



Present:

Tonia Carriger, Mary Gardner, Dr. Nancy Holsapple, Nicole Norvell, Kerri Wortinger

1. Call to Order

- Nicole Norvell called the meeting to order at 1:04pm.

2. Approve February Meeting Minutes

- Motion to approve: Nancy Holsapple
- Seconded: Kerri Wortinger

3. ELAC Annual Report

Kim Hodge, Chair of Data Coordination and System Integration Workgroup

- 2020 Annual Report
 - This report is different from past reports because we used data from the preschool development grant (PDG) report which was highlighted in the report. Comparisons to past reports may not always be possible.
 - These changes also gave us an opportunity to look at our data a little differently.
 - Reviewing high-level findings, recommendations, and timeline for this year's report.
 - Questions or feedback?
 - Kim: There was a note (previously submitted by the Committee) about changing language around Covid-19. We can make those changes without any issues.

Comment from Nicole: Thinks the workgroup did a really good job. There's a box with an example of where the data can get challenging. She felt strange about naming the elementary school by name. She doesn't want schools to feel like they're being singled out for data quality. Would the example lose anything by not identifying the school?

Response from Nancy: I agree. If we name specifics, some districts that do a good job with data quality might feel left out for different reasons.

Response from Kim: I think that is a good change.

- Interactive dashboard
 - This will not be live until the report is published.
 - Any data that is not included in this year's report has been removed from the dashboard. So there are a few changes from previous year's reports.
- Next steps



Question from Kim: What would we do to move forward? Do we need to get Betsy's approval?

Response from Nicole: I think we could do a vote via email. With today's discussion involving the public, I think we can review the final version with today's edits and vote electronically.

- After the vote is done, we submit it to individuals in our office to review before sending the report to the Governor's Office. They would like to receive the report within the next week.
- 2021 Annual Report
 - There is a shortened timeline for this next report to get it out before the next legislative session. The goal is to have it finalized at the November ELAC meeting.
 - A conversation with ELAC a few weeks ago gave us some great ideas to pursue for this next report. We are looking to focus on the response to COVID-19 and are interested in collecting some qualitative data for this report.
 - Our audience is legislators and advocates.
 - 2021 Annual Report Areas of Focus
 - Young Children and Families
 - Accessibility
 - High Quality
 - Affordability
 - All but the young children and families' demographics section expect to have additional data around the impact of COVID-19.
 - 2021 Data Requests
 - Some data requests are similar to what we have pulled historically. We are also aware of additional datasets that would inform our new focus area.
 - These requests will be sent out by mid-June with a data pull date of June 30th, and we hope to receive all data by July 31st.
 - 2021 Annual Report Timeline

Comment from Nicole: Be sensitive to any request made of DWD. There is also a lot of publicly available data so we want to make sure that we are making a request that wouldn't be fulfilled by what is already available. They're very busy over there, and it doesn't look like it will slow down.

Comment from Nicole: As we think about what high quality means, it's possible the definition changes a bit post Covid-19. There's almost an additional layer of things along with what we typically include in a definition of high quality.



- The conversation seems to be more involved now than “What is your Paths to QUALITY rating?”. So I want this group to be thinking about how we’re looking at and evaluating high-quality care.

Response from Kim: We think discussing the impact of COVID-19 is something that everyone can relate to as its impact didn’t discriminate.

Comment from Dianna: Has there been consideration on doing a special ELAC report on the impact of COVID-19 on the young children, families, and early childhood facilities?

Response from Kim: The impact is a big component of the story. We still want to look at the quantitative data that we always have, but we also want to tell the story.

Comment from Dianna: My concern is that there’s a story that’s not a normal ELAC report. I wonder if we should not link it to the ELAC report but report it separately. I’m also concerned that the data will not be available to fully tell the story.

Response from Kim: We’ve had a lot of those same conversations as well. We know a lot of the data won’t yet be available, and we plan to be transparent about that as well. We have also talked about this not being a traditional ELAC report. Both because of the shortened timeline as well as the era we’re living in. Right now we see opportunities available, but we don’t fully know what it will look like quite yet.

Response from Nicole: Those are all really good points, and I would be curious to know maybe from Kerri, what are our big lessons learned from this crisis? For us, it’s the way in which we fund child care from a subsidy perspective is broken. We knew that, but this crisis has made that fact hard to ignore. It has also become evident that there’s a group of our child cares that need help with business planning because so many couldn’t go more than a few weeks without having to close. Those are some things that have been brought to light in our office and our perspective on what to look at moving forward. I wonder if there’s a way to frame the report along the lines of what have we learned and recommendations that are different from previous years. Kerri, what are some of your takeaways from the provider perspective?

Response from Kerri: We’re starting to look toward the fall and what that will look like. We have been fortunate to have funding continue from the Office of Head Start to continue paying employees. Now as we’re accepting more funding, what are programs going to look like, and how many students can we accept? Overall, we’ve learned that we’re grateful. With the blending and braiding of funding, we haven’t lost any staff. And knowing the need of sanitation, enforcing social distancing, and other items has shown that we need to keep our staff numbers along with additional supplies we’ll need moving forward.

- Very slowly we’re trying to make connections and check in with families. We’ve heard that families are very thankful that we’ve been checking in with them. Those are some of our takeaways right now.



Comment from Nicole: It might be good for the group to go back and think about telling stories like Kerri's on how COVID-19 impacted programs with a blended funding stream versus one that did not. We also want to keep in mind what do legislators need to hear.

Comment from Dianna: Looking at child care from the perspective of these essential workers and what happened to their children. Where are those essential workers and how did Covid-19 impact them with regards to child care?

Response from Kim: I think what we've learned and are still learning are things we're going to keep in mind as we work on the 2021 report. The workgroup will have an update for ELAC at the next meeting.

4. COVID-19 Response and Implications

Nicole Norvell, Office of Early Childhood and Out-of-School Learning (OECOSL)

- We partnered with OECOSL, Early Learning Indiana (ELI), Indiana Association of United Ways (IAUW), and the Indiana Afterschool Network (IAN) to deploy a survey to providers on where do we go moving forward and how can the individuals sponsoring the survey help meet the needs.
- They received 1,113 responses to the survey. It was only out for a week. They had a pretty representative response in terms of program types (home, ministry, etc.) and age groups served.
- About 62% of programs that responded are open. We also have that data by program type as well.
- Of those who are closed, the vast majority plan to reopen, and those who had said no may have misinterpreted the question. Providers were asked when they plan to reopen, and many mentioned the end of May as well as August although August included many of the school-based providers.
 - They now have data by county that shows the number of child cares planning to reopen and when by week through August.
- Providers have largely not lost staff and have enough staff to continue operating. To retain staff, organizations mentioned continuing to pay staff, offering hazard pay, and providing professional development.
- Providers that don't feel they have enough staff were primarily before/after care programs, child care homes, and summer break camps.
- Only 19% of programs reported furloughing staff, and 74% of those staff are expected to return.



- Two thirds of providers said one or more families removed children from child care. They were asked why, and the top responses were parent working from home, job loss, and fear of COVID-19.
 - We are working with our partners to further evaluate the piece of parents working from home and what the demand will be as things continue to reopen.
- Of providers who plan to implement additional health and safety measures, many indicated having more hand wash stations and changing drop off/pick up processes.
- Forty percent of providers indicated that operating in a school would assist them in serving more children.
- Many providers (74%) have outreach plans to let parents know what additional safety measures they are taking to help parents feel more comfortable with children attending programs.
- Almost all providers said they are taking steps to address mental health with their staff and families.
- Nearly half of programs do not have confirmation that the school building they were planning to use will be open, and 82% don't have a backup location if the school building isn't available.
- Sixty percent of providers expect a long-term impact on their business will be reduced enrollment.
 - Child care provider barriers – financial assistance, supplies, enrollment
- Most providers do not plan on increasing fees (62%) and some are undecided. Nicole expects this to change over the next few months as providers start to feel the financial impact of the crisis.
- Seventy-seven percent (77%) of providers know how many children must attend their program in order for them to break even and 14% did not. For many providers that would mean having an attendance at or above 80% capacity.
- Eighty-six percent (86%) of providers did not receive assistance through PPP, but 68% received a temporary assistance grant from OECOSL.

Comment from John: It looks like there's a lot of information that could be helpful to businesses across the state. If they knew what the problem is, they might take some steps financially or otherwise.

Response from Nicole: I'm open to sharing data with whomever wants to use it. That was one hope with partnering with other organizations, that they will use it in ways that may be different from how we use it.

- Individuals would like a copy of the presentation. It will be uploaded to the ELAC website.



Question from audience: Is this available to the media? Is this a story they want help telling?

Response from Nicole: I'm not the person to answer that question, but I can help you get in touch with our media person.

- For us this helped us understand what is going on what and what may be needed going forward. A big win is that it seemed our temporary assistance grant has been helping providers continue paying and retaining staff. On the other hand, understanding that the breakeven is to have 80% attendance, this is something providers may need help with both with our Office as well as members of the community like employers. How do we keep providers open and sustainable? Another concern was the number of families concerned about child safety (around Covid-19).

Question from audience: Who does someone reach out to for the raw data for their county?

Response from Nicole: They can reach out to me or their local United Way or YMCA. Those organizations also received the raw data.

Question from John: Will reducing class sizes really make a difference in helping protect against the spread of COVID-19?

Response from Nicole: Our guidance has been that social distancing is an effective strategy and plays out as keeping the same group of kids with the same teacher all day. Then to keep ratios, you will need to reduce class sizes. But we know if you do it that way, if a child gets sick, they'll know exactly who that child has been in contact with, and it's a smaller number rather than the whole center needing to close and isolate. We know this can get tough at drop-off and pick-up because we typically have children intermingling and fewer staff. I think the biggest thing will be keeping the same group of kids with the same teacher. The number of positive cases is going up as more things are reopening, and that is to be expected. But if we can contain it to a classroom rather than having to close a whole center, that will help.

Question from John: I heard from many people that the process and funds provided through the temporary grant program the Office provided has been great.

Response from Nicole: The grants are still available. More providers are starting to get PPP loans and we tell providers to use those funds, and then come back for any additional grants needed from OECOSL.

- At the height of the grants, we made a payment of \$15.3 million in a two-week time span. This past Saturday we made a payment of \$5 million. To date, we're at about \$48 million spent. We got about \$78 million in the CARES funding; so we have some funding still left to spend.
- We put some updated guidance out last week and had some trainings especially around summer camps. We will have additional guidance coming out soon for overnight camps.



5. CCDF and On My Way Pre-K (OMWPK) Changes/Updates

Nicole Norvell, Office of Early Childhood and Out-of-School Learning (OECOSL)

- Enrollment is slow but given what's going on, it isn't surprising. We're around 770 children enrolled. With programs not being open and families being slow to respond, this slowness is to be expected.
- We did release some tools and materials to help get families enrolled (e.g., flyers, social media posts, etc.).
- We have found the best way to market has been social media; so we'll continue working on getting the word out there.
- I'm hearing from families that the online application is easy to use, and so far, little negative feedback with the virtual appointments as well. If you hear anything, please let me know. We anticipated that the transition from in-person to virtual might be tricky, but with Covid-19 everything has gone virtual. So it helped usher in the change.
- We're hearing a hesitancy about applying for Pre-K because families don't know what K-12 is going to do.
 - Kerri: We're seeing that right now. We have 69 applicants that want to enroll but 47 are still in process. Right now we're working to check in with all of the families to see where they are and how we can help.
- Questions/comments?
 - On My Way marketing materials are available on the FSSA website: www.in.gov/fssa/5796.htm

6. Public comment

- John: In the recommendations that ELAC has made over the years, we've talked about having a unique identifier for every child and child care program. Would having had those have helped with the COVID-19 crisis? And if that's something we want, what is the process to having those created and implemented?
 - Nicole: As a part of PDG, it came up in the data roadmap. From my perspective, I don't think a unique identifier for children would have helped with COVID-19. We do have a unique program identifier for programs, and IDOE has a unique identifier however we do not share those. We have been working with IDOE on providing young children an STN. If they assigned a child an STN, then we would work with that and it would follow them into K-12. So we're thinking about how do we do that, as we change systems because our current systems are quite old. We've been



working with IDOE on sharing some information. There are a lot of systems, and it's going to take a lot of time and money to get everything aligned.

- John: So it doesn't take legislative action? It's more of a systems coordination issue.
 - Nicole: You could make legislative action, but it puts us into the same position of where the funding and mechanics are difficult.
- John: With the most recent PDG application, have we learned why other states were successful and so next time we could be in a better position?
 - Nicole: We have not. With everything happening, many things were put on hold since March are starting to come back around. We need to get back to some of that, and I haven't kept up with the states that have received the grants. There have been calls for flexibility to adapt plans based on the impact of COVID-19. So it could be interesting to know how many states are changing their plans.
- John: There were plans to expand Help Me Grow to all counties by 2021. Is that still the plan?
 - Nicole: I know they're still operating, but I do not know about their expansion plans. I would need to follow up with Shannon.

7. Kerri moved to adjourn the meeting at 2:28pm; Mary seconded.

8. Next Meeting: August 11, 2020 from 1pm-3pm. Virtual meeting ONLY.