Attendees

Kim Hodge, Lori Frame, Kathy Maguire, Brandon Myers, Hanan Osman, John Peirce, Sara Gropp, Amanda Lopez, Cathy Wright

Key Topics Discussed

A. Updates
1. New Members
   i. Kathy Maguire, Senior Director replacing Kara Ketter
   ii. Cathy Wright, new TCG staff member to work with the Data Workgroup replacing Melissa Wall

B. ELAC Annual Report
1. Review Data Outline
   i. Do we want to include data on non-parent households?
      a. Sara: We can report it, but it's all children under 18.
      b. John: So, it's a pretty small percentage of the population.
      c. Amanda: It's something that could be pulled, but it's not just young children.
   ii. Add number of head start children served, foster care placements, preschool special education
   iii. Add number of children receiving Child Care Development Fund (CCDF) vouchers
   iv. Add number of children in On My Way Pre-K (OMWPK) by county (and break out children attending online OMWPK)
   v. Does the Indiana Department of Education (IDOE) special education report pre-K enrollment separately or those students receiving services too?
      a. Brandon: We can get more detailed information. The children that are actually attending school programs versus receiving services. IDOE data should have a breakdown by language and race. Primary language is not the most robust data set. Poverty data may be a challenge as well.
   vi. What are the limitations of the lens of equity and inclusion?
      a. We want to look at poverty, language, and race.
      b. A comparison between enrollment and general population will show whether those children enrolled are representative of the general population.
   vii. Homelessness
      a. There are limitations to finding that data, particularly for children under 5.
      b. Indiana Youth Institute (IYI) is doing research in this area, and we could see if there's any data there that could be included in the report.

      c. Kim: Early Learning Indiana does try to capture this data as well. Families who have been served that are experiencing homelessness.

   viii. Is there anything we don't need?

      a. Nothing mentioned.

   ix. Interest in provider and child ratio

      a. It potentially falls under the business of child care. It is a factor that we've reported on in the past.

   x. Impact of child tax credit on child poverty

      a. Not sure we'll have any data now, but in the future, we might see its impact in our data. Something to look for next year.

   xi. Add a section on any policies or legislation that may impact children in the next 12 months

      a. John: Earned income tax credit (EITC) and child tax credit, Office of Early Childhood and Out-of-school Learning's programs, etc.

   xii. Add number of new programs that opened and programs that closed

      a. Could fall under the business of child care

   xiii. The Office of Community and Rural Affairs (OCRA) allowed for some funding to be used for child care. Curious about that or other funding sources that helped with child care during COVID.

   xiv. Cost of child care

      a. The Center for American Progress (CAP) recently released a cost of care tool. It's a great resource we could connect to.

         i. Possibly include a few different scenarios to show the cost of care and affordability

2. Discuss Data Definitions and Requests

   i. Kim wants to get back to Early Learning Indiana's (ELI) data set. That will allow us to do more of the trending work.

   ii. Do we ask for data from IDOE and FSSA and send that to ELI?

      a. The plan is to include IDOE but keep it separately.

   iii. Why not use KSM's work with data?

      a. Kim: It includes 72% of programs. I'm interested in digging and seeing where both sides are and how they compare.

      b. Amanda: I think it'll still need to be a hybrid for the report, not just one source. KSM's data hasn't been collected for as long.

      c. Dianna: I think the data sources need to be relevant, or the audience will turn away.

   iv. Next step: Take each question and break them out and determine the source. Also, the workgroup should think about how we want to present the data. Do we publish

more tables with county-level information, or do we continue with a dashboard for that information?

v. What do we want our cut off (date) to be when pulling data?

    a. Kim: Possibly June 30th, 2021, because that's more relevant (than going back to April). It has been April 30th in previous years.

    b. Dianna: June 30th aligns with the state fiscal year so that could be helpful.

    c. John: So, would that be the plan in future years (moving forward)?

        i. John: It could cause problems squeezing deadlines in the future.

        ii. Kim: I agree, but I also think there's a lot of other work that could be done before that.

        iii. Amanda: It's really just the provider data. The Census data and IDOE data would be ready sooner.

vi. Make data requests to do discovery – determine limitations and/or challenges

    a. In August, come forward with what we've found and discuss the other two reports and their key data questions.

vii. For data requests, do we want to do more than one with the multiple reports?

    a. Kim: Let's think about those additional requests at a high level, but I also think it wouldn't be a problem to request additional data later.

viii. Will the pull date remain the same for all reports?

    a. Yes.

    b. Sara: That impacts the data requests. There are some we'll need to request sooner than later because not all have the ability to go back very far in their data.

ix. Dianna: The onboarding incentive to increase the workforce will be important to report. Also, we should include the Commission for Higher Education as a data source for degree enrollment and completion.

    a. Amanda: So, would you also want to look at career and tech ed?

        i. Dianna: Yes. I assume that would come from IDOE.

    b. John: Would it be good to have trend data for that information?

        i. Amanda: Would the TEACH data have that information?

        ii. Hanan: It would for 1200 or 1600 individuals. It would be good to see a larger picture too.

x. Dianna: The change in wages is a critical piece to share in the report(s).

    a. John: I've seen some great charts showing what child care providers make versus other less challenging jobs. I think it would be good to provide some benchmark data.

    b. Amanda: There are some other research and examples we could look at as well. If anyone knows of particular communities doing such work, it would be great to highlight those examples.

i. Lori: Head Start programs do wage studies about every three years so that may be a source to consider.

Action Items

1. TCG will update data report outline document to share with workgroup for additional feedback.

Next Meeting

TBD