



Present:

Erin Kissling
Nathan Williamson
Nicole Norvell
Chris Stokes
Connie Sherman

- I. Call to Order**
 - Nathan Williamson called the meeting to order at 1:02pm.
- II. Approve February Meeting Minutes**
 - Connie moved to approve the meeting minutes from February; Nicole seconded; all approved and the minutes were approved.
- III. Workgroup Report Outs for 2018 Priorities**
 - This section was skipped to allow enough time for the special presentation.
- IV. CCDF State Plan**
 - Nicole Norvell, Director, FSSA Office of Early Childhood and Out of School Learning (OECOSL), presented on the areas of changes for the FY 2019-2021 Child Care and Development Fund (CCDF) State Plan.
 - It is the first state plan to be developed to align with both the Child Care and Development Block Grant Act (CCDBG) and the CCDF final rule, issued September 30, 2016.
 - States must demonstrate compliance with all requirements of the final rule no later than October 1, 2018 (the effective date of the FY2019-2021 Plans).
 - She noted that there are four major areas covered in the state plan: Protect the Health and Safety of Children; Help Parents Make Informed Consumer Choices; Provide equal access to stable, high quality care; and Enhance the quality of care and the early childhood workforce.
 - Health and safety changes for background requirements.
 - Currently, program employees have to get a new background check at each change in employment. This change will allow people to change employers without a new background check if the change is made within 180 days. There will be a waiver about checking the background checks within another state.



Question: Nathan asked about the possible state changes with On My Way Pre-K program. The state plan was already amended for OMW Pre-K, so families do not have to pay a co-pay; Income is not looked at for foster families.

- Consumer Education
 - The law requires States to make information available electronically, including State processes for licensing, monitoring and inspections, and background checks; Quality of providers (if available); Monitoring and inspection results; and # of deaths, serious injuries, and instances of substantiated child abuse that occurred in child care settings each year.
- The target audience for the consumer education information includes three groups: parents receiving CCDF assistance, the general public, and when appropriate, child care providers.
- Automated Intake System will allow employees to check in with families about any concerns related to developmentally appropriate areas.
 - Child Development Milestones, including Social/Emotional, Language/ Communication, Cognitive, Movement/ Physical development
 - If there are concerns about any areas, there will be a tracking area for distributed materials that will be given to families.
 - Refer to Consumer Education Questionnaire to view the questions developed for families, with an emphasis on wording questions with no right/wrong answer. The intake agent will fill this out with families, or it will be mailed with reapplication paperwork. This will be in Spanish and English. This will be tested with families to ensure it's understandable and effective. There will be training for Intake staff about how to handle the guided conversations with families.

Question: Are local providers supposed to take this data to use to support families? Not yet considered, but CCR&R agencies can use this data to help families.
 - Lead agency is required to provide research and best practices to parents, providers and the public about child development, social/emotional, and policies
- Brighter Futures Indiana through Early Learning Indiana is a consumer education website for families raising young children. This will be a resource to educate consumers and meet the CCDF priorities. It will include:
 - Family friendly language about how to pay for care, other family services, and tools/resources.
 - Developmental milestone information and information on other statewide support linked to current/ existing sources



- The site is active although it has not been officially rolled out to the public. Current partners are reviewing it and providing feedback. A large rollout will occur later this summer.
- Each foundation is represented in plain language on the website. This not only educates parents but is also a good source of information for programs to use.
- There is an overview given for each page to create an ease of use, along with formatting available in mobile devices.
Question: Is there a reason for the order of the overview category boxes of domain areas?
- Pre-K Science Example: “I Can Build It” layout familiar to providers and parents. There are ideas/ tips to look for about signs for learning and how to use the ideas at home.
- Suspension/ Expulsion
 - The lead agency must produce policies to help prevent the suspension and expulsion of children from birth to age 5 in programs receiving CCDF.
 - Programs that accept CCDF funding must have a suspension and expulsion policy. The policies must include how those policies are shared with families, providers, and the general public
 - The current state draft policy is still accepting feedback and edits.
Question: Does this apply for all children or just CCDF children? Answer: There is hope that the policy would apply to all children within a program, but there is no way to monitor children not within CCDF. Similarly, discipline policies are reviewed when complaints are made from parents about certain actions from programs. The policies must include how they are shared with programs and parents.
- All providers must have documentation that demonstrates that they are licensed or registered, and these documents are visible to parents at the program.
- The state must have a consumer statement for families participating in CCDF that includes:
 - General information: how subsidies are designed to promote equal access, how to submit a complaint, how to contact local CCR&R
 - Provider specific information: H&S and licensing requirements met by the provider, date of last inspection and voluntary quality standards met by the program
 - A consumer statement example was provided related to the wording of a Licensed Childcare Center PTQ Level 2 versus a Licensed Childcare Home PTQ Level 4
- New information on how subsidies are being calculated, co-payments, overages



- Lead agency must have a parental Complaint Process including a hotline and making publicly available information regarding complaints
- Provide equal access to families related to the amount of assistance received and co-payments.
 - Families previously had to visit the lead agency to cancel their file in the current county and start a new account in the new county. Currently, cases will transfer easily by county.
 - Now, Co-payments only change during the eligibility period.
 - Child who turn 13 will remain eligible until their subsidy period
 - Lead agencies may discontinue assistance prior to next re-determination only in limited circumstances
- States will need to increase their investment in quality by increasing their set aside from 7% to 12% by FFY 2020. Then at least “3%” of the quality investment must be targeted for infant and toddlers.
- Law requires states to require preservice preservice/orientation training within 3 months, to create a progression of professional development which may include pursuit of postsecondary education; and to provide assurances that training and professional development will improve the quality, diversity, stability, retention of the workforce
- Indiana has made some technology updates to accommodate these requirements:
 - Updating the Training Central platform to “Indiana Learning Paths” which will offer programs three levels of training aligned with Blooms Taxonomy.
 - This training platform will connect to other OECOSL technology for consultants and educators to view completed trainings.
 - Early childhood staff are being assigned a School Personnel Number (SPN) that will connect with IDOE’s database of educators.
 - There will be a new Provider Portal to allow providers to fill out applications for new/ renewal process; monitor background checks; enter the Indiana Learning Path platform.
 - There is an Indiana IOT site “Access Indiana” for any community member to apply for licensing (similar to the BMV). This can be found on the in.gov website.
- OECOSL is holding public State Plan Hearing Dates:
 - May 22, 2018 6:30-8:30
Community Foundation of Jackson County
107 Community Drive
Seymour, IN
 - May 23, 2018 6:30 – 8:30 (eastern time)
The Main Stage, Inc



122 N. Main Street
Mishawaka, IN

- June 5, 2018 6:00-8:00
Early Learning Indiana

1776 N. Meridian Street

Indianapolis, IN May 22, 2018; May 23; June 5 @ 6:30-8:30pm

- The state plan will be posted online for public comment.

V. On My Way Pre-K Program Updates

- Nicole Norvell provided an update on the status of the OMW Pre-K applications.
 - Allen County 155 applications; Grant County 119 applications, while only targeting to serve 100 children!
- Counties are being creative in their outreach to families:
 - Giving out OMW Pre-K backpacks, which may include food, toiletries, supplies or other materials based on community needs.
 - Personalized texts are sent to families from the coaches to stay in better communication with families about their needs and communication for intake appointment
- Pre-K managers connecting families to resources beyond early childhood. Nicole provided an example about a non-working parent who had been injured and how the manager connected him to other services.

VI. Federal and State Legislative Updates

Every Student Succeeds Act (ESSA)

- Nathan shared that IDOE's state plan for implementing the Every Student Succeeds Act (ESSA) requires coordination between public school systems and Head Start programs.
 - There are 4 distinct areas that must be coordinated: 1) transfer of records; 2) developing a channel of communication; 3) meetings to discuss individual children enrolling from head start to school 4) collaboration;
 - New condition includes schools to include evidence of this coordination.
 - There is a hope that this coordination will lead to further collaboration with other agencies and public school systems.
- Nathan also shared that the ESSA state plan related to the Title I includes a focus on the effective transition to kindergarten. This has been an area of struggle for school, but data will be collected to review.
- John Pierce commented that local coalitions would like to know about the above IDOE changes for public school expectations. Nathan commented that the public schools



should know to implement these changes; there will also be a training conference to help programs about the importance of collaboration.

Child Care Development Fund (CCDF)

- Nicole reviewed stipulations about the new federal budget bill that passed and included additional CCDF funding.
 - \$5.622 billion has been added into discretionary money.
 - The set aside for quality improvement will still need to be taken out of this funding.
 - This additional funding is only guaranteed for one year, although possible for 2 years. After this time, the additional funding is unknown.
 - Nicole advised that we need to be careful about how to use the additional funding since the state will only have it for one year. For example, if the funding is used to offer more vouchers in year one, then the funding could be removed in year 2 and children might need to be removed from programs.
 - States will have until summer 2020 to obligate the funding.

State CCDF Legislative Updates

- Providers who have safe sleep violations may receive penalties and fines going into effect July 1.
- Child care providers must go through a local zoning, so the community knows they are open.
- If a provider loses their license, they cannot immediately reapply (under a new name). This time period can be no longer than one year.

Nathan offered a motion to adjourn the meeting. Nicole motioned to adjourn, and Chris seconded the motion. The meeting was adjourned.

Next Meeting: May 11, 2018 | 1:00 – 3:00pm | Indiana Government Center South