

Thank you for joining! We will begin shortly.

# ECLC

*Early Childhood Leadership Commission*

## Program Quality & Alignment Subcommittee

March 12, 2021

9:00am - 11:00am

Google Hangouts



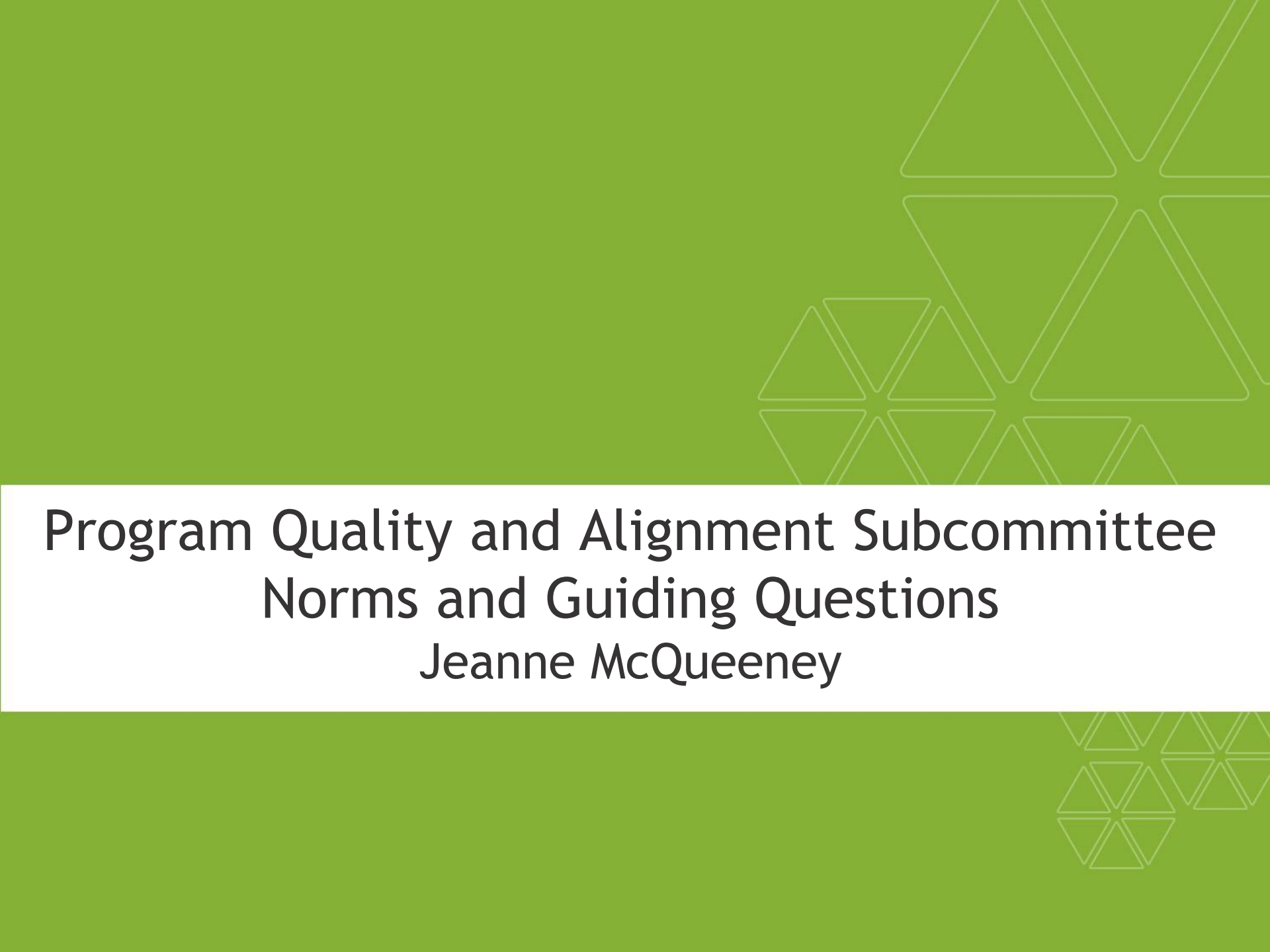
- Please remember to mute your computer or phone when not speaking ●
  - We will be recording the meeting ●
- All materials can be found at: <http://www.earlychildhoodcolorado.org/program-quality-and-alignment-subcommittee> ●



# Welcome and Review of Minutes

# Meeting objectives

- Approve the meeting minutes from January 8, 2021
- Review Program Quality and Alignment Subcommittee Norms and Guiding Questions
- Discuss Home Visiting Investment Task Force draft recommendations
- Provide feedback on the Early Childhood Mental Health Public Outreach Project
- Learn about recent Healthy Child Care Colorado initiatives
- Hear updates on PDG Coordination work
- Discuss Transition initiatives in connecting early childhood and school district programs
- Hear from the early childhood community during public comment



Program Quality and Alignment Subcommittee  
Norms and Guiding Questions  
Jeanne McQueeney

# Program Quality and Alignment Subcommittee Charge:

The purpose of the Program Quality and Alignment (PQA) Subcommittee is to identify opportunities for, and barriers to, the alignment of standards, rules, policies, and procedures across programs and agencies that support young children and to enhance the alignment and provision of services and supports for young children.

# Program Quality and Alignment Subcommittee Norms:

- Treat each other with dignity and respect, committing to listening with an open mind and to trusting, believing, and learning from experiences and perspectives that are different from your own.
- Be genuine with each other about ideas, opportunities and challenges.
- Create an open space for discussion and disagreement; Allow space for ALL ideas and opinions.
- Intentionally include and center the voices of families and of those directly caring for and educating children, inclusive of all contexts where children are.
- Avoid territoriality and taking things personally, instead centering the charge to seek alignment across ALL systems.
- Honor and respect diversity and inclusion by creating a space that is welcoming and valuing of varying ideas, opinions and perspectives where all members can contribute.

# Program Quality and Alignment Subcommittee

## Guiding Questions:

- How could this information be used to support and promote inclusion, diversity and equity?
- How does this information inform alignment, gaps, and opportunities in our early childhood system?
- How does the information shared interact with the other domains of the *Framework* - Family Support & Education, Learning & Development, and Health & Well-Being?
  - Example: What impact does this have on infants/toddlers? Mental Health? Family Health and Stability?

# Program Quality and Alignment Subcommittee

## Guiding Questions (continued):

- What impacts could this information have on local, regional and state level policy or practice? What additional education/public awareness is needed to elevate this information to where it can inform policy and/or practice?
- What are the funding implications or opportunities associated with the information shared?
- What action steps or recommendations should our subcommittee take as a result of our shared learning today?





# Home Visiting Investment Task Force Updates

Kendra Dunn

The background of the slide is a solid orange color. In the upper right and lower right corners, there is a faint, light-colored geometric pattern consisting of overlapping triangles that form a larger, star-like or floral shape. The text is centered in a white horizontal band across the middle of the slide.

The Early Childhood Mental Health Public Outreach  
Project *NEW* Spring 2021 Workshop  
Alison Hargarten, Lisa Schlueter, Heather Craiglow

# **The Early Childhood Mental Health Public Outreach Project**

***NEW* Spring 2021 Workshops**

# The Early Childhood Mental Health Public Outreach Project



- Learn to spot the early signs of distress in young children
- April - June 2021
  - Event Type: Virtual 2hr Workshops
  - Trainer: Jane West
- Appropriate for all interested early childhood and family serving professionals

## **Core questions that will be answered in this training:**

### **Mental Health in Early Childhood**

- *What does mental health have to do with infants, toddlers, and preschoolers?*
- *What are the most important qualities of a healthy caregiving environment?*
- *What are potential behavioral red flags in young children that can be observed and should be acted upon?*
- *How do ACES and toxic stress fit into this picture?*
- *What other aspects of a child's life are essential to consider when evaluating a child for a mental health challenge?*

## **Core questions that will be answered in this training:**

### **Assigning Mental Health Diagnoses**

- *Can young children be diagnosed with clinical disorders and what does that process look like? What are the risks and benefits of diagnosing?*
- *What kinds of clinical disorders do young children experience?*
- *How is the cultural context of a child's life valued in the diagnostic process?*
- *What are the existing ways to refer a child for treatment? What does treatment look like and how does that differ from family supports like home visiting?*
- *What impact does a clinical referral and therapeutic treatment have on a family?*

# Sign up today!

## APRIL DATES:

~~Friday, April 9 / 2:30 pm to 4:30 pm~~

~~REGISTER~~ **FULL; Registration Closed**

~~Tuesday, April 20 / 12:00 pm to 2:00 pm~~

~~REGISTER~~ **FULL; Registration Closed**

Thursday, April 29 / 4:00 pm to 6:00 pm

[REGISTER](#)

## MAY DATES:

Monday, May 10 / 3:00 pm to 5:00 pm

[REGISTER](#)

~~Friday, May 21 / 10:00 am to 12:00 pm~~

~~REGISTER~~ **FULL; Registration Closed**

## JUNE DATES:

Thursday, June 3 / 9:00 am to 11:00 am

[REGISTER](#)

Friday, June 11 / 12:00 pm to 2:00 pm

[REGISTER](#)

Wednesday, June 23 / 10:00 am to 12:00 pm

[REGISTER](#)



# Healthy Child Care Colorado Updates

Taran Schneider



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# Breastfeeding Friendly Child Care Recognition & Pyramid Colorado Updates

Taran Schneider, MA  
Executive Director

March 12<sup>th</sup>, 2021

# Breastfeeding Friendly Child Care Recognition



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# Overview

2017 - 2018

Breastfeeding Friendly Child  
Care

Toolkit & PDIS Training  
Module Developed

2019 - 2020

Breastfeeding  
Friendly Child  
Care  
Recognition  
Developed

2020 - 2021

Breastfeeding  
Friendly  
Child Care  
Recognition  
Pilot &  
Statewide  
Launch

# BFCC Recognition Goals

- Increase knowledge and implementation of breastfeeding friendly policies, practices, and recognition in child care programs across the state
- Align and embed breastfeeding practices, policies, and recognition within Colorado Shines

# Evidence Requirements for Recognition

## BREASTFEEDING FRIENDLY CHILD CARE

### Evidence Guide Child Care Centers

This guide should be used by centers interested in becoming recognized as a Breastfeeding Friendly Child Care Program.

**Commitment to Breastfeeding:** Make a commitment to the importance of breastfeeding, including written policies and procedures and supporting staff's decision to breastfeed.

Practice	Progressing	Breastfeeding Friendly	Breastfeeding Advocate	Evidence
A clear written policy supporting breastfeeding for both families and staff (must guarantee employees have adequate time and space to breastfeed or pump) – see sample policy	Exists informally, or is written but not regularly communicated to staff	Is written, easily available, and regularly communicated to staff, families (including potential families) and visitors	Is written, easily available, regularly communicated to <i>all</i> staff, families, <i>and</i> is posted, printed or displayed and actively discussed on tours	<input type="checkbox"/> Copy of Written Policy
Staff and families receive accurate printed materials and information about breastfeeding	Are not available at our program or are available upon request by our staff and families	Are easily available at our program for our staff and families	Are actively distributed to all staff, families and visitors	<input type="checkbox"/> Copy of Written Policy

- Adapted from the State of Colorado's [BFCC Toolkit](#)
- Designed similar to Colorado Shines evidence requirements
- Used as a program-assessment tool that informs the program's Action Plan

Evidence Document – [Centers](#)

Evidence Document – [Family Child Care](#)

# Breastfeeding Friendly Child Care Advisors

## Overview of the Advisor Role

- Complete 2 required trainings on PDIS and Co.Train
- Have 5 points of contact with the program(s) you choose to work with (can be done virtually)
- Help each program identify and set up a breastfeeding friendly space
- Assist each program in writing breastfeeding friendly policies
- Complete the BFCC Evidence Document and submit it along with required evidence to HCCC
- Ensure programs are aware of relevant resources available to them

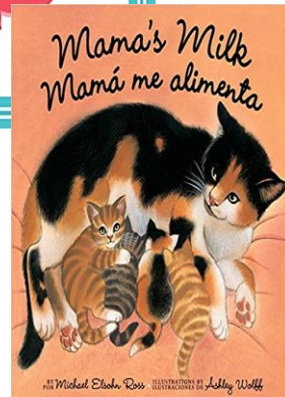
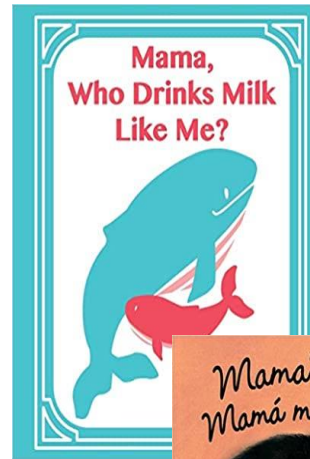
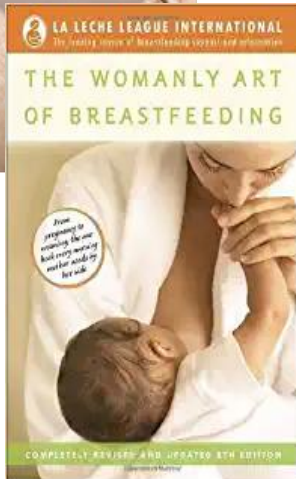
[Position Description](#)

[Application](#)

We are currently seeking BFCC Advisors to support programs throughout Colorado!  
Becky@healthychildcareco.org

# Supplies, Equipment, and Teaching Materials

Each program working with an advisor receives approximately \$150 in supplies to help their program achieve BFCC Recognition



# BREASTFEEDING FRIENDLY CHILD CARE RECOGNITION

This certificate of recognition is awarded to

Program Name

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*In recognition of your commitment to a breastfeeding friendly culture and implementation of best practices and policies that promote and support breastfeeding.*



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*Becky Edwards*

Affirmed By: Becky Edwards, MA Ed.  
Early Childhood Specialist

Award Date: Month Day, Year  
Expiration Date: Month Day Year



Questions?

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# Pyramid Colorado

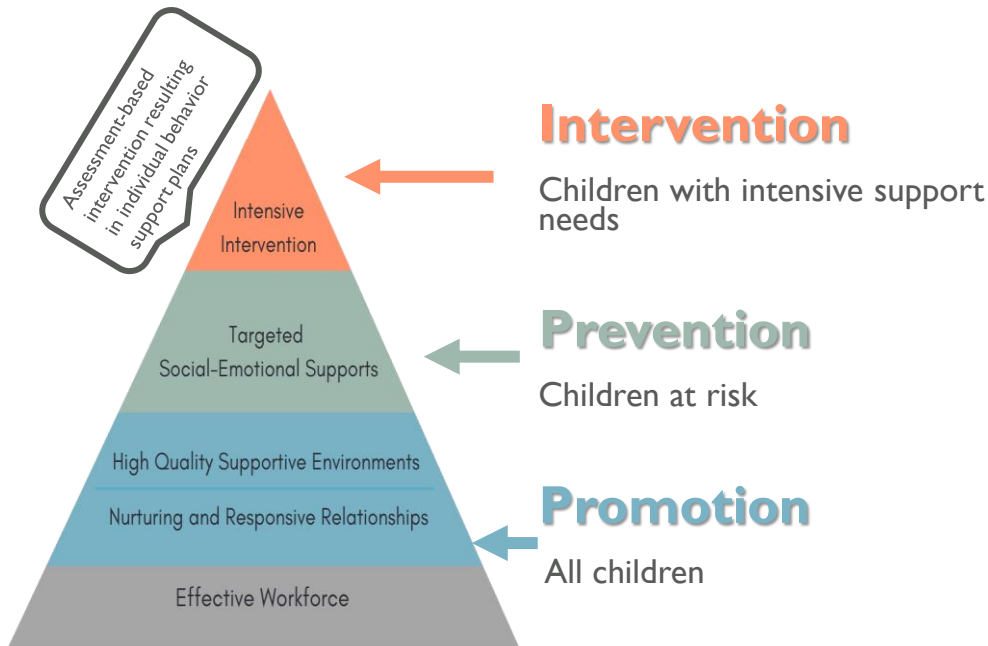


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# Pyramid Model

## What is the Pyramid Model?

The Pyramid Model is a framework of evidence-based practices for promoting young children's healthy social and emotional development.



## Who uses the Pyramid Model?

The Pyramid Model provides guidance for:

- Early Educators
- Families
- Coaches & Trainers
- Early Childhood Special Education personnel
- Early Intervention personnel
- Other Professionals



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# Pyramid Colorado

## Purpose

Promote the social and emotional development and inclusion of all children ages birth through five by supporting and expanding evidence-based Pyramid approaches in Colorado.



[www.healthychildcareco.org](http://www.healthychildcareco.org)

## What We Offer

- Professional Development
- Certification
- Technical Assistance
- Community of Practice
- Pyramid Online Hub
- Find a Pyramid Trainer or Coach
- Advocacy
- State and National Leadership



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# 2020 Transition Team

Diana Herrera Bal Swan Children's Center	Robin Levy Horizons in Learning
Kathleen Merritt Bright Futures	Heather Craiglow Office of Early Childhood/Head Start Collaboration
Stacy Howard Buell Foundation	Lisa Matter Office of Early Childhood/EQIT
Sarah Davidon Consultant; HCCC Board of Directors	Geneva Hallett University of Colorado Pyramid Plus Center
Marcia Blum Colorado Dept of Education's P- 3 Office	Virginia Kile Pyramid Plus Certified Coach
Taran Schneider & Becky Edwards Healthy Child Care Colorado	Rosemarie Allen Associate Professor, Early Childhood Education President & CEO Institute for Racial Equity & Excellence



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## PYRAMID COLORADO FOUNDATIONS



Effective  
Workforce



Environments  
& Relationships



Targeted  
Supports



Intensive  
Intervention

**Purpose:** Promote the social-emotional development and inclusion of all children ages birth through five by promoting and expanding evidence-based Pyramid approaches in Colorado.

### GUIDING PRINCIPLES:

- Focus on promotion and implementation of evidence-based practices and data-informed decisions that lead to fidelity of the model.
- Recognize connections, relationships, and partnerships as central to Pyramid efforts, emphasizing alignment and innovation between stakeholders at local, state, and national levels.
- Ensure a lens of diversity, equity, and inclusion are at the center of our efforts, recognizing privilege and access to power, working to create inclusive systems and programs and dismantle a history of oppression.
- Ensure responsible planning and stewardship of resources.

### DESIRED RESULTS



Statewide, high-fidelity use of the Pyramid model is increased



Pyramid trainers, coaches, and programs are prepared, supported, and motivated to improve their social and emotional and inclusion policies and practices



Pyramid Colorado infrastructure is strong and supportive of communities and programs



Pyramid Colorado is part of a comprehensive Preschool through 3<sup>rd</sup> grade approach



# Pyramid Colorado's Core Functions

Serve as **HUB** for the Pyramid Colorado network

- Support and grow the network
- Promote alignment with best practices, local needs, state systems, and national models

Support **QUALITY IMPROVEMENT** efforts

- Support high-quality, ongoing implementation
- Develop an evaluation plan aligned w/ results

**ADVOCATE** for best practices and sound policies

- Convene leadership – policy, systems, & implementation
- Pursue greater systems alignment and integration

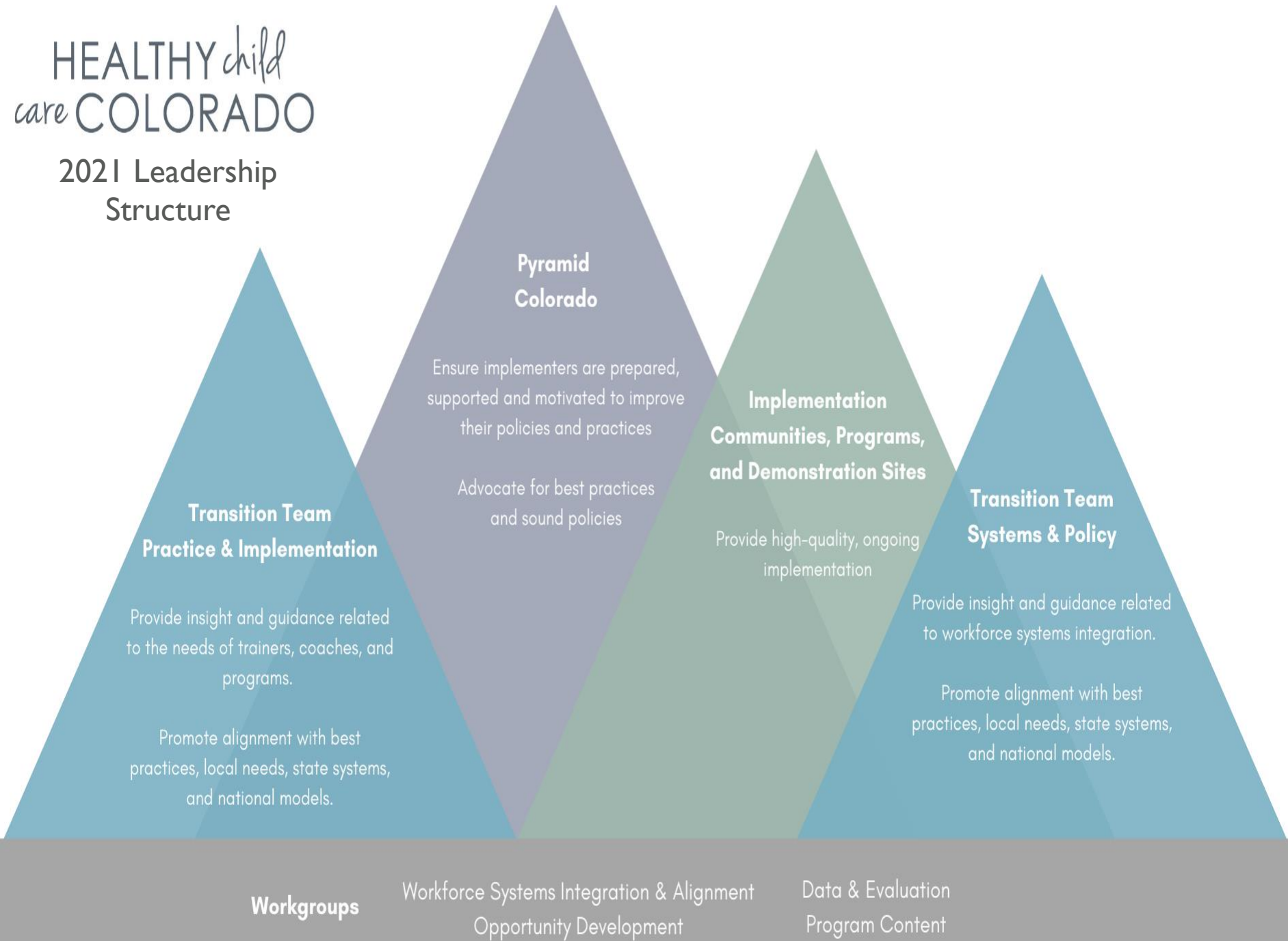
[Pyramid Colorado Foundations & Action Plan](#)



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## 2021 Leadership Structure





# 2021 Transition Team

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- Diana Herrera, Bal Swan
- Kathleen Merritt, Bright Futures
- Kelly Hurtado, Alliance for Kids
- Marcia Blum, CDE
- Stacy Howard, Buell Foundation
- Lisa Matter, OEC & EQIT
- Becky Edwards, HCCC
- Robin Levy, HCCC
- Jennnifer O'Brien, CDE
- Lisa Heberlin, Trainer
- Heather Craiglow, OEC
- Virginia Kile, Coach
- LJ Werner, Trainer & Coach
- Taran Schneider, HCCC



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# What to expect in 2021

## Certification

- Certification Cadre applications will open in June-July
- Certification Cadre will begin in Oct
- Alignment with PDIS

## Pyramid Network Engagement

- Monthly huddles & e-updates
- Transition Team & Workgroups
- Asset Mapping & Needs Assessment

## Training Transition

- Pyramid Plus Approach to be phased out
- Roll-out updated national Pyramid Modules
- Create “Bookends” to national Pyramid Modules

## Tools & Resources

- Pyramid Hub – online resource center
- Training Calendar
- Public search function
- Online training evals



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# Additional Information

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[Pyramid Colorado: Unifying for Greater Impact Webinar](#)

[Frequently Asked Questions](#)

[Interim Guidance](#)

[Looking to the Future Summary](#)




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# Contact Information

[Taran@healthychildcareco.org](mailto:Taran@healthychildcareco.org)

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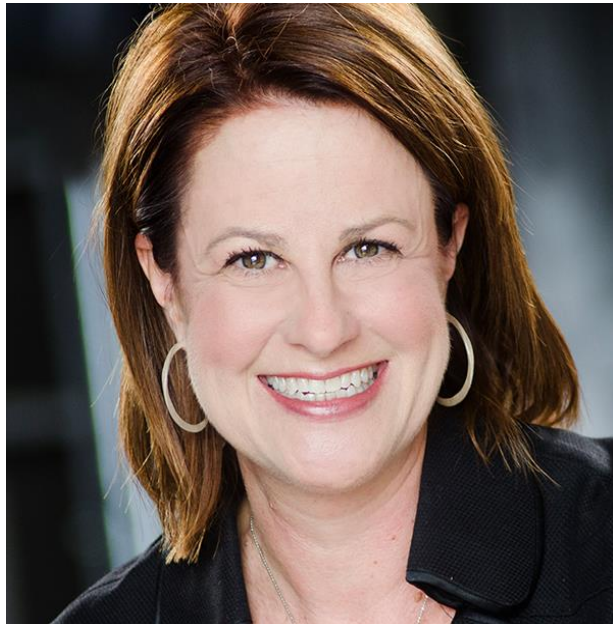


Transitions in Colorado: Policies, Perspectives,  
Practices, and Possibilities  
Kristie Kauerz and Roberta Ballard

# Transitions in Colorado: Policies, Perspectives, Practices, and Possibilities

*Early Childhood Leadership Commission  
PQA Subcommittee  
March 12, 2021*

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**Kristie Kauerz, Ed.D.**  
**Director**



**Roberta Ballard**  
**Research-to-Practice**  
**Associate**



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# Project Funding

This project is supported by the Preschool Development Grant Birth through Five Initiative (PDG B-5), Grant Number 90TP0054, from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services.

In Colorado, this grant is administered by the Office of Early Childhood in the Department of Human Services, in collaboration with the Department of Education.



# Colorado's PDG Transition Project Goal

- Develop a detailed, system-level plan focused on improving coordination around the transitions between the mixed-delivery ECE system (Head Start, child care, CPP, Preschool Special Ed) and the K-12 system (especially kindergarten).
- Address cross-sector alignment at local and state levels.

# Project Timeline

Jan – Feb 2020

In-depth Policy Review and Analysis

May - Dec 2020

Community-based Convenings

Jan - Apr 2021

District Focus Groups

May - Dec 2021

Compilation of Findings into Tools, Resources, and a Roadmap

Input and Vetting with Key State-Level

# Policies

# Federal and State Policy Synthesis

Serves as a tool to identify where policy can be strengthened, revised, and/or eliminated to support a coherent, well-funded and scale-able system of transitions to kindergarten in Colorado.

**Table 2. Document Synthesis of Colorado and Federal Policies Related to Transition to Kindergarten**

Transition to Kindergarten Practices	Site- and Systems-level Plans	Standards	Curriculum & Instruction	Assessments	Child-level Learning Plans	Additional Child & Family Services	
Personnel Supports, Organizational Strategies, Systems Building Strategies							<i>Policies w/ Support References</i>
Personnel Supports (e.g., professional learning, coaching)	✓✓	✓✓	✓	✓	✓	✓	CAP4K <sup>B</sup> , CO ESSA Plan <sup>B</sup> , CCDBG <sup>S</sup> , HSPPS <sup>S</sup>
Within Organizational Strategies (e.g., QRIS, governance, operations)	✓	✓✓				✓	CO Shines/QRIS <sup>S</sup> , HSPPS <sup>S</sup>
Cross-Sector Systems Building Strategies (e.g., MOUs, joint PD, data sharing agreements)	✓✓✓✓				✓✓✓		CO ESSA Plan <sup>B</sup> , CO Shines/QRIS <sup>S</sup> , CPP <sup>SB</sup> , ESSA <sup>RB</sup> , HSA <sup>S</sup> , HSPPS <sup>S</sup> , IDEA <sup>B</sup>
Outcomes							<i>Policies w/ Outcome References</i>
Family Comfort w/ Transition Processes and Logistics	✓✓✓		✓			✓✓	CO Shines/QRIS <sup>S</sup> , ESSA <sup>RB</sup> , HSA <sup>S</sup> , HSPPS <sup>S</sup>
Family Collaboration w/ Educators	✓✓✓				✓✓		CO Shines/QRIS <sup>S</sup> , ESSA <sup>RB</sup> , HSA <sup>S</sup> , HSPPS <sup>S</sup>
Family Involvement with Programs and Schools						✓✓	HSA <sup>S</sup> , HSPPS <sup>S</sup>
Child Initial School Adjustment	✓✓✓	✓	✓			✓✓	CO Shines/QRIS <sup>S</sup> , ESSA <sup>RB</sup> , CCDBG <sup>S</sup> , HSA <sup>S</sup> , HSPPS <sup>S</sup>
Child Outcomes (not school readiness)	✓✓	✓			✓✓✓		CO Shines/QRIS <sup>S</sup> , CPP <sup>SB</sup> , SB 17-103 <sup>R</sup> , CCDBG <sup>S</sup> , HSPPS <sup>S</sup> , IDEA <sup>B</sup>
School Readiness (Child, Program, and School Outcomes)	✓✓	✓✓	✓	✓✓	✓	✓	CAP4K <sup>B</sup> , CO Shines/QRIS <sup>S</sup> , HSPPS <sup>S</sup>
<i>Policies w/ Transition Practice References</i>	CO ESSA Plan <sup>B</sup> , CO Shines/QRIS <sup>S</sup> , CPP <sup>SB</sup> , SB 17-103 <sup>R</sup> , ESSA <sup>RB</sup> , HSA <sup>S</sup> , HSPPS <sup>S</sup>	CAP4K <sup>B</sup> , CO Shines/QRIS <sup>S</sup> , CCDBG <sup>S</sup> , HSPPS <sup>S</sup>	HSPPS <sup>S</sup>	CAP4K <sup>B</sup> , HSPPS <sup>S</sup>	CAP4K <sup>B</sup> , CO Shines/QRIS <sup>S</sup> , CPP <sup>SB</sup> , HSPPS <sup>S</sup> , IDEA <sup>B</sup>	CO Shines/QRIS <sup>S</sup> , HSA <sup>S</sup> , HSPPS <sup>S</sup>	

# Perspectives

# Convenings

Hosted a series of virtual convenings with PreK-12 and ECE stakeholders from a variety of communities and individuals working with several special populations to gather real-time perspectives on the needs and opportunities in the field.

- Role-alike convenings
- Community-based convenings
- School District focus groups (scheduled this March)

# Role-alike Convenings

Four virtual convenings with role-alike peers working on transitions to kindergarten for children and families from populations who have historically been marginalized.

- Migrant and Seasonal
- Special Education
- Homeless
- Tribal and Native American

# Community-based Convenings

Six virtual convenings were held in communities across the state that represented various community demographics.

- El Paso County
- City and County of Denver
- Garfield County
- Thompson
- Fremont County
- Summit County



# What We Learned (8 “Action Items”)

1. Un-aligned policies and practices across ECE programs make the transition to kindergarten more complex.
2. Un-aligned strategies encumber the smooth alignment of work between ECE (“sending”) and K-12 (“receiving”) systems.
3. Transition practices are difficult to implement locally without more explicit guidance from the state.

# What We Learned, cont.

4. Imbalance of leadership across sending and receiving sides influences the transition to kindergarten.
5. Partnering with families is an essential part of the transition process, however there is a lack of supporting policy for K-12 and a need for general guidance on best practices.
6. Data and information are being gathered and shared for some children, but there is no comprehensive strategy across the state.

# What We Learned, cont.

7. Strong partnerships make the transition to kindergarten process more successful in communities, yet this occurs inconsistently across the state.
8. A lack of shared language and differing definitions of key terms could contribute to confusion and misalignment around transitions to kindergarten.

# Practices

# Identifying Promising Practices

- Compile ideas and strategies offered throughout the multiple community input sessions and focus groups.
- Review comprehensive state-level and statewide Transitions Plans used in other states.
- Review research.
- Engage with variety of state agency offices and non-governmental state partners to discuss their capacities to contribute.

# Possibilities

# Final Deliverable = "Transitions Roadmap for Colorado"

- Build and create a dissemination plan for a toolkit of resources, training materials, and tools that encourage and support the implementation of meaningful "two-sided" transitions across the state.
- Draft a transitions roadmap that articulates a statewide vision and plan for transitions to kindergarten.

# Long-Term Goals: Aligning Alignment Efforts

- Coordinate and align efforts across state agencies, in support of smoothing experiences of children and families.
- Maximize the strengths, and reduce duplications, in state agencies' policies.
- Create a "shared vision and voice" about transitions that is recognized by state, regional (EC Councils), and local stakeholders.



# The Reality\*

## (for Transitions, UPK, and all else...)

- No structure (old or new) will solve these long-standing needs.
- Alignment and coherence are created through webs of policies, professional supports, relationships, and mutual engagement.

\*Backed up by extensive research and experience.

# Small-group Discussion

- What content, tools, resources, or other materials would be most useful – and durable – to include in a Colorado Transitions Toolkit and Roadmap?

**pthru3@ucdenver.edu**  
[nationalp-3center.org](http://nationalp-3center.org)



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# PDG Coordination Work Follow Up

Kristen Lang

# PDG Coordination Work Follow Up

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PQA Meeting March 12, 2021

Kristen Lang  
PDG Program Access Manager  
Office of Early Childhood



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**SHINES**  
**BRIGHTER**

# Coordination Toolkit Next Steps

- Targeted feedback around the design
  - Request for 5-6 intended users to be design reviewers (i.e. counties, towns, districts, ECC or FRC catchment areas)
    - Interested? Email Kristen: [kristen.lang@state.co.us](mailto:kristen.lang@state.co.us)
  - 1-2 hour time commitment total - short, successive, focused
    - Is it functional? Meeting the intended purpose? etc.
    - End of March/early April
- Bring back to PQA for further feedback



# PQA Working Group?

- Feedback from last session: desire for more of this work to occur at the state level
- Working Group Proposal:
  - Produce a report with recommendations and concrete steps the state should take if it were to create a coordinated application, eligibility and enrollment system in child care (services, funding, etc.)
  - Under PQA, PDG-led
- Interest?
- Scope thoughts?
- Timing thoughts?



# QUESTIONS?

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

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



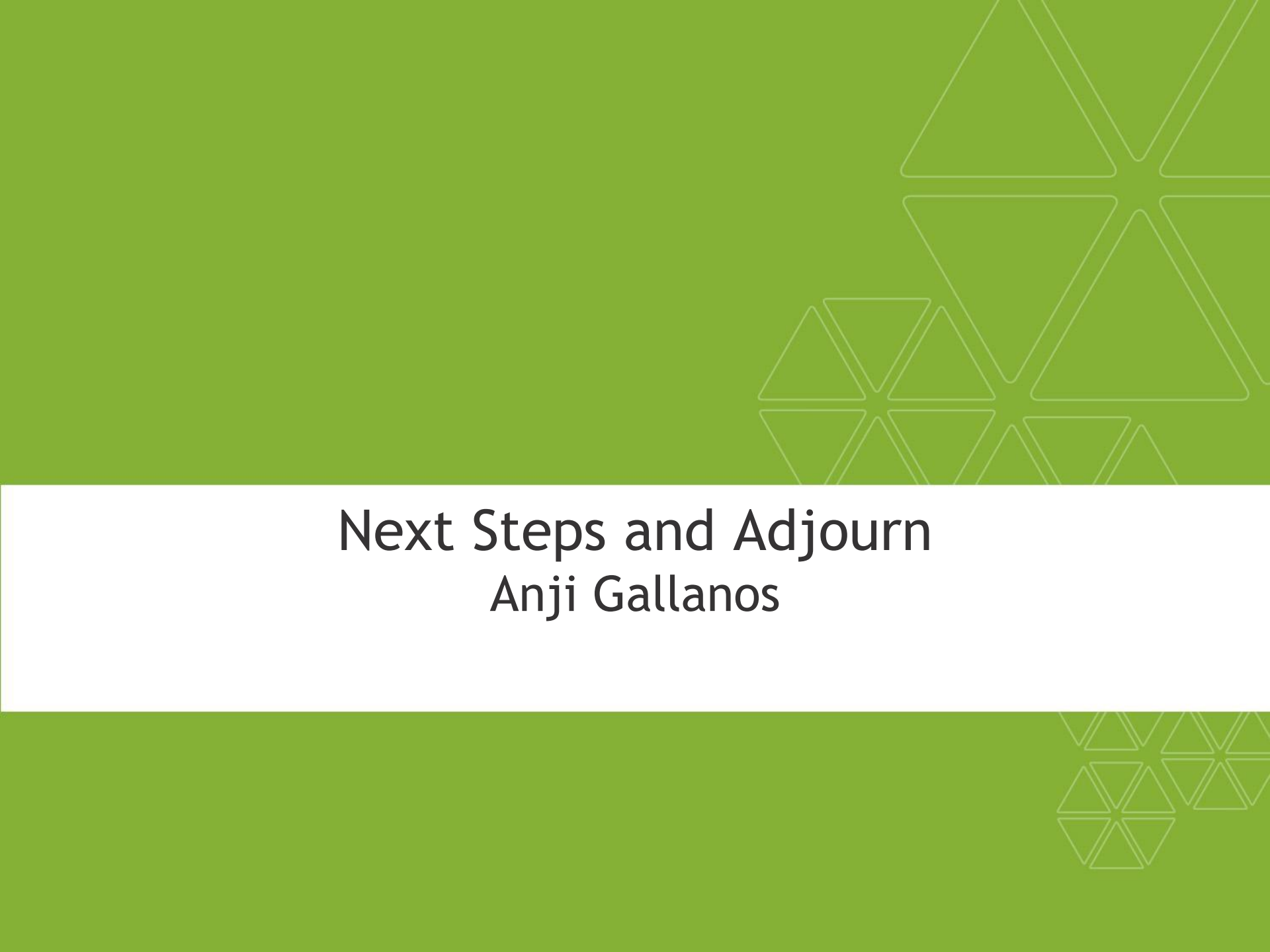
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SHINES  
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# Public Comment and Member Updates

## Anji Gallanos



# Next Steps and Adjourn

Anji Gallanos

# Next Meeting: ECLC Program Quality & Alignment



Friday, May 14, 2021  
from 9:00-11:00 am