



## Indiana Early Learning Advisory Committee

September 2022 Meeting

**Family & Social  
Services Administration**

**Department  
of Education**

# Meeting Agenda

- ▶ Call to order
- ▶ August Follow-ups
- ▶ Public Policy Goals and Prioritized Workstreams
- ▶ Early Progress Reports:
  - ▶ Licensing Workgroup
  - ▶ Early Literacy Efforts
- ▶ Leveraging Remaining Relief Funds
- ▶ Public Comment
- ▶ Adjourn





# August Meeting Follow-ups

- Early Learning Spending
- Compliance Structures



**Indiana Early Learning**  
Advisory Committee

# Snapshot of Current Early Learning Spending

**\$240M** + **\$182.8** + **\$22M** + **\$400M** = **\$837.5M**

Child Care  
Development Fund

Head Start &  
Early Head Start

On My Way  
Pre-K

Remaining  
Stimulus Funds

**\$195.8M**  
Direct Services

**\$31.2**  
Quality Initiatives

**\$13M**  
Admin

\*Estimated 2023 budget

**\$138.5M**  
Head Start  
\$133M  
Program Operations (PO)  
\$1.5M  
Training & TA  
\$3M  
PO Cost of Living Allowance  
\$677K  
PO Quality

**\$44.3M**  
Early Head Start  
\$42M  
Program Operations (PO)  
\$879K  
Training & TA  
\$965K  
PO Cost of Living Allowance  
\$250K  
PO Quality

\*2023 budget

**\$16M**  
Direct Services  
**\$2.8M**  
Quality Initiatives  
**\$3.2M**  
Admin

\*2022 budget

**\$76.1M**  
CRRSA Funds  
**\$347.9M**  
ARPA Funds

\* One-time funding

The above does not include other related early learning funding streams like MIECHV (ISDH), IDEA Part B & C (DOE) and Title I Funds (DOE).



# Federal Child Care Relief Funding

Indiana received a total of \$1.2B in child care relief funds across three federal funding streams, with each stream carrying its own guidelines and requirements. To date, more than \$400M in funding remains to be obligated. States must obligate all unspent funds, at least at a high level, by Sept. 30, 2022, per guidance from the federal Office of Child Care.

	<b>Coronavirus Aid, Relief,&amp; Economic Security Act</b> March 2020	<b>Coronavirus Response &amp; Relief Supplemental Appropriations Act</b> December 2020	<b>American Rescue Plan Act</b> March 2021
<b>Background</b>	Awarded \$4 billion for child care programs and Head Start	Awarded \$10 billion for child care programs and Head Start	Awarded \$39 billion for child care programs
<b>Indiana's Appropriation</b>	\$78M	\$225M	\$888.9M
<b>Funds Remaining</b>	\$0	\$76.1M	\$347.9M

Total remaining funds will likely increase based on unspent and returned funds. (e.g., Program received a Stabilization Grant and then closed.)

# Compliance Structures

Beyond licensing, Indiana early care and education **providers are accountable to several compliance structures.** These structures include:

- ▶ Voluntary Certification Program
- ▶ Child Care Development Fund
- ▶ Head Start
- ▶ On My Way Pre-K
- ▶ Child and Adult Care Food Program
- ▶ Paths to QUALITY™
- ▶ Accreditation

These structures are complex, with often duplicative and overlapping requirements. Additionally, even when regulations are aligned, compliance procedures are often inconsistent or even in conflict with one another. Because of this dynamic, **providers often struggle to navigate and comply with the varying program requirements**, especially as they participate in more than one structure.





Licensing	Voluntary Certification Program (VCP)	Head Start/Early Head Start	Child Care Development Fund (CCDF)	On My Way Pre-K (OMWPK)	Child and Adult Care Food Program (CACFP)	Paths to QUALITY™ (PTQ)	Accreditation
<p>Indiana's licensing framework establishes the minimum requirements necessary to protect the health and safety of children in care facilities.</p> <p>*Programs must be licensed to participate in almost all other structures.</p>	<p>VCP is a voluntary program offered to ministries who want to ensure they meet all health and safety needs of the children they serve.</p> <p>*Ministries are required to be VCP-registered to participate in PTQ.</p>	<p>Head Start is a federal program that promotes school readiness for children under five from low-income families. Early Head Start serves infants, toddlers, pregnant women and their families with incomes below FPL.</p> <p>Participating HS &amp; EHS programs are subject to Head Start Performance Standards and the requirements set forth in the Head Start Act of 2007,</p>	<p>Providers who seek to serve subsidy children are required to meet certain Provider Eligibility Standards. Providers must submit required documentation to verify compliance and pass a CCDF provider eligibility inspection.</p> <p>*Licensed providers already meet the Provider Eligibility Standards of CCDF. Registered ministries and legally licensed-exempt programs do not.</p>	<p>OMWPK awards grants to 4 year olds from low-income families to ensure access to high-quality pre-K.</p> <p>*Community-based programs (including Head Start, licensed centers, licensed family homes), registered ministries and public/charter schools must be rated PTQ Level 3-4.</p> <p>*Private or non-public schools must be approved by an OECOSL-approved accrediting body.</p>	<p>CACFP is a federal program that provides reimbursements for nutritious meals and snacks to eligible children enrolled in participating child care centers and day care homes.</p> <p>*CACFP requires programs to be licensed to participate.</p>	<p>Paths to QUALITY™ is Indiana's (QRIS). The system is voluntary and consists of four levels, each building on the foundation of the previous one.</p> <p>Participating providers are eligible for increased CCDF reimbursements based on their quality level, with higher levels earning higher reimbursement rates.</p>	<p>OECOSL recognizes six national accrediting bodies. These include: NAEYC, NECPA, COA, NAFCC, ACSI, NCA.</p> <p>*Accreditation is required for programs to reach PTQ Level 4.</p>

A listing of the operational requirements for each of these compliance structures is being assembled.





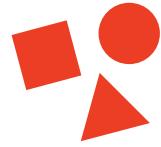
# Public Policy Goals and Prioritized Workstreams



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# Organizing Goals



Ensure that Hoosier children – **especially vulnerable children** – have access to early learning opportunities capable of preparing them with the foundational skills required to thrive in kindergarten and beyond.



Ensure that Hoosier families have **convenient access to reliable and effective early learning opportunities** that facilitate participation in the labor force.

# The Heart of the Challenge

## 1. Too many Hoosier children, especially vulnerable children, aren't ready for kindergarten.

- Our early education sector isn't equipped with the *workforce or resources* (curriculum/assessment/instructional practices) to drive learning outcomes.
- Too few children are *accessing* early learning services.

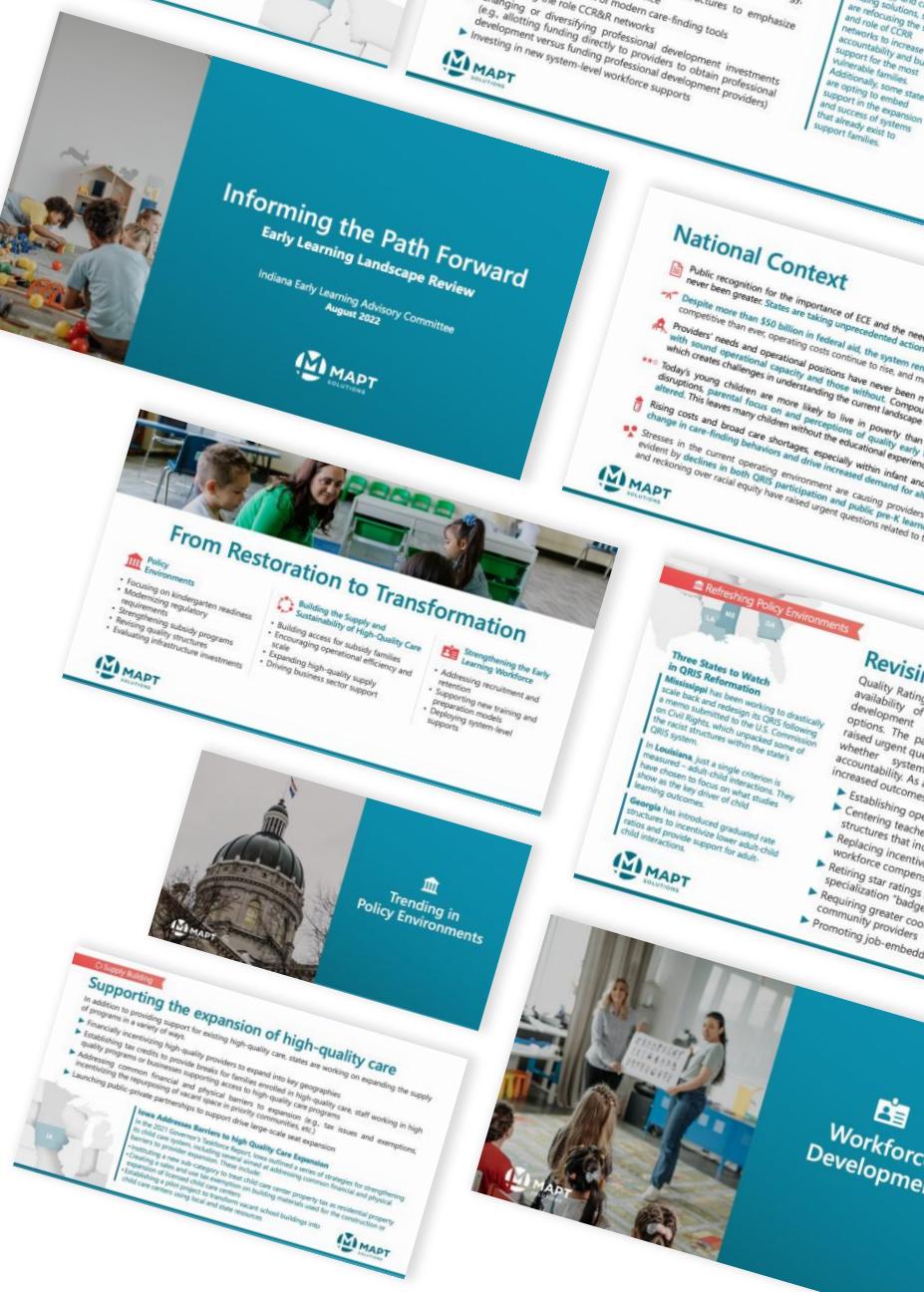
## 2. Lack of access to reliable childcare is keeping workers out of the labor market during historically low unemployment.

- Indiana's supply of high-quality early learning *facilities* is inadequate.
- Indiana's supply of effective early *educators* is insufficient.
- Too many families can't *afford* to purchase high-quality early learning services.

# Revisiting Art of Possible

A national landscape review found the following strategies states are using to advance early learning systems.

- ▶ Focus on kindergarten readiness
- ▶ Modernize the regulatory environment
- ▶ Strengthen subsidy programs
- ▶ Revise quality structures
- ▶ Evaluate infrastructure investments
- ▶ Increase reimbursement rates/contracted subsidies
- ▶ Promote operational efficiency and scale
- ▶ Support the expansion of high-quality care
- ▶ Mobilize business sector support
- ▶ Address recruitment and retention
- ▶ Introduce new workforce training models
- ▶ Expand workforce supports



# Reflections

- Which issues resonate with current needs and opportunities for children, parents and providers? New or continuing areas of concern?
- What is the view from the field?
  - Based on the constituencies with whom you interact:
    - What's the appetite for change?
    - Are there useful collaborations that address one or more potential partnerships we should consider as we move forward?
    - Fresh ideas or evidence of progress to take into account?

# Possible Workstreams

-  Improve learning and preparation results
-  Increase the supply and sustainability of high-quality providers
-  Increase affordability for families, particularly vulnerable families
-  Improve and increase system capacity



# Early Progress Reports



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# Licensing Workgroup

In support of ELAC's licensing charge, OECOSL is establishing a provider workgroup to help assess whether state licensure requirements create an equitable standard for health and safety across early education program types and support the sustainability of the early learning system. This includes:

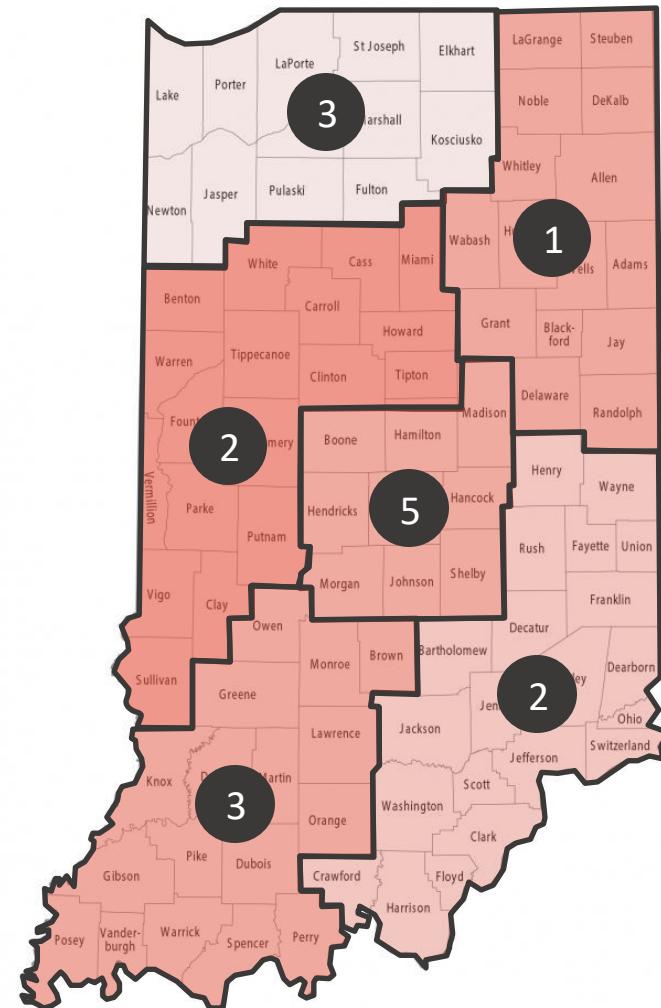
- ▶ **Identifying barriers within the current regulatory structure** from an equity perspective on program type, financial sustainability, race, ethnicity and geography.
- ▶ Taking an honest look at the current landscape of providers and **how the current regulatory structure works or doesn't work for the various types of providers.**
- ▶ **Understanding how the interpretation of licensing rules impact providers,** considering the impact of bias and inequity.

**362 providers applied to participate in the effort** with diverse representation in program type, geography and provider gender and race.

# Workgroup Participation

- ▶ Applications were scored by two individuals using a standard rubric.
- ▶ 16 applicants were selected to represent the diversity of Indiana's early care and education system.
- ▶ Email communications have been sent to all accepted and declined providers.
- ▶ Providers not selected to participate will have ongoing opportunities to share feedback during Town Hall meetings and through ongoing surveys.

Gender	Race/Ethnicity	Program Type	Program Age
14 Female	6 Black or African American	7 Licensed Center	4 0-5 Years
2 Male	9 White or Caucasian	4 Licensed Family	2 5-10 Years
	1 Other	5 Registered Ministry	10 10+ Years



# Provider Application Trends and Insights

In the more than 300 provider applications submitted for the licensing workgroup, applicants noted the below trends and insights. Providers often don't distinguish between licensing and other compliance structures because they're regarded as part of the same system of rules they must follow. The workgroup will take this dynamic into account when tackling its work.

-  **Simplification and coherence:** Providers want to see compliance structures simplified and requirements streamlined or potentially integrated to ease system navigation.
-  **Transparency and understandability:** Regulations are often difficult to read and understand, which creates confusion and forces misinterpretations.
-  **Modernization:** Providers described the overabundance of paperwork and analog reporting requirements and want them streamlined and modernized to reflect current-day operations.
-  **Greater consistency in monitoring:** Licensing consultants approach their role and individual interpretation of requirements inconsistently, which has led to confusion and frustration among providers.

# Provider Trends and Insights Continued

-  **Reconciliation across provider types:** Providers expressed concerns that regulations for different provider types were inequitable and that networked providers, multi-site family child care homes and micro-centers models should be examined for updates.
-  **Staffing:** Staffing continues to act as a significant barrier, and applicants noted the need for approved on-the-job-training models, more precise and meaningful professional development requirements, and shared substitute pools with the K-12 community.
-  **Specific rule concerns:** Hyper-specific regulations, such as divided plates for toddlers, classroom temperature regulations, staff training frequency, etc., caused undue challenges.
-  **Equity:** Current licensing regulations cause inequities among providers in access and implementation, including the ability to understand and navigate a complex structure. Complexities mean only providers with significant backgrounds and resources can find success in the system.



# Early Literacy Update



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# Leveraging Remaining Federal Funds



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# Priorities for Remaining Federal Relief Funds

As Indiana considers the potential for remaining federal funds, the focus is on making significant investments that will help accelerate system progress and set conditions for long-term growth and success. OECOSL aims to work closely with ELAC and other stakeholders to align funding decisions with the prioritized workstreams outlined earlier in today's meeting. Investments currently under consideration are listed below.



## Improve learning and preparation results

*To be evaluated and determined in partnership with ELAC, IDOE and others.*



## Increase the supply and sustainability of high-quality providers

- Enhanced subsidy reimbursement model
- Supply-building efforts
- QRIS updates



## Increase access and affordability, particularly for vulnerable families

- Income eligibility expansions for CCDF
- Enhanced agreement center/contract slot strategy



## Improve and increase system capacity

- Regulatory updates
- Workforce supports
- Technology improvements





# Public Comment



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For media inquiries, questions or feedback,  
please contact us at [www.elacindiana.org/contact-us](http://www.elacindiana.org/contact-us).

# Early Literacy Update

September 2022



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# TODAY'S FOCUS



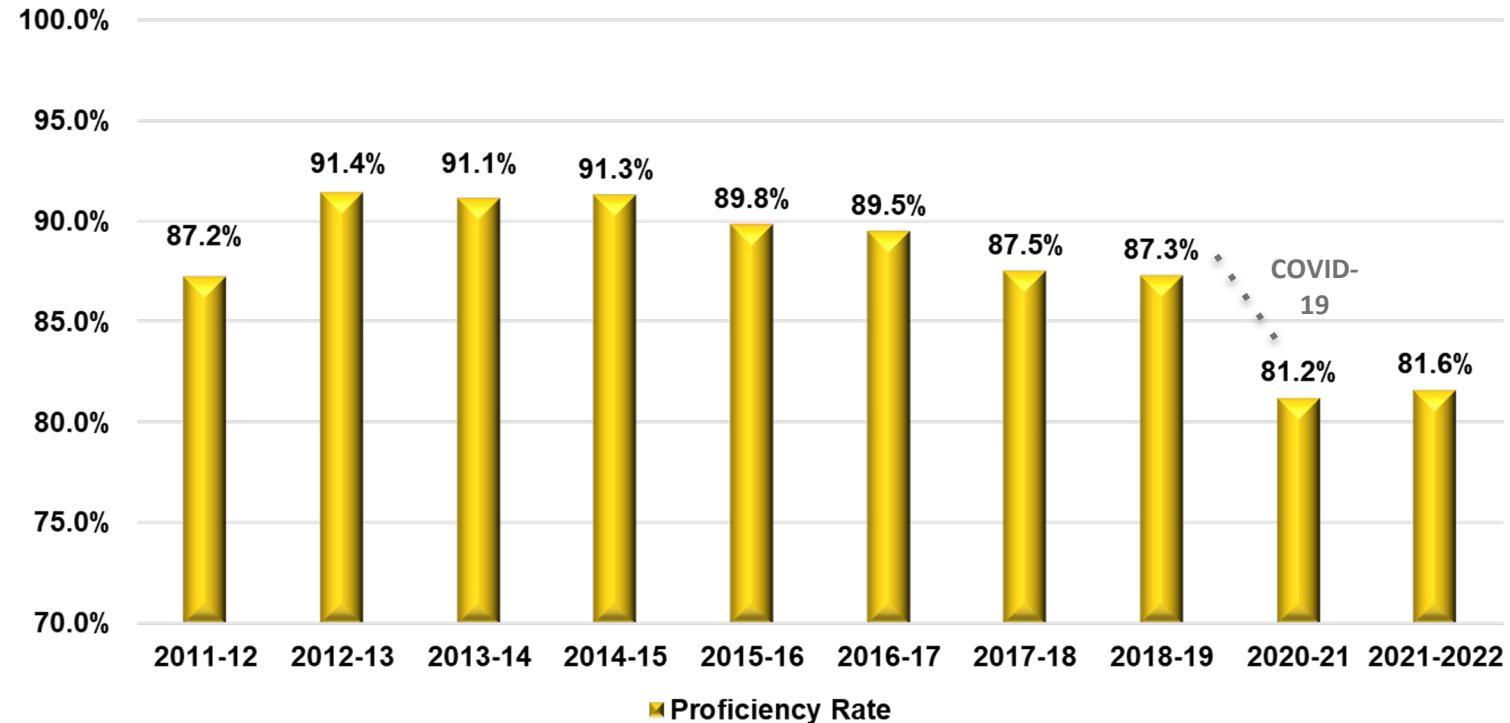
- **Level-Set: Current Data**
- **Ongoing Work**
  - Statewide literacy cadre
  - Indiana's historic literacy investment
  - IREAD-3 for grade two students
  - Connecting participating cadre schools with proximate early learning providers
- **Thoughts & Questions**

# Level-Set: Current Data



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# IREAD-3 RESULTS: OVERALL, COMPARISON BY YEAR



# 2022 IREAD-3 OVERVIEW

Statewide, proficiency rates for students **increased** 0.4 percentage points.

- IREAD-3 measures **foundational reading skills** needed to access all future learning.
- Passage rates **peaked at 91%** in the 2012-2013 school year, and since then, have continued to fall.
- 2022 passage rate: **81.6%, or 65,000+ students**

# 2022 IREAD-3 RESULTS - KEY TAKEAWAYS

- **Nearly 1 in 5 Hoosier students have not mastered foundational reading skills by the end of third grade.**
- Results remain **5.7 percentage points below pre-pandemic proficiency rates.**
- While some student populations experienced a significant improvement in reading skills, other student populations will need **evidence-based, intentional support** to become strong readers.

# 2021-2022 ISPROUT

- **Observational** assessment for children with individualized education plans in preschool classrooms.
- **Entrance:** 6 weeks after starting the program.
- **Exit:** Child leaves the program
- Approximately **4,000 children.**

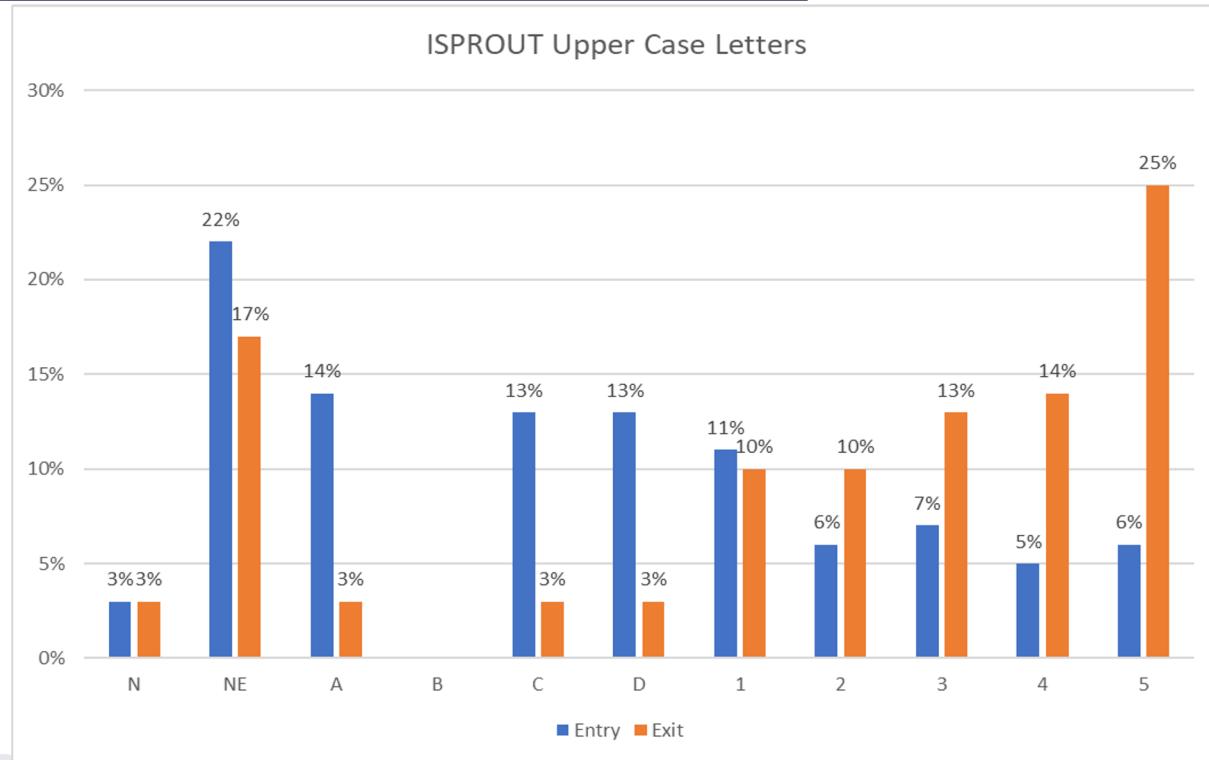


# 2021-2022 ISPROUT



- **X Axis: ISPROUT Levels**
  - A-D: Preceding developmental stages (below 3-years-old)
  - 1 - Approximately 3-years-old
  - 2 & 3 - Progressing towards kindergarten entry
  - 4 - Approximate entry to kindergarten
  - 5 - Approximate end of kindergarten
- **Y Axis: Percentage of students**

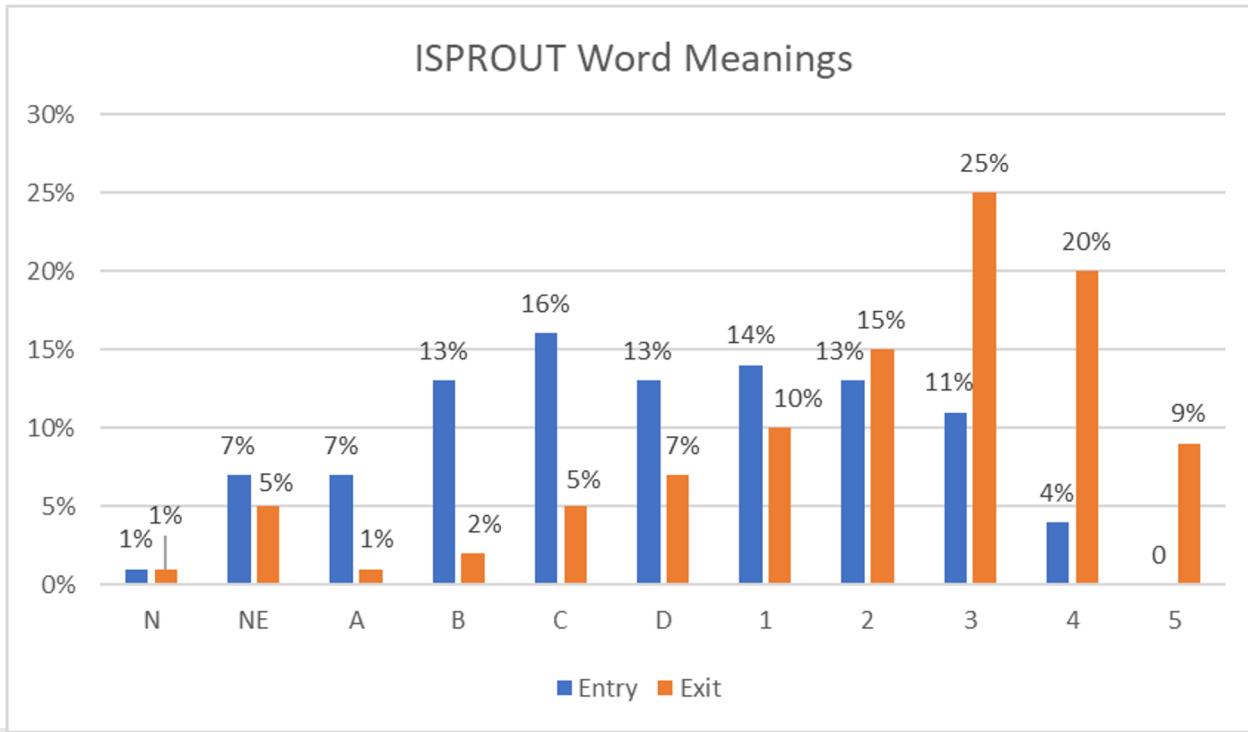
# 2021-2022 ISPROUT



# 2021-2022 ISPROUT

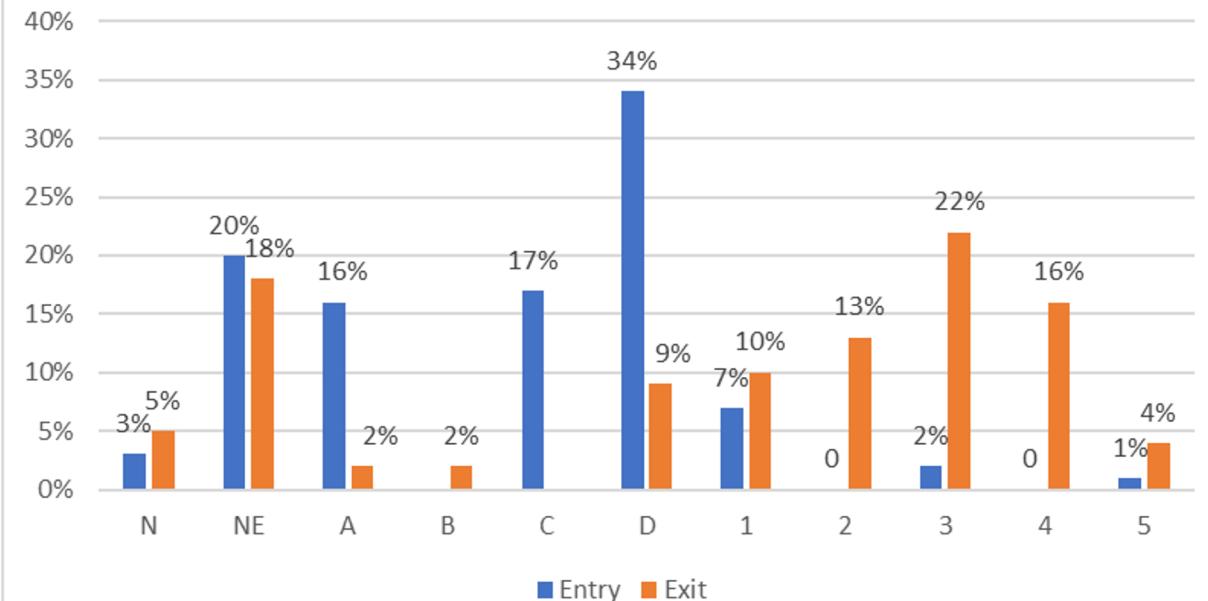


# 2021-2022 ISPROUT



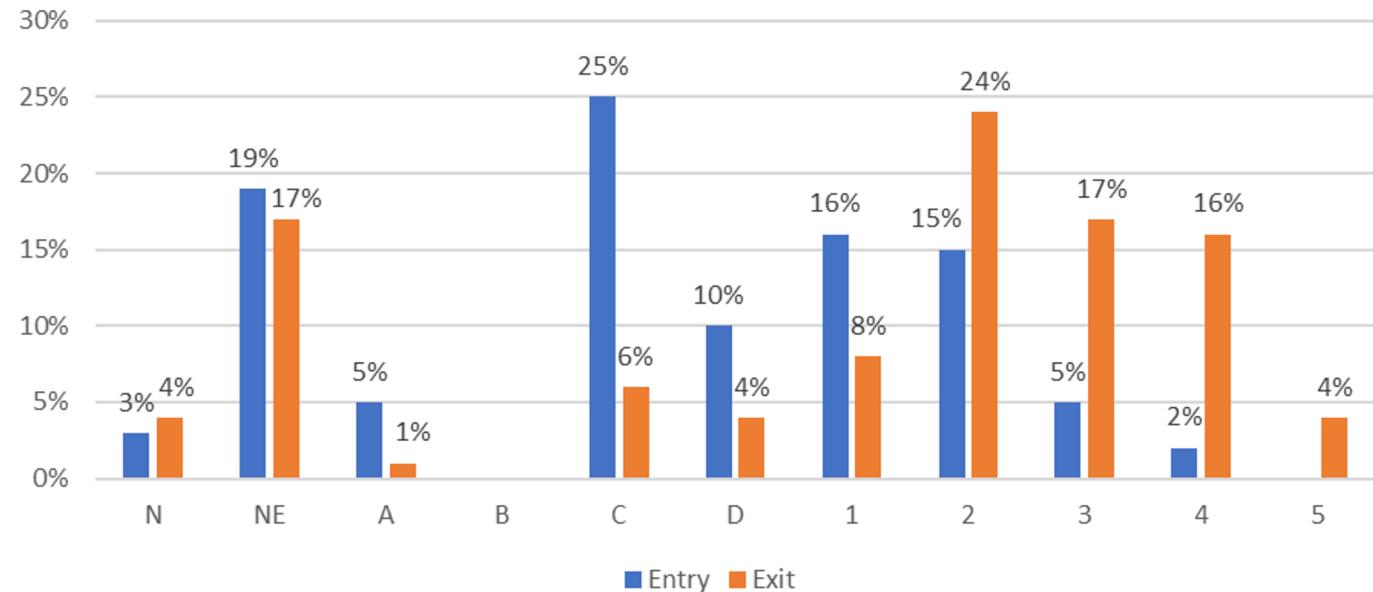
# 2021-2022 ISPROUT

## ISPROUT Rhyming Words



# 2021-2022 ISPROUT

ISPROUT Writing to Convey Meaning



# 2021-2022 ISPROUT

SKB	Data Type	N	NE	A	B	C	D	1	2	3	4	5
Uppercase Letters	Entry	3%	22%	14%		13%	13%	11%	6%	7%	5%	6%
	Exit	3%	17%	3%		3%	3%	10%	10%	13%	14%	25%
Lowercase Letters	Entry	5%	64%						14%	6%	8%	3%
	Exit	5%	28%						14%	11%	25%	17%
Word Meanings	Entry	1%	7%	7%	13%	16%	13%	14%	13%	11%	4%	0
	Exit	1%	5%	1%	2%	5%	7%	10%	15%	25%	20%	9%
Rhyming Words	Entry	3%	20%	16%		17%	34%	7%		2%		1%
	Exit	5%	18%	2%	2%		9%	10%	13%	22%	16%	4%
Writing to Convey Meaning	Entry	3%	19%	5%		25%	10%	16%	15%	5%	2%	0
	Exit	4%	17%	1%		6%	4%	8%	24%	17%	16%	4%
Following Directions	Entry	1%	8%	6%	9%	6%	33%	27%		9%		1%
	Exit	1%	5%	1%	1%	2%	14%	32%		30%		13%

# Ongoing Work



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# STATEWIDE LITERACY CADRE

- Training Support Specialists (TSSs) are currently supporting literacy coaches in the implementation of the Science of Reading framework in 42 Indiana schools.
- TSSs and coaches completed extensive in-person training this summer.
- Regular collaboration network meetings support TSSs, coaches, and administrators.
- Curriculum and assessment training and implementation are ongoing.

***Next up: Engaging educator preparation programs to support future educators!***

# HISTORIC LITERACY INVESTMENT



**Largest-ever financial investment in literacy in Indiana**

\$60 million from Lilly Endowment to IDOE +

\$26 million from IDOE (ESSER II) +

Up to \$25 million from Lilly Endowment to Indiana's teacher prep programs

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= **\$111 million combined investment**

## HISTORIC LITERACY INVESTMENT CONTINUED



- This investment is *intentionally focused* on providing support, tools, and resources for our educators who teach reading.
- Focus: **Science of Reading** strategies

The Science of Reading is a **research-based strategy** that integrates instructional practices with efforts focused around phonics, phonemic awareness, fluency, vocabulary, and comprehension.

## HISTORIC LITERACY INVESTMENT CONTINUED

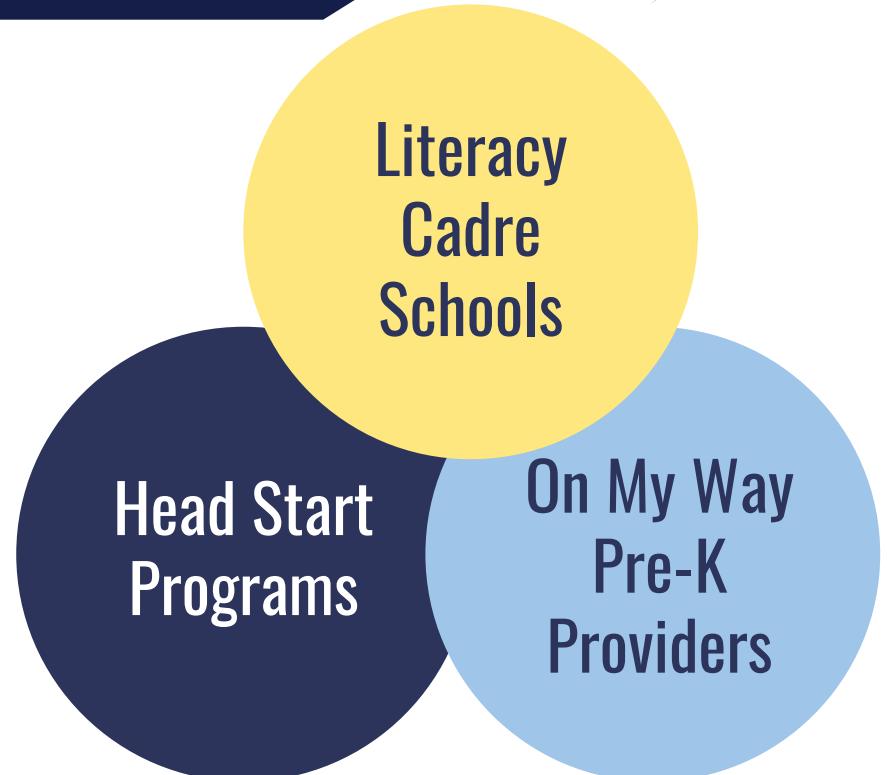


Specifically, this investment will –

- Deploy **instructional coaches** to elementary schools throughout Indiana who opt-in, expanding the 54 school pilot launched this fall to about **60% of elementary schools (over 600 schools)** by the end of the 2025-2026 school year;
- Offer **stipends up to \$1,200 to K-3 teachers** who participate in professional development focused on the Science of Reading;
- Provide **targeted support for students who need the most help** in improving their reading skills; and
- Create a **literacy center** at IDOE focused on **Science of Reading strategies** and provide **technical assistance to schools**.

# CONNECTING SCHOOLS AND PROVIDERS

- Joint letters from IDOE and FSSA were sent to schools participating in the literacy cadre, as well as early learning providers proximate to those schools.
- The letters encouraged collaboration between programs, and recommended joint professional development opportunities.
- Contact information was also provided to ease communication between schools and early learning programs.



# FUTURE CONSIDERATIONS

- Design developmentally appropriate professional development related to the Science of Reading for preschool in the Indiana Learning Lab
  - Phonological awareness
  - Vocabulary
  - Alphabet knowledge
- Create opportunities for families to learn how to support early literacy development at home as it relates to the Science of Reading



# Thoughts & Questions



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**THANK YOU!**