

Chat from December 1, 2021 Transition Advisory Group Meeting

From Santiago Grado to Everyone 02:53 PM
Hi everyone!!

From Santiago Grado to Everyone 03:01 PM
Santiago Grado - Aspen Park iMontessori

From Kristina Heyl to Everyone 03:21 PM
Here is a direct link to the matrix: <https://drive.google.com/file/d/1-dMzx4qTvLn4T62vfVIPTFxZH3LDXXIk/view>

From Leigh Pytlinski to Everyone 03:21 PM
Thanks, Kristina

From Emily Bustos to Everyone 03:26 PM
what is the strategy for cross agency coordination, alignment and collaboration?

From Jyl Coats to Everyone 03:27 PM
A phased approach is needed. I believe the timeline must include deadlines and clearly outlined consequences if providers choose not to participate. Demonstration of progress must occur.

From Kallie Leyba, AFT CO, she/hers to Everyone 03:27 PM
Jyl that's a good idea.

From Ty Johnson(she,her) to Everyone 03:30 PM
interagency agreements..agree

From Amber Bilby - Colorado to Everyone 03:31 PM
I do not understand the consequences if they choose not to participate. If the process is so burdensome some will choose not to participate.

From Betty Dalton to Everyone 03:36 PM
I so agree with Santiago

From Heather Hall to Everyone 03:37 PM
YES, Santino

From Emily Bustos to Everyone 03:37 PM
sorry! joined late

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From Melissa Mares (she, her, ella) to Everyone 03:37 PM

I agree, Amber. I don't know that consequences are necessary, we should be focusing on setting high standards and supporting providers across all settings in meeting them over time. I think the "consequences" (but I might use a different word) would be logical and natural, if a provider doesn't meet standards by a certain deadline, they couldn't participate. The burden should be on DEC to provide the supports needed for as many providers as possible to meet the standards.

From Kallie Leyba, AFT CO, she/hers to Everyone 03:38 PM

Well put Melissa

From Emily Bustos to Everyone 03:38 PM

thanks Amber and Melissa - totally agree

From Kristie Kauerz to Everyone 03:38 PM

Might there be ways to improve QRIS to support those providers?

From audreyhogenkamp to Everyone 03:40 PM

cart before horse?

From Dawn Alexander, ECEA to Everyone 03:40 PM

With BBB they will HAVE to participate or they will have to go out of business.

From Kathy Howell to Everyone 03:40 PM

if you do not spell out the vision there is no way to know how to get there.

From Lorena Garcia|CSPC|She/Ella to Everyone 03:42 PM

Family feedback! I love it, with an assurance of a feedback loop so the families know where and how their feedback is being used.

From Melissa Mares (she, her, ella) to Everyone 03:42 PM

I also love that, Ty and Lorena

From Lisa Graham to Everyone 03:42 PM

Has there been an explicit statement provided to programs regarding capacity expectations? For example, Will District programs be required to serve all age eligible students within the district?

From Sherri Valdez to Everyone 03:42 PM

Super strong point Ty!

From Lorena Garcia|CSPC|She/Ella to Everyone 03:43 PM

will the external evaluator be an ongoing contract?

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From Rachael Byrd to Everyone 03:43 PM

I am curious how an ethics/professional code of conduct might be highlighted and integrated into this work, such as the NAEYC code of ethical conduct.

From Nasha Patel to Everyone 03:44 PM

The evaluation is called for in the legislation.

From Kathy Howell to Everyone 03:44 PM

Good point Susan

From Dustin Elliott to Everyone 03:44 PM

I agree Susan. I think it needs to be the same tool used for all classrooms.

From Lorena Garcia|CSPC|She/Ella to Everyone 03:44 PM

yes, is it ongoing? so we can expect this contract and evaluation every year?

From Ty Johnson(she,her) to Everyone 03:46 PM

totally agree LG, thank you MM and yes SS.....

From Jyl Coats to Everyone 03:46 PM

I feel desired child outcomes must be developed and measured, regardless of the type of program.

From Emily Bustos to Everyone 03:50 PM

to that point, as Early Childhood Councils we have had to create our own spreadsheet to try to track these funding streams since we are getting the calls and questions

From Anji Gallanos to Everyone 03:52 PM

Maybe this is a question for @Kristie Kaurez, but are there practices that work more for workforce recruitment and retention than others? Should we be focusing on some of these over others?

From Jennifer Kollerup - CDHS to Everyone 03:53 PM

How does supporting and appreciating the existing workforce to keep them in their positions and increase their level of competency and satisfaction in their career fit into this plan?

From Mary Alice Cohen - CDHS (She/her) to Everyone 03:53 PM

100% Agree Lorena

From Kallie Leyba, AFT CO, she/hers to Everyone 03:54 PM

Love that idea Lorena. Thank you. (And yes, let's repeal TABOR)

From Betty Dalton to Everyone 03:55 PM

I believe mentoring is so important

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From Lorena Garcia|CSPC|She/Ella to Everyone 03:55 PM

@ Kallie, I'm starting a coalition 🤝

From Blanche Deren to Everyone 03:57 PM

Agree Mat and Ty. This approach supports admin as well as meaningful PD for individuals.

From Mat Aubuchon to Everyone 03:57 PM

Here's my first crack at it...no pride of ownership... "Simplify the process for entering and remaining in the workforce through establishing an early childhood professional development plan for new employees?"

From Emily Bustos to Everyone 03:58 PM

Denver, El Paso and Adams Counties are piloting career navigation FTE with workforce innovation funding

From angela.fedler to Everyone 03:58 PM

Well said Mat, and I agree with Ty statement as well.

From Kallie Leyba, AFT CO, she/hers to Everyone 03:58 PM

Mat that is good. Do we want to actually call it "induction" like we do in K12. Then it is very specific for new teachers.

From Mat Aubuchon to Everyone 03:59 PM

I can live with induction...didn't want to use too much "eduspeak" but that's a term we use all the time.

From Kallie Leyba, AFT CO, she/hers to Everyone 04:00 PM

How about "early childhood professional development induction plan?"

From Lorena Garcia|CSPC|She/Ella to Everyone 04:00 PM

is it legally possible for centers to "rent out" classrooms being unused to contractor teachers?

From Sarah Roberts to Everyone 04:00 PM

or is their alternative credentialing, much like there is alternative teaching licensure until a teacher license is fulfilled through education.

From Lisa Graham to Everyone 04:00 PM

Will ask community based programs be expected to adhere to the same general licensing regulations, including background checks for all employers who haven't been in CO for the past 5 years?

From Cassandra Johnson to Everyone 04:01 PM

I love how Ty said how to we make ourselves "attractive" not only to adults, but our youth as they begin seeking career paths.

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From Laurie Noblitt to Everyone 04:02 PM

Could the system address paid planning time for teachers? This would also encompass opportunity for ongoing professional development.

From Moira Hawks to Everyone 04:02 PM

I agree Sarah with the model of alternative licensure that looks at the knowledge, provides mentoring, and supports to help the grow and stay in the field.

From Betty Dalton to Everyone 04:03 PM

Great Moira!!

From Lisa Graham to Everyone 04:04 PM

I'm sorry I keep popping out & in of the mtg. I'm having huge internet connectivity issues. I'm hoping we will have access to this ppt & recording info after this mtg.

From angela.fedler to Everyone 04:04 PM

Kristie I agree with your buildable statement!!

From Sarah Roberts to Everyone 04:04 PM

And what are the supports (Mentoring, Coaching, ongoing PD, Training)? And how are they being defined and built upon?

From Blanche Deren to Everyone 04:05 PM

TY Kristie!

From Penny Harris to Everyone 04:07 PM

Agreed George! A large majority of the employees in our program are former parents/volunteers!

From Jyl Coats to Everyone 04:08 PM

A mom in our program is a recent immigrant from Luganda. She speaks multiple African languages and dialects. She is making \$24 an hour moving carcasses at Cargil. Her career goal is to be an early educator, but her family needs her income. How do we pull in these people?

From Lorena Garcia|CSPC|She/Ella to Everyone 04:09 PM

Pay then more than \$24/hr!

From Melissa Mares (she, her, ella) to Everyone 04:10 PM

Yes and help with scholarships and grants for coursework!

From Ty Johnson(she,her) to Everyone 04:10 PM

yes MM that is a must....

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From Sarah Shepherd to Everyone 04:10 PM
should

From Marcia Blum to Everyone 04:21 PM
The 33% threshold is for children under 3 years of age

From Lisa Graham to Everyone 04:22 PM
I absolutely agree about the count date issue as we evaluate students for SpEd year round and do not receive funding for students evaluated late in the year.

From Penny Harris to Everyone 04:23 PM
There may be Head Start funding to support the child with and IEP, too.

From Anji Gallanos to Everyone 04:24 PM
IDEA funding will flow through CDE to district @colleen?

From Lisa Graham to Everyone 04:24 PM
There continues to be a disproportionate impact on school districts for serving students with disabilities in inclusive settings, yet we do not have a way to compel typical peers to enroll in our programs if they have all community based options available. Families of students with IEPs do not have the same options for universal access settings as do the families of students without IEPs.

From Blanche Deren to Everyone 04:24 PM
Emphasis on individualized, meaningful, culturally relevant active and participatory learning for all children will help to address Ty's concerns about children who have needs but who don't qualify for services.

From Ty Johnson(she,her) to Everyone 04:25 PM
yes MB, that is specific to my age group as an example... I wonder if there can be consideration for children who do not meet the threshold for +3....

From Lorena Garcia|CSPC|She/Ella to Everyone 04:27 PM
and DLL students

From Amber Bilby - Colorado to Everyone 04:27 PM
Just a thought then. Why are we trying to create a UPK program if we not be able to support those children when they are older and in the underfunded school system?

From Melissa Mares (she, her, ella) to Everyone 04:28 PM
Yes! And in my dream world we'd also have data (including demographic data) on our early childhood professionals, so we could see what sort of supports are even available to families depending on geography, and more

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From Debra Locke to Everyone 04:30 PM

Definitely options for interventions in any setting would be helpful. As a parent my son tested too high for special ed but too low in scores so as a parent it is frustrating to not have additional supports at the school

From Marcia Blum to Everyone 04:33 PM

<https://sites.ed.gov/idea/osep-fast-facts-children-3-5-20>

From pamela.walker to Everyone 04:50 PM

It would be helpful to have ECC called out as one of the possible Local Lead for their community.

From Debra Locke to Everyone 04:50 PM

that was my thought too

From Jessica Baghian to Everyone 04:50 PM

Pamela: It is listed under funding flow.

Where else should we clarify that?

Definitely want that to be clear.

From Emily Bustos to Everyone 04:51 PM

Early Childhood Councils?

From Jessica Baghian to Everyone 04:52 PM

Yes.

From Melissa Mares (she, her, ella) to Everyone 04:53 PM

Maybe we could say "a single local lead" to make it very clear that it's only one entity in charge of funding flow?

From Anji Gallanos to Everyone 04:54 PM

A local lead in multiple areas correct? So a local lead distributes the funding to providers in that area?

From Jessica Baghian to Everyone 04:54 PM

Great points, Melissa.

From ECCLA to Everyone 04:55 PM

To Matt's point, wondering if there needs to be recommendations about how the "Local Lead" will be chosen/selected in the recommendations.

From Heather Hall to Everyone 04:56 PM

what is going to happen to the p-3 program

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From Laurie Noblitt to Everyone 04:57 PM

Ongoing oversight from DEC for the Local Lead should also be clarified

From Melissa Mares (she, her, ella) to Everyone 04:58 PM

To also build off of Matt's point- I think we should have something in the recommendations about the underlying values that will guide DEC in choosing the local lead (including a commitment to mixed delivery, equity, streamlining and reducing burden on providers), and that DEC is responsible for ensuring accountability in the local plans

From Nasha Patel to Everyone 04:58 PM

Great points.

From Anji Gallanos to Everyone 04:58 PM

Has there been a discussion about the administrative capacity for a "local lead". What will be the requirements to provide and fund that administration.

From Debra Locke to Everyone 04:58 PM

yes thank you for that equity and inclusion is important

From Mat Aubuchon to Everyone 04:59 PM

I think DEC gives the guardrails and requirements but the local context will be where the final decisions get made, not DEC

From Melissa Mares (she, her, ella) to Everyone 05:00 PM

To Anji's point about administrative capacity, I wonder if the local lead should be the one entity held accountable for this work but have the flexibility to subcontract where needed (in a way that would not burden providers and ask them to interact with multiple entities locally where it's not necessary)

From Emily Bustos to Everyone 05:01 PM

on the last point we have an existing infrastructure that exists with Councils and CCR&Rs that has been flat funded for at least the last decade.

From Sarah Carlson to Everyone 05:01 PM

Will there be any recommendations regarding three year olds?

From Anji Gallanos to Everyone 05:02 PM

CPP has different risk factors for 3's and 4's.

From Jyl Coats to Everyone 05:03 PM

My intuitive vision was that each county would have a DEC office and staff would be relocated and program goals and activities would become centralized and jointly owned.

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From Mat Aubuchon to Everyone 05:03 PM

Go with someone else...must be my mic

From Jessica Baghian to Everyone 05:03 PM

We will go with TAG members and then have additional time for public comments at the end.

From Anji Gallanos to Everyone 05:04 PM

@melissa mares, it would be helpful to clarify the specific components of the school finance formula that aren't equitable, to help add to that bullet point.

From ECCLA to Everyone 05:04 PM

This may be getting into the weeds further than these recommendations are intended but I wonder if recommendations do need to include "who" and "how" this decision is made locally, especially if there are competing groups that want to do this work. For example, Early Childhood Council Statute and Rule outlines how the ECC is formed at the local level and who at the local level must sign off on the formation of the ECC. The goal would be to support alignment and cooperation, rather than competition, which could happen if it is an RFP or something similar.

From pamela.walker to Everyone 05:05 PM

Thank you Melissa for bringing up the inequalities' in the current CPP/ECARE rates for some school districts.

From Melissa Mares (she, her, ella) to Everyone 05:05 PM

Thank you! I think that we would want to say that total CPP funding should not drop overall, but disconnect the idea that UPK rate should be connected in any way to the school finance formula without correcting for those inequities

From Blanche Deren to Everyone 05:06 PM

Also need to look at program model (Full Day/Part day) days per week, hours per session, length of enrollment.

From Melissa Mares (she, her, ella) to Everyone 05:06 PM

You're welcome! I'll keep thinking and add anything to the survey if it comes up

From Emily Bustos to Everyone 05:07 PM

you don't have to

From Lorena Garcia|CSPC|She/Ella to Everyone 05:12 PM

Thanks for bringing that up Dawn!

From Ty Johnson(she,her) to Everyone 05:12 PM

great share Ms. D

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From Kallie Leyba, AFT CO, she/hers to Everyone 05:15 PM
Thanks for all your work!