



**Attended in person:** Maureen Weber, Madeleine Baker, Kimberly Brooks, Tonia Carriger, Rob Moorhead, Courtney Penn, Susan Keough, Sherry Searles, Kelli Servizzi

**Attended Virtually:** Betsy Delgado and Erin Donovan

[Meeting video](#)

Slides of the following presentations can be viewed [here](#)

1. Call to Order- Maureen Weber at 1:00pm
2. Approval of the Agenda- 1:03pm Kim Brooks, move, Sherry Searles, second. Agenda & minutes from November approved unanimously (11-0)
3. Chair's Report- Maureen Weber
  - i. Introductions of and to new Member- Susan Keough
  - ii. Setting up discussion for workforce crisis
    - Reminder of ELAC statutory changes in 2022
    - ELAC can better inform state leaders on policy
    - Review workforce strategies from ELAC roadmap and GWC recommendations
    - Provided data points around state of childcare industry
      - Statewide childcare workforce has almost recovered from pre-pandemic numbers, although it is happening in pockets
      - Greater loss during lockdown are having slower recoveries
      - Childcare workers have had lower wage increases than other industries.
      - >2500 teaching positions in ECE
    - Questions for consideration?
      - How can we leverage existing resources to sustainability improve compensation?
      - How may we attract talent?
      - How can we further accelerate workforce prep efforts
4. Provider & Community Spotlight- Wayne Township Preschool -Dr. Heather Pierce, Principal & Ms. Nicole Caufield
  - i. About Wayne
    - Serve 3-5 years old who live in MSD Wayne
    - Preschool only three hours, childcare is offered for wrap around care
    - Inclusive setting with special education
    - Level 4 PTQ
    - Population grows throughout year as children turn three



- Each year enrollment has grown
- Demographics mirror K-12 school enrollment
- Wayne provides transportation
- Accept CCDF and OMW
- High ELL population
- Serve 136 families in full day childcare
- 20% of population receive subsidies
- 57% are full pay
- ii. Program Highlights
  - Focus on family and community connections
    - Quarterly family events
    - Monthly activities
  - Curriculum, instruction and assessment
    - Early learning foundations
    - High Scope Framework
    - Teacher created curriculum
    - Conscious discipline
  - Inclusive practices
    - Use one curriculum regardless of level
    - Standard classroom environments
    - Integrated therapy
    - Childcare services
    - Equity lens on all materials
    - All teachers are dually licensed in Special Education
    - Collaboration among all groups working with students
  - Workforce development
    - Advertise job openings
    - Word of mouth
    - Competitive pay
    - Partnership with ECE in career center
    - Interviewing techniques
      - Screening
      - Team
      - Reference checks
      - Identify potential and interests
      - Discuss growth opportunities
    - Easy part is hiring, hard part is retaining
      - Leadership focus



- Formal onboarding and training
- Offering growth opportunities for employees
  - Schooling, certifications, internal promotions, practicum support.
- 5. Workforce Crisis
  - i. Educator Solutions- Erin Kissling, Early Learning Indiana
    - Redefining what educator prep looks like
      - Pathways utilizing competency based education
      - Goals: improve quality of ECE, decrease time to competency, reduce cost of recruitment
      - ECE Educator Certificate Program (14month program) Using model: Explore, Practice, Apply
        - Created for those seeking lead teacher positions
        - Connected with Butler University college of Education
          - Stacks to bachelor's degree
        - Online programming is completely aligned with that they are doing in the classroom with their collaborative teachers. Participants are in a cohort to share the experience
      - Classroom Support Specialist WBL program (13 weeks)
        - Created for those fresh to ECE field
        - Similar in model to the certificate program with classroom and work based experiences
        - Stacks to a CDA pathway
      - Questions:
        - Rob Moorhead- Wondering if there is a way to bleed this down to high school environments alongside dual credit/dual enrollment and have those students getting a headstart while they are in high school?
        - Erin Kissling- That is the intent, especially for the CSP, to springboard them into a career
        - Sherry Searles- Are these online courses?
        - Kissling- Yes! They are and they will be available throughout the state
        - Searles- is there any opportunity for TEACH?
        - Kissling- Currently they are not TEACH eligible, however, it is on the radar.
        - Kim Brooks- Is the CSP program just here?
        - Kissling- Hopefully in the fall it will be a much larger



- ii. Area 31 ECE Program Career Center
  - Students receive 9 dual credits after year one
  - Year two is CDA process – 12 credits total
  - 120 contact hours in year 1 (volunteer)
  - Students get paid to go to school – traditional practicum
  - Students don't have to pay for the full cost of CDA Exam fee
    - TEACH covers 90% of exam cost and 80% of tuition, books and fees at associate level
- iii. Discussion:
  - Brooks: I wonder if there is some type of database that is looking at what programs are currently available all over the state? What are the commonalities? What are the common barriers? To get an idea that maybe we don't have to reinvent the wheel, how is it working? Is it scalable?
  - Carriger: To Kim's point we had the opportunity to discuss transition to teach opportunities and while it is regional, I think sharing the experiences can challenge other colleges and universities to follow suit. I love the creativity that is being shared and options for everyone.
  - Moorhead: I would just add that while we are talking about the programs today and the big push for redesigning the senior year of high school. These are great examples where we are getting seniors into the workforce. I love the paid internship opportunity. I think we could influence more students to go down this pathway
  - Baker: I know it is a hard sell to the parents but I think we are at a point where we have the creativity and ambiguity to be able to market and sell it to the parents and adults in general. I think it is also something we need to connect. Not to mention, it is an opportunity to really get to the employers.
  - Weber: They are feeling the angst of not having it! How do we recruit? How do we retain? What can we recommend on the longer-term issues?
- 6. Matters for Decision
  - i. Roles & Responsibilities of ELAC
    - States our roles as a body as individual members, chair and director.
    - Gives us some teeth to what we do so ELAC continues to live on regardless of who is on the board, directing or chairing.
    - Motion to approve roles & responsibilities, Madeleine Baker, Second, Tonia Carriger. Approved Unanimously (11-0)
- 7. Updates from the State
  - i. KG Readiness- Kelli Servizzi



- Aspirational indicator on GPS dashboard
  - Defining next steps for assessment and adoption by State Board
  - Review evidence-based developmentally- appropriate curriculum aligned to Indiana’s Early Learning Foundations
  - Reviewed ELF with same process as state standard review
  - KG Readiness definition will be adopted by SBOE
  - Align standards with science of reading
  - Would like to release a recommended curriculum list
- ii. Preschool Development Grant- Servizzi & Penn
- PDG strategies are aligned with ELAC priorities
  - Focused on sustainability of the changes without the extra funding
  - Starting with a needs assessment followed by a strategic plan
    - Application focuses on family engagement, workforce, instruction and quality measures and expansion
  - Grants specifically around providing training for providers or helping local coalitions or organizations provide training
    - Brooks: When will this be available?
    - Penn: This is intended for all three years but we’ll be looking at 2024 to truly distribute money
    - Searles: When do you anticipate the needs assessment and how will it be rolled out?
    - Penn: Working with Purdue. We’re finalizing contract.
    - Weber: How are we thinking about and is there a role for ELAC to be a thought partner in this process?
    - Penn: First thoughts are thinking about is the regulatory burden. Licensing workgroup is wrapping up and will report recommendations. We will need to think about system changes that need to take place. If we change the rules we have to update the system. The other piece would be the QRIS update. This group should be an active part of that. Lastly, workforce, increasing access and capacity is so important because you can’t have either one of those things without structures and staff.
8. Public Comment - None
9. Adjourn – The meeting adjourned at 2:50 pm