

Thank you for joining! We will begin shortly.

ECLC

Early Childhood Leadership Commission

Program Quality & Alignment Subcommittee

November 12, 2021

9:00-11:00 am

Google Hangouts



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

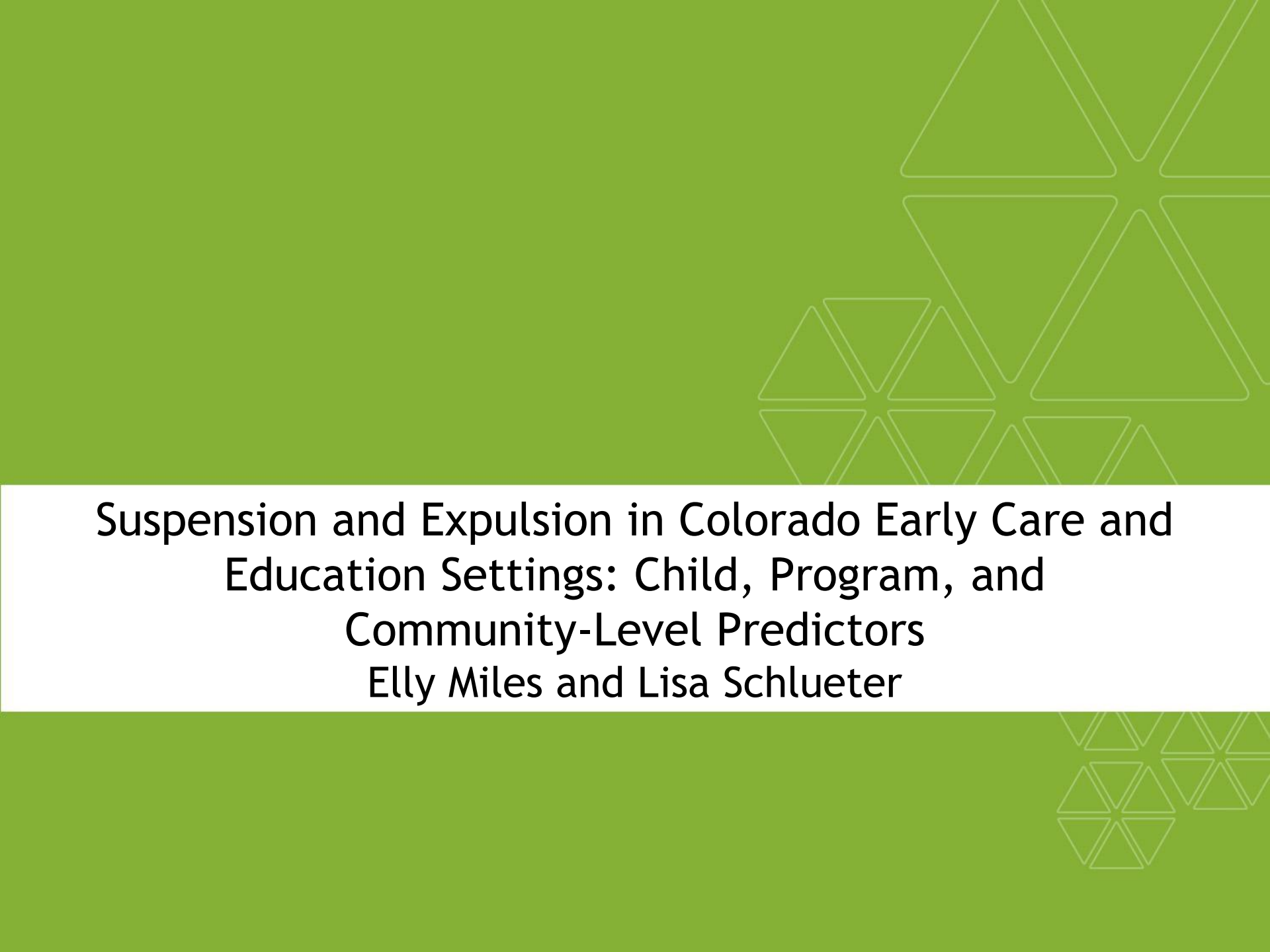


Welcome, Introductions and Approve Minutes

Anna Jo Haynes

Meeting Objectives

- Approve the September 10, 2021 Meeting Minutes
- Learn about Suspension and Expulsion in Colorado Early Care and Education Settings
- Listen to updates from the Colorado Shines Brighter Strategic Plan Working Group
- Discuss a new Working Group for the Early Childhood Comprehensive Systems Grant
- Discuss opportunities to support the Department of Early Childhood Transition
- Hear comments from the Early Childhood Community



Suspension and Expulsion in Colorado Early Care and
Education Settings: Child, Program, and
Community-Level Predictors
Elly Miles and Lisa Schlueter

Suspension and Expulsion in Colorado Early Care and Education Settings:

Child, Program, and Community-Level Predictors

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Carsten Baumann

Jacob Barney

Received: 4 February 2021 | Accepted: 20 August 2021

DOI: 10.1002/imhj.21944

RESEARCH ARTICLE

WILEY

Suspension and expulsion in Colorado early care and education settings: Child, program, and community-level predictors

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Abstract

Expulsion presents a significant risk in Early Care and Education (ECE) settings due to its association with early disadvantage and frequency of use. A statewide survey was conducted to characterize ECE suspension and expulsion (S/E) in Colorado. Child, program, and community-level factors were examined as predictors of S/E, alongside preventative intervention supports capable of reducing S/E. Six hundred and sixty three licensed child care programs participated in the survey, providing information on 19,848 enrolled children, 312 suspensions, and 74 expulsions. A series of multilevel hierarchical regressions were conducted, examining predictors for S/E. Children with IEPs/IFSPs were dispropor-

Colorado Sample: Who was asked and who responded?

Who was surveyed?

- Approximately 50% of CO licensed care providers
- Information on children in their care under the age of 6
- Stratified randomized sample
 - 29% response rate

Resulting in:

- 663 licensed providers
- 19,848 children
 - 13% special needs, disabilities
 - 8% persistent challenging behaviors

Reported suspensions in last 12 months: 312

- 29% of programs has used suspension

Reported expulsions in last 12 months: 74

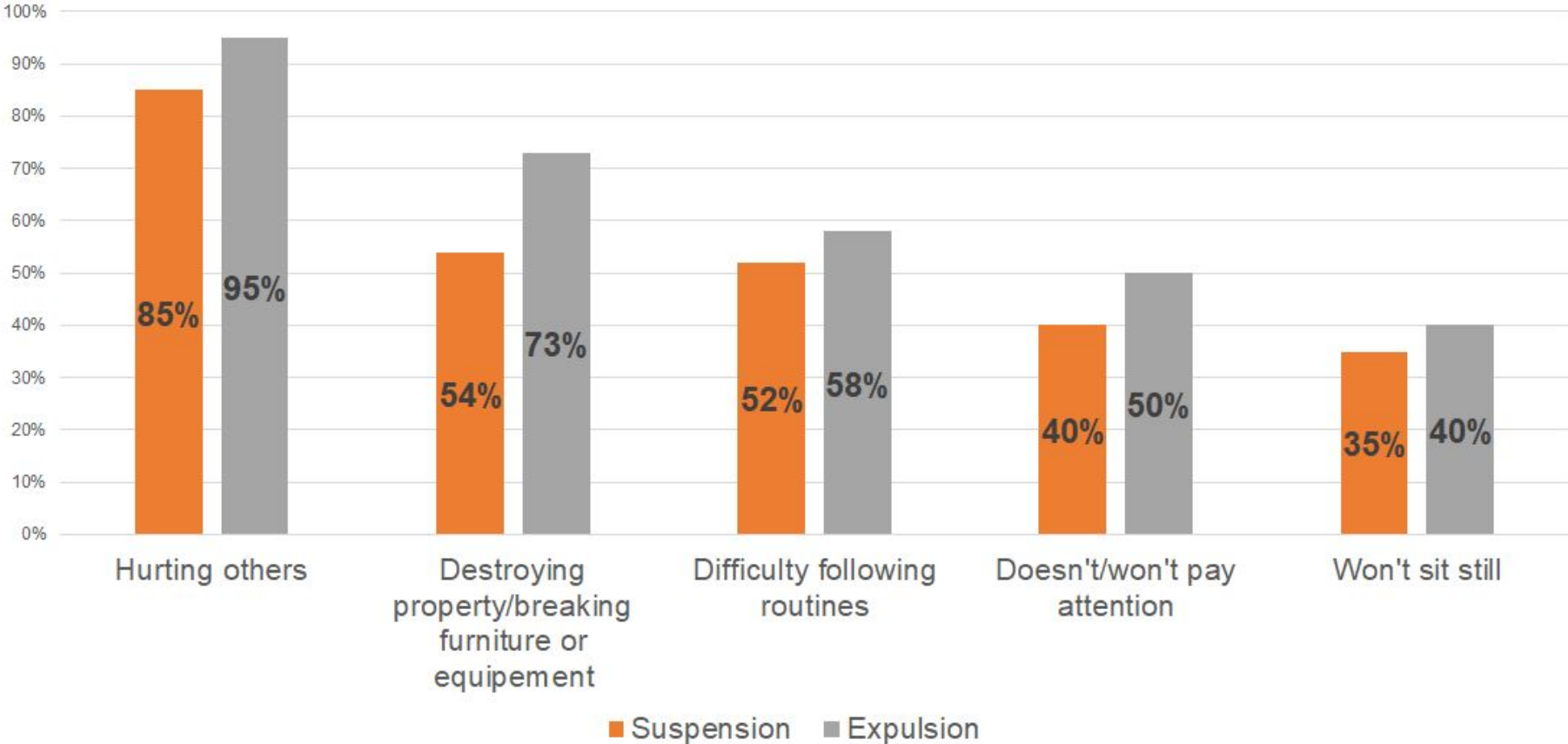
- 9% of programs had expelled

31% (204) of providers reported a "Zero Tolerance" Policy



Reasons given for removals

"What behaviors were most challenging or concerning?"



Which children were removed disproportionately?

National Risk Factors

Boys



Black / African American



Older preschoolers (5-6)



Disabilities



Colorado Specific

Children with IEPs/IFSPs
*Suspensions



2-3 year olds
*Expulsions



Methods: Related Variables of Interest

Three characteristic groups are examined:

- Program characteristics
- Preventative resources and interventions
- Ways an IECMH Consultant was utilized in the prior year

Community level factors

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1. Percent suspended	-																				
2. Percent expelled	.28**	-																			
Program characteristics																					
3. Center-Based	.11*	-.09*	-																		
4. Urban	.07	.08†	-.01	-																	
5. District-affiliated	-.11*	-.11*	.32**	-.11*	-																
6. Public subsidies	-.09*	-.08*	.31**	-.21**	.28**	-															
7. Quality Rating	-.10*	-.11*	.33**	-.10*	.24**	.41**	-														
8. Licensed Capacity	.12*	-.03	.51**	.15**	-.07	.10*	.15**	-													
9. Zero Tolerance	.14**	.12**	-.17**	.07	-.17**	-.07	-.17**	0	-												
10. Percentage male	-.07	0	-.09†	-.03	.06	-.04	.03	-.10*	.02	-											
Preventative efforts for management of challenging behaviors																					
11. Curriculum	-.07	-.08*	.27**	.03	.15**	.13**	.21**	.19*	-.07	-.06	-										
12. Resources	-.02	-.06†	.07	.01	.10*	0	.05	.02	-.01	.04	.21**	-									
13. Quality coach	-.08	-.09*	.02	-.12**	-.08†	.16**	.31**	.06	-.13**	-.02	.05	.02	-								
14. IECMHC Know	-.12*	-.02	.15**	-.12**	.07	.10*	.10*	.04	-.08†	-.03	.15**	.25**	.17**	-							
15. Access IECMHC	0	-.03	.08	-.10†	.06	-.03	.01	-.01	-.18**	.05	.02	.34**	.09†	-	-						
16. Use IECMHC	-.09*	-.08*	.24**	-.14**	.09†	.21**	.21**	.16**	-.14**	.05	.20**	.08†	.12*	.36**	.22**	-					
Primary ways an IECMH Consultant was utilized in the prior 12 months...																					
17. Embedded	-.02	-.04	.22**	-.14**	.06	.20**	.18**	.13**	-.13**	.02	.18**	.07	.14**	.25**	.25**	.62**	-				
18. Referrals	-.04	-.04	.18**	-.06	.13**	.12**	.18**	.08†	-.17**	.02	.10*	.02	.06	.18**	.10†	.63**	.09*	-			
19. Urgent/crisis	-.01	-.01	.08†	-.12*	-.01	.04	-.01	.15**	-.04	.06	.06	.02	.07	.17**	.03	.39**	.12**	.32**	-		
20. Trainings/PD	-.06	-.08*	.14**	-.09*	.05	.14**	.11*	.13**	-.04	.01	.07	.01	.01	.16**	-.03	.41**	.32**	.27**	.16**	-	
21. Sum of 18-21	.08	-.01	.11	-.09	.03	.03	.02	.13*	.14*	.05	.03	-.04	.05	.02	-.07	-	.24**	.36**	.47**	.61**	-
Community Level Factors																					
22. Percent Poverty	-.01	-.11*	.09	-.34**	.09*	.27**	.14**	.01	-.03	-.07	-.02	-.05	.13**	.01	.05	.06	.11*	.01	.01	.08	.04

Methods: Differences by Home vs. Center-based Programs

Home-based programs, on average...

Program characteristics

- Lower quality ratings
- Less subsidy use
- More zero tolerance policies
- Less use of curriculum
- Less knowledge and use of IECMHC

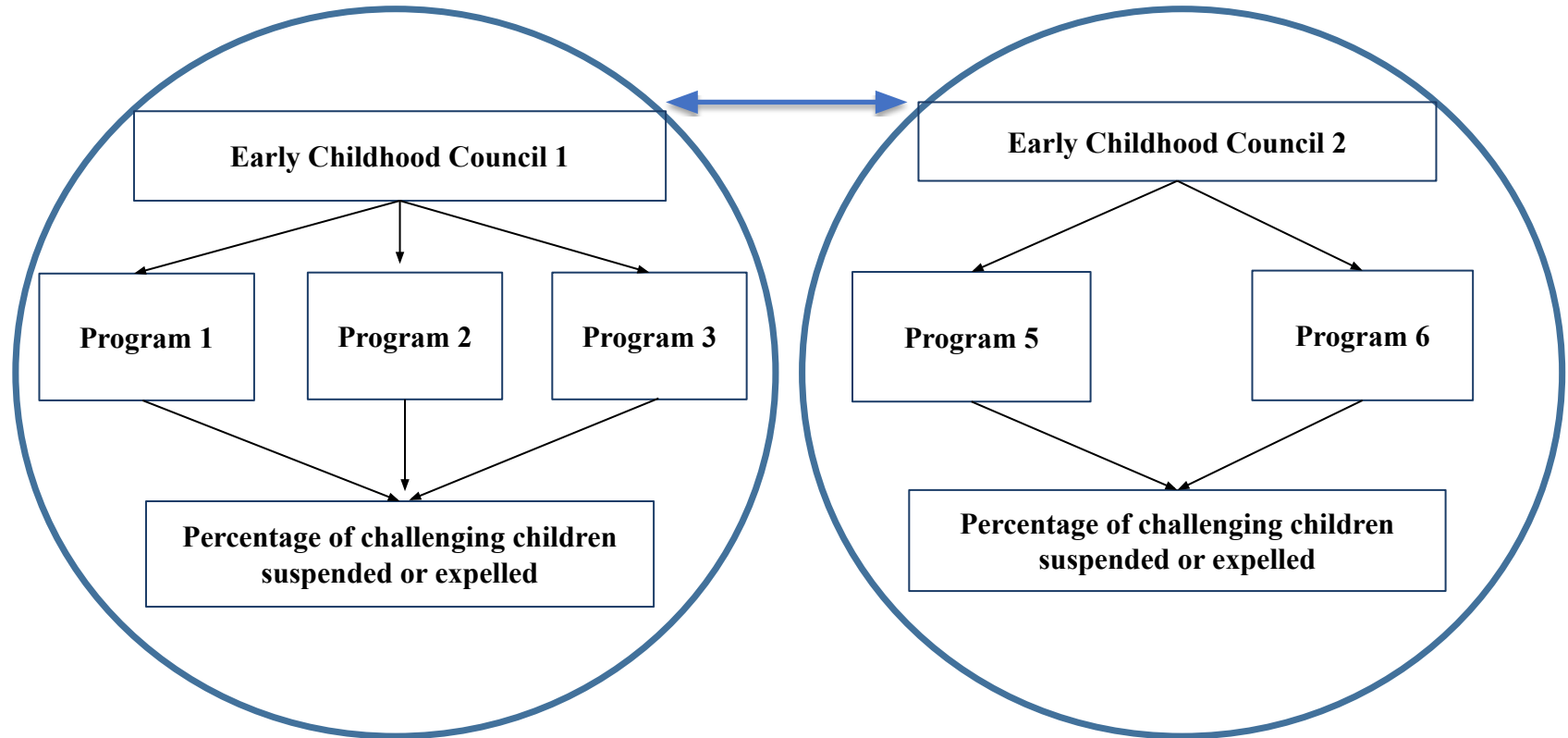
Child Characteristics

- Fewer enrolled children
- Lower percentage with IEP/IFSP
- Higher percentage with challenging behavior
- Higher percentage considered asking to leave
- Higher percentage voluntarily removed by parents

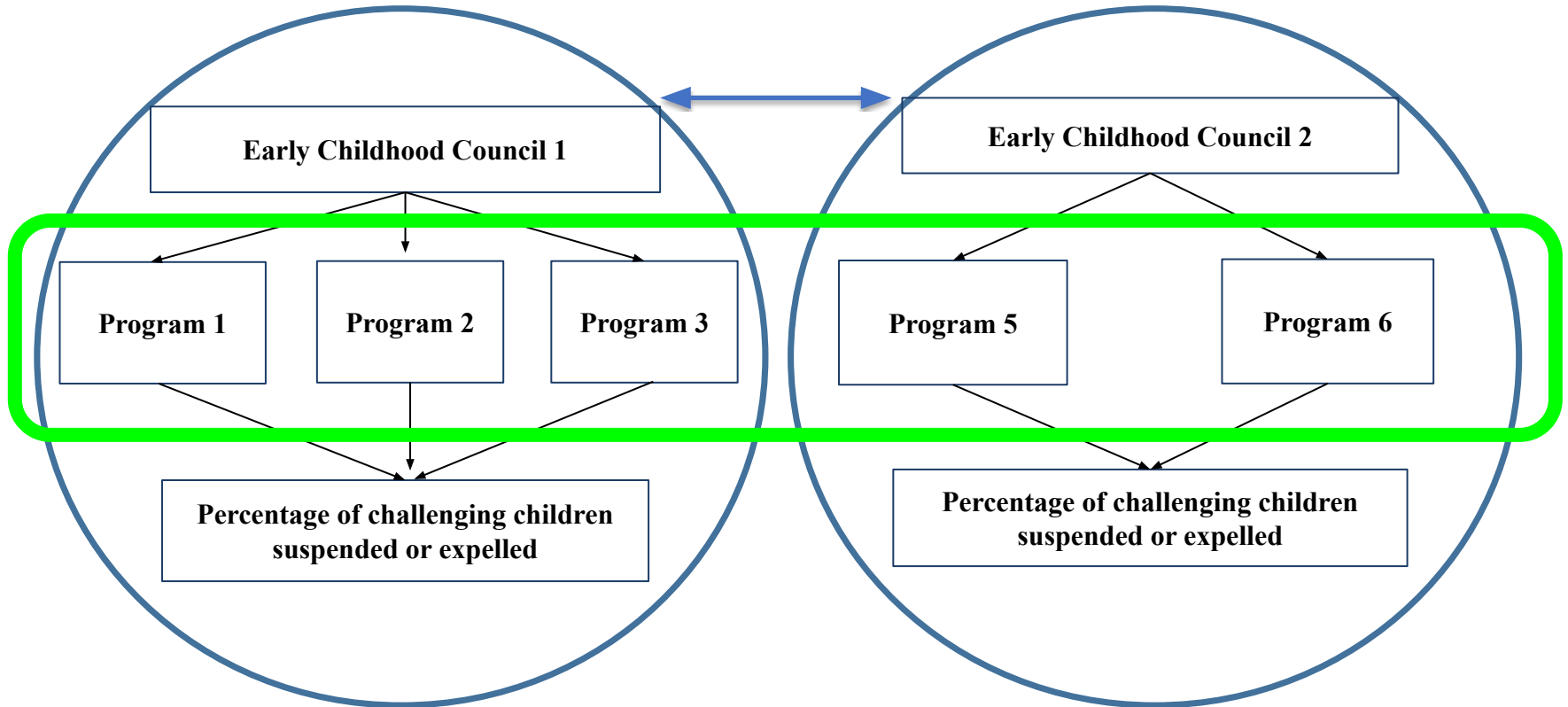
TABLE 3 Program characteristics and management of challenging behaviors, compared by program type (home vs. center-based)

Comparison groups	Home-based program	Center-based programs	Group differences
	(N = 276) %	(N = 387) %	
County designation (urban)	70%	69%	$\chi^2(1, N = 663) = .03$
District-operated program	0%	25%	$\chi^2(1, N = 663) = 79.1^{***}$
QRIS	(n = 275)	(n = 385)	
1 & 2 (vs. all other ratings)	87%	50%	$\chi^2(1, N = 573) = 90.8^{***}$
3 (vs. all other ratings)	5%	11%	$\chi^2(1, N = 573) = 6.3^*$
4 & 5 (vs. all other ratings)	7%	39%	$\chi^2(1, N = 573) = 77.8^{***}$
Public Subsidy Use	(n = 273) 39%	(n = 387) 72%	$\chi^2(1, N = 660) = 70.5^{***}$
Zero Tolerance Policy	(n = 275) 39%	(n = 385) 26%	$\chi^2(1, N = 660) = 13.0^{***}$
Uses at least one curriculum/ framework	55%	84%	$\chi^2(1, N = 663) = 66.7^{***}$
Adequate resource some/all of time	75%	80%	$\chi^2(1, N = 652) = 2.6+$
Know how to access IECMHC	(n = 271) 59%	(n = 386) 70%	$\chi^2(1, N = 657) = 9.4^{**}$
Somewhat or very easy to access IECMHC	(n = 156) 82%	(n = 267) 84%	$\chi^2(1, N = 423) = .351$
Used IECMHC in prior year	(n = 273) 12%	(n = 385) 38%	$\chi^2(1, N = 658) = 57.4^{***}$
	Mean (SD)	Mean (SD)	Group differences
Licensed capacity	7.7 (2.2)	61 (53.0)	$t(388) = -19.78^{***}$
Number of enrolled children	6.8 (3.1)	46.7 (48.4)	$t(388) = -16.15^{***}$
% children with special needs, developmental, or behavioral concerns	(n = 271) 12.2 (18.5)	(n = 377) 14.2 (15.6)	$t(646) = -1.45$
% children with IEPs/IFSPs	(n = 266) 4.7 (15.4)	(n = 373) 8.4 (12.6)	$t(498) = -3.12^{**}$
% children with persistent challenging behaviors	(n = 269) 15.2 (20.0)	(n = 375) 9.5 (10.3)	$t(371) = 4.34^{***}$
% children with challenging behaviors considered asking to leave	(n = 157) 33.2 (43.4)	(n = 307) 18.4 (29.5)	$t(232) = 3.85^{***}$
% children with challenging behaviors voluntarily removed	(n = 15) 75.6 (47.1)	(n = 57) 36.1 (25.6)	$t(16) = 3.13^{**}$

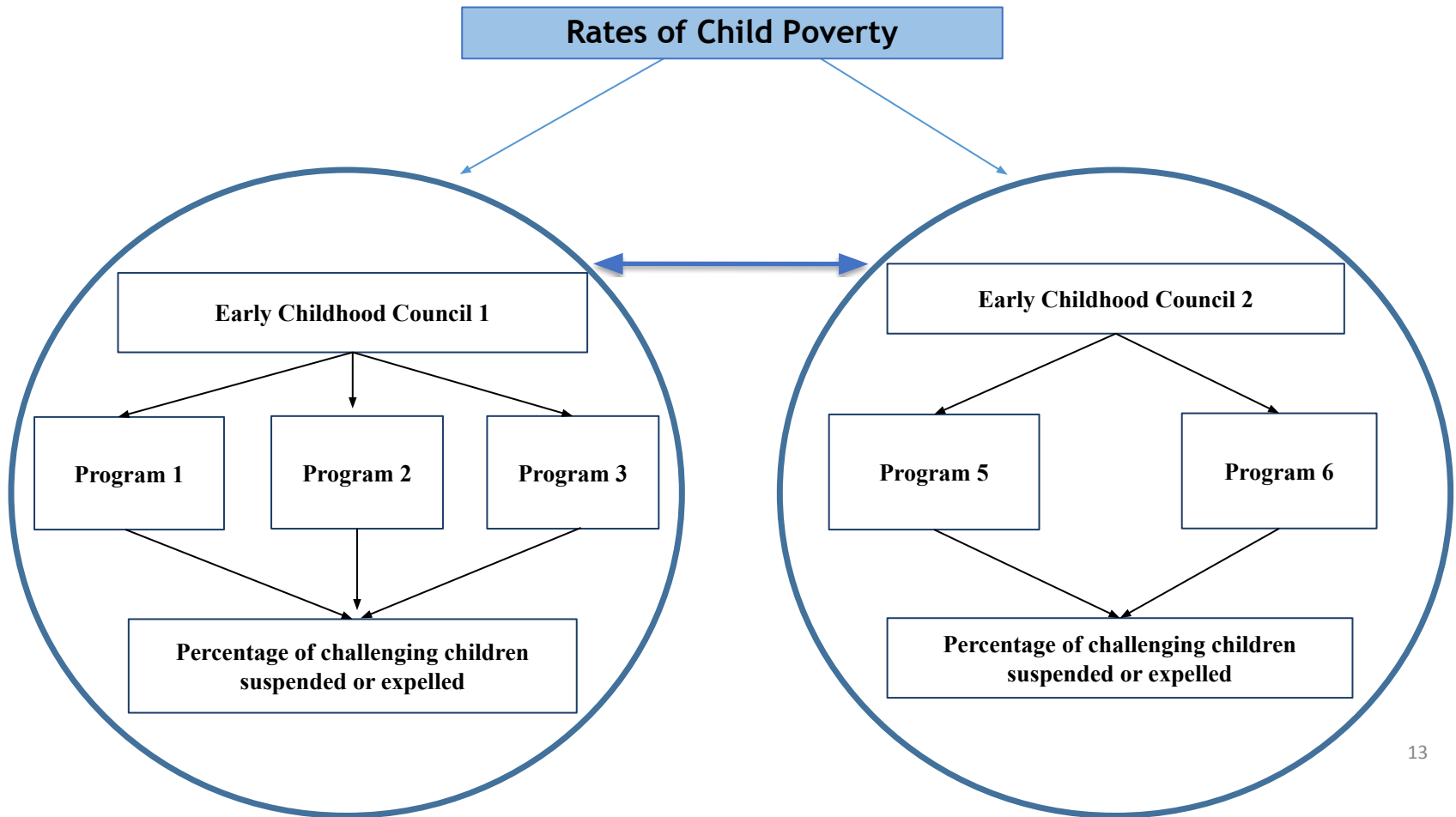
Making meaning out of so much local variation



Focus on characteristics of the individual programs



Assessing the impact of community level child poverty rates



Results: Suspension Practices

Fewer Reported Suspension

- District-affiliation
- Higher Quality Ratings
- Knowledge of how to access IECMHC

More Reported Suspension

- Center-based programs
- Zero Tolerance Policies



Results: Expulsion Practices

Fewer Reported Expulsions

- District affiliation
- IECMH Consultation-led training
- Quality coaching

More Reported Expulsions

- Lower regional child poverty



New Resources: Study Finding Infographics and Best Practice Handouts



[English](#) | [Spanish](#)

Search Site

CONTACT US

HOME

FOR FAMILIES

FOR PROVIDERS

FOR PARTNERS

RESOURCES

PROGRAMS TO SUPPORT FAMILIES

SUPPORTING SOCIAL-EMOTIONAL DEVELOPMENT

COUNTY DEPARTMENTS OF HUMAN/SOCIAL SERVICES

CCCAP ADMINISTRATION

EARLY CHILDHOOD COUNCILS

GRANTEES AND VENDORS

STRENGTHENING COLORADO FAMILIES AND COMMUNITIES

COLORADO SHINES BRIGHTER (PDG B-5)

SENATE BILL 19-063

TELEHEALTH, TELECONSULTATION AND VIRTUAL COACHING

EARLY CHILDHOOD COUNCILS

- Request for Applications
- Responding to COVID-19 | Resources for ECC's
- PDG Grant Opportunities
- Promoting Stable and Responsive Early Care Settings**

In 2019, 29% of surveyed Colorado providers suspended one or more children and 9% expelled one or more children under 6 years old. Males, children with identified delays and disabilities, and 5-6 year olds were at increased risk of both types of removals and 2-3 year olds were at increased risk for expulsion. View the Infographics [Councils \(Spanish\)](#) | [Directors/Teachers \(Spanish & Arabic\)](#) | [Coaches/Consultants \(Spanish\)](#). When children are removed or isolated from the group, it impacts the child's opportunities to grow, thrive, learn and develop social-emotional skills that prepare them for success.

There are different practices that are considered suspension or expulsion -- even if the program doesn't use those words.

Communication Plan



PREVENTING SUSPENSIONS AND EXPULSIONS

FINDING THE MEANING BEHIND A CHILD'S BEHAVIOR: A GUIDE FOR EARLY LEARNING PROVIDERS

Providers and families can work together to prevent suspension or expulsion by building strong relationships. Talk with families about their child's culture, approaches to learning, social, emotional, and behavioral strengths and concerns, and strategies that work at home and across other settings.

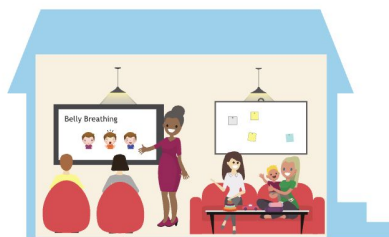
PRACTICES TO PREVENT SUSPENSIONS AND EXPULSIONS

Develop and share p
is developmentally app
children's social, emot

Establish and comm
suspension and expuls
consistently and withc

Promoting Stable and Responsive Early Care Settings: A Glance at Suspension and Expulsion Practices in Colorado

Early Childhood Councils are vital hubs for building systems that a community needs to ensure children, families, and providers can thrive together and partner to prevent practices like suspensions and expulsions from negatively impacting children's growth and development.



Children in early childhood settings in Colorado are suspended and expelled at higher rates than K-12 students.

When young children are suspended or expelled, they miss out on learning experiences that are important to help them prepare for success in kindergarten and beyond.



Upcoming share-outs:

- ECCLA Hot Topics (*November, 2021*)
- Healthy Child Care Colorado: ECMH Huddle (*November, 2021*)
- OEC Coaching (*Jan, 2022*)
- OEC Licensing (*Feb, 2022*)
- CDE State Preschool Meeting (*March, 2022*)
- RMECC Session (*March 2022*)

Newsletters (proposed)

- Our Voice Newsletter
- ECC Newsletter
- OEC Newsletter
- ECMH Consultation Bulletin

Acknowledgements

This work was supported by funding from the Substance Abuse and Mental Health Services (SAMHSA) Project LAUNCH (Linking Actions for Unmet Needs in Children's Health; cohort 6, 2014) to the Colorado Department of Human Services (CDHS). The Colorado Department of Public Health (CDPHE) was subcontracted by CDHS to design and implement the Early Care and Learning Resources Study.

The first author, Elly Miles, was supported in part by a State Human Services Applied Research Practicum (SHARP) Fellowship. The third author, Neda Senehi, was supported in part by a training fellowship from NIMH, MH015442 and a grant from the Developmental Psychobiology Endowment Fund, University of Colorado Anschutz Medical Campus.

The authors would like to thank the families and teachers that participated as well as the Early Childhood Council Association for their support in recruiting participants.

Questions?

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**Colorado Shines Brighter Strategic Plan
Working Group Updates
Carrie Germeroth**



November 12, 2021

Colorado Shines Brighter Strategic Plan Update

Program, Quality, & Alignment Committee

Carrie Germeroth

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

CSB Strategic Plan Goals

- Goal 1: Align and Coordinate Systems
- Goal 2: Innovate Service Delivery
- Goal 3: Maximize Family Knowledge and Engagement
- Goal 4 : Increase Meaningful and Equitable Access
- Goal 5: Strengthen Business Practices
- Goal 6: Improve the Quality of ECCE Environments and the Workforce



CSB Strategic Plan Structure

6 Goals

- Concise statements that clearly state the intent of the work to be completed

13 Objectives

- Objectives lead to strategies that define measurable and achievable results

59 Strategies

- Strategies, or action steps, are specific, measurable conditions that must be attained in order to accomplish a particular project objective and ultimately the project goal

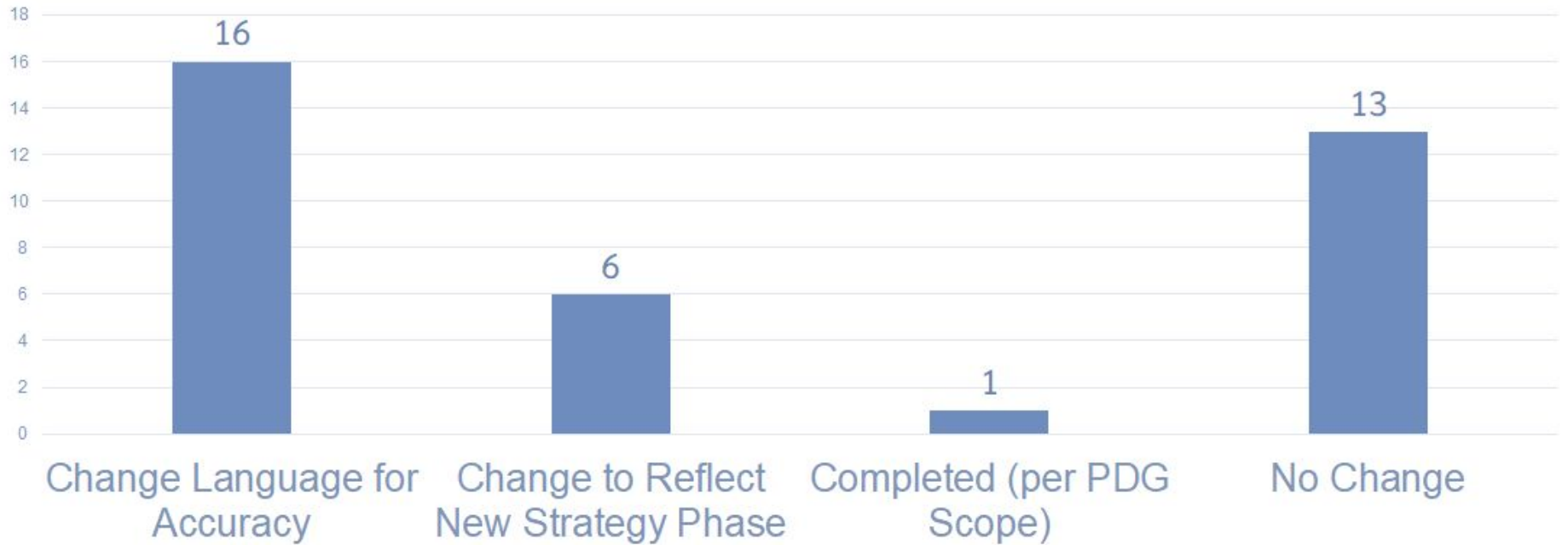


Overview of 2021 Inputs

2021 inputs and PDG implementation

- Colorado early childhood landscape has been impacted by...
 1. Pandemic
 2. Stimulus funds
 3. Legislation
 - Universal Preschool
 - Department of Early Childhood

36 PDG Funded Strategy Updates for 2021



25

PDG Funded Strategy Update Examples

Change Language for Accuracy

Current - 5.1.2 Business Practices. Provide the “Strengthening Business Practices for Child Care Programs” training series to early care and education providers to strengthen foundational knowledge of sound fiscal management and business operations. Develop a business resource toolkit to accompany the training series.

Proposed - 5.1.2 Business Practices. Partner with the Governor's Office of Economic Development and International Trade, Small Business Development Center Network, and Early Childhood Councils to provide business training and individualized consultation to strengthen early care and education providers' foundational knowledge of sound fiscal management and business operations.

PDG Funded Strategy Update Examples

Change to Reflect New Strategy Phase

Current - 3.1.1 School Readiness Handbook. Develop a school readiness handbook for families and informal child care providers to share best practices and resources to support children’s learning and development. Implement a plan for dissemination and use including online and print distribution in multiple languages.

Proposed - 3.1.1 School Readiness Handbook. Disseminate The PLAYbook to families and informal child care providers to inform best practices and resources to support children’s learning and development. Translate The PLAYBook into multiple languages.

Department of Early Childhood (DEC)

- In June 2021, HB21-1304 established the state Department of Early Childhood (DEC) and required the creation of a Transition Plan to be presented to the Early Childhood Leadership Commission (ECLC), the Governor, and the Joint Budget Committee of the Colorado General Assembly.
- July 1, 2022 – Launch of DEC
- CSB Strategic Plan is well aligned with the DEC recommendations and supports the mission/vision of the new department.



NOVEMBER 2021

DEPARTMENT OF EARLY CHILDHOOD TRANSITION PLAN



Evaluating the non-PDG funded strategies

CSB SP Working Group Purpose







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

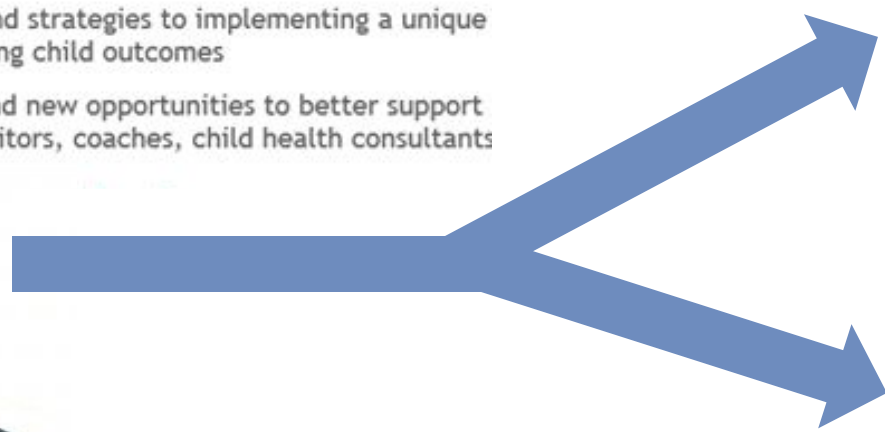
Working Group Members

B-3/Infants and Toddlers	Governor's Office
Business Supports	Head Start
CDE P-3 Office	Home Visitation
CDE P-3 Office	Homeless and Migrant Supports
CDHS Office of Early Childhood	Licensed Child Care
CDHS Office of Early Childhood	Mental Health
Early Childhood Councils	Parents/Caregivers
Early Intervention	Parents/Caregivers
ECLC	Physical Health and Wellness
ECLC	Public Preschool
English Language Learners/Refugee or Immigrant Populations	Special Education
Family Providers	Workforce Development
Funders/Philanthropic Partners	

Evaluating Non-PDG Funded Strategies

OBJECTIVE 1.1: Make Data Informed Decisions

-  1.1.1 Implement the Office of Early Childhood's (OEC's) Infor
-  1.1.2 Build a community level-dashboard to support data-driven
-  1.1.3 Modernize early care and education (ECE) workforce data
-  1.1.4 Track and disseminate local and state ECE workforce tren
-  1.1.5 Explore barriers and strategies to implementing a unique decisions concerning child outcomes
-  1.1.6 Identify current and new opportunities to better support including home visitors, coaches, child health consultants



How are we doing so far?

What is the next step with this strategy?

Next steps

1. CSB Strategic Plan Working Group meeting #2
 - November 17, 10-12pm
2. ECLC meeting December 16
 - Endorsement of CSB Strategic Plan updates



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Thank You

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

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Early Childhood Comprehensive Systems Grant Overview

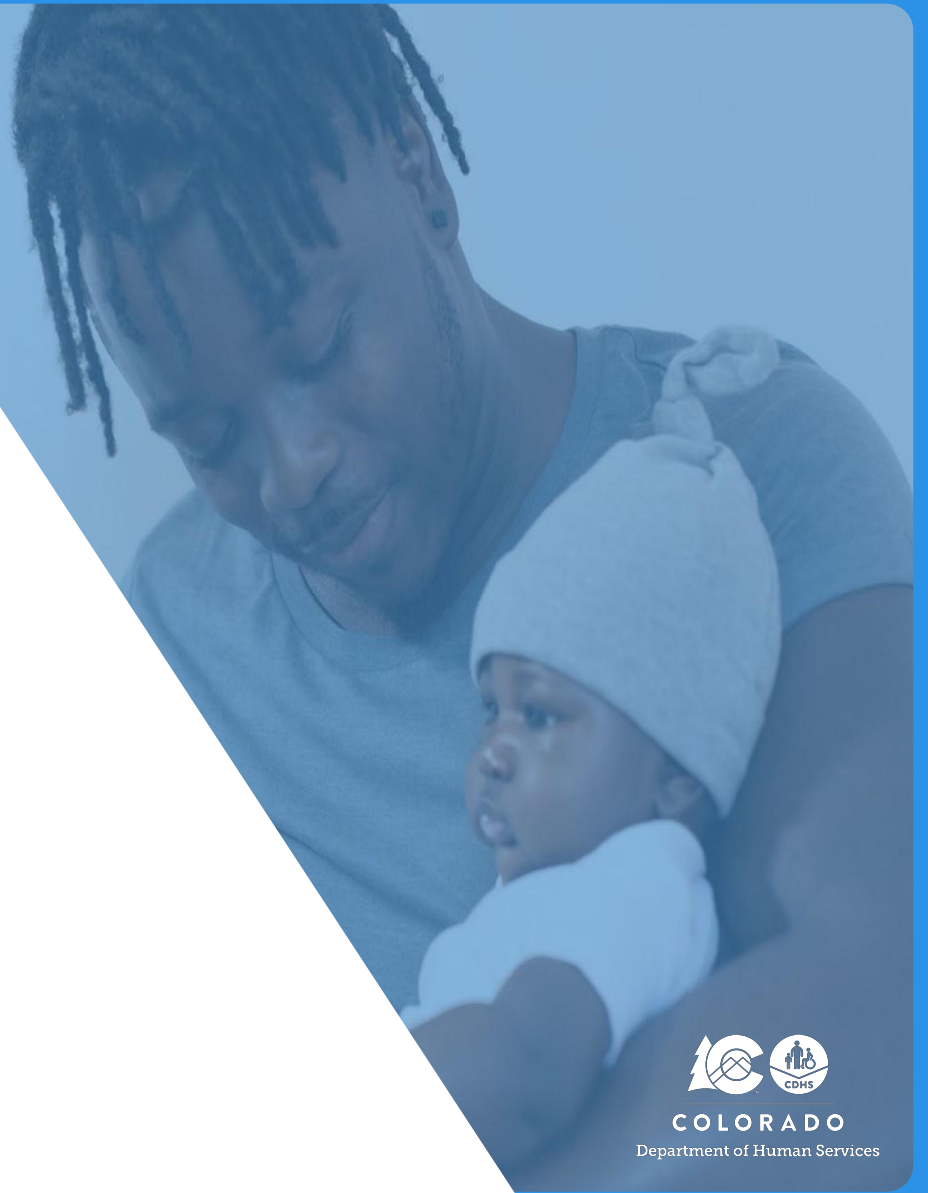
Heather Craiglow



Overview of Colorado's Early Childhood Comprehensive Systems (ECCS) Grant

Colorado Department of Human Services, Office of Early Childhood (OEC) was awarded an ECCS Grant from the Federal Health Resources and Services Administration (HRSA) in August, 2021.

\$255,600 annually for five years (August, 2021-July, 2026) to implement projects that will advance Colorado's maternal and early childhood systems of care and help Colorado achieve the vision that "All children are valued, healthy and thriving and have equal access to services, supports and resources."



COLORADO

Department of Human Services



Goal 1: Increase the engagement of stakeholders, such as families and health providers in the **system of wrap-around supports** for families during pregnancy through the first three years of a child's life.

- Expand health care providers' use of a **single point of entry** and **coordinated intake and referral system**.
- **Identify and assess policy barriers** across early childhood systems and build on health innovations to improve systems.
- **Alignment of family engagement strategies** across early childhood and maternal child health initiatives and create a **structure for incorporating feedback into planning**.



Goal 2: Align early childhood and maternal child health systems to advance the sustainability of multi-generational preventive services and systems.

- Support five **local communities** in **collaborative planning** and **blending funds** for program implementation.
- **Merge health** into the **early childhood system** by examining existing **needs assessments** that impact the early childhood population and **implement health equity strategies**.

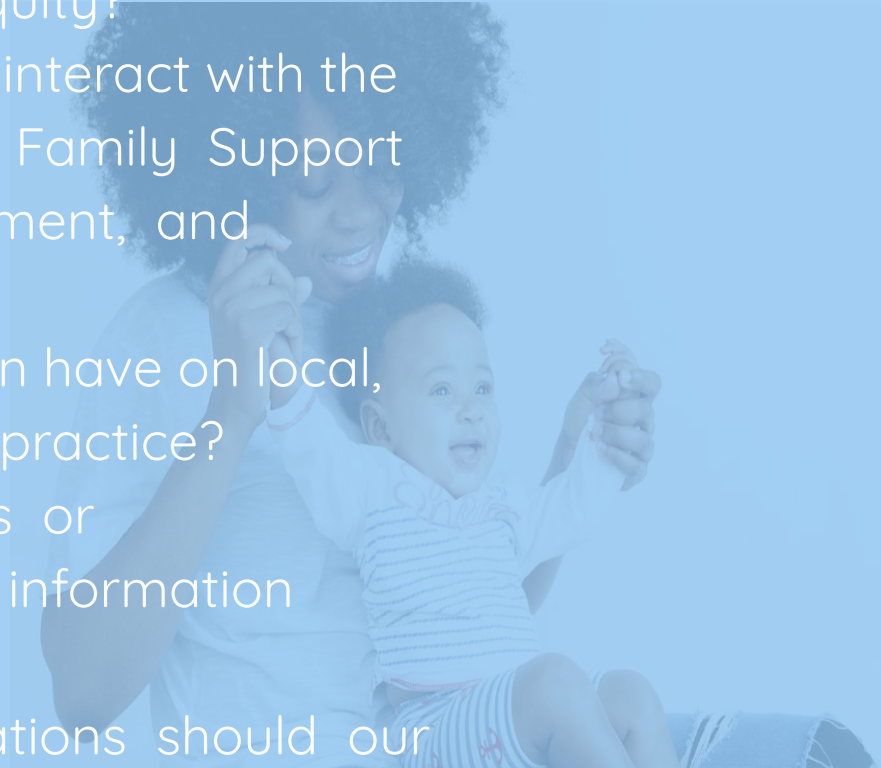


Goal 3: Advance health equity by creating an Early Childhood Health Equity Action Plan focused from the prenatal period through the first three years of a child's life.

- **Examine racial disparities** identified in data sets and needs assessments and use data to inform the health equity plan.
- **Collect information** from diverse partners through existing advisory councils to inform the P-3 Health Equity Action Plan.
- Produce and disseminate an **Early Childhood Health Equity Action Plan**.

How does this work connect to PQA?

- How could this information be used to support and promote inclusion, diversity and equity?
- How does the information shared interact with the other domains of the Framework- Family Support & Education, Learning & Development, and Health & Well-Being?
- What impacts could this information have on local, regional and state level policy or practice?
- What are the funding implications or opportunities associated with the information shared?
- What action steps or recommendations should our subcommittee take as a result of our shared learning today?





THANK YOU.
Questions?



COLORADO
Department of Human Services



Department of Early Childhood Transition - Small Group Discussions

Anna Jo Haynes, Jeanne McQueeney

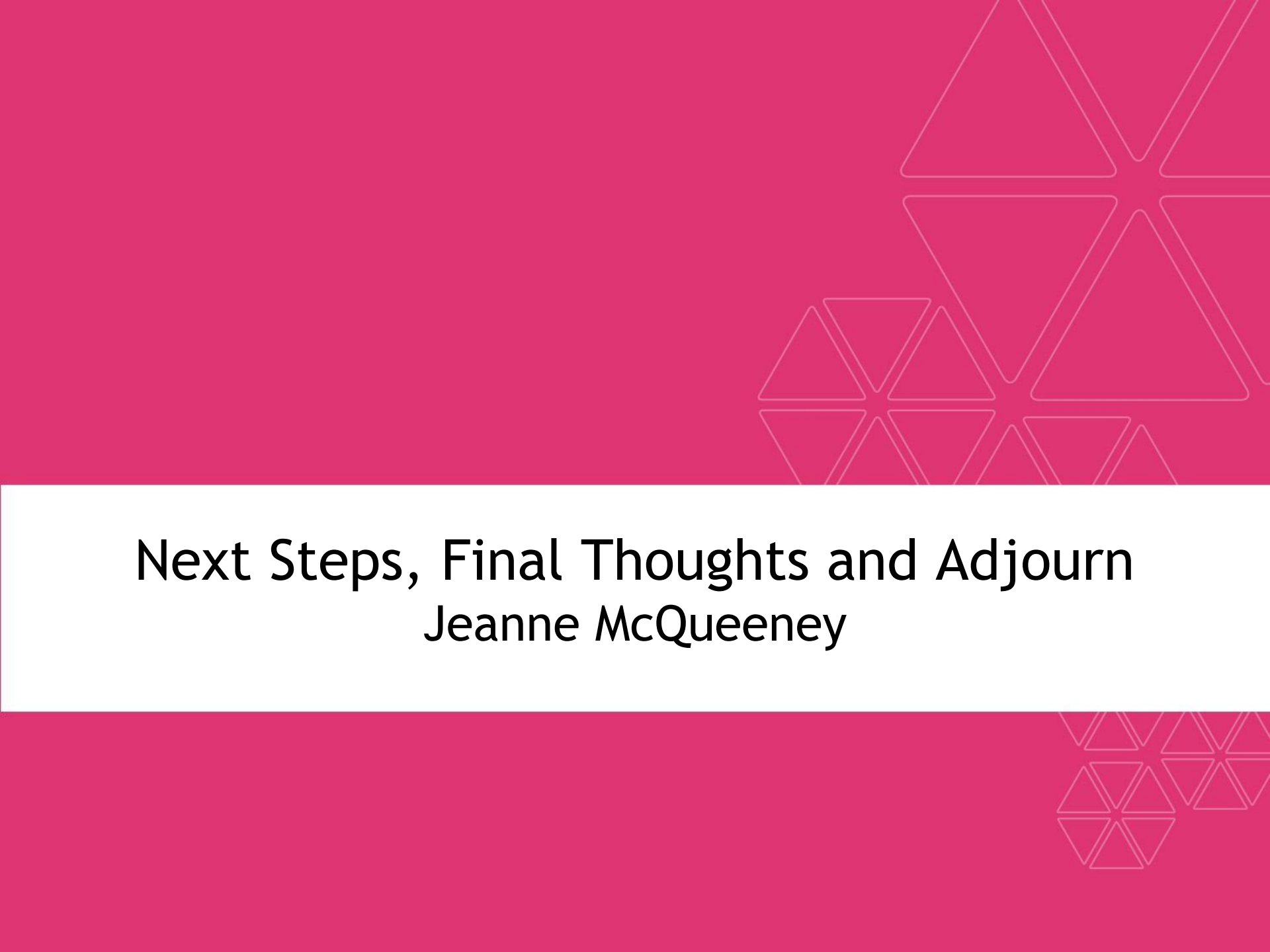


- Department of Early Childhood Transition Update
- Small Group Discussions:
 - What important information about the transition to the new department should be shared both within the early childhood field and throughout communities?
 - How can your organization and network support the transition to the new department?
 - What role should the Program Quality and Alignment Subcommittee play to support the transition to and ongoing work of the new department?



Member Updates and Public Comment

Jeanne McQueeney



Next Steps, Final Thoughts and Adjourn

Jeanne McQueeney

ECLC

Early Childhood Leadership Commission

Program Quality & Alignment Subcommittee



Next Meeting:
Friday, January 14, 2022
9:00-11:00 am