



**Indiana Early Learning
Advisory Committee**

**Family & Social Services Administration
Department of Education**

**Indiana Government Center South
402 W Washington St.
Indianapolis, IN**

**November 8, 2023
1:00 PM**

Meeting Agenda

- ▶ Call to Order
- ▶ Approval of Agenda & September Minutes
- ▶ Chair's Report
- ▶ Director's Report
 - ▶ 2023 Recommendations Report – Vote
- ▶ Head Start Needs Assessment Review
- ▶ Policy Equity Group, HEA 1591
- ▶ Public Comment
- ▶ Adjournment



Approval of Agenda & September Minutes

Chair's Report

Maureen Weber
ELAC Chairwoman

Director's Report

2023 Recommendations Report Final Vote

Courtney Hott
ELAC Director

Updates under Priority 1: Improve Learning & Readiness for Kindergarten

- Updated completed projects under timeline
 - Early Learning standards
- Maintained timing on projects in process
 - Assessment system
 - Paths to Quality™ recommendations/rebuild
- Updated timing on projects that have been pushed back
 - Data systems
 - Paths to Quality™ requirement

Updates under Priority 2: Increase the Supply and Sustainability of High-Quality Providers

- Updated completed projects under timeline
 - Increase reimbursement rates based on cost of care
 - Remove 'expansion penalty'
 - Financial incentives to grow capacity
- Maintained timing on projects in process
 - Streamlined path for LEA's to qualify for PTQ (2024 priority)
 - New models of care (i.e. Microsites)
 - Increase scholarship supports
- Updated timing on projects that have been pushed back
 - Workforce Training models (discussion in December about path forward)

Updates under Priority 3: Increase Affordability for (Particularly Vulnerable Families)

- Updated completed projects under timeline
 - Expand income eligibility for Child Care Development Fund vouchers and On My Way Pre-K
 - Child Care Tax Credits and technical assistance (completed but expanding)
- Maintained timing on projects in process
 - Removing work requirement for On My Way Pre-K
 - Aligning to K-12 Voucher Process when possible

Updates under Priority 4: Improve and Increase System Capacity

- Maintained timing on projects in process
 - Focusing on system-level improvements
 - Modernizing statutory and regulatory environment (including blanket waivers)
 - Update licensing systems to increase automation and streamlined reporting
 - Refine licensing compliance with efficient and abbreviated inspections
- Updated timing on projects that have been pushed back
 - Evaluating structures for determining eligibility (in progress, just longer than expected)
 - Agreement centers (in progress, just longer than expected)

December Agenda Preview

- ▶ Call to Order
- ▶ Approval of Agenda & November Minutes
- ▶ Chair's Report
- ▶ Director's Report
 - ▶ Paths To Quality™ Recommendations - VOTE
- ▶ Workforce Strategy
 - ▶ Discussion
 - ▶ VOTE
- ▶ Federal Relief Spending
 - ▶ Update and Plans
 - ▶ Brief regulatory reform update
- ▶ Public Comment
- ▶ Adjournment



Discussion

Head Start Needs Assessment Review

Tonia Carriger

Indiana Head Start State Collaboration Manager
Office of Early Childhood & Out-of-School Learning
Family and Social Services Administration



To compassionately serve our diverse community of Hoosiers by dismantling long-standing persistent inequity through deliberate human services system improvement.

WWW.FSSA.IN.GOV



Head Start 101/Indiana Head Start and Early Head Start Needs Assessment

**INDIANA HEAD START
& EARLY HEAD START
NEEDS ASSESSMENT**



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Head Start Collaboration Offices: 1990 Start > IN 1996



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Profile: Indiana Head Start Programs



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Indiana Grant Recipients

38 – Indiana Grant Recipients



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2022-2023 Funded Enrollment

10,816 = Head Start

2,477 = Early Head Start

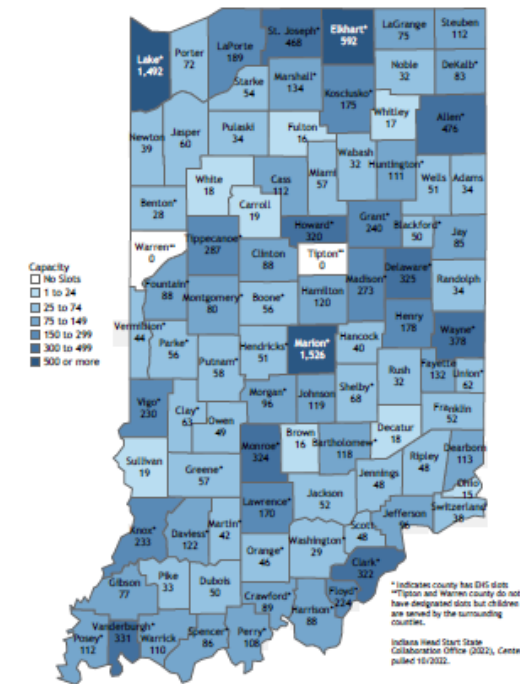
116 = Pregnant Moms

13,293 = Total

ENROLLMENT (CAPACITY)

In 2021-2022, Indiana recipients reported the capacity to serve 13,293 children and 116 pregnant women. Head Start (HS) programs can serve 10,816 children, while Early Head Start (EHS) programs can serve 2,477 children. These totals include 196 slots for children of migrant and seasonal workers.

Map 2: Total Head Start and Early Head Start Slots by Counties



¹ Office of Head Start, Program Information Report, National and Indiana, 2021-22.



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What is Head Start?

- Head Start = Ages 3 to 5
- Early Head Start = Birth to age 3
- Pregnant Moms



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Eligibility

- Income: 100% of Federal Poverty Level-FPL and below
- Public assistance (TANF, SSI and NEW this year SNAP)
- Homelessness
- Foster care



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Additional Eligibility

- Additional Eligibility Criteria: 10% > FPL
- Between 100% and 130% FPL some flex
- Wait List



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Capacity to Serve Eligible Children



- Head Start serves 36%
- Early Head Start serves 11%
- Children in poverty: rural areas > urban areas
- Workforce impact on Capacity



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Types of Head Start and Early Head Start Programs

- Center-Based
- Home-Based (home visiting)
- Family Child Care
- Pregnant Women



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Center-Based Operating Schedules

- Five Days a week Full Day
- Four Days a week Full Day
- Full/Part Day Four or Five Days



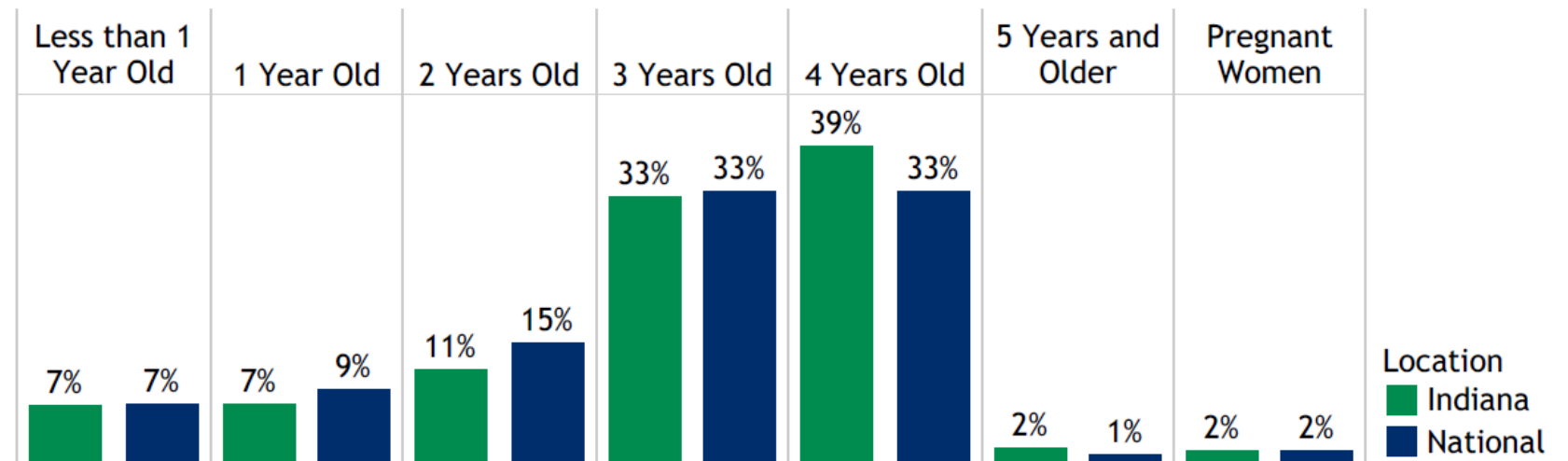
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Age Breakdown: IN vs National

Figure 3: Cumulative Enrollment by Single Age Comparing Indiana to National Enrollment



Source: Office of Head Start, *Program Information Report*, National and Indiana, 2021-22.

*Due to rounding, Indiana does not equal exactly 100%.



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Home-based Services

- Pregnant Moms
- Early Head Start
- Head Start



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Comprehensive Services

COMPREHENSIVE SERVICES

Head Start focuses on the whole child, which extends to the whole family. Children and families involved with Indiana Head Start programs have diverse needs. Early childhood education is just one of the four components of a Head Start or Early Head Start program.



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Comprehensive Services

- **Education**
- **Health**
- **Parent Involvement or Engagement**
- **Social Services**



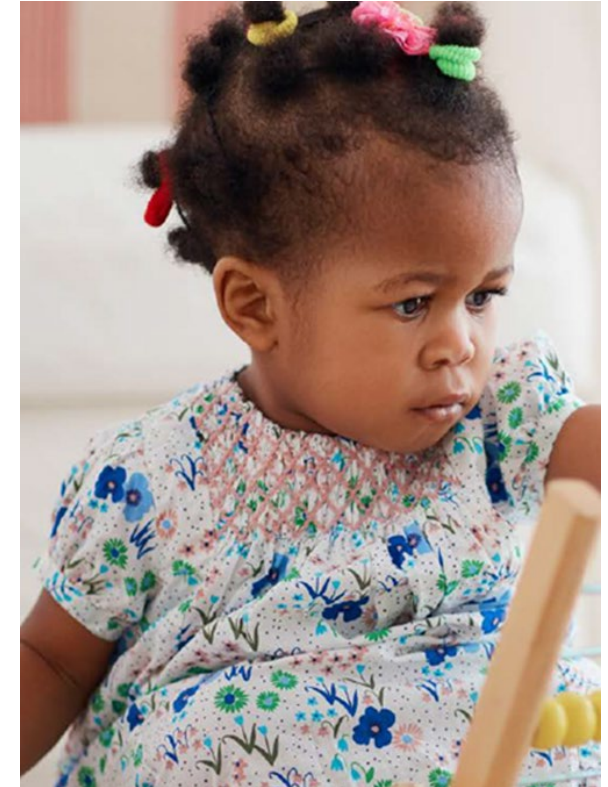
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Federal Priority Areas:

- State child care systems partnerships
- ECE/child outcomes data collection
- High quality workforce
- State Quality Rating and Improvement Systems (QRIS)
- Transitions





Success Stories

Success Stories from Collaboration

"Geminus Head Start has been helpful in providing efficient services to parents who have children with special needs. The children who receive these services are achieving new goals that are created by their teachers' use of their IFSP report."

"Head Start referred a client to Community Partners and we were able to assist them with paying a Nipsco bill."

"I have referred a family to Head Start that really wanted a preschool program, but did not qualify for preschool through the school district - family was very grateful to be able to receive services."

"There are many success stories. Families that would have been turned [away] because they didn't have and couldn't afford child care. Families that were listed as homeless and would have remained that way, if they didn't have child care. A mother who was [in] a domestic violent affair and needed to get on her feet, child care set the momentum she needed."

~ External stakeholder feedback



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Thank you . . . Questions?



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Update on HEA 1591

Jeff Capizzano
Policy Equity Group



Revising Paths to Quality™: Update for the ELAC Steering Committee

Jeffrey Capizzano, *President*

Presentation to the Indiana Early Learning Advisory Committee

November 8, 2023

Review of Project

Support ELAC in meeting its two legislative charges

- Provide recommendations for revising Paths to QUALITY™ (PTQ™)
- Evaluation of existing child care regulations and provide recommendations

Specifics of the PTQ™ charge:

- Not later than 12/31/23, develop recommendations for implementing a revised PTQ™ that:
 - (A) maintains health and safety standards;
 - (B) integrates objective measures of kindergarten readiness;
 - (C) contemplates accredited kindergarten-grade 12 institutions as onsite providers;
 - (D) incentivizes providers to increase wages for workers who complete education and training that results in a postsecondary degree or industry recognized credential.

Method for generating PTQ™ recommendations

- Interviews and focus groups with Indiana stakeholders
- Literature review of QRIS systems, PTQ™ validation study, and similar research
- Review of PTQ™ standards against goals of distinguishing quality, supporting kindergarten readiness, and incentivizing increased wages for professional growth



Progress: Stakeholder Interviews Nearly Completed

Collected input from over 40 stakeholders through interviews and focus groups

- Parents
- Providers
- School district CEOs/superintendents
- PTQ™ raters
- INAEYC
- Indiana Head Start Association,
- Indiana Afterschool Network
- Head Start Collaboration Director
- Indiana Chamber of Commerce
- FSSA
- DOE
- Early Learning Indiana
- ELAC Steering Committee

Examples of top-line findings:

- **PTQ™ is not truly measuring what it is intended to measure**
 - Programs can meet the letter of the PTQ™ standard without meeting the spirit
 - PTQ™ indicator example: “A written curriculum reflects the program philosophy and goals and based on Developmentally Appropriate Practices”
- **Very weak, if any, quality improvement aspect to PTQ™**
 - Raters are asked, “How can I improve?” but they are not coaches
- **Varying rewards to participation**
 - E.g., It is expensive to obtain accreditation
 - NAEYC fees: Enrollment (\$575+), application (300+), verification visit (\$1,200+), annual (\$650)
 - Increase in reimbursement in \$20 per week, per child, for infants = \$160 per week extra (8)
- **Most often, parents unaware of PTQ™ branding and have to take the care they can find and not rely on ratings due to supply issues**
- **Workforce turnover makes rating more difficult**



Progress: Literature Review in Process

“Can Rating PreK Programs Predict Children’s Learning?” (Sabol et al 2013)

- “On most measures of children’s learning, programs rated high by QRIS produce outcomes that are not significantly better than those of low-rated programs”
- “Observational measures of teacher-child interactions demonstrate promise for discerning meaningful levels of pre-K quality. Yet QRISs are not capitalizing on this empirical evidence.”

“Measuring Early Care and Education Quality” (Burchinal 2018)

- “The evidence indicates that we need to focus on the content of instruction and teaching practices, as well as the extent to which teachers actively scaffold learning opportunities. We also need to continue to focus on the quality of interactions between teachers and children, and on children’s access to age-appropriate activities.”

It’s interactions and content

- Great example is Virginia's VQB5
 - CLASS Observation + Implementation of research-based early childhood curriculum
 - Quality improvement cycle: Prepare, Measure, Feedback, Support, Adjust and Improve



What does this mean for the recommendations?

Four areas to be addressed in the recommendations

1. Quality standards/Indicators
 - Kindergarten readiness assessment could be a part of the curriculum component
2. Tools, processes, and infrastructure to measure the indicators
3. Embed the PTQ™ in a quality improvement process
4. Connection to supports, tiered reimbursement, and parent communication

Will acknowledge the connection to workforce and compensation

- **Stability of the workforce is foundational to quality**
 - Quality measurement doesn't really matter without stable workforce
- **Difficult to incentivize provider wages through quality measurement system**
 - Those providers that have the resources to pay more will score higher and receive greater reimbursements
 - Right sentiment but need other ways to support wages and pathways to higher credentials



Thank You!

Jeffrey Capizzano
President
Policy Equity Group



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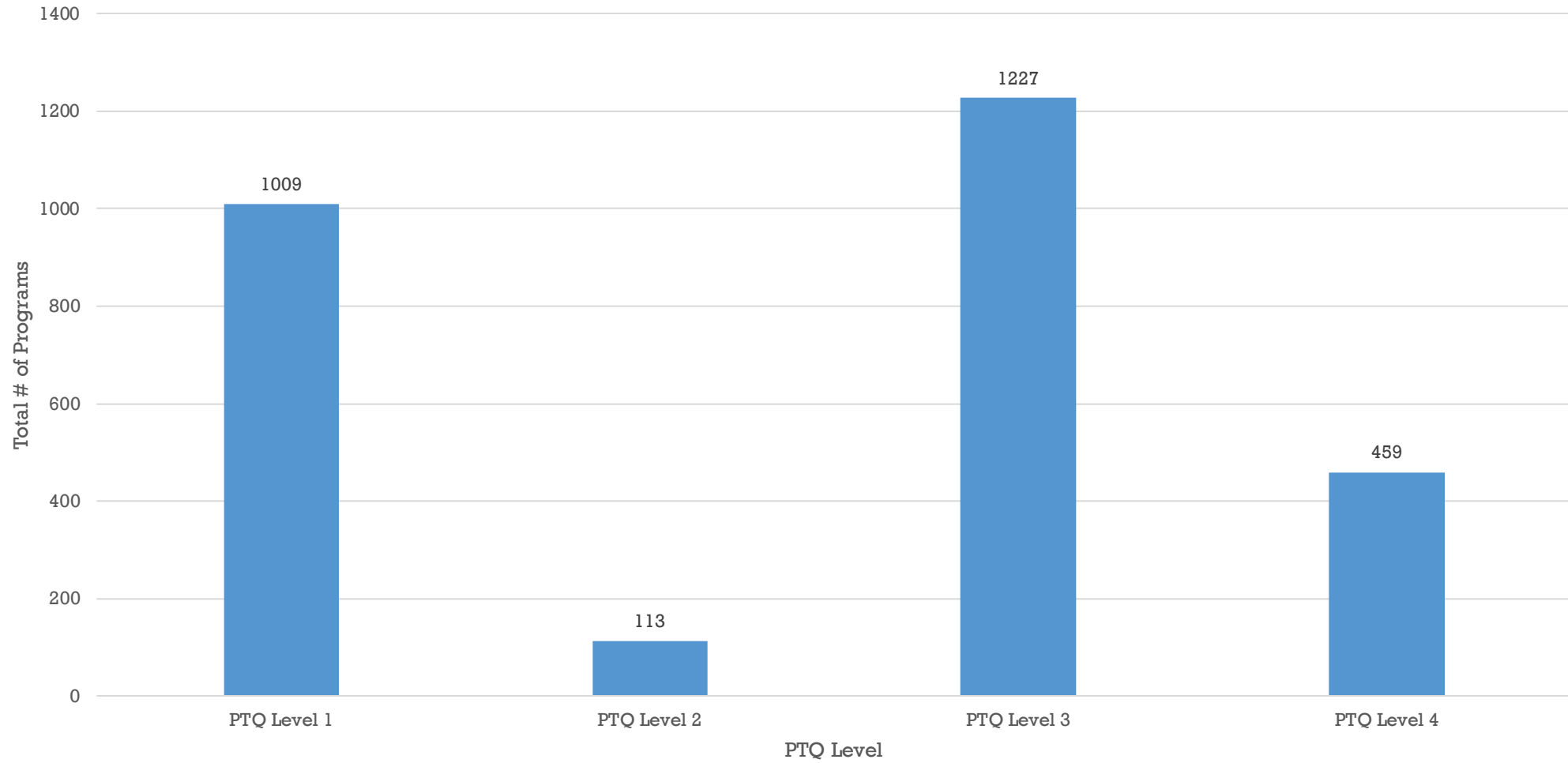
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Indiana ECE Programs in each PTQ Level



Public Comment

Adjourn

Information regarding today's meeting, including slides and materials, can be found at

<https://www.in.gov/fssa/carefinder/advisory-groups/early-learning-advisory-committee/>

Next Business Meeting:

- Date: December 20, 9-11 A.M.
- Location: Indianapolis, IN



For media inquiries, questions or feedback, please contact courtney.hott@fssa.in.gov