



Agenda

- Introductions
- Confirming What We Heard
- Capabilities and Approach
- Summary of Services
- Responses to Clarification Questions
- Questions and Answers

Submitted by:

Early Learning
INDIANA



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Expanding and further embedding the 2Gen approach to encompass Whole Family



Leading with data-informed decisions tied to measurable metrics and outcomes



Strengthening the alignment and coordination of system partners

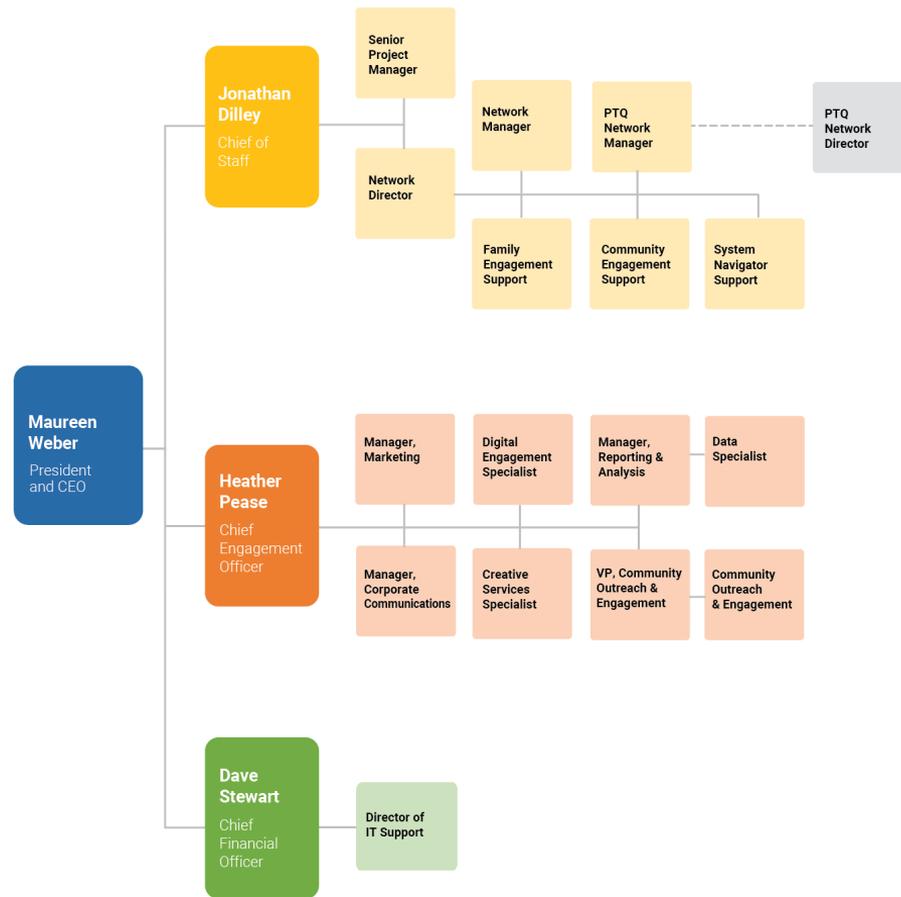


Driving from consumer education and awareness to engagement and action

...all while advancing quality improvement throughout the mixed delivery system.

- 120+ years of provider experience
- Nearly four decades of family referral and community outreach work
- 80+ years of combined CCR&R experiences
- Diverse backgrounds coupled with the ability to leverage state and national relationships

...leads to an innovative partner with the expertise and proven history of delivering solutions.

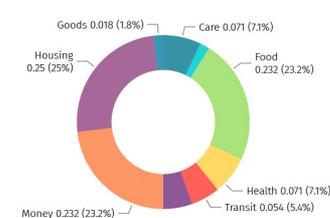
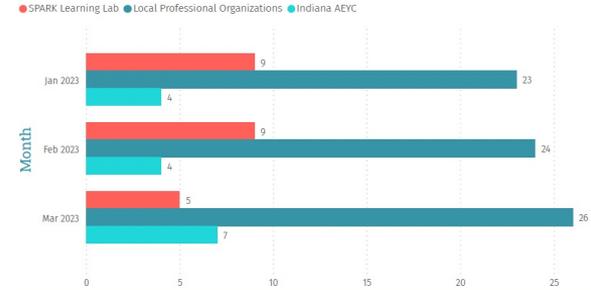


Planning and Monitoring

Build ambitious plans to frame CCRRCO and CCR&R work, with flexibility to address the dynamics of the broader ECE environment and opportunities for innovation.

- Establish annual work plans, bringing forward innovative solutions we have developed or identified from within and outside the field (4.1)
- Inform strategic direction of the CCR&R Network through regular updates on the current environment, including media and social listening insights, legislative updates and newly available data (4.3)
- Provide support to CCR&Rs as they build annual plans, regularly checking progress and thought partnering on tactics (4.3)

Referrals to Provider Resources



Provider Updates and Market Rates Collected



Average Cost of Care in SDA



Overall Scorecard - March 2023

SDA 1

Gemius Child Care Resource & Referral

A. Building Supply

Month	Total Providers in SDA	Total Capacity of Providers in SDA	# of New Licenses Issued	OTI Completions	OTI Follow Up	OT2 Completions	Emerging Programs with Continued Contact	% of New Providers with intake Completed within 60 Days	Participants in Local SDA Learning Community
Jan 2023	888	30,828	9	100%	27	52	68.0%	9	
Feb 2023	894	30,887	10	100%	23	34	53.3%	8	
Mar 2023	896	30,896	7	100%	30	32	99.0%	7	

B. Driving Demand

Month	# of Events for Family Audiences	# of Parents Attending Workshops	Partnership Resources	Total Families Served Through Referrals	Families Served Through Enhanced Referrals	Family Needs Assessments Conducted
Jan 2023	1	0	7	48	44	2
Feb 2023	3	0	9	74	48	0
Mar 2023	3	0	29	89	76	29

C. Increasing Access and Affordability

Month	Provider Updates and Market Rates Collected	Average Cost of Care in SDA	CCDF Approved Providers	CCDF Children Enrolled in High Quality Care	Attempted Provider Updates
Jan 2023	75	\$167.56	94.03%	61.7%	103
Feb 2023	78	\$172.91	93.85%	61.6%	79
Mar 2023	129	\$173.90	94.00%	61.6%	54

CCR&R Network Coordination

Drive consistent, high-quality initiatives and services across the network. Build CCR&R capacity to proactively identify local needs and react swiftly to immediate issues.

- Leverage shared tools for contact management, text messaging and ticket tracking (4.2)
- Build and launch a new shared knowledge base, improving message consistency and ease of learning across system partners (4.2)
- Strengthen relationships, knowledge and coordination across the network through a webinar series and an annual, in-person conference (4.2)



Referral Coordination

Align systems and partner efforts to better meet families' needs.

- Connect data from disparate systems, so that providers are not overly burdened with requests for availability and rate information (4.5)
- Enhance referral guidance with additional information regarding school-age care and program quality (4.5)
- Further embed 2Gen supports and resources into the referral process (4.5)

Family Engagement

Building on existing work, further embed the 2Gen/Whole Family approach into CCR&R services.

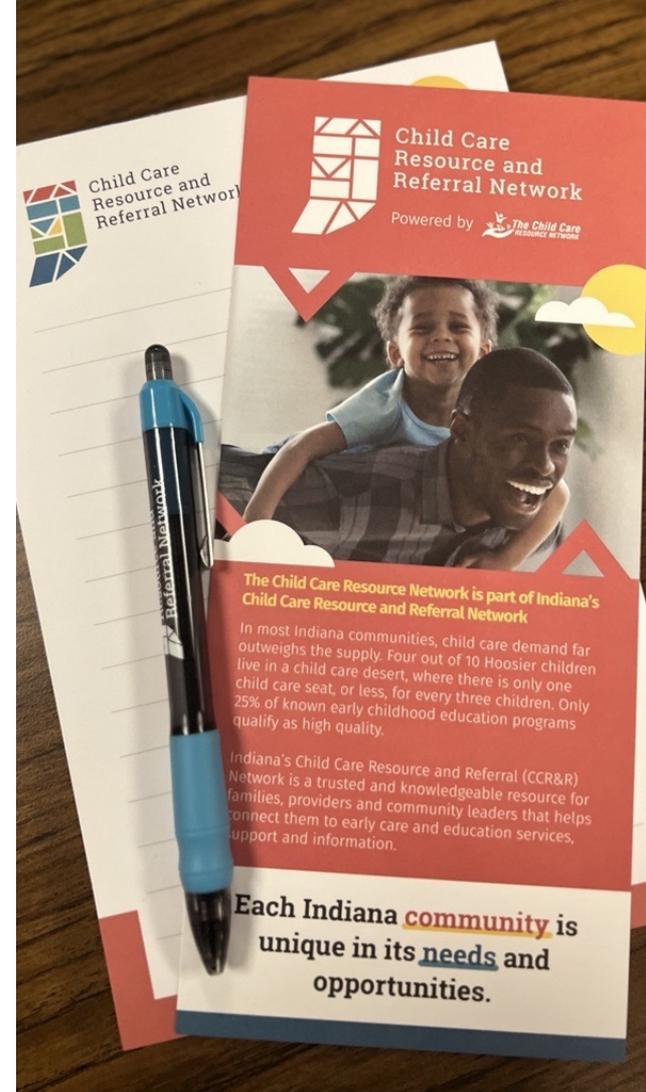
- Educate on our framework more broadly, and establish a national working group (4.6)
- Continue digital and traditional promotions directly to families (4.6)
- Engage experts to share best practices in culturally relevant and equitable services (4.6)
- Leverage technology to enhance services to non-English speaking families (4.6)



Community Outreach

Use Closing the Gap analysis to build data-driven strategies, while layering additional 2Gen supports and tactics.

- Refresh CCR&R engagement toolkits (4.7)
- Empower CCR&R team members to lead community conversations and action plans (4.7)
- Provide resources for community stakeholders to share directly with families (4.7)
- Build community-level coordination to enhance 2Gen strategies and identify return on investment (4.7)



Systems and Reporting

Build on website growth and engagement to further establish Brighter Futures Indiana as the website of choice for families with young children.

- Enhance school-age content through partnership with Indiana Afterschool Network (5.2)
- Continue using site analytics, OECOSL and partner expertise to build and share engaging content (5.2)
 - System partners: CCR&R Network, SPARK, INAEYC, Infancy Onward
 - National partners: Child Care Aware of America, Zero to Three
- Partner with Holsapple Communications on a digital storytelling campaign, highlighting family and provider success stories (5.2)

2022 HIGHLIGHTS



INCREASED SOCIAL
MEDIA FOLLOWERS BY

56%



INCREASED BLOG
PAGE VIEWS BY

32%



INCREASED SOCIAL
MEDIA LINK CLICKS BY

10%

PTQ Assessments and Rating Services

Through our partnership with TCC, maintain high standards for assessment quality and interrater reliability. Build upon well-established processes and procedures to position our system for QRIS 2.0. (6.1, 6.2, 6.3)



PTQ Policy and Progress Reporting

Maintain and update relevant manuals and team member trainings, using lessons learned from ongoing work (6.4).

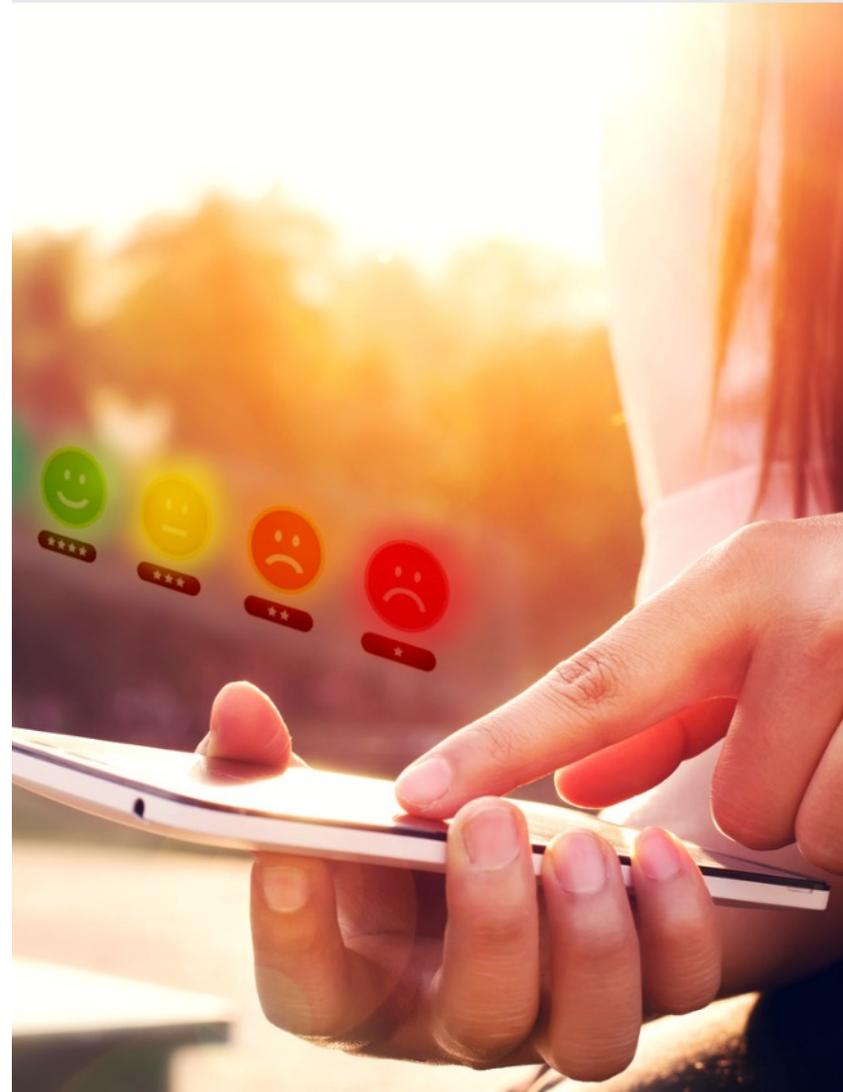
Continue current reporting cadence while identifying additional data visualizations and opportunities for analysis (6.6).



Survey Support

Modernize the survey experience, improving response rates and quality. Identify opportunities for deeper analysis, and share results broadly.

- Incorporate text-based surveying (7.1)
- Combine survey results with existing data sets (7.1)
- Conduct rigorous quantitative evaluation to establish trends and patterns (7.1)



Innovation

Surface innovations through deep engagement with local and national thought-leaders, working with partners to build data-driven, just-in-time solutions to industry challenges (8).



Closing the Gap:

An Assessment of Indiana's Early Learning Opportunities

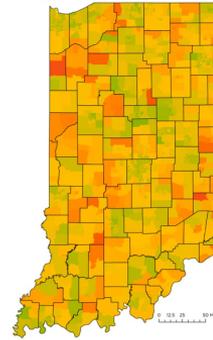
2022 Annual Update

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October 2022
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Early Learning
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Map 1
Early Learning Access Index
by Census Tract

Early Learning Access Index
0
100



Sources: U.S. Census Bureau, 2019 American Community Survey 5-Year Estimates; Indiana Family and Social Services Administration, ICCS, 2022; Child Care Aware of America, National Child Care Data System, Indiana, 2022; Indiana Department of Education, 2022.

Map 2
Early Learning Access Index
by County

Early Learning Access Index
0
100



Sources: U.S. Census Bureau, 2019 American Community Survey 5-Year Estimates; Indiana Family and Social Services Administration, ICCS, 2022; Child Care Aware of America, National Child Care Data System, Indiana, 2022; Indiana Department of Education, 2022.

Early learning is TOO IMPORTANT to wait on a LIST

EARLY LEARNING MARKETPLACE

EARLY LEARNING MARKETPLACE

Take the HUSTLE out of finding high-quality child care

There are many things to consider when choosing a child care provider!

- ✓ Is it close to work or home?
- ✓ Do they have an opening for my child?
- ✓ Do they meet the standard health and safety requirements?
- ✓ What curriculum do they use?

Early Learning Marketplace is here for Indiana families with all of this information and more. Explore this easy to use free tool!

Find, Research and Reserve a spot at a child care center that checks all your boxes!

EARLY LEARNING MARKETPLACE

HELPING HOOSIER FAMILIES FIND, RESEARCH AND RESERVE HIGH-QUALITY CHILD CARE

FindEarlyLearning.org



EARLY LEARNING MARKETPLACE

Helping Hoosier Families Find, Research and Reserve High-Quality Child Care

Early Learning Marketplace makes it easy for child care providers to market their strengths and available openings. By using the site, providers can maintain their program profiles and highlight unique offerings, communicate directly with families, schedule tours, begin the enrollment process and more.

Help Families FIND YOU!



Claim your profile



Scan QR code or visit FindEarlyLearning.org

Please provide the topics and/or concerns that you would like to discuss related to staffing responsibilities.

Given the duration of the contract and the evolving needs of the State, we desire flexibility in how we staff the core and shared services positions of the CCR&R Central Office team. We confirm that any changes will not negatively impact the anticipated outcomes or the budget as originally proposed. In fact, given the breadth and depth of expertise across the team, we believe we will continue to find opportunities to further improve upon the services we provide to OECOSL. Specifically, we would respectfully request the State's consideration for one initial change to the core staffing structure. With the State's focus on creating a seamless experience for providers and families, we recommend the State reconsider the need for a dedicated System Navigator Support Specialist and instead weave elements of these job responsibilities into the work of the other core CCR&R Central Office staff positions. By doing so, we send an important signal that the work across system partners should be focused on and centered around serving children, their families, providers and community partners and not on the complexity of the system itself. We firmly believe that everyone on the team plays a role in solving for that complexity. This change would have no impact on our ability to deliver on those responsibilities or support of the CCR&Rs.

Please provide information on the intended users of your proposed knowledge base.

We are supportive of OECOSL’s “no wrong door” approach to serving families, providers and community partners. Unfortunately, those audiences often must know the exact right person to find the best answer. Each early childhood education system partner holds a vast amount of information and “how to” documentation for providers. This knowledge is established through a mix of internal documentation and team member experiences. We also know that individuals in this field have years’ worth of experience, and it shows in the support they provide to clients. We believe there are ways to simplify yet bolster the amount of information partners can access through the creation of a shared knowledge base. Currently, the CCR&R Network leverages the HUB, which houses key resources and information relevant to their day-to-day responsibilities. The proposed knowledge base would extend information sharing across partners and provide relevant, standardized information for partner use. The knowledge base would be a collaborative, online resource that includes FAQs, guides and tutorials created by early education system partners themselves and vetted by OECOSL. This dynamic, searchable knowledge base would be available across the state, enhancing consistency across communications and streamlining training time for new team members. We envision an opportunity to embed such knowledge within the INKids system to foster greater connections across system partners, if that is a desirable approach.

Please provide the Child Care Aware of America framework that you plan to customize and use as a monitoring tool.

While OECOSL contracts directly with each CCR&R and leads performance management, we recognize the role we play in providing technical assistance and building and partnering to implement strategic plans. To further standardize this work, we recommend referencing both Child Care Aware of America's [State Network Best Practice](#) and the [Best Practices for Local Agencies](#) guides as initial frameworks. Using these for reference and in close consultation with the OECOSL team, we envision building an Indiana-specific CCR&R Network Best Practice document that aligns with our CCR&R Network's scope of work and includes a rubric or progress tracking framework to be used for quality assurance and monitoring purposes.

How do you plan to provide referrals to and engage with non-regulated, school-aged, and out-of-school time providers?

While there are over 337,000 young children who may need care, we know that known programs only have the capacity to serve about 177,000 children. Children receiving care outside of regulated programs are likely receiving family, friend and neighbor care or attending non-regulated child care programs. With regards to non-regulated care, we do not currently include programs that do not have license, registration or exempt identification as referable programs within our database. We would defer to OECOSL on whether to engage these providers more directly. CCR&Rs are already sharing information with many non-regulated programs encouraging them to pursue licensure, and we are open to continuing to build supporting resources. Although these programs are not currently referable, we understand that families may face limited options and need to make tough decisions when seeking care. For these reasons, we have created resources such as the Health and Safety Checklist and related materials regarding what to look for in a safe child care program. These resources are provided directly to families through the Brighter Futures Indiana website. Additional family-facing materials on the website related to how children learn and develop are likely also applicable to those providing family, friend and neighbor care, and we would market to that audience more directly during the upcoming contract period. With regards to school-aged care, we will work directly with our partner, Indiana Afterschool Network (IAN), to develop consumer education materials for families and the CCR&R specialists so they can identify the elements of a high-quality out-of-school time program. We would also engage IAN in a review of referral criteria and a process to support referrals to out-of-school providers meeting known standards.

What data did you utilize to identify which providers require provider navigation support?

Over 4,100 known programs exist in the state's database, and their needs vary by auspice, geography, ages of children served and many other variables. Since the beginning of the calendar year, our Brighter Futures Solution Center has resolved 6,400 tickets on behalf of providers, across numerous topics, including I-LEAD and Indiana Learning Paths support; Build, Learn, Grow opportunities; CCDF participation and credentials such as the Child Development Associate (CDA) certification. Across these experiences, we have learned that providers appreciate assistance and an on-call guide to walk them through troubleshooting steps and tutorials. They also want to be able to reference these steps independently through knowledge articles or other just-in-time resources. We believe a dual-focus on bolstering navigator support while building self-service resources and streamlining system navigation is the best way to balance provider needs. While we have a list of initial topics to focus on first, we will continue to engage with providers directly to better understand new and ongoing needs and ways to meet those needs.

Specifically, in SoW Section 4.6, what are the Brighter Futures Indiana (BFIN) Family Resource navigators and what are their roles?

The need for a child care "navigator" was first identified in a survey of families conducted by TrendyMinds/SMARI in 2020 and supported by Early Learning Indiana. Based on that research and with the support of the OECOSL, we used our institutional knowledge, along with engagement with the Aspen Institute, National Center on Early Childhood Quality Assurance and the United Way of Central Indiana, to build a Two-Generational Framework centered around early care and education. As a key agent in the childcare system, the CCR&Rs were uniquely positioned to step into this two-generational strategy for family engagement, expertly assisting families in navigating the current maze of child care while connecting them with other child and adult resources. Through this effort, we designed and launched our navigator platform on the Brighter Futures website and began positioning the CCR&R team members as Family Resource Navigators, encouraging them to serve families more holistically. Families who desire to self-serve information on relevant programs and consumer education reference the platform/online tool as a "navigator" tool, while others needing customized support reference the team member as the navigator. This "navigator" concept applies broadly to all positions within the CCR&R, but, certainly, has direct application to the day-to-day responsibilities of the Family Engagement Specialist role. We've also recently worked with 211 agents to incorporate use of the platform and the framework in providing navigator services to families.

Please identify the partners you plan to engage for BFIN content creation.

The partners will vary based on the targeted audiences and content needed. We will refresh existing content and develop new enriching content through our continued engagement with local and statewide partners (e.g., Indiana Afterschool Network, Indiana Youth Institute, Infancy Onward, Indiana Association for the Education of Young Children, SPARK Learning Lab, CCR&Rs, etc.) as well as engage with national thought leaders and industry experts (e.g., Zero to Three, National Institute for Early Education Research, All Our Kin, Child Care Aware of America, etc.). Our goal is to ensure that we're providing a breadth and depth of content that best meets the needs of the intended audience, whether that be families, child care providers or community partners.

Please identify the vendors referenced in your response to SoW Section 5.3 that you plan to work with to support CCR&Rs during INKids implementation.

Given the role of the CCR&R Central Office and the work of the CCR&Rs in the field as users of INKids, we would propose -- at the direction of OECOSL -- to work with the State's INKids vendor, Deloitte, and other partners on the design, development and dissemination of instructional materials that would ensure the seamless transition from CCIS to INKids. To clarify our original proposal, we would not engage with new vendors, but, instead, engage with the State's vendor and/or other existing system partners to support CCR&Rs in learning the new system and supporting their ongoing implementation needs.

Which groups and stakeholders will be engaged in the PTQ Advisory Groups?

Specific to clause #7 of Section 6.2, for OECOSL's consideration we would put forward a slate of potential candidates for the PTQ Marketing and Outreach Committee. With our depth of expertise and statewide relationships, we envision our proposed list of committee members to represent a group of stakeholders that would bring diverse thinking and value to the work (e.g., early adopters of the Early Learning Marketplace, marketing firms such as Trendy Minds or Caldwell VanRiper, strategic consultants, child care providers with marketing and community outreach expertise, local community-based organizations such as United Ways, etc.). In recognition that this committee and the others identified in clause #8 may benefit from a national perspective, we would also engage our national partners to gather interesting and transferrable ideas from others throughout the country.

Please provide clarification around the focus groups mentioned in your response to SoW Section 7.

We recognize that quantitative survey research serves as a critical component to understanding the needs and experiences of the core CCR&R audiences. We also recognize that -- from time to time -- surveys can be further informed by layering in qualitative research in the form of focus groups or targeted interviews. The combination of both quantitative and qualitative research helps to provide a clearer picture through which OECOSL can make informed decisions. In cases where we believe a survey could be enhanced by a qualitative component (e.g., family engagement and utilization with CCDF, child care provider navigation of system services, etc.), we would propose the focus group approach and potential participants to OECOSL for approval prior to proceeding.

Please provide a list of proposed staff with the percentage of time that each staff position will be dedicated to this contract.

<i>Early Learning Indiana</i>			
EMPLOYEE JOB TITLE	Number of Employees	Time Spent (Percentage)	NUMBER OF FTE
CCR&R CO Network Director	1	100.00%	1.00
CCR&R CO Network Manager	1	100.00%	1.00
Family Engagement Support Staff	1	100.00%	1.00
Community Engagement Support Staff	1	100.00%	1.00
System Navigator Support Staff	1	100.00%	1.00
Data Specialist	1	100.00%	1.00
PTQ Network Manager	1	100.00%	1.00
Senior Project Manager	1	30.00%	0.30
Manager, Marketing	1	70.00%	0.70
Digital Engagement Specialist	1	70.00%	0.70
Manager, Reporting and Analysis	1	80.00%	0.80
Manager, Corporate Communications	1	70.00%	0.70
Creative Services Specialist	1	70.00%	0.70
Vice President, Community Outreach and Engagement	1	25.00%	0.25
Manager, Community Outreach and Engagement	1	10.00%	0.10
Director IT Support	1	20.00%	0.20
Chief Engagement Officer	1	40.00%	0.40
Chief of Staff	1	20.00%	0.20
TOTAL FTE COUNT			12.05

<i>The Consultants Consortium, Inc.</i>			
JOB TITLE	Number of Employees	Time Spent (Percentage)	NUMBER OF FTE
PTQ Network Director	1	100%	1.00
PTQ Rater	8	100%	8.00
TOTAL FTE COUNT			9.00

How will you ensure that all staff positions will be filled by the contract start date?

The team is well-positioned to carry out the proposed scope of work. There are two positions that we would draw attention to:

1. Data Specialist. The team member currently serving in this position is transitioning from the organization in late-May. We are actively recruiting for this role with interviews scheduled over the next several weeks. We have also engaged with one of Indiana's leading data insights and business consultancy firms to ensure that we maintain the highest level of service throughout the transition period as well as to supplement the future work of the internal resource.
2. Systems Navigator Support Staff. With the State's focus on creating a seamless experience for providers and families, we recommend the State reconsider the need for a dedicated System Navigator Support Specialist and instead weave elements of these job responsibilities into the work of the other core CCR&R Central Office staff positions. By doing so, we send an important signal that the work across system partners should be focused on and centered around serving children, their families, providers and community partners and not on the complexity of the system itself. We firmly believe that the core CCR&R Central Office positions can address the responsibilities of the System Navigator within their respective positions and, ultimately, remove an added layer of complexity.

All other roles, including all of the PTQ Rater positions at The Consultants Consortium, have been filled and are prepared to carry out the responsibilities outlined in the scope of work.

Do you have any plans to recruit and hire diverse candidates?

A core tenet of Early Learning Indiana's Diversity, Equity, Inclusion and Belonging Plan is the belief that we must be representative of the community and families we serve, and that begins with our talent attraction strategy. As part of that strategy, we strive to: ensure that all marketing materials and job postings are culturally sensitive and use inclusive language; advertise job openings through sites targeted to diverse candidates; promote opportunities through minority and other diverse professional business organizations; and to maintain a consistent approach for recruiting, interviewing and selecting candidates that removes any and all potential biases. Overall, 43% of the Early Learning Indiana team members are non-white, and, over the past 12 months, 57% of newly hired team members are non-white. Furthermore, our Board of Directors is 57% female and 36% non-white. Of the five most recent additions to our Board, 100% are female and 60% have been non-white candidates.



Questions

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