

Thursday, February 23, 2017 9:30 am – 12:30 pm

Clayton Early Learning - Main Auditorium 3801 Martin Luther King Blvd; Denver, CO

https://global.gotomeeting.com/join/353471789 or Call: 515-739-1223 Code: 690666

Meeting Objectives:

- Approve meeting minutes from November 10, 2016
- Discuss 2017 Colorado Preschool Program Legislative Report
- Learn about Prenatal Plus Program
- Review and Approve Strategic Plan
- Discuss Early Learning Professional Development Plan
- Learn from the early childhood community during public comment

9:30 - 9:35am	Welcome (Barb Grogan)
9:35 - 10:00am	Hickenlooper Administration Update (David Padrino, Lt. Governor's Office)
10:00 - 10:20am	Legislative Update (Bill Jaeger, Colorado Children's Campaign)
10:20 - 11:00am	Business Meeting (Barb Grogan) • ACTION: Approval of November 10, 2016 Meeting Minutes

- ECLC Updates
 - ACTION: "Speak Up for Kids" Advocacy Day Opportunity for ECLC to Partner
- ACTION: Review and Approve Strategic Plan
- ACTION: Subcommittee & Working Group Alignment
- Early Learning Professional Development Plan Updates (Heather Craiglow & Pamela Harris, Mile High Early Learning)
- Early Childhood Council Systems Building Request for Applications (Stacey Kennedy, OEC and Liz Houston, ECCLA)
- Introduce Jerene Petersen New ECLC Member

11:00 – 11:55am Department Updates (Barb Grogan)

- Colorado Department of Human Services
 - Office of Early Childhood Updates (Mary Anne Snyder)
- Colorado Department of Education (Melissa Colsman)
 - Every Student Succeeds Act
 - o 2017 Colorado Preschool Program Legislative Report
- Colorado Department of Public Health and Environment (Karen Trierweiler)
- Colorado Department of Health Care Policy and Financing (Tom Massey)
 - o Prenatal Plus Program (Susanna Snyder, HCPF)

11:55 – 12:10pm ECLC Subcommittee Updates (Barb Grogan)

- Communication Subcommittee (Elsa Holguin and Tom Massey)
- Data Subcommittee (Charlotte Brantley and Susan Steele)
- Program Quality and Alignment Subcommittee (Letty Bass, Anna Jo Haynes and Melissa Colsman)

12:10 – 12:25pm Public Comment (Barb Grogan)

12:25 – 12:30pm Co-Chairs' Final Thoughts and Adjourn (Barb Grogan)

Note: Any presentation requested by the ECLC does not constitute or imply an endorsement of the product, process, service, or organization by the ECLC.

ECLC Meetings:

The next **ECLC Meeting** will be held on April 27, 2017 at the Clayton Early Learning - Main Auditorium 3801 Martin Luther King Blvd; Denver, CO

For information about future meeting dates, times and locations, visit www.earlychildhoodcolorado.org.

Early Childhood Leadership Commission

February 23, 2017
Clayton Early Learning, Main Auditorium
3801 Martin Luther King Blvd
Denver, CO



Hickenlooper Administration Update David Padrino, Lt. Governor's Office





Legislative Updates Bill Jaeger, Colorado Children's Campaign





Welcome and Business Meeting



Welcome and Business Meeting

- Approval of November 10, 2016 minutes
- ECLC Updates
- Review and Approve Strategic Plan
- Subcommittee & Working Group Alignment
- Early Learning Professional Development Plan Updates (Heather Craiglow & Pamela Harris)
- Early Childhood Council Systems Building Request for Applications (Stacey Kennedy and Liz Houston)
- Introduce Jerene Petersen New ECLC Member



Executive Subcommittee ECLC Co-Chairs

Legislative Implementation Subcommittee

Charlotte Brantley (currently not meeting)

Program Quality and Alignment Subcommittee

Anna Jo Haynes Melissa Colsman Letty Bass

Data Subcommittee

Charlotte Brantley Susan Steele

Communication Subcommittee

Elsa Holguin Tom Massey

Professional Development Advisory Working Group

Nancie Linville Pamela Harris Rebecca Kantor Colorado Shines Pathways for Public Schools Working Group Nancie Linville

Young Child Wellness Council

Ann Bruce Phuonglan Nguyen

Framework Working Group

Letty Bass



Subcommittee and Working Group Alignment

- Awareness and Collaboration across
 Subcommittees and Working Groups
- Compliance with Sunshine Law / Open Meetings Law
- Inclusiveness
- Consistency
- Clarity of Expectations



Meeting Date and Time: Next Meeting Date and Time:

Subcommittee/Working Group Name:

Subcommittee and Working Group Report

Subcommittees and Working Groups of ECLC Subcommittees and Working Groups are asked to complete this document following each meeting and submit to ECLC staff within one week of the meeting. This document will be shared with ECLC members to inform them of activities, recommendations, and requests for support.

Co-Chairs:

Attendees:		
Neeting Objectives:		
lease list the main a	genda items, discussion highlights and decisions, actio	on items, or other conversations from your meeting:
Agenda Item:	Discussion Highlights & Decisions:	Action Items, Recommendations, and Requests for Support:

ECLC 2017-2019 STRATEGIC PLAN - DRAFT



STRATEGIC FRAMEWORK

VISION: Colorado has comprehensive, aligned, effective, and fully-funded service delivery systems that support families to ensure all Colorado children are valued, healthy and thriving.

MISSION: To be the trusted and proactive champion for high-quality, outcome-focused programs and services for pregnant women, children birth to age 8 and their families, in Colorado across all sectors.

LONG-TERM GOAL: Equitable access and permanent universal funding for high-quality early childhood services and supports.

THEORY OF CHANGE: Through data gathering, policy development and community engagement, ECLC improves service delivery and interagency support for Colorado children birth to age 8.

STRATEGIES

Focus Areas	Target Populations	Activities by ECLC and Partners
EXPAND EARLY CHILDHOOD AWARENESS: Be the strong, statewide voice for increasing engagement and expanding awareness of the essential role of early child services and supports for successes in school and life	Parents, Caregivers, Media, Policy Makers, General Public	Develop communications strategy to expand EC awareness, building on results of ECCC report
ELEVATE EARLY CHILDHOOD PROFESSIONAL WORKFORCE: Lead efforts to increase recruitment, retention, professional training, compensation and social recognition	EC Professionals, Higher Education, parents, Media	Update Colorado's EC professional development plan Support innovative solutions around recruitment, retention and compensation
ALIGN EARLY CHILDHOOD SYSTEMS: Lead efforts to coordinate, align and prioritize early childhood programs so that families and children experience seamless care to meet their needs	CDHS, CDE, CDPHE, HCPF Early Childhood Councils Providers	Provide oversight of Project LAUNCH Conduct Early Childhood System Alignment Audit Develop Data Repository/Resource Library Implement Framework Phase II

ECLC Action Plan 1

FOCUS AREA: EXPAND EARLY CHILDHOOD AWARENESS								
Strategies and tactics to accomplish goal	Responsible	Others Involved	Start Date	Deadline	Resources Needed			
Communication Efforts with Parents and Caregivers - implement recommendations from ECCC report, including a possible statewide awareness and engagement effort Jan 2017: Reconvene ECCC group	Elsa Holguin, Tom Massey	ECCC Advisory Partners and Steering Committee; OEC; other stakeholders	January 2017		Pursue funding			
Communication Efforts with Policy Makers and General Public - develop consistent messages for local and state policy makers re: early childhood	Elsa Holguin, Tom Massey	EC Advocacy Organizations	January 2017					
Create communications plan to expand awareness of ECLC	Kristina Mueller, ECLC		November 2016		Pursue funding for communications consultant			

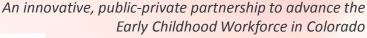
ECLC Action Plan 2

FOCUS AREA: ELEVATE EARLY CHILDHOOD PROFESSIONAL WORKFORCE								
Strategies and tactics to accomplish goal	Responsible	Others Involve d	Start Date	Deadline	Resource s Needed			
Update 2010 state plan on EC professional development	Program Quality & Alignment (PQA) Subcommittee, PD Advisory Working Group, CDHS, CDE	Early Milestones ; Funders	Started 2016	April 2017	Funding secured for plan update			
Support workforce compensation innovative solutions	PQA Subcommittee, PD Advisory Working Group		Started 2016	Implementation 2018				
Implement recommendations from updated state EC Professional Development plan	PQA Subcommittee, PD Advisory Working Group		May 2017	Implementation 2018	Pursue funding			
Advocate for legislative changes to support families and children	ECLC	EC Stake- holders	January 2017					

ECLC Action Plan 3

FOCUS AREA: ALIGN EARLY CHILDHOOD SYSTEMS								
Strategies and tactics to accomplish goal	Responsible	Others Involved	Start Date	Deadline	Resources Needed			
Develop Framework Phase II (interactive Framework website tool to share program information and highlight progress toward the Framework outcomes)	Program Quality & Alignment (PQA) Subcommittee	ECCLA, ECCP, Providers, CDE, CDHS, DPP, CDPHE, Funders	Started 2016	June 2017 (Pilot March 2017)	Funding secured			
Oversee Project LAUNCH	PQA Subcommittee; Young Child Wellness Council	CDHS, CDPHE, LAUNCH Together communitie s	Started 2014	2019	Federally funded			
Review and analyze EC systems alignment through an audit that measures baseline alignment of EC programs and services (subject to adequate fundraising)	PQA Subcommittee	Funders, Headstart, CDHS, CDE, CDPHE, HCPF	2017 (subject to fundraising)		Funding is needed to support project			
Develop ECLC Data Vision Statement and share with other Subcommittees and Working Groups to better align understanding and use of data in decision making	Data Subcommittee		Started 2016	March 2017				
Create Data and Report Reference Repository (searchable on Framework website tool)	Data Subcommittee	PQA Subcommittee	January 2017	June 2017				

Transforming the **Early Childhood Workforce** in Colorado Project Update to ECLC February 23, 2017 An innovative, public-private partnership to advance the







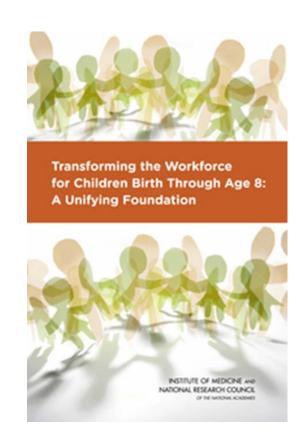




The Need

The Need:

- Early childhood teachers are a significant contributor to children's healthy development.
- The early learning workforce must be caring, competent, and effective for Colorado's children and families to thrive.
- In Colorado, directors and administrators are reporting that it is increasingly difficult to find and keep talented staff.



Vision and Goal

- We envision a state where all children thrive because there is a stable, well-qualified, diverse, and appropriately-compensated early childhood workforce.
- Our goal is to develop sustainable and varied approaches to recruit, retain, compensate, and support a well-qualified early childhood workforce through research, planning, and testing innovative strategies that will lead to the spread of effective practices.

Project Components

Research

Collecting information on the experience and impact of the early learning workforce.

Plan

Early Learning Professional Development System Plan

Developing an actionable State plan to support the early learning workforce.

Explore

Testing innovative strategies to recruit, retain, support, and compensate the early learning workforce.

Communicate and Sustain

Sharing ideas and supporting sustainable change.

Transforming the Early Childhood Workforce
in Colorado

Research and Studies

Policy and Program Scan

- Funding, relevant programs and policies, examples from other states.
- Executive summary and full report available.

Economic Analysis

- Looking at the economics of child care in Colorado and impact of the EC workforce.
- Final report in March.

EC Workforce Survey

- Focusing on the experiences of the EC workforce, with a focus on professional development, retention and turnover, and compensation.
- Initial findings –
 March.
- Full report June.

Transforming the Early Childhood Workforce in Colorado

Why Develop a New Plan?

- State has met the majority of the objectives in the original Early Learning Professional Development System Plan (2010), endorsed by the ECLC in 2010.
- ECLC charged the Early Childhood Professional Development Advisory Group to update the plan.
- The Colorado Cohort and taskforces are working to develop an updated plan for a system to support the early childhood workforce, while seeking feedback from various stakeholders and committees.

The Plan to Develop the Plan

	Responsible Day-to-day work to get the job done	Accountable for task completed	Consulted Not day-to-day; are consulted throughout project	Informed Receive Output, Need to stay informed
			X	X
			Χ	X
		X		
	X			
	X			
	Χ			
3			X	Χ
10	`			

ECLC

Program Quality and Alignment

ECPD Advisory

Leads: CDE, CDHS, Early Milestones, Funders

Colorado Cohort 18 - 20 Leaders

Taskforces ~50 people

Additional Stakeholders

Transforming the —

Four
Taskforces
And
Six Goals



Taskforces have been working since October to develop their plans. Final drafts are due to the Colorado Cohort in mid-March.

Transforming the Early Childhood Workforce in Colorado

Timeline for ECLC Review

April 27 ECLC Meeting: Provide ECLC with an overview of the draft Early Learning Professional Development System Plan.

May 4 (11-12 pm): Host a webinar for ECLC to learn more about the plan, provide feedback, and ask questions.

June 22 ECLC Meeting: Ask ECLC to endorse the updated plan (based on Program, Quality and Alignment's recommendation).

Early Childhood Workforce
in Colorado

Transforming the ——— TIMELINE FOR PROJECT: **Early Childhood Workforce MAJOR MILESTONES** in Colorado OCT NOV DEC JAN **FEB** MAR **APR** MAY JUN Research Lit Interviews & Focus Groups Analysis Focus **Economic** Meeting Review **Analysis** Analysis Feedback and Analysis Final Report Draft Launch Close **Initial Findings** Workforce Survey Survey Survey Survey Draft Shared: **Policy** CO Cohort Scan Goals Finalized Draft Objectives Draft Activities Final Plans Due Feedback/ Share Plans/ Distribute/ **ECPD** Objectives Finalized Finalized Revise Plans Feedback Activities Share

Communicate									
ECPD Advisory	Share Vision	Meet with Chairs	Vision and Goals	Meet with Chairs	Present Draft Plans	Meet with Chairs	Present Plan	Meet with Chairs	
PQAC	Share Vision		Vision and Goals			Present draft plans		Present final plans	
ECLC	PQA Update	ECLC Update			ECLC Update 2/23		ECLC Presentation 4/27	Present Plans: Webinar	ECLC Endorses

The Transforming Colorado's Early Childhood Workforce project is an innovative public-private partnership. Steering partners include Early Milestones Colorado, the Colorado Department of Education (CDE), and the Colorado Department of Human Services (CDHS). Philanthropic partners include Gary Community Investments and Buell Foundation. For more information, please go to coloradoecworkforce.org or contact Christi Chadwick at cchadwick@milestones.org

Transforming the

Early Childhood Workforce

— in Colorado

Transforming the Early Childhood Workforce

WEBSITE: COLORADOECWORKFORCE.ORG

2/24/2017



Early Childhood Council System Building RFA

- Statutes create statewide system of local councils §§ 26-6.5-101 *et seq.*, C.R.S. intended to coordinate community-level, public and private stakeholders in the delivery of accessible, quality child care services.

Background

- ø Utilized a grant review committee
- z
 Led to less predictable and more subjective distribution of funds

2012 Request for Application

- Next RFA will be posted April 1, 2017, using a standardized funding formula
 - Based solely on demographic data that is publicly available, obtained from authoritative, valid and reliable sources, and tied to the geographic service area
- © Calculated individually for each of the 64 counties

2017 RFA

Process

Council engagement and feedback regarding factors that drive the work

Workgroup reviewed factors and recommended weighting

Endorsement from ECLC Executive Committee received 12/15/2016

Approval from CDHS Executive Management Team 12/28/2016

Webinars 1/11/2017 & 1/12/2017

Individual calls and meetings held with all Councils 1/15/2017

Detailed information distributed to all Councils

Budget Components and Factors

Component 1: Urban-rural classifications

Evidence found in literature suggests that socialeconomic (child population, COLI, affordability and availability of services, physical barriers or travel), geographic, and even health differentials are highly correlated to spatial and urban-rural characteristics overall.

Component 2: High Needs

- 1. Low Income*
- 2. Foster Care*
- 3. Disabilities/ Delays*
- 4. English Language Learners
- 5. Migrant
- 6. Reside on Indian Lands

Data collected as counts of children in each category; may be characterized as duplicative between categories.



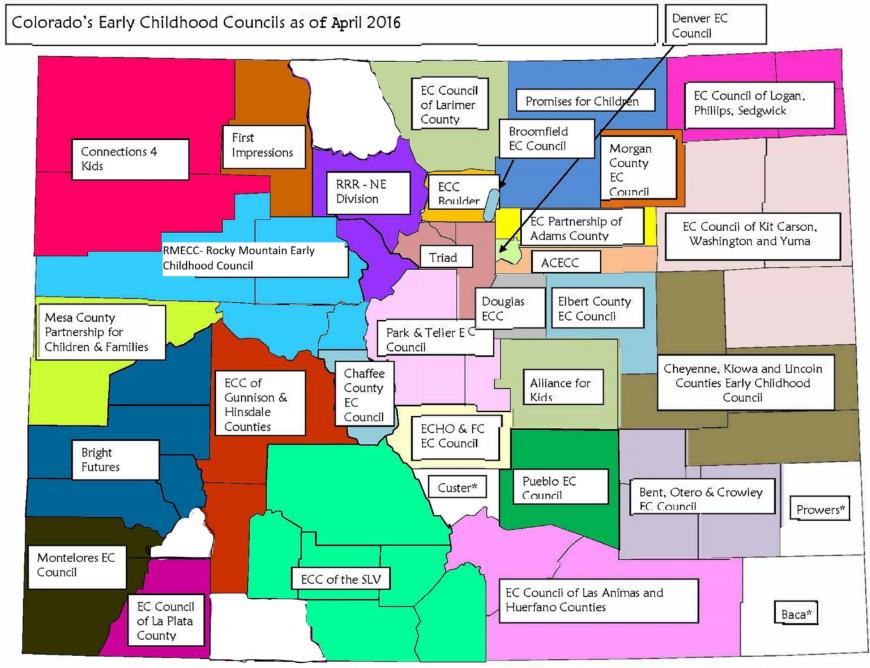
Questions



Early Childhood Council Leadership Alliance

Presentation to ECLC

February 23, 2017



*Pueblo Early Childhood Council is supporting Baca, Custer and Prowers.





 Early Childhood Councils serve as the local early childhood hub, making connections between each child, service and sector. This is *Early Childhood Systems Building*.





- Regardless of where they are, Councils do two key things:
- 1. Elevate the quality of care for Colorado's young children
- 2. Connect together services, resources and professionals on behalf of families and children

Early Childhood Council Systems Building Funding



- 10 Councils receiving increased funding
- 21 Councils receiving decreased funding
 - If nothing changes in next 4 years:
 - 9 Councils will have "floor" funding \$15K per County
 - 7 Councils will experience more than 60% reduction, two are at or over 80%
 - 9 Councils will experience reductions between 25%-60%





Rewrite the script!



Early Childhood Systems

- We have made so much progress as a state on building an infrastructure for quality
- Councils are a critical component
- Councils can only maximize outcomes by having staff and support to move forward the collective work
- Councils need a strong, locally tailored governance structure, adequate organizational capacity, and sustainable resources



Next Steps for ECCLA

- Gather Councils to proactively develop a 3-5 year strategic vision at a July retreat
- Create a strengths-based roadmap that will increase advocacy, awareness and resources to foster Council organizational development, build capacity and ensure sustainability



Next Steps for ECCLA

- Facilitate leadership, grant management, and financial and administrative training opportunities
- Leverage ECCLA's statewide data system to measure the effectiveness of early childhood systems building
- Engage more proactively in pubic policy and affect positive change in early childhood issues
- Ensure Councils take charge of their own destiny



Our Request

 To support our network of Early Childhood Councils, we ask you to join us on a collaborative journey, one that will require the robust participation of early childhood leaders, funders, advocates, practitioners and stakeholders

 Help us build upon the Councils' many successes and leverage the outstanding reputation they have worked so hard to earn



Our Request

- Let's learn from our partners here at home, and in other states, and develop strategies to fit Colorado's unique political, geographic, demographic and economic landscapes
- Help us find creative ideas and innovative solutions to continue to support Councils as a critical component of our early childhood infrastructure





Liz Houston

Executive Director
Early Childhood Council Leadership Alliance

liz@ecclacolorado.org





Department Updates



Department Updates

- Colorado Department of Human Services
 - Office of Early Childhood Updates (Mary Anne Snyder)
- Colorado Department of Education (Melissa Colsman)
 - Every Student Succeeds Act
 - 2017 Colorado Preschool Program Legislative Report
- Colorado Department of Public Health and Environment (Karen Trierweiler)
- Colorado Department of Health Care Policy and Financing (Tom Massey)
 - Prenatal Plus Program (Susanna Snyder, HCPF)

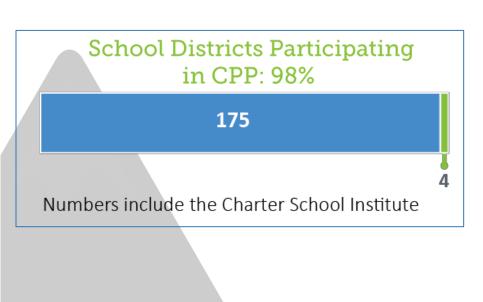


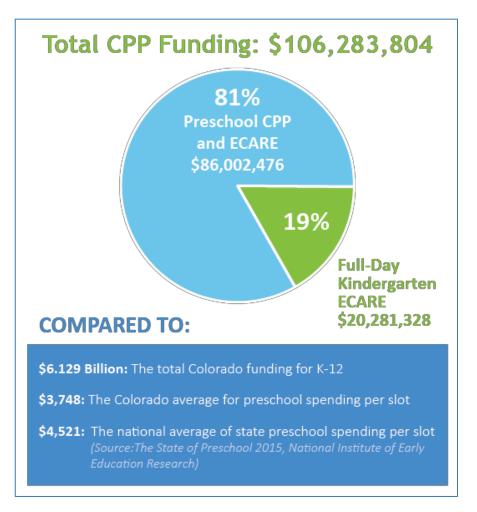
Highlights from 2017 Colorado Preschool Program Legislative Report

Office of Early Learning and School Readiness

CPP 2015-2016 Funding and District Participation

Program Inception: 1988

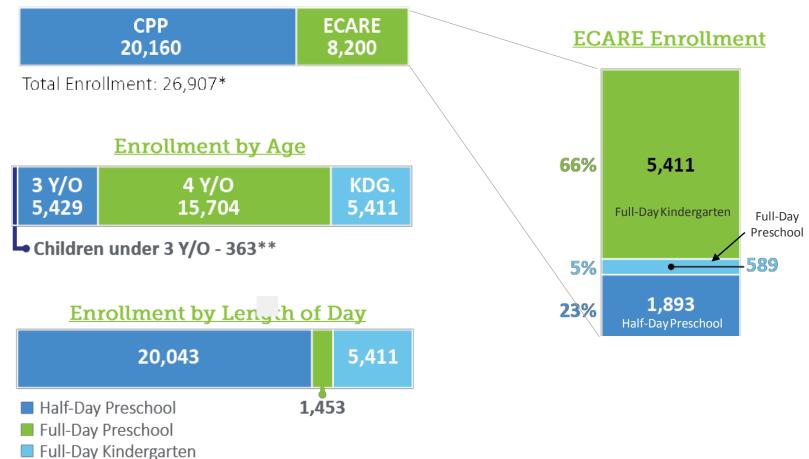






*Number of children enrolled is lower than authorized slot total because some children are served full-day using two CPP slots.





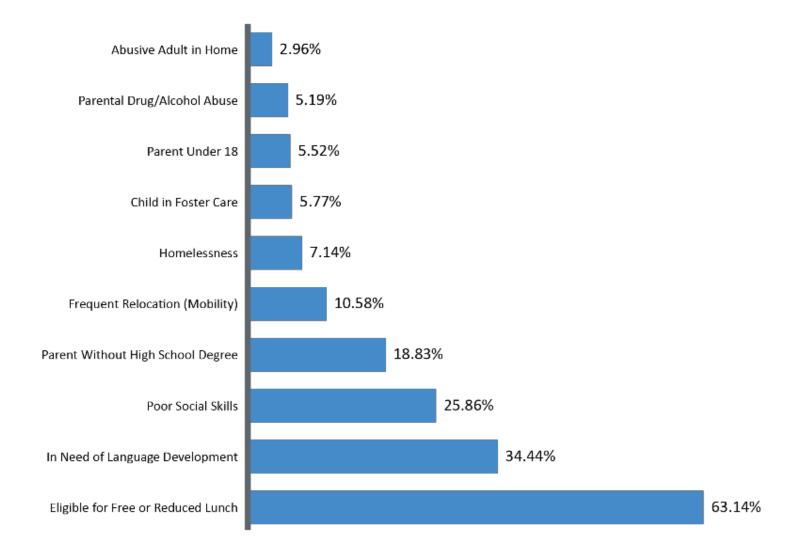
Children on Local CPP Waiting Lists in 2015-2016:

4,140

Estimated Unmet Need for CPP as of 2015-2016:

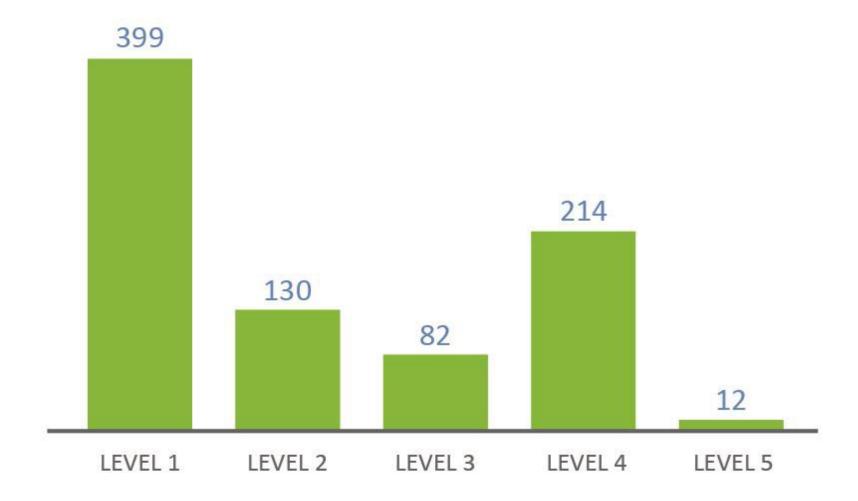
8,397



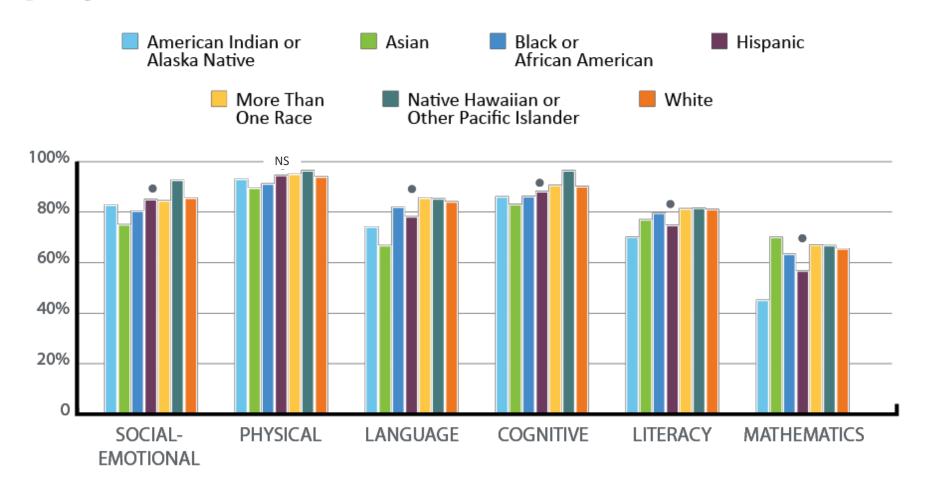


4

2/21/2017



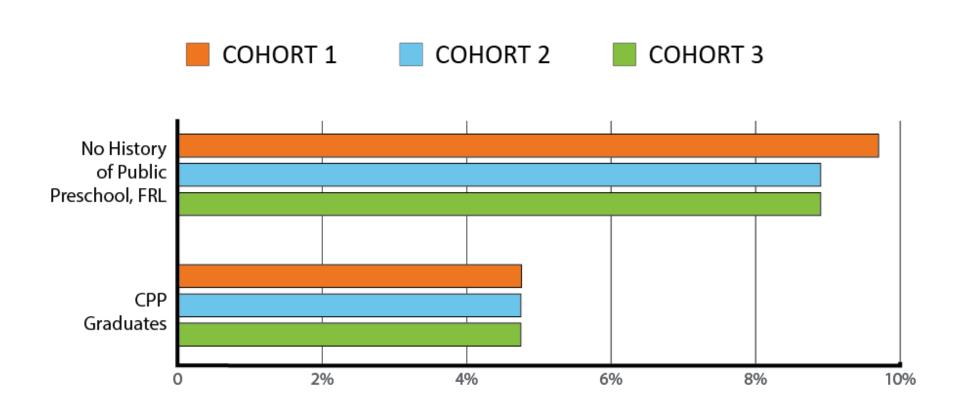
Spring 2016 Results Matter Assessment Data

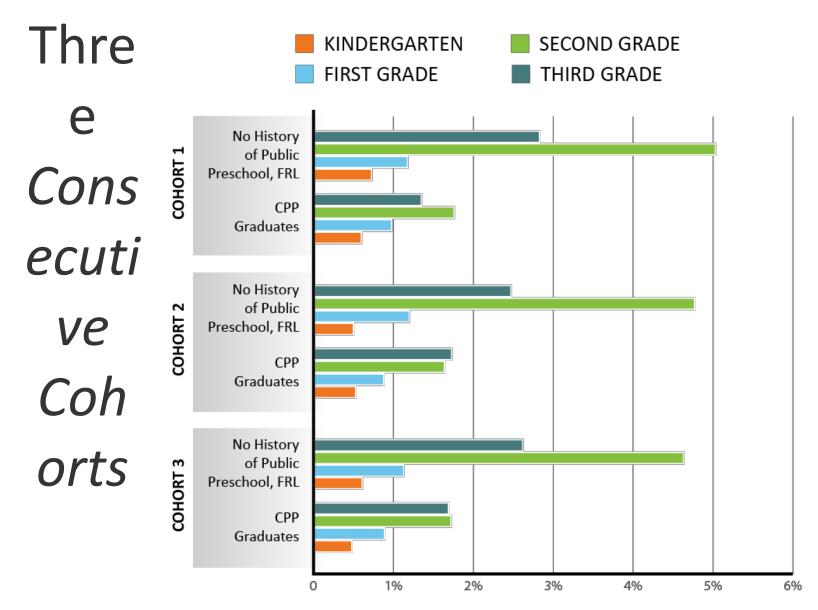


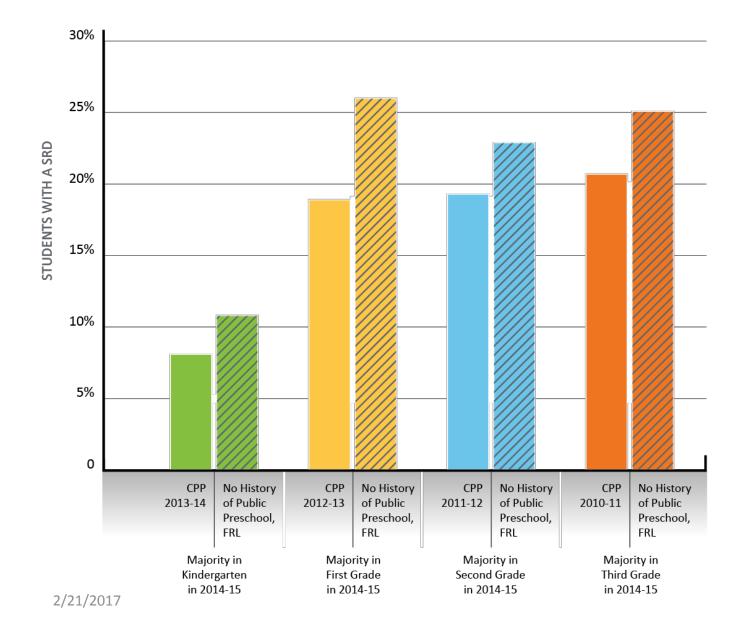
• = statistically significant difference, p<.05

NS = not statistically significant

Three Consecutive Cohorts







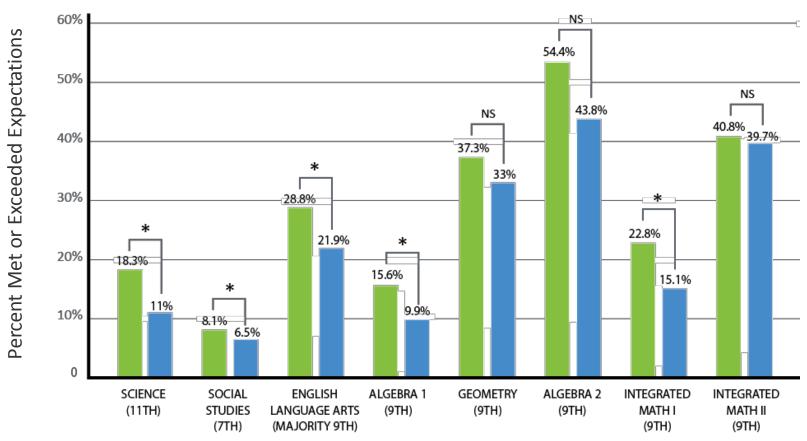
Cohorts vary across grades due to analysis of 2015 READ data only

10

CPP "GRADUATES"



Grades and cohorts vary across subject areas due to limited years of CMAS data available



^{* =} statistically significant difference, p<.05

NS = not statistically significant

Integrated Math III data suppressed n<16

2/21/2017

www.cde.state.co.us/cpp

Colorado Preschool Program News

CPP Regional Meetings

The 2017 CPP Regional Meetings have been announced! Learn more about registration here.

Congratulations, Holyoke RE-1J!

Read about how Dragon's Wagon, a rural preschool program, overcame an industrywide challenge and paid teachers more! Read more about <u>Dragon's Wagon.</u>

2017 Legislative Report Posted

The 2017 legislative report provides highlights about the implementation and effectiveness of the Colorado Preschool Program (CPP) during the 2015-2016 school year.

· View the Executive Summary to the 2017 legislative report. (PDF)

Did you know?

Any child who receives CPP funding is considered a school district student, even if they are served through a community provider.





Colorado's Medicaid Program

Prenatal Plus Program

Susanna Snyder
Maternal Child Health Policy Specialist



Physical Health & History

Dietitian



Care Coordinator

Psychosocial Mental Health History

Professional

Current Life Stressors





Delivery Model

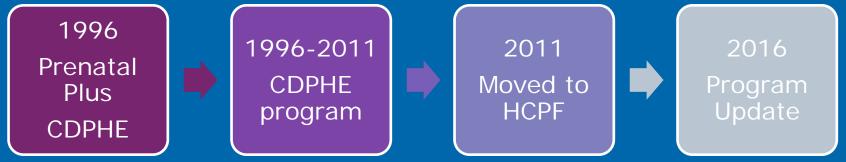
Package Level	# of Contacts	Program Entry
Partial	1-4	After 28 weeks
Partial Plus	5-9	After 28 weeks
Full	10	Before 28 weeks
Full Plus	≥11	Before 28 weeks

Wide variety of site locations and delivery models





Background



- Reduce low birth weight rate
- Improve maternal mental health
- Decrease health disparities





Program Information

	FY13-14	FY14-15	FY15-16
Members Served	1967	1942	1596

	~2012	2016
Sites	35	22
Billing Providers	22	12
Counties Served	20	10

"For every dollar spent on Prenatal Plus, a savings of \$2.48 was realized." (Glazner and Beatty, 2002)





Program Update Plan April 2016 – August 2017

- Outreach existing providers
- Evaluate program efficacy
- Update program materials —
- Outreach new sites —
- Increase access for women in CO
- Improve MCH outcomes

Questions?





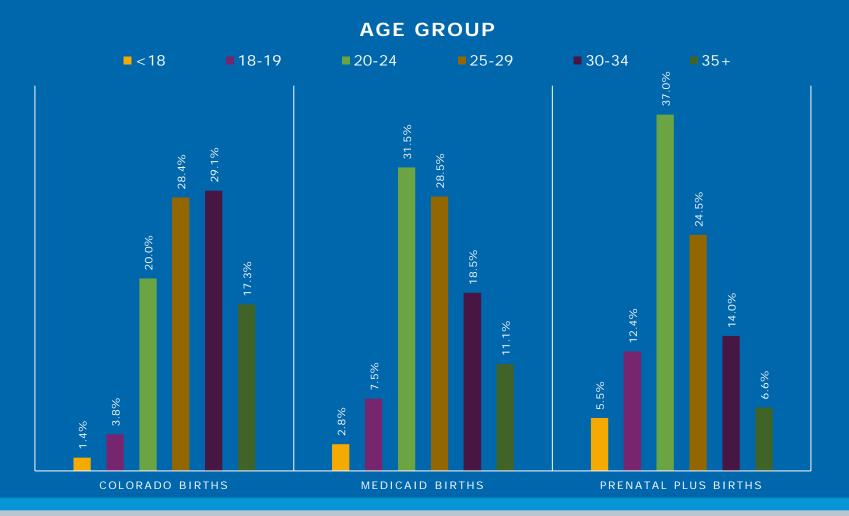
ECLC Presentation

- Support:
 - Identify/Recruit potential sites
 - Increase enrollment at existing sites
- Guidance:
 - Pros/Cons of different delivery packages
 - Pro/Cons of different delivery methods



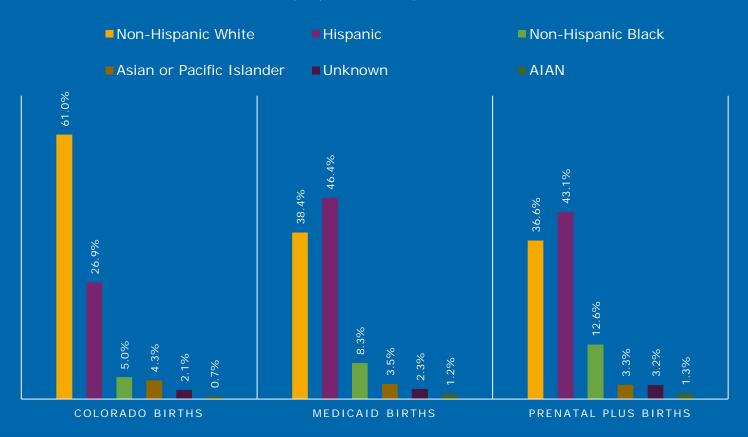
OUTCOMES PROJECT REPORT





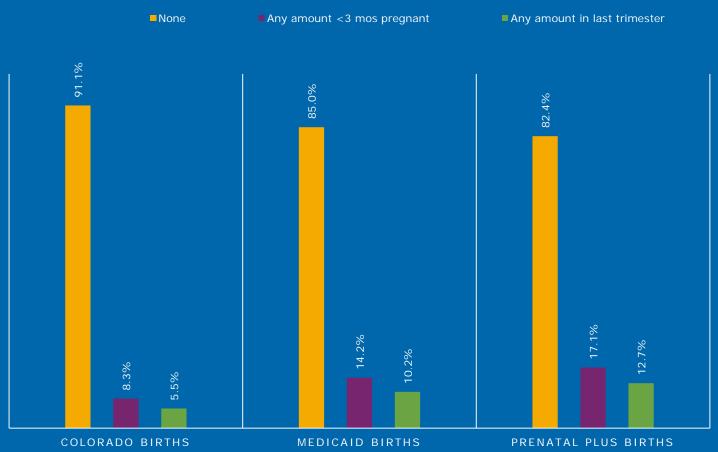


RACE/ETHNICITY



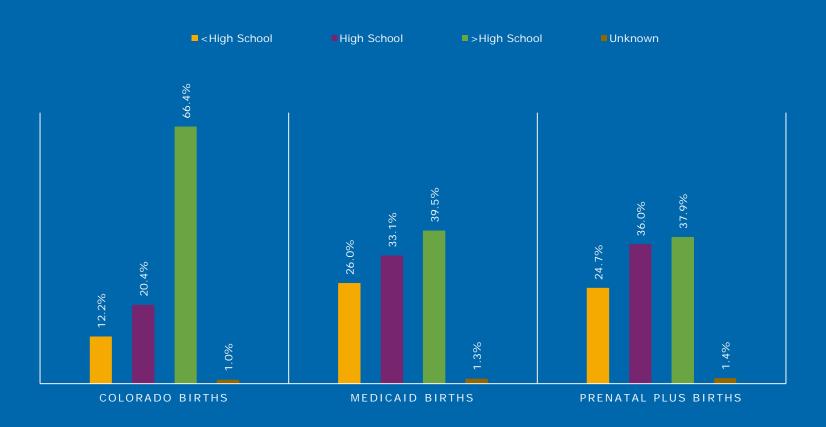








EDUCATION LEVEL





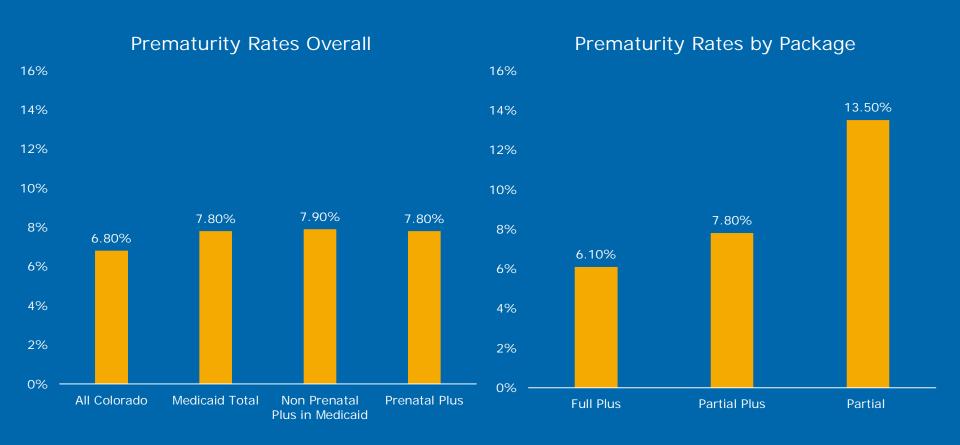
Member Demographics Opportunities

- Still elevated smoking rates
 Baby and Me Tobacco Free
- Urban Demographics largely represented
 Outreach to enroll and expand rural sites
- Risk Categories current to shifting CO demography?
 Incorporation of new risk categories

Thoughts/Surprises/Concerns in this information?

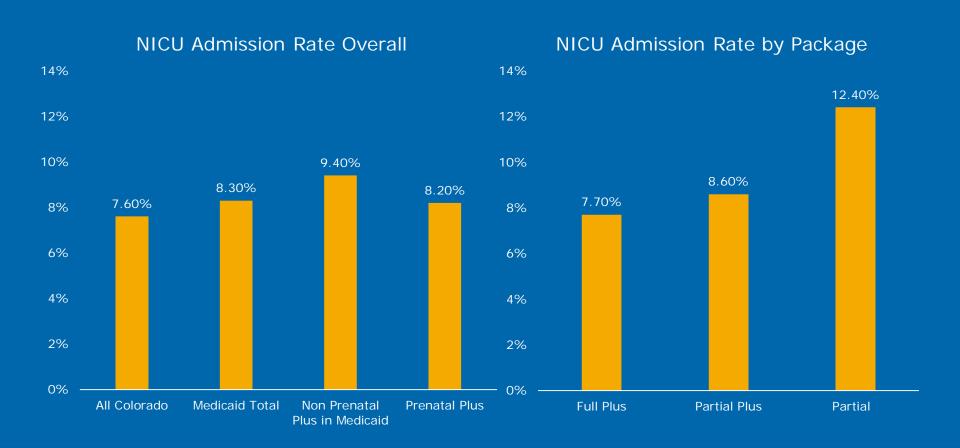


Member Outcomes



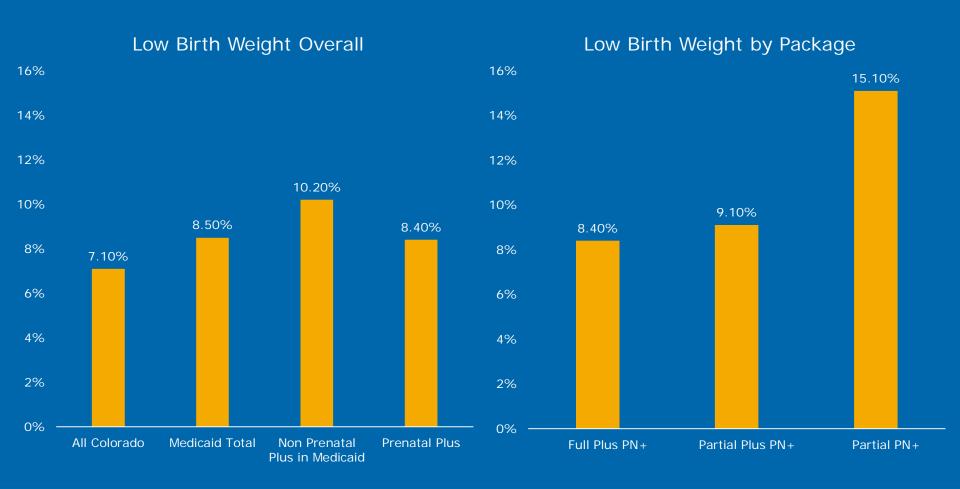


Member Outcomes





Member Outcomes





Member Outcomes Takeaways

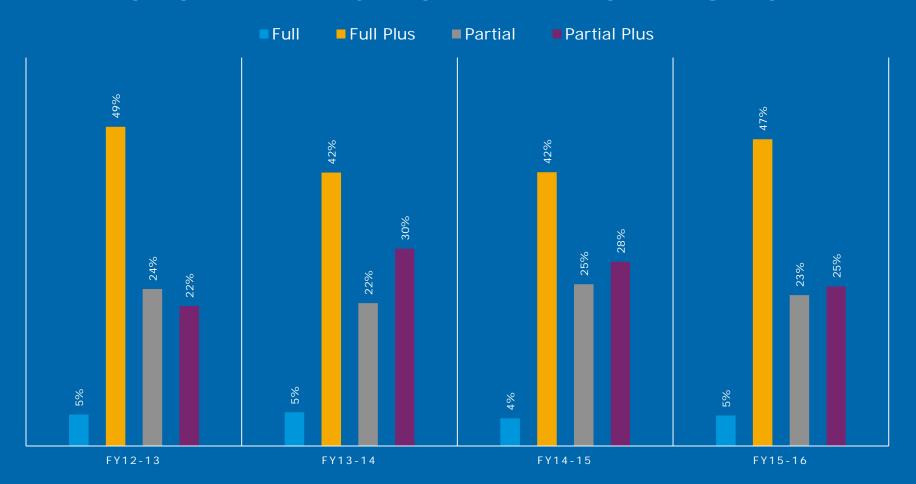
Full Plus remains ideal delivery

- (+) NICU admission and prematurity
 - (~) Low Birth Weight opportunity

Stresses importance for Full Plus Package enrollments i.e. early enrollment

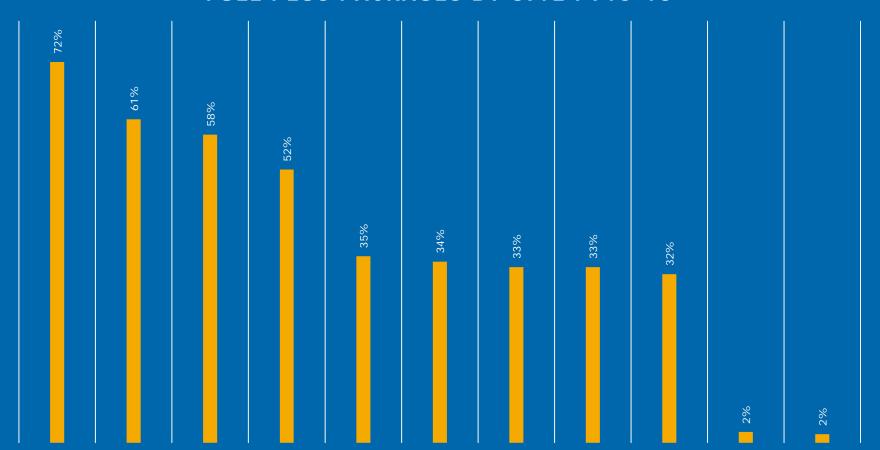


LONG TERM PACKAGE TYPE DISTRIBUTION





FULL PLUS PACKAGES BY SITE FY15-16







Timeline

	March 2016	Provider survey
	June 2016	Create project plan
	November 2016	Update mandatory forms
PHASE I	December 2016	Re-Initiate Quarterly Meeting
	January 2017	Complete update of 1/2 program manual Begin outreach protocol development
	February 2017	Meeting prep Develop materials
	March 2017	2 nd Advisory Council Meeting (3/2/17) Release site specific data Rollout updated Program Manual
	April 2017	Recruit new sites Increase enrollment (outreach, networking)
PHASE II	Spring/Summer 2017	Data Collection Standardization Site Contract Implementation
	August 2017	Receive and distribute 2015 PN+ Data





ECLC Presentation

- Support:
 - Identify/Recruit potential sites
 - Increase enrollment at existing sites
- Guidance:
 - Pros/Cons of different delivery packages
 - Pro/Cons of different delivery methods





Questions?

susanna.snyder@state.co.us





Communication Subcommittee Tom Massey and Elsa Holguin





Data Subcommittee Charlotte Brantley and Susan Steele





Program Quality and Alignment Subcommittee Letty Bass, Anna Jo Haynes and Melissa Colsman





Public Comment



Public Comment

- Each speaker may take up to five (5) minutes to make his or her comments. This time constraint may be modified by the ECLC co-Chairs.
- Any opinions, advice, statements, services, offers, or other information or content expressed or made available by stakeholders or members of the public during public comment does not constitute or imply its endorsement, recommendation, or favoring by the ECLC.

Next Meeting:

April 27 2017 -

Clayton Early Learning,
Main Auditorium
3801 Martin Luther King Blvd
Denver, CO

Early Childhood Leadership Commission



Minutes Thursday, November 10, 2016 9:00 am - 12:00 pm Clayton Learning Center 3801 Martin Luther King Blvd, Denver CO 80205

Meeting Objectives:

- Approve the meeting minutes from September 8, 2016
- Welcome Lt. Governor Donna Lynne as Co-Chair of the ECLC
- Provide updates from the ECLC Strategic Planning Retreat
- Discuss 2016 Annual Report and Presentation to Legislature
- Learn from the early childhood community during public comment

Attendees:

Tom Massey, Heather Craiglow, Gerri Gomez Howard, Anna Jo Haynes, Elsa Holguin, Cindy Schulz, Mary Anne Snyder, Susan Steele, Karen Trierweiler, George Welsh, Letty Bass, Barbara Grogan, Anna Robinson, Lt. Governor Donna Lynne, and Jeanne McQueeney

Race to the Top Early Learning Challenge Grant-Recognition of Teams Accomplishments

Mary Anne Snyder and Nancie Linville thanked the Race to the Top implementation teams and listed successes and achievements of the work across the early childhood system.

Welcome and Business Meeting

Anna Jo Haynes called the meeting to order at 9:20 am. She asked the Commissioners and audience members to introduce themselves.

- Approval of minutes from September 8, 2016
 Anna Jo Haynes called for a motion to approve the minutes from the September 8, 2016
 meeting. Elsa Holguin moved to approve the minutes as distributed; Susan Steele seconded and the minutes were approved by unanimous voice vote.
- Retreat Updates October 7, 2016
 Kristina Mueller recapped the ECLC Retreat and thanked JVA for organizing the information and the strategic plan to help determine priorities. She also thanked stakeholders for their great feedback and walked through a summary of the responses. She also shared the federal guidance for state advisory councils, and talked about how all of this information guided the retreat conversations.

This led to 3 major focus areas for the Commission's ongoing work: (1) expanding early childhood awareness and the importance of the work, (2) elevating the workforce through training, hiring and recognition, and (3) alignment across early childhood systems. Susan

Steele made the recommendation they focus on prioritization in addition to alignment. Tom Massey recommended engagement also be included in the goals. Ultimately, the ECLC charged staff with continuing to develop the focus areas and action plans with subcommittee and working group input.

- Changes to ECLC Meetings: Kristina noted that staff will survey Commissioners to determine the best time for meetings in 2017. Other changes recommended to begin in 2017 as a result of stakeholder feedback include:
 - o Meeting materials will be distributed a week in advance.
 - o Webinar and call in capabilities will be available for all meetings so anyone can join.
 - o Updates from partner organizations.
 - Action items will be highlighted on the agenda, and these items will be listed on the website so stakeholders can comment.
 - Public comment will be available online and distributed to Commissioners 2 days ahead of ECLC meetings.
 - o Written update will be added in the off months and posted on website.
- Annual Report Outline and Event in January: Kristina shared that it is time to start
 thinking about the annual report development for 2016. Commissioners agreed to keep
 the report very similar to 2015; staff will work on a draft and send to Commissions in
 early December.
- Governor's Proposed Budget Overview: Bill Jaeger highlighted items in the Governor's budget proposal relating to early childhood.
 - o 2GRO \$700,000 to provide integrated, comprehensive services and supports to 125-175 low-income families enrolled in home visiting programs.
 - \$420,000 to continue services for families enrolled in the Healthy Steps home visiting program. Funding is requested to continue the program despite the loss of federal funding so services can continue to be provided to 1,300 families.
 - \$4.1 million to increase county child welfare staffing by 58 new staff. A recent study conducted by the Office of State Auditor found that Colorado counties need as much as a 30 percent increase in the number of caseworkers to cover the current child welfare caseload.
 - \$244 million increase to K-12 education.
 - \$9.7 million of marijuana revenue to increase school staff by 105 nurses and behavioral specialists.
 - Funding for the Department of Correction to begin a mother-baby unit to keep mothers and babies together for the first 3 months of the child's life.

Public Comment

• Laurie Zeller from RMPBS and Jean McSpadden from Bright by Three discussed their efforts to utilize media to drive viewers to the Bright by Three service. The service is primarily for parents of children 0-3 years of age, however they will be expanding to 0-8 years. It is currently only in Colorado but will be expanding to 6 new states. They asked ECLC to assist in guiding the content added by local services/providers.

Department Updates

- Colorado Department of Human Services
 - Office of Early Childhood Updates (Mary Anne Snyder)
 Mary Anne shared that the Strengthening Families Conference had over 450 attendants. The conference was for licensing staff and administrative subsidy staff and parents.
 - CDHS held a series of CCCAP stakeholder meetings to deepen education around administration of CCCAP. Based on current usage, they are projecting that counties will use the entire CCCAP state allocation. Counties are reporting they are starting to develop waitlists of eligible families.

Comments from Lt. Governor Donna Lynne

Barb Grogan welcomed Lt. Governor Donna Lynne as a co-chair of the ECLC. Lt. Governor Lynne introduced herself and gave a few remarks about her background and her ongoing commitment to early childhood health and wellbeing. She highlighted her support for strengthening the early childhood workforce and the need for qualified teachers throughout the state. She mentioned that during her recent Literacy Tour she learned that Otero Junior College is shutting down the early childhood education program due to lack of enrollment. She also shared her support for the proposed mother-baby unit in correctional facilities.

Department Updates

- Colorado Department of Education (Nancie Linville)
 - Nancie Linville reported that the Every Student Succeeds Act (ESSA) State Plan development is in process and will be submitted by April 2017. The early childhood community will meet to discuss how to include early learning and development aspects in the overall plan.
- Colorado Department of Public Health and Environment (Karen Trierweiler)
 - Karen Trierweiler shared information on a new tool kit for anti-bullying in schools.
 It is concentrated on suicide prevention and mitigating risk factors such as lack of school connectedness or caring adults in the child's life.
- Colorado Department of Health Care Policy and Financing (Tom Massey)
 - o Tom Massey provided updates on enrollment in Health First Colorado and shared information on HCPF's priorities heading toward the Legislative Session.

ECLC Subcommittee Updates

- Early Childhood Communication Collaborative
 - Tom Massey reported on the completion of the Early Childhood Communication Collaborative report which includes 11 recommendations around noise reduction, engagement, and quality of communication strategies. ECLC plans to bring stakeholders back together to prioritize the recommendations and continue dialogue on implementation throughout the state.

- Program Quality and Alignment Subcommittees:
 - Young Child Wellness Council Update:
 - O Ann Bruce reported on Project LAUNCH (Linking Actions for Unmet Needs in Children's Health) in Colorado. Colorado is in the second year of a five year federal LAUNCH grant. Carryover funds from the first year were used to (1) develop materials for an ECMHC hub, a one-stop-shop for professionals seeking to expand the practice of consultation, increase collaboration, and provide trainings; (2) create a social and emotional well-being survey, and a communication plan focused on social and emotional health; and (3) create scholarships for families to attend the Strengthening Families conference.
 - Ann Bruce introduced the nominations for Council co-chairs, Parent Representatives Princess Mack and Katrina Haselgren, along with Kempe Center Representative Katherine Casillas. Each nominee gave a brief introduction. Anna Jo moved to approve the nominations, which was seconded by Letty and the motion was approved by unanimous voice vote.
 - Ann then asked the Commission for their approval to continue the Charter development process which the Council has started. No vote was necessary and the Commissioners gave their support of the process.
 - Professional Development: Transforming the Workforce Update
 - Ohristi Chadwick shared the project vision of being a state where children thrive because there is a stable, well-qualified, diverse, and appropriately compensated early childhood workforce. The project goal is to develop sustainable and varied approaches to recruit, retain, compensate, and support a well-qualified workforce through research, planning, and pilots that will lead to the spread of practices throughout the state.
 - The primary components of the project included research studies, updating the Early Learning Professional Development State plan, and testing community specific strategies of recruitment, retention and compensation.
 - Nancie Linville reviewed the timelines for the following: ECDP State Plan, Economic Analysis, Workforce Survey, Policy Scan, Communication with ECLC and ECPD Advisory Working Group.

Co-Chairs' Final Thoughts and Adjourn (Anna Jo Haynes)

Anna Jo Haynes adjourned the meeting at 11:53 am.

Note: Any presentation requested by the ECLC does not constitute or imply an endorsement of the product, process, service, or organization by the ECLC.

For information about future meeting dates, times and locations, visit www.earlychildhoodcolorado.org.

5) Early Childhood Physical & Behavioral Health

- a) SB 17-068 [Todd/Singer] School Counselors Early Support for Students. Expands eligibility for the School Behavioral Health Professionals grant and counselor corps grant programs to include elementary schools
 - i) Status: Passed Senate Education, 5-2; Awaiting debate on the Senate floor
- b) HB 17-1038 [Lontine] Prohibiting corporal punishment in Colorado schools and child care
 - i) Status: Passed House, Awaiting hearing in Senate Judiciary
- c) HB 17-1195 [Winter/Martinez Humenik]: Exempting diapers from sales tax
 - i) Status: Awaiting hearing in House Finance
- d) Bills not yet introduced: Addressing out-of-school suspension and expulsion of young children

6) Family Support

- a) HB 17-1001 [Buckner/Kerr] Employee Leave to Attend Child's Academic Activities
 - i) Status: Passed the House; Awaiting hearing in Senate Education
- b) Bill not yet introduced: [Winter] Paid Family Leave

Budget Items of Relevance

Colorado Department of Human Services

- Two Generations Reaching Opportunity (2GRO): \$695K (\$385K in General Fund and \$309K in federal TANF funds), annualizing to \$933K in 2018-19 and beyond, to provide integrated, comprehensive services and supports to 125-175 low-income families enrolled in evidence-based home visiting programs to promote postsecondary and employment pathways, financial literacy, behavioral health, transportation, child care, and basic needs, [Change Request R-12]
- 2) Healthy Steps for Young Children: \$421K General Fund (annualizes to \$572K) to continue serving 1,300 families through evidence-based Healthy Steps home visiting program. Coupled with local site match, this will allow for 1,300 families with children aged 0-3 in several high-need communities throughout the state to remain enrolled in this program when federal funding ends in September 2017, [Change Request R-15]
- 3) Optimization of Early Childhood Alignment: \$890K & 1.0 FTE (Federal Child Care and Development Funds) to realign funding for the Child Care Licensing and Administration line-item following changes to existing programs since the creation of the Office of Early Childhood, [Change Request R-18]

Colorado Department of Public Health and Environment

- 1) Colorado Family Planning Program: Line item was approved at initial Figure Setting, 5-1.
- 2) Health Kids Colorado Survey: \$745,000; Line item failed to be approved at initial Figure Setting, 3-3.
- 3) Colorado Immunization Information System: Line item decision was postponed; defunding of Colorado's immunization information system has been proposed.

Colorado Department of Education

- 1) K-12 Funding and the "Negative Factor": \$244M increase (+2.5%) in K-12 spending for inflation and population growth, but this includes a \$45 million increase to the "negative factor." Overall state spending on each student would, however, increase by \$182 per pupil (or \$91 per Colorado Preschool Program student) to \$7,606.68. This means that overall funding for K-12 continues to increase, but not at the rate called for by the School Finance Formula and Amendment 23.
- 2) School nurses/behavioral health professionals: \$9.7M from marijuana revenue for 105 people to increase substance abuse and mental health prevention/intervention programs in schools.

Health Care Policy and Financing

- 1) Medicaid increase: \$373M (\$143M in General Fund) due to 7% caseload increase driven primarily by previously eligible but not enrolled participation.
- 2) Primary care provider "bump": Continue the primary care rate increase approved last year at the current level.
- 3) Accountable Care Collaborative enhancement: \$3.2M (-\$200K General Fund) for changes to allow reimbursement for more behavioral health services delivered within primary care settings [Change Request R-6]
- 4) Maternal Mental Health Screening during a child's well-child check-up.

Department of Corrections

1) Mother-Baby Unit: \$328K to allow infants and toddlers to stay with incarcerated mothers after birth [Change Request R-01]



Early Childhood Policy Update

Contact: Bill Jaeger, Colorado Children's Campaign, bill@coloradokids.org, 720-552-0002

Updated February 22, 2016

Bills & Bill Rumors

1) Child Care-Related Tax Credit

- a) HB 17-1002 [Pettersen & Exum/Kefalas] Child Care Expenses Tax Credit for Families Earning less than \$25,000 per year Reauthorization through January 1, 2021
 - i) Status: Scheduled for first hearing on February 27th in House Finance

2) Colorado Child Care Assistance Program (CCCAP)

- a) SB 17-163 [Lambert/Hamner]CDHS Supplemental Budget Request: \$2.47M Total Funds (\$525K General Fund, \$1.95M Federal Funds)
 - i) Status: Passed both chambers
- b) Bill not yet introduced: Using Colorado Child Care Assistance Program (CCCAP) County Allocations for Local Quality Initiatives (led by Weld County)
- c) Bill rumor: Child Care Assistance Program Allocations Committee Overhaul

3) Child Care Licensing

- a) SB 17-110 [Kefalas & Crowder/Danielson & Wilson] Changing child care license exempt definition to exempt from licensing if caring for no more than 4 children with no more than 2 under the age of 2 from multiple families regardless of relation to the caregiver
 - i) Status: Passed Senate unanimously, Assigned to House PHCHS Committee
- b) HB 17-1135 [Bridges/Priola] Portability of TRAILS Background Check
 - i) Status: Passed House unanimously

4) Early Childhood Systems

- a) HB 17-1106 [Pettersen & Wilson/Martinez Humenik] Reauthorization of the Early Childhood Leadership Commission
 - i) Passed House Education with amendments 10-3, Assigned to Appropriations
- b) SB 17-103 [Merrifield /] Implementing a P-3 approach as a core turnaround strategy for low performing elementary schools
 - i) Status: Passed Senate Education with amendments 4-3; Assigned to Appropriations
- c) HB 17-1178 [Wilson] Rural schools waivers and educator licensure flexibility
 - i) Status: House Education will hear the bill Monday, March 6th
- d) HB 17-1160 [Hamner & Wilson/Fields & Priola] K-3rd Grade English Learner Reading Assessment Language
 - i) Status: House Education will hear the bill Monday, February 27th
- e) HB 17-1042 [Wilson] Increasing Funding for Full-day Kindergarten (increases supplemental from .08 to .16 for a full-day pupil in 17-18 and keeping it at 0.66 each year thereafter
 - i) Status: Passed House Education 9-4; Awaiting hearing in Appropriations
- f) SB 17-029 [Kerr/Pettersen] Funding Full Day Kindergarten via a referred measure to retain TABOR surplus i) Status: Died in State Affairs, 3-2
- g) HB 17-1187 [Thurlow/Crowder] Change Excess State Revenues Cap Growth Factor
 - i) Status: House Finance will hear the bill on Monday, February 27th
- h) Bill not yet introduced: Alternative licensure access for early childhood educators working in community-based sites
- i) Bill not yet introduced: [Hamner & Rankin/Hill & Kerr] Achieving a Vision for Education in Colorado Strategic Planning Process

Has ECLC co-chain as co-chain of Ed. Committee

ECLC 2017-2019 STRATEGIC PLAN - DRAFT ECLC



STRATEGIC FRAMEWORK

VISION: Colorado has comprehensive, aligned, effective, and fully-funded service delivery systems that support families to ensure all Colorado children are valued, healthy and thriving.

MISSION: To be the trusted and proactive champion for high-quality, outcome-focused programs and services for pregnant women, children birth to age 8 and their families, in Colorado across all sectors.

LONG-TERM GOAL: Equitable access and permanent universal funding for high-quality early childhood services and supports.

THEORY OF CHANGE: Through data gathering, policy development and community engagement, ECLC improves service delivery and interagency support for Colorado children birth to age 8.

STRATEGIES

Focus Areas	Target Populations	Activities by ECLC and Partners
EXPAND EARLY CHILDHOOD AWARENESS: Be the strong, statewide voice for increasing engagement and expanding awareness of the essential role of early child services and supports for successes in school and life	Parents, Caregivers, Media, Policy Makers, General Public	Develop communications strategy to expand EC awareness, building on results of ECCC report
		Update Colorado's EC professional development plan
ELEVATE EARLY CHILDHOOD PROFESSIONAL WORKFORCE: Lead efforts to increase recruitment, retention, professional training, compensation and social recognition	EC Professionals, Higher Education, parents, Media	Support innovative solutions around recruitment, retention and compensation
		Provide oversight of Project LAUNCH
ALIGN EARLY CHILDHOOD SYSTEMS: Lead efforts to coordinate, align and prioritize early childhood programs so that families and children experience seamless care to	CDHS, CDE, CDPHE, HCPF Early Childhood	Conduct Early Childhood System Alignment Audit
meet their needs	Councils Providers	Develop Data Repository/Resource Library
		Implement Framework Phase II

ECLC Action Plan 1

FOCUS AREA: EXPAND EARLY CHILDHOOD AWARENESS					
Strategies and tactics to accomplish goal	Responsible	Others Involved	Start Date	Deadline	Resources Needed
Communication Efforts with Parents and Caregivers - implement recommendations from ECCC report, including a possible statewide awareness and engagement effort Jan 2017: Reconvene ECCC group	Elsa Holguin, Tom Massey	ECCC Advisory Partners and Steering Committee; OEC; other stakeholders	January 2017		Pursue funding
Communication Efforts with Policy Makers and General Public - develop consistent messages for local and state policy makers re: early childhood	Elsa Holguin, Tom Massey	EC Advocacy Organizations	January 2017		
Create communications plan to expand awareness of ECLC	Kristina Mueller, ECLC		November 2016		Pursue funding for communications consultant

ECLC Action Plan 2

FOCUS AREA: ELEVATE EARLY CHILDHOOD PROFESSIONAL WORKFORCE					
Strategies and tactics to accomplish goal	Responsible	Others Involved	Start Date	Deadline	Resources Needed
Update 2010 state plan on EC professional development	Program Quality & Alignment (PQA) Subcommittee, PD Advisory Working Group, CDHS, CDE	Early Milestones; Funders	Started 2016	April 2017	Funding secured for plan update
Support workforce compensation innovative solutions	PQA Subcommittee, PD Advisory Working Group		Started 2016	Implementation 2018	
Implement recommendations from updated state EC Professional Development plan	PQA Subcommittee, PD Advisory Working Group		May 2017	Implementation 2018	Pursue funding
Advocate for legislative changes to support families and children	ECLC	EC Stake- holders	January 2017		

ECLC Action Plan 3

FOCUS AREA: ALIGN EARLY CHILDHOOD SYSTEMS					
Strategies and tactics to accomplish goal	Responsible	Others Involved	Start Date	Deadline	Resources Needed
Develop Framework Phase II (interactive Framework website tool to share program information and highlight progress toward the Framework outcomes)	Program Quality & Alignment (PQA) Subcommittee	ECCLA, ECCP, Providers, CDE, CDHS, DPP, CDPHE, Funders	Started 2016	June 2017 (Pilot March 2017)	Funding secured
Oversee Project LAUNCH	PQA Subcommittee; Young Child Wellness Council	CDHS, CDPHE, LAUNCH Together communities	Started 2014	2019	Federally funded
Review and analyze EC systems alignment through an audit that measures baseline alignment of EC programs and services (subject to adequate fundraising)	PQA Subcommittee	Funders, Headstart, CDHS, CDE, CDPHE, HCPF	2017 (subject to fundraising)		Funding is needed to support project
Develop ECLC Data Vision Statement and share with other Subcommittees and Working Groups to better align understanding and use of data in decision making	Data Subcommittee		Started 2016	March 2017	
Create Data and Report Reference Repository (searchable on Framework website tool)	Data Subcommittee	PQA Subcommittee	January 2017	June 2017	



Meeting Date and Time:

Subcommittee/Working Group Name:

Subcommittee and Working Group Report

Subcommittees and Working Groups of ECLC Subcommittees and Working Groups are asked to complete this document following each meeting and submit to ECLC staff within one week of the meeting. This document will be shared with ECLC members to inform them of activities, recommendations, and requests for support.

Co-Chairs:

Next Meeting Date and Time:				
Attendees:				
Meeting Objectives:				
Please list the main agend	a items discussion highlights and decisions action	on items, or other conversations from your meeting:		
r tease tist the <u>main</u> agena	a reems, discussion managines and decisions, detic	in items, or other conversations from your meeting.		
		Action Items, Recommendations, and		
Agenda Item:	Discussion Highlights & Decisions:	Requests for Support:		
		Requests for Support.		



Subcommittee and Working Group Alignment

In an effort to develop stronger coordination and collaboration across the work of the ECLC Subcommittees and Working Groups, the ECLC has established the following guidelines to provide clarity of expectations, promote consistency and inclusiveness, and promote alignment and awareness.

Awareness and Collaboration across Subcommittees and Working Groups:

- ECLC staff will host quarterly meeting for all Subcommittee and Working Group Co-Chairs to share their work and learn about the happenings of fellow Subcommittees and Working Groups.
- ECLC will assess the Subcommittee and Working Group structure and membership annually.

Compliance with Sunshine Law / Open Meetings Law:

- Agendas, including meeting time, location and objectives, must be sent to ECLC Director and Program Assistant at least 48 hour prior to the meeting to be posted to the ECLC website.
- Following each meeting, co-chairs must submit a Subcommittee and Working Group Report to ECLC staff noting major discussion and action items.
- Minutes must be sent to the ECLC staff following approval from the Subcommittee or Working Group for archiving and should include action items and decisions.

Inclusiveness:

 All meetings should have a call-in option available; if a conference line is needed, please contact ECLC staff.

Consistency:

- All meeting agendas and minutes should have the ECLC logo along the top of the first page.
- Provide ECLC staff a current list of membership.

Clarity of Expectations:

- Examples of decisions or updates to be brought to ECLC:
 - New Chair or Co-Chairs
 - Recommendations to submit comments or responses on behalf of ECLC,
 Subcommittee, or Working Group
 - Subcommittee Strategic Plans/Charters
 - Recommendations to State Departments, the General Assembly, or the Governor
 - o Recommendations to support or oppose legislation or pending legislation



SCHOOL-BASED HEALTH CENTER PROGRAM

WHY SCHOOL-BASED HEALTH CENTERS?

School-based health centers are a crucial part of Colorado's safety net for vulnerable children and youth. They provide high-quality, affordable health care to those who may not have access to the care they need.

The Colorado Department of Public Health and Environment (CDPHE) works with local health care providers, schools and community groups to locate health clinics on school property to provide primary, behavioral and oral health services to low-income students and assist with enrollment in children's health plans. School-based health centers also equip students to make healthy life choices through health promotion and education.

Many families still face barriers to health care access. Lack of insurance coverage, transportation, time off work and child care keep many low-income families from seeking health care. Many community clinics have limited capacity to serve nearby residents. As the number and quality of school-based health centers grow, they can help alleviate these barriers.

<u>The Community Preventive Services Task Force</u> recommends school-based health centers in low-income communities to help increase high school completion, reduce educational gaps and advance health equity.

EVIDENCE SHOWS THAT SCHOOL-BASED HEALTH CENTERS IMPROVE EDUCATION & HEALTH OUTCOMES



RESEARCH SHOWS THAT STUDENTS
ARE MORE LIKELY TO DO
WELL & STAY IN SCHOOL
WHEN THEIR HEALTH CARE

WHEN THEIR HEALTH CARE
NEEDS ARE MET

SNAPSHOT: COLORADO'S CHILD POPULATION*

fastest growing
h population
in the nation

growth between 2000 and 2014 13 population million in 2014

1 in 7 live in poverty

The poverty rate is higher for:



African Americans



*Source: U.S. Census Bureau, www.coloradokids.org/KID\$COUNT2016

WHAT IS THE SCHOOL-BASED HEALTH CENTER PROGRAM?

Pursuant to C.R.S. 25-20.5-503, the School-Based Health Center (SBHC) Grant Program provides annual funding to support existing centers and expand school-based health centers statewide.

In Fiscal Year 2015-2016, the SBHC Program funded two planning sites and 17 contractors representing 53 centers at a cost of \$4.6 million. In Fiscal Year 2016-17, the program supports three planning sites and 16 contractors representing 48 centers at a cost of \$4.4 million. As school-based health centers become sustainable, some move forward without SBHC Program funding.

The SBHC Program prioritizes quality, quantity, sustainability and partnerships. To ensure quality, it invests in programs that meet state standards, clinical outcomes and performance measures. To increase access, it aims to increase the number of centers, students served and services provided. To support sustainability, it supports infrastructure, quality improvement and technical assistance. And to ensure success through collaboration the program actively engages health care providers, school staff and other stakeholders.

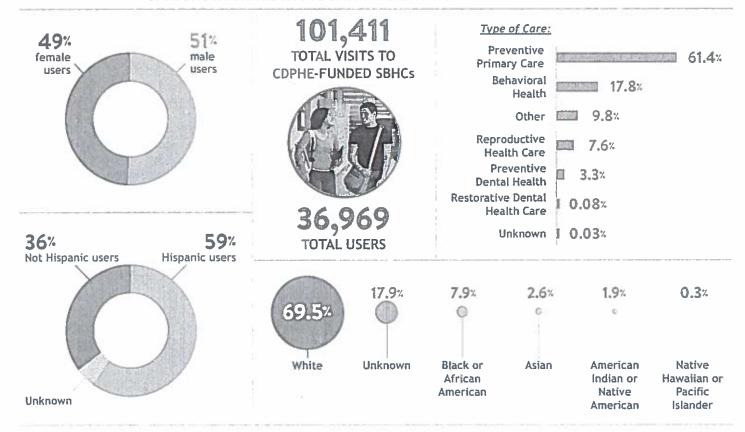
WHAT SERVICES DO SCHOOL-BASED HEALTH CENTERS PROVIDE?

School-based health centers prioritize services for lowincome children and youth without health care access or adequate insurance coverage.

Every center must provide a minimum level of 24/7 primary, behavioral and oral health care on-site, with a contracted provider or by referral to other community providers. They also help enroll patients in public and private insurance coverage. Centers work with host schools to promote health care and education. Each center is required to have an active Community Advisory Council comprised of local partners, community members, youth and parents.

CDPHE FUNDED CENTERS: colorado.gov/cdphe/about-sbhc-program

ALL COLORADO CENTERS: casbhc.org/CO_sbhcs.html



WHAT'S NEXT FOR THE SCHOOL-BASED HEALTH CENTER PROGRAM?

Colorado's school-based health centers continue to serve Colorado's most vulnerable children and youth. The number of centers and the number of Colorado children using them has grown. Policymakers, foundations and local communities continue to invest in the SBHC model.

As the program helps open new centers, expand services and grow sustainability, more children have easy access to quality, affordable health care at their school.

As the SBHC Program moves ahead to fund the development of new school-based health centers, it will continue to evaluate the care provided at existing centers.

The program's five-year evaluation framework started July 1, 2016 and the first annual evaluation report is due August 2017. The framework documents use, quality and direct patient impact with specific performance measures on well-child checks, vaccinations, risk assessment, healthy weight, physical activity and screening for depression and oral health.

Colorado centers continue to integrate different kinds of care. More centers are offering primary, behavioral, reproductive and oral health care in the same place and providing multiple services during the same visit.

More children using the centers are covered by Medicaid because of the state's expansion under the Affordable Care Act.

Several high-need schools and districts have centers, but most do not. The greatest need for new centers in urban schools are in Denver and Adams counties. The highest-need rural districts without existing SBHCs are primarily located in the San Luis Valley. CDPHE and its partners aim to work with high need schools and communities.

The School-Based Health Center Program has made great progress in meeting the needs of students without other health care options. Continuing the SBHC model means better health care for Colorado children.

LEARN MORE AT:

colorado.gov/cdphe/about-sbhc-program

http://www.coloradohealthinstitute.org/uploads/downloads/Final_SBHC_Needs_Assessment_2015.pdf

CONTACT:

Angela Park, School-Based Health Center Program Coordinator angela.park@state.co.us 303-692-2469





Colorado Preschool Program Legislative Report 2017

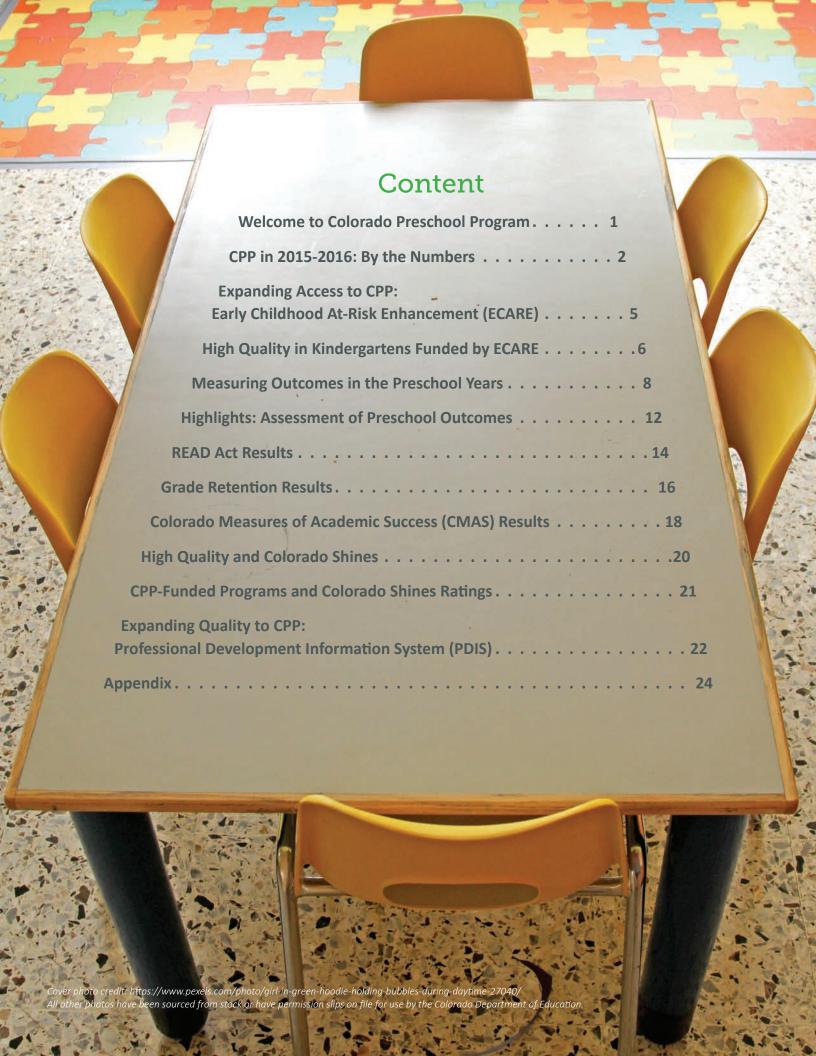
Submitted to: Colorado General Assembly



By:

Colorado Preschool Program Staff Dr. Cathrine Aasen Floyd, Program Director

Teaching and Learning Unit:
Office of Early Learning and School Readiness
201 E. Colfax Ave., Denver, CO 80203
303-866-6602



Welcome to the Colorado Preschool Program (CPP) Legislative Report for 2017

COLORADO
Department of Education

High quality early learning experiences provide a lifetime of benefits for Colorado's children. Through strong partnerships with districts and communities, the Colorado Department of Education delivers results for our first goal: Start Strong. The 2017 report provides highlights about the implementation and effectiveness of the Colorado Preschool Program (CPP) during the 2015-2016 school year. Local investment of CPP funding in both district and community sites increases choice for families and these strong collaborations result in positive outcomes for children.

This year's report shares district success stories and outcomes through data providing a detailed account of the benefits children receive through CPP including preparing a strong foundation for continued success in school. The education and care of our youngest learners is a priority for the Colorado Department of Education. Together with the Colorado General Assembly, we are committed to promoting a lifetime of positive outcomes for all children in Colorado. Thank you for your continued support for the Colorado Preschool Program.

Respectfully,

Katy Anthes, Ph.D. Commissioner of Education

State Board of Education Description of School Readiness

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschool or kindergarten. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.



CPP is a state-funded early childhood education program administered by the Colorado Department of Education.

CPP provides the opportunity to attend high-quality preschool for young children who are at risk for starting elementary school unprepared. Each year the General Assembly provides preschool funding for 20,160 children who have certain risk factors in their lives that are associated with later challenges in school. In 2013 and 2014, the General Assembly expanded CPP through the Early Childhood At-Risk Enhancement (ECARE) program which provided more flexible funding for half- or full-day preschool and kindergarten for an additional 8,200 young children. With the expansion, CPP can serve as many as 28,360 eligible children each year.

CPP in 2015-2016: By the Numbers

CPP Eligibility Factors

Children are determined eligible for CPP based on certain **risk factors present in their lives**, which have been shown to be associated with later challenges in school.



FOUR-YEAR-OLD STUDENTS

Four-year-old students must have at least one risk factor present, although most children served show two or more.

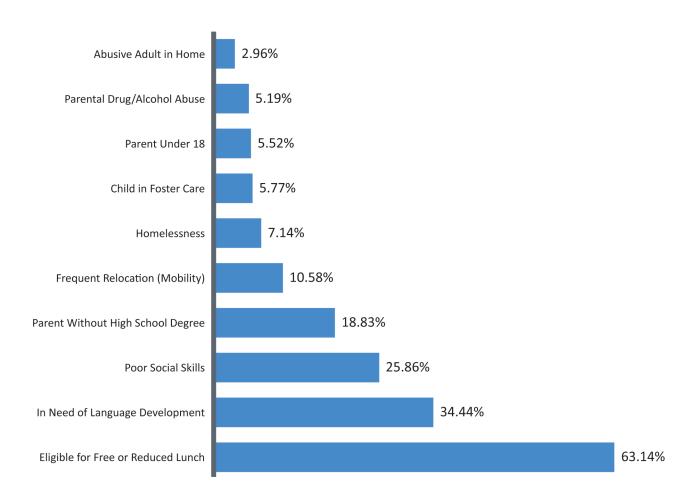


THREE-YEAR-OLD STUDENTS

Three-year-olds must have at least three factors present.

Figure 1: CPP Risk/Eligibility Factors

Each line represents the percentage of CPP-funded children with that risk factor



FAMILY ENGAGEMENT AND PARTNERSHIP

As a unified staff, our team members have developed a Family Involvement Practice. Using Colorado Department of Education's six standards of family involvement, staff and standards are divided into teams of focus. Staff participate in professional development around family involvement. Using our data-based resources, staff developed and follow a Family Involvement Guide of mindful practices and habits of interacting, engaging, and supporting families, unifying our staff to family interactions for smooth transitions into grade levels. During teacher workdays, time is set aside for our Family Involvement Resources for Education developments, or as we call our "FIRE works."

De Beque 49JT

TABLE 1
Settings Where Children are Served by CPP

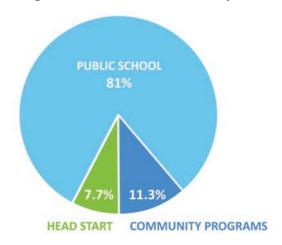


TABLE 2
Gender of Children Served by CPP

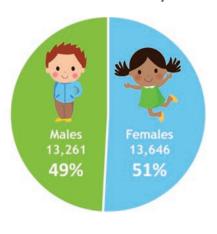


TABLE 3
Race/Ethnicity of Children Served by CPP

RACE/ETHNICITY	CHILDREN SERVED BY CPP	PERCENTAGE
American Indian or Alaska Native	200	1%
Asian	775	3%
Black	2,127	8%
Hispanic	14,403	54%
White	8,561	32%
Hawaiian/ Pacific Islander	45	<.01%
Two or More Races	796	3%
Total	26,907	100%

Total CPP Funding: \$106,283,804



\$6.129 Billion: The total Colorado funding for K-12

\$3,748: The Colorado average for preschool spending per slot

\$4,521: The national average of state preschool spending per slot (Source:The State of Preschool 2015, National Institute of Early Education Research)

Estimated Unmet Need for CPP

Using data from the State Demography Office and state pupil counts, CDE has calculated that as many as 8,397 at-risk four-year-olds had no preschool available to them through either CPP or Head Start in the 2015-2016 school year. This calculation factors in the average number of children in first through eighth grade who are eligible for free or reduced price lunch as a percentage of the total first through eighth grade student population.

Children on Local CPP Waiting Lists: 4,140

Districts have self-reported that 4,140 children are on their waiting lists. Not all school districts keep waiting lists so this number may not represent the actual unmet need.

Charter School Participation

In the 2015-2016 school year, 301 children with CPP funding were served through Charter School Institute and district charter schools in Adams-Arapahoe 28J, Clear Creek RE-1, West End RE-2, Denver County 1, Park County RE-2, and St. Vrain Valley RE1J school districts.

School Districts Participating in CPP: 98%



Numbers include the Charter School Institute

CPP Slots Authorized by the Legislature:



Total Enrollment: 26,907*

Enrollment by Age:



Districts Providing Vision and Hearing Screenings: 96%



Enrollment by Length of Day:



^{*} Number of children enrolled is lower than authorized slot total because some children are served full-day using two CPP slots.

^{**}Some districts are able to serve younger children through a waiver granted at the initiation of the Colorado Preschool Program.

This option is no longer statutorily available.

LIFE-LONG LEARNERS

Gunnison Lake School provides a developmentally appropriate program based on sound early-childhood education research and best practices. We believe that children learn through play, exploration and discovery; that positive and supportive relationships are critical; and that a safe, warm and engaging environment enables children to explore and learn with confidence. Our aim is to develop lifelong learners in a safe, caring environment by providing individualized, standards-based instruction in a developmentally appropriate manner.

Gunnison District Philosophy

Expanding Access to CPP: Early Childhood At-Risk Enhancement (ECARE)

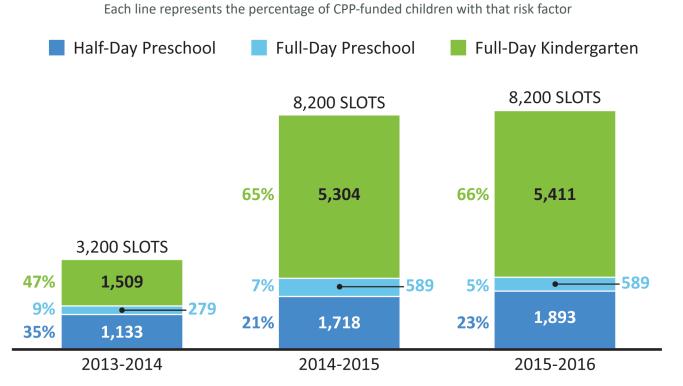


Figure 2: ECARE Slot Usage

School districts may change the usage of their allotted ECARE slots from year to year based on the needs of their early childhood population.

They may serve half-day preschool, full-day preschool, or full-day kindergarten.

The combined number of children in each line is lower than slot total because some children are served full-day using two CPP/ECARE slots.

High Quality in Kindergartens Funded by ECARE

High quality kindergarten must provide an environment in which learning is both rigorous and developmentally appropriate. Young children learn best through handling of materials and hands-on experiences carefully planned and facilitated by knowledgeable teachers. While this learning may look to an observer as simple child's play, imaginative play is vital to a child's cognitive development.

According to CDE's 2016-2017 Kindergarten Handbook, the Colorado Academic Standards (CAS) should be supported by a kindergarten program rich in classroom experiences that promote higher level thinking skills, while stimulating curiosity, experimentation, brainstorming, and problem solving. Play should serve as the driving force for learning, especially with the emphasis on 21st Century Skills within the CAS. Child-initiated play based activities and teacherdesigned experiences that incorporate play should frame kindergartners' learning throughout the school day. Competence and skill development in all learning areas are optimized from these experiences.

ECARE funds may be used to enhance the quality of kindergarten classrooms in order to make intentional learning through play possible. Moffat County RE: No 1, Custer County C-1, Montrose County RE-1J, Manitou Springs 14, and Alamosa RE-11J school districts use ECARE funding to hire co-teachers so that the student-teacher ratio is reduced. Garfield 16 use ECARE funds to open additional kindergarten classrooms so that class sizes are reduced. This reduction in class size and ratio allows teachers to develop closer relationships with each child and make detailed plans for differentiation of instruction for them. This ensures the development of early literacy and mathematics skills leading to more favorable academic outcomes.

Professional development and access to materials play their parts in a high-quality kindergarten. In Canon City RE-1, ECARE funding is utilized for teacher training on child development and understanding developmentally appropriate practice in kindergarten. The Centennial R-1 district has added learning centers and materials to support quality programming.



Quotes from teachers in high-quality kindergarten classrooms to further illustrate the investment of ECARE funds.

I believe it is my role as a kindergarten teacher to provide a safe and nurturing environment in which each child is given individualized instruction to meet their academic as well as social and emotional needs. Kindergarten is a place in which students are able to find a love for learning through play as well as hands-on experiences.

Erin Lohmeier Cripple Creek-Victor Kindergarten Teacher

¹ Gronlund, G. (2001). Rigorous Academics in Preschool and Kindergarten? Yes! Let Me Tell You How. Young Children, 56(2), 42-43. Retrieved from http://www.jstor.org/stable/42727922

² Kaufman, S. B., Ph.D. (2012, March 06). The Need for Pretend Play in Child Development [Web log post]. Retrieved December 08, 2016, from https://www.psychologytoday.com/blog/beautiful-minds/201203/the-need-pretend-play-in-child-development

What Research Tells Us

High quality kindergarten curriculum is anchored in state academic standards, principles of child development, and age appropriate teaching strategies.³ Research indicates that play supports children as they learn important concepts and skills in kindergarten, including academic and communication skills, persistence, creativity, curiosity, cooperation and self-confidence, all of which are essential to a child's future success in school and in life.⁴

In order to meet the academic and developmental needs of the kindergarten child, a high-quality classroom needs to provide a balance of teacher-directed activities, child-initiated play, and focused, experiential learning with daily time for playful, intentional learning centers. Classroom instruction

dominated by worksheet activities, pre-determined topics, and/or scripted themes provides little opportunity for lessons that promote higher level thinking skills. These non-research based practices also tend to disengage children's interests, blocking the development of internal motivation needed to be a lifelong learner.

As a part of CDE's move to develop Multi-Tiered Systems of Supports (MTSS) in the state's schools, the department acknowledges the importance of both the academic and the developmental domain. The Office of Early Learning and School Readiness works closely with the Office of Learning Supports to encourage MTSS in systems that include our youngest learners.

My philosophy of teaching is that children have authentic hands-on experiences of the world in which they incorporate reading, writing, and math in their discoveries. I believe children are curious, and I promote the inquiry method of learning in my classroom. Several times a year children are able to choose their own research project, and children have returned years later and continued to remember and comment on what they studied in kindergarten!

Suzanne Cash Durango Kindergarten Teacher My teaching philosophy is closely aligned to the Reggio Emilia Approach to early childhood and the ideals embodied by Early Learning Education. Children learn best when they make connections to content, what they already know, and people. They thrive with hands-on activities and when provided multiple opportunities to express what they know in a variety of ways.

Holly Pratz Silverton Kindergarten Teacher

³ Gullo, D.F. (2006). K Today: Teaching and learning in the kindergarten year. Washington, DC: National Association for the Education of Young Children.

⁴ Phillips, E. C., & Scrinzi, A. (2013). Basics of developmentally appropriate practice: An introduction to teachers of kindergarten. Washington, DC: National Association for the Education of Young Children.

STRONG CHILD OUTCOMES

The NWEA fall data for the 2015-2016 school year was collected and analyzed. The results were as follows: 82% of the former CPP students in first grade performed at average, above average or advanced in math compared to 81% of the entire first grade class. Eighty-two percent of former CPP students in first grade performed average or above compared to 88% of the entire class. Seventy-five percent of former CPP students performed at average, above average or advanced in math compared to the entire second grade class at 77% average and above. In reading, the second grade students that were formerly CPP students outperformed the entire second grade class with 75% at average, above average or advanced, compared to 64% of the entire second grade class.

McClave RE-2

Measuring Outcomes in the Preschool Years

All programs serving children funded through CPP use formative assessment to monitor progress, individualize instruction, and illustrate growth. Teachers and families observe children in the course of their everyday routines and activities. Their progress is then measured in key areas of learning and development between fall and spring.

Using assessment data, we can get a picture of how children are performing throughout the school year. One measure is to analyze the percentage of four-year-olds (in the year before kindergarten) who are meeting or exceeding widely held expectations in each of six overall developmental domains: social-emotional, physical, language, cognitive, literacy and mathematics.

Often there are different ways to analyze the same data. Results in **Figure 3** demonstrate outcomes broadly across areas. However, CDE sought a more sensitive method of measuring outcomes at the end of school year. This method helps determine readiness on specific indicators and measure state-level performance improvement over time.

Using this method, **Figures 4-6** look more specifically at indicators within each area in spring. The disaggregated results help identify patterns across several key demographic subgroups. Below each chart the average difference in scaled scores between spring and fall is provided. This "difference score" is a proxy for growth in each subgroup. A higher difference score equals greater growth. Colored growth scores indicate subgroups with higher growth. This provides greater context for interpreting the spring percentages.

Important Note for Figures 4-6:

In these analyses, "Most Readiness Indicators" is defined as at or above the assessment's readiness benchmark in at least 80% of the objectives within an area. For example, language development is comprised of eight objectives. Therefore, a child must meet the readiness benchmark in at least seven of the eight language-related objectives to be considered "meeting age expectations" for language overall.

Language and Literacy reflect scores on language and literacy objectives as assessed in English, not necessarily the child's native language. This partially explains the disproportionately large gaps in language development by primary language and ethnicity.

Figure 3: 2015-2016 Percentage of CPP Four-Year-Olds Meeting or Exceeding Widely Held Expectations

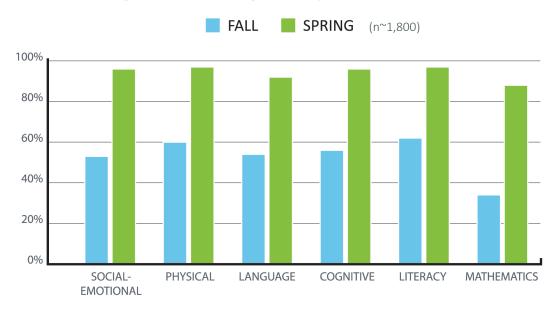
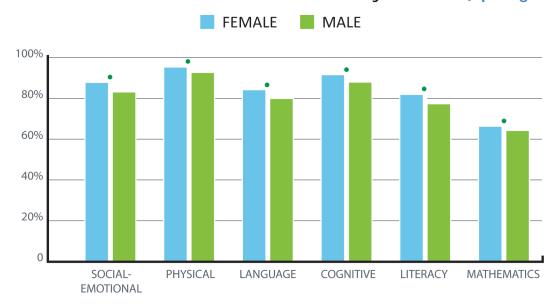


Figure 4: Percentage of CPP Four-Year-Olds Meeting Age Expectations In Most Readiness Indicators in Each Area by Gender (Spring 2016)



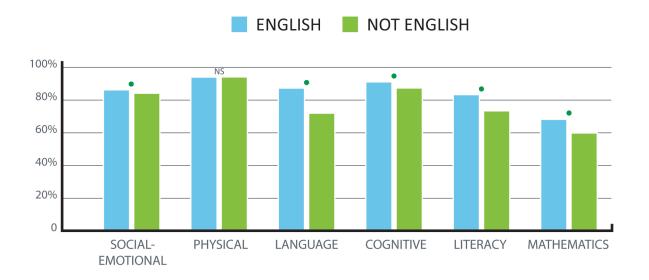
Average Difference in Scaled Scores: Spring Minus Fall (Higher=Greater Growth)

	Social-Emotional	Physical	Language	Cognitive	Literacy	Mathematics
Female (n~5,000)	92.3	82.5	96.6	104.8	87.6	84.4
Male (n~5,700)	89.7	81.7	94.4	102.9	87.2	84.3
Significant Difference?	•	NS	•	NS	NS	NS

• = statistically significant, p<.05

NS = not statistically significant

Figure 5: Percentage of CPP Four-Year-Olds Meeting Age Expectations In Most Readiness Indicators in Each Area by Primary Language (Spring 2016)



Average Difference in Scaled Scores: Spring Minus Fall (Higher=Greater Growth)

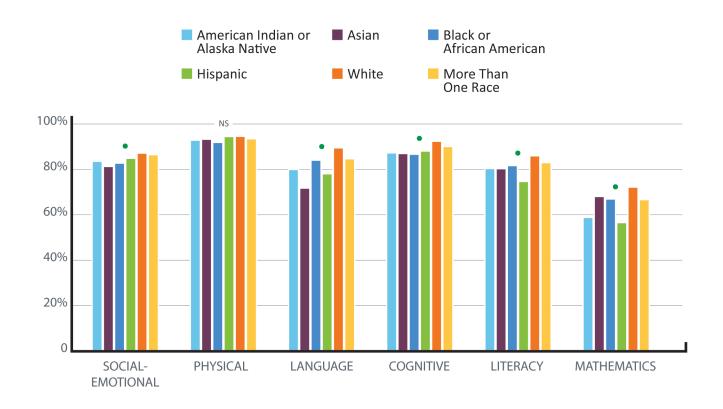
	Social-Emotional	Physical	Language	Cognitive	Literacy	Mathematics
English (n~7,600)	87.3	78.8	94.1	100.7	84.2	80.4
Not English (n~4,200)	97.8	88.1	98.1	109.6	93.2	91.4
Significant Difference?	•	•		•		•

High Outcomes

Our End of Year (EOY) DIBELS (a reading assessment) data from last year's CPP vs No CPP cohort is very encouraging. The data shows that 75% of CPP students ended kindergarten at or above grade level in literacy compared to 68% of non-CPP (with similar risk factors) students.

School District 27J

Figure 6: Percentage of CPP Four-Year-Olds Meeting Age Expectations in Most Readiness Indicators in Each Area by Race/Ethnicity (Spring 2016)



Average Difference in Scaled Scores: Spring Minus Fall (Higher=Greater Growth)

S	ocial-Emotional	Physical	Language	Cognitive	Literacy	Mathematics
American Indian or Alaska Native (n~55)	86.1	68.1	92.4	95.4	76.3	77.8
Asian (n~250)	86.5	73.6	89.8	99.0	83.5	80.2
Black or African American (n~670)	79.5	73.4	87.0	90.23	77.0	74.3
Hispanic (n~4,600)	89.6	80.5	92.8	100.7	84.6	81.0
White (n~3,950)	86.9	78.8	95.1	101.1	83.6	80.4
More Than One Race (n~185)	83.8	71.3	85.5	95.3	78.1	78.8
Native Hawaiian or Other Pacific Islander	Data suppres	sed N<16				
Significant Difference	•	•	•	•	•	•

Highlights: Assessment of Preschool Outcomes for Children Funded by CPP

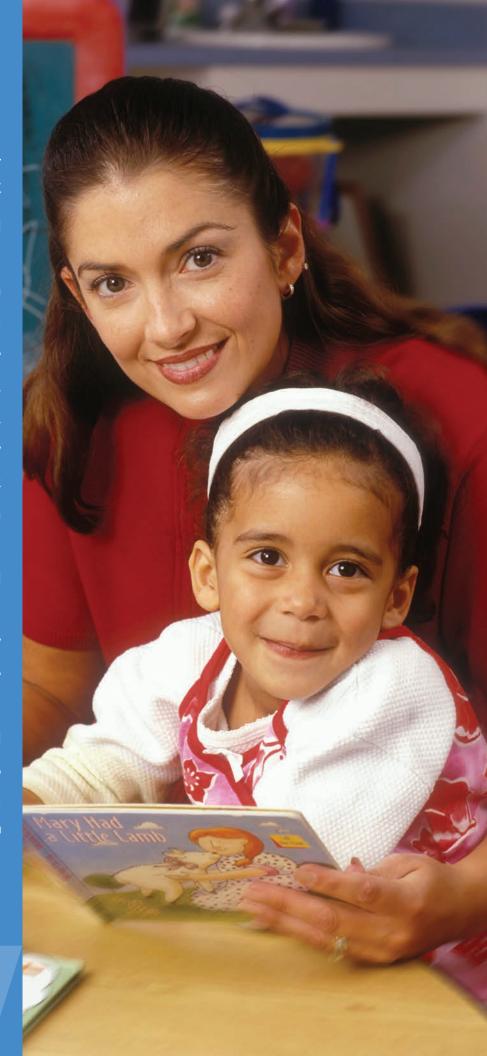
Key findings:

- 1. **Significant disparities exist across gender, race, and ethnicity as early as preschool**, even among children in CPP who by definition are already at risk for school failure.
- 2. On average, female children funded by CPP score significantly higher than male children funded by CPP at the end of the school year across all six major developmental and academic domains. Female children funded by CPP show greater growth during the year in social-emotional and language development, suggesting that the gender gap may be widening in those areas.
- 3. On average, compared to four-year-olds funded by CPP whose primary language is English, CPP four-year olds whose primary language is *not* English score significantly lower at the end of the school year in all areas except physical development. English language learners show greater growth in every domain, suggesting the English language learner gap may be narrowing.
- 4. In terms of meeting age expectations at the end of the school year, significant racial and ethnic disparities exist across most domains (except physical development). These disparities are especially pronounced in language development and mathematics.
- 5. In terms of growth, significant racial and ethnic disparities exist across all domains. Black children funded by CPP tended to show significantly less growth than white children in most domains (except physical development). In addition, black children on average showed significantly less growth than Hispanic children in most domains (except language development). No other combinations of race/ethnicity were statistically significant in terms of growth scores. The evidence from both achievement and growth scores suggests the white/black gap may be widening.
- 6. Children funded by CPP are more likely to function within age expectations by the end of the school year in physical development than other areas. There is also much less variation in growth in this area among demographic groups.
- 7. Overall, children funded by CPP are much less likely to end the school year demonstrating age expectations in math than in other areas.



Features of a High Quality Preschool Environment

Boulder Valley School District received a Temple Buell grant with a multiyear plan to implement the Classroom Assessment Scoring System (CLASS) for preschool through 2nd grade classrooms. The district created a CLASS Leadership Cadre with preschool through 2nd grade teachers, Early Childhood Education department leadership, Literacy Director, English Language Development (ELD) Director, elementary principals, literacy and ELD teachers on special assignment, and Executive Director of Elementary School. This leadership team will be the first to receive the PK and K - 3 **CLASS Observational Training and** Certified Training classes. The CLASS Leadership Cadre will be the team that trains preschool through 2nd grade teachers and principals. Boulder Valley RE-2





READ Act Results

The Reading to Ensure Academic Development (READ) Act focuses on improving early literacy by providing intervention supports to K-3 students identified as having a significant reading deficiency (SRD). Children determined to have an SRD require the most intensive instructional supports. These children will not make sufficient progress with core instruction and differentiation alone.

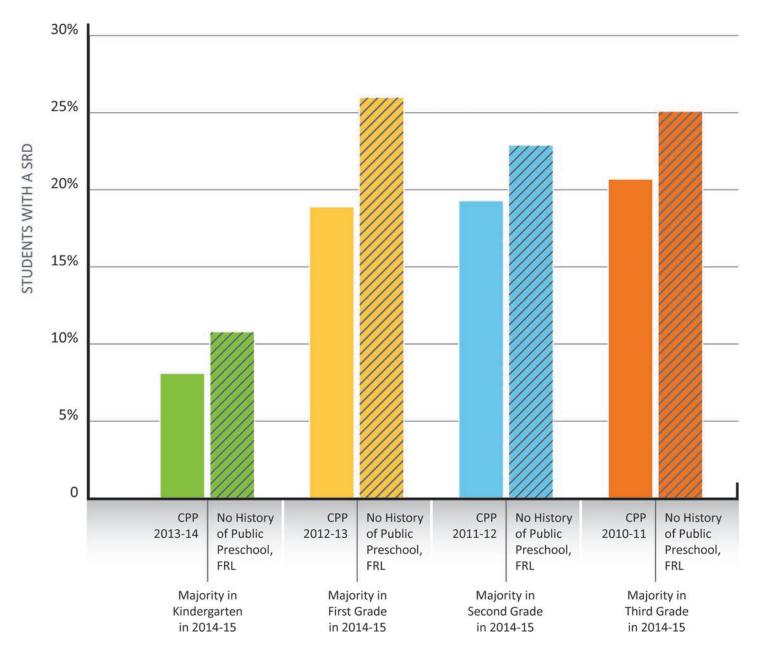
READ Outcomes for Colorado Preschool Program

Figure 7 illustrates SRD rates in the 2014-2015 school year among four consecutive cohorts of children in CPP from 2010 to 2013. SRD rates are also compared to grade-matched comparison groups of children who were at risk (free or reduced lunch – FRL – in first grade) but did not have any history of publicly funded preschool.

Key findings:

- While CPP graduates demonstrate higher SRD rates than the state overall, SRD rates for CPP graduates are on average significantly lower compared to other at-risk children who had no history of publicly funded preschool.
- SRD rates for all students are similar in grades 1-3 while kindergarten SRD rates are significantly lower.
- On average, students are being identified with a SRD at a lower rate than in the first year of data collection (use caution when interpreting trends over multiple years as this is a new data collection).
- In general, children who are retained (held back) are more likely to have a SRD.
- These data show patterns similar to other analyses in this report.

Figure 7: Students with a Significant Reading Deficiency Cohorts vary across grades due to analysis of 2015 READ data only



More information including N sizes in Data Appendix, p. 24.

Grade Retention Results

Grade retention (holding students back) is one of several tools in a school's toolbox of interventions. Supporting children who have fallen behind puts pressure on school resources and requires additional expenditures. Retention costs Colorado taxpayers an extra year's worth of perpupil spending as the education system pays the cost of remediation. Children are also impacted by missed opportunities and lower self-confidence in their own learning abilities.

While high-quality preschool requires a significant investment, it is often less costly than retention. The data below and throughout this report suggests a return on investment in CPP.

Grade Retention Outcomes for Colorado Preschool Program

Figure 8 shows the overall proportion of children from three different cohorts who were held back at any point in grades K-3 (i.e., cumulative retention rate). **Figure 9** breaks it down further, showing retention rates in each grade (K-3). Key findings include:

- Compared to similar groups of at-risk children who did not attend publicly funded preschool, CPP is associated with a reduced need for retention by as much as one-third in first grade and a lower rate in subsequent grades.
- 2. Overall, retention rates are highest in first grade.
- 3. Trends are consistent across multiple cohorts.

Evidence of Outstanding Financial Braiding

Limon RE4J - Our preschool classrooms are totally blended. We have funding from Head Start, Colorado Childcare Assistance Program, special education, tuition and Colorado Preschool Program. An allocation plan is used to allocate income and expenses between our different funding sources.

Sheridan 2 - The Sheridan Early Childhood Center primary funding sources, CPP and Head Start are cost allocated based on student service hours for the school year. The current allocation is 77% Head Start and 23% CPP. Special education funding supports the specialists and the special education paraprofessionals.

Poudre RE-1 - The Poudre School District
Early Childhood Preschool Program is proud
to offer children and families the opportunity
to participate in integrated classrooms under
multiple funding sources and program eligibilities
including Head Start, Colorado Preschool
Program, Early Childhood Integrated Services
(Special Education), tuition and general funds.
Braiding funds in this way allows the program
to serve more children in many locations, which
provides choice to families. Pouder RE-1 values
children's and families' exposure to a myriad
of cultures and experiences, and we find that
together with our families, we can support the
education of our youngest learners.

Figure 8: Cumulative Retention Rates Kindergarten through Third Grade

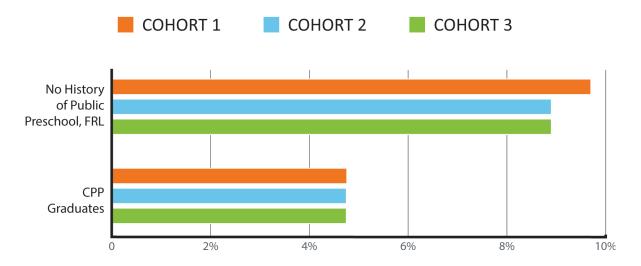
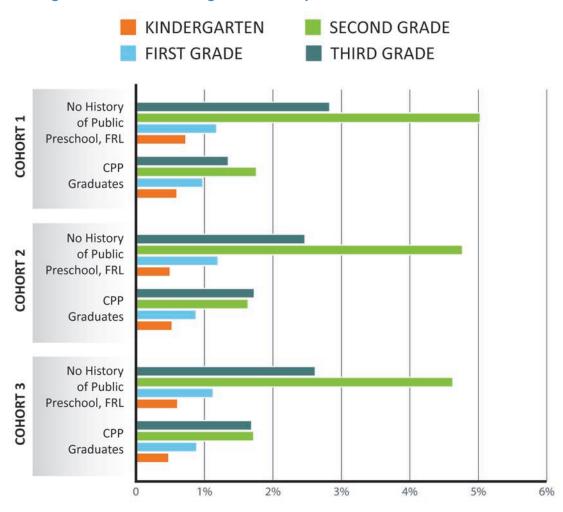


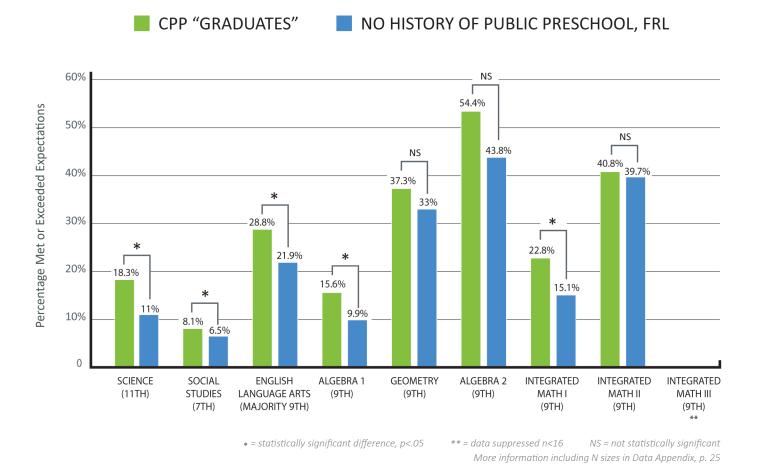
Figure 9: Percentage Who Repeated Each Grade



Colorado Measures of Academic Success (CMAS) Results

Figure 10: 2016 CMAS Results

Grades and cohorts vary across subject areas due to limited years of CMAS data available



CMAS results show that on average, CPP graduates are more likely to meet or exceed expectations in most subject areas compared to their at-risk peers who have no history of public preschool, even as far out as eleventh grade in the case of science. Differences were statistically significant in science, social studies, English language arts, Algebra I, and Integrated Math I. The other four mathematics test subjects where differences were statistically insignificant had the smallest N count and thus low statistical power.

Methodological notes and limitations:

Most of the subject areas in **Figure 10** are only assessed in certain grades. Science is only administered in 5th, 8th, and 11th grades. Social studies is only administered in 4th and 7th grades. Algebra I-II, Geometry, and Integrated Math I-III is administered mostly in 9th grade with the exception of a few children in 7th/8th grade who have the flexibility to take high school math exams. In contrast, English Language Arts is administered in every grade 3-9. The majority of children presented in Fig. 10 in ELA were in 9th grade. However, about 20% of children reported here in the CPP cohort and 8% in the non-CPP cohort took the ELA assessment in 7th or 8th grade because they were either held back at some point or in the case of CPP, they may have attended CPP as a three year-old.

CMAS data availability is limited. CMAS science and social studies have been administrated for three years. CMAS ELA and math have only been administered for two years. Therefore, different cohorts were used depending on the subject area.

2016 statewide participation rates varied widely by subject area and grade: Science (11th grade) = 58.1%, Social Studies (7th) = 88.3%, ELA (9th) = 73.9%, Algebra I = 74.5%, Geometry = 72.9%, Algebra II = 68.0%, Integrated Math II = 84.1%, Integrated Math III = 75.1%, Integrated Math III = 53.1%.

Social Studies was administered on a sampling basis with approximately one-third of schools participating.



Investment in Professionalism

Weldon Valley School District developed a professional development plan in the Colorado Shines Quality Rating Improvement System. Staff registered in the Professional Development Information System (PDIS) and received a Colorado Early Childhood credential. Upon completion of a Colorado Shines evaluation, the program is now recognized with a Level 5 rating. The lead preschool teachers who hold a current and valid Colorado teaching license are paid the same beginning base pay and annual step increases, based on experience, as K-12 teachers.

Weldon Valley RE-1J

High Quality and Colorado Shines

Preschool classrooms funded with CPP dollars are required by law to be licensed through the Colorado Department of Human Services. In past years, the licensing process focused primarily on health and safety compliance. The state has moved from this model to Colorado Shines, the state's quality rating and improvement system (QRIS), which considers more than the basics. Colorado Shines rates Colorado's licensed early learning programs, connects programs with families looking for quality child care or preschools for their children, and helps programs improve their quality level.

To determine the level of quality of Colorado's early learning programs, Colorado Shines evaluates how each organization works to:

- Support children's health and safety
- Ensure their early childhood professionals are well-trained and effective
- Provide a supportive learning environment that teaches children new skills
- Help parents become partners in their child's learning
- Demonstrate strong leadership and business practices

THE NUMBER SCHOOL DISTRICTS WITH

PROGRAM RATINGS

of 3, 4 OR 5



Once a rating has been established, Colorado Shines gives participating early learning programs the tools and support needed to consistently improve their quality. Ratings are from 1 to 5, with 5 being programs of the highest quality. At the time of printing, 12 programs funded by CPP have earned a 5-star rating.

Quality Monitoring

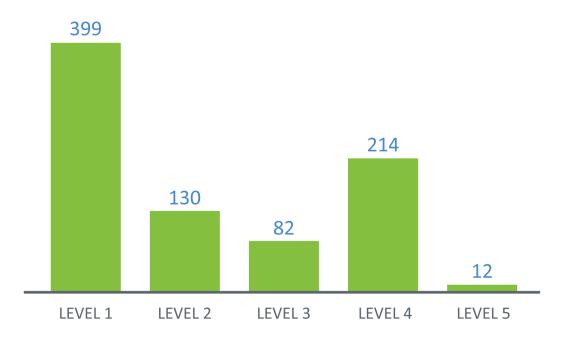
The CPP Coordinator visits each classroom twice a year. The CPP Coordinator is a certified Classroom Assessment Scoring System Observer. It provides the strongest feedback for teaching staff on where their teaching skills need improvement. In the spring, a section of the Quality standards is also employed for teacher self-reflection and feedback. Finally, all of our community providers have also participated in the new Colorado Shines program.

Alamosa RE-11J

CPP-Funded Programs and Colorado Shines Ratings

Programs that serve children funded by CPP and participate in Colorado Shines demonstrate that Colorado's most at-risk children are being served in high-quality preschool programs. Colorado Shines provides a comprehensive approach to evaluate Colorado's early childhood programs in areas such as health and safety, training and teacher effectiveness, positive learning environment, continuing education and leadership all characteristics that point to a program's level of quality, which leads to improved child outcomes.

Figure 11: Distribution of CPP-Funded Programs by Colorado Shines Ratings as of 2016



Expanding Quality to CPP: Professional Development Information System (PDIS)

Research demonstrates that well-trained and well-educated professionals are key indicators of quality early learning programming¹. In Colorado, the Professional Development Information System (PDIS) is the workforce registry that provides an online learning system and career development supports for early childhood professionals. Colorado Shines, the state's quality rating and improvement system, evaluates early learning programs in areas such as health and safety, training and teacher effectiveness, positive learning environments, continuing education and leadership.

Key Findings from the PDIS about highly rated CPP sites:

- 52% of the Level 5 Colorado Shines rated sites serve children funded by the Colorado Preschool Program.
- Programs funded by CPP are administered by highlyqualified leaders who have earned the highest levels in the Early Childhood Professional Credential.
- Teaching staff in CPP sites routinely complete higher levels of education and participate in ongoing professional development.

Excellence in Staff Qualifications and Salaries

Dragon's Wagon is a private non-profit preschool program located in the Holyoke RE-1J School District. We contract with the district for our CPP slots and our Special Education children. The preschool board has made it a priority beginning with the 2016-2017 school year to pay our Director/ Teacher and Assistant Director/Teacher a comparable salary to school district staff. The Dragon's Wagon now has a Salary Schedule. This is a huge step for our nonprofit program and shows the dedication and support from the Dragon's Wagon Board of Directors in how much they value the work the Directors/Teachers put into our Early Childhood Program.

Holyoke RE-1J

District lead teachers are paid on an annual salary that is prorated and paid over 12 months. The salary range is dependent upon the years of experience as well as the educational level of the teacher that is hired. This can range from a first year teacher with a BA degree (\$36,800) to a first year teacher with an MA degree (\$41,900) to a first year teacher with an EDD/PhD degree (\$47,100). Steps are granted for years of service up to a maximum of eight years. Teachers new to the district who have a BA with 8 years of experience start at \$41,500 and new teachers with an MA and 8 years of experience will start at \$46,600. In addition, new teachers are paid a \$500 signing bonus and a \$500 stipend at the beginning of the school year to compensate them for professional development requirements throughout the year.

Fountain 6

¹ Reference: Institute of Medicine and National Research Council. 2015. Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation. Washington, DC: The National Academies Press. doi: 10.17226/19401.

Quality Monitoring

During the 2015-2016 school year several additions were made to the district advisory council on-site visits to district and community partner sites. Council members were provided with a short presentation about the curriculum used In our preschool classrooms, The Council learned about the development of the curriculum, the alignment to state preschool standards and state early learning guidelines. Council members were introduced to the Early Childhood Instructional Models for Literacy and Mathematics. As council members visited classrooms with Early Learning Coaches, and Child Development Center Coordinators, evidence of how the classroom activity observed could be found within the Instructional model.

Adams-Arapahoe 28J



Data Appendix

Supplemental notes, descriptive statistics, and cohort definitions for READ, grade retention, and CMAS results:

READ Act: Important Notes

- "At Risk, No History of Publicly Funded Preschool" = grade-matched comparison group defined as children eligible for free or reduced price lunch in first grade during the same expected year as the matched CPP cohort, with no history of preschool in fall pupil counts. CDE does not track whether children had other preschool experiences besides CPP and preschool special education.
- Each cohort includes a small percentage of children who did not follow a normal grade progression because they were either held back or skipped a grade, and thus may have appeared in a higher or lower grade for the 2014-2015 READ data collection.
- A small fraction of students not identified with SRD were English Language Learners who initially showed a SRD on one of the interim assessments but were determined not to have a SRD based on other English Language Development data and/or ACCESS scores (determined locally).
- Calculations do not include children who were exempt from READ assessment, third-graders who took the CoAlt, and K-2 students who were eligible to take the CoAlt.
- 2015 was the third year of READ data collection. As with any new data collection, data quality improves over time. Therefore, please use caution when interpreting changes between years. CDE has worked to resolve complications and ensure the data is more valid and reliable.

Cohort Definitions

Majority Kindergarten:

- CPP = CPP in 2013-2014
- At Risk, No History of Public Preschool = No history of publicly funded preschool, eligible for free or reduced price lunch in first grade in 2015-2016

Majority First Grade:

- **CPP** = CPP in 2012-2013
- At Risk, No History of Public Preschool = No history of publicly funded preschool, eligible for free or reduced price lunch in first grade in 2014-2015

Majority Second Grade:

- **CPP** = CPP in 2011-2012
- At Risk, No History of Public Preschool = No history of publicly funded preschool, eligible for free or reduced price lunch in first grade in 2013-2014

Majority Third Grade:

- **CPP** = CPP in 2010-2011
- At Risk, No History of Public Preschool = No history of publicly funded preschool, eligible for free or reduced price lunch in first grade in 2012-2013

CO Statewide Rates of Significant Reading Deficiency		
	2016 Statewide	
Grade	SRD Rate	
	6.40/	

2016 Statewide
SRD Rate
6.4%
16.9%
15.4%
16.1%

N Size Chart:				
Cohort	CPP	Comparison		
Majority K	12,461	15,236		
Majority 1st	10,776	16,757		
Majority 2nd	10,735	15,941		
Majority 3rd	10,442	14,817		

Data Appendix (continued)

Grade Retention: Cohort Definitions

Cohort 1: • **CPP** = CPP in 2007-08, K in 2008-2009

 At Risk, No History of Public Preschool = No history of publicly funded preschool, eligible for free or reduced price lunch in first grade in 2009-2010

Cohort 2: • **CPP** = CPP in 2008-09, K in 2009-2010

 At Risk, No History of Public Preschool = No history of publicly funded preschool, eligible for free or reduced price lunch in first grade in 2010-2011

Cohort 3: • **CPP** = CPP in 2009-10, K in 2010-2011

 At Risk, No History of Public Preschool = No history of publicly funded preschool, eligible for free or reduced price lunch in first grade in 2011-2012

N Size	
CPP	Comparison
10,808	17,642
10,798	16,856
11,553	16,920
	CPP 10,808 10,798

CMAS: Important Notes

- "At Risk, No History of Publicly Funded Preschool" = grade-matched comparison group
 defined as children eligible for free or reduced price lunch in first grade during the same
 expected year as the matched CPP cohort, with no history of preschool in fall pupil counts.
 CDE does not track whether children had other preschool experiences besides CPP and
 preschool special education.
- Each cohort includes a small percentage of children who did not follow a normal grade progression because they either attended preschool for multiple years, were held back, or skipped a grade. The effect on 2016 grade distribution varies depending on the CMAS subject. English Language Arts is assessed in grades 3-9, where about 20% of the CPP cohort and 7% of the comparison cohort were assessed in a grade lower than 9th in 2016. In contrast science and social studies are not assessed every year. 100% of children reported in science and social studies were in 11th grade and 7th grade, respectively. However, some children from the original cohorts were in a grade higher or lower than 11th grade by 2016, meaning they would not be assessed at all in science or social studies that year. Until more years pass, these children cannot be reported in science and social studies.

2016 Statewide Average—% Met or Subject **Exceeded Expectations** Science (11th) 24 3% Social Studies (7th) 18.1% ELA (9th) 37.2% Algebra I 32 4% 58.8% Geometry Algebra II 70.9% Int. Math I 33.4% Int. Math II 52.4% Int. Math III 66.3%

Colorado Statewide Results

Cohort Definitions

Science (11th Grade):

- CPP = CPP in 2003-2004
- No history of public preschool = no history of publicly funded preschool, eligible for free or reduced price lunch in first grade 2005-2006

Social Studies (7th Grade):

- **CPP** = CPP in 2007-2008
- No history of public preschool = no history of publicly funded preschool, eligible for free or reduced price lunch in first grade 2009-2010

ELA (Majority 9th Grade):

- **CPP** = CPP in 2005-2006
- No history of public preschool = no history of publicly funded preschool, eligible for free or reduced price lunch in first grade 2007-2008

Mathematics (All Test Subjects-9th Grade):

- **CPP** = CPP in 2005-2006
- No history of public preschool = no history of publicly funded preschool, eligible for free or reduced price lunch in first grade 2007-2008

	N Size	
Subject	CPP	Comparison
Science	3.783	6,863
Social Studies	2,211	4,315
ELA	5,433	10,590
Algebra I	2,873	6,256
Geometry	553	876
Algebra II	88	112
Int. Math I	786	2,242
Int. Math II	120	272
Int. Math III	N<16	N<16

Colorado State Board of Education

Steve Durham (R), Chair 5th Congressional District, Colorado Springs

Valentina Flores (D)
1st Congressional District, Denver

Joyce Rankin (R) 3rd Congressional District, Carbondale

Pam Mazanec (R) 4th Congressional District, Larkspur Angelika Schroeder (D), Vice-Chair 2nd Congressional District, Boulder

Debora Scheffel (R) 6th Congressional District, Parker

Jane Goff (D)
7th Congressional District, Arvada

Katy Anthes, Ph.D.
Commissioner of Education
Secretary of the State Board of Education

Submitted to the Colorado General Assembly on January 15, 2017

For additional questions or for more information please contact the Director of the Colorado Preschool Program office:

Dr. Cathrine Aasen Floyd 303-866-6602 Floyd_C@cde.state.co.us 201 East Colfax, Suite 105 Denver, Colorado 80203

Colorado Preschool Program/Results Matter Staff

Results Matter Data and Operations Specialist:
Nicholas Ortiz

CPP Regional Support Specialists
Michelle Boyer, Mary Jo DePriest, Melissa Taucher, Kathy Miller, Sheryl Hough, Stephenie Hickman

CPP Program and Data Support: Elizabeth Schroeder

