Preschool Development Grant: Kindergarten Transitions and Infant & Toddler Access
Dec 2019 ELAC Update
Issue a prize competition to discover innovative and promising efforts happening across the state.

Uncover promising practices here in Indiana
Issue a prize competition to discover innovative and promising efforts happening across the state.

Conduct a review of national best practices
Identify promising strategies and high-impact approaches in place across the nation.

Package Replicable Strategies and Solutions
Identify replicable strategies and package them into a model that could be deployed locally across Hoosier communities.

Implement Replication Model Statewide
Create and share recommended model with OECOSL for approval. Once approved, execute statewide.
Transition activities provide greatest gains for children who experience risk.

A 2005 National Institutes of Health study found more transition activities were associated with academic gains throughout the year as measured by standardized tests. Gains were greatest for children from low- and middle-income families who experience social and economic risks and enter school behind their peers.³

Transition activities are an effective way to drive parent involvement in kindergarten.

A 2005 National Institutes of Health study found that more transition activities were linked to increased parent-initiated school involvement during kindergarten.⁴

Vertical connections lead to highest impact.

A 2008 study published in Early Childhood Research Quarterly found that the transition activity of pre-k teachers connecting with kindergarten teachers about curriculum and/or the children had the strongest and most consistent associations with children’s adjustment as perceived by kindergarten teachers.⁵
# Growing Focus on Kindergarten Transitions

## State Engagement

Across the country, states are increasingly assuming a leadership role by instituting policies, creating community resources, providing funding, and offering joint professional development opportunities.

## K-12 Leadership

Leveraging ESSA funds, K-12 districts are reaching out to form partnerships and offering joint professional development opportunities to drive more effective transition programming.

## Innovative Local Practices

Communities, of all sizes, are coming together to support more effective transitions. Cities like Boston, Pittsburgh, Louisville and Portland are leading the way through innovative partnerships and programming.

## New Technology Supports

Standardized transition forms and assessment tools. Issuing student state identifiers in pre-K. Leveraging digital apps to engage with families. These are just some of the ways states are turning to technology to strengthen transitions.

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A 2016 study found that, to the extent that kindergarten transition activities take place, they are frequently low-intensity practices such as sending brochures home rather than the more effective, high-intensity activities such as arranging for pre-K students to visit a kindergarten classroom or allowing for joint planning time between pre-K and kindergarten teachers. The same study found that schools located in districts serving large numbers of low-income students were less likely to provide kindergarten transition activities compared to wealthier schools, meaning that students and families who might benefit most from transition activities are the least likely to receive them.6
Components of Effective Kindergarten Transition Models

Emphasis on kindergarten readiness is building across the nation as both states and local communities strive to ensure their youngest citizens start school equipped with the building blocks to succeed. Informed by national and Indiana research, best practice trends in kindergarten transition efforts include:

1. **Readiness is viewed as a community priority.**
   There is cross-sector, community-wide engagement and responsibility for children being prepared for their first day of kindergarten.

2. **There’s joint accountability between K-12 & ECE.**
   K-12 administrators and early childhood education leaders are collaborating and feel shared ownership for facilitating effective transitions.

3. **The people closest to the work are engaged.**
   Pre-K and kindergarten teachers are communicating, collaborating, and ideating to address issues and uncover opportunities.

4. **Family engagements vary in approach.**
   Families and community stakeholders are engaged in planning efforts to ensure programs are culturally sensitive and address a range of specific needs. Programming begins a full year before kindergarten and continues through school year.

5. **There are specialized supports for at-risk children.**
   From transition camps to parent programming, communities deploy the most intensive supports for at-risk child populations to prepare and address skill gaps.

6. **Data is used to drive action and improvement.**
   Whether state-driven or locally-inspired, communities are increasingly looking to data to understand current-state, identify opportunities, and strengthen practices.
Highlighted Findings:

Engaging the people closest to the work – teachers.

• **Community-based practices:**
  • Create programs or partnerships that allow pre-K and kindergarten teachers to be exposed to each other’s practices and environments
  • Create opportunities for kindergarten teachers to meet with incoming students, their families, and their pre-K teachers to deepen readiness and support individual needs

• **State-level policies and practices:**
  • Provide joint-professional development opportunities for pre-K and kindergarten teachers to plan and assess transition efforts
  • Introduce forums where pre-K and kindergarten teachers can communicate and ideate
  • Establish guidelines for P-3 appropriate practices
  • Strengthen the vertical integration through standards alignment

• **Best Practice Highlights:**
  • Various state codes require communities to offer an opportunity for pre-K and kindergarten providers and teachers to meet at least once per year to plan.
  • Several states have aligned standards and practices across the pre-K to third grade continuum to create continuity, promote developmentally appropriate practices and produce a gradual progression. Rich professional development is offered in parallel. (e.g. New Jersey’s High Quality Kindergarten Today)
  • Chicago’s Pre-K to Kindergarten Transition Project (PKTP) is a teacher co-designed, community-wide approach to strengthening early education transitions.
Strong Start for Kindergarten 2019 Prize Competition

Who was eligible to submit?
Indiana school districts, early learning providers (all settings) and non-profit community organizations

How were submissions be managed?
Submissions were made via an online form hosted on the 2019 Strong Start for Kindergarten Prize Competition page

What criteria was used to evaluate submissions?
Submissions were be evaluated on the following:
• Comprehensiveness
• Effectiveness
• Replicability
• Scalability
• Innovation

What did winners receive?
Early Learning Indiana awarded 9 local prize awards ranging in amounts of $5,000 - $25,000.

What channels were used for promotion?
• Paid marketing list
• Indiana Department of Education
• Indiana School Board Association
• Indiana Philanthropy Alliance
• OECOSL Provider Distribution List
• Various partner channels, social media outlets and blogs
• Facebook Live engagements
Submissions

Project Goal: Secure at least 50 submissions representing a mix of K-12 districts, early learning providers and/or non-profit community organizations.

55 submissions received
- 23 school districts
- 23 early learning providers
- 9 non-profit community organizations

Statewide Representation
- 24 Indiana counties
We received impressive submissions that incorporated a range of national best practices.

Five submissions report doing all six best practices – all five were recommended award recipients.
**Prize Recommendations**

**Goal:** At least 3 awards with representation across K-12, early education providers and/or non-profit community organizations.

- **9 Proposed Award Recipients**
  - 3 K-12 school districts
  - 4 early learning providers
  - 2 non-profit community organizations

- **Statewide Representation**
  - 8 Indiana counties
Summary of Recommendations
Total awarded: $100,000

- **$25,000**
  - 1 Recipient
  - **School City of Hobart Building Brickies**
  - **1 - K-12 District**

- **$15,000**
  - 1 Recipient
  - **United Way of Allen County**
  - **1 - Community group**

- **$10,000**
  - 5 Recipients
  - **Portage Township YMCA**
  - **United Way of Porter County**
  - **Pace Community Action Agency**
  - **Lewis Cass Schools**
  - **Perry Township School District Preschool**
  - **2 - K-12 Districts**
  - **1 - Community Group**
  - **2 - ECE Providers**

- **$5,000**
  - 2 Recipients
  - **Johnson County Learning Center**
  - **Indiana University Campus Children’s Center**
  - **2 - ECE Providers**
Infant and Toddler Access Challenge: Objectives and Deliverables

**Landscape Review**
Identify promising approaches and innovative models happening across the nation.

**Design Challenge to Encourage Fresh Ideas**
Create challenge model, including target audience, marketing approach, partnership opportunities and success metrics.

**Execute Challenge within Indiana**
Initiate marketing campaign and key activations to support promotion. Monitor results and award prizes.

**Package Findings and Model Rec’s**
Leveraging the outputs of the challenge, package models and provide written recommendations for scaling to OECOSL.
Promising Model Uncovered through Research:

Reinvent the business of child care - with caring, skilled teachers, cost-effective administration & affordable prices for families. The need for high-quality, out-of-home care for infants and toddlers is a national crisis. As investments in Universal Pre-K grow, the numbers of centers and homes that serve infants and toddlers is declining.

**PHASE**
Complete

**PURSE**
$1 Million

**Duration**
3 Months

**Prize Teams**
567

**PROMISING IDEA**

**Micro Centers**
Leverage unused classrooms in public schools to create micro centers for infant and toddler care. By utilizing the infrastructure of the existing school and a share service model for infant and toddler care, the cost to deliver care is dramatically reduced.

**WINNING TEAM**

**Partnership between:**
Early Connections Learning Centers
Nonprofit providing high quality early childhood education since 1897 in the Pikes Peak region of CO.

Chambliss Center for Children
Nonprofit focused on preserving family unity and helping prevent the dependency, neglect, abuse and delinquency of children by responding to the community’s childcare needs.

Opportunities Exchange
Nonprofit consulting group cofounded in 2009 rooted in the concept that building adult capabilities improves child outcomes.
Challenge Marketing

**Microsite**
- 911 page views (Goal: 300)
- Average time on page: 4:59

**Emails**
Total of 5,892 emails distributed to support reach and engagement with the competition:
- Aug 22: 2,976 recipients (Opens: 673, Clicks: 111)
- Sept 19: 2,916 recipients (Opens: 782, Clicks: 50)

Key Channel Distribution

**Rapid Design Challenge**
Hosted a breakout session at InnoPower Indy conference, a new event established to create an inclusive innovation community in Indianapolis.

**Co-Working Spaces**
Forged new relationships with co-working spaces to engage unusual suspects in solution design.

**Networking Groups**
Shared opportunity with statewide networking groups to engage their members, including: Lugar Women, Urban League, Public Allies, Creative Mornings, Young Professionals, Stacy Leadership Academy, and TechPoint.

**Public Relations**
Engaged a PR consultant to pitch media, coordinate interviews, maximize impact and track coverage.

FOX59
“Early Learning Indiana launches community challenge to fix infant, toddler childcare problems”

CBS6
“Early Learning Indiana asks for innovative ideas to fix infant, toddler childcare problems”

The Light AM1310
“Early Learning Indiana Infant & Toddler Access Challenge”
Challenge Scoring Rubric

Submissions were rated on a scale of 1 to 5 across the following five scoring domains:

Potential Cost Savings
The extent to which the solution presents potential cost savings while improving the quality of care or maintaining a high quality of care.

Feasibility
The extent to which the solution components could be viable for real life implementation.

Replicability
The extent to which the solution could be replicated across Indiana communities.

Scalability
The extent to which the solution could be scaled to match the unique demands of communities of all sizes in a sustainable manner.

Innovation
The extent to which the solution represents innovative tactics.

Note: 65 submission evaluations completed by the review team. 15 submissions were disqualified due to lack of evaluable content.
Trends in Submissions

Regulation Changes
Suggest changes to state regulations for licensed, registered and/or exempt early learning providers.

Community-based Initiatives
Engage community partners to address issues of space, business supports and public awareness of infant & toddler care access.

Innovative Staffing Models
Address recruitment, training and retention of staff to increase quality of care and/or decrease administrative overhead.

Shared Service Models
Create centralized supports for multiple providers for administrative, purchasing, training and/or professional development.
Prize Recommendations
Total: $45,000 in 5 awards (Goal 2 awards)

$15,000
- Monroe County Community School Corporation
1 – Organization/ Non-profit

$10,000
- Meisha Wide and Shellye Sutlles
- Fayette County Early Learning Coalition
1 – Team
1 – Organization/ Non-profit

$5,000
- Cathleen Nine-Altevogt
- Yvonne Abel
2 – Individuals

- Co-working Spaces & Shared Svcs for Family Child Care Homes
- Non-Traditional Operating Locations & Senior Partner Model
Next Steps

Kindergarten Transitions:

• Strong Start Community grants live and open for community submissions (deadline:

• White paper to be published by end of year with research, promising models and prize competition results

Infant and Toddler Access:

• White paper to be published by end of year with research, challenge results and additional Indiana model recommendations

• Market research study findings on family perceptions and preferences, including infant and toddler care
Agenda Overview

1. History
2. Accomplishments
3. Participant Feedback
4. Recommendations
Summit History

• 4 Years of Summit Events:
  • Year 1 hosted by Muncie By5
  • Year 2 hosted by Community Foundation Monroe County
  • Year 3 state event (Indianapolis – no local host)
  • Year 4 hosted by Northeast Indiana Regional Partnership

• Original Partners: ELI, FSSA, ELAC
Why Northeast Indiana Regional Partnership as 2019 host?

• NEIRP has a committee focused on early childhood education (ECE) and recognizes the critical part ECE plays in economic development.
82% of attendees were not connected to the early childhood education sector

There were 354 attendees at 2019 Fort Wayne Summit!
- More than 50 Indiana counties represented
- More diversity of roles than past events
Resources

• We released several resources at the Summit event and online:
  • 2019 Indiana Fact Sheet
  • Indiana Employer Toolkit
  • 2019 Indiana Coalition Map
  • Indiana Advocacy Group List

• Over 350 individuals visited the Summit website to access these new materials the week following the event!
Live Stream Debut

• This was the first year adding a live stream feature to 5 communities!

• Host communities:
  1. Batesville with partners at One Community, One Family
  2. Bedford with partners at Community Foundation Bloomington
  3. Crawfordsville with partners at Montgomery County Community Foundation
  4. Evansville with partners at Southwest Indiana Chamber of Commerce
  5. Westville with partners at Purdue University Northwest
Please select the Top 3 issues facing your community.

65% of survey respondents listed early childhood education as a top 3 issue.
Have you shared the information presented at the Summit with someone already?

87% of survey respondents already shared information learned at the Summit.
If yes, with whom?

- Colleagues
- Community groups
- Local government leaders
- Local Economic Development Corporation
- Chamber of Commerce leaders Community Stakeholders
- Business leaders (i.e. plant managers)
Do you plan to do anything differently within your organization or community with the information you received at the Summit?

62% of survey respondents plan to do something differently because of what they learned at the Summit.
Would you attend a future Summit?

87% of survey respondents would attend a future Summit.
If yes, please explain.

• Work with community leaders and local businesses to establish community-wide strategy for addressing early childhood education need.
• Utilize the resources to engage policy makers.
• Highlight companies in my community who are addressing the needs of working families.
• Plan our own Summit with business leaders.
• Provide Summit resources to minority populations.
Positive Comments

• “The livestream was a nice addition!”
• “I found the business toolkit really helpful. I love having something tangible to share with local business leaders with actual ways to support ECE!”
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<thead>
<tr>
<th>Event Structure</th>
<th>Content</th>
<th>Audience</th>
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<tbody>
<tr>
<td>• More breakout sessions</td>
<td>• Focus on specific issues in the community and steps for resolution</td>
<td>• Highlight counties represented to introduce collaboration opportunities</td>
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<tr>
<td>• Allow schedule for attendees to attend more than one breakout session</td>
<td>• New content/research</td>
<td>• Highlight businesses in attendance (not just sponsors)</td>
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<td>• Too much time in main ballroom</td>
<td>• Less focus on the “why” and instead do deeper dive into how to provide ECE</td>
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<tr>
<td>• Consider multiple day event</td>
<td>• Tell specific stories of barriers and challenges at a local level</td>
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<tr>
<td>• Provide semi-annual meetings for updates</td>
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What changes do you think should be made to the Summit?
Recommendations

• Our planning team recommends we continue hosting state-wide Summits annually.

• We recommend a longer event (full-day or 2-day event).
• We are continuing to move the discussion forward about the benefit investing in ECE has on workforce development within our region through our Early Learning Committee.
Questions?

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[www.indianaearlylearningsummit.org](http://www.indianaearlylearningsummit.org)
Thank you to our sponsors!
2020 ELAC ANNUAL REPORT
DATA COORDINATION AND SYSTEM INTEGRATION WORKGROUP UPDATE

Kim Hodge, Workgroup Chair
2020 Annual Report

• What we did
• What the Annual Report will look like
• What key indicators we recommend
• What the current data looks like
• What information we need to move forward
• What the timeline is for the annual report
What We Did

• Identified key indicators to highlight in the report
• Compared available data from Purdue’s needs assessment and ELAC past reports to inform indicators
•Requested missing data from Purdue that was used in their Assessment
What the Annual Report Will Look Like

- Summary of the Purdue Needs Assessment data around key indicators
- Summary of additional data that wasn't included in the Purdue data (workforce, affordability, and IDOE)
- Summary of the data system recommendations/findings from KSM
## What We Recommend

### Key Indicators:

1. **Young Children & Families**
2. **Accessibility & Quality**
3. **Workforce**
4. **Affordability & Assistance**
Young Children & Families

1. Total Young Children Under 6 Years
2. Young Children Under 6 Years Living in Poverty
3. Percent of Income a Single Parent in Poverty Pays for High Quality Care
4. Children Under 6 Years Living in Households Where All Parents Work (Children Who Need Care)
## Accessibility & Quality of Early Childhood Care and Education

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<tr>
<th>No.</th>
<th>Indicator</th>
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<tr>
<td>1.</td>
<td>Children Under 6 Years Enrolled in Known Early Childhood Care and Education Programs</td>
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<tr>
<td>2.</td>
<td>Children Under 6 Years Enrolled in High Quality Early Childhood Care and Education Programs</td>
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<tr>
<td>3.</td>
<td>Percent of Enrollment that is in a High Quality Program</td>
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<tr>
<td>4.</td>
<td>High Quality Enrollment Available for Children Who Need Care (All Parents Working)</td>
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Accessibility & Quality of Early Childhood Care and Education

- Report IDOE enrollment summary separate

![Graph showing IDOE - Children Under 6 Enrolled in Care Pre-K, Not Kindergarten]

- 21,955 in 2017
- 22,779 in 2018
- 24,763 in 2019
- 26,877 in 2020

22% increase in 4 years
Early Childhood Care and Education Workforce

1. Total Early Childhood Care and Education Workforce (FSSA, IDOE)

2. Projected Early Childhood Care and Education Workforce Deficit (Preschool workers and childcare workers, DWD)

3. Annual Median Salary for Preschool Workers (DWD)

4. Annual Median Salary for Child Care Workers (DWD)
Affordability and Assistance of Early Childhood Care and Education

1. Tuition Cost of High Quality Early Childhood Care and Education
2. Child Care Development Fund Vouchers
3. On My Way Pre-K
4. Head Start and Early Head Start
Timeline

• Annual report is due by June 30\textsuperscript{th}
• Draft report to data workgroup in February
• Final draft for spring ELAC meeting for approval and submission to Governor’s Office
Thank you!

Kim Hodge, Chair of Data Workgroup