



## Attendees

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Kim Hodge, Kara Ketter, Hanan TagEldin Osman, Dianna Wallace, Sara Gropp, Amanda Lopez, Melissa Wall

## Key Topics Discussed

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### A. Updates

1. New Members
  - i. Members of IAEYC Team
    - a. Kara Ketter – Senior Director of Workforce Systems Project at INAEYC
    - b. Dianna Wallace – Executive Director, INAEYC
    - c. Hanan TagEldin Osman
2. ELAC Updates
  - i. Discussed below.
3. National News
  - i. National Association for the Education of Young Children (NAEYC) is conducting a compensation webinar next week along with the Center on Childcare Employment.

### B. ELAC Annual Report

1. COVID ELAC Dashboard
  - i. Workgroup recommends archiving the dashboard and to stop updating the COVID-19 dashboard now that we are moving past the pandemic.
  - ii. Also the Office of Early Childhood and Out-of-School Learning (OECOSL) has a new dashboard with information that might also make it so that the dashboard is no longer needed.
  - iii. The data may still be of value to reflect on in the future.
  - iv. Question about possibly comparing the numbers of child cares back to 2016 through COVID-19.
    - a. Would need to look at the original data (only from FSSA)
    - b. Curious if Indiana is losing family child cares as it seems to be the trend nationally.
      - i. That could potentially be data we could pull and look at in the report in a focus area.
  - v. When we archive it, what will we need?
    - a. Add/update language to indicate the dates shown and how it will no longer be updated.
  - vi. Kim: A question that I've been getting on the COVID dashboard is who were the programs that closed? I think that is where the value of this dashboard stops.



- vii. Kara: Is there a place I can go from a community standpoint to see how the closure of programs is impacting the capacity? That is the flipside of the enrollment dashboard with open spots.
    - a. Kim: I think there's a third data source with Early Learning Indiana's (ELI) data. We have data in multiple places. How do we make this next phase be able to ultimately answer the question you're asking.
  - viii. Hanan: Is there another layer around the workforce or are the openings because of closures or expansion of programs, etc.?
  - ix. Kim will follow up with Betsy and Nicole about next steps with the COVID-19 dashboard.
2. Discuss ELAC Feedback
- i. The workgroup proposed adding on new focus areas to the report (Child Development) and expanding the Workforce Development section, possibly splitting in two if needed.
  - ii. The workgroup also proposed splitting the report into sections that would be released over the course of the next year.
  - iii. Overall, the Committee agreed with the recommendations.
  - iv. Nicole asked the workgroup to reconsider what accessibility looks like today (redefine "need" post-COVID).
  - v. Discussed potential data sources for the child development section being First Steps and the survey of providers on what assessments they are using for social emotional learning.
  - vi. Betsy would like the workforce development section to look at both the early childhood workforce and what work looks like for families with young children.
  - vii. The "business of child care" was discussed as possibly being with workforce development or as a standalone focus area. Nicole mentioned data they are collecting that may be used to talk about the cost of child care. There was also interest in highlighting the business of child care in each of the reports.
3. 2021 Annual Report Focus Areas
- i. Dianna: It might be interesting to look at access (to internet) as part of the workforce piece.
    - a. John: The recent ALICE survey has discussed access to broadband and internet.
  - ii. Hanan: Interested in discussing professional development opportunities for providers .
  - iii. Dianna: We are collecting data around benefits but not your traditional benefits in our workforce study.
  - iv. Kim: Nicole brought up a new definition of need.



- a. John: Is there a way to gather such data? People who are looking for child care and can't find it?
- b. Dianna: I think from my perspective, you look at births and the 67% who need care. That may be as close as we can get.
- c. John: I think Nicole's point was whether individuals being able to work from home may not need as much care. But how do we get that information?
  - 1. Amanda: We could explore gathering that qualitative information as well as doing a deeper investigation into the labor force of being able to work remotely. There's the other dynamic of a family's safety and comfort with sending a child back to a center or home.
- v. Dianna: I wonder if we need to look at how many companies have moved or closed? One provider mentioned their families having to relocate.
- vi. Kim: I did invite someone from ELI. We want to know if they're still doing research on child care deserts and if they can inform this research.
- vii. Kim: Around closures, the data OECOSL has is less than perfect and one they probably have the least confidence in. I know at SPARK we're trying to dig into this, and that's something the workgroup could dig into as to why programs are closing.
- viii. John: We have all of this one-time funding flowing into the state, counties, and cities. I believe there is an allowance to use funds for data. Is there a way to leverage that money to improve how we collect data?
  - a. Kim: OECOSL is securing a new data system to replace the Child Care Information Systems (CCIS). It will take a couple of years, but it should help clear up some of these questions.
  - b. Amanda: There is some discussion about data systems between the state and ELI to work on a market-based system.
  - c. Dianna: I know data systems are on the radar with funding coming up.
- ix. Dianna: I'd like to see the report to take a lens of diversity and equity throughout. The Commission for Higher Education (CHE) released a diversity and equity report with recommendations.
  - a. Hanan: If we're not collecting the data right now that is fine, but we need to be mindful to do that in the future.
  - b. Amanda: There is some work we've been doing with data mapping to look at closures by communities of color for example. So that's something we could consider. Dianna, are there any national reports that you are familiar with that we could use to refer to (e.g., compare Indiana to national benchmarks, etc.)?
    - i. Dianna: Alliance for Early Success is one. We are working on a project looking at PIR data, TEACH data, etc. where we are exploring demographic breakdown and a look at diversity and equity.



- x. Dianna: I'd like to see the workforce section frame itself as a pipeline to the workforce.
  - xi. John: What I'm wondering is if we could do something at the state level or even a local level in the report is to look at the issue of high turnover. What if we had data to show median wage of child care workers, and what it would take to raise that to \$15/hr for all, what would the total number be? I think it would surprise a lot of people and make them pay attention.
    - a. It's not about getting more people to get more degrees but it's to get more people to stay. It's not a workforce issue; it's a pay shortage.
    - b. Dianna: I think the missing piece with the enrollment dashboard is whether the openings are at the teacher/assistant level or exclusively the teacher level?
    - c. Dianna: The stories that I'm hearing I've never heard before, but I think we also need to pull them apart.
    - d. Amanda: As we think of the business of child care mentioned in each of the reports, we could maybe discuss how are providers using the new influx of funding to address these issues? I think we should highlight as many examples as we can find. The other piece is what is sustainable? Kara, is that something your workforce coordinators are capturing?
      - i. Kara: That hasn't been something we've been looking at, at this point. We did ask about the recruitment and retention grants last summer. Right now with the new funding, we are hearing anecdotal pieces and capturing it where we can.
  - xii. Kara: With focus areas (instead of one large report), there is still that piece about how the pieces are interdependent. As we pull them out, it's crucial to discuss how they're interwoven.
  - xiii. Kim: Child development may not be a standalone report depending on the data available.
    - a. Amanda: I wonder if there are some state partners we can partner with to see who is collecting the data. Perhaps we contact Christina with First Steps. Infancy Onward may be another partner.
  - xiv. Hanan: We can share data on the demographics of individuals pursuing higher education to discuss the diversity and equity piece.
  - xv. John: We could follow up with Nicole on the survey they did of assessments child care providers are using.
4. Define Data Definitions and Requests
- i. We have like three different stories – the new OECOSL data, data from CCIS, and data from child care resource and referrals (CCR&Rs) with ELI.
    - a. The other piece would be whether to make a request to the Indiana Department Of Education (IDOE).



- ii. Kim's proposal: We've been talking about an opportunity to reevaluate what we've been doing with the ELAC annual report, and to feel more confident with the data we're using and presenting. I wonder if this is an opportunity to not incorporate IDOE data in the supply (although possibly report separately).
  - a. Amanda: Perhaps presenting it separately is a good compromise. Incorporating it takes a lot of work and maybe doesn't add to the value, moreso than just sharing it separately.
  - b. Kara: What are the big holes that would be there if it wasn't included? I would want to know the difference it makes.
    - i. Amanda: I think it's about 20,000 students that aren't present in the FSSA (OECOSL) dataset.
  - c. Hanan: My concern is if we don't share the data, do we have a partial picture of where students are?
  - d. John: All of infant and toddler data comes from FSSA. So we are confident with that. The concern has been double counting among preschool-age children.
  - e. Kim: I think my proposal is to highlight that but not include IDOE data in the statewide totals.
  - f. Kim: Another pro is that we could show more trends by having a more reliable (consistent) dataset without reporting IDOE.
    - i. Amanda: The IDOE data is a once-a-year snapshot whereas FSSA is updated daily.
  - g. Sara: What is the capability of ELI to pull data from a particular date?
    - i. Kim: I don't think they would have the ability to look back.
    - ii. Amanda: And the new provider data just started to be collected in the last month or so.
  - h. Kim: Sara, I think your question goes back to what data do we want to collect. Collecting by age group would go to ELI.
  - i. Amanda: It might be helpful for us to focus on what are the key questions we want to answer which will tell us the best data to use.
    - i. Kim: We have to balance having a clean slate while also having some consistency with what has been shared previously.
    - ii. John: Constituents want to know the trend line. Are we moving forward? Are we moving backward?
  - j. Kara: Maybe we need to think about reporting it in stages to best report on presenting a full picture of where all children are.
    - i. Kim: I think mapping out the data we need may help map out the sequence of releases.
- iii. Key Questions



- a. TCG will outline the three focus area reports with key questions and data sources to share with workgroup to reflect on at next meeting.
5. Next Steps
  - i. Bring workgroup back in 2-3 weeks to discuss outline.

### **Action Items**

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1. Create an outline of the three reports, key questions, data sources – give them something to reflect on by end of week .
2. Kim to reach out to Betsy and Nicole about the future of the COVID-19 dashboard.

### **Next Meeting**

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TBD