

Georgia Department of Early Care and Learning
PDG B-5 Data Subgroup Meeting Summary
September 11, 2019

Attendees

Guests: Nesha Jairam (Division of Family and Children Services; DFCS), Judith Kerr (Department of Public Health; DPH), Marisela Trejo (Department of Education; DOE), Linda Castellanos (DOE), Thomas Goldring (Georgia Policy Labs), Melissa Haberlen-Dewolf (Voices for Georgia's Children), Akilah Heggs-Lee (DPH), Naima Mohamed-Simon (DFCS), Melanie Durley (DPH), Santita Hooper (DPH), Micole Talley (DOE), Japera Hemming (Georgia Policy Labs), Florence Kizza (DPH), Sherrita Summerour (DPH), Kachelle White (DOE), Donjai Calhoun (DFCS), Rhea Bentley (Muscogee County UGA extension)

Carl Vinson Institute of Government Facilitators: Melinda Williams Moore, Theresa Wright, Jennifer Inglett-Hendershot, Meghan Armstrong

DECAL Staff: Steve Mayer, Technical Project Manager; Rob O'Callaghan, Senior Research and Policy Analyst; Bentley Ponder, Deputy Commissioner for Quality Innovations and Partnerships; Susan Adams, Deputy Commissioner for Pre-K and Instructional Support; Maria Goss, Early Head Start Partnership Director, Laura Wagner, Director Community Outreach and Partnerships; Clayton Bassett, Preschool Development Grant Director; Courtney Woullard, Preschool Development Grant Coordinator

On September 11, 2019, the data subgroup committee meeting for the Preschool Development Grant Birth through Five (PDG B-5) at the Department of Early Care and Learning (DECAL) was called to order at 9:30 am by Deputy Commissioner Bentley Ponder.

Deputy Commissioner Susan Adams opened the meeting with an overview of the PDG-B5 grant activities, definitions and guidelines that Georgia will abide by to fulfill the grant specifications. Rob O'Callaghan detailed material about PDG-B5's needs assessment phase, specifically focusing on data management, data needs, and data collection. Mr. O'Callaghan also gave an outline of the grant's needs assessment domains to be addressed during the data subgroup committee meeting.

Dr. Melinda Moore described the agenda and goals for the meeting. Dr. Moore directed participants into four groups, each with a DECAL staff facilitator, for a discussion of the following PDG B-5 needs assessment domains: focal populations, quality and availability of (early childhood care and education) ECCE, data and research gaps, quality and availability of programs and supports, measurable indicators of progress, and transition supports and gaps (e.g. domains 2, 4, 5, 6, 7, and 10). The facilitated group discussion began at 10:30 am.

Each group discussed data and research gaps and measurable indicators of progress (e.g. domains 5 and 7) but were also given an additional domain specific to their discussion. Those domains were as follows:

- Table 1. Domain 2, focal populations

- Table 2. Domains 4 and 6, quality and availability of ECCE and programs and supports
- Table 3. Domain 10, transition supports and gaps
- Table 4. Domains 4 and 6, quality and availability of ECCE and programs and supports

Table 1 was facilitated by Rob O’Callaghan, Senior Research and Policy Advisor. Table 2 was facilitated by Deputy Commissioner Ponder. Table 3 was facilitated by Deputy Commissioner Adams. Table 4 was facilitated by Laura Wagner, Director of Community Outreach and Partnerships and Clayton Bassett, PDG B-5 Grant Director. Each table addressed the following questions:

- What data do we have for this domain?
- What data do we need for this domain?
- What is a strength of the data we have for this domain?
- What are the challenges with the data we have for this domain?
- What is your ideal data point for the domain?

Tables discussed their assigned domain areas and reported out their conclusions at conclusion of the small group discussions.

Table 1 concluded the following about focal populations, data and research gaps, and measurable indicators of progress (e.g. domains 2, 5, and 7):

- There are many sources of data available for the focal populations in PDG-B5; however, many agencies tend to use proxies for data fields rather than asking for fields directly.
- The data that are available for PDG-B5 are often found to be incomplete or not current. This may be due to the transitory nature of some of the focal populations.
- Funding and system integration of data across agencies poses challenges. Family Educational Rights and Privacy Act (FERPA) restrictions compound the difficulty of data sharing. It may be beneficial to examine FERPA policy to see what data fields can be consistently captured and shared.
- There are existing needs assessments available other programs have previously completed that may be helpful in planning for data management.

Tables 2 and 4 concluded the following about quality and availability of ECCE, data and research gaps, and measurable indicators of progress (e.g. domains 4, 5, 6, and 7):

- There is not a unifying definition of quality for early childhood education and care across agencies. Consequently, there are also not unifying definitions for homelessness or dual language learners.
- The vast majority of early childhood education and care programs are not rated by the Quality Rated program.
- There are good data about availability of early childhood education and care programs across the state. However, these data are disparate. Data are stored and collected in many different ways and the accuracy, reliability, and validity of data come into question due to these factors.

- Many state programs have a wealth of family surveys collecting data on birth through five populations.
- Several areas of data are missing that would give richer information about quality and availability. These include the following areas:
 - Service utilization
 - Availability of providers
 - Post-referral follow-up
 - Workforce information
 - Data connections between early childhood education and care programs
 - Number of children in licensed care and quality rated care
 - Dual language children and families
 - Transience for the 0-5 population
 - Homelessness and children
 - Integrated data systems
 - Measurable indicators of progress

Table 3 concluded the following about data and research gaps, measurable indicators of progress, and transition supports and gaps (e.g. domains 5, 7, and 10):

- Children and families experience transitions that include some or all of the following:
 - Early intervention to Part B services such as Babies Can't Wait
 - Early intervention to preschool special education, Early Head Start to Head Start or pre-kindergarten
 - Preschool to kindergarten
 - Home to kindergarten
 - Transient population transitions to kindergarten
 - Transient populations include children in foster care, protective services, experiencing homelessness, and who are part of a migrant family.
- There are many data surrounding the number of children served in programs, but not much data concerning children who are ineligible for programs or not served by programs.
- Agencies may be able to examine data at the aggregate level but not at an individual level.
- Regarding the transition to kindergarten, longitudinal data is not accessible in aggregate, and only at the individual level.

Dr. Moore thanked the participants and facilitators for their insights and time discussing data for the PDG B-5 needs assessment. She stated that the next step for the needs assessment phase will be to document the discussion from the meeting. The meeting was adjourned at 12:00 pm.