



Summaries and Next Steps

Recruitment, Retention and Recognition Subcommittee

In June, Mike Tinsley presented Cummin's Voice of the Customer Process as a potential framework for conducting interviews that will allow the subcommittee to conduct a series of case studies focused on recruitment, retention, and recognition. In follow up to Mike's presentation, the subcommittee met again in July to present key findings from three recent influential (national) reports on the early learning workforce with a focus on recruitment, retention, and recognition strategies. Since there isn't much information in this area that is Indiana-specific, workgroup members agreed it would be helpful to complete a review of this research through the lens of RRR prior to completing case studies for Indiana.

Subcommittee decided on two main research questions to guide the case study interviewing process. The big goal is to understand:

- 1. Why did members of the workforce enter the early learning field?**
- 2. Why do members of the workforce remain in the early learning field?**

Mike suggested determining the audience for the case study questions before drafting interview questions, i.e.:

- Are we going to interview teachers, directors and other program staff?
- Should we include all auspices (program settings)?
- Discussed having geographic diversity of programs represented in case studies.
- Discussed possibly using a combination of in-person interviews, focus groups, and phone interview surveys.

Amanda suggested each subcommittee member create a list of "probing" interview questions to help answer the main research questions. Members want to review all interview questions at next subcommittee meeting and agreed to submit their draft lists by August 1st. (This will allow project the management team to compile and organize them by category, and provide the complete list of questions to review prior to discussion.)

- All agreed that probing questions should to be broad, simple, and open-ended.
- Agreed to use ELAC's 4 identified program settings as a guide (licensed centers, homes, registered ministries, and school-based programs).

Subcommittee discussed how to access and select employees to interview once programs are selected to participate in the caste study?

- Kimberly offered a pre-compiled list of ECE staff from across the state that we could obtain a convenience sample from. This list is already separated by geography, SDA, teacher, director, child care worker, etc. She will bring list to next meeting.



- Amanda suggested getting feedback from center directors attending the Center Director Conference that is coming up. There could be a space to conduct one-on-one interviews at the conference, which would maximize efficiently. Kimberly will follow up on this too.

Professional Development (PD) Systems Review Subcommittee

Subcommittee met in July to inventory existing PD organizations and identified key contacts for each of them. The group plans to develop a survey to distribute to these contacts to determine the full scope of social/emotional-related PD opportunities currently being offered across the state. They want this system inventory to include information on the extent to which Core Knowledge and Competencies and the Foundations are being covered, and ensure that social-emotional standards are actually being addressed.

Connie Sherman, Co-Chair of the ELAC Child Development and Well-Being Workgroup, was in attendance to learn more about the focus and direction of this work. Connie is leading the subcommittee on Preschool Suspension and Expulsion, who is working to develop a new policy on preschool suspension grounded in brain science research. This policy is meant to support the state's plan of compliance with the new CCDBG rules of providing consumer education to clients receiving CCDF voucher.

Connie shared that her subcommittee doesn't want to just develop the policy but also ensure that there are systems and resources in place to support the early childhood education programs and workforce who will have to follow this preschool suspension policy. The subcommittee started to discuss training available and needed, which prompted the ELAC Project Management Support team to recommend they have a conversation with the PD Systems Review subcommittee to align efforts.

Workforce Data Subcommittee

The subcommittee met with the Office (OECOSL) on August 3rd to discuss the goals and priorities of the Professional Development Registry, the timeline, and other workforce data collection possibilities within OECOSL systems.

- The initial roll out of the Registry will be minimal to encourage programs to participate. Therefore, what are the items we want to know initially and what are we okay waiting on?
- Subcommittee reviewed a draft list of research questions to determine what data about the ECE workforce could be collected by the PD Registry. (*The list of questions with notes and suggestions is uploaded to Wiggio.*)



- Education and credentialing information will be accessible in the new TOPICS database.
 - Demographic information of teachers (gender, race, age) is collected by the consent form for background checks. This is available today in CCIS!
 - Asking for wage or salary data will always be a struggle if not mandatory. How can we be thoughtful not to disincentive organizations from participating?
 - Discussed options for incentivizing the Child Care Workforce study and sending it out electronically via the PD Registry. Also discussed limitations of the study (i.e. capturing school data).
 - Rhonda will check to see if current and future workforce demand data is a requirement with CCDF Reauthorization.
- Update on INK Workforce Data Request: We are unable to get FSSA data (SNAP, WIC, TANF) but will move forward with getting data from IDOE (CTE students), ICHE (students getting higher ed degrees in the early ed field), and DWD (students going into or not those SOC codes). The data request will be re-submitted online using a new format.

Next Meeting: For each question, the subcommittee will determine *why* the information is wanted and what will be done with it.

Next Full Workgroup Meeting

Thursday, September 14th, IAEYC, 1:00 pm – 3:00 pm EST