
Board of Early Care and Learning

Board of Early Care and Learning Meeting

Thursday, August 15, 2019, 9:00 a.m.

Bright from the Start

Georgia Department of Early Care and Learning

2 Martin Luther King Jr. Drive SE – East Tower

Oak Conference Room

Atlanta, Georgia 30334

Amy M. Jacobs, Commissioner

Meeting Minutes

Board Members

Susan Harper (Chair)

Phil Davis (Vice Chair)

Kathy Howell (Secretary)

Kristy Beam

Jen Bennecke

Debra Brock

Drew Hunt

Theresa Magpuri-Lavell

Kristin Morrissey

Luann Purcell

Cristina Washell

Public Guests

Uzma Azhar, Miranda Williams, Neomi Fletcher, Lisa Garrison, Hanah Goldberg, Sheila Gooden, Charlotte Pelz, Joe Perrault, Kayla Washington

Bright from the Start Staff

Amy Jacobs, Commissioner

Rian Ringsrud, Deputy Commissioner for Finance and Administration

Elisabetta Kasfir, Deputy Commissioner for Federal Programs

Susan Adams, Deputy Commissioner for Pre-K and Instructional Supports

Pam Stevens, Deputy Commissioner for Child Care Services

Bentley Ponder, Deputy Commissioner for Quality Innovations and Partnerships

Dennis Brice, Chief Information Officer

Reg Griffin, Chief Communications Officer

Ira Sudman, Chief Legal Officer

Christi Moore, Director of Professional Learning

Robin Stevens, Director of Human Resources

Randy Hudgins, Director of Research and Policy

Arun Kandel, Chief Information Security Officer

Michael Rodgers, Director of Finance

Faith Duncan, Director of Pre-K Field Operations

Carrie Ashbee, Executive Director DECAL Foundation

Jackie Shivers, Director of Quality Initiatives

Donna Johnson, CAPS Family Support Director

Shawnell Johnson, CAPS Family Support Director

Laura Wagner, Director of Quality Rated Policy & Partnerships

Tamika Boone, Compliance Manager

Sonja Adams, Nutrition Program Administrator

Catherine Broussard, Director of Child Care Services Process and Policy

Clayton Bassett, Preschool Development Grant Director

Gregory Brown, Legal Services Officer

Melvia Usury, Budget Manager

Farouk Baksh, Senior Director of Technology

Taijha Harden, E3Z Subsidy Manager

Barbara Sanders, IT Business Analyst

Sonia Ladd, Business Operations Specialist

LariLyn Beyer, QR Regional Support Assessor

Nate Smith, IT Supervisor

Jill O'Meara, Community Coordinator

Laura Reid, Professional Learning Community Specialist

Woody Dover, Budget Administrator

Mary Stoklas, Quality Rated Operations Coordinator

Angela Melton, CCR&R Contract Manager

Jennifer Statham, Senior Human Resources Manager

Jennifer Bridgeman, Process and Quality Improvement Manager

Giovanna Lucas, Marketing and Outreach Intern

Margrett Stephens, QR Training and TA Coordinator

Ben Appling, Audit Project Coordinator

Quandra Collins, Executive Administrative Assistant

Lisa Rambhajan, Administrative & Facilities Coordinator

Demetrius Wilburn, IT Support Lead

David Mahone, Communications Intern

Sonja Steptoe, Departmental Editor and Writer

1. Call to Order

Board Chair Susan Harper called the meeting to order at 9 a.m.

2. Welcome

Ms. Harper welcomed the board members, Department of Early Care and Learning (DECAL) staff, and public guests.

3. Approval of Agenda and Minutes

Ms. Harper asked for a motion to approve the minutes from the May 16, 2019, Board meeting. Phil Davis moved to approve, and Kathy Howell seconded. The Board approved the minutes unanimously. Ms. Harper next asked for a motion to accept the day's agenda. Luann Purcell moved to accept, and Kristy Beam seconded. The Board accepted the minutes unanimously.

4. Inspiration

Ms. Purcell provided the Inspiration, which consisted of issuing rocks to each Board Member and asking them to write positive messages and images on them. The rocks will be delivered to child care centers to inspire students and spread the joy of learning to them.

5. Board Member Updates

Because this was the first meeting for the seven new Board members, all members introduced themselves and several provided updates on their recent activities.

- Ms. Harper introduced herself, saying she lives in Albany and represents the Second Congressional District. She has been on the Board for 10 years and is serving her second term as Chair. She reported that she traveled to Moultrie to attend a screening of the movie "No Small Matters" and a presentation afterwards by the star of the film, who teaches children about language, learning, and self-expression through her tattoos. After their discussions, the students sometimes design and wear their own temporary tattoos.
- Ms. Howell, who is from Carrollton and represents the Third Congressional District, is serving her sixth year. Dedicated to early learning, she is retired and started the first public Pre-K program in Carrollton that grew from two to 10 teachers over the years. She attended a meeting that kicked off the Summer Food Program on June 6 in Douglasville.
- Mr. Davis is from Stone Mountain and represents the Fourth Congressional District.
- Drew Hunt is a new member. She is from Savannah and represents the First Congressional District.
- Kristy Beam is a new member. She is from Atlanta and represents the Fifth Congressional District.
- Kristin Morrissey is a new member. She is from Cumming and represents the Seventh Congressional District. She serves on the Forsyth County Board of Education and the County Library Board. She believes early childhood education and reading are imperative and works on partnerships between the school system and local libraries to give every enrolled student a library card to encourage reading. She is especially focused on reaching students from underserved communities to ensure that they have in-person and online access to the library system no matter where they live in the region.
- Ms. Purcell is one of the original Board members and served as the first Board Chair. She is from Warner Robins and represents the Eighth Congressional District. She is excited about her new role as the Finance Chair and proud of her Board membership and her work with DECAL, which she says is one of the best-run organizations with which she has been involved. She also praised the professionalism of the staff.
- Debra Brock is a new member. She is from Calhoun, where she works as the principal of an elementary school, and represents the Fourteenth Congressional District. Her school has a Georgia's Pre-K Program with 66 students this year. The appointment to the Board is opening her eyes to all the things that fall under the umbrella of the job she does and things she wasn't aware of. She's excited to learn more.
- Jen Bennecke is a new member. She is from Atlanta and represents the Eleventh Congressional District. She is a part-time community affairs consultant and community volunteer who also has worked in state government. She serves on the boards of several non-profits that focus on early education. The mother of three boys, she has a passion for early education and believes that all children should have equal educational opportunities regardless of where they live. She is excited to pursue that goal through her work on the Board.
- Theresa Magpuri-Lavell is a new member. She is from Milledgeville and represents the Tenth Congressional District. She works in education advocacy and focuses on reading proficiency and literacy skills because of the important impact they have on children's lives. She currently serves as executive director of the Sandra Dunagan

Deal Center. She values her Board appointment because of her belief that educators need to operate in the birth to age 8 continuum to ensure that children are reading on grade level by third grade. She sees her Board membership as an opportunity to ensure that early language learning components continue to be introduced in early childhood and throughout that continuum.

- Cristina Washell is a new member. She is from Cleveland, GA, and represents the Ninth Congressional District. She is head of the Elementary and Special Education Department at University of North Georgia. She is passionate about working with children who have been underrepresented in schools, particularly Latino and African American children with special needs. She said that when her parents emigrated to Chicago during her childhood, they enrolled her in a Head Start program, which had a big impact on her life. Her background is in special education and she began her career as a Pre-K teacher. She understands the impact that pre-k experiences can have on a child and wants to make a big difference any way that she can. Her Board membership will give her that opportunity.

Ms. Harper welcomed all of the new members to the Board.

6. Bright from the Start Presentations

Members of the executive staff provided updates on their program areas:

a. Commissioner's Update

Commissioner Amy Jacobs updated the Board on the timeline for selecting the Pre-K Teacher of the Year, now that the finalists have been named. At the May 16 meeting she had announced that Kaela Tustin, Beth Adcock, and Johnathon Hines are the public school Pre-K Teacher of the Year finalists and Teresa Dixon, Kaysha Smith, and Heather Williams are the finalists in the private center category. This is the fourth year of the contest that rewards excellence in the classroom. She explained that recognizing the “best of the best” allows DECAL to promote the importance of the Georgia’s Pre-K Program and to support the teachers. In August, the finalists will be interviewed in Atlanta and will undergo a CLASS observation. The finalists must also submit a videotape showing them conducting a small group instruction. They will be scored and the teacher with the highest score will win. In mid-September two winners—one public school teacher and one private school teacher—will be announced by the Commissioner with the award funder Stephanie Blank and Marty Kemp, the Governor’s wife. Each winner receives a \$3,000 award for their personal use, plus \$2,500 for classroom needs and supplies, with another \$2,500 awarded to their school to cover the cost of travel and substitutes for them while they are doing Teacher of the Year-related special events and speaking and advisory activities. The Commissioner also updated the Board on the progress DECAL is making in implementing Governor Brian Kemp’s Quality Rated Language & Literacy Endorsement initiative. Governor Kemp charged DECAL with developing and implementing this added endorsement to raise literacy standards and practices for Quality Rated (QR) providers that will be in addition to their star rating. The Department has convened an expert panel of nine academics from the University systems including Georgia State and University of Georgia that have been meeting since May. The Commissioner said she is excited about their work, particularly because one of the authors of the ECCERS Environment Rating Scale that DECAL uses as a Quality Rated assessment tool is on the panel. So far the panel has come up with draft recommendations that are overarching principles of what the endorsement should be about. They say that: the Endorsement should support programs in continuous quality improvement; the Environmental Rating Scale (ERS) data should be utilized to determine programs that are eligible to participate in the endorsement process; providing high quality professional development is crucial to the Endorsement and DECAL should consider QR data, best practices in child development, and Georgia Early Learning and Development Standards; the Endorsement process should prioritize programs in communities where the children are at risk for reading failure; and the Endorsement should offer tiered professional development based on the individual needs of programs and their teachers. The panel also believes strongly that the Endorsement should do no harm. An additional focus on language and literacy is good but it shouldn’t undermine overall quality in the early learning setting, including health and safety, developmentally appropriate practices, and play-based learning. She said during August and September the panel will focus on developing the details for putting the recommendations into practice. The experts will finalize the draft of the Endorsement at its final meeting on September 5, 2019. A public comment period will be held and stakeholder engagement to familiarize the provider community with the concept and to explain the process is planned for October and November, with the endorsement being finalized by November 30. DECAL will begin a pilot

implementation of the Endorsement in January 2020. Finally, she updated the Board on the additional federal discretionary funding Georgia received last year. In 2018 Georgia received an additional \$93 million from the federal Child Care and Development Fund (CCDF), which DECAL has used to advance its mission of improving access to high-quality care and education for all children no matter their location or family income. The Department received stakeholder feedback through public comment and community meetings and developed a spending plan that fulfilled the Commissioner's commitment to supporting providers, families, and the workforce. DECAL allocated the funds to raising child care quality and increasing access to high-quality early childhood education focused on infant-toddler care; expanding inclusion services; increasing workforce professional learning; and maintaining high safety standards. DECAL implemented this spending plan between October 2018 and January 2019. In terms of impact on families to date, the Commissioner reported that due to the CAPS discounts and fee reductions DECAL has used the money to fund, families have saved \$4.7 million since the new CAPS family fee structure and the 15% discount for families selecting a QR provider went into effect. Before the new fee structure, families paid on average a fee of \$36.48 per week and now they pay \$21.83 per week on average. She shared that for providers, the number of children who receive a CAPS scholarship or are in a grant-funded slot at a QR program has increased 8%. Programs that care for children in the CAPS program have received an additional \$2.3 million to increase access for infants and toddlers. QR providers that care for children in the CAPS program have received an additional \$6.6 million to increase access to quality programs for all Georgia children. Additionally, the number of Inclusion Specialists has increased from 10 to 12. DECAL has added six Behavior Support Specialists to help implement behavior support plans for children with persistent, challenging behaviors. DECAL also established an intake line to route cases of extremely challenging behaviors to appropriate levels of support. She also highlighted the additional benefits for the early education workforce that include targeted professional development to ensure a proactive approach to preventing challenging behaviors. Through DECAL Scholars, 536 early learning professionals, who on average earn around \$9 an hour, have received an additional \$713,000 for scholarships and bonuses that serve as incentives to earn advanced credentials and remain in the profession. The early education workforce also has saved \$1.39 million since October 2018 by having the costs of mandatory comprehensive background checks for provider staff, leadership, and others paid by DECAL.

b. Finance, Legislative, and Administrative Update

Deputy Commissioner for Finance and Administration Rian Ringsrud provided an update on the culmination of the agency's budget and expenditures for state fiscal year (SFY) 2019, which closed on June 30, 2019. He noted that the final budget was \$879.2 million. Expenditures were \$878.6 million. The remaining balance of \$559,330 is composed of approximately \$440,000 representing funds that will be returned to the state treasury that weren't used. He explained that it's normal and expected to have a surplus and returning some funds back to the state has happened every year that he has worked at the agency. The Office of Planning and Budget (OPB) and the Governor's Office are aware of the surplus. The remaining \$120,000 surplus, he explained, reflects statewide initiatives for which funds were put in DECAL's budget, but DECAL and other state agencies never actually received those funds. During the fiscal year, to ensure that there would be enough money in the state budget to fund the government for the entire year, OPB instructed all agencies to not make their employer contributions to the State Health Benefit Plan for one month. Statewide it saved the government \$200 million. As a result, DECAL had about \$120,000 it had budgeted for but didn't receive from the treasury to put into the health benefit plan. Instead the state just reduced DECAL's allotment from the treasury by that amount. So although it looks like DECAL has money left over, it actually doesn't. The \$120,000 is money the agency budgeted for, but never got, so it didn't spend it and therefore doesn't have it to give back to the state because it never had it. DECAL closed out 2019 having spent 99.99% of the funds it received and didn't overspend. He also briefed the Board on DECAL's state fiscal year (SFY) budget requests, which the Board will have to approve later in the meeting before they are submitted to the OPB. The current budget is \$847.4 million. DECAL and all other state agencies received instructions from OPB last week to reduce budgets for the year by 4% for FY2020 and 6% for FY2021. DECAL is mostly funded by lottery money and federal funds, with a smaller percentage from formula-driven state funds. So the amended SFY 2020 proposed budget has been reduced to \$847 million, representing a \$439,000 decrease. For 2021 to meet the 6% mandated reduction, DECAL's proposal totals \$846.8 million, approximately \$658,000 less. The reductions are coming from Child Care Services (CCS). Mr. Davis asked whether DECAL will ever get the money it's cutting from these budgets back. Mr. Ringsrud responded that those decisions are made at the highest levels of state leadership and he couldn't say. Mr. Davis also

asked if any surplus from Georgia's Pre-K or other programs next year could be moved over to cover the money cut from CCS. Mr. Ringsrud explained that the agency can't freely move lottery Pre-K funds around into other program areas because budgetary and program integrity must be maintained. He also said discussions continue with OPB about the proper way to hit the reduction targets that have been set. Mr. Davis then asked if the reductions will require changing the family income requirements for CAPS. Mr. Ringsrud explained that they won't impact CAPS because it is federally funded. Another Board member asked about the annual percentage growth in each budget area. Mr. Ringsrud explained that last year DECAL was told by OPB to submit a budget showing 2% growth in spending. DECAL didn't get the 2% it requested but did receive an extra \$500,000 in a late-year Senate appropriation. Before last year, DECAL was told to submit flat budgets. So overall there hasn't been much growth year-over-year in state funding. Ms. Harper commented that after lunch the board will vote on the budget proposal.

c. Federal Programs Update

Deputy Commissioner for Federal Programs Elisabetta Kasfir provided an update on increases to Childcare and Parent Services (CAPS) reimbursement rates and reductions to the income threshold for families. Last year CAPS was able to increase the base reimbursement rates for infants and toddlers as a result of the additional CCDF funding the Commissioner discussed. Ms. Kasfir announced that CAPS reimbursement rates for preschool children ages 3-5, and school age children 6 and older will increase in September 2019 to the 25th percentile of the most recent market rate survey. DECAL is committed to serving 50,000 children in CAPS. For a family to be eligible for CAPS scholarships it has to be in one of 12 priority groups, meet certain income thresholds for their size, and the parents have to be participating in an approved activity such as working or attending school. One strategy for maintaining the participation level at 50,000 is adjusting the threshold for the very lowest income level priority group. CAPS raises the income-level threshold to allow more families to qualify when it has less than 50,000 children and lowers it when there are more than 50,000, which it did in July 2019. She reminded the board that CAPS moved from the Dept. of Families and Children Services in 2012. Funding and Program Administration moved first, followed by the Eligibility Determination unit in 2017. With the transition, the program was re-envisioned and restructured to become a part of the early care and education system rather than a public benefit program and now is composed of three sections: Program Administration, Scholarship Administration and Family Support. This was done to ensure that sufficient staff was in place to process applications and issue scholarships as well as to connect families with resources to help them navigate often complex systems and programs they might need. The goal was also to assist families in meaningful ways to help them reach self-sufficiency. DECAL determined that the Family Support staff should engage in this work. DECAL also pursued partnerships and built relationships in order to implement Two-Generational strategies that would encourage self-sufficiency, a principle to be handed down to their children. She then introduced Donna Johnson and Shawnell Johnson, CAPS Family Support Directors, who provided details on the CAPS Two-Generation projects that provide participating parents with higher education and economic supports and their children with high-quality education and health care access and coverage. They explained that the Two-Generation approach is designed to support families become economically self-sufficient, while acknowledging that families need help to achieve it. To develop the supports, DECAL received a federal Parents and Children Thriving Together (PACTT) grant and through it worked with the Aspen Institute in developing ways to support families using the Two-Generation (Two-Gen) approach. Its core components for family supports are: social capital that includes peer and family networks, coaching, and cohort strategies; early childhood education that encompasses Head Start, Early Head Start, child care partnerships, Georgia's Pre-K, and home visiting; postsecondary and employment pathways consisting of community college, training and certification, and workforce partnerships; connecting families with economic assets such as housing and public supports, financial capacity building, and transportation; and health and well-being involving mental, physical, and behavioral health coverage and access to care; and strategies for coping with adverse childhood experiences and toxic stress. DECAL's Two-Gen work includes child-focused assistance and parent-focused supports as part of its whole family approach. The agency chose this strategy because research shows that supporting children and their parents together has an impact for generations. It's about helping children now and in the future. Through partnerships with technical colleges and by giving CAPS families access to a degree, DECAL is helping them increase parental income, which could lead to double-digit increases in the children's earning power as adults. With research also showing that high-quality early childhood education brings a 13% return on investment, DECAL was encouraged that improving the quality of and access to early care and education programs reduces the possibility that children will go down a path leading to the

criminal justice system or to literacy challenges that diminish educational and economic opportunities. They also saw data showing that 3.8 million undergraduates are parents, while 70% of student parents are mothers and two in five student-parents are single mothers. Additionally, those student-parents are likely to have children who are preschool-age or younger, which means DECAL has an opportunity to impact families it serves and supports for generations to come. They explained that their work is guided by a cross-divisional committee composed of representative from CAPS, Quality Innovations and Partnerships, and the Head Start Collaboration Office that meets monthly to implement the strategies. Outside of DECAL, CAPS works with and cross trains with staff from the Technical College System of Georgia (TCSG). To make the partnerships DECAL has established with the state's technical colleges and university system as effective as possible, the CAPS Family Support Consultants are serving as a bridge to help families make the connection between early education services for their children and higher education for the parents. The goals of this effort are to increase the number of available skilled and educated workers in the workforce, improve community and family well-being, reduce the need for public assistance, and strengthen the state's economy. CAPS is also creating a Community Resource Portal that will be used by TCSG and DECAL staff to deliver information, resources, and supports to families and will help DECAL and its partners make referrals to each other so that families are put in contact with organizations that provide the services and assistance they need. DECAL is also working with the non-profit Nana Grants Program to identify single moms and other student parents who are enrolled in technical schools who meet eligibility requirements for CAPS and who might need other forms of financial assistance. DECAL has also received a grant from the Kellogg Foundation to develop a family-centered coaching model that will reinvent and improve how CAPS supports families in its Two-Gen work. They also discussed recent CAPS policy changes that support the Two-Gen approach, namely adding the 15% discount to families for selecting Quality Rated providers, capping family fees at 7% of income to increase access and affordability of child care, increasing ongoing eligibility ceilings from 50% to 85% of state median income to incentivize the pursuit of income-generating opportunities that promote self-sufficiency rather than declining them for fear of losing benefits, and adding an associate's degree as an approved activity under the CAPS eligibility requirements to encourage parents to pursue higher education. Ms. Bennecke asked how the changes to eligibility requirements have impacted the number of families that are able to access CAPS scholarships. The Commissioner explained that CAPS will continue to serve 50,000 children. The changes were made because of the extra CCDF money DECAL received. The changes to the eligibility requirements were not made to increase the number of children and families that were eligible but they did not change the number of children enrolled, even though the changes mean that many more now qualify for the benefit. All changes to CAPS eligibility requirements are based on serving 50,000 children. The two directors attended a student-parent symposium at Ohio State University where they learned about programs in that state supporting two-generation work. They participated in workshops and visited a facility that provides income-based housing for college student-parents, has an onsite Head Start child care center, along with a study room, computer lab, gym, and play areas for children. They also heard testimonials from student-parents about how a Two-Gen program had allowed her to complete her postsecondary degree and improved her prospects for moving out of poverty. At the conference, participants were told about a report from the Institute for Policy Research on linking early childhood and higher education systems to improve economic mobility that recognized DECAL's work on Two-Gen initiatives as a win-win-win strategy benefitting families, improving quality in early childhood education, and boosting community economic development. They provided a link to the full report.

d. Quality Innovations & Partnerships Update

Deputy Commissioner for Quality Innovations & Partnerships Bentley Ponder provided an overview of the division's work by describing its four units, Quality Rated, Early Head Start – Child Care Partnerships (EHS-CCP), Community Outreach and Partnerships, and Research & Policy Analysis, and their programs and services. He explained that Quality Rated (QR) is similar to rating systems for restaurants and hotels, and assigns one, two, or three stars to early education and school-age care programs that exceed the minimum state licensing requirements. It's a framework that assesses, communicates, and improves quality. Programs earn a star rating in Georgia by earning structural quality points based on scores they earn from submitted portfolios of their qualifying activities and by earning process quality points based on onsite observations by independent evaluators from DECAL using Environment Rating Scale (ERS). Programs also earn bonus points for current and valid national accreditation they already have received. Breaking down each aspect, Mr. Ponder said, the structural quality component's electronic

portfolio is an online tool that organizes the documents and is composed of five standards around nutrition; professional development and education for teachers and directors; family education; instructional learning; and student:teacher ratios which all earn structural quality points. The process quality's ERS Assessment is a lengthy process that allows evaluators to directly observe children's experiences. From start to finish the portfolio process takes five months to one year to complete, while scheduling, conducting, and reviewing takes from three to six months. Points are awarded based on meeting multiple criteria of observable and measurable items. Updating the Board on QR participation and ratings data. As of July 1, 2019, of Georgia's 4,661 eligible programs, 1,834 are star rated. He said 39% of the eligible programs are participating and have earned a star rating, while 35% are somewhere in the process, with the other 26% of eligible ones not yet participating. Among the star rated programs, 22% have three stars, 51% have two stars, and 28% have one star. He said QR has shown enormous growth but there is still a lot of work to do. Since it launched in 2012, QR has completed 3,522 ratings involving 7,292 individual observations. In terms of the number of ratings each year, the program has expanded from a single rating completed in 2012 to 658 in 2018 and 539 as of August of 2019, indicating how well the QR team is doing. After three years programs must be reassessed. Looking at how programs performed on their reassessments, the data show that in 2016, more programs saw their star rating drop. In 2018 and the first half of 2019 a greater percentage of programs were maintaining or increasing their star ratings. He said the state's Resource and Referral agencies (R&Rs) provide TA to programs that are being reassessed. Mr. Davis asked what TA stands for. Mr. Ponder explained that it means technical assistance. He presented a map showing the distribution of QR programs across the state's counties. He also discussed progress toward meeting the QR 2020 Goal that all CAPS providers will be star rated by December 31, 2020, to continue to receive CAPS funding. He shared a graph showing that 95% of children receiving subsidies are enrolled in a program that is participating in QR, with 62% of them at a star-rated provider. Additionally, 88% of CAPS providers are participating in QR, with 51% of them having earned a star rating. He said the division is working on a number of initiatives and changes to get all CAPS providers participating in QR by the 2020 deadline. Ms. Bennecke asked what type of outreach QR is doing to increase participation. Mr. Ponder responded that the R&Rs are recruiting new programs and providing technical assistance to those already participating. The CAPS payment system sends out reminders to programs about the deadline, and the QR team has been holding statewide community meetings over the past year, among other measures, to raise participation rates. Next, he reported on the background, culmination, and lessons learned related to the Race to the Top-Early Learning Challenge Grant, (RTT-ELC) that was awarded to Georgia in December 2013. It was jointly administered by the U.S. Department of Education and the U.S. Department of Health and Human Services and provided funding for states to build and strengthen systems. Georgia submitted its final performance report on July 31, 2019. The grant was a major achievement for the state. Georgia received \$51.7 million over the four-year grant period after its application received the second-highest score among 16 applicants. The state's application highlighted what the state has done in early care and education and proposed a plan for what the state will do to improve and to increase access to high-quality early care and education. The two programs most often highlighted as proof of Georgia's commitment to early education were Georgia's Pre-K Program and Quality Rated. Over 15 state agencies contributed to and helped implement the grant, with DECAL serving as the lead agency: Governor's Office, DECAL, Department of Education, Department of Public Health, Department of Community Affairs, Department of Economic Development, Department of Human Services, Governor's Office for Children and Families, Georgia Public Broadcasting, Professional Standards Commission, Governor's Office of Student Achievement, Technical College System of Georgia, University System of Georgia, Alliance of Education Agency Heads, Georgia's Children's Cabinet, and Georgia Family Connection Partnership. He also listed the 12 projects developed or advanced through the grant covering the categories of successful state systems, high-quality accountable programs, promoting early learning outcomes, workforce, and outcomes and process measurement, including QR, the early learning and development standards, workforce knowledge and competencies, CACDS, and the kindergarten readiness check. He called the grant a game changer for the early learning system in the state, allowing DECAL to take it to the next level. Among the big picture takeaways, he said the grant: raised the profile of early learning; increased access to high-quality early education, operationalized Georgia's Early Learning and Development Standards (GELDS); increased workforce supports and resources; expanded use of data and research; facilitated community-level engagement, and expanded and evolved language shifts. In terms of lessons learned he stressed the importance of communicating realistic expectations, staffing and project organization, and alignment and integration. He listed as next steps reaching the

2020 Goal; continue working on GELDS, Quality Rated, and supporting the workforce initiatives; and effectively implementing the PDG B-5 and CCDF Research Grants. Ms. Harper explained that GELDS stands for Georgia's Early Learning and Development Standards and a copy of them are posted on the DECAL website. She also told the Board members that the DECAL staff are always accessible to answer questions.

Ms. Harper then recessed the meeting at 10:38 a.m. and resumed it at 10:48 a.m.

e. Georgia's Pre-K/ Instructional Supports Update

Deputy Commissioner for Pre-K and Instructional Supports Susan Adams explained that the division operates instructional programs, the largest being the Georgia's Pre-K Program and those that serve special populations including infant-toddlers, children with disabilities, child development and families, and the workforce through the Professional Learning unit. She reported on the Pre-K Summer Transition Program. The program is mostly federally funded and runs for six weeks during the summer. She showed photos from this year's program and distributed a map showing the program sites. It is a targeted program serving children and their families who meet certain income eligibility standards. There has been a steady increase in access to the current levels of 156 rising kindergarten and 66 rising Pre-K students and results have shown significant increases in reading and math. Priority groups for the rising kindergarten program include children who didn't attend Pre-K or Head Start for some reason, who attended Pre-K but on an abbreviated calendar for some reason, and who attended Pre-K but need added support based on teacher recommendations, because they are dual language learners, or because they have a disability. The rising Pre-K program is bi-lingual and designed for children who meet income eligibility requirements and whose home language is Spanish, giving a boost to dual language learners (DLLs). It targets children who have registered for Pre-K and will attend Pre-K in the upcoming school year. She said this support is important because results from the ongoing longitudinal study of Pre-K students consistently show that DLLs make significant gains in the Pre-K Program compared to their peers, after starting the program significantly lower than their peers but are still not caught up by the end of the year. This is an opportunity to give a boost to those children. It also provides professional learning opportunities for teachers to better learn how to support DLLs. They get intensive coaching and professional development in both programs. The program focuses on Spanish speakers because it is the largest language in the program for DLLs and is a starting place. In the last few years DECAL has piloted some multi-lingual programs for children to see how it can expand the program to other languages. The program also provides Two-Gen support for children and families. The program is held at providers with Pre-K Programs and includes additional funding for a transition coach who helps the families prepare to transition into kindergarten, helping them identify where to register, collecting the required documents, connecting them with CAPS to get after-school care or resources for food or job search. As an example, she shared that Students at Discovery Point #61 in Rockdale County received brand new shoes and other school supplies for kindergarten donated by Nike. Additionally, students in Colquitt County received new shoes donated by Lazarus in Moultrie and also received learning games to use at home. For the 2019–2020 school year, Ms. Adams reported that Georgia's Pre-K received funding for 84,000 slots in 3900 classrooms, with half of the children served in local elementary schools and the other portion in child care learning center Pre-K settings. She then told the Board about preparations for the 2019 Georgia's Pre-K Week, which will be commemorated October 7–11, 2019 in conjunction with Voices for Georgia's Children. It's an opportunity to celebrate the Program and every legislator is invited to visit a Pre-K class in their district giving them a chance to be educated about where the lottery dollars are going and to understand what a Pre-K Program offers the participating children and families and the local economy. She invited the Board members to participate in Pre-K Week by reading to a class. She described Pre-K Week as one of the most successful Pre-K advocacy programs in the nation. She also updated the Board on the ongoing work funded by the Lifting Infants and Toddlers Through Language-Rich Environments (LITTLE) grants DECAL received to improve infant-toddler care in child care learning centers and family child care learning homes. These classroom grants are state and federally funded and focused on intensive professional development in two- and three-star QR programs. The money funds several strategies, including providing a peer coach who helps build internal capacity in each child care center, provides for onsite coach-the-coach support by a DECAL Infant Toddler Specialist, as well as language and literacy classroom materials and supplies. The grant activities also include data collection to allow for feedback and evaluation. The grant cycle is two years. Year 1 involves weekly coaching visits from an Infant Toddler Specialist, four early language and literacy institutes, and monthly professional learning community sessions led by the specialist. Year 2 features bi-monthly coaching sessions with an Infant Toddler Specialist, four early language and literacy institutes and monthly

professional learning community sessions led by a peer coach. The goal is to build internal capacity with the programs to continue the best practices they learn during the first two years of the grant. Ms. Morrissey asked if the persons who are peer coaches already have the competencies that are required. Ms. Adams responded that they are identified at the programs and must be a strong infant-toddler teacher with appropriate credentials and some competencies around child development. They participate in an intensive coaching institute to further build those coaching competencies to support their colleagues in the classroom. The first cohort of programs have rolled off their two-year cycle and all except one has maintained their peer coach in some capacity and continue to support them. Ms. Adams says she has been impressed with the capacity, and passion of the teachers who have participated in the LITTLE program. Ms. Hunt asked why 1-star programs are not involved in the LITTLE program. Ms. Adams explained that infant-toddler care tends to be of lower quality and is the hardest to provide. It also has higher staff turnover. To be successful, providers involved in LITTLE programs need solid safety rules, and good systems to retain teachers, which the 2- and 3-star programs tend to have in place. Those programs are looking for opportunities to improve their quality and the LITTLE program provides that chance. Additionally, the 1-star programs need to focus on areas to improve their fundamental operations and practices. The pathway training to prepare for LITTLE participation is intensive and is best suited for gold-star programs. Ms. Hunt asked if participation in the LITTLE program serves as an incentive for the 1-star programs to strive for improvement. Ms. Adams said it does and it also benefits 2- and 3-star programs to help them improve their quality. Ms. Harper added that the child care industry needs to help the public move beyond the concept that early child care is just baby-sitting. LENA is important in terms of promoting early brain development and encouraged Board members to ask about it. Ms. Adams explained the data collection tools involved in the LENA system, which builds infant-toddler brains through early talk. The tools, which consist of a word pedometer and a vest, help DECAL gather data to understand if teachers are applying the coaching to change classroom practices that result in changed outcomes for children. Every week children wear the device and the vest which records the amount of language in the classroom, allowing DECAL to measure it. The device picks up both adult language and back and forth exchanges between teachers and children. It also measures the quantity of language across the day for the whole class and individual children. To measure the quality of the language in infant-toddler classrooms, DECAL uses the Classroom Assessment Scoring System (CLASS) a research instrument used nationally to observe teachers and assess the quality of language and interactions in classrooms. It can tell evaluators how positive the environment is, how much language is used and how it's scaffolded. There are tools for infants, toddlers, preschool, early elementary and all the way up to high school. When evaluating the peer coaches, for example, she said she sits down with them and the LENA report to discuss their performance and to set goals. Ms. Washell asked that, given that these are critical periods of language development and for learning other languages, is there data related to the child's first language and second language expression? Ms. Adams said her team does work with the agency's Research Team and an outside experts at the Child Trends research organization to collect and analyze data about the child's first language and data that identifies the language teachers predominately use in the classroom. But it's a small effort and she doesn't have enough data at this stage to draw conclusions. Looking at the LENA data, Ms. Adams presented a chart measuring the rate of language interactions between teachers and infant-toddlers per hour which showed that gains in turn-taking are significant and are maintained through the sequence of coaching that's occurring in the classrooms, with rooms in the "lower talk" subgroup showing a 50% increase in turn-taking over the first month of coaching that is maintained for the balance of the program. The data also showed that children starting out at the lowest rates of turn-taking ended up experiencing a 200% increase after the coaching—the largest gains. Also, infant teachers observed in the spring exceeded the target scores for all CLASS domains. Toddler teachers observed in the spring also exceeded the target scores for all CLASS domains. In terms of overall outcomes from the LENA coaching and CLASS observation feedback, there was high satisfaction with the content and delivery of professional development support, increased quantity of classroom language, less teacher turnover, increased confidence in peer coaches and teachers, and a desire of teachers involved to stay in the infant/toddler workforce. Ms. Adams and Mr. Ponder then revealed the latest results from DECAL's ongoing longitudinal study of students who attended Georgia's Pre-K Program. The findings covered the academic skill growth rates for students through the second grade. They provided this background on the study: In 2011-2012, the Georgia legislature funded a series of ongoing studies of Georgia Pre-K's Program to measure the effects of participation in Georgia's Pre-K on children's school readiness skills, assess the quality of Georgia's Pre-K classrooms and K-3 classrooms, and to measure short- and long-term outcomes of children who attended Georgia's

Pre-K. DECAL commissioned the Frank Porter Graham (FPG) Child Development Institute at University of North Carolina-Chapel Hill to conduct the studies. This report on the performance of a group of students in their second grade year adds to the body of research studies DECAL has been conducting on Georgia's Pre-K, which includes a study of Pre-K outcomes and impact, and three previous years of the longitudinal study covering these students' Pre-K, kindergarten, and first grade performance. The third and fourth grade results have been collected but have not been analyzed and presented yet. The children in the study group are currently in fifth grade. The study measures children's skills across learning domains, does a parallel assessment of Spanish-speaking DLLs, conducts observations of classroom quality, and examines predictors of child outcomes. The overall findings from the studies were that Georgia's Pre-K is a key, impactful component of the state's education pipeline. Also, children who attended Georgia's Pre-K make significant gains across all domains of learning. That growth is greater than expected for typical development. Children who attended Georgia's Pre-K also made greater gains compared to children who did not attend Georgia's Pre-K. The children make gains from Pre-K through 2nd grade; however, the rate of growth is greater in Pre-K and K. Finally, classroom quality is higher in Pre-K and K. The study follows a representative sample of children who attended Georgia's Pre-K during the 2013-2014 school year. It includes a wealth of data because the children in the study are assessed twice a year and the data include annual classroom observations, teacher and family surveys, and general demographic information. The retention rate within the study group was strong. It began with 1,169 children. By second grade, 81%, or 95, of the children in the original sample remained. The study will continue through the 2019-2020 school year, when the children will be in the fifth grade for the final year of the study. The classroom observations that are part of the study involved 199 randomly-selected Pre-K classrooms, 807 kindergarten classrooms with 296 randomly selected for classroom observations, 777 first-grade classrooms also with 296 randomly selected for classroom observations, and 786 second-grade classrooms with 280 randomly selected for classroom observations. The Pre-K Year findings showed that children made significant gains in all domains on almost all measures, while growth on standardized measures indicated children progressed at an even greater rate than expected for normal developmental growth. Similar results were found for DLLs, who made gains for all skills in English and most skills in Spanish. The kindergarten year findings showed that children made significant gains in all domains on almost all measures. The growth on standardized measures indicated that children progressed at an even greater rate than expected for normal developmental growth. The first grade findings showed that children made significant gains in all domains on almost all measures. The growth on standardized measures indicated that children progressed at an even greater rate than expected for normal developmental growth. The results were similar for DLLs, who made gains for all skills in English and most skills in Spanish. The three specific research questions for the study of second-grade performance were: What are the learning outcomes through second grade for children who attended Georgia's Pre-K program? What factors predict better learning outcomes for children? What is the quality of children's instructional experiences from Pre-K through second grade? The findings show that children made greater gains in Pre-K and kindergarten on most measures compared to first and second grade. The scores were near the population mean at Pre-K entry & remained near the mean at second grade. The DLLs showed similar patterns of early growth for skills in English, but showed decreases over time for most skills in Spanish. The most common predictors are English language proficiency at entry to Pre-K and race/ethnicity. Additionally, children's level of English language proficiency has been and continues to be one of the most consistent predictors of growth in skills and was a predictor on 6 out of 11 measures. As the study has progressed, race/ethnicity has become more of a predictor of growth and was a predictor on 6 out of 11 measures in the second grade year. On some assessments, Pre-K provider type and classroom quality were also found to be predictors. Quality was highest in the Pre-K year, with declines in subsequent grades. In all grades, scores were higher on measures of emotional support and classroom organization and lower on instructional support. The researchers conclude that the early education and developmental benefits from Georgia's Pre-K carry over to kindergarten but begin to dissipate in later elementary grades. This suggests that more should be done to sustain and build on the gains made in Georgia's Pre-K and kindergarten. They discussed specific findings on five measures of language and literacy that show rates of growth from Pre-K to second grade that illustrated the overall patterns. The patterns on two of the measures showed pronounced increasing rates of growth continuing in Pre-K and kindergarten, followed by a leveling off in first grade and then beginning to decline in second grade. Mr. Ponder pointed out that on Picture Vocabulary and Word Attack assessments there was a declining rate of growth from Pre-K to second grade. In terms of rates of growth in math skills, the same patterns of initial increases followed by a leveling off and then declining

rates in later grades as well as steady declines in skills measured beginning in first grade were evident. Looking at growth in applied problems skills by English language proficiency, Mr. Ponder pointed out that the students at the lowest level almost caught up to the more-proficient groups by the beginning of first grade but then as the rates of growth by other groups began to decline, their growth rates declined faster than the others during first and second grade. Ms. Adams noted that the children at the lowest proficiency level included those whose home language was not English and those whose home language was English. Overall the longitudinal study confirmed that Georgia's Pre-K is a key, impactful component of the state's educational pipeline. In terms of Pre-K gains, children who attended Georgia's Pre-K made significant gains across all domains of learning and have shown greater growth than expected for their age group. Furthermore, the children who attended Georgia's Pre-K made greater gains compared to children who did not attend Georgia's Pre-K. For growth over time, children made gains from Pre-K through second grade; however, the rate of growth was greater in Pre-K and kindergarten and began to decrease in first grade. Ms. Adams said the findings show that children are not losing skills, they just are not gaining them as quickly as they were in earlier grades. Another positive note was that classroom quality is higher in Pre-K and kindergarten than in later grades. She said DECAL is working with the Department of Education on solutions because at some point the findings are no longer about Pre-K. She said they've learned a lot from the study results and the rising Pre-K summer program is a direct result of some of the findings about the need to improve preparation for DLLs. Also, they continue to feel good about how Pre-K is doing in getting children to the door of kindergarten ready. She said DECAL officials are proud of that, having worked really hard on that. She asked, is it a good investment? She answered, yes, it is. She added that DECAL also wants to make sure the benchmark is to get all kids to third grade reading on grade level and showing proficiency. She added that they don't know all the reasons for the results but they have ideas and are talking to the researcher and meeting with her and officials from the Dept of Education because DECAL wants to find out where the disconnects are and whether there are groups that are doing better than others and how to resolve those differences. She summed up the results as some really, really good news and some news that DECAL is concerned about. Mr. Davis said he was alarmed by the decreases in proficiency. His takeaway was that schools are killing off all the enthusiasm that Pre-K is instilling in them. Ms. Adams responded that they are trying to figure out the reasons for the declines. One of the factors is that this is some children's first experience and a lot of growth is expected. But on the flip side some programs talk about children experiencing fade out over time or regression to the mean where kids just get to where they are supposed to be. The study researcher, who also is concerned about the slowing of the rate of growth, has told Ms. Adams that those aren't the explanations. She added that a lot of children are still at the levels they need to be at right now. She said DECAL needs to see what happens next and to dig further into the data to figure out what's going on. She added that there already are some initiatives underway in the state to do that, such as improving teacher prep programs, work that the Sandra Dunagan Deal Center does around performance in K-8, the joint project with the Dept of Education to look at improving classroom climate in early education. She said everyone should pause and pay attention to the findings and determine what other aspects we need to look at to help understand what's going on and where the disconnects are. She also wants to see what the third and fourth grade results look like. Mr. Davis asked about a study that was already done that looked at third-grade performance. Mr. Ponder said it was just a snapshot analysis. Ms. Adams added that it was from other Georgia Awards data showing that children who attended Pre-K performed better on their third grade milestones.

f. Child Care Services Update

Deputy Commissioner for Child Care Services (CCS) Pam Stevens discussed the proposed changes to licensing rules for child care learning centers (CCLCs) that the Board will vote on during the meeting's afternoon session. She said the changes will go into effect the beginning of the federal fiscal year on October 1. The reasons for the rule changes are to enhance children's health and safety, improve quality of care, comply with Child Care and Development Fund (CCDF) requirements, and to comply with state or federal law. The changes include minor revisions in the manual for child care learning centers (CCLCs) to Rule Chapter 591-1-1.09(1)(f) – .33(4). Specifically:

- **591-1-1-.09(1)(f)** – adding wording to reflect that satisfactory Fingerprint Records Check Determination must be maintained at the child care learning center
- **591-1-1-.16(1)(h)3.** – grammatical correction
- **591-1-1-.31(1)(b)2.(vii)** – updating wording – removed reference to Group Day Care Home
- **591-1-1-.31(2)(b)2.(iv)** – updating wording to reflect Certificate of Credit (TCC) in Program Administration

- **591-1-1-.31(5)(h)** – clarifying wording that provisional employees must be supervised by a person with a valid and current satisfactory Comprehensive Records Check Determination
- **591-1-1-.33(2)** – grammatical correction, and adding CCDF requirement for orientation on the program’s emergency preparedness plan and blood borne pathogens
- **591-1-1-.33(4)** Food Preparation and Nutrition Training – grammatical changes and renumbering of this rule

The substantive changes to the Health and Safety Orientation section consist of :

- **591-1-1-.33(3)** – Updates content to match CCDF requirements for orientation training
 - Must be completed within the first 90 days of employment
 - Ten (10) state-approved training hours obtained will count for the required first year training hours

Additional topics added to the existing training:

- prevention and control of infectious diseases (including immunization)
- prevention of shaken baby syndrome, abusive head trauma and child maltreatment
- recognition and reporting of child abuse and neglect
- child development
- **591-1-1-.33(4)** First Year Training – Removed

The changes to the Annual Training section consist of :

- **591-1-1-.33(5)** Annual Training – more robust language used from the FCCLH rule book
 - Every calendar year after the first year of employment
 - All supervisory and caregiver personnel
 - Offered by an accredited college, university or vocational program or other DECAL-approved source
 - Ten (10) clock hours of **diverse** training that is task-focused in on-going health, safety, and early childhood or child development related topics
 - Up to 2 hours of credit given for business related training

The changes in the family child care learning home (FCCLH) rule book cover minor revisions to Rules Chapter 290-2-3.03 (y) – .07(18), namely:

- **290-2-3-.03(y)** – adding terms “staff” and “personnel” for consistency with CCLC rules
- **290-2-3-.04(1)(d)** – grammatical correction to rule referenced within this portion
- **290-2-3-.21(1)(k)** – grammatical corrections
- **290-2-3-.07(2)** – grammatical and wording corrections and clarifications regarding current, valid credentials that meet rule requirements.
- **290-2-3-.07(3)** – grammatical correction
- **290-2-3-.07(8)** First Aid and CPR – adding clarification to existing rule
- **290-2-3-.07(9)** Annual Training – adding clarifying language
- **290-2-3-.07(15)** – removing
- **290-2-3-.07(17)** – grammatical changes
- **290-2-3-.07(18)** – grammatical changes

The substantive changes for FCCLHs add several new rules to mirror those for CCLCs:

- **290-2-3-.07(4) Staff File** – requiring a staff file be maintained for all personnel to mirror requirements for CCLC
- **290-2-3-.07(5) Program Orientation**
- **290-2-3-.07(6) Initial program orientation topics**
- **290-2-3-.07(7) Health and Safety Orientation**
 - Updating topics to meet CCDF requirements
 - Requiring completion within the first 90 days of employment
 - Meeting requirement for 10 hours of training in the first year
- **290-2-3-.07(20) Employees** – defines and mirrors CCLC language for consistency across rule books
- **290-2-3-.07(21) Provisional Employees** – defines and mirrors CCLC language for consistency across rule books

7. Lunch and Committee Meetings

Ms. Harper reminded the Board that a Public Hearing to discuss the proposed CCS rule changes will be held after lunch and briefed the Board on how the Public Hearing will be conducted. She also discussed the process of assigning

the new members to committees. She then adjourned the meeting for lunch and committee meetings at 11:30am. She called the meeting back to order at 1:00 p.m.

8. Public Rulemaking Hearing

When the meeting reconvened, Ms. Harper turned the meeting over to DECAL Public Hearing Officer Greg Brown, who explained the process for voting on the CCS rule changes. Mr. Brown called the Public Rulemaking Hearing to order at 1:07 p.m. and called for spoken and written comments on the proposed changes to rules covering CCLCs and FCCLHs. He announced that one written comment was received during the open comment period. Mr. Brown recessed the hearing when no one registered or came forward to offer additional comments.

9. Committee Reports

a. Programs & Rules

Ms. Howell reported that the Programs Committee heard from the Nutrition Services Division about the Summer Food Service Program and the Child and Adult Care Food Program, and from the Pre-K Program about a Preschool Development Grant DECAL has received. Members also received updates on the CAPS Program, the work the CCS Division is doing around playground safety, the school-age summer project, and the expansion of the inclusion and behavioral supports offered by the Instructional Supports Division to treat children with problem behaviors. She said Pre-K students are more likely to be expelled or suspended than older students for behavior problems. Ms. Harper asked if the statistics on expulsion rates of Pre-K students for behavior problems was based on state or national data. Ms. Adams explained that it comes from national data collected in a study. The new helpline that is being set up to help triage behavior problems will give DECAL better information about the incidence on a statewide basis. Ms. Harper then asked if the Georgia's Pre-K Program has a policy on expulsions and suspensions. Ms. Adams said providers can suspend a child for up to five days, but no more than two consecutive days at a time, and must notify DECAL when a child is suspended so that her team can be proactive about what's going on. She said the agency doesn't support suspension as an appropriate intervention for challenging behavior. However, sometimes it's the only tool a program knows about. But it provides an opportunity for DECAL to intervene and provide support. Suspensions for longer than five days and expulsions must be approved by DECAL. Ms. Morrissey asked if there is any correlation between staff turnover and incidence of suspensions and expulsions? Ms. Adams said research shows generally that a lot of the problem behaviors have to do with experience levels of teachers and levels of support teachers provide in the classroom. Data indicate that 90% of the problems can be resolved in other ways through better support and tools to help teachers develop better strategies for handling problems in the classroom. Training teachers to understand family trauma and its impacts on children and to mediate those impacts in the classroom is also helpful.

b. Quality Innovations and Partnerships

Mr. Davis reported that the Quality Innovations and Partnerships Committee received general updates and overviews of the EHS – CCP and the hiring of a new director of the project, the Research Team's grant work and other projects, Community Outreach and Partnerships efforts, and Quality Rated initiatives to help CAPS providers meet the December 2020 deadline for earning a star rating.

c. Budget & Finance

Ms. Purcell reported that the Finance Committee received a summary, a report on the current status, and expenditure details of the amended SFY 2020 budget. With 90% of the year remaining 11% of the funds are left. The Committee applauded the Finance Team for its lean and efficient operation that allows it to deliver over 90% of the budgeted funds to services and programs. Only 9% goes to DECAL operations. The Committee also reviewed the proposed SFY 2021 budget and recommended that the Board pass it as proposed.

10. Board Action on DECAL Budgets

Following the committee reports, the Board considered the amended SFY 2020 budget that began on July 1, 2019 and ends June 30, 2020. Ms. Harper asked for a motion to approve it. After recommending that the Board approve it, Ms. Purcell as Chair of the Finance Committee made a motion to approve it. Ms. Morrissey seconded the motion. The Board unanimously approved the amended SFY 2020 budget. Ms. Harper then called for the Board to consider the proposed SFY2021 budget. Ms. Purcell recommended that the Board approve it and made a motion to approve it. Mr. Davis seconded the motion. The Board unanimously approved the proposed SFY 2021 budget.

11. Public Rulemaking Hearing Reconvenes

Ms. Harper called Mr. Brown back to the podium. He reconvened the Public Rulemaking Hearing on the CCS licensing rule changes at 1:30 p.m. and invited speakers to come forward. When no one stepped forward, he adjourned the hearing.

12. Board Action on Proposed CCS Rule Changes

Ms. Harper explained the Board’s responsibilities regarding the approval and promulgation of rules and regulations. The Board proceeded to vote on the proposed changes that had been explained and discussed previously in three groups. First, members considered the proposals for Rules and Regulations for CCLCs, Rule Chapter 591-1-1 (Minor Changes), covering 591-1-1-.09(1)(f) – 591-1-1-.33(5). Ms. Harper asked for further discussion. Hearing none, she asked for a motion to vote on the proposal. Ms. Purcell moved to approve the section. Mr. Davis seconded the motion. The Board unanimously approved the changes. Next, members considered the proposals for Rules and Regulations for FCCLHs, Rule Chapter 290-2-3 (Minor Changes), covering 290-2-3-.03(y) – 290-2-3-.07(18). Ms. Harper asked for further discussion. Hearing none, she asked for a motion to vote on the proposal. Ms. Bennecke moved to approve the changes. Ms. Washell seconded the motion. The Board unanimously approved the changes. Finally, members considered the proposals for Rules and Regulations for FCCLHs, Rule Chapter (New Rules), covering 290-2-3-.07(4) – 290-2-3-.07(21). Ms. Harper asked for further discussion. Hearing none, she asked for a motion to vote on the proposal. Ms. Howell moved to approve the changes. Ms. Hunt seconded the month. The Board unanimously approved the changes.

Ms. Harper asked if there was further business. She presented the proposed Board meeting dates for 2020, which are February 20; May 21; August 27; and November 19. She explained that typically the Board meets on the third Thursday of the months; but the August meeting had to be moved to the fourth Thursday to help the Finance Committee finish their work in time to present an accurate budget for approval. She then asked for a motion to approve the dates. Mr. Davis made a motion to approve the meeting dates. Ms. Bennecke seconded the motion. The Board then unanimously approved the 2020 meeting dates.

Ms. Harper announced that the next Board meeting will be held on November 21, 2019.

She adjourned the meeting at 1:35 p.m.

<i>Susan H. Harper</i>	<i>11/21/2019</i>	<i>Kathy B. Howell</i>	<i>11/22/2019</i>
<i>Board Chair, Signature</i>	<i>Date</i>	<i>Board Secretary, Signature</i>	<i>Date</i>