

Georgia's Preschool Development Grant Birth to Five (PDG B-5)

Needs Assessment Advisory Group

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Agenda

Introduction

Large Group Discussion

- Roses, Thorns, and Buds
- Blue or Red Room

Lunch

Report Out on Large Group Discussion

Small Group Discussion

- Speed Updates

Report Out on Small Group Discussion

Next Steps





PDG B-5 Overview

Background

In December 2018, Georgia was awarded a **\$2.9 million** Preschool Development Grant Birth Through Five (PDG B-5) from the U.S. Departments of Health and Human Services and Education.

The funds are being used to design and implement activities to help ensure that Georgia's children from birth to age 5 have **access to high-quality** early childhood care and education services and programs.

DECAL is currently leading Georgia's application for the PDG B-5 renewal grant.

PDG B-5 Key Terms

Vulnerable

Children at risk for not meeting developmental milestones or school readiness milestones

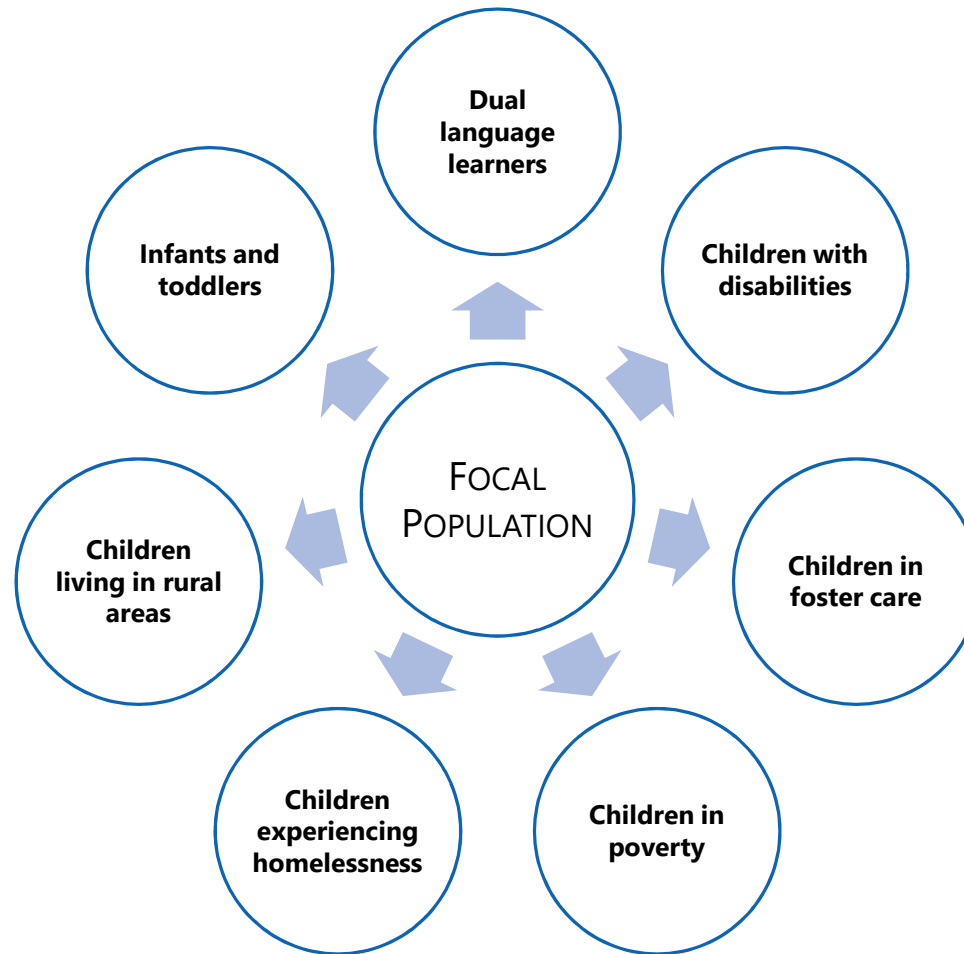
Underserved

Children and families whose needs are not met by available services or who are not able to access existing services that meet their needs

Rural

Children, including those from migrant families, who live in a county with a population of less than 50,000 or in an area designated as rural based on a military installation exclusion clause

Georgia PDG B-5 Focal Populations



Georgia PDG B-5 ECCE Services



PDG B-5 Activities



Needs Assessment



Strategic Plan



Maximizing Parental Choice and Knowledge



Sharing Best Practices



Needs Assessment

Purpose and Use of the Needs Assessment

- Engage community partners, advocates, & local leaders to provide insight on current data
- Gather detailed information about the quality, availability and alignment of existing ECCE programs and services
- Identify gaps in quality, availability, and alignment of existing ECCE programs and services
- Serve as rationale for PDG strategic plan

Needs Assessment Domains

- | | | |
|----|--|----------------|
| 1 | Definitions | In application |
| 2 | Focal populations | Afternoon |
| 3 | Data on children served or awaiting service | Afternoon |
| 4 | Quality & availability of ECCE | Morning |
| 5 | Data & research gaps | Data subgroup |
| 6 | Quality & availability of programs & supports | Morning |
| 7 | Measurable indicators of progress | Data subgroup |
| 8 | ECCE facility issues | Morning |
| 9 | Barriers to funding & provision of ECCE & supports | Afternoon |
| 10 | Transition supports & gaps | Afternoon |
| 11 | Interagency collaboration | Afternoon |

Quality & Availability



Purpose of the Session

- Discussion and data around key domains:
 - Quality and Availability
 - Quality and Availability of Programs and Supports
- “Set-up” late morning discussion

Examples of key questions

- What are the strengths related to ECE availability and quality? Gaps? Opportunities?
- What initiatives are available to to ensure high-quality care is available to vulnerable and underserved children?
- What early childhood programs or supports are available to help families in crisis?

Availability of high-quality:

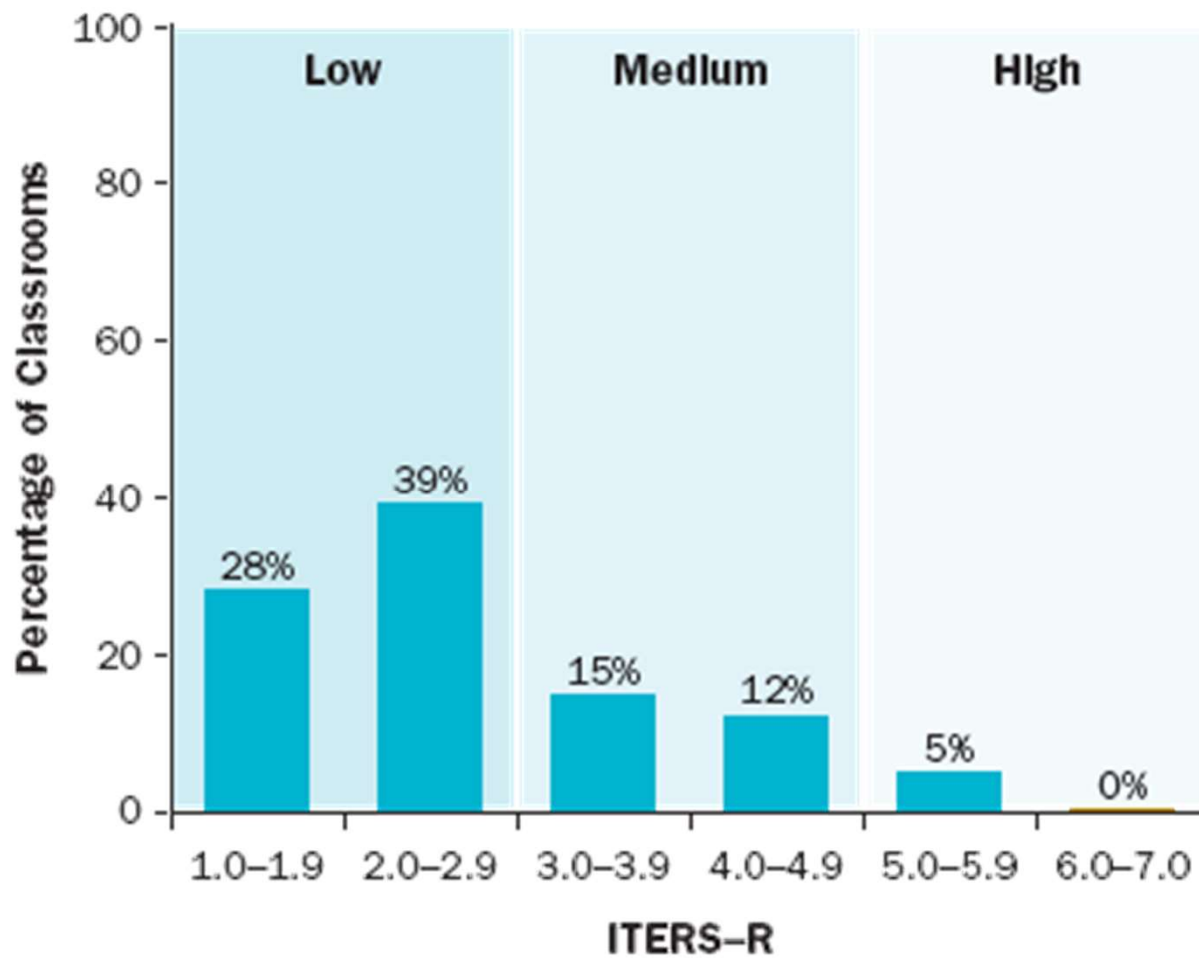
- Early care and education
- Supports for focal populations
- Early intervention services
- Supports for workforce

Child Care Environment Quality

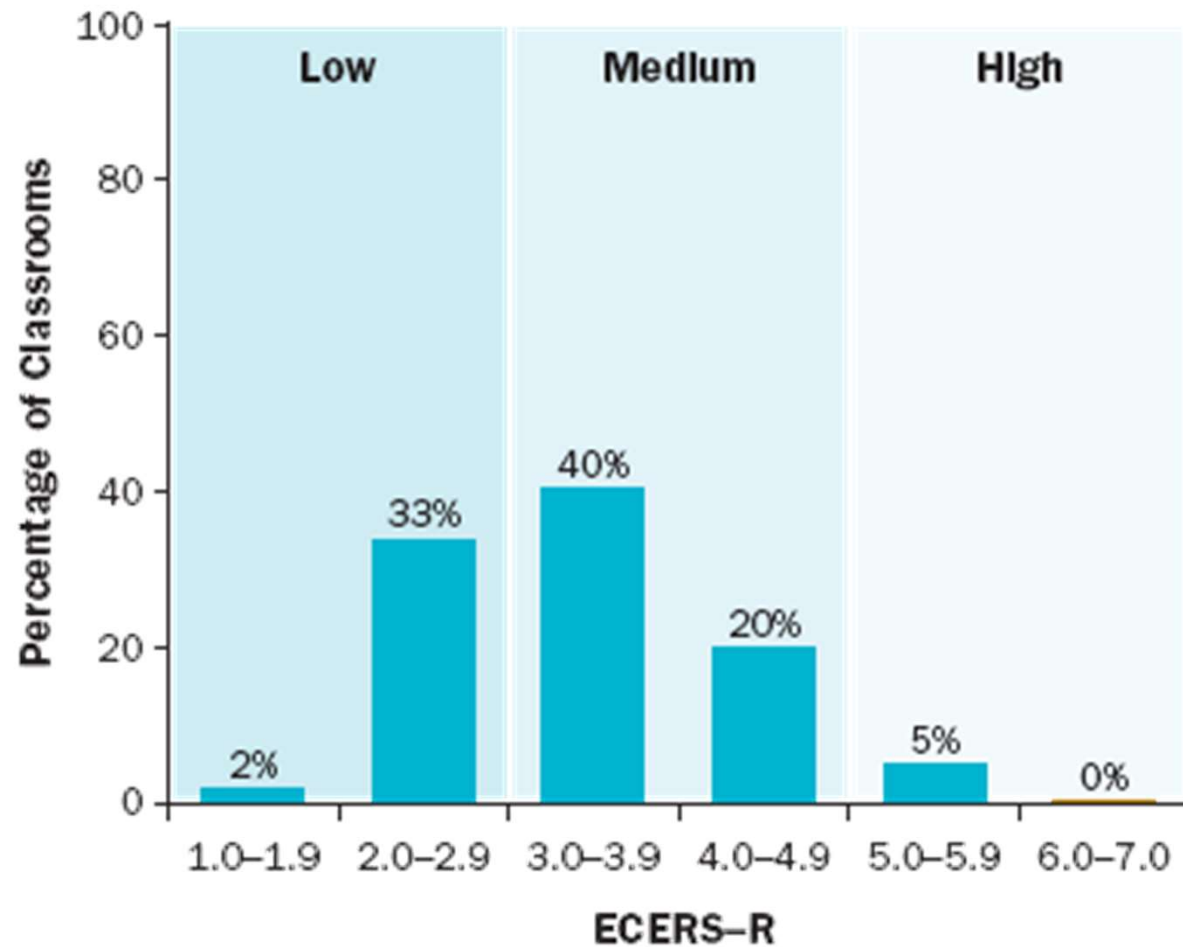
A decade ago, DECAL commissioned a study of statewide child care quality, including Georgia's Pre-K programs, child care centers, and family child care homes.

Reports by the Frank Porter Graham Child Development Institute (UNC – Chapel Hill) were released in 2009 and 2010.

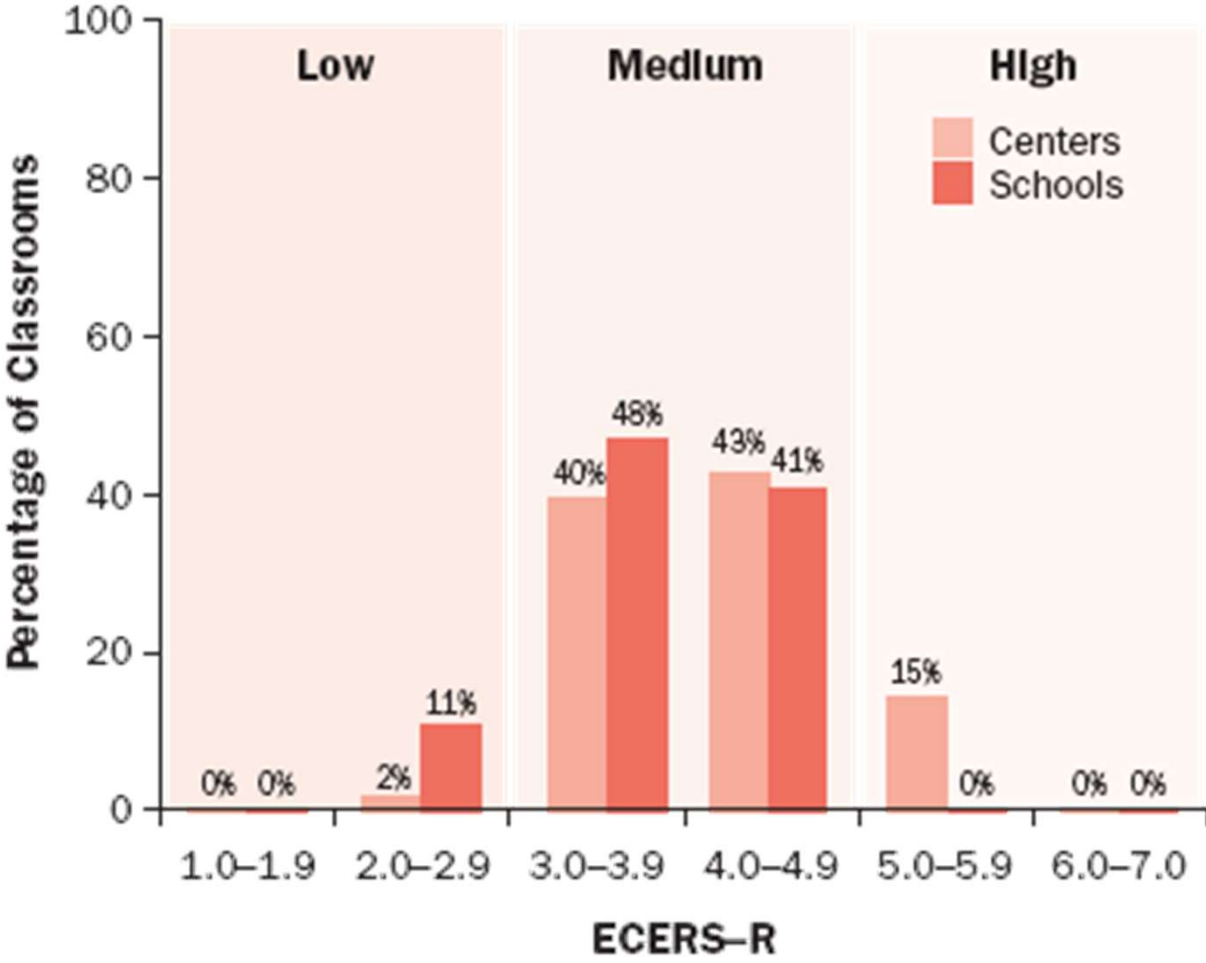
Most **infant and toddler** classrooms were of low quality.



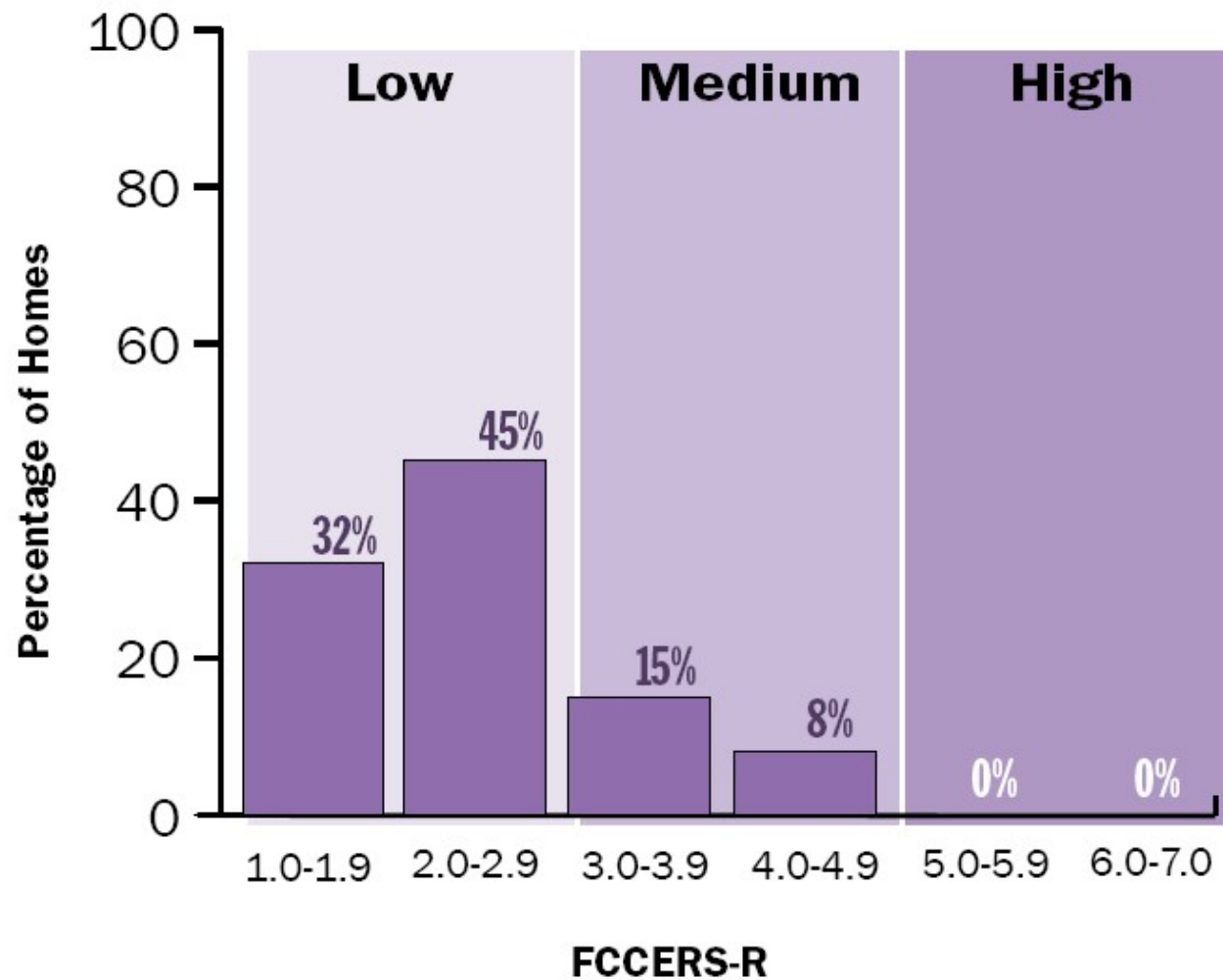
A majority of **preschool** classrooms were of medium quality, but 35% were low quality.



Most **Georgia's Pre-K** classrooms were of medium quality.



Most **family child care** providers were of low quality.



Quality Rated Facilities & Counties

7/1/2019

% Quality Rated
(count of counties)

0% (8)

1% - 25% (25)

26% - 50% (78)

51% - 75% (36)

76% - 100% (9)

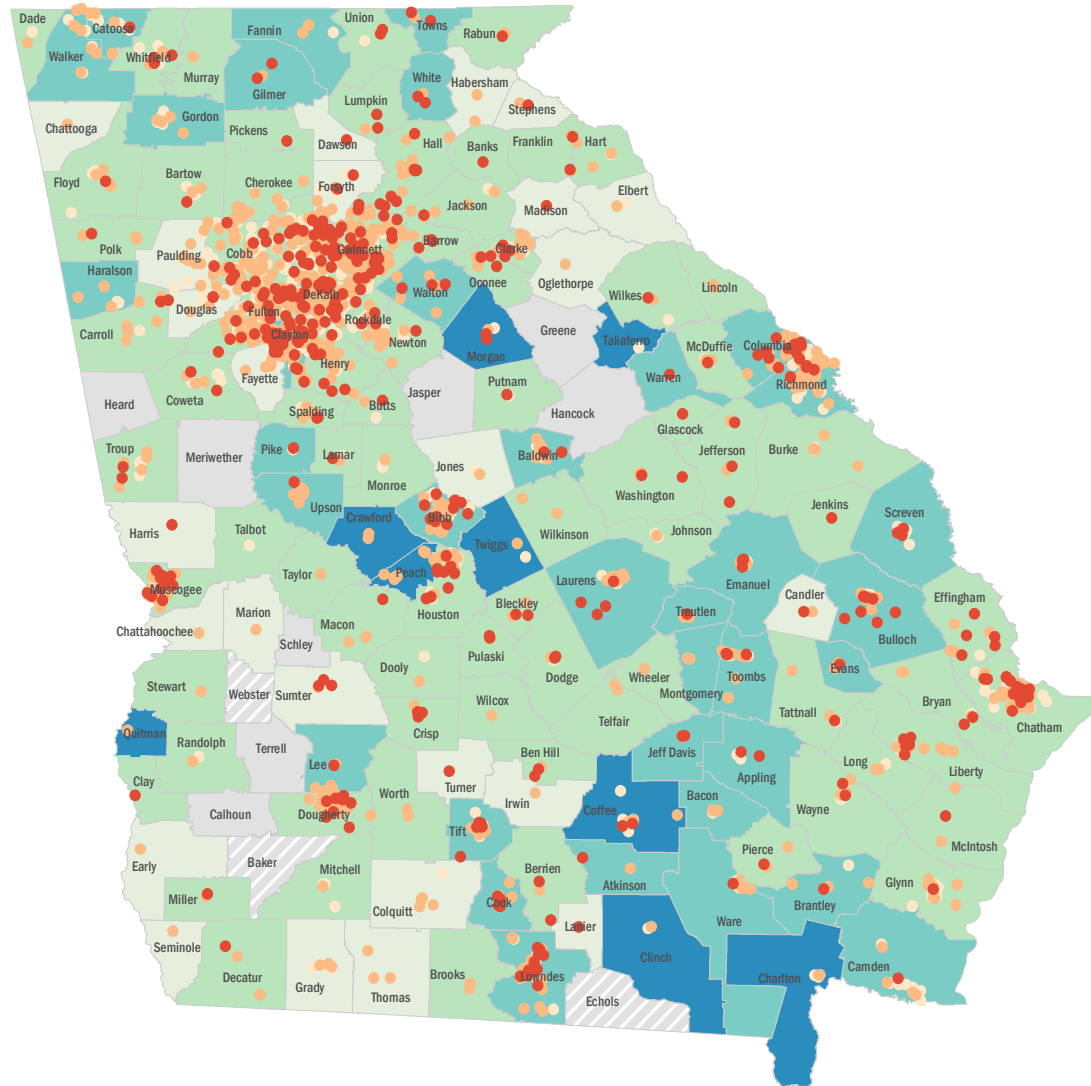
No Eligible Programs (3)

Quality Rating
(count of facilities rated)

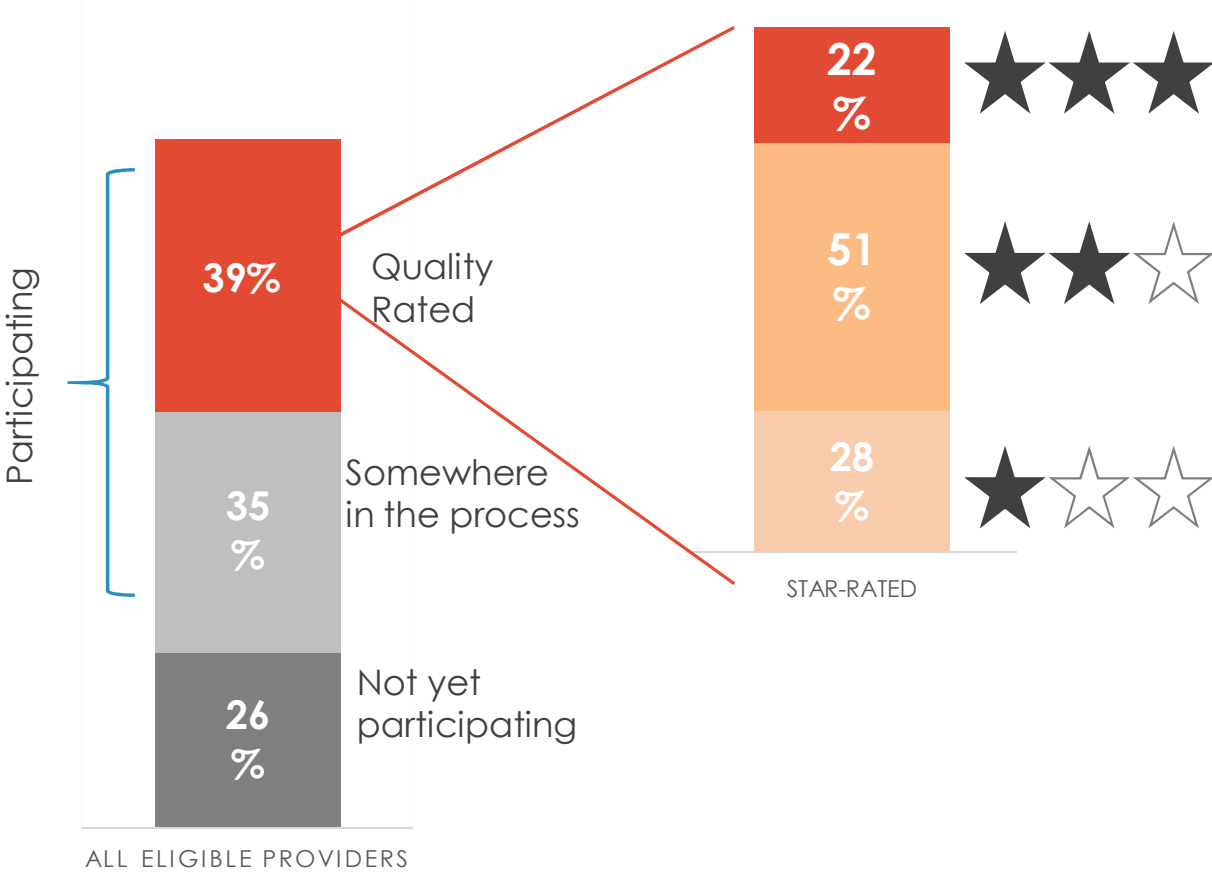
1 Star (506)

2 Star (931)

3 Star (397)



Of the 4,661 eligible programs in Georgia, 1,834 are Quality Rated.



The quality of the majority of child care programs is still unknown.

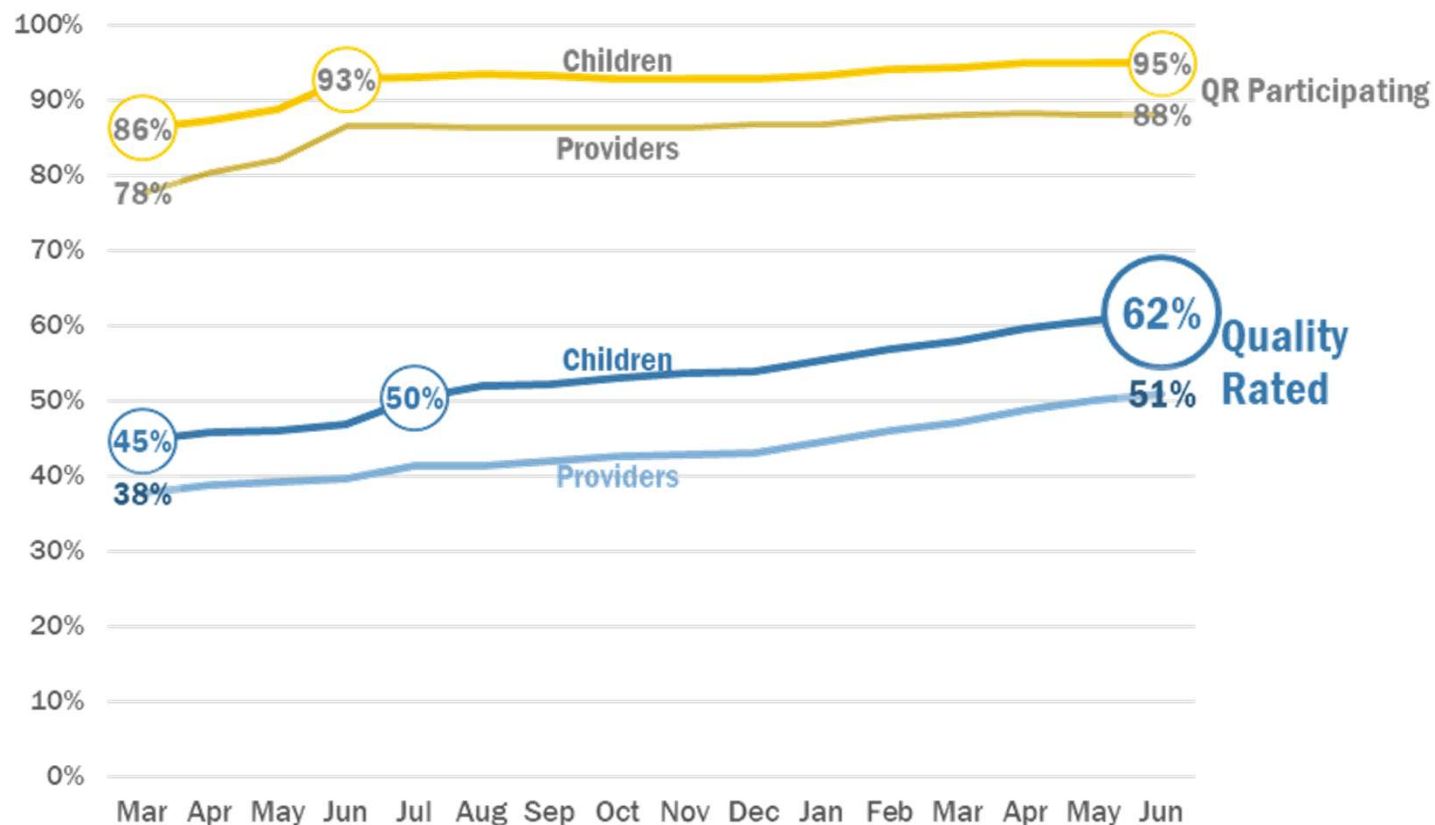


Georgia Child Care "Deserts"

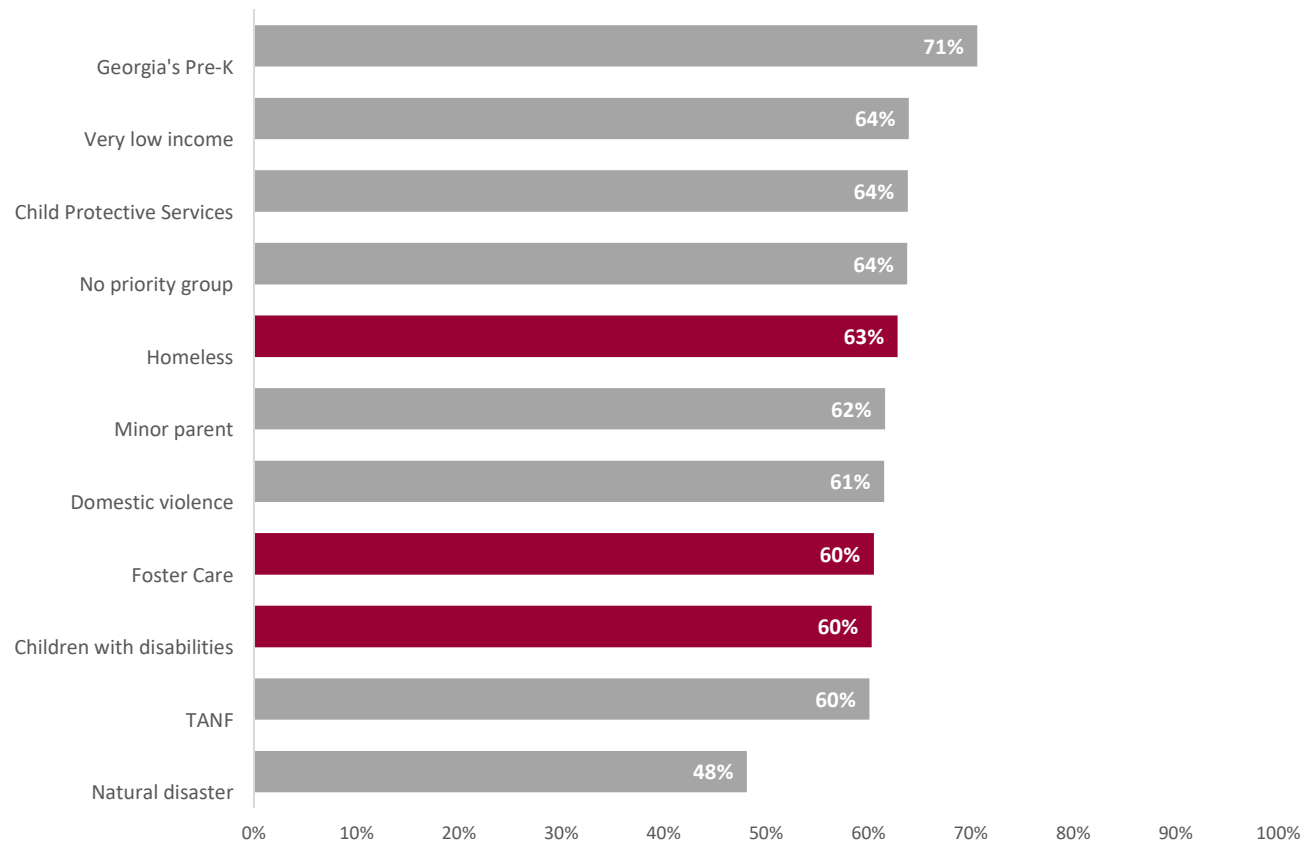
- **104,826** children (**15.6%**) under the age of 5 in Georgia live in zip codes where there are more than 3 times as many children as there is licensed child care capacity.
- **41%** of rural ZIP codes in Georgia are child care deserts.
 - **13%** of nonrural ZIP codes are child care deserts

62% of children receiving subsidies are in **Quality Rated** care.

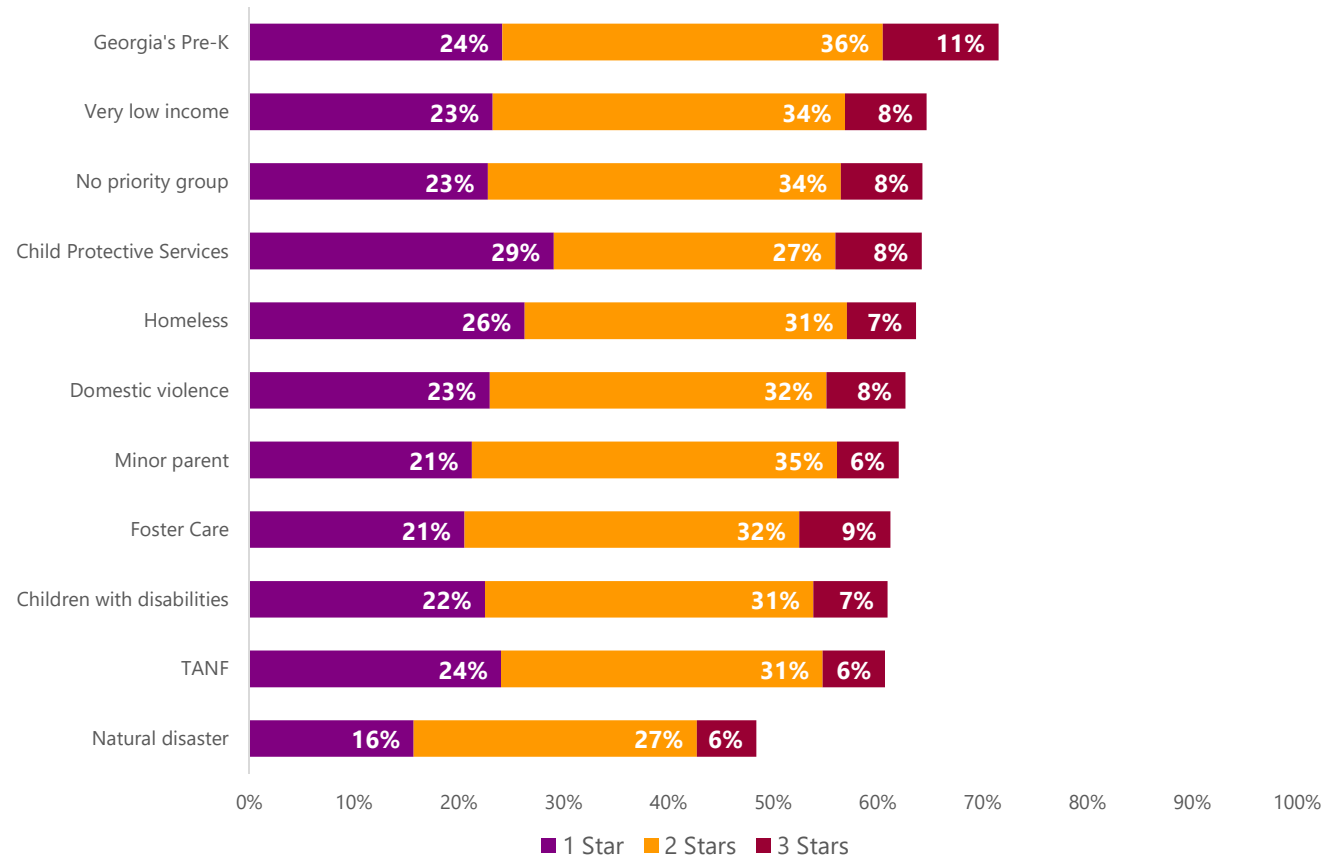
51% of **CAPS providers** are Quality Rated.



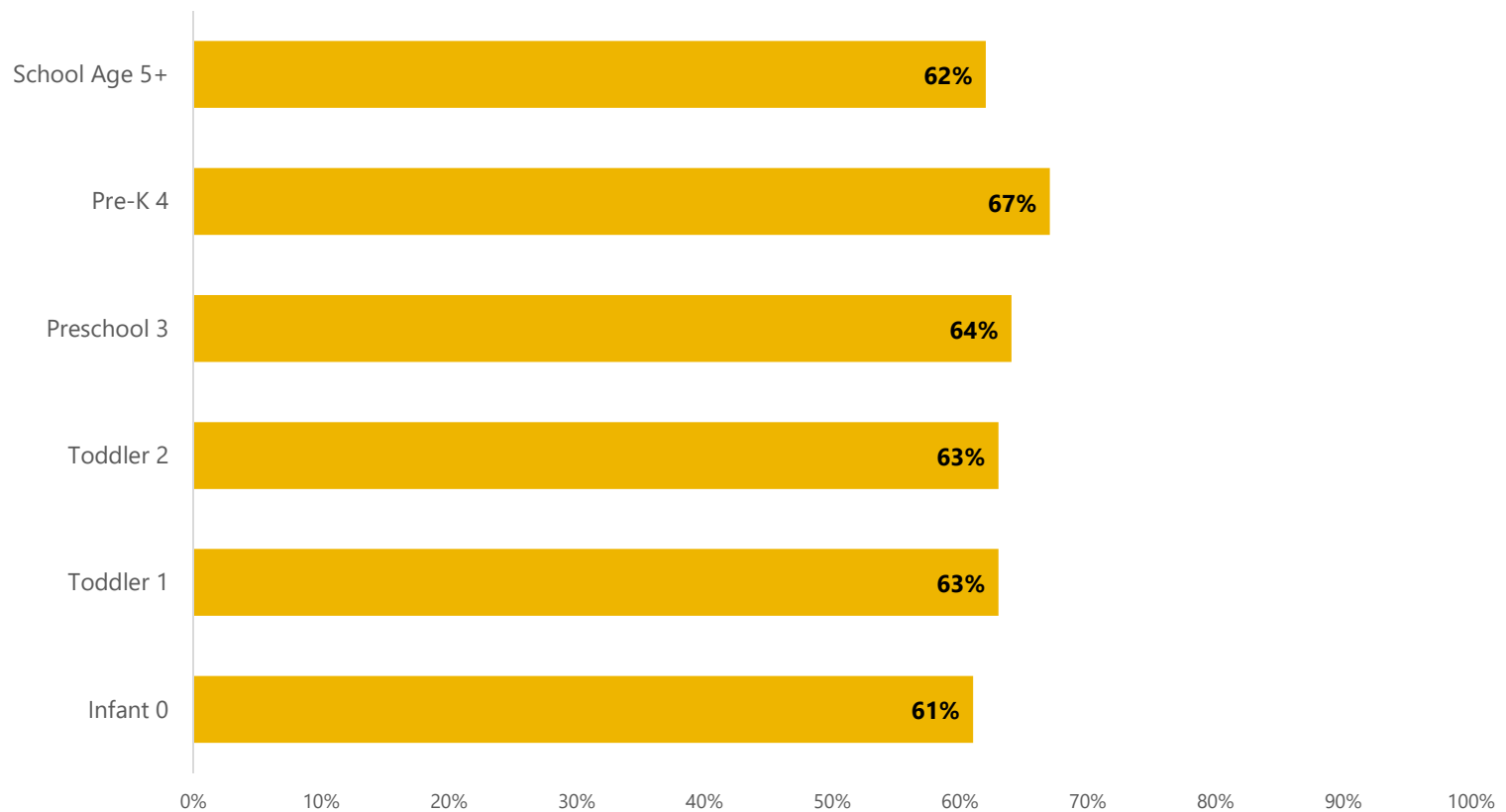
Percent of CAPS Children in Quality Rated by Priority Group



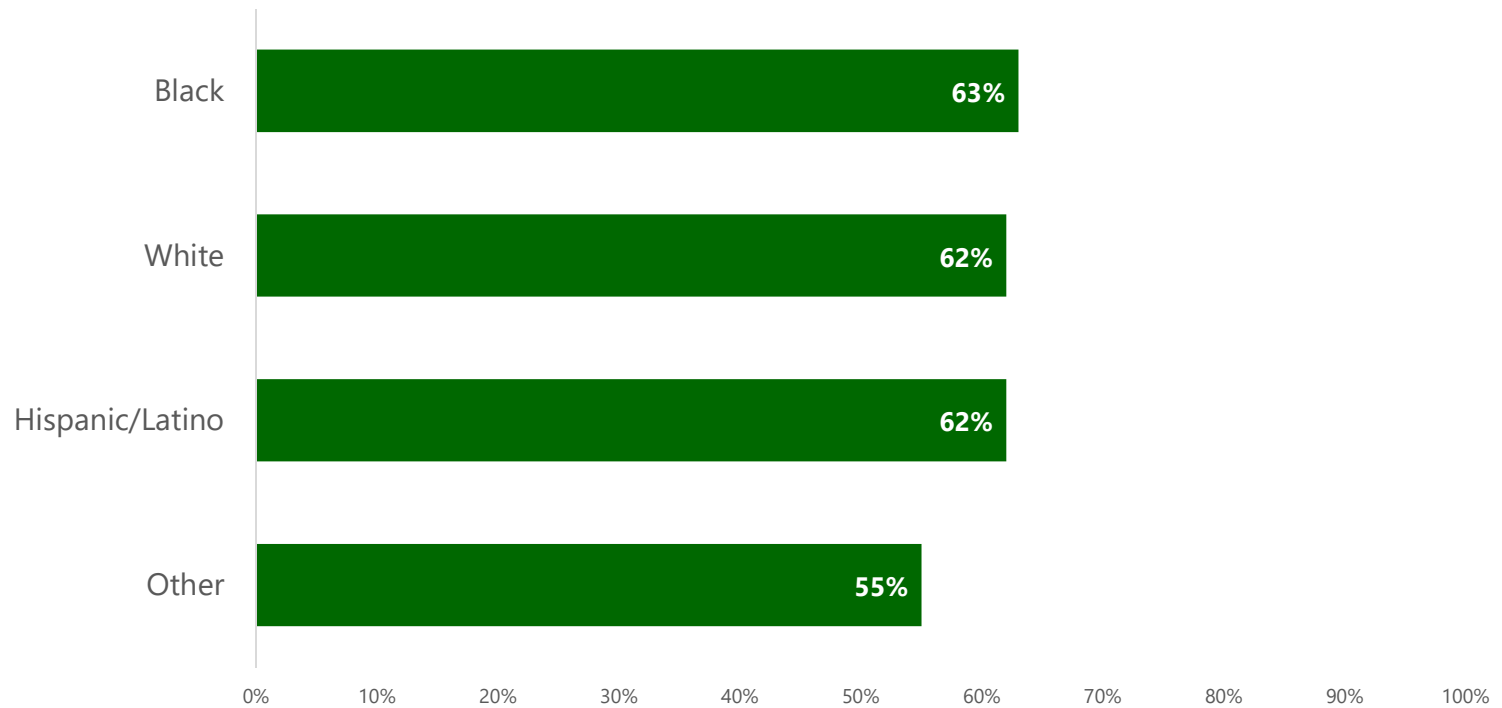
Percent of CAPS Children in Quality Rated (Star) by Priority Group



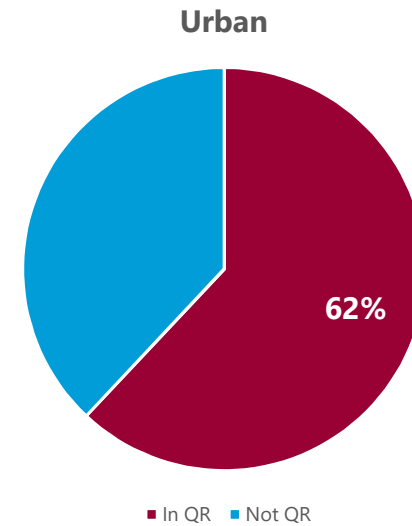
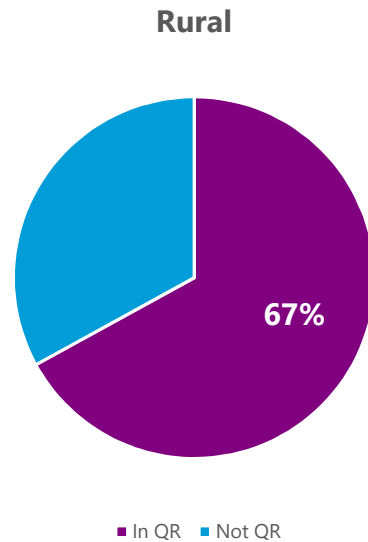
Percent of CAPS Children in Quality Rated by Age Group



Percent of CAPS Children in Quality Rated by Race/Ethnicity



Percent of CAPS Children in Quality Rated – Rural/Urban



Child Level Factors

- Healthy child requirements
 - Immunization requirements
 - Vision, hearing, dental, and nutrition screenings
- Child care and school entry requirements
- Follow-up visits and services
- Challenging behaviors
 - Social-emotional development
 - Impact of trauma

Suspension Rates



More than **8,000** preschoolers under age 5 were suspended from public preschools at least once—and more than **2,500** of those children were suspended more than once.



14,292 Georgia children aged 5 – 8 received out of school suspensions in 2014.

Factors that Impact Quality ECCE Workforce

Compensation

High Turnover

Credentialing

Shortage
(critical areas)

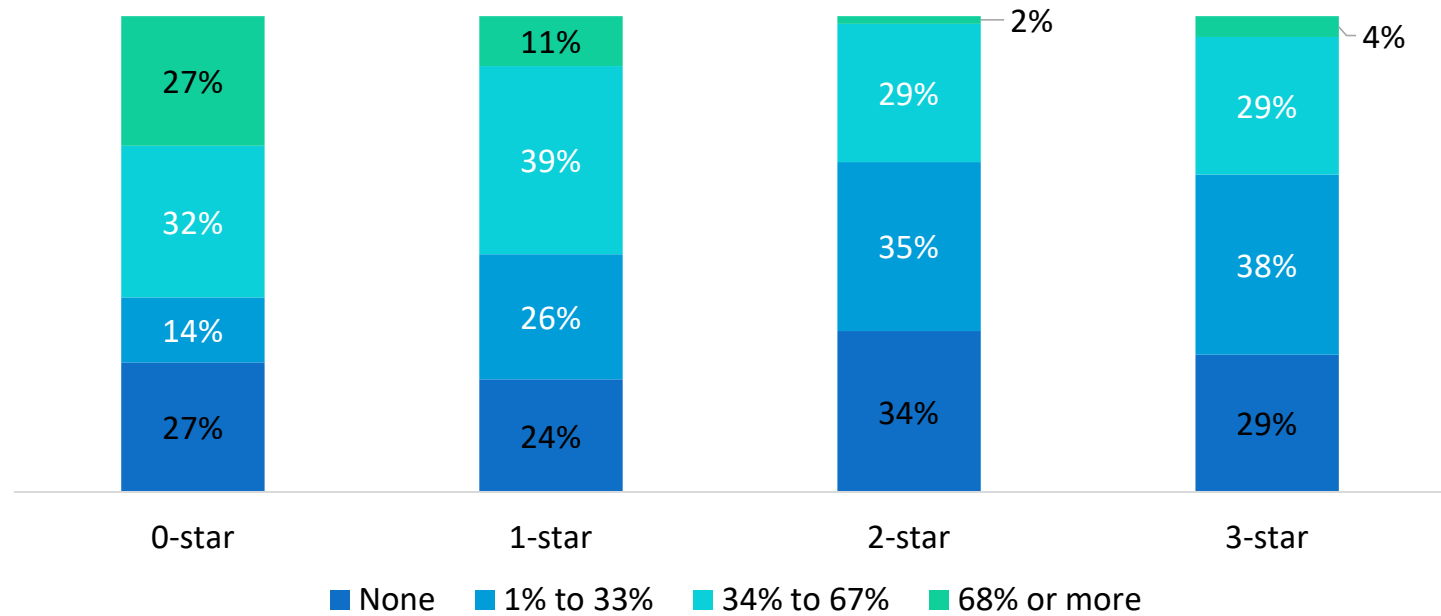
Workforce Compensation- Child Care

Reported Average Hourly Wage				
	Licensed centers	School-based	Exempt programs	Total
\$7.25-8.25	17%	2%	5%	12%
\$8.26-9.25	20%	2%	9%	15%
\$9.25-10.25	19%	4%	17%	16%
\$10.26 or more	34%	73%	54%	45%
No response	9%	20%	15%	12%

- Entry-level hourly wage for teachers was more likely to be over \$12.50 in higher-rated center-based programs compared to lower-rated programs.
- Staff members were more likely to receive benefits in higher-rated center-based programs compared to lower-rated programs.

Lead Teacher Turnover

Significantly more 0-star center-based programs fell into the highest category of **lead teacher turnover** than 2- or 3-star programs.



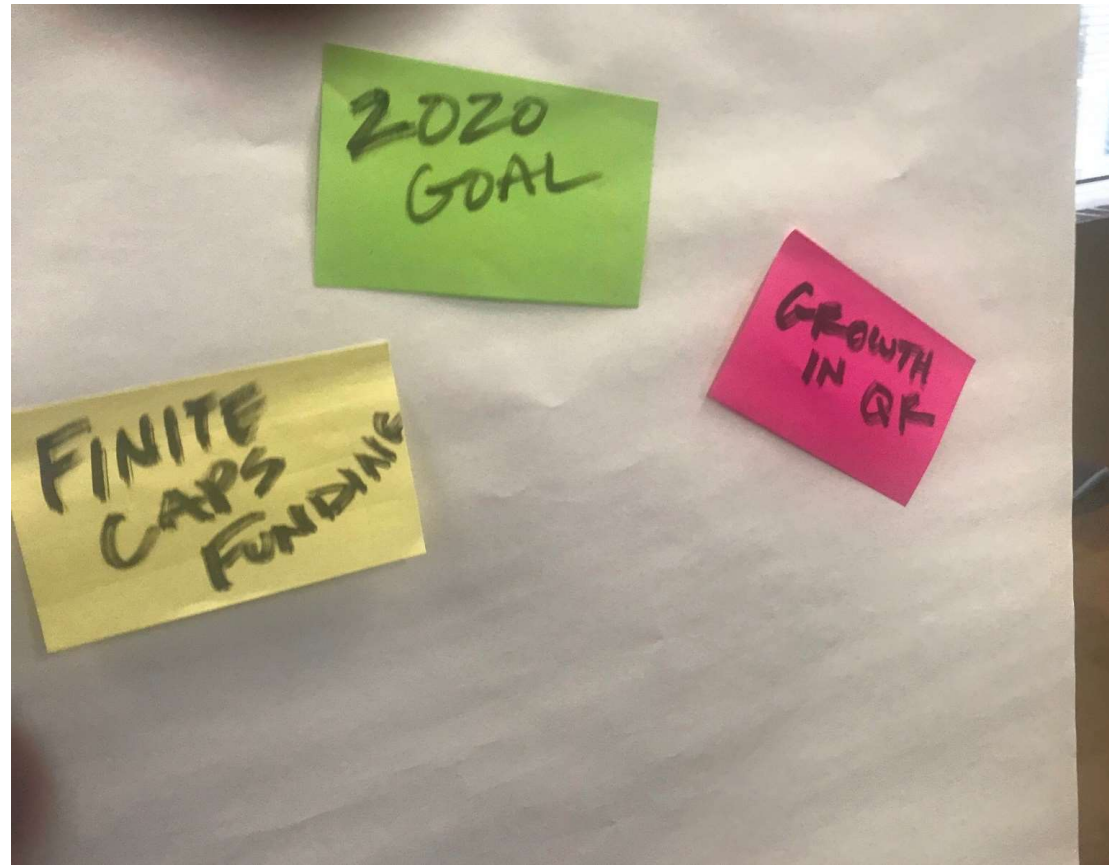
Source: Child Trends' director questionnaire, winter 2017–2018

Workforce Credentials

47% of Georgia's early childhood educators are estimated to have no credential (2016).

Next Steps

- Break
- Go to
respective
breakout room
- Activity!



Group Activity

A photograph of two young children in a brightly lit room. The child on the left, wearing a yellow shirt, is holding two slices of cucumber over their eyes like glasses. The child on the right, wearing a light blue shirt, is holding two slices of yellow bell pepper. In front of them are plates of food, including what looks like a salad with tomatoes and cucumbers. The background shows a whiteboard with some faint drawings and a blue wall with a colorful drawing of a flower.

Lunch

Discussion



Small Group Breakouts

Discussion

Next Steps

- Needs Assessment report
- Strategic Planning
- PDG renewal application due November 5th

Thank you for your time today!

Clayton Bassett

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