Welcome to the Board of Early Care and Learning

February 16, 2017
Approval of Agenda and Minutes

- Approve 2-16-17 agenda
- Approve 11-10-16 minutes
Inspiration
Board Member Updates

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

Amy M. Jacobs
Commissioner
Under the Gold Dome: Governor Deal’s Proposed Budget, FY2018

- $5.5M for tiered reimbursement for Quality Rated child care programs
- $2M for Early Language and Literacy Classroom Grants
- $2.7M to create the Georgia Center for Early Language and Literacy
Georgia’s Pre-K Teachers of the Year

Channie Frazier
Kids World Learning Center
Bulloch County

Connie Ellington
Bethlehem Elementary School
Barrow County
Channie Frazier – Kid’s World
Channie Frazier

- Lives in Statesboro, Georgia
- Undergraduate Degree – Child and Family Development (Georgia Southern University)
- Master’s Degree – Early Childhood Education (Ashford University)
- Certified Teacher in Georgia – Non-Renewable, Level 4, Birth-Kindergarten
- Georgia’s Pre-K teacher for 11 years
Comments from Channie Frazier

Special Presentation
Connie Ellington – Bethlehem Elementary
Connie Ellington

- Lives in Winder, Georgia
- Undergraduate Degree – Early Childhood Education (University of Georgia)
- Master’s Degree – Arts in Teaching (Piedmont College)
- Specialist Degree – Teaching and Learning (Piedmont College)
- Certified Teacher in Georgia – T-6, Early Childhood Education
- Georgia’s Pre-K Teacher for 12 years
Comments from Connie Ellington

Special Presentation
Teacher of the Year Timeline 2017-2018

- February 6, 2017 – Teacher of the Year for 2017-2018 application posted on the BFTS website
- February 27, 2017 – Application due to BFTS
- March-April, 2017 – Application review and selection process
- May 2017 – Top six finalists announced (3 from local school system and 3 from private child care centers)
- August 2017 – Winner selection process
- September 2017 – Winners announced (1 from a local school system and 1 from a child care center)
Questions & Comments from Board
Finance, Legislative, & Administration Update

Ray Higgins
Deputy Commissioner for Finance and Administration
# Finance Update – SFY 2017 Summary

<table>
<thead>
<tr>
<th>Data as of Dec. 31st</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>$262,115,326</td>
<td>$141,426,879</td>
<td>$120,688,447</td>
<td>46%</td>
</tr>
<tr>
<td>Pre-K + (HS)</td>
<td>$358,038,380</td>
<td>$169,882,434</td>
<td>$188,155,946</td>
<td>53%</td>
</tr>
<tr>
<td>Quality Initiatives</td>
<td>$37,512,775</td>
<td>$31,614,608</td>
<td>$5,898,167</td>
<td>16%</td>
</tr>
<tr>
<td>Nutrition</td>
<td>$148,000,000</td>
<td>$75,663,975</td>
<td>$72,336,025</td>
<td>49%</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>$805,666,481</td>
<td>$418,587,895</td>
<td>$387,078,586</td>
<td>48%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>BY FUNDING SOURCE</strong></th>
<th>Budget</th>
<th>Expenditures*</th>
<th>Remaining Balance</th>
<th>% Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>State General</td>
<td>$55,569,342</td>
<td>$10,695,848</td>
<td>$44,873,494</td>
<td>81%</td>
</tr>
<tr>
<td>State Lottery</td>
<td>$357,846,380</td>
<td>$169,734,851</td>
<td>$188,111,529</td>
<td>53%</td>
</tr>
<tr>
<td>Federal</td>
<td>$392,073,759</td>
<td>$238,123,660</td>
<td>$153,950,099</td>
<td>39%</td>
</tr>
<tr>
<td>Other</td>
<td>$177,000</td>
<td>$33,536</td>
<td>$143,464</td>
<td>81%</td>
</tr>
<tr>
<td>Total Funds</td>
<td>$805,666,481</td>
<td>$418,587,895</td>
<td>$387,078,586</td>
<td>48%</td>
</tr>
</tbody>
</table>

* Includes encumbrances.
Legislative Update
Human Resources Update

(Data current as of 2/3/17)

Robin Stevens
Human Resources Director
HR Organizational Structure

HR Director
Robin Chanin Stevens

HR Generalist
Sabrina Henry

Training & Organizational Development Specialist
Julie Harnage

Employment Manager
Rhonda Gunn

HR Assistant
Angela Butler

HR Assistant
Lashawnda Evans

HR Assistant
Michelle Hamilton

Senior HR Recruiter
Mark Dock

Senior HR Recruiter
Sonya Price

HR Recruiter
Darien Watson
DECAL Workforce Composition
Total as of 2/1/17: **418**

Number of Employees by Status

- **362** Full-Time Employees
- **25** Hourly/DECAL
- **13** Temporary/Vendor
- **18** Contractors

Percentage of Employees by Status

- **87%** Full-Time Employees
- **6%** Hourly/DECAL
- **3%** Temporary/Vendor
- **4%** Contractors
## DECAL Employee Composition

**DECAL Payroll Employees: 387**

### Number and Percentage of Employees by Division

<table>
<thead>
<tr>
<th>Division</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Services</td>
<td>129</td>
<td>33%</td>
</tr>
<tr>
<td>Federal Programs</td>
<td>31</td>
<td>8%</td>
</tr>
<tr>
<td>Pre-K &amp; Instruct. Support</td>
<td>71</td>
<td>18%</td>
</tr>
<tr>
<td>System Reform</td>
<td>51</td>
<td>13%</td>
</tr>
<tr>
<td>Other</td>
<td>105</td>
<td>27%</td>
</tr>
</tbody>
</table>

### *Units Comprising "Other"

- **Audits**: 29%
- **Executive**: 9%
- **Finance**: 15%
- **HR**: 9%
- **IT**: 16%
- **Legal**: 17%
- **Research**: 5%

**Executive Includes the Commissioner, Deputies, Communications, Head Start, Govt. Relations**
DECAL Employee Home Locations
January 26, 2017

- DECAL Employee (387)

County Residency
Distribution

- 0
- 1 - 5
- 6 - 9
- 10 - 34
- 35 - 52

(7 employees live out of state)
## Employee Education Credentials

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Number of Employees</th>
<th>Percentage of Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Post Graduate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctorate</td>
<td>7</td>
<td>39%</td>
</tr>
<tr>
<td>Juris Doctor</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td>131</td>
<td></td>
</tr>
<tr>
<td>Ed. Specialist</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>150</td>
<td>39%</td>
</tr>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associates</td>
<td>14</td>
<td>4%</td>
</tr>
<tr>
<td>Technical Program</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>350</td>
<td>90%</td>
</tr>
<tr>
<td><strong>Associate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>High School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some College</td>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td>High School</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>387</td>
<td>100%</td>
</tr>
</tbody>
</table>

* Count and percentage include those with both undergraduate and post graduate degrees.
** Percentage represents those with undergraduate degree only.
Employees by Age

Employees by Generation*

- Baby Boomer (1946-1964)
- Generation X (1965-1980)
- Millennial (1981-Present)

Employees by Decade Ranges

- 20-29
- 30-39
- 40-49
- 50-59
- 60-69

* PEW Research Center (Silent Generation 1928-1945)
Employees by Gender & Ethnicity

**Numbers**

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Multirace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>160</td>
<td>165</td>
<td>3</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Male</td>
<td>14</td>
<td>34</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

**Percentage**

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>White</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Multirace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>41%</td>
<td>43%</td>
<td>.5%</td>
<td>.75%</td>
<td>1%</td>
</tr>
<tr>
<td>Male</td>
<td>5%</td>
<td>9%</td>
<td>.5%</td>
<td>0%</td>
<td>.5%</td>
</tr>
</tbody>
</table>
## HR Metrics

<table>
<thead>
<tr>
<th>Activity for Calendar Year</th>
<th>2016</th>
<th>2015</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Headcount All Staff</strong> (Full-time, DECAL &amp; Vendor Temps, Contractors)</td>
<td>401</td>
<td>367</td>
<td>345</td>
<td>287</td>
<td>214</td>
<td>198</td>
</tr>
<tr>
<td>Full-time Hires</td>
<td>62</td>
<td>66</td>
<td>89</td>
<td>60</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>Full-time Separations/All Categories</td>
<td>37</td>
<td>41</td>
<td>34</td>
<td>32</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Full-time Involuntary Separations</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Full-time Voluntary Separations</td>
<td>32</td>
<td>35</td>
<td>27</td>
<td>30</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>Resignations</td>
<td>21</td>
<td>26</td>
<td>15</td>
<td>13</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Resignations</td>
<td>3</td>
<td>0</td>
<td>8</td>
<td>12</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Inter-Agency Transfers</td>
<td>8</td>
<td>9</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Full-time Turnover Rate</td>
<td>10.66%</td>
<td>12.81%</td>
<td>11.53%</td>
<td>13.33%</td>
<td>8.49%</td>
<td>9.60%</td>
</tr>
<tr>
<td>Full-time Voluntary Separation Rate</td>
<td>86.5%</td>
<td>85.37%</td>
<td>79.41%</td>
<td>93.75%</td>
<td>77.78%</td>
<td>89.47%</td>
</tr>
<tr>
<td><strong>Full-time Employee Headcount as of 12/31</strong></td>
<td>347</td>
<td>320</td>
<td>295</td>
<td>240</td>
<td>212</td>
<td>198</td>
</tr>
<tr>
<td>Job Announcements/Re-announcements</td>
<td>112</td>
<td>134</td>
<td>164</td>
<td>80</td>
<td>34</td>
<td>20</td>
</tr>
<tr>
<td>Transactions</td>
<td>1036</td>
<td>518</td>
<td>600</td>
<td>476</td>
<td>150</td>
<td>95</td>
</tr>
<tr>
<td>External Requests for Verifications of Employment</td>
<td>58</td>
<td>44</td>
<td>34</td>
<td>29</td>
<td>Not recorded</td>
<td>Not recorded</td>
</tr>
<tr>
<td>FMLA</td>
<td>31</td>
<td>29</td>
<td>33</td>
<td>26</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>WC Claims</td>
<td>10</td>
<td>16</td>
<td>6</td>
<td>14</td>
<td>FY 9</td>
<td>FY 3</td>
</tr>
<tr>
<td>UI Filings</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>Not recorded</td>
</tr>
<tr>
<td>UI Hearings</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>Not recorded</td>
</tr>
<tr>
<td>UI Claim Hearing Losses</td>
<td>Not Contested</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Not recorded</td>
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<tr>
<td>EEOC Charges</td>
<td>0</td>
<td>0</td>
<td>1* Same case</td>
<td>1</td>
<td>0</td>
<td>0</td>
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<tr>
<td>EEOC Favorable Determination</td>
<td>N/A</td>
<td>N/A</td>
<td>1</td>
<td>Pending</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>EEOC Mediations</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agency Grievances/Investigations</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>AG Office Cases</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

*Not recorded*
Internal Classes Developed and Delivered

Strategic Initiative: DECAL Staff Professional Development

Emphasizing regular professional development/training for DECAL staff to equip them to professionally fulfill their job responsibilities. Sessions include the following topics:

- Behavior Based Interviewing
- Communication and Feedback
- Confidentiality
- Conflict Resolution
- Customer Service
- Darkness to Light
- DECAL Overview
- Delegation
- FLSA and Time Keeping
- Interpersonal Skills
- Performance Management
- Presentation Skills
- Roles and Responsibilities of a Supervisor
- Situational Leadership
- Stress Management
- Supervisory Skills: Policies
- Supervisory Skills: Documentation and Feedback
- Supervisory Skills: Talent Acquisition
- Time Management
- Understanding Difficult People

<table>
<thead>
<tr>
<th>Training Metrics</th>
<th>2016</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of Classes</td>
<td>Participants</td>
<td># of Classes</td>
</tr>
<tr>
<td>Internal Training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom</td>
<td>96</td>
<td>305</td>
<td>59</td>
</tr>
<tr>
<td>Webinar</td>
<td>18</td>
<td>577</td>
<td>*</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
<td>882</td>
<td>59</td>
</tr>
</tbody>
</table>

*HR Staff transition
2017 Focus

CAPS Transition
- Staffing, Selection & On-Boarding
- Communication

Employee Education & Development
- DECAL University
- On-Boarding Enhancements

Policy Updates
- Handbook Revision
- Publication

FLSA Regulations
- Classification Review/On-going
- Compliance & Implementation/On Hold
# CAPS Staffing Activity to Date

## Current 2/1/17

<table>
<thead>
<tr>
<th>Position</th>
<th>QTY</th>
<th>Wave</th>
<th>Total # Applicants</th>
<th>DHS/DFCS CAPS Applicants w/inPool</th>
<th>DECAL Applicants w/inPool</th>
<th>Selectee</th>
<th>Source</th>
<th>Hiring Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Commissioner of Federal Programs &amp; Eligibility</td>
<td>1</td>
<td>Initial</td>
<td>5</td>
<td>NA</td>
<td>5</td>
<td>Eliabella Kasfir</td>
<td>Internal</td>
<td>Filled</td>
</tr>
<tr>
<td>Family Support Director</td>
<td>2</td>
<td>Initial</td>
<td>135</td>
<td>1</td>
<td>5</td>
<td>Donna Johnson Laura Wagner</td>
<td>Agency Transfer (DPH) Internal</td>
<td>Filled</td>
</tr>
<tr>
<td>Scholarship Administration Director</td>
<td>1</td>
<td>Initial</td>
<td>74</td>
<td>1</td>
<td>3</td>
<td>Rita Lang</td>
<td>Internal</td>
<td>Filled</td>
</tr>
<tr>
<td>Program Administration Director</td>
<td>1</td>
<td>Initial</td>
<td>115</td>
<td>3</td>
<td>4</td>
<td>Chris Linn</td>
<td>Internal</td>
<td>Filled</td>
</tr>
<tr>
<td>IES &amp; Data Systems Administrator</td>
<td>1</td>
<td>Pilot</td>
<td>52</td>
<td>8</td>
<td>5</td>
<td>NA</td>
<td>NA</td>
<td>Filled</td>
</tr>
<tr>
<td>Adverse Actions &amp; Claims Manager</td>
<td>1</td>
<td>Pilot</td>
<td>86</td>
<td>6</td>
<td>1</td>
<td>NA</td>
<td>NA</td>
<td>Filled</td>
</tr>
<tr>
<td>Adverse Actions &amp; Claims Specialist</td>
<td>2</td>
<td>Pilot</td>
<td>231</td>
<td>13</td>
<td>4</td>
<td>NA</td>
<td>NA</td>
<td>Offer Pending</td>
</tr>
<tr>
<td>Scholarship Administration Manager</td>
<td>5</td>
<td>Pilot</td>
<td>87</td>
<td>17</td>
<td>2</td>
<td>NA</td>
<td>NA</td>
<td>In Process: Hiring Manager</td>
</tr>
<tr>
<td>Scholarship Administration Specialist</td>
<td>10</td>
<td>Pilot</td>
<td>218</td>
<td>41</td>
<td>4</td>
<td>NA</td>
<td>NA</td>
<td>In Process: Hiring Manager</td>
</tr>
<tr>
<td>Family Support Manager</td>
<td>2</td>
<td>Pilot</td>
<td>142</td>
<td>40</td>
<td>4</td>
<td>NA</td>
<td>NA</td>
<td>In Process: Hiring Manager</td>
</tr>
<tr>
<td>Family Support Consultant</td>
<td>5</td>
<td>Pilot</td>
<td>225</td>
<td>79</td>
<td>4</td>
<td>NA</td>
<td>NA</td>
<td>In Process: Hiring Manager</td>
</tr>
<tr>
<td>QA &amp; Training Administrator</td>
<td>1</td>
<td>Pilot</td>
<td>77</td>
<td>21</td>
<td>2</td>
<td>NA</td>
<td>NA</td>
<td>In Process: Hiring Manager</td>
</tr>
<tr>
<td>QA &amp; Training Consultant</td>
<td>3</td>
<td>Pilot</td>
<td>336</td>
<td>36</td>
<td>4</td>
<td>NA</td>
<td>NA</td>
<td>In Process: Hiring Manager</td>
</tr>
<tr>
<td>Policy &amp; Process Improvement Administrator</td>
<td>1</td>
<td>Pilot</td>
<td>84</td>
<td>8</td>
<td>4</td>
<td>NA</td>
<td>NA</td>
<td>In Process: Hiring Manager</td>
</tr>
<tr>
<td>Data Analyst</td>
<td>1</td>
<td>Pilot</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>NA</td>
<td>NA</td>
<td>Not Yet Posted</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>37</strong></td>
<td></td>
<td><strong>1867</strong></td>
<td><strong>273</strong></td>
<td><strong>51</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DECAL University

What: New initiative tied to DECAL’s strategic plan

Purpose: To cross train our employees and in response to employees’ requests to learn more about the agency

Presenters: In-house subject matter experts from respective programs

Process: In class and webinar sessions that bring an “inside look” at each of the units within DECAL

Participation: Employees can view the recorded sessions in any order as they choose and on their preferred schedule.

Completion: View and complete all sessions and exams to receive a DECAL University diploma

Benefits: Cross training; Better informed staff; Enhanced collaboration & camaraderie; Stimulate career growth opportunities.

Attendance:
- Session 1 – 108 – 45 in class and 63 via webinar
- Session 2 – 85 – 25 in class and 60 via webinar
- Session 3 – 65 – 30 in class and 35 via webinar
Questions & Comments from Board
Federal Programs Update

Elisabetta Kasfir
Assistant Commissioner for Federal Programs
CAPS Stakeholder Engagement

- CAPS Child Care Provider Survey
- DECAL Advisory Committee (December 2016 and April 2017)
  - Two meetings focused on CAPS
- CAPS Community Meetings (February 2017)
  - Macon
  - Clarkston
- CAPS Family Forums (January to March 2017)
  - Clayton Co.
  - Richmond Co.
  - Fannin Co.
  - Tift Co.
New CAPS Structure

- Scholarship Administration
- Program Administration
- Family Support
New CAPS Organizational Chart
CAPS County Transition Plan

- Pilot – Spring 2017
- Wave 1 – Summer 2017
- Wave 2 – Fall 2017

Objectives

- Gain experience through gradually increasing workload
- Minimize exposure to client service level disruption
CAPS Eligibility Transition

Communication about the transition with DFCS CAPS Staff

- Joint letter from Director Cagle and Commissioner Jacobs
- Monthly transition newsletters
- Webinar for all DFCS CAPS staff
- Face to face meetings with DFCS CAPS staff
  - Managers & Supervisors
    - Atlanta 1/5/17
    - Macon 1/10/17
  - Frontline Staff
    - Macon 2/7/17
    - Atlanta 2/22/17 & 2/23/17
    - Tifton 3/9/17
CAPS Eligibility Transition (continued)

Transition work groups composed of DECAL and DFCS staff have begun meeting
- Processes and Procedures
- Workload Sharing
- Training and Onboarding Development
- Data System and IT Requirements

Hiring for new DECAL CAPS Structure
- Hiring Waves
System Reform Update

Kristin Bernhard
Deputy Commissioner for System Reform

Bright from the Start: Georgia Department of Early Care and Learning
www.decal.ga.gov
So What Does the System Reform Division DO?

- **Race to the Top Early Learning Challenge Grant**
  - Competitive $51.7M grant awarded to the state for cross-agency implementation between 2014-2017.
  - Covers 12 projects, one of which is 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.

- **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.
  - Supports two early education hubs - at Sheltering Arms and Quality Care for Children - to help child care programs meet the Head Start Performance Standards.

- **Child Care Resource and Referral System**
  - Provides technical assistance through a network of six regions and 120+ employees to center and family child care to improve teaching and overall program quality.
  - Provides consumer awareness to families about finding high quality child care.
### 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>1,979</td>
<td>63%</td>
</tr>
<tr>
<td>Family Child Care Learning Home</td>
<td>798</td>
<td>46%</td>
</tr>
<tr>
<td>Other</td>
<td>82</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,859</strong></td>
<td><strong>48%</strong></td>
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</table>

### Ratings by Facility Type

<table>
<thead>
<tr>
<th>Facility Type</th>
<th>One Star</th>
<th>Two Star</th>
<th>Three Star</th>
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<tbody>
<tr>
<td>Child Care Learning Center</td>
<td>337</td>
<td>387</td>
<td>97</td>
<td>821</td>
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<tr>
<td>Family Child Care Learning Home</td>
<td>102</td>
<td>151</td>
<td>77</td>
<td>330</td>
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<td>Other</td>
<td>21</td>
<td>37</td>
<td>11</td>
<td>69</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>460</strong></td>
<td><strong>575</strong></td>
<td><strong>185</strong></td>
<td><strong>1,220</strong></td>
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</tbody>
</table>
Child Care Resource & Referral (CCR&R) Agencies

- First codified and federal funding allocated in 1992-1993
- Have existed in Georgia since at least 1983
- Look slightly different from state to state
- Referenced extensively throughout CCDF reauthorization in 2014
- Exist in most states to:
  - Help parents find child care
  - Build the supply of quality child care by providing support and resources to child care providers
  - Gather data on child care trends and needs
Annual grants to four community agencies to provide free RESOURCES to child care programs in six geographic regions to:

- Provide technical assistance (TA) to child care programs working on their Quality Rated star rating
- Utilize coaching and mentoring to develop best practices that create enhanced quality that is sustainable and measurable
- Conduct professional learning opportunities
- Held accountable on four performance measures
# CCR&R Performance Measures

<table>
<thead>
<tr>
<th>CCR&amp;R Performance Measure 2: Rating Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>R&amp;R Region</strong></td>
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<tr>
<td></td>
</tr>
<tr>
<td>Region 1 – North</td>
</tr>
<tr>
<td>Region 2 – Metro</td>
</tr>
<tr>
<td>Region 3 – Central</td>
</tr>
<tr>
<td>Region 4 – Southwest</td>
</tr>
<tr>
<td>Region 5 – Southeast</td>
</tr>
<tr>
<td>Region 6 – East</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CCR&amp;R Performance Measure 4: Percent of Programs Participating</th>
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<tbody>
<tr>
<td><strong>R&amp;R Region</strong></td>
</tr>
<tr>
<td>Region 1 – North</td>
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<tr>
<td>Region 2 – Metro</td>
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<td>Region 3 – Central</td>
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<td>Region 4 – Southwest</td>
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<td>Region 5 – Southeast</td>
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<tr>
<td>Region 6 – East</td>
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<tr>
<td>Total</td>
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**Note:** Excludes LSS sites.
# Scope of CCR&R Work in Georgia

<table>
<thead>
<tr>
<th>CCR&amp;R Technical Assistance Staffing</th>
<th>CCR&amp;R Budgets FFY17</th>
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<tr>
<td><strong>FTE</strong></td>
<td><strong>Grant Value</strong></td>
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<tr>
<td>Region 1</td>
<td>$1,929,233.00</td>
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<tr>
<td>Region 2</td>
<td>$2,175,988.00</td>
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<tr>
<td>Region 3</td>
<td>$1,964,830.27</td>
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<td>Region 4</td>
<td>$2,191,355.08</td>
</tr>
<tr>
<td>Region 5</td>
<td>$2,528,283.34</td>
</tr>
<tr>
<td>Region 6</td>
<td>$1,447,485.00</td>
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<tr>
<td>1877ALLGAKIDS</td>
<td>$845,495</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$13,082,669</strong></td>
</tr>
</tbody>
</table>

| Region 1                          | $1,929,233.00       |
| Region 2                          | $2,175,988.00       |
| Region 3                          | $1,964,830.27       |
| Region 4                          | $2,191,355.08       |
| Region 5                          | $2,528,283.34       |
| Region 6                          | $1,447,485.00       |
| 1877ALLGAKIDS                     | $845,495            |
| **Total**                         | **$13,082,669**     |
Child Care Resource & Referral

• Annual contract with a single, statewide non-profit to provide free **REFERRALS** for parents/families looking for child care programs to:
  • Staff a call center and online database to connect families with referrals
  • Attend community events to connect families with child care services and supports
  • Publicize child care referral services to the public
Statewide Child Care Call Center

Cheryl Hearn Smith
Director of Parent Services
Quality Care for Children
The 877-ALL-GA-KIDS Parent Referral Service
Finding child care is one of the most important decisions a parent can make.
The Call Center helps parents identify and select the best possible care for their children anywhere in the state.
The Call Center

877•ALL•GA•KIDS

Access to *early education* which is an equalizing opportunity for all children!
The Call Center

Consumer Education and Referrals

- FY 2015/16
  - Referrals: 28,690
  - Quality Rated Referrals: 15,796
  - Provider Updates: 13,909

<table>
<thead>
<tr>
<th>FY Referrals</th>
<th>Phone</th>
<th>Online</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>2012</td>
<td>7340</td>
<td>14209</td>
<td>21549</td>
</tr>
<tr>
<td>2013</td>
<td>7479</td>
<td>18766</td>
<td>26245</td>
</tr>
<tr>
<td>2014</td>
<td>6911</td>
<td>19370</td>
<td>26281</td>
</tr>
<tr>
<td>2015</td>
<td>10050</td>
<td>17738</td>
<td>27788</td>
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<td>2016</td>
<td>8870</td>
<td>19820</td>
<td>28690</td>
</tr>
<tr>
<td>Total</td>
<td>40650</td>
<td>89903</td>
<td>130553</td>
</tr>
</tbody>
</table>
The Call Center

Community Outreach
FY 2015/16
- Events: 59
- Families present: 5,950
Mobile Messaging

Georgia Parent Power (GPP)

GPP: Prevent Illness Spreading
Posted October 17, 2016 by wpadmin

How Does Your Child Care Program Keep Illness from Spreading?

GPP: Illnesses can spread quickly in child care. Click for ways to encourage safety at your child care program.
[:Shortener_URL1]# Ttxt STOP to OptOut

Germs can spread quickly in a child care setting. Little hands and toys frequently find their ways to mouths, fingers into nostrils. Then, these same hands, toys and fingers touch a friend's mouth, a door handle or a new toy and it is germ city!

If you have not already, check in with your child's teacher to find out what the sick policy is and how the child care program helps keep the children in their care healthy.

Questions to ask regarding the sick policy:

- When should a child who is sick stay home from child care?
- When a child was at child care with a highly infectious sickness, how will the care giver alert other parents?
- If your child becomes sick at child care, how will it be handled?
It’s a great time to be little...

Thank you!
BREAK

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

Susan Adams
Dr. Bentley Ponder
Georgia’s Pre-K Evaluation
Longitudinal Study
Year 2
Study Description
Evaluation Studies

Series of studies funded by legislature in 2011–2012 to evaluate Georgia’s Pre-K Program
Study 1 (2011–2012) Pre-K Outcomes Study
  Study 1a (2012–2013) Pre-K Enrollment Study
Study 2 (2012–2013) RDD Study
Study 3 (2013–2018) Longitudinal Study
Pre-K Longitudinal Study (2013–2018)

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

Examine the quality of children’s learning experiences from Pre-K through early elementary school

- What is the quality of children’s experiences in Pre-K and Kindergarten?
- What are the learning outcomes through Kindergarten for children who attended Georgia’s Pre-K Program?
- What factors predict better learning outcomes for children?
Study Procedures

- Measured children’s skills at beginning and end of Pre-K and Kindergarten
- Parallel assessment of Spanish-speaking DLLs
- Conducted observations of classroom quality
- Examined moderators of child outcomes
Classroom Samples – Pre-K & K (pages 18-19)

199 randomly-selected Pre-K classrooms

- 49% public & 51% private sites
- Avg class size = 21 children; 50% boys; 11% LLP
- 64% BA, 34% MA+; 11 years teaching experience (6 years PK)

807 K classrooms (296 randomly-selected for classroom observations)

- Avg class size = 20 children; 51% boys; 15% LEP
- 38% BA, 62% MA+; 14.5 years teaching experience (8.5 years K)
Results: Classroom Quality
Research Question 1: What is the quality of children’s experiences in Pre-K and Kindergarten?
Teacher-child instructional interactions

Classroom Assessment Scoring System (CLASS)

- Three domains:
  - Emotional Support
  - Classroom Organization
  - Instructional Support

Additional measures were used in Pre-K year
Results – Classroom Quality

The quality of teacher-child instructional interactions varied across different domains based on the CLASS.

Patterns were similar in Pre-K and K
- Higher for Emotional Support and Classroom Organization (middle-high range)
- Lower for Instructional Support (low-middle range)

Scores were significantly higher in Pre-K than K for two domains:
- Emotional Support *** – Pre-K=5.7, K=5.2
- Organizational Support * – Pre-K=5.5, K=5.3
- Instructional Support – Pre-K=2.6, K=2.5
CLASS Emotional Support Scores
(n =199 Pre-K, n =296 K) (page 52)
CLASS Classroom Organization Scores

(n = 199 Pre-K, n = 296 K) (page 53)
CLASS Instructional Support Scores
(n =199 Pre-K, n =296 K) (page 54)

Percentage of Classrooms

CLASS Instructional Support Scores

Pre-K  Kindergarten
Results: Child Outcomes
Full Sample
Research Question 2: What are the learning outcomes through Kindergarten for children who attended Georgia’s Pre-K?
Child Outcome Measures (page 21)

Language & literacy skills

Math skills

General knowledge

Classroom behavior

Language proficiency
“Big” Findings

Children made significant gains on most measures from Pre-K through K.

Growth on standardized measures indicates children progressed at an even greater rate than expected for typical developmental growth.
# Skill-Based Child Outcome Measures – Means (page 23)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Pre-K</th>
<th>Kindergarten</th>
<th>Pre-K</th>
<th>Kindergarten</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>Letter Knowledge</td>
<td>13.3</td>
<td>19.9</td>
<td>23.8</td>
<td>25.5</td>
</tr>
<tr>
<td>Math Counting (1-40)</td>
<td>18</td>
<td>26.7</td>
<td>32.8</td>
<td>37.2</td>
</tr>
<tr>
<td>Self-Knowledge (0-6)</td>
<td>4.3</td>
<td>4.9</td>
<td>5.2</td>
<td>5.5</td>
</tr>
<tr>
<td>Phonemic Awareness (360-545)</td>
<td>386.2</td>
<td>403.5</td>
<td>430.0</td>
<td>459.2</td>
</tr>
</tbody>
</table>
## Child Outcome Measures – Standard Scores (page 23)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Pre-K</th>
<th>Kindergarten</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>Letter-Word Identification</td>
<td>100.7</td>
<td>103.2</td>
<td>107.3</td>
<td>113.9</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>99.9</td>
<td>99.8</td>
<td>99.3</td>
<td>98.8</td>
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<tr>
<td>Phonological Awareness</td>
<td>95.9</td>
<td>102.3</td>
<td>106.9</td>
<td>114.4</td>
</tr>
<tr>
<td>Math Problem Solving</td>
<td>102.8</td>
<td>103.7</td>
<td>104.7</td>
<td>106.5</td>
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<tr>
<td>Social Skills</td>
<td>96.4</td>
<td>100.0</td>
<td>100.7</td>
<td>102.4</td>
</tr>
</tbody>
</table>
Additional Conclusions

Average scores were at or slightly below the mean at beginning of Pre-K and slightly to somewhat above the mean by end of Kindergarten.

There were greater gains in Pre-K on some measures of early skills (Naming Letters, Counting, Social Awareness, Social Skills). There were greater gains in Kindergarten on some more advanced skills (Letter-Word ID, Word Attack, Applied Problems).
Results: Child Outcomes

DLL Subsample
## English Skill - Based Child Outcome Measures – Means (page 27)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Pre-K</th>
<th></th>
<th>Kindergarten</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>Letter Knowledge</td>
<td>7.3</td>
<td>15.5</td>
<td>22.3</td>
<td>25.2</td>
</tr>
<tr>
<td>Math Counting (1-40)</td>
<td>12.4</td>
<td>22.1</td>
<td>29.4</td>
<td>35.8</td>
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<tr>
<td>Self-Knowledge (0-6)</td>
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<td>3.7</td>
<td>4.4</td>
<td>4.9</td>
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<tr>
<td>Phonemic Awareness (360-545)</td>
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<td>391.3</td>
<td>422.3</td>
<td>452.7</td>
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# English Child Outcome Measures – Standard Scores (page 27)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Pre-K</th>
<th>Kindergarten</th>
<th></th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>Letter-Word Identification</td>
<td>91.2</td>
<td>97.8</td>
<td>102.8</td>
<td>109.9</td>
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<tr>
<td>Vocabulary</td>
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<td>82.4</td>
<td>84.5</td>
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<tr>
<td>Phonological Awareness</td>
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<td>85.0</td>
<td>90.1</td>
<td>99.5</td>
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<tr>
<td>Math Problem Solving</td>
<td>90.3</td>
<td>96.4</td>
<td>99.6</td>
<td>103.0</td>
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</table>
## Spanish Skill-Based Child Outcome Measures (page 30)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Pre-K</th>
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</tr>
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<tbody>
<tr>
<td></td>
<td>Fall</td>
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<tr>
<td>Letter Knowledge</td>
<td>0.9</td>
<td>1.8</td>
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<tr>
<td>Math Counting (1-40)</td>
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<td>9.8</td>
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<tr>
<td>Self-Knowledge (0-6)</td>
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<td>3.2</td>
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<tr>
<td>Phonemic Awareness (360-545)</td>
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<td>381.0</td>
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## Spanish Child Outcome Measures – Standard Scores (page 30)

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<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
</tr>
<tr>
<td>Letter-Word Identification</td>
<td>90.3</td>
<td>86.5</td>
<td>85.6</td>
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<td>Vocabulary</td>
<td>71.0</td>
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<td>Phonological Awareness</td>
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<td>76.1</td>
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<tr>
<td>Math Problem Solving</td>
<td>87.1</td>
<td>90.9</td>
<td>89.6</td>
</tr>
</tbody>
</table>
Conclusions – DLL Subsample

- Children made significant gains from Pre-K to K for all skills measured in English.

- Average scores were slightly below the mean at beginning of Pre-K and close to or slightly above the mean at end of K for most skills measured in English.

- Children in the DLL subsample also made significant gains from Pre-K to K for most skills measured in Spanish.

- Average scores were 1-2 SD below the mean at beginning of Pre-K and still below the mean by end of K for most skills measured in Spanish.

- Children showed decreases in two areas in Spanish: Letter-Word Identification and Picture Vocabulary.
Results: Moderators
Research Question 3: What factors predict better learning outcomes for children?
Specific child and family characteristics were examined as potential moderators.

- Included children’s race, family income, and English language proficiency (pgs. 33 and 34).
- English language proficiency was the most consistent predictor.

Specific teacher and classroom characteristics were examined as potential moderators.

- Georgia’s Pre-K Program type and quality of classroom instruction were found to be significant on some measures.
Moderator: Language Proficiency
Growth in WJ-III Letter-Word Identification by English Proficiency (page 35)
Growth in WJ-III Picture Vocabulary by English Proficiency (page 35)
Growth in Naming Letters Task by English Proficiency (page 36)
Growth in WJ-III Applied Problems by English Proficiency (page 36)

![Graph showing growth in WJ-III Applied Problems by English Proficiency (page 36)]
Change in SSiS Social Skills by English Proficiency (page 38)
Conclusions – Moderators of Growth

Children with lower levels of English language proficiency made greater gains than children with higher levels of English proficiency on most skills. This was the most consistent predictor.

For other characteristics, there were no consistent effects, but there was a general pattern of greater gains through K for children who entered Pre-K with lower scores.
Conclusions

Children who attended Georgia’s Pre-K are making gains from Pre-K through Kindergarten across all domains of learning.

Vocabulary is one area where children are not making as much progress and where scores are especially low for the DLL subsample.

Children who enter Pre-K with lower levels of English proficiency make greater gains through Kindergarten in many academic areas but are not caught up to their peers in many cases.
The quality of Pre-K & Kindergarten classrooms is fairly similar (although slightly higher in Pre-K).

Similar effects were seen for children in public Pre-K programs (compared to private), although these disappeared by the end of Kindergarten.

The associations of quality with outcomes suggested that children who attended higher quality classrooms in Pre-K and Kindergarten had better learning outcomes in some areas.
Upcoming Studies and Next Steps
Head Start State Collaboration Update

Allison Setterlind
Head Start State Collaboration Director
Purpose of the HSCO

To facilitate collaboration among Head Start agencies and entities that carry out activities designed to benefit low-income children from birth to school entry and their families.

To provide a structure and a process for the Office of Head Start (OHS) to work and partner with state agencies and local entities to leverage their common interests around young children and their families to formulate, implement, and improve state and local policy and practices.

-Head Start Act Section 642(B)(a)
The HSCO makes connections

Work directly with the Head Start Association in collaboration of all federal priority areas, to include health care, homelessness, welfare, family literacy, community services, education transition, alignment, school readiness, child care, disabilities, professional development, and early childhood systems.
Current HSCO Projects

- Annual Office of Head Start Report
- Foster Care MOU
- PIR Data: Homelessness
- Statewide Needs Assessment
- National Head Start Meeting
- DECAL Teamwork
Upcoming Rule Changes

Three primary rule updates:

- Rule renumbering to support new enforcement & compliance system
- General clean-up
- Core rule changes

Previous approval granted by the board

Public hearing/vote during May board meeting for July 1st implementation
(2) Food Preparation Areas. Each Center shall have a designated space for food preparation separate from rooms used by children and in an area not used for diaper changing. The area shall be kept clean and free of accumulation of dust, dirt, food particles and grease deposits. Ventilation shall be provided either by mechanical or natural means so as to provide fresh air and control of unpleasant odors in the food preparation area. Food preparation surface areas shall be nonporous with no unsealed cracks or seams. Kitchen lights shall be shielded.

(2) Each Center shall have a designated space for food preparation separate from rooms used by children and in an area not used for diaper changing. The area shall be kept clean and free of accumulation of dust, dirt, food particles and grease deposits. Food preparation surface areas shall be nonporous with no unsealed cracks or seams.

(3) Ventilation shall be provided either by mechanical or natural means so as to provide fresh air and control of unpleasant odors in the food preparation area.

(4) Kitchen lights shall be shielded.
Renumbering – Consolidation Example

(2) Personnel shall not: physically or sexually abuse a child or engage or permit others to engage in sexually overt conduct in the presence of any child enrolled in the Center; inflict corporal/physical punishment upon a child; shake, jerk, pinch or handle a child roughly; verbally abuse or humiliate a child which includes, but is not limited to, the use of threats, profanity or belittling remarks about a child or his family; isolate a child in a dark room, closet or unsupervised area; use mechanical or physical restraints or devices to discipline children; use medication to discipline or control children's behavior without written medical authorization issued by a licensed professional and given with the parent's written consent; restrict unreasonably a child from going to the bathroom; punish toileting accidents; force-feed a child or withhold feeding a child regularly scheduled meals and/or snacks; force or withhold naps; allow children to discipline or humiliate other children; and confine a child for disciplinary purposes to a swing, highchair, infant carrier, walker or jumpseat.

(a) Physically or sexually abuse a child or engage or permit others to engage in sexually overt conduct in the presence of any child enrolled in the Center;

(b) Inflict corporal/physical punishment upon a child;

(Note: §11(2)(a-m) is being combined)
2016 Exemption Visit Project

Amy Page & Randy Hudgins
Exemption Visit Project (EVP) Overview

- Purpose/Goal of the project
- Timeline
- Exempt Program requirements
- Visit sampling
- Process
- General Data
- Next steps
EVP – Purposes/Goal

Primary purpose:
- Are exempt programs operating within their approved exemption guidelines?

Secondary purpose:
- Health/Safety Analysis (How different are they from basic licensing health & safety standards?)

Goal
- Visit a statistical percentage of sites for each exemption type/ category
Additional Data Goals

- Collect health & safety information on other exemption categories at selected sites
- Visit exempt programs for CCDF monitoring
  - Government-owned/operated & Day Camps receiving CAPS funding
- Check on “No Results” sites for Exemption Clean-Up project
Project Timeline

June 2, 2016
Training for project consultants

June 7, 2016
First Visit completed

December 1, 2016
Last Visit completed

January 1, 2017
Final Data Entry completed
EVP – Process

- Project staff included nine consultants
  - Six participating at a time
- Site visits completed using manual checklist
  - Captured general operating information
  - Key health & safety indicator data
- Checklist data entered into KOALA Outback
- Query established to extract data
Requirements for Exempt Programs

Exemption rules and requirements are in effect for all exempt programs, regardless of when the exemption was granted.

All exempt programs must now:

- Submit and maintain a valid and current e-mail address.
- Post a copy of the exemption approval letter and a notice that the program is not licensed.
- Obtain the signature of parent(s) or guardian(s) on a form that indicates they have been advised and understand the program is not licensed.
# Exemption Categories & Visit Totals

<table>
<thead>
<tr>
<th>Exemption Category</th>
<th>Exemption Category Name</th>
<th>Total Exempt Programs</th>
<th>Total Visits</th>
<th>% Visited</th>
</tr>
</thead>
<tbody>
<tr>
<td>EX-1</td>
<td>Government owned and operated</td>
<td>728</td>
<td>72</td>
<td>10%</td>
</tr>
<tr>
<td>EX-5</td>
<td>Parent’s am/pm out</td>
<td>436</td>
<td>64</td>
<td>15%</td>
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<tr>
<td>EX-6</td>
<td>Half-day Preschool (4 hr program/2-6 yrs)</td>
<td>530</td>
<td>64</td>
<td>12%</td>
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<tr>
<td>EX-7</td>
<td>Day camps</td>
<td>947</td>
<td>113</td>
<td>12%</td>
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<tr>
<td>EX-8</td>
<td>Short-term education &amp; recreation</td>
<td>185</td>
<td>32</td>
<td>17%</td>
</tr>
<tr>
<td>EX-9</td>
<td>On premises/ parents on-site</td>
<td>145</td>
<td>42</td>
<td>29%</td>
</tr>
<tr>
<td>EX-10</td>
<td>Instructional/single skill AS</td>
<td>122</td>
<td>18</td>
<td>15%</td>
</tr>
<tr>
<td>EX-11</td>
<td>Education specialized services</td>
<td>35</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>EX-12</td>
<td>National nonprofits</td>
<td>134</td>
<td>38</td>
<td>28%</td>
</tr>
<tr>
<td>EX-14</td>
<td>Religious/faith-based</td>
<td>70</td>
<td>35</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td></td>
<td><strong>3,332</strong></td>
<td><strong>482</strong></td>
<td><strong>14%</strong></td>
</tr>
</tbody>
</table>
Visited 14% of all 3,332 Exemptions

EVP Geographic Distribution
Visits Completed (# of counties)
0 (51)
1 Visit (24)
2-5 Visits (24)
5-10 Visits (13)
11-83 Visits (10)
N/A (37)
General Operating Data

- Operating day of visit: 88%
- Operating within approved guidelines: 92%
- Operating at approved location: 99%
- Signed parent acknowledgement forms on file: 67%
- Approval letter and exemption notice posted: 62%
- Email on file is current: 82%
What’s Next

- Visit data currently being analyzed by Child Trends

- Develop on-going monitoring system for exempt programs receiving subsidy payments
Communications Update

Reg Griffin
Chief Communications Officer
Media Coverage (Nov - Jan)

Total Stories: 32

Top Stories:
• Georgia’s Pre-K Program
• Early Ed Issues
• Grants
• Quality Rated
• CCS Investigations

ALSO:
• Nutrition
Georgia Trend Coverage of GA Lottery
Pre-K Longitudinal Study
Pre-K Longitudinal Study (continued)
## Social Media Outreach

<table>
<thead>
<tr>
<th>Platform</th>
<th>Reach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>8,114</td>
</tr>
<tr>
<td>Twitter</td>
<td>2,176</td>
</tr>
<tr>
<td>Instagram</td>
<td>788</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>271</td>
</tr>
<tr>
<td>Pinterest</td>
<td>247</td>
</tr>
<tr>
<td>YouTube</td>
<td>171</td>
</tr>
</tbody>
</table>

**Total Social Media Reach of 11,767**
Bright from the Start: Georgia Department of Early Care and Learning

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 Comments

February 16, 2017
Board Meeting Dates 2017

February 16, 2017
May 11, 2017
August 17, 2017
November 16, 2017