

# Until we get started...

## Here are some helpful reminders

- If you are having trouble hearing the webinar and are participating using your computer's audio please switch the audio options from "Computer audio" to "Phone call".
- To listen using your phone's audio, and after dialing the phone number and Access Code, please dial your **Personal Audio PIN**.
- Please utilize the chat or questions box throughout the meeting for questions or comments.
- If you would like to be unmuted anytime throughout the meeting please type into the chat box that you would like to make a comment and we will unmute you.

# ECLC

*Early Childhood Leadership Commission*

## Program Quality & Alignment Subcommittee

Friday, March 6, 2020 - 9:00-11:00am

Daniels Fund, 101 Monroe St, Denver, CO 80206, USA,  
Room 126

Please register for ECLC Program Quality and  
Alignment:

[https://attendee.gotowebinar.com/register/5574497  
969067419907](https://attendee.gotowebinar.com/register/5574497969067419907)



# Welcome and Review of Minutes

- Please type your name and organization you are representing into the chat box for introductions.
- Review meeting objectives
- Approval of meeting minutes from January 10, 2020



Preschool Development Grant Update  
Lindsey Dorneman

# COLORADO SHINES BRIGHTER

PRESCHOOL DEVELOPMENT GRANT BIRTH THROUGH FIVE

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Ensuring all Colorado children are ready for school when entering kindergarten.



**COLORADO  
SHINES  
BRIGHTER**

# Milestones

- Initial Grant ended February 29
- Outputs from the Initial Grant to be shared with stakeholders in March-April
- Needs Assessment and Strategic Plan formally accepted by the Administration for Children and Families
- Statewide Distribution of the Needs Assessment and Strategic Plan
- Launching Renewal Activities



**COLORADO  
SHINES  
BRIGHTER**

# Role of the PQA Subcommittee

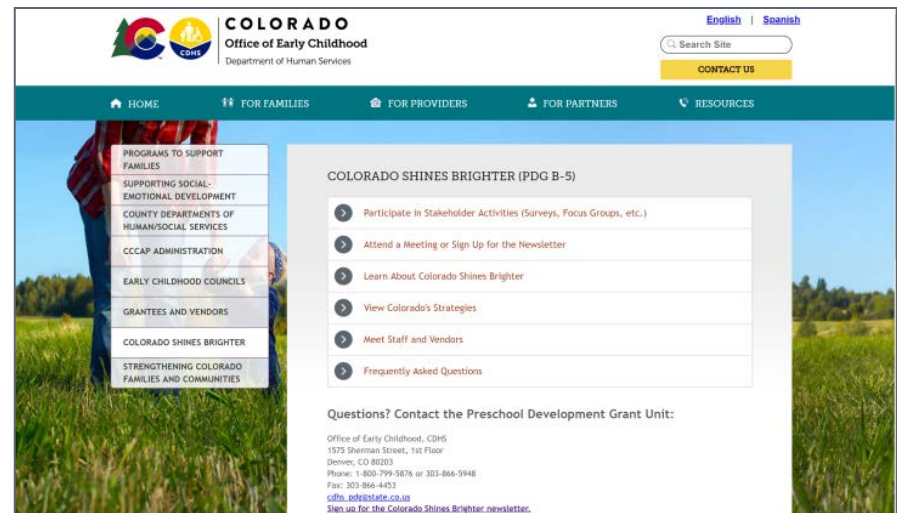
- Advisory body
- Strategic plan stakeholder engagement and outreach
  - Identify champions for non-PDG strategies (🤝 symbol)
  - Identify additional opportunities for alignment and coordination
- Colorado Shines Brighter Strategic Plan Advisory Group
  - Advisory group under the PQA Subcommittee to convene organizations championing non-PDG strategies*
    - Clarify vision and outcomes; what does “done” look like
    - Track and monitor progress
    - Make updates to the statewide strategic plan





# Questions?

- [ColoradoOfficeOfEarlyChildhood.force.com/oec/pdgb-5](https://ColoradoOfficeOfEarlyChildhood.force.com/oec/pdgb-5)
  - Project updates
  - Meetings and webinar recordings
  - Newsletter sign-up form
- Contact
  - [CDHS\\_PDG@state.co.us](mailto:CDHS_PDG@state.co.us)



# Thank you!

*The project described is supported by the Preschool Development Grant Birth through Five Initiative (PDG B-5), Grant Number 90TP0009-01-00, 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.*



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# Senate Bill 19-063 Crosswalk

- Crosswalks SB63 recommendations with
  - PDG B-5 funded activities
  - Pending budget requests, legislation
- Future updates
  - Existing work within the OEC to address recommendations
  - Local/regional activities
- SB63 Communications Toolkit
  - One-pagers
  - Social media



**COLORADO**  
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# Discussion on Role of PQA

## Kristina Heyl



Co-Chairs:  
Susan Steele  
Tom Massey  
Elsa Holguin

Executive  
Subcommittee  
ECLC + Subcommittee  
Co-Chairs

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

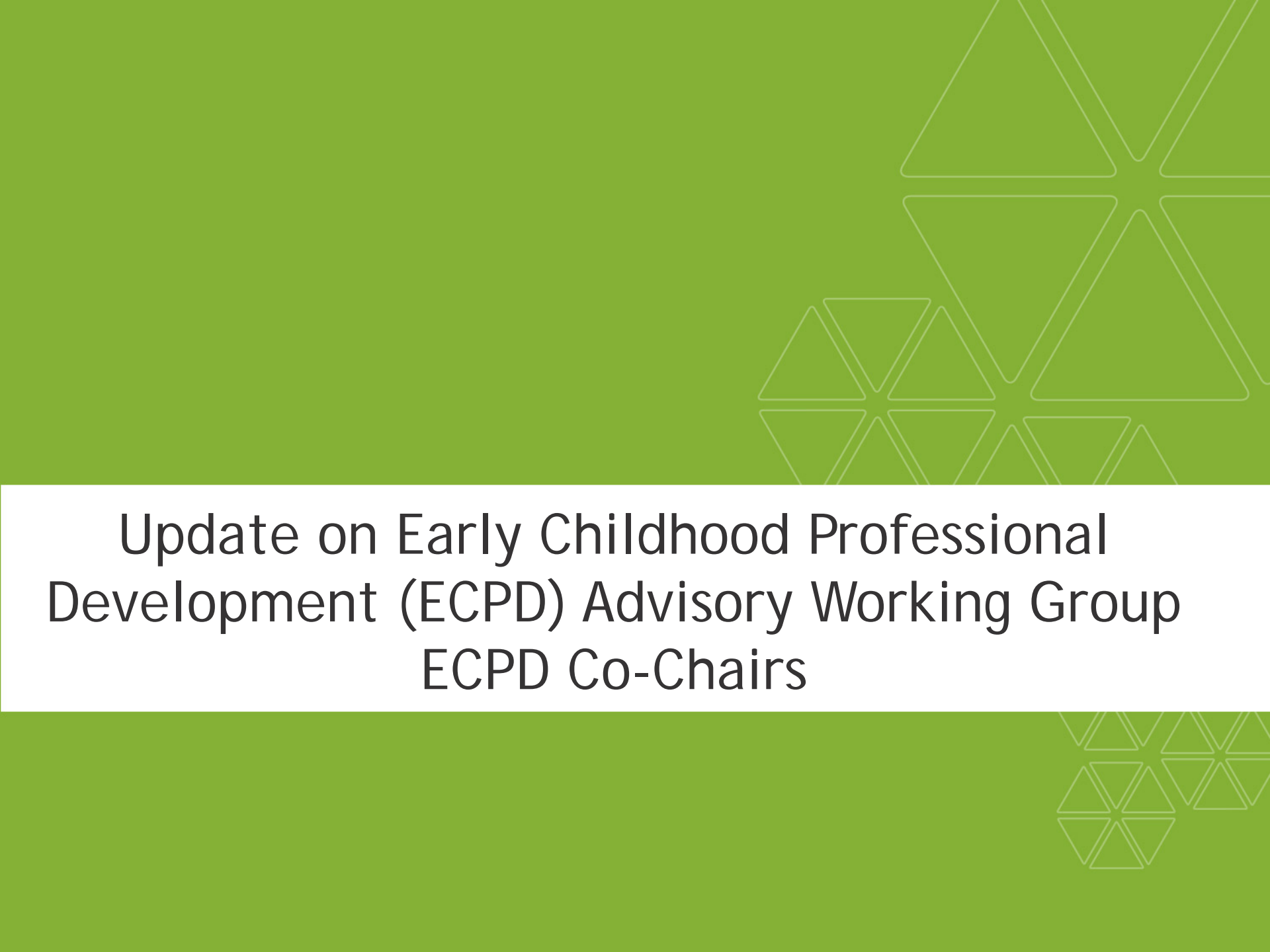
Data  
Subcommittee  
Charlotte Brantley  
Susan Steele

Communication  
Subcommittee  
Gerri Gomez Howard  
Tom Massey

EC Professional Development  
Advisory Working Group  
Heather Craiglow  
Pamela Harris  
Rebecca Kantor  
Jennifer O'Brien


Framework Working Group  
Letty Bass

Waiver Review  
Subcommittee  
Heather Craiglow  
Susan Steele  
Jeanne McQueeney



Update on Early Childhood Professional  
Development (ECPD) Advisory Working Group  
ECPD Co-Chairs

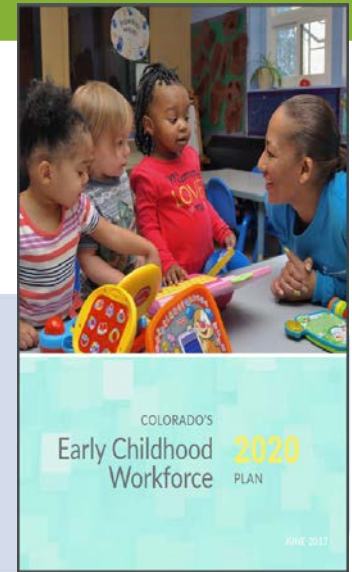
# Early Childhood Professional Development Advisory Workgroup Update



**March 6, 2020**

Heather Craiglow, Director Head Start  
Collaboration Office





## Goal Area

### • Activity

## Workforce

- Establish clearly-defined, shared terminology for different roles and credentials

## Recruitment & Retention

- Explore relationships with Early Childhood Councils to develop professional learning communities to share effective strategies around recruitment, retention, and improving efficacy

## Goal Area

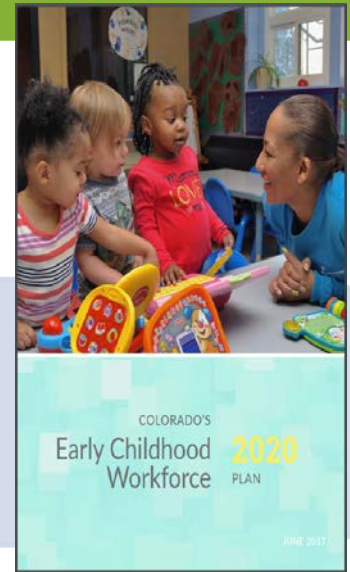
### • Activity

## Recruitment & Retention

- Identify barriers and convene a roundtable to identify solutions to successfully recruit and retain people of color in leadership roles

## Compensation

- Explore relationships with Early Childhood Councils to develop Peer Learning Communities to share effective strategies around enhancing compensation, including wages and benefits







## ‘Elevating the Early Childhood Workforce’

March 13, 9:15-11:15



# Legislative & Budget Updates

## Scott Groginsky



# Early Learning and Development Guidelines

## Lynlee Espeseth



COLORADO

# Early Learning & Development Guidelines Update



**COLORADO**  
Office of Early Childhood  
Department of Human Services



# *Background*



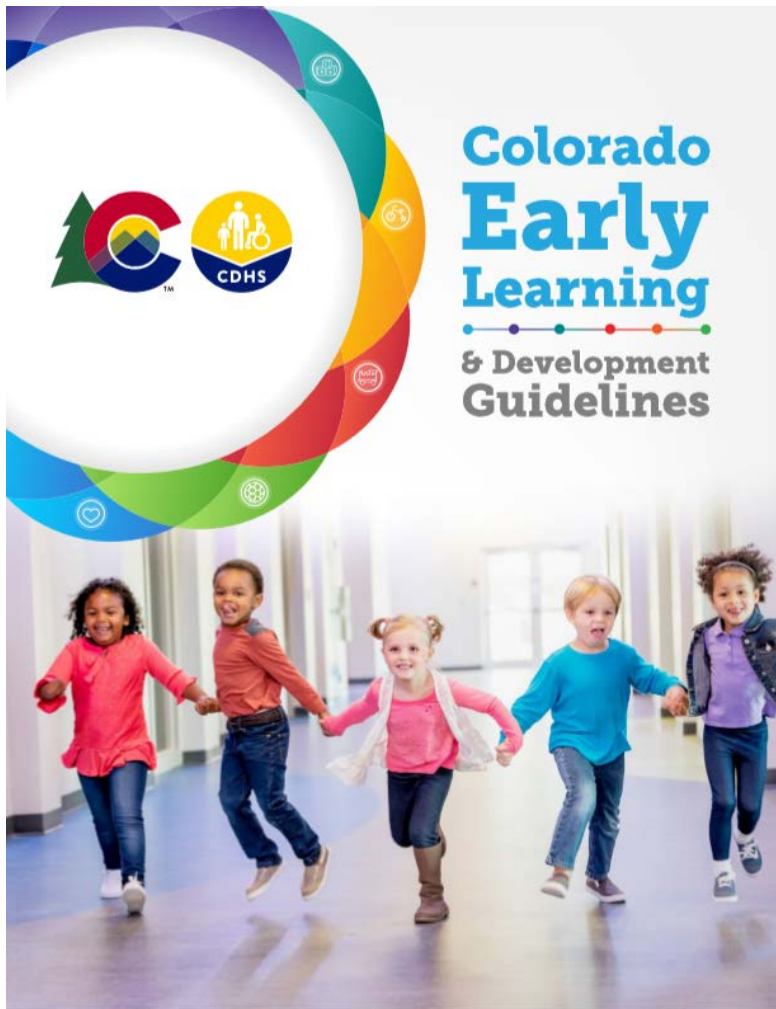
**COLORADO**  
**Office of Early Childhood**  
Department of Human Services

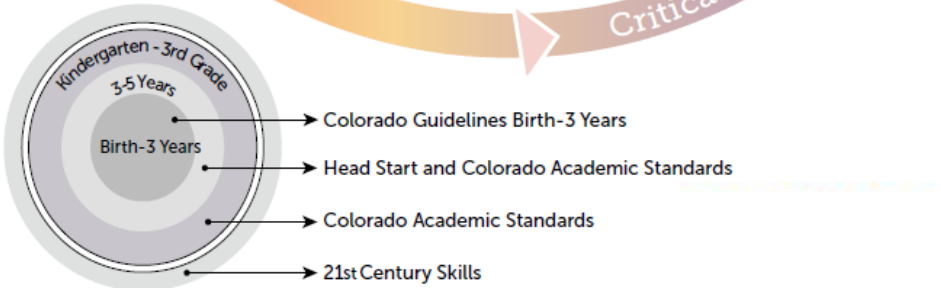
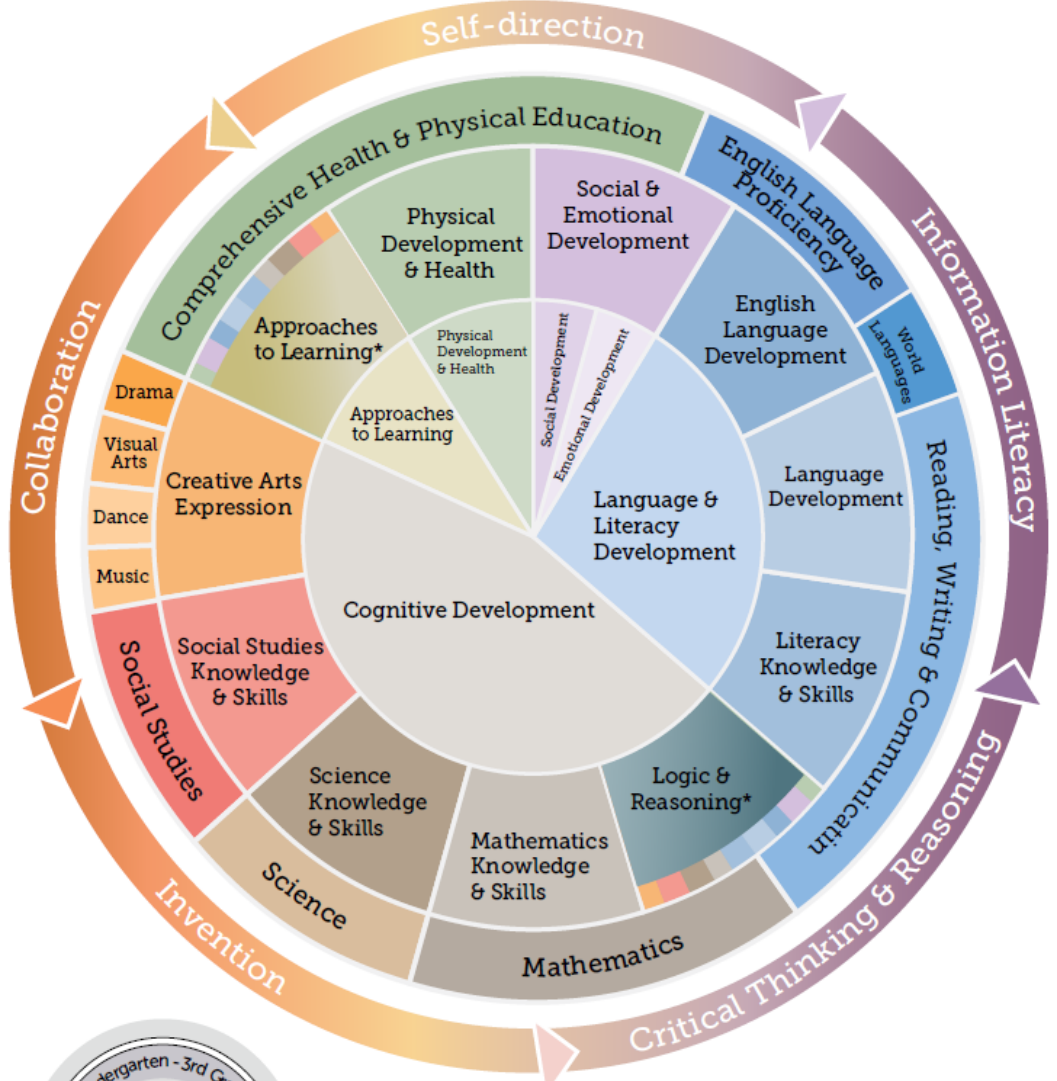
# Print Guidelines





# English & Spanish







# Printing & Distribution



## Social Development

Babies' interest in other people, evident in the early months of life, extends to their interest in other children and forms the foundation of later relationships with peers. By six months of age, infants can communicate with other infants by smiling, touching, and babbling. Early reactions such as crying in response to other babies crying are the signs that infants are developing empathy toward peers. To develop these early behaviors into social skills, infants and toddlers should be guided in their interactions with peers and explicitly taught the social rules of these interactions. Caregivers need to be mindful of the cultural differences in the rules of social interactions between children and between children and adults. In addition, special attention should be paid to children with developmental delays or disabilities who may demonstrate challenges related to attention and imitation skills. Children with limited vocabularies may also encounter difficulties in establishing relationships with peers and will need additional support to be successful in their efforts at communicating.

## Emotional Development

From the moment they are born, babies prefer to look at human faces compared to other visual stimuli and recognize their parents' faces better than the faces of strangers. Newborns are also more attentive to the sounds of speech than to other environmental sounds and prefer to listen to familiar voices. These visual and auditory preferences indicate that people become the most salient part of babies' environment from their very first days, and their primary caregivers play the most prominent role of all. The first signs of a special relationship with caregivers emerge when babies show preferences for and stronger emotional responsiveness to one person. This is the precursor to attachment, which blooms at 12 months. Attachment is a protective factor, helping children weather the stresses of life, and influences brain development. Caregivers' behaviors are a predictor of the kind of attachment the baby develops—the best predictor of secure attachment being responsive and sensitive care given by an adult.



## World Languages

The [World Languages](http://www.cde.state.co.us/CoWorldLanguages/) (<http://www.cde.state.co.us/CoWorldLanguages/>) content area of the Colorado Academic Standards contains four standards: Communication in Languages Other Than English, Knowledge and Understanding of Other Cultures, Connections with Other Disciplines and Information Acquisition, and Comparisons to Develop Insight into the Nature of Language and Culture. An important aspect of the World Languages standards, which are shared with the Colorado English Language Proficiency standards, is that they define proficiency levels for different ranges of language acquisition. The ranges in the World Languages standards go from Novice-Low to Intermediate-Mid. Learning a foreign language is not explicitly addressed for children younger than kindergarten in the Guidelines, and so there is not a direct correlation between a domain in the Guidelines for children ages 3–5 years and the World Languages standards. However, many of the skills that grade school children develop when learning a foreign language are similar to skills developed by younger children who are learning English, either as a first or second language. These connections are described in the

sections below.

### Communication in Languages Other Than English

The first standard focuses on communicating effectively in more than one language in order to function in a variety of situations and for multiple purposes. This standard addresses children's ability to communicate in a foreign language in real world contexts, including interpersonal, interpretive, and presentational modes. Interpersonal communication requires culturally appropriate listening, viewing, speaking, and writing. Interpretive communication requires children to listen, view, and read using knowledge of cultural products, practices, and perspectives. Presentational communication, which is used in formal contexts, requires children to use the language to present spoken or written information in culturally appropriate ways.

These skills mirror many of the skills that are important when children are learning English as a second language, and so similar material may be found for children ages 3–5 years in the English Language Development domain of the Guidelines. Content within the subdomain



# Earlylearningco.org



# Overall Refresh

## The First Eight Years are Critical

For Success in School,  
Work and Life

READ MORE ►



# Videos



## 9-18 MONTHS

Older infants are ready to explore their world and are becoming more adventurous as their increasing mobility allows them to have new experiences.



## Transitions

Transitions can be stressful for some children and a breeze for others. Each child reacts to transitions differently depending on where he is in his development, his temper and his previous experiences during similar situations.

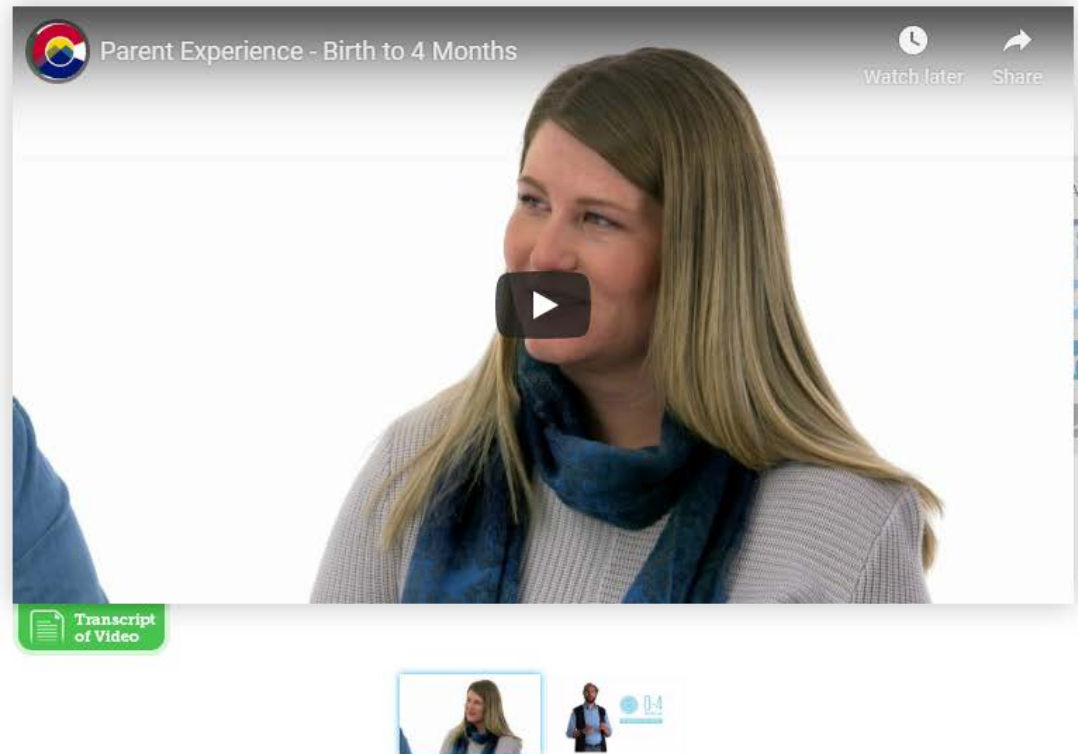


# Parent Experience Videos



## 0-4 MONTHS

In the first months babies change and grow quickly. Even when babies are born early or with medical concerns, they quickly begin to show the desire to learn about and interact with the world.



# Share Your Story

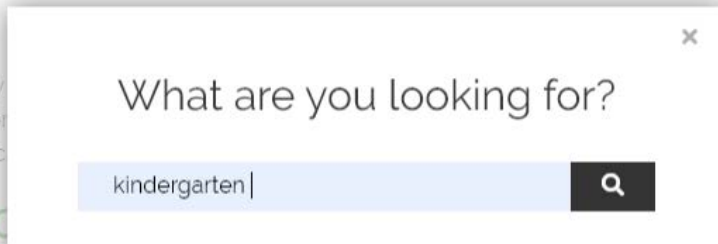
## SURPRISED PARENT

By: Kara, Feb 24, 2020

I have three kiddos, ages 13, 11, and .6. And although this shouldn't be surprising, one of the things I have found so incredible about parenting is how different each of my experiences have been with them in the school setting. Specifically, Kindergarten as my youngest started this year. I can remember how worried and anxious I was about sending my oldest to Kindergarten; would she make friends, would she be safe, would she be happy? I thought about those types of questions over and over and over. Now, when my youngest had his first day of Kindergarten, I gave him a big hug and kiss (and maybe shed a tear knowing he is my last one), and sent him on his way. I knew that he would make friends. I knew that he would be as safe as he possibly could be in a school setting, and I knew he would be happy. I also knew that if for any reason he didn't make friends, wasn't safe or wasn't happy, well then, we'd figure it out. Because as a parent, that is what you are constantly doing. Figuring it out. It's like juggling, except instead of having three balls in the air, you have fifty. Sometimes you drop one (or two, or three), sometimes you do a spin move and catch one behind your back, but at the end of the day, you know that as long as you are trying, you will figure it out. And if you don't, there's always tomorrow. So although more kiddos, means more balls up in the air, more experience as a parent also means having a greater understanding of what to expect and a confidence in yourself that you are capable.



# Searchable Guidelines



## THE GUIDELINES SEARCH RESULTS FOR: KINDERGARTEN

### KINDERGARTEN THROUGH 3RD GRADE

This section of the Colorado Early Learning and Development Guidelines for children in kindergarten through third grade (ages 5–8) provides users with information about how foundational skills and knowledge established during the first 5 years of life develop children’s capacities to meet more specific learning expectations in grade school. In the first few years of [..]

### TRANSITION TO KINDERGARTEN

Going to kindergarten is a major milestone of early childhood. As with other transitions, going to kindergarten can bring about feelings of excitement as well as fear for children and families. For example, a child’s readiness for kindergarten may be a question on the mind of many families. Children who are ready for kindergarten are [..]

### REFERENCES

Introduction American Academy of Pediatrics, American Public Health Association, & National Resource Center for Health and Safety in Child Care and Early Education. (2011). Caring for our children: National health and safety performance standards; Guidelines for early care and education programs. (3rd ed.). Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public [..]

### DRAMA AND THEATRE ARTS

The Drama and Theatre Arts content area of the Colorado Academic Standards contains three standards: Create, Perform, and Critically Respond. This section provides a broad overview of the requirements of each standard for children in kindergarten through third grade and explains how the content in



# Promotion





# Toolkit for Partners



For children who are sensitive to changes in their routine at home, it will help to introduce them gradually to a new classroom, school or |

A video thumbnail featuring a man in a suit and tie, smiling and clapping his hands. To his right is a dark blue box with white text. Below the video is a white bar with black text.

**Routines**

SCHOOL DAY ROUTINE  
PREDICTABLE BEDTIME  
AND MORNING ROUTINE

PREPARE THE  
NIGHT BEFORE

"GOING TO SCHOOL"  
SONG OR DANCE

YOUTUBE.COM  
**Transitions - Kindergarten**

*Thank you!*  
*Questions?*





# Prenatal-to-Age Three Listening Session Toolkit

## Christina Walker & Jacy Montoya Price



Prenatal-to-Age-Three (PN3)  
Listening Session Toolkit is  
now available online at  
[bit.ly/PN3Toolkit.](http://bit.ly/PN3Toolkit)



# Public Comment and Member Updates



## Next Steps and Adjourn

- Agenda Topics for Future Meetings

**Next Meeting:**  
**ECLC Program Quality & Alignment**  
**Friday, May 8 , 2020**  
**from 9:00-11:00 am**  
**Location: TBD**

