Welcome to the Board of Early Care and Learning

May 12, 2016
Approval of Agenda and Minutes

- Approve 5-12-16 agenda
- Approve 2-18-16 minutes
Board Member Updates

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

Amy M. Jacobs
Commissioner
DECAL Strategic Plan

- Developing plan for FY16-FY20
- Due to Office of Planning and Budget: June 30, 2016
- Just concluded two working sessions
- Developed goals, objectives, strategies to support vision
- Based on simplified vision
  - Every child in Georgia will have access to quality early care and education regardless of family income or location.
- Four goals
DECAL Strategic Plan (continued)

Centered around themes:
- school readiness
- access to high quality
- supporting the workforce internal and external
- program alignment and coordination internal and external

Next steps: engage and solicit feedback from board, DECAL staff and stakeholders through webinars
Annual Satisfaction Surveys

DECAL Employee
- Designed by DECAL and GSU; distributed by GSU by e-mail on May 2
- DECAL Executive Cabinet will see quantitative findings
- Only Commissioner will see qualitative findings (comments)
- Final reports will be available to all staff/public

Customer
- Last year focused on Child Care Licensing
- This year focusing on Family Child Care Learning Homes
- Distributed by e-mail or U.S. Postal Service (as requested by provider)
Interacting with Stakeholders

DECAL’s underlying principle:

*When people don’t know what’s going on, it’s human nature for them to imagine a version that’s ten times worse than the truth.*

Ken Blanchard
Business Consultant and Management Expert
Interacting with Stakeholders (continued)

- Georgia Child Care Association Conference, March 2016
- Professional Family Child Care Alliance of Georgia Conference, April 2016
- Annual Head Start Conference, May 2016

Current messages:
- Effects of CCDF Reauthorization
- CCDF State Plan
- Changes to CAPS
- Emphasis on Quality Rated
Questions & Comments from Board
Finance, Administration, and Legislative Update

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

### FY 2016 Summary

**Data as of March 31st**

<table>
<thead>
<tr>
<th></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>$175,452,222</td>
<td>$83,184,992</td>
<td>32%</td>
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<tr>
<td>Pre-K + (HS)</td>
<td>$321,470,348</td>
<td>$243,848,836</td>
<td>$77,621,512</td>
<td>24%</td>
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<tr>
<td>Quality Initiatives</td>
<td>$37,512,775</td>
<td>$28,546,071</td>
<td>$8,966,704</td>
<td>24%</td>
</tr>
<tr>
<td>Nutrition</td>
<td>$138,000,000</td>
<td>$106,017,308</td>
<td>$31,982,692</td>
<td>23%</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$755,620,337</td>
<td>$553,864,437</td>
<td>$201,755,900</td>
<td>27%</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>$55,527,513</td>
<td>$31,642,137</td>
<td>$23,885,376</td>
<td>43%</td>
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<tr>
<td>State Lottery</td>
<td>$321,295,348</td>
<td>$243,707,002</td>
<td>$77,588,346</td>
<td>24%</td>
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<tr>
<td>Federal</td>
<td>$378,637,476</td>
<td>$278,418,969</td>
<td>$100,218,507</td>
<td>26%</td>
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<tr>
<td>Other</td>
<td>$160,000</td>
<td>$96,330</td>
<td>$63,670</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total Funds</strong></td>
<td>$755,620,337</td>
<td>$553,864,437</td>
<td>$201,755,900</td>
<td>27%</td>
</tr>
</tbody>
</table>

* Includes encumbrances.
SFY 2017 Budget Highlights

- $36.4 million in lottery funds for Georgia’s Pre-K
  - $14.7 million in lottery funds for new Pre-K supplemental pay model
  - $11.5 million in lottery funds for increased compensation for Assistant Teachers, 4-yr Degree Lead Teachers & Master’s Degree Lead Teachers
  - $7.8 million in lottery funds for a 3% increase for all Lead and Assistant Pre-K Teachers
  - $2.4 million in lottery funds to increase funds for benefits and operations in Pre-K classrooms
Childcare and Parent Services (CAPS) Update

- Approximate number of children served
- Potential funding restrictions
- Eligibility staff transition
Audits and Compliance Update

Rian Ringsrud
Director of Audits and Compliance
Why does DECAL have auditors?

- Over $665 million in federal, state and lottery funds annually passes through DECAL to vendors and sub recipients.

- Federal regulations require DECAL to ensure the integrity of the programs we operate with federal funding by monitoring the sub recipients of those funds.
Audits and Compliance Division Overview

Created in 2013

Goal was to consolidate, streamline, and enhance the various audit, financial review, and compliance activities across the agency and to promote and ensure stewardship of agency funds

Currently composed of 29 positions
Audits and Compliance Division Organization

Rian Ringsrud - Director

LeighAnn Hendrix - Compliance Manager

Kay Mayfield & Tamika Boone - Compliance Managers

CAPS Compliance Activities

Nutrition Compliance Reviews

Chris Linn - Financial Audit Manager

Financial Audits and Pre-K AUPs
Audits and Compliance Activity Data

- 29 positions conducted 721 audits, compliance reviews, and investigations and validated 927 reconciliations identifying approximately $3.6 million in improper payments in FY 2015
  - **CAPS Provider Investigations** – 99 provider investigations; $2.1 million in improper payments
  - **Nutrition Compliance Reviews** – 578 compliance reviews; $497,000 in improper payments and 345,000 reclaimed meals
  - **Pre-K Agreed Upon Procedure Reviews** – 42 AUP reviews; $284,000 in improper payments
  - **Pre-K Reconciliations** – 927 reconciliations validated; $301,000 in improper payments
  - **Comprehensive Financial Audits** – 2 audits; $400K in budget reductions
Impact of Improper Payments

If $3.6 million were put back into our programs:
- Over 900,000 meals in CACFP or SFSP
- Over 36,000 weeks of child care through CAPS
- Over 900 Pre-K slots (41 classrooms)

Recipients of funding who knowingly and willfully receive funds to which they are not entitled may face sanctions:
- 91 referrals to law enforcement
- 27 indictments
- 25 guilty pleas
Nutrition Services Update

Shani Drake
Program Marketing and Outreach Manager
Summer Food Service Program (SFSP) Updates

- Projecting a 10% increase in sponsors for 2016
  - 107 sponsors in 2015
  - 117 sponsors have attended training, started applications, or submitted applications
- SFSP participants using GA ATLAS
- Building new partnerships to promote and expand access to the program
- Drafted/sent joint letter with GADoE to targeted counties
Summer Food Service Program (SFSP) Targeted Counties

Calhoun       Lanier       Seminole
Clinch        Oglethorpe   Taliaferro
Glascock      Schley       Webster
Summer Food Service Program (SFSP) Upcoming Events

- Summer Meals Kickoffs
  - Wednesday – June 8 (Floyd County)
  - Thursday – June 16 (Metro Atlanta)
  - Wednesday – June 22 (Macon)

- DECAL SFSP Kickoff highlighting City of Atlanta’s mobile meals delivery system – Wednesday, June 29
How to Find Summer Meals

- Visit the *Summer Food Rocks* site locator online at: [http://www.fns.usda.gov/summerfoodrocks](http://www.fns.usda.gov/summerfoodrocks).
- Call 1 (866) 3-HUNGRY
- Call 1 (855) 550-SFSP
- Text FOODGA to 877-877
Child Care Services Update

Kristie Lewis
Assistant Commissioner for Child Care Services
Exemptions History

- Stakeholder workgroup studied exemptions in 2010 and 2011.
- Exemption rules were revised in November 2011 with added requirements:
  - Valid e-mail address
  - Signed letter by parent
  - Notice posted that program is exempt
  - Notice posted if program has no liability insurance
  - Attendance records
  - Ability to rescind when operating outside the approval
Exemptions History (continued)

Request by DECAL board in 2012 to examine exemptions further:

- Exemption Call Project
  - Phase I: Contact all programs – completed
  - Phase II: Research and data entry – completed
  - Phase III: Communication and re-application – in process

Summer 2013 and 2014 blitz visits to exempt programs with subsidy:

- Data collection and analysis
- Positive results
Goal 1 – Determine if exempt programs, regardless of subsidy receipt, are operating as approved by Child Care Services:

- Parent signatures
- Posted notices
- Local ordinances compliance
- Program operations (days of week and hours, etc.)
- Administrator/Director available

Goal 2 – Collect data on certain health and safety aspects as required by CCDF reauthorization:

- Supervision
- Criminal records checks
- First Aid and CPR
- Indoor Safety
- Outdoor Safety
- Ratio
- Training
Anticipated Answers or Results of EVP

- Are programs operating as approved by DECAL?
- Are programs informing parents they are exempt?
- Do programs carry or inform parents of liability insurance coverage?
- Are programs offering safe indoor and outdoor environments?
- Are children appropriately supervised?
- Do staff receive background checks and training?
- Do ratios align with licensing rules?
- Does DECAL need to revisit exemption rules?
Licensing Rule Changes

Enforcement and Compliance Rules
- Statewide community forums
- Training to individual provider groups
- Visits
- Public hearing and board vote today
- Implementation date: July 1, 2016

Emergency Preparedness Rules
- Required by CCDF reauthorization
- Anticipated public hearing and board vote (8/2016)
Communications Update

Reg Griffin
Chief Communication Officer
Media Coverage

January - April, 2016

Total Stories: 51

Top Stories:
Georgia’s Pre-K Program – 33%
CCS Investigations – 24%
Quality Rated – 16%
Grants – 14%

ALSO:
Read Across Georgia
Education Reform Commission
New Look for Website
## Social Media Outreach

<table>
<thead>
<tr>
<th>Platform</th>
<th>Reach</th>
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</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>5,578</td>
</tr>
<tr>
<td>Twitter</td>
<td>1,756</td>
</tr>
<tr>
<td>Instagram</td>
<td>307</td>
</tr>
<tr>
<td>Pinterest</td>
<td>194</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>143</td>
</tr>
<tr>
<td>YouTube</td>
<td>97</td>
</tr>
</tbody>
</table>

**Total Social Media Reach of 8,114**
Welcome CALi

March 2 – House and Senate Resolutions for Georgia’s Pre-K Week
March 3 – Read Across Georgia Kickoff
March 8 – Children’s Day at the Capitol
March 28 – Visit to White Oak Learning Academy, Dawsonville
April 19 – Look Again Video with Governor, First Lady, Commissioner
May 4 – Cake with CALi SERW Event
May 31 – Look Again Kickoff at Capitol
Tuesday, May 31, 2016, 10 a.m.
State Capitol, North Wing
BREAK

(15 minutes)
System Reform Update

Kristin Bernhard
Deputy Commissioner for System Reform
Quality Rated PSA

QualityRated.org
Advertising Concepts

Quality Rated takes the mystery out of searching for child care.

Bright from the Start: Georgia Department of Early Care and Learning
www.decal.ga.gov
## Access to Quality Rated Programs (as of 4/28/16)

### Participation by Facility Type

<table>
<thead>
<tr>
<th>Facility Type</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Learning Center</td>
<td>1,778</td>
<td>56.53%</td>
</tr>
<tr>
<td>Family Child Care Learning Home</td>
<td>745</td>
<td>38.78%</td>
</tr>
<tr>
<td>Other</td>
<td>79</td>
<td>8.15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,602</strong></td>
<td><strong>43.12%</strong></td>
</tr>
</tbody>
</table>

### Ratings by Facility Type

<table>
<thead>
<tr>
<th>Facility Type</th>
<th>One Star</th>
<th>Two Star</th>
<th>Three Star</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Learning Center</td>
<td>251</td>
<td>320</td>
<td>99</td>
<td>670</td>
</tr>
<tr>
<td>Family Child Care Learning Home</td>
<td>81</td>
<td>121</td>
<td>72</td>
<td>274</td>
</tr>
<tr>
<td>Other</td>
<td>19</td>
<td>24</td>
<td>8</td>
<td>51</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>351</strong></td>
<td><strong>465</strong></td>
<td><strong>179</strong></td>
<td><strong>995</strong></td>
</tr>
</tbody>
</table>
Quality Rated: % Participating

- 17% (6/30/2013)
- 19% (9/30/2013)
- 20% (12/31/2013)
- 21% (3/31/2014)
- 21% (6/30/2014)
- 23% (9/30/2014)
- 29% (12/31/2014)
- 35% (3/31/2015)
- 38% (6/30/2015)
- 39% (9/30/2015)
- 40% (12/31/2015)
- 43% (9/30/2016)
Quality Rated: % Rated

6/30/2013: 3%
9/30/2013: 4%
12/31/2013: 5%
3/31/2014: 5%
6/30/2014: 7%
9/30/2014: 6%
12/31/2014: 7%
3/31/2015: 9%
6/30/2015: 11%
9/30/2015: 14%
12/31/2015: 16%
12/31/2016: 17%
Child Care Resource and Referral (CCR&R) Regions
## Licensed Capacity in Quality Rated

<table>
<thead>
<tr>
<th>CCR&amp;R Region</th>
<th>Total Licensed Capacity</th>
<th>Total Rated (1-3 Stars)</th>
<th>% Total Rated (1-3 Stars)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>78,622</td>
<td>18,466</td>
<td>23%</td>
</tr>
<tr>
<td>2</td>
<td>83,673</td>
<td>12,851</td>
<td>15%</td>
</tr>
<tr>
<td>3</td>
<td>51,546</td>
<td>14,625</td>
<td>28%</td>
</tr>
<tr>
<td>4</td>
<td>45,472</td>
<td>13,189</td>
<td>29%</td>
</tr>
<tr>
<td>5</td>
<td>47,611</td>
<td>10,000</td>
<td>21%</td>
</tr>
<tr>
<td>6</td>
<td>55,785</td>
<td>15,650</td>
<td>28%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>362,709</strong></td>
<td><strong>84,781</strong></td>
<td><strong>23%</strong></td>
</tr>
</tbody>
</table>
Percent of CAPS Certificates in QR Participating Programs

- Region 1 - North Georgia: 64%
- Region 2 - Metro Atlanta: 73%
- Region 3 - Central Georgia: 67%
- Region 4 - Southwest Georgia: 66%
- Region 5 - Southeast Georgia: 61%
- Region 6 - East Georgia: 71%
- GEORGIA: 68%
### Percent of CAPS Certificates in Rated Programs (1-3 Stars)

<table>
<thead>
<tr>
<th>Region</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region 1 - North Georgia</td>
<td>25%</td>
</tr>
<tr>
<td>Region 2 - Metro Atlanta</td>
<td>17%</td>
</tr>
<tr>
<td>Region 3 - Central Georgia</td>
<td>27%</td>
</tr>
<tr>
<td>Region 4 - Southwest Georgia</td>
<td>23%</td>
</tr>
<tr>
<td>Region 5 - Southeast Georgia</td>
<td>14%</td>
</tr>
<tr>
<td>Region 6 - East Georgia</td>
<td>26%</td>
</tr>
<tr>
<td>GEORGIA</td>
<td>22%</td>
</tr>
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</table>
### Percent of CAPS Certificates in 2 or 3 Star Programs

<table>
<thead>
<tr>
<th>Region</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region 1 - North Georgia</td>
<td>8%</td>
</tr>
<tr>
<td>Region 2 - Metro Atlanta</td>
<td>8%</td>
</tr>
<tr>
<td>Region 3 - Central Georgia</td>
<td>18%</td>
</tr>
<tr>
<td>Region 4 - Southwest Georgia</td>
<td>13%</td>
</tr>
<tr>
<td>Region 5 - Southeast Georgia</td>
<td>9%</td>
</tr>
<tr>
<td>Region 6 - East Georgia</td>
<td>13%</td>
</tr>
<tr>
<td>GEORGIA</td>
<td>12%</td>
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</tbody>
</table>
Quality Rated Subsidy Grants

- Funded by Race to the Top Early Learning Challenge
- Competitive, year-long grants that pay 90th percentile of the 2013 market rate to serve CAPS eligible families.
- Programs must:
  - Maintain 2- or 3-Star Quality Rated status for duration of grant agreement
  - Currently serve at least ten infants/toddlers with active CAPS certificates if two-star rated
  - Be willing to serve at least ten CAPS eligible infants/toddlers if three star-rated
  - Be willing to 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
- Parents do not pay family fees; receive access to high quality child care; and case management handled by the child care provider.
- First round of grants awarded summer 2015; second round awarded fall 2015.
- Currently, grants are funding 36 child care programs to provide 516 child care spaces.
Experience of a Subsidy Grant Recipient

Wande Okunoren-Meadows
Little Ones Learning Center
Georgia’s Pre-K Program & Instructional Supports Update

Susan Adams
Assistant Commissioner for Pre-K & Instructional Supports
Georgia’s Pre-K Program: 2016-2017 School Year Application

- Application dates
  - Released - March 28
  - Deadline - April 22

- Pre-K consultants review applications
  - May 16 - May 25

- Programs notified of funding decisions
  - June 15
Summer Transition Program

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

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

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

The goal of both programs is to support children’s transitions and development, particularly their early literacy skills, before entering kindergarten or pre-kindergarten.
Rising K Summer Transition Program

Applications
- New applications: 87
  - School system: 12
  - Private providers: 75
- Continuation applications: 52
  - School system: 15
  - Private providers: 37

Awards
- 128 total classes funded in 47 counties
  - School System: 44 classes
  - Private providers: 84 classes
- Continuation classes: 86
- New classes: 42
Rising Pre-K Summer Transition Program

No application process for Rising Pre-K
  Invitation to participate is extended to targeted, eligible programs

42 total classes funded in 17 counties
  School system: 26 classes
  Private provider: 16 classes
Georgia Pre-K Site Locations

Summer Transition Program

- Rising Kindergarten only (94)
- Rising Pre-K only (17)
- Both (14)
Georgia Pre-K Site Locations
Summer Transition Program
Rising Kindergarten Provider (108)
Georgia Pre-K Site Locations
Summer Transition Program
- Rising Pre-K Provider (31)
Pre-K Teacher of the Year Competition

Applications
- Individual teachers submitted applications
- Applications reviewed and scored by outside readers:
  - 51 applications received (25 from school systems; 26 from private providers)

Finalists
- Selected using application scoring rubric
- 6 finalists chosen; 3 representing each program type
- Finalists announced by May 31, 2016
- Will participate in additional competition activities including interview and classroom observation
Winners
- One winner for each program type: public/private
- Announced in Fall 2016
- Prizes include individual cash awards and classroom supplies and materials

Pre-K Teacher of the Year will represent the program throughout the 2017 school year.
Family Engagement Community Grants

DECAL offered a grant opportunity to all Family Connection Collaboratives across the state. Grant proposals outlined activities designed to:

- Increase the capacity of families to support their children’s growth and fully participate in school and community
- Increase the diversity of families in the community with access to family engagement opportunities
- Focus on families with complex needs
- Linked to Strengthening Families Protective Factors
Family Engagement Community Grants

Funding through Georgia’s Early Learning Challenge Grant

- Total grant funding available: $240,000
- Individual grant awards: $10,000 maximum

Competitive process

Four grants awarded to E3Z counties
Family Engagement Community Grants
Awarded Proposals

Winning proposals included activities designed to:

- Increase family access to resources
- Support family access to community events
- Provide family education on a variety of topics

Awards:

- Total grants: 21 communities
- Total funding awarded: $210,000

Second round of funding will begin June 2016.
The new online system will include 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.

Phase I Launch: June 27, 2016
Purpose of the New System:

- Update and connect existing systems into one access point for registry members, teachers, directors, and trainers
- Streamline professional development policies across the agency, approved entities, and trainers
- Collect more valid, timely workforce data
- Allow easy access to state approved trainings
- Provide users with a seamless way to track/access completed trainings, credentials, or degrees
Phase I: Launches June 27, 2016
   Includes all DECAL created trainings (e.g., trainings conducted by R&Rs and Best Practices on DECAL’s behalf)

Phase II: Timeline will be determined after Phase I launch
   Will include all trainings offered for DECAL credit, including those delivered by independent trainers
   One seamless portal for all approved trainings statewide
Communication plan:

- Customized emails to all interested audiences (i.e., teachers, directors, trainers)
- Print materials for distribution at conferences and community meetings
- Informational webinars
  - For internal DECAL staff to understand how GaPDS benefits them and to provide training on the system
  - For external stakeholders to understand the benefits of GaPDS and to answer questions
DEMO
Georgia’s Pre-K Professional Development Evaluation: Part Two
Background: Race to the Top Study

Evaluated the impact of two professional development models – *Making the Most of Classroom Interactions* and *My Teaching Partner*.

Lead teachers \( (n = 486) \) were randomly selected to participate and randomly assigned to one of the professional development models or a control group. Various data collection efforts.

Because of this rigorous design the researchers were confident that any differences between the groups at the end of the study were caused by the professional development activities and that the findings reflect the type of change that could be anticipated 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>
</tbody>
</table>

All effect sizes were small, ranging from .22 for the effect of MTP on Emotional Support to .36 for the effect of MMCI on Emotional Support.
Developing “Scalable” Models

Based on results from the previous study, Georgia’s Pre-K and Teachstone collaborated on developing three revised (but new) models.

The models were specifically designed to focus on and improve *instructional support*. Implementation began in the Summer Transition Program in 2014.

As part of the implementation, a study was designed to assess the effectiveness of the three newly designed models.

Study was a partnership between FPG Child Development Institute at UNC – Chapel Hill and Georgia’s Pre-K Program.
Three Models of Professional Development

- Professional Learning Communities with Coaching (PLC-C) **Analysis N=28 at 10 sites**
- Making the Most of Classroom Interactions – No Coaching (MMCI-NC) **Analysis N=28 at 22 sites**
- Making the Most of Classroom Interactions – Coaching (MMCI-C) **Analysis N=15 at 10 sites**
- A control group from a previous study was added **N=160**
Pre/Post Test Differences by Training Model

- PLC-C
- MMCI-N
- MMCI-C

- Emotional Support
- Classroom Organization
- Instructional Support
Conclusions

- Significant gains were found in Instructional Support scores for teachers in all three models.
- Gains were seen for some groups in Emotional Support and Classroom Organization, but on average the gains were larger for Instructional Support than the other domains.
- Findings must be interpreted with caution because the sample was selected based on site director interest and convenience; we cannot know if these findings would generalize to other teachers.
Board Self-Assessment Findings

Dr. Bentley Ponder
Director of Research and Policy Analysis
<table>
<thead>
<tr>
<th>Board Self-Assessment Results 2016</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Board has clear, realistic goals.</td>
<td>4.73</td>
</tr>
<tr>
<td>Board members understand the organization’s mission and its programs.</td>
<td>4.82</td>
</tr>
<tr>
<td>Board members clearly understand the roles and responsibilities of this Board.</td>
<td>4.55</td>
</tr>
<tr>
<td>The Board has clear organizational structure (officers, committees, assigned staff).</td>
<td>4.55</td>
</tr>
<tr>
<td>All necessary skills, stakeholders and diversity are represented on the Board.</td>
<td>4.36</td>
</tr>
<tr>
<td>Board Self-Assessment Results 2016</td>
<td>Average</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>The Board effectively represents Bright from the Start as a goodwill ambassador to the state-at-large.</td>
<td>4.82</td>
</tr>
<tr>
<td>Each committee of the Board functions effectively.</td>
<td>4.36</td>
</tr>
<tr>
<td>The Board has a good working relationship with the Commissioner of Bright from the Start.</td>
<td>4.55</td>
</tr>
<tr>
<td>The Board engages in strategic planning and bases its actions on the results.</td>
<td>4.27</td>
</tr>
<tr>
<td>The Board regularly monitors and evaluates progress toward the strategic goals.</td>
<td>4.18</td>
</tr>
<tr>
<td>Board Self-Assessment Results 2016</td>
<td>Average</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>The Board receives regular reports on finances/budgets, program performance, and other important matters.</td>
<td>4.73</td>
</tr>
<tr>
<td>Information communicated to the Board is clear, timely, and effective.</td>
<td>4.45</td>
</tr>
<tr>
<td>Each member of the Board is involved and demonstrates interest in the Board’s work.</td>
<td>4.45</td>
</tr>
</tbody>
</table>
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 – Jerri Kropp
- System Reform – Susan Harper
Welcome to the Board of Early Care and Learning

Public Hearing

May 12, 2016
Board Action on:

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

Proposed Amendment of Rule 290-2-3-.03
Proposed Amendment of Rule 290-2-3-.07
Proposed Amendment of Rule 290-2-3-.15
Proposed Repeal of Rule 290-2-3-.18
Board Action on:

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

Proposed Amendment of Rule 591-1-1-.02
Proposed Amendment of Rule 591-1-1-.31
Proposed Amendment of Rule 591-1-1-.38
  Proposed Repeal of Rule 591-1-1-.41
  Proposed Repeal of Rule 591-1-1-.42
  Proposed Repeal of Rule 591-1-1-.43
  Proposed Repeal of Rule 591-1-1-.44
Remaining Board Meeting Dates 2016

August 18, 2016
November 10, 2016

(Will propose meeting dates for 2017 at August board meeting.)