Office of Early Childhood and Out of School Learning Regional Updates
History of Indiana’s Early Childhood System:

- Launched Paths to Quality (PTQ)
  Had approximately 2,000 ECE programs

- System changing goals including training, technical assistance and 1st revision to PTQ

- 2016 Impact Project Award

- 2008 Paths to Quality Launches

- Coaching and Technical Assistance
  • Offered to anyone who participated in the PTQ system
  • Divided between CCR&R network and IAEYC

- 2014 First iteration of On My Way Pre-k
  • Recognition of High Quality by State Legislature
  • 1,546 of Level 3 and/or 4 programs statewide

- Coaching and Technical Assistance
Success has Occurred!

- Participation rates and quality advancement in PTQ have steadily increased.
- 61% of parents surveyed indicated that they had heard of the PTQ.
- 73% of parents surveyed said that PTQ level would “influence their future child care decisions”.
Why Change?

- Focus of Early Education has changed to move beyond child safety to preparation for Elementary school

- Renewed focus on families and communities supporting their current needs

- Capitalize on new technology

- Early Education programs should be the driver of change, at the pace you desire and delivered in a way that works for you
New System Design

- Professional Development Supports
  - Workforce Development
  - Enhancements to;
    - Educator skills
    - Educator Competencies
    - Educator qualifications
  - CDA Project
  - Accreditation Project

- Technical Assistance Supports
  - Parent Education & Referral Supports
  - Community Outreach, Awareness, & Engagement
  - Data Collection & Assessment

- Children & Families
  - Coaching
  - Training
  - Specialized Supports

- CCR&R services
  - Coordinated Inter-agency Provider Supports
Scope of new CCR&Rs Services

Based upon Child Care Aware of America’s National Best Practices

1. Parent Education and Referral Support
   ✓ Provide consumer education and support referrals to programs
   ✓ Conduct research and surveys in their communities to determine strategies for connecting families to needed supports

2. Program Support
   ✓ Facilitate sharing of best practices
   ✓ Recruitment of new ECE programs
   ✓ Support Family Engagement framework with supporting families
Scope of new CCR&Rs Services
Based upon Child Care Aware of America’s National Best Practices

3. Public Awareness and Engagement
   ✓ Initiate, develop and continue relationships with community leaders
   ✓ Work with community leaders on how ECE supports economic development
   ✓ Provide parent engagement resources and training opportunities

4. Data Collection and Assessment
   ✓ Data assessment of analysis of supply and demand issues
   ✓ Conduct family, community, program and employer surveys to help inform systems building work
Goals for Future System for Technical Assistance and Support

- Model based upon research and proven practice for growth
- More empowered ECE programs
- Emphasis on small businesses and sustainable practices
- Coaching and Technical assistance more individually designed
- Reduction of coach turnover for greater consistency
• Response to Intervention (RTI)

- Tier 1 - Universal
  - Available to all

- Tier 2 - Targeted
  - Small group learning

- Tier 3 - Intensive
  - Individualized

Increase supports
What do coaching supports look like today?

For the last calendar year:

• 11,000 onsite visits
• 5,000 emails
• 6,000 phone calls and other non face to face contacts

This means that only about 48% of coaching has been occurring face to face.
Tier placement based upon results of self-assessment (I-SAT)

### Tier 1
- All programs complete Self-Assessment (I-SAT)
- All programs receive Self-Assessment Course of Action
- Tier 1 Digital Professional Development
  - Resource Libraries
  - Help Desk
- Content-specific monthly PLCs and quarterly in-person events

### Tier 2
- All Tier 2 providers
  - Continue to utilize Tier 1 resources
  - Create Program Development Plan (PDP) (self-directed)
    - Tier 2 Digital Professional Development
    - Video Coaching
    - Small-group PLCs
  - Individualized in-person and video coaching with customized scope and sequence (coach does have flexibility to utilize group coaching)

### Tier 3
- Providers driven by desire to improve
  - Create Program Development Plan (PDP) (with coach)
- Providers driven by compliance failures
  - Create Quality Improvement Plan (QIP) (with coach)
What type of support will you find in Tier 1?

- A comprehensive set of online resources and best practices (including ECE Shared Resources™ and Town Square)
- Targeted and appropriate digital coursework
- One Professional Learning Community event per month
- Quarterly in-person event
- Help Desk
What type of support will you find in Tier 2?

- Coaches will create facilitated physical and virtual settings where providers can learn from one another.
- Video technology will be leveraged as much as possible, but we also recognize that some providers lack reliable internet access, and as result, **we will ensure opportunities to meet in person.**
- Three full days of small group coaching supports per cohort within a three month period (**virtual and/or on-site**).
What type of support will you find in Tier 3?

- **Conduct an on-site visit** during which they will walk through the Self-Assessment results in person
- Support in creating a professional development plan
- Development a customized scope and sequence for the supports that are necessary to make progress
Shine and its partners will have trainers and coaches based out of five offices across the state.

Each region will be served by an advisory council to advise and inform the technical assistance program.
Note: Contracts have not been finalized as negotiations with all vendors are still ongoing.

* Discussions around SDAs 1 and 2 are still in progress and county allocations will be determined pending finalization of negotiations.
**Intake Agent – Final Award County Map**

The following map depicts the final award decisions for Intake Agent Services.

**Overview of Scope**

- The State’s intake agents are responsible for the successful administration of intake services at the county level for the Child Care and Development Fund (CCDF) and On My Way Pre-K program applications.
- Respondents could select the counties included in their proposal and were evaluated on a county-by-county basis.
- The scope requires Contractors to begin providing non-face-to-face intake services by October 2020.

---

**Vendor Key**

- Automated Health Systems (AHS) 9
- Brightpoint 14
- Children’s Bureau 41
- Maximus 17
- River Valley Resources 11

---
What to Expect after October 1, 2019

You will not be alone!

“What you should take away from coaching should be more enduring than tactics to overcome today’s challenges. You should gain new skills that will help you overcome future challenges too”

(Gregersen, 2019)
Interim System

Steps to support you through this transition

- PTQ rating visit changes
- Training access and modifications
- Coaching support from IAEYC
- Greater connection between OECOSL licensing and PTQ ratings
Next Steps

July 2019:
- Facebook Live
- Webinar
- Finish up in person Meetings

August:
- Watch your email!

September:
- Facebook Live
- In-person Meetings
Questions
How to shape the new system?

✓ Regional Councils
✓ Participate in upcoming meetings and provide feedback

Contact us 😊

Rene.Withers@fssa.in.gov
Nicole.Norvell@fssa.in.gov
Indiana Birth-5 Strategic Plan Update
ELAC Meeting
August 14, 2019
Agenda

• Strategic plan refresher
• Progress update
• Birth-5 needs assessment
• Family engagement efforts
  – Focus groups
  – Questionnaire
• Next steps
Strategic Plan Refresher

The strategic planning committee is developing one, comprehensive strategic plan that addresses birth-5 programs and services. This is one of five key activities in Indiana’s Birth-5 Grant.

**Birth-5 targeted population:** infants, toddlers, preschoolers and kindergartners, with a specific focus on children who are in vulnerable circumstances and/or low-income homes.

We commit to address the following guiding principles:

1. Addressing collaboration and coordination in the B-5 service array
2. Incorporating perspectives from the diverse spectrum of Hoosier families with children of all abilities and from all cultural and linguistic backgrounds
3. Making data-driven recommendations and defining measurable action items and outcomes
Strategic Plan Progress Update

The timeline below highlights some key activities including committee and workgroup meetings and stakeholder and family engagement efforts.
Birth-5 Needs Assessment

A Purdue University team is completing the final needs assessment report. Drafts of interim findings are/will be available on the Brighter Futures website.

- The needs assessment focuses on 11 domains defined by the federal, preschool development grant guidelines.
- The strategic plan group is reviewing the findings and recommendations from Purdue to ensure they are addressed in the strategic plan.
- More information about the needs assessment and all Birth-5 grant activities can be found at: http://brighterfuturesindiana.org/indiana-preschool-development-grant-pdg/
Family Engagement: Focus Groups

We have conducted two family focus groups and will convene one additional group in central Indiana. Parents of B-5 children shared the following:

- It has been difficult to find an ECE provider with an available space to serve their child(ren). Good, affordable providers are difficult to find.
  - Many indicated they had to send their child, especially infants and toddlers, to the only place where a space was available to serve their child
- Some parents indicated social, rather than academic, development was the most important aspect of ECE programming.
- Parents expressed some anxiety about upcoming kindergarten transitions, regardless of how soon that transition would occur.
- Information about available child care and other social supports was received by “word-of-mouth” referrals.
- Lack of transportation represents a barrier to accessing child care.
- Hours and schedules of child care do not accommodate work hours.
- Child care providers need additional training, particularly for caring for children who need additional emotional/behavior support.
Family Engagement: Questionnaire

In order to engage a larger group of families in a means that is easily accessible we developed a family questionnaire and released it on July 31.

- Focuses a families’ needs and desires for their child care and education as well as other birth-5 services
- Distributed to families via the strategic planning committee (social media, listservs, etc.
- Made available in two formats: Web and paper: [https://www.surveymonkey.com/r/B5family](https://www.surveymonkey.com/r/B5family)
- Scheduled to close on August 16th
- Will share results after they are analyzed and compiled
Next steps

• Finalize goals with action items, owners, and performance measures
• Continue stakeholder engagement efforts
• Analyze and share results of family questionnaire
• Incorporate data roadmap recommendations
• Prepare comprehensive draft of strategic plan
• Finalize strategic plan and share with stakeholders, federal partners, and other interested partners

Questions? margaret.novak@fssa.in.gov
2020 ELAC ANNUAL REPORT
DATA COORDINATION AND SYSTEM INTEGRATION
WORKGROUP UPDATE
2020 Annual Report

• What was requested by ELAC
• What the Data Workgroup accomplished
• What we recommend for next annual report
• What information we need to move forward
• What is the timeline for the next annual report
What Was Requested by ELAC

• Meet with KSM and Purdue to get an overview and understanding of the data they are compiling for PDG

• Determine what information Purdue/KSM will report and see how it could be summarized in the next annual report

• Make a recommendation on key indicators to report for consistency of past year’s reporting
What We Did

• Held workgroup meeting in July
• KSM representative attended
• Reached out to Purdue for a list of data
• Crosswalked the first preliminary Purdue report on program availability and participation reports w/ ELAC data
What We Recommend

Upcoming ELAC report Outline

• Summarize Purdue and KSM needs assessment findings and use their data as a baseline for ELAC
• Highlight a small set of key indicators to keep consistency from past years
• Expand upon demographic data
• Present recommendations from Purdue and KSM
Clarification Needed

• Purdue data does not include IDOE data like ELAC has in the past
  – This represents approx. 20,000 young children out of 130,000 young children who go to a public/private school not registered with Early Learning Indiana or FSSA

• Do we:
  1. Include IDOE data but report separately?
  2. Include IDOE data and integrate with Purdue data (limitations with manually completing this)?
  3. Not include IDOE data?
## Clarification Needed

### Key Indicators:

1. Do we use these 16 indicators from the Purdue data?
Timeline and Format

• Annual report is due by June 30\textsuperscript{th}

• What is the goal for completing the report?

• Does ELAC want to have the report released before the next legislative session starts?

• What format would ELAC like the final report:
  – Narrative report, interactive dashboard, county snapshot
  – See past examples http://www.elacindiana.org/data/
Thank you!

Charlie Geier and Kim Hodge, Co-Chairs of Data Workgroup
ELAC Public Meeting

August 14, 2019
Overview

I. History
II. Vision & Mission
III. Progress & Accomplishments
IV. Current Projects
V. Questions
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Webcast of Early Childhood Conference &amp; Discussion</td>
</tr>
<tr>
<td></td>
<td>Monthly meetings began</td>
</tr>
<tr>
<td>2016</td>
<td>Applied for United Way funding</td>
</tr>
<tr>
<td></td>
<td>Named backbone agency</td>
</tr>
<tr>
<td></td>
<td>Hired paid leadership</td>
</tr>
<tr>
<td>2018</td>
<td>Held first Summit on Early Learning</td>
</tr>
<tr>
<td></td>
<td>Network expanded to 100 community partners</td>
</tr>
</tbody>
</table>
Why We Formed

Community History
• Abundance of Nonprofit Organizations
• Duplication of services
• Inefficient use of funds
• Competition of funding

Community Need
• Reconvening the thought leaders & field experts to tackle this issue again
• Poor outcomes for children (Kindergarten Readiness)
• Fragmented system
• High wait lists, lack of high quality childcare
Vision & Mission

WHO WE ARE
We are a collection of local educators, service providers, business people, parents and families, elected officials, data experts and philanthropists dedicated to ensuring positive early childhood experiences.

VISION
In St. Joseph County, our children will thrive in school and in life.

MISSION
We coordinate a system of support for the young children and families in St. Joseph County.
Finding Our Identity

Convening, Connecting, Collaboration
- Regular Community Meetings
- Community events organized by work groups
- Partnership events & initiatives

Holistic Perspective
- Whole child, whole family
- Social Emotional Learning
  - Adverse Childhood Experiences (ACEs)
  - SEL Pilots
- Physical & Nutritional Health
  - Learn the Signs. Act Early.
Finding Our Identity

Quality Early Learning

Health & Wellness

Family Support
Progress & Accomplishments

Month of the Young Child Events
- Northern Region of INAEYC
- Pop-up Art Exhibits
- Career Fair

Learn the Signs. Act Early.

Community Needs Assessment
Progress & Accomplishments

**Diaper Drive**
- Food Bank of Northern Indiana
- Best. Week. Ever. 2018
- Over 40 collection sites
- 40,000 diapers with match + 15,000 wipes

**On My Way Pre-k**
- 2017 Pilot, January 2018 soft rollout
- Target goal: 200 children
- Enrollment process
- Collaborative community funding
Current Projects

Social Emotional Learning Pilot Year 2
  • Conscious Discipline
  • Building Your Bounce

Quality Improvement Grants

Community Needs Assessment

Strategic Planning

Summit on Early Learning
Conclusion

READINESS—growth & progress
GOALS—supporting our identity