



Committee Members Present:

Kevin Bain
M. Cindy Frey
Nicole Norvell
Christopher Stokes
Nathan Williamson

I. Call to Order

Kevin Bain, Committee Chair, called the meeting to order at 1:06pm.

II. May Meeting Minutes

All moved to approve the May ELAC meeting minutes (ELAC did not gather in June).

III. Workgroup Report Outs

1. Child Development and Well-Being: Carrie Bale, co-chair presented.

a. Carrie shared updates for the workgroup's three subgroups:

- i. CCDF Intake Consumer Education – This subgroup is working on updating questions during the CCDF Intake process to assess the consumer (client) about their health and developmental needs. The subgroup has reviewed other intake forms to gather information similar to what CCDF requires as possible example questions. Their timeline: August – discuss the referral process “decision tree” answer options to be embedded in the AIS system technology; September / October – finalize decision tree and/or present to the committee.
- ii. Early Brain Development Messaging – Members reviewed the initial findings of the environmental scan of early brain development resources and shared their “favorite” or known sources and resources for different target audiences (e.g., non-early learning professionals, parents, workforce). They will continue discussions to identify the major target audiences for early brain development messaging and the best resources to share the message accordingly.



- iii. Suspension and Expulsion Policy – At their June meeting, this subgroup began detailed edits on the draft policy and will continue to finalize this document at the July meeting. They plan to have an initial draft for FSSA to review by September.
- b. The full workgroup will reconvene on August 24th to share updates and discuss the meeting schedule for the rest of 2017.

Question: Is the brain development subgroup looking to create a “turn-key” resource for communities to use? Yes, that is the goal; for communities and even organizations to use this resource “off-the-shelf”.

- 2. **Data Coordination and System Integration:** Charlie Geier and Matt Hetzel, co-chairs, presented.
 - a. Charlie shared that the workgroup kicked off working on a Data-driven Toolkit in June and discussed how this toolkit can be the most meaningful and impactful.
 - b. Members split into teams to identify and outline the priority areas. Team members are doing research and bringing specific items to the July meeting to begin the outline and initial draft. The narrative drafting process for this toolkit will happen over the summer months with the goal of presenting an outline to ELAC in August or September.
 - c. Mike Bachman, co-chair of the Provider Participation and Advancement workgroup, will join this workgroup’s July meeting to discuss any overlapping data and focus areas of their Community Coalition Building Toolkit with this Data Toolkit.
 - d. This workgroup is also advising the ELAC Project Management Team as they collect and compile data for the next ELAC Annual report and county profiles.
- 3. **Evaluation of Child and Family Outcomes:** Megan Purcell, co-chair, presented.
 - a. The workgroup met on June 13th and had special presentations from Cynthia Smith with Department of Child Services, and Shirley Payne from the Indiana State Department of Health, on their respective Home Visiting Programs. The purpose was to help inform possible family engagement outcomes and data that is being collected.
 - b. The workgroup continues their focus on outlining family outcomes and has started brainstorming a “wish list” of family outcomes data. Their August meeting will focus on narrowing down that list and talking through data points that are already being collected.



Question: Do you have initial proposals of family outcome data? Megan shared that the workgroup had a brainstorming session at their last meeting but have not categorized them yet.

Comment: Nathan suggested looking at the questions around the family engagement toolkit that the On My Way Pre-K and EEMG programs complete that could be tracked. Megan and Kevin shared that the focus on family outcomes stemmed from the family outcome data from those two pilot programs. Kevin shared that the workgroup discussed the parameters, such as age, ties to providers, and looking at indicators at the family level which providers are not tracking.

Question: Would any of that work align with family engagement toolkit measures? Yes. This workgroup has been in collaboration with the Family Engagement workgroup's co-chairs in this process for alignment.

4. **Funding Streams:** Ted Maple, co-chair, presented.
 - a. The workgroup is advising on a pilot study of how to effectively layer funding streams at the program level to accomplish key financial goals. About ten providers of various types are slated to participate in this study starting later this year.
 - b. A subgroup has been created to look at alternative funding strategies for early childhood education (ECE) beyond the norm. What are other cities and/or states doing beyond the "usual" to fund early learning?
 - c. Updating county-level funding data to be available for the ELAC Annual Report and County Profiles.

Question: Would the data for the ELAC Annual Report/County Profiles include private dollars? Based on the funding data, that is not clear yet.

Question: Is Head Start represented in the group of 10 providers participating in the pilot study? Yes, they will be.

5. **Workforce and Professional Development:** Emily Rouge, workgroup member, presented.
 - a. The full workgroup did not meet in June; instead, two of three subgroups met.
 - b. Recruitment, Retention, and Recognition subgroup continued their discussion of completing case studies to better understand the recruitment and retention of Indiana's ECE workforce. Mike Tinsley from Cummins presented on their program



“Voice of the Customer”, a qualitative process used to assess information gathered from interviews or focus groups.

- i. The subgroup reviewed recent early childhood workforce literature and finalized two guiding research questions: 1) Why do individuals join the workforce, and 2) why do they remain in the field?
- ii. Additional questions and an interview protocol will be developed at the August subgroup meeting.
- c. Professional development subgroup had a discussion with Connie Sherman, co-chair of the Child Development and Well-Being workgroup, about the Suspension and Expulsion Policy subgroup she is leading with the goal of aligning their work with this subgroup. Mainly, to ensure that resources and supports for the policy are outlined and available to the workforce.
 - i. The subgroup is developing a survey to send out to the existing professional development organizations about trainings and resources they offer regarding social-emotional development. Then the subgroup will review the results and make recommendations accordingly.
- d. Data subcommittee has put in a request to INK and will be meeting in August, which will be their first meeting.

Question: Chris shared that Eli Lilly just surveyed the workforce and stratified the generations, which resulted in different responses across the generations. He then asked if this subgroup has any plans to stratify responses in this way? Emily shared that they do want to divide the respondents in a variety of ways to include different age groups, but are working out how best to do this.

6. Family Engagement: Katie Herron, co-chair, presented.

- a. An objective the workgroup has is to expand the use and knowledge of the Family Engagement Toolkit, moving the toolkit to be used beyond the program using it to evaluate themselves. The workgroup decided that one way to reach families in this way is to author a monthly blog on standards in the Toolkit and translating it for families. The workgroup wrote our first blog for the new website that is “parent facing” called 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.



- b. Home visiting subgroup has not met as they are waiting on the MIECHV Needs Assessment to be released.
- c. The third objective for the workgroup is to revise the [Family Engagement Toolkit](#). They identified minor and major edits to improve it.
- d. The Family Engagement Toolkit was published by the ELAC Family Engagement Workgroup in 2015 using well-established family engagement framework models (Head Start, Maryland's.) as guides. The Toolkit was released for use by the Early Education Matching Grant (EEMG) and On My Way (OMW) Pre-K pilot programs and is now also available online through modules on Training Central.
 - a. The workgroup reviewed new family engagement policies and assessments that have been published since the Toolkit was released in 2015 to ensure alignment. The workgroup identified areas where there were gaps and made suggested revisions. Ultimately, this would result in a *major* revision to the Toolkit. The workgroup did not believe that now is the time for a major revision and instead focused on minor word changes to make it clearer for programs to complete.
 - b. Feedback on the Toolkit and self-assessment piece was gathered through a survey sent to EEMG and OMW Pre-K programs that used the Toolkit, and PTQ Coaches that helped programs complete the Toolkit and self-assessment portion.
 - c. Other than minor wording updates, two full indicators were suggested removed due to a lack of meaningful information being collected from them
 - d. The Committee was asked to approve the minor edits.

Question: Has the workgroup thought about how the minor changes would be communicated (e.g. cost of redistributing, recommendations for alignment, etc.)? The full workgroup has not discussed these points yet. Katie shared the minor changes the workgroup is suggesting are not projected to change the data being collected, even if the two indicators were deleted. Changes would be reflected in the PDF Toolkit on the ELAC website and modules in Training Central, which Early Learning Indiana has indicated would not be an issue.

Comment: Nicole shared that the OMW Pre-K programs have not been required to complete the self-assessment online only, and suggested the workgroup outline a communication plan and identify the scope of implementing these minor changes considering how many paper-and-pencil versions will need to be printed. Kevin



suggested the workgroup use the newly developed communication plan template from FSSA.

Question: Katie asked if the Committee wants to review the major revisions along with the minor revisions. The Committee agreed to table the review of the larger edits for now.

Comment: Nicole added that the workgroup should think about how best to spend their time: develop the major revisions or focus on developing training / resources related to the Toolkit. Katie responded that the major revisions are mostly outlined and would not take much more time from the workgroup. In the meantime, Katie said the workgroup would continue discussions around how to expand the use and knowledge of the Toolkit for programs and families.

Comment: Kevin suggested a motion to approve the minor revisions with the provisions that the Committee is given additional time to review the suggested edits and a communication plan is developed and approved by the Committee. Nicole so moved, Christopher seconded, all approved and the motion was passed.

Comment: Kevin noted that all workgroups proposing edits or new items to the Committee share these items with all Committee members ahead of the meeting to allow proper review.

7. **Provider Participation and Advancement:** Natalie Brake, workgroup member, presented.
 - a. The full workgroup met and shared feedback from the 2017 Indiana Summit for Economic Development via Early Learning Coalitions. They then split into their subgroups for the remainder of the meeting.
 - b. Community Coalition-Building Toolkit subgroup reviewed an action plan for the subgroup that will focus on two areas: 1) Edit the self-assessment tool based on pilot community feedback; and 2) Identify and/or create 2-3 resources for each of the Four Key Areas. Mike Bachman will attend the ELAC Data Coordination and System Integration workgroup meeting in July, as some tools that this workgroup is developing may be helpful resources for the toolkit.
 - c. The subgroup working on Paths to QUALITY Content for Schools identified a list of documents currently approved and used within the system that need review and possible revision, utilizing school-based vocabulary. Co-chairs also met with FSSA to discuss how this subgroup can align with the work of OECOSL and other partners.



- d. The third subgroup is working to create a map of early care and education deserts across Indiana. They discussed alignment with national Child Care Aware of America's Child Care Desert Project, which Early Learning Indiana will participate. Data sets that could assist the subcommittee's goals were decided upon.

Comment: Kevin commended the workgroups for collaborating across ELAC workgroups on cross-sector projects.

IV. 2017 Indiana Summit for Economic Development via Early Learning Coalitions

1. Members of the Lead Planning Team (Carrie Bale, Muncie BY5; Natalie Brake, Early Learning Indiana; Jennifer Myers, Monroe Smart Start; Amanda Lopez, Transform Consulting Group) presented a summary of the Summit, participant feedback, and possible changes:
2. Recommendations for 2018:
 - a. Formal application to select Host City
 - b. Establish the date and location one-year in advance (hope to announce at the Summit the next year's location and date)
 - c. Align partnerships with key non-early learning groups to increase participation
 - d. Narrow the focus of the Summit
 - e. Change the name and branding
 - f. Formalize lead partnerships and roles/ responsibilities

Question: Are all the resources from the Summit available online? Yes, at <http://www.elacindiana.org/indianasummitresources/>

Comment: There seem to be two audiences interested in the Summit: key community stakeholders that are not as knowledgeable about early learning, and developing or established early learning coalitions.

Question: What priority items does the Committee want to see come out of the Summits? Kevin shared his vision would be to empower local coalitions to get the right people in the room and develop an action plan for their community. Cindy shared her key takeaway is to bring the information about the importance of early learning to key community stakeholders.

V. State On My Way Pre-K Programs: Nicole Norvell, FSSA, presented.

Current 5 OMW Pre-K Counties:

- a. There are several activities underway with the current On My Way Pre-K counties to get families enrolled for August. They currently have 70% of the spots enrolled.



- b. Enrollment is still open and radio ads are being rolled out. CCR&Rs have been directed to contact their county's OMW Pre-K providers to gather feedback on best outreach methods and suggestions for changes.
- c. The misconception from families is that they won't qualify, so they haven't applied for the program or gone to their appointments. Issues around enrollment is connected to the low response rate (less than 50%).
- d. CCR&Rs shared with Nicole some of their OMW Pre-K outreach initiatives focused on key community stakeholders, including an example of partnering at a booth at a local county fair, utilizing local shopping areas, and even a local blood donation center.

Question: Is there anything the broader system can do to promote/support enrollment? Nicole suggested sharing the message that families should fill out the application form despite doubts of not being accepted would be helpful.

- a. The new 15 counties have been selected and are beginning to meet and get oriented with becoming an OMW Pre-K County. FSSA is working to support this expansion by putting money into the CCR&R contract to hire more OMW Pre-K Managers; working through technology changes and updates to support the expansion; Created a workgroup to outline how to structure and implement capacity grants in the statute.
- b. OECOSL plans to pilot having an intake appointment a few weeks after applying for some of the new 15 counties. It would not be a lottery, but instead enrollment would be based on the date of application.
- c. It is possible that the letter of intent for in-home technology-based programs will be shared in the next few weeks.

VI. Federal Legislative Updates

- 1. Nathan reported that the Every Student Succeeds Act Implementation Plan draft from the Indiana State Department of Education is open for [public comments](#) until July 20th. The deadline for submitting a final plan to the federal government is September 2017.

Kevin proposed a motion to adjourn. Nathan moved to adjourn, Christopher seconded; all approved.

The meeting was adjourned at 2:59pm.

Next ELAC Meeting: August 11, 2017 | 1:00 – 3:00pm | Indiana Government Center South