



Attendees

Mike Bachman, Lacey Kottkamp, Lynn Hall, Kimberley Erler, Andrea Zimmerman, Kyle Wehmann, Amanda Lopez; *On phone*: Sue Panzica, Shannon Gage, Kathryn Raasch, Elizabeth Massey

Key Topics Discussed

A. ELAC and National News Updates

- ELAC was asked to provide expert testimony on the current state of pre-K in Indiana. [Highlights and slides](#) can be found on the ELAC website Resources page.
- A one-page overview summarizing all ELAC workgroup's priorities for 2017 has been developed and will be shared next week.
- The [National Association for the Education of Young Children \(NAEYC\)](#) recently launched a two-year initiative called [Power to the Profession \(P2P\)](#), which is a national collaboration to develop a comprehensive set of professional guidelines for all who work in the early childhood field. Mike shared that Indiana AEYC was chosen as one of five state affiliates to take part in surveying, key informant interviews, focus groups and community forums as part of the collective decision-making process. Click [here](#) to inform the process, or [sign up](#) to receive updates that include opportunities to be a part of the conversation!
- The Indiana Department of Education (IDOE) will host a series of meetings around the state to gather input for the Department's ESSA State Plan. Find the session closest to you and register [here](#), or send a representative from your organization. ELAC is encouraging ECE professionals to attend as a voice for early learning to inform the State Plan.

B. Economic Summit Planning Committee Updates

- The *Indiana Summit for Economic Development via Early Learning Coalitions* will be held on **June 5, 2017 at the Monroe County Convention Center in Bloomington**, Indiana. Save-the-dates will be sent out this week with more details. One confirmed keynote speaker is Tim Bartik, a Senior Economist for the W.E. Upjohn Institute for Employment Research. The Planning Committee has also invited Erin Ramsey, Senior Manager at Mind in the Making, to speak about the importance of brain science / social emotional development in early childhood.
- The Summit will feature panel discussions with Indiana stakeholders (e.g., employer, judge, doctor, etc.) to highlight how they have successfully applied the message of investing in early childhood in tangible ways within their communities.



- Four of the five breakout sessions will be aligned to the 4 key elements of the Coalition Building Framework: (1) Engagement of Key Stakeholders, (2) Understanding Baseline / Current State, (3) Collective Vision / Plan (4) Continuous Improvement / Evaluating Impact. The 5th breakout session will be about family engagement (community-wide).
- Amanda shared that a coalition's developmental stage will inform which breakout session they should attend, so a new coalition would be recommended to attend the first two sessions and a more progressing coalition would go to the other sessions.
- Mike asked how sharing feedback from the pilot coalitions on the Coalition Toolkit Self-Assessment could be a part of the Summit? Amanda said the planning team would find a way to work it into the agenda
- Workgroup discussed potential facilitated table topics and suggested the following:
 - Mental health resources and how to engage that sector
 - PTQ marketing within a community and the barriers
 - Understanding pre-K expansion and what it means (pending the legislative session)
 - Special education
 - Early intervention
 - Transitions from pre-K to Kindergarten
 - Recruitment and retention of workforce / current state of the ECE professional

C. Priority #1: Early Childhood Coalition Toolkit

- Invitations to participate in the self-assessment pilot were sent to representatives of 22 coalitions across the state. Eight have already RSVP'd they are interested in participating!
- Mike will send an email to the coalitions willing to participate with instructions about the pilot process.

D. Priority #2: Increase the number of schools participating in ECE best practices.

- Discussed how best to tackle workgroup priority #2: What is our goal? What are the outcomes? What are the deliverables?
- Discussed re-writing priority #2 to say: *"Increase the number of PTQ level 3, 4 and accredited schools (to include public, charter, and non-public schools) participating in ECE best practices and track the data."*



- Discussed clarifying the types of accreditations first. Does this include both FSSA and SBOE approved accrediting bodies for OMW programs?
- Mike suggested this workgroup could take on the project of updating current PTQ Pathway for Traditional Schools.
 1. Many schools don't realize how close they are to meeting level 3 or 4 PTQ eligibility standards at their current accreditation status. It should be easy for schools to get on PTQ, not a burden.
 2. Some of the language is confusing for schools and still has "child care" verbiage.
- Discussed if another pathway should be recommended for non-public and charter schools to get onto PTQ?
- Mike proposed that this workgroup first gain a better understanding of the school landscape as it relates to ECE, then determine what is "the biggest bang for our buck" or low hanging fruit (if any) in terms of outcomes and deliverables. Ultimately, this will be a 2-part focus:
 1. Collect baseline data and identify what is missing. This will include reaching out to state partners and CCRRs to ask what they are hearing and seeing; creating a map of school-based programs across the state; determining how many schools participate in CCDF; and identifying gaps or "desert" areas.
 2. Develop clear messaging and communication strategies for outreach to different types of schools (i.e. Redevelop how the PTQ standards are worded; What message do we want to convey about PTQ and/or PES?)
- Discussed how many public schools are or are not participating in CCDF and understanding the barriers. Kimberley agreed to give an overview of CCDF and the PES standards at the April meeting.
- The workgroup will decide at April's meeting if it is feasible to complete these tasks by the end of the year *and* perform an analysis of ECE business supports, or table the business supports priority to 2018.

Action Items

1. Mike will share the list of coalitions invited to participate in the self-assessment pilot and the current PTQ Standards for Schools document with the workgroup via email/Wiggio prior to next meeting.



2. Kimberly will bring information to share about Provider Eligibility Standards “PES 101” (for programs to be eligible to accept CCDF vouchers) to the next meeting.
3. Collect baseline data to create a color-coded heat map of all school-based programs across the state:
 - a. Status of traditional public schools that provide early childhood education (IDOE pre-K data).
 - b. Status of non-public schools that provide early childhood education. Amanda L. will give Andrea Z. the list of non-public schools provided by IDOE to determine whether they are PES certified and/or licensed for CCDF. Andrea also offered to find data on the number of non-public schools that are accredited but not on PTQ.
 - c. Status of schools that are high-quality according to the current ELAC definition. Kyle will follow-up with ELI to gather this data.
 - d. Status of schools enrolled in PES and accept CCDF. Amanda will follow-up with Kimberley (OECOSL) to clarify the request for CCDF data.

Next Meeting:

Monday, April 10, 2017, 1:00 – 3:00 pm at Wayne Township Preschool