Welcome to the Board of Early Care and Learning

November 15, 2018
Approval of Agenda and Minutes

- Approve 11-15-18 agenda
- Approve 8-16-18 minutes
Inspiration

Susan Harper
Board Chair

Bright from the Start: Georgia Department of Early Care and Learning
www.decal.ga.gov
Board Member Updates

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

Amy M. Jacobs
Commissioner

Bright from the Start: Georgia Department of Early Care and Learning
www.decal.ga.gov
Child Care and Development Fund Spending Plan
Background

DECAL has received an additional $93 million in discretionary funding from the Child Care and Development Fund (CCDF).

The agency will use the funds to:

- Raise child care quality and increase access to high-quality early childhood education with an emphasis on infant-toddler care
- Expand inclusion services
- Increase workforce professional learning supports
- Maintain high safety standards
Funding Seven Initiatives

- Increase base reimbursement rate for infant-toddler care
- Increase tier reimbursement rates to 10, 20, and 40% of the payment rate for providers with a 1-, 2-, and 3-star quality rating
- Reduce family fees for CAPS families
- Expand number of Quality Rated subsidy grant (QRSG) slots and increase QRSG reimbursement rates to 50% above base rate
Funding Seven Initiatives (continued)

- Increase supports for teachers in addressing children’s social-emotional needs
- Expand workforce professional development and learning supports
- Cover the baseline cost of comprehensive background checks
2018-2019 Georgia’s Pre-K Teacher of the Year – Public School

Becky Thomas-Haden

Mulberry Creek Elementary

Harris County
2018-2019 Georgia’s Pre-K Teacher of the Year – Child Care Center

Stephanie Westhafer
Georgia Kids Academy
Jackson County
Upcoming Activities

- CHOA Children’s Christmas Parade (Dec)
- Attending GAPBS Conference (Dec)
- Social Media Takeover Days (Dec)
- Tour of Governor’s Mansion (Dec)
- Attending DECAL Board Meeting (Feb)
Commissioner’s Spirit of DECAL Award Winners 2018:

- Shayla Lewis – Inclusion Specialist
- Angela Melton – CCR&R Contract Manager
Commissioner’s Spirit of DECAL Award Winners 2018 (continued)

- Meghan McNail – Georgia’s Pre-K Program Summer Transition and Outreach Manager

- Liz Young – Director of Government Relations and Special Projects
Commissioner’s Spirit of DECAL award winners 2018 continued:

- Roslyn Williams – CCS Consultant
- Jill West – Quality Rated Standardization & Evaluation Anchor
Commissioner’s Spirit of DECAL Award
Winners 2018 (continued)

- LariLyn Beyer - Quality Rated Assessor Manager
- Brandy Locchetta - Inclusion Manager
- Renee Lind - CAPS Scholarship Administration Manager
IT Department Receives GTA Georgia Innovation Award at 2018 Technology Innovation Showcase

Gary Bass
Connie Fisher
Marcy Maioli
Anne Wearing
Paul Ominde
Sarswathi Seelam
Sunil Gavini
Saritha Gummadi
Teja Nedunuri
Special Announcement:
Finance, Legislative, & Administration Update

Rian Ringsrud
Deputy Commissioner for Finance and Administration
Finance Update – SFY 2019
Quarter 1 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>$268,460,762</td>
<td>$74,553,729</td>
<td>$193,907,033</td>
<td>72%</td>
</tr>
<tr>
<td>Pre-K + (HS)</td>
<td>$367,459,433</td>
<td>$73,912,444</td>
<td>$293,546,989</td>
<td>80%</td>
</tr>
<tr>
<td>Quality Initiatives</td>
<td>$51,779,175</td>
<td>$17,603,217</td>
<td>$34,175,958</td>
<td>66%</td>
</tr>
<tr>
<td>Nutrition</td>
<td>$148,000,000</td>
<td>$41,997,140</td>
<td>$106,002,860</td>
<td>72%</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>$835,699,370</td>
<td>$208,066,531</td>
<td>$627,632,839</td>
<td>75%</td>
</tr>
</tbody>
</table>

| **BY FUNDING SOURCE** |        |               |                   |             |
| State General        | $61,514,778 | $11,125,951 | $50,388,827 | 82%         |
| State Lottery        | $367,284,433 | $73,873,601 | $293,410,832 | 80%         |
| Federal              | $404,798,159 | $122,614,348 | $282,183,811 | 70%         |
| Other                | $2,102,000  | $452,631   | $1,649,369  | 78%         |
| Total Funds          | $835,699,370 | $208,066,531 | $627,632,839 | 75%         |

* Includes encumbrances.
2018 Summer Food Service Program (SFSP)

- 4,881,499 meals and snacks served
- 1,643 meals sites
- 5 targeted counties served
- 142 counties served in partnership with GA Department of Education
- 9.3 million meals and snacks served in partnership with GA Department of Education
Success Stories:
Hurricane Michael Emergency Feeding

- Second Harvest of South Georgia was approved to operate 4 feeding sites located in Dougherty and Seminole Counties.
- To date 231 meals have been served to children affected by Hurricane Michael.

Thank you to Bright from the Start: Georgia Department of Early Care and Learning for helping us get Disaster SFSP up and running so quickly after Hurricane Michael. This is the first time this little-known provision has been used in Georgia.

Our partnership with BFTS is invaluable to the kids of South Georgia!
Georgia’s Pre-K Program and Instructional Supports Update

Susan Adams
Deputy Commissioner for Pre-K and Instructional Supports
Increasing Supports for Teachers in Addressing Children’s Social-Emotional Needs

DECAL is reorganizing and expanding its inclusion services to reflect the need for support focused on fostering positive social-emotional development, reducing challenging behavior, addressing trauma care, and increasing behavior management strategies in early education environments.

This new multi-tiered system will strengthen social-emotional support for early childhood professionals, families, and children to significantly reduce challenging behaviors and reduce incidents of suspension and expulsion.
Priority Considerations

- Construct system of support
- Move from reactive to proactive
- Develop a process to triage support and services
- Provide Tier 3 supports to individual children
- Create opportunities for staff
Georgia’s Early Learning Multi-Tiered System of Supports

**Tier 1**
- Universal Supports
  - Professional Development
  - Consultation and Technical Assistance
  - Support Line – intake and triage

**Tier 2**
- General Classroom Level Supports
  - Coaching
  - SEEDS Pyramid Model Sites
  - On-site targeted training
  - Part B and C referrals

**Tier 3**
- Child Level Support
  - Facilitated Behavior Support Plan development and implementation
  - Systems liaison (e.g., LSS, PS SpEd, service providers, childcare)
  - Clinical support referrals

Intake/Triage
- Inclusion Specialists/Behavior Specialists

Bright from the Start: Georgia Department of Early Care and Learning
www.decal.ga.gov
New Organizational Structure

- Program Director
  - Program Manager
    - Regional Unit Supervisor
      - North West/ Central West:
        - 4 Inclusion Specialists
        - 2 Behavior Specialists
      - North East/ Central East:
        - 4 Inclusion Specialists
        - 2 Behavior Specialists
      - South West/ South East:
        - 4 Inclusion Specialists
        - 2 Behavior Specialists
Timeline

September - December 2018
- Hiring
- Onboarding new staff
- Policy and process development

January - March 2019
- Staff training
- Launch of triage line
- Roll-out of new services
Christi Moore, Ph.D.
Director of Professional Learning
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
- Child Care Resource and Referral Agencies (CCR&Rs)
- GA State University – Best Practices Unit
- DECAL Staff
### GaPDS User Numbers

**DECAL’s Strategic Plan sets a goal of 15% increase in users each state fiscal year**

<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 2018</td>
<td>91,321</td>
<td>13,537</td>
<td>17.40%</td>
</tr>
<tr>
<td>FY 2019*</td>
<td>97,113</td>
<td>5,792</td>
<td>6.34%</td>
</tr>
</tbody>
</table>

* As of November 1, 2018
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
- Launch Date: January 7, 2019
Benefits

For Trainers
- One location for accessing training approval, managing registrations, tracking attendance, and keeping record of continuing education
- Opportunity for more early learning professionals to find trainings

For Early Learning Professionals
- Find all BFTS approved trainings in one location
- Easily register for and track trainings
Voices for Georgia’s Children

Erica Fener Sitkoff, Ph.D.
Executive Director

Bright from the Start: Georgia Department of Early Care and Learning
www.decal.ga.gov
Georgia Pre-K Week 2018
A Celebration of Early Learning in GA
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 2018

The eighth annual Georgia Pre-K Week took place October 1-5, 2018. Over 200 visits to Pre-K centers were made by 138 state leaders including:
  • 41% of the Georgia Senate (23 of 56)
  • 47% of the Georgia House (83 of 177)
  • Governor and First Lady Deal
  • 7 State Agency Heads
  • 3 Georgia Congressmen and 4 Congressional Reps
  • Former First Lady Shirley Miller and First Lady Deal visited Dahlonega Country Day Academy
Beyond State Leaders

• 586 Pre-K centers registered with Voices for Georgia’s Children to host their own events with local leaders.
• Local leaders hosted by these centers included:
  • Mayors
  • City council members
  • Local businessmen
  • Firemen
  • Policemen
  • Members of the Armed Forces.
• In total, we had a record-breaking 712 Pre-K Centers participate in Pre-K Week!
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.
• 22 nonprofits across the state joined Voices as official community partners.
• Pre-K Week 2018 was sponsored by Georgia Power and Reach Out and Read Georgia.
Community Partners

• Black Children’s Development Institute - Atlanta
• Ferst Foundation for Childhood Literacy
• Georgia Association for the Education of Young Children
• Georgia Child Care Association
• GEEARS: Georgia Early Education Alliance for Ready Students
• Georgia Family Connection Partnership
• Georgia Organics
• Georgia Partnership for Excellence in Education
• Georgia Public Library Service

• Georgia School Boards Association
• JumpStart for Young Children
• JL - Atlanta
• JL - Athens
• JL - Cobb/Marietta
• JL - Columbus
• JL – DeKalb
• JL – Douglas
• JL – Savannah
• Literacy for All
• Quality Care for Children
• United Way of Greater Atlanta
• YMCA of Metro Atlanta
What was special in 2018?

- Summer Transition Spotlight
- Nutrition, Physical Activity, & Farm to Early Childhood Education Connection
Summer Transition Spotlight

- In its second year, 7 key legislators made 9 visits to Summer Transition classes during the summer of 2018. This was an increase of 1 legislator from last year!
- The program was highlighted through multiple communication materials including 2 fact sheets and a social media toolkit.
Nutrition, Physical Activity, & Farm to ECE

• Six State leaders (two State Senators, three State Representatives, and Commissioner Black) visited Pre-K programs that are Eat, Move, Talk or Farm to ECE sites.
• Voices worked with community partners Georgia Organics & HealthMPowers.
A Growing Platform

• Georgia Pre-K Week reach continues to grow every year.
• In 2018:
  • Sandra Deal authored an Op-Ed in the AJC
  • At least 16 unique media pieces around the state
  • #GaPreKWeek on Twitter alone had 1,468 tweets. With a potential impact of 2.9 million and a reach of 891,475.
Thank You!
Federal Programs Update

Elisabetta Kasfir
Deputy Commissioner for Federal Programs
How is CAPS structured?

- Program Administration
- Scholarship Administration
- Family Support
## CAPS Program Staff

<table>
<thead>
<tr>
<th>Role</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>6</td>
</tr>
<tr>
<td>Management</td>
<td>19</td>
</tr>
<tr>
<td>Program Administration Staff</td>
<td>26</td>
</tr>
<tr>
<td>Scholarship Administration Specialists</td>
<td>72</td>
</tr>
<tr>
<td>Scholarship Administration Coordinators</td>
<td>7</td>
</tr>
<tr>
<td>Family Support Consultants</td>
<td>60</td>
</tr>
<tr>
<td>Family Support Coordinators</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Permanent Staff</strong></td>
<td><strong>196</strong></td>
</tr>
<tr>
<td>Temporary Staff</td>
<td>65</td>
</tr>
<tr>
<td>Temporary Managers</td>
<td>3</td>
</tr>
<tr>
<td>Other Temporary Support Staff and Contractors</td>
<td>5</td>
</tr>
<tr>
<td><strong>CAPS TOTAL</strong></td>
<td><strong>269</strong></td>
</tr>
</tbody>
</table>
Program Administration

- Quality Assurance & Training
- Administrative Assistants
- Georgia Gateway
- Data
- Policy
- Adverse Actions & Claims
7 cohorts completed training that included 38 classes since January

11,624 registration tasks completed since July

25 Gateway enhancements released in 2018
316 daily reports and 45 weekly reports in 2018

4 significant policy changes in 2018

978 provider inquiries processed since July

203 appeals processed since January
78,112 applications have been processed by DECAL since January

18,088 new applications, changes, and renewals completed since January

Received 43,594 inbound calls since June
CAPS Support received 1,945 inquiries since June
CONTACT US

Have a CAPS question or need support? Please complete the form below and we will be in touch.

* Choose one of the following that best describes your role.

- Family
- Child Care Provider
- Foster Parent
- State Agency
- Community Partner

* Parent/Guardian

  * First Name

Child Name

  First Name

CAPS Case No. / Application No.

Application or Renewal Date (mm/dd/yyyy)

Phone

  (xxx) xxx-xxxx

* You must provide at least one method of contact.

* County

Select->

Email

www.decal.ga.gov
4,120 CAPS Contact Form submissions since July
Inbound calls peaked at about **3,300** on the first day of school.
Outbound calls peaked at 32,837.
CAPS assisted 1,600 walk-in customers June through October
24,799 redeterminations processed since February

In September, 78% of families were approved and will remain in the program

Historically, we have retained approximately 50% of children at annual renewal
9,600 change tasks have been completed since January.
Hurricane Michael Crisis Grants

- Southwest Georgia was severely impacted by Hurricane Michael.
- $25,000 grant for child care providers
- Ongoing assistance
Moonlight through the Pines
Moonlight through the Pines (continued)
Moonlight through the Pines (continued)
Thank you to our sponsors
BREAK

(10 minutes)
Head Start
Collaboration Office

Allison Setterlind
State Head Start Collaboration Director
Homelessness:
The Younger the Child, the Greater the Cumulative Negative Toll on Their Development
DECAL Interagency Committee on Child and Family Homelessness

- Representatives from Nutrition, GA Pre-K, Instructional Supports, Research, IT, CAPS, Child Care Services, DECAL Foundation, and Head Start
- Quarterly Meetings and Bi-annual charitable activities: DECAL Sock Life and Stuff the Stocking
- Review our CCDF State Plan progress
- Assess evidence-based strategies to improve agency support for this priority group
We are improving on identifying children experiencing homelessness.
Address Barriers and Increase Access

CACDS data helps us understand transitions between programs

CAPS policy changes help reduce barriers to enrollment for families
We Educate Homelessness Service Providers

Donna Johnson and Laura Wagner presented at the Georgia Department of Education McKinney-Vento Conference in September 2018

Allison Setterlind presented with the Atlanta Metro Continuum of Care at the National Association of the Education of Homeless Children and Youth in October 2018
New National Funding Opportunities to Expand Early Head Start

- In FY2018, Georgia was funded for 2,961 infants and toddlers in Early Head Start with $13,714 average cost per child.
- In FY2018, Georgia was funded to serve 1,237 infants and toddlers in EHS-Child Care Partnerships with $13,437 average cost per child.
- Carol Hartman is DECAL’s EHS-CCP grantee Director.
System Reform Update

Kristin Bernhard
Deputy Commissioner for System Reform
DECAL Early Head Start Partnership

Carol Hartman
Director of Policy and System Reform

Bright from the Start: Georgia Department of Early Care and Learning
www.decal.ga.gov
The DECAL Early Head Start Partnership promotes school readiness.

- Early Head Start provides early childhood education, child development and health services, and family support services to promote school readiness.

- Early Head Start serves infants and toddlers from families with very low incomes.
### Performance Indicator: Transition and Turnover

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2018 Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative enrolled children</td>
<td>252</td>
<td></td>
</tr>
<tr>
<td>Children enrolled for multiple years</td>
<td>107</td>
<td>42.5%</td>
</tr>
<tr>
<td>Total number of children who left the program and did not re-enroll</td>
<td>82</td>
<td>32.5%</td>
</tr>
<tr>
<td>• The number of children enrolled less than 45 days</td>
<td>14</td>
<td>5.6%</td>
</tr>
<tr>
<td>• The number of children who “aged out” of Early Head Start</td>
<td>68</td>
<td>83%</td>
</tr>
</tbody>
</table>
Bright from the Start: Georgia Department of Early Care and Learning

DECAL Early Head Start Partners

Early Head Start Grantee
- Georgia Department of Early Care and Learning

Early Education Hubs
- The Sheltering Arms, Inc.
- Quality Care for Children, Inc.

Child Care Partners
- Atlanta Technical College Early Education Center (24 children)
- Childcare Network #206 (40 children)
- Our House Genesis (32 children)
- Scottdale Early Education Center, Inc. (16 children)
- Sheltering Arms Dorothy Arkwright (48 children)
- 13 Quality Rated Family Child Care Learning Homes (48 children)
Raising the Bar: The Impact of Scottdale Early Learning’s Participation in the DECAL Early Head Start Partnership

Maryum Gibson, MS, CFRE
Executive Director
Scottdale Early Learning, Inc.
The mission of Scottdale Early Learning is to provide early education that fosters the intellectual, creative, social, emotional, and physical development of our students. We mitigate socioeconomic disadvantages through high-quality education, family involvement, and community engagement, ensuring that all students we serve are ready for kindergarten.
Supporting and Deepening Our Mission

% Low Income, 2014 to 2018

- Low/Very
- Moderate
- Above
- Linear (Low/Very)
Renovating and Enhancing our Facility

• Since 2015, over $100,000 has been invested to upgrade facilities

• Complete renovation of Infant Classroom to add space, modernize and replace flooring

• Addition of shade structure on playground

• Enhanced security system, telephones, computers and tablets for anecdotal notes

• Kitchen storage upgrades and new oven

• These improvements combined with additional fundraising efforts have increased the quality of our environment from roofing to floors
Increasing and Sustaining High Quality

- Additional teachers – each Infant/Toddler class now has 3 teachers with 8 students
- Expertise – Enhancements in hiring, promotions and professional development
- Additional support staff – Curriculum and Family Support on-site
- Building positive relationships with families, increase involvement of fathers
Increasing and Sustaining High Quality

- Participated in Quality Rated and increased our star rating
- Training and technical assistance to maintain quality
- Focus on innovation and excellence that continues to push partnership higher
- New opportunities: QRSG, Pyramid SEEDS, Fidelity Coaching
Strong Outcomes for Children

- Continuity of Care: Used private scholarship support to allow EHS students to remain
- First group of Infants now in Pre-K and excelling, they are the leaders!
- With new partnerships, all EHS children can remain from birth through Pre-K
Stories of Impact

Noah was a member of the group of Early Head Start students and started in the Infant Class. During his second year, in the Toddler Class, he began complaining of eye pain to his teachers – who had also noticed some changes in his development.

Several visits to various doctors confirmed the worst – a cancerous tumor behind his eye. Throughout his cancer treatment, Noah and his family were supported by Scottdale and being in EHS allowed him to continue his schooling. His teachers incorporated his progress into the lessons to help the students transition with him. He is now cancer free and in the Scottdale Pre-K classroom, where he’s a star student.
System Reform Update

Kristin Bernhard
Deputy Commissioner for System Reform
Of the **4,813** Eligible programs in Georgia, **1,617** are Star Rated.

The quality of the majority of child care programs is still unknown.
72% of all eligible programs are participating in Quality Rated.
34% of eligible programs are Quality Rated.
Of all children receiving CCDF subsidy, how many are in Quality Rated programs?

32% are in 2- or 3- Star Rated Programs.

52% are in Quality Rated Programs.

93% are in Participating Programs.
418 required reassessments have been done since 2016.

<table>
<thead>
<tr>
<th>All Years</th>
<th>80</th>
<th>33</th>
<th>118</th>
<th>187</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decreased star rating</td>
<td>Maintained 1 star rating</td>
<td>Maintained 2 star rating</td>
<td>Increased star rating or maintained 3 stars</td>
<td></td>
</tr>
</tbody>
</table>

| October 2018 | 25 | 20 | 62 | 87 |
|______________|____|____|___|___|
| 2017         | 30 | 8  | 46 | 75 |
| 2016         | 25 | 5  | 10 | 25 |
Two-Generation Innovation Grants (TGIG)
2019 Funding Cycle

Second round of funding to scale and sustain work started as part of Georgia’s Parents & Children Thriving Together (PACTT)
Goal is to support adults enrolled in postsecondary education or workforce training with child care and family supports, and to connect the adult caregivers of young children enrolled in subsidized child care with the resources to enroll in workforce training or post secondary education.
Eligible applicants are non-profits and government entities.
Applications due November 30, 2018
More information available under the “Funding Opportunities” of DECAL’s website

TGIG Capacity Building Opportunity

Up to $15,000 to:

- Develop a collaborative leadership team with representation from:
  - Adult Serving: technical college, university system institution, and/or workforce development board
  - Child Serving: Child care program with a significant number of children receiving CAPS or a Quality Rated Subsidy Grant and/or a Head Start or Early Head Start Grantee

- Conduct a comprehensive community needs assessment
- Incorporate family voice
TGIG Implementation Funding Opportunity

Up to $35,000 to implement a project, policy, or initiative that:

- Will positively impact at least one child and one parent or one family outcome measure.
- Includes at least one implementation partner from:
  - Adult-Serving: technical college, university system institution, and/or workforce development board
  - Child-Serving: child care program with a significant number of children receiving CAPS or a Quality Rated Subsidy Grant and/or a Head Start or Early Head Start Grant
Early Education Empowerment Zones (E3Zs)

- Funded by Georgia’s Race to the Top Early Learning Challenge grant
- Created to drastically improve system coordination and early childhood outcomes for children from birth through age eight
- Four targeted regions of the state (12 counties) to implement targeted reforms and interventions
The Early Education Community Partnership Regions will support, sustain, and expand the successful Early Education Empowerment Zone (E3Z) work throughout the state.
Coordinator Responsibilities and Job Duties

- Provide non-regulatory customer service for all of DECAL’s programs and services
- Foster local community coordination around early learning
- Build internal DECAL staff collaboration
- Act as a liaison between DECAL and Georgia Family Connection Partnership (GaFCP) at the state, regional and local levels
- Promote awareness of Quality Rated
- Coordinate early childhood professional development
- Support fundraising and resource development
Quality Rated Validation: Key Findings from Provider, Director, and Teacher Questionnaires

Bentley Ponder, Ph.D.
Senior Director of Research and Policy Analysis
The Role of Validation

Validation is one piece of an ongoing plan for QRIS evaluation.

Validation activities tell us how well the “tools” developed for and being used in the QRIS are working to create meaningful ratings.

Evaluation activities answer other important questions about how the QRIS is achieving its goals.
Findings Released in a Series of Four Reports

**Fall 2017:** What Makes Up a Quality Rated Star Rating?

**Winter 2018:** A Further Look at the Programs in Quality Rated

**Fall 2018:** Provider Perceptions of Quality Rated

**End of Project:** Ratings, Quality, and Child Outcomes
“Greatest Hits” from Reports 1 and 2
Predicting the Star Rating with ERS Alone

*Few programs would have received a different rating if the ERS score was the only information considered.*

<table>
<thead>
<tr>
<th>Actual Star Rating</th>
<th>Star Rating Predicted by ERS Score Alone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-star</td>
</tr>
<tr>
<td>0-star</td>
<td>121</td>
</tr>
<tr>
<td>1-star</td>
<td>11</td>
</tr>
<tr>
<td>2-star</td>
<td>0</td>
</tr>
<tr>
<td>3-star</td>
<td>0</td>
</tr>
</tbody>
</table>

*Source: DECAL’s administrative data as of May 31, 2017*
Ratings Across Types of Programs

More likely to be **higher** rated:
- Programs with Georgia’s Pre-K CCLCs and Others with Head Start funding
- CCLCs with NAEYC accreditation

More likely to be **lower** rated:
- Programs with at least one CAPS scholarship
- CCLCs that served infants and/or toddlers

*Source: DECAL’s administrative data as of May 31, 2017*
More lower rated programs increased in rating when re-rated than higher rated programs

Source: DECAL’s administrative data as of May 31, 2017
Key Findings from Report 3
## Methodology

<table>
<thead>
<tr>
<th>Staff surveyed</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Child Care Learning Home Providers</td>
<td>156</td>
</tr>
<tr>
<td>Center-Based Program Directors</td>
<td>177</td>
</tr>
<tr>
<td>Preschool Teachers</td>
<td>173</td>
</tr>
<tr>
<td>Toddler Teachers</td>
<td>143</td>
</tr>
</tbody>
</table>

- Self-reported questionnaire data
- Distributed online or on paper and in English or in Spanish
Report Three Research Questions

- What were programs’ motivations for joining Quality Rated?
- What were programs’ perceptions of Quality Rated and the rating process?
- What Quality Rated supports did programs use and find most helpful?
Motivation to Join Quality Rated

Figure 1. Reason for joining Quality Rated across program type

The most common motivation for joining Quality Rated was a desire to be recognized as a high-quality program.

<table>
<thead>
<tr>
<th></th>
<th>Center Directors (n=177)</th>
<th>FCCLH Providers (n=156)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognized as a high-quality program</td>
<td>74%</td>
<td>79%</td>
</tr>
<tr>
<td>Access to resources and supports</td>
<td>38% 46% 7%</td>
<td>43% 11% 12%</td>
</tr>
<tr>
<td>Required to participate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Staff impressions of Quality Rated

Figure 2. Average positive attitudes toward Quality Rated across staff type and star rating

All staff types tended to have positive attitudes toward Quality Rated, with staff at higher rated programs agreeing slightly more on average than staff at lower rated programs.

Quality Rated Supports

When asked to rank all the supports received, almost half of center directors and over half of FCCLH providers said that **TA from their CCR&R was the most helpful support.**
Over half of comments explaining participants’ overall impression of Quality Rated described improvements made to their program or practices.

“Quality Rated gives a standard of care and rates it in a way parents can use to help with their choice of who will provide a safe environment and great care for their child.
- Preschool teacher

“This is the best program possible. It sets realistic and research proven standards for childcare. It helps me to be my best...and the children benefit significantly from my best efforts.
- FCCLH provider

Recommendations

- Collect perceptions data after programs receive their rating
- Survey non-participating programs to learn about their perceived barriers to participation
- Survey programs that have applied but not yet completed the portfolio to learn more about what supports they need
Child Care Services
101

Pam Stevens
Deputy Commissioner of Child Care Services
Current FY ‘19 Statistics

- Total Number of Licensed Facilities – 4,663
  - Child Care Learning Centers = 3,117
  - Family Child Care Learning Homes = 1,546
- Total number of regulatory visits to date = 4,878
Child Care Services 101

WHAT I have LEARNED
Staffing Structure

The use of specialty units within CCS is an innovative and unique structure within a child care licensing agency.

Peer requests:
- Other states have reached out to CCS to ask questions and get feedback on our structure.
- We have presented sessions about our internal structure at national seminars.
CCS Specialty Units

- Complaint Unit
- Intake Unit
- Enforcement Unit
- Process & Policy Unit
- Applicant Services Unit
- Technical Assistance Unit
- Quality Improvement & Training Unit
- Exemptions Unit
Advantage of Staffing Structure

- Allows staff to have a unique career pathway within licensing
- Capitalizes on the strengths of our staff to support the “greater good”
Proactive Work with Exempt Programs

- Exemption Visit Project – Gathered data about health and safety practices in license-exempt programs
  - Analyzed data to inform DECAL on how to best support all license-exempt programs
  - Informed monitoring plans for license-exempt programs receiving child care subsidies
- Child Trends commended DECAL for its commitment to use data to inform decisions
Leader on National Licensing Landscape

CCS has provided extensive feedback on national briefs and technical assistance resources.

- In September, GA was featured in a licensing brief on caseloads.

### Appendix A. Georgia’s Weighted Caseload Formula

Georgia’s Department of Early Care and Learning (DECAL) assigns weights to facility type/size, number and type of complaint investigations, number and type of visits, and travel time. The length of visits for different program types was analyzed and the resulting averages were then assigned a weight. The following illustrates how Georgia’s DECAL weights its caseload.

1. Each facility type is weighted, according to its size, since the size of a facility impacts how much time a licensor spends onsite.

**Weight for Facility Type/Size**

<table>
<thead>
<tr>
<th>Type of Facility</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family child care learning home</td>
<td>0.66</td>
</tr>
<tr>
<td>Child care learning center with capacity less than 150</td>
<td>1.00</td>
</tr>
<tr>
<td>Child care learning center with capacity of 150 or more</td>
<td>1.25</td>
</tr>
</tbody>
</table>
Leader on National Licensing Landscape (continued)

One of only 3 states invited to participate in the Licensing Expert Panel facilitated by the National Center on Early Childhood Quality Assurance
NARA Best Practices

One of just a few states accepted to participate in the first round of Best Practices assessment by NARA – Spring & Summer 2016
NARA Best Practices – Overall Summary

- Met or Exceeded 75% of the indicators in tool
- Total of 65 Indicators/Standards in the Best Practices Assessment Tool
  - 25= Exceeds
  - 24= Meets
  - 15= Needs Attention
  - 1= Pending

![Pie chart showing the distribution of indicators: 38% Exceeds, 37% Meets, 23% Needs Attention, 2% Pending]
<table>
<thead>
<tr>
<th>Needs Attention</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4.5. Develops and maintains a staffing plan based on licensing workload assessment.</td>
<td>☐ The organization does not have a staffing plan.</td>
<td>☐ The organization utilizes a licensing workload assessment to develop its staffing plan every 5 years.</td>
</tr>
<tr>
<td>1.4.6. Develops and implements a telecommuting policy.</td>
<td>☐ The organization has no policy.</td>
<td>☐ The organization ensures all staff follow written policy.</td>
</tr>
<tr>
<td>1.4.7. Conducts organizational orientation and initial training program.</td>
<td>☐ The organization has no formalized training program for new staff.</td>
<td>☐ An orientation is conducted within 6 months of employment.</td>
</tr>
<tr>
<td>1.4.8. Monitors staff performance systematically for correct implementation and response.</td>
<td>☐ The organization holds meetings with individual staff less than quarterly or with the unit less than biannually.</td>
<td>☐ The organization has a staff performance review system that includes quarterly individual meetings and biannual unit meetings.</td>
</tr>
</tbody>
</table>
## Improvement Goals

<table>
<thead>
<tr>
<th>Standard</th>
<th>Needs Improvement</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensures qualified individuals conduct professional development activities</td>
<td>Professional development activities are conducted by individuals with content background but no instructional design or adult learning training</td>
<td>Professional development activities are conducted by qualified individuals who have degrees or certifications in instructional design or adult learning</td>
</tr>
</tbody>
</table>
Voices from the Field

I assist providers with fulfilling a lifelong dream of owning their own business.

Replaying the message that we are partners is the most impactful thing we do.

I am the helpful, friendly face that gives the new ideas to old problems.

I am the ambassador for DECAL!
Lunch
(Pick up in Entry Area)

Committee Meetings

Programs – Oak
Budget/Finance – Willow
System Reform – Cypress

(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

November 15, 2018
Committee Reports

- Budget/Finance
- Programs
- System Reform
Proposed Board Meeting Dates 2019

February 21, 2019
May 16, 2019
August 15, 2019
November 21, 2019

Happy Holidays!