



Welcome to the Board of Early Care and Learning

November 16, 2017



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

www.dec.state.ga.us

Approval of Agenda and Minutes

- Approve **11-16-17** agenda
- Approve **8-17-17** minutes



Inspiration

Sheri Hooper





Board Member Updates

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



Board Member Dawnn Henderson

Reading to children at KinderCare Learning Center in Marietta



Board Member Sheri Hooper

Reading to children at World Language Academy in Gainesville



Board Chair Susan Harper

Reading to children at Dougherty County Pre-K



Who doesn't love a parade???



Board Member Melissa Boekhaus

Reading to children at Bright Horizons in Buckhead



Recognizing a Current DECAL Board Member



Melissa Boekhaus Named Young Physician of the Year 2017

The Young Physician of the Year Award acknowledges outstanding contributions from young physician members of the Georgia Chapter-American Academy of Pediatrics in the areas of leadership, advocacy, research, or clinical care.

Dr. Boekhaus stays busy by:

- Maintaining a busy clinical practice
- Attending to three young children at home
- Serving on Board of Directors and Executive Committee of Georgia AAP
- Recently led chapter-wide Quality Improvement project on ADHD
- 2016 - Governor Deal named her to the Board of Early Care & Learning, becoming the first pediatrician to sit on this important board. Georgia AAP clearly recognizes and supports the increasingly important role early care and education facilities play in child development.

Recognizing a Retiring DECAL Board Member

Janice Gallimore

Thank you for your dedication and service to Georgia's children and families as a charter member of the Board of Early Care and Learning.





Finance, Legislative, & Administration Update

Ray Higgins

Deputy Commissioner for Finance and Administration



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www.decal.ga.gov

Finance Update – SFY 2018 Summary

Data as of Sept. 30th	Budget	Expenditures*	Remaining Balance	% Remaining
BY PROGRAMS				
Child Care Services	\$265,560,831	\$78,409,606	\$187,151,225	70%
Pre-K + (HS)	\$365,020,613	\$73,160,904	\$291,859,709	80%
Quality Initiatives	\$39,512,775	\$16,363,196	\$23,149,579	59%
Nutrition	\$148,000,000	\$41,458,661	\$106,541,339	72%
Total Expenses	\$818,094,219	\$209,392,367	\$608,701,852	74%

BY FUNDING SOURCE				
State General	\$61,514,847	\$8,138,453	\$53,376,394	87%
State Lottery	\$364,845,613	\$73,114,088	\$291,731,525	80%
Federal	\$389,573,759	\$127,849,850	\$261,723,909	67%
Other	\$2,160,000	\$289,976	\$1,870,024	87%
Total Funds	\$818,094,219	\$209,392,367	\$608,701,852	74%

* Includes encumbrances.

Legislative Update



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2017 Summer Food Service Program (SFSP)

- **5,427,814** meals and snacks served
- **1,762** meal sites
- **3** targeted counties served
- **154** counties covered (in partnership with GA Department of Education)
- **9.8 million** meals and snacks served statewide in partnership with the GA Department of Education

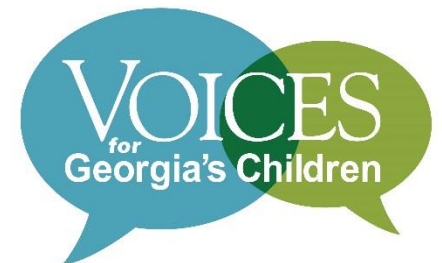
New Space for CAPS





Georgia Pre-K Week
A Celebration of Early Learning in GA

Dr. Erica Fener Sitkoff
Executive Director



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.



Georgia Pre-K Week 2017

The seventh annual Georgia Pre-K Week took place on October 2-6, 2017. Over 200 visits to Pre-K centers were made by 132 state leaders including:

- 44% of the Georgia Senate (23 of 53)
- 45% of the Georgia House (79 of 176)
- Governor and First Lady Deal
- Six State Agency Heads
- Four Georgia Congressmen

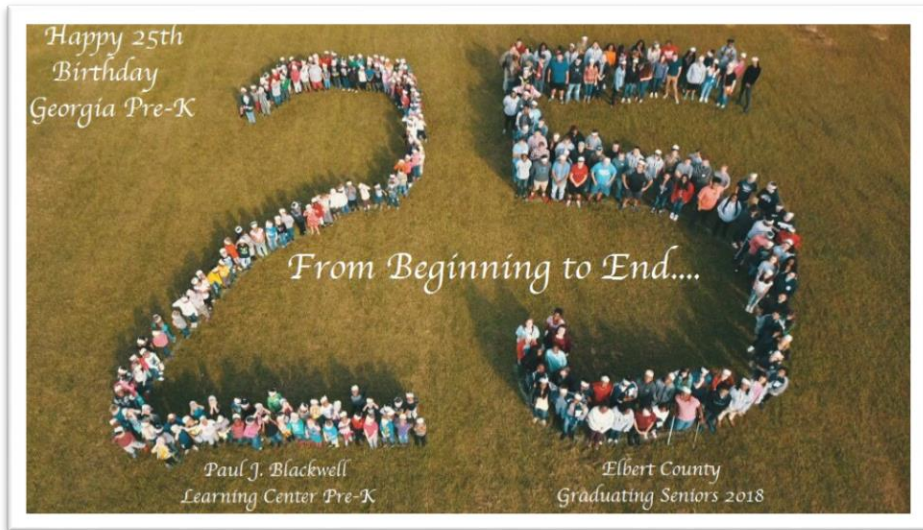




Beyond State Leaders

- Nearly 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.





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.
- 20 nonprofits across the state joined Voices as official community partners.
- Pre-K Week 2017 was sponsored by Synovus, Georgia Power, Junior League of Atlanta, and Reach Out and Read Georgia.



Community Partners

- Black Children's Development Institute - Atlanta
- Ferst Foundation for Childhood Literacy
- Georgia Association on Young Children
- GEEARS: Georgia Early Education Alliance for Ready Students
- Georgia Family Connection Partnership
- Georgia Partnership for Excellence in Education
- Georgia Public Library Service
- Georgia Vision Project
- JumpStart for Young Children
- JL - Athens
- JL - Cobb/Marietta
- JL - Columbus
- JL - DeKalb
- JL - Douglas
- JL - Gwinnett & N. Fulton
- JL - Savannah
- Literacy for All
- Quality Care for Children
- United Way of Greater Atlanta
- YMCA of Metro Atlanta





New for 2017

- Summer Transition Spotlight
- Celebrating the 25th birthday of Georgia's Pre-K Program



Summer Transition Spotlight

- Six key legislators made nine visits to Summer Transition classes during summer 2017. In addition, the First Lady visited 19 Summer Transition classes.
- The program was highlighted through multiple new communication materials including a fact sheet and a social media toolkit.



Celebrating the 25th Birthday of Georgia's Pre-K

- Governor Nathan Deal authored an editorial about Georgia Pre-K Week for the Atlanta Journal Constitution.
- Voices created a series of videos to celebrate the impact and history of Georgia's Pre-K Program over the last 25 years.

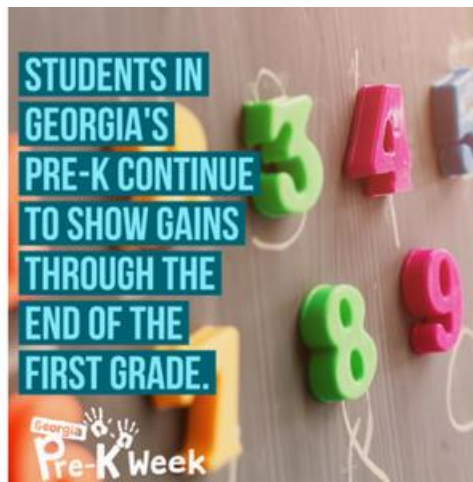


A Growing Platform

The reach of Georgia Pre-K Week continues to grow every year.

In 2017:

- 31 unique media pieces appeared in 28 media outlets around the state.
- The videos had over 600 views on YouTube and over 23,000 views on Facebook.





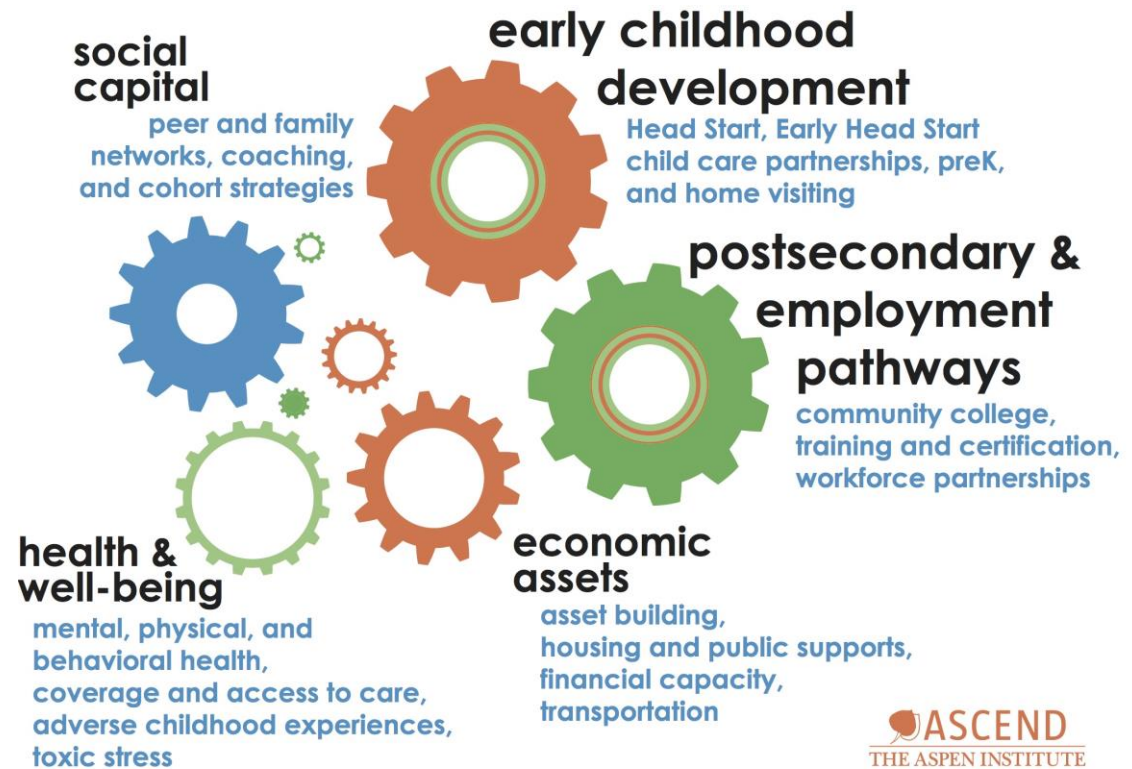
System Reform Update

Kristin Bernhard
Deputy Commissioner for System Reform



Georgia's Parents and Children Thriving Together (PACTT) Grant

- Key outcomes Georgia promised:
 1. Increase cross-agency coordination
 2. Provide professional learning on two-gen
 3. Increase two-gen evaluation efforts
 4. Pilot new and expand existing two-gen strategies
 5. Pursue policy changes to scale successful two-gen strategies.



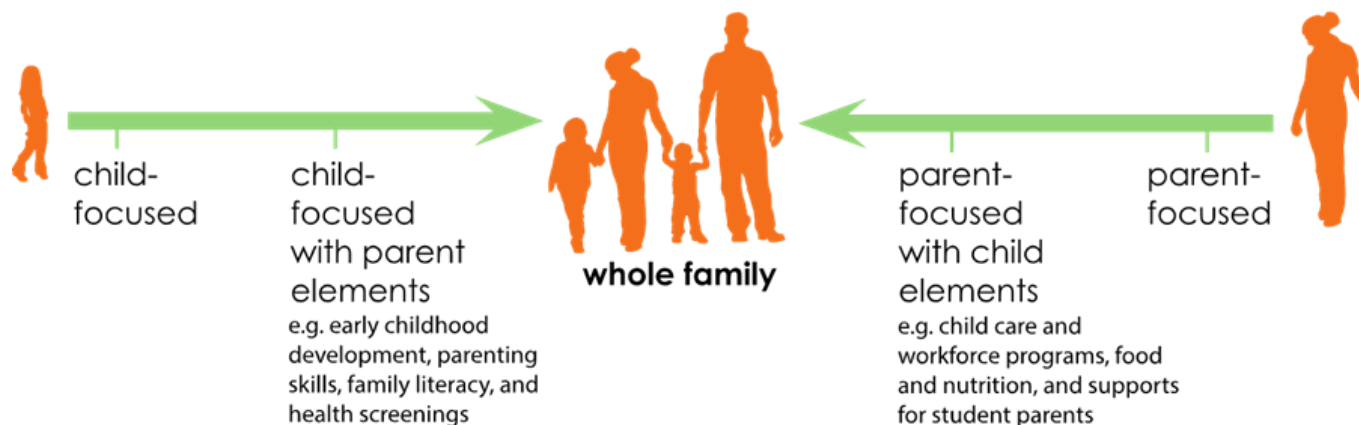
Two-Gen Landscape Analysis: Process

- DECAL contracted with the Georgia Center for Non-Profits (GCN) to research and write the report.
- GCN distributed an online survey to identify three pieces of information:
 - Two-gen practitioners across the state;
 - What is or has worked well in implementing their respective strategies; and
 - What could be improved, given the funding or given a hypothetical opportunity to do it again.
- Over 75 respondents completed the survey, and GCN conducted interviews with other select respondents to gain additional insights.

Two-Gen Landscape Analysis: Key Findings

- Almost half (48%) of respondents indicated they serve the whole family – either alone or through strategic partnerships.
- The most common factor contributing to successful two-gen approaches was strategic partnerships.
 - A majority (85% of respondents) indicated that they either serve both parents and children with additional wrap-around support provided by other agencies (62%) or serve one segment while a partner serves the other (26%).

The Two-Generation Continuum



Two-Generation Innovation Grants (TGIG)

- DECAL has engaged the Carl Vinson Institute of Government (CVIOG) to facilitate three, half-day sessions in which communities can develop proposals to pilot or expand strategies that connect the early learning and postsecondary/workforce systems at the local level.
- The Community Planning Sessions will take place:
 - November 30 – Clayton County
 - December 1 – Athens-Clarke County
 - December 18 – Macon-Bibb County
- Attendees will include local partners, the PACTT Core Team and the DECAL Early Education Empowerment Zone Community Coordinators and their Birth-Eight Teams.

Quality Rated Then & Now...Participating

Participation	Count Nov 2016	Count Nov 2017	% Nov 2016	% Nov 2017
Child Care Learning Center	1,688	2,136	53%	68%
Family Child Care	730	819	37%	49%
Other	78	82	8%	9%
Total	2,496	3,037	41 %	53%

Quality Rated Then & Now...Rated

	1 Star Nov 2016	1 Star Nov 2017	2 Star Nov 2016	2 Star Nov 2017	3 Star Nov 2016	3 Star Nov 2017	Total Nov 2016	Total Nov 2017
Child Care Learning Center	224	377	297	473	95	131	616	981
Family Child Care	68	103	105	164	69	108	242	375
Other	18	19	24	39	8	12	50	70
Total	310	499	426	676	172	251	908	1426

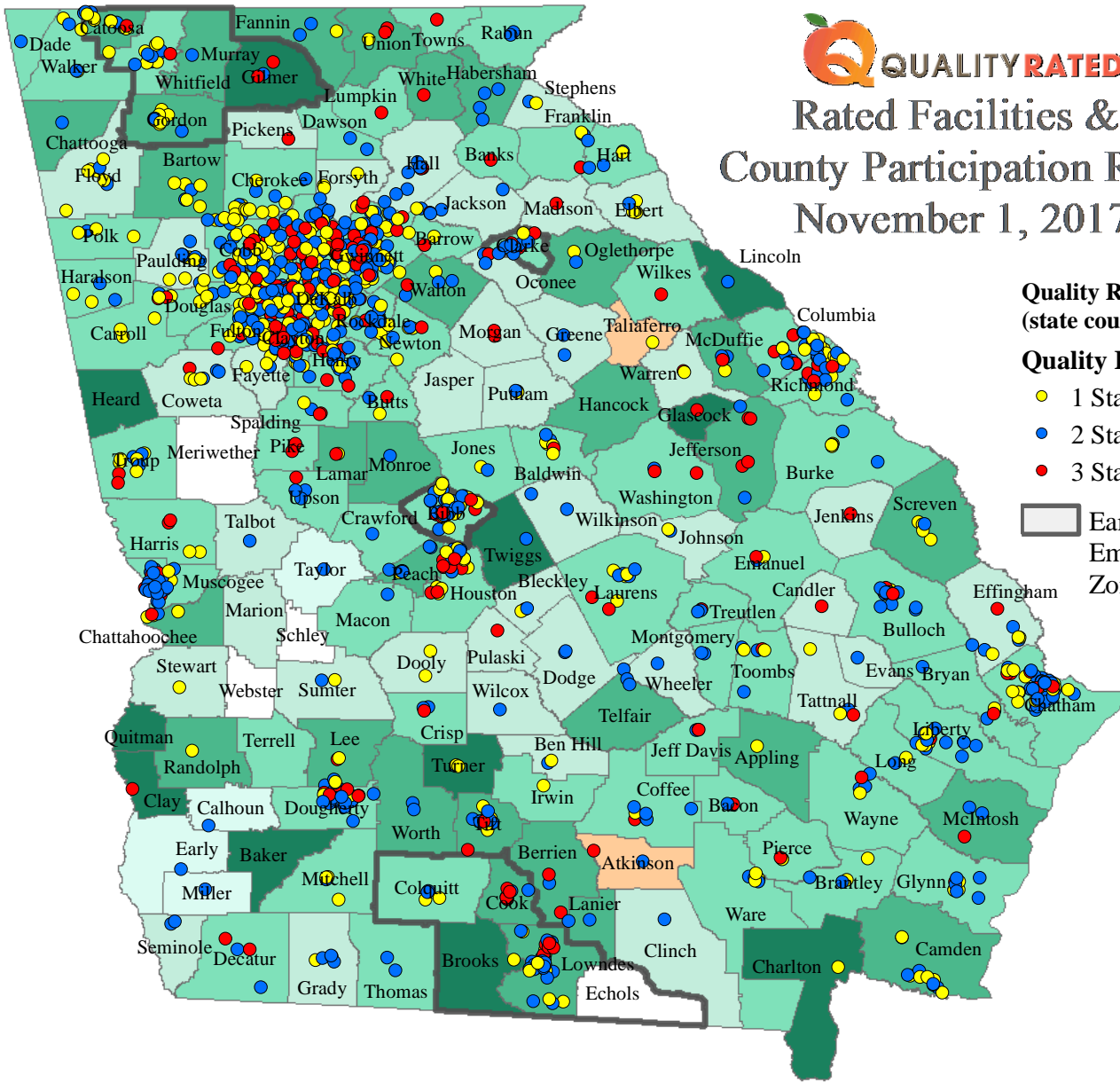


Rated Facilities & County Participation Rates

November 1, 2017



Georgia Department of Early Care and Learning



Quality Rated (state counts)

Quality Rating

- 1 Star (497)
- 2 Star (668)
- 3 Star (250)

Early Education Empowerment Zones (E3Z)

Quality Rated Capacity (state counts)

Georgia County % Participating

- 0% (4)
- 1% - 25% (4)
- 26% - 50% (38)
- 51% - 75% (69)
- 76% - 99% (31)
- 100% (13)
- 75% or more Rated (2)**



Update on Quality Rated

Pam Stevens
Director of Quality Rated Policy & Partnerships



In December 2016, the DECAL Advisory Committee adopted the following:

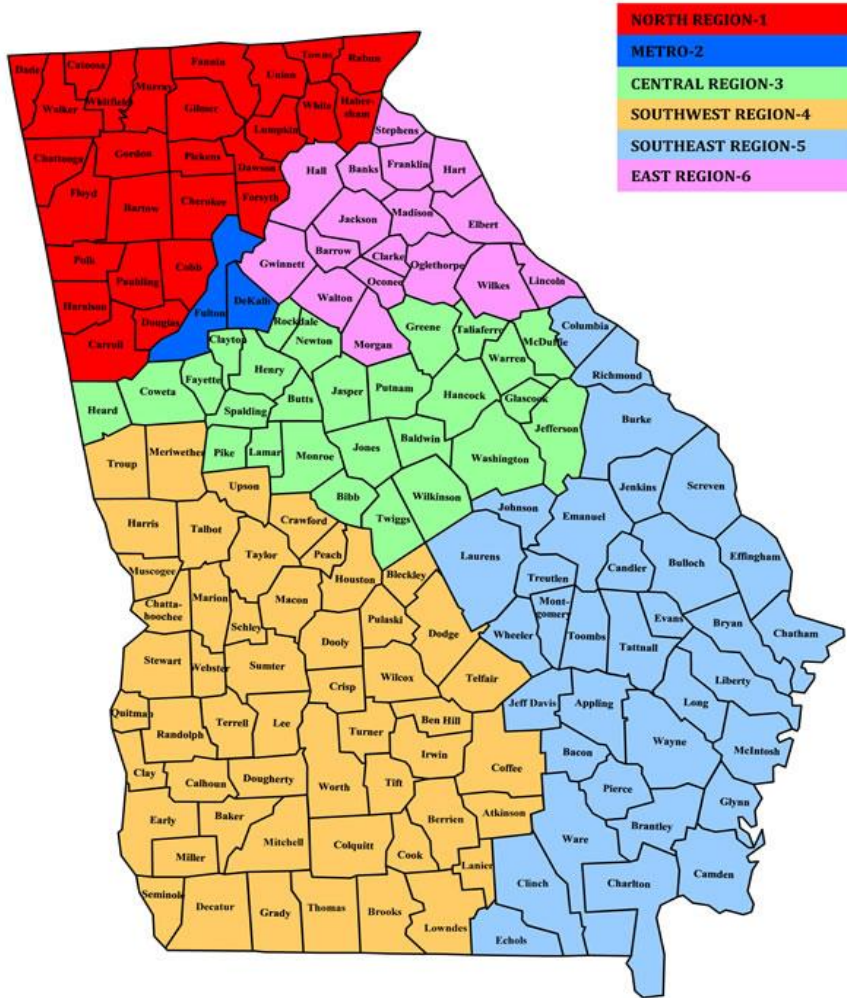
*Quality Rated eligible providers must be star rated **by 12/31/2020** to continue receiving Child Care and Parent Services (CAPS) funding.*

Where We Are Now

QR Status	Licensed CAPS Providers		CAPS Children Served	
	Count	Percent	Count	Percent
Rated	901	34%	17,133	37%
Unrated	1,755	66%	29,201	63%
Total Licensed	2,656	100%	46,334	100%

Spreading the Word

- Georgia Childcare Association Fall Conference
- Georgia Association for the Education of Young Children Fall Conference
- CAPS/QR Question and Answer Sessions
 - 11/17 Atlanta
 - 11/27 Albany
 - 11/28 Columbus
 - 11/30 Brunswick
 - 12/05 Stockbridge
 - 12/07 Jonesboro & Vidalia
 - 12/20 Rome
- Regional Child Care Services Meetings
- Post Cards



Child Care Resource and Referral Agencies

12.2.08

Training & Technical Assistance

- Professional Learning Communities
 - Structural Quality
 - Leadership
- Partnership with the Atlanta Speech School
 - Language and Literacy
 - Interactions





Federal Programs Update

Elisabetta Kasfir

Assistant Commissioner for Federal Programs

Donna Johnson

Director – Family Support



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CAPS Pilot Update



CAPS Pilot Update



CAPS: Overview

- CAPS program supports families considered low-income with the cost of child care so that they can work, attend training, or school
- Upholds DECAL's efforts to ensure access to high quality early learning for all children, regardless of income or location
- Funded by the Child Care and Development Fund to
 - Increase access to quality programs for families with low incomes
 - Raise quality for early childhood education programs
- Committed to serving 50,000 children annually

CAPS: Eligibility

- **Eligibility requirements for families include:**
 - Georgia resident
 - Income (less than 50% State Median Income)
 - Activity requirement
 - Work 24 or more hours per week
 - Enrolled full-time in an educational/vocational program
- **Eligibility requirements for children include:**
 - Ages 0-13 years
 - Up to 18 years if special needs or court ordered
 - US citizen
 - Immunization or opt out affidavit

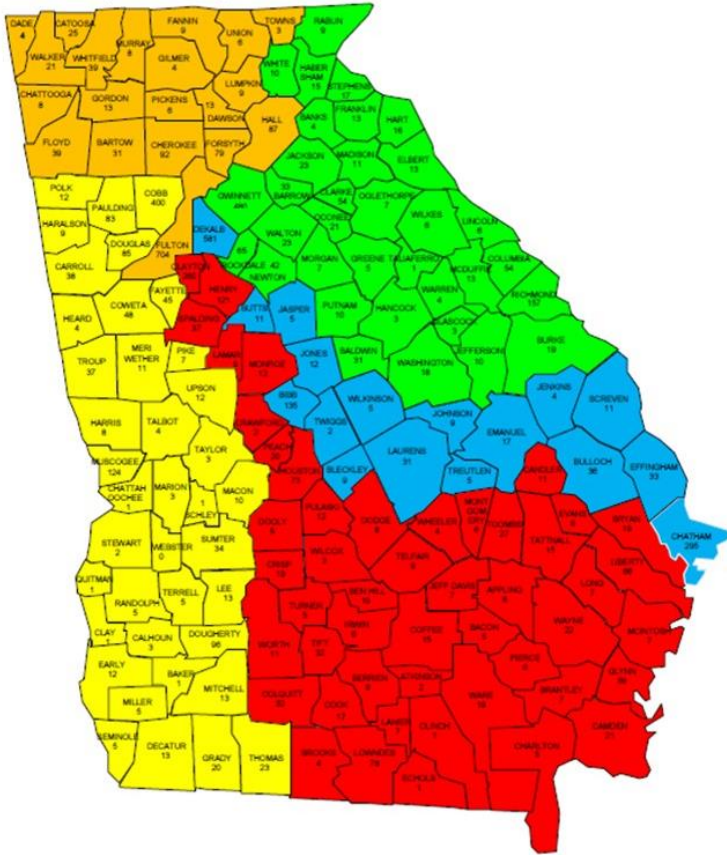
CAPS: Priority Groups

- 1) Temporary Assistance for Needy Families (TANF) applicants, recipients, or families transitioning from TANF
- 2) Child Protective Services (CPS) and Court Ordered Supervision cases
- 3) Children in Georgia Division of Family and Children Services (DFCS) custody
- 4) Children with special needs
- 5) Grandparents Raising Grandchildren (GRG)
- 6) Minor parents
- 7) Persons who have experienced a natural disaster
- 8) Persons considered homeless
- 9) Persons experiencing domestic violence
- 10) Very Low Income (50% Federal Poverty Level)
- 11) Children enrolled in a Georgia lottery funded Pre-K class (afterschool care)

CAPS Family Support



CAPS: Family Support Structure



● Five Regions

- Northeast
- Northwest
- Central
- Southeast
- Southwest

● Five Regional Managers

- Five Family Support Coordinators
- 60 Family Support Consultants
- 12 Consultants in Assigned Territories

CAPS: Family Support Role and Responsibilities

Working with Families

- *Welcome calls – Inform about family support*
- *Review child care options*
 - Quality Rated
 - Provider compliance issues
- *Discuss challenges and opportunities with family*
 - Child physical and social-emotional development
 - Needed resources (for entire family)
 - Education
 - Employment
- *Identify training opportunities*
- *Conduct 45-day redetermination calls*
 - Remind family to submit paperwork

CAPS: Opportunities

Community Outreach

- *Share Information About CAPS*
 - Birth to Eight meetings
 - Resource fairs
 - Community meetings
- *Identify resources for Priority Groups*
 - Cold calls
- *Host and facilitate trainings and educational opportunities*
- *Partner with state and community agencies*
 - Connect families with needed resources
 - Build capacity for families and programs

CAPS: Current Collaboration

- *Division of Family and Children's Services (DFCS)*
 - Updating referral process
 - Foster care
 - Child Protective Services (CPS)
 - Temporary Assistance for Needy Families (TANF)
 - Updating Georgia Gateway (Integrated Eligibility System)

CAPS: Planned Collaboration

- *Technical College System of Georgia (TCSG)*
 - Support the PACTT Initiative
 - Co-host joint meeting with TCSG to encourage collaboration among professionals serving families
 - DECAL – Family Support Consultants
 - TCSG – Navigators and Special Populations
- *Georgia Head Start*
 - Establish relationships with Family Services Teams
 - Family Service Specialist
 - Family Advocates

CAPS: Planned Collaboration

- *Georgia Department of Public Health*
 - Babies Can't Wait (BCW) – Establish screening and referral process for children with developmental concerns
 - Children's Medical Services (CMS) – Establish referral process for children with special health care needs and provide training on CAPS program
 - Women Infants and Children (WIC) – Establish referral process and training on CAPS program
- *Georgia Department of Education – Special Education*
 - Establish referral process for parents to connect with Parent Mentors

BREAK
(10 minutes)



Commissioner's Update

Amy M. Jacobs
Commissioner



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Pre-K Teachers of the Year

Announced September 29, 2017

- Nathan Leatherwood – Calhoun City Pre-K



- Jodi McNamara – Kids 'R Kids #49



Pre-K Teachers of the Year

- Each teacher received \$3,000 for her/his personal use.
- Each school received \$2,000 for classroom materials.
- Each school received \$2,500 for substitutes and travel costs.
- Funding provided by the Naserian Foundation

All Staff Meeting 2017

- Over 600 DECAL staff members (and two board members) attended. Largest group of DECAL staff ever assembled.
- Breakout sessions led by Alliance@work (special curriculum designed/delivered by professionals from the Alliance Theater.
- Focused on making connections as a department and on emotional intelligence in innovative and fun, engaging ways.
- Honored by attendance of Governor and Mrs. Deal.

All Staff Meeting 2017 (continued)

Named Commissioner's *Spirit of DECAL* award winners 2017:

Keturah Washington
Chad Paul
Rhonda Gunn



Georgia Foundation for Early Care and Learning

- **Important Development:** Foundation has received 501(c)(3) designation from the IRS, meaning that it is now considered a non-profit organization that can begin receiving and transferring funds that meet the Foundation's purposes as set forth in its bylaws.
- Foundation has begun receiving funds.
- Board members can begin to mention the Foundation to private and corporate philanthropies. For more guidance, contact Carrie Ashbee at carrie.ashbee@dec.al.ga.gov.

Questions & Comments from Board





Child Care Services Update

Kristie Lewis
Assistant Commissioner for Child Care Services



Georgia Department of Early Care and Learning

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Current FY '18 Statistics

- Total Number of Licensed Facilities
 - Child Care Learning Centers = 3,142
 - Family Child Care Learning Homes = 1,675
- Total number of regulatory visits to date = 5,662

Current FY '18 Compliance Standings

- 4,766 licensed providers as of 11/14/17

	Good Standing	Support	Deficient
CCLC	3,036	29	12
FCCLH	1,658	11	0
Total	4,694	40	12
	98.5%	0.8%	0.25%

*Remaining 20 providers do not have a current compliance zone status (i.e., pending CoO or CoL's)

Basic Health and Safety Practices of License-Exempt Programs in Georgia: Preliminary Findings

Kelly Maxwell

November 16, 2017

Acknowledgements

Child Trends

- Joy Sotolongo
- Tracy Gebhart

DECAL

- Kristie Lewis
- Amy Page
- Randy Hudgins
- Marcy Maioli

Purpose of Project

- Purpose: To gather data about health and safety practices in license-exempt programs
 - Analyze data to inform DECAL on how to best support all license-exempt programs
 - Inform monitoring plans for license-exempt programs receiving child care subsidies
- Commend DECAL for its commitment to using data to inform decisions



Approach

- DECAL recruited 492 license-exempt programs to participate in the study
 - Examples: government owned/operated, day camps, part-day programs
- DECAL hired consultants to visit the sample of license-exempt programs
 - Completed checklist that measured several different health and safety practices
 - Visits completed between June and December 2016
- Child Trends analyzed the data
 - License-exempt programs
 - Licensed programs that were visited during same time period

Approach (continued)

- Identified 38 basic health and safety practices that were measured in the license-exempt programs *and* were included in licensing regulations
- Determined % met for each of the 38 practices
 - Licensed-exempt and licensed programs

Preliminary Findings

- For 12 of 38 practices, the % met among license-exempt programs was $\geq 90\%$

Examples:

- Group size and ratios
- Having children's emergency contact information readily available
- Hazard-free playground equipment
- Procedures in place to transport children safely
- Training staff on policies and procedures

Preliminary Findings (continued)

- For 29 of 38 practices, the % met among license-exempt programs was >75
 - Examples (76%-89% met):*
 - First aid training
 - Hazard-free playgrounds
 - Supervision
- 65% of license-exempt programs had criminal background checks on file at the program site
- Half or less of the license-exempt programs met 2 practices related to transportation
 - Vehicles in good condition and inspected
 - Child Passenger Restraints used

Comparisons with Licensed Centers

- For all 38 practices, the % met among licensed programs was $\geq 90\%$
- For 18 of 38 practices, the % met among licensed programs was 100%
- Are the license-exempt programs statistically different from the licensed centers on how well they meet basic health and safety practices?
 - Yes. For 36 of the 38 practices, statistically significantly more licensed centers met the indicator compared to license-exempt centers
 - For 2 of the 38 practices, there were no statistically significant differences
 - Premises are free of serious hazards
 - Outdoor equipment is free of serious hazards

Limitations

- Gathered data on some, but not all, health and safety practices
 - Did not gather data on other aspects of program quality
 - Did not gather data about *why* they did not meet a particular standard
- Findings describe license-exempt programs *overall*
 - Cannot compare one category to another
- Sample was not intended to be representative of all licensed-exempt programs in Georgia
 - Exploratory study

Preliminary Conclusions

- Project met its goal of providing information to guide DECAL staff in making data-informed decisions
 - DECAL will need to use its expertise to interpret findings and consider implications for their work
- Would expect licensed programs to be more compliant than license-exempt programs
 - More aware of rules, required to meet them, routinely monitored
- Foundation to work from in license-exempt programs

Final report coming...
and
Thank you!

Initial Thoughts & Next Steps

- DECAL's goal is to support both types of programs: licensed and licensed-exempt
- Using data analyses to inform supporting programs
- Pleased with the compliance rates for some standards; room for improvement in other areas, which was to be expected

Next Steps:

- Create comprehensive plan by 12/30/17 to address exemptions/unlicensed programs
- Release final report (by Child Trends) in December 2017
- Monitor CCDF and potentially non-CCDF exempt programs
- Strengthen application process
- Expand scope of intake to identify & respond to unlicensed programs
 - Goal: Operationalize key changes effective July 1, 2018



Georgia's Pre-K Program & Instructional Supports Update

Susan Adams

Assistant Commissioner of Pre-K and Instructional Supports



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Georgia's Pre-K to Third Grade Analysis

Bentley Ponder
Susan Adams



Georgia Department of Early Care and Learning

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Georgia's Pre-K/Third Grade GAAWARDS Analysis

- Analysis compared Georgia Milestones third grade end of grade assessments (EOGs) for a group of children who attended Georgia's Pre-K to a group of children who did not attend Georgia's Pre-K.
- Study utilized GAAWARDS data set.

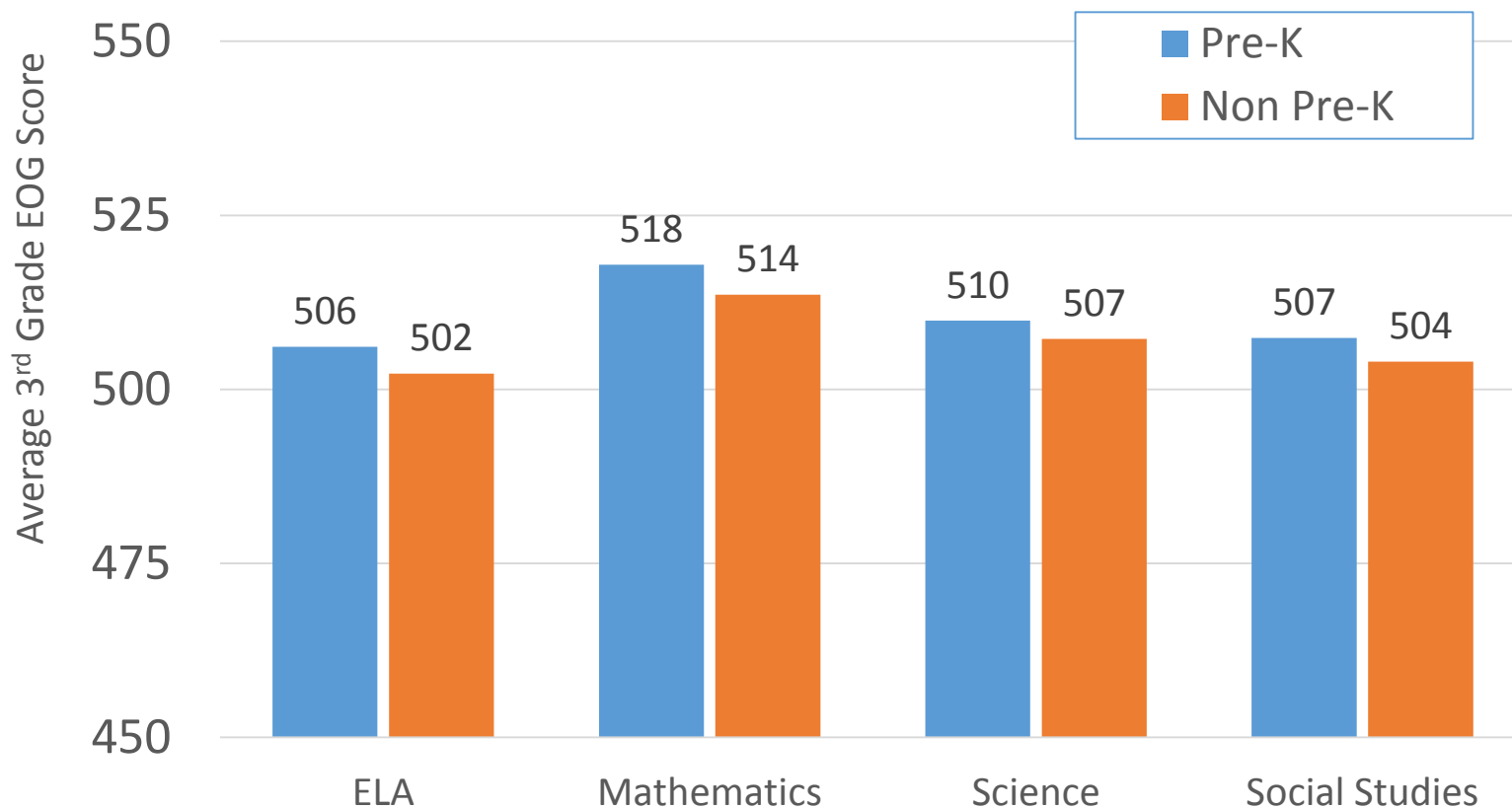
Key Research Questions

- Do children who attended Georgia's Pre-K perform better on Georgia Milestones EOGs in 3rd grade than those who did not attend?
- Is the link between Georgia's Pre-K attendance and 3rd grade test scores stronger for children enrolled in free/reduced lunch (FRL)?

Methods

- Started with 136,310 children with 3rd grade Georgia Milestones EOG assessment scores in 2015-2016
- Matched children on:
 - kindergarten school
 - free/reduced lunch
 - home language (English or not)
 - identified disability in kindergarten
 - gender
 - race
 - Hispanic origin
 - age in years in 3rd grade
- Final Sizes: 46,262 for both samples

Do children who attended Georgia's Pre-K perform better on Georgia Milestones EOG assessments in 3rd grade than those who did not attend?



Put Another Way...

- For 3rd graders who had attended Georgia's Pre-K, the odds of being Proficient or Distinguished were:
 - 10% higher in ELA
 - 18% higher in math
 - 9% higher in science
 - 12% higher in social studies

Overall Findings

- Small but meaningful differences in Georgia Milestone EOGs test scores for children who had attended Georgia's Pre-K.
 - Test is four years after participating in Georgia's Pre-K.
 - Pre-K is a broad "intervention," and Georgia Milestones EOGs are broad assessments.
- Pre-K most strongly related to 3rd grade test scores for vulnerable children.
 - Impact greater for children eligible for free/reduced lunch.
 - Impact greater for children with a home language other English.



Professional Learning Updates

Christi Moore, Ph.D.
Director of Professional Learning



Georgia Department of Early Care and Learning

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Georgia's Workforce Knowledge and Competencies (WKCs)

What are the WKC's?

- Guide the development and delivery of quality professional learning opportunities for Georgia's early learning and school age workforce
- Answer the question, "What should early learning and school age professionals working with young children know and do?"
- Provide a framework for trainers, coaches, and other professional learning specialists to create learning experiences that directly address the individual needs of each early learning and school age professional

WKC Revisions

- During the last fiscal year, DECAL's Professional Learning Unit oversaw draft revisions of the existing teacher competencies
- Purpose of revisions:
 - Align with latest research on working with young children
 - Align with *National Association for the Education of Young Children* and *Division for Early Childhood of the Council for Exceptional Children* competencies for teacher preparation

Revised WKC Competency Areas

1. Promoting Child Development and Learning
 - 1.1: *Using knowledge of young children's characteristics, cultural and linguistic backgrounds, and needs to plan appropriate and responsive learning experiences*
2. Building Family and Community Relationships
 - 2.1: *Fostering family engagement in the child's educational experiences*

Revised WKC Competency Areas

3. Observation, Assessment, and Developmental Screening

3.1: Using observations and assessment to plan learning experiences

4. Using Developmentally Effective Approaches to Connect with Children

4.1: Developing positive relationships with each and every child

Revised WKC Competency Areas

5. Using Content Knowledge to Build Meaningful Learning Experiences

5.1: Utilizing the Georgia Early Learning and Development Standards (GELDS) as a framework for growth and development

6. Professionalism

6.1: Engaging in professional and ethical behavior

Transition Plan

- The transition from the existing competencies for both Early Childhood and School Age to the newly revised WKC's will occur during the 2018 calendar year.
- All approved trainers and entities will be required to update their trainings.
- The transition will require programming changes to be made to GaPDS.

Georgia Professional Development System



GaPDS Today

- A successful web based application that serves as an online registry for teacher trainings, credentials, and degrees
- Currently supports DECAL trainings facilitated by
 - R&Rs
 - GSU Best Practices
 - DECAL Staff



CALI SPOKESPUPPY

Username: CaliPuppy
PDS #: 1000
Profile Status: Active
Career Level: 8
Renew Date: Dec 31, 2017

Reports [PDF]

- Profile
- Training History

Icon Legend

- Submit Document to PSC
- Document Received by PSC
- Verified by PSC
- Verification Failed
- Expired
- Verified by Trainer
- Print Certificate
- Upload Evidence
- View Evidence
- Delete Evidence
- Updated by PSC

My Profile

Please review your profile for completeness and accuracy. If updates are required, click on the **Update** button for the needed section.

Cali Spokespuppy GaPDS@dec.al.ga.gov
SSN: XXX-XX-XX05 County of Residence: Gwinnett

Update

EDUCATION INFORMATION

Secondary Education:

High School Degree: Yes

Evidence:

Update

Post-Secondary Education:

	Level	Institution / City	Major / Minor	Degree Date	Evidence
1	● Bachelor Degree	Georgia State University Atlanta	Early Childhood Care & Education	05/13/2016	

Credentials:

	Credential	Earned	Expiration	Evidence
1	● Center-Based Preschool CDA	08/01/2014	08/01/2019	

EMPLOYMENT INFORMATION

Employment Status: Employed in Early Care and Education

Update

Primary Role:

Lead Teacher

Direct Care Roles:

- Lead Teacher

Indirect Services:

N/A

GaPDS User Numbers

- DECAL's Strategic Plan sets a goal of 15% increase in users annually

	Total Number of Users	Change in Number of Users	Change in Percentage of Users
FY 2017	77,784	13,014	20.09%
FY 2018* <i>* As of November 1, 2017</i>	83,039	5,255	6.76%



Phase II Development

- Will include all aspects of Georgia Training Approval, including trainer and training applications
- Will include all trainings offered for BFTS credit by independent trainers and approved entities
- Home Visitors will be able to track training history and credentials
- Projected Launch: October 2018





Head Start State Collaboration Update

Allison Setterlind
Head Start State Collaboration Director



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

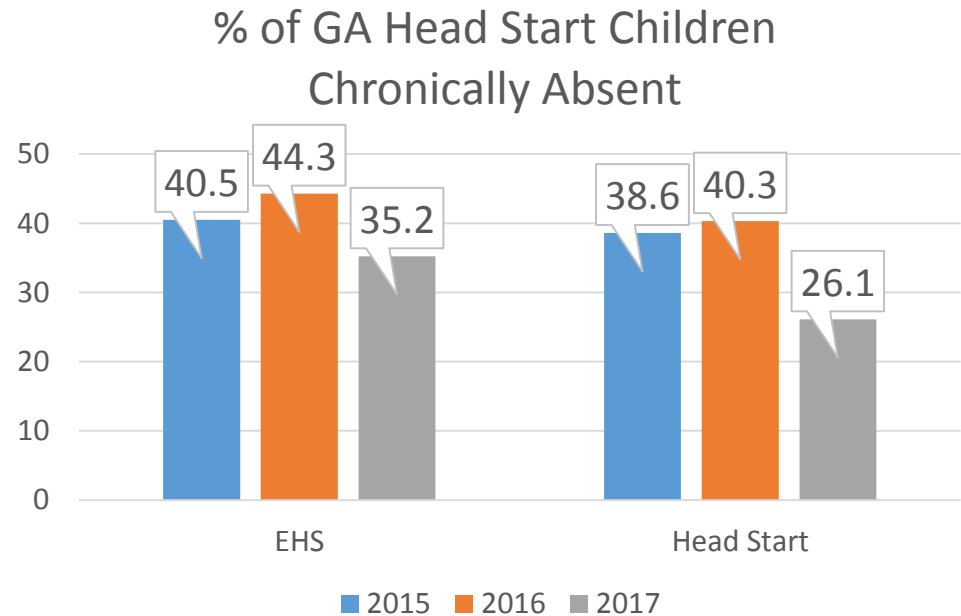
www.dec.al.ga.gov

DECAL Supports Head Start State Collaboration Priorities

- The HSCO will work with state efforts to collect data regarding early childhood programs and child outcomes.
 - Chronic Absenteeism Study
 - CACDS Participation
- The HSCO will provide targeted support for children from special categories of enrollment.
 - Foster Care

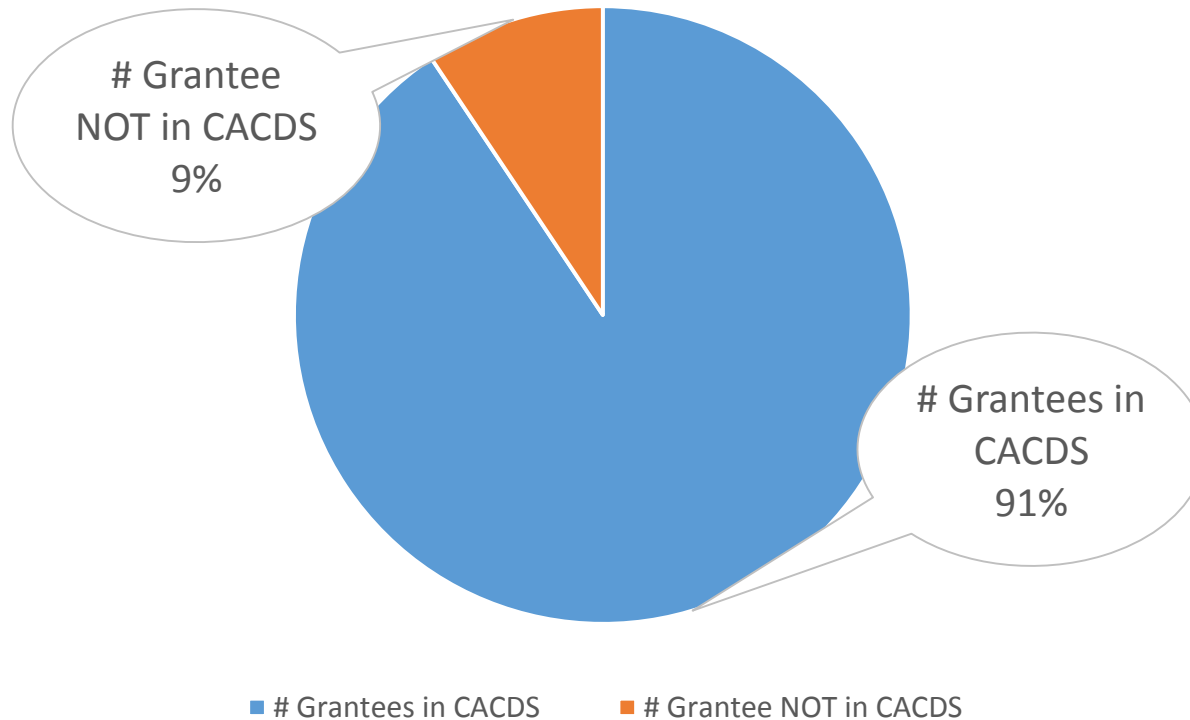
Chronic Absenteeism Study

- Conducted a study of chronic absenteeism for GA Head Start.
- Developed individualized grantee attendance data profiles completed by the DECAL Research Division.
- University of South Florida surveyed 1,000 Head Start parents about their absenteeism and school attendance perspectives.



Cross Agency Child Data System - CACDS

HEAD START CACDS PARTICIPATION



Foster Care Enrollment

- Initiated a partnership with GA Division of Child and Family Services (DFCS) to pilot Office of Head Start enrollment procedures to better serve children in foster care.
- Presented multiple sessions and meetings with DFCS regions around the state to increase awareness of the Head Start program. Created a map directory of Head Start locations.
- Currently piloting a specialized application in KOALA developed by DECAL to help Head Start and DFCS track foster care enrollment.

Center Level Foster Care Enrollment for Head Start

Children in Foster Care

BENTEEN ELEMENTARY - APS





Address:
200 Cassanova St SE
Atlanta, GA - 30315-4208

County:
Fulton

Children Enrolled in Foster Care

Show all (including exited)

Add Child

First Name	Middle Name	Last Name	DOB	Enrollment Date	Exit Date	IEP/IFSP	Program Type	
 Donald	Edward	Duck	09/09/2014	08/01/2017		<input checked="" type="checkbox"/>	Early Head Start	
 Mickey		Mouse	10/01/2015	09/04/2017		<input type="checkbox"/>	Head Start	

Back

Lunch

(Pick up as directed)

Committee Meetings

*All board committees – Programs
Budget/Finance, and System Reform – will meet in
the Floyd Room.*

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

Welcome to the Board of Early Care and Learning

Public Comment Period

November 16, 2017

Board Meeting Dates 2018

February 15, 2018

May 10, 2018

August 16, 2018

November 15, 2018

Blessing and peace this holiday season to Board of Early Care and Learning members from DECAL staff. We appreciate you.