



Present:

Tonia Carriger, Betsy Delgado, Dr. Nancy Holsapple, Nicole Norvell, Kerri Wortinger

1. Call to Order

- Betsy called the meeting to order at 9:01am.

2. Approve February Meeting Minutes

- Motion to approve: All ayes

3. 2022 Annual Report Plans

Kim Hodge, Data Workgroup Chair

- Since the last ELAC meeting, the Data Workgroup sent out a survey to gather feedback on the annual report. We received 49 responses to the survey.
 - Individuals were most likely to hear about the ELAC Annual Report from a member of ELAC or an ELAC workgroup.
 - The top ways they use the information in the ELAC Annual Report is to increase public awareness, inform community planning efforts, share it with professional network, and to increase the capacity of early care and education programs.
 - They would like more information on the demographics of young children and families, the economic impact of early care and education, the number of young children enrolled in my county, and cost of early care and education.
 - Length: 75% feel the report is about the right length. The top response for ideal length was “as long as it needs to be as long as there’s an executive summary” with less than 5 pages coming in second.
- Proposed Report Focus Areas
 - Young Children And Families
 - Accessibility
 - High Quality
 - Affordability
 - Workforce Development – may split this up into two sections with a focus on the workforce and how to best serve the business of child care
 - Child Development – new section that would include things such as social emotional learning, mental health, and COVID-19 learning loss
 - Recommendations
- General process and timeline would include a two-month shift but still delivering the final report on time.
- Proposed Changes



- Split up the annual report into several smaller reports
 - First would include Accessibility, High Quality, and Affordability focus areas
 - Workforce Development would come next
 - Child Development would be published later once more data comes available

Question from the general public: I think segmenting the report makes a lot of sense. With so many counties in my area being child care deserts, would availability still be a focus of the report? Also what would workforce development entail?

Response from Kim: The first section would also include children and young families and availability.

Response from Betsy: I think that would also be covered within accessibility, high quality, and affordability.

Response from Kim: Yes, that's right.

Question from Nicole: Under the workforce section, we are attempting to track issues within the workforce. We're starting to get some information from providers about what they're doing with additional funding, and some are increasing wages and providing benefits. I think speaking to what programs have been doing with this large infusion of money is important. We want Congress, state, and local governments to continue to invest, and identifying how that money has been useful is really important. Maybe you could gather information around these areas? Is that something you're thinking?

Response from Kim: Yes, we do see this as a great opportunity to talk about what the state has been doing with the influx of dollars. So we are very much along that same thinking.

Question from Nicole: My question with accessibility is what does that mean today? What does it mean post-COVID? We are collecting lots of data around how many seats are available, how many, and what ages. But what we don't have is what is the demand. We are partnering with Michigan and Illinois to possibly do some research to answer that question. But that piece is really important when framing accessibility because I don't think demand is what it was pre-COVID, and I think it looks different. What I don't want us to do is frame Accessibility in the same way that we've framed it in the past. Have you talked about that at all?

Response from Kim: Yes, we are thinking about that. We see this as an opportunity to rethink the report and that includes the underlying data. We hope that we can partner with your team to best leverage and utilize the data you're getting because that's the best data we've had in years. That approach allows us to rethink what is going into this report and that applies to the demand piece as well.

Response from Nicole: That's great. One of the things we're thinking about is needed spots. We're thinking two parents in the workforce and a child of a certain age, but so much of that



has changed because two parents in the workforce doesn't necessarily mean two parents working away from home. So that has changed their needs for child care. I think we need to rethink how we get at the number of kids whose parents really want care for their kids. With some schools still having a virtual option, that changes things as well. We appreciate this group helping us to answer that question because that's not an easy question.

Response from Kim: Yes, we agree.

Question from general public: I would encourage us to look at the Indiana Association for the Education of Young Children (INAEYC) workforce studies because this year we're capturing updated information. I think it gives a tremendous opportunity to look at trends and changes in the workforce environment. In 2019, employers chose not to raise wages because they wanted employees to be eligible for other benefits such as Hoosier Healthwise. They also wanted to keep available tuition assistance for their own (employees') children. I think COVID has highlighted this even more. The Indiana Higher Education Commission completed their equity and diversity report related to teacher retention. I encourage us to have that as a frame of reference as we approach this report. We are having a conversation with them soon to discuss expanding the report to cover early childhood, and I see this as an opportunity to possibly strengthen that data.

Response from Kim: Thank you for all that feedback. We were actually just looking at the 2019 INAEYC workforce report, and you will be hearing from us. We hope to engage you and your team to be key informants in this section.

Question from general public: What is missing is what is accessible now. A connection of enrollment data to child care finder would be really helpful. Can we connect this statewide?

Response from Nicole: Yes, that will happen when we launch the Child Care Marketplace with Early Learning Indiana (ELI). It will give real time availability by provider where parents can see how many open spots a provider has. It may also them to submit payment through the platform as well. We hope by Fall this system will be up and running.

Question from Nicole: Have you talked about what data you might use in the child development section?

Response from Kim: We're really just in the research phase. We have lingering questions about what we can do with integrity. We are eager to learn more from your team. That is why this one is the third report to give us more time to research.

Response from Nicole: We've been talking internally about whether there is a way to keep an eye on some of our numbers for First Steps to see if we have more kids not meeting milestones in the birth to three space, and do we see those referrals increasing? We also want to look at kids who are eligible for First Steps and then transfer into additional services.



Question from general public: Nicole, did you do a survey on what assessments providers are using for social emotional learning?

Response from Nicole: Yes, and we also did one in conjunction with the Department of Education to survey kindergarten teachers. We've been gathering this data to inform what we might use in the future. We wanted to learn what K-12 was using and if it's possible we could use something similar. If not, what do kindergarten teachers want to see.

Question from general public: Is there any data we could use from that in this report?

Response from Nicole: Yes, I'm sure there is.

Question from general public: I just want to confirm that the first report would meet the fall deadline, and that the others would be completed before the June 30th deadline for ELAC to submit materials to the Governor and state legislature.

Response from Kim: That is correct. The entire package would be complete by that June 30th timeframe.

Comment from Betsy: Thinking about accessibility, high quality, and affordability, I think when we talk about accessibility we need to talk about need. Demand tells us where we are now but need shows us where that demand may be going by looking at population data. I think it's a "yes and" there.

Comment from Betsy: I wonder if we need a subtitle under workforce development because we have meeting our demand for retention of early childhood educators, but I'm also curious in families and what does work, and education look like for the families of our young children. So how do we simultaneously improve access and education to children ages zero to five, and how does that impact the family?

Comment from Betsy: For child development, I'm really glad you have added that in. And not having data may be as important as having it, showing gaps to close as we move forward.

Comment from Betsy: I like the idea of the approach to focus and then get that report out, and then we compile that all at the end. I had seen another state do a similar approach, and I'm wondering how that went for them.

Response from Kim: We have seen a similar approach from other states such as Colorado's early learning advisory committee. It seems they have a better pulse on what they're trying to support, and we think with our system shifts this is perfect timing for us to get information out quicker, closer to when the data was published.

Question from Keri: Something to think about for workforce development. I'm curious how many providers have a similar situation to us where we've had a great partnership with our



local high school and Ivy Tech's early care and education program to get people in and get experience. It has been a great partnership, and we've seen a lot of success.

Question from Kim: Thinking about the workforce development section and the business of child care, does it get lumped under workforce development or should it be a standalone focus area? Would love to hear some feedback on that.

Response from Nicole: I think depending on when the report is released, we plan to do some cost modeling and see if the modeling was correct with two rounds of grants coming up. From that we'll be able to understand more fully cost versus revenue versus what communities can support. We'll have real-time cost data for the first time.

Response from general public: We are finding that there's a vast difference between market rate and true cost of operating child care. I think the cost modeling approach will be a good direction. We're finding more and more that providers are lacking on "Business 101" so I think this approach will help them elevate their business approach to operating child care.

Question from general public: Are you planning on awarding grants for shared services? When is the right time to do a report on cost and the business of child care?

Response from Nicole: The plan is not to award grants but to fund the infrastructure for substitute teachers with local hubs. We are hoping to issue our first stabilization payment to providers in mid-July based on cost modeling we already have data for. The second payment might not come for 4-5 months after that, so we have time to reflect on the data and recalibrate if needed.

Question from general public: Are you thinking data might be available first of next year then?

Response from Nicole: I think we'll have a sense after the first round of grants we'll have information on whether the cost modeling was correct or not.

Response from Kim: It sounds like maybe the business of child care would come right before or after the workforce development section.

Comment from general public: We should try to connect the workforce development section to the accessibility, high quality, and affordability, and discussing the costs of providing those different variables. It should be connected to show the cost of actually providing the services.

Response from Kim: Yes, I see what you're saying. That first bullet is the business of child care. But I believe there will a great synergy among all of these.

Response from Betsy: I think it's good feedback that the business of child care really falls within all of these. I'm excited to see your team seeing this as a big part of your work. This is something that everyone has been talking about, and it came up even higher with the pandemic.



Comment from Betsy: Please let us know how we can thank you and the workgroup and how can we support you.

Comment from general public: I appreciate your focus on the business of child care, but I ask that you consider the language that is most appropriate. Using the word “business” may not be representative of schools, nonprofits, ministries, or other community care programs. Perhaps the word “operations” or some other word may be better.

4. Report Recommendation #1: Increase Funding, Collaboration, and Flexibility

Carrie Gray, CCDF Operations Manager, CCDF Policy Ad Hoc Committee Update, Office of Early Childhood and Out-of-School Learning (OECOSL)

- We are continuing to allow for 26 weeks of transitional care instead of 16 weeks while families work to meet the service need.
- We are also continuing to allow for the use of personal days during COVID closures.
- We have been able to implement new policies to help remove barriers for families.
 - Adjusted requirements for employment pay stubs
 - Adjusted acceptable documentation for residency
- We are not requiring families to document work hours but instead having a discussion with families on their need which generally increases the need for full-time vouchers (versus part-time vouchers).
- We have adopted some policy changes created during the pandemic to be permanent policy changes.
- We are still enrolling children of essential workers.
- We will be doing a clearing of the Child Care Development Fund (CCDF) waitlist by releasing 5,900 slots this weekend.
- We will be kicking off On My Way Pre-K (OMWPK) limited eligibility next week.
- We will be working with child care resource and referral agencies (CCR&Rs) to help families get connected to eligible providers.

Question from general public: I want to confirm, are these changes up to the state and you are not dependent on the federal government?

Response from Carrie: Yes, it depends. There are some federal guidelines we must follow, but we do have some flexibility in procedure. That is where we’re looking to see how we can change our process, procedure, or policy.

Response from Nicole: Most of these changes required us to propose a state plan to be approved by the federal government, and these are under the current public health emergency. Once that is over, we will need to change the state plan to ask to keep those changes in place.



Comment from general public: These changes seem to address issues families It seems to make a lot of sense to keep these changes in place permanently.

Question from general public: I was amazed at how many job openings there are by county. Is there enough workforce in place for families to find a spot?

Response from Nicole: We are working on two sets of initiatives, getting children access to care and assisting the growth of the workforce. I do think it's going to take some time to build that workforce.

5. New Program Data Dashboard

Nicole Norvell, OECOSL Director

- When we rolled out initiatives with Build, Learn, Grow, we asked that providers tell us information bi-weekly: how many children they are serving, how many they could serve, and how many open teaching positions are there.
- Pre-pandemic but especially post-pandemic, licensed capacity isn't necessarily what a provider may be able to serve.
- The dashboard doesn't include 100% of providers, but it's about 65-75% (and that is noted at the bottom of the dashboard).
- The dashboard also shows the vacancies and enrollments by age and Paths to QUALITY levels.

Comment from general public: This is wonderful. I want to be clear, are the providers that are reporting, are those CCDF-eligible only?

Response from Nicole: Yes, but for the most part that is almost everybody. For us, that's about 200 providers who are not CCDF-eligible. If schools are in our system, then they are asked to report.

- Providers that close for the summer will not be able to report until they reopen in the fall so as not to show a decrease in capacity when those programs always close during the summer.
- There is a more internal dashboard for CCR&Rs, Early Learning Indiana, the call center, and other partners where they can see the actual provider information and help refer families to providers that are showing openings.

Comment from general public: This is great data to share with organizations in the community.

Response from Nicole: This data has been great to us, and we found the number of open teaching positions to be very surprising. This is just real-time data we haven't had before.



Response from general public: We had a large number of open positions but with Paycheck Protection Program (PPP) loans we have been able to adjust salaries and fill positions and continue to interview.

Comment from Betsy: I think this helps us formulate a state plan using real-time data as we try to get children and employees back engaged.

Question from general public: When are providers asked to report so we can nudge them to participate (in the survey)?

Response from Nicole: They are asked to report when they receive their CCDF payments. I can send you that payment cycle information.

- On this website, we have additional information on programs as well as frequently asked questions (FAQs) for child cares. We expect additional dashboards to be created to show how these initiatives are working (e.g., how many kids are being served by county).
- Scholarship Fund: There is also information on the scholarship fund. This is for families who work in essential services and pays up to 80% of their child care costs. It will continue through October. We want to help get children into high-quality summer programming.
 - If you click “Get Started”, then you can find information for families and providers.
 - The eligibility is expanding beyond 250% FPL. Those changes should be on the website within the next day.
 - We’ve had good participation (from providers) but not as much as we would like.
 - The information (entered by families) is then submitted to the provider rather than the OECOSL offices.
 - There is also a map of participating programs by city or county.
 - There are also multiple toolkits including social media posts, email copy, marketing materials, etc. for providers or community partners to use to encourage participation.

Question from general public: Cities and towns are receiving funds, and there appears to be some overlap with what cities and towns could do and what you’re already doing. It looks like there’s guidance on the website to keep from duplicating efforts. Is that correct?

Response from Nicole: Yes, we are sharing everything we’re doing as well as how resources are being invested by county. We will also share that information with the stabilization payments. Let us know if there’s any additional information that your community would like to know.

6. 2021 State Legislative Discussion



Nicky Harrison, United Way of Central Indiana, 2021 Legislative Session Recap

- Early Education Works Coalition
 - Formerly known as All In 4 Pre-K. A statewide group of stakeholders impacted by early childhood education (ECE) outcomes. We advocate for improved access, quality and affordability of early childhood education.
 - Core principles:
 - No one-size fits all approach
 - Take the long view
 - Invest in Quality
- This session our top focus was preserving the state's investment in On My Way Pre-K. Given the legislature's focus on COVID-19 relief and K-12 funding along with an uncertain revenue forecast, we were focused on level funding (remaining the same) at \$21 million when accounting for the \$1 million set aside for the virtual pre-K program.
- There's broad support across the democratic caucuses for early childhood education, particularly pre-K. There are fewer vocal advocates for pre-K in the republican caucuses, and the support for it is described as "lukewarm". There are ongoing conversations about how the state should support early childhood education and OMWPK.
- HEA 1549: Education Matters (OMWPK Limited Eligibility)
 - Adjusted language to change from "20% of grants awarded" to "20% of funding awarded" so families don't have to wait to see how many grants are awarded because OECOSL knows how much funding is available.
 - When there's sufficient dollars to meet the regular eligibility families, then we can serve up to 40% of limited eligibility families.
- COVID-19 Lessons Learned
 - HEA 1101: Daycare licensure exemption in declared emergency. This will make it easier for organizations to step up to provide services if needed in a declared emergency as they did during COVID-19.
 - HEA 1247: Child care provider notice. Allows for email communication rather than contact through mail.

7. Public Comment and Updates:

- Betsy: We have really good attendance for people in the operation of early childhood education (to our ELAC meetings), but I would love to see more individuals from businesses, higher education, etc.
- The recording of this meeting will be linked in the meeting materials available on the ELAC website.



8. Betsy adjourned the meeting at 10:41am.
9. Next Meeting: August 2021 - TBA