Welcome to the Board of Early Care and Learning

November 16, 2017
Approval of Agenda and Minutes

- Approve 11-16-17 agenda
- Approve 8-17-17 minutes
Inspiration
Sheri Hooper
Board Member Updates

Board members report on their recent DECAL-related activities in their districts.
Board Member Dawnn Henderson

Reading to children at KinderCare Learning Center in Marietta
Board Member Sheri Hooper

Reading to children at World Language Academy in Gainesville
Board Chair Susan Harper

Reading to children at Dougherty County Pre-K
Who doesn’t love a parade???
Board Member Melissa Boekhaus

Reading to children at Bright Horizons in Buckhead
Recognizing a Current DECAL Board Member

Melissa Boekhaus Named Young Physician of the Year 2017

The Young Physician of the Year Award acknowledges outstanding contributions from young physician members of the Georgia Chapter-American Academy of Pediatrics in the areas of leadership, advocacy, research, or clinical care.

Dr. Boekhaus stays busy by:
- Maintaining a busy clinical practice
- Attending to three young children at home
- Serving on Board of Directors and Executive Committee of Georgia AAP
- Recently led chapter-wide Quality Improvement project on ADHD
- 2016 - Governor Deal named her to the Board of Early Care & Learning, becoming the first pediatrician to sit on this important board. Georgia AAP clearly recognizes and supports the increasingly important role early care and education facilities play in child development.
Recognizing a Retiring DECAL Board Member

Janice Gallimore

Thank you for your dedication and service to Georgia’s children and families as a charter member of the Board of Early Care and Learning.
Finance, Legislative, & Administration Update

Ray Higgins
Deputy Commissioner for Finance and Administration
## Finance Update – SFY 2018 Summary

<table>
<thead>
<tr>
<th>Data as of Sept. 30th</th>
<th>Budget</th>
<th>Expenditures*</th>
<th>Remaining Balance</th>
<th>% Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BY PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Care Services</td>
<td>$265,560,831</td>
<td>$78,409,606</td>
<td>$187,151,225</td>
<td>70%</td>
</tr>
<tr>
<td>Pre-K + (HS)</td>
<td>$365,020,613</td>
<td>$73,160,904</td>
<td>$291,859,709</td>
<td>80%</td>
</tr>
<tr>
<td>Quality Initiatives</td>
<td>$39,512,775</td>
<td>$16,363,196</td>
<td>$23,149,579</td>
<td>59%</td>
</tr>
<tr>
<td>Nutrition</td>
<td>$148,000,000</td>
<td>$41,458,661</td>
<td>$106,541,339</td>
<td>72%</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>$818,094,219</td>
<td>$209,392,367</td>
<td>$608,701,852</td>
<td>74%</td>
</tr>
</tbody>
</table>

| **BY FUNDING SOURCE**|              |               |                   |             |
| State General        | $61,514,847  | $8,138,453    | $53,376,394       | 87%         |
| State Lottery        | $364,845,613 | $73,114,088   | $291,731,525      | 80%         |
| Federal              | $389,573,759 | $127,849,850  | $261,723,909      | 67%         |
| Other                | $2,160,000   | $289,976      | $1,870,024        | 87%         |
| Total Funds          | $818,094,219 | $209,392,367 | $608,701,852      | 74%         |

* Includes encumbrances.
Legislative Update
2017 Summer Food Service Program (SFSP)

- 5,427,814 meals and snacks served
- 1,762 meal sites
- 3 targeted counties served
- 154 counties covered (in partnership with GA Department of Education)
- 9.8 million meals and snacks served statewide in partnership with the GA Department of Education
New Space for CAPS
Georgia Pre-K Week
A Celebration of Early Learning in GA

Dr. Erica Fener Sitkoff
Executive Director
What is Georgia Pre-K Week?

• Georgia Pre-K Week is a weeklong celebration of Georgia’s nationally recognized Pre-K program and other quality early education programs.
• Georgia Pre-K Week gives leaders from across the state a chance to visit Pre-K classrooms in their districts where they can read to a Pre-K Class and tour the center.
Georgia Pre-K Week 2017

The seventh annual Georgia Pre-K Week took place on October 2-6, 2017. Over 200 visits to Pre-K centers were made by 132 state leaders including:

- 44% of the Georgia Senate (23 of 53)
- 45% of the Georgia House (79 of 176)
- Governor and First Lady Deal
- Six State Agency Heads
- Four Georgia Congressmen
Beyond State Leaders

• Nearly 500 Pre-K centers registered with Voices for Georgia’s Children to host their own events with local leaders.
• Local leaders hosted by these centers include mayors, city council members, local businessmen, firemen, policemen, and members of the Armed Forces.
A Week of Partnerships

• Georgia Pre-K Week is organized by Voices for Georgia’s Children and endorsed by the Georgia Department of Early Care and Learning.
• 20 nonprofits across the state joined Voices as official community partners.
• Pre-K Week 2017 was sponsored by Synovus, Georgia Power, Junior League of Atlanta, and Reach Out and Read Georgia.
Community Partners

- Black Children’s Development Institute - Atlanta
- Ferst Foundation for Childhood Literacy
- Georgia Association on Young Children
- GEEARS: Georgia Early Education Alliance for Ready Students
- Georgia Family Connection Partnership
- Georgia Partnership for Excellence in Education
- Georgia Public Library Service
- Georgia Vision Project
- JumpStart for Young Children
- JL - Athens
- JL - Cobb/Marietta
- JL - Columbus
- JL – DeKalb
- JL – Douglas
- JL – Gwinnett & N. Fulton
- JL – Savannah
- Literacy for All
- Quality Care for Children
- United Way of Greater Atlanta
- YMCA of Metro Atlanta
New for 2017

• Summer Transition Spotlight

• Celebrating the 25th birthday of Georgia’s Pre-K Program
Summer Transition Spotlight

• Six key legislators made nine visits to Summer Transition classes during summer 2017. In addition, the First Lady visited 19 Summer Transition classes.
• The program was highlighted through multiple new communication materials including a fact sheet and a social media toolkit.
Celebrating the 25th Birthday of Georgia’s Pre-K

- Governor Nathan Deal authored an editorial about Georgia Pre-K Week for the Atlanta Journal Constitution.
- Voices created a series of videos to celebrate the impact and history of Georgia’s Pre-K Program over the last 25 years.
The reach of Georgia Pre-K Week continues to grow every year.

In 2017:

- 31 unique media pieces appeared in 28 media outlets around the state.
- The videos had over 600 views on YouTube and over 23,000 views on Facebook.
System Reform Update

Kristin Bernhard
Deputy Commissioner for System Reform
Georgia’s Parents and Children Thriving Together (PACTT) Grant

Key outcomes Georgia promised:
1. Increase cross-agency coordination
2. Provide professional learning on two-gen
3. Increase two-gen evaluation efforts
4. Pilot new and expand existing two-gen strategies
5. Pursue policy changes to scale successful two-gen strategies.
Two-Gen Landscape Analysis: Process

DECAL contracted with the Georgia Center for Non-Profits (GCN) to research and write the report.

GCN distributed an online survey to identify three pieces of information:

- Two-gen practitioners across the state;
- What is or has worked well in implementing their respective strategies; and
- What could be improved, given the funding or given a hypothetical opportunity to do it again.

Over 75 respondents completed the survey, and GCN conducted interviews with other select respondents to gain additional insights.
Two-Gen Landscape Analysis: Key Findings

Almost half (48%) of respondents indicated they serve the whole family – either alone or through strategic partnerships.

The most common factor contributing to successful two-gen approaches was strategic partnerships.

A majority (85% of respondents) indicated that they either serve both parents and children with additional wrap-around support provided by other agencies (62%) or serve one segment while a partner serves the other (26%).
Two-Generation Innovation Grants (TGIG)

DECAL has engaged the Carl Vinson Institute of Government (CVIOG) to facilitate three, half-day sessions in which communities can develop proposals to pilot or expand strategies that connect the early learning and postsecondary/workforce systems at the local level.

The Community Planning Sessions will take place:
- November 30 – Clayton County
- December 1 – Athens-Clarke County
- December 18 – Macon-Bibb County

Attendees will include local partners, the PACTT Core Team and the DECAL Early Education Empowerment Zone Community Coordinators and their Birth-Eight Teams.
## Quality Rated Then & Now...Participating

<table>
<thead>
<tr>
<th>Participation</th>
<th>Count Nov 2016</th>
<th>Count Nov 2017</th>
<th>% Nov 2016</th>
<th>% Nov 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Learning Center</td>
<td>1,688</td>
<td>2,136</td>
<td>53%</td>
<td>68%</td>
</tr>
<tr>
<td>Family Child Care</td>
<td>730</td>
<td>819</td>
<td>37%</td>
<td>49%</td>
</tr>
<tr>
<td>Other</td>
<td>78</td>
<td>82</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>Total</td>
<td>2,496</td>
<td>3,037</td>
<td>41%</td>
<td>53%</td>
</tr>
</tbody>
</table>
## Quality Rated Then & Now...Rated

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Learning Center</td>
<td>224</td>
<td>377</td>
<td>297</td>
<td>473</td>
<td>95</td>
<td>131</td>
<td>616</td>
<td>981</td>
</tr>
<tr>
<td>Family Child Care</td>
<td>68</td>
<td>103</td>
<td>105</td>
<td>164</td>
<td>69</td>
<td>108</td>
<td>242</td>
<td>375</td>
</tr>
<tr>
<td>Other</td>
<td>18</td>
<td>19</td>
<td>24</td>
<td>39</td>
<td>8</td>
<td>12</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>Total</td>
<td>310</td>
<td>499</td>
<td>426</td>
<td>676</td>
<td>172</td>
<td>251</td>
<td>908</td>
<td>1426</td>
</tr>
</tbody>
</table>
Quality Rated Capacity (state counts)

Quality Rating
- 1 Star (497)
- 2 Star (668)
- 3 Star (250)

Georgia County % Participating
- 0% (4)
- 1% - 25% (4)
- 26% - 50% (38)
- 51% - 75% (69)
- 76% - 99% (31)
- 100% (13)
- 75% or more Rated (2)
Update on Quality Rated

Pam Stevens
Director of Quality Rated Policy & Partnerships
In December 2016, the DECAL Advisory Committee adopted the following:

**Quality Rated eligible providers must be star rated by 12/31/2020 to continue receiving Child Care and Parent Services (CAPS) funding.**
## Where We Are Now

<table>
<thead>
<tr>
<th>QR Status</th>
<th>Licensed CAPS Providers</th>
<th>CAPS Children Served</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
</tr>
<tr>
<td>Rated</td>
<td>901</td>
<td>34%</td>
</tr>
<tr>
<td>Unrated</td>
<td>1,755</td>
<td>66%</td>
</tr>
<tr>
<td>Total Licensed</td>
<td>2,656</td>
<td>100%</td>
</tr>
</tbody>
</table>
Spreading the Word

Georgia Childcare Association Fall Conference
Georgia Association for the Education of Young Children Fall Conference
CAPS/QR Question and Answer Sessions
  - 11/17 Atlanta
  - 11/27 Albany
  - 11/28 Columbus
  - 11/30 Brunswick
  - 12/05 Stockbridge
  - 12/07 Jonesboro & Vidalia
  - 12/20 Rome
Regional Child Care Services Meetings
Post Cards
Training & Technical Assistance

Professional Learning Communities
- Structural Quality
- Leadership

Partnership with the Atlanta Speech School
- Language and Literacy
- Interactions
Federal Programs Update

Elisabetta Kasfir
Assistant Commissioner for Federal Programs
Donna Johnson
Director – Family Support
CAPS Pilot Update
CAPS Pilot Update
CAPS: Overview

- CAPS program supports families considered low-income with the cost of child care so that they can work, attend training, or school.
- Upholds DECAL’s efforts to ensure access to high quality early learning for all children, regardless of income or location.
- Funded by the Child Care and Development Fund to
  - Increase access to quality programs for families with low incomes
  - Raise quality for early childhood education programs
- Committed to serving 50,000 children annually
CAPS: Eligibility

Eligibility requirements for families include:
- Georgia resident
- Income (less than 50% State Median Income)
- Activity requirement
  - Work 24 or more hours per week
  - Enrolled full-time in an educational/vocational program

Eligibility requirements for children include:
- Ages 0-13 years
- Up to 18 years if special needs or court ordered
- US citizen
- Immunization or opt out affidavit
CAPS: Priority Groups

1) Temporary Assistance for Needy Families (TANF) applicants, recipients, or families transitioning from TANF
2) Child Protective Services (CPS) and Court Ordered Supervision cases
3) Children in Georgia Division of Family and Children Services (DFCS) custody
4) Children with special needs
5) Grandparents Raising Grandchildren (GRG)
6) Minor parents
7) Persons who have experienced a natural disaster
8) Persons considered homeless
9) Persons experiencing domestic violence
10) Very Low Income (50% Federal Poverty Level)
11) Children enrolled in a Georgia lottery funded Pre-K class (afterschool care)
CAPS Family Support
CAPS: Family Support Structure

- **Five Regions**
  - Northeast
  - Northwest
  - Central
  - Southeast
  - Southwest

- **Five Regional Managers**
  - Five Family Support Coordinators
  - 60 Family Support Consultants
  - 12 Consultants in Assigned Territories
Working with Families

* Welcome calls – Inform about family support
* Review child care options
  * Quality Rated
  * Provider compliance issues
* Discuss challenges and opportunities with family
  * Child physical and social-emotional development
  * Needed resources (for entire family)
  * Education
  * Employment
* Identify training opportunities
* Conduct 45-day redetermination calls
  * Remind family to submit paperwork
CAPS: Opportunities

Community Outreach

*Share Information About CAPS*
- Birth to Eight meetings
- Resource fairs
- Community meetings

*Identify resources for Priority Groups*
- Cold calls

*Host and facilitate trainings and educational opportunities*

*Partner with state and community agencies*
- Connect families with needed resources
- Build capacity for families and programs
CAPS: Current Collaboration

Division of Family and Children’s Services (DFCS)
- Updating referral process
  - Foster care
- Child Protective Services (CPS)
- Temporary Assistance for Needy Families (TANF)
- Updating Georgia Gateway (Integrated Eligibility System)
CAPS: Planned Collaboration

**Technical College System of Georgia (TCSG)**
- Support the PACTT Initiative
- Co-host joint meeting with TCSG to encourage collaboration among professionals serving families
  - DECAL – Family Support Consultants
  - TCSG – Navigators and Special Populations

**Georgia Head Start**
- Establish relationships with Family Services Teams
  - Family Service Specialist
  - Family Advocates
CAPS: Planned Collaboration

**Georgia Department of Public Health**
- Babies Can’t Wait (BCW) – Establish screening and referral process for children with developmental concerns
- Children’s Medical Services (CMS) – Establish referral process for children with special health care needs and provide training on CAPS program
- Women Infants and Children (WIC) – Establish referral process and training on CAPS program

**Georgia Department of Education – Special Education**
- Establish referral process for parents to connect with Parent Mentors
BREAK

(10 minutes)
Commissioner’s Update

Amy M. Jacobs
Commissioner
Pre-K Teachers of the Year
Announced September 29, 2017

Nathan Leatherwood – Calhoun City Pre-K

Jodi McNamara – Kids ‘R Kids #49
Pre-K Teachers of the Year

- Each teacher received $3,000 for her/his personal use.
- Each school received $2,000 for classroom materials.
- Each school received $2,500 for substitutes and travel costs.
- Funding provided by the Naserian Foundation
All Staff Meeting 2017

- Over 600 DECAL staff members (and two board members) attended. Largest group of DECAL staff ever assembled.
- Breakout sessions led by Alliance@work (special curriculum designed/delivered by professionals from the Alliance Theater).
- Focused on making connections as a department and on emotional intelligence in innovative and fun, engaging ways.
- Honored by attendance of Governor and Mrs. Deal.
All Staff Meeting 2017 (continued)

Named Commissioner’s *Spirit of DECAL* award winners 2017:

Keturah Washington
Chad Paul
Rhonda Gunn
Georgia Foundation for Early Care and Learning

Important Development: Foundation has received 501(c)(3) designation from the IRS, meaning that it is now considered a non-profit organization that can begin receiving and transferring funds that meet the Foundation’s purposes as set forth in its bylaws.

Foundation has begun receiving funds.

Board members can begin to mention the Foundation to private and corporate philanthropies. For more guidance, contact Carrie Ashbee at carrie.ashbee@decal.ga.gov.
Questions & Comments from Board
Child Care Services Update

Kristie Lewis
Assistant Commissioner for Child Care Services
Current FY ‘18 Statistics

- Total Number of Licensed Facilities
  - Child Care Learning Centers = 3,142
  - Family Child Care Learning Homes = 1,675

- Total number of regulatory visits to date = 5,662
## Current FY ‘18 Compliance Standings

<table>
<thead>
<tr>
<th></th>
<th>Good Standing</th>
<th>Support</th>
<th>Deficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCLC</td>
<td>3,036</td>
<td>29</td>
<td>12</td>
</tr>
<tr>
<td>FCCLH</td>
<td>1,658</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>4,694</td>
<td>40</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>98.5%</td>
<td>0.8%</td>
<td>0.25%</td>
</tr>
</tbody>
</table>

*Remaining 20 providers do not have a current compliance zone status (i.e., pending CoO or CoL’s)*
Basic Health and Safety Practices of License-Exempt Programs in Georgia: Preliminary Findings
Kelly Maxwell
November 16, 2017
Acknowledgements

Child Trends
• Joy Sotolongo
• Tracy Gebhart

DECAL
• Kristie Lewis
• Amy Page
• Randy Hudgins
• Marcy Maioli
Purpose of Project

• Purpose: To gather data about health and safety practices in license-exempt programs
  – Analyze data to inform DECAL on how to best support all license-exempt programs
  – Inform monitoring plans for license-exempt programs receiving child care subsidies

• Commend DECAL for its commitment to using data to inform decisions
Approach

• DECAL recruited 492 license-exempt programs to participate in the study
  – Examples: government owned/operated, day camps, part-day programs
• DECAL hired consultants to visit the sample of license-exempt programs
  – Completed checklist that measured several different health and safety practices
  – Visits completed between June and December 2016
• Child Trends analyzed the data
  – License-exempt programs
  – Licensed programs that were visited during same time period
Approach (continued)

- Identified 38 basic health and safety practices that were measured in the license-exempt programs and were included in licensing regulations.
- Determined % met for each of the 38 practices:
  - Licensed-exempt and licensed programs.
Preliminary Findings

• For 12 of 38 practices, the % met among license-exempt programs was ≥ 90%

Examples:

– Group size and ratios
– Having children’s emergency contact information readily available
– Hazard-free playground equipment
– Procedures in place to transport children safely
– Training staff on policies and procedures
• For 29 of 38 practices, the % met among license-exempt programs was >75

  Examples (76%-89% met):
  – First aid training
  – Hazard-free playgrounds
  – Supervision

• 65% of license-exempt programs had criminal background checks on file at the program site

• Half or less of the license-exempt programs met 2 practices related to transportation
  – Vehicles in good condition and inspected
  – Child Passenger Restraints used
Comparisons with Licensed Centers

• For all 38 practices, the % met among licensed programs was ≥ 90%
• For 18 of 38 practices, the % met among licensed programs was 100%
• Are the license-exempt programs statistically different from the licensed centers on how well they meet basic health and safety practices?
  – Yes. For 36 of the 38 practices, statistically significantly more licensed centers met the indicator compared to license-exempt centers
  – For 2 of the 38 practices, there were no statistically significant differences
    • Premises are free of serious hazards
    • Outdoor equipment is free of serious hazards
Limitations

• Gathered data on some, but not all, health and safety practices
  – Did not gather data on other aspects of program quality
  – Did not gather data about why they did not meet a particular standard

• Findings describe license-exempt programs overall
  – Cannot compare one category to another

• Sample was not intended to be representative of all licensed-exempt programs in Georgia
  – Exploratory study
Preliminary Conclusions

• Project met its goal of providing information to guide DECAL staff in making data-informed decisions
  – DECAL will need to use its expertise to interpret findings and consider implications for their work

• Would expect licensed programs to be more compliant than license-exempt programs
  – More aware of rules, required to meet them, routinely monitored

• Foundation to work from in license-exempt programs
Final report coming... and

Thank you!
Initial Thoughts & Next Steps

DECAL’s goal is to support both types of programs: licensed and licensed-exempt
Using data analyses to inform supporting programs
Pleased with the compliance rates for some standards; room for improvement in other areas, which was to be expected

Next Steps:
Create comprehensive plan by 12/30/17 to address exemptions/unlicensed programs
Release final report (by Child Trends) in December 2017
Monitor CCDF and potentially non-CCDF exempt programs
Strengthen application process
Expand scope of intake to identify & respond to unlicensed programs
   Goal: Operationalize key changes effective July 1, 2018
Georgia’s Pre-K Program & Instructional Supports Update

Susan Adams
Assistant Commissioner of Pre-K and Instructional Supports
Georgia’s Pre-K to Third Grade Analysis

Bentley Ponder
Susan Adams
Georgia’s Pre-K/Third Grade GAAAWARDS Analysis

Analysis compared Georgia Milestones third grade end of grade assessments (EOGs) for a group of children who attended Georgia’s Pre-K to a group of children who did not attend Georgia’s Pre-K.

Study utilized GAAAWARDS data set.
Key Research Questions

Do children who attended Georgia’s Pre-K perform better on Georgia Milestones EOGs in 3rd grade than those who did not attend?

Is the link between Georgia’s Pre-K attendance and 3rd grade test scores stronger for children enrolled in free/reduced lunch (FRL)?
Methods

Started with 136,310 children with 3rd grade Georgia Milestones EOG assessment scores in 2015-2016

Matched children on:
- kindergarten school
- free/reduced lunch
- home language (English or not)
- identified disability in kindergarten
- gender
- race
- Hispanic origin
- age in years in 3rd grade

Final Sizes: 46,262 for both samples
Do children who attended Georgia’s Pre-K perform better on Georgia Milestones EOG assessments in 3rd grade than those who did not attend?

![Bar chart showing average 3rd grade EOG scores for ELA, Mathematics, Science, and Social Studies for Pre-K and Non Pre-K groups.](chart.png)
Put Another Way...

For 3rd graders who had attended Georgia’s Pre-K, the odds of being Proficient or Distinguished were:

- 10% higher in ELA
- 18% higher in math
- 9% higher in science
- 12% higher in social studies
Overall Findings

- Small but meaningful differences in Georgia Milestone EOGs test scores for children who had attended Georgia’s Pre-K.
  - Test is four years after participating in Georgia’s Pre-K.
  - Pre-K is a broad “intervention,” and Georgia Milestones EOGs are broad assessments.
- Pre-K most strongly related to 3rd grade test scores for vulnerable children.
  - Impact greater for children eligible for free/reduced lunch.
  - Impact greater for children with a home language other than English.
Professional Learning Updates

Christi Moore, Ph.D.
Director of Professional Learning
Georgia’s Workforce Knowledge and Competencies (WKCs)
What are the WKCs?

Guide the development and delivery of quality professional learning opportunities for Georgia’s early learning and school age workforce.

Answer the question, “What should early learning and school age professionals working with young children know and do?”

Provide a framework for trainers, coaches, and other professional learning specialists to create learning experiences that directly address the individual needs of each early learning and school age professional.
WKC Revisions

During the last fiscal year, DECAL’s Professional Learning Unit oversaw draft revisions of the existing teacher competencies

Purpose of revisions:

- Align with latest research on working with young children
- Align with *National Association for the Education of Young Children* and *Division for Early Childhood of the Council for Exceptional Children* competencies for teacher preparation
Revised WKC Competency Areas

1. Promoting Child Development and Learning
   1.1: Using knowledge of young children’s characteristics, cultural and linguistic backgrounds, and needs to plan appropriate and responsive learning experiences

2. Building Family and Community Relationships
   2.1: Fostering family engagement in the child’s educational experiences
Revised WKC Competency Areas

3. Observation, Assessment, and Developmental Screening
   3.1: *Using observations and assessment to plan learning experiences*

4. Using Developmentally Effective Approaches to Connect with Children
   4.1: *Developing positive relationships with each and every child*
Revised WKC Competency Areas

5. Using Content Knowledge to Build Meaningful Learning Experiences
   5.1: Utilizing the Georgia Early Learning and Development Standards (GELDS) as a framework for growth and development

6. Professionalism
   6.1: Engaging in professional and ethical behavior
Transition Plan

- The transition from the existing competencies for both Early Childhood and School Age to the newly revised WKCs will occur during the 2018 calendar year.
- All approved trainers and entities will be required to update their trainings.
- The transition will require programming changes to be made to GaPDS.
Georgia Professional Development System

GaPDS
Georgia Professional Development System for Early Childhood Educators
GaPDS Today

A successful web based application that serves as an online registry for teacher trainings, credentials, and degrees

Currently supports DECAL trainings facilitated by
- R&Rs
- GSU Best Practices
- DECAL Staff
My Profile

Please review your profile for completeness and accuracy. If updates are required, click on the Update button for the needed section.

Cal Spokespuppy
SSN: XXX-XX-XX05
GaPDS@decal.ga.gov
County of Residence: Gwinnett

Secondary Education:
High School Degree: Yes

Post-Secondary Education:

<table>
<thead>
<tr>
<th>Level</th>
<th>Institution / City</th>
<th>Major / Minor</th>
<th>Degree Date</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bachelor Degree Georgia State University Atlanta</td>
<td>Early Childhood Care &amp; Education</td>
<td>05/13/2016</td>
<td></td>
</tr>
</tbody>
</table>

Credentials:

<table>
<thead>
<tr>
<th>Credential</th>
<th>Earned</th>
<th>Expiration</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Center-Based Preschool CDA</td>
<td>08/01/2014</td>
<td>08/01/2019</td>
<td></td>
</tr>
</tbody>
</table>

Employment Information

Primary Role:
Lead Teacher

Direct Care Roles:
Lead Teacher

Indirect Services:
N/A
DECAL’s Strategic Plan sets a goal of 15% increase in users annually

<table>
<thead>
<tr>
<th></th>
<th>Total Number of Users</th>
<th>Change in Number of Users</th>
<th>Change in Percentage of Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2017</td>
<td>77,784</td>
<td>13,014</td>
<td>20.09%</td>
</tr>
<tr>
<td>FY 2018*</td>
<td>83,039</td>
<td>5,255</td>
<td>6.76%</td>
</tr>
</tbody>
</table>

* As of November 1, 2017
Phase II Development

- Will include all aspects of Georgia Training Approval, including trainer and training applications
- Will include all trainings offered for BFTS credit by independent trainers and approved entities
- Home Visitors will be able to track training history and credentials
- Projected Launch: October 2018
Head Start State Collaboration Update

Allison Setterlind
Head Start State Collaboration Director
The HSCO will work with state efforts to collect data regarding early childhood programs and child outcomes.

- Chronic Absenteeism Study
- CACDS Participation

The HSCO will provide targeted support for children from special categories of enrollment.

- Foster Care
Chronic Absenteeism Study

- Conducted a study of chronic absenteeism for GA Head Start.
- Developed individualized grantee attendance data profiles completed by the DECAL Research Division.
- University of South Florida surveyed 1,000 Head Start parents about their absenteeism and school attendance perspectives.
Cross Agency Child Data System - CACDS

HEAD START CACDS PARTICIPATION

- # Grantees in CACDS: 91%
- # Grantee NOT in CACDS: 9%

# Grantees in CACDS: 91%
# Grantee NOT in CACDS: 9%
Foster Care Enrollment

- Initiated a partnership with GA Division of Child and Family Services (DFCS) to pilot Office of Head Start enrollment procedures to better serve children in foster care.
- Presented multiple sessions and meetings with DFCS regions around the state to increase awareness of the Head Start program. Created a map directory of Head Start locations.
- Currently piloting a specialized application in KOALA developed by DECAL to help Head Start and DFCS track foster care enrollment.
**BENTEEN ELEMENTARY - APS**

**Address:**
200 Cassanova St SE
Atlanta, GA - 30315-4208

**County:**
Fulton

### Children Enrolled in Foster Care

<table>
<thead>
<tr>
<th>First Name</th>
<th>Middle Name</th>
<th>Last Name</th>
<th>DOB</th>
<th>Enrollment Date</th>
<th>Exit Date</th>
<th>IEP/IFSP</th>
<th>Program Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donald</td>
<td>Edward</td>
<td>Duck</td>
<td>09/09/2014</td>
<td>08/01/2017</td>
<td></td>
<td></td>
<td>Early Head Start</td>
</tr>
<tr>
<td>Mickey</td>
<td></td>
<td>Mouse</td>
<td>10/01/2015</td>
<td>09/04/2017</td>
<td></td>
<td></td>
<td>Head Start</td>
</tr>
</tbody>
</table>
Lunch
(Pick up as directed)

Committee Meetings
All board committees – Programs Budget/Finance, and System Reform – will meet in the Floyd Room.

The public is welcome to attend/observe committee meetings but may not participate in the committee’s discussion.
Welcome to the Board of Early Care and Learning

Public Comment Period

November 16, 2017
Board Meeting Dates 2018

February 15, 2018
May 10, 2018
August 16, 2018
November 15, 2018

Blessing and peace this holiday season to Board of Early Care and Learning members from DECAL staff. We appreciate you.