

Thank you for joining! We will begin shortly.

ECLC

Early Childhood Leadership Commission

Data Subcommittee

March 20 2024

2:00 - 4:00 pm

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/data-subcommittee •



Welcome, Introductions & Approve Minutes

Meeting Objectives

- Provide input on CDEC projects: ECIDS and Family Application Portal
- Provide input on the proposed alternative rate methodology for the CCDF Plan
- Learn about the Preschool Development Grant Evaluation results and consider how and where these results should be shared and used
- Learn about the Colorado Statewide Parent Coalition Poll Results and consider how and where these results should be shared and used
- Advance the goals of the ECLC Strategic Plan
- Determine next steps for Subcommittee Work Plan

Approval of Minutes

January 16, 2024 Draft Meeting Minutes



CDEC BITS Team Updates

Mary Alice Cohen

Comprehensive Analysis – Brief Overview

Prepared for: State of Colorado
Department of Early Childhood (CDEC)
20 March 2024



Program Objectives

Enhancing Children & Families Applications Enhancing the Providers & Programs Application

Early Childhood Integrated Data Systems (ECIDS)

2

Establishing Digital Servicing & Digital Application (Intake) Capabilities

Creating streamlined service experiences for CDEC's families, caregivers and professionals

3

Identifying Constituent Needs

Establishing a single central ID to identify and prioritize applicable CDEC services for families, caregivers and professionals

4

Optimizing Business Technology

Connecting data from disparate systems to simplify day-to-day interactions with CDEC

1

Enhancing User Experience for Families, Caregivers and Professionals

Enabling a frictionless user experience across CDEC data sources and systems, reducing barriers to entry for CDEC programs

5

Enhancing Decision Making

Allowing for data-driven decision-making across divisions within CDEC and with other agencies as needed

Establishing these Technology Programs supports CDEC's mission:

CDEC ensures the delivery of an inclusive, community-centered, data-driven, high quality, and equitable early childhood system that supports the care, education, and well-being of all Colorado's young children, their caregivers, and early childhood professionals in all settings.

Expected Outcomes for CDEC

PMO Strategic Oversight –

Bringing together the diverse teams and activities
Monitor project progress and any issues and risks for all interrelated activities
Ensure organizational readiness



Children and Families Application

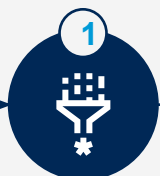


Providers and Early Childhood Programs Application



ECIDS Integrated Data Platform to best serve the Community

OUTCOMES OF THE FOUNDATIONAL DATA AND INTERACTIVE APPLICATIONS



DATA
COLLECTION



SOURCE OF
TRUTH



DIGITAL
ENROLLMENT
INTAKE



ENGAGEMENT
STRATEGIES



PROGRAM
MANAGEMENT



MEASURE
OUTCOMES

Taking a Look at the Impact of ECIDS

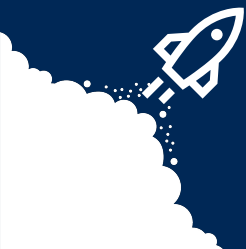
What is ECIDS:

"An Early Childhood Integrated Data System (ECIDS) collects, integrates, maintains, stores, and reports information from early childhood programs across multiple agencies within a state that serves children and families from birth to age eight to provide integrated, cross-program data that inform decisions about early childhood policies, services, and education."

Currently, Colorado's early childhood data systems are organized to capture and provide information on individual engagement in programs and services. This approach generates meaningful information for specific stakeholders and lends itself to accurate program evaluation. However, it limits Colorado's understanding of how programs and services interact to best serve and support children and families.

Current Challenge:

1. These systems cannot assess additive benefits derived from engagement in multiple services at the child or family level
2. They cannot connect nor assess long-term outcomes for children and families.



The Colorado ECIDS is not:

- Used to rate, evaluate, or rank a child's progress or a program's performance
- An infringement on privacy or confidentiality
- Governed by a single state agency (but is administered by CDEC)
- A replacement for administrative early childhood program data systems

Initial Steps for Developing an ECIDS Platform

As CDEC begins to develop the overarching ECIDS Platform, the preliminary approach is to implement use cases that would serve and positively impact the greatest number of children and families, and later focus on further enhancement to increase the number of Community Members served.



The **first phase** of the ECIDS will address this initial gap to address the **state leaders' need for data to better support local communities**, including an internal-facing dashboard and reports to inform the local CDEC administrators.



In **future phases**, the state will focus on creating community-facing dashboards and **public reports** that parents and advocates can use to inform their decisions.



By **September 2024**, Colorado will have the platform established for the ECIDS including the **distinct count of children** and information about the **supply and demand of early care and education services**.



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Child Care and Development Fund Plan: Alternative Rate Methodology

Andrew Brodsky and Amy Coombe



CCCAP Provider Rate Setting - Alternative Methodology

Presentation to the ECLC Data Subcommittee

March 20, 2024


Advantages of New CCCAP Rate-Setting Methodology

- Colorado is moving towards setting provider reimbursement rates based on true costs rather than current tuition rates
- Goals of new methodology:

Meet Need	Incentivize	Support	Stabilize
Meet the care needs of children and families	Incentivize more providers to participate in CCCAP	Support high quality care	Stabilize the child care system

Project Milestones

June 2023 - CDEC submitted an alternative methodology proposal to the U.S. Administration for Children and Families (ACF)

A light green downward-pointing arrow indicating the flow from the first milestone to the second.

September 2023 - ACF approved Colorado's proposal

A light orange downward-pointing arrow indicating the flow from the second milestone to the third.

Current- Colorado is implementing the alternative methodology

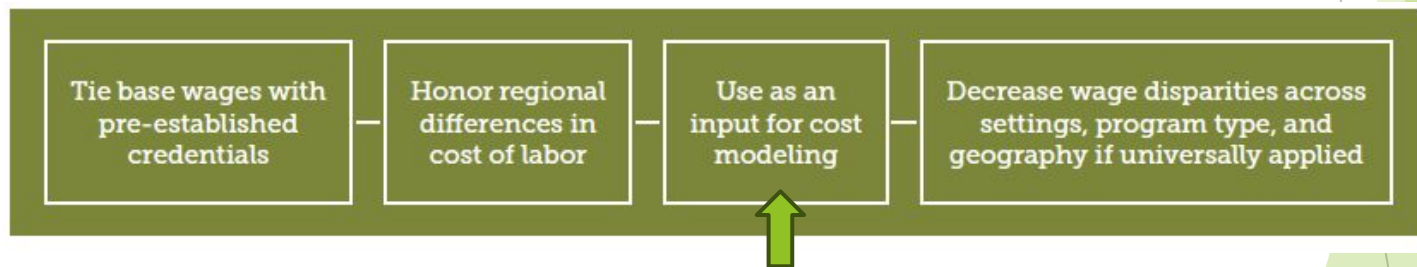
Key activities and timelines

A 3D illustration of a white puzzle with one red piece missing, symbolizing a key activity or timeline. The puzzle is set against a background of green and white geometric shapes.

1. Engage key stakeholders and incorporate feedback and input (ongoing)
2. Develop a cost model for Colorado to estimate costs across geography (Dec - March 2024)
3. Validate the cost model through a limited provider cost survey (Jan - April 2024)
4. Recommend rates for June 2024 state plan (Mar - May 2024)
5. Develop timed phases of rate increase (April - June 2024)

Cost model development

- ▶ Updated data from CDEC (CCCAP, licensing, QRIS) and other agencies (ACS, BLS, HUD, CDE, etc.)
- ▶ ECE professional compensation informed by [current studies](#) and recommendations from the [Colorado Early Childhood Compensation & Benefits Task Force Report March 2023](#) (Figure 2)



- ▶ “Embedding funds for staff wage increases in budgets of existing programs like CCCAP and UPK are the most promising paths forward in the near term.” (CCCAP [Teacher Wage Increase Pilot](#) Stimulus Evidence-Building Brief Sept 2023)

Model considers several factors affecting costs

Factor	Element
Geographical	Cost of Living (COLI)
	Urban or rural status
Access	Population density (overall population per square mile)
	Subsidy density (number of children receiving CCCAP per square mile)
	Number of licensed slots per child, by age
Workforce and Quality	Cost to ensure adequate workforce compensation, support, and retention
	Cost to provide workforce professional development
	Staff/child ratios to meet quality standards
Child and family characteristics	Prevalence of non-English language spoken in the home
	Prevalence of families under income thresholds, including FPL or SMI
	Prevalence of families experiencing homelessness/severely housing burdened
Facility costs	Mortgage, rent, in-kind contributions, grants

Model incorporates provider revenue and expenses

Revenue

- ▶ Parent (private) tuition and fees
- ▶ Public subsidy programs such as CCCAP, Head Start and CPP/UPK
- ▶ Participation in the Child and Adult Care Food Program (CACFP) based on FPL, as well as the related implementation of voter-approved Proposition FF Healthy Meals for All in 2022
- ▶ Efficiency of enrollment
- ▶ Revenue collection such as bad debt

Expenses

- ▶ Staff compensation
- ▶ Registration/licensing/professional fees
- ▶ Accounting costs
- ▶ Building maintenance and security
- ▶ Consultants and training
- ▶ Cleaning supplies
- ▶ Education equipment and supplies
- ▶ Food and preparation
- ▶ Office equipment and supplies
- ▶ Insurance
- ▶ Transportation

Cost data from a limited provider survey was used to validate the cost model



STAFF
COMPENSATION



FACILITIES



HEALTH AND SAFETY



CURRICULUM AND
CLASSROOM
MATERIALS



FOOD AND FOOD
PREP



BUSINESS EXPENSES
(ADMIN, TAXES,
ETC.)



STAFF TRAINING
AND PROFESSIONAL
DEVELOPMENT

Model output =
estimated cost
of care

- ▶ Cost per child
- ▶ County
- ▶ Provider type
- ▶ Child age
- ▶ Quality

Key barriers to overcome (Evidence from ongoing CCCAP evaluation project)

For providers

- ▶ Current rates are insufficient
- ▶ Reimbursement policies are not consistent, predictable or supportive enough
- ▶ Burdensome administrative requirements (cost of time for tracking, reporting)

For counties

- ▶ Challenge to attract and retain more CCCAP providers/slots
- ▶ Insufficient funding to serve all eligible families

For families

- ▶ Lack of awareness of eligibility
- ▶ Inadequate supply of care options to meet family needs (hours, alternative shifts, distance/transit issues)
- ▶ Not enough available CCCAP slots in all counties (dependent on budget)

Advantages of the shift to cost-based rates

- ▶ Increased rates to cover provider costs could incentivize more providers to opt in to CCCAP participation and **increase slot supply**
- ▶ Rates based on high quality care support providers and incentivize investments to **enhance program quality**, particularly in terms of staff compensation and qualifications (training and professional development)
- ▶ Increased provider supports through rates and new policies help increase providers' financial health and **stabilize the system**

Phased Approach to Implementation



Market rates

Base CCCAP
reimbursement rates on
private pay or tuition
rates



Transition

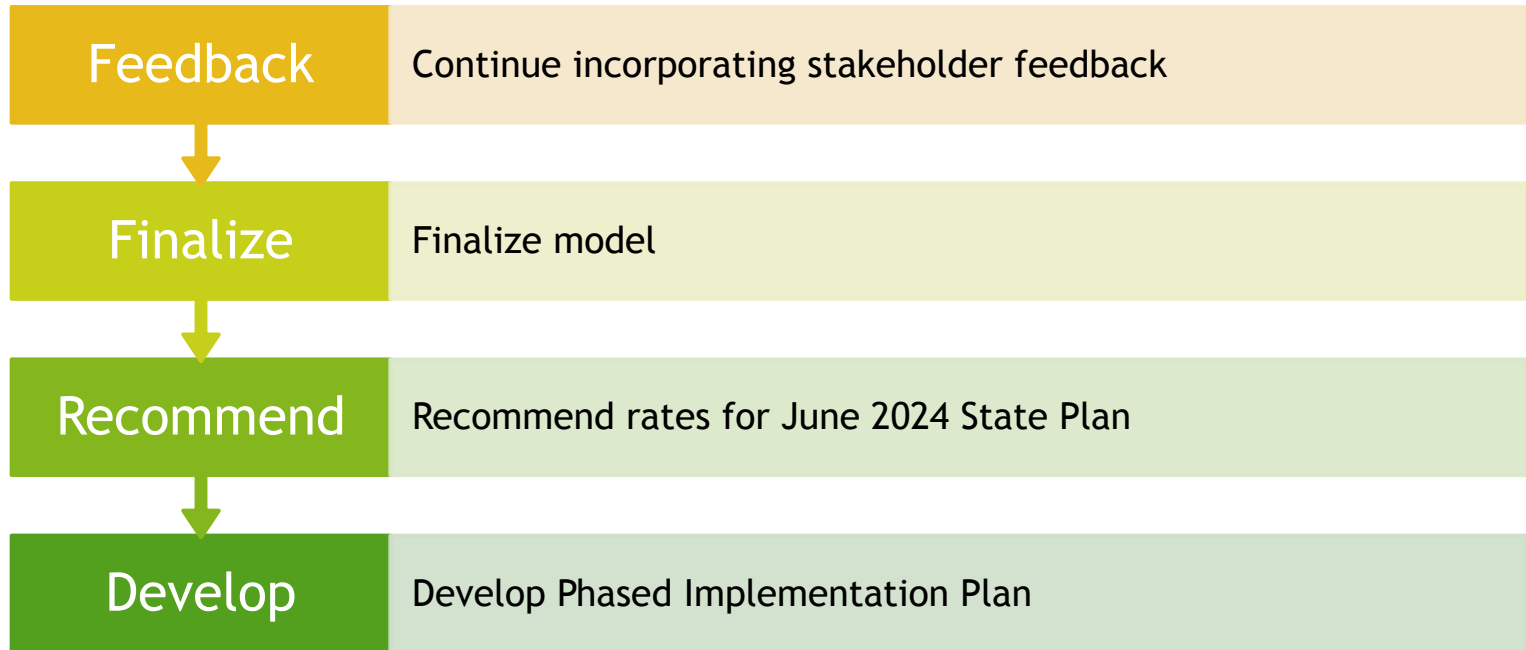
Increase rates to cover
greater share of costs



Cost-based

Rates reflect cost of
providing quality care

Next steps



We welcome questions and feedback!
Thank you.



Preschool Development Grant Evaluation Results

Laricia Longworth-Reed

Colorado Shines Brighter Preschool Development Grant B-5

Evaluation Findings



Butler Institute for Families
UNIVERSITY OF DENVER

BACKGROUND

- 2018 (Dec), Colorado awarded an initial PDG B-5 planning grant from the U.S. Department of Health and Human Services Administration for Children and Families,
- 2019 Colorado develops the Colorado Shines Brighter Statewide Birth through Five Strategic Plan (CSB Strategic Plan).
- 2019 (Dec), Colorado awarded a PDG B-5 renewal grant to implement activities identified in the CSB Strategic Plan.
- 2020 Colorado begins evaluation of PDG B-5 grant following the Program Performance Evaluation Plan (PPEP) to evaluate how PDG B-5 implements funded strategies and achieves the goals of the grant.
- 2020-2023 Butler in partnership with CDEC assesses the implementation and impact of PDG B-5 funded strategies aligned with the CSB Strategic Plans' six core goals:

PDG Implemented Over 40 Statewide Strategies to Accomplish 6 Goals:



Align and
Coordinate Systems



Innovate Service
Delivery



Increase Meaningful
and Equitable Access



Strengthen Business
Practices



Maximize Family
Knowledge, Engagement,
and Support



Improve the Quality of
Early Care and Education
Environments and
the Workforce



EVALUATION METHODS



System partners

Demographics, partner representation, decision-making, working together, satisfaction with participation in the initiative, leadership, administration and management, non-financial resources, implementation. System coordination and alignment of the grant, implementation strategy challenges and successes, and the impact of the PDG B-5 initiative on their work



EC professionals

Turnover, demographics, training and support, knowledge and competencies, job satisfaction and well-being, awareness and referral of services, infrastructure. Retrospective rating of knowledge of the training topic before and after training, expected use of training, desired supports, and barriers to implementation.



Colorado families

Child care arrangements, quality of care arrangements, quality interactions, and transitions and family's knowledge, access, and engagement with early EC services.



PDG
Investment
48.5%

Goal 1: Align and Coordinate Systems

Colorado's birth through five early childhood system is coordinated and aligned to enhance resources available to families and to improve the quality of relationships between families and providers.

- Local and state system partners in 2020, 2021, and 2022 consistently rated their PDG B-5 partnerships favorably on all factors with ratings increasing over time.
- PDG B-5 created or changed aspects of EC system infrastructure, including:
 - Standards, guidelines, and resources intended to support the quality of EC environments.
 - Infrastructure development and enhancement
 - Colorado Shines Quality Rating and Improvement System (QRIS),
 - Professional Development Information System (PDIS)
 - Linked Information Network of Colorado (LINC), and
 - Streamlining online access for ECE providers to licensing, the Colorado Child Care Assistance Program (CCCAP) Attendance Tracking System (ATS), PDIS, and QRIS through a central Provider Hub.

“Collaboration and coordination between agencies and departments has been the biggest success of PDG B-5. The thinking and the brainstorming and the bringing people to the table that need to be at the table to then use that to engage stakeholders and hear their voice. So, leveraging partnerships, leveraging what we are doing to really hear voices from the field, so that we [can] be more responsive to those needs.”

-PDG B-5 Partner



GOAL 2: INNOVATE SERVICE DELIVERY

EARLY CARE AND EDUCATION PROVIDERS PRACTICE TRAUMA-INFORMED CARE, USE PRACTICES INFORMED BY EARLY CHILDHOOD MENTAL HEALTH, AND INCORPORATE INCLUSIVE PRACTICES AS PART OF THEIR SERVICE DELIVERY.

- ECE provider's knowledge, beliefs, and attitudes around trauma-informed practices showed a statistically significant increase from 2022 to 2023.
- Among ECE administrators, there was a statistically significant increase in reported program participation in ECMHC from 80 programs in 2022 (47%) to 92 programs in 2023 (53%).
- ECE providers who had participated in the program rated their experiences with ECMHC from *not at all helpful* to *very helpful*. Most ECE providers (95%) indicated that their experience with ECMH consultation was either *somewhat* or *very helpful*.
- EC professionals showed a statistically significant increase in their awareness of the ECMH Support Line, from 27% in 2022 to 33% in 2023.

GOAL 3: MAXIMIZE FAMILY KNOWLEDGE, ENGAGEMENT, AND SUPPORT

CHILDREN AND FAMILIES THAT ENTER THE SYSTEM THROUGH ONE PROGRAM ARE OFFERED MEANINGFUL AND RELEVANT SERVICES THROUGHOUT THE SYSTEM.

- 5,000 families were engaged in feedback forums, support groups, and other family offerings designed to gather input and provide resources to families with young children.
- Colorado families reported accessing PDG B-5 resources like the PLAYbook improved their understanding of child development and resulted in more positive interactions with their children. These impacts were even more evident in historically underserved populations like Hispanic and Latino(a) families.
- Family, friend, and neighbor (FFN) providers in rural regions, the target population of Growing Readers Together, reported increases in their knowledge of early literacy and interactions with the children in their care after reviewing the Growing Readers Together toolkit and watching the webinars.
- Families were aware of supports that promote financial stability like the Women, Infants and Children Program (WIC) and Supplemental Nutrition Assistance Program (SNAP), but there is still an opportunity to increase families' awareness of supports like preschool special education, Child Find, and Early Intervention (EI).



GOAL 4: INCREASE MEANINGFUL AND EQUITABLE ACCESS

THE NUMBER OF ECE PROGRAMS AVAILABLE MATCHES THE DEMAND FOR PROGRAMS IN AGE, TYPE, SPECIALIZED SUPPORTS, AND PLACE.

- Families of children with special needs reported greatest need across all types of child care.
 - ECE providers' self-reported ability to accommodate children with special needs decreased from 2022 to 2023 at both the program and classroom level.
- Parents in the PDG B-5 family survey sample who identified as Hispanic/Latino(a) reported a less positive experience with the ECE system in Colorado.
- Overall, Hispanic/Latino(a) parents reported that they spent more of their income on child care and were overall less satisfied with their care.
 - EC professionals' survey results suggested that many ECE programs do not have staff who speak all languages necessary to communicate with current or prospective children and families in their community, highlighting an unmet need.

Colorado Early Learning: Inclusion and Universal Design Project

Initiated in 2020, the Universal Design and Inclusion program, now called the [Colorado Early Learning: Universal Design & Inclusion Project](#) was created to increase access to the early learning environment for children with delays and disabilities in licensed family child care homes, child care centers, and preschools by supporting and educating providers.

One hundred and sixty-nine ECE providers participated in the program and 2,000 children in their care were directly impacted because of their participation.

- There was a statistically significant increase in self-reported knowledge on universal design concepts before and after training among ECE providers who participated.
- There were also statistically significant increases in practice and implementation of universal design concepts.



GOAL 5: STRENGTHEN BUSINESS PRACTICES

COLORADO'S MIXED-DELIVERY SYSTEM IS SUPPORTED BY STRONG AND SUSTAINABLE BUSINESS MODELS.

- ECE administrators, including family child care home providers, shared information on their programs' business practices. More than half of the programs had a budget (58%), and just under half implemented a budget (45%). ECE administrators also rated their confidence with various business practices. Overall, administrators felt confident "managing the business aspects of their program."
- In PDG workforce surveys, one in five ECE providers reported accessing Business Practices training (20% of the 2022 PDG workforce survey respondents).

Small Business Development Center (SBDC) Child Care Business Training Project

- Participants in *Business Training for Child Care Providers* on average reported that training increased their knowledge of business practices. The increase in knowledge was statistically significant.
- Respondents also indicated that they had or planned to engage in an average of four business-related activities because of the training.
- Over half of respondents indicated that they were making changes in:
 - The way they manage their expenses (68%).
 - Accessing additional business supports through the SBDC (65%).
 - Adjusting their marketing plan or strategy (57%) due to the training.

PDG
Investment
15.6%

GOAL 6: IMPROVE THE QUALITY OF EARLY CARE AND EDUCATION ENVIRONMENTS AND THE WORKFORCE

COLORADO RECRUITS AND RETAINS A QUALIFIED AND DIVERSE EC WORKFORCE. INFORMAL ECE PROVIDERS AND FAMILIES HAVE ACCESS TO PROFESSIONAL DEVELOPMENT, TRAINING, AND OTHER RESOURCES TO PROVIDE APPROPRIATE, RESPONSIVE CARE THAT SUPPORTS OPTIMAL CHILD DEVELOPMENT AND SOCIAL EMOTIONAL GROWTH.

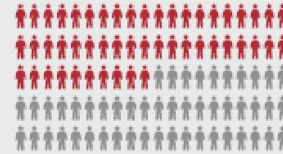
- EC professionals reported positive experiences with professional development (PD) and supports offered through PDG B-5, indicating that a variety of PD/training types were helpful in preparing them to work in their current job.
- More than 70,000 individuals involved in the EC system completed at least one PDG-funded course from over 75 hours of unique offerings in a revamped PDIS.
- ECE providers reported regularly engaging in developmentally appropriate practices.
- ECE programs reported using transition practices.
- From 2022 to 2023, EC professionals reported increased awareness of a variety of EC programs, which may increase providers' ability to refer families when needed professionals also maintained their levels of confidence with referring families to a variety of services, and EC coaches reported that their coaching abilities remained consistent from 2022 to 2023. These areas of maintenance may indicate the sustained benefits of PDG B-5 initiatives.
- EC professionals reported increased awareness and use of both the Colorado ELDGs and the PLAYbook from 2022 to 2023, although overall use and awareness of the PLAYbook remained low.



CONCLUSION

PDG B-5 evaluation findings suggest that strategies implemented through PDG B-5 contributed to:

- Increased alignment and coordination among Colorado's EC system partners
- Colorado's EC workforce benefited from professional development, training, and other resources, resulting in engagement and awareness as well as reported changes in knowledge before and after participating or engaging with PDG B-5 sponsored professional development and supports.
- Colorado families were supported through the through the dissemination of resources, training, and supports



Collectively, PDG work reached almost **half a million individuals** in Colorado

1,000

Individuals dedicated their time, lived experiences, and perspectives to workgroups that guided PDG's work.



More than 25,000 copies of physical resources

Such as child development guidelines, a school readiness handbook, and professional roadmaps were distributed, with most resources also available online.



PDG Activities Served:

Over **65,000** licensed early childhood providers

20,000 school-based educators and/or administrators

Over **15,000** friend, family, or neighbor informal child care providers



SOURCES

- Colorado Shines Brighter Preschool Development Grant: Evaluation Report 2020
- Colorado Shines Brighter Preschool Development Grant: Evaluation Report 2021
- Partner Results 2022: Colorado Shines Brighter Preschool Development Grant Evaluation
- PDG Partnerships 2023
- Early Childhood Workforce Survey Results 2022
- Early Childhood Workforce Survey Results 2023
- Family Survey Results 2022
- Family Survey Results 2023
- Implementation of PDG Strategies

Some findings are drawn from reporting the Colorado Department of Early Childhood (CDEC) created, which included analysis the evaluator conducted for the:

- Colorado Early Learning: Universal Design & Inclusion Project





Growing Our Future Poll Results

Angelica Prisciliano



Growing our **FUTURE**

COLORADO CHILDREN'S CAMPAIGN & THE COLORADO
STATEWIDE PARENT COALITION



**COLORADO
CHILDREN'S
CAMPAIGN**

Caregiving is a fundamental expression of our interdependence and is the foundation of our communities.

We can only thrive when all of our children, families, and caregivers, across all settings, are treated with dignity and seen as experts in early childhood.



- Childcare is not accessible or affordable.
- There is a lack of support for childcare providers.
- Childcare is not accommodating for children with disabilities.
- Childcare is not inclusive of Colorado's cultural and linguistic diversity.
- There is a lack of data on childcare.



COLORADO CHILD CARE POLL

“Coloradans recognize the importance of childcare and early learning to families and to the state overall; believe there is currently a significant need for additional funding for such services; and offer widespread and consistent support for a proposal to fund these programs through an increase on taxes on the wealthy.”



BIPOC and white Coloradans rank problems in a similar order, but problems related to childcare are more pronounced among BIPOC respondents.

Issue	Extremely/Very Serious Problem			
	All Res.	Race/Ethnicity		
		Whites	Latinos	All BIPOC
Untreated mental health issues for children and youth	63%	60%	79%	69%
The lack of affordable childcare for families	56%	54%	69%	65%
Too few stable childcare options for Colorado families	39%	36%	47%	50%
A lack of afterschool programs for youth	32%	26%	44%	46%



Coloradans widely see a need for additional funding for childcare and early learning.

“Do you think there is a great need for additional funding, some need, a little need, or no real need to help Colorado families get access to childcare and early learning services?”

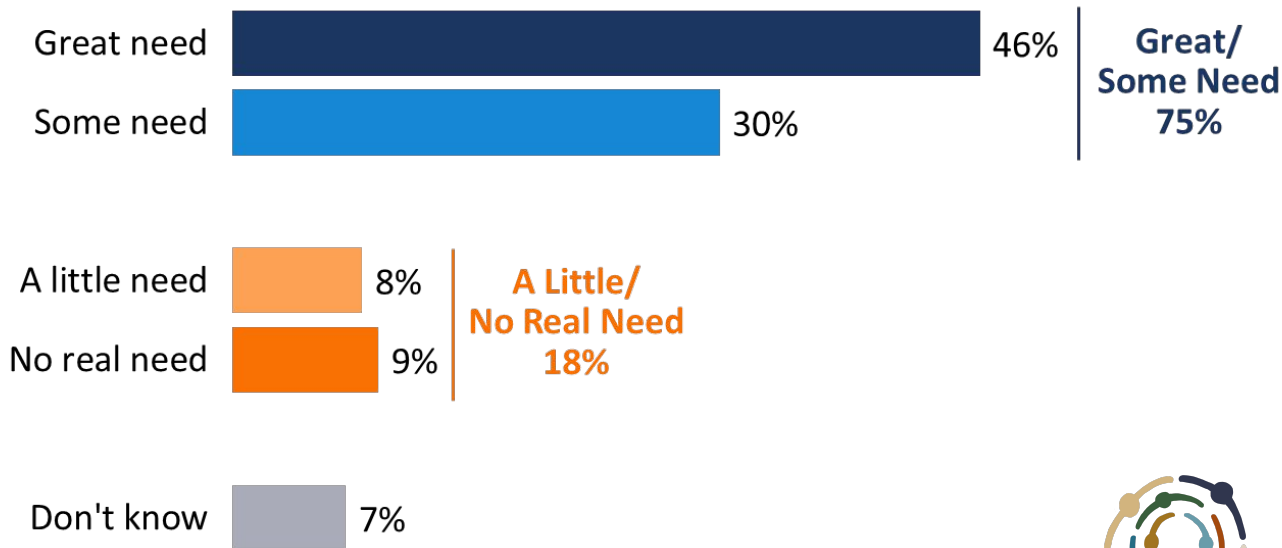


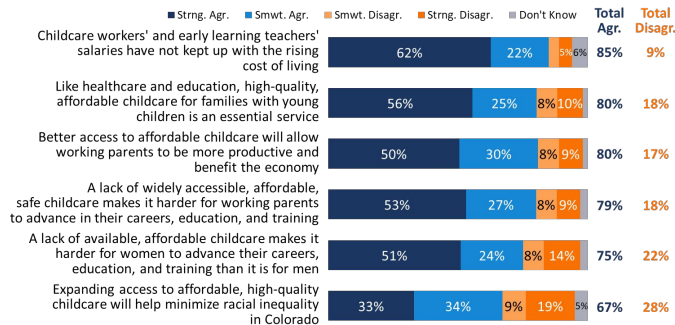
Figure 1: Need for Funding for Early Learning and Childcare



Coloradans broadly value childcare and early learning's benefits to the well-being of families and also to the state's economy

85%

Coloradans broadly agree that childcare worker salaries have not kept up with the cost of living.



80%

Like healthcare and education, high-quality affordable childcare for families with young children is an essential service and better access to affordable childcare will allow working parents to be more productive and benefit the economy.



Coloradans offer widespread support for an income tax on the wealthiest Coloradans to fund childcare and early learning services.

63% SUPPORT

- ✓ 56% of men and **70% of women**;
- ✓ 70% of Coloradans under age 50 and 55% of those 50 and over;
- ✓ 61% of white Coloradans, 74% of Latinos, and **72% of all BIPOC Coloradans**; and
- ✓ 59% in the Colorado Springs area, 79% in Denver County, 63% in the Eastern Plains,
65% in Denver's northern suburbs, 57% in the southwest suburbs, and
61% in the Western Slope.



Coloradans are more likely to support a tax reform proposal if it includes funding for childcare and early learning.



“If a portion of the money from such a proposal were used to increase the availability of childcare, early learning, and other early childhood services for children under four across the state of Colorado, including in your community, would that make you more likely or less likely to support such a tax reform proposal?”

3 in 5 Coloradans
say they would be more
likely to support a tax
reform proposal if it
included funding for
childcare
and early learning.



Coloradans across the state support increasing resources for childcare programs and early learning services.

- Nearly **3/4** of respondents agree that high-quality affordable early learning benefits all Coloradans.
- Nearly **2/3** of respondents agree that state government should provide additional funding for early learning programs to support families.
- Respondents with incomes under \$50,000 are **most widely supportive** of a proposal that invests in early childhood and taxes the wealthiest.
- **71%** of Coloradans support childcare access for low-income families



CONCLUSIONS

- Cost of living, homelessness, and cost of housing are ranked the top problems facing the state. While childcare is a less acute concern for Coloradans, a majority say a lack of childcare options is a very serious problem and that concern is especially intense among BIPOC residents.
- Although childcare issues rank lower than other problems in the state in terms of seriousness, three-quarters see a need for additional funding for childcare and early learning.
- **Coloradans broadly value childcare and early learning's benefits to the economy and well-being of families.**
- In that context, Coloradans offer widespread support for an income tax on the wealthiest Coloradans to fund childcare and early learning services. Support cuts across most major demographic groups and is only opposed by conservative respondents.
- **Two-thirds support a proposed budget set-aside, and three in five are more likely to support a tax reform proposal if it dedicates funding to early learning.**
- **Statements that emphasize the quality and safety of childcare, equity, and brain development resonate most strongly.**



THANK YOU!



Growing our
FUTURE

Connect with us!

Melissa Mares, CO Children's Campaign melissa@coloradokids.org

Angelica Prisciliano, CO Statewide Parent Coalition angelica@coparentcoalition.org

Find us on social media!

Facebook: Growing our Future

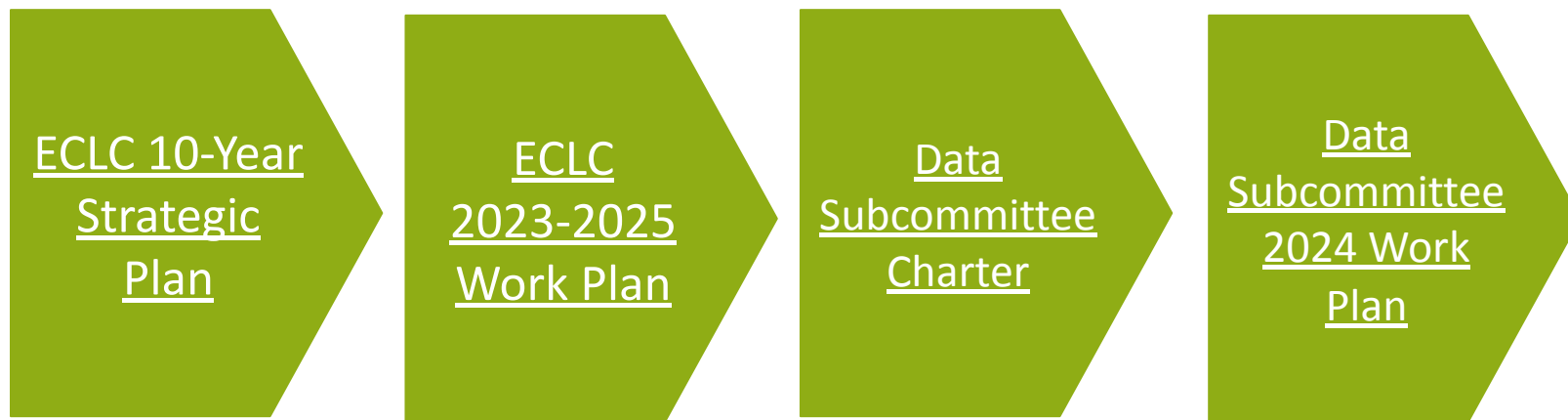
Instagram: @GOFCoalition

X: @GOFCoalition



Data Subcommittee Charter Finalization

Work Plan Development



Data 2024 Priorities

1. Identify existing **family satisfaction and engagement surveys** to bring that data forward to inform ECLC committees and work groups (Strategic Plan A1.2)
2. Make recommendations and support the implementation of a **comprehensive universal preschool evaluation system** to ensure legislative intent for an equitable statewide mixed delivery system that results in positive outcomes for children and families (Strategic Plan A3.2)
3. **Assess existing data sets** and make recommendations on action needed to **address gaps** in longitudinal child, family, and workforce outcomes data and public facing reports (Strategic Plan A3.3)
4. **Support access to necessary data** from public and private partners that can inform policy recommendations across the four domains of the *Early Childhood Colorado Framework*

Output Goals

- **Mechanism for sharing available data** and data collection efforts (P4) including a **Family and Provider Forums and Survey Results Hub** created in collaboration with the PQAA Subcommittee (P1)
- **Scan of available data + recommendations** for addressing gaps (P3)
- Structures and practices to facilitate Data Subcommittee **support for the data efforts** of other Subcommittees, Working Groups, and partner organizations (P2, P4)

Created based on [Jamboard](#) from last meeting

Output Goals

- **Mechanism for sharing available data and data collection efforts (P4) including a Family and Provider Forums and Survey Results Hub created in collaboration with the PQAA Subcommittee (P1)**
- **Scan of available data + recommendations for addressing gaps (P3)**
- **Structures and practices to facilitate Data Subcommittee support for the data efforts of other Subcommittees, Working Groups, and partner organizations (P2, P4)**
- Are these the right output goals?
- What structures and action items are needed to achieve these goals?

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

- If you haven't yet, Please complete [this survey](#) letting us know about your preferences to be a member of the Subcommittee
- Review the [current membership list](#). Add comments for anyone you recommend we reach out to fill any gaps.



Public Comment



Next Steps, Final Thoughts & Adjourn

ECLC

Early Childhood Leadership Commission

Data Subcommittee

Next Meeting:

May 15, 2024

2:00 - 4:00 pm



Thank you!