



Attendees

Kristi Linson, Lenore Friedly, Faiza Serang, Stephanie Beverly, Beth Barrett, Lacey Kottkamp, Nicole Norvell, John Peirce, Katie Herron, Margaret Smith, Amanda Lopez; *On the phone*: Emily Rupchock, Amy Healton, Andrea Gilkison, Don Jantzi, Niki Fitzgerald, Patrick Jackson

Key Topics Discussed

A. Updates

1. ELAC Updates
 - a. No updates on a new chair for ELAC.
 - b. The [Indiana Early Learning Summit](#), planned for the target audiences of business and policy leaders, is scheduled for October 16th in Indianapolis.
 - i. The summit planning team is currently accepting nominations for Community Early Learning Champion Awards.
 1. Nominations can be made for individuals or groups.
 2. Nominations will close August 31, 2018.
 3. Submit nominations here:
https://docs.google.com/forms/d/e/1FAIpQLSe3zBiKICVw4tXatJgUAZ7hzhfjetHXIjhw8-LqPTRa_AHS_g/viewform
 - c. An early brain development pre-recorded presentation, developed by the Child Development and Well-Being workgroup, was adopted by ELAC at the last committee meeting.
 - i. The workgroup is working to get the presentation recorded. They plan to post it on the ELAC website as a public resource in October.
2. National News and Partner Updates
 - a. The [Institute for Strengthening Families](#) is scheduled for September 24th-26th in Bloomington.
 - b. Head Start recently developed a Parent, Family, and Community Engagement (PFCE) Framework, which can be accessed on the [Early Childhood Learning & Knowledge Center](#) website.
 - c. Applications are being accepted for the [Family Engagement Prize](#) competition
 - i. Two grand prize winners will be awarded \$10,000.
 - ii. The last competition round included 145 participants.
 - d. [Bright Beginnings: Supporting Early Childhood Mental Health](#)
 - i. This event, scheduled for November 17th, will provide education on mental health and behavior supports for young children.



B. 2018 Workgroup Priorities

1. Family-Friendly Blogs
 - a. No updates on the status of posting content on Brighter Futures
2. Family Engagement Toolkit
 - a. Recommendations for one-pagers and additional coaching support
 - b. Suggestion from Lacey: Could the one-pager overview focus more on the overarching principles of the framework? The framework needs to be emphasized and understood before programs can successfully self-asses.
3. Family Engagement Flowchart
 - a. A flowchart could be created to show when and how family voices should be engaged in early childhood system-building.
 - b. Families may not have the availability to sit on workgroups that meet regularly, but they can engage in focus groups, surveys and ad hoc groups.
 - c. Engagement strategies depend on the parent population being targeted.
 - d. Flowchart could address the pros and cons of different engagement strategies.
4. Kindergarten Transition
 - a. A small group of staff from First Steps, Department of Education and Head Start are working to identify best practices for any type of transition.
 1. The workgroup will wait for these practices to be identified before they take any further action.
 2. In the future, the workgroup may explore ways to promote collaborative, family-friendly best practices for transitions from home visiting to early childhood education (ECE) and from ECE to kindergarten.
5. Family Voices: Potential Project with the Office of Early Childhood and Out-of-School Learning (OECOSL)
 - a. Special Guest: Nicole Norvell, Director, OECOSL
 1. OECOSL is proposing that the Family Engagement workgroup review the enrollment process and policies for the Child Care and Development Fund (CCDF) and On My Way Pre-K (OMWPK).
 - a. The ultimate goal of this project is to share recommendations for steps the office can take to make the enrollment process easier for families.
 2. The enrollment processes for CCDF and OMWPK are very similar. There have been some recent changes to the OMWPK process (sending applications directly to the families, project managers can text parents, etc.). It would be helpful to solicit feedback from project managers on these changes and what they think could improve the process.
 3. Only half of families that apply to these programs actually complete the intake/enrollment process.



4. It may be especially helpful if workgroup members go through the enrollment process themselves or with a family.
 - a. Niki suggested that the workgroup partner with [Circles](#), an organization that works to educate communities on poverty and barriers faced by families living in poverty.
 - b. Circle may be able to help identify families that workgroup members could shadow through the CCDF or OMWPK enrollment process.
5. Questions this project would help answer include:
 - a. What are the barriers to successfully getting through CCDF and OMWPK enrollment process?
 - b. Where can OECOSL address these barriers in the family experience of the process?
 - c. What needs to change within the application format and language?
 - d. Which parts of the process are most difficult and challenging for families?
6. A limitation of this project is that it will not capture the voices of families who haven't engaged in the enrollment process. These families likely experience more severe barriers.
7. There is not a strict timeline for when this project needs to be complete.
8. Question from John: Different state benefits programs ask for the same documentation. Can we minimize the number of times families need to share documents?
 - a. Answer from Nicole: The Administration for Children and Families (ACF) has policies and auditing requirements that make this difficult. Documents may be able to be shared between offices within a single agency, but not outside of the agency due to privacy regulations.
9. Question from John: Are the enrollment processes of any other states more successful?
 - a. Answer from Nicole: It's hard to compare to the systems of other states as their governments are structured differently.
10. The workgroup may want to consider this from a behavioral economics perspective. What are ways to nudge people in the right direction to follow through on rational decisions they want to make?
 - a. People say they want a voucher, but they don't actually finish the process.
11. Who needs to be at the table to help with this project?
 - a. Families who have been through the enrollment process. The diversity of families at the table should also be considered.
 - b. Possibly a CCDF intake staff member.



12. Question from John: Does the office have any demographic data about the population that is eligible for these programs compared to the population that completes the process?
 - a. Answer from Nicole: We can give the workgroup aggregate demographic data of those currently in the program and those on the waitlist for the program. That could then be compared to broader census data.
13. This project aligns well with ELAC's goal of looking at accessibility. It also aligns with the statute requirement of providing recommendations of how state agencies and groups can better collaborate and coordinate.
14. Considering the intensive nature of this project, it will be the sole focus of the Family Engagement workgroup at this time.

Action Items

None

C. Next Meeting

September 21, 2018 | 12:00 – 2:00pm | Early Learning Indiana Office