



Thursday, December 17, 2020

9:30 am - 12:30 pm

Google Hangouts

Link: meet.google.com/kpq-yxqm-jep

Or by phone: 803-615-0018 PIN: 817 769 585#

AGENDA

Meeting Objectives:

- Approve Meeting Minutes from October 22, 2020 Meeting
 - Discuss the *Universal Preschool Policy Discussion Guide* and Identify Next Steps
 - Consider Revisions to Colorado Shines Brighter Strategic Plan
 - Learn about State Agency Updates and Legislative Priorities
 - Discuss Impacts of COVID-19 Pandemic Across Sectors
 - Hear from the Early Childhood Community during Public Comment
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|---------------|---|
| 9:30-9:35am | Welcome & Introductions (Pamela Harris) <ul style="list-style-type: none">• ACTION: Approval of October 22, 2020 Meeting Minutes |
| 9:35-10:05am | Business Meeting (Pamela Harris) <ul style="list-style-type: none">• ACTION: Rocky Mountain Early Childhood Council - Waiver Extension Request #20-01• ACTION: Consider Revisions to Home Visiting Investment Strategy Working Group Charge (Ida Rhodes)• ACTION: Consider Revisions to Colorado Shines Brighter Strategic Plan (Carrie Germeroth and Mike Siebersma, Marzano Research) |
| 10:05-10:25am | Universal Preschool Policy Engagement - Continued Discussion/Action Steps (Susan Steele) <ul style="list-style-type: none">• Discuss <i>Universal Preschool Policy Discussion Guide</i> |
| 10:25-10:40am | Equity, Diversity and Inclusion - Continued Discussion/Action Steps (Susan Steele) <ul style="list-style-type: none">• PDIS Course: Recognizing the Impact of Bias on Early Childhood Professionals (Jen McDonald, Office of Early Childhood) |
| 10:40-10:55am | Governor's Office Updates (Scott Groginsky) <ul style="list-style-type: none">• ACTION: Consider Endorsement of Early Childhood-Related Budget Requests |
| 10:55-11:05am | Public Comment (Susan Steele) |

- 11:05-11:15pm Break
- 11:15-11:40am State Agency Updates + Legislative Priorities (Pamela Harris)
- Colorado Department of Public Health & Environment (Tracy Miller)
 - Colorado Department of Higher Education (Angie Paccione)
 - Colorado Department of Health Care Policy & Financing (Tom Massey)
 - Colorado Department of Education (Melissa Colsman)
 - *Colorado Department of Human Services (Anne-Marie Braga) - Pending JBC Hearing*
 - *Office of Early Childhood (Mary Alice Cohen) - Pending JBC Hearing*
- 11:40-12:25pm ECLC Panel: Impact of COVID-19 Pandemic Across Sectors (Pamela Harris)
- School Districts: **George Welsh**
 - Parent/Kindergarten Teacher: **Jai Scott**
 - Supporting Early Childhood Providers: **Sue Renner**
 - Family Resource Centers: **Ida Rhodes**
 - Local Public Health Agencies: **Jeff Kuhr**
- 12:25-12:30pm Co-Chairs' Final Thoughts and Adjourn

ECLC 2021 Meeting Schedule

- February 25, 2021
- April 22, 2021
- June 24, 2021
- August 26, 2021
- October 28, 2021
- December 16, 2021

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 February 25, 2021, virtual meeting only.

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



Early Childhood Leadership Commission Minutes
Thursday, October 22, 2020
9:30 am - 12:30 pm
Webinar Only

Meeting Objectives:

- Approve Meeting Minutes from August 27, 2020 Meeting
- Learn about Updates to the Future of Preschool Planning
- Discuss ECLC Engagement in Future of Preschool Planning and Consider Endorsement of Guiding Framework
- Hear updates from Subcommittees
- Approve Additional Subcommittee Co-chairs
- Hear from the Early Childhood Community during Public Comment

Attendees: Susan Steele, Pamela Harris, Ryan Beiser, Adeeb Khan, Jeanne McQueeney, George Welsh, Happy Haynes, Ida Rhones, Jai Scott, Kate Reinemund, Heather Craiglow, Melissa Colman, Sue Renner, Tracy Miller, Jehan Benton Clark, Rebecca Kantor, Kristina Heyl

Welcome & Introductions

Thank you to everyone who joined the meeting. There was a motion and a second to approve the minutes from the August 27, 2020 meeting. The minutes were approved by unanimous voice vote.

Proposition EE: Tobacco-Vape Tax for Healthy, Bright Kids Updates (Cody Belzley)

Cody Belzley reminded everyone that Proposition EE is a statewide ballot measure that would establish a tax on nicotine and nicotine alternative products. The purpose is to improve public health by reducing the use of tobacco and vaping products; this will create revenue that will provide resources to help with the COVID crisis and also invest in a universal preschool program. She shared that there are 12 days left until the election and that the campaign has received great support amongst voters as well as newspapers across the state. There is a well-funded opposition group and they are working to understand the impact it may have on the initiative.

She thanked the Commission for their endorsement and encouraged everyone to continue to share their support of the measure.

Future of Preschool Policy Planning Updates (Bill Jaeger, Colorado Children's Campaign; Jennifer Stedron, Early Milestones Colorado)

Bill Jaeger, Colorado Children's Campaign, provided updates on the process to develop recommendations on the future of preschool policy in Colorado. He shared that the process to develop a vision for the future of preschool has multiple components that include as many voices and perspectives as possible; the Preschool Policy Leadership Committee has 30 members that represent an array of expertise, and the Preschool Policy Advisory Group is open to all in order to have greater diversity in perspectives. There are also community input sessions around the state, as well as a toolkit that will support individuals and organizations to host discussions and provide feedback.

Jennifer Stedron from Early Milestones Colorado told the group that they have developed a shared learning agenda that includes important categories of issues and questions that need to be determined to move the work forward. It is important to include a wide and diverse group of perspectives, so this shared learning

agenda is ensuring that people are starting with the same level of information. She also noted that equity has been a major focus across all of the groups in the development and design of this program going forward.

All of the notes, presentations and recordings of the meetings are available to the public and accessible and can be located on the powerpoint slides for this meeting.

Finally, Bill reminded everyone that Colorado is a national leader in several aspects of early care and education, such as integrating children with special needs in programs. There is a 30 year history of successful outcomes in the Colorado Preschool Program. There are also major challenges to work through, such as inadequate funding and confusion/misalignment of quality improvement and standards for providers. The groups are wading through all of these issues to identify what components are essential to keep and where we can make improvements to create the best program for Colorado.

ECLC Engagement in Preschool Policy Planning (Jodi Hardin and Nancie Linville)

Susan Steele reminded everyone that the ECLC has an important role as the preschool planning work moves forward to align the systems involved in the work and champion critical components that will lead to a successful universal preschool program. As a first step toward a fully aligned system that supports all children, the passage of Proposition EE will provide critical funding needed to begin this work. The ECLC can play a role in developing a framework or guiding principles that will help the system be designed and then implemented in a thoughtful and strategic manner. She introduced Jodi Hardin and Nancie Linville who have consulted with the ECLC to begin this process and document what the ECLC believes are critical considerations in the design of a universal preschool program.

Jodi and Nancie shared that the purpose of the project is to engage the ECLC in creating a framing document that could be shared with policy makers and leaders in the early childhood education space as the state begins to plan for universal preschool in Colorado. This was done in a six week process that collected feedback from Commissioners and state agency leadership.

They walked through the draft *Universal Preschool Program Discussion Guide*, noting that it incorporates critical components the ECLC has identified through their discussions and feedback, the ECLC's commitment to equity, and key questions for the ECLC and others to consider when reviewing potential policies.

The intention is that the *Discussion Guide* will be a communication tool and resource to identify areas for deeper discussion. This will also be a framing document to review potential policy recommendations and for policies the ECLC considers.

The Commission members provided feedback on the document, including:

- Additional language to support inclusive environments, particularly for students with disabilities;
- How to include the importance of health and wellness, including oral health and social-emotional well-being, in children's development;
- Pay equity vs. pay parity, and the importance of appropriately compensating early childhood educators;
- Support for the recruitment and retention of the workforce, as well as preparation and ongoing professional development; and
- Accountability for meeting standards in a variety of settings.

Jodi, Nancie and Kristina will make the updates and share a revised version for endorsement.

Break

The group took a 10 minute break.

ECLC Business Updates

- **ECLC Fundraising:** Pamela reminded everyone that the ECLC does not receive any state general fund dollars. The Commission fundraises in order to support their projects and initiatives. She thanked Gary Community Investment, the Colorado Health Foundation, the Delta Dental Foundation, and the Buell Foundation for committing funds to continue the ECLC's work. Thank you!
- **Review Written State Agency Updates:** Kristina will share written updates from the state agencies after the meeting. She encouraged everyone to review them and reach out with any questions.
- **ECLC 2020 Annual Report:** Kristina is working on drafting the ECLC's 2020 Annual Report. If you have suggestions for content or have photos that can be included, please reach out.

Updates from the Governor's Office (Scott Groginsky, Special Advisor for Early Childhood)

Scott Groginsky shared that the Governor's Office is in the midst of budget and legislative planning for the coming year. The Governor's proposed budget will become public on November 2, 2020. At the next meeting, Scott will share the early childhood related budget components and ask for consideration of endorsement. They have been working closely with CDHS to allocate the federal CARES Act funding to support and stabilize the child care industry, and they remain hopeful there will be more federal funds available soon.

The Governor's Office is deeply involved in the universal preschool policy planning work, particularly focused on expanding quality opportunities across the mixed-delivery system that include better compensation, capacity building, increased access and equity.

He also shared that they are working on goals across the administration to support and improve early childhood services. There has been great collaboration and coordination across agencies including DOLA and CDLE. These goals will soon be highlighted on the Governor's Dashboard and include things like supporting onsite child care centers for businesses; recruitment and retention strategies for educators and leaders of Color; enhancing tax incentives that support early care and learning; and identifying unused building space for child care. He thanked the ECLC and the broader community for their support and engagement.

Public Comment

Jessica Bernett Knight, Program Director for the Early Childhood Council of Boulder County, shared a few concerns on behalf of early childhood providers. In response to the COVID-19 pandemic, CDPHE has issued guidance around program closures and quarantining staff and families; while providers understand the importance of stopping the spread of the virus, it is causing significant issues with funding and operating their programs. She said that many programs don't know how long they will be able to stay open without funding support. She encouraged the ECLC to advocate for additional resources and funding to support providers so they can stay in business and provide care for children in their communities.

Mike Keglovits from CollegenInvest shared information about two programs: the [First Step program](#), which offers \$100 for families who open a college savings account for new babies, and the [Matching Grant program](#), designed for low-income families that matches contributions up to \$500/year.

Nicole Riehl from Executives Partnering to Invest in Children (EPIC) announced that EPIC recently launched a new [strategic framework](#) and [website](#) at their annual business leader's event. She encouraged people to check out the links and share any feedback with her.

Subcommittee Updates

Approve of Additional Subcommittee Co-Chairs

Pamela shared that we have several additional co-chairs to approve:

- Program Quality & Alignment: Jeanne McQueeney (joining Anna Jo Haynes and Anji Gallanos)
- Data: Kate Reinemund and Whitney LeBoeuf (joining Susan Steele)

George Welsh made a motion to approve the new co-chairs; Melissa Colman seconded the motion, and it passed unanimously.

Early Childhood Workforce Development Subcommittee

Heather Craiglow shared that the Subcommittee recently reviewed their membership, focusing on equity, diversity and inclusion. At the last meeting, Early Milestones Colorado shared some of the case studies of the work they have done with partners in Summit County and the city of Durango. The Preschool Development Grant team shared opportunities around business supports for providers. Also, Whitney LeBoeuf presented on the workforce data dashboard that presents a better picture of the early care and education workforce in Colorado. Finally, the group is committed to identifying ways to recruit and support leaders of Color in the early childhood field. This will continue to be a focus of the group moving forward.

Program Quality and Alignment Subcommittee

Jeanne McQueeney shared that the group continues to have great participation, including more than 80 people joining the last meeting. The group had a deep dive into the transition and coordination work happening between early childhood programs and school districts as everyone is navigating back to school operations. They also discussed ways to increase equity, diversity and inclusion and asked members to share resources with each other. The November 13, 2020 meeting will focus on the Preschool Development Grant activities and the intended planned activities for the coming year. Finally, she shared that Marzano Research is leading a working group to develop recommendations for updates to the Colorado Shines Brighter Strategic Plan. The PQA will review these recommendations at their next meeting and then they will be presented to the full ECLC in December for consideration and endorsement.

Communications Subcommittee

The Subcommittee is continuing to talk more about equity, diversity and inclusion as well and what definitions people are using for these words. While these words have been defined already in many places, we need to think about what elements we want to embed in our work. They also talked about starting with inclusion, and how creating inclusive environments allows for diversity, which hopefully leads to more equity in our shared work. Katie Facchinello has joined as a co-chair and will help develop a work plan for the year. Finally, the Communications pages of the *Framework* website will be launched soon, and the group will begin thinking about how to market the available tools and resources to early childhood organizations.

Data Subcommittee

Kate Reinemund provided updates, and first thanked Charlotte Brantley for her time and dedication as a co-chair for the group. Similar to other committees, this group is also talking about diversity, equity and inclusion. They held 2 work sessions the previous week: 1) Data Development Agenda- as the group works on the second annual report to track the indicators across the 3 Areas of Opportunity, they are considering what other types of information and data is missing and what the ECLC and the Subcommittee can do to support and drive future data capacity; and 2) Equity, Diversity and Inclusion- The group discussed two ways to further EDI efforts, including the importance of considering the data that is shared with the group from an equity lens, and also how to incorporate EDI into the committee's day-to-day work and norms.

Appreciation Celebration for Mary Anne Snyder!

The ECLC members thanked Mary Anne Snyder for her significant contributions to the early childhood field in Colorado. Mary Anne thanked everyone and said she hopes to continue to work in the field. She will be missed!

Co-Chairs' Final Thoughts and Adjourn

The meeting was adjourned at 12:26 pm.

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.

DRAFT

Early Childhood Council

Waiver Extension Application

EC Council Name: Rocky Mountain Early Childhood Council	Date: 11-12-2020
Primary Contact (Name and Position): Stacy Petty, Director	Phone: 719-486-7273
Mailing Address: PO Box 338, Glenwood Springs, CO 81602	Email: rmecc@mtnvalley.org
Waiver Number: 19-01	Waiver End Date: December 1, 2020

1. Please provide a short description of the waiver that was granted and the timeline:

This waiver allowed us to partner with high quality programs in our area to sponsor no more than 2 Provisional ECT candidates in their program. These candidates were allowed up to 1 year to reach full ECT qualifications while working in the classroom as an ECT with specific oversight from their supervisor and coaching supports.

2. Why are you requesting an extension of this waiver?

8 participants participated in the past 18 months and 7 of those completed their ECT requirements successfully. COVID has certainly compounded the teacher shortage in our regional and across the state, so anything we can do to support the development of additional qualified staff is a win for our region. Programs are reporting teacher shortages across the board. One school district program today stated "they are always hiring lead teachers". They have had to close several rooms due to a lack of qualified staff. Anything we can do to provide another option to train qualified applicants would be helpful to programs. While the 7 who completed the program have certainly helped those programs, others are still dealing with the teacher shortage on a daily basis.

3. Please explain the impact this waiver has had on children, families and/ or your community:

7 additional ECTs have meant additional open classrooms or at least the ability to fill open positions before they have had to close a classroom. It has given programs the time needed in order to grow their own staff into these positions and provide care for the children in these classrooms. We have partnered with licensing and our regional coaches to provide support and coaching to participating programs.

4. While the waiver was in place, what action did you take to meet the waived rule or regulation's intended purpose? Will you still be able to continue this action?

The RMECC Director was in regular contact with the programs to get updates about P-ECTs and progress towards ECT qualifications. The Council frequently worked with the programs on requirements laid out in the waiver and potential future candidates. The Council also worked closely with licensing and coaches to ensure we were all aware of any program challenges that came to the surface so we could help support the program.

5. Please summarize the findings from your evaluation of this waiver - include specific information on the number of participants, impact on the early childhood field in your community, lessons learned that you'd like to share with the ECLC and the state departments, etc.

We had 8 participants enroll and 7 successfully complete. The 7 are still working in centers to our knowledge. 7 additional ECTs has meant additional open classrooms. It has given programs the time needed in order to grow their own staff into these positions and provide care for the children in these classrooms. We have partnered with licensing and our regional coaches to provide support and coaching to participating programs.

The lessons learned have been more around logistics than anything else. Programs report the waiver has been very helpful in getting new ECTs qualified. We do plan to add to our tracking plan a few things to address some holes we discovered on the logistics side of things. For instance, in our waiver we highlight that we wouldn't support more than 2 P-ECTs at any given time in a program. We discovered that there could be professionals in a program on a state waiver that wouldn't be counted towards the 2 maximum as stated. To address this, we have added a step to the application process where we reach out to the state or our local licensing specialists to make sure there aren't other professionals on waivers that we need to be aware of. Another way we are vetting applicants is to evaluate how long it will take for the applicant to earn their full ECT qualifications. With 2 applicants, we found out they were within months of getting their full ECT qualifications. We advised the program to not take on the extra requirements through the waiver but instead support the teacher to meet the requirements on their own given the short timeframe. So overall, we want to bolster parts of our process to ensure coordination and alignment, adequate support for the programs and to support continuing collaboration with key partners.

6. Please explain how continuing this waiver is the only available method to implement the early childhood project. Are there any changes you want to make to the existing waiver?

With limitations due to COVID, this is the one definitive way to help support potential ECTs in our region in a short timeframe. During this time we plan to build additional capacity around CDA's which is quite limited in our region. We currently have one coach who is actively supporting applicants in Garfield county to prepare for their CDA. Another person in Eagle County can do the verification visit. We would like to expand that capacity to be able to support applicants across the region. We do not want to make any changes to the actual waiver, just the logistics detailed in #5.

7. How long are you requesting an extension of the waiver?

We would like to request an additional 18 months for this waiver. We expect to have more programs who need continued support in securing qualified teachers especially during the COVID pandemic. Thank you for your consideration.

SIGNED:



Date: 11-12-2020

ECC Coordinator Name

ECC Coordinator Signature

ECC Membership Chair Name

ECC Membership Chair Signature

1

Submit completed form to ECLC staff. For more information: <http://www.earlychildhoodcolorado.org/early-childhood-councils>

Early Childhood Council Waiver Request
Colorado Department of Human Services Written Statement

Early Childhood Council Name: RMECC	Waiver #: 19-01
CDHS Contact (Name and Position): Teresa Ribble; Licensing Supervisor	Phone: (303) 866-4191
Email: teresa.ribble@state.co.us	Date: 11/23/2020

- **Confirm Rule and Citation: Is the rule on the Application eligible for Waiver Review? (ie. the rule is listed in CCR 2509 and not noted in state statute)**

YES: NO:

- **Is the correct citation used on the Waiver Application?**

YES: NO:

If citation is incorrect, please cite the correct one here:

- **Implications of Waiver Approval on the health and safety of children (Does approval of this waiver request have anticipated implications on the health & safety of children?):**

CDHS believes this waiver may have some implications on the health and safety of children. When adults work in early childhood settings with little or no early childhood education and/or experience, this may pose a potential risk to the children's social emotional and academic development. Staff who work in this field need to have the necessary early childhood development knowledge and skills to ensure the children in their care have the crucial means to create long term outcomes for future academic and social emotional success.

- The Department has reviewed this Waiver Request for Health & Safety concerns and has the following comments:

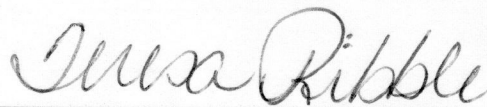
The Department requests the following recommended requirements to continue with the extension of the waiver request.

1. The P-ECT applicant will submit an application to the Department with verifiable documentation of current qualifications to obtain a P-ECT letter prior to working with children along with the required facility agreement with RMECC. The letter will expire one year after the date of the application approval. The Department reserves the right to revoke any P-ECT letter if substantial evidence has been found the Director is responsible for one or more of the following at any participating child care facility, including, but not limited to:
 - a. Committing fraud;
 - b. Responsible for egregious or repetitive grounds for negative licensing actions;
 - c. Providing false information;
 - d. Providing false transcripts for self or staff, or,
 - e. Providing false letters of experience for self or staff.
2. The license must be in good standing with the Department, hold a Colorado Shines Level 3-5 rating, and no adverse action within the last 12 months.
3. Rocky Mountain Early Childhood Council shares all collected data associated to this project with the Department every 6 months or when requested.
4. The participating facilities will communicate any reports, requests, forms, and general waiver information to our general ECT evaluations email address: cdhs_oec_ectq@state.co.us.

SIGNED:

Teresa Ribble

State Agency Representative Name



State Agency Representative Signature



Early Childhood Council Waiver Request **Recommendation from ECLC Waiver Review Subcommittee**

Early Childhood Council Name: Rocky Mountain Early Childhood Council	Waiver #: 20-01 Extension
CDHS Staff: Teresa Ribble	Date: 12/3/2020
Recommendation to ECLC: Approve the waiver request	

1. Summarize Waiver discussion:

The waiver #20-01 was requested to extend waiver #19-01, which created a Provisional-Early Childhood Teacher (P-ECT) program in the Rocky Mountain Early Childhood Council area (Lake, Pitkin, Eagle and Garfield counties). This waiver was initially requested in order to address the workforce crisis and allow educators to reach the full ECT qualification more quickly. The Rocky Mountain Early Childhood Council (RMECC) is requesting to extend their current waiver, which allows Child Care Centers and Preschools which meet specific conditions to be allowed to hire people into an Early Childhood Teacher (ECT) position who have certain education or experiences but have not yet met all of the ECT qualifications and allows them a period of up to 12 months to complete all ECT requirements. During this time, the center would provide additional supports, such as enhanced coaching, reflective supervision and classroom observations.

The Waiver Review Subcommittee met on December 3 at 12:30pm. Stacy Petty from Rocky Mountain Early Childhood Council and Teresa Ribble from Colorado Department of Human Services (CDHS) were present. Stacy shared that overall the waiver was very successful and created an alternative pathway for 8 participants; 7 are still in their positions. While there was some initial communication challenges - for example, some programs who were wanting to access this waiver were also utilizing other workforce-related waivers, which put them at risk of having more than 2 staff using a workforce waiver at one time (which was the limit put in place by this waiver) - Stacy worked closely with the licensing staff to address the concerns and develop clearer communication lines. Teresa shared that the Council has been very communicative and shared data as requested throughout the waiver. The Department is supportive of continuing the waiver, provided the guidance offered last time is continued (programs must be in good standing with no adverse licensing action in the last 12 months; the Council continues to share data with the Department; etc.)

The group discussed the critical role of navigation in the process; while a few additional candidates expressed interest, Stacy and the Council worked with them to identify if this waiver was the best alternative, or if there were other pathways that were more appropriate to become ECT qualified.



2. Recommendation from ECLC Waiver Review Subcommittee:

ECLC Waiver Review Subcommittee recommends approval of the waiver request for 18 months, continuing the guidance and recommendations from the previous waiver from the Department.

RMECC shall provide a status update of the Provisional-Early Childhood Teacher Program after 6 months and 12 months. After the 18 months approval period, the RMECC should provide an additional update on the waiver and the ECLC can determine whether it should be extended.

TO BE COMPLETED AT NEXT FULL ECLC MEETING

Date of ECLC Meeting: December 17, 2020
ECLC Waiver Decision and Conditions:



Home Visiting Investment Task Force

The Home Visiting Investment Task Force will develop a strategy to scale a continuum of home visiting services in Colorado and guide the release of the future funding solicitations from the Office of Early Childhood, including Federal MIECHV funding. The strategy will support planning for state budget requests, the solicitation of new federal funding opportunities, and alignment with philanthropic funding for home visiting. [The Home Visiting Investment Task Force is defining the scope of home visiting to include any voluntary program touchpoint with parents/caregivers that have children up to age 6 across a continuum of intensity \(one visit up to meeting for several years\) for the purpose of ensuring child and family well-being.](#)

ECLC Areas of Opportunity:

After engaging with stakeholders to understand the history and progress of early childhood in Colorado as well as the wide array of policy strategies and opportunities that exist to ensure the state continues to move forward, the Commission has identified three Areas of Opportunity that are most critical to continue the advancement of work in early childhood across the state.

- Area 3: Support improved family health and economic security through a Two-Generation approach.

Goals of Home Visiting Investment Strategy Task Force

- The task force will review the MIECHV (Maternal, Infant, and Early Childhood Home Visiting) home visiting needs assessment, created by CDPHE, and discuss gaps to identify priority populations and underserved geographic locations around the state.
- The task force will determine [promising and](#) evidence-based home visiting programs that support priority populations in the underserved geographic locations.
- The task force will explore the continuum of home visiting in Colorado and determine how to [sustain/expand support existing models -and implement fold in](#) new home visiting programs to address gaps.
- The task force will explore funding best practices and investment strategies in other states.
- [The task force will explore strategies to align and maximize current home visiting funding streams.](#)
- [The task force strongly values family voices and will ensure that family perspective is included throughout the process.](#)

- The final deliverable will be a report to ECLC with recommendations from the task force on sustaining and expanding the Colorado Home Visiting Continuum as well as a long-term investment strategy to ensure that communities throughout the state will have access to the continuum of services through the alignment of multiple funding streams.

Membership Sectors:

- Colorado Department of Human Services, Office of Early Childhood
- Colorado Department of Public Health and Environment
- Colorado Department of Education
- Parent Possible (state intermediary for HIPPI and PAT)
- Invest in Kids (state intermediary for Nurse-Family Partnership and Child First)
- Kempe Center (state intermediary for SafeCare)
- ABCD (state intermediary for HealthySteps)
- Early Intervention
- Head Start and Early Head Start
- Early Childhood Funders
- County human services departments
- County public health departments
- ~~Health Care Health Care Pediatricians and Community Health Clinics~~
- Local community providers including family resource centers and early childhood councils
- Research and evaluation partners
- Families who participate in home visiting
- Department of Health Care Policy and Financing
- Policy Makers
- Advocacy organizations

Meetings:

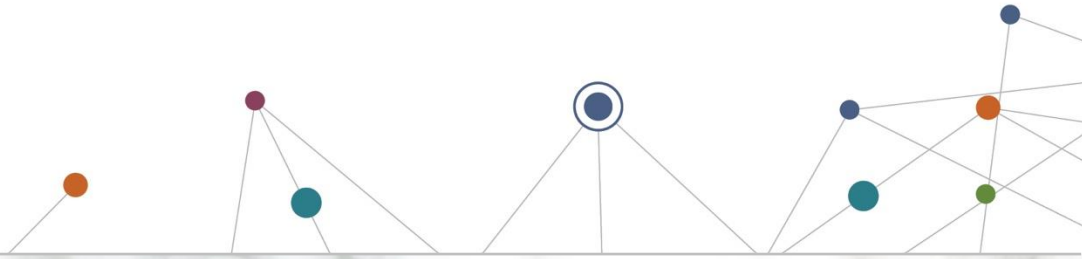
- All meetings will be supported through an independent facilitator and have remote participation options. [The Task Force will meet semi-monthly from November 2020 through April 2021.](#)
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Home Visiting Investment Strategy Task Force Next Steps

- Recruit Co-Chairs
- Hire Facilitators
- Identify membership
- Host a kickoff meeting
- Routine progress updates to the Program Quality & Alignment Subcommittee and the Early Childhood Leadership Commission

Duration:

The Subcommittee membership was designated in June 2020, for one year, until June 2021.



Colorado Shines Brighter Strategic Plan Update

December 2020



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This project was made possible by grant number 90TP0054. Its contents are solely the responsibility of the authors and do not necessarily represent the official view of the United States Department of Health and Human Services, Administration for Children and Families.

Introduction

In December 2018, Colorado was awarded an Initial Preschool Development Grant Birth through Five (PDG) of \$5.8 million to support the state in analyzing the current landscape of the early care and learning mixed-delivery system and implement changes that maximize high-quality early care and education options for low-income families, improve the quality of care, streamline administrative infrastructure, and improve state-level early childhood care and education funding efficiencies.

In December 2019, Colorado was awarded a PDG Renewal of \$11,171,969 annually for three years (2020–2022). Renewal grant funds are used to implement activities identified in the [Colorado Shines Brighter Strategic Plan](#). As part of the renewal grant, Colorado committed to an annual review and update to the Colorado Shines Brighter Strategic Plan to incorporate new findings from ongoing needs assessment activities, recommendations from the program evaluation and continuous quality improvement, and ongoing stakeholder feedback with an emphasis on families and caregivers of children birth through five.

To facilitate development of the recommended updates to the Colorado Shines Brighter Strategic Plan, the Colorado Department of Human Services contracted Marzano Research to conduct four primary activities: 1) develop a Landscape Analysis of current efforts related to the Strategic Plan, 2) engage a diverse group of stakeholders to inform the recommendations, especially families and caregivers of children birth through five, 3) facilitate a working group, and 4) prepare a set of recommended updates to the Strategic Plan for the Early Childhood Leadership Commission (ECLC) to consider for endorsement. These four activities are further described in the following report.

Activity 1. Landscape Analysis

The purpose of the Landscape Analysis was to develop an inventory of organizations around the state of Colorado that are moving the Strategic Plan forward. To ensure representation from a diverse group of stakeholders, the Landscape Analysis data was collected via electronic survey.

Materials were prepared to further disseminate the survey via newsletters, email, and social media and shared with partners in the B-5 system, including:

- Colorado Shines Brighter website
- Colorado Shines Brighter distribution list
- Early Childhood Community Conversations facilitated by the Colorado Children’s Campaign
- Early Childhood Councils

- Early Childhood Leadership Commission distribution list
- Office of Early Childhood newsletter
- Colorado Department of Education P-3 Office
- Colorado Department of Human Services and other state agencies

The Landscape Analysis survey was open for one month. A total of 63 unique organizations representing 20 of 64 Colorado counties responded to the survey; however, most organizations serve the B-5 system statewide. The results of the Landscape Analysis were used to produce a documented inventory of the organizations that responded via a searchable Excel file. In the Excel file, users can find information on ages served, location, and strategies addressed. Complete results from the Landscape Analysis can be found on the [Colorado Shines Brighter](#) and [Early Childhood Leadership Commission](#) websites.

Results from the Landscape Analysis were shared with the ECLC's Program Quality and Alignment Subcommittee (PQAC) as well as the Colorado Shines Brighter Strategic Plan Working Group to inform discussions that evaluated the efforts underway across the state related to the strategies.

Activity 2. Stakeholder Engagement

Marzano Research engaged a diverse group of stakeholders to provide input to inform the data collected for the Landscape Analysis as well as the recommended Strategic Plan updates.

First, the Marzano Research facilitators attended two PQAC meetings to engage members in data collection to inform the Landscape Analysis and to provide input on any recommended updates to the Strategic Plan strategies. The [PQAC members](#) also served a vital role in disseminating information related to the Landscape Analysis and Strategic Plan Update to the B-5 mixed-delivery system partners, including parents and families. Many PQAC members responded to the Landscape Analysis and shared the request through their networks. Additionally, PQAC members were invited to review the Landscape Analysis results in small groups and share ideas to support further implementation and coordination of the non-PDG-funded strategies. Appendix A presents a synthesis of the implementation and coordination-related input provided by PQAC members.

To ensure that updates to the Strategic Plan reflected input from families and caregivers, Marzano Research facilitators met with Needs Assessment and Evaluation teams from the Butler Institute at the University of Denver to review survey data from those constituencies. The Needs Assessment Team shared family and caregiver data aligned

with the Strategic Plan efforts, particularly data relating to Strategic Plan goal 3 (Maximize Family Knowledge, Engagement, and Support) and 4 (Meaningful and Equitable Access). These data were included in meetings with the Strategic Plan Working Group to inform discussions related to recommended strategy updates. Additionally, Marzano Research facilitators attended a meeting of the Family Voices Council to gather input related to access to child care, needed support services, and COVID-19 impacts on families and children. This input was also shared with the Strategic Plan Working Group to inform strategy updates.

Activity 3. Strategic Plan Working Group

The Colorado Shines Brighter Strategic Plan Working Group, which sits under the PQAC, was approved by the ECLC on April 23, 2020. The purpose of the Working Group is to identify and monitor activities that support strategies in the Colorado Shines Brighter Strategic Plan that are not funded through the Preschool Development Grant and to recommend changes to update the Strategic Plan based on the current early childhood environment, new findings from ongoing needs assessment activities, recommendations from the program evaluation and continuous quality improvement, and ongoing stakeholder feedback with an emphasis on families and caregivers of children birth through five. Table 1 presents the membership of the Working Group.

Table 1. Colorado Shines Brighter Strategic Plan Working Group Members

Sector	Name	Organization
B-3/Infants and Toddlers	Amy Payton	Consultant
Business Supports	Hunter Railey	Small Business Majority
CDE P-3 Office	Megan Rogers	School Readiness Consultant
CDE P-3 Office	Rebecca Browning-Floyd	Regional Preschool Specialist
CDHS Office of Early Childhood	Lindsey Dorneman	Office of Early Childhood—Preschool Development Grant
Early Childhood Councils	Clea Willow	Bright Futures
Early Intervention	Amanda Pedrow	Rocky Mountain Human Services
ECLC	Jeff Kuhr	Mesa County Public Health
English Language Learners/Refugee or Immigrant Populations	Khatira Amn	The Spring Institute

Sector	Name	Organization
Family Providers	Roger Olson	Kid's Castle Inc.
Funders/Philanthropic Partners	Steffanie Clothier	Gary Community Investments
Governor's Office	Scott Groginsky	Governor's Office
Head Start	Tracey Lucero	Head Start and Migrant Head Start Program
Home Visitation	Lisa Hill	Invest in Kids
Homeless and Migrant Supports	Jenny Lerner	Colorado Department of Education
Licensed Child Care	Kristi Koltiksa	Early Childhood Education Association of Colorado
Mental Health	Dr. Jose Silva	Colorado Association for Infant Mental Health
Parents/Caregivers	Ealasha Vaughner	
Parents/Caregivers	Janelle Jenkins	
Physical Health and Wellness	Tracy Miller	Colorado Department of Public Health & Environment
Public Preschool	Mat Aubuchon	Westminster Public Schools
Special Education	Dawn Klco	Salida School District
Workforce Development	Andrew Goff	Colorado Northwestern Community College

The Working Group was convened for two meetings. The purpose of meeting 1 was to engage the working members in the evaluation of the non-PDG strategies to identify possible updates. In small groups, the members engaged in a review of data from the Landscape Analysis and other available data along with their collective experience to assess progress toward meeting the goals and objectives in the Strategic Plan. As a follow-up to the meeting, additional feedback was solicited from members via a survey. The survey asked members to provide input on updates to the non-PDG-funded strategies as well as any missing strategies under each of the six goals. Members also had the opportunity to provide ideas for further coordination and implementation of the strategies (see Appendix A for a synthesis of these ideas). A total of 15 members responded to the survey for a 68 percent response rate. Eleven percent of the responses indicated some amendment was needed to update the strategies, while 68 percent recommended no change across strategies (Figure 1). Only 6 percent of respondents suggested that strategies were missing across the goals.

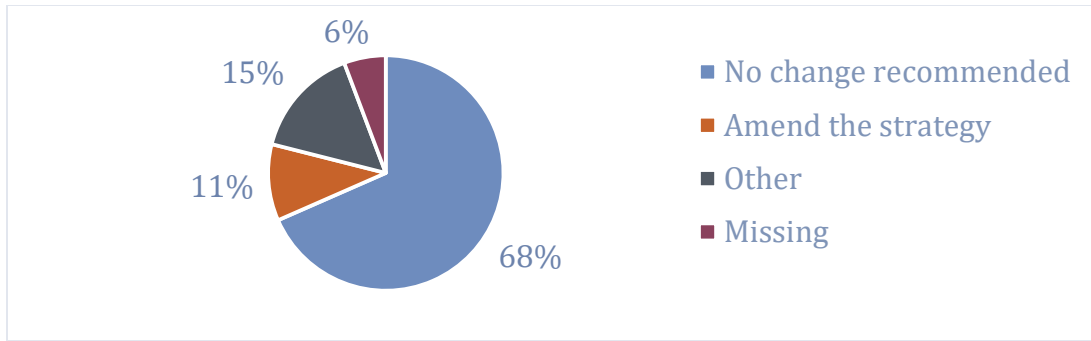




Figure 1. Working Group Recommendations Across Strategies (n = 15)







The Working Group met a second time to review the survey results and further process recommended updates to the non-PDG-funded strategies. In small groups, the members reviewed proposed updates to the non-PDG-funded strategies based on the survey results, conversations from meeting 1, and PQAC input. As a follow-up to the meeting, the members received a final set of draft recommended updates electronically for review. All members who responded to the final review email agreed that the recommended updates were responsive to the Working Group input. The final set of recommended updates is presented in the next section in Tables 2 and 3.





Activity 4. Recommended Updates to the Strategic Plan







The CSB Strategic Plan currently includes 56 strategies. Thirty-five of the strategies are funded under the Preschool Development Renewal Grant as noted by the  symbol. The remaining 21 need to be implemented in partnership with the ECLC and other state and local organizations, noted by the  symbol. The [Colorado Shines Brighter Strategic Plan](#) can be referenced for the complete set of current strategies.







Recommended updates to the strategies were informed by 1) data from the Landscape Analysis, 2) ongoing needs assessment activities, 3) current early childhood environment, and 4) a response to continuous quality improvement. Of the 56 strategies, 4 PDG-funded and 16 non-PDG-funded strategies are recommended for update. Thirty-six strategies remain unchanged in the Strategic Plan. The proposed updates to existing strategies are presented in Table 2, followed by recommendations for the addition of three new strategies in Table 3. A summary of why the update is recommended is also provided for each strategy.







Table 2. Original and Recommended Updates to the Strategic Plan Strategies







Original Strategy	Recommended Update
 1.1.5 Explore barriers and strategies to implementing a unique child identifier (per Colorado House Bill 08-1364) to enable data informed decisions concerning child outcomes. Utilize the upcoming school readiness data pilot program with local school districts to explore existing or needed technologies and data sharing agreements and unique child identifier implementation challenges.	 1.1.5 Accelerate strategies to implement a unique child identifier (per Colorado House Bill 08-1364) to enable data-informed decisions concerning child outcomes. Coordinate across early childhood settings to explore existing or needed technologies and data-sharing agreements and unique child identifier implementation challenges.
<p>Summary of the update—Changes were made to directly address the comments to amend the strategy. The language to “explore barriers” was removed, as several comments noted that barriers are already known. To make the strategy more inclusive, “coordinate across early childhood settings” was added. The “school readiness data pilot program” was removed so as not to limit when and how the exploration of needed technologies and data-sharing agreements could be explored.</p>	
 1.1.6 Identify current and new opportunities to better support the broader early childhood workforce including home visitors, coaches, child health consultants, and mental health consultants.	 1.1.6 Improve efforts to recruit and retain a quality early childhood workforce, including home visitors, coaches, child health consultants, social workers, early intervention specialists, and early childhood mental health consultants. Ensure efforts are founded on diversity, equity and inclusivity and help to define professions within the sector.
<p>Summary of the update—Additional specificity was added to the language to address input on the need to not just support but also recruit and retain. The word “support” is vague and it was replaced with additional language to explicitly emphasize professionalism and added diversity, equity, and inclusion for ECE professionals. Additional early childhood personnel were added to further expand the “broader workforce” that is called out.</p>	
 1.2.2 Develop a Medicaid billing process manual for Healthy Steps, Early	 1.2.2 Develop and make updates to Medicaid billing process manuals for Child

Original Strategy	Recommended Update
<p>Childhood Mental Health Consultation (ECMHC), and home visiting programs. Provide training and technical assistance to support utilization.</p>	<p>First, Healthy Steps, Early Intervention Colorado, Early Childhood Mental Health Consultation (ECMHC), Nurse-Family Partnership, and SafeCare Colorado and other state funded home visiting programs. Provide training and technical assistance to support utilization.</p>
<p>Summary of the update—The Advancing Medicaid in Early Childhood project led by HCPF is intended to expand access to Medicaid for children up to age three. Through the Working Group directing this project, the Child First and SafeCare Colorado programs were identified as additional programs to add to the strategy that qualify for Medicaid billing. The working group also identified updates to existing Medicaid billing manuals for Early Intervention Colorado and the Nurse-Family Partnership.</p>	
<p> 1.2.3 Promote integrated and preventative maternal and child physical, behavioral, oral, and environmental health services. Explore current models including Head Start and the Colorado Department of Public Health and Environment’s (CDPHE) maternal and child health priorities such as increasing prosocial connection and social emotional well-being.</p>	<p> 1.2.3 Promote integrated preventative maternal and child physical, behavioral, oral, and environmental health services that are culturally responsive. Explore current models including Head Start and the Colorado Department of Public Health and Environment’s (CDPHE) maternal and child health priorities such as increasing prosocial connection and social-emotional well-being.</p>
<p>Summary of the update—The change made was to further promote culturally responsive approaches to preventative maternal and child health based on comments. Other comments provided were related to implementation of actions under the strategy.</p>	
<p> 1.2.6 Enhance ongoing coordination and collaboration across state agencies including CDHS, CDPHE, Colorado Department of Education (CDE), and Colorado Department of Health Care Policy and Financing (HCPF). Identify opportunities to address systems and administrative barriers.</p>	<p> 1.2.6 Expand ongoing coordination and collaboration across state agencies including CDHS, CDPHE, Colorado Department of Education (CDE), Colorado Department of Higher Education (CDHE), and Colorado Department of Health Care Policy and Financing (HCPF) to improve child and family outcomes. Identify opportunities to address</p>

Original Strategy	Recommended Update
	systems and administrative barriers.
<p>Summary of the update—“Enhance” was changed to “expand” in order to acknowledge the coordination and collaboration that is occurring already among agencies. Additionally, CDHE was added as another collaborative agency and a focus for coordination and collaboration to “improve child and family outcomes.”</p>	
 <p>2.2.1 Coordinate with CDHS, CDPHE and CDE to increase ECE provider participation in the Child and Adult Care Food Program and the National School Lunch Program.</p>	 <p>2.2.1 Coordinate with CDHS, CDPHE, and CDE to increase ECE provider participation in the Child and Adult Care Food Program, National School Lunch Program, and the School Breakfast Program.</p>
<p>Summary of the update—The “School Breakfast Program” was added to this strategy as a result of input from CDE partners that it should be included because of its alignment with the other programs. The addition of the program increases efficiency in service delivery and is a response to continuous quality improvement.</p>	
 <p>3.1.7 Explore family opinions and decision-making in the mixed-delivery system, including the influence of Colorado Shines ratings on provider selection and considerations of reputation, cost, and teacher qualifications.</p>	 <p>3.1.7 Increase shared decision-making with families in the mixed-delivery system, incorporating family opinions, Colorado Shines ratings, and considerations of reputation, cost, and teacher qualifications on provider selection.</p>
<p>Summary of the update—To reflect Working Group input, “explore” was changed to “increase” to be more action oriented and reflect the desire to call out the importance more explicitly of including families in shared decision-making.</p>	
 <p>3.2.1 The Early Childhood Leadership Commission (ECLC) will consider a leadership role for specific strategies and incorporate input from families and early childhood professionals.</p>	 <p>3.2.1 The Early Childhood Leadership Commission (ECLC) will identify a leadership role for specific strategies and ensure voices from families and providers representing diverse races, ethnicities, languages spoken, and geographic regions are included.</p>
<p>Summary of the update—More explicit language regarding the role of the ECLC to “identify” leadership roles for strategies and ensure inclusion of families and providers of</p>	

Original Strategy	Recommended Update
color and diverse geographic locales was included.	
 3.3.2 Build capacity of local ECCs to engage family leaders, including consultation and engagement with local FRCs and Head Start programs to ensure families are empowered to become community leaders.	 3.3.2 Build capacity and identify points of collaboration with community-based organizations and ECCs to engage family leaders, including consultation and engagement with local FRCs and Head Start programs, state-funded preschool, and school districts to ensure families are empowered to become community leaders.
<p>Summary of the update—The strategy was amended to acknowledge the important role of community-based organizations in the system. Additionally, state-funded preschool and school districts were added to the list of collaborators to support family engagement. Other comments related to this strategy were more focused on implementation of actions.</p>	
 4.1.1 Increase the availability of developmental screenings and referral processes in appropriate settings where children are served.	 4.1.1 Increase the availability of developmental screenings and referral processes in appropriate settings where children are served. Explore ways to ensure continuity of services once referrals are made and accessibility for all children and families regardless of systematic barriers.
<p>Summary of the update—To reflect the importance of continuity of services once a referral is made, additional language was added to support the system to not just increase screenings and referrals but to ensure services are available to support children and families once a referral is made. Additional suggested changes through the entire goal 4 strategies were to emphasize equity and access to children and families of color.</p>	
 4.1.2 Increase the ability of ECE professionals and programs to care for and educate children with developmental delays or disabilities and to connect families to supportive services. Provide ECE micro-grants to purchase adaptive materials or make facility changes to support greater	 4.1.2 Increase the ability of ECE professionals and programs to care for and educate all children by providing coaching, training, and materials focused on universal design and inclusion.

Original Strategy	Recommended Update
inclusivity.	
<p>Summary of the update—The update to the strategy builds on existing support from the Center for Inclusive Design and Engineering at UC Denver to provide coaching, training, and materials to increase ECE professionals’ abilities to care for all children. In lieu of one-time micro-grants, these investments have demonstrated increased effectiveness and better opportunities for sustainability of the strategy.</p>	
 4.1.4 Explore opportunities to increase access to a system of mixed-delivery ECE programs with an emphasis on serving infants and toddlers.	 4.1.4 Explore opportunities to increase and ensure equitable access to a system of mixed-delivery ECE programs with an emphasis on serving infants and toddlers.
<p>Summary of the update—Stakeholder input did not reflect the need for specific changes to this strategy, other than adding language to emphasize equity and access to children and families of color. Other comments on this strategy were more related to action steps to implement it.</p>	
 4.1.6 Explore the potential for CDHS, ECCs, local regulatory entities, the Office of Economic Development, and professional associations to cross-train on ECE regulatory and policy changes.	 4.1.6 Explore the potential for CDHS, CDE, ECCs, school districts, local regulatory entities, the Colorado Office of Economic Development and International Trade (OEDIT), and professional associations to cross-train on ECE regulatory and policy changes to improve equitable access to services.
<p>Summary of the update—Changes reflect comments on the impact of preschool regulations on school-based services and the need to engage school districts at the local level. Additional language to improve coordination and communication between CDE and CDHS on this topic was also added to reflect the comments citing the critical role the state agencies play to ensure this happens effectively. Other comments related to implementation of this strategy.</p>	
 4.1.7 Engage and equip local and state business leaders and business support organizations with the resources and knowledge they need to support the availability of, and access to, ECE programs through public-private	 4.1.7 Engage and equip local and state business leaders and business support organizations with the resources and knowledge they need to support the availability of, and equitable access to, ECE programs through public-private partnerships.




Original Strategy	Recommended Update
partnerships.	
<p>Summary of the update—Stakeholder input did not reflect the need for specific changes to this strategy beyond adding more focus on equity. Comments on this strategy were more related to action steps to implement this strategy.</p>	
<p> 4.2.2 Expand and enhance affordable pre-kindergarten options for all Colorado 4-year-olds.</p>	<p> 4.2.2 Implement a mixed-delivery high-quality universal preschool program for all Colorado four-year-olds that is coordinated with existing early childhood care and education programs.</p>
<p>Summary of the update—Changes were made to recognize policy changes related to implementation of universal preschool and the need to coordinate with system partners to provide care beyond the 10 hours per week that universal preschool will provide.</p>	
<p> 4.2.3 Analyze eligibility and family income thresholds across multiple early childhood and family support programs to provide more consistent, equitable access.</p>	<p> 4.2.3 Analyze eligibility and family income thresholds across multiple early childhood and family support programs to reduce administrative burden and increase consistent and equitable access.</p>
<p>Summary of the update—The change reflects input that individuals seeking assistance encounter administrative burdens that deter them from accessing support programs.</p>	
<p> 5.1.1 Explore challenges to ECE program pre-licensing and start-up activities, and investigate how business consultants/navigators could support start-ups through technical assistance on launching and sustaining a financially sound ECE program with livable wages.</p>	<p> 5.1.1 Explore challenges to ECE program pre-licensing and start-up activities, including license-exempt ECE providers, such as FFN, and investigate how business consultants/navigators could support through technical assistance on launching and sustaining a financially sound, licensed ECE program with livable wages.</p>
<p>Summary of the update—Family, friends, and neighbors (FFN) were added to more explicitly call out the importance in supporting unlicensed providers such as FFN as start-up businesses because they play a key role in providing care for many families and children in Colorado.</p>	

Original Strategy	Recommended Update
 5.1.6 Study the effect of local regulations on the availability of infant and toddler child care, and family child care homes, including minimum wage thresholds.	 5.1.6 Study the effect of local regulations on the availability of infant and toddler child care and family child care homes. Identify regulations that might cause barriers to increase the availability of infant and toddler care.
<p>Summary of the update—Changes were made to more broadly identify conflicting regulations that might serve as barriers to implementing infant and toddler care, removing references to any specific barrier. Additional comments on this strategy were related to action steps to implement this strategy.</p>	
 6.2.4 Explore reciprocity in credentials and licensure across states (starting with Region VIII) and countries (starting with countries with the highest migration to Colorado), and provide supports for review of transcripts and other approval processes.	 6.2.4 Consider developing a framework to explore reciprocity in credentials and licensure across states (starting with Region VIII) and countries (starting with countries with the highest migration to Colorado), and provide supports for review of transcripts and other approval processes.
<p>Summary of the update—The change reflects comments to move beyond exploring reciprocity to developing a framework to support the efforts to implement this strategy. The intent of this change is to streamline a process for determining reciprocity from other jurisdictions so that the onus does not fall on Colorado to predetermine reciprocity with every other licensing jurisdiction.</p>	
 6.2.6 Enhance and align the roles of consultative support professionals. Train consultative support professionals to help providers make referral determination concerning IDEA Part C or Part B Section-619, early childhood mental health services, and other supports.	 6.1.5 Explore the development of local communities of practice to help formal (licensed) ECE providers adopt inclusive practices and connect to early childhood mental health services and other resources in their community.
<p>Summary of the update—In response to continuous quality improvement and to increase efficiency, the recommended updates recognize the efficiencies to be gained by leveraging current referral partners such as CCBs to be a resource for ECE providers. Furthermore, it is recommended that this strategy move under objective 6.1, as the outcome is more focused on quality environments than workforce development and</p>	

Original Strategy	Recommended Update
retention.	

Below we present three potential new strategies that arose from the Working Group input and the need for continuous quality improvement.

Table 3. Recommended New Strategies

New Strategy	Rationale
 <p>1.2.7 Support school district implementation of systemic coordination with community based ECE programs to improve children’s transitions to kindergarten (and early elementary school grades).</p>	<p>A strategy to explicitly support children’s transition from preschool to kindergarten (and early elementary school grades) is needed under Goal 1, as Colorado prepares to implement universal preschool and because COVID has disrupted normal learning services for preschoolers. Effective coordination between preschool settings and school districts requires transition agreements to include, at a minimum, coordination plans and policies on children’s records, parent-teacher communication, and teacher professional development.</p>
 <p>2.2.3 Increase physical activity in ECE settings.</p>	<p>Objective 2.2 is to promote strong relationships, social and emotional development, appropriate nutrition, and physical activity. Currently this objective lacks a strategy that addresses physical activity. Building in a strategy focused on physical activity will help support the objective overall.</p>
 <p>4.1.8 Develop a model of direct service, care coordination, and parenting support to connect families of children up to age three who do not meet eligibility for IDEA Part C Early Intervention to programs and services that can address children's developmental needs.</p>	<p>In 2020, the state budget deficit resulted in a reduction in state funds for the Early Intervention Colorado (EI) program (IDEA Part C). To flatten caseload and reduce future intake, the definition for EI eligibility changed in state rule. Previously, children were eligible for service if they demonstrated a 25 percent or higher delay in one or more developmental domains. The new definition requires a 33 percent or higher delay in one or more domain. To ensure children who would have previously been eligible for EI can access needed supports, the state proposed a new</p>

New Strategy	Rationale
	<p>definition, “risk factor,” meaning a 25 percent delay in two or more domains and, if sufficient appropriations are available, a 25 percent delay in one domain, or other factors determined by the department to have research that supports the potential for impact on development at a later age. Under new state rules, children eligible under the “risk factor” definition may receive services through “Early Intervention Early Start,” a program separate from early intervention services provided in accordance with IDEA Part C.</p>

Conclusion

This report presents a set of recommended updates to the Colorado Shines Brighter Strategic Plan for the Colorado Department of Human Services Office of Early Childhood Preschool Development Grant Executive Steering Committee and the Early Childhood Leadership Commission to consider for endorsement. The recommendations are the result of findings from the Landscape Analysis, ongoing needs assessment data, stakeholder feedback, and the need for continuous quality improvement. The Colorado Shines Brighter Strategic Plan will be reviewed and updated as needed annually during the renewal grant to incorporate new findings from ongoing needs assessment activities, recommendations from the program evaluation and continuous quality improvement, and ongoing stakeholder feedback with an emphasis on families and caregivers of children birth through five.

Appendix A: Synthesis of Implementation Feedback

The following synthesis represents the input gathered from the PQAC and Strategic Plan Working Group members related to implementation and coordination of the non-PDG-funded strategies. This information can be used by the ECLC and PQAC to support continued implementation of the strategies. Feedback is synthesized for the entire goal except when a specific strategy was referenced by stakeholders.

Goal 1: Align and Coordinate Systems

- 1.1.5—Understand how efforts are working toward this strategy, set benchmarks for child outcomes, and address barriers such as children moving across districts. Work with CDE to assign SASID numbers to all children, as this would correspond with the number they receive in kindergarten (or preschool depending on the district). Using the SASID would allow review of outcomes from the time the number was assigned through 12th grade.
- 1.1.6—Include full workforce (centers, homes, families, others offering care/preschool). Draw on Head Start and ECCs as resources and consider what funding is needed to assist with this work. Ensure mandatory, quarterly trainings/reflections and assessments focused on biases and cultural competencies.
- 1.2.3—Engage ECCs in this effort. Add dedicated research to mothers and babies of color so relevant assessments and scales can be created.
- 1.2.6—Engage Head Start in this work. Head Start programs are essential to supporting high-quality, comprehensive services for children from low-income families, including cross-systems, coordinated efforts in preschool, home visiting, child welfare, maternal and child health, and Medicaid connections. The system should be driven by the work to improve outcomes. Consider having shared goals across agencies and clarity around who is responsible for which components. Accountability more than coordination.

Goal 3: Maximize Family Knowledge Engagement and Support

- Local and state public health, as well as Head Start, were missing from some of the strategies. Ensure ECCs and FRCs are also engaged in this work.
- There is a need to clarify outcomes that we are trying to achieve and be able to articulate the importance of data collection to inform and advance those outcomes.
- Make sure we are hearing from families and diverse populations.
- Recognize that organizations are doing a lot of different things (especially now) to meet families' needs; we need to support and fund programs (possibly look to federal funding opportunities as well).
- Develop/adopt a set of “quality standards” related to parent engagement so that parents/families can be ensured that they have equitable experiences no matter

where they live in Colorado. These standards already exist (for example in Screening and Referral Quality Standards).

Goal 4: Meaningful and Equitable Access

- 4.1.4—The impacts of universal preschool, and specifically the state’s policies on ensuring mixed delivery for four-year-old children under this new system, will be critical to increasing infant/toddler ECE programs. Second, it is essential that the state develop a comprehensive statewide policy and fiscal plan to provide quality ECE to infants/toddlers. Third, the state should work closely with Early Head Start programs to inform our work on quality, comprehensive services, including drawing on and potentially expanding Early Head Start-Child Care Partnerships.
- 4.1.7—Engage EPIC, the Downtown Denver Partnership, and other economic development specialists to move this forward.
- 4.2.2—Engage in the universal preschool planning processes and specifically how to fill gaps beyond the 10 hours/week that Prop EE pays for. Coordinate with CDE to learn about service delivery for state-funded preschool students, to understand the elements of program quality that need to be in place.
- 4.2.3—Communicate about how we can help individuals reaching out for assistance who have unfortunately fallen on hard times.
- There needs to be a plan to coordinate more specifically around the strategies.
- Who is the champion of the strategies? Do we need more monitoring or oversight of the non-PDG-funded strategies if they are indeed priorities?
- ECCs are doing a lot of work in these areas; important to share and build on their expertise.
- Explore ways of involving graduate-level interns to help mixed-delivery systems to provide such services while students earn credit and exposure to work in the ECE field.

Goal 5: Strengthen Business Practices

- 5.1.3 —The fact that there was only one entry in the Landscape Analysis for this strategy is an indication of a potential gap in implementation.
- 5.1.6—Coordinate with the CDHS regulatory review process and with family child care home advocates and providers looking at the impacts of state and local regulations.
- Important to give meaning to words (such as mixed-delivery system) for consistency across the plan.
- Strategies are around solutions, but there may be other challenges we haven’t yet identified that could be addressed in the future.

Goal 6: Improve the Quality of Early Care and Education Environments and the Workforce

- 6.2.4—There is a lot of work happening in the space with universities, community colleges, and early childhood councils; important to align and build off existing work.
- Consider flipping the goal: Rather than creating a crosswalk to every state and country, develop a framework for people to compare their previous work experience with Colorado’s preferred proficiencies.
- Important to align with HB20-1053, which required alignment and coordination of pathways to promote recruitment and retention in the field.
- Ongoing work to understand compensation needs in the state, which will be important to consider and build on in the future.
- Draw on PD that’s already been developed in others states rather than developing all our own content. Reduce duplication so that ECE workforce is one system.
- Explore ways of ensuring quick and quality background checks that are transferable between licensed providers to remove timely and expensive barriers to getting qualified quality staff into the classrooms (see state processes such as those in Arizona for example).
- Focus on specific populations within the workforce that are typically left behind due to systemic barriers related to race and ethnicity. If this plan is prioritizing equity, language to indicate this, and equity for whom, would articulate those goals through these strategy statements.
- Require a CDE certificate for teaching in public preschools. Teachers should be called teachers, not child care workers; change language across organizations to be consistent.



Marzano Research is a woman-owned small business dedicated to working with educators and system leaders to learn, evolve, and thrive. We work with organizations of every size, background, and need—individual schools and districts, community organizations, nonprofits, state education agencies, and the federal government. With practitioner-centered, evidence-informed research, consulting, and technical assistance, we meet our clients in their unique context and work with their existing capacities to create actionable solutions for their pressing priorities. We proudly serve seven states in the central region through the [Regional Educational Laboratory \(REL\) Central](#), one of 10 RELs in the U.S. funded by the Institute of Education Sciences. As a certified benefit corporation, we believe in using business as a force for good and are committed to creating positive impact and sustainability—for the good of employees, clients/stakeholders, our community, and the environment. For more information, please visit www.MarzanoResearch.com.

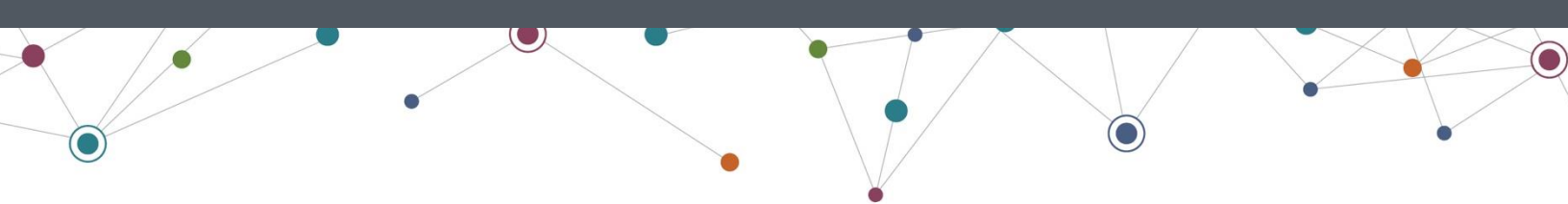
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Critical “Must Haves” in Colorado’s Universal Preschool Policy

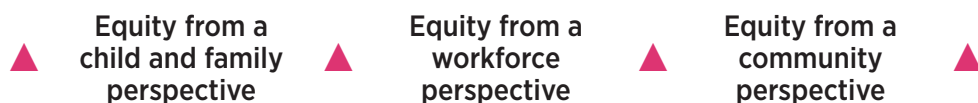
The Early Childhood Leadership Commission (ECLC) embraces the following as essential components when reviewing, considering, and recommending policies related to universal preschool.**

- ❑ **Equity drives decisions and priorities:** CO recognizes that equity does not mean equality (the same answer, size, approach in every instance), rather it allows flexibility based on the context to best meet needs.
- ❑ **Universal and targeted:** CO designs universal preschool to serve ALL children while providing for additional resources and supports for those furthest from opportunity.
- ❑ **High quality standards:** CO sets culturally responsive, comprehensive, high quality standards across all aspects of a program AND provides pathways and supports to achieve them.
- ❑ **Child and family centric services:** CO designs programs and systems based on family voice and needs, while continuously engaging families to improve child and family experience, health, and wellbeing.
- ❑ **Child and program outcomes:** CO demonstrates outcomes and impact with the necessary tracking and reporting systems to ensure accountability.
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- ❑ **Diverse workforce:** CO supports and champions a diverse workforce by prioritizing standards that promote equitable opportunities for preparation and compensation, professional development, and educational and training pathways for early childhood professionals in all settings.
- ❑ **Mixed delivery system:** CO invests in building capacity of communities, programs, and workforce to ensure licensed community-based centers, family child care homes, and school settings provide quality programming.
- ❑ **Streamlined administrative burden:** CO creates efficiencies in administrative and eligibility functions at family, program, and community levels to reinvest in services and workforce.
- ❑ **Strengthened and expanded resources:** CO creates policies and allocates funding in a way that strengthens the broader early childhood system, including birth to 3 services.

Colorado’s Early Childhood Leadership Commission - Stewards of Equity

The Early Childhood Colorado Framework is founded upon the pillars of access, quality, and equity in serving all children and families in our state. These guiding principles speak to the commitment of the early childhood community to declare unequivocally that racism has no place in our communities.

The ECLC is charged with playing a key role in identifying, evaluating, and recommending policy alternatives aligned with key preschool design and implementation questions arising from the Future of Preschool Policy Development process. The ECLC believes that Colorado’s universal preschool program will be successful when, and only when, policies and practices are in the pursuit of equity:



What is Equity-mindedness in Policy?

For many children in our state, their experience is inequitable from birth. This is evidenced by numerous indicators that show that children of color consistently face barriers that lead to lower educational attainment, poorer health outcomes, and other lifelong challenges. The importance of early care and education in challenging and breaking through these systemic inequities cannot be overstated. Three-month-old babies can visually categorize faces by race. Toddlers begin to connect racial features to a person’s behavior. Preschoolers can identify and act out against racial injustice on their own. Children’s experiences in their formative years have the power to change our world.

We express our sincere gratitude to all who have dedicated their work and lives to fighting for access, quality, and equity within communities. We stand with you and know that we have much more work to do together.

ECLC Statement on Equity, August 2020

“Equity is not ‘nice to have.’ It’s a ‘got to have.’ Unless we focus on African American and Latino students, our country will not get to where it needs to be.” -Jamie P. Merisotis, President and CEO, Lumina Foundation

An equity focus in policy recognizes the need to eliminate disparities in outcomes of children and families from underserved and underrepresented populations.

It is deliberately color-conscious and seeks to prevent or eliminate gaps for Native Americans, African American, Latinx, refugee, and other marginalized children and families.

It prioritizes institutional or program accountability rather than child or family challenges/gaps/deficits and monitors the impacts of specific groups to see when policies and practices are creating or worsening inequality.

Applying an equity-minded focus requires policymakers to consider who benefits, who loses, and how children and families in greatest need fare as a result of the policy.

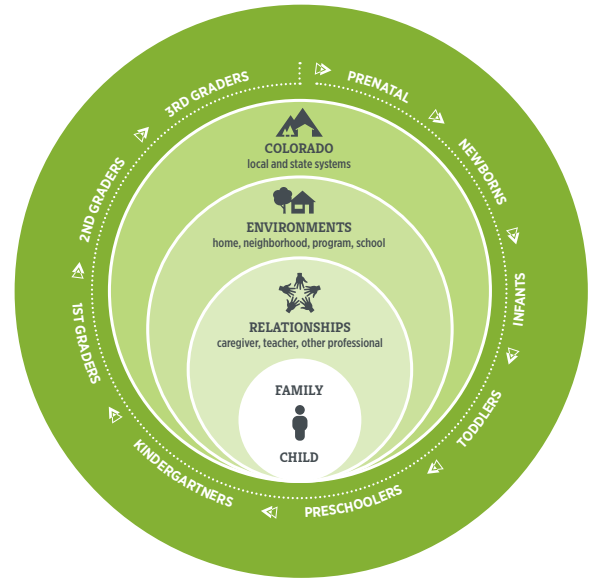
An equity-minded lens can also help identify equity “assets,” or policies that may already be in place that advance equity.

Protocol for Assessing Equity-Mindedness in State Policy, Center for Urban Education, Rossier School of Education, University of Southern California, January, 2017

Equity Considerations

The ECLC will continually consider, review, and provide policy recommendations by asking these questions:

- How is this policy prioritizing those most in need, under-resourced, or furthest from opportunity?
- To what degree have parents and community members designed, influenced, and recommended this policy?
- To what degree have local programs, early care and education providers, and school districts weighed in on this policy recommendation?
- How might this policy break down systemic racism?



Other Key Questions to Consider in the Review and Discussion of Preschool Policies

- How does this policy meet the needs of working parents (e.g. full day, full year, non-traditional hours)? How does it promote a two-generation approach with comprehensive supports for the most under-resourced? How does it support parent choice and access to quality settings (e.g. licensed community-based centers, family child care homes, and school settings)?
- How does this policy ensure cultural relevancy and responsiveness in program services and delivery? How does it promote language justice and accessibility of services in the family's home language? How does it serve preschoolers with disabilities, English language learners, and other children with unique needs?
- To what degree does this policy move all early childhood professionals in community-based centers, family child care homes, and school settings towards a liveable wage? How does it support the infrastructure necessary to support equivalent pay? How does this policy expand and align professional development and credential attainment? How does this policy support a diverse workforce?
- How does this policy support program and quality standards? To what degree does it promote mixed delivery settings in an equitable fashion? How does it support evidence-based family and community engagement? How does it ensure a commitment to a whole child and family approach, build protective factors, and strengthen child outcomes? How does it address comprehensive health—including social/emotional, physical, and oral health?
- How does this policy align authority to create an environment for efficient and effective inter- and intra-governmental cooperation, including local, state, and federal? How does the policy ensure that the broader system take responsibility to streamline funding and regulations for families, providers, and/or communities? To what degree does this policy create the needed monitoring, tracking, and accountability systems to ensure positive child and family outcomes?
- How does this policy incentivize innovation and flexibility to best meet the needs of children, families, and communities? How is this policy responsive and adaptive to lessons learned?
- How does this policy strengthen the broader, prenatal to age 8 early childhood system? To what degree might it have an unintended consequence on broader early childhood systems, including birth to 3 services?
- How does this policy interact with current and proposed preschool policies? How does it build towards a cohesive system that promotes equity?

**Applies to Universal Preschool as Stipulated by Proposition EE

Summary of Preschool Program Details in Proposition EE Initiative: Expand and enhance the Colorado Preschool Program (CPP) or any successor program in order to offer at least ten hours per week of voluntary preschool free of charge to every child in Colorado during the last year of preschool before entry to kindergarten.		
Program Design Requirements	Funding and Governance	Expansion Opportunities
<ul style="list-style-type: none"> • Allows for parent choice • School-based and community based programs must meet quality and program guidelines • Must support and strengthen the diversity of the workforce • Will help to achieve state and local mixed delivery goals • High quality programming that helps prepare children for kindergarten • Coordination with existing systems, initiatives, funding streams, and advancing alignment with K-12th grade systems to support children's transitions to school • Opportunities for evidence-based parent, family, and community engagement • Evaluation of early childhood education program effectiveness including impact of preschool on child and family outcomes 	<p>Priority funding: Through expansion of CPP or any successor program, offer at least ten hours per week of voluntary preschool free of charge to every child in CO during last year of preschool before entry to kindergarten.</p> <p>Remaining money: Programming for low income families and children at risk of entering kindergarten without being school ready.</p> <p>Uses of funding by designated department: Designated department means one or more departments that the general assembly has determined to be best qualified to administer CPP or any successor program to ensure the availability of quality, voluntary, mixed delivery preschool by appropriating money from the preschool programs cash fund to the department or departments.</p> <p>The designated department may use money appropriated from the preschool programs cash fund for the costs of a third-party entity that administers the program on behalf of the designated department.</p>	<p>To meet an expansion of the current preschool population, money may be used to ensure the availability of quality, voluntary, mixed delivery preschool by which the designated department deems appropriate including:</p> <ul style="list-style-type: none"> • Recruiting, training, and retaining early childhood education professionals; • Expanding or improving the staff, facilities, equipment, technology, and physical infrastructure of preschool programs offered by licensed provider to increase preschool access; • Parent and family outreach to facilitate timely and effective enrollment; • And other uses consistent with the universal preschool program.

Source: Cigarette, Tobacco and Nicotine Products Tax, HB20-1427, Colorado General Assembly, Pages 33-35



COLORADO

Governor Jared Polis

FY 2021-22 Budget Fact Sheet Early Childhood Care and Education

The Governor's FY 2021-22 Budget recognizes that one of the most important investments we can make for our State's future is in our children – now more than ever. The economic downturn and global health pandemic have elevated the importance of providing a safe space where all children have access to high-quality early care and education, regardless of their zip code or family's income. Although forecasted revenues have improved, the economic forecast continues to project an operating deficit. That's why this budget proposes stimulus and strategic investments to help Colorado climb out faster and better.

Colorado is strategically investing State stimulus resources to minimize the loss of child care capacity and rebuild a more resilient child care sector. The Governor's State stimulus package for FY 2020-21 includes a one-time investment of \$50M to help child care providers remain open across Colorado to enable families to return to work. This request includes:

- **\$35M for sustainability grants** for existing providers to remain open despite higher costs of child care as a result of the COVID-19 pandemic;
- **\$5M for grants to employers to retrofit** facility space to support on-site child care for their workforce; and,
- **\$10M** to provide one-time start-up funding and mentorship for new child care providers to open child care centers or family child care homes across the State, especially in child care deserts, through a new Governor's Child Care Fellows program.

Investments in the Governor's FY 2021-22 Budget include:

- **\$1.2M increase** to establish an early care and education Recruitment and Retention Grant and Scholarship Program to support the early childhood workforce.
- **\$3M increase** to support increased, liveable salaries for early childhood educators at high-quality Colorado Child Care Assistance Program (CCCAP) settings.
- **\$0.4M increase** to improve kindergarten readiness through funding the Colorado Imagination Library Program, which provides one free book per month to children from birth through age five.
- **\$2.5M increase and statutory change** to enable an Early Intervention Evaluation transfer of authority to improve program efficiency and family experience.
- **\$0.5M increase** to maintain the number of families served through the evidence-based Nurse Family Partnership programs.

The Governor's FY 2021-22 Budget also protects funding for high priority programs and services, including:

- Free Full-Day Kindergarten and the Colorado Preschool Program (CPP)
- **\$133M** for the Colorado Child Care Assistance Program (CCCAP)
- **\$42M** for Early Literacy and the READ Act
- **\$27M** for Evidence-Based Home Visiting Programs
- **\$3M** for Early Childhood Mental Health

House Bill 20B-1002

Governor Polis called a special session of the state legislature in November-December, to address the specific challenges posed by COVID-19. Child care was recognized as one of the sectors most at risk as well as one that facilitates the survival of most other sectors in the state. Out of this recognition, HB20B-1002 created two grant programs to support child care providers across the state: the first of which is being called the Child Care Relief Grant program and the second, the Emerging and Expanding Child Care Grant Program. The legislation appropriates \$45 million in General Fund to support licensed child care in sustaining and expanding their businesses. The bill was passed by the General Assembly and signed by the Governor on December 7th.

Child Care Relief Grant (CCRG) overview:

Grants must be no less than \$500 and no more than \$35,000 per provider site. The Department will distribute approximately \$35 million to providers across the state through the CCRG. The grants are not competitive; all licensed child care providers who are open and operating by February 28, 2021 are eligible.

To apply, child care providers will [update their status](#) with Child Care Licensing, complete a provider rate survey, and complete the necessary paperwork.

The last date for providers to start the application process through the [Child Care Status Portal](#) is January 15, 2021, as all payments must be made to providers by February 28, 2021 per statutory deadline.

Information about the Emerging and Expanding Child Care Grant Program will be available mid-January.

Funding for Family Resource Centers

The Family Resource Center Association (FRCA) is distributing the \$850,000 of CARES funding to the 34 family resource centers around the state to support families in need. The OEC is reimbursing FRCA weekly to ensure the rapid distribution of funding.

Free COVID-19 Testing for Child Care Providers

Free weekly testing is available across Colorado to child care providers, no referral or insurance required.

[More information from CDPHE is available here.](#)

[A communication](#) was sent to child care providers and the OEC's early childhood stakeholder list altering them to this opportunity.

Review of Child Care Center and Family Child Care Home Rules

The Child Care Licensing team is currently completing a comprehensive review and analysis of the child care center and family child care home rules.

- This review will incorporate recommendations from work completed through SB63, PDG, and SB 104.
- We will identify rules that pose potential barriers to operating child care and analyze how to address those barriers.
- It will seek to organize the rules in a more customer-friendly format.
- It will add a mobile preschool license type.
- We are currently working with a small workgroup on the draft that will be presented to a large stakeholder group starting in late January. Once the Large stakeholder groups make recommendations, and a draft is finalized, it will be moved into the State Board of Human Services rulemaking process.
- We hope to have new rules in place by late fall.



COLORADO

Department of Health Care
Policy & Financing

1570 Grant Street
Denver, CO 80203

2021 HCPF Legislative Agenda Overview

Updated 12/10/20

Telemedicine Policy Refinements

During the pandemic, telemedicine has grown as a delivery mode valued by members, providers, employers and payers. The Department is committed to developing comprehensive telemedicine policy with the goals of improving access to high-quality services, promoting health equity, and shepherding taxpayer resources.

With this proposal, the Department seeks to remove the provision that allows telemedicine without any previous or follow-up in-person contact. This change will give the Department the flexibility needed to adapt to the new normal, and regulate the various types of providers currently using telemedicine to deliver services in Colorado.

Case Management Redesign

This proposal will help the Department build a high-performing conflict-free case management system to serve all populations. The proposal has two goals: (1) eliminating the requirement of a third-party broker to assist individuals in choosing a case management agency and (2) removing language currently in statute to allow more flexibility for the Department to work with stakeholders to implement a plan to create a high performing case management system by July 1, 2024.

This bill will streamline operations, maintain federal compliance, increase administrative efficiencies and build a case management system that is rooted in quality and accountability.

Skilled Nursing Facilities: Establishing a Demonstration of Need and Technical Changes

Demonstration of Need: A Demonstration of Need policy permits the Department to only authorize expansion of skilled nursing Medicaid providers when localities can sustain expansion. The initiative would include a set of clear and predetermined criteria the Department would use to approve or deny nursing facilities that seek to serve Medicaid members. The criteria would be based on an analysis of demographics at the county level and the needs of the surrounding community. The policy will ensure stability, access to care and quality of care remain consistent for one of our most vulnerable populations.

Technical changes: The Department seeks to make small adjustments to the skilled nursing facility statutes. The changes will neutralize language because of recent terminology changes and anticipated federal changes. Additionally, the Department requests to create an exemption from the rate methodology for facilities with fewer than six Medicaid beds to accommodate long-term care members who outlive their financial resources.



The nursing facility population is growing, and the state will need to expand the availability of long-term care for older adults at skilled nursing facilities in order to meet the needs of this population. This proposal would create a system to ensure stable growth with this demographic shift.

Add Remote Supports to Home and Community-Based Services (HCBS) Programs

The Department seeks to add a remote supports benefit to five of the Department's Home and Community-Based Services (HCBS) waivers. The bill will make changes in statute to allow for remote supports in the HCBS Elderly Blind and Disabled (EBD) waiver. While the remote supports benefit will be added to five HCBS waivers, only the EBD statute requires this change due to the current limiting nature of the electronic monitoring service.

Remote Supports is an emerging service model that combines technology and direct care to support people with disabilities. When hands-on care is not required, Remote Supports makes it possible for direct care staff to provide supervision, prompting, or instruction from a remote location, reducing the need for residential or in-person services. A remote support option will help address workforce shortages by increasing provider efficiency, improve access to care in rural areas and help members stay safely in their homes and communities.

Expand Canadian Prescription Drug Importation Program

This proposal authorizes the Department to expand the current drug importation program to include countries in addition to Canada if federal policy allowed such an expansion. Currently, federal statute permits drug importation from Canada. If federal policy changes to allow for importation from other countries, Colorado would be able to move forward quickly to expand saving opportunities for consumers.

This proposal ensures federal and state consumer safety standards are met. All imported drugs would have to be FDA-approved; sample tested for quality, authenticity, and degradation; tracked and traced according to federal supply chain law; and relabeled to meet U.S. labeling requirements.

For more information contact

Jo Donlin, Legislative Liaison, Jo.Donlin@state.co.us
Jill Mullen, Senior Legislative Analyst, Jill.Mullen@state.co.us



ECLC

Early Childhood Leadership Commission

December 17, 2020

9:30am-12:30pm



Google Hangouts:

Link: meet.google.com/kpq-yxqm-jep

Or by phone: 803-615-0018 PIN: 817 769 585#



Welcome & Introductions

Business Meeting

- Welcome & Introductions
- Meeting Objectives:
 - Approve Meeting Minutes from October 22, 2020 Meeting
 - Discuss the *Universal Preschool Policy Discussion Guide* and Identify Next Steps
 - Consider Revisions to Colorado Shines Brighter Strategic Plan
 - Learn about State Agency Updates and Legislative Priorities
 - Discuss Impacts of COVID-19 Pandemic Across Sectors
 - Hear from the Early Childhood Community during Public Comment

Business Meeting

- ACTION: Rocky Mountain Early Childhood Council
- Waiver Extension Request #20-01 (Kristina Heyl)
- ACTION: Consider Revisions to Home Visiting Investment Strategy Working Group Charge (Ida Rhodes)
- ACTION: Consider Revisions to Colorado Shines Brighter Strategic Plan (Carrie Germeroth and Mike Siebersma, Marzano Research)



Rocky Mountain Early Childhood Council -
Waiver Extension Request #20-01

RMECC - Waiver Extension Request #20-01

- RMECC #19-01 Waiver Granted: June 2019
- Purpose: Provisional-ECT Program
- Outcomes: 8 Enrolled, 7 Completed
- Extension Request: 18 Months
- Process:
 - Application Submitted
 - CDHS Statement
 - Discussion with Waiver Review Subcommittee
- Recommendation: Extend the Waiver for 18 Months (#20-01)



**Consider Revisions to Home Visiting
Investment Strategy Working Group Charge
Ida Rhodes**

Home Visiting Investment Strategy Charge



Home Visiting Investment Task Force

The Home Visiting Investment Task Force will develop a strategy to scale a continuum of home visiting services in Colorado and guide the release of the future funding solicitations from the Office of Early Childhood, including Federal MIECHV funding. The strategy will support planning for state budget requests, the solicitation of new federal funding opportunities, and alignment with philanthropic funding for home visiting. [The Home Visiting Investment Task Force is defining the scope of home visiting to include any voluntary program touchpoint with parents/caregivers that have children up to age 6 across a continuum of intensity \(one visit up to meeting for several years\) for the purpose of ensuring child and family well-being.](#)

ECLC Areas of Opportunity:

After engaging with stakeholders to understand the history and progress of early childhood in Colorado as well as the wide array of policy strategies and opportunities that exist to ensure the state continues to move forward, the Commission has identified three Areas of Opportunity that are most critical to continue the advancement of work in early childhood across the state.

- Area 3: Support improved family health and economic security through a Two-Generation approach.

Goals of Home Visiting Investment Strategy Task Force

- The task force will review the MIECHV (Maternal, Infant, and Early Childhood Home Visiting) home visiting needs assessment, created by CDPHE, and discuss gaps to identify priority populations and underserved geographic locations around the state.
- The task force will determine [promising and](#) evidence-based home visiting programs that support priority populations in the underserved geographic locations.
- The task force will explore the continuum of home visiting in Colorado and determine how to [sustain/expand support existing models and](#) [implement fold in](#) new home visiting programs to address gaps.
- The task force will explore funding best practices and investment strategies in other states.
- The task force will explore strategies to align and maximize current home visiting funding streams.
- [The task force strongly values family voices and will ensure that family perspective is included throughout the process.](#)

- The final deliverable will be a report to ECLC with recommendations from the task force on sustaining and expanding the Colorado Home Visiting Continuum as well as a long-term investment strategy to ensure that communities throughout the state will have access to the continuum of services through the alignment of multiple funding streams.

Membership Sectors:

- Colorado Department of Human Services, Office of Early Childhood
- Colorado Department of Public Health and Environment
- Colorado Department of Education
- Parent Possible (state intermediary for HIPPI and PAT)
- Invest in Kids (state intermediary for Nurse-Family Partnership and Child First)
- Kempe Center (state intermediary for SafeCare)
- ABCD (state intermediary for HealthySteps)
- Early Intervention
- Head Start and Early Head Start
- Early Childhood Funders
- County human services departments
- County public health departments
- [Health Care, Health Care Pediatricians and Community Health Clinics](#)
- Local community providers including family resource centers and early childhood councils
- Research and evaluation partners
- Families who participate in home visiting
- Department of Health Care Policy and Financing
- Policy Makers
- Advocacy organizations

Meetings:

- [All meetings will be supported through an independent facilitator and have remote participation options. The Task Force will meet semi-monthly from November 2020 through April 2021.](#)

Home Visiting Investment Strategy Task Force Next Steps

- Recruit Co-Chairs
- Hire Facilitators
- Identify membership
- Host a kickoff meeting
- Routine progress updates to the Program Quality & Alignment Subcommittee and the Early Childhood Leadership Commission

Duration:

The Subcommittee membership was designated in June 2020, for one year, until June 2021.



Consider Revisions to Colorado Shines Brighter Strategic Plan

Carrie Germeroth & Mike Siebersma, Marzano Research





December 17, 2020

Colorado Shines Brighter Strategic Plan Update

Early Childhood Leadership
Commission

Mike Siebersma and Carrie Germeroth

“This project was made possible by grant number 90TP0054. Its contents are solely the responsibility of the authors and do not necessarily represent the official view of the United States Department of Health and Human Services, Administration for Children and Families.”

Key 2020 CSB Strategic Plan update activities

Conduct

Conduct a landscape analysis

Engage

Engage a diverse group of stakeholders to inform the recommendations

Facilitate

Facilitate strategic plan working group meetings

Prepare

Prepare a report of any recommended updates to the strategic plan

Activity 1. Landscape Analysis



Inventory organizations that are moving the Strategic Plan forward.

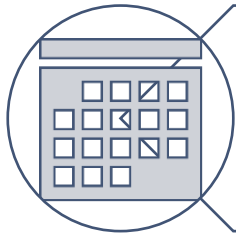


Classification of those organizations by relevant characteristics (ages served, location, strategy addressed)

Geographic Regions Represented in the Landscape Analysis



63 different organizations represented



Information was collected via survey for one month during September and October of 2020.

Primary Geographic Region Served	Number of activities
Statewide	123
Denver	37
Weld	33
Adams	29
Fremont	29
Chaffee	27
La Plata	25
Larimer	21
Boulder	15
Grand	12
Eagle	11
Pueblo	11
>10 each (Arapahoe, Mesa, Morgan, Summit, Alamosa, Aurora, El Paso, Arapahoe, Douglas)	41

Activity 2. Stakeholder engagement

Early Childhood
Leadership
Commission

Strategic Plan
Working Group

Program, Quality,
and Alignment
Committee

Families/Caregivers

B-5 system partners

Activity 3. CSB SP Working Group

- Purpose: Identify and monitor activities that support strategies in the Colorado Shines Brighter Strategic Plan that are **not funded through the Preschool Development Grant**
- Recommend changes to update the Strategic Plan based on
 - current early childhood environment,
 - new findings from ongoing needs assessment activities,
 - recommendations from the program evaluation and continuous quality improvement,
 - and ongoing stakeholder feedback with an emphasis on families and caregivers of children birth through five.

Working Group Member Representation

Sector
B-3/Infants and Toddlers
Business Supports
CDE P-3 Office
CDE P-3 Office
CDHS Office of Early Childhood
Early Childhood Councils
Early Intervention
ECLC
English Language Learners/Refugee or Populations
Family Providers
Funders/Philanthropic Partners
Governor's Office
Head Start
Home Visitation
Homeless and Migrant Supports
Licensed Child Care
Mental Health
Parents/Caregivers
Parents/Caregivers
Physical Health and Wellness
Public Preschool
Special Education
Workforce Development

Activity 4. Final report with recommended updates to the CSB SP

- Recommended updates to the strategies were informed by
 - 1) data from the Landscape Analysis,
 - 2) ongoing needs assessment activities,
 - 3) current early childhood environment, and
 - 4) a response to continuous quality improvement.

4 PDG funded and 16 non-PDG funded strategies are recommended for update.

36 strategies remain unchanged in the Strategic Plan.

3 new strategies are recommended for inclusion.

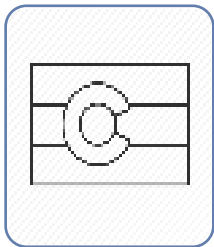
Recommended new strategies



1.2.7 Support school district implementation of systemic coordination with community based ECE programs to improve children's transitions to kindergarten (and early elementary school grades).



2.2.3 Increase physical activity in ECE settings.



4.1.8 Develop a model of direct service, care coordination, and parenting support to connect families of children up to age three who do not meet eligibility for IDEA Part C Early Intervention to programs and services that can address children's developmental needs.

Endorsement of Updates



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RESEARCH

Thank You

Please visit our website and follow us on twitter for more information about our research and access to our many free resources.

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Universal Preschool Policy Engagement - Continued Discussion/Action Steps

Universal Preschool Policy Engagement - Continued Discussion/Action Steps




Universal Preschool Policy Discussion Guide

Critical “Must Haves” in Colorado’s Universal Preschool Policy

The Early Childhood Leadership Commission (ECLC) embraces the following as essential components when reviewing, considering, and recommending policies related to universal preschool.**

- Equity drives decisions and priorities:** CO recognizes that equity does not mean equality (the same answer, size, approach in every instance), rather it allows flexibility based on the context to best meet needs.
- Universal and targeted:** CO designs universal preschool to serve ALL children while providing for additional resources and supports for those furthest from opportunity.
- High quality standards:** CO sets culturally responsive, comprehensive, high quality standards across all aspects of a program AND provides pathways and supports to achieve them.
- Child and family centric services:** CO designs programs and systems based on family voice and needs, while continuously engaging families to improve child and family experience, health, and wellbeing.
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- Streamlined administrative burden:** CO creates efficiencies in administrative and eligibility functions at family, program, and community levels to reinvest in services and workforce.
- Strengthened and expanded resources:** CO creates policies and allocates funding in a way that strengthens the



Equity, Diversity and Inclusion - Continued Discussion/Action Steps

Equity, Diversity and Inclusion - Continued Discussion/Action Steps

- PDIS Course: Recognizing the Impact of Bias on Early Childhood Professionals - Jen McDonald, Office of Early Childhood
- Go to: <https://ecpd.costartstrong.org/>



Governor's Office Updates

Scott Groginsky

Governor's Office Updates (Scott Groginsky)

- **ACTION:** Consider endorsement of Early Childhood-Related Budget Requests



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.



Break



State Agency Updates + Legislative Priorities

State Agency Updates + Legislative Priorities

- Colorado Department of Public Health & Environment (Tracy Miller)
- Colorado Department of Higher Education (Angie Paccione)
- Colorado Department of Health Care Policy & Financing (Tom Massey)
- Colorado Department of Education (Melissa Colzman)
- *Colorado Department of Human Services (Anne-Marie Braga) - Pending JBC Hearing*
 - *Office of Early Childhood (Mary Alice Cohen) - Pending JBC Hearing*



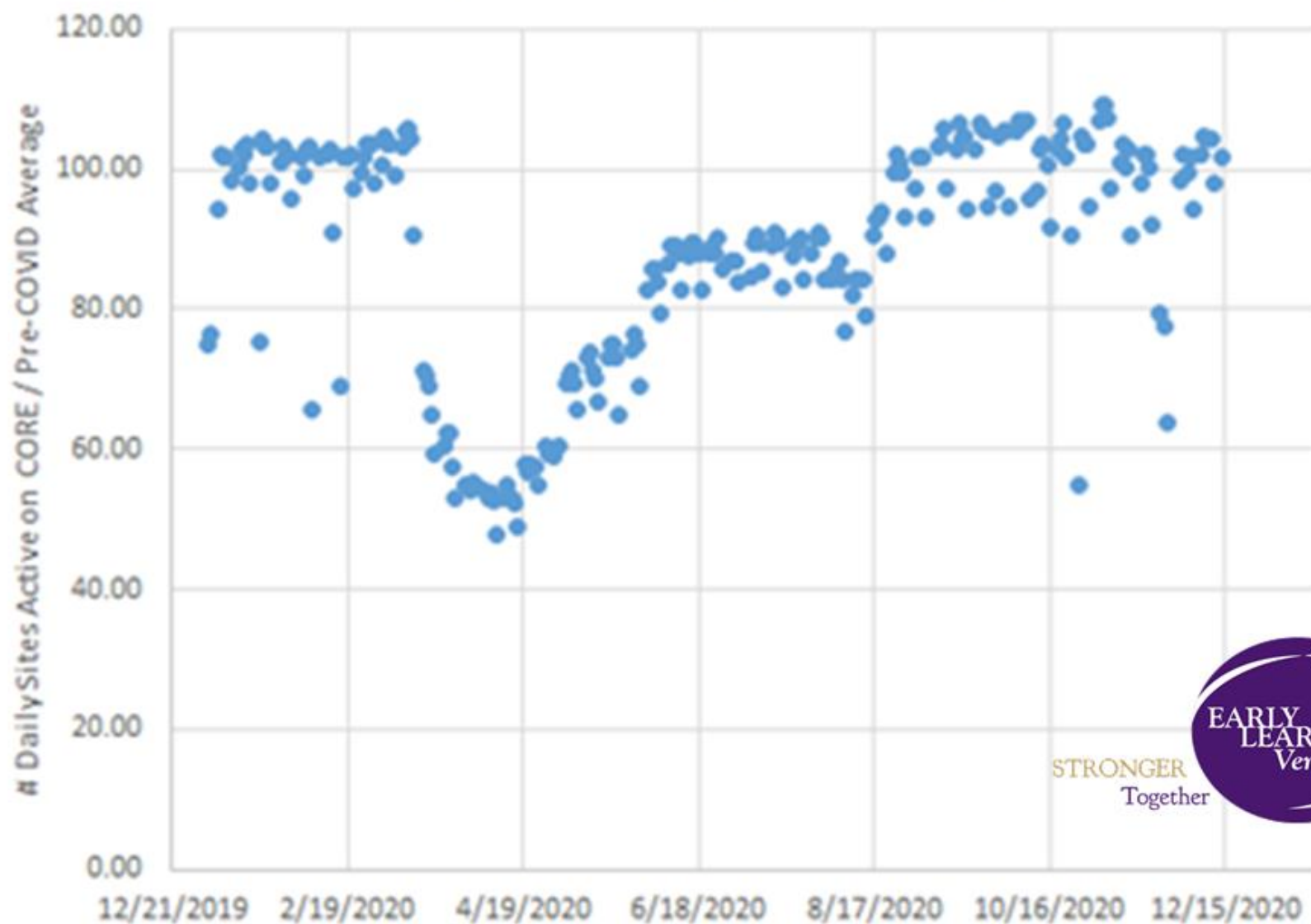
**ECLC Panel: Impact of COVID-19 Pandemic
Across Sectors**



How the the COVID-19 Pandemic Impacted Your Work in Serving Children and Families?

- School Districts: **George Welsh**
- Parent/Kindergarten Teacher: **Jai Scott**
- Supporting Early Childhood Providers: **Sue Renner**
- Family Resource Centers: **Ida Rhodes**
- Local Public Health Agencies: **Jeff Kuhr**

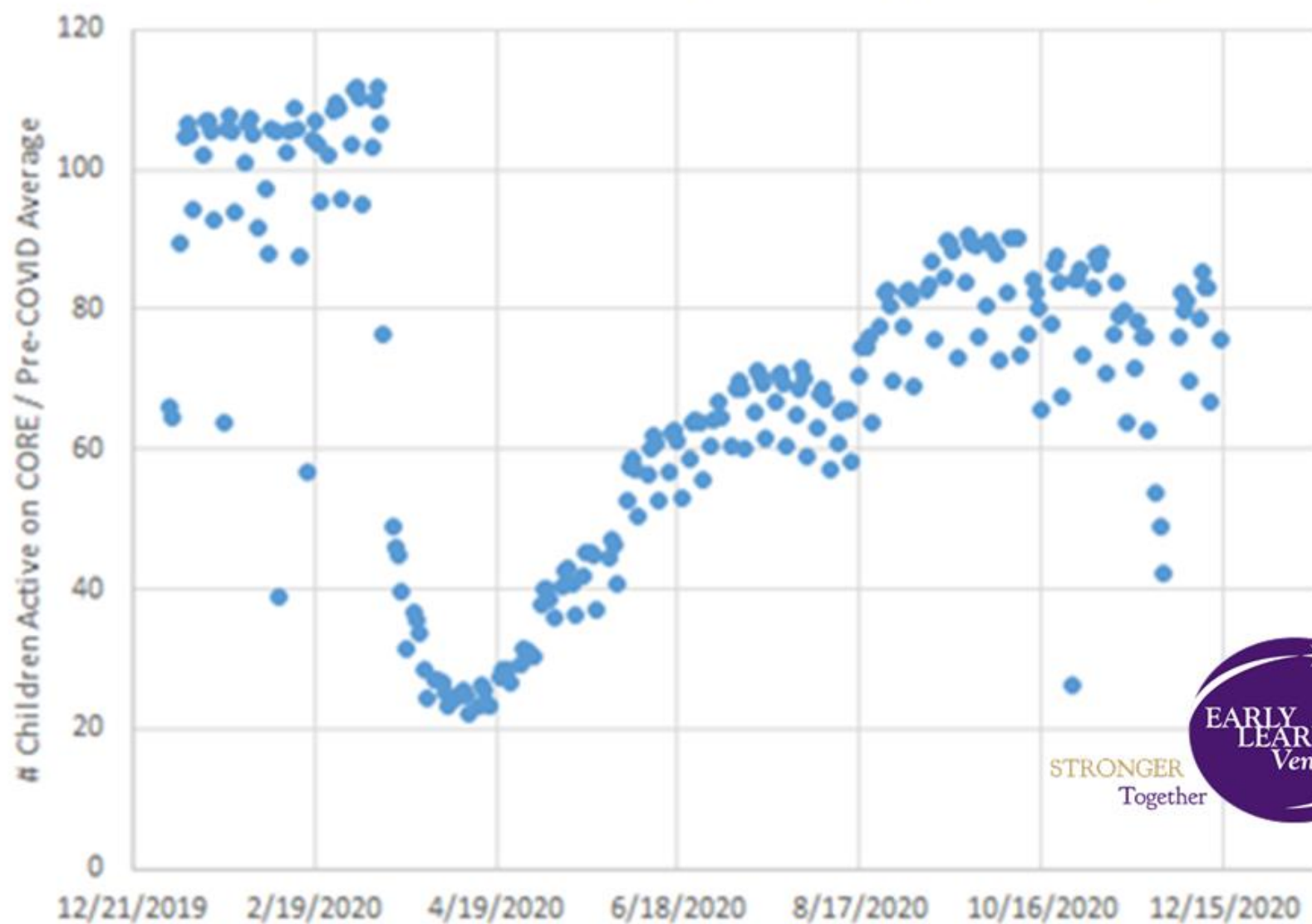
Sites Open by Date, 1/1/20 - 12/14/20



STRONGER
Together



Child Attendance in CORE by Date, 1/1/20 - 12/14/20



STRONGER
Together



How the the COVID-19 Pandemic Impacted Your Work in Serving Children and Families?

- School Districts: **George Welsh**
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Co-Chairs' Final Thoughts and Adjourn

ECLC

Early Childhood Leadership Commission

Next Meeting:

Next Meeting: February 25th, 2021

From 9:30 am- 12:30 pm



By Webinar Only