



Attendees

Dianna Wallace, Josyln Sullivan, Carolyn Dederer, Krystal Robinson, Susan Wilker, Rhonda Clark, Debbie Taylor, Pat Clark, Angie Tomlin, Steve Viehweg, Henan Osman, Becky Carothers, Beth Riedeman, Amanda Lopez, Whitley Wynnns

Key Topics Discussed

A. ELAC and Other Updates

- Amanda shared updates from all of the Early Learning Advisory Committee (ELAC) workgroups. Members requested this update in order to inform the workgroup on the potential connections and needs to address within the early learning workforce.
- Purdue's "[Evaluation of "Paths to QUALITY"](#)" (PTQ) was posted to the Indiana Family Social Services Administration (FSSA) website. This report highlights some key early learning workforce concerns when looking at PTQ participation and advancement.
- [The Early Education Matching Grant \(EEMG\)](#) will be a resource for the workgroups to review as it will inform future investments in the area of high quality early learning programs for 4 year olds.

B. State/Local Initiatives

- Dianna shared that there are 7 workforce initiatives happening around early learning that the workgroup and ELAC should know about so that duplication of efforts can be avoided. She suggested that a formal presentation be made to ELAC to inform the committee of these initiatives. The committee could potentially provide guidance to the workgroup for focus areas and workgroup priorities moving forward.
- Indiana Association for the Education of Young Children (IAEYC) is a deep dive state participating in the "[Power to the Profession" initiative by NAEYC](#)". This national collaboration helps to define the early childhood profession through establishing unified framework for career pathways, knowledge and competencies, qualifications, standards, and compensation.

C. Subcommittee Updates

1. **Workforce Data Subcommittee:** *Understand and identify the supply and demand of ECE pipeline.*
 - Subcommittee met in September to discuss the prioritized list of research questions highlighting missing workforce data points with Nicole at OECOSL to see if and how they could be captured by the voluntary Professional Development (PD) Registry System being developed.
 - Subcommittee shared with overall workgroup the list of research questions and barriers the subcommittee has faced when attempting to identify locations of specified data.
 - Dianna suggested creating a spread sheet to outline the data that was needed and listing potential location of that data if known. This will clearly show what data is needed but cannot be found. The spread sheet would be a living document, constantly being updated.



- It was also suggested that the data sets in the ELAC 2018 Annual Report be used as a potential starting point.
2. **Recruitment, Retention, Recognition Subcommittee:** *Identify recruitment, retention, and recognition strategies across ECE settings (case studies/ INK data request).*
- Subcommittee met in October to finalize interview questions for early learning directions and program owners. Pilot interviews have been conducted with a few early learning programs to test the validity of the questions.
 - Members are in the process of mapping out a matrix to determine which early learning programs will be interviewed. The goal is to hit various geographic areas in Indiana (i.e. urban, rural, suburban).
 - Members conducting interviews will receive proper training to ensure interviews are being conducted in the most effective manner. It is not clear how long interviews will actually take.
 - Workgroup members discussed the need to have clear goals and outcomes for the survey. The interviews could help inform the group on the current state and climate of the early learning workforce, which will help with making recommendations to determine how to increase the workforce and best support early learning educators.
3. **PD Systems Review:** *Perform a system review of professional development currently available (create list of PD systems in the state/ identify the current state).*
- The subcommittee met in October to finalize the follow-up survey. Members shared that once they sent out and received the feedback from the first survey, they realized they had more questions to ask about the particular social-emotional trainings various organizations and education institutions offer.
 - Workgroup members reviewed the follow-up survey questions and determined that the survey was ready to be distributed.
 - Workgroup members volunteered to assist with the distribution of the survey to various organizations in order to ensure feedback is received from all identified organizations and education institutions.

Action Items

Next Meeting

Thursday, January 11, IAEYC, 2018 from 1:00pm – 3:00 pm EST.