

Thank you for joining! We will begin shortly.

ECLC

Early Childhood Leadership Commission

Program Quality, Alignment & Access Subcommittee

January 12, 2024

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

Meeting Objectives

- Develop ideas for 2024 PQAA Subcommittee Work Plan
- Learn about the new PQAA Work Group, The IECMH Advisory Council, and how to stay updated
- Provide feedback on the recommendations in the Early Literacy Alignment Plan
- Provide final input on the Statewide Strategic Plan
- Hear comments from the Early Childhood Community
- Advance the goals of the ECLC Strategic Plan



Approval of Minutes

New Name

At the December ECLC meeting, the Commission changed the name of our Subcommittee from:

PQA:
Program
Quality and
Alignment

PQAA:
Program
Quality,
Alignment, and
Access

New Co-Chairs

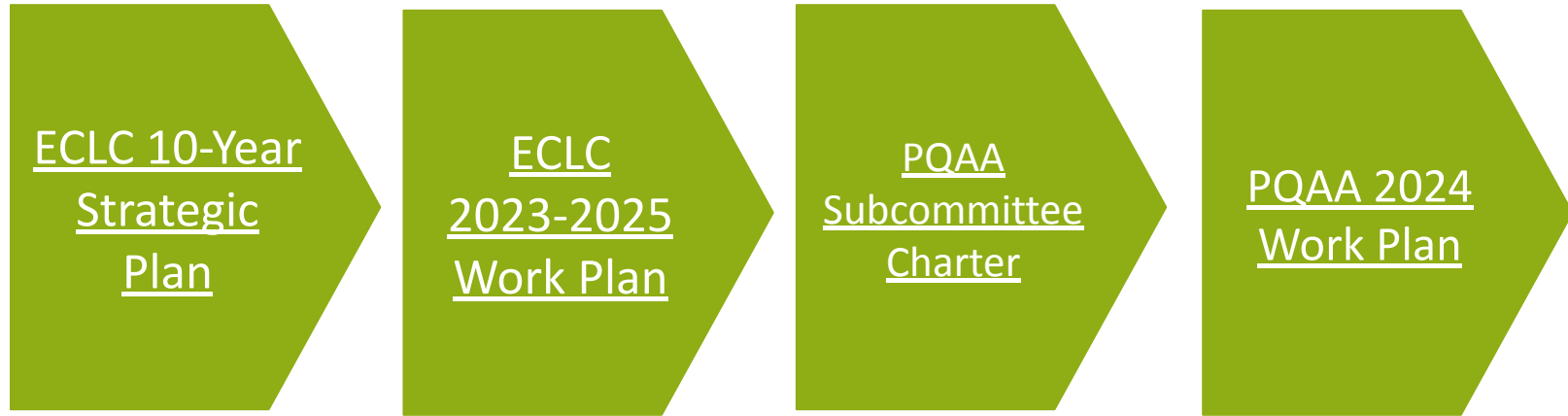
- Floyd Cobb will be stepping down as a co-chair due to conflicting responsibilities
- Pamela Harris will be joining as a new PQAA co-chair

Thank you both for your service to the Subcommittee!



PQAA Annual Work Plan

Work Plan Development



PQAA 2024 Priorities

- Create a process to request and review state agency plans and goals related to children and families (Strategic Plan A1.5).
- Regularly connect with existing early childhood forums to gather family and provider experience, satisfaction, and need so policy recommendations are informed by on-the-ground experiences (Strategic Plan A1.1)
- Elevate recommendations for increased alignment across state agency plans and goals on a regular basis (Strategic Plan A1.5.1), and elevate innovative policy strategies that support statewide access to high quality early childhood services (Strategic Plan A1.3.1).
- Support the dissemination and implementation of the *Early Childhood Colorado Framework* and Statewide Comprehensive Strategic Plan.
- Expand the focus of the Subcommittee to include considering access.

Jamboard

For each priority:

- What action steps do we need to take to complete this goal?
- What outputs/ measures should be the result of this goal?

Membership

What does it mean to be an official member?

- Regularly attend meetings
- Participate in meetings as a representative of your sector
- Review materials before and after meeting and share information and seek additional input from your networks
- Vote on official Subcommittee business

Is there anything else that should be expected of PQAA members?

Please complete [this survey](#) letting us know about your preferences to be a member of the Subcommittee



Updates from new Infant and Early Childhood Mental Health
Advisory Council
Lisa Schlueter, CDEC



IECMH Advisory Council:
Presentation for the PQAA
Subcommittee of the ECLC

January 12, 2024



Objectives

- ❑ Introduce ourselves
- ❑ Share our purpose, structure and alignment
- ❑ Present our activities and focus areas for 2024
- ❑ Answer questions

Introductions



Lisa Schlueter, PhD - Early Childhood Mental Health Unit Manager, Colorado Department of Early Childhood and CDEC staff resource for the IECMH Advisory Council



Erin Ulric - Principal Consultant, Government Performance Solutions, Inc. and IECMH Advisory Council facilitation and structural support

IECMH Advisory Council

Approved ECLC Charter (Dec 2023)

- Working Group under PQAA
- [Member Overview](#)
- [Guidebook](#)

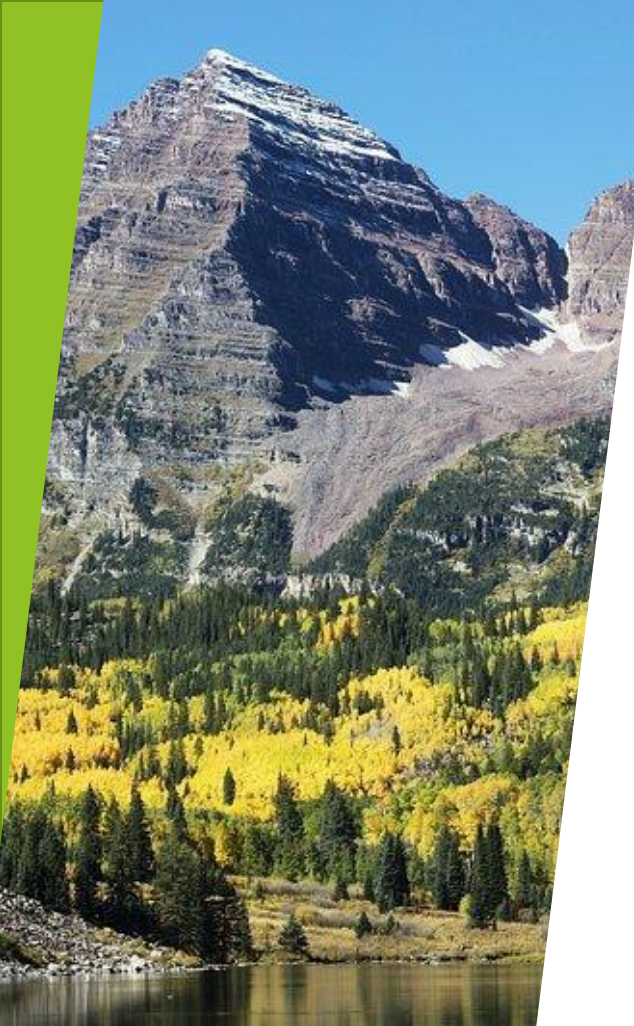
The **Advisory Council** meets bi-monthly for 1.5 hours on the 4th Thursday from 2-3:30pm.

Additional meeting information can be found:

- CDEC Public Calendar
- *Coming Soon!* ECLC Website ([under construction](#))

2024 Meeting Schedule

- January 25
- March 28
- May 23
- July 25
- September 26
- November 28 (tbd)



IECMH Advisory Council's Purpose Statement

The IECMH Advisory Council is a collaborative of partners leveraging their expertise and experience to guide the ongoing development and implementation of a robust, equitable, accessible continuum of mental health services and supports in Colorado, from promotion and prevention to intervention and treatment for expecting and pregnant persons, infants and young children through age 5 and their families and communities.

The Council will make recommendations to improve the perinatal, infant, and early childhood system of care and continuum of care, including policy, workforce, capacity, strategy, and sustainable funding approaches.

Membership

The Advisory Council consists of 45-55 persons with specific representation from varying organizations and communities, including:

- ❖ Parents, families, or caregivers of children who have lived experience with early childhood mental health.
- ❖ Members of the IECMH workforce including clinical providers.
- ❖ Members of historically underserved and under-resourced communities.
- ❖ Members from regions throughout the state including urban, suburban, and rural.
- ❖ Members from diverse backgrounds with regard to race, ethnicity, immigration status, age, sexual orientation, gender identity, culture, and language.
- ❖ Families and Community Members
- ❖ Philanthropic Entities
- ❖ Service Providers
- ❖ State Intermediaries
- ❖ State Agencies, including:
 - Behavioral Health Administration
 - Colorado Department of Early Childhood
 - Colorado Department of Education
 - Colorado Department of Higher Education
 - Colorado Department of Health Care Policy & Financing
 - Colorado Department of Human Services
 - Colorado Department of Public Health and Environment

A Mutually Beneficial Partnership: PQAA Alignment

- ❖ **Alignment:** The IECMH Advisory Council is in the early stages of launching its collaborative work which represents an integral component in Colorado's larger investment in early childhood. The opportunity to align strategy and activities on behalf of pregnant women and children and their families is important. Aligning efforts and initiatives across the early childhood system promotes shared awareness, reveals opportunities to maximize the use of resources, and amplifies or accelerates impact for the individuals and communities who are intended beneficiaries.
- ❖ **Workforce:** The IECMH workforce and the ECE workforce provide mutually supportive services to families and young children and the coordination of strategies around workforce will benefit individuals, families, and communities. Further, strategies focusing on professional development, recruitment, and retention will benefit the broader early childhood system, including the IECMH professionals
- ❖ **Healthy Children and Caregivers:** Fostering the developing social, emotional and mental health of children and their caregivers is critical to ensuring all young children can thrive. Robust infant and early childhood mental health supports and services across the continuum of care promotes health and wellbeing, including participation in early care and education, increasing school readiness, and promoting caregiver engagement in child development.

Opportunities for 2024 Advisory Council Meetings

GPS reviewed inputs from the Advisory Council meetings to create a list of opportunities for the Council to work on in 2024. The list was bucketed into three different categories based on the type of activity and the Steering Committee discussed high priority items for 2024 at our November and December meetings. These three buckets include:

Learning Opportunities

- BHA/State Plans
- EPSDT
- Career Pipelines
- Black Mamas Circle

Advocacy & Recommendations

- Inclusion in EC & MH plans
- Recruitment and Retention
- Maternal Mortality Prevention

Projects

- Sustainable Funding
- Workforce
- Shared Definitions
- Strategic Plan

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Questions and Discussion



- ❖ How would you like to be involved?
- ❖ What kinds of updates would you like to receive?

- Please contact Lisa Schlueter at lisa.schlueter@state.co.us with any questions

Thank you!



Early Literacy Alignment Plan

Jessica Sidler Folsom, Sarah Hughes, Robin Jarvis and Marcia Kosanovich, RMC Research



Emergent and Early Literacy Alignment Recommendations 2023/24

Presentation to Colorado PQAA Subcommittee



1/12/2024

Meet the RMC Team



Jessica Folsom
Project Lead



Sarah Hughes
Project Co-Lead



Marcia Kosanovich
Science of Reading Consultant



Robin Jarvis
Senior Management



Steven Dick
Content Contributor



Verónica Ruiz de Castilla
Content Contributor



Koko Wadeson
Graphic Design



Kimilee Norman-Goins
Quality Assurance

Scope of Work



1. Conduct a national review of early literacy policy grounded in early literacy research aligned to the Science of Reading and evidence-based policy. This review is to include:
 - a. Early literacy policy preschool through early elementary.
 - b. Studies and policies with an emphasis on multilingual students and developing biliteracy, students with disabilities, and students with exceptionalities.
 - c. Application in mixed-delivery preschool settings (i.e., community-based childcare centers, family child care homes, and school-based preschools).
 - d. Head Start Program Standards for early literacy.



2. Develop recommendations for CDEC, which promote alignment of preschool to early grade school literacy instruction based on the early literacy policy review findings. This report is to include:
 - a. Recommendations for implementing early literacy policy in mixed-delivery settings.
 - b. Recommendations inclusive of diverse learners.
 - c. Reflect an understanding of the CO READ Act and State Board Rules.
 - d. A plan for starting implementation of the recommendations with the key first steps clearly defined.



What's next

- Receiving feedback through January 19
 - Jamboard
- Incorporating feedback from ECLC PQAA
 - Final RMC editing and graphics
- Final draft through CO clearance process



OVERVIEW OF FINDINGS

Language and Literacy

Speaking is natural. Human brains are naturally wired to speak. Language learning develops naturally, without specific instruction or intervention.



Reading and writing are not natural. Human brains are not naturally wired to read and write. Learning to read and write requires specific instruction that is systematic and explicit.



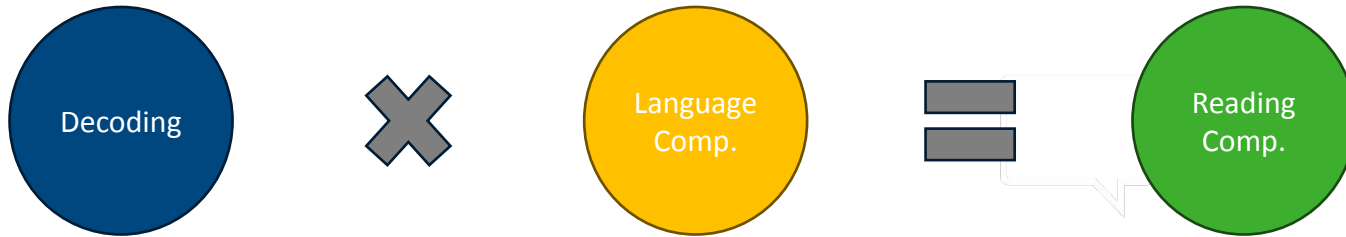


Science of Reading

- The Science of Reading is the accumulated knowledge about reading development and best practices for instruction according to research and understanding of the brain (Petscher et al., 2020).
- What is known about reading development, instruction, and intervention is appropriate for **all students**, including multilingual learners, learners with disabilities, and learners with exceptionalities.

“Effective classroom instruction delivered by a knowledgeable teacher, especially in the early grades, can prevent or at least effectively address and limit the severity of reading and writing problems. Potential reading failure can be recognized as early as preschool and kindergarten, if not sooner” (International Dyslexia Association, 2014, p. 3).

Simple View of Reading



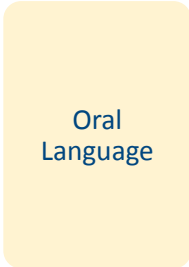
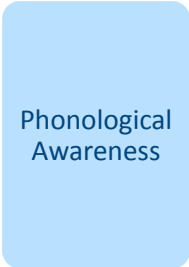
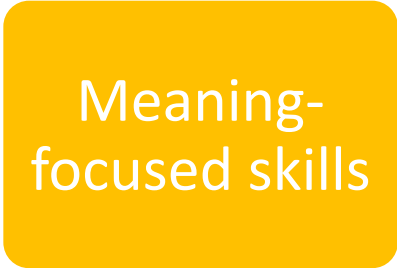
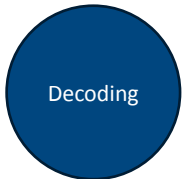
At the preschool level, the focus is not specifically on teaching reading or even reading readiness. The focus is on developing emergent and early literacy skills that lead to reading.

Emergent Literacy

Early Literacy

Reading





Evidence-based instructional practices

Regardless of where preschool students are served, these practices can be incorporated into daily activities.

Literacy
Development
and Print-Rich
Environments

Intentional and
Purposeful
Instruction

Sequential and
Developmentally
Appropriate
Learning

Inclusive and
Culturally
Responsive
Practices



“Not all teachers can teach in all languages, but all teachers can learn specific strategies that support the maintenance of all languages” (National Academies of Sciences, Engineering, and Medicine, 2017, p. 199).



“Practices that support early literacy for typically developing children apply equally well to young children with disabilities—reading books, for example, and teacher-child interactions that focus on asking questions and making predictions to facilitate language development” (Hebbeler & Spiker, 2016, p. 194).



If the learning environment significantly lags the learners in their abilities, they can become disinterested, seek more challenging activities, or become socially isolated, a phenomenon known as “expertise reversal.” This effect is observed in reading, writing, and mathematics.

Science of Reading (SoR) Policy

46

States with SoR legislation

31

SoR legislation
“mentions” preschool

Does NOT indicate true cross-over or address implementation of SoR at preschool level

Implementation in Universal Preschool Programs

44

State-funded preschool

39

Mixed-delivery state-funded preschool

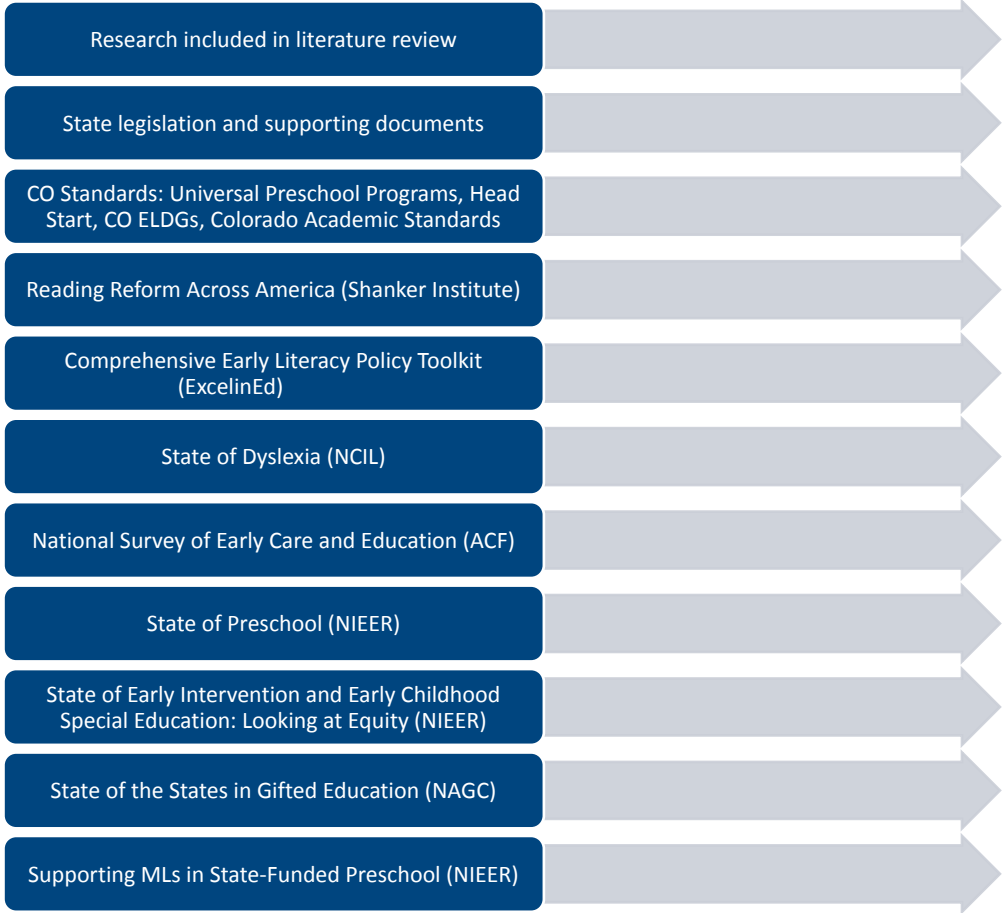
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States implementing universal preschool programs

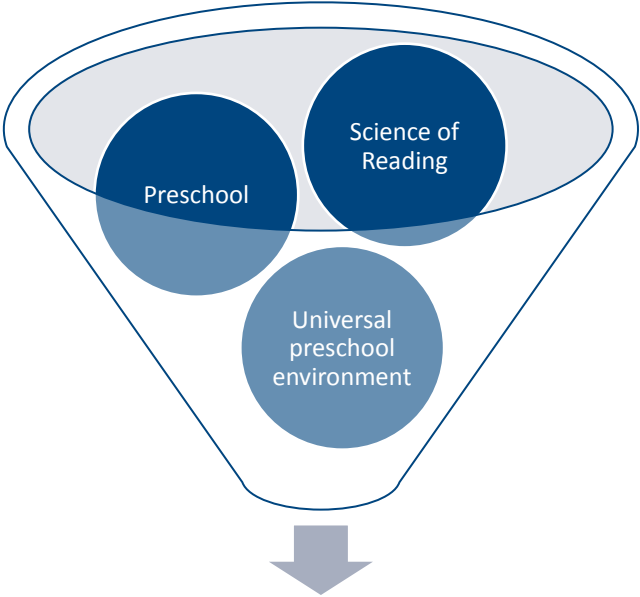
Science of Reading Policy + Implementation in Universal Preschool Programs

Science of Reading for Preschool + Universal Preschool





How does this, or might this relate to...



Recommendations



22 RECOMMENDATIONS

Leadership = 5

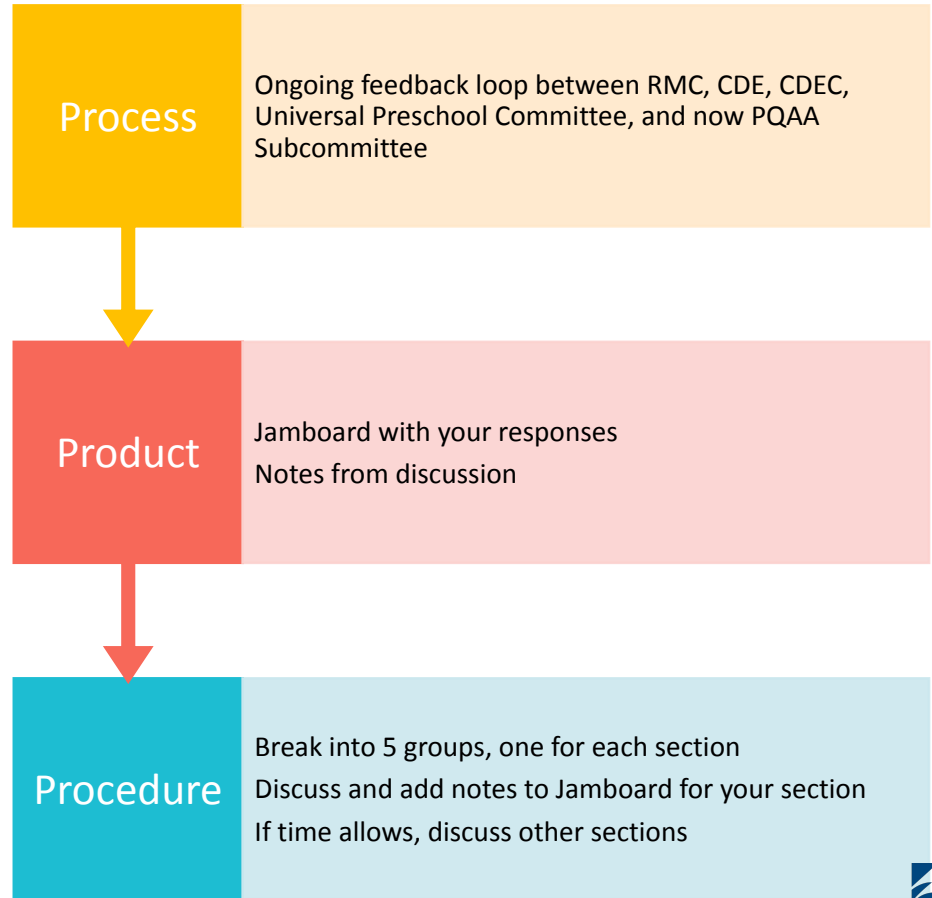
Alignment & Coordination = 4

Teacher Education & Support = 7

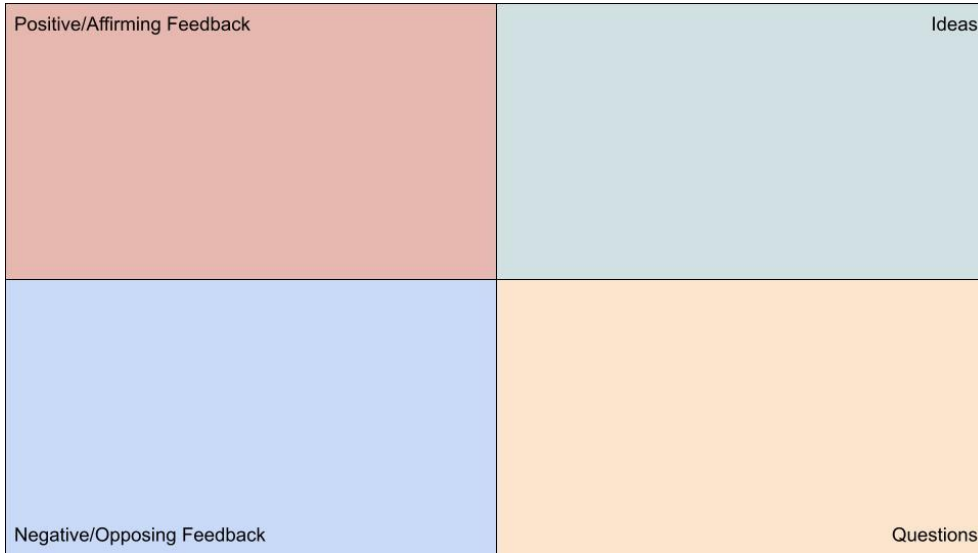
Instructional Approaches & Student Supports = 3

Family & Community Engagement = 3

Process, Product, and Procedure for Feedback on Recommendations



Jamboard



Recommendations (p. 6-15):
<https://tinyurl.com/DraftPQAA>

Jamboard:
<https://tinyurl.com/JamPQAA>

Research Making Change

With decades of experience in education, arts, humanities, and healthcare RMC Research engages with clients to measure their effectiveness and meet their goals to create opportunities for families, schools, and communities.



<https://rmcresearchcorporation.com>



@RMCResearch



RMC Research Corporation



Statewide Strategic Plan Input

Tamilah Richardson and Rebecca Klein, Start Early



Consulting

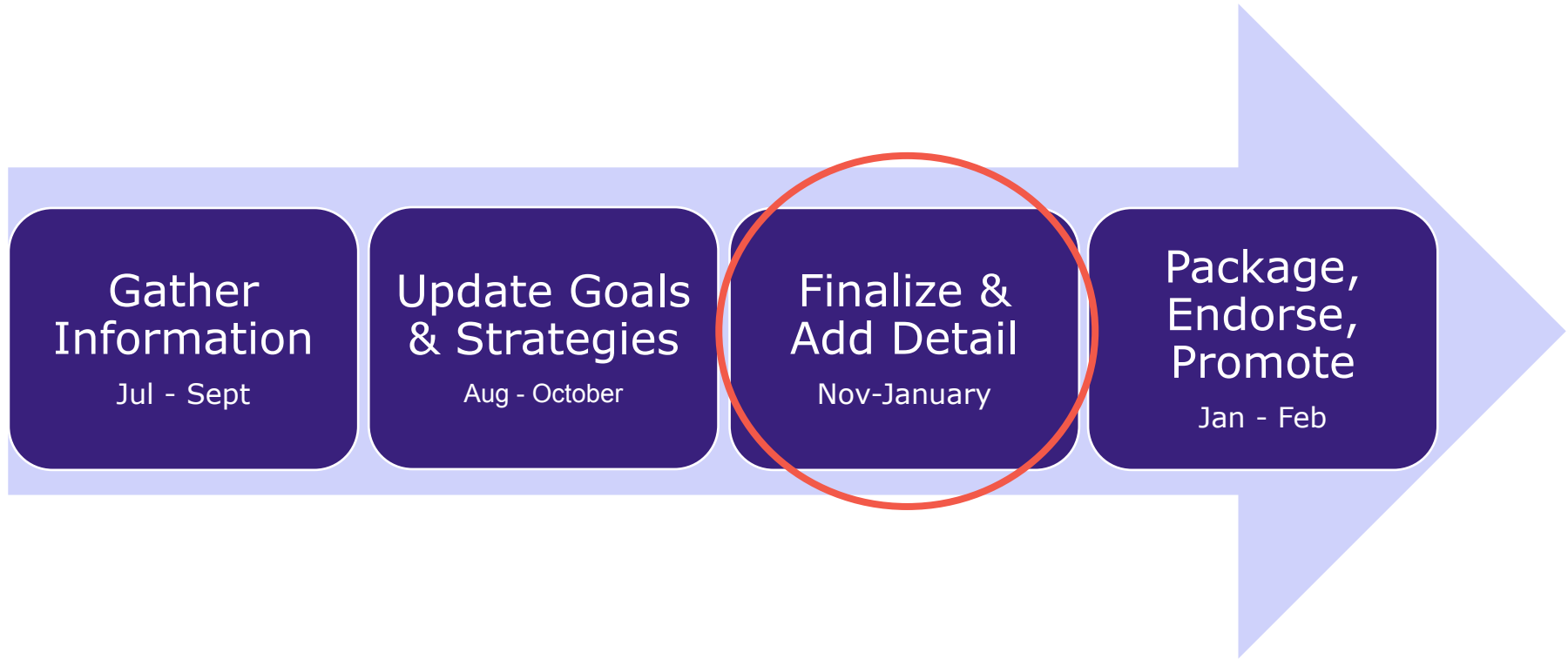
1/12/24

Colorado Early Childhood System Strategic Planning

PQAA Meeting



Early Childhood Strategic Plan Process Overview



Strategic Plan At-A-Glance Status Update

- November- Used survey responses from 588 families and early childhood professionals (21% from families) to prioritize, cut and edit the strategies in collaboration with the Strategic Planning Working Group and Family Voice Council members.
- December- Shared and received feedback on the next iteration of the draft from ECLC members and others.
- January- Now working with the Strategic Planning Working Group to consolidate and streamline the plan so that it is more actionable, approachable, and easy to use.

Finalizing the Plan

Efforts to streamline and consolidate:

- The Strategic Plan Goals are very much aligned to the Early Childhood Colorado Framework though we may consolidate the infrastructure goals.
- Details on action steps or tactics under the strategies will be taken out, at least of the “At-A-Glance” version
- Parallel strategies for different programs or professionals will be consolidated into broader strategies, while still calling out the specifics within the broader strategies
- Some aspects of the strategies may be brought up to the level of the objectives or called out in the introductory text in the report to help streamline

All while retaining an emphasis on equity and the strategies that are targeted to addressing historical and current disparities.

Branding Update

Huge thanks to all who provided feedback on the last iteration of branding ideas for the Strategic Plan. The favorites were:

Title: Elevating Early Childhood

Tagline: A Bright Future for All Colorado's Children and Families

Icons and palette: Polygonal style with option A colors



Success Indicators

- Measurable criteria to:
 - Promote **shared understanding** of success and **accountability**.
 - Help assess the **progress and effectiveness** of the plan.
- Three types of indicators included in the plan, with equity considerations across:
 - Indicators of successful **implementation** of the strategies
 - Indicators of successful **outcomes** of the strategies under each goal
 - Overarching indicators of successful **impact** of the plan on children and families
- Provide a **menu** of potential indicators to track at state/local levels, allowing flexibility.
- Next Steps- Discuss at the Data Subcommittee meeting next week, get their feedback.

Next Steps

- Finalize the Strategic Plan At-A-Glance content.
- Finish up the Strategic Plan Report.
 - Incorporate feedback from the data subcommittee on the success indicators.
- Share the content with Idea Marketing for graphic design.
- Share designed version with CDEC leadership for clearance and then to the Governor's Office for clearance.
- Complete the promotional plan and materials.
- Seek ECLC endorsement in April.



Member Updates and Public Comment

ECLC

Early Childhood Leadership Commission

Program Quality & Alignment Subcommittee

Next Meeting

March 15, 2024

9:00 - 11:00 am



Thank you!