



Attended: Maureen Weber (Chair), Kimberly Brooks, Tonia Carriger, Mark W Chamberlain, Erin Donovan, Lisa Johnson, Rob Moorhead, Secretary Daniel Rusyniak, Sherry Searles, Kelli Servizzi

Meeting video [link](#).

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

- I. Call to Order - Weber called the meeting to order at 10am
- II. Approval of the Agenda – Carriger motioned to approve, Secretary Rusyniak seconded, motion passed
- III. Introduction of Members – Members introduced themselves, including their current roles
- IV. Review of Committee Charge Issued Under the ELAC Statute – Weber reviewed [IC 12-17.2-3.8-5](#)
- V. Brief Situational Analysis – the State of Early Education
 - a. Overview of the Ecosystem – Sue McKinney, Interim Director, OECOSL and Rene Withers, Deputy Director, OECOSL

Discussion and Questions from the Committee RE: Overview of the Ecosystem:

Weber requested more details, such as a breakdown of state and Head Start funding, and side-by-side comparison of licenses.

Weber: I appreciate the breakdown of PTQ by level, and explanation of the qualification levels.

Moorhead: What is the requirement of 50%?

Withers: 50% of staff have to have a CDA or equivalent, which is 12 credit hours of post-secondary education if it focuses on early childhood education. The CDA is a national credential.



Chamberlain: You mentioned these regulations are 20-some years old. Is it in the best interest to review and revise these?

Withers: PTQ is a voluntary quality system, but not part of the law. PTQ has been around 2013.

Chamberlain: To clarify, I'm also talking about other regulations you discussed earlier.

Weber: It's fair to say the committee can make recommendations about how we can refine licensing to be more equitable and address the issues Rene raised.

Withers: Some regulations are federal. The workgroup looking at legislation can look at the things we can change and work towards that.

Moorhead: Do the programs that can accept On My Way Pre-K have to be on PTQ?

Withers: Yes, we require them to be Level 3 or Level 4 on PTQ.

- b. Data Snapshot - Sue McKinney and Rene Withers

Discussion and Questions from the Committee RE: Data Snapshot:

Weber: Thank you for sharing that data. I suspect that people here are not surprised, and not heartened, by these results. One bit of surprise is that we are doing better in math than in literacy. Thank you again, we can all feel more informed as we begin and move forward.

- c. Preschool Development Grant Progress Report – Maureen Weber
- d. Surveying the National Landscape – Brittany Krier, Co-Founder and Managing Principal, MAPT Solutions

Discussion and Questions from the Committee RE: Surveying the National Landscape Policy Environments:

Moorhead: Have you seen any examples in states where they are making a link between K-12 intuitions and community-based programs, and how that might be an avenue to consider?

Krier: Yes, the focus on kindergarten readiness is really bringing them together. You see new requirements in regulatory and the quality rating systems that is requiring them to work



together and you see it in the data gathering to see how children are progressing between early education and progressing in to early elementary school.

Moorhead: I also have a concern about our rural areas and access to programs.

Krier: Yes, we'll be talking more about that and the supply building efforts that are underway to grow rural access. Iowa, for examples are incentivizing communities and K-12 districts to repurpose vacant space into ECE programs, as a rural access strategy.

Weber: We have examples of that happening in Indiana, but they are more ad-hoc.

Krier: They are called micro-center models, or micro-classrooms.

Discussion and Questions from the Committee RE: Surveying the National Landscape
Supply Building and Workforce Development:

Weber: Are the Workforce experiments funded through pandemic-response dollars, or are states investing in them?

Krier: Most of it is coming from the federal response dollars.

VI. Discussion

Weber: (To Secretary Rusyniak) As we move ahead, are there things that we have talked about that you feel are non-starters or Indiana?

Secretary Rusyniak: I don't think there is anything right now that is a non-starter. I think it's going to be more about how we get to the plans we want to put in forth. The "how" will be critical. The key will collaboration ELAC with FSSA, OECOSL, and IDOE, and also externally, and making sure we have the right structure. We want to hear from providers, and really look at the changes we want to make. What is the goal and outcome we want to accomplish? We can't do it all, so what are our priorities and the steps to get there?

Weber: Yes, our next task will be prioritizing those goals. Are there initial reactions and feedback from committee members?

Carriger: From Head Start, they are also struggling with different options. They are using extraneous funds to push short term and long-term project, in terms of keeping the workforce



up and running. They are using the funds for incentives (bonuses). Many programs, who are used to using data, are hesitant to putting those funds in place, because they know the funds won't be there later, it's not sustainable for them. Head Start is also working to support programs in looking long-term. When a grant is given to a Head Start agency, they are given so many slots, and they aren't given wiggle room on those slots. Head Start is working to help them evaluate the slots and focus on what slots are needed (ex. Infant toddler). They are trying think about that and utilize those funds. Currently, there \$175.5 million/annually coming through Head Start. When it comes to extraneous funds, while Indiana hasn't spent all their funds, we have spent around 50%, most other states are at about 20%. So, our programs have figured out how to use these dollars.

Weber: Yes, we don't want to forget about Head Start and all they are doing, with their dollars.

Servizzi: Secretary Jenner is committed to early learning for all children. The Office of Kindergarten Readiness is brand new, so I'm excited to take on any ideas to consider and collaborate with all the agencies.

Chamberlain: From my experience running a business, it will be important to sequence the priorities. You can't fund a program, if you don't have the structure with staffing and technology. The s3equence will be important.

Weber: Yes, I agree, and one challenge we have with the federal funding is that the timeline doesn't support that, but this group will help us get in front of that.

Moorhead: I continue to go back to access, and how can we set up a system so that more people can access On My Way Pre-K dollars. We don't want to put community programs out of business, so we need to work with them so they understand we aren't trying to put them out of business, but there are a lot for children who aren't being served. How do we assure quality? I think K-12 institutions can help define that, as our kindergarten teachers can help.

Weber: Yes, especially in rural communities, we need to round out who is providing services.

Searles: I work with providers in my community, and so I'm hearing things that will be a huge win in helping programs increasing quality.

Weber: (To Searles and Moorhead) Are you hearing the workforce issue as prevalently as we are in Central Indiana?



Searles and Moorhead: Yes!

Donovan: With our early childhood program at Ivy Tech, we are looking at how we can assist with the CDA options around the state and expand that, and we are looking at the possibility of offering micro-credentials.

Weber: I was on a call with other states, and I heard a theme of micro-credentials.

Moorhead: I like the idea of CTE and partnering with them to offer early childhood education. We have to encourage our high schoolers who are getting ready to graduate to consider this as a career. No better way than while we have them in school where they can take CTE programs.

Weber: Yes, I agree, we need to bring in high value careers into our conversation.

Weber: We have a lot of work, starting with prioritizing the work and sequence it so that it is ready in time for the session. We will now open for public comment.

VII. Public Comment

From the Chat:

-People like the health insurance options for providers

-People like the idea of connecting with kindergarten teachers

-Are there lessons to be learned from Head Start's focus on focusing on outcomes and their focus on family?

Weber: That's a great question, Tonia is nodding here that yes, there are things to learn. There are things that each auspice do well, all of them have expertise, how can we bring all of that together?

-There is agreement that workforce is an issue!

VIII. Adjourn – The meeting adjourned at 11:45am



Indiana Early Learning
Advisory Committee

Committee Meeting Minutes

August 29, 2022
10am – 12pm EDT

Next Committee Meeting: Last week in September, TBD