

Early Learning Advisory Committee
Minutes
September 11, 2015
Government Center – Conference Room D

Present:

Kevin Bain
Melanie Brizzi
Charlie Geier
Tammy Veselsky
Alonzo Weems
Connie Sherman
John Burnett

Absent:

Guests:

Beth Barrett
Dianna Wallace, Indiana AEYC
Fran Kipnis, The Center for the Study of Child Care Employment UC, Berkeley

I. Call to Order

Kevin called the meeting to order at 1:06 pm and welcomed everyone.

II. Review of Minutes

Committee reviewed the August 14, 2015 minutes. No additions or corrections. Charlie motioned to approve. Melanie seconded. Minutes were approved.

III. Workgroup Updates:

Each month the seven workgroups report out on their focus/accomplishments for the past month and summarize the workgroup's priorities for the next month or quarter. They also identify and inform ELAC of any upcoming recommendations for upcoming ELAC meetings to assist in planning of the agenda for future meetings.

1. ***Child Development and Well Being*** Connie Sherman, co-chair, reported the group has been working on a draft proclamation to the Governor's office with regards to Early Developmental Screenings. The workgroup is now planning to propose this in the spring of 2016 with events planned to coincide with the proclamation and a more robust approach that could be shared at the local level on ways to increase awareness. The group is reviewing a white paper on the importance of ensuring more children receive developmental screenings by Dr. Swigonski. The group is now looking at who is currently doing developmental screenings and what tools are being utilized. The group is considering a "tool-kit" for early childhood providers to support quality efforts around health.
 - Melanie commented with the CCDBG reauthorization, one of the requirements is to show how we are sharing information on child health with providers and connecting them with resources. Melanie would love for this workgroup to help with content for a page on the website.
2. ***Provider Participation and Advancement*** Melanie Brizzi, co-chair, reported this group is continuing their work to support community coalitions focused on early

childhood. They will host a presentation from the County Resource and Referral Agencies for the nine service delivery areas of the state to discuss what's worked well and what hasn't in their communities.

3. **Family Engagement** John Pierce, co-chair, reported the group continues their work with the newly approved Family Engagement Toolkit with webinars for the On My Way Pre-K and Early Education Matching Grants programs, seeking feedback from these programs and presenting with co-chair Chris Whitmire and Katie Herron from IU at the Infant Toddler Institute on September 29, 2015. The group has received clarification from IDOE concerning a family friendly version of the recently revised and released Early Childhood Foundations and one of their group members has arranged for students from the University of Southern Indiana early childhood program to assist in this effort. To assist the group in their work defining home visiting, they have invited a representative from the Maternal, Infant, and Early Childhood Home Visiting Program to their November meeting to discuss.

John also shared he and Chris attended the Articulation Summit yesterday for a fascinating presentation on the recently completed Indiana Early Childhood Higher Education Inventory learning how family engagement fits into curricula. They plan to share these findings and use this work with their committee.

- Charlie asked about feedback from the toolkit. Melanie reported all the feedback received by the OECOSL has been very positive. It has been provided to all programs participating in OMW and EEMG.
- Kevin remarked the final version is very well done and looks very nice. John gave credit to and thanked WDM Marketing for their assistance in this effort.
- The toolkit has been posted to the ELAC website under resources

4. **Evaluation of Child and Family Outcomes** Kevin Bain, co-chair, reported the 3 subcommittees continue their work and the workgroup met by conference call yesterday to discuss progress. The Assessment Overview whitepaper has been approved and the group has now been tasked to expand the overview from birth. The second subcommittee looking into reporting Indiana Head Start outcomes sent a survey a couple of days ago to Head Starts to learn what outcomes are being tracked and have already received 12 responses. This group is pleased with this response and will continue to collect responses and report at the groups next meeting. The third subcommittee exploring what is currently being used in Indiana as a Kindergarten Readiness Assessment completed a baseline statewide survey of schools. 227 schools responded in 76 of the 92 counties. Respondents were from public, private and charter schools. Findings included:

- 59% reported having a KRA with higher percentages in public vs. non-public schools
- The majority reported administering the KRA the spring before Kindergarten (primarily when Kindergarten round-ups occur and to help determine how many teachers will be needed in the fall)
- There was not a common tool used – the largest percentage were locally developed.

The group is very encouraged with the data that the survey has given and will continue review the data to determine its implications in order to decide the next steps for the workgroup.

5. **Data Coordination** – Charlie Geier, sole chair, reported the group has 5 new members as they exit phase one of their work on current climate and begin specific work for phase two. This work will focus on:

- Coordination and communication of data points of the 2015 ELAC report and update the dashboard for this fall
- Work on how to translate understandable data
- How local communities and counties can do this work on their own – there is lots of work going on already

Charlie also commented the expertise of new members is already beginning to show in their work.

6. **Funding Streams** – Amanda Lopez, committee member, reported in the absence of either co-chair. The workgroup’s whitepaper “Analysis of Funding that Supports Early Childhood Programs and Services in Indiana,” was approved at the last ELAC meeting and the group has made minor edits to the report and updated the missing funding source and will be ready to post the final version soon for dissemination and use. The group is also looking for future approaches to using and collecting the data. The group is also discussing the cost of early childhood education project working with CELO (Center on Enhancing Early Learning Outcomes) as part of a three-state cost modeling project.

7. **Workforce and Professional Development** - Co-chair, John Burnett, began the presentation of the “Needs Assessment on Indiana’s Early Childhood Workforce” with the workgroup’s primary responsibilities to:

- Participate in needs assessment for the workforce of early childhood education professionals.
- Make recommendations on credentials, qualifications, compensation and pathways for Early Childhood Education (ECE) professionals in light of ‘marketplace demand’.

The survey was based on two guiding questions:

1. How many people are currently employed in the workforce related to the ECE profession, by occupation?
2. How many people will be needed by 2022 in the workforce related to the ECE profession, by occupation?

This data is just for the occupations of Preschool Teachers (except Special Ed) and Child Care Workers. It is difficult to extract information regarding early learning from other occupational categories because it is mixed in with primary K-12 data and often cannot be disaggregated. The focus was on data for positions as close to the children as possible. National early childhood turnover rates have historically hovered around 30 percent per year, and Indiana Child Care Teacher Turnover Rate for 2014 was 33%.

Based on this information, the projected supply of Preschool Teachers and Child Care Workers for 2022 was calculated using a 30% rate of turnover. Figures show there will be a need for an additional 16,033 child care workers and 6,740 preschool teachers by the year 2022.

- John Pierce asked if there is any movement across the nation to change the occupational codes? John reported Health and Human Services has a committee working on a whitepaper with recommendations to redefine. Co-chair, Dianna Wallace, continued the presentation to report on the 2014 Indiana Child Care Workforce Study completed contractually by Indiana AEYC to provide statewide workforce data on child care teachers, directors and family child care home providers working in licensed or registered child care facilities. Workforce surveys showed findings in:
 - a. An increase in educational attainment of child care workforce with early childhood/child development degrees – both Associate and Bachelor
 - b. Wages are increasing for teachers, directors and family child care providers
 - c. Prospective turnover is decreasing with increased commitment to the field

- Alonzo asked what is the definition of a family childcare provider? An owner of their own business within a home. Dianna commented while their wages average \$15.77 per hour, their average work week is 50 hours and many times longer.
- Kevin asked if the survey asked specific reasons for turnover and any follow-up done? There were not specific reasons – the previous survey noted the inability to hire qualified staff.
- John Pierce commented locally in Allen county, teachers move from homes to Head Start to Public Schools – not always for just wages but also benefits, time off. Some positions are only 9 months with no benefits. Dianna commented the survey asked about basic benefits including health insurance, free or reduced childcare, sick days, vacation days and retirement. Many reported no benefits and no time off /sick days.
- Alonzo asked if there have been growth in degree programs in the number of degrees offered and the method and delivery options? Yes, due to the funding to support scholarships, Head Start bachelor requirements for teachers, tiered reimbursement rates and continued support for accreditation.
- Amanda Lopez asked if there was data collected on Paths to Quality levels and if there were different turnover due to the education requirements of different levels? Yes there was lower turnover on higher levels. Amanda also asked if the survey asked if teachers with bachelor degrees were licensed and it did not. The survey did not include public schools – only those operating as licensed centers.

The Indiana Early Childhood Higher Education Inventory

Fran Kipnis from the Center for the Study of Child Care Employment UC, Berkeley presented the recent inventory findings and recommendations to ELAC. The inventory asked five critical questions:

Critical Question:	Survey findings:
1. Do Indiana ECE higher education degree programs offer the knowledge, skills, and experiences associated with effective teaching practice and program leadership?	Most topics covered but gaps reported in teaching children who are dual language learners and administration and leadership content area

<p>2. Do Indiana ECE degree programs have a faculty workforce prepared to provide early childhood practitioners with the necessary knowledge and skills associated with effective teaching practice and program leadership?</p>	<ul style="list-style-type: none"> • <i>Demographics:</i> White/Caucasian, monolingual English-speaking, middle aged • <i>Employment status:</i> More than two-thirds of associate and about one-half of bachelor's and master's degree faculty members reported adjunct or part-time status. • <i>Teaching focus:</i> Most faculty members reported curriculum and teaching methods • <i>Teaching focus:</i> Associate degree faculty members were the most likely to report child development and learning • <i>Age-group expertise:</i> Preschool-age children
<p>3. Do Indiana ECE degree programs have the resources to support student and faculty success?</p>	<p>The two most frequently reported challenges by associate and bachelor's degree programs:</p> <ul style="list-style-type: none"> • Need for additional faculty expertise in teaching children who are dual language learners • Faculty administrative responsibilities that interfere with time with students (e.g., lack of time for teaching)
<p>4. How does early mathematical development figure into Indiana ECE degree programs?</p>	<p>Course content required by most degree programs:</p> <ul style="list-style-type: none"> • All five <i>teaching children math skills</i> topics • Seven of eight <i>development of children's mathematical understanding topics</i> • A smaller percentage (two-thirds) of associate and bachelor's degree programs required <i>supporting English learners in developing mathematical knowledge as they concurrently acquire English.</i>
<p>5. How does family engagement figure into Indiana ECE degree programs?</p>	<ul style="list-style-type: none"> • Family engagement topics were required by the vast majority of degree programs. • Degree programs were more likely to focus topics on preschool-age children than on children in the other age groups. • Degree programs were less likely to align coursework with family engagement standards than standards for other content areas, including early math.

The Center will submit both a written technical report and a narrative executive summary with policy implementations. Fran reported Indiana findings are similar to other states they have surveyed.

The Workforce and Professional Development workgroup will now process the findings from both the workforce study and the Higher Ed Inventory to suggest the priority of the workgroup moving forward. Co-chairs will look at the subcommittees and organization of the team with the need to pull in others to assist. (data team, county resource & referrals) They will also look at statewide vs. local/regional levels, marketing to the profession, compensation, STEM investments comparable for early childhood.

- IV. Early Education Matching Grant / On My Way Pre-K Pilot Updates** – Melanie reported both programs have begun their program year and are busy orienting new children along with other requirements including registering with ISTAR-KR, looking at using the new Family Engagement Toolkit and familiarizing themselves with the updated foundations. There are approximately 500 EEMG children and 2249 On My Way/IndyPSP children enrolled.
The Request for Funding for the next round of EEMG will be released in October.

- V. Other Business** Kevin reported a website update for ELAC and there is work progressing with WDM for a dedicated site. Two URL's have been secured and www.ELACINDIANA.org is the temporary placeholder to the current site.

In other business, Kevin reported current ELAC members agreed to an initial two year term and all have been asked if they would like to re-commit. Both Alonzo Weems and Tammy Veselsky will be moving on and Kevin expressed the committee's thanks and appreciate for their service. There is hope both will continue to participate with workgroup participation.

- VI. Adjournment** Motion to adjourn was made by Alonzo. Tammy seconded. Meeting adjourned at 2:55 pm.

Next meeting date – Friday, November 13, 2015 from 1:00 p.m. to 3:00 p.m. EST, Conference Room 4. (October ELAC meeting cancelled for Guiding Team Strategic Planning)