



**Carl Vinson
Institute of Government
UNIVERSITY OF GEORGIA**

Georgia's Preschool Development Grant (Birth through Five) Survey Report

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A Report Prepared for Bright from the Start: The Georgia Department of Early Care and Learning

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Executive Summary

In January of 2019, Georgia was awarded a Preschool Development Grant – Birth through Five (PDG B-5) from the U.S. Department of Health and Human Services and Education to conduct a needs assessment and develop a strategic plan to meet the needs of vulnerable and underserved children in Georgia’s early childhood care and education system. The Georgia Department of Early Care and Learning (DECAL) is working with the University of Georgia’s Carl Vinson Institute of Government (Institute of Government) to conduct the needs assessment.

As part of the PDG B-5’s work, DECAL collaborated with the Institute of Government to develop and conduct a survey to garner stakeholders’ opinions and feedback on the PDG B-5’s work. This report serves to share findings from the 14-item survey of stakeholders. Survey questions covered three general topics: 1) webinar viewership and satisfaction, 2) priority populations, and 3) resources and services.

Summary of Major Findings

- Nearly three-quarters of survey respondents (72.4%) indicated they viewed the Georgia Preschool Development Grant - Birth through Five (PDG B-5) webinar.
- Most viewers rated the webinar as interesting (89%), easy to understand (98%), and informative (98%).
- Respondents reported that key terms for the PDG B-5's work (vulnerable, underserved, and rural) presented in the webinar helped them to better understand the work of the grant.
- The majority of respondents (86.2%) indicated that the list of populations of children to prioritize identified in the PDG B-5 included the appropriate populations.
- Approximately 82% of respondents indicated children in poverty have the biggest need.
- When narrowing the focus to rural areas only, respondents most commonly indicated that children in poverty have the biggest need from the grant (64.1%).
- When asked how difficult it is for families to access various resources and services, responses indicating that access was extremely or very difficult ranged from 22% to 43%. Responses indicating that access was not at all difficult or slightly difficult ranged from 12% to 69%.
- Regarding barriers to high-quality early childhood care and education in Georgia, the majority of respondents (67.7%) reported cost as the barrier affecting families the most.
- When specifically asked which barrier to access affects children with disabilities the most, lack of availability was the most common response (43.1%), with lack of appropriate accommodations (36.9%) as the second-most common.
- A majority of respondents reported that the communication between early care and education providers and school systems is slightly or not at all effective (63.1%), while 9.2% of respondents reported that the communication is completely or mostly effective.
- When asked about the alignment between early care and education providers and school systems, the most common response was slightly effective (49.2%).

Introduction and Methodology

In January of 2019, Georgia was awarded a Preschool Development Grant – Birth through Five (PDG B-5) from the U.S. Department of Health and Human Services and Education to conduct a needs assessment and develop a strategic plan to meet the needs of vulnerable and underserved children in Georgia’s early childhood care and education system. The Georgia Department of Early Care and Learning (DECAL) is working with the University of Georgia’s Carl Vinson Institute of Government (Institute of Government) to conduct the needs assessment.

As part of the PDG B-5’s work, DECAL collaborated with the Institute of Government to develop and conduct a survey to garner stakeholders’ opinions and feedback on the PDG B-5’s work. This report serves to share findings from the 14-item survey of stakeholders. Survey questions covered three general topics: 1) webinar viewership and satisfaction, 2) priority populations, and 3) resources and services. The complete survey instrument is in Appendix A.

From September 25, 2019 through October 30, 2019, the Institute of Government administered the stakeholder survey. DECAL provided the Institute of Government with a list of 206 stakeholders representing groups such as Head Start, the Get Georgia Reading leadership team, and the Georgia Department of Public Health (see Figure 13 for a complete breakdown of respondents by group). Institute of Government staff electronically mailed survey invitations that contained links to the online survey. The online survey allowed respondents to return and complete the survey if they were unable to complete it the first time. It also ensured individuals only completed the survey once. Institute of Government sent reminder emails on October 3, October 9, October 15, and October 23.

Survey Response

A total of 206 stakeholders were invited to participate in the study via email. Taking into account undeliverable email addresses ($N = 9$), the adjusted sample was 197 potential respondents. Overall, 65 respondents completed the survey; therefore, the adjusted response rate to the survey was 33%.

Item Non-Response

The total sample for this survey is reported as $N = 65$. At times, this total might not be represented in every question or variable displayed. The reason for a reported response total less than the sample is item non-response. Some respondents who took the survey may have chosen not to answer specific questions. In such cases, a total response less than the total sample is reported.

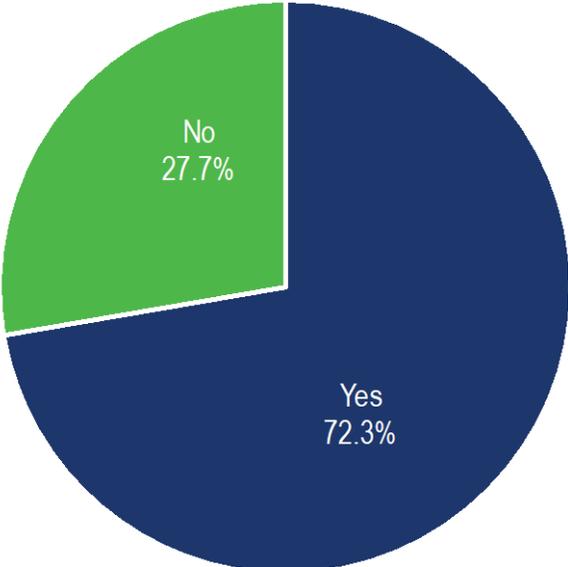
Survey Findings

The following sections present the survey findings. For clarity, items are grouped in the order as presented in the survey instrument. Numerical values are rounded to one decimal point; due to this rounding, some percentages in this report may total slightly above or below 100%. Numbers of responses accompany each of the tables and figures provided in this report. Data tables for each survey question are presented in Appendix B.

Webinar Viewership and Satisfaction

The survey inquired whether respondents watched the PDG B-5 webinar, as well as their satisfaction with the webinar. Nearly three-quarters of survey respondents (72.3%) indicated that they viewed the webinar (Figure 1). Additional information can be found in Table 1 of Appendix B.

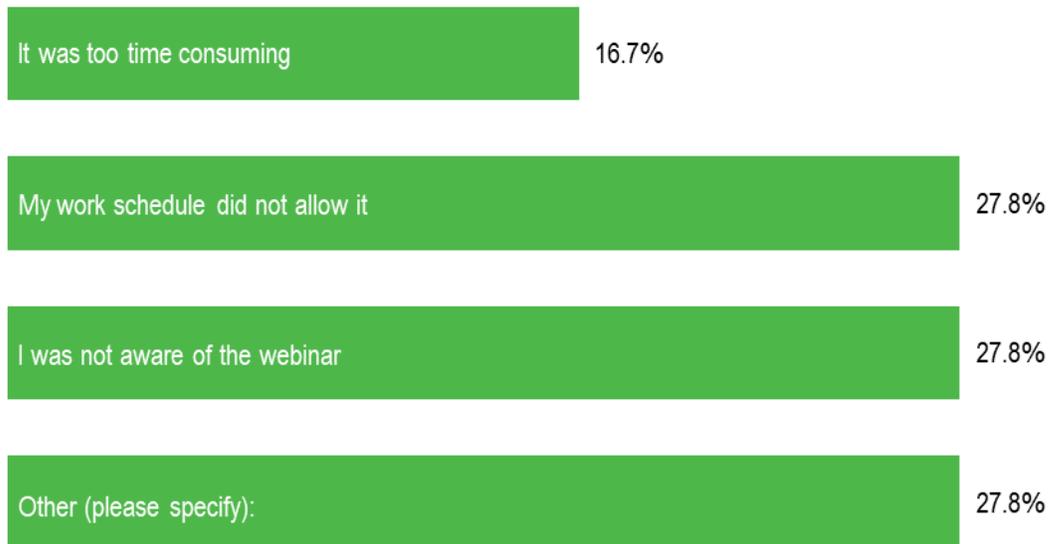
Figure 1. Did you view the Georgia’s Preschool Development Grant Birth through Five (PDG B-5) webinar? (N=65)



Respondents who indicated they did not view the PDG B-5 webinar (27.7%) were asked why they did not view the webinar (Figure 2). While approximately 17% of these respondents reported they did not have time to view the webinar, responses were divided equally among the other three response options, with approximately 28% each reporting that their work schedule did not allow them to view the webinar, that they were unaware of the webinar, or other. Other responses included that respondents are already aware of the PDG B-5’s work,

that they plan to watch the webinar at a later time, or that they experienced technical difficulties. Additional information can be found in Table 2 of Appendix B.

Figure 2. What is the primary reason you did not view the PDG B-5 webinar? (*N*=18)



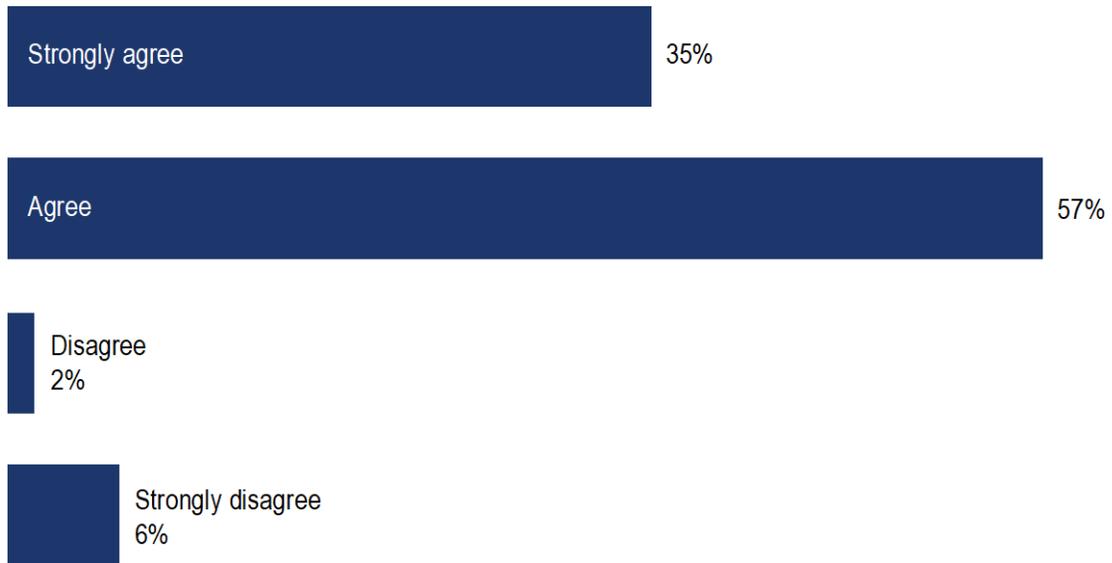
Respondents who indicated they viewed the webinar (72.3%) were asked a series of questions to gauge their satisfaction with their webinar experience. As seen in Figure 3, agreement ranged from 89% to 98% across the three categories. Additional information can be found in Table 3 of Appendix B.

Figure 3. The PDG B-5 webinar was . . . (N=47)



Respondents who viewed the webinar were also reminded in the survey of the definitions presented in the webinar for key terms to the PDG B-5’s work: vulnerable, underserved, and rural. When asked if they agree that the definitions helped them better understand the work of the PDG B-5, 92% strongly agreed or agreed (Figure 4). Additional information can be found in Table 4 of Appendix B.

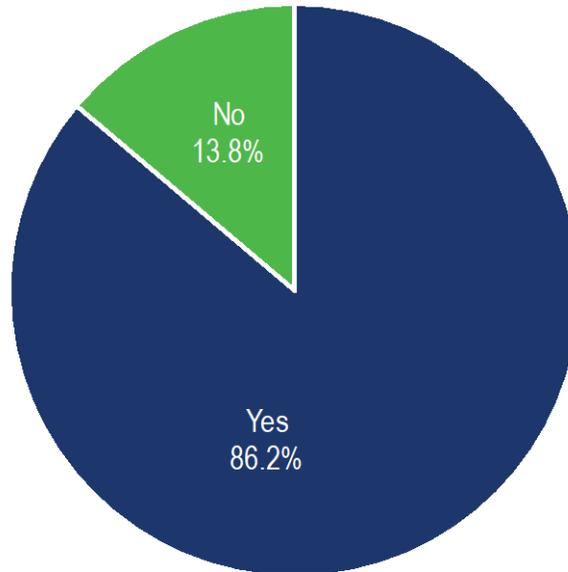
Figure 4. The definitions helped me better understand the work of the PDG B-5. (N=65)



Priority Populations

Next, the survey asked respondents about the populations of children to prioritize, as identified by the PDG B-5 application: dual language learners, children with disabilities, children in foster care, children in poverty, children experiencing homelessness, children living in rural areas, and infants and toddlers. When asked if they believe this list prioritizes all of the appropriate populations, the majority of respondents (86.2%) indicated that the list prioritizes the appropriate populations (Figure 5). Additional information can be found in Table 5 of Appendix B.

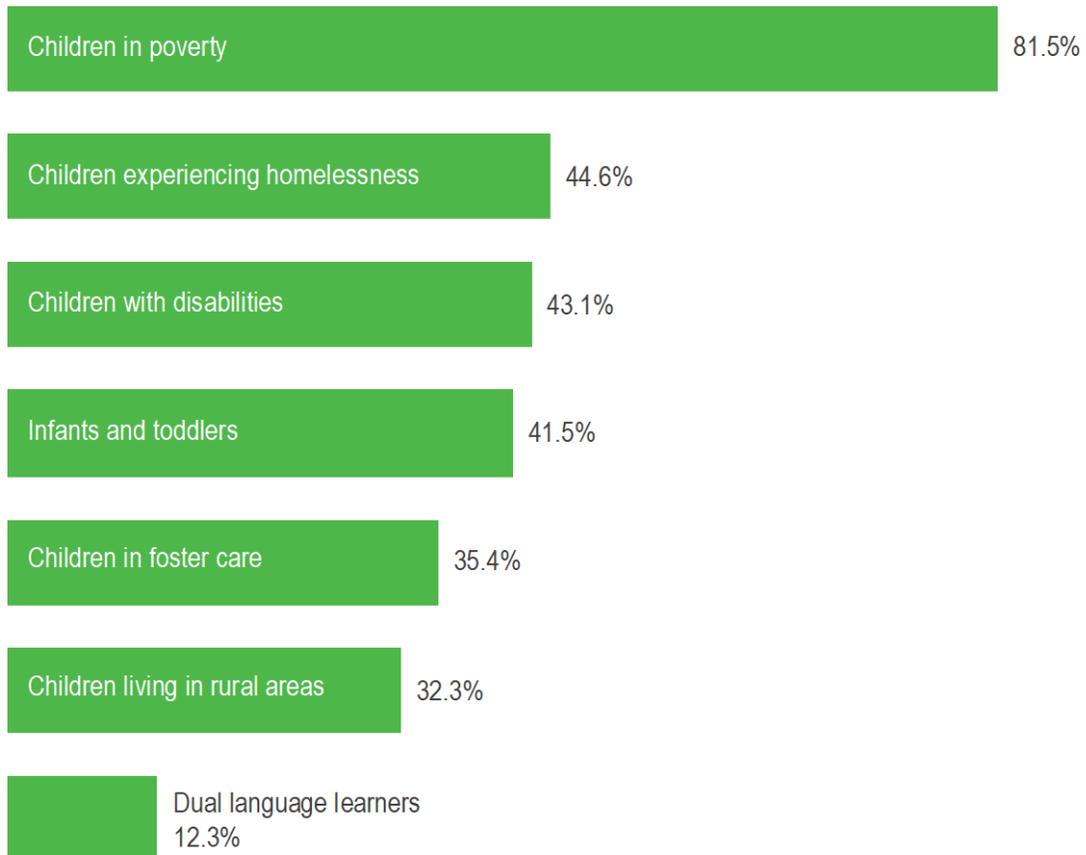
Figure 5. Do you believe this list prioritizes all of the appropriate populations?
(*N*=65)



Respondents who indicated that the list does not prioritize the appropriate populations (13.8%) were asked to identify additional populations of children that the PDG B-5's work should prioritize. Eight respondents provided an additional population they believe should be prioritized, which included populations such as older children, children experiencing food insecurity, and children with behavioral concerns. Verbatim responses can be found in Appendix C.

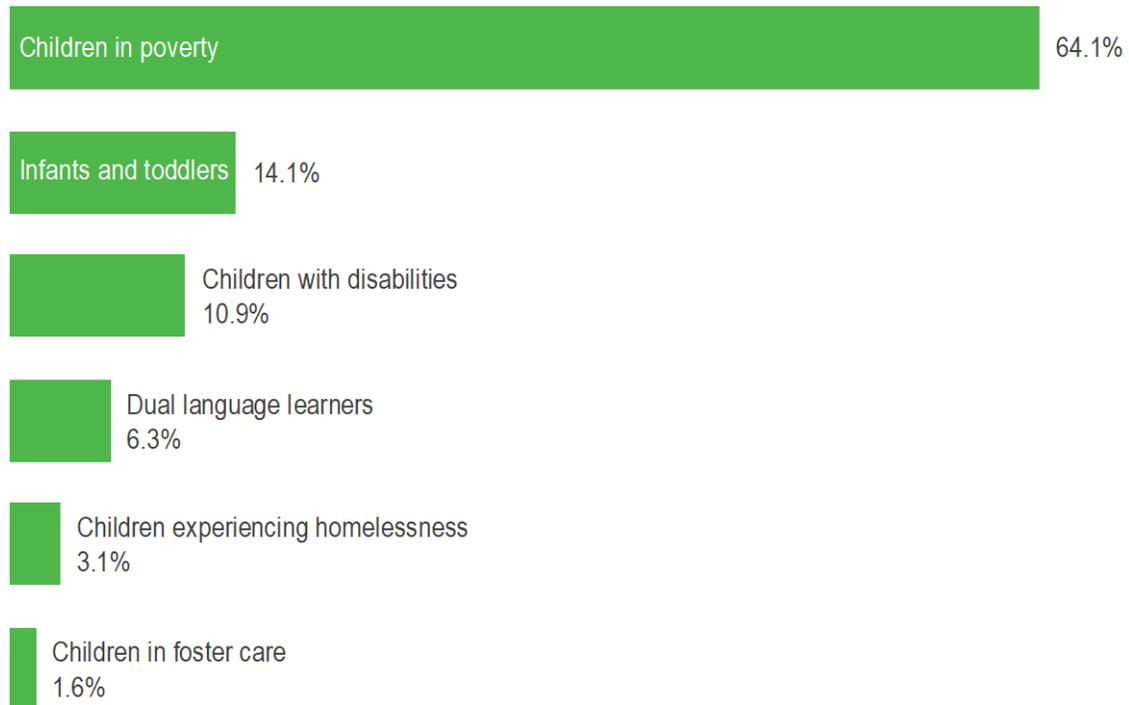
With a focus on the populations of children already identified in the PDG B-5's application, respondents were asked to identify which populations they believe have the biggest need (Figure 6). For this question, respondents were able to select up to three responses; therefore, the sum of percentages is greater than 100%. Approximately 82% of respondents indicated that children in poverty have the biggest need. Children experiencing homelessness (44.6%), children with disabilities (43.1%), and infants and toddlers (41.5%) were also selected by over 40% of respondents. Few respondents reported that dual language learners have the biggest need (12.3%). Additional information can be found in Table 6 of Appendix B.

Figure 6. From your perspective, which populations do you believe have the biggest need? (Select up to 3) (*N*=65)



Still focusing on the populations of children currently identified in the PDG B-5's application, respondents were also asked which population they believe has the biggest need specifically in rural areas. For this question, respondents were only able to select one response. Respondents most commonly indicated that in rural areas children in poverty have the biggest need from the PDG B-5 (64.1%), followed by infants and toddlers (14.1%) and children with disabilities (10.9%). Additional information can be found in Table 7 of Appendix B.

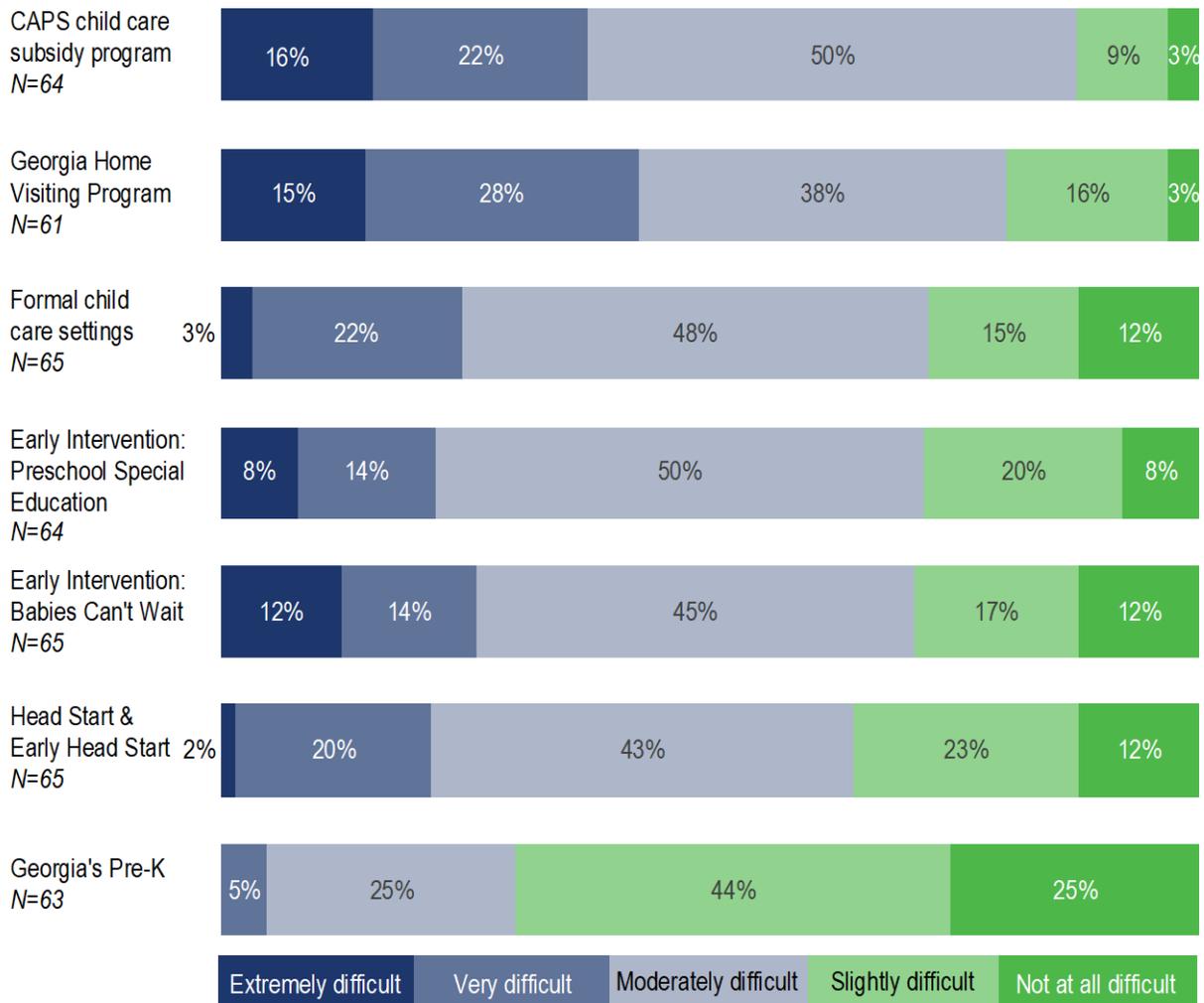
Figure 7. From your perspective, which population do you believe has the biggest need from the PDG B-5 in rural areas? (*N*=64)



Resources and Services

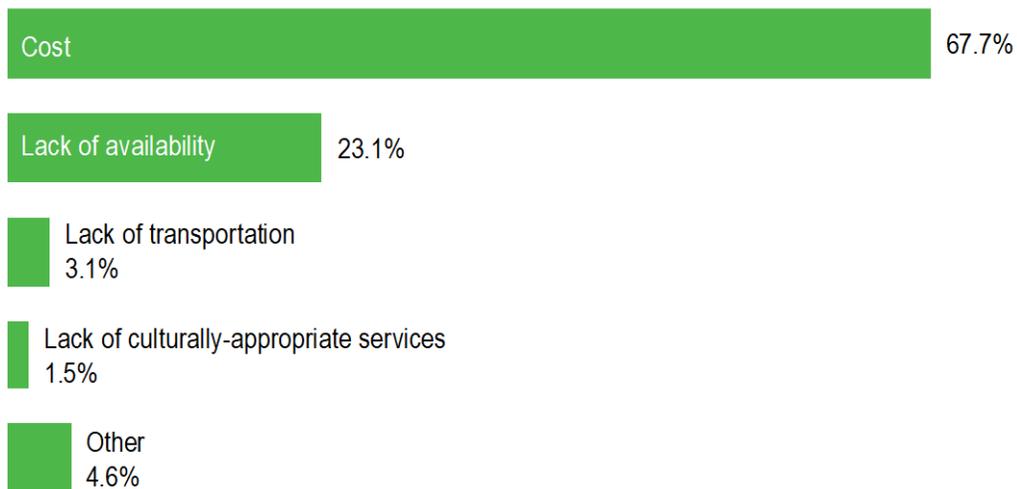
Stakeholders who responded to the survey were asked several questions regarding resources and services available to children in Georgia, with an emphasis on access and barriers to these resources and services. When asked how difficult it is for families to access various resources and services (Figure 8), responses indicating that access was extremely or very difficult ranged from 22% to 43%. Responses indicating that access was not at all difficult or slightly difficult ranged from 12% to 69%. Respondents most commonly reported accessing services was moderately difficult, except for in the case of Georgia's Pre-K. Additional information can be found in Table 8 of Appendix B.

Figure 8. Please indicate how difficult you believe it is for families to access . . .



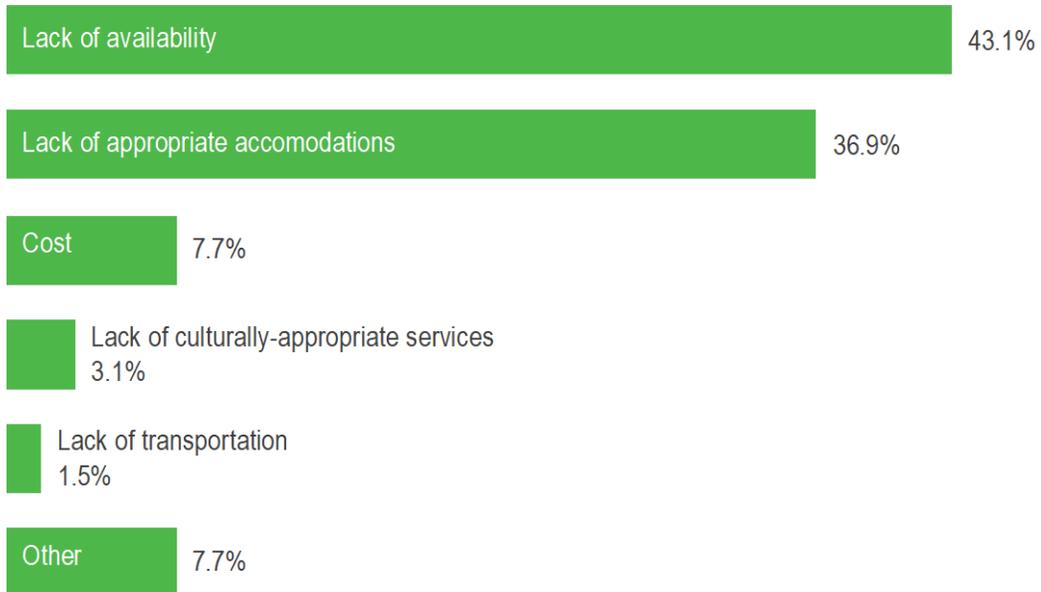
Regarding barriers to high-quality early childhood care and education in Georgia, the majority of respondents (67.7%) indicated cost as the barrier that affects families the most (Figure 9), and the second-most common response was lack of availability (23.1%). Three respondents provided open-ended responses; these comments mentioned a lack of understanding of services and the processes to receive services. Verbatim responses can be found in Appendix C, and additional information can be found in Table 9 of Appendix B.

Figure 9. In your opinion, which barrier to high-quality early childhood care and education in Georgia affects families the most? (N=65)



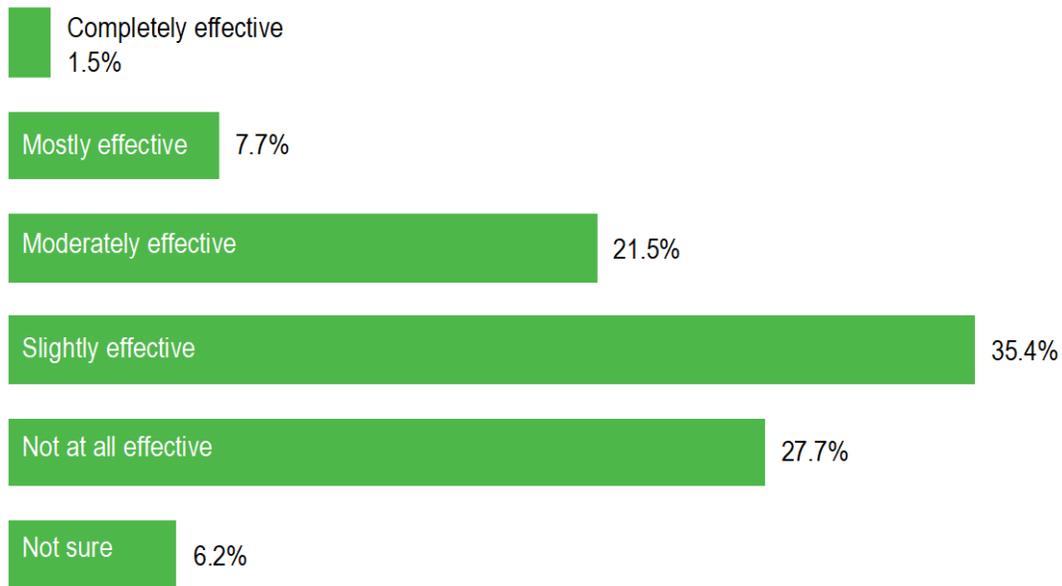
Respondents were also asked which barrier to access specifically affects children with disabilities the most (Figure 10). For this question, lack of availability was the most common response (43.1%), with lack of appropriate accommodations (36.9%) as second-most common. Five respondents provided open-ended responses (4.6%), with multiple responses citing a lack of awareness or lack of understanding of the process as a barrier to access for children with disabilities.

Figure 10. In your opinion, which barrier to access affects children with disabilities the most? (N=65)



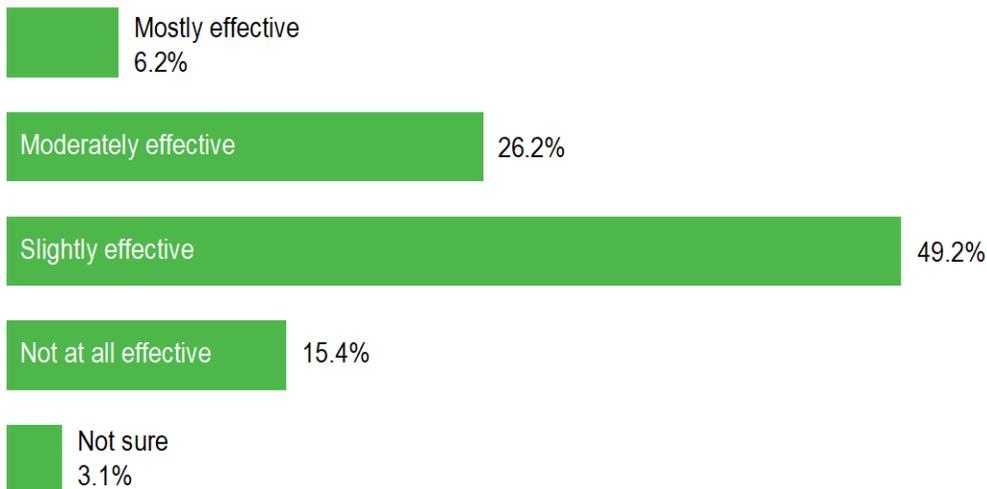
Next, the survey asked stakeholder respondents about the relationship between services. When asked about the communication between early care and education providers and school systems (Figure 11), 9.2% of respondents reported that the communication is completely or mostly effective, while 63.1% of respondents indicated that the communication is slightly or not at all effective.

Figure 11. From your perspective, how effective is the communication between early care and education providers and school systems? (*N*=65)



When asked about the alignment between early care and education providers and school systems (Figure 12), 0% of respondents indicated that the alignment is completely effective and 6.2% of respondents indicated it is mostly effective. The most common response was slightly effective (49.2%).

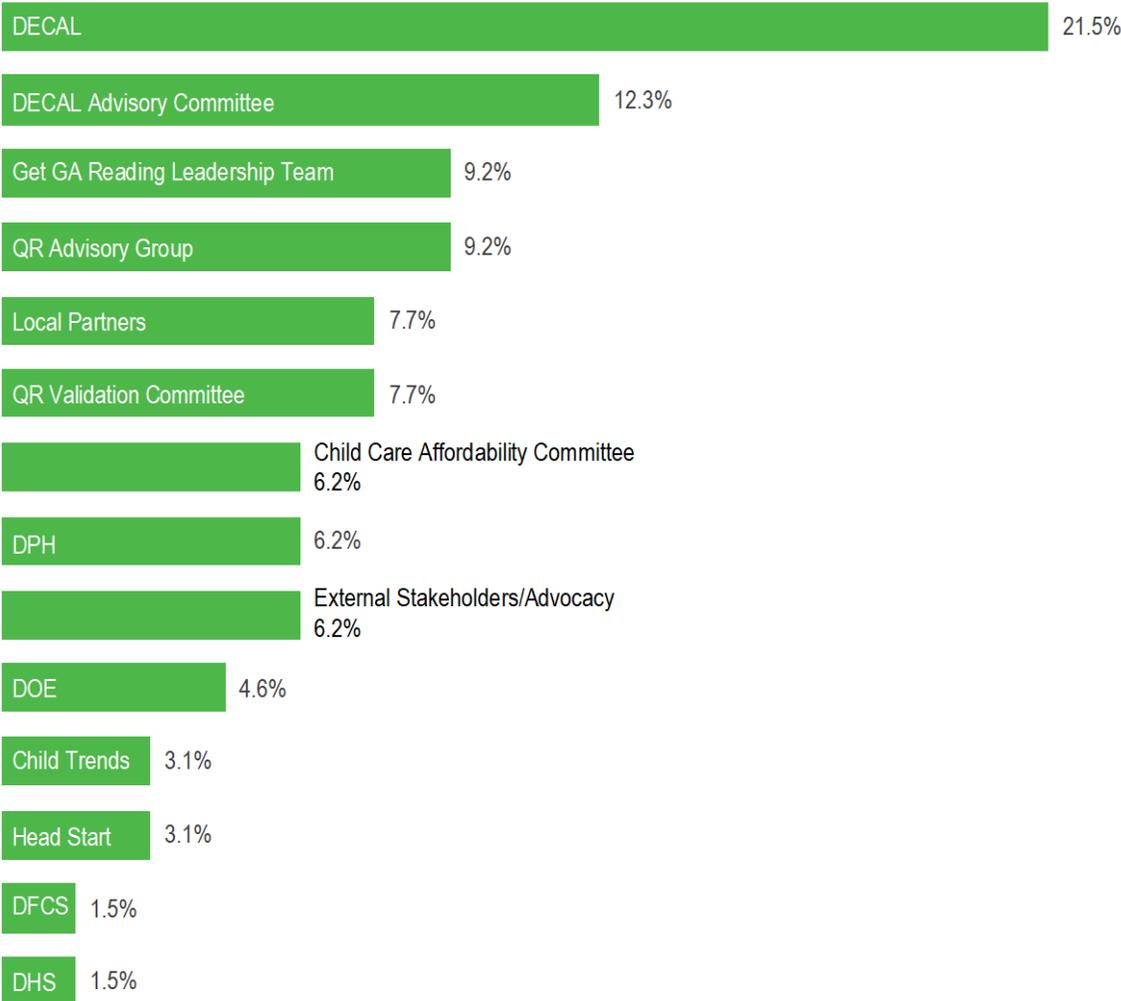
Figure 12. From your perspective, how effective is the alignment between early care and education providers and school systems? (*N*=65)



Survey Representation

Stakeholders who responded to the survey represented groups involved in the PDG B-5’s work. As shown in Figure 13, DECAL (21.5%), the DECAL Advisory Committee (12.3%), the Get Georgia Reading Leadership Team (9.2%), and the Quality Rated Advisory Group (9.2%) were the most-often represented groups. These groups also included child care providers and families. Additional information can be found in Table 13 of Appendix B.

Figure 13. Groups represented by survey respondents. (N=65)



The final survey item asked respondents to provide any additional comments about the PDG B-5's work. Eighteen respondents provided comments, and complete verbatim responses can be found in Appendix C.

Conclusion

A majority of survey respondents (72.3%) viewed the webinar, with most of these indicating it was interesting, easy to understand, and informative. Ninety-three percent of stakeholders who viewed the webinar also strongly agreed or agreed that the definitions presented in the webinar helped them better understand the work of the PDG B-5. Of respondents who did not view the webinar, reasons included not having time and a lack of awareness of the webinar.

When asked if the identified priority populations of children in the PDG B-5 application included all of the appropriate populations, the majority of respondents (86.2%) indicated that the list prioritized the appropriate populations. Respondents who did not feel all the appropriate populations were included suggested adding populations such as older children, children experiencing food insecurity, and children with behavioral concerns. For children at large, as well as children in rural areas, stakeholders felt that children in poverty have the biggest need from the PDG B-5.

Overall, respondents perceived resources and services as difficult to access, with responses indicating that access was extremely or very difficult ranging from 22% to 43% and responses indicating that access was not at all difficult or slightly difficult ranging from 12% to 69%. Respondents indicated Georgia's Pre-K was the least difficult to access. When asked about all children, respondents reported that cost was the biggest barrier to accessing high-quality

early childhood care or education. When specifically asked about children with disabilities, respondents reported that lack of availability was the biggest barrier. Stakeholders most commonly indicated that the communication and alignment between early care and education providers and school systems is slightly effective (35.4% for communication; 49.2% for alignment). Respondents who provided comments mentioned additional barriers, issues with collaboration among agencies, and excitement about the work of the PDG B-5.

Appendix A: Survey Instrument

The first activity of Georgia’s Preschool Development Grant Birth through Five (PDG B-5) will be to complete a statewide needs assessment to identify existing early childhood care and education data and identify gaps in the existing data. During this phase, DECAL will form a Needs Assessment Advisory Committee and engage with community partners, advocates, and local leaders to gain additional insight on current data. At the conclusion of the needs assessment, DECAL will use the identified data and gaps to inform the strategic plan.

Q1 Did you view the Georgia’s Preschool Development Grant Birth through Five (PDG B-5) webinar?

- Yes
- No

Q1A - IF YES - Please rate the extent to which you agree or disagree with the following statements. The PDG B-5 webinar was...

	Strongly Disagree	Disagree	Agree	Strongly Agree
Interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy to understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q1B - IF NO - What is the **primary** reason you did not view the PDG B-5 webinar?

- It was not relevant to my work
- The topic did not interest me
- It was too time consuming
- My work schedule did not allow it
- I was not aware of the webinar
- Other (*please specify*): _____

Q2 The webinar defined several key terms related to the PDG B-5:

***Vulnerable:** Children at risk for not meeting developmental milestones or school readiness milestones*

***Underserved:** Children and families whose needs are not met by available services or who are not able to access existing services that meet their needs*

***Rural:** Children, including those from migrant families, who live in a county with a population of less than 50,000 or in an area designated as rural based on a military installation exclusion clause*

These definitions helped me better understand the work of the PDG B-5.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Q3 The Georgia PDG B-5 application identifies several populations to prioritize: dual language learners, children with disabilities, children in foster care, children in poverty, children experiencing homelessness, children living in rural areas, and infants and toddlers. Do you believe this list prioritizes all of the appropriate populations?

- Yes
- No

Q3A – IF NO - Which populations of children, not mentioned earlier, do you believe the PDG B-5's work should prioritize?

Q4 From your perspective, which of the PDG B-5 focal populations do you believe have the biggest need? **(select up to 3)**

- Dual language learners
- Children with disabilities
- Children in foster care
- Children in poverty
- Children experiencing homelessness
- Children living in rural areas
- Infants and toddlers

Q5 From your perspective, which population do you believe has the biggest need from the PDG B-5 in rural areas?

- Dual language learners
- Children with disabilities
- Children in foster care
- Children in poverty
- Children experiencing homelessness
- Infants and toddlers

Q6 The PDG B-5 incorporates several Early Childhood Care and Education (ECCE) resources and services.

Please indicate how difficult you believe it is for families to access the following resources and services.

	Not at all difficult	Slightly difficult	Moderately difficult	Very difficult	Extremely difficult
Formal child care settings	<input type="radio"/>				
CAPS child care subsidy program	<input type="radio"/>				
Head Start & Early Head Start	<input type="radio"/>				
Georgia Home Visiting Program	<input type="radio"/>				
Early Intervention: Babies Can't Wait	<input type="radio"/>				
Early Intervention: Preschool Special Education	<input type="radio"/>				
Georgia's Pre-K	<input type="radio"/>				

Q7 In your opinion, which barrier to high quality early childhood care and education in Georgia affects families the most?

- Cost
- Lack of transportation
- Lack of services in families' preferred language
- Lack of availability
- Lack of culturally appropriate services
- Other (please specify): _____

Q8 Which barrier to access affects **children with disabilities** the most?

- Cost
- Lack of transportation
- Lack of services in families' preferred language
- Lack of availability
- Lack of culturally appropriate services
- Lack of appropriate accommodations
- Other (please specify): _____

Q9 From your perspective, how effective is the **communication** between early care and education providers and school systems?

- Not at all effective
- Slightly effective
- Moderately effective
- Mostly effective
- Completely effective
- Not sure

Q10 From your perspective, how effective is the **alignment** between early care and education providers and school systems?

- Not at all effective
- Slightly effective
- Moderately effective
- Mostly effective
- Completely effective
- Not sure

Q11 - Please provide any additional feedback about the PDG B-5 in the space below.

Appendix B: Data Tables

Table 1: Did you view the Georgia's Preschool Development Grant Birth through Five (PDG B-5) webinar?

	<i>N</i>	%
Yes	47	72.3%
No	18	27.7%
Total	65	100%

Table 2: What is the primary reason you did not view the PDG B-5 webinar?

	<i>N</i>	%
It was too time consuming	3	16.7%
My work schedule did not allow it	5	27.8%
I was not aware of the webinar	5	27.8%
Other (please specify):	5	27.8%
Total	18	100%

Table 3: The PDG B-5 webinar was . . .

	Strongly disagree		Disagree		Agree		Strongly agree		Total	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Interesting	0	0%	5	10.6%	27	57.4%	15	31.9%	47	100%
Easy to understand	0	0%	1	2.1%	24	51.1%	22	46.8%	47	100%
Informative	0	0%	1	2.1%	25	53.2%	21	44.7%	47	100%

Table 4: These definitions helped me better understand the work of the PDG B-5.

	<i>N</i>	%
Strongly disagree	4	6.2%
Disagree	1	1.5%
Agree	37	56.9%
Strongly agree	23	35.4%
Total	65	100%

Table 5: Do you believe this list prioritizes all of the appropriate populations?

	N	%
Yes	56	86.2%
No	9	13.8%
Total	65	100%

Table 6: From your perspective, which of the PDG B-5 focal populations do you believe have the biggest need? (select up to 3)

	N	%
Children in poverty	53	81.5%
Children experiencing homelessness	29	44.6%
Children with disabilities	28	43.1%
Infants and toddlers	27	41.5%
Children in foster care	23	35.4%
Children living in rural areas	21	32.3%
Dual language learners	8	12.3%

Table 7: From your perspective, which population do you believe has the biggest need from the PDG B-5 in rural areas?

	N	%
Children in poverty	41	64.1%
Infants and toddlers	9	14.1%
Children with disabilities	7	10.9%
Dual language learners	4	6.3%
Children experiencing homelessness	2	3.1%
Children in foster care	1	1.6%
Total	64	100%

Table 8: Please indicate how difficult you believe it is for families to access . . .

	Not at all difficult		Slightly difficult		Moderately difficult		Very difficult		Extremely difficult		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
CAPS child care subsidy program	2	3%	6	9%	32	50%	14	22%	10	16%	64	100%
Georgia Home Visiting Program	2	3%	10	16%	23	38%	17	28%	9	15%	61	100%
Formal child care settings	8	12%	10	15%	31	48%	14	22%	2	3%	65	100%
Early Intervention: Preschool Special Education	5	8%	13	20%	32	50%	9	14%	5	8%	64	100%
Early Intervention: Babies Can't Wait	8	12%	11	17%	29	45%	9	14%	8	12%	65	100%
Head Start & Early Head Start	8	12%	15	23%	28	43%	13	20%	1	2%	65	100%
Georgia's Pre-K	16	25%	28	44%	16	25%	3	5%	0	0%	63	100%

Table 9: In your opinion, which barrier to high-quality early childhood care and education in Georgia affects families the most?

	N	%
Cost	44	67.7%
Lack of availability	15	23.1%
Lack of transportation	2	3.1%
Lack of culturally appropriate services	1	1.5%
Other (please specify):	3	4.6%
Total	65	100%

Table 10: Which barrier to access affects children with disabilities the most?

	N	%
Lack of availability	28	43.1%
Lack of appropriate accommodations	24	36.9%
Cost	5	7.7%
Lack of culturally appropriate services	2	3.1%
Lack of transportation	1	1.5%
Other (please specify):	5	7.7%
Total	65	100%

Table 11: From your perspective, how effective is the communication between early care and education providers and school systems?

	N	%
Completely effective	1	1.5%
Mostly effective	5	7.7%
Moderately effective	14	21.5%
Slightly effective	23	35.4%
Not at all effective	18	27.7%
Not sure	4	6.2%
Total	65	100%

Table 12: From your perspective, how effective is the alignment between early care and education providers and school systems?

	N	%
Mostly effective	4	6.2%
Moderately effective	17	26.2%
Slightly effective	32	49.2%
Not at all effective	10	15.4%
Not sure	2	3.1%
Total	65	100%

Table 13: Respondents' Stakeholder Group

	N	%
DECAL	14	21.5%
DECAL Advisory Committee	8	12.3%
Get GA Reading Leadership Team	6	9.2%
QR Advisory Group	6	9.2%
Local Partners	5	7.7%
Quality Related Validation Committee	5	7.7%
Child Care Affordability Committee	4	6.2%
DPH	4	6.2%
External Stakeholders/ Advocacy	4	6.2%
DOE	3	4.6%
Child Trends	2	3.1%
Head Start	2	3.1%
DFCS	1	1.5%
DHS	1	1.5%
Total	65	100%

Appendix C: Verbatim Responses

Comments are presented verbatim. Each bullet designates the comments of separate survey participants.

Which populations of children, not mentioned earlier, do you believe the PDG B-5's work should prioritize?

- Children aged 3-5, not just infants and toddlers.
- Children exhibiting Behavioral issues in preschool and pre-k classrooms
- Children experiencing food insecurity, lack of access to proper nutrition, and nutrition-related education and practices.
- Children experiencing multiple Adverse Childhood Events (ACEs), Children of minority racial/ethnic groups (at a county or community level), Children of non-US citizens
- Children whose parents work nonstandard hours, children of refugees and immigrants
- I'm not sure if children with disabilities includes those with sensory processing issues and ADHD. From birth to five, these children may experience adverse hardships due to behavioral issues in childcare facilities and school, such as negative attention from providers, dismissal from program (i.e., kicked out), or negative social interactions with peers. This will affect the quality of care received. Some approach these children as problem children and may not recognize a deeper issue. Parents may also be unaware of these issues. I believe this is a separate population group that needs its own set of strategies to address.
- Infants, toddlers, living in poverty and borderline poverty (working poor)
- mental health, kids that don't have insurance, obese children/underweight

In your opinion, which barrier to high-quality early childhood care and education in Georgia affects families the most? (Other, please specify):

- Confusion and frustration for vulnerable families waiting on CAPS subsidy application to processed and the multiple sets of eligibility/procedural guidelines for all the programs...where do I apply for Head Start? Am I eligible for CAPS? When do I apply for GAPreK? Vulnerable families face LAYERS of access barriers in our state.
- Lack of knowledge of services provided in the community
- Perceived barriers of cost, transportation, regardless of whether supports are available or not

Which barrier to access affects children with disabilities the most?

- delays and misunderstanding of the process
- Lack of Knowledge
- Parents unwillingness to be open to discussing whether child care providers are seeing development delays or signs of autism. Parents don't want to acknowledge something is wrong with their children at very young ages.
- Parents who are in denial.
- There are limited, strong programs that serve children with special needs in the manner in which they should be served.

Please provide any additional feedback about the PDG B-5 in the space below.

- "Our needs assessment could be strengthened and made more comprehensive by including nutrition (e.g., WIC, CACFP) and health (e.g., Medicaid) data and programs, which relate to outcomes for all of Georgia's target child populations. This may be of particular interest, given that the recently released PDG grant renewal application specifically asks applicants to ""describe the degree to which it has included, incorporated, and aligned comprehensive support services focusing on health, mental health, nutrition, social services, early intervention, special education, and other areas or groups"".
- The manner in which articulation happens between early learning and schools is incredibly peace meal.
- Dalton Public Schools is looking forward to more early childhood opportunities.
- DECAL needs to clarify the relationship between PDG planning, CCDBG Planning and other research activities. It could be good or could be overlapping. PDG seems to have left out direct care stakeholders such as PFCCAG and GCCA. What happened to the DECAL Stakeholder Advisory Committee?
- Early Care and Learning should collaborate more with their local systems. Headstart in the CSRA needs an overhaul please.
- I have no feedback as my profession is Early Learning Homes
- I hope the state will allow school systems to participate in this opportunity. Fulton County is very interested.
- I think this is great starting point and opportunity to begin this important work that is greatly needed.
- If quality childcare is believed to be so important you really need to consider making Quality Rated mandatory for all childcare programs, not just those receiving subsidy. Make it mandatory for those seeking funding from GA's Pre-K and licensing.
- It is counter-intuitive that children with disabilities served in self-contained settings for half the day are then to be supported without lower ratios, specially trained staff, or any other systemic support for the other half of the day in a childcare setting.

- Much of this is dependent on the leaders in individual counties, so my answers apply to the majority of the counties I have observed and not all.
- None
- Rural South Georgia is a forgotten area. Most of these funds will go to the Metro Areas.
- The decline in the supply of family child care learning homes needs to be addressed. Family child care has historically been a good option for many of these targeted populations -- children in poverty, with disabilities, in rural areas.
- The systems for early childhood in Georgia are confusing to parents and many agencies do not work well collaboratively. Streamlining processes and providing more support for parents are high priority needs in this state.
- There are barriers which hurt children such as a lack of school system's willingness to share inclusion resources with child care providers and the DOE's policy to cutoff all services to a child care center if they have a small number of 6 year olds in their care. Also, when a child moves from one county to another, services seem to stop because there is file that transfers with the child. The family must start all over with a new county, and they don't make it off a waiting list when that happens. Also, because school systems are allowed to open child care centers without being subject to licensing, there is no guarantee that children in child care settings are getting quality care. And finally, DECAL should automate the child care licensing studies so that data can be collected to evaluate trends or issues that might need to be addressed. Currently, the only way DECAL can track this data is to have employees go in and review each report which isn't done unless someone pays for an open records request.
- There is already a lot of great work that has occurred in Georgia in this area. DECAL should build on that rather than starting from scratch (for example: Project LAUNCH, GA Home Visiting, the old Great Start Georgia System of Care, Essentials for Childhood, etc).
- There is also a need to look at affordable, high quality childcare in suburban areas. For instance, in Cobb county, there are large pockets where there are few Quality Rated facilities. Also, most facilities cost more than \$275 per week. Even for higher income families, this cost is extremely burdensome, even prohibitive.