Welcome to the Board of Early Care and Learning

February 19, 2015
Approval of Agenda and Minutes

- Approve 2-19-15 agenda
- Approve 11-13-14 minutes
Inspiration
Board Member Updates

Board members report on their recent DECAL-related activities in their districts.
Commissioner’s Update

Amy M. Jacobs
Commissioner
Miscellaneous Topics

- House Bill 100
- Read Across Georgia
- Education Reform Commission/Early Education Subcommittee
- Special Recognition
Special Recognition – Sherron Murphy

- Named Gwinnett Technical College’s Rick Perkins Award of Excellence in Technical Education (instructor of the year)
- Will represent the college in statewide competition
Questions & Comments from Board
Finance & Legislative Update

Ray Higgins
Deputy Commissioner for Finance and Administration
## Finance Update

### FY 2015

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Expenditures*</th>
<th>Remaining Balance</th>
<th>% Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data as of Dec 31st</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BY PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Care Services</td>
<td>$245,146,508</td>
<td>$134,919,601</td>
<td>$110,226,907</td>
<td>45%</td>
</tr>
<tr>
<td>Pre-K + (HS)</td>
<td>$314,462,432</td>
<td>$151,744,316</td>
<td>$162,718,116</td>
<td>52%</td>
</tr>
<tr>
<td>Quality Initiatives</td>
<td>$31,087,275</td>
<td>$22,646,828</td>
<td>$8,440,447</td>
<td>27%</td>
</tr>
<tr>
<td>Nutrition</td>
<td>$125,550,000</td>
<td>$70,585,661</td>
<td>$54,964,339</td>
<td>44%</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>$716,246,215</td>
<td>$379,896,406</td>
<td>$336,349,809</td>
<td>47%</td>
</tr>
<tr>
<td><strong>BY FUNDING SOURCE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State General</td>
<td>$55,493,488</td>
<td>$22,636,980</td>
<td>$32,856,508</td>
<td>59%</td>
</tr>
<tr>
<td>State Lottery</td>
<td>$314,300,032</td>
<td>$151,661,639</td>
<td>$162,638,393</td>
<td>52%</td>
</tr>
<tr>
<td>Federal</td>
<td>$346,366,695</td>
<td>$205,539,347</td>
<td>$140,827,348</td>
<td>41%</td>
</tr>
<tr>
<td>Other</td>
<td>$86,000</td>
<td>$58,440</td>
<td>$27,560</td>
<td>32%</td>
</tr>
<tr>
<td>Total Funds</td>
<td>$716,246,215</td>
<td>$379,896,406</td>
<td>$336,349,809</td>
<td>47%</td>
</tr>
</tbody>
</table>

* Includes encumbrances.
Programs Update
CCDBG Reauthorization Plan

Keith D. Bostick, L.C.S.W.
Deputy Commissioner for Programs
What is CCDF Reauthorization?

The Child Care and Development Block Grant (CCDBG) Act of 2014 was signed into law November 19, 2014.

Reauthorizes the CCDF program for the first time since 1996.

CCDF is a $5.3 billion block grant program that provides funding to states, territories, and tribes to provide access to child care services for low-income families and to improve the quality of child care.

The CCDBG Act of 2014 renews authority for CCDF through FY 2020 and represents an historic re-envisioning of the program.

Focused on better balancing dual purposes:

- To promote economic self-sufficiency for low-income families
- To support healthy development and school readiness needs of children
Enhanced Purposes of CCDF

- To allow each state maximum flexibility in developing child care programs and policies that best suit the needs of children and parents
- To promote parental choice to empower working parents to make their own decisions regarding the child care services that best suit their family’s needs
- To encourage states to provide consumer education information to help parents make informed choices about child care services and to promote involvement by parents and family members in the development of their children in child care settings
- To assist states in delivering high-quality, coordinated early childhood care and education services to maximize parents’ options and support parents trying to achieve independence from public assistance
- To assist states in improving the overall quality of child care services and programs by implementing the health, safety, licensing, training, and oversight standards
- To improve child care and development of participating children
- To increase the number and percentage of low-income children in high-quality child care settings
Significant Advancements

- Makes child care safer by defining health and safety requirements for child care providers, requiring background checks, and inspection of facilities.
- Provides more stability for parents and children through family-friendly eligibility policies.
- Helps parents better understand child care choices available to them by improving accessibility and transparency of information about providers.
Key Features

Health and Safety
Criminal Background Checks
Monitoring
Training & Professional Development
Eligibility Policies
Consumer Education

Family Engagement
Increased Quality Spending
Infants and Toddlers
Payment Rates & Provider Payment Practices
Underserved Populations
Tribal Provisions (*GA does not officially recognize any tribal groups.*)
Implementation and Effective Dates

Georgia CCDF Plan is due July 1, 2015 covering the period FY 2016-2018 (three-year plan)

Actions required:
- National conversation with ACF/OCC
- Internal DECAL planning
- Board updates
- On-going technical assistance from ACF/OCC
- External stakeholder dialogue
  - Governor’s Office and other state departments
  - Providers
  - Partners
  - Citizens (Public Hearings)
  - Other
Child Care Services Update
Health and Safety

Kristie Lewis
Assistant Commissioner for Child Care Services
CCS Work Projects

- Voluntary Standards Review
- Peer to Peer State Calls
- School-Age Standards
- Reauthorization Impacts
- Exemptions
- KOALA
- Closures
## Child Care Services Data

<table>
<thead>
<tr>
<th>Facility Types</th>
<th>Number Open</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Learning Centers</td>
<td>2,878</td>
<td>340,478</td>
</tr>
<tr>
<td>Group Day Care Homes</td>
<td>222</td>
<td>12,968</td>
</tr>
<tr>
<td>Family Day Care Homes</td>
<td>2,162</td>
<td>3,453</td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td><strong>5,262</strong></td>
<td><strong>356,899</strong></td>
</tr>
</tbody>
</table>

**Notes:**

- Child Care Learning Centers: 2,878 facilities with a capacity of 340,478.
- Group Day Care Homes: 222 facilities with a capacity of 12,968.
- Family Day Care Homes: 2,162 facilities with a capacity of 3,453.
- Total facilities: 5,262 with a combined capacity of 356,899.
# 2015 License Fee Renewal Process

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Description/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/1/2014</td>
<td>Generate 2015 license fee renewals; e-mail to all providers; start collecting fees</td>
</tr>
<tr>
<td>12/1/14</td>
<td>Due date for fees; start 30-day grace period; e-mail 1st overdue notice</td>
</tr>
<tr>
<td>12/31/14</td>
<td>30-day grace period ends</td>
</tr>
<tr>
<td>1/1/15</td>
<td>Generate late fees; e-mail 2nd overdue notice &amp; citation for non-payment and/or missing verification of lawful presence</td>
</tr>
<tr>
<td>2/1 – 2/28/15</td>
<td>Start revocation process for non-payment of fee and/or missing verification of lawful presence; deliver revocation notices</td>
</tr>
<tr>
<td></td>
<td>30 days following delivery or receipt confirmation of revocation notice</td>
</tr>
<tr>
<td></td>
<td>Close facility</td>
</tr>
</tbody>
</table>
# Yearly Comparison

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning of License Fee Annual Processing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open 11/01/2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open 11/01/2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open 11/01/2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open 11/01/2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open 02/10/2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CCLC</strong></td>
<td>3,128</td>
<td>3,069</td>
<td>2,996</td>
<td>2,906</td>
<td>2,879</td>
</tr>
<tr>
<td><strong>FDCH</strong></td>
<td>3,260</td>
<td>2,916</td>
<td>2,609</td>
<td>2,259</td>
<td>2,161</td>
</tr>
<tr>
<td><strong>GDCH</strong></td>
<td>260</td>
<td>260</td>
<td>248</td>
<td>229</td>
<td>222</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>6,648</td>
<td>6,245</td>
<td>5,853</td>
<td>5,394</td>
<td>5,262</td>
</tr>
</tbody>
</table>
BREAK

(10 minutes)
Federal Programs Update

Deidria W. Bolden
Assistant Commissioner for Federal Programs and Administration
Nutrition Services: Summer Food Service Program (SFSP) Expansion 2015

2015 Goals

Increase Awareness

Increase Access and Participation

Increase Resources and Support to Sponsors
SFSP: Increase Awareness, Access, and Participation

Targeted Efforts

- Local Park and Recreation Centers
- School Systems
- Churches/Food Pantries
- Libraries
- Police Athletic Leagues
- Mobile Feeding Routes

2014
Targeted Unserved Counties:

- Atkinson
- Bacon
- Baker
- Clinch
- Columbia
- Lanier
- Oconee
- Pike
- Schley
- Seminole
- Stewart
- Taliaferro
- Warren
- Webster
## Childcare and Parent Services (CAPS) Data

<table>
<thead>
<tr>
<th></th>
<th>January 2014</th>
<th>January 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children served</td>
<td>55,466</td>
<td>54,800</td>
</tr>
<tr>
<td>Families participating</td>
<td>42,384</td>
<td>44,072</td>
</tr>
<tr>
<td>Child care programs</td>
<td>3,900</td>
<td>3,922</td>
</tr>
<tr>
<td></td>
<td>participating</td>
<td></td>
</tr>
<tr>
<td>New applications received in month</td>
<td>11,000</td>
<td>12,335</td>
</tr>
<tr>
<td>Child care programs (QR) receiving tiered reimbursement incentives</td>
<td>218</td>
<td>291</td>
</tr>
</tbody>
</table>
CAPS Funding Restrictions by County

<table>
<thead>
<tr>
<th>Congressional District</th>
<th>Board Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Kay Ford</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Susan Harper</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Kathy Howell</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Phil Davis</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Carlene Talton</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Dawnn Henderson</td>
</tr>
<tr>
<td>7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Sherron Murphy</td>
</tr>
<tr>
<td>8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Luann Purcell, Ed.D.</td>
</tr>
<tr>
<td>9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Tammy Lenkeit</td>
</tr>
<tr>
<td>10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Janice Gallimore</td>
</tr>
<tr>
<td>11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Victor Morgan</td>
</tr>
<tr>
<td>12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Jerri Kropp</td>
</tr>
<tr>
<td>13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Judy Neal</td>
</tr>
<tr>
<td>14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Tangela Johnson</td>
</tr>
</tbody>
</table>

Green identifies counties that will continue to serve families with no funding restrictions. Yellow identifies counties that will serve priority families only.
CAPS Priority Families

- Temporary Assistance for Needy Families (TANF) applicants and recipients
- Children in DFCS custody
- Families involved with DFCS child protective services
- Minor parents in school
- Grandparents raising grandchildren
- Children with special needs
- Children in Georgia’s Pre-K Program requiring extended care
- Victims of natural disaster

Constituents with questions/concerns about the funding restrictions should contact CAPS at 404-657-3434 or CAPS.Support@decal.ga.gov
Georgia’s Pre-K Program & Instructional Support Update

Susan Adams
Assistant Commissioner for Pre-K & Instructional Support
Georgia’s Pre-K Professional Development Evaluation
Background

- Increasing evidence supports that teacher-child interactions are the aspect of classroom quality most associated with children's academic gains.
- CLASS is a widely used measure of teacher-child interactions and measures Emotional Support, Classroom Organization, and Instructional Support.
- Georgia’s Pre-K began using CLASS as a framework for its professional development in 2009.
- Efforts expanded in 2010 as part of Georgia's Race to the Top (RT3) initiative to improve early learning outcomes.
Overview

Evaluated the impact of two professional development models: *Making the Most of Classroom Interactions (MMCI)* and *My Teaching Partner (MTP)* on teacher-child interactions in Georgia’s Pre-K classrooms.

Data collection included pre- and post-test classroom observations and teacher questionnaires, coach/instructor questionnaires and interviews, and administrative information regarding participation in the professional development activities.
Design

486 Georgia’s Pre-K lead teachers were randomly selected from counties targeted by Georgia’s Race to the Top (RT3) K-12 grant

Selected teachers were randomly assigned to:

- MMCl (n = 175)
- MTP (n = 151)
- Control (n = 160)
Strengths of the Evaluation

- Teachers were randomly selected for participation.
- Teachers were randomly assigned to a professional development model.
- Professional development activities were led by regular Georgia’s Pre-K consultants.
- Mixture of quantitative and qualitative methods was used.
- Because of the rigorous design, we can be confident that:
  - Any differences between the groups at the end of the study were caused by the professional development activities
  - The findings reflect the type of change we would anticipate among Georgia’s Pre-K teachers if these models were broadly implemented.
### Summary of Findings

<table>
<thead>
<tr>
<th></th>
<th>MMCI vs. control</th>
<th>MTP vs. control</th>
<th>MMCI vs. MTP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emotional Support</strong></td>
<td>MMCI &gt; control</td>
<td>MTP &gt; control</td>
<td>No difference</td>
</tr>
<tr>
<td><strong>Classroom Organization</strong></td>
<td>No difference</td>
<td>No difference</td>
<td>No difference</td>
</tr>
<tr>
<td><strong>Instructional Support</strong></td>
<td>MMCI &gt; control</td>
<td>No difference</td>
<td>No difference</td>
</tr>
<tr>
<td><strong>Knowledge of Effective Teacher-Child Interactions</strong></td>
<td>MMCI &gt; control</td>
<td>No difference</td>
<td>MMCI &gt; MTP</td>
</tr>
<tr>
<td><strong>Perceived Value of the Professional Development</strong></td>
<td>MMCI &gt; control</td>
<td>MTP &gt; control</td>
<td>No difference</td>
</tr>
<tr>
<td><strong>Relationship with Coach/Instructor</strong></td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>MTP &gt; MMCI</td>
</tr>
</tbody>
</table>

Effect sizes ranged from .22 for the effect of MTP on Emotional Support to .36 for the effect of MMCI on Emotional Support.
Did teachers attain high quality?

- How many reached 5.00 or higher on Emotional Support and a 3.25 or higher on Instructional Support at post-test?
  - 34% of MMCI teachers
  - 30% of MTP teachers
  - 23% of control

- MMCI significantly increased a teacher’s odds of attaining this level of quality, but MTP did not.

- Gains produced by the interventions were not at the level needed for Pre-K programs to optimize children’s outcomes.
Key Themes from Instructor/Coach Interviews

For both programs, a majority of instructors/coaches said they had increased knowledge of the CLASS, had become better observers, and gained new perspectives about how to interact and communicate with teachers in concrete ways and using a common language.

“I have noticed that I incorporate a lot of that CLASS language into my day-to-day work with teachers and with directors, but I think it helps me to focus on specific things when I’m in a classroom.”
Conclusions

- Georgia’s Pre-K teachers benefited from and liked both the MMCI and MTP interventions.
- MMCI is a feasible intervention for large-scale adoption.
- Additional research is needed to understand better the circumstances under which MMCI and MTP are most likely to support meaningful improvements in teacher-child interactions.
- Advancements in early childhood professional development are still needed.
Next Steps
Head Start State Collaboration Update

Janice Haker
Head Start State Collaboration Director
Head Start Collaboration Projects

- Annual Needs Assessment
- Disability MOU
- Homelessness MOU
- Attendance
- Body Mass Index (BMI)/Obesity
- Home Visiting (Great Start Georgia)
The Georgia Head Start Association cordially invites you to join us in celebrating the 50th anniversary of the nation’s leading early childhood program: Head Start.

February 17, 2015
11:00 am - 1:30 pm
Georgia State Capitol Building
Room 132

Please stop by for Head Start information. Refreshment will be available.
Quality Rated and Head Start

152 centers (44%) are participating
62 (41%) are rated
  - 16% rated 1 star
  - 44% rated 2 stars
  - 39% rated 3 stars
# EHS/Child Care Partnership Grants Awarded

<table>
<thead>
<tr>
<th>Location</th>
<th>Organization</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlanta</td>
<td>Easter Seals of North Georgia</td>
<td>$900,000</td>
</tr>
<tr>
<td>Atlanta</td>
<td>DECAL</td>
<td>$3,500,000</td>
</tr>
<tr>
<td>Augusta</td>
<td>CSRA, EOA</td>
<td>$900,000</td>
</tr>
<tr>
<td>Cartersville</td>
<td>Tallatoona CAP</td>
<td>$1,500,000</td>
</tr>
<tr>
<td>Columbus</td>
<td>Enrichment Services Program</td>
<td>$1,300,000</td>
</tr>
<tr>
<td>Dalton</td>
<td>Family Resource Agency</td>
<td>$1,400,000</td>
</tr>
<tr>
<td>Forest Park</td>
<td>Clayton County CSA</td>
<td>$1,100,000</td>
</tr>
<tr>
<td>Fort Valley</td>
<td>Fort Valley State University</td>
<td>$5,600,000</td>
</tr>
</tbody>
</table>

**TOTAL** $16,200,000
System Reform Update
Early Head Start - Child Care Partnership Grant

Carol Hartman
Director Policy and System Reform
Early Head Start Partnership Project

DECAL awarded $3.8 million per year for five years to:

- Partner with early education programs to deliver comprehensive services to infants and toddlers and their families.

- Create early education hubs to support programs in meeting the Head Start Performance Standards.
Early Head Start Partnership Project

Benefits:
- Increase quality and access
- Enhance services for children, families, and teachers
- Create aligned policies
- Leverage resources
- Learn
# Quality Rated Implementation

<table>
<thead>
<tr>
<th></th>
<th>Target for end of calendar year 2014</th>
<th>1,755*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10/1/13</td>
<td>1,126</td>
</tr>
<tr>
<td></td>
<td>9/4/14</td>
<td>1,336</td>
</tr>
<tr>
<td></td>
<td>11/7/14</td>
<td>1,550</td>
</tr>
<tr>
<td></td>
<td>12/31/14</td>
<td>1,779*</td>
</tr>
<tr>
<td></td>
<td>2/10/15</td>
<td>1,897</td>
</tr>
</tbody>
</table>

*Total number of programs participating in Quality Rated*
By the Numbers

123 ★★★★★
child care programs

207 ★★★★★
child care programs

118 ★★★
child care programs

448
Georgia child care programs are Quality Rated

Find Quality Rated child care and more information at www.QualityRated.org.
Quality Rated Updates

- Special Populations
  - School Age Pilot
  - Public School Pre-K Centers
- Bonus and Incentive Packages
  - QR Assessor Work Groups
  - Focus Groups
- QRi Designation
- Peer Support Network
Communication Plan: Weber Shandwick

Messaging
- Streamlined
- Bold

Audience
- Child Care Providers
- Families
- Advocates
- Funders
- Legislators
Early Education Empowerment Zones (E3Zs)

Laura Wagner
Early Education Empowerment Zone Director
Successful State Systems
Early Education Empowerment Zones (E³Zs)

Purpose: Align supports, activities, and services in geographical areas with large numbers or high percentages of children with high needs and improve infrastructure for high quality early learning programs

Activities:
- Offer increased incentives for offering and selecting high-quality early learning environments
- Work with community leaders to improve early childhood infrastructure and increase economic opportunities
- Utilize Georgia’s existing tax incentives based on job creation to encourage high quality providers to open or expand in E³Zs to enhance access to child care
Staffing and Infrastructure Supports

- Community coordinators based in each zone
  - North: Suzanne Harbin
  - South: Jill Griffin
  - Bibb County: Valerie Blackmon
  - Clarke: Clayton Adams

- Business Operations Specialist
  - Micca Burris

- Birth to Eight Teams
  - Vary by region: Clarke County and Bibb County have existing infrastructure to support; North and South Georgia Zones are composed of communities which may or may not have been regional partners previously.
Goal: DECAL will partner with the Georgia Department of Economic Development and Georgia Department of Community Affairs to identify potential infrastructure investors in the areas with the ultimate goal of ensuring that 10 new three-star programs are located in the E3Zs by 2017.
Programmatic Developments – ELCG and the E3Zs

Subsidy Enhancements
- TA from the BUILD Initiative
- Representative group of DECAL leaders – weekly meetings
- Quality Rated Subsidy Grants and Tiered Family Co-Pay Assistance

Home Visiting Expansion in the E3Zs
- Partnership with Great Start Georgia
- Community proposals drafted in three out of four zones
- Community leaders convened to discuss expansion in South Georgia
Lunch
(Served in Entry Area)

Committee Meetings

Programs – Hickory
Budget/Finance – Willow
System Reform – Cypress

(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 Comments

February 19, 2015
Committee Reports

- Budget/Finance – Carlene Talton
- Programs – Sherron Murphy
- System Reform – Dawnn Henderson
Remaining Board Meeting Dates 2015

May 14, 2015
August 20, 2015
November 12, 2015

Elections for new board chair, vice chair, and secretary will be held at May meeting. New officers assume responsibilities at August meeting.