



Thursday, November 12, 2015

9:00 am – 12:00 pm

Health Care Policy and Financing

303 East 17th Avenue, 11th Floor Conference, Denver 80203

Meeting Objectives:

- Allow for introductions and approve the meeting minutes from September 10, 2015
 - Provide an update on the work of the Early Childhood School Readiness Legislative Commission and the Early Childhood Communication Collaborative
 - Present and discuss future Office of Early Childhood investments and the Office of Early Childhood requests in the Governor's Budget
 - Provide an overview of the ECLC Annual Report to the Legislature
 - Present an overview on two generation strategies
 - Hear from the early childhood community during public comment
-

9:00-9:20 am	Welcome and Business Meeting (Anna Jo Haynes) <ul style="list-style-type: none">• Introductions• Approval of minutes from September 10, 2015• Update on the Early Childhood School Readiness Legislative Commission
9:20-9:45 am	Office of Early Childhood (Erin Mewhinney)
9:45-10:10 am	Early Childhood Communication Collaborative (Elsa Holguin and Tom Massey)
10:10-10:40 am	Two Generation Strategies (Julie Krow)
10:40-10:55 am	ECLC: Annual Report to the Legislature (Sheryl Shushan)
10:55-11:30 am	Public Comment (Anna Jo Haynes) <ul style="list-style-type: none">• PASO: Year Three Preliminary Findings; please watch this 5 minute video prior to the meeting: https://youtu.be/KWWyBvNV6HE• Jennifer Douglas from New Legacy HS and Dan Schaller from League of Charter Schools• Others
11:30-11:55 pm	Governor's Budget: Office of Early Childhood (Sarah Sills, CDHS)
11:55-12:00 pm	Co-Chairs' Final Thoughts and Adjourn (Anna Jo Haynes)

ECLC Meetings:

The next **ECLC meeting** will be held on **Thursday, January 14 from 9-12am at Health Care Policy and Financing: 303 East 17th Avenue, 11th floor Conference Room, Denver 80203**

Please visit the ECLC webpage for current information: (remember to refresh your browser)

<http://www.coloradoofficeofearlychildhood.com/#!early-childhood-leadership-commission/c24hv>



Thursday, September 10, 2015

1:00-4:00 pm

University of Colorado Denver

1380 Lawrence Street, Terrace Room, Denver, CO 80204

Commissioners in Attendance:

Anna Jo Haynes, Anne Anderson, Doug Clements, Richard Garcia, Barb Grogan, Elsa Holguin, Dee Martinez, Tom Massey, Karen Trierweiler, Susan Steele, and Sheryl Shushan

Meeting Objectives:

- Action Item: Approve the meeting minutes from July 9, 2015
 - Action Item: Provide an update on the Awareness and Engagement for Colorado Parents and Caregivers effort and approve the steering committee co-chairs
 - Action Item: Present the Early Childhood Mental Health Strategic Plan developed by the Office of Early Childhood and vote to approve an ECLC endorsement of the plan
 - Hear from the early childhood community during public comment
 - Provide an overview on the Colorado Opportunity Project and updates from the Office of Early Childhood
-

Welcome and Business Meeting:

Commission Co-chair Grogan called the meeting to order, welcomed guests, and thanked Paul Teske for the UCD Public School of Affairs for hosting the meeting. Paul Teske made a few remarks and invited meeting participants to two upcoming events at UCD. The co-chairs highlighted the success of the Framework release and also thanked the following foundations who gave to a general ECLC fund for which Rose Community Foundation serves as the fiscal sponsor: Buell Foundation, Chambers Family Fund, Marsico Family Foundation, Rose Community Foundation and Walton Family Foundation. Commissioners reviewed the minutes from the July 9th, 2015 meeting. The commission approved the minutes (opposed: 0, abstained: 0) – approved.

ECLC Committee Structure:

Commission Co-chair Haynes and the ECLC Manager reminded the Commission that at the ECLC meeting in July it was mentioned that the ECLC executive committee was going to look at the ECLC committee structure. The executive committee reviewed the current committee structure and makes the following recommendations to restructure ECLC committees:

1. Communication Committee: (work will be refocused) because the ECLC approved the Parent and Caregiver Awareness and Engagement Steering Committee during the last meeting, the Executive Committee recommends that the work of the communication committee be refocused on the parent and caregiver awareness effort. Communication committee members who are currently involved in a parent or caregiver awareness effort may be asked to join the partner or stakeholder efforts during the transition to focus on parent and caregiver awareness and engagement.
2. Finance Committee: (will no longer convene) because the focus of this committee is unclear since the conversations about Child Care Development Block Grant and OEC investments has been elevated to the Executive Committee and full Commission. The group agreed that should there be a future need for a finance committee the Commission will consider forming a new committee. The

Committee stressed the importance of taking into consideration the future of the Cost Model as the early childhood system continues to evolve.

A motion was made to approve the work of the Communications Committee be re-focused on parent and caregiver awareness and engagement and that the Finance Committee be disband. (opposed: 0, abstained: 0) – approved.

Awareness and Engagement for Colorado Parents and Caregivers: an early childhood communication collaborative:

Commissioner Holguin provided a synopsis of this concept to date which included reminding the Commission of the decision at the ECLC meeting in July: The Early Childhood Leadership Commission will lead a collaborative communication strategy to enhance and expand the early childhood parent awareness and engagement efforts in Colorado and appoint a Parent Awareness and Engagement Steering Committee to guide the vision and strategy. The Commission discussed the high-level categories of work and efforts to establish a public private partnership to support this work. It was announced that a number of foundations will fund Early Milestones Colorado to provide project coordination for this work. The Commission discussed the membership of the steering committee which is in the beginning stages of being formed. The steering committee will not include individuals whose work is focused on current parent awareness and engagement efforts or programs because it is important to avoid any conflicts of interest. Members of the Commission expressed concern over not having programmatic experts on the steering committee; however, it was stressed that subject matter experts with a current focus on parent awareness and engagement will participate as a key partner which is a second group of stakeholder which will be convened to inform the work including the development of the unifying moniker and the platform and exchange. A motion was made as a recommendation from the Executive Committee that the co-chairs of the steering committee be: Anne Anderson, Elsa Holguin, and Tom Massey. (opposed: 0, abstained: 0) – approved.

Early Childhood Mental Health Strategic Plan:

Jordana Ash presented Colorado's Early Childhood Mental Health Strategic Plan: an Innovative Portfolio for Solutions developed by the Office of Early Childhood. Please reference the document for additional information regarding priorities, results and the alignment of goals to other state initiatives. A motion was made as a recommendation from the Program Quality and Alignment Committee that the ECLC endorse the Early Childhood Mental Health Strategic Plan. (opposed: 0, abstained: 0) – approved. The ECLC requested that a timeline be shared once it is finalized.

Public Comment:

Morgan Yanki discussed the future plans for the LAUNCH Together project. LAUNCH Together is aiming to build on top of other established communities. The project is dual focused implemented of a system coordination to support children and families and build meaningful partnerships with communities at heart. Project LAUNCH was rewarded 11.2 million dollars throughout 5 years and is completely privately funded. For more information visit: launchtogethercolorado.org

Bill Jaeger gave a brief update on the policy changes and opportunities of children's mental health in Colorado. The presentation was focused on the recently revised brief: *Young Minds Matter: Supporting Children's Mental Health Through Policy Change*. The report emphasizes that mental health is a cornerstone of child well-being. The link between a child's mental health and his or her school readiness, academic success and long term health and life outcomes is powerful. The report highlights guiding principles, obstacles and opportunities, and policy recommendations.

Diana Romero Campbell provided public comment stressing the importance of continued research to understand FFN including what other states are doing and the School Readiness for All report, the importance of peer learning to foster innovation and approaching informal care with a strengths based approach.

Colorado Opportunity Project:

Murielle Romine presented an overview of the Colorado Opportunity Project which aims to coordinate efforts of HCPF, CDPHE, DHS and community partners to align initiatives and support economic opportunity for Coloradans by creating common performance measures and identifying evidence based interventions from family formation through adulthood. More information can be found at:
<https://www.colorado.gov/pacific/hcpf/colorado-opportunity-project>

OEC Updates:

Sheryl Shushan provided a brief update from the OEC in the absence of Mary Anne Snyder which included:

- The announcement that Erin Mewhinney has been hired as the new Director of the Division of Early Care and Learning within the OEC
- There was a recent federal Race to the Top: Early Learning Challenge Grant site visit; a report will be released shortly
- The OEC plans to make the following investments in Family, Friend and Neighbor (informal) care:
 - Contract with a University partner to conduct research to determine what barriers exist for FFN caregivers to become licensed
 - Contract with a vendor to deploy strategies to improve quality for FFN providers on the path to licensing.
 - In collaboration with the ECLC, implement a comprehensive collaborative communication strategy to reach parents and caregivers across Colorado

Co-Chairs' Final Thoughts and Adjourn:

Co-chair Haynes made closing remarks. Additional remarks included a request for Sarah Sills to present the Governor's Budget related to early childhood investments at the next ECLC meeting and a request for PASO to have time on the agenda to present preliminary findings. The meeting was adjourned at 4:02pm

The next **ECLC meeting** will be held on **Thursday, November 12 from 9-12am at HCPF: 303 East 17th Avenue, 11th floor Conference Room, Denver 80203**

Additional Resources and Information:

Chalkbeat Colorado article on the release of the Framework: co.chalkbeat.org

Video: Birth to 3: What's new in early childhood learning? | Watch Colorado State of Mind Online | Rocky Mountain PBS Video

Just 21 percent of all Colorado 4-year-olds are enrolled in preschool, and only 7 percent of 3-year-olds. Yet learning in those early years is crucial to success in school. RMPBS CEO Doug Price talks with Colorado Lt-Gov Joe Garcia and Happy Haynes of Denver Public Schools about the state of early childhood education. Plus, RMPBS introduces "Family Friend and Neighbor" communications. Watch online: Birth to 3: What's new in early childhood learning? from Colorado State of Mind. On demand, streaming video from Rocky Mountain PBS: <http://video.rmpbs.org/video/2365551473/>



September 25, 2015

Dear Senator Martinez Humenik and members of the Early Childhood School Readiness Legislative Commission,

The Early Childhood Leadership Commission (ECLC) was reauthorized by legislation in 2013 as the entity charged to be the trusted and proactive champion for quality, outcome-focused early childhood programs and services for pregnant women and children birth to age eight in Colorado. This high-level, interagency, cross-sector, public-private commission accelerates and sustains Colorado's commitment to improve outcomes for young children by promoting a shared vision and strategic direction for an aligned system of services and supports.

Pursuant to C.R.S. 26-6.5-203 (2)(b), the Early Childhood School Readiness Legislative Commission (ECSRLC) is required to consult with the ECLC on matters related to early childhood and school readiness policy. This statute compliments the ECLC's priority, pursuant to C.R.S. 26-6.2-104, to identify opportunities for, and barriers to, the alignment of standards, rules, policies and procedures across programs and agencies that support young children. Out of a commitment to promote robust policy, a special meeting between the ECLC Executive Committee and Senator Martinez Humenik took place on Tuesday, September 27.

The ECLC Executive Committee requested a meeting with the chair and vice chair of the ECSRLC to provide input on potential early childhood legislative ideas. Senator Martinez Humenik, chair of the ECSRLC, was able to attend the meeting and provide an overview of ideas that have surfaced during recent ECSRLC meetings. The group discussed the following potential early childhood legislative ideas and the ECLC executive committee provided the following input in response to the ideas presented by ECSRLC:

- 1. Expansion of the 10 county limit on the CCCAP Cliff Effect Pilot**
Program: The ECLC supports this idea to encourage more participation in the pilot program because it is important to support families on the road to self-sufficiency and reduce the number of families concerned that a pay increase may lead to denial of services.
- 2. Early Learning Challenge Grant/Race to the Top sustainability:** The ECLC feels strongly that there is no need for legislation to support sustainability because policy work is currently underway within the Office of Early Childhood. Should policy change emerge as a need, the ECLC looks forward to working with partners on a shared plan to move it forward.
- 3. Support to help parents and caregivers (FFN) better understand child development:** The ECLC has established a steering committee to coordinate child development messages and connect parents and caregivers to



community resources. It does not appear that this effort requires policy change.

4. **Support to address child care deserts:** The Office of Early Childhood is rolling out a new grant and loan program to support family, friend and neighbor (FFN) care on the path to licensing; no legislation is necessary.
5. **CCCAP access for teen parents required to work with child support enforcement:** This policy change requires careful discussion and input from partners, including stakeholders from counties, advocacy groups, and affected populations themselves and should be undertaken only after those discussions have proceeded. The ECLC suggests that the ECSRLC should not pursue this as an interim commission bill so that interested parties can work through the nuances of this policy change.
6. **Expansion of community-based Colorado Preschool Program providers:** The ECLC believes further discussion is needed and that a legislative solution is not necessary at this time.
7. **Portability of CCCAP across county lines:** The ECLC suggests postponing action to allow time for further discussion; a legislative solution is not necessary at this time.
8. **Modifying SB 10-191:** The ECLC does not support exempting Prek-K through 2nd grade teachers from educator evaluations and/or the student growth component. Early year educators contribute significantly to students' academic growth and good work is underway in communities around the state about how to best measure that growth that such a policy change could hinder. As we work to elevate educators in the early years, exempting them from quality evaluations or sending a signal that they do not contribute directly to individual students' growth could undermine this work.

The ECLC applauds the ECSRLC' approach to identifying 1-2 draft bill ideas that are bi-partisan and have a high potential for success. On behalf of the Early Childhood Leadership Commission, we look forward to future work together.

Sincerely,

Anna Jo Haynes
Co-Chair

Barbara Grogan
Co-Chair

Early Childhood and School Readiness Legislative Commission

Updated 10/22/15

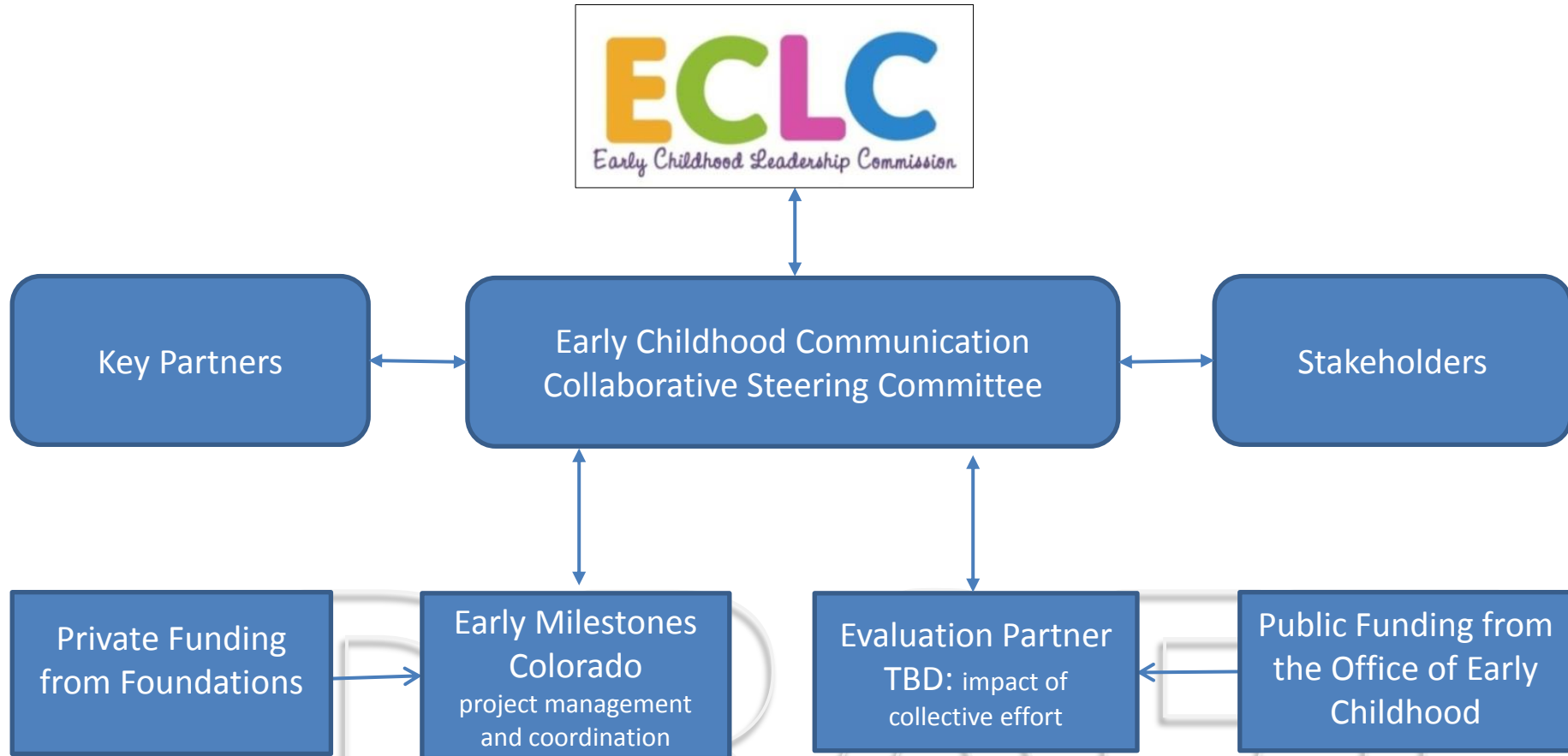
Logistics of the ECSRLC

- ECSRLC Members: Sen. Beth Martinez Humenik, Chair, Rep. Brittany Pettersen, Vice Chair, Sen. Vick Marble, Sen. Michael Merrifield, Rep. Jonathan Singer, Rep. James Wilson
- The final meeting of the Early Childhood and School Readiness Legislative Commission (ECSRLC; more information and bill drafts will be posted here: <https://www.colorado.gov/pacific/cga-legislativecouncil/2015-early-childhood-and-school-readiness-legislative-commission>) for 2015 is Monday, October 26th from 1:00pm to 4:00pm at the State Capitol (3rd floor)
- There will be a small panel presenting on issues victims of domestic violence face and how they affect young children.
- Following the panel, the ECSRLC will hear from the legislators who are leading the drafting of the bills below and take testimony on the bills.
- Following testimony and discussion, the ECSRLC members will vote whether to advance the bills to Legislative Council. A bill needs majority support (4 of 6 legislators) in order to advance.
- If a bill is approved, ECSRLC members will decide who will be the lead sponsors in each chamber and in which chamber the bill will begin.
- Legislative Council (a panel of 18 legislators; more information here: <https://www.colorado.gov/pacific/cga-legislativecouncil/legislative-council>) will meet November 10th at 9:00am to review the bills that advance from interim commissions (including the ECSRLC) and determine whether they fit in the interim commission's legislative purview. A majority of the members of Legislative Council must approve an interim commission bill for it to be moved forward for consideration by the full legislature in the upcoming session beginning in January.

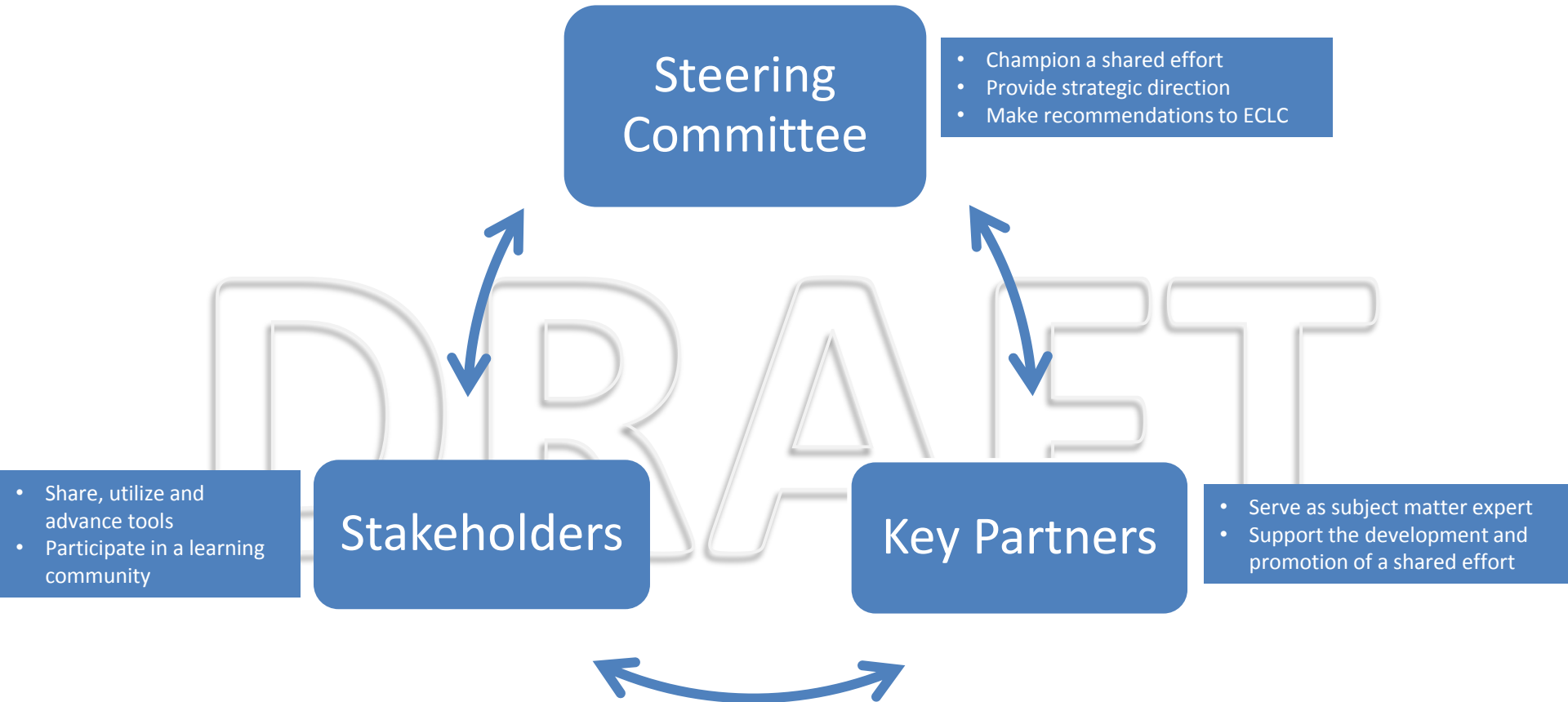
Concepts Drafted by the Early Childhood School Readiness Legislative Commission

1. Eliminate the 10-county limit in the CCCAP "Cliff Effect" Pilot Program established in SB 14-003
 - Opposition to drafting: Sen. Marble
 - Contact: Rep. Wilson, Rep. Pettersen
2. Modifying SB 10-191 "Educator Effectiveness:" Exempting Pre-K through 2nd grade teachers (or perhaps just Pre-K teachers) from educator evaluations and/or the student growth component of evaluations
 - Opposition to drafting: Rep. Wilson, Rep. Pettersen
 - Contact: Sen. Merrifield
3. A stand-alone bill to expend Colorado Preschool Program (CPP) slots by 3,000
 - Opposition to drafting: Sen. Marble, Rep. Wilson
 - Contact: Sen. Merrifield
4. Create a task force to look at ways to allow multiple initiatives in a diversity of state agencies (CDLE, CDHS, CDE) to coordinate in providing child care support to individuals pursuing higher education/postsecondary/skills training.
 - Opposition to drafting: Sen. Marble
 - Contact: Rep. Pettersen
5. Remove the trigger in our state's Child Tax Credit that is tied to the passage of the federal Marketplace Fairness Act and allow individuals to claim the child tax credit.
 - Opposition to drafting: None
 - Contact: Rep. Singer

Early Childhood Communication Collaborative:
Awareness and Engagement for Colorado Parents and Caregivers
A Public-Private Partnership



Early Childhood Communication Collaborative: Awareness and Engagement for Colorado Parents and Caregivers

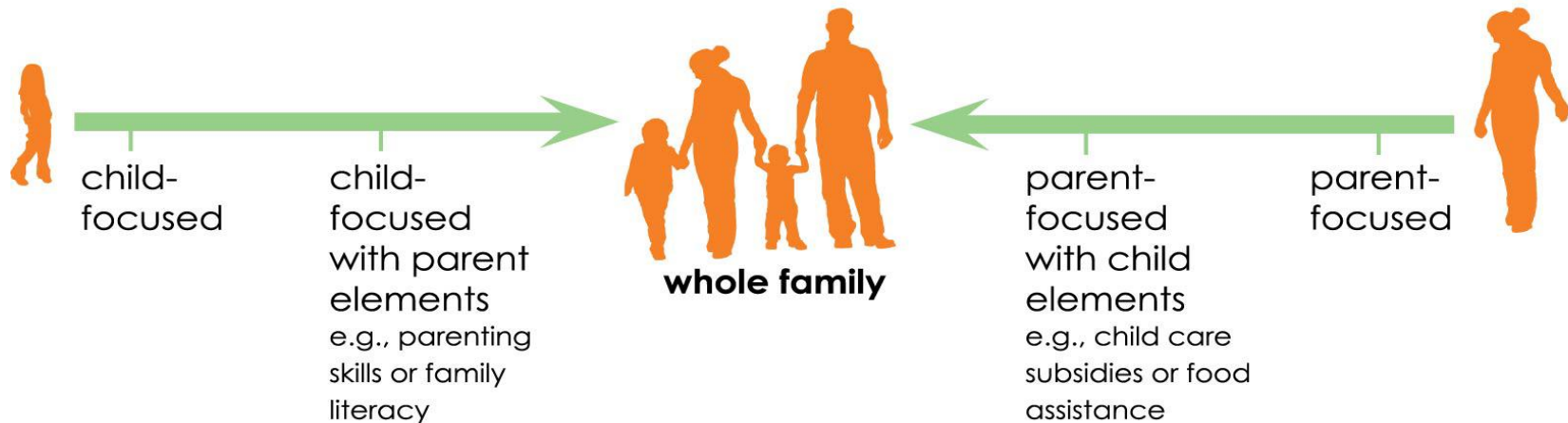


WE ENVISION **AN AMERICA**
IN WHICH A LEGACY OF ECONOMIC
SECURITY AND EDUCATIONAL
SUCCESS **PASSES**
FROM
ONE GENERATION TO THE NEXT.

**THE TWO-GENERATION
FRAMEWORK**

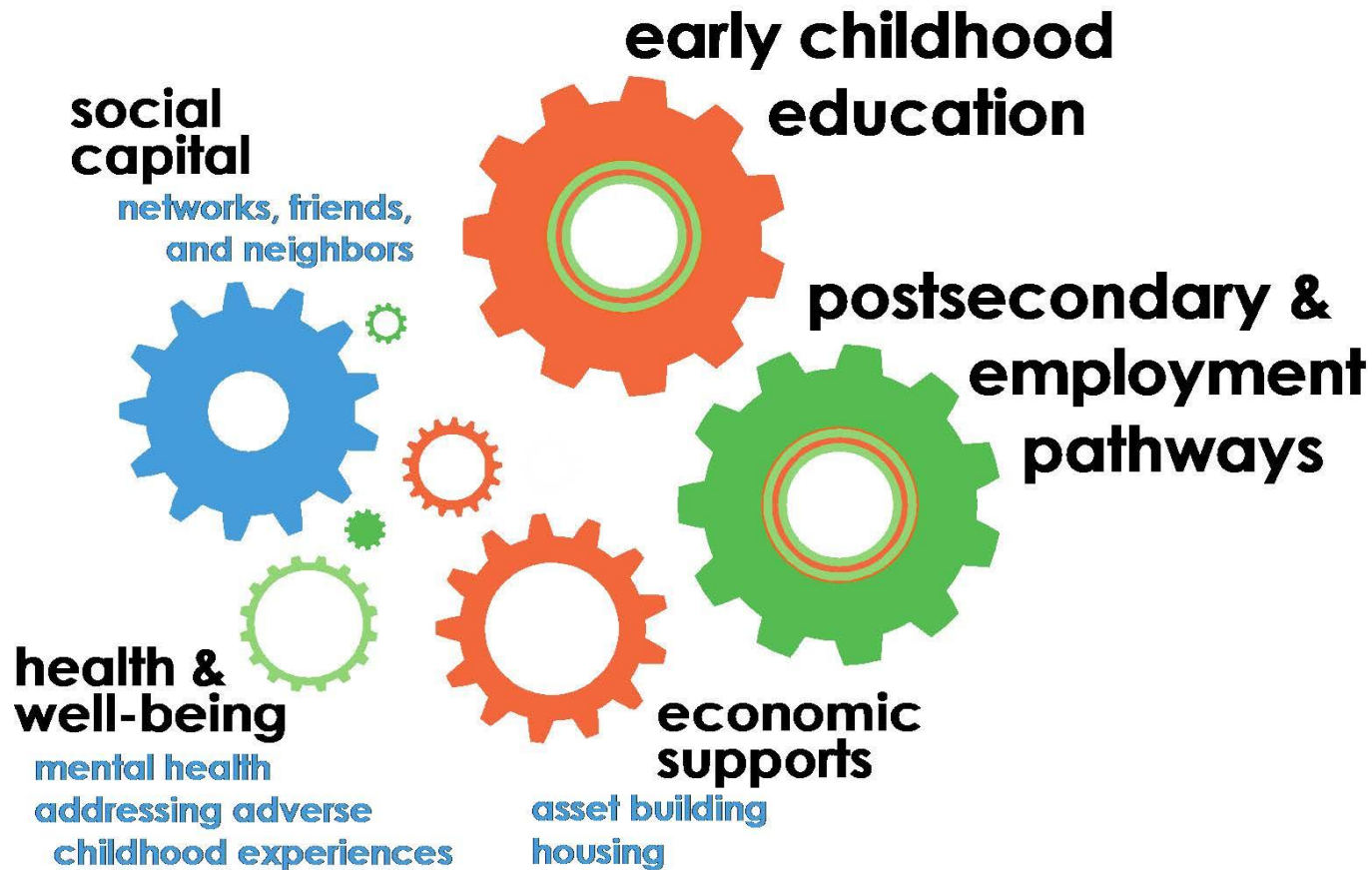
What is a two-generation approach?

The Two-Generation Continuum



TWO-GENERATION APPROACHES PROVIDE OPPORTUNITIES FOR AND MEET THE NEEDS OF CHILDREN AND THEIR PARENTS, OR THE ADULTS IN THEIR LIVES, TOGETHER

Two-generation approaches put the whole family on a path to economic security



A Two-Generation Approach in Colorado

Initial Priorities

1. Families Achieve Self-Sufficiency Through Work: CDHS aims to create a “dual” approach to employment for BOTH parents to improve child economic well-being.
2. Wealth Is Achieved Through Financial Literacy: CDHS aims to increase pathways to realize college education and to learn financial savings habits through matched college funds.
3. Children Succeed Through Early Learning: CDHS aims to expand access to high-quality child care for low income families.

A Two-Generation Approach

Families Achieve through Work

Colorado Parent Employment Program (CO-PEP):

A pilot program through child support to assist non-custodial parents to gain employment

ReHire Colorado:

Transitional jobs program to help targeted groups
– non-custodial parents, veterans and individuals over 50 – re-enter the workforce

A Two-Generation Approach

*Wealth is Achieved through
Financial Literacy*

Children's Savings Account (CSA) Pilot Program:

1. CSAs for approximately 6,000 low-income, preschool-age children, being served in Head Start settings across the State
2. A college savings product suited to the goals of the program
3. \$50 state-funded initial deposit in each account
4. \$100/year in savings matches + monies for additional incentives
5. Financial education for children & parents
6. Evaluation of program's impact on children & parents
7. Public/private partnership

A Two-Generation Approach

Children Succeed through Early Learning

Colorado Shines:

New statewide quality rating & improvement system

Professional Development & Information System (PDIS):

A statewide professional development strategy for early childhood professionals

HB 14-1317:

Legislation aimed at 1) increasing access to affordable child care for working families and 2) decreasing red tape for working parents & small business child care providers

A Two-Generation Approach

OFFICE-LEVEL STRATEGIES FOR THE SECOND TERM

OBH: Expand the awareness and use of effective behavioral health tools across CDHS in order to maximize opportunities for whole-family diagnosis and treatment.

OEC: Ensure that CCCAP participants have enough to eat at home by partnering with SNAP to increase the percentage of eligible CCCAP participants who utilize SNAP.

OCYF: Strengthen and support the family system, for those youth involved in Youth Corrections (committed or on parole), through whole family engagement and needs assessment.

OES: Move service provision, in the Colorado Child Support Program, toward that which reflects a whole-family, 2Gen approach.

A Two-Generation Approach

MEASUREMENT AND OUTCOMES

- Member of the 2Gen Outcomes National Working Group convened by Ascend at the Aspen Institute
- Convened our own CDHS 2Gen Outcomes Working Group with efforts that include:
 1. Matching participant data across our child-focused and parent focused programs and systems
 2. Exploring possible strategies, resulting from matching efforts, to target certain potential/eligible customers to increase family use of economic supports (i.e., percentage of SNAP eligible children utilizing CCCAP and receiving SNAP benefits each month)
 3. Reviewing the need for standardized definitions across programs
 4. Reviewing tools that measure more comprehensive family outcomes & discussing the feasibility of their use across programs
 5. Conceptualizing measurement and outcomes related to the Office-level strategies outlined on the previous slide

The Colorado Opportunity Project

The Colorado Opportunity Project creates a framework to align government, private sector, and community-based efforts to foster healthy and educational attainment and remove barriers for Coloradans to move up the economic ladder at every life stage.

- The project uses the work of the Cross Agency Collaborative to create a shared understanding of what opportunity looks like in Colorado and will align the agencies' key initiatives including Winnable Battles (CDPHE), Two-Generation Approach (CDHS), and the Accountable Care Collaborative (HCPF).
- The project's framework is a model for creating a pathway to the middle class at every critical point in the life cycle. The model includes indicators that tell us whether people are getting closer to economic independence, or losing ground. "Interventions," or programs, are applied at each life stage in a cost effective manner to provide opportunities for people to reach these important milestones and climb the economic ladder.

The Colorado Opportunity Project

Project Framework

Family Formation

- Indicators: A planned pregnancy, born at a healthy weight, to a dual parent household without maternal depression

Early Childhood (ages 0 – 5)

- Indicators: School readiness, healthy social emotional skills and the families access to affordable, nutritious food

Middle Childhood (ages 6-11)

- Indicators: Math/Reading skills and healthy social emotional skills

Adolescence (ages 12-17)

- Indicators: Graduates from high school on time, has developed healthy social emotional skills and has not been convicted of a crime, nor become a teen parent

Transition to Adulthood (ages 18 – 29)

- Indicators: Currently sustainably employed having attended post-secondary education and has good physical/mental health

Adulthood (ages 30 – 40)

- Indicators: Employment status, has good physical/mental health and is a middle class household (300% FPL)

Bundled Services Initiative

Colorado is considering opportunities to bundle services as part of a three year pilot. The bundles would support evidence-based interventions (programs) that provide new opportunities for low-income Coloradans.

Examples include:

- Healthy Kids Bundle
- Healthy Adults Bundle
- Healthy Families Bundle
- Healthy Older Adults Bundle

Draft Two-Generation Policy Action Plan

- Building on the Colorado Opportunity Project, to create a two generation approach, we will create a streamlined continuum of care for families who are seeking to move beyond poverty. Through inter-agency collaboration and funding we will provide an option for bundled services for families. The continuum of care will incentivize families to remain connected to home visitation programs. If families are in the bundle, they will be eligible for presumptive eligibility services and “cliff effect transition supports.”
- Bundled services will include health care for the entire family, family planning, intensive case management through home visiting programs, nutrition, child care, high quality early childhood education and family literacy, economic security (SNAP, TANF, Free and reduced lunch, WIC), employment services, and housing.

If you have any questions, please don't hesitate to contact us.

Julie Krow

Deputy Executive Director of Community Partnerships
julie.krow@state.co.us | (303) 866-5414

Keri Batchelder

Two Generations Manager

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The Colorado Opportunity Project

FACT SHEET | 2015

What is the Colorado Opportunity Project?

The **Colorado Opportunity Project** supports low-income Coloradans with economic opportunities for upward mobility, and a pathway to the middle class that ends their reliance on safety net programs. State agencies are aligning their efforts to deliver evidenced-based programs to Coloradans to help move them up the economic ladder and towards self-sufficiency. The alignment of government programs eliminates fragmentation among state agencies, reducing duplication of services and making more efficient use of taxpayer dollars all while providing new economic opportunities to low-income Coloradans.

In 2013, 13% of all Coloradans lived in poverty¹. The impacts of poverty are significant. Those in poverty are more likely to have complex health conditions, and treating these conditions is expensive. Providing child care and food assistance is expensive. Housing Coloradans in the criminal justice system is expensive. **The Project uses high-quality, cost-effective, evidence-based programs already available in Colorado and improves them with better coordination and well-defined goals and measures, saving taxpayer resources and moving citizens out of poverty and towards independence.**

The Colorado Opportunity Project is a collaboration of the Colorado Departments of Health Care Policy and Financing (HCPF), Public Health and Environment (CDPHE), and Human Services (DHS). Key agency initiatives, including 10 Winnable Battles, Two-Generation, and the Accountable Care Collaborative, as well as the Cross-Agency Collaborative on Quality Measurement, are tied together to deliver the Colorado Opportunity Project framework. Representatives from the Departments serve on the **Colorado Opportunity Project Steering Committee** charged with developing the Project framework.

Inequalities in opportunity continue to increase in the United States, creating disparities in test scores, college enrollment rates and family formation patterns.



Percentage of Coloradoans living in poverty²:

13%



¹ 2013 American Community Survey (a report by the U.S. Census Bureau)

² Colorado Children's Campaign, 2014 Kids Count Data Book



The Colorado Opportunity Project

FACT SHEET | 2015

How will the Project Work?

The Project creates a shared understanding of what opportunity looks like in Colorado, and aims to coordinate the efforts of HCPF, CDPHE, DHS, and community partners to align initiatives and support economic opportunity for Coloradans in a streamlined and efficient way. To do this, the Project will:

- **Create common performance indicators (measures):** The Colorado Opportunity Project establishes a common set of indicators to define opportunity in Colorado, so government agencies and private initiatives work toward the same goals with the same understanding of what needs to be done. The indicators include common milestones that are important to success in life, like being born at a healthy weight, being prepared for school and graduating from high school.

INDICATORS (measures) may include:



- ▶ Intended Pregnancies
- ▶ Emotional Well-being of Parents
- ▶ Access to Affordable Food
- ▶ School Readiness & High School Graduation
- ▶ Family Income
- ▶ Grade Level Advancement

- **Identify evidenced-based interventions (programs) that work:** The Colorado Opportunity Project Steering Committee will work with stakeholders across Colorado to identify evidence-based programs that help Coloradoans reach the important milestones toward self sufficiency and high opportunity.

INTERVENTIONS (programs) may include:



- ▶ Family Planning Nurse Home Visiting Programs
- ▶ Early & Periodic Screening Diagnosis & Treatment
- ▶ Healthy Communities
- ▶ Early Literacy and Math Programs
- ▶ Workforce Development & Job Training

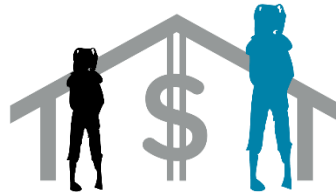


The Colorado Opportunity Project

FACT SHEET | 2015

- **Collaborate across government agencies, and partner with the private sector and community partners:** The Colorado Opportunity Project creates a framework to align government, private sector, and community-based efforts to foster health and educational attainment and remove barriers for Coloradans to move up the economic ladder at every life stage. This efficient use of resources will make taxpayer dollars and private funds go farther to address poverty and health inequalities and make Colorado the healthiest state in the nation—with the healthiest economy, too.

*Research tells us that children living in poverty are more likely to **start school at a disadvantage**, be in **poor health**, and live in **poverty as an adult**.¹*



**Colorado ranks
22nd in overall
child well-being¹**

Project Framework

The Colorado Opportunity Project Framework is a model for creating a pathway to the middle class at every critical point in the life cycle. The model includes **indicators** that tell us whether people are getting closer to economic independence, or losing ground. “Interventions,” or **programs**, are applied at each life stage in a cost effective manner to provide opportunities for people to reach these important milestones and climb the economic ladder.

Below are the indicators and interventions the Colorado Opportunity Project is using to track Colorado’s progress in addressing success at every life stage and provide opportunity to improve economic status. The framework paints a picture of the factors that lead to poverty, the impact of poverty on health and well-being, and the interventions that create opportunities for prosperity and a clear pathway to personal responsibility and transitioning up and out of safety net programs.

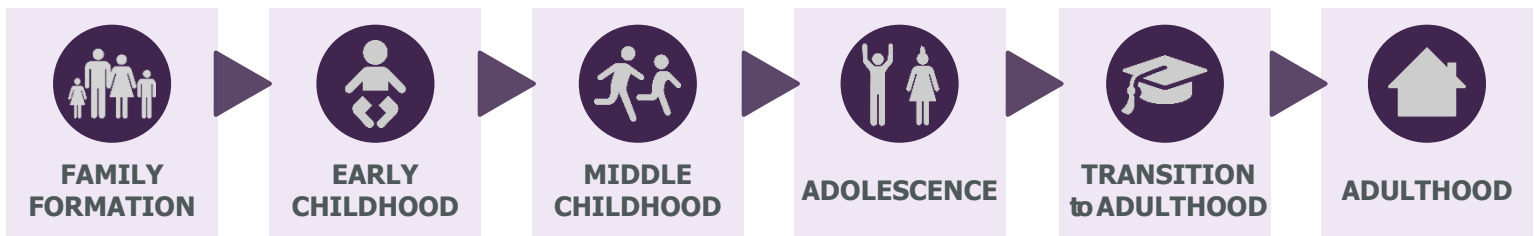
¹ 2014 Colorado Children’s Campaign, Kids Count Data Book



The Colorado Opportunity Project

FACT SHEET | 2015

Project Framework



Family Formation (positive circumstances at birth)

A planned pregnancy, born at healthy birth weight, to a dual parent household without maternal depression.

- Interventions at this life stage may include home visiting programs for pregnant women and postpartum families, and programs that connect parents to employment opportunities and child care.



Early Childhood (ages 0 – 5)

School readiness, healthy social emotional skills and the families access to affordable, nutritious food

- Interventions at this life stage may include early literacy and prevention programs, medical homes and consistent well-child checks, and programs to help children with physical, emotional or intellectual risks.



Middle Childhood (ages 6 – 11)

Math/Reading Skills and healthy social emotional skills.

- Interventions at this life stage may include tutoring and literacy support for children, parenting support programs, and job training and job opportunity for parents.



Adolescence (ages 12 – 17)

Graduates from high school on time, has developed healthy social emotional skills and has not been convicted of a crime, nor become a teen parent.

- Interventions at this life stage may include behavioral health screening, substance abuse disorder prevention and treatment, pregnancy prevention programs, and mentoring programs for those at-risk for dropping out of school.



The Colorado Opportunity Project

FACT SHEET | 2015



Transition to Adulthood (ages 18 – 29)

Currently sustainably employed having attended post-secondary education and has good physical/mental health.

- Interventions at this life stage may include math and writing remediation programs at high school and community colleges, job training and opportunity programs, and transition to new health care coverage for those who had been covered by Medicaid.



Adulthood (ages 30 – 40)

Employment status, has good physical /mental health and is a middle class household (300% FPL¹)

- Interventions at this life stage may include access to health care, medical homes, and opportunities for adult education and career development.



Older Adulthood (ages 40-64) & Older Adulthood (ages 65+)

Indicators and Interventions to be determined

Who Can I Contact for More Information?

For more information about the Colorado Opportunity Project, contact the project manager:

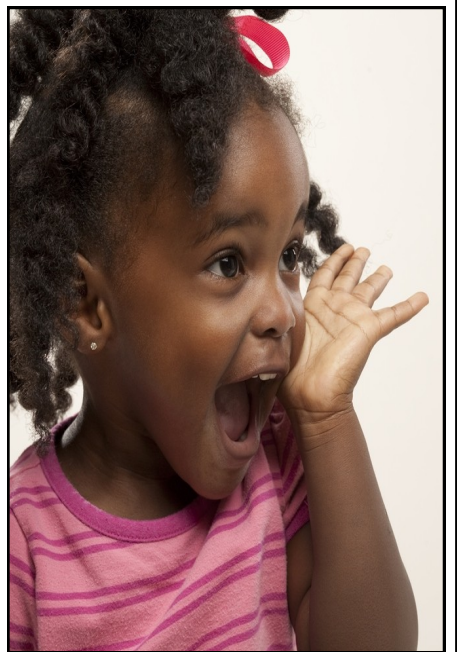
Murielle Romine, MPH

Murielle.Romine@state.co.us

303-866-5451

¹ FPL = Federal Poverty Level

EARLY CHILDHOOD LEADERSHIP COMMISSION



2013 Annual Report

Presented To:

Governor Hickenlooper, and the Senate Education, Senate Health
and Human Services, House Education, and House Public Health
Care and Human Services Committees.




We are pleased to present the third annual report of the Early Childhood Leadership Commission. The ECLC was created through SB10-195 to promote the coordination of policies and procedures that *affect the health and well-being of Colorado children*. The Governor-appointed ECLC includes parents, business and philanthropic leaders, legislators, service providers, and representatives from education, health and other state and community stakeholders.

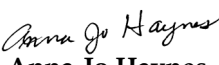
In less than three years since its formation, the Early Childhood Leadership Commission has made great strides to:

- **Close the Achievement Gap** through the promotion of high-quality early childhood services that help children get ready for school.
- **Support and Build the Workforce** through work on effective teaching practices and opportunities to learn and track career advancement.
- **Increase Efficiency, Increase Results** with the establishment of a new Office of Early Childhood and strategies to increase access to information for families.

We invite you to learn more about the Commission's activities in this annual report. We look forward to continued collaboration with families, providers, legislators and others across the state as we work to ensure that every Colorado child has a chance to be valued, healthy and thriving.


Joseph A. Garcia

Lieutenant
Governor


Anna-Jo Haynes

Co-Chair
ECLC


Pat Hamill

Co-Chair
ECLC


Reggie Bicha


Co-Chair
ECLC

Understanding Children in Colorado

This fall, more than 65,000 Colorado children started their first day of kindergarten. Their parents and teachers shared the same excitement and expectations for these kindergarteners – a hope that the first day of school marks the start down a path toward academic success and prosperous, productive lives. This vision is the American Dream. The more we learn about what it takes to achieve that dream, the more we understand the importance of a strong foundation in the earliest years of life. The Early Childhood Leadership Commission supports efforts to give Colorado children a solid start with caring adults who provide learning opportunities in every setting – homes, child care centers and schools.

Colorado Wins a \$30 Million Grant for Young Children

This past December, Colorado was awarded a \$29.9 million Race to the Top Early Learning Challenge Fund grant. The grant will fund work to ensure more Colorado children, especially those most at-risk, are ready for school. The money, awarded to the new Office of Early Childhood, will help:

-  Launch an improved Quality Rating and Improvement System for all licensed child care and early learning programs and offer incentives to increase the quality and effectiveness of programs.
-  Support effective early learning professionals with education and training opportunities.



Enable child-focused instruction and support the state kindergarten assessment.



Strengthen coordination between the state and local delivery systems. Grant funds are reserved for local entities to support local needs.

Support of parents as their child's first teacher will be at the heart of the work: the grant will help educate and empower families so they can best promote the optimal development of their children.

The Early Childhood Leadership Commission took a major role in shaping the proposed work along with many, many public, private and foundation partners. The ECLC believes this grant is proof that Colorado is becoming a national leader in effectively helping young children and families so that children start school ready and reach third grade with a solid foundation.

Kindergarten readiness is a major milestone in a child's path to success, but in Colorado it's estimated that this year at least 16,000 children arrived in classrooms unprepared to keep pace with their peers. This places 16,000 Colorado children at a different starting line in the road to academic success. Recently, the Colorado legislature and the Hickenlooper-Garcia Administration have made third grade reading proficiency one of its top priorities. To meet that goal, we must support effective early childhood experiences.

The ECLC shares these priorities and has already focused efforts on smarter management, better quality, stronger workforce, and a deeper understanding of children, in order to help make that goal obtainable. The following are some of the successes that, along with many state partners, we're proud to have supported.



ECLC Helps Parents The Early Childhood

Universal Applica-

tion will serve as a one-stop shop for parents accessing valuable information about desired supports and services. HB 10-1028 paved the way for the Early Childhood Universal Application; it charged a subcommittee with the job of creating and implementing a universal application to be used by families for programs related to early childhood care and education. Their recommendations include a user-friendly online system that can be used to determine eligibility across multiple early childhood programs and streamline the application process. The result? Better customer service and less confusion for families trying to seek services for their children.

Smarter Management

Last year the ECLC promoted the alignment and consolidation of state early childhood programs in order to enable more efficient services for families that need and want support. To create better alignment, the Governor recently established the Office of Early Childhood, which includes many major early childhood programs. Already, the Office of Early

4 Childhood is having a positive impact, including enhanced collaboration with the ECLC and an increased focus on child outcomes and family support services through the new federal Race to the Top Early Learning Challenge funding. The ECLC will support legislation in the 2013 session to continue alignment efforts for early childhood programs and supports.

In addition, at the September 2012 meeting of the Early Childhood Leadership Commission, the Colorado Department of Human Services, Colorado Department of Education and the Lt. Governor's Office executed a Memorandum of Understanding that outlined a shared, seamless system of quality learning environments for the state's young children. These actions promote effective programs for children and families and a shared effort to ensure public dollars for young children have the most positive impact possible.

"promote effective programs for children and families ... ensure public dollars for young children have the most positive impact"

Better Quality

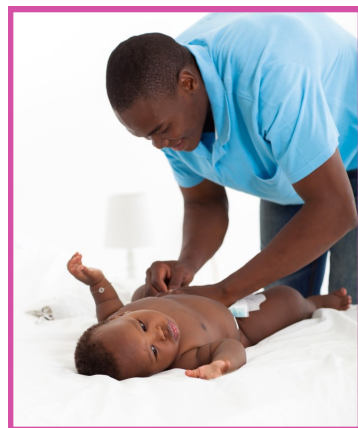
Decades of research tell us that high quality early learning and care programs increase kindergarten readiness while low quality programs can actually hurt child development. With financial support from the ECLC, the Colorado Department of Human Services is currently evaluating a plan for the new Quality Rating and Improvement System (QRIS) for early care and learning programs that will be embedded into state licensing. Early Learning Challenge Grant dollars will support the implementation of the new

to quality that puts the effectiveness for children as the central focus.

Lastly, the state made significant strides in the piloting of data technology to enhance our efforts for continuous quality improvement across programs. The ECLC is proud to play a supportive role in these efforts, led by the Colorado Department of Education.

Stronger Workforce

The adults in a child's life – parents, grandparents, but also those in early learning and care settings – make a big difference in how each child develops. We know that a strong and well-educated early childhood workforce is a wise investment in a child's academic success. In the spring of 2012 the Colorado Commission on Higher Education reversed a ruling that prohibited colleges and universities from offering a bachelors degree in early childhood education. Today several institutions of higher education are creating bachelor degree programs in Early Childhood that will soon be open for enrollment. The Early Childhood Leadership Commission (ECLC) funded the development of new workforce competencies – what teachers should know and be able to do in order to be most effective at their job. These competencies, developed under the direction of the P-3 Professional Development Task Force of the ECLC, will be incorporated into degree and credential programs as well as into ongoing professional development, for those teaching children from birth to 8 years old.





ECLC Helps Providers

We know that a stronger workforce is critical to children's future success. The Early Childhood Learning Management System (LMS) will help providers by creating a streamlined method for tracking and promoting the professional development of the early childhood workforce. A single point of access for information such as transcripts and training experiences will significantly reduce the administrative costs that burden early childhood centers. This online system will allow staff to spend less time on paperwork and more time focusing on providing high quality services to children. The LMS will also boost staff quality by providing streamlined communication about trainings, policies, and certifications for all early childhood professionals.



Deeper Understanding of Children

How do we know if children are ready for kindergarten or if they're developing on-pace before school? Common early learning and development guidelines for young children are just as important as common learning standards in K-12. The Departments of Education and Human Services, along with the ECLC have agreed to support recently completed Early Learning and Development Guidelines for children from birth to 8 years old. The development of these guidelines, which include comprehensive information spanning health and cognitive development, was funded by the ECLC. These guidelines are based on the most up-to-date information about child development and are linked to the Colorado Academic Standards, which include the entirety of the Common Core State Standards, for pre-school through 3rd grade, creating a seamless approach throughout the early years. Most importantly, these guidelines are for everyone who cares about young children.

Information on child development will be disseminated to parents, as well as to the early childhood workforce, including those working with children in preschool through 3rd grade.

We won't really know how prepared Colorado children are for kindergarten until we implement a holistic state-wide kindergarten readiness assessment. The good news is that a statewide assessment will be launched in 2013. This assessment was part of SB 08-212, Colorado's Achievement Plan for Kids (CAP4K), which established a road map for Colorado to achieve preschool to postsecondary alignment within its education system. A great deal of work has been completed in the past few years to help determine the appropriate approach to school readiness assessment for the state. In the past few months the Colorado Department of Education (CDE) has conducted a series of 10 regional meetings across the state to discuss assessment issues in K-3, related to CAP4K and the Colorado READ Act. In addition, the School Readiness Assessment Subcommittee, formed in 2010, has had a series of meetings to review specific school readiness assessments. At their December 2012 meeting, the State Board of Education agreed to offer a menu of assessments for kindergarten. However, to date, only one assessment, Teaching Strategies GOLD, meets all the requirements. The Early Childhood Leadership Commission has been happy to provide financial support for a pilot of the assessment and will continue to help ensure that teachers and administrators are well supported as the kindergarten readiness assessment is implemented.

Statewide Interest. Policy Leadership.

Interest in the importance of early childhood development is growing across the state. This was recently evidenced throughout the TBD Colorado community-based feedback process. TBD Colorado engaged more than 2,000 Coloradans in an unprecedented effort to learn and provide input on some of the most important issues facing the state.

“Of the five issues addressed by TDB... early childhood education rose to the top”

Even in a state as diverse as ours, there are fundamental values that transcend geography, policy, party, race, ethnicity and income status. Of the five issues addressed by TBD – education, health, transportation, state budget, and state workforce - early childhood education rose to the top. The TBD Board of Directors recently released policy recommendations developed as a result of the these public meetings and the early childhood recommendations were as follows:

1. Legislation should be considered to expand the number of children in the Colorado Preschool Program so that all families with at-risk children have the opportunity to participate;
2. Legislation should be considered to increase the availability of full-day Kindergarten for those parents who want it.

These recommendations were reflected in the Governor’s proposed 2013-2014 budget. The budget proposes:

- \$208 million in new state dollars for K-12 education
- Approximately \$20.9 million designated for early childhood to support expanded access to pre-kindergarten and kindergarten.

This momentum was also apparent in last year's early literacy bus tour where, throughout the state, there were calls for increased early childhood supports to promote literacy. Last session the legislature, with strong bipartisan support, passed HB12-1238, the Reading to Ensure Academic Development (READ) Act. This act will help ensure that every child in Colorado has access to effective literacy support and that children with significant



reading issues are identified as early as kindergarten. The bill also enables teachers to provide enhanced individualized reading interventions. The bill engages parents throughout the process, helping to ensure they are aware of their child's progress and are able to support interventions. The ECLC supports this work and will continue to help ensure these initiatives succeed.

Looking Ahead: ECLC Re-Authorization

The ECLC is thrilled with the many successes already achieved, but there is much more to be done.

Guided by the *Early Childhood Colorado Framework* the Commission will continue to support a unified system across early learning, family support and parent education, and physical and social-emotional health. A strong, effective system includes local entities, private partners, and state agencies including the Colorado Departments of Public Health and Environment, Health Care Policy and Financing, Education, and Human Services.

By providing a forum for all critical stakeholders, including parents, we ensure multiple perspectives contribute to improving outcomes for young children.

The Commission will continue to support state-level efforts including advising the new Office of Early Childhood and supporting the early childhood recommendations of TBD Colorado.

Finally, the Commission will continue to place an emphasis on empowering families to be their child's first and most important teacher. Future work will include increased public communication and education around the importance of healthy child development, school readiness and support of local efforts targeted to specific community needs. And we'll be dedicated to ensuring public programs work best for the families that need and want them.

Our first step is to re-authorize the Early Childhood Leadership Commission, which is set to sunset in May. 2013 legislation is planned to re-authorize the Commission and ensure these goals are part of the ECLC's future mandate. Under this legislation, the Commission will continue to operate without dedicated state funding. We hope you join us in supporting this legislation so that we can continue to promote the best for young children and families throughout Colorado.

"By providing a forum for all critical stakeholders, including parents, we ensure multiple perspectives contribute to improving outcomes for young children."



ECLC Helps Policy Makers

The Colorado Early Investment Model, launched November 2012 by the ECLC, is a web-based free public tool that contains enrollment and cost figures for Colorado's early childhood programs. Combining state and federally funded programs in physical health, mental health, family support and early learning, the Investment Model allows users to build scenarios by changing enrollment and quality factors to produce changes in cost. Many programs contain research documenting a return on investment in terms of monies saved and monies returned to the economy. Results from the launch have demonstrated the connection between cost, quality and return on investment. For example, of those programs in the model with return research, the average return is \$8.95 per dollar invested. To put that in perspective, under Colorado's current investment of \$237 million in these programs, the total return to the state is \$2.1 billion.

To visit the Colorado Early Investment Model go to:

www.coearlyinvestmentmodel.org.

Thank You to Our Partners

Augenblick, Palaich & Associates	Colorado Department of Health Care Policy and Financing	Foundation for Educational Excellence
Aurora Public Schools	Colorado Early Learning Partnership	Invest In Kids
BUILD Initiative	Colorado Head Start Association	Jay and Rose Phillips Family Foundation
Boulder Day Nursery	Colorado Health Foundation	Marsico Institute for Early Learning and Literacy
Boulder Journey School	Colorado Parent and Child Foundation	Mid-continent Research for Education and Learning
Chambers Family Fund	Colorado State University	Mile High Montessori
Child and Family Policy Center	Colorado Statewide Parent Coalition	Mile High United Way
Clayton Early Learning	Colorado Trust	Office of Information Technology
Colorado Alliance for Quality School-Age Programs	Denver Health	Oldham Innovative Research
Colorado Association for the Education of Young Children	Denver Preschool Program	Piton Foundation
Colorado Association for Family Child Care	Early Childhood and School Readiness Legislative Commission	Pyramid Plus
Colorado Association for Infant Mental Health	Early Childhood Councils Leadership Alliance	Qualistar Colorado
Colorado Children's Campaign	Early Childhood Education Association of Colorado	Rebound Solutions, Inc
Colorado Children's Trust Fund and Family Resource Centers	Early Childhood Professional Development Team	Red Rocks Community College
Colorado Community College System	Early Learning Ventures	Rose Community Foundation
Colorado Department of Education	Executives Partnering to Invest in Children	Temple Hoyne Buell Foundation
Colorado Department of Higher Education	Family Leadership Training Institute	The Partnership for Families & Children
Colorado Department of Human Services	Family Flex	University of Colorado Denver
Colorado Department of Public Health and Environment		University of Denver
		University of Northern Colorado
		ZERO TO THREE

2012 Early Childhood Leadership Commission

Alicia Wager – Parent Representative

Anna-Jo Haynes – President Emeritus Mile High Montessori

Brad Busse – Co-Head U.S. Communications, Media & Entertainment, RBC Capitol

Charlie Forester – President and CEO, Collegiate Peaks Bank

Charlotte Brantley – President and CEO, Clayton Early Learning

Chris Watney – President and CEO, Colorado Children's Campaign

Cynthia Lindquist – Chair of Early Education, Metro State University

Dave Ferrill – Global Business Development Field Liaison, Office of Economic Development and International Trade

David Suppes – COO, Denver Public Schools

Diane Price – President and CEO, Early Connections Learning Center

Elsa Holguin – Senior Program Officer, Rose Community Foundation

Fernando Martinez – President and CEO, San Luis Valley Community Mental Health Center

Fernando Pineda-Reyes – Founder and CEO, CREA Results

Gina Robinson – Program Administrator, Department of Health Care Policy & Finance

Greg Anton – Partner, Anton, Collins, Mitchell LLP

Gregory Anderson – Dean of Morgridge College of Education, University of Denver

Jim Lynn – Agency Services Director, Office of Information Technology

Joel Jones – Durango Chamber of Commerce

Karen Trierweiler – Center for Healthy Families and Communities Director, Department of Public Health and Environment

Kim Poast – Deputy Director, Department of Higher Education

Larry Curry – President and CEO, The Curry Center

Larry Wolk – CEO, Colorado Regional Health Information Organization

Mark Spiecker – CEO, Sharklet Technologies Inc.

Melissa Colman – Office of Teaching and Learning Director, Department of Education

Pat Hamill – Chairman and CEO, Oakwood Homes

Reggie Bicha – Executive Director, Department of Human Services

Representative James Kerr – Colorado State Legislature

Representative Judy Solano – Colorado State Legislature

Senator Linda Newell – Colorado State Legislature

Senator Nancy Spence – Colorado State Legislature

Sheila Groneman – Head Start State Collaboration and Systems Coordination Director, Office of the Lt. Governor

Sherry Price – Children and Family Services Director, Mesa Developmental Services

Steve Romero – Director, Morgan County Department of Human Services

Suzanne Helburn – Professor Emeritus, University of Colorado



For Questions relating to the
Annual Report please contact
Colin Tackett:
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AUGENBLICK,
PALAICH AND
ASSOCIATES

PASO Evaluation Year 3: Impact Study, 2015 Preliminary Findings

Amanda Brown, Dale DeCesare,
Abby McClelland, Simon Workman
APA Consulting

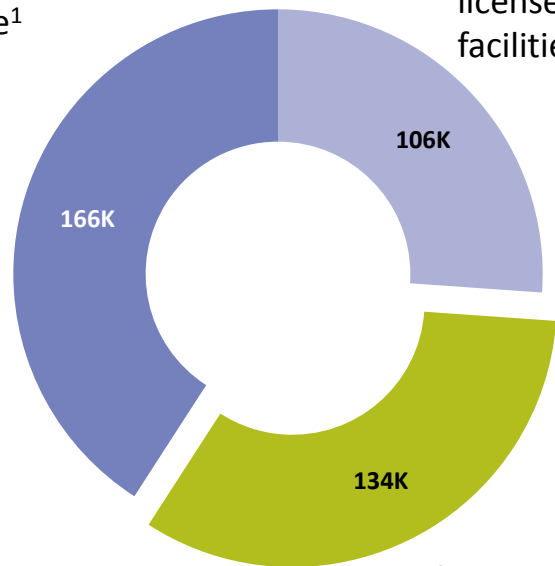
November 10, 2015

Framing the Conversation

There are 406,000 Colorado children under age 6.

166,000 have at least one parent available for child care¹

There are only 106,000 slots in licensed child care facilities²



At least 134,000 rely on Friend, Family and Neighbor care

This means that at least

1 in 3

Colorado kids under age 6 relies on Friend, Family and Neighbor care



¹Population Reference Bureau, analysis of data from the U.S. Census Bureau, 2013 American Community Survey.

²Capacity data provided by Qualistar Colorado.

Study Contribution

- Specific research is limited with regard to FFN childcare settings.
 - Susman-Stillman and Banghart (2008) identify that between one-third and half of all children of employed parents are served in FFN care.
 - Although such providers serve a very large subset of all pre-school aged children, they are currently one of the *least analyzed ECE settings* (Susman-Stillman, 2011).

How Five-Year SIF Evaluation Documents PASO's Theory of Change



Y1 Feasibility Study determined how best to evaluate the program.

Y2 Implementation Study (and ongoing monitoring in Y3-Y5): focused on measuring fidelity and quality of program model – *Link #1*

Y3-Y5 Impact Study, provider outcomes: measures the change in ECE quality in provider care settings– *Link #2*

Y3-Y5 Impact Study, child outcomes: measures child growth in developmental areas aligned with school readiness- *Link #3*

Year 3: Implementation Monitoring Findings

- Specific implementation fidelity findings by program input and activity:
 - Two Tias staff each service area and receive similar training and ongoing development.
 - 24 providers recruited in Aurora, 22 in Boulder County; 83% overall provider completion rate.
 - 30 training sessions conducted, using CDA professional development process and supplemental High Scope ECE curriculum
 - Trainings in two phases: Learning Environment (September-November), Child Development (December-May).
 - On average, providers received about 28 hours of home visit coaching
- Additionally, training sessions and home visits implemented at a quality level that meets program expectations, as measured by provider survey responses.

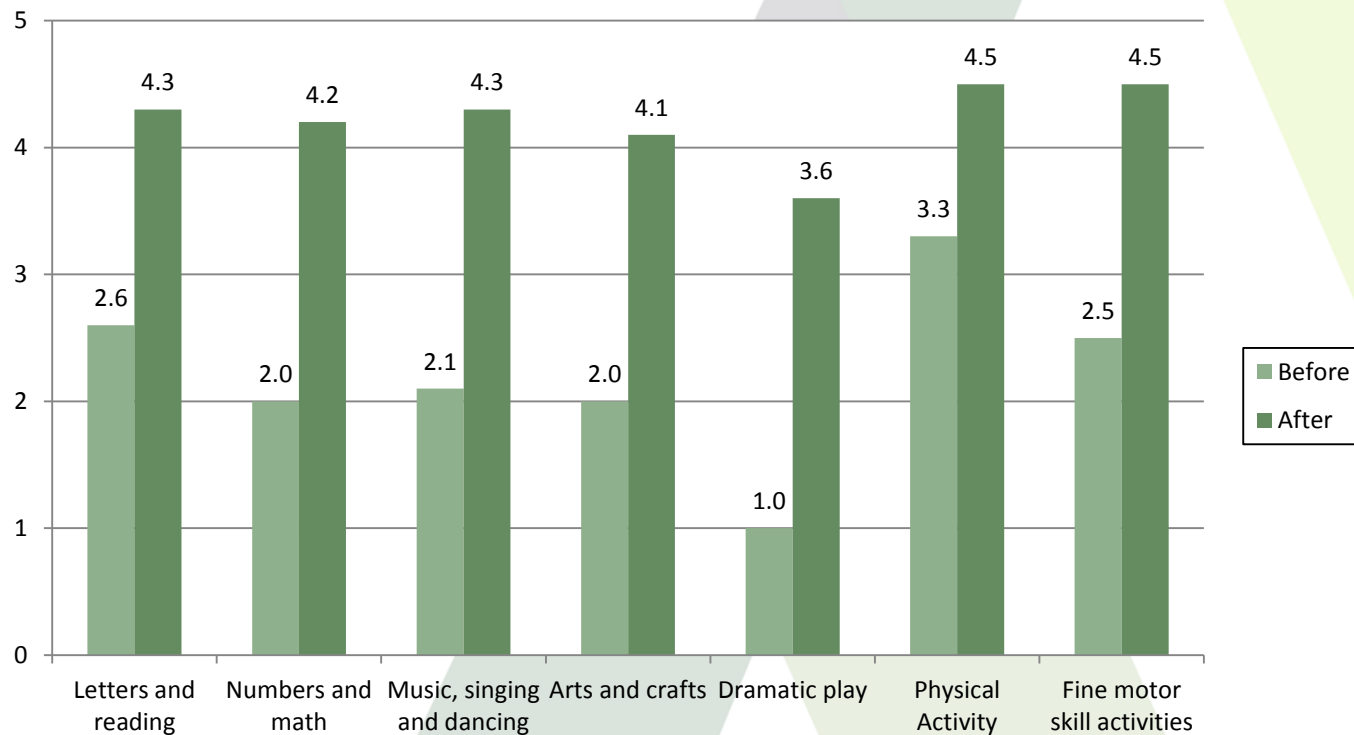
Year 3: Impact Evaluation, Provider Outcomes

- Preliminary level of evidence indicators for provider outcomes:
 1. Change in provider scores pre- and post-treatment on PASO's Protocol to Evaluate Progress in Environment and Interaction (PEPEI) observation rubric.
 - PEPEI aligned with CDA expectations across key areas.
 2. Self-reported change from provider surveys.
 3. Percentage of providers who receive CDA credential after training (will be reported in Y4 and Y5).

Year 3: Impact Evaluation, Provider Outcomes

Prior to PASO training, 18 percent of providers had a daily routine for children, after PASO training 100 percent did.

Number of Days per Week that Daily Routine includes Key Developmental Activities

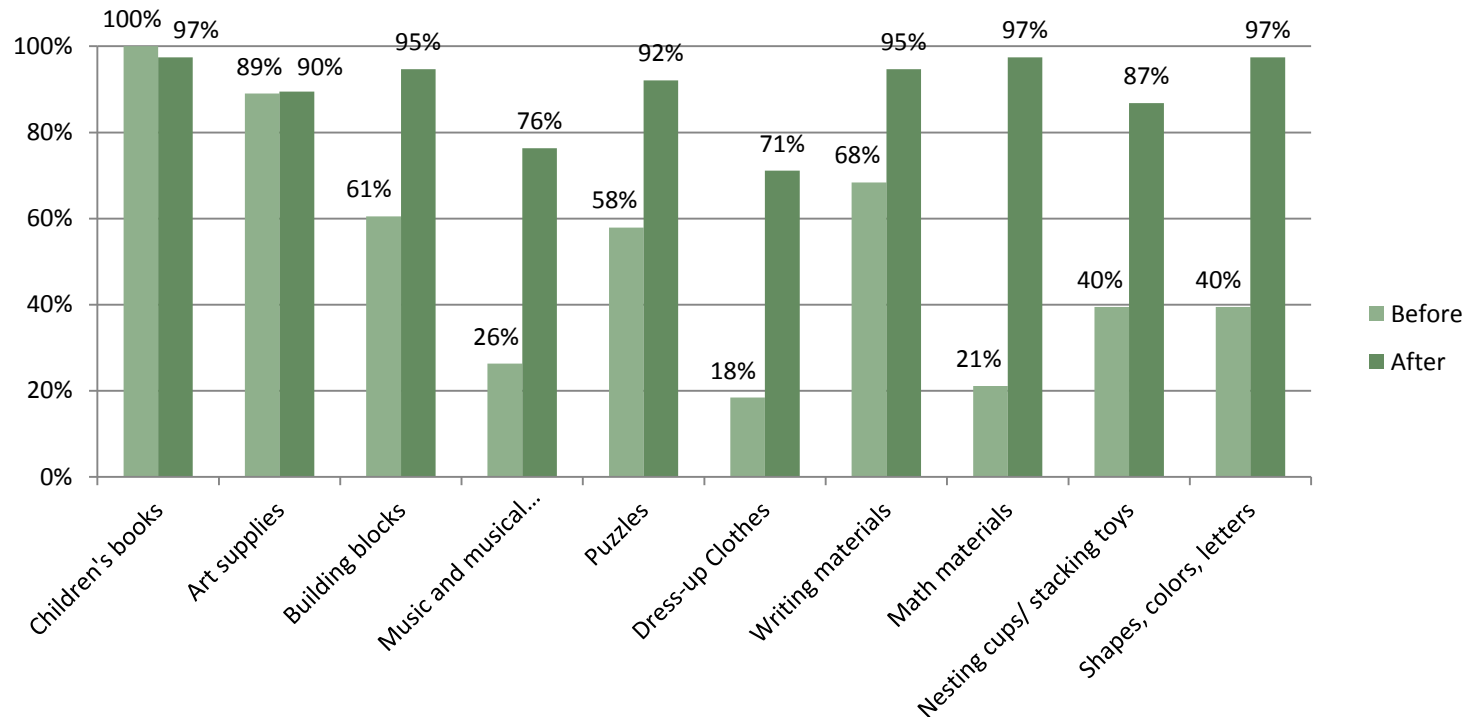


Source: Self-reported survey data

Year 3: Impact Evaluation, Provider Outcomes

Prior to PASO training, 24 percent of providers had a distinct learning environment for children, after PASO training 100 percent did.

Percentage of Providers who have Specific Items Available in their Learning Environment

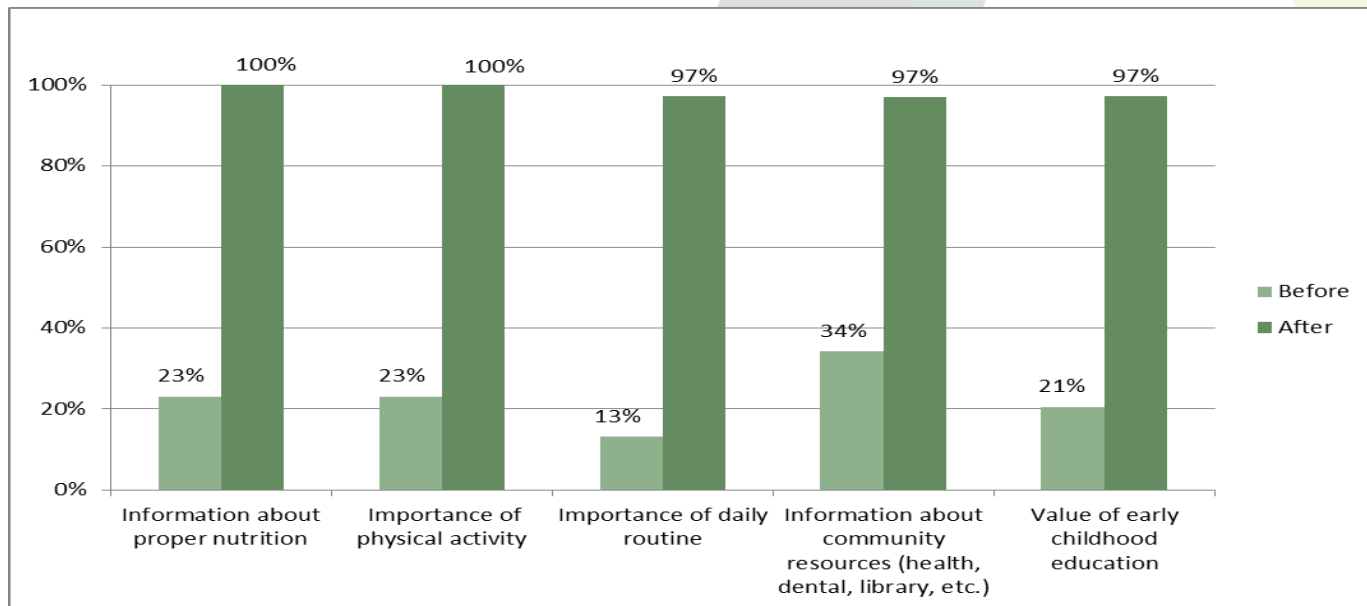


Source: Self-reported survey data

Year 3: Impact Evaluation, Provider Outcomes

Prior to PASO training, 77 percent of providers were either “comfortable” (67 percent) or “very comfortable” (10 percent) communicating with parents. After PASO training, 97 percent of providers reported being either “comfortable” or “very comfortable”, and an increased percentage reported being “very comfortable” (70 percent vs. 10 percent).

Percentage of Providers who Shared Key Information with Parents



Source: Self-reported survey data

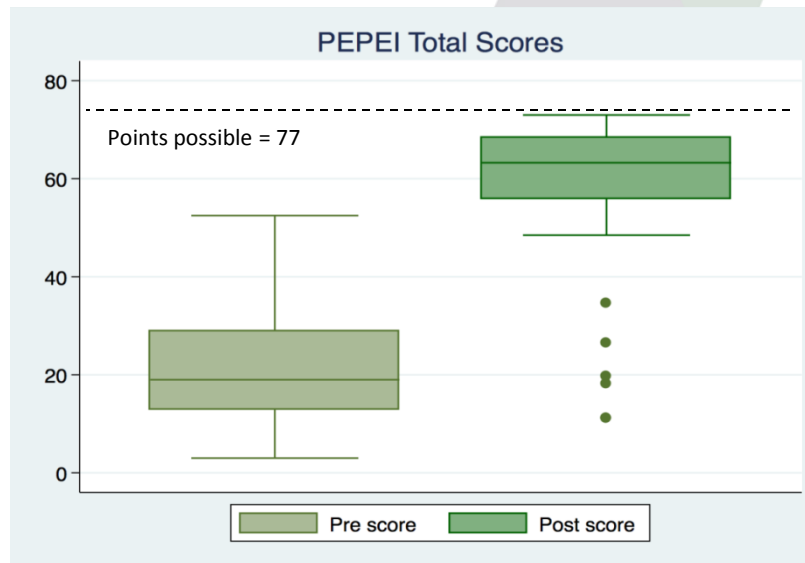
Year 3: Impact Evaluation, Provider Outcomes

- Providers are evaluated twice a year by Tias using the PEPEI.
 - PEPEI measures provider performance on all CDA competency areas: (1) health, safety and learning environment; (2) child physical and intellectual development; (3) social and emotional development/guidance; (4) relationships with families; (5) program management; and (6) professionalism.
- Results in report and presentation compare pre-treatment and post-treatment scores
 - For each chart, the top and bottom of each box indicate the 75th and 25th percentiles of the distribution, respectively, and the line in the middle of each box indicates the 50th percentile of the distribution, or the median.

Year 3: Impact Evaluation, Provider Outcomes

- Significant positive improvements seen in all sub-areas.
- Overall, provider scores on the PEPEI increased from a median score of 19.0 to 63.25 points out of a maximum of 77 points (from 25 percent to 82 percent of possible points).

Provider Performance Increased in Overall as Measured by the PEPEI



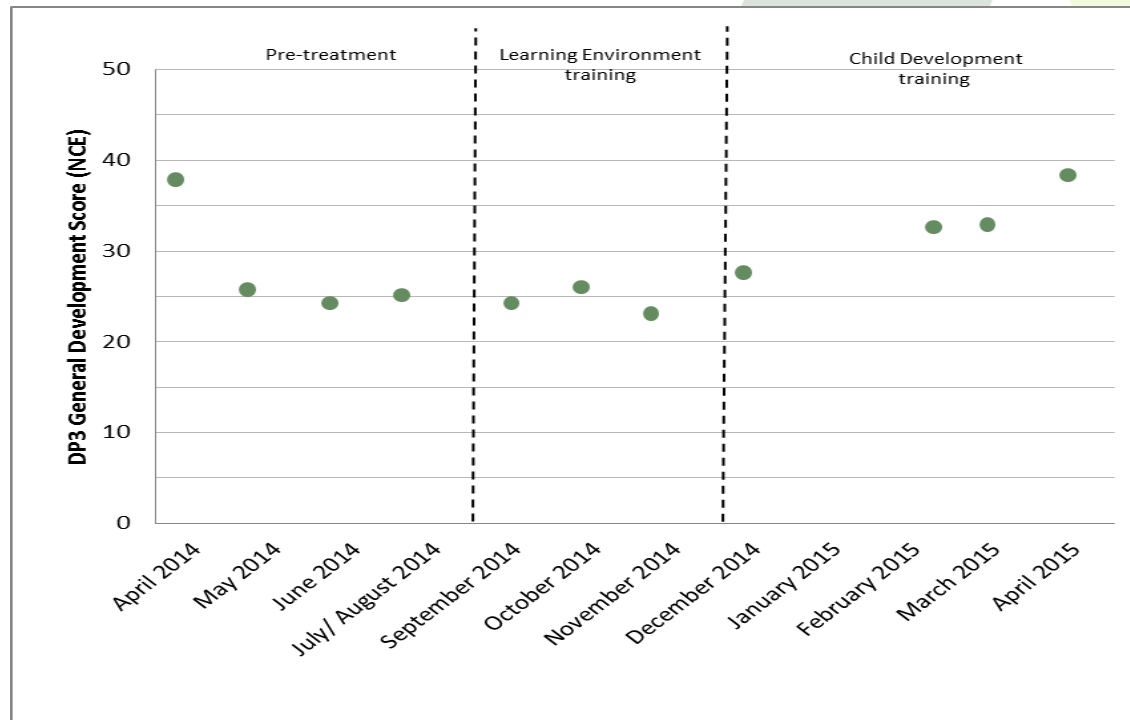
Source: PEPEI scores

Year 3: Impact Evaluation, Preliminary Child Outcomes

- Moderate level of evidence indicators for child outcomes:
 - Change in child assessment scores pre- and post-treatment using Development Profile-3 (DP-3)
 - DP-3 assesses children in areas aligned with school readiness: Physical; Adaptive Behavior; Social-Emotional; Cognitive; and Communication.
 - Child development is measured nine times: three assessment points prior to start of training, three assessment points during Learning Environment training phase, three assessment points during Child Development training phase
 - Using DP-3 Interview Form with providers
 - Analysis using Short Interrupted Time Series (SITS) design
- Findings presented are only preliminary and are subject to change

Year 3: Impact Evaluation, Preliminary Child Outcomes

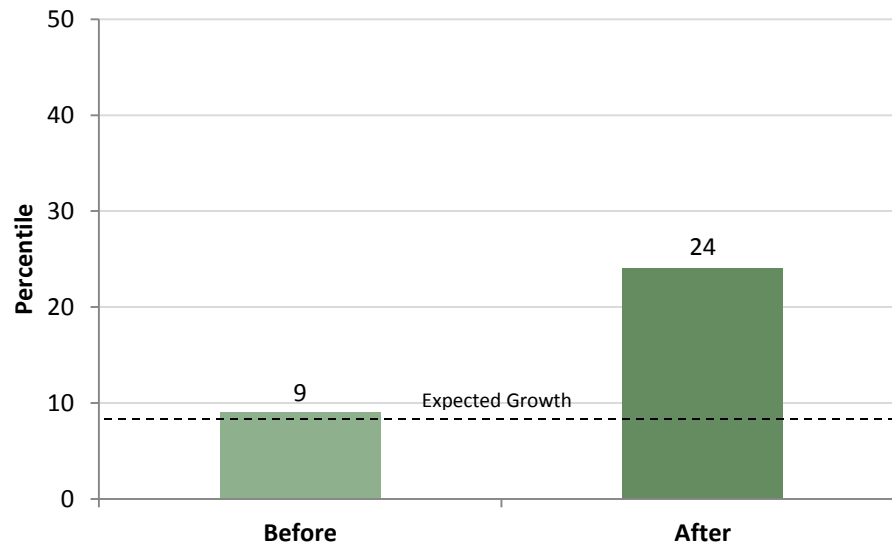
2014-15 Mean DP-3 General Development Scores



Year 3: Impact Evaluation, Preliminary Child Outcomes

- For the average child in the PASO program, the 13 point change would be a 15 percentile point change.

Comparison of Pre-treatment and Post-treatment Average General Development Score (Percentile)



- While very positive, it is important to remember that these preliminary findings are based on only one year of data.

Year 3: Impact Evaluation

- It is important to remember that child outcomes results are preliminary and subject to change.
- Returning to PASO's Theory of Change:
 - The implementation study and ongoing monitoring have demonstrated that the PASO program is being implemented with fidelity and quality (*Link #1*)
 - The program has improved the quality of early childhood education in provider settings as measured by self-reported survey data and PEPEI data (*Link #2*)
 - Preliminary findings suggest that the program has had a positive impact on children as measured by child growth on the DP-3 in developmental areas aligned with school readiness (*Link #3*)
 - Future evaluation steps could include measuring child performance once they enter school (*Link #4*)

Questions?



Colorado Preschool Program Proposed Legislative Changes
Presented to the Early Childhood Leadership Commission – November 12, 2015

School Overview: New Legacy Charter School is a new school that serves pregnant and parenting teens and their children in northwest Aurora (2091 N. Dayton Street, Aurora, CO 80010). The school opened on August 31, 2015 and serves approximately 85 high school students and 60 children in the on-site early learning center. Our two generational approach prepares teen parents for college while simultaneously providing parenting support and education. The early learning center offers our students' children a positive start in a high-quality early learning environment.

Mission: New Legacy Charter High School's mission is to offer young parents a rigorous, relevant, and engaging education so they are empowered with the skills needed to raise healthy children and graduate prepared for success in college and careers.

Vision: Young families creating a legacy of education leading to a compelling career, financial independence, and positive parenting.

Challenge: High-quality early childhood education is expensive and the financial model is challenging. This is exacerbated by the difficulty teen parents have in accessing CCCAP (Colorado Childcare Assistance Program).

The Colorado Preschool Program could provide an ongoing sustainable funding source to support teen parenting programs. New Legacy is participating in CPP through the Charter School Institute, including meeting application requirements, ongoing monitoring, and reporting of children's outcomes. The challenge is that the CPP is legislatively defined as being for 3-, 4-, and 5-year olds. Most of the children of New Legacy students are under three years old. Having the flexibility to use the CPP slots to serve younger children would tremendously benefit our program. At this point in time, all of the children of New Legacy students meet at least three of the CPP's "risk factors" – they are children of a teen parent, they have a parent who has not finished high school, and they qualify for the National School Lunch Program.

To address this challenges, New Legacy proposes the statutory changes described below. This proposed change would impact a small number of alternative schools around the state that offer early childhood programs for the children of high school students. It is a small number of the total 28,360 CPP/E-Care slots that are provided statewide. For example, in the 2015-16 school year, New Legacy has received 28 E-Care slots. These 28 slots significantly support New Legacy Early Learning Center's financial model.

Proposed Legislative Changes
Parenting Programs and Colorado Preschool Program

Proposed changes are underlined.

CRS 22-28-104.1(1)(a), Add, at the end “ . . . provided that a child under three may be served if their parent is enrolled in an alternative education campus as a high risk pupil within the meaning of Section 22-7-604.5.”

ADD: C.R.S. 22-54-103(9.5)(b)(III) “Pupils enrolled in a district preschool program who are below the age of three as of October 1 of the applicable budget year whose parent is enrolled in an alternative education campus as a high risk pupil within the meaning of Section 22-7-604.5.”



November 9, 2015

State Board of Education Members:

The ECLC sees kindergarten school readiness assessments as an important practice for the early childhood system.

Early childhood is an extremely important period of human development, which substantially contributes to setting the foundation for future success in life. It is a time of immense cognitive and social-emotional growth, and is often considered to have some of the best returns on investments.

In the absence of readiness data, state agencies are often limited to either programmatic outputs (i.e., counting services provided) or to establishing other, and separate, school readiness outcome measures. Child-level assessment data have the potential to provide state agencies with an essential tool to ensure that they are responsible stewards of public dollars. Agencies may also determine whether their services improve the lives of the children and families they serve to the greatest extent possible. It is for these reasons, that the ECLC strongly supports the continued use of kindergarten school readiness assessments.

The ECLC believes that assessments focusing on whole child development are important.

Over the course of early childhood, a child must progress through developmental milestones in order to build a foundation for future success. Certain behavior, knowledge, and skills must be in place for a child to reach academic success.

Children start school with varying experiences and skills. Achievement gaps among children of limited opportunities are present on the first day of kindergarten but may not be accurately assessed until well after a child is in 3rd grade. Having appropriate assessment tools and data available early helps teachers to understand the behavior, knowledge and skills of each child. Armed with this information, they can better support a young child's learning and development starting in kindergarten.

The interconnected relationship of the academic and developmental domains is important to take into consideration. Each of the board-approved school readiness assessment tools measure the statutorily required domains of school readiness: physical well-being and motor development, social and emotional development, language and comprehension development, and cognitions and general knowledge. This allows teacher to meet each student where they are and to address challenges while setting realistic goals for each student.

The ECLC believes at kindergarten readiness assessments offer an important glimpse into a child's education for parents.

The board-approved assessment tools allow teachers to share concrete information with parents. Information may include reports, notes, photographs and videos. Teachers may use the results from the assessments to guide and plan during parent-teacher conferences. Together parents and teachers can develop a plan to address the child's behavior, skills and knowledge.

The ECLC believes that data privacy and security are being addressed with current assessment options.

The ECLC agrees that keeping individual student data confidential is critically important. All of the board-approved assessment tools have privacy and security policies that describe the protection of personally identifiable information. Each company includes language related to how they abide by federal law (specifically FERPA), industry standards, and best practices for data storage and privacy. Their policies also explain processes for the retention and deletion of personal information.

At the school level, parents may ask that their child not be videotaped or photographed as part of school readiness assessments.

The ECLC is concerned about school readiness assessment waivers.

While the ECLC understands the challenges of the current system, we are concerned with the kindergarten school readiness assessment waiver process. The board-approved assessment tools have been vetted and are in compliance with state statute. They are research-based, reliable and predictive. After reviewing numerous replacement plans that have been submitted and approved, we are concerned with the significant variability in the commitment to ensuring children are assessed in all required domains using valid and reliable tools. This variability will lead to inconsistency in data collection and tracking, perhaps jeopardizing meeting the statutory requirement to provide aggregate readiness data to CDE.

The ECLC recommends that when the Board does approve waivers for these assessments that they focus on the quality of the replacement plans to assure that all statutory requirements are being met.

Sincerely,



Anna Jo Haynes



Barbara B. Grogan