

Thank you for joining! We will begin shortly.

ECLC

Early Childhood Leadership Commission

Program Quality & Alignment Subcommittee

November 4, 2022

9:00 - 11:00 am

Google Meet



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



Welcome, Introductions & Approve Minutes

Anna Jo Haynes

Meeting Objectives

- Approve the September 9, 2022 Meeting Minutes
- Learn about Project Include and How to Support and Connect with the Program
- Discuss Consultative Workforce's Use of Teleconsultation Services and Opportunities to Support Ongoing Use in the Future
- Provide Guidance on the Colorado Shines Brighter Strategic Plan Updates
- Learn about a LENA & EQIT Public Private Partnership and Opportunities to Scale the Program in your Communities
- Hear comments from the Early Childhood Community



Project Include: Early Childhood Access through Adaptive Technology

Claire Simpson, University of Colorado - Denver



University of Colorado



Project Include: Early Childhood Access through Adaptive Technology

Claire Simpson, MS, OTR/L; claire.simpson@ucdenver.edu

Center for Inclusive Design and Engineering (CIDE)

UNIVERSITY OF COLORADO DENVER | ANSCHUTZ MEDICAL CAMPUS



Today's Agenda

- What is CIDE?
- Project Include
 - What it is
 - How to participate





What is Assistive Technology (AT)?

- AT includes any device, item, product, that helps someone with a disability to do something they could not otherwise do

Step stool

Wiggle seat

Felt board

Stylus

Wheelchair



CELEBRATING 25 YEARS



Center For Inclusive Design and Engineering (CIDE)
 303-315-1280 | cide@ucdenver.edu | <http://www1.ucdenver.edu/centers/cide>



@CIDE_Denv



CenterforInclusiveDesignandEngineering



e-cu-denver



Lots going on at CIDE!



...and so much more!

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The CIDE Assistive Technology Clinic is expanding and accepting new clients for the following services:

- Wheelchair Seating and Mobility
- Augmentative and Alternative Communication
- Computer Access
- Night-time Positioning
- Home Automation
- Learning and Cognitive Aids
- Worksite Accommodations/Ergonomics



**Call for an appointment or with questions:
303-315-1280**

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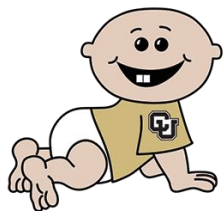
CenterforInclusiveDesignandEngineering



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Statewide AT Loan Library



TECH FOR TYKES

A Center for Inclusive Design and Engineering (CIDE)
Early Childhood Program

Funded by EI Colorado for Part C providers

SWAAAC

A Center for Inclusive Design and Engineering (CIDE) Project
in Partnership with the Colorado Department of Education

Funded by CDE for Part B providers in public schools

You may already know about...

PDG: Inclusion & Universal Design Project

<https://www1.ucdenver.edu/centers/center-for-inclusive-design-and-engineering/community-engagement/pdg>



PRESCHOOL DEVELOPMENT GRANT BIRTH THROUGH FIVE

- A lot of similarities to Project Include, but *not the same* project



Center for Inclusive Design and Engineering (CIDE)
Project Include
Early Childhood Access through Adaptive Technology
UNIVERSITY OF COLORADO DENVER | AURARIA CAMPUS

- Collaborative effort between CIDE and CO Department of Early Childhood



COLORADO
Department of Early Childhood



What is Project Include?



Center for Inclusive Design and Engineering (CIDE)
Project Include
Early Childhood Access through Adaptive Technology
UNIVERSITY OF COLORADO DENVER | AURARIA CAMPUS

<https://www1.ucdenver.edu/centers/center-for-inclusive-design-and-engineering/community-engagement/project-include>





Key points

- No application required to participate!
 - **any** licensed child care in CO: Home programs, centers, preschools
- No fixed timeline
 - learn as much as you want at your own pace





3 main project components:



- 1) Training and support
- 2) Universal Design and Inclusion Kits
- 3) Customized coaching and materials support



1) Project Include: Training



- Introduction to Universal Design
 - 90-minute course
 - Offered through PDIS
 - English & Spanish versions



2) Project Include: Universal Design and Inclusion Kits

- 4 topic boxes
 - Communication & Literacy
 - Behavior & Cognition
 - Fine & Gross Motor
 - Vision & Hearing (*coming this winter!*)
- 6-week loans, distributed through library courier





Universal Design and Inclusion Kits – what's inside?

- Information guide
 - Information and adaptation ideas
 - Link to DIY video
- Selection of AT tools
 - QR code on each item
 - Links to YouTube instructional video





3) Project Include: Customized coaching and materials support



- Individualized direct support on a topic of your program's choice
 - Online application
- Requirements to apply:
 - Complete PDIS training
 - Check out at least 1 topic box
- After completion, eligible for recommended AT purchased for you by Project Include staff



Visit the Project Include website for more information on:

- opportunities for Friend, Family, and Neighbor (FFN) caregivers
- how to get started
- FAQs





Questions?



Contact us!

ProjectInclude@ucdenver.edu

(303) 315-1287

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A Study of the Consultative Workforce's Use of Teleconsultation in Colorado

Meg Franko and Lindsay Shields, ECE Insights



COLORADO
Department of Early Childhood

This project was 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.

This work is responsive to Colorado Shines Brighter strategy 2.2.2 ECMH Support Line & Teleconsultation.

The Use of Teleconsultation in the Early Childhood Consultative Workforce: An Evolving Service Delivery Strategy

November 2022

Lindsay Shields
Research Associate at ECE Insights

Meg Franko
Founder and Principal of ECE Insights



Study Overview

Study Research Questions:

1. How have consultants' general impressions, frequency of use and confidence providing virtual services changed over the last few years?
2. What perceived benefits and outstanding challenges come with the adoption of this new service delivery option?
3. What support and resources are needed to retain teleconsultation as a standard practice across consultative roles?

Data Sources:



Survey



Focus Groups



Interviews



Secondary Data

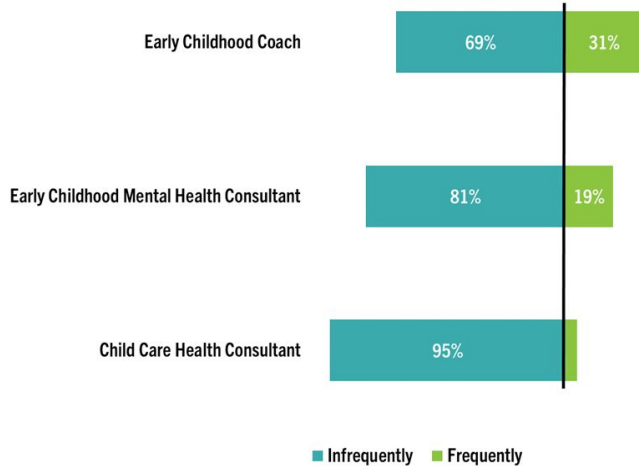
- Collected between March and July 2022
- Over 800 of Colorado's consultative roles and their service recipients contributed to the data collected here

Research Question One:

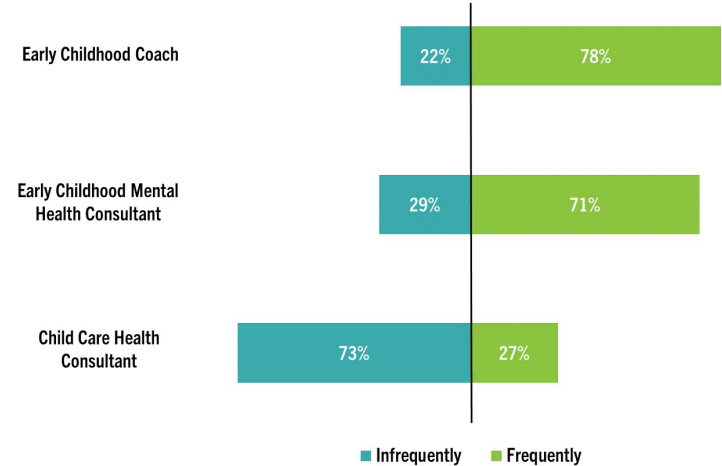
How have consultants' general impressions, frequency of use and confidence providing virtual services changed over the last few years?

Changes in Frequency of Use

Prior to the onset of the pandemic, most consultants did not use teleconsultation frequently. Coaches had the most prior experience.



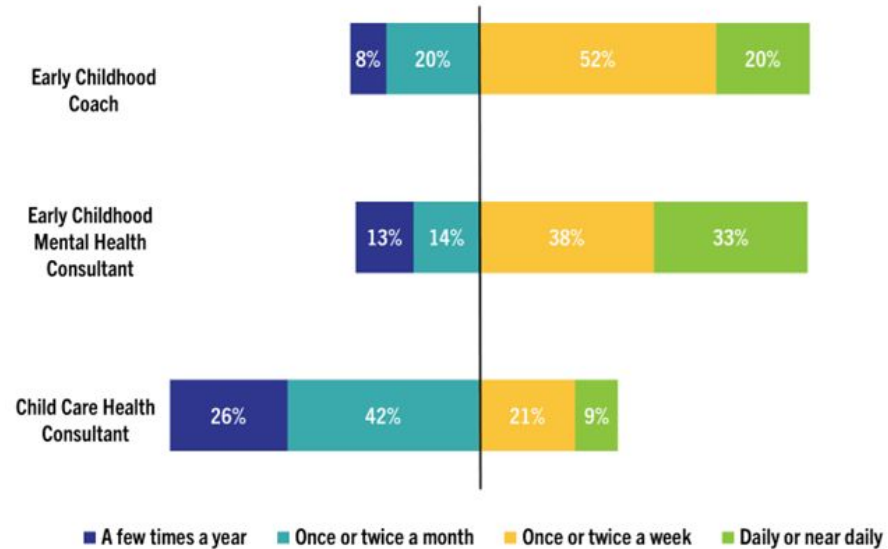
Currently, Child Care Health Consultants use teleconsultation the least frequently while most early childhood coaches and ECMHCs use teleconsultation multiple times a week.



Desired Future Use

- Consultants would like to continue using teleconsultation.
- Most consultants feel that teleconsultation is not preferred to in-person services but see it as helpful and necessary at times.
- The remainder of consultants see it as either comparable to in-person services or expressly prefer it.
- Almost none view teleconsultation as unacceptable.

In the future, all three consultant types would like to continue to use teleconsultation in the same proportion as they are currently using it.



Research Question Two:

What perceived benefits and outstanding challenges come with the adoption of this new service delivery option?

Perceived benefits: Increased flexibility and reduced wait times

- Ninety-eight percent of ECMHCs, 95% of coaches, and 98% of CCHCs agree that teleconsultation offers needed flexibility.

“[Teachers] can hop on to Zoom during their lunch break...and you can chat. That kind of thing has been nice and convenient for time purposes.”

–Early Childhood Coach

“It is a great way to do a quick visit and to look at a document, look at a care plan, because they can share their screen.”

–Child Care Health Consultant



Perceived benefits: Increased access and client participation

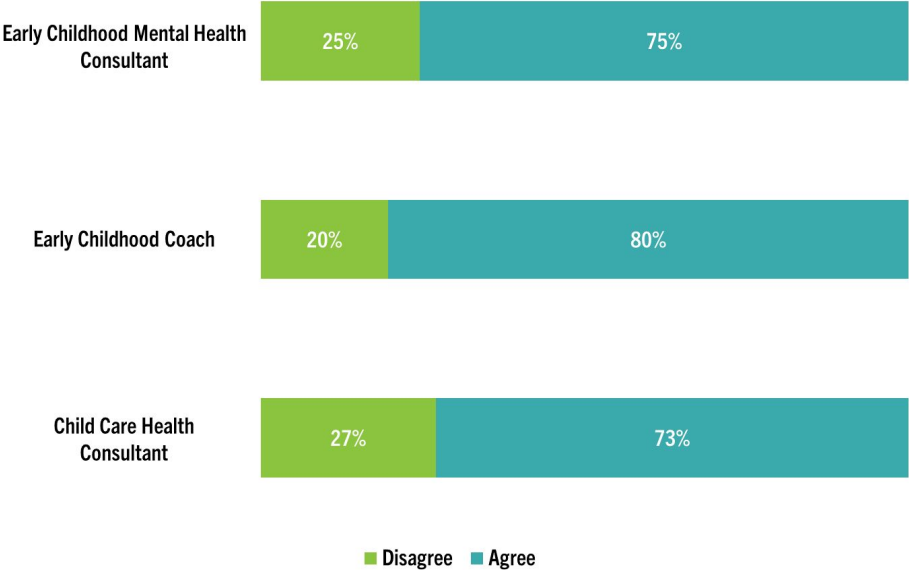
“I’ve been able to double our numbers in reaching people and families just because of telehealth...”

-Early Childhood Mental Health Consultant

“I also feel like I’ve been engaged a lot more with fathers. I feel like fathers have been able to join the meetings.”

-Early Childhood Mental Health Consultant

Most consultants agree that teleconsultation increases the time they get to spend with clients.





Perceived benefits: Reduced travel burden and service interruptions

“If something happens, mostly weather related and I’m not able to drive to the school two hours away, I don’t have to reschedule or cancel, we can still meet just in a different way.”

-Early Childhood Mental Health Consultant

“When there’s something that isn’t going well with a procedure, we can actually have a video call...these things happen when I wouldn’t be on site anyway, so this is actually really helpful now to have this ability to see what’s going on and to help them troubleshoot equipment or whatever it is.”

-Child Care Health Consultant

Potential challenge associated with teleconsultation: Risk for burnout

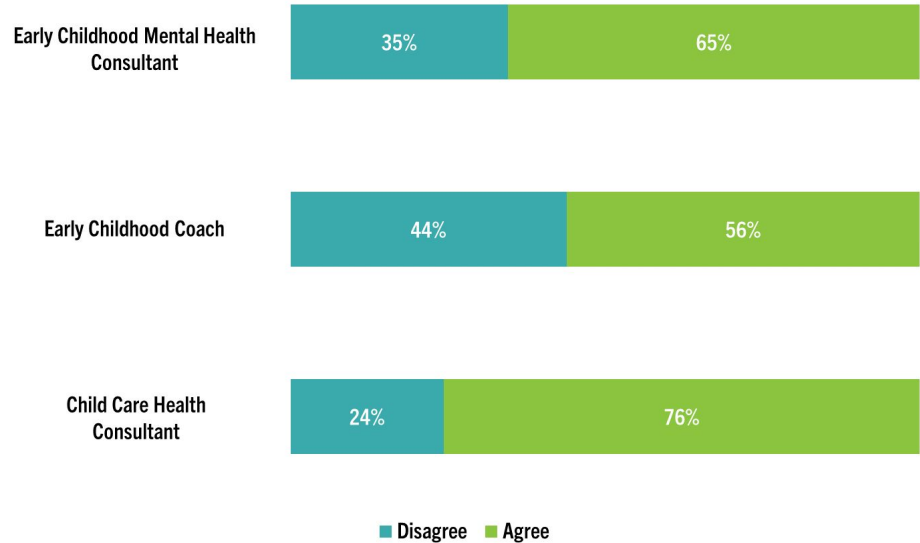
“If you’re doing Zoom, you can do back-to-back, eight hours of it.”

-Early Childhood Mental Health Consultant

“[It] also took away that down time, that rest and recovery between clients...I didn’t realize how much I needed that and got burnt out quickly from screen fatigue.”

-Consultant survey respondent

Just over half of the consultants surveyed agree that teleconsultation reduces their stress.



Research Question Three:

What support and resources are needed to retain teleconsultation as a standard practice across consultative roles?

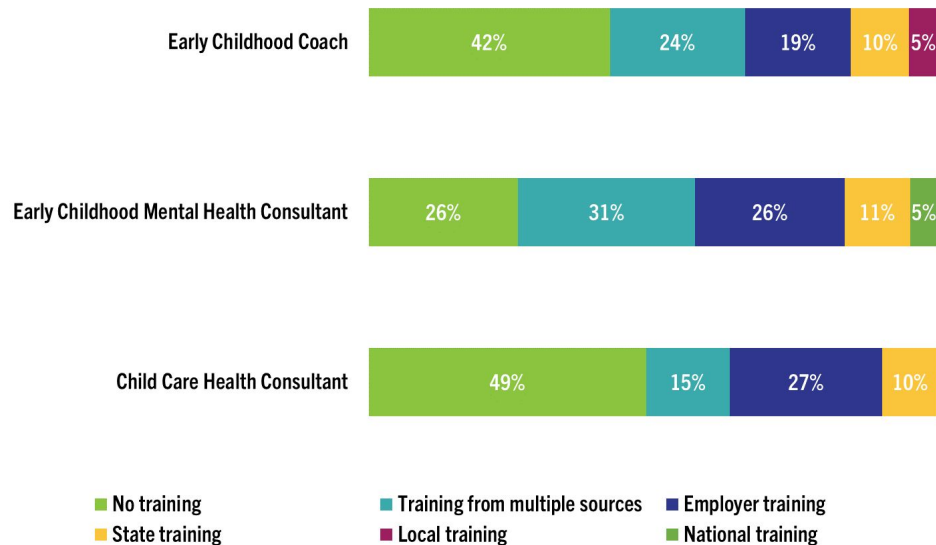
Previous training on teleconsultation

"[If] there was something that I wanted to do, I would just Google search it and watch YouTube videos or whatever to figure out how to do it."

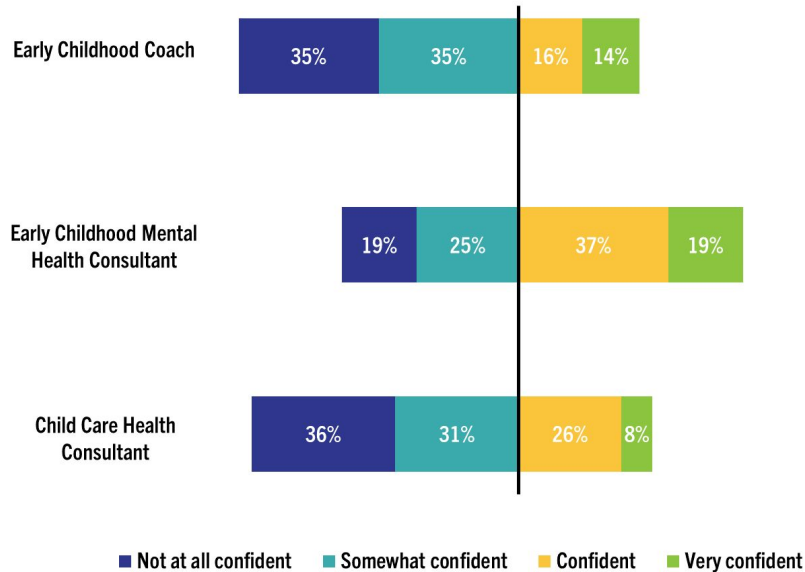
-Early Childhood Coach

- Despite minimal formal training, consultants reported feeling confident about many aspects of navigating teleconsultation technology and logistics.
- Ninety-two percent of consultants feel confident to schedule virtual meetings, 84% feel confident to introduce clients to teleconsultation, 84% also feel confident sharing materials electronically.

ECMHCs reported receiving the most teleconsultation training while nearly half of coaches and CCHCs received no teleconsultation training.



Coaches and CCHCs feel the least confident to arrange interpretation services for teleconsultation.



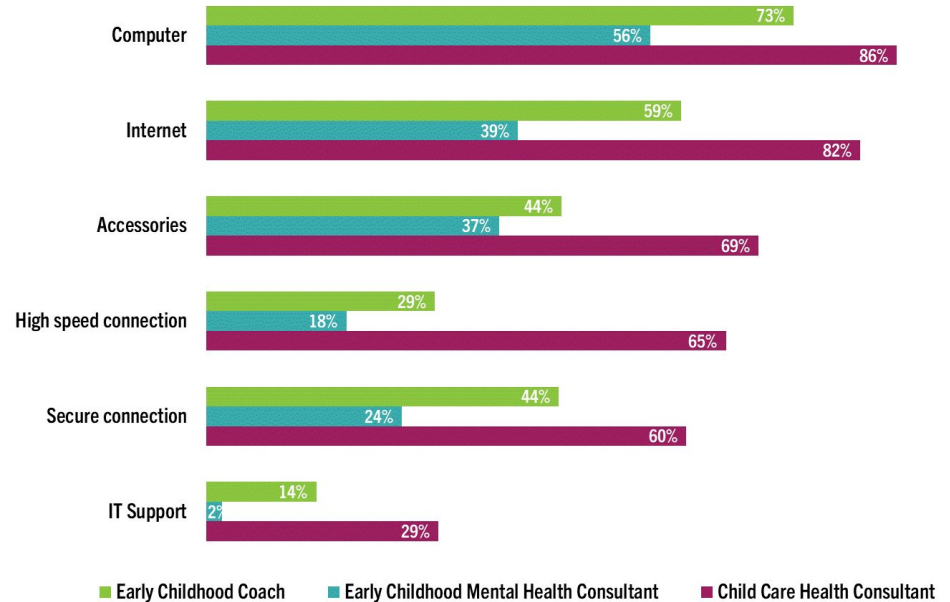
Training and Supports Needed

- Guidance on when teleconsultation should be used, setting expectations, and facilitation tips
- Support navigating technology to support client access and engagement
- Many of the training needs consultants identified are addressed in the PDIS course: *Getting to Know Teleconsultation in Early Childhood.*

Technology and resource Needs

- Several consultants reported efforts by their organization to extend technology support to their clients.
- For independent contractors, meeting resource needs for themselves and their clients can be particularly challenging

CCHCs report their clients as having consistent access to technology and supports at higher rates than other consultants.



Next Steps

How you can help support the continued use of teleconsultation:



Share

Share this report and the key findings and opportunities



Promote

Leverage the benefits of teleconsultation to promote virtual visits with consultants and clients



Advocate

Advocate to meet technology and equipment needs in your community

Encourage consultants to take the teleconsultation course



PDIS COURSE: GETTING TO KNOW TELECONSULTATION IN EARLY CHILDHOOD

In April 2022, the CDEC released newly created teleconsultation coursework on the Colorado Shines Professional Development Information System (PDIS). The coursework was comprised of four modules:

- **Module 1: Get to Know Telehealth** - This module provides an overview of teleconsultation, the benefits of it, and misconceptions.
- **Module 2: All the Details** - This module covers rules, regulations and technical requirements for teleconsultation.
- **Module 3: “How To”** - This module covers best practices, preparation, running a session, and troubleshooting.
- **Module 4: Time to Practice** - This module shares videos of teleconsultation in practice, expert videos, and interactive activities.

Elevate no cost or low-cost connectivity programs

SUPPORTING CLIENT ACCESS TO TECHNOLOGY RESOURCES

Affordable Connectivity Program: This Federal Communications Commission (FCC) benefit program helps households afford the broadband they need by providing a discount of up to \$30 per month toward internet service for eligible households and up to \$75 per month for households on qualifying Tribal lands. The program can also help with access to technology like a laptop, desktop computer or tablet.

Bringing Reliable, Affordable, High-Speed Broadband Internet Access to Coloradans: In February 2022, Governor Polis signed an executive order directing the Colorado Broadband Office (CBO) to develop a Broadband Strategic Plan to connect 99% of Colorado households to high-speed broadband by 2027. The CBO will partner with local and regional leaders across the state to craft a plan, to be published in late 2022, that delivers access to all Coloradans regardless of income or location.

EveryoneOn: This website offers a search engine by zip code that helps families identify low-cost internet and computers options near them. The website is also available in Spanish.

Lifeline: Lifeline is another FCC program that provides up to a \$9.25 monthly discount on service for eligible low-income subscribers and up to \$34.25 per month for those on Tribal lands.

PCs for People: A national nonprofit social enterprise that helps low-income families access the internet and affordable quality computers.

Thank you!

Reach out to us with any questions:

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Lindsay Shields

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Colorado Shines Brighter Working Group - Strategic Plan Updates

Carrie Germeroth and Mike Siebersma, Marzano Research



November 4, 2022

Colorado Shines Brighter Strategic Plan Update

Program Quality and Alignment Sub-committee

Mike Siebersma and Carrie Germeroth

“This project was made possible by grant number 90TP0054. Its contents are solely the responsibility of the authors and do not necessarily represent the official view of the United States Department of Health and Human Services, Administration for Children and Families.”

Updates since 2019 plan

- Inputs to the updates
 - Colorado early childhood landscape (funding and policy changes)
 - Ongoing evaluation and needs assessment activities
 - Early Childhood Comprehensive Systems Grant work (2022)
 - A response to continuous quality improvement

2020 – 56

Strategies

- 20 updates
- 3 new strategies (2 non-PDG, 1 PDG)

2021 – 59

Strategies

- 32 updates
- 2 new strategies (non-PDG, addressed through Stimulus funds)

2022 – 61

Strategies

- Updates?
- Additions?

Key 2022 CSB Strategic Plan update activities

Conduct

- Conduct a landscape analysis

Engage

- Engage a diverse group of stakeholders to inform the recommendations

Facilitate

- Facilitate strategic plan working group meetings

Prepare

- Prepare a report of any recommended updates to the strategic plan

CSB SP Working Group Purpose

- Identify and monitor activities that support strategies in the Colorado Shines Brighter Strategic Plan that are **not funded through the Preschool Development Grant**
- Recommend changes to update the Strategic Plan based on
 - current early childhood environment,
 - new findings from ongoing needs assessment activities,
 - recommendations from the program evaluation and continuous quality improvement,
 - and ongoing stakeholder feedback with an emphasis on families and caregivers of children birth through five.

CSB Strategic Plan Goals

Goal 1: Align and Coordinate Systems

Goal 2: Innovate Service Delivery

Goal 3: Maximize Family Knowledge and Engagement

Goal 4 : Increase Meaningful and Equitable Access

Goal 5: Strengthen Business Practices

Goal 6: Improve the Quality of ECCE Environments and the Workforce

50

Objectives today

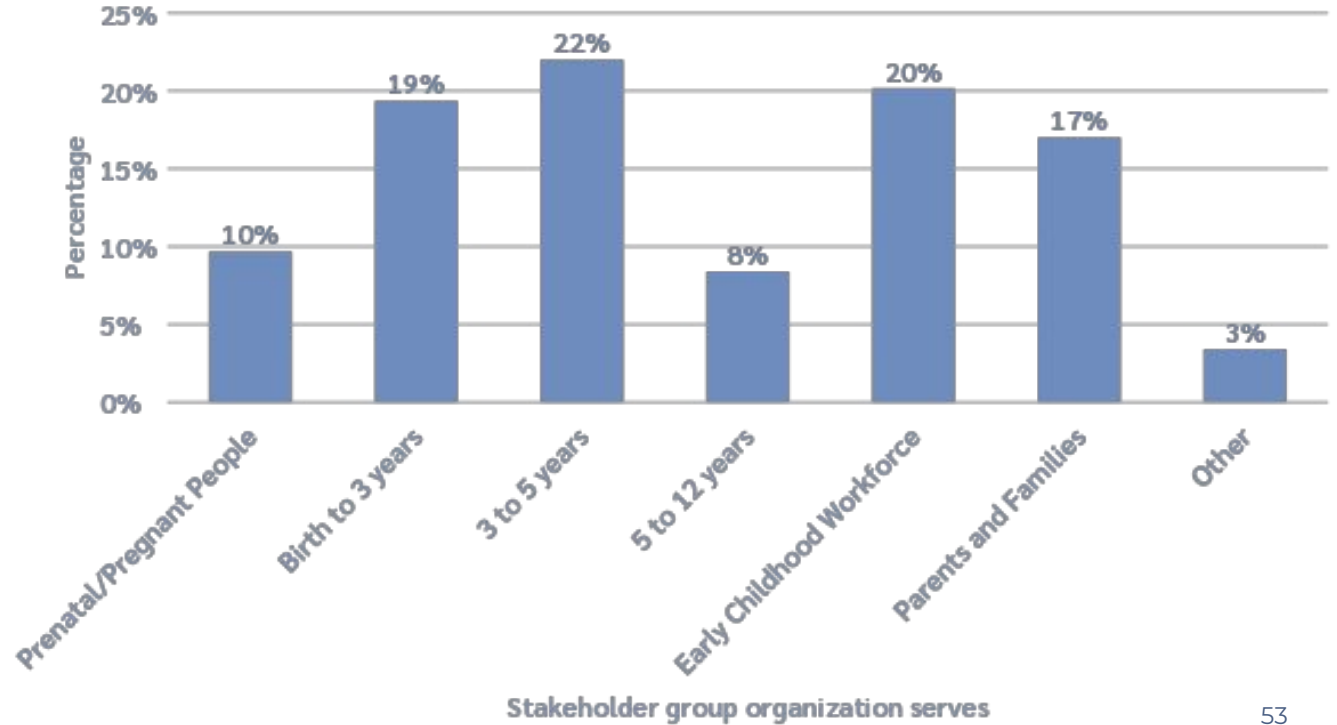
- Learn about the statewide efforts to move forward the Colorado Shines Brighter Strategic Plan strategies collected from the Landscape Analysis.
- Learn what the CSB SP Workgroup is considering for updates.
- Share additional input for the CSB SP Workgroup to consider for the updates.

Overview of the 2022 Landscape Analysis

- What strategies have been valuable to work towards?
- What is still needed?
- Shared September 9 – 30 online

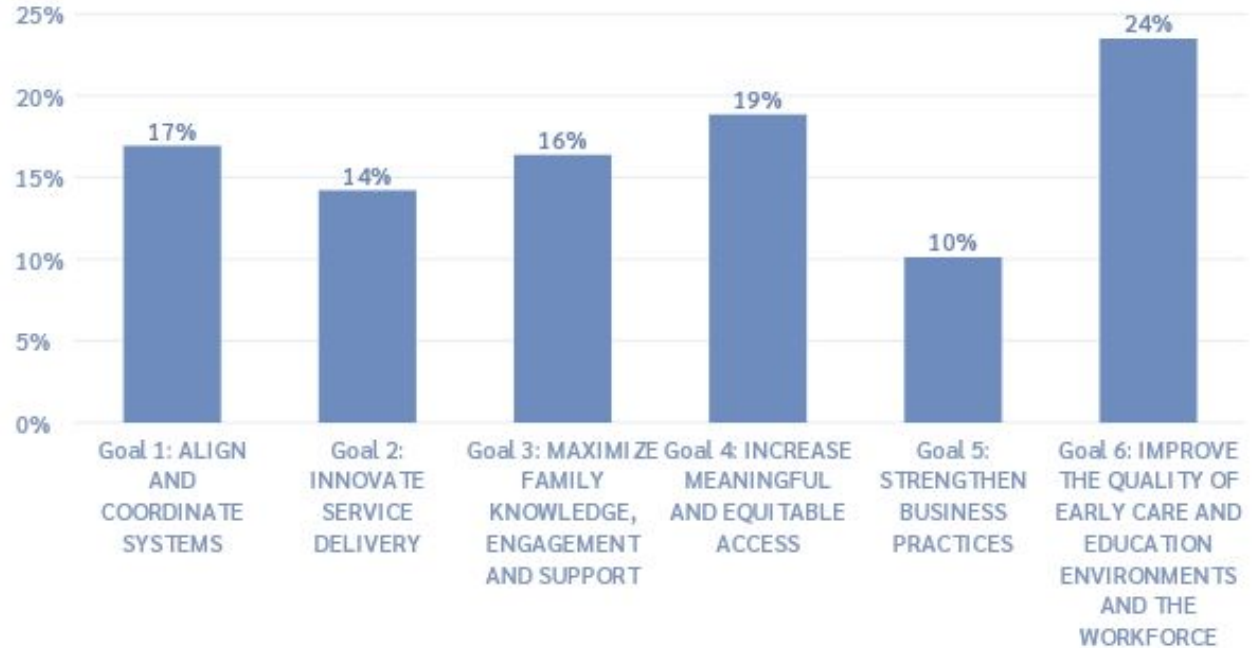
2022 Landscape analysis

- 191 unique survey responses
- 46 counties represented
- 51 working regional or statewide



Engagement in Goals Statewide

- To what extent are organizations engaged in work aligned with strategies?
- How valuable is it to continue the work?

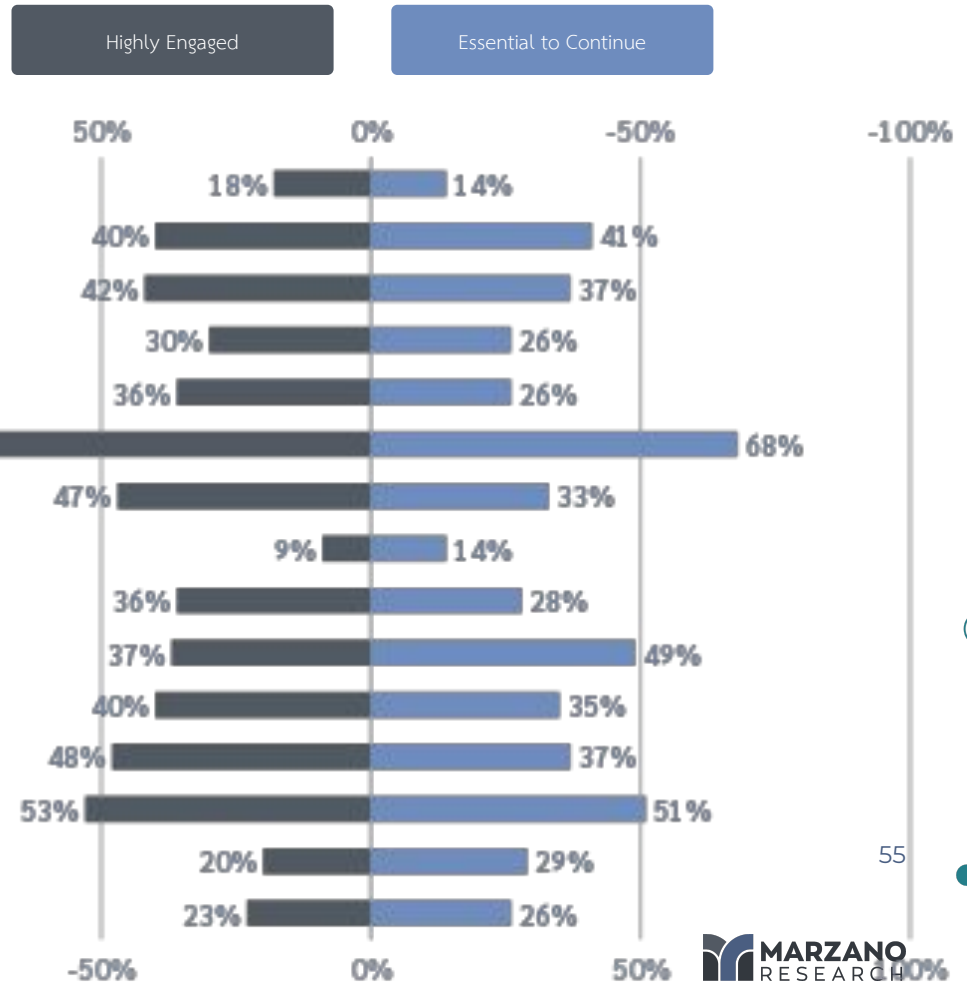


Goal 1

Chat: What should the workgroup consider in relation to this data?

- 1.1.1 IT Solutions Roadmap
- 1.1.2 Data-Driven Decision Making
- 1.1.3 Workforce Data System Modernization
- 1.1.4 ECE Workforce LINC Project
- 1.1.5 Unique Child Identifier
- 1.1.6 Early Childhood Workforce Support
- 1.2.1 Coordinated Application & Local Navigation.
- 1.2.2 Medicaid Billing Manual
- 1.2.3 Health Promotion*
- 1.2.4 ECC and FRC Organizational Capacity
- 1.2.5 Core Local Services
- 1.2.6 State Organizational Alignment
- 1.2.7 Local ECE Alignment
- 1.3.1 Transitions Toolkit
- 1.3.2 Transitions Roadmap

* Non- PDG Funded



Goal 2

Chat: What should the workgroup consider in relation to this data?

2.1.1 Trauma-informed Care Training

2.1.2 Home Visiting for ECE Home Providers

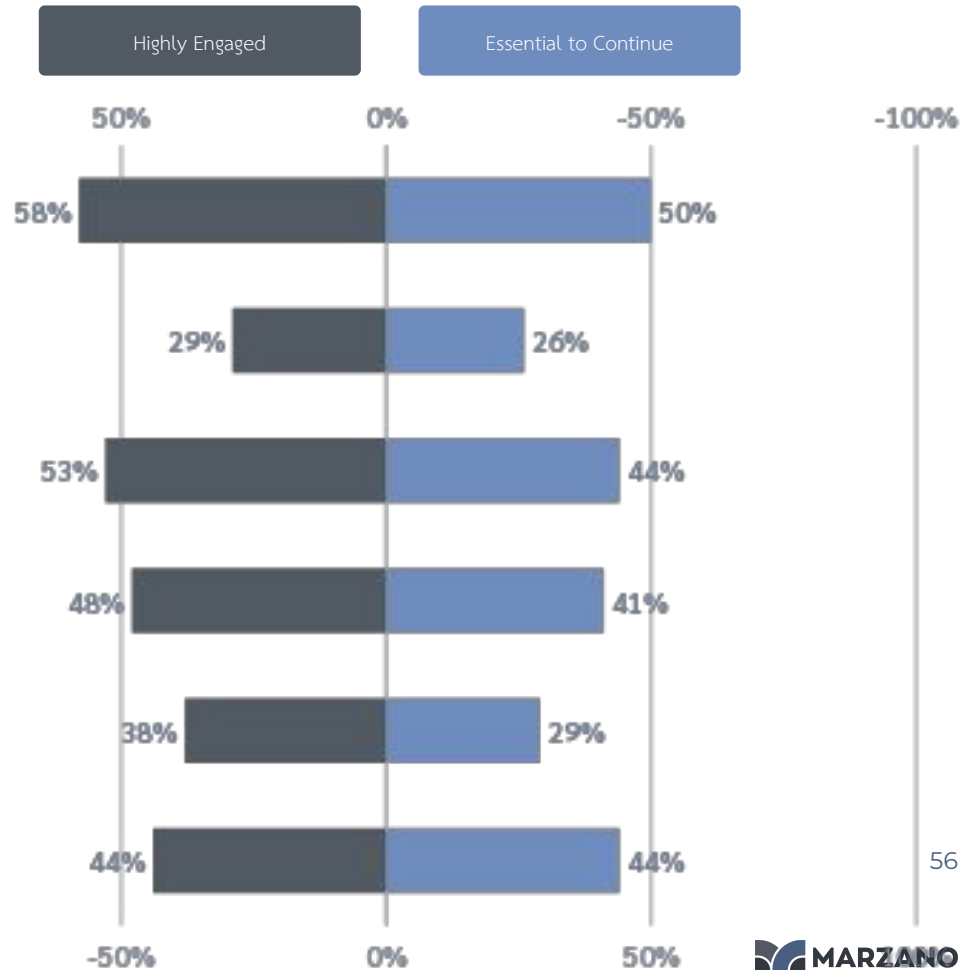
2.1.3 ECMHC Practices

2.2.1 Quality Nutrition in ECE Settings

2.2.2 ECMHC Support Line & Teleconsultation

2.2.3* Physical Activity in ECE Settings.

* Non- PDG Funded



56

Goal 3

Chat: What should the workgroup consider in relation to this data?

3.1.1 School Readiness Handbook

3.1.2 Growing Readers Together

3.1.3 Early Literacy Grants

3.1.4 Information Hub

3.1.5 No-Wrong-Door Approach

3.1.6 Early Learning & Development Guidelines

3.1.7 Family Decision-Making

3.2.1 ECLC Strategic Plan Leadership

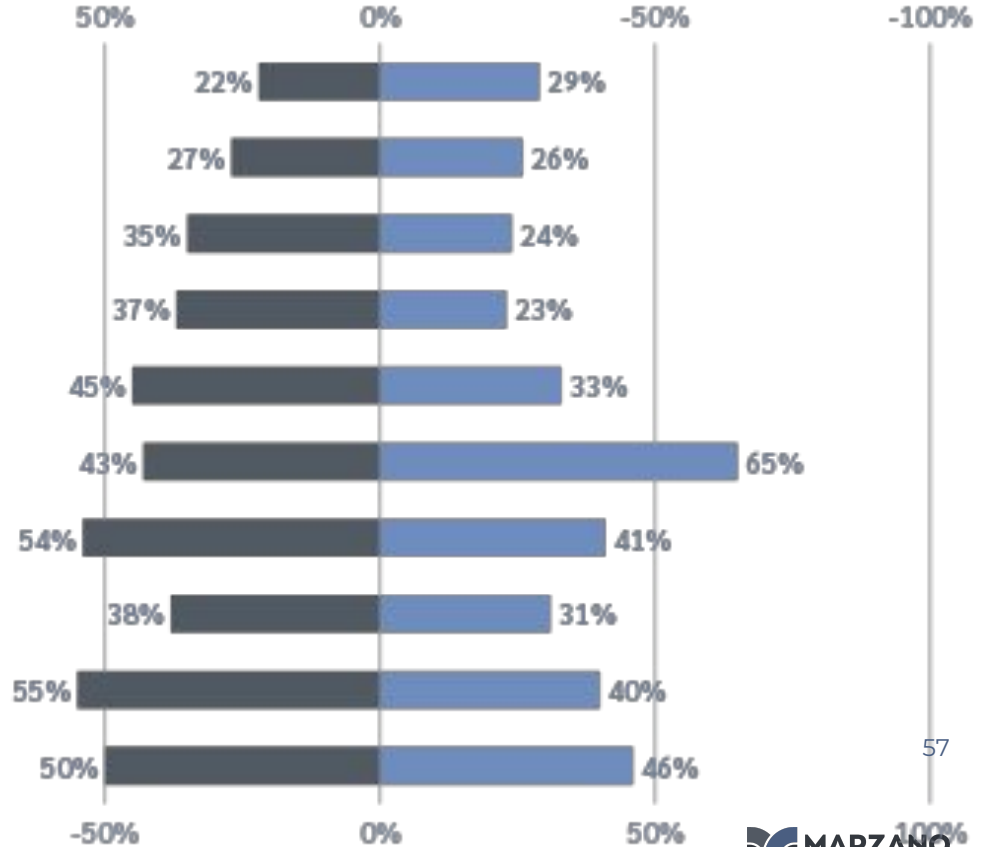
3.3.1 Parent & Stakeholder Engagement

3.3.2 Local Family Engagement & Leadership

* Non- PDG Funded

Highly Engaged

Essential to Continue



57

Goal 4

Chat: What should the workgroup consider in relation to this data?

4.1.1 Developmental Screenings

4.1.2 Inclusion & Universal Design in ECE Settings

4.1.3 CCCAP and QRIS Policy Research

4.1.4 Mixed-Delivery Access

4.1.5 Policy Analysis Tool

4.1.6 Regulatory & Policy Cross-Training

4.1.7 Business Engagement

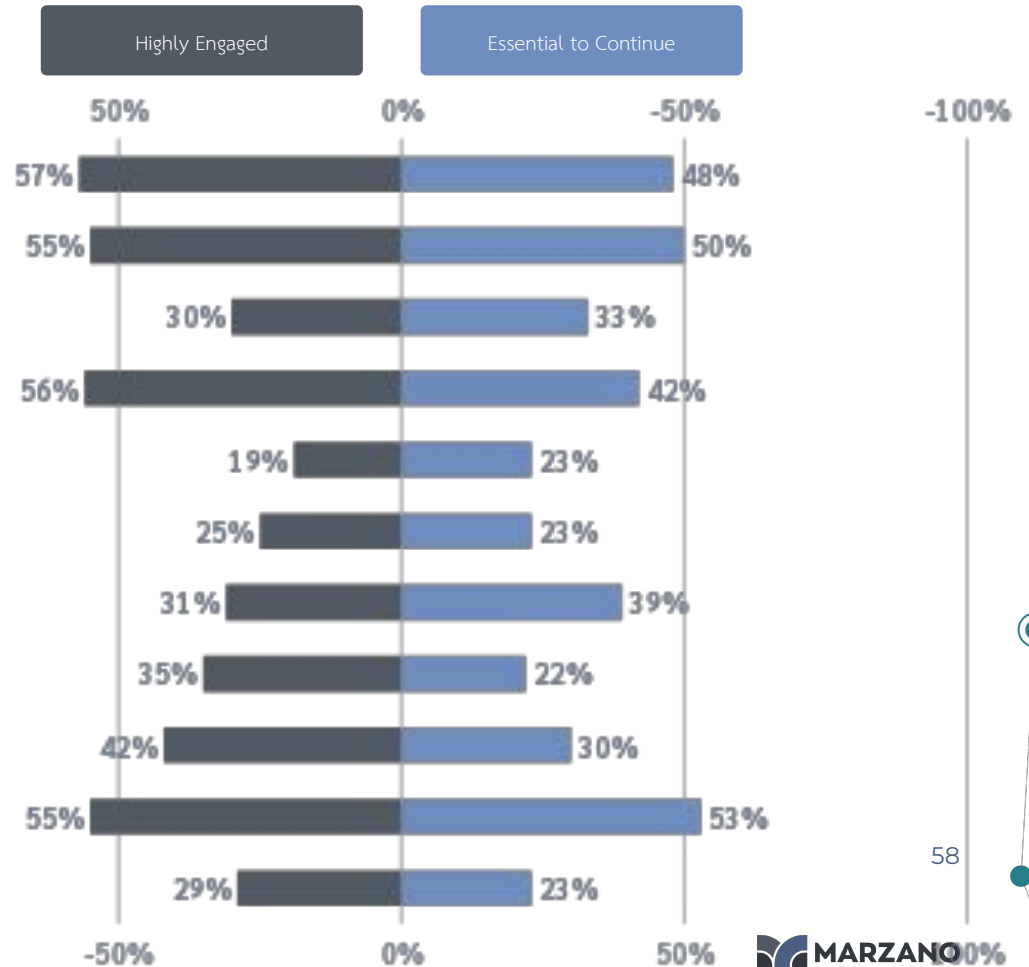
4.1.8 Early Start Model Development

4.2.1 Contracted Slots

4.2.2 Universal Preschool

4.2.3 Access Thresholds*

* Non- PDG Funded



58

Goal 5

Chat: What should the workgroup consider in relation to this data?

Highly Engaged

Essential to Continue

100%

50%

0%

-50%

-100%

49%

67%

43%

63%

49%

56%

56%

62%

33%

65%

42%

58%

59

5.1.1 Prê-Licensing & Start-Up

5.1.2 Business Practices

5.1.3 Financing Strategies

5.1.4 New & Expanding ECE Micro-grants

5.1.5 Child Care Business Guides

5.1.6 Local Regulations

* Non- PDG Funded

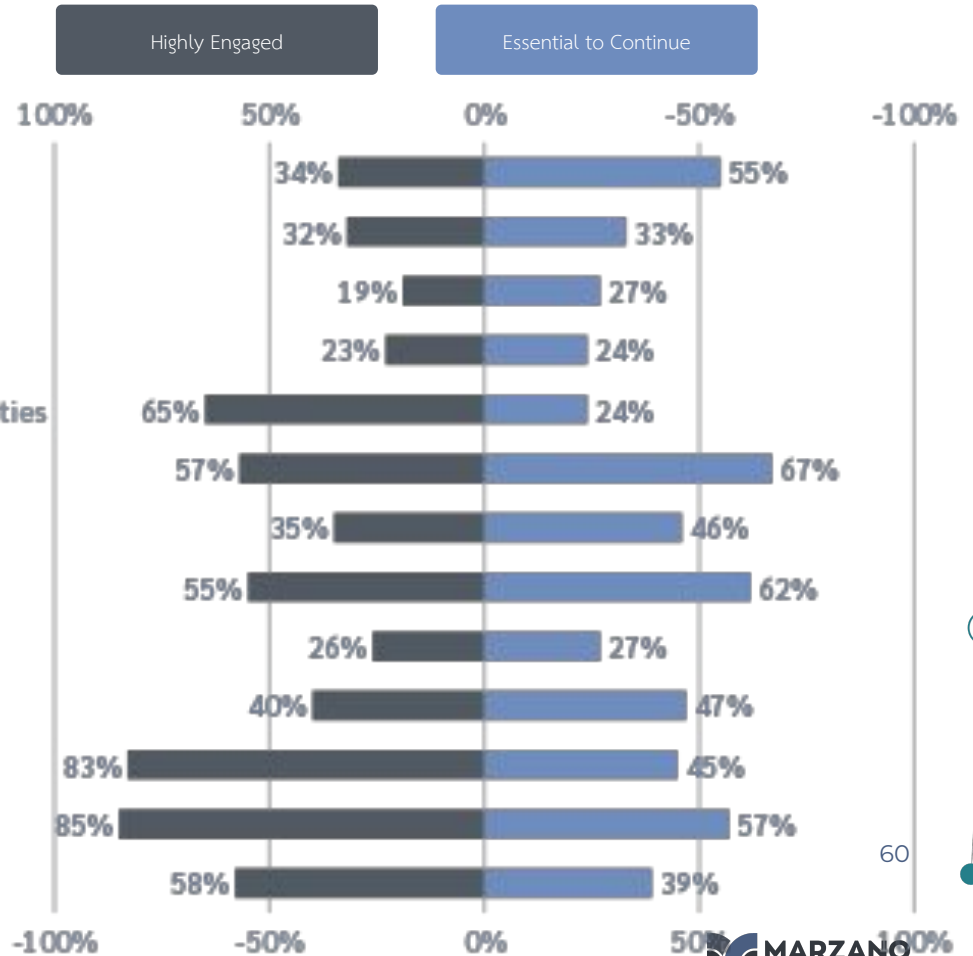
-100%

Goal 6

Chat: What should the workgroup consider in relation to this data?

- 6.1.1 Colorado Shines Updates
- 6.1.2 Consultative Roles Alignment
- 6.1.3 LENA Grow
- 6.1.4 FIND Coaching
- 6.1.5 Informed and Effective ECE for Children with Delays or Disabilities
- 6.2.1 Professional Development Information System
- 6.2.2 CDA Credential
- 6.2.3 Coaching
- 6.2.4 Reciprocity
- 6.2.5 ECE Competencies
- 6.2.6 Compensation
- 6.2.7 Recruitment and Retention
- 6.2.8 Pipeline Opportunities

* Non- PDG Funded



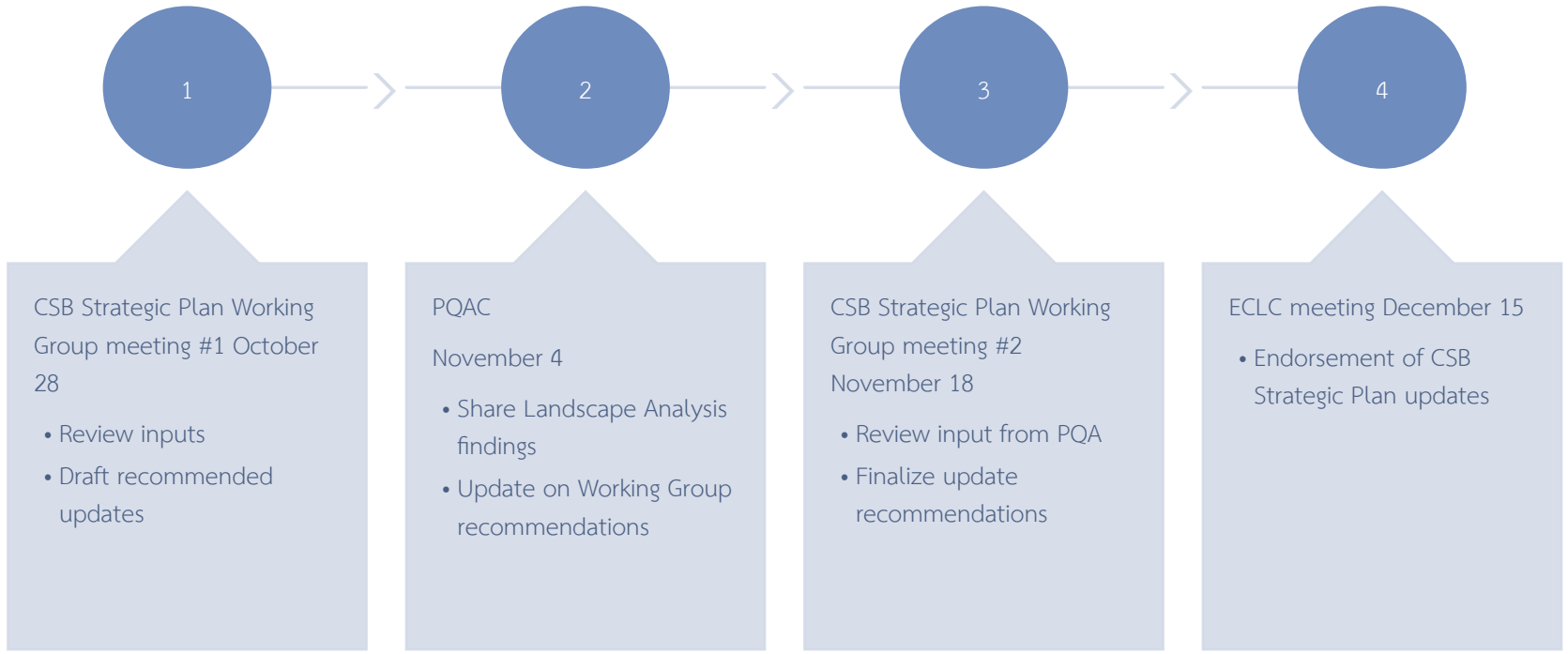
Opportunities for update from Landscape Survey

- Opportunities to focus on family support, communication, and engagement (accessible languages and formats)
- Opportunities to include settings beyond early care and education and early childhood professionals
- Opportunities to identify CDEC role with state agencies on appropriate strategies
- Opportunities to support UPK implementation with appropriate strategies
- Opportunities to focus on workforce support and preparation

Final check on objectives

- Learn about the statewide efforts to move forward the Colorado Shines Brighter Strategic Plan strategies collected from the Landscape Analysis.
- Learn what the CSB SP Workgroup is considering for updates
- Share any additional input the workgroup should consider for updates in the chat

Next steps





MARZANO
RESEARCH

Thank You

Please visit our website and follow us on twitter for more information about our research and access to our many free resources.

Or contact us

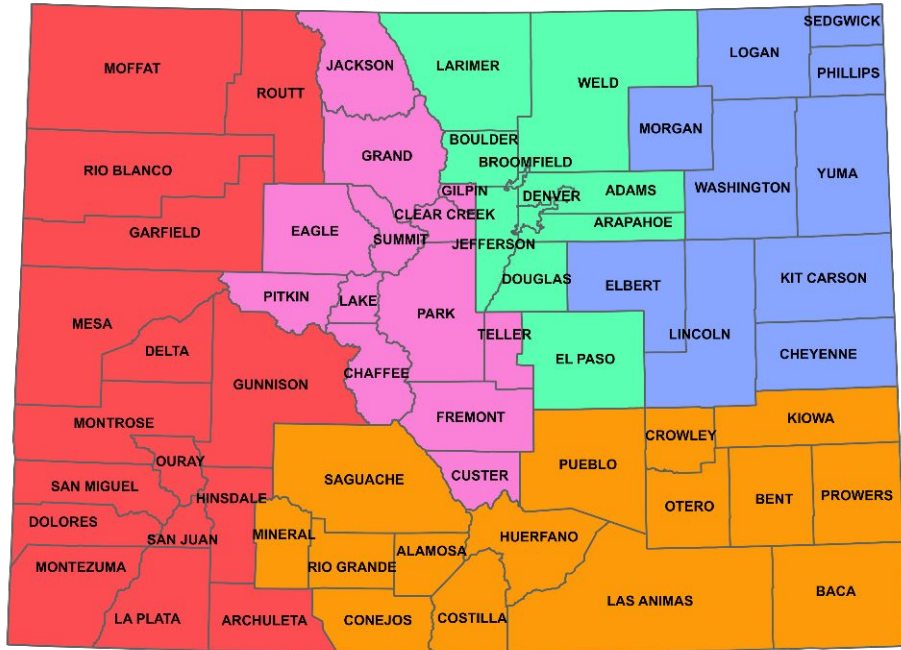
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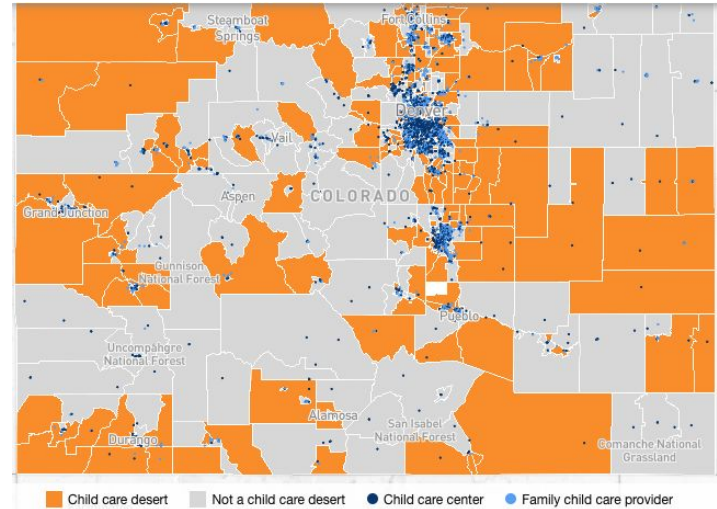
LENA & EQIT: Celebrating Public-Private Partnerships to Bring Quality to Scale
Lisa Matter, IMHE, CDEC; Lauren Cooper, LENA Foundation; Stacy Petty, Rocky Mountain Early Childhood Council; and Julia Brink, Triad Early Childhood Council



LENA and CDHS: 2017-present



Year	Status
2017	<p>Problem revealed: Coaching data in infant and toddler settings in Colorado indicated that dosage was not reaching effective levels and was not reaching home-based providers (FCCs) –where most of Colorado’s babies are cared for.</p>



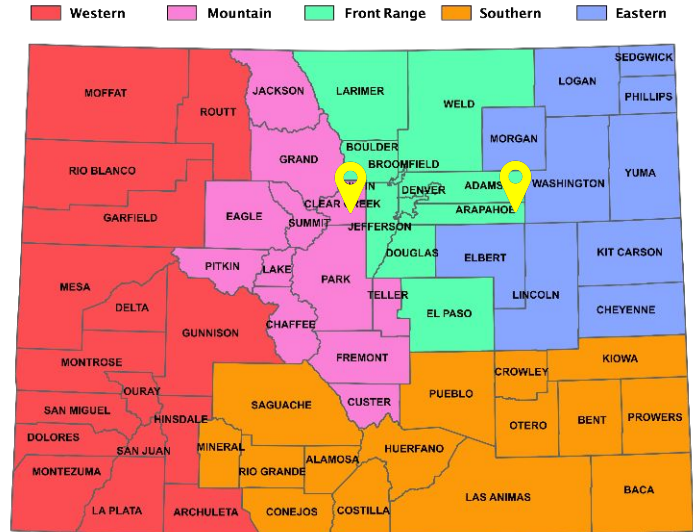
- 51% of people in Colorado live in a child care desert
- FCCs provide the majority of infant care infant/toddler
- **We need to support them & enhance their experience, so they continue to offer reliable care**

Year	Status
2017	Problem revealed: Coaching data in infant and toddler settings in Colorado indicated that dosage was not reaching effective levels and was not reaching home-based providers (FCCs) –where most of Colorado’s babies are cared for.
2018	Partnership secured: Lisa Matter (then CDHS) meets Steve Hannon (LENA) at BUILD Conference. The EQ Initiative hoped to replicate work done in Delaware and LENA wanted to do more and do better with FCCs in Colorado so a partnership was born.

LENA
GROW™



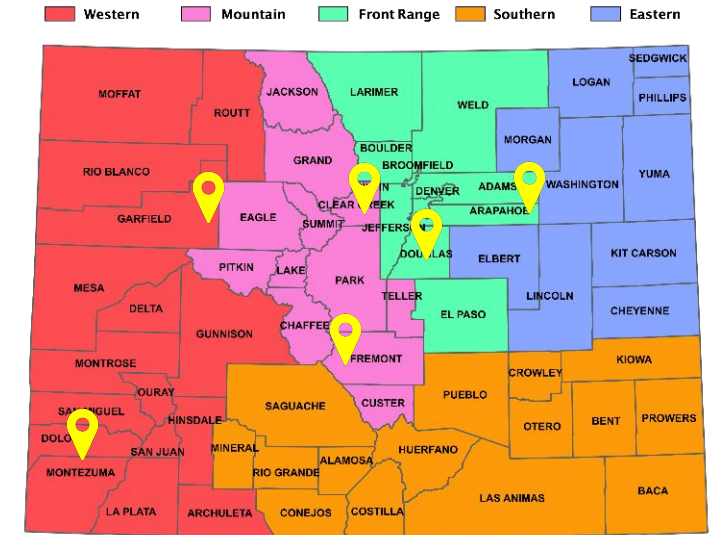
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2018	Partnership secured: Lisa Matter (then CDHS) meets Steve Hannon (LENA) at BUILD Conference. The EQ Initiative hoped to replicate work done in Delaware and LENA wanted to do more and do better with FCCs in Colorado so a partnership was born.
2019	Funding secured & pilot launched: Constellation Philanthropy provides a start-up grant for CDHS to implement LENA Grow in FCCHs using Colorado’s EQ Infant Toddler Specialist Network Coaches in Arapahoe County ECC and Triad ECC. CDHS ensured that LENA Grow Sequence is honored in PD systems.



2019			
81			

Total infants/toddlers served by LENA Grow & EQ Initiative

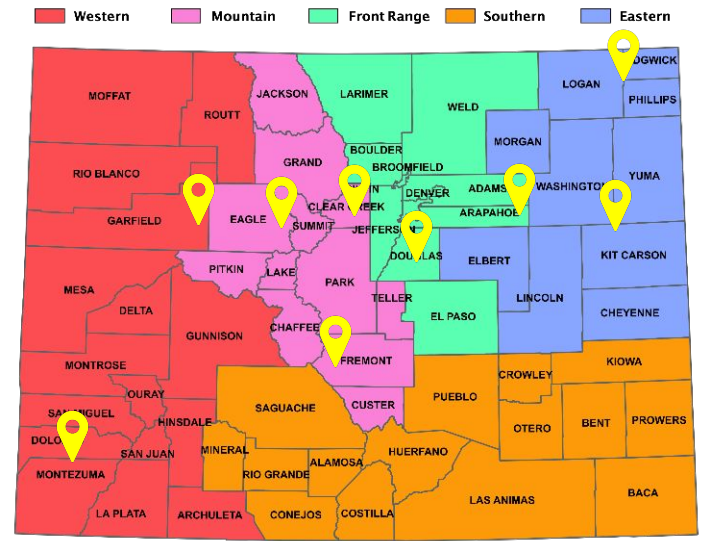
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2019	Funding secured & pilot launched: Constellation Philanthropy provides a start-up grant for CDHS to implement LENA Grow in FCCHs using Colorado’s EQ Infant Toddler Specialist Network Coaches in Arapahoe County ECC and Triad ECC. CDHS ensured that LENA Grow Sequence is honored in PD systems.
2020	Program scales: LENA Grow scales inside EQ Initiative Partnerships. Program persists through COVID and adds Fremont County, Douglas County, and Rocky Mountain ECC (Eagle). Montelores ECC (Dolores & Montezuma) also participates outside of EQ Initiative funding demonstrating LENA Grow momentum in Colorado.



2019	2020		
81	251		

Total infants/toddlers served by LENA Grow & EQ Initiative

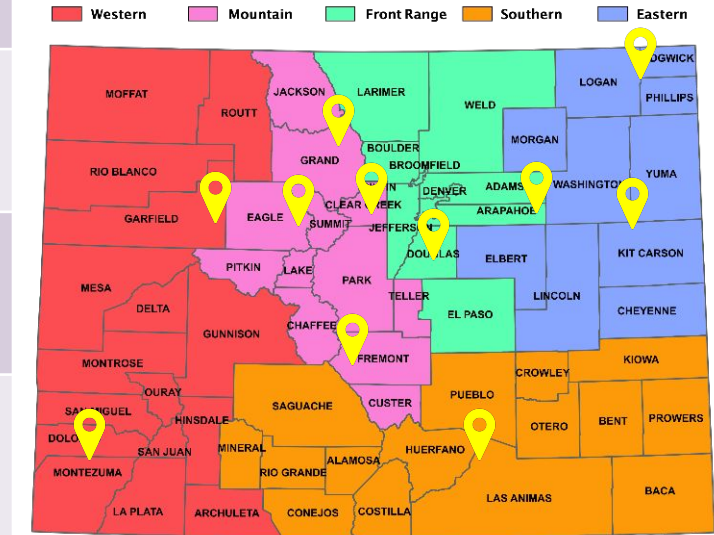
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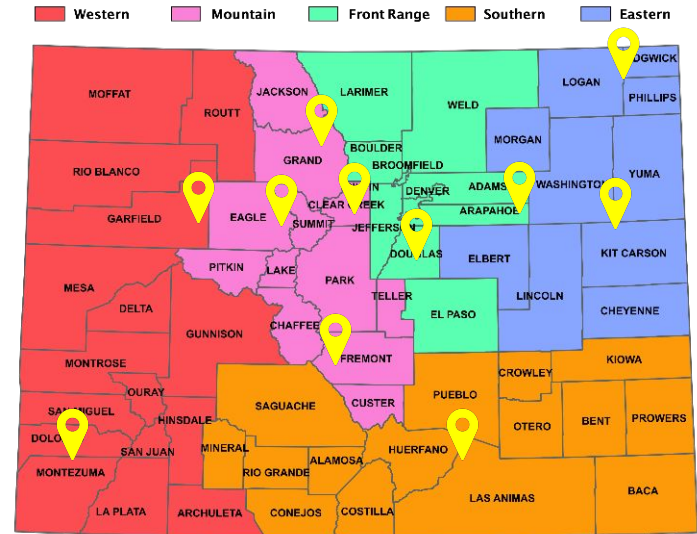
2019	2020	2021	2022
81	251	816	1132

Total infants/toddlers served by LENA Grow & EQ Initiative

2022	Continuing steady growth: LENA Grow launches at Grand Beginnings and ECC of Huerfano-Las Animas Counties ECC. CDHS hands the EQ Initiative to the newly formed Colorado Department of Early Childhood (CDEC)
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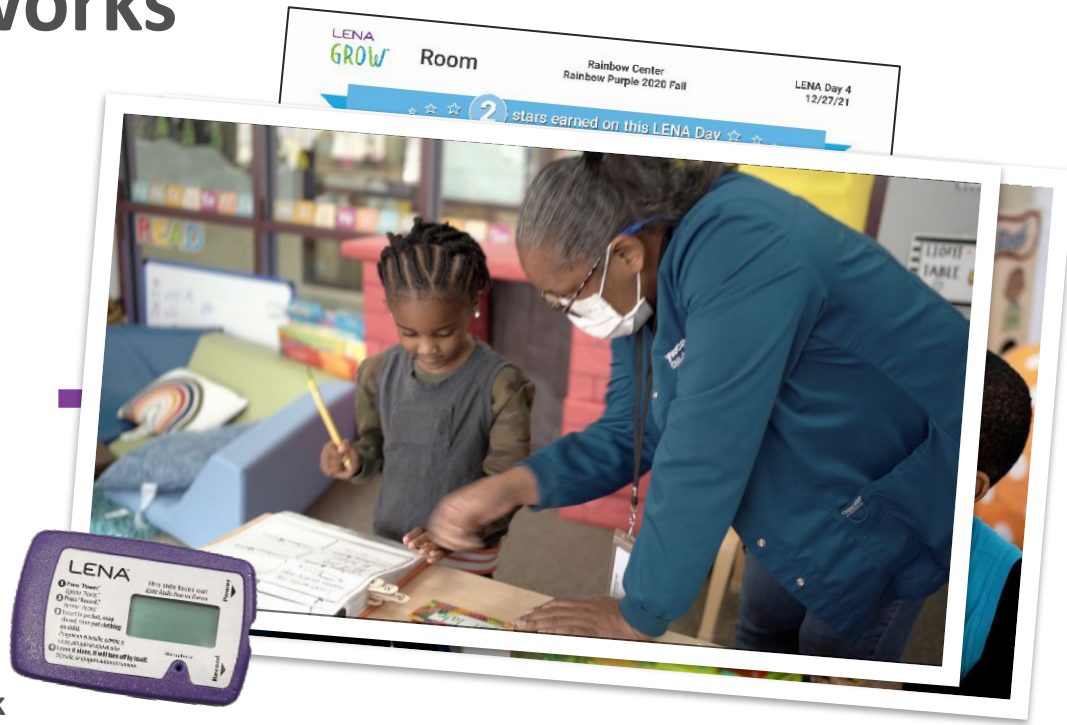
Since the first **LENA Day in 2019**, programs supported to use LENA Grow through CDHS and now CDEC EQ Initiative funding have achieved the following:

- Over **140 classrooms** have participated
- Over **220 educators** have participated
- Over **1100 children** have been impacted
- **Significant increases (+69%) in conversational turns** were seen for children who started out experiencing fewer than average turns in their classrooms.
- LENA Grow Teacher Certificate is **approved in Colorado Professional Development Information System (PDIS)** for 5 hours of Professional Development and up to 8 additional coaching hours.



LENA GROW™

How it works



Stackable 5-week sequences

LENA Grow 1: Essentials

Incorporate talk strategies into everyday routines and use data to inform practice.

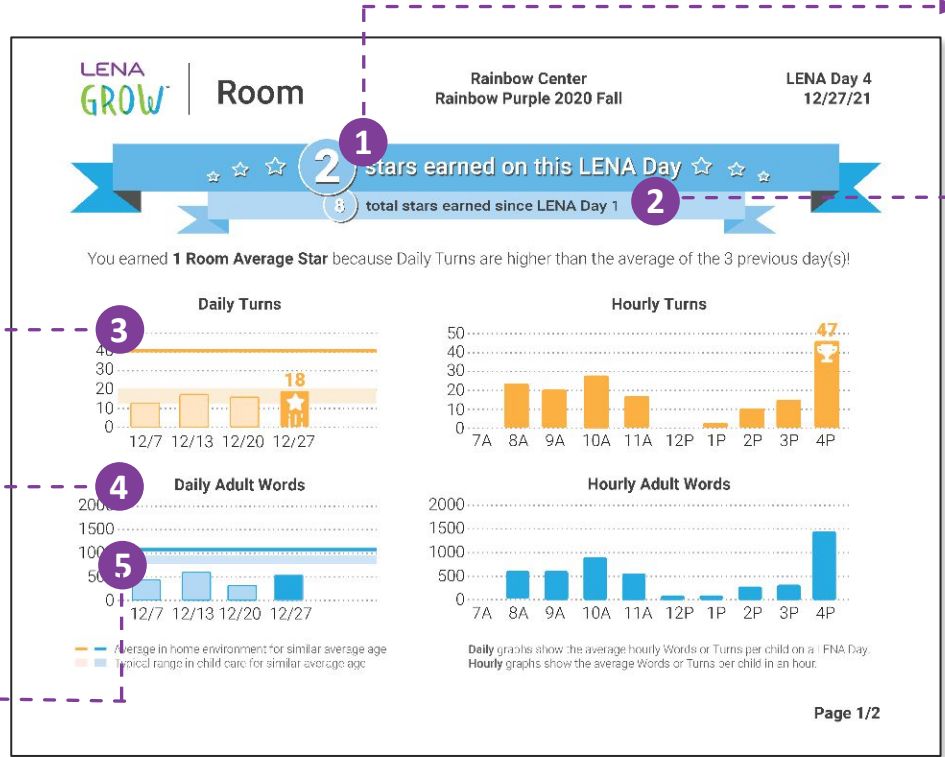
Orientation	<ul style="list-style-type: none"> About LENA Grow How to: LENA Days
Enrollment	
LENA Day 1	<ul style="list-style-type: none"> Room Report The 14 Talking Tips
Session 1	
LENA Day 2	<ul style="list-style-type: none"> Family Engagement Personal Care & Transitions
Session 2	
LENA Day 3	<ul style="list-style-type: none"> Indoor Play Outdoor Play
Session 3	
LENA Day 4	<ul style="list-style-type: none"> Mealtimes Essentials Quiz
Session 4	
LENA Day 5	<ul style="list-style-type: none"> Shared Reading Reflection
Session 5	

LENA Grow 2: Insights

Sharpen talk strategies with individual children and learn new strategies that promote early literacy and math.

Enrollment	
LENA Day 1	<ul style="list-style-type: none"> Review Essentials Child Reports
Session 1	
LENA Day 2	<ul style="list-style-type: none"> Early Literacy
Session 2	
LENA Day 3	<ul style="list-style-type: none"> Early Math
Session 3	
LENA Day 4	<ul style="list-style-type: none"> Song & Rhymes Insights Quiz
Session 4	
LENA Day 5	<ul style="list-style-type: none"> Reflection
Session 5	

Understand the room as a whole



Stars earned on this report

Total stars this sequence

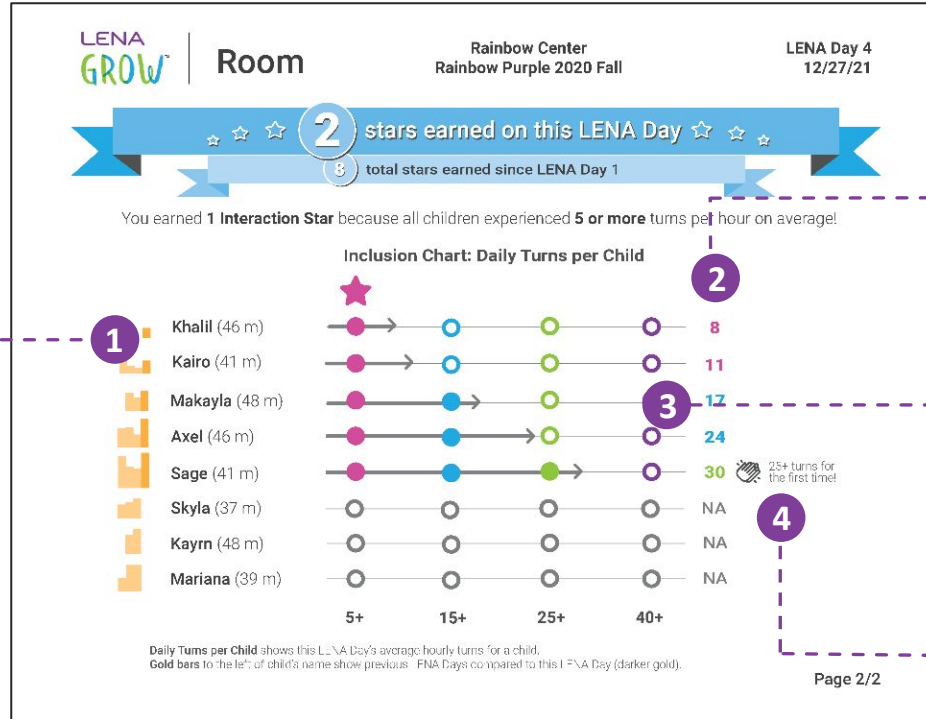
Hourly breakouts of this LENA Day

Hourly averages per child on a LENA Day

Turns
Adult words

Comparison to national averages

Gain insight into each child's experience



Growth in child's average turns over time

Average hourly turns for each child

Progress relative to benchmarks

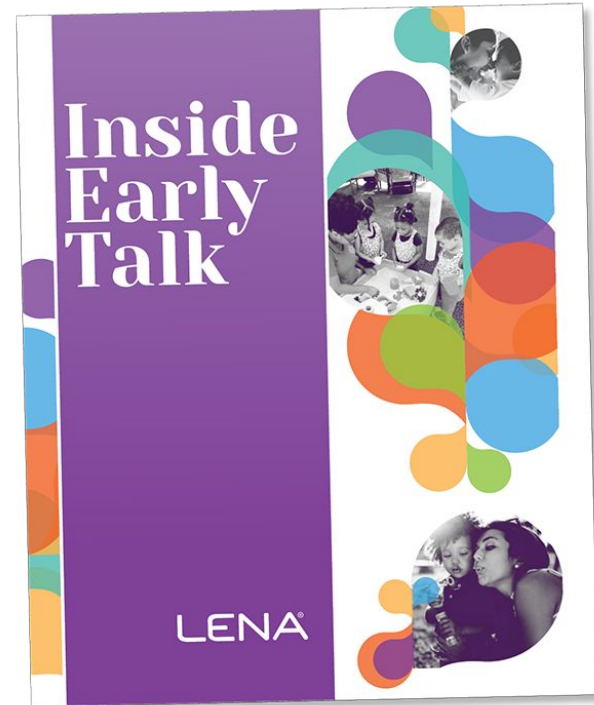
Cause for celebration!

Inside Early Talk report

Released in early 2021, this report compares data on the language environments of over 10,000 children.

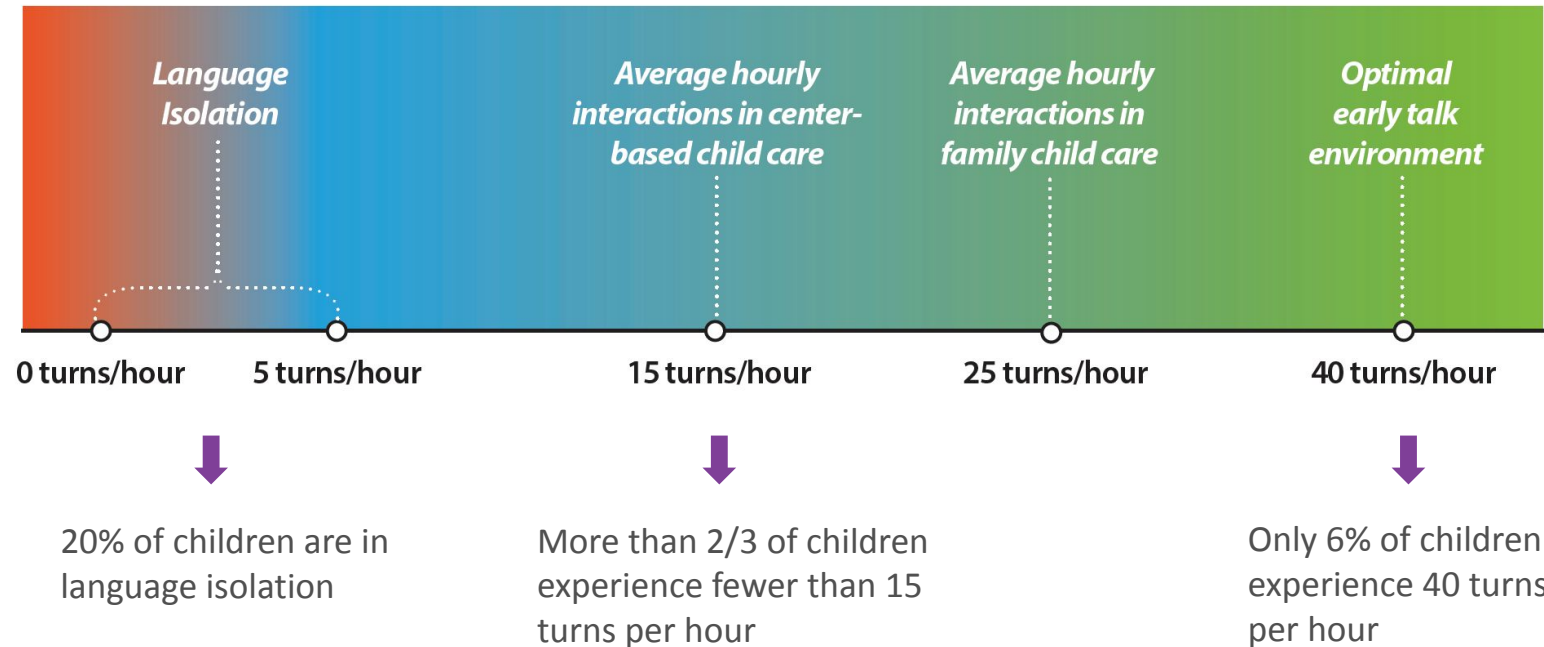
Six main findings:

1. 40 conversational turns per hour is a new benchmark for caregivers.
2. High-turn families demonstrate attainable patterns of talk.
3. Home settings are consistently higher in interactions than child care settings.
4. In child care, interactions are lowest when they matter most.
5. There are large disparities in the language environments children are experiencing in child care.
6. The effects of COVID-19 reveal reduced turn-taking in child care.



Inside Early Talk report

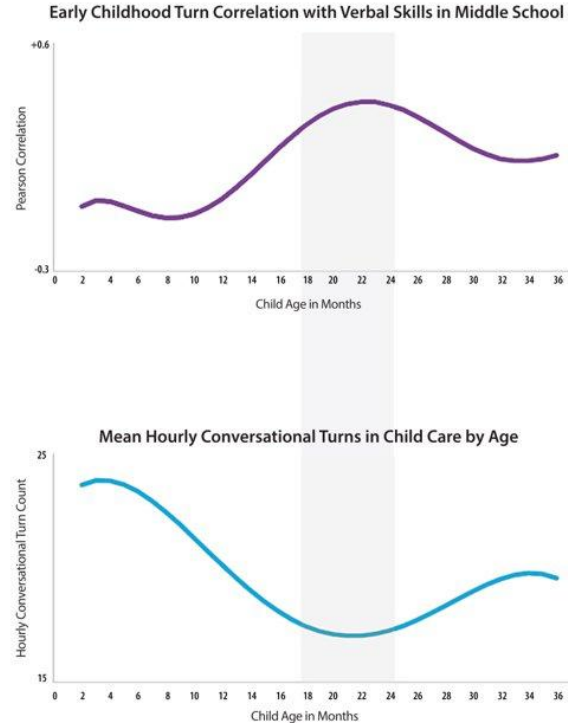
Key Finding: There are large disparities in the language environments children are experiencing in child care.



Inside Early Talk report

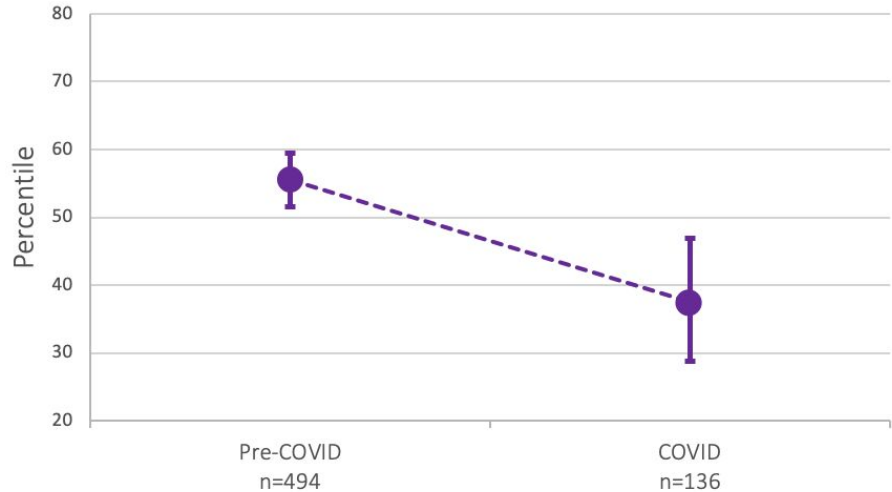
Key Finding: In child care, interactions are lowest when they matter most.

- 18-24 months is especially predictive of positive outcomes.
- Alarmingly, this is when children are experiencing the least interaction.
- Only 4% of children in children aged 18-24 months average 40 or more turns per hour.



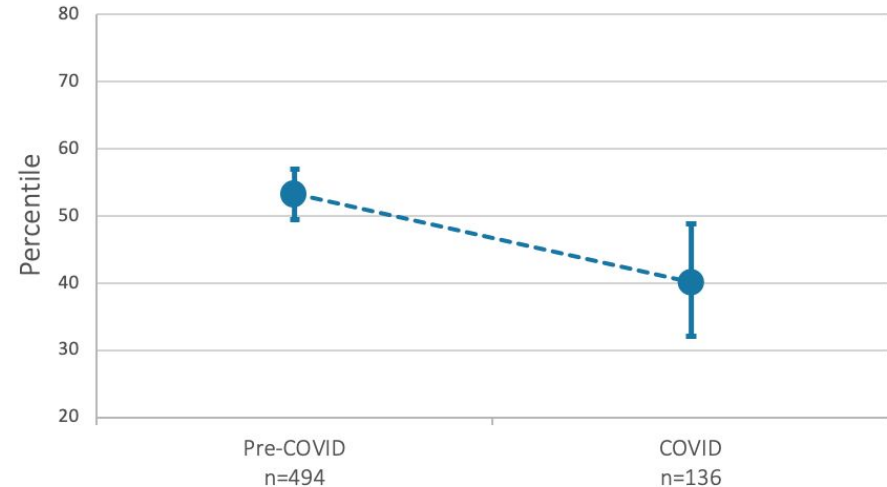
Do COVID babies “talk” less?

Baseline **Child Vocalization** Percentiles for Pre-COVID and COVID Samples



$t(628) = 3.03, p = 0.003$

Baseline **Conversational Turns** Percentiles for Pre-COVID and COVID Samples



$t(628) = 3.94, p < 0.001$

Questions?



LENA[®]

Building brains through early talk



Member Updates and Public Comment

Floyd Cobb



Next Steps, Final Thoughts & Adjourn

Floyd Cobb

Register for the next ECLC Transition Planning Monthly Town Hall

*****New date!*****

[November 9, 2022 ~ 5:30pm](#)

ECLC

Early Childhood Leadership Commission

Program Quality & Alignment Subcommittee

Next Meeting:

January 13, 2023

9:00 - 11:00 am



Thank you!