



Attendees

Pat Clark, Terri Kosik, Hanan Osman, Erin Kissling, Susan Wilker, Connie Young, Becky Carothers, Madeline Baker, Dianna Wallace, Mike Tinsley, Margaret Smith, Amanda Lopez

Key Topics Discussed

A. Updates

1. ELAC
 - a. There are no updates about a new ELAC chair being appointed.
 - b. The [Indiana Early Learning Summit](#), planned for the target audiences of business and policy leaders, is scheduled for October 16th from 12:00-3:00 pm in Indianapolis.
 - c. The July ELAC meeting has been rescheduled for Tuesday July 24th, from 1:00-3:00 pm. At this meeting, co-chairs from each workgroup will present a comprehensive overview of their current projects, the timeline for these projects, and how the work connects to the ELAC statute.
2. National News
 - a. Summary of Workforce Related Initiatives
 - i. National Academy of Sciences: [Transforming the Workforce](#) wrapped up in connection to the funding that was in place.
 - ii. [Power to the Profession](#), National Association for the Education of Young Children (NAEYC): This project is still underway. If workgroup members are interested in participating in a focus group, reach out to Dianna and her IAEYC team. NAEYC has created a policy scan out of Power to the Profession. This scan reviewed workforce policies related to education and early childhood. This policy scan is expected to come out in November.
 - iii. Indiana Early Childhood Higher Education Inventory: They meet collectively twice a year. The focus of regional meetings has included professional development and mental health.
 - iv. [Moving the Needle](#): This project, which focuses on workforce compensation, is wrapping up in Indiana in August.
 - v. Financing Teacher Quality (state advisory committee): A report will be published near the end of the year. Dianna shared information about this report via email.
 - b. Federal Grant opportunity; The Preschool Development Grant will be released in August, and it will focus on birth to five and system building. Family and Social



Services Administration (FSSA) is taking the lead in writing the grant proposal. The state has approval from the Governor to submit a proposal. The grant award would be for one year, depending on appropriation.

- c. Child Care and Development Block Grant (CCDBG): The state received additional funding with the federal omnibus billed that was signed in spring. There may or may not be workforce opportunities with the additional funding.

B. 2018 Work Group Priorities

1. Recruitment and retention of the workforce:
 - a. Qualitative study – director and teacher interview analysis
 - i. The director interviews have been completed; teacher interviews are still underway but will be wrapped up within the next week.
 - ii. The analysis of these interviews will be conducted at a special workgroup meeting on July 24th from 10:00 am-12:00 pm. This meeting will take place at the Indiana Government Center. Due to the nature of the analysis process, there will not be a conference call or video option for this meeting. A PDF with interview responses will be posted on Glip prior to this meeting for members to review.
 - iii. We will share back the findings at the August workgroup meeting.
 - b. Quantitative study- MPH data request
 - i. Waiting on the data from MPH.
2. Annual Report:
 - a. Special focus on the early childhood education (ECE) workforce in the next ELAC Annual Report.
 - i. Workgroup reviewed the list of data requested to include in the report and noted additional data points to include.
 1. Data from national reports, such as Financing Teacher Quality, can be used as a comparison to local data.
 2. Data can also be used from the Indiana Higher Ed Inventory-NCES.
 3. The IU Public Policy draft concerning opportunity cost may also be a helpful data resource.
 4. Include Education level.
 5. Disaggregate the supply of the workforce by program type and position, if available.
 6. Include number of programs that are registered businesses vs. non-profits.



7. Include demographic information for those who have enrolled in or completed a higher education (associates and bachelors) program vs. those with a CDA.
 8. Include demographic information for those enrolled in a part-time program vs. full-time students.
 9. Include a stronger focus on equity and diversity.
 10. Include Career and Technical Education (CTE) data and note the new state legislation that classifies child development courses as being of “moderate value”.
 11. Highlight the statewide articulation agreement as something that far exceeds what other states do and have in place. It is being evaluated from a workforce perspective.
 12. Reference data from the New America Reports.
 13. Provide an updated list of higher education programs that offer early childhood education across the state.
- b. Presentation on CTE Data: Erin Kissling shared new data about the Early Childhood Education (ECE) in CTE program. A PDF of her presentation can be found on Glip and workgroup discussion is noted below.
- i. Enrollment in ECE CTE courses decreased in the second year of the program.
 - ii. Early Childhood Education Professional Assessment and Certification (ECEPAC) is paid for by CTE funds, so more students select that credential instead of a Child Development Associate (CDA) credential. This certification doesn't meet any field requirements.
 - iii. No CDA numbers have been reported back to DOE or DWD as completed credentials. We know that students ARE completing their CDA, so it is addressing the process of schools sharing data.
 - iv. Some of the barriers for students completing their CDA is the cost (~\$400) and time (getting additional practicum hours). Geography and transportation are also issues.
 - v. New CTE state legislation (going into effect 2018-2019 school year) has identified the child development courses as “moderate value”, so CTE programs receive a higher budget for enrolling students.
- c. Preparing workforce data for the Annual Report
- i. Transform Consulting Group (TCG) will share a summary of the workforce data received from the state partners with workgroup members by August 1st (or sooner, if available).



- ii. Workgroup members will be asked to review this data and identify gaps, questions and/or further analysis needed for discussion at the August 9th workgroup meeting.
- iii. We are tentatively working towards a final draft of the ELAC Annual Report in October, so we have a few months to prepare this information.

D. Review of Action Items for Next Meeting

1. TCG will post qualitative interview data on Glip for members to review before the special meeting on July 24th from 10:00 am-12:00 pm. This meeting will take place at the Indiana Government Center.
2. TCG will share a summary of the workforce data collected with the workgroup members to review before the August 9th meeting.

E. Next Meeting:

August 9, 2018 1:00 – 3:00 pm **Location To Be Determined**

*** IAEYC is moving offices, so we are confirming are August meeting location. Stay tuned!*

F. Adjournment