Indiana Early Learning Advisory Committee

Family & Social Services Administration

Department of Education

Ivy Tech Community College
345 High Street
Muncie, IN

July 2023
1 p.m. – 2:30 p.m.

Prepared by Mapt Solutions

Meeting Agenda

▶ **Call to Order**

▶ **Chair & Director's Reports**

▶ **Approval of Agenda and May Minutes**

▶ **Community Spotlight: Delaware County's Cradle to Career Initiative**

▶ **ELAC Priorities: Updates and Discussion**

  ▶ **Priority 1**: Improve Learning and Readiness for Kindergarten

    ▶ Early Learning Standards

  ▶ **Priority 2**: Increase the Supply and Sustainability of High-Quality Providers

    ▶ Child Care Reimbursement Rate Changes

  ▶ **Priority 3**: Increase Affordability, Particularly for Vulnerable Families

    ▶ Expanded Income Eligibility for CCDF and On My Way Pre-K

  ▶ **Priority 4**: Improve and Increase System Capacity

    ▶ Child Care Expansion Grants

    ▶ Regulatory and Quality Review/HEA 1591

▶ **Public Comment**

Indiana Early Learning Advisory Committee

Chair's Report

Indiana's Early Learning Roadmap & Related Progress

Maureen Weber
ELAC Chairwoman

Indiana Early Learning
Advisory Committee

Indiana's Early Learning Roadmap

Improve learning and readiness for kindergarten

- Define kindergarten readiness and update standards.
- Build and deploy an assessment system.
- Update PTQ to incorporate objective measures of quality.
- After update, require PTQ participation for all providers receiving public funding.
- Design and implement a strategy to strengthen kindergarten readiness across the mixed delivery system.
- Adopt or develop data systems and technology to improve analytics across the birth-to-school continuum.

Increase the supply and sustainability of high-quality providers

- Increase reimbursement rates to improve provider sustainability.
- Encourage and reward operational efficiency and scale.
- Enable all LEA's to qualify to accept OMW vouchers for pre-K services.
- Enable new models of care to meet demand, especially in hard to serve areas.
- Target financial incentives to grow capacity for high-need areas and populations.
- Design and implement strategy to encourage new workforce training models.
- Increase scholarship supports for EC workers.
- Use matching workforce funds or other incentives to support recruitment, competitive compensation and working conditions for effective early learning educators.

Increase affordability, particularly for vulnerable families

- Expand income eligibility for CCDF Fund vouchers.
- Expand income eligibility and remove work requirement for On My Way Pre-K.
- Improve business sector support through technical assistance and tax credits.

Improve and increase system capacity

- Focus on system-level improvements to be carried out by government.
- Enable blanket waivers in place of frequent variances.
- Modernize the statutory and regulatory environment.
- Update licensing systems to increase automation and streamline reporting.
- Refine licensing compliance with efficient and abbreviated inspections.
- Evaluate structures and processes for determining eligibility and establish user-centered systems and approaches to build equity.
- Establish targets for percentage of subsidies allocated through providers qualifying under "agreement center" contracts.

Indiana Early Learning Advisory Committee

Progress by Priority Area

Together with the Governor's Office, the Office of Early Childhood and Out-of-School Learning and the Office of Kindergarten Readiness, the following progress has been made against our roadmap.

Improve learning and readiness for kindergarten

- Defined kindergarten readiness and established Early Learning Standards.
- Working to define an assessment system to effectively measure kindergarten readiness and learning across all domains for the B-5 system.
- Completing a third-party policy evaluation to inform Indiana's QRIS refresh.

Increase the supply and sustainability of high-quality providers

- Launched the Child Care Expansion Grant program to grow capacity for high need areas and populations.
- Implementing new cost-based subsidy reimbursement rates to improve provider sustainability.

Increase affordability, particularly for vulnerable families

- Implementing expanded income eligibility for CCDF and OMWPK.
- Launching new tax credits and employer grant opportunities.

Improve and increase system capacity

- Completing third-party policy evaluation work to inform updates to Indiana's regulatory framework.

Indiana Early Learning Advisory Committee

What's Ahead

Increase the supply and sustainability of high-quality providers

Increase affordability, particularly for vulnerable families

Improve and increase system capacity

Comprehensive ECE workforce development strategy.

Employer-sponsored child care tax credit and grant opportunity.

New contracted slots model to increase the percentage of subsidies allocated through providers qualifying under contracts.

Indiana Early Learning
Advisory Committee

Director's Report
Early Learning System Guiding Principles

Courtney Hott
Early Learning Advisory Committee Director

Indiana Early Learning
Advisory Committee

Guiding Principles

To help focus and inform our work, state leaders developed a set of guiding principles for Indiana's early learning system. These principles provide context for how the State thinks about its purpose and function within the early learning space and its work within the following systems.

Regulatory System
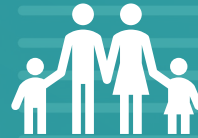
Subsidy System

Quality System

Indiana Early Learning
Advisory Committee

Guiding Principles:
Regulatory System

- Wherever possible, should be **designed around the health and safety of a child**, rather than the building or organizational structure.

- Should **not be the lever to accomplish other public policy objectives** outside of health and safety.

- Should endeavor to **be ends-specific and means-agnostic.** Should not create inadvertent barriers to access for little return.

Indiana Early Learning
Advisory Committee

Guiding Principles:
Subsidy System

- **Subsidy System.** Should prioritize ease of access and efficiency of payment processing to optimize service to families and sustainability of providers.

- **Subsidy payments.** Must accommodate high-quality services, commensurate with the needs of vulnerable children.

- **Participation in Subsidy System.** Requires commitment to learning and development-focused quality standards, operational requirements and objective learning and development outcomes.

Indiana Early Learning
Advisory Committee

Guiding Principles:
Quality

- **Quality "Rating" System.** Designed to inform parents about the expected return from individual providers and policymakers about the expected return from the system.

- **Structure.** The structure must:
  - Incorporate licensing
  - Incorporate the requirements to accept public funding
  - Be child centric and auspice agnostic
  - Encourage continuous improvement

Indiana Early Learning
Advisory Committee

Provider and Community Spotlight
Delaware County *Cradle to Career* Initiative

Kortney Zimmerman, Senior Program Officer
George & Frances Ball Foundation

Indiana Early Learning
Advisory Committee

CRADLE TO CAREER

MUNCIE

The Future of Our Children and Their Community
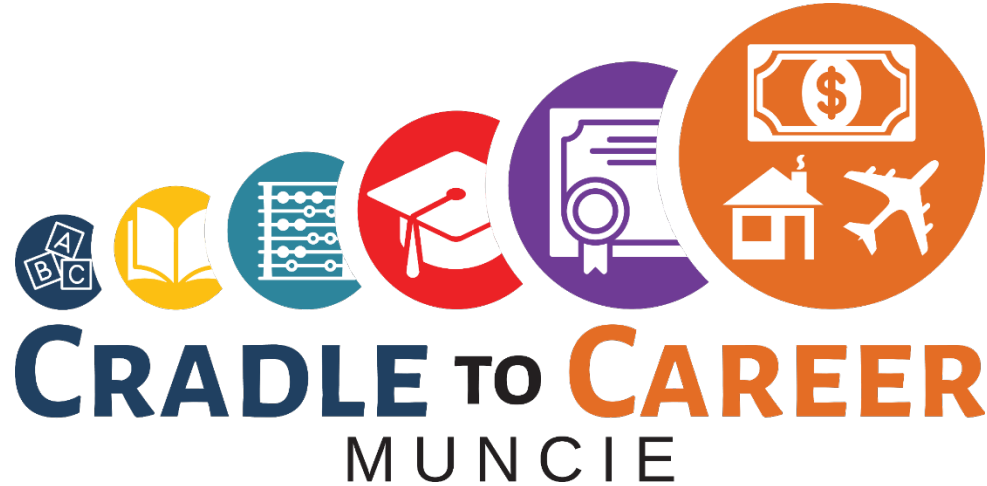
Cradle to Career Muncie

National

State

ECITC

Cradle to Career Muncie

StriveTogether®
Every child. Cradle to career.

Building a network of communities committed to using collective impact to support the success of every child, cradle to career

IDOE Data Dashboard that spans Pre-K through Career

Local Initiative that focuses on educational attainment from Birth to Career

Regional Coalitions working on:
Birth-5
Kindergarten-8th grade
High School
Adult and higher education
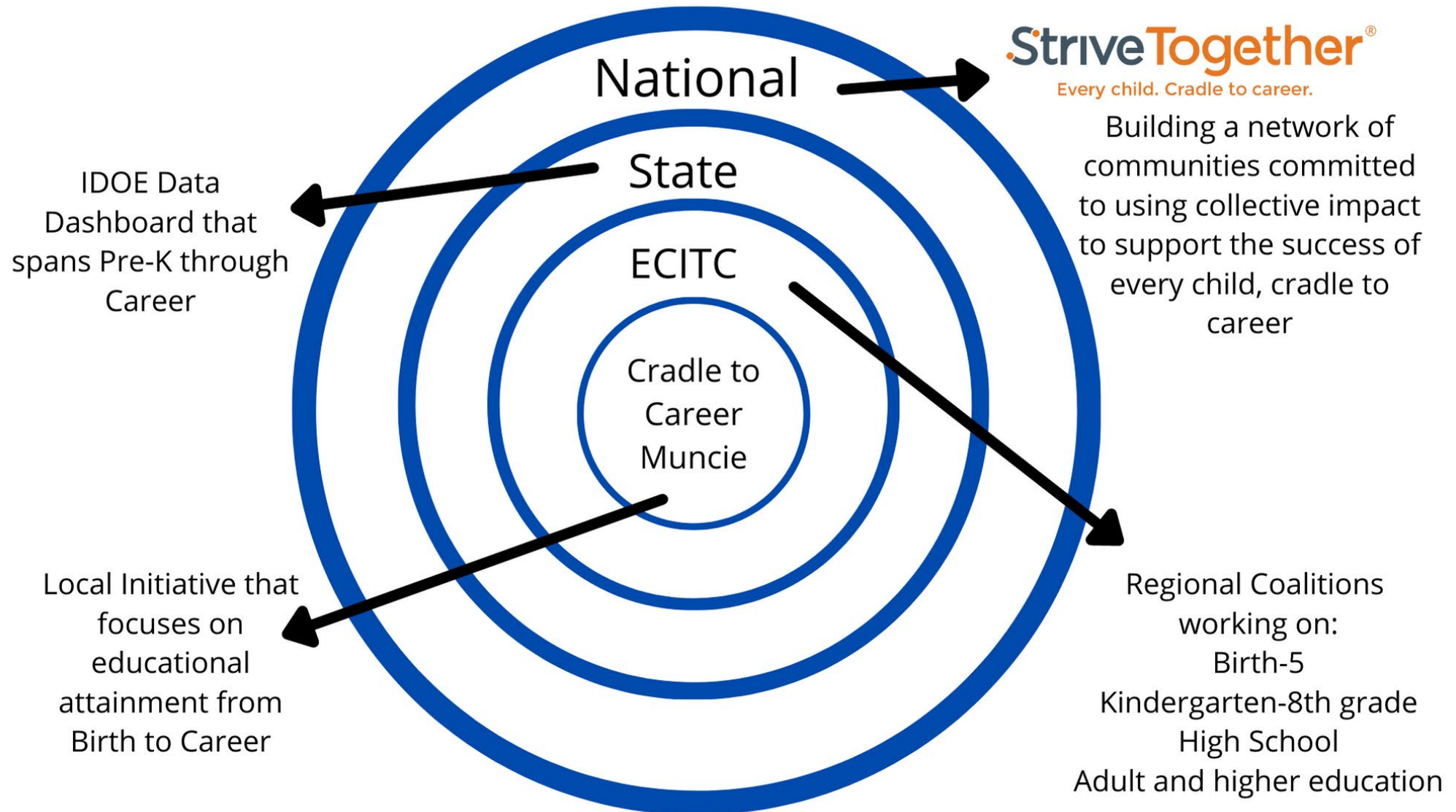
POVERTY

EDUCATIONAL ATTAINMENT

COLLECTIVE IMPACT

Cradle to Career
MUNCIE

Using the model of collective impact
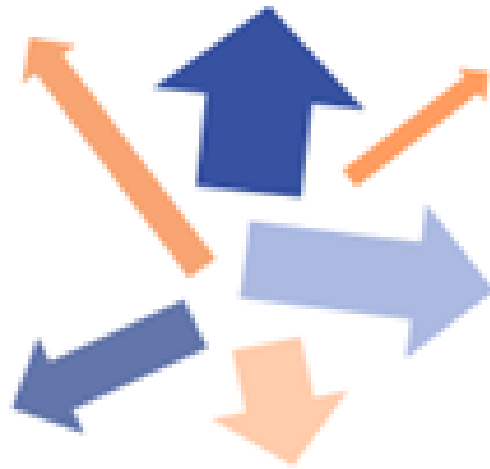
We can move as a community from this

To this
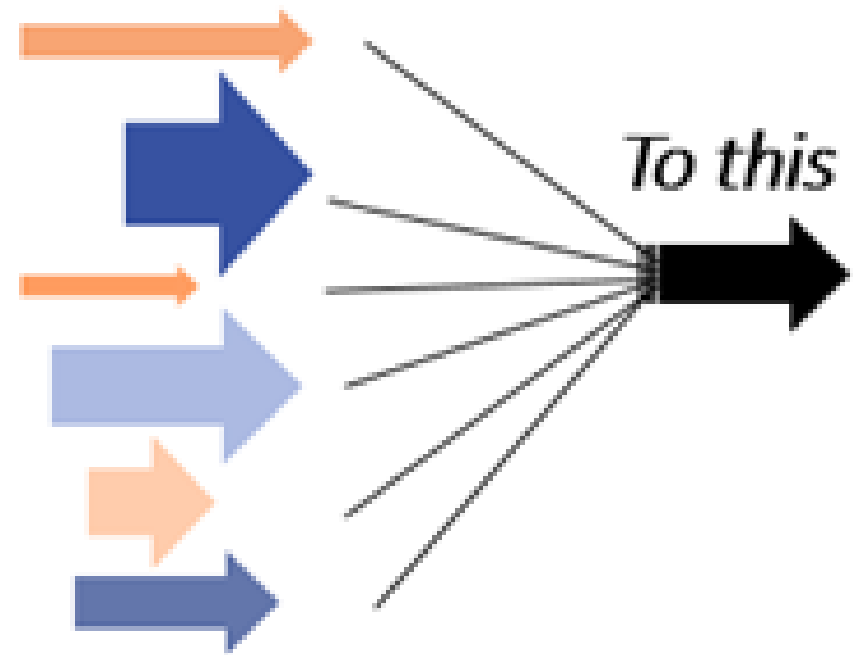
Muncie Promise Neighborhoods

Longfellow Elementary

East Washington Academy

South View Elementary

Grissom Elementary
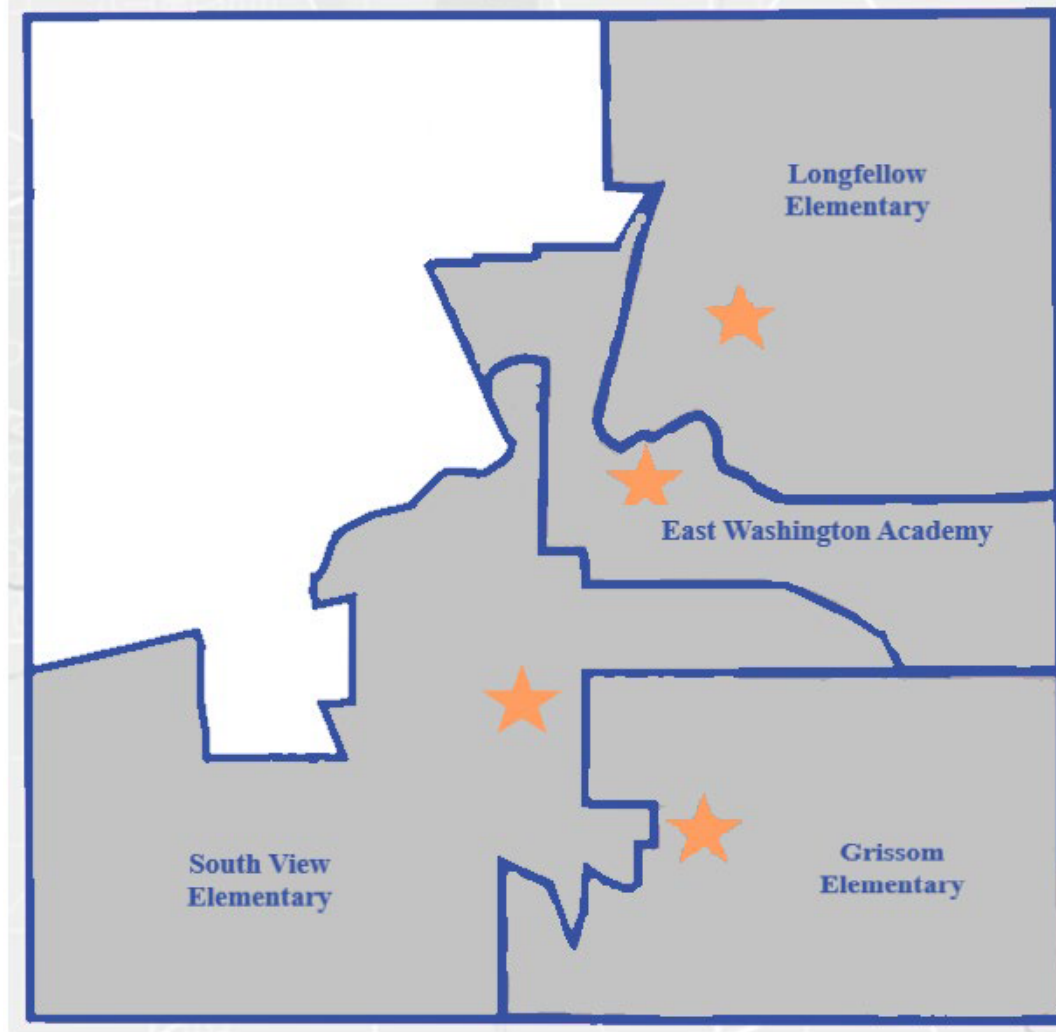
⭐ = Physical Location of Schools

A child is awake approximately 6,000 hours each year.

About 1,000 hours in school

About 5,000 hours with family and community
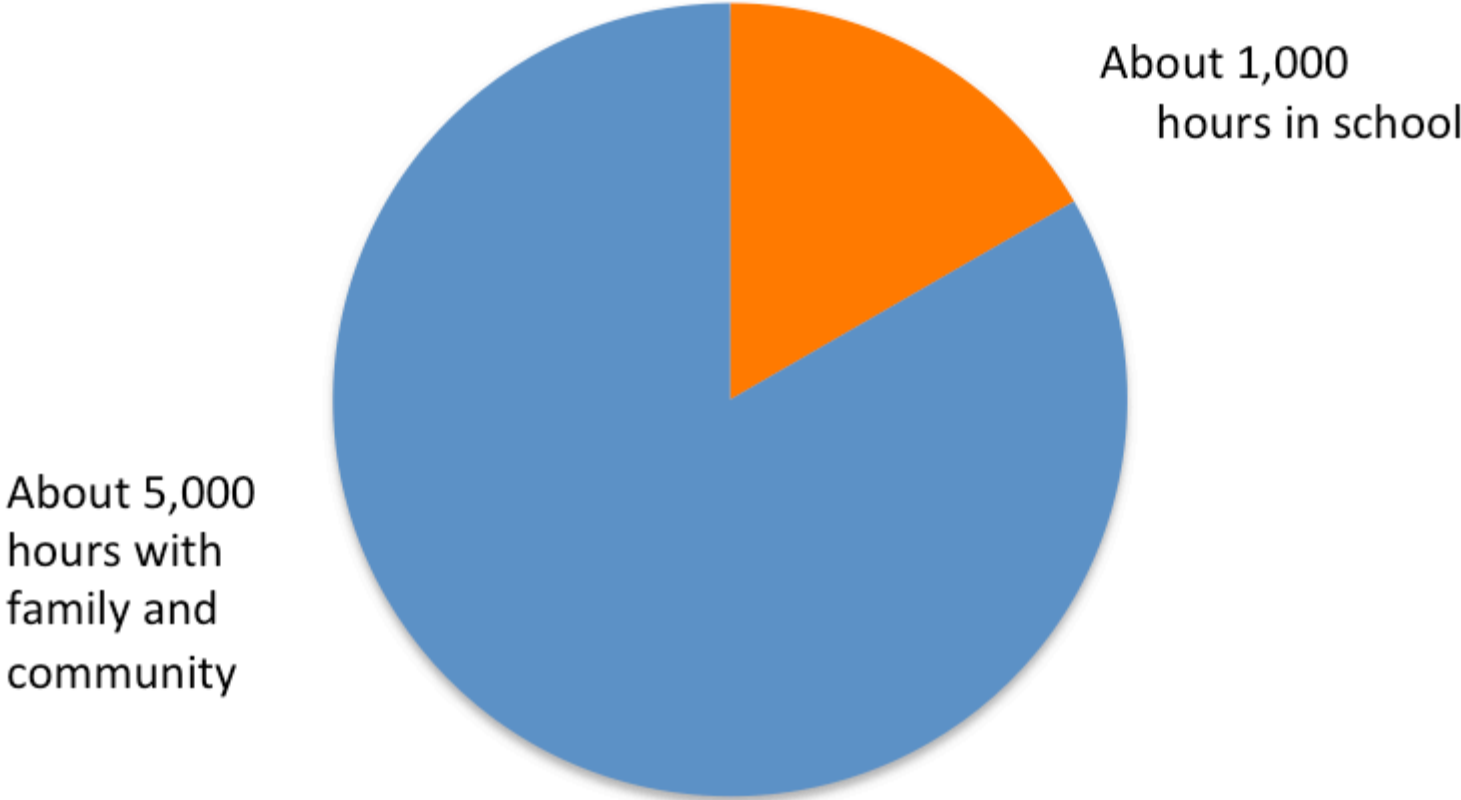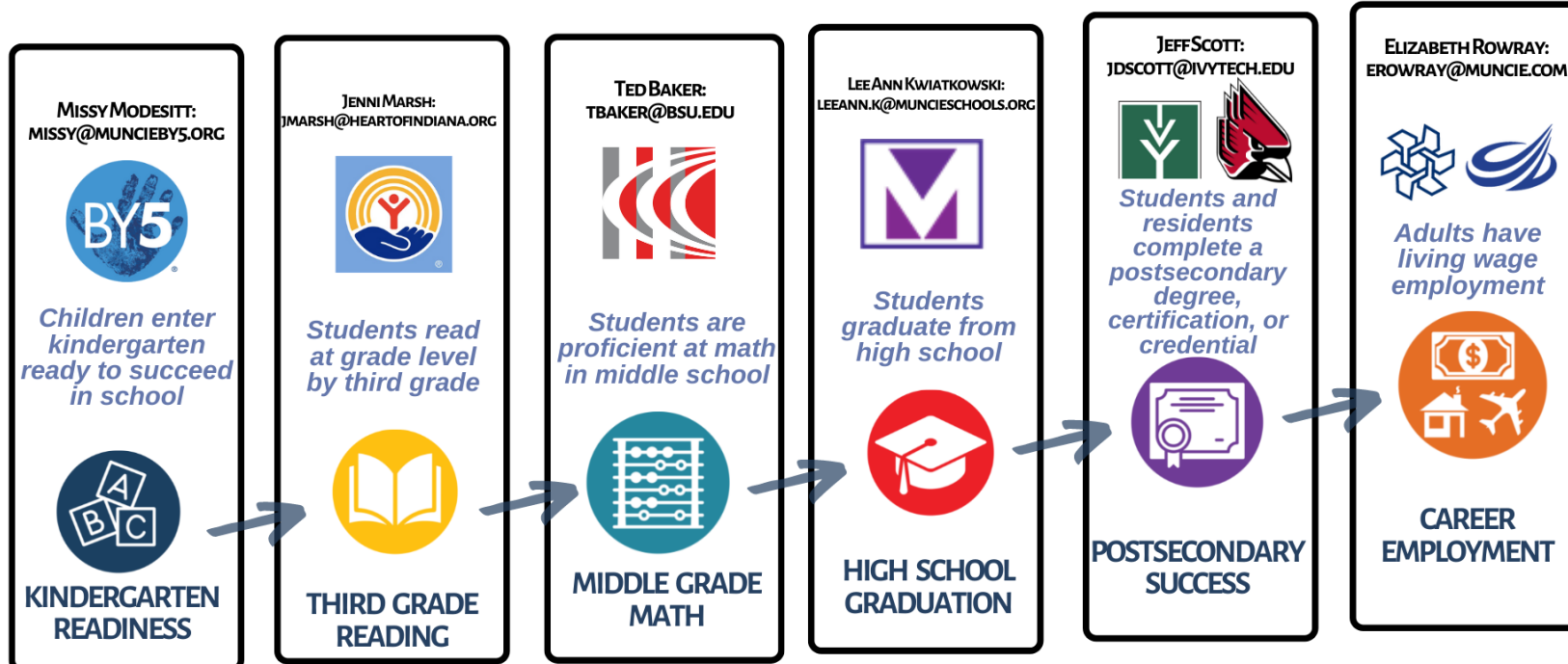
Schools Cannot Do It Alone

Cradle to Career
MUNCIE

CRADLE TO CAREER MUNCIE

MCS Innovation and Strategic Plans - Core Guiding Documents

George and Frances Ball Foundation - Backbone Organization

Cradle to Career Leadership Table

Missy Modesitt:
missy@muncieby5.org

Children enter kindergarten ready to succeed in school

KINDERGARTEN READINESS

Jenni Marsh:
jmarsh@heartofindiana.org

Students read at grade level by third grade

THIRD GRADE READING

Ted Baker:
tbaker@bsu.edu

Students are proficient at math in middle school

MIDDLE GRADE MATH

Lee Ann Kwiatkowski:
leeann.k@muncieschools.org

Students graduate from high school

HIGH SCHOOL GRADUATION

Jeff Scott:
jdscott@ivytech.edu

Students and residents complete a postsecondary degree, certification, or credential

POSTSECONDARY SUCCESS

Elizabeth Rowray:
erowray@muncie.com

Adults have living wage employment

CAREER EMPLOYMENT

EDUCATION SUPPORTS

Jenny Smithson
jenny.smithson@muncieschools.org
SOCIAL EMOTIONAL LEARNING
Students meet social emotional benchmarks in K-12

INTERNET AND DEVICES
Students and residents have access to and the ability to use 21st-century learning tools

COMMUNITY & FAMILY SUPPORTS

Jenni Marsh:
jmarsh@heartofindiana.org
WRAP AROUND SUPPORTS
Students live in safe and stable communities

Chad Zaucha:
czaucha@muncieymca.org
FAMILY AND COMMUNITY ENGAGEMENT
Families and community members support learning and build caring, trusting relationships with students as mentors and systems of support

Bryan Ayars:
bayars@opendoorhs.org
HEALTH
Students and residents are healthy

EQUITY
Students and residents have equitable access to programs, services, and high quality education, and culturally responsive practices are utilized by all partners

"We're in this together"

"**Each one of us can make a difference. Together we make change.**"

Barbara Mikulski

Additional Information?

REACH OUT ANYTIME!

kzimmerman@gfballfdn.org

The Future of Our Children and Their Community

Advancing ELAC Priorities
Update and discussion of efforts planned and underway.

Dr. Kelli Servizzi

Director, Office of Kindergarten Readiness
Indiana Department of Education

Courtney Penn

Director, Office of Early Childhood & Out-of-School Learning
Family and Social Services Administration

Courtney Hott

Director, Early Learning Advisory Committee

Indiana Early Learning
Advisory Committee

📊 Priority 1
Improve learning and readiness for kindergarten

- Indiana's Early Learning Standards

Indiana Early Learning
Advisory Committee

Indiana early learning standards

1 Review Process

2 Revision Overview

3 Next Steps

Standards Reduction & Prioritization

Early Learning Standards Timeline

October 2022 - January 2023	February - May 2023	June 2023
Internal IDOE committees complete pre-planning work.	Committee work & public comment for Early Learning and Indiana Academic Standards reductions & STEM Standards.	SBOE meets to approve Early Learning and Indiana Academic Standards reductions & STEM Standards.
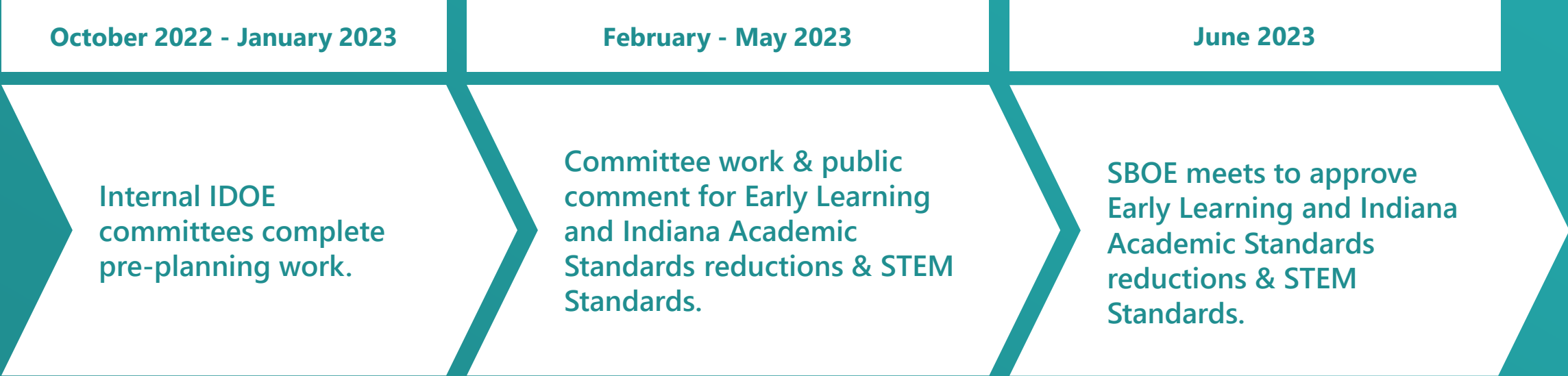
Early Learning Standards

Early Learning Standards

- Eight domains for infants to age five

- Regular, six-year review cycle

- Formal adoption following committee review and public comment process

- Importance of Standards
- Define expectations for children
- Shared understanding of expectations among professionals
- Strengthen programming from birth to grade 12
- Emphasize greater accountability for child outcomes

Early learning standards

8

Domains

1. English / Language Arts
2. Mathematics
3. Science
4. Social Studies
5. Student Wellbeing
6. Approaches to Play and Learning
7. Creative Arts
8. Physical Health and Growth

Revision overview

- Addition of two new computational thinking science standards, addition of one new life science standard, and removal of one earth and space standard;

- Realignment to the 2023 Indiana Academic Standards;
  - Including alignment to science of reading in ELA standards;

- Addition of indicators or language to clarify some standards and removal of indicators to streamline other standards; and

- Streamlining and clarification of the Social Studies and Creative Arts Standards.

Updated Standards Resources

New Documents Reflect:

- Instructional practices;
- Family engagement;
- Looking ahead to kindergarten;
- Working with multilingual and exceptional learners;
- Vocabulary; and
- Assessment considerations.

INDIANA DEPARTMENT *of* EDUCATION

INDIANA ACADEMIC STANDARDS
FRAMEWORKS

Science: Early Learning

Physical Science	
Learning Outcome	Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world
Standard	**SC 1.1** Demonstrate ability to explore objects in the physical world

Description	Indicators
Scientific learning at any age involves curiosity, exploration, and discovery. During the early years, children use all of their senses to *explore objects in*	Examples of competencies that indicate a child is progressing toward Kindergarten readiness in this domain

Indiana Early Learning
Advisory Committee

Professional Development

Extensive professional development will be provided in collaboration with ESCs of Indiana.

September — Five regional, in-person IAS Summits and one virtual IAS Summit

October - March — Hybrid events that complement summit content

On-Demand Opportunities: Asynchronous courses for individual extended learning as well as deployment in Professional Learning Communities

- Mathematics, English/Language Arts, Science, Social Studies, Integrated STEM, and Early Learning

Indiana Early Learning
Advisory Committee

33

Professional Development

Instruction and assessment

By March 2024 — Curriculum recommendations formalized in alignment to the Early Learning Standards.

By July 2024 — Assessment aligned to the Early Learning Standards launches.

Indiana Early Learning
Advisory Committee

🏫 Priority 2

Increase the supply and sustainability of high-quality providers

- New child care reimbursement rates

Indiana Early Learning
Advisory Committee

New Child Care Reimbursement Rates

- To ensure equitable access and sufficient choice for families receiving child care assistance, states must assess market rates and analyze child care costs every three years to help inform reimbursement rates.

- Historically, rate structures were based on market rate surveys. While a helpful input, market rates do not reflect the difference between child care costs and a family's ability to afford it.

- With market fluctuations during the pandemic, Indiana opted to delay a rate structure change during its 2021-22 state plan. Instead, it issued a temporary 20% increase for all subsidy payments to help offset increasing child care costs. The increases took effect in April 2021 and continue today.

- During this time, Indiana embarked on the largest and most comprehensive analysis of cost-modeling data in the state using Stabilization Grant applications.

To date, cost data has been collected by age group, provider type and quality level for 3,100+ providers and 8,984 classrooms.

Process and Benefits of New Rate-Setting Approach

Process

| Class size, daily/ annual schedule, ratios, staff credentials and classroom utilization | Hourly wages, benefits, non-teaching staff positions, professional development | # of classrooms, facility size, occupancy costs per square foot, classroom furnishings | Child meals, transportation, assessments, screening/ referral and support |

Cost estimation model

Survey providers on unit costs and cost drivers

Examine the distribution of the responses and segment by age group, auspice, quality level and geography

Select a representative value for each unit cost and cost driver as an assumption in the cost estimation model

Populate assumptions and obtain cost model estimates by age group, auspice, quality level and geography

Benefits

- Builds an understanding of the actual cost per child, not just what families can afford.
- Focuses on cost drivers, which allows dissimilar providers—across auspices, quality levels, geographies and age groups served—to be compared on an "apples-to-apples" basis.
- Accommodates the realities of child care services: shifting daily schedules, flexible staffing models and classrooms that open, close or are converted to other age groups (e.g., before-/after-school care) depending on the time of day.
- Uses classroom utilization rates in allocating occupancy costs per child, the depreciation of fixed assets, and calculating administrative and other indirect costs.

Indiana's Transitional Rate Structure

Using this new model, OECOSL has introduced a transitional rate structure from July 30, 2023, through September 30, 2024, when the state must reassess and introduce a permanent structure. During this one-year transitional period, the state will continue seeking providers' feedback to evolve the model.

- The transitional structure features tiered reimbursement rates based on providers' Paths to Quality™ level. As Indiana works to redesign the QRIS system, providers should expect to see additional incentives embedded into quality tiers.

- Rates are no longer set by county. Rates are now regionalized by geographic settings (e.g., urban, rural and mixed) to create greater equity across similar settings.

Indiana Early Learning Advisory Committee

Indiana's Transitional Rate Structure (Cont.)

- Indiana has invested $34M to increase rates for all care types and settings by 20%. Thus, no provider should expect to see less than they are receiving today with Emergency Relief Grant payments.

- Additional increases can be seen in specific care types and settings, particularly within infant and toddler care (across all settings) and in rural geographies, where data showed increased costs in delivering care.

- With the shift to a cost-based model, Indiana will no longer offer a 10% additional increase for On My Way Pre-K programs. Applicable programs will stop receiving these increases when the new rates take effect on July 30, 2023.

Indiana Early Learning Advisory Committee

Public Response

- A public comment period for Indiana's Transitional Child Care Reimbursement Rates was open from June 27 - July 21 to allow providers and community members to submit questions and concerns.

- OECOSL is currently reviewing and processing community responses.

- Formal follow-up will be provided by OECOSL to respondents, as well as key trends shared during future town halls and ELAC meetings.

Indiana Early Learning Advisory Committee

41

👪 Priority 3
Increase affordability, particularly for vulnerable families

- Expanded income eligibility for CCDF and On My Way Pre-K

Indiana Early Learning
Advisory Committee

Increased Income Eligibility for CCDF and OMWPK

- Effective July 1, initial income eligibility for CCDF and OMWPK increased from 127% of the federal poverty level to 150% - which equals around $45,000 in annual income for a family of four.

- This expansion will create access for approximately 11,000 more Hoosier children and families to receive assistance.

- Following required system changes, families may begin applying for CCDF under the new threshold on August 1 through Early Ed Connect.

- OMWPK families should continue to apply and have eligibility determined to ensure they are ready to start school on time.

- Robust outreach and communication efforts will begin in August to ensure eligible families, employers and community partners are aware of the change and positioned to promote.
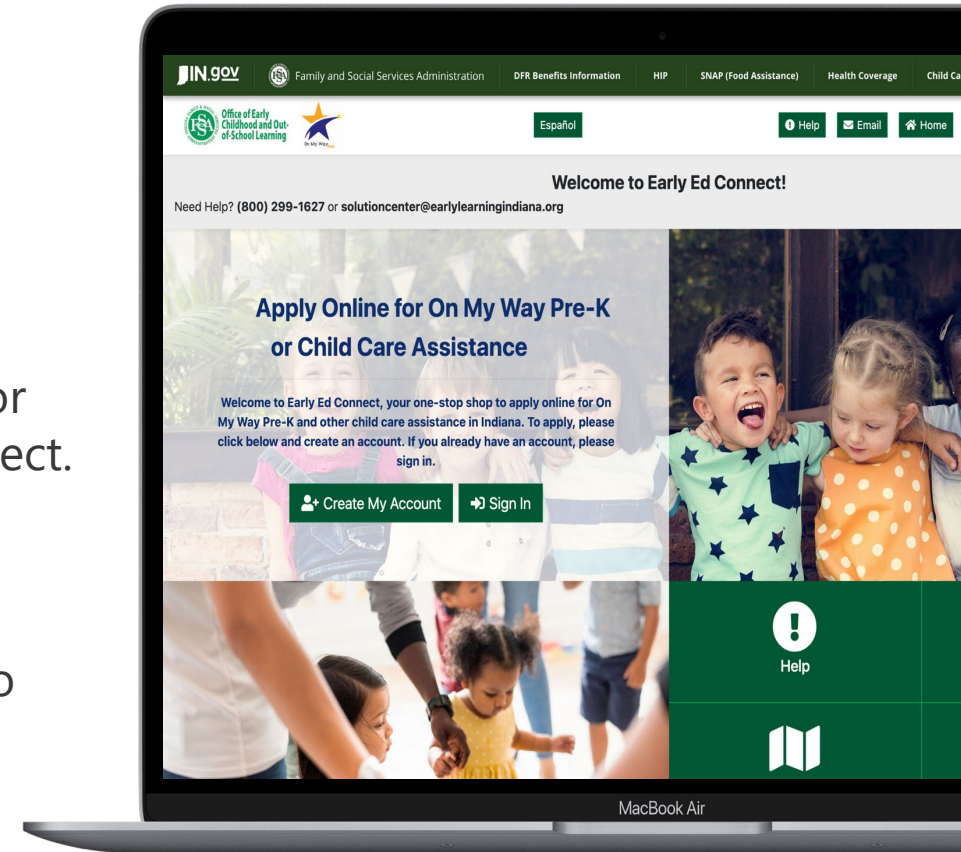
Indiana Early Learning Advisory Committee

👪 Priority 4

Improve and increase system capacity

- Child Care Expansion Grants
- Regulatory and Quality Review/HEA 1591

Indiana Early Learning
Advisory Committee

Child Care Expansion Grant Effort

- Indiana's Child Care Expansion Grant program is a **competitive grant initiative** for early childhood and school-age providers to grow seat capacity to serve more CCDF and On My Way Pre-K families. The grant **prioritizes access for underserved communities and priority age groups**, such as infants and toddlers, where significant gaps currently exist.

- The grant opportunity opened on March 23 and **closed on May 12.** Nearly 1,900+ providers applied across two funding tracks.

- Since application closing, OECOSL has worked to review and evaluate submissions across tracks.

Existing Program Expansion Track

Up to $200,000 per site to update existing facilities and operations to create or reposition* additional child care seats.

New Program Creation Track

Up to $750,000 per site to establish a new child care program in an underserved area. Applicants must be the intended program operator of the site.

Timeline

- Currently finalizing the list of those who will move forward in the next phase of the process.

- Taking some extra time to consider where there are opportunities within the applications received to expand the reach with additional federal dollars.

- Applicants will be notified of their status within the next few weeks with final awards in late August.

46

Regulatory and Quality Review/HEA 1591

- Special procurement under way with Policy Equity Group

- Work will begin mid-August

- PTQ Recommendations due November 30, 2023

- Regulatory Review due June 30, 2024

- Utilizing guiding principles as lens to assess all regulatory and quality work providing consistency and alignment across the system

Indiana Early Learning
Advisory Committee

Rethinking Paths to Quality™ and Indiana's Health and Safety Regulations

Jeffrey Capizzano, *President*

Presentation to the Indiana Early Learning Advisory Committee

July 25, 2023

Project Description

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

Method for generating PTQ recommendations

- Interviews and focus groups with 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

Method for generating licensing regulation recommendations

- Interviews and focus groups with stakeholders
- Analyze standards and licensing violation data
- Research three states with streamlined yet robust standards
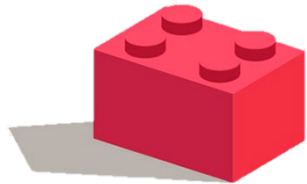- Consult national experts

Quality rating & improvement systems (QRIS) should be:
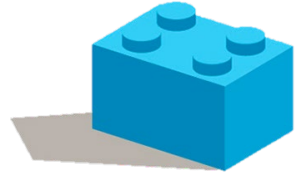
predictive of child outcomes

accurate measures of quality

fair in expectations and supports

Some initial thinking about quality rating and the Paths To Quality™ revisions...

Ke Points

- Overall, associations between QRIS ratings and child outcomes are **weak** and **inconsistent**.

- Suggests the **general structure** of QRIS is **not working**.

"Our data reveal **virtually no relationships** between the [QRIS] components and child outcomes."

CO

"…there **aren't distinct patterns** in student mean scores that align with each of the five rating tiers."

OH

"…**few average differences** were found, and those **differences were not large**."

IN

"Differences in children's development across rating tiers were **generally small and statistically insignificant**."

DE

"In summary, the research team found **limited associations** between [QRIS] tier ratings and children's outcomes."

CA

"Star rating was **not substantively associated** with any of the child assessment outcomes."

RI

"For the most part, the number of stars… was **not significantly associated** with children's academic and social development."

GA

"The finding that rating scales **do not differentiate** children's levels of early skills and behavior is **consistent with most validation studies**…"

WI

# Validation Study Results by Child Outcome Domains

Ke Points
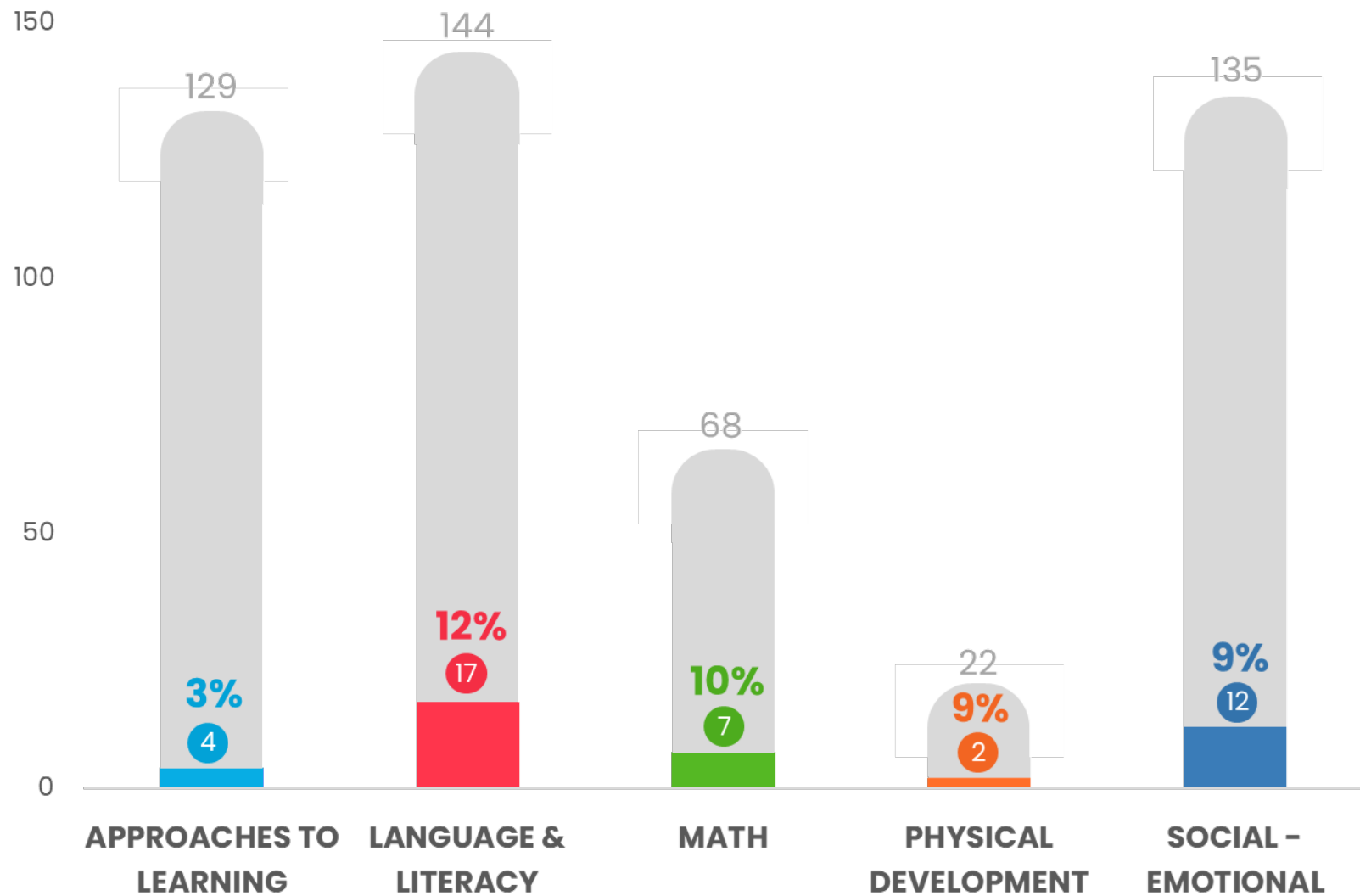
- **Key reasons QRIS do not function as expected include:**
  - Not centering **what matters most**
  - Focusing on **indirect quality supports**
  - Collapsing **multiple dimensions** of quality
  - Ignoring **variation within programs**

- **These flaws weaken the accuracy of rating scales**
  - More difficult to provide tailored improvement supports
  - Less useful information for families

Star-Rating by Subsidy Status

Programs serving children receiving subsidies are **half as likely** to be granted a **3-star rating** and **twice as likely** to be granted a **1-star rating**

Left bar:
- 14% ★★★
- 44% ★★
- 42% ★

Right bar:
- 30% ★★★
- 48% ★★
- 22% ★

Y-axis: 0%, 25%, 50%, 75%, 100%
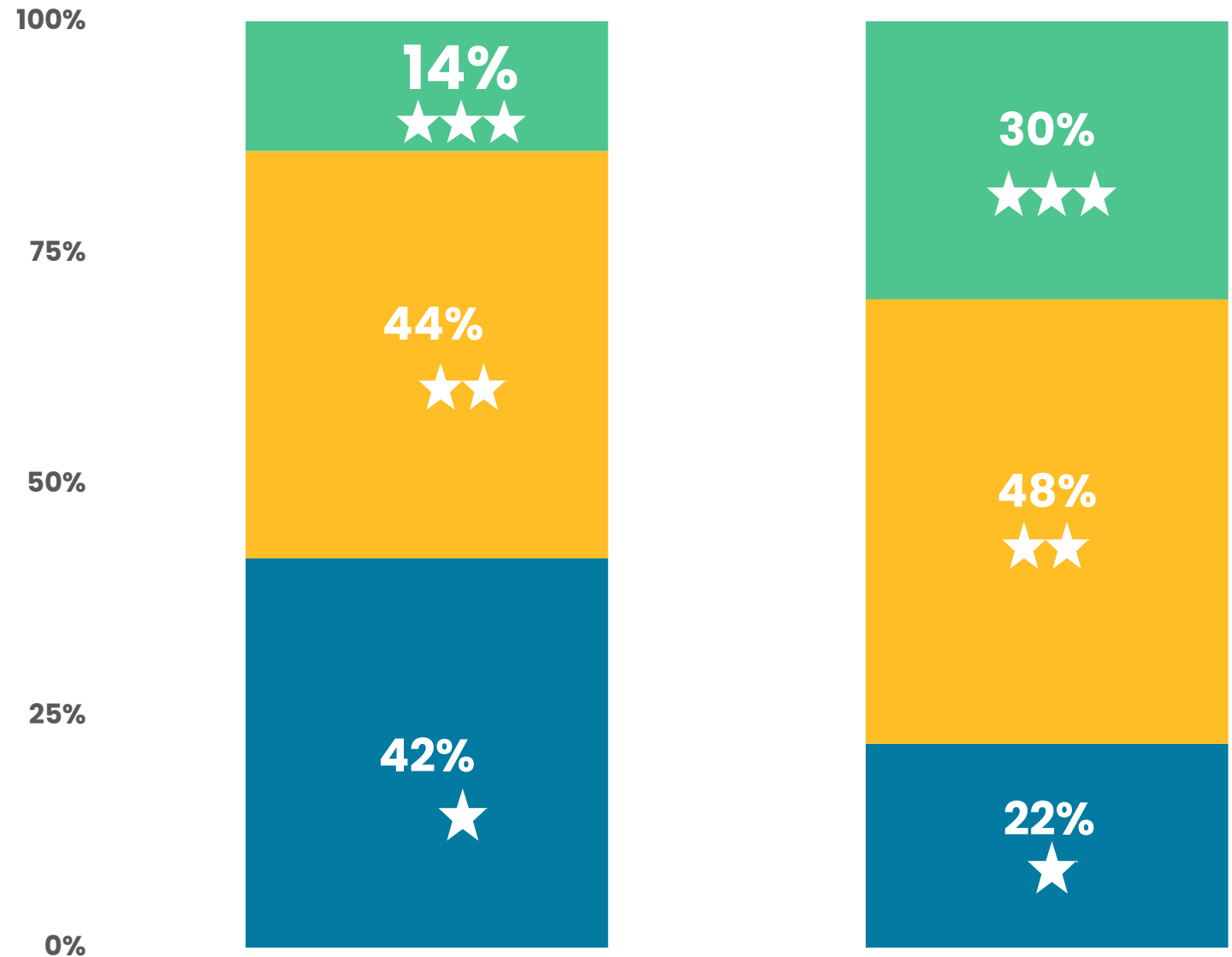
Thank You!

Jeffrey Capizzano
President
Policy Equity Group

www.policyequity.com

jeffreyc@policyequity.com

@policyequity

Public Comment

Indiana Early Learning
Advisory Committee

Adjourn

Information regarding today's meeting, including slides and materials, can be found at www.elacindiana.org.

Next Business Meeting:

- Date: September 12, 2023
- Location: Bloomington, IN

For media inquiries, questions or feedback, please contact us at www.elacindiana.org/contact-us.

Indiana Early Learning Advisory Committee

Thank you

Indiana Early Learning
Advisory Committee