

Early Learning Advisory Committee
Minutes
June 3, 2016
Government Center – Conference Room 1

Present:

Kevin Bain
Connie Sherman

Guests:

John Peirce
Kofi Darku
Ted Maple
Dianna Wallace
Hanan Osman
Karen Ruprecht
Kent Mitchell
Meghan Smith

I. Call to Order

Kevin Bain, ELAC Chairman, called the meeting to order at 1:15 pm and apologized for starting late due to web-streaming technical difficulties.

II. 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 future ELAC meetings to assist in planning the agenda.

1. Child Development and Well-Being

Carrie Bale, Co-Chair

- Reported that the workgroup has begun looking at how they can bring a system similar to the [Help Me GROW](#) model to Indiana
- Planning to host a panel with representatives of Indiana's partners that make referrals for families, which is a key element of the Help Me Grow model.
- Working to identify what organizations are offering developmental screenings, the data that is being collected and will summarize their findings.

2. Data Coordination and Systems Integration

John Peirce, Member

- Reported that the workgroup is better understanding the current state of data, existing tools, state specific research and how data is currently being used in numerous state evaluations.
- Dr. Jim Elicker, Purdue University, presented information regarding the Paths To QUALITY (PTQ) and On My Way Pre-K evaluations.

- The workgroup has now had Indiana Network of Knowledge (INK), Indiana University (Early Education Matching Grant) and Purdue University (PTQ and On My Way Pre-K) present on their current work. These presentations have assisted in identifying strengths, weaknesses, opportunities and gaps. Kevin Bain asked all workgroups to funnel data needs through this workgroup.
- The co-chairs participated in a phone call with the Illinois State Longitudinal Data System ([SLDS](#)) contact to learn some best practices and recommendations for Indiana to consider.
- The workgroup has begun to prioritize several recommendations to be made to the ELAC and will also continue working on the 2017 ELAC Annual Report and developing county-level dashboards or profiles that mirror the ELAC dashboard.. The workgroup needs to know precise input and data needs other workgroups are discussing, as it may impact recommendations and upcoming work.

3. Evaluation of Child Outcomes

Kevin Bain, Co-Chair

- Reported that the workgroup has divided into three subgroups to further their 2016 work plan.
- The Kindergarten Readiness Assessment/ Kindergarten Entrance Assessment Landscape subgroup is focusing on updating the workgroup's information on current practices throughout the country. The end-goal will be to develop a formal summary and ultimately present updated recommendations to ELAC aligning with current Indiana needs.
- The Head Start Outcomes subgroup will review what is available for Head Start data and make recommendations for future data collection practices, with the ultimate goal to create an efficacy study utilizing current data.
- The Toolkit for Community Coalitions Using Data subgroup plans to develop a product and disseminate to coalitions suggesting ways to collect, talk about, and use data around child and family outcomes. As well, this product should suggest how to seek individuals to join coalitions that can speak about evaluation. This subcommittee will connect with the subgroup out of Provider Participation and Advancement Workgroup.
- Some workgroup members have joined the Status of Family Engagement in Indiana subgroup to assist in their efforts in identifying key family outcome metrics to track.

4. Family Engagement

John Peirce, Co-Chair

- Reported that workgroup has divided into three subgroups.
- Status of Family Engagement in Indiana subgroup is working to identify 2-3 family engagement outcomes to include in the next data dashboard of the ELAC Annual Report.
- The Unmet Need for Home Visiting subgroup is working to determine the need per-county for home visiting and the current evidence-based home visiting services available to determine the “unmet” need.

- The Family-friendly Version of the Early Learning Foundations subgroup is developing a family-friendly version of the Foundations by first focusing on the Math standard.
- The full workgroup is looking at ways to expand the use of the Family Engagement toolkit and ways to enhance training on the toolkit.

5. Funding Streams

Ted Maple, Co-Chair

- Reported that the workgroup has continued work on the use of the CEELCO Cost of Preschool Quality Study (CPQ) tool. The group met by conference call in May to identify different scenarios to test with the CPQ tool that raised the quality standards (and presumably the cost) of scaling up preschool in Indiana.
- In June, a guest from First Children's Finance will present to the workgroup on its work with local early childhood providers to help with business practices. The workgroup is in discussion to potentially create a toolkit for providers to enhance their business practices.
- The workgroup will be developing an updated version of the Funding Memo, which will focus on preschool age children to be released early fall.

6. Provider Participation and Advancement

Kofi Darku, Co-Chair

- Reported that the subgroup on developing a coalition building toolkit, including a coalition building self-assessment, has finalized two tools.
- As the Indiana Summit for Economic Development via Early Learning Coalitions wraps up, the workgroup will refocus on broader issues such as the number of high quality seats available across the state.
- It was announced that 49 counties have representation registered to attend the summit on June 7th.

7. Workforce and Professional Development

Dianna Wallace, Co-Chair

- Reported that the workgroup has divided into two subgroups.
- The recruitment, retention, and rewarding high quality early learning workforce subgroup is researching ways to improve upon these areas in Indiana
- The workforce data subgroup is looking at the research questions we want to answer about the workforce and the data sources available or that need to be developed to answer these important questions.

III. ELAC Updates

Kevin Bain, Chairman

- Highlighted the Indiana Summit for Economic Development via Early Learning Coalitions event on June 7th in Muncie as a great opportunity for coalitions to connect with resources to build capacity.
- He shared that the sponsors are ELAC, BY5, Early Learning Indiana, and ReadyNation.

IV. Indiana Early Childhood and Out of School Learning Core Knowledge and Competencies (CKCs) and the Career Pathway

Dianna Wallace and Hanan Osman, Indiana Association for the Education of Young Children ,

- Dianna and Hanan shared the work that the Indiana Professional Development Network (INPDN) completed:
 1. Second Edition of the Core Knowledge and Competencies available here http://inpdn.org/wp-content/uploads/2016/04/2016_INCKC.pdf
 2. [Indiana Career Pathways for Early Childhood, School-age and Youth Professionals](#)
- INPDN is requesting that ELAC endorse the two documents.
- Kevin congratulated the work completed and suggested that, because less than half of ELAC is represented today due to people's travel constraints, he will pass the presentation and recommendation along to the other members.

Questions:

1. Is there is a place to add the core competencies? *Hanan said it would be in the core content area.*
2. What is the vehicle to get the CKCs into higher education and their curriculum? *Hanan said that the Indiana Early Childhood Higher Education forum was created for this reason. They are supported by the Office of Early Childhood and Out-of-School Learning, and had members assist in the review and updates to this document.*

V. EEMG

Meghan Smith, FSSA Office of Early Childhood and Out of School Learning (OECOSL)

- Reported that 20 organizations from 18 different Indiana counties have been identified as recipients of the new two-year Early Education Matching Grants (EEMG).
- Twelve previous grantees will renew their grants, and eight sites have been awarded new grants to serve a total of 1,267 children for both the 2016-17 and 2017-18 school years.
- State contracts are in process and are targeted to begin July 1, 2016.
- Indiana University is finalizing the data from their spring assessments of approximately 240 children for the 2015-16 school year.
- All 20 organizations awarded 2016-17 grants have responded and will attend the June 30th day-long EEMG kick-off meeting. This day will be filled with interactive presentations to assist programs in the implementation of the grant program. Indiana University evaluators will also be attending and meeting with programs to explain the evaluation.

VI. On My Way Pre-K Pilot

Meghan Smith, FSSA Office of Early Childhood and Out of School Learning (OECOSL)

- Introduced Madison Viering, a Service Summer Intern, working with Beth Barrett.
- Many 2015-16 programs are completing their pre-k program year.

- OECOSL was invited to attend and participate in a graduation ceremony May 17, 2016 in Jackson County at the Child Care Network program at Brown Elementary. Peggy Welch, FSSA Chief Advocacy Officer spoke with parents, congratulated the children, and encouraged them to thank their teachers and parents.
- Intake agents in Allen, Jackson, Lake, Marion, and Vanderburgh counties have met with families chosen in the random, computer lottery conducted earlier in April to verify eligibility and complete On My Way Pre-K grants for the 2016-17 Pre-K year.
- As of May 31, 2016, 82% of grants were in process or completed.
- Statewide, counties are targeting an enrollment of just over 2,500 children depending on grant type and match dollars raised in the particular county.

Questions:

1. Is there a measure in place to track the improvement of students receiving one vs. two years of On My Way Pre-K programming? *Amanda Lopez answered that 3 year-olds were not included in the cohort where data is collected this year. Karen Ruprecht further explained the contract reasoning that the evaluation is only for the state-funded program serving four-years and not the Indy Preschool Scholarship Program serving three and four-year olds.*
2. Do the three year-olds in the Indianapolis program automatically get a grant when they turn 4? *Meghan explained that 3 year-olds families were notified by intake and had to fill out an application for the lottery.*

VII. Pre-K Expansion Planning

Kent Mitchell and Karen Ruprecht, Early Learning Indiana (ELI)

- Explained that this presentation is an update from the last presentation to ELAC in April 2016. Karen shared a presentation on the feedback gathered from stakeholders (families, early learning experts, and practitioners) and a survey to 500 individuals.

The essential quality components that have been identified include:

1. Expand family eligibility
2. Increase teacher skills, education and provide compensation parity
3. Develop meaningful family engagement and support strategies
4. Align transitions from birth – age 3, Pre-K, and the K – 3 system
5. Layer funding sources

The implementation needs include:

1. Build capacity now in programs
2. Phase-in greater scale
3. Eliminate match for both On My Way Pre-K and EEMG
4. Implement developmentally appropriate curriculum and practices that lead to key desired outcomes
5. Implement strong child assessment system, program monitoring and responsive supports

Karen shared an upcoming campaign being launched later this summer and fall called, “All IN 4 Pre-K” and explained the breakdown of the title: All – responds to public preference for bold expansion & diverse support from families, business leaders, teachers and others; IN – reflects statewide need and focus; 4 – reflects focus on 4-year olds. The next steps include the Indiana Summit for Economic Development via Early Learning Coalitions on June 7th, and the Pre-K Advocacy Training on June 8th. ELI plans to release a Pre-K Expansion Plan in late June and expects field staff to begin holding events around the expansion of pre-k starting late August.

Questions:

1. What do you mean by “compensation parity”? *Karen explained this means pre-k teachers should be paid on-par with public school teachers.*
2. Was there any feedback from the implementation needs on the capacity of processing data? *Erin Kissling answered that data processing capacity building is already in progress.*
3. Were responses about core components and implementation needs gleaned from open-ended questions or a compiled list? *Karen explained the feedback was based on a variety of messages and how they resonated with stakeholders.*
4. Can you explain, the micro-level supports to programs in the essential quality components slide? *Kent Mitchell explained that alignment to IDOE and FSSA.*
5. How specific will the Pre-K Expansion Plan be as it comes to core components and implementation needs? *Karen shared that the Plan will outline the feedback, ways to address the needs, and examples from other states on how issues were addressed.*
6. Will exact numbers be included? *Kent shared that readers will need to extrapolate information, and the purpose of the Plan is to guide parents and stakeholders in pre-k expansion.*

VIII. Next Meeting Date – Friday July 8, 1:00-3:00pm at Indiana Government Center South – Conference Room #1

Motion to adjourn.