



Attendees

Mike Tinsley, Dianna Wallace, Krystal R, Beth Reideman, Joslyn Sullivan, Pat Clark, Angie Tomlin, Susan Wilker, Hanan Osman, Rebecca Carothers, Amanda Lopez, Whitley Wynns

Key Topics Discussed

A. ELAC and National Updates

- The workforce initiative report on Indiana will be coupled with the National Report on Transforming the Workforce allowing for the workgroup to be able to look at Indiana more critically.
- Indiana has assembled a team representing various professional disciplines for the National Academy. The National Academy is focused on moving the needle in Early Childhood Education compensation. Technical assistance will be provided to state teams who will work to inform long-run outcomes and make policy recommendations.
- Through the Maternal, Infant, and Early Childhood Home Visiting Reauthorization (MIECHV), the federal budget doubled to increase the Child Care and Development Fund (CCDF). A state match is not included in the reauthorization.
- The Early Learning Summit will be held in mid-October. The morning session will be for early learning community leaders and the afternoon will be targeted towards non-early learning professionals.

B. Workgroup Membership

- a. The workgroup reviewed the current membership list and discussed gaps in representation of organizations using the ELAC statute as guidance.
- b. Members also discussed developing guidelines for accepting members to the workgroup by creating an engagement plan.

C. Subcommittee Evaluation

- a. The workgroup reviewed and discussed the work of all three subcommittees to determine if the work should continue or end.
 - i. The Social/Emotional Professional Development Landscape Subcommittee's work is complete, and this subcommittee will end.
 - ii. The Recruitment, Retention, and Recognition Subcommittee's work will be adopted by the workgroup and will capture the voices of the early childhood education (ECE) workforce.
 1. Members discussed and outlined the process for collecting the data.
 - a. Members would like to complete the interviews in August and have a draft of the analysis of this data by September.



- b. Members will still need to determine the demographics for ECE programs, teachers, and directors. Once these demographics are determined, Early Learning Indiana (ELI) and the Indiana Association for the Education of Young Children (IAEYC) will be able to provide a list of teachers to engage. IAEYC can also provide a list of directors to interview.
 - c. Zahara, Susan and Hanan volunteered to do the outreach and interview directors and teachers to capture the voices.
 - iii. The Workforce Data subcommittee will prioritize the list of data questions for the Professional Development Registry and will focus on reviewing the current workforce data and identifying gaps of missing data.
 - 1. Through this data, the workgroup will be able to provide recommendations to fill those data gaps to better inform career pathways for the ECE workforce.
 - a. Members would like to connect this information to the Department of Workforce Development (DWD) which will have best practices for the overall workforce that the workgroup should consider for ECE.
 - 2. IAEYC currently has data that outlines higher education ECE data showing the types of degrees that would support the ECE workforce outlining which higher education institutes offer the degrees and the number of graduates produced by degree from these institutions
 - a. The information in this report can be used to make assumptions about ECE workforce pathways. By looking at the degrees, one can determine the type of ECE work an individual will qualify for.
 - i. Members reviewed [Ivy Tech's visual](#) showing degree and career pathways for students.
 - b. The Subcommittee will utilize this report and a report from the National Council for Professional Recognition to develop research questions to ask at the Higher Education Forum.
 - c. The information the subcommittee gathers will also be utilized to update/change the workforce data in the ELAC Annual Report.



Action Items

1. Zahara and Hana volunteers to provide the list of programs, teachers and directors to begin to determine who should be interviewed.
2. Zahara volunteered to draft the introduction language to introduce the interviews to the interviewee.

Next Meeting

Thursday, April 12, 2018, 1 – 3p at IAEYC (Lower Level Conference Room)