



Welcome to the Board of Early Care and Learning

November 15, 2018



Georgia Department of Early Care and Learning

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

www.decal.ga.gov

Approval of Agenda and Minutes

- Approve **11-15-18** agenda
- Approve **8-16-18** minutes



Inspiration

Susan Harper
Board Chair



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Board Member Updates

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



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Commissioner's Update

Amy M. Jacobs
Commissioner



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Child Care and Development Fund Spending Plan



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Background

- DECAL has received an additional \$93 million in discretionary funding from the Child Care and Development Fund (CCDF).
- The agency will use the funds to:
 - Raise child care quality and increase access to high-quality early childhood education with an emphasis on infant-toddler care
 - Expand inclusion services
 - Increase workforce professional learning supports
 - Maintain high safety standards

Funding Seven Initiatives

- Increase base reimbursement rate for infant-toddler care
- Increase tier reimbursement rates to **10, 20, and 40% of the payment rate** for providers with a 1-, 2-, and 3-star quality rating
- Reduce family fees for CAPS families
- Expand number of Quality Rated subsidy grant (QRSG) slots and increase QRSG reimbursement rates to 50% above base rate

Funding Seven Initiatives *(continued)*

- Increase supports for teachers in addressing children's social-emotional needs
- Expand workforce professional development and learning supports
- Cover the baseline cost of comprehensive background checks

2018-2019 Georgia's Pre-K Teacher of the Year – Public School

Becky Thomas-Haden

Mulberry Creek
Elementary

Harris County



2018-2019 Georgia's Pre-K Teacher of the Year – Child Care Center

Stephanie Westhafer
Georgia Kids Academy
Jackson County



Upcoming Activities

- CHOA Children's Christmas Parade (Dec)
- Attending GAPBS Conference (Dec)
- Social Media Takeover Days (Dec)
- Tour of Governor's Mansion (Dec)
- Attending DECAL Board Meeting (Feb)

Commissioner's Spirit of DECAL Award Winners 2018:

- Shayla Lewis – Inclusion Specialist
- Angela Melton – CCR&R Contract Manager



Commissioner's Spirit of DECAL Award Winners 2018 *(continued)*

- Meghan McNail – Georgia's Pre-K Program Summer Transition and Outreach Manager



- Liz Young – Director of Government Relations and Special Projects

Commissioner's Spirit of DECAL award winners 2018 continued:

- Roslyn Williams – CCS Consultant



- Jill West – Quality Rated Standardization & Evaluation Anchor



Commissioner's Spirit of DECAL Award Winners 2018 *(continued)*



- LariLyn Beyer - Quality Rated Assessor Manager
- Brandy Locchetta - Inclusion Manager
- Renee Lind - CAPS Scholarship Administration Manager

IT Department Receives GTA Georgia Innovation Award at 2018 Technology Innovation Showcase

- Gary Bass
- Connie Fisher
- Marcy Maioli
- Anne Wearing
- Paul Ominde
- Sarswathi Seelam
- Sunil Gavini
- Saritha Gummadi
- Teja Nedunuri



Special Announcement:





Finance, Legislative, & Administration Update

Rian Ringsrud
Deputy Commissioner for Finance and Administration



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Finance Update – SFY 2019

Quarter 1 Summary

Data as of Sept 30th	Budget	Expenditures*	Remaining Balance	% Remaining
BY PROGRAMS				
Child Care Services	\$268,460,762	\$74,553,729	\$193,907,033	72%
Pre-K + (HS)	\$367,459,433	\$73,912,444	\$293,546,989	80%
Quality Initiatives	\$51,779,175	\$17,603,217	\$34,175,958	66%
Nutrition	\$148,000,000	\$41,997,140	\$106,002,860	72%
Total Expenses	\$835,699,370	\$208,066,531	\$627,632,839	75%

BY FUNDING SOURCE				
State General	\$61,514,778	\$11,125,951	\$50,388,827	82%
State Lottery	\$367,284,433	\$73,873,601	\$293,410,832	80%
Federal	\$404,798,159	\$122,614,348	\$282,183,811	70%
Other	\$2,102,000	\$452,631	\$1,649,369	78%
Total Funds	\$835,699,370	\$208,066,531	\$627,632,839	75%

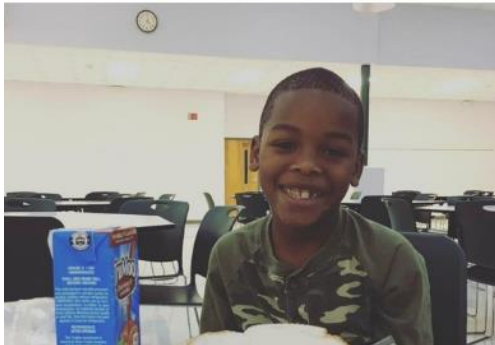
* Includes encumbrances.

2018 Summer Food Service Program (SFSP)

- 4,881,499 meals and snacks served
- 1,643 meals sites
- 5 targeted counties served
- 142 counties served in partnership with GA Department of Education
- 9.3 million meals and snacks served in partnership with GA Department of Education

Success Stories: Hurricane Michael Emergency Feeding

- Second Harvest of South Georgia was approved to operate 4 feeding sites located in Dougherty and Seminole Counties
- To date **231** meals have been served to children affected by Hurricane Michael



Thank you to **Bright from the Start: Georgia Department of Early Care and Learning** for helping us get Disaster SFSP up and running so quickly after Hurricane Michael. This is the first time this little-known provision has been used in Georgia.

Our partnership with BFTS is invaluable to the kids of South Georgia!





Georgia's Pre-K Program and Instructional Supports Update

Susan Adams
Deputy Commissioner for Pre-K and
Instructional Supports



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www.dec.state.ga.us

Increasing Supports for Teachers in Addressing Children's Social-Emotional Needs

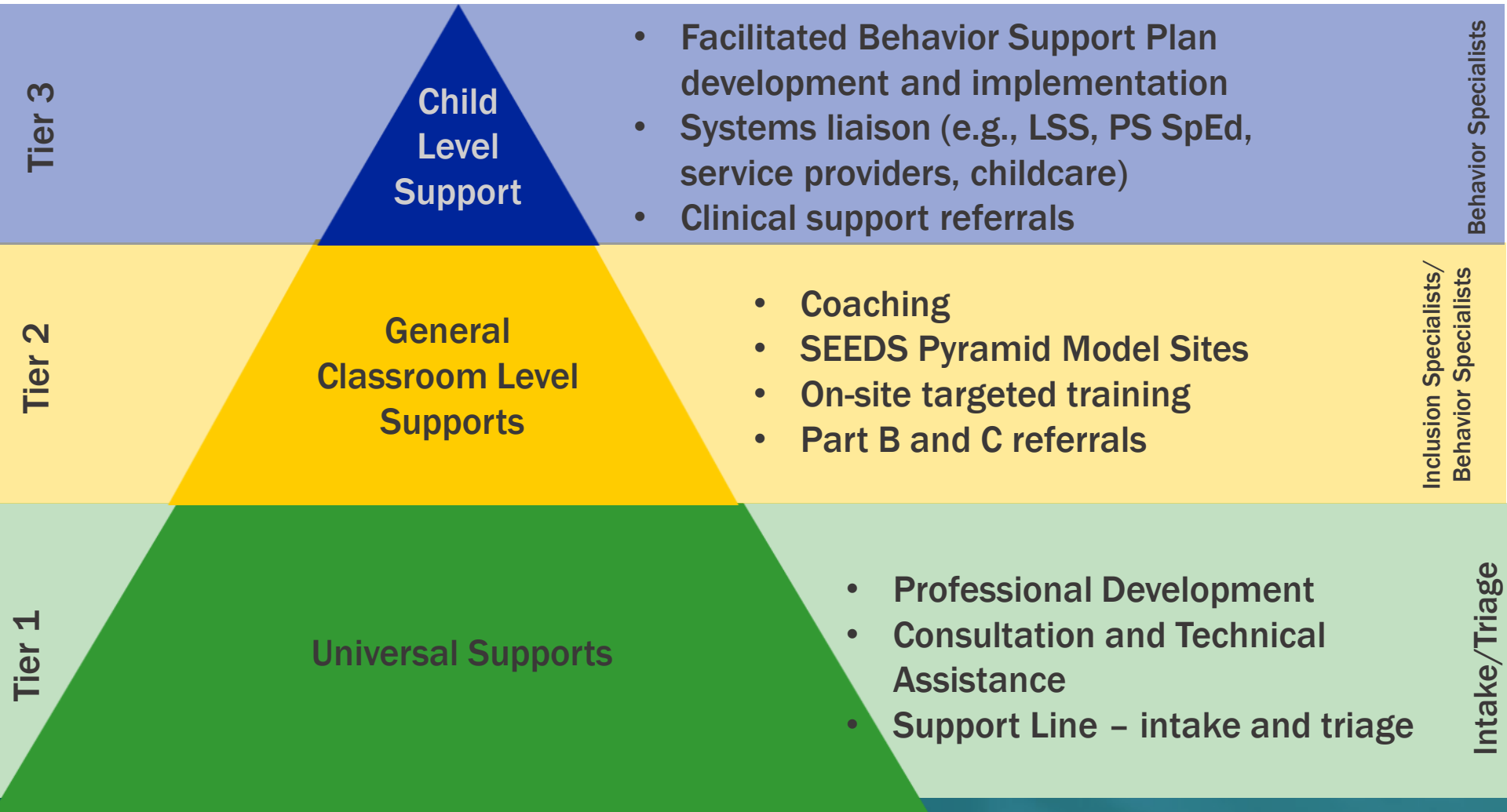
- DECAL is reorganizing and **expanding its inclusion services** to reflect the need for support focused on fostering positive social-emotional development, reducing challenging behavior, addressing trauma care, and increasing behavior management strategies in early education environments.
- This new multi-tiered system will **strengthen social-emotional support** for early childhood professionals, families, and children to significantly reduce challenging behaviors and **reduce incidents of suspension and expulsion.**

Priority Considerations

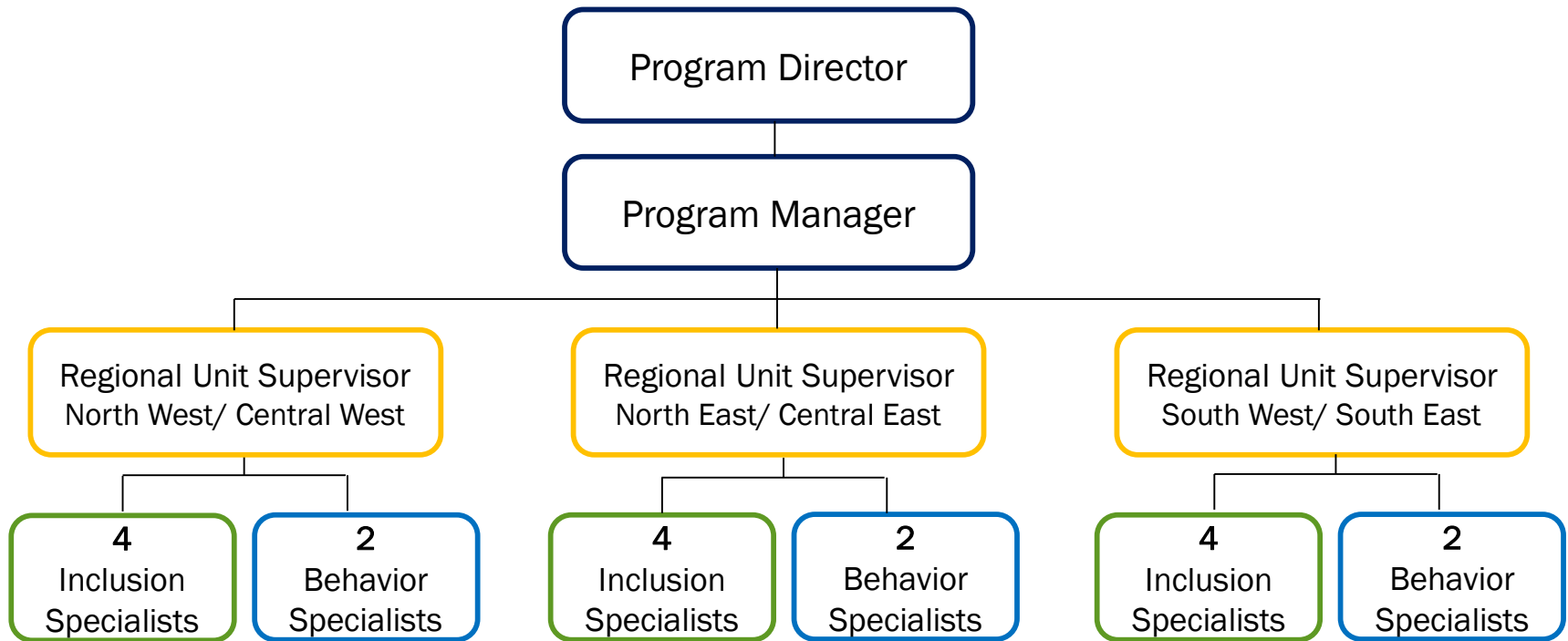


- Construct system of support
- Move from reactive to proactive
- Develop a process to triage support and services
- Provide Tier 3 supports to individual children
- Create opportunities for staff

Georgia's Early Learning Multi-Tiered System of Supports



New Organizational Structure



Timeline

- September - December 2018
 - Hiring
 - Onboarding new staff
 - Policy and process development
- January - March 2019
 - Staff training
 - Launch of triage line
 - Roll-out of new services



Christi Moore, Ph.D.
Director of Professional Learning

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
 - Child Care Resource and Referral Agencies (CCR&Rs)
 - GA State University – Best Practices Unit
 - 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 each state fiscal year

	Total Number of Users	Change in Number of Users	Change in Percentage of Users
FY 2018	91,321	13,537	17.40%
FY 2019*	97,113	5,792	6.34%
<i>* As of November 1, 2018</i>			

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
- Launch Date: January 7, 2019

Benefits

- For Trainers
 - One location for accessing training approval, managing registrations, tracking attendance, and keeping record of continuing education
 - Opportunity for more early learning professionals to find trainings
- For Early Learning Professionals
 - Find all BFTS approved trainings in one location
 - Easily register for and track trainings



Voices for Georgia's Children

Erica Fener Sitkoff, Ph.D.
Executive Director



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Georgia Pre-K Week 2018

A Celebration of Early Learning in GA

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 2018

The eighth annual Georgia Pre-K Week took place October 1-5, 2018. Over 200 visits to Pre-K centers were made by 138 state leaders including:

- 41% of the Georgia Senate (23 of 56)
- 47% of the Georgia House (83 of 177)
- Governor and First Lady Deal
- 7 State Agency Heads
- 3 Georgia Congressmen and 4 Congressional Reps
- Former First Lady Shirley Miller and First Lady Deal visited Dahlonega Country Day Academy





Beyond State Leaders

- 586 Pre-K centers registered with Voices for Georgia's Children to host their own events with local leaders.
- Local leaders hosted by these centers included:
 - Mayors
 - City council members
 - Local businessmen
 - Firemen
 - Policemen
 - Members of the Armed Forces.
- In total, we had a record-breaking 712 Pre-K Centers participate in Pre-K Week!



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.
- 22 nonprofits across the state joined Voices as official community partners.
- Pre-K Week 2018 was sponsored by Georgia Power and Reach Out and Read Georgia.

Community Partners

- Black Children's Development Institute - Atlanta
- Ferst Foundation for Childhood Literacy
- Georgia Association for the Education of Young Children
- Georgia Child Care Association
- GEEARS: Georgia Early Education Alliance for Ready Students
- Georgia Family Connection Partnership
- Georgia Organics
- Georgia Partnership for Excellence in Education
- Georgia Public Library Service
- Georgia School Boards Association
- JumpStart for Young Children
- JL - Atlanta
- JL - Athens
- JL - Cobb/Marietta
- JL - Columbus
- JL - DeKalb
- JL - Douglas
- JL - Savannah
- Literacy for All
- Quality Care for Children
- United Way of Greater Atlanta
- YMCA of Metro Atlanta



What was special in 2018?

- Summer Transition Spotlight
- Nutrition, Physical Activity, & Farm to Early Childhood Education Connection

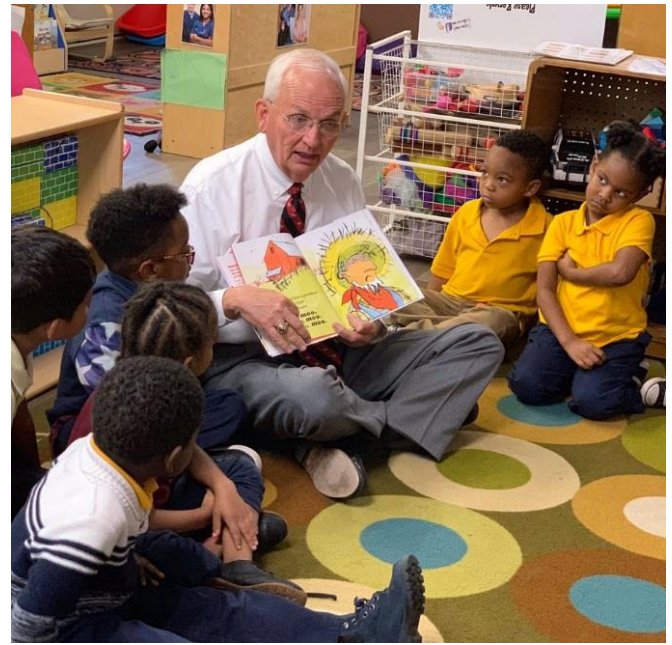
Summer Transition Spotlight

- In its second year, 7 key legislators made 9 visits to Summer Transition classes during the summer of 2018. This was an increase of 1 legislator from last year!
- The program was highlighted through multiple communication materials including 2 fact sheets and a social media toolkit.



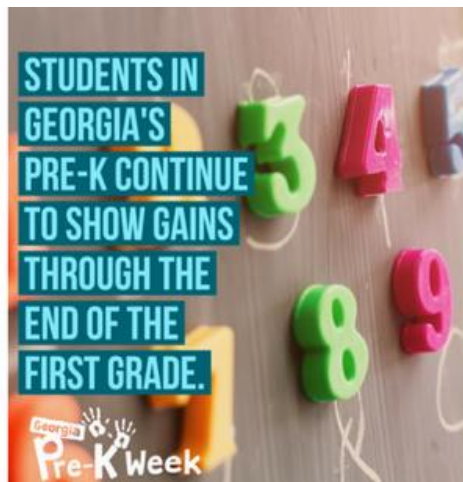
Nutrition, Physical Activity, & Farm to ECE

- Six State leaders (two State Senators, three State Representatives, and Commissioner Black) visited Pre-K programs that are Eat, Move, Talk or Farm to ECE sites.
- Voices worked with community partners Georgia Organics & HealthMPowers.



A Growing Platform

- Georgia Pre-K Week reach continues to grow every year.
- In 2018:
 - Sandra Deal authored an Op-Ed in the AJC
 - At least 16 unique media pieces around the state
 - #GaPreKWeek on Twitter alone had 1,468 tweets. With a potential impact of 2.9 million and a reach of 891,475.





Thank
You!



Federal Programs Update

Elisabetta Kasfir
Deputy Commissioner for Federal Programs



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How is CAPS structured?

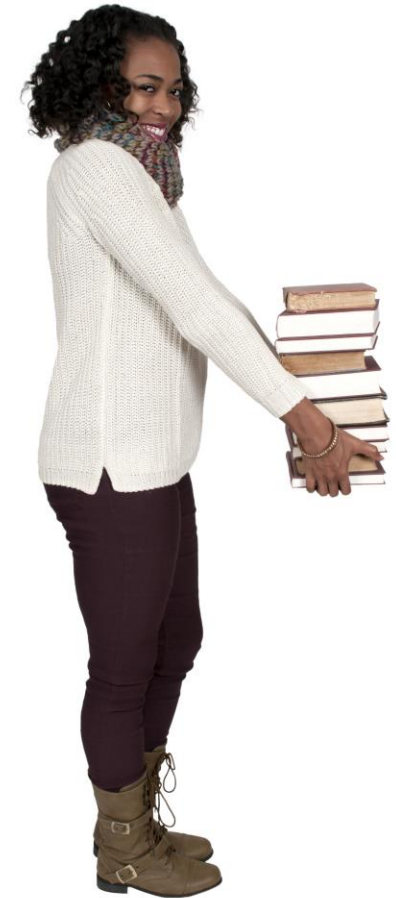


CAPS
CHILDCARE AND PARENT SERVICES



CAPS Program Staff

Leadership	6
Management	19
Program Administration Staff	26
Scholarship Administration Specialists	72
Scholarship Administration Coordinators	7
Family Support Consultants	60
Family Support Coordinators	6
Total Permanent Staff	196
Temporary Staff	65
Temporary Managers	3
Other Temporary Support Staff and Contractors	5
CAPS TOTAL	269



Program Administration



Quality Assurance & Training

7 cohorts completed training that included **38** classes since January

Administrative Assistants

11,624 registration tasks completed since July

Georgia Gateway

25 Gateway enhancements released in 2018



Data

316 daily reports and
45 weekly reports in 2018



Policy

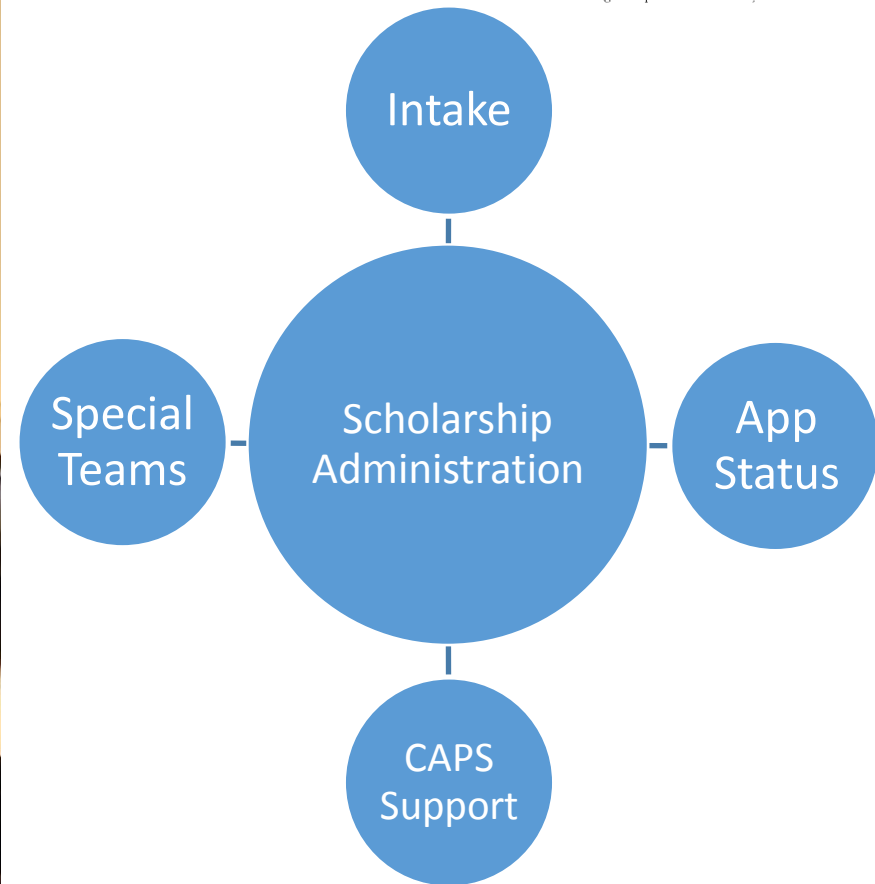
4 significant policy changes in 2018



Adverse Actions & Claims

978 provider inquiries processed since July

203 appeals processed since January





Intake

78,112 applications have been processed by DECAL since January

Special
Teams

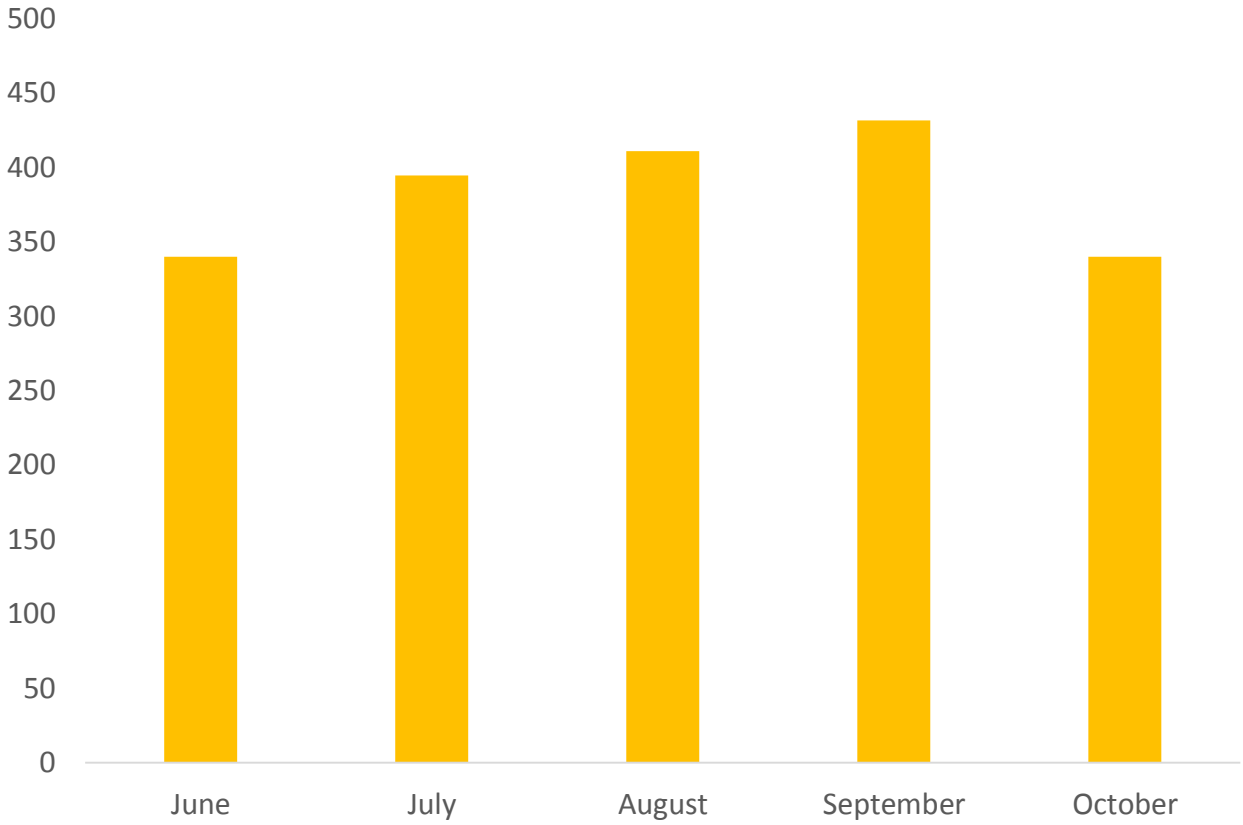
18,088 new applications, changes, and renewals completed since January

App
Status

Received **43,594** inbound calls since June

CAPS
Support

CAPS Support received **1,945** inquiries since June





Have a CAPS question or need support? Please complete the form below and we will be in touch.

*** Choose one of the following that best describes your role.**

Family Child Care Provider Foster Parent State Agency Community Partner

*** Parent/Guardian**

Child Name

CAPS Case No. / Application No.

Application or Renewal Date (mm/dd/yyyy)

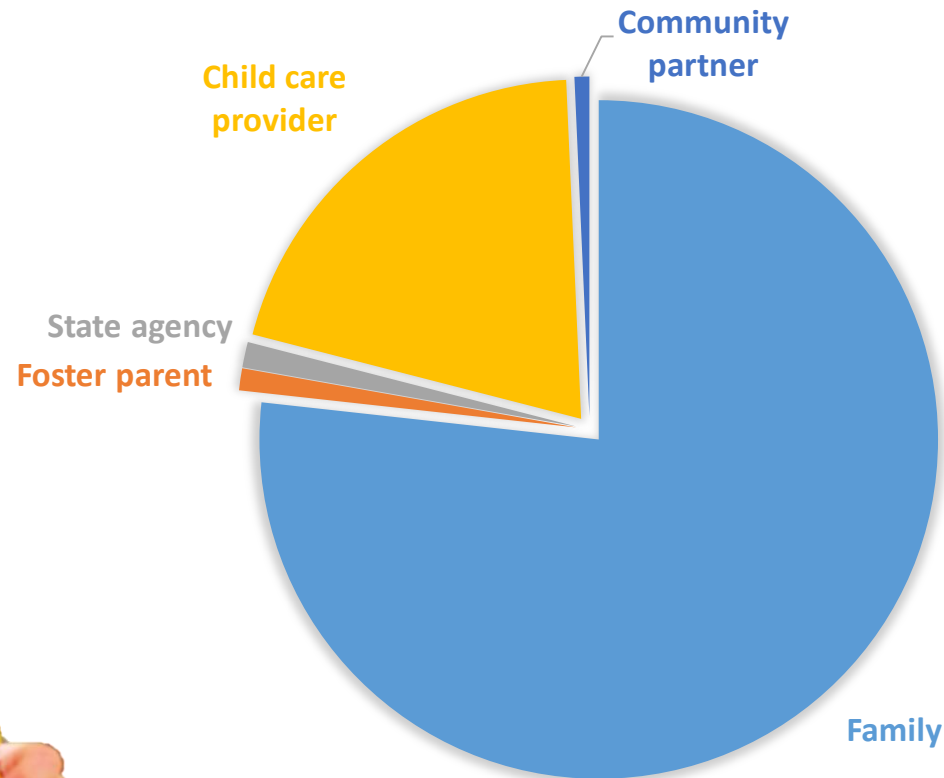
Phone¹

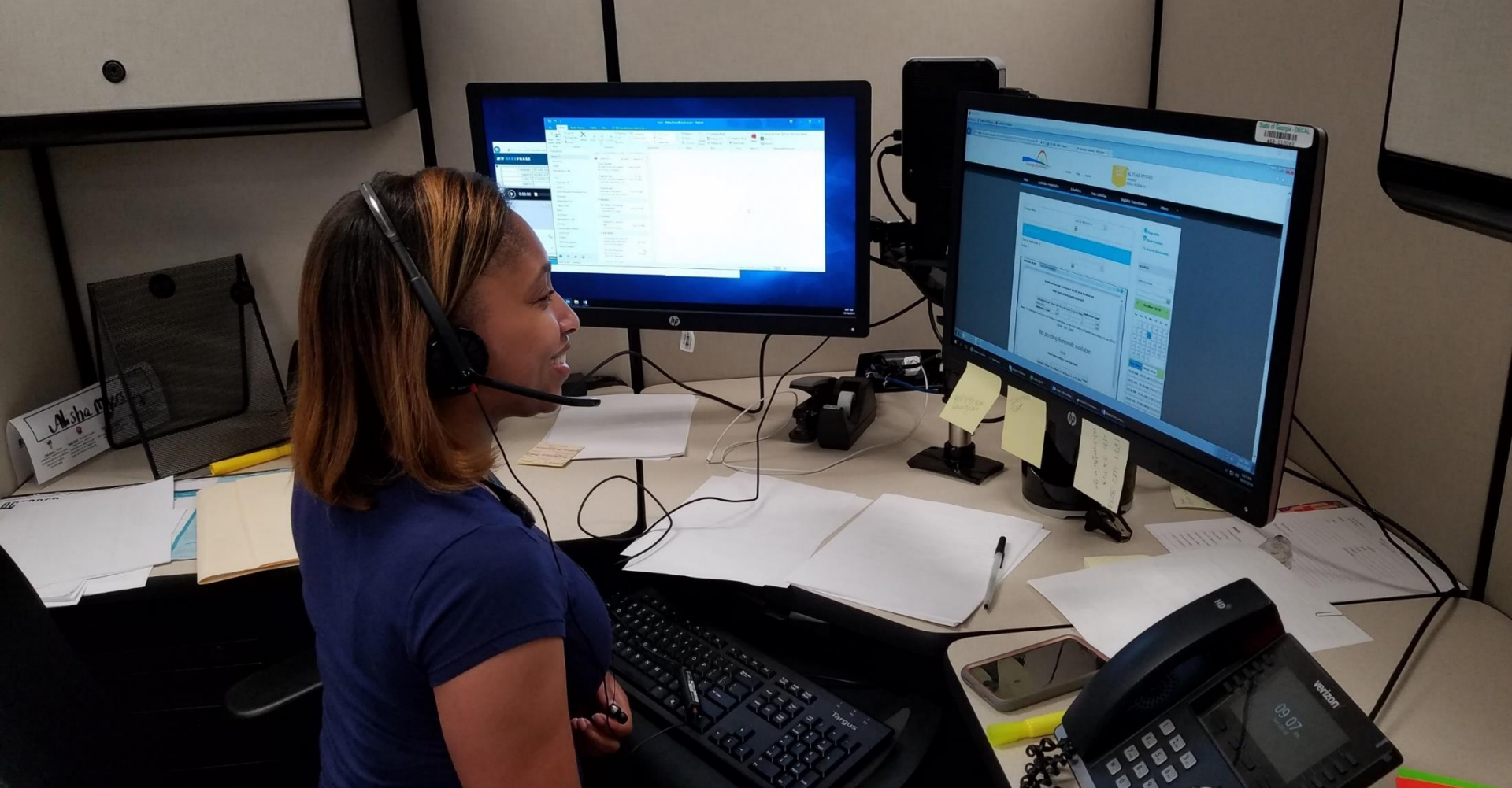
Email²

***1,2 You must provide at least one method of contact.**

*** County**

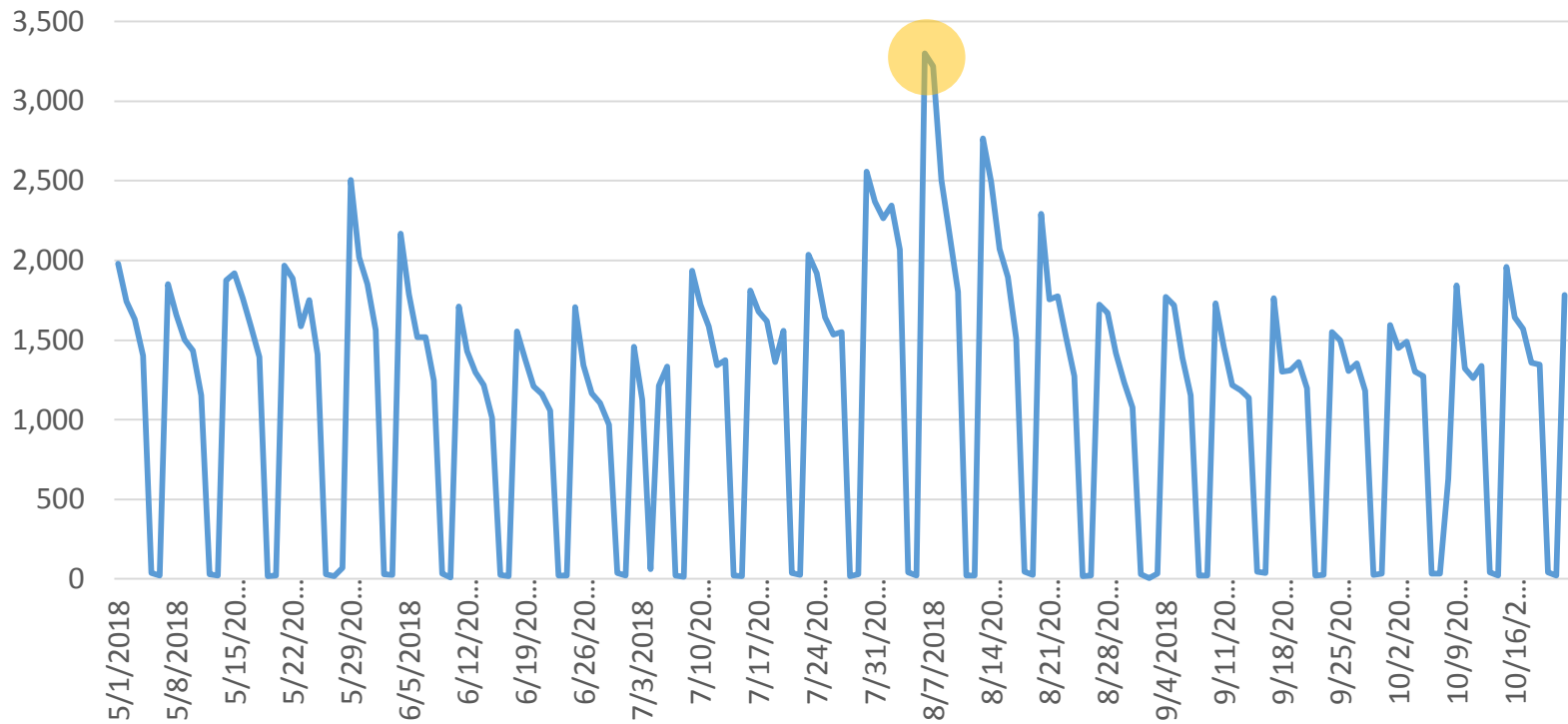
4,120 CAPS Contact Form submissions since July



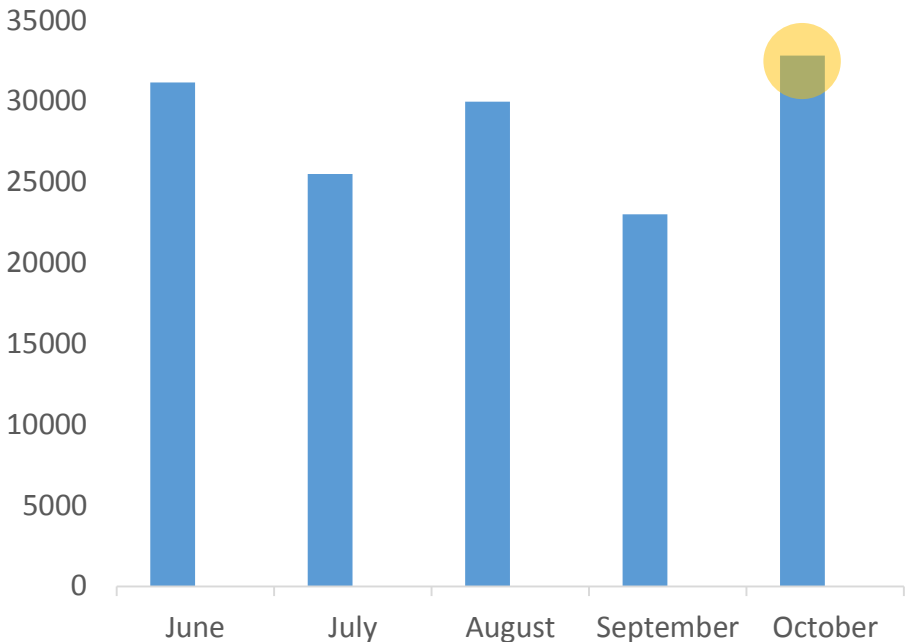


1-833-4GA-CAPS (1-833-442-2277)
www.caps.decal.ga.gov

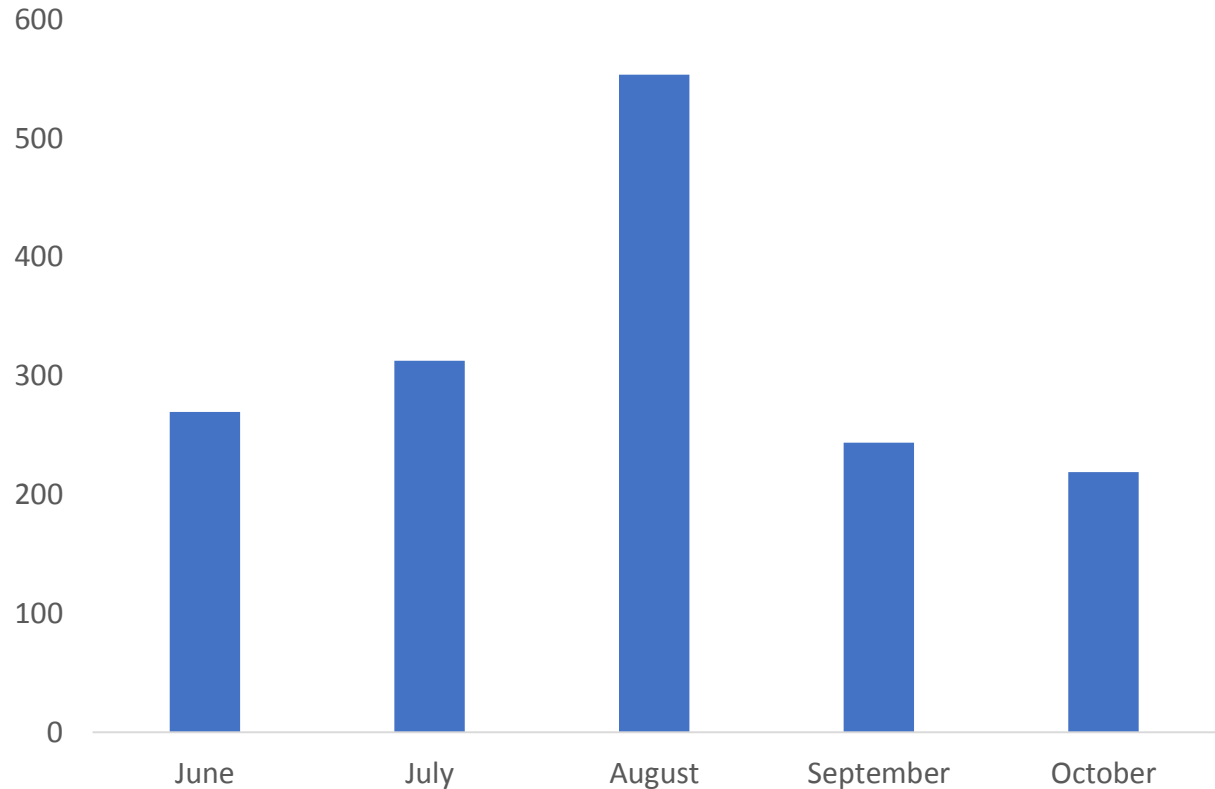
Inbound calls peaked at about 3,300 on the first day of school.

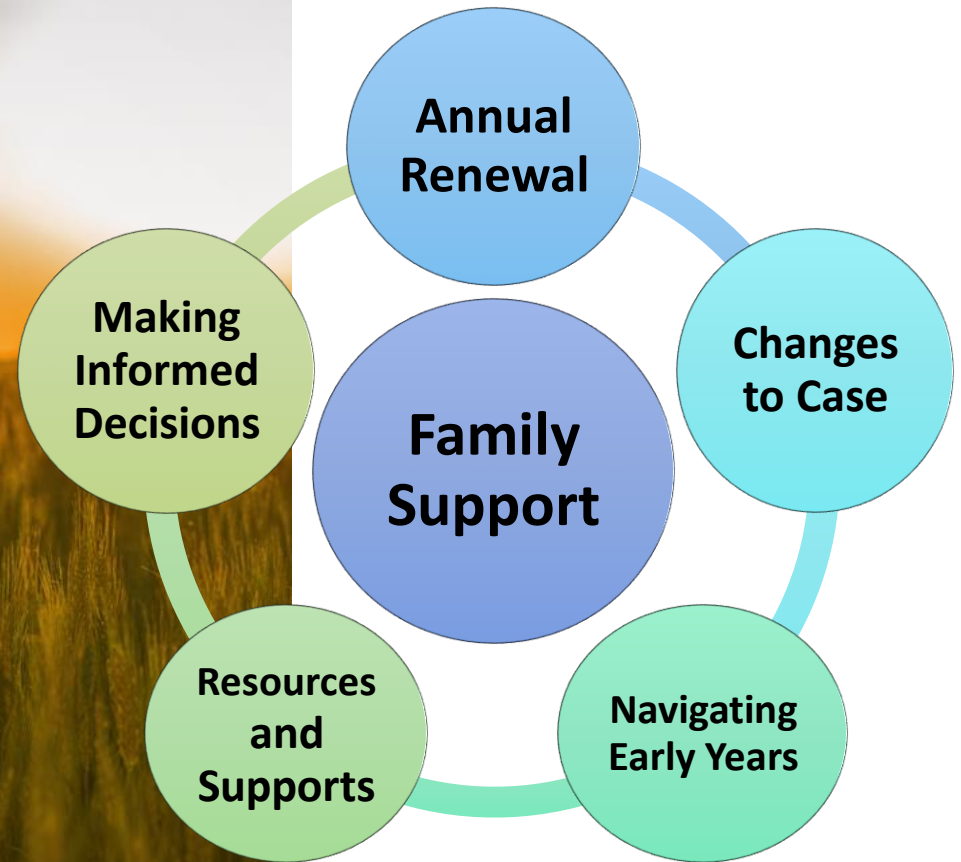


Outbound calls peaked at 32,837.



CAPS assisted 1,600 walk-in customers June through October





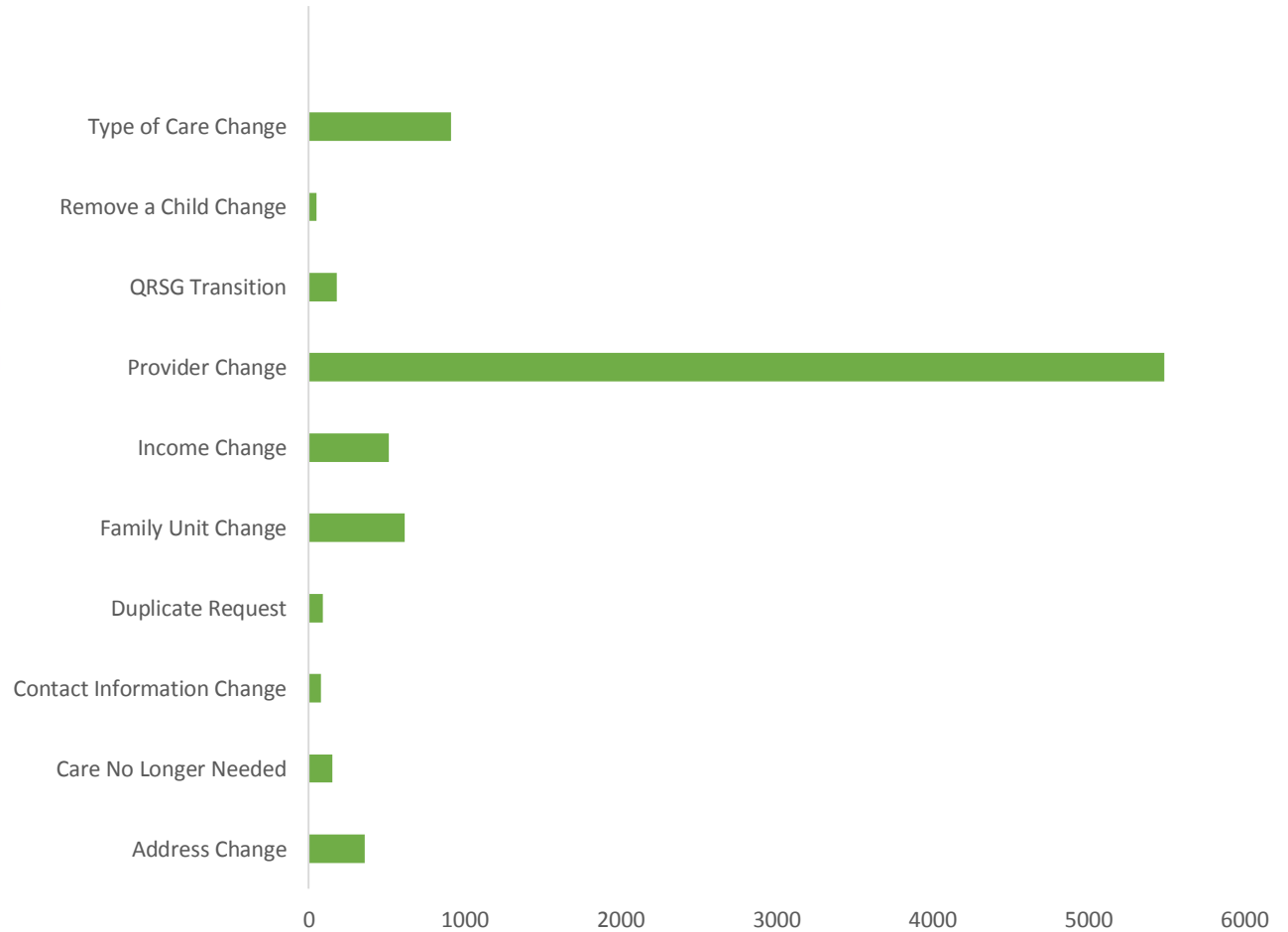
★ **24,799**
redeterminations
processed since
February

★ In September, **78%**
of families were
approved and will
remain in the
program

★ Historically, we have
retained approximately
50% of children at
annual renewal



9,600 change tasks have been completed since January.





GEORGIA FOUNDATION FOR
EARLY CARE + LEARNING

Carrie Ashbee
Executive Director



Georgia Department of Early Care and Learning

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Hurricane Michael Crisis Grants

- Southwest Georgia was severely impacted by Hurricane Michael.
- \$25,000 grant for child care providers
- Ongoing assistance



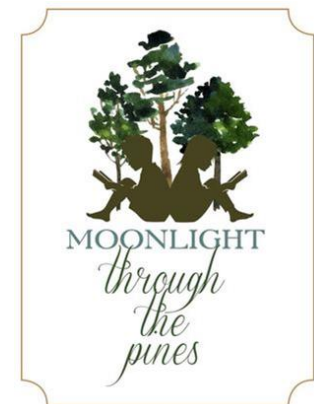
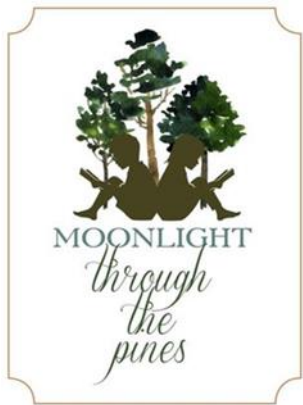
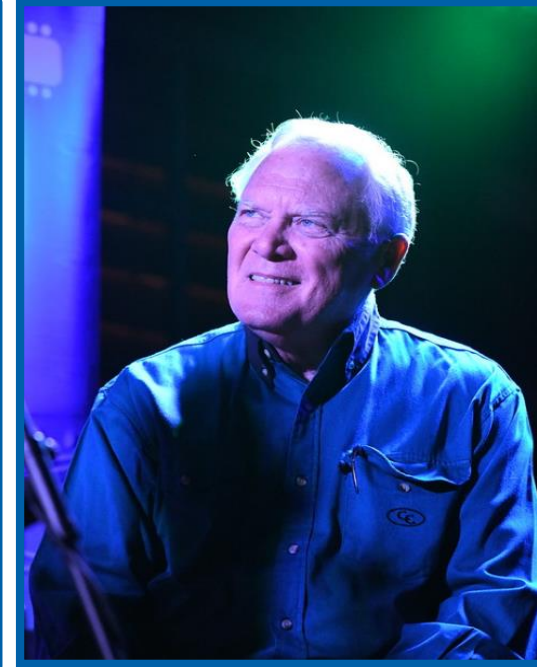
Moonlight through the Pines



Moonlight through the Pines (continued)



Moonlight through the Pines *(continued)*





Thank you to our sponsors



BREAK
(10 minutes)



Head Start Collaboration Office

Allison Setterlind
State Head Start Collaboration Director

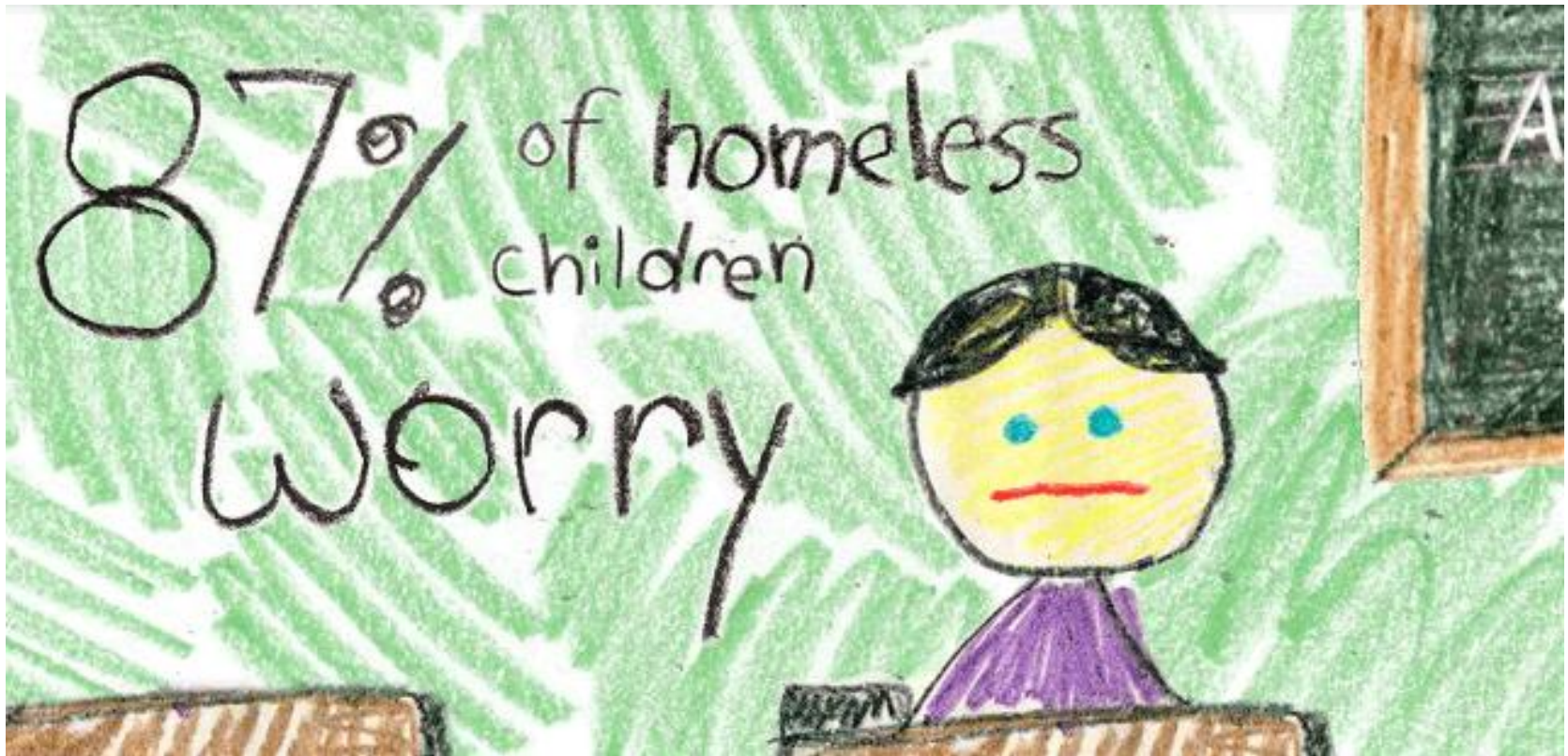


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Homelessness: The Younger the Child, the Greater the Cumulative Negative Toll on Their Development



DECAL Interagency Committee on Child and Family Homelessness

- Representatives from Nutrition, GA Pre-K, Instructional Supports, Research, IT, CAPS, Child Care Services, DECAL Foundation, and Head Start
- Quarterly Meetings and Bi-annual charitable activities: DECAL Sock Life and Stuff the Stocking
- Review our CCDF State Plan progress
- Assess **evidence-based strategies** to improve agency support for this priority group

We are improving on identifying children experiencing homelessness.



Address Barriers and Increase Access



CACDS data helps us
understand
transitions between
programs



CAPS policy changes
help reduce barriers
to enrollment for
families



We Educate Homelessness Service Providers



Donna Johnson and Laura Wagner presented at the Georgia Department of Education McKinney-Vento Conference in September 2018



Allison Setterlind presented with the Atlanta Metro Continuum of Care at the National Association of the Education of Homeless Children and Youth in October 2018

New National Funding Opportunities to Expand Early Head Start



- In FY2018, Georgia was funded for 2,961 infants and toddlers in Early Head Start with \$13,714 average cost per child.
- In FY2018, Georgia was funded to serve 1,237 infants and toddlers in EHS-Child Care Partnerships with \$13,437 average cost per child.
- Carol Hartman is DECAL's EHS-CCP grantee Director.



System Reform Update

Kristin Bernhard
Deputy Commissioner for System Reform





DECAL Early Head Start Partnership

Carol Hartman
Director of Policy and System Reform



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The DECAL Early Head Start Partnership promotes school readiness.



- Early Head Start provides early childhood education, child development and health services, and family support services to promote school readiness.
- Early Head Start serves infants and toddlers from families with very low incomes.

Performance Indicator: Transition and Turnover



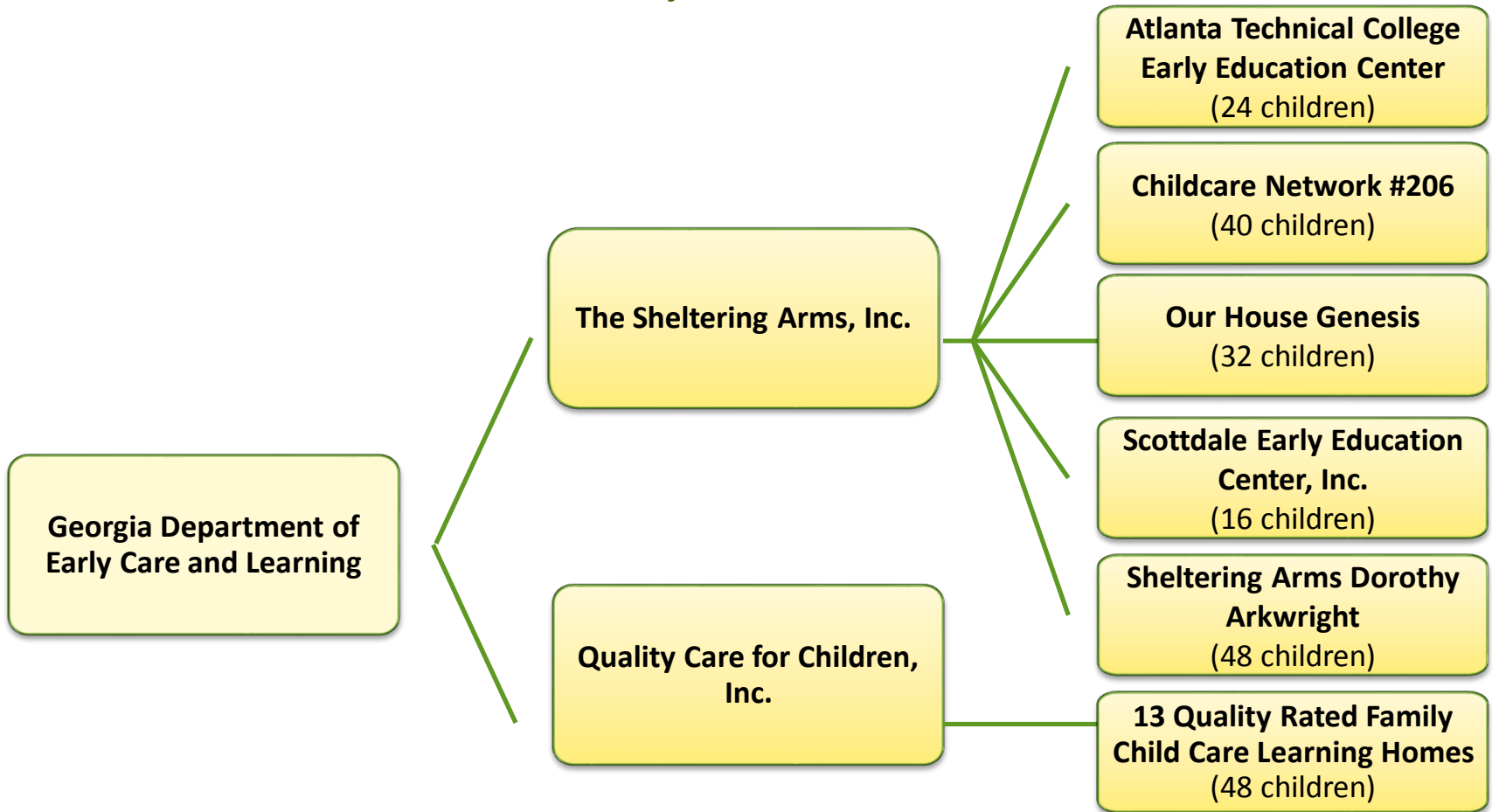
Indicator	2018 Total	Percentage
Cumulative enrolled children	252	
Children enrolled for multiple years	107	42.5%
Total number of children who left the program and did not re-enroll	82	32.5%
<ul style="list-style-type: none"> The number of children enrolled less than 45 days 	14	5.6%
<ul style="list-style-type: none"> The number of children who “aged out” of Early Head Start 	68	83%

DECAL Early Head Start Partners

Early Head Start Grantee

Early Education Hubs

Child Care Partners





Raising the Bar:

The Impact of Scottdale
Early Learning's
Participation in the DECAL
Early Head Start
Partnership

**Maryum Gibson, MS,
CFRE**
Executive Director
Scottdale Early Learning,
Inc.



Scottdale Early Learning

The mission of Scottdale Early Learning is to provide early education that fosters the intellectual, creative, social, emotional, and physical development of our students. We mitigate socioeconomic disadvantages through high-quality education, family involvement, and community engagement, ensuring that all students we serve are ready for kindergarten.



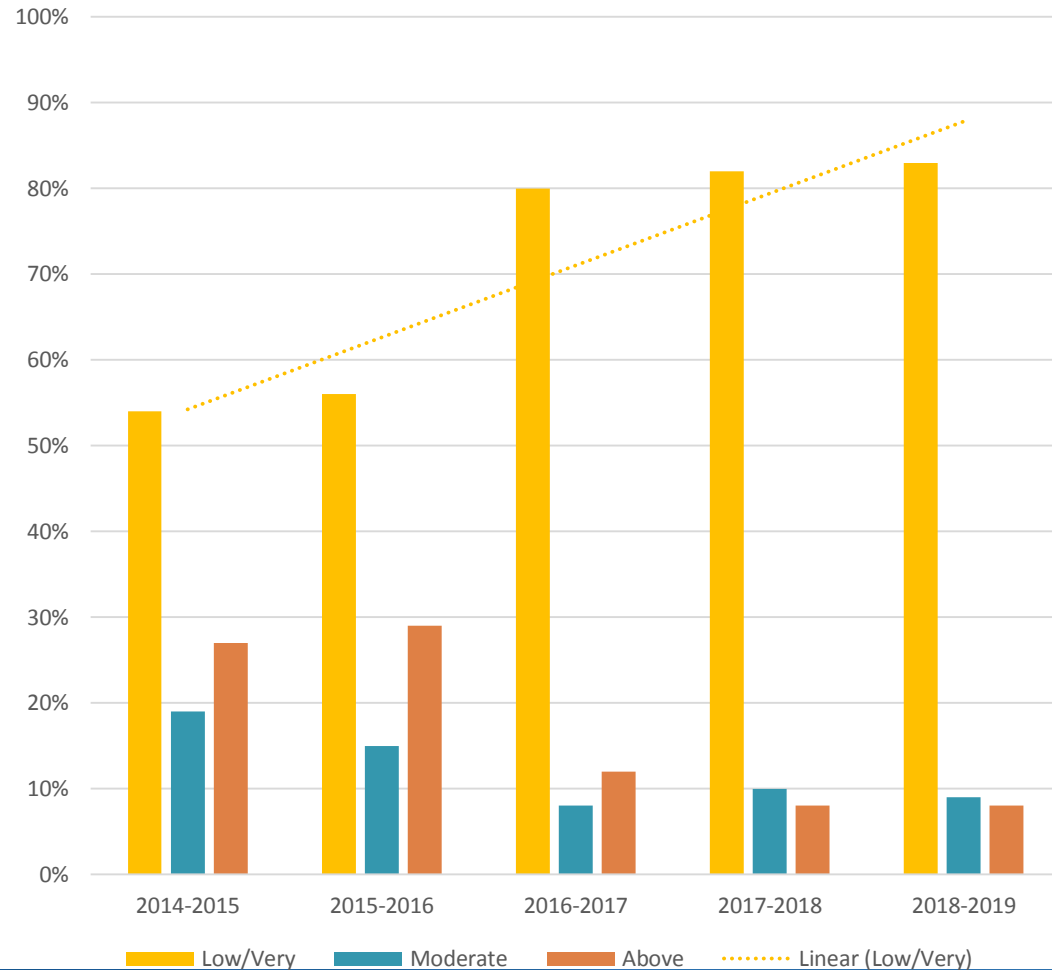


Supporting and Deepening Our Mission



Georgia Department of Early Care and Learning

% Low Income, 2014 to 2018



Renovating and Enhancing our Facility

- Since 2015, over \$100,000 has been invested to upgrade facilities
- Complete renovation of Infant Classroom to add space, modernize and replace flooring
- Addition of shade structure on playground
- Enhanced security system, telephones, computers and tablets for anecdotal notes
- Kitchen storage upgrades and new oven
- These improvements combined with additional fundraising efforts have increased the quality of our environment from roofing to floors







Increasing and Sustaining High Quality



Georgia Department of Early Care and Learning

- Additional teachers – each Infant/Toddler class now has 3 teachers with 8 students
- Expertise – Enhancements in hiring, promotions and professional development
- Additional support staff – Curriculum and Family Support on-site
- Building positive relationships with families, increase involvement of fathers

Increasing and Sustaining High Quality

- Participated in Quality Rated and increased our star rating
- Training and technical assistance to maintain quality
- Focus on innovation and excellence that continues to push partnership higher
- New opportunities: QRSG, Pyramid SEEDS, Fidelity Coaching





Strong Outcomes for Children

- Continuity of Care: Used private scholarship support to allow EHS students to remain
- First group of Infants now in Pre-K and excelling, they are the leaders!
- With new partnerships, all EHS children can remain from birth through Pre-K

Stories of Impact

Noah was a member of the group of Early Head Start students and started in the Infant Class. During his second year, in the Toddler Class, he began complaining of eye pain to his teachers – who had also noticed some changes in his development.

*Several visits to various doctors confirmed the worst – a cancerous tumor behind his eye. Throughout his cancer treatment, Noah and his family were supported by Scottdale and being in EHS allowed him to continue his schooling. His teachers incorporated his progress into the lessons to help the students transition **with** him. He is now cancer free and in the Scottdale Pre-K classroom, where he's a star student.*



THANK YOU!





System Reform Update

Kristin Bernhard
Deputy Commissioner for System Reform

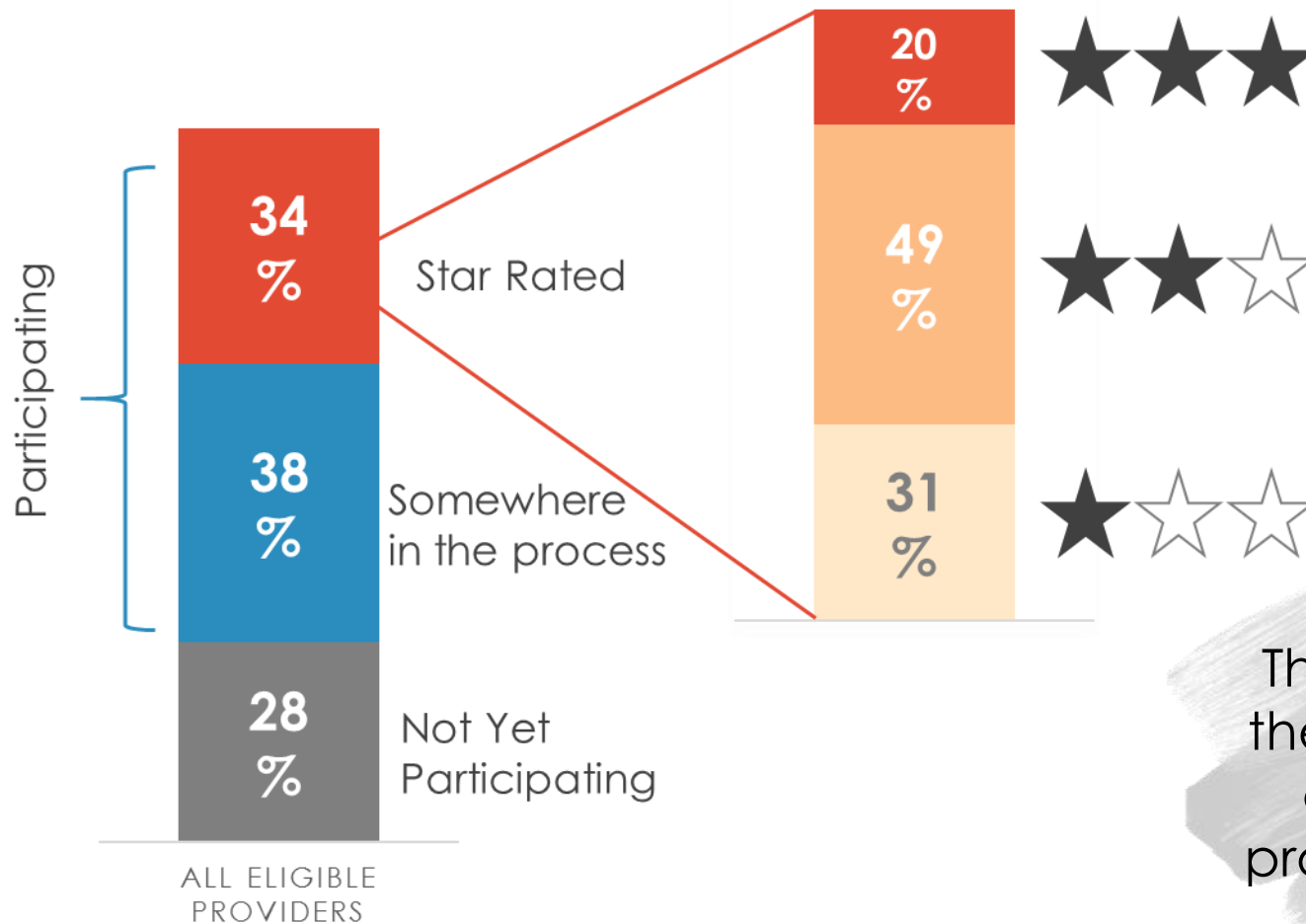


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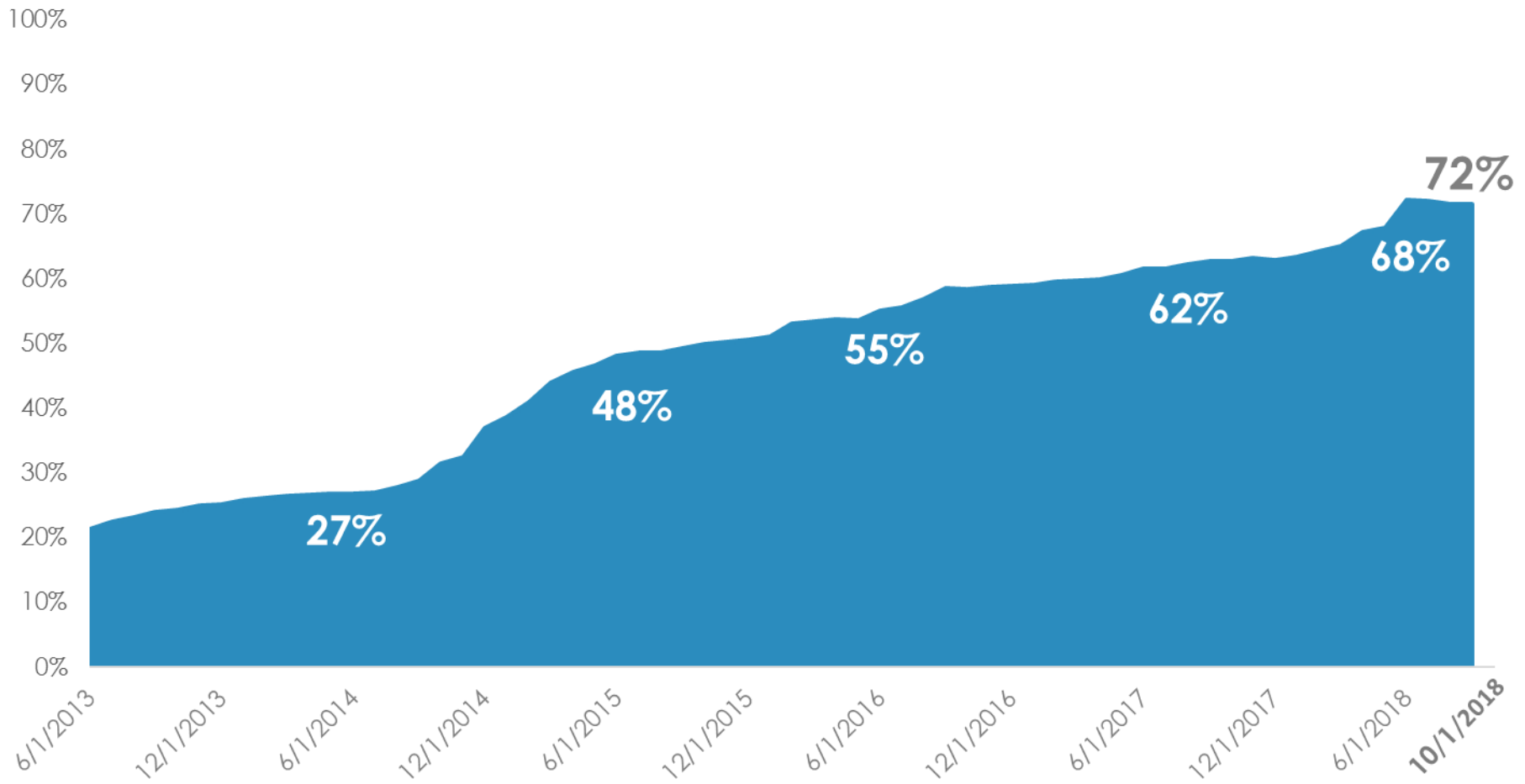
www.decal.ga.gov

Of the 4,813 Eligible programs in Georgia, 1,617 are Star Rated.

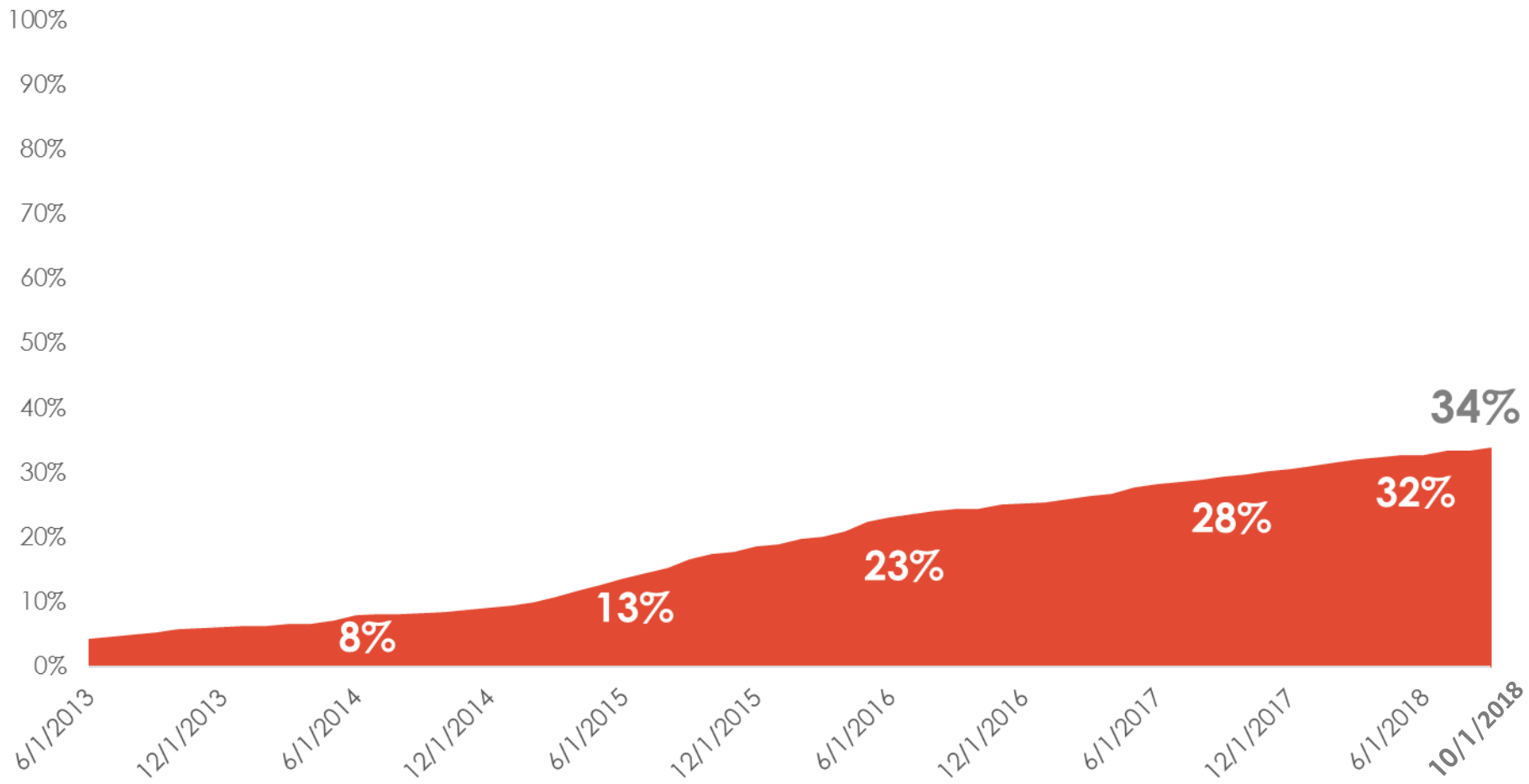


The quality of the majority of child care programs is still unknown.

72% of all eligible programs are participating in Quality Rated.

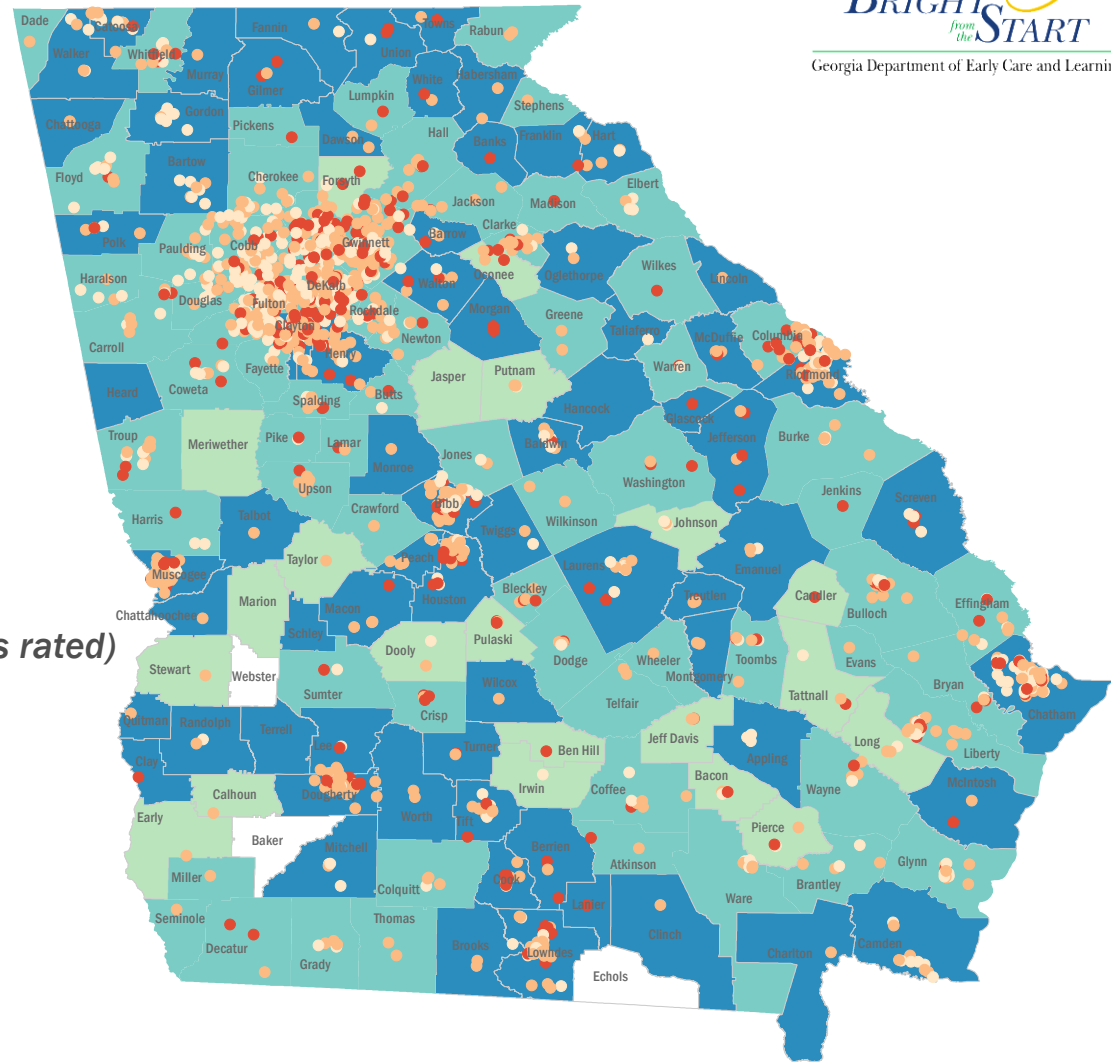


34% of eligible programs are Quality Rated.




October 1, 2018

Rated Facilities & County Participation Rates




% Participating
(count of counties)


Quality Rating
(count of facilities rated)

 33% - 50% (21)

 1 Star (506)

 52% - 75% (66)

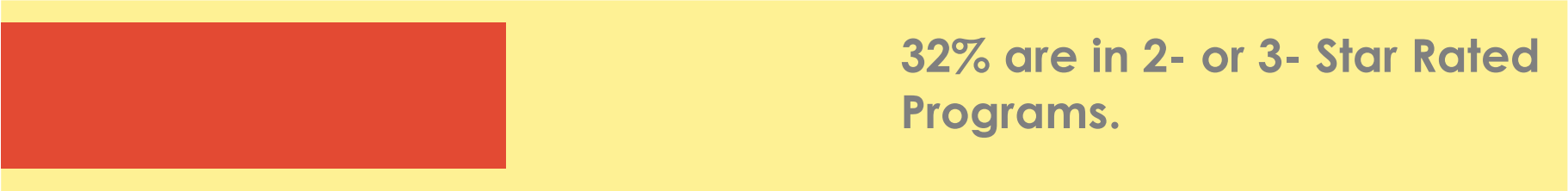
 2 Star (794)

 75% - 100% (69)

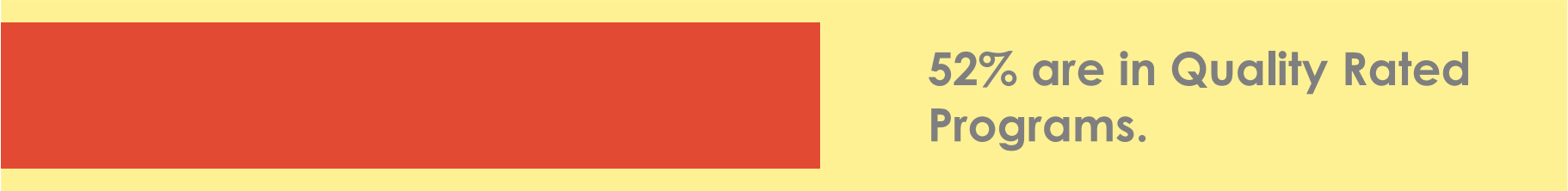
 3 Star (317)

 No Eligible Programs (3)

Of all children receiving CCDF subsidy, how many are in Quality Rated programs?



32% are in 2- or 3- Star Rated Programs.

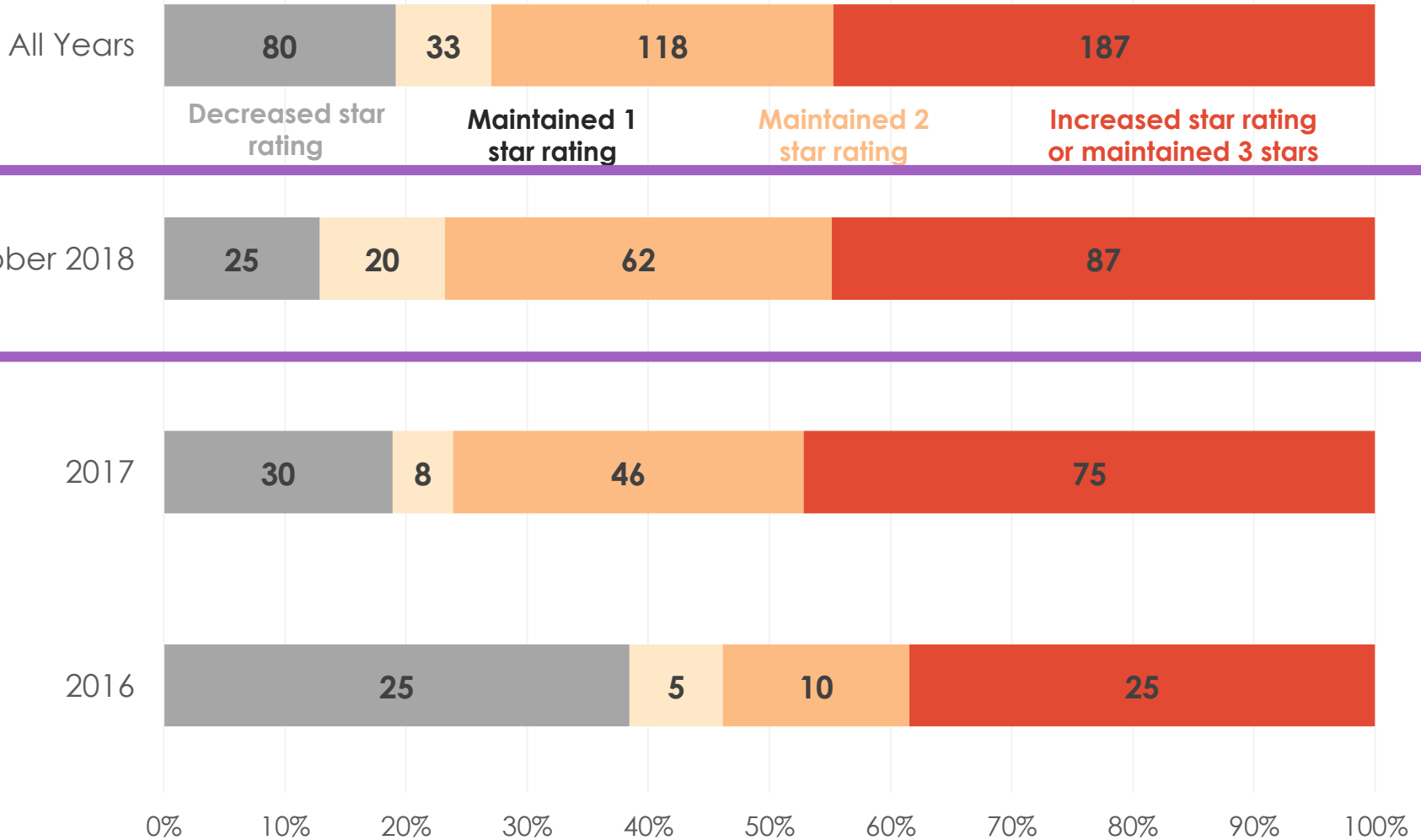


52% are in Quality Rated Programs.



93% are in Participating Programs.

418 required reassessments have been done since 2016.



Two-Generation Innovation Grants (TGIG) 2019 Funding Cycle



- Second round of funding to scale and sustain work started as part of Georgia's Parents & Children Thriving Together (PACTT)
- Goal is to support adults enrolled in postsecondary education or workforce training with child care and family supports, and to connect the adult caregivers of young children enrolled in subsidized child care with the resources to enroll in workforce training or post secondary education.
- Eligible applicants are non-profits and government entities.
- Applications due November 30, 2018
- More information available under the "Funding Opportunities" of DECAL's website
 - [http://dec.al.ga.gov/documents/attachments/2019TGIG\(Expansion\).pdf](http://dec.al.ga.gov/documents/attachments/2019TGIG(Expansion).pdf)

TGIG Capacity Building Opportunity

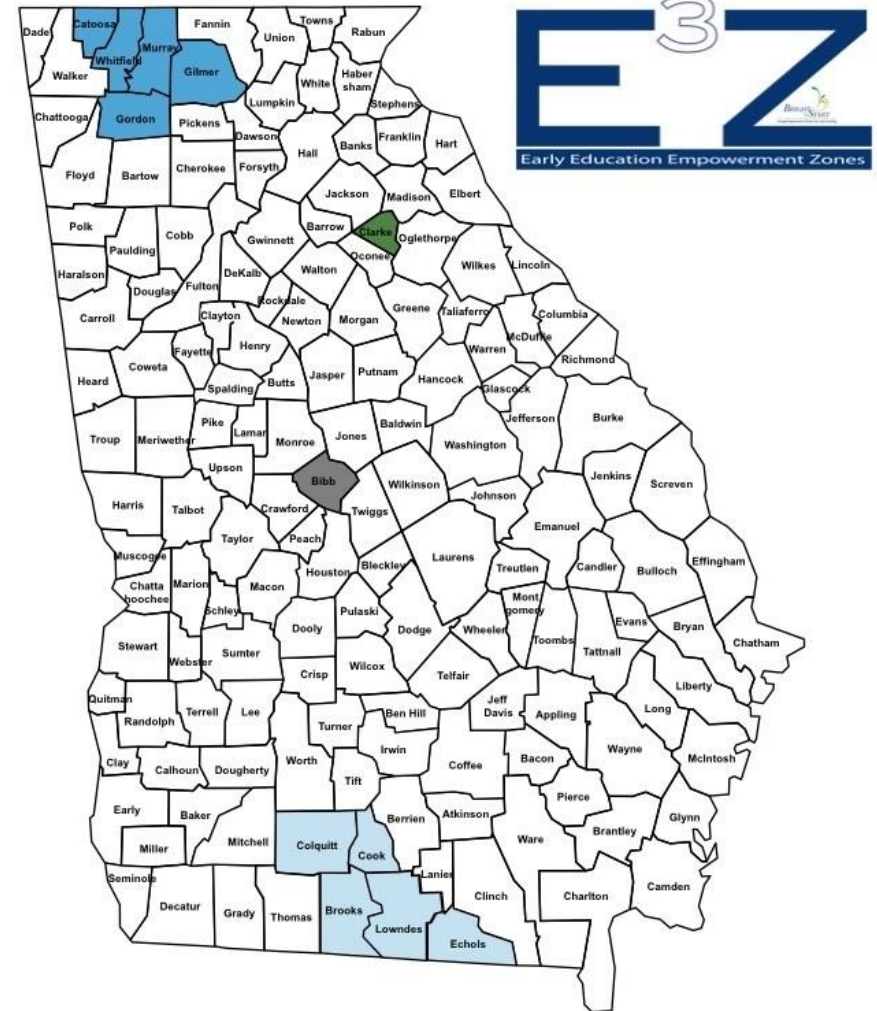
- Up to \$15,000 to:
 - Develop a collaborative leadership team with representation from:
 - Adult Serving: technical college, university system institution, and/or workforce development board
 - Child Serving: Child care program with a significant number of children receiving CAPS or a Quality Rated Subsidy Grant and/or a Head Start or Early Head Start Grantee
 - Conduct a comprehensive community needs assessment
 - Incorporate family voice

TGIG Implementation Funding Opportunity

- Up to \$35,000 to implement a project, policy, or initiative that:
 - Will positively impact at least one child and one parent or one family outcome measure.
 - Includes at least one implementation partner from:
 - Adult-Serving: technical college, university system institution, and/or workforce development board
 - Child-Serving: child care program with a significant number of children receiving CAPS or a Quality Rated Subsidy Grant and/or a Head Start or Early Head Start Grant

Early Education Empowerment Zones (E3Zs)

- Funded by **Georgia's Race to the Top Early Learning Challenge grant**
- Created to drastically **improve system coordination and early childhood outcomes for children from birth through age eight**
- **Four targeted regions of the state (12 counties)** to implement targeted reforms and interventions

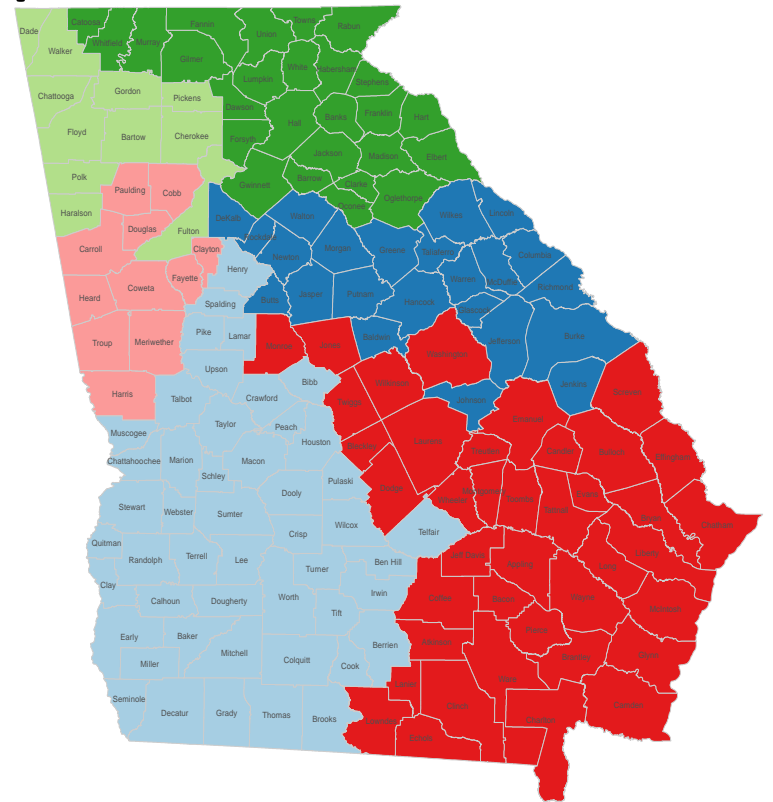


The Early Education Community Partnership Regions will *support, sustain, and expand* the successful Early Education Empowerment Zone (E3Z) work throughout the state.

2014



September 2018



North West
Glenda Davis-Canteen



North East
Clayton Adams
Lead Coordinator

Central West
Bridgette Washington



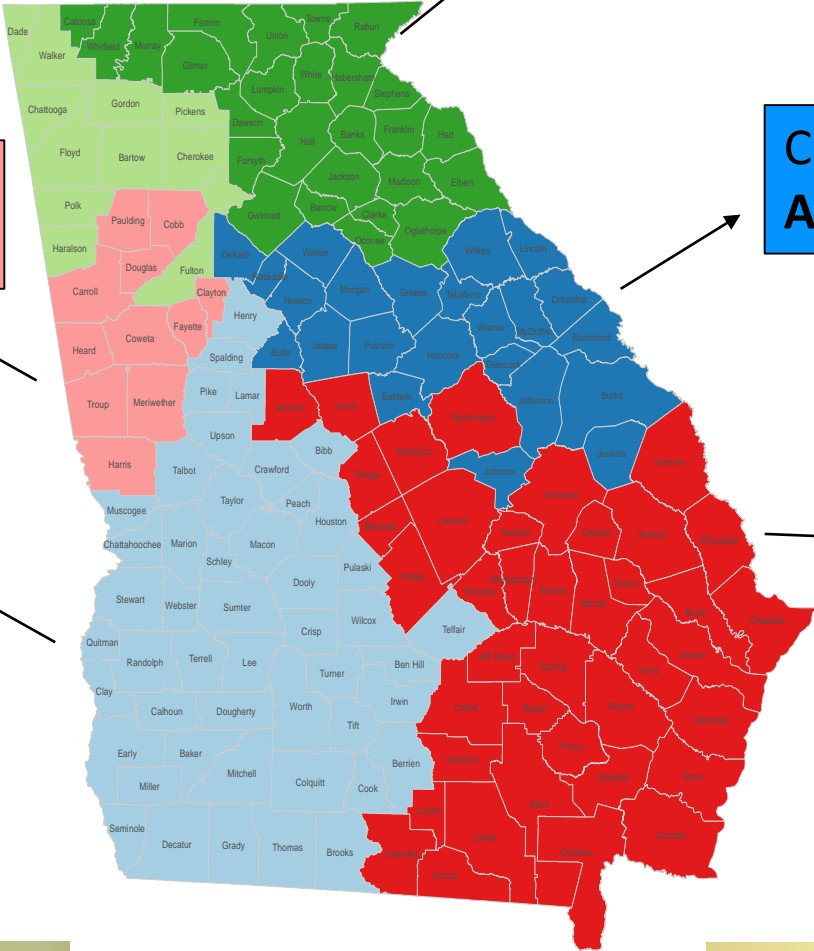
Central East
Audrienne Smith



South West
Edward Rowell



South East
Kati Cosby



Laura Wagner,
Quality Rated Policy
& Partnerships
Director



Jill O'Meara, Early
Education
Community
Partnership Manager

Coordinator Responsibilities and Job Duties

- Provide non-regulatory customer service for all of DECAL's programs and services
- Foster local community coordination around early learning
- Build internal DECAL staff collaboration
- Act as a liaison between DECAL and Georgia Family Connection Partnership (GaFCP) at the state, regional and local levels
- Promote awareness of Quality Rated
- Coordinate early childhood professional development
- Support fundraising and resource development

Quality Rated Validation: Key Findings from Provider, Director, and Teacher Questionnaires

Bentley Ponder, Ph.D.
Senior Director of Research and Policy Analysis



Georgia Department of Early Care and Learning

The Role of Validation

- Validation is one piece of an ongoing plan for QRIS evaluation.
- Validation activities tell us how well the “tools” developed for and being used in the QRIS are working to create meaningful ratings.
- Evaluation activities answer other important questions about how the QRIS is achieving its goals.



Findings Released in a Series of Four Reports



Fall 2017:
What Makes Up a
Quality Rated Star
Rating?



Winter 2018:
A Further Look at
the Programs in
Quality Rated



Fall 2018:
Provider
Perceptions of
Quality Rated



End of Project:
Ratings, Quality,
and Child Outcomes

“Greatest Hits” from Reports 1 and 2



Georgia Department of Early Care and Learning

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

www.decal.ga.gov

Predicting the Star Rating with ERS Alone

Few programs would have received a different rating if the ERS score was the only information considered.

Actual Star Rating	Star Rating Predicted by ERS Score Alone			
	0-star	1-star	2-star	3-star
0-star	121	1	0	0
1-star	11	501	5	0
2-star	0	64	578	10
3-star	0	0	0	222

Source: DECAL's administrative data as of May 31, 2017

Ratings Across Types of Programs

More likely to be **higher** rated:

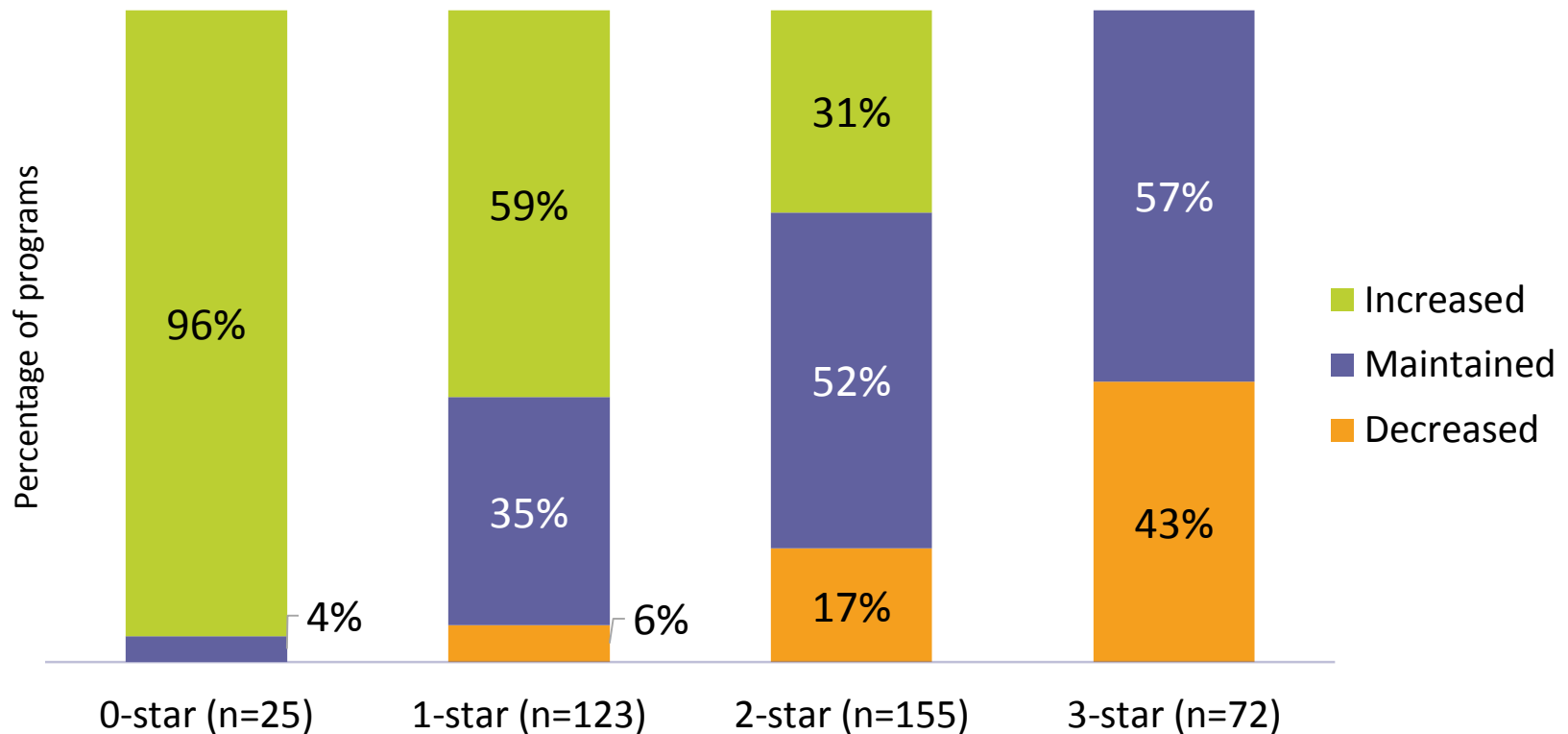
- Programs with Georgia's Pre-K
- CCLCs and Others with Head Start funding
- CCLCs with NAEYC accreditation

More likely to be **lower** rated:

- Programs with at least one CAPS scholarship
- CCLCs that served infants and/or toddlers

Source: DECAL's administrative data as of May 31, 2017

More lower rated programs increased in rating when re-rated than higher rated programs



Source: DECAL's administrative data as of May 31, 2017

Key Findings from Report 3



Georgia Department of Early Care and Learning

Methodology

Staff surveyed	Sample size
Family Child Care Learning Home Providers	156
Center-Based Program Directors	177
Preschool Teachers	173
Toddler Teachers	143

- Self-reported questionnaire data
- Distributed online or on paper and in English or in Spanish

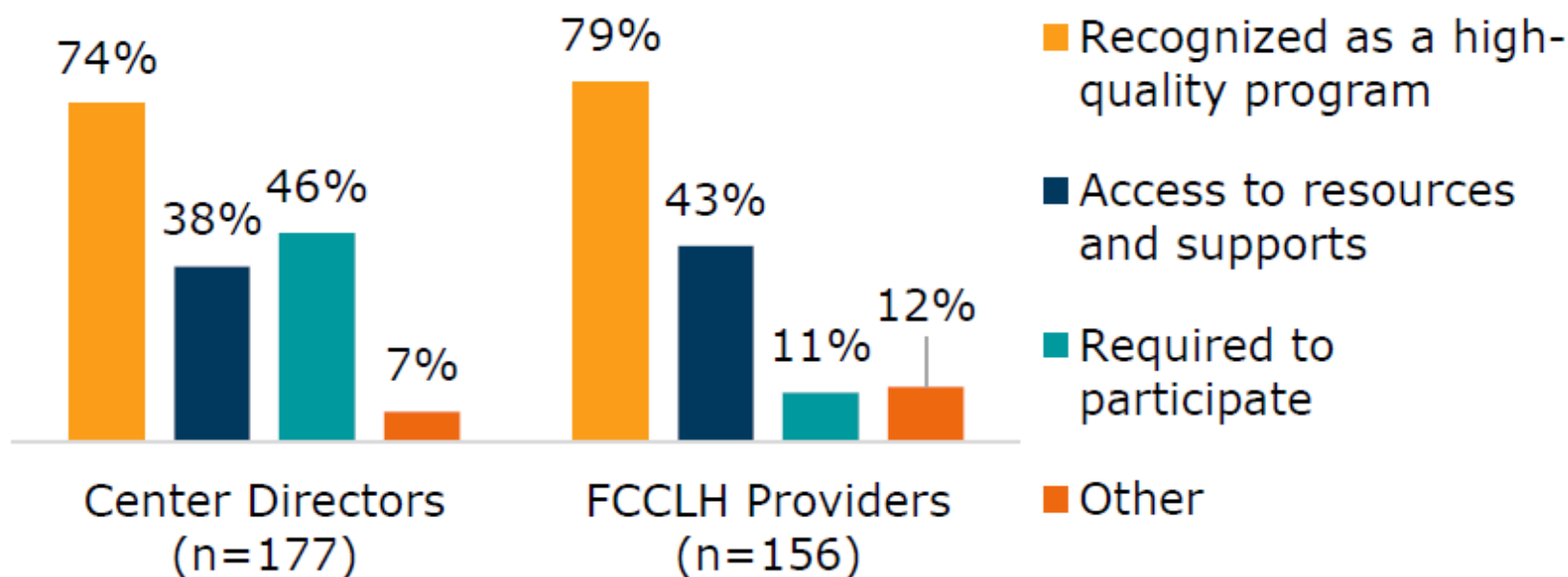
Report Three Research Questions

- What were programs' motivations for joining Quality Rated?
- What were programs' perceptions of Quality Rated and the rating process?
- What Quality Rated supports did programs use and find most helpful?

Motivation to Join Quality Rated

Figure 1. Reason for joining Quality Rated across program type

The most common motivation for joining Quality Rated was a desire to be recognized as a high-quality program.

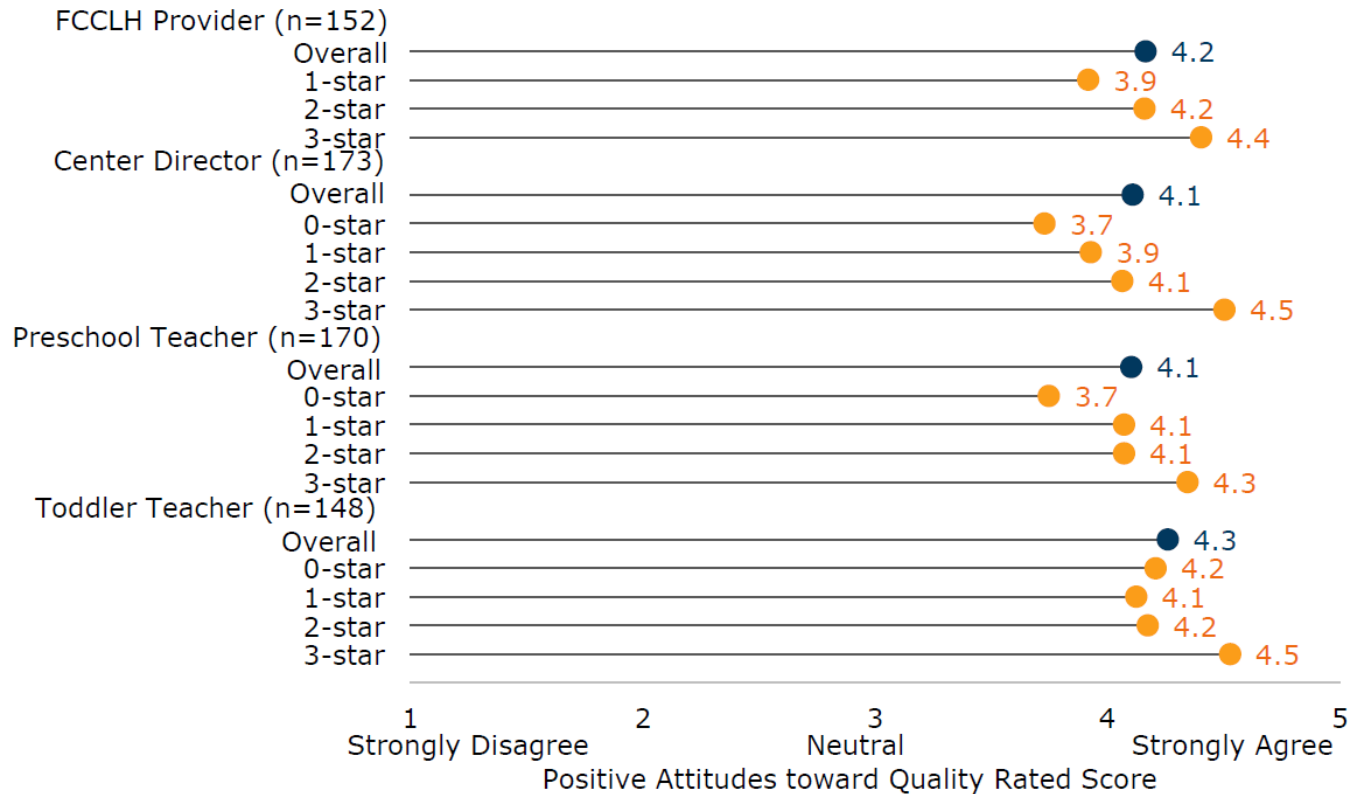


Source: Child Trends' director questionnaire, winter 2017-2018; Child Trends' provider questionnaire, winter 2016-2017 and 2017-2018.

Staff impressions of Quality Rated

Figure 2. Average positive attitudes toward Quality Rated across staff type and star rating

All staff types tended to have positive attitudes toward Quality Rated, with staff at higher rated programs agreeing slightly more on average than staff at lower rated programs.



Source: Child Trends' director questionnaire and teacher questionnaires, winter 2017-2018; Child Trends' provider questionnaire, winter 2016-2017 and 2017-2018.

Quality Rated Supports

*When asked to rank all the supports received, almost half of center directors and over half of FCCLH providers said that **TA from their CCR&R** was **the most helpful support.***

Over half of comments explaining participants' overall impression of Quality Rated described improvements made to their program or practices.

“

Quality Rated gives a standard of care and rates it in a way **parents** can use to help with their choice of who will provide a safe environment and **great care** for their child.

- *Preschool teacher*

”

“

This is the **best program possible**. It sets realistic and research proven standards for childcare. It helps me to be my best...and the **children** benefit significantly from my best efforts.

- *FCCLH provider*

”

Source: Child Trends' director questionnaire, winter 2017-2018; Child Trends' provider questionnaire, winter 2016-2017 and winter 2017-2018.

Recommendations



Collect perceptions data after programs receive their rating



Survey non-participating programs to learn about their perceived barriers to participation



Survey programs that have applied but not yet completed the portfolio to learn more about what supports they need



Child Care Services 101

Pam Stevens
Deputy Commissioner of Child Care Services



Georgia Department of Early Care and Learning


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

www.decal.ga.gov

Current FY '19 Statistics

- Total Number of Licensed Facilities – 4,663
 - Child Care Learning Centers = 3,117
 - Family Child Care Learning Homes = 1,546
- Total number of regulatory visits to date= 4,878

Child Care Services 101



WHAT I have
LEARNED

Staffing Structure

- The use of specialty units within CCS is an innovative and unique structure within a child care licensing agency.
- Peer requests:
 - Other states have reached out to CCS to ask questions and get feedback on our structure.
 - We have presented sessions about our internal structure at national seminars.

CCS Specialty Units

Complaint Unit

Intake Unit

Enforcement Unit

Process & Policy Unit

Applicant Services Unit

Technical Assistance Unit

Quality Improvement &
Training Unit

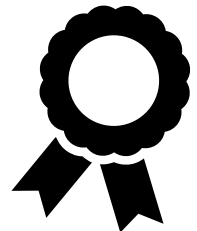
Exemptions Unit

Advantage of Staffing Structure

- Allows staff to have a unique career pathway within licensing
- Capitalizes on the strengths of our staff to support the “greater good”

Proactive Work with Exempt Programs

- Exemption Visit Project – Gathered data about health and safety practices in license-exempt programs
 - Analyzed data to inform DECAL on how to best support all license-exempt programs
 - Informed monitoring plans for license-exempt programs receiving child care subsidies
- Child Trends commended DECAL for its commitment to use data to inform decisions



Leader on National Licensing Landscape

- CCS has provided extensive feedback on national briefs and technical assistance resources
 - In September, GA was featured in a licensing brief on caseloads

Licensing Caseloads: Finding the Right Ratio



Appendix A. Georgia's Weighted Caseload Formula

Georgia's Department of Early Care and Learning (DECAL) assigns weights to facility type/size, number and type of complaint investigations, number and type of visits, and travel time. The length of visits for different program types was analyzed and the resulting averages were then assigned a weight. The following illustrates how Georgia's DECAL weights its caseload.

1. Each facility type is weighted, according to its size, since the size of a facility impacts how much time a licenser spends onsite.

Weight for Facility Type/Size

Type of Facility	Weight
Family child care learning home	0.66
Child care learning center with capacity less than 150	1.00
Child care learning center with capacity of 150 or more	1.25

Leader on National Licensing Landscape

(continued)

- One of only 3 states invited to participate in the Licensing Expert Panel facilitated by the National Center on Early Childhood Quality Assurance



NATIONAL CENTER ON
Early Childhood Quality Assurance

NARA Best Practices



Best Practices for Human Care Regulation

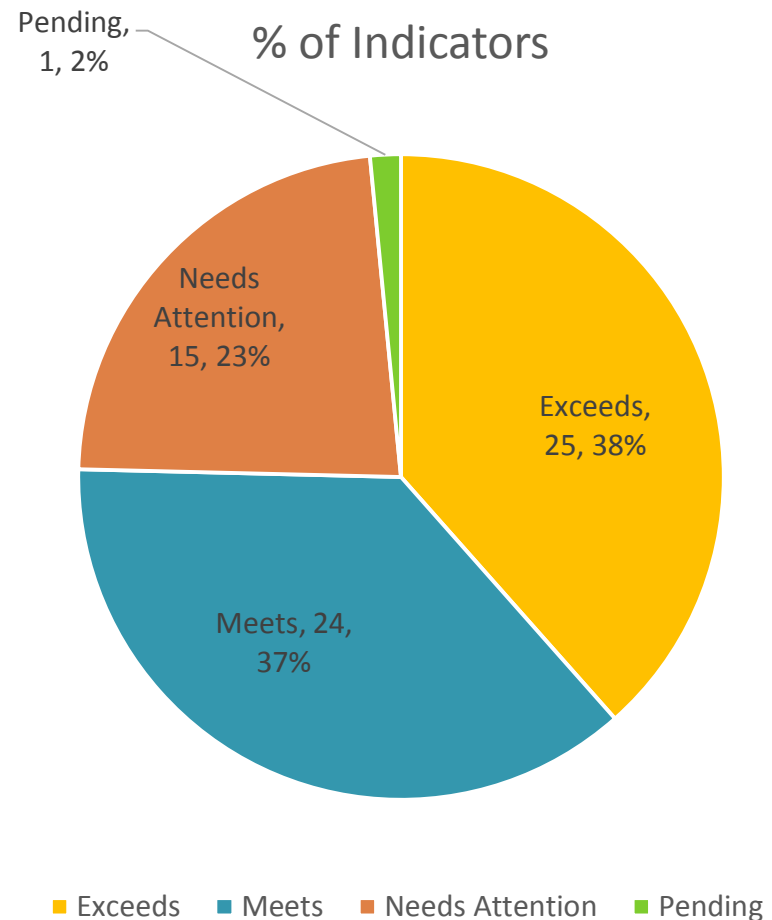
National Association for Regulatory Administration
National Center on Child Care Quality Improvement,
A Service of the Office of Child Care



One of just a few
states accepted to
participate in the
first round of Best
Practices
assessment by NARA
– Spring & Summer
2016

NARA Best Practices – Overall Summary

- **Met or Exceeded 75% of the indicators in tool**
- Total of 65 Indicators/ Standards in the Best Practices Assessment Tool
 - 25= Exceeds
 - 24= Meets
 - 15= Needs Attention
 - 1= Pending



	Needs Attention	Meets Standard	Exceeds Standard
1.4.5. Develops and maintains a staffing plan based on licensing workload assessment.	<input type="checkbox"/> The organization does not have a staffing plan.	<input type="checkbox"/> The organization utilizes a licensing workload assessment to develop its staffing plan every 5 years.	<input checked="" type="checkbox"/> The organization utilizes a licensing workload assessment to develop its staffing plan every 3 years.
1.4.6. Develops and implements a telecommuting policy.	<input type="checkbox"/> The organization has no policy.	<input type="checkbox"/> The organization ensures all staff follow written policy.	<input checked="" type="checkbox"/> The organization's policy is reviewed annually and revised as needed.
1.4.7. Conducts organizational orientation and initial training program.	<input type="checkbox"/> The organization has no formalized training program for new staff.	<input type="checkbox"/> An orientation is conducted within 6 months of employment.	<input checked="" type="checkbox"/> An orientation is conducted before staff work independently and training includes a mentoring program.
1.4.8. Monitors staff performance systematically for correct implementation and response.	<input type="checkbox"/> The organization holds meetings with individual staff less than quarterly or with the unit less than biannually.	<input type="checkbox"/> The organization has a staff performance review system that includes quarterly individual meetings and biannual unit meetings.	<input checked="" type="checkbox"/> The organization has a staff performance review system that includes monthly individual meetings and quarterly unit meetings.

Improvement Goals

Standard	Needs Improvement	Exceeds
Ensures qualified individuals conduct professional development activities	Professional development activities are conducted by individuals with content background but no instructional design or adult learning training	Professional development activities are conducted by qualified individuals who have degrees or certifications in instructional design or adult learning

Voices from the Field

I assist providers with fulfilling a lifelong dream of owning their own business.

Replaying the message that we are partners is the most impactful thing we do.

I am the helpful, friendly face that gives the new ideas to old problems.

I am the ambassador for DECAL!

Lunch

(Pick up in Entry Area)

Committee Meetings

Programs – Oak

Budget/Finance – Willow

System Reform – Cypress

(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

November 15, 2018

Committee Reports

- Budget/Finance
- Programs
- System Reform

Proposed Board Meeting Dates 2019

February 21, 2019

May 16, 2019

August 15, 2019

November 21, 2019

Happy Holidays!

