



## Attendees

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Karen Ruprecht, Cynthia Smith, Sarah Parks-Reece, Beth Barrett, Emily Rouge, Megan Purcell, Mary Jane Eisenhauer, Christine Garza, Amanda Lopez, Melissa Wall

## Key Topics Discussed

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### A. ELAC Updates

- a. No news yet on a new chair for ELAC.
- b. Annual report is starting to be visualized. This workgroup is often charged with assisting with the annual report. At this point, no news on what we may be doing.
  - i. Kindergarten readiness change in content for this year's annual report. If you're interested in that ad hoc group, feel free to volunteer. It is understood if you will not be able to make this workgroup meeting for the time being.
    1. Emily Rouge expressed interest.
- c. Provider Participation and Advancement workgroup has finished their work to this point and is currently paused and awaiting further direction from ELAC.
- d. The Child Development and Well-being workgroup presented to the Committee a slide deck focused on early brain development.
- e. Indiana Early Learning Summit will be held this fall, October 16th in Indianapolis. An email from ELAC is asking workgroup members to help get people to the event. A communications toolkit is available with materials to send out. Local communities are also encouraged to host their own event.
  - i. Registration is live. The Summit costs \$15 to attend and lunch is included.
  - ii. New this year is an awards program. The application will be released next week.
  - iii. Keynote will be Early Learning Indiana (ELI) and IU Public Policy Institute reporting on the impact to the workforce due to lack of investment in early learning.

### B. National News and Partner Updates

- a. Preschool Development Grant: Redesigned to focus on system building and ages 0-5. The amount expected to be awarded this year is lower than in past years.

### C. Adverse Childhood Experiences (ACEs) White Paper

- a. Reviewing latest draft of white paper and communication plan:
  - i. Karen: Do we want to include any more community stories inside or outside of Indiana?
  - ii. Megan: Need to tweak paragraph on implications for ELAC work
  - iii. Mary Jane – This is timely with initiative for Purdue Northwest. We are doing 3 professional development days, and day 2 will focus on ACEs. The program is a



- fellows program of high-level and C-level executives with the purpose of convening them to provide them knowledge, tools, and resources.
1. Feedback from her co-chairs while preparing for program: Less is more. The more graphic/visual the better.
  2. There is lots of national information we can point to, but it is important to remember people want to know, "What does this mean to us?". She appreciates the local examples.
    - a. Resources can link to national
- iv. Megan: How do we focus on the communities and what makes them special? Can it be graphic?
1. Karen: Maybe a visual of the state and show the highlights.
  2. Mary Jane - if it's online, click and get more information, interactive dashboard, would like to bring it home locally with her fellows
    - a. Amanda: Would need funder to do interactive website/resource
  3. Megan: shrink the St. Joe example
  4. Amanda: first page is the overview, and the back what's going on in communities
- v. Karen: Impact in Indiana can be graphic
- vi. Amanda: Is the audience ELAC for this iteration? Or policy makers?
1. Megan: Discussion originally was that the first audience would be ELAC, but we wear a lot of different hats.
    - a. If we see an interest in follow-up papers, then we can do different papers/extension of information.
    - b. This will edit our communication plan.
      - i. Amanda: If we can be clear about the follow-ups, we could the communication plans. If not, we might split them up.
  2. Megan: Would like feedback from ELAC at large before diving into the other audiences
- vii. Megan: Can you explain the purpose of a communication plan?
1. Amanda: We adopted a communication plan template about a year or two ago. We'd like to be intentional about getting the word out beyond our sphere. Develop a communication plan to explain dissemination - audience, message, goals of resource, timeline and tactics (email, website, etc.). We want to make sure the resource going to be used and connected. First time this workgroup is doing this process.
- viii. Emily: Did the original study have #9 (on ACEs list)?



1. Karen: No. And that one is tough because it's more subjective.
  2. Megan: I think I'd leave it because it's the most current information.
  3. Emily: Wishes there was some way to indicate that there's been hundreds of studies.
  4. Karen: That's a good point. Mention countless studies across the country
  5. Emily: Maybe it's in the second paragraph, "through this study and countless others". This one study didn't come up with these nine.
  6. Amanda: add "all income levels" instead of socio-economic factors
- b. Pull up statute to discuss how this aligns to update implications paragraph:
- i. Focus toward educational capacities (shared with higher education forum and other professional development groups)
  - ii. ELAC works to address coordination. They should all be looking at and assessing ACEs.
    1. Karen: This unified focus could bring along coordination opportunities.
  - iii. Christine: This adds to professional development and bringing curriculum into classrooms as well (3.a. of statute).
  - iv. Amanda: We'd want all programs to be doing this. Not just Head Start or another.
    1. Sarah Parks-Reece: Reviewing ACEs scores during Help Me Grow (HMG) call would be amazing.
    2. Amanda: HMG is a systems framework to assist in improving alignment of services. It is not itself a program.
- c. Amanda: Are there any partners we could discuss this with, philanthropic partners that might be willing to support this (website with information on community work and ACEs and/or white paper itself). Maybe PNC Bank?
- i. Karen: Wellborn did a big health survey at one point.
  - ii. Amanda: They also partnered with Fairbanks.
- d. Megan: We'll get this edited and back up in a google doc in the next couple of days. Workgroup to review, and then we'll start working on the graphic design of it. It will have to go to ELAC for approval. Don't know if we'll make the August meeting.
- i. Will also update communications plan and post in google doc and ask for feedback on that.

#### **D. Continuous Quality Improvement (CQI) - Next Steps**

- a. What do we want to do with this?
  - i. Karen: This was a big topic at BUILD meeting in San Diego. It's a tension point for some states.



1. Amanda: Was there a specific message or charge for administrators to embed CQI in their work?
2. Ton of sessions so there might have been many messages. Heard many states are going through the next iteration of QRIS. Now they're starting to integrate CQI in the new versions to be used for improvement processes and not just a ranking.
  - a. First models were not about CQI. They were about achieving something.
- ii. Something to lift up from our panel. That it's being embedded in multiple programs. Is there something about coordination or barriers to embedding that?
- iii. Christine: Mathematica just released some research on the implications of combining EHS and Childcare.
- iv. Megan: What are we seeing from children and families that are driving our work, using child and family outcome data to improve services? How can the outcome data be married with programs?
- v. Megan's thoughts on next steps: Maybe a true white paper with more information than the ACEs paper. Discuss best practices of CQI and include a summary of what programs across the state are doing. Maybe we use the questions given to the panelists before that discussion. The paper would include sections on what is CQI, what does good CQI look like, and highlight half a dozen programs with consistent information.
- vi. Amanda: What are the key issues that are limiting you? Maybe CQI is something to consider to help you meet your goals.
- vii. Amanda: There's a group working on next iteration of PTQ. Is CQI being discussed?
- viii. Karen: Maybe use some of the resources coming out of the BUILD conference to share with Indiana
- ix. Megan: Think about what appropriate and useful information might be to get out on CQI to ELAC and those ELAC touches.
  1. Amanda: Maybe it's recreating the panel for the Committee.
  2. Amanda: It could also address the preparation of the workforce. Is CQI being taught?
  3. Christine: We did things a little differently this year by taking part in a data carousel. We had never done something quite that extreme. What people have that capacity? I had a data team and a marketing team to tap for assistance.



- a. When we think about building out and collaborating, what ways can we partner?
- b. CQI is not something you can do overnight. How can we embed that into a systemic level?
- c. How do we begin to think of that at the beginning of their career?
  - i. Karen: it's like embedding leadership skills in the workforce early on. These skills are being taught along the way rather than baptism by fire.
  - ii. Christine: Networking and collaboration to discuss what has worked well. Being able to brainstorm with people at that level is super valuable like listening to Carrie.
  - iii. Karen: Need a community of practice or professional learning community.

### Action Items

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1. Workgroup will review and finalize ACEs paper and communication plan electronically on Glip before the August meeting.
2. Mary Jane is going to send information for their fellows program to the workgroup. She is looking for any feedback or thoughts on how to enhance the fellows program.

### Next Meeting

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Friday, August 24, 2018 | 10:00am-12:00pm | Video Call