Attendees

Kim Hodge, Kailey Bolin, Son Dao, Sarah Mihich-Baker, Brandon Myers, John Peirce, Sara Gropp, Amanda Lopez, Melissa Wall

Key Topics Discussed

A. Updates

1. New member introduction – Kailey Bolin, Office of Early Childhood and Out-of-School Learning (OECOSL)
2. The next ELAC meeting will be Friday, November 6th.
3. The last ELAC meeting in August had great attendance. The meeting had multiple providers share their story with regard to COVID-19.
4. John Peirce wrote an op-ed last month on COVID's impact on child care.

B. ELAC 2020 Annual Report

1. Kim provided an update at the August ELAC meeting on how dissemination has gone thus far. The report went out to over 600 contacts in July. We had an email open rate of 41% which is very good. Views for the dashboard was around 600 in August. Overall there has been a great response to the report. Certainly with COVID, there has been extra attention to the topic of child care.
2. Kim: Has anyone commented about the new approach to the 2020 report since it differs from previous years?
   i. Sara: There has been confusion of the trend with school programs with Indiana Department of Education (IDOE) data not being combined with programs registered with FSSA as we have in the past.
   ii. Sara: We've tried to explain and include the notes, but people don't always take the time to read that when they're looking at the dashboard or report.
   iii. John: Especially for legislators, if you can't fit it on one page, they're not going to understand it. Being able to simplify the data is important.
   iv. Amanda: We've gotten a lot of positive feedback, particularly on the new executive summary.
   v. John: The Indiana Early Childhood Coalition has been together since 2014, and this year they're looking to push the early childhood integrated data system which has been recommended in the annual report previously.

C. ELAC 2021 Annual Report

1. How We Got Here
    i. We've been discussing this report since the spring, and we've known that one of the focus areas was going to be the impact of COVID-19.
    ii. We've been working to collect testimonials, to highlight stories and bring to life the impact of COVID-19 on early childhood education from all angles. We haven't collected as many as we'd hoped, but we do have a few good testimonies thus far.
    iii. One of our main key audiences is our legislature. We don't want to lose ground that we've gained over the last few years, and we also want to take advantage of the interest that COVID has brought.
2. Outline
    i. Kim talked with the Committee on what they'd like to highlight in this report, understanding that we may be limited in the data available.
    ii. We still want to have an executive summary at the beginning to highlight the key facts and takeaways.
    iii. Child Care as an Essential Service
        a. The main thing the Committee wants to highlight is the importance of child care, particularly with regards to the workforce.
        b. The Indiana Department of Workforce Development (DWD) doesn't have data yet to show the impact on the workforce, but one angle we're considering pursuing is that Indiana has a large blue-collar workforce. This workforce isn't necessarily able to work from home.
        c. There's also interest in highlighting household structure. More single parent households impact child care options and needs.
        d. Sarah: It's important to note that there is a pandemic within a pandemic. Social injustice is also a pandemic, and children are facing trauma from both. There is a recently released report discussing those impacts.
            i. The U.S. Census Pulse Survey has some on-time data on employment status and other things that might be something to bring in.
        e. Amanda: We are thinking about how this has impacted different audiences – employers, families, and providers.
        f. Kim: What has the Indiana Youth Institute (IYI) been releasing during this time?
            i. Sarah: We just released a brief on housing insecurity. We used data from the Pulse Survey and will update that in November. There's also a report from the Annie E. Casey Foundation coming out soon.
    iv. Impact on Child Care Supply
        a. The data we've received can show it by county and program type but not age.
        b. We are not requesting data from Early Learning Indiana (ELI) this year.
        c. John: With the data being as of June 30th, is there a way to capture or warn about any potentially dramatic changes that occur after that point? There are

funding sources that are expiring. Do we publish a supplement in January for example?

    i.   Amanda: We have a section later in the report that might be able to discuss that. The Committee would like us to share lessons learned.

d. This section will take a snapshot of what we've seen thus far, the preliminary impact of COVID-19.

e. Kim: I think we received feedback from Dianna and Betsy at the Committee meeting about how this is not the end of the impact of COVID-19. Maybe this is a continuation or a series; that would help us reenvision how we approach things and inform outside the annual report. How do we support the system through this workgroup?

f. Keeping in mind we're not receiving information from ELI, how do we show pre-COVID to now with these numbers?

    i.   Kim: I think it's going to be challenging with enrollment numbers. So challenging that we may need to call it out and explain the context around it.

g. Program closure information

    i.   We can basically do a breakout for everything except age. So we won't know how closures have impacted infant or toddler slots.

    ii.   Sarah: It could be interesting to look at the programs that have closed by county and compare it to poverty rates.

    iii.   Amanda: We've also thought about looking at data by rural versus urban locations.

    iv.   Sarah: At IYI, we've been getting more requests to look at things by region rather than just county.

    v.   Kailey: Thinking about school systems, we've had to think (and adapt) on the fly. It would be interesting to have testimonials from school districts and what they've been doing in this time of COVID-19.

    vi.   Brandon: There's no Pre-K on this Friday's count or the February count for state funding. The October 1st count includes the Pre-K because that is the all enrollment count.

            1. Sara: Do you know how they're going to account for virtual learning?

            2. Brandon: The State Board of Education decided that if you were enrolled as a "brick and mortar" student last year, you will count as that rather than a virtual student this year. They could have delayed the count but decided against that. Enrollment is down because there are students that are missing; they're not exercising the virtual option nor attending in person. This could impact total funding for some districts.

       vii.   Kailey: Is it possible to share how remote learning has impacted early childhood education? Either quantitatively or anecdotally?
1. Brandon: Certainly by the end of the year we will have some information on that.
2. Amanda: The Indiana Afterschool Network gave a presentation at the last ELAC meeting on some supports and things going on.

      viii.   John: Have we ever reported on the Waterford Pre-K program (virtual)?
1. Amanda: No. I think that's a Beth Barrett question. I believe they will have to do an evaluation that we could highlight some findings from.
2. Kailey: I'm aware of it, but I haven't heard much of it. I can follow up and provide updates soon.

h. Implications and Lessons Learned
    i.   We'll keep the testimonial form available through the end of the month.
    ii.   John is curious about the impact on enrollment in higher education programs for early education.
    iii.   Kim: Another layer of the story for programs is they may be open but struggling to find a workforce.

i. What Do Child Care Providers Need
    i.   This would highlight information from grant data from OECOSL and INAEYC as well as provider surveys.
    ii.   John is curious what some programs are exploring for sustainability. ELI is on board to assist with those initiatives. They're evaluating a shared services model. The theme being not going back to how we used to operate and development a new business model.
1. Amanda: There could be a section here on implications that highlights that work.

j. What Do Families Need
    i.   This could highlight the state's Get Back to Work campaign.
    ii.   In this section, we briefly highlight funding data that we typically include in the annual report.
    iii.   John: There has been concern about teachers not being able to observe and detect neglect and abuse. I'm curious if there's any data on the mental health and other health impacts on children. Also the loss of time (in the classroom) and the impact on that child moving forward is a question. Some of this could emphasize why this is important from a child's perspective.
1. Amanda: We could add a new section in the report on what do children need. Department of Child Services (DCS) data is pretty lagged. I'm not sure I've seen data on hotlines and things.

2. Sarah: DCS provides hotline reports monthly, and the numbers have been going down. Children's Bureau just released the 2019 report, and Indiana's numbers have gone down.

k. Recommendations
   i. As the workgroup reviews a draft, the workgroup's insights on lessons learned and recommendations are needed.
   ii. We are still planning to have an interactive dashboard, but it will look a lot different from previous years.

l. Is anything missing?
   i. We've discussed adding a section about the impact on children.
   ii. Affordability is something we've reported on historically, but we don't have data on that this year.
      1. Kim: The systems child care resource & referrals (CCR&Rs) are working on data that might allow us to include cost of care data in the 2022 report.
   iii. John: The number of enrollments in On My Way Pre-K is way down. I've heard a lot of different reasons. Will we have data to report on that this year?
      1. Kim: That wasn't a key question brought up by the Committee. We have funding data to report. Where would we fit that in?
      2. John: Maybe legislators would need a report specifically on that.
      3. Kailey: We are looking into the reasons that John alluded to. It's difficult to get quantitative data at this point. I don't know too much about state legislature reporting requirements, but that's something I could look into.
      4. Amanda: Supply wise it doesn't appear that many On My Way Pre-K programs closed so maybe it's the demand side.

3. Next Steps
   i. Get the Workgroup a draft to review on October 2nd
   ii. Reconvene the workgroup the week of October 5th to discuss and finalize the draft
   iii. The Committee would receive final copy of report (may not be designed) by October 23rd

Action Items

1. Kim will follow up with ELI and INAEYC on their grant data.
2. Workgroup members should send along reports they feel could add to the report (Indiana vs. National comparisons or how to frame these topics).

Next Meeting

October 7th, 2020 | 1:00pm – 3:00 pm Eastern Time | Virtual Only