Welcome to the Board of Early Care and Learning

November 12, 2015
Approval of Agenda and Minutes

Approve 11-12-15 agenda
Approve 8-20-15 minutes
Board Member Updates

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

Reg Griffin
Chief Communication Officer
Employee Communications

Macon (10/14)  
136 employees

Atlanta (10/21)  
231 employees
## In the Headlines

<table>
<thead>
<tr>
<th>Story</th>
<th>Recurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia Pre-K Week</td>
<td>17</td>
</tr>
<tr>
<td>Economic Impact Study</td>
<td>10</td>
</tr>
<tr>
<td>Governor’s Plans for Pre-K</td>
<td>6</td>
</tr>
<tr>
<td>CCS Investigations</td>
<td>5</td>
</tr>
<tr>
<td>Education Reform Commission</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Path2College We Care Child Care</td>
<td>2</td>
</tr>
</tbody>
</table>
## Being Social

<table>
<thead>
<tr>
<th>Platform</th>
<th>Followers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>4,608</td>
</tr>
<tr>
<td>Twitter</td>
<td>1,520</td>
</tr>
<tr>
<td>Pinterest</td>
<td>176</td>
</tr>
<tr>
<td>Instagram</td>
<td>111</td>
</tr>
<tr>
<td>YouTube</td>
<td>79</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>78</td>
</tr>
<tr>
<td>Periscope</td>
<td>Average 40-50 live viewers</td>
</tr>
</tbody>
</table>

2/6/12  Facebook: 432  Twitter: 280
Child Care Services Update

Kristie Lewis
Assistant Commissioner for Child Care Services
Child Care and Development Fund (CCDF) Plan

1990 – Child Care and Development Block Grant (CCDBG) created.

2014 – Congress reauthorized Child Care and Development Block Grant; President signed the act into law. Reauthorization included new and enhanced requirements that states must meet.

Goals of the reauthorization:

- Promote quality child care by increasing state-level investments in activities to improve the quality of care, enhancing states’ ability to train providers and develop safer and more effective child care services.
- Strengthen health and safety requirements in child care programs and providers.
- Improve access to child care by expanding eligibility for participating families and helping families connect with quality programs that meet their needs.
Charge from the Administration of Children and Families

“We encourage all States and Territories to take time to think systematically and consider large-scale changes to advance a coherent vision for their child care programs and achieve the goals of the reauthorization – that is, to improve the health, safety, and quality of child care and to improve low-income working families’ access to child care assistance and care that promotes child development.”
DECAL Strategies to Complete State Plan

- **DECAL Approach**
  - DECAL Leadership Team
  - DECAL Approach

- **Partnership with BUILD**
  - Strategic Meeting and Planning
  - Alignment of 2020 goals and CCDF goals

- **Stakeholder Outreach**
  - Public Hearings
  - Advocacy Organizations
  - State Partnerships
DECAL’s Time Frame for Completing State Plan

Meeting with Commissioner and CCDF Planning Team Through December 11, 2015

DECAL Completes Draft of State Plan by December 16, 2015

Public Hearing Dates Mid January 2016

Deadline for Federal Submission March 1, 2016

Target Date for Submission February 26, 2016

Federal Implementation Date June 1, 2016
Rule Changes Based on CCDF Requirements, Legislation, and Task Force Work

**CCDF Related Changes**
- Pre-service and Orientation Training
- Emergency Preparedness and Preparation

**Non CCDF Related Changes**
- Enforcement and Compliance Rules

**Legislative Rule Changes/Board Vote**
- CRC clean up language & Support Centers
- Family Child Care Learning Homes definition
- Group Day Care Home definition
System Reform Update

Kristin Bernhard
Deputy Commissioner for System Reform
### Quality Rated Access & Availability

<table>
<thead>
<tr>
<th>Date</th>
<th>November 2014 Board Meeting</th>
<th>May 2015 Board Meeting</th>
<th>August 2015 Board Meeting</th>
<th>November 2015 Board Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of programs participating in Quality Rated</td>
<td>1,126</td>
<td>1,525</td>
<td>2,189</td>
<td>2,338</td>
</tr>
<tr>
<td>Total number of programs with a Quality Rated Star Rating</td>
<td>230</td>
<td>394</td>
<td>540</td>
<td>689</td>
</tr>
</tbody>
</table>
The Quality Rated Star Rating is determined by points earned in two areas of child care program quality:

**Structural Quality**, measured by evidence submitted in five standards in an electronic portfolio.

1. **Standard 1**
   - Staff Qualifications and Training
   - PDR Staff Enrollment

2. **Standard 2**
   - Child Health, Nutrition, and Physical Activity
   - SHAPE Award

3. **Standard 3**
   - Family Engagement
   - Strengthening Families Framework

4. **Standard 4**
   - Intentional Teaching Practices
   - Align with GELDS
   - 5 Learning Domains

5. **Standard 5**
   - Ratio and Group Size
   - Evidence of Ratio Throughout the Day

**Process Quality**, measured by observing 1/3 of all classrooms of each age group (0-5) using the Environment Rating Scales (ERS).
Transition to Early Childhood Environment Rating Scale 3rd Edition (ECERS-3)

- Changes in the expectations of children and early childhood care and education
- Knowledge gained over the years of use of the ECERS-R in the field and in research
- An increased awareness of the need to build upon the appropriateness and variety of materials with an enhanced focus on teaching and interactions
ECERS-R (Current)

- Several indicators consistently scored low causing problems for classroom scores
- 3-3.5 hours to conduct an observation
- Teacher interview required
- Ages 2 ½ to 5 years
- Substantial portion of the day defined as 1/3 of the time a center is open
- Limited pre-academics
- Emphasis on materials

ECERS-3 (New)

- Utilizes better scaling on a number of key indicators
- 3 hours
- Relies solely on observed information
- Ages 3 to 5
- Does not require SPOD
- Increased emphasis on pre-academics
- Emphasis on interactions
Key New Items in ECERS-3

**Language and literacy items**
- Helping children to expand vocabulary
- Encouraging children to use language
- Staff use of books with children
- Encouraging children’s use of books
- Becoming familiar with print

**Math items**
- Math in daily events
- Understanding written numbers
- Math materials and activities

**Focus on individualized teaching and learning**
- Matching teacher interactions with the child’s abilities and interests to engage the children
- Social and teaching interactions are considered throughout the new ECERS-3
Quality Rated
ECERS-3 Implementation Timeline

- **Participating Prior to September 1st, 2015**
  - Choice of ECERS-R or ECERS-3
  - Assessment at time of program observation.

- **Any portfolio Submitted**
  - Assessed with the ECERS-3 regardless of when first began participating.

- **New Applications**
  - TA and Assessment with ECERS-3 automatic.

- **September 1st, 2015**
- **December 31st, 2015**
- **January 1st, 2016**
“Language and literacy items are great addition to an already great instrument.”

“Impediments to a more distributed scoring in Supervision of Gross Motor, Safety, Health Practices & Personal Care have been addressed.”

“The notes for clarifications are more detailed and very helpful.”

“Providers will really see a difference in the indicators that typically caused problems in ECERS-R.”

“The new 3 year old cutoff in the instrument works so much better.”

“Great to see the shift of emphasis from materials to practice.”
Early Head Start-Child Care Partnerships

Carol Hartman
Director of Policy and System Reform
Overview

- Early Head Start provides comprehensive services to infants and toddlers from families with incomes at or below the federal poverty level.
- Eight Early Head Start-Child Care Partnership grants awarded in Georgia.
- Increases number of Georgia’s children who can receive Early Head Start services by 41%.
Early Head Start - Child Care Partnership Grantee Service Areas and DECAL Partnership Locations

EHS-CCP Participating Counties and DECAL Partnership Locations

DECAL Early Head Start-Child Care Partnership Site Locations

- Clayton County Community Services Authority, Inc.
- CSRA Economic Opportunity Authority, Inc. - Augusta
- DECAL
- Easter Seals North Georgia - Atlanta
- Enrichment Services Program, Inc. - Columbus
- Family Resource Agency, Inc. - Dalton
- Fort Valley State University
- Tallatoona Community Action Partnership, Inc. - Cartersville
System-building Opportunity

The Early Head Start-Child Care Partnership grant enables DECAL to better align and coordinate with federal, state, and local partners.

DECAL’s Early Head Start-Child Care Partnership provides an opportunity to enhance the quality of care for infants and toddlers and helps the department better understand the supports needed and costs of delivering comprehensive services.

The grant supports DECAL’s focus on improving access to higher quality early childhood education – not by building programs but by building the system.
### How are we doing so far?

<table>
<thead>
<tr>
<th>Goals</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner with early education programs to deliver comprehensive services.</td>
<td>Developed and established agreements with two hubs, five centers, and 16 family child care homes.</td>
</tr>
<tr>
<td>Create early education hubs to support programs in meeting Head Start Performance Standards.</td>
<td>Established hubs at Quality Care for Children and Sheltering Arms. Hired, oriented, and trained staff who are supporting programs.</td>
</tr>
</tbody>
</table>
## How are we doing so far?

<table>
<thead>
<tr>
<th>Goals</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leverage CCDF subsidies and align policies to promote access.</td>
<td>Developed processes and systems to layer funding. Align family subsidy co-payments so that families with incomes at or below 100% FPL pay no fees.</td>
</tr>
<tr>
<td>Enhance quality to meet the Head Start Program Performance Standards.</td>
<td>Prepared sites for EHS. Assessed professional development and other supports needed. Participating in Quality Rated.</td>
</tr>
<tr>
<td>Monitor the project and measure improvements.</td>
<td>Completed baseline observations and interviews.</td>
</tr>
</tbody>
</table>
Next Steps ...

- Convene Policy Council to develop guiding principles, project goals, school readiness goals.
- Establish Head Start Management Systems.
- Develop policies, procedures, and plans by building on those shared by partners.
- Establish ongoing monitoring and reporting systems to ensure all Head Start systems are in place and functioning.
Conclusion

Early Head Start partnerships provide access to high-quality early care and education for about 1,300 of Georgia’s youngest children with high needs.

DECAL is working with the grantees and partners to layer CCDF subsidies increasing the number of children receiving EHS comprehensive services.

The grant supports DECAL’s focus on improving access to higher quality early childhood education by building the state’s system.
Head Start Update

Janice Haker
Head Start State Collaboration Director

Bright from the Start: Georgia Department of Early Care and Learning
www.decal.ga.gov
Current Head Start Projects

- Homeless MOU with McKinney/Vento
  December 10
- Draft MOU with DFCS regarding children in foster care
- MOU regarding children with disabilities pending signatures
- Research project regarding ACES with DPH, GEEARS, AAP, Head Start
- Career ladder for home visitors
BREAK

(15 minutes)
Georgia’s Pre-K Program & Instructional Supports Update

Susan Adams
Assistant Commissioner for Pre-K & Instructional Supports
Pre-K Longitudinal Study

Susan Adams
Assistant Commissioner
Dr. Bentley Ponder
Senior Policy Advisor/Director of Research and Evaluation
Pre-K Longitudinal Study (2013-2018)

Examine the short- & long-term learning outcomes for children who attended Georgia’s Pre-K from Pre-K to 3rd grade

Examine the quality of their learning experiences from Pre-K through early elementary school

n=1,169 children from 199 randomly selected Pre-K classes
Study Design

- Measured children’s skills at beginning and end of Pre-K
  - Conducted parallel assessments of Spanish speaking dual language learners (DLL)
- Measured Georgia’s Pre-K classroom quality
- Included comparisons to previous 2011-12 study sample to examine pattern of results over time
Child and Classroom Assessments

Child Assessment

- Language and Literacy
  - Naming Letters
  - Letter Word Identification
  - Picture Vocabulary
  - Phonological Awareness
  - Phonemic Awareness
- Math
  - Problem Solving
  - Counting
- General Knowledge
  - Social Awareness
- Classroom Behavior
  - Social Skills
  - Problem Behaviors

Classroom Measures

- Global Quality
  - ECERS-R
- Classroom Interactions
  - CLASS
- Language and Literacy
  - ELLCO
Child Assessment Results (Full Sample)

- Children made significant gains on most measures. Only Picture Vocabulary and Problem Behaviors did not show gains.
- Growth on standardized measures indicates children progressed at an even greater rate than expected.
- Average scores were at or slightly below the mean in fall and slightly above the mean in spring.
Child Assessment Results (DLL)

Children made significant gains during Pre-K for **all** skills measured in English.
- Average scores were slightly below the mean in the fall and close to the mean in the spring.

Children made significant gains during Pre-K for **most** skills measured in Spanish.
- Average scores were significantly below the mean in the fall and still below the mean in the spring.
- Children showed decreases in two areas: Letter-Word and Picture Vocabulary
Classroom Quality

Classroom practices generally were in the medium to high range across the different aspects of quality.

- Global quality (ECERS-R): Mean=3.7
- Teacher-child interactions (CLASS): ES Mean=5.7, CO Mean=5.5, IS Mean=2.5
- Language/literacy environment (ELLCO): GCE Mean=3.5, Language and Literacy=3.4
Conclusions

- Children made significant gains across all domains of learning, progressing at an even greater rate than expected for normal developmental growth.
- Similar results were found for DLLs, who made gains for all skills in English and most skills in Spanish.
- Results are similar to the earlier Georgia’s Pre-K studies.
Study Talking Points

- On average, children make gains across all domains of learning.
- The gains are above and beyond what would be expected for typical developmental growth.
- Quality, as measured across multiple observation tools, is in the medium to medium high range.
- Quality is consistent across the state.
- Results are similar to earlier studies.
Instructional Supports
Updates

Susan Adams
Assistant Commissioner
The new online system will encompass the following existing systems:

- Professional Development Registry (PDR)
- Training Registration Systems
- Trainer and Training Approval System

Existing systems will be updated and enhanced as part of the development process.

Timeline: 1st phase - Winter, 2016
Purpose of GaPDS

- To streamline professional development policies across the agency, approved entities, and trainers.
- To allow easy review and access to approved trainings statewide.
- To update and connect existing systems into one access point for registry members, teachers, facility administrators, and trainers.
  - Completed training will be uploaded into individual registry files.
  - Administrators will have a portal to review employees’ registry files and training history.
Workforce Knowledge & Competency (WKC) Framework Revisions

With Early Learning Challenge grant funding, DECAL will revise the Georgia Early Care & Education Professional Development Competencies.

Georgia’s current WKC’s have been analyzed for alignment with the NAEYC Standards for Professional Preparation and the DEC’s Division of Early Childhood.

Need higher education representation to provide input, draft and provide feedback on revisions.

Revisions will begin in late 2015 - early 2016.
Supporting Dual Language Learners – Partnership with WIDA

The Connection: GELDS and WIDA Early English Language Development Standards (E-ELD) – available as a free PDF download on the WIDA Early Years website (https://www.wida.us/standards/EarlyYears.aspx)

Free online modules (http://www.olli.decal.ga.gov/dual-language-learners)

- An Introduction to Young Dual Language Learners
- Language in Play: Introduction to the Early English Language Development (E-ELD) Standards

WIDA staff conducted two sessions at GAYC conference

- Understanding Dual Language Learners’ Early Language Development
Supporting Dual Language Learners - Partnership with WIDA

Master Cadre Training
- July 2015: 22 participants completed 1st cohort of WIDA Master Cadre Training
- September 2015: 2nd Master Cadre Training kicked off in Macon

Institutes to help providers implement the E-ELD Standards
- WIDA E-ELD Standards Framework Institute (2 days)
- Implementing the WIDA E-ELD Standards Institute (2 ½ days)
Institutes will be held in metro Atlanta and Macon in Winter/Spring 2016.
Institutes provide additional support to the Master Cadre Trainers and targeted ECE programs serving dual language learners.
213 total visits completed

Federal
- 7 Congressman

State
- 26 Senators – 47% of the Senate
- 77 Representatives – 43% of the House
- Governor and First Lady
  - First Lady completed 32 visits in October!
- 5 Commissioners and Directors of State Level Departments
- 18 Members of the Governor’s Staff

Local
- 18 School Board Members
Board Member Susan Harper

Reading to children at Seminole County Pre-K
Board Member Kathy Howell

Reading to children at Carrollton Elementary School
Finance and CAPS Update

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

### FY 2016 Summary

<table>
<thead>
<tr>
<th>Data as of Sept 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>$258,637,214</td>
<td>$79,202,242</td>
<td>$179,434,972</td>
<td>69%</td>
</tr>
<tr>
<td>Pre-K + (HS)</td>
<td>$321,470,348</td>
<td>$61,668,825</td>
<td>$259,801,523</td>
<td>81%</td>
</tr>
<tr>
<td>Quality Initiatives</td>
<td>$37,512,775</td>
<td>$22,885,797</td>
<td>$14,626,978</td>
<td>39%</td>
</tr>
<tr>
<td>Nutrition</td>
<td>$138,000,000</td>
<td>$42,599,482</td>
<td>$95,400,518</td>
<td>69%</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$755,620,337</td>
<td>$206,356,346</td>
<td>$549,263,991</td>
<td>73%</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>$55,527,513</td>
<td>$7,114,619</td>
<td>$48,412,894</td>
<td>87%</td>
</tr>
<tr>
<td>State Lottery</td>
<td>$321,295,348</td>
<td>$61,626,759</td>
<td>$259,668,589</td>
<td>81%</td>
</tr>
<tr>
<td>Federal</td>
<td>$378,637,476</td>
<td>$137,597,818</td>
<td>$241,039,658</td>
<td>64%</td>
</tr>
<tr>
<td>Other</td>
<td>$160,000</td>
<td>$17,150</td>
<td>$142,850</td>
<td>89%</td>
</tr>
<tr>
<td><strong>Total Funds</strong></td>
<td>$755,620,337</td>
<td>$206,356,346</td>
<td>$549,263,991</td>
<td>73%</td>
</tr>
</tbody>
</table>

* Includes encumbrances.
CAPS Update

- Internal changes
- Funding restrictions
- Important cost considerations for the future
Commissioner’s Update

Amy M. Jacobs
Commissioner
Update on the Early Childhood Education Subcommittee of the Governor’s Education Reform Commission
Governor’s Charge to the Early Childhood Education Subcommittee

Study and make recommendations for the expansion of early educational options, including expanding Pre-K in Georgia and increasing access to quality rated programs for all kids, from birth to age five. This will require addressing our current funding formula for Georgia Pre-K as well as considering innovative approaches for getting more children in high quality programs.
Goal & Objectives of the Subcommittee

Goal
- Provide recommendations on ways to increase overall access to high quality early childhood programs for all Georgia's children.

Objectives
- Identify strategies to expand Georgia’s Pre-K Program
- Identify strategies to expand Quality Rated, Georgia’s tiered quality rating and improvement system
Recommendations re: Georgia’s Pre-K Program
(in priority order)

- Develop and implement a pay structure for Pre-K lead teachers based on experience and teacher credentials, while developing other compensation models based on teacher effectiveness that would be feasible and reliable across multiple program types.
- Increase the pay for Pre-K assistant teachers.
- Reduce the Pre-K class size from 22 students to 20 students.
Recommendations re: Georgia’s Pre-K Program (continued)

- Increase funding for start-up costs for new Georgia Pre-K classes from $8,000 to $12,000 and increase funding for operating costs by 5% to 8%.
- Appropriate state funds to support the implementation of Positive Behavior Interventions and Supports (PBIS) in early learning programs.
- Appropriate state funds for demonstration grants for select Georgia’s Pre-K Programs to support effective instruction for dual language learners.
Recommendations re: Quality Rated (in priority order)

- Enact legislation to create a refundable consumer tax credit for families who have enrolled their children in a Quality Rated child care program.
- Enact legislation to create a refundable occupational tax credit based upon teacher credentials for educators employed by a Quality Rated child care provider.
- Enact legislation to create a business investment tax credit for Quality Rated child care providers.
Recommendations re: Quality Rated (continued)

- Develop a **timeline** outlining when child care programs must be Quality Rated to receive child care subsidy funds.

- **Adjust the subsidy rates** for Quality Rated providers so as to more closely align with the true cost of tuition.

- Provide **appropriate funding to match private dollars raised** to support a campaign to promote public awareness of Quality Rated and the overall importance of high-quality early learning to Georgia’s youngest students.
Recap of Findings from the Economic Impact Study 2015
Study Includes:

- Economic impact analysis
  - Revenue and taxes generated by industry
  - Jobs created
  - Revenue created by the industry enabling parents to work
  - Indirect effects of child care businesses stimulating other industries
- Statewide survey of early education programs
  - Financial data
  - Workforce data
Economic Impact Study: Why Redo?

- Impact of Great Recession
- Increased focus on early care and education
- Need for workforce data
- Better understand the questions to ask
The Economic Impact

How the early care and education industry impacts the economy

Direct impacts: expenditures made to the industry itself (tuition, parent fees, state/federal grants, etc.)

Indirect impacts: expenditures made by the industry on other industries (e.g. transportation, janitorial services)

Induced impacts: household spending impacts: employees purchase other goods, etc.
Economic Impact Analysis

Conclusions:

- Economic impact is substantial – $4.7 billion total effect
  - $2.45B Direct Effect
  - $.91B Indirect Effect
  - $1.33B Induced Effect
- Over 337,000 children served
- More than 551,000 parents are able to engage in the workforce due to the availability of early care and learning centers and family child care homes
- 67,000 people employed in the industry and supports 17,454 more in other industries
- $374 million in federal tax revenue and $161.7 million in state and local tax revenues
Employee Feedback
2020 Round Table Meetings

Summary for Atlanta and Macon Meetings
Feedback Regarding DECAL’s Vision

88% of respondents Agreed or Strongly Agreed that DECAL is headed in the right direction.
- 1% Disagreed or Strongly Disagreed

81% Agreed or Strongly Agreed that they were clear on how their job relates to DECAL’s vision.
- 2% Disagreed or Strongly Disagreed
Current DECAL Vision Statement

“Bright from the Start: Georgia Department of Early Care and Learning will increase the number of Georgia’s children who have access to quality early care and learning programs. More of Georgia’s early care and learning programs will achieve and maintain higher, measurable, research-based standards.”
My Personal Vision for DECAL

“Every child in Georgia will have access to high quality early care and learning, as determined by Quality Rated, Georgia’s tiered quality rating and improvement system, regardless of family income and location.”
“Every employee of DECAL will clearly recognize and appreciate how her/his job contributes – directly or indirectly – to fulfilling the SHARED mission of the department.”
Questions & Comments from Board
Lunch
(Pick up 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 Hearing

November 12, 2015
Board Action on:

Rules and Regulations for
Group Day Care Homes,
Rule Chapter 290-2-1

Proposed Repeal of Rules
290-2-1-.01 through 290-2-1-.21
Board Action on:

Rules and Regulations for Family Day Care Homes, Rule Chapter 290-2-3

Proposed Amendment of Rules 290-2-3-.02 through 290-2-3-.16 & 290-2-3-.18 through 290-2-3-.21
Board Action on:

Rules and Regulations for Child Care Learning Centers,
Rule Chapter 591-1-1

Proposed Amendment of Rules 591-1-1-.02 through 591-1-1-.23 & 591-1-1-.25 through 591-1-1-.38 & 591-1-1-.41 through 591-1-1-.44 & 591-1-1-.46
Board Action on:

Rules and Regulations for Support Centers, Rule Chapter 591-3-1

Proposed Adoption of Rules 591-3-1-.01 through 591-3-1-.07
Board Meeting Dates for 2016

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