Welcome to the Board of Early Care and Learning

February 21, 2019
Approval of Agenda and Minutes

- Approve 02-21-19 agenda
- Approve 11-15-18 minutes
Inspiration

Kathy Howell
Neighbors Didn't Know How to Communicate With 2-Year-Old Deaf Girl, So What They ALL Did Next Is Incredible
Board Member Updates

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

Bright from the Start: Georgia Department of Early Care and Learning
www.decal.ga.gov
Commissioner’s Update

Amy M. Jacobs
Commissioner

Georgia Department of Early Care and Learning
Changes in Leadership

Saying goodbye to Kristin Bernhard, Deputy Commissioner for System Reform
- Served as Education Policy Advisor to Governor Nathan Deal
- Joined DECAL in early 2014 to oversee implementation of Georgia’s Early Learning Challenge grant
- Has successfully led growth of Quality Rated and System Reform

Leaving DECAL & GA to serve as Senior Vice President for Policy and Advocacy for Ounce of Prevention in Chicago

Final day with DECAL: Friday, February 22, 2019
Craig Detweiler retired December 31, 2018
- Joined DECAL in 2009 as Chief Information Officer
- Oversaw the development and implementation of data systems that have transformed DECAL’s work and are the envy of other states

Jim Keith = Interim Chief Information Officer
- Brings wealth of experience in IT leadership
- Spent 33 years in private sector with Bellsouth, Accenture, and Lexus Nexus
- For last two years, has served as Data Service Director at DECAL responsible for Atlas, PANDA, CACDS, and other systems.
Dr. Bentley Ponder = Deputy Commissioner for System Reform
- Been with DECAL 14 years
- Has played an integral role in creating and improving the department’s programs, systems, and services and in supporting every DECAL division.
- Education, experience, and commitment eminently qualify him for new role

Randy Hudgins = Director of Research
- Began at DECAL as an intern in 2009 and has enhanced his academic credentials and research skills since joining DECAL in 2010
- Has consistently demonstrated commitment to DECAL and organizational excellence through exemplary attitude, professionalism, and critical support to every DECAL division.
Changes in “Org” Chart

- The Research unit will be moved under System Reform.
- **IMPORTANT:** Even though Research will be located under System Reform on the “org chart,” the unit will continue to serve ALL DECAL divisions.
- Quality Rated Subsidy Grants will move under CAPS to better align efforts to ensure that children receiving CAPS scholarships have access to the highest quality child care.
- The Quality Rated Technical Assistance team, including the child care resource and referral agencies, will move under Instructional Supports so that internal and external professional development efforts are housed in one unit.
2018-2019 Georgia’s Pre-K Teacher of the Year – Public School

Becky Thomas-Haden
Mulberry Creek Elementary
Harris County
Becky Thomas-Haden
Mulberry Creek Elementary
Harris County, GA
GA Pre-K Teacher of the Year
2018-2019
In Honor of Georgia’s Pre-K Program’s Teachers of the Year 2018-2019

Special Presentation by Board of Early Care and Learning Chairperson Susan Harper
2018-2019 Georgia’s Pre-K Teacher of the Year – Child Care Center

Stephanie Westhafer
Georgia Kids Academy
Jackson County
Though my life may look like scraps,
It’s a beautiful crazy quilt,
Pieced together one scrap at a time,
Creating my life’s masterpiece.

Stephanie Westhafer
TOTY 2018-19
Life Perks

Travel

San Diego
San Francisco
Los Angeles
NYC

Running

Chicago
Courtesy of TOTY $
Teacher was #1 on my high school career assessment… I actually giggled.

My Journey to Teaching

Finance Industry

Homeschool

Children's Director

Substitute Teaching

BS in Early Childhood Education
M.A.T. Elementary Education
EdS Curriculum & Instruction
Social Media Day
Parade
Governor’s Mansion with the First Lady, Sandra Deal
In the News???
GAPBS Training
Ride Along with Michele Allen
Social Media Day
All of these scraps are little pieces of me, but what will the next set of scraps be? Just watch out and you will see, I hope to finish my Doctorate degree… and I’m excited to see who the next TOTY will be!
Finance, Legislative, & Administrative Update

Rian Ringsrud
Deputy Commissioner, Finance and Administration
## Finance Update – SFY 2019 Summary

### BY PROGRAMS

<table>
<thead>
<tr>
<th>Program</th>
<th>Budget</th>
<th>Expenditures*</th>
<th>Remaining Balance</th>
<th>% Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Services</td>
<td>$268,460,762</td>
<td>$134,966,987</td>
<td>$133,493,775</td>
<td>50%</td>
</tr>
<tr>
<td>Pre-K + (HS)</td>
<td>$367,459,433</td>
<td>$179,758,335</td>
<td>$187,701,098</td>
<td>51%</td>
</tr>
<tr>
<td>Quality Initiatives</td>
<td>$51,779,175</td>
<td>$43,576,301</td>
<td>$8,202,874</td>
<td>16%</td>
</tr>
<tr>
<td>Nutrition</td>
<td>$148,000,000</td>
<td>$78,738,144</td>
<td>$69,261,856</td>
<td>47%</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>$835,699,370</td>
<td>$437,039,767</td>
<td>$398,659,603</td>
<td>48%</td>
</tr>
</tbody>
</table>

* Includes encumbrances.

### BY FUNDING SOURCE

<table>
<thead>
<tr>
<th>Source</th>
<th>Budget</th>
<th>Expenditures*</th>
<th>Remaining Balance</th>
<th>% Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>State General</td>
<td>$61,514,778</td>
<td>$15,262,350</td>
<td>$46,252,428</td>
<td>75%</td>
</tr>
<tr>
<td>State Lottery</td>
<td>$367,284,433</td>
<td>$179,671,997</td>
<td>$187,612,436</td>
<td>51%</td>
</tr>
<tr>
<td>Federal</td>
<td>$404,798,159</td>
<td>$240,578,354</td>
<td>$164,219,805</td>
<td>41%</td>
</tr>
<tr>
<td>Other</td>
<td>$2,102,000</td>
<td>$1,527,066</td>
<td>$574,934</td>
<td>27%</td>
</tr>
<tr>
<td>Total Funds</td>
<td>$835,699,370</td>
<td>$437,039,767</td>
<td>$398,659,603</td>
<td>48%</td>
</tr>
</tbody>
</table>
## DECAL SFY 2020 Governor’s Budget Report

<table>
<thead>
<tr>
<th>BY PROGRAMS</th>
<th>AFY 2019 Budget*</th>
<th>FY 2020 Budget*</th>
<th>Difference</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Services</td>
<td>$268,460,762</td>
<td>$268,466,207</td>
<td>$5,445</td>
<td>0.002%</td>
</tr>
<tr>
<td>Pre-K + (HS)</td>
<td>$367,461,459</td>
<td>$378,854,038</td>
<td>$11,394,605</td>
<td>3.1%</td>
</tr>
<tr>
<td>Quality Initiatives</td>
<td>$51,779,175</td>
<td>$51,779,175</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>Nutrition</td>
<td>$148,000,000</td>
<td>$148,000,000</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>$835,701,396</td>
<td>$847,099,420</td>
<td>$11,400,050</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BY FUNDING SOURCE</th>
<th>AFY 2019 Budget*</th>
<th>FY 2020 Budget*</th>
<th>Difference</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>State General</td>
<td>$61,514,778</td>
<td>$61,520,223</td>
<td>$5,445</td>
<td>0.002%</td>
</tr>
<tr>
<td>State Lottery</td>
<td>$367,286,459</td>
<td>$378,679,038</td>
<td>$11,394,605</td>
<td>3.1%</td>
</tr>
<tr>
<td>Federal</td>
<td>$404,798,159</td>
<td>$404,798,159</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>$2,102,000</td>
<td>$2,102,000</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>Total Funds</td>
<td>$835,701,396</td>
<td>$847,099,420</td>
<td>$11,400,050</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

*Proposed*
Legislative Update
Under the Gold Dome: Bills of Interest to DECAL

Senate Bill 48 – Provides for the identification and support of students with dyslexia
Senate Bill 85 – Provides for the establishment of an early child care scholarship program
House Bill 180 – Provides for repeal of provisions creating boards, task forces, authorities, commissions, and councils that are no longer active
Georgia’s Pre-K Program and Instructional Supports Update

Susan Adams
Deputy Commissioner for Pre-K and Instructional Supports
Preschool Development Birth Through Five Grant (PDG B-5)
Preschool Development Birth Through Five Grant (PDG B-5)

- Awarded $2,961,044
- One Year Grant
- Eligible to apply for a five year renewal grant in fall 2019
Purpose of the PDG B-5

- Conduct Needs Assessment
- Develop a **Statewide** Strategic Plan
- Maximize family choice and knowledge about *existing* programs and providers
- Share best practices among early childhood education providers to *increase collaboration and efficiency of* services
- Improve overall quality by developing and implementing *evidence-based practices* to improve professional development
Next Steps for PDG B-5

- Revise budget
- Federal approval of budget revision
- Hire staff
- Procure contracts
- Form Cross Agency Child Council and stakeholder groups
Christi Moore, Ph.D.
Director of Professional Learning
DECAL Scholars staff help early childhood education professionals:

- Identify educational options in the ECE field
- Identify colleges/universities that offer ECE credential or degree programs on-site or online
- Identify steps needed to enroll in a college or university
- Apply for **SCHOLARSHIPS**, **AWARDS for Early Educators**, and **INCENTIVES** programs
Free Educational Counseling

SCHOLARSHIPS: Provides tuition assistance and a support stipend to eligible ECE professionals pursuing credentials or degrees in early childhood education

AWARDS for Early Educators: Offers a single bonus to eligible applicants who have earned a higher ECE credential or degree within the past 12 months

INCENTIVES: A salary bonus program that rewards the tenure of professionals who increase their levels of ECE education
SCHOLARSHIPS Awards:

- 80% of tuition and mandatory fees not covered by HOPE, Pell, or other awards at public institutions
- Up to $2,028 per semester of tuition and mandatory fees not covered by HOPE, Pell, or other awards at private institutions
- $250 stipend for students enrolled in 1-3 credit hours
- $500 stipend for students enrolled in 4 or more credit hours
AWARDS for Early Educators rewards a single bonus at each level to eligible applicants who have earned a higher ECE credential or degree within the past 12 months.

<table>
<thead>
<tr>
<th>Level</th>
<th>Award</th>
<th>Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$1,200</td>
<td>CDA/TCC</td>
<td>$1,200 for attaining a CDA Credential issued by the Council for Professional Recognition or a Technical Certificate of Credit ($1,300 for an Infant/Toddler CDA or an Infant Toddler Specialist TCC)</td>
</tr>
<tr>
<td>2</td>
<td>$1,500</td>
<td>TCD/AAS</td>
<td>$1,500 for attaining a Technical College Diploma or Associate of Applied Science Degree</td>
</tr>
<tr>
<td>3</td>
<td>$2,500</td>
<td>BA/MA</td>
<td>$2,500 for attaining a Bachelor’s or Master’s Degree</td>
</tr>
</tbody>
</table>
INCENTIVES is a salary bonus program that rewards the tenure of ECE professionals who increase their levels of education.

<table>
<thead>
<tr>
<th>Credential</th>
<th>Maximum # of Payments</th>
<th>Payment Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development Associate</td>
<td>2</td>
<td>$250</td>
</tr>
<tr>
<td>Intro to Childcare TCC</td>
<td>2</td>
<td>$250</td>
</tr>
<tr>
<td>Technical Certificate of Credit</td>
<td>4</td>
<td>$375</td>
</tr>
<tr>
<td>Technical College Diploma</td>
<td>4</td>
<td>$500</td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td>4</td>
<td>$750</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>4</td>
<td>$1,000</td>
</tr>
<tr>
<td>Bachelor’s Degree in Birth – Five</td>
<td>4</td>
<td>$1,150</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>4</td>
<td>$1,250</td>
</tr>
</tbody>
</table>
# Funds Awarded

<table>
<thead>
<tr>
<th>Program</th>
<th>State Year 2018 <strong>Final</strong></th>
<th>State Year 2019 <strong>To Date</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Participants</td>
<td>Funds Awarded</td>
</tr>
<tr>
<td>SCHOALRSHIPs</td>
<td>1,067</td>
<td>$1,004,855</td>
</tr>
<tr>
<td>INCENTIVES</td>
<td>1,332</td>
<td>$1,027,125</td>
</tr>
<tr>
<td>AWARDS*</td>
<td>886</td>
<td>$1,204,300</td>
</tr>
</tbody>
</table>

*Prior to change in funding source, the AWARDS program was funded on a calendar year cycle.*
DECAL Scholars TEACH Program will support early learning teachers and future teachers to choose the ECE career pathway.

- Infant/Toddler credentialed teachers
- Family Child Care Learning Homes providing care for infants/toddlers
- CTAE – high School Students pursuing a CDA
- Bilingual Teachers pursuing a CDA
DECAL Scholars LEAD Program will support the development of professionals skilled in designing and using relationship-based strategies for workforce training and development.

- Professional Learning Community Facilitators
- Early Learning Coaches (Pilot)
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
As of January 2, 2019...

<table>
<thead>
<tr>
<th></th>
<th>Participating</th>
<th>Rated (1-3 stars)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensed Family Homes</td>
<td>58%</td>
<td>27%</td>
</tr>
<tr>
<td>Licensed Centers</td>
<td>80%</td>
<td>38%</td>
</tr>
<tr>
<td>All Eligible Programs</td>
<td>72%</td>
<td>35%</td>
</tr>
</tbody>
</table>
Of the 4,774 eligible programs in Georgia, **1,650** are star rated.

- **35%** Star Rated
- **38%** Somewhere in the process
- **28%** Not Yet Participating

The quality of the majority of child care programs is still unknown.
Distribution of Ratings by Provider Type

<table>
<thead>
<tr>
<th>Provider Type</th>
<th>Total (1,751)</th>
<th>Licensed Center (1,270)</th>
<th>Licensed Family (429)</th>
<th>Other (52)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Star</td>
<td>19%</td>
<td>15%</td>
<td>30%</td>
<td>23%</td>
</tr>
<tr>
<td>2-Star</td>
<td>46%</td>
<td>47%</td>
<td>42%</td>
<td>60%</td>
</tr>
<tr>
<td>1-Star</td>
<td>29%</td>
<td>32%</td>
<td>22%</td>
<td>17%</td>
</tr>
<tr>
<td>0-Star</td>
<td>6%</td>
<td>6%</td>
<td>5%</td>
<td>17%</td>
</tr>
</tbody>
</table>
Initial Ratings by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>3-Star</th>
<th>2-Star</th>
<th>1-Star</th>
<th>0-Star</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 (n=291)</td>
<td>22%</td>
<td>38%</td>
<td>36%</td>
<td>3%</td>
</tr>
<tr>
<td>2014 (n=199)</td>
<td>21%</td>
<td>53%</td>
<td>22%</td>
<td>4%</td>
</tr>
<tr>
<td>2015 (n=560)</td>
<td>9%</td>
<td>44%</td>
<td>37%</td>
<td>10%</td>
</tr>
<tr>
<td>2016 (n=459)</td>
<td>10%</td>
<td>37%</td>
<td>42%</td>
<td>12%</td>
</tr>
<tr>
<td>2017 (n=347)</td>
<td>20%</td>
<td>43%</td>
<td>31%</td>
<td>5%</td>
</tr>
<tr>
<td>2018 (n=309)</td>
<td>11%</td>
<td>52%</td>
<td>32%</td>
<td>5%</td>
</tr>
</tbody>
</table>
483 required reassessments have been completed since 2016.

<table>
<thead>
<tr>
<th>Year</th>
<th>Decreased star rating</th>
<th>Maintained 1-star rating</th>
<th>Maintained 2-star rating</th>
<th>Increased star rating or maintained 3-stars</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Years</td>
<td>96</td>
<td>45</td>
<td>131</td>
<td>210</td>
</tr>
<tr>
<td>2018</td>
<td>41</td>
<td>32</td>
<td>75</td>
<td>110</td>
</tr>
<tr>
<td>2017</td>
<td>30</td>
<td>8</td>
<td>46</td>
<td>75</td>
</tr>
<tr>
<td>2016</td>
<td>25</td>
<td>5</td>
<td>10</td>
<td>25</td>
</tr>
</tbody>
</table>
72% of eligible programs are currently participating in Quality Rated.
35% of eligible programs are currently Quality Rated.
All Quality Rated eligible child care programs must be one, two, or three star rated by December 31, 2020 to continue receiving Childcare and Parent Services (CAPS).

Children in CCDF Child Care Subsidy at QR-Eligible Providers
Out of all eligible programs with GA Pre-K, how many are in rated or participating programs?

- 38% of Programs are 2- or 3-Star Rated
- 56% of Programs are Quality Rated
- 90% of Programs are Participating
Quality Rated Structural Quality: The Online Portfolio

- On-line tool to organize documents
- Composed of five standards
- Information submitted under each standard earns structural quality points that are combined with points from the observation (process quality) to earn an overall star rating.

<table>
<thead>
<tr>
<th>STANDARD 1</th>
<th>STANDARD 2</th>
<th>STANDARD 3</th>
<th>STANDARD 4</th>
<th>STANDARD 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff qualifications and training</td>
<td>Child health, nutrition and physical activity</td>
<td>Family Engagement</td>
<td>Intentional teaching practices</td>
<td>Ratios and Group size</td>
</tr>
</tbody>
</table>
Quality Rated Validation Study Report #2: Correlations between Components and Ratings

<table>
<thead>
<tr>
<th>Components</th>
<th>All Programs (n=1,516)</th>
<th>CCLCs (n=1,034)</th>
<th>FCCLHs (n=402)</th>
<th>Others (n=80)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structural Quality Points (Portfolio)</td>
<td>0.42</td>
<td>0.41</td>
<td>0.45</td>
<td>0.34</td>
</tr>
<tr>
<td>Process Quality Points (ERS)</td>
<td>0.96</td>
<td>0.95</td>
<td>0.96</td>
<td>0.98</td>
</tr>
</tbody>
</table>

Process Quality was almost perfectly correlated with the star rating.
Structural Quality Refinement

**Phase 1: Discovery, August 2017-December 2018**
- Validation Study Findings
- Quality Rated Advisory Committee Review (x2)
- DECAL Field Staff Survey
- DECAL Internal Work Group

**Phase 2: Iterative Revisions, January 2019-December 2019**
- National Expert Review
- Mini Pilot
- Formal Stakeholder Engagement
- Pilot

**Phase 3: Development, January 2020-December 2020**
- IT Requirements
- Technical Assistance Materials
- Technical Assistance Training
- Communication Plan
BREAK
(10 minutes)
Federal Programs Update

Elisabetta Kasfir
Deputy Commissioner for Federal Programs

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

www.decal.ga.gov
CAPS Division Meeting December 2018
February 2019
CAPS Policy Revision

Chris Linn
CAPS Program Administration Director
Why was this policy revision needed?

1. License-exempt and informal providers – health and safety standards
2. Improve clarity
To improve clarity, policy will be reorganized.

<table>
<thead>
<tr>
<th>These policy sections:</th>
<th>Were replaced with these sections:</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 – Improper Payments</td>
<td>15 – Health and Safety Standards</td>
</tr>
<tr>
<td>16 – Sanctions and Disqualifications</td>
<td>16 – Program Integrity</td>
</tr>
</tbody>
</table>
New Program Integrity Policy

- Reorganized and clarified existing policy and processes
- Promote a progressive model
How is the new Program Integrity policy structured?

- CAPS
- Families
- Child Care Providers
How does CAPS support program integrity?

- Policy
- Training
- Evaluation
- Process improvement
How do families support program integrity?

- Provide accurate, current, and complete information
- Report certain changes
- Comply with investigations and inquiries
- Ensure their children are signed in and out of care each day
How do child care providers support program integrity?

- Record keeping
- Billing
- Responsiveness
New Health and Safety Standards Policy for License-Exempt and Informal Providers

- Reorganized
- Added details on monitoring and enforcing health and safety standards for license-exempt and informal providers
Stakeholder Feedback
Warning letters, technical assistance, and corrective action plans preferred by survey respondents

<table>
<thead>
<tr>
<th></th>
<th>Warning Letter</th>
<th>Technical Assistance</th>
<th>Corrective Action Plan</th>
<th>Payment Suspension</th>
<th>Fine</th>
<th>Dismissal from CAPS</th>
<th>Other (please specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive background checks.</td>
<td>67%</td>
<td>29%</td>
<td>52%</td>
<td>8%</td>
<td>2%</td>
<td>13%</td>
<td>12%</td>
</tr>
<tr>
<td>Fire safety</td>
<td>61%</td>
<td>20%</td>
<td>65%</td>
<td>4%</td>
<td>14%</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>Fence or barrier</td>
<td>60%</td>
<td>17%</td>
<td>63%</td>
<td>2%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
</tbody>
</table>
What are the health and safety requirements?

**CCDF**
- Report serious injuries (as defined by DECAL)
- Comprehensive background checks
- Health and safety training
- Provide care that meets basic health and safety standards
- Annual monitoring and enforcement

**DECAL**
- Arrival and departure records
- Transportation records
How is the new health and safety standards policy structured?

Compliance standards
- All providers
- Licensed
- License-exempt and informal

Monitoring and enforcement
- Licensed
- License-exempt and informal
How does this change monitoring for license-exempt and informal providers?

<table>
<thead>
<tr>
<th>Supervision</th>
<th></th>
<th>No children present</th>
</tr>
</thead>
</table>

- Staff members physically present with the children and properly supervising?
  - Low
  - Medium
  - High
  - Extreme

- Staff alert and able to intervene to prevent injuries?
  - Yes
  - No

If no, explain-----------------------------------------------

- Low
- Medium
- High
- Extreme
### How will enforcement actions be determined?

#### Compliance and Enforcement Chart

<table>
<thead>
<tr>
<th>Violation Class (A, B, C, D)</th>
<th>Points accumulated per monitoring visit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I 0-2 points</td>
</tr>
<tr>
<td>D (10 points per)</td>
<td></td>
</tr>
<tr>
<td>• Extreme Harm</td>
<td></td>
</tr>
<tr>
<td>• Imminent Danger</td>
<td></td>
</tr>
<tr>
<td>C (6 points per)</td>
<td></td>
</tr>
<tr>
<td>• High Risk</td>
<td></td>
</tr>
<tr>
<td>B (2 points per)</td>
<td></td>
</tr>
<tr>
<td>• Medium Risk</td>
<td>P1 – P3 A</td>
</tr>
<tr>
<td>A (1 point per)</td>
<td>P1 – P2 A</td>
</tr>
</tbody>
</table>

#### Enforcement Categories and Actions

<table>
<thead>
<tr>
<th>Prevention Action Category</th>
<th>Intermediate Action Category</th>
<th>Dismissal Action Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention 1 (P1)</td>
<td>Intermediate 1 (I1)</td>
<td>Dismissal (D)</td>
</tr>
<tr>
<td>Technical assistance</td>
<td>Plan of correction</td>
<td>Dismissal</td>
</tr>
<tr>
<td></td>
<td>Office conference</td>
<td>Disqualification</td>
</tr>
<tr>
<td>Prevention 2 (P2)</td>
<td>Intermediate 2 (I2)</td>
<td></td>
</tr>
<tr>
<td>Citation</td>
<td>Fine (level 1 or 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prevention 3 (P3)</td>
<td>Intermediate 3 (I3)</td>
<td></td>
</tr>
<tr>
<td>Warning letter</td>
<td>Per violation fine (level 1 or 2)</td>
<td></td>
</tr>
</tbody>
</table>
### What are the enforcement actions?

**Prevention**
- Technical assistance
- Citation
- Plan of improvement
- Warning letter

**Intermediate**
- Plan of corrective action
- Office conference
- Enforcement fine

**Dismissal**
- Dismissal
- Disqualification
New CAPS policies can be found at:

www.caps.decal.ga.gov
Child Care Services Update

Pam Stevens
Deputy Commissioner of Child Care Services

Bright from the Start: Georgia Department of Early Care and Learning
www.decal.ga.gov
Child Care Services Consultant
Customer Service Survey Results

Shayna Funke
Research and Policy Analyst

Bright from the Start: Georgia Department of Early Care and Learning
www.decal.ga.gov
What & Why?

- Following regulatory visits from CCS consultants, providers receive their visit report with a link to the survey.
- Survey asks about their customer service experience.
- Purpose is to learn more about the quality of CCS consultants’ customer service.
Survey Details

1. The Child Care Consultant... *(yes, somewhat, no, N/A, decline to answer)*

- was polite, courteous, and respectful.
- was helpful and provided useful information.
- answered my questions in an easy to understand way.
- clearly understood the rules and regulations.
- was fair in his or her review.
- documented my input and ideas in the plan for correcting citations or in developing an action plan if a plan was needed.
2. The Consultant reviewed the visit report at the completion of the visit with a facility representative. *(yes or no)*

3. I am able to reach Child Care Services at other times when I have a question. *(yes or no)*

4. Additional comment. *(optional open-ended comment)*

5. Would you like someone from Child Care Services Management Team to contact you regarding your experience? *(yes or no)*
Summary Results

July 1, 2018 to November 16, 2018

1,166 total surveys
Responses by Region

North West
13%

Central West
17%

South West
18%

North East
20%

Central East
16%

South East
16%
Responses by Provider Type

26%
Family Child Care Providers

74%
Center Providers
Responses by Visit Type

- Complaint Investigation Follow-Up: 6%
- Initial Licensing Study: 6%
- Licensing Study: 35%
- Monitoring Visit: 43%
- Plan of Improvement Follow-Up: 2%
- Technical Assistance: 8%
1. The Child Care Consultant...

- was polite, courteous, and respectful. 99% said yes
- was helpful and provided useful information. 98%
- answered my questions in an easy to understand way. 98%
- clearly understood the rules and regulations. 97%
- was fair in his or her review. 96%
- documented my input and ideas in the plan for correcting citations or in developing an action plan if a plan was needed. 96%
2. The Consultant reviewed the visit report at the completion of the visit with a facility representative.

99% said yes
3. I am able to reach Child Care Services at other times when I have a question.

- 90% said yes
- 9% said somewhat
- 1% said no
Provider Comments

Children, thank you for your professionalism and helpful responses to my questions. Your knowledge and understanding of the center's policies and procedures have been very informative. I appreciate the candid and clear answers to my concerns.

[Images of children]
Provider Comments

My consultant was very pleasant and professional. She is an asset to your organization...

Thank you for the partnership approach that has developed with the positive leadership at Bright From the Start. It really benefits programs when helpful assistance and guidance is the objective of the visit.
Comparison to 2015
2015 Customer Service Survey

- 960 surveys of licensed providers
- Section of the survey asked about providers’ last Child Care Licensing Site Visit with similar questions to current CCS survey
- Scale of 1 (Strongly Disagree) to 5 (Strongly Agree)
<table>
<thead>
<tr>
<th>2015</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Child Care Consultant...</strong></td>
<td></td>
</tr>
<tr>
<td>...was polite.</td>
<td>...was polite, courteous, &amp; respectful.</td>
</tr>
<tr>
<td>94% agreed or strongly agreed</td>
<td>99% said yes</td>
</tr>
<tr>
<td>...provided useful information.</td>
<td>...was helpful and provided useful information.</td>
</tr>
<tr>
<td>89%</td>
<td>98%</td>
</tr>
<tr>
<td>...answered my questions in an easy to understand way.</td>
<td>...answered my questions in an easy to understand way.</td>
</tr>
<tr>
<td>90%</td>
<td>98%</td>
</tr>
<tr>
<td>2015</td>
<td>2018</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>...clearly understood the rules and regulations.</td>
<td>...clearly understood the rules and regulations.</td>
</tr>
<tr>
<td>88% agreed or strongly agreed</td>
<td>97% said yes</td>
</tr>
<tr>
<td>...was fair in her/his review.</td>
<td>...was fair in his or her review.</td>
</tr>
<tr>
<td>83%</td>
<td>96%</td>
</tr>
<tr>
<td>The Child Care Consultant reviewed the report with me after completing the visit.</td>
<td>The Consultant reviewed the visit report at the completion of the visit with a facility representative.</td>
</tr>
<tr>
<td>90%</td>
<td>99%</td>
</tr>
</tbody>
</table>
Proposed Rule Changes

- Request to ensure health and safety pre-service training/orientation, and annual training rules include components required by CCDF and make changes where necessary

- Remove first year training rule for CCLCs as it duplicates pre-service training requirement

- Public comment/webinars July 2019

- Board vote August 15, 2019 meeting

- If approved by Board, recommend changes effective October 1, 2019
FCCLH Rule Clean Up

Request to revise FCCLH rule book - CCLC rules were done in 2017

- Merge similar rules
- Separate differentiating rules to address repeat compliance issues
- Align FCCLH with CCLC rules where possible
- Match core rules (CCLC/FCCLH) to create equality across all program types when evaluating rules

Public comment/webinars April/May 2020
Board vote May 2020
If approved by Board, recommend changes effective July 1, 2020
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

February 21, 2019
Committee Reports

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

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