



**Committee Members Present:**

Kevin Bain  
Connie Sherman  
Christopher Stokes  
M. Cindy Frey  
Lacey Kottkamp

**I. Call to Order**

Kevin Bain, Committee Chair, called the meeting to order at 1:05pm.

**II. March Meeting Minutes**

All moved to approve the April ELAC meeting approved.

**III. Workgroup Report Outs**

1. Child Development and Well-Being: Connie Sherman presented.

- a. Connie shared that this workgroup has broken into 3 subcommittees to complete the work:
  - i. Access to Health – This group is working to create a decision tree for CCDF intake. They are looking at current pathways, resource guides, communication, technology and a timeline. The plan is to recommend this decision tree to ELAC in September.
  - ii. Early Brain Development – Working to spread the message about the importance of early brain development. Primary focus is to engage with different sectors of the community about brain development messaging. Audiences include families, providers, policy makers, and the community at large. They plan to develop a sharable document that presents common understanding of the young child’s brain function and other brain facts.
  - iii. Social-Emotional – Exploring possibilities for developing suspension/expulsion policies. Beth Barrett shared some research/work already been done on this topic. Subcommittee wants to develop an “If/Then” document for understanding when intervention is needed. Also looking into professional development and training on appropriate discipline and how to keep children in the classroom.



- b. **Discussion:** Kevin asked about the work on early brain development, and if the subcommittee is envisioning creating a document that can be used at the coalition or local level? A “turn-key” tool? Connie said yes. Amanda added that this document could be included in the Coalition Toolkit and help answer the question of “why” and help with messaging. Charlie asked if the workgroup has looked at the Office of Civil Rights to see what they have done regarding suspension and expulsion? Connie was not sure. Charlie said it has been a big initiative over the past few years and a lot of data collection has been done.
2. Data Coordination and System Integration: Charlie Geier presented.

  - a. Charlie shared that the workgroup kicked off working on a Data-driven Toolkit at the last meeting. We discussed how this toolkit can be the most meaningful and impactful, then what needs to be included.
  - b. Members split into teams to identify the priority areas. Team members are doing research and bringing specific items to the meeting to begin the outline and initial draft. (This outline will also be used for the Data presentation at the Coalition Summit that Matt Hetzel is giving.) The narrative drafting process for this toolkit will happen over the summer months.
  - c. This workgroup also provides feedback and support for the Annual Report to help support the ELAC Project Management Team as they collect data.
3. Evaluation of Child and Family Outcomes: Kevin Bain presented.

  - a. Kevin shared that the workgroup had a brief discussion about Indiana Head Start data and understanding the child outcomes associated with it, as well as possibly getting longitudinal HS data into INK’s database system.
  - b. The workgroup spent most of the last meeting in the context of child outcomes: Representative from Purdue came to give an overview of the ISTAR-KR Enhancement Project. Purdue was approached with resources from DOE, ELI and OECOSL to see what it would look like to pull together the next generation of ISTAR, including determining its reliability and validity as a tool, and if the data it collects could be aggregated to give us a sense of whether kids are ready for Kindergarten or not. David Purpura the Principal Investigator on the project presented the project plan. How would this revamp compare to other tools that other states are using? The “base” project for updating ISTAR-KR (including



instrumentation and teacher training) is estimated to be complete August 2019. At this time, there is no funding available for a full-scale reliability and validity study.

- c. Kevin shared that the workgroup will start to determine some measurable outcomes for families this summer, and plans to coordinate efforts with the Family Engagement workgroup. This is one of our original deliverables.

4. Family Engagement: John Peirce presented.

a. John shared three major developments for this workgroup:

- i. We are taking messages in the FE Toolkit and translating it for families to use since the toolkit was written for providers. The workgroup wrote our first blog for Indiana's Brighter Futures website for parents about two-way communication between parents and their child's early learning center. The second blog will be on the importance of parent-teacher conferences.
- ii. Since the FE Toolkit is now embedded into legislation and 15 new counties are coming on board to the OMW Pre-K pilot, this workgroup has dramatically accelerated our FE Toolkit program assessment for potential revisions. We intend to submit to ELAC our recommendations for improving the self-assessment at the July or August meeting in hopes that it will satisfy the Office of Early Childhood and Out of School Learning's (OECOSL) needs for working with pre-K pilot programs:
  - a) To also help with identifying ways to improve the self-assessment, we are working with Early Learning Indiana and "the Office" (OECOSL) to gather toolkit program assessment data from coaches who have assisted programs in using the self-assessment. We hope to have coaches' observations about where the tool can be approved in time for our May or June meetings.
  - b) Secondly, we are also doing a more comprehensive scan of family engagement research and other sources that have been published since the FE Toolkit went live. We will cross-walk the Toolkit's 22 program assessment elements with documents that were released after the program assessment was completed. The purpose is to make sure we have not missed an important element of effective family engagement, and to verify that the elements we do have reflect the current state of knowledge about what works to improve child and family outcomes. Katie Herron has put together a worksheet with all



22 elements currently in the self-assessment to crosswalk with the 4 main sources they have selected:

1. *The Indiana Afterschool Family Engagement Specialty Standards*
  2. *The Toolkit of Resources for Engaging Families and the Community as Partners in Education* published by the Institute of Educational Sciences in the U.S. Department of Education
  3. US Department of Health and Human Services & Department of Education *Policy Statement on Family Engagement from the Early Years to the Early Grades*
  4. The Family and Provider/Teacher Relationship Quality measures from the Office of Planning, Research and Evaluation, Administration for Children and Families, U. S. Department of Health and Human Services
- b. Lastly, this workgroup finally received confirmation from Beth Barrett that were accepted as part of a 16-state peer learning project on family engagement! The project will entail monthly meetings with people from the other 15 states from May to October.
5. Funding Streams: Amanda Lopez presented.
- a. The workgroup did not meet this month. One of their priorities is looking at alternative funding sources for early childhood education (ECE) beyond the norm. What are other cities and/or states doing beyond the “usual” to fund early learning? This is an ongoing project.
  - b. Next month, the workgroup will focus on blending and braiding of funding streams. It will take on an advisory role in ELI’s blending and braiding project to select a cohort of early childhood providers to develop strategies to layer funding. This project would work with at least 10 high-functioning programs in Indiana to help them blend and braid funding to meet specific programming goals. Programs would be selected from across our state’s mixed-delivery system. Training and technical assistance on blending and braiding funds would be provided to include the development/use of tools, frameworks, trainings and coaching techniques that can benefit any provider in Indiana.



- c. Real, “on the ground” lessons learned will be shared with other providers and inform public policy about the necessity and practicalities of layering funding. The workgroup will also look into Indiana’s current policies for layering funding to see if they allow for blending and braiding and if not, make recommendations for change.
6. Provider Participation and Advancement: Mike Bachman presented.
    - a. Workgroup conversation centered around the Coalition Building Toolkit. Five coalitions piloted a draft coalition self-assessment tool and we are working to revise the self-assessment based on their suggested revisions to language, formatting, etc. A brief survey was also sent out to the coalitions get additional, more robust feedback.
    - b. The group also discussed the additional pathway for public schools and how schools are becoming enrolled and engaged with PTQ.
    - c. Mike shared that this workgroup also plans to break into subcommittees and the focus of each: One will work to finalize the coalition self-assessment and add resources to round-out the full Coalition Toolkit to be ready by end of 2017.
    - d. The second subcommittee *intended* to focus on reviewing and making recommendations to revise the materials that exist for schools to come onto the pathway (re-writing forms for clarity; reformatting for better understanding). However, it was learned recently that partners in the state are already engaged, or are planning on being engaged, with this work. Therefore, we want to have more conversations about how the subcommittee could come alongside the work to support it, and if there is a need.
    - e. The third subcommittee plans to work with partners to identify where school-based pre-K is happening across the state. The plan is to create a heat map to include in the annual report, and then overlay it with school desert areas to identify potential school-based providers in areas of high need.
  7. Workforce and Professional Development: Dianna Wallace presented.
    - a. The Workforce Data Subcommittee has plans to share a prioritized list of research questions about missing workforce data points with Nicole at OECOSL to see if and how they could be captured by the PD Registry System being developed. Merry Juerling was nominated to represent ELAC on the PD Registry committee and she gladly accepted. In June, the subcommittee wants to invite Nicole and



other FSSA representatives to come talk more about the goals and priorities of the PD Registry. In July, the subcommittee would like to invite a representative from DWD to come talk about how data is collected and grouped within federal SOC codes, and explore options for reclassification of early childhood occupational data.

- b. The Recruitment, Retention and Recognition Subgroup gathered information from licensing consultants about programs with low and high turnover. Few providers experience low turnover, but we have the names of two facilities to include in the case studies we are planning. Mike suggested instead of a predefined list of specific questions for case study interviews, that we use a broader approach and have a loosely designed interview with open-ended questions. Emily suggested it might be useful to interview staff who have remained in the classroom for an extended period of time to better understand their motivation for remaining in the field, as well as feedback on why they left different jobs over the length of their careers.
- c. The Early Childhood Professional Development (PD) Systems Review subcommittee has refined our work to tackle PD system inventory around social-emotional outcomes for children. We discussed the need and the high priority across the state for more social-emotional-focused PD for early learning workforce.
- d. **Discussion:** Lacey asked if these subcommittees are “closed” or can folks not already in the workgroup join in? Dianna said yes, we are open to recommendations. Rhonda encouraged Dianna to reach out to Julie Worland with Head Start to join the work being done on social-emotional. Connie also suggested connecting with the Child Development workgroup. Dianna said yes, absolutely.
- e. Dianna shared that this subcommittee is staying at the systems-level and reviewing what work has already been done. For example, the workgroup wants to know what PD is included in the CDA credential, in the higher education coursework in AA and BA levels and in CCDF reauthorization.

At the conclusion of the workgroup report-outs, Kevin asked the co-chairs (or representatives) to thank their workgroup members on behalf of ELAC for all of the great work currently underway. He encourages them to try and keep up the momentum over the coming summer months.

**IV. State Pre-K Pilot Programs: Beth Barrett presented.**



- a. Beth reported that OECOSL has been busy sifting through all of the new legislation and setting priorities. First priority are the families who completed OMW Pre-K lottery applications between January and March of this year. Eligible families were informed of the new legislative requirement of having a service need in their acceptance letter.
- b. The Office did not shut down the application process after March, knowing they might have slots to fill after processing the first round of applications. These will be filled on a first come, first serve basis.
- c. OECOSL is excited about the addition of 15 new counties into the OMW Pre-K pilot. They have been receiving regular phone calls from counties asking when the selection will happen. A committee was formed to oversee this process and will meet at the end of May or early June. From past experience, we know there will be much to do to get the selected counties ready to participate in the pilot (i.e. capacity building). The hope is to start a small cohort of the new providers in January of 2018, but the rest won't officially start until the 2018-2019 school year.
- d. The EEMG program was dissolved as a result of the new legislation, but the 20 current grantees were "grandfathered" in as eligible (future) OMW Pre-K providers. OECOSL will soon be meeting with providers to inform them of the new changes and potential next steps.
- e. Beth shared that OECOSL's legal and fiscal departments are still reviewing many aspects of the new legislation to advise them with decision-making.
- f. **Discussion:** Kevin asked if the grandfathered EEMG programs are able to raise their acceptance eligibility to families up to 127% poverty level. Beth says yes. Four of the EEMG providers entered into PTQ through the public-school pathway *without* becoming eligible for CCDF as well. Therefore, we will be working to getting them up to speed with CCDF eligibility if they want to continue participating in OMW, per the new legislation. Cindy Frey asked Beth about the online tool that was part of the new legislation. Beth shared that the Office is charged with researching the programs who would be best equipped to engage in online learning and hopes to have a timeline mapped out by end of summer. John Peirce asked Beth if the legal team has defined "predominately rural" as stated in the new legislation? Beth said they are working on it. She also shared that the match requirement is now just 5 percent.

**V. Federal Legislative Updates: Kevin Bain presented.**

- a. Kevin shared some funding initiative changes in the New America 2017 omnibus spending bill, which lasts through September: Title 1 program spending increased



about 100 million; state SPED grants increased 90 million (incremental); SPED preschool grants stayed the same; child care and development block grants (CCDBG) increased by 95 million to 2.8 billion; and Head Start received a 95 million dollar increase for a total of 9.3 billion, including an increase of 5 million in cost of living adjustments for Early Child Care Head Start partnerships.

## VI. Other Business

- a. Between now and June 5<sup>th</sup>, please help spread the word about the 2<sup>nd</sup> annual Indiana Summit for Economic Development via Early Learning Coalitions. It will be held at the Monroe County Convention Center in Bloomington, IN. We have outstanding speakers this year who will be speaking to the value of executive functioning learned in early childhood. These are the skills currently lacking in today's workforce that employers are most interested in. Much like last year, the goal is to bring together key stakeholders from the early childhood education, business, criminal justice, and many other fields. Please reach out to your network of contacts and get them to register by visiting the ELAC website home page. Click [here](#) to register!
- b. Cindy Frey shared that the Governor has endorsed a Governor's Workforce Ethics Certification. In her county (Bartholomew), they are working to create parameters surrounding this program to create a *soft-skills* certification. Cindy said the plan was to drill that down to Kindergarten and pre-K in terms of behavioral metrics. Who at the state level is working on this legislation? It would be good to engage them in our ELAC conversations! All Committee members agreed.

Kevin adjourned the meeting at 1:55 pm.

**Next ELAC Meeting:** June 9, 2017 | 1:00 – 3:00pm | Indiana Government Center South