Welcome to the Board of Early Care and Learning

August 20, 2015
Approval of Agenda and Minutes

- Approve 8-20-15 agenda
- Approve 5-14-15 minutes
Inspiration

Dr. Luann Purcell
A Story of Another Sally...

SALLY
DICK AND JANE

Sally! Sally!
Come here, Sally.
Come here.
Remember…it MUST always be about the children!
Board Member Updates

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

Amy M. Jacobs
Commissioner
What is CCDF?

- Child Care and Development Fund
  - $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.
  - Georgia receives approximately $189M annually.
What is CCDF Reauthorization?

Child Care and Development Block Grant (CCDBG) Act of 2014:

- Reauthorizes CCDF through FY 2020
- Focuses on balancing dual purposes
  - To promote economic self-sufficiency for low-income families
  - To support healthy development and school readiness needs of children
Significant Advancements of Reauthorization

- Makes child care **safer**
  - 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
- Improves the **quality** of child care
- Helps parents better understand child care choices by making information about providers **more accessible**
  - more transparent
Implementation and Effective Dates

Kristie Lewis and Ira Sudman = CCDF Co-administrators for Georgia

CCDF State Plan due March 1, 2016 for FY 2016-2018 (three-year plan)

Actions required:
- 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

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

www.decal.ga.gov
Employee and Customer Service Survey

Developed by DECAL and Georgia State University (primarily DECAL)

Conducted and analyzed by Georgia State University

Employee Survey
- Full-time employees
- Conducted March 2015 (Georgia State University)
- n = 247 or 82% of 303 DECAL employees

Customer Service Survey
- Focused on CCS – Sent to all licensed providers
- Conducted May 2015
- N=960 (20% Response Rate)
## Employee Survey: Results

<table>
<thead>
<tr>
<th>Top Five Responses (Mean, % SA and A)</th>
<th>N</th>
<th>Mean</th>
<th>% Agree &amp; Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am proud of our achievements as an organization.</td>
<td>245</td>
<td>4.2</td>
<td>88</td>
</tr>
<tr>
<td>I expect to be employed by the agency 12 months from now.</td>
<td>241</td>
<td>4.2</td>
<td>85</td>
</tr>
<tr>
<td>My direct supervisor supports my need to balance work and family issues.</td>
<td>246</td>
<td>4.2</td>
<td>84</td>
</tr>
<tr>
<td>My direct supervisor is accessible.</td>
<td>246</td>
<td>4.2</td>
<td>83</td>
</tr>
<tr>
<td>My direct supervisor keeps me updated about important matters and changes.</td>
<td>246</td>
<td>4.2</td>
<td>83</td>
</tr>
</tbody>
</table>
# Employee Survey: Results

<table>
<thead>
<tr>
<th>Items below 70% (% SA or A, Mean)</th>
<th>N</th>
<th>Mean</th>
<th>% Agree &amp; Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, the Commissioner and Deputy Commissioners are easy to talk to.</td>
<td>205</td>
<td>3.8</td>
<td>69</td>
</tr>
<tr>
<td>Any stress associated with my job is manageable.</td>
<td>245</td>
<td>3.7</td>
<td>66</td>
</tr>
<tr>
<td>Change and innovation are encouraged at DECAL.</td>
<td>243</td>
<td>3.7</td>
<td>65</td>
</tr>
<tr>
<td>Overall, the Commissioner and Deputy Commissioners are accessible.</td>
<td>211</td>
<td>3.7</td>
<td>65</td>
</tr>
<tr>
<td>I feel that I am sufficiently recognized for my work.</td>
<td>245</td>
<td>3.6</td>
<td>57</td>
</tr>
<tr>
<td>All work units (e.g., CCS, Quality, Pre-K, System Reform, Federal Programs, IT, Audits, Legal, Nutrition, Research) work together to ensure that DECAL functions like one department.</td>
<td>243</td>
<td>3.3</td>
<td>40</td>
</tr>
</tbody>
</table>
Employee Survey Conclusions

The results of the employee survey are good.

- 71% of the respondents rated employee satisfaction a 4 or a 5, up from 65% last year.

More than half of the respondents agreed or strongly agreed with all but one of the 23 items used to measure workplace quality.

- The exception, as it was the last two years, is “All work units work together to ensure that DECAL functions like one department.”
## Customer Service Survey: Profile of Respondents

<table>
<thead>
<tr>
<th>By Department</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCLC</td>
<td>571</td>
<td>60%</td>
</tr>
<tr>
<td>Family</td>
<td>351</td>
<td>37%</td>
</tr>
<tr>
<td>Group</td>
<td>38</td>
<td>4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K Grantee</td>
<td>283</td>
<td>49.5%</td>
</tr>
<tr>
<td>Quality Rated</td>
<td>535</td>
<td>65%</td>
</tr>
<tr>
<td>Compliant (Yes)</td>
<td>839</td>
<td>87%</td>
</tr>
<tr>
<td>Compliant (Unknown)</td>
<td>39</td>
<td>4%</td>
</tr>
</tbody>
</table>
## Customer Service Survey: Results

<table>
<thead>
<tr>
<th></th>
<th>% Agree &amp; Strongly Agree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, Child Care Services supports my program in meeting health and safety regulations.</td>
<td>87</td>
<td>4.1</td>
</tr>
<tr>
<td>Child Care Services staff are courteous and polite.</td>
<td>82</td>
<td>4.1</td>
</tr>
<tr>
<td>It is easy for me to obtain information from Child Care Services.</td>
<td>72</td>
<td>3.8</td>
</tr>
<tr>
<td>Overall, Child Care Services does not operate with a “gotcha” mentality.</td>
<td>71</td>
<td>3.8</td>
</tr>
<tr>
<td>Child Care Services applies rules and regulations in a fair and unbiased manner.</td>
<td>68</td>
<td>3.8</td>
</tr>
</tbody>
</table>
## Customer Service Survey: Results

<table>
<thead>
<tr>
<th></th>
<th>% Agree &amp; Strongly Agree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Rules have been fully explained to me by my Licensing Consultant.</td>
<td>80</td>
<td>4.0</td>
</tr>
<tr>
<td>I understand the difference between core rules and non-core rules.</td>
<td>81</td>
<td>4.0</td>
</tr>
<tr>
<td>I understand the way that core rules determine my compliance designation.</td>
<td>83</td>
<td>4.0</td>
</tr>
<tr>
<td>I believe the current rules and regulations reflect appropriate health and safety practices in child care.</td>
<td>82</td>
<td>4.0</td>
</tr>
</tbody>
</table>
Customer Service Survey Conclusions

- CCS is highly rated on most aspects of customers’ experiences.
- At least 75% of all respondents rated CCS a 4 or 5 on 84% of the items.
- Areas of improvement include accessing information and DECAL’s role as regulator. The latter relates to customers’ perceptions of consistency and fairness.
Economic Impact Study

- Measures the economic impact of Georgia’s child care industry using an established estimated model
- Follow-up to 2008 study:
  - Study conducted by partnership between UGA and GSU
- Provides critical workforce data
- Results published in September/October 2015
Economic Impact Study Road Shows

Five policy forums planned:
- Valdosta: September 29
- Macon: October 14
- Atlanta: October 21
- Athens: October 23
- Dalton: TBD

Purpose: to share facts of economic impact with local government and business leaders, child care providers, advocacy and civic organizations; etc.

Board members invited and encouraged to attend
In May, the Georgia Department of Administrative Services recognized DECAL for best practices in Human Resources classification and performance management.
Questions & Comments from Board
Finance, Legislative, and CAPS Update

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

### FY 2015 Summary

<table>
<thead>
<tr>
<th>Data as of June 30th</th>
<th>Budget</th>
<th>Expenditures*</th>
<th>Remaining Balance</th>
<th>% Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BY PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Care Services</td>
<td>$245,250,159</td>
<td>$245,250,158</td>
<td>$1</td>
<td>0%</td>
</tr>
<tr>
<td>Pre-K + (HS)</td>
<td>$314,457,567</td>
<td>$312,211,532</td>
<td>$2,246,035</td>
<td>1%</td>
</tr>
<tr>
<td>Quality Initiatives</td>
<td>$24,137,014</td>
<td>$24,137,013</td>
<td>$1</td>
<td>0%</td>
</tr>
<tr>
<td>Nutrition</td>
<td>$131,927,685</td>
<td>$131,927,685</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>$715,772,425</td>
<td>$713,526,388</td>
<td>$2,246,037</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>BY FUNDING SOURCE</strong></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>State General</td>
<td>$55,493,488</td>
<td>$55,493,488</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>State Lottery</td>
<td>$314,300,032</td>
<td>$312,053,998</td>
<td>$2,246,034</td>
<td>1%</td>
</tr>
<tr>
<td>Federal</td>
<td>$345,903,052</td>
<td>$345,903,049</td>
<td>$3</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>$75,853</td>
<td>$75,853</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>Total Funds</td>
<td>$715,772,425</td>
<td>$713,526,388</td>
<td>$2,246,037</td>
<td>0%</td>
</tr>
</tbody>
</table>

* Includes encumbrances.
## Finance Committee – Budget Request

<table>
<thead>
<tr>
<th>Department of Early Care and Learning</th>
<th>Current FY16 Budget**</th>
<th>Proposed AFY16 Budget</th>
<th>Proposed FY17 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BY PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Care Services</td>
<td>$258,637,214</td>
<td>$258,637,214</td>
<td>$258,637,214</td>
</tr>
<tr>
<td>Pre-K + (HS)</td>
<td>$321,470,348</td>
<td>$321,470,348</td>
<td>$321,470,348</td>
</tr>
<tr>
<td>Quality Initiatives</td>
<td>$37,512,775</td>
<td>$37,512,775</td>
<td>$37,512,775</td>
</tr>
<tr>
<td>Nutrition</td>
<td>$138,000,000</td>
<td>$138,000,000</td>
<td>$138,000,000</td>
</tr>
<tr>
<td><strong>BY FUNDING SOURCE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State General</td>
<td>$55,527,513</td>
<td>$55,527,513</td>
<td>$55,527,513</td>
</tr>
<tr>
<td>Federal</td>
<td>$378,637,476</td>
<td>$378,637,476</td>
<td>$378,637,476</td>
</tr>
<tr>
<td>Other</td>
<td>$160,000</td>
<td>$160,000</td>
<td>$160,000</td>
</tr>
</tbody>
</table>

**FY16 budget as of Amendment 2**
Legislative Update
Original performance audit released in March 2013

Results of the follow up report
- “DECAL has taken steps to address all of the findings.”
- “DECAL has begun to establish internal controls to manage the program more efficiently and effectively.”
- Three findings fully addressed; six partially addressed

Significant action cited in follow up report
- DECAL created an Audits and Compliance Division
- 25 indictments of CAPS participants and providers
- New legislation to improve child safety by requiring a national fingerprint based background check
Child Care Services Update

Elisabetta Kasfir
Director, CCS Program Operations
Welcome!

Bright from the Start is continuing its commitment to provide excellent customer service, increase communication and simplify administrative processes. DECAL KOALA is an online resource that is available to all licensed and registered child care programs. When you register for DECAL KOALA, you can sign in online to view and update specific information about your program(s), enter additional email addresses, pay license fees, print your license and more.

If you have questions, comments or need support, send an email to decalkoala@decal.ga.gov

Project Update

✓ Completed Phases 1 and 2 - update provider information and make online payments
✓ Trained Child Care Services staff to assist providers
✓ Activated 1600 accounts
✓ Working on Phase 3 - online records check applications
Provider Self Service

Child Learning Academy

Go to Update Facility Information page to change fields marked with an *.

- **Facility Address**: 4195 Main Street, Atlanta GA - 30349
- **Mailing Address**: 4195 Main Street, Atlanta, GA - 30349
- **County**: Fulton
- **Director/Admin Name**: Jayne Doe
- **Website**: test.com
- **Facility Phone**: (404) 555-1212
- **Facility Fax**: (404) 555-1212

DECAL Contact Information

- **Assigned Consultant**: Earlene Huston - marcy.maioli@decal.ga.gov - (770) 357-7066
- **Lead Consultant**: Coty Johnson - anne.wearing@decal.ga.gov - (770) 357-4919
- **Regional Director**: Marsha Ruiz-Crosby - marcy.maioli@decal.ga.gov - (404) 463-0655

Owner Information: A-Kid's Solution Early Learning and Development Academy, LLC

- **Owner Contact Name**: Bobby Cox
- **Owner Email**: test@decal.ga.gov
- **Owner Phone**: (770) 778-5884

Email Address(es) On File

- **Primary Email**: test@decal.ga.gov
- **Secondary Email**: test@test.com
- **Secondary Email**: test@bellsouth.net

Additional Information

- **Accreditation(s)**: 0
- **Pre-K Slots Available**: 0
- **Licensed Capacity**: 164
- **Services Provided**:
  - accepts Child Care Subsidies*
  - CACFP*
  - School-age Summer Care
  - SFSP*
- **Months of Operation**:
  - JAN
  - MAY
  - SEP
  - FEB
  - JUN
  - OCT
- **Ages Served**:
  - Infant (0-12 months)
  - Toddler (1-2 years)

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

[www.decal.ga.gov](http://www.decal.ga.gov)
Status of Rule Updates

- Child Care Learning Center (CCLC) and Group Day Care Home (GDCH) rule books have been merged.
  - Rules that differ have been revised to differentiate by capacity.
- “Family Day Care Homes” revised to “Family Child Care Learning Homes”
- New rule book for establishing Support Centers
- Key revisions for some criminal records check rules
Status of Rule Updates (continued)

- Rule writing sessions held May – July 2015
- Currently conducting “Rules Roundtables” with key CCS/Legal staff
- Stakeholder and community meetings to be held in the fall
- Public Hearing to be held at November 2015 board meeting
## Child Care Services - FY16 Statistics

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Compliant</td>
<td>88%</td>
<td>90%</td>
<td>94%</td>
</tr>
<tr>
<td>Not Compliant</td>
<td>7%</td>
<td>10%</td>
<td>6%</td>
</tr>
<tr>
<td>Not Determined</td>
<td>5%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>
Nutrition Services Update

Falita Flowers
Director of Nutrition Services
SFSP Outreach and Expansion Activities

- SFSP 2015 Proclamation
- Kickoff Events
  - Athens Housing Authority
  - Clayton County Public Schools
- Strengthening Partnerships
  - Georgia Public Libraries and Governor’s Grade Level Reading Campaign
  - Georgia Food Bank Association
  - USDA Rural Development and HUD
  - Georgia Department of Education
  - SE Dairy Association
FY 2015 SFSP Participation Update

Total meals served: 4.9 million

- Total facilities/sites: 1,733
  - Average sites serving meals each day: 1,643

Total counties served: 100

- Five new counties
  - Atkinson
  - Baker
  - Columbia
  - Oconee
  - Pike
Successful Collaborative Partnerships

- 42 libraries
- 13 HUD properties
- $320,000 in grant funds
  - Expand meal service in targeted counties
  - Create mobile meal strategies
Recommended changes include:

- New CACFP meal pattern requirements
- Decrease in area eligibility threshold
- Increase sponsor fee with day care homes
- Expand meal benefits
- Additional funds for outreach and expansion initiatives
FY 2016 Initiatives and Activities

- Increase awareness and promotion
  - SFSP Summit
  - National CACFP Week

- Increase access and participation
  - After school programs
  - Adult facilities
  - SFSP meal sites

- Improve sponsor experience and performance
  - System conversion (GA ATLAS)
  - Policy implementation-Child Nutrition Program reauthorization
BREAK
(15 minutes)
Head Start Update

Janice Haker
Head Start State Collaboration Director
Head Start Collaboration Projects

- Annual Needs Assessment/Strategic Plan
- Disability MOU
- Homelessness MOU and Conference
- Foster Children
- Attendance (Georgia Reads)
- American Academy Pediatrics and DPH
- Home Visiting (Great Start Georgia)
- PDR
- Quality Rated
- Early Head Start/Child Care Partnerships
- Water Safety
## EHS/Child Care Partnership Grants

<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
Summer Transition Program

Targeted six-week school readiness programs for income eligible children:

*Rising Kindergarten Program*
- Focused on children who will attend Kindergarten in the fall but did not attend Georgia’s Pre-K or attended Georgia’s Pre-K or Head Start but need additional support

*Rising Pre-K Program*
- Focused on children whose home language is Spanish and who are enrolled to attend Pre-K in the fall

Overall goal of programs = to support children’s transitions and development, particularly early literacy skills, before entering prekindergarten or kindergarten
Summer Transition Program

**Rising Kindergarten**
- Offered in 80 classrooms in 33 counties
- Served over 1,200 children
- 16 children per classroom

**Rising Pre-K**
- Offered in 30 classrooms in 13 counties
- Served approximately 420 children
- 14 children per classroom
Georgia’s Pre-K Program 2015-2016

- Slots funded: 84,000
- Classes: 3,842
- Budget:
  - 180 days for children and 190 days for teachers
  - 1% increase for lead and assistant teachers, included in the rates

New training resources:
- *Off to a Good Start* Lesson Planning Guide
- GELDS Toolbox
Georgia’s Pre-K Week 2014 - 2015

- 202 visits completed
- Visits by 30 Senators
  - 54% of the Senate
  - Four were new Pre-K Week participants
- Visits by 83 Representatives
  - 46% of the House
  - 23 were new Pre-K Week participants

Over the last three years of Georgia’s Pre-K Week, 169 members of the current legislative body have visited a Pre-K classroom.
  - 72% of the current General Assembly
Georgia’s Pre-K Week 2015-2016

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

- October 5-9, 2015
- Contact Meghan McNail to schedule a visit – Meghan.mcnail@decal.ga.gov
Supporting Social Emotional Development

Jennie Couture
Director of Practice and Supports
Framing the Issue

- Critical social emotional skills are developed during the birth to third grade period.
- Early problem behavior is predictive of future challenges.
- Early educators feel unprepared to address challenging behavior.
- Increased suspension and expulsion
  - 14,292 Georgia children ages 5-8 received out of school suspensions in 2014.
  - Preschool children are three times more likely to be expelled than K-12 students.
  - A disproportionate number of African American children are suspended and expelled each year.
Federal Focus on Social Emotional Development

- US ED and HHS joint policy statement on preschool expulsion
- Child Care and Development Block Grant (CCDBG) reauthorization:
  - States should have policies regarding social emotional behavioral health of young children.
  - State professional development system should include training and technical assistance to providers in:
    - Promoting social emotional development.
    - Implementing evidence-based frameworks such as the Pyramid Model of Positive Behavior Interventions and Supports (PBIS).
Georgia’s Response

- GaDOE began implementing the PBIS framework in 2007 in response to high suspension and expulsion rates and disproportionality.
- GaDOE has trained more than 650 schools, and more than 20% of systems are implementing PBIS.
- School Climate Star Ratings began in the 2014-2015 school year.
- DECAL participates as part of GA DOE’s strategic planning team to ensure developmentally appropriate implementation of the PBIS work in early childhood programs.
Georgia’s Response

- DECAL resources and staff reallocated to focus on supporting social emotional development and competence
  - Research-based model framework identified
  - PBIS Manager hired
  - Inclusion Specialists’ work reframed to include supporting PBIS work
- Professional Development and resources developed
Georgia’s Response

Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children

- Tiered intervention framework of evidence-based practices
- Developed by two federally funded projects
- Based on a public health model: promotion, prevention, and intervention
- Aligned with K-12 model
Georgia’s Response

Georgia Pyramid Model State Leadership Team

- Established in January 2015
- State level partners
  - DOE
  - DECAL
  - DBHDD
  - DPH
  - Get Georgia Reading

- Supports coordinated and aligned implementation in birth to eight settings across the state
Core Values include:
- All children are capable, competent individuals and thrive in high quality learning environments.
- Children are individuals who develop at varying rates.

Guiding Principles include:
- All children can be taught social emotional skills.
- A research based framework of practices must be prevention based and promote social engagement.
- Meaningful, intentional professional development for teachers and families is essential.
Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children

- **Universal:** All Children
- **Secondary:** Some Children
- **Tertiary:** Few Children

- **Effective Workforce**
- **Nurturing and Responsive Relationships**
- **High Quality Supportive Environments**
- **Targeted Social Emotional Supports**
- **Intensive Intervention**

Assessment based intervention that results in individualized behavior support plans.

Systematic approaches to teaching social skills can have a preventive and remedial effect.

High quality early childhood environments promote positive outcomes for all children.

Supportive responsive relationships among adults and children are an essential component to promote healthy social emotional development.

Systems and policies promote and sustain the use of evidence-based practices.
Effective Workforce
Nurturing and Responsive Relationships and High Quality Supportive Environments
Nurturing and Responsive Relationships

- Foundation of the pyramid
- Essential to healthy social development
- Includes relationships with children, families, and team members

Some Strategies…
- Making deposits
- Reframing our thoughts
- Family interactions
High Quality Supportive Environments

- Inclusive early care and education environments
- Universal design for learning
- Making accommodations, providing support

Some Strategies...
- Physical Design
- Environmental Cues
- Schedules and Routines
- Transitions
- Rules and Expectations
Targeted Social Emotional Supports

- Effective Workforce
- Nurturing and Responsive Relationships
- High Quality Supportive Environments
- Targeted Social Emotional Supports
- Intensive Intervention
Targeted Social Emotional Supports

- Emotional literacy
- Self regulation
- Problem solving
- Friendship skills

Some Strategies...

- Explicit instruction
- Increased opportunities for instruction, practice, feedback
- Family partnerships
- Progress monitoring and data-based decision making
Intensive Intervention

- Effective Workforce
- Nurturing and Responsive Relationships
- High Quality Supportive Environments
- Targeted Social Emotional Supports
- Intensive Intervention
Intensive Intervention

- Family centered, comprehensive interventions
- Assessment-based
- Skill-building

Some Strategies...
- Data collection
- Form and function
- Setting events
- Referrals
Georgia’s Response - DECAL

Supporting the understanding of child development and social emotional skills:

- **Resources:**
  - GELDS
  - Online modules

- **Training:**
  - Quality Rated training
  - Inclusion Specialist training

- **Onsite technical assistance and coaching:**
  - Inclusion Specialists technical assistance
  - PBIS Demonstration Sites
Georgia PBIS Demonstration Sites

- Collaborative effort: DECAL, DOE, and *Get Georgia Reading*

- Extensive training provided through a grant from the Woodward Foundation to *Get Georgia Reading*

- DECAL staff are supporting implementation of the model in **four** early learning programs across the state

- *Get Georgia Reading* staff are supporting implementation in early learning programs and elementary schools in **three** metro county school systems
Demonstration Site Commitments

To be eligible as a demonstration site, programs must:

- Administer Georgia’s Pre-K Program
- Identify a site leadership team that will meet at least monthly
- Site leadership teams must include:
  - Administrator
  - Classroom teacher
- Participate in intensive ongoing training and coaching
- Collect and use evaluation data
# DECAL Demonstration Sites

<table>
<thead>
<tr>
<th>Program</th>
<th>Location</th>
<th>External Coach</th>
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<tbody>
<tr>
<td>Richmond Hill Montessori</td>
<td>Bryan County</td>
<td>Katie Hagan</td>
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<tr>
<td>Crisp County Pre-K</td>
<td>Crisp County</td>
<td>Esther Duggan</td>
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<tr>
<td>Kindercare #1544</td>
<td>Lawrenceville</td>
<td>Gwin Bateman</td>
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<tr>
<td>Kindercare #1690</td>
<td>Marietta</td>
<td>Yolanda Seabrook</td>
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## Get Georgia Reading Demonstration Sites

<table>
<thead>
<tr>
<th>System</th>
<th>Program</th>
<th>Coach</th>
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<tbody>
<tr>
<td>Fulton</td>
<td>Sheltering Arms Welcome All Center</td>
<td>Leah Black</td>
</tr>
<tr>
<td></td>
<td>Brookview Elementary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seaborn Lee Elementary</td>
<td></td>
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<tr>
<td>DeKalb</td>
<td>Childcare Network-Candler Rd</td>
<td>Deanna Hibbard</td>
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<tr>
<td></td>
<td>McNair Discovery Learning Academy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Toney Elementary</td>
<td></td>
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<tr>
<td>Atlanta City</td>
<td>Whitefoord, Inc</td>
<td>Brandy Fair</td>
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<tr>
<td></td>
<td>Deerwood Academy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Whitefoord Elementary</td>
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</tbody>
</table>
Want More Information?

- Center on the Social Emotional Foundations for Early Learning
  http://csefel.vanderbilt.edu/

- Technical Assistance Center on Social Emotional Intervention
  http://challengingbehavior.fmhi.usf.edu/

- Pyramid Model Consortium
  http://www.pyramidmodel.org/
Contact Information

- Cassa Andrews
  Cassa.Andrews@decal.ga.gov

- Jennie Couture
  Jennie.Couture@decal.ga.gov
System Reform Update

Kristin Bernhard
Deputy Commissioner for System Reform
System Reform Overview

Race to the Top Early Learning Challenge Grant

- Competitive $51.7M grant awarded to the state for cross-agency implementation between 2014-2017
- Composed of 12 projects including the Early Education Empowerment Zones (E3Zs)

Quality Rated

- Georgia’s tiered quality rating and improvement system to assess, communicate, and improve the quality of child care programs

Child Care Resource and Referral System

- Provides technical assistance through a network of six regions and 120+ employees to center and family child care on how to improve teaching and overall program quality
- Provides consumer awareness to families about how to find high quality child care

Early Head Start – Child Care Partnership Grant

- Funds child care programs to provide Early Head Start services for 168 infants and toddlers in Clayton, Fulton, DeKalb, and Gwinnett counties
- Creates two early education hubs - at Sheltering Arms and Quality Care for Children - to support child care programs in meeting the Head Start Performance Standards
Quality Rated: % Participating

<table>
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<tr>
<th>Date</th>
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<tbody>
<tr>
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<td>16.6%</td>
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<td>9/30/2013</td>
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<td>12/31/2013</td>
<td>19.5%</td>
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<td>3/31/2014</td>
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<td>20.9%</td>
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<td>3/31/2015</td>
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<td>6/30/2015</td>
<td>37.3%</td>
</tr>
<tr>
<td></td>
<td>37.7%</td>
</tr>
</tbody>
</table>
Quality Rated: % Rated

0%  3%  6%  9%  12%  15%

3.2%  4.1%  4.7%  5.0%  6.6%  6.3%  7.0%  8.4%  10.8%  11.8%
Quality Rated Subsidy Grants

Competitive grants funded by ELC awarded to 2- or 3-Star Quality Rated providers to serve CAPS eligible families

Programs must:
- Maintain 2- or 3-Star Quality Rated status for duration of grant agreement
- Check eligibility at the program level
- Have licensed capacity to serve requested slots
- No more than 50% of total class enrollment in grant funded slots
- Complete Lawful Presence Verification
- Complete grant application

Providers receive:
- Increased reimbursements (90th percentile of the market based on the 2013 market rate survey)

Parents receive:
- High quality child care
- $0 family fees
- Case management handled by child care provider

First round of grants awarded in summer 2015; next round expected late fall 2015
Tiered Family Co-Pay

- Launched July 1, 2015 in the E3Zs
- Rewards families who choose a Quality Rated child care setting by allowing them to pay a flat fee depending on the Quality Rated level of the program.
  - 1 star: $15
  - 2 star: $10
  - 3 star: $5
- Goals: Increase parent awareness of the importance of quality educational experiences for their children at early ages.
Economic Development Grants

ELC funded grant opportunity up to $100,000 per child care program offered in partnership with the Department of Community Affairs (DCA) to:

- Expand capacity to an existing child care learning center located in an E3Z. (The expansion must create a minimum of two new full time jobs that will serve infants and toddlers.)
- Open a new child care learning center in an E3Z.

Eligible uses of funding:

- Equipment for classrooms serving infants and toddlers (ages birth through three)
- Salary subsidies for teachers serving infants and toddlers (ages birth through three)

Grant application and additional information available at: http://dca.ga.gov/E3Z
Quality Rated Advisory Committee

Apply for the Quality Rated Advisory Committee today!

For more information and the application, visit: bit.ly/QualityRatedAC

Applications are due by 5pm on Tuesday, August 18th.

The Quality Rated Advisory Committee will be charged with creating meaningful reforms to Quality Rated that will foster sustainable growth to achieve 100% participation in Quality Rated by the end of 2017. Early childhood education stakeholders and child care providers that are rated (within the past year) and participating in Quality Rated are eligible to apply.

Your experiences in Quality Rated and early childhood education will provide for a direct feedback loop to Quality Rated staff to help improve the Quality Rated process.
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.)
Committee Reports

- Budget/Finance – Carlene Talton
- Programs – Sherron Murphy
- System Reform – Susan Harper
Welcome to the Board of Early Care and Learning

Public Comments

August 20, 2015
Remaining Board Meeting Dates 2015

November 12, 2015

Board Meeting Dates for 2016 (Tentative)

February 18, 2016
May 12, 2016
August 18, 2016
November 10, 2016