Partnership for a Greater Salt Lake: EARLY EDUCATION
Friday June 3, 2016
1:00-3:00 p.m.
Meeting NOTES

Meeting Results
- Discuss how PGSL fits in to the current landscape of education partnerships
- Share the PGSL process and timeline
- Share individual perspectives on the issue
- Review the importance of early education
- Agree upon target population and shared outcomes; begin to identify indicators
- Identify additional stakeholders
- Review next steps
- Determine summer meeting schedule

I.   PGSL Early Education alignment with other education initiatives
- We reviewed a handout with descriptions of other education partnerships and initiatives. We recognize that there have been numerous discussions around the importance of Early Education, and many of these partnerships have identified outcomes, indicators, and strategies. Amazing work around preschool expansion and innovation pay-for-success financing have already succeeded in Salt Lake County.
- With Mayor McAdams' leadership, we now have the opportunity to make even greater strides towards school readiness by expanding preschool even further, particularly for high poverty children.
- So, basing our work on previous conversations, we aim to create a common agenda for early education in Salt Lake County, starting with expanded Pre-K strategy.

II.   PGSL's approach and timeline (attached power point, slides 1-11)
- Collective impact, systems approach: focus on the whole system, not individual programs
- Staffed by Salt Lake County, with three co-chairs: Bill Crim (United Way of Salt Lake), Ruth Watkins (University of Utah), Christian Gardner (Gardner Company)
- June-December goals: Agree on outcome; agree on indicators; fund mapping; systems modeling; research and outline expanded pre-K model

III.   Co-Chair Ruth Watkins presented the research behind early education (attached power point, slides 12-22)
- *Our Kids: The American Dream in Crisis*, by Robert D. Putnum
- Data showing poor kids doing worse than kids from middle class and wealthy families in a number of indicators (education, workforce, family)
- Our workforce and other economic factors are being affected because our kids are not succeeding
- Quality pre-K has been shown to positively affect these discrepancies in school outcomes
- Denver Preschool Program as an example

IV.   **Target Population**: We agreed to focus on the 0-5 year old, low income population in Salt Lake County, understanding that including all 0-5 children in our programming has positive effects for all participants

V.   **Pre-K expansion as our starting point**: We agreed to start our efforts on a system that supports expanded, high quality, Pre-K. We also recognized the importance of addressing the 0-3 age groups as we move forward.

VI.   **Dashboard**: Korey Klein (UWSL) presented a sneak peek at our developing dashboard. The group will need to further define its indicators and gather additional data to fill the dashboard out.

VII.   **Additional Stakeholders**: We identified 5 additional stakeholders to invite on to the Steering Committee: YMCA, charter schools, County Health Department, Teresa Whiting from Utah State Dept. of Health, Mark Bouchard. We will also invite the Policy Lab at The U.

VIII.   **The group identified some core issues to address**
- Quality pre-school is essential, but so is eventually focusing on the 0-3 age group and possibly prenatal. Perhaps extending past early education all the way up the pipeline to employment.
- Need more discussion around the wording of our outcome: "Children are ready to learn" or "Children are ready for Kindergarten." Does this imply that children have not been learning from 0-3? How is school readiness incorporated into different domains (family, community, school)? How do we incorporate growth, proficiency, long-term impacts, non-academic factors, and align with statewide work?
- What do we mean by "high quality" pre-K? How do we ensure that high quality results in improved outcomes for kids?
- We have to get on the same page around a Kindergarten Readiness assessment. What should it measure? Can we all use the same assessment/tool?
- We agree to target high poverty children, but other programs have shown that allowing all children to participate increases results for all participants.
- Steering Committee will articulate the principles, while sub-committees will fill in the details and make the work operational.

IX.   **Next three meetings have been scheduled. Locations TBD.**
- Tuesday, July 12, 3-5 pm
- Tuesday, August 9, 3-5 pm
- Tuesday, September 13, 3-5 pm