



**TRANSITION  
ADVISORY  
GROUP**

**Welcome**

# Agenda

- Welcome
- Voices from the field
- Logistics
- Update from subgroups
- Review charge
- Revisit funding flow discussions
  - Discuss implications on application, local partnership, alignment with other programs, mixed delivery
- Begin discussing eligibility and prioritization
- Next steps
- Public comment

The logo for the Transition Advisory Group features the text "TRANSITION ADVISORY GROUP" in a dark blue, sans-serif font. The text is enclosed within a light blue L-shaped frame that consists of a vertical line on the left and a horizontal line at the bottom, with the top and right corners open.

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**Voices from the Field**

**Melanie Collier  
HIPPY Instructor, Spring Institute**



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**Logistics**

# Meeting Norms

- Come prepared.
- Mute yourself when not speaking.
- Stay engaged (e.g., actively participate and use the chat function).
- Be mindful of how much “air time” each member receives.
- Always assume good intent.
- All ideas are valued.
- Center equity in all conversations.

# Expectations

**Every meeting you should expect the following:**

- **Via e-mail:**
  - Agenda for meeting
  - Suggested pre-reading
- **In meeting:**
  - Subgroup updates
  - Background information
  - Focused discussion around a specific part of the universal preschool recommendations
  - Closing/next steps

# TAG Meeting Schedule

Meetings will take place on Wednesdays from 3–5:30pm MST

Meeting Dates	Key Focus Areas
<del>July 14</del>	<del>–Kick-off meeting: Introductions and mission/vision discussion</del>
<del>August 4</del>	<del>–Movement of programs to new department –Department structure &amp; timeline of move</del>
<del>August 25</del>	<del>–Revisit program movement, funding &amp; timeline –Discussion: local structures &amp; partnerships</del>
<del>September 15</del>	<del>–Complete program review including Special Education –Governance of DEC –Local structures &amp; partnerships –Technology and blending/braiding funds to support unification</del>
<del>September 22</del>	<del>–Revisit governance of DEC –Revisit discussion on local structures &amp; partnerships –Revisit discussion of technology and blending/braiding funding</del>
<del>October 20</del>	<del>–Review transition plan draft –Universal, voluntary preschool preview</del>
<del>November 9</del>	<del>–Review of stakeholder feedback, discuss application &amp; funding flow</del>
<b>November 17</b>	<b>–Discuss funding flow, local partnerships, alignment with other programs, and mixed delivery</b>
<b>December 1</b>	<b>–Universal, voluntary preschool implementation</b>
<b>December 15</b>	<b>– Review of draft recommendations for universal preschool</b>



# Feedback Form Responses

## A reminder about the Feedback Form [responses](#):

- The responses are all shared publicly on the Early Childhood Leadership Commission (ECLC) website removing all identifying information
- TAG members should review the responses in the feedback form before every meeting
- These responses are valuable input for this stakeholder engagement process

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**Subgroup Update**

# SPECIAL EDUCATION SUBGROUP MEETING 10 REPORTING

Meeting Date: November 10, 2021

## Special Education Services in a Mixed Delivery System

Presentation from Bill Jaeger (Colorado Children’s Campaign) on [mixed delivery considerations](#) for UPK in Colorado and roles/responsibilities of local education agencies (LEAs) in special education service delivery

## Subgroup-identified issues and ideas for Part B (619)

### *Human, financial, capital, and legal constraints in the field:*

- Cannot increase capacity to serve children without sustaining existing capacity.
- Consider offering recommendation around changing or adding pupil count date to more fully fund special education students who are identified later in the school year.
- Shortage of resources and staff exacerbates families’ equitable access services.
- Rebrand to help attract people to the field and to grow and develop the workforce.
- ECE professionals need to be paid a wage that reflects the great work they do, and conversations about increasing compensation should happen as we strategize to improve recruitment.

### *Supporting families:*

- Consider transportation challenges associated with children receiving special education services in a public school and child care/early learning in a different setting.
- Consider parent preferences/needs for full-time care and language/culture alignment when making special education service decisions.
- Consider including parent’s right to dispute placement via IDEA dispute resolution process (reference to IDEA’s Procedural Safeguards).

### *Efficiency studies:*

- Identify and test existing models of special education services within mixed delivery systems.

### *Partnership and collaboration between LEAs and CBOs:*

- Let’s not retreat back into our silos, but instead create partnerships between more LEAs and CBOs. Existing community-based CPP providers may be a good starting point.
- Include existing community-based provider in conversations with LEA about child’s needs and developmental status to inform the Part B eligibility determination.

# UNIVERSAL PRESCHOOL SUBGROUP: MEETING 10 REPORTING

Meeting Date: November 11, 2021

**What are the current challenges and potential solutions for streamlining duplicative regulations and oversight.**

Current Challenges	Possible Solutions
<ol style="list-style-type: none"><li>1. There are many different funding streams with different requirements for providers to keep track of.</li><li>2. There are varying professional development requirements some of which are duplicative for teachers who have already earned their BA/MA, and professional development requirements do not guarantee increased compensation or time to complete them.</li><li>3. Some funding streams (ex. Head Start) have higher requirements that can be difficult for some providers to meet.</li><li>4. Licensing rules are sometimes layered on top of existing district requirements; some programs also find Colorado Shines quality ratings don't fit their needs</li></ol>	<ol style="list-style-type: none"><li>1. Allow the new department of early childhood to set the highest standards for the state and allow those standards to roll into CDE for public school-based preschool programs.</li><li>2. Professionalize the field and look to other industries (ex. Medicine) for a model of career progression, training, alternative pathways, and degree assistance.</li><li>3. Professional development should be structured to lead to college course credit so that educators can work towards higher degrees/qualifications.</li><li>4. Ensure that all providers are held to the same set of aligned standards with an eye towards complying with federal programs and different funding streams.</li></ol>

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**Universal Preschool  
Recommendations: TAG Charge**

# Legislative Requirements

**The TWG is charged to provide recommendations for the universal preschool program and ensure they are aligned with the DEC Transition Report. These recommendations must address:**

- Alignment with CPP to create one state-wide preschool program
- Alignment with other EC programs to create a streamlined experience
- Process for calculating funding rates and how the rates are designed to support quality preschool programs and the process for distributing money
- Necessary interagency agreements to define the roles and responsibilities of DEC
- Special education: alignment with federal requirements, identification, & accountability in a mixed delivery environment
- Reduction of duplicative oversight

# TAG Charge on Universal Preschool

TAG will continue to convene to discuss ideas and recommendations for the new statewide, voluntary preschool program to offer the TWG. These ideas and recommendations will take into consideration the ideas and feedback from subgroups, listening sessions, town halls, and any other engagement.

Themes to be considered:

Application

Funding flow

Local  
partnerships

Alignment with  
other programs

Mixed delivery

Eligibility and  
prioritization for  
funding

Quality and  
Evaluation

Workforce

Special Education  
service delivery

# Report Aims

The feedback received ranges from general principles to very specific recommendations. The legislation requires that this report provide DEC with enough guidance and direction to ensure a successful launch of the universal preschool program.

To meet the legislative charge, the report must address the following questions about the basic structure of the new preschool program:

- How should funding flow to families and providers?
- How should families enroll in the preschool program?
- How should eligibility and prioritization for additional hours of care work?

The report must also support DEC and its stakeholders to successfully establish UPK, which includes addressing the remaining implementation themes from the legislation.

To meet this charge, the report should:

- Name values, priorities, and guidance for UPK implementation
- Determine important questions and workstreams for DEC in UPK implementation
- Establish processes and deadlines for DEC to arrive at critical answers, which likely will include consulting or contracting with experts, convening stakeholders, collaborating with other departments, and updating the ECLC and the legislature.



# Mission, Vision, Values

## Vision

All Colorado children, families, and early childhood professionals are valued, healthy and thriving.

## Mission

The Colorado Department of Early Childhood champions a comprehensive, community-informed, effective, high-quality and equitable early childhood system that supports the care, education and well-being of all Colorado's young children, their families and early childhood professionals in all settings.

## Values

- We value equity across the early childhood system and are committed to utilizing an equity-focused lens to drive priorities and decision making.
- We believe formal and informal care environments can provide high-quality, developmentally appropriate care and learning.
- We respect and appreciate the diversity and strengths of all of our communities in Colorado.
- We believe accessibility to early childhood services considers affordability, cultural responsiveness, and parent choice.
- We value an innovative and expansive approach to our early childhood system.
- We value a whole-family approach.

# Guiding Principles





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**Discussing Funding Flow**

# Funding Flow Options



Tuition Assistance



Funding allocations direct to providers



Leverage existing school system infrastructure



Local coordinating organization (e.g. district, county, ECCs, etc)

# TAG Feedback

## Option 1–Tuition Assistance

- Appreciate that family choice is elevated
- Concern that this burdens families with a complicated experience
- There should be navigators in all communities to help families with the application and enrollment process
- Concern that it benefits families with more resources and will not be equitable
- Concern that distributed money may be spent on needs other than child care

## Option 2– Funding allocations to directly to providers

- Concern that this system would further burden providers
- Appreciate the stability this offers providers so they can budget in advance
- Question about how the state would define providers (FFN?)
- May work great in some communities less so in rural areas
- Consolidates all decision making power and decision making at the state, potentially to the detriment of local planning and local context

# TAG Feedback

## **Option 3- Leverage existing school system infrastructure**

- Some school districts feel ready and want this responsibility, but in some places, districts would be burdened by this role
  - In many rural areas, school districts are best equipped to serve in this capacity
- Concern about relationship between school districts and community based providers
- Concern about the nuance of special education and mixed delivery in schools and community based providers

## **Option 4- Local coordinating organization/agency (competitively determined)**

- Appreciate that a local lead would be able to meet the needs of the community well
- Appreciate that providers and families would no longer carry burden
- LCO could ensure that both community based providers and schools are well supported and resourced
- Community readiness may differ, and they will need support
- Concern about one entity supporting both community based providers and schools
- Concern that school district may lose administrative funding, if they were not the LCO

# Key Themes across Models

1. Equity is a priority.
2. This is a universal program. Every child who wants a spot must be able to access one, but many communities are lacking capacity to serve all children.
3. All families should be able to apply and enroll in the universal program with ease. There should be navigators at the local level who are able to assist families with application and enrollment.
4. Parents and providers should not bear the burden of blending, braiding, or stacking.
5. Communities are at varying levels of readiness and will have distinct needs in preparation for and implementation of universal preschool.
6. There are many funding sources besides state preschool, and those contributions must be maintained or increased.

# TAG Charge on Universal Preschool

TAG will continue to convene to discuss ideas and recommendations for the new statewide, voluntary preschool program to offer the TWG. These ideas and recommendations will take into consideration the ideas and feedback from subgroups, listening sessions, town halls, and any other engagement.

## Themes to be considered:

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Eligibility and  
prioritization for  
funding

Quality and  
Evaluation

Workforce

Special Education  
service delivery



# Impact of Funding Flow

The model of funding flow selected by DEC will have direct implications on the recommendations for the following key areas:

## Local partnerships

Local funding should be maintained.

Providers should have assistance in determining allocation of seats.

Application process should be simple.

Navigators should be available to assist with application in each community.

Every family should be offered a spot.

Spots should be in line with family preference where possible.

Communities have varying levels of readiness and must be well supported.

## Alignment with other programs

Every community should be working toward one single unified early childhood vision.

Local funding should be blended, braided, and stacked in alignment with program and provider requirements.

Preschool quality should be aligned across programs and ages.

Data should be collected across programs.

## Mixed delivery

There should be someone ensuring mixed delivery in each community.

There should be someone in each community helping to grow licensed capacity.

There should be someone in the community helping providers meet program requirements.

# Local Partnerships

Value Questions	Tuition Assistance	Funding direct to providers	School district infrastructure	Local coordinating organization (LCO)
<p><b>Who is accounting for locally available funding and ensuring it is part of universal preschool program spots?</b></p> <p><i>May include tax revenue, school system funds, Head Start funds, employer-based funds, and philanthropy</i></p>	Individual providers	Individual providers	District	LCO
<p><b>Who is collaborating with providers to determine initial allocations of spot?</b></p>	No one	DEC	District, under state requirements	LCO, under state requirements
<p><b>How many applications does the family have to fill out?</b></p>	As many providers as the family chooses (no matching function)	As many providers as the family chooses (no matching function)	One, school system will match to a spot	One, LCO will match to a spot
<p><b>Are there local navigators assisting families in completed application?</b></p>	May be funded separately by DEC.	May be funded separately by DEC.	District serves as navigator.	LCO serves as navigator.
<p><b>Who is tasked with ensuring every family is at least offered a spot?</b></p>	No one	No one	District	LCO
<p><b>Who is in charge of supporting readiness in communities?</b></p>	DEC. No one empowered to lead locally.	DEC. No one empowered to lead locally.	DEC and partners supports districts to build readiness.	DEC and partners support LCOs to build readiness.

# Alignment with Other Programs

Value Questions	Tuition Assistance	Funding direct to providers	School district infrastructure	Local coordinating organization (LCO)
<b>Is there someone responsible for ensuring a unified vision for early childhood is being maintained in each community?</b>	DEC. No one at the local level.	DEC. No one at the local level.	Yes, districts	Yes, LCO
<b>Is there someone ensuring local funding is blended, braided, stacked, or added in alignment with program and provider requirements?</b>	No	No	Yes	Yes
<b>Is there someone supporting alignment of preschool quality across programs, and across ages?</b>	DEC	DEC	District, under state requirements	LCO, under state requirements
<b>Is there someone charged with collecting and reporting aligned data across programs?</b>	DEC	DEC in partnership with providers	DEC in partnership with districts	DEC in partnership with LCO

# Mixed Delivery

Value Questions	Tuition Assistance	Funding direct to providers	School district infrastructure	Local coordinating org. (LCO)
<b>Is there someone at the local level ensuring mixed delivery is happening and funding is distributed equitably?</b>	DEC. No one at the local level.	DEC. No one at the local level.	Yes, districts in accordance with DEC guardrails	Yes, LCOs in accordance with DEC guardrails
<b>Is a local captain within the community responsible for growing licensed capacity and qualified workforce over time?</b>	No one is charged locally, potential separate assistance from the state	No one is charged locally. Individual providers can take this on. Potential separate assistance from the state.	Yes, school systems must be responsible for growing mixed delivery capacity.	Yes, LCO's must be responsible for growing mixed delivery capacity.
<b>Who is building and investing in mixed delivery providers to meet program requirements?</b>	DEC	DEC	District, under state requirements	LCO, under state requirements
<b>Who are parents going to when they are not matched to a spot or are unhappy with their child's placement?</b>	DEC	DEC	Districts	LCO

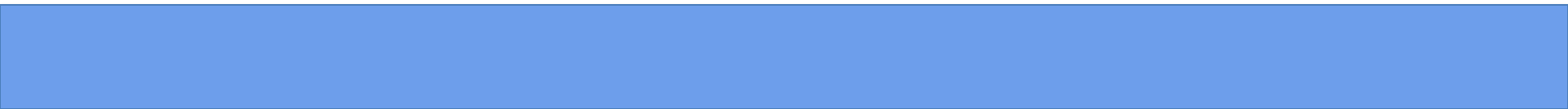
**Clarifying Questions?**

# Tuition Assistance

**Funding Flow Recommendation:** Funding should flow from DEC to families. Families can use their funding at their provider of choice.

If Colorado selects this model for funding flow, then:

Who is tasked with ensuring every family is offered a spot?	No one
How many applications does the family have to fill out?	As many providers as the family chooses(no matching function)
At what level of the system is blending, braiding, and stacking happening?	DEC
Who is accounting for locally available funding and ensuring it is part of universal preschool program spots?	Individual Providers
Who is in charge of supporting readiness in communities?	DEC, no one empowered to lead locally
Is there someone responsible for ensuring a unified vision for early childhood is being maintained in each community?	DEC, no one at the local level.
Is there someone at the local level ensuring mixed delivery is happening and funding is distributed equitably?	DEC, no one at the local level.

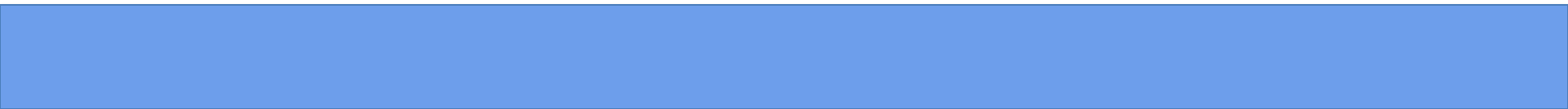


# Funding Allocations to Providers

**Funding Flow Recommendation:** Funding should flow from DEC to directly to providers for a set amount of slots.

If Colorado selects this model for funding flow, then:

Who is tasked with ensuring every family is offered a spot?	No one
How many applications does the family have to fill out?	As many providers as the family chooses(no matching function)
At what level of the system is blending, braiding, and stacking happening?	DEC and individual providers
Who is accounting for locally available funding and ensuring it is part of universal preschool program spots?	Individual providers
Who is in charge of supporting readiness in communities?	DEC, no one empowered locally
Is there someone responsible for ensuring a unified vision for early childhood is being maintained in each community?	DEC, no one at the local level
Is there someone at the local level ensuring mixed delivery is happening and funding is distributed equitably?	DEC, no one at the local level

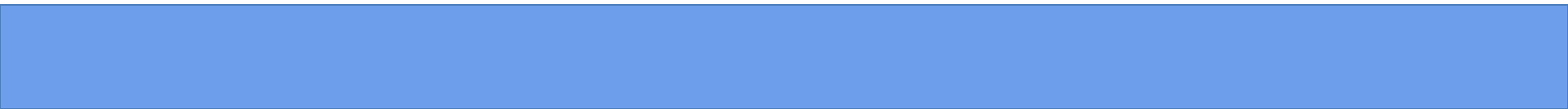


# Leverage Existing School System Infrastructure

**Funding Flow Recommendation:** Funding should flow from DEC to Colorado’s 178 school districts, who will then be required to distribute the money equitably and in accordance with a community plan.

If Colorado selects this model for funding flow, then:

Who is tasked with ensuring every family is offered a spot?	District
How many applications does the family have to fill out?	One
At what level of the system is blending, braiding, and stacking happening?	Districts
Who is accounting for locally available funding and ensuring it is part of universal preschool program spots?	District
Who is in charge of supporting readiness in communities?	DEC and partners support districts to build readiness
Is there someone responsible for ensuring a unified vision for early childhood is being maintained in each community?	Yes, districts
Is there someone at the local level ensuring mixed delivery is happening and funding is distributed equitably?	Yes, districts in accordance with DEC guardrails



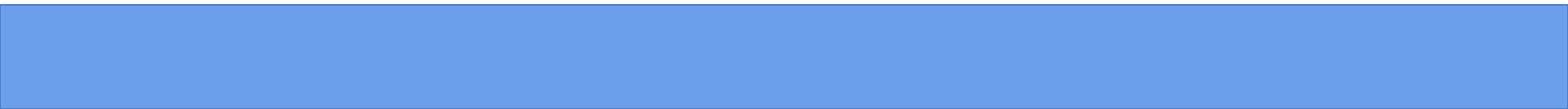


# Local Coordinating Organization (LCO) or Agency

**Funding Flow Recommendation:** Funding should flow from DEC to a competitively determined local coordinator in every community (e.g. school district, non profit, ECC, etc), who will then distribute money equitably and in accordance with a community plan.

If Colorado selects this model for funding flow, then:

Who is tasked with ensuring every family is offered a spot?	LCOs
How many applications does the family have to fill out?	One
At what level of the system is blending, braiding, and stacking happening?	LCOs
Who is accounting for locally available funding and ensuring it is part of universal preschool program spots?	LCOs
Who is in charge of supporting readiness in communities?	DEC and partners support LCOs to build readiness
Is there someone responsible for ensuring a unified vision for early childhood is being maintained in each community?	Yes, LCOs
Is there someone at the local level ensuring mixed delivery is happening and funding is distributed equitably?	Yes, LCOs in accordance with DEC guardrails



# Discussion

- How did seeing any of the implications impact your thinking about these models?
- Given all of the stakeholder feedback, which models do not work for the Colorado context?
- Which of these models could work with guard rails? What guardrails do you think are important?
- Which models seem to best align with the values?
- Is there anything else you would like TWG to consider as they are building these recommendations?



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**Discuss Eligibility and  
Prioritization**

# Eligibility and Prioritization of Funding

- By law, all families with 4 year old children are eligible for 10 hours of preschool in the year before they enter kindergarten.
- Both historical experiences and stakeholder engagement processes help us understand that 10 hours of preschool is insufficient for providers to offer a spot and for families to accept it, which can reduce availability of spots and the quality of spots offered.
- Stakeholder engagement has highlighted that many families need full day, extended hours, and year round services, but no single funding source can provide this level of service for all families on its own.
- Therefore, eligibility and prioritization of funding must balance universal 10 hour entitlement, paying for the cost of high quality care, and ensuring families who need it most can access the extent of services they require.

# Recommendation: Eligibility & Prioritization of Funding

In order to define eligibility and prioritization for universal preschool funding, DEC will need to determine:

- Base rate for UPK
- Additional incentives to serve children in need in diverse settings (e.g. regional considerations, implementation of mixed delivery, care for infant and toddlers, additional teacher qualifications, relative need of community, services offered for special populations)

DEC should also consider how to prioritize the following:

- The rate does not drop below current CPP state rate for any area of the state
- The rate is kept stable or increases over time to support a stable system
- There is a plan for funding allocation in times of scarcity and excess

These decisions should be made through a transparent, stakeholder informed process that engages necessary expertise.

**What other values or guidance should be considered when thinking about eligibility and prioritization of funding?**



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**Universal Preschool  
Recommendations**

# One Single Unified Application

HB21-1304 calls for the development of a common program application process, that is easily accessible to families and streamlines enrollment and eligibility.

In feedback from TAG, there was consensus on the following points:

- Families should **complete a simple, unified application for all funding sources** that would be blended, braided, or stacked with universal preschool dollars.
- The application should **collect only as much information as necessary**
- There should be technology that **verifies eligibility for additional hours of care** by checking against other programs families may already be eligible for or utilizing
- The state must set requirements to ensure **equitable access** to the application process (ex: translated to multiple languages)
- DEC should work towards **including additional early childhood programs and services** in the unified application over time

# Simple & Unified Family Application

HB21-1304 calls for the development of a common program application process that is easily accessible to families and streamlines enrollment and eligibility.

In feedback across engagements, there was consensus on the following points:

- **Colorado should build an application that is easy to complete and submit, and is designed around streamlining and enhancing user experience.**
  - DEC must set requirements to ensure equitable access to the application process. The application should be:
    - Translated into multiple languages
    - Mobile accessible
    - Available as a paper copy if requested
  - The base application should collect only as much information from families as necessary.
    - Families who need additional funding should also be able to fill out information to determine eligibility for other services.
    - There should be easily integratable technology that verifies eligibility for additional funding by checking against other programs families may already be eligible for or utilizing.
  - Where possible, this application should reduce the duplication of information collection or the complexity of process for providers.
- **This application should include all publicly-funded early childhood services from birth to preschool.** This would include all funding sources that can be blended, braided, or stacked with universal preschool dollars (e.g., CCAP, Head Start, ECARE, local funds).
  - DEC should prioritize the creation of this application for preschool aged children prior to the launch of universal preschool in 2023.
  - Ideally and as soon as practicable, care and education services for other ages should be included in the application (e.g., CCAP for 2 year olds).
  - DEC should work towards including additional early childhood programs and services in the unified application over time (e.g., home visiting).
- **DEC should fund and empower local navigation support to assist families in completing the application and to coordinate community outreach.**



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**Closing/Next Steps**

# **TAG Office Hours**

In order to give TAG members more time to dig into these topics, ask questions and give feedback on the recommendations for universal preschool we are hosting optional office hours.

These office hours will be informal and only open to TAG members. You can join for as long or as little as you want to ask questions or offer feedback.

## **Dates:**

- Monday November 22 – 6:00pm–7:00pm MST
- Tuesday November 23 – 11:30am–12:30pm MST
- Monday November 29 – 6:00pm–7:00pm MST
- Tuesday November 30 – 11:00am–12:00pm MST

We will send invites for calendar holds to all of TAG for all 4 time slots.

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**Public Comment**