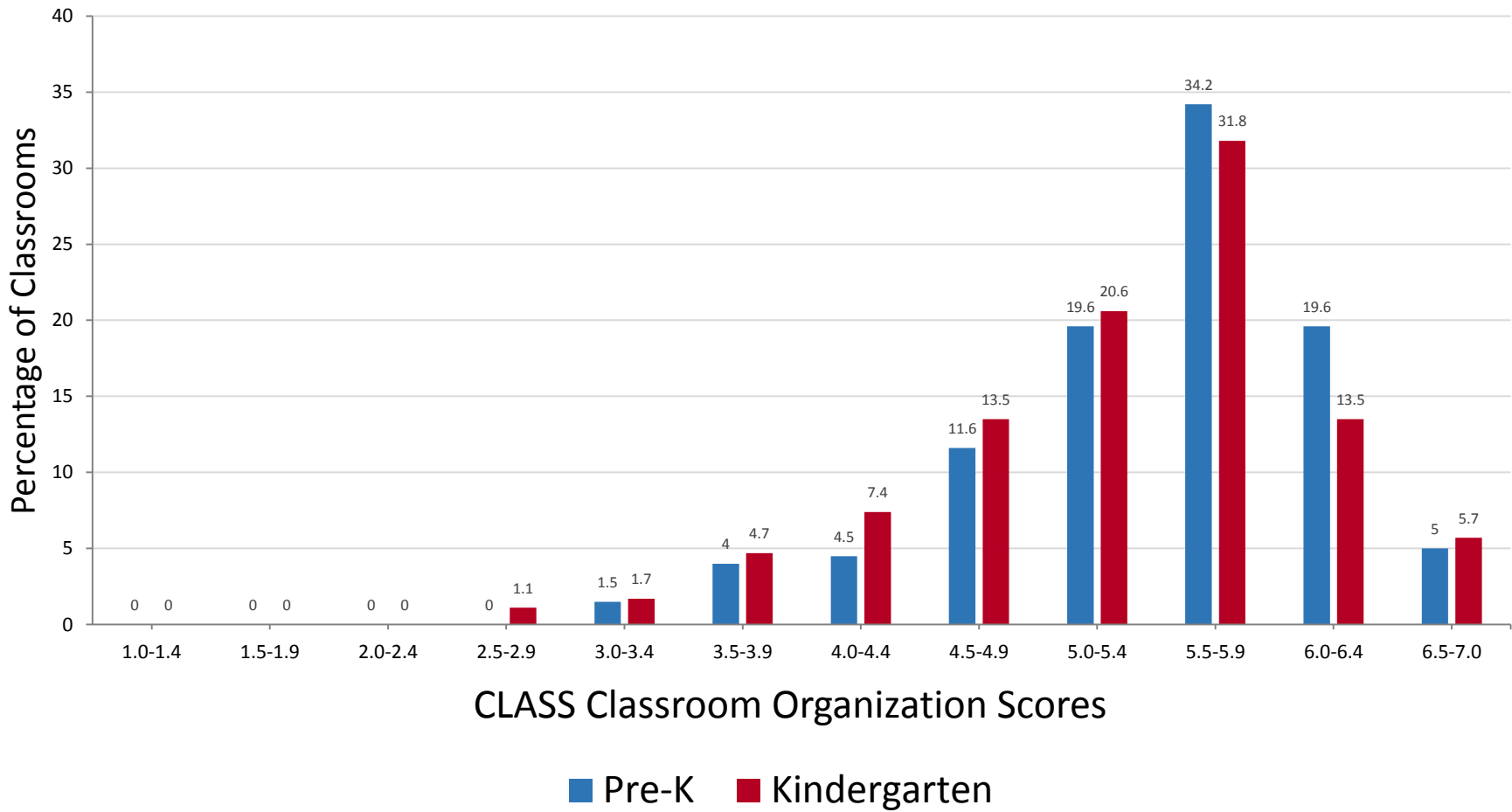
CLASS Emotional Support Scores

(n = 199 Pre-K, n = 296 K) (page 52)



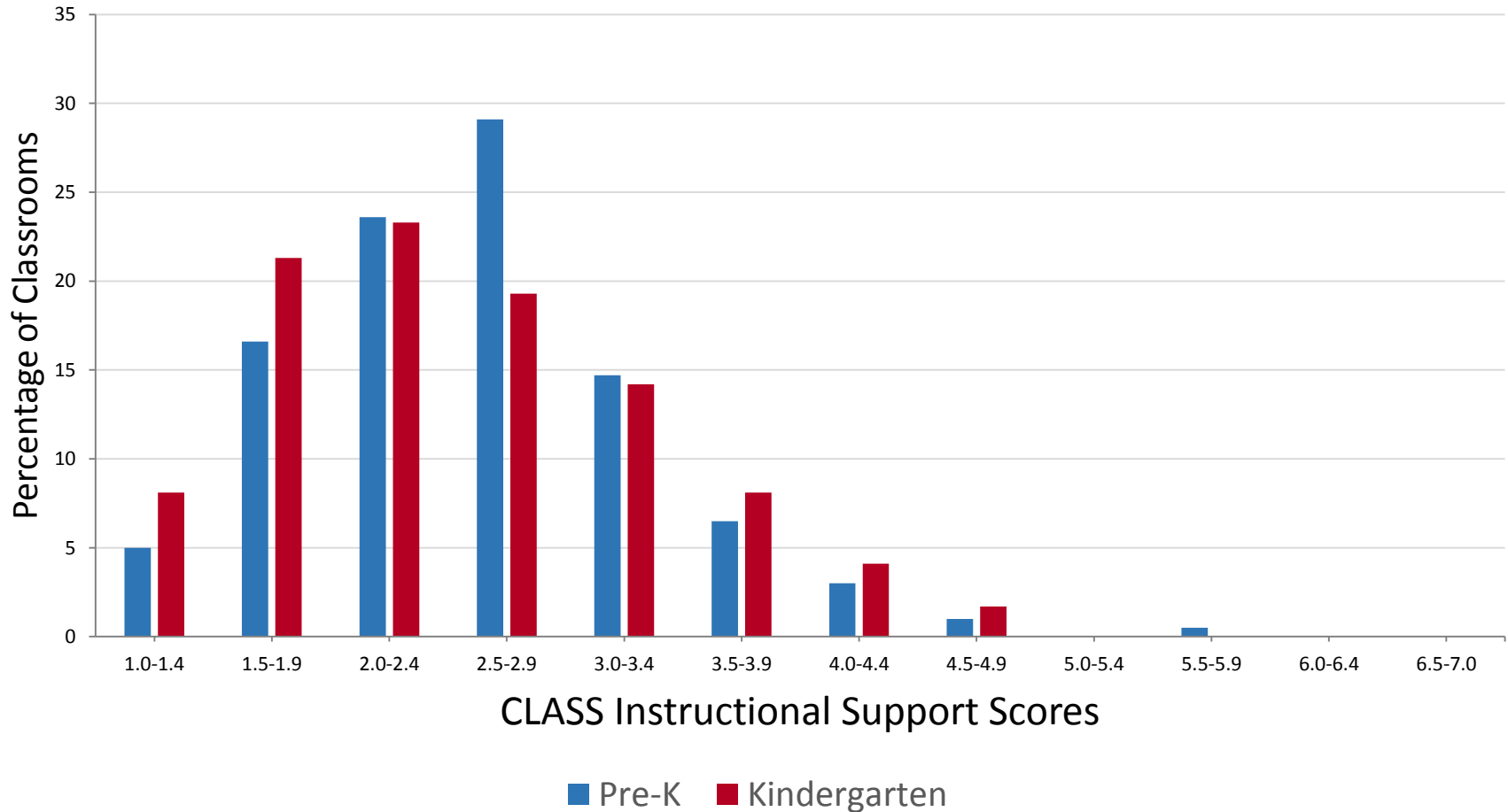
CLASS Classroom Organization Scores

(n = 199 Pre-K, n = 296 K) (page 53)



CLASS Instructional Support Scores

(n = 199 Pre-K, n = 296 K) (page 54)



Results: Child Outcomes Full Sample



Georgia Department of Early Care and Learning

Research Question 2:
What are the learning
outcomes through
Kindergarten for children who
attended Georgia's Pre-K?



Georgia Department of Early Care and Learning

Child Outcome Measures *(page 21)*

Language & literacy skills

Math skills

General knowledge

Classroom behavior

Language proficiency

“Big” Findings

Children made significant gains on most measures from Pre-K through K.

Growth on standardized measures indicates children progressed at an even greater rate than expected for typical developmental growth.

Skill-Based Child Outcome Measures – Means *(page 23)*

	Pre-K		Kindergarten	
Measure	Fall	Spring	Fall	Spring
Letter Knowledge	13.3	19.9	23.8	25.5
Math Counting (1-40)	18	26.7	32.8	37.2
Self-Knowledge (0-6)	4.3	4.9	5.2	5.5
Phonemic Awareness (360-545)	386.2	403.5	430.0	459.2

Child Outcome Measures – Standard Scores

(page 23)

	Pre-K		Kindergarten	
Measure	Fall	Spring	Fall	Spring
Letter-Word Identification	100.7	103.2	107.3	113.9
Vocabulary	99.9	99.8	99.3	98.8
Phonological Awareness	95.9	102.3	106.9	114.4
Math Problem Solving	102.8	103.7	104.7	106.5
Social Skills	96.4	100.0	100.7	102.4

Additional Conclusions

Average scores were at or slightly below the mean at beginning of Pre-K and slightly to somewhat above the mean by end of Kindergarten.

There were greater gains in Pre-K on some measures of early skills (Naming Letters, Counting, Social Awareness, Social Skills). There were greater gains in Kindergarten on some more advanced skills (Letter-Word ID, Word Attack, Applied Problems).

Results: Child Outcomes DLL Subsample



Georgia Department of Early Care and Learning

English Skill - Based Child Outcome Measures – Means *(page 27)*

	Pre-K		Kindergarten	
Measure	Fall	Spring	Fall	Spring
Letter Knowledge	7.3	15.5	22.3	25.2
Math Counting (1-40)	12.4	22.1	29.4	35.8
Self-Knowledge (0-6)	2.4	3.7	4.4	4.9
Phonemic Awareness (360-545)	374.6	391.3	422.3	452.7

English Child Outcome Measures – Standard Scores *(page 27)*

	Pre-K		Kindergarten	
Measure	Fall	Spring	Fall	Spring
Letter-Word Identification	91.2	97.8	102.8	109.9
Vocabulary	77.3	82.4	84.5	86.0
Phonological Awareness	82.1	85.0	90.1	99.5
Math Problem Solving	90.3	96.4	99.6	103.0

Spanish Skill-Based Child Outcome Measures *(page 30)*

Measure	Pre-K		Kindergarten	
	Fall	Spring	Fall	Spring
Letter Knowledge	0.9	1.8	4.3	5.9
Math Counting (1-40)	7.6	9.8	12.6	15.0
Self-Knowledge (0-6)	2.5	3.2	3.2	3.7
Phonemic Awareness (360-545)	373.1	381.0	396.8	406.6

Spanish Child Outcome Measures – Standard Scores *(page 30)*

	Pre-K		Kindergarten	
Measure	Fall	Spring	Fall	Spring
Letter-Word Identification	90.3	86.5	85.6	81.7
Vocabulary	71.0	66.4	60.6	57.1
Phonological Awareness	74.1	77.6	76.1	82.9
Math Problem Solving	87.1	90.9	89.6	92.8

Conclusions – DLL Subsample

- Children made significant gains from Pre-K to K for all skills measured in English.
- Average scores were slightly below the mean at beginning of Pre-K and close to or slightly above the mean at end of K for most skills measured in English.
- Children in the DLL subsample also made significant gains from Pre-K to K for most skills measured in Spanish.
- Average scores were 1-2 SD below the mean at beginning of Pre-K and still below the mean by end of K for most skills measured in Spanish.
- Children showed decreases in two areas in Spanish: Letter-Word Identification and Picture Vocabulary.

Results: Moderators



Georgia Department of Early Care and Learning

Research Question 3: What factors predict better learning outcomes for children?



Georgia Department of Early Care and Learning

Moderators

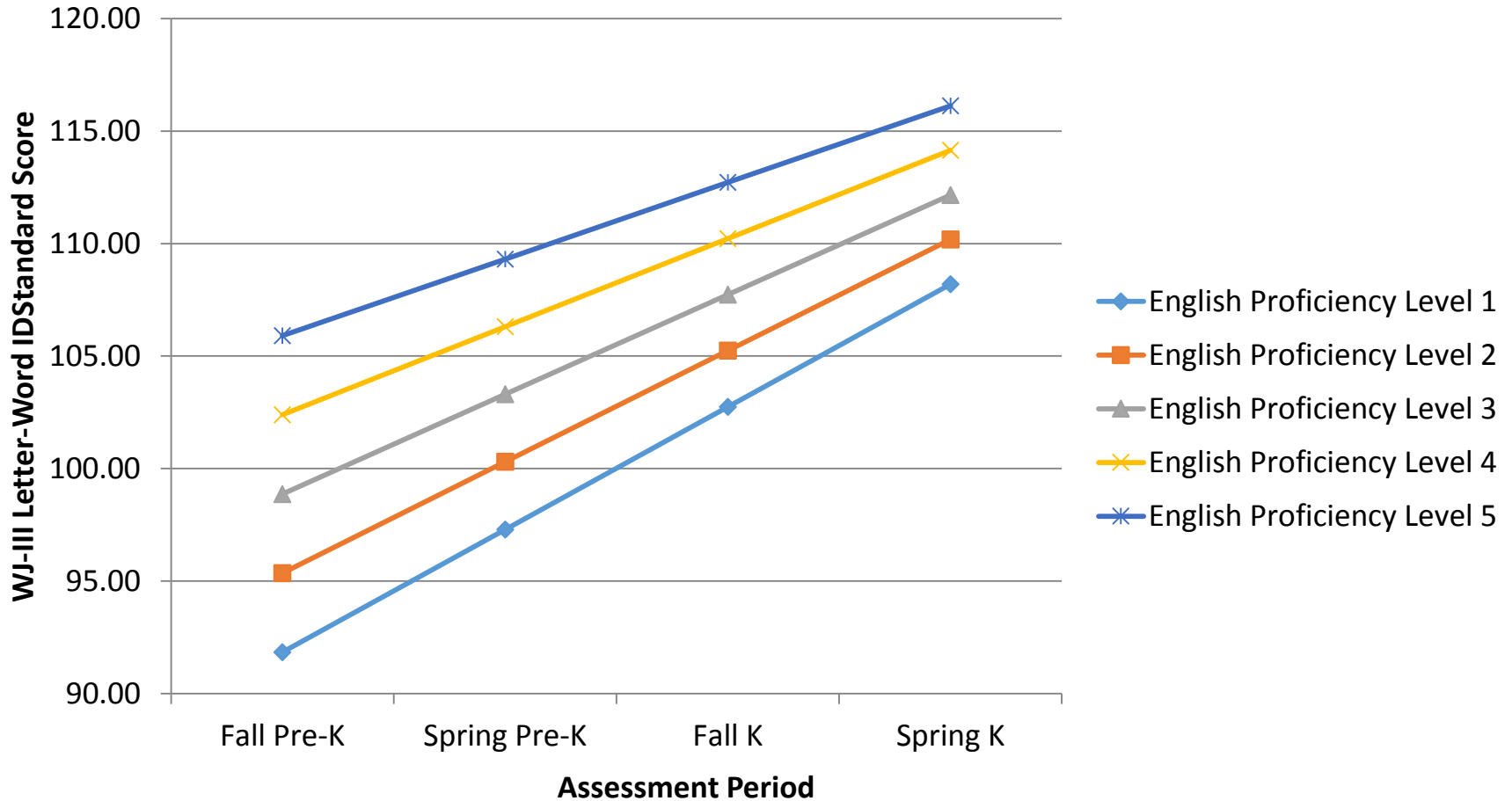
- Specific child and family characteristics were examined as potential moderators.
 - Included children's race, family income, and English language proficiency (pgs. 33 and 34).
 - English language proficiency was the most consistent predictor.
- Specific teacher and classroom characteristics were examined as potential moderators.
 - Georgia's Pre-K Program type and quality of classroom instruction were found to be significant on some measures.

Moderator: Language Proficiency

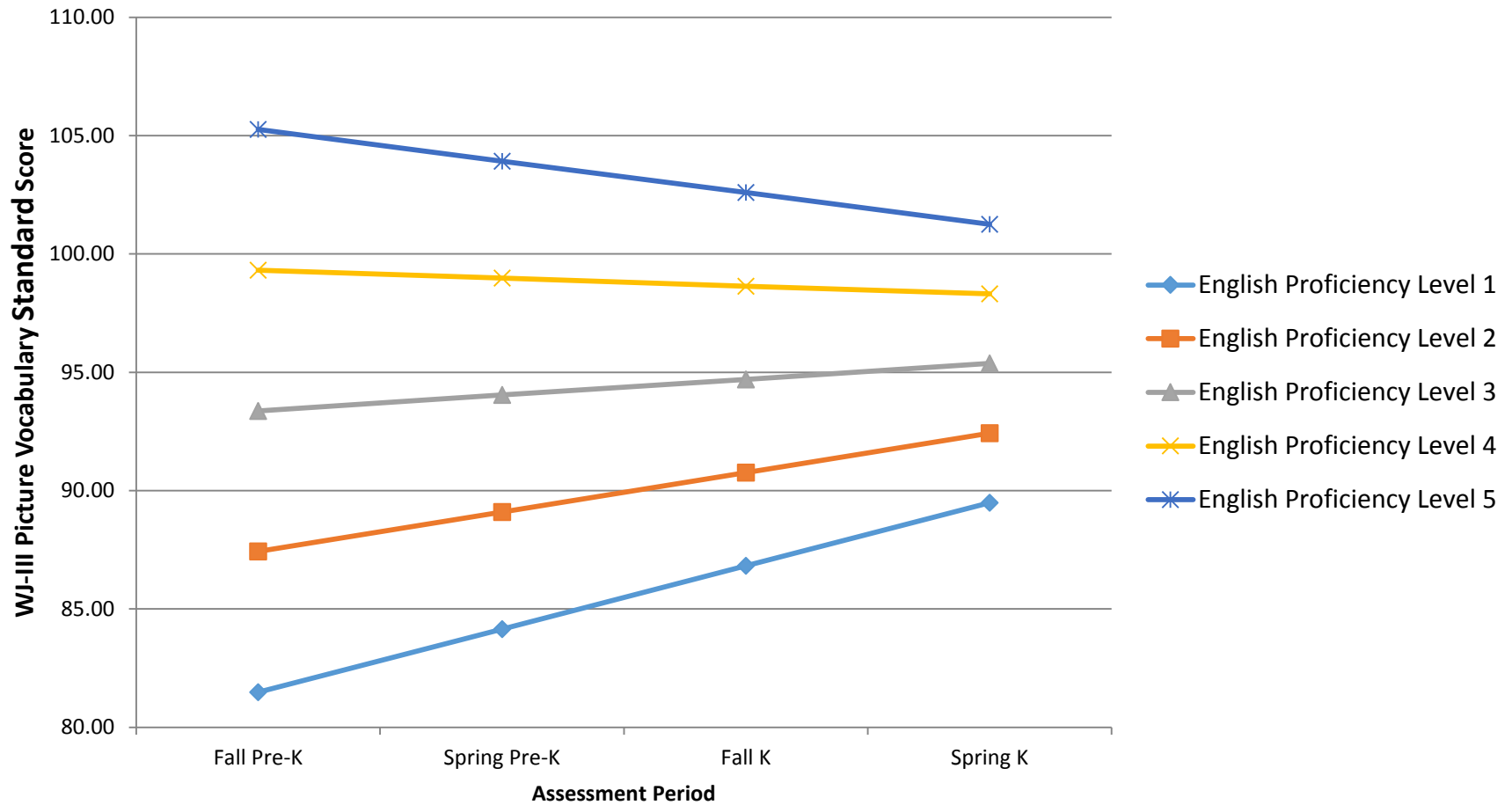


Georgia Department of Early Care and Learning

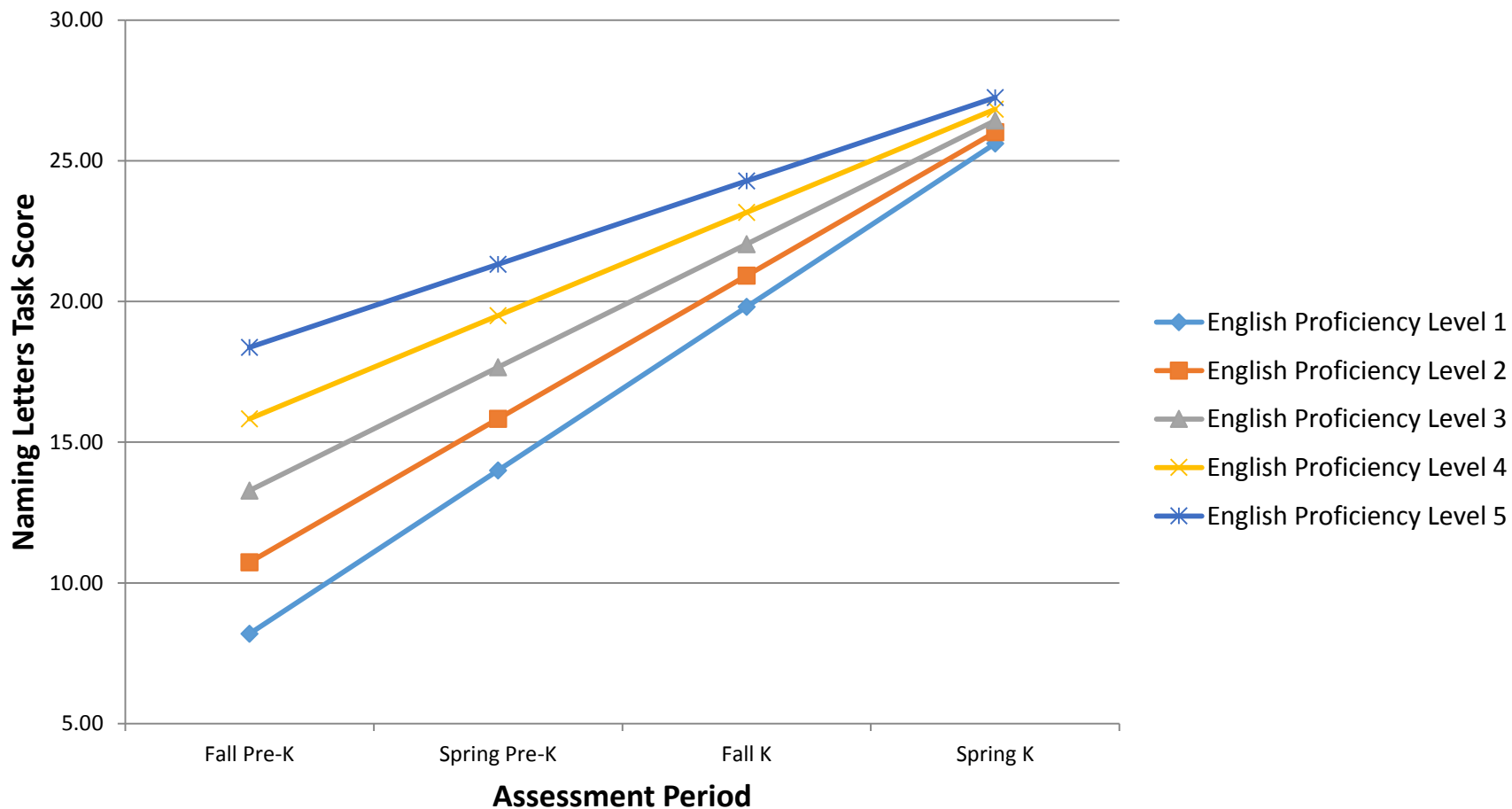
Growth in WJ-III Letter-Word Identification by English Proficiency (page 35)



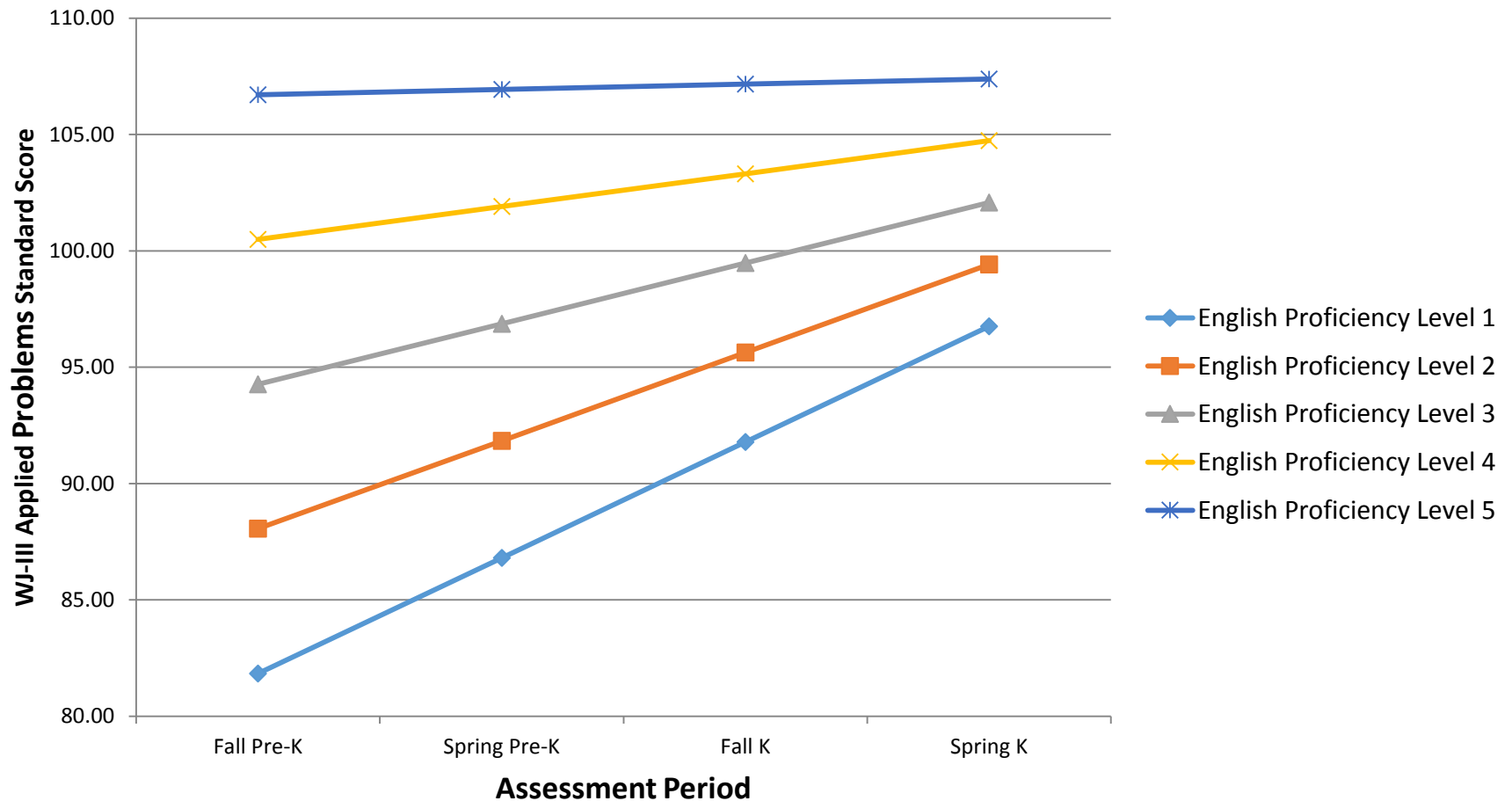
Growth in WJ-III Picture Vocabulary by English Proficiency (page 35)



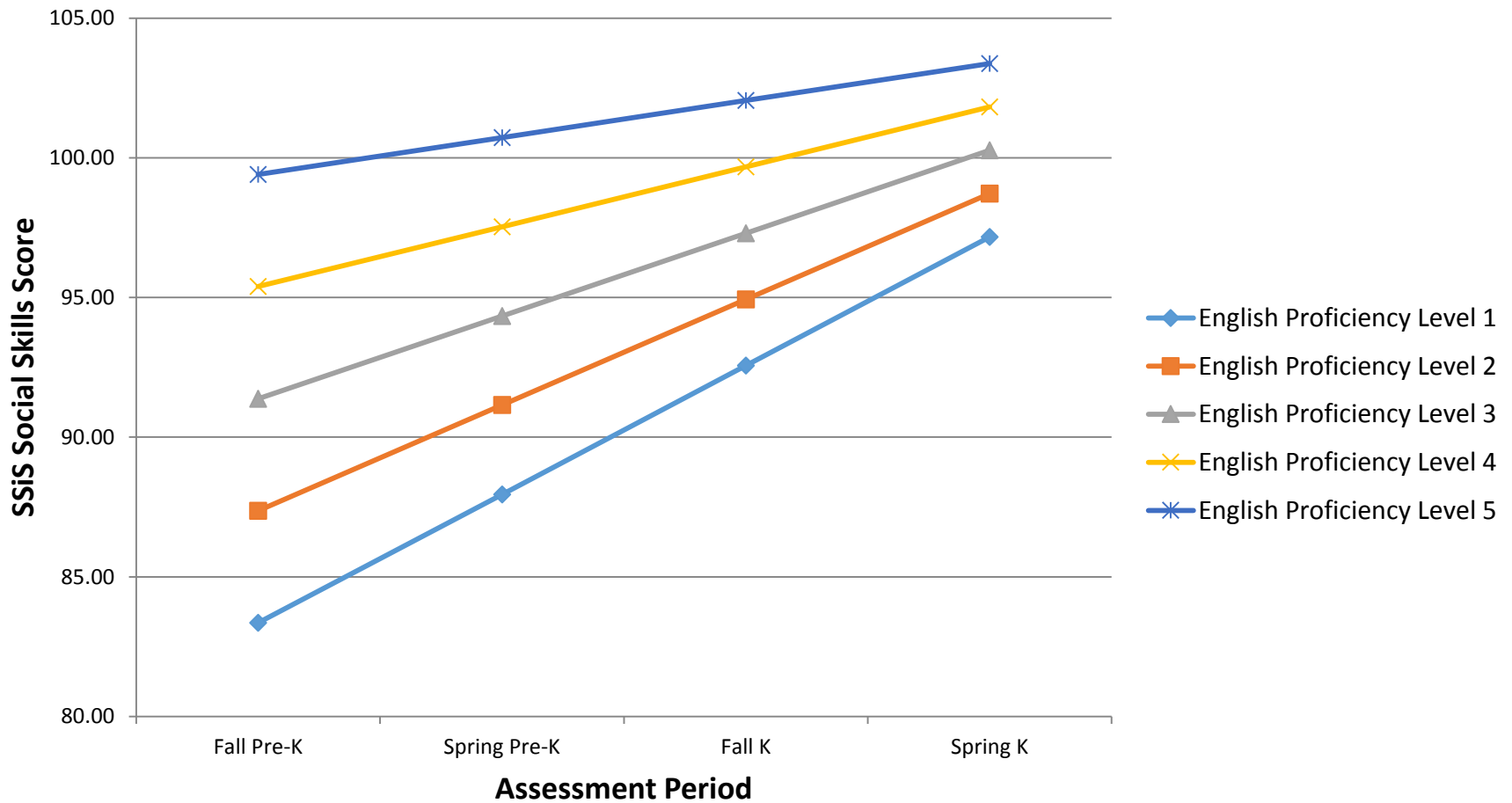
Growth in Naming Letters Task by English Proficiency (page 36)



Growth in WJ-III Applied Problems by English Proficiency (page 36)



Change in SSiS Social Skills by English Proficiency (page 38)



Conclusions – Moderators of Growth

Children with lower levels of English language proficiency made greater gains than children with higher levels of English proficiency on most skills. This was the most consistent predictor.

For other characteristics, there were no consistent effects, but there was a general pattern of greater gains through K for children who entered Pre-K with lower scores.

Conclusions

Children who attended Georgia's Pre-K are making gains from Pre-K through Kindergarten across all domains of learning.

Vocabulary is one area where children are not making as much progress and where scores are especially low for the DLL subsample.

Children who enter Pre-K with lower levels of English proficiency make greater gains through Kindergarten in many academic areas but are not caught up to their peers in many cases.

Conclusions *(continued)*

The quality of Pre-K & Kindergarten classrooms is fairly similar (although slightly higher in Pre-K).

Similar effects were seen for children in public Pre-K programs (compared to private), although these disappeared by the end of Kindergarten.

The associations of quality with outcomes suggested that children who attended higher quality classrooms in Pre-K and Kindergarten had better learning outcomes in some areas.

Upcoming Studies and Next Steps



Georgia Department of Early Care and Learning

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

www.dec.al.ga.gov



Head Start State Collaboration Update

Allison Setterlind
Head Start State Collaboration Director



Georgia Department of Early Care and Learning

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

www.decal.ga.gov

Purpose of the HSCO

- To facilitate collaboration among Head Start agencies and entities that carry out activities designed to benefit low-income children from birth to school entry and their families.
- To provide a structure and a process for the Office of Head Start (OHS) to work and partner with state agencies and local entities to leverage their common interests around young children and their families to formulate, implement, and improve state and local policy and practices.

-Head Start Act Section 642(B)(a)

The HSCO makes connections

Work directly with the Head Start Association in collaboration of all **federal priority areas**, to include health care, homelessness, welfare, family literacy, community services, education transition, alignment, school readiness, child care, disabilities, professional development, and early childhood systems.



Current HSCO Projects

- Annual Office of Head Start Report
- Foster Care MOU
- PIR Data: Homelessness
- Statewide Needs Assessment
- National Head Start Meeting
- DECAL Teamwork



Child Care Services Update

Kristie Lewis
Assistant Commissioner for Child Care Services



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

www.dec.al.ga.gov

Upcoming Rule Changes

- Three primary rule updates:
 - Rule renumbering to support new enforcement & compliance system
 - General clean-up
 - Core rule changes
- Previous approval granted by the board
- Public hearing/vote during May board meeting for July 1st implementation

Renumbering – Separation Example

~~(2) Food Preparation Areas. Each Center shall have a designated space for food preparation separate from rooms used by children and in an area not used for diaper changing. The area shall be kept clean and free of accumulation of dust, dirt, food particles and grease deposits. Ventilation shall be provided either by mechanical or natural means so as to provide fresh air and control of unpleasant odors in the food preparation area. Food preparation surface areas shall be nonporous with no unsealed cracks or seams. Kitchen lights shall be shielded.~~

(2) Each Center shall have a designated space for food preparation separate from rooms used by children and in an area not used for diaper changing. The area shall be kept clean and free of accumulation of dust, dirt, food particles and grease deposits. Food preparation surface areas shall be nonporous with no unsealed cracks or seams.

(3) Ventilation shall be provided either by mechanical or natural means so as to provide fresh air and control of unpleasant odors in the food preparation area.

(4) Kitchen lights shall be shielded.

Renumbering – Consolidation Example

(2) Personnel shall not: physically or sexually abuse a child or engage or permit others to engage in sexually overt conduct in the presence of any child enrolled in the Center; inflict corporal/physical punishment upon a child; shake, jerk, pinch or handle a child roughly; verbally abuse or humiliate a child which includes, but is not limited to, the use of threats, profanity or belittling remarks about a child or his family; isolate a child in a dark room, closet or unsupervised area; use mechanical or physical restraints or devices to discipline children; use medication to discipline or control children's behavior without written medical authorization issued by a licensed professional and given with the parent's written consent; restrict unreasonably a child from going to the bathroom; punish toileting accidents; force-feed a child or withhold feeding a child regularly scheduled meals and/or snacks; force or withhold naps; allow children to discipline or humiliate other children; and confine a child for disciplinary purposes to a swing, highchair, infant carrier, walker or jumpseat.

~~(a) Physically or sexually abuse a child or engage or permit others to engage in sexually overt conduct in the presence of any child enrolled in the Center;~~

~~(b) Inflict corporal/physical punishment upon a child;~~

(NOTE: .11(2)(a-m) is being combined)



2016 Exemption Visit Project

Amy Page & Randy Hudgins

Exemption Visit Project (EVP) Overview

- Purpose/Goal of the project
- Timeline
- Exempt Program requirements
- Visit sampling
- Process
- General Data
- Next steps

EVP – Purposes/Goal

- Primary purpose:
 - Are exempt programs operating within their approved exemption guidelines?
- Secondary purpose:
 - Health/Safety Analysis (How different are they from basic licensing **health & safety** standards?)

Goal

- Visit a statistical percentage of sites for each exemption type/ category

Additional Data Goals

- Collect health & safety information on other exemption categories at selected sites
- Visit exempt programs for CCDF monitoring
 - Government-owned/operated & Day Camps receiving CAPS funding
- Check on “No Results” sites for Exemption Clean-Up project

Project Timeline

June 2, 2016

Training for project consultants

June 7, 2016

First Visit completed

December 1, 2016

Last Visit completed

January 1, 2017

Final Data Entry completed

EVP – Process

- Project staff included nine consultants
 - Six participating at a time
- Site visits completed using manual checklist
 - Captured general operating information
 - Key health & safety indicator data
- Checklist data entered into KOALA Outback
- Query established to extract data

Requirements for Exempt Programs

Exemption rules and requirements are in effect for all exempt programs, regardless of when the exemption was granted.

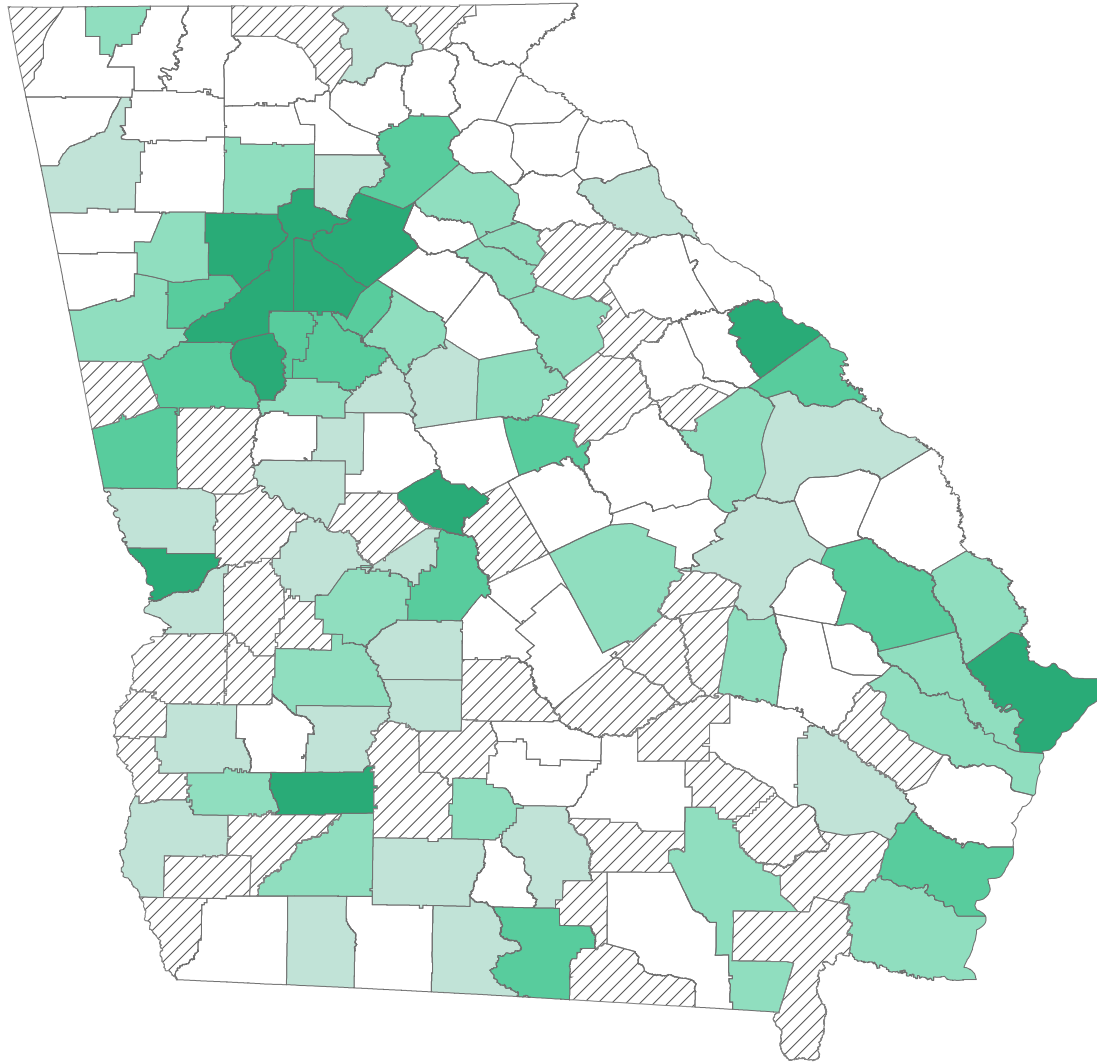
All exempt programs must now:

- Submit and maintain a valid and current e-mail address.
- Post a copy of the exemption approval letter and a notice that the program is not licensed
- Obtain the signature of parent(s) or guardian(s) on a form that indicates they have been advised and understand the program is not licensed.

Exemption Categories & Visit Totals

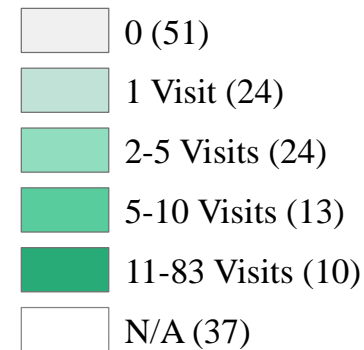
Exemption Category	Exemption Category Name	Total Exempt Programs	Total Visits	% Visited
EX-1	Government owned and operated	728	72	10%
EX-5	Parent's am/pm out	436	64	15%
EX-6	Half-day Preschool (4 hr program/2-6 yrs)	530	64	12%
EX-7	Day camps	947	113	12%
EX-8	Short-term education & recreation	185	32	17%
EX-9	On premises/ parents on-site	145	42	29%
EX-10	Instructional/single skill AS	122	18	15%
EX-11	Education specialized services	35	4	11%
EX-12	National nonprofits	134	38	28%
EX-14	Religious/faith-based	70	35	50%
Grand Total		3,332	482	14%

Visited 14% of all 3,332 Exemptions

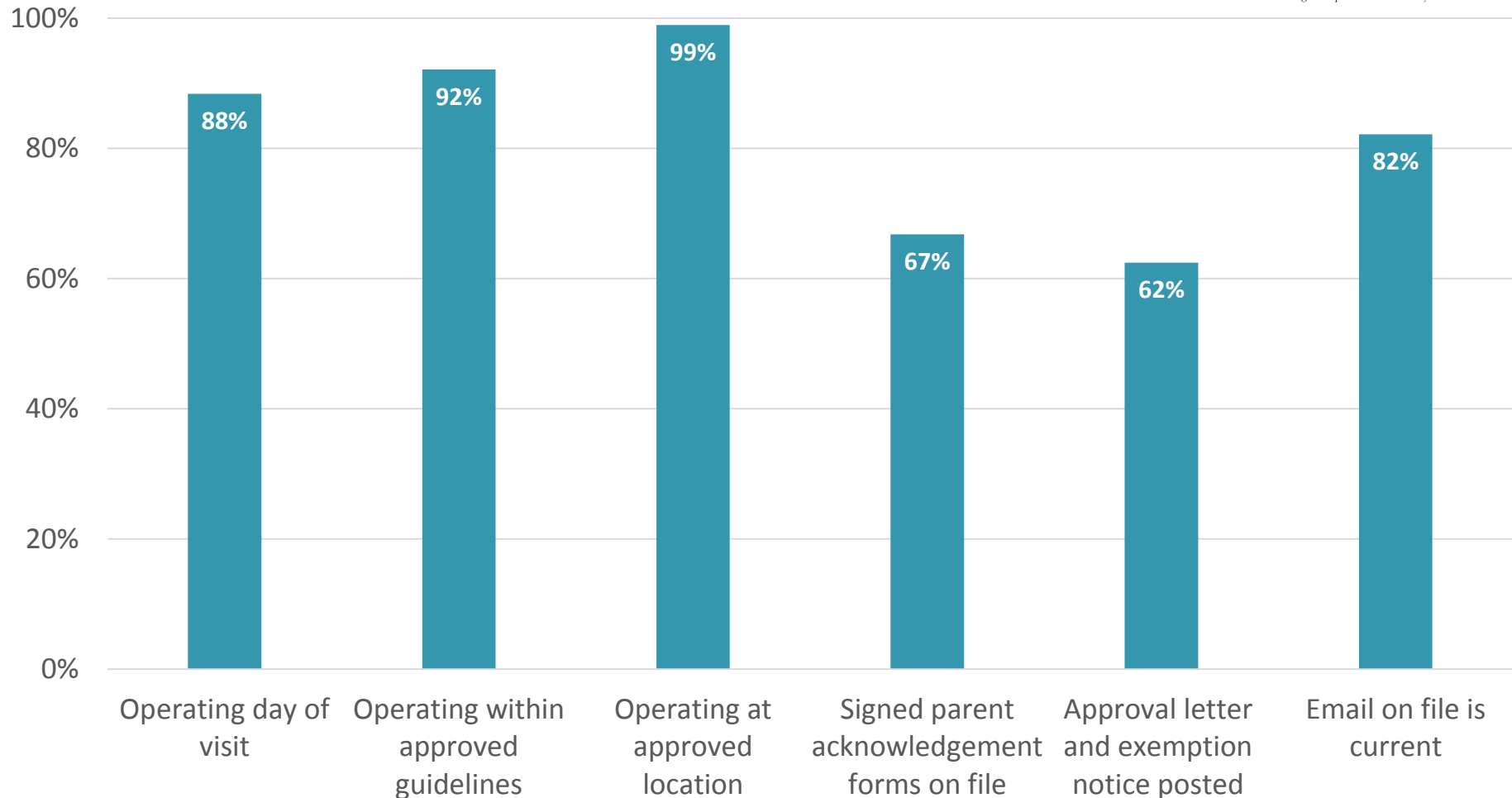


EVP Geographic Distribution

Visits Completed (# of counties)



General Operating Data



What's Next

- Visit data currently being analyzed by Child Trends



- Develop on-going monitoring system for exempt programs receiving subsidy payments



Communications Update

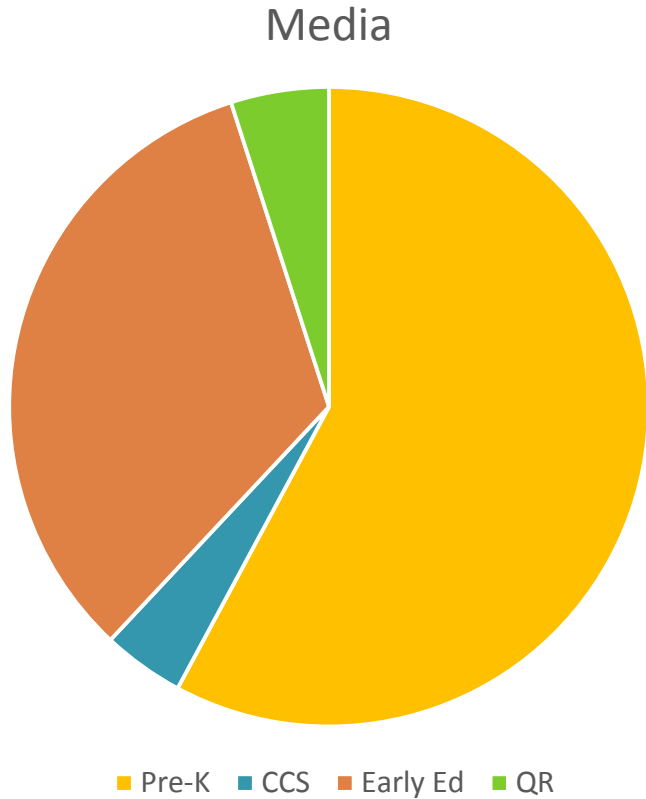
Reg Griffin
Chief Communications Officer



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

www.decal.ga.gov

Media Coverage (Nov - Jan)



Total Stories: 32

Top Stories:

- Georgia's Pre-K Program
- Early Ed Issues
- Grants
- Quality Rated
- CCS Investigations

ALSO:

- Nutrition

Georgia Trend Coverage of GA Lottery



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

Pre-K Longitudinal Study



Pre-K Longitudinal Study *(continued)*



Social Media Outreach

Facebook	8,114
Twitter	2,176
Instagram	788
LinkedIn	271
Pinterest	247
YouTube	171

Total Social Media Reach of 11,767

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

February 16, 2017

Board Meeting Dates 2017

~~February 16, 2017~~

May 11, 2017

August 17, 2017

November 16, 2017