



Attendees

Pat Clark, Meghan Smith, Loretta Hayslip, Hanan Osman, Becky Carothers, Caitlin Beatson, Erin Kissling, Jillian Ritter, Emily Rouge, Dianna Wallace, Shannon Garrity, Amanda Lopez, Kyle Wehmann; *On phone:* Steve Viehweg, John Burnett

Key Topics Discussed

ELAC 2017 Annual Report

- A. Dianna noted that the Bureau of Labor Statistics is reviewing the definitions of SOC. There is a white paper that will be posted and members will be asked to review and share their feedback.
- B. Workgroup reviewed and discussed key takeaways from the national report research with the intention to identify evidence-based “best” practices to inform recommendations for the 2017 ELAC Annual Report. (*Research report summary slide decks with suggested recommendations are uploaded in Wiggio.*) The reports discussed were:
 1. DOE/HHS Report: High Quality Early Learning Settings Depend on a High Quality Workforce, Low Compensation Undermines Quality
 2. CSCCE: The State of the Early Childhood Workforce
 3. IOM Report: Transforming the Workforce
 4. IDOE Blue Ribbon Teacher Commission Report
 5. HHS Policy Statement on Early Childhood Career Pathways (*no slide deck for this one*)
- C. A subgroup (Jillian, Erin, and Meghan) agreed to get together and draft 1-2 recommendations based on the proposed recommendations as well as key takeaways and themes in the national research. They will have a draft ready one week before the next workgroup meeting for members to review and finalize during meeting.

Other Items

- A. Emily Rouge attended a QRIS conference with a workshop session of researchers from the Center for Child Care Employment Study at Berkeley and shared her presentation handouts with workgroup. The presentation highlighted a few key states to address best practices related to compensation parity:
 - For example, Louisiana is increasing workforce dollars through tax credits as one way to address the gap in teacher compensation. This method is sustainable because it has been written into tax code.
 - Other states have grant-funded models, but those are time-limited because grant funds eventually run out.
- B. Emily also explained that all of Louisiana’s early learning programs are under one state agency. Funding is dispersed through local parishes and local councils determine what type of programming kids get into (Head Start, Title One, public school, center-based, etc.). They have recently re-vamped their whole statewide early learning system.



- C. Meghan shared an update on the Impact Grant received by FSSA/OECOSL that includes intensive technical assistance and coaching. The first priority that Indiana identified is to request assistance in developing a professional development registry.
- Discussed that the Data Subcommittee of the ELAC Workforce and PD workgroup could be a liaison to help develop the PD registry as the Office (OECOSL) works with Impact grant funding to roll it out. Meghan will be the point person.
 - Discussed data as a big theme in the national report research. Indiana's professional development registry will include a unique identifier to track teachers which will help the state get a better sense of who is coming into the ECE workforce, are they staying in the field or moving on, and, if so, where?

Action Items

1. Meghan, Erin, and Jillian will work on drafting 1-2 recommendations for the ELAC Annual Report and post to Wiggio one week prior to September meeting for members to review.
2. Kyle will request a copy of Emily's workshop handout slides and upload to Wiggio.
3. ELAC Project Support Team will review workgroup membership list and follow-up with anyone who has not attended recently to see if they want to remain in the group. Workgroup discussed recruiting more providers, as well as public school and Head Start representatives.

Next Meeting

Thursday, September 8th | 1:00 – 3:00 pm | IAEYC