



**Present:**

Tonia Carriger, Betsy Delgado, Nicole Norvell, Kerri Wortinger

**1. Call to Order**

- Betsy called the meeting to order at 1:00pm

**2. Approve May Meeting Minutes**

- Motion to approve: All ayes

Betsy made a call for new members. She has reached out to ELI since the Committee lost one person from there.

**3. 2022 Annual Report Update**

*Kim Hodge, Data Workgroup Chair*

Kim thanked the Committee for their support of the Data Workgroup and announced that the Workgroup is recruiting new members (as always!)

The 2022 Report will be delivered in a three-part series:

Part 1 - November 2021

- **Young children, families, accessibility, affordability, high quality, and availability**
- Covid/ Local, State and Federal Response
- Business of Child Care

Part 2 - March 2022

- **Workforce Development**
- COVID Local, State and Federal Response
- Business of Child Care

Part 3 – June 2022

- **Child Development**
- COVID Local, State and Federal Response
- Business of Child Care

Part 1: Focus

- Young Children and Families
  - Population
  - Parents in the workforce
  - Equity
  - Income



- Household types

Information in the 2020 and 2021 reports deviated from past reports and feedback indicated that people want to get back to the information provided in past reports, especially so trending information is available.

- Accessibility & Quality
  - Known and HQ ECE Programs
  - Enrollment & Capacity
  - Children served in ECE in special populations (foster care, special education, homeless)
- Affordability
  - Cost of Care
  - Funding Assistance (CCDF, OMW, etc.)
  - Additional assistance during COVID-19 pandemic
- COVID Local, State & Federal Response
- Business of Child Care
- Availability
  - Leverage ELIs Closing the Gap tools/Interactive Map
- Data Requests sent
  - IDOE
  - FSSA
  - ELI
- Receive data by August 31
- Timeline
  - Data Requests Sent – August
  - Review and analyze data – September
  - Draft report – October
  - Present draft report to ELAC – November
  - Make final edits – November
- Reviewed Timeline for the three parts



Statement: Nicole stated she appreciates the staggering of the report in three parts because things are changing so much

Response: Kim feels this more fluid, flexible approach will be beneficial

Betsy echoed Nichole's statement and introduced Maureen

#### 4. Closing the Child Care Gap Report

*Maureen Weber, Early Learning Indiana*

- Maureen introduced Closing the Gap: An Assessment of Indiana's Early Learning Opportunities
- What we know about commuting/how far parents are willing to travel for care, to understand ECE gaps (10 miles/20 minutes)
  - Assessed the gap in access in more than one way:
    - Capacity
    - Quality
    - Affordability – overall average cost of care compared to median household income and prevalence of programs offering subsidized care
    - Choice – availability of infant and toddler care, availability of extended care, mixed delivery (variety of auspices)
- Created the Early Learning Access Index
  - The overall score shows Indiana has (just barely) moderate access
  - Interactive Map
- Maureen opened the interactive map and gave an overview of the information available
- County-level profiles will be provided in a few months
- Grant Opportunity – for Communities who are wanting to “Close the Gap,” grants of up to \$100,000 will be available (RFP closes on October 8)

John: How was the grant opportunity announcement sent? Maureen: Every way we could think of! Direct people to our website if they say they haven't received it. John: If people have questions, who do they contact? Maureen: We invite people to share comments on the website. CCR&Rs will also be helpful. Betsy: We can help promote through ELAC as available, perhaps (association of Mayors)? Nicole: Peggy Welch on our team, who has contact with Local governments, will be able to share with local elected officials. Nicole also stated that she appreciates that we are trying to find the right ways of looking at access, so that as we receive these federal dollars, we can invest the money more wisely.



## 5. Early Childhood Education and Children Who are Homeless Study

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

- Gina is the Homeless specialist for the DOE
- School on Wheels, providing education services to students who are experiences homeless/housing insecurity
- Micro-grant through Schoolhouse Connection, a national organization focusing on youth experiencing homelessness
- Gina gave an overview of their findings over the last year, “Education Leads Home” by Chamberlin & Dunn
  - Process
    - Review of national research on barriers & best practices
    - Looked at State and National-level data on early 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
  - The Data
    - About 10% of Hoosiers who are experiencing homelessness are families
    - About 18,000 young children were homeless (2018)
    - About 16,000 Pk-12 experience homelessness
    - Children experiencing homelessness make up:
      - 6.4% of Head Start
      - 10.8% of CCDF
      - .7% of IDOE school-based PK
      - 15.7% On My Way Pre-K
    - People experiencing homelessness don’t know how to navigate the programs available
    - What are the impacts
      - Retention rates higher
      - Higher absenteeism
      - Lower pass rates in English/Language Arts, Math, and Reading
      - Discipline rates are higher

### Barriers

- Lack of capacity and access to quality



- Lack of access to wraparound services (transportation, affordable housing and basic needs, social networks)
- Trust and support issues (trauma and exposure to violence)
- Lack of knowledge/awareness of ECE opportunities
- Lack of required documentation for ECE participation (immunization, birth certificate, proof of residency)

#### Promising Practices

- Collaborative partnerships across state and 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” & Gamechanger Questions

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

#### 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 experience homelessness?

Tonia: The team has done an excellent job of getting more information, and as information has been shared with partners, partners are trying to help with their own data. She also praised Gina for “helping the helpers” in sharing how to support homeless families.

Gina: Thank you Tonia, this conversation is long overdue, and bridging the conversation is important to me. I appreciate the support from you and the group. John: It seems like there



are more children of young experiencing homelessness than in pre-K-12. Why? Gina: A couple of things impact – Federal data is looking at multiple systems (younger kids identified in SNAP, TANF, Point-in-time count, etc.), not just the DOE systems. High -risk, teen parent, etc. Some communities are under-identifying Amanda: How much awareness is there around the definition of kids experiencing homelessness? What definition are organizations using? Gina: There is a difference between how schools vs. (for example) housing define homelessness, and that skews the picture we have. John: Will you eventually dig into the causes of homelessness? Gina: Absolutely, that is a big part of the partnership of the DOE and Alicia at IYI. If you are homeless as a child and don't graduate from HS, then you are 350% more likely to be homeless as an adult. We are trying to look at the big picture and look across systems. Alicia: An updated data book will be available in January 2022. Gina: Feel free to reach out with questions and reflections.

Betsy: In the Excel Centers, 50% of our students have one or more parents that do not have a High School diploma. Homelessness is generational. We will share some of the data around how a student graduating from High School keeps people from becoming homeless. It's important to think of these people as families. I love the approach of how this work came together through partnership.

## 6. **Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Plan**

*Nicole Norvell, OECOSL*

- Build, Learn, Grow Progress
  - Programs
    - \$10M issued in emergency relief grants
    - Nearly \$2M deployed to help 1,500 providers purchase equipment and supplies
    - \$2M issue to support hiring and onboarding costs and \$377K used to waive background check fees for providers
    - \$3.3M claimed by providers in increased CACFP reimbursements since May
  - Children and Families
    - \$3M for temporary co-pay relief to families enrolled in CCDF
    - \$6M awarded in 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
  - 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 childcare marketplace this fall.
- Still in progress
  - Early Learning Marketplace
  - Increasing and Sustaining Child Care Supply through Contract-Based Financing Strategies
  - Supporting the creating and ongoing sustainability of a shared substitute pool for the early learning sector
- General ECE Landscape Trends
  - Demand is returning but hiring is a challenge. Providers are reporting 2,000 open classroom teaching positions statewide.
  - Programs report an increase in the social-emotional needs of children, and understaffing is making it difficult to support those needs
  - 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 this for the long term
  - COVID-19 cases are increases, causing further business interruption
  - There is a growing shortage of infant and toddler seats, and staffing issues are keeping providers from increasing these spots
  - Utilization of available On My Way Pre-K and Build, Learn, Grow scholarships is lower than expected
- American Rescue Plan Act Funding
  - Child Care Stabilization Grants
  - CCDF Discretionary Funding
  - Mandatory Matching Funds for CCDF
- Discretionary Funds
  - Funds can be used to rebuild toward a strong system
  - Examples of allowable uses:
    - Child care assistance for essential workers
    - Expanding access to high-quality care by improving payment practices and building supply
    - Increasing access to child care assistance by investing in tools that help families find care



- Investing in mental health supports for children, families, and providers
- Insights from Provider Listening Sessions
  - Workforce
    - Staffing is a priority issue
    - PTQ is 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
  - CCDF
    - Providers desire increased transparency
    - Providers want to see market rates re-evaluated
    - They hope to see CCDF based on enrollment rather than attendance
    - Providers would like to see a modernized and streamlined approach to eligibility determination
  - Other
    - Providers want cash over prescriptive programs
    - They have a desire to streamline or offer alternatives to PTQ
    - There is interest in growth incentives
  - Priorities for Remaining Funds
    - Refresh the policy environment with an eye toward the future
    - Increase the supply and sustainability of high-quality care
    - Foster a strengthened early care and education workforce
  - Strengthening the System through contract-based financing strategies
  - Range of Models Across the States
    - California
    - Illinois
    - Massachusetts
    - Georgia
  - Planning for Indiana's Model
    - Priorities:





- Build and maintain state's supply of high-quality care
- Increase access for priority child and family populations (high-risk, 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
- 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
  - 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 for unused spots
  - Competitive process to be issued in Q4 2021, with implementation in early 2022
- Stabilization Grants
  - Child care provider subgrants
    - Based on current operating expenses
    - Cover sufficient operating expenses to ensure continuous operations
  - Qualifying provider are open, licensed through OECOSL, and available to provide child care services on the date they apply for a subgrant
  - Funding Requirements
    - Lead agencies have options for determining the operating costs of providers and the grant amounts



- OECOSL completed a narrow cost study in 2020-21 which included information from a sampling of child care programs
- Programs will apply through an electronic application
- Programs can start applying in October

John: It's amazing at how responsible and creative you've been with federal funds. We'll know about federal funding by early October, does it make sense to discuss this at the next ELAC meeting? Nicole: We're watching the funding, and it will change over time. Betsy: Our hope is that we're well-poised to react to the final outcome since we have a lot of information. Amanda: Shared an example of a child care center in Wabash County that has closed twice this week. Partners in the area are working to get them reopen before federal dollars are available. It's just one of the examples of the issues providers are having. Nicole: Providers who are raising wages, benefits, incentives, etc. are not necessarily seeing an improvement in their workforce situation. I don't think there is one solution. It will be interesting to see what happens when providers receive the first grant installment. I wish I had an articulate answer for this issue, but I don't. Kerri: We've seen an increase in OMYPre-K and Build Learn Grow growth. Staffing is still not where it needs to be. Subbing is another huge issue. We are trying to market staff and sub positions on social media. Nicole: That is similar to what we've heard in listening session. We have also heard that the child tax credit might be helping people stay home, which might not have been the intent of the credit, but it does seem to be happening. Betsy: Providers are doing their best to give parents time if programs have to close, but often you don't have that luxury. We may need to have frank conversations about the vaccine and provide people with information from the IDOH so people can make an informed choice about the vaccine. Betsy will share a podcase from IDOH.

## 7. 2021 Early Learning Foundations

*Sarah Parks-Reese, Indiana Dept. of Education*

The department of Education is releasing for public comment, the Early Learning Foundations, please take a time to review and pass along to your network: <https://form.jotform.com/211993972286975>. Open until September 17<sup>th</sup>.

Betsy: Some topics we are looking mental health as a future topic. Let me know if you have other ideas. We need a voice for philanthropy here, so please think about potential members.

### **Action Items:**

Committee members should email Betsy ideas for new committee members.



TCG will send out the last slide of the Homeless slide deck that offers questions to consider.

TCG will share Sarah Parks-Reese: The department of Education is releasing for public comment, the Early Learning Foundations <https://form.jotform.com/211993972286975>.

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