Present:
Kerri Wortinger, Dr. Nancy Holsapple, Betsy Delgado, Christopher Stokes, Nicole Norvell, Tonia Carriger, Mary Gardner

1. **Call to Order**
   - Betsy Delgado, Chairwoman, called the meeting to order at 2:02pm.

2. **Approve May and June Meeting Minutes**
   - Motion to approve: Christopher
   - Seconded: Kerri

3. **Preschool Development Grant Update**
   Nicole Norvell, FSSA Office of Early Childhood and Out of School Learning (OECOSL)
   - The needs assessment was approved, but the state is still waiting on the approval for the strategic plan. The delay may be due in part to the fact that the federal project officer transitioned from U.S. Department of Education to the U.S. Department of Health and Human Services and took three weeks off. She is back now, so that may help progress things.
   - The state has also submitted the next funding request for implementation, but have not heard anything yet.

4. **Kindergarten Transition and Infant Toddler Competition Prize Update**
   Maureen Weber and Brittany Krier, Early Learning Indiana (ELI)
   - Brittany presented on two initiatives carried out by ELI, both of which had a prize element. These initiatives allowed ELI to invite new and innovative ideas from across the state. The presentation is available in the meeting handouts posted on the website here: http://www.elacindiana.org/elacindiana/wp-content/uploads/2019/12/December-Combined-Materials.pdf
   - The first opportunity was the PDG Kindergarten Transitions.
     - Objectives and deliverables included:
       - They conducted a review of related research and the national best practices. ELI created a kindergarten transitions white paper which is expected to be published later this month.
       - They identified promising practices across the Indiana landscape.

- Based off of everything they learned, ELI established a framework for Indiana for transitions by packaging replicable strategies and solutions that could be used by local communities.
- The next step is replicating the model state wide. The Strong Start Community grants are currently open for applications. Deadline is late December. They are holding two webinars to share more about the competition with interested communities.

o Brittany provided an overview of the increasing body of evidence related to effective transitions. More information can be found on the presentation slides.

o There is a growing focus on kindergarten transitions across the country and many best practices and trends have emerged:
- State Engagement: states are increasing 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 are coming together to support more effective transitions and are initiating innovative partnerships and programming.
- New Technology Supports: Technology is being used in many ways to strengthen transitions (standardized transition forms and assessment tools, digital apps, etc.)
- The places where the intensity of transition activities are higher are having better outcomes.
- The students and families who need transition support the most (low-income, etc.) are the least likely to receive them.

o Key components of effective transition models include:
- Readiness as a community priority
- Joint accountability between K-12 and early childhood education leaders
- The people closest to the work (Pre-K and kindergarten teachers) are engaged.
- Family engagements vary in approach.
- There are specialized supports for at-risk children.
- Data is used to drive action and improvement.

o Brittany provided an overview of the Strong Start for Kindergarten 2019 Prize Competition
- Who was eligible?: Indiana school districts, early learning providers, and non-profit community organizations

- How were submissions managed?: Submissions were made via an online form
- What criteria was used to evaluate submissions?: Submissions were evaluated on comprehensiveness, effectiveness, replicability, scalability, innovation
- What did winners receive?: ELI awarded 9 local prize awards ranging from $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, Facebook Live engagements
- Submissions: The goal was to secure at least 50 submissions, they received 55, with 24 Indiana counties represented
- Many submissions incorporated a range of national best practices.
- The award recipients included K-12 school districts, early learning providers, and non-profit community organizations across 8 Indiana counties. More information about award recipients can be found on the presentation slides.
- The second opportunity was the Infant Toddler Competition.
  - Objectives and deliverables included:
    - ELI identified promising approaches and innovative models happening across the nation through a landscape review.
    - ELI designed the challenge model, including target audience, marketing approach, partnership opportunities and success metrics.
    - They initiated marketing campaign and key activations to support promotion. Monitored results and award prizes.
    - Leveraging the outputs of the challenge, they packaged models and identified recommendations.
  - One promising model identified through research was the micro center model. This model leverages unused classrooms in public schools to create micro centers for infant and toddler care. Utilizing the infrastructure of the existing school and a shared service model reduces the cost to deliver care significantly.
  - Brittany provided an overview of the Infant Toddler Challenge Competition:
    - The marketing approach included breakout sessions, networking groups, email blasts and other strategies.
    - Submissions were rated on a scale of 1 to 5 across five scoring domains: Cost saving, feasibility, replicability, scalability, and innovation.
    - 65 submissions were evaluated by the review team. 15 submissions were disqualified due to a lack of evaluable content.

- - Trends in submissions included: regulation changes, community-based initiatives, innovative staffing models, and shared service models.
  - ELI made 5 awards, totaling $45,000
- Next steps include:
  - Kindergarten Transitions:
    - Strong Start Community grants are live and open for submissions until late December
    - White paper to be published by the end of the year with research, promising models and prize competition results
  - Infant and Toddler Access:
    - White paper to be published by the end of the year with research, challenge results and additional Indiana model recommendations
    - Market research study findings on family perceptions and preferences, including infant and toddler care

Question from Betsy: Can you elaborate on the micro center model?
Response from Brittany: In Colorado, schools looked at using empty K-12 classrooms as an ECE center. 50% seats were for neighborhood families and 50% were available to school teachers/staff.
Comment from Nicole: We've had schools in our preschool capacity building grants that are interested in doing this. The program can be exempt if you're only providing care for your employees.

Question from Betsy: Can you elaborate on your findings around the intensity/dosage of transition activities?
Response from Brittany: 2016 research shared that there is a lot of focus around kindergarten transitions and there is a lot of activity. Most of the activity happening is low intensity (kindergarten roundups, open houses). The higher intensity activities (kindergarten bootcamps, parent education etc.) are not as prevalent, especially in low-income, urban districts.

Question from Kerry: Have you received submissions for these competitions from Coalitions?
Response from Brittany: Yes, we had several coalitions apply for the kindergarten transition effort and child care dessert competition.

Comment from Betsy: We appreciate the work you are doing to highlight successful programs and good work across the state.

Indiana Early Learning Advisory Committee

5. **Early Learning Assessment Tool Changes Update**
   Nicole Norvell
   - They are still working with the vendor to get the contract developed. They'll have more to share as it relates to On My Way (OMW) Pre-K and the assessment once contract negotiations are done.

6. **Follow-up on Family Friendliness Recommendations to Improve CCDF and OMW Pre-K Enrollment Rates**
   Nicole Norvell
   - The Family Engagement workgroup shared recommendations with OECOSL in May. Nicole provided an update on progress and changes made to the application and enrollment process.
   - They are moving forward with a March timeline of launching on online application for CCDF and OMW Pre-K, which will provide families the opportunity to complete appointments in person or virtually. This will help to address a lot of the barriers identified in the workgroup's recommendations.
   - They have given a great deal of attention to the verbiage of the application. The language will be updated in the online application. Language will be changed to be more family and parent friendly and will be at or below a 6th grade reading level.
   - The application will automatically translate to Spanish, with a click of a button. They will look at other languages in the future. They used an electronic program to translate, but the translation was also reviewed by Spanish speakers to make sure the translation is accurate.
   - With the electronic application, they will be able to give more guidance and clarification on the sections.
   - They partnered with a PR marketing firm to review other communication they send.
   - Some legal processes/language are somewhat restrictive. Some terms are not able to be changed.
   - Some recommendations made by the workgroup will not be able to be carried out, based off of sustainability and what the state is allowed to do (payment practices, etc.).
   - They worked a lot with public school partners after the recommendations were made to learn from their practices. They discussed their accounting practices and how these programs track attendance. There may be changes made to some policies for school-based partners who get paid differently, especially those who provide transportation. Some of those changes will come out in February.
   - As part of the PDG grant, there will be changes made across state agencies related to communication, such as texting reminders. The first texting reminder is anticipated to come out in February.

- Some new intake partners are already using email and other technological communication. State wide it will start being rolled out in February.

Comment from Kerri: The March timeline is great as that is when applications often come out. It will open up opportunities for families.
Response from Nicole: Yes, we did that intentionally to help families for the next OMW Pre-K cycle.

Suggestion from Betsy: We are relaunching the Goodwill website and we let people play around in the website and then provide feedback before publicly launching it.
Response from Nicole: As part of the testing cycle, we will let families try the online application before it goes live. We will have test sites, mainly to provide feedback on the content. It will be harder to ensure technological functioning and system pieces until we have all the users accessing.
Response from Betsy: Thank you for that update and for taking the workgroup's feedback.

7. **Indiana Early Learning Summit**
   Amy Hesting, Northeast Indiana Regional Partnership
   - Amy is the Director of Regional Initiatives at the Northeast Indiana Regional Partnership, a regional economic development organization that focuses on an 11 county region. They are working to bring business investment to the region through talent attraction and talent development.
   - They have a committee focused on early childhood education (ECE) that recognizes the critical part ECE plays in economic development. The committee went to the Summit last year and it made them want to further this work in their region.
   - They hosted the 2019 Early Learning Summit for Economic Development. Amy gave a presentation on the Summit, which is available in the meeting handouts posted on the website here: http://www.elacindiana.org/elacindiana/wp-content/uploads/2019/12/December-Combined-Materials.pdf
   - There were over 354 attendees at the Summit, with more than 50 counties represented. 82% of attendees were not connected to the ECE sector.
   - This Summit was the first to include a live stream feature in five communities across the state (Batesville, Bedford, Crawfordsville, Evansville, Westville).
   - They released several resources and tools at the Summit, which are available on the Summit website: http://indianaearlylearningsummit.org/summit-info-page-2019/
     - Attendees expressed the most interest in the employer toolkit.
   - They sent a survey to attendees following the event. Key survey findings include:

- o 65% of survey respondents listed early childhood education as a top 3 issue in their community.
  - o 87% of survey respondents reported sharing information learned at the Summit with someone (colleagues, community groups, local government leaders, local economic development corporations, business leaders, etc.)
  - o 62% of survey respondents plan to do something differently because of what they learned at the Summit.
  - o 87% of survey respondents reported that they would attend a future Summit.
  - o Respondents provided suggested improvements for future summits (i.e. more breakout sessions, multiple day event, tell specific stories of barriers and challenges at a local level, etc.)
- The Summit planning team recommends that state-wide Summits continue to be held annually and that future Summits take place over a full-day or two-day period.

Question from Nancy: What type of businesses attended? (size type, etc.).
Response from Amy: There was a range of businesses types and sizes, but not many large employers were present.

Question from Nancy: Were the breakouts you mentioned examples of the breakouts or all of the breakouts?
Response from Amy: Those were all the breakouts.

Question from Chris: Can you share examples of actions business said they would take?
Response from Amy: I don't have all of that information, but businesses talked about sick care and scholarship opportunities. A common thought many businesses support families with a child going off to college, so why can't they do those same supports for early childhood. Some communities are looking at creating a pot of ECE funding at a local community foundation that multiple business contribute to and then access it as needed.

Question from Betsy: How can we be helpful to the Summit moving forward?
Response from Amy: Someone needs to own it statewide and ensure everyone can access it. We need to get support to have this somewhere else in the state.
Comment from Betsy: I was sitting on a committee as part of the governor's work and shared that 82% of attendees were business/non-ECE representatives and that was exciting for folks. I'd like to think about how we can support this and get more information about how this came to be, what support is needed, and how we can continue it. We received information in Evansville about how businesses were supporting early childhood and they had some really great examples. I'd hate to see it stop. I will work to schedule a time with Amy and the committee to debrief further.

8. 2020 ELAC Annual Report Planning Update
Kim Hodge, Workgroup Chair, Shine Early Learning

- Kim provided an update on the 2020 ELAC Annual Report from the Data Coordination and System Integration Workgroup. The presentation is available in the meeting handouts posted on the website here: http://www.elacindiana.org/elacindiana/wp-content/uploads/2019/12/December-Combined-Materials.pdf
- What the workgroup did:
  - Identified key indicators to highlight in the report
  - Compared available data from Purdue's needs assessment and past ELAC reports to inform indicators
  - Requested 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. The annual report will add more visualization and make it comparable to past reports.
  - Summary of additional data that wasn't included in the Purdue report (workforce, affordability, and Department of Education data)
  - Summary of the data systems recommendations/findings from KSM. Their recommendations closely align with recommendations included in past ELAC reports.
- What the workgroup recommends:
  - Key indicators will align with past reports, with the exception of the kindergarten readiness indicator, which will not be included.
    - Young children & families
      - Total young children under 6 years
      - Young children under 6 years living in poverty
      - Percent of income a single parent in poverty pays for high quality care (still need cost of care data; cost of care is going to be a little different and will likely use the measure Childcare Aware of America uses at the statewide level; could also crosswalk with ELI county level data.)

Comment from Nicole: You could also just direct readers to the ELI data center for the county wide data.

      - Children under 6 years living in households where all parents work (children who need care)
    - Accessibility & quality

- Children under 6 years enrolled in known early childhood care and education programs (will report IDOE enrollment summary separately)
- Children under 6 years enrolled in high quality early childhood care and education programs
- Percent of enrollment that is in a high quality program
- High quality enrollment available for children who need care (all parents working)
- Early childhood care and education workforce
  - Total early childhood care and education workforce (FSSA, IDOE; still need workforce count)
  - Projected early childhood care and education workforce deficit (preschool workers and child care workers, DWD)
  - Annual median salary for preschool workers (DWD)
  - Annual median salary for child care workers (DWD)
- Affordability & assistance:
  - Tuition cost of high quality early childhood care and education
  - Child Care Development Fund (CCDF) vouchers (funding level, number of children served)
  - On My Way (OMW) Pre-K (funding level, number of children served)
  - Head Start and Early Head Start (funding level, number of children served)

Question from Nicole: How are you defining cost here? How does it factor in parent co-pay, overage, etc.?

Answer from Kim: Average cost of tuition for high-quality care. We'll also include how much money is going into those programs (CCDF, OMW Pre-K, Head Start and Early Head Start)

Question from Nicole: So you'll include information at the voucher level? We'll need to talk to make sure you request the correct data points, in terms of overage, copay etc. There are some complexities around funding streams and number served.

Response from Kim: We plan to use the same data points we've used in the past so we can compare it to trend data.

- Timeline:
  - The annual report is due by June 30th.
  - A draft will be shared with the workgroup in February.
  - A final draft will be prepared for the Spring ELAC meeting for approval and submission to the Governor's Office.

Comment from Betsy: We recognize that you are all volunteers, so we are really thankful for the work you're doing.

9. **2020 ELAC Meeting Schedule**
   - Dates will be confirmed for 2020 to share shortly. The tentative schedule will be: February, May, August and November
   - The Committee will discuss ideas for communities to travel to and visit in 2020.

Comment from Nancy: When we plan meetings for next year we need to consider expanding into other areas in the central region beyond Indianapolis.

10. **Public Comment**
    - None

11. Betsy called to adjourn meeting at 3:22pm.

12. Next Meeting: TBD *(Tentatively February 2020)*