

Thank you for joining! We will begin shortly.

ECLC

Early Childhood Leadership Commission

Program Quality & Alignment Subcommittee

May 13, 2022

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 March 11, 2022 Meeting Minutes
- Offer Input and Guidance on a Universal Preschool Quality Rating System
- Learn about Mental Health and Social Emotional Services and Identify ways to support Mental Health Awareness Month in your Community
- Discuss Consultative Roles and Learn about efforts to align and support Professionals across the Early Childhood System
- Hear comments from the Early Childhood Community



Colorado's Quality Rating & Improvement System
Enhancements and Discussion on UPK Rating System
Updates to the Quality Rating & Improvement System
Discussion on Universal Preschool Quality Rating & Improvement System

Colorado Shines Quality Ratings

Karen Enboden,
Manager, Early Learning Access and Quality, Office of Early Childhood



COLORADO
Department of Human Services



Topics

- 1. Colorado Shines History**
- 2. The Framework Model**
- 3. Outcomes vs Outputs**
- 4. Classroom Evaluation Component**
- 5. Technology, Training and Support**
- 6. Engagement and Quality Improvement**

History of Colorado QRIS

- **1994 – 2014** Qualistar Colorado conducts Quality Ratings based on a 0-4 star rating; Engagement averages 10% of licensed programs
- **February 2015** Launch of the Colorado Shines QRIS under the federal Race to the Top Early Learning Challenge grant – embeds programming into licensing and CCCAP rule and programs are awarded a level 1, as a licensed provider in good standing with Colorado Child Care licensing
- **2015-2017** [Colorado Shines QRIS Validation Report](#) is completed indicating the structure and elements are a valid means of measuring childcare quality
- **2020-2021** Colorado launches a virtual Colorado Shines rating process to keep the focus on continuous quality improvement during height of pandemic
- **2019 – 2021** Colorado assembles a diverse/statewide group of stakeholders and national experts to support [enhancements](#) to the existing Colorado Shines framework and structure supported through the Preschool Development Birth through Five grant
- **January 2022** Colorado implements the new and improved Colorado Shines; Engagement is at 53% of licensed programs



Colorado Shines Framework

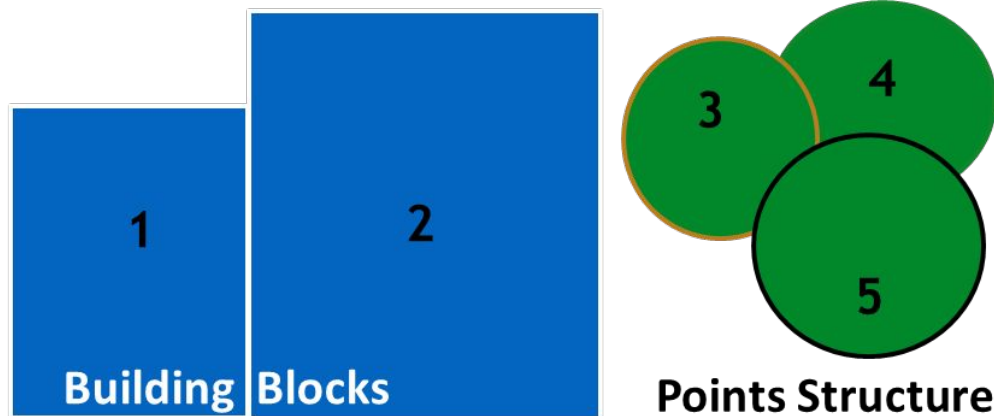
5 standard areas:

- Workforce and Professional Development
- Family Partnerships
- Leadership, Management and Administration
- Learning Environment
- Child Health

Review the [Framework](https://coloradoshines.com/framework) on [ColoradoShines.com](https://coloradoshines.com)

Colorado Shines Structure

QRIS Hybrid Approach



Levels 1 and 2 are building blocks to quality, managed by our team of licensing specialists.

Levels 3-5 includes an onsite assessment using the ERS-3 observational tools. Scored based on a combination of points earned in the framework along with the ERS-3 scores. Managed by the Colorado Shines rating administrator, with oversight by the OEC QRIS team.

Colorado Shines Framework

WHAT CHANGED WITH THE REFRESH?

- Simplified the scoring
- Elimination of redundant indicators
- Streamlined verification
- Alignment with the latest research on quality in early care and education
- Addressed specific concerns from Family Child Care Providers
- Incorporates a greater focus on workplace supports
- Incorporates a greater focus on inclusion and supporting dual language learners
- An increased focus on continuous quality improvement
- An increased focus on supporting families experiencing trauma

October 2019, a large/diverse stakeholder group representing all roles and geographic areas was convened for three full day sessions, this group remained engaged through the development of the changes and was regularly consulted. A survey of providers provided validation that we were making the appropriate changes.

Outcomes vs Outputs

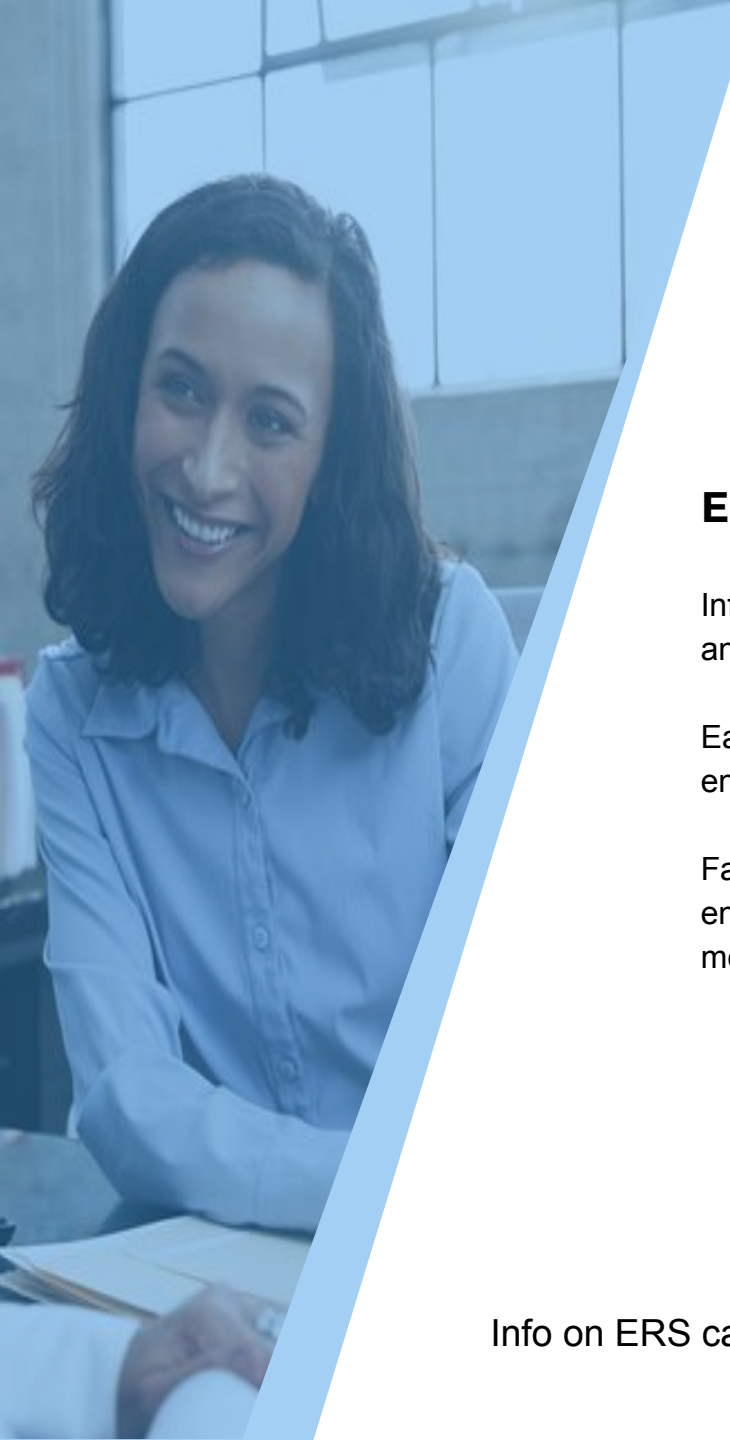
WHAT CHANGED WITH THE REFRESH?

- The refresh focused on eliminating just outputs and creating a focus on measurable valuable business results
 - Examples include eliminating the upload of parent/staff sign-in sheets, lesson plans, code of conduct, blank forms, service contracts, and some policies
 - Focusing more on results - asking families to verify that the program provides supports to them through questionnaires
 - Survey questions include things such as: opportunities to engage in activities, training, program operations, goal setting, participation in children's assessment results (as examples)
 - Focusing more on results - asking staff members to verify that the program provides supports to them through questionnaires
 - Survey questions include things such as: providing staff time for planning, seeking staff feedback, offering PD, engaging in decision making, offering performance feedback, receiving wellness supports

Outcomes vs Outputs

WHAT CHANGED WITH THE REFRESH?

- The refresh focused on eliminating just outputs and creating a focus on measurable valuable business results(Cont.)
 - Focusing more on results - reviewing comprehensive quality improvement plans, continuous quality improvement activities such as inclusive teaching and learning, health promotion, culturally responsive practices
 - Focusing on observable standards that support promising practices
 - individualize lesson planning
 - lower than state required ratios and group sizes
 - primary caregiving and continuity of care
 - supporting dual language learners (teachers, home language materials)
 - Teacher child interactions and use of environment to support learning through play
 - ERS-3 enhanced observations on children's experiences within their environment



The Classroom Evaluation Component

Environment Rating Scales - Third Versions (ERS-3)

Infant/Toddler Environment Rating Scale, **(ITERS-3)** Measures the environment and teacher child interactions of children ages 0-3

Early Childhood Environment Rating Scale, **(ECERS-3)** Measures the environment and teacher child interactions of children ages 3-5

Family Child Care Environment Rating Scale, **(FCCERS-3)** Measures the environment of providers who provide care within a home-based business and measures the environment and provider interactions with children birth to age 5

Info on ERS can be found [here](#)

The Classroom Evaluation Component

In the newly revised Colorado Shines QRIS, the ERS-3 was chosen as the evaluation tool. The ERS-3 tools highlight the important components of the classroom learning environment. These are validated tools based on the most recent research and more accurately predict child outcomes. Colorado maintains the highest standards for ensure reliability of Assessors and trains annually with the authors of these tools.

Tool highlights include:

Highlights of ECERS-3 and FCCERS-3

- Children's Language and Literacy, use of books and becoming familiar with print
- Math materials and math in daily activities
- Interactions of teachers and children in use of available materials

Highlights of ITERS-3

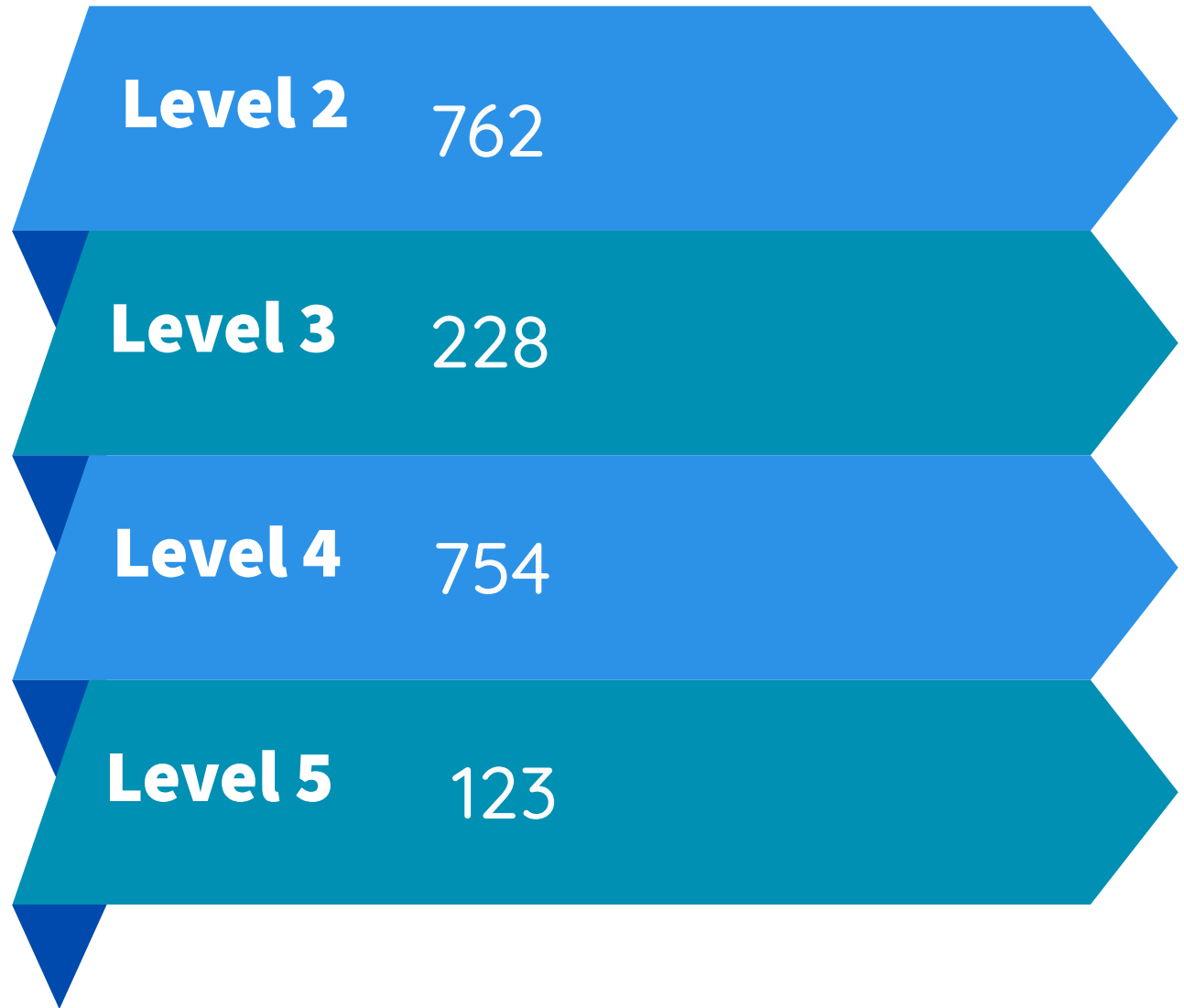
- The experiences and developmental needs of young infants through older toddlers
- Language and Books, Talking with Children, encouraging vocabulary development
- Peer and staff interactions and appropriate use of materials and activities



Technology, Training and Support

- **Customized QRIS data system**
- **Local Early Childhood Council Support**
 - **Quality Navigators**
 - **Coaching**
 - **Incentives**
- **OEC Colorado Shines Help Desk**
- **Monthly Information Sessions**

**Colorado
Shines
Engagement
n = 3,561
(52%)**





The Colorado Shines QRIS Connections

- 1. Embedded in Licensing Rule**
- 2. Informs Colorado Subsidy Rates of Payment**
- 3. Informs Stabilization payment amounts**
- 4. Incentivizes increases in quality through stimulus**
- 5. Included in ECC contract awards**
- 6. Included in Legislation:**
 - a. Emergency grant programs (E&E, EBCC)**
 - b. Infant Toddler Quality and Availability**
 - c. School Readiness Quality Improvement**
 - d. CCCAP and CCCAP quality**

Considerations for UPK

- Colorado Shines revisions reflect national best practice
- The framework supports all age groups 0-5
- Observations are completed with nationally validated tools
- Standards are aligned (and in some areas are more stringent) with Head Start Standards
- Provides alignment with National Accrediting bodies: NAEYC, NECPA, AMS, COA, ACSI,COGNIA, NAFCC
- Adopted as the rating for the Denver Preschool Program
- Has strong engagement by School Districts as well as community based programs
- Not another system for providers to learn/adopt
- Is flexible enough to change to meet any unique needs of the UPK program



THANK YOU. Discussion



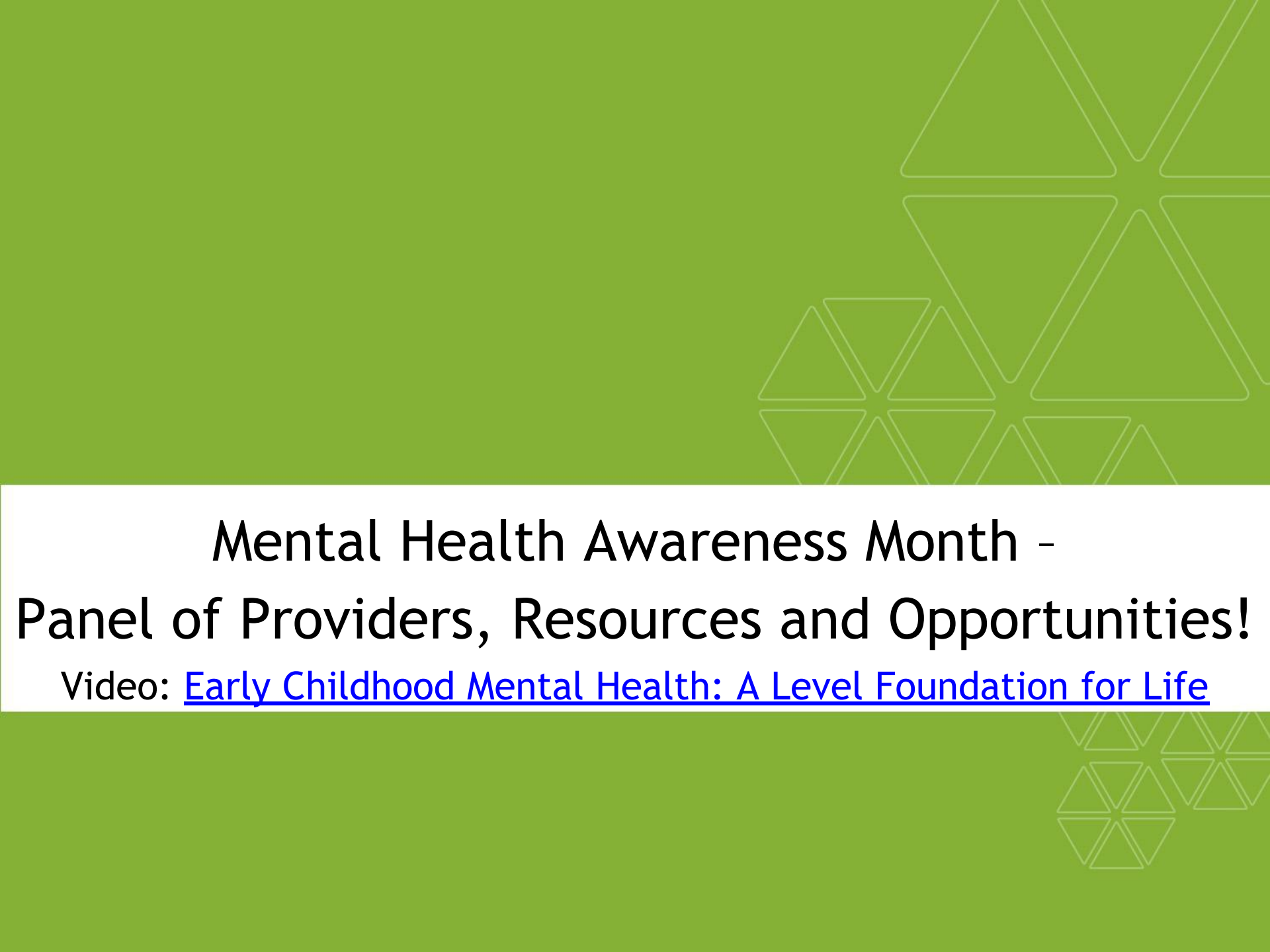
COLORADO

Department of Human Services



Discussion on Universal Preschool Quality Rating & Improvement System

Michael Cooke and Tova Cohen, CDEC Transition Team



Mental Health Awareness Month - Panel of Providers, Resources and Opportunities!

Video: [Early Childhood Mental Health: A Level Foundation for Life](#)

- **Panel of Mental Health Champions:**
 - **Lisa Abbot, LPC:** Early Childhood Mental Health Consultant, Mental Health Center of Denver
 - **Julie Steffen, MA ECSE:** Incredible Years Program Director, Invest in Kids
 - **Kelly Herndon, MEd:** Mental Health & Disabilities Manager, Mile High Early Learning
 - **Keely Garren, MA, LPC, NBCC:** District Mental Health Coordinator, Thompson School District
- **Question for Group:** What are your organizations and your communities doing to support mental health awareness?



Early Childhood Mental Health Consultation

Through the consultative relationship, caregivers build skills that foster strong adult-child relationships, build healthy environments, and prepare them to effectively respond to challenging behaviors.

Within ECE centers consultation support categories:

- Child-focused services
- Classroom-focused services
- Agency-focused services

Who can benefit from consultation support?

Any adult in Colorado caring for a child under 6 years



Early Childhood Mental Health Support Line

The ECMH Support Line is a *no-cost*, confidential resource for anyone who cares for children under six.

The support line helps families and caregivers to better understand and support the emotional wellbeing of young children in their care.

Who can use the ECMH Support Line?

Any adult in Colorado caring for a child under 6 years

Free support is a call or click away!

Live, qualified consultants are available Monday through Friday,
10:30 a.m. to 5:30 p.m.

**Over 200 languages can be accommodated through the support of on-demand interpretation*



(833)-ECMH411

MENTALHEALTHSTARTSEARLY.COM

EVERY CHILD'S MENTAL HEALTH MATTERS

- **Panel of Mental Health Champions:**
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**INVEST
IN KIDS®**



Invest in Kids partners with local communities to ensure the success of evidence-based programs that **improve the health and well-being** of Colorado's youngest children and their families.

Teacher Classroom Management & Dinosaur School

- Teacher Classroom Management Program (TCM) provides teachers with training and coaching in building positive relationships with students and families, proactive teaching techniques, effective use of praise and incentives, and support strategies for children with challenging behaviors.
- The Dinosaur School curriculum includes 60 different lessons for early childhood classrooms, which are delivered two to three times per week in every participating classroom. Trained staff lead the lessons using puppets, engaging activities, role-plays, and video vignettes. The lessons focus on how to solve problems, control anger, self-monitor emotions, succeed in school, and make friends.
- TCM and Dinosaur School: 5,905 students and 450 teachers served.



**INVEST
IN KIDS®**

Preschool BASIC Parent Program

- The Preschool BASIC Parent Program (Parent Program) is delivered through a series of 14 weekly sessions that include dinner and childcare to eliminate barriers to participation. Two trained co-facilitators guide each group of approximately 7 to 15 parents as they learn strategies for playing with and praising their children, setting effective limits, and promoting prosocial behavior, among other strategies and skills.
- Parent Program: 73 PPFs facilitated 50 parent groups that served 455 parents.
- During the 2021-2022 academic year, IIK partnered with Colorado communities across 21 counties to support the delivery of IY for parents, teachers, and young children.



**INVEST
IN KIDS®**

- **Panel of Mental Health Champions:**
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- **Question for Group:** What are your organizations and your communities doing to support mental health awareness?

The background of the slide is a solid orange color. On the right side, there is a faint, light-colored geometric pattern consisting of several large triangles that are further divided into smaller triangles, creating a complex, crystalline structure.

Preschool Development Grant Updates: Consultative Roles Alignment Project

Lisa Matter, Sarah Roberts, Lisa Schlueter, Christine Bauer

Consultative Role Alignment

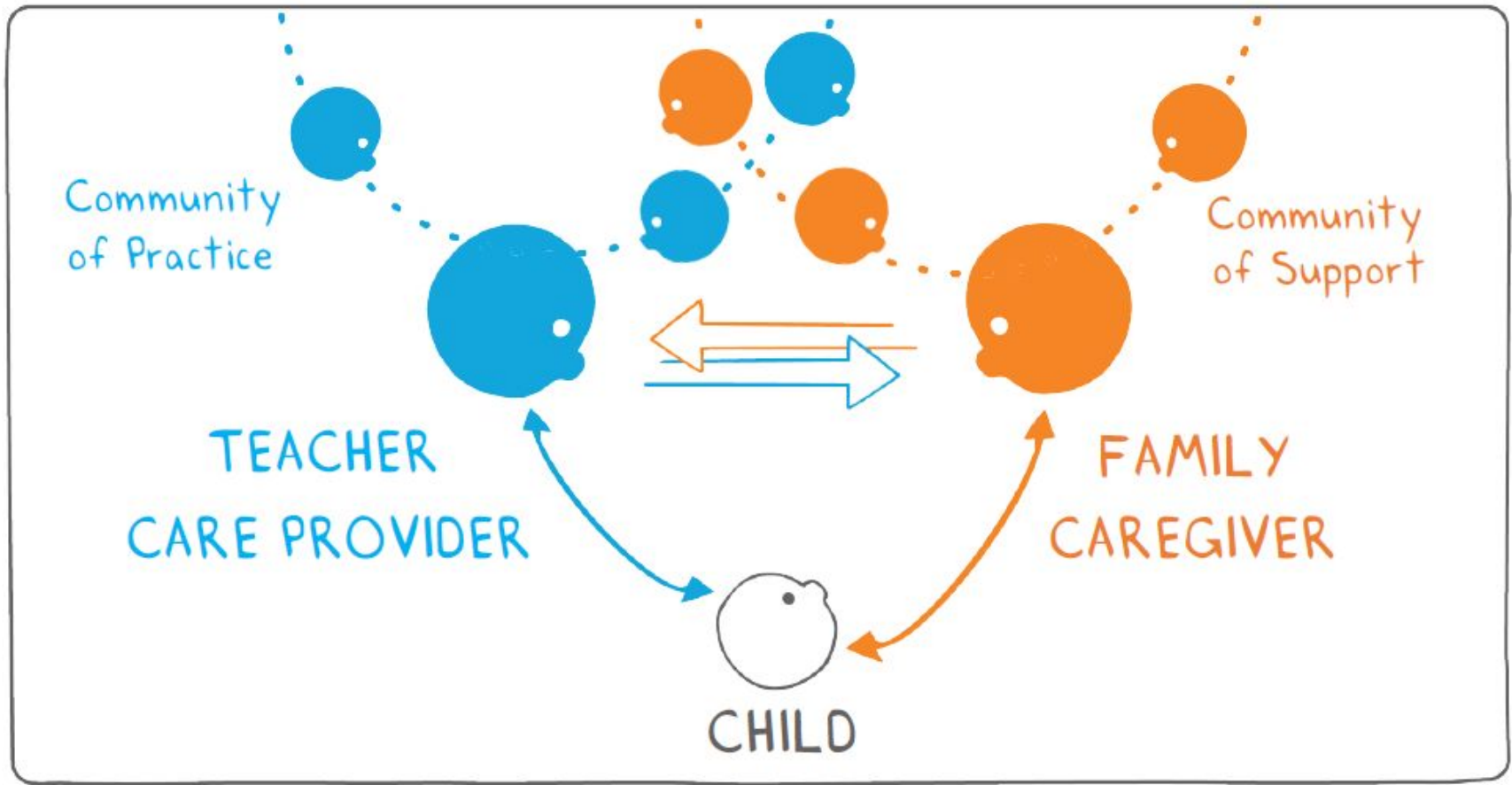
Colorado Shines Brighter Strategy 6.1.2

- Welcome and background
- Network of Helpers Concept
- Discussion Prompts
- Upcoming Opportunities
- Q+A Welcome throughout

This project was supported by the Preschool Development Grant Birth through Five Initiative (PDG B-5), Grant Number 90TP0054, from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Child Care, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

A THEORY OF CHANGE FOR EARLY LEARNING AND CARE

Encourage, Enrich, and Empower Human Interactions



Consultative Roles in Early Childhood

Early Childhood Consultant roles involved in this project include:



Child and Adult Care
Food Program
(CACFP) Specialists



Early Childhood Mental
Health (ECMH)
Consultants



Child Care Health
Consultants (CCHCs)



Continuous Quality
Improvement (CQI)
Coaches/Consultants



Expanding Quality Infant
Toddler Specialist
Network

Project Vision

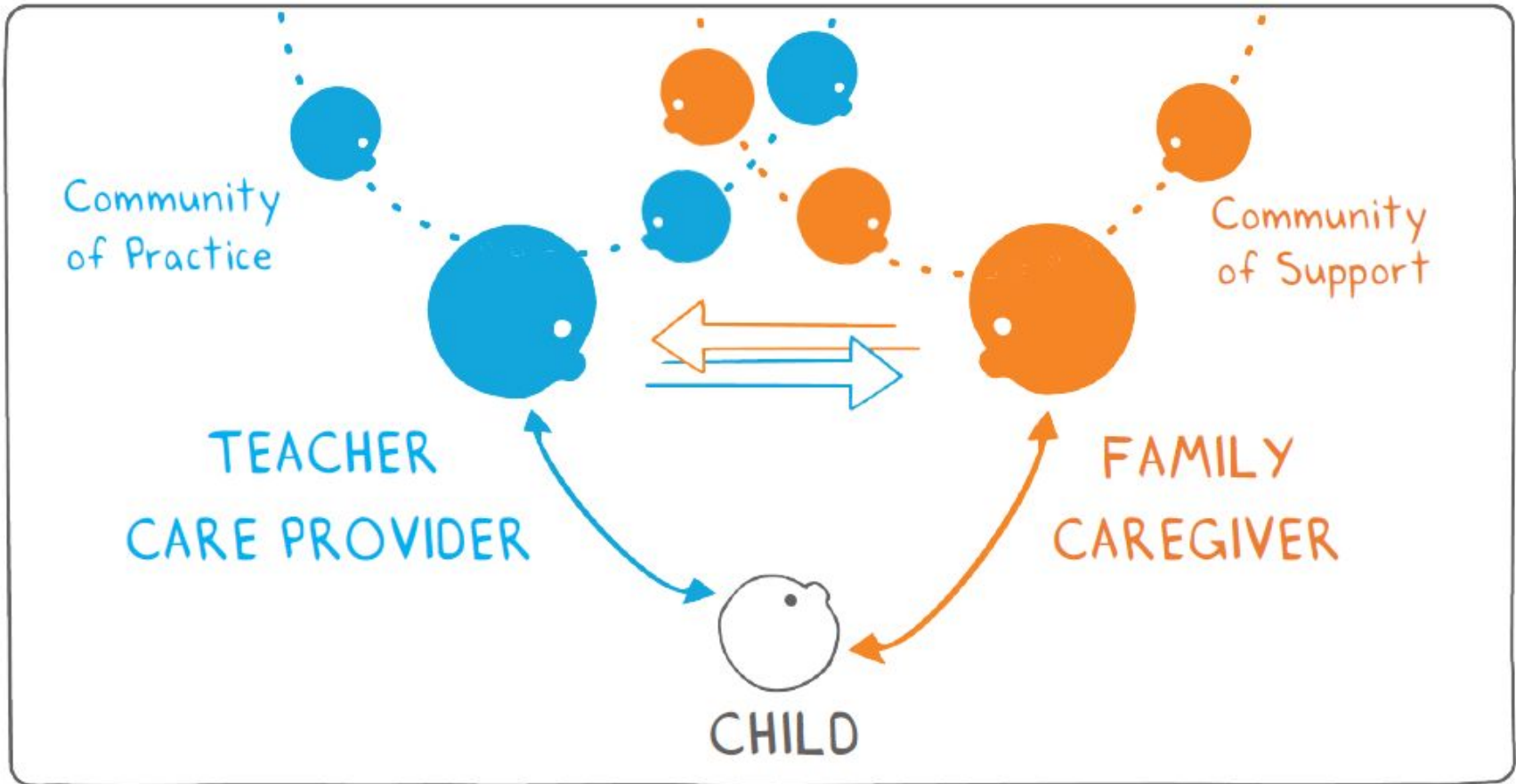
Caregivers are aware of when and how to engage coordinated supports to improve quality, equity, and inclusion in every environment and relationship that children, families, and caregivers/educators experience.

Table 1. Key Characteristics of an Engagement Framework for Intragovernmental Partnerships

Engagement Framework Type		
Communication/Networking	Coordination	Collaboration/Co-Creation
<p>Goal:</p> <ul style="list-style-type: none"> To exchange information and ideas 	<p>Goal:</p> <ul style="list-style-type: none"> To share plans and progress on design or implementation, and to listen for and consider other viewpoints in the work 	<p>Goal:</p> <ul style="list-style-type: none"> To share ideas, co-create, and co-decide
<p>Key characteristics and best practices:</p> <ul style="list-style-type: none"> Sharing plans and activities Sharing updates Communicating in a timely manner Building awareness and understanding Maximizing independence among participants Partner not expected to modify their work 	<p>Key characteristics and best practices:</p> <ul style="list-style-type: none"> Identifying a shared goal or purpose Sharing plans and seeking feedback Sharing implementation progress and seeking feedback Listening for viewpoints of partners with hope to incorporate feedback Working harmoniously together Partners making independent decisions, taking into account their exchange of information, ideas, and progress Full alignment of planning, implementation, and reporting not expected 	<p>Key characteristics and best practices:</p> <ul style="list-style-type: none"> Identifying a shared goal or purpose Working together to define a shared goal or purpose Organizing together to achieve the shared goal or purpose Mutual investment required Shared decision-making Shared planning Shared implementation Shared reporting Leveraging synergistic and complementary interests

Source: Markowitz et al. (2003); Prevention Solutions@EDC (n.d.).

Engage coordinated supports to improve quality, equity, and inclusion in every environment and relationship



Early Childhood Consultants

A Network of Helpers:

- Certified experts across Colorado
- Offering research-based and credentialed consultation, coaching and technical assistance
- A helpful, often low or no cost resource available to caregivers and programs!



Early Childhood Consultants: Common Misconceptions

Fact	Myth
A support for parents and caregivers	A replacement for parents or for other professionals
Professionals who help educators/programs grow in your knowledge	Experts who work alone in silos
Collaborators who work with caregivers on solutions	Trying to fix something that's 'broken'

Early Childhood Consultants



How they can help:

- Support your critical work
- Share common goal of providing children the best start early
- Fill in knowledge gaps
- Help you build skills and grow

Areas of Expertise

Early Childhood Consultants have expertise in many fields, including:



Child Growth



Quality rating systems



Child Care Community



Meal Preparation



Nutrition



Play



Mental health



Social/Emotional



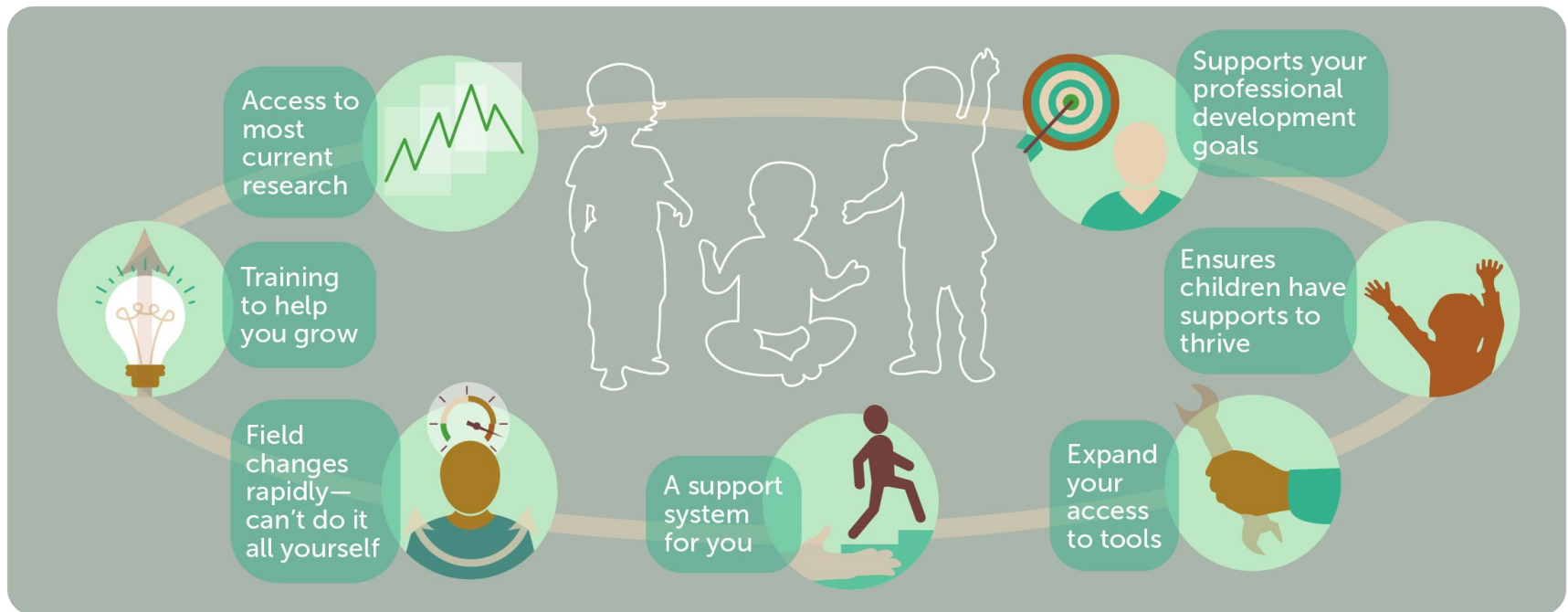
Physical Health



Learning

Connecting the Team is Critical

90% of a child's brain develops between birth and age 5.
Secure relationships between teachers, family caregivers and children are essential to their healthy development.
Early Childhood Consultants support those relationships.



How Can You Find Early Childhood Consultants?

Health

Connect with [Child Health Care Consultant](#) (CCHCs)

Nutrition

Connect with a [CACFP representative](#)

Classroom Environment/Education

Connect with Colorado Shines Coach by reaching out to your local [Early Childhood Council](#)

Social Emotional/Mental Health

Connect with an [Early Childhood Mental Health Consultant](#) (ECMHCs)

Infants and Toddlers

Connect with an Infant Toddler Specialist ([Click here for more information](#))

What is coming next?

Whole Child Consultative Conference, Fall 2022

Thank You



Carrie Dyster, southwestcacfp@gmail.com



Christine Bauer, christine.bauer@state.co.us

Lisa Matter, lisa.matter@state.co.us

Sarah Roberts, sarah.roberts@state.co.us



Lisa Schlueter, lisa.schlueter@state.co.us



Taran Schneider, taran@healthychildcareco.org



Member Updates and Public Comment

Anji Gallanos



Next Steps, Final Thoughts and Adjourn

Anji Gallanos

ECLC

Early Childhood Leadership Commission

Program Quality & Alignment Subcommittee



Next Meeting:
Friday, July 8, 2022
9:00-11:00 am