



Thursday, August 25, 2022

9:30 am - 12:30 pm

Google Hangouts: [meet.google.com/pxu-hgmp-ywh](https://meet.google.com/pxu-hgmp-ywh)

Or by phone: 219-316-1174, PIN: 640 790 557#

Meeting Materials:

[www.earlychildhoodcolorado.org/eclc-meeting-information](http://www.earlychildhoodcolorado.org/eclc-meeting-information)

## AGENDA

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### Meeting Objectives:

- Approve the June 23, 2022 Meeting Minutes
- Hear Updates on the Department of Early Childhood Transition
- Discuss Recommendations on Evaluation Components for Colorado's future Universal Preschool Program based on a systematic review of literature
- Review the Home Visiting Investment Task Force Progress Report and Learn about Future Priorities
- Provide Feedback on Future Grant Opportunities
- Learn about the Oral Health Equity Roadmap and Identify Opportunities to Promote and Support the Recommendations
- Hear comments from the Early Childhood Community

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9:30-9:35am	Welcome, Introductions and Approve Minutes (Susan Steele) <ul style="list-style-type: none"><li>• ACTION: Approve the June 23, 2022 Meeting Minutes</li></ul>
9:35-9:55am	News from the Colorado Department of Early Childhood (Lisa Roy, CDEC Executive Director, and Michael Cooke, Transition Director)
9:55-10:45am	Universal Preschool Evaluation Strategies (Dr. Alissa Rausch, University of Denver PELE Center)
10:45-10:55am	Public Comment (Susan Steele)
10:55-11:05am	Break
11:05-11:30am	<a href="#">The Root of the Problem: A Roadmap for Early Childhood Oral Health Equity</a> (Adeeb Khan, Delta Dental and Tanya Weinberg, Early Milestones Colorado)

- 11:30-12:05pm**      **Preschool Development Grant Updates**
- New Preschool Development Grant Application Opportunity + Brainstorm (Lindsey Dorneman, CDEC)
  - Child Care Business Guides (Kristen Lang, CDEC)
    - [Business Guide for Family Child Care Homes \(en español\)](#)
    - [Business Guide for Child Care Centers \(en español\)](#)
    - Collaboration and Coordination (C2) Planning Mini-Grants [Application Packet](#)
- 12:05-12:25pm**      **Home Visiting Investment Task Force - Progress Report and Updates (Kendra Dunn, CDEC and Ida Rhodes, Catholic Charities of Southern Colorado)**
- [Home Visiting Investment Plan Progress Report - August 2022](#)
  - [Colorado Home Visiting Program Overview](#)
- 12:25-12:30pm**      **Co-Chairs' Next Steps, Final Thoughts and Adjourn (Tom Massey)**
- ECLC Monthly Town Hall: September 13, 2022 ~ 5:30pm

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#### **ECLC 2022 Meeting Schedule**

- February 24, 2022
- April 28, 2022
- June 23, 2022
- August 25, 2022
- October 27, 2022
- December 15, 2022

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

**The next ECLC Meeting will be held on October 27, 2022 from 9:30am to 12:30pm.**

**For information about future meeting dates, times and locations, visit [www.earlychildhoodcolorado.org](http://www.earlychildhoodcolorado.org).**



## Early Childhood Leadership Commission June 23, 2022 ~ 9:30am - 12:30pm

### MINUTES

#### Meeting Objectives:

- Approve the April 28, 2022 Meeting Minutes
- Meet Dr. Lisa Roy and Hear Updates on the Department of Early Childhood Transition
- Learn about Early Childhood Workforce Opportunities and Provide Feedback and Guidance on Next Steps for Supporting Colorado's Workforce
- Provide Feedback on the Past Roles and Future Opportunities for the Early Childhood Leadership Commission
- Discuss Updating the Early Childhood Colorado Framework
- Welcome New Member and Share Appreciations for Departing ECLC Members
- Hear comments from the Early Childhood Community

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**Attendees:** Susan Steele, Floyd Cobb, Happy Haynes, Heather Craiglow, Ida Rhodes, Jeanne McQueeney, Leslie Nichols, Lisa Roy, Lucinda Burns, Tom Massey, Angie Paccione, Jasmin Ramirez, Sue Renner, Pamela Harris, Kristina Heyl

#### Welcome Introductions & Approve Minutes

Tom Massey called the meeting to order at 9:33am and asked for a motion to approve the April 28, 2022 meeting minutes. Jeanne McQueeney motioned to approve the minutes as drafted, Ida Rhodes seconded the motion, and the minutes were approved unanimously.

#### Review Rocky Mountain Early Childhood Council Waiver Closeout

Tom reminded the group of the ECLC's authority to waive rules that may prohibit Early Childhood Councils from achieving goals within their catchment areas. Since 2019, the Rocky Mountain Early Childhood Council has had the Provisional Early Childhood Teacher waiver in place allowing individuals to serve as an early childhood teacher ahead of meeting all early childhood teacher requirements as long as they had additional coaching, observation, and oversight. The waiver is now being closed. Members of the Council provided a [summary of the waiver closeout](#). The first 18 months of the waiver were beneficial, with six participants completing their early childhood teacher qualifications while teaching under the waiver. However, during the COVID 19 pandemic, no additional teachers accessed the program. With the recent changes in licensing and requirements for early childhood teacher qualifications, the Council is choosing not to renew the waiver at this time. The group discussed the recent PDIS and early childhood teacher qualification requirement changes.

#### Welcome Floyd Cobb, Colorado Department of Education

Tom welcomed Dr. Floyd Cobb as a new ECLC member. Floyd is the new Associate Commissioner for Student Learning in the Department of Education (CDE). He has been with CDE for five years and was previously the Executive Director at Teaching Learning.

#### Welcome Dr. Lisa Roy, Executive Director of the Colorado Department of Early Childhood

Tom welcomed Dr. Lisa Roy, the new Executive Director of the Colorado Department of Early Childhood (CDEC). Dr. Roy came to Colorado in 1981, has held several roles in philanthropy, and ran Denver Public School's early childhood department. She also spent over two years in Omaha, NE as the Director of Program Development for the Buffett Early Childhood Institute. She has been in her current position with CDEC for a little over one month and has been meeting with communities and preparing for the launch of the Department of Early Childhood and universal preschool. Dr. Roy shared that the new organization of CDEC will reduce silos, and that she has several key members of her leadership team in place. Several positions are also currently posted. She thanked the ECLC for leading the application process for the Rules Advisory Council. She also shared that the Local Coordinating Organization (LCO) application deadline has been

extended. The Department hopes to appoint LCOs by the end of July. In addition, the RFP for the vendor who will build the universal preschool application has closed, and they plan to select a vendor by the end of July. The application will be ready to launch in early January 2023. Dr. Roy thanked everyone for their support and hard work. Tom shared that Dr. Roy will also join the Commission as the designee for the new department.

### **Early Childhood Workforce Updates and Opportunities**

Susan reminded the group how critical it has become, especially with the passage of [HB22-1295](#) and in preparation for universal preschool, to recruit and support a strong early childhood workforce. Stephenie Hickman and Angela Ben-Zekry with the Office of Early Childhood (OEC), and Sondra Ranum with the Department of Higher Education, shared some updates around strategies to build and improve the workforce.

Angela shared that in 2019, the ECLC made the decision to elevate the Early Childhood Professional Development Advisory Working Group to the Early Childhood Workforce Development Subcommittee (ECWD). The Subcommittee's input is used to advise the OEC's workforce planning, which has recently been driven by stimulus funding. In just the last few years, the OEC's focus on supporting the early childhood workforce has grown substantially.

Angela discussed OEC stimulus supports for the early childhood education workforce including CDA scholarships, stipends and navigation support; free ECE 101 and ECE 103 college courses; higher education scholarships, loan forgiveness and counseling; federally-registered apprenticeships; T.E.A.C.H. scholarships; professional development and peer mentorship programs; and the establishment of a substitute fund to support early childhood teacher substitute placement.

Angela also shared some Professional Development Information System (PDIS) updates including new courses, courses available in additional languages, PDIS Workforce Dashboard modernization, and a PDIS Help Desk.

Next, Angela discussed a renewed focus on workforce compensation. Sustainability grants focused on recruitment and retention have allowed providers the opportunity to give hiring bonuses or retention bonuses, add or sustain benefits, invest in wellness opportunities for their employees, provide opportunities to celebrate their employees, and more. The OEC has been collecting data on how these grants are being used and how they are impacting benefits, wages, employee recruitment, and retention. The data will help the OEC understand how they can support workforce wages and benefits moving forward. They are also designing a CCCAP Salary Increase Project over the next several fiscal years. The small pilot will help to support the workforce in wage increases towards a livable wage. The presentation contains a table with links to access all of the information she shared on workforce support.

Angela also discussed [SB22-213](#), which was passed late in this year's legislative session. The legislation provides capital funding associated with the existing Emerging and Expanding Child Care Grant Program and the Employer-Based Child Care Grant Program. The bill also provides funding for recruitment and retention scholarships and grants, Family Friend and Neighbor support programs, and home visiting programs.

Angela asked several representatives from higher education institutions with apprenticeship programs around the state to describe their programs for the group.

Julia Brink with Red Rocks Community College Child Care Innovations shared about their apprenticeship program. Child Care Innovations was established in 2000 to support individuals working to become Director Qualified. Since 2000, over 225 apprentices have completed the program. As the needs of the early childhood community have changed, their focus has shifted to supporting pathways for early childhood teachers. They have a pre-apprenticeship program to allow people the opportunity to decide if the early childhood field is a good fit for them before beginning the registered apprenticeship program. They also

provide mentor teacher coursework. The program focuses on developing not only skills to care for and teach children but also professional skills such as resume building, computer literacy, and more. They ensure their program is aligned with early childhood teacher competencies in Colorado. They also provide wrap around supports for apprentices, as well as supports for mentors and employer sponsors. The program requires 306 hours of education and 4000 hours of experience. Apprentices receive biannual wage increases. They are currently recruiting up to 100 apprentices statewide.

Lissanna Follari with the UCCS College of Education shared that this fall the school will begin a program to support individuals who have already completed 2 years of coursework to finish completing their Bachelor of Arts in Inclusive Early Childhood. They are looking to support 15-20 apprentices by providing student support, coaching, and exam preparation. They would like to recruit participants from Pueblo and El Paso counties as well as the Ignacio area. They are hoping for strong partnerships with Pueblo Community College, Pikes Peak Community College, as well as child care centers around the area.

Vail Shoultz-McCole with Colorado Mesa University discussed the school's focus on providing apprenticeship opportunities for high school students and adults. They hope to recruit up to 25 participants over the next year. Their program provides a pre-apprenticeship program at the Career Center which accepts high school students as early as their freshmen year who can complete coursework at a slower pace and then continue on to Western Colorado Community College. They look to strong mentor teachers to help students stay in the field, and they partner with the local workforce to find additional supports and funding. They are focused on the western slope counties, mainly Mesa and Montrose counties initially. The apprenticeship program includes high school Juniors and Seniors because students must be 16 to work in a child care facility. In their first year, students can earn an Assistant Teacher Certificate, and in the second year they can earn their Teacher Certificate. This would put them only two classes away from earning a Director Certificate. The focus is on building strong leaders for the future. Once they have the required experience hours, they can earn their CDA. The program is partnering with school districts, Colorado Preschool Program, Head Start, private facilities, family child care homes, as well as several wrap around service providers.

Next, Stephenie Hickman discussed the planning for the new Early Childhood Workforce Plan. The development of the new Workforce Plan includes refreshing the 2020 Plan to provide a foundation for creation of the CDEC Workforce Plan as required by HB22-1295, building a strategic plan for the implementation of universal preschool, and incorporating recommendations from a Compensation Taskforce. The Early Childhood Workforce Development Subcommittee will help inform planning for the creation of the new Workforce Plan. The Preschool Development Grant funded a consultative role project which brought together early childhood consultants from across the field to discuss workforce strategies. Their work will also be incorporated into the Workforce Plan.

Sondra Ranum explained that after the ECLC approved the universal preschool recommendations, an interagency group began some strategic planning for the universal preschool (UPK) workforce with the goal of identifying strategies for interagency work to support the workforce and develop tactics to implement the recommendations. Planning includes not only the number of teachers needed for UPK, but also what supports and preparation they will need to be effective in the classroom. The group has been mindful of not only early childhood teachers, but also thoughtful about implications for the entire early childhood workforce as well. This workgroup continues to meet and gather feedback from the ECWD Subcommittee of the ECLC. Recommendations from the workgroup will be incorporated into the larger Workforce Plan.

The Compensation Taskforce grew out of the UPK workforce planning workgroup. This planning is more comprehensive and broader than only universal preschool. In order to recruit and retain a diverse early childhood workforce, a thorough assessment of the existing early childhood workforce compensation and benefits and a recommended plan is necessary. They will solicit a vendor to perform an extensive process for stakeholder engagement and conduct research. The Taskforce will meet regularly with the ECLC and ECWD Subcommittee co-chairs to ensure their goals are being met.

Kristina welcomed Meg Franko to facilitate the collection of feedback from Commissioners about what the planning process for the Workforce Plan should look like. The group discussed which stakeholders should be engaged and what previous planning processes have worked or not worked. Commissioners suggested involving members of private business and the labor sector who are familiar with the need to recognize revenue as part of the conversation around compensation, and the need to collaborate beyond early childhood recognizing there is competition in recruiting quality employees as so many industries are facing workforce shortages. They also discussed leveraging discussions that are already ongoing in communities to inform this planning process, using existing partners in communities around the state to help coordinate stakeholder engagement, and the need for an entity to provide structure and accountability to the process.

### **Public Comment**

There was no public comment.

### **Planning for the Future: Discussion on Past and Future Role of ECLC**

Susan explained that over the last few years, the ECLC has had several opportunities to lean into its responsibilities as the state's federally mandated early childhood advisory council, especially with the recommendations for universal preschool and the new Department of Early Childhood. With new commissioners coming on board and new opportunities ahead, the Commission is planning a retreat to consider how the ECLC will continue to operate; continue to help advance alignment and high-quality, effective services; and continue to encourage collaboration across the state. Prior to the retreat, it is important for the Commissioners to reflect on the ECLC's success, challenges, and future opportunities. Susan asked the group to provide their thoughts on the following questions:

- What has gone well over the past year that we should continue?
- What was important about the role the ECLC played over the past year or two? What role or function made the biggest difference?
- What ideas do you have that could make our time and work together more productive? What might we do differently?

For the first question regarding what has gone well, the group discussed the launch of the Home Visiting Task Force; the ECLC's role leading the recommendations and planning for the new Department of Early Childhood; the strong attendance and participation of subcommittees and working groups; the expansion of stakeholder engagement and the Commission's reach across the state; creating effective space for people from different geographic regions of the state and all facets of the early childhood sector through successful virtual meetings; well organized meetings with materials available on the ECLC website; and the ECLC's commitment to always moving the work forward and planning for next steps.

For the second question about the ECLC's roles that made the biggest difference, the group discussed how the Commission has provided a common "North Star" for elevating the field of early childhood, led the development of the transition plans for CDEC and UPK, recommended members for the new department's Rules Advisory Committee, and hosted town halls to provide updates to stakeholders

For the third question on what to do differently, members suggested ensuring the Commission continues to listen to and incorporate feedback across the entire state; continues to value, prioritize, and emphasize equity; remains a panel of experts who can endorse important bodies of early childhood work; and continues to create a mechanism for touchpoints throughout the system.

Susan asked how the Commission can be the most effective as an advisory body to the new department and Dr. Roy. The ECLC is charged by statute to work in partnership with CDEC to develop the new Workforce Plan; to continue to consider waivers for Early Childhood Councils; and to ensure, beyond just the Department of Early Childhood but also across agencies, coordination and alignment throughout the early childhood sector and the advancement of the *Early Childhood Colorado Framework*. Commissioners are also called to be stewards of quality and effectiveness and to act as champions for the field. The group discussed

the opportunity for the ECLC to revisit its role in overseeing and advocating for the work established by SB19-063 supporting infant toddler care and family child care homes, as well as other future legislation. There was also discussion about the importance of the ECLC being intentional about taking votes on items, demonstrating a definitive stance on topics, and the preparation ahead of those votes to ensure everyone who wants to has the opportunity to weigh in. Suggestions were also made for the Commission to be increasingly action-oriented. Susan thanked the group for their input.

Prior to moving to the next agenda item, Pamela Harris shared that beginning July 1<sup>st</sup>, as a commitment to providing their staff with a livable wage and in effort to continue to elevate the profession, Mile High Early Learning will be giving their early childhood teachers who have a Bachelor's Degree in Early Childhood Education an annual salary of \$50,000.

### **Discuss Opportunity to Update the *Early Childhood Colorado Framework***

Pamela explained that with the implementation of the new Department of Early Childhood and universal preschool, this may be a good opportunity to update the [Early Childhood Colorado Framework](#). Since 2008, the *Framework* has served as the foundation and guiding vision for early childhood in Colorado. It was updated once before in 2015. Pamela asked members to provide their considerations and thoughts.

Members discussed a refresh to the *Framework* to maintain the strengths of the current version, keeping what's working, but building in additional emphasis on subjects such as workforce and health, including mental health, to align with the priorities and values of CDEC. The group also discussed a landscape analysis to uncover changes in the field that should be reflected in the *Framework*. Other discussion included highlighting financial fundamentals such as a stronger emphasis on public investment; creating a stronger focus on the importance of equity and clarifying the definition of equity; the opportunity to develop an interactive *Framework* and elevate the [Framework website](#); adding an emphasis on universal access to screenings and targeted supports for children and families; the possibility of incorporating or aligning to the CDEC's guiding principles; redesigning the graphic to better visually represent the overlap of each section; and maintaining the *Framework's* scope of prenatal to age 8. Pamela thanked everyone for their insight. When the update begins, Commissioners will be asked if they would like to participate further.

### **Sharing Goodbyes and Appreciations**

Pamela asked the group to take time to pay tribute to early childhood advocate and champion Gerie Grimes.

Pamela also wished the three departing commissioners well: Ryan Beiser, Ida Rhodes, and Susan Steele. She reflected on their time with the Commission and thanked them for their contributions. Members added additional acknowledgements and thanks.

### **Co-Chairs' Next Steps, Final Thoughts and Adjourn**

The ECLC will be hosting the next [Early Childhood Transition Planning Monthly Town Hall](#) on July 12. The meeting was adjourned at 12:20pm.

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Thank you for joining! We will begin shortly.

# ECLC

*Early Childhood Leadership Commission*

August 25, 2022

9:30 am - 12:30 pm

Google Meet



- Please remember to mute your computer or phone when not speaking ●
  - We will be recording the meeting ●
- All materials can be found at: [www.earlychildhoodcolorado.org/eclc-meeting-information](http://www.earlychildhoodcolorado.org/eclc-meeting-information) ●





# Welcome, Introductions & Approve Minutes

Susan Steele

# Meeting Objectives

- Approve the June 23, 2022 Meeting Minutes
- Hear Updates on the Department of Early Childhood Transition
- Review the Home Visiting Investment Task Force Progress and Learn about Future Priorities
- Provide Feedback on Future Grant Opportunities
- Learn about the Oral Health Equity Roadmap and Identify Opportunities to Promote and Support the Recommendations
- Discuss Recommendations on Evaluation Components for Colorado's future Universal Preschool Program based on a systematic review of literature
- Hear comments from the Early Childhood Community



News from the Colorado Department of Early Childhood  
Lisa Roy, CDEC Executive Director  
& Michael Cooke, Transition Director



**COLORADO**

**Department of Early Childhood**

**Colorado Department of Early Childhood  
Updates for ECLC Meeting  
August 25, 2022**

**Dr. Lisa Roy  
lisa.roy@state.co.us**

# CDEC Rules Advisory Council Members

- Colleen Head Batchelor, The Resource Exchange
- Amber Bilby, Amber's Kids
- Scott Bright, ABC Child Development Centers
- Amy Buford, Poudre School District
- Megan Burch, Eagle County Government
- Nazia Hasan, Community First Foundation
- Priscilla M. Hopkins, Denver Public Schools
- Cassandra P Johnson, Hope Center, Inc.
- Rusha Lev, Denver Health
- Maegan Lokteff, PhD, Early Childhood Council Leadership Alliance
- Heather O'Hayre, Larimer County Human Services
- Frank Reeves, Rural Alliance
- T Vail Shoultz-McCole, Colorado Mesa University/Western Colorado Community College
- Karina Sofia Garcia Sastre, Self-Employed
- Vacant



## Next steps and how to stay informed

- RAC meeting information posted on our website:  
<https://cdec.colorado.gov/for-partners/rules-advisory-council>
- [Sign up](#) to be notified when rules are drafted and available for public comment
- Sign up for our general newsletter and follow us on social media
- Public notice information on the CDEC website



## Welcome to our new CDEC Staff Members

- Dawn Odean - Universal Preschool Program Director
- Colleen Lynn - Business Innovation, Technology & Security (BITS) Director
- Jeannie Lira - Executive Assistant to the CDEC Executive Director
- Chief Financial Officer - TBD

# UPK Updates

- 31 of 32 LCOs named & agreements are being finalized
  - LCO training - September & October
  - Community Plans - Due October 31 (to coincide with training)
- Unified Application System
  - BridgeCare contract execution underway
  - Provided demo for the Joint Technology Committee on August 17
- Rate Setting
  - Notice of Award released on August 19
  - Work will be conducted by Brodsky Research & Communications





# Thank you!

[lisa.roy@state.co.us](mailto:lisa.roy@state.co.us)

<https://cdec.colorado.gov>





# Universal Preschool Evaluation Strategies

Dr. Alissa Rausch, University of Denver PELE Center

# Universal Preschool Evaluation Recommendations



Early Childhood Leadership Commission Meeting

August 25, 2022

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*“Data are not neutral. The decisions people make about which data matter, what means and methods to use to collect them, and how to analyze and share them are important but silent factors that reflect the interests, assumptions, and biases of the people involved.”*

The Urban Institute

# What aspects of early care and learning evaluation you feel are most important?

Alissa Rausch • 12 • 16d

## Evaluation In Colorado

Please take a moment to share your insights about early childhood evaluation in Colorado.

Agency/Organization	What aspects of early care and learning evaluation you are most proud of.	What aspects of early care and learning evaluation you feel are most important.	What aspects of early care and learning evaluation you would like to change.
Dept of Early Childhood	There was a validation study for QRIS.	preschool-aged children.	It would be nice to have a research team internal to the Dept to help support this work. I think it would also be helpful to always bring an evaluation lens to the new data we are collecting so that we can develop processes to support evaluation prospectively.
Early Childhood Councils are legislatively mandated to evaluate strategic plans that focus on coordinating a local comprehensive early childhood system.	Head Start has a variety of evaluation studies from a national perspective that would benefit Colorado.	Understanding quality standards with a connection to teaching practices, curricula, and ongoing authentic assessment.	Eval team must be engaged NOW to help shape the UPK program.
Colorado Evaluation and Action Lab or an external evaluator through a competitive solicitation process.	Current efforts to support alignment of school readiness assessments.	Connecting family outcomes with child outcomes.	Alignment between CDEC and CDE - making sure all
	I am most encouraged by the foresight of the planned	Assessing children who are DLL and those who receive special education.	

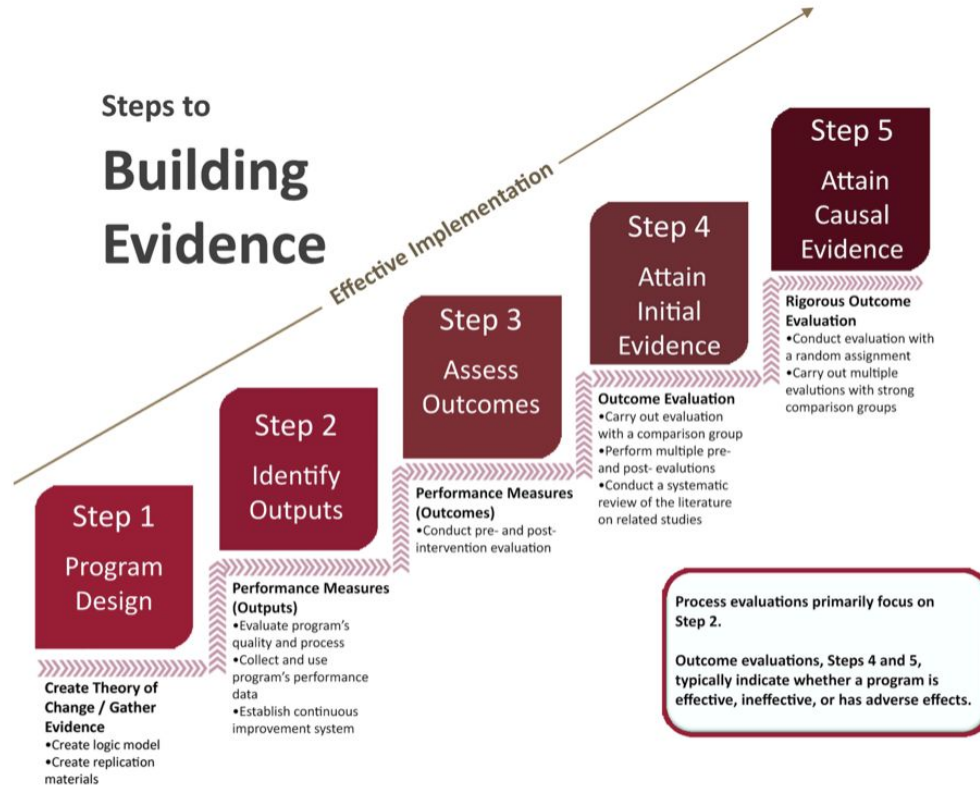
- Family Partnerships and Voice
- Focus on Process: intended and unintended consequences
- Equity

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*“Although there may not be a risk to the entire country with state experimentation, this is only because these costs are borne by the state residents, who are subject to the policy that has not been vetted through the research process (or from resources diverted from other programs).”*

Jenkins, 2014

# Steps to Building Evidence



Theory-Informed

Evidence-Informed

Proven

# Recommendation #1

Develop a Theory of Change to inform an integrated evaluation system with the ability to analyze comprehensive data regarding how scaled ECE system characteristics shape outcomes for children, families and providers

Barnett, 2011

Brooks-Gunn, 2003

Jenkins, 2014



# Recommendation #2

Understand the limitations of evaluation including pitfalls and consequences

Flay et al., 2005

Eshbaugh, Jeon & Kantz, 2007

Gilliam & Ripple, 2004

Gormley et al., 2005

Howes, Burchinal, et al., 2008

Magnuson, Ruhm, & Waldfogel, 2007

Peterson, Eshbaugh, Jeon, & Kantz, 2007

Pianta et al., 2009

Wong et al., 2008

## Recommendation #3

Use an iterative approach to evaluation in order to understand process of implementation and gather ongoing data about how implementation is being realized in different communities

Bryant, 2008

Gormley & Phillips, 2005

Rossi, Lipsey, & Freeman, 2007

# Implementation Stages

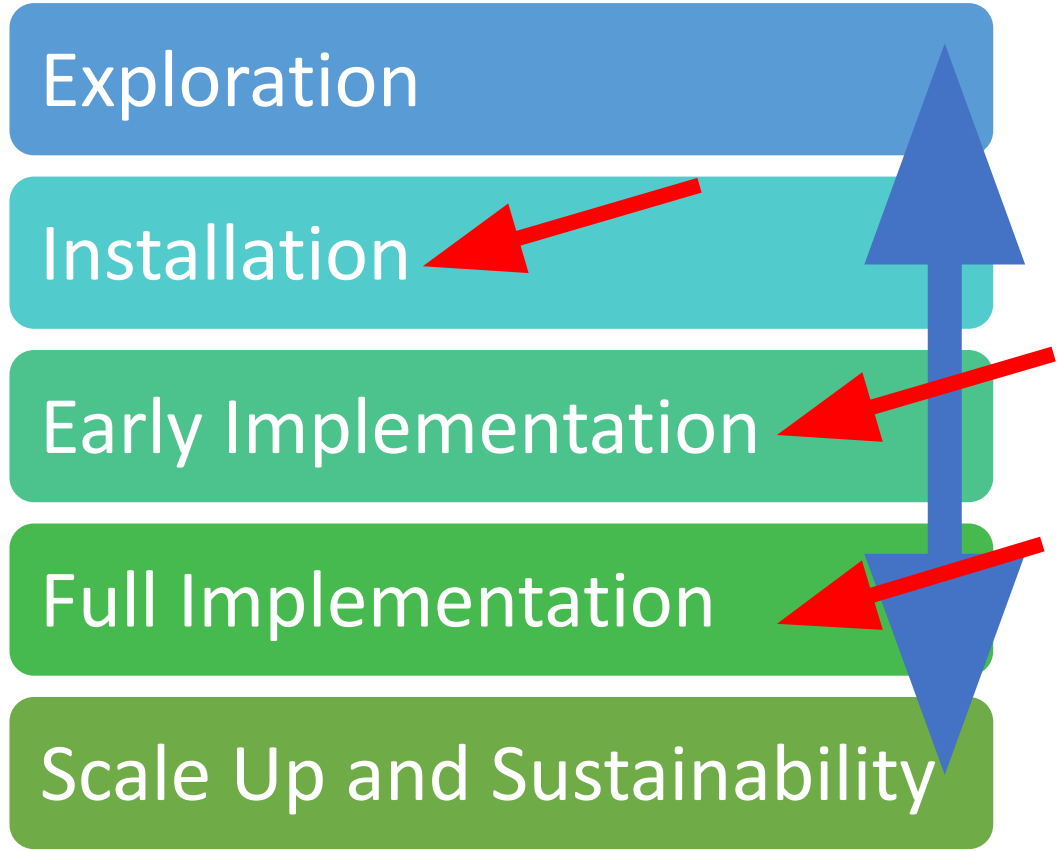
Exploration

Installation

Early Implementation

Full Implementation

Scale Up and Sustainability



## Recommendation #4

Understand how essential infrastructure elements such as professional development, LCOs and CDEC are supporting the system.

Bassok, 2013

Dorman, Anthony, Osborne-Fears & Fischer, 2017

Morrissey, Lekies & Cochran, 2007

Rojas, Morris & Balaraman, 2020

# Installation



Available to all 4 year olds

Provide access statewide for ALL children with at least 10 hours/ week with additional hours for children with higher need

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Collaborate for a mixed service delivery system

Implement through LCOs

Develop base rate

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Develop a universal application

Develop program standards to underscore quality

## Recommendation #5

Use families as powerful tools in evaluation as they can inform economic benefit and implications, level of engagement, accessibility of “first choice” and ease of enrollment

Carolan, McIsaac, Richard, Turner & McLean, 2021

Cascio, Schazenbach & Whitmore, 2014

Jose, Taylor, Venna, Jones, Preen, Wyndow, Stubbs & Hansen, 2020

# Early Implementation

Ongoing use of installation data to understand how the system is working and whether or not it is accomplishing what it said it would do

Participation from families to economic benefits and implications, levels of family partnership, access to enroll in desired program, ease of enrollment

Participation from providers to understand implementation from LCOs (perceived value, supports offered and supports needed)

Understand the value of professional development (training and coaching)

## Recommendation #6

During installation and early implementation stages, conduct evaluation in the areas you hope to target most, for example BIPOC communities, lower SES communities, small rural, small frontier, urban).

Cochran, 2009;

Ansari, Manfra, Hartman, López, Bleiker, Dinehart & Winsler, 2017



# A Union of Implementation and Improvement Science

## Implementation & Improvement Sciences

Working together to produce socially significant outcomes



### Commonalities and Complements

<p><b>Use teaming structures</b></p>	<p><b>Use a variety of data</b></p>	<p><b>Focus on systems</b></p>
<p>Network Improvement Communities<sup>2</sup> and Linked Implementation Teams<sup>1</sup> use data to identify needs, develop theories of action, and follow iterative cycles of improvement that prioritize implementers' voices in planning and problem solving.</p>	<p>Both sciences use data related to process, fidelity, context, organizational factors, and stakeholder input to drive problem solving and decision making.</p>	<p>Both approaches are system focused. Improvement science focuses on factors outside individuals while implementation science focuses on roles, structures, and functions that support capacity to use a practice with fidelity.</p>
<p><b>Use Improvement Cycles</b></p>	<p><b>Start small across varied contexts</b></p>	<p><b>Focus on practitioner level needs</b></p>
<p>Repeated Plan-Do-Study-Act (PDSA) cycles answer questions (<i>What are we trying to accomplish? How will we know that a change is an improvement? What change can we make that will result in improvement?</i>) to learn and improve practices and systems as a result of change.</p>	<p>Both sciences propose starting small with learning from PDSA cycles before scaling using either a Transformation Zone<sup>1</sup> or Improvement Project<sup>2</sup> methodology to develop capacity, refine the practice, and build readiness before scaling.</p>	<p>Both sciences emphasize use of a systemic selection process. Improvement science identifies high leverage problems and related solutions. Similarly, implementation science examines fit and need of systems, practices, and users.</p>

### Implementation Science<sup>1</sup>

"Methods or techniques used to enhance the adoption, implementation, and sustainability" of a practice (Proctor et al., 2013).

- Systems are central focus of support for effective use of practices
- Uses bi-directional feedback loops
- Practices selected based on local need and fit
- Aligns initiative and leverages resources to meet coherent goals
- Iterative cycles of data guide improvement
- Follows a stage-based approach to change

### Improvement Science<sup>2</sup>

A methodology that uses cycles of inquiry to learn what is needed to improve practice (Bryk et al., 2015).

- Problem specific and user focused
- Address variation in performance
- Cannot improve what cannot be measured
- Anchors improvement in disciplined inquiry
- Sees the system
- Accelerates improvement through Networked Communities

**"The goal is not to answer factual questions about what is, but rather to determine what is required."**

National Implementation Research Network, 2015  
**Implementation Science**

**"They knew what they wanted to happen but were now trying to figure out how to get it to happen."**

Bryk et al., 2015  
**Improvement Science**



# Recommendation #7

During installation and early implementation stages, support data collection, use and literacy with providers and administrators to build a culture of continuous quality improvement.

Children's Equity Project, 2020

Iruka, 2021

[https://childcareta.acf.hhs.gov/sites/default/files/public/pd\\_gb5ta\\_20210720\\_ed\\_ppt\\_acc.pdf](https://childcareta.acf.hhs.gov/sites/default/files/public/pd_gb5ta_20210720_ed_ppt_acc.pdf)

<https://west.edtrust.org/data-equity-walk-toolkit>

[https://earlysuccess.org/content/uploads/2021/02/Alliance\\_Racial\\_Equity\\_Presentation\\_Final\\_02.17.2021.pdf](https://earlysuccess.org/content/uploads/2021/02/Alliance_Racial_Equity_Presentation_Final_02.17.2021.pdf)



**Equity Research Action Coalition**

UNC Frank Porter Graham Child Development Institute



**Equitable learning systems provide access to resources, opportunities, and experiences to children and families that result in positive outcomes that are not associated with children's demographic characteristics. They actively and continuously identify and intentionally eliminate manifestations of systemic racism and other forms of oppression.**

**CHILDREN'S EQUITY  
PROJECT**

# Recommendation #8

Use a variety of tools to understand broad and specific outcomes for children, families and providers

Chan, 2020

Curby et al., 2009

Fischer, Peterson, Bhatta & Coulton, 2013

Haeck, Lefebvre & Merrigan, 2015

Mereoiu, Bland, Dobbins & Niemeyer, 2012

Pearman, Springer, Lipsey, Lachowicz, Swain & Farran, 2020

Warren, Martinez, & Sortino, 2016

# Full Implementation

Classroom quality measures-  
ECERS, CLASS, TPOT, interviews, focus groups, classroom observations

Child outcome measures-  
Developmental Inventories: Battelle, Bracken, Peabody, etc.,  
ECSI, ASQ/ASQ-SE, classroom observations

Outcomes for populations including children with disabilities including  
overall placement, services accessed, cognitive outcomes,  
language outcomes, social emotional outcomes, relationships with peers

Developmental Inventories: Battelle, Bracken, Brigance, Peabody, WJ-III, Mullen, DRDP  
Language measures: PPVT, PLS, Social emotional measures: SSRS, ASQ/ASQ-SE  
State systems, classroom observations

# Questions and Comments

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Thank you for your time!





# Public Comment

## Susan Steele



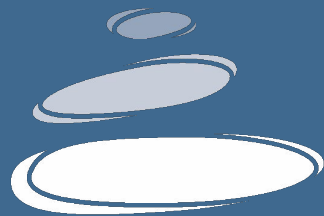
Break





The Root of the Problem: A Roadmap for Early Childhood  
Oral Health Equity

Adeeb Khan, Delta Dental & Tanya Weinberg, Early Milestones Colorado



# EARLY MILESTONES

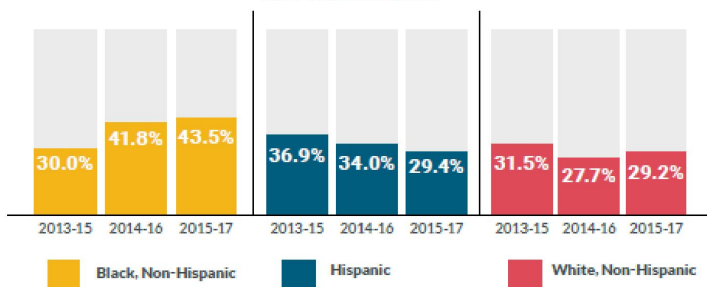
## COLORADO

Oral Health Equity in Colorado's Early Childhood Systems

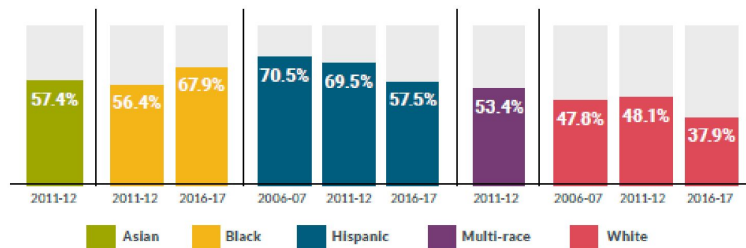
DELTA DENTAL OF COLORADO FOUNDATION | AUGUST 25, 2022

## WHAT THE DATA SAYS

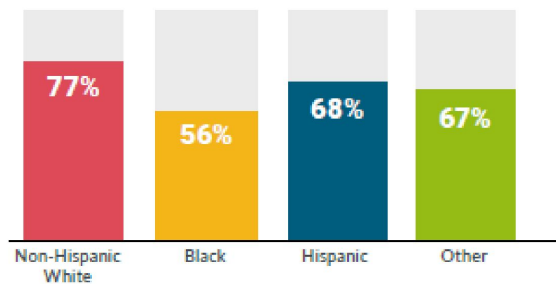
Percentage of People Who Just Gave Birth Who Needed to But Did Not Visit a Dentist<sup>3</sup>



Percentage of Third-Grade Students with Cavities Experience<sup>3</sup>



Percentage of Coloradans Who Reported Visiting a Dental Provider, by RACE<sup>4</sup>



Dental Services by Medicaid Enrollees By Age, Percent Change Between 2015 and 2019



Source: 2019 Colorado Health Access Survey

## A ROADMAP FOR EARLY CHILDHOOD ORAL HEALTH EQUITY

- Create a plan to advance integrated and preventive oral health in Colorado's early childhood systems
- Phase I (May-Dec 2021) – research and analysis
- Phase II (Jan-June 2022) – strategic planning



The background is a collage of three images. The left image shows a young child in a blue 'VARSITY' sweatshirt drawing on a white sheet of paper with a blue marker. The middle image shows a young girl with braided hair painting a yellow object with a blue brush. The right image shows two young girls holding hands on a grassy area. The entire collage is overlaid with a semi-transparent blue and green tint.

## RESEARCH & ANALYSIS DELIVERABLES

- Colorado Interview Themes
- National Interview Themes
- Colorado Landscape Scan & Timeline
- Promising Policies & Practices Innovation Guide

---

## STRATEGIC PLANNING PARTNERS

### State Agencies

- Office of Early Childhood (CDHS)
- Oral Health Unit (CDPHE)
- Department of Health Care Policy & Financing

### Statewide Partners

- Early Childhood Council Leadership Alliance
- Healthy Child Care Colorado
- Colorado Children's Campaign

### Local Partners

- Soul 2 Soul Sisters
- Garfield County Public Health
- Vuela for Health
- AFL Enterprises
- Center for African American Health
- The Family Center/La Familia
- Community Health Services
- Denver Health
- Community Partnership for Child Development

---

## ALIGNED FRAMEWORKS, PLANS & RECOMMENDATIONS

### *Delta Dental of Colorado Foundation Policy Issue Areas*

(Delta Dental of Colorado  
Foundation, November 2020)

### *Opportunities to Foster Oral Health Equity in Colorado's Early Childhood Systems: A Promising Policies & Practices Innovation Guide*

(Early Milestones Colorado, January 2022)

### *More Coverage, Same Care Report*

(Delta Dental of Colorado  
Foundation, February 2022)

### *Colorado Oral Health Strategic Plan*

(Colorado Department of Public Health, final  
plan expected Fall 2022)

# Envisioning an Equitable Oral Health System for Young Children & Families

## Focused on Health Promotion & Prevention

Health promotion is the process of enabling people to increase control over, and to improve, their health. It moves beyond a focus on individual behavior towards a wide range of social and environmental interventions.

- World Health Organization



### HOME

- Anticipatory guidance
- Oral health risk assessment
- Oral health screening
- Fluoride varnish
- Teledentistry



### PRIMARY CARE

- Anticipatory guidance
- Oral health risk assessment
- Oral health screening
- Fluoride varnish



### WIC CLINIC

- Anticipatory guidance
- Oral health risk assessment
- Oral health screening
- Fluoride varnish



### EARLY LEARNING

- Anticipatory guidance
- Oral health risk assessment
- Oral health screening
- Fluoride varnish



### ELEMENTARY SCHOOL

- Anticipatory guidance
- Oral health risk assessment
- Oral health screening
- Fluoride varnish
- Sealants

### VIRTUAL DENTAL HOME / DENTAL CLINIC

- Anticipatory guidance
- Oral health risk assessment
- Oral health screening
- Fluoride varnish
- Oral health exam
- Sealants
- Minimally invasive treatment



# Objective

By 2025, young children and pregnant people in Colorado, particularly from communities of color, will experience better oral health outcomes, greater understanding of oral health, and increased access to preventive services.

## GOAL #1



A more collaborative system of promotion and prevention in early childhood health is created with, and centered on, children, caregivers, and pregnant people of color.

### PROPOSED STRATEGIES

- 1a. Integrate siloed, segmented institutional practices and structures
- 1b. Educate and advocate for the importance of oral health in overall health
- 1c. Elevate the role of caregivers in the development of this system so that it is informed by and created with them

## GOAL #2



The workforce is more reflective of communities of color, delivers care in communities, and consists of trusted partners.

### PROPOSED STRATEGIES

- 2a. Recruit and support a new community-centered, diverse workforce that prioritizes oral health promotion and prevention
- 2b. Support the existing oral health workforce to deliver services that are more culturally relevant, community-centered, and focused on promotion and prevention
- 2c. Re-imagine who is part of the oral health workforce by expanding who and where oral health promotion and preventive services are provided

## GOAL #3



Oral health coverage and services are more affordable, especially among the most marginalized populations.

### PROPOSED STRATEGIES

- 3a. Protect and expand access to Medicaid and CHIP, especially among undocumented families
- 3b. Change payment models to promote an expansion of preventive care delivered in a variety of locations by a variety of providers

## GOAL #4



Communication tools use language justice principles and practices centered on children, caregivers, and pregnant people of color.

### PROPOSED STRATEGIES

- 4a. Update and expand access to materials that are trauma-informed, asset-based, and culturally relevant
- 4b. Launch a coordinated messaging campaign on the importance of oral health to overall health in February 2024 (National Children's Dental Health Month)

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## POSSIBLE NEXT STEPS

- Facilitate Roadmap's use and dissemination
- Collective tracking of Roadmap implementation
- Early childhood oral health dashboard
- Educate policymakers
- February 2023 messaging campaign

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# TANYA WEINBERG

PORTFOLIO DIRECTOR: HEALTH & WELL-BEING

**EMAIL** [tweinberg@earlymilestones.org](mailto:tweinberg@earlymilestones.org)



@EARLYMILESTONESCO



@EARLYMILESTONES



@EARLYMILESTONES



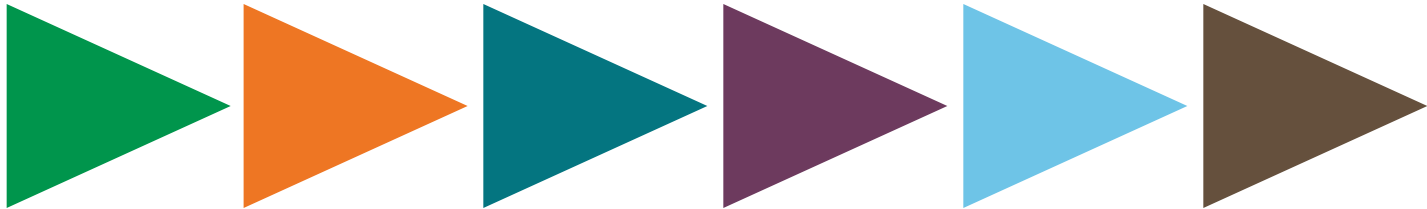
# Preschool Development Grant Updates

Lindsey Dorneman & Kristen Lang, CDEC

# COLORADO SHINES BRIGHTER

## 2022 Preschool Development Grant B-5 Planning Grant

Early Childhood Leadership Commission  
August 25, 2022



# 2022 PDG B-5 Planning Grant

- Awarded to CO in 2018 (Initial Grant)
- A planning grant opportunity for states that either 1) have never received PDG B-5 funding of any kind, or 2) are about to complete their existing renewal grants but are prepared to plan and initiate new and continuing activities in response to the effects of COVID-19 on their early childhood care and education system
- 27 eligible states/territories - expect 10 awards of \$500,000 to \$4 million



# 2022 PDG B-5 Planning Grant

- This grant seeks to empower state governments to better leverage federal, state, and local early care and education investments.
  - States are **not to create another early childhood program**, but rather help coordinate early childhood programs and services that already exist in the state according to the identified needs of the state.
  - This Planning Grant seeks to assist states in **helping low-income and disadvantaged children enter kindergarten prepared and ready to succeed in school and to help improve the transitions** from the early care and education setting to elementary school.
  - The PDG B-5 Planning Grant aims to assist states in the **coordination of their existing early childhood services and funding streams** for the purpose of improving services to children birth through age five in a mixed delivery system.
  - **PDG B-5 funds cannot supplant existing funding.**



# Expected Funding Categories

1. Statewide B-5 Needs Assessment
2. Statewide B-5 Strategic Plan
3. Maximizing Parent Choice & Knowledge
4. Sharing Best Practices Among Early Childhood Care and Education Providers
5. Improving the Overall Quality of Early Childhood Care and Learning Programs, Providers and Services
6. Program Performance Evaluation Plan (Data)





# Key Dates

## PDG B-5 Renewal Grant (Current Grant)

- December 30, 2022: Grant End Date
- December 31, 2022-December 30, 2023: No-cost extension period (*pending federal approval*)

## PDG B-5 Planning Grant (New Grant)

- September 9, 2022: *Expected* Application Open Date
- November 9, 2022: *Expected* Application Deadline
- December 31, 2022-December 30, 2023: Grant Period



# Application Inputs

- Colorado Shines Brighter B-5 Strategic Plan
- PDG B-5 Sustainability and/or Expansion Needs
- 2022 PDG B-5 Family, ECE Provider, and Innovative Provider Surveys (Butler Institute for Families)
- 2022 COVID-19 & UPK Family and ECE Provider Surveys (Early Milestones Colorado)



# ECLC Feedback

## Jamboard

1. What is going well - where should we continue to invest new PDG B-5 funds if awarded?
2. What is missing from the current PDG B-5 work?
3. What is not being addressed through Federal Stimulus or UPK Funding that requires additional planning or support?



# Questions? Thank you!

**Lindsey Dorneman**

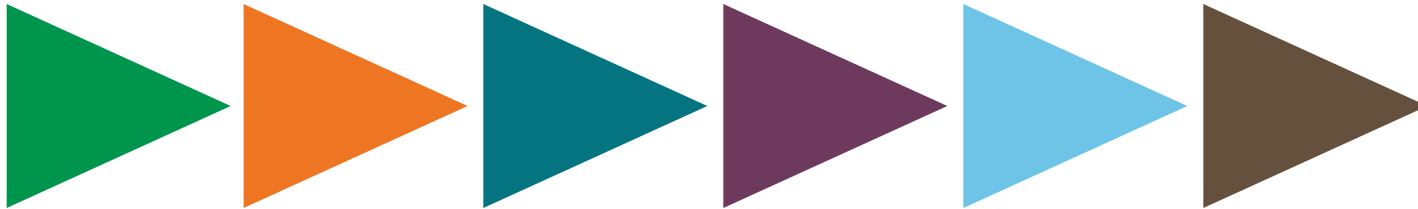
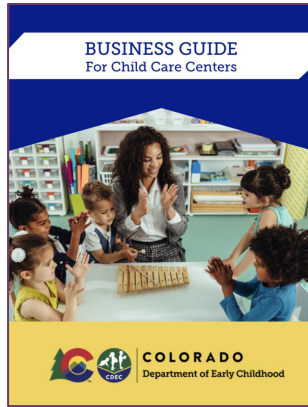
*Preschool Development Grant B-5 Director*

[lindsey.dorneman@state.co.us](mailto:lindsey.dorneman@state.co.us)



This project is supported by the Preschool Development Grant Birth through Five Initiative, Grant Number 90TP0054, from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Child Care, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

# PDG B-5: Child Care Business Guides



# Colorado Shines Brighter Needs Assessment, Opportunity 6

*Increase knowledge and supports around child care licensing and offer essential business supports to child care providers.*

- Key need identified in SB63 Infant and Family Child Care Action Plan too

## Colorado Shines Brighter Strategy 5.1.5

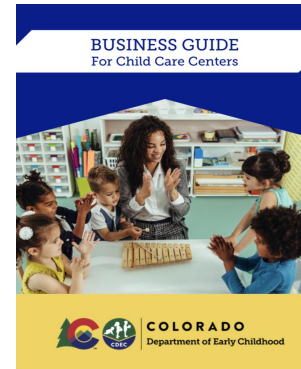
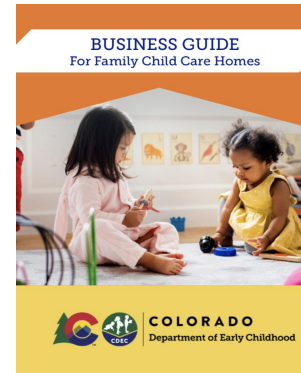
*Develop and disseminate business guides to early care and education providers to support connections to resources and the adoption of best practices including the blending and braiding of funding streams, budgeting, regulatory compliance and other operational functions of a small business.*

# Process Timeline

Calendar Year (CY) 2020	<ul style="list-style-type: none"> <li>• Q1 - Q4 - Background research &amp; initial drafting</li> </ul>
CY 2021	<ul style="list-style-type: none"> <li>• Q1 - Q2 - Expert review of first draft               <ul style="list-style-type: none"> <li>◦ CPP; Head Start; Licensing; CCCAP; CACFP, SBP &amp; NSLP; SBDCs; Small Business Majority; ECCs involved in business training; EPIC; and Energize CO</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Q2 - Provider review and focus groups               <ul style="list-style-type: none"> <li>◦ Leads for ECEA, CAFCC, FFN reviewed</li> <li>◦ 3 focus groups held: center, family child care home, mixed</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Q3 - Changes made to guides and updates approved by internal experts               <ul style="list-style-type: none"> <li>◦ Guide split into two: one for family child care homes and one for centers</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Q3-Q4 - Design</li> </ul>
CY 2022	<ul style="list-style-type: none"> <li>• Q1 - Internal Clearance</li> </ul>
	<ul style="list-style-type: none"> <li>• Q2 - Translation into Spanish and Community Review</li> </ul>
	<ul style="list-style-type: none"> <li>• Q3 - Roll out and marketing; start Employer-Based Addendum</li> </ul>
	<ul style="list-style-type: none"> <li>• Q4 - Begin identifying changes for first update; finalize Employer-Based Addendum</li> </ul>



# Links to Business Guides



# Business Guide for Family Child Care Homes: Table of Contents

Business Guide for Family Child Care Homes	
CONTENTS	
<a href="#">Introduction</a>	3
<a href="#">Child Care Licensing and Quality Ratings</a>	4
<a href="#">Child Care Licenses</a>	4
<a href="#">Building Requirements and Child Care Licensing Contact Information</a>	5
<a href="#">Colorado Shines - Quality Rating and Improvement System</a>	5
<a href="#">Successful Business Planning</a>	6
<a href="#">Part One - Address the Requirements to Open a Family Child Care Home</a>	6
<a href="#">Rental Agreements &amp; Homeowners' Associations (HOAs)</a>	6
<a href="#">Zoning and Fire Code</a>	6
<a href="#">Background Checks</a>	6
<a href="#">Health Requirements</a>	8
<a href="#">Part Two - Set Up a Strong Business Structure for Your Family Child Care Home</a>	8
<a href="#">Legal Structure</a>	8
<a href="#">Obtaining a Business License</a>	8
<a href="#">Business Insurance</a>	8
<a href="#">Business Plan</a>	9
<a href="#">Budgeting</a>	9
<a href="#">Enrollment and Fee Collection</a>	9
<a href="#">Banking, Credit and Loans</a>	9
<a href="#">Taxes and Accounting</a>	10
<a href="#">Human Resources</a>	10
<a href="#">Substitutes</a>	10
<a href="#">Marketing</a>	11
<a href="#">Financials</a>	12
<a href="#">Covering the Cost of Serving Children</a>	12

1

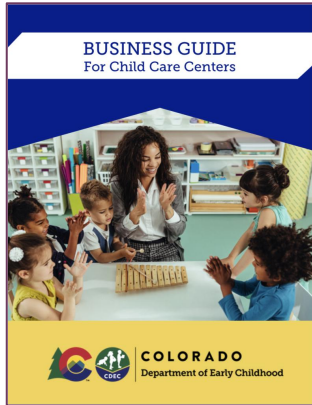
<a href="#">Private Pay</a>	12
<a href="#">Public Revenue Programs</a>	13
<a href="#">Colorado Child Care Assistance Program (CCCAP)</a>	13
<a href="#">Early Head Start/Head Start</a>	15
<a href="#">Military Child Care Fee Assistance Programs</a>	16
<a href="#">Local Preschool Programs</a>	18
<a href="#">Covering the Cost of Food</a>	18
<a href="#">Grant Funding for Child Care Programs</a>	19
<a href="#">Software to Help Your Business</a>	21
<a href="#">Training Requirements</a>	22
<a href="#">Training Options and Career Pathways</a>	22
<a href="#">Professional Development, Higher Education, and Coaching Funding</a>	22
<a href="#">Resources</a>	23
<a href="#">Child Care Business Practice Resources</a>	23
<a href="#">Additional Program Resources</a>	23
<a href="#">Early Childhood Mental Health, Child Care Health Consultants, and Farm to Early Childhood</a>	23
<a href="#">To Stay Connected - Associations and Early Childhood Councils</a>	24
<a href="#">Partner Organizations with Additional Resources</a>	24
<a href="#">Helpful Templates and Common Forms</a>	25
<a href="#">Appendix 1</a>	26
<a href="#">Common Acronyms</a>	26
<a href="#">Appendix 2</a>	27
<a href="#">Time-Limited Grants</a>	27
<a href="#">Time-Limited Workforce Grants</a>	28
<a href="#">Non-State Time-Limited Funding</a>	28
<a href="#">Appendix 3</a>	29
<a href="#">COVID-19 Resources</a>	29

2

# Business Guide for Child Care Centers: Table of Contents

Business Guide for Child Care Centers			
CONTENTS			
<a href="#">Introduction</a>	3	<a href="#">Colorado Preschool Program</a>	16
<a href="#">Child Care Licensing and Quality Ratings</a>	4	<a href="#">Early Head Start/Head Start</a>	17
<a href="#">Child Care Licenses</a>	4	<a href="#">Military Child Care Fee Assistance Programs</a>	18
<a href="#">Ratios and Maximum Group Sizes for Centers</a>	5	<a href="#">Local Preschool Programs</a>	20
<a href="#">Building Requirements and Child Care Licensing Contact Information</a>	6	<a href="#">Covering the Cost of Food</a>	20
<a href="#">Colorado Shines - Quality Rating and Improvement System</a>	6	<a href="#">Grant Funding for Child Care Programs</a>	21
<a href="#">Successful Business Planning</a>	7	<a href="#">Software to Help Your Business</a>	23
<a href="#">Zoning, Fire Codes, and Health Inspections</a>	7	<a href="#">Staff Training Requirements</a>	24
<a href="#">Legal Structure</a>	7	<a href="#">Qualifications and Pathways</a>	24
<a href="#">Obtaining a Business License</a>	7	<a href="#">Professional Development, Higher Education, and Coaching Funding</a>	24
<a href="#">Business Insurance</a>	8	<a href="#">Resources</a>	25
<a href="#">Board of Directors and Advisory Boards</a>	8	<a href="#">Child Care Business Practice Resources</a>	25
<a href="#">Business Plan</a>	8	<a href="#">Additional Program Resources</a>	25
<a href="#">Budgeting</a>	9	<a href="#">Early Childhood Mental Health, Child Care Health Consultants, and Farm to Early Childhood</a>	25
<a href="#">Enrollment and Fee Collection</a>	9	<a href="#">Partner Organizations with Additional Resources</a>	26
<a href="#">Banking, Credit, and Loans</a>	9	<a href="#">Helpful Templates and Common Forms</a>	27
<a href="#">Taxes and Accounting</a>	9	<a href="#">Appendix 1</a>	28
<a href="#">Human Resources</a>	10	<a href="#">Common Acronyms</a>	28
<a href="#">Substitutes</a>	10	<a href="#">Appendix 2</a>	29
<a href="#">Background Checks</a>	11	<a href="#">Curriculum and Assessment Options</a>	29
<a href="#">Marketing</a>	12	<a href="#">Program Accreditations</a>	30
<a href="#">Financials</a>	13	<a href="#">Appendix 3</a>	31
<a href="#">Covering the Cost of Serving Children</a>	13	<a href="#">Time-Limited Grants</a>	31
<a href="#">Private Pay</a>	13	<a href="#">Time-Limited Workforce Grants</a>	32
<a href="#">Public Revenue Programs</a>	14	<a href="#">Non-State Time-Limited Grants</a>	32
<a href="#">Colorado Child Care Assistance Program (CCCAP)</a>	14	<a href="#">Appendix 4</a>	33
		<a href="#">COVID-19 Resources</a>	33

# Peek Inside: Public Revenue Programs



### Public Revenue Programs

Colorado Child Care Assistance Program (CCCAP)

**What is it?**  
CCCAP provides financial assistance to help pay for high quality early care and learning on behalf of Colorado families within three human services programs: Low-Income CCCAP, Temporary Assistance to Needy Families (TANF) and Child Welfare Community Collaborations (CWCC). For low-income CCCAP, eligibility is based on family income and activity (working, adult education, higher education, job search). For TANF and CWCC programs, CCCAP is a supportive service based on a referral and activity from that program. CCCAP families need child care in order to continue their employment, higher education, job search, and their move toward self-sufficiency. As a child care provider, you will be working in partnership with counties to provide families access to high quality early care and learning.

**What are the program requirements?**  
CCCAP providers must:  
• be licensed and in compliance with rules and regulations  
• provide their private-pay rate sheet and agree to notify the county if private-pay rates change  
• agree to track attendance through the Attendance Tracking System (ATS).

**How do I apply?**  
• **STEP ONE:** Reach out to [your county department of human/social services](#) to tell them you are interested in becoming a CCCAP provider.  
• **STEP TWO:** The county will send you a packet of information, including the following:  
• Fiscal Agreement: The fiscal agreement serves as a contract between you and the county. It outlines the responsibilities, policies, and [reimbursement rates](#) between you and the county. If you want your families to be able to use CCCAP from multiple counties, you must have a separate fiscal agreement with each county. Fiscal agreements renew every three years.  
• The rate of CCCAP pay from the county to the provider varies based on a number of factors: the child's age, amount of care being provided, the type of care being provided, the child care provider's quality rating through Colorado Shines, and the county ceiling rates. Full-day rates apply when the child attends five or more hours per day. Half-day rates apply when the child attends less than five hours. The half-day rate is based on 55% of the full-day rate.  
• W-9 Form: This is used to report payments made by CCCAP for tax purposes.  
• Payment Policies Form: This document details what your county CCCAP program will cover for things such as absences or holidays.  
• **STEP THREE:** Following the instructions from your county, return the completed and signed forms, along with other required information, like your private pay rate sheet.  
• **STEP FOUR:** Once your paperwork has been processed, you will receive CCCAP information along with a copy of your executed Fiscal Agreement and Individual Rate Schedule with your CCCAP reimbursement rates.

**What if I'm selected?**  
The county determines whether a child is eligible for CCCAP. The child remains eligible for CCCAP for 12 months so long as their parent or caregiver continues to be eligible through qualifying activities such as searching for work. At 12 months, a re-determination of eligibility occurs.


Once you are approved as a CCCAP provider by a particular county, you can enroll children participating in that county's CCCAP program. To do so, the parent or caregiver must provide your program information to their county caseworker. This ensures that payment is made directly to you.

**How are providers paid?**  
Once the child is enrolled, their parent or caregiver must sign them in and out every day using a pin with the Attendance Tracking System (ATS). This pin must be entered by the parent or caregiver and the provider cannot request the pin number. It is important to set the expectation with your families that they enter the pin every day so you do not lose out on the funding for caring for that child that day. The ATS, which can be run on any internet-capable device, is what triggers payment from the county to you. Payment is based on the days that the child attended the program and the rate of reimbursement you receive for that particular child. As mentioned above, your fiscal agreement will clarify how many absences and holidays are paid by your county.

You receive payment from the county every week through automatic deposit. Any mistakes made in the attendance or reimbursement process must be addressed through a manual process.

You may also collect a parent fee from the parent or caregiver. The amount of that fee is set by the county. Sometimes, a parent has no fee because they have no countable income. You must determine when you want the parent to pay the fee and collect it directly from them.

Each county has the option to pay for activity, registration and/or transportation fees. Whether they do so and the extent to which they do so will be explained in the Payment Policies Form you receive from the county. If a county chooses not to cover these expenses, you cannot charge these fees to the parent or caregiver of a child participating in the CCCAP program. The only exception is if you offer two equivalent activities, one that is free and one which requires a fee, and the parent chooses the activity involving a fee.



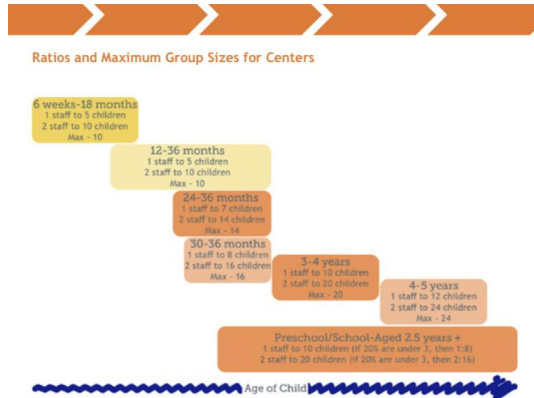
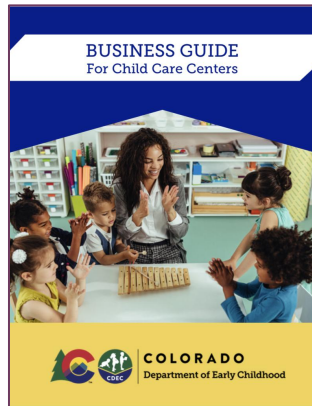
**What are the benefits of participating?**

- Supports families in your community with access to high-quality and affordable care
- Enables access to Colorado Shines Quality Improvement funds
- Provides payment on a consistent reimbursement schedule
- Offers stable funding in times of natural disaster

For assistance, contact the ATS Help Desk at [cdec\\_ats\\_helpdesk@state.co.us](mailto:cdec_ats_helpdesk@state.co.us)

14

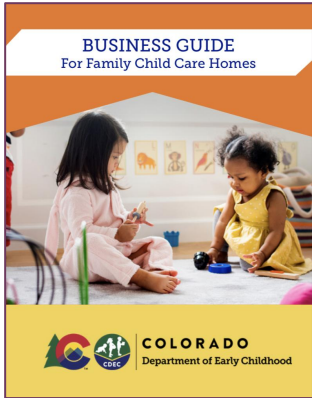
# Peek Inside: Ratios and Maximum Group Sizes



This graph represents the maximum group sizes as defined by child care licensing regulations. Your actual classroom ratios may vary based on a number of different factors such as the square footage of the classroom. If the room does not have enough square feet to meet the maximum group size requirements, it will be approved for a smaller group size. You may also choose to have lower ratios to apply for a higher Colorado Shines Quality Rating and Improvement System score or to follow practices as defined by the Colorado Preschool Program, Head Start/Early Head Start, or the National Association for the Education of Young Children (NAEYC). See below for more information about these programs.

NOTE: In Colorado, there are limited instances in which a program (both family child care homes and child care centers) can operate without a child care license, called legal exemption or license-exempt. Please read [this information](#) on what types of programs may qualify.

# Peek Inside: Successful Business Planning



## Successful Business Planning

### Part One - Address the Requirements to Open a Family Child Care Home

**✓ Rental Agreements & Homeowners' Associations (HOAs)**  
If you are renting, you should check with your rental agreement and your landlord to see if you are allowed to operate a family child care home from your residence.  
If you own your home, you should check your neighborhood covenants or Homeowners' Association (HOA) documents prior to applying.

Please note that Colorado law states that Homeowners' Associations are not allowed to prohibit operation of a licensed family child care home in the community.

The HOA is allowed to have regulations that apply to all residences around issues like noise or parking. As a family child care home provider, you should be aware of these regulations. However, the HOA must make reasonable accommodations to typical community regulations so that a family child care home can meet the child care licensing requirement of having a fence. Additionally, the HOA is allowed to require the family child care home to carry a reasonable amount of liability insurance (see the section on Business Insurance below). This law is not applicable if your home is in a community qualified as housing for older persons per federal law. Read more about the law [here](#).

**✓ Zoning and Fire Code**  
All license types (except those based out of school buildings) are required to have zoning approval from their local building planning and zoning department (it may be called a Regional Building Department, Development Services, Building Inspections, Building Services, Community Planning and Development, Building and Land Use, etc.). They can provide more information about what is regulated in your area. Keep in mind that zoning approval can take time (sometimes up to six weeks or more), so it's best to contact your zoning department early in the process of becoming a licensed family child care home.  
Fire codes are managed locally. Family child care homes may not need to complete a fire inspection. Please visit your local zoning and planning department for the most accurate information about how to meet fire codes for your child care business. Your Child Care Licensing Specialist can also help you find this information.

Please note that, effective October 2021, Colorado law states that local governments must treat family child care homes as residential property when it comes to local regulations like zoning, land use development, fire and life safety, sanitation, and building codes.

This means that no additional local regulatory requirements can be placed on family child care homes beyond what applies to any private home, with one exception. The exception is that a local government may, on a case-by-case basis, prohibit operation of two or more large family child care homes immediately next to one another. They may also regulate traffic or parking for those providers. You can read more about this law [here](#).

**✓ Background Checks**  
You, as the family child care home provider, any staff working with you, and any residents of your home must complete the background check process prior to opening your family child care home. For the most up-to-date information on required background checks, visit the [Background Checks](#) page on the CDEC website.

6

*New providers must complete the following:*

- **Colorado Bureau of Investigation/Federal Bureau of Investigation (CBI/FBI) fingerprint-based background check** - NOTE: new providers must first complete all relevant Family Child Care Home Application documents and training and submit the child care licensing package and fee to the Division of Early Care and Learning, Colorado Department of Human Services before they complete the background checks. After these steps, they will be assigned a license number and sent an email with detailed instructions on how to complete their CBI/FBI background check.
  - Who must complete it?
    - every person applying for a family child care home license;
    - every adult over the age of 18 who lives in the home;
    - every person over the age of 16 that will take care of children in the family child care home; AND
    - any adult over the age of 18 that moves into the home (i.e. adult children moving back home, roommates, etc.), or any adult that comes into contact with children (substitutes, volunteers, etc.).
  - **Trails background checks** - This is a check of the Colorado Department of Human Services' (CDHS) Trails database for confirmed reports of child abuse or neglect. This check is done when a typewritten request and fee is submitted to the Background Investigation Unit (BIU).
    - Who must complete it?
      - every person applying for a family child care home license; AND
      - every person over the age of 16 that will care for children in the family child care home; AND
      - everyone living in the family child care home, regardless of age (even children under the age of 18).
    - **Other state background checks** - If the applicant has lived outside of Colorado in the past five years, they will be subject to more background checks associated with each state. This process can be started before receiving a license number from the state.
      - Who must complete it?
        - every person applying for a family child care home license who lived outside of Colorado in the previous five years; AND
        - every person over the age of 16 that will care for children in the family child care home who lived outside of Colorado in the previous five years; AND
        - everyone living in the family child care home over the age of 18 who lived outside of Colorado in the previous five years.

**Existing family child care home providers** must complete the FBI and Trails checks every five years.


If you employ a staff member, FBI and Trails background checks for them must be kept on file at all times and for a minimum of three years after employment has been terminated.

For family child care homes, if you hire a new staff member who previously worked for another program, be aware that they may have to submit new fingerprints if separated from employment for more than 180 days as the fingerprints are attached to a license number. If the new employer is the same governing body then the CBI, FBI, and Trails checks are portable which means they do not have to resubmit new background checks unless it's time to meet the five-year requirement for FBI and Trails.

7

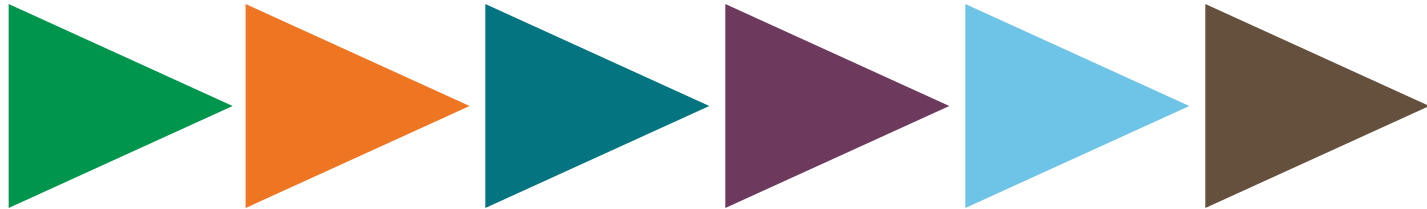
# Other Interesting Features

- Online-only format to ensure access to other resources
  - Link will remain consistent and version will be updated
- Form to suggest changes
- Intention to make updates annually (at minimum) as programs and policies change
  - Email list for most-recent versions
  - First update in Jan-Feb. 2023



Share the  
Business Guides  
with your  
networks!

# PDG B-5: Collaboration and Coordination (C2) Planning Mini-Grants





# PDG: (C2) Planning Mini-Grants



- **Grant Goals:**
  - Local organizations work together to create a plan for implementation of a strategy or strategies that will enhance coordination of the community’s early childhood programs, serving children birth through five and/or their families, to ease family access to services.
  - Pilot and improve coordination and collaboration tools to improve their efficacy for other local organizations.
- **Grant Amount:** Up to \$10,000 per award for about 6-10 awards
- **Expected Grant Funding Period:** 10/15/2022 - 6/30/2023
- **Applications Due:** 11:59pm on Friday, September 9, 2022
  - to Marika Padilla, PDG Program Access Coordinator, [marika.padilla@state.co.us](mailto:marika.padilla@state.co.us)

[View an update on the inaugural round of the PDG: C2 Planning Mini-Grants](#)

# Questions?

- Kristen Lang: [kristen.lang@state.co.us](mailto:kristen.lang@state.co.us)
- Marika Padilla [marika.padilla@state.co.us](mailto:marika.padilla@state.co.us)



# Home Visiting Investment Task Force - Progress Report and Updates

Kendra Dunn, CDEC & Ida Rhodes, Catholic Charities of Southern Colorado



# Home Visiting Investment Plan Progress Report

## August 2022

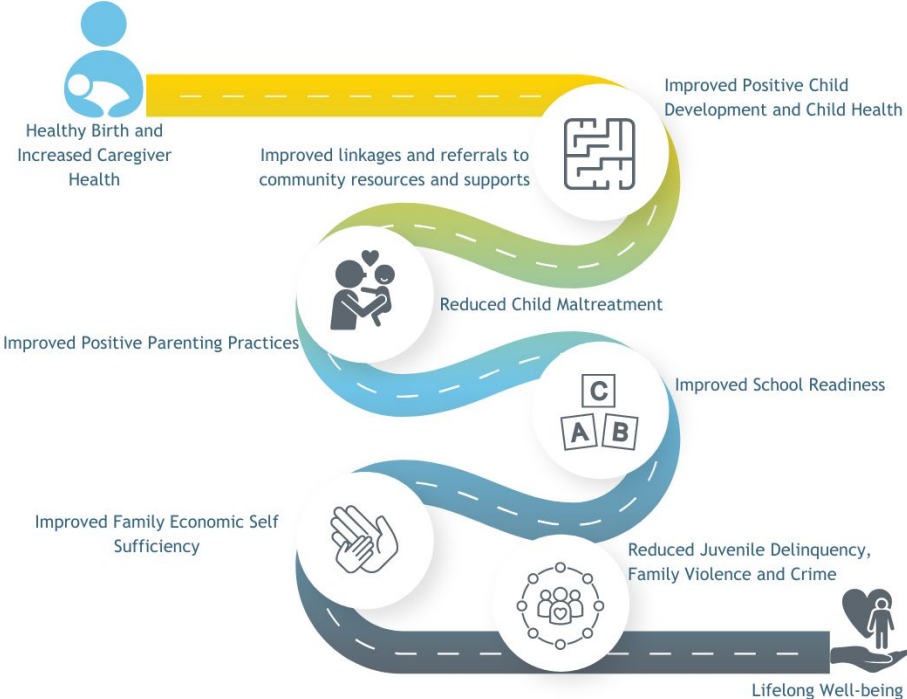
Home Visiting Investment Task Force Co-Chairs:  
Ida Rhodes, Catholic Charities of Southern Colorado  
Kendra Dunn, Colorado Department of Early Childhood

# Home Visiting

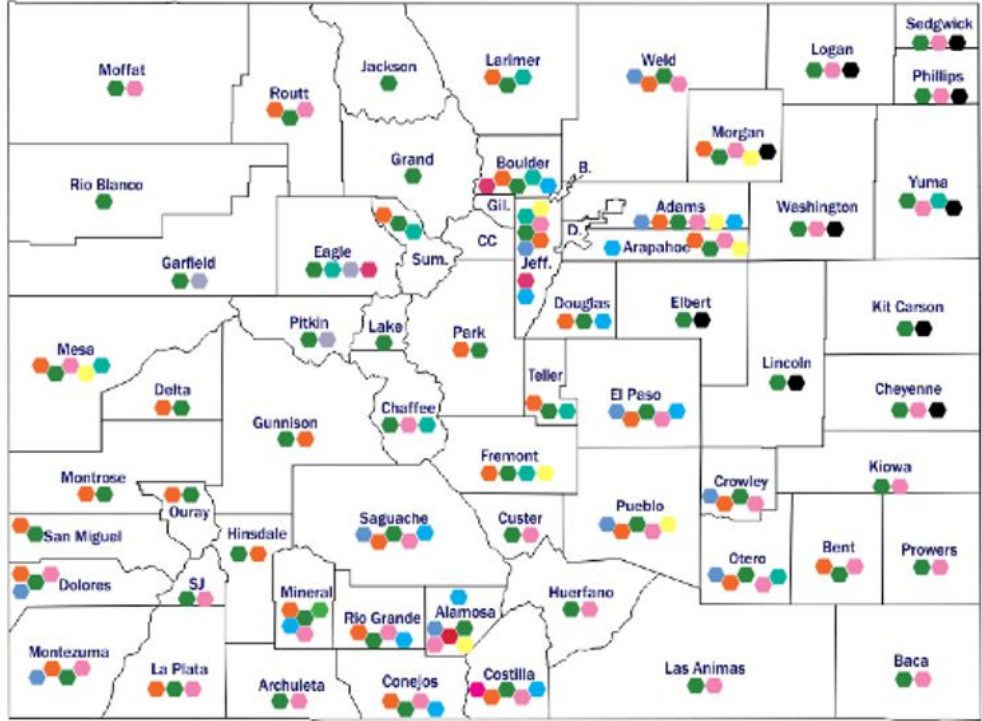
- “Home Visitation” is used to refer to evidence-based home visiting programs identified in national evidence-based program resources and promising practices under evaluation. More broadly, home visiting is a voluntary program that serve parents /caregivers with children up to age six for the purpose of ensuring child and family well-being.
- Families voluntarily enroll in services at no personal cost as a way to improve outcomes for their children’s futures. These programs have demonstrated a positive impact on a variety of child, parent/caregiver, and family outcomes. Further, home visiting provides a return on investment ranging from \$1.75 to 5.70 for every dollar invested.

# Home Visiting Outcomes

## How Home Visiting Promotes Healthy Outcomes Across Generations



# HV Coverage Map



- Home Instruction for Parents of Preschool Youngsters (HIPPY)
- Parents as Teachers (PAT)
- Nurse Family Partnership (NFP®)
- SafeCare® Colorado
- HealthySteps®
- Early Head Start, Early Head Start-Home Based Option (EHS-HBO)
- Healthy Families America
- Baby Bear Hugs
- Family Connects
- Child First

County Coverage:

- Denver (D) ● ● ● ● ● ● ●
- Gilpin (Gil) ● ●
- Clear Creek (CC) ● ●
- Broomfield (B) ● ● ●

# Task Force Membership

Amy Call – Parent representative

Alexa Chenoweth – Parent representative

Brooke Greenky – Colorado Department of Health Care Policy and Financing

Carsten Baumann – Colorado Department of Public Health and Environment

Christina Walker- Clayton Educare

Christy Scott – Colorado Department of Early Childhood, Early Intervention

Collinus Newsome – Colorado Health Foundation

Courtney Everson- University of Denver, Colorado Evaluation and Action Lab

Deborah Daro – Chapin Hall at University of Chicago

Heather Craiglow – Head Start State Collaboration Office

Heather Tritten - Parent Possible

Ida Rhodes – Co-Chair, ECLC Commissioner, Catholic Charities of Southern Colorado

Jade Woodard – Illuminate Colorado

Jenny Lerner - Colorado Department of Education, Migrant Education

Katherine Casillas - Kempe Center

Kellie Teeter – Maternal and Child Health Program Manager for Denver Health

Kelly Dougherty - Colorado Department of Public Health and Environment, Mental Health Promotion Branch

Kendra Dunn – Co-Chair, Colorado Department of Early Childhood

Kim Mauthe – Teller County Human Services Director

Kristina Heyl – Early Childhood Leadership Commission - non-voting

Lesla Nesbit – Temple Hoyne Buell Foundation

Lisa Hill - Invest in Kids

Lisa Mayer – Colorado Department of Human Services, Child Welfare

Lisa Schell - Jefferson County Public Schools

Lynne Bakalyan - Beacon Health Options

Maegan Lokteff - Early Childhood Council Leadership Alliance

Melissa Buchholz- Assuring Better Child Health and Development

Patty Velasquez - Family Resource Center Association

Ruth Seedorf - Baby Bear Hugs

Samantha Espinoza – Colorado Children’s Campaign and RAISE Colorado

Senator Rhonda Fields – Co-Chair, Senate District 29

Sherri Valdez – Early Childhood Council of the San Luis Valley



# Task Force Values



# Home Visiting Investment Plan

- In 2021, parents, home visitation providers, state and local entities, families, and philanthropic groups came together to create the Home Visiting Investment Plan for Colorado. The Home Visiting Investment Task Force shifted the focus to implementation of the recommendations in 2022 so support progress toward the goal of expanding culturally and linguistically-appropriate services to families.

# Progress By Strategy

## Availability, Collaboration, and Innovation

The joint working group reviewed the 6 recommendations initially proposed by the two committees and realigned them under four revised recommendations;

The committee developed a robust methodology to insure accurate baseline data on current service capacity across the state's evidence based models and method to track service expansion overtime;

The committee gathered initial data from intermediary agencies and direct service providers on their use of virtual home visiting technology and other innovations being implemented to expand home visiting service access to underserved populations and communities.

Working in partnership with other subcommittees and advocates across the state, the committee is able to document that 105 additional MIECHV-funded home visiting slots were made available, and 20 Child First slots were made available to families this year utilizing both public and philanthropic funding streams. This is not wholly encompassing of all slot expansion in Colorado, but does demonstrate the progress made towards serving all Colorado families in need.

# Progress by Strategy

## Advocacy and Coalition

The task force members are acutely aware that many people do not understand home visiting, the outcomes, or program options and requirements. As a result, the group spent time thinking deeply about the strategies to develop consistent, shared messaging. This resulted in proposals for communication and messaging support and the desire to achieve philanthropic support for these efforts.

Members of the group were actively involved in the creation of the new Department of Early Childhood and actively engaged in ensuring that the home visiting work was included in the new structure and strategies.

The Colorado Home visiting Coalition has taken the lead on all federal advocacy efforts while coordinating with their members who are on the task force.

## Financing and Funding Opportunities

Funding and Financing tools have been developed to support funding requests across existing governmental entities and allocations as well as with new funding sources. In particular, Medicaid billing guides were created to help programs maximize the amount they can bill Medicaid for eligible services. In addition, opportunities were explored to fund home visiting at the local level with TANF and ESSA funds.

Colorado was able to invest several types of Federal stimulus funds in home visiting programs and to support the workforce.

# Progress By Strategy

## Outreach, Marketing and Awareness

The workgroup has focused on how reach to families can be maximized. Based on input from families, the goal is to develop a robust outreach and marketing campaign upon receiving funding.

The workgroup thought deeply about reaching underserved communities, supporting the goal of equity, and elevating the workforce.

## Qualified Workforce

A workforce survey was conducted to establish a baseline of home visitor and supervisor experience.

A thorough analysis of workforce needs is underway, and this study will be used to develop further recommendations.

# Intended Outcomes

- As we continue to implement this plan we can expect:
  - Home visiting services will be expanded and offered in culturally-appropriate ways
  - Increased advocacy and partnerships will result in more consistent service provision
  - Streamlined funding will allow for maximum utilization of funds
  - Embracing innovations will allow for further reach and impact
  - Consistent, shared messaging will align Colorado behind supporting home visiting.

# Next Steps

- The ELC will annually reauthorize the home visiting task force to oversee implementation
- The Home Visiting Investment Task Force will act as the day-to-day implementation entity
- The ECLC PQA will act as the oversight entity
- The first implementation report will be shared with ECLC in August and then posted online
- Staffing and facilitation support for the Task Force and work groups will be provided by CDEC



# Co-Chairs' Next Steps, Final Thoughts & Adjourn

## Tom Massey



# ECLC

*Early Childhood Leadership Commission*

Next Meeting:

October 27, 2022

9:30 am - 12:30 pm



Thank you!