



Welcome to the Board of Early Care and Learning

August 17, 2017



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

www.dec.state.ga.us

Approval of Agenda and Minutes

- Approve **8-17-17** agenda
- Approve **5-11-17** minutes



Inspiration

Susan Harper



In Celebration of the Life of Dr. Elizabeth Ragsdale



Some of Elizabeth's Contributions to Georgia

- **Darton College**
 - Chair of the
 - Division of Humanities, *AND*
 - Division of Learning Support
- Board Member: **Bright from the Start**
- Board Member: **State Board of Education**

We must not, in trying to think about how we can make a big difference,

“When it’s all over, it’s not who you were...

It’s whether you made a difference.”

~ Bob Dole

Her Most Devoted Work...





Board Member Updates

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





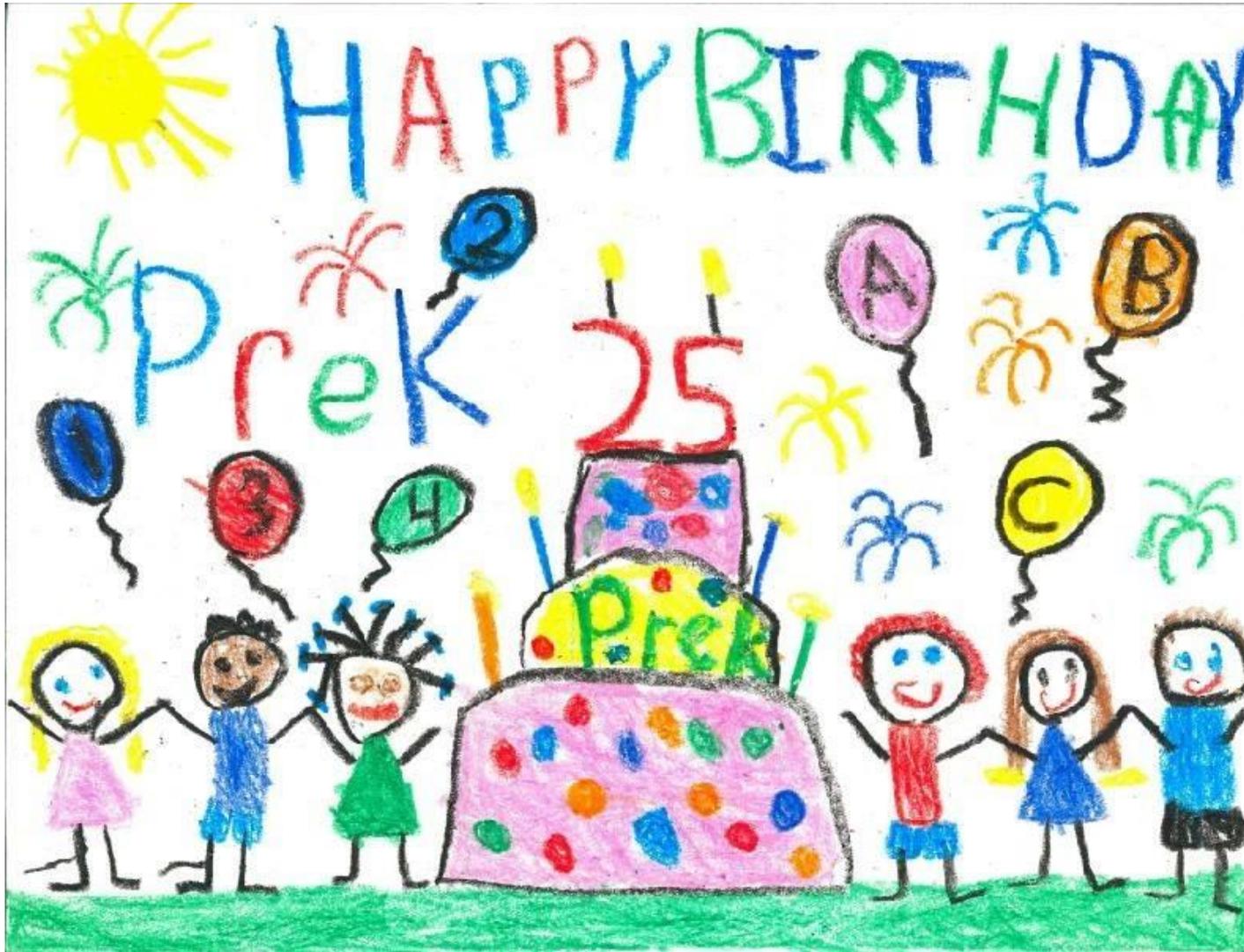
Commissioner's Update

Amy M. Jacobs
Commissioner



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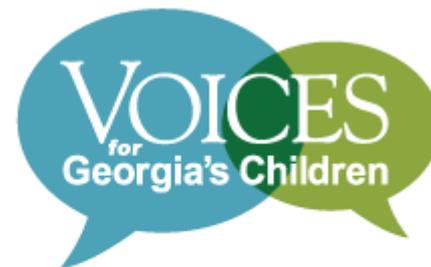


Artwork by:
DeAsha Jenkins
from Americus,
Georgia, winner
of our art contest
for the 25th
anniversary of
Georgia's Pre-K
Program.

Georgia's Pre-K Week 2017

DECAL board members are invited to visit Georgia Pre-K classrooms in their local communities to build public commitment for early learning.

- October 2 - 6, 2017
- Board members will be contacted about scheduling visits.



Pre-K Teachers of the Year – Finalists



Nathan Leatherwood



Tricia Sanders



Kathy Harris



Michele Brown



Jodi McNamara



Tracey Grikstas



Pre-K Teachers of the Year

- 6 Finalists
 - Interview
 - CLASS observation
 - Videotaped lesson
- 2 Winners – 1 public/ 1 private
 - Will be announced in September
 - \$2,500 award per winner; \$1,500 per classroom

Update: Georgia Foundation for Early Care and Learning

- Initial board held first meeting July 31
- Initial board composed of
 - Carrie Ashbee, Executive Director
 - Katie Childers, Governor's Office
 - Amy Jacobs, DECAL Commissioner
- Agenda included adopting bylaws and Conflict of Interest Policy
- Papers filed with Secretary of State's office
- Full board composed of 15 members will be appointed.
- Will discuss at future DECAL board meetings how board can support Foundation



Update: Georgia Center for Early Language and Literacy

- Ribbon cutting June 22, 2017 at Georgia College
- Purpose: To improve Georgia's literacy rate by providing research based professional learning and training to educators in child care centers, preschools, and K-3 classrooms
- Currently conducting search for Executive Director
- DECAL represented on board by Commissioner Jacobs



New Literacy Resource: Words2Reading Website

- Launched by Governor Deal in conjunction with the Governor's Office of Student Achievement
- Web tool with curated resources for families, caregivers, and teachers
- Created to help develop and sharpen early childhood language and literacy skills

www.words2reading.com

DECAL All Staff Meeting 2017

- October 24, 2017
- Venue: Georgia International Convention Center,
College Park, GA
- Only one large meeting for all staff
- Board members invited to attend

Questions & Comments from Board





Finance, Legislative, & Administration Update

Ray Higgins

Deputy Commissioner for Finance and Administration



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www.decal.ga.gov

Finance Update – SFY 2017 Summary

Data as of June 30th	Budget	Expenditures*	Remaining Balance	% Remaining
BY PROGRAMS				
Child Care Services	\$252,916,536	\$252,316,534	\$600,002	0%
Pre-K + (HS)	\$358,076,061	\$349,176,355	\$8,899,706	2%
Quality Initiatives	\$40,250,361	\$39,750,355	\$500,006	1%
Nutrition	\$143,479,783	\$143,179,783	\$300,000	0%
Total Expenses	\$794,722,741	\$784,423,027	\$10,299,714	1%

BY FUNDING SOURCE				
State General	\$55,569,342	\$55,569,342	\$0	0%
State Lottery	\$357,842,519	\$348,959,814	\$8,882,705	2%
Federal	\$381,211,204	\$379,811,200	\$1,400,004	0%
Other	\$99,676	\$82,671	\$17,005	17%
Total Funds	\$794,722,741	\$784,423,027	\$10,299,714	1%

* Includes encumbrances.

Finance Committee – Budget Request

Department of Early Care and Learning	Current FY18 Budget	Proposed AFY18 Budget	Proposed FY19 Budget
BY PROGRAMS			
Child Care Services	\$265,560,831	\$265,560,831	\$265,560,831
Pre-K + (HS)	\$365,020,613	\$365,020,613	\$365,020,613
Quality Initiatives	\$37,512,775	\$37,512,775	\$37,512,775
Nutrition	\$148,000,000	\$148,000,000	\$148,000,000
Total Expenses	\$816,094,219	\$816,094,219	\$816,094,219

BY FUNDING SOURCE			
State General	\$61,514,847	\$61,514,847	\$61,514,847
State Lottery	\$364,845,613	\$364,845,613	\$364,845,613
Federal	\$389,573,759	\$389,573,759	\$389,573,759
Other	\$160,000	\$160,000	\$160,000
Total Funds	\$816,094,219	\$816,094,219	\$816,094,219

Legislative Update



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Under the Gold Dome: Proposed For the 2018 Legislative Session



House Bill 494 – To revise certain provisions relating to the safety of children in early care and education programs.

- Addresses the criminal records check (CRC) one-year portability allowance; adds additional misdemeanors involving children or other crimes to the covered crimes section; and allows for hearsay statements to be admissible in emergency temporary administrative hearings.
- Sponsors: Representatives Katie Dempsey, Brooks Coleman, Joyce Chandler, Mike Glanton, and Amy Carter
- Introduced in the House: February 24, 2017
- First Reader in the House: February 27, 2017
- Second Reader in the House: February 28, 2017

CAPS Transition



Federal Programs Update

Elisabetta Kasfir
Assistant Commissioner for Federal Programs



Timeline for CAPS

- 2014 – Reauthorization of Child Care and Development Fund
- August 2016 – Funding restrictions put in place
- October 2016 – New CCDF State Plan in effect
 - Increased requirements for DECAL related to supporting quality in child care settings
 - Expanded Priority Groups
- Fall 2016-Spring 2017 – DECAL gathered feedback from advisory group, from CAPS survey respondents, from community meetings, and from families who participate in CAPS program
- July 2017 – New policies resulting from stakeholder feedback communicated
- Summer & Fall 2017 – Begin transfer of CAPS eligibility function from Division of Family and Children Services (DFCS) to DECAL

CAPS Stakeholder Engagement

● What we learned...

- Providers prioritized an increase to base rate
- Families prioritized a reduction in family fee
- DECAL Advisory Committee prioritized focus on quality
- Stakeholders from all groups recognized the importance of quality and expressed concern about any dramatic decreases in the numbers of children served by the CAPS program

Updates to CAPS Policy

● CAPS Program Administration

- Current CAPS families
- New CAPS applicants
- CAPS child care providers

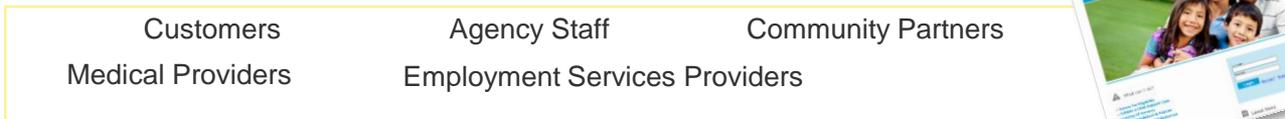
● Highlights of New Changes

- The family fee calculation will be simplified.
- A family will receive a 15% discount off family fees if they choose a Quality Rated child care program.
- We will continue to serve the number of children in the CAPS program that we served last year, approximately 50,000 children per week

Georgia Gateway Overview

Georgia Gateway is the official name of the new Integrated Eligibility System that supports processing for five eligibility programs.

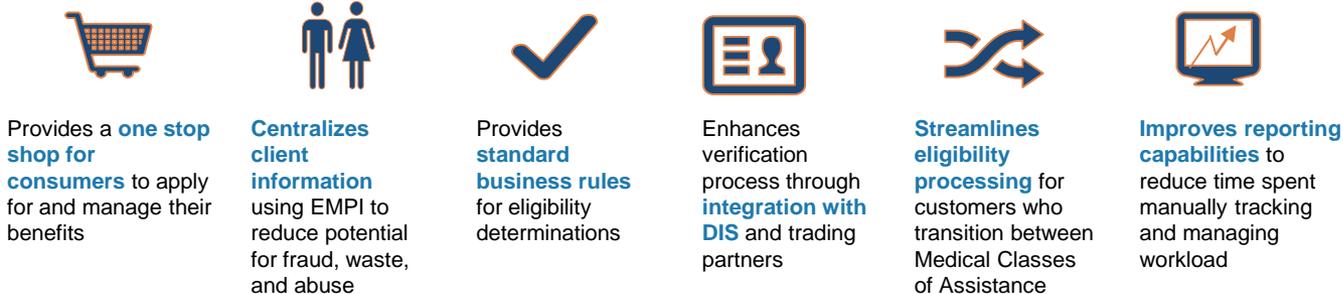
Who Uses Georgia Gateway?



Participating Agencies



Georgia Gateway Benefits

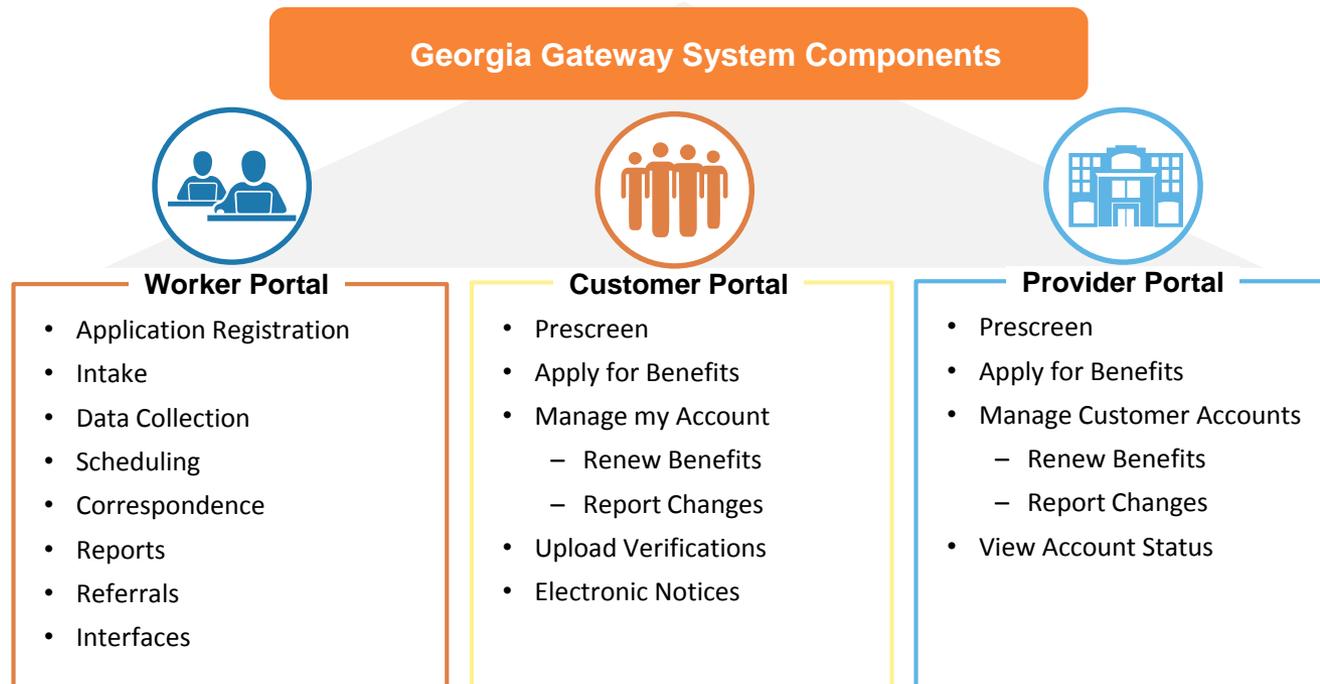


Georgia Gateway Eligibility Programs



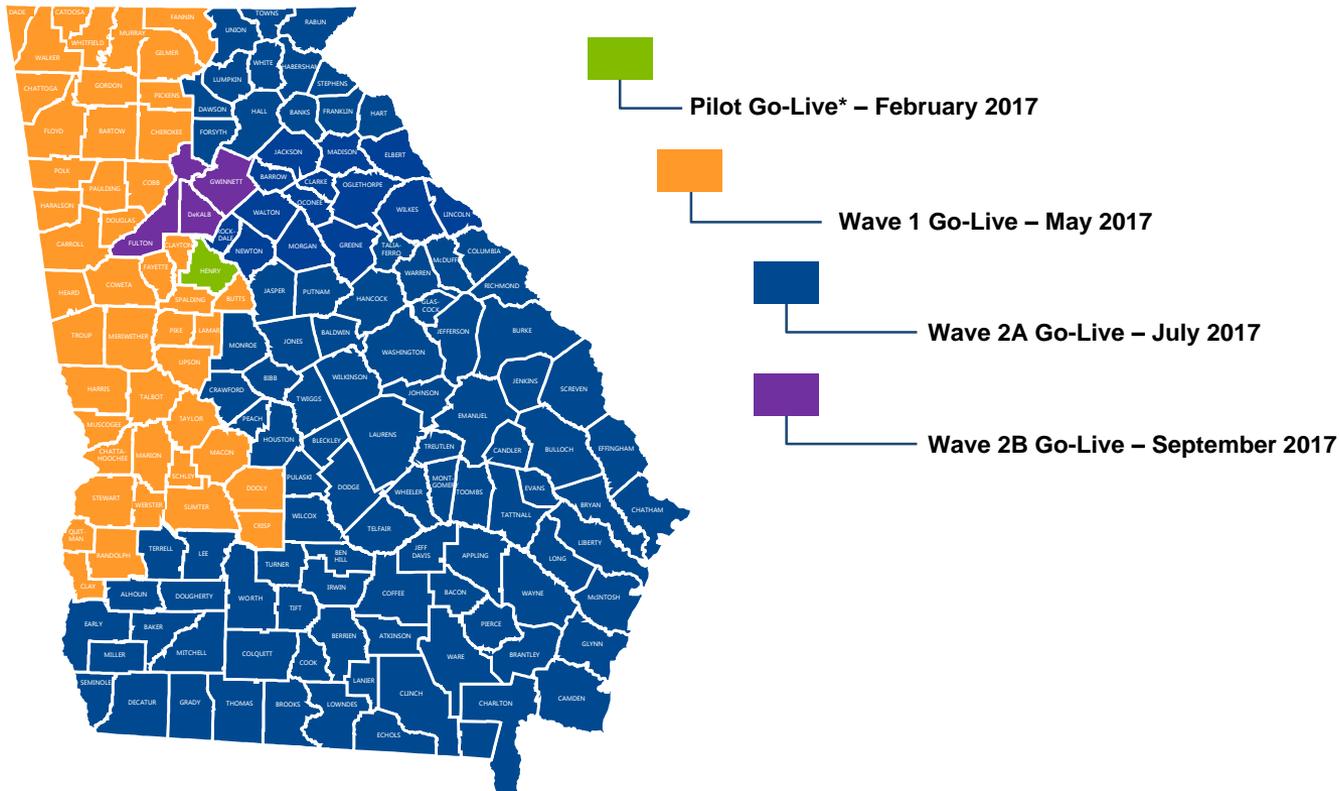
Georgia Gateway Functionality

Georgia Gateway benefits workers, customers, and service providers introducing specific functionality to support each end-user.



Implementation Rollout

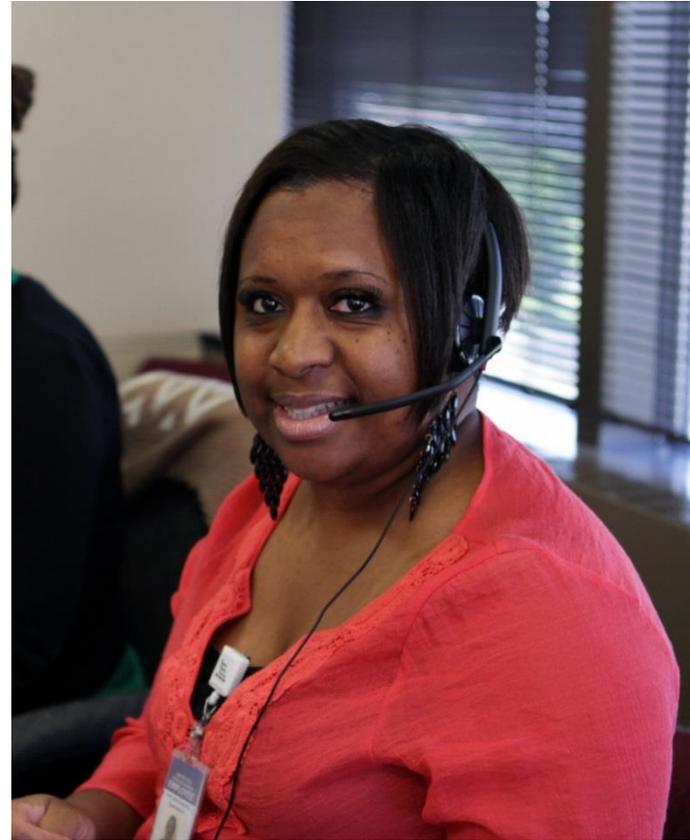
We are currently in the midst of Wave 2A implementation, approaching Wave 2B in September for statewide go-live.



**The rollout schedule depicted here is specific to OFI, Katie Beckett and LTC. Pilot includes Statewide rollout of PeachCare for Kids and Planning for Healthy Babies.*

CAPS Pilot

- CAPS pilot began 7/17/17.
- CAPS staff moved to new space on the 2nd floor of the Department of Agriculture building in the beginning of August.



CAPS Pilot *(continued)*

- 80 new CAPS staff started with DECAL on 8/16/17, adding to the existing 43 CAPS staff.
- Onboarding and training for new staff is underway.
- Have begun developing new, more efficient processes.





Child Care Services Update

Kristie Lewis
Assistant Commissioner for Child Care Services



Georgia Department of Early Care and Learning

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FY '17 Statistics

- Total of 15,069 visits to licensed facilities between July 1, 2016 – June 30, 2017
 - CCLC = 11,298
 - FCCLH = 3,771



FY '17 Statistics *(continued)*

- Types of visits conducted included, but was not limited to:
 - 5,174 Monitoring visits
 - 4,615 Licensing studies
 - 1,552 Complaint related visits
 - 1,176 Technical assistance visits
 - 351 Incident investigations

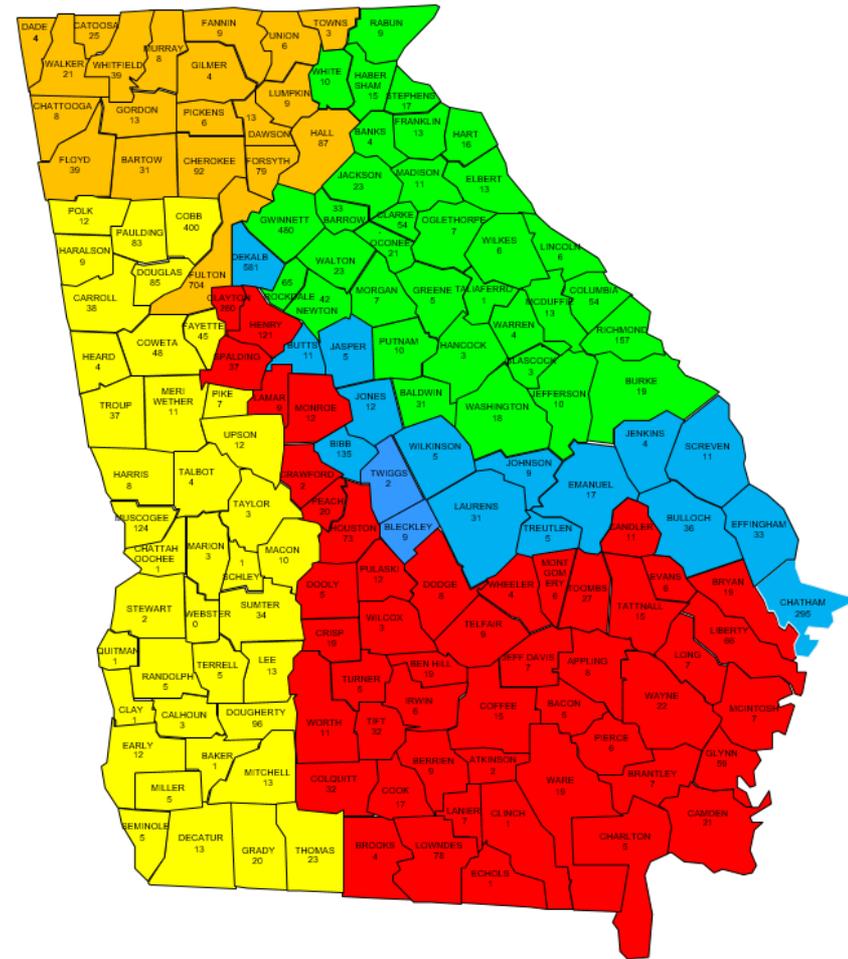
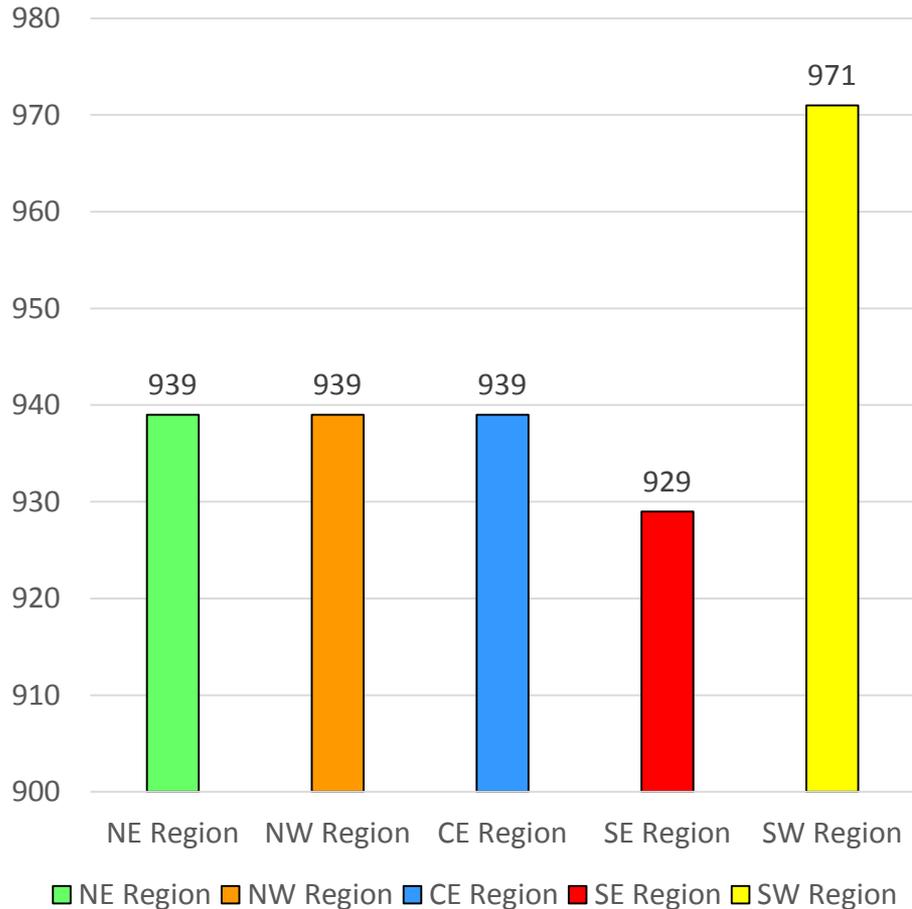
FY '18 Compliance Statistics

- Early July – 4,803 licensed providers

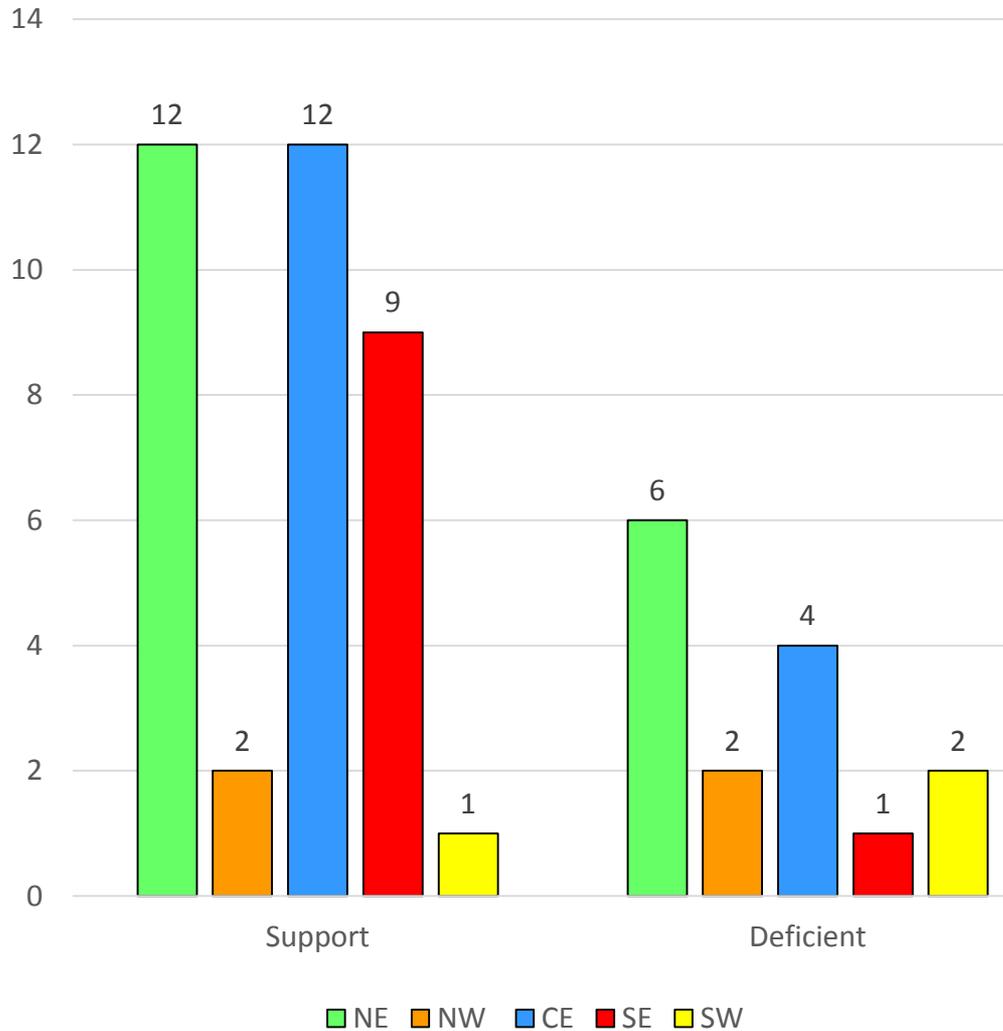
	Good Standing	Support	Deficient
CCLC	3,037	30	12
FCCLH	1,680	6	3
Total*	4,717	36	15

*Remaining 35 providers do not have a current compliance zone (i.e., newly licensed)

Good Standing Zone by Region



Support/Deficient Zones by Region





Update on Exemption Visit Project

Amy Page and Randy Hudgins



Georgia Department of Early Care and Learning

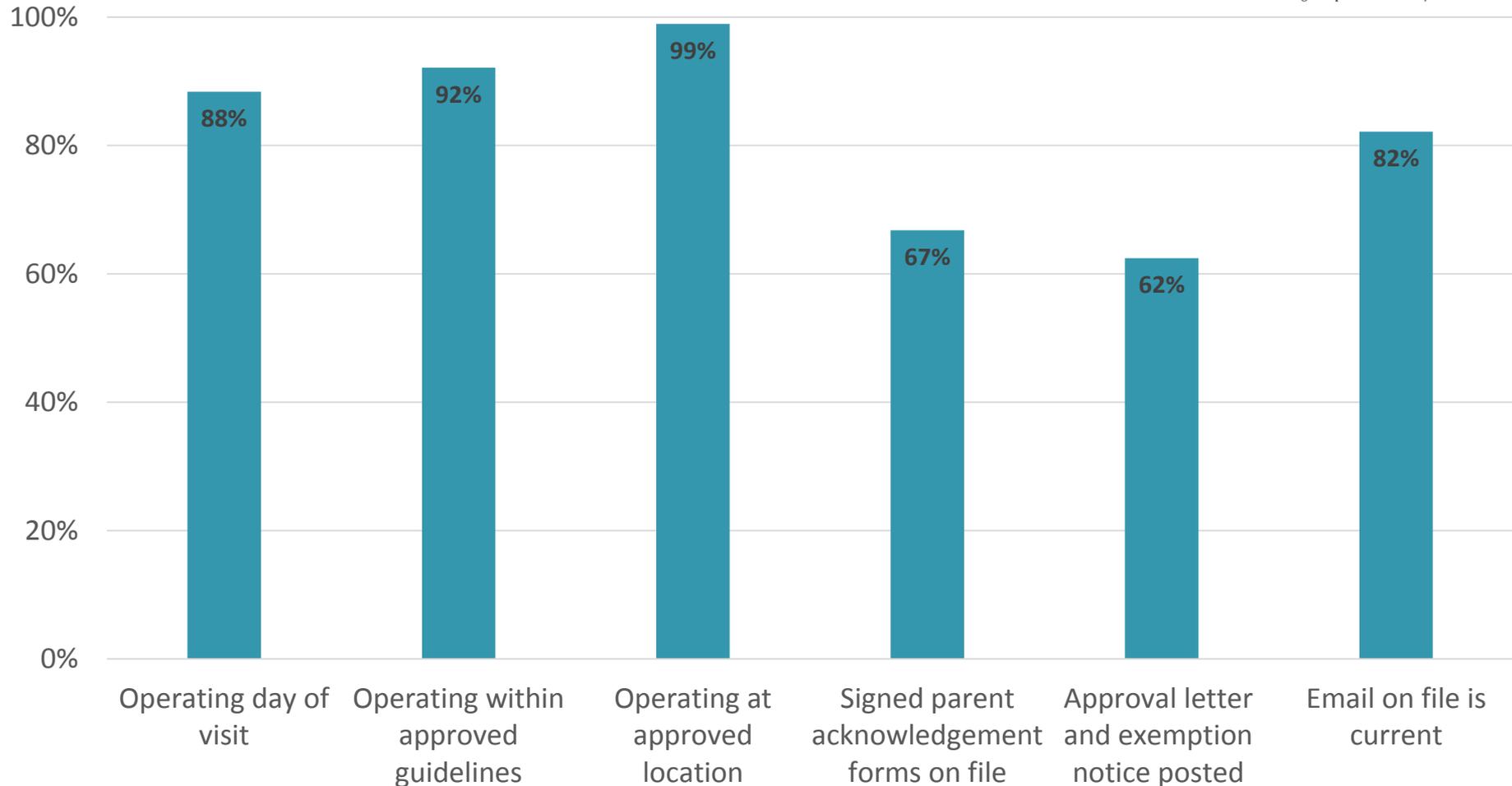
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Exemption Categories & Visit Totals

Exemption Category	Exemption Category Name	Total Exempt Programs	Total Visits	% Visited
EX-1	Government owned and operated	728	72	10%
EX-5	Parent's am/pm out	436	64	15%
EX-6	Half-day Preschool (4 hr program/2-6 yrs)	530	64	12%
EX-7	Day camps	947	113	12%
EX-8	Short-term education & recreation	185	32	17%
EX-9	On premises/ parents on-site	145	42	29%
EX-10	Instructional/single skill AS	122	18	15%
EX-11	Education specialized services	35	4	11%
EX-12	National nonprofits	134	38	28%
EX-14	Religious/faith-based	70	35	50%
Grand Total		3,332	482	14%

General Operating Data



Data Comparison w/ Licensed Centers

- Analysis comparing data from Exemption Visit Project (EVP) visits & monitoring visits to child care learning centers (CCLC)
 - Conducted crosswalk between indicators from EVP checklists and CCLC rules
 - 1,126 total monitoring visits to licensed programs occurred between 6/7/16 and 12/1/16
 - Ran query regarding citations issued in monitoring visits during that time frame

Supervision Crosswalk

EVP Indicator: Staff members physically present with the children and properly supervising?

Corresponding licensing rule:

591-1-1-.32(7) Supervision. Children shall be **supervised at all times**. "Supervision" means that the appropriate number of Staff members are **physically present** in the area where children are being cared for and are providing watchful oversight to the children, chaperones and Students-in-Training. The persons supervising in the child care area **must be alert, able to respond promptly to the needs and actions of the children** being supervised, as well as the actions of the chaperones and Students-in-Training, and provide timely attention to the children's actions and needs.

Playground Hazards Crosswalk

EVP Indicator: Outdoor play area free of serious hazards?

Corresponding licensing rule:

591-1-1-.26(8) Safety and Upkeep of Playground.

Playgrounds shall be kept clean, free from litter and **free of hazards**, such as but not limited to non-resilient surfaces under the fall-zone of play equipment, rocks, exposed tree roots and exposed sharp edges of concrete or equipment.

Physical Plant Crosswalk

EVP Indicator: Premises free of serious health & safety hazards?

Corresponding licensing rule:

591-1-1-.25(13) Indoor Storage Areas. **Potentially hazardous equipment, materials and supplies shall be stored in a locked area inaccessible to children.** Examples of items to be stored include non-food related products under pressure in aerosol dispensing cans, flammable and corrosive materials, cleaning supplies, poisons, insecticides, office supplies and industrial-sized or commercial buckets with a capacity of three gallons or more or any other similar device with rigid sides which would not tip over if a toddler fell into the container head first.

Data Analysis

- Final analysis of data is being completed.
- Full report expected late fall '17.





Communications Update

Shannon Williams
Communications Coordinator

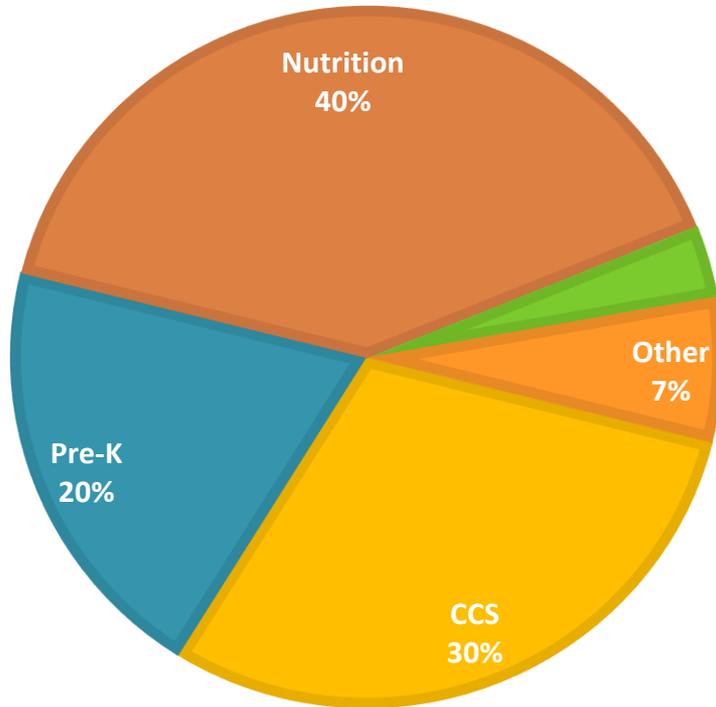


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DECAL in the News (May-July)



Top Stories:

Nutrition - Summer Food Service Program & Barnesville

CCS - Two 11 Alive investigative stories & Child at day camp

Pre-K- Registration/Classes available & DIY Summer School

Other - Look Again & Foundation

Summer Food Service Program

Summer Meals Program Aims to Bridge Nutrition Gap for Ga. Students

By MARTHA DALTON • JUN 8, 2017

PROGRAM
Morning Edition

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State data show just one in six eligible children participate in free summer meals programs.

JOHN BAZEMORE / ASSOCIATED PRESS

State data show 62 percent of children in Georgia's public schools receive free and reduced-price meals during the school year. But just 17 percent of those kids take advantage of free summer meal programs. Some state agencies and nonprofits are trying to boost that number.



Hear the broadcast version of this story.

[Like us on Facebook](#)

The Georgia Department of Early Care and Learning, the Georgia Department of Education, the U.S. Department of Agriculture, the Fulton County Schools, the city of Hapeville, and the Atlanta Community Food Bank, and Quality Care for Children are just some of the organizations participating in a

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Summer Transition Program

Rising Pre-K Summer Transition Program Starts June 5

The Child Development Association will host two classes for children registered for Pre-K for 2017-2018 whose home language is Spanish.

By Kristal Dixon (Patch Staff) - Updated June 5, 2017 3:17 pm ET



ROSWELL, GA – Starting June 5, Roswell-based Child Development Association will host two Rising Pre-K Summer Transition classes through a six-week program offered by the Georgia Department of Early Care and Learning.

The initiative targets students who are registered to attend Georgia's Pre-K Program or a Head Start Program for the 2017-2018 school year. Rising Pre-K is designed to support children whose home language is Spanish.

child's family must meet income requirements to be



Popular Video



5 Things to Know About Lyme Disease

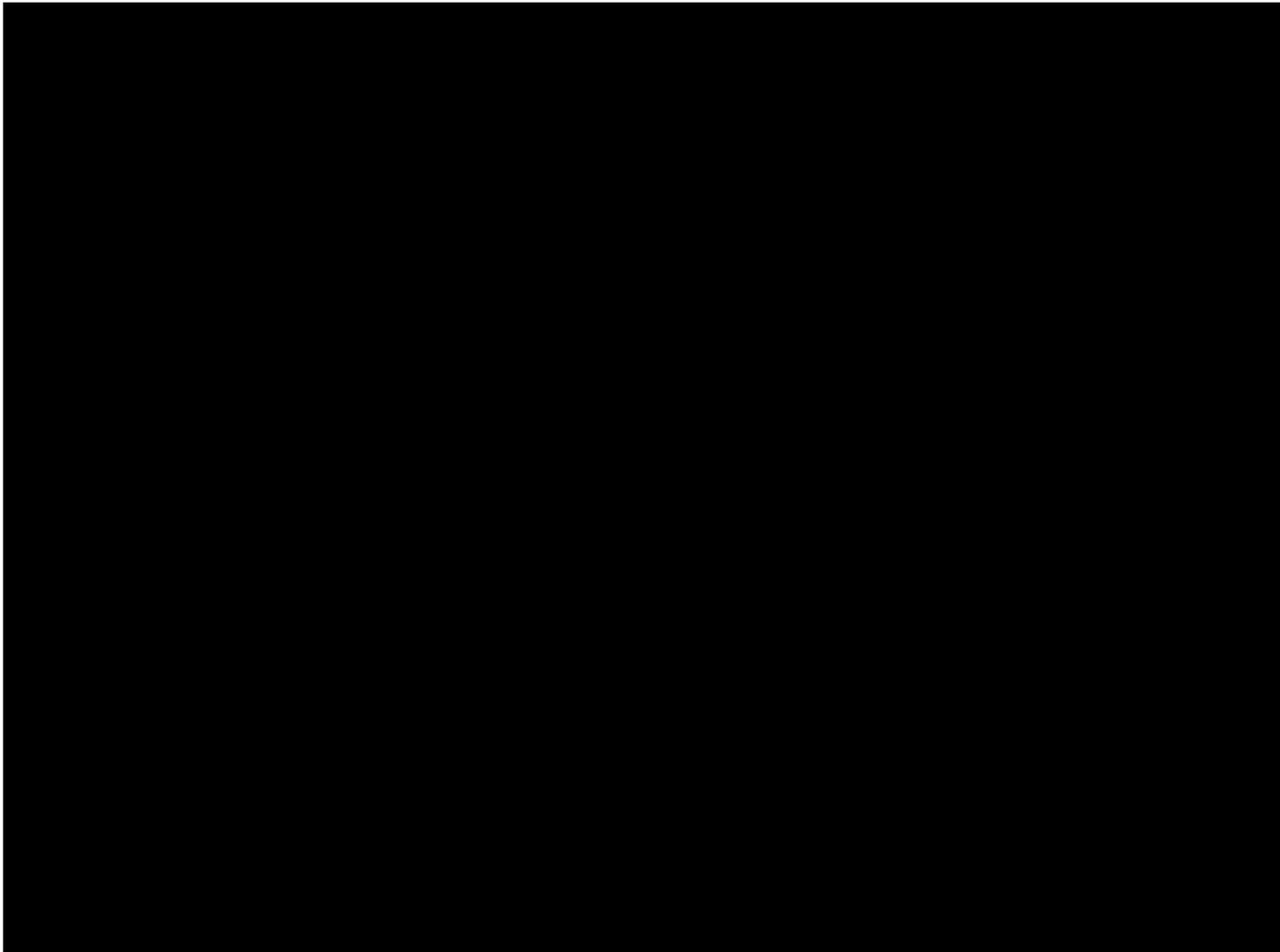
Look Again PSA



25th Birthday Video



DECAL TV



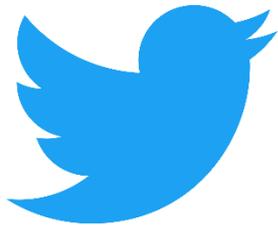
Social Media By the Numbers

- Facebook: 9,388
- Twitter: 2,405
- Instagram: 860
- LinkedIn: 374
- Pinterest: 274
- YouTube: 190

Social Media



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@GADeptEarlyCare



BrightFromTheStart



CALi From DECAL



@CommJacobs

BREAK
(15 minutes)



Georgia's Pre-K Program & Instructional Supports Update

Susan Adams

Assistant Commissioner of Pre-K and Instructional Supports



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www.dec.state.ga.us

2017 – 2018 School Year

- % of four year olds served: 60%
- Slots: 84,000
- Classes: Approximately 3,900
- Waiting List:
 - Approximately 5,000
- Cost per child:
 - Approximately \$4,325



Evaluation of Georgia's Pre-K 2015-2016 Study Findings

Dr. Meghan Dean
Research and Policy Analyst
DECAL



UNC

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CHILD DEVELOPMENT INSTITUTE

Children's Growth and Classroom Experiences in Georgia's Pre-K Program

Findings from the 2011-2012 Evaluation Study



Ellen Peisner-Feinberg, PhD
Jennifer Schaaf, PhD
Doré LaForett, PhD

Effects of Georgia's Pre-K Program on Children's School Readiness Skills

Findings from the 2012-2013 Evaluation Study

Ellen S. Peisner-Feinberg, PhD
Jennifer M. Schaaf, PhD
Doré R. LaForett, PhD
Lisa M. Hildebrandt, MA
John Sideris, PhD



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Georgia's
Pre-K
Program



Children's Outcomes and Classroom Quality from Pre-K through Kindergarten

Findings from Year 2 of Georgia's Pre-K Longitudinal Study

Ellen S. Peisner-Feinberg, PhD,
Justin D. Garwood, PhD, &
Irene L. Makrova, PhD



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Local Variations in Enrollment Processes in Georgia's Pre-K Program

Findings from the 2012-2013 Evaluation Study

Ellen Peisner-Feinberg, Ph.D.
Doré LaForett, Ph.D.
Jennifer Schaaf, Ph.D.
Lisa Hildebrandt, M.A.

Georgia's
Pre-K
Program
Evaluation
Project

UNC
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CHILD DEVELOPMENT INSTITUTE

Children's Pre-K Outcomes and Classroom Quality in Georgia's Pre-K Program: Findings from the 2013-2014 Evaluation Study



Ellen S. Peisner-Feinberg, Ph.D.
Jennifer M. Schaaf, Ph.D.
Lisa M. Hildebrandt, M.A.
Yi Pan, Ph.D.

Georgia's
Pre-K
Program
Evaluation
Project

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Primary Research Questions

- What is the quality of Georgia's Pre-K classrooms & what factors are associated with better quality?
- What are the effects of participation in Georgia's Pre-K on children's school readiness skills?
- What are the short-term & long-term outcomes of children attending Georgia's Pre-K?
- What factors are associated with better learning outcomes?

Longitudinal Study Procedures

- Measured children's skills beginning & end of PK, K, 1st (2nd, 3rd)
 - Parallel assessment of Spanish-speaking DLLs
- Conducted observations of classroom quality
 - All PK; followed K child subsample each year
- Examined moderators of child outcomes
 - Child/family characteristics – race, language proficiency, income
 - PK classroom/teacher characteristics – provider type, credential type, class size
 - PK classroom quality adjusted for later grades – CLASS ES, CO, IS

Child Sample

- PK n=1,169 children (139 Spanish-speaking DLLs)
- K n=1,034 children (118 Spanish-speaking DLLs)
88% (85% DLL) of original sample
- 1st grade n=969 children (119 Spanish-speaking DLLs)
83% (86% DLL) of original sample

Classroom Samples: Pre-K – 1st

- 199 randomly-selected PK classrooms
- 822 K classrooms
- 777 1st grade classrooms

Results – Growth Over Time

- What are the learning outcomes through 1st grade for children attending Georgia's Pre-K Program?
 - Children showed significant growth from PK through 1st grade for most outcomes measured longitudinally (except decreases in 1st on vocabulary, reading comprehension, math problem solving).
 - Generally greater rates of growth in PK and K than 1st
 - Similar results for DLLs who showed growth on all skills in English and most skills in Spanish (except for declines in vocabulary, letter-word ID).

Results – Moderators of Growth

- What factors predict better learning outcomes through 1st grade for children who attended Georgia's Pre-K?
 - The two most consistent predictors of differences in children's outcomes were English proficiency level and race.
 - Children with lower English proficiency levels made greater gains than children with higher levels on most language, literacy, math, & behavior skills.
 - White children made greater gains on most language & literacy skills compared to non-white children, although their initial scores were lower.
 - Children who attended Pre-K classrooms with better quality classroom organization had greater long-term gains in vocabulary and calculation skills.

Results – Classroom Quality

- What is the quality of children’s experiences from PK – 1st grade?
 - The quality of teacher-child instructional interactions varied across domains based on the CLASS.
 - Patterns were similar in PK – 1st, with higher Emotional Support & Classroom Organization scores & lower Instructional Support scores.
 - Scores were slightly higher in PK than in K & 1st.

Early Language and Literacy Grants

Improving Language and Literacy Outcomes

- Development of language skills begins at birth.
- Foundations for learning to read and write are set long before a child enters school.
- Very young learners, even as young as a few months old, are already acquiring the skills and tools necessary for reading.
- Foundational emergent literacy skills children develop in the early years set them on a positive reading trajectory in school and frame lifelong attitudes towards reading and writing.
- Disparities in vocabulary development can be seen as early as 18 months of age.

Supporting Language and Literacy Development for Infant and Toddlers



Supporting Language and Literacy Development for Infant and Toddlers



Grant Overview

- 50 infant and toddler classroom grants
 - Funded through the Governor's Office of Student Achievement (GOSA)
 - Designed and administered by DECAL
- Grants are applied for at the center level
 - Minimum of two classes; maximum of four classes
 - At least one Infant class and one Toddler class
- Funding: \$20,000 per class

Grant Components

- Intensive professional development for infant and toddler teachers
- Funding to hire a Teacher Leader
- On-site coaching and technical assistance by Infant Toddler Specialist
- Language and literacy classroom materials and supplies
- Data collection for feedback and evaluation

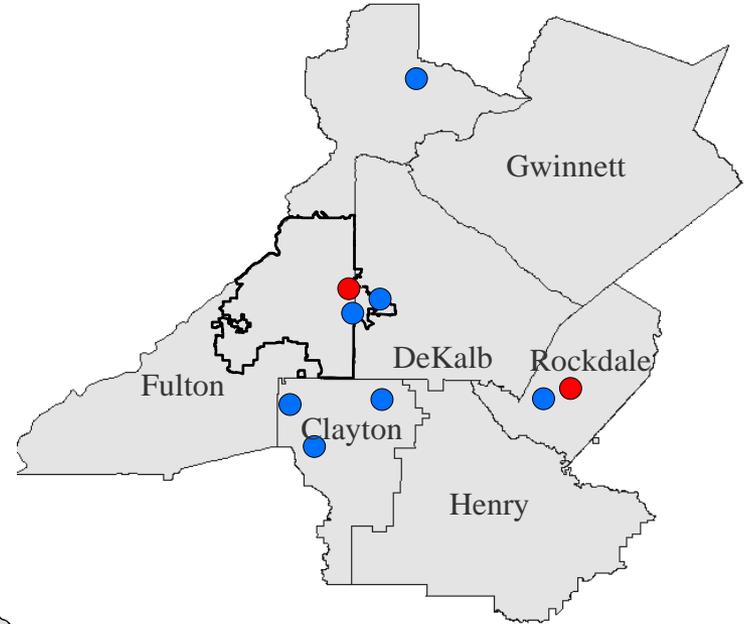
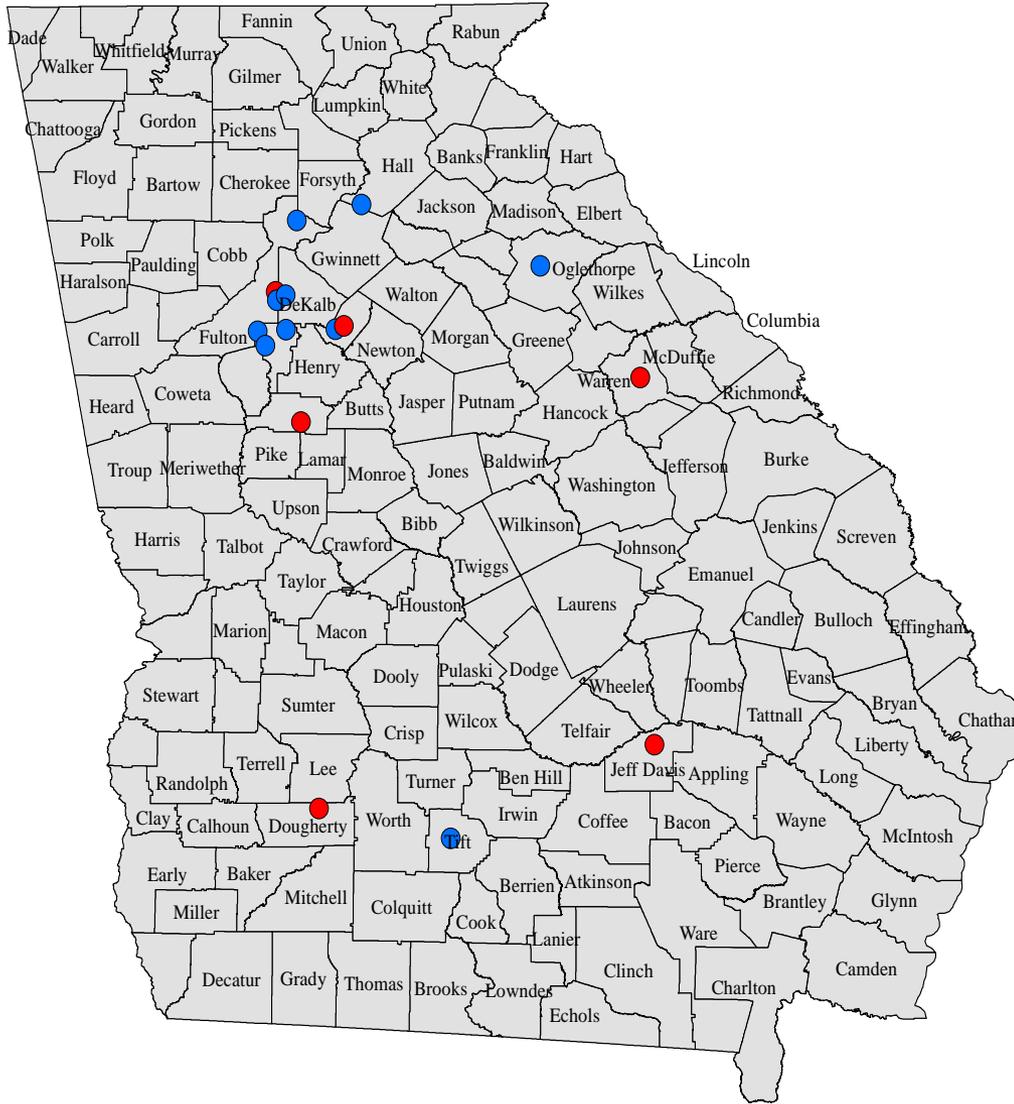
Applicant Eligibility

- To be eligible for this grant, a program must:
 - Be a licensed child care center in good standing with DECAL that serves infants and toddlers
 - Have a 2 or 3 star rating in Quality Rated
 - Provide service in a targeted county
- Child care centers currently receiving a CAPS subsidy grant or Early Head Start grants are not eligible to apply for this grant.

Grant Application Breakdown

- 37 applications received
- 16 applications funded
- 11 counties selected
- 16 programs
 - 11  centers
 - 5  centers
- 50 classes

Grants Awarded



Quality Rating

- 1 Star (0)
- 2 Star (10)
- 3 Star (6)

Grantee Requirements

- Ensure teacher and director participation in on-going professional development and coaching
- Identify a Teacher Leader, from their current Infant Toddler workforce, who will receive intensive training and support in peer coaching
- Hire qualified infant and toddler teachers and support attainment of higher credentials
- Participate in all evaluation measures, including but not limited to, the use of LENA and CLASS instruments
- Maintain or increase a Quality Rated star rating

Professional Development

- **Weekly Coaching Sessions**
 - Participants: Teacher Leaders, Directors, and Teachers
 - Focused on responsive caregiving and specific language and literacy strategies informed by data collection
- **Monthly Literacy Leader Forums**
 - Participants: Teacher Leaders and Directors
 - Focused on coaching, mentoring, and responsive supervision
- **Monthly Professional Learning Community**
 - Participants: Infant and Toddler Teachers
 - Conducted by Infant Toddler Specialist and Teacher Leader
- **Quarterly Early Language and Literacy Institutes**
 - Participants: Teachers, Teacher Leaders, and Directors
 - Content offered in large and small groups

Data Collection and Evaluation

• Data Collection:

- CLASS observations
- LENA recording reports
- Responsive Caregiving Checklist
- Interviews and surveys
- TA plan and visit notes

• Evaluation:

- Conducted in partnership with GOSA and Child Trends
 - Reports
 - Case Studies

Questions?



Head Start State Collaboration Update

Allison Setterlind
Head Start State Collaboration Director



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HSCO Updates

- HSCO Grant Application-Five Year Goals
- Foster Care Case Study
- Chronic Absenteeism Study



HSCO Five-Year Plan Priorities

1. Support partnership-driven early childhood programs
2. Foster statewide data driven innovation
3. Promote the development and retention of a capable and professional early care and education workforce
4. Reinforce Head Start participation in the state Quality Rated system

HSCO Five Year Plan Priorities *(continued)*

5. Promote transition continuity and sustainable child outcomes for children birth to third grade
6. Increase outreach and services for children from special categories of enrollment (*disabilities, foster care, dual language learners, homeless*)
7. Identify two-generational opportunities to promote the health and well-being of children and their families

Foster Care Case Study

- **Clayton County CSA Head Start**

- Facilitated local Clayton DFCS Office and Head Start grantee planning for serving children in foster care this year
- Reviewed policies and procedures
- Identified recruitment and awareness activities

- **DFCS Caregiver Recruitment & Retention Unit**

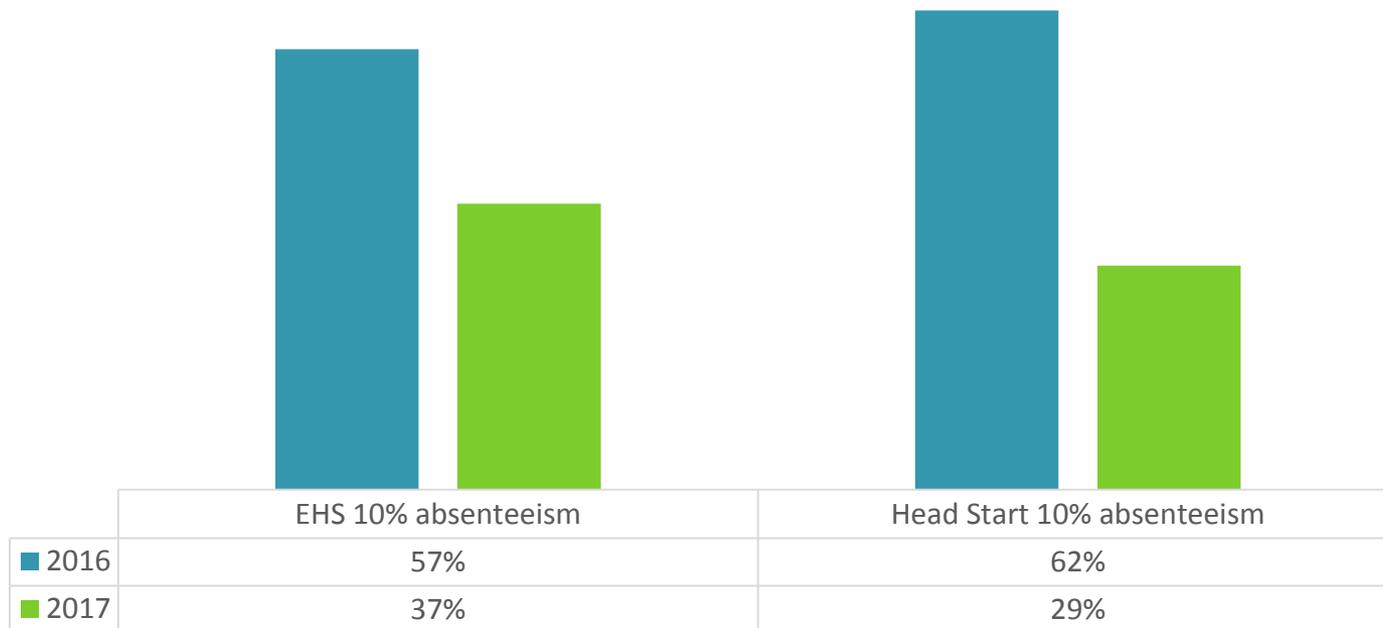
- Foster parent meetings
- Foster Family Newsletters

Chronic Absenteeism

- Study: Preschoolers who are chronically absent are five times more likely to be chronically absent in second grade.
- University of South Florida Study-1000 Head Start parents of children who are chronically absent.
- HSCO attendance data collection: Marked improvement noted with over 2/3 grantees reporting at this time.

Georgia Head Start Attendance Data

GA EHS and HS grantees reported an overall decrease of 10% absenteeism between 2016 and 2017. (N=20 grantees)





System Reform Update

Kristin Bernhard
Deputy Commissioner for System Reform

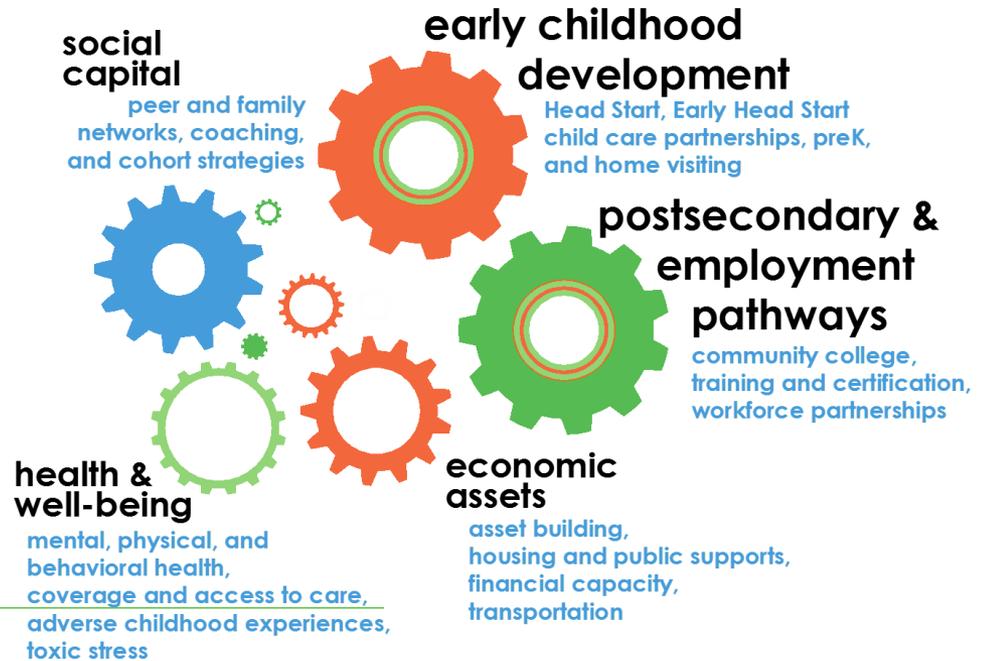


Georgia's Parents and Children Thriving Together (PACTT) Grant

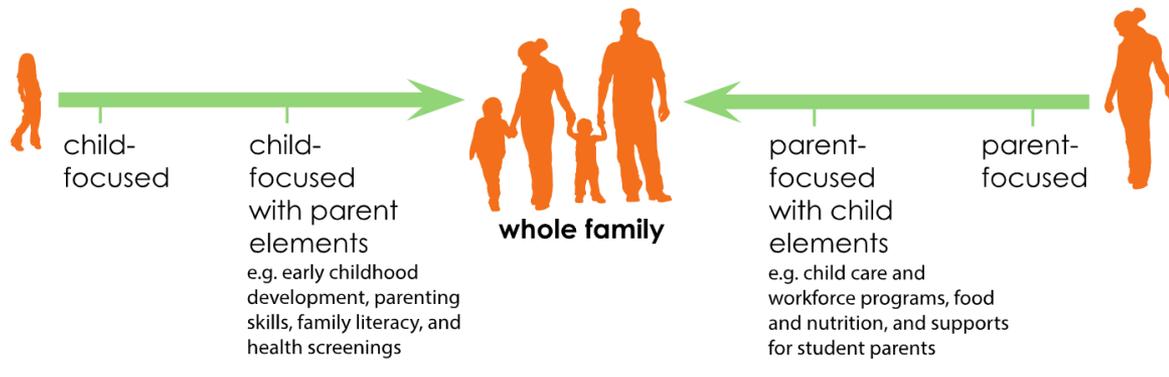
- Award from the National Governors Association & the Center for Law & Social Policy
- Georgia was one of five states selected in late 2016 to promote two-generation strategies in state policy
- DECAL is the lead agency of this two-year, \$90,000 investment in Georgia
- Key outcomes Georgia promised:
 1. **Increase cross-agency coordination**
 2. **Provide professional learning on two-gen strategies**
 3. **Pilot new and expand existing two-gen strategies**
 4. **Increase evaluation efforts**
 5. **Pursue policy changes to scale successful two-gen strategies**

What is Two-Gen?

- An approach to public policies that brings together funding streams, services, and programs that are often separated to focus on the needs of parents and children together.
- Most critically, it measures and accounts for outcomes for **both** children and their parents



The Two-Generation Continuum



1. Increase cross-agency coordination

- Developed PACTT Core Team as a formal structure to facilitate communication and collaboration between early learning, higher education, and workforce support state agencies

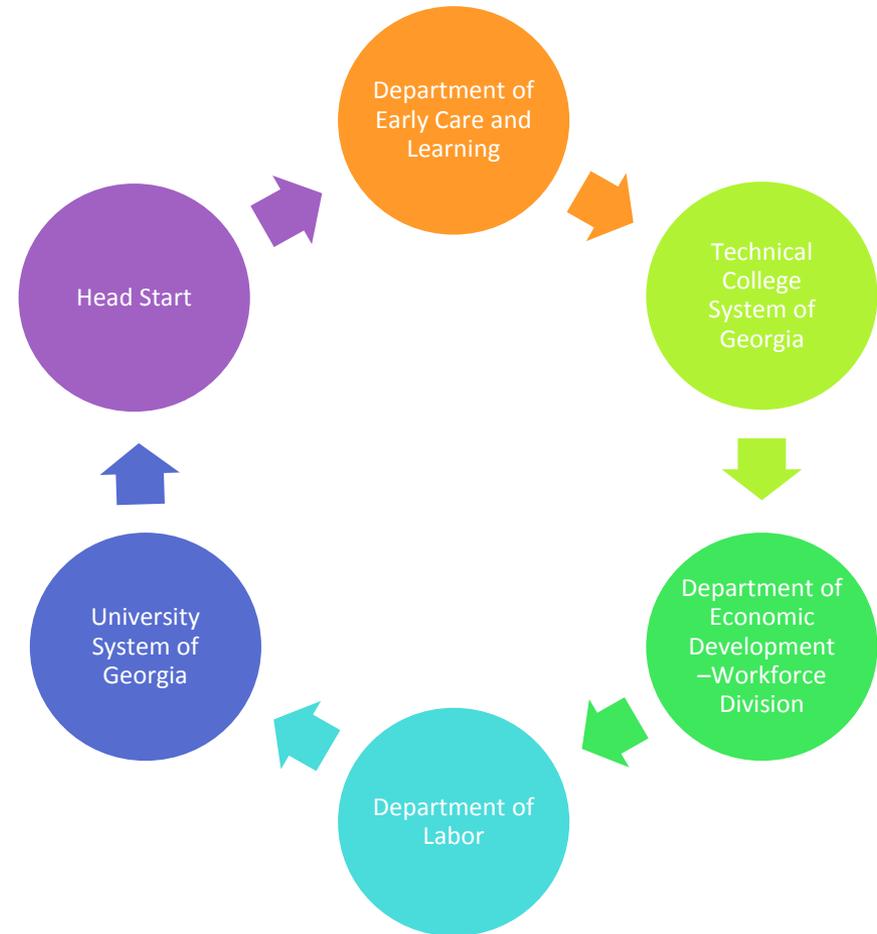
Why these partners?

Among community college students:

- 31%** receive financial aid
- 50%** have unmet need after financial aid
- 40%** do not complete any degree in 6 years and are not enrolled

Among all students:

- 26%** are student parents
- 46%** are 25 or older
- 50%** work 20+ hours/week



2. Provide Two-Gen Professional Learning Opportunities

- Held a one-day Two-Generation Policy Summit for state agency and partner organization leaders on July 21, 2017.
- In the fall of 2018, will deliver training for front-line state employees from Core Team agencies on supporting families through a two-generation lens.



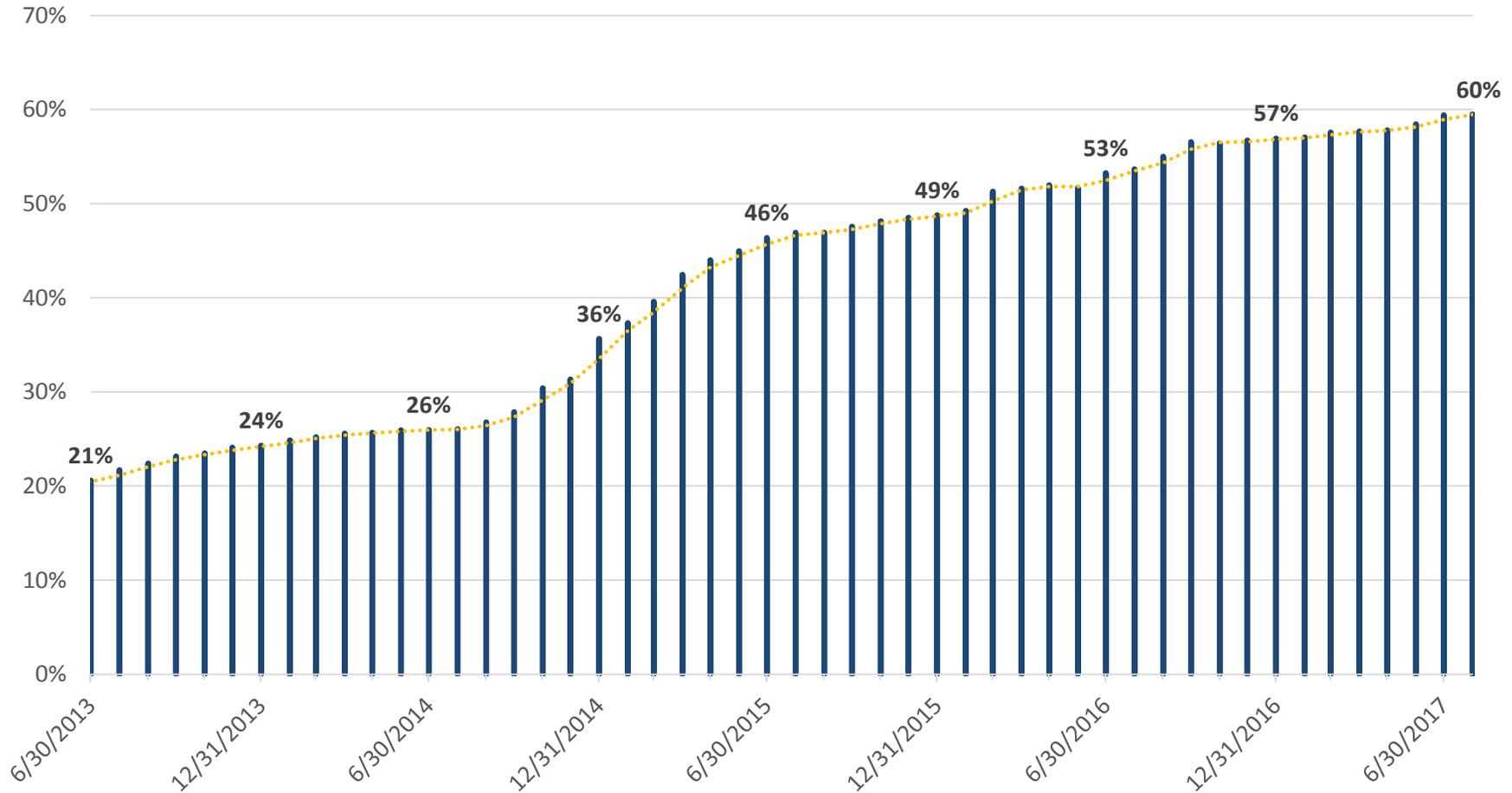
3. Increase Evaluation

- Commissioned a Two-Gen Landscape Analysis from Georgia Center for Non-Profits to identify existing two-generation strategies in Georgia that maximize impacts related to school readiness and family economic success.
 - **Survey to inform report launched late July 2017:**
<https://www.surveymonkey.com/r/ga2gen>.
 - Final Landscape Analysis Report will be ready in late September 2017.
 - Contact: Tommy Pearce, tpearce@gcn.org, 678-916-3047

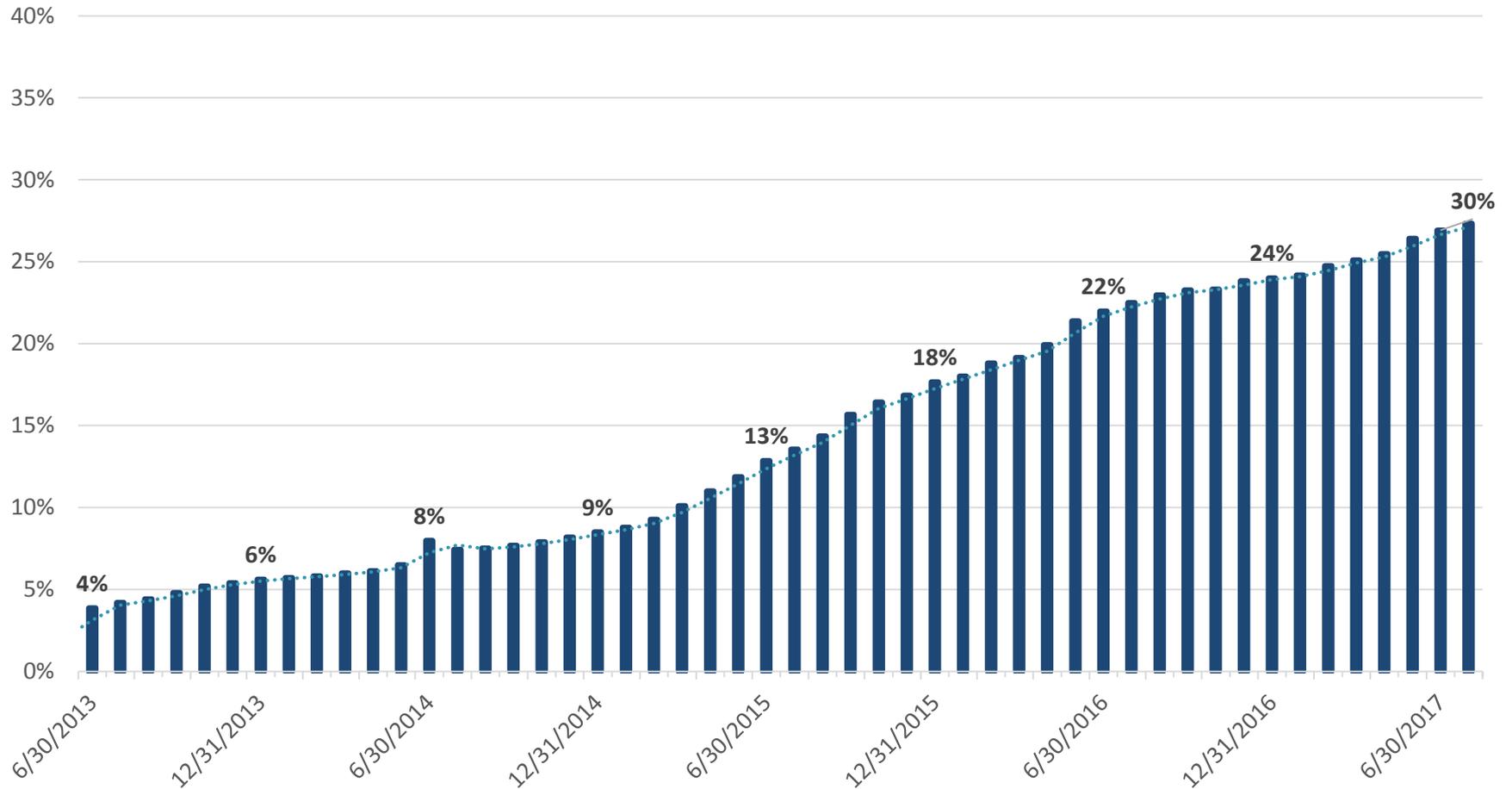
4. Pilot new and expand existing two-generation strategies

- PACTT Core Team will issue an informal RFP for micro-grants to implement new or expand existing two-gen initiatives.
- RFP will ask communities to develop and submit a **single** proposal that brings together the child care/early learning and workforce/postsecondary systems in their community to better coordinate services to help families of young children achieve self-sufficiency.
 - Target populations are parents and families of children five and under in Bibb, Clarke, and metro Atlanta.
 - Micro grants will be ~\$15,000 for one year.
 - RFP issue date is tentatively October 1, 2017.

Quality Rated: % Participating

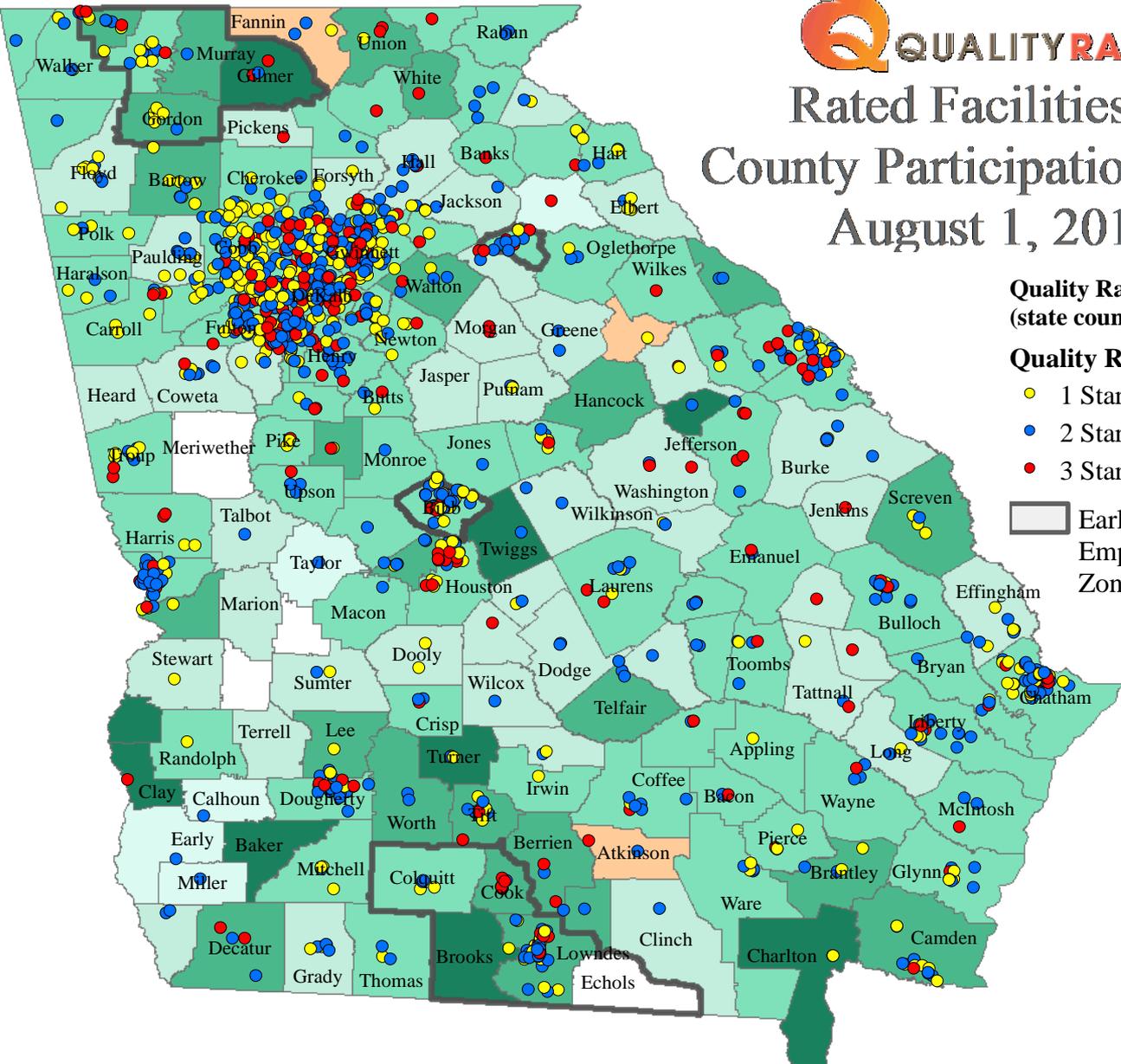


Quality Rated: % Rated (1-3 Stars)



Rated Facilities & County Participation Rates

August 1, 2017



Quality Rated (state counts)

- Quality Rating**
- 1 Star (487)
 - 2 Star (636)
 - 3 Star (240)

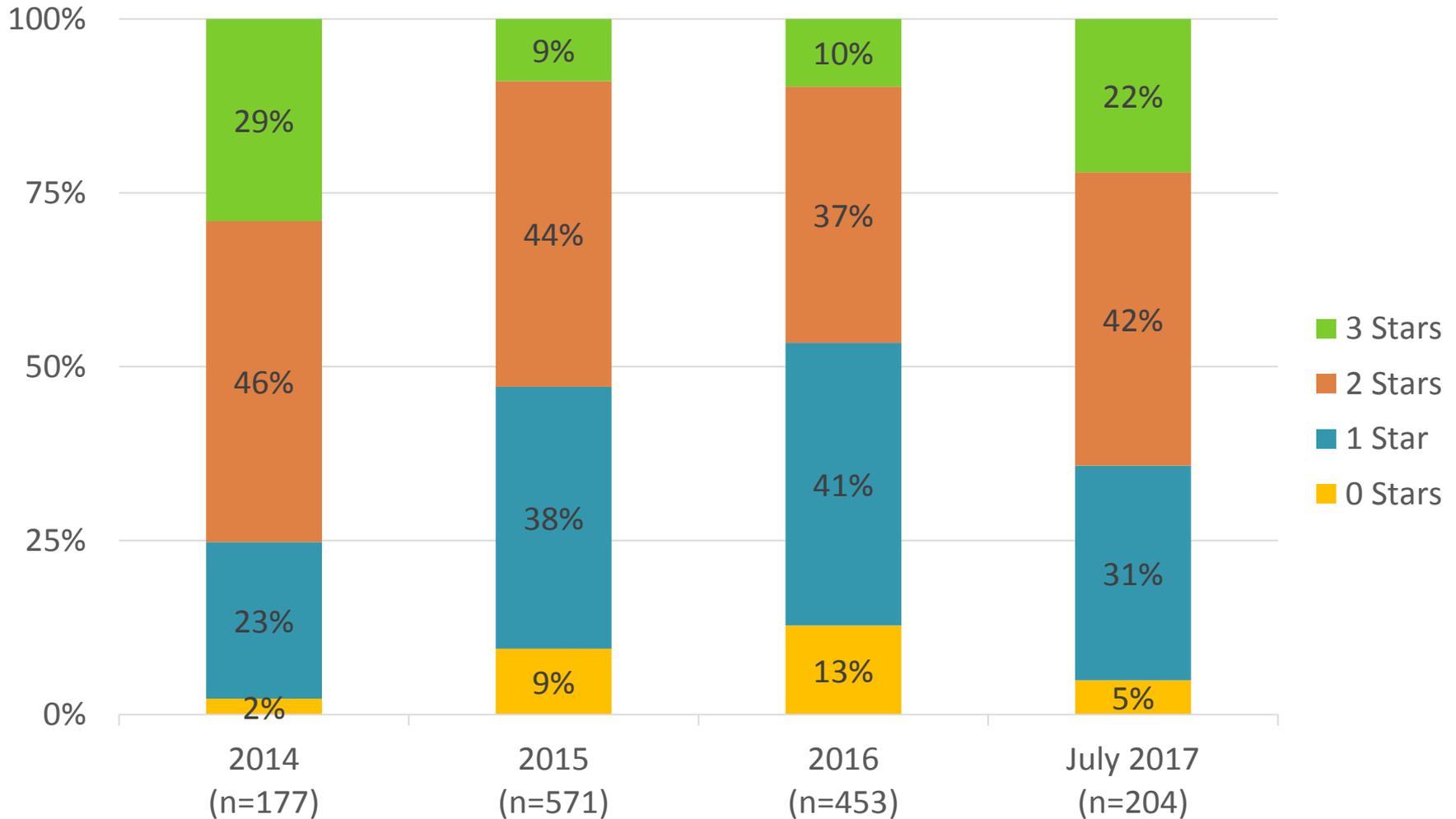
 Early Education Empowerment Zones (E3Z)

Quality Rated Capacity (state counts)

Georgia County % Participating

-  0% (4)
-  1% - 25% (5)
-  26% - 50% (42)
-  51% - 75% (72)
-  76% - 99% (24)
-  100% (12)
-  **75% or more Rated (3)**

Initial Quality Rated Ratings by Year Rated



CACDS Background

- The Race to the Top Early Learning Challenge gave child serving state agencies opportunities to enhance data collections in the Cross Agency Child Data System (CACDS) to make better informed policy to support children birth to age five and their families.
- Various DPH, DECAL, DOE, DHS programs have been contributing to or receiving data from CACDS since 2014.
- CACDS is now capable of running reports and answering research questions.

CACDS Overview

CACDS is a collection of data for children from birth to age five and the providers and services supporting them that:

- Provides child level data
- Comes from multiple child serving agencies
- Is matched across multiple programs and data systems by utilizing a unique ID (GTID, GA AWARDS ID, CACDS ID)
- Provides an annual snapshot that can be compared longitudinally at the child level across programs, systems, and years
- Facilitates cross-agency program review and sharing

CACDS is NOT:

- A detailed picture of community conditions (poverty levels, health indicators, etc.)
- A way to track individual children

Georgia Data Currently Contained in CACDS

● Education:

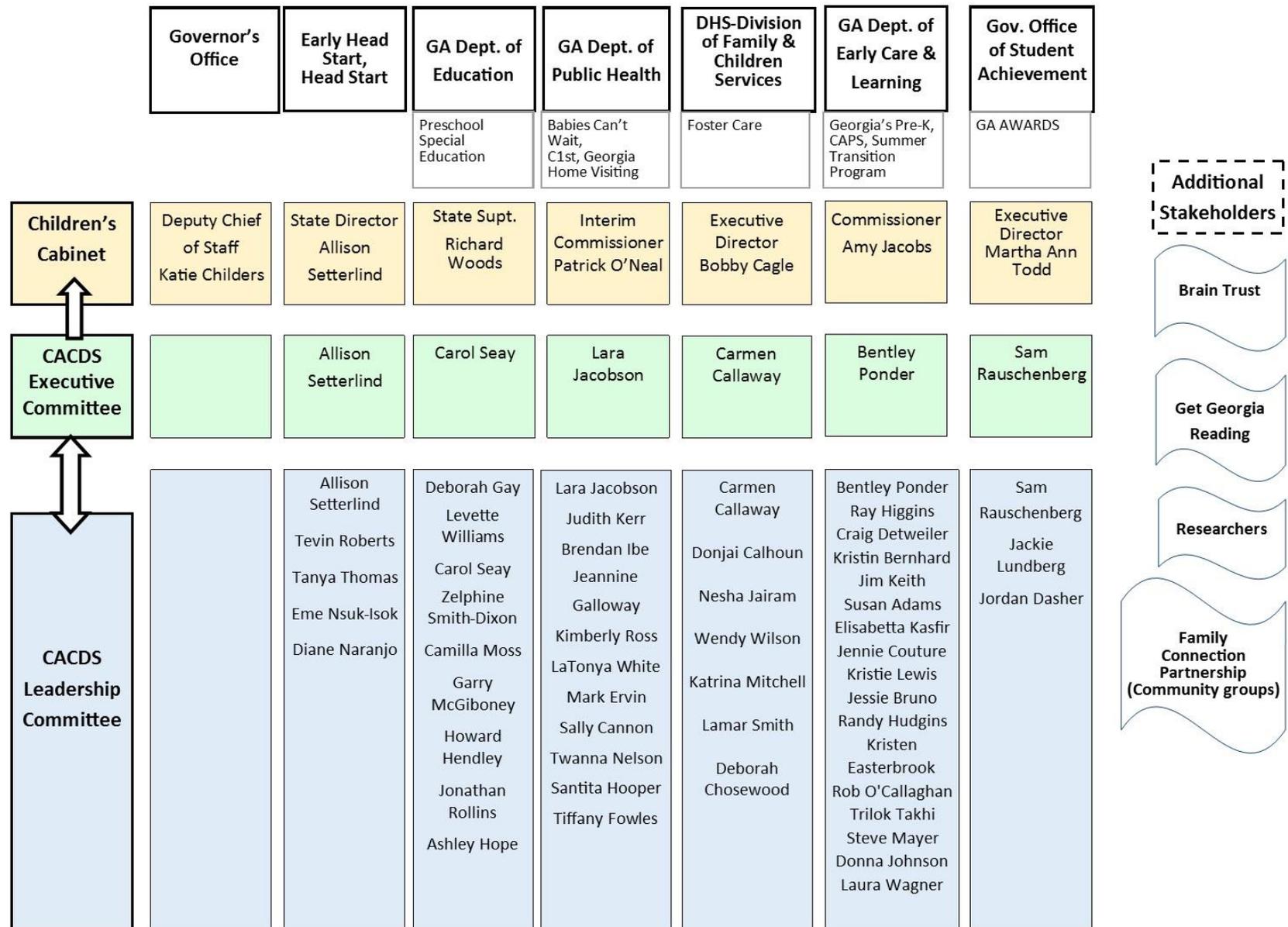
- Childcare and Parent Services (CAPS)
- Head Start
- Early Head Start
- Preschool Special Education
- Georgia's Pre-K Program
- Summer Transition Program: Rising Pre-K
- Summer Transition Program: Rising Kindergarten

● Health & Human Services:

- Babies Can't Wait
- Children 1st
- Georgia Home Visiting



Georgia's Cross Agency Child Data System (CACDS) Governance Committee



CACDS Public Website Soft Launch

www.gacacds.com

Georgia Cross Agency Child Data System



Your source for early childhood reports and data.

Pop-up blockers must be disabled to access reports.



[How many children used early childhood service during recent fiscal year?](#)

PDF, 325KB · 1 page

Get the standard report

for 2014-2015

for 2013-2014

[Get Custom reports](#)

User Feedback Survey open until Oct. 1:

<https://www.surveymonkey.com/r/gacacds>

Next Steps for CACDS

- Add DFCS Foster Care data (anticipated Fall 2017)
- Work with agency contributors to draft and approve governance & research policies (anticipated December 2017)
- Prioritize additional data sources (WIC, TANF, SNAP)
- Prioritize additional agency reports

Lunch

(Pick up in Reception Area)

Committee Meetings

*All board committees – Programs
Budget/Finance, and System Reform – will meet in
the Oak Conference Room.*

The public is welcome to attend/observe committee meetings
but may not participate in the committee's discussion.

Welcome to the Board of Early Care and Learning

Public Comment Period

August 17, 2017

PROPOSED Board Meeting Dates 2018

February 15, 2018

May 10, 2018

August 16, 2018

November 15, 2018

Board Meeting Dates 2017

~~February 16, 2017~~

~~May 11, 2017~~

~~August 17, 2017~~

November 16, 2017