

Welcome to the Board of Early Care and Learning

February 18, 2021



**Georgia Dept
of Early Care
and Learning**

BRIGHT FROM THE START

DECAL February 18 Board Meeting: Webinar 101

For Board Members:

- Board meeting is audio only.
- You can mute and unmute yourselves.
- Report any sound or technology issues using the chat box, and a DECAL staff member will assist you.

For General Public:

- You will remain muted.
- The agenda does not include a Q&A session; this is standard for board meetings.
- The agenda does include a public comment period. Public may type comments in the chat box. Public comments will be shared with the Board.
- Minutes will be posted at a later date. Board Summary will be posted within seven business days.
- PowerPoint presentation will also be posted.

Helpful Hints from Shawnell Johnson.



Board Meeting Welcome

Susan Harper, Board Chair



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Approval of Agenda and Minutes

- Approve 11-19-20 minutes
- Approve 02-18-21 agenda



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Commissioner's Updates

Amy M. Jacobs, Commissioner



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STABLE Payments – Round 2

- \$54 million paid to licensed child care programs.
- Data collected shows that, on average, programs have experienced a 25% reduction in attendance.
- 2,578 child care centers received an average payment of \$19,621.
- 1,063 family learning homes received an average payment of \$2,500.
- 82% of all licensed child care programs received a payment.



Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA)

- \$10 billion for CCDF to prevent, prepare for, and respond to the impact of the COVID-19 pandemic on working families and child care providers.
- \$403 million for DECAL to build upon initiatives from the CARES Act.
- Support the stability of the child care industry in Georgia.
 - Assistance to child care providers to support the cost of providing care and to remain open
 - One-time bonus to early childhood professionals
 - Relief to families receiving CAPS paying for child care
 - Grant opportunity for providers supporting school age children



Early Learning Workforce Supplemental Payments

Thank You to teachers who have kept the learning process going safely.



\$1,000
SUPPLEMENTAL PAYMENT

One-time supplemental payment to every Georgia's Pre-K Program teacher, assistant teacher, and child care teacher in the state.

Through funds allocated from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Georgia's early learning workforce will receive a one-time \$1,000 supplemental payment.



Early Learning Workforce Supplemental Payments

Eligibility Requirements

- Must be employed by an eligible program for at least six weeks at time of application.
- Must work on-site at an eligible program for at least 20 hours per week.

Eligible Programs

- Georgia child care programs licensed by DECAL or DOD.
- Exempt Georgia Head Start or Early Head Start programs.
- Georgia's Pre-K providers (private or public).

Payments will be distributed in Spring and Summer 2021.



Finance, Legislation, & Administration Updates

Rian Ringsrud, Deputy Commissioner for Finance & Administration



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FY 2021 Budget Comparison

Data as of Dec 31st	Budget	Expenditures*	Remaining Balance	% Remaining
BY PROGRAMS				
Child Care Services	\$445,302,026	\$247,810,853	\$197,491,173	44%
Nutrition Services	\$169,907,631	\$68,972,433	\$100,935,198	59%
Pre-K + (HS)	\$378,826,314	\$183,847,065	\$194,979,249	51%
Quality Initiatives	\$58,731,537	\$34,698,202	\$24,033,335	41%
Total Funds	\$1,052,767,508	\$535,328,553	\$517,438,955	49%

BY FUND SOURCES				
State General	\$54,226,235	\$19,798,773	\$34,427,462	63%
State Lottery	\$378,651,314	\$183,764,225	\$194,887,089	51%
Federal	\$619,584,959	\$331,624,370	\$287,960,589	46%
Other	\$305,000	\$141,185	\$163,815	54%
Total Funds	\$1,052,767,508	\$535,328,553	\$517,438,955	49%

* Includes encumbrances

Finance Update Q2 SFY 2021



Governor's FY 2022 Recommendation

	FY 2021 Appropriations	FY 2022 Recommendation	Change
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BY PROGRAMS

Child Care Services	\$320,518,848	\$320,518,848	\$0
Nutrition Services	\$148,000,000	\$148,000,000	\$0
Pre-K + (HS)	\$378,826,314	\$380,904,868	\$2,078,554
Quality Initiatives	\$57,827,234	\$57,827,234	\$0
Total Funds	\$905,172,396	\$907,250,950	\$2,078,554

BY FUND SOURCES

State General	\$54,226,235	\$54,226,235	\$0
State Lottery	\$378,651,314	\$380,729,868	\$2,078,554
Federal	\$472,269,847	\$472,269,847	\$0
Other	\$25,000	\$25,000	\$0
Total Funds	\$905,172,396	\$907,250,950	\$2,078,554

Governor's Recommendation AFY 21 and FY 2022



Pre-K Program

State Lottery Funds Change			
FY 2021	FY 2022	Increase	% Change
\$378,651,314	\$380,729,868	\$2,078,554	1%

Increase

- Increase employer share of Teachers Retirement System = \$602,706
- Increase formula fund for training and experienced Pre-K teachers = \$1,475,848

Governor's
Recommendation
AFY 21 and FY
2022



DECAL Legislative Update

HB 71 and HB 262

- Both of these education-related bills include some version of mandatory Pre-K and Kindergarten.

HB 86

- Authorizes sports betting as a lottery game with proceeds benefitting HOPE Scholarship and Georgia's Pre-K Program.

HB 32

- Establishes a tax credit for the purpose of recruiting and retaining teachers in participating school districts.



Georgia's Pre-K and Instructional Supports Updates






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

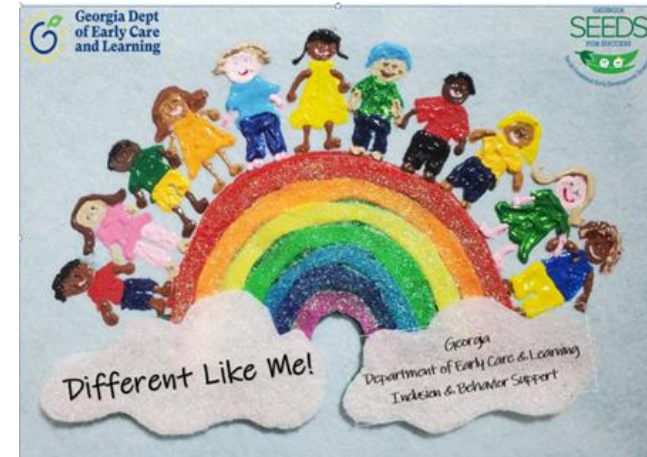


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February 9 - 12, 2021

<p>Marvelous ME Monday</p> 	<p>Tremendous TEAMwork Tuesday</p> 	<p>Awesome FRIENDSday Wednesday</p> 	<p>Totally TALENTED Thursday</p> 	<p>Super FRIEND Friday</p> 
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#LoveInclusion2021



February 9 - 12, 2021



Georgia's Pre-K Applications

Application	Release Date	Due Date
Summer Transition Program	February 22	March 12
Pre-K Teacher of the Year	February 24	March 17
Pre-K Program	March 1	March 19



Summer Transition Program 2021

- 6-week onsite program for Rising Pre-K and Kindergarten Students.
- Lower class size (12 for Rising K, 10 for Rising Pre-K).
- To increase the number of students eligible for the program, some eligibility requirements have been modified for this summer:
 - No family income requirement will be required.
 - Students who attended in a hybrid or full distance classroom model during the 2020 – 2021 school year will be eligible.



Georgia's Pre-K Program Longitudinal Study: Third Grade Results

Susan Adams, Deputy Commissioner for Georgia's Pre-K and Instructional Supports
Bentley Ponder, Deputy Commissioner for Quality Innovations and Partnerships



Georgia's Pre-K Evaluation Overview

- Funded by the Georgia General Assembly in 2011. DECAL commissioned FPG Child Development Institute at UNC-Chapel Hill to conduct the research.
- Evaluation includes three studies:
 - Pre-K Outcomes Study (2011-2012)
 - Regression Discontinuity Design Study (2012-2013)
 - Longitudinal Study (2013-Present)
- Overall, results from the three studies demonstrate positive impact of Georgia's Pre-K Program on school readiness skills across all learning domains.

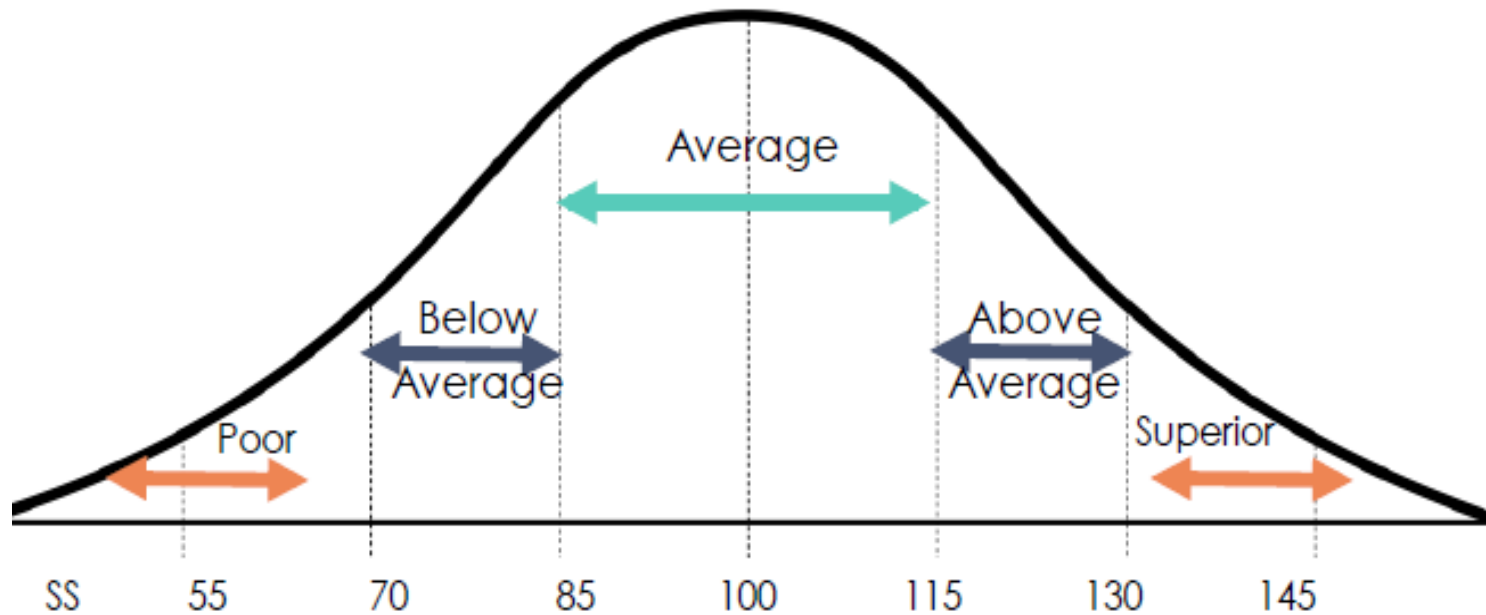


Pre-K Longitudinal Study (2013-Present)

- Follows a sample of children who attended a randomly sampled Georgia's Pre-K classroom in 2013-2014.
 - Includes a subsample of dual language learners.
- Purpose is to examine associations between attendance in Georgia's Pre-K Program and outcomes through third grade.
 - Final report will include fourth-grade year.
- The researchers added a comparison sample in third grade.



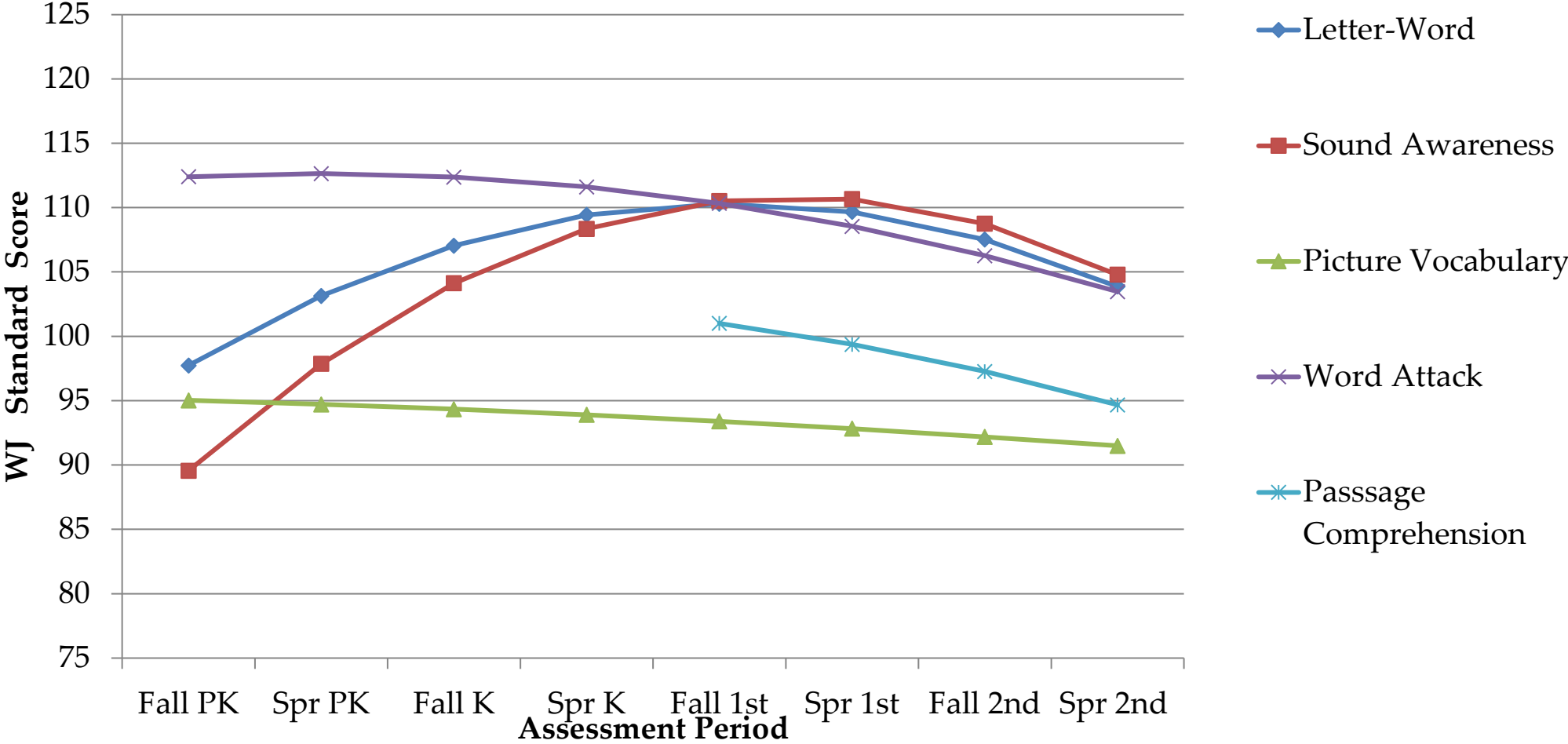
What is a Standard Score?



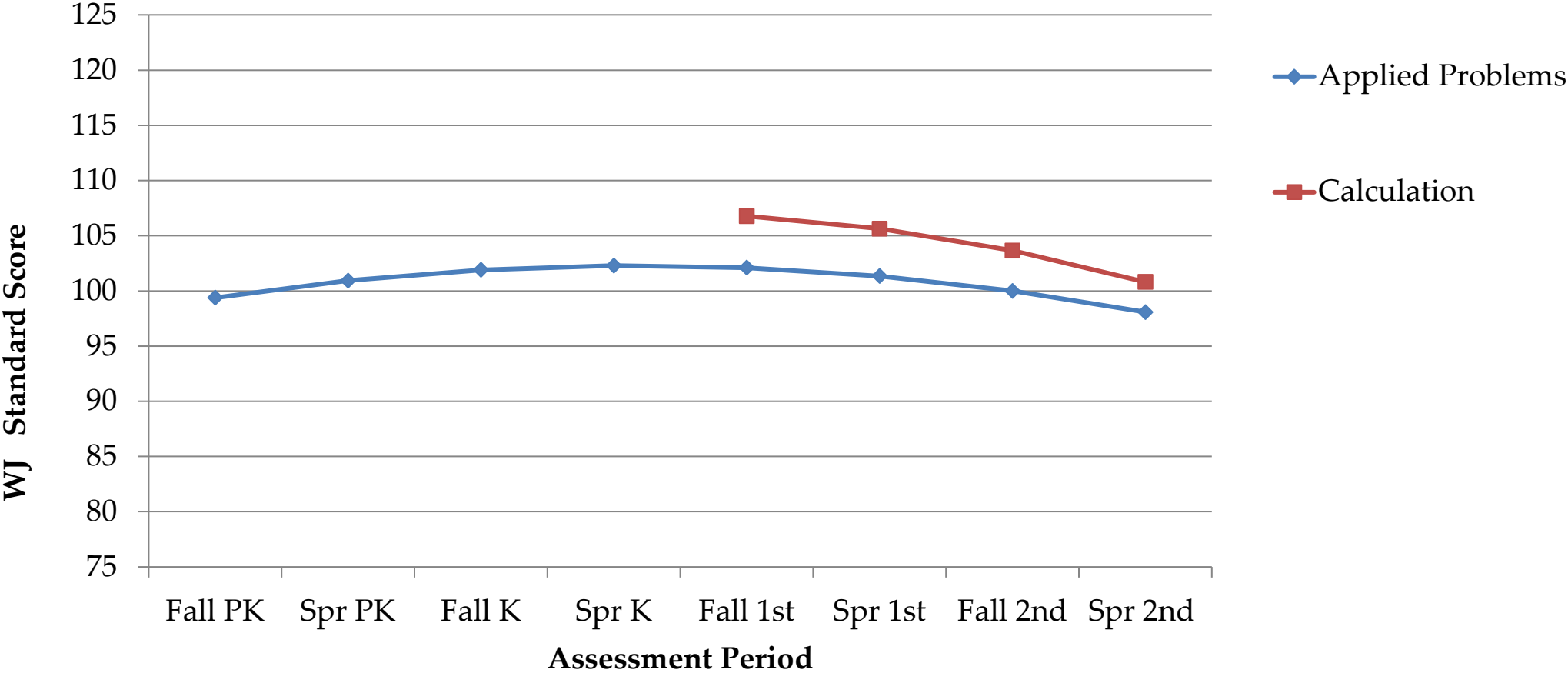
- Norm-referenced assessments
- Comparison to same-age peers
- Change in score over time would only be expected with intervention
- Focus on underlying skills instead of curricula



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



Growth in Math Skills Pre-K – 2nd Grade



Longitudinal Study of Georgia's
Pre-K Program
Third Grade Report



Third Grade Report Findings



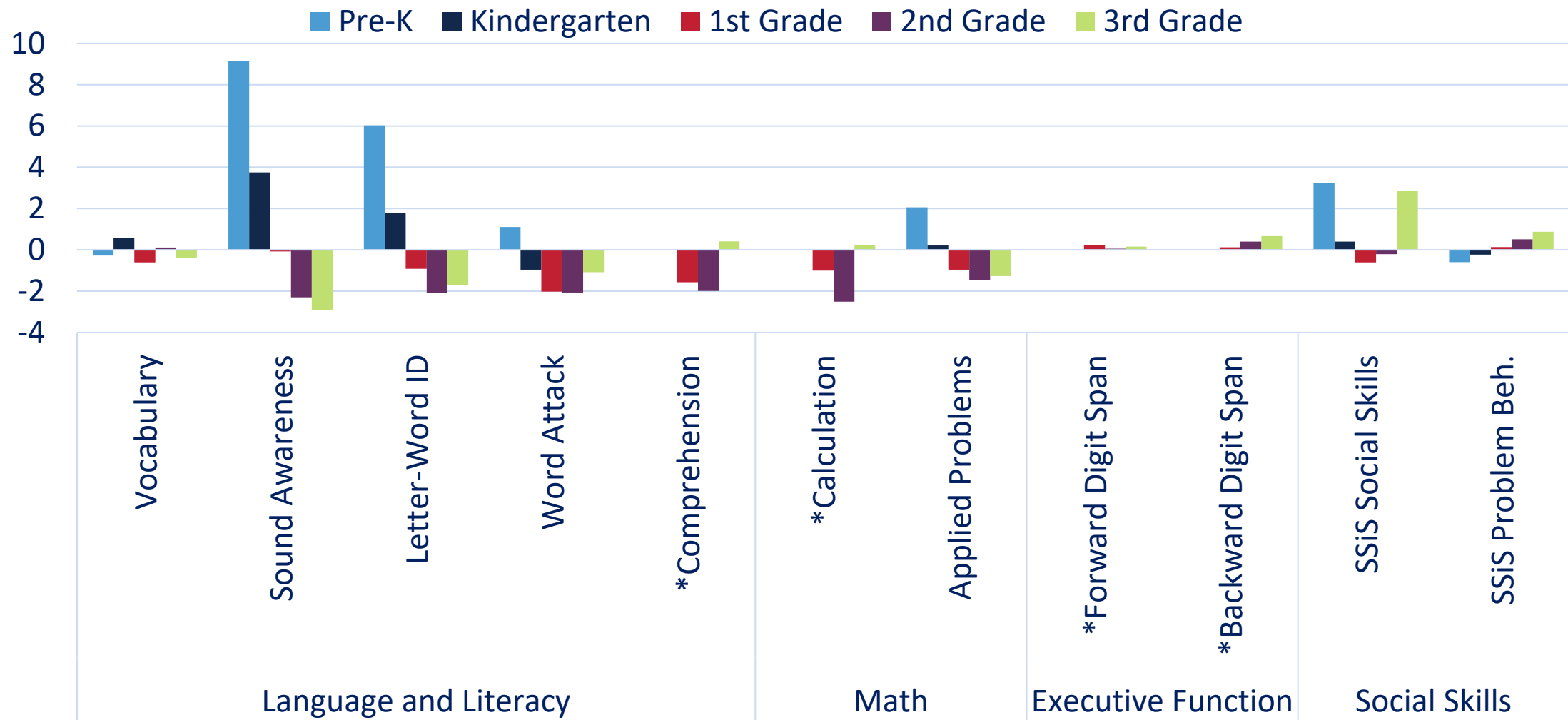
Key Analyses in Third Grade Report

- Within grade gains
- Pre-K – 3rd grade gains
 - Includes predictors of growth
- Classroom quality scores
- Comparison with a group of children who did not have any pre-k experience



Growth Within School Year

Differences in Standard and Raw Scores



Language and Literacy

Math

Executive Function

Social Skills

* = Not Administered Pre-K & Kindergarten

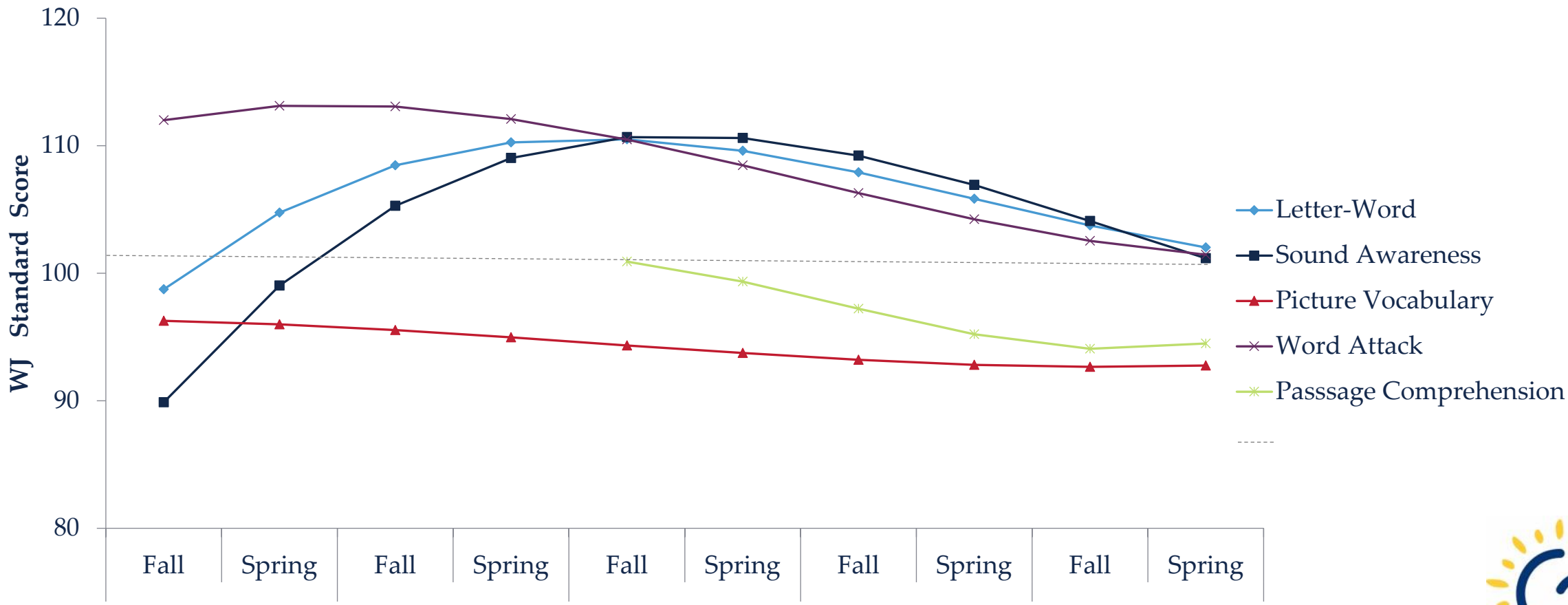


Pre-K to Third Grade Gains

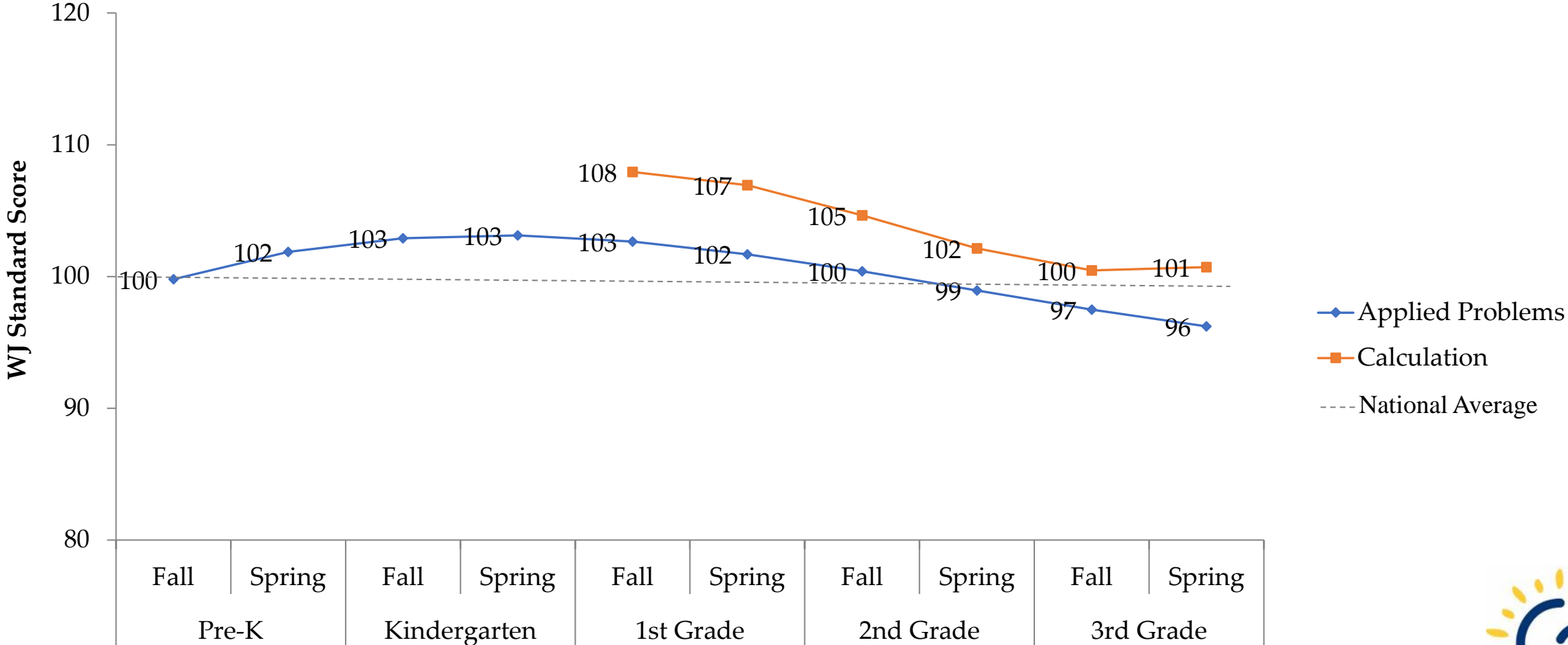
- For children who attended the Georgia's Pre-K Program and were followed through third grade, average scores were within the expected and average range (standard score of 90-110), with some skills in the high average range (standard score of 111-120).
- Children showed a pattern of initial gains in standardized scores during Pre-K, kindergarten, and first grade (for some measures).
 - Leveled off or decreased in second and third grade.
 - Similar for DLL subsample, though scores are lower.
- Moderators in third grade report: child English proficiency level at Pre-K, Individualized Education Plan (IEP) status at Pre-K, child gender, and K-3 classroom characteristics (high versus moderate/low quality classrooms).



Language & Literacy Skills



Math Skills



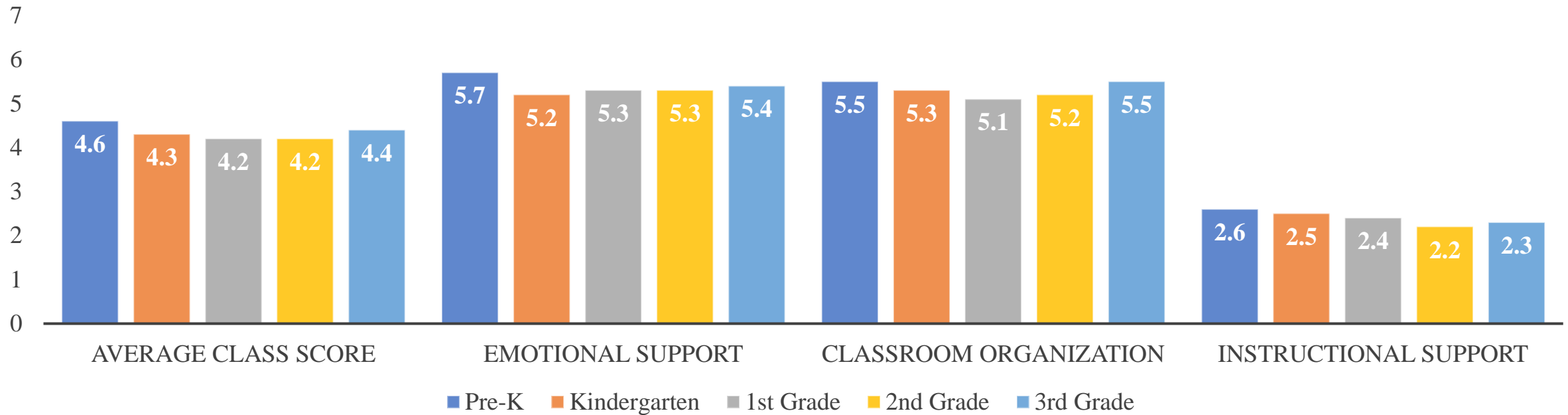
Classroom Observations

Classroom quality was highest in the Pre-K year and was slightly lower in later years with a small increase in third grade.

- 26% of Georgia's Pre-K classrooms in the sample scored in the high range compared to:
 - 17% of kindergarten,
 - 9% of first grade,
 - 13% of second grade, and
 - 14% of third grade classrooms.



Average Classroom Quality Scores by Grade



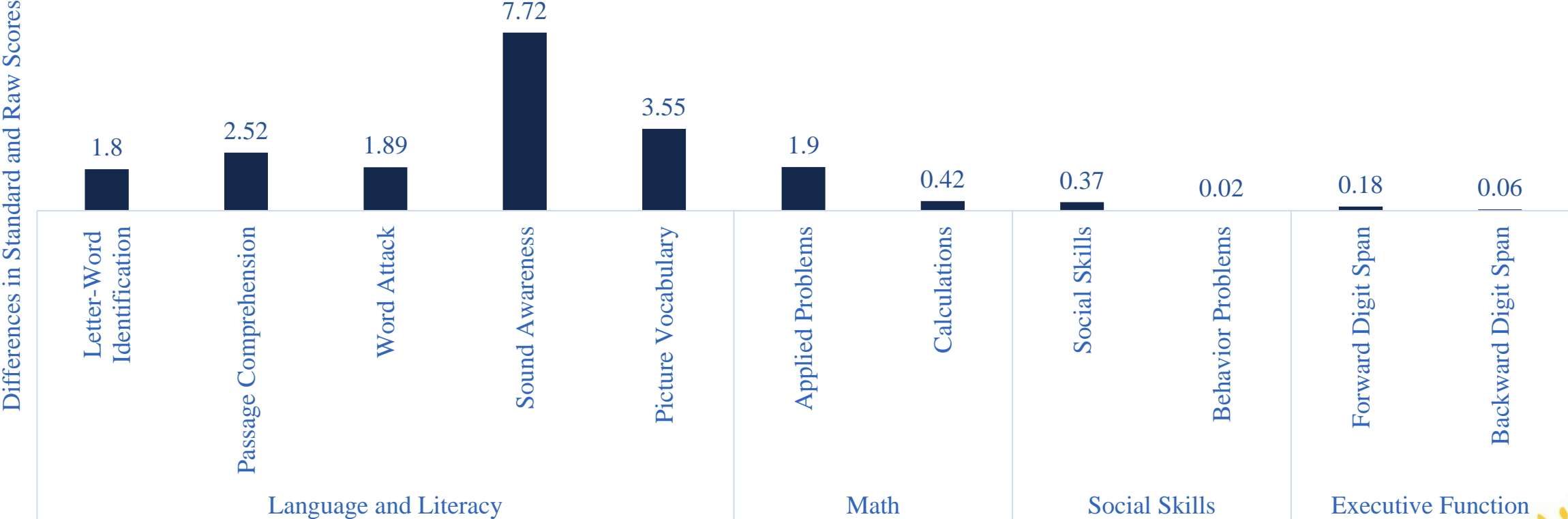
Comparison Group

- Children who attended Georgia's Pre-K Program had significantly better scores on all language and literacy outcomes in third grade compared to children who did not attend any pre-k program.
- The greatest difference between the comparison and Pre-K groups is related to auditory processing skills that underlie decoding and spelling as basic skills for acquiring literacy.
 - This was also the skill in which children showed the greatest gains during Pre-K, which sustained through third grade.



Pre-K Group versus Comparison Group Outcomes

The Pre-K group had better language, literacy, and executive function outcomes. Differences in Sound Awareness skills were the greatest – about ½ a standard deviation.



General Conclusions

- Overall, results from the study show that Georgia's Pre-K Program prepares students to enter Kindergarten.
- While students in the study are close to the national average at the end of the third grade on most measures, the rate of growth in Pre-K and Kindergarten is not maintained in later grades.
- A key strength of Georgia's Pre-K Program is building foundational language and literacy skills for reading.
- Vocabulary development is an area of growth for children ages birth to five, but also kindergarten to third grade.
- While classrooms quality is highest in Pre-K, it is relatively consistent throughout the study.



Next Steps

- Fourth grade and final study conclusions will be completed in late spring 2021.
- Considering additional analyses with study data.

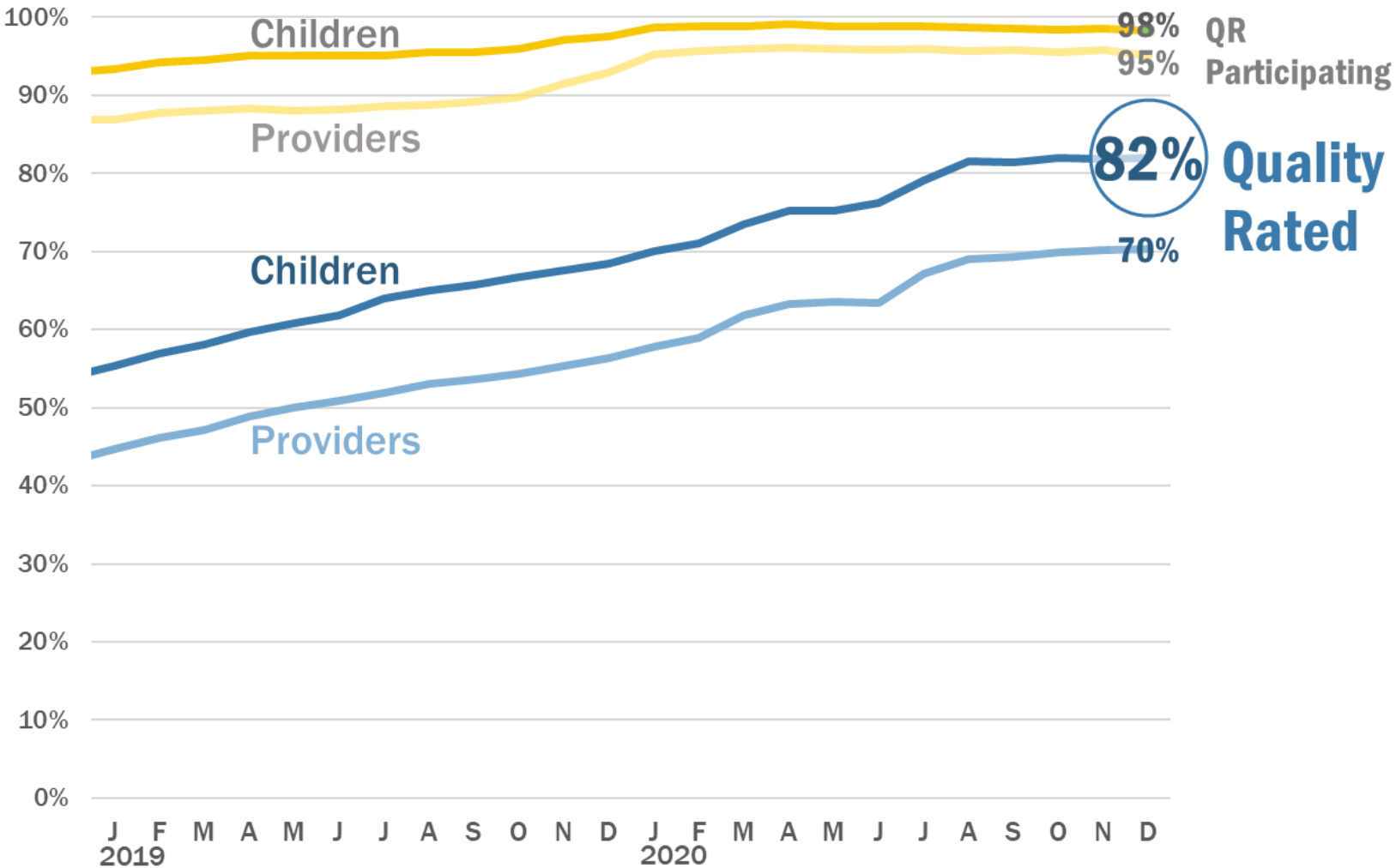


Quality Innovations and Partnerships Updates

Bentley Ponder, Deputy Commissioner for Quality Innovations and Partnerships



Quality Rated & CAPS Goal



82% of children receiving CAPS are at a **Quality Rated** provider.

Deadline extended to at least December 31, 2021.



Quality Rated 2020 Timeline

January 2020

QR expected to rate over 900 programs and achieve 2020 goal.

May-June 2020

Provided an option for cohort 1 and 2 providers to receive a temporary 1-star rating.

November 2020

TARO begins. QR pilots “Option B” (2-star option).

March 2020

Observations suspended at the beginning of the COVID-19 Pandemic.

September 2020

Created Temporary Alternate Rating Options (TARO) for initial 1-year ratings. Includes 1- and 2-star options.

December 2020

Created and announced TARO option for re-ratings (2-year).



2020 “by the Numbers”

	Number Rated	Percent Rated
Cohort 1 (n=195)	169	87%
Cohort 2 (n=365)	197	54%
Cohort 3 (n=180)	21	12%
Cohort 4 (n=233)	22	9%
Total (n=973)	409	42%

Traditional Rating: **140 (34%)**

Option A: **233 (57%)**

Option B (Pilot): **36 (9%)**

***65%** of programs rated in 2020 were rated through new methods created in response to the pandemic.*



Quality Rated: TARO

- Based on success of the 1-star, 1-year rating, Quality Rated created Temporary Alternate Rating Options (TARO).
- Introduces a 1-star, 1-year rating option. (A)
 - Includes portfolio only
- Adds a 2-star, 1-year rating option. (B)
 - Includes a guided CQI Quality Rated Virtual Process (QRVP)
- Adds a 3-star, 2-year rating option. (C)
 - Includes QRVP and Live Observation – Virtual Experience (LO-VE) Virtual Assessment Visit

What is **TARO**?



NOT a Deck of Cards



NOT a Root Vegetable

★ **TARO** ★

Temporary **Alternate Rating Options**
for Providers Pursuing
Quality Rated Star Ratings



TARO: Option B Results from QRVP Pilot

*36 programs
successfully
completed the
QRVP Pilot.*

Evaluation Results

- Provider feedback overwhelmingly positive
- Technology presented biggest challenge
- QR and TA staff positive (with constructive feedback)

Changes to Option B

- 4 mandatory topic areas (instead of 3 plus a choice)
 - Schedules and Transitions
 - Nurturing Relationships
 - Impactful Interactions
 - Intentional Teaching
- More self-paced for cohorts
- Revised assignment instructions and scoring rubrics
- Increased resources and supports



TARO: Option C

- Developed for rerating opportunities (includes 3-star option)
 - Allows 3-star to remain 3-star
 - These providers have previously been observed
- Includes Portfolio and QRVP
 - QRVP includes an additional topic area: Literacy in the Environment
- Adds a Virtual Visit to assess selected classrooms' implementation of QRVP-demonstrated practices: Live Observation-Virtual Experience (LO-VE)
- Piloted in 2021 Cohort 1
 - 8 programs
 - Culmination of QRVP experience



“

This has been an amazing opportunity. So much work and effort went into creating a way to assist providers to increase their quality in a time that we thought it couldn't happen.

”



Community Impact Grants Overview

- 3 Distinct Opportunities:
 1. **2Gen Innovation Grants**
 - Capacity Building (up to \$10,000)
 - Implementation Funding (up to \$25,000)
 2. **Trauma-Responsive Care Grants**
(up to \$10,000)
 1. **Community Transformation Grants**
(up to \$75,000)
- Each grant opportunity requires the creation of a collaborative team that will implement the work.



Applications and LOI guidance, February 5th webinar, and FAQ document are posted at:
<http://www.decal.ga.gov/QualityInitiatives/Grants.aspx>



Purposes of the Community Impact Grants

- Provide community-level supports for Georgia's children birth to five and their families.
- Increase opportunities for sustainable community collaboration.
- Create new opportunities for communities to innovate at the local level to address critical needs.
- Support additional research and evaluation for how these grants can provide measurable and hard to measure impacts.
- Develop “blueprints” for activities that can be expanded or taken to scale.



2Gen Innovation Grants

A Two-Generation (2Gen) approach builds **whole-family pathways to economic prosperity.**

Two Separate Grant Opportunities:

1. Capacity Building (**\$10,000**)
2. Implementation Funding (**\$25,000**)

Timeline:

- Applications will be due COB March 1, 2021.
- Awards will be announced no later than April 1, 2021.
- These grants are funded for one year: May 1, 2021 to April 30, 2022.

Expected to fund nine grants:

- Five Capacity Building
- Four Implementation Funding



Trauma-Responsive Care Grants

A Trauma-Responsive Care approach identifies the impact of trauma on children, caregivers, and families and **integrates responsive practices to support resiliency.**

Grant Opportunity:
Trauma-Responsive Care Grant
(\$10,000)

Timeline:

- Applications will be due COB March 1, 2021.
- Awards will be announced no later than April 1, 2021.
- These grants are funded for one year: May 1, 2021 to April 30, 2022.

Expected to fund nine grants.



Community Transformation Grants

Designed to support communities in creating projects that will **address local needs related to their B-5 population.**

Grant Opportunity:
Community Transformation Grant
(\$75,000)

Timeline:

- Potential grantees will submit a Letter of Interest (LOI), due March 15, 2021.
- On April 15, 2021, DECAL will invite up to 12 communities to submit a formal application.
- Applications will be due COB May 14, 2021.
- Awards will be announced no later than June 9, 2021.
- These grants are funded for 18 months: July 1, 2021 to December 1, 2022.

Expected to fund six grants.



Providers Reporting COVID-19

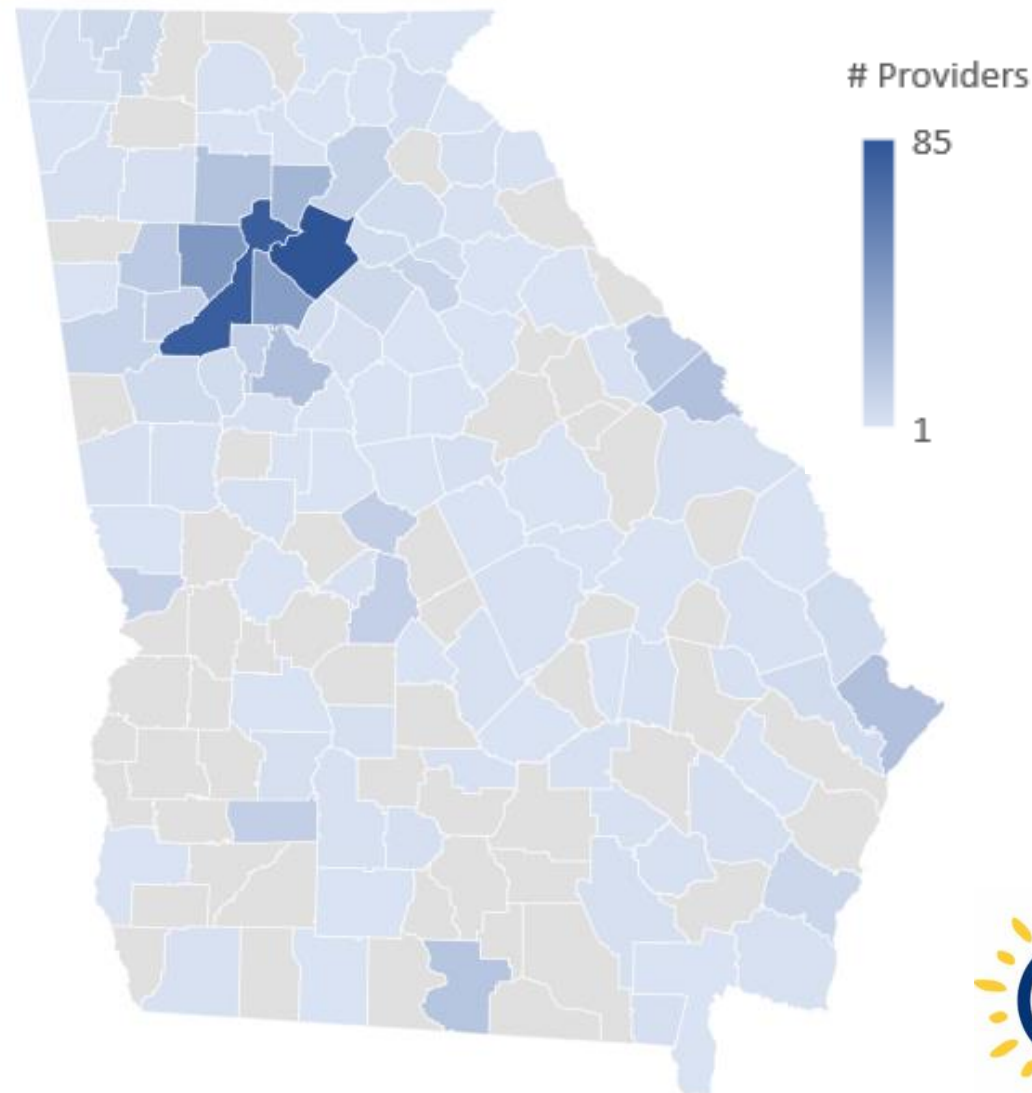
Providers Reporting at Least One Confirmed Case of COVID-19 by County November 1, 2020 - February 1, 2021

Voluntary Reporting

From **March 14, 2020 through October 31, 2020**, 372 unique providers from 78 counties **voluntarily reported** COVID cases for 378 staff and 188 children.

Required Reporting

From **November 1, 2020 through February 1, 2021**, 706 unique providers from 104 counties reported *confirmed* COVID cases for 1,104 staff and 788 children.



Federal Programs Updates

Elisabetta Kasfir, Deputy Commissioner for Federal Programs



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SOLVE Scholarship Program Overview

- Georgia SOLVE provides scholarships for families with students enrolled in a Georgia public school system offering a *primarily virtual* learning model.
- SOLVE scholarships *are not* CAPS scholarships but are being administered through CAPS.
- Families were able to apply for a SOLVE scholarship through Gateway beginning September 1, 2020.



SOLVE Scholarship Program Expansion

- DECAL expanded the SOLVE Scholarship Program to include additional supports for families with a student with a disability.
- Policy changes as a result of this expansion include:
 - Allowing families with a student with a disability to be eligible for scholarships regardless of the family's income.
 - Increasing the upper age eligibility limit from 12 years of age up to 22 years of age.
 - Increasing the scholarship payment rate for students with disabilities.
 - Families with a student with a disability may select an individual who meets CAPS policy to provide care rather than a licensed or exempt provider.



SOLVE Scholarship Program Eligibility Comparison

Eligibility Requirements for Families with a Student without a Disability:

- Students must be **5 through 12 years of age**.
- Students must attend a school system offering a primarily-virtual learning model.
- **Family income may not exceed 85% of the state median income (SMI).**
- Families must be working and/or attending school.
- **Families must enroll the student in a CAPS eligible child care provider.**

Eligibility Requirements for Families with a Student with a Disability:

- Students must be **5 through 21 years of age**.
- Students must attend a school system offering a primarily-virtual learning model.
- **Families may be eligible regardless of income.**
- Families must be working and/or attending school.
- **Families may select a CAPS eligible provider or an individual who meets CAPS policy to provide care.**



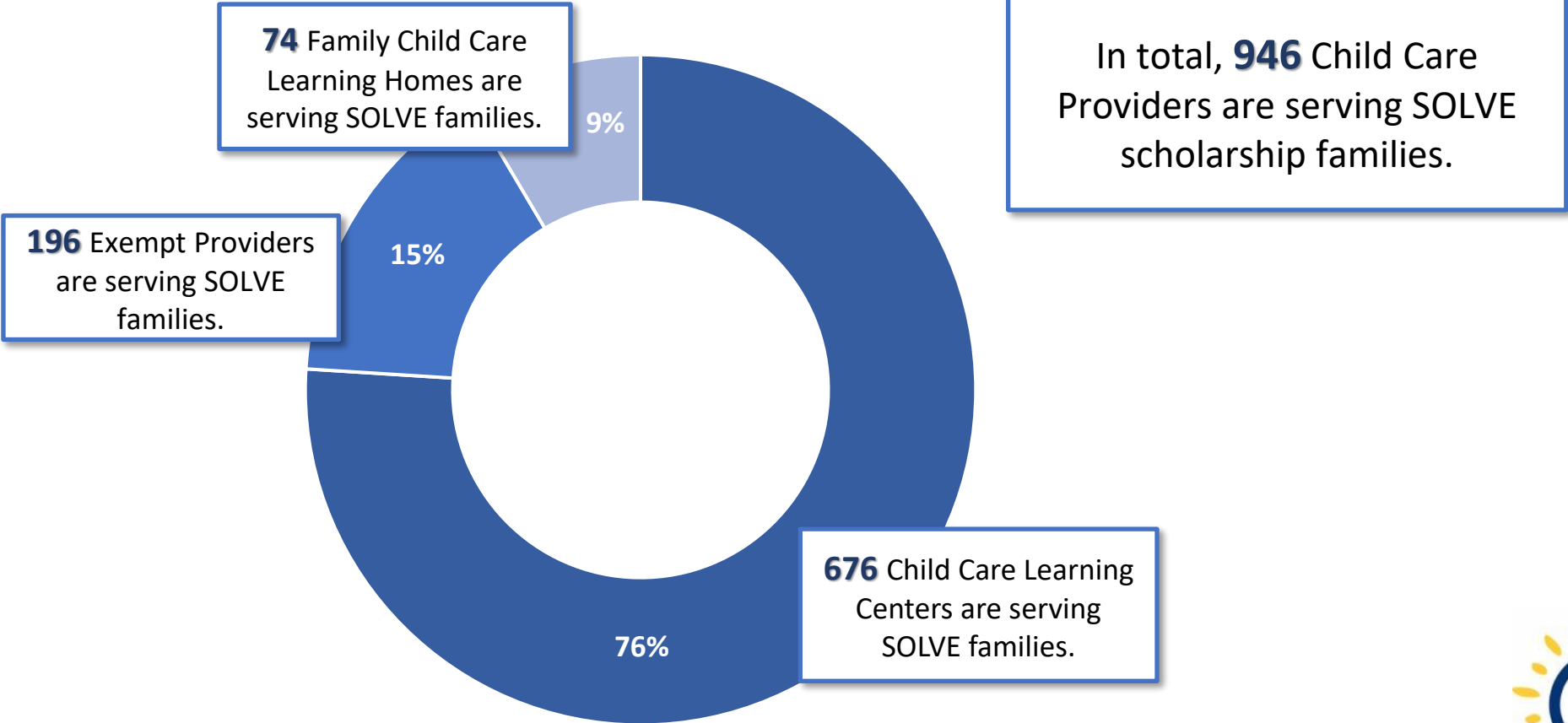
SOLVE Scholarship Program Status

- We have received **7,486** SOLVE applications.
- **4,876** children and young adults have been awarded a SOLVE Scholarship.
- **79** children or young adults with a disability have been awarded a SOLVE Scholarship.
- The SOLVE Scholarship Approval rate is **46%**.
- SOLVE Scholarships have been awarded to families in **46** different Georgia counties.



SOLVE Scholarship Providers

Number of Providers Serving SOLVE Families
By Provider Type



CAPS Workload Reallocation Efforts

- This past fall, CAPS engaged in an analysis of our workload and organizational needs.
- As a result of this analysis, we have identified how we can reallocate staff to meet our workload and organizational needs more effectively.
- New units and positions will include:
 - Provider & Family Relations Unit
 - CAPS Customer Response Unit
 - Program Integrity & System Integration Positions



New Units within CAPS



- CAPS is adding a new unit called the **Provider & Family Relations Unit**.
- This unit will help families make any necessary case changes and act as a liaison between CAPS and childcare providers.
- This unit is within the CAPS Family Support division.



New Units within CAPS



- CAPS is also adding a new unit called the **CAPS Customer Response Unit**.
- This unit will act as a representative for CAPS and will support families, providers, and other constituents by connecting them with relevant resources and teams and resolving issues when possible.
- This unit is the first tier of our virtual lobby.



CCRU & Connecting Constituents with Resources



The family, provider, or other constituent reaches out to CAPS and connects with a member of the CCRU.



CCRU representative answers the family, provider, or other constituent's general questions and resolves concerns when possible.

1

CCRU representative connects the family with scholarship questions or concerns to a member of our Scholarship Administration, Family Support, or Provider & Family Relations teams.

2

CCRU representative connects the family with a team member who is on-duty to meet with families via the virtual lobby to discuss complex questions and issues.

3

CCRU representative connects the provider with a member of the Parent and Family Relations Unit to rectify issues and offer additional supports.

4

CCRU representative connects other constituents to the Constituent Services and Critical Support team to address constituent concerns.



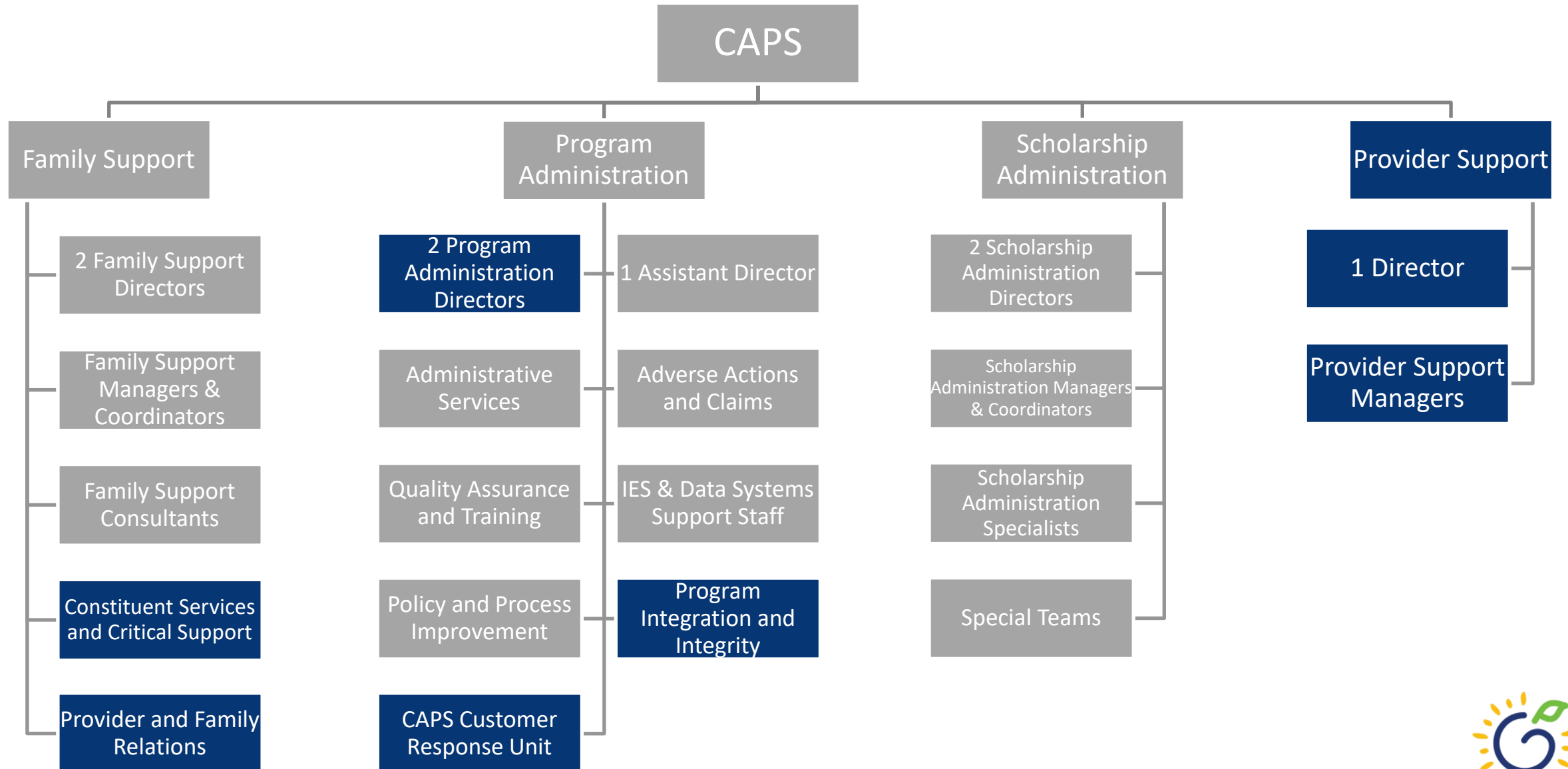
Other New Positions within CAPS



- CAPS added a new Program Administration Director.
- CAPS is also reallocating positions to the Program Administration division to focus on program integrity.
- Positions will work to better integrate our systems, ensure program integrity, and that our systems perform effectively.
- Positions will also help us streamline our systems so that we can work more efficiently.



Organizing New Teams and Positions



Child Care Services Updates

Pam Stevens, Deputy Commissioner for Child Care Services



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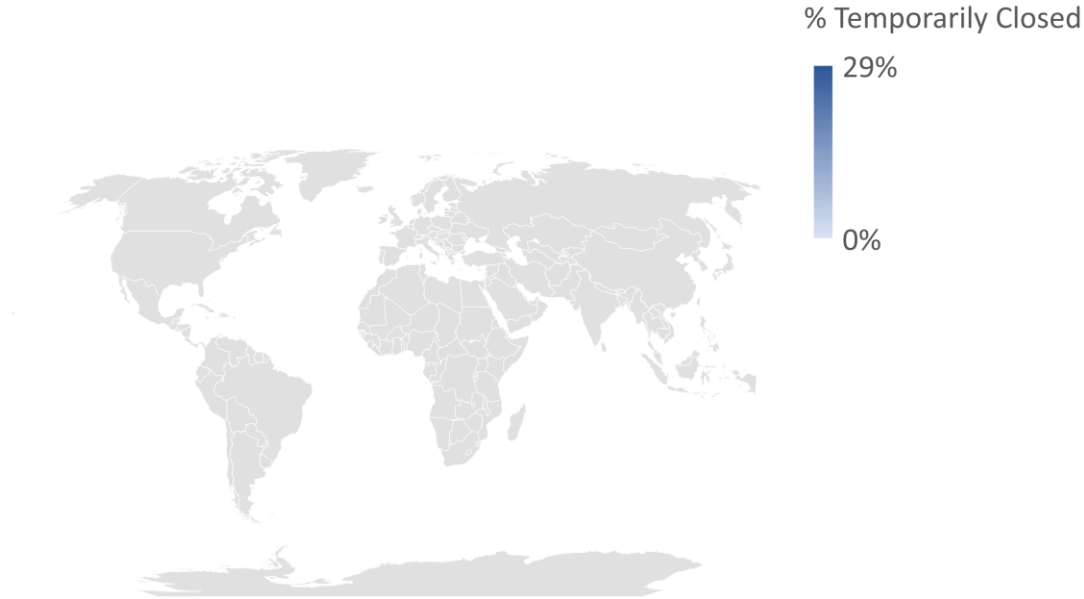
Child Care Licensing Rule Changes

- Done annually
- Introduced at the February Board Meeting
- Voted on in June
- Effective October 1
- **No rule changes for FY22**



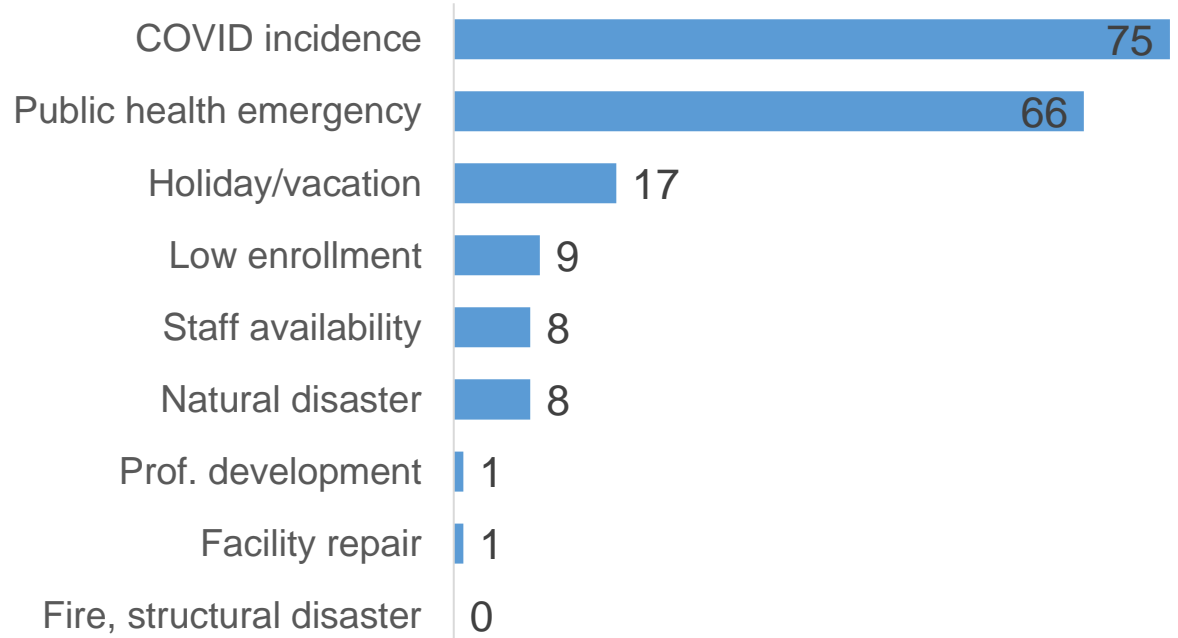
Current Landscape of Child Care

185 licensed providers (1.7%) are currently reporting a temporary closure from 54 counties.



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Temporary Closure Reason



Public health emergency and an **incidence of COVID** are the most common closure reasons.



Current Landscape of Child Care

28% fewer children at CCLCs and 10% fewer children at FCCLHs were recorded present on July-Sept 2020 licensing visits than the previous year.

Average Number of Children Present per Provider						
Provider Type	Quarter	FY18	FY19	FY20	FY21	% Decrease since COVID
Child Care Learning Center (CCLC)	Q1	49.6	51.3	53.8	38.7	28%
	Q2	52.0	53.1	55.6		
	Q3	54.4	54.5	55.3		
	Q4	51.7	55.1	39.6		
Family Child Care Learning Home (FCCLH)	Q1	4.1	4.2	4.2	3.7	10%
	Q2	4.1	4.2	4.2		
	Q3	4.1	4.4	4.4		
	Q4	4.4	4.4	4.0		
Combined Average		38.9	39.6	39.3	31.0	



Current Landscape of Child Care

During the same time period, only 17% fewer staff were recorded present than the previous year.

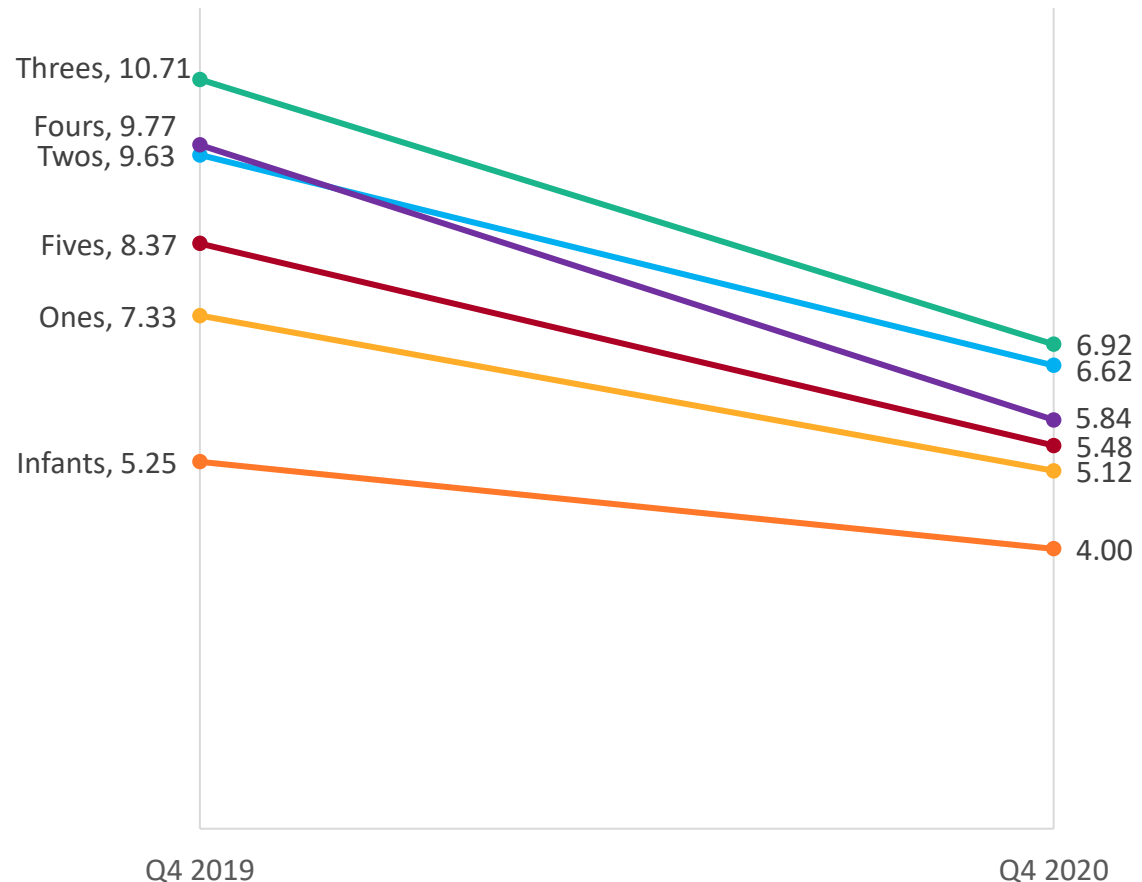
Average Number of Staff Present per Facility - CCLC					
Quarter	FY18	FY19	FY20	FY21	% Decrease since COVID
Q1	7.5	7.6	7.9	6.9	13%
Q2	7.6	7.9	8.3		
Q3	8.0	7.9	8.4		
Q4	7.4	8.1	6.7		17%
Combined Average	7.6	7.9	8.1	6.9	



Current Landscape of Child Care

- There was a smaller decline in the average number of children recorded present among younger age groups vs older age groups.
- The four-year-old age group had the steepest decline with a 40% decrease in Q4 of 2020 compared to the previous year.

Change in the Average Number of Children Present during Visits in Q4 from FY 2019 to FY 2020 by Age Group



Welcome to the Board of Early Care
and Learning

Public Comment

February 18, 2021



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Board Meeting Dates 2021

- ~~February 18, 2021~~
- May 20, 2021
- August 26, 2021
- November 18, 2021

