

ELAC Committee Meeting

August 27, 2021

View the meeting recording here:

https://us06web.zoom.us/rec/share/VjSdhmPL_R9XFzPIuiXodIOQhZYidmAD-YNwl2Z2TBLIKHxKnUqKwQ89JvJ5RW28.EoQ5mGqhGolc3WeU

Access Passcode: Jy4aBL=C



Join Zoom Meeting

<https://zoom.us/j/96544225159?pwd=eGZ1VHBja3R1L1VJb0xVWTZNoMDhkZz09>

I. Welcome

Betsy Delgado, ELAC Chairwoman

II. Approve May Minutes

Betsy Delgado, ELAC Chairwoman

III. 2022 Annual Report Update

Kim Hodge, Data Workgroup Chair

IV. Closing the Child Care Gap Report

Maureen Weber, Early Learning Indiana

V. Early Childhood Education and Children Who are Homeless Study

Alicia Kielmovitch, Indiana Youth Institute and Gina Woodward, Indiana Dept. of Ed

VI. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Plan

Nicole Norvell, OECOSL

VII. 2021 Early Learning Foundations

Sarah Parks-Reese, Indiana Dept. of Education

VIII. ELAC Membership

Betsy Delgado, ELAC Chairwoman

IX. Public Comment

Next Committee Meeting: Tuesday, November 16, 2021 10am-12pm EST (virtual)

INDIANA EARLY LEARNING ADVISORY COMMITTEE

Data Coordination Workgroup

2022 Annual Report

Kim Hodge, Workgroup Chair
August 2021



Indiana Early Learning
Advisory Committee

2022 Report

- Part 1 – November 2021
 - Young Children and Families, Accessibility, Affordability, High Quality, and Availability
 - COVID Local, State & Federal Response
 - Business of Child Care
- Part 2 – March 2022
 - Workforce Development
 - COVID Local, State & Federal Response
 - Business of Child Care
- Part 3 - June 2022
 - Child Development
 - COVID Local, State & Federal Response
 - Business of Child Care

Part 1: Focus

- Young Children & Families
 - Population
 - Parents in the workforce
 - Equity
 - Income
 - Household Types

Part 1: Focus

- Accessibility & Quality
 - Known and HQ ECE Programs
 - Enrollment & Capacity
 - Children served in ECE in special populations (foster care, special education)

Part 1: Focus

- Affordability
 - Cost of care
 - Funding assistance (CCDF, OMW, etc.)
 - Additional assistance during COVID-19 pandemic
- COVID Local, State & Federal Response
- Business of Child Care

Part 1: Data Requests

- IDOE
 - FSSA
 - ELI
-
- Receive data by August 31

Part 1: Timeline

Action Item	Timeline
Data Requests Sent	August
Review and analyze data	September
Draft report	October
Present draft report to ELAC	November 5 th
Make final edits	November

2022 Report - Timeline

	August 2021	September 2021	October 2021	November 2021	December 2021	
Finalize Data to be Collected			Part 2			
Send out Data Request and Receive Data	Part 1				Part 2	
Review and Analyze Data		Part 1				
Draft Report			Part 2			
Present Draft to ELAC				Part 1		
Final Design				Part 1		
	January 2022	February 2022	March 2022	April 2022	May 2022	June 2022
Finalize Data to be Collected	Part 3					
Send out Data Request and Receive Data			Part 3			
Review and Analyze Data	Part 2			Part 3		
Draft Report		Part 2			Part 3	
Present Draft to ELAC			Part 2			Part 3
Final Design			Part 2			Part 3



Questions?





Early Learning

INDIANA

AUGUST 27, 2021

Closing the Gap

Creating targeted solutions for
child care access gaps

Goals

- Shed light on access to early learning opportunities within communities
- **Equip stakeholders, communities and providers** with the data needed to make informed and strategic choices related to expanding access along any of the four dimensions discussed
- **Reduce the inequities** inherent in establishing boundaries in a geographically-diverse state
- Provide the resources and education necessary to **evaluate access needs on a broader level**
- Promote Indiana to a state of greater and more equitable access for all Hoosier families

Closing the Gap: An Assessment of Indiana's Early Learning Opportunities

Early Learning Indiana
August 2021

1776 N. Meridian Street, Suite A
Indianapolis, Indiana 46202
Phone: 317-636-9197
Email: Access@earlylearningindiana.org

Assessing the Gap in More than One Way

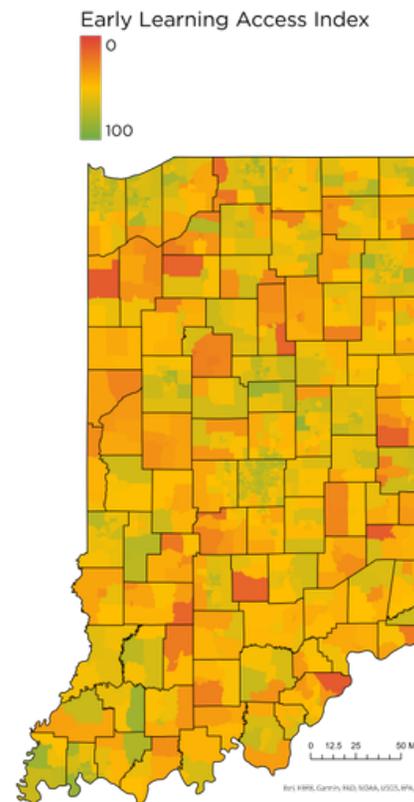
The Early Learning Access Index – A new method of analysis to both qualify and quantify access along the following dimensions:

- **Capacity** – how sufficient the capacity of the early learning programs in the geographic area is, based on estimated need for care.
- **Quality** – how pronounced the capacity of the programs rated level 3 or level 4 on Paths to QUALITY™ in the geographic area is.
- **Affordability** – how the average cost of care in the area compares to median incomes of the population and the prevalence of programs offering subsidized care.
- **Choice** – how much choice families have among program characteristics that may be preferential.

Early Learning Access Index

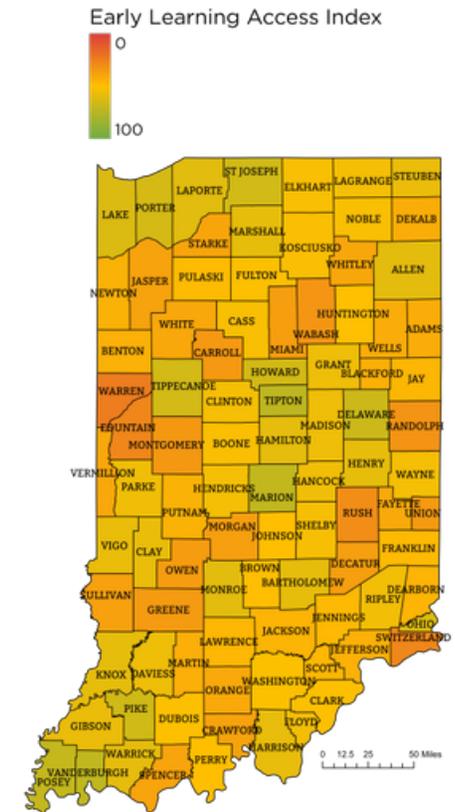
- Statewide Score: **60.6 = moderate access** statewide
- 14% of counties have moderate access, **86% have inadequate** access. **2.6%** of census tracts have adequate access, and **46.9%** of tracts have moderate access.
- The **highest access counties** are Tipton (72.4), Vanderburgh (71.8), Marion (71.5), Posey (70.1) and Delaware (67.8).
- The **lowest access counties** are Warren (23.8), Fountain (27.9), Switzerland (27.9), Rush (30.8) and Randolph (33.0).

Map 13
Early Learning Access Index
by Census Tract



Sources: U.S. Census Bureau, 2019 American Community Survey 5-Year Estimates; Indiana Family and Social Services Administration, RCCS, 2021; Child Care Aware of America, National Data System, Indiana, 2021; Indiana Department of Education, INview, 2021

Map 16
Early Learning Access Index
by County



Sources: U.S. Census Bureau, 2019 American Community Survey 5-Year Estimates; Indiana Family and Social Services Administration, RCCS, 2021; Child Care Aware of America, National Data System, Indiana, 2021; Indiana Department of Education, INview, 2021



Create a Targeted Approach

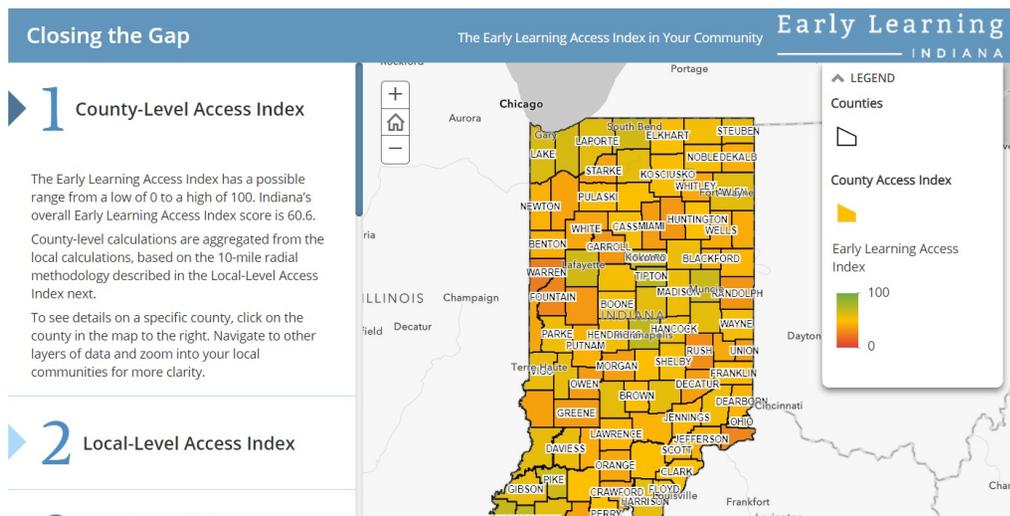
The ultimate goal of this report is not only to shed light on access to early learning opportunities within communities, but to equip stakeholders, communities and providers with the data necessary to make **informed** and **strategic** choices related to expanding access along any of the four dimensions of capacity, quality, affordability or choice.

Questions? Email natalieb@earlylearningindiana.org



Interactive Map

Explore



- Drill into data by census tract, focusing on:
- Local access scores
 - Layers of capacity, quality, affordability and choice
 - Known pain points, like infant and toddler care

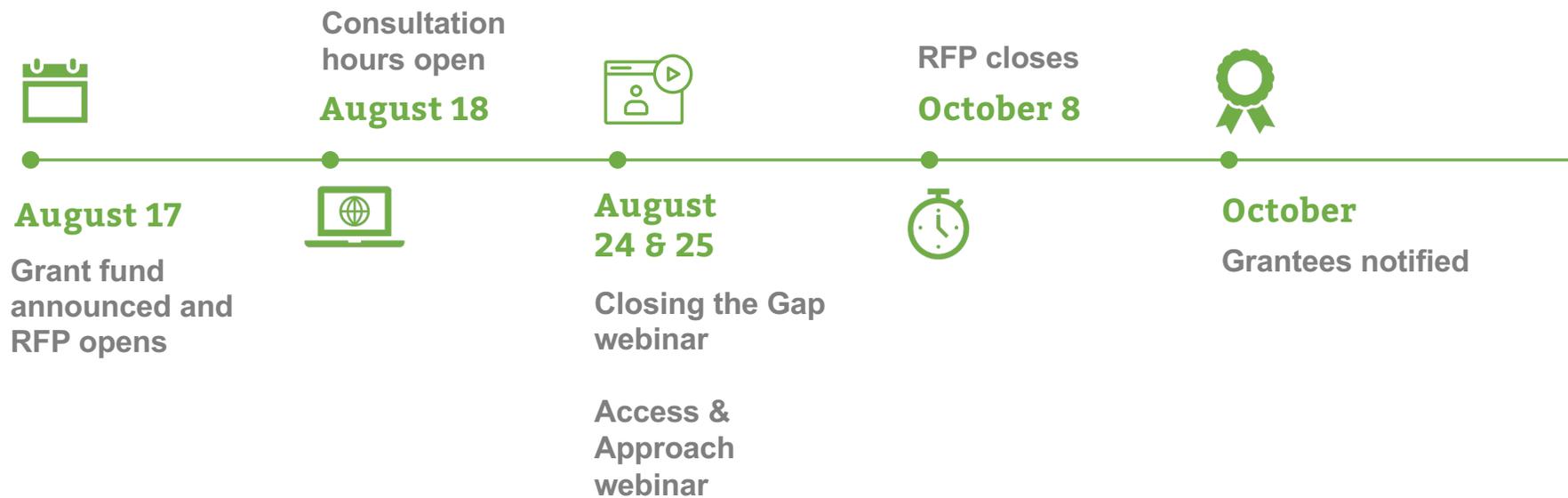


Grant Opportunity

To jump start solutions, Early Learning Indiana, with generous support from Lilly Endowment Inc., is supporting grants of up to \$100,000 for organizations to close the gap in their communities.

Early Learning
INDIANA

Next Steps



Questions? Email natalieb@earlylearningindiana.org



Thank you



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Early Learning
INDIANA



Education Leads Home

Background Research & Key Questions

PROCESS

- Review of national research on barriers & best practices
- Review of Indiana and national data on Early Childhood Education
- Review of Indiana and national data on families experiencing homelessness
- Analysis of PK-3 education data (supplied by IDOE)
- Identify and discuss “gamechanger” questions

WHAT WE KNOW: THE DATA

Homelessness	Early Childhood Education	PK-3 Academics
<ul style="list-style-type: none"> Roughly 10% of Hoosiers experiencing homelessness on any given day were family households (2019) USED estimates over 18,000 children under 6 experiencing homelessness in Indiana (2018) IDOE reported over 16,000 children and youth enrolled in PK-12 experiencing homelessness (2019) 	<p>ECE in Indiana includes:</p> <ul style="list-style-type: none"> Programs licensed/registered with OECOSL Head Start/Early Head Start Child Care & Development Fund (CCDF) participants Pre-K School-Based Programs (IDOE) On My Way Pre-K First Steps <p>Children experiencing homelessness make up:</p> <ul style="list-style-type: none"> 6.4% of Head Start (2020) 10.8% of CCDF (2021) 0.7% of IDOE school-based PK (2020) 15.7% of On My Way Pre-K (2021) 	<p>Based on IDOE data:</p> <ul style="list-style-type: none"> Children experiencing homelessness in grades PK-3 had lower attendance rates; higher retention rates (being "held back"), particularly in kindergarten; and higher rates of discipline than all students Children experiencing homelessness have consistently had lower pass rates on English/Language Arts, Math, and Reading assessments <p>Based on research:</p> <ul style="list-style-type: none"> Children who participate in ECE are more likely to be kindergarten-ready

WHAT WE KNOW: THE BARRIERS/PROMISING PRACTICES

Barriers	Promising Practices
<p><i>Overall:</i></p> <ul style="list-style-type: none">• Lack of ECE capacity & access to quality care in IN<ul style="list-style-type: none">• Est. over 322,000 children need care (2020)• 55% of IN families live in childcare deserts (2019)• 32% of known programs are high quality (2020)• 16% of children in need of care are enrolled in high quality programs (2020) <p><i>Families Experiencing Homelessness:</i></p> <ul style="list-style-type: none">• Lack of access to wraparound services (e.g., transportation, affordable housing and basic needs, social networks)• Trust and support issues (trauma and exposure to violence + stigma or incorrect preconceived notions)• Lack of knowledge/awareness of ECE opportunities• Lack of required documentation for ECE participation (e.g., immunization, birth certificate, proof of residency, etc.)	<ul style="list-style-type: none">• Strong, collaborative partnerships across state & local agencies• Ongoing training & PD for ECE providers• Opportunities for social networking/skills development• Connecting families with trusted individuals within systems/creating specific positions for liaising with families• Prioritizing families experiencing homelessness and facilitating enrollment• Conducting local needs assessments• Conducting outreach in multiple languages/multiple methods• Appropriate data sharing

WHAT WE DON'T KNOW

- True extent of need for ECE among families experiencing homelessness
- True extent of family participation (overall and families experiencing homelessness) in ECE
 - *Lack of coordinated systems to track enrollment*
 - *Lack of comprehensive data from exempt/unregulated providers*
- Extent and depth of local needs, barriers, & promising practices
- Other?

GAMECHANGER QUESTIONS

- What are the true rates of enrollment and rates of need in ECE for families experiencing homelessness (including enrollment in high quality programs)?
- What barriers/promising practices exist at the state, regional, and local levels to address ECE needs for families experiencing homelessness?



BuildLearnGrow

Helping working families connect to early care & education

Early Learning Advisory Council

August 2021



Office of Early
Childhood and Out-
of-School Learning



BUILD, LEARN, GROW PROGRESS



Enabling Programs to Regain Stability

- More than \$10M issued in emergency relief grants to providers since April to support increased operating expenses
- Nearly \$2M deployed to help 1,500 providers purchase needed equipment and supplies
- \$2M issued to support hiring and onboarding costs and an additional \$377K used to waive background check fees for providers
- \$3.3M claimed by providers in increased CACFP reimbursements since May



Delivering Support to Children and Families

- \$3M+ used to provide temporary co-pay relief to vulnerable families enrolled in CCDF
- \$6M+ awarded in *Build, Learn, Grow* scholarships to support 6,000+ children, ages 6 weeks to 12 years, in accessing 50,000+ weeks of care
- Nearly 1,600 Hoosiers have applied for CCDF under the “Job Search” category.
- Over 180 children supported through the Ivy Tech partnership



Introducing New Statewide Supports

- Since instituting the new enrollment dashboard, we have seen more than a 5% increase in vacant seats filled across the state.
- 870 (23.7%) providers have completed the Fundamentals for Business Sustainability training to fortify their operations.
- We're partnering with Early Learning Indiana to launch a new online child care marketplace this fall.

WHAT'S REMAINING FROM OUR ORIGINAL LIST OF PLANNED EFFORTS?



Supporting Early Learning Indiana's launch of the *Early Learning Marketplace*

State will subsidize provider participation to boost early and ongoing engagement and offer one-time incentives for providers to adopt related child care management systems.



Increasing and Sustaining Child Care Supply through Contract-Based Financing Strategies (e.g., Agreement Center contracts)

More information on the proposed approach included in today's discussion.



Supporting the creation and ongoing sustainability of a shared substitute pool for the early learning sector

This concept is growing traction across states, with many exploring it to not only provide short-term staffing support, but to offer flexible work schedules, professional development coverage and paid time off for the current workforce

GENERAL ECE LANDSCAPE TRENDS

- 1 Demand is returning, but hiring challenges continue to limit providers' ability to fully enroll programs. Providers report upwards of 2,000 open classroom teaching positions statewide.
- 2 Programs report an increase in the social-emotional needs of children, and understaffing/inconsistent staffing is making it difficult to support children's needs.
- 3 Some providers are using federal relief funds to raise wages and/or provide recruitment or retention stipends but are concerned about their ability to continue these for the long term.
- 4 COVID-19 cases are increasing, causing further business interruption for providers. (Since June, applications rose more than 700% resulting in a \$172,000 increase in requested funds.)
- 5 There is a growing shortage of infant and toddler seats across the state, and while some providers want to convert their preschool/pre-K capacity, they do not have the staffing to support the change.
- 6 Utilization of available On My Way Pre-K and *Build, Learn, Grow* scholarships is lower than expected.



AMERICAN RESCUE PLAN ACT FUNDING

The American Rescue Plan Act appropriated \$42 billion in funding to address the financial burdens of child care providers during and after the COVID-19 public health emergency and the instability of the child care market as a whole. Within this, there are three funding streams:

Child Care Stabilization Grants

States must spend as stability subgrants to qualified child care providers. Grants will support key operating expenses, and providers must agree to associated requirements.

 **Indiana's Appropriation**
\$540,209,308

CCDF Discretionary Funding

These funds are more flexible and are intended to be used in conjunction with the Stabilization Grants to strengthen the broader child care system.

 **Indiana's Appropriation**
\$337,757,561

Mandatory Matching Funds for CCDF

These funds can be used for general program support, including child care vouchers. Matching funds require that states use a certain percentage of their own funds to access the federal funding.

 **Indiana's Appropriation**
\$10,960,905

MORE ABOUT CCDF DISCRETIONARY FUNDS



Funds can be used to rebuild toward a stronger system that:

- Allows parents equal access to high-quality child care
- Supports the developmental and learning needs of children
- Meets parents' employment needs and child care preferences
- Appropriately compensates an essential and skilled workforce
- Facilitates a robust child care industry



Examples of allowable fund uses cited by the Office of Child Care are:

- Continued child care assistance for essential workers responding to the COVID-19 public health emergency
- Expanding access to high-quality child care by improving payment practices and building supply for underserved child and family populations
- Increasing access to child care assistance by investing in tools that help families find care and expanding eligibility criteria (e.g., income guidelines and qualifying activities)
- Investing in mental health supports for children, families and child care providers

INSIGHTS FROM PROVIDER LISTENING SESSIONS



Workforce

- Staffing remains *the* priority issue for providers of all settings and sizes.
- Providers participating in PTQ are having difficulty meeting staff education requirements.
- There is a desire to find ways to build field perceptions and offer increased wages and benefits.
- There's growing interest in shared staffing solutions among providers regionally.



CCDF Program

- Providers desire increased transparency, some of which has stemmed from BLG scholarship fund
- Providers want to see market rates re-evaluated to better reflect the cost of care.
- They hope to see CCDF payments made based on enrollment instead of attendance.
- Providers would like to see a modernized and streamlined approach to eligibility determination and swipe process.



Other

- Providers want cash over prescriptive programs (e.g., Fastenal programs).
- They have a desire to streamline or offer alternatives to PTQ participation requirements (e.g., paperwork, annual visits, workforce requirements).
- There is interest in growth incentives to expand or make use of open seats in new ways.

PRIORITIES FOR REMAINING FUNDS



Refresh the policy environment with an eye toward the future

Streamline and make more equitable, while introducing new requirements that reinforce operational sustainability.



Increase the supply and sustainability of high-quality care

Redesign subsidy payments and leverage contract-based financing mechanisms to build high-quality supply.



Foster a strengthened early care and education workforce

Broker enhanced benefit options and invest in new training pathways to build workforce quality



STRENGTHENING THE SYSTEM THROUGH CONTRACT-BASED FINANCING STRATEGIES

- In a child care financing context, a **contract** is an agreement between a funding entity and an individual organization that involves a commitment of funds or resources, for a specified time period, and lays out conditions that the recipient must meet to access those funds and be in compliance.
- An increasing number of states are using contract-based financing strategies (e.g., CCDF slots) to address some of the disincentives that exist for providers to participate in the subsidy system, in turn increasing low-income working families' access to high-quality child care settings - especially for infants and toddlers.
- While traditional subsidy revenue can be unstable and rates are below the true cost of care, contracts offer stable and reliable resources (paid based on enrollment, not attendance) that support increased sustainability for providers.

RANGE OF MODELS ACROSS STATES

CALIFORNIA	ILLINOIS	MASSACHUSETTS
<ul style="list-style-type: none">• ~42% of subsidy children in CA are served through contracted slots• Children are largely served in center-based child care and networked home-based providers• Contracted providers determine eligibility and re-eligibility of families• Contracted slots may be transferred to another eligible program within the contracted provider network.• Families may use their voucher to obtain care in a contracted center if space is available.	<ul style="list-style-type: none">• Significant portion of the state's subsidy program is managed directly by contracted providers (single sites and networks), known as Site Administered Child Care.• Contracted programs are responsible for managing child care slots, determining parent eligibility and assessing parent co-payments.• Providers report open slots to the CCR&R database to ensure parents have access to a recent list of providers with available slots.	<ul style="list-style-type: none">• ~43% of subsidy children in MA are served through contracted slots, which is designed to increase the supply of certain types of care (e.g., infant and toddler care, care in underserved areas) and maintain priority for high-risk populations (e.g., homeless, children involved in state welfare system, etc.)• The state uses child care contracts to meet the needs of parents on the subsidy waitlist while stabilizing the enrollment and fee collection for contracted child care programs.

RANGE OF MODELS ACROSS STATES

GEORGIA

- Georgia established its Quality Rated Subsidy Grant program in 2015 to address a shortage of infant and toddler seats.
- The program, which was discontinued due to the pandemic, provided programs (who applied via a competitive process and were required to meet certain requirements) with higher reimbursement rates at approximately 50% above the traditional rate for granted slots.
- Provider requirements included having and maintaining, or increasing, a two- or three-star rating in the state's quality rating and improvement system; maintaining lower child-staff ratios compared with licensing standards; and recruiting and enrolling children not yet eligible for Georgia pre-K—those who are younger than age 4—who live in families eligible for the state's child care subsidy program.
- Under this system, child care providers (all centers) accepted the responsibility of filling slots with subsidy-eligible families and were trained by DECAL staff in how to recruit families and verify and recertify family eligibility.
- Participating child care centers' payment and contract renewals were contingent on slots being filled with eligible children.
- Families in the Quality Rated Subsidy Grant program did not pay copayments, unlike in Georgia's traditional subsidy program.
- As of spring 2020, the Quality Rated Subsidy Grant program funded about 3,000 slots across 141 child care providers.

PLANNING FOR INDIANA'S MODEL

Key Priorities:

- Build and maintain the state's supply of high-quality care, which includes both existing and aspiring high quality care providers.
- Increase access for priority child and family populations (e.g., high-risk audiences, infant and toddler care, etc.)
- Streamline the process for eligible families to access available care by allowing contracted providers to determine eligibility
- Strengthen providers' operational capacity, enabling them to drive up quality and offer more competitive wages

Proposed Approach:

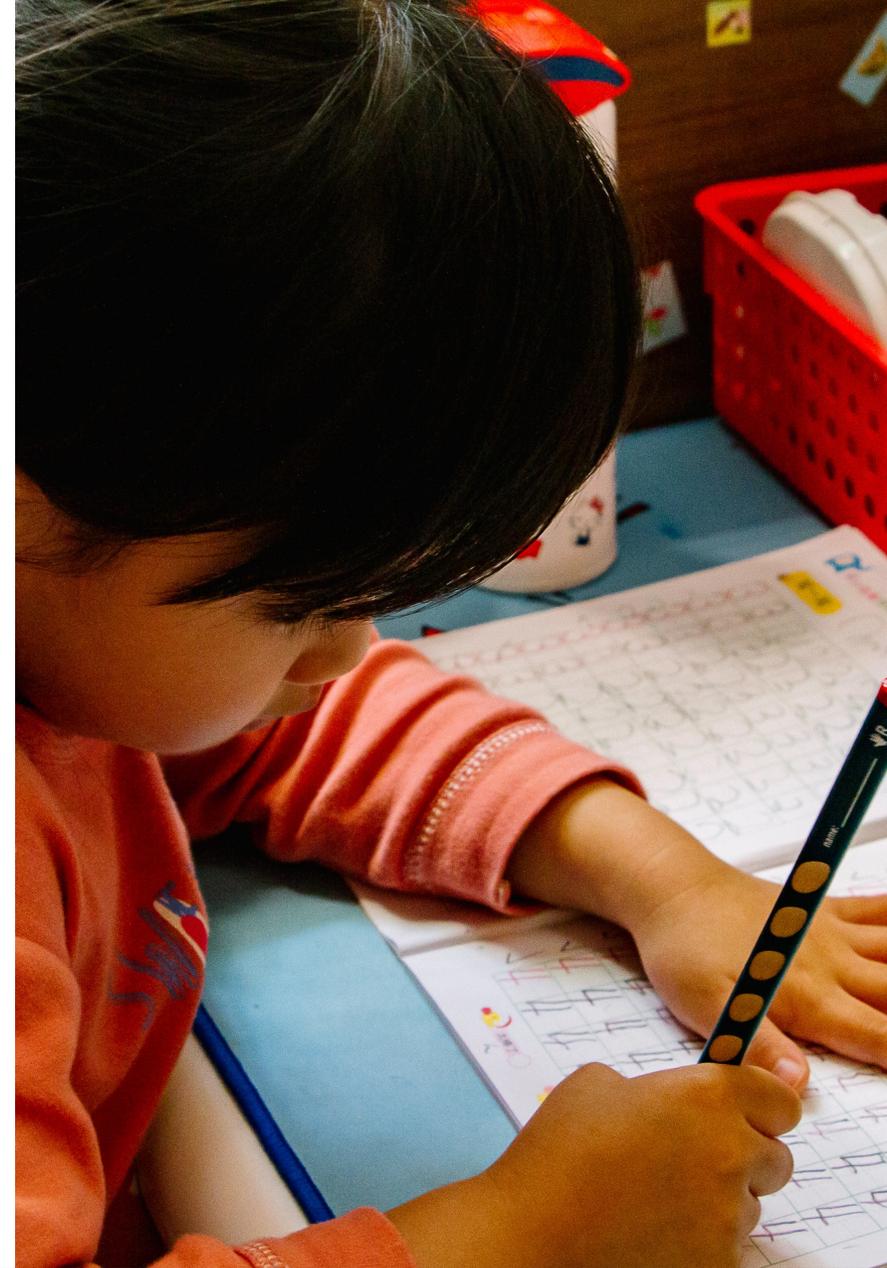
- Implementation to be facilitated through Agreement Center contracts
- Eligibility criteria will be based on quality rating and several other factors.
- Providers will apply and be selected through a competitive process
- Contracted providers will be trained by OECOSL to manage eligibility determination. Providers will be responsible for marketing and filling their allotted contract slots
- Rates will be set higher than traditional subsidy rates and paid based on enrollment
- Two-year contracts will be issued with regular reviews and reallocations made for unused slots. Additional requirements for contracted providers will be determined in the coming weeks.
- Proposed implementation: Competitive process to be issued in Q4 of 2021 with implementation in early 2022.



Introduction to Build, Learn, Grow Stabilization Grants

FUNDING REQUIREMENTS

- Child care provider subgrant amounts must:
 - Be based on a provider's stated current operating expenses, including costs associated with providing or preparing to provide child care services during the pandemic
 - To the extent practicable, cover sufficient operating expenses to ensure continuous operations for the intended period of the subgrant
- Qualifying providers include those that are open, licensed through the Office of Early Childhood and Out of School Learning (OECOSL) and available to provide child care services on the date they apply for a subgrant. Existing child care providers who, on the date they apply for a subgrant, are temporarily closed due to public health, financial hardship, or other reasons relating to the COVID-19 public health emergency are also eligible.



FUNDING REQUIREMENTS

- Lead agencies have options for determining the operating costs of providers and the grant amounts, but are to take into account the true cost of providing high-quality child care, including the costs of attracting and retaining a qualified and skilled workforce and the challenges of stable operations under the pandemic landscape.
- OECOSL completed a narrow cost study in 2020-2021 which included information from a sampling of child care programs, and captured operating expenses by geographic region, setting, age group, schedule, and quality level. Using this study will allow OECOSL to produce cost estimations through modeling and provide the least burden for child care programs.
- Programs will apply through an electronic application, be shown the cost modeling and assumptions made in those models and will have the opportunity to certify that the cost models are representative of their child care. In the instances where the cost models are not representative the child care will be able to provide detailed information and have their stabilization grant payment recalculated.





Your input and perspective are critical to Indiana's ongoing planning for the use of child care relief and recovery funds.

Have more to share?

Contact me at
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