



## Attendees

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Kim Hodge, BriAnna Green, Ann Puckett-Harpold, Missy Modesitt, Brandon Myers, Hanan Osman, John Pierce, Krystal Robinson, Macey Shambery, Dianna Wallace, Son Dao, Amanda Lopez, Sarah Mihich, Cathy Wright

## Key Topics Discussed

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### I. Welcome!

### II. Updates

A. Kim opened the meeting and everyone introduced themselves, including their current roles.

B. Additional agenda items for today

- No agenda items were added

### C. ELAC Updates

- Next Meeting: February 15, 2022, 10am – 12pm (via zoom), we plan to have Part 1 and 2 to the ELAC committee to review for the meeting
- Amanda: Purdue University will be there to present their findings on the On My Way Pre-K Longitudinal Study

### D. National News

- Dianna: Indiana House Bill 1064 - This is buried in a bill that is carrying a controversial piece of legislation. There is a piece that we are concerned has been omitted, which is the evaluation and reporting out of what is going on within higher education related to the early childhood workforce.
  - Other changes to ELAC:
    - New members will be added
    - Omits some things that are currently in the statute related to ELAC
    - Adds a report and accountability assessment connected to the evaluation of early learning services
- Amanda: Even though this isn't a budget year, there are quite a few bills for child care.  
Dianna: This is the largest number of bills regarding ECE in the last six years. Many of those bills are not getting hearings. The majority of the bills



being focused on are establishing consistent rates, looking at exemptions/waivers related to licensure (based on where programs are offered). There was a senate bill drafted around child care deserts, and a study group will be created. Everything should be wrapped up by mid-March. The survey that came out from the Chamber was instrumental, it said that the number one thing in regards to employers was the lack of available, accessible child care for their employees.

Amanda: It is surprising but not surprising that there has been so much attention, but with COVID it has elevated the need for child care in our communities.

- Dianna: The biggest piece that everyone should know about the ELAC bill is it seats the appointed Superintendent of the IDOE to the committee, which is a good thing. Children do not come in silos, and families shouldn't have to worry about where the funding is coming from for care and education for their children.

Kim: People are in overload, so these things might not have gotten a lot of attention. So, thank you.

- Dianna: The other thing I think is critical is that Nicole announced the number of closure grants, which helps keep things in perspective in regards to COVID. Nicole announced they received the highest number of applications since COVID started. They received 400 applications, which is almost double than any other month. The Office of Early Childhood awarded over \$8 million in a year, and in the first two weeks of January they awarded almost \$1 million.

Amanda: That is a great transition, as we get ready to review the annual report, and some of our findings.

### III. ELAC Annual Report

#### A. Parts 1 and 2 – Review Report

- Kim reviewed how our report and timeline have changed course over the last six months. We waited for IDOE data, which caused a delay and compacted our timeline. Originally we planned to break the report down into three parts that would build on each other to tell the story of where we are at. Our last report was focused on COVID, and we wanted to get this report back to our mainstay components, and start to look at business/workforce,



and social emotional/mental health aspects. Then we had some delays, so we have combined part 1 and 2 into one part, and then original part 3 will be part 2. We will review part 1 and 2 today. We didn't get the IDOE data, Amanda and Sarah will fill us in on what data we do have.

Brandon: What data do you need? Maybe I can get it to you directly.

Amanda: We can send you the data request, but we get the preschool enrollment data for all school based preschools not just the developmental preschools. We also get the workforce data for preschool teachers and early learning staff.

Brandon: We went to a new data system this last year, so that's why it's been tricky. Are you looking for last year or this year?

Amanda: Last school year.

Brandon: I have the pre-K enrollment. I have the special ed personnel, but not the non special ed personnel.

Amanda: Sarah will send you the form.

Kim: I reached out to Nicole to see if she could move it along. Thank you, Brandon.

Brandon: Our IT office has had issues since we had the change, but they should be able to do this.

- Amanda: Last year's report was an anomaly report because of its unique focus on COVID. This report is more similar to the 2020 report (with 2019 data). That report used the Purdue Needs Assessment data from the Federal Preschool Grant, and doing that study separated out the FSSA data with the IDOE data. Before that we worked to combine the OECOSL and ELI data, with the IDOE data, which is very labor intensive because we don't have unique program/student IDs, so we had to mine the data. The 2020 report was the first time that data was separated out, which is a pre-COVID look at just OECOSL and FSSA data, with a snapshot of the IDOE data, which represented 20,000 kids. More and more schools are becoming registered within FSSA. If we get the IDOE we can add that separate composite like we did with the 2020 report. We did some comparisons in this report so you can see changes since COVID. The OECOSL data that we have in this report cut off on June 30, 2021.
- Dianna: Do you have flexibility to stay consistent with June data, but bring it up to speed to when the report is going to be published. That's what I see federal and state reports doing. "At the time of this report, here's the reality and relevance of what has happened" a paragraph to sum up what happened between June and January.



Kim: Let me see if I understand, so we get a snapshot of the data at the end of January?

Amanda: I think the struggle has always been timing, being respectful of our state partners to pull the data together, then cleaning the data, formatting, analyzing, and visualizing the data. I know we are trying to get this to the committee for the February meeting, so I want to be realistic.

Kim: Maybe for part 3?

Dianna: I'm not asking for an update in data, just a written section with an update.

Amanda: Yes, I think that would underscore the trend that we've seen over the past two years.

Kim: I think it's something we can build in as a highlight in part 2.

- Amanda reviewed the Annual Report and took notes within the report as the workgroup discussed it. Following are some highlights from the report:
  - Highlights changes between 2019 - 2021, approximately 30,000 fewer children enrolled
  - We're still living with the impact that COVID has had, there is a significant decrease in capacity
  - New information on Children Living in Disadvantaged Settings, including homelessness, foster care, and poverty, and how learning programs are serving these children
  - Callout box for Build, Learn, Grow dollars (Kim shared the Build Learn Grow Impact report in the chat:  
<https://d190qg16zubs76.cloudfront.net/resources/Build-Learn-Grow/BLG-Review-and-Future-Looking-Priorities-2021.pdf>)
  - Data on the COVID response, and how the supply has changed over the last two years (by program type, age groups)
  - Child Care Desert Study by ELI and Early Learning Access Study Callout
  
- Dianna suggested using data from First Steps, and Amanda thought that could work well in the next part of the report.



- There has also been a decrease in the supply
  - The number of high-quality spots has dropped from 30 to 15%
  - Two counties do not have any high-quality programs
  - Affordability - County level is not updated, but the Child Care Aware data helped see how Indiana ranks in affordability
  - Department of Workforce Development data is used for the Workforce section of the report, which is broken out by region
- There was discussion around workforce demographics, and Crystal reported that they have some demographic data for workforce.
  - John asked if wages differ between program type and Crystal provided this link regarding the market rate survey:  
<https://www.in.gov/fssa/carefinder/market-rate-information/>

- Recommendations:

- Further explore and understand the decrease of enrollment and supply
- Continuing to explore how to support children living in disadvantaged settings
- Look at the workforce to further understand the gap
- Strengthen the data quality systems and information

- Amanda shared the Dashboard with the workgroup. It is similar to the 2020 dashboard, and it includes some comparison over years.
- The committee will receive the updates for the report next week before it is sent on to the ELAC committee.

B. Part 3 – Child Development

- Finalize data to be collected – February
- Send out data requests and receive data - March

**IV. Review of Action Items for Next Meeting**

- The committee will receive the updates for the report next week before it is sent on to the ELAC committee.

**V. Next Meeting**

- Rescheduled to Friday, February 25<sup>th</sup>, 1-2:30pm ET



**VI. Adjournment**