Welcome to the Board of Early Care and Learning

May 16, 2019

Approval of Agenda and Minutes

- Approve *05-16-19* agenda

- Approve *02-21-19* minutes

Inspiration

Susan Harper
Board Chair

Georgia Department of Early Care and Learning

Board Member Updates

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

Commissioner's Update

Amy M. Jacobs
Commissioner

Georgia Department of Early Care and Learning

Georgia's Language & Literacy Endorsement

An Initiative from the Office of Governor Brian Kemp

Bright from the
START

Georgia Department of Early Care and Learning

Language & Literacy Endorsement – Why?

- Literacy skill development begins before a child is born and continues through a child's formal education.

- Child care providers have a unique opportunity and responsibility to expose children to language & literacy.

Language & Literacy Endorsement – Why?

- DECAL was charged with developing an endorsement to sit beside Quality Rated.

- The vision for the endorsement is to further focus support on raising child care literacy standards.

Language & Literacy Endorsement – What?

- Supports programs in increasing their practices around responsive caregiving and appropriate language & literacy development

- Provides additional recognition to programs that have already made these investments

Literacy Policy Recommendations

- Georgia will provide these components and build upon them for every child through these Core Actions:

  - We will talk with our babies.

  - We will continue to follow the science from infant/toddler through Pre-K.

  - We will measure and act on what matters from Kindergarten through 3rd grade.

Expert Panel

- Convene a small panel of national and state experts to:
  - Review existing research and provide recommendations for a language & literacy endorsement for Quality Rated
- Make recommendations as to:
  - the appropriateness of instruments
  - how to create an endorsement that both recognizes & supports improvements in appropriate language and literacy instruction

Timeline
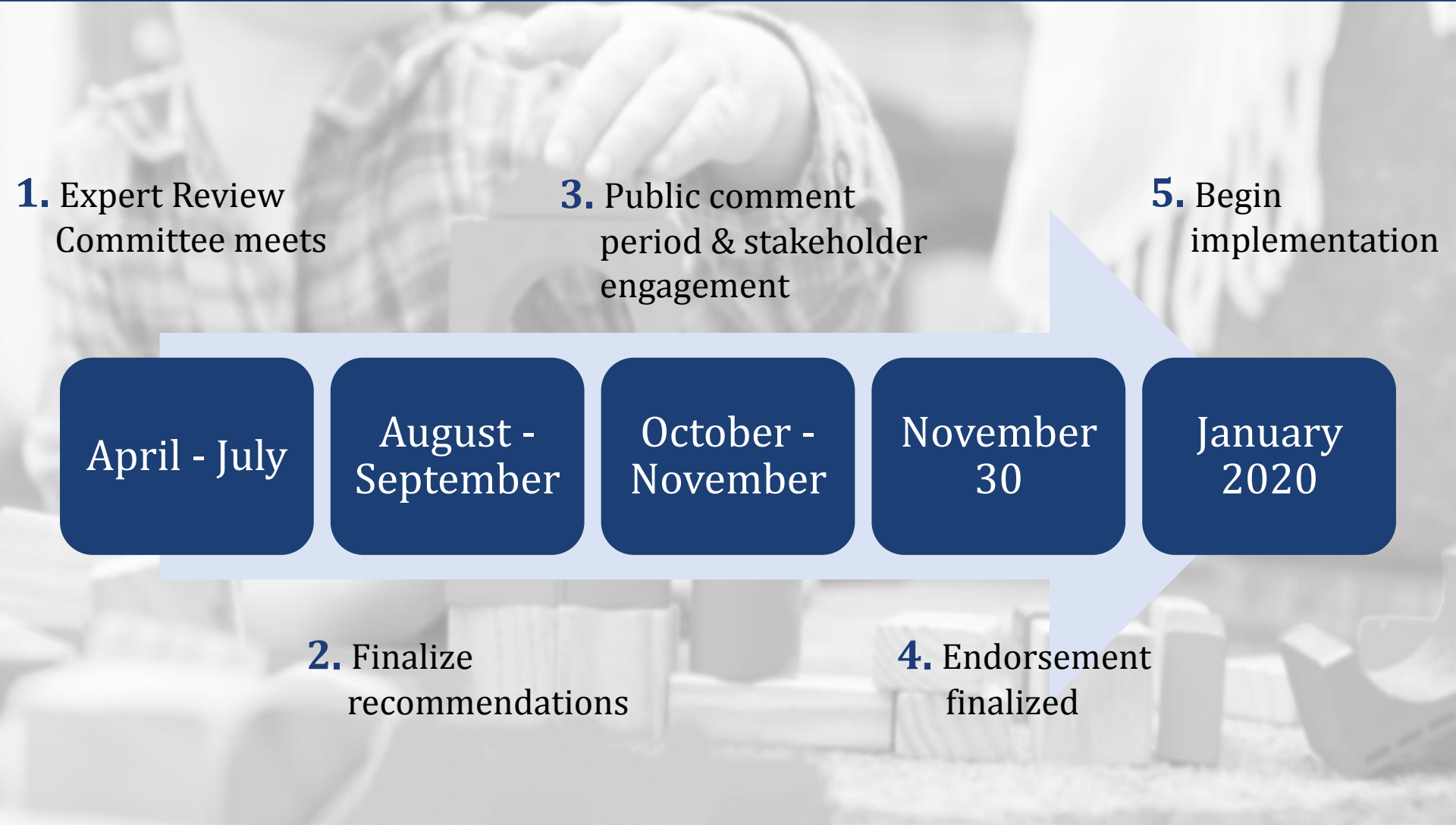
1. Expert Review Committee meets

3. Public comment period & stakeholder engagement

5. Begin implementation

| April - July | August - September | October - November | November 30 | January 2020 |

2. Finalize recommendations

4. Endorsement finalized

Introducing Dennis Brice, Chief Information Officer

- More than 25 years engineering, strategic thinking, and broad IT experience
- Has held technology leadership roles overseeing significant IT initiatives including the migration of enterprise on-premise applications to the cloud
- Received BS in Industrial Engineering from University of Tennessee
- Has private pilot's license; enjoys flying, tennis, and weight lifting

Pre-K Teacher of the Year Finalists

Kaela Tustin
E. Rivers Elementary
Atlanta Public Schools

Beth Adcock
Hillcrest Elementary
Troup County

Jonathan Hines
Barack H. Obama
Elementary
DeKalb County

Pre-K Teacher of the Year Finalists

Teresa Dixon
Childcare Network #231
Rockdale County

Kaysha Smith
Family Tree Child Development
Center
Dougherty County

Heather Williams
Central Georgia
Technical College
Houston County

Pre-K Teacher of the Year Finalists

- August 2019
  - Teachers will receive a CLASS observation.
  - Teachers will submit a video of a small group activity.
  - Teachers will participate in a face-to-face interview in Atlanta.

- September 2019
  - Winners announced.

Finance, Legislative, & Administration Update

Rian Ringsrud
Deputy Commissioner, Finance and Administration

Georgia Department of Early Care and Learning

Finance Update – SFY 2019 Summary

Data as of March 31st	Budget	Expenditures*	Remaining Balance	% Remaining
BY PROGRAMS				
Child Care Services	$279,614,093	$207,701,618	$71,912,475	26%
Pre-K + (HS)	$367,459,433	$286,040,386	$81,419,047	22%
Quality Initiatives	$68,944,533	$55,280,011	$13,664,522	20%
Nutrition	$148,000,000	$111,178,859	$36,821,141	25%
Total Expenditures	$864,018,059	$660,200,875	$203,817,184	24%

	Budget	Expenditures*	Remaining Balance	% Remaining
BY FUNDING SOURCE				
State General	$61,514,778	$42,324,675	$19,190,103	31%
State Lottery	$367,284,433	$285,917,483	$81,366,950	22%
Federal	$432,335,928	$329,887,018	$102,448,910	24%
Other	$2,882,920	$2,071,700	$811,220	28%
Total Funds	$864,018,059	$660,200,875	$203,817,184	24%

* Includes encumbrances.

Finance Update – SFY 2020 Budget

	SFY 19 Budget*	Budget Adjustments	SFY 20 Budget
BY PROGRAMS			
Child Care Services	$268,460,762	$326,586	$268,787,348
Pre-K + (HS)	$367,459,433	$11,419,372	$378,878,805
Quality Initiatives	$51,779,175	$0	$51,779,175
Nutrition	$148,000,000	$0	$148,000,000
Total Expenses	$835,699,370	$11,745,958	$847,445,328
BY FUNDING SOURCE			
State General	$61,514,778	$326,586	$61,841,364
State Lottery	$367,284,433	$11,419,372	$378,703,805
Federal	$404,798,159	$0	$404,798,159
Other	$2,102,000	$0	$2,102,000
Total Funds	$835,699,370	$11,745,958	$847,445,328

* Budget reflects an administrative cut-over and may not reflect our current budget for Federal and Other funds.

Welcome to the new 5th Floor, West Tower

5th Floor West Tower

- Legal Services and Audits & Compliance will occupy more than 9,000 square feet of new space.
  - 12 offices
  - 40 cubicles
  - 2 conference rooms (Redwood and Juniper)
    - Juniper set as a meeting style conference room with a boat shaped table
    - Redwood set classroom style

Quality Innovations & Partnerships Update

Bentley Ponder, Ph.D.
Deputy Commissioner for Quality Innovations & Partnerships

Quality Innovations & Partnerships

- Programs and services that reach throughout the department or closely relate to the department's other programs and services.

    - Community Outreach and Partnerships
    - Early Head Start – Child Care Partnerships
    - Quality Rated
    - Research & Policy Analysis

Community Outreach and Partnerships

- Early Education Community Partnership Coordinators began outreach:
    - Partnerships and collaborative meetings
    - ¼ early education programs per region

- Awarded Two-Generation Innovation Grants
    - 2 capacity building grants
    - 2 implementation grants

- Concluded GEEARS partnership
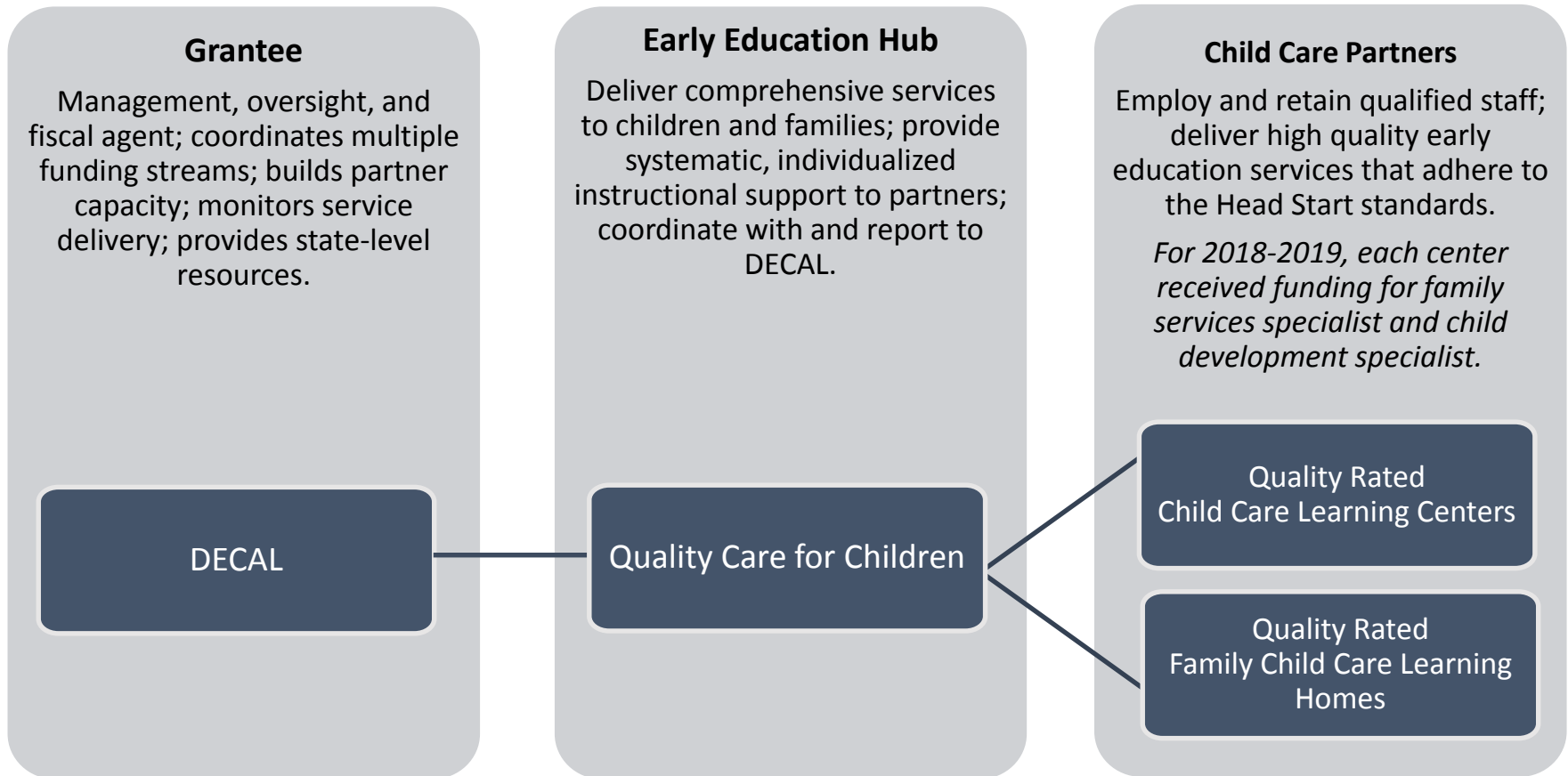   - Social media campaign increased total followers by 42%

Early Head Start – Child Care Partnerships

- DECAL submitted five-year continuation application April 1.
  - Served approximately 1,000 children in first five years; many more benefited from the program.
- All child care center partners in current grant will continue to provide services.
- Family child care learning home partners will continue to support children whose home language is Spanish.
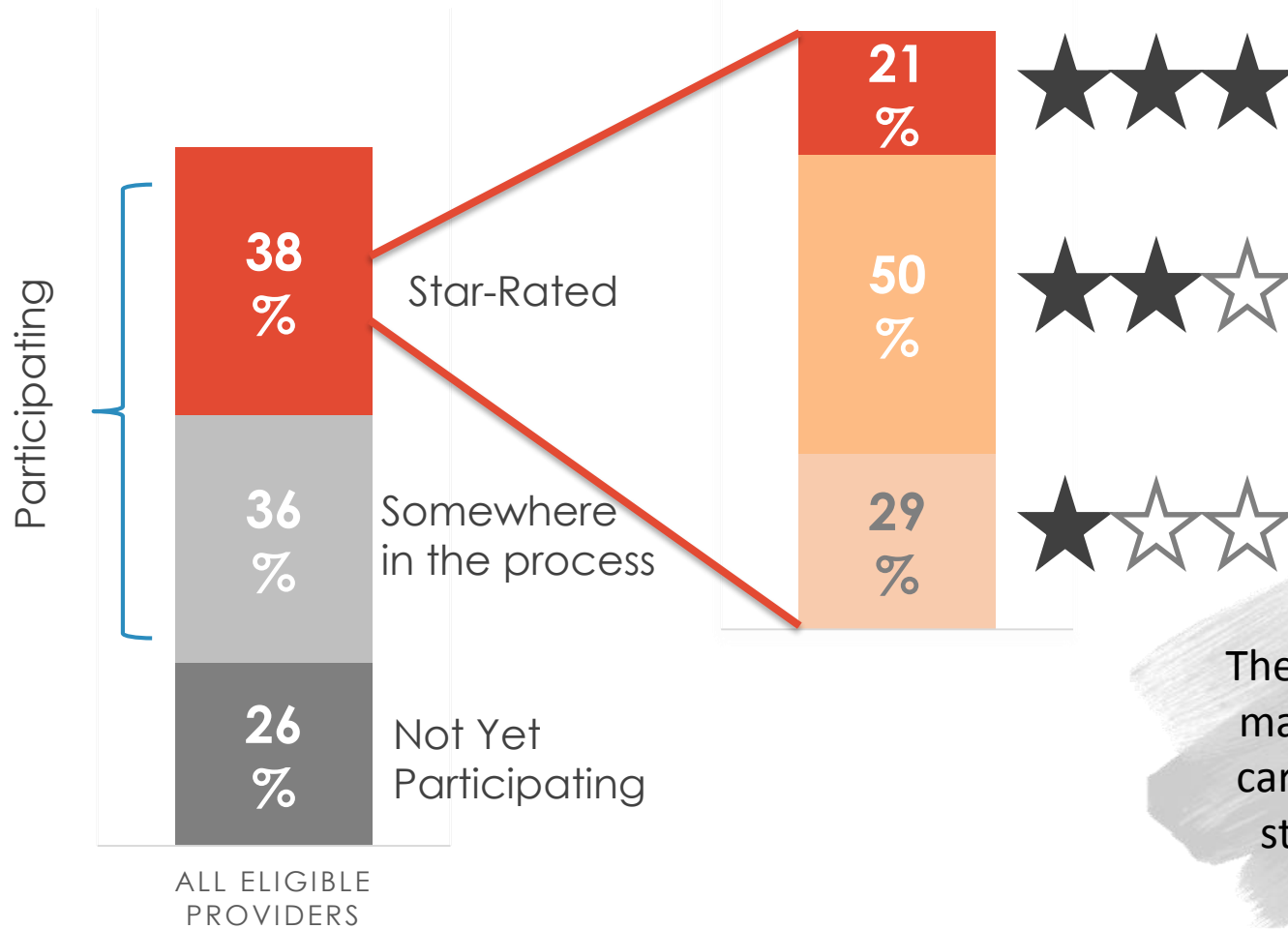- All hub services will be provided by Quality Care for Children.

New Model

Grantee	Early Education Hub	Child Care Partners
Management, oversight, and fiscal agent; coordinates multiple funding streams; builds partner capacity; monitors service delivery; provides state-level resources.	Deliver comprehensive services to children and families; provide systematic, individualized instructional support to partners; coordinate with and report to DECAL.	Employ and retain qualified staff; deliver high quality early education services that adhere to the Head Start standards. *For 2018-2019, each center received funding for family services specialist and child development specialist.*
DECAL	Quality Care for Children	Quality Rated Child Care Learning Centers / Quality Rated Family Child Care Learning Homes

Quality Rated in the 2019 1st Quarter

- 249 programs rated

- 448 observations conducted led to a rating

- 31 days of initial reliability observations

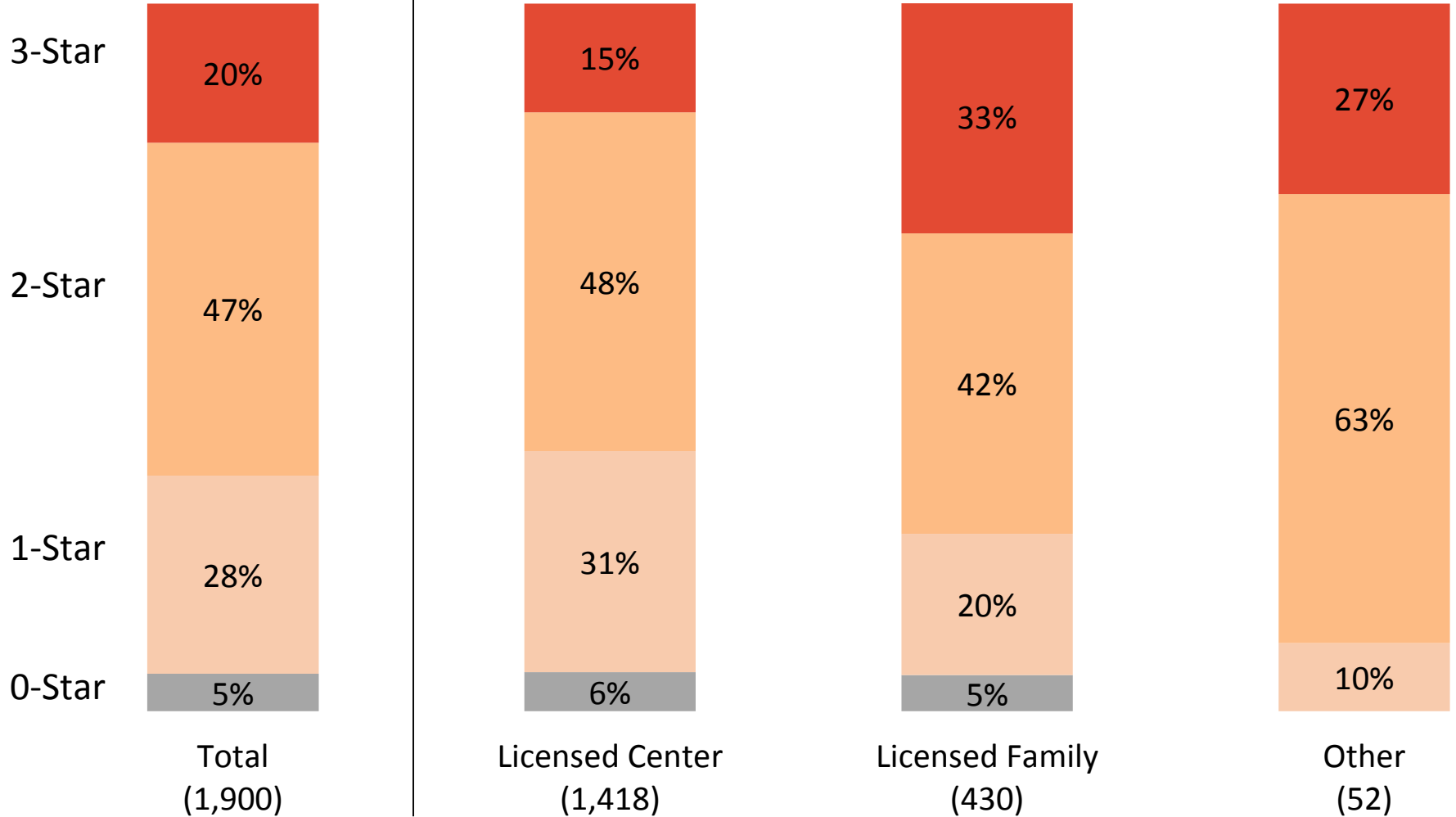- 17 days of reliability recheck observations

# Of the **4,702** eligible programs in Georgia, **1,803** are Star-Rated.

BRIGHT from the START
Georgia Department of Early Care and Learning

Participating

38%	Star-Rated
36%	Somewhere in the process
26%	Not Yet Participating

ALL ELIGIBLE PROVIDERS

21%	★★★
50%	★★☆
29%	★☆☆

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

Distribution of Ratings (including 0-Star)

Nearly **60%** of children receiving subsidies are in **Quality Rated** care.
49% of **CAPS providers** are Quality Rated.
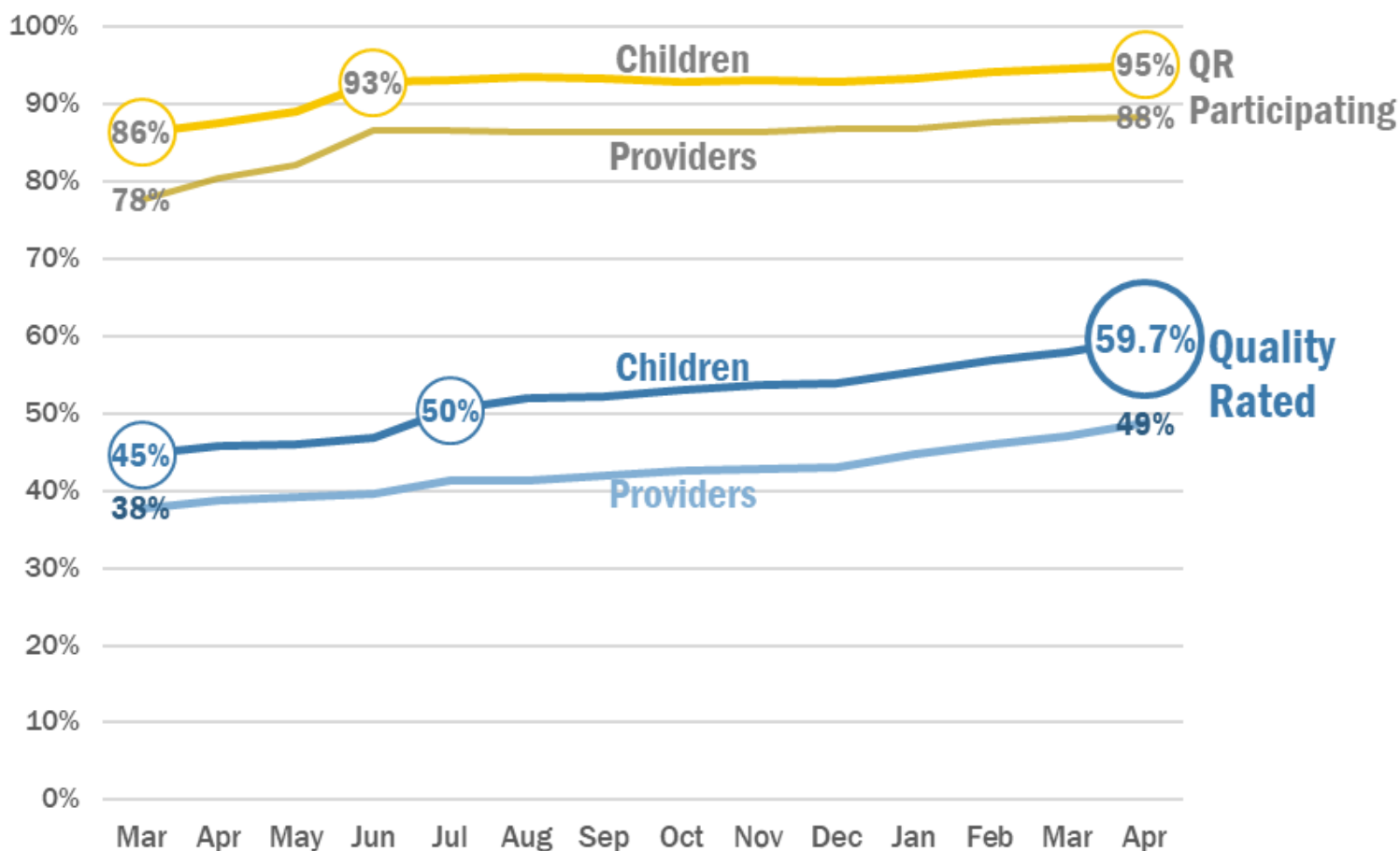
Research and Policy Analysis

- Continued to provide research, evaluation, and data support throughout the department

- Administered DECAL's CCDF Research and Evaluation Grant

- Supported Georgia's Preschool Development Grant

- Concluded three collaborative research studies:
  - Quality Rated Validation
  - Georgia's Pre-K Waitlist Study
  - Georgia's Pre-K Longitudinal Evaluation: Findings from 2nd grade year

Quality Rated Validation

Denise Jenson, Director of Quality Rated
and
Randy Hudgins, Director of Research and Policy Analysis

BRIGHT from the START
Georgia Department of Early Care and Learning

What is validation?

- Validation is….operationalizing an ongoing process to use data and research to make informed decisions about a program, process, or system, in this case about Quality Rated.

Study Description

- The goal of the Validation Study was to provide Georgia's early childhood leaders with high-quality information about Quality Rated that can be used to strengthen the system.

Study released in four reports over the past two years

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

Spring 2019:
Ratings, Quality, Child Outcomes, and Work Climate

Quality Rated Validation Study
4th Report

- Report 4 examines if Quality Rated star ratings are related to:
  - Independent measures of quality
 - Children's development over the school year
  - Work climate

Key Findings

1. Are Quality Rated Star Ratings related to independent measures of quality?

Center-based programs and FCCLHs with the highest Quality Rated star rating were generally of higher quality than lower-rated programs.

We did not find evidence of differences at every level of star rating or on every independent measure of quality.

In each domain, classrooms in 3-star programs scored higher than classrooms in 0- and 1-star programs.
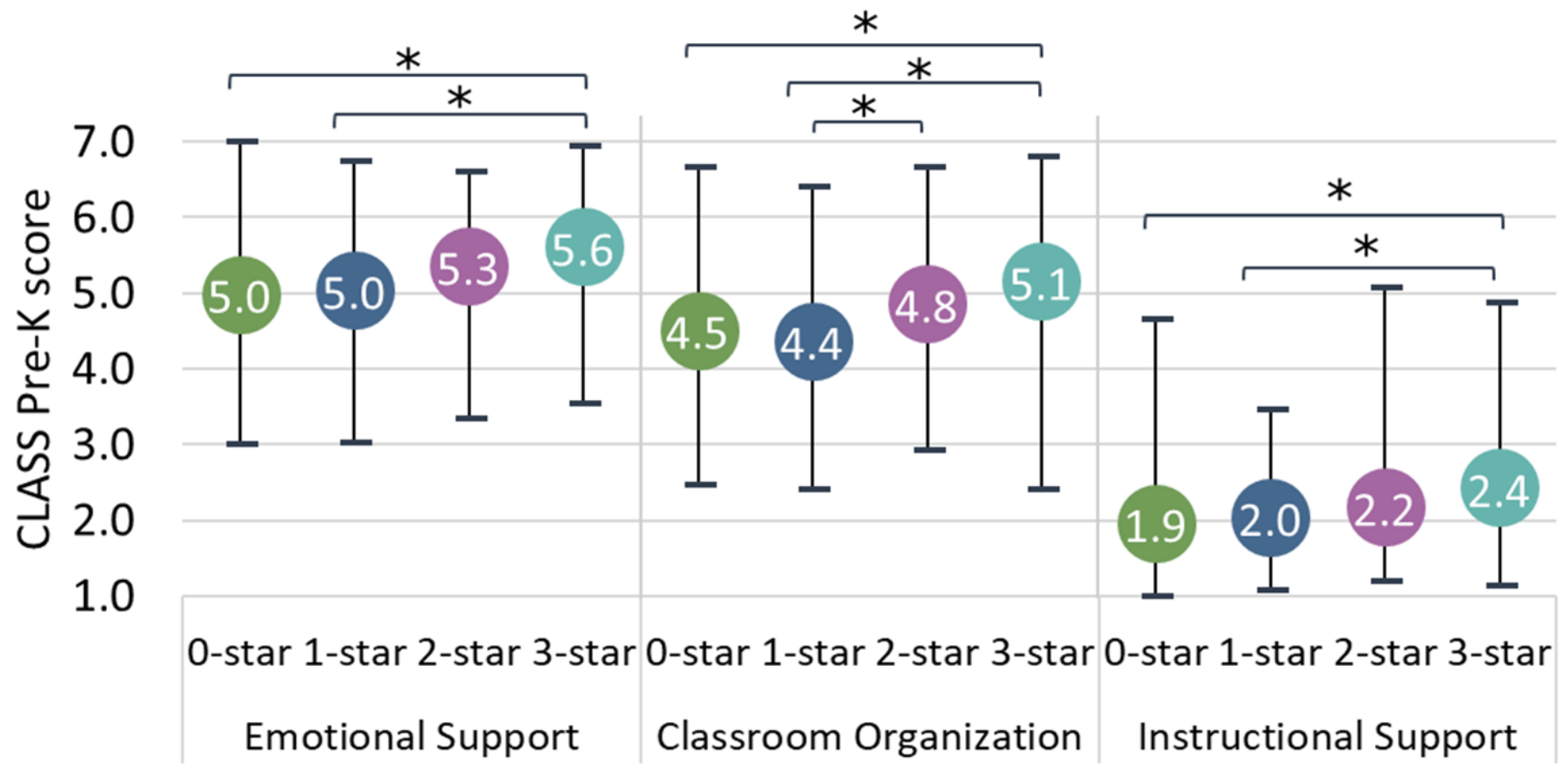
Source: Validation study team data collection in center-based programs, 2017-18 school year

Toddler teachers in 1- and 3-star programs spoke more words per minute than those in 0-star programs. FCCLH providers in 3-star programs spoke more words than other FCCLH providers.
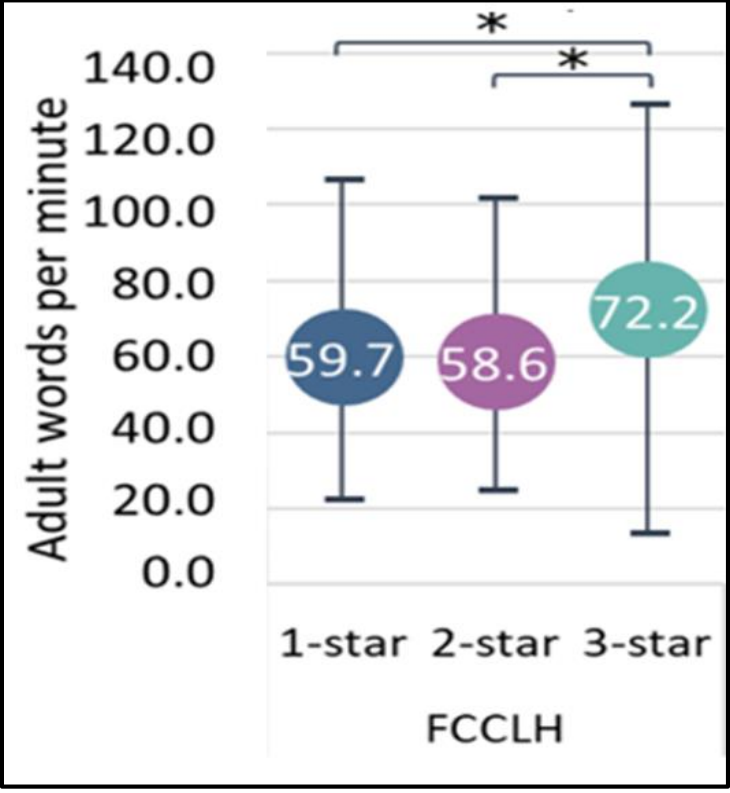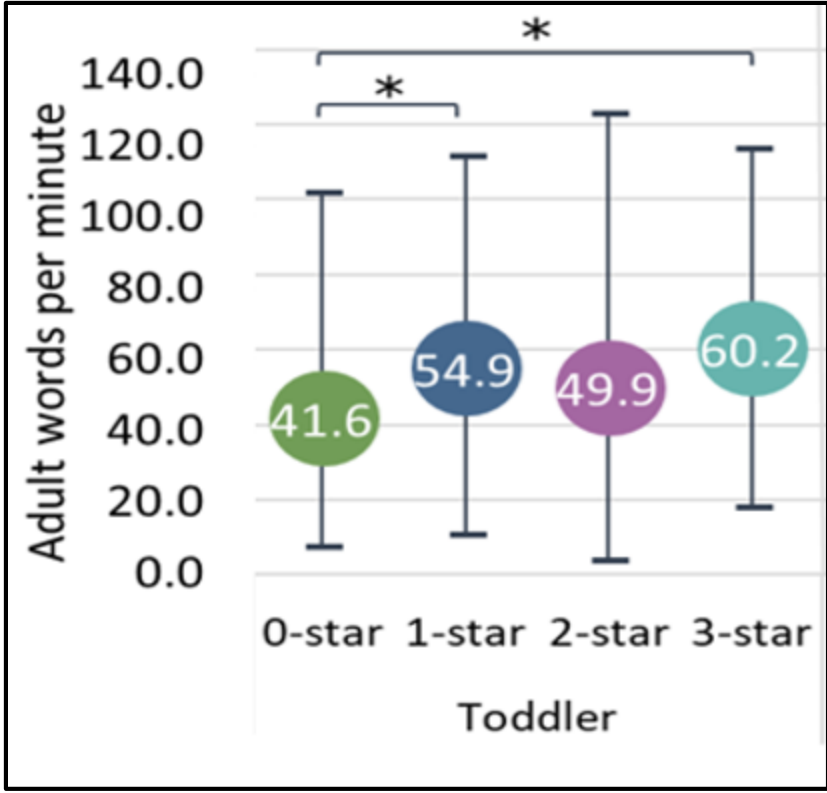
Source: Validation study team data collection in center-based programs, 2017-18 school year; Validation study team data collection in FCCLHs, 2016-17 and 2017-18 school year

Key Findings *(continued)*

2. Are Quality Rated Star Ratings related to children's development?

Preschool children in higher-rated programs had stronger skills than children in lower-rated programs in some, but not all, domains.

The star rating was not associated with infants' or toddlers' outcomes.

Preschoolers attending 3-star programs had higher early math skills compared to those attending 2- and 0-star programs.
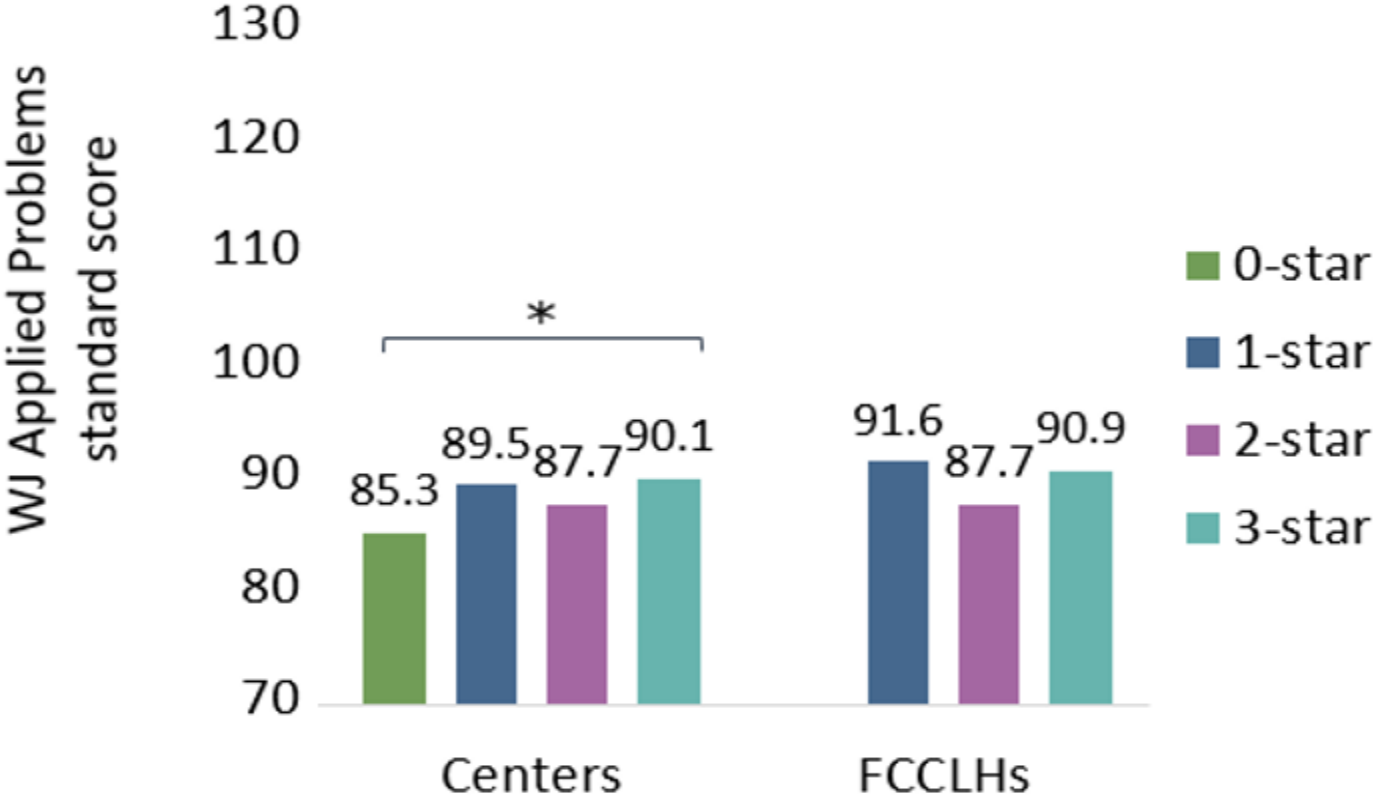
Source: Validation study team data collection in center-based programs, 2017-18 school year; Validation study team data collection in FCCLHs, 2016-17 and 2017-18 school year

Preschoolers attending 3- and 2-star programs had stronger social skills than those attending 0-star programs.
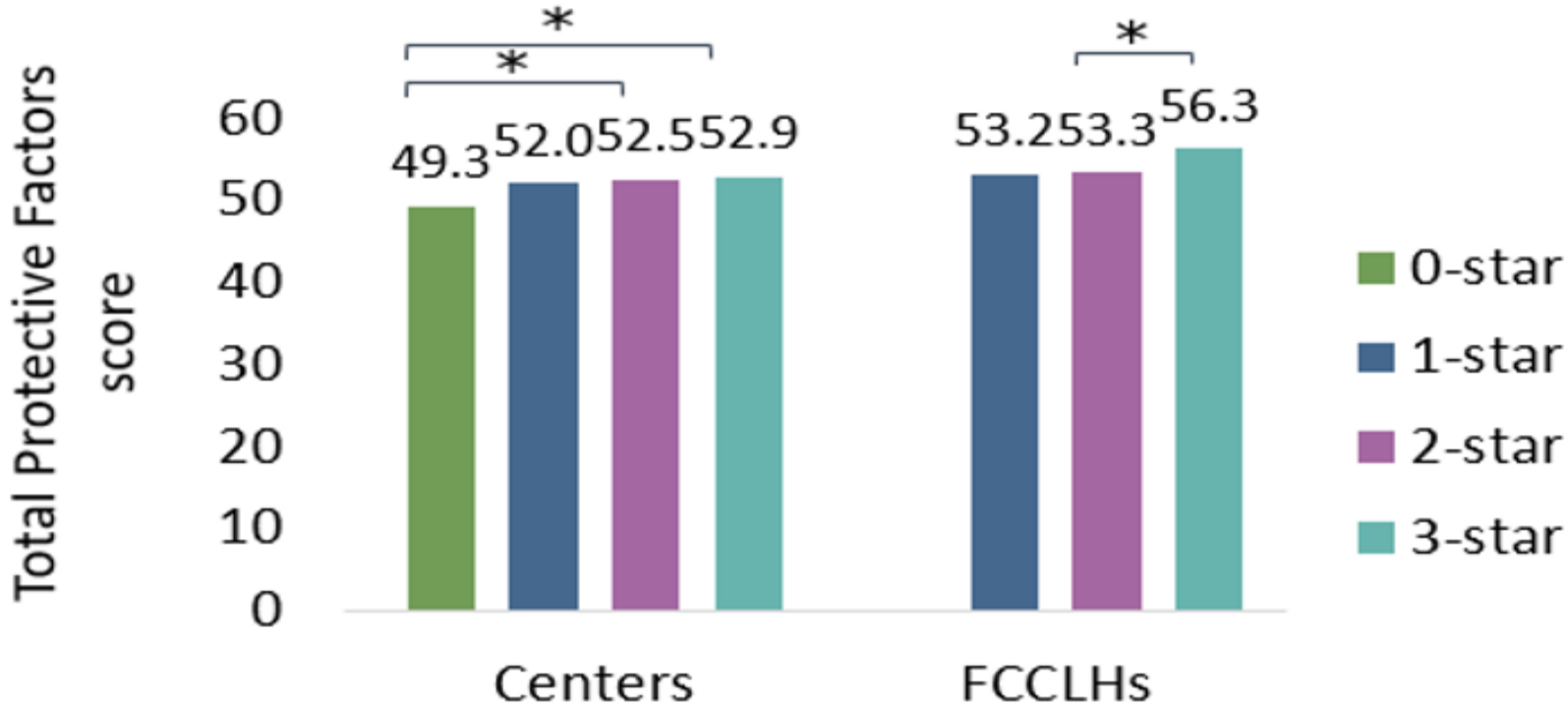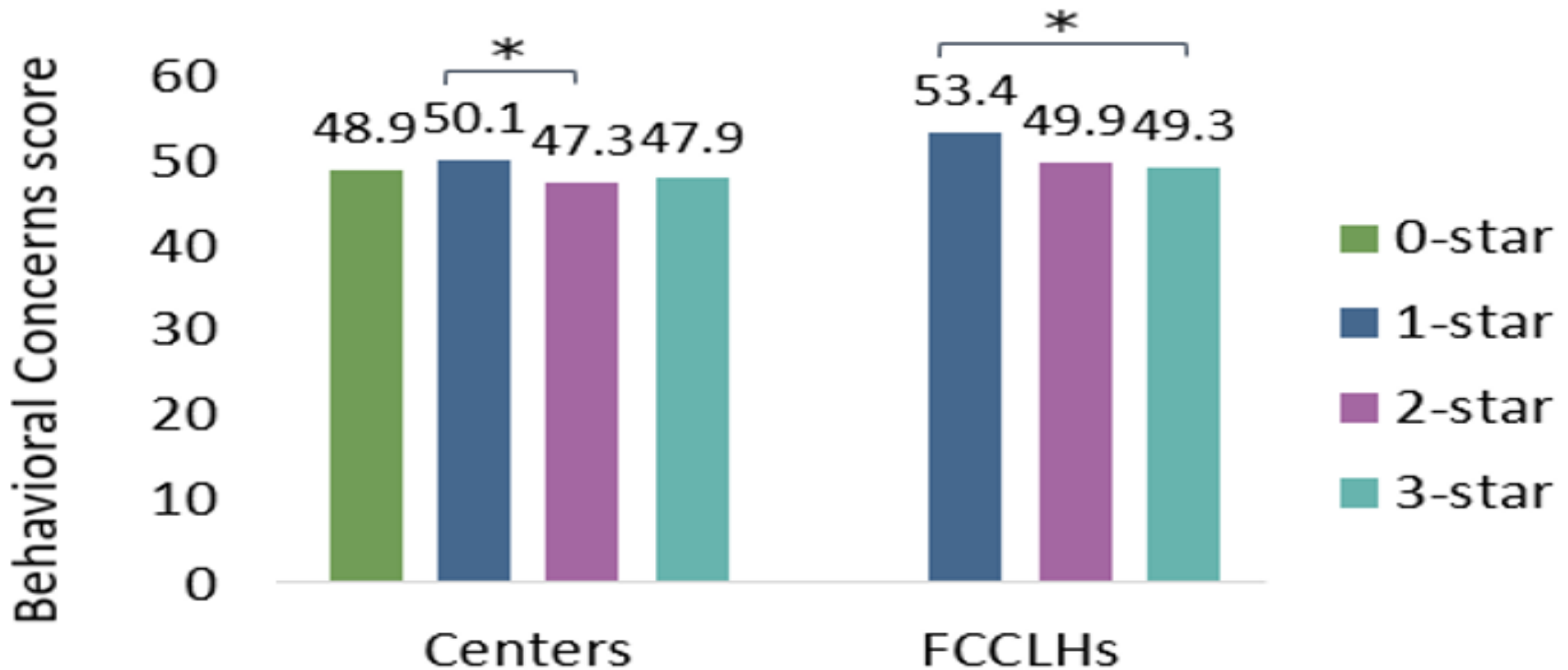

Source: Validation study team data collection in center-based programs, 2017-18 school year; Validation study team data collection in FCCLHs, 2016-17 and 2017-18 school year

Teachers reported fewer behavioral concerns for preschoolers attending 3- and 2-star programs than those attending 1-star programs.

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

Key Findings *(continued)*

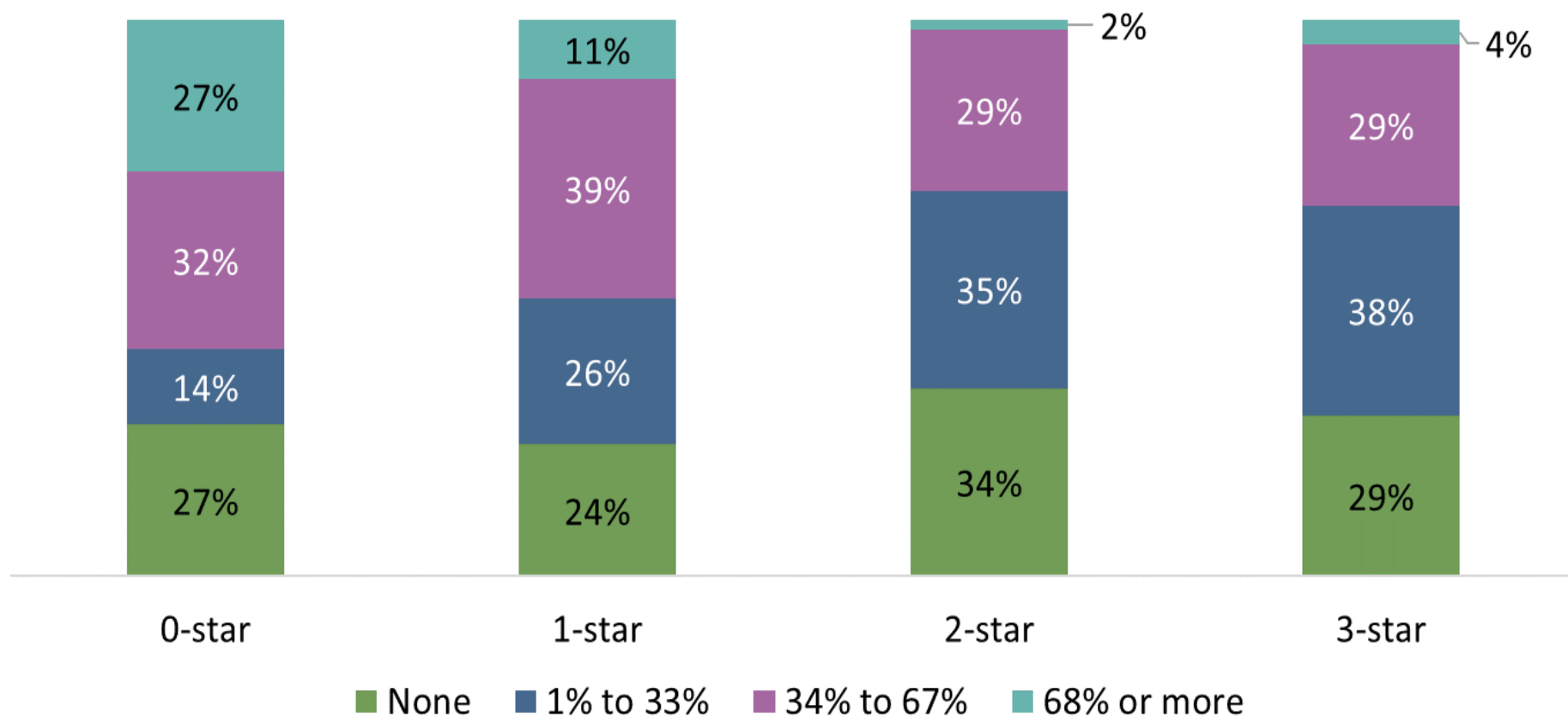## 3. Are Quality Rated Star Ratings Related to Work Climate?

Center-based staff in 2- and 3-star programs tended to have higher indicators of a positive work environment, particularly turnover, wages, and benefits.

Job commitment was very high on average and 3-star preschool teachers were significantly more committed than 0-star preschool teachers.

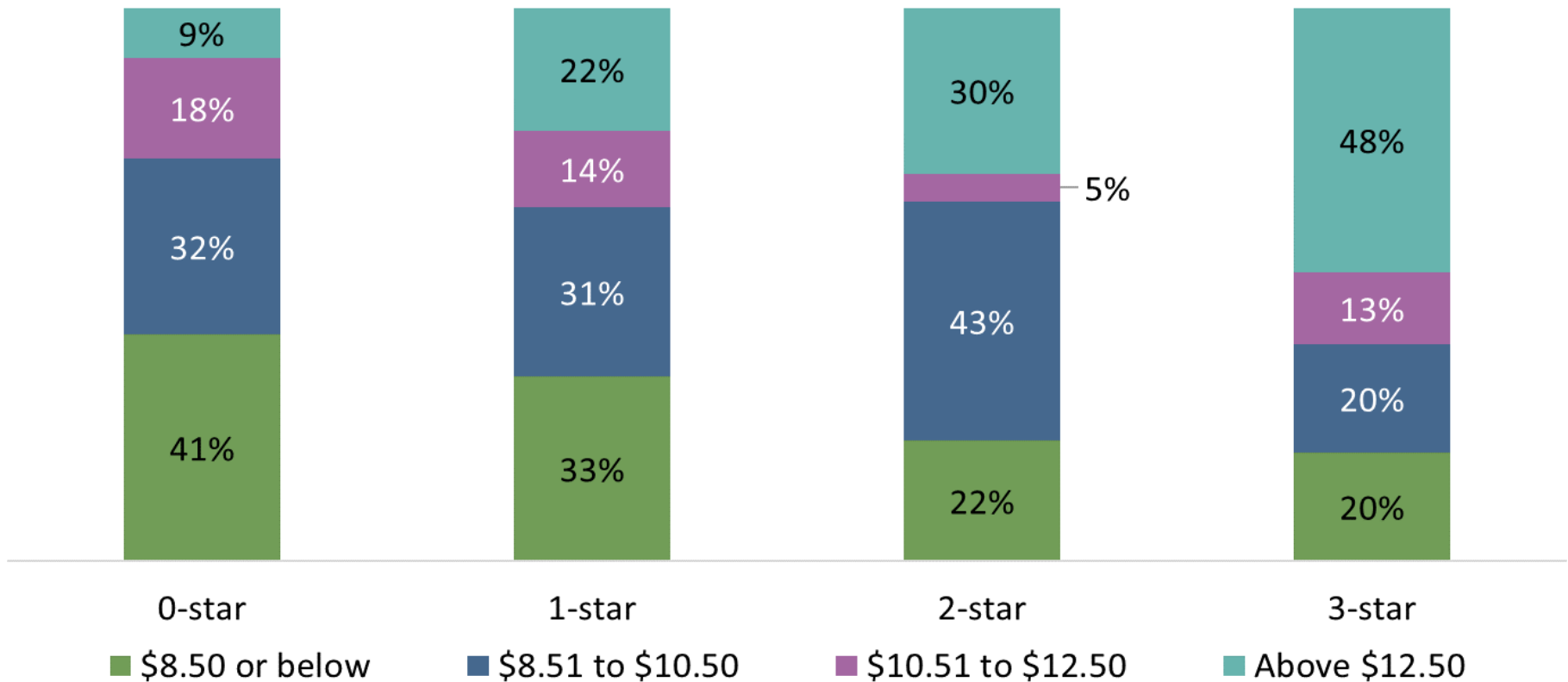# Work Climate Measures: Surveys

- Center Directors:
  - Perceived Stress Scale
  - Job commitment
  - Teacher turnover
  - Entry level teacher hourly wages
  - Employee benefits

- Preschool and Toddler Teachers:
  - Perceived Stress Scale
  - Job commitment
  - Employee benefits

- FCCLH Providers:
  - Perceived Stress Scale
  - Job commitment

Lead teacher turnover: Significantly more 0-star center-based programs fell into the highest category of lead teacher turnover than 2- or 3-star programs.

	0-star	1-star	2-star	3-star
68% or more	27%	11%	2%	4%
34% to 67%	32%	39%	29%	29%
1% to 33%	14%	26%	35%	38%
None	27%	24%	34%	29%

Legend: None, 1% to 33%, 34% to 67%, 68% or more

Source: Child Trends' director questionnaire, winter 2017–2018

Entry-level preschool teacher hourly wages: Significantly more 3-star center-based programs paid entry-level preschool teachers an hourly wage above $12.50 than 0- or 1-star programs.

0-star
- 9%
- 18%
- 32%
- 41%

1-star
- 22%
- 14%
- 31%
- 33%

2-star
- 30%
- 5%
- 43%
- 22%

3-star
- 48%
- 13%
- 20%
- 20%

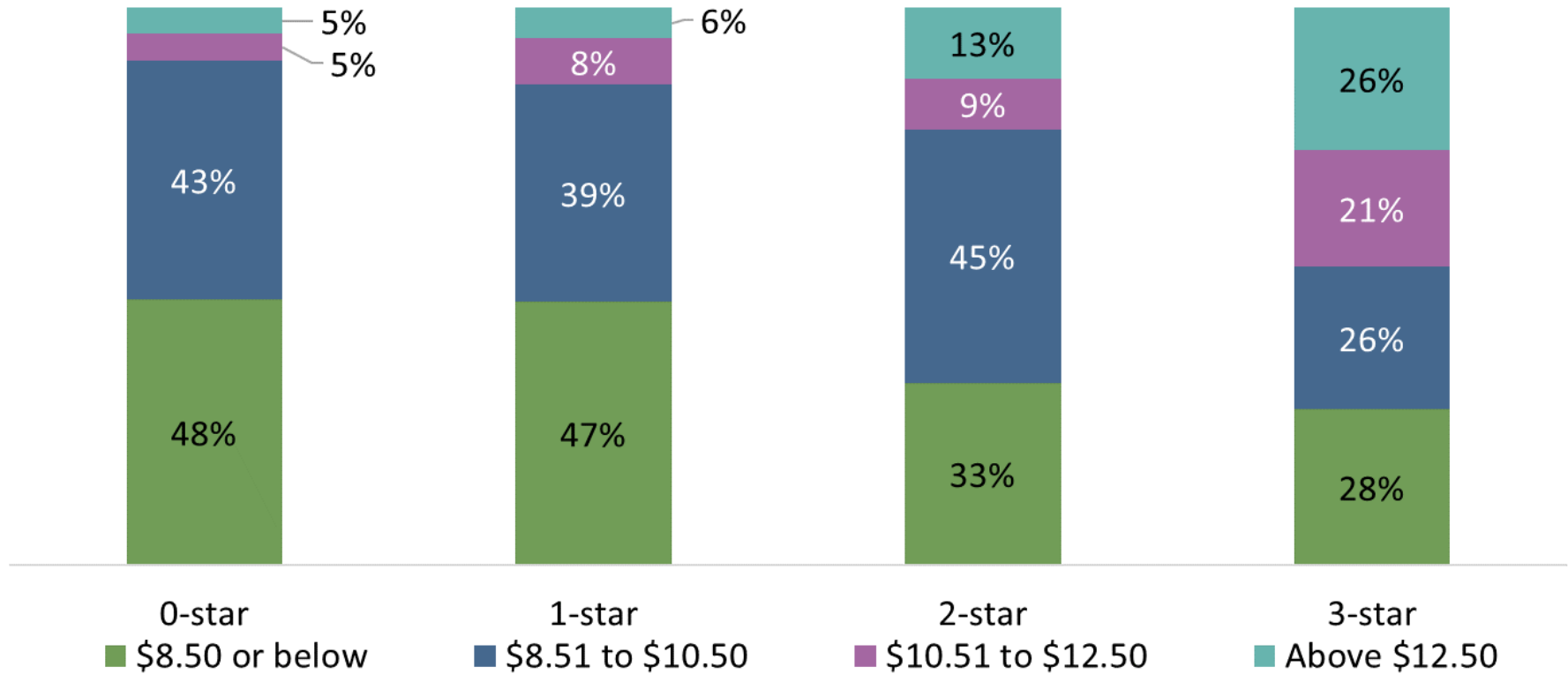Legend: ■ $8.50 or below   ■ $8.51 to $10.50   ■ $10.51 to $12.50   ■ Above $12.50

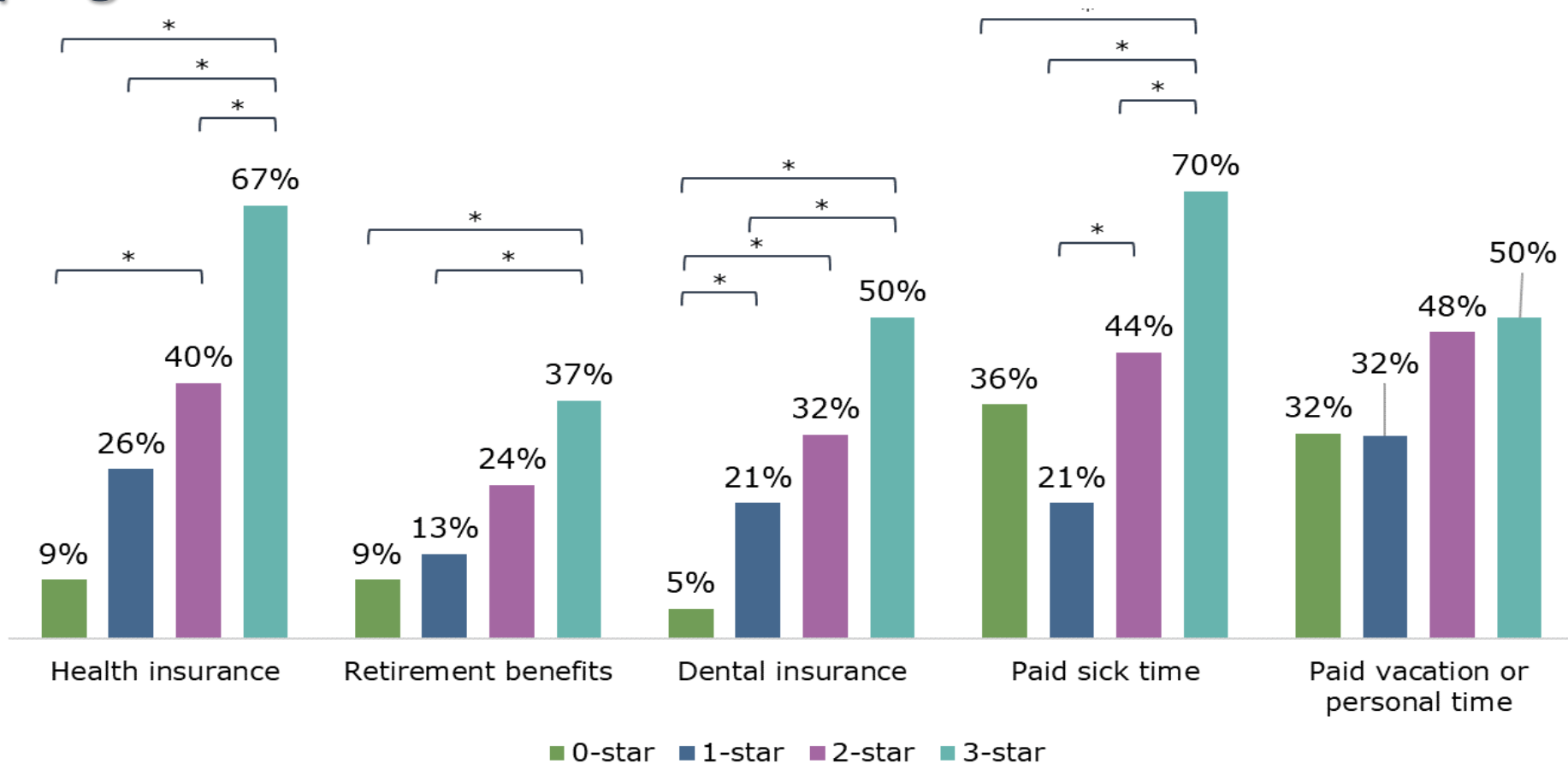*Source: Child Trends' director questionnaire, winter 2017–2018*

Entry-level toddler teacher hourly wages: Significantly more 3-star center-based programs paid their entry-level toddler teachers an hourly wage above $12.50 than 0- or 1-star programs.

	0-star	1-star	2-star	3-star
Above $12.50	5%	6%	13%	26%
$10.51 to $12.50	5%	8%	9%	21%
$8.51 to $10.50	43%	39%	45%	26%
$8.50 or below	48%	47%	33%	28%

Legend: ■ $8.50 or below ■ $8.51 to $10.50 ■ $10.51 to $12.50 ■ Above $12.50
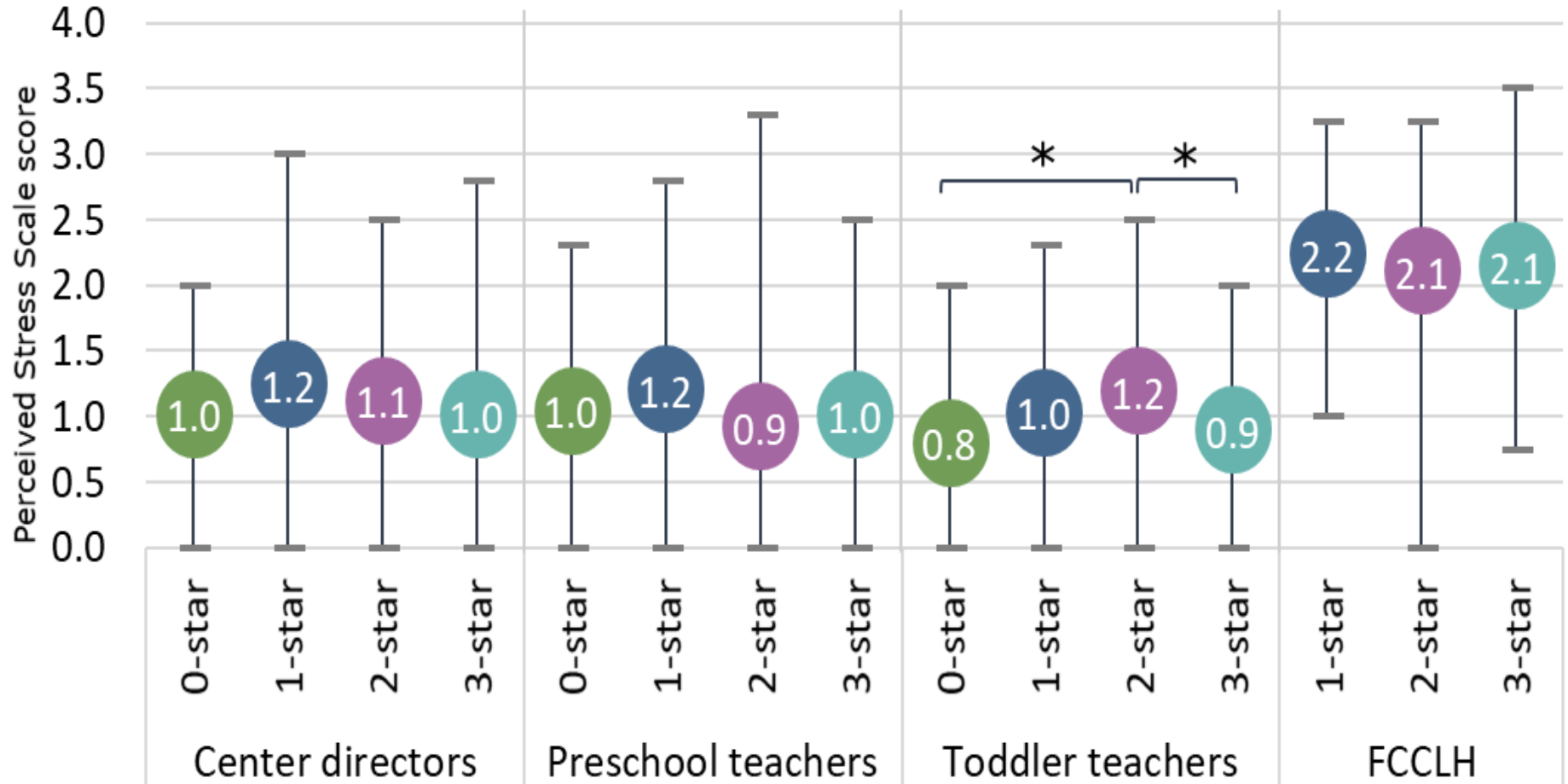
Source: Child Trends' director questionnaire, winter 2017–2018

Benefits: Preschool teachers in higher-rated programs were more likely to have benefits than those in lower-rated programs.

Health insurance
- 0-star: 9%
- 1-star: 26%
- 2-star: 40%
- 3-star: 67%

Retirement benefits
- 0-star: 9%
- 1-star: 13%
- 2-star: 24%
- 3-star: 37%

Dental insurance
- 0-star: 5%
- 1-star: 21%
- 2-star: 32%
- 3-star: 50%

Paid sick time
- 0-star: 36%
- 1-star: 21%
- 2-star: 44%
- 3-star: 70%

Paid vacation or personal time
- 0-star: 32%
- 1-star: 32%
- 2-star: 48%
- 3-star: 50%

Legend: ■ 0-star ■ 1-star ■ 2-star ■ 3-star

Source: Child Trends' director questionnaire, winter 2017–2018

In general, perceived stress did not vary by star rating.

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

Quality Rated Validation Study 4ᵗʰ Report Summary Findings

1. Center-based programs and FCCLHs with the highest Quality Rated star rating were generally of higher quality than lower-rated programs.

2. We did not find evidence of differences at every level of star rating or on every independent measure of quality.

3. Preschool children in higher-rated programs learned more than children in lower-rated programs in some, but not all, domains.

4. In center-based programs with higher star ratings, the work climate was better in terms of turnover, wages, and employee benefits.

Quality Rated Validation Study 4th Report Recommendations

- Continue current revisions to the rating system
- Move to ITERS-3 and FCCERS-3
- Focus quality improvement efforts for infants and toddlers
- Continue supporting programs once they are rated
- Continue efforts to improve compensation for the early care and education workforce
- Continue to focus on all areas of children's development

Child Care Services Update

Pam Stevens
Deputy Commissioner of Child Care Services

School Age Projects

- Why look at school age?

2,762 Centers in Georgia	Quality Rated is designed for infant, toddler, preschool, & Pre-K classrooms	Over 45% of CAPS Scholarships

School Age Projects *(continued)*

- School Age Quality Improvement Project
- School Age Data Project

School Age Quality Improvement Project

- **December 2017-School Age Survey –** Distributed to 241 child care centers with afterschool programs
  - 41 Providers responded
  - 31 Providers included their contact information
- **March 2018 – 5 Focus Groups**

Focus Group Findings

- More training and technical assistance is needed specifically geared toward the school age population.

- Finding a skilled workforce to provide consistent, professionalized care for this age group is difficult.

- Behavioral challenges within the school age group hinder quality and teacher retention.

- The teachers in these classrooms rarely have time to plan, and most identified Pinterest and the Internet as the most utilized resources if activities are planned.

School Age Quality Improvement Project

- **November 2018** – School Age Quality Improvement Project Kick-Off
  - Collaboration with the Georgia Statewide School Age Network
  - Six 2- and 3-star Quality Rated providers selected to participate
  - Afterschool and Youth Development Standards Training
  - Best Practices Training

- **December 2018**
  - Initial School Age Program Quality Assessment observations

- **January – June 2019**
  - Quality Relationships Training
  - Sites received TA from Quality Coach
  - Family and Community Partnerships Training
  - Final SAPQA observations

School Age Data Project

Summer 2019

- Cross-divisional project
  - CCS
  - QIP (Quality Rated & Research)
- 50 school age classrooms
  - QR Assessors using SACCERS (School Age Child Care Environment Rating Scales)
  - CCS consultants using DECAL's child care licensing rules
  - For data gathering purposes only
  - $200 incentive for participating programs
    - Funded by the Mott Foundation through the Georgia Statewide School Age Network
    - Incentive to be used for materials for school age classrooms

School Age Data Project

What We Hope to Learn
- Quality
  - Small sample
  - Volunteer participation
- How compliance relates to quality
- Next steps
  - Professional development
  - Research

BREAK

(10 minutes)

Head Start State Collaboration Update

Allison Setterlind
Head Start State Collaboration Director

BRIGHT *from the* **START**

Georgia Department of Early Care and Learning

HSCO Updates

- HSCO Grant Application-Year 3
- Georgia Head Start Association Conference
- Special projects-focus on health

Head Start and Health

The number of children up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well-child care, nearly doubled from the beginning of enrollment to the end of the year in Georgia Head Start programs.

Georgia Child Care Safety Summits

Federal Programs Update

Elisabetta Kasfir
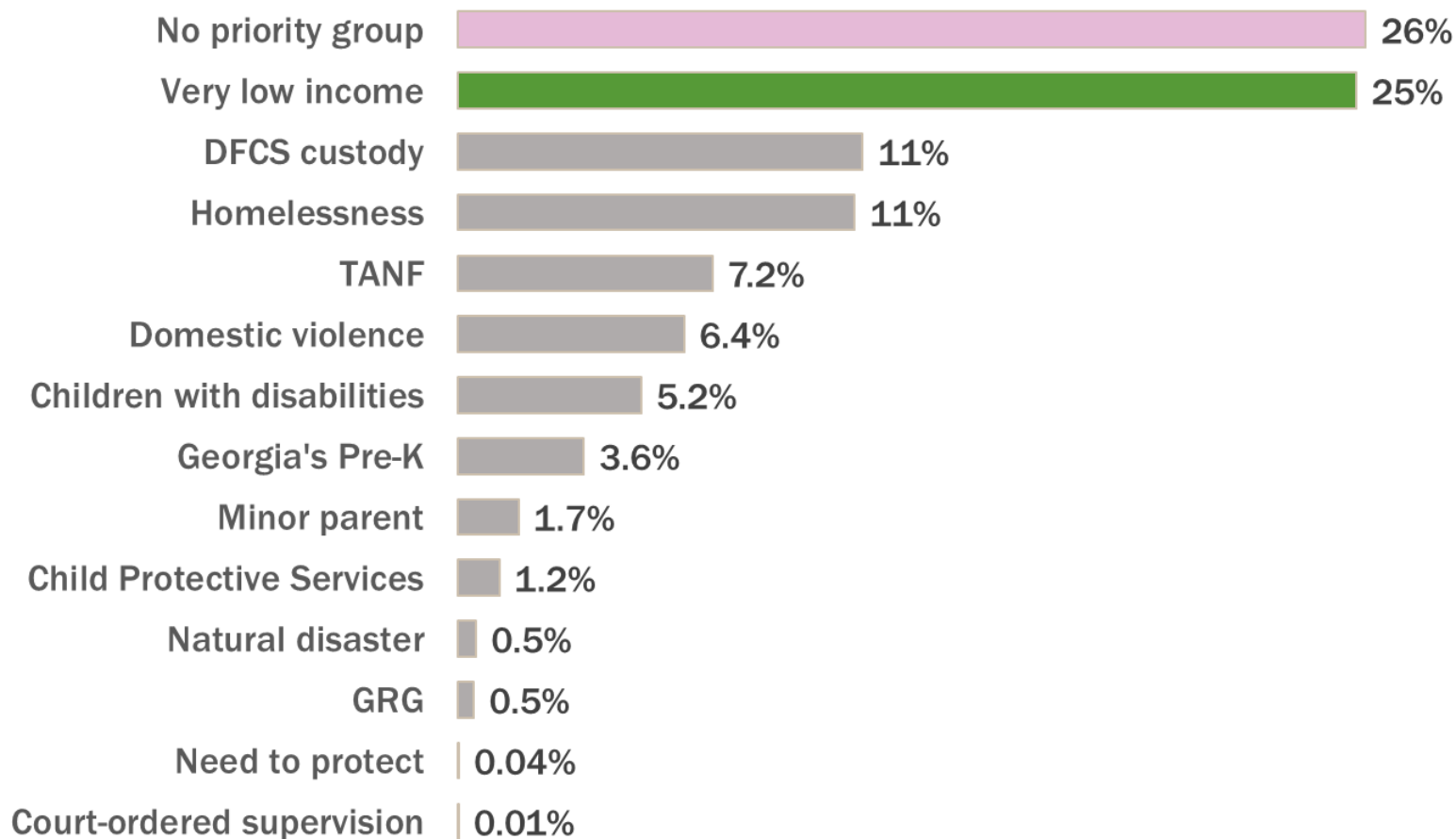### Deputy Commissioner for Federal Programs

CAPS Overview

- Over 64,000 children with an active CAPS scholarship as of May 1.

- Corresponds to more than 50,000 children paid for on a weekly basis.

- 3,000 children are also funded through Quality Rated Subsidy Grants.
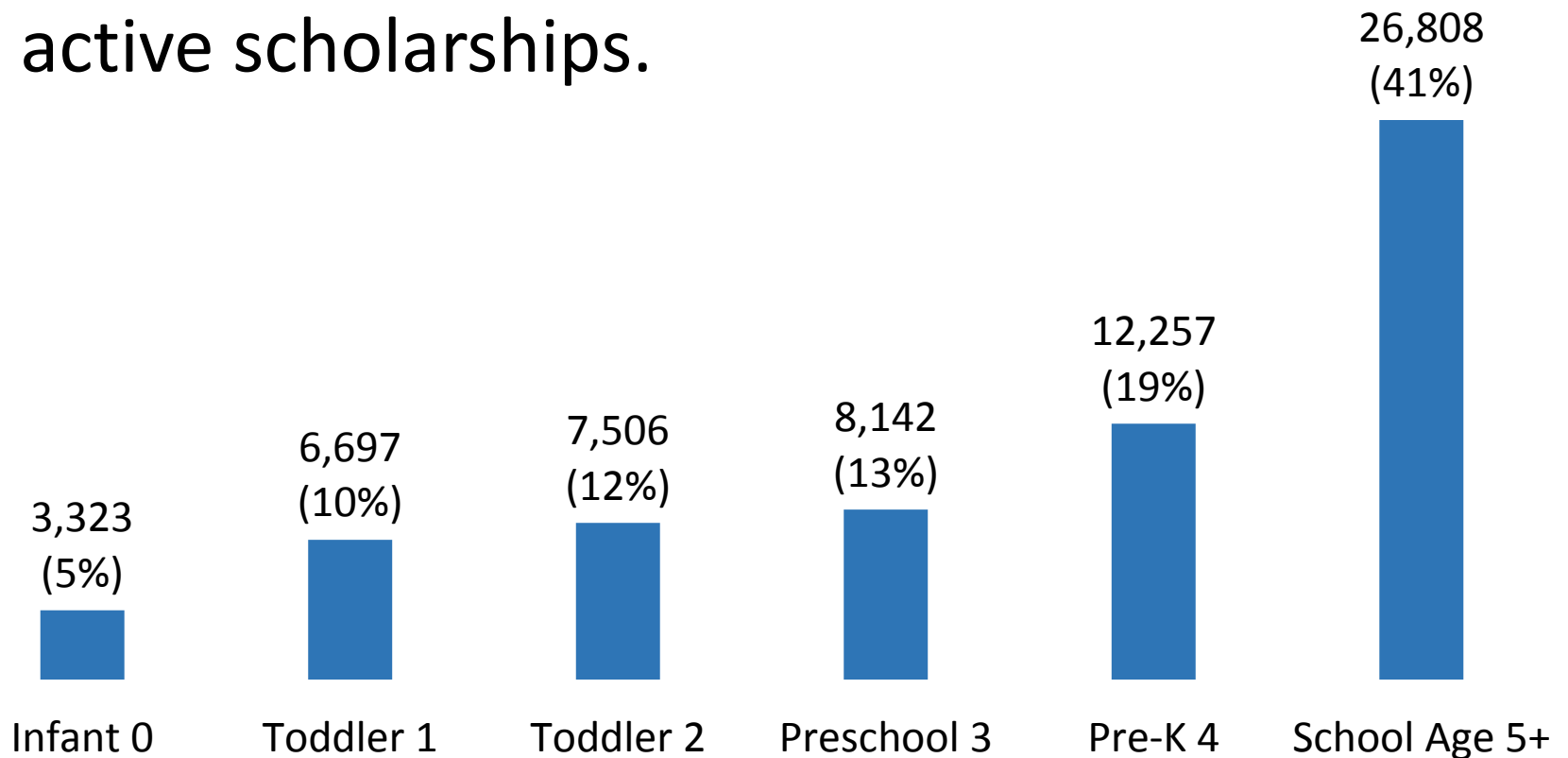
For cases approved *since July 1*:
1 out of 4 children have no priority group.
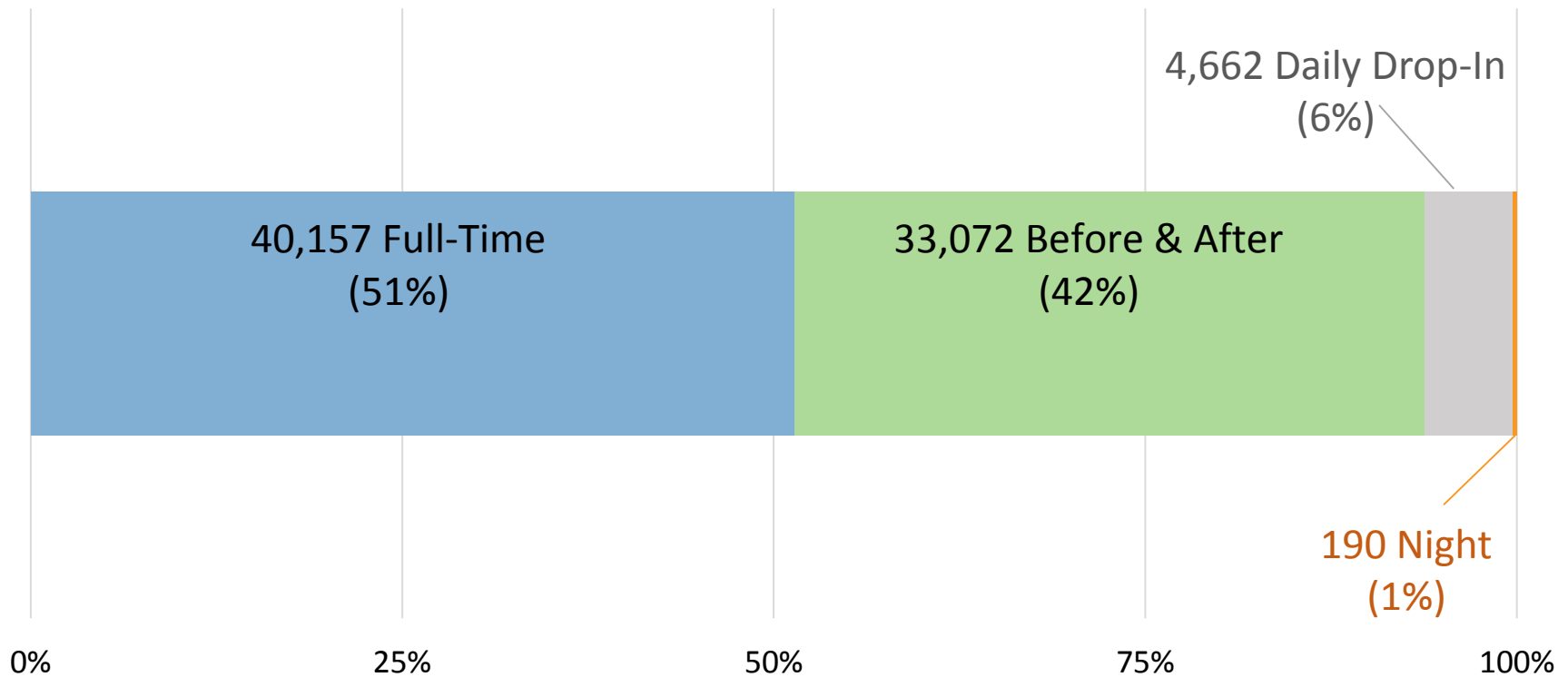# 1 out of 4 children are very low income.

Priority Group	Percentage
No priority group	26%
Very low income	25%
DFCS custody	11%
Homelessness	11%
TANF	7.2%
Domestic violence	6.4%
Children with disabilities	5.2%
Georgia's Pre-K	3.6%
Minor parent	1.7%
Child Protective Services	1.2%
Natural disaster	0.5%
GRG	0.5%
Need to protect	0.04%
Court-ordered supervision	0.01%

Age Groups Served

64,730 children have active scholarships.

Age Group	Count	Percent
Infant 0	3,323	(5%)
Toddler 1	6,697	(10%)
Toddler 2	7,506	(12%)
Preschool 3	8,142	(13%)
Pre-K 4	12,257	(19%)
School Age 5+	26,808	(41%)

Types of Care

The majority of CAPS scholarships are for full-time or before & after care.

4,662 Daily Drop-In (6%)

40,157 Full-Time (51%)	33,072 Before & After (42%)

190 Night (1%)

0%   25%   50%   75%   100%
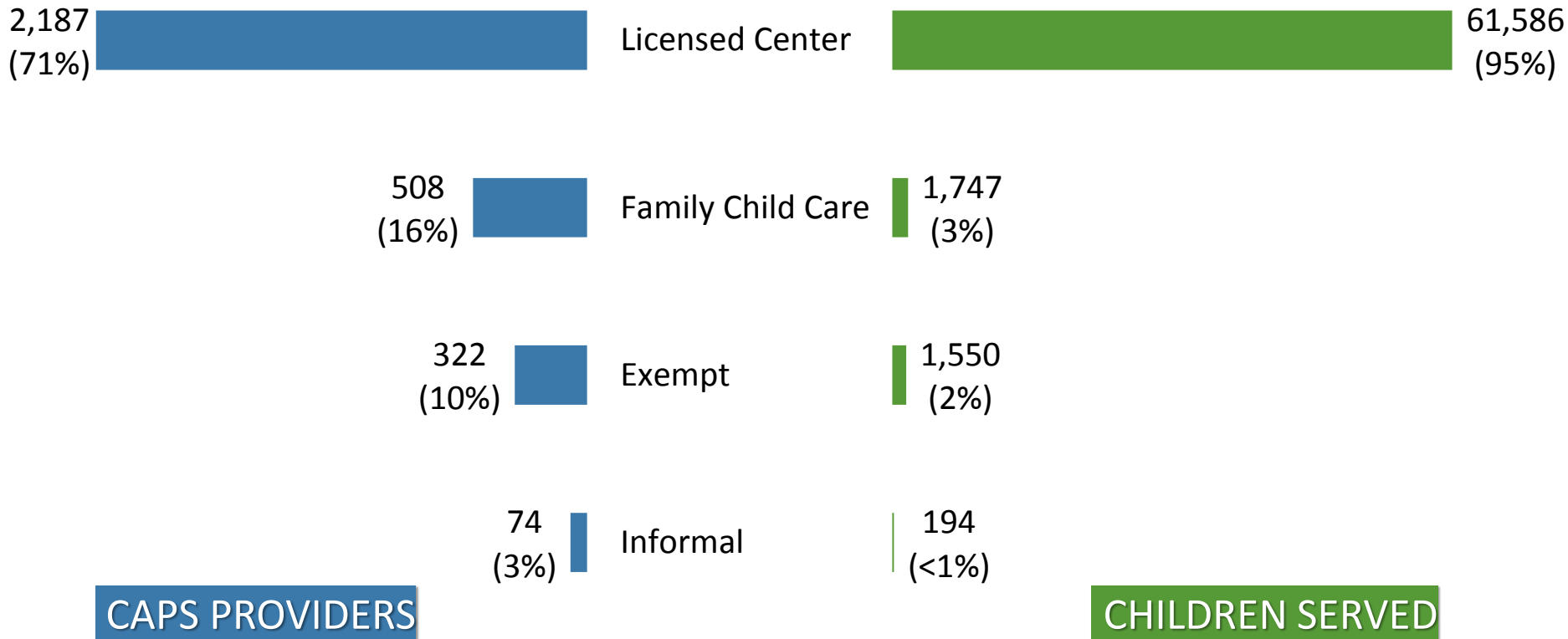
Where CAPS families live...
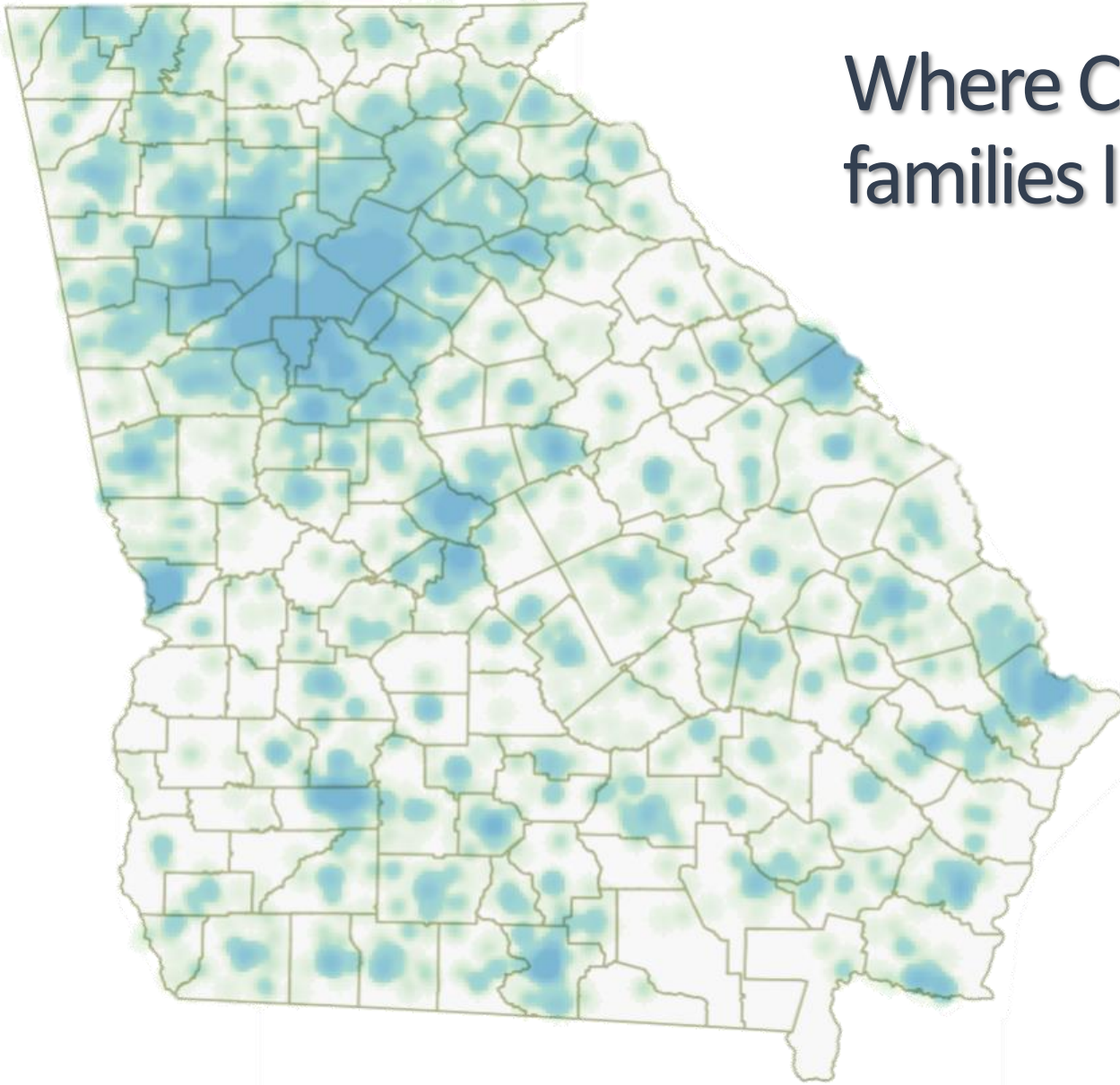
CAPS Providers

- 3,090 child care providers are serving CAPS children.

- 87% of CAPS providers are licensed.

- 137 CAPS providers have also been awarded Quality Rated Subsidy Grants.

- All eligible CAPS providers must be Quality Rated by the end of 2020.

Provider Types & Children Served

Most children receiving CAPS scholarships are in center-based care.

2,187 (71%)	Licensed Center	61,586 (95%)
508 (16%)	Family Child Care	1,747 (3%)
322 (10%)	Exempt	1,550 (2%)
74 (3%)	Informal	194 (<1%)

CAPS PROVIDERS

CHILDREN SERVED

Nearly 60% of children receiving subsidies are in Quality Rated care. 49% of CAPS providers are Quality Rated.
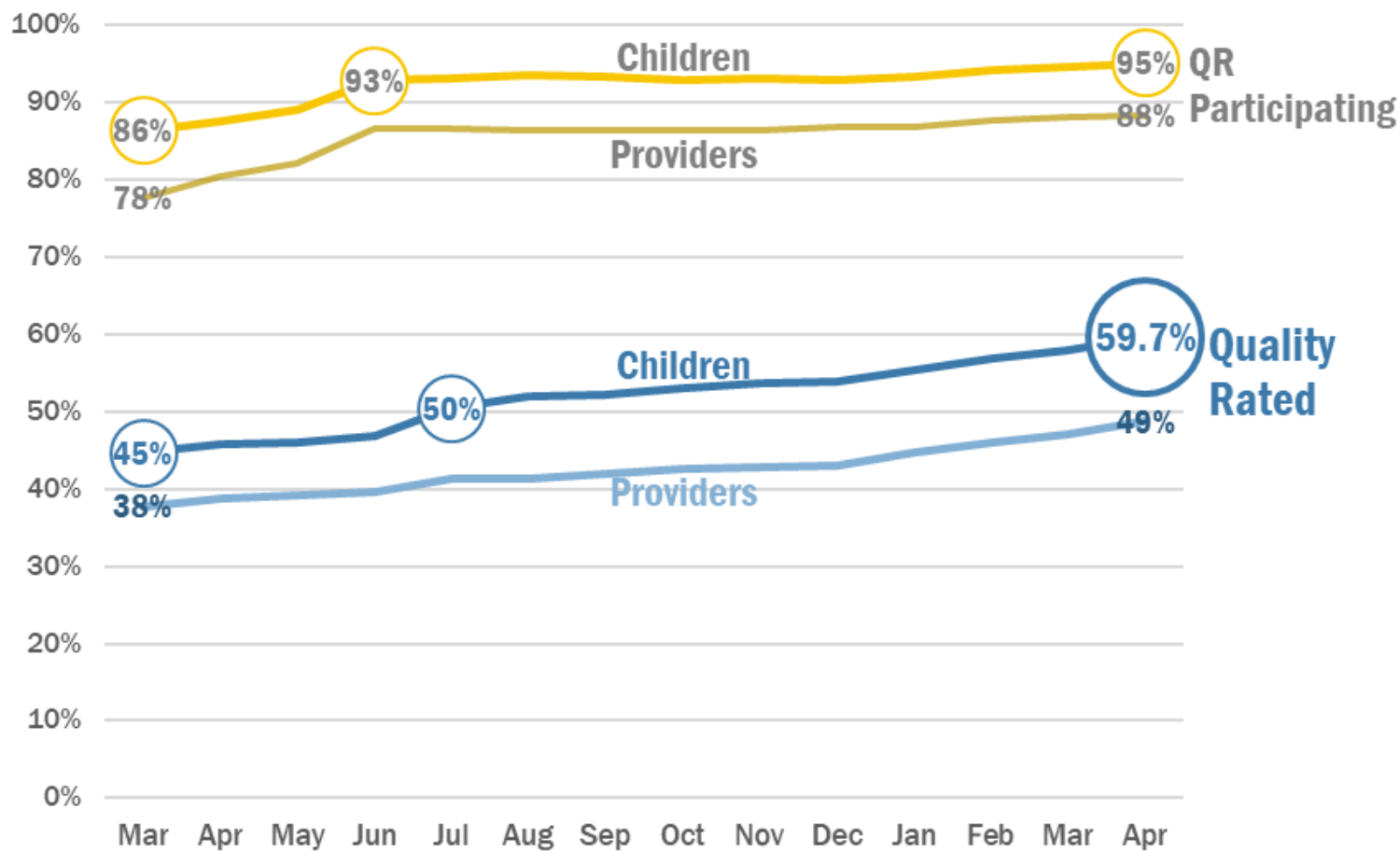
CAPS Workload

- 8,000 applications processed per month
  - Approval rate: 22.5%
- Over 1,800 redeterminations processed per month
  - Renewals approved: 83%
- Over 3,000 changes processed per month

New CAPS Texting Feature

GA CAPS ALERT: Welcome! For Customer care, call 833-442-2277. Msg & data rates may apply. Reply STOP to stop, HELP for help

GA CAPS ALERT: Time to renew CAPS schlrshp, ending on 4/28/2019. Submit new applctn at gateway.ga.gov. Questions? 833-442-2277 ext. 93049, M-F 8a-5p.

Very low income is the fastest growing priority group, followed by homelessness.
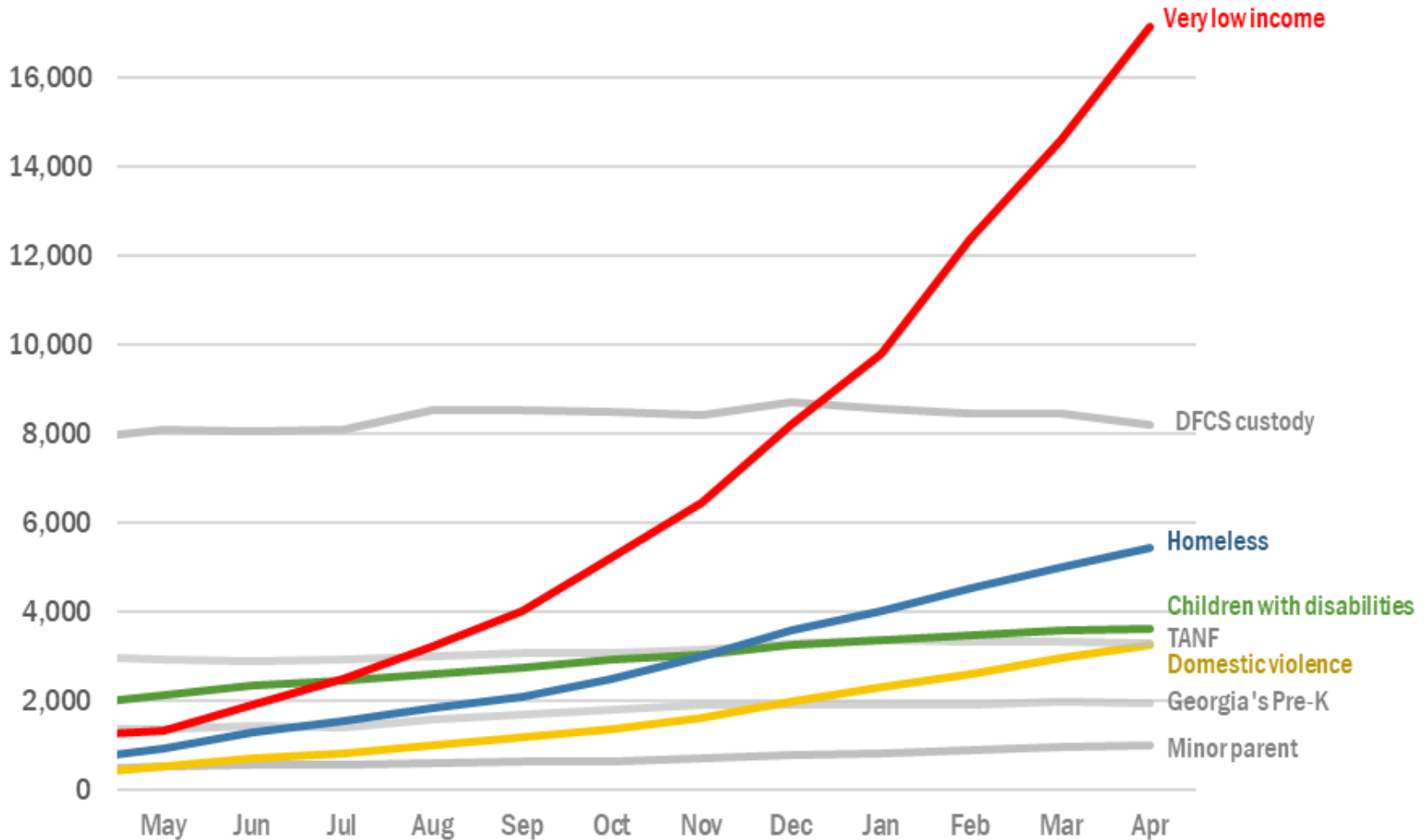
Report on Georgia's Pre-K Enrollment

Susan Adams
Deputy Commissioner for Pre-K and Instructional Supports

UNIVERSITY OF **GEORGIA**
Carl Vinson
Institute of Government

Bright from the START
Georgia Department of Early Care and Learning

Pre-K Waitlist Study Overview

- Study conducted by University of Georgia's Carl Vinson Institute of Government (CVIOG)
- Two components:
  - Focus groups with Georgia's Pre-K Directors
  - Family Survey

Focus Groups

- Five focus groups, 39 participants:
  - 35 participants were from private centers.
  - Three of the five focus groups indicated at least one public school Pre-K program director.

- Counties:
  - Clayton
  - Chatham
  - DeKalb
  - Fulton
  - Rockdale/Newton/Walton

Highlighted Focus Group Findings

- Focus group participants **perceive** that parents **think** that public school systems provide higher quality education than private child development centers.
- Focus group participants note that some parents and caregivers are misinformed about the cost of Georgia's Pre-K.
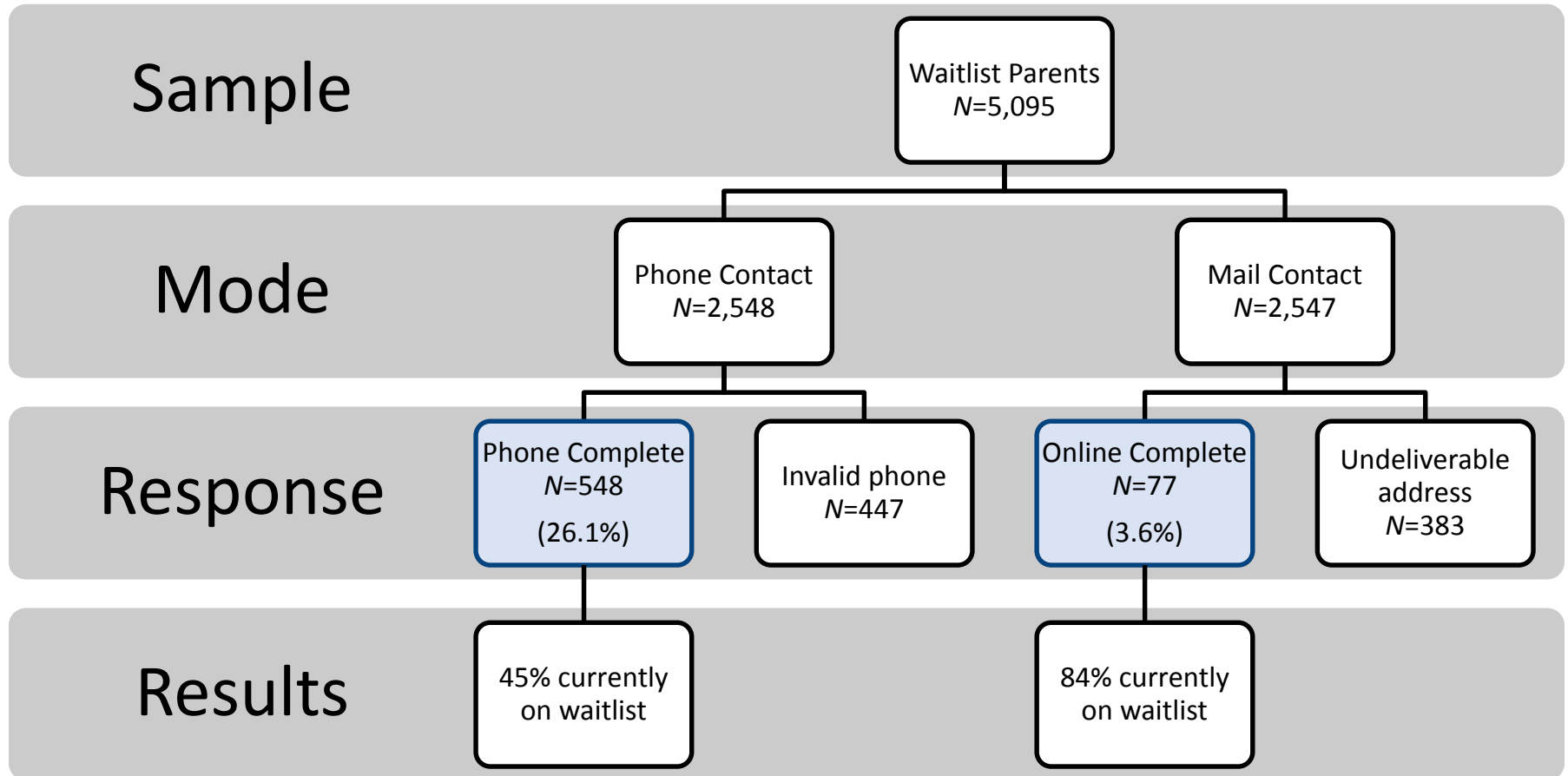
Highlighted Focus Group Findings *(continued)*

- Focus group participants expressed three areas of waitlist concern:
  - Inaccurate or out-of-date rosters
  - Lack of access to the waitlist itself by Georgia's Pre-K directors
  - Use of waitlist information to determine Georgia's Pre-K locations

- Focus group participants stated a desire for:
  - Joint professional development among private and public Georgia's Pre-K centers
  - Waitlist sharing and access
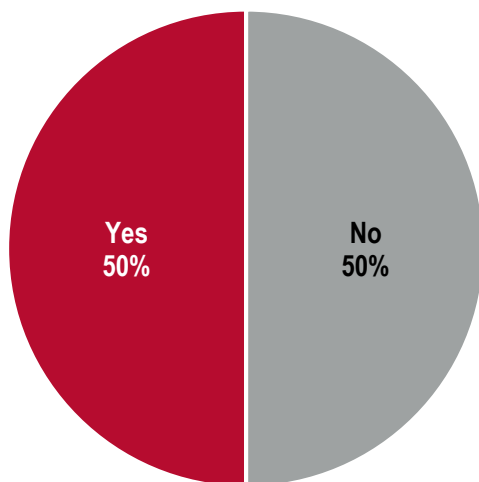 - Greater community collaboration

Survey

- The Carl Vinson Institute of Government collaborated with DECAL to develop a 17-item survey.
- Survey items covered four general categories:
    - Georgia's Pre-K waitlist status
    - Pre-K program preferences
    - Pre-K program selection
    - Respondent demographics
- Purpose:
    - Examine perceptions of the waitlist experience
    - Examine the effectiveness of two modes of contacting Pre-K waitlist parents

Survey Mode Comparison

Sample

Waitlist Parents
N=5,095

Mode

Phone Contact
N=2,548

Mail Contact
N=2,547

Response

Phone Complete
N=548
(26.1%)

Invalid phone
N=447

Online Complete
N=77
(3.6%)

Undeliverable
address
N=383

Results

45% currently
on waitlist

84% currently
on waitlist

Waitlist Status

Do you have a child currently on a waiting list? (*N*=624)

Yes
50%

No
50%

Why not? (*N*=307)

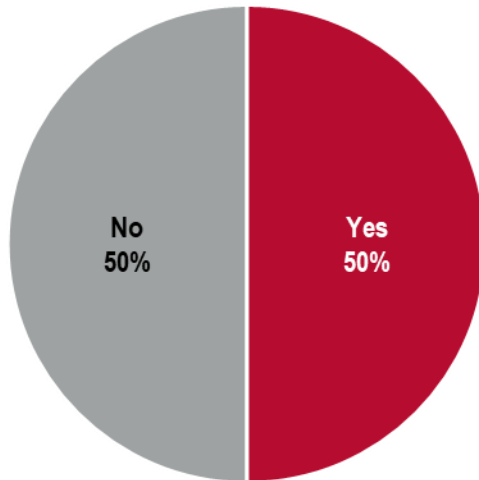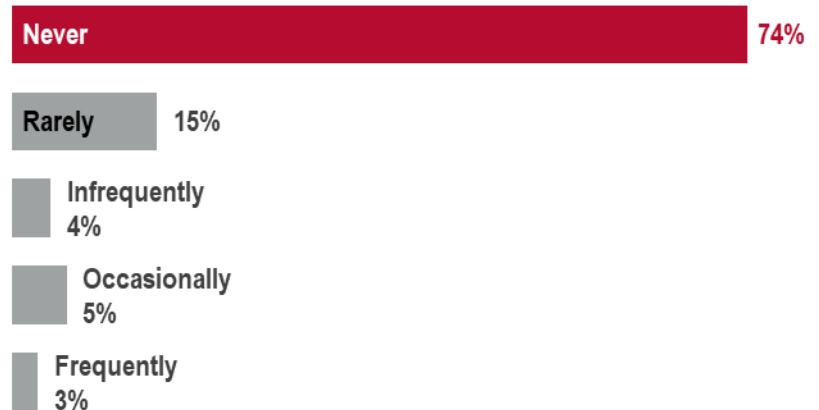|	
My child is currently enrolled in a lottery-funded Georgia Pre-K classroom	48%
My child is currently enrolled in another preschool/Pre-K program	38%
I do not have children this age	7%
I am no longer interested in enrolling my child in a lottery-funded Georgia Pre-K classroom	2%
Other reason	4%

Waitlist Status *(continued)*

Do you have a child currently on a waiting list? (*N*=624)

My child is on more than one lottery-funded Georgia Pre-K waitlist. (*N*=310)
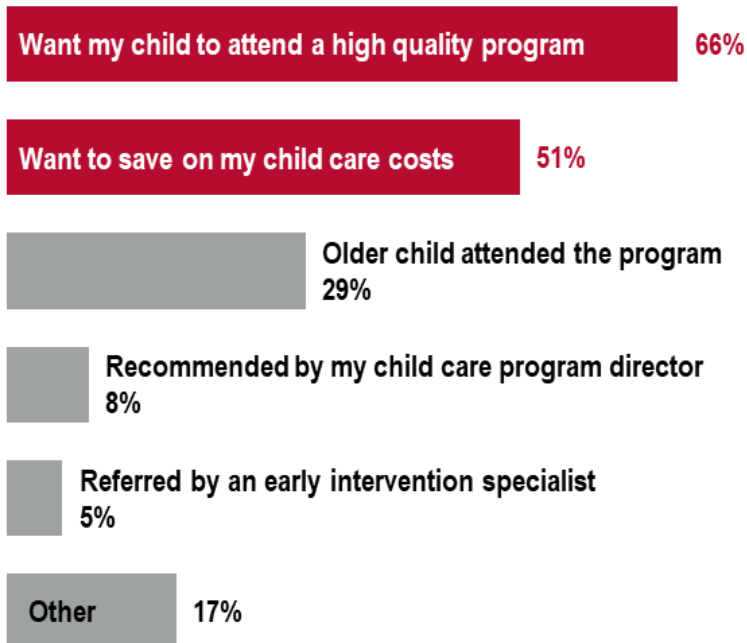

No 50%
Yes 50%

No 84%
Yes 16%
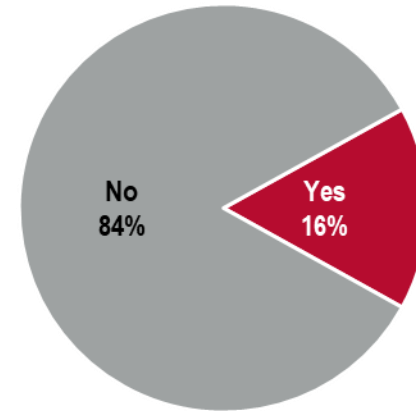
I receive updates about my child's waitlist status... (*N*=310)

Never	74%
Rarely	15%
Infrequently 4%	
Occasionally 5%	
Frequently 3%	

Program Preferences

Why would you like to enroll your child in a Georgia Pre-K program?
(N=312)

Want my child to attend a high quality program	66%
Want to save on my child care costs	51%
Older child attended the program	29%
Recommended by my child care program director	8%
Referred by an early intervention specialist	5%
Other	17%

The most important reason in selecting a Georgia Pre-K program.
(N=311)

Close to my home	29%
Close to or at other children's school	20%
Public elementary school	17%
Georgia Quality Rated Provider	16%
Provides an after-school program	6%
Provides transportation	5%
Close to my place of work	3%
Private child care center-based program	1%
Accepts Child Care Subsidies	0.3%
Other	2%
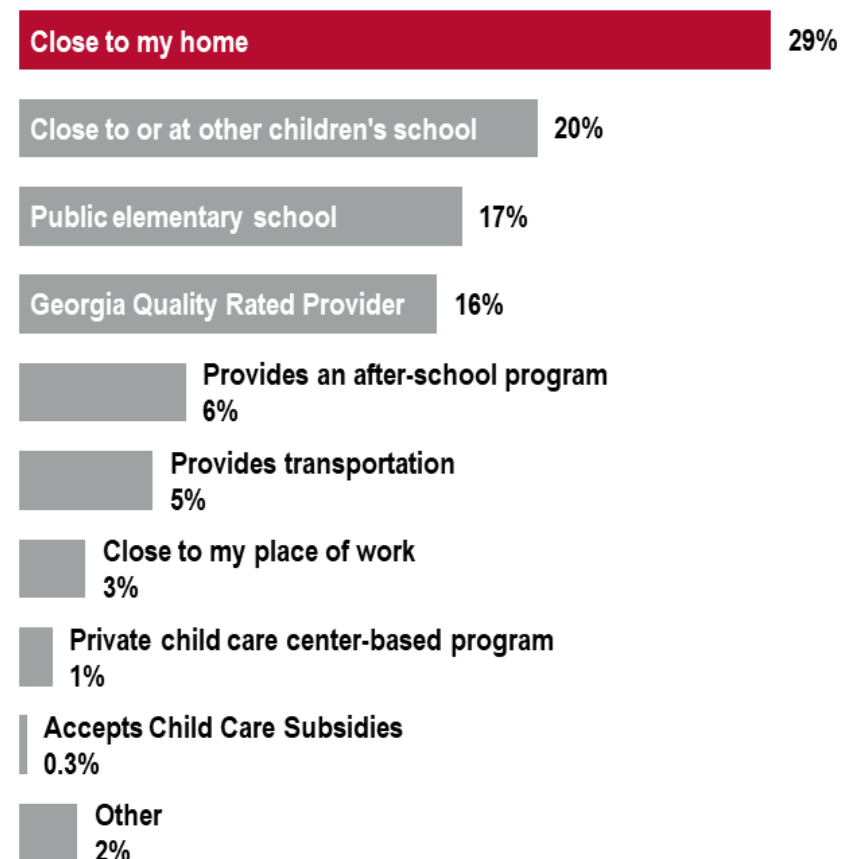
Program Selection

How did you find out about the program(s)? (*N*=311)

Source	Percentage
My local elementary school	47%
Recommendation (friend, family, provider)	45%
Previous experience with program	30%
My child currently attends the program	8%
Online/Social Media	11%
News media	2%
Other	5%
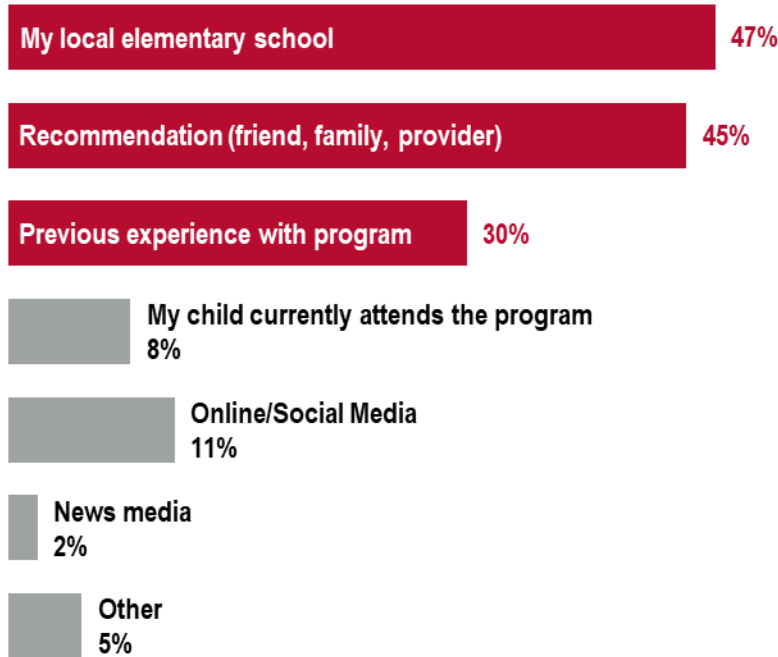
Used Georgia's Pre-K Provider Search (*N*=311)

No 78%
Yes 22%
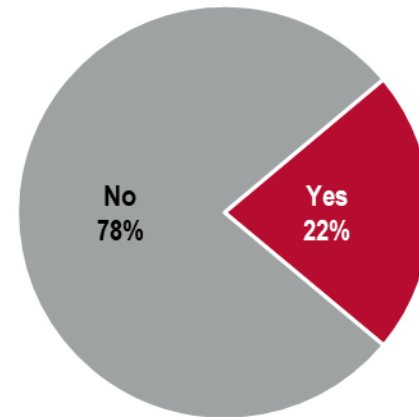
Used 1-877-ALL GA KIDS (*N*=306)

No 92%
Yes 8%
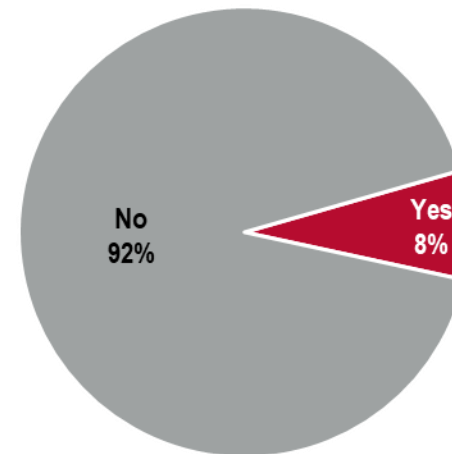
Recommendations

- Increase support for collaboration among public and private Georgia's Pre-K providers
  - May address long waitlists at public schools & open classroom seats at private center-based programs
- Strengthen communication among public and private Georgia's Pre-K providers and families
  - Development a communications template
- Encourage joint professional development on the local level while also providing opportunities for professional development at the state level

Next Steps

- Post study and share with Pre-K program providers
- Create a Georgia's Pre-K "help ticket" for families searching for a Pre-K slot
- Develop waitlist communication resources

Lunch
(Pick up as directed)

Committee Meetings

Programs – Oak
Budget/Finance – Willow
Quality Innovations and Partnerships – 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

May 16, 2019

Election of Board Officers

Committee Reports

- Budget/Finance

- Programs

- Quality Innovations and Partnerships

Board Meeting Dates 2019

~~February 21, 2019~~

~~May 16, 2019~~

August 15, 2019

November 21, 2019