



Attendees

Mike Bachman, Kathryn Raasch, Erin Kissling, Andrea Zimmerman, Elizabeth Massey, Jahanah Murphy-Simms, Sue Panzica, Natalie Brake, Kimberly Erler, Maddie Solomon, Shannon Garrity, Kyle Wehmann, Amanda Lopez; *On phone:* Liane Nickey, Dawn Underwood, Randy Garratt, Shannon Gage

Key Topics Discussed

A. ELAC and Coalition Planning 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. An active registration link can be found at the top of the ELAC website home page. This year, there will be a small registration fee of \$25.00 to cover food costs.

Please help us spread the word and encourage folks in your networks to attend this important event! Let them know that registration *prior* to the Summit is required. As of today, 110 attendees are registered.

- The Summit Planning Committee requested a recommendation for someone representing the criminal justice field to lead one of the table topic discussions. If you have anyone in mind, please email Amanda Lopez or Natalie Brake ASAP.

B. Priority Objective: Develop Coalition Toolkit

- Mike shared that 5 communities completed the self-assessment and they received a survey to provide feedback.
- Three of the communities went ahead and provided feedback on the toolkit. Kyle shared some of their comments with the group.
- Once feedback is received, we will revise the toolkit and gather resources to include in the toolkit. The goal is to have the toolkit finalized by the end of 2017.

C. Priority Objective: Increase School Participation in PTQ

- As a follow-up to last month's presentation about the process for schools to participate in PTQ and become PES certified, the workgroup developed a "flowchart" that depicts the current process.
- The workgroup reviewed the draft flow chart developed and shared feedback on changes to make especially since some of the process has changed now with the new pre-k legislation.



- Modify the title to specify that this is for public schools.
 - Add a “start here” button at the top left to identify where the process begins.
 - Categorize some of the items into main steps to depict the different “phases” that a school needs to complete.
 - Embed some of the forms’ hyperlinks in the tool.
 - Add contact information (not just website links but phone numbers and names if possible).
 - Make sure the names listed are in a glossary (mentioned referencing the ELAC glossary) for clear understanding.
- Kathryn shared that often one of the biggest barriers and challenges for schools is to know who to contact first to get started with participating in PTQ/ PES, so this flow chart as well as updating the materials could be helpful.
 - The workgroup reviewed the other PTQ materials for schools (PTQ school corporation enrollment form, PTQ school corporation application form, PTQ standards for preschool classrooms in public schools, and PTQ school checklist). There were some high level changes discussed (e.g., updating contact information, changing language that is more child care focused and less school focused, etc.).
 - Natalie suggested asking schools who have gone through the PTQ pathway recently to discuss what is confusing about the process and what could be improved. The workgroup agreed since schools weren’t as involved in the original development of the PTQ pathway for schools. There was more involvement from traditional child care professionals.
 - Mike shared that a lot has changed since the workgroup helped to develop these original documents, so it seems a good time update these resources.
 - Erin posed a question to the group about the two PTQ pathways for public schools. Currently, schools can elect to participate in PTQ and PES certification or to just participate in PTQ. Since the new On My Way pre-k legislation will require schools to be in PTQ and PES certified, do we still need / want a pathway that allows for non-PES certification?
 - What about providers that can’t afford to meet the requirements of becoming eligible to accept CCDF funding? This is a large barrier for some programs to get onto PTQ and keeping the non-PES certification pathway could support more schools participating in PTQ.



- Is there a way for philanthropic partners to come alongside schools and help offset some of the costs (e.g., TB tests and background checks)? This would have to be branded in an attractive manner to funders since it's not exciting to fund TB tests, drug tests, etc. but is exciting to add more high quality programs in a community.
- Do we have a shortage of PES-certified programs in the state? Kimberly, said yes, there is always a need for more programs and seats for families.
- Discussed if current schools who are in PTQ and not PES certified could be “grandfathered” into compliance with the new legislation over time.
- The workgroup agreed that OECOSL, IDOE and school participation is critical in the development of any changes to the current materials.
- To also help increase participation of schools in early childhood education/ PTQ, the workgroup discussed gathering data to better understand schools' current engagement in early childhood education.
 - Discussed defining “school based” and what's included in this category.
 - Identifying all data sources of school early ed data. Amanda shared that her team could help since they have been gathering most of this for the ELAC annual report and could connect with the Data workgroup.
 - Some CCR&R members shared how they collect or have access to school early childhood enrollment data, which varies by region.
 - Discussed overlaying this school data with “child care deserts” to identify potential strategies to increase high quality programs.
 - Workgroup discussed wanting to have something gathered to include in the next Annual Report (to be released in October).

D. Workgroup Subcommittees

- Mike and Kathryn discussed splitting into subcommittees to move the work forward. The three subcommittees would be:
 - **Subcommittee #1** will work to finalize the coalition building toolkit.
 - **Subcommittee #2** will review the PES materials, processes, and outreach to schools and make recommendations for improvements.
 - **Subcommittee #3** will review data on the status of schools' engagement in early childhood across the state to develop strategies for improvement.



Action Items

1. Promote the Indiana Summit event on June 5th <http://www.elacindiana.org/indianasummit/>
2. Workgroup members are asked to select a subcommittee to join by close of business on Monday, May 15th. Kyle will send an email request that describes each subcommittee.
3. Mike will check with Beth Barrett about the “roadmap” tool that was originally created to navigate PES accreditation to see if the language is still relevant.
4. Mike will make changes to the PES accreditation flowchart based on the discussion.
5. Subcommittees will meet separately during the last hour of the June workgroup meeting.

Next Meeting:

Monday, June 12, 2017, 1:00 – 3:00 pm at Wayne Township Preschool