

ECLC

Early Childhood Leadership Commission



February 28, 2019

Health Care Policy & Financing - 303 East
17th Avenue, 11th Floor; Denver



Welcome



Business Meeting

Business Meeting

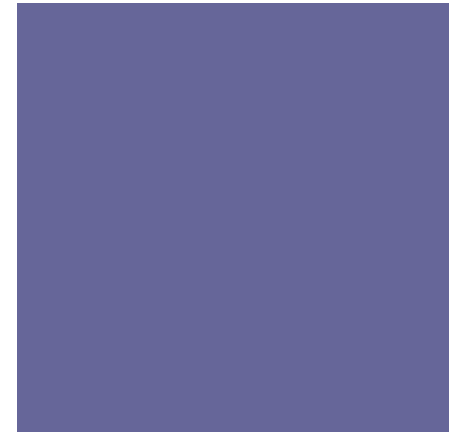
- Approve December 13, 2018 Meeting Minutes

A decorative geometric pattern consisting of several large triangles formed by thin white lines, arranged in a cluster on the right side of the slide. The pattern is composed of multiple smaller triangles that overlap to create larger, more complex shapes.

Subcommittee Updates

Subcommittee Updates

- Data Subcommittee
 - Areas of Opportunity Data Indicator Project (Heather Matthews)
- Communication Subcommittee
- Program Quality & Alignment Subcommittee



Measuring Success

Colorado Early Childhood Leadership
Commission

December ECLC Meeting

Clarify outcomes for Areas of Opportunity

January Small Group Meetings

Refine comprehensive indicator lists

January Data Subcommittee Meeting

Critique and select 3-5 indicators per AOO

February ECLC Meeting

Approve indicator recommendations

Indicator Recommendations

See Handouts



Data Development Agenda



Early Care and Education

- **Transforming the Workforce** (In progress: Barton Institute/CEAL)
- **Index: child care affordability** (In progress: CDHS)
- **% eligible population enrolled in Early Head Start** (In progress: CDHS)
- **Data collected on informal or unlicensed care settings** (Point-in-Time: PDG Needs Assessment)
- **Use of culturally relevant/diverse curricula**
- **Measure of retention in ECE workforce**
- **Various indicators (e.g. quality, total compensation, etc.) across sectors/settings of a mixed delivery system**



Data Development Agenda



Families

- Meeting child care needs of families (Point-in-Time: PDG Needs Assessment)
- Impact of stressors on parent-child bond
- Family engagement, leadership, advocacy
- Impact of “stacking” of basic needs barriers
- Assessment of implementation of policies supporting families
- Availability of relevant supports/services for families

+ Data Development Agenda

Tracking/Monitoring

- Tracking and monitoring of screening, referral, evaluation, services for Early Intervention/Child Find systems (In progress: Early Childhood Screening and Referral Policy Council)

Equity

- Measure indicators across prioritized populations (e.g. children with special needs, families experiencing homelessness, etc.) to measure status and progress of all children



Contact



Heather Matthews

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LinkedIn: www.linkedin.com/in/heatherjanematthews



Legislative Updates

Bill Jaeger



Remarks from Governor Jared Polis



Preschool Development Grant Updates

Lindsey Dorneman & Heather Craiglow



COLORADO SHINES BRIGHTER

PRESCHOOL DEVELOPMENT GRANTS BIRTH THROUGH FIVE

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



COLORADO
SHINES
BRIGHTER

Celebrate!

- Awarded **\$5.8 million** Preschool Development Grant Birth through Five (PDG B-5) from the U.S. Department of Health and Human Services' Administration for Children and Families
- Funding is made available under the Every Student Succeeds Act (ESSA) administered by the U.S. Department of Education
- Project period is December 31, 2018, through December 30, 2019



Purpose

- Fund states to conduct a comprehensive statewide birth through five **needs assessment** followed by in-depth **strategic planning**, while **enhancing parent choice** and **expanding the current mixed delivery system**
- **Mixed delivery system:** a system of early childhood care and education services that are delivered through a combination of programs, providers, and settings, such as Head Start, licensed family and center-based child care programs, public schools, and other community-based organizations, that is supported by a combination of public and private funds



Purpose

- **Develop a strategic plan - based on the needs assessment** - that facilitates collaboration and coordination among existing programs within the statewide mixed delivery system in order to prepare low-income and disadvantaged infants, toddlers, and young children to enter kindergarten
- **More efficiently use existing federal, state, local, and non-governmental resources** to align and strengthen the delivery of existing programs; coordinate delivery models and funding streams within the state's mixed delivery system; and develop recommendations to better use existing resources
- **Encourage partnerships** among Head Start, child care and pre-kindergarten providers, state and local governments, Indian tribes and tribal organizations, private entities, and school systems
- **Improve transitions** between early childhood and school systems
- **Maximize parental choice and knowledge** about the state's mixed delivery system



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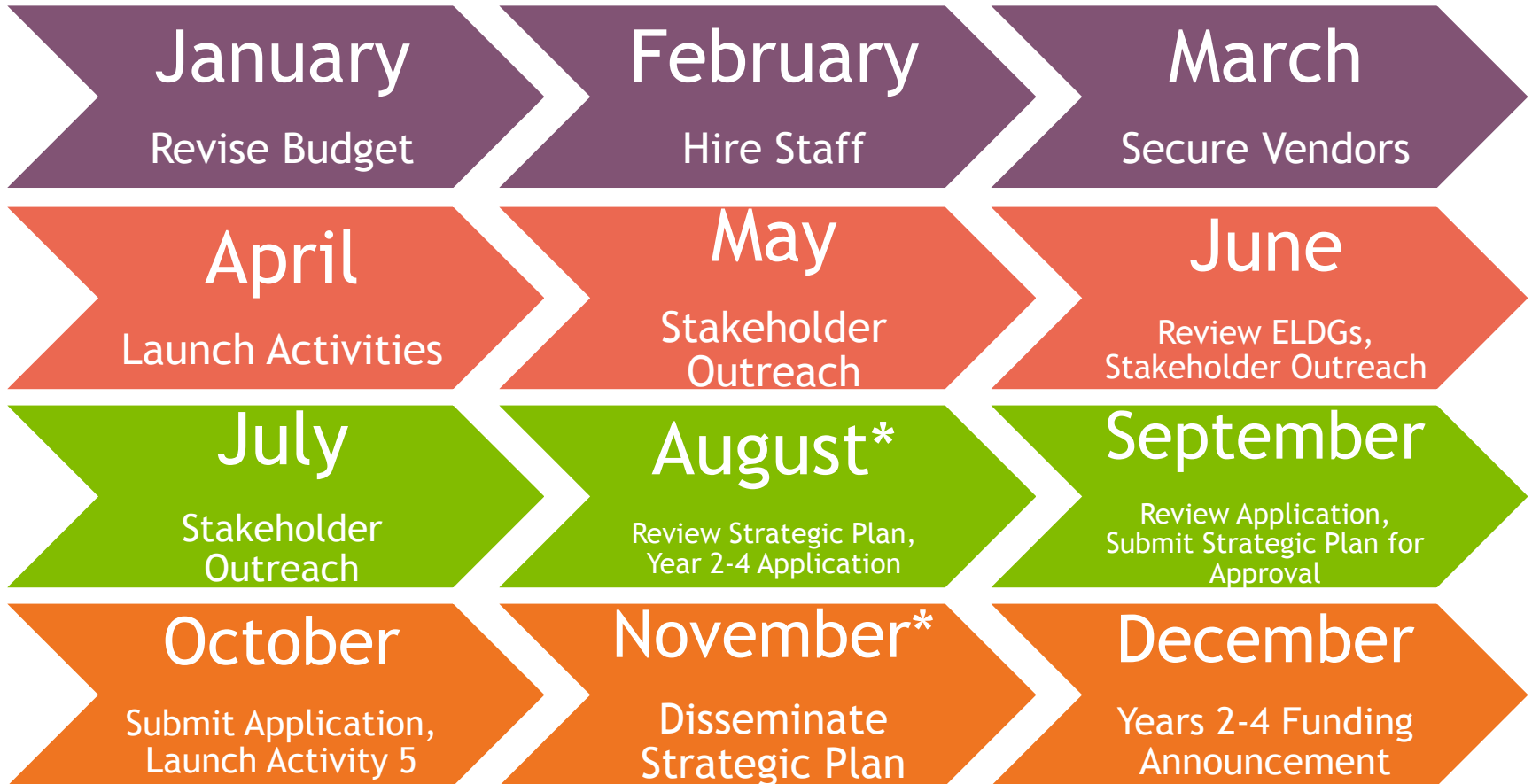
Colorado Shines Brighter Outcomes

1. Colorado families have access to quality formal early childhood care and education settings of their choosing which best meet the need of their child and family, especially those who are vulnerable and infants and toddlers.
2. Informal early childhood care and education environments (parental, friend, family, and neighbor care) are enhanced to enrich and support children's physical, social, emotional, and cognitive development.
3. Colorado's B-5 early childhood state system is coordinated and aligned to enhance the resources available to families and to improve the quality of relationships among families, caregivers, and children.



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SHINES
BRIGHTER

2019 Implementation Timeline



COLORADO
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BRIGHTER

Required Activities (Handout)

1. Conduct a statewide B-5 needs assessment
2. Develop, update or implement a statewide B-5 strategic plan
3. Maximize **parent choice and knowledge** of the state's mixed delivery system
4. **Share best practices** among early childhood service providers
5. **Improve the overall quality** of early childhood care and education services



Reporting Requirements

- Strategies undertaken at the state, local, or program level to implement recommendations in the strategic plan
- New partnerships among Head Start providers, State and local governments, Indian tribes and tribal organizations, and private entities (including faith and community-based entities), and how these partnerships improve coordination and delivery of services
- The extent to which activities led to the blending or braiding of public and private funding
- How information about available existing programs for children from birth to kindergarten entry was disseminated to parents and families, and how involvement by parents and family was improved
- Plan to evaluate activities in years 2-4



Renewal Grants (Years 2-4)

- Fund programs in a mixed delivery system designed to benefit low-income and disadvantaged children prior to entering kindergarten to:
 1. enable programs to address areas in need of improvement and expand access to existing programs, and
 2. develop new programs to address the needs of children and families eligible for, but not served by, programs (funds must support a mixed delivery system and supplement - not supplant - other funding sources)
- Prioritize activities to improve areas in which there are state-identified needs that would improve services for low-income and disadvantaged children living in rural areas



Thank You!

Visit ColoradoOfficeOfEarlyChildhood.com to:

- Sign up for Colorado Shines Brighter email updates
- Participate in stakeholder meetings
- Learn about vendor and grantee opportunities
- Apply for Colorado Shines Brighter job opportunities





Education Leadership Council

David Padrino



Colorado's Education Leadership Council
Presentation to the Early Childhood Leadership Commission
February 28, 2019

ELC Purpose, Activities and Deliverables

Purpose

Develop a vision and strategic plan to drive improvements to Colorado's educational system, from early childhood to the workforce

Major Activities

- **Synthesize research** on performance of Colorado's education system
- **Benchmark** the state against high performing states and countries
- **Gather input** from a broad set of stakeholders including parents, students, teachers, education interest groups and others involved in the system
- **Develop a vision** for the education system and a **strategic plan** for moving the system forward
- **Oversee** ongoing plan implementation

Primary Deliverable

Strategic plan with the vision and high-impact strategies for consideration by the Governor and General Assembly

State of Education: 18 months of collective work supported by two core pillars

What ELC
developed

- **Vision Framework**
 - Vision statement, competencies, learning conditions, change drivers
- **Principles**
- **Improvement strategies**

How ELC
developed it

Stakeholder Outreach

Wave 1

- Vision and focus area outreach (40 orgs)

Wave 2

- Statewide survey (6,100+ ppl)
- Roundtables (71)
- Subcommittees (100 ppl, 4 cmts, 5 mtgs each)
- Advisory Group (key stakeholders)

Policy Research

- CO landscape & performance: early childhood, K-12, higher education, workforce
- Policy Framework, based on national and int'l best practice
- Subcommittee research support on CO strengths and opportunities



75+ orgs participated on our subcommittees, Advisory Group & many more via roundtables

- Academy of Advanced Learning
- Academy School District 20
- America Succeeds
- American Federation of Teachers CO
- Archuleta School District
- Aspen Community Foundation
- Association of Independent Schools
- Boettcher Foundation - Gov's Fellow
- Boys and Girls Club of Colorado
- Broomfield Heights Middle School
- Cañon City High School
- Charter School Institute
- Cherry Creek School District
- Cheyenne Mountain School District
- Children's Hospital
- Climb Higher Colorado
- CO Association Career & Tech Ed
- CO Assoc. of Latino Admin. & Super.
- CO Association of School Boards
- CO Association of School Executives
- CO BOCES Association
- Colorado Children's Campaign
- Colorado Community College System
- CO Council of Deans of Education
- Colorado Education Association
- Colorado Education Initiative
- Colorado Health Foundation
- Colorado Latino Research and Advocacy Organization
- Colorado League of Charter Schools
- Colorado Parent Teacher Association
- Colorado Rural Schools Alliance
- CO Special Education Advisory Cmt
- Colorado Succeeds
- Colorado Youth for a Change
- Cotopaxi School District Fremont RE-3
- Democrats for Education Reform
- Denver Chamber of Commerce
- Denver Public Schools Board
- DPS Culture, Equity & Ldshp Team
- Douglas County School District
- Durango School District 9-R
- Early Childhood Council Ldshp Alliance
- Early Childhood Ldshp Commission
- Early Milestones Colorado
- Ed Prep, CU Denver
- Education Leadership Council
- Emily Griffith Technical College
- Execs Partnering to Invest in Children
- Family Resource Center Association
- Foundation Sustainable Urban Comms.
- Garfield RE-2 School District
- Gifted Education State Advisory Cmt
- Governors Fellowship
- Jefferson County Public School District
- Jefferson Jr/Sr High School
- LAUNCH Together - Early Milestones
- League of Charter Schools
- Mindspark
- Moonshot Edventures School Ldr
- North Park School district
- Northglenn High Schools, Adams 12
- Parent Possible
- Principal of the Year (CO & National)
- Ready Colorado
- RELAY Graduate School of Education
- RISE Colorado
- Risley Int'l School of Innov, Pueblo
- Soaring Eagles Elem, Harrison SD
- St. Vrain Valley School District RE-1J
- Stand for Children
- STEM School and Academy
- Teach Plus
- UNC Center for Urban Education
- Walsh School District RE-1
- Young Aspiring Americans for Social and Political Activism

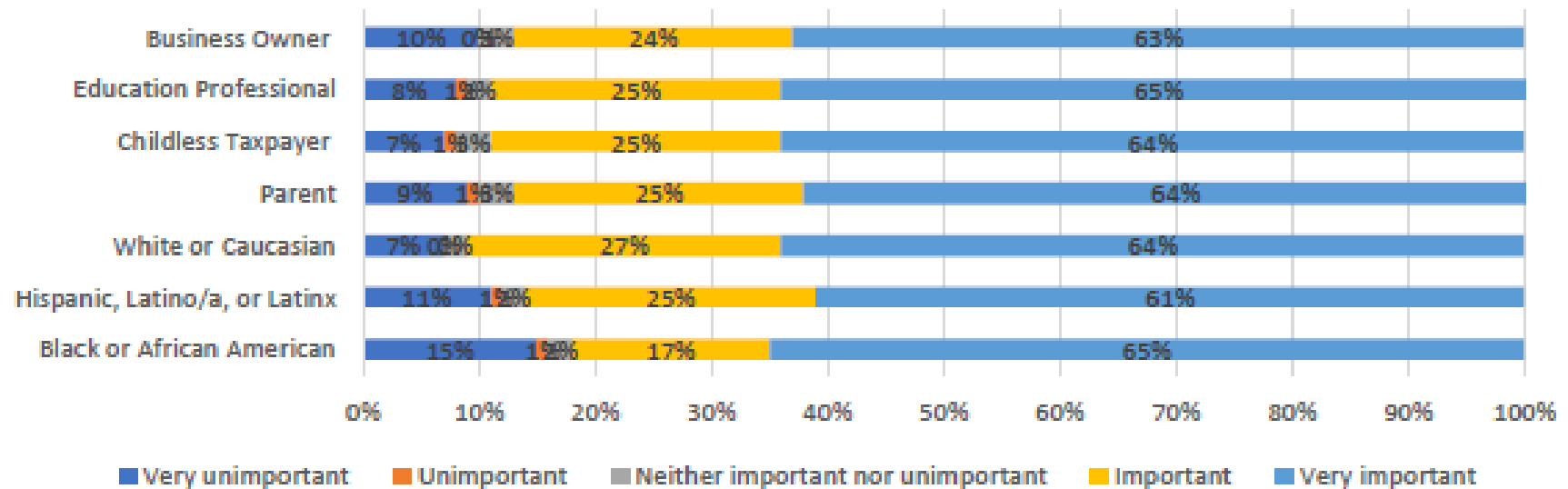
Note: Representation is not meant to indicate an endorsement, but an agreement to participate in our process by an organization or individual from that organization.



What do Coloradans want: from the system?

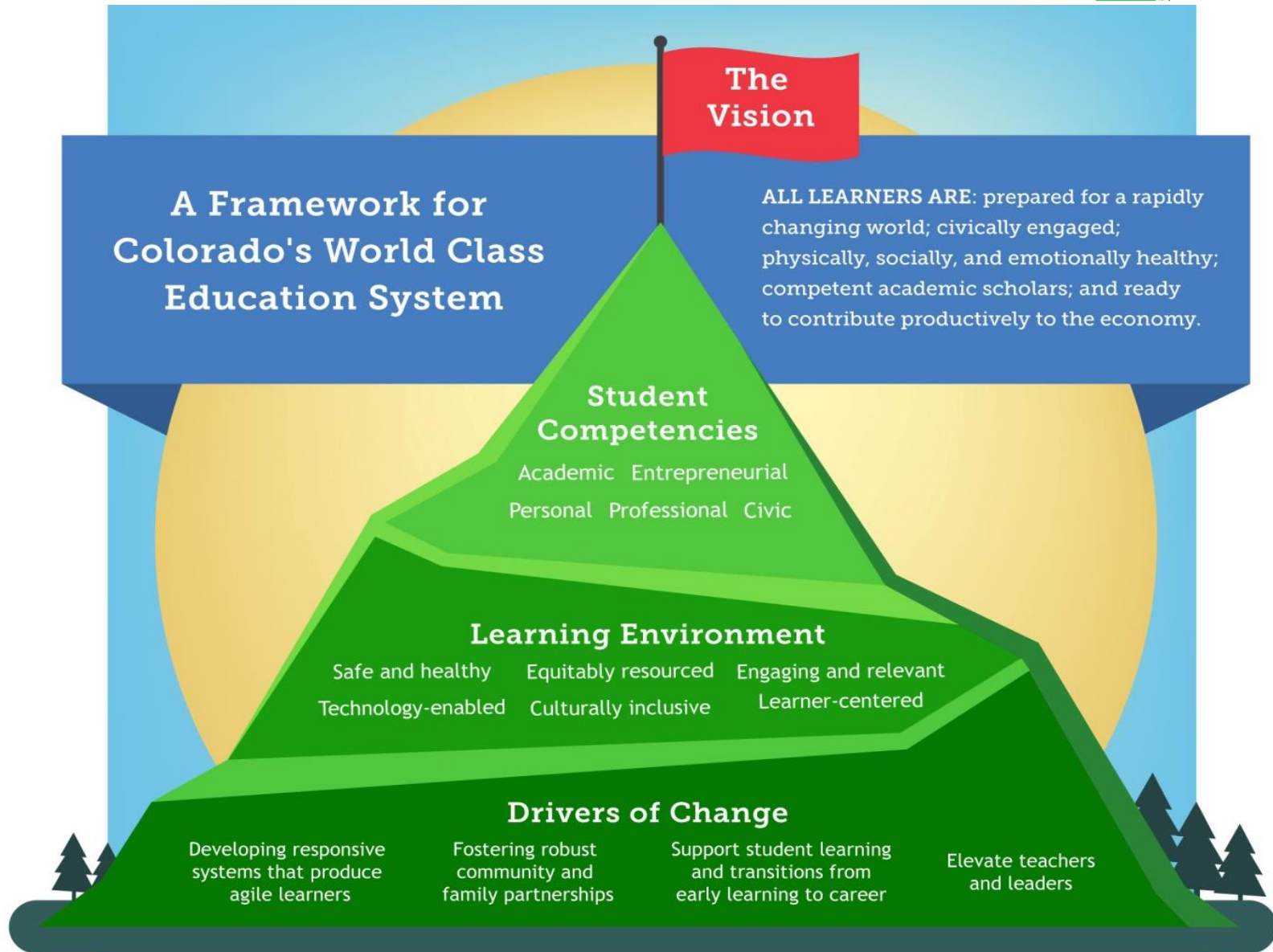
Results from statewide survey

The Development of a Highly-Skilled Workforce that can Contribute to Colorado's Businesses and the States Economy



All outcomes tested received 78% or more support across all sub-groups, including -
The development of:

- A Civically Engaged People who Contribute to a Thriving Democracy
- Lifelong Learners who can Thrive in a Rapidly Changing World
- People with High Levels of Physical Well-Being and Social and Emotional Intelligence
- Classically-Educated People who are Highly Proficient in The Basic Academic Competencies of Reading, Writing, Science, and Math



Drivers of change and principles (1 / 2)

- Responsive systems that produce agile learners:
 - Value *how* to think and learn in addition to *what* to learn
 - Devolve decision-making authority, maintaining accountability for rigorous outcomes
 - Provide access to high quality, varied learning experiences
 - Offer differentiated, flexible funding based on student need
- Robust community and family partnerships to ensure all students are ready to learn:
 - Support capable and caring adults in and out of school
 - Nurture students' physical, mental, social, and emotional health
 - Provide safe, inclusive, and culturally-responsive environments
 - Build connections between students, school community, and greater community

Drivers of change and principles (2/2)

- Well-supported teachers and leaders:
 - Receive respect and support for the teaching profession
 - Collaborate on decision making with administrators
 - Utilize training and tools to create inclusive learning environments
 - Prosper from effective professional learning and career growth opportunities
- Cross-sector partnerships to support student learning and transitions:
 - Provide educational opportunities focused on critical transitions
 - Support multiple pathways to and through postsecondary training and higher education
 - Drive student-directed learning experiences towards essential skills
 - Inform career and workforce readiness via community and industry engagement

Example strategy

From: Responsive systems to create agile learners



Strategy D. Place value and focus on multiple types of assessments by increasing information and awareness of the different purposes, including:

- Assessments “Of” Learning: These assessments measure achievement and progress of learning against established standards.
- Assessments “For” Learning: Real-time, formative assessments provide immediate feedback both to the learner and to adults on developing knowledge, skills, and dispositions while learning is actually happening.
- Assessments “As” Learning: These assessments can support the development of essential skills, help learners understand how they learn and who they know themselves to be, and illuminate the variety of unique learning styles. This provides the self-awareness needed to become a better learner and to develop higher-order skills and dispositions.

Lower Cost

Short-term



Relevant research, studies and resources

- [A Transformational Vision for Education in the US](#)
- [Formative Assessment and Elementary School Student Academic Achievement: A Review of the Evidence](#)
- [Make Assessments Work for All Students: Multiple Measures Matter](#)

There are roughly 5 strategies for every principle,
for about 80 total in our plan

ECLC opportunity areas align with State of Education

ECLC areas of opportunity

State of Education - principles and strategies

Improve access to high quality early care & education for all families

- Student Learning and Transitions, Principle 1, Strategy A: Support investments in high quality, affordable, accessible, and equitable early childhood care and education opportunities, including: extending the public K-12 system to incorporate universal, free preschool and full-day kindergarten.
- Community and Family Partnerships, Principle 1: All children and youth from every background are supported by capable and caring adults inside and outside of school.

Elevate the early childhood workforce to ensure coordinated career pathways and appropriate compensation

- Educators and School Leaders, Principle 1, Strategy G: Ensure that state policies and infrastructure support early childhood professionals
- Community and Family Partnerships, Principle 1, Strategy D: Support district and school capacity to provide training and individualized coaching for early childhood care and education, K-12, and postsecondary professionals, based on the specific needs of the children and youth they serve

Support improved family health & economic security through a two-generation approach

- Community and Family Partnerships, Principle 1, Strategy B: Expand two-generation policies and programs focused on improving outcomes for both children and their parents, including:
 - Evaluate the two-generation initiatives currently underway in Colorado, as described in Strengthening Colorado Families: State 2Gen Action Plan.
 - Provide incentives and technical assistance to local communities to evaluate and implement two-generation policies and programs.

Public Comment

- Each speaker may take up to five (5) minutes to make his or her comments. This time constraint may be modified by the ECLC Co-chairs.
- Any opinions, advice, statements, services, offers, or other information or content expressed or made available by stakeholders or members of the public during public comment does not constitute or imply its endorsement, recommendation, or favoring by the ECLC.



Department Updates

Department Updates

- Colorado Department of Education (Melissa Colsman)
- Colorado Department Public Health and Environment (Erin Ulric)
- Colorado Department of Human Services (Jerene Petersen)
 - Office of Early Childhood (Mary Anne Snyder)
- Colorado Department of Health Care Policy and Financing (Tom Massey)



Families First Prevention Services Act

Minna Castillo Cohen & Joe Homlar



Family First Prevention Services Act

Implementation in Colorado



COLORADO

Department of Human Services

Families First Prevention Services Act (FFPSA)

“The Children’s Bureau strongly encourages all state, county, and tribal child welfare agencies to engage their partner courts, attorneys, providers, prevention service providers, communities, parents and children with lived child welfare experience, and other critical stakeholders to work together to create a shared vision for what child welfare should look like in your jurisdiction.”

Letter from Associate Commissioner Jerry Milner
October 2018

The “why” behind the FFPSA 2018

- Significant changes in how child welfare is funded and what is incentivized
- Preserving families - “family” first
- Systemically addressing substance use/opioid issues
- Getting incentives right - opening up Federal Title IV-E for placement prevention services
- Paying for what works/evaluate programs to make sure they're effective
- Children and youth in foster care have the right to be placed in the “least restrictive” setting relative to their needs.
- When a child/youth cannot be safely placed in a family-like setting, there should be appropriate treatment options available

Before and after FFPSA

- | | |
|--|--|
| <ul style="list-style-type: none">• Most federal \$ for foster care• Services only for child• Income test to qualify• \$ for children in group setting with little oversight• No \$ for child placed with parents in residential substance treatment | <ul style="list-style-type: none">• Expanded federal \$ for prevention services• Prevention services for child/youth, parents, kin, caregivers• No income test• No federal \$ unless placements are quality and appropriate• 12 months of federal \$ for such placements |
|--|--|

Placement Prevention Services

Opens Federal Title IVE dollars for specified services to be provided:

- Mental health and substance abuse prevention and treatment services provided by a qualified clinician.
- In-home parent skill-based programs that include parenting skills training, parent education and individual and family counseling.
- Services can be given for up to 12 months (50% reimbursement) to:
 - A child who is a candidate (at risk of) for foster care
 - A youth in foster care who is pregnant or parenting
 - A parent or kin caregiver of the child

Initial services under review for Clearinghouse

Mental Health:

- Parent-Child Interaction Therapy
- Trauma Focused-Cognitive Behavioral Therapy
- Multi-Systemic Therapy
- Functional Family Therapy

Substance Abuse:

- Motivational Interviewing
- Multi-Systemic Therapy
- Families Face the Future
- Methadone Maintenance Therapy

In-Home Parent Skill-Based:

- Nurse-Family Partnership
- Healthy Families America
- Parents as Teachers

Kinship Navigator Programs:

- Children's Home Society of New Jersey Kinship Navigator Model
- Children's Home Inc. Kinship Interdisciplinary Navigation Technologically-Advanced Model (KIN-Tech)

State Prevention Plan Requirements

States plans using Title IV-E funds for prevention must develop a prevention services and programs oversight plan that:

- Conducts periodic risk assessments;
- Describes the prevention services and programs, and whether they are promising, supported, or well-supported, as well as intended outcomes;
- Explains state's evaluation process for each prevention service or program offered;
- Monitors the prevention services and programs, and refines its approach from lessons learned;
- Provides training to carry out Title IV-E prevention services and supports.

States must update their plan every 5 years, and must be approved by HHS.

Federal Reimbursement

Beginning Oct 1, 2019, states can be reimbursed for 50% of costs of prevention services and programs.

Out of the federal reimbursement funds for prevention, 50% must be used for well-supported practices.

States can only be reimbursed for these programs if have a well-designed and rigorous evaluation strategy; however, HHS can waive this requirement for a well-supported practice if the evidence is compelling.

Valid Placement Settings for Federal Payment:

- A licensed, residential family-based facility.
- A qualified residential treatment program (QRTP).
- A setting specializing in providing prenatal, postnatal or parenting supports for youth.
- A setting providing high-quality residential care and supportive services to children who have been found to be, or are at risk of becoming, sex trafficking victims.

Timeline

July 9 - HHS released a Program Instruction (PI) regarding some of the new Title IV-E provisions (Chafee, Adoption Assistance).

Aug 9 - Model foster care licensure standards released by HHS

Sept - Abt & Assoc. awarded the Evidence Based Practice (EBP) Clearinghouse

Nov 30 - HHS released PIs for the Prevention Services (10 EBPs), Kinship Navigator Program, and revised IV-E Reporting forms

Expecting more guidance in 2019!

Early April 2019 - expect Clearinghouse handbook for EBP standards & procedures

May 2019 - additional clearinghouse EBPs to be announced

Summer 2019 - additional EBP lists to be ranked / announced

April 2019 - States to submit update foster care licensure standards



2019 Child Abuse Prevention Month
Kick-Off Day at the Capitol
Tuesday, April 2

SAVE THE DATE

Join CO4Kids Campaign partners to make strengthening
Colorado's families a priority in every community.

More event details coming soon!
www.co4kids.org/CAPM





Early Childhood Council Waiver Updates

Early Childhood Council Waiver Updates

- 18-01 Early Childhood Council of Larimer County (Bev Thurber & Lauren Powers)
- 18-02 Denver County Early Childhood Council (Nicole Riehl, Kelly Bowes & Erin Gager)

Larimer Provisional Early Childhood Teacher (P-ECT) Waiver

Overview

- 12 month grace period for obtaining ECT Qualifications
- Not for use in infant classrooms
- Observations and supervisory meetings with Director
- Eligible child care programs must be Colorado Shines 3+

Larimer P-ECT Waiver

The First Six Months

- 6 child care programs have signed agreements
- 3 active P-ECT's
- 1 additional applicant who decided not to use it

Thanks to OEC staff for being so helpful and responsive to us and the participating programs!

Larimer P-ECT Waiver

Evaluation

- Evaluation survey for directors and P-ECT
 - Frequency: at 8 weeks, 5 months, and at completion
 - Questions around use of forms and meetings
- Responses from first evaluations showed positive feedback on observation tool and PD plan

Larimer P-ECT Waiver



First center who participated was able to open a classroom that has been vacant for 1+ years due to lack of qualified staff.

Larimer P-ECT Waiver

Barriers to Participation

- Level 2 programs unable to participate
 - Feedback from local Child Care Licensing Specialists and workforce survey
- Employer obligation to pay costs & time for professional development

Larimer P-ECT Waiver

Moving Forward

- Continued evaluations
- Continued promotion and outreach
- P-ECT & EPPEC Cohort student transitions

Early Childhood Council Waiver Updates

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DENVER'S EARLY CHILDHOOD COUNCIL

**Denver's Workforce Initiative:
Accelerated ECT Pathway (Waiver 18-02)
ECLC Presentation 2.28.19**

Pilot Program and Waiver 18-02

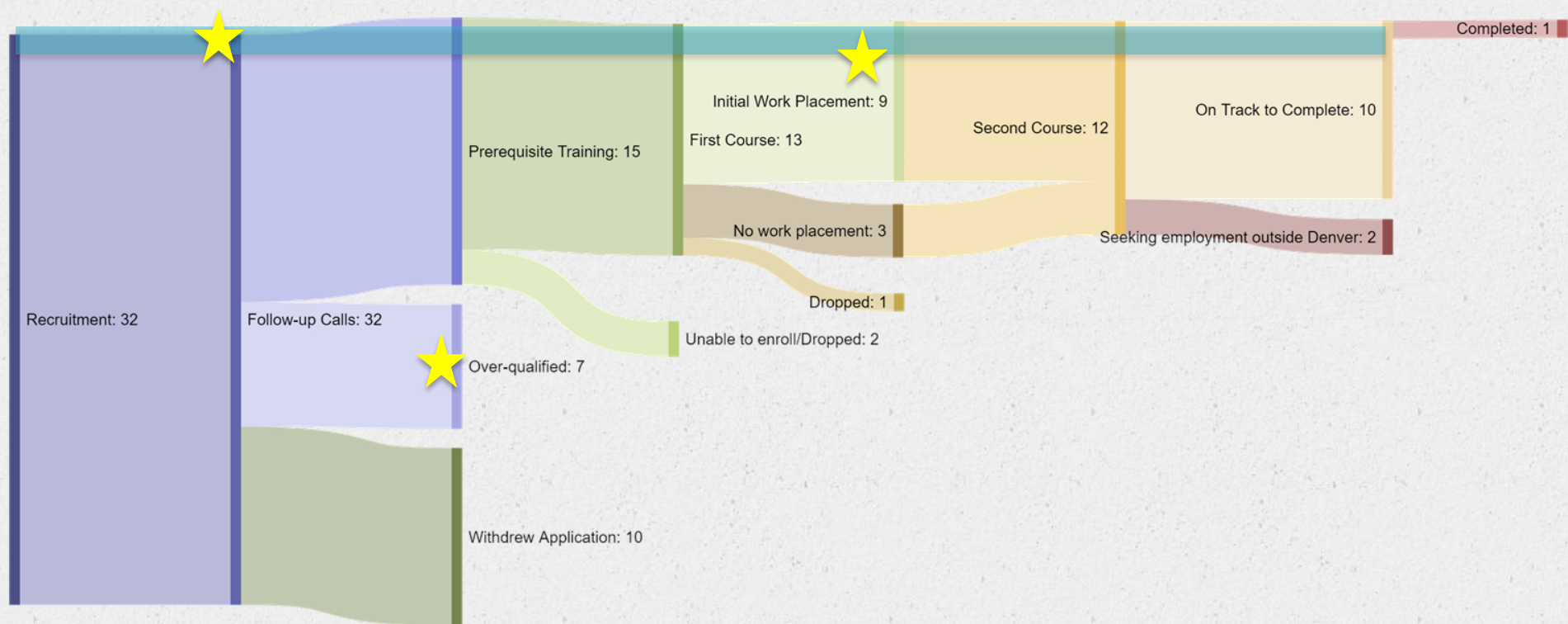
- On-the-job learning in a high quality early learning program with professional supports
- Addressing personal barriers supports job retention and job success



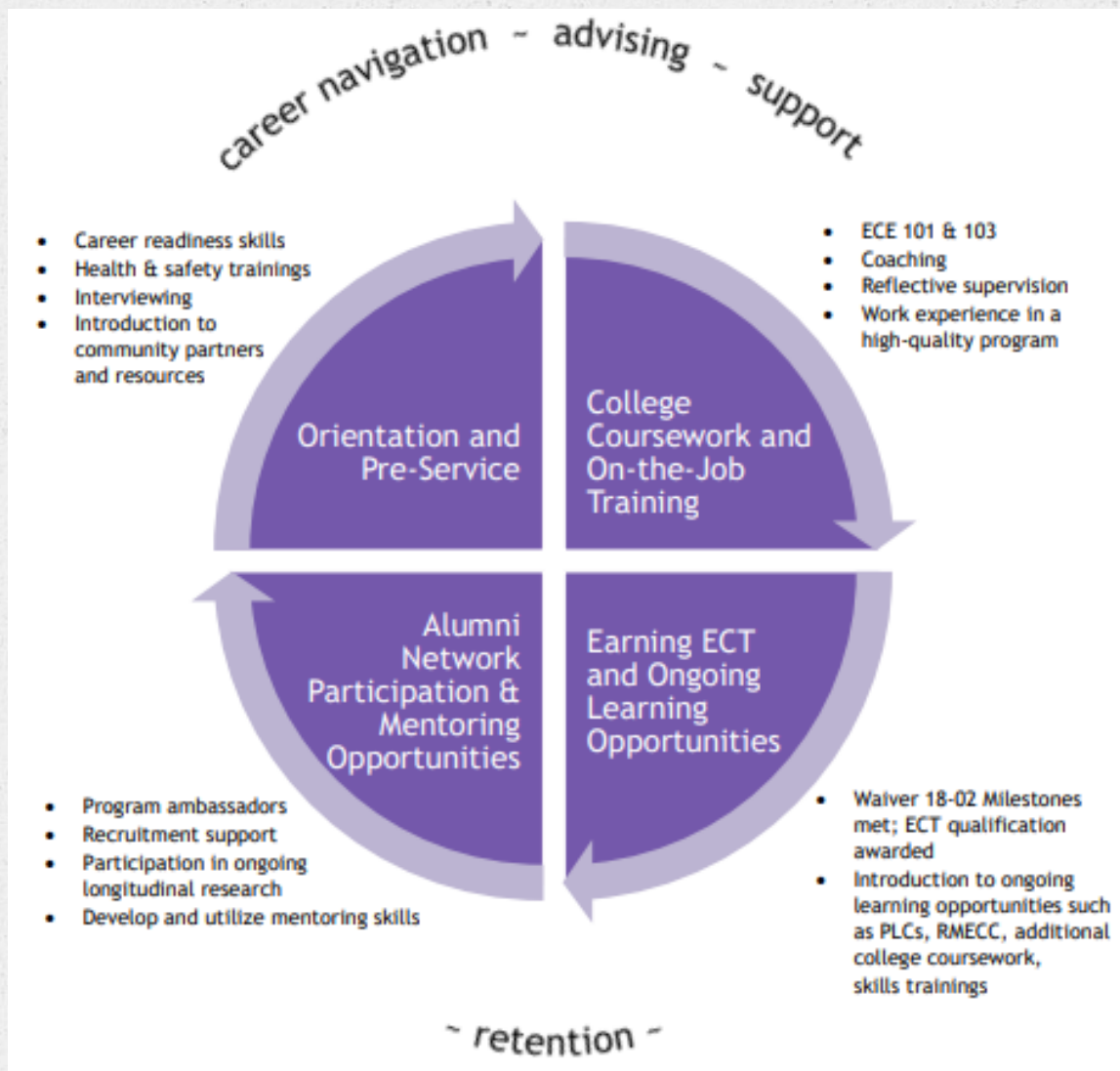


Video: <https://drive.google.com/file/d/1GUUFcuRU3f9wnUFGt-UWQ4oNNVSO6OZ/view?ts=5c70180b>

Participants' Journey

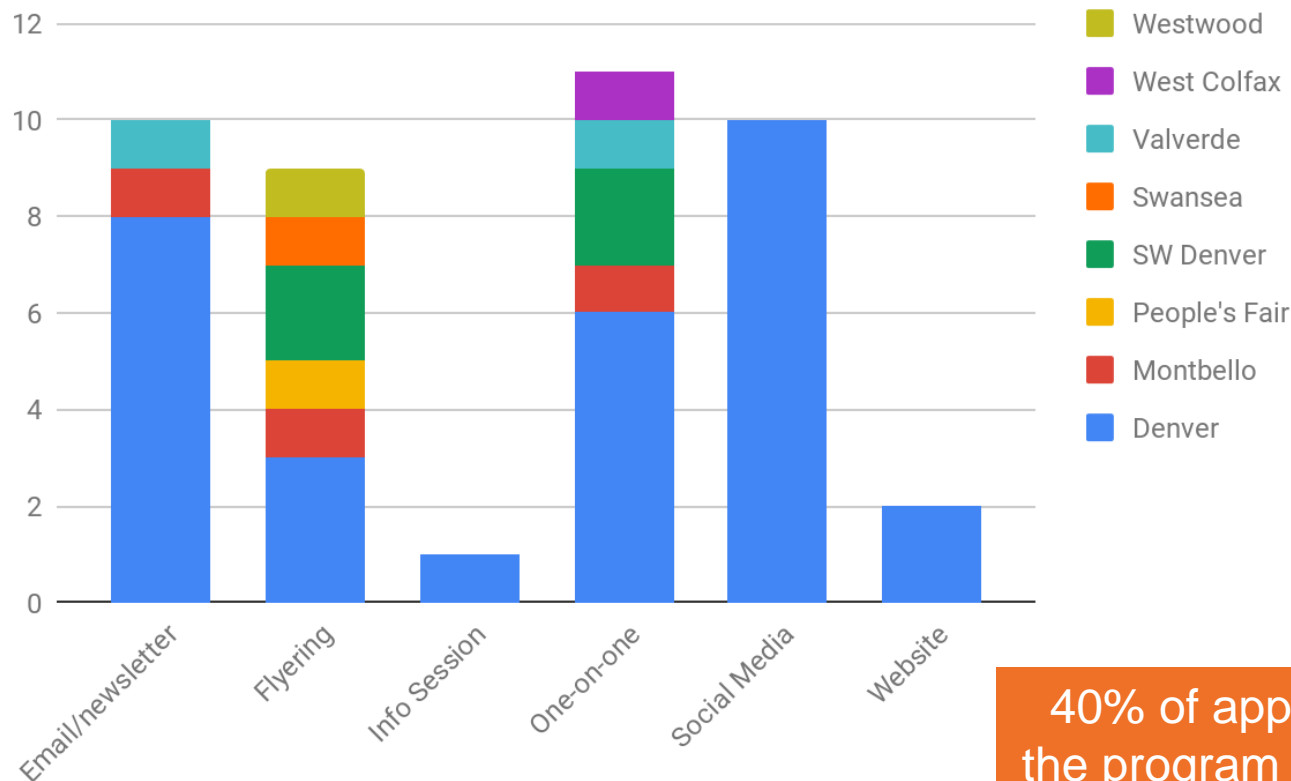


Looking Forward...



FAQs

How did you recruit?

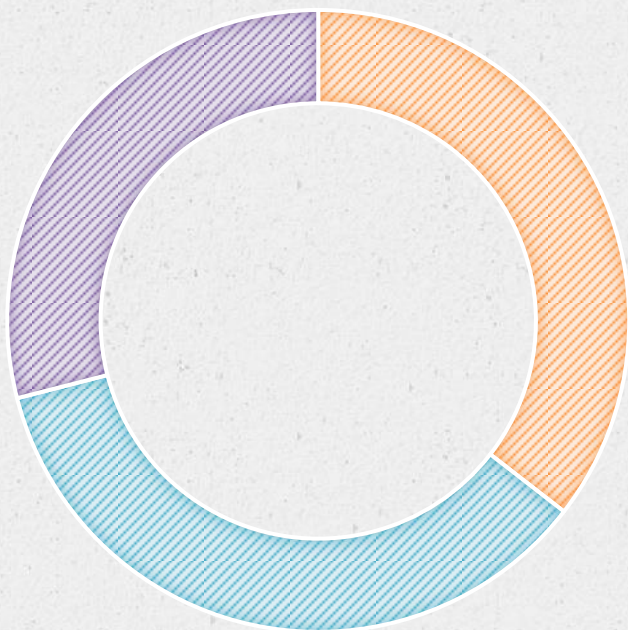


40% of applicants heard about the program from in-person, one-on-one interactions.

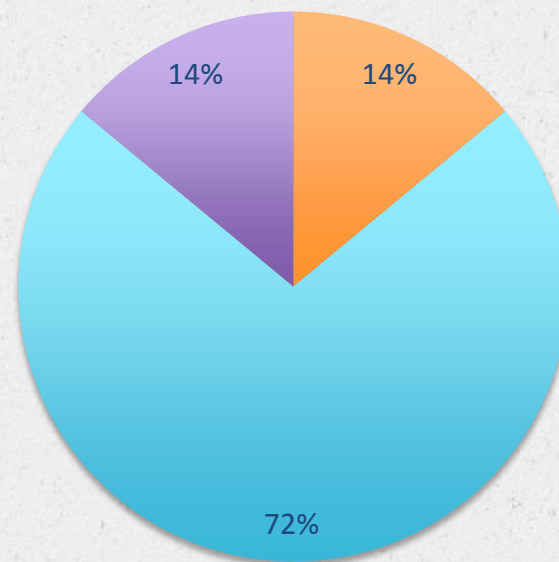
Cohort Demographics

LANGUAGE FLUENCY

- English Only
- Prefer Spanish, some English
- Speak Spanish, prefer English



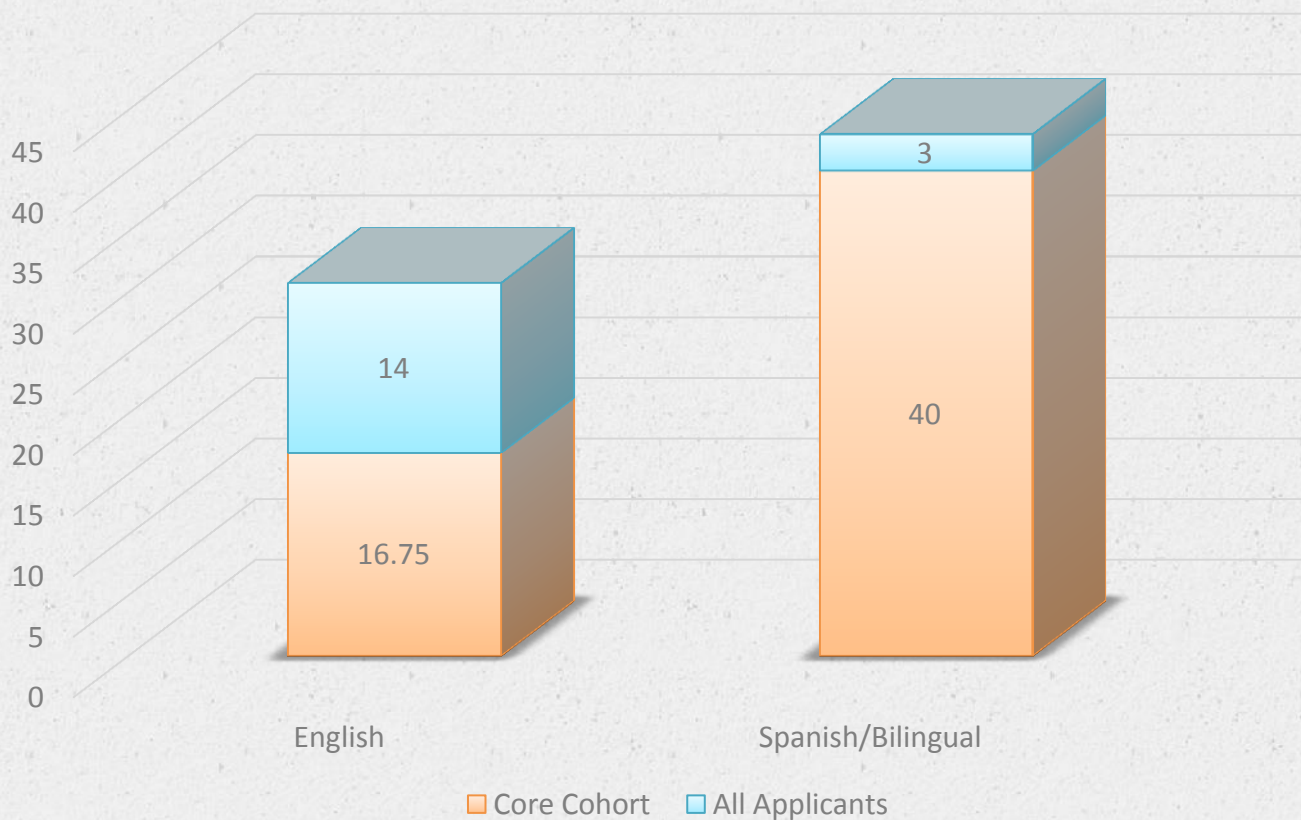
RACE/ETHNICITY



Black/African American Latinx White

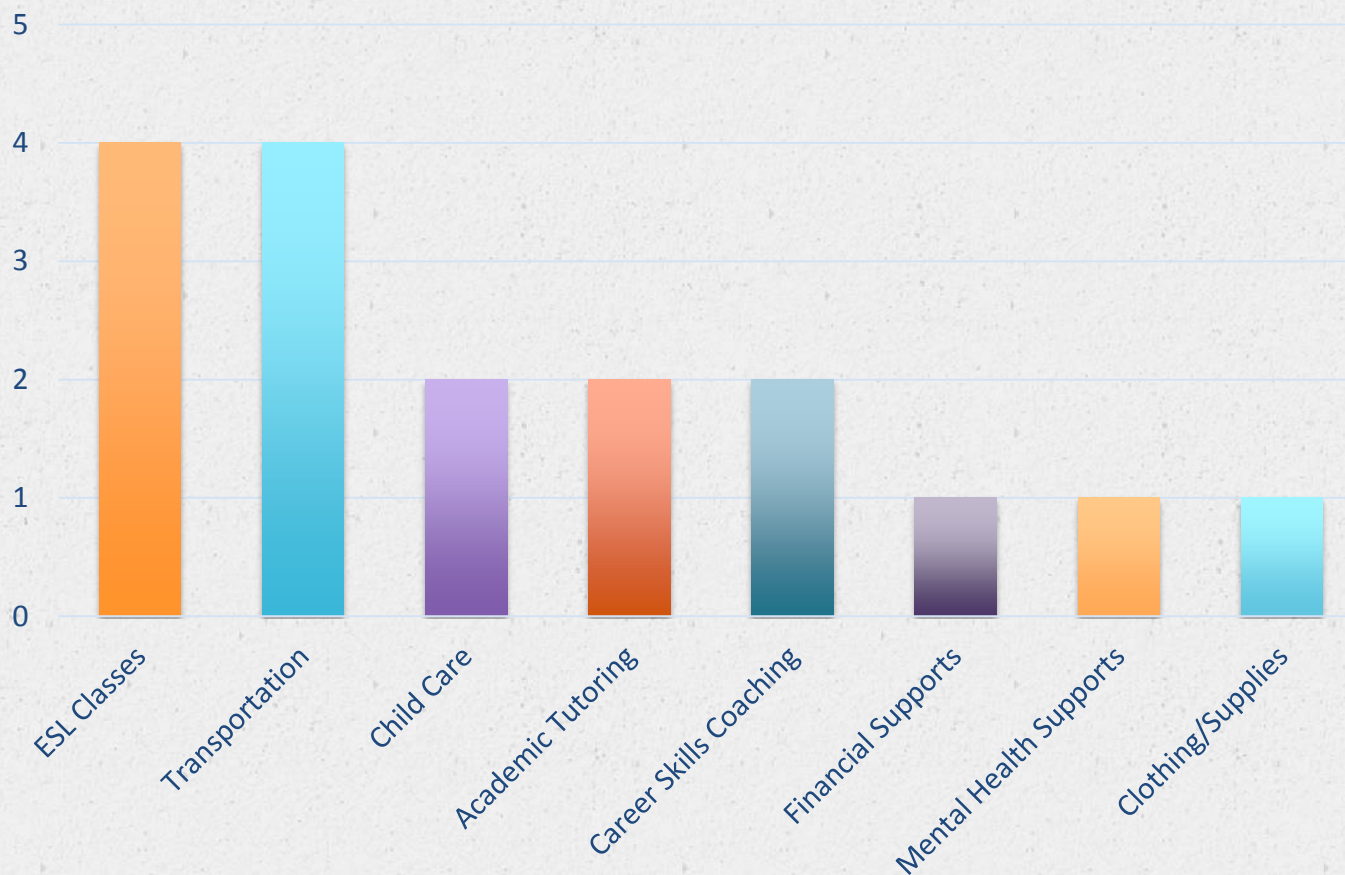
Career Supports

Hours of Career Navigation



Supports to Address Systemic Barriers

Participants Receiving or Referred to







Nicole Riehl
nicole@denverearlychildhood.org

Kelly Bowes
kellyb@denverearlychildhood.org

Erin Gager
erin@denverearlychildhood.org

303.297.1800

Thank You



2020 Census Updates

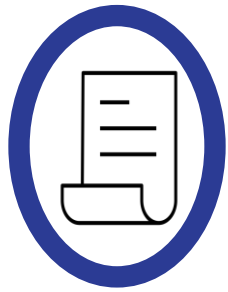
Rosemary Rodriguez & Kaye Kavanaugh



togetherwecount.org



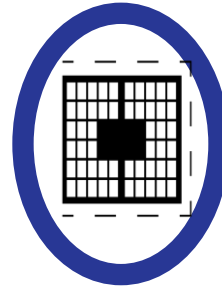
Census Facts



Conducted every decade per Article 1 Section 2 of the U.S. Constitution



Data from the census is used for federal formula funds and equals \$1,481 per person, per year to Colorado



Population count is the basis of congressional district population



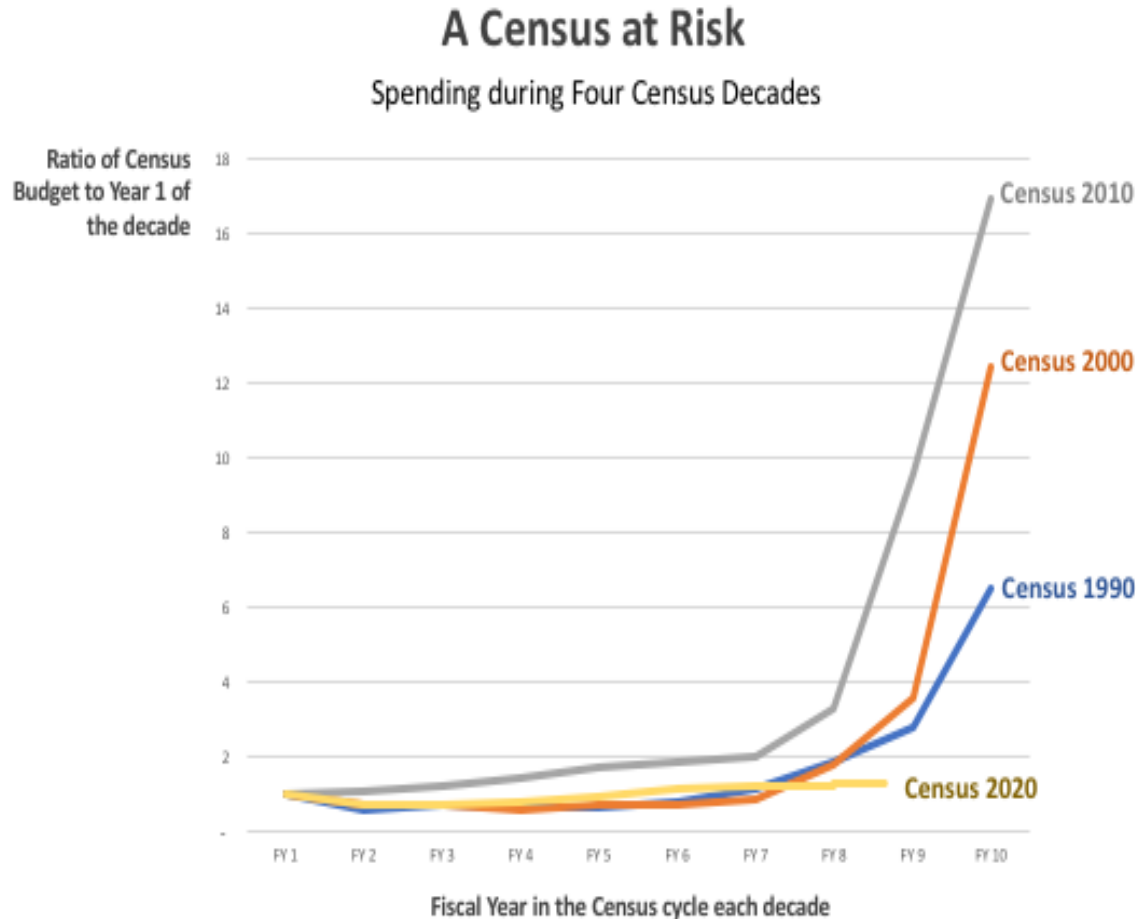
Data is also used by business to make marketing and development decisions.



Philanthropy uses data to prioritize programs to serve communities



Census Funding at a Federal Level



Sources

Congressional Research Service, Courtesy Congresswoman Carolyn B. Maloney, D-NY

Final FY2017 appropriation as passed. FY2018 level reflects the impact of the short term Continuing Resolution as signed by the President on September 8, 2017 with funding through December 8, 2017.



What do we have at stake in Colorado

In FY 2015, 16 federally-assisted programs based on decennial funds resulted in revenue of roughly \$8,080,172,941 to Colorado.

- ▶ A 1% undercount resulted in a loss of \$63 million dollars for 5 federally-assisted programs (Medicaid, CHIP, Foster Care, Adoption Assistance and Child Care and Development Fund)



Federally Guided Census Programs

Total Program Obligations: \$8,080,172,941

Per Capita: \$1,481 (see note on proper use)

CFDA #	Program Name	Dept.	Type	Recipients	Obligations
93.778	Medical Assistance Program (Medicaid)	HHS	Grants	States	\$4,650,854,036
10.551	Supplemental Nutrition Assistance Program (SNAP)	USDA	Direct Pay	Households	\$771,959,823
93.774	Medicare Part B (Supplemental Medical Insurance) – Physicians Fee Schedule Services	HHS	Direct Pay	Providers	\$715,616,897
20.205	Highway Planning and Construction	DOT	Grants	States	\$521,218,168
14.871	Section 8 Housing Choice Vouchers	HUD	Direct Pay	Owners	\$242,806,000
93.767	State Children's Health Insurance Program (S-CHIP)	HHS	Grants	States	\$157,512,000
93.600	Head Start/Early Head Start	HHS	Grants	Providers	\$155,683,621
84.027	Special Education Grants (IDEA)	ED	Grants	States	\$154,827,292
84.010	Title I Grants to Local Education Agencies	ED	Grants	LEAs	\$152,250,916
10.555	National School Lunch Program	USDA	Grants	States	\$131,240,219
14.195	Section 8 Housing Assistance Payments Program (Project-based)	HUD	Direct Pay	Owners	\$106,299,097
93.527/ 93.224	Health Center Programs (Community, Migrant, Homeless, Public Housing)	HHS	Grants	Providers	\$96,212,429
10.557	Supplemental Nutrition Program for Women, Infants, and Children (WIC)	USDA	Grants	States	\$72,447,786
93.658	Foster Care (Title IV-E)	HHS	Grants	States	\$63,500,000
93.568	Low Income Home Energy Assistance (LIHEAP)	HHS	Grants	States	\$48,958,657
93.596	Child Care and Development Fund-Entitlement	HHS	Grants	States	\$38,786,000



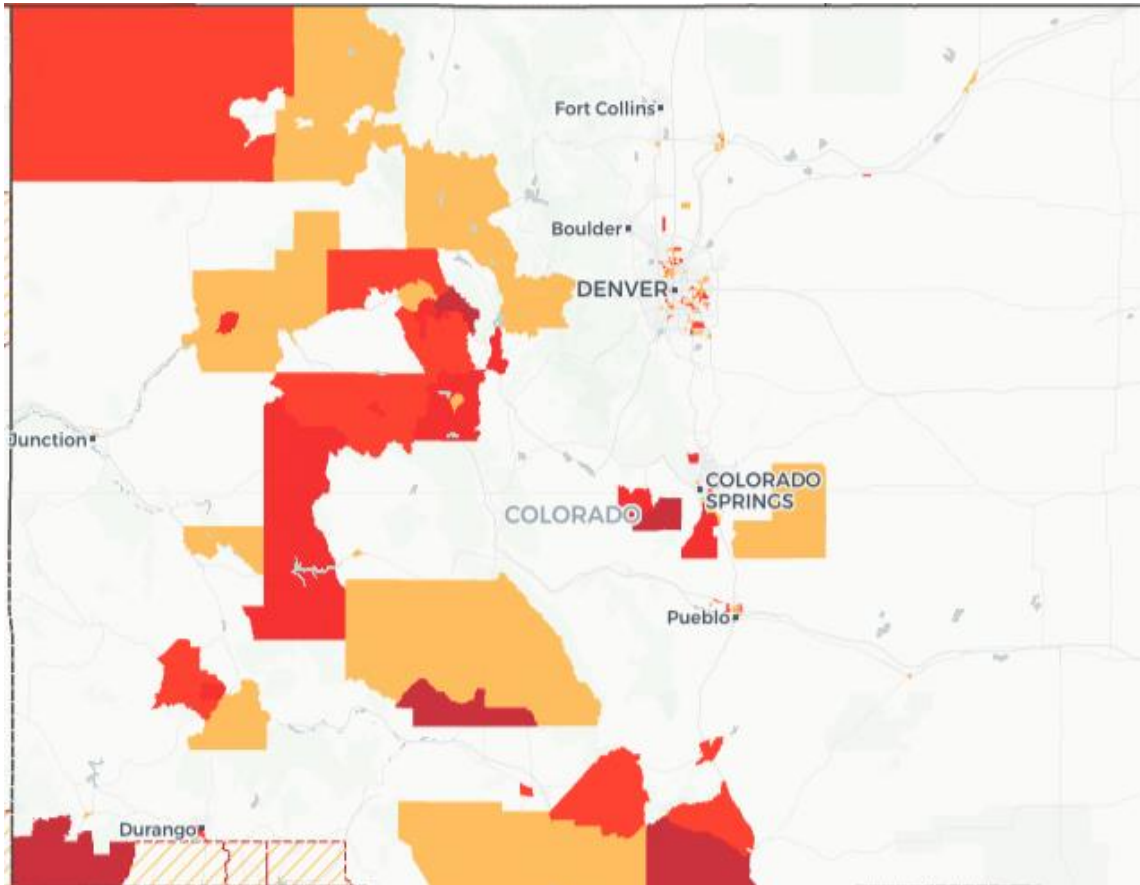
Hard-to-Count Communities



Hard-to-Count Areas Across Colorado

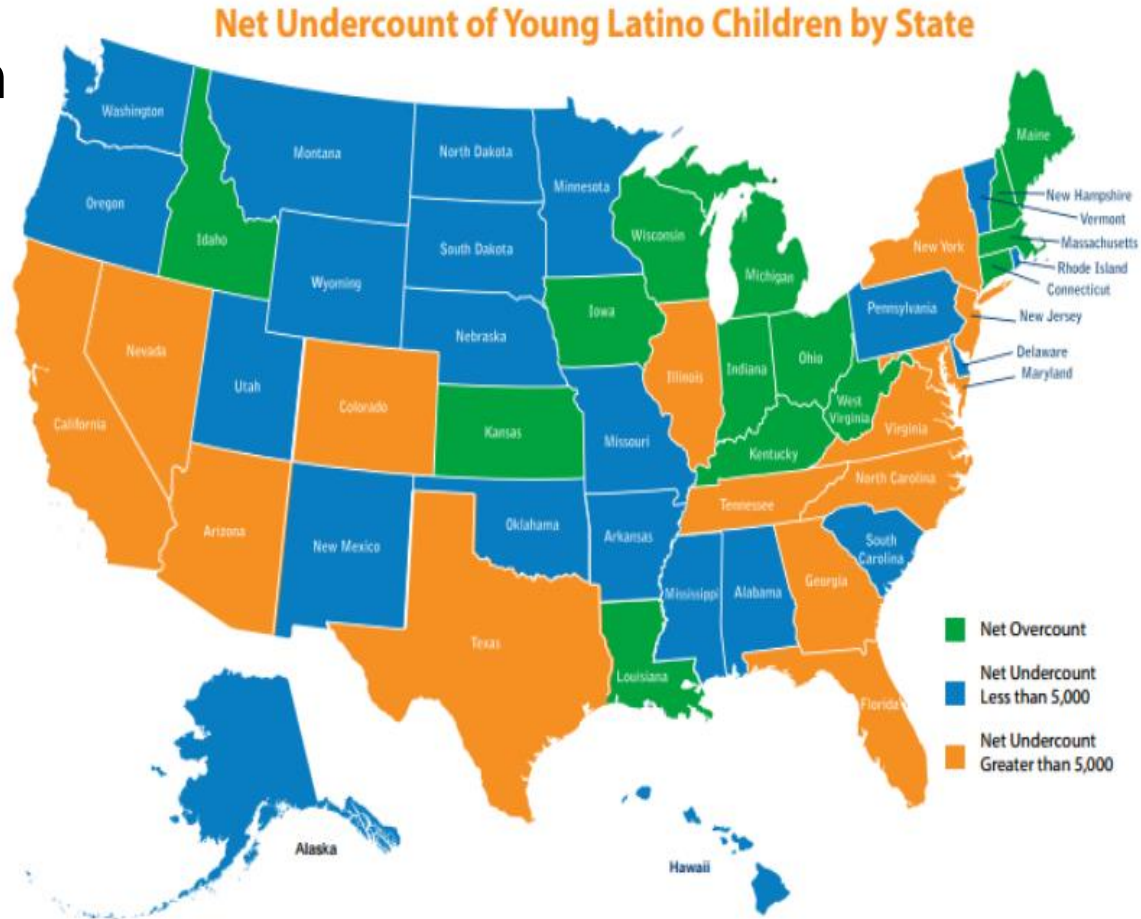
Counties with lowest mail response rate in 2010

- ▶ Montezuma 37.8%
- ▶ Saguache 55.9%
- ▶ Las Animas 56%
- ▶ Eagle 58%
- ▶ Teller 58.2%

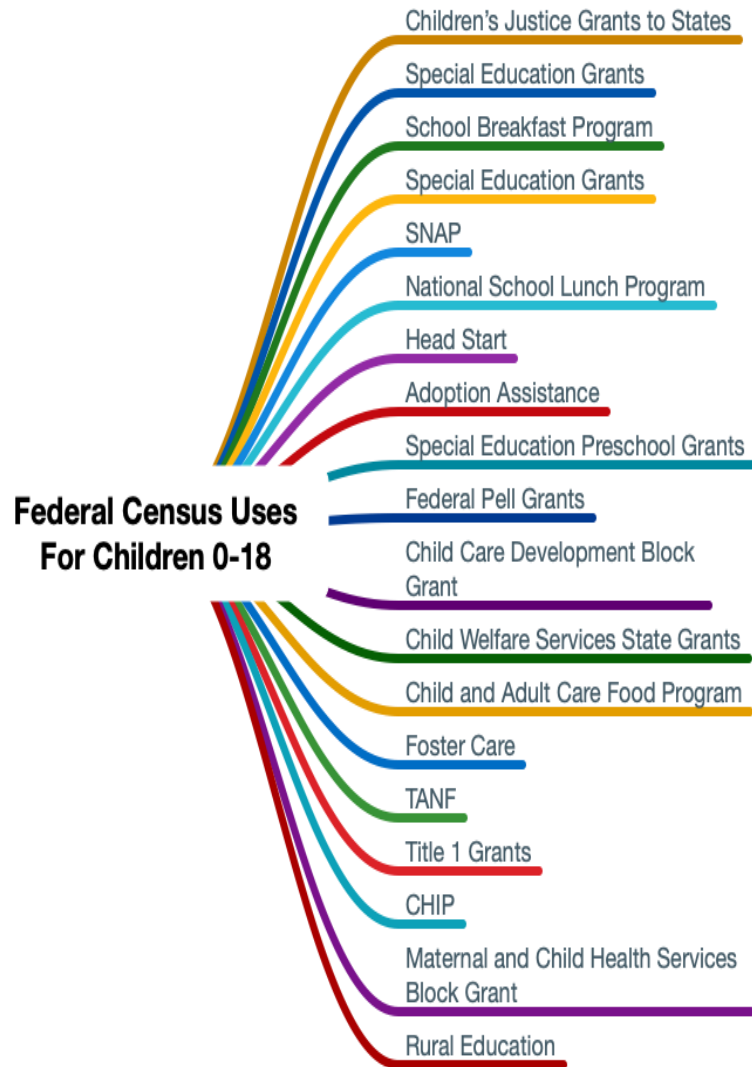


Net Undercount of Children

- ▶ In 2010 1 million children were undercounted nationally
- ▶ In Colorado over 18,000 children were undercounted in 2010



Colorado Kids Benefit from the Census



\$926,247,834
Directly

\$6,583,748,282
Indirectly



Citizenship Question

- ▶ In research done by NALEO, hesitation, fear and cynicism rose among focus group participants when they saw a version of the actual experience

8 Is this person a citizen of the United States?

☐ Yes, born in the United States → *SKIP to question 10a*

☐ Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas

☐ Yes, born abroad of U.S. citizen parent or parents

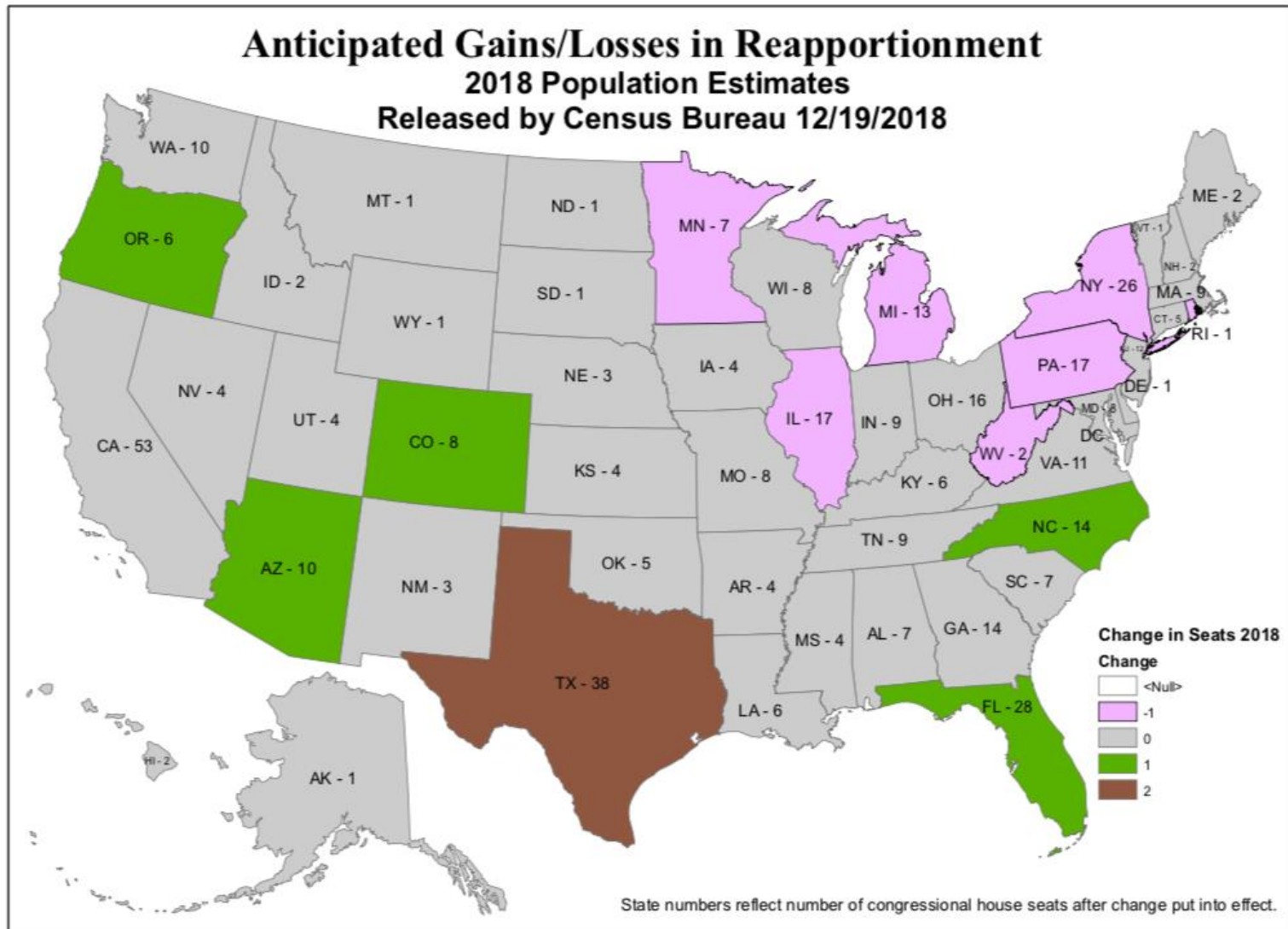
☐ Yes, U.S. citizen by naturalization – *Print year of naturalization*

☐ No, not a U.S. citizen

- ▶ “Three years ago was so much easier to get respondents compared to now because of the government changes... and trust factors....**Three years ago I didn’t have problems with the immigration questions.**” (Interviewer) From the results of the Census Bureau’s National Advisory Committee on Racial, Ethnic, and Other Populations, November 2017.



Current Reapportionment Estimates



2020 Census in Colorado

Colorado Census Roles

Census Bureau

- Work with governments and local officials to support Get Out the Count efforts
- Provide on the ground government presence
- Conduct enumeration

State and Local Government

- Establish Complete Count Committees, support GOTC efforts
- Legislature appropriate funds

National Organizations

- Provide national leadership and convening on messaging and national advocacy

Together We Count

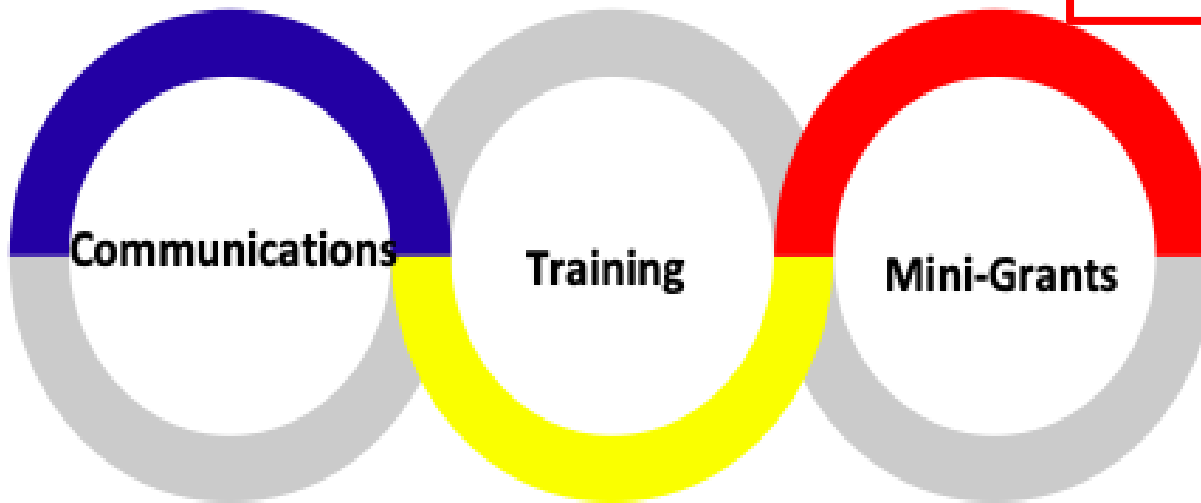
- Provides hub for census information and resources
- Collaboration with government, non-profits, businesses, faith and civic leaders
- Support Colorado grassroot organizations



Together We Count

Ensuring a unified message that is relevant to Colorado.

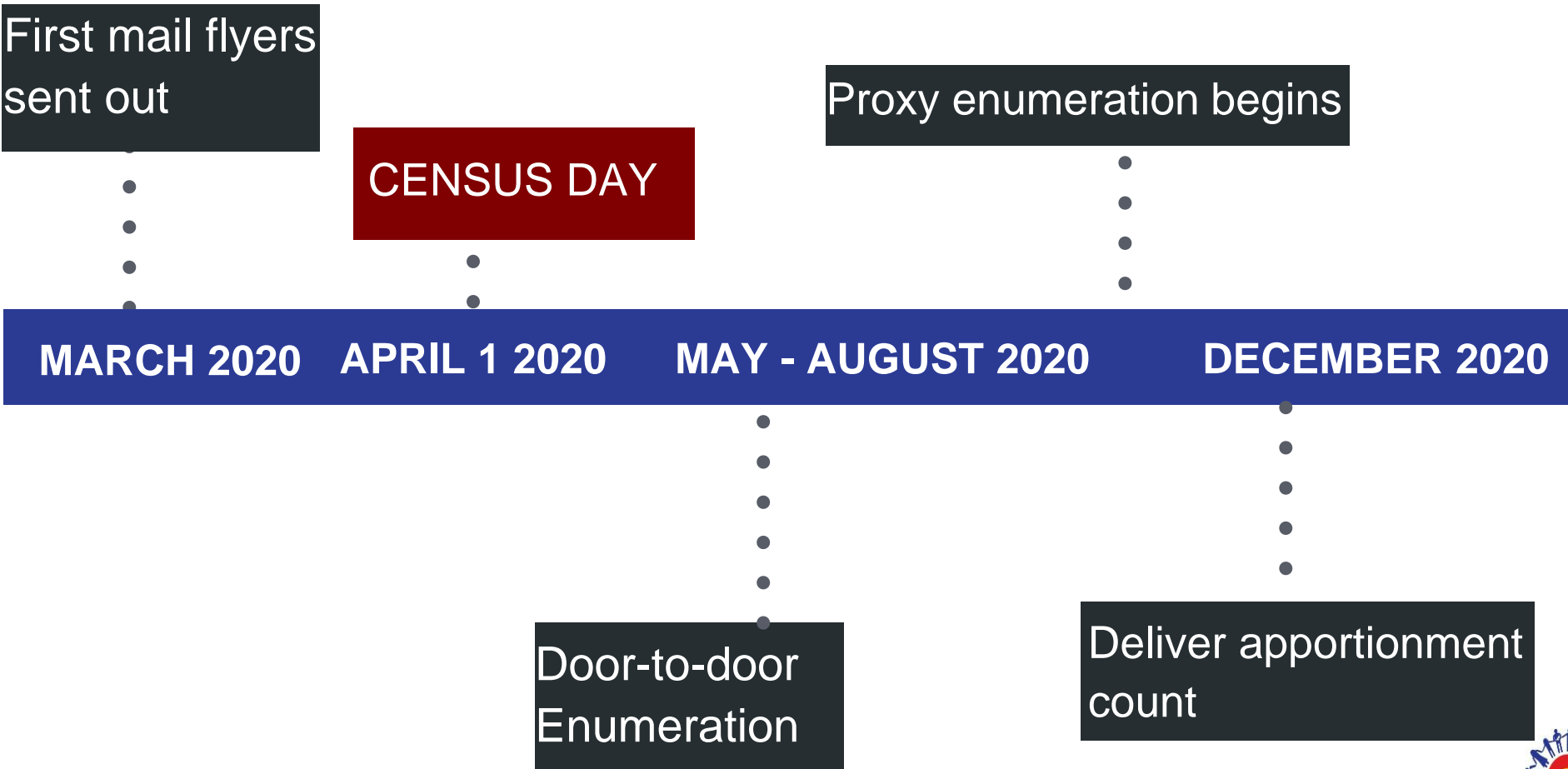
Mini-grants will fund census activity at the local level. Applicants will be encouraged from health clinics, schools, older adult programs and centers, and other community-serving organizations.



Primarily use train the trainer model. We will provide tools, message and materials to provide census education to individuals and organizations.



Census 2020 Timeline



National Research Findings

NALEO, Color of Change and Asian Americans Advancing Justice recently completed messaging research through focus groups and interviews.

Messaging that demonstrates impact on communities most convincing



“Ensuring funding programs in my community”



“The government relies on the Census population count to determine funding for state and local services, including education, police, fire, and health care. **Our community schools, hospitals, and first responders are depending on us to do our part and participate in the Census.**”



Conclusion

Together We Count is a project with the most timely message of the decade for all Coloradans. **Participation in the 2020 Census is essential to the vitality of the state and communities for economic and social health.** We need to ensure that every Coloradan understands the high stakes of the census for themselves and their communities.





Co-Chair Final Thoughts

Next Meeting:

April 25, 2019

NEW LOCATION:

Clayton Early Learning, 3801
Martin Luther King Blvd,
Denver, CO 80205



ECLC

Early Childhood Leadership Commission

IMPROVE ACCESS TO HIGH QUALITY EARLY CARE AND EDUCATION FOR ALL FAMILIES

High quality early care and education environments provide a stable place for children to grow and thrive, allowing them to build the strong foundation of cognitive and social-emotional skills they need to be prepared to succeed in school and develop life-long positive outcomes. Unfortunately, the availability of high quality services is severely lacking and poses a significant expense to families. Additional investments are needed to deliver services through a combination of programs, providers and settings, including licensed family and center-based child care programs, public schools, informal family/friend/neighbor care and other community-based organizations. This mixed delivery system provides early childhood care and education options that ensure wherever children are cared for, they are in high quality, supportive environments. Particular attention should be paid to infant and toddler care, which is significantly more difficult for families to access and afford.

OUTCOMES: WHAT WE WANT TO SEE

A supported, funded mixed-delivery system exists to meet family needs.

Adults understand and support children's learning and development, including social and emotional.

Early care and education options meet the needs, expectations of families.

- Families, including those with high needs, experience timely and coordinated services and supports.
- Families have affordable child care options.

Family engagement and leadership opportunities exist within programs, schools, and communities.

- Families advocate for high quality comprehensive services and supports that lead to future success.

MEASURING PROGRESS

Accessibility

1. % of eligible children age three to five who were able to participate in Head Start or Colorado Preschool Program by region (CDE)
2. # licensed child care slots compared to Colorado children up to 12 months, 1-2 year olds, 3-5 year olds by region (include child care deserts map) (CDHS)

Affordability

3. % children in low income homes able to participate in CCCAP (CDHS)

Meeting Needs

4. % of families that quit a job, did not take a job, or changed a job because of problems with child care (DOLE)

Quality

5. % of licensed providers attaining a level 3-5 in Colorado Shines (CDHS)

ELEVATE THE EARLY CHILDHOOD WORKFORCE TO ENSURE COORDINATED CAREER PATHWAYS AND APPROPRIATE COMPENSATION

Early childhood educators provide the critical foundation for children in out-of-home care to develop the literacy and social-emotional skills they need to succeed in school. The early care and education sector is a cornerstone of local and state economic health, enabling parents to work and provide for their families while employing a large workforce of educators. However, as professional development opportunities and expectations for these educators have increased, compensation lags behind most other industries, and communities throughout Colorado are facing significant challenges recruiting and retaining a stable early childhood workforce. Ensuring that Colorado has a qualified, consistent and diverse early childhood workforce is critical to supporting the healthy development of children and maintaining a thriving economy.

OUTCOMES: WHAT WE WANT TO SEE

Early care and learning providers have higher compensation across all early childhood settings.

Early childhood educators obtain higher levels of training and professional development, measured through formal education and the PDIS.

- Education, coaching and ongoing training exist for caregivers, teachers and other professionals (aligned with Colorado's early childhood competencies).
- Clear, consistent qualifications and career pathways exist for individuals in the early childhood profession.

ECE providers of color and of diverse cultures are actively recruited/encouraged/incentivized to become ECE professionals.

Turnover rates among early learning and education providers across all formal care settings are reduced.

MEASURING PROGRESS

Compensation

1. % of ECE professionals earning a living wage by region, sector, setting (PDIS/DOLE)
2. % of ECE professionals who received public benefits for low income families (CO Workforce Survey)

Diversity

3. ECE worker diversity compared to children in care OR Diversity in providers across settings (ACS, Colorado Workforce Survey, Kids Count)

SUPPORT IMPROVED FAMILY HEALTH AND ECONOMIC SECURITY THROUGH A TWO-GENERATION APPROACH

Parents are their children's first and most important teachers. Ensuring that parents have the health and economic supports they need to provide a nurturing home environment and meet their children's basic needs is essential for a child's healthy development. Children who are cared for in stable environments with access to health services, nutritious foods, safe water, stable housing and high quality learning environments are better able to develop the skills they need to succeed in school and thrive in their communities. Unfortunately, many children are living in environments without these basic supports, which research suggests can lead to poor mental and physical health, less success at school and work, and lower socioeconomic status in adulthood. Colorado should continue to support family health and economic security through state and local programs and ensure that interventions provide opportunities for both children and caregivers.

OUTCOMES: WHAT WE WANT TO SEE

Family engagement and leadership opportunities exist within programs, schools, and communities.

- Family knowledge and capacity support children's healthy development and learning.
- Families advocate for high quality comprehensive services and supports that lead to future success.

Education, employment, housing, financial and legal supports contribute to family economic security.

- Families, including those with high needs, experience timely and coordinated services and supports.
- Family-friendly policies and practices exist in the workplace.
- Economic policies impacting families are enhanced or maintained (e.g. EITC).

Services and supports promote the well-being and resiliency of parents and caregivers (and children):

- Settings and practices promote strong relationships, social and emotional development, appropriate nutrition and physical activity.

MEASURING PROGRESS

Opportunity Index

- Economy
- Education
- Health
- Community

Process/Qualitative Measures TBD

2019 Possible Legislative & Budget Items - Highlights

Updated February 28, 2019

Contact: Bill Jaeger, 720-552-0002, bill@coloradokids.org

1. **Domain of the Early Childhood Colorado Framework: Early Learning & Development**
 - a. **HB 19-XXXX** [Wilson & McLachlan/TBD] Full funding for full-day kindergarten
 - i. Fund full-day kindergarten children as full students rather than half-day students, but would not mandate FDK. Cost: ~\$227M
 - ii. The proposal would free up more than 5,000 slots for preschool
 - iii. **Budget:** Governor proposal also includes \$13 million for an additional 3,000 preschool slots
 - b. **HB 19-1005** [Buckner & Wilson/Todd & Priola] Early Childhood Educator Tax Credit
 - i. Fiscal impact: \$11 million in declined revenue at full implementation
 - c. **SB 19-063** [Priola & Story/Buentello & Valdez] Infant and Family Child Care Action Plan
 - i. Fiscal impact: \$50,000 - \$75,000 in federal funds
 - d. **Budget:** Colorado Child Care Assistance Program
 - i. RFI indicates that we need \$10.5 million to maintain current access, quality, and continuity of care
 - e. **HB 19-1013** [Exum/Pettersen] Extending the Low-Income Child Care Expenses Tax Credit
 - i. Fiscal impact: None for current budget year since it is already anticipated as foregone revenue; \$3.5 million in declined revenue is current & anticipated impact
 - f. **HB 19-1137** [Wilson/Priola] Expand Teacher Cadet Program Include Early Childhood Education
 - i. Fiscal impact: None
 - g. **SB 19-104** [Holbert/Baisely] Replacing oversight by CDHS and CDPHE of all programs on school-district sites with CDE or school district oversight when regulations overlap
2. **Domain of the Early Childhood Colorado Framework: Health & Well-being**
 - a. **SB 19-010** [Fields/McLachlan & Valdez] Professional Behavioral Health Services for Schools. Expands the school-based behavioral health professionals grant program and introduces additional flexibility in implementation, including contracting and telehealth.
 - b. **HB 19-1194** [Lontine & Larson/Priola & Fields] Addressing public school early childhood suspensions and expulsions
 - c. **Budget:** Early Intervention
 - i. Budget: JBC approved \$3.3M for caseload growth
 - d. **HB 19-1122** [Buckner & Landgraf/Fields & Gardner] Maternal Mortality Review Committee
 - e. Possible: Infant mortality reduction strategies
3. **Domain of the Early Childhood Colorado Framework: Family Support and Education**
 - a. **HB 19-1164** [Singer/Zenzinger & Priola] Child Tax Credit
 - i. Fiscal impact: ~\$84 million in declined revenue as introduced
 - b. **SB 19-XXX** [Winter & Williams/Gray & Duran] Paid Family Leave
4. **Early Childhood Systems-building**
 - a. **HB 19-1052** [McCluskie & Rich/Bridges & Rankin] Early Childhood Development Special Districts



Overview

Colorado was awarded a \$5.8 million PDG B-5 grant from the US Department of Health and Human Services' Administration for Children and Families (ACF). This funding was made available under the Every Student Succeeds Act (ESSA) and is targeted to help states build a quality early learning system for children birth to 5 and their families.

The one-year PDG B-5 project period began December 31, 2018, and will conclude December 30, 2019. Colorado is eligible to apply for a renewal grant. If awarded, the renewal grant will provide additional funding through December 2022.

Colorado Shines Brighter is Colorado's Preschool Development Grant Birth through Five (PDG B-5) opportunity. Colorado Shines Brighter is based on the state's shared vision to ensure *all* children are ready for school when entering kindergarten.

Colorado Shines Brighter will work towards three outcomes:

1. Colorado families have access to quality formal early childhood care and education settings of their choosing which best meet the need of their child and family, especially those who are vulnerable and infants and toddlers.
2. Informal early childhood care and education environments (parental, friend, family, and neighbor care) are enhanced to enrich and support children's physical, social, emotional, and cognitive development.
3. Colorado's B-5 early childhood state system is coordinated and aligned to enhance the resources available to families and to improve the quality of relationships among families, caregivers, and children.

Background

The Preschool Development Grant Birth through Five supports states in their efforts to analyze the current landscape of the early care and learning mixed delivery system, and implement changes to the system that maximize the availability of high-quality early childhood care and education options for low-income and underserved families across providers and partners; improve the quality of care; streamline administrative infrastructure; and improve state-level early childhood care and education funding efficiencies.

Get Involved

Visit ColoradoOfficeOfEarlyChildhood.com to learn more about Colorado Shines Brighter, sign up for project updates, and apply for contract, grantee, or job opportunities.

Colorado Shines Brighter 2019 Strategies

Activity 1. Statewide Birth - 5 Needs Assessment

- Build upon existing needs assessments and conduct additional research to address:
 - What do we have (current state)
 - What is enough (what do families want)
 - Where is there not enough (identify geographic areas)
 - Who is not getting enough (identify inequities in access)
 - Why is there not enough (market conditions, parental choice, cost)
- Explore an early childhood mental health consultation “warm line”
- Assess community-level needs for different modalities of early childhood mental health support

Activity 2. Statewide Birth - 5 Strategic Plan

- Develop a 5-year strategic plan to ensure all Colorado children are ready for school when entering kindergarten by:
 - Utilizing the needs assessment information and data
 - Aligning existing state and local strategic plans and frameworks
 - Building on existing initiatives and foundational systems
 - Broadly including stakeholders across Colorado’s mixed delivery system
 - Increasing engagement in system-wide transition planning
- Develop an Information Technology Roadmap to inform future enhancements or technology builds
- Identify innovative strategies to support the early childhood workforce

Activity 3. Maximizing Parent Choice and Knowledge

- Build upon Colorado’s consumer education and engagement efforts to create a “no wrong door” entry point to early childhood and family support programs
- Update the Colorado Early Learning & Development Guidelines and create new content that addresses caregivers’ experiences and early childhood transitions

Activity 4. Sharing Best Practices among State Early Care and Learning Providers

- With the support of a process management vendor, convene workgroups to assess and make recommendations to:
 - The Colorado Competencies for Early Childhood Educators and Administrators
 - The Early Childhood Professional Credential
 - Early Childhood Professional Qualifications
 - Colorado Shines Quality Rating and Improvement System (QRIS) Framework
- Evaluate and revise the Colorado Shines QRIS to include indicators focused child development, outcomes, and to improve quality relationships; initiate a retooling process to transition from Environment Rating Scales (ERS) to the ERS - 3
- Mine and analyze data to inform long-term training and technical assistance plans for Colorado Shines
- Develop new course offerings on the Colorado Shines Professional Development and Information System (PDIS) to enhance quality relationships and to expand use of the PDIS across the mixed-delivery system
- Analyze the organizational capacity and alignment of local community partners
- Leverage the Colorado Child Care Assistance Program (CCCAP) Contract for Slots Pilot Project to inform statewide adoption of child care slot contracts
- Implement the ROOTS™ Early Childhood Mental Health Training Program
- Enhance the Early Childhood Mental Health Specialists program
- Augment the Growing Readers Together model
- Pilot home visiting programs (HIPPI and PAT) to licensed family child care home providers and friend, family, and neighbor caregivers

Activity 5. Improve the Overall Quality of Early Childhood Care and Education Programs, Providers, and Service

- Implement enhancements to existing information technology, focusing on the Colorado Shines website

Accelerated Early Childhood Teacher Pathway: Program and Waiver Summary

Central issue addressed:

Lack of qualified Early Childhood Teachers who represent the children, families, and communities they serve. For Denver's most vulnerable children and families, it is ever more important to offer high quality early learning experiences with skilled and knowledgeable teachers. The significant value of a qualified, culturally diverse and responsive workforce has the opportunity to build lasting positive child outcomes.

While child care licensing provides a number of pathways to earn ECT qualifications, the complexity and specificity of requirements outlined for ECT candidates, particularly for teachers of color, set up barriers for them to meet the qualifications in the more traditional ways outlined in these pathways.

Our Goal:

We are seeking to recruit and build a more diverse early childhood workforce that reflects the cultural, ethnic, and neighborhood values of the families and children they serve, while providing high quality instruction.

Key Strategies:

Our streamlined ECT pathway provides wrap-around supports to ensure that candidates develop skills and knowledge aligned to the Colorado's Competencies for Early Childhood Educators and Administrators. Similar to but going beyond the already ECT-recognized CDA qualifications, this model is a milestone-based pathway, meaning that ECT recognition is not granted until all requirements are met.

Initially, this program will be implemented in an extremely limited scope and carefully tracked environment through a pilot program funded by Early Milestones during the 2018-19 school year. Lessons learned during this pilot will be applied when allowing other programs in Denver to utilize this process/waiver in future school years.

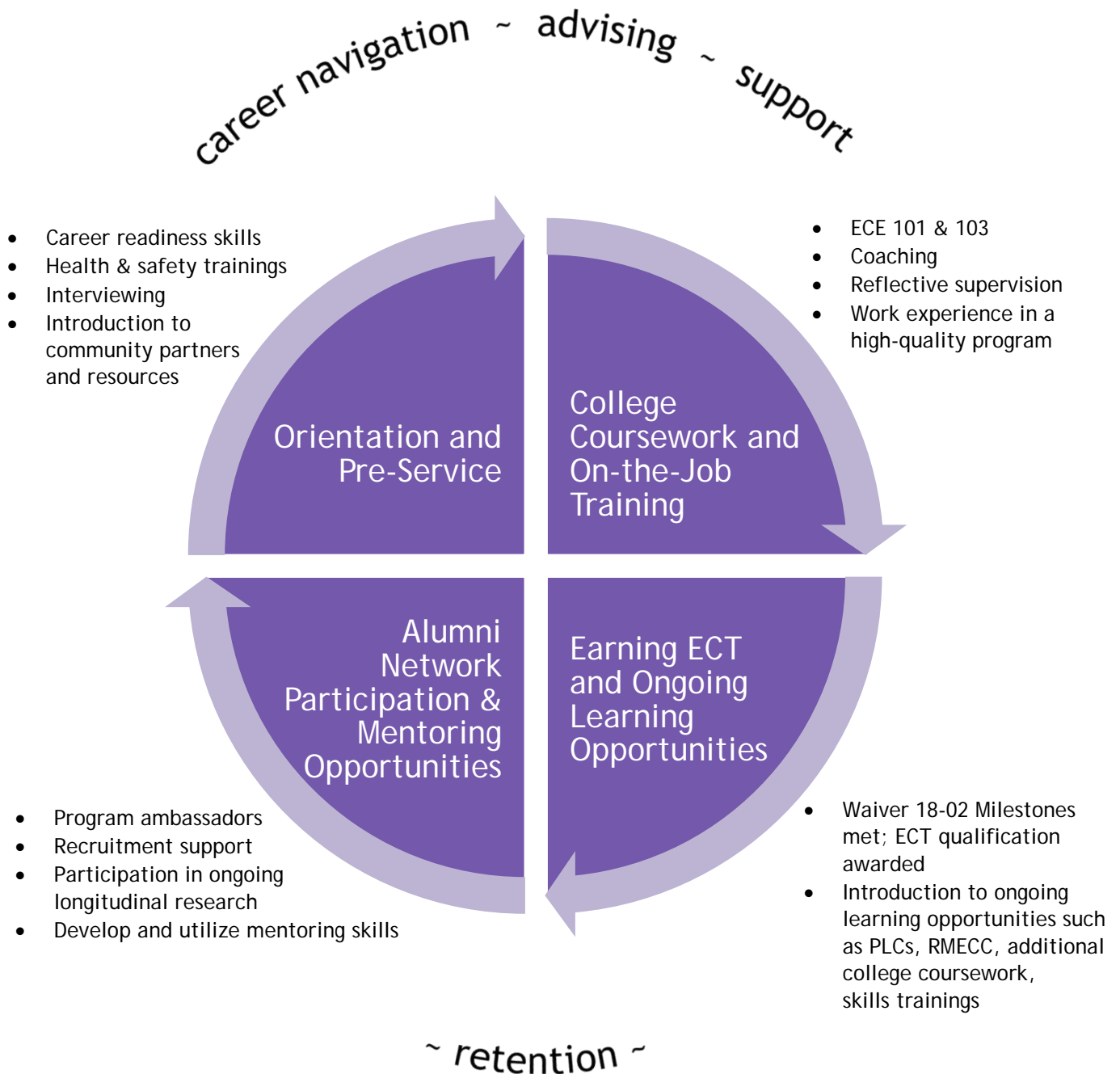
Summary of Milestones:

Milestone	Notes/Related Documents
Complete two ECE college courses, one of which is ECE101, with a C or better	Transcripts to be submitted to Council for review upon completion
Complete 480 hours of experience at a high quality (Level 3 or higher) Early Childhood Program	See <i>Provider Agreement</i> for details Letter of experience verification to be submitted to Council for review upon completion
Complete 4 hours of coaching from credentialed coach	Tracked in ecConnect AND in <i>Documentation of Professional Development Supports</i> (kept in personnel file)
Complete 4 hours of mentoring/reflective supervision with mentor teacher/director (including min. 4 observations)	Tracked in <i>Documentation of Professional Development Supports</i> (kept in personnel file) Observations to be tracked in <i>Observation Tool</i> (kept in personnel file)
ECT Milestone Culmination Assessment <ul style="list-style-type: none">Completed PDIS Self-assessment and PD Plan signed-off by director and credentialed coachExit Observation Assessment conducted and signed-off by director, credentialed coach, and participant that demonstrates satisfactory completion of all required competenciesInformation provided about Career Navigation for ongoing support OR 430 additional work experience hours (910 total) and 2 additional hours of coaching AND mentoring (6 total each) at high quality work placement site.	Documentation of completion of this assessment to be submitted to Council for review upon completion

Upon completion of all the above milestones, documentation will be submitted to Denver's Early Childhood Council, where it will be reviewed by Council staff. If participant is determined to meet all requirements based on documentation submitted, Denver's Early Childhood Council will issue a certificate of completion, which will serve as final documentation that this individual has completed the Accelerated ECT Pathway, and therefore meets their ECT requirements moving forward.

Denver's Early Childhood Workforce Initiative

Accelerated Early Childhood Teacher Program Model



Denver Accelerated Early Childhood Teacher Pathway Observation Tool

To be completed by supervisor, required once per month in the first 4 months of employment. This tool is also used for the exit assessment. Please retain a copy for your records and submit a copy with your required reporting to Denver's Early Childhood Council.

Observation Date:

Name: _____

Observation Time (start/end):

Observer Name: _____

OBSERVATION

NOTE: These competencies are aligned to the learning topics and objects in ECE 101 and 103. Indicate which domain(s) you are focusing on in your observation. An observation will likely not focus on all domains and competencies; however, the exit observation assessment (conducted one time at the completion of ECT milestones) should include all competencies. In order for the teacher to document ECT milestone achievement, the final exit observation assessment must indicate a status of competent, demonstrating and/or reflecting for all competencies and core practices.

<input type="checkbox"/> Child Growth, Development & Learning	Notes and examples of progress, demonstration, and reflecting on practice	<i>Status</i>
<ul style="list-style-type: none">Prepares environments and implements the planned experiences addressing the needs of individual children across the developmental domains and across the ages that will be included in those environments. (CGDL 1.2)		Not Yet Emerging Demonstrating Reflecting
<input type="checkbox"/> Family & Community Partnerships	Notes and examples of progress, demonstration, and reflecting on practice	<i>Status</i>
<ul style="list-style-type: none">Identifies families as their child's first teacher and asks families for their contributions in describing their child's personal background, varied strengths, interests, and challenges. (FCP) 1.1)		Not Yet Emerging Demonstrating Reflecting
<input type="checkbox"/> Guidance	Notes and examples of progress, demonstration, and reflecting on practice	<i>Status</i>
<ul style="list-style-type: none">Children have frequent opportunities to interact with teachers and other children in respectful and meaningful ways. (G 1.2.)		Not Yet Emerging Demonstrating Reflecting

continued on back...

<input type="checkbox"/> Health, Safety & Nutrition	Notes and examples of progress, demonstration, and reflecting on practice	<i>Status</i>
<ul style="list-style-type: none"> Program health, safety and nutrition standards are followed. (HSN 1.2.) Articulates the importance of complying with ratio and group size requirements and alerts the appropriate supervisor/agency when they are out of compliance. (HSN 11.1) 		Not Yet Emerging Demonstrating Reflecting
<input type="checkbox"/> Teaching Practices	Notes and examples of progress, demonstration, and reflecting on practice	<i>Status</i>
<ul style="list-style-type: none"> Identifies examples for maximizing learning experiences by supporting classroom organization (e.g., maximizing learning time and daily transitions, use of a variety of modalities and materials to promote learning, and establishing clear expectations). (TP 2.1) 		Not Yet Emerging Demonstrating Reflecting

CORE PRACTICES

The following are core practices and may represent issues related to teacher training and support, or to program policies and procedures. If the staff member is not showing competence in any of these areas, this may signify a practice in need of immediate action.

Core Practices	Circle One
1. Supervises young children and knows that all children are accounted for during the observation time. Maintains group size and ratio at all times.	Needs Improvement Competent
2. Classroom climate is warm and inviting. Interactions are positive and communication is <u>not</u> limited to giving directions, telling children what to do, reprimanding such as frequent use of “no”, “don’t” or “stop”, or threatening children with negative consequences for behaviors.	Needs Improvement Competent
3. Children’s social and emotional development is supported through labeling feelings, encouraging children to interact, and supporting children to understand developmentally appropriate expectations.	Needs Improvement Competent
4. Children are informed about and transitions run smoothly. They are not chaotic and children are engaged.	Needs Improvement Competent
5. Proactively plans for children’s safety and well-being.	Needs Improvement Competent
6. Responsive to children’s cues and knows when to adjust activities so that children's needs are met and they can be engaged (i.e. personal care needs, activities are too long in length, too difficult/easy, or are not of interest to children). % of children engaged: _____	Needs Improvement Competent
Comments:	

