Welcome to the Board of Early Care and Learning

August 18, 2016
Approval of Agenda and Minutes

- Approve **8-18-16** agenda
- Approve **5-12-16** minutes
Inspiration
Dr. Luann Purcell
Looking Back!
The Year is 2004

Governor Sonny Perdue and the Georgia General Assembly created **Bright from the Start: Georgia Department of Early Care and Learning** to further streamline the state’s services to Georgia’s children from birth to age five and their families.

The department was formed by merging

- Office of School Readiness
- Georgia Child Care Council

And units from the

- Department of Human Resources
- Department of Education
First Commissioner Marsha Moore
The first board: 2006
Balanced Score Card Board Training
IF A CHILD...
If a child lives with criticism,
he learns to condemn.
If a child lives with hostility,
he learns to fight.
If a child lives with ridicule,
he learns to be shy.
If a child lives with shame,
he learns to feel guilty.
If a child lives with tolerance,
he learns to be patient.
If a child lives with encouragement,
he learns confidence.
If a child lives with praise,
he learns to appreciate.
If a child lives with fairness,
he learns justice.
If a child lives with security,
he learns to have faith.
If a child lives with approval,
he learns to like himself.
If a child lives with acceptance and friendship,
He learns to find love in the world.

Author unknown
Commissioner Bobby Cagle
Georgia Lottery for Education Celebrates Anniversary
E3Z Summit
8-15-16
Valdosta, GA
Whatever you do, do it with all your heart as unto the Lord and not to man. 
Colossians 3:23 NIV
I believe that this is a practical world and that I can count only on what I earn. Therefore, I believe in work, hard work.
I believe in education, which gives me the knowledge to work wisely and trains my mind and my hands to work skillfully.
I believe in honesty and truthfulness, without which I cannot win the respect and confidence of my fellow men.
I believe in a sound mind, in a sound body and a spirit that is not afraid, and in clean sports that develop these qualities.
I believe in obedience to law because it protects the rights of all.
I believe in the human touch, which cultivates sympathy with my fellow men and mutual helpfulness and brings happiness for all.
I believe in my Country, because it is a land of freedom and because it is my own home, and that I can best serve that country by "doing justly, loving mercy, and walking humbly with my God."
And because Auburn men and women believe in these things, I believe in Auburn and love it.

-George Petrie (1943)
Board Member Updates

Board members report on their recent DECAL-related activities in their districts.
At E3Z Summit in Valdosta
Commissioner’s Update

Amy M. Jacobs
Commissioner
DECAL Governance Structure

Governor

Commissioner

Board Liaison

Board of Early Care and Learning

Executive Cabinet:
Ray Higgins, Kristin Bernhard, Craig Detweiler, Susan Adams, Kristie Lewis, Elisabetta Kasfir, Ira Sudman, Reg Griffin

DECAL Leadership Team
Composed of Executive Cabinet, Direct Reports of Executive Cabinet, Janice Haker, and Mark Waits (28 members)

Information disseminated throughout department as warranted.
Recent Grant Applications

**Georgia CCDF Evaluation Project (GCEP)**
- U.S. Department of Health and Human Services. Funding to plan how Georgia will evaluate effectiveness of the CCDF State Plan 2016-2018.

**Quality Rated Incentive/Bonus Packages**
- Peyton Anderson Foundation. Funding to provide incentive packages and bonuses for child care providers in Macon-Bibb County who choose to participate in Quality Rated.

**Parents and Children Thriving Together (PACTT): Two Generation State Policy Network**
- The National Governors Association (NGA) and the Center for Law and Social Policy (CLASP). Technical assistance grant to help states develop policies to simultaneously promote children’s learning and healthy development and parents’ success as caregivers and breadwinners.
DECAL and ESSA

- Every Student Succeeds Act (ESSA) – Reauthorization of the Elementary and Secondary Education Act (ESEA)
- GaDOE leading the development of the plan; due March 2017
- Plan must support early childhood education programs
- DECAL involvement:
  - Member of State Advisory Committee
  - Co-chair of working group: Education of the Whole Child
Employee Survey

Developed by DECAL and Georgia State University (primarily DECAL)

Conducted and analyzed by Georgia State University

Employee Survey

- Full-time employees
- Conducted May 2016 (Georgia State University)
- n = 262 or 80% of 327 DECAL employees
### 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>My direct supervisor supports my need to balance work and family issues.</td>
<td>263</td>
<td>4.4</td>
<td>93</td>
</tr>
<tr>
<td>My direct supervisor is accessible.</td>
<td>262</td>
<td>4.3</td>
<td>91</td>
</tr>
<tr>
<td>My direct supervisor seems to care about me as a person.</td>
<td>260</td>
<td>4.4</td>
<td>89</td>
</tr>
<tr>
<td>My direct supervisor is easy to talk with.</td>
<td>262</td>
<td>4.3</td>
<td>88</td>
</tr>
<tr>
<td>I am proud of our achievements as an organization.</td>
<td>259</td>
<td>4.2</td>
<td>88</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>Innovation and operational improvements are encouraged at DECAL.</td>
<td>258</td>
<td>3.8</td>
<td>67</td>
</tr>
<tr>
<td>I feel that I am sufficiently recognized for my work.</td>
<td>262</td>
<td>3.6</td>
<td>63</td>
</tr>
<tr>
<td>All work units work together to ensure that DECAL functions like one department.</td>
<td>260</td>
<td>3.4</td>
<td>47</td>
</tr>
<tr>
<td>Sufficient coordination and communication occurs between DECAL divisions.</td>
<td>259</td>
<td>3.4</td>
<td>45</td>
</tr>
</tbody>
</table>
Employee Survey Conclusions

The results of the employee survey are good.

- 74% of the respondents rated employee satisfaction a 4 or a 5, up from 71% last year.

More than half the respondents agreed or strongly agreed with all but two of the 12 items used to measure workplace quality.

- The exceptions, as it was the last two out of three years, were “All work units work together to ensure that DECAL functions like one department.” and “Sufficient coordination and communication occurs between DECAL divisions.”
Questions & Comments from Board
Finance, Administration, and Legislative Update

Ray Higgins
Deputy Commissioner for Finance and Administration
## Finance Update – SFY 2016 Summary

Data as of June 30th

<table>
<thead>
<tr>
<th>Program</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>$233,860,658</td>
<td>$233,360,655</td>
<td>$500,003</td>
<td>0%</td>
</tr>
<tr>
<td>Pre-K + (HS)</td>
<td>$321,490,547</td>
<td>$314,638,869</td>
<td>$6,851,678</td>
<td>2%</td>
</tr>
<tr>
<td>Quality Initiatives</td>
<td>$31,772,987</td>
<td>$31,772,985</td>
<td>$2</td>
<td>0%</td>
</tr>
<tr>
<td>Nutrition</td>
<td>$140,789,360</td>
<td>$140,789,360</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$727,913,552</td>
<td>$720,561,869</td>
<td>$7,351,683</td>
<td>1%</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>$55,527,512</td>
<td>$1</td>
<td>0%</td>
</tr>
<tr>
<td>State Lottery</td>
<td>$321,295,547</td>
<td>$314,460,869</td>
<td>$6,834,678</td>
<td>2%</td>
</tr>
<tr>
<td>Federal</td>
<td>$350,917,109</td>
<td>$350,417,106</td>
<td>$500,003</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>$173,383</td>
<td>$156,382</td>
<td>$17,001</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total Funds</strong></td>
<td>$727,913,552</td>
<td>$720,561,869</td>
<td>$7,351,683</td>
<td>1%</td>
</tr>
</tbody>
</table>

* Includes encumbrances.
Legislative Update
Childcare and Parent Services (CAPS) Update

- CAPS Eligibility Staff Transition to DECAL
- Funding Restrictions
Communications Update

Reg Griffin
Chief Communication Officer
Media Coverage (May - July)

Total Stories: 66

Top Stories:
- Georgia’s Pre-K Program – 30%
- Look Again – 18%
- Nutrition – 16%
- CCS Investigations – 13%

ALSO:
- Summer Brain Drain
- Child Care Expansion Grants
Pre-K TOTY: WTOC-TV (CBS) 11 Savannah
Look Again: WGNX-TV (CBS) 46 Atlanta

KIDS LEFT IN HOT CARS

BEN SWANN
BEN.SWANN@CBS46.COM
Expansion Grants: WALB-TV (NBC) 10 Albany
## Social Media Outreach

<table>
<thead>
<tr>
<th>Platform</th>
<th>Reach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>6,638</td>
</tr>
<tr>
<td>Twitter</td>
<td>1,860</td>
</tr>
<tr>
<td>Instagram</td>
<td>539</td>
</tr>
<tr>
<td>Pinterest</td>
<td>213</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>186</td>
</tr>
<tr>
<td>YouTube</td>
<td>152</td>
</tr>
</tbody>
</table>

**Total Social Media Reach = 9,588**
System Reform Update, Part 1

DECAL Early Head Start – Child Care Partnerships

Carol Hartman
Director Policy & System Reform
Bentley Ponder
Director of Research & Policy Analysis
DECAL Early Head Start-Child Care Partnership

DECAL’s Roles: Grantee and CCDF Lead Agency

- **EHS-CCP grantee** - building the supply of high-quality infant and toddler care with Early Head Start as the “driver.”
- **CCDF lead agency** - building the early care and education system by using the flexibility of CCDF to ensure that Georgia’s other EHS-CCP grantees and their partners are able to layer subsidy funds.

DECAL awarded $3.5 million per year for five years to:

- Deliver comprehensive services to 184 infants and toddlers and their families in metro Atlanta area.
- Create early education “hubs” to support programs in meeting the Head Start Program Performance Standards.
- Enhance the quality in the programs to meet Head Start standards.
- Revise the state’s child care subsidy policies and procedures where there is flexibility to support Early Head Start partnerships statewide.
- Monitor the project and measure improvements to access and quality.
DECAL Early Head Start Partnership Locations

- 16 Quality Rated Family Child Care Learning Homes
- Atlanta Technical College Early Education Center
- Childcare Network #206
- Our House- Genesis
- Scottdale Early Learning, Inc.
- Sheltering Arms, Dorothy Arkwright
Enrolled Children and Families
Families Served in DECAL EHS Partnership

- 84% are single parents
- 74% have earned income from employment
- 23% enrolled in an education program
- 12% are experiencing homelessness
- < 7% receive income assistance (SSI or TANF)
Children Served in DECAL EHS Partnership

- 35% age birth-18 months
- 34% age 24-36 months
- 31% over 36 months old
- 46 children transitioning to Head Start and preschool
- 11% speak Spanish at home
- 11.4% have diagnosed disabilities
How are we doing?

- Developed guiding principles, project goals, school readiness goals.
- Established management, reporting, and monitoring systems with our partners.
- Completed a self-assessment to guide program improvement.
- Established Early Head Start Policy Council to help guide program planning.
- Presented at two national conferences, webinars; featured in April issue of *Early Child Development*. 

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

www.decal.ga.gov

63
Policy Council Officers
Early Head Start Partnership Funding

- DECAL awarded continuation funding for July 1, 2016-June 30, 2017.
- Application for cost-of-living adjustments was submitted June 14, 2016.
- Applications are due August 24 for new Early Head Start-Child Care Partnership grants.
  - Partner with additional family homes and centers to expand services in metro Atlanta area.
DECAL’s Early Head Start – Child Care Partnership

Self-Assessment Process and Results
What Is Self-Assessment?

Self-assessment is the process for reviewing progress on goals and objectives, fostering accountability in meeting the objectives proposed in the application, and determining if resources are used effectively.

Provides an opportunity to leverage strengths, examine quality, and work to continually improve the program.
DECAL “Approach” to 2016 EHS-CCP Self-Assessment

- Self-assessment is not an evaluation of EHS-CCP.
  Focused on identifying strengths, challenges, and where the project is meeting its goals.

- Self-assessment is designed for the partnership.
  Other self-assessments work better at the “program” level.

- Self-assessment should provide a roadmap for future self-assessment.
  We will also assess how the self-assessment process worked.

- Self-assessment should be simple and straightforward.

- Key elements:
  - Multiple data sources
  - Multiple stages
  - Multiple perspectives

- Self-assessment is not an audit.
Methods

Focus Group
• Conducted by DECAL with “implementers”
• Review instruments and data, critique survey questions, and provide feedback to whole process

Surveys
• Confidential and anonymous
• Families, center directors, teachers, family child care providers, and hub staff

Classroom Observations
• Random selection of infant-toddler classrooms and family child care providers
• Conducted by Quality Rated Reliable Assessors

Document Review
• Independently conducted by DECAL project manager, consultant, and site directors
• Child Plus and On-Site
Focus Group: “What went well?”

- It was easy for providers to receive their funds.
- All programs were able to fill their slots.
- The professional development training had a positive impact on programs.
- The management structure has done a great job motivating child care providers and families.
Focus Group: “What were the challenges?”

<table>
<thead>
<tr>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determining EHS eligibility in conjunction with CAPS.</td>
</tr>
<tr>
<td>The hours requirement (programs have to be open 10 hours) was confusing</td>
</tr>
<tr>
<td>Some EHS standards are not applicable to Family Providers.</td>
</tr>
<tr>
<td>Finding the right person to answer questions took a significant amount of</td>
</tr>
<tr>
<td>Trainings started after the school year began forcing programs to play</td>
</tr>
<tr>
<td>catch-up.</td>
</tr>
</tbody>
</table>
Focus Group #1

“The EHS-CCP has really helped in supporting families. I feel that both parents and children are thriving in their EHS programs.”
Survey Results: Family

81% (n=39) of families reported that they were happy with their child’s EHS program.

92% (n=44) felt that their child’s program helps them be a better parent.

85% (n=41) of parents reported that their EHS program helped them see themselves as their child’s first teacher.

73% (n=35) of parents reported that EHS program staff discussed family goals (such as finding a job).

73% (n=35) of parents reported that their EHS program has given them the tools they need to support their child’s development.
EHS-CCP Support and Vision

Support and connection to the goals of the EHS-CCP
% who agreed or strongly agreed with the statements below

I feel connected to the goals of the EHS-CCP.
I feel supported by the EHS-CCP in my role.
Assessing the “Assessment”

**Strengths**

- Collaboration
- Capacity building
- Inter-agency collaboration
- Partnership collaboration

**Challenges**

- Timeline
- Language barriers
- Communication
- Scheduling
- Survey and document dissemination
Quality Rated Validation Study
QRIS Validation

“Validation is a multi-step process that assesses the degree to which design decisions about program quality standards and measurement strategies are resulting in accurate and meaningful ratings.”

Zellman & Fiene, 2012
Validation Questions

Is Quality Rated working as intended?
- Are Quality Rated ratings meaningful?
- What aspects correlate with children’s growth and development?
Georgia’s Successful Approach

- Collaborative: Both internally and externally
- Ongoing feedback loops
  - Bi-weekly validation meetings
  - No question is “off the table”
- Systemic
  - Impact on and by other programs
  - Subpopulations
- Capacity building
- Use of administrative data
- Evolving (moving past ELC)
Internal Data Analysis
Initial Ratings by Year Rated

- 2013 (175) - 40% 3 Stars, 35% 2 Stars, 23% 1 Star, 2% 0 Stars
- 2014 (196) - 22% 3 Stars, 52% 2 Stars, 22% 1 Star, 3% 0 Stars
- 2015 (562) - 9% 3 Stars, 44% 2 Stars, 37% 1 Star, 9% 0 Stars
- 2016 (320) - 9% 3 Stars, 38% 2 Stars, 40% 1 Star, 13% 0 Stars
Center-Based Programs by Star Level: NAEYC or Not NAEYC Accredited

NAEYC (187)
- 25% 3
- 49% 2
- 24% 1
- 3% 0

Not NAEYC (701)
- 9% 3
- 43% 2
- 40% 1
- 9% 0
External Validation Study
Validation Study

Conducted by Child Trends and Georgia State University

Address major RTT-ELC questions

- Do the ratings meaningfully differentiate higher-quality programs from lower-quality programs?
- Is there a relationship between ratings and children’s development? Do children who attend higher-rated programs have greater developmental growth than children who attend lower-rated programs?

Issues of importance for DECAL

- All 4 levels (including 0s)
- Infants and toddlers, as well as preschoolers
- Family child care homes, as well as centers
- Language and literacy richness of the environment
- Role of attendance
Validation “Context”

- Validation is a journey, not a destination. Will not provide a “yes” or “no” answer.
- Validation results from other states have been mixed. Impacts can be hard to measure.
  - Does not mean quality rating and improvement systems are not beneficial.
- Many other states will release validation results before Georgia.
Three Phases

- Pilot (2015-2016)
- Family Child Care (2016-2017)
- Center Based Care (2017-2018)
Family Child Care Homes in QR

Currently, 328 FCCHs with a rating
Ideally the sample would include 50 FCCH at each level
Attempting to recruit all rated FCCHs
Current response rate: 57%

![Pie chart showing the distribution of ratings among FCCHs]
DECAL Support to Recruitment

- Commissioner presented at Professional Family Child Care Alliance of Georgia.
- Letter from Commissioner sent to all rated family child care homes.
- Resource and referral agencies asked to remind providers of study.
DECAL’s “Take-Aways” for Study Year

- Legitimacy of study – importance of knowing that this is a DECAL sponsored study.
- Guarantee of confidentiality – DECAL will not know who is participating. Individual programs will never be identified.
- “We Need Your Help” – it is important for providers to participate. It will help in strengthening Quality Rated and Georgia’s ECE system.
BREAK

(15 minutes)
System Reform Update, Part 2:

Kristin Bernhard
Deputy Commissioner for System Reform
## Access to
**As of 8/8/2016**

### 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>1,843</td>
<td>58.14%</td>
</tr>
<tr>
<td>Family Child Care Learning Home</td>
<td>767</td>
<td>40.75%</td>
</tr>
<tr>
<td>Other</td>
<td>79</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,689</strong></td>
<td><strong>44.51%</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>301</td>
<td>363</td>
<td>101</td>
<td>756</td>
</tr>
<tr>
<td>Family Child Care Learning Home</td>
<td>94</td>
<td>133</td>
<td>75</td>
<td>337</td>
</tr>
<tr>
<td>Other</td>
<td>22</td>
<td>36</td>
<td>11</td>
<td>72</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>417</strong></td>
<td><strong>532</strong></td>
<td><strong>187</strong></td>
<td><strong>1,136</strong></td>
</tr>
</tbody>
</table>

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

[www.decal.ga.gov](http://www.decal.ga.gov)
Quality Rated: % Participating
Quality Rated: % Rated (0-3 Stars)
Quality Rated Marketing Campaign

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
**Round Four Child Care Expansion Grants**

- Early Learning Challenge grant supports partnership with Department of Community Affairs to offer child care programs economic development incentives up to $100,000 to:
  - Expand a current child care center
  - Open a new child care center

**The applicant must:**
- Be a current Quality Rated provider
- Be located in an Early Education Empowerment Zone (E3Z)
- Increase the number of infant/toddler spaces by 15% or 10 new slots

**Funding may be used for:**
- Teacher salary subsidies
- Classroom equipment

**Impact of Rounds One, Two and Three:**
- Nine child care programs received $674,213 in grant funds
- Increased child care capacity by 405
- Created 52 new jobs

**Applications for Round Four are due September 16, 2016 and are available at:** [www.dca.ga.gov/e3z](http://www.dca.ga.gov/e3z)
Update on the Family Engagement Opportunity Grants

DECAL defines family engagement as:
“the shared responsibility of families, schools, early education programs, and communities to actively promote, support, and sustain family wellbeing, healthy child development, strong family-child relationships, and lifelong learning for all children and families.”
Family Engagement Opportunity Grants made ELC funds available via a competitive grant application in fall 2015 to:

- Increase the availability and accessibility to quality family engagement programs, activities, and opportunities
- Provide supplemental educational outlets that promote, encourage, and support community awareness and advocacy
- Provide access to free, ongoing parent leadership and child development resources in the E3Zs and in metro Atlanta

Grant recipients had to design opportunities to provide quality family engagement programs to families at least once a month free of charge in at least one of the following focus areas:

- Advocacy
- Community Connection
- Education
- Health & Safety
Experience of a Family Engagement Grant Recipient

Joseph Mole
Emmaus House
MINDFULNESS FOR A GREAT START

Results of a parenting class innovation funded by a DECAL Family Engagement Opportunity Grant
EMMAUS HOUSE TWO-GENERATION APPROACH

**Family Economic Success**
- Peoplestown Family Initiative: Intensive Case Management
- Emergency Assistance, Georgia ID’s, Social Security/Disability benefits, Job Placement, Food Pantry

**Academic Achievement**
- CDF Freedom Schools® Site
- Homework Relief Bootcamp for Parents
- Saturday STE(A)M
- Youth on the Move
- Summers Away

**Social, Emotional and Spiritual Support**
- A Great Start for Parents & Children
- Emmaus House Chapel
- Community Supper
- Family Trips to Reidsville
- Holiday Programs
A GREAT START FOR PARENTS & CHILDREN: GOALS

- **Goal 1:** Parents/caregivers (and expectant parents) obtain valuable knowledge regarding personal health and learn how parental health affects babies and young children.
- **Goal 2:** Parents/caregivers gain valuable knowledge about child development and key developmental milestones, including an emphasis on protective factors.
- **Goal 3:** Parents/caregivers obtain tools for managing stress in their daily lives.
THE CHALLENGE

In a recent (2014) Great Start cohort, when asked (pre and post) "How much do you know about handling stress in your life?" 83% of participants reported either "1 - don’t know much" or "2 - I know a little" in a pre-assessment, using a 5-point Likert scale survey.

By the end of the 8-week cohort, 71% still responded in the bottom two options on this question.
INTRODUCING MINDFULNESS:

Frontiers of Innovation Partners:
- Georgia Early Education Alliance for Ready Students
- Georgia State University
- Harvard’s Center on the Developing Child
- Emmaus House

Mindfulness Activities:
- Take 5
- Tuza (breathing practice)
- Body Scan
RESULTS

- Statistically significant reduction in anxiety (d=0.77) and depression (d=0.80)
- Statistically significant increase in overall mindfulness (d=.46)
- Cohen’s effect size value suggested a moderate to high practical significance of intervention effects.
- Parenting Competency (d=-.59) saw a moderate negative effect size.
- How much do you know about handling stress in your life?
  - 74% parents answered “I don’t know much” or “I know a little” on a Likert scale pre-test
  - Zero parents responded in bottom two categories on post-test. 100% responded “I know as much as average mom/dad” or “I know more than most”
- Assessment tools:
  - BAI: Beck Anxiety Inventory
  - CES-D: Center for Epidemiologic Studies Depression Scale
  - FFMQ-SF: Five Facets of Mindfulness Questionnaire – Short Form
  - PSOC: Parenting Sense of Competency Scale
  - Emmaus House Pre/Post Satisfaction Survey
IMPLICATIONS

- Introduce mindfulness in 3-4 separate sessions prior to introducing parenting skills instruction
- Consider assessment fatigue
- Integrate age-appropriate mindfulness curriculum in our Freedom Schools summer program and our Youth on the Move after-school program
- Identify funding sources to support this work
Child Care Services Update

Kristie Lewis
Assistant Commissioner for Child Care Services
Public Hearing & Board Vote on Child Care Rules
Emergency Preparedness Rules

Enhances current rules pertaining to disaster preparedness and emergencies for all child care programs by adding additional provisions for:

- Children with disabilities
- Infants and toddlers
- Emergency lock down at a facility
- Reunification with families
- Training staff on emergency plans periodically
- Handling chemical spills
- Earthquakes, ice storms, flooding, etc.
Health and Safety Training and Orientation Rules

- Pre-Service and Orientation Training
  - Required for all new staff within 90 days of hire
  - Required for existing staff by December 29, 2016
  - Required topics in Health and Safety such as:
    - First Aid and CPR
    - Medication Administration
    - Safe Sleep
    - Building and Premises Safety
    - Child Abuse and Neglect
    - Transportation

- Request permission to amend Criminal Records
- Check rules to align with federal legislation
Exemption Visit Project Update

- Collect health & safety information for exemption categories at select sites
- Visit exempt programs for CCDF monitoring
  - Government-owned/operated & Day Camps receiving CAPS funding
- Verify program operation at select exemption sites
<table>
<thead>
<tr>
<th>Category</th>
<th>Count of Programs</th>
<th>Sampling %</th>
<th>N from %</th>
</tr>
</thead>
<tbody>
<tr>
<td>EX-7</td>
<td>947</td>
<td>10%</td>
<td>95</td>
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<tr>
<td>EX-1</td>
<td>728</td>
<td>10%</td>
<td>73</td>
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<td>EX-6</td>
<td>530</td>
<td>12%</td>
<td>64</td>
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<tr>
<td>EX-5</td>
<td>436</td>
<td>12%</td>
<td>52</td>
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<tr>
<td>EX-8</td>
<td>185</td>
<td>30%</td>
<td>56</td>
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<td>EX-9</td>
<td>145</td>
<td>30%</td>
<td>44</td>
</tr>
<tr>
<td>EX-12</td>
<td>134</td>
<td>30%</td>
<td>40</td>
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<tr>
<td>EX-10</td>
<td>122</td>
<td>30%</td>
<td>37</td>
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<td>EX-14</td>
<td>70</td>
<td>50%</td>
<td>35</td>
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<tr>
<td>EX-11</td>
<td>35</td>
<td>50%</td>
<td>18</td>
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<tr>
<td>Grand Total</td>
<td>3332</td>
<td>15.4%</td>
<td>514</td>
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</table>
Launch of New Enforcement and Compliance System
Georgia’s Pre-K Program & Instructional Supports Update

Susan Adams
Assistant Commissioner for Pre-K & Instructional Supports
2016-2017 School Year

- % of 4 year olds served: 60%
- Slots: 84,000
- Classes: Approximately 3,900
- Waiting List: Approximately 5,000
- Cost per child: Approximately $4,260
Georgia’s Pre-K Week 2016

October 3-7, 2016

DECAL board members invited to visit Georgia Pre-K classrooms in your communities to build public commitment for early learning.

Contact Meghan McNail to schedule a visit – Meghan.mcnail@decal.ga.gov
Pre-K Teachers of the Year – Finalists

Tonya Freeman

Connie Ellington

Kelly Harris

Stacy Tidwell

Channie Frazier

Rondrikus Fletcher
Pre-K Teachers of the Year

6 Finalists
- Interview
- CLASS observation
- Videotaped lesson

2 Winners – 1 public/ 1 private
- Will be announced September 27, 2016
- $2,500 award per winner; $1,500 per classroom
Quality Rated Inclusion Endorsement

- Voluntary endorsement for 2 and 3 star rated child care centers
- Highlights programs committed to providing high quality inclusive environments for young children with disabilities
- Up to nine months of TA provided to directors
- Programs earn Inclusion Endorsement by scoring a program overall average of five or greater on the Inclusive Classroom Profile
- Programs that earn Inclusion Endorsement receive grant package that includes professional memberships, publications, and equipment
Sites with Inclusion Endorsement

- D. Scott Hudgens Jr. Early Learning Center, December 2015
- Central Georgia Technical College CDC (Warner Robins), April 2016
- Lifespan Montessori of Athens, May 2016
- Appletree - ABC Preschool, August 2016
DECAL’s Inclusive Early Learning Week
September 19-24, 2016

Goals:
- Increase awareness
- Celebrate success
- Strengthen supports

Highlights will include:
- Visits to QRi sites by Commissioner Jacobs and CALi
- Stakeholder tours of QRi sites
- GAYC sessions, activities, and appearances by CALi
- Provider celebration kits
PEACH
(Planning Educational Activities for Children)
Learn about what teachers can do using PEACH

Explore the activities using the search and filter features

Begin creating a lesson plan, but you must log in or register to save
GELDS Family Engagement Tools

- Grocery List Activity Pad
  for Georgia’s Early Learners
- Placemat Activity Pad
  for Georgia’s Early Learners

my name is...
my birthday ______/_____/_____

Special days:

4’ 4” 4” 4’
4’ 4’ 4’ 4’

Bright from the Start: Georgia Department of Early Care and Learning
www.decal.ga.gov
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
# Finance Committee – Budget Request

<table>
<thead>
<tr>
<th>Department of Early Care and Learning</th>
<th>Current FY17 Budget**</th>
<th>Proposed AFY17 Budget</th>
<th>Proposed FY18 Budget</th>
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<tbody>
<tr>
<td><strong>BY PROGRAMS</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Child Care Services</td>
<td>$259,615,326</td>
<td>$259,615,326</td>
<td>$259,615,326</td>
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<tr>
<td>Pre-K + (HS)</td>
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<td>$358,021,380</td>
<td>$358,021,380</td>
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<tr>
<td>Quality Initiatives</td>
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<td>$37,512,775</td>
<td>$37,512,775</td>
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<tr>
<td>Nutrition</td>
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<td>$148,000,000</td>
<td>$148,000,000</td>
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<tr>
<td>Total Expenses</td>
<td>$803,149,481</td>
<td>$803,149,481</td>
<td>$803,149,481</td>
</tr>
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</table>

| **BY FUNDING SOURCE**               |                      |                       |                     |
| State General                       | $55,569,342          | $55,569,342           | $55,569,342         |
| State Lottery                       | $357,846,380         | $357,846,380          | $357,846,380        |
| Federal                             | $389,573,759         | $389,573,759          | $389,573,759        |
| Other                               | $160,000             | $160,000              | $160,000            |
| Total Funds                         | $803,149,481         | $803,149,481          | $803,149,481        |

**FY17 budget as of Amendment 2**
Welcome to the Board of Early Care and Learning

Public Hearing

August 18, 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-.04
Proposed Amendment of Rule 290-2-3-.07
Proposed Amendment of Rule 290-2-3-.08
Proposed Amendment of Rule 290-2-3-.11
Board Action on:

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

Proposed Amendment of Rule 591-1-1-.14
Proposed Amendment of Rule 591-1-1-.21
Proposed Amendment of Rule 591-1-1-.27
Proposed Amendment of Rule 591-1-1-.31
Proposed Amendment of Rule 591-1-1-.33
Remaining Board Meeting Date 2016
November 10, 2016

Proposed Board Meeting Dates 2017
February 16, 2017
May 11, 2017
August 17, 2017
November 16, 2017