



# Welcome to the Board of Early Care and Learning

August 15, 2019



Georgia Department of Early Care and Learning

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

[www.decal.ga.gov](http://www.decal.ga.gov)

# Approval of Agenda and Minutes

- Approve **8-15-19** agenda
- Approve **5-16-19** minutes



# Inspiration

Luann Purcell, Ed.D.



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# Board Member Updates

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



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# Commissioner's Update

Amy M. Jacobs  
Commissioner



Georgia Department of Early Care and Learning

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# Pre-K TOTY 2019-2020 Timeline

## ● August

- Interview in Atlanta
- CLASS observation
- Small group instruction videotaped and submitted

## ● September

- 2 Winners – 1 Public/ 1 Private
- Announced mid-September
- \$3,000 award per winner; \$2,500 per classroom; \$2,500 to school for substitutes and travel

# Pre-K TOTY 2019-2020 Private Child Care Finalists



Heather Williams  
Houston County  
Teaching Pre-K for 8 Years

Teresa Dixon  
Rockdale County  
Teaching Pre-K for 10 Years



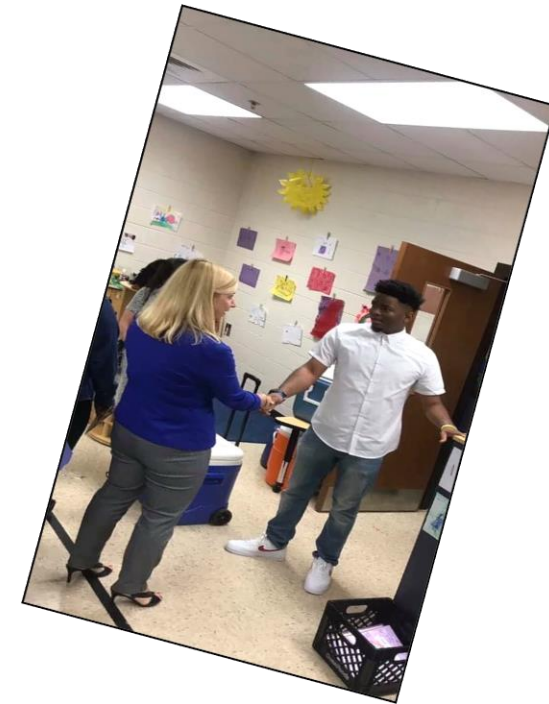
Kaysha Smith  
Dougherty County  
Teaching Pre-K for 8 Years

# Pre-K TOTY 2019-2020 Public School Finalists



Beth Adcock  
Troup County  
Teaching Pre-K for 18 Years

Kaela Tustin  
Fulton County  
Teaching Pre-K for 5 Years



Johnathon Hines  
DeKalb County  
Teaching Pre-K for 7 Years



# Language and Literacy Endorsement

- DECAL charged by Governor Kemp to develop and implement an “added” endorsement to raise literacy standards and practices for Quality Rated providers.
- Expert panel convened and has begun meeting.



# Language and Literacy Endorsement – Draft Recommendations *(continued)*

1. Endorsement should support programs in continuous quality improvement.
2. Environmental Rating Scale (ERS) data should be utilized to determine programs that are eligible to participate in the endorsement process.
3. Providing high quality professional development is crucial to the endorsement. DECAL should consider the following: QR data, best practices in child development, and Georgia Early Learning and Development Standards.
4. Endorsement process should prioritize programs in communities where the children are at risk for reading failure.
5. Endorsement should offer tiered professional development based on the individual needs of programs and their teachers.

# Language and Literacy Endorsement

*(continued)*

- August-September: Finalize recommendations
  - Next/Final meeting = September 5, 2019
- October-November: Public comment period and stakeholder engagement
- November 30: Endorsement finalized
- January 2020: Begin implementing



# Update on Federal Discretionary Funding

- In 2018 Georgia received additional \$93M from federal Child Care and Development Fund (CCDF)
- Used to:
  - Raise child care quality and increase access to high quality early childhood education focusing on infant-toddler care
  - Expand inclusion services
  - Increase workforce professional learning
  - Maintain high safety standards

# Impact of Discretionary Funding *(as of May 2019)*

## On Families:

- Families have **saved \$4.7 million** since new family fee structure and a 15% discount for families selecting a Quality Rated provider went into effect.
- Before new fee structure, families paid on average a fee of **\$36.48** per week; now family pays **\$21.83** per week on average.

# Impact of Discretionary Funding *(as of May 2019)*

## On Early Education Programs:

- Number of children who receive a CAPS scholarship or are in a grant slot at a Quality Rated provider has increased 8%.
- Programs that care for children in the CAPS program have received additional \$2.3 million to increase access for infants and toddlers.
- Quality Rated programs that care for children in the CAPS program have received additional \$6.6 million to increase access to quality programs for ALL Georgia children.
- Number of Inclusion Specialists has increased from 10 to 12
- DECAL added six Behavior Support Specialists to help implement behavior support plans for children with persistent, challenging behaviors.
- DECAL established intake line to route cases of extreme challenging behaviors to appropriate levels of support.

# Impact of Discretionary Funding *(as of May 2019)*

## On the Workforce:

- Offered targeted professional development to ensure proactive approach to preventing challenging behaviors.
- Through DECAL Scholars, 536 early learning professionals have received an additional \$713,000 for scholarships and bonuses.
- Early education workforce has saved \$1.39 million since October 2018 by having comprehensive background checks paid for.



# Finance, Legislative, & Administration Update

Rian Ringsrud

Deputy Commissioner for Finance and Administration



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# Finance Update – SFY 2019 Summary

Data as of June 30th	Budget	Expenditures*	Remaining Balance	% Remaining
<b>BY PROGRAMS</b>				
Child Care Services	\$283,930,600	\$283,891,191	\$39,409	0%
Pre-K + (HS)	\$367,446,402	\$366,926,485	\$519,917	0%
Quality Initiatives	\$78,772,393	\$78,727,390	\$3	0%
Nutrition	\$149,074,485	\$149,074,485	\$0	0%
<b>Total Expenditures</b>	<b>\$879,223,880</b>	<b>\$878,664,550</b>	<b>\$559,330</b>	<b>0%</b>

<b>BY FUNDING SOURCE</b>				
State General	\$61,514,778	\$61,475,371	\$39,407	0%
State Lottery	\$367,286,459	\$366,766,542	\$519,917	0%
Federal	\$447,424,707	\$447,424,703	\$4	0%
Other	\$2,997,928	\$2,997,927	\$1	0%
<b>Total Funds</b>	<b>\$879,223,872</b>	<b>\$878,664,542</b>	<b>\$559,330</b>	<b>0%</b>

\* Includes encumbrances.

# Finance Committee – Budget Request

Department of Early Care and Learning	Current FY20 Budget	Proposed AFY20 Budget	Proposed FY21 Budget
<b>BY PROGRAMS</b>			
Child Care Services	\$268,787,348	\$268,348,522	\$268,129,109
Pre-K + (HS)	\$378,878,805	\$378,878,805	\$378,878,805
Quality Initiatives	\$51,779,175	\$51,779,175	\$51,779,175
Nutrition	\$148,000,000	\$148,000,000	\$148,000,000
<b>Total Expenses</b>	<b>\$847,445,328</b>	<b>\$847,006,502</b>	<b>\$846,787,089</b>

<b>BY FUNDING SOURCE</b>			
State General	\$61,841,364	\$61,402,538	\$61,183,125
State Lottery	\$378,703,805	\$378,703,805	\$378,703,805
Federal	\$404,798,159	\$404,798,159	\$404,798,159
Other	\$2,102,000	\$2,102,000	\$2,102,000
<b>Total Funds</b>	<b>\$847,445,328</b>	<b>\$847,006,502</b>	<b>\$846,787,089</b>





# Federal Programs Update

Elisabetta Kasfir  
Deputy Commissioner for Federal Programs



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# CAPS Updates

- CAPS reimbursement rates for Preschool (3-5 years) and school-age (6 years and older) children will increase September 2019.
- Income threshold decreased for “Very Low-Income” Priority Group in July 2019.

# CAPS Transition

## CAPS HAS MOVED.

The CAPS program has moved from the Division of Family and Children Services (DFCS) to the Georgia Department of Early Care and Learning (DECAL).



Call 1-833-4GA-CAPS (1-833-442-2277) for more information or visit [www.caps.dec.state.ga.us](http://www.caps.dec.state.ga.us).



# CAPS Structure



Program  
Administration

Scholarship  
Administration

Family  
Support



# CAPS Family Support

Donna Johnson and Shawnell Johnson  
Directors of Family Support



Georgia Department of Early Care and Learning

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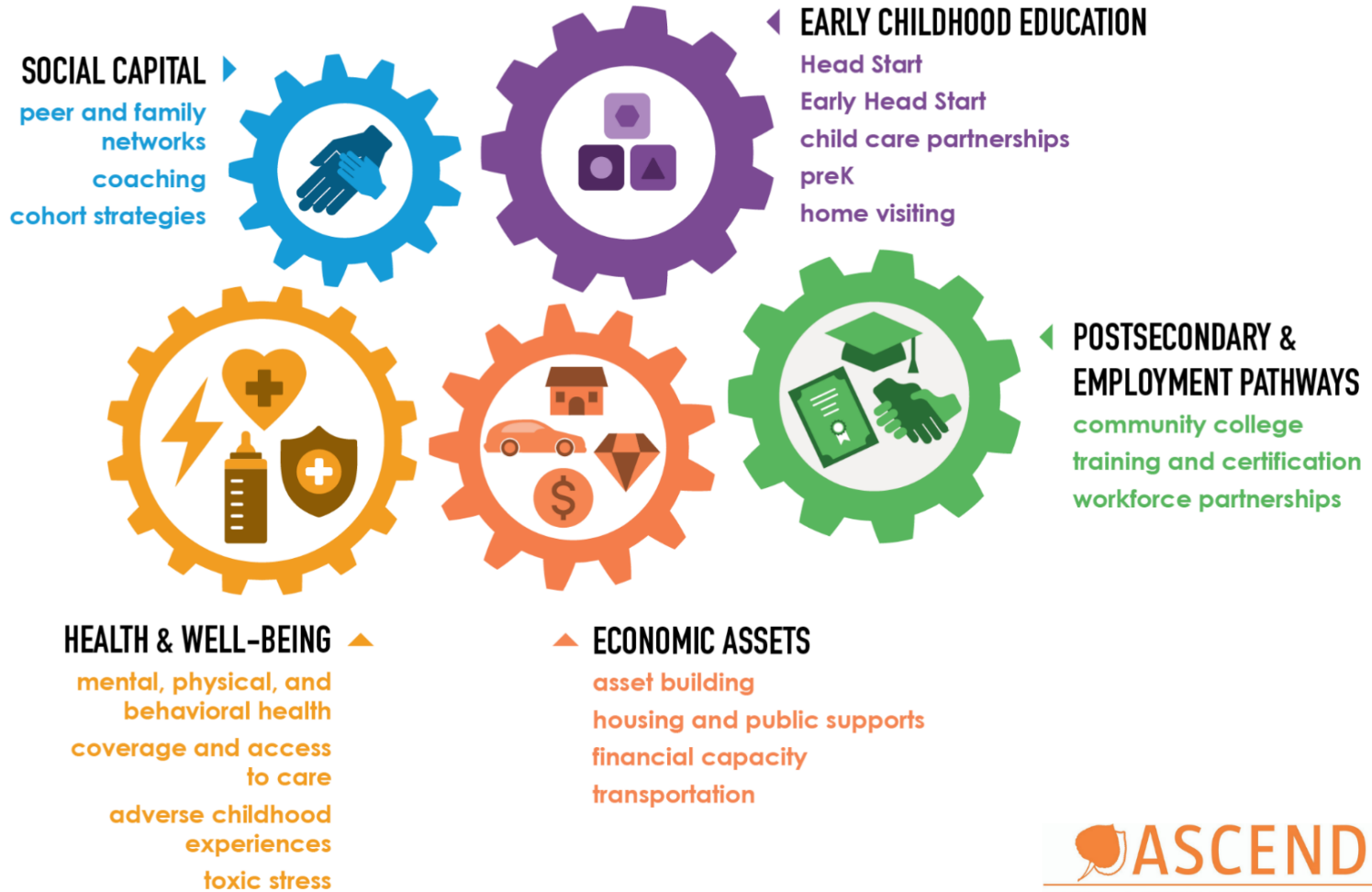
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# Supporting Families in CAPS



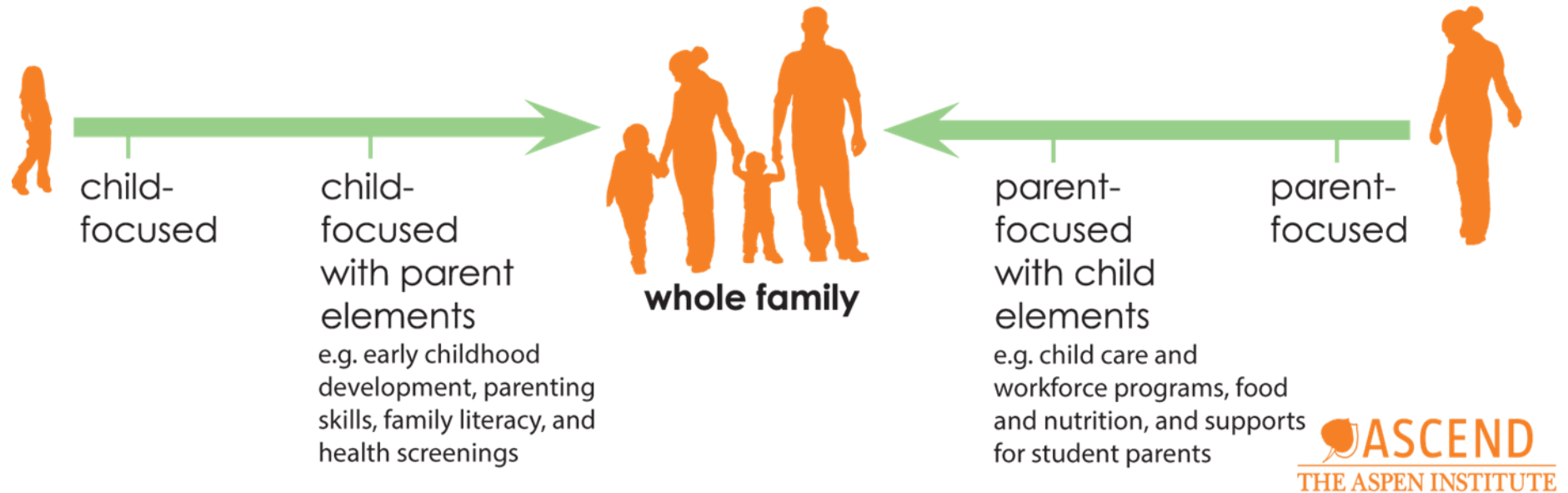
# Two-Generation Core Components





# Two-Generation Continuum

## The Two-Generation Continuum



# Why invest in the whole family?

Research shows that supporting children and their parents **together** has an impact for generations



A college degree **DOUBLES** a parent's income



A **\$3,000** increase in income during early childhood can lead to a **17%** increase in earnings for the child in adulthood.

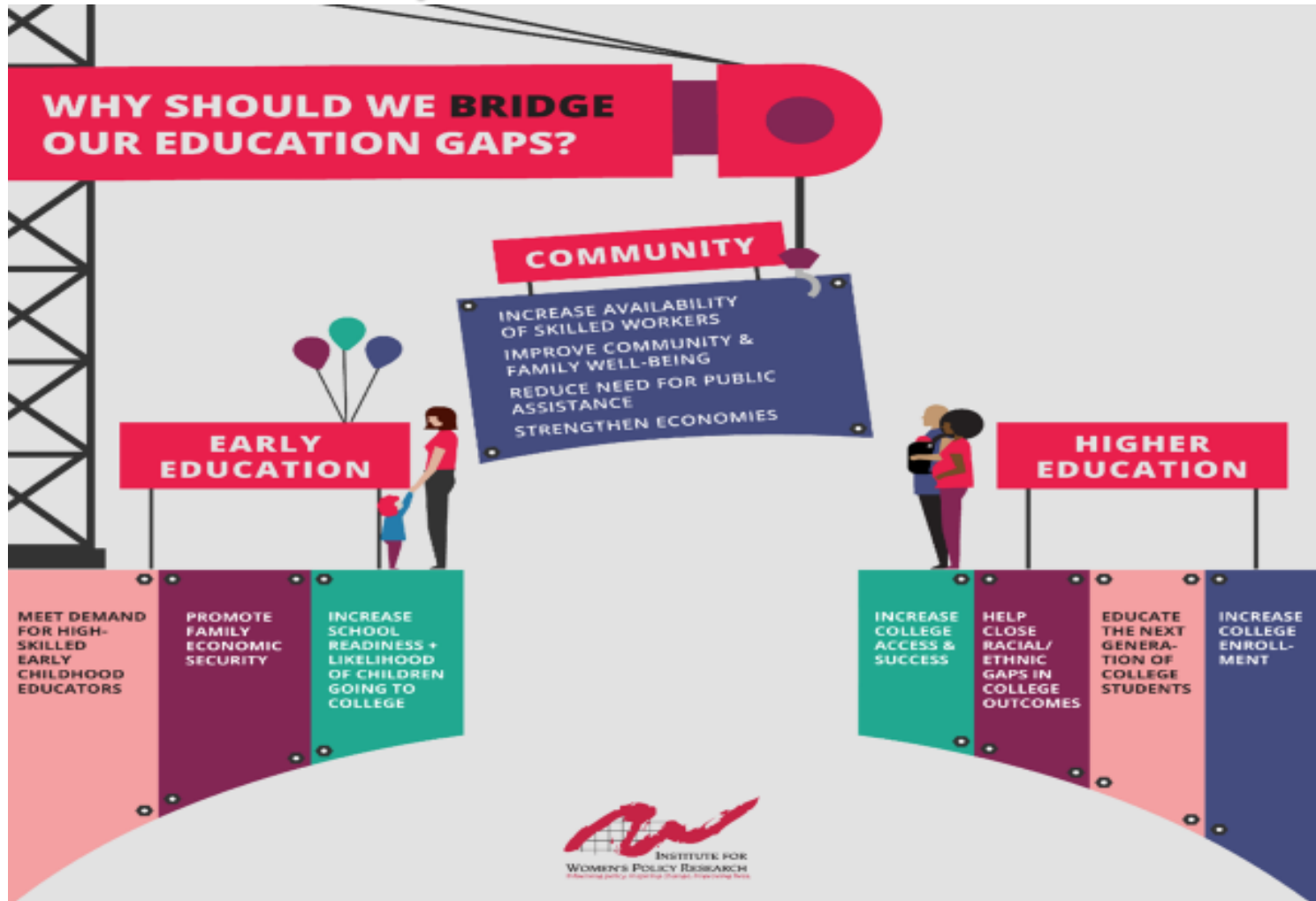


Research demonstrates up to **13% ROI** in high-quality ECE



The brains of new parents undergo **MAJOR CHANGES**

# Coordination across early education and higher education systems



# 3.8 Million Undergrads are Parents

More than 1 in 5 undergrads are parents.  
(22%)

70% of student parents are mothers.  
2 in 5 student parents are single mothers.

Student parents are likely to have children  
who are preschool-aged or younger.

# CAPS Two-Generation Projects

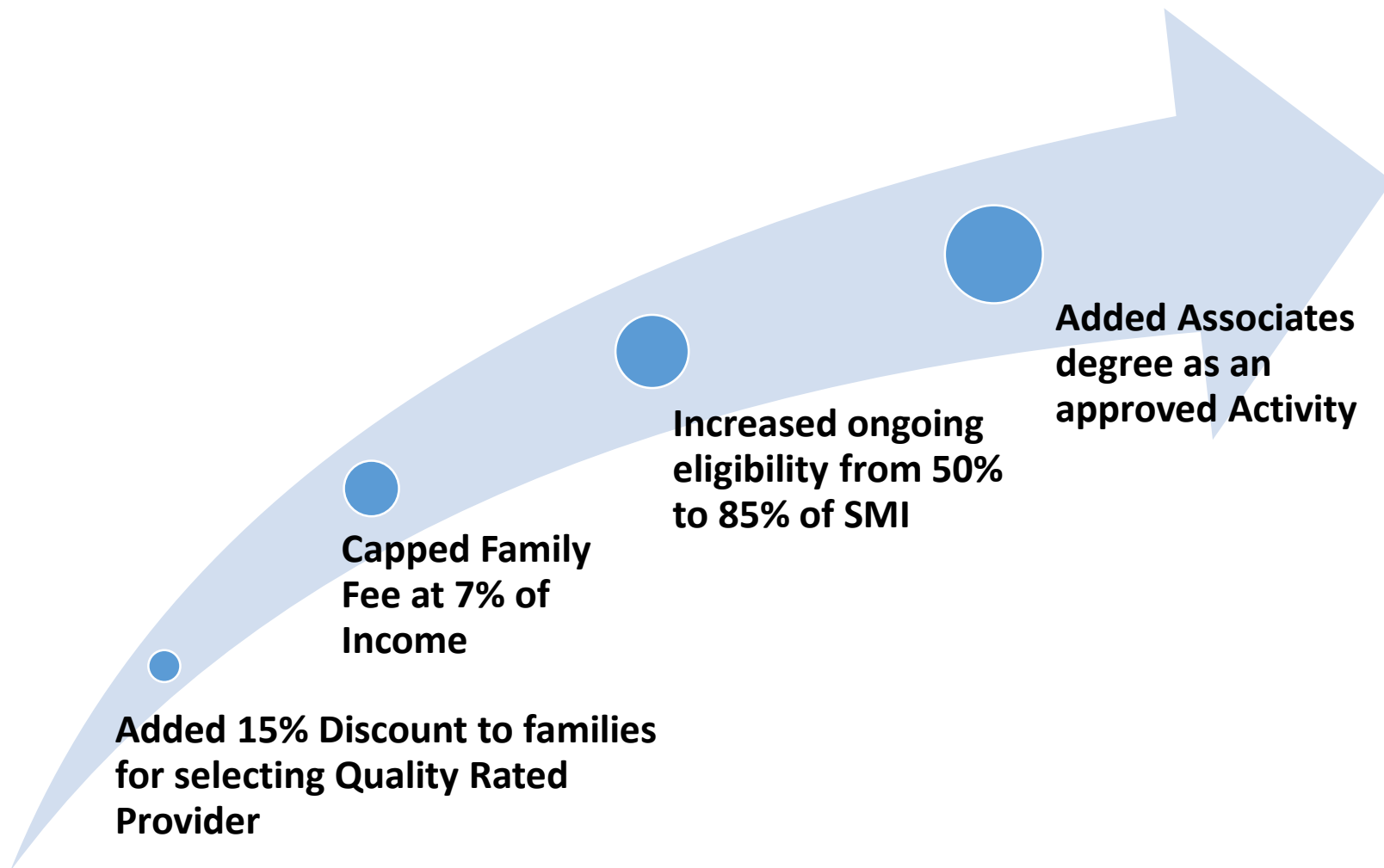
Technical College  
System of Georgia  
Partnership

Community  
Resource Portal

Family Centered  
Coaching

Nana Grants

# Supporting a Two-Generation Approach





# Columbus Scholar House



- Income-based housing for college parenting students
- Child care center located onsite (Head Start)
- Study room, computer lab, gym, and play areas for children





# Georgia Recognized in National Report

*“Linking Early Childhood  
and Higher Education  
Systems Can Improve  
Economic Mobility”*



Link to report- <https://iwpr.org/postsecondary-early-education-systems-pr/>



# Quality Innovations & Partnerships Update

Bentley Ponder, PhD  
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.

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



# What is QUALITY RATED?



Similar to rating systems for restaurants and hotels, Quality Rated assigns one, two, or three stars to early education and school-age care programs that exceed the minimum state requirements

# How programs earn a star rating in Georgia



- ✓ Bonus points assigned for current and valid National Accreditation a program already has received







**Structural  
Quality: The  
Electronic  
Portfolio**




**Online tool to  
organize documents**



**Composed of 5  
Standards**



**Standards earn  
structural quality  
points**



**Process  
Quality:  
ERS  
Assessment**



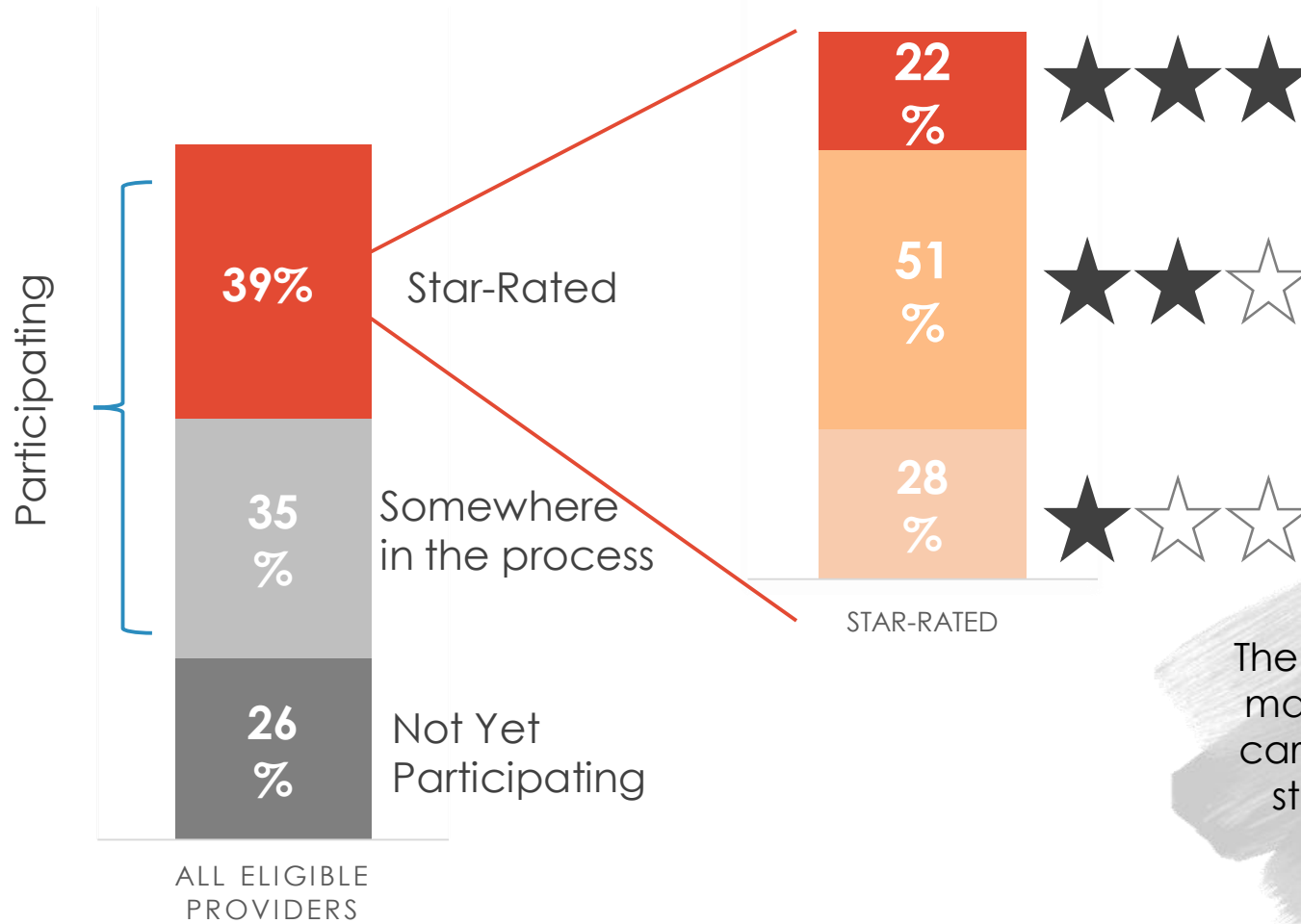
**Environment Rating Scales  
afford the opportunity to  
directly observe children's  
experiences**



**Points are  
awarded based on  
meeting multiple  
criteria of  
observable and  
measurable items**



# Of Georgia's 4,661 eligible programs, 1,834 are star rated



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

# What a journey it's been...

Quality Rated launched in 2012...

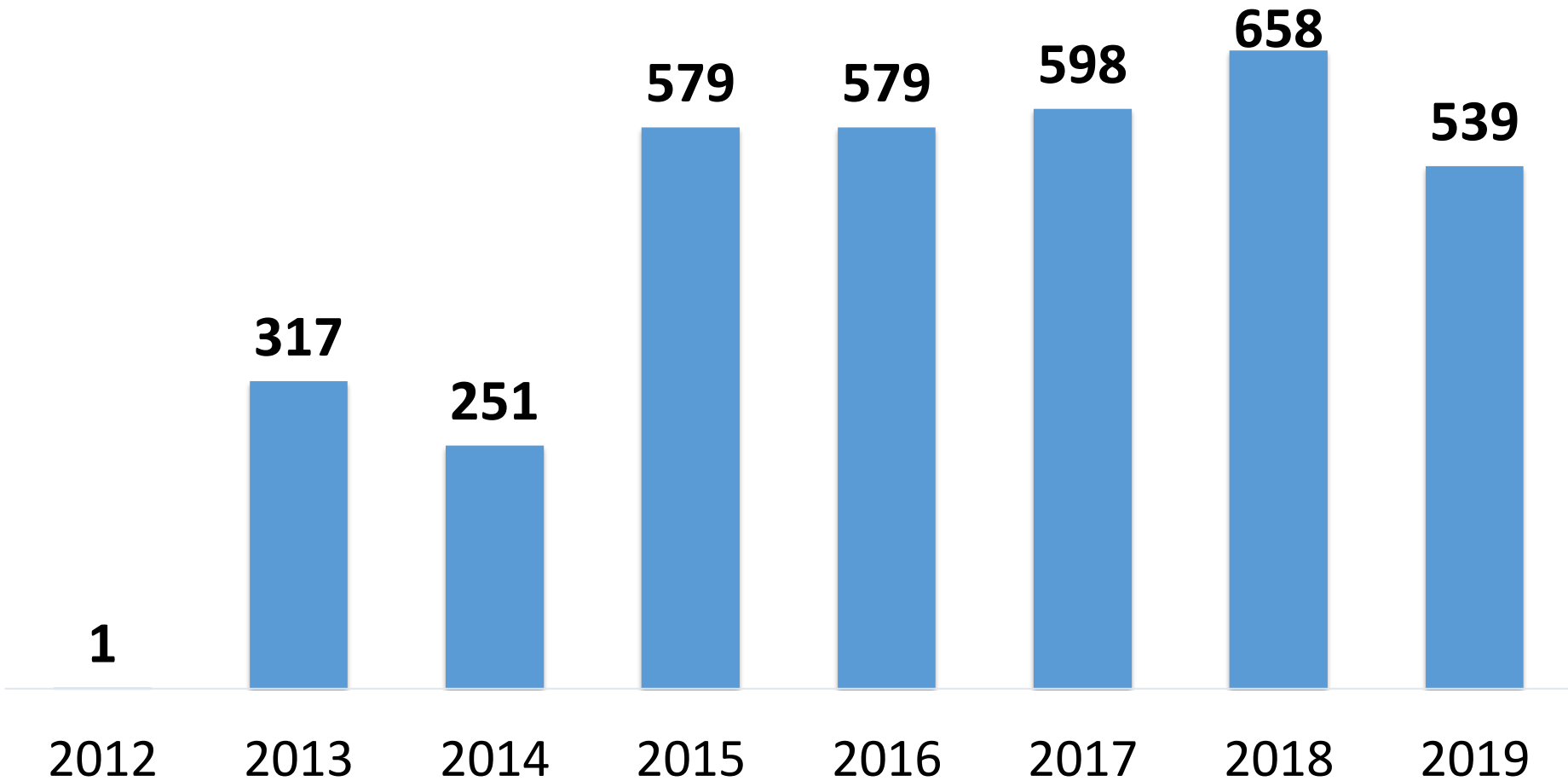
Since then, 3,522 ratings have been completed involving 7,292 individual observations



# Number of Ratings Each Year 2012-2019

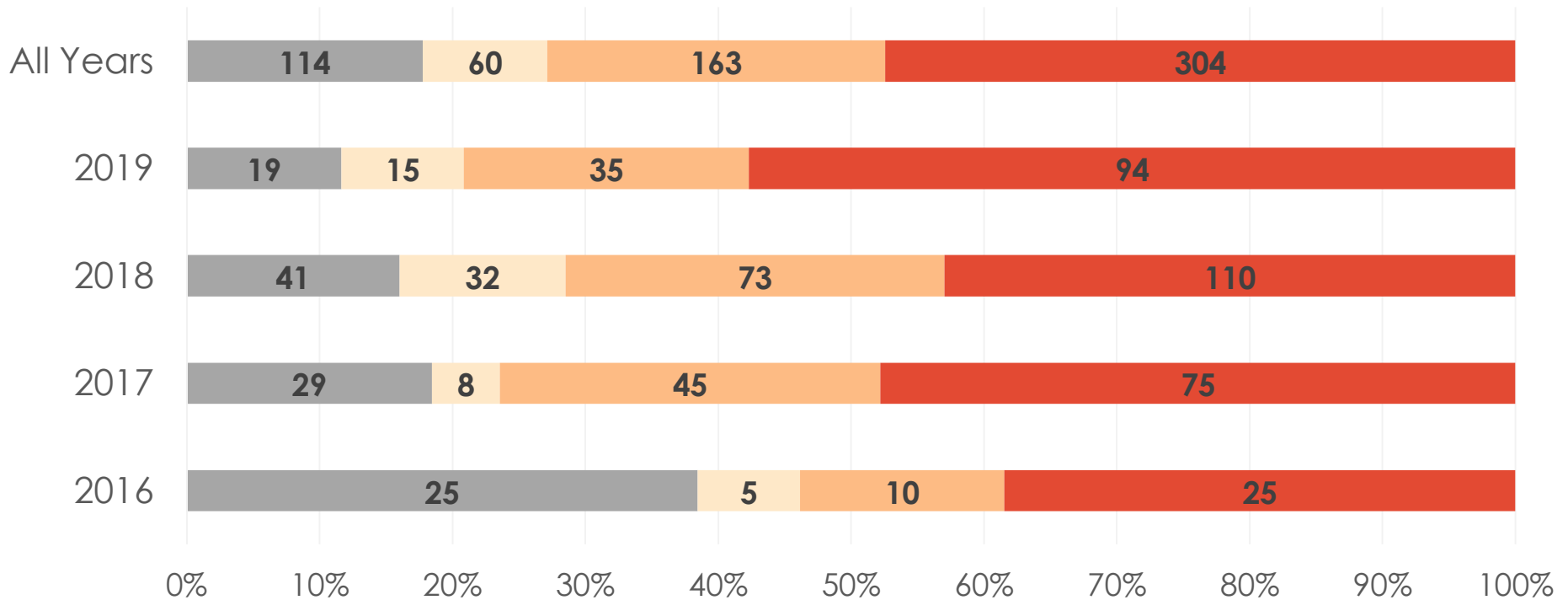


539 ratings in 2019.



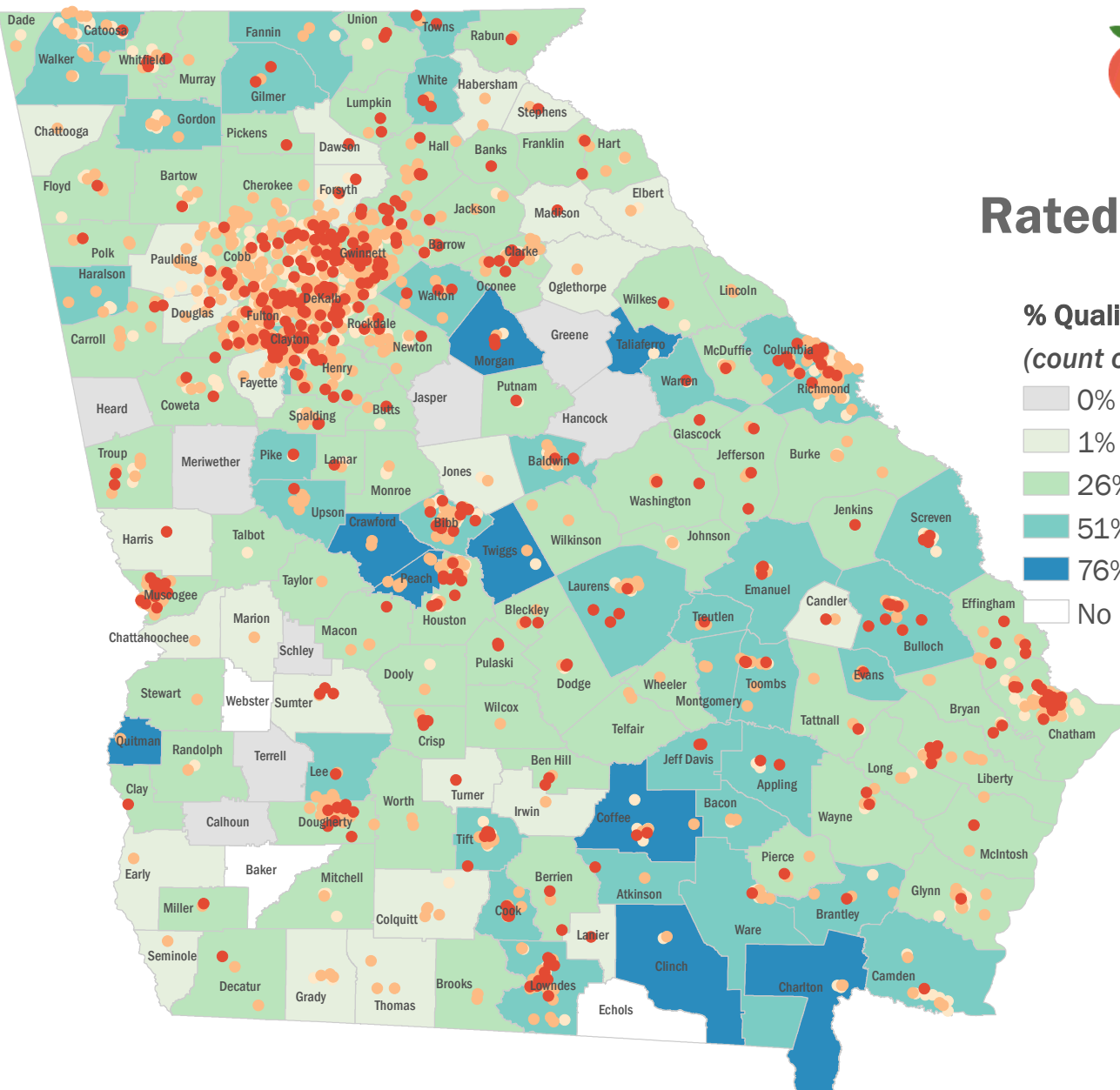
# 641 required reassessments completed since 2016

Decreased star rating      Maintained 1-star rating      Maintained 2-star rating      Increased star rating or maintained 3-stars



July 1, 2019

# Rated Facilities & Counties



**% Quality Rated**  
*(count of counties)*

- 0% (8)
- 1% - 25% (25)
- 26% - 50% (78)
- 51% - 75% (36)
- 76% - 100% (9)
- No Eligible Programs (3)

**Quality Rating**  
*(count of facilities rated)*

- 1 Star (506)
- 2 Star (931)
- 3 Star (397)

## Quality Rated 2020 Goal

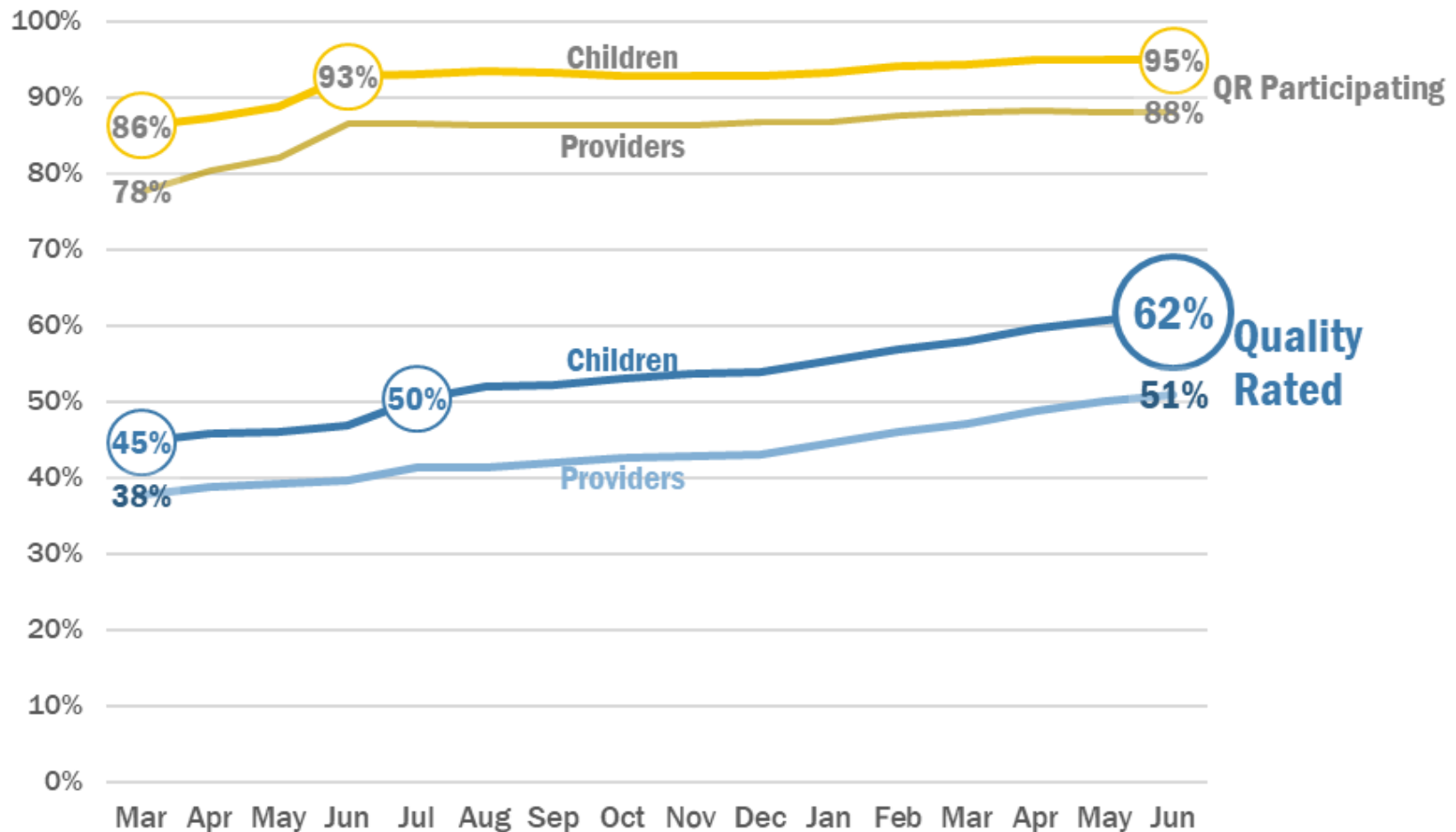
- ALL CAPS providers must be star rated (either 1, 2, or 3 stars) by December 31, 2020 to continue to receive CAPS funding.





# 62% of children receiving subsidies are in Quality Rated care.

# 51% of CAPS providers are Quality Rated.





# Race to the Top- Early Learning Challenge

## The End of the Race...



# RTT-ELC Background

- **The Race to the Top – Early Learning Challenge** (RTT-ELC) was a grant jointly administered by the U.S. Department of Education and the U.S. Department of Health and Human Services
- Provided funding for states to “system-build” and “system-strengthen”
- Awarded to Georgia in December 2013
- Submitted final performance report July 31, 2019

# Georgia's Award

- Georgia received **\$51.7M** over the four-year grant period.
- Georgia's application received second highest score among 16 applicants.
- Georgia'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 highlighted as proof of Georgia's commitment to early education were Georgia's Pre-K Program and Quality Rated.

# Georgia's Application: A Collaboration

The following agencies contributed to and helped implement the grant:

- Governor's Office
- Georgia Department of Early Care and Learning (Lead Agency)
- Georgia Department of Education
- Georgia Department of Public Health
- Georgia Department of Community Affairs
- Georgia Department of Economic Development
- Georgia Department of Human Services
- Governor's Office for Children and Families
- Georgia Public Broadcasting
- Georgia 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
- Georgia Family Connection Partnership

Successful State Systems	High-Quality Accountable Programs	Promoting Early Learning Outcomes	Great Workforce	Measuring Outcomes and Progress
Grant Management	Quality Rated Access and Availability	Georgia Early Learning and Development Standards	Workforce Knowledge and Competencies	Kindergarten Readiness Check
Early Education Empowerment Zones (E3Zs)	Quality Rated Validation	<p>Comprehensive Assessment System</p> <p>Statewide Family Engagement and Community Grants</p> <p>Center-Based Home Visitation and Family, Friend, and Neighbor Care</p>	Supporting Early Educators	Cross-Agency Child Data System (CACDS)



# “Big-Picture” Take-Aways

- 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
- Expanded and evolved language shifts

# Lessons Learned and Next Steps

## ● Lessons Learned

- Communicating realistic expectations
- Importance of staffing and project organization
- Without alignment and integration, harder to sustain

## ● Next Steps

- 2020 Goal
- Continue working on GELDS, Quality Rated, and supporting the workforce initiatives
- PDG B-5 and CCDF Research Grants

***BREAK***  
***(10 minutes)***



# Georgia's Pre-K Program & Instructional Supports Update

Susan Adams

Deputy Commissioner of Pre-K and Instructional Supports



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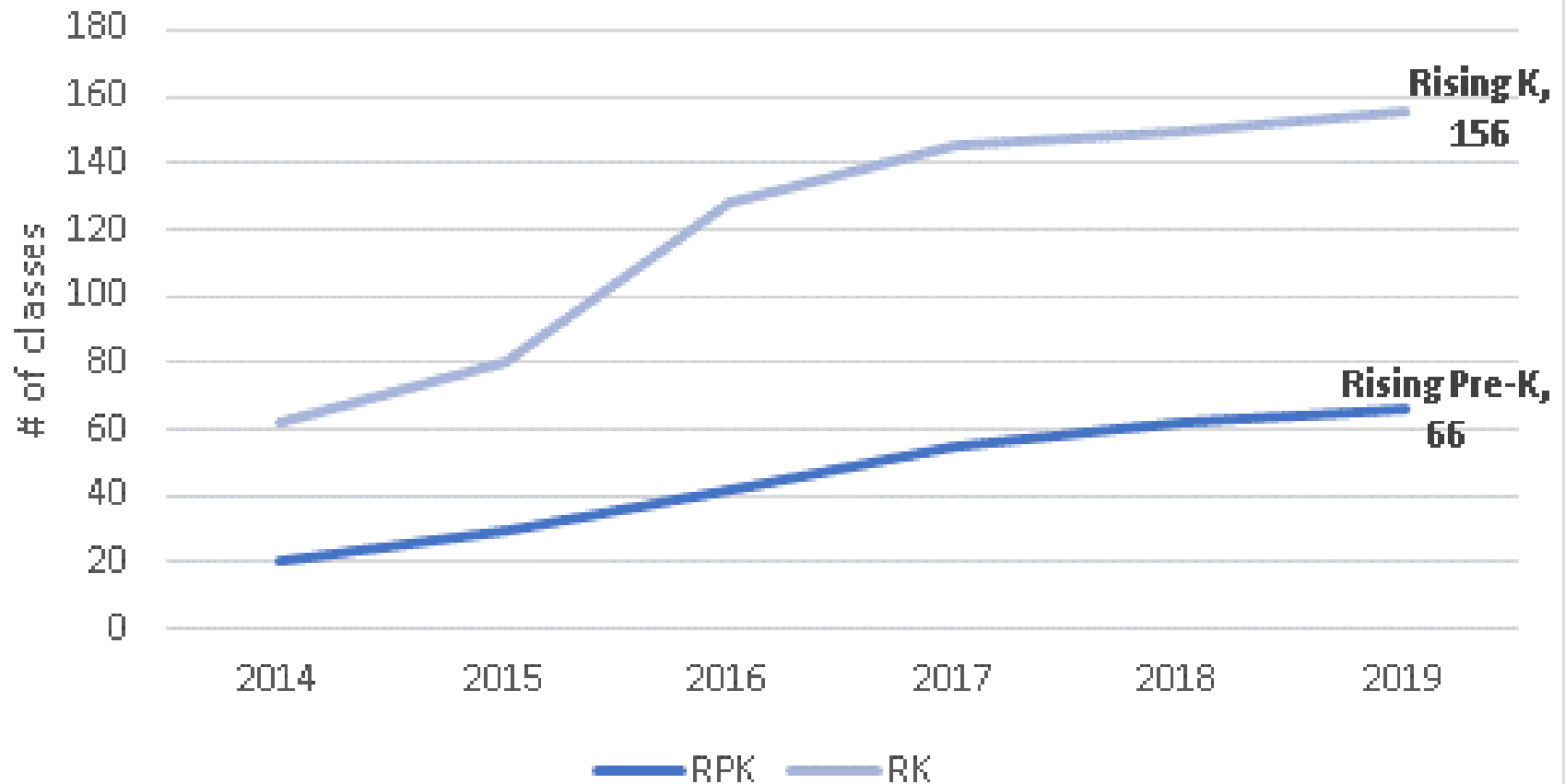
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# Pre-K Summer Transition Program



# Pre-K Summer Transition Program

## Steady Increase in STP Access

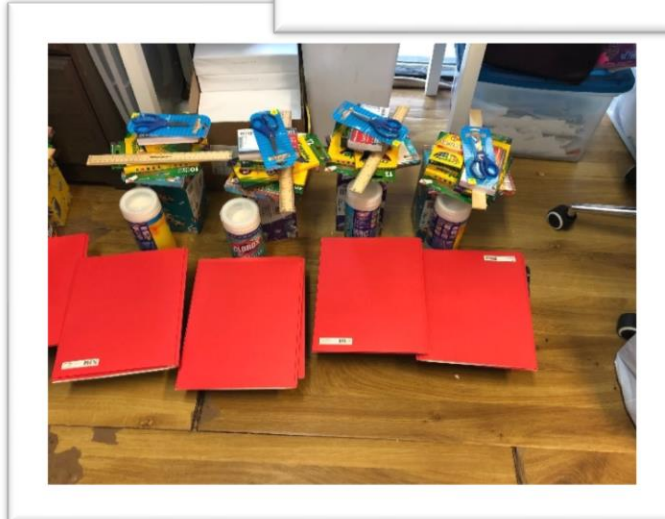




# Pre-K Summer Transition Program

## *Student Transition Materials*

Students at Discovery Point #61 in Rockdale County received brand new shoes donated by Nike and school supplies for Kindergarten!



# Summer Transition Program

## *Student Transition Materials*

Students in Colquitt County received new shoes donated by Lazarus in Moultrie and also received learning games to use at home.



# 2019 - 2020 School Year

- Slots: 84,000
- 4-year-olds served: 60%
- Classes: Approximately 3,900



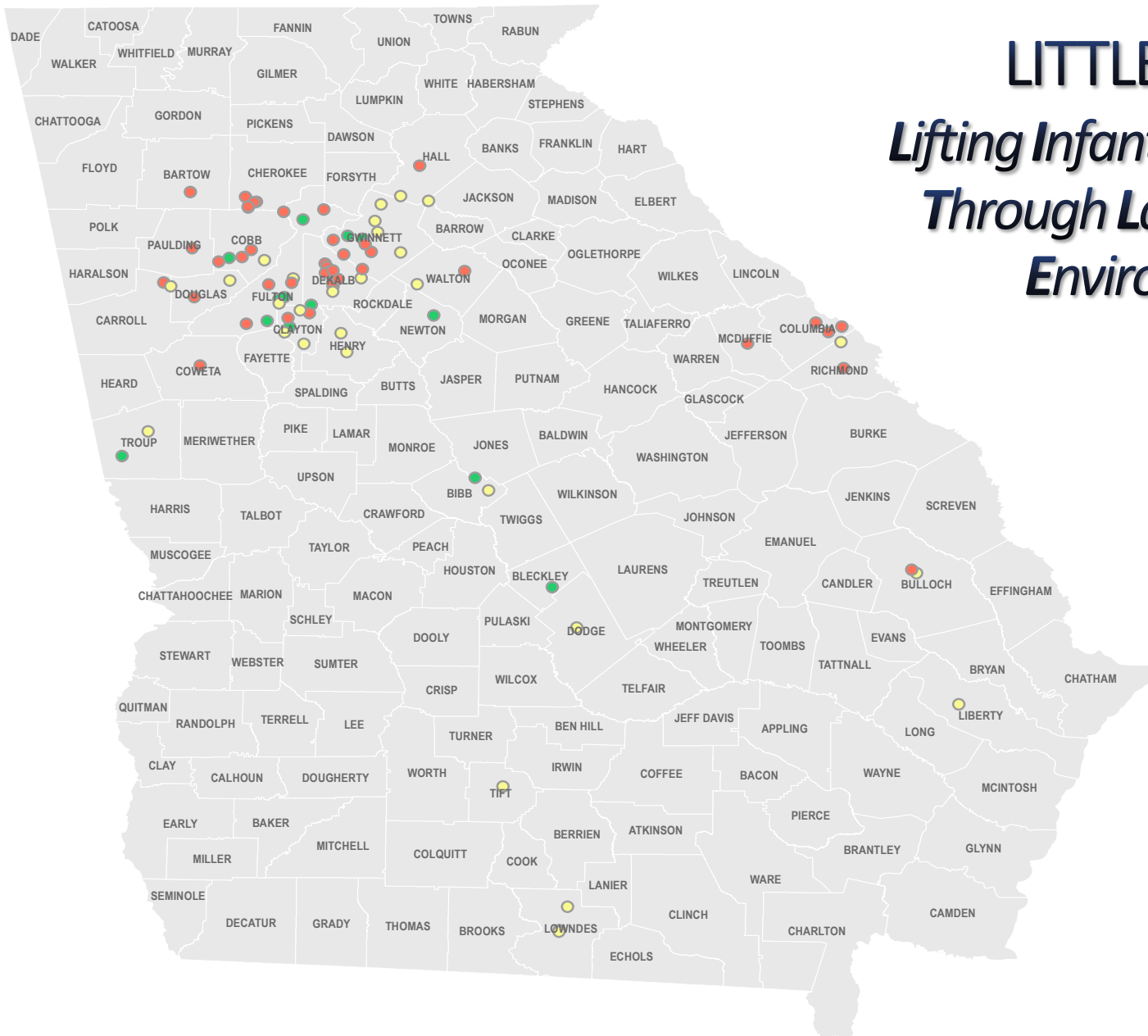


# Celebrate Georgia's Pre-K Week October 7-11, 2019



# LITTLE Grants

## *Lifting Infants and Toddlers Through Language-rich Environments*



### Cohort

- 2
- 3
- Family Child Care Pilot



# LITTLE Grants

- Classroom grants focused on intensive professional development
- Funds a Peer Coach to build internal capacity in each child care center
- Onsite “Coach the Coach” support by DECAL Infant Toddler Specialist
- Language and literacy classroom materials and supplies
- Data collection for feedback and evaluation



# Two Year Grant Cycle

## New Programs (Year 1)

- Weekly coaching visits with Infant Toddler Specialist
- 4 Early Language and Literacy Institutes
- Monthly Professional Learning Community led by Specialist



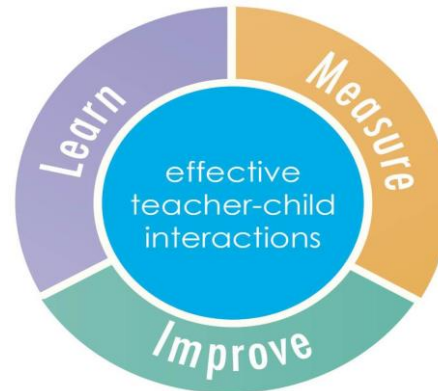
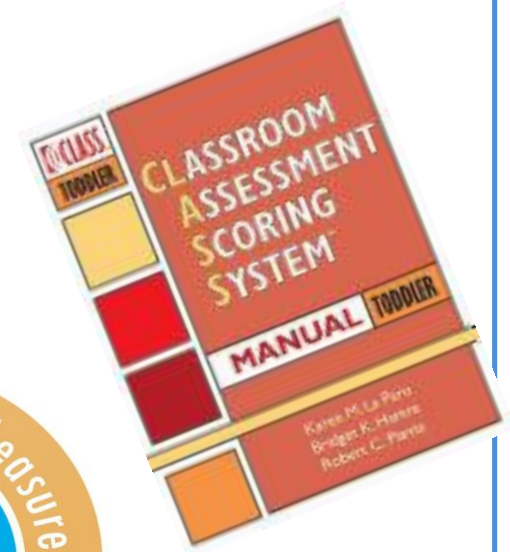
## Continuation Programs (Year 2)

- Bi-monthly coaching session with Infant Toddler Specialist
- 4 Early Language and Literacy Institutes
- Monthly Professional Learning Community led by Peer Coach

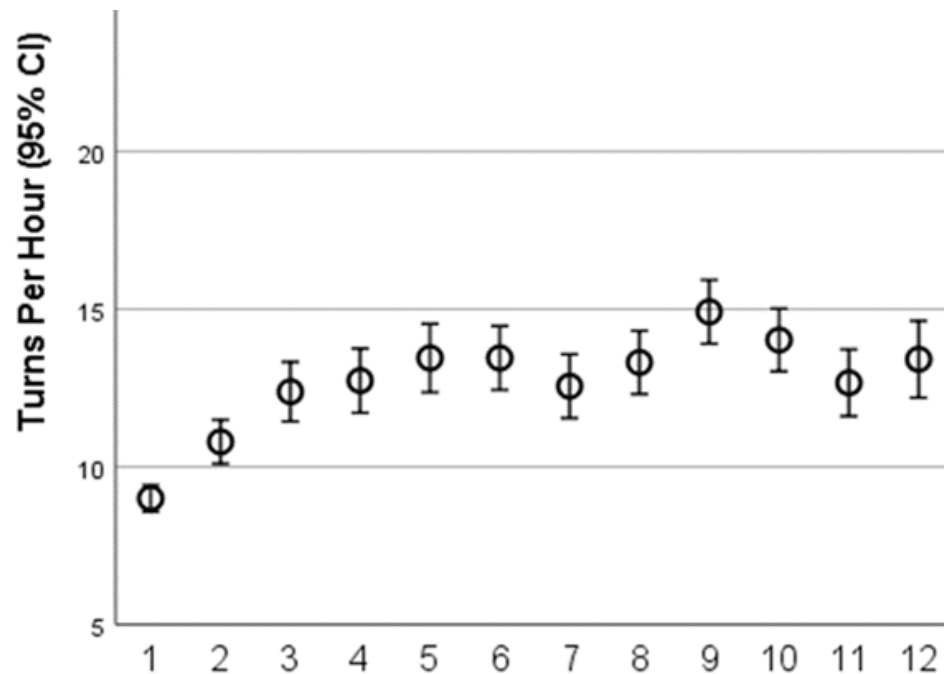
# Data Collection

**LENA**<sup>®</sup>

*Building brains through early talk*



# Gains in turn taking are significant and are maintained through the sequence.



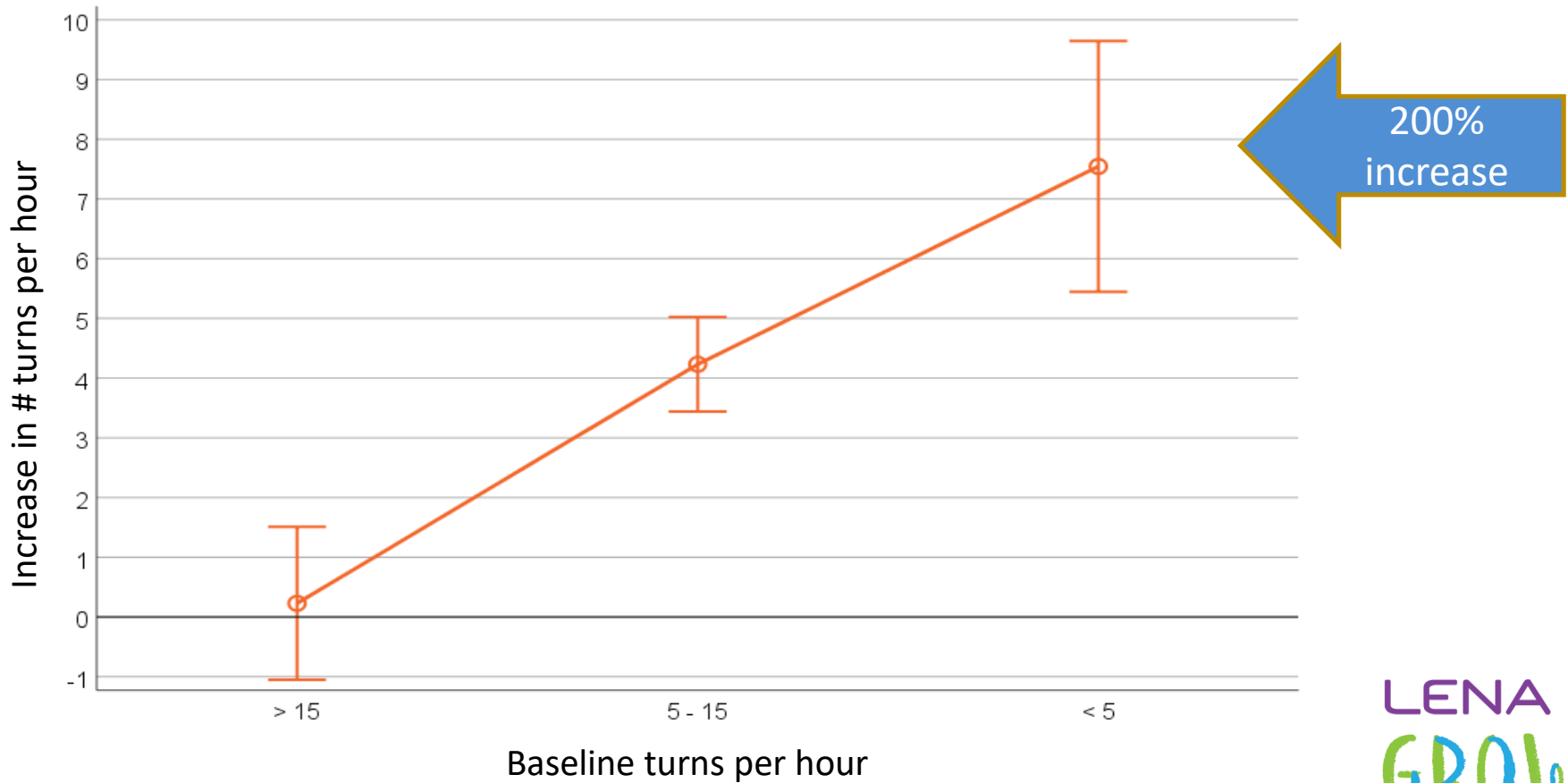
## LENA Day (weekly recording)

For rooms with average rates <15 turns/hour

Rooms in the “lower talk” subgroup show **50% increase in turn taking** over the first month that is maintained for the balance of the program.

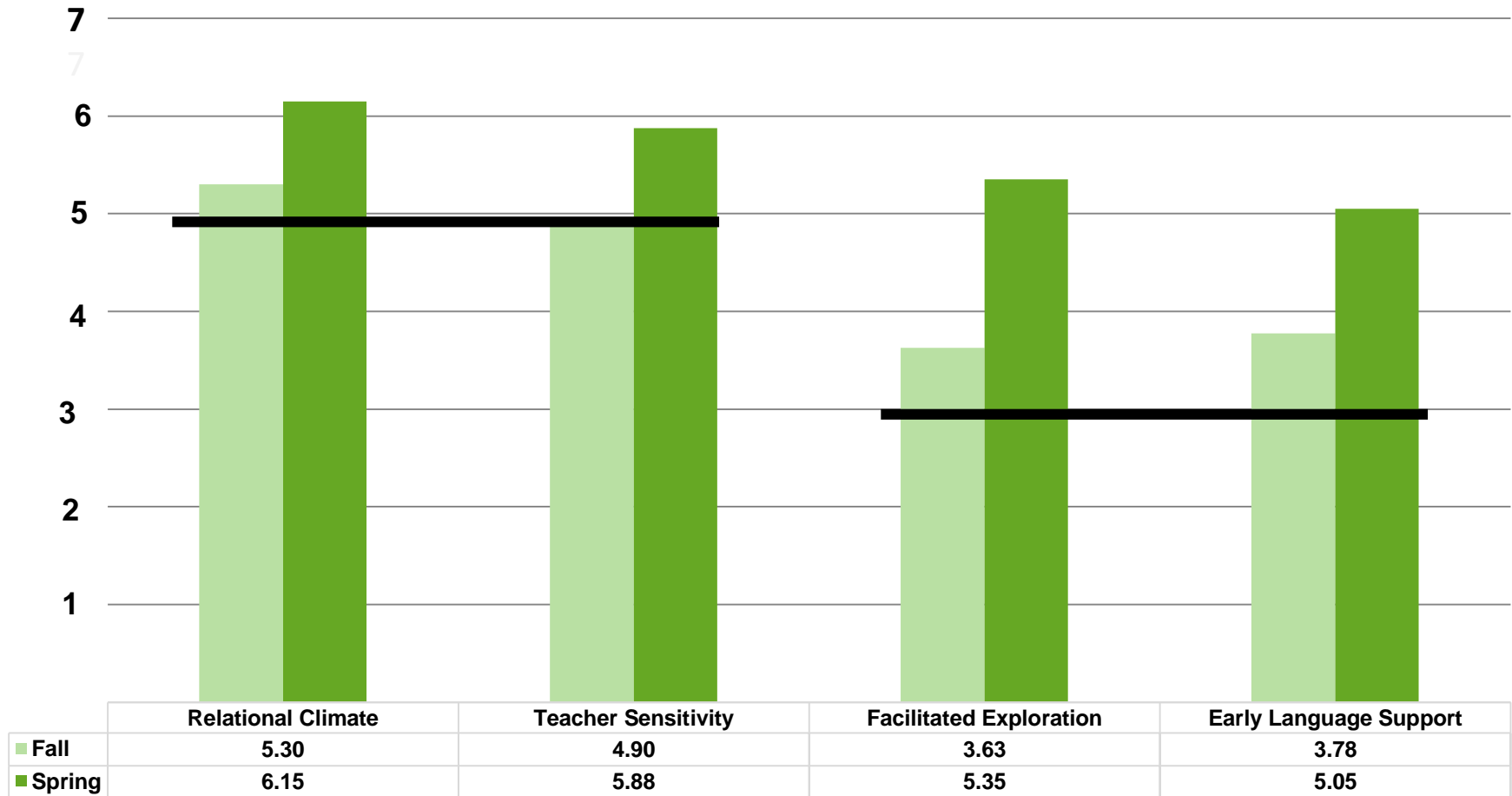
LENA  
GROW™

# Children starting out the lowest ended up experiencing the largest gains.

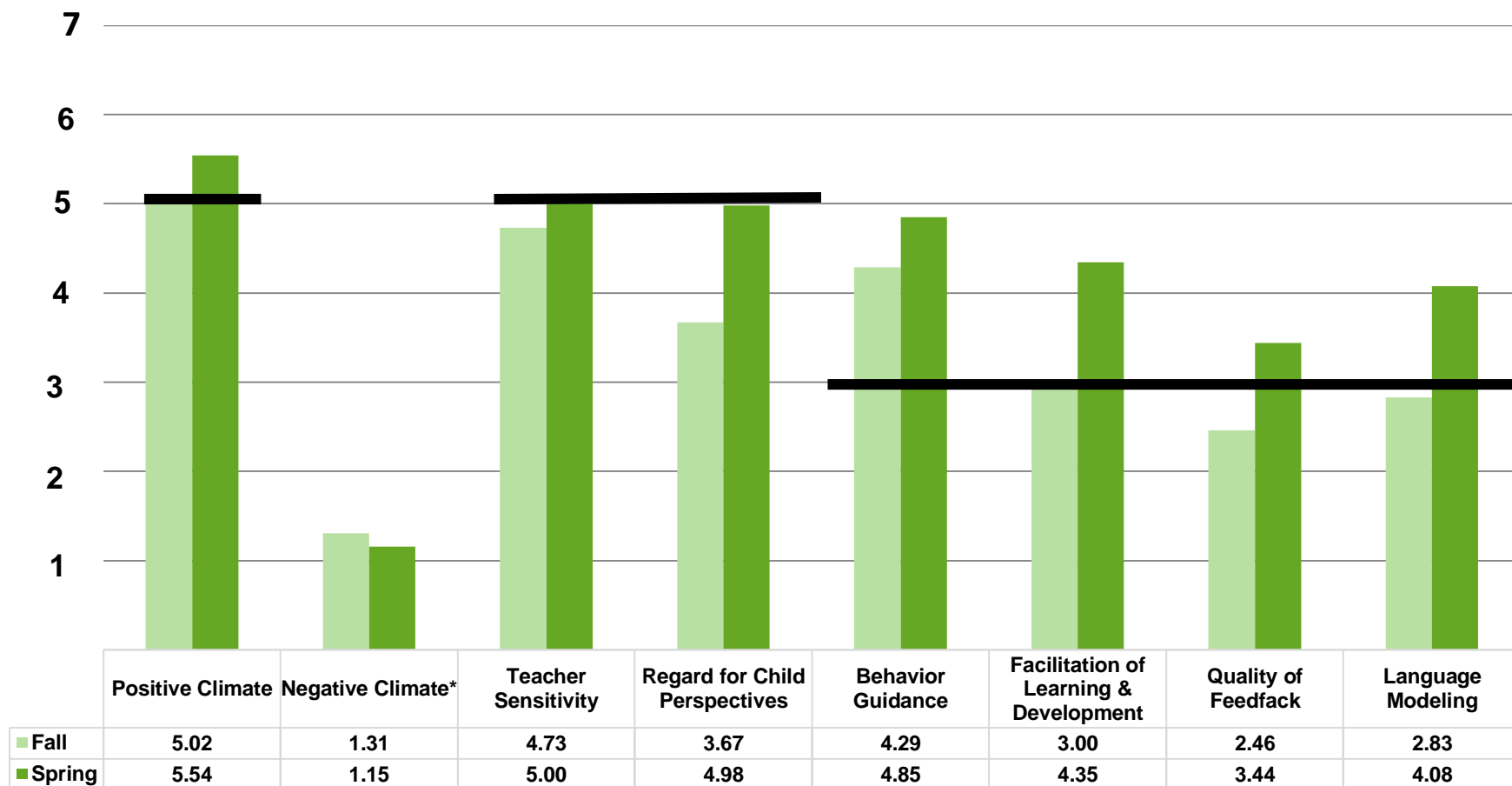


LENA  
GROW™

# Infant teachers observed in the spring exceeded the target scores for all CLASS domains.



# Toddler teachers observed in the spring met or exceeded the target scores for all CLASS domains.





# Preliminary Outcomes



- ✓ High satisfaction with the content and delivery of professional development
- ✓ Increased quantity of classroom language
- ✓ Less teacher turnover
- ✓ Increased confidence in peer coach & teachers
- ✓ Desire to stay in the infant/toddler workforce



# Review of Georgia's Pre-K Evaluation Studies and 2<sup>nd</sup> Grade Year Findings

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# Background

- In 2011-2012, the Georgia legislature funded a series of ongoing studies of Georgia Pre-K's Program.
  - Effects of participation in Georgia's Pre-K on children's school readiness skills
  - Quality of Georgia's Pre-K classrooms and K-3 classrooms
  - Short- and long-term outcomes of children who attended Georgia's Pre-K
- DECAL commissioned Frank Porter Graham (FPG) Child Development Institute at University of North Carolina - Chapel Hill to conduct the studies.

# Research Studies

- 2011-2013: *Pre-K Outcomes and Pre-K Impact*
- *Longitudinal Study*
  - 2013-2014: Pre-K Year
  - 2014-2015: Kindergarten Year
  - 2015-2016: First Grade Year
  - **2016-2017: Second Grade Year (report release 8/19)**
  - 2017-2018: Third Grade Year (*analysis in progress*)
  - 2018-2019: Fourth Grade Year (*data collection complete*)

# Study Procedures

Measure children's skills across learning domains

Parallel assessment of Spanish-speaking DLLs

Conduct observations of classroom quality

Examine predictors of child outcomes



# Overall Findings from Studies

Georgia's Pre-K is a key, impactful component of the state's educational pipeline.

- Children who attended Georgia's Pre-K make **significant gains** across all domains of learning. The growth is greater than expected for typical development.
- Children who attended Georgia's Pre-K made **greater gains** compared to children who did not attend Georgia's Pre-K. (Comparison Study)
- Children make gains from Pre-K through 2<sup>nd</sup> grade; however, the **rate of growth is greater** in Pre-K and K.
- Quality: Classroom quality is higher in Pre-K and K.



# *Longitudinal Study*

## 2013 - 2018



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# Longitudinal Study Design

- Following a representative sample of children who attended Georgia's Pre-K during the 2013-2014 school year.
- Includes a wealth of data
  - Children in the study are assessed twice a year. Also includes annual classroom observations, teacher and family surveys, and general demographic information.
- Strong retention rate
  - Study began with 1,169 children. 81% (n=951) of the original sample was included in the second-grade analyses.
- Will continue through the 2019-2020 school year.
  - The children will be in the fifth grade for the final year of the study.

# Longitudinal Study Design

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

# Longitudinal Study Design

- Measured children's skills at beginning and end of Pre-K
  - Parallel assessment of Spanish-speaking DLLs
  - Observations of quality of teaching practices (n=199)
- Language proficiency was measured and used as a predictor in subsequent years.

# Classroom Observations

199 randomly-selected Pre-K classrooms

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

777 first-grade classrooms (296 randomly-selected for classroom observations)

786 second-grade classrooms (280 randomly-selected for classroom observations)

# Pre-K Year Findings

- Children made **significant gains in all domains** on almost all measures.
- Growth on standardized measures indicates 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.



# Kindergarten Year Findings

- Children made **significant gains on most measures** from Pre-K through K.
- Growth on standardized measures indicates children **progressed at an even greater rate** than expected for typical developmental growth.

# 1<sup>st</sup> Grade Year Findings

- Gains children made in Georgia's Pre-K Program are **sustained** through 1<sup>st</sup> grade.
- The rate of growth **decreased** in 1<sup>st</sup> grade on some measures.
  - On average, children who attended Georgia's Pre-K made greater gains in Pre-K and Kindergarten on most measures.
- Similar results for DLLs who showed growth on all skills in English and most skills in Spanish.

# 2<sup>nd</sup> Grade Year Report



Georgia Department of Early Care and Learning

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

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# Research Questions

- 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?

## 2<sup>nd</sup> Grade Year Findings

- Children made **greater gains** in Pre-K and kindergarten on most measures compared to first and second grade.
- Scores were near population mean at PK entry & remained near mean at 2<sup>nd</sup>.
- DLLs showed similar patterns of early growth for skills in English, but showed decreases over time for most skills in Spanish.

# 2<sup>nd</sup> Grade Year Findings

- The most common predictors are English language proficiency at entry to Pre-K, and race/ethnicity.
  - Children's level of English language proficiency has been and continues to be one of the most consistent predictors of growth in skills (predictor on 6 out of 11 measures).
  - As the study has progressed race/ethnicity has become more of a predictor of growth (6 out of 11 in 2<sup>nd</sup> grade year).
  - On some assessments, Pre-K provider type and classroom quality were also found to be predictors.



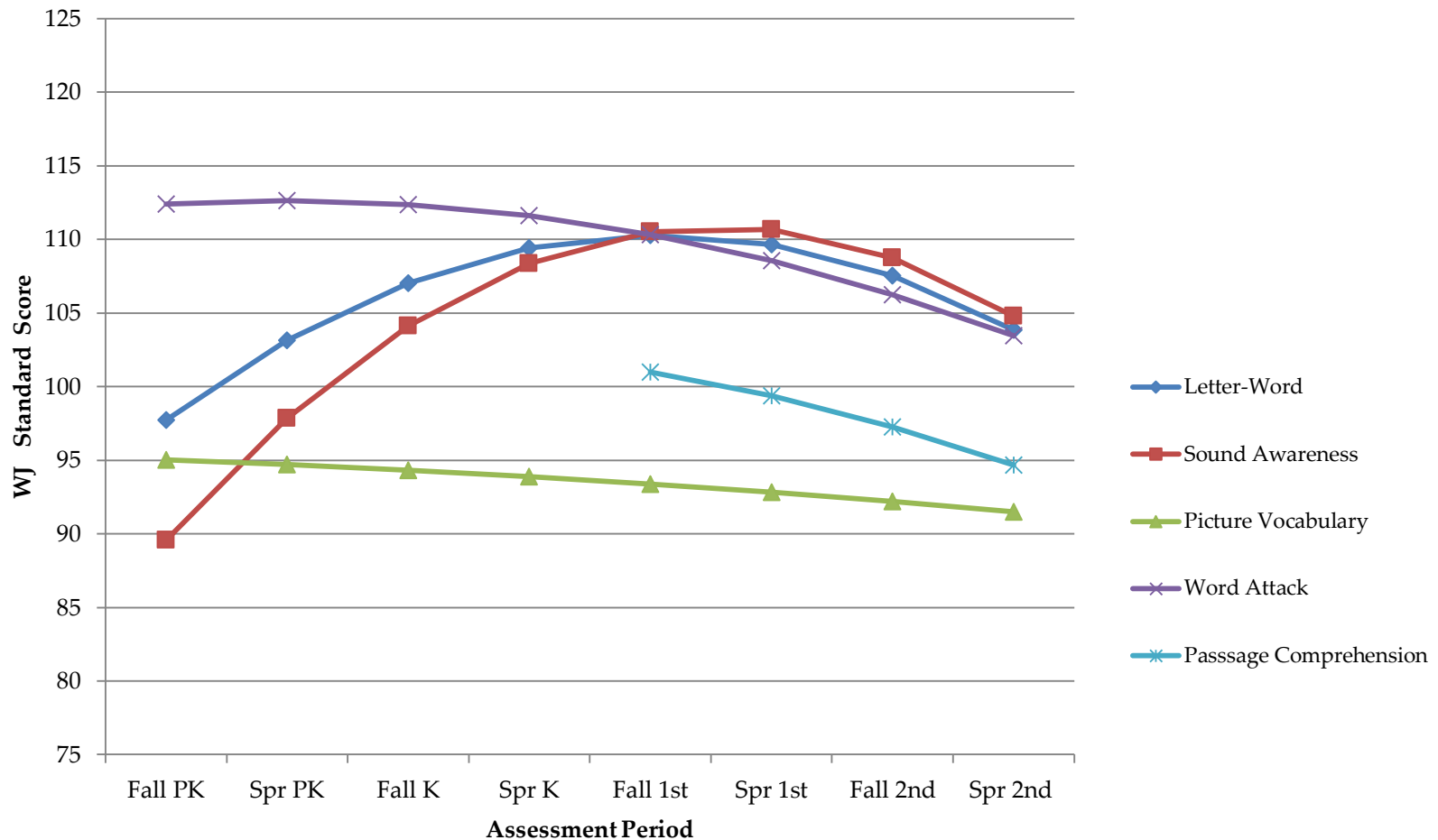
## 2<sup>nd</sup> Grade Year Findings

- 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.

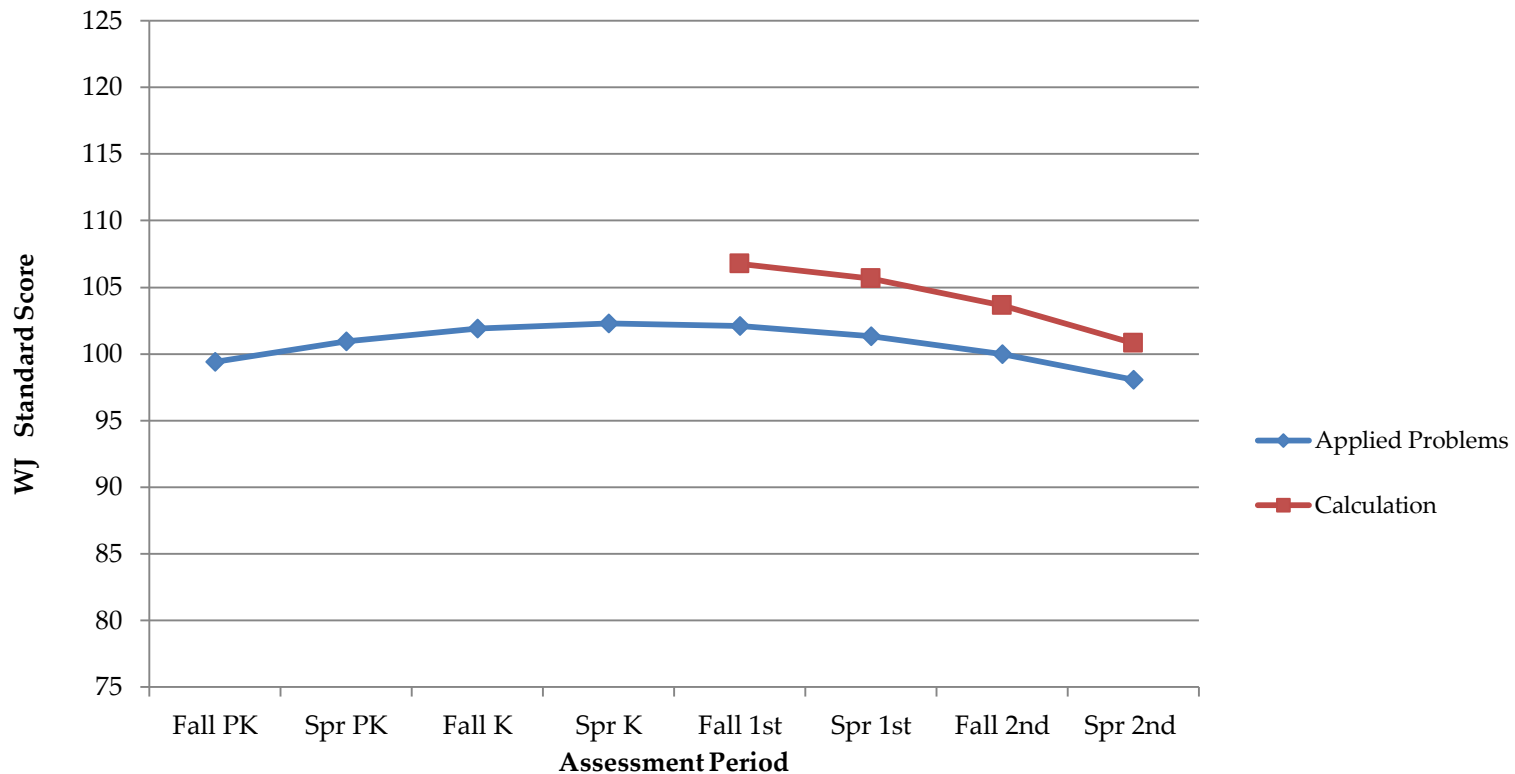
## 2<sup>nd</sup> Grade Year Findings

- Researchers conclude that 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.

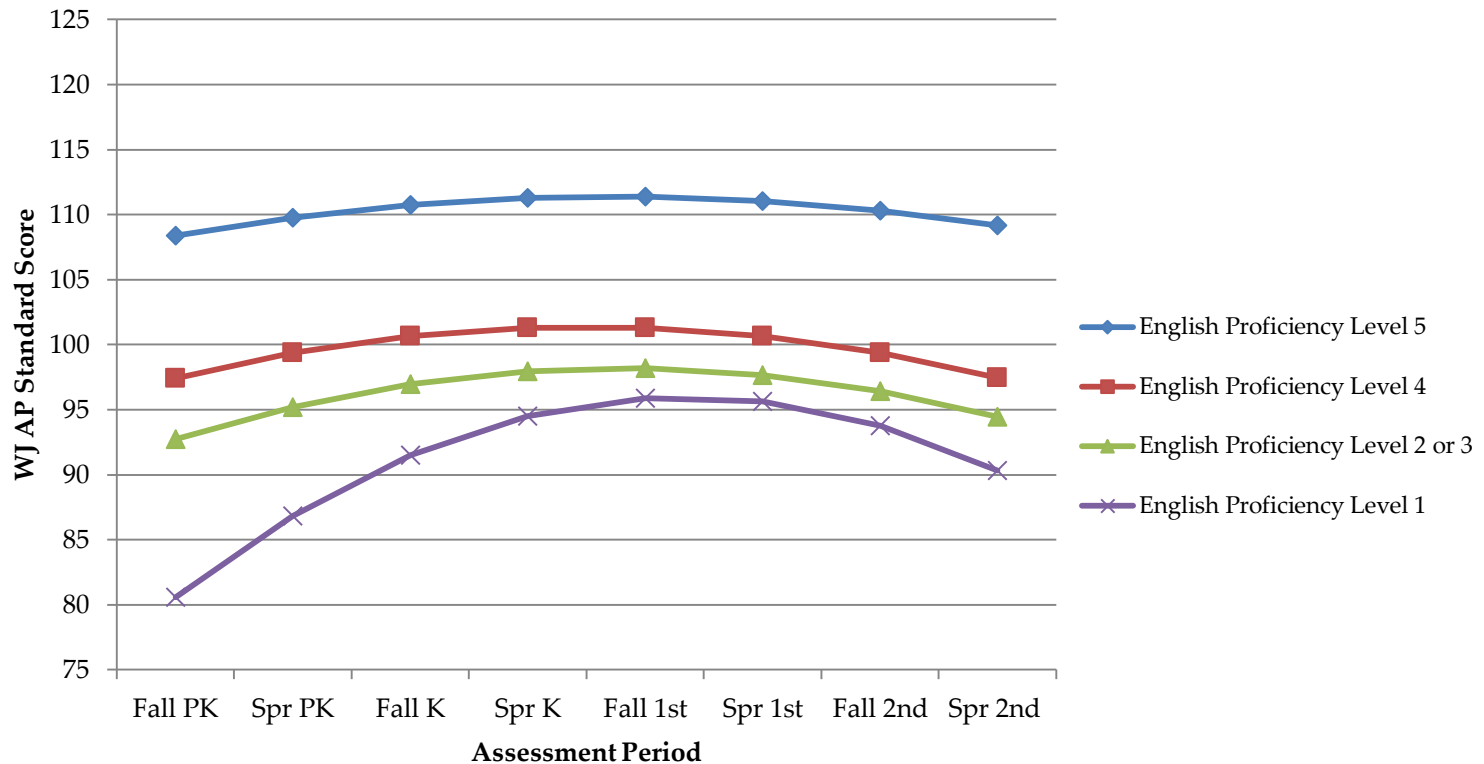
# Rate of Growth in Language and Literacy Skills Pre-K – 2nd Grade



# Rate of Growth in Math Skills Pre-K – 2nd Grade



# Growth in WJ-III Applied Problems by English Proficiency



# Overall Findings

Georgia's Pre-K is a key, impactful component of the state's educational pipeline.

- Pre-K Gains: Children who attended Georgia's Pre-K made **significant gains** across all domains of learning.
  - Greater growth than to be expected for development.
- Comparison: Children who attended Georgia's Pre-K made **greater gains** compared to children who did not attend Georgia's Pre-K.
- Growth Over Time: Children make gains Pre-K through 2<sup>nd</sup> grade; however, the **rate of growth is greater** in Pre-K and K and begins to decrease in first grade.
- Quality: Classroom quality is higher in Pre-K and K.





# Child Care Services Update

Pam Stevens  
Deputy Commissioner of Child Care Services

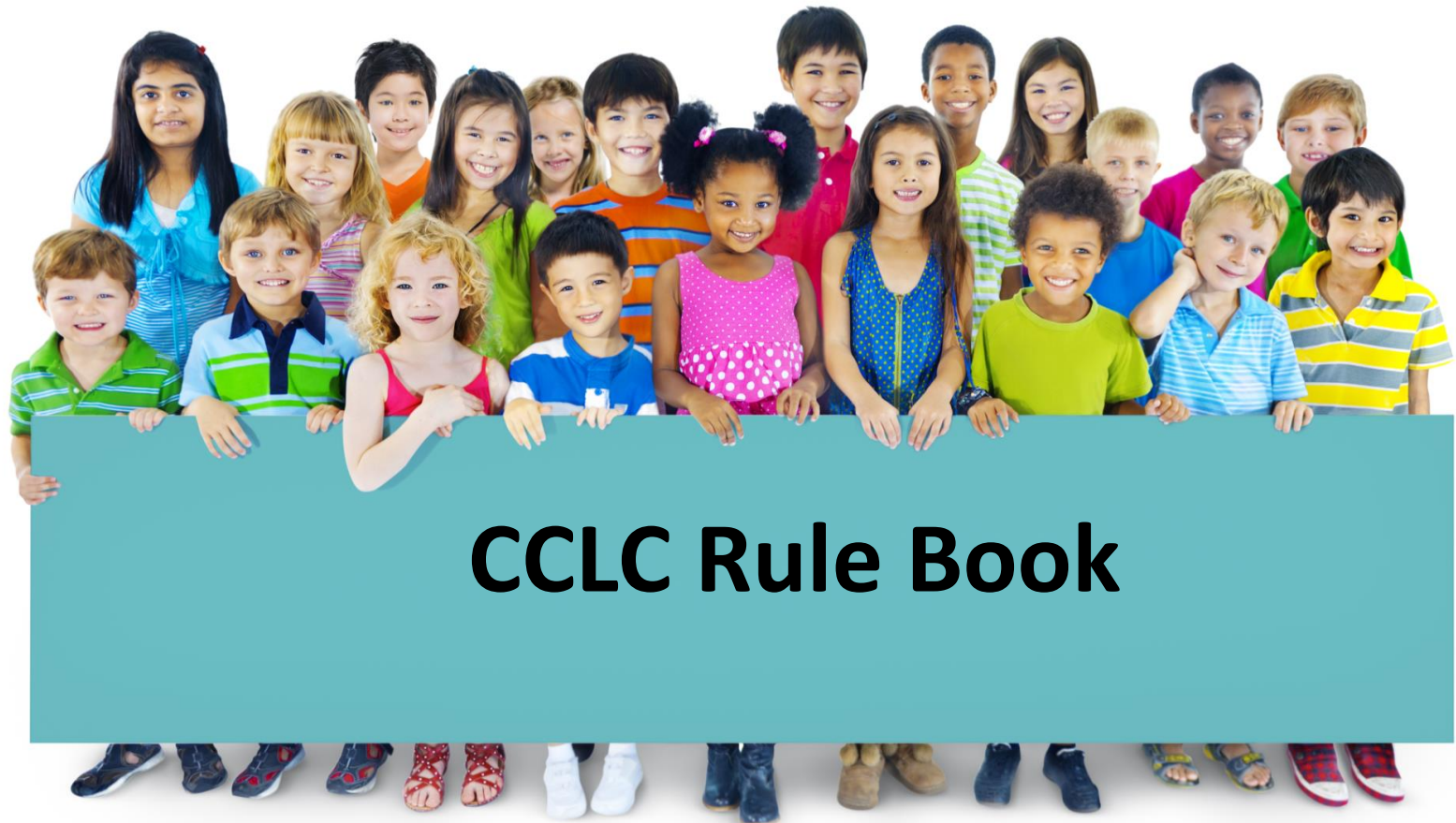


# Child Care Licensing Rule Changes

- Changes go into effect
  - Beginning of the state fiscal year (July 1), or
  - Beginning of the federal fiscal year (October 1)
- Reasons for rule changes
  - Enhance children's health and safety
  - Improve quality of care
  - Comply with Child Care and Development Fund (CCDF) requirements
  - Comply with state or federal law

# Scheduled Timeline

- July 10 – Posted to web and email blast
- July 25 – Webinars for providers
- August 15 – Public hearing & Board vote
- October 1 – Effective date



# CCLC Rule Book

# Minor Changes to Rules

- **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

# Health and Safety Orientation

- **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 hoursAdditional 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 – Removing



# Annual Training

- **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



# FCCLH RULE BOOK

# Minor Changes to Rules

- **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

## Minor Changes *(continued)*

- **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

# New Rules (to mirror CCLC rules)

- **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

## New Rules (mirror CCLC rules, *continued*)

- **290-2-3-.07(20) Employees** – defining and mirroring CCLC language for consistency across rule books
- **290-2-3-.07(21) Provisional Employees** – defines and mirrors CCLC language for consistency across rule books





**Questions ??**

# Lunch

*(Pick up as directed)*

## Committee Meetings

*Programs – Hickory*

*Budget/Finance – Willow*

*Quality Innovations and Partnerships – Oak*

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 Hearing

August 15, 2019

# Committee Reports

- Budget/Finance
- Programs
- Quality Innovations and Partnerships

# Board Action on:

## ***Rules and Regulations for Child Care Learning Centers,***

### **Rule Chapter 591-1-1 *(Minor Changes)***

- **Proposed Amendment of 591-1-1-.09(1)(f) – Records Checks**
- **Proposed Amendment of 591-1-1-.16(1)(h)3. – Licenses**
- **Proposed Amendment of 591-1-1-.31(1)(b)2.(vii) – Staff**
- **Proposed Amendment of 591-1-1-.31(2)(b)2.(iv) – Staff**
- **Proposed Amendment of 591-1-1-.31(5)(h) – Staff**
- **Proposed Amendment of 591-1-1-.33(2) – Staff Training**
- **Proposed Amendment of 591-1-1-.33(4) – Food Preparation & Nutrition Training *(including renumbering of rule)***
- **Proposed Amendment of 591-1-1-.33(3) – Orientation**
- **Proposed Repeal of 591-1-1-.33(4) – First Year Training**
- **Proposed Amendment of 591-1-1-.33(5) – Annual Training**

# Board Action on:

## ***Rules and Regulations for Family Child Care Learning Homes, Rule Chapter 290-2-3 (Minor Changes)***

- **Proposed Amendment of 290-2-3-.03(y) – Definitions**
- **Proposed Amendment of 290-2-3-.04(1)(d) – Applications**
- **Proposed Amendment of 290-2-3-.21(1)(k) – Records Checks**
- **Proposed Amendment of 290-2-3-.07(2) – Staffing**
- **Proposed Amendment of 290-2-3-.07(3) – Staffing**
- **Proposed Amendment of 290-2-3-.07(8) – First Aid and CPR**
- **Proposed Amendment of 290-2-3-.07(9) – Annual Training**
- **Proposed Repeal of 290-2-3-.07(15)**
- **Proposed Amendment of 290-2-3-.07(17) – Staffing**
- **Proposed Amendment of 290-2-3-.07(18) – Staffing**

Board Action on:

***Rules and Regulations for Family Child Care  
Learning Homes,  
Rule Chapter (New Rules)***

- **Proposed Adoption of 290-2-3-.07(4) – Staff File**
- **Proposed Adoption of 290-2-3-.07(5) – Program Orientation**
- **Proposed Adoption of 290-2-3-.07(6) – Initial Program Orientation Topics**
- **Proposed Adoption of 290-2-3-.07(7) – Health and Safety Orientation**
- **Proposed Adoption of 290-2-3-.07(20) – Employees**
- **Proposed Adoption of 290-2-3-.07(21) – Provisional Employees**



# Board Action on:

Department of Early Care and Learning	Current FY20 Budget	Proposed AFY20 Budget	Proposed FY21 Budget
<b>BY PROGRAMS</b>			
Child Care Services	\$268,787,348	\$268,348,522	\$268,129,109
Pre-K + (HS)	\$378,878,805	\$378,878,805	\$378,878,805
Quality Initiatives	\$51,779,175	\$51,779,175	\$51,779,175
Nutrition	\$148,000,000	\$148,000,000	\$148,000,000
<b>Total Expenses</b>	<b>\$847,445,328</b>	<b>\$847,006,502</b>	<b>\$846,787,089</b>

<b>BY FUNDING SOURCE</b>			
State General	\$61,841,364	\$61,402,538	\$61,183,125
State Lottery	\$378,703,805	\$378,703,805	\$378,703,805
Federal	\$404,798,159	\$404,798,159	\$404,798,159
Other	\$2,102,000	\$2,102,000	\$2,102,000
<b>Total Funds</b>	<b>\$847,445,328</b>	<b>\$847,006,502</b>	<b>\$846,787,089</b>

## PROPOSED Board Meeting Dates 2020

February 20, 2020

May 21, 2020

**\*August 27, 2020**

November 19, 2020

*\* (The third quarter board meeting will take place on the fourth Thursday of August.)*

## Board Meeting Dates 2019

~~February 21, 2019~~

~~May 16, 2019~~

~~August 15, 2019~~

November 21, 2019