



Present:

Tonia Carriger, Betsy Delgado, Nicole Norvell, Nancy Zemaitis (proxy for Dr. Nancy Holsapple)

1. Call to Order

- Betsy Delgado, Chairwoman, called the meeting to order at 10:01 am.

2. Approve May Meeting Minutes

- Moved to August meeting agenda

3. Preschool Development Grant Birth to Five (PDG B-5) Strategic Plan Feedback Session

- *Maggie Novak, Ikaso Consulting*
 - Maggie provided an overview presentation of the strategic plan process, partners, activities and timeline. They expect to have a draft of the strategic plan by end of August 2019. A key component of the strategic plan is a needs assessment which is being conducted by Purdue University.
 - They are working to get feedback from families by scheduling family focus groups. To develop the strategic plan, there is a focus on collaboration, diverse family voices, and making data-driven recommendations with measurable outcomes.
 - The strategic plan has four topic areas with corresponding workgroups developing goals and supporting details.
 - Topic Area 1: ECE program improvement and high-quality capacity building
 - Topic Area 2: Enhanced and increased family engagement
 - Topic Area 3: Preparing children for elementary school throughout the B-5 service array
 - Topic Area 4: Expansion of partnership opportunities in local communities
- Discussion: ELAC committee members and the public were asked to reflect on themes and goal statements being considered by each topic area's workgroup and to provide their feedback.
 - Topic Area #1
 - Nicole: Remember we need to meet obligations from the federal grant. The items look like it's focused on child care, but we also need to think of capacity building across the system of early learning programs.
 - Public Comment/ Question: What does "capacity" mean?



- a. Nicole: Thinks capacity means “ability to access services” but workforce and capacity of children could be barriers or extenuating circumstances to consider under capacity.
 - b. Public Comment: In ELAC workforce group, we talked a lot about how retention of staff has a direct connection with how many spots we can have and that it’s hard to uncouple that with capacity.
- Nicole: Any feedback on work the workgroup is doing on a family-centered approach; how that would be adopted in different settings?
 - a. Public Comment: Family engagement topic area workgroup has talked about how the family engagement toolkit was being used to address how things are used in different settings. We discussed framing the issue and strategies around the four main goals in the toolkit. There’s been some conversation about overlap between topic 1 and topic 2.
- o Topic Area #2
 - Betsy: How many families are involved/advising the plan?
 - a. Nicole – we are getting targeted feedback from families but also mindful of their availability. We are trying to go to them through Head Start councils and other existing meetings they’re already at.
 - b. Betsy – I think it’s both to have them at the table in the planning committee and also get their feedback. Have them involved actively in the communities as well as surveys/interviews. Perhaps gather information from other organizations to see what families are saying across all demographics. The United Way of Central Indiana’s Two-Generation Summit is maybe an example or framework to get feedback from families.
 - Public Comment: Does this include families who don’t access to services but want to work with their children on their own (?) and could go somewhere for resources on development.
 - a. Nicole – Good point to make sure parents are aware of resources. Think of a goal that looks to that.
 - b. Public Comment: CDC has an App that includes the developmental milestones for parents. Doctors have posters of these milestones in their waiting rooms, and doctors love these resources
 - c. Nicole – With Brighter Futures we’re trying to share developmental resources for parents that they can use at home as well as activities for child care providers and what parents should see from their child care providers.



- d. Public Comment: A question to take back to the strategic plan - How have we done as a state publicizing these resources to different groups to make sure they are being used and shared with families?
- e. Public Comment: How will you work with programs already existing that start working with parents at birth and keep connected with them (e.g., Alan, Wells and Dekalb Counties? Are we interested in including those as part of the system?
 - i. Are these programs through the hospital system? Yes, Parkview Hospital in northern Indiana. Partly funded by United Ways in those communities.
 - ii. Maggie: John Peirce to connect with Maggie via email with more details of local examples.
- o Topic Area #3
 - Betsy: How are we leveraging the work that's already been done in the workgroups on measuring Kindergarten readiness?
 - a. Maggie: There has been a literature review, which was shared with the workgroup last week (at their first meeting) to see what's been done.
 - b. Nicole: Think about transition from ECE to elementary school and what are you doing to make that transition smooth – it's not just about measuring readiness, etc. How do we make that handoff better? How to prepare parents? Children?
 - c. Betsy: I guess but it's confusing to also talk about discerning and communicating Kindergarten readiness needs
 - d. Nicole: For example, what if we identified from Kindergarten teachers 5 things they think children need coming into Kindergarten and then shared that information with ECE providers and parents to work on those things – would it move the needle at all?
 - e. Maggie: Also how does the state help with those needs? Includes social emotional needs as well
 - Nancy: Is there any conversations to talk with Kindergarten and first grade teachers to get their feedback?
 - a. Nicole: IDOE partners are working on this. We want to get educator voice. Think an action item from this group would be to get that feedback from the Kindergarten side and ECE side. This could be future work.
 - Nancy: Parents are concerned about safety of child, risk. Also transportation how does a kid get to school. Bigger social emotional piece. At IDOE our Transportation and Social Emotional staff are talking to each other. How does that get transferred and supported once they're in Kindergarten?



- Nicole: Important to look at families with children that have come through ECE and those who are not coming from ECE.
- Maggie: Thinks strategic plan may focus on recommendations to collect data before measurement and pursuing further action items. Based on what she has heard discussed so far.
 - a. Also there are areas where we don't have data, and we'll be discussing how to find data that already exists and bring that forward.
- o Topic Area #4:
 - This group will begin meeting next week.
 - Public Comment: Is Medicaid at the table? Yes. Important to have them to talk about developmental diagnosis, screening, and claims.
 - Mental health procedures for this age range are not familiar to Medicaid.
- Maggie shared next steps with the strategic planning process:
 - o Continuing 4 topic area workgroup meetings
 - o Write initial draft of strategic plan
 - o Integrating completed needs assessment and data roadmap, also on same timeline
 - o Conduct family focus groups this summer
 - o Solicit feedback via strategic planning committee, Brighter Futures website, and other venues
 - o Strategic plan is scheduled to be completed by August 31st.
 - o Updates on B-5/PDG projects are available on the Brighter Futures website: <http://brighterfuturesindiana.org/Indiana-preschool-development-grant-pdg/>
 - o Question about having updates on ELAC website as well as Brighter Futures.
 - Nicole: We could have a link on ELAC website to the Brighter Futures page, so we don't have to update both pages
- Send any additional feedback or questions on the PDG B-5 strategic plan to Maggie: Margaret.novak@fssa.in.gov
- Betsy would like Maggie to attend the next two ELAC meetings to continue providing updates and gathering information from ELAC on the strategic plan process.

4. Presentation on Annual Report

- *Charlie Geier, Co-Chair, ELAC Data Coordination and System Integration Workgroup*
 - o Charlie provided a presentation on the communications sent and feedback received for the 2019 Annual Report.



- The language from the statute, focus areas of 2019 Annual Report, general report outline, and report timeline were shared to provide general information before discussing 2020 Annual Report plans.

Question from Nancy Z.: Are we going to seek additional feedback since we had low response rates from the survey?

Response from Charlie: That is up to the ELAC.

Response from Betsy: What do you think Charlie?

Response from Charlie: This isn't our first time. Nothing in those 15 responses were concerning or new. Given our timeline, I think we move forward.

Clarification from Nancy: Initial question was in response to gathering feedback for next year. For next year, we can certainly help get information out.

Question from Betsy: Any other feedback from the Committee so far?

Response from Beth: With the capacity and quality building grants we've received, many people applying are referencing the report so it's definitely being used.

Question from Betsy: (In response to Charlie reviewing the timeline/statute) So we were early (with a due date of June 30)?

Response from Charlie: Yes, but history shows it would be more useful to get it out before the legislative session began. Is that the current thinking? That's up to ELAC.

- Considerations for the 2020 Report Discussion
 - Areas to discuss - length, design, sections to include, additional areas of focus

Comment from Betsy: One suggestion from the survey was to remain consistent in report areas so that is one suggestion I have... that we collect consistent data.

Question from Betsy: If we were to save some time Charlie, what would you suggest?

Response from Nicole: We're in a unique position with this year's report. I'm wondering if you'll be able to take some information from the vendors working on the PDG assessment and put it in this year's report. With length and my interactions with legislators, they're not typically going to read 50+ pages. Depending on the audience, that will inform the length. For my agency, we would present legislators with a one pager. And if they want more information, they'll ask.

Response from Betsy: I would agree that when working with legislators, it's usually a one pager.



Question from Betsy: I agree that this is a unique year. Can we do both? Include the same data that's been done in previous years for consistency, and also working with what's being collected by others?

Response from Charlie: This is a unique year with all the work happening, and the statute says "periodic" rather than "annual". Perhaps this year's report is the place to pull this information (all of the assessment and strategic planning work) together. On your point of keeping things consistent, I wonder if there's a set of key indicators or facts that we pay attention to and keep consistent?

Response from Nicole: The strategic plan will go to the Governor for approval before it goes to the federal government. If this group feels that it agrees with those recommendations, it could be used for recommendations made to the Governor.

Question from Betsy: So how do we help Charlie?

Response from Charlie: First, should the Data workgroup reconvene? Our workgroup has been paused. We can have a conversation with these other report leads and what they're expecting, what they'll include in their reports, and what's the timing will give clarity of what's there for us to work with. Also, I'd push on ELAC to determine top indicators they'd like to see. The workgroup could recommend them, but it's up to ELAC to decide.

1. Key indicators to keep consistent
2. Conversation with other report leads
3. Meeting with workgroups for next steps

Response from Betsy: I would like the workgroup to recommend the key indicators and that dictates that the workgroup should meet and reconvene.

Response from Charlie: We'll make a recommendation on what to carry on and keep consistent and schedule a late July workgroup meeting.

Question from Betsy: The work with the PDG group, is the business voice at the table?

Response from Nicole: With workforce, I think so yes.

Comment from Betsy: I know there's been a lot of questions on whether these workgroups should be meeting, lots of work happening with the PDG work, a strategic plan that will be produced. ELAC is going to find some time as a Committee to talk about these things and decide how to move forward. I'm finding that ELAC is starting to grow and come back again with its work around families. We talk a lot about quality and children, and with the federal grant we're expanding that to families. As we're informed by the strategic plan and other things we think we should focus on, we should consider the direction along with referencing the statute moving forward.



5. Presentation on On My Way Pre-K

- *Beth Barrett, Pre-K Program Manager, Office of Early Childhood and Out of School Learning (OECOSL)*
- Beth provided an overview presentation of On My Way Pre-K, recent updates to OMW Pre-K, and displayed a new interactive enrollment report available on their website here: <https://www.in.gov/fssa/5688.htm>
- (Child eligibility requirements) A child must be 4 but not yet 5 by August 1, 2019, and this is set by the legislation.

Question from Betsy: If a family is in the program and then gets a job mid-year and would no longer qualify, what happens?

Response from Beth: It's similar to CCDF where families are approved and are given 53 weeks of service. They are asked to notify the Intake if anything changes in their status.

- Provider eligibility: Must be a Level 3 or 4 Paths to QUALITY (PTQ) provider or a private school with national accreditation

Question from Charlie: (Online enrollment data on website) Will you be adding each consecutive month, or will it just show the last three?

Response from Beth: It'll be the history throughout the enrollment period.

- Last year OECOSL had families complete surveys, and we changed many policies as a result. This year we have a high rate of completion of grants. We found that if we didn't set timelines and goals for families, then they didn't do it. Families are being given about 30 days total to pull information together and time with a one-on-one enrollment manager when extra assistance is needed.
- We found in our surveys that providers are the number one way families learn about the program.
- Good response so far to the new OMW Pre-K Facebook page.

Comment from Nicole: We pulled data last week to see number of Level 3 and 4 providers in 2014 and now, and we have had something like 124% growth statewide.

Response from Beth: Attributes a lot of that to Indiana Department of Education's work with the schools and especially in the rural counties to get Level 3 and Level 4 PTQ providers.

Response from Charlie: Every time we talk about the growth and increase of quality in OMW Pre-K, people really respond to that.

Response from Beth: And everyone benefits, not just OMW Pre-K children, by a program becoming a Level 3 or Level 4 provider.



Comment from Betsy: I applaud you for doing a survey and responding to families. It's evident in the work you're doing.

6. Information from Nicole on Roadshow

- Moved to August meeting agenda due to lack of time.

7. Public Comment

- None provided.

8. Betsy called to adjourn meeting at 11:57am.

9. Next Meeting: August 14, 2019 at 1pm in South Bend, IN